

# Overview

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## **The Overview provides summary information of the key points of the Funding Request**

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Dear Chair McKeel and Members of the Board of Supervisors:

It is a privilege to send you the 2017-18 school year funding request approved by our Board at our work session on February 7.

Before outlining the 4.86 percent increase over this year's budget in our FY18 funding request, I would like to provide an overview of our only new initiative—an Equity & Access Program—designed to meet a need that has become increasingly compelling each year. This program will assist our school division in meeting our responsibilities to the community to equalize learning opportunities for all children.

Our county's population growth has been on a steady upward trend, one that shows no signs of reversal. Student enrollments have reflected this dynamic—over the past decade, total enrollment has increased by over eight percent. The increase, however, among children from economically disadvantaged homes has been 67 percent, and for children who are English language learners, 37 percent. These children are academically at risk.

At-risk students come to us with well-established learning barriers, often resulting from limited access to learning resources and life experiences outside of school. A significant number have attended multiple schools, creating gaps in their education. Since the start of this school year, for example, more than 90 students have enrolled in Greer Elementary School and more than 60 students have left.

***The Impact of the Opportunity Gap***

The impact that risk factors can have on a child's ability to learn can be seen in Standards of Learning test scores at the earliest level—third grade. Although 78 percent of all students in 2015-16 earned passing scores on the reading test, only 54 percent of economically disadvantaged students earned such scores. The same is true in math—74 percent of all students passed, but only 47 percent of economically disadvantaged students did so.

Our Equity & Access initiative is budgeted at \$1.3 million, or less than one percent, of our funding request. It would be the start of a three-year pilot focusing on our four urban ring elementary schools—Agnor-Hurt, Cale, Greer, and Woodbrook—each of which have disproportionately high percentages of economically at-risk children. Although the division's percentage of students who are eligible for free and reduced price meals currently is 28.7, the percentage at these schools ranges from 44.1 to 76.6. This investment allows us to focus more targeted resources on closing opportunity learning gaps among our students.



The program has three components:

- A dedicated support team that could include mental health and home/school counselors, a school psychologist, bilingual and technology support, and an equity instructional specialist. This team will work with principals and faculty in eliminating obstacles to learning among all students, in more fully engaging family, and in improving academic performance.
- Information management capabilities to monitor progress and make necessary course corrections.
- An enhanced professional development and credentialing initiative for teachers to build culturally responsive teaching practices.

In her funding request letter to our Board, Superintendent Moran said, “It is important to value that while not all of our students come to us with the same interests, backgrounds or needs, they all do come to us with the same high levels of hopes and aspirations. It is our responsibility as educators and as community members to unlock the potential within each one of our students, to turn hopes from daydreams into reality.”

We believe the Equity & Access program will enable us to more certainly meet our strategic goal for all students—to prepare them for lifelong success as learners, workers and citizens—and will raise the contributions from our graduates to the county’s future prosperity and quality of life.

### *Funding Gap Less Than \$1 Million*

Even with this new initiative, our funding request has a relatively small funding gap. At our five-year financial forecast meeting last fall, projections were that this gap would be a multi-million dollar one, typical of what we experienced during the recessionary years. I am pleased to report that our current gap is estimated to be \$906,000 and could further be reduced once state and local revenues are finalized.

Currently, we estimate that revenues will total \$180.16 million for 2017-18, while operating expenditures will be \$181.06 million.

More than two-thirds of our expenditure increase, \$5.7 million, is required to meet directed or mandated costs from state and federal governments or from our two boards. These include \$2.4 million for compensation increases; \$1.5 million in unanticipated contributions to the Virginia Retirement System; and \$1.2 million for health premium increases.

Another \$1.1 million in new expenditures is to meet the requirement of enrollment growth, with \$908,000 of this total to support special education students. This population is greater by more than 17 percent since 2012-13 and is projected to add another 100 students next year.

These two categories of expenditures plus our investment in the Equity & Access program comprise more than \$8 million of the \$8.3 million increase in projected spending for 2017-18.

### *State Continues to Shift Education Costs to Localities*

We forecast local government revenues for next year will increase by 5.78 percent, well above initial estimates, testifying to our county's continuing economic recovery. State revenues, however, remain disappointing and continue the public education cost-shifting by the state to local governments. Although state revenues will be greater by slightly more than \$1 million, in real dollars, we will receive \$436 less per pupil next year than was the case ten years ago. Had state revenues stayed consistent with that benchmark, we would be receiving almost \$6 million in additional revenue next year.

Earlier this year, a national education research organization completed their annual ranking of our nation's public school divisions and high schools, analyzing academic data and evaluating more than 60 million K-12 school reviews and survey responses. We are proud that Albemarle County Public Schools placed within the top five percent of all school divisions in the United States and among the top five of Virginia's 132 school divisions. Our three comprehensive high schools all placed within the top 10 percent of all high schools in the country based on such factors as academics, teachers, clubs and activities, diversity, college readiness, and health and safety.

These accomplishments would not have been possible without your invaluable support, which included your decision last year to place the school bond referendum before the public. The overwhelming vote for the referendum, which was approved in every precinct and approved by 75 percent of all voters, was a strong expression of confidence in the contributions that a high-quality educational system offers to our county and to the fulfillment of the vision you adopted for our community.

We are grateful for your support and counsel and ask that you join us in bringing greater equity to the learning opportunities our county offers to all of its residents. We look forward to working with you to reduce the funding gap in our request and in positioning our schools for even greater success in the years before us.

Sincerely,



Katherine L. Acuff, Ph.D.  
Chair  
Albemarle County School Board

# Message From the Superintendent

## All Means All



A few months ago, the Aspen Institute, one of our nation's premier research and public policy organizations, announced the establishment of a national commission on the social, emotional and academic development of students. The Institute wrote, "Compelling education research and brain science now demonstrates what parents have always known: The success of young people in school and beyond is inextricably linked to healthy social and emotional development. Yet, the nation's predominant approach to K-12 education fails to fully take advantage of what we know about how people learn."

While these words were national in their scope, their call to action has gained increasing urgency for Albemarle County students and families.

On one level, we have changed little over the past several years. We remain a school division whose students excel in state and national academic measures and one that continues to experience steady enrollment growth. We are a division that remains as committed as ever to our one strategic goal—that every student of Albemarle County Public Schools will graduate having actively mastered the lifelong-learning skills they need to succeed as 21st century learners, workers and citizens.

But at a deeper level, change has been dramatic, and it presents an obligation we cannot responsibly ignore. Over the past 10 years, our overall pre-K through 12 student enrollment increased by 8.3 percent, but the percentage of students from economically disadvantaged homes increased by more than 65 percent. That's nearly an 800 percent higher growth rate. The number of students in our division from economically disadvantaged homes would fill up all three of our comprehensive high schools; it would exceed the total student population of several school divisions in our Commonwealth, including Charlottesville City.

The Dean of Harvard's Graduate School of Education, James Ryan, points out the serious implications of such a significant demographic shift in our nation's schools: "Right now, there exists an almost ironclad link between a child's zip code and her chances of success. Our education system, traditionally thought of as the chief mechanism to address the opportunity gap, instead too often reflects and entrenches societal inequities."

## The High Costs of Inequity

The costs of these inequities in our county are measured in terms both financial and human. Based upon the cost of the added instructional staff needed to meet the learning needs of at-risk students, per pupil costs can exceed our division-wide average by \$1,500. Across the division, this additional expenditure totals more than \$5.5 million.

Here's why our strategic goal on career readiness is so important to Albemarle County: According to a 2016 report from the Bureau of Labor Statistics, the annual average earnings of adults without a high school diploma is \$25,600; for those with a high school diploma, \$35,250; and for those with a college degree, \$59,100. Over a lifetime, the difference in earnings between college and high school graduates would be \$1 million, and that makes a difference to the communities in which these graduates reside.

Experience shows that the price to our community of ever-expanding opportunity gaps—of promise unfulfilled—is a high one, often reflected in higher social services caseloads, in our courts, and in annual incomes that are far lower than they could be. Economists Clive Belfield and Hank Levin conservatively estimate that the economic benefit of closing the opportunity gap by just one-third would yield \$250 billion in annual savings across our nation.

On a personal and family level, it is important to value that while not all of our students come to us with the same interests, backgrounds or needs, they all do come to us with the same high levels of hopes and aspirations. It is our responsibility as educators and as community members to unlock the potential within each one of our students, to turn hopes from daydreams into reality.

Each year, all superintendents and school boards throughout our Commonwealth are directed by state law to recommend a needs-based budget. This year, one need increasingly urgent in our county is to increase our focus on closing the opportunity gaps that separate our children from their future and our entire community from prosperity.

Our doors must be open to all, just as our mission must apply to all—not to equalize outcomes, but to equalize opportunities.

## A Moral Imperative

A look at the data from our 2015-16 school year reveals the moral imperative for decisive action in the year ahead. Students (PK-12) from economically disadvantaged homes comprised 29.5 percent of our total student population, yet they accounted for 48.4 percent of all students who were absent from school 15 or more days and 57 percent of all students who received out of school suspensions. While 78 percent of all third-grade students earned a passing score on the state Standards of Learning (SOL) test for reading, the pass rate for students from economically disadvantaged homes was 54 percent; in math, the pass rate for all students was 74 percent, compared to 47 percent for economically disadvantaged students.

Third grade is an important milestone. It is the first time students take an SOL test, and it often is a predictor for how successful they will be throughout their academic lives.

We take pride in the overall performance of our school division as reflected in our highly competitive graduation rates, the percentage of our students who earn Advanced Studies Diplomas, the SAT scores of our students, and the academic honors they earn across many subject areas. It is now time for us to bring our expertise and commitment to excellence fully to bear on reducing the impact on individual student learning resulting from the inequities many of our students bring with them when they enter our schools.

## This Year's Funding Request

As has been true for many years, the main drivers in this 2017-18 funding request are expenditures that are either mandated, directed, or result from changing student demographics. Of the total \$8.2 million expenditure increase in this funding request, nearly \$5.5 million represents those that are mandated or directed. That's nearly 67 percent.

More than 80 percent of our expenditures support personnel, primarily teacher salaries and associated retirement benefits that are mandated by the state of Virginia. The two percent salary increases directed by the Board of Supervisors and the School Board for all full-time division employees total \$2.4 million; another \$500,000 will be required to address classified compensation disparities; contributions to the Virginia Retirement System next year will cost the school division a net of \$1.2 million; and an expected seven percent increase in health insurance premiums require \$1.2 million in additional expenditures.

Within our overall student enrollment growth, the growth rate for special education students has been trending higher. For several years, the school division averaged an annual special education enrollment increase of 40 students. Two years ago, the increase was 80 students, and this year it was 100. We are planning on a similar increase next year, which will necessitate additional expenditures of \$900,000 to meet the instructional and transportation needs of these students.

Collectively, the increases for employees and to meet special education requirements will total \$7.5 million next year, which nearly matches the overall increase of this entire funding request.

## Only One New Initiative

For several years, the financial challenges we faced from the severe recession we experienced in 2009 and 2010, coupled with substantial reductions in state revenues, limited the new initiatives we proposed. This again is the case for 2017-18. We are proposing only one new initiative, *Equity and Access*, to begin to close the opportunity gaps in our county. At \$1.28 million, this initiative constitutes less than one percent of our total funding request.

The goals of our Equity and Access initiative are three-fold: to remove the predictability of success or failures that correlate with social or cultural factors; to create inclusive multicultural school environments for adults and children; and to discover and cultivate the unique gifts, talents and interests that every one of us possess.

Our approach aligns with our core belief that an individualized, student-level focus will yield the most efficient and effective results. The majority of our investment, \$574,000, will be devoted to the professional development of our teachers to increase their skill and impact in reaching at-risk students and to identify and remove the barriers to learning that often result from childhood trauma, family disruption, loss of confidence, and the scarcity of at-home resources.

To embed and share these best practices across the division, we will invest another \$493,000 for the establishment of a Social-Emotional-Academic Development (SEAD) team for our four urban ring elementary schools—Agnor-Hurt, Cale, Greer, and Woodbrook. The percentage of economically disadvantaged students at these four schools currently ranges from 44 to 77.

The team will be under the direction of our division's senior leadership and will work closely with principals and staff at each school to determine and specifically target needs in such areas as bilingual support, home and school counseling, and assistance with technology learning resources.

This will be a pilot program, providing us with the opportunity to test, evaluate and adjust our approach before expanding SEAD teams to each one of our three feeder patterns.

The balance of our \$1.28 million investment will be for systems to plan and monitor at-risk student academic progress and to identify areas in real time where additional intervention services are necessary.

### State Revenues Still Below 2008-09 Level

Next year, we are projecting that our revenues will increase by \$7.5 million over this year, or about 4.33 percent. The largest portion, nearly \$6.8 million, is expected to come from local government. This is partially offset by our forecasted reductions of \$357,000 in fund balance and local school revenues.

Revenues from the state continue to be inadequate, with a forecasted increase of less than 2.21% percent, or slightly less than \$1.1 million. On a per pupil basis, the state will be providing \$3,696, which in inflation-adjusted dollars is \$436 below the per pupil revenues we received in 2008-09. Had that revenue formula been maintained, we would be receiving an additional \$5.9 million from the state next year, which is nearly 800 percent larger than the projected funding gap of \$691,261 in this request.

### People Working Together

This past year, our community rose to a different challenge before our school division. In November, you overwhelmingly approved a school bond referendum to address significant facility and instructional needs across the county.

Looking forward, we ask your support in meeting an even more compelling challenge. If we do not begin to achieve equity and access for all students, too many young people will continue to face closed doors when they enter adulthood, with a corresponding restraint on our community's growth potential. The National Equity Project said it best: "The problems in education today are complex, daunting and systemic. There is no one program or approach that will solve them. But in every case, people will solve these problems—people working together more effectively, purposefully, openly and strategically than before."

I would like to express the deepest appreciation of our school division to our School Board, our Board of Supervisors, and to our community for the strong and unwavering support you have given to our students and their families in so many vital ways over the past years. And I would like to express my gratitude to all of the members of our truly world-class team who so selflessly and ably serve students and their families across Albemarle.

As we approach yet another pivotal moment in our path forward, I urge your support and collaboration in the fulfillment of our one strategic goal for all students. Together, we can do even greater things in Albemarle County.

Respectfully,



Dr. Pamela R. Moran  
Superintendent of Schools

# About Our School Division

## Facilities

26 schools

- 16 elementary schools (PK-5)
- 5 middle schools (6-8)
- 1 charter middle school (6-8)
- 3 comprehensive high schools (9-12)
- 1 charter high school (9-12)

1 engineering lab school (6-8)

3 STEM/STEM-H academies (9-12)

1 vocational-technical center

1 alternative education center

## Employees

1,251 teachers

- 63% hold advanced degrees
- 3% are National Board Certified
- Average years of teaching experience: 14

1,238 other school division employees

## Students

13,790 students (PK-12)

- 10.1% are identified as Limited English Proficient (LEP)
- 28.7% are eligible for free/reduced meals
- 11.4% are served by Special Education
- 8.8% are identified as Gifted

## Other Statistics

Our students were born in 94 countries and speak 75 home languages.

Student-to-computer ratio:1:1 for grades 6-12, grades 3-5 in 13 of 16 elementary schools, and grades 4-5 in 3 of 16 elementary schools; 2:1 for all others

More than 8,200 meals served daily

14,005 school bus miles traveled daily

240 homeless students served last school year

## Overview

Albemarle County Public Schools (ACPS) serves 13,792 students in preschool through grade 12 in Albemarle County, Virginia, the sixth largest county by area in the Commonwealth of Virginia. A diverse locality of 726 square miles in the heart of Central Virginia, Albemarle County is a blend of primarily rural, suburban, and urban settings.

ACPS is proud to maintain community-based elementary schools and state-of-the-art secondary schools. We also offer opportunities for students through two charter schools, three STEM/STEM-H academies operating at our comprehensive high schools, and the Charlottesville Albemarle Technical Education Center (CATEC). Regional services are available for students who require a non-traditional learning environment or additional specialized services.

## How Do We Compare?

|  | ACPS    | State |
|--|---------|-------|
| On-time Graduation Rate                                  | 95%     | 91.3% |
| Dropout Rate   | 2.9%    | 5.3%  |
| Graduates Who Earned an Advanced Studies Diploma         | 67.3%   | 51.7% |
| Average SAT Scores                                       | Verbal  | 564   |
|  | Math    | 565   |
|  | Writing | 541   |
| Students Earning a Passing Score (3, 4 or 5) on AP Exams | 82.1%   | TBA   |

## Division Leadership

### Superintendent

Pamela Moran, Ed.D. | [moran@k12albemarle.org](mailto:moran@k12albemarle.org)

### Deputy Superintendent

Matthew Haas, Ed.D. | [mhaas@k12albemarle.org](mailto:mhaas@k12albemarle.org)

### Chief Operating Officer

Dean Tistadt | [dtistadt@k12albemarle.org](mailto:dtistadt@k12albemarle.org)

### Chief Information Officer

Vincent Scheivert | [scheivert@k12albemarle.org](mailto:scheivert@k12albemarle.org)

### Executive Director of Student Learning

Debora Collins | [dcollins@k12albemarle.org](mailto:dcollins@k12albemarle.org)

### Executive Director of Community Engagement

Bernard Hairston, Ed.D. | [hairston@k12albemarle.org](mailto:hairston@k12albemarle.org)

### Office of the School Board

[schoolboard@k12albemarle.org](mailto:schoolboard@k12albemarle.org)

# 2017-18 Budget Development



The [Horizon 2020 Strategic Plan](#) is designed to *unleash each student's potential* and equip them for success both now and in the future.

## Our Mission

The core purpose of Albemarle County Public Schools is to establish a community of learners and learning, through relationships, relevance and rigor, one student at a time.

## Our Vision

All learners believe in their power to embrace learning, to excel, and to own their future.

## Our Core Values

- Excellence
- Young People
- Community
- Respect

## Our Student-Centered Goal

All Albemarle County Public Schools students will graduate having actively mastered the lifelong-learning skills they need to succeed as 21st century learners, workers and citizens.

## Our Objectives

- We will engage every student.
- We will implement balanced assessments.
- We will improve opportunity and achievement.
- We will create and expand partnerships.
- We will optimize resources.

## Budget Development Process

The budget development cycle begins in August of the preceding year and extends through April. Stakeholder feedback is an essential part of the process. In addition to community feedback received through online surveys and town hall meetings, multiple advisory groups provide budget input. Learn more about our key advisory groups at: [www.k12albemarle.org/advisory](http://www.k12albemarle.org/advisory)

The Superintendent, taking into consideration the Division's accomplishments in meeting the learning needs of all students. The School Board reviews the Superintendent's Funding Request during a series of budget work sessions and a public hearing and then makes its own adjustments to the spending plan.

Finally, the School Board's Funding Request is presented to the Albemarle County Board of Supervisors, who make the final decision regarding the amount of revenue to be allocated to the school division.

Learn more about the budget development process at: [www.k12albemarle.org/budget](http://www.k12albemarle.org/budget)

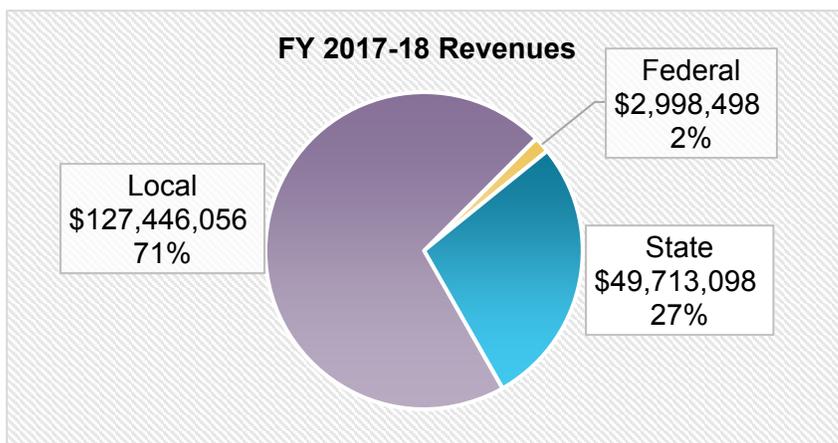
## Revenues & Expenditures

|                     |               |
|---------------------|---------------|
| Anticipated Revenue | \$180,157,652 |
| Proposed Expenses   | \$181,063,913 |

**Funding Gap** (\$906,261)

Unlike a for-profit business or a taxing authority, Albemarle County Public Schools generates a very small amount of revenue toward the percentage of our budget. We depend on others to provide the revenue needed to fulfill our mission and deliver value to our stakeholders.

The distribution of our revenues is depicted in the chart below:



# 2017-18 Budget Development (Continued)

## Assumptions

Our budget process is aligned with the division’s strategic plan. The information presented in this funding request is based on the following assumptions for FY 2017-18:

- Salaries are based upon guidance from the Joint Boards; Teachers scale is based upon the need to be competitive in the job market and School Board direction.
- Federal revenues will remain the same.
- State revenues are expected to increase by approximately 2% over last year.
- Local Government Transfers are projected to increase by approximately 2% over last year.

## Benefits Summary

Each full-time participating employee will receive:

|  | 2016-17 | 2017-18 |
|--|---------|---------|
| Average contribution toward health insurance | \$9,310 | \$9,962 |
| Contribution toward dental insurance         | \$269   | \$282   |

The following benefit rates apply on (eligible) employee salaries:

|  | 2016-17 | 2017-18 |
|--|---------|---------|
| Social Security (FICA) – All Salaries                | 7.65%   | 7.65%   |
| Virginia Retirement System (VRS) – Eligible Salaries | 15.77%  | 17.55%  |
| VRS Non-Professional Rate – Eligible Salaries        | 9.40%   | 9.40%   |
| VRS Group Life Insurance – Eligible Salaries         | 1.31%   | 1.31%   |

## Market Compensation Findings

*WorldatWork* FY 2017-18 projected compensation increase for Eastern Region (including Virginia): 2%

### Classified Employees:

- As an organization, overall salaries are currently statistically 1% below market
- Certain positions may be below defined market
- Highly skilled and certain administrative positions are more competitive regionally

### Teachers:

- Achieved competitive position within the top quartile of our job market
- Ability to hire teachers is improving, maintain competitive position
- Highly competitive at 10 and 15 years of experience
- Retention and competitive position within the top quartile need to be future focus.

## Market Compensation Recommendations/Actions

### Classified Employees:

2.0% market increase

### Teachers:

- Average increase of 2% overall (adjusted for identified market)
- Maintain anchor point on scale at 0, 10, 20 and 30 years of experience

# Equity & Access Initiative: A Call to Action

The shared mission of our schools should be to end the predictive value of race, class, gender, and special capacities on student success by working together with families and communities to ensure each individual student's success. Read more about equity and access from [The Forum for Education and Democracy](#).

## Background

Over the past 10 years (from 2006-07 to 2016-17), enrollment of pre-kindergarten through 12th grade students in Albemarle County Public Schools (ACPS) has grown by more than 1,000 students, from 12,735 to 13,790 (8.2%). During that same time, our enrollment of economically disadvantaged students (i.e., those who receive free and reduced price meals under the federal program) has risen from 2,362 to 3,954 (a 67.4% increase), and our enrollment of English as a Second or Other Language (ESOL) students has grown from 1,016 to 1,393 (a 37.1% increase). Additionally, we have seen increases in the numbers and severity of learning needs of our Special Education students. These changes in our student demographics are occurring with greater intensity in the schools located in the urban ring of Albemarle County.

We view our mission as providing the resources and support all students need to reach their full potential. Public schools should level the playing field and equalize opportunities for all students. ACPS is a school system of excellence; however, like many school divisions, we are challenged and striving to close disparities in opportunity and achievement for many of our students. Division and individual school data indicate that many ACPS students have not had equity of access to learning opportunities and achievement. Albemarle County is not unique in facing challenges with educational equity. Our goal is to end the predictive value of race, class, gender, and special capacities on student achievement by working collaboratively with families and communities to ensure each individual student's success.

While we have a high graduation rate of 95% for 2016 and a low dropout rate of 2.9%, we are concerned that all students completing their tenure with ACPS may not be meeting the profile of a graduate that our school board established through community input in 2013: All Albemarle County Public Schools students will graduate having actively mastered the lifelong-learning skills they need to succeed as 21st century learners, workers and citizens. A review of the national and state estimations provided in the [Civil Rights Data Collection \(CRDC\) website](#) provides a context for a national discussion about disparities in access to opportunities and overrepresentation in sanctions.

Albemarle is considered a school division of excellence. We are recognized nationally for our innovative programs and success with the overwhelming majority of our students. It is time for us to bring innovative approaches fully to bear on tackling the inequities pervasive in not only national, state, and other local systems, but also here in Albemarle. Supporting data is provided in a later section entitled, "Supporting Information: A Look at the Data."

# Themes of Challenges for ACPS

As a part of this process, we have used time at our K-12 Principals and Instructional Leadership Team meetings to identify problems and challenges related to equity of access from front-line administrators. While their insights are backed with quantitative data, they offer a qualitative component through their daily observations. Other qualitative input has been gained from our student-shadowing and case study projects completed during 2015-16 and in progress during 2016-17. We also have had conversations with ACPS advisory groups as well as the Strategic Cabinet.

In an effort to better understand the programmatic challenges that contribute to the kinds of equity gaps represented above, we held two specific input sessions beyond the ongoing conversations we've had pertaining to challenges for ACPS in solving inequity: a September 23 focus meeting with urban ring elementary and middle school principals, and a K-12 Principals Meeting in which principals debriefed on case studies they are conducting of students struggling to be successful in their schools. The following is a list of challenges that were identified during this process:

- Transportation beyond to and from school
- After-school care and educational programs
- Administrative and counseling access and support
- Recurring student absences and tardiness
- Teacher professional development for best practices for impacted populations
- Connectedness between schools and families
- Adequate professional translation services
- School time interrupted by summer/extended time off
- Nutrition beyond breakfast and lunch
- Enrichment opportunities for all students/redefining school curricula and learning pathways
- Digital divides in digital learning and connectivity inside and outside of school
- Alignment of counseling practices to better support students at risk

After these sessions, the Superintendent's Cabinet posted an "Equity in Education Challenge" survey and requested submissions for ideas to address these themes and the associated gap data. We received a range of ideas, including:

- Translation & Newcomer Services
- Academy Transportation Service Proposals
- K-2 Reading & Math Outreach Program
- Master Teacher Support
- Changes to Gifted ID Process
- Digital Learning/Instructor-Led Training (ILT) Initiative
- Student Discipline Tracking & Schoolwide Behavior Management
- Substitute Pay Changes
- Social-Emotional-Academic Development (SEAD) Strategies
- Special Education: Student Achievement Management
- Special Education: Preschool
- Culturally Responsive Teaching (CRT)
- After-School Pilot Program

As a follow up, the cabinet met with each idea proposer to ask questions about stakeholder input, expected outcomes, needed staffing and resources, how many students and staff would be impacted by the proposed project, and one- and five-year impact projections. As we have developed this proposal, we have met back with the urban ring principals again to receive feedback on the implementation project specifics.

After estimating costs for all proposed programs individually, we arrived at more than \$2.6 million in total projected costs. The next phase of this work was to look for opportunities to coordinate and consolidate efforts that would allow the needed services to be delivered more efficiently, effectively, and at a lower cost. We also will identify means by which services can be phased in over time. Research from the [National Equity Project](#) provides the following framing principles:

- Ensuring high quality outcomes for all participants in the ACPS educational system; removing the predictability of success or failures that currently correlate with any social or cultural factor.
- Interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children.
- Discovering and cultivating the unique gifts, talents and interests that every human possesses.



As challenging as it may be to close the opportunity and achievement gaps depicted here at local, state and national levels, we know that there are evidence-based approaches to addressing the social, emotional and academic development (SEAD) of students that will, over time, improve their access to opportunities and success. There exists research that supports returning to a greater emphasis on students' social and emotional needs. Here is a link to a recent review: [Social and Emotional Learning Research Review](#).

Addressing students' social, cultural and educational needs involves responsive teaching practices, which include, but are not limited to, Culturally Responsive Teaching (CRT), Responsive Classroom, Developmental Design, and Restorative Practice teaching structures and strategies. While the achievement gap has created the epidemic of dependent learners, CRT is one of the most powerful tools for helping students find their ways out of the gap (Hammond, 2015). Non-traditional planning perspectives are necessary to create systems that instill positive mindsets in adults for working with all students and establishing new systems without barriers

based on differences. The CRT model in ACPS is grounded in adults taking the time to analyze how their culturally-based habits motivate, engage or delay the transition of students into independent learners.

Research suggests that changing demographics have profound implications for all levels and functions of the school system. To create welcoming and equitable learning environments for diverse students and their families, school leaders must engage the entire school community, from [As Diversity Grows, So Must We](#).

## Structure

Throughout this project, we will maintain a student-level focus coupled with division-wide oversight and coordination. It is clear from our organizational charts and budget documents that there already exist positions created to provide student support. The number of these positions, however, hasn't changed appreciably in over a decade, while there have been substantive changes in the numbers of students who require these services. For example, there are school counselor and psychologist positions, along with some school social workers, to deal with attendance issues at the secondary level. Schools share psychologists, and while school counselors have some training in meeting students' social-emotional needs, secondary counselors are focused heavily on academic support to meet the demands of the majority of families. To provide social and emotional support for high school students, we currently contract with Region 10 for two counselors across our four high schools, which collectively serve approximately 4,000 students. It is necessary to add and integrate resources, and it also is important to organize our structures for supporting students so that there is greater fidelity to programming and less variance in levels and timeliness of help.

In early childhood, for instance, several investigators have found that low-income, ethnic minority children exhibit high levels of self-regulation and other social-emotional skills, which may promote school readiness and later academic success (Blair & Razza, 2007; Cheah et al., 2009; Cunningham, Kliewer, & Garner, 2009; Galindo & Fuller, 2010; LiGrining, 2012; Raver, 2004). Leaders of this initiative would be charged with evaluating and infusing research to differentiate and personalize home, school and classroom needs of marginalized students.

## Recommendations

### **School and Educator Support and Credentialing**

It is not enough to put out individual fires with student crises. It is necessary to provide ongoing support to schools, administrators and teachers, and to build capacity in all of our educators. Much of this support will come from the feeder pattern SEAD Team. We also will provide professional development using a credentialing model to incentivise and create expertise targeted toward strategies to support students in trauma/crisis, build better relationships with all students, and learn and apply heightened assessment literacy skills.

Our teacher educators are our most valuable resource. The welfare of both the schools and the community hinges on our ability to recruit, retain, and continually develop our teachers. ACPS recognizes this dependency, and thus, offers financial incentives for teachers who earn expert credentials to better serve our students. We also offer stipends to teachers to lend their current expertise and extra work time toward completing school and division-level curricula, assessment, and instructional planning.

## Current Incentives & Stipends:

- Master's Degree: \$2,000
- Master's Degree Plus 30 Credit Hours: \$3,000
- Doctorate Degree: \$4,000
- National Board Certification: \$5,000 in the initial year and \$2,500 each succeeding year for a total of 10 years. (State Supported)
- Academic Leadership Stipends (range with particular stipend)

Internally, we are piloting paths designed to bolster a teacher's knowledge and performance within their profession, while simultaneously providing monetary compensation for these achievements as well as results through the use of practices learned through professional development. For example, the Office of Community Engagement has developed a nationally recognized certification plan for CRT. Through this plan, a small number of teachers have received training and mentorship to use best practices in their classrooms. They develop portfolios for team assessment. Our Executive Director of Community Engagement has funded a nominal stipend for these teachers, as long as they continue to educate other teachers and use CRT practices, thus enhancing all their students' achievement and reducing equity gaps.

We recognize that opportunities for supervisory promotion are limited and not all teachers wish to advance into administrative positions. As a result, an alternative path is proposed: the "Teacher [Micro-Credentialing Program](#)."

The Teacher Micro-Credentialing Program would afford teachers the opportunity to advance their careers in a non-supervisory capacity. By providing teachers with educational and professional development opportunities (e.g., specialized training, team leadership work), the program will foster professional growth, improve job performance, and increase job satisfaction and engagement of Albemarle County teachers in both in their current and future roles.

We will continue to study models and delivery systems through our professional development staff and seek to pilot a credentialing program targeted toward educational equity:

- Ensuring high-quality outcomes for all participants in the ACPS educational system and removing the predictability of success or failures that currently correlates with any social or cultural factor
  - Credentials in assessment literacy, technology integration, Universal Design for Learning (UDL), CRT
- Interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children
  - Credentials in CRT, Assessment Literacy, Project Based Learning, Developmental Design, Restorative Practices, School-wide Behavior Management
- Discovering and cultivating the unique gifts, talents and interests that every human possesses
  - Credentials in Assessment and Grading Practices, Talent Development, CRT, ESOL and Special Education inclusion, project based learning, coaching and mentorship

We will identify three to four specific credentials we are targeting for increasing the equity of education within ACPS and offer up to \$500 per credential for up to three years with the teacher demonstrating through portfolio evaluation that he or she has mastered the credentialed practice and fulfils the leadership responsibility of providing coaching and professional development for other teachers.

## **Division-Level SEAD Oversight Team**

The ACPS Operational Cabinet will serve as the primary oversight body for this work, receiving monthly to quarterly reports from leadership personnel in the following areas:

- Programs for ESOL
- Student Services
- Assessment and Research
- Educational Technology
- Talent Development/Gifted Services
- School Counseling
- Special Education
- Early Literacy & Outreach/Title Programs
- Training & Credentialing/Professional Development

## **Regional Feeder Pattern SEAD Teams**

A Feeder Pattern SEAD Team will be established within each feeder pattern (Northern, Southern and Western) under the direction the ACPS Operational Cabinet in adjunct with Student Services, Community Engagement, and Department of Instruction leadership. Specific staff in the feeder pattern teams will report to the Student Services Officer. Creation of the feeder pattern teams will require new staffing. Our long-term goal will be to have four regional SEAD teams: one in each feeder pattern, plus one concentrated on the four urban ring elementary schools: Agnor-Hurt, Cale, Greer, and Woodbrook.

Composition of Feeder Pattern SEAD Teams will be based on the needs of each feeder pattern and may include the following list. We plan to pilot the team with the urban ring elementary schools and will work through consultation with leadership at these schools to determine the specific composition of the first team based on school-level data.

- Bilingual Newcomer Support Person
- Mental Health Counselor
- Home/School Counselor (attendance, family connections)
- School Psychologist
- Learning supports (technology)

Initially, a pilot SEAD team will be deployed to the urban ring elementary schools. Significant need is concentrated in these schools as evidenced by their current enrollments:

### Urban Ring Elementary Schools: 2016-17 Enrollment

| School     | Total K-5 Enrollment | English Learners | Economically Disadvantaged | SPED (2015-16) | Mobility* (as of 12/16/16) | Newcomers** (as of 12/16/16) |
|------------|----------------------|------------------|----------------------------|----------------|----------------------------|------------------------------|
| Agnor-Hurt | 490                  | 109 / 22%        | 258 / 53%                  | 38 / 8%        | 33 / 7%                    | 1 / 0%                       |
| Cale       | 626                  | 194 / 31%        | 262 / 42%                  | 58 / 9%        | 28 / 4%                    | 7 / 1%                       |
| Greer      | 623                  | 224 / 36%        | 470 / 75%                  | 58 / 9%        | 85 / 14%                   | 37 / 6%                      |
| Woodbrook  | 316                  | 66 / 21%         | 164 / 52%                  | 45 / 14%       | 36 / 11%                   | 6 / 2%                       |

\*Total number of early exits, late entries, or both

\*\*Newcomer: Non-English speaking student who is new to the U.S. (within the last year)

Additional supporting data is provided in a later section entitled, “Supporting Information: A Look at the Data.”

## Student and Family Support

Supporting schools and educators directly with tools and resources will complement the work of the division-level and feeder pattern-level SEAD teams and reduce variability in implementation. The following proposals round out the initiative:

- **Student Discipline Tracking & Schoolwide Behavior Management:** Implement a structure to collect data to inform problem solving, decision-making, and progress monitoring as a means to combat disproportionate discipline (especially suspensions) and positively affect attendance, achievement, behavior, and social-emotional growth.
- **Student Achievement Management System:** Replace EXCEED management system, which is no longer supported, as a means to implement universal screening, identify support needs, and monitor progress of interventions in tiers beyond Tier 1 (regular education).

# Cost Projection

Below is the cost projection for the overall Equity & Access initiative, along with an estimate for phasing in the project over a three-year period, beginning with a pilot among the urban ring elementary schools:

| <b>SEAD TEAM</b>                                       | <b>FTE</b>  | <b>Cost</b>      |
|--|-------------|------------------|
| <b>Potential SEAD Team Composition:*</b>               |             | \$532,600        |
| Bilingual Newcomer Support                             | 1.00        |                  |
| Mental Health Counselor                                | 1.00        |                  |
| School Psychologist                                    | 1.00        |                  |
| Home/School Counselor (attendance, family connections) | 1.00        |                  |
| Learning Supports (technology)                         | 1.00        |                  |
| Equity Instructional Specialist                        | 1.00        |                  |
| <b>Operational Expenses:</b>                           |             |                  |
| Professional Development, Travel                       |             | \$60,000         |
| <b>TOTAL</b>   | <b>6.00</b> | <b>\$592,600</b> |

*\*SEAD Team composition may transition as the project progresses*

| <b>INFORMATION MANAGEMENT</b>  | <b>FTE</b>  | <b>Cost</b>      |
|--|-------------|------------------|
| <b>Student Discipline Tracking &amp; Schoolwide Behavior Management:</b> |             |                  |
| Technology, Professional Development                                     |             | \$25,000         |
| <b>Student Achievement Management System:</b>                            |             |                  |
| Enterprise Application Specialist  | 1.00        | \$78,552         |
| System Licensing Costs   |             | \$6,000          |
| Initial outlay for new software and integration (one-time)               |             | \$100,000        |
| <b>TOTAL (including one-time costs)</b>                                  | <b>1.00</b> | <b>\$209,552</b> |

| PD / MICRO-CREDENTIALING         | FTE         | Cost             |
|----------------------------------|-------------|------------------|
| <b>Professional Development:</b> |             |                  |
| Micro-Credentialing (stipends)   |             | \$250,000        |
| Professional Development         |             | \$150,000        |
| Micro-Credentialing Software     |             | \$75,000         |
| <b>TOTAL</b>                     | <b>0.00</b> | <b>\$475,000</b> |

| OVERALL PROJECTION                    | Total FTE   | Total Cost         |
|---------------------------------------|-------------|--------------------|
| <b>Equity &amp; Access Initiative</b> | <b>7.00</b> | <b>\$1,277,152</b> |

## Monitoring and Adjustments

As we select and begin to implement the key components in this initiative package, our expectation is that we will see shifts in the inequities represented in the division-level dashboard. School level data for appropriate indicators will be produced so that we can be targeted in staffing and approaches. A considerable amount of planning has gone into the development of this proposal, as we develop inputs and take action, we will hold frequent meetings of the cabinet and staff responsible for implementation to study leading data, manage expectations, and decide on course corrections. We will update our data and continue to document positive shifts and changes to the inequities we are addressing. The dashboard presented in this document will be part of the State of the Division Report to the Board each fall moving forward.

We believe and expect that ALL students will learn at high levels. Raising our expectations and supporting all students to achieve them will not only promote equity; it will enhance the educational excellence that all of our students experience.

## Operating Principles for Budget Development

The Operations Cabinet will work collaboratively to identify gaps between our current and desired state for ACPS students through the lens of our third strategic objective from our [Horizon 2020 Strategic Plan](#):

***We will improve opportunity and achievement. ACPS will improve lifelong-learning opportunity and achievement for all students and enrollment groups.***

- Operations Cabinet members will seek input from school and department leaders, staff, and advisory groups to identify problems to address, successes to expand, causes, change ideas, and resources to request as a team.
- We will view problems and successes from more than one vantage point and rigorously challenge each other's thinking before agreeing to move forward with a proposal.
- We will strive to span boundaries across departments and avoid siloing.
- We will begin with the end in mind by examining data from multiple sources that is either directly or indirectly related to equity of access, opportunity, and achievement for our students.

- We will set up a dashboard in advance to monitor the activation of resources as well as results.
- The well-being of students and employees will come first. Tiers of Decision Making for the Budget Initiative

**Responsible:** Superintendent, Pam Moran

**Accountable:** Cabinet, Matt Haas, Dean Tistadt, Debbie Collins, Bernard Hairston, Vince Scheivert, Jackson Zimmermann

**Consulted:** Strategic Cabinet, John Gray, Becky Fisher, India Haun, Chad Ratliff, Clare Keiser, Ira Socol, Kevin Kirst, Nick King, Pat McLaughlin, Phil Giaramita, Rosalyn Schmitt; Karen Waters; Instructional Leadership Team, Strategic Cabinet plus Chris Gilman, Kelvin Reid, Katy Compel, Suzanne Fladd; Mark Leach; Lead Coaches, Alison Dwier Selden, Angela Stokes, Cyndi Wells, Doug Granger, Jeff Prillaman, John Hobson, Maureen Jensen, Michael Craddock, Robert Munsey; Principals and Assistant Principals; Christina Pitsenberger, Joe Letteri Jim Foley; The School Board; Advisory Groups

# Supporting Information: Equity Definitions

**Educational equity**, also referred to as **equity in education**, is a measure of achievement, fairness and opportunity in **education**. The study of **education equity** often is linked with the study of excellence and **equity**.

The following is from [The Glossary of Education Reform](#):

In education, the term **equity** refers to the principle of *fairness*. While it is often used interchangeably with the related principle of *equality*, equity encompasses a wide variety of educational models, programs, and strategies that may be considered fair, but not necessarily equal. It has been said that “equity is the process; equality is the outcome,” given that equity—what is fair and just—may not, in the process of educating students, reflect strict equality—what is applied, allocated, or distributed equally.

The following are a few representative ways in which inequity may enter public education:

- **Societal inequity:** Minority students may be disadvantaged by preexisting bias and prejudice in American society, with both conscious and unconscious discrimination surfacing in public schools in ways that adversely affect learning acquisition, academic achievement, educational aspirations, and post-graduation opportunities. While not always the case, inequity in education is most commonly associated with groups that have suffered from discrimination related to their race, ethnicity, nationality, language, religion, class, gender, sexual orientation, or disabilities. For a related discussion, see [opportunity gap](#).
- **Socioeconomic inequity:** Evidence suggests that students from lower-income households, on average, underperform academically in relation to their wealthier peers, and they also tend to have lower educational aspirations and enroll in college at lower rates (in part due to financial considerations). In addition, schools in poorer communities, such as those in rural or disadvantaged urban areas, may have comparatively fewer resources and less funding, which can lead to fewer teachers and educational opportunities—from specialized courses and computers to [co-curricular activities](#) and sports teams—as well as outdated or dilapidated school facilities.
- **Cultural inequity:** Students from diverse cultural backgrounds may be disadvantaged in a variety of ways when pursuing their education. For example, recently arrived immigrant and refugee students and their families may have difficulties navigating the public-education system or making educational choices that are in their best interests. In addition, these students may struggle in school because they are unfamiliar with American customs, social expectations, slang, and cultural references. For a related discussion, see [multicultural education](#).
- **Familial inequity:** Students may be disadvantaged in their education due to their personal and familial circumstances. For example, some students may live in dysfunctional or abusive households, or they may receive comparatively little educational support or encouragement from their parents (even when the parents want their children to succeed in school). In addition, evidence suggests that students whose parents have not earned a high school or college degree may, on average, underperform academically in relation to their peers, and they may also enroll in and complete postsecondary programs at lower rates. Familial inequities may also intersect with cultural and socioeconomic inequities. For example, poor parents may not be able to invest in supplemental educational resources and learning opportunities—from summer programs to test-preparation services—or they may not be able to pay the same amount of attention to their children’s education as more affluent parents—perhaps because they have multiple jobs, for example.

- **Staffing inequity:** Wealthier schools located in more desirable communities may be able to hire more teachers and staff, while also providing better compensation that attracts more experienced and skilled teachers. Students attending these schools will likely receive a better-quality education, on average, while students who attend schools in less-desirable communities, with fewer or less-skilled teachers, will likely be at an educational disadvantage. Staffing situations in schools may also be inequitable in a wide variety of ways. In addition to potential inequities in employment—e.g., minorities being discriminated against during the hiring process, female educators not being promoted to administrative positions at the same rates as their male colleagues—students may be disadvantaged by a lack of diversity among teaching staff. For example, students of color may not have educators of color as role models, students may not be exposed to a greater diversity of cultural perspectives and experiences, or the content taught in a school may be culturally limited or biased—e.g., history being taught from an exclusively Eurocentric point of view that neglects to address the perspectives and suffering of colonized countries or enslaved peoples.
- **Instructional inequity:** Students may be enrolled in courses taught by less-skilled teachers, who may teach in a comparatively uninteresting or ineffective manner, or in courses in which significantly less content is taught. Students may also be subject to conscious or unconscious favoritism, bias, or prejudice by some teachers, or the way in which instruction is delivered may not work as well for some students as it does for others. For related a discussion, see [personalized learning](#).
- **Assessment inequity:** Students may be disadvantaged when taking tests or completing other types of [assessments](#) due to the design, content, or language choices, or because they have learning disabilities or physical disabilities that may impair their performance. In addition, situational factors may adversely affect test performance. For example, lower-income students who attend schools that do not regularly use computers may be disadvantaged—compared to wealthier students with more access to technology at home or students who use computers regularly in school—when taking tests that are administered on computers and that require basic computer literacy. For more detailed discussions, see [test accommodations](#) and [test bias](#).
- **Linguistic inequity:** Non-English-speaking students, or students who are not yet proficient in English, may be disadvantaged in English-only classrooms or when taking tests and assessments presented in English. In addition, these students may also be disadvantaged if they are enrolled in separate academic programs, held to lower academic expectations, or receive lower-quality instruction as a result of their language abilities. For related discussions, [academic language](#), [dual-language education](#), [English-language learner](#), and [long-term English learner](#).

## Supporting Information: A Look at Our Data

The following tables contain a high-level dashboard of examples that typify equity gaps persistent in ACPS, in spite of our current levels of resourcing and support. These data samples are representative of opportunities that some of our demographic groups are not accessing; insufficient monitoring and accountability for lack of participation of some of our demographic groups in school and the learning process; and particular outcomes.

### Division-Level Equity & Access Data, PK-12: A Three-Year Trend

2015-16

| Demographic Group          | Student Count (PK-12) | Identified Gifted | Chronically Absent | Out of School Suspension | 3rd Grade Reading SOL Pass | 3rd Grade Math SOL Pass | 5 or More Math Credits | Advanced Studies Diploma |
|----------------------------|-----------------------|-------------------|--------------------|--------------------------|----------------------------|-------------------------|------------------------|--------------------------|
| All Students               | 13,767                | 1,412             | 1,183              | 521                      | 76%                        | 72%                     | 527/994                | 703/1,044                |
| Black                      | 11.4%                 | 2.3%              | 12.0%              | 26.5%                    | 55%                        | 49%                     | 5.9%                   | 6.8%                     |
| Hispanic                   | 12.0%                 | 2.7%              | 14.3%              | 16.1%                    | 59%                        | 43%                     | 4.4%                   | 5.8%                     |
| White                      | 66.2%                 | 82.3%             | 64.6%              | 50.1%                    | 83%                        | 80%                     | 80.1%                  | 78.2%                    |
| Asian                      | 4.7%                  | 7.5%              | 2.8%               | 1.5%                     | 94%                        | 95%                     | 5.7%                   | 5.1%                     |
| Two or More Races          | 5.3%                  | 5.2%              | 5.8%               | 4.8%                     | 70%                        | 68%                     | 4.0%                   | 4.0%                     |
| Economically Disadvantaged | 29.5%                 | 5.6%              | 48.4%              | 57.0%                    | 52%                        | 45%                     | 6.6%                   | 13.7%*                   |
| Students with Disabilities | 11.7%                 | 1.3%              | 21.3%              | 31.7%                    | 36%                        | 32%                     | 1.9%                   | 3.8%*                    |
| English Learners           | 8.6%                  | .9%               | 6.8%               | 9.2%                     | 62%                        | 48%                     | .2%                    | 3.3%*                    |

\*These percentages reflect students who were identified in these subgroups at any point in high school

**2014-15**

| Demographic Group          | Student Count (PK-12) | Identified Gifted | Chronically Absent | Out of School Suspension | 3rd Grade Reading SOL Pass | 3rd Grade Math SOL Pass | 5 or More Math Credits | Advanced Studies Diploma |
|----------------------------|-----------------------|-------------------|--------------------|--------------------------|----------------------------|-------------------------|------------------------|--------------------------|
| <b>All Students</b>        | <b>13,657</b>         | <b>1,496</b>      | <b>1,173</b>       | <b>505</b>               | <b>73%</b>                 | <b>71%</b>              | <b>491/932</b>         | <b>646/993</b>           |
| Black                      | 11.0%                 | 2.3%              | 10.7%              | 30.9%                    | 43%                        | 41%                     | 4.9%                   | 5.9%                     |
| Hispanic                   | 10.9%                 | 2.7%              | 11.5%              | 10.3%                    | 53%                        | 50%                     | 5.1%                   | 5.7%                     |
| White                      | 67.5%                 | 81.6%             | 68.8%              | 49.1%                    | 81%                        | 75%                     | 80.2%                  | 78.6%                    |
| Asian                      | 4.9%                  | 8.6%              | 3.1%               | .2%                      | 88%                        | 84%                     | 5.7%                   | 5.6%                     |
| Two or More Races          | 5.4%                  | 4.7%              | 5.6%               | 8.7%                     | 69%                        | 71%                     | 4.1%                   | 4.2%                     |
| Economically Disadvantaged | 29.1%                 | 6.0%              | 47.1%              | 60.8%                    | 49%                        | 45%                     | 7.7%                   | 14.9%*                   |
| Students with Disabilities | 11.0%                 | 1.3%              | 17.7%              | 31.9%                    | 42%                        | 36%                     | 2.4%                   | 3.4%*                    |
| English Learners           | 8.8%                  | 1.4%              | 6.5%               | 7.1%                     | 55%                        | 54%                     | .8%                    | 3.4%*                    |

*\*These percentages reflect students who were identified in these subgroups at any point in high school*

**2013-14**

| Demographic Group          | Student Count (PK-12) | Identified Gifted | Chronically Absent | Out of School Suspension | 3rd Grade Reading SOL Pass | 3rd Grade Math SOL Pass | 5 or More Math Credits | Advanced Studies Diploma |
|----------------------------|-----------------------|-------------------|--------------------|--------------------------|----------------------------|-------------------------|------------------------|--------------------------|
| <b>All Students</b>        | <b>13,401</b>         | <b>1,520</b>      | <b>1,183</b>       | <b>526</b>               | <b>72%</b>                 | <b>63%</b>              | <b>494/945</b>         | <b>660/1,003</b>         |
| Black                      | 11.5%                 | 2.4%              | 11.4%              | 33.1%                    | 41%                        | 24%                     | 4.7%                   | 7.0%                     |
| Hispanic                   | 10.3%                 | 2.9%              | 11.7%              | 11.6%                    | 53%                        | 41%                     | 3.4%                   | 4.7%                     |
| White                      | 68.0%                 | 82.1%             | 55.5%              | 49.6%                    | 78%                        | 70%                     | 82.6%                  | 80.2%                    |
| Asian                      | 4.8%                  | 7.6%              | 2.2%               | 1.1%                     | 87%                        | 75%                     | 0.0%                   | 4.8%                     |
| Two or More Races          | 5.2%                  | 5.1%              | 4.9%               | 4.0%                     | 76%                        | 65%                     | 3.4%                   | 3.2%                     |
| Economically Disadvantaged | 28.7%                 | 5.5%              | 62.9%              | 62.9%                    | 45%                        | 33%                     | 6.1%                   | 14.4%*                   |
| Students with Disabilities | 10.6%                 | 1.6%              | 29.5%              | 29.5%                    | 33%                        | 34%                     | 1.4%                   | 3.5%*                    |
| English Learners           | 8.6%                  | 1.3%              | 8.2%               | 8.2%                     | 51%                        | 40%                     | .6%                    | 4.2%*                    |

*\*These percentages reflect students who were identified in these subgroups at any point in high school*

**Student Count (PK-12):** The percentage of students, grades PK-12, in each demographic group based on Albemarle County Public Schools' End-of-Year Student Record Collection.

**Identified Gifted:** The percentage of students of the total number of students who currently are identified as academically gifted in ACPS. Learn more about our gifted identification process, which is completed in 2nd grade: [ACPS Gifted Services](#).

**Chronically Absent:** The percentage of students of the total number of students who were absent from school 15 or more times during the 2015-16 school year. More information about the impact of chronic absenteeism can be found at this link: [Chronic Absenteeism in the Nation's Schools](#).

**Out of School Suspension:** The percentage of students of the total number of students who have had at least one out of school suspension during the school year.

**3rd Grade Reading/Math Standards of Learning (SOL) Pass Rates:** The percentage of students in each demographic group who achieved a passing score of 400 or more on the SOL test administered in the spring of 2016. Information about the SOL curricula for and assessments can be found at this link: [Virginia SOL Curricula and Assessments](#).

**5 or More Math Credits:** The percentage of students of the total number of graduates who earned five or more math credits towards graduation in 2016. The total number of students in this cohort was 994. These do not count math elective credits as applied to the second block of a double-blocked math course.

**Advanced Studies Diploma:** The percentage of students of the total number of 2016 seniors who earned an advanced studies diploma after four-years in high school. The total number of students in this cohort was 1,044. Requirements for different diploma types are found at this link: [Virginia Department of Education Graduation Requirements](#).

# Proposed Changes to Address Our Needs

Teaching and learning, one student at a time, drive all that we do. Investment is required to maintain the level of educational excellence that Albemarle County residents expect and need. Following is a summary of new resources, distributed amongst four categories: increases that are directed/mandated, those in response to growth, system improvements, and restorations.

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## Continuation of Prior Year Initiatives

**\$355,663**

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### Phase 3 (Final Phase) of Full Time Elementary School Nurses (0.85 FTE)

**\$76,005**

This is the final phase of a three year implementaton. Elementary school nurses are staffed at 6 hours/day. This does not cover the entire time that students are in school (6.5 hours), nor does it cover the arrival and departure times. These transition times in particular are periods when accidents and injuries are more likely to occur (getting on/off buses, etc.). Elementary nurses at the larger schools see upwards of 50 students per day. For many of these students, the school nurse may be their primary medical caregiver. Because the volume of school clinic traffic increases with larger enrollment, increasing the hours of the nurses at the biggest schools had the most impact per capita. The schools to receive increased nursing hours are Broadus Wood, Murray Elementary, Red Hill, Scottsville and Yancey.

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### Learning Technology Integrators (3.00 FTE)

**\$235,658**

The Learning Technology Integrators (LTI) are essential in our Digital Learning Initiative, leading schools and teachers into authentic, effective digital learning through individual and small group support, team support, co-teaching, and building level planning. Currently our LTIs work in our secondary schools, but their time is often split between schools due to limited staffing. This initiative is to add support for digital integration in all of our elementary schools.

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### College/Career Planning Software

**\$44,000**

Naviance is an online college and career planning tool that provides a dynamic platform for students that walks them through the cycle of self-discovery, career exploration, academic planning and college and career preparation. This tool provides a number of resources that will enable our students to take ownership of their academic planning while also providing the school division with tools that will help us to track the level of college and career readiness that we provide for our students. Students are currently using this tool as the portal to the college application process and for academic, college and career planning beginning in the seventh grade.

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**Directed/Mandated****\$5,688,831**

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**Piedmont Regional Education Program (PREP)****\$144,970**

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The Piedmont Regional Education Program (PREP) provides several services:

The Ivy Creek School is a separate public school that serves 29 students with emotional disabilities. Ivy Creek School specializes in providing educational and support services within the content of a separate school program for children with emotional disabilities that require more intensive services than can be provided in the public schools. The increase in tuition costs is \$50,467

The Program Reimbursement Rate Package for children with Emotional Disabilities allows Albemarle County Schools to participate in a State reimbursement program which provides additional financial support from the State for this particular population of students. The increase in cost to participate in this program is \$28,017

The Program Reimbursement Rate Package for children with Autism or Multiple Disabilities allows Albemarle County Schools to participate in a State reimbursement program that serves students with these particular disabilities. This program provides additional financial support from the State for these special programs. The increase in cost to participate in this program is \$50,805

The Education and Related Services provided by PREP will increase by \$15,681. These services include the Parents Resource Center that assists parents of children in Albemarle County Schools that are involved in or have questions about the special education process. Additionally, this service includes the services of special education staff qualified to provide vision services as well as staff supports in the areas of Assistive Technology, specifically for students with disabilities.

The total resources needed to sustain involvement in the regional programs would be \$144,970

**Transfer to Comprehensive Services Act (CSA)****\$108,721**

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At present, the CSA budget is \$2,174,426 . The need for private day schools and residential placements required to serve children with disabilities is expected to increase based on past experiences and trends.

**Teacher Salary Increase****\$1,642,043**

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Proposed full year increase to reflect an overall increase of approximately 2%. This reflects information received by the Joint Boards on October 12th.

**Classified Salary Increase****\$806,376**

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Proposed full year increase to reflect an overall increase of approximately 2%. This reflects information received by the Joint Boards on October 12th.

**Health Insurance Increase****\$1,219,202**

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The Board contribution to health insurance is expected to increase by 7% over current year rates. The increase assumes a variety of plan changes to mitigate cost increases that include increased deductibles and implementation of a health savings account option. It is anticipated that staff monthly contributions will increase by approximately 7%.

**Dental Insurance Increase****\$23,254**

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Expected increase of 5% per participant over 2016-17 rates.

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**Lapse Factor Incremental Savings****(\$71,760)**

Lapse factor represents budgeted savings, during the operating year, from staff retirement and replacement, the lag between staff leaving, and the new staff being hired and savings from deferred compensation benefits. The total amount budgeted of -\$1,303,727 is 1.50% of all baseline salaries. An additional \$71,760 has been reduced because of the incremental cost of salaries. This methodology is consistent with local government's expected practice.

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**Virginia Retirement System Increase****\$1,517,351**

Virtually all Virginia School Divisions participate in the Virginia Retirement System (VRS). Once Divisions have joined VRS, by law they may not withdraw. This increase is proposed by the Governor and is based upon a rate of (Professional Rate) 15.77% which is a 0.65% absolute increase compared to the current rate.

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**Salary Savings Due to Staff Turnover****(\$631,789)**

Salary and benefit savings due to staff turnover from FY2015-16 budgeted to current staffing. This amount reflects actual savings from one year to the next due to retirements and staff turnover.

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**Salary Compression****\$497,355**

Compression is small differences in pay between experienced employees and newly hired employees in the same job. The causes of compression can vary, but it can be a result of small or no salary increases over a period of time that fail to move an employee along the salary range as a normal progression. Compression causes issues with recruitment, retention, and morale issues. We lose qualified candidates because of internal equity concerns, which in turn causes longer recruitments. In early 2015, Albemarle County Human Resources engaged Titan Gallagher to conduct a compensation study to determine if employees were truly impacted by salary compression, look at causes, and identify solutions for salary compression. The study concluded that salary compression is an issue for the County and does present concerns in retaining and recruiting qualified and experienced employees. Human Resources reviewed the study conclusions and developed a recommendation to address the salary compression issue. The recommendation will address salary compression for a number of employees who are below the midpoint of their current salary range and based on years of service in their current position, are not where they should be in the salary range. The purpose of addressing salary compression is to ensure that we can hire skilled and experienced employees into positions at pay rates that are commensurate with their qualifications. Currently, we cannot always offer the appropriate pay rates due to internal equity with other staff members who have similar experience and qualifications who are at lower pay rates than what we would like to offer an outside candidate.

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**Charlottesville-Albemarle Technical Education Center (CATEC)****\$137,542**

The CATEC projections include directed and mandated increases to compensation and benefits, mandated one-time NATEF program certification costs, proposed increase in staff for a portion of two high demand programs - Automotive Technology and Electrician Technician, increased staff and instructional costs for the two new CATEC Information and Engineering Technology and CATEC Health and Medical Academies, and restoration funding to staff the high school EMT, soft skills, and career placement programs. This represents a 8.87% increase.

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**Insurance Premium Increases****\$58,285**

Projecting a 7.5% Increase in insurance premiums across the division.

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**Staffing to Meet Federal Fair Labor Standards Compliance****\$22,281**

Last year the Department of Labor issued changes, which substantially increased the minimum salary requirement for certain exemptions under the Fair Labor Standards Act, effective December 1, 2016. Human Resources conducted an audit of current employees and positions to determine what impact the new salary requirement will have on the organization. In order to comply with these regulations, recommendations included increasing hours for a part-time exempt employee) to reach the minimum threshold requirement. On November 22, a preliminary injunction was issued to temporarily block the new overtime regulations. The decision was made to implement the proposed changes, as being in the best interests of our employees as we have already communicated to them the necessity of complying with the initial ruling and employees have taken steps to alter their personal lives so that the organization would be in compliance.

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**Transportation Reclassification****\$215,000**

Human Resources regular reviews positions in all departments to ensure jobs are classified in accordance with our job evaluation system and market. Priorities are set based on identified internal equity issues, substantial changes in position descriptions and existing market data. Transportation was identified as a priority for a classification of review of their positions due to challenges in recruitment and retention.

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**Equity and Access****\$1,277,152**

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**Social, Emotional and Academic Development (SEAD) Team****\$592,600**

A feeder pattern social, emotional and academic development (SEAD) Team will be established within each feeder pattern (Northern, Southern and Western) under the direction the ACPS Operational Cabinet in adjunct with Student Services, Community Engagement, and Department of Instruction leadership. Specific staff in the feeder pattern teams will report to the Student Services Officer. Creation of the feeder pattern teams will require new staffing. Our long-term goal will be to have four regional SEAD teams: one in each feeder pattern, plus one concentrated on the four urban ring elementary schools: Agnor-Hurt, Cale, Greer, and Woodbrook.

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**Student Discipline Tracking & Schoolwide Behavior Management****\$25,000**

This increase will implement a structure to collect data to inform problem solving, decision-making, and progress monitoring as a means to combat disproportionate discipline (especially suspensions) and positively affect attendance, achievement, behavior, and social-emotional growth.

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**Student Achievement Management System****\$184,552**

This increase will replace EXCEED management system, which is no longer supported, as a means to implement universal screening, identify support needs, and monitor progress of interventions in tiers beyond Tier 1 (regular education).

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**Professional Development/Micro-Credentialing****\$475,000**

This initiative will provide professional development using a credentialing model to incentivise and create expertise targeted toward strategies to support students in trauma/crisis, build better relationships with all students, and learn and apply heightened assessment literacy skills.

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**Growth** **\$1,069,329**

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**Staffing Savings Due to Enrollment changes (-1.16 Teacher Full-Time Equivalent (FTE))** **(\$86,533)**

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Budgeted enrollment is expected to decrease by twenty (20) students. Due to this projected decrease from budget to budget, there is also a commensurate regular education staffing decrease. As specialized students increase in number and severity, regular staffing may also decline.

**Special Educational Staffing Growth (6.50 FTE)** **\$489,111**

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The December 1 Child Count is the measure used each year to compare growth and is also used as a basis for staffing, planning, etc. at the State and local level. All previous reports can be found at:  
[http://www.doe.virginia.gov/special\\_ed/reports\\_plans\\_stats/child\\_count/index.shtml](http://www.doe.virginia.gov/special_ed/reports_plans_stats/child_count/index.shtml)

The December 1, 2016 Child Count indicates that Albemarle County Public Schools is currently serving an additional 103 students with special needs. The vast majority of these children are being served in our public schools. The has actually been a decrease in children served in private day and private residential facilities.

This increase supports both an increase in staffing for growth as well as supporting services that are appropriately serving children in their neighborhood schools, thereby decreasing the need for private day and residential placements.

With an increase in the Special Education population, efforts to minimize out of school placements (CSA), and a continued demographic shift to more significantly challenged students with disabilities, it is expected that needs will require 6.50 FTE in additional staffing. This staffing would be utilized for teachers and teaching assistants to meet Federal and State requirements outlined in the Individuals with Disabilities Education Act (IDEA). The services provided are required as part of staffing parameters outlined in the Virginia regulations and/or outlined in students' Individualized Education Plans (IEPs).

**Early Childhood Special Educational Staffing Growth (2.33 FTE)** **\$175,327**

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This is the staffing required to expand the ECSE program to serve the number of children that have come into the program for two years in a row. The rate of identification and service needs are expected to be consistent in 17-18.

**Additional Staff Hours and FTE's for Transportation** **\$243,943**

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Three buses, each with a driver and an assistant, will be required to provide transportation for an additional 30 students with IEPs. FTE costs include labor and benefits. Operational costs include the fuel and maintenance associated with the extra mileage. One-time costs are for training.

**ESOL Growth** **\$150,495**

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Two FTEs would allow us to (1) increase our newcomer support and (2) increase staffing at a additional schools so that we no longer have to find hourly employees to support English Learners (Els, formerly known as LEP students).

**DART Data Line and Contract Services Increases** **\$70,500**

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Maintenance of data lines and increase in contract services are anticipated to increase.

**Growth Costs for Security Additions** **\$26,486**

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Initial costs for 2017/18 include 0.25 FTE Custodial Staff for the additional 4,500 SF for Security Additions at Jouett ,Scottsville and Baker-Butler. Additional operating costs of \$10,000 to include utilities and maintenance services.

# New Resources by Key Area

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## Continuation of Prior Year Initiatives

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### Student Health

Phase 3 (Final Phase) of Full Time Elementary School Nurses (0.85 FTE) \$76,005

### Technology/Records Management

College/Career Planning Software \$44,000

### Student Learning Resources

Learning Technology Integrators (3.00 FTE) \$235,658

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## Continuation of Prior Year Initiatives Total

**\$355,663**

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## Directed/Mandated

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### Compensation and Benefits

Teacher Salary Increase \$1,642,043

Classified Salary Increase \$806,376

Health Insurance Increase \$1,219,202

Dental Insurance Increase \$23,254

Virginia Retirement System Increase \$1,517,351

Salary Compression \$497,355

Transportation Reclassification \$215,000

### Compensation and Benefits (Savings)

Lapse Factor Incremental Savings (\$71,760)

Salary Savings Due to Staff Turnover (\$631,789)

### Joint Programs

Piedmont Regional Education Program (PREP) \$144,970

Transfer to Comprehensive Services Act (CSA) \$108,721

Charlottesville-Albemarle Technical Education Center (CATEC) \$137,542

### Other Increases

Insurance Premium Increases \$58,285

Staffing to Meet Federal Fair Labor Standards Compliance \$22,281

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## Directed/Mandated Total

**\$5,688,831**

## New Resources by Key Area (continued)

### Equity and Access

#### SEAD Team

|  |           |
|--|-----------|
| Social, Emotional and Academic Development (SEAD) Team | \$592,600 |
|--|-----------|

#### Technology/Records Management

|  |          |
|--|----------|
| Student Discipline Tracking & Schoolwide Behavior Management | \$25,000 |
|--|----------|

|                                       |           |
|---------------------------------------|-----------|
| Student Achievement Management System | \$184,552 |
|---------------------------------------|-----------|

#### PD/Micro-Credentialing

|  |           |
|--|-----------|
| Professional Development/Micro-Credentialing | \$475,000 |
|--|-----------|

### Equity and Access Total

**\$1,277,152**

### Growth

|   |            |
|---|------------|
| Staffing Savings Due to Enrollment changes (-1.16 Teacher Full-Time Equivalent (FTE)) | (\$86,533) |
|---|------------|

|  |           |
|--|-----------|
| Special Educational Staffing Growth (6.50 FTE) | \$489,111 |
|--|-----------|

|  |           |
|--|-----------|
| Early Childhood Special Educational Staffing Growth (2.33 FTE) | \$175,327 |
|--|-----------|

|   |           |
|---|-----------|
| Additional Staff Hours and FTE's for Transportation | \$243,943 |
|---|-----------|

|             |           |
|-------------|-----------|
| ESOL Growth | \$150,495 |
|-------------|-----------|

|  |          |
|--|----------|
| DART Data Line and Contract Services Increases | \$70,500 |
|--|----------|

|                                     |          |
|-------------------------------------|----------|
| Growth Costs for Security Additions | \$26,486 |
|-------------------------------------|----------|

### Growth Total

**\$1,069,329**

### Total

**\$8,390,975**

# The 2017-18 School Board's Proposed Budget

| <b>Instruction</b>                 | <b>Actual 16</b>     | <b>Adopted 17</b>    | <b>Proposed 18</b>   | <b>Increase</b>    | <b>% Icr</b>  |
|------------------------------------|----------------------|----------------------|----------------------|--------------------|---------------|
| Staffing                           | \$114,699,876        | \$119,158,080        | \$124,547,371        | \$5,389,291        | 4.52%         |
| Operating                          | \$10,358,284         | \$11,532,749         | \$12,358,497         | \$825,748          | 7.16%         |
| Capital                            | \$810,425            | \$495,160            | \$565,298            | \$70,138           | 14.16%        |
| SB Reserve                         | \$0                  | \$57,862             | \$57,862             | \$0                | 0.00%         |
| <b>Total</b>                       | <b>\$125,868,585</b> | <b>\$131,243,851</b> | <b>\$137,529,028</b> | <b>\$6,285,177</b> | <b>4.79%</b>  |
| <b>Admin, Attend &amp; Health</b>  |                      |                      |                      |                    |               |
| Staffing                           | \$6,524,540          | \$6,940,119          | \$7,354,420          | \$414,301          | 5.97%         |
| Operating                          | \$741,322            | \$804,536            | \$825,609            | \$21,073           | 2.62%         |
| Capital                            | \$72,302             | \$51,415             | \$57,300             | \$5,885            | 11.45%        |
| <b>Total</b>                       | <b>\$7,338,164</b>   | <b>\$7,796,070</b>   | <b>\$8,237,329</b>   | <b>\$441,259</b>   | <b>5.66%</b>  |
| <b>Technology</b>                  |                      |                      |                      |                    |               |
| Staffing                           | \$2,568,895          | \$2,787,213          | \$3,262,770          | \$475,557          | 17.06%        |
| Operating                          | \$321,895            | \$327,720            | \$381,075            | \$53,355           | 16.28%        |
| Capital                            | \$50,628             | \$11,000             | \$6,649              | (\$4,351)          | -39.55%       |
| <b>Total</b>                       | <b>\$2,941,418</b>   | <b>\$3,125,933</b>   | <b>\$3,650,494</b>   | <b>\$524,561</b>   | <b>16.78%</b> |
| <b>Building Services</b>           |                      |                      |                      |                    |               |
| Staffing                           | \$8,723,629          | \$9,713,960          | \$10,133,391         | \$419,431          | 4.32%         |
| Operating                          | \$5,905,287          | \$6,210,295          | \$5,909,018          | (\$301,277)        | -4.85%        |
| Capital                            | \$796,240            | \$121,400            | \$126,700            | \$5,300            | 4.37%         |
| <b>Total</b>                       | <b>\$15,425,156</b>  | <b>\$16,045,655</b>  | <b>\$16,169,109</b>  | <b>\$123,454</b>   | <b>0.77%</b>  |
| <b>Facilities</b>                  |                      |                      |                      |                    |               |
| Staffing                           | \$33,765             | \$7,353              | \$37,649             | \$30,296           | 412.02%       |
| Operating                          | \$27,013             | \$0                  | \$0                  | \$0                | N/A           |
| Capital                            | \$254,936            | \$482,035            | \$502,035            | \$20,000           | 4.15%         |
| <b>Total</b>                       | <b>\$315,714</b>     | <b>\$489,388</b>     | <b>\$539,684</b>     | <b>\$50,296</b>    | <b>10.28%</b> |
| <b>Transportation</b>              |                      |                      |                      |                    |               |
| Staffing                           | \$7,965,266          | \$8,408,793          | \$9,186,512          | \$777,719          | 9.25%         |
| Operating                          | \$1,487,705          | \$1,513,565          | \$1,592,857          | \$79,292           | 5.24%         |
| Capital                            | \$142,056            | \$0                  | \$0                  | \$0                | N/A           |
| <b>Total</b>                       | <b>\$9,595,027</b>   | <b>\$9,922,358</b>   | <b>\$10,779,369</b>  | <b>\$857,011</b>   | <b>8.64%</b>  |
| <b>Transfers</b>                   |                      |                      |                      |                    |               |
| Transfers                          | \$3,755,419          | \$4,049,683          | \$4,158,900          | \$109,217          | 2.70%         |
| <b>Grand Total</b>                 | <b>\$165,239,483</b> | <b>\$172,672,938</b> | <b>\$181,063,913</b> | <b>\$8,390,975</b> | <b>4.86%</b>  |
| <b>Revenues</b>                    |                      |                      |                      |                    |               |
|                                    | <b>Actual 16</b>     | <b>Adopted 17</b>    | <b>Proposed 18</b>   | <b>Increase</b>    | <b>% Icr.</b> |
| Local School Revenue               | \$3,032,508          | \$2,382,010          | \$2,330,148          | (\$51,862)         | -2.18%        |
| State Revenue                      | \$45,602,263         | \$48,638,514         | \$49,713,098         | \$1,074,584        | 2.21%         |
| Federal Revenue                    | \$2,978,351          | \$2,992,498          | \$2,998,498          | \$6,000            | 0.20%         |
| Local Governemnt X-Fer             | \$114,033,502        | \$116,892,513        | \$123,653,505        | \$6,760,992        | 5.78%         |
| Use of Fund Balance                | \$0                  | \$1,367,403          | \$1,062,403          | (\$305,000)        | -22.31%       |
| CIP & Other Transfers              | \$400,000            | \$400,000            | \$400,000            | \$0                | 0.00%         |
| <b>Total Revenues:</b>             | <b>\$166,046,624</b> | <b>\$172,672,938</b> | <b>\$180,157,652</b> | <b>\$7,484,714</b> | <b>4.33%</b>  |
| <b>Balance of Revs vs Expenses</b> | <b>\$807,141</b>     | <b>\$0</b>           | <b>(\$906,261)</b>   | <b>(\$906,261)</b> |               |