

SUPPLEMENTAL MATERIALS

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ENROLLMENT PROJECTIONS

Enrollment Projections

**Albemarle County Public Schools
Enrollment Projections
FY 2019/2020**

	Enrollment Projections												Projected Total	Actual vs. Budget		Budget to			
	K	1	2	3	4	5	6	7	8	9	10	11		12	Post High	2018/2019 Actual Enrollment	Variance	2018/2019 Projected Enrollment	Total Growth
AGNOR HURT	69	67	68	78	80	68									430	446	(16)	470	(40)
BAKER BUTLER	98	108	115	97	89	129									636	628	8	641	(5)
BROADUS WOOD	38	44	48	39	42	43									254	260	(6)	253	1
BROWNSVILLE	111	160	145	139	130	148									833	809	24	772	61
CALE	103	103	106	109	95	114									630	637	(7)	608	22
CROZET	54	66	42	59	70	61									352	362	(10)	355	(3)
GREER	93	81	95	93	75	94									531	538	(7)	650	(119)
HOLLYMEAD	62	65	69	73	70	76									415	429	(14)	449	(34)
MERIWETHER LEWIS	63	68	58	65	82	70									406	404	2	417	(11)
RED HILL	31	26	27	27	33	33									177	178	(1)	260	(83)
SCOTTSVILLE	38	39	38	32	38	37									222	230	(8)	193	29
STONE ROBINSON	64	66	68	75	57	80									410	400	10	249	161
STONY POINT	36	35	34	38	37	40									220	229	(9)	408	(188)
V. L. MURRAY	36	39	43	47	47	38									250	259	(9)	238	12
WOODBROOK	93	81	93	66	83	91									507	489	18	331	176
Elementary Total	989	1,048	1,049	1,037	1,028	1,122									6,273	6,298	(25)	6,294	(21)
BURLEY				201	210	164									575	579	(4)	595	(20)
HENLEY				322	333	272									927	897	30	880	47
JOUETT				232	221	211									664	603	61	579	85
SUTHERLAND				201	199	202									602	585	17	602	-
WALTON				106	109	118									333	355	(22)	352	(19)
CHARTER SCHOOL				16	16	18									50	46	4	50	-
Middle Total				1,078	1,088	985									3,151	3,065	86	3,058	93
ALBEMARLE				459	443	477	461	23							1,863	1,901	(38)	1,954	(91)
MONTICELLO				338	275	257	289	-							1,159	1,131	28	1,118	41
WESTERN ALBEMARLE				318	294	287	288	-							1,187	1,153	34	1,166	21
MURRAY HS				25	25	25	25	-							100	88	12	110	(10)
High Total				1,140	1,037	1,046	1,063	23							4,309	4,273	36	4,348	(39)
Projected Total	989	1,048	1,049	1,037	1,028	1,122	1,078	1,088	985	1,140	1,037	1,046	1,063	23	13,733	13,636	97	13,700	33
Actual 2018	1,025	1,027	1,044	1,001	1,146	1,055	1,081	964	1,020	1,064	1,085	1,061	1,040	23	13,636				
Variance	(36)	21	5	36	(118)	67	(3)	124	(35)	76	(48)	(15)	23	-					

ANNUAL ENROLLMENT CHANGE

Annual Enrollment Change

	Sept. 30 Enrollment	PREP & * CBIP Enrollment	Mar. 31 ADM	Actual Enroll Loss	Percent Enroll Loss
FY 19/20	13,733	85	13,613	-35	-0.25%
FY 18/19	13,636	85	13,517	-34	-0.25%
FY 17/18	13,578	85	13,510	-17	-0.13%
FY 16/17	13,407	85	13,339	-17	-0.13%
FY 15/16	13,372	85	13,269	-18	-0.13%
FY 14/15	13,328	93	13,205	-30	-0.23%
FY 13/14	13,075	105	13,001	31	0.24%
FY 12/13	12,985	114	12,894	23	0.18%
FY 11/12	12,800	88	12,710	-2	-0.02%
FY 10/11	12,914	78	12,794	-42	-0.33%
FY 09/10	12,742	78	12,624	-40	-0.31%
FY 08/09	12,531	78	12,458	-5	-0.04%
FY 07/08	12,491	71	12,350	-70	-0.56%
FY 06/07	12,446	88	12,324	-34	-0.27%
FY 05/06	12,438	88	12,300	-50	-0.40%
FY 04/05	12,356	86	12,226	-44	-0.35%
FY 03/04	12,251	84	12,128	-39	-0.32%
FY 02/03	12,242	86	12,177	-53	-0.43%
FY 01/02	12,108	86	11,995	-27	-0.22%
FY 00/01	12,237	85	12,062	-90	-0.74%
FY 99/00	12,187	86	12,061	-40	-0.33%
FY 98/99	11,981	86	11,883	-12	-0.10%
FY 97/98	11,644	86	11,511	-47	-0.40%
FY 96/97	11,344	131	11,220	7	0.06%
FY 95/96	11,126	129	10,970	-27	-0.24%
FY 94/95	10,889	85	10,724	-80	-0.73%
FY 93/94	10,581	90	10,469	-22	-0.21%
FY 92/93	10,436	89	10,199	-148	-1.42%
FY 91/92	10,188	94	10,034	-60	-0.59%
FY 90/91	10,144	107	9,915	-122	-1.20%

All estimates are highlighted

Sept. 30 enrollment is important since school allocation of staff and funds depend upon it

March 31 Average Daily Membership (ADM) is important because the State bases its revenues upon average numbers of students enrolled per day until March 31

* Special education students participating in the Piedmont Regional Education Program (PREP) & in the Community Based Intervention Program (CBIP) are counted in the regional programs, not in the Mar. 31 ADM.

STAFFING STANDARDS

Staffing Standards

Development Process

The School Division Staffing Standards were developed by a committee that included central office and school-based staff. In developing the Standards, the committee surveyed school staffs as to the critical issues. Once the committee developed a set of proposed Standards, they were then reviewed by the Division's entire Leadership Team, which includes all school-based and central office administrative staff. Feedback from the Leadership Team has been used to finalize and periodically update the Standards.

Purpose

The purpose of the Standards is to establish a baseline expectation for all schools in the following areas:

- Principals
- Assistant Principals
- Clerical
- Media Assistant
- Media Specialists
- Technology
- School Counselors
- Nurses
- Elementary Art, Music, and Physical Education
- K-1 TA Time
- Gifted Teachers
- Testing Specialists
- Career Awareness Specialist

The focus of the Standards is to foster equity across schools. However, if an individual school wishes to deviate from a particular Standard for a reason related to its School Improvement Plan, a waiver process has been established. This waiver process is outlined in the Division's Strategic Plan.

Explanation

For each area, the following information is provided:

- The State Standard as established in the Virginia Standards of Quality.
- The Albemarle Standard, which establishes the baseline expectation for each school.
- The Albemarle Goal, which establishes what the Division would like to have as a Standard in the particular area if funding to do so becomes available.
- The Funding Implication for the Albemarle Goals and for any Albemarle Standards, if applicable.

STAFFING STANDARDS

Principals

	Elementary	Middle	High
State Standard	<ul style="list-style-type: none"> 1 Full-Time per school 	<ul style="list-style-type: none"> 1 Full-Time per school 	<ul style="list-style-type: none"> 1 Full-Time per school
Albemarle Standard	<ul style="list-style-type: none"> 1 Full-Time per school 	<ul style="list-style-type: none"> 1 Full-Time per school 	<ul style="list-style-type: none"> 1 Full-Time per school
Albemarle Goal	<ul style="list-style-type: none"> Same as standard 	<ul style="list-style-type: none"> Same as standard 	<ul style="list-style-type: none"> Same as standard
Funding Implication	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None

Assistant Principals

	Elementary	Middle	High
State Standard	<ul style="list-style-type: none"> 1 half-time at 600 1 full-time at 900 	<ul style="list-style-type: none"> 1 full-time for each 600 	<ul style="list-style-type: none"> 1 full-time for each 600
Albemarle Standard	<ul style="list-style-type: none"> 1 full-time at 400 based on a 2 year average 1 at 350 if 20% or more F/R based on a 2 year average 1 Principal Intern at 700 based on a 2 year average 	<ul style="list-style-type: none"> 1 full-time at 400 based on a 2 year average 1 at 350 if 20% or more F/R based on a 2 year average 1 Principal Intern at 700 based on a 2 year average until 800 is reached 1 full-time additional at 800 based upon a 2 year average 	<ul style="list-style-type: none"> Baseline of 2 per school 1 additional 10 mo at 1000 Additional 2 months at 1450 At 1700 Additional 10 month totaling: 3 full time, and 1-10 mo <p>All additions would be based on a 2 years average</p>
Albemarle Goal	<ul style="list-style-type: none"> Same as Standard 	<ul style="list-style-type: none"> Same as Standard 	<ul style="list-style-type: none"> Baseline of 3 for all schools 4 at 1500 4.5 at 1750 5 at 2000
	<ul style="list-style-type: none"> Division Wide Goal of 1 Principal Intern per 1,000 Free/Reduce Lunch Students 		
Funding Implication	<ul style="list-style-type: none"> Goal would require funding 	<ul style="list-style-type: none"> Goal would require funding 	<ul style="list-style-type: none"> Goals would require funding

STAFFING STANDARDS

Clerical

	Elementary	Middle	High
State Standard	<ul style="list-style-type: none"> Part-time to 299 students 1 full-time at 300 students 	<ul style="list-style-type: none"> 1 full-time and 1 additional full-time for each 600 beyond 200 	<ul style="list-style-type: none"> 1 full-time and 1 additional full-time for each 600 beyond 200
Albemarle Standard	<p>General Clerical:</p> <ul style="list-style-type: none"> 1 12-month Office Associate IV Additional 10-month Office Associate III based on: <ul style="list-style-type: none"> 0.5 OA III to 199 1.0 OA III from 200-500 1.5 OA III at 501+ 0.5 OA III at 600+ 	<p>General Clerical:</p> <ul style="list-style-type: none"> 1 12-month Office Associate IV 1 12-month Bookkeeper 1 11-month School Counseling OA III 1 .5 OA III at 600 	<ul style="list-style-type: none"> Each High School will have: <ul style="list-style-type: none"> 12-month Bookkeeper 12-month Database Specialist <p>General Clerical:</p> <p>(Per the Principal's discretion the following positions will be used to fill responsibilities: Switchboard, School Counseling, Attendance, Assistant Principal and Athletics)</p> <ul style="list-style-type: none"> 11-month Office Associate III 12-month Office Associate V 12-month Office Associate IV 12-month Office Associate III 12-month Office Associate III <ul style="list-style-type: none"> 1 10-month Office Associate III at 1000 1 12-month Office Associate III at 1450 1 10-month Office Associate III at 1900
Albemarle Goal	<ul style="list-style-type: none"> Same as Standard 	<ul style="list-style-type: none"> Add 0.5 10-month Office Associate III at 800 	<ul style="list-style-type: none"> Same as Standard
Funding Implication	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Goal would require funding 	<ul style="list-style-type: none"> None

STAFFING STANDARDS

Media Clerical

	Elementary	Middle	High
State Standard	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> 1 at 750 	<ul style="list-style-type: none"> 1 at 750
Albemarle Standard	<ul style="list-style-type: none"> 0.5 OA II at 600 	<ul style="list-style-type: none"> 0.5 additional 10-month Office Associate II at 600 (0.5 total) 1 10-month Office Associate II at 750 (1.0 total) 	<ul style="list-style-type: none"> 1 10-month Office Associate II at 750
Albemarle Goal	<ul style="list-style-type: none"> 0.5 TA at 600 1 TA at 750 (1.0 total) 	<ul style="list-style-type: none"> Same as Standard 	<ul style="list-style-type: none"> 0.5 TA at 1000 (1.5 total) .25 additional 10-month Office Associate II at 1500 (1.75 total) .25 additional 10-month Office Associate II at 2000 (2.0 total)
Funding Implication	<ul style="list-style-type: none"> Goal would require funding 		<ul style="list-style-type: none"> Goal would require funding

Media Specialist

	Elementary	Middle	High
State Standard	<ul style="list-style-type: none"> Part-time to 299 Full-time at 300 	<ul style="list-style-type: none"> 1 half-time to 299 1 full time at 300 2 full-time at 1000 	<ul style="list-style-type: none"> 1 half-time to 299 1 full-time at 300 2 full-time at 1000
Albemarle Standard	<ul style="list-style-type: none"> 1.0 FTE for schools with 285 students 0.80 School minimum for media specialist of which 0.3 FTE which may be used for media center teacher assistant time or to be used to supplement media specialist time 	<ul style="list-style-type: none"> 1.0 FTE per school minimum 1.33. FTE for schools with 750 students 	<ul style="list-style-type: none"> 2 per school
Albemarle Goal	<ul style="list-style-type: none"> Same as Albemarle Standard 	<ul style="list-style-type: none"> Same as Albemarle Standard 	<ul style="list-style-type: none"> Same as Albemarle Standard
Funding Implication	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None

STAFFING STANDARDS

School Counseling

	Elementary	Middle	High
State Standard	<ul style="list-style-type: none"> 1 hour per day per 100 1 full-time at 500 1 hour per day additional time per 100 or major fraction <p>State allows Reading to be substituted for School Counselor at the Elementary level</p>	<ul style="list-style-type: none"> 1 period per 80 1 full-time at 400 1 additional period per 80 for major fraction 1-11-month School Counselor also required 	<ul style="list-style-type: none"> 1 period per 70 1 full-time at 350 1 additional period per 70 or major fraction 12 month School Counselor also required
Albemarle Standard	<ul style="list-style-type: none"> 1.0 FTE minimum per school* 1.0 at 300 1.5 at 575 2.0 at 625 Per Board direction, substituting Reading for School Counselor is not an Option 	<ul style="list-style-type: none"> 1 11-month per school 1 10-month per school Additional staffing per 260 extra after 520 	<ul style="list-style-type: none"> 1 12-month School Counseling Director 1 12-month for first 287 1 10 month for each additional 225 after 287
Albemarle Goal	<ul style="list-style-type: none"> Same as Standard 	<ul style="list-style-type: none"> Same as Standard 	<ul style="list-style-type: none"> Same as Standard
Funding Implication	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None

*Per *Safety and Well-being: Elementary School Counselors Part-Time to Full-Time* proposal on page A-32.

School Counseling may be referred to as *Guidance* throughout the budget document to reflect state coding requirements.

STAFFING STANDARDS

Nurses

	Elementary	Middle	High
State Standard*	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None
Albemarle Standard	<ul style="list-style-type: none"> • 1 full-time per school at large elementary schools • (Phase II in 2016-2017) • 1 6-hour per school 	<ul style="list-style-type: none"> • 1 full-time per school 	<ul style="list-style-type: none"> • 1 full-time per school
Albemarle Goal	<ul style="list-style-type: none"> • 1 full-time per school 	<ul style="list-style-type: none"> • Same as Albemarle Standard 	<ul style="list-style-type: none"> • Same as Albemarle Standard
Funding Implication	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None

* While there is not a State Standard, 1 Health Service Staff per 1000 students is recommended.

STAFFING STANDARDS

Elementary Art, Music, and Physical Education

State Standard	<ul style="list-style-type: none"> These areas can be taught by any K-5 endorsed teacher. 5 Full Time Equivalent per 1000 K-5 Students 	Number of PK-5 Students	Regular Education Classrm Teachers (Approx.)	Physical Education FTEs	Art FTEs	Music FTEs	FTE Grand Total
Albemarle Standard	<ul style="list-style-type: none"> PE: 120 min/week Music: 60 min/week for 2-5 30 min/week for PK-1 Art: 45 min/week Taught by a teacher endorsed in the content. Staffing based on school's enrollment, as noted on this chart. 	180 to 239	9 to 11	1.0	.4	.4	1.8
		240 to 299	12 to 14	1.3	.5	.5	2.3
		300 to 359	15 to 17	1.5	.6	.6	2.7
		360 to 419	18 to 20	1.7	.7	.7	3.1
		420 to 479	21 to 23	2.0	1	1	4
		480 to 539	24 to 26	2.4	1	1	4.4
		540 to 599	27 to 29	2.6	1.5	1.5	5.6
		600 to 659	30 to 32	3.0	1.5	1.5	6.0
		660 to 719	33 to 35	3.66	1.5	1.5	5.7
		0.5 per school					
Albemarle Goal	<ul style="list-style-type: none"> Same as Standard 						
Funding Implication	<ul style="list-style-type: none"> Adjusted yearly to reflect enrollment – Goal would require funding 						

STAFFING STANDARDS

K-1 Teaching Assistant Time

	Elementary	Middle	High
State Standard	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None
Albemarle Standard	<ul style="list-style-type: none"> 4 hours per day of Teaching Assistant time per 20 students 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None
Albemarle Goal	<ul style="list-style-type: none"> Same as Standard 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None
Funding Implication	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None

Gifted Teachers

	Elementary	Middle	High
State Standard	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None
Albemarle Standard	<ul style="list-style-type: none"> .5 to 200 students .6 to 250 students .7 to 300 students 1 to more than 300 	<ul style="list-style-type: none"> 1 per school 	<ul style="list-style-type: none"> 1 per school
Albemarle Goal	<ul style="list-style-type: none"> 1.25 at 500 	<ul style="list-style-type: none"> 1.25 at 500 	<ul style="list-style-type: none"> 1.25 at 500
Funding Implication	<ul style="list-style-type: none"> Goal would require funding 	<ul style="list-style-type: none"> Goal would require funding 	<ul style="list-style-type: none"> Goal would require funding

STAFFING STANDARDS

Testing Specialist

	Elementary	Middle	High
State Standard	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None
Albemarle Standard	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> 0.5 minimum 	<ul style="list-style-type: none"> 0.50 Testing Specialist to 1000 based on a 2 year avg. 0.25 additional Testing Specialist at 1500 (.75 total) based on a 2 year avg. 0.25 additional Testing Specialist at 2000 (1.0 total) based on a 2 year avg.
Albemarle Goal	<ul style="list-style-type: none"> 0.25 at 250 0.5 at 500 	<ul style="list-style-type: none"> Same as Standard 	<ul style="list-style-type: none"> Same as Standard
Funding Implication	<ul style="list-style-type: none"> Goal would require funding 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None

Career Awareness Specialist

	Elementary	Middle	High
State Standard	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None
Albemarle Standard	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> 1 per school
Albemarle Goal	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Same as Standard
Funding Implication	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Goal would require funding

STAFFING STANDARDS

Intervention Prevention Teachers

	Elementary	Middle	High
State Standard	<ul style="list-style-type: none">• None	<ul style="list-style-type: none">• None	<ul style="list-style-type: none">• None
Albemarle Standard	<ul style="list-style-type: none">• None	<ul style="list-style-type: none">• 3 teachers – 1 in each middle school that meets the Title 1 criteria	<ul style="list-style-type: none">• None
Albemarle Goal	<ul style="list-style-type: none">• None	<ul style="list-style-type: none">• None	<ul style="list-style-type: none">• None
Funding Implication	<ul style="list-style-type: none">• None	<ul style="list-style-type: none">• None	<ul style="list-style-type: none">• None

DISTRIBUTION OF SCHOOL FUNDS

Per-Pupil Allocation

FUND	SCHOOL	FY 19/20 Projected ENROLL	FY 18/19 Actual ENROLL	Enroll Change Projected to Actual	BASE	PER PUPIL VARIABLE	F/R Lunch Restoration	FY 19/20 Projected ALLOCATION	FY 18/19 Actual ALLOCATION	PROJ PER PUPIL
2216	AGNOR-HURT	430	446	-16	\$34,217	\$49,283	\$4,897	\$88,397	\$87,550	\$205.57
2217	BAKER-BUTLER	636	628	8	\$39,074	\$72,893	\$1,547	\$113,514	\$109,558	\$178.48
2201	BROADUS WOOD	254	260	-6	\$30,023	\$29,111	(\$1,739)	\$57,395	\$56,220	\$225.96
2202	BROWNSVILLE	833	809	24	\$55,851	\$95,472	(\$2,595)	\$148,727	\$127,978	\$178.54
2214	CALE	630	637	-7	\$39,074	\$72,206	\$5,025	\$116,304	\$106,719	\$184.61
2203	CROZET	352	362	-10	\$32,893	\$40,343	\$503	\$73,739	\$71,461	\$209.49
2204	GREER	531	538	-7	\$35,983	\$60,859	\$10,911	\$107,754	\$115,972	\$202.93
2205	HOLLYMEAD	415	429	-14	\$34,217	\$47,564	(\$2,304)	\$79,491	\$82,033	\$191.54
2206	MERIWETHER	406	404	2	\$34,217	\$46,533	(\$2,423)	\$78,327	\$78,518	\$192.92
2215	V. L. MURRAY	250	259	-9	\$30,023	\$28,653	(\$2,089)	\$56,587	\$57,170	\$226.35
2207	RED HILL	177	178	-1	\$27,020	\$20,286	\$1,717	\$49,023	\$48,259	\$276.97
2209	SCOTTSVILLE	222	230	-8	\$28,257	\$25,444	\$2,043	\$55,744	\$55,949	\$251.10
2210	STONE ROBINSON	410	400	10	\$34,217	\$46,991	\$409	\$81,617	\$78,411	\$199.07
2211	STONY POINT	220	229	-9	\$28,257	\$25,215	(\$6)	\$53,465	\$53,631	\$243.02
2212	WOODBROOK	507	489	18	\$35,983	\$58,108	\$4,966	\$99,056	\$68,313	\$195.38
2213	YANCEY	0	0	0	\$0	\$0	\$0	\$0	\$0	\$0.00
\$114.61	ELEMENTARY	6,273	6,298	-25	\$519,305	\$718,962	\$20,862	\$1,259,140	\$1,197,742	\$199.93
2251	BURLEY	575	579	-4	\$36,866	\$94,339	\$3,455	\$134,660	\$131,520	\$234.19
2252	HENLEY	927	897	30	\$55,851	\$158,091	(\$5,548)	\$208,394	\$197,794	\$224.80
2253	JOUETT	664	603	61	\$40,840	\$108,941	\$5,253	\$155,034	\$128,970	\$233.48
2255	SUTHERLAND	602	585	17	\$39,074	\$98,769	(\$2,463)	\$135,381	\$132,620	\$224.89
2254	WALTON	333	355	-22	\$31,568	\$54,635	\$336	\$86,539	\$87,730	\$259.88
2280	CHARTER	50	46	4	\$0	\$8,203	\$159	\$8,362	\$8,005	\$167.24
\$164.07	MIDDLE	3,151	3,065	86	\$204,199	\$522,979	\$1,192	\$728,370	\$686,639	\$237.64
X * 1.431508										
2301	ALBEMARLE *	1,863	1,901	-38	\$85,874	\$379,126	(\$5,109)	\$459,890	\$464,520	\$246.85
2302	WESTERN *	1,159	1,131	28	\$69,096	\$235,860	(\$10,555)	\$294,402	\$292,553	\$254.01
2303	MURRAY	100	88	12	\$27,020	\$33,330	(\$2,144)	\$58,207	\$60,886	\$582.07
2304	MONTICELLO *	1,187	1,153	34	\$69,096	\$241,558	(\$1,975)	\$308,679	\$284,932	\$260.05
\$203.50	HIGH SCHOOL	4,309	4,273	36	\$251,087	\$889,874	(\$19,783)	\$1,121,178	\$1,102,891	\$260.19
X * 1.77558										
	TOTAL	13,733	13,636	97	\$974,591	\$2,131,814	\$2,271	\$3,108,688	\$2,987,272	\$226.37

BASE COMPONENT

0-200	\$27,020	401-450	\$34,217	651-700	\$40,840
201-250	\$28,257	451-500	\$35,100	701-800	\$44,372
251-300	\$30,023	501-550	\$35,983	801-1000	\$55,851
301-350	\$31,568	551-600	\$36,866	1001-1250	\$69,096
351-400	\$32,893	601-650	\$39,074	1251-1450	\$76,161
				1451+	\$85,874

DISTRIBUTION OF SCHOOL FUNDS

Distribution of School Funds

Schools	Intervention Prevention	PALS	GRT	AP Testing	SPED	CTE	Athletics	Class Fees	Donations	Main Budget	Projected Carryover	Grand Total
AGNOR-HURT ELEMENTARY	\$34,247	\$4,768	\$241	\$0	\$1,800	\$0	\$0	\$0	\$3,988	\$88,397	\$15,392	\$148,833
ALBEMARLE HIGH SCHOOL	\$49,478	\$0	\$526	\$13,438	\$11,600	\$4,195	\$139,333	\$46,172	\$0	\$459,890	\$3,986	\$728,618
BAKER-BUTLER ELEMENTARY	\$21,125	\$1,494	\$241	\$0	\$3,000	\$0	\$0	\$0	\$4,651	\$113,514	\$4,137	\$148,162
BROADUS WOOD ELEMENTARY	\$14,050	\$1,553	\$177	\$0	\$2,250	\$0	\$0	\$0	\$10,406	\$57,395	\$4,472	\$90,303
BROWNSVILLE ELEMENTARY	\$19,910	\$2,803	\$349	\$0	\$2,450	\$0	\$0	\$0	\$65,466	\$148,727	\$24,399	\$264,104
BURLEY MIDDLE SCHOOL	\$31,440	\$0	\$241	\$0	\$2,400	\$1,200	\$0	\$14,060	\$3,376	\$134,660	\$18,051	\$205,428
CALE ELEMENTARY	\$35,705	\$5,661	\$349	\$0	\$3,150	\$0	\$0	\$0	\$20,780	\$116,304	\$129	\$182,078
COMMUNITY PUBLIC CHARTER SCH	\$0	\$0	\$0	\$0	\$300	\$0	\$0	\$1,181	\$0	\$8,362	\$60	\$9,903
CROZET ELEMENTARY	\$17,695	\$5,304	\$215	\$0	\$1,550	\$0	\$0	\$0	\$14,284	\$73,739	\$5,279	\$118,066
GREER ELEMENTARY	\$43,908	\$6,554	\$215	\$0	\$1,700	\$0	\$0	\$0	\$4,075	\$107,754	\$18,210	\$182,416
HENLEY MIDDLE SCHOOL	\$20,019	\$0	\$349	\$0	\$2,600	\$1,200	\$0	\$20,794	\$20,632	\$208,394	\$14,841	\$288,829
HOLLYMEAD ELEMENTARY	\$15,212	\$3,875	\$349	\$0	\$2,400	\$0	\$0	\$0	\$39,920	\$79,491	\$4,273	\$145,520
JOUETT MIDDLE SCHOOL	\$33,546	\$0	\$349	\$0	\$2,000	\$1,200	\$0	\$13,681	\$12,281	\$155,034	\$8,533	\$226,624
MERIWETHER LEWIS ELEM.	\$13,349	\$1,910	\$241	\$0	\$1,000	\$0	\$0	\$0	\$59,986	\$78,327	\$16,667	\$171,480
MONTICELLO HIGH SCHOOL	\$43,321	\$0	\$456	\$12,363	\$1,800	\$2,185	\$137,306	\$26,418	\$0	\$308,679	\$1,186	\$533,714
MURRAY EDUCATION CENTER	\$9,944	\$0	\$0	\$0	\$2,300	\$0	\$0	\$2,599	\$812	\$58,207	\$551	\$74,413
RED HILL ELEMENTARY	\$25,624	\$3,081	\$252	\$0	\$1,000	\$0	\$0	\$0	\$10,676	\$49,023	\$7,387	\$97,043
SCOTTSVILLE ELEMENTARY	\$26,975	\$2,291	\$279	\$0	\$600	\$0	\$0	\$0	\$0	\$55,744	\$7,438	\$93,327
STONE ROBINSON ELEMENTARY	\$21,449	\$7,983	\$241	\$0	\$5,476	\$0	\$0	\$0	\$15,908	\$81,617	\$13,756	\$146,430
STONY POINT ELEMENTARY	\$15,589	\$3,518	\$177	\$0	\$1,500	\$0	\$0	\$0	\$6,237	\$53,465	\$3,090	\$83,576
SUTHERLAND MIDDLE SCHOOL	\$20,100	\$0	\$349	\$0	\$2,800	\$1,200	\$0	\$14,225	\$24,574	\$135,381	\$19,409	\$218,038
VIRGINIA L. MURRAY ELEM	\$11,863	\$1,374	\$177	\$0	\$2,155	\$0	\$0	\$0	\$9,688	\$56,587	\$8,606	\$90,450
W. ALBEMARLE HIGH SCHOOL	\$21,938	\$0	\$456	\$5,375	\$3,400	\$2,185	\$137,306	\$27,552	\$40,448	\$294,402	\$10,759	\$543,821
WALTON MIDDLE SCHOOL	\$23,745	\$0	\$215	\$0	\$1,900	\$1,200	\$0	\$8,318	\$0	\$86,539	\$12,276	\$134,193
WOODBROOK ELEMENTARY	\$28,122	\$2,446	\$215	\$0	\$2,200	\$0	\$0	\$0	\$4,014	\$99,056	\$1,848	\$137,901
Grand Total	\$598,354	\$54,615	\$6,659	\$31,176	\$63,331	\$14,565	\$413,945	\$175,000	\$372,202	\$3,108,688	\$224,735	\$5,063,270

COMPOSITE INDEX CALCULATION

Composite Index Calculation

002 - ALBEMARLE		Division Number:
Calculation of the 2016-2018 Composite Index for ALBEMARLE		002
Step 1 – Calculation of the 2016-2018 Average Daily Membership Composite Index:		
.5	+	.4
$\frac{\text{Local True Values}}{\text{Local ADM}}$		$\frac{\text{Local Adjusted Gross Income}}{\text{Local ADM}}$
$\frac{\text{Statewide Total of Local True Values}}{\text{Total State ADM}}$		$\frac{\text{Total State Adjusted Gross Income}}{\text{Total State ADM}}$
$\frac{\$18,159,505,090}{13,018}$		$\frac{\$3,950,643,717}{13,018}$
$\frac{\$1,127,030,638,361}{1,229,334}$		$\frac{\$244,849,988,081}{1,229,334}$
$\frac{\$1,395,127}{\$916,782}$		$\frac{\$303,513}{\$199,173}$
$\frac{\$1,246,709,541}{13,018}$		$\frac{\$95,780}{\$76,937}$
$\frac{\$94,581,217,350}{1,229,334}$		$\frac{\$94,581,217,350}{1,229,334}$
.5	+	.4
.5	+	.1
1.5218	+	1.5239
.7609	+	.6096
.1245	+	.1245
		= 1.4950
Step 2 – Calculation of the 2016-2018 Per Capita Composite Index:		
.5	+	.4
$\frac{\text{Local True Values}}{\text{Local Population}}$		$\frac{\text{Local Adjusted Gross Income}}{\text{Local Population}}$
$\frac{\text{Total Local True Values}}{\text{State Population}}$		$\frac{\text{Total State Adjusted Gross Income}}{\text{State Population}}$
$\frac{\$18,159,505,090}{102,731}$		$\frac{\$3,950,643,717}{102,731}$
$\frac{\$1,127,030,638,361}{8,260,405}$		$\frac{\$244,849,988,081}{8,260,405}$
$\frac{\$176,768}{\$136,438}$		$\frac{\$38,456}{\$29,641}$
$\frac{\$1,246,709,541}{102,731}$		$\frac{\$12,136}{\$11,450}$
$\frac{\$94,581,217,350}{8,260,405}$		$\frac{\$94,581,217,350}{8,260,405}$
.5	+	.4
.5	+	.1
1.2956	+	1.2974
.6478	+	.5190
.1060	+	.1060
		= 1.2728

COMPOSITE INDEX CALCULATION

Step 3 -- Combining of the Two 2016-2018 Indices of Ability-to-Pay:

$$\begin{aligned}
 & (.6667 \times \text{ADM Composite Index}) + (.3333 \times \text{Per Capita Composite Index}) && = \text{Local Composite Index} \\
 & (.6667 \times 1.4950) + (.3333 \times 1.2728) && = \text{Local Composite Index} \\
 & .9967 + .4242 && = \text{Local Composite Index}
 \end{aligned}$$

Step 4 -- Final Composite Index (adjusted for nominal state/local shares)

$$(1.4209) \times 0.45 = .6394$$

Input Data:	
Source Data Used in the Calculation:	
School Division:	ALBEMARLE
Local True Value of Property	\$18,159,505,090
Local AGI	\$3,950,643,717
Local Taxable Sales	\$1,246,709,541
Local ADM	13,018
Local Population	102,731
State True Value of Property	\$1,127,030,638,361
State AGI	\$244,849,986,081
State Taxable Sales	\$94,581,217,350
State ADM	1,229,334
State Population	8,280,405

EXCEPTIONS:

*Please note the following exceptions to the standard composite index calculation as specified in the appropriation act (see actual appropriation act language under the tab labeled "Appropriation Act Language"):

- 1) For those divisions in which three percent or more of the adjusted gross income is derived from individuals who are not residents of Virginia, the Department of Education shall compute the composite index for such localities by using adjusted gross income data which exclude nonresident income. School divisions are no longer required to submit a certification form requesting the exclusion of nonresident AGI.
- 2) Any division with a calculated composite index that exceeds .8000 is considered as having an index of .8000;
- 3) Under hold harmless provisions addressing the consolidation of school divisions contained in the appropriation act and Section 15.2-1302, Code of Virginia, the composite indices to be used for funding in the 2016-2018 biennium for the following divisions are:
 - Alleghany County:** .2423 (the index approved effective July 1, 2004); the 2016-2018 composite index for Alleghany County calculated based on the data elements from base-year 2013 is shown above as .2567. This lower composite index of .2423 will be used for Alleghany County.
 - Bedford County:** .3132 (the index approved effective July 1, 2013); the 2016-2018 composite index for Bedford County calculated based on the data elements from base-year 2013 is shown above as .4127. This lower composite index of .3132 will be used for Bedford County.

BUDGET SURVEY RESULTS

Budget Survey Results

Fall 2018 Budget Priorities Feedback

Q1. Which of the following best describes your relationship with ACPS?			
Responses	Responses	%	Percentage of total respondents
Community member	115	11.4%	
Employee	276	27.4%	
Parent	464	46.0%	
Parent & Employee	94	9.3%	
Student	60	5.9%	
Total Responses	1,009		

Q2. The ACPS operational budget has federal, state, and local funding sources. Federal funds account for 1.6%, state funds for 25.8%, and local funds for 72.6%. Are you aware that over the past ten years, federal and state funding has decreased on a per pupil basis, placing an increased demand on local funding.			
Responses	Responses	%	Percentage of total respondents
I am aware	733	72.8%	
I am NOT aware	274	27.2%	
Total Responses	1,007		

Q3. Are you aware that: Real estate property taxes and personal property taxes are the primary sources of revenue for both schools and local government. A portion of these revenues is allocated to the school system by the county Board of Supervisors because local school boards do not have taxing authority.			
Responses	Responses	%	Percentage of total respondents
I am aware	854	84.7%	
I am NOT aware	154	15.3%	
Total Responses	1,008		

Q4. Are you aware that: for each dollar collected in local tax revenue, the school division is generally allocated 50 cents of that dollar toward its operations.			
Responses	Responses	%	Percentage of total respondents
Yes	368	36.9%	
No, I thought it was more	278	27.9%	
No, I thought it was less	351	35.2%	
Total Responses	997		

BUDGET SURVEY RESULTS

**Q5. Are you aware that state funding levels are dependent on a composite index, which is calculated using three indicators of a locality's ability-to-pay: True value of real property
Adjusted gross income Taxable retail sales**

Responses	Responses	%	Percentage of total respondents
I am aware	411	40.9%	
I am NOT aware	594	59.1%	
Total Responses	1,005		

Q6. Are you aware that: The School Board adopted three strategic priorities to help realize our goal that "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." The priorities are: Create a culture of high expectations for all. Identify and remove practices that perpetuate the achievement gap. Ensure that students identify and develop personal interests.

Responses	Responses	%	Percentage of total respondents
I am aware	691	68.5%	
I am NOT aware	318	31.5%	
Total Responses	1,009		

BUDGET SURVEY RESULTS

Q10. Please consider the following items and prioritize your top five.			
Responses	Responses	%	Percentage of total respondents
Competitive salaries to attract and retain high quality teachers.	787	79.1%	
Competitive salaries to attract and retain high quality support staff.	496	49.8%	
Fully funding all student experiences (i.e. field trips, school supplies, art supplies) so that no students are charged for participating in school. (Note: In the 2018-19 budget we eliminated all class fees for students)	387	38.9%	
Increasing career and workforce readiness opportunities, such as internships for high school students.	463	46.5%	
Increasing student health and wellness services (nurses, psychologists, social workers, school counselors, etc.).	524	52.7%	
Increasing funding for the elementary afterschool program so that a student's economic status is not a barrier to participation.	410	41.2%	
Physical safety and security measures for students and staff in school buildings.	475	47.7%	
Expand the number of elective programs and extracurricular activities that are available to students.	361	36.3%	
Increase diversity of instructional staff to more closely align with Division demographics.	270	27.1%	
Programs to increase teacher retention.	370	37.2%	
Total Responses	4,543		
Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.			

SUPERINTENDENT'S 100 DAY REPORT

Superintendent's 100 Day Report

July 1 – October 8, 2018
Matthew S. Haas, Ed.D.

Thank You

First, I want to thank the hundreds of people who shared their thoughts about Albemarle County Public Schools (ACPS) with me. As I said to all of our teachers just before the start of the school year, I believe that the American public school is a beautiful idea. It is a noble cause. It is a beautiful idea and a powerful force for good.

It is with this optimism that I have taken on the role of Superintendent of Schools, and I am very grateful for the opportunity the school board has given me to do this work for my home county. I wasn't born in Albemarle, but I've lived here just about as long as I've ever lived anywhere. My wife Sheri and I have lived here for more than half of our married life, and we've raised our children here.

I am invested in ACPS, and I am optimistic about our future. Meeting with and listening to nearly 400 of our stakeholders—including students, parents, teachers and support staff, and community members—affirmed my optimism about Albemarle County Public Schools. They shared their thoughts about bright spots in our work as well as areas for systemic improvement, and they offered me advice on how to be a good superintendent. I greatly appreciate all of the staff who helped facilitate my listening tour, and I heartily thank all who participated.

Background

Last fall, when the Albemarle County School Board was considering my appointment as superintendent beginning July 1, 2018, I submitted a 90-day entry plan outline. I stated, "If I am named Superintendent of Schools, I will take the opportunity to see and understand Albemarle County Public Schools—our children, families, and staff—through new eyes and ears. My goal will be to align the current state of ACPS with the board's vision for what we can and should be."

Early this spring, I met with Dr. Bernard Hairston—now our Assistant Superintendent for School Community Empowerment—and asked him to be in charge of managing my entry plan. Thank you, Dr. Hairston, for taking on this role and inspiring teamwork in the process. Dr. Hairston pulled together a team that planned a listening tour and survey development process. They also decided to document the progression of my first 100 days, including the listening tour, on a public-facing web page: [My First 100 Days as Superintendent](#).

Stakeholder Perspective

The entry plan has three phases: learn, clarify, and report and affirmation. As part of the learning phase, we hosted 16 listening sessions at locations around the county with various stakeholder groups, including students, teachers, administrative and support staff, and parents and community members. During each session, we followed a protocol developed by Dr. Hairston and his team. Facilitators lead discussions while notetakers kept track of what was shared. I closed each session by thanking the attendees and recapping themes and specific comments I heard during the session. Post-session, I circulated a written summary of feedback to attendees via email. Brief summaries of the sessions are archived on the First 100 Days website, on the [What I've Heard: A Summary of Listening Tour Feedback](#) page.

On the school board side of things, I attempt to call each board member about every two weeks, coinciding with the publication of the school board meeting agenda. Additionally, I am in the process of meeting with each

SUPERINTENDENT'S 100 DAY REPORT

board member for lunch during October and November to talk and get feedback on how things are going and how I'm doing.

Each week, I meet individually with the members of the Superintendent's Cabinet for a half hour on Monday, and we meet as a group on Friday. We have had three retreats since June. These are valuable listening opportunities, as are the monthly meetings of the Albemarle Education Association (AEA) Exchange Committee, which I attend.

We had so much positive feedback from staff about the format of the listening tour that I asked Jay Thomas and Michele Castner, our directors of secondary and elementary education, respectively, to reformat Teacher Advisory Committee meetings based on the listening tour format. They now hold meetings by feeder pattern, with new teacher representatives from each school in attendance at every meeting. Also, before Thanksgiving, I plan to invite our Student Cabinet—a group of third through twelfth graders representing every school—to provide input on our 2019-20 funding request, as they did last year.

Observation is an ongoing process. During the first five days of school, I walked through our 25 facilities with each principal for a brief check-in. All central office leadership staff were assigned schools to visit during the first three days of school, and we met as a team at the end of each day to debrief, share positive observations, and problem-solve as needed. Since the beginning of the school year, I have started each Monday morning by visiting one or two schools, depending on location and my schedule for the remainder of the day. I tour the school with the principal, visit with students and staff, and observe and take note of items I want to report out in my Weekly Check-In each Friday to all school division employees.

So far this year, I have visited Brownsville, Crozet, Red Hill, Scottsville, Stony Point, and Woodbrook elementary schools; Henley Middle School; Albemarle High School; and CATEC. The Friday before each visit, I alert the principal, so we can have a productive walk together. This time provides an opportunity outside of the evaluation process to informally ask how things are going and if additional resources may be needed.

Framing: Horizon 2020 Strategic Objectives

As I sat down to frame up this brief to the school board, I went back to the strategic plan I helped develop in 2013. I remember spending a lot of time on that project, working with Melissa Morgan to conduct many community conversations about student learning and preparation for a 21st century that is now 18 years underway. As a result of our community's consensus, and a great deal of fine tuning from school staff, central office staff, and the school board, we arrived at one 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.

Supporting this one goal are five objectives. In recent years, I feel like we have not emphasized their weight in our work as much as we should. If used as a focus and considered thoughtfully, they channel many, if not all, facets of a high-quality system. We most often focus on our strategic priorities as part of our project management process, but I'd like to use our objectives to frame what I heard in the "learn" phase of my entry plan.

During the 16 listening tour sessions, we took notes. Based on the themes that emerged, we developed a Superintendent Listening Tour Survey resulting in nearly 1,500 responses from students, parents, employees, and community members. We used this survey to affirm what was heard and recorded in listening sessions and to further prioritize ideas. Further, I am sharing the results from the survey along with all the comments posted with my cabinet so that they can mine the data to both celebrate and improve the work of their departments.

SUPERINTENDENT'S 100 DAY REPORT

The more I reviewed stakeholder feedback and ideas, the more I kept coming back to our five strategic objectives as a way to organize my thoughts on how we are doing and what I think we can and should do next as a result. Further, at our last board meeting, we had a work session on the State of the Division. Dr. Patrick McLaughlin, our Chief of Strategic Planning, and his staff did an excellent job with the work session, and the data and conversations we had truly echo and triangulate with the qualitative data we collected and analyzed from the listening tour.

As it reads in our 2013-2020 Strategic Plan, *Horizon 2020*, "Our guiding objectives are our Commitments for how we intend to achieve our One Student-Centered Goal."

Objective 1: We will engage every student.

We are committed to engaging every student in meaningful, authentic and rigorous work through the use of instructional best practices and supportive technologies that will motivate students to be self-directed and inquisitive lifelong learners.

Stakeholder Feedback

With regard to bright spots shared during the listening tour, I heard that we have passionate and high-quality teachers; our schools provide an academic learning challenge; and we have welcoming school communities and positive school climate. In terms of student engagement, I heard that students have choice provided during their free time and in their course offerings at the secondary level.

When it comes to challenges, I heard that we need to truly focus on and increase student engagement. I also heard that we can and should do more to provide different choices in course selection and career readiness options for students. We should provide greater rigor, differentiation and challenge in our curriculum. Along these lines, we need to provide opportunities for students and parents to provide feedback to teachers on their work. Finally, we must continue to support and grow our social emotional emphasis and mental health support for students and school employees.

My Take

If our objective truly is to engage every student, our annual climate survey data tells us we are not doing so: About 70 percent of our third graders say they are curious about their school work, but only about 30 percent of our high school seniors say they are interested in their school work. While this is a national phenomenon documented annually in Gallup surveys, we must do better.

In alignment with our objective to engage every student:

1. We need to focus our energy on high-yield teaching and learning strategies in terms of student achievement and engagement. Our Teacher Performance Appraisal (TPA) needs a complete overhaul to make it simple, easy to understand and apply, and relevant to our teachers. Our Lifelong-Learner Competencies and our Framework for Quality Learning must be the basis for the TPA, and these philosophies also must be overhauled, as they are approaching 15 years old, having had some revisions over the years. They provide wonderful and admirable guidance, but they fall short of practical application for many teachers. Focusing our work on the "Four Cs"—critical thinking, communication, collaboration, and creativity—as the frame for the Virginia Standards of Learning should be the base of our curriculum. Teachers always will expand the curriculum in thoughtful ways; let's have a solid base for them to begin.
2. Daily, through Learning Walks, we need to measure high-yield practices used by our teachers and the corresponding rate of our students' engagement, so that principals continuously are focused on these elements and providing feedback to teachers. We have drifted in this area.

SUPERINTENDENT'S 100 DAY REPORT

3. One objective within my four-year contract is to work with staff to operationalize a system through which students can provide feedback on their teachers' practices. They are our primary customers, and we do a disservice to both students and teachers when we do not provide adequate feedback opportunities. Great teachers get feedback from their students and other sources. We have many teachers who already do that, but all of our teachers need to do it if we are going to engage every student. Every teacher should have a dashboard report at least once per year.

Objective 2: We will implement balanced assessments.

We are committed to implementing a balanced assessment system that accurately reflects student demonstration and mastery of our Lifelong-Learner Competencies.

Stakeholder Feedback

I found it interesting that I was unable to strongly correlate any of the themes from the listening tour conversations to assessment of student work, because assessment (testing and grading) are at the center of so much of what we do in schools. Children are more tested than ever, and grades are the currency of secondary schools. Grades are used in so many ways, and grading is at the root of whether we will be successful with any of our other initiatives, including equity. The concept of a grade sounds cut and dried, but teachers' grading practices often lack validity and consistency. And it's not the fault of our teachers; the problem is the system.

My Take

The good news is that we are already studying grading practices. Independent of the listening tour, I have observed enough about grades throughout my years in ACPS to know that we, like most school systems, still use grades as part of a factory model, even though our teachers strive to help all students succeed and find individual satisfaction and motivation with their learning.

The grading system we use is broken. Teachers want their students to win, but the A, B, C, D, F system, which is based on point accumulations and averages, is set up so that any mistake or failure can start a student on the path to a losing streak. Students also can stay on winning streaks with their grades and have no idea what they are actually learning. They only know that they are winning.

In other words, we do not have a balanced assessment system, and if we do not get grading and assessment right, all the other good work our teachers are doing to improve student learning will fail. The way teachers have coped with this broken system is to find every way they can to get around it through consistently inconsistent grading practices. Last year, we asked every teacher who assigns grades to complete a survey on grading practices, and none of the practices reported approach consistency. For example, 22 percent of our teachers reported that they almost always deduct points for late work, while 19 percent frequently do so, 36 percent sometimes do it, and 23 percent never do so.

In alignment with our objective to implement balanced assessments:

1. We must have a community conversation on grading. Dr. McLaughlin and his team currently are planning a series called, "Making the Grade." It's time. Students need to know what they know and can do. Our teachers want them to know as well. Our grading system does not accomplish this.
2. We must develop a set of consistent guidelines for grading that are developed through conversations with and professional learning for teachers; set in place through our electronic gradebook; and published with transparency for the community.
3. My goal, before I reach the end of my four-year contract, is for us to reach a point where we use standards-referenced grades on a much smaller scale than the 100-point scale we now use, I would prefer a five-point scale. I embrace the way we are growing culturally responsive teaching (CRT)

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through development, buy-in, professional learning, and credentialing, and I think we can change our grading system in the same way with patience, persistence and trust, and facts based on data. Many of our teachers now use standards-referenced grading; we can build on that.

And I will say it one more time: none of the initiatives we are working on will succeed if we continue to work with our unsystematic assessment system. It is broken.

Objective 3: We will improve opportunity and achievement.

We are committed to improving lifelong-learning opportunity and achievement for all students and enrollment groups.

Stakeholder Feedback

Related to this objective, I heard through the listening tour that our schools have collaborative, creative and innovative environments. We have resources for school staff, including technology, instructional coaching, and professional development. I heard praise from our educators about our embracing Culturally Responsive Teaching Practices. We also have resources for students, like technology and access to field trips. Further, we are beginning to have conversations in earnest about equity, access, and closing achievement gaps. In this vein, we are providing professional development around CRT for educators, and it's growing!

Of course, our greatest challenge and opportunity for improvement in this arena is the elimination of achievement gaps. We should have equitable representation of student demographics in school programs. We should be providing equitable access to technology resources and improving monitoring of students' use of technology.

I also heard that we should improve our students access to after-school care and expand preschool education; we need to do better with recruiting and retaining a diverse teaching staff; we should implement policies consistently (e.g., dress code, cell phone use, attendance); and we should work toward eliminating "tracking" of students (the practice of placing students of the same age and ability together for instruction). By the way, gifted identification has become a form of tracking.

My Take

As a division, our average pass rates on the 2017-18 Standards of Learning (SOL) tests for reading, writing, math, science and history are on par with state averages. For "All Students," pass rates hover around 80 percent, and that's good work. If we graded our division based on our overall SOL pass rates and using our high school grading scale, an 80 would equate to a low B. To improve the learning performance of all of our students, regardless of the measure, we should focus on differentiating instruction for varying student needs.

A look at the performance of our Black and Latino students on the SOL assessments shows lower average pass rates ranging from 51 to 64 percent and all below the state averages of their Black and Latino peers. Again, if we were grading ourselves, these pass rates would yield a D or an F on our grading scale. To improve our results with these student groups, we need to focus on utilizing research-based instructional strategies.

Lower still is the performance of our students with disabilities, whose average pass rates on the SOL tests ranged from 41 to 52 percent and mostly below state averages for their demographic peers. These proficiency rates tell me that we must focus on coordinating and teaching curriculum objectives within and across grade levels to improve mastery, for these students in particular. Part of that is the obvious notion that to fully expose these students to the curriculum, they need to be in class and not suspended from school.

I don't think I'm oversimplifying what we should be doing as a division to improve our student's performance on the Virginia Standards of Learning—or any other measure for that matter. When I ask our principals whose schools are outperforming the division, and have closed achievement gaps across most areas, how they have

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accomplished their results, I constantly hear that they are practicing the Professional Learning Community (PLC) model with fidelity. I want to support these principals and their colleagues to embrace this model, which is built for equity of outcome.

In alignment with our objective to improve opportunity and achievement, here are three actionable things for the PLCs in our schools to audit:

1. I expect students to learn the Virginia curriculum at the conceptual level, so that the knowledge and skills stick as students learn how to learn.
2. To give students quality learning experiences, we should use the FQL to frame conceptual understanding; use research-based instructional strategies; and differentiate instruction and assessment to meet students' needs.
3. To know whether our students are learning or not and so that schools can comparatively benchmark with each other, we should use common assessments across the division, once per mid-year at a minimum, to assess student learning at the conceptual level. We also should begin embarking on standards-referenced grading.

A few notes from my perspective regarding the Standards of Learning: We live and work in Virginia. Our students' performance on these assessments is a standardized measure of equity. I understand that we rank highly on the Niche rankings, and that is a wonderful accolade, but we must not embrace any sole measure as a success. Success is an aspiration, but as I once heard Robert Redford say, "One should not embrace success. Shadow box with it, but to embrace it is a mistake." Success is only about image.

As a school system, our students' rates of proficiency and growth on the SOL assessments should exceed Virginia averages as a whole and for all of our demographic groups.

To accomplish this goal, we must view the accreditation of our schools as a given. Given the way schools are now accredited, we will have to narrow the gaps in our outcomes for students, including attendance, SOL test scores, suspensions, and more, in order to stay accredited. I aspire that to be the case by the end of my four-year contract.

Our aspiration should be to strive for Virginia Index of Performance (VIP) Awards ([VIP Criteria](#)). VIP awards are presented to schools and school divisions based on criteria and guidelines adopted by the Board of Education. Winning schools and school divisions must meet or exceed all applicable state and federal accountability requirements. For the 2017-18 school year, all but one of our schools was fully accredited, and we had five VIP awards at Virginia Murray, Henley, Hollymead, Meriwether Lewis, and Western Albemarle. In 2008, nine of our schools won VIP awards of various levels.

When we were doing well with the SOL assessments, they were important to us, and then we drifted, and we say they are not. Let's get back on course. Let us not send a mixed message to our educators, often stating that the tests do not matter, when in fact, the tests suddenly matter when a school is in accreditation jeopardy. Let's provide such high-quality teaching, learning, and assessment and grading for each and every student that school accreditation is a done deal and we are hitting SOL proficiency rates in the 90's again.

When we have equity in ACPS, we will know it because we will have ended 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. Despite what we most often see on the news or social media, conditions in our nation are mostly improving for people who have been marginalized throughout our nation's history, yet discrimination against diverse people of color still is deeply ingrained in American culture. Whether we call it racism or systemic bias, it results in inequitable opportunities for African American and Latino students in our school system.

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Having said that, we can do better, and the way we as a society have always done better is through our schools. We have always made our nation, our state, and especially our own County of Albemarle better through our schools. I want our school system to be the exception to the rule of discrimination that hinders the greatness of our work.

Objective 4: We will create and expand partnerships.

We are committed to creating and expanding partnerships with parents, community and business leaders to fulfill their essential roles as actively engaged partners in supporting student achievement and lifelong-learning outcomes for student success.

Stakeholder Feedback

I did not hear much in the way of accolades for our work around partnerships, but I did hear throughout the listening tour that we need to increase parent, family and community involvement. Further, we need to continue to improve our communication with stakeholders around division initiatives while providing opportunities to inform our plans.

My Take

In alignment with our objective to create and expand partnerships:

1. For our students to graduate having actively mastered the lifelong-learning skills they need to succeed as 21st century learners, workers and citizens, we must facilitate and/or provide the meaningful work-based or community-based learning experience that is right for each student, and we must do this for each and every student prior to graduation. I expect this to be standard operating procedure within four years, and I want it accomplished with equity.
2. For this to happen, we must have partners—more partners than we have now or have imagined thus far. To facilitate more than 1,000 experiences for our students annually, we will need an infrastructure that we have not yet established, one that will connect students with mentors, employers, nonprofits, schools, and other providers of experience, and we must cultivate a symbiotic relationship. I expect this to happen within two years.
3. We must simplify access to information about partnering with ACPS as well as the process of partnering with us, and we must annually recognize our partners and volunteers, and treat them like kings and queens. On a side note, we should also treat every senior citizen who lives in Albemarle County like royalty. They are investing in our schools with—typically—no children in them. We should, at least, have a partnerships web page accessible from our division-level homepage that lists all of our partners from small to large and includes an explanation on how to partner with us along with a simple application. While our division has talked about this in the past, we need to make it a priority and make it happen now.

Objective 5: We will optimize resources.

We are committed to optimizing fiscal, tangible and human resources to proactively support student achievement.

Stakeholder Feedback

During the listening tour, I heard that we have well-maintained school facilities and we employ outstanding teachers, support staff, and highly-responsive school administrators and central office staff—all sentiments affirmed by our listening tour survey. We also provide abundant resources for students in terms of technology and access to field trips. Further, we have a great program selection, particularly in music, art, maker work, and high school academies.

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According to listening tour and survey participants, we need to improve instructional support for teachers; work on implementing programs consistently across schools; improve school security measures; and continue to maintain our small class sizes.

My Take

In alignment with our objective to optimize resources:

1. Our number one resource is our human resource—our teachers, support staff, and administrators. Facilities, technology, furniture, and the like are all in place to support teaching and learning, and teaching and learning happens with people and relationships. In our budget development, we will continue to have infrastructure needs, and we should still, to the best of our ability, prioritize hiring, developing and retaining high quality personnel. Within four years, I want the diversity of our teaching workforce to greater represent the diversity of our system. For example, 65 percent of our current student population identifies as white. We currently employ a teaching force of 89 percent white teachers. So, to match our student demographics better, we would have a 65 percent white teaching force. The gap is 24% of our teachers. That is 312 teachers. We are a growing school system, so as we hire 150+ teachers each year, we need to set a target for diversity hires and work toward it. This is an oversimplification, but if we hired 25 minority teachers each year, it would take eight to ten years to a teacher force that more closely represents our student population. This is an uphill battle because we are facing a shortage of teacher applicants, especially minority applicants; however, we need to set a target and try. It is time.
2. When it comes to changes we make in pedagogy, technology, facilities, etc., we must make every effort, from the beginning, to be as inclusive as possible in the decision-making process. Students, parents, teachers, support staff, and administrators all should be invited to offer input as often as possible. Input is not a vote; however, we should seek as many perspectives as possible at the ground floor of a project.
3. The greatest resource we have that we do not control is time. Over the past several years, our school system has formed a habit of initiating new projects while leaving others incomplete or ineffectively implemented, which, in my opinion leads to wasted time. I am working with the Cabinet to identify all of the projects we have started or anticipate starting and prioritizing them over the next four years in terms of necessity. We must also continue to use and reinforce program evaluation as way to adjust or abandon programs that are ineffective, wasteful, or perhaps no longer relevant.

For something to be an innovation, it must be both new and improved. If something is just new and not research-based or tested, I'm probably not going to be interested in it for our students. We should try new things, but we know pretty much everything we need to know about how people learn through deep content knowledge, practice and feedback, and the use of tools that apply to their learning work and skills development (National Research Council, 1999). And, of course, the key to the door to open up a student's mind to truly inspiring learning, is a relationship with a caring and demanding teacher. Initiatives and innovations should meet one of these needs before ACPS seriously considers embracing it.

Action

Well, this process worked; I feel just about as overwhelmed with all the possibilities for ACPS as I would if I just showed up here in July and had not been an educator in ACPS for 15 years. I think the process worked thanks to the leadership of Dr. Hairston and all the staff who kept me in a listening mode. I think it also worked because I fought with myself to keep an open mind. As I have said before, it can be difficult to accept negative feedback about this school system because if there are things that are not going well, I own my share of the

SUPERINTENDENT'S 100 DAY REPORT

problems. But there is a heck of a lot of things going very well for our students, and yet, I have to always look for the cloud in the silver lining. Yes, this is complicated work, but that should never be an excuse for not tackling problems and making things better.

And we have made things better. From the time that I started working in ACPS in 2004, our drop out rate has dropped, our graduation rate has increased. We suspend far fewer students than we did and far fewer than the state averages. We haven't expelled a student in years. Our students, as whole, have excellent attendance, and our school climate reports are more positive than the reports across Virginia.

And yet, we have a marginalized population of students that is not accessing our full curriculum of opportunities and attaining success as well as they should, and it is not their problem. It is our problem, the system's problem.

Anecdotally, I have observed that diverse students of color and / or economically disadvantaged students who have high levels of success in ACPS, are helped by individual educators and mentors to get through a system that often presents unintended barriers against them. They travel a road, like the road from Jerusalem to Jericho from the biblical story of the Good Samaritan that Dr. Martin Luther King Junior described in the speech he made to striking sanitation workers in Memphis on the evening before he was murdered, April 3, 1968.

Probably all of us know of a parable such as this. It tells of a man going down from Jerusalem to Jericho. Robbers attacked him, took his possessions and clothes, beat him, and left him half dead. A priest came down the road, saw the injured man, and passed by him on the other side. A Levite passing by did the same.

A Samaritan traveling the road saw the hurt man and had compassion on him. He poured oil and wine on his wounds, bound them up, then put the man on his donkey. The Samaritan took him to an inn and cared for him. The next morning, the Samaritan gave two denarii to the innkeeper for the man's care and promised to repay him on his way back for any other expenses.

In his speech, Dr. King referred to this story.

"On the one hand we are called to play the good Samaritan on life's roadside; but that will be only an initial act. One day we must come to see that the whole Jericho road must be transformed so that men and women will not be constantly beaten and robbed as they make their journey on life's highway. True compassion is more than flinging a coin to a beggar; it is not haphazard and superficial. It comes to see that an edifice which produces beggars needs restructuring."

I am proud of Albemarle County Public Schools for our students' successes, and yet when I listen to our stakeholders and analyze much of the data we collect, I see students who start out with us who are eager to learn and greatly encouraged to do so. As they make their way on the road through schools, many of our children become increasingly disinterested and often lost, whether they appear successful or not.

Ultimately, students succeed because we have good samaritans, teachers, administrators, and support staff, who find ways around the system - one we create and reinforce - to help them succeed. I love the good samaritan. I want the road to change. We will always need the good samaritan, but I want the system, the school system, to be a better road for students. I want them to struggle, but I want them to have a productive struggle that makes them stronger and not depleted but greatly engaged in their last years with us. I love the good samaritan. I want the Road to change. Finally, I want the barriers that are placed in the way of our diverse students of color removed. Barriers may be cultural, but look around the world and we see that cultures can and do change, sometimes slowly, but they do change. And they mostly change as a result of bringing the most marginalized among us to a seat at the table of prosperity and offering them their fair share. I love the good samaritan, and I want the road to change.

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A couple of weeks ago, I met up with Jeannette Martin and Dr. Rick Turner, current and former President of the Albemarle & Charlottesville NAACP. We get coffee over at Millie Joe every couple of months. I consider Ms. Martin and Dr. Turner to be mentors. They challenge me. When I met with them couple of weeks ago, we got a coffee and sat outside. Traffic was bustling there on the corner of McIntire and Prescott. There was a breeze at 9:00 in the morning and the sun finally rising up over the Omni Hotel felt very good in the chill. Dr. Turner always cuts right to what he wants to say or ask. He asked me, "Are you a good superintendent?"

I said, "Yes, I think I am."

He then asked me, "Do you trust the people who work with you to carry out your work for the things you believe?"

I said, "Yes, I do."

He said, "I asked you if you are good superintendent because I want you to think about that. You cannot do anything in your role except believe in the right things and communicate your beliefs to the people who work with you and expect them to carry out actions to make those beliefs happen. You cannot do it yourself, so you have to have trust."

I've been the superintendent now for just a moment in time, and I'm the 20th superintendent in ACPS. I am just one small leg in the relay race of ACPS history. I have just been handed the baton, and I am running into the first turn of the track. I am certainly not the anchor leg, so my job is to serve in such a way that when I pass on the baton, I have improved the position of ACPS in serving our students and families so the next superintendent can do the same. I serve a county with about 100,000 residents. I serve 2,500 employees. I serve 14,000 students and their families. I am one small person in this organization.

I'll say one last thing, in the 131 days I've been superintendent so far, I have trust. I trust the Board, I trust each individual on my cabinet. I trust my staff. I trust our principals and teachers and support staff, and I will keep on trusting each new person I meet who is in this work for kids. I trust that we all know what is right, let's use our shared trust and the power behind it to both continue to do and begin to do what is right.

GLOSSARY

Glossary

Appropriation

An appropriation is authorization to make expenditures and to incur obligations for specific purposes. An appropriation is limited in dollar amount and when it may be spent, usually expiring at the end of the fiscal year.

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.

Assessment Literacy

Assessment literacy refers to the work of Division and building level staff to effectively and appropriately use information yielded by classroom and state mandated assessments. Assessments are used to both inform instructional changes that are needed to advance learning and to measure that learning has occurred appropriate to learning standards set by the State.

Average Class Size

This number is used to determine the baseline teacher staffing assigned to the schools other than for media specialists, school counselors, administrators, teaching assistants, or staffing for gifted education, technology support, and other resource support. Half of differentiated staffing assigned to a given school is also included in this number. In elementary schools, art, music, and physical education positions are not included in determining class size. For the purpose of determining baseline teacher staffing, high school enrollment is adjusted for students who spend part of the day at CATEC or outside the school for other reasons.

Average Daily Membership (ADM)

The average daily number of students who are enrolled in the School Division. The March 31 ADM is used to determine the exact level of state funding for the current fiscal year.

Budget

The budget for the Division is a spending plan that defines the maximum available monies permitted to be expended. The School Board and Board of Supervisors allocate monies to meet the needs of students. Our budget is composed of multiple funds: the School Fund, Special Revenue Funds, and the Capital Improvement Fund (CIP). The final adopted budget must always be balanced to final revenues provided by the Board of Supervisors.

Capital Improvement Program (CIP)

The Capital Improvement Program (CIP) is a five-year plan for public facilities in Albemarle County resulting in the construction or acquisition of fixed assets, major equipment assets, primarily schools, busses and computers, but also parks, land, landfills, etc.

Capital Outlay

Capital Outlays are expenditures for items of a substantial value (typically more than \$100) such as computers and vehicles.

GLOSSARY

Carl Perkins

This is a federally funded program that supports vocational and career education at the secondary level.

Carry-Over Funds

These are unexpended funds from the previous fiscal year, which may be used in the current fiscal year (schools only).

CATEC

The Charlottesville-Albemarle Technical Education Center (CATEC) is a program operated jointly by the Albemarle County Public Schools and the Charlottesville City Public Schools. The CATEC program offers technical and career education opportunities for high school students and adults.

Composite Index

An Ability-to-Pay index (Composite Index) is used by the state to help determine the level of funding for the School Division.

Comprehensive Service Act (CSA)

This legislation mandates funding for children with significant emotional or behavioral concerns on a matching basis with the state (55% from the state).

Compression

A term used to describe pay differences between positions that are so small they are considered inequitable. The term in this context refers to the pay of experienced employees and new hires in the same position.

Consolidated Omnibus Budget Reconciliation Act (COBRA)

This federal mandate provides for a continuation of health insurance coverage for a period of up to three years for employees who leave employment through no fault of their own. Such employees are required to pay premiums at the employee's group rate.

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.

Differentiated Funding/Staffing

This funding provides monies or personnel based on the particular additional needs of a given school population.

DSS

Department of Social Services

Encumbrance

This reservation of funds is used for an anticipated expenditure prior to actual payment of an item. Funds usually are reserved or encumbered once a contract obligation has been signed, but prior to the actual cash payment being dispersed.

GLOSSARY

ESOL

English for Speakers of Other Languages (ESOL) is a program that provides English instruction to students coming from other countries who lack the necessary English skills to benefit fully from school programs.

Every Student Succeeds Act (ESSA)

The Every Student Succeeds Act (ESSA) was enacted in 2015 and reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA). The law advances upholds protections for disadvantaged and high-need students; requires that students be taught to high academic standards; ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments; helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators; sustains and expands investments in increasing access to high-quality preschool; and maintains an expectation that there will be accountability and action to effect positive change in the lowest-performing schools.

Expenditure

These funds that are paid out for a specific purpose.

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 pay the same amount of attention to their children’s education as more affluent parents—perhaps because they have multiple jobs, for example.

FICA

These are Social Security payments based on earnings.

Fiscal Year

This is the period of time measurement used by the County for budget purposes. It runs from July 1st to June 30th.

Flow-Through

These entitlement funds come to the School Division from the federal government through the state.

FTE

This stands for Full-Time Equivalent (FTE) staff, considering all staff members, including full-time and part-time employees.

Framework for Quality Learning

This system is a model for high-quality teaching and learning through which best practices in curriculum, assessment, and instruction are applied to promote deep understanding. It is the Division’s adopted concepts-centered, standards based curricula.

GLOSSARY

Fund Balance

A fund balance is amount of money or other resources in a fund at a specific time.

Grant

These funds are contributions made by a private organization or governmental agency. The contribution is usually made to aid in the support of a specified function and may require a financial match.

Growth

An increase in student enrollment is termed growth.

IDEA – Individuals with Disabilities Education Act

This act governs how educational services may be provided to students with disabilities to the age of 21.

IEP

An Individualized Education Plan (IEP) is a plan required for all students receiving Special Education services. It outlines the specific services to be received by an individual student.

Initiative/Improvement

A new program or service or an increase in the level or expense of an existing program or service is termed an initiative/improvement.

IP-delivered content

IP-delivered content is electronic content delivered via a web-based application through a browser (e.g. Firefox, Internet Explorer) on a computer or hand-held device.

Instructional Coaches

The core mission of the instructional coaching model is to support the continuous improvement of curriculum, assessment, and instruction by working together with teachers to actualize professional goals. These positions support dynamic implementation of the Framework for Quality Learning, the Teacher Performance Appraisal system, Professional Learning Communities, and best teaching and learning practices.

Lapse Factor

This is anticipated savings from staff retirement and replacement, the lag between staff leaving and new staff being hired, and savings from deferred compensation benefits.

LEED

The Leadership in Energy and Environmental Design (LEED) Green Building Rating System, developed by the U.S. Green Building Council (USGBC), provides a suite of standards for environmentally sustainable construction.

LEP

Limited-English Proficient Students are referred to as LEP students.

Lifelong Learner Competencies

Series of twelve areas that places an emphasis on results. To develop the skill and habits associated with lifelong learning, students must: learn beyond the simple recall of facts; understand the connections to and the implications of what they learn; retain what they learn; and, be able to apply what they learn in context.

GLOSSARY

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.

Learning Technology Integrator

A teacher who leads schools and teachers into authentic, effective digital learning through individual and small group support, team support, co-teaching, and building level planning.

Merit Pool

Albemarle County distributes annual salary increases through a merit program. This is a pay for performance program in which individual increases are a function of three factors: an employee's merit score, the salary of the employee in relation to the midpoint, and the budgeted merit pool amount.

Operations

Non-instructional services provided by the School Division.

PALS

Phonological Awareness Literacy Screening (PALS) is an informal screening inventory for students in grades K-3 used across Virginia to provide teachers with information for planning classroom instruction.

Piedmont Regional Education Program (PREP)

This program is a consortium of school divisions that provides a variety of Special Education services. Through this consortium, the Ivy Creek School is operated.

Professional Development Reimbursement Program (PDRP)

This program supports professional development for teachers by providing funding for course/conference participation through an application process.

Recurring Revenue

Funds that continue from year to year are referred to as recurring.

Response to Intervention

RTI is a process to provide rapid deployment of differentiated instruction, assistive technology tools, and intervention strategies to students that can help eliminate learning gaps before they grow in significance.

Revenue

Revenues are assets or financial resources applied in support of the budget.

Revenue, One-time or Non-recurring

Funds that are typically derived from fund balance or unreliable sources and are often specified for single year use for specific items.

Scale Adjustment

GLOSSARY

Each year Albemarle County conducts a market survey to evaluate whether pay scales are competitive. If it is determined that a scale adjustment needs to be implemented, the minimum, midpoint and maximum salaries for each paygrade are adjusted by a specified percentage.

School Fund Budget

This is the operational budget for the Division. It is primarily funded from local monies with a substantial contribution from the state and a minimal contribution from Federal sources. It accounts for the day-to-day expenses from pre-K to grade 12 including post-high school special education students. Grants or entitlement programs are typically accounted for separately in the Special Revenue Funds.

Special Revenue Funds (Special Revenue Programs)

These programs operate primarily on external funding such as grants, federal funds, or fees. These programs often must be accounted and reported upon separately. Most Federal entitlement programs are accounted for within the Special Revenue Programs area. Most programs are not directly supported within the School Fund Budget.

SOAs

The Virginia "Standards of Accreditation" (SOAs) provide a framework of requirements and accountability for all schools in the state.

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.

SOLs

The Virginia "Standards of Learning" (SOLs) provide a curriculum framework for the instructional program required by the state for all students.

SOQs

The Virginia "Standards of Quality" (SOQs) are the mandated minimum standards required by statute for schools. The SOQs address areas such as staffing, facilities, and instructional programs.

SRO – (Student Resource Officer)

An Albemarle County police officer assigned to a specific school to assist in providing a safe school environment.

Staffing Inequity

GLOSSARY

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.

State Basic Aid

This is the funding that is provided by the state based on enrollment to fund the Standards of Quality.

State Categorical Aid

This is the funding provided by the state for a specific purpose.

STEM

Acronym for Science, Technology, Engineering and Math education.

STEM-H

Acronym for Science, Technology, Engineering, Math and Health education

Teacher Performance Appraisal (TPA)

The Teacher Performance Appraisal provides the structural, functional, and procedural components essential to evaluate professional performance as well as to support the growth and development of teachers using a common set of professional standards.

Title I

This is a federal program that supports additional instruction for economically disadvantaged students whose achievements do not meet expected standards.

Title II

This is a federal program includes staff development funds, School Renovation Grants and Class Size Reduction Grants. The focus is on preparing, training, and recruiting high quality teachers, principals, and paraprofessionals.

Title III

This is a federal program that assists in implementing the No Child Left Behind Act by providing funding to support limited-English proficient and immigrant students.

GLOSSARY

Title IV

This is a federal program that supports Drug-Free School initiatives.

Title VI

This is a federal program that supports innovative programs in the areas of technology, literacy development and media services.

Vesting

This is the earning of a longevity step on a pay scale.

Voluntary Early Retirement Incentive Program - (VERIP)

VERIP benefits are paid monthly for a period of five years or until age 65, whichever comes first. In addition to the monthly stipend, the County will pay an amount equivalent to the Board's annual contribution toward medical insurance. You may accept it as a cash payment, or apply it toward the cost of the continuation of your County medical/dental benefits. The Boards adopted changes to the Voluntary Early Retirement Incentive Program (VERIP) in 2009 which include phasing out the VERIP cash stipend benefit over several years. The program is currently on a phase-out schedule and will be eliminated in 2016-2017.

VRS

The Virginia Retirement System (VRS) provides pension benefits for retirees from state and local government