![Albemarle County Public Schools logo]

STATE OF THE DIVISION 2020

A TIME UNLIKE ANY OTHER

TABLE OF CONTENTS

Introduction

A Time Unlike Any Other

When the 2019-20 school year dawned on August 21, 2019, it opened the window on what was widely anticipated to be an exciting and influential year for the division's more than 14,000 students and their families, our many community partners, and nearly 3,000 employees.

We were looking forward to several powerful programs that would reduce learning and opportunity gaps, including an expansion of culturally responsive teaching certifications and professional development; the inauguration of a talent development model that would tap the passions and capabilities of not some, but all students; and the beginning of a division-wide training and development program fully implementing our anti-racism policy.

We also were on the cusp of a community-wide collaboration that would modernize a strategic plan dating back to 2012, thereby extending the expansion of student choice in all grade levels. This expansion in turn would more closely align curriculum and work- and project-based learning opportunities with student passions and potential.

Information on many of these activities and on the first step toward finalizing a new strategic plan (Portrait of a Graduate) is available on our Strategic Planning site.

Then March 13, 2020, happened. In a matter of days, schools across the Commonwealth closed, and while the education process didn't stop, school divisions were compelled to readjust their operations to fit within strict public health and safety boundaries.

The rise of virtual instruction reshaped plans. An important component of our annual State of the Division report, data from Standards of Learning (SOL) tests, is not included this year, following the state's decision to suspend all SOL tests and school accreditations for 2019-20. And while SOL tests will be administered in the 2020-21 school year, accreditations again will be suspended.

Under direction from the state department of education, instructional plans and activities carried out in the spring of 2020 initially consisted of reviewing content previously taught and were not graded. Almost immediately, and escalating during the summer months, teachers and administrators across all schools in our division concentrated their time and attention on specific professional development devoted to virtual learning, researched best practices, and planned for how best to leverage the virtual instruction now in place for most students.

While classrooms at the beginning of the 2020-21 school year look nothing like those that began the 2019-20 school year, in many ways, virtual platforms have offered expanded opportunities for innovation, engagement, and real life-based learning. Some of these lessons learned will undoubtedly be adapted into future curriculum and learning activities as in-person instruction possibilities begin to increase for many more students.

In the wake of these developments, in their budget message for the current school year, then School Board Chair Jonno Alcaro and Superintendent Dr. Matthew Haas said, "Public schools have always been a powerful catalyst for history's most successful economic development and prosperity stories. Our strengths as a collaborative community of shared purpose make us even surer of that."

A good part of that confidence comes from the willingness of the division to publicly celebrate success and openly confront challenges. While the current school year is different, the division's accountability to stakeholders is not. You'll find in this report the guiding document for all we do, our current strategic plan. There is new information on our progress in addressing the learning opportunity gap through a focus on equity data. Where available, student performance measures, such as Scholastic Aptitude Test (SAT) scores, are detailed.

A new metric is included in support of the division's one strategic goal ensuring that all graduates actively master the lifelong-learning skills they need to succeed as 21st century learners, workers and citizens. In what will become an annual component of this report, the results of our first survey of 2020 graduates on their life after high school will provide insight into how well we are meeting this commitment.

Information on the operations of the division's schools and departments is updated, including mission, goals, outcomes and forecasts. Also featured in this report is data on student enrollment and individual school capacity, as well as teacher demographics and related documents and reports.

As the new year continues to unfold, we invite you to email us at portrait@k12albemarle.org to offer your views and guidance and your ideas for the strategic plan work now underway. Following a series of public informational meetings over the next several months, a new strategic plan will go before the School Board for adoption next spring.

Sincerely,

Dr. Matthew S. Haas
Superintendent of Schools

Horizon 2020 Strategic Plan

Unleashing Each Student's Potential

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.

Vision

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

Core Values

Excellence • Young People • Community • Respect

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.

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.

Strategic Priorities

- 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.

For more information, visit the school division's Strategic Plan web page.

Our Division: 2019-20 Snapshot

General Information

- Address: 401 McIntire Road, Charlottesville, VA 22902
- Phone: 434-296-5820
- Superintendent: Matthew Haas, Ed.D.
- Region: 5

In the 2019-20 school year, Albemarle County Public Schools (ACPS) served more than 14,000 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, but also suburban and urban settings.

Employees

- 1,344 teachers (including classroom teachers, speech pathologists, school counselors, instructional coaches, and librarians)
  - 66% hold advanced degrees
  - 2% are National Board Certified
  - Average years of teaching experience: 14
- 1,303 classified employees (including school and department leadership, teaching assistants, bus drivers, custodians, maintenance, food service staff, office associates, human resources, and other support staff)

Student Enrollment: Fall Membership

- All Students: 14,435 (Grades PK-12)
- Economically Disadvantaged: 29.4% (4,247 students)
- English Learners: 10.0% (1,448 students)
- Students with Disabilities: 12.8% (1,854 students)

International Diversity of Our Student Population

- Countries of Origin: 96
- Home Languages Spoken: 81

Graduating Class of 2020

Students Earning an Advanced Studies Diploma

- Division: 62.5%
- State: 51.8%

On-Time Graduation Rate (Four-Year Cohort)

- Division: 91.8%
- State: 92.3%

Dropout Rate

- Division: 4.6%
- State: 5.1%

Advanced Programs Participation

- Advanced Placement (AP) Test Taken: 11.94% of high school students
- AP Course Enrollment: 37.15% of high school students
- Dual Enrollment: 21.15% of high school students

Data Spotlight

- Average number of meals served daily, including breakfast and lunch: 8,000
- School bus miles traveled daily: 14,384
- Average Class Size:
  - Elementary – 19.6
  - Middle – 21.5
  - High – 21.6
- Student-to-Computer Ratio:
  - 1:1 for grades 2-12
  - 2:1 for grades K-1

Division-Wide Student Results

Equity

Defining Equity

The shared mission of our schools is 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.

Equity Tables

In the 2016-17 school year, we published our first division-level Equity Table with the intention of documenting and monitoring certain indicators that demonstrate disparities across student membership groups. As we monitor shifts in our data in response to instructional and staffing approaches, we will make course corrections as needed to hone best practices.

In response to the 2017-18 equity table, the Superintendent put forward a funding request for a Talent Development Coordinator who would work to broaden the reach of our Gifted program. By emphasizing more structured lessons and providing specific look-fors during those lessons, Talent Development Resource Teachers are able to identify more students to participate in talent development and gifted services. By identifying an area of need and providing support for a solution, the percentage of Black students participating in gifted services has doubled.

2016-17 EQUITY TABLE

Demographic Group	Student Count (PK-12)		Students Identified Gifted		Students with Disabilities (IDEA)		Students Chronically Absent		Students Suspended (Out of School)		Students Passing 3rd Grade Reading SOL		Students Passing 3rd Grade Math SOL		Graduates Earning 5 or More Math Credits		Students Earning an Advanced Studies Diploma	
All Students	**13,832**		**1,351**		**1,735**		**1,399**		**531**		**742**		**737**		**512**		**659**	
Asian	672	5%	99	7%	50	3%	44	3%	5	1%	43	6%	39	5.3%	32	6%	34	5%
Black	1,532	11%	31	2%	350	20%	144	10%	140	26%	51	7%	47	6%	29	6%	45	7%
Hispanic	1,783	13%	39	3%	247	14%	246	18%	67	13%	70	9%	69	9%	22	4%	38	6%
White	9,006	65%	1,103	82%	989	57%	857	61%	280	53%	530	71%	531	72%	407	79%	507	77%
Two or more races	800	6%	79	6%	91	5%	98	7%	37	7%	45	6%	49	7%	21	4%	32	5%
Econ Disadv	4,357	31%	77	6%	912	53%	733	52%	314	59%	140	19%	141	19%	45	9%	70	11%
ELs	1,433	10%	16	1%	168	10%	149	11%	48	9%	10	1%	8	1%	9	2%	8	1%
SWD	1,735	13%	15	1%			291	21%	172	32%	40	5%	40	5%	13	3%	25	4%

2017-18 EQUITY TABLE

Demographic Group	Student Count (PK-12)		Students Identified Gifted		Students with Disabilities (IDEA)		Students Chronically Absent		Students Suspended (Out of School)		Students Passing 3rd Grade Reading SOL		Students Passing 3rd Grade Math SOL		Graduates Earning 5 or More Math Credits		Students Earning an Advanced Studies Diploma	
All Students	13,946		1,305		1,812		1,530		453		788		801		572		719	
Asian	725	5%	94	7%	55	3%	59	4%	2	0%	48	6%	41	5%	39	7%	44	6%
Black	1,482	11%	27	2%	357	20%	159	10%	110	24%	48	6%	58	7%	16	3%	35	5%
Hispanic	1,801	13%	41	3%	277	15%	278	18%	52	11%	63	8%	70	9%	20	3%	46	6%
White	9,071	65%	1,070	82%	1,020	56%	912	60%	255	56%	583	74%	581	73%	468	82%	559	78%
Two or more races	836	6%	73	6%	99	5%	117	8%	33	7%	45	6%	47	6%	27	5%	32	4%
Econ Disadv	4,419	32%	94	7%	922	51%	813	53%	245	54%	167	21%	167	21%	54	9%	95	13%
ELs	1,419	10%	22	2%	193	11%	182	12%	24	5%	49	6%	48	6%	17	3%	27	4%
SWD	1,812	13%	20	2%			333	22%	152	34%	47	6%	42	5%	7	1%	16	2%

2018-19 EQUITY TABLE

Demographic Group	Student Count (PK-12)		Students Identified Gifted		Students with Disabilities (IDEA)		All Students Chronically Absent		High School Students Chronically Absent by Period		Students Suspended (Out of School)		Suspension Incidents (Out of School)		Students Passing 3rd Grade Reading SOL		Students Passing 3rd Grade Math SOL		Middle School Students Enrolled in High School Math		Students Earning an Advanced Studies Diploma	
All Students	14,063		1,296		1,893		1,849		1,284		455		690		708		802		983		691	
Asian	728	5%	95	7%	60	3%	77	4%	30	2%	5	1%	5	1%	38	5%	40	5%	75	8%	44	6%
Black	1,527	11%	42	3%	386	20%	239	13%	166	13%	122	27%	169	24%	32	5%	44	5%	45	5%	38	5%
Hispanic	1,876	13%	48	4%	271	14%	321	17%	194	15%	43	9%	63	9%	55	8%	77	10%	49	5%	48	7%
White	9,041	64%	1,033	80%	1,062	56%	1,090	59%	825	64%	259	57%	417	60%	539	76%	591	74%	766	78%	527	76%
Two or more races	859	6%	78	6%	109	6%	118	6%	68	5%	26	6%	36	5%	41	6%	47	6%	48	5%	33	5%
Econ Disadv	4,419	31%	107	8%	941	50%	960	52%	485	38%	254	56%	391	57%	141	20%	187	23%	121	12%	87	13%
ELs	1,419	10%	18	1%	187	10%	230	12%	131	10%	21	5%	23	3%	32	5%	53	7%	28	3%	21	3%
SWD	1,893	13%	22	2%			386	21%	220	17%	178	39%	321	47%	50	7%	63	8%	20	2%	20	3%

2019-20 EQUITY TABLE

Demographic Group	Student Count (PK-12)		Students Identified Gifted		Students with Disabilities (IDEA)		All Students Chronically Absent		High School Students Chronically Absent by Period		Students Suspended (Out of School)		Suspension Incidents (Out of School)		Middle School Students Enrolled in High School Math		Students Earning an Advanced Studies Diploma		Students Graduating on Time	
All Students	**14,349**		**1,188**		**1,855**		**984**		**721**		**222**		**315**		**1,040**		**677**		**1,006**	
Asian	725	5%	88	7%	66	4%	47	5%	14	2%	0	0%	0	0%	77	7%	37	5%	45	5%
Black	1,562	11%	42	4%	367	20%	137	14%	117	16%	47	21%	66	21%	52	5%	29	4%	104	10%
Hispanic	2,037	14%	52	4%	262	14%	170	17%	132	18%	27	12%	34	11%	68	7%	46	7%	96	10%
White	9,089	63%	932	78%	1,041	56%	567	58%	414	57%	125	56%	178	57%	800	77%	530	78%	703	70%
Two or more races	905	6%	74	6%	115	6%	63	6%	44	6%	23	10%	37	12%	42	4%	35	5%	58	6%
Econ Disadv	4,679	33%	121	10%	902	49%	563	57%	355	49%	148	67%	224	71%	163	16%	85	13%	243	24%
ELs	1,466	10%	20	2%	176	9%	129	13%	88	12%	12	5%	16	5%	30	3%	17	3%	52	5%
SWD	1,855	13%	24	2%			223	23%	143	20%	94	42%	146	46%	31	3%	13	2%	112	11%

Note: *Unlike the 2018-19 Equity Table, the 2019-20 Equity Table does not include data points for "Students Passing 3rd Grade Reading SOL" or "Students Passing 3rd Grade Math SOL," because SOL tests were not administered in the 2019-20 school year. We plan to resume tracking these data points in the future.*

EQUITY TABLE DEFINITIONS

Student Count (PK-12): Percentage of students, grades PK-12, in each demographic group based on Albemarle County Public Schools' End-of-Year Student Record Collection for the specified school year

Students Identified Gifted: Percentage of students identified as academically gifted in the specified school year

Students with Disabilities (IDEA): Percentage of students served with an individualized education plan (IEP) under the auspices of the Individuals with Disabilities Education Act (IDEA) during the specified school year

All Students Chronically Absent: Percentage of students who were absent from school 15 or more times during the specified school year

High School Students Chronically Absent by Period: Percentage of high school students who were absent from an individual class 15 or more times during the specified school year

Students Suspended (Out of School): Percentage of students who received at least one out-of-school suspension during the specified school year

Suspension Incidents (Out of School): Total number of out-of-school suspensions assigned during the specified school year

Students Passing 3rd Grade Reading/Math SOL: Percentage of third-grade students who achieved a passing score of 400 or more on the Standards of Learning (SOL) test administered in the spring of the specified school year

Middle School Students Enrolled in High School Math: Percentage of middle school students enrolled in a high school math class during the specified school year

Students Earning an Advanced Studies Diploma: Percentage of graduating seniors in the specified school year who earned an Advanced Studies Diploma after four years in high school

Students Graduating on Time: Percentage of graduating seniors in the specified school year who earned an Advanced Studies Diploma or Standard Diploma after four years in high school

Outcome Measures

Scholastic Aptitude Test (SAT)

The SAT is a commonly used assessment designed to evaluate the college readiness of high school students. Administered by the College Board, the exam measures skills in reading, writing and math. SAT scores are required for college entrance by many institutions of higher education.

Each year the College Board provides aggregated SAT data for graduating seniors. In 2020, graduating ACPS seniors outperformed state and national averages on the SAT, both in average score and in percentage of students scoring at the College Readiness level. However, while ACPS students in general are excelling, not all groups of students perform as well. Black and Hispanic students continue to lag behind their White peers on the SAT. Black students score about 270 points below the cumulative average, and Hispanic students score about 25 points below the division average.
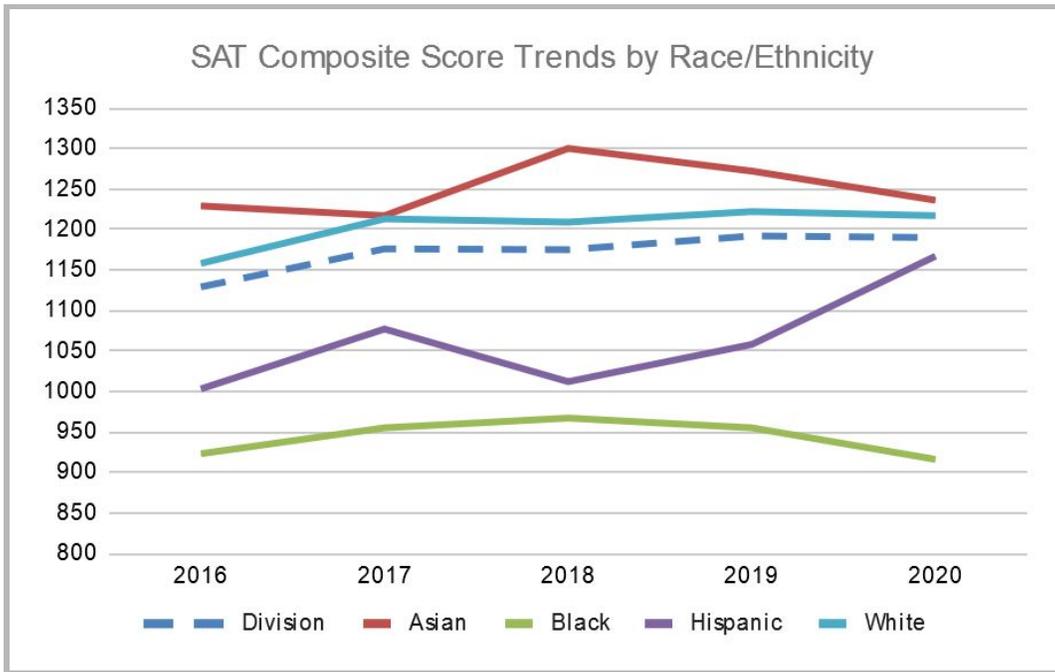
Advanced Placement (AP) Exams

Advanced Placement (AP) examinations represent the culmination of college-level work in a given discipline in a secondary school setting. Administered by the College Board, AP exams test students' ability to perform at the college level. Students who perform well can receive course credit and/or advanced standing at thousands of universities worldwide.

During the 2019-20 academic year, 37% of ACPS high school students enrolled in an AP course. Of those, over 75% opted to take at least one AP exam associated with their course and over 80% of those exams earned a passing score of 3 or higher.

While many students were successful on the AP exam, Black students and economically disadvantaged students have traditionally been underenrolled in AP courses compared to their peers, less likely to take the associated AP exam, and less likely to pass the AP exam. Trends for each of these categories are moving upward, suggesting a positive change is occurring within the AP program.
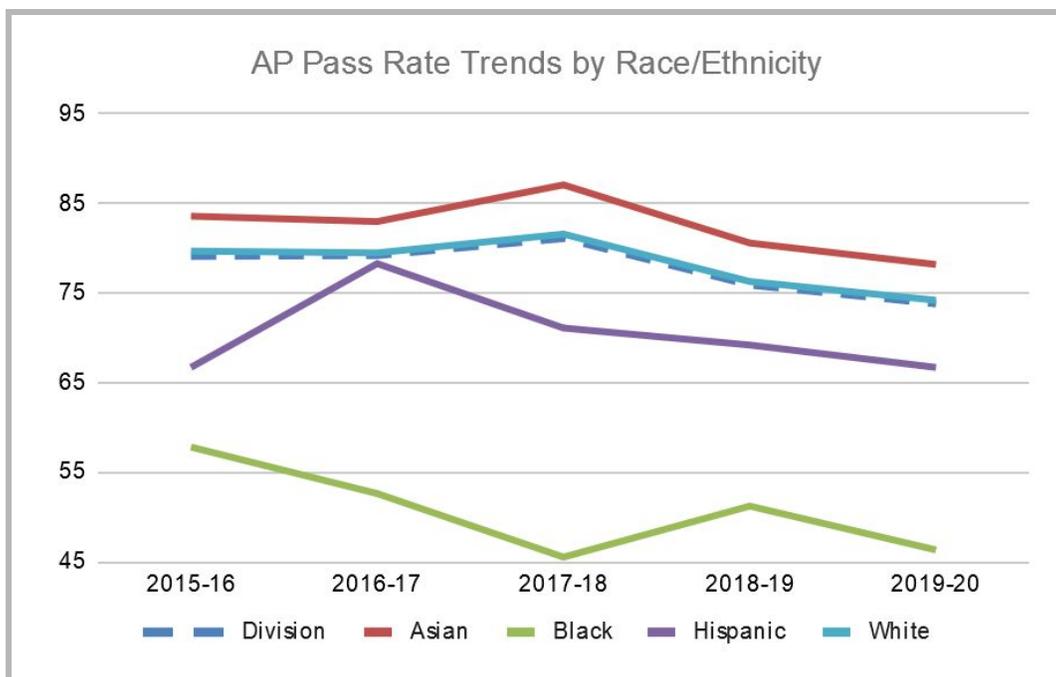
Phonological Awareness Literacy Screening (PALS)

The Phonological Awareness Literacy Screening (PALS) is a screening, diagnostic and monitoring tool for Virginia's Early Intervention Reading Initiative. By screening students in kindergarten through third grade, school divisions can identify struggling readers and provide intervention services.

Our schools have seen a growing number of K-2 students identified on the PALS assessment. Students are "identified" on the PALS assessment when they score below the PALS Summed Score Benchmark, indicating a need for intervention in one or more areas of literacy development. We have implemented the Being A Reader program in an attempt to reduce the number of students identified as struggling readers in the formative reading years. Being a Reader is a comprehensive, research-based early reading curriculum that incorporates embedded social-emotional learning (SEL) into systematic, sequential foundational skills instruction and rigorous comprehension work. The program is designed to help all students learn the foundational skills and strategies required for reading success.
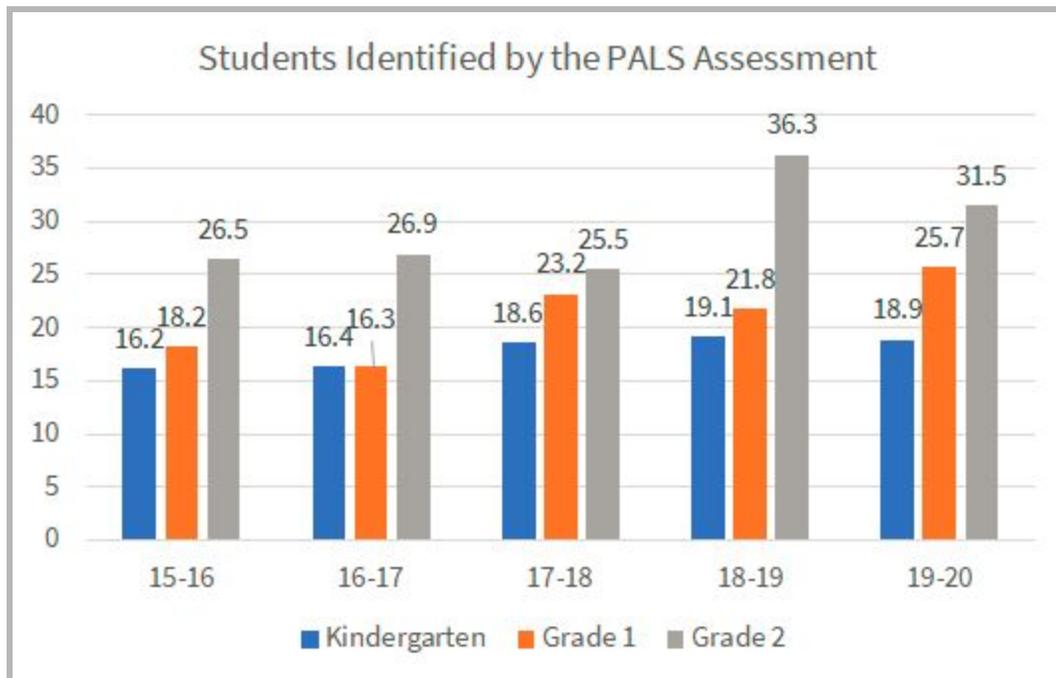
The demographic representation of students identified is not equally distributed among membership groups. For the fall 2019 PALS administration, the students identified had the following representation:

	Asian	Black	Hispanic	White	Two or More Races	Econ Disadv	ELs	SWD
All K-2 Students	5.8%	10.4%	14.3%	61.7%	7.8%	33.1%	11.9%	10.7%
Identified Kindergartners	4.4%	18.0%	28.3%	40.5%	7.8%	71.1%	28.8%	18.0%
Identified First-Graders	3.2%	18.8%	24.2%	47.3%	6.1%	62.5%	24.9%	20.6%
Identified Second-Graders	4.2%	19.3%	23.0%	45.9%	7.6%	55.3%	21.5%	20.5%

Note: All K-2 students identified by the PALS assessment are categorized in the table above by race/ethnicity (Asian, Black, Hispanic, White, Two or More Races). Some students also may be included in one or more additional demographic groups (Econ Disadv-Economically Disadvantaged, ELs-English Learners, SWD-Students with Disabilities).

Standards of Learning (SOL)

SOL tests were not administered in 2019-20, so the data will not be presented in this report.

On-Time Graduation Rate

Ten years ago the state of Virginia adopted the on-time graduation rate. This rate follows a cohort of students through all four years of high school to determine how many students completed on time. As students move in and out of our schools they are added to and removed from the cohort, and after four years they are all given a completion status. Students who earn an Advanced Studies or Standard diploma are counted as graduates for the on-time graduation rate.

ACPS students regularly have an on-time graduation rate higher than the statewide average. They also have higher percentages of graduates earning an advanced studies diploma.
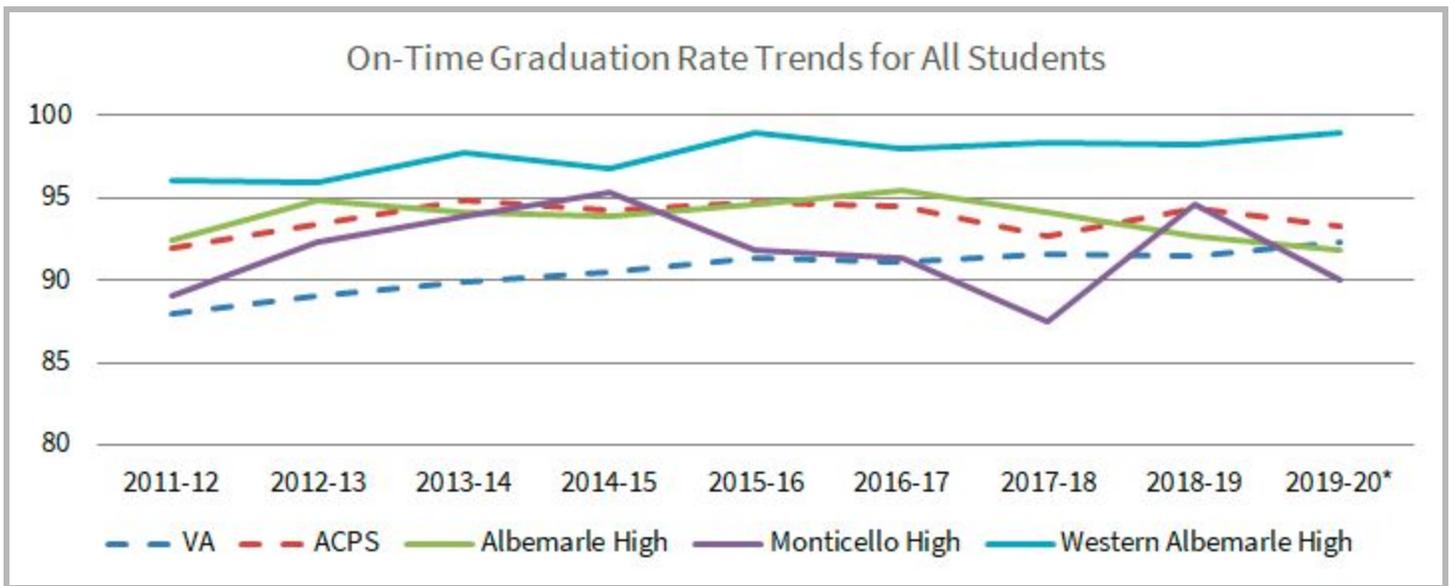

Due to the pandemic, reporting for on-time graduation was delayed at two ACPS schools. The data reported in this chart reflect updated reporting and will not match state data.

While ACPS students outperform state averages in terms of on-time graduation, English Learners consistently trail their ACPS peers. The 62.7% on-time graduation rate for English Learners is the lowest of any demographic group and presents an area of improvement.

On-Time Graduation Rate Trends by Demographic Group
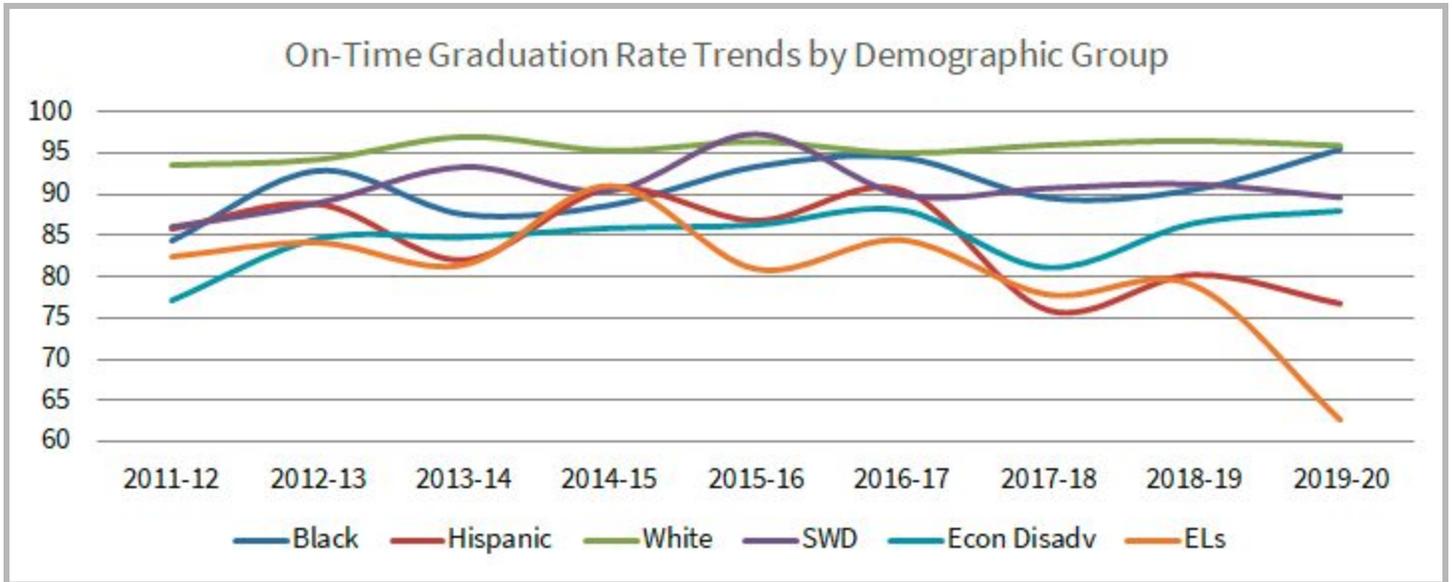
College Participation and Completion

One element of our student centered goal is preparing students for future success. Using college application and completion data, we see that over 75% of graduating seniors in 2015 applied to at least one college, nearly all of whom attended college in the first year after graduating. Roughly 50% of those students also continue to successfully complete a college degree within four years.
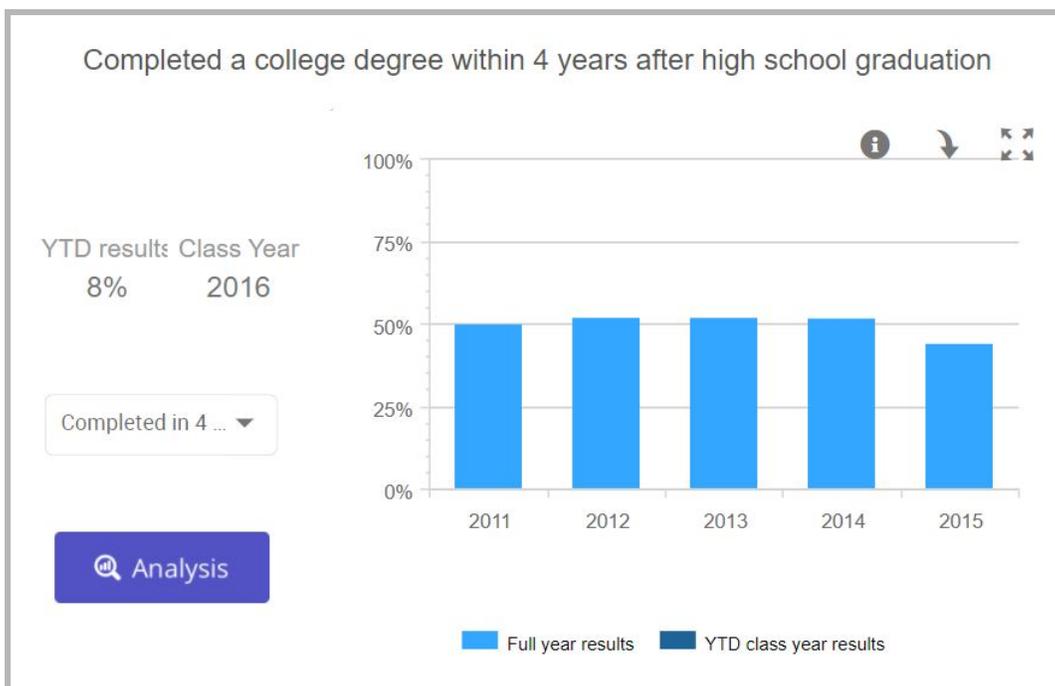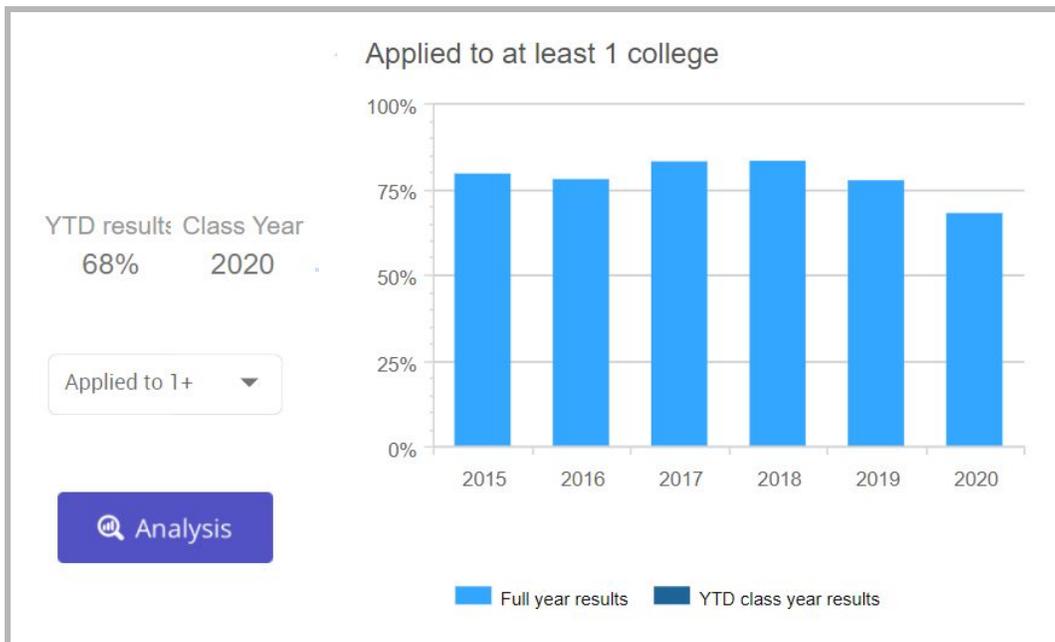
Senior Exit Survey

Graduating seniors were asked to provide feedback about their experience in Albemarle County Public Schools prior to their graduation. They were very favorable about many aspects of their educational experience when asked to rate their satisfaction with each.

	Not Satisfied	Somewhat Satisfied	Satisfied
Academics	4.8%	14.4%	80.2%
Faculty	5.4%	21.4%	72.1%
Community	15.0%	31.6%	52.9%
Diversity	49.2%	20.1%	29.9%
Extracurriculars	9.1%	22.2%	68.2%

They were also asked about their plans for their future. The graduates overwhelmingly plan to continue their education and are confident they are well prepared for not only continuing their education, but their life, after they complete their education.

	Not Confident	Somewhat Confident	Confident
I feel prepared for life after high school.	6.1%	17.6%	76.2%
I have a plan for life after high school.	4.8%	9.6%	85.6%
I will seek more education after I graduate from high school.	2.7%	4.0%	93.3%
I have the tools I need to succeed in the job market or continue my education.	3.0%	14.7%	82.4%

Alumni Survey

The graduating class of 2020 was the first class to retain their schools-managed GSuite account. The goal is to allow continuity in students accessing their email, retrieving exemplary work samples, and generally be able to start the next phase of their life. We have sent the first-ever alumni survey to these students to check in on how things are going.

The response rate is low (N=56), but alumni responded very favorably to two questions related to their experiences in Albemarle County Public Schools:

- **How well did your experience in Albemarle County Public Schools prepare you for what you are doing now?** In response, 75% of participants indicated that they felt "very prepared," compared to only 6% who indicated that they were "not prepared."
- **How satisfied are you with the experience you had in Albemarle County Public Schools?** Again, 75% were "very satisfied," versus 6% who were "not satisfied."

Enrollment and Capacity Data

Only through effective long-range planning for enrollment can the school division adequately prepare itself to meet the needs of its current and future student population. In order to strengthen our planning efforts, the school division continually monitors enrollment trends and studies the impact of enrollment on facilities.

One challenge our division faces is providing adequate learning spaces in the face of year-over-year enrollment growth. Since 2014-15, K-12 student enrollment in ACPS has increased by about 700 students, a 5.3% increase in total enrollment. In the same time span, ACPS has experienced a significantly faster rate of growth in our most at-risk membership groups, including a 21.8% increase in the number of English Learners we serve and a 32.7% increase in the number of students served by special education.

Building capacity calculations are a critical metric in facility planning to guarantee sufficient space in which schools can deliver all aspects of their instructional program and meet the individual needs of every student. We continue to refine our capacity calculation methodology to ensure we are planning for and providing optimum learning environments.

Fall Membership by Grade[1]

Grade	2016-17	2017-18	2018-19	2019-20
Pre-Kindergarten	321	276	302	298
Kindergarten	998	1,007	1,021	1,091
Grade 1	993	1,023	1,028	1,081
Grade 2	1,120	1,001	1,045	1,070
Grade 3	1,054	1,122	1,004	1,062
Grade 4	1,097	1,084	1,148	1,050
Grade 5	917	1,076	1,061	1,151
Grade 6	1,018	948	1,088	1,069
Grade 7	993	1,019	968	1,102
Grade 8	970	1,010	1,030	981
Grade 9	1,112	1,108	1,071	1,172
Grade 10	1,110	1,102	1,086	1,104
Grade 11	1,052	1,064	1,070	1,077
Grade 12	1,035	1,087	1,072	1,096
Part-Time	28	10	19	31
Total Students	**13,818**	**13,937**	**14,013**	**14,435**

[1] The Virginia Department of Education (VDOE) annually collects statistics on the number of students enrolled in public school on September 30. The data presented in this table may differ from other ACPS fall enrollment data due to the methodology used.

Building Capacity

In the table below, which extends to the next page, a negative number in the "Capacity Status" column indicates that a school is over capacity by that number of students.

School	2019-20 K-12 Building Capacity[2]	2019-20 K-12 Enrollment	Capacity Status
Agnor-Hurt	504	440	64
Baker-Butler	596	670	-74
Broadus Wood[3]	360	270	90
Brownsville	756	849	-93
Crozet	328	341	-13
Greer	566	481	85
Hollymead	470	418	52
Meriwether Lewis	420	403	17
Mountain View	624	721	-97
Murray	260	247	13
Red Hill	144	196	-52
Scottsville	162	214	-52
Stone-Robinson[3]	536	472	64
Stony Point	228	232	-4
Woodbrook	584	529	55
Subtotal: Elementary Schools	*6,538*	*6,483*	*55*

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[2] Building Capacity for K-12 students only. Does not include capacity for art, music, Pre-K, and auxiliary space, which vary by school.

[3] These schools currently host SPED Pre-K programs, but the majority of students who attend these programs are from out of district. They are located at these schools due to availability of space. Stone-Robinson has 3 classes and Broadus Wood has 2 classes.

School	2019-20 K-12 Building Capacity[2]	2019-20 K-12 Enrollment	Capacity Status
Burley	717	582	135
Henley	999	915	84
Jouett	717	645	72
Sutherland	653	593	60
Walton	499	341	158
Subtotal: Middle Schools	*3,584*	*3,076*	*508*
Albemarle	1,775	1,932	-157
Monticello	1,243	1,198	45
Western Albemarle	1,227	1,202	25
Center I[4]	150		150
Subtotal: High Schools	*4,395*	*4,473*	*63*
Community Charter[5]		141	
Total	**14,517**	**14,032**	**626**

[4] High school enrollment figures are not adjusted for students attending Center I. Center I adds capacity for 150 high school students.

[5] Building capacity for the Charter School (Murray High School/Community Public Charter School) is yet to be determined.

Teacher Demographics

New teachers and prospective candidates alike state that they are attracted to ACPS because of the emphasis placed on innovation, project/passion-based learning, cutting edge technology, equity initiatives, and diverse programming to support the whole child. Establishing relationships, providing the necessary support for all staff, and ensuring that we utilize research-based best practices is the best way to build a solid foundation for our number one resource—our teachers, support staff, and administrators—to achieve success. Facilities, technology, furniture, etc., are in place to support teaching and learning, and teaching and learning happen with people and relationships. Our budget development efforts will continue to address infrastructure needs as well as prioritize the hiring, development and retention of high-quality personnel.

In the 2019-20 school year, ACPS employed 1,357 teachers, including classroom teachers, speech pathologists, school counselors, instructional coaches, and librarians, with an average of 14 years of teaching experience. We continue to have a highly educated cadre of instructional staff. Seventy percent of our teachers held advanced degrees, and 2% were National Board Certified.

Having high-quality teachers working in our classrooms is key to increasing student achievement and enhancing the overall school experience for ACPS students. We also know that having students exposed to more diverse teachers in our classrooms positively impacts all students. According to research, teachers of color often serve as role models to all students (U.S. Department of Education, 2016); tend to have higher expectations; and are associated with better student achievement, lower absenteeism, and fewer suspensions for students of color (Bond, Quintero, Casey & Di Carlo, 2015; Carver-Thomas & Grayson, 2017; Holt & Gershenson, 2015). Students being exposed to and building relationships with diverse teachers can help eliminate stereotypes and facilitate positive attitudes across racial differences. Increasing the percentage of teachers of color in schools provides cultural knowledge and capital in which instructors can collaborate and share as they develop programs and curricula.

The charge of the ACPS Human Resources Department is to implement strategies focusing on increasing minority representation in the teaching ranks to match student minority representation. Three research-based strategies that have been utilized to increase minority hires include:

1. Strategic hiring practices, such as extending early offers;
2. High-retention pathways, such as teacher residency programs (e.g., African-American Teaching Fellows, Albemarle Fellows); and
3. Targeted school supports, like mentoring, on-going professional development, and opportunities to consistently work in professional learning communities.

In addition, the Human Resources Equity Team was formed in the fall of 2019 and has embarked on a year-long journey of action research to explore and understand the specific challenges faced by educators of color. Human Resources is conducting an equity needs assessment to determine best practices that support diverse instructional staff and develop and promote inclusive policies and procedures within the department.

The following chart depicts the racial and ethnic demographics of our students and teaching staff as of September 30, 2019. A visual representation makes the gap between our current and desired state readily apparent.
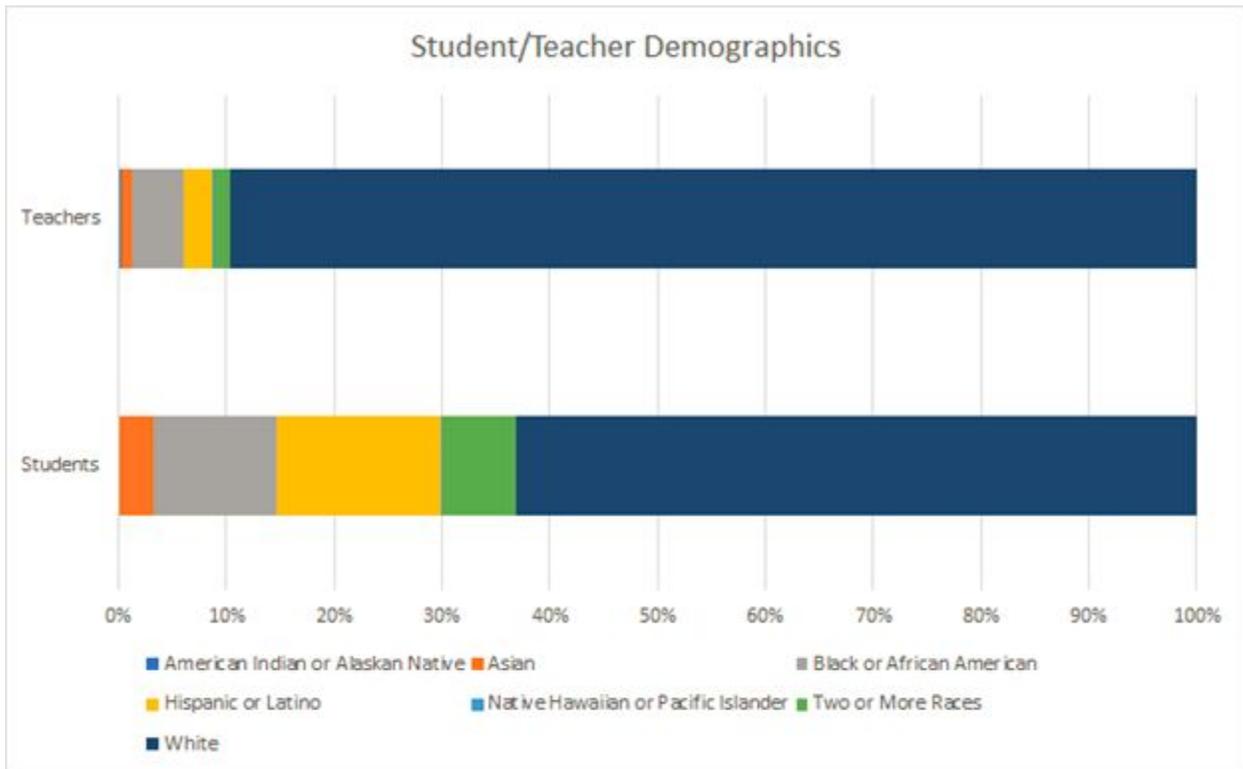
The total impact of COVID-19 on student learning and the educator pipeline is yet to be determined. However, we do know that disadvantaged households and students of color who have less access to e-learning infrastructure will be negatively impacted. In addition, we know that new teachers entering classrooms this fall will need additional support to be effective due to the lack of in-person coursework and a student teaching experience, and some may even still need to complete licensure exams. This is a critical time. Now more than ever, our students need highly effective, diverse educators to counter the learning loss and equity gaps as a result of COVID-19.

Department Snapshots

Within the State of the Division report, we aim to highlight the work of our departments and offices in support of the division's strategic plan. All facets of our school division work in concert to uphold our mission, vision and values and achieve our student-centered goal, objectives, and strategic priorities.

In support of the division's primary focus on student achievement through high-quality teaching and learning, each ACPS department, office and school maintains a strategic improvement plan targeting efficiencies and outcomes. Each year, we anticipate that the State of the Division Report will expand to include additional departments, until all ACPS departments are represented.

Along with a mission statement, department snapshots present strategic goals, measures of quantitative assessment, and a forecast of needs with regard to resources like time, personnel and equipment. Together with our school improvement plans and the data presented within this report, our department improvement plans will inform the Superintendent's 2021-22 funding request.

Featured Departments

- Building Services
- Child Nutrition
- Communications
- Community Engagement
- Extended Day Enrichment Programs (EDEP)
- Fiscal Services
- Human Resources
- International & ESOL
- Professional Learning
- Special Education
- Strategic Planning, Accountability & Research, and Program Evaluation
- Student Services: Truancy and Safety
- Technology
- Transportation

Building Services

2020-21 Department Improvement Plan

Mission

The mission of the Building Services Department is to clean, maintain and create learning environments for the students, staff and community of Albemarle County. Learning spaces should enhance the educational experience while maintaining the health, safety and comfort of the occupants. We strive to complete our work in an efficient, environmentally friendly manner, with a student-centered focus and excellent customer service. Our work supports improving opportunity and achievement by creating and maintaining spaces where students and teachers can thrive. We create and expand partnerships on a daily basis by supporting community usage events in the school facilities with approximately 90 community groups. We optimize resources by efficiently managing our department resources.

Strategic Goals

- Improve customer service and procedures.
- Improve department tools for division planning.
- Improve employee retention and recruitment.

Metrics

- Classify work orders directly impacting student learning and set with a high priority for completion.
- Create spaces that support student learning through space modernization, acoustical performance, daylighting and views, and indoor air quality.
- Improve classroom environments at Albemarle High School and Jouett and Walton middle schools as part of the Learning Modernization projects.
- Continue to increase student choice in furniture and seating by modernizing second-grade classrooms throughout the division.
- Maintain APPA - Leadership in Educational Facilities, Level 2 Cleaning Standards by providing adequate custodial coverage through Floating Crew coverage during employee absences (FML, sick leave, vacation).
- Increase corrective work orders by 10% in the next year to reach 40% corrective instead of reactive work orders.
- Increase percentage of corrective work orders completed in seven days from 68% to 75%.
- Create database for Owner Provided Information and specifications to provide consistent expectations for Capital Improvement Program (CIP) projects.

- Develop Facility Condition Assessment Database for 10-year planning forecast.
- Strengthen relationships with trade schools (Piedmont Virginia Community College, Charlottesville Albemarle Technical Education Center) to promote strong recruitment/retention program. Promote and improve the maintenance workforce ladder program and succession planning.
- Develop the foreseen impacts of the University of Virginia's (UVA's) Living Wage increase on recruitment. Create wage comparison to local markets for multiple custodial positions.

Outcomes

COVID-19 SUPPORT AND RESPONSE

Since mid-March, the Building Services Department has been heavily involved in COVID-19 planning and response including:

- Procuring and distributing response supplies to schools and departments
- Developing and implementing the HVAC Protocol and Cleaning and Disinfection Protocol
- Creating protocols for department staff to safely return in June 2020

LEARNING SPACES

Learning space modernization projects completed at Jouett, Walton and WAHS in CTE spaces to include casework, technology, electrical, acoustical upgrades and additional daylighting.

CUSTOMER SERVICE & PROCEDURES

- Building Services increased corrective (versus reactive) work orders by 10% from FY18/19 to 74% corrective work orders.
- The response time for high priority work orders was decreased by 35%.

DEPARTMENT TOOLS FOR PLANNING

- Building Services utilized our existing Albemarle County Public Schools Preferred Design Specifications manual as a basis for creating a comprehensive listing of product specifications standard to Albemarle County Public Schools.
- The database will be reviewed and updated quarterly to assure that included information is current/valid and that obsolete information is removed expediently. This system assures that Building Services, architects, contractors, and vendors are able to utilize consistent data, specifications and information at all times.

EMPLOYEE RETENTION & RECRUITMENT

- The 2020-21 School Board's Funding Request included a proposal for minimum pay rate increase. The proposal instituted a $13.50 - $15.00 minimum pay rate across the school division and provided compression adjustments for classified employees in Pay Grades 4 through 12. Approximately 90% of the Building Services Department employees are in Pay Grades 4 through 12.
- Many local employers have recently implemented a minimum starting pay rate of $15.00 per hour. These employers include: University of Virginia, Sentara Hospital, City of Charlottesville and Charlottesville City Schools. Without this pay increase for department staff, we anticipate that employee retention and recruitment will be extremely difficult.

Forecast

The future success of the Building Services Department will rely upon recruiting and retaining qualified employees to carry out our mission. With the City of Charlottesville and UVA paying higher rates for positions comprising the bulk of our workforce, we need to address increasing compensation. We foresee the development of a more robust apprenticeship program as part of the solution.

Child Nutrition

2020-21 Department Improvement Plan

Mission

The mission of the Department of Child Nutrition is to provide high quality, appetizing and nutritious student meals in a cost-effective and caring manner, offering excellent service and promoting nutrition and wellness among students and team members.

Strategic Goals

- Ensuring that nutritious meals are available and accessible to all students each school day.
- Recruit and retain personnel for all food service positions.

Metrics

- Meal participation as compared to enrollment. (Under SFSP and NSLP)
- Meal participation of free and reduced students as compared to free and reduced enrollment. (Under NSLP)
- Meal participation of full paid students as compared to full paid enrollment (Under NSLP)

Forecast

In previous school years, the Child Nutrition Program faced difficulty in recruiting and retaining qualified employees to adequately fill all positions. In addition, and as important the list of available substitute staff was not adequate to fill personnel during short term and extended leave. During the 2020-21 school year while students are learning virtually, there will be more limitations to the accessibility to school meals. Meal participation and labor needs will be reduced as compared to previous year.

Communications

2020-21 Department Improvement Plan

Mission

In alignment with the division's strategic plan, the Office of Strategic Communications aims to improve organizational effectiveness by cultivating a valuable, relevant, engaging, and easily accessible communication model. The Office of Strategic Communications strives to:

- Improve organizational effectiveness through a comprehensive outreach program that informs the school board, school division staff, parents, media, and the general public about Albemarle County Public Schools' plans, needs, programs and activities.
- Collaborate with stakeholders on projects and activities that advance the school division's strategic plan.
- Deliver accurate and current information to the public that promotes knowledge of the school division, provides opportunities for public input and collaboration, generates support and resources, and showcases student and professional staff achievement.
- Design and implement communications programs for distribution over various platforms, including print, electronic and social media.
- Provide communications/public information services, support and counsel to the school division, as well as to each school and school division department, and to affiliated organizations.

Strategic Goals

- Encourage outside organizations, the media, and volunteers to show a high interest in schools and to support and participate in their activities and improvement planning.
- Generate opportunities for outside organizations and volunteers to provide resources that promote greater access to education services and hands-on learning for all students.

Forecast

The Office of Strategic Communications recognizes the growing impact of online and social media as community information resources. As such, our office will support the division's transition to a new web platform and collaborate to improve the quality and timeliness of division-level and school-based web content. In terms of resources, our office foresees the need for additional funding to (1) increase our social media reach, and (2) hire a part-time videographer to create internal video content and work with students to provide hands-on training in the field of communications. We also anticipate a greater need for more synergistic involvement with community engagement activities.

Community Engagement

2020-21 Department Improvement Plan

Mission

The mission of Community Engagement is to inform, inspire, and involve students, staff, and the community in collaborative partnerships that empower students and encourage lifelong learning.

Programs and services supported by Community Engagement include:

- Community Education
- Equity and Diversity
- Driver Education
- School and Community Relations
- Extended Day Enrichment Programs (EDEP)

Strategic Goals

The Community Engagement department will continue its efforts to advocate for equity to interrupt the division's ability to accurately predict who will be successful based on race, class, gender, and or special capacities. Deliverables will be planned, managed and assessed through Culturally Responsive Teaching practices and Anti-racism initiatives.

- Develop, expand, and utilize an Equity Lead Network to deliver and transfer professional development and learning to the classroom level to leverage increased equitable outcomes.
- Increase the 140 Culturally Responsive Teaching micro-credential and certification candidates by 55%.
- Validate individual teacher achievement/opportunity gaps to reflect a gradual closing when comparing CRT certified candidates to non-certified staff.

Forecast

We have determined the demand for professional development, follow-up support to teachers, schools, departments, and attention to documenting the impact of behaviors, practices and structures on student achievement. We are experiencing requests for increased departmental equity assessments, collaboration on departmental efforts, support for school based administrators, Culturally Responsive Teacher program participation, and equity-based policy implementation have all increased. These growth measures have exceeded human resources capacity. Immediate resources are necessary to sustain the quality of efforts and outcomes.

Extended Day Enrichment Programs (EDEP)

2020-21 Department Improvement Plan

Mission

The Office of Community Engagement operates the Extended Day Enrichment Programs (EDEP) in collaboration with each elementary school. EDEP comprises the After School Enrichment and Student Holiday programs that provide safe and enriching environments for over 1,100 elementary students in a typical school year. These programs are self-sustaining, funded entirely by the tuition and fees collected for their use. Additionally, in the 2020-21 school year, EDEP is offering a Staff Child Care Program during Stages 2 and 3 of the Return to School plan.

The EDEP community engages each student in a journey of exploration and discovery to enhance and expand their individual knowledge, skills and abilities. Focusing on the concepts of wellness, happiness and balance, EDEP assists students in the development of their individual answers to the following essential questions:

- How do YOU define success?
- What does it mean to live a rich, full life?
- How do my choices impact my well-being?

Strategic Goals

- Sustain the EDEP during the return to school process/ recruitment and retention.
- Increase access to programs by reducing/eliminating waitlists.
- Collaborate with the Department of Technology to implement the EDEP coding curriculum, CodEd.

Goal Metrics

- Realign resources to support programs.
- Reassign staff to alternate positions.
- Provide professional development for CodEd to EDEP staff.
- Expand CodEd into at least one additional school in all feeder patterns.
- Review and revise EDEP registration process.

Outcomes

- The EDEP made significant progress in increasing access to the program. Waitlists were eliminated completely for six (6) programs and reduced by 70% or more in five (5) programs.
- The CodED coding curriculum, which was developed in collaboration with the Department of Technology, was introduced through multiple professional development opportunities for site facilitators; moreover, the entire EDEP staff participated in a mini-conference. The Brownsville and Scottsville programs embedded the curriculum in their enrichment offerings; furthermore, the Woodbrook and Stony Point programs worked with the LTIs to integrate CodED with their thematic units.
- Following the completion of the position analysis assessment, EDEP staff members received a pay increase as each position (EDEP supervisor, site facilitator, specialty teacher, teacher, special needs assistant, and assistant) was raised one to two paygrades.

Forecast

The EDEP evolves in the delivery of diverse, high-quality enrichment programming. As a result, EDEP provides a valued service for Albemarle County students and families and experiences increased demand from year to year. The 2020-21 presents the challenge and opportunity for rebuilding, renewal, and revitalization as a result of the significant deviation from normal program operation. Meeting the demand, however, remains a challenge, due primarily to the persistent difficulty in recruiting and retaining high-quality staffing. Furthermore, as a self-sustaining entity, EDEP is challenged to make our services more accessible to disenfranchised populations while simultaneously meeting the needs of current registrants.

Fiscal Services

2020-21 Department Improvement Plan

Mission

The mission of the Fiscal Services Department is to ensure that division leaders and stakeholders have prompt and accurate financial information and guidance in order to make resource decisions that affect the provision of efficient and effective services. The department is responsible for the development and implementation of the school system's budget and long-range financial planning to include providing oversight and direction in the development of the annual budget, Capital Improvement Plan (CIP), and grant management functions.

Strategic Goals

- Meet the educational needs of the community through responsible and effective financial oversight of fee-based programs.
- Accurately manage and process state and federal grants in a timely manner.
- Develop and manage an annual school division budget that aligns with the division's strategic plan.

Goal Metrics

- Grants: Number of grants and actual dollars expended
- Federal Grant Audits: Percentage of audits passed at the highest level
- Fee-Based Programs: Number of students served and actual dollars expended
- Budget Document: Receive a nationally recognized designation for the annual budget presentation

Outcomes

Fiscal Services Data

Forecast

Fiscal Services Department staff must work with several disparate sources of data and databases in order to conduct day-to-day operations. Team members spend significant time integrating, reconciling and analyzing data, as well as troubleshooting and working with complex and antiquated management systems. The department needs modern data systems and technology/programming support in order to operate more efficiently and effectively.

Human Resources

Mission

The mission of the Human Resources Department is to work as strategic partners supporting organizational goals and assisting employees with all phases of their Albemarle County careers. ACPS teachers, support staff, and administrators are our number one resource. The Human Resources Department works to support the division's strategic goal that all students will graduate having actively mastered the lifelong-learning skills they need to succeed as 21st century learners, workers, and citizens. We are focused on continuous improvement, providing a high level of customer service, and partnering with our employees to obtain a deep understanding of their needs. To achieve our strategic goal, we must continue to recruit, retain and develop the highest quality employees. The department provides multiple levels of support for schools, local government departments, elected officials, and partner agencies, including the areas of recruitment and staffing, benefits and leave, compensation and total rewards, professional development and training, employee relations, safety and wellness, and teacher licensure and certification.

The Human Resources Department is committed to the school division's mission of "establishing a community of learners through relationships, relevance and rigor, one student at a time" and our work as outlined in the following strategic goals are aligned to support the overarching mission.

COVID-19 Response

In addition to our School Year 2020-21 Strategic Goals efforts, the Human Resources Department will remain steadfastly focused on managing the COVID-19-related demands of the ACPS. Predominantly, our efforts will continue to focus on two broad areas. The first is helping our school and support services partners manage staffing levels, while assisting staff with leave and accommodation requests and the federally mandated Families First Coronavirus Relief Act (FFCRA) leave programs. We will continue to coordinate alternative work assignments as the work environment evolves to keep staff employed at the same income pre-pandemic. The second area of focus is to ensure a safe and healthy work environment. The Human Resources Department's response to the COVID-19 pandemic will remain swift and effective to ensure proper workplace training and infection control practices and reporting.

Strategic Goals

- Utilize a multifaceted approach to recruit, hire, and retain high quality instructors with a continued focus on increasing the diversity of teaching staff to become more aligned with the demographics and minority representation within ACPS.
- Promote workplace equity and inclusion throughout ACPS to align with the division's Anti-racism policy.
- Implement an electronic tracking system to monitor progress towards teacher licensure renewal, provide status updates, and determine professional development credits needed for each instructor to meet the renewal timeline.
- Increase the number of qualified substitutes in the pool to serve ACPS.
- Meet market targets for the division/county's total compensation strategy, to include evaluating market competitiveness of salary and benefit programs.
- Update personnel policies to ensure compliance, clarity, and commonality with School Board personnel policies.

Metrics

- Recruitment and Retention: Increase the percentage of minorities by 20% each year (increase from 31 teachers identifying as minority in 2019-20 due to the impact of COVID-19 for SY 2020-21 (only 20 minority teachers were hired for SY 2020-21), and target the minority retention rate at 90% or above (average for the past five years of all teachers is 88%).
- Recruitment and retention strategies include:
- identifying (unintended) biases and inequitable outcomes in recruitment/selection process and practices;
- informing and sharing best practices around racial diversity with administrators and work with Assistant Superintendent of Organizational Development & Human Resource Leadership to ensure accountability in achievement of equitable outcomes;
- increasing minority candidate pool through building relationships with racially diverse teacher programs and other diverse higher education organizations (i.e. Fraternities and Sororities);
- providing programming to expose candidates to teaching, ACPS and offer incentives to attract diverse candidates;
- developing grow your own programs for aspiring educators; and
- building on African American Teaching Fellows (AATF) & Albemarle Fellows programs to provide opportunities for diverse novice candidates.

- Equity & Inclusion: Disseminate and analyze engagement survey annually (spring 2021). Strategies include:
  - Increasing number of HR trainings as a result of qualitative feedback from focus groups (spring 2021);
  - Analyzing Educators Professional Inventory (EPI) Screening Assessment Tool, increase percentage (20%) of minority candidates and decrease percentage (10%) of teacher turnover (SY 2021-22);
  - Restructuring of the TPA/APA with an equity lens (SY 2020-21);
  - Surveying new teachers regarding hiring and onboarding process;
  - Assessing data through a Racial Equity Lens & POC Promotions;
  - Developing HR Equity Logic Model;
  - Reviewing personnel policies with an equity lens; and
  - Analyzing data to understand reasons for leaving and determine/identify underlying equity issues (SY 2020-21).
- Teacher Licensure & Certification: Continue to ensure that teachers are on-track for endorsement area and recertification; provide self-service capability for employees to track professional development points and progress on recertification requirements;
- Substitutes: Decrease the rate of unfilled vacancies by 10% for SY 2020-21; increase the number of Certified Retired Substitutes filling substitute assignments by 10% for SY 2020-21; and increase utilization of internal staff for substituting (Teaching Assistants & Teachers increase by 10% for SY 2020-21).
- Market Analysis: Maintain and increase competitive standing in the community and surrounding area; continue to attract and retain high quality employees.

Forecast

As ACPS continues to experience significant growth, and need for increased staffing, the Human Resources Department will also need to have additional staffing to effectively address the needs of our employees. The importance of data in our division's ability to make data driven decisions drives the need for an HRIS. The lack of an HRIS is a significant hindrance to the effectiveness of the Human Resources Department as processes are manual and redundant. Additionally, an HRIS would offer benefits for employee self-service and manager/administrator access to real-time, accurate data and staff reports.

International & ESOL

[2020-21 Department Improvement Plan](#)

Mission

The International & ESOL Department empowers multilingual and multicultural students to succeed academically, civically, socially, and economically in a global community through a rigorous curriculum and engaging pedagogy.

Albemarle County Public Schools is home to students who speak 77 languages and originate from 93 different countries. In the last two decades, the number of multilingual students in our schools has tripled. Our top 10 languages other than English are Spanish, Mandarin, Arabic, Dari, Nepali, Turkish, Pashto, Russian, Vietnamese, and Korean.

Our international and multilingual families bring our school division the capacity to advance 21st century learning skills by allowing all students to communicate across languages and cultures, to connect with a global community and economy, and to contribute to the continuing development of a rich tapestry of cultural diversity that is the civic, social, and economic foundation of our region and country.

Strategic Goals

ESOL

Our English Learners (ELs) will acquire social and academic English in the four language domains of listening, speaking, reading, and writing across the content areas by following the ACPS ESOL Benchmarks, WIDA English Language Development Standards, and Can Do Descriptors.

WORLD LANGUAGES

Our students will use language(s) by: acquiring receptive and productive communication skills across multiple languages; expanding cultural understanding and responsiveness; and connecting with other content areas.

FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOLS (FLES)

Our students will become proficient within the listening and speaking language domains, and develop a working knowledge of reading and writing of the studied language.

IMMERSION

Our students will become biliterate, strengthening their native languages while simultaneously acquiring a second. They will demonstrate positive cross-cultural attitudes and behaviors, resulting in high academic achievement.

ANTI-RACISM

The International & ESOL Department will engage in the collaborative book study of Courageous Conversations About Race by Glenn E. Singleton in order to raise our racial consciousness and how it impacts our work with Multilingual families.

Metrics

ESOL

By June 15, 2021, 15% of ELs will demonstrate proficiency by earning a Composite score 4.4+ on a Tier C (the highest level) of the annual WIDA ACCESS for ELLs 2.0 exam. Additionally, 60% of ELs will demonstrate progress by making the VDOE-directed composite proficiency level gains on the annual WIDA ACCESS for ELLs 2.0 exam. The 2019 annual target was 46% and the long-term goal is 58%, which ACPS met.

WORLD LANGUAGES

By June 15, 2021, 85% of World Language students will earn a score of 3 or higher on the STAMP 4S in order to qualify for the Seal of Biliteracy on their diploma.

FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOLS (FLES)

Currently, ACPS has five elementary schools implementing FLES programs in Spanish and French. Due to budget constraints from the COVID-19 pandemic, Broadus Wood's position was not funded. Our long-term goal is to have all elementary schools implementing a FLES program by the end of 2026.

IMMERSION

Currently, we have an Immersion program at Mountain View Elementary School that has expanded into Burley and Walton Middle Schools. Our long-term goal is to have an Immersion program in each feeder pattern, starting with at least one elementary school and bridging into the connecting middle schools.

ANTI-RACISM

By June 15, 2021, the ESOL Department members will have engaged in a monthly book study on Courageous Conversations About Race by Glenn E. Singleton and write a reflective paper on how the book has impacted their consciousness around their work with Multilingual families.

Forecast

In order to advance the education of students who are acquiring an additional language, the International & ESOL Department will need to facilitate strong inter-department and community partnerships. Educators and families will need to collaboratively ensure the social-emotional and academic learning of linguistically diverse students. The International & ESOL Department will build on the diverse resources of our language learners and create rigorous learning experiences that prepare students to:

- Collaborate across linguistic and cultural differences;
- Engage in higher-level, critical-thinking skills;
- Create innovative solutions to problems; and
- Succeed as civically, socially, and economically as members of their multilingual communities.

We anticipate that these collaborative partnerships will be more important than ever with virtual and hybrid learning during the 20-21 academic year. We acknowledge the need to engage in creative innovation as we build a new reality and create new structures, such as navigating our online learning platforms, participating in professional development around best practices in distance learning, and meeting the diverse array of needs of our students and families.

Professional Learning

Mission

The mission of the Office of Professional Learning is to support teachers in expanding and improving their knowledge and skills to ensure that classroom pedagogy stays abreast of current research in the field of teaching and learning. Professional development experiences support all aspects of quality teaching and learning and are strategically aligned to division priorities.

Strategic Goals

- Align professional learning programming to division level priorities and current needs of individuals and schools. Focus areas include anti-racism, social-emotional learning, Culturally Responsive Teaching (CRT), grading practices, equity, and virtual learning as well as supporting current curricular initiatives
- Expand format options and offerings for professional development as we work to support teachers working in all ranges of learning environments (face to face, hybrid, virtual).
- Implement an integrated professional learning management platform that will support teachers and administrators as they engage in both optional and required professional learning. Procedures for developing, inviting, and documenting professional learning opportunities will be streamlined.

Metrics

- Audit of offerings will show alignment to individual, school and division priorities and needs based on feedback tools and division wide survey of teachers.
- Using survey data, results will show alignment of programming and an increase in quantity of offerings, variety of formats, and participation levels compared to the professional learning matrix from 2019-20.
- Evaluation of implementation of professional learning management platform using logic model for the process will focus on improving efficiency, alignment, and engagement in professional learning.

Forecast

Professional learning is critical to supporting teachers as they meet the challenge of facilitating quality teaching and learning for all students. The current challenges of teaching and learning during COVID-19 have highlighted the need for agility in professional learning programming to respond to new contexts. However, the current challenges have also allowed for an expansion in formats and strategies for engaging in professional learning that has led to an increase in levels of participation. A goal of the office is to maintain these new formats and strategies moving forward. The implementation of the newly purchased professional learning management platform will facilitate this.

Special Education

2020-21 Department Improvement Plan

Mission

Albemarle County Public Schools is committed to providing all children with opportunities to benefit from a public education. The Department of Special Education serves Albemarle County residents who have children with special education needs. Programs and services are available for children with disabilities whose second birthday falls on or before September 30 of the current school year through 21 years of age. Special education services are designed to meet individual student needs and are discussed and planned by school personnel, parents, and the student involved. Instruction often takes place in both regular and special education classrooms.

Each special education student's progress is reviewed at least yearly, and his/her need for special services is reassessed at a minimum of every three years. Special education programs and services are provided by trained personnel in the following areas as defined by federal and state law: autism, deafness, deaf-blindness, developmental delay, emotional disability, hearing impairment, intellectual disability, multiple disabilities, other health impairment, orthopedic impairment, specific learning disability, speech-language impairment, traumatic brain injury, and visual impairment including blindness.

Strategic Goals

- Increase student achievement for students with disabilities.
- Implement progress monitoring for all children for each goal in a child's Individual Education Plan (IEP).
- Remove barriers and implement best practices to address over-identification for special education services among Black students, for emotional disability, learning disability, and/or intellectual disability.

Metrics

- SOL pass/growth rates increase for Students with Disabilities in math and reading
- Completion rate of progress monitoring at 90% based on an annual review
- 100% of cases audited (all for groups indicated above) receive "passing" rating on state Indicators for appropriate identification of students eligible for special education services
- Percentage baseline calculated with decrease by 2% under baseline

Forecast

The Department of Special Education expects that achievement among students with disabilities will increase, especially at sites where teacher participation in professional development and utilization of progress monitoring is high.

In order to maintain and continue to increase achievement for students with disabilities, the department needs to reexamine the school calendar and prioritize central staff development throughout the school year. At present, there is only one day allocated for evidenced-based practices in the school calendar. Further, the department needs to reconsider and prioritize professional development through a systems approach versus a department approach.

In order to meet our goal around progress monitoring, the department needs an enhanced, more user-friendly monitoring system. We also need to increase the frequency of professional development provided to staff and administrators regarding expectations for IEP development and progress monitoring.

Successfully achieving our goal around over-identification will require a reevaluation of the Multi-Tiered System of Service Delivery/ Response to Intervention, as well as investments in professional development and materials to provide schools with evidenced-based practices in a systematic way. Success also will depend on implementation of division-wide early and universal screening from grades kindergarten through 8th grade. We also will require a need to offer professional development addressing and data-based decision-making to support appropriate referrals and eligibility decisions for special education.

Strategic Planning, Accountability & Research, and Program Evaluation

2020-21 Department Improvement Plan

Mission

ACPS has one overarching 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. Through detailed analysis of school and division data sources, we seek to identify the programs, practices and experiences that are helping us make progress toward our goal and what programs, practices and experiences may be hindrances to that goal. The Office of Strategic Planning, Accountability & Research, and Program Evaluation supports the school division in the areas of short- and long-range strategic planning; School Board policy development, review and revision; evaluation of division programs; research; and all aspects of local, state and national testing and accountability.

Strategic Goals

- Develop a new division strategic plan to be delivered in April 2021
- Evaluate, report and advise on key division initiatives and programs and strategically examine outcomes of school division programs and initiatives in order to effectively inform decision-making
- Develop, implement, monitor and assess division-wide and school-specific strategic improvement plans
- Facilitate and support local, state and national testing
- Continue to embed evaluation planning as programs and initiatives are implemented in order to promote an agile cycle of continuous improvement

Metrics

- New strategic plan adopted by the School Board by May 2021
- Program evaluations scheduled for the next three years
- Additional program evaluations completed
- Development of school-level data dashboards and closing of existing achievement gaps
- Successful completion of all mandated testing
- Two projects offboarded and additional projects onboarded to PMOC

Forecast

The Office of Strategic Planning, Assessment & Accountability, and Program Evaluation serves to develop, support and affirm the long-term goals and objectives of the school division. With the development of a new division strategic plan during the 2020-21 school year, we will need to continue to facilitate strong school and community partnerships to ensure diverse voices are represented in the plan. As the office facilitates and supports local, state and national testing, it will be necessary to keep up with the changes and regulations of state and federal accountability to support all schools in meeting requirements. Finally, as the office takes on more project management and policy work, additional resources to support these areas could be necessary.

Student Services: Truancy and Safety

2020-21 Department Improvement Plan

Mission

Truancy and Safety cadre is to serve as a resource for ACPS schools by supporting efforts to provide an inviting, safe and secure environment where all students can reach their learning goals. Our work focuses on ensuring that all school leaders are aware of, understand, and are prepared to meet and exceed all federal, state and local standards regarding school safety, school discipline, and school attendance. Our work to ensure the safety and well-being of all students directly supports the third objective of our current strategic plan: We will improve opportunity and achievement.

Strategic Goals

- Collaborate with various ACPS departments to develop an accounting of existing school-based safety measures and structures that currently exist in our schools.
- Collaborate with various ACPS departments to develop an understanding of safety-related training needs in our schools.
- Develop training programs as needed to ensure that appropriate school staff are prepared to utilize, effectively and efficiently, the various safety measures and structures that exist within our schools.

Metrics

- ACPS students completing the annual Virginia School Climate Survey will respond positively to the question, "I feel safe in this school," at a rate that is equal to or exceeds the state average.
- ACPS Staff completing the annual Virginia School Safety Survey will respond positively to the question, "I feel there is adequate safety and security in this school," at a rate that is equal to or exceeds the state average.

Outcomes

- Due to the COVID-19 closure of schools, a relatively small number of Albemarle County Public Schools students completed the Virginia School Climate Survey. While the sample was very small, 84% of ACPS students responded positively to the question "I feel safe in this school," compared to only 76% of students from schools across the region.
- ACPS staff completing the annual Virginia School Safety Survey responded to the question, "I feel there is adequate safety and security in this school," at a rate of only 46%. That response rate was significantly lower than the response at schools across the region (78%).

Forecast

Over the next three years, the implementation of new safety measures laid out in the currently proposed capital budget will drive a great deal of our work. Additionally, it will be critical for the cadre to have access to funding for professional development and for producing and distributing safety-focused materials. We do not anticipate a need for additional staffing at this time.

Technology

Mission

The mission for the Department of Technology is to empower all members of our learning community to reach their highest potential by providing exceptional technology solutions and support that results from collaborative decision-making and effective, timely communication.

The department's work supports all five of the division's strategic objectives. Technology tools support educators to engage every student. They also enable the implementation of balanced assessments delivered via technology. Students can demonstrate their learning using technology tools, improving the ability of teachers to identify their students' passions and areas of interest. The department's efforts to ensure quality use of technology tools allows the division to optimize resources and utilize powerful communication avenues for developing partnerships. Additionally, technology tools and systems provide access to vital data and information, aiding both the instructional and operational goals of the division.

Strategic Goals

- Provide dashboards to teachers that include important benchmarks as identified by stakeholders through a collaborative process.
- Improve the division's ability to provide internet connectivity to students at home who demonstrate need.
- Develop digital citizenship skills and digital safety awareness for our staff and students.
- Empower streamlined, division-wide website communications while improving accessibility of ACPS web content in alignment with the Americans with Disabilities Act (ADA).
- Deliver exceptional and timely technology support for all division stakeholders.

Goal Metrics

- Acquire a custom reporting system that meets data industry standards for business intelligence software.
- By June 2020, deliver at least one administrator dashboard allowing teachers to measure themselves against Virginia Department of Education quality performance standards.
- Establish public-private partnership(s) to provide broadband connectivity to students at home that meet the Federal Communications Commission (FCC) definition of broadband.
- Provide internet access that meets 4G LTE standards to students at homes located in topographically challenged locations.
- Through an internal staff phishing email education campaign, we will see the numbers of staff victimized by phishing emails decrease over the course of the school year as a result of the awareness materials we provide.
- Proactively support students to meet the International Society for Technology in Education (ISTE) Standards for Students for digital citizenship through the badging initiative, by ensuring they change their network passwords in accordance with information security standards and recommendations, and by publishing the Family Field Guide.
- Transition to a web content provider that meets federal requirements for ADA compliance.
- Following the launch of the division's new website, track the number of visits to the division homepage to ensure they increase over the previous two years of visits to the prior homepage.
- Utilize Information Technology Infrastructure Library (ITIL) standards for developing the division's Service Level Agreement (SLA) for technology support.
- Analyze service metric data to ensure the department is meeting the established SLA standards.

Outcomes

- Acquired a custom reporting system (PowerBi) that meets data industry standards for business intelligence software.
- Delivered four administrative dashboards to measure schools against Virginia Department of Education quality performance standards.
- Established a partnership with Kajeet and Comcast Essentials to provide broadband connectivity to students at home that meet the Federal Communications Commission (FCC) definition of broadband.
- Provided internet access that meets 4G LTE standards to students at homes located in topographically challenged locations.
- Established an internal staff phishing email education campaign and saw the numbers of staff giving away credentials decrease during the course of the school year.

- Proactively supported students to meet the International Society for Technology in Education (ISTE) Standards for Students for digital citizenship through the badging initiative, by ensuring they change their network passwords in accordance with information security standards and recommendations, and by
- Published the Family Field Guide.
- Transitioned to a new web content provider (Finalsite) that meets federal requirements for ADA compliance.
- Developed and implemented a new Service Level Agreement (SLA) for technology support that meets Information Technology Infrastructure Library (ITIL) standards.

Transportation

2020-21 Department Improvement Plan

Mission

The mission of the Transportation Services Department is to provide safe, efficient, and customer-friendly transportation for our students to and from school, athletic events, and academic field trips.

Strategic Goals

- Arrive on time in the morning at all 23 comprehensive elementary, middle and high schools 98% of the time.
- Arrive on time at all field trip departure points 99.8% of the time.
- Voluntary/non-retirement turnover of less than 5% of total staff per year.
- Expand service to meet increased transportation needs resulting from higher attendance at and greater student interest in attending specialty centers.

Metrics

	Target	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
On-Time Morning Arrival at Schools	**98%**	24/24 schools	24/24 schools	24/24 schools	21/23 schools	21/23 schools	18/23 schools
On-Time Arrival at Field Trip Departure Points	**99.8%**	99.6%	99.75%	99.83%	99.81%	99.83%	99.69%
Turnover Rate[6]	**5%**	5.8%	8.0%	5.8%	17.4%	6.3%	10.3%
Cumulative Number of Safe Miles Driven		2,298,879	4,173,843	6,122,446	8,212,777	10,163,589	11,454,315

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[6] voluntary/ non-retirement resignations

Forecast

The department has faced understaffing for the last 10 years. At the beginning of the 2018-19 school year, this challenge resulted in reduced services to schools and students. We were unable to cover all field trips; we had to eliminate most tutoring runs; and we extended home-to-school routes in the afternoons. The situation improved during the 2019-20 school year and field trips and tutoring runs were restored. Before school was closed due to Covid-19, the department was on track to be fully staffed for the first time in 10 years. The Covid-19 pandemic has resulted in losing 14 drivers at least partially due to the virus. It is difficult to forecast the final impact of the virus until 10-month employees are able to consistently work their scheduled hours and earn overtime for field trips.

On-time field trip departure has consistently been very high and this trend will continue. On-time morning arrival at schools will continue to be a challenge. In most years, the percentage improves during the year and that is the reason only 18 of 23 schools met the 98% goal. There are two schools that will have a continuing problem reaching the 98% goal due to increased traffic. The traffic on Pantops has made it very difficult to arrive at Burley Middle School on time. The same holds true for Western Albemarle High School (WAHS) with traffic on 250 and Old Trail. A traffic study was done at WAHS and it determined that a $5 million traffic circle in front of WAHS would solve the problem. A request has been submitted to the County to authorize this construction.

School Snapshots

For each of our elementary, middle and high schools, the State of the Division 2020 report features a summary of purpose, accreditation status, and useful links. The links provide convenient access to additional information and data, including each school's website, Virginia School Quality Profile, and the two most recent strategic improvement plans.

- Due to the closing of schools in the spring of 2020, all schools in Virginia had their accreditation status waived since no SOL testing took place.
- School websites serve as a public-facing reference for school announcements, events, directories, and resources for students, parents and staff.
- School Quality Profiles, powered by the Virginia Department of Education, contain information about accreditation, assessments, enrollment, college and career readiness, finance, learning climate, teacher quality, and more.
- In support of the division's strategic plan, each ACPS department, office and school maintains a strategic improvement plan targeting efficiencies and outcomes. School improvement plans focus on strategies, targets, outcomes, data and observations, and compelling questions pertaining to two goals: (1) teaching for learning, and (2) school climate. Together with our department improvement plans and the data presented within this report, our school improvement plans will inform the Superintendent's 2021-22 funding request.
- Due to the closing of schools in the spring of 2020, school climate surveys were not completed for the 2019-20 school year.

Elementary Schools

Agnor-Hurt

Agnor-Hurt is a comprehensive elementary school that serves children from 4.1 square miles of Albemarle County along the Rio Road/Hydraulic Road corridor between the city limits of Charlottesville and Albemarle High School. Our core purpose is to establish a community of young learners and learning through building relationships, creating relevance, and holding to high levels of rigor for each and every child every single day. Like other elementary schools in our division, we use the Virginia Standards of Learning as our core content and design powerful learning experiences that engage children around their interests, have high expectations for each child, and identify practices that are holding children back from learning.

2020 Accreditation Status: **Accreditation Waived**
Accreditation Status Last Year: **Accredited**

- [Website](#)
- [Virginia School Quality Profile](#)
- [2020-21 School Improvement Plan](#)
- [2019-20 School Improvement Plan](#)

Baker-Butler

Baker-Butler Elementary School is a National Blue Ribbon School where teachers are striving to create personalized learning experiences for students through engaging, passion-based, and data-informed approaches for instruction. Staff build individual relationships with students and families, and they utilize common pre- and post-assessments to ensure that each child is appropriately challenged, supported and empowered in their educational journey. Professional development for teachers focuses on (1) the effective use of Professional Learning Communities to better identify and monitor student performance levels with curricular expectations; (2) best practices for Culturally Responsive Teaching and Trauma-Responsive Care; and (3) short and long-term Responsive Classroom goals and strategies.

2020 Accreditation Status: **Accreditation Waived**
Accreditation Status Last Year: **Accredited**

- [Website](#)
- [Virginia School Quality Profile](#)
- [2020-21 School Improvement Plan](#)
- [2019-20 School Improvement Plan](#)

Broadus Wood

Broadus Wood Elementary School is a community of learners and learning, through relationships, relevance and rigor, one student at a time. We are committed to creating a culture of high expectations for every student and removing practices that perpetuate the achievement gap.

2020 Accreditation Status: **Accreditation Waived**
Accreditation Status Last Year: **Accredited**

- [Website](#)
- [Virginia School Quality Profile](#)
- [2020-21 School Improvement Plan](#)
- [2019-20 School Improvement Plan](#)

Brownsville

Brownsville Elementary opened in 1966 to serve the public education needs of the Greenwood/Crozet community. The five objectives of the school division's strategic plan—engage every student; implement balanced assessments; improve opportunity and achievement; create and expand partnerships; and optimize resources—can be observed through continuous improvement in leadership and instructional practices and student leadership opportunities.

2020 Accreditation Status: **Accreditation Waived**
Accreditation Status Last Year: **Accredited**

- [Website](#)
- [Virginia School Quality Profile](#)
- [2020-21 School Improvement Plan](#)
- [2019-20 School Improvement Plan](#)

Crozet

Crozet Elementary holds these truths to be self-evident: that all students are created equal. Our objective is to establish a community of learners through relationships, relevance and rigor, every day, every student. We optimize our local community resources and business partnerships in Crozet/White Hall and surrounding areas to provide our students with sustainable, innovative and enriching learning opportunities in order to reach our objective.

With this spirit and belief, Crozet Elementary makes every effort to know each student; support their development; and maximize their potential and talents through a Responsive Classroom approach, Culturally Responsive Teaching, project/problem/passion-based learning, and environmental stewardship.

2020 Accreditation Status: **Accreditation Waived**
Accreditation Status Last Year: **Accredited**

- [Website](#)
- [Virginia School Quality Profile](#)
- [2020-21 School Improvement Plan](#)
- [2019-20 School Improvement Plan](#)

Greer

At Greer, we will change lives and our community. We will reach and challenge every student, every day. Just as we are leaders in Responsive Classroom, our goal is to become leaders in eliminating gaps in our students' achievement as we provide equitable outcomes and opportunities for all students.

2020 Accreditation Status: **Accreditation Waived**
Accreditation Status Last Year: **Accredited with Conditions**

- [Website](#)
- [Virginia School Quality Profile](#)
- [2020-21 School Improvement Plan](#)
- [2019-20 School Improvement Plan](#)

Hollymead

Hollymead is a PK-5 elementary school that utilizes student curiosity and an arts integrated curriculum to improve academic and social outcomes for all students. Hollymead, along with its strong and diverse community, creates and expands partnerships including those with local businesses, and our families of military personnel.

2020 Accreditation Status: **Accreditation Waived**
Accreditation Status Last Year: **Accredited**

- [Website](#)
- [Virginia School Quality Profile](#)
- [2020-21 School Improvement Plan](#)
- [2019-20 School Improvement Plan](#)

Meriwether Lewis

The core purpose of Meriwether Lewis Elementary School is to develop a community of learners where everyone is invested in each other's learning. We exist to lift every student's academic voice and have that voice appreciated by others.

2020 Accreditation Status: **Accreditation Waived**
Accreditation Status Last Year: **Accredited**

- [Website](#)
- [Virginia School Quality Profile](#)
- [2020-21 School Improvement Plan](#)
- [2019-20 School Improvement Plan](#)

Mountain View

Mountain View Elementary is a PK-5 school with 41 homeroom classrooms. We are a school deeply committed to equity and "doing whatever it takes" to connect with our students and families so they are successful. This fall, we will be rewriting our mission, vision, and value statements in support of our goals of equity and educational excellence for all students through learning partnerships that build on our collective strengths.

2020 Accreditation Status: **Accreditation Waived**
Accreditation Status Last Year: **Accredited**

- [Website](#)
- [Virginia School Quality Profile](#)
- [2020-21 School Improvement Plan](#)
- [2019-20 School Improvement Plan](#)

Murray

Murray Elementary School, a PK-5 elementary school, works daily to develop high levels of both the cognitive growth and social-emotional well-being of the students in our learning community. We are committed to connecting deeply with each child and collectively owning student growth from grade to grade through regular vertical teacher sharing. Murray also is committed to developing a growth mindset in children and developing intrinsic motivation in each child.

2020 Accreditation Status: **Accreditation Waived**
Accreditation Status Last Year: **Accredited**

- [Website](#)
- [Virginia School Quality Profile](#)
- [2020-21 School Improvement Plan](#)
- [2019-20 School Improvement Plan](#)

Red Hill

Together, the entire Red Hill community engages the mind and heart of each student to become a lifelong learner with the necessary skills to be a contributing member of our world. Through the development of curiosity, imagination, intellect, love of learning, and respect for diversity, all learners reach their highest potential.

2020 Accreditation Status: **Accreditation Waived**
Accreditation Status Last Year: **Accredited**

- [Website](#)
- [Virginia School Quality Profile](#)
- [2020-21 School Improvement Plan](#)
- [2019-20 School Improvement Plan](#)

Scottsville

Scottsville Elementary School is a community where students, staff, and families work together so that all learners excel and own their own future. We volunteer at our local Jefferson Area Board for Aging (JABA) facilities and our older students frequently mentor their younger peers and both benefit from the experience. We are a rural school and value our setting and our natural resources. We value partnerships with Yancey School Community Center and the Town of Scottsville, as well as other organizations.

2020 Accreditation Status: **Accreditation Waived**
Accreditation Status Last Year: **Accredited**

- [Website](#)
- [Virginia School Quality Profile](#)
- [2020-21 School Improvement Plan](#)
- [2019-20 School Improvement Plan](#)

Stone-Robinson

At Stone-Robinson Elementary, we believe all students come to us with a natural curiosity and love for learning. We maintain high expectations and provide authentic learning experiences that nurture each child's social, emotional and academic growth. At the heart of it all, we believe in building strong relationships with our students and community members that promote a positive school climate—one that is safe, kind, and inclusive of all.

2020 Accreditation Status: **Accreditation Waived**
Accreditation Status Last Year: **Accredited**

- [Website](#)
- [Virginia School Quality Profile](#)
- [2020-21 School Improvement Plan](#)
- [2019-20 School Improvement Plan](#)

Stony Point

Stony Point Elementary is a creative community of high-achieving learners who encourage each other to find and explore things about which they are passionate. It is our mission to foster an environment that allows our members to persevere to overcome challenges; to be unafraid to fail or innovate; and to believe that there is no limit to what we can accomplish.

2020 Accreditation Status: **Accreditation Waived**
Accreditation Status Last Year: **Accredited**

- [Website](#)
- [Virginia School Quality Profile](#)
- [2020-21 School Improvement Plan](#)
- [2019-20 School Improvement Plan](#)

Woodbrook

Located in the urban ring of Albemarle County, Woodbrook Elementary is a beautifully updated facility that doubled in size during the 2018-19 school year and went from serving approximately 350 to about 580 diverse students. With this change in size came a paradigm shift in Woodbrook's instructional model. The newly designed space includes open classrooms where teachers and students can learn and grow together in multi-age settings. Woodbrook is a neighborhood school that thrives on community partnerships to support each child in their academic and social and emotional growth—working together to instill a lifelong love for learning.

2020 Accreditation Status: **Accreditation Waived**
Accreditation Status Last Year: **Accredited with Conditions**

- [Website](#)
- [Virginia School Quality Profile](#)
- [2020-21 School Improvement Plan](#)
- [2019-20 School Improvement Plan](#)

Middle Schools

Burley

Jackson P. Burley Middle School, with our families and our community, seeks to instill high educational and personal standards so that students gain a sense of purpose in order to lead a meaningful life. In educating our students, our work supports the vision, mission and goals of Albemarle County Public Schools.

2020 Accreditation Status: **Accreditation Waived**
Accreditation Status Last Year: **Accredited**

- [Website](#)
- [Virginia School Quality Profile](#)
- [2020-21 School Improvement Plan](#)
- [2019-20 School Improvement Plan](#)

Community Public Charter School

The Community Public Charter School (Community Middle) is co-located with Murray High School and aims to foster creativity and intellectual curiosity through art and design, experiential learning, mastery, and student agency. Our focus on interdisciplinary learning, especially through project-based learning, reflects the division's objective to engage every student. As a lab school, Community Middle also exists to design and pilot nontraditional approaches to learning that align to the division's strategic plan with the intent to inform practices more broadly. We partner with researchers at UVA and MIT, and we regularly collaborate with the division's comprehensive middle and elementary schools to ensure that we are building practices that are applicable countywide.

2020 Accreditation Status: **Accreditation Waived**
Accreditation Status Last Year: **Accredited with Conditions**

- [Website](#)
- [Virginia School Quality Profile](#)
- [2020-21 School Improvement Plan, Part 1](#) | [2020-21 School Improvement Plan, Part 2](#)
- [2019-20 School Improvement Plan](#)

Henley

Derived from the division's strategic priorities, the Henley school community has identified the following guiding principles:

1. We are a community of educators, learners and families who work together to ensure all members are visible, safe, and achieve their fullest potential.
2. We are welcoming, inclusive, and student-centered.
3. We are a community that takes risks, pursues passions, and fosters a growth mindset.

We use these principles to guide our decision-making. Henley emphasizes social/emotional learning for all. We believe tracking is an equity issue and have taken on specific practices to better support all learners.

Middle school is the most formative time in a child's life, and we have the opportunity every day to shape how students feel about themselves as learners, citizens and adolescents. Our structures influence our practices, so we constantly evaluate our structures against our guiding principles to better create and maintain a student-centered environment.

2020 Accreditation Status: **Accreditation Waived**
Accreditation Status Last Year: **Accredited**

- [Website](#)
- [Virginia School Quality Profile](#)
- [2020-21 School Improvement Plan](#)
- [2019-20 School Improvement Plan](#)

Jouett

Jack Jouett Middle School serves 672 students in the urban ring and Earlysville area of Albemarle County. Our diverse students and families speak 27 different languages and make Jouett a special place to be. We maintain a strong focus on college and career readiness, as evidenced by our Advancement Via Individual Determination (AVID) program. We are an AVID National Demonstration School, which indicates that we are among the top 3% of schools in the world that implement AVID to fidelity. Our core values at Jouett are growth, compassion, risk-taking, connection, and equity.

2020 Accreditation Status: **Accreditation Waived**
Accreditation Status Last Year: **Accredited**

- [Website](#)
- [Virginia School Quality Profile](#)
- [2020-21 School Improvement Plan](#)
- [2019-20 School Improvement Plan](#)

Sutherland

Sutherland Middle School enrolls nearly 600 students in grades six through eight and includes over 70 faculty and staff. Students are encouraged to participate in a variety of Albemarle Parks and Recreation sports, where they will be cheered on by their mascot, the Sutherland Shark, and students have opportunities to explore the fine and performing arts with orchestra, choir and band, drama, visual arts, and other elective offerings such in the STEM field. In the last year, Sutherland has made significant changes to its schedule options for students to increase their opportunities. We eliminated several barriers to specific exploratory courses and have worked to de-track many of our math courses as well as English courses.

2020 Accreditation Status: **Accreditation Waived**
Accreditation Status Last Year: **Accredited**

- [Website](#)
- [Virginia School Quality Profile](#)
- [2020-21 School Improvement Plan](#)
- [2019-20 School Improvement Plan](#)

Walton

Walton Middle School exists to serve students in the Southern Feeder Pattern of Albemarle County by establishing a community of learners and learning built on relationships, relevance and rigor. We have three Guiding Principles:

1. We are a community of safe, responsible and respectful learners. This means that we help each other to grow academically, emotionally and socially.
2. We are welcoming, inclusive, and student-centered. We help ensure that doors of opportunity are open.
3. We are a community that helps students to own their future through risk-taking, pursuit of passions, and a mindset of continuous improvement.

2020 Accreditation Status: **Accreditation Waived**
Accreditation Status Last Year: **Accredited**

- [Website](#)
- [Virginia School Quality Profile](#)
- [2020-21 School Improvement Plan](#)
- [2019-20 School Improvement Plan](#)

High Schools

Albemarle

The oldest and largest high school in the division, Albemarle High School serves a diverse cadre of students by providing a quality education with enriching experiences for our students.

2020 Accreditation Status: **Accreditation Waived**
Accreditation Status Last Year: **Accredited**

- [Website](#)
- [Virginia School Quality Profile](#)
- [2020-21 School Improvement Plan](#)
- [2019-20 School Improvement Plan](#)

Monticello

Monticello High School serves the community of the Southern Feeder Pattern. We are a hub where students and parents gather socially for athletic events, drama productions, and musical events. Last year, we hosted our first annual Monticello Showcase. Our staff and students performed live events, student-led conferences, philosophical chairs, and many other events for our community.

2020 Accreditation Status: **Accreditation Waived**
Accreditation Status Last Year: **Accredited**

- [Website](#)
- [Virginia School Quality Profile](#)
- [2020-21 School Improvement Plan](#)
- [2019-20 School Improvement Plan](#)

Murray

Murray High School is co-located with the Community Public Charter School and aims to foster creativity and intellectual curiosity through art and design, experiential learning, mastery, and student agency. Our focus on interdisciplinary learning, especially through project-based learning, reflects the division's objective to engage every student. Aligned with the division's objective to improve opportunity and achievement, Murray is in the first year of establishing the International Baccalaureate Programme, with courses beginning in the 2020-21 school year and full diplomas earned in 2021-22. As a lab school, Murray also exists to design and pilot nontraditional approaches to learning that align to the division's strategic plan with the intent to inform practices more broadly. We partner with researchers at UVA and MIT, and we regularly collaborate with the division's comprehensive middle and elementary schools to ensure that we are building practices that are applicable countywide.

2020 Accreditation Status: **Accreditation Waived**
Accreditation Status Last Year: **Accredited with Conditions**

- [Website](#)
- [Virginia School Quality Profile](#)
- [2020-21 School Improvement Plan, Part 1](#) | [2020-21 School Improvement Plan, Part 2](#)
- [2019-20 School Improvement Plan](#)

Western Albemarle

Western Albemarle High School (WAHS) is working to identify and remove practices that perpetuate the achievement gap. One example is our work in cementing our understanding of the ACPS Anti Racism Policy and using the Equity Audit when selecting curricular materials. Also,our US History teachers are Reframing the Narrative as part of redesigning the taught history curriculum to include diverse perspectives of historical events. Our librarians regularly invite speakers, such as Hannah Koizumi, Mixed Race Student Coalition, UVA Student Council and Rho Kappa's Los Veteranos virtual program from WWII Museum, to address culturally relevant topics for our lunch series. WAHS works to create a culture of high expectations, supported by the establishment of strong relationships with students and families, and providing relevant learning experiences throughout the year that engage students' interests. For example, we hosted two mini-med schools in the evenings with local medical professionals and a demonstration of the Pegasus medical transport service for critically ill or injured patients. We also developed a peer-tutoring program and staffed a learning center to support students with more rigorous coursework. Our SEL work through freshman and sophomore seminars provides another support for students navigating more challenging academic terrain.

2020 Accreditation Status: **Accreditation Waived**
Accreditation Status Last Year: **Accredited**

- [Website](#)
- [Virginia School Quality Profile](#)
- [2020-21 School Improvement Plan](#)
- [2019-20 School Improvement Plan](#)

Terms and Abbreviations

Accreditation: Annual accreditation is waived for all Virginia public schools for the 2020-21 school year due to the cancellation of spring 2020 state assessments. Accreditation ratings are based on performance during the previous school year. Schools performing at Level One or Level Two on all school quality indicators are rated as Accredited. Schools performing at Level Three on one or more school quality indicators are rated as Accredited with Conditions.

- Level One: School is performing at or above the state standard for the indicator.
- Level Two: School is performing near the state standard for the indicator or improving.
- Level Three: School is performing below the state standard for the indicator.

Economically Disadvantaged (Econ Disadv): Student membership group including students whose households meet the income eligibility guidelines for free or reduced-price school meals (less than or equal to 185% of Federal Poverty Guidelines).

English Learners (ELs): Student membership group including students whose first language is other than English and who are in a special program for learning English.

Students with Disabilities (SWD): Student membership group including students who are eligible for special education and related services, as determined by the criteria adopted by the Virginia Department of Education. Related services are developmental, corrective or supportive services required for a child with a disability to benefit from special education.

Virginia School Quality Profile: For every school division and school in the Commonwealth, the Virginia Department of Education provides a School Quality Profile containing information about student achievement, college and career readiness, program completion, school safety, teacher quality, and other topics of interest to parents and the general public.

Related Documents and Reports

ACPS Equity Report, Spring 2019

ACPS Strategic Plan, 2013-2020

Albemarle County Public Schools Quality Profile

Human Resources Annual Report, 2019-20

School Board Policy AF, *Commitment to Accomplishment*

School Board's Adopted Budget, 2020-21

State of the Division 2019

References

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