

MINUTES
REGULAR MEETING OF THE ALBEMARLE COUNTY SCHOOL BOARD
Public Hearing – Redistricting Recommendation
Thursday, March 14, 2024
[Meeting Video Link](#)

ROLL CALL - UPON THE ROLL BEING CALLED, THE FOLLOWING WERE PRESENT:

BOARD MEMBERS - Dr. Kate Acuff, Dr. Rebecca Berlin, Ms. Judy Le, Ms. Ellen Osborne, Mr. Chuck Pace, Mr. Graham Paige, Ms. Allison Spillman, and Student Representative Ms. Fernanda Cisneros.

ABSENT – None

ALSO, IN ATTENDANCE - Superintendent Matthew Haas; School Division Counsel Josiah Black; Assistant Superintendent Clare Keiser; Assistant Superintendent Patrick McLaughlin; Assistant Superintendent Daphne Keiser; Assistant Superintendent Chandra Hayes; Chief Operating Officer Rosalyn Schmitt; Chief Technology Officer Christine Diggs; Public Affairs and Strategic Communications Officer Helen Dunn; Clerk of the School Board Christine Thompson

AGENDA ITEM NO. 1.0 CLOSED MEETING

At 5:30 p.m., Dr. Acuff offered a **motion** I move that the School Board of Albemarle County, Virginia go into a closed meeting as authorized by the Virginia Freedom of Information Act, section 2.2-3711(A) of the Code of Virginia under Subsection 8 for consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. The purpose of the item in the closed meeting is to discuss legal issues in connection with a resolution for public sector collective bargaining, and procedural issues under School Board policy. Ms. Osborne seconded the **motion**. **A voice vote was called, and the motion passed by the following recorded votes:**

AYES: Mr. Pace, Mr. Paige, Ms. Spillman, Dr. Acuff, Ms. Osborne, and Chair Le.

NAYS: None.

ABSENT: Dr. Berlin.

Motion carried by a 6:0:1 vote.

Dr. Berlin arrived at 6:35 p.m.

AGENDA ITEM NO. 2.0 OPENING ACTIVITIES

Agenda Item No. 2.1 Call to Order - At 6:30 p.m., Chair Le called the Albemarle County School Board meeting back to order.

Agenda Item No. 2.2 Closed Meeting Certification

At 6:31 p.m., Dr. Acuff offered a **motion** that the Board certify by recorded vote that to the best of each Board member’s knowledge, only public business matters lawfully exempted from the open meeting requirements of the Virginia Freedom of Information Act and identified in the motion authorizing the Closed Meeting were heard, discussed, or considered in the Closed Meeting. Mr. Paige seconded the **motion**. **A roll call vote was called, and the motion passed by the following recorded votes:**

AYES: Mr. Paige, Ms. Spillman, Dr. Acuff, Dr. Berlin, Ms. Osborne, Mr. Pace, and Chair Le.

NAYS: None.

ABSENT: None.

Motion carried by a 7:0 vote.

- Agenda Item No. 2.3 - Roll Call**
- Agenda Item No. 2.4 - Pledge of Allegiance**
- Agenda Item No. 2.5 - Moment of Silence**

AGENDA ITEM NO. 3.0 APPROVAL OF AGENDA

Agenda Item No. 3.1 Approval of Agenda - Ms. Osborne offered a **motion** to approve the agenda. Ms. Spillman seconded the **motion**. **A voice vote was called, and the motion passed with the following recorded votes:**

AYES: Mr. Pace, Mr. Paige, Ms. Spillman, Dr. Acuff, Dr. Berlin, Ms. Osborne, and Chair Le
NAYS: None
ABSENT: None
Motion carried by a 7:0 vote.

AGENDA ITEM NO. 4.0 APPROVAL OF CONSENT AGENDA

Ms. Osborne offered a motion to approve the Consent Agenda. Dr. Berlin **seconded the motion**. **A voice vote was called, and the motion passed with the following recorded votes:**

AYES: Mr. Paige, Ms. Spillman, Dr. Acuff, Dr. Berlin, Ms. Osborne, Mr. Pace, and Chair Le
NAYS: None
ABSENT: None
Motion carried by a 7:0 vote.

- 4.1 - Approval of Consent Agenda
- 4.2 - Approval of the Minutes
- 4.3 - Religious Exemption
- 4.4 – Lease Renewals
- 4.5 – Budget Appropriation for Land Purchases
- 4.6 - AHS Second Floor Connector Project, Schematic Design
- 4.7 - For Information: Policy, Review and Revision
- 4.8 - For Action: Policy, Review and Revision

AGENDA ITEM NO. 5.0 ITEMS PULLED FROM CONSENT AGENDA - None.

AGENDA ITEM NO. 6.0 ANNOUNCEMENTS

Agenda Item No. 6.1 Spotlight on Education - Presented by Student Representative Fernanda Cisneros.

The Spotlight on Education highlighted the Junior Reserve Officers' Training Corps (JROTC). Established by the National Defense Act of 1916, JROTC is one of the world's largest character development programs, active in over 1,700 institutions globally. Contrary to common belief, the program's primary aim is not to prepare students for military careers but to develop leadership, teamwork, mental and physical fitness, critical thinking, problem-solving, and decision-making skills.

Participation in JROTC is linked to increased student attendance, higher graduation rates, and improved GPAs, along with reduced disciplinary issues and dropout rates. However, the camaraderie fostered among students is perhaps the most valued aspect. Rachel Pickins, the Cadet Battalion Commander, shared that JROTC made her feel like an equal among peers and strengthened her relationships with both peers and teachers.

The JROTC program at Monticello High School was established in 2020 and is led by retired Lieutenant Colonel Richard Monteiro, with 31 years of Army service, and retired Master Sergeant Richie Pozo, who served for 26 years.

Agenda Item No. 6.2 School Board / Superintendent Business

Dr. Acuff shared that Mr. Paige, Chair Le, Mr. Pace, and herself attended the VSBA Networking Forum in Culpeper on March 12. Highlights included an impressive new Career and Technical Education (CTE) building and an exceptional early college degree program focused on teacher recruitment. This program involves a consortium of six or seven counties, where students are dually enrolled at Germana Junior College. Upon high school graduation, these students receive both a high school diploma and an associate degree.

Additionally, the program has partnered with universities, including James Madison University and Mary Washington University. Through these partnerships, students are admitted into the universities' Schools of Education and receive financial support for their education. Within two years post-high school, they can obtain their teaching degree, with a commitment to teach for two years in their respective counties. This initiative specifically targets elementary and special education, making it a remarkably innovative and promising program.

AGENDA ITEM NO. 7.0 PUBLIC COMMENT

Agenda Item No. 7.1 Public Hearing – Redistricting Recommendation

Mr. Clinton Key lives in the Rivanna district. He expressed strong support for the committee's proposed redistricting plan. A parent from the Stony Point Elementary Rivanna voting district, he mentioned that their family relocated to Albemarle County two years ago, attracted by the unique rural character of the northern part of the county. Central to the Stony Point community is the health and vibrancy of its school. Upon moving to the area, Mr. Key's family knew no one, but they were warmly welcomed by the school's leadership, staff, and community. This inclusivity and generosity were essential to the positive experience their children had in joining the Albemarle community. He expressed confidence that Stony Point would be able to welcome new families and ensure a smooth transition for their children, allowing them to thrive in their new setting. He urged the board to vote in favor of the proposed redistricting plan.

Brad Rogers from the Rivanna District, representing Hollymead Elementary, spoke against the current redistricting proposal, highlighting its negative impact on nearly 1,700 students across four schools. He noted that Baker Butler and Hollymead will remain overcrowded for the next five years, even with the use of trailers, and Stony Point will lack sufficient students to maintain two classes per grade in four of the next five years. Additionally, Stone Robinson, outside the overcrowded northern feeder pattern, would see an influx of 42 students without adequate capacity. Rogers pointed out that Albemarle County has approved the construction of over 4,000 homes in the northern feeder pattern, further complicating capacity issues. He proposed an alternative solution to redistribute students from Baker Butler to Stony Point and other schools to balance enrollment and resources until a new school is built. He urged the board to vote no on the proposed plan and seek a better solution that addresses the needs of all students without causing further overcrowding.

Denise Holman from the Rivanna district expressed her gratitude to the school board for their commitment to children's education. She advocated for voting no on the proposed redistricting recommendation. Holman argued that redistricting Stone Robinson students does not fully address the study's goals and is not the right solution to the enrollment challenges at Stony Point. She emphasized that prioritizing the needs of a school over the needs of students contradicts the mission of Albemarle County schools.

Rupert Egan from the Rivanna district spoke against the proposed redistricting plan, citing an ethical obligation to voice concerns shared by many parents and community members. He argued that the plan fails to meet the School Division's stated goals of providing equitable and transformative resources. Egan noted that the plan does not adequately address the Phase One objectives of rebalancing enrollment across the Northern Feeder pattern, with Hollymead projected to be over capacity from day one of the 2024-2025 school year. He criticized the use of trailers to temporarily mask the problem and pointed out that available seats at Broadus Wood are not being utilized. Additionally, he mentioned that moving children from Stone Robinson, which is over capacity, to Stony Point does not effectively reduce overcrowding at Baker Butler or Hollymead. Egan emphasized the need for a professional and ethical re-evaluation of the plan to better serve the children of the Northern Feeder pattern.

Colin Thomas, a resident of Cascadia in the Rivanna district, expressed his concerns about the proposed redistricting plan. He shared that his daughter is a second grader at Stone Robinson Elementary and emphasized that adding a high-density suburban neighborhood like Cascadia to Stony Point's enrollment is not a suitable solution. Thomas highlighted that Cascadia is a diverse and relatively new neighborhood, with its last house completed in the summer of 2022, making it difficult to predict the long-term impact of redistricting. He pointed out that Stony Point, being a smaller school, is less equipped to handle enrollment unpredictability compared to Stone Robinson. Thomas also mentioned that the redistricting committee did not consider several factors, such as the number of students who will move, the potential increase in transportation needs, and the impact on the composition of the special education population at Stony Point. Due to these uncertainties and the significant consequences of making the wrong decision, he urged the school board to reject the committee's proposal.

Emily Maithon from the Rio district spoke in support of the proposed redistricting plan developed by community volunteers and supported by the Superintendent. She shared her personal experience with redistricting in 2018 when her children were enrolled at Agnor Hurt Elementary, acknowledging the emotional and personal challenges it presents, especially for parents of elementary school children. As a representative on the Family Council, Maithon emphasized the importance of the decisions as a manifestation of the commitment to the anti-racism policy and the mission of Albemarle County Public Schools. She highlighted one of the guiding principles the committee upheld: assessing boundary options by greater demographic balance among impacted schools. Although she does not have a personal stake in the current decision, Maithon strongly believes in the value of public education and community-based decision-making. She stressed the importance of equitable access to education and quoted Justice Thurgood Marshall, emphasizing the need for children to learn together to foster understanding and unity among people. Maithon concluded by urging the board to follow the guidance of the volunteer team who studied the redistricting challenge and vote in favor of the recommended plan.

Anika Johnson, a resident of the Rivanna District and the Fontana neighborhood, spoke in favor of the proposed redistricting plan. As a parent of two Stony Point Elementary students, she praised the school's supportive community, wonderful teachers, and staff. She highlighted the desire to avoid overcrowding at Baker, Butler, and Hollymead until the new school at North Point is built and expressed concern about the uncertainty of class sizes at Stony Point. Johnson requested the formation of another committee with equal representation from Baker, Butler, Hollymead, and Stony Point to adjust boundaries, ensuring none of the schools are overcrowded in the five-year projections and Stony Point consistently has twelve classes. She acknowledged the significant effort required but emphasized the importance of finding feasible and workable

solutions. Johnson urged the board to proceed with a redistricting plan only once a proposal meeting these objectives is developed. She concluded by thanking the board for their time.

Agenda Item No. 7.2 Public Comment – Other Matters

Kathy Coffman, a county public school teacher for 23 years and currently the Math Department Chairman at Albemarle High School, expressed concerns about several policies and approaches being implemented by ACPS that she believes are negatively affecting student learning. Coffman highlighted the insufficient time allocated for learning mathematics. She noted disparities in elementary schools, where some have less than 40 minutes a week for math, while others have 40 minutes a day. She also pointed out that the elimination of daily math instruction at the middle school level, replaced by more exploratory choices, hinders the timely and successful completion of Algebra 1, negatively impacting students' future opportunities. She criticized the current ACPS grading policy, stating that it removes incentives for students to practice and learn academic material. Coffman argued that the message communicated is that homework is unimportant, doing nothing earns 50%, and students don't need to pay attention in class because they can always redo their work. She urged the board to allow teachers to incentivize homework to help students practice and gain confidence, reconsider the 50% minimum grade for doing nothing, and potentially adopt a different grading scale. Ms. Coffman addressed the retake policy, noting that it causes anxiety and stress among students. She suggested adopting parameters for retakes, similar to other school divisions. In conclusion, Coffman advocated for a thorough review of these grading policies and the elimination of sufficient math learning time, emphasizing the need for learning-focused policies that consider all disadvantages to help all students succeed.

Allison Anderson from the Jack Jouett district addressed the board about a safety concern along Lambs Road near the high school. She highlighted the daily pedestrian traffic, including high school students, navigating a 0.4-mile stretch between Loaves & Fishes and the bus parking area, which lacks safe walking paths. Anderson pointed out specific hazards: a blind curve at one end and steep shoulders with no safe space for pedestrians at the other. She proposed a straightforward solution, outlined in a handout, which includes creating a walking path along a wide, relatively clear strip that would require minimal development.

AGENDA ITEM NO. 8.0 SCHOOL DIVISION BUSINESS

Agenda Item No. 8.1 2023/24 [Redistricting Study](#) - In August 2023, the School Board directed the Superintendent to convene a redistricting advisory committee to conduct a study to evaluate boundary changes in response to immediate enrollment challenges at Baker-Butler Elementary, Woodbrook Elementary, and Stony Point Elementary. The study also informed more long-term planning for a new elementary school scheduled to open for the 2029/30 school year.

The committee, composed of parents and committee representatives, convened and met seven times. Feedback was received at community meetings, via a community survey and email. The superintendent brought forward the recommendation of the committee with no modifications.

The School Board received the recommendation for information only on February 22nd and scheduled to act on the recommendation at the March 14 meeting. Any approved boundary change by the Board will be implemented for the 2024/25 school year.

Dr. Acuff offered a **motion** to accept the Superintendent's Redistricting Recommendation. Ms. Osborne **seconded the motion**.

Chair Le acknowledged that typically she opens the discussion and speaks last but chose to speak first this time as this redistricting is in her district - the Rivanna district. She emphasized her thorough consideration of the vote, having listened to public comments, read emails, met with families, staff, and the redistricting committee, and spoken with those who have overseen past redistricting. Chair Le expressed full

support for Dr. Haas's recommendation, highlighting the excellence of all the schools involved: Baker Butler, Hollymead, Stone Robinson, and Stony Point. She stressed that Stony Point is a wonderful and thriving school, and if any school is deemed not good enough for some students, it is not good enough for any students. She mentioned the need for advocating for funding for renovations at Stony Point and strongly supported the honeybee component of Dr. Haas's recommendation. Le praised the fair and thorough committee process, which involved community members, staff, experts, and volunteers who spent over 100 hours analyzing scenarios and goals set by the board. Chair Le pointed out that Cascadia was well represented in the process and that all public comments and concerns were fairly considered by the committee. She emphasized the importance of viewing all schools as part of one community and rejected the notion that schools doing fine should not be changed if it benefits the community as a whole. Chair Le concluded by applauding the committee's diligent and public work, stating her respect for the hard decisions made and reiterating her support for the recommendation.

Ms. Spillman acknowledged the difficulty of the decision, mentioning the loss of sleep and extensive engagement with the community. She met with many parents, received numerous emails and phone calls, and consulted with Dr. Haas, Ms. Schmidt, Dr. Irizarri, and members of the redistricting committee. Ms. Spillman expressed gratitude to all parents for their passion and dedication, emphasizing that they have read every email, delved into all the data, and asked all necessary questions. She reiterated the complexity of the decision and thanked everyone for their time and commitment.

Dr. Berlin emphasized the responsibility and stress involved in making decisions that impact the lives of 14,000 students and their families, highlighting how seriously all board members take their roles. She appreciated the outreach from the community and encouraged continued engagement and stressed that one of the reasons for the current situation is the lack of funding for new schools and improvements. She acknowledged the support from the Board of Supervisors but pointed out the need for continued investment due to significant growth, especially in the northern part of the county. Dr. Berlin called for ongoing advocacy to ensure the necessary funding for school budgets, new construction, and renovations, emphasizing that all children deserve 21st-century schools. Dr. Berlin urged the community to keep their voices heard and to advocate at Board of Supervisors meetings to secure the funding needed for the best educational environment for the county's students, ultimately benefiting the state and country.

Ms. Spillman noted that the process has highlighted the need for earlier involvement of the board in such significant decisions. Mentioned the difficulty of processing a large amount of information and making impactful decisions based on a single presentation. She proposed a goal of finding ways to have more regular updates or a representative in meetings to ensure the board is better informed and prepared to make these decisions in the future.

Ms. Osborne shared her empathy for parents with children attending Stone Robinson, acknowledging why they wouldn't want to leave such an amazing school.

Mr. Paige acknowledged the difficulty of the decision and shared that he had been undecided for a long time. However, after listening to testimony from speakers and Chair Le's statement, as well as speaking with other school board members, he finally reached a decision he believes is best for all county students.

Mr. Pace shared his efforts in making an informed decision by personally driving the roads between the schools, noting the rough conditions, which even made his daughter feel unwell. He also mentioned being moved by a testimony regarding the difficulty of moving a child with autism to a new school. Reflecting on his own experience of his daughter being redistricted from Agnor Hurt to Woodbrook many years ago, and acknowledged that although the transition was challenging, it ultimately worked out.

Dr. Acuff emphasized the responsibility of making decisions that impact all 14,000 students and 24 schools. She noted that this is the third time redistricting has come up during her tenure. She outlined their role in establishing a fair process, which involved widespread representation and diverse expertise, as

described by Ms. Schmidt. After the committee submits their recommendation, the Superintendent reviews it for any fundamental flaws. The decision is whether to accept the Superintendent's recommendation. Dr. Acuff clarified that they have not interfered with the extensive decision-making process undertaken by the committee and staff emphasized that their role is to focus on the bigger picture and to support the Superintendent's recommendation unless there is a fundamental flaw in the process. She expressed respect for parents advocating for their families but reiterated the board's duty to consider the overall impact.

A roll call vote was called, and the motion passed with the following recorded votes:

AYES: Ms. Spillman, Dr. Acuff, Dr. Berlin, Ms. Osborne, Mr. Pace, Mr. Paige, and Chair Le

NAYS: None

ABSENT: None

Motion carried by a 7:0 vote.

Agenda Item No. 8.2 Break – The School Board took a break from 7:49 P.M. to 8:00 P.M.

Agenda Item No. 8.3 [School Naming Review](#) – Agnor-Hurt Elementary School - Ms. Karen Waters gave a brief presentation on the School Naming Review of Agnor-Hurt Elementary School. The recommendation that in addition to alignment with ACPS' stated values which include Equity, Excellence, Family and Community as well as Wellness, school names must be compliant with and reflective of the **ACPS Anti-Racism policy (ACC)** which states: "The Albemarle County School Board ("Board") and the Albemarle County Public Schools ("Division") reject all forms of racism as destructive to the Division's mission, vision, values, and goals." Research into the namesakes of Agnor-Hurt Elementary, Guy T. Agnor Jr. and Benjamin Franklin Hurt indicates that while former County Executive Guy Agnor Jr. has no association or oversight of public remarks or images on the record that are not reflective of ACPS values and policies, this is not the case with former ACPS Administrator Benjamin Franklin Hurt, despite his many accomplishments and the community's great admiration of his work as an educator. Consequently, it is recommended that rather than engage in a complete renaming of the school, that the name of Mr. Agnor be retained as Agnor Elementary School effective July 1, 2024. The Board will vote on the recommendation at the March 28, 2023, School Board Meeting.

Agenda Item No. 8.4 School board Approval of the FY 25 Funding Request - Following the presentation of the Draft Funding Request, two Budget Work Sessions and a Public Hearing, the School Board was asked to approve the School Funding Request of \$272,900,085 in operating funds and \$26,343,841 in Special Revenue Funds for FY 25. A copy of the Draft Funding Request is available on the [Budget website](#).

Dr. Acuff offered a **motion** to adopt the FY 2024-2025 Funding Request of \$272,900,085 for the School Fund and \$26,343,841 in Special Revenue Funds. Ms. Spillman seconded the **motion**. **A voice vote was called, and the motion passed with the following recorded votes:**

AYES: Mr. Pace, Mr. Paige, Ms. Spillman, Dr. Acuff, Dr. Berlin, Ms. Osborne, and Chair Le

NAYS: None

ABSENT: None

Motion carried by a 7:0 vote.

Agenda Item No. 8.5 Using [Mid-Year Data](#) to meet our Mission - Assessment and accreditation results are a key metric to gauge the division's progress toward meeting our mission. The Board received an update on the second quarter assessment data and an overview of how that data is used to improve instruction and outcomes.

Dr. Acuff asked what kind of feedback staff were getting from principals. The feedback has been positive regarding the shift in the process for developing 90-day plans. Previously, principals were required to attend hour-long meetings to present their data to central office staff. Now, with all the necessary data

available in Power BI and Aluminator, the focus has shifted to providing principals with time and thought partners for developing their plans. Four three-hour workshops were held where multiple schools participated, supported by the instruction team, special educators, and the equity office. This new approach has alleviated the burden on principals to prepare presentations, allowing them more time to collaborate deeply on their plans during the school day. Principals appreciated this change as it addressed their challenge of finding time to work with their teams.

Dr. Acuff asked about goals and at the end of the year, and if a review of what their goals were and whether it moved anything along. At the end of the year, there will be a review of the goals and their outcomes. By the beginning of June, preliminary and unofficial results from the state start coming in, and Director of Accounting and Research Chris Gilman begins his calculations. A summer data meeting is then held with principals to conduct an after-action review. This review assesses what strategies were implemented, whether the goals were achieved, and how to continue successful strategies or adjust plans for the next year.

Mr. Paige asked what can be done to help a teacher who is struggling with a class of students? Support typically begins in Professional Learning Community (PLC) meetings where teachers collaboratively discuss their challenges. Context is essential, as various factors could influence performance, such as the teacher's personal circumstances or the class composition. Principals and teams use these discussions to ask relevant questions and identify underlying issues, which might include recent absences or a particularly challenging student group. The goal is not to judge teacher performance in isolation but to contextualize it and provide a focused approach to instruction and pacing guides for improvement.

Chair Le asked how long we have had the pacing guides in place. This year marks the first use of consistent pacing guides. Previously, the guides were scattered. The new guides were developed with significant contributions from the coaching team, many of whom were new this summer. These guides are essential for implementing quarterly assessments. The team has been proactive in creating and refining these guides, especially with upcoming changes in math standards next year, which will necessitate updates to both assessments and pacing guides.

Mr. Paige asked how the pacing guides fit into the Bellwether Plan. These were a direct recommendation from Bellwether.

Ms. Osborne asked about the teachers who resist – how do staff deal with that scenario. Despite the challenges in achieving 100% adherence in a division of this size, the high participation rate in quarterly assessments—well into the 90% range—indicates that teachers are following the pacing guides and administering the assessments. This high level of participation gives confidence in the effectiveness of the guides and the assessments.

Mr. Pace asked about field testing – how we balance the test. Field testing is part of the process for developing assessments. While the division may not have a psychometrician, Director of School Improvement & Quality, Policy and Strategic Planning Dallas Hitt, and Chris Gilman are key staff members in assessment development. The state includes field test items in assessments, sometimes on short notice. After tests are administered, the results are analyzed to identify any problematic questions. Most assessments are multiple-choice, but there are also technology-enhanced items requiring more student interaction. The division creates its own test items to mimic state assessments, especially in subjects like science, which have shifted towards data analysis and application questions.

Dr. Berlin asked how we communicate and give feedback to our families about these tests. After the first quarter update to the board on quarterly assessments, it was recommended to improve communication with families. Previously, communication varied by school. Now, a standardized report from Illuminate, our assessment platform, is sent to every student who takes a quarterly assessment. This report details the standards covered, highlights areas of mastery, and identifies areas needing improvement, directing parents

to the classroom teacher for more information. Additionally, Director of Equity, Family, School and Community Relations Eric Irizarry, and Director of Special Projects, Program Evaluation, and Department Improvement Jamie Gellner developed materials to help parents understand their child's performance. These materials include explanations about report cards, winter growth assessments mandated by the state, and quarterly assessments. They also created documents and videos to clarify the differences between various assessments, making the information more accessible and understandable for families. This initiative was a direct recommendation from Bellwether.

Mr. Pace inquired whether lead coaches could use the data in our Student Information System to decide where to spend their time. Lead Coaches can use the data to focus their efforts. We utilize two platforms: Power BI for data disaggregation and visualization and Illuminate for housing assessments. Power BI allows teachers and principals to manipulate data and analyze specific subsets, such as fifth-grade science performance among special education students. While we aim to centralize data in Power BI, Illuminate also offers reporting functionality. Lead Coaches have proactively used these tools to identify strengths and areas needing improvement, creating resource materials for principals. Previously, central office staff would only respond after the SOL results were released, which was too late. This new approach provides near real-time actionable data, improving responsiveness and effectiveness.

Superintendent Haas thanked Dr. McLaughlin for his significant efforts in implementing a cultural shift within the school system and his work in driving this important change. This shift focuses on monitoring student and teacher performance, identifying necessary resources and support, and emphasizing a guaranteed and viable curriculum for all students. By utilizing pacing guides, regular assessments, and providing professional development, the goal is to enhance learning opportunities and build student confidence. These assessments help ensure mastery of essential standards, contributing to academic and life success.


No. 10.0 OTHER BUSINESS

Agenda Item No. 10.1 Closed Meeting – None.

Agenda Item No. 10.2 Closed Meeting Certification – None.

AGENDA ITEM NO. 11.0 ADJOURNMENT - At 8:46 p.m., hearing no objections, Chair Le adjourned the meeting of the Albemarle County School Board.


Chair


Clerk