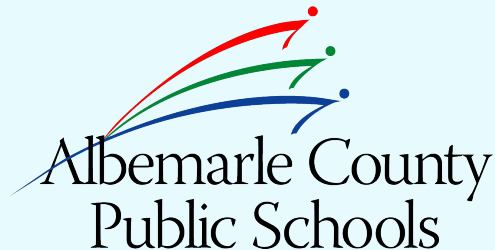
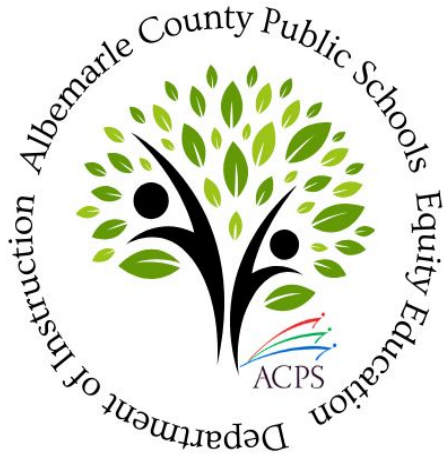


Ending the Predictive Value: Building a System Where Every Student Succeeds

ACPS Board Presentation | March 2025
ACPS Department of Instruction



Engagement Norms



- Assume best intent
- Listen deeply
- Remain curious
- Engage in Open Dialogue

Strategic Plan: Learning for All

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
Excellence
Family and Community
Wellness

GOALS



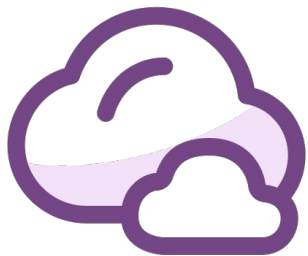
Thriving Students



Affirming and Empowering Communities



Equitable, Transformative Resources



When you hear the word 'culture,' what comes to mind?



Agenda

1

Welcome & Community Grounding

Opening, purpose, norms, reflection prompt

2

Interactive Poll: What is CRE?

Live or paper-based poll + misconceptions discussion

3

What is Culture & Why It Matters?

What's the difference?
Cultural Competencies and ACPS Policies
Interactive Check in

4

CRT vs. CRE: Clearing the Confusion

Side-by-side comparison, myth-busting, discussion

5

CRE in ACPS: End the Predictive Value

Highlight ACPS initiatives, student data snapshot

6

Panel Discussion: Voices from Our Schools

Students, educators, and family members share experiences (moderated discussion + board Q&A)

7

Learning Partnership Small Activity

Board members apply CRE strategies to an instructional scenario

8

Board Reflection & Commitment

Individual reflections + shared commitments

Department of Instruction

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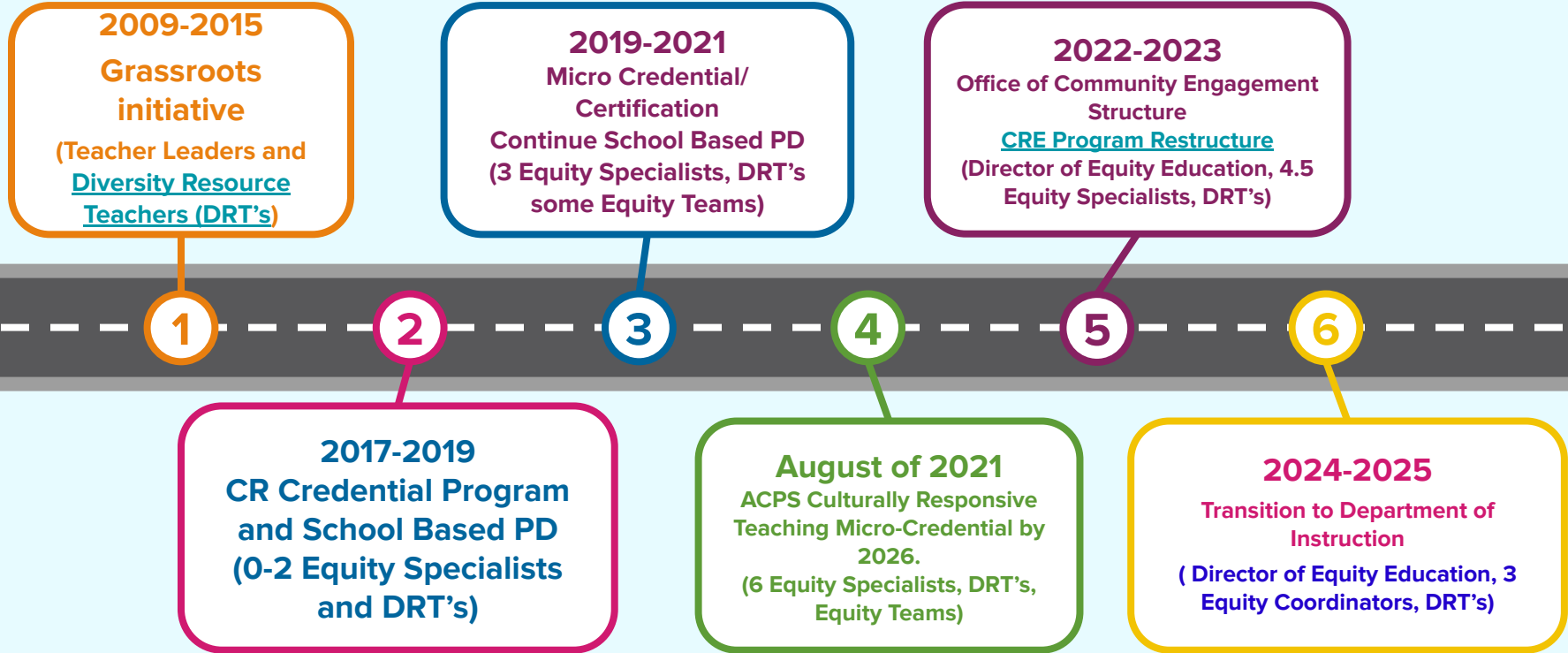
Department of Instruction Equity Education

Mission: By operationalizing culturally responsive practices, we build educator capacity to close achievement, opportunity, and access gaps.

Vision: Embedding culturally responsive systems and structures across all ACPS schools.



Building a System Where Every Student Succeeds




What is Culture & Why Does It Matter?

LEVELS OF CULTURE

- **Observable elements:**
food, music, dress, holidays
low emotional charge
- **Unspoken rules, social norms:**
nonverbal communication, eye contact,
personal space
strong emotional charge
- **Worldview**, core beliefs, group values
- **Cultural archetypes** such as collective vs. individual
- **Mental models**, funds of knowledge
INTENSE emotional charge



"What's Culture Got to Do With It?" *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor among Culturally and Linguistically Diverse Students*, by Zaretta Hammond and Yvette Jackson, Corwin, a SAGE Company, 2015. 

Hammond, Z. (2015)



Culture, it turns out, is the way that every brain makes sense of the world.

| Zaretta L. Hammond

How has your culture shaped your learning experiences?



Building Relationships: Teachers should build strong relationships with students and their families, understanding their cultural backgrounds and values.

Student-Centered Approach:

CRE focuses on understanding and responding to the diverse cultural backgrounds of students, rather than imposing a single, dominant culture.

Creating Inclusive Environments:

CRE aims to create a learning environment where all students feel safe, respected, and valued, regardless of their cultural background.

Using Students' Prior Knowledge: Teachers should activate students' prior knowledge and experiences to make learning more meaningful.

Curriculum Development: Creating lessons that reflect the diverse cultures and experiences of students.

Classroom Environment: Creating a classroom that is visually and linguistically diverse, with posters, books, and materials that reflect the cultures of the students.

?

Recognizing and Nurturing Strengths:

It acknowledges that every student brings unique cultural strengths, knowledge, and experiences to the classroom, and these should be valued and utilized in the learning process.

Assessment: Using culturally sensitive assessment methods that accurately reflect student learning.

Connecting Learning to Real-Life Experiences:

It emphasizes connecting academic content to students' lives, cultures, and experiences, making learning more relevant and engaging.

What is Culturally Responsive Education?



Code of Virginia § 22.1-298.7

Domain I: Culturally Competent
Self-Reflection



Domain II: Culturally Competent
Pedagogy and Practice



Domain III: Culturally Competent
Learning Environments



Domain IV: Culturally Competent
Community Engagement



§ 22.1-298.7. Teachers and other licensed school board employees; cultural competency training.

To comply with HB 1904 (2021) and SB 1196 (2021), local school boards shall adopt policies that require their employees holding a license issued by the Board to complete cultural competency training, in accordance with this guidance document. This training must occur for the first time prior to the start of the 2022-2023 school year... at least every two years.

The training requirement applies to all public school division employees licensed by the Board, which includes: fully licensed or provisionally licensed teachers, principals, superintendents, school counselors, or others. The law does not require training of school staff who do not hold a license issued by the Board; however local school boards may consider making such training available to those staff or requiring other staff to participate by way of local policy.

<https://law.lis.virginia.gov/vacode/title22.1/chapter15/section22.1-298.7/>

ACPS Implementation



#1: Culturally Responsive Educators acknowledge and incorporate the cultural influences of all students, while reflecting on their own personal cultural lenses.

- Consider your personal cultural influences, communication styles and expectations
- Inclusive classroom environment
- Inclusive curriculum and resources



#2: Culturally Responsive Educators teach to and through culture as they plan curriculum and instruction that is differentiated, rigorous, and relevant.

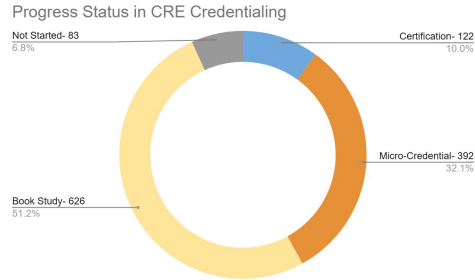
- Disaggregating different forms of data (academic, attendance, behavior, etc) to identify student needs and develop strategies for student growth
- Using different types of assessments that align with student learning styles
- Belonging, inclusivity and respect for difference



#3: Culturally Responsive Educators build positive learning partnerships with students, families, and communities.

- Developing meaningful relationships **and** partnerships with students
- Developing meaningful partnerships with families through effective communication and collaboration and using their funds of knowledge
- Community partnership approach - using the wisdom of your community to support your school

CRE Program



Certification program:

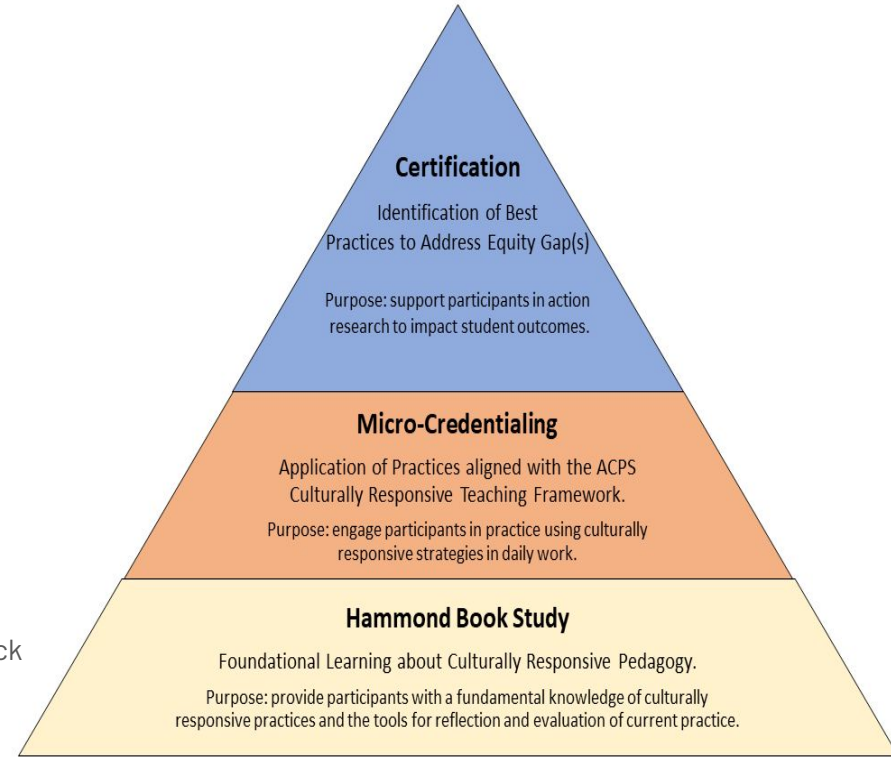
Action Research Project driven by the theories of improvement science.

Micro-Credential:

Three (3) asynchronous courses with artifacts supported by direct feedback and coaching (optional).

Culturally Responsive Teaching and the Brain Book Study:

7 session, cohort based book study to engage in meaningful conversations and connected learning experiences to instructional practices.



Book Study Stats



1,254

ACPS employees have completed the book study course

154

ACPS employees have not completed the book study course

124

ACPS employees registered in the book study course in 2024-2025

64

To date, 64 of the 124 participants have completed the course this year

Starting this year, all novice teachers receive cultural competency training in their cohort meetings which includes content from the book study course.

ACPS Culturally Responsive Education Professional Learning

1,254 CRE Book Study

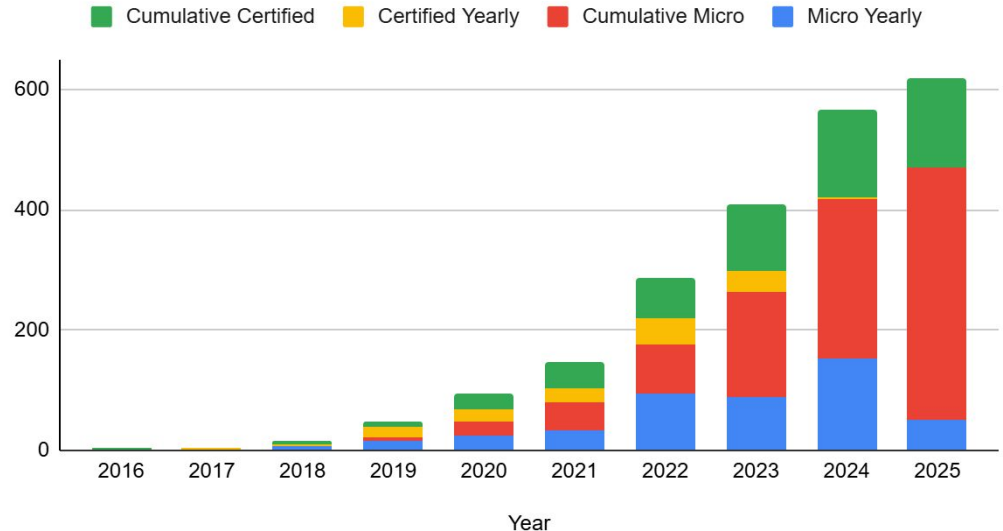
618 ACPS Educators Currently Credentialed

469 CRE Micro Credentialed Educators

149 CRE Certified Educators

Educators Currently in the Division			
Year	Micro Credentialing	Certification	Total
2016	0	2	2
2017	0	3	3
2018	7	4	11
2019	16	17	33
2020	26	19	45
2021	32	21	53
2022	94	45	139
2023	89	35	124
2024	153	3	156
2025	52	0	52
Total	469	149	618

Micro-Credential and Certification

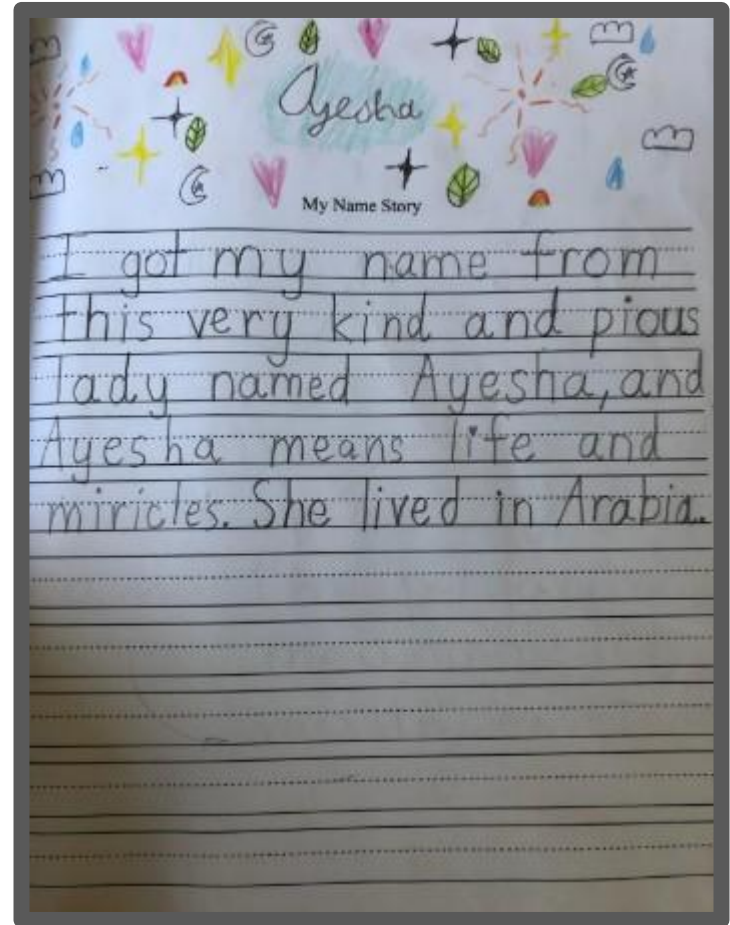


Student work sample

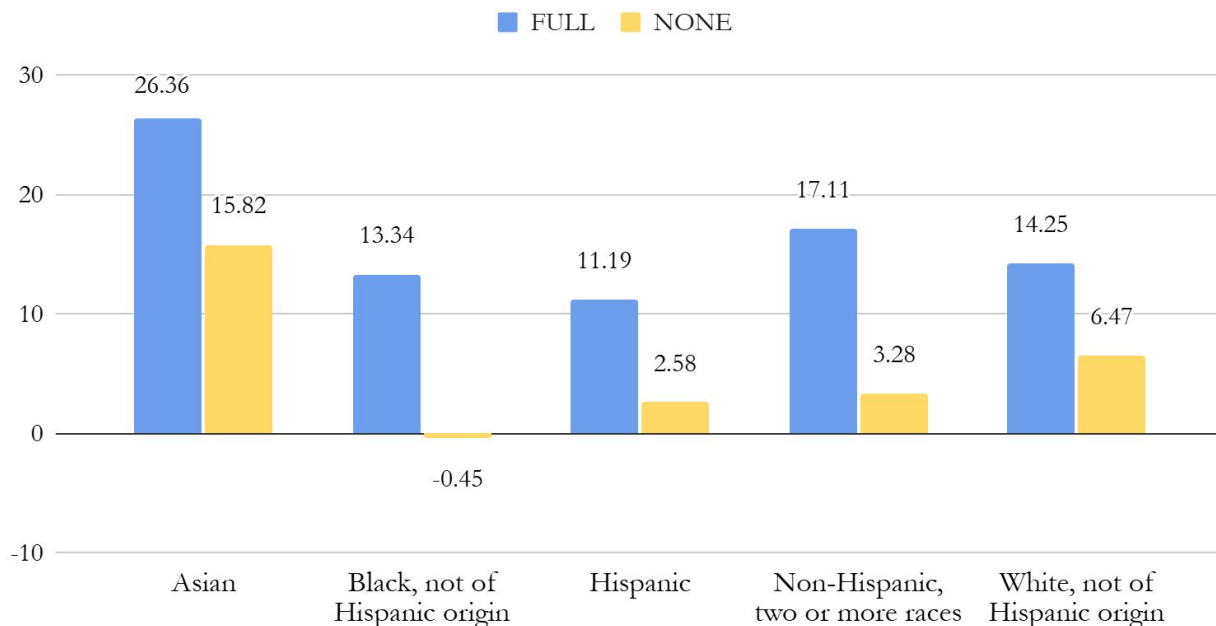
“At the beginning of the year, we read the book “Your Name is a Song.” Students then took home a form to fill out with their families about the story of their name. Families and students were excited to share more about the background and cultural connections to student names. I learned quite a bit about students as well as families from the information they shared.

Through this activity, I learned more about students’ cultural identities and have been able to use this information when planning classroom activities and thinking about what types of stories and videos will be windows or mirrors in my classroom. In addition, this activity created a bond with families and students right at the start of the year. It gave me insight into their lives and allowed them to share more with me and with the rest of the class.”

2025 ACPS Microcredential 2nd Grade Educator



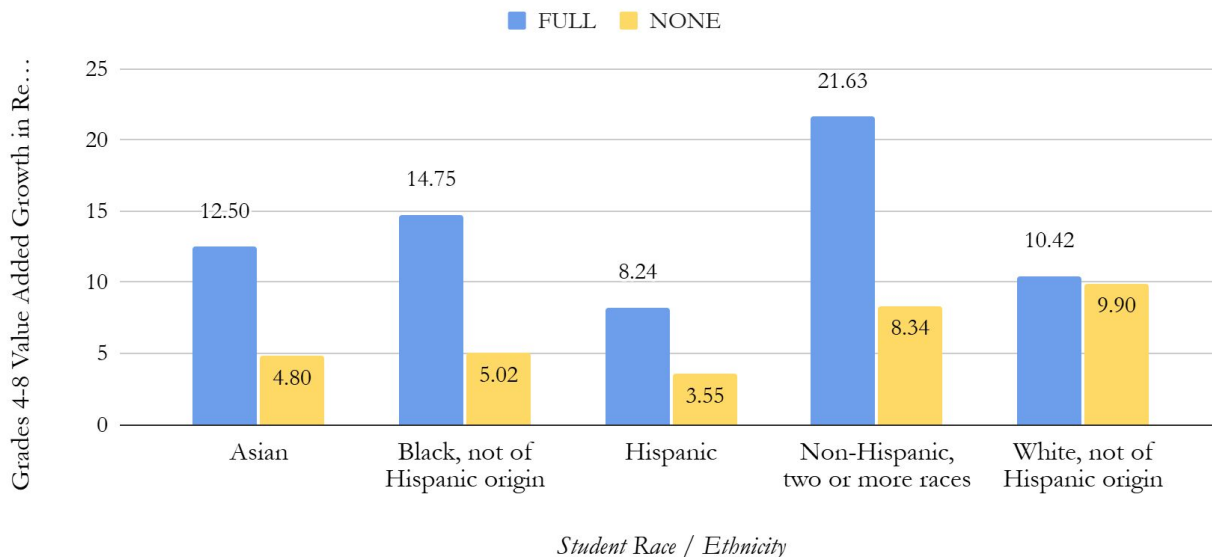
Teacher Certification and Student Value Added Growth in Math by Student Race and Ethnicity



An evaluation of the CRE program in 2024, based on 2023 SOL scores, found statistically significant positive differences in value-added growth in reading and math for students placed with a teacher who had completed the full certification program.

Value added growth represents how much higher than expected a student scored on the end of year SOL given their history of state test taking.

Teacher Certification and Student Value Added Growth in Reading by Student Race and Ethnicity



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District

- Albemarle County
- Virginia

Reading pass rates for English learner students



Implementation of CRE professional development

Two groups that have seen marked improvements in reading and math relative to their peers in Virginia are **special education** and **English learner students**. Both groups were behind in 2016, but by 2024 **were either at parity with or had passed their peers across the state.**

Reading pass rates for Special Education students

District

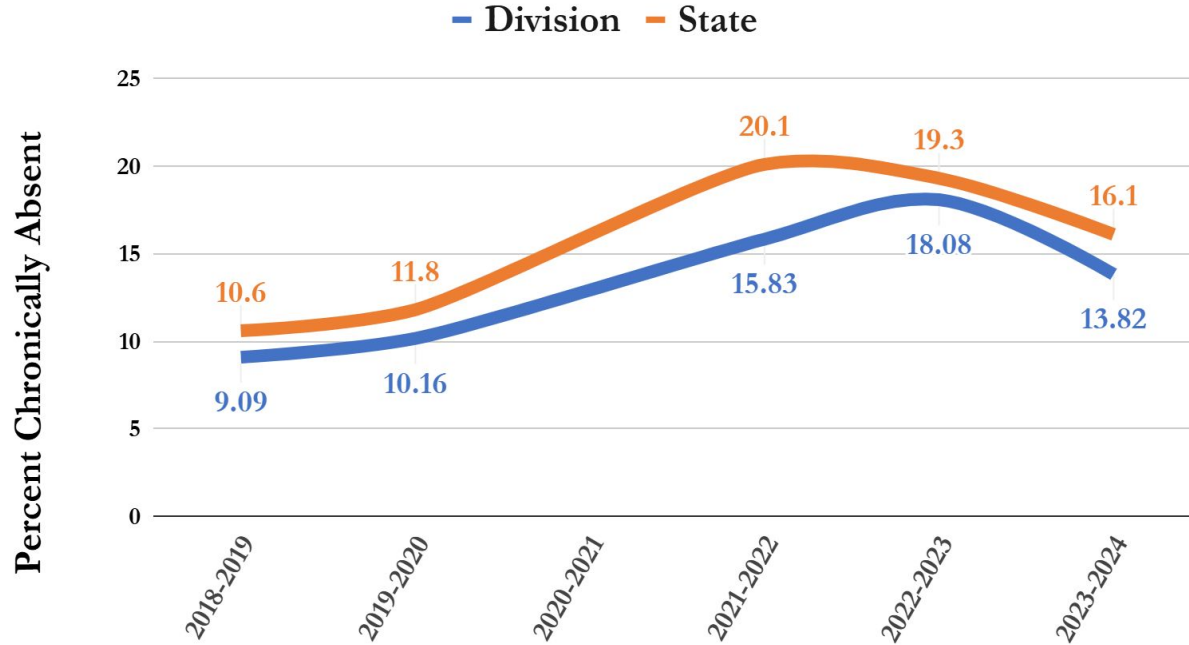
- Albemarle County
- Virginia



Implementation of CRE professional development

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Chronic Absenteeism in VA and ACPS



Through the pandemic, ACPS maintained its chronic absenteeism rate below that of Virginia. Since the pandemic, ACPS has improved its chronic absenteeism, declining from a high of 18% to around 14% last year.

Panel Discussion

Voices from Our Schools (20- 30 minutes)



Panel Questions:

Student: What helps you feel seen, and valued in your school?

Educators: How has CRE changed your teaching? How does it support rigorous instruction?

Families: What does a Culturally responsive school feel like to you?

All: Why is this work important for our entire ACPs community?

Board may submit questions via notecards. Q&A Open for Board last 10 minutes.



Crystal F. Beasley M. Ed. (She, Her)
Assistant Principal
Henley Middle School



Learning Partnership Activity

How would you apply CRE to this lesson?

Scenario:

You are an educator planning a Civil Rights Movement Lesson for a diverse 8th grade class.

(1 student with and IEP, 1 EL student, 2 Black Students, 2 students who have shared about their southern pride and history in a class of 15 students)

Based on your cultural identity how would your learning experiences shape the way you approach this lesson?

How would you engage your students in this lesson?

Discussion:

How did applying CRE change the way you thought about this lesson?

Board Reflection & Commitment

What's Your Commitment?

Each Board member writes on a sticky note:

"One way I can personally support culturally responsive education is ACPS is..."

Strategic Plan: Learning for All

VISION

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MISSION

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VALUES

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Family and Community
Wellness

GOALS



Thriving Students



Affirming and Empowering Communities



Equitable, Transformative Resources

Board Commitments

1. Adopting accountability measures to ensure our school community is inclusive of diversity, cultural values, and family belief systems as directed through Division strategic initiatives.
2. Ensuring that staff are demonstrating respect for diversity through daily actions and decision making.
3. Ensuring equity of opportunity and equity of access to programs, services, and resources.
4. Providing opportunities and support for all staff to embody culturally responsive programming to end the predictive value of race, class, gender, and special capacities for our children's success through high-quality teaching and learning for all.

Closing & Call to Action





“It is important to understand that our job as educators is not to ‘fix students’ culture.’ It’s to learn with and from it so that we can help students become more effective in a very complex world that they will enter.”

-Dr. Gloria Ladson-Billings

Thank You

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