

STATE OF THE DIVISION 2020

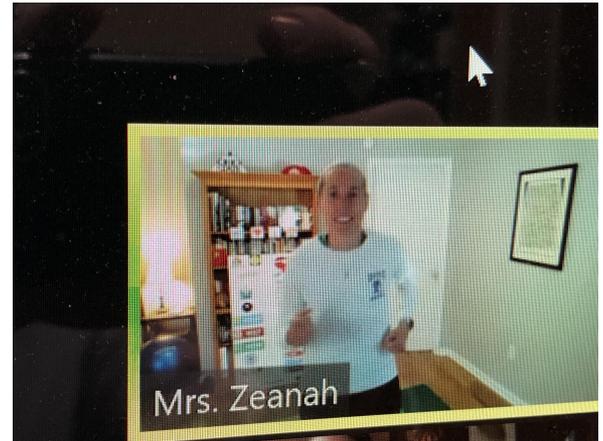
A Time Unlike Any Other

Albemarle County Public Schools

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



ACPS Equity Mission

The shared mission of ACPS is high quality teaching and learning for all. We will 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.



1 Student-Centered Goal & 5 Objectives

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.

1. We will engage every student.
2. We will implement balanced assessments.
3. We will improve opportunity and achievement.
4. We will create and expand partnerships.
5. We will optimize resources.



Albemarle County Public Schools

Strategic Priorities

Create a culture of high expectations for all.

Identify and remove practices that perpetuate the achievement gap.

Maximize opportunities for students at all levels to identify and develop personal interests.



Albemarle County Public Schools

- During 2019-20 Albemarle County Public Schools (ACPS) served more than 14,000 students in preschool through grade 12.
- Albemarle County is the sixth largest county by area in the Commonwealth of Virginia.
- We are 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.
- More about us:

<https://www.k12albemarle.org/our-division>



Three Steps Toward Rising Stronger

Step

Example

Reckoning

Courageous Conversations About Race

Rumble

The State of the Division Report 2020

Revolution

A Few Focused Board Priorities &
Workforce, Student, and Family
Actions to Go With Them



Three Goals: October 10, 2019

1. **Reduce suspension of Black students to 20% or fewer of the total out-of-school suspensions (OSS) for the 2019-20 school year.** (This would be a reduction of 30 students, based on the OSS counts for the 2018-19 school year.)
2. **Increase by 2% or more the representation of Black (18), Hispanic (16), Economically Disadvantaged students (15), and Students with Disabilities (14) among students passing the 3rd Grade Reading SOL for the 2020-21 school year.** (All estimated student counts are based on 2018-19 pass rates.)
3. **Increase by 1% or more the representation of Black (14), Hispanic (10), Economically Disadvantaged students (7), and Students with Disabilities (9) among students taking high school math in middle school during the 2021-22 school year.** (All estimated student counts are based on 2018-19 enrollments.)

Reduce suspension of Black students

- Superintendent/designee case review required for any out-of-school suspension for a Black student beginning October 15, 2019.
- All instructional staff received introductory CRT professional development during the summer of 2019.
- Development and piloting of teacher-level comparative data dashboard.
- Growth of the STEP program in 2019-20 in two additional secondary schools.
- **Next steps:** school level dashboard with real-time suspension and office referral data. Overhaul of student manual (part of anti-racist project report).

Increase Representation of Underrepresented Students among Those Passing the 3rd Grade Reading SOL

- Division-Level PLC for 3rd Grade Reading
- Division-wide common cumulative assessment by school at first quarter beginning in the current 2019-20 school year
- Continued division-wide common assessment at mid-year (started in 2018-19)
- Implementation of evidence-based reading instruction practices with fidelity
- Fidelity to key reading strategies in first grade: *Being a Reader*

Increase Representation of Underrepresented Students in High School Math in Middle Schools

- Use MAP assessment and other objective & common formative and summative assessment results to identify the critical number of students in each demographic group to attend a summer math program between 5th and 8th grade to increase student confidence and strengthen prerequisite curriculum-based skills to take Algebra I in 8th grade or earlier.
- Offer non-traditional opportunities for students to participate in math enrichment.

Key Next Step for State of the Division



- Conversation among Board members about the *State of the Division*
- Revisit Board Priorities, and desired results and opportunities for students
- Provide guidance to staff on budget development

ACPS 2021 & Beyond

How and when will we assess and make up for lost student learning due to COVID-19 closures while focusing on well-being and equity?

- Time
- Content
- Pedagogy

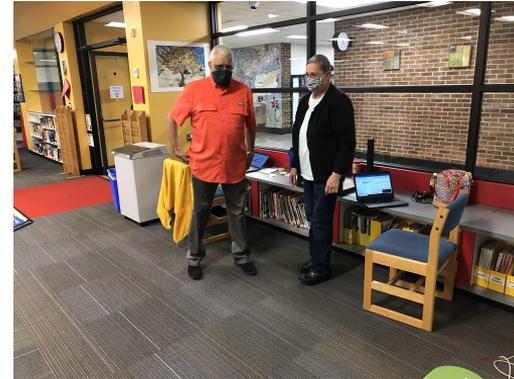


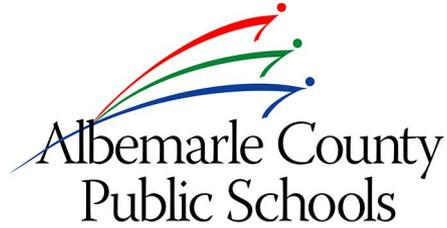
Three Steps Toward Rising Stronger

Reckoning: Fully understanding and embracing the facts about lost learning

Rumble: Community conversations and resulting task force work to lay plans

Revolution: Collectively rising from COVID-19 is an opportunity for all of our students to rise stronger





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