Agenda

- Strategic Plan Overview
- Enrollment
- **Achievement Data and Instructional Supports**
- Special Education
- Discipline
- Community Schools
- Leading Forward

Black Student Enrollment Data

Year	Black Student Enrollment	Percentage of Total Enrollment
22-23	1256	28%
23-24	1165	26%
24-25	1129	25%
25-26 (*as of 1/30/26)	1114	25%

There has been an 11.3% decrease in Black student enrollment in CCS since the 22-23 school year as compared with a 3% decrease in our total enrollment during that time.

Strategic Plan Overview

- **Target 4**: Percentage of students in AP and/ or Dual Enrollment courses and completion rate will match racial demographic enrollment percentages.
- **Target 9**: Increase reading achievement for all students to at least 75% proficiency across all student membership groups.
- **Target 10**: Increase math achievement for all students to at least 70% proficiency across all student membership groups.
- **Target 11**: Annually reduce failure of math and reading SOLs by 10% or more for African American students and students with disabilities.
- **Target 12**: Increase early literacy for all students to at least 75% proficiency across all student membership groups.

Installation Phase

- Achievement Gap Work Session with Division Leaders-June 2025
- Instructional Framework, Structures, and Supports-Leadership Advance, July 2025
- Opening session "What We Face, We Can Change" call to action to all CCS staff from Dr. Gurley, August 2026:
    - What We Face, We Can Change
    - What We Call Out, We Can Change
    - What We Do Together Creates Lasting Change

Achievement Data & Instructional Supports

- Structures for Instructional Leadership & Support
- School Improvement Plans
- Data Analysis
  - SOLS 2025
  - Virginia Kindergarten Readiness Program (VKRP)
  - Virginia Language and Literacy Screening System (VALLSS)
  - Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
  - Measures of Annual Progress (MAP)
- Instructional Response & Advanced Learning Opportunities
  - Ms. Mickens, Tall Oaks
  - Dr. Thompson, Walker
  - Dr. Heltz, CATEC
  - Dr. Malone, CHS
- Graduation

Structures for Instructional Leadership and Support

- Established and aligned instructional teams including common structures, supports, and expectations
- Established Division Instructional Leadership team for guidance, support, and monitoring
- Extended principals' meetings to include an instructional workshop component
- Sharing and modeling data analysis work with the Division Instructional Team, Principals, and Instructional Coaches
- Providing instruction-focused professional learning series on responding to what we see in the classroom for assistant principals
- ***Implemented over a multi-year process**

Comprehensive School Support Plan

- Purpose
- Data-Driven Focus
- Strategic Action Steps
- Targeted Support & Feedback
- Ongoing Monitoring & Accountability

SMART Goal Statement: By May 2026, we will increase the percentage of all students passing the VA Reading SOL assessment from 58% to at least 75% and the following reporting groups:

- **Black students** from 54% to at least 75%
- **Students with Disabilities** from 46% to at least 75%
- **English Learners** from 18% to at least 75%

Evidence-Based Interventions (EBIs): WWC | Teaching Academic Content and Literacy to English Learners in Elementary and Middle School WWC | Teacher-Delivered Behavioral Interventions in Grades K–5	WWC - Strong Tier 1 Evidence: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. WWC - Strong Tier 1 Evidence: Provides students with frequent and varying opportunities to respond to and engage in activities.

(Division Priority Area) Black students - Identify the evidence-based strategies the school will implement to achieve identified goals:

- Implement evidence-based Interactive Learning Structures through a school-wide professional learning plan, including a collective book study of *The Joyful Classroom* (Responsive Classroom Program), to increase engagement, sense of belonging, and academic achievement for Black students.
- In Professional Learning Communities (PLCs), analyze each component of the literacy block to ensure Black students are actively engaged in learning by decreasing teacher-directed "I Do" time and increasing collaborative "We Do" and independent "You Do" opportunities, thereby strengthening engagement, ownership of learning, and depth of knowledge.
- The Admin team will focus on "Who Is Doing the Work?" when completing observations and walkthroughs to provide timely feedback to teachers to increase student engagement.
- Identify our black students who are not meeting the benchmarks or performance levels and create individualized strategies to address the identified areas of need in our PLCs and plan school-wide initiatives to support these students.
- The Reading Domain Team will analyze data to determine the best plan for home-school connections with Reading.

(Division-Aligned Expectation) All students - Identify the evidence-based strategies the school will implement to achieve the identified goals:

- Implementation of a research-based literacy program (HMH) to ensure that all students are interacting with grade-level text and receiving differentiated instruction through skills and intervention groups.
- Implement SIOP strategies that increases students' background knowledge
- Use of anticipation guides to introduce content vocabulary to students
- Use of pictures to help ELL students understand vocabulary
- EL Teachers will push in to support writing during Tier 1 Reading.
- Reading Specialists will push in to co-teach and provide support to 3rd and 4th grade students during Tier 1 Reading Instruction.
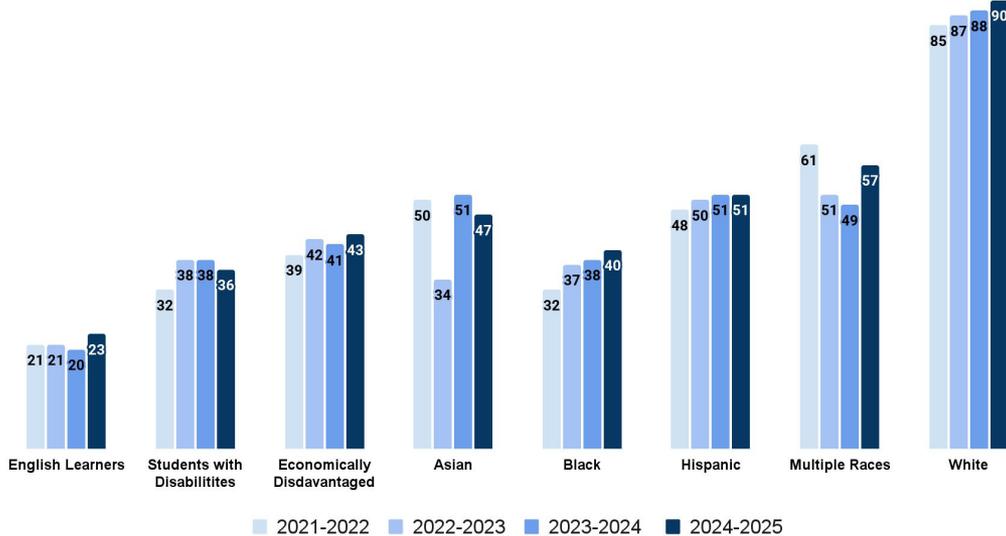
Action Plan for READING

Action Steps Please clearly describe the action steps the school will take to reach its reading goals, including how the school will implement the identified evidence-based strategies and practices.	Start of Action Step & End of Action Step	Position Responsible for Monitoring	Evidence of Progress/Completion (Artifacts required)
Engage in data analysis (including gap group data), of student learning in our weekly grade level Professional Learning Communities (PLCs) and create plans to address areas of need that emerge from the data.	September 2025 - May 2026	Leadership and grade level teams - quarterly for term assessments; more often for unit assessments	Grade level PLC team minutes that include analysis of student data and a plan to address the needs indicated by data
Engage in quarterly extended planning sessions	September 2025 - May 2026	Leadership and grade level teams - quarterly for term assessments; more often for unit assessments	Quarterly planning guides, backwards maps, unit plans within the quarter
Create a school schedule that protects Tier I time to ensure that all students receive full Tier I instruction	May 2025-May 2026	Leadership and grade level teams - quarterly	Completed school schedule
Refine our use of Houghton-Mifflin Harcourt (HMH) resources and activities, and provide embedded professional learning for teachers on these components during PLCs. For each comprehension strand, we will look at the SOLs and align our questions to ensure we are instructing the SOLs to the correct level of rigor.	September 2025 - May 2026	Leadership and grade level teams - bimonthly	PLC agendas/minutes
Provide students requiring Tier III intervention with an evidenced-based intervention program. Evidence-based programs implemented are: Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), HD Word (Really Great Reading), BLAST (Really Great Reading), and Wilson. SPED teachers will use SPIRE Foundations: Sounds Sensible (decoding/encoding)	September 2025 - May 2026	Administration, coach, reading specialist - quarterly	Educlimber Data

Achievement Data & Progress Measures

2025 Reading SOL Pass Rates
Grades 3-8

Grades 3-8 Reading Pass Rate by Student Group

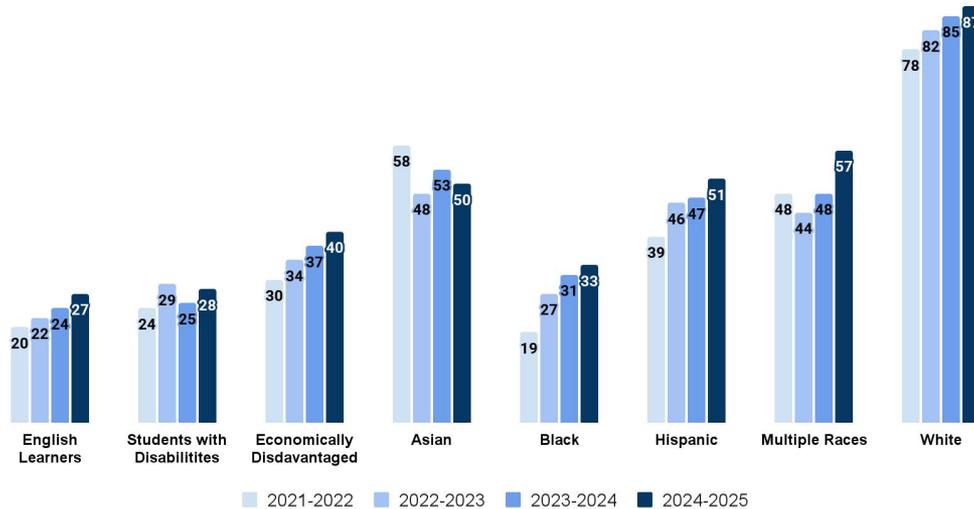| Reading SOL - Black Students				
Grade Level	21-22	22-23	23-24	24-25
3	40%	37%	38%	37%
4	34%	44%	38%	45%
5	26%	30%	31%	28%
6	33%	39%	31%	44%
7	30%	40%	52%	38%
8	30%	39%	42%	43%
Overall	32%	37%	38%	40%

2025 Math SOL Pass Rates
Grades 3-8

Grades 3-8 Math Pass Rate by Student Group

Math SOL - Black Students				
Grade Level	**21-22**	**22-23**	**23-24**	**24-25**
3	17%	28%	27%	24%
4	16%	27%	31%	36%
5	18%	18%	18%	35%
6	16%	28%	25%	33%
7	18%	38%	42%	22%
8	26%	22%	43%	36%
Overall	**18%**	**27%**	**31%**	**33%**

2025 EOC Pass Rates
Charlottesville High School

Reading EOC Pass Rates

Year	Black Students	All Students
22-23	65	81
23-24	48	71
24-25	54	73

CHS Algebra 1 EOC

Year	Black Students	All Students
22-23	71	79
23-24	66	75
24-25	80	85

VKRP
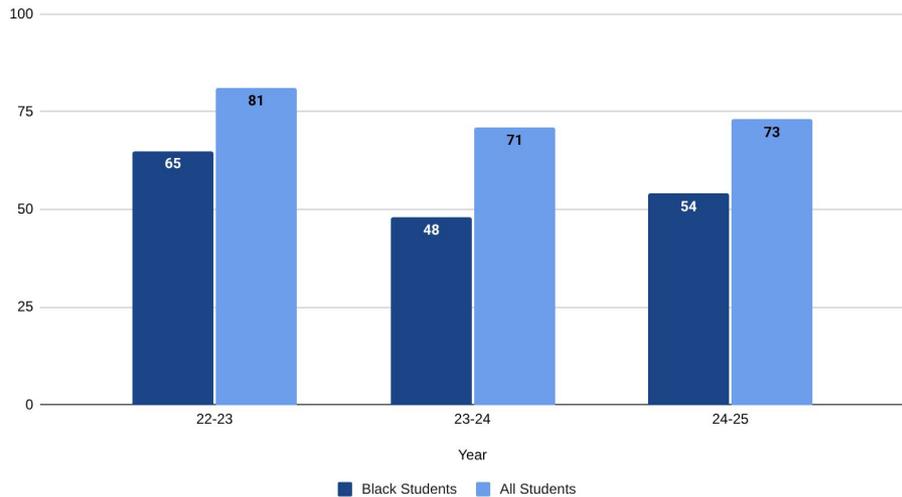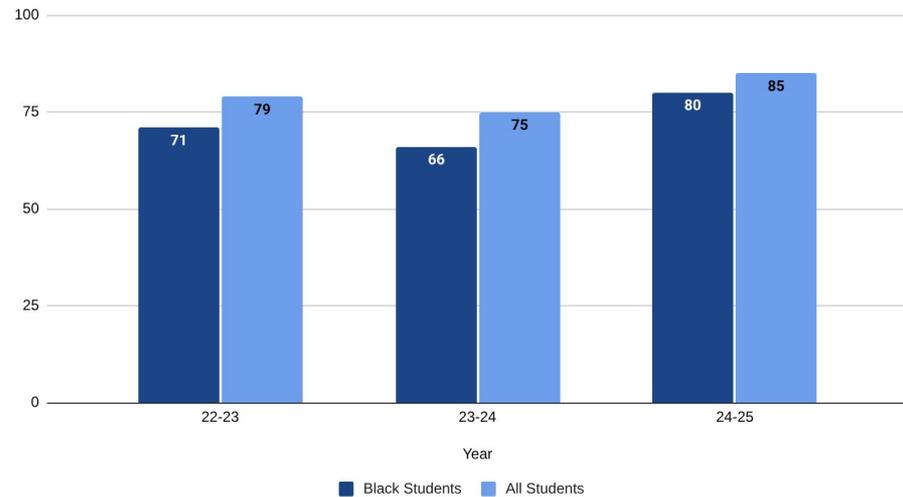
Virginia Kindergarten Readiness Program

- A comprehensive assessment system used in VA for Pre-K and Kindergarten students that measures 4 key areas which are essential to ensuring a child is ready to succeed in school:
    - Literacy (VALLS)
    - Math (EMAS)
    - Self-Regulation (CBRS)
    - Social Skills (CBRS)
- If a student's score is above the benchmark for a specific domain in the fall, they are demonstrating the *minimum* skills needed to be successful at the beginning of kindergarten.
- Overall, a student is meeting benchmark if they meet the benchmark for math, self-regulation, social skills, and are either in the low or moderate risk range for literacy.
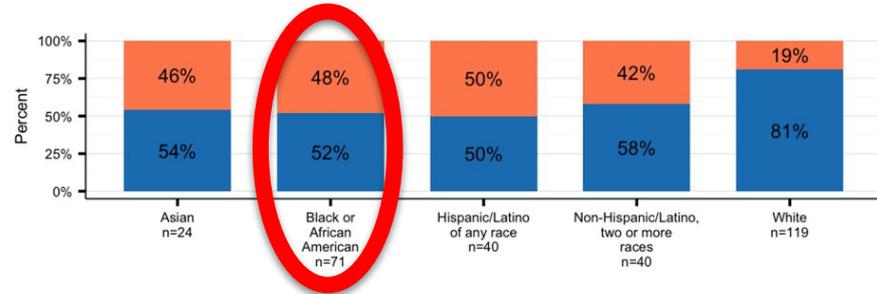
VKRP-VALLSS

VKRP utilizes the VALLSS assessment for the literacy component of measuring readiness. This includes foundational literacy skills including alphabet knowledge, phonological awareness, decoding, encoding, passage comprehension, vocabulary, syntax, and processing.

Scores translate to bands of risk:
- Low risk
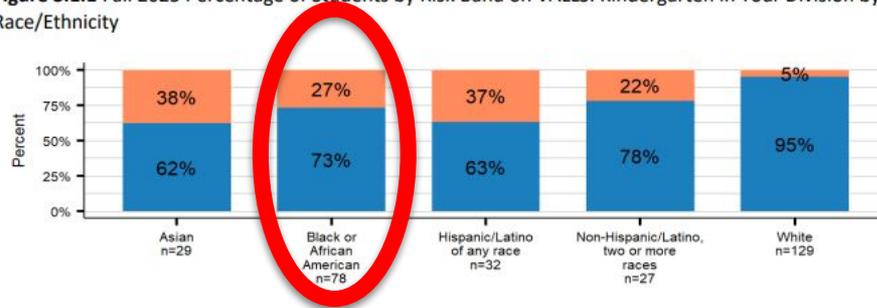- Moderate risk
- High risk

VKRP-VALLSS

VALLSS by race/ethnicity

All groups saw gains from fall 2024 to fall 2025, but Black students saw the greatest gains among race/ethnicity membership groups.

Figure 3.1.1 Fall 2024 Percentage of Students by Risk Band on VALLS: Kindergarten in Your Division by Race/Ethnicity

	Asian n=24	Black or African American n=71	Hispanic/Latino of any race n=40	Non-Hispanic/Latino, two or more races n=40	White n=119
High risk	46%	48%	50%	42%	19%
Low and moderate risk	54%	52%	50%	58%	81%

VALLS: Kindergarten
High risk
Low and moderate risk

Figure 3.1.1 Fall 2025 Percentage of Students by Risk Band on VALLS: Kindergarten in Your Division by Race/Ethnicity

	Asian n=29	Black or African American n=78	Hispanic/Latino of any race n=32	Non-Hispanic/Latino, two or more races n=27	White n=129
High risk	38%	27%	37%	22%	5%
Low and moderate risk	62%	73%	63%	78%	95%

VALLS: Kindergarten
High risk
Low and moderate risk

VKRP-Math

EMAS by race/ethnicity

Most groups saw gains from fall 2024 to fall 2025, but Black students saw the greatest gains among race/ethnicity membership groups.

Figure 3.1.2 Fall 2024 Percentage of Students Meeting or not Meeting the Kindergarten EMAS Benchmark in Your Division by Race/Ethnicity
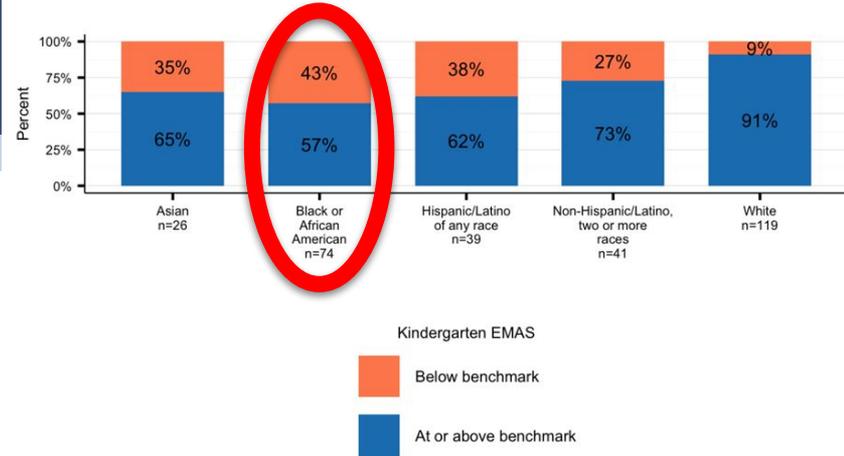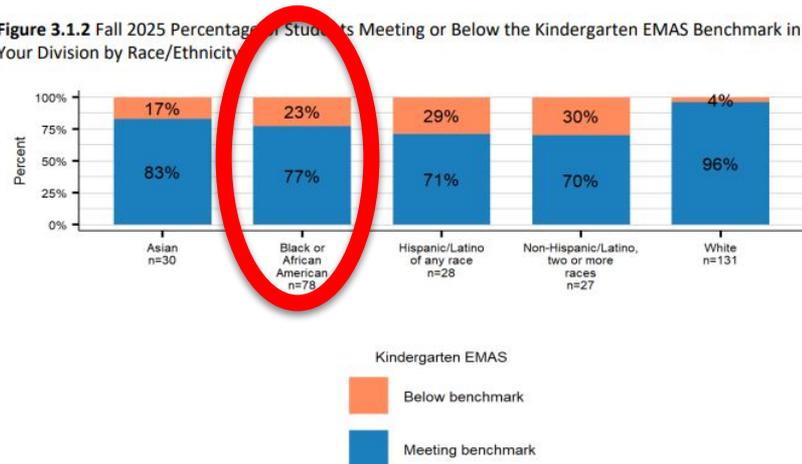
Asian n=26: 35% / 65%
Black or African American n=74: 43% / 57%
Hispanic/Latino of any race n=39: 38% / 62%
Non-Hispanic/Latino, two or more races n=41: 27% / 73%
White n=119: 9% / 91%

Kindergarten EMAS
- Below benchmark
- At or above benchmark

Figure 3.1.2 Fall 2025 Percentage of Students Meeting or Below the Kindergarten EMAS Benchmark in Your Division by Race/Ethnicity

Asian n=30: 17% / 83%
Black or African American n=78: 23% / 77%
Hispanic/Latino of any race n=28: 29% / 71%
Non-Hispanic/Latino, two or more races n=27: 30% / 70%
White n=131: 4% / 96%

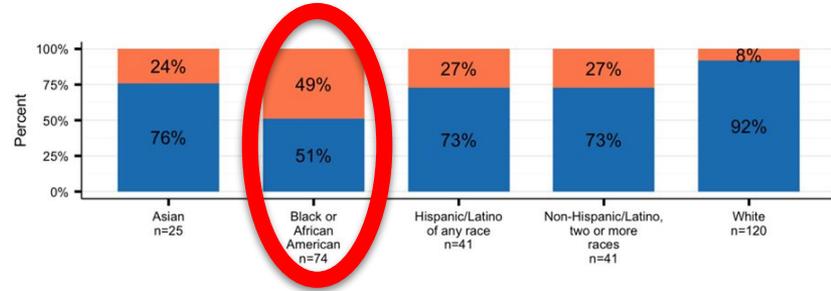Kindergarten EMAS
- Below benchmark
- Meeting benchmark

VKRP-Self-Regulation

CBRS (self-regulation) by race/ethnicity

All groups either maintained or saw gains from fall 2024-2025, but Black students saw the greatest gains among race/ethnicity membership groups.
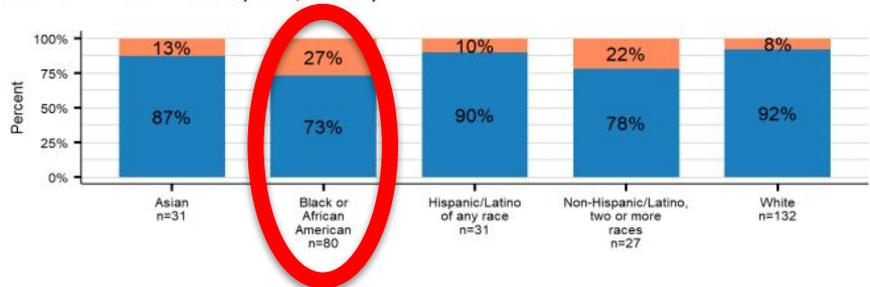

Figure 3.1.3 Fall 2024 Percentage of Students Meeting or not Meeting the Kindergarten CBRS Self-Regulation Benchmark in Your Division by Race/Ethnicity

Kindergarten CBRS Self-Regulation

■ Below benchmark
■ At or above benchmark

Figure 3.1.3 Fall 2025 Percentage of Students Meeting or Below the Kindergarten CBRS Self-Regulation Benchmark in Your Division by Race/Ethnicity

Kindergarten CBRS Self-Regulation

■ Below benchmark
■ Meeting benchmark

VKRP-Social Skills

CBRS (social skills) by race/ethnicity

Two groups saw gains (Black & Hispanic students) from fall 2024-2025 and Black students saw the greatest gains among race/ethnicity membership groups.

Figure 3.1.4 Fall 2024 Percentage of Students Meeting or not Meeting the Kindergarten CBRS Social Skills Benchmark in Your Division by Race/Ethnicity
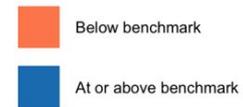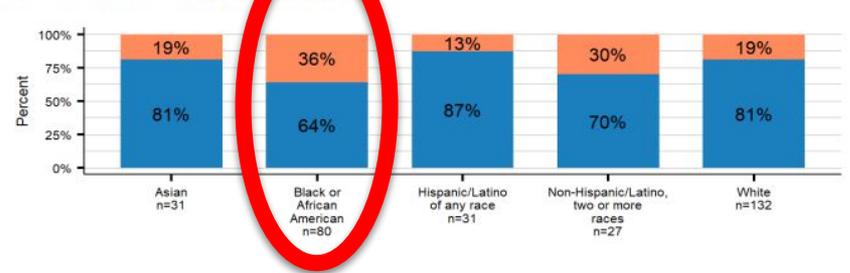
Kindergarten CBRS Social Skills
- Below benchmark
- At or above benchmark
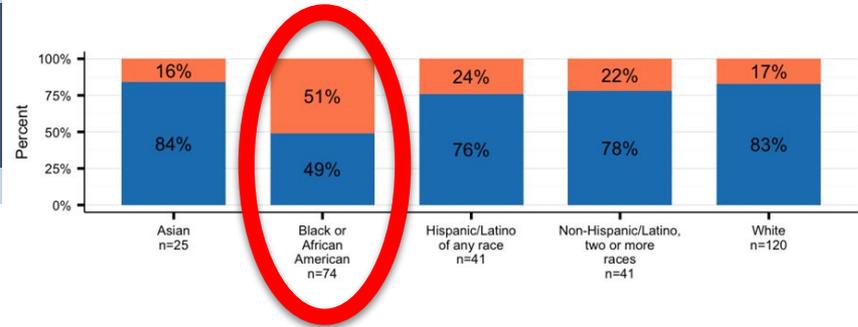
Figure 3.1.4 Fall 2025 Percentage of Students Meeting or Below the Kindergarten CBRS Social Skills Benchmark in Your Division by Race/Ethnicity
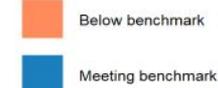
Kindergarten CBRS Social Skills
- Below benchmark
- Meeting benchmark

VKRP

Figure 3.2.1 Fall 2024 Percentage of Students by Risk Band on VALLS: Kindergarten in Your Division by Preschool Experience
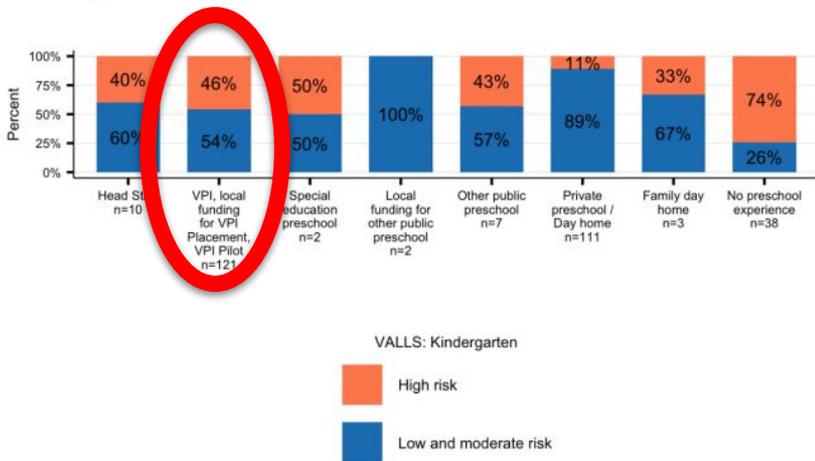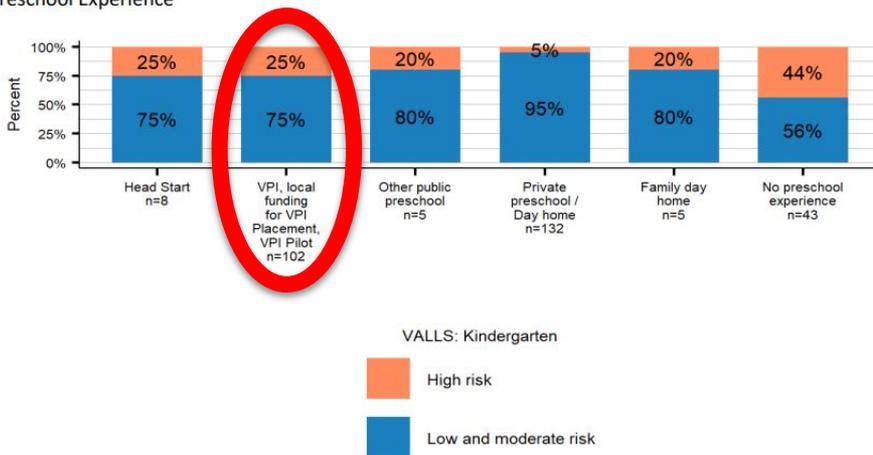
Figure 3.2.1 Fall 2025 Percentage of Students by Risk Band on VALLS: Kindergarten in Your Division by Preschool Experience

VALLSS by Preschool Experience

We see a gain of more than 20 percentage points for students attending VPI or locally funded VPI preschools.

VKRP

Figure 3.2.2 Fall 2024 Percentage of Students Meeting or not Meeting the Kindergarten EMAS Benchmark in Your Division by Preschool Experience
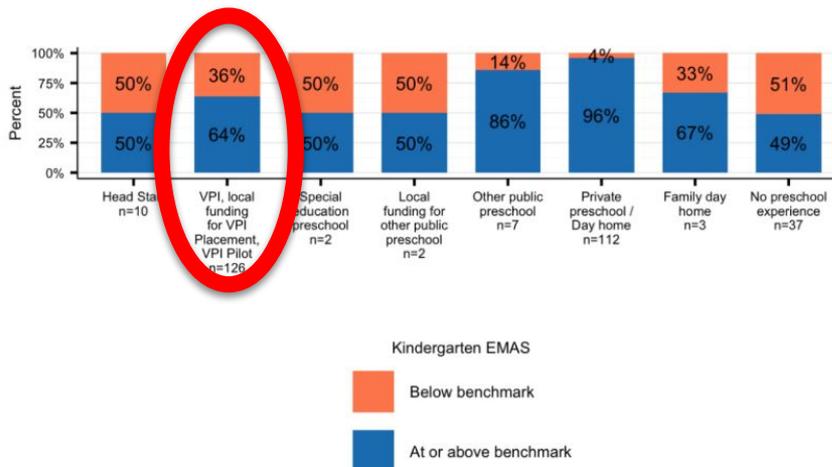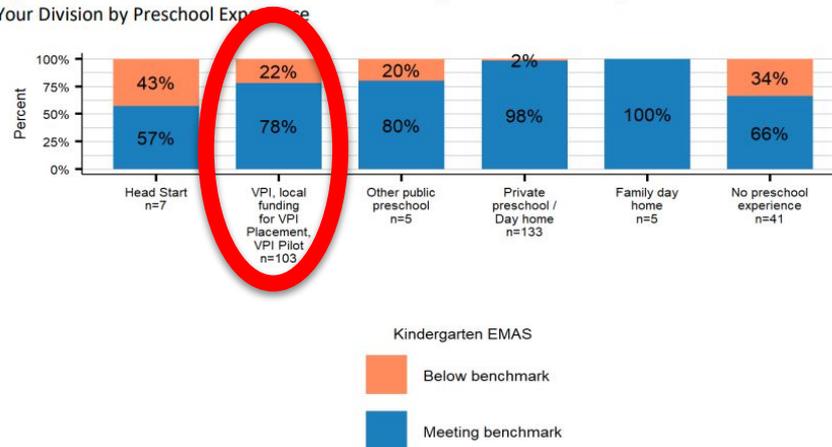
Figure 3.2.2 Fall 2025 Percentage of Students Meeting or Below the Kindergarten EMAS Benchmark in Your Division by Preschool Experience

EMAS by Preschool Experience

We see gains for students who attended VPI/ locally funded VPI preschools.

Figure 3.2.3 Fall 2024 Percentage of Students Meeting or not Meeting the Kindergarten CBRS Self-Regulation Benchmark in Your Division by Preschool Experience
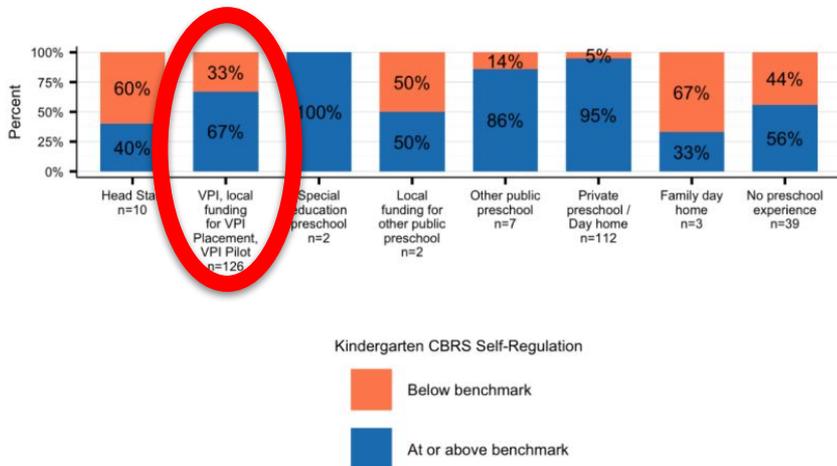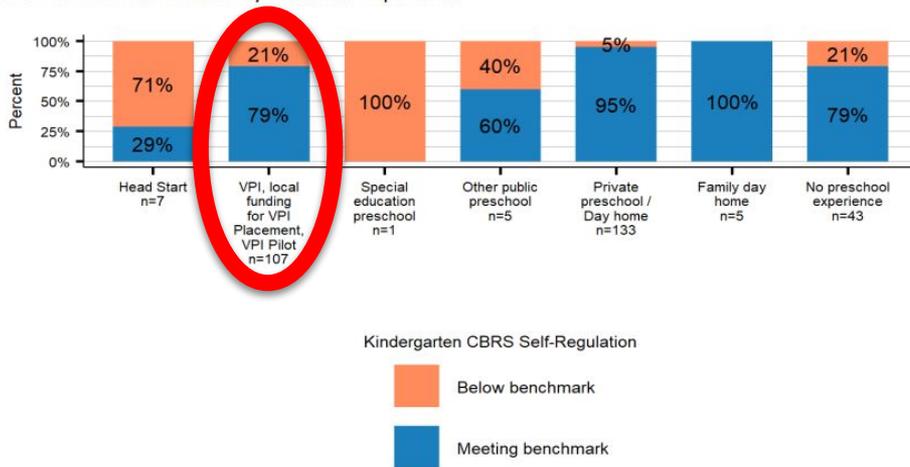
Figure 3.2.3 Fall 2025 Percentage of Students Meeting or Below the Kindergarten CBRS Self-Regulation Benchmark in Your Division by Preschool Experience

CBRS (self-regulation) by Preschool Experience

We see gains for students who attended VPI/ locally funded VPI preschools.

Figure 3.2.4 Fall 2024 Percentage of Students Meeting or not Meeting the Kindergarten CBRS Social Skills Benchmark in Your Division by Preschool Experience

Kindergarten CBRS Social Skills
- Below benchmark
- At or above benchmark
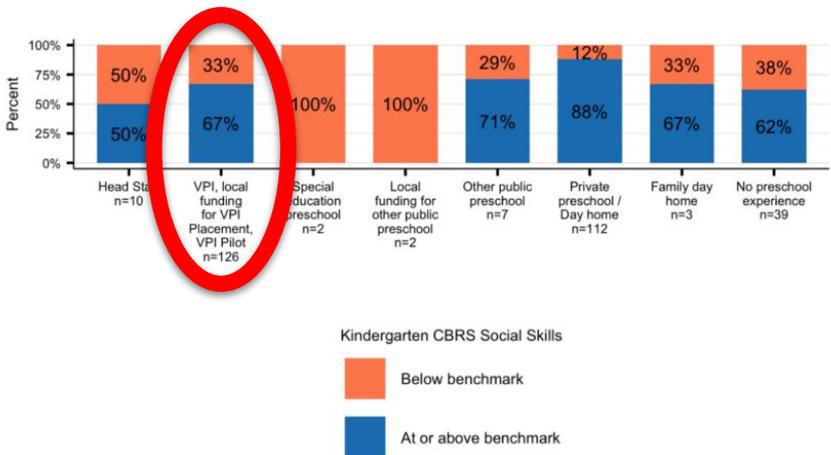
Figure 3.2.4 Fall 2025 Percentage of Students Meeting or Below the Kindergarten CBRS Social Skills Benchmark in Your Division by Preschool Experience

Kindergarten CBRS Social Skills
- Below benchmark
- Meeting benchmark

VKRP
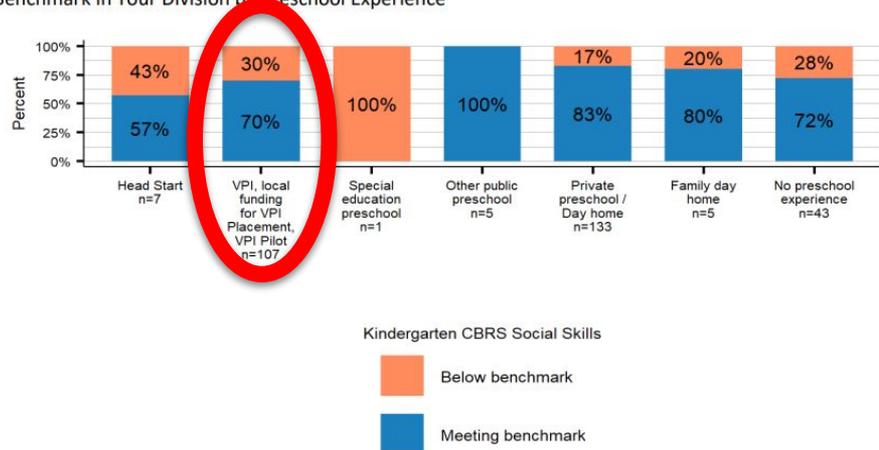
CBRS (social skills) by Preschool Experience

We see gains for students who attended VPI/ locally funded VPI preschools.
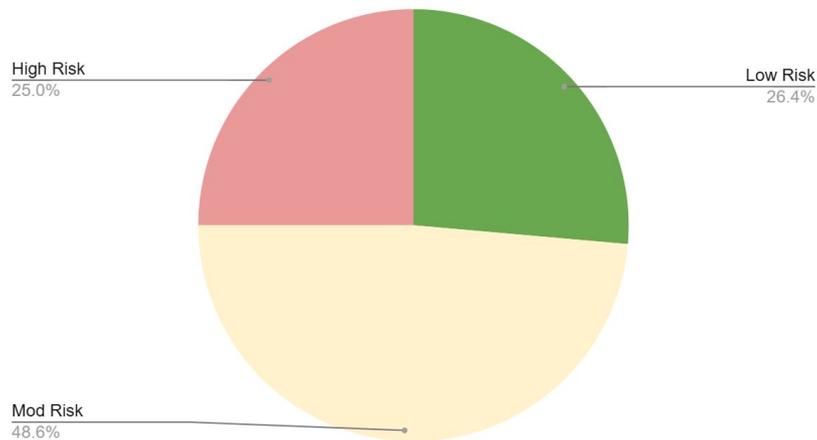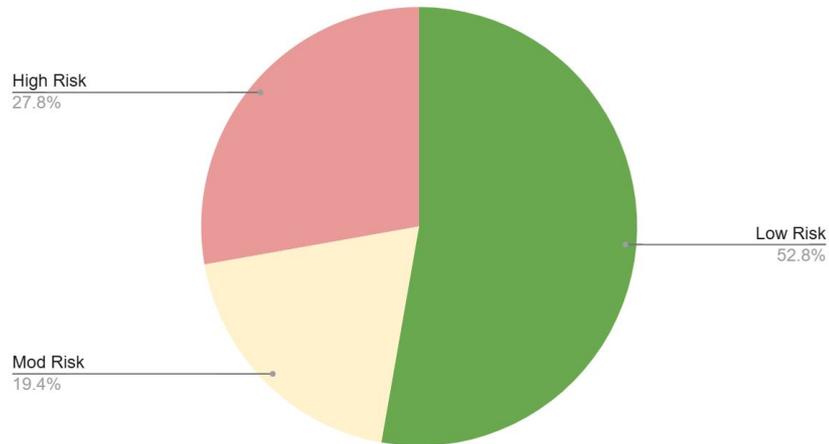
VALLSS-1st Grade

Low Risk

Moderate Risk

High Risk

2025-2026 1st Grade Black Students (Fall)

Low Risk
21.1%

Mod Risk
23.9%

High Risk
54.9%

2025-2026 1st Grade Black Students (Winter)

Low Risk
35.2%

Mod Risk
16.9%
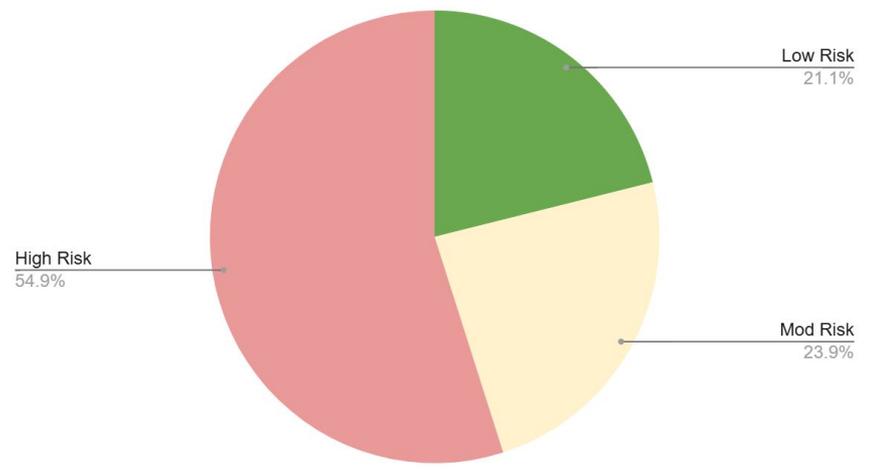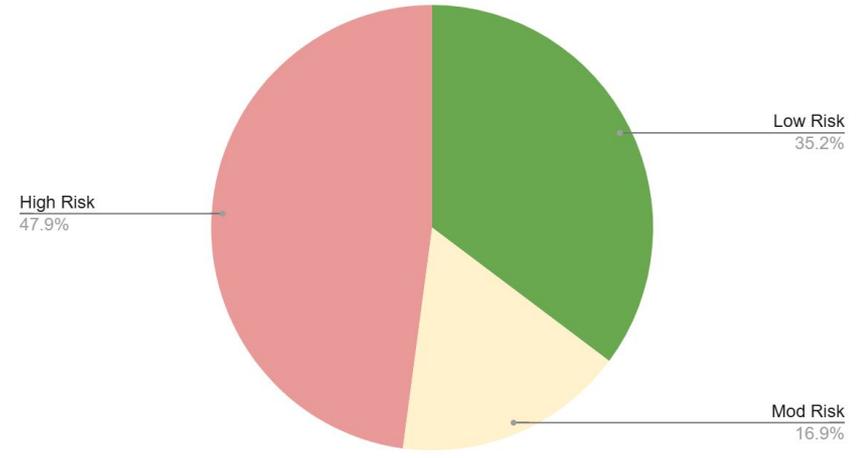
High Risk
47.9%

VALLSS-2nd Grade

Low Risk

Moderate Risk

High Risk

2025-2026 2nd Grade Black Students (Fall)

Low Risk
21.2%

Mod Risk
24.2%

High Risk
54.5%

2025-2026 2nd Grade Black Students (WINTER)

Low Risk
31.8%

Mod Risk
27.3%

High Risk
40.9%
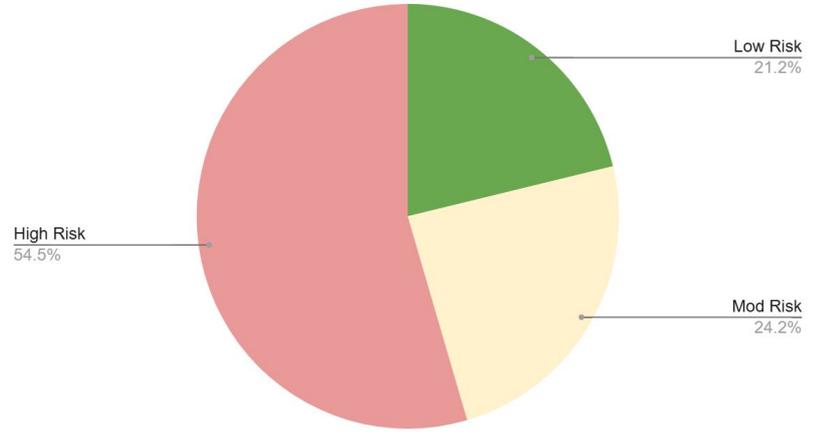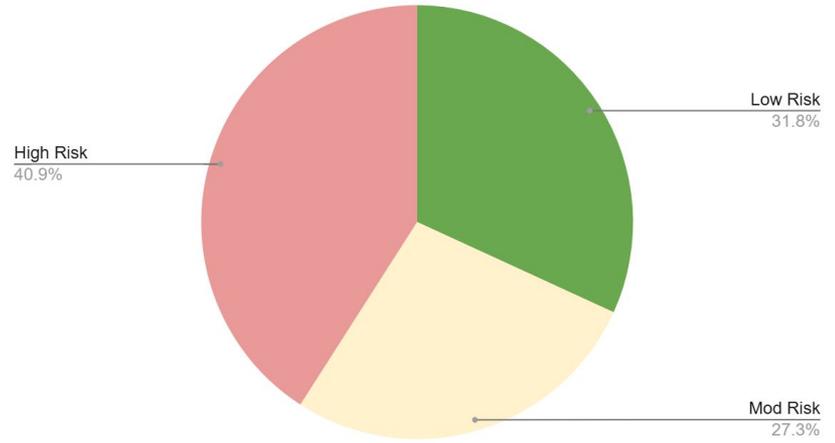
DIBELS

- Dynamic Indicators of Basic Early Literacy Skills
  - ▷ Reliable and valid subtests that can be used to detect risk and monitor early literacy development
- This is another measure we utilize in CCS in addition to VALLSS. This is given to students in grades 3+.
- There's a composite score and scores on each subtest.

DIBELS 3rd & 4th
Composite and ORF - Accuracy of Black Students

DIBELS 8th Edition - Composite By Grade

DIBELS 8 Performar

	3rd 25-26 Beginning	3rd 25-26 Middle	4th 25-26 Beginning	4th 25-26 Middle
Core Support (Negligible Risk)	9%	8%	4%	11%
Core Support (Minimal Risk)	30%	19%	25%	17%
Strategic Support	22%	19%	25%	21%
Intensive Support	39%	53%	46%	51%

- Core Support (Negligible Risk)
- Core Support (Minimal Risk)
- Strategic Support
- Intensive Support
- Avg Score
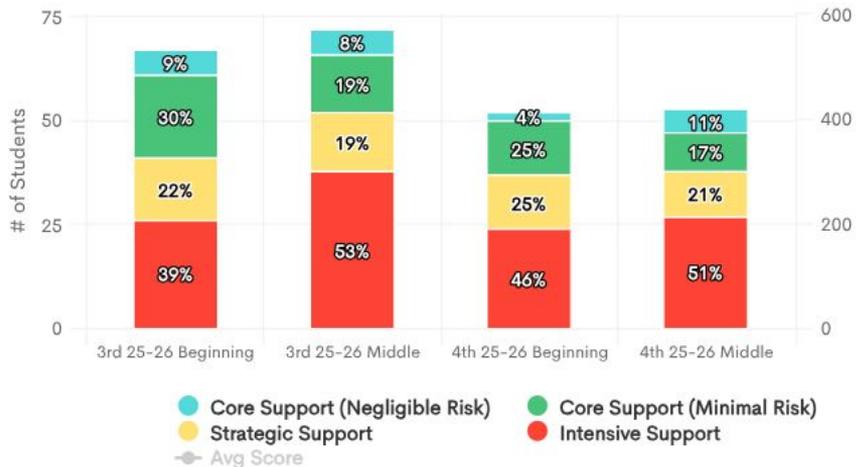
State Reported Race: ...

DIBELS 8th Edition - ORF - Accuracy By Grade

DIBELS 8 Performar

	3rd 25-26 Beginning	3rd 25-26 Middle	4th 25-26 Beginning	4th 25-26 Middle
Core Support (Minimal Risk)	35%	63%	48%	66%
Strategic Support	16%	17%	13%	11%
Intensive Support	49%	21%	38%	23%

- Core Support (Minimal Risk)
- Strategic Support
- Intensive Support
- Avg Score
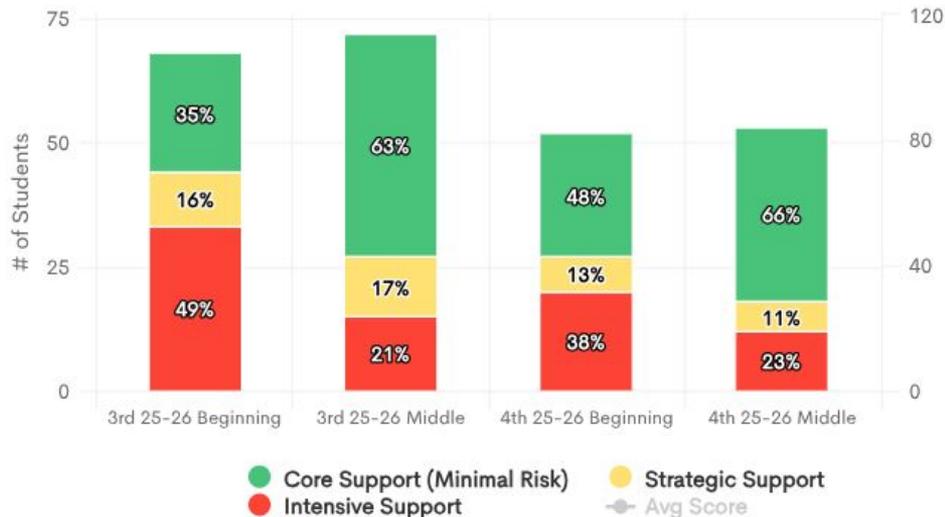
State Reported Race: ...

NWEA MAP Growth Assessment

MAP Growth is a nationally normed, computer-adaptive assessment that measures student achievement and academic growth in reading and mathematics.

- The assessment adjusts to each student's responses, allowing us to identify what students know and what they are ready to learn next.

- Results provide data that help schools monitor growth over time and evaluate the effectiveness of instruction.

Reading & Math MAP Benchmark

- The 31st percentile is identified by NWEA as a benchmark indicating students are likely able to access grade-level curriculum with core (Tier 1) instruction.

- Students at or above the 31st percentile are generally demonstrating that they are responding to core classroom instruction. Students below the 31st percentile may need additional targeted support or intervention.

- This benchmark helps schools monitor the effectiveness of Tier 1 instruction and identify students who may benefit from additional support.

2022-2023 Fall MAP Growth - READING

Black Students

- At or above
- Approaching or Below

Grade	At or above	Approaching or Below
3rd	44	55
4th	54	46
5th	37	63
6th	44	56
7th	45	55
8th	39	61

2024-2025 Fall MAP Growth - READING

Black Students

- At or above
- Approaching or Below

Grade	At or above	Approaching or Below
3rd	42	58
4th	49	51
5th	49	51
6th	56	44
7th	42	58
8th	48	52

2023-2024 Fall MAP Growth - READING

Black Students

- At or above
- Approaching or Below

Grade	At or above	Approaching or Below
3rd	46	54
4th	47	53
5th	57	43
6th	39	61
7th	54	46
8th	51	49

2025-2026 Fall MAP Growth - READING

Black Students

- At or above
- Approaching or Below

Grade	At or above	Approaching or Below
3rd	43	57
4th	42	58
5th	53	47
6th	56	44
7th	54	46
8th	56	44

Reading Black Students Overall

22-23
44%

23-24
48%

24-25
49%

25-26
51%

2022-2023 Fall MAP Growth - MATH
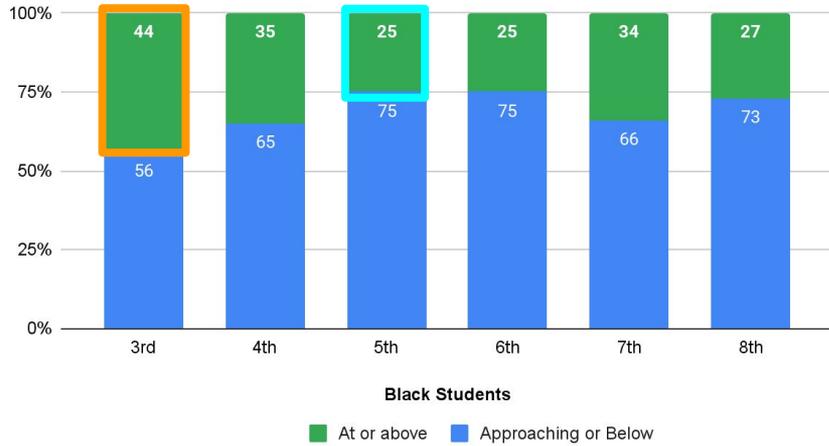
Black Students

Grade	At or above	Approaching or Below
3rd	44	56
4th	35	65
5th	25	75
6th	25	75
7th	34	66
8th	27	73

■ At or above ■ Approaching or Below

2023-2024 Fall MAP Growth - MATH

Black Students

Grade	At or above	Approaching or Below
3rd	32	68
4th	33	67
5th	35	65
6th	25	75
7th	36	64
8th	37	63

■ At or above ■ Approaching or Below
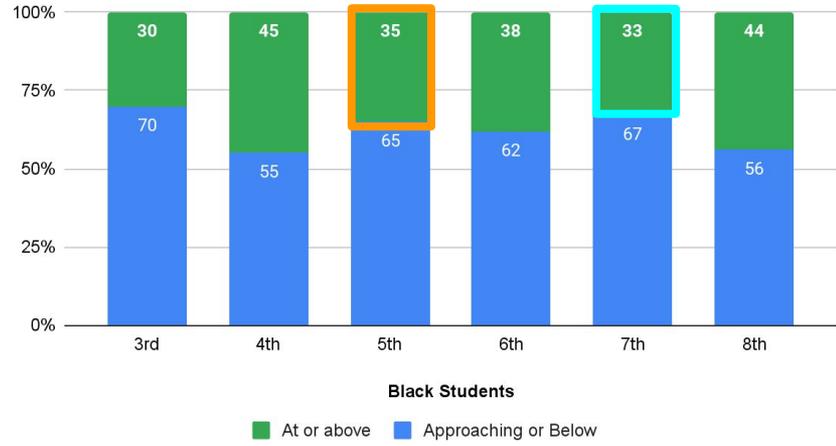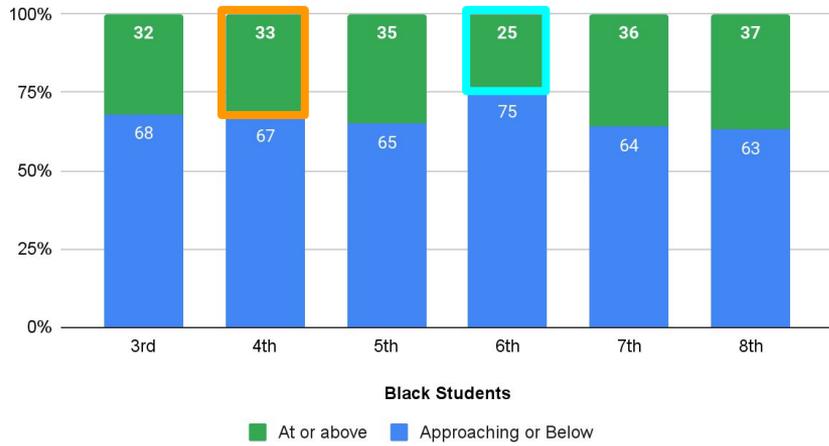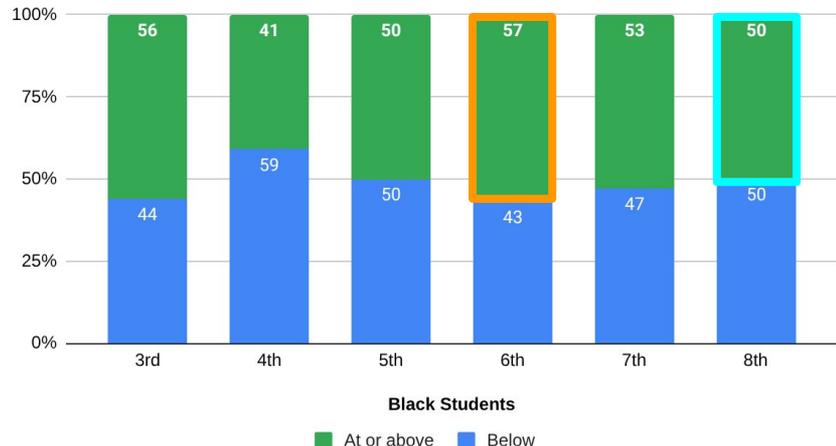
Math
Black Students Overall

22-23
32%

23-24
33%

24-25
38%

25-26
51%

2024-2025 Fall MAP Growth - MATH

Black Students

Grade	At or above	Approaching or Below
3rd	30	70
4th	45	55
5th	35	65
6th	38	62
7th	33	67
8th	44	56

■ At or above ■ Approaching or Below

2025-2026 Fall MAP Growth - MATH

Black Students

Grade	At or above	Below
3rd	56	44
4th	41	59
5th	50	50
6th	57	43
7th	53	47
8th	50	50

■ At or above ■ Below

Instructional Response & Advanced Learning Opportunities

Reading Support

Student reading support
- Screening plan
- School-based data review example
- Reading plan
- Regular intervention monitoring
- Quarterly parent progress reports

Tall Oaks' Response - Ms. Mickens

WHO'S DOING THE WORK?

- Student Mastery – shifting from teacher-directed instruction to student-centered learning and mastery
- Active Engagement:
  - Using the SIOP Model
  - Using Interactive Learning Structures
- Intentional Belonging
  - School-Wide Book Study of *The Joyful Classroom*
- Targeted Support
  - Mentor System
- PL on Instructional Practices in Math & Reading
  - Walkthroughs & Feedback

Walker's Response - Dr. Thompson

- Purposeful tracking of data by student membership groups more often to make instructional adjustments
- Individual goal-setting based on data
- Monitoring Black student achievement
- Student Success and Mentorship program
- Optional staff book club - *Cultivating Genius*
- "Snapshots"

CTE's Response - Dr. Heltz

- Expanding pathways through Program of Studies
- Aligning pathways to students' interests labor market needs
- Exposure to career pathways

CTE's Response - Dr. Heltz

- GOTEC at the middle school
  - ▷ Lab equipment
  - ▷ Embed into technology classes (grades 6-8)
- Expanding Career Investigations
  - ▷ Delivery and purpose
  - ▷ Guest speakers from industry
- Other career exploration opportunities
  - ▷ CATEC tours
- Real Money. Real World.

CTE's Response - Dr. Heltz

- Expanded pathways:
  - ▷ Technology
  - ▷ Health & Medical Science
  - ▷ Agriculture
- Career Development/Strategies (CATEC)
- CATEC-high-demand credentials
- HQWBL opportunities
  - ▷ Internship Academy (CHS)
  - ▷ Internships & Clinicals

Charlottesville High School's Response-Dr. Malone

- AP/DE Enrollment and Representation Audit
  - ▷ Review historical enrollment in AP/DE courses
  - ▷ Align enrollment in AP/DE courses with CHS enrollment
- Increased pathways for next year
  - ▷ AP African-American Studies, DE options, UCGS
  - ▷ CATEC and Career-readiness options
- Student engagement sessions
  - ▷ Student voice on Black student experiences
  - ▷ Student to student engagement panel on strategies for success @ CHS and in AP/DE
  - ▷ Student to staff sessions on experience-sharing

Charlottesville High School's Response-Dr. Malone

- Teacher Recommendations
  - ▷ Review teacher recommendation data
  - ▷ Align recommendations with our equity protocol
- Staff Engagement work
  - ▷ Prioritize Black student achievement as staff SMART Goal and PLC priority
  - ▷ Analyze attendance, grades, and achievement gap trends to make real-time adjustments
- Graduation Rates
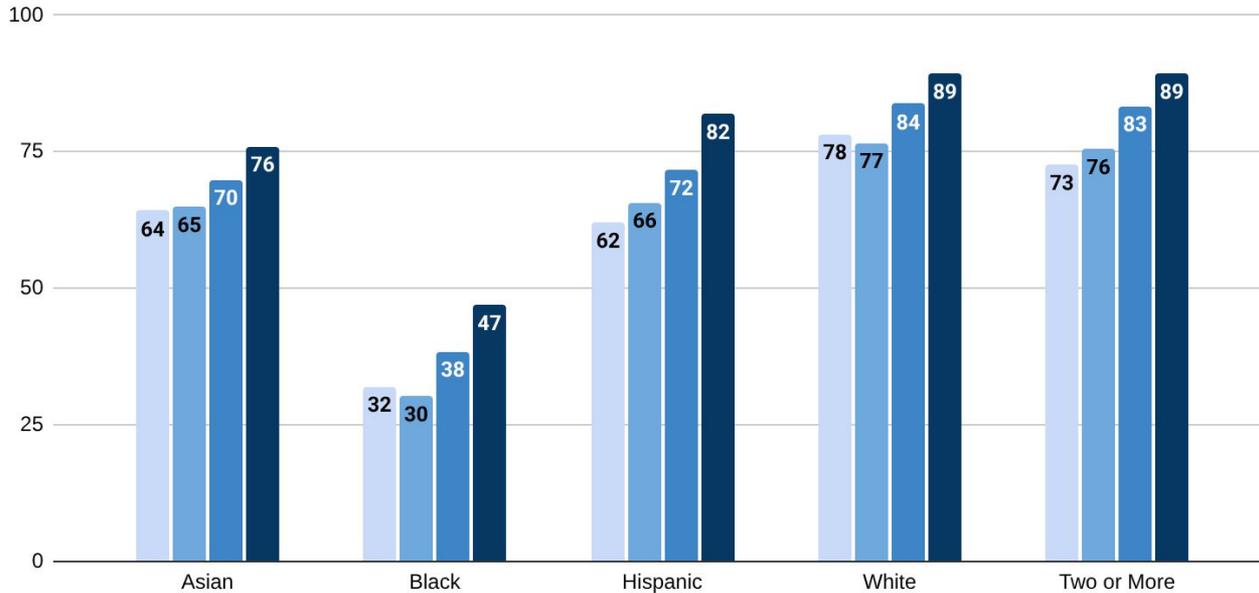 - ▷ 4-year, on-time, Advanced Studies

AP/DE Enrollment

Number of Students Enrolled in at least one AP or DE Course

Ethnicity	22-23	23-24	24-25	25-26
American Indian/Alaska Native	3	3	6	6
Asian	27	22	36	45
Black/African American	77	72	63	60
Native Hawaiian/Other Pacific Islander	2	1	1	1
Two or more	32	30	31	41
Two or more including Black/African American	16	20	18	18
White	451	431	474	506
Grand Total	608	579	629	677
All students that identify as Black/AA	93	92	81	78

School Population by Ethnicity

Ethnicity	22-23	23-24	24-25	25-26
American Indian/Alaska Native	27	26	28	32
Asian	76	84	106	115
Black/African American	378	371	367	315
Native Hawaiian/Other Pacific Islander	2	3	4	3
Two or more	100	109	99	97
Two or more including Black/African American	55	70	60	61
White	678	706	730	741
Grand Total	1316	1369	1394	1364
All students that Identify as Black/AA	433	441	427	376

Advanced Placement Course Completion

Course Completion

■ 2022 ■ 2023 ■ 2024 ■ 2025

	Asian	Black	Hispanic	White	Two or More
2022	64	32	62	78	73
2023	65	30	66	77	76
2024	70	38	72	84	83
2025	76	47	82	89	89

Percentage of Students Demonstrating College-Level Proficiency (Score 3 or Higher)

CHS Graduation

Student Group	Cohort 2025	Graduated 2025	Graduated 2024	Graduated 2023	Graduated 2022
All Students	**336**	**87%**	**89%**	**93%**	**93%**
Asian	20	85%	90%	100%	100%
Black	90	89%	84%	91%	90%
Hispanic	53	66%	80%	86%	77%
Multiple Races	29	86%	88%	84%	97%
White	144	94%	96%	97%	97%

Charlottesville High School On-Time Graduation Rate

Graduation Year	Student Group	On-Time Graduation Rate	Total Graduates (*1)	Cohort (*2)	Advanced Studies Diploma	Standard Diploma	Applied Studies Diploma	Total Completers	Still Enrolled (*3)	Dropouts (*4)	Long-Term Absence (*5)
2022	Black	90%	65	72	22	35	8	65	0	3 / 4%	2
2023	Black	91%	85	93	29	54	2	85	0	3 / 3%	4
2024	Black	84%	63	75	26	36	1	63	5	2 / 3%	4
2025	Black	89%	80	90	27	48	5	81	0	7 / 8%	1

(*1) Includes all students who have earned an Advanced Studies, IB, Standard, Modified Standard, Special or General Achievement diploma.

(*2) The cohort has been adjusted; non-graduating special education and LEP students have been moved into the next cohort and are not included in this cohort.

(*3) Represents all non-graduates, non-completers who are still enrolled in school working towards graduation.

(*4) Represents all non-graduates, non-completers who have discontinued school. These students have not earned a credential and are not enrolled in school at the time of this report.

(*5) Represents students who are on long-term medical absence, emergency family absence, and students who were expelled for one-year. These students have not earned a credential and are not enrolled in school at the time of this report.

Special Education

- Indicator 1: Graduation
  - ✓ Percent of youth with IEPs exiting special education due to graduating with a regular high school diploma (86.11%)
- Indicator 14: Postsecondary Outcomes
  - ✓ Enrolled in higher education - No (27.59%)
  - ✓ Enrolled in higher education or competitively employed - Yes (72.41%)
  - ✓ Enrolled in higher education, in a postsecondary education or training program, or competitively employed - Yes (82.76%)
- Indicator 3: Achievement
  - ✓ Proficiency rate for children with IEPs against grade level academic achievement standards Reading
    - ■ Grade 4: Yes   Grade 8: Yes   High School: Yes
  - ✓ Math
    - ■ Grade 4: No   Grade 8: Yes   High School: No
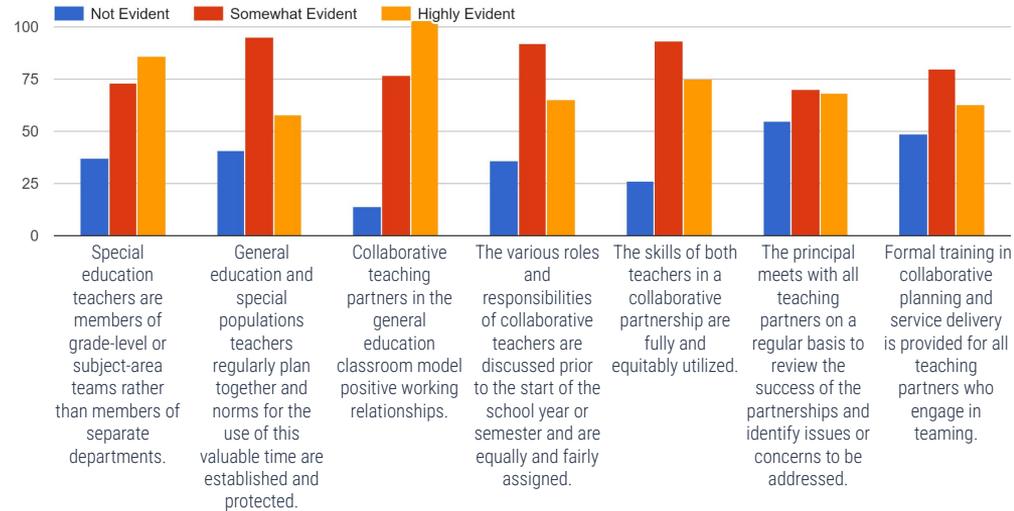
Special Education

- Indicator 9: Disproportionate Representation in Special Education
  - ✓ Division identified with disproportionate representation of black students in special education and related services. However, inappropriate identification did not contribute to disproportionate representation.
- Indicator 10: Disproportionate Representation in Specific Disability Categories
  - ✓ Division identified with disproportionate representation of racial and ethnic groups in the designations of Specific Learning Disabilities, Other Health Impairments, and Emotional Disability for black students. However, inappropriate identification did not contribute to disproportionate representation.
- Indicator 11: Timeline for Eligibility
  - ✓ Children with parental consent for initial evaluation, who were evaluated and eligibility determined within 65 business days = 100%

Special Education

- Listening Sessions
- Family Engagement Nights
- Quality Indicators for Inclusion Survey
- Inclusive Action Plans
- What do we need to improve?
  - ✓ Building trust and collaboration
  - ✓ Inclusive practices
  - ✓ High expectations

Special Education

- Emphasis on goal writing and progress monitoring
  - ✓ Progress report feedback
  - ✓ Progress track
- Emphasis on student transition
  - ✓ Preschool to Kindergarten
  - ✓ Elementary to Middle School
  - ✓ Middle School to High School
- Emphasis on parent engagement and authentic involvement in the IEP process
  - ✓ IEPs at a glance
 - ✓ Setting expectations for communication and verifying

Discipline

- Each office discipline referral has a:
  - behavior code
  - behavioral intervention code
  - instructional support code
- HB298 will require schools consider at least 1 evidence-based restorative disciplinary practice prior to utilizing exclusionary discipline.
- Additional information about responses to office discipline referrals is included in the October work session information. Since then:
  - Principal workshop
  - Checkpoints for data entry
  - Preliminary SBAR Review ongoing

Incident Data

■ 6+ ■ 2-5 ■ 0-1

1.62%

8.26%

90.13%

Black Students
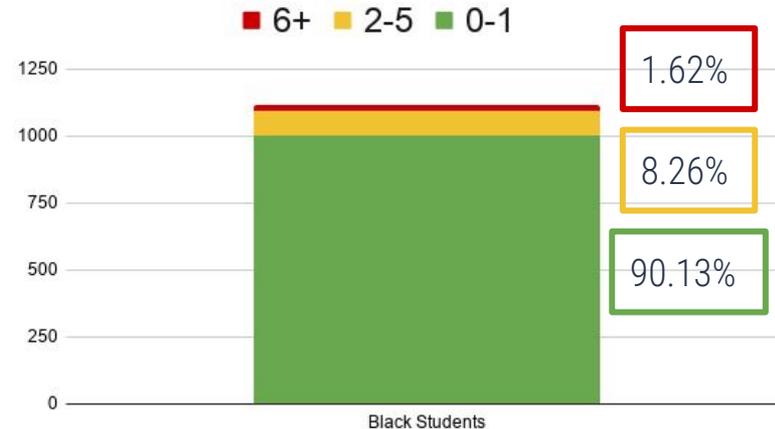
Community Schools

- Continuing to solidify the Infrastructure
  - Reviewing Community Schools Pillars
    - **Integrated Student Supports:** Addresses out-of-school barriers to learning by providing mental and physical health services, social services, and other supports through partnerships.
    - **Expanded and Enriched Learning Time/Opportunities:** Offers before- and after-school, weekend, and summer programs, alongside academic enrichment, project-based learning, and real-world learning (e.g., internships).
    - **Family and Community Engagement:** Transforms schools into neighborhood hubs that tap into the expertise of families and community members, treating them as partners in education.
    - **Collaborative Leadership and Practices:** Establishes a culture of professional learning, collective trust, and shared responsibility, involving teachers, administrators, staff, families, and students in decision

Community Schools

- Summer school extended care option - YMCA
- [Literacy Kits](#)
- Literacy Hubs
  - Currently being established at First Baptist
  - Boys & Girls Club
  - Jefferson School
  - Upcoming meeting with The Point Church, Ridge Street Location
- Family support- ex. Crack the Code event on March 26.

Community Schools

- Continuing the Infrastructure
  - Public Facing Webpage
  - Formalized MOU Application Process
  - Establishing and Evaluating current and new partnerships
    - Power Crew with pilot program at Sunrise in Partnership with B&G Club
    - Bridge Builders CMS Work
    - Communities in Schools

Key Points from Presentation

- Black student enrollment is declining in Charlottesville City Schools.
- Accountability systems and measures have been operationalized this school year (2025–26).
- Data trends indicate that more Black students are moving out of the at-risk category and toward proficiency.
- Our screening tools serve as quality indicators of students' potential need for additional support.
- Targeted programming and supports at the school level are in place to address individual student needs and the achievement gap.
- Black students enrolled in AP courses are taking, on average, three or more courses.
- The graduation rate for Black students (89%) is higher than the overall graduation rate for all students (87%).
- The community schools model is serving as a hub for student resource needs.

Leading Forward

- Protect instructional time to ensure consistent and effective learning opportunities.
- Ensure Tier I instruction is culturally relevant and engaging to diverse student needs.
- Implement MTSS with fidelity, along with alternatives to suspension, to better support student success.
- Collect and evaluate outcome data from community partners to ensure alignment with the division's goals for Black student achievement (Community Schools Model).

Additional Resources

- CCS School Quality Profile Page

- CCS Strategic Plan Data Dashboard