



2024-25 ANNUAL REPORT

Table of Contents

Message from the Director	01
Our Vision, Mission & Values	02
The HR Team	03
Employees at a Glance	04
Impact Area: Talent Acquisition	06
Impact Area: Employee Service Center	11
Impact Area: Organizational Development & Learning	13
Impact Area: Talent Retention & Diversity, Equity & Inclusion	16
Impact Area: Compensation	23
Impact Area: Benefits	27
Impact Area: Human Resources Information Systems (HRIS)	28
Impact Area: Safety & Wellness	29
Looking Ahead	31

A MESSAGE FROM THE DIRECTOR



Dan Redding
Executive Director of
Human Resources

ACPS Year in Review from the HR Lens: School Year 2023-2024

The 2023-2024 school year truly felt like a return to normal in the post-pandemic world. With a higher percentage of positions filled and lower turnover in classroom teachers and other positions, Human Resources was able to fulfill the vision of the department as a transformative force in ACPS. We hope you will reach this conclusion as you review this report.

This year's highlights include a continued focus on employee engagement through the continuation of the Employee Voice and Action Committee, advancing a review of the ACPS Leave Policy, and subsequent revision of the Policy. As the School Board approved a Resolution enabling Collective Bargaining, EVAAC wound down its process and HR collaborated with the Albemarle Education Association as they presented cards and called for an election to certify an exclusive bargaining agent.

Our annual Gallup Engagement Survey continued to show growth in employee engagement, highlighting specific areas for discussion and brainstorming. Over the course of the summer, Human Resources laid plans to work closely with a number of schools and departments to enhance engagement. After sponsoring four educators to attend the *Black Men in Education* Convening conference in Philadelphia, Human Resources worked with this team and several other leaders to support the founding of ACPS Affinity Groups for African-American, LatinX, and LGBTQ+ employees, launching them at the beginning of the 2024-2025 school year.

Our focus on our mission, to recruit, retain, and develop employees in support of Learning for All remains unwavering. Your ACPS Human Resources Department has put systems in place to ensure that employees' voices are heard, compensation and benefits are responsive and in line with our market, and practices are aligned with policy and laws. We hope you see this throughout our annual report, and the Human Resources team looks forward to connecting with every employee over the course of the school year.

OUR MISSION, VISION & VALUES



Vision

We are an employer of choice. We serve ACPS through strategic partnerships to provide an equitable and engaging environment for every employee. Utilizing quality, efficient resources, we provide excellent personal and professional support for the duration of every employee's experience from recruitment through retirement.



Mission

Albemarle County Public Schools Human Resources recruits, supports, and develops employees to ensure Learning for All.



Values

- **Responsiveness**
 - We provide resources and services that are responsive to employees' needs.
- **Empathy**
 - We listen to our employees to ensure their voices are heard.
- **Efficiency**
 - We streamline processes and ensure they are supportive of employees.
- **Integrity**
 - We ensure equity of access, transparency, and opportunity for all employees.
- **Relationships**
 - We build relationships with all employees and connect them to resources that support engagement and career development.
- **Adaptive**
 - We operate in dynamic ways to adapt to changing business and employee needs and reflect on our processes to improve them.

THE HR TEAM

HR Leadership

Dan Redding

Executive Director of Human Resources

Brodie Downs

Director of Employee Services

Jason Sears

Director of Talent

Kimberly Shigeoka

Program Manager, HRIS/Systems

Thomas Abell

HRIS Analyst

Christianna Lindsay

Administrative & Financial Analyst

Business Partners

Davra Bruce

Business Partner for Support Departments
& Central Office

Jennifer Weller Kim

Business Partner for Secondary Schools

Eirini Vlavianos

Business Partner for Elementary Schools

Employee Service Center

Devynn Banks

Program Manager, Employee Support &
Project Management

Madeline Harding

Senior Employee Service Center
& Safety Specialist

Loren Hawkins

Employee Service Center Specialist

Alice Onyango

Employee Service Center Specialist (Temp)

Benefits

Claudine Cloutier

Program Manager, Benefits

Jenny Stearns

Benefits Advisor, Retirement

Christie Ponton

Benefits Specialist

Shelli Campbell

Benefits Specialist, Leave

Compensation

Sunny Thies-Moon

Program Manager, Compensation & Rewards

Medina Wilkerson

Payroll Quality Coordinator

Laura Day

Compensation Analyst

Safety & Wellness

Michelle Bailey

Program Manager, Safety & Wellness

Talent

Jason Crutchfield

Program Manager, Talent Acquisition

Sarah Lynn

Program Manager,
Organizational Development & Learning

Shay Carter-Shifflett

Program Manager, Talent Retention & DEI

John McQuilkin

Talent Acquisition Analyst

Brandon Edwards

Talent Acquisition Analyst

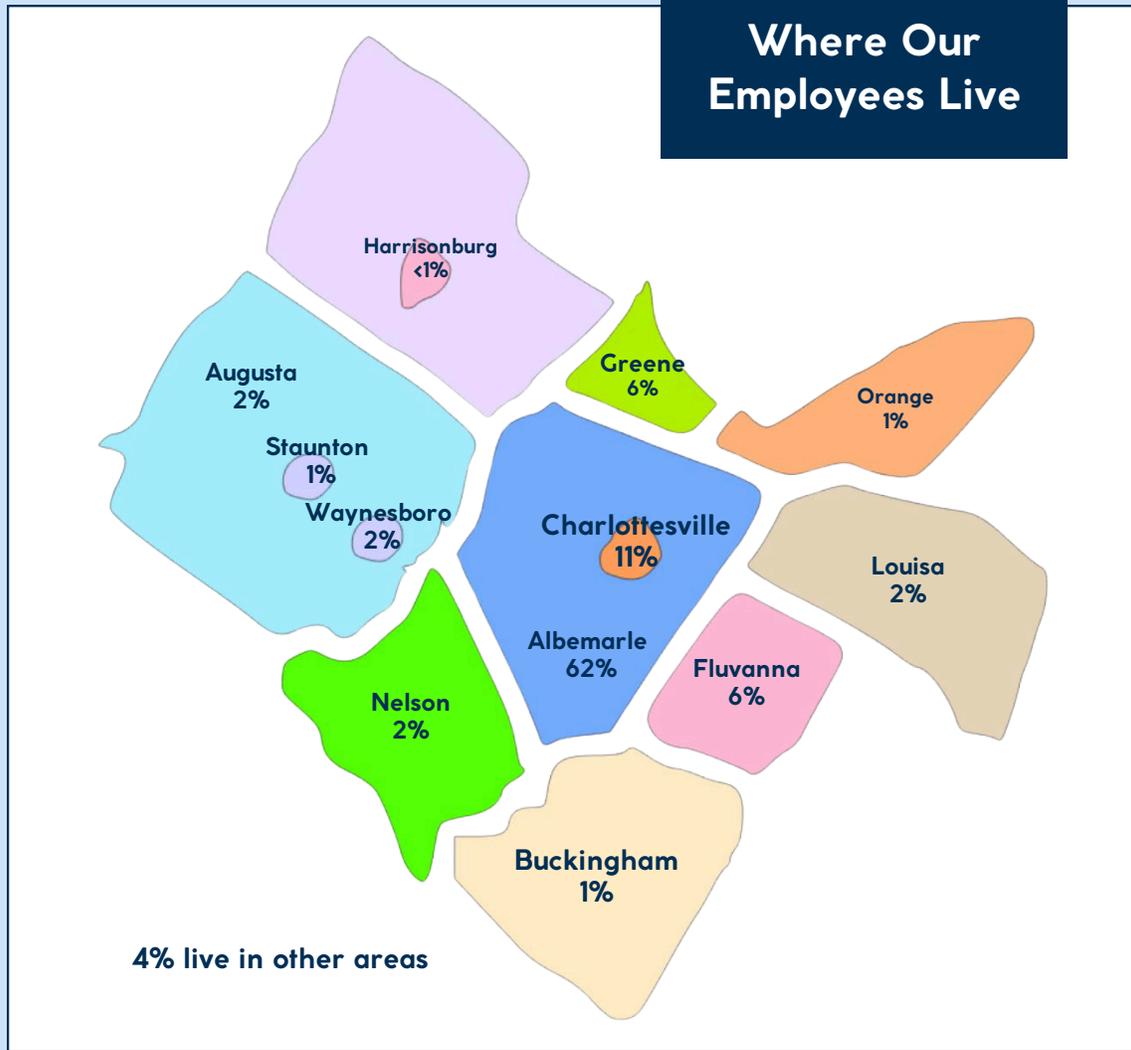
Eva McGehee

Substitute Coordinator

Michael Thomas

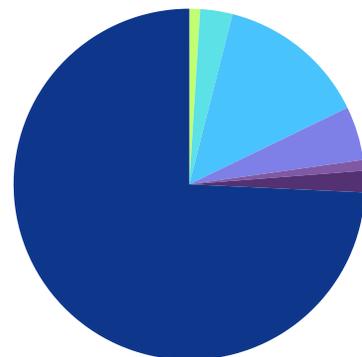
Organizational Development & Learning Specialist

EMPLOYEES AT A GLANCE



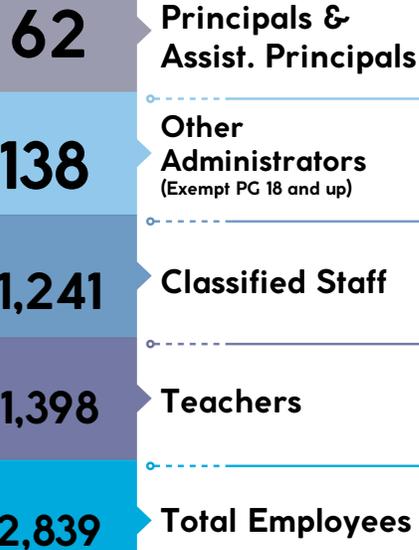
Employee Ethnicities

American Indian or Alaska Native	<1%	Hispanic or Latino	5%
Asian	3%	Native Hawaiian or Pacific Islander	<1%
Black or African American	14%	Two or More Races	2%
White	75%		



EMPLOYEES AT A GLANCE

Employee Categories



Teacher Degrees

*CTE Classroom Teachers are eligible for a Technical Professional License with an Associate's Degree

3* Associates
439 Bachelors
926 Masters
30 Doctorates

Employee Population

Average Age
45

75%
Female

25%
Male

8
Average Years of Service

IMPACT AREA: TALENT ACQUISITION

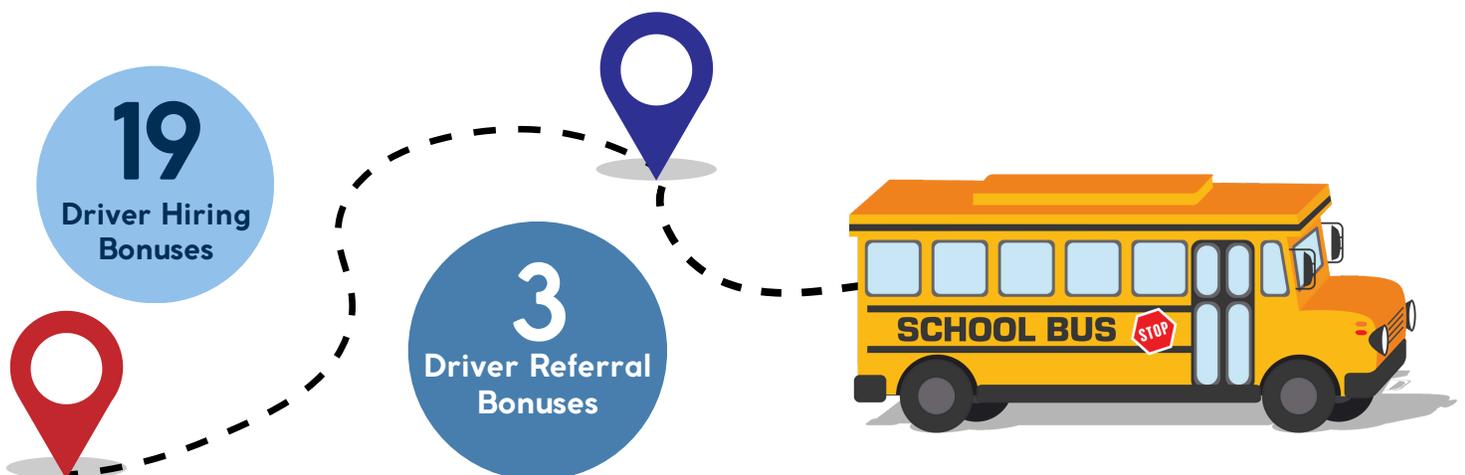
Bus Driver Recruitment

Public School Divisions across the country continue to struggle with bus driver recruitment and retention. During 2023-2024, routes that went unstaffed caused too many “double-back runs” and left families adjusting plans to get kids to school. Our community needed ACPS to have all school bus routes filled with a driver for the 2024-25 school year. Our Superintendent, Dr. Haas, set the mark for the division to receive 100 applications for school bus drivers from March through June; multiple strategies were deployed to reach the goal.

Hosting in-person, on-site Job Fairs became a standard practice, along with social media advertising to drive home the message that the division continues to recruit and train bus drivers. Some processes were developed to permit on-site offers and background checks so a driver candidate could leave the fair with an employment offer and start date in hand. ACPS offered a \$2000 hiring bonus and \$1000 referral bonus for applicants who completed training and began driving for ACPS. Through September 30, 2024, 19 sign-on bonuses and three referral bonuses were awarded.

One strategy that proved particularly successful was a targeted media campaign. Digital ads used “geo-fencing” around CDL training centers and other potential driver markets. This approach identified individuals interested in driving, while also providing information about the benefits of driving a bus for Albemarle County Public Schools. This strategy paid off, as the transportation department received 84 applications by the end of July, enabling ACPS to announce in August that all bus routes were fully staffed and ready for the first day of school.

Recruitment Bonuses Paid from June 7, 2024- September 30, 2024



IMPACT AREA: TALENT ACQUISITION

Key Leadership Hires

ACPS filled more than twenty leadership roles in the division, including a **high school principal**, **six assistant principals**, and **three director-level** positions. These positions were filled with a mix of internal and external candidates. Nearly all leadership roles were filled by the start of the school year.

Handshake's Impact

- *Handshake* is a nationally recognized program that allows greater connection to candidates nationwide.
- ACPS conducted **88** direct to candidate campaigns that reached over **101,175** candidates.
- The connections directly to candidates yielded over **8,774** opportunities to engage with candidates.
- Hosted or Attended **32** in-person or virtual recruiting events for interested candidates to learn about our Culturally Responsive Education model as well as other aspects of teaching with ACPS.
- *Handshake* has the look and feel of a Social Media app, enabling employers to easily connect with "Gen Z" candidates.



Updates to the Performance Evaluation System

Albemarle County Public Schools Human Resources supports the evaluation of all employees. Regular staff evaluations are critical to the continued professional growth and development of our staff. ACPS Educator (EPA), Administrator (APA), Classified and Cabinet/Division Leader Performance Appraisals and Evaluations are paramount in setting goals, providing constructive feedback, recognizing excellence and ensuring accountability. Most importantly, our appraisals are focused on ensuring positive student outcomes for all of our students.

To ensure ACPS meets the needs of our staff, we periodically review the performance appraisal and evaluation tools and processes. While the Educator and Administrator Performance Appraisals are tied to Virginia Department of Education regulations, the Classified and Cabinet/Division Appraisals allow greater flexibility to the local division. ACPS recently updated the APA, Classified and Cabinet/Division Leader appraisal documents. The updates were designed to more closely align the standards, format, and process. In addition, the location for documents, user guides, performance standards, and template was updated. Managers and staff can now find and review all aspects of their specific appraisal form on the ACPS HR SharePoint site in the Manager Toolkit under *Performance Appraisal*.

HIRING DATA

New Teacher Hires SY 24-25		
Demographic	New Hires 2024-25	% New Hires 2024-2025
Teachers of Color	30	17%
1st Year Teachers	37	21%
1st Year Teachers of Color	3	2%
First 3 Years	59	33%
Bachelors	68	38%
Masters	108	60%
Doctorate	4	2%
Male	24	13%
Female	156	87%
Total	180	100%

Data includes all New Hires between 10/1/2023 and 9/30/2024

Division Data on Classroom Teachers		
Percentage of employees - 2025	Percentage	Number
White	87%	1,372
Black or African American	6%	89
Hispanic or Latino	4%	58
Asian	2%	31
American Indian or Alaskan Native	<1%	2
Native Hawaiian or Pacific Islander	<1%	1
Two or More Races	2%	28

Data includes active employees as of 9/30/2024

Classified Hires				
Department	Total Hires	Hires of Color	% Hires of Color	Vacancies*
Transportation	67	24	36%	47**
Child Nutrition	16	9	56%	9
EDEP	23	11	48%	6
Building Services	18	7	39%	4
Technology	4	1	25%	0

*Vacancies are as of September 10, 2024

**Data is per the SPA tool and may not reflect actual hiring needs.

IMPACT AREA: TALENT ACQUISITION

Fill Rates for Substitute Teachers

The average fill rate for absences in the 23-24 school year was 74%. This continues a pattern of increase since the pandemic, with a fill rate of 53% in the 21-22 school year and 65% for the 22-23 school year. These increases are happening despite simultaneous increases in absences.

Due to the nature of the substitute teacher position, there is a constant need to recruit and hire. We hired 250 substitutes between October 1, 2023 and September 30, 2024. Only 41% of the substitutes who worked in the 22-23 school year are still active substitutes with ACPS. Last year, substituting served as a launching pad for 56 former substitutes who are now in regular positions in ACPS. Human Resources has a tiered bonus program for substitutes who complete a number of daily assignments over the course of the school year. We rewarded 147 substitutes for their service. Here are the number of subs who earned these bonuses at each tier:

Days-Worked Bonus

Tier Earned	# of Subs who earned it
Tier 1: 36 Days	80
Tier 2: 72 Days	41
Tier 3: 108 Days	26

Roles substitutes who worked in SY22-23 moved into by 10/1/24

10/1/24 Position	# of 22-23 Subs
Classroom Teacher	38
Teaching Assistant	6
Autism Assistant	3
Special Education Assistant - Severe/Profound	3
Behavior Assistant - Special Education	2
Classroom Teacher Critical Shortage/VRS	1
EDEP Site Facilitator	1
Library Media Assistant	1
Social/Emotional Learning Counselor	1



OVERALL SUBSTITUTE FILL RATES

School	22-23 Filled	23-24 Filled	22-23 Total Absences	23-24 Total Absences	22-23 Fill Rate	23-24 Fill Rate
Agnor Elementary School	416	372	523	664	80%	56%
Albemarle High School	1548	1710	2219	2052	70%	83%
Baker-Butler Elementary School	859	1101	1012	1246	85%	88%
Broadus Wood Elementary School	538	342	667	501	81%	68%
Brownsville Elementary School	570	549	717	675	79%	81%
Burley Middle School	297	540	600	764	50%	71%
CATEC	16	19	16	19	100%	100%
Center for Learning & Growth	n/a	6	n/a	6	n/a	100%
Center I	61	113	96	135	64%	84%
Community Lab School	44	48	51	48	86%	100%
Crozet Elementary School	306	338	422	443	73%	76%
Greer Elementary School	496	819	1330	1276	37%	64%
Henley Middle School	505	701	917	874	55%	80%
Hollymead Elementary School	489	353	570	561	86%	63%
Intensive Support Center*	n/a	0	n/a	29	n/a	0%
Ivy Elementary School	367	655	385	670	95%	98%
Journey Middle School	421	465	798	779	53%	60%
Lakeside Middle School	477	502	540	533	88%	94%
Monticello High School	803	865	1128	1052	71%	82%
Mountain View Elem School	581	1058	1239	1775	47%	60%
Murray Elementary School	228	224	338	334	67%	67%
Newcomer Learning Community	n/a	48	n/a	59	n/a	81%
Post High Program	n/a	23	n/a	44	n/a	52%
Red Hill Elementary School	110	205	245	353	45%	58%
Scottsville Elementary School	116	265	145	281	80%	94%
Stone-Robinson Elem. School	253	598	632	938	40%	64%
Stony Point Elementary School	240	252	374	360	64%	70%
Walton Middle School	286	357	422	415	68%	86%
Western Albemarle High School	839	684	1089	783	77%	87%
Woodbrook Elementary School	235	497	616	953	38%	52%
Grand Total	11103	13709	17095	18628	65%	74%

*For the 2025-2026 school year, Intensive Support Center (co-located with Post-High) will receive a School-Based Sub to support filling in during teacher absences.

IMPACT AREA: EMPLOYEE SERVICE CENTER

New Hire Orientation

After moving to a fully remote and asynchronous Orientation model in 2020 to accommodate the COVID-19 Pandemic, Human Resources reintroduced In-Person Orientation to the Division for the 2024-25 school year. We believe that providing robust, in-person training has helped equip our employees with the necessary tools and understanding of their employment, benefits, and the mission, vision, and values of ACPS. Previously, HR's only opportunity for this contact was at New Teacher Academy.

This training time had an immediate impact on incoming employees, as it provided opportunities to ask questions about benefits, meet representatives from the Albemarle Educators Association, get in-person assistance with their devices for using programs such as Kronos, Outlook, the PLMS, and more! Department leaders and newly hired employees have provided positive feedback on the return to in-person orientation sessions.

With effective training and orientation, all employee groups can better serve their department or school and influence Learning for All.

105

Newly hired classified employees at our first in-person orientation (August 19th) at Monticello High School

62

Newly hired classified and instructional employees at our October 8th orientation in Lane Auditorium



NEW HIRE ORIENTATION FEEDBACK

“Thank you for implementing the in-person orientation this past August. Feedback from new hires from both online and in-person orientation has been that the in-person was a great start with the County employer.

Having staff to assist with technical issues was emphasized as well as having a person to ask questions and hear questions from other new hires. I feel having a great start is impactful in retention. I hope that HR is able to continue in-person orientation.”

*Christina Pitsenberger,
Director of Food Services*

“Being new to ACPS, the orientation gave me a good first impression of the quality of support that the Division wants to give to its staff.”

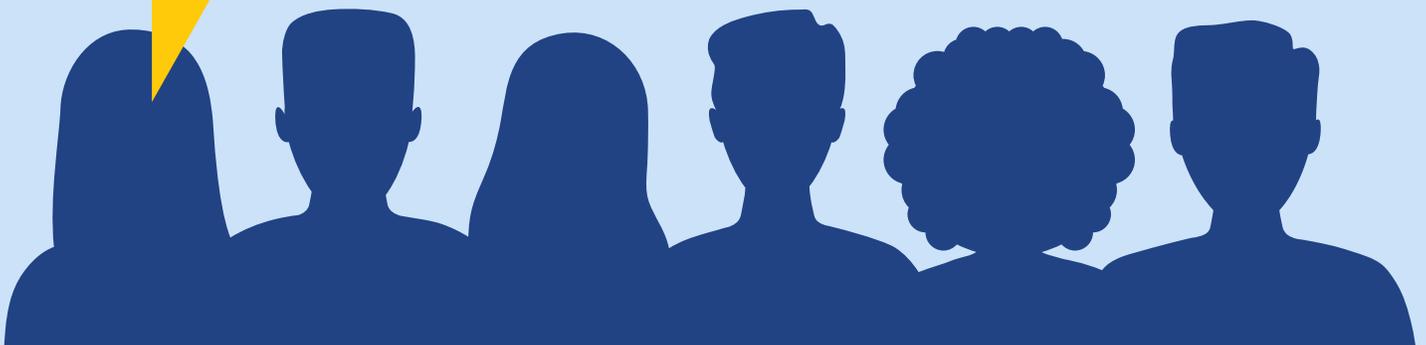
*Daniel Richardson,
Assistant Director of
Transportation*

“Having in-person onboarding creates a positive work environment for new hires and sets the tone for how they should expect to be treated in the Division. While we can and we do onboard our employees in our department (Transportation), having Human Resources present the division perspective gives a much-needed introduction to the culture of ACPS hopefully leading to a seamless integration into the team.”

*Jamie Gellner,
Director of Transportation*

“The new in-person orientation for all ACPS staff has been a positive change for our department. It provides an opportunity to welcome new team members while giving them a chance to learn more about ACPS’s mission, policies, and expectations. I believe it has enhanced our overall onboarding experience and will contribute to improved retention in the long run.”

*Tiffany Morris,
Assistant Director for
Custodial Services*



IMPACT AREA: ORGANIZATIONAL DEVELOPMENT & LEARNING

Professionally Licensed Teachers

ACPS hired 180 new teachers for the 2024-25 school year. Of the new teacher hires, 41 have licenses pending (professional and provisional) with VDOE, 128 are professionally licensed, and 14 were provisionally licensed upon hire.

ALTERNATIVE PATHWAYS TO TEACHING

ACPS identified entry points on the path for all employees looking to become a teacher. We have developed relationships with local higher education institutions, and we are supporting employees to continue their educational process through encouragement and logistical support. There are 18 employees at Piedmont Virginia Community College (PVCC), 2 employees in the Apprenticeship Program at James Madison University (JMU), and 24 employees at the University of Virginia (UVA) in the TOPS program.

Provisionally Licensed Teachers

Provisionally Licensed Teachers meet minimum requirements to be a licensed teacher and have a bridge of three years to complete all requirements for the 10-year renewable professional teaching license. During the 2023-2024 school year, twenty-six provisionally licensed teachers completed all requirements and moved to full professional licenses. Only six provisionally licensed teachers hired for the 2023-2024 school year did not return for 2024-25. For the 2024-25 school year, ACPS hired 30 provisionally licensed teachers including some teachers from other divisions with existing provisional licenses.

This year, 7 teachers joined ACPS needing to reactivate their licenses, as they are returning to the classroom.

We have provided wraparound supports for all of our provisionally licensed teachers. We developed a detailed tracking system allowing teachers, administrators, and Human Resources to know what requirements are complete and outstanding for each provisionally licensed teacher. We used this system to send reminders and updates to ensure completion.

Additionally, we have 32 employees using 240 Tutoring for asynchronous tutoring support to prepare for and pass required Praxis exams.

Provisional Year 3	Expiring 6/30/25	22 Teachers
Provisional Year 2	Expiring 6/30/26	47 Teachers
Provisional Year 1	Expiring 6/30/27	25 Teachers
Using an extension	Expiring 6/30/25	4 Teachers
Total Provisionally Licensed Teachers		98 Teachers

A snapshot of the 98 provisionally licensed teachers.

IMPACT AREA: ORGANIZATIONAL DEVELOPMENT & LEARNING

Teacher Opportunities and Provisional Support (TOPS)

The TOPS program recruits from our current Educational Support Professional employees (generally Teacher Assistants) who have bachelor's degrees and are looking to become either Special Education or English Learner teachers. Human Resources participates in weekly meetings with UVA to support TOPS teachers balancing completing their master's degrees and their teaching responsibilities. All 44 Special Education Teachers hired for the 2023-24 school year completed the Self-Evaluation of Special Education Teacher Skills to determine training needs, resulting in 17 Open work sessions after school hours, each staffed by an experienced Special Education Teacher and a Special Education Coordinator. For the 2024-25 school year, the TOPS program now includes provisionally licensed English Learners (EL) teachers.

iteach

Provisionally licensed teachers have the option of completing courses at a college or university or may utilize the *iteach* program to fulfill their professional studies requirements. *iteach* is an online alternative pathway to licensure approved by the state as an option for ACPS teachers. Currently we have one teacher who has completed this program, and 10 other teachers enrolled in *iteach*. Our completer is a physics teacher who provided this feedback, "I have so much more time to develop relationships with students now. Skills learned through *iteach* made me more efficient."



IMPACT AREA: ORGANIZATIONAL DEVELOPMENT & LEARNING

Apprenticeship

The Apprenticeship is a collaboration among the Virginia Department of Education, the Virginia Department of Labor and Industry, and ACPS. It supports the development of Teaching Assistants into teachers through on the job training and tuition support. Apprentices begin upon completion of their associate's degree in education and complete 2 years as a TA-Apprentice while completing their bachelor's degree at JMU. Apprentices are training to be Special Education Teachers.

At the completion of the program each will have completed 2 years as a TA-Apprentice, a bachelor's degree, 2 student teaching placements, and will have both k-12 Adapted and Generalist Special Education licenses.



Grant Support

Human Resources, both independently and in partnership with higher education, pursued grant funding to support our teacher pipeline initiatives. VDOE provided an additional \$50,000, to the original \$200,000 grant for tuition payments to continue the apprenticeship.

Another VDOE grant provided \$5,696 to support Praxis preparation and testing fees for provisional teachers of color. \$10,000 was awarded through The University of Virginia's Inclusive Excellence Grant in the dimension of Community and Partnership focusing on Diversity, Equity, and Inclusion. As a result of this grant, teachers in the TOPS program benefited from additional professional development and mentorship opportunities. We will continue to seek additional grant funding in order to continue, expand, and add workforce development opportunities for all employees.

IMPACT AREA: TALENT RETENTION & DIVERSITY, EQUITY & INCLUSION

The Program Manager for Talent Retention and Diversity, Equity, and Inclusion has been collecting, analyzing, and sharing data to inform actions that promote an inclusive and supportive school division. A few projects implemented to help gather data this year were Stay Interviews, the Gallup Engagement survey, the Summer Leadership Book Study focused on recruiting and retaining educators of color, as well as individual collaborations with division leaders. These efforts have centered on prioritizing and valuing feedback from ACPS staff.

DEI Initiatives

Our DEI initiatives have created opportunities for staff to connect and build relationships across racial, identity, and cultural lines. We have facilitated safe spaces where staff members can come together, network and share experiences, and contribute ideas for growth within our division. Our affinity groups for Black, Hispanic, and LGBTQIA+ staff, supported by dedicated liaisons, provide environments where individuals can collaborate and work toward a more inclusive atmosphere at ACPS. In November 2023, we sponsored four more ACPS educators to attend the *Black Men in Education Convening Conference*. Before attending, the attendees met to set goals for how they would engage with the professional development and use their insights to inspire and inform our division's growth. Human Resources will send four again in November 2024.

Stay Interviews

Stay Interviews represent an innovative approach within the education sector, and ACPS is leading the way in the education industry. Employees and specific employee groups use this opportunity to discuss both their successes and the challenges they face in doing their day-to-day work.

Over the past two years, 262 employees (137 participants in 2022 and 135 participants in 2023)—nearly 5% of the workforce each year—volunteered to provide feedback on their experiences working in ACPS. Through these interviews, recurring themes emerged regarding bright spots, challenges, and potential solutions at both the building/department and division levels. Employees offered valuable insights on how to better address the needs of both students and staff, with a specific focus on improving professional development and communication—two areas that are currently priorities for our school division.

“

“So many positive things about working here. We have a lot of resources, and we really do a lot to try to support staff. Sometimes I wish we could be more efficient. Times I've felt frustrated with open positions on the team but at the same time I feel supported by district and supervisors and it's really hard to get staff and meet everyone's needs. We need more concrete training for TAs that teaches how to do the instruction and support the children.”

Stay Interview Participant, 2023

”

IMPACT AREA: TALENT RETENTION & DIVERSITY, EQUITY & INCLUSION

ACPS OFFBOARDING:

Exit Survey & Exit Interviews

The new Offboarding Process at ACPS provides an opportunity to collect valuable qualitative feedback and demographic information from employees after they leave the division. In the past, ACPS only administered Virginia's Positions and Exit Collection (PEC) survey in July, and it was sent exclusively to licensed employees (administrators, teachers, specialists). The PEC survey, which is required for state reporting, mainly focused on demographic questions and only offered responses through a drop-down menu. This format did not allow employees to share detailed feedback or express their experiences in their own words.

Now, the ACPS offboarding process has been significantly improved to gather more comprehensive feedback from all departing staff members, regardless of their role. The new ACPS Exit Survey started in January of 2024. It collects the same demographic information required for PEC reports plus more! It incorporates the Gallup Engagement elements, allowing participants to rate their working experiences on a scale of 1-5. This allows our division to analyze Gallup, Stay Interview, and Exit data to paint a vivid picture of our working environment based on staff experiences and voice. On the ACPS exit survey, employees can select their reasons for leaving from a drop-down menu and provide open-ended, qualitative feedback in the form of short responses.

The offboarding process has been streamlined for faster completion. When an employee's departure is flagged in the system, they receive an email containing important information about benefits, vendor contacts, and links to the Exit Survey, along with an option to schedule an Exit Interview. In addition to filling out the Exit Survey, employees can also choose to share their feedback verbally through an Exit Interview. The new offboarding process ensures that departing employees receive this information within days of notification that they will be leaving –often before they have officially left the organization. This improvement has greatly enhanced our ability to collect valuable feedback immediately, helping us understand why employees leave and what we could have done to retain them.

Overall, the insights gathered from all employees through these Exit Surveys and Exit Interviews help identify areas for growth and highlight aspects of the work environment that are going well or need to be improved. By systematically connecting with employees within a few days of their departure, this process has become a valuable tool for our division, allowing us to continuously share ways to improve and enhance the workplace experience.

EXIT SURVEY DATA

Prior Exit Process: Position Exit Control (PEC) Data		Current Off-Boarding Process January 2024 to Present	
2023-2024 (Full Year)		1/2024 - 9/2024	
Number of Licensed Staff Exiting (administrator, teacher, counselor)	180	Number of Staff Exiting (all positions)	447
Number of PEC Surveys Completed	126	Number of Exit Surveys and interviews Completed	<ul style="list-style-type: none"> • 131 surveys (29% of exiting staff) • 23 interviews (5% of exiting staff)
Information collected on the PEC survey	<ul style="list-style-type: none"> • Licensed position type • Gender • Hispanic or non-Hispanic • Race 	Information collected on Exit survey	<ul style="list-style-type: none"> • Role • Ethnicity • Race • Gender • LGBTQIA+ identity • Age • Job title or role

ACPS Exit Interview Questions

- What did you look forward to when you came to work each day?
- What are your long-term career goals?
- What, if any, barriers were in the way of you feeling successful in your role?
- What did you like most or least about working here?
- Did you get along with your direct manager and peers?
- Did you have any talents that were not being used in your job?
- Is there anything we could have done to prevent you from leaving ACPS?
- Overall, how was your experience working for Albemarle County Public Schools?

EXIT SURVEY DATA

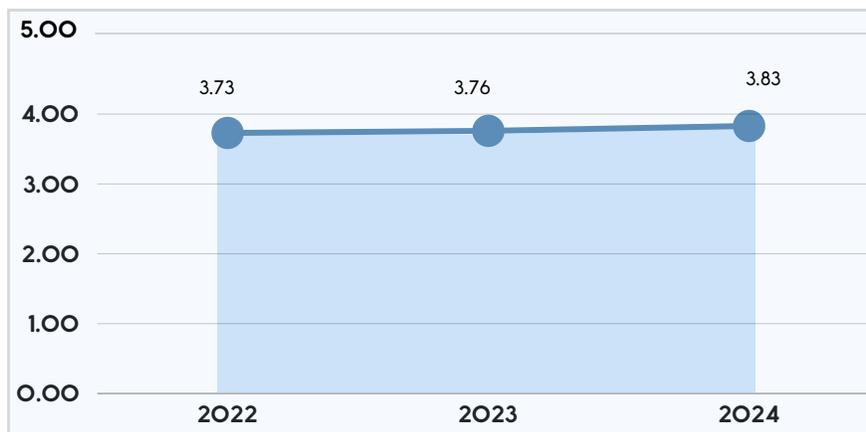
ACPS Exit Survey & Interview Data (1/1/24 - 9/30/24)

Number of Terms:	447
Number of Exit Interviews completed:	18
Number of exit surveys completed:	131

Primary reason described for leaving	Number of surveys mentioning that reason
Relocated:	31
Dissatisfied with pay/benefits:	6
Retirement:	18
Family responsibilities:	18
Found work more closely related to my education/training/background:	8
Leaving education for new opportunities:	16
Dissatisfaction with the quality of my supervisor/management:	21
Dissatisfaction with policies/practices:	5
Challenges related to race, gender, or another social identity:	1
Unable to transfer within ACPS:	7

IMPACT AREA: TALENT RETENTION & DIVERSITY, EQUITY & INCLUSION

The Gallup Engagement Survey, a nationally recognized tool, continues to serve as a valuable tool for ACPS, providing insights into areas of engagement and disengagement over the past three years. Data from Gallup respondents have highlighted key trends and patterns, revealing the primary factors that drive staff commitment to the district. Using a 5-point scale, the Grand Mean shows the average response over time, and we want to recognize the ACPS increased change in mean value. Additionally, multiple data points have also identified opportunities for growth and development experience by staff in their roles. This led our department to engage in learning opportunities such as summer book studies, engage in Gallup coaching opportunities with division leaders, and address some engagement issues to support our workforce.



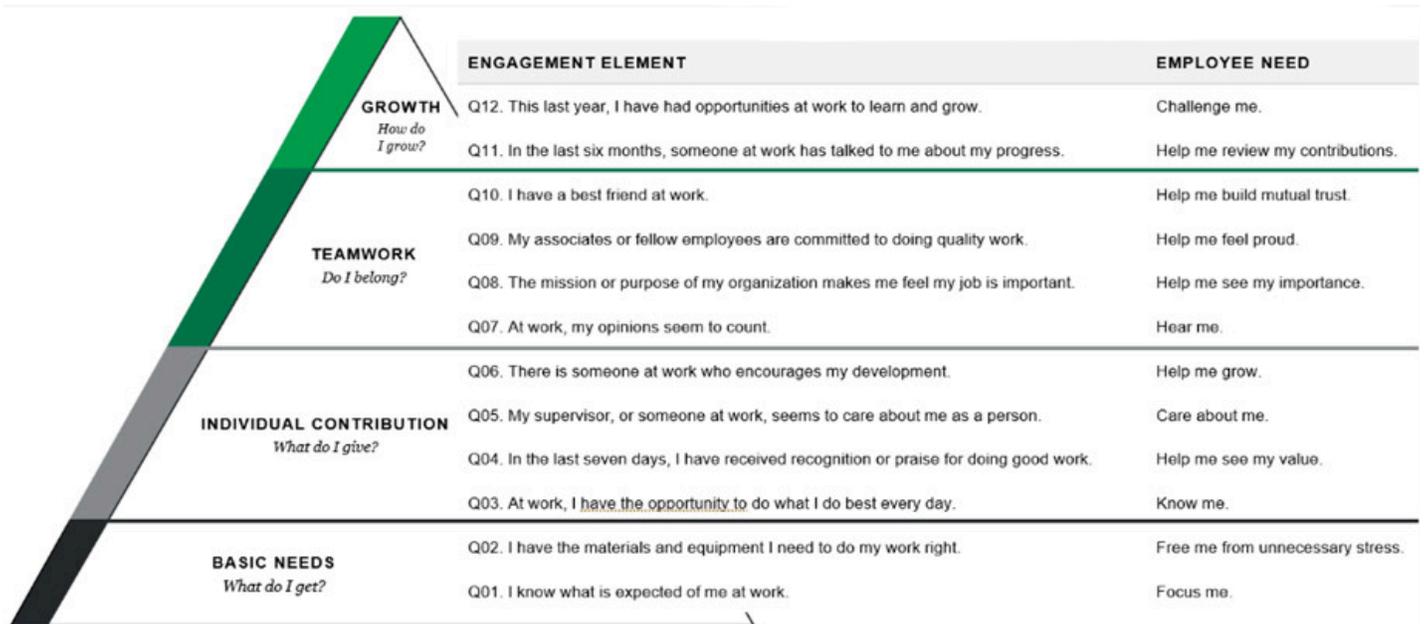
A graph showing the change in mean value over time

Gallup’s rating scale of 1 (Strongly Disagree/Extremely Dissatisfied) to 5 (Strongly Agree/Extremely Satisfied) illuminates valuable trends and patterns in the data. This insight helps us understand any links between employee engagement and the achievement of our division’s goals. This scale is used regarding each of the questions asked on the survey. This year, the overall employee participation rate remained at 81%, with individual schools and departments showing significant improvements (increases greater than 0.2 points). The following chart highlights the notable gains made throughout the division in each of the four stages of the Gallup Engagement Pyramid Hierarchy.

Gallup Engagement Element Topic			
Questions	2022	2023	2024
Growth: How do I grow?	3.57	3.65	3.76
Teamwork: Do I belong?	3.63	3.68	3.73
Individual: What do I give?	3.71	3.73	3.82
Basic needs: What do I get?	4.1	4.1	4.11

IMPACT AREA: TALENT RETENTION & DIVERSITY, EQUITY & INCLUSION

As we prepare for the fourth administration of the Gallup Engagement Survey, leaders across our division have been using survey data to inform decisions being made in their departments and spark conversations with both individuals and teams. This data serves as a starting point for identifying areas for improvement and strengthening engagement while also highlighting many successes. The division tracks employee engagement across departments and schools, using 12 key engagement items that represent the four stages of a hierarchy employees progress through on their way to full engagement.



IMPACT AREA: TALENT RETENTION & DIVERSITY, EQUITY & INCLUSION

Employee Retention

While our retention rates for teachers and classified staff have decreased slightly, our intentional retention efforts have helped create positive and consistent learning environments that support closing gaps in student learning. These efforts ensure continuity in curriculum delivery, improve academic performance, and help attract high-quality educators. The retention rates for 2024-2025 are as follows: 86.79% for teachers, 79.40% for classified staff, and 95.58% for administrators.

The stability and consistency these rates provide for students, along with opportunities for professional growth for all staff, and the ability to build strong school cultures and communities, are just a few of the reasons retention remains a key focus throughout our division. One area to celebrate is our slight increase in Administrator retention. Our top goal is to maintain high retention rates, ensure high-quality education, and support the long-term success of our employees. More detailed retention data can be found in our data appendix.

5 Year Retention Trends	20-21	21-22	22-23	23-24	24-25
Teacher Retention Rates	88.80%	87.40%	82.90%	88.10%	86.79%
Classified Staff Retention Rates	80.40%	76.50%	72.60%	79.70%	79.40%
Administrator Retention Rates	94.10%	89.30%	84.70%	94.30%	95.58%

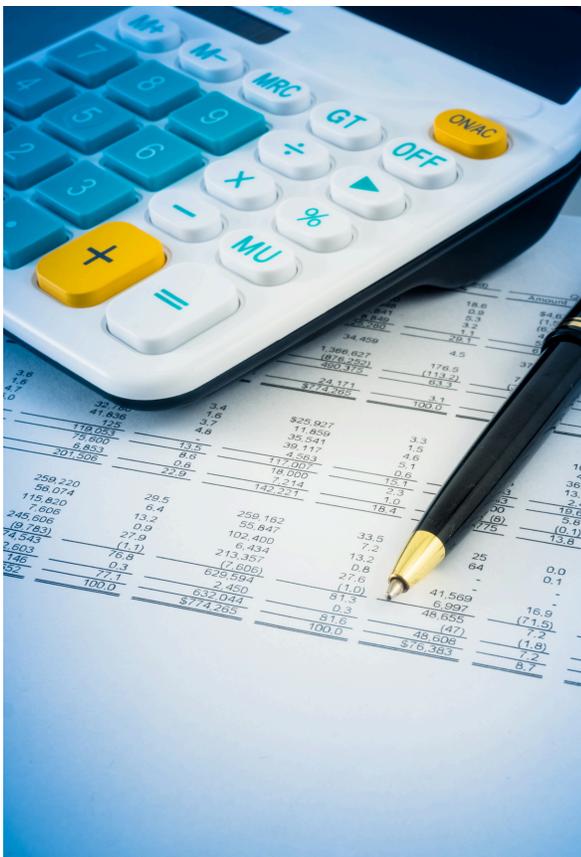


IMPACT AREA: COMPENSATION

Academic Leadership Compensation Program Restructuring

For the beginning of the 2024-2025 school year, the restructured Academic Leadership Compensation Program was successfully launched with Phase I changes that improved stipend values and added consistency across schools. This program provides compensation for licensed staff that take on extra duty assignments, including leadership roles and student organization sponsorship.

The ALCP was re-designed after gathering data from our comparative market related to stipend values for similar roles. An additional \$400,000 was added to the program in the Fiscal Year 2025 budget, funding improvements to stipends identified for increase. The ALCP guidebook promoted consistency by removing ranges of value in each category.



What's Changed:

- **Increased stipend amounts:** The average stipend was increased by 63%, providing greater compensation for extra duties.
- **Tiered stipend system:** A tiered structure was introduced, tying stipend value to a percentage of Step O on the BA lane of the teacher step scale. As the value of that step increases, so will the value of each stipend.
- **Fairer Funding Allocation:** We continue to distribute a stipend budget based on student enrollments and the increased funding allocations allow schools to better compensate participating teachers.
- **Clear definition of division versus site-based stipends:** Guidelines were revised to give better guidance about ALCP stipends.
- **Ensure competitiveness:** By aligning our ALCP stipends with market rates, we aim to ensure that the extra duties are appropriately valued.

Phase I of this project has responded to employee concerns about the stipend values not matching the expected work for each ALCP role. Upcoming phases will enhance consistency of compensation in each role as well as enhance accountability for the types of work completed in each role at every school, and continue to bring stipend values up to par with our market.

IMPACT AREA: COMPENSATION

Assisting ACPS Departments with Restructuring

Several departments within ACPS welcomed new leadership who saw a need to restructure their departments. Human Resources' Compensation team assists departments with the reclassification or development of various positions. We worked closely with leaders in Building Services, Transportation, and Strategic Communications to develop and review new job descriptions, performing analyses for these re-imagined positions that would help them achieve their restructuring goals. As part of the restructuring process, work has also been done to assist Building Services in the implementation of new training standards and certifications for staff.

Teacher Titles

The Compensation team undertook a comprehensive review and redefinition of teacher job titles in ACPS. The decision to redefine teacher titles came after feedback from faculty and staff, as well as a comprehensive internal review of our existing title structure. Human Resources received clear feedback from employees categorized as "Classroom Teachers" in the system, but working as counselors, Speech-Language Pathologists, and in other non-teaching roles, expressing concerns that their titles did not accurately reflect their actual responsibilities. The revised title work was ongoing throughout 2024 and was prepared for implementation during late fall of 2024. We are excited to put more precise data in our HR systems that will feed other systems in ACPS and enhance clarity.



Restructuring Pay Grades

The Compensation Team also worked through the summer of 2024 to restructure Classified Pay Scale grades 5-12 to ensure that our compensation framework is competitive, equitable, and aligned with best practices. When ACPS implemented a \$15 minimum wage, there was an unintended consequence of compressing paygrades with lower entry level rates. We are preparing to restructure the pay grade system to address these issues. Goals for this work include providing meaningful increases for Educational Support Professional employees when they are promoted or get reclassified, and ensuring that every pay grade has a 60% spread from the minimum entry-level rate of pay to the maximum level of pay. This work will be completed in the late fall of 2024.

IMPACT AREA: BENEFITS

Employer benefits play an important role in overall employee satisfaction, helping to build a positive work environment and attracting and retaining top talent. Highlights of our work this year:

Leave Program

As part of our ongoing efforts to offer benefits programs that best support employees and their families, Human Resources completed a comprehensive review of our employee leave policy and recommended changes that included:

- **Front-loading of 5 days of sick leave** for new employees at the start of their employment.
- **Providing clarity on leave balances by separating sick and personal leave into distinct categories for all 10/11-month employees;** teachers were given a one-time grant of 2 additional personal days to help transition to the separation.
- **Increased amounts of personal leave allocation** (distributed earlier in the School Year) and accrual maximum. Employees now accrue the equivalent of three days of personal leave per school year, with a maximum 6-day accrual balance.
- **Enhanced Family and Medical Leave Act benefits** for married ACPS employees taking FMLA leave for the birth or placement of a child. Each may now take 12 weeks of leave vs. sharing 12 weeks between them.

These recommendations aimed to enhance employee well-being, increase flexibility in how employees may use their leave benefits, and align with current market standards. This collaborative process involved valuable input and review from members of the 2023-24 Employee Voice and Action Committee (EVAAC).

Additional policy changes were also recommended:

- Return of Compensatory Time for non-exempt employees
- Changes to “shortfall” programming in Kronos; non-exempt employees will have to positively affirm that they wish to take leave when they do not work their scheduled base hours in a week.



IMPACT AREA: BENEFITS

Voluntary Employee Sick Leave Bank

We also moved from an opt-out (vs. opt-in) enrollment process for our voluntary Sick Leave Bank for new hires for the 2024-2025 school year. This program functions as an in-house short-term disability program, giving employees up to 45 days of paid leave if they become disabled due to illness or injury and have exhausted their sick leave. New employees often overlooked this program when enrolling in benefits, losing their ability to join the Bank without limitations or providing medical certification. With the opt-out, we saw nearly double the enrollment in the Bank from the 2023-2024 school year.

Hybrid Plan Separation

More than half of our full-time employees are enrolled in the VRS (Virginia Retirement System) Hybrid Plan, which consists of two parts: a Defined Benefit component (the pension) and a Defined Contribution component (the savings). Employees in the Hybrid Plan are required to contribute 4% of their salary to the Defined Benefit program and 1% to the Defined Contribution program.

Starting in July 2024, VRS required that employers manage payroll deductions for the Defined Contribution separately from the Defined Benefit. They also required that employee Defined Contributions be deducted from every paycheck. With our 26-pay calendar, employee contributions had been taken from the first two paychecks each month, but not from the third paycheck that occurs twice a year. These changes required programming updates to our payroll system, as well as careful employee communication efforts to ensure they were fully informed and prepared for the adjustments to their contribution schedules and corresponding impacts to take-home pay.



IMPACT AREA: BENEFITS

Health Insurance Program

Higher than anticipated claims on our self-funded health insurance plan and increases to our Stop Loss reinsurance premiums resulted in the need to increase employee premiums by \$2-\$40 per pay period, with corresponding Employer contribution increases ranging from \$21-\$298 per pay period. Our efforts to contain costs this year included the addition of:

- **Plan Design Changes for Plan Year 2025:** Possible changes were reviewed by the joint Employee Benefits Committee (comprising Country Government, Schools, and Partner Agency HR and Finance staff). Adopted changes were outlined in communications to employees in advance of Open Enrollment.
- **Dependent Eligibility Reviews:** Under a new process, all employees must complete a verification process to confirm that their dependents meet the eligibility requirements for participation in our plan. This process begins during enrollment and is repeated at least once every three years as part of a rolling verification cycle.
- **Differentiated Employer HSA Contributions:** For the first time since the launch of our High Deductible Health Plan in 2016, we are now offering differentiated employer contributions to the Health Savings Account (HSA) associated with the plan. By providing higher contributions for employees who cover dependents, we aim to make the plan more appealing to those concerned about the higher out-of-pocket costs typically associated with High Deductible Health Plans.

New Voluntary Vision Plan

In response to frequent employee requests, we introduced a voluntary vision plan option that offers expanded coverage for eye exams, eyeglasses, and contact lenses, going beyond the basic vision benefits included in our medical plans. In the first year of offering this benefit, over one third of eligible employees enrolled in coverage.



IMPACT AREA: HUMAN RESOURCES INFORMATION SYSTEMS (HRIS)

The **HRIS Team** works to make our HR systems and processes user-friendly while ensuring data accuracy for reporting and planning. Our primary systems include ADP for employee information and payroll, Kronos for time and attendance, and TalentEd for job applications and performance reviews.

Enhancing Processes and Internal Support

In our second year, we built on the internal processes established the previous year. We continued holding biweekly online office hours during payroll weeks to answer questions and improve payroll accuracy. Based on feedback, we simplified the information required to submit changes in the Employee Changes Wizards, making it easier for school staff. HR now handles the updates directly in ADP based on submitted changes, which reduces errors and saves time. We also regularly review past corrections to identify patterns and assess whether additional training or clarifications are needed.

Supporting Ongoing Projects and Preparing for the Future

The HRIS Team continued collaborating with the Department of Technology and Fiscal Services to improve the **Staffing Planning Application (SPA)**, a tool for planning positions and budgeting staff. It now cross-checks planned positions with actual positions in ADP. We also worked on improving the summer school payment process by partnering with schools and departments running summer programs.

We supported various HR projects mentioned throughout this report by providing data, reports, and system setup, including changes to leave policies, sick leave bank management, and the launch of the new vision plan. The team also prepared for major projects next year, such as automating the performance evaluation login and assignment processes, as well as updating teacher titles. To prepare, we implemented a new job class code system and added these codes to employee records. Additionally, we worked on advanced reporting tools to improve efficiency, including a new system for tracking and reporting contracts, which streamlined contract processing in HR.

Furthermore, the team worked on the **ADP Document Cloud**, a system that stores employee documents. Although progress was slower than expected due to other priorities, we successfully launched employee contracts, onboarding, and benefits enrollment in the Document Cloud. By the end of the 2024-2025 school year, we plan to add more features to enhance the system and its integration with other processes.

IMPACT AREA: SAFETY & WELLNESS

This year, the Safety and Wellness team made great strides in creating a healthier, safer, and more supportive environment for the employees of ACPS. A healthy and supported workforce is essential to achieving our mission to ensure the success of every student and employee.

Wellness Incentive Program

This year, we launched the first pilot of our Wellness Incentive Program, encouraging employees to prioritize their annual physicals or well-woman assessments. The \$100 reward not only incentivized preventive care but also highlighted the importance of early intervention and maintaining overall health. We were able to monitor the success of this program through the data regarding how many physicals were completed since program launch. In the first quarter, there were 455 physicals, followed by 437 in the second quarter and 481 in the third quarter. We will wrap up quarter four in February of 2025. Prioritizing and incentivizing preventive care is key to lower future health plan costs, as it mitigates the impact of chronic conditions through early detection and treatment.

Division-Wide AED Updates

We upgraded and distributed 50 brand-new Zoll-3 AED machines across more than 30 school locations, ensuring our staff and students have access to cutting-edge, life-saving technology in emergencies. These updated machines exemplify our commitment to safety and readiness by fostering an environment where employees and families can feel secure.

Development of a Drug and Alcohol Testing Program

In collaboration with our Transportation department, we implemented a new vendor for our comprehensive Drug and Alcohol Testing Program that meets FMCSA and DOT standards. This program enhances compliance of our no-drug policy and promotes a safer environment for our employees and the students they transport, ensuring the reliability and safety of our critical transportation services.



IMPACT AREA: SAFETY & WELLNESS

Wellness Fair with a Focus on Cancer Prevention

We hosted our second Wellness Fair during Making Connections, with a focus on cancer prevention and self-care. By partnering with organizations such as the UVA Cancer Center and Hitting Cancer Below the Belt, we raised awareness and provided resources to empower our employees to take charge of their health. This initiative aligns with our mission by ensuring employees are supported in their personal health journeys which will enable them to better serve our students and families.

Maintaining Workers' Compensation Program Amid Challenges

Amid unprecedented challenges, including a five-month system outage for our Third Party Administrator, we maintained compliance and adapted swiftly to safeguard our workers' compensation program. These efforts allowed us to streamline internal processes, set the stage for efficient data management, and prepare for upcoming system changes that will benefit operations in 2025-2026.

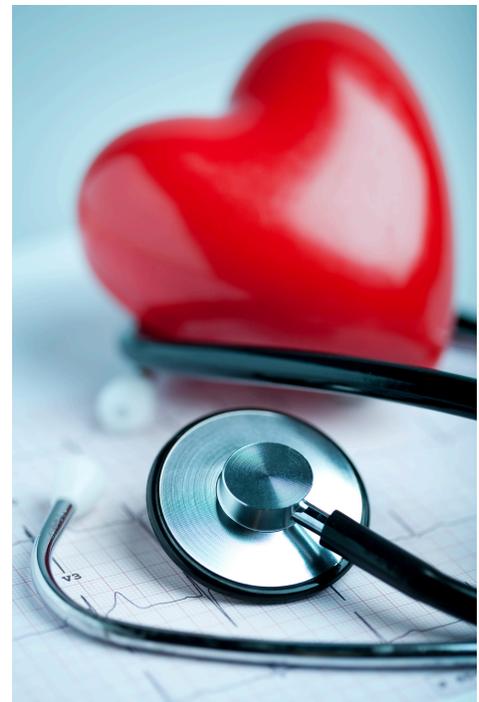
Laying the Groundwork for the Employee Care Clinic

We dedicated countless hours to collaborating with CareATC to establish the groundwork for the opening of our Employee Care Clinic in February 2025. This clinic represents a transformative opportunity to provide accessible, high-quality care to our staff, reducing barriers to health and wellness and fostering a stronger, healthier workforce.

THE IMPORTANCE OF SAFETY & WELLNESS TO ACPS GOALS

Every initiative undertaken by the Safety and Wellness team underscores our dedication to ensuring that employees feel supported, valued, and equipped to perform their best. Healthy and engaged staff are better able to build relationships with families and communities, which in turn will ensure student success. Whether through preventive care programs, emergency preparedness, or streamlined processes, our work directly contributes to creating an equitable and thriving educational environment.

Together, we are building a workforce that is ready and able to provide high-quality teaching and learning for all students, helping to end the predictive value of race, class, gender, and special capacities in determining their success.

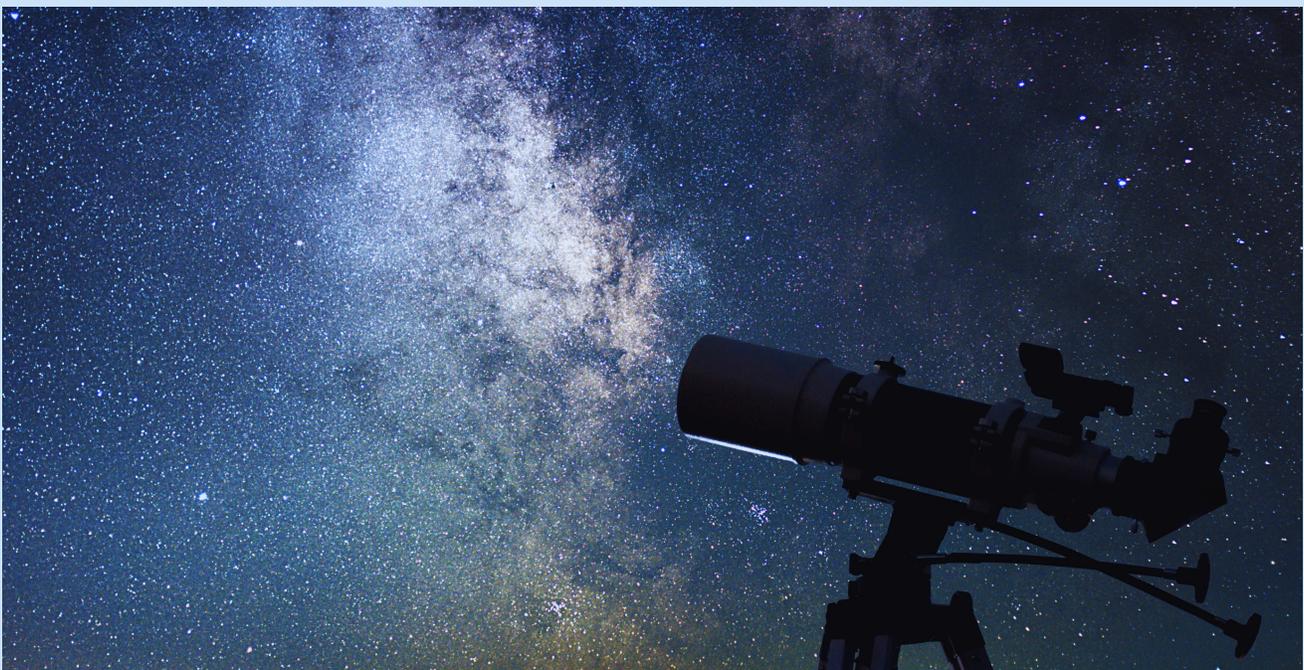


LOOKING AHEAD IN 2024-2025

A year from now you will review our 2025-2026 report. Over the course of the next year, Human Resources will be deeply engaged in the collective bargaining negotiations with the Albemarle Education Association, collaborating with leadership in the division to negotiate robust and mutually beneficial Agreements to support employees. We will further develop pipelines for licensed staff and continue to explore pipelines to address hard-to-fill vacancies.

We've set an aggressive goal for improved employee engagement and continue to collaborate with leadership across the division to ensure that clarity on roles and expectations, recognition of employee strengths and work, and pathways for growth are consistent across the organization. In the appendices you will find a wealth of data about our employees and employee groups and be able to compare that data across the past several years.

We strive to have productive, supportive interactions with employees across the division that ensure Learning for All as we further the Strategic Plan Mission of eliminating the predictive value of demographic characteristics on student achievement and learning outcomes.





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To view additional Annual Report data, scan the QR Code

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