

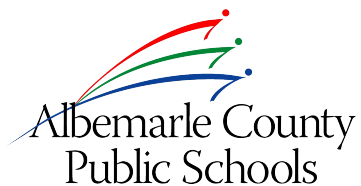
# **STATE OF THE DIVISION 2022-2023**

Learning for All, the ACPS Strategic Plan  
Year Two

November 9, 2023

## VISION

Our learners are engaged in authentic, challenging, and relevant learning experiences, becoming lifelong contributors and leaders in our dynamic and diverse society.



## MISSION

Working together as a team, we will end the predictive value of race, class, gender, and special capacities for our children's success through high-quality teaching and learning for all. We seek to build relationships with families and communities to ensure that every student succeeds.

We will know every student.

## VALUES

### Equity

We will provide every student with the level of support necessary to thrive.

### Excellence

We will mitigate barriers and provide opportunities for every student to be academically successful.

### Family and Community

We will engage with and share the responsibility for student success with families and community partners.

### Wellness

We will support the physical and emotional health of our students and staff.

## STRATEGIC GOALS

### THRIVING STUDENTS

ACPS will facilitate learning experiences grounded in high expectations, networks of care, and student curiosity to ensure academic and social-emotional development for all students while eliminating opportunity, access, and achievement gaps.

### EMPOWERING COMMUNITIES

ACPS commits to developing a culturally responsive environment that will respect and champion the diversity of life experiences of all stakeholders and supports the physical and mental health of our students, staff, and families so they are actively empowered to engage in our school community.

### EQUITABLE, TRANSFORMATIVE RESOURCES

ACPS will attract, develop and retain the highest quality staff; develop sustainable and modern facilities, infrastructure and equipment; and distribute all resources in an equitable manner to transform learning experiences and opportunities.

# STRATEGIC GOALS, OBJECTIVES, STRATEGIES AND METRICS

## THRIVING STUDENTS

**3** OBJECTIVES

**15** STRATEGIES

**24** METRICS

## EMPOWERING COMMUNITIES

**3** OBJECTIVES

**17** STRATEGIES

**21** METRICS

## EQUITABLE, TRANSFORMATIVE RESOURCES

**3** OBJECTIVES

**15** STRATEGIES

**19** METRICS

# ACPS State of the Division Website

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[« Return to Division Home Page](#)

## 2022 - 23 OBJECTIVE 1.1

ACPS will ensure that each student is supported to achieve their best.

### Objective 1.1 Strategies

|   |   |
|---|---|
| Strategy 1 - Deeper Learning and Engagement     | + |
| Strategy 2 - Culturally Responsive Teaching     | + |
| Strategy 3 - Student-Led Conferences            | + |
| Strategy 4 - School Improvement Support Teams   | + |
| Strategy 5 - VDOE and Board-Adopted Curriculum  | + |
| Strategy 6 - Appropriate Technology Experiences | + |
| Strategy 7 - Instructional Practices Audit      | + |

### Objective 1.1 Metrics

|                                    |               |                                |                 |
|------------------------------------|---------------|--------------------------------|-----------------|
| On-Time Graduation Rate            | SOLs          | AP Test Performance            | Dual Enrollment |
| Increase in Reading Skills         | Course Grades | National Student Clearinghouse |                 |
| Computer Science and DLI Standards |               |                                |                 |

On-Time Graduation Rate

## KEY METRICS

### THRIVING STUDENTS

On-time graduation rate

SOL achievement gaps closed and results better than the state averages

Reduction in course failures each year

Increase in students mastering reading and math skills by third grade

Yearly increase in Panorama survey results

Survey results indicate continued/increasing fidelity to homework and grading policy

### EMPOWERING COMMUNITIES

Percentage of staff with CRT credential increase each year and reaches 100% in 2026

Staff demographics become more proportional with student demographics each year

Dessa rates indicate growth in student SEL

Panorama family data increases each year

### EQUITABLE, TRANSFORMATIVE RESOURCES

Annual improvement in retention rate

Annual increase in employee engagement levels as evidenced through the Gallup survey

Increase in percentage of capital requests funded each year

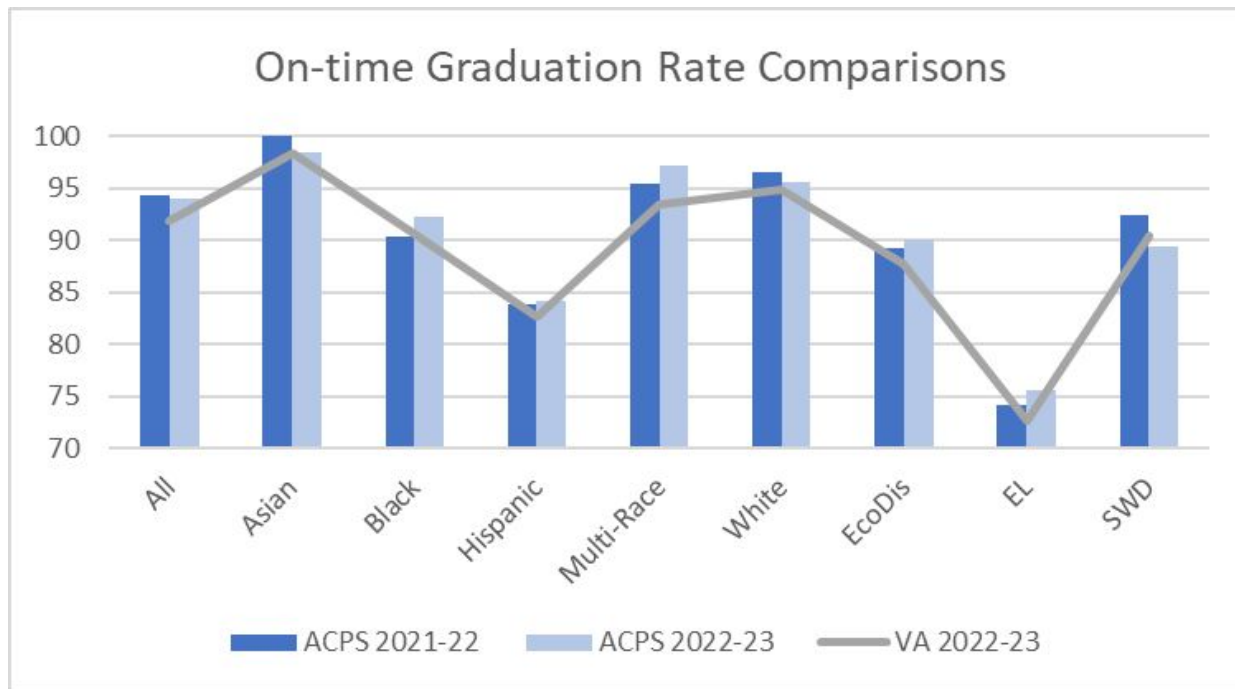
Mitigation plans for any building over 95% capacity

## KEY METRICS: THRIVING STUDENTS

1. On-time graduation rate
2. SOL achievement gaps closed and results better than the state averages
3. Reduction in course failures each year
4. Increase in students mastering reading and math skills by third grade
5. Yearly increase in Panorama survey results
6. Survey results indicate continued/increasing fidelity to homework and grading policy

# ON-TIME GRADUATION RATE

ACPS meeting or exceeding state averages in all categories



|            | ACPS | VA   |
|------------|------|------|
| All        | 94   | 91.9 |
| Asian      | 98.5 | 98.3 |
| Black      | 92.3 | 90.6 |
| Hispanic   | 84.2 | 82.6 |
| Multi-Race | 97.2 | 93.4 |
| White      | 95.6 | 94.9 |
| EcoDis     | 90   | 87.8 |
| EL         | 75.6 | 72.6 |
| SWD        | 89.4 | 90.4 |



## SOL ACHIEVEMENT GAPS CLOSED, RESULTS BETTER THAN STATE AVERAGES

Of 45 total categories, ACPS is equal to or higher than the state average in 16 categories, up from 12 in 21-22, but still lower in almost all achievement gap groups.

| 2021-2022                  | Group                      | English - Reading | English - Writing | History and Social Science | Mathematics | Science |
|----------------------------|----------------------------|-------------------|-------------------|----------------------------|-------------|---------|
|                            | All Students               | 2.00              | 2.00              | 1.00                       | 0.00        | -3.00   |
|                            | Asian                      | -4.00             | -6.00             | -4.00                      | -2.00       | -7.00   |
|                            | Black/African-American     | -10.00            | -18.00            | -13.00                     | -11.00      | -13.00  |
|                            | Hispanic/Latino            | -9.00             | -2.00             | -10.00                     | -8.00       | -15.00  |
|                            | Multi-Racial               | 0.00              | -9.00             | -10.00                     | -8.00       | -10.00  |
|                            | White                      | 3.00              | 3.00              | 1.00                       | 1.00        | -1.00   |
|                            | Economically Disadvantaged | -8.00             | -12.00            | -12.00                     | -11.00      | -13.00  |
|                            | English Learners           | -11.00            | Low N             | -19.00                     | -11.00      | -10.00  |
| Students with Disabilities | 1.00                       | -5.00             | 2.00              | -2.00                      | 1.00        |         |

| 2022-2023                  | Group                      | English - Reading | English - Writing | History and Social Science | Mathematics | Science |
|----------------------------|----------------------------|-------------------|-------------------|----------------------------|-------------|---------|
|                            | All Students               | 1.00              | 8.00              | 8.00                       | 0.00        | 0.00    |
|                            | Asian                      | -6.00             | -2.00             | 2.00                       | -4.00       | -3.00   |
|                            | Black/African-American     | -12.00            | -12.00            | -6.00                      | -12.00      | -14.00  |
|                            | Hispanic/Latino            | -9.00             | -6.00             | -4.00                      | -8.00       | -13.00  |
|                            | Multi-Racial               | -6.00             | -1.00             | -1.00                      | -11.00      | -8.00   |
|                            | White                      | 5.00              | 10.00             | 6.00                       | 1.00        | 3.00    |
|                            | Economically Disadvantaged | -10.00            | -6.00             | -5.00                      | -12.00      | -12.00  |
|                            | English Learners           | -8.00             | -6.00             | 0.00                       | -8.00       | -10.00  |
| Students with Disabilities | 1.00                       | 3.00              | 2.00              | -2.00                      | 1.00        |         |

**GREEN:** Better than the state

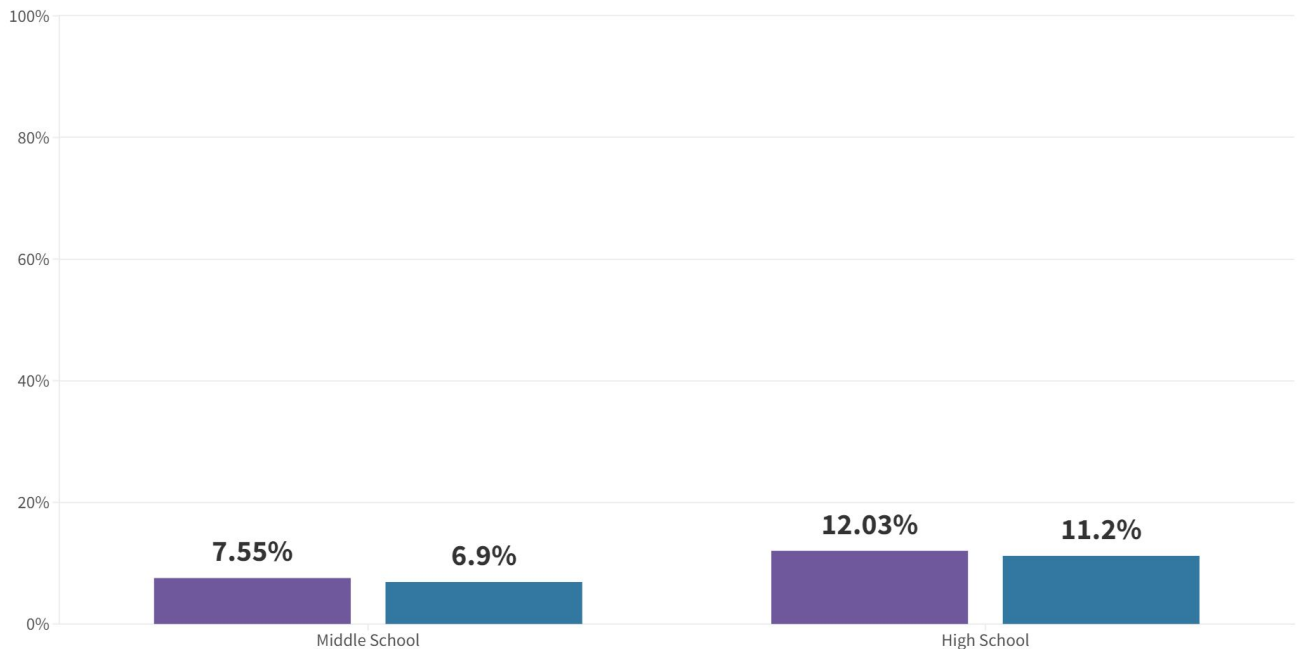
**YELLOW:** Equal to the state

**RED:** Lower than the state

# REDUCTION IN COURSE FAILURES EACH YEAR

## Students with at Least One Failing Grade

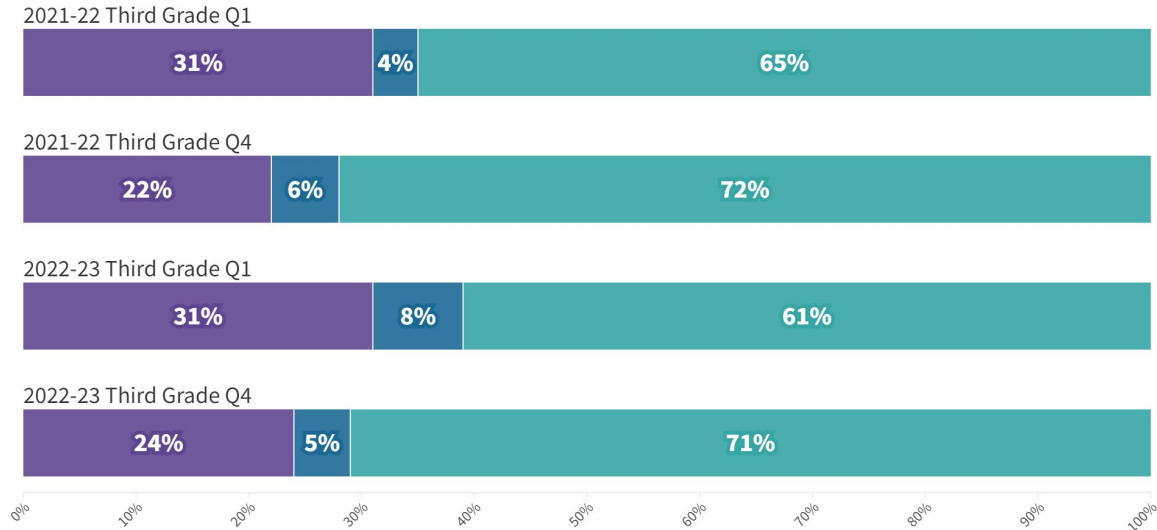
■ 2021-22 ■ 2022-23



# INCREASE IN STUDENTS MASTERING READING SKILLS BY THIRD GRADE

## Third Grade Mastery of Reading Comparison

■ Below Benchmark ■ Close to Benchmark ■ Met Benchmark



## PANORAMA SURVEY RESULTS

|                    | Grades 3-5          |                     |                     |
|--------------------|---------------------|---------------------|---------------------|
|                    | Spring 2022         | Fall 2022           | Spring 2023         |
|                    | National Percentile | National Percentile | National Percentile |
| Valuing of School  | 60-79th             | 60-79th             | 60-79th             |
| Sense of Belonging | 80-99th             | 80-99th             | 60-79th             |

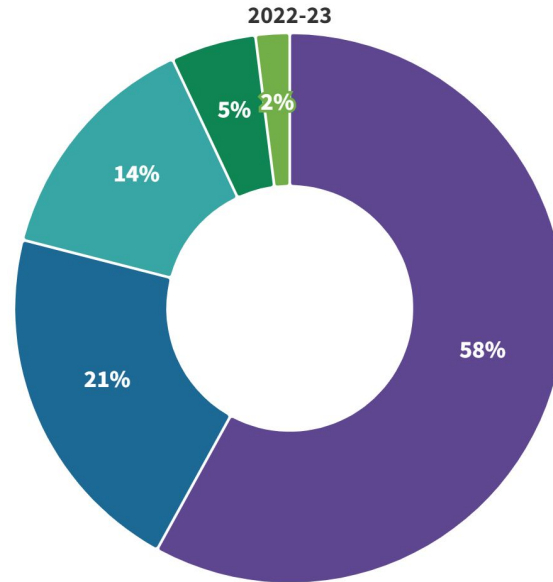
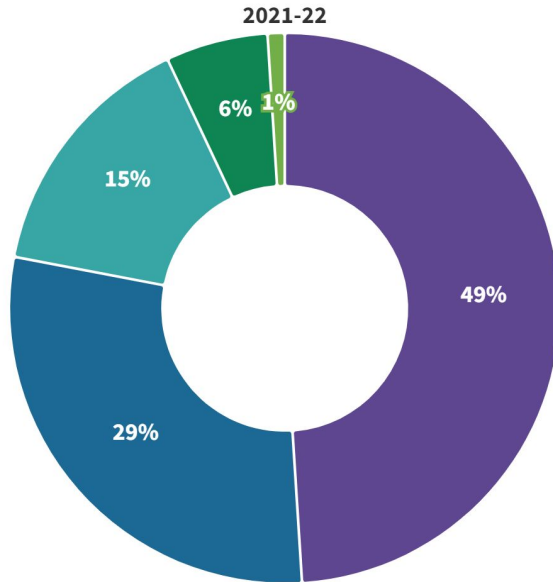
|                    | Grades 6-12         |                     |                     |
|--------------------|---------------------|---------------------|---------------------|
|                    | Spring 2022         | Fall 2022           | Spring 2023         |
|                    | National Percentile | National Percentile | National Percentile |
| Valuing of School  | 0-19th              | 0-19th              | 0-19th              |
| Sense of Belonging | 0-19th              | 0-19th              | 0-19th              |

When students **value school** and **feel like they belong**, they are more likely to attend school regularly and learn.

## SURVEY RESULTS INDICATE CONTINUED/INCREASING FIDELITY TO HOMEWORK POLICY

Were you assigned homework over a school break?

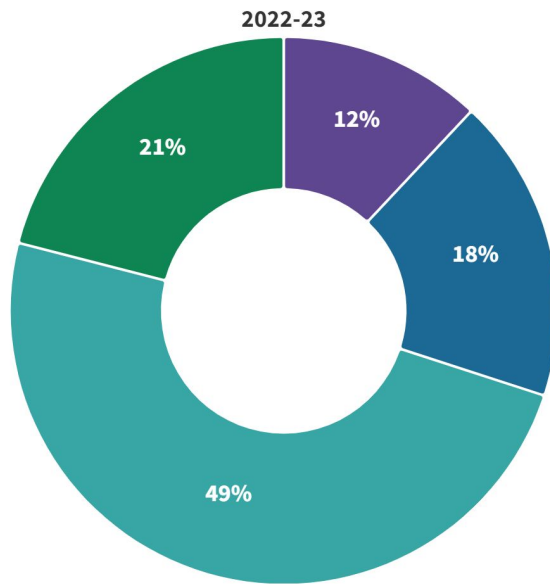
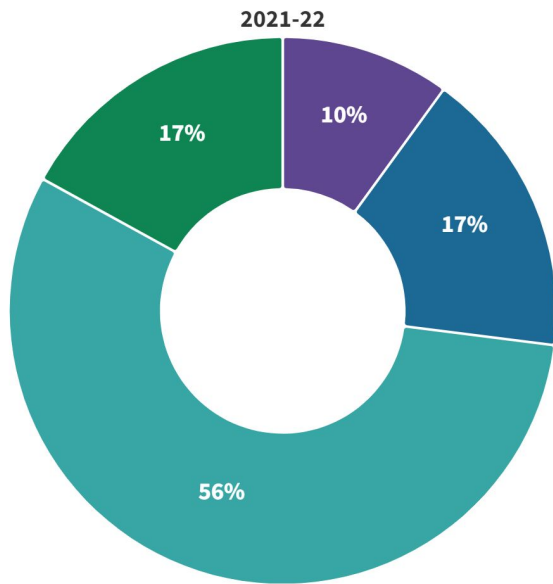
■ No ■ Not assigned, but I worked on school work ■ Yes, by 1 teacher ■ Yes, by 2-3 teachers ■ Yes, by 4 or more teachers



## SURVEY RESULTS INDICATE CONTINUED/INCREASING FIDELITY TO HOMEWORK POLICY

I am assigned...

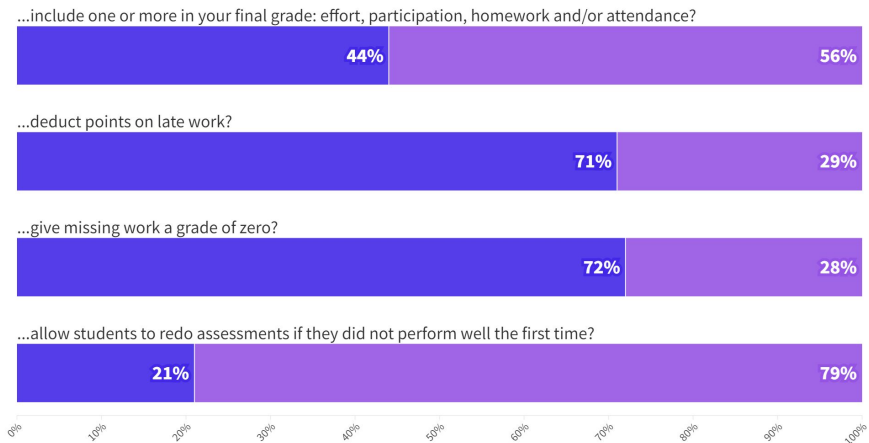
■ No homework ■ Too little homework ■ The right amount of homework ■ Too much homework



# SURVEY RESULTS INDICATE CONTINUED/INCREASING FIDELITY TO GRADING POLICY

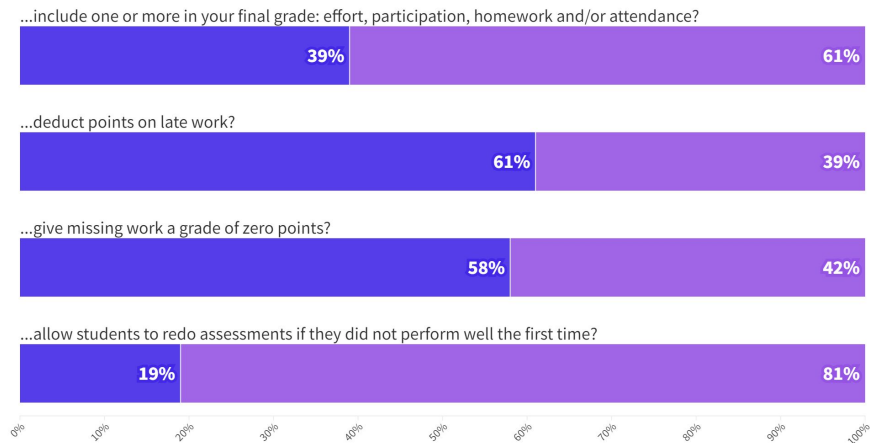
How frequently do your teachers...  
2021-22

■ Not Frequently ■ Frequently



How frequently do your teachers...  
2022-23

■ Not Frequently ■ Frequently



## KEY METRICS: EMPOWERING COMMUNITIES

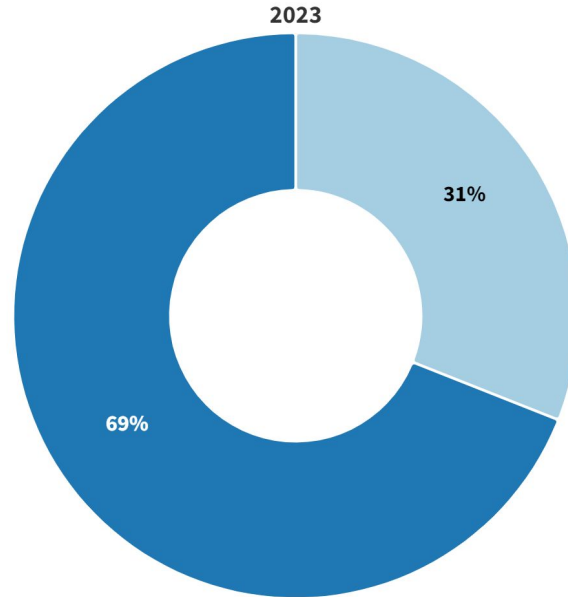
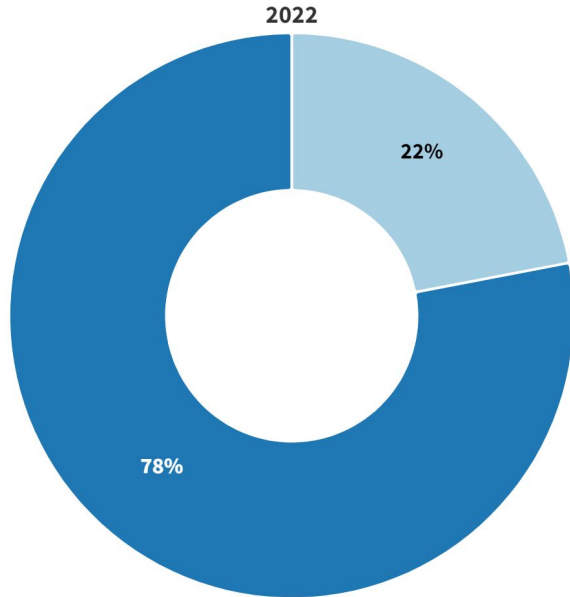
1. Percentage of staff with CRT credential increase each year and reaches 100% in 2026
2. Staff demographics become more proportional with student demographics each year
3. Dessa rates indicate growth in student SEL
4. Panorama family data increases each year



# PERCENTAGE OF STAFF WITH CULTURALLY RESPONSIVE TEACHING CREDENTIALS INCREASE EACH YEAR

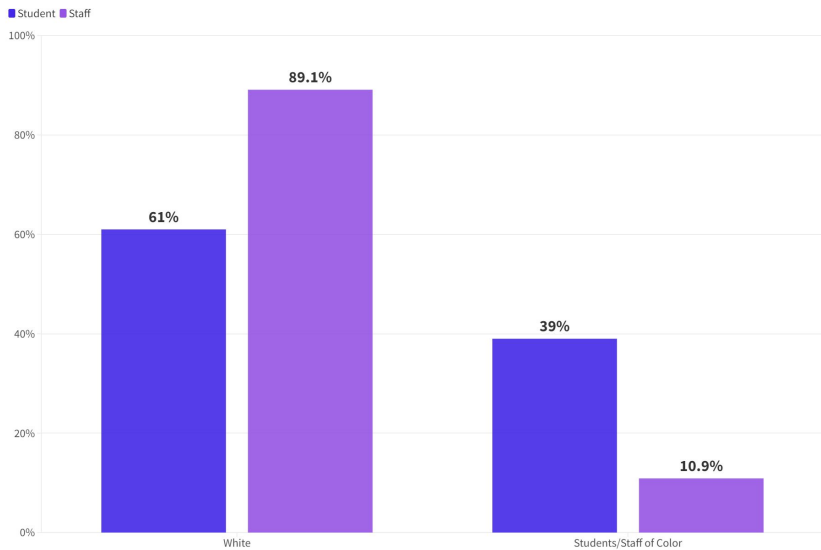
Educators Who Received Culturally Responsive Teaching Certification or Micro-Credentials

■ Licensed Staff with Credentials ■ Licensed Staff without Credentials

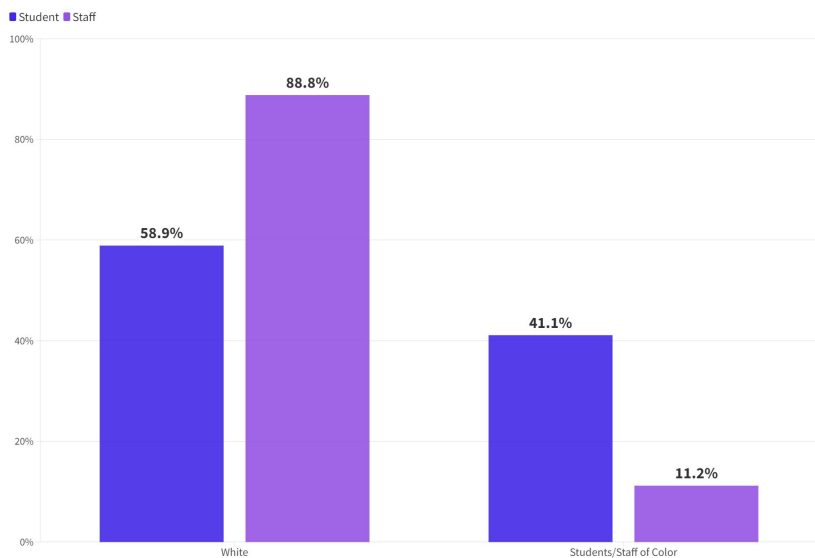


# TEACHER DEMOGRAPHICS MORE PROPORTIONAL WITH STUDENT DEMOGRAPHICS EACH YEAR

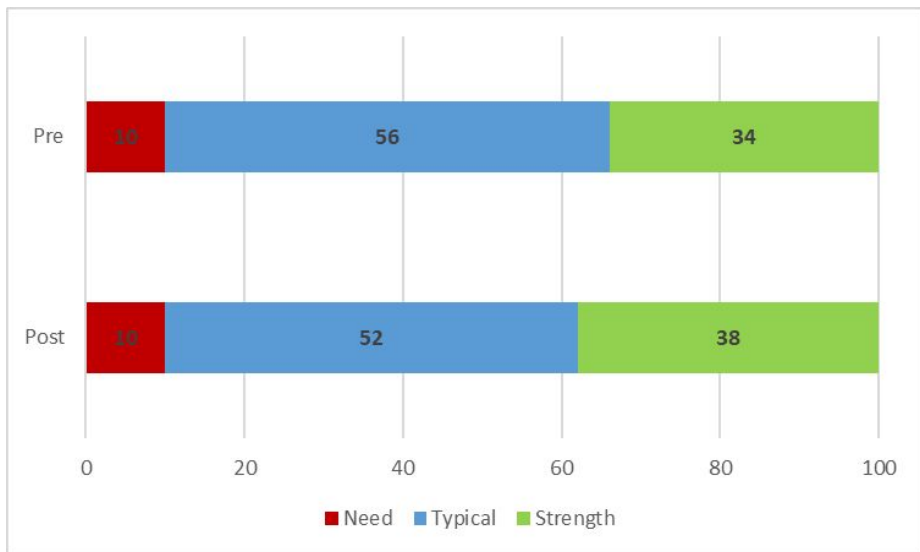
2021 Staff and Student Demographic Breakdown



2022 Student and Staff Demographic Breakdown



# DESSA IDENTIFICATION



22-23 Pre

22-23 Post



## PANORAMA FAMILY DATA INCREASES EACH YEAR

|                        | Family Survey                      |        |                                  |         |
|------------------------|------------------------------------|--------|----------------------------------|---------|
|                        | Spring 2022                        |        | Spring 2023                      |         |
| Participation Count    | 2,144<br>(all schools represented) |        | 956<br>(all schools represented) |         |
| Barriers to Engagement | 77%                                | 0-19th | 79%                              | 20-39th |

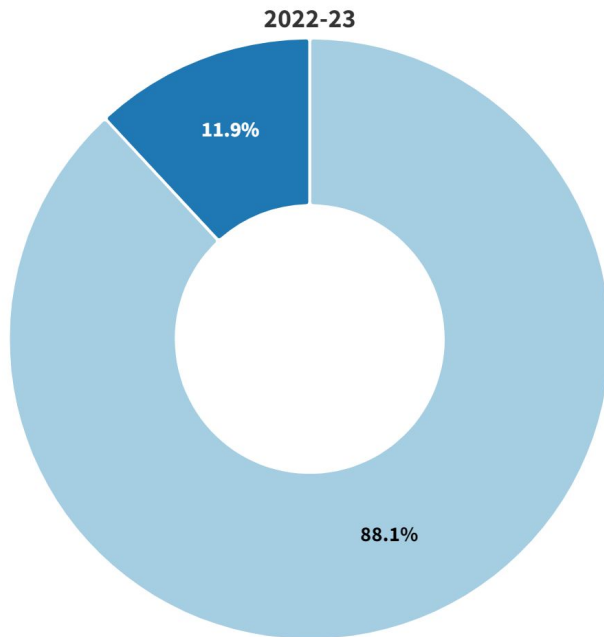
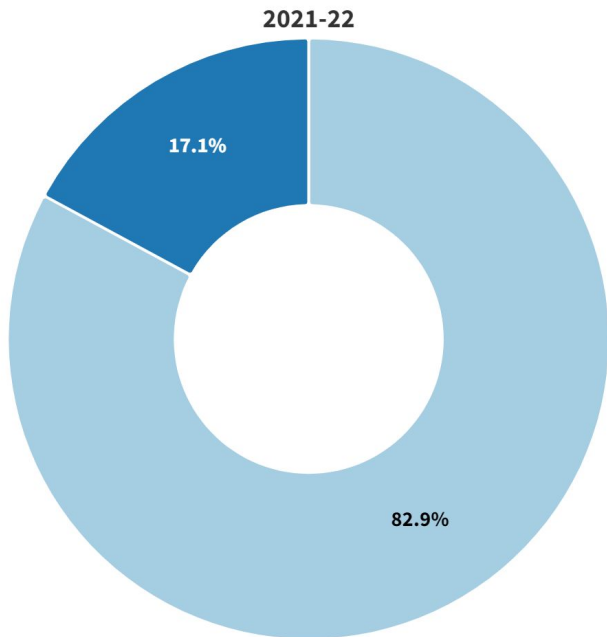
## KEY METRICS: EQUITABLE RESOURCES

1. Annual improvement in retention rate
2. Annual increase in employee engagement levels as evidenced through the Gallup survey
3. Increase in percentage of capital requests funded each year
4. Mitigation plans for any building over 95% capacity

# ANNUAL IMPROVEMENT IN RETENTION RATE

## Teacher Retention Rate

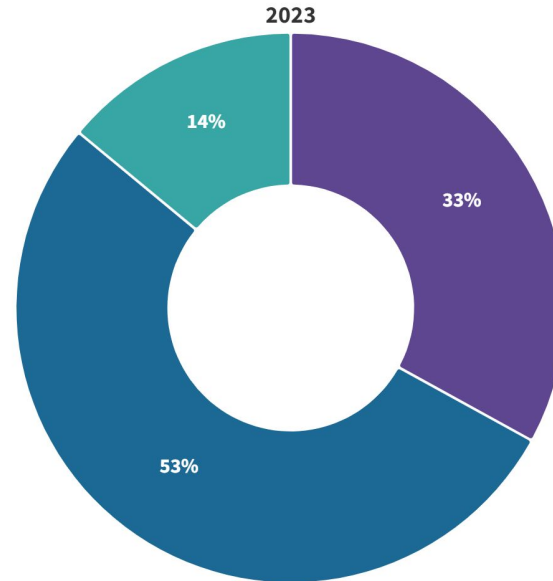
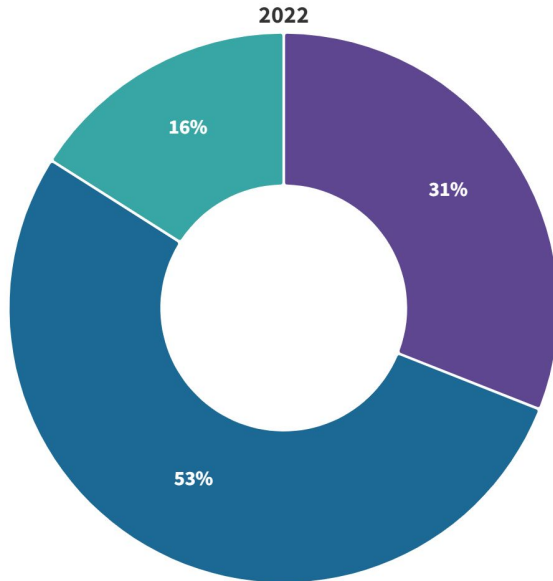
Retained Not Retained



# ANNUAL INCREASE IN EMPLOYEE ENGAGEMENT LEVELS

## Employee Engagement Index

■ Engaged ■ Not Engaged ■ Actively Disengaged



# FACILITY CONDITIONS ASSESSMENT

The Elementary School Facility Assessment Tool was developed by ACPS Building Services staff to objectively evaluate school facilities utilizing a comprehensive list of criteria. To ensure that scores and rankings maintain consistent standards, each criterium is assigned a score based on a defined 5-point attribute scale. Criteria are grouped into three broad categories—interior spaces, exterior spaces, and structure/systems—which can be weighted to reflect priorities and dynamically adjust scores/rankings.

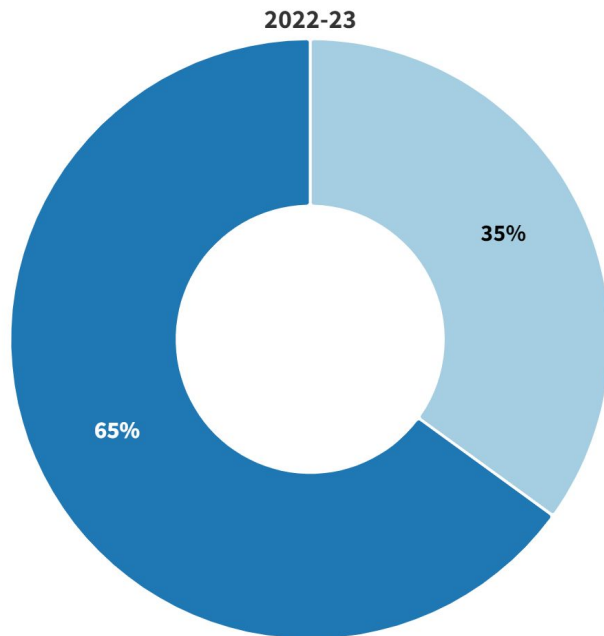
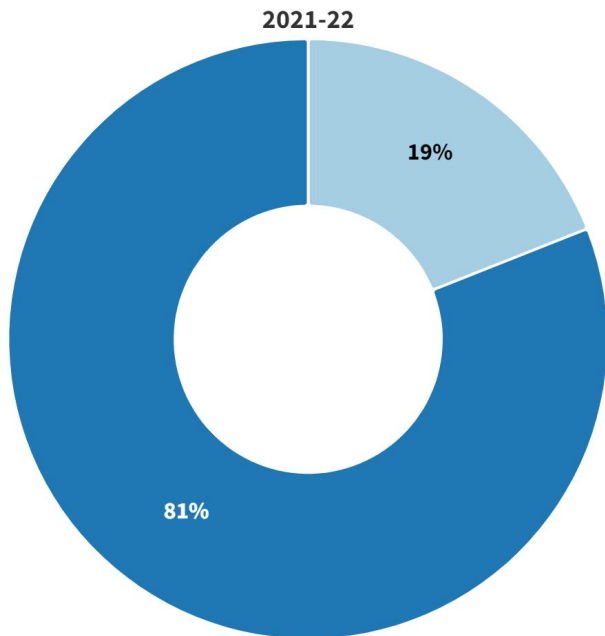
| Rankings By Raw Score     |       |
|---------------------------|-------|
| School                    | Score |
| Crozet Elementary         | 235   |
| Scottsville Elementary    | 219   |
| Brownsville Elementary    | 203   |
| Red Hill Elementary       | 198   |
| Stone Robinson Elementary | 191   |
| Baker Butler Elementary   | 190   |
| Woodbrook Elementary      | 188   |
| Agnor Hurt Elementary     | 182   |
| Ivy Elementary            | 181   |
| Mountain View Elementary  | 172   |
| Hollymead Elementary      | 171   |
| Greer Elementary          | 170   |
| Murray Elementary         | 144   |
| Broadus Wood Elementary   | 138   |
| Stony Point Elementary    | 97    |



## BUILDINGS OVER 95% CAPACITY

### Number of Schools At or Below Capacity

Over Capacity Under Capacity



## SIGNIFICANT HIGHLIGHTS

Completed Strategies (or parts of strategies) in the Strategic Plan

- Partnered with a third-party, Bellwether, to complete an [Instructional Practices Audit](#).
- Created the [Albemarle Foundation for Education](#) and hired an executive director.
- Established teacher and staff member of the year recognition programs and [celebrated our first recipients](#).
- Completed a [compensation study](#) and implemented recommendations found through study.
- Established [Employee Voice and Action Committee](#).
- Developed [Career Learning Communities](#).
- Guaranteed field experiences program for K-5 developed and implemented.
- Developed and implemented monthly Community Information Sessions to better engage our community on important topics.
- Implemented BrightArrow, our multilingual communications platform for mass messaging.
- [Addition to Crozet Elementary School](#) to expand capacity completed.
- Revived Superintendent's Listening Tour to gather feedback from students, staff and families on our division.

## HOW WILL OUR PLAN EVOLVE THIS YEAR?

- Incorporating recommendations from the Bellwether report
- Investigating the value of a community schools model
- Removing strategies/metrics that were having less impact than originally predicted
- Adding metrics such as chronic absenteeism to address pressing needs
- [Change log](#)

## ACCOLADES

- Lauren Hunt
- Jamie Gellner
- India Haun
- Dallas Hitt
- Chris Gilman
- Sara Dusenberry
- Phil Giaramita

# QUESTIONS?

## **STATE OF THE DIVISION 2022-23**

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Year Two

November 9, 2023