



To: School Board Members
From: Staff
Date: March 8, 2023
Subject: Responses #2 to FY 2023/24 Draft Funding Request Questions

The following questions were asked by School Board members during the FY 24 Budget Development Work Sessions. Staff have provided responses in this memo and will follow up on any outstanding questions with a later memo.

Human Resources

1. Please provide exit survey data - what is our baseline data around employees listing compensation as a reason for leaving?

Our current exit survey process has four options for separating employees to select indicating that compensation is a reason for leaving:

- Pay/Benefits: Dissatisfaction with pay
- Pay/Benefits: Dissatisfaction with benefits
- Pay/Benefits: Found work with better pay
- Pay/Benefits: Found work with better benefits

For the past three years, the top five primary reasons for leaving are listed below. However, in each of those years, it was in the top two secondary reasons. The current exit survey format does not allow us to link responses for primary and secondary reasons together to better understand the data. Beginning with this school year, our survey and optional exit interview formats will allow us to better understand the role compensation plays in an employee's decision to separate from ACPS employment.

2019-2020

- 23.23% - Personal - Moved from area
- 10.10% - Retirement
- 8.08% - Personal: Family responsibilities
- 7.07% - Pay/Benefits: Dissatisfaction with pay
- 6.06% - Job related - Dissatisfaction with policies/practices
- 6.06% - Change Job/Career: Found work more closely related to my education/background/training

2020-2021

- 15% - Retirement
- 12.50% - Personal: Moved from Area
- 10% - Personal: Family responsibilities
- 7.5% - People related issue: Quality of supervisor/management
- 7.5% - Pay/Benefits Found work with better pay

- 6.25% - Change Job/Career: Found work more closely related to my training and education/background/training

2021-2022

- 17.84% - Retirement
- 11.35% - Personal: Moved from Area
- 10.81% - Job-related issues: Dissatisfaction with policies/practices
- 7.57% People-related issues: Quality of supervisor/management
- 5.95% Change/Job/Career: Found work more closely related to my education/background/training

2. Please provide Substitute Teacher Fill rates.

Please note that our systems do not differentiate or pull out Special Education Teacher positions; all positions are labeled as “Classroom Teachers.” We can pull some data from information teachers have added to their profiles in Frontline to help answer the question around fill rates in special education. School Year to Date overall fill rates and fill rates for absences **that are known to be Special Education** (all Special Education Teaching Assistants, Autism Assistants, Behavior Assistants and some, but not all Special Education teachers):

School	Overall fill rate	Fill rate of known Special Education Absences
Agnor-Hurt Elementary School	81%	96%
Albemarle High School	65%	38%
Baker-Butler Elementary School	86%	74%
Broadus Wood Elementary School	80%	70%
Brownsville Elementary School	77%	54%
Burley Middle School	45%	18%
Center I	60%	*
Community Lab School	91%	100%
Crozet Elementary School	64%	56%
Greer Elementary School	37%	23%
Henley Middle School	51%	13%
Hollymead Elementary School	82%	70%
Journey Middle School	50%	18%
Lakeside Middle School	84%	96%

Meriwether Lewis Elementary School	94%	90%
Monticello High School	68%	71%
Mountain View Elementary School	52%	37%
Murray Elementary School	68%	54%
Red Hill Elementary School	44%	54%
Scottsville Elementary School	73%	100%
Stone-Robinson Elementary School	38%	24%
Stony Point Elementary School	68%	41%
Walton Middle School	56%	100%
Western Albemarle High School	77%	0% **
Woodbrook Elementary School	32%	20%
Grand Total	63%	46%

*There were no special education absences reported at Center I.

**Only two special education absences were reported at Western Albemarle High School and neither were filled.

English Learners

- 3. Please include a logic model for the English Learner Growth proposal to measure specified outputs and outcomes for the budget increase.**

This will be developed and included as part of the School Board’s Funding Request budget document.

Special Education

- 4. Please update the SPED logic model to include outcomes for students in non-BASE programs. Provide baseline data and set goals for where we want to be.**

The School Board's Funding Request budget document will be updated to include the below metrics.

OUTPUTS:

- Special Education students will increase their pass rates on the Virginia's Standards of Learning assessments in Reading by 10% each year (2023-24 - 60%; 2024-25 - 70%; 2025-26 - 78%) and Math (2023-24 - 55%; 2024-25 - 65%; 2025-26 - 73%).

OUTCOMES:

- Special Education students will have less than a 10% gap compared to their peers in each subject category on Virginia's Standards of Learning assessments.

Student Services

- 5. Please provide the logic model for the FY 22 Budget Proposal - Student Safety Coaches.**

The summary description and logic model for the FY 22 Budget Proposal - Student Safety Coaches can be found here on pages A-38 to 39:

<https://www.k12albemarle.org/fs/resource-manager/view/0111ab61-9dd6-4499-9e6c-471976cfc9e8>

- 6. What are the requirements for serving as a Title IX Coordinator or Security Assistant?**

Comprehensive job descriptions and requirements can be found here:

<https://webapps.albemarle.org/jobdesc/showjdschools.asp>

Title IX Coordinator:

KNOWLEDGE, SKILLS AND ABILITIES:

Comprehensive knowledge of Title IX laws and regulations, and the guidelines governing Title IX complaint investigations. Must have strong organizational, problem-solving, and conflict-resolution skills, be skilled in training staff and facilitating meetings, and proficient in the use of technology. Proficient in conducting investigations and documentation. Must have the ability to apply Title IX laws and regulations and prioritize and manage multiple projects and tasks; organize and manage time effectively; communicate effectively both orally and in writing and possess the ability to manage highly confidential and sensitive information. Must have the ability to skillfully manage individual, group, and organizational interactions, and establish and maintain effective

working relationships with school officials, parents, students, teachers, support staff, and associates.

EDUCATION AND EXPERIENCE:

Bachelor's degree from an accredited undergraduate program with major work in education, human resources, or related, as well as a minimum of three years of related experience. Master's Degree and experience working in K12 preferred. Any appropriate combination of education and experience may be considered.

School Security Assistant:

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to communicate and develop effective working relationships with students, parents, and staff; ability to prioritize; ability to follow procedures and directions; must be able to maintain order and control without physically restraining students. Must be high school graduate or hold equivalence of a high school diploma and be willing to seek and maintain CPR certification.

EDUCATION AND EXPERIENCE:

Any combination of education and experience equivalent to graduation from high school including basic keyboard and filing training. Some supervisory experience preferred.

7. What does the research say around school safety and reported incidents?

<https://docs.google.com/document/d/1rxQCB5y4JUAX-5ZbW4AfcuK3ZNzaT2SZ/edit>

<https://docs.google.com/document/d/1S9KwGJit7clOPkVeMtkDR3pYDFM0XvDQ/edit>

8. In the logic model for the SRO, please provide data that is broken out between racial groups.

The School Board's Funding Request budget document will be updated to include the below highlighted language.

OUTCOMES:

- At least 85% of all (as well as each membership group) staff and students in the Northern Feeder Pattern will feel safe according to Panorama survey results.

Other Proposals

9. Please confirm the cost of the proposal for Albemarle Foundation for Education Executive Director.

Upon closer review of the methodology used to calculate the costs for the proposal, we have updated the cost of the proposed budgeted salary to be \$95,210 (midpoint of the hiring range) plus benefits. This correction will be incorporated as a technical adjustment as part of the adopted budget.