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Henrico County School Board Work Session, Thursday, October 8, 2026

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[00:06:38] like to welcome everyone to the october 8th 2026 work session of the henry new county school board dr hughes will lead us in the pledge of allegiance and moment of silence

[00:07:35] uh colleagues is there a motion to approve the agenda i'm going to the school board approve the agenda for today's meeting mrs shendo i have a second second all in favor say aye the ayes have it the agenda is approved dr patchwell thank you chair irving members of the board good afternoon and to our guests welcome the first items for the board's consideration are a batch of policies being brought forward for first review these are all related to the fiscal and business policies

[00:08:11] and you can see there this is part of our regular review and there are minor changes suggested throughout happy to answer any questions if you have them colleagues is there any specific policy that you would like to pull out and discuss during none we will discuss all right and of course these will be out for review and then come back before you for approval at a future meeting for the next item we are pleased to provide the board as promised the 2026 school accountability update

[00:08:50] and so i will now turn the floor over to our presenters either dr hinton will get us started and then we'll hear from a number of others good afternoon mr chair and members of the board dr cashwell

this afternoon we will provide an update on the virginia department of education's school performance and support framework results following the public release of

[00:09:25] the school accountability variables on october 7th we will also be highlighting three schools that have made significant progress under this framework we will each share perspectives and practices that have contributed to their school success and their respective partners.

[00:09:43] Our strategic plan, Journey to 2030, defines active achievement holistically, focusing on content mastery and the six C's of the new right opener profile. The Virginia School Performance and Support Framework aligns with this goal, acting as an external measure that complements our internal data and helps us target support where it is needed most.

[00:10:13] A primary goal of the framework is to clearly distinguish school accountability from accreditation. By separating these systems, the framework provides a transparent and comprehensive view of performance through three distinct components: school performance categories, which focuses on student learning outcomes, growth, and readiness; federal identification, which addresses Federal Reporting Requirements and Student Group Performance, and Accreditation, which centers on Standards of Accreditation Compliance.

[00:10:52] Now that we have reviewed the three framework components, let's first focus on school performance categories. Schools are assigned to one of four levels based on their total framework scores: Distinguished, Meets Expectations, Approaching Expectations, and Needs Intensive Support.

[00:11:12] Its expectations and approaching expectations were updated by the Virginia Board of Education this past August, replacing the previous on-track and off-track terminology.

[00:11:28] To calculate these performance categories, the framework assigns a total score based on mastery, growth, readiness, and graduation. While the specific components vary by school level to reflect different priorities, student mastery is consistently weighted as the primary focus. Elementary and middle schools are evaluated on mastery, growth, and readiness, while the high school model incorporates mastery, readiness, and a graduation component. This structure

[00:12:04] ensures the metrics align with the unique goals of each school level. Building on the framework weights, this table outlines the specific indicators used to calculate scores at each level. A consistent priority across every school is student proficiency in reading, math, and science. Consequently, performance on SOL and VAP tests, alongside English learner progress, remains the core of the mastery component for all levels. For readiness,

[00:12:42] chronic absenteeism serves as a universal indicator. Additionally, the model differentiates by level. Middle schools include advanced math coursework to support experience taking and succeeding in advanced courses, while high schools utilize the 3E readiness framework, measuring preparedness for college, the workforce, and military enlistment, alongside graduation rates. Beyond the school performance categories, schools can also receive federal identification

[00:13:19] status that offers extra support and oversight. First, comprehensive support or CSI schools are identified every three years and this status applies to the lowest performing Title I schools in the state as well as any high school with graduation rates below 67%. Second, additional target support or ATSI schools are also identified every three years. This status is given to schools where specific groups of students continue to underperform over time.

[00:13:54] Schools can exit this label as well as CSI after two years if their reading and math scores show steady progress and they no longer meet the identification criteria. Third, targeted support or TSI schools are identified annually whenever one or more student groups fall below state thresholds.

[00:14:16] Finally, keep in mind receiving an ATSI or TSI designation automatically lowers a school's overall performance category by one level. With the shared context about Virginia's accountability framework, we'll now turn to our HCPS results and how our schools are reflected within the framework.

[00:14:43] Looking at our division-wide results, we are seeing progress across all levels. Overall, 96 percent of our schools demonstrated framework score growth with an average increase of five points mirroring state level trends by level 98 of elementary schools 100 of middle schools and 78 of high schools improved for details about individual school ratings a full report

[00:15:17] is available in diligent community for this agenda item which shows a comparison of results for two years and each school's status looking at our year-over-year federal status comparison the majority of our schools continue to receive no federal identification status for comprehensive support and improvement we remain at eight identified schools when it comes to additional targeted support and improvement we have progress to celebrate ralph middle school has made

[00:15:53] significant progress and has exited a tsi status this success reflects the intentional efforts and commitment of ralph's students teachers staff leadership and families finally because targeted support and improvement is an annual identification our numbers remain dynamic year to year across

[00:16:26] Virginia, higher performance thresholds caused TSI identifications statewide to nearly double, jumping from 343 to 611 schools. In contrast, HCPS remains stable under these tougher standards.

[00:16:45] We have 16 schools identified for TSI this year, including a few new additions, while six schools made strong student group gains and are no longer identified. Congratulations to Adams Elementary, Carver Elementary, Echo Lake Elementary, Mayberry Elementary, Montrose Elementary, and Wilder Middle School on their hard work and success.

[00:17:11] So at this time, we invite all representatives from these recognized schools to stand and be acknowledged.

[00:17:25] As shared earlier, school performance categories are informed by both overall framework scores and federal identification status.

[00:17:55] When we look across HGPS, there is a great deal of progress to celebrate. Over just a two-year period, the number of HCPS schools receiving distinguished status, the highest performance category in Virginia's accountability framework, has nearly tripled, increasing from 10 schools to 28.

[00:18:21] And the positive movement extends across the performance continuum. The number of schools identified as needs-intensive support has decreased from 14 to 8, a reduction of nearly 50%. This movement across performance categories is consistent with the growth we are seeing in framework scores across nearly all HCPS schools. Taken together, the results show broad-based progress across the division and, importantly, progress occurring in schools with different strengths, opportunities, and starting points. These results represent more

[00:19:01] than movement within an accountability framework. They reflect the work happening every day across our schools. The teaching, learning, leadership, collaboration, and persistence that ultimately

drive stronger outcomes for students. Behind that progress are our students who come to school each day ready to learn, grow, and challenge themselves. Our teachers and staff who provide high quality instruction and ensure students feel supported valued and ready to learn our school leaders

[00:19:40] who support and inspire their teams while keeping students at the center of every decision and our families who reinforce learning encourage their children and partner with our schools in support of student success this type of division-wide progress does not happen by chance it reflects sustained effort intentional focus and a shared commitment to helping every student succeed as we celebrate these accomplishments we also know the data provide important direction for

[00:20:17] the work ahead our next step is to build on what is working while focusing with greater intention on the areas where our students need more from us to ensure every student has the support needed to learn grow and achieve at high levels next we want to recognize the schools that reach distinguished status we are proud to recognize 28 of our schools which represents 42 of our division this achievement reflects the hard work of our educators staff and students alongside the

[00:20:55] constant support and partnership of our families as a reminder the full list of individual school ratings is available in today's agenda if you are here representing any of our distinguished schools today please stand so we can celebrate your outstanding success we also want to celebrate

[00:21:31] the remarkable progress happening across our division with 49 of our schools successfully increasing at least one performance category this year these include 22 elementary schools eight middle schools and three high schools whose hard work targeted interventions and dedication to student growth have moved them forward if you are here representing any of these advancing schools

[00:22:00] today please stand so we can celebrate your progress and lastly turning to state accreditation we have exceptional news to celebrate last year 96 percent of our schools were fully accredited with three receiving conditional accreditation this year we are thrilled to announce that 100

[00:22:38] percent of our schools are now fully accredited we want to give special recognition to fair oaks elementary glenly elementary and highland springs elementary for their outstanding progress and achieving full accreditation status this year state accreditation evaluates how well schools meet virginia standards of accreditation across 11 essential areas of quality and performance

[00:23:14] reaching 100 means every school in our division has successfully met these rigorous state requirements at this time if you are here representing these three schools please stand so we can give you a well-deserved round of applause with the division overview i will hand

[00:23:45] the presentation now over to dr farrell director of high schools one of the strengths of henrico county public schools is that student success is not the result of isolated efforts it is the result of intentional work occurring across elementary middle and high schools where educators use data collaborate around student needs and continuously adjust practices to ensure every student grows and

[00:24:19] thrives today you will hear directly from three principals representing elementary middle and high school levels whose schools have demonstrated remarkable progress within virginia's school performance and support framework each moving up at least one performance category they will share the strategies systems and leadership practices that are contributing to stronger student outcomes and how their school teams are translating division priorities into meaningful results for students.

[00:24:54] Under the leadership of Principal Denise Doss, Moody Middle School advanced from on-track to distinguished, demonstrating the impact of a strong instructional focus and a commitment to continuous improvement. Similarly, under the leadership of Principal Sherita Sears, Verina High School moved from on-track to distinguished, reflecting the dedication of staff and students and a relentless focus on achievement and opportunity for all learners.

[00:25:26] Most notably, under the leadership of Principal Danielle Sims, Mayberry Elementary School rose two performance levels, from off-track to distinguished, an extraordinary accomplishment that reflects significant growth, intentional effort, and a commitment from the entire school community. These accomplishments are worthy of celebration. Please join me in recognizing these outstanding principals and their school communities with a round of applause.

[00:26:00] While we are highlighting these three leaders today, it is important to emphasize that their success reflects the exceptional work taking place across all of our schools. We are fortunate to have outstanding principals, administrators, teachers, counselors, support staff and school teams throughout the division who are deeply committed to ensuring positive outcomes for students.

[00:26:25] The progress we continue to see across Henrico County Public Schools is the result of a shared commitment to excellence, continuous improvement, and a focus on meeting our students' needs. As you listen to our presenters today, I encourage you to listen for the common themes that transcend grade levels: knowing students deeply, using data to inform instruction, progress monitoring, responding to student needs, and creating learning environments where every student experiences belonging, engagement, achievement, and opportunity.

[00:27:02] We will begin at the elementary level with Danielle Sims, principal of Mayberry Elementary School. Building on the remarkable progress that moved Mayberry from off-track to distinguished, Ms. Sims will share how collaboration, data analysis, intervention planning, and implementation of the HCPS instructional model help to ensure that every student receives the right support the right time at this time I am pleased to turn the presentation over to miss danielle sims

[00:27:33] principal of mayberry elementary thank you dr farrell across elementary schools the work starts with knowing each learner their strengths their needs and the barriers that they may face student data classroom observations and conversations across teams help us understand what each child needs next we then align our support classroom teachers special education language and support teams specialists and division partners plan together we are intentional about the master's

[00:28:09] schedule protecting time for collaboration and ensuring students can access the instruction and interventions that they need at mayberry last year our reading specialist played a pivotal role in connecting this work she planned weekly with grade levels met with language support and special education teams helped lead monthly data digs and dedicated half-day reviews of student progress her leadership helped teams turn what they learned about students into decisions about instruction together teams use that information to respond with groups interventions and accommodations matched to student needs

[00:28:47] two of the photographs show our language support team and reading specialists collaborating during intervention block they brought their expertise together to provide targeted support connected to classroom learning we connected we continue to adjust by checking student progress and asking whether our approach was working our school quality partners helped us brainstorm strategies and refine our plan

ongoing data reviews then help teams decide when to regroup students adjust an intervention or provide a different support this cycle keeps our work focused on the

[00:29:22] child understanding their needs coordinating our efforts and following through so that so that they receive the right support at the right time. I have control. Building on that cycle, the HCPS instructional model connects how we plan, teach, and respond to student learning. Teams align schedules and plan together around individual needs. Strong classroom instruction is the foundation supported by targeted reading and math interventions and coaching that strengthens scaffolding and flexible groups. Mayberry moved out of federally monitoring and being identified

[00:30:02] as off-track to now being identified as a distinguished school. This huge accomplishment is a result of our comprehensive partnerships across all school and district departments. For example, we partnered closely with division specialists, and together we reviewed specialized instruction and accommodations for individual students with disabilities and strengthened their consistent use across classrooms. We trained classroom and language support teachers on Google Read and Write and followed up with learning walks to ensure implementation was occurring with fidelity. Quarterly learning walks focused on our school improvement plan

[00:30:40] and interventions, while weekly checks of specialized instruction provided staff with feedback. These helped us strengthen the connection between students' specialized instruction and their learning in general education classrooms. Teams used that feedback alongside student PROGRESS TO REFINE INSTRUCTION AND SUPPORT. THAT SAME SHARED RESPONSIBILITY SHAPED OUR NEXT ED WORKFORCE TEAMS IN GRADES THREE AND FOUR. TEACHERS PLANNED STUDENTS LEARNING PATH TOGETHER AND ADJUSTED INSTRUCTION BASED ON PROGRESS, SUPPORTING BOTH STUDENTS AND ONE ANOTHER.

[00:31:16] THIS ELEMENTARY SUCCESS IN ACTION DEMONSTRATES TEAMS USING EVIDENCE TO RESPOND TO STUDENT NEEDS while building classrooms where learning and learners are engaged belong and have a voice i'll now turn the presentation over to principal dos our middle school representative at the middle school level every individual student has a dedicated team around them providing the right help exactly when they need it we break this down into four key steps first we understand

[00:31:52] before we intervene we look at the whole picture not just grades but the student's unique strengths challenges and overall trajectory next we connect support can't happen in a silo we make sure that all the adults in that student school life teachers specialists and support staff are aligned and communicating with each other then we support once we're aligned we jump in with intentional targeted intervention while the need is still fresh rather than waiting till things get off track and then finally we reflect we continuously pause to evaluate what's working measuring their growth, and adapt our strategies for whatever comes next.

[00:32:32] While many of the foundational strategies we use at Moody are shared across other schools, our shift from on-track to distinguish came down to a sharp focus on three high-level priorities that truly move the needle. First, we expanded our IB model school-wide. We made a conscious and intentional decision that every student deserves access to the high-quality instructional practices associated with IB regardless of whether they were formally accepted into the IB program.

[00:33:02] Rather than limiting rigorously inquiry-based learning to select groups of students we work to embed IB best practices across classrooms and content areas. This meant raising expectations for all students and creating more opportunities for them to think critically, engage in meaningful inquiry, make connections across disciplines, and take greater ownership of their learning.

[00:33:28] By expanding the model school-wide, we reinforced the belief that access to rigorous instruction should not be determined by a program designation. Rigor became an expectation for every student and not an opportunity reserved for a few. Secondly, we radically transformed our exceptional education service delivery.

[00:33:47] When designing our master schedule, we allowed students' IEP goals and real-time needs to drive teachers daily schedules under this updated service delivery model special education teachers provided specifically designed instruction or sdi tailored directly to individuals iep goals depending on students needs and scheduling factors teachers delivered targeted support either through push-in services with a general education classroom or pull-out services in a separate setting by implementing this flexible model we focused directly on what students needed

[00:34:22] to successfully access tier one core instruction using these targeted interventions as a bridge to help them generalize essential skills across all learning environments and then finally we launched all hands targeting mentoring every staff in our building was paired with a student mentee from our targeted subgroups for bi-weekly check-ins on academic and personal growth the feedback from our students was clear and powerful they felt seen supported and knew exactly who their go-to person was in the building i will now turn the presentation over to our high school representative principal

[00:34:57] sears on the high school level we are committed to providing the right pathway preparation and support at the right time our goal is to deliver a coherent high school experience that moves every student from support to readiness first we focused on understanding our school teams work to deeply understand each student's individual strengths needs academic progress interest and post-secondary

[00:35:31] goals second we connect we build strong networks connecting teachers counselors specialists families and community partners around each student's specific pathway third we expand opportunities we expand student access to advanced coursework and opportunities to earn college credit during high school with advanced placement and dual enrollment courses and clep testing which is an exam that allows students to earn college credit without taking a traditional college course.

[00:36:02] We leverage the ASVAB, which serves not only as military enlistment eligibility tool, but a career exploration and aptitude test that assists students in identifying their strengths for potential career pathways. We also expand opportunities by employing the skills, career preparation, and industry credential earning power within our CTE programs, ACE centers and specialty centers. We are proud to report that during the 25-26 school year, two HCPS high schools became CLEP testing centers, removing barriers and creating a more accessible

[00:36:40] way for students to earn college credit during high school. Finally, we prepare. We ensure every student graduates with a clearly defined post-secondary pathway to enrollment, enlistment, and/or employment. Building upon the work across all high school teams, Marina High School used our data to provide targeted support to our students. This work helped to move us from on track to distinguished status. We are very proud of our teachers, administrators, and especially our students. To support our students, we implemented school-wide

[00:37:17] literacy strategies so that every classroom at VHS focused on building literacy skills. We made vocabulary instruction a priority and worked to help English learners feel included. Because of these efforts, our SOL reading achievement increased from 73 to 87 percent.

[00:37:37] For intervention, we provided targeted support to students in exceptional education by building stronger partnerships between collaborative teachers and improving specially designed instruction. We used student progress data often to adjust our support.

[00:37:53] To improve college access, our most impactful 3E framework effort was to get students enrolled, get more students enrolled in advanced placement and dual enrollment courses, along with increasing access to CLEP and ASVAB testing. Because of this, AP exam participation grew from 120 students taking 193 exams to 335 students taking 512 AP exams. This allowed more students to earn college credit. For career readiness, we expanded access to high demand

[00:38:29] career pathways and increased industry certifications through CTE, ACE centers, and specialty centers, ensuring students graduate prepared for employment and post-secondary success. All of these strategies work together to raise student achievement and give students more chances for success after high school. Now I'd like to hand the presentation over to Dr. Farrell.

[00:38:53] From elementary schools laying the foundation, to middle schools building independence and academic confidence, to high schools preparing students for life beyond graduation, the common thread is a commitment to knowing our students and providing the support they need to succeed.

[00:39:20] Together, these examples illustrate how a coherent pre-K to 12 approach creates opportunities and positive outcomes for every learner. Principals, thank you for your leadership and dedication to this important work. It is equally important to recognize that this work does not happen in schools alone.

[00:39:40] The success of our students is strengthened through the partnership and collaboration between our schools and central office departments. These accomplishments also reflect the leadership provided by our division leadership team, the vision and support of Dr. Cashwell and the school board's ongoing commitment to our students, staff, and community. On behalf of our schools, thank you for your leadership, support and investment in this important work. We appreciate you. At this time we welcome any

[00:40:13] questions the board may have. Thank you all for the for the presentation. I think it illuminated a lot of the tremendous successes that we've had this year and I look forward to discussing them with my colleagues. I'll start off with Mrs. Atkins. Thank you indeed today is a good day.

[00:40:33] I want to start by saying that we should celebrate what we're seeing in these results. Every school in Henrico County received full state accreditation in 28 schools were classified as distinguished which is Virginia's highest performance category and so I want to thank everyone in the auditorium administrators students educators staff families all communities there's not enough time to say

[00:41:06] everyone's name or every system that supported the effort. I personally plan to celebrate a whole lot over the weekend. Also for me, this is about more than celebrating test scores as well because data tell us what happened. It doesn't always show what it took to get there and so I think that story is particularly important in Varina, Sanston, and Highland Springs and so I'm I'm gonna spend a significant amount of time there.

[00:41:40] I represent a district that has the largest in landmass. It has the largest number of schools. It has the largest number of Title I schools and perhaps the largest number of concentrated need.

[00:41:55] And so when I think about these results, I actually look beyond the numbers and I think deeply about what those numbers represent. And while every single school within Henrico County Public Schools should celebrate and has done tremendous work, I have selected three schools from my district that I think tell our story quite well.

[00:42:21] And I think they are also comeback stories. They are stories that give me pause as I think through them because I'm going to share a bit of a historical perspective. And so the first one that I'll start with is Highland Springs.

[00:42:40] And when I think about Highland Springs, it just continuously reminds me that a difficult beginning doesn't have to end with difficulty. And so with Highland Springs, the embedded systems and academic history there has not been a straight line.

[00:43:00] There has been challenges, disappointing results, and years when the numbers didn't tell the story of what we really wanted to hear. But the response for the Springer community was we don't give up.

[00:43:16] There has been intense trauma recovery there, organizational changes. We have partners coming in with helping with basic needs. We double down on intervention. There was a tremendous amount of academic goal setting and SOL preparation, increased family engagement, and all the things that were mentioned here around targeted support and importantly, an effort to help students believe that academic achievement belongs to them too.

[00:43:47] And so to me, that's what Comeback looks like. And today, Helen Springs is part of a division where every school has received full accreditation. And the achievement isn't that every challenge disappeared. The achievement is that the Springer community keeps working through them.

[00:44:05] And that story is one that I think is important to share in this moment. And then I turn to Fair Oaks. And I think Fair Oaks give us a just much deeper perspective. Because this year, the school celebrated its 100th anniversary.

[00:44:26] Fair Oaks started or began in 1926. If you did not know, it was a Rosenwald school. It was created during a time when educational opportunities for Black children were deeply unequal.

[00:44:41] And the black community decided that our children deserve quality education, too, and built a school. So think about that. A hundred years ago, a community said, our children deserve this. And a hundred years later, we are still working toward that same fundamental belief.

[00:45:02] Every child deserves the opportunity to succeed. Farrah Oaks has had years of academic success as well as challenges, too. COVID hit particularly hard, and there were numbers that were extremely discouraging.

[00:45:18] But the people inside the school, the people outside the school, the prayers that were sent up worked. And so for me, as Fair Oaks celebrates 100 years of history, it is also part of Henrico School Division, where every school has achieved full state accreditation, including Fair Oaks.

[00:45:43] To me, that's more than a statistic. I haven't developed a word for it yet, but it's almost a miracle. So then I get to Varina High School with Principal Sears sitting in the front row.

[00:45:59] And it's touching. Varina represents transformation. That's the word that I came up with for this moment. That might change. But I want to put that transformation into our historical perspective for Varina too.

[00:46:20] Because I don't think we can talk about Varina being distinguished without talking about its history. Henrico's own history tells us about the Varina 11. And if you didn't know what that term means, these are the first Black students to attend Varina High School.

[00:46:37] They were known as the Varina 11 when integration began. And so these students weren't just going to school, they were really walking into history. They entered that school during a difficult period in Virginia's process of desegregating public education.

[00:46:57] And I think it's important to remember that desegregation was never supposed to simply be about putting children in the same building. It was supposed to be about opportunity. It was supposed to be about access. It was supposed to be about every child having the opportunity to learn and achieve and see see themselves as belonging, something HCPS continues to work incredibly hard on.

[00:47:26] And today, generations later, we can look at that same school and see something quite remarkable. I'm at an advantage because I can also see the principal leading that school.

[00:47:41] Students who was once among the first Black students entering Verona now have children and grandchildren who can walk through those doors and say, "I'm a part of a distinguished school." And for some that I have shared my remarks with made them cry because their grandchildren attend and they have been looking forward to the day.

[00:48:08] So I don't remember if it was mentioned back in 2024, the Virginia Board of Education recognized Varina. They had the Continuous Improvement Award for Significant Gains. And then I know it was mentioned 2025, you know, that was a new framework we used OnTrack.

[00:48:28] And it's amazing in 2026 to have reached this distinguished level. And I don't really want us to look at that and simply say congratulations for Reina. I want us to truly understand what that represents.

[00:48:44] Because when you know the history, this isn't just a school receiving a designation. From a time when Black students were fighting for access to this very school to a time when generations of students could walk through the doors knowing they belong and to today.

[00:49:07] So I want to say thank you for all the prayers, the generations of students, educators, family, staff, the people I mentioned in the beginning, because much of this work came well before any of us sitting in this room.

[00:49:24] And I want to acknowledge that too. With these results here, it can be frustrating, it can be overwhelming, it can be tiresome day in and day out.

[00:49:42] But the good news is that the results eventually catch up to the effort. It does. And that's why I think we should really study Varina High School, not just because of the scores, but because of that entire transformation for all three of the schools that I have mentioned here because whether it's their history or their challenges that improvement gives us the opportunity to ask what do we what are we really learning beyond those numbers i think that can help us

[00:50:14] continue with our improvement and when we learn from those lessons how do we move forward that's really what i want us to leave with and then i also am going to connect this with something

that i learned about and i am incredibly grateful for mrs tiffany lewis who is our chief of edo she shared with me or introduced to me improvement science and soon as she shared it with me i went on amazon and got the book i was telling her that earlier how intrigued and motivated and

[00:50:50] inspired i am by that book it asked us to understand the system producing the outcome oftentimes we see the outcome and we look and say who's responsible now accountability does matter but blame really doesn't teach a child how to read blame doesn't reduce an opportunity or a gap achievement gap and so understanding that all of our students come from different places

[00:51:24] they don't have the same circumstances resources or barriers and when need is concentrated i believe our response should be appropriately targeted and proportioned to that need and so if you didn't know again Verena does have the largest number of schools the largest in landmass we have the largest number of title one schools in many cases a greater number of concentrated need and that had me pondering I started to go into this deeper dive also using this book and it led me to

[00:51:58] questions and so I'm going to ask those questions at that moment so when I think about all that I have just mentioned are we allocating resources primarily to enrollment or do we allocate them according to need we allocate according to need so let me ask because if we allocate according to

[00:52:37] need we understand that equal inputs don't necessarily produce equitable outcomes so if it's according to need is it a formula we use or how do we how do we understand what the need is it depends on the specific need that's being addressed so for example I we can look holistically even outside of some of the things that we've talked about with student supports and achievement TO LOOK AT STUDENTS' NEEDS AROUND FREE AND REDUCED LUNCH AND APPLYING TO BE, FOR EXAMPLE,

[00:53:14] A SCHOOLWIDE CEP SCHOOL. SO THE FREE AND REDUCED LUNCH COUNT COMING TO A CERTAIN PERCENTAGE AND THEN ALLOCATING OUR OWN LOCAL FUNDS TOWARDS BRINGING THE WHOLE SCHOOL TO THAT PROGRAM WOULD BE ONE EXAMPLE. IF WE'RE LOOKING AT ACHIEVEMENT DATA IN A SCHOOL OR ATTENDANCE DATA OR TRUANCY DATA OR WHATEVER IT MIGHT BE AS WE'RE ALLOCATING RESOURCES, WHETHER IT BE PERSONNEL THROUGH SPECIALISTS OR OTHER RESOURCES TO A SCHOOL, WE'RE DIGGING DOWN TO LOOK AT WHAT THE SPECIFIC PERFORMANCE IN THAT AREA MIGHT BE AND WHAT THE NEED MIGHT BE.

[00:53:49] I'M GOING TO DEFER A BIT TO DR. GRANT BECAUSE SHE CAN TALK A LITTLE BIT ABOUT HOW THOSE CONSIDERATIONS ARE MADE IN NOT ONLY ASSIGNING STAFF TO SCHOOLS BUT IN THEN LOOKING AT THEIR school improvement plans and then you know collaborating specifically you know data is one thing but then talking to the teams that are leading the building to really understand their needs is another and so I think what what goes beyond something that's formulaic to your point I mean we can certainly look at data we can look at class size and those sorts of things and allocate resources accordingly but it's more than that and I think when you

[00:54:26] start to see the success we're seeing it's because of the conversations that are happening and the teams that are supporting that school improvement work to really understand the nuances of why a certain data set may look that way and are there specific asks the school have related to meeting that need or closing that gap.

[00:54:45] So I think the school improvement process and some of the work there. And another brief example I'd give, and then I know we'd want to hear from Dr. Grant on this, for example, is with

opportunity schools. While there were very specific data sets AROUND SCHOOLS' CHALLENGES WITH HIRING, RETENTION RATES, THE NUMBER OF PROVISIONALLY LICENSED TEACHERS. SO THOSE WERE DATA SETS. AND THAT LED US TO SEE THESE SCHOOLS MAY HAVE THE GREATEST NEED HERE WITH HIRING. AND WE ALLOCATE RESOURCES ACCORDINGLY. BUT THE WAY THAT LOOKS AT EACH OPPORTUNITY SCHOOL VARIES DIFFERENTLY WITH SOME OF THE KINDS OF SUPPORTS THEY

[00:55:21] HAVE. BECAUSE, AGAIN, OF THOSE CONVERSATIONS THAT HAPPEN BETWEEN THE TEAM SUPPORTING THE schools centrally and the school-based team. So I think it's a combination of those things. Dr. Grant. Dr. Cashwell, I agree with you. Along with, we have a tier level of support, tier one, two, and three, and our schools that are in tier three, they get additional human resources or different programs within their schools. We look at whether they're identified being in federal monitoring the sol test scores some of the other things that dr cashwell mentioned earlier and

[00:56:01] based upon that we we have different supports we put in the school along with how we go into the school some schools we're in every two weeks every monthly or every nine weeks but we try to touch each one of our schools regardless of the level they're in and provide supports on the central office level especially from the DOL and DASIL teams and I can provide you a list of how we support our schools and what level they're in. That would be great if I could get that list

[00:56:40] because as we continue celebrating I also don't lose sight that there is much much more work to do and so understanding how we allocate human resources and how we allocate fiscally is going to be helpful as i continue to process and do a deeper dive and then the other question that i have is around let's see here is really around school quality and professional autonomy

[00:57:12] and how do we continue progress i'm curious around whether a division-wide review is necessary that would distinguish between what's required by federal law what's required by the commonwealth and what has henrico county created and required and the reason that i'm asking that is because with each of these and administratively it consumes something so whether it's consuming time whether it's consuming attention capacity staffing and all of these things i'm wondering

[00:57:51] if we have a chart that lists all of these and are we working through what's really necessary and what can be removed so is that something we currently have is that something you think we could work towards or if you need more time to process and you don't have to respond now as a district we're required by the state to do not only a school needs assessment we are also required to do a division level needs assessment where we get look at all of our data triangulated

[00:58:25] and get down to the root cause so we're currently in the process of doing a division-wide needs assessment and I can provide you that information once we finish and if I might add I think Mrs Atkins you might be asking about understanding the landscape of what's required by the state what you know what what are these requirements we know we have federally identified schools we have lots of processes that accompany these designations and requirements for how we show improvement and ultimately want to have improvement and then what is division decided and where might there be

[00:59:02] autonomy in that and I think that's something we wrestle with often as a school system right and making sure that the supports that we're providing and the direction we're providing around school improvement are clear and consistent across our schools and meet all of those state requirements and then some but not creating uh overburden there and i know that's a conversation that we have every year as we're looking at our school improvement process so i think you know the the short answer to that is

that's a that's an ongoing question we ask ourselves because those requirements change every year and sometimes periodically through the year and so if a new

[00:59:40] mandate comes forward or a new layer of something comes forward, we're often asking ourselves, is there something that can come off the plate instead? So I think that's an excellent point and something that is on our radar and we continue to visit as we establish what our guidelines will be each year.

[00:59:57] Yeah. And part of it is, you know, just taking the deeper dive, not just in these scores, but I went back historically across Henrico County public schools to understand the different layers of requirements administratively and I'm just curious as to what systems are in place that's making it easier and what systems are making it harder that HCPS has created.

[01:00:22] And so I do appreciate your response and learning more about what's happening in that space. And then I just have three more questions and I'll close and I think this is probably for you Dr. Caswell and perhaps for the team as well how do we distinguish between a student who is struggling academically and a student who understands the content but is still acquiring English and you and you know a student may have difficulty understanding the assessment but it's because of a language barrier so how does that show up in these results?

[01:01:01] Well, certainly, and I think each principal who shared examples and some of the examples that were shared broadly in the presentation really underscore this idea of understanding the individual student and drilling down to meet their needs.

[01:01:20] And now I'm going to forget which principal, it might have been at the middle school level, was talking about how, you know, and really I think everyone mentioned this, this idea of understanding what is the challenge for the student. maybe it's a language barrier maybe it's related to an exceptional education need or making sure accommodations are revisited whatever it might be that's causing the student not to be as successful and then providing whatever that intervention is and often leaning on a broader team outside the classroom teacher to do that and I think that's a poignant example we heard was this idea

[01:01:57] of leveraging whether it's content specialists in the building or central office supports because Because sometimes, you know, a classroom teacher, no matter how talented, no matter what the, you know, their craft, they may hit a brick wall in helping a student grow and understanding a unique need.

[01:02:16] And so, or, you know, sharpen their set of tools across a grade level or with content experts. And I think that is critically important to the work. I think you're specifically asking related to perhaps a language barrier. I THINK THAT IS SOMETHING WE SEE BEAR OUT OFTEN IN THE RESULTS AND UNDERSTANDING WHEN STUDENTS ARE SITTING FOR A TEST AND ALL OF THIS IS BASED OFF OF OUR STATE TEST, THE SOL TEST, IF THEY'RE NOT PERFORMING AS WELL THERE BUT PERHAPS WHEN GIVEN ASSESSMENTS OR OTHER

[01:02:52] ACTIVITIES IN THEIR HOME LANGUAGE THEY'RE PERFORMING BETTER AND ASSESSING WHAT THOSE DIFFERENCES ARE SO WE UNDERSTAND THAT THIS IS ONE MEASURE AND IT ISN'T THE ONLY MEASURE WHEN WE'RE LOOKING AT HOW WELL A STUDENT IS ACHIEVING OR MASTERING CONTENT AND I THINK THAT'S SOMETHING OUR CLASSROOM TEACHERS AND OUR OUR SCHOOL LEADERS DO REALLY WELL I THINK THEY ARE DRILLING DOWN TO THE STUDENT LEVEL AND

UNDERSTANDING THIS MIGHT BE THE SOL SCORE ATTACHED TO STUDENT A BUT WHAT DOES IT REALLY MEAN ABOUT WHAT THEY KNOW AND ARE ABLE TO DO AND AND THEN PROVIDING THE RESOURCES

[01:03:26] accordingly thank you for that and then my next question is i would like to better understand how we are examining the traditional sol participation and then the virginia alternate assessment program participation can you provide some more clarity on that sure so we have students that are participating in sol but when we think about our students with varying abilities they take the virginia alternate assessment program or they have the option to and i'm just wondering how that shows up in the results. Sure. So our students who are assessed using our VESOL standards, which

[01:04:05] are the Virginia Essentialized Standards of Learning, our students who are working on adapted curriculum and our integrated services programs. So just like general education students and special education students in the general ed setting, they are assessed through the VAP in grades three through eight and then also again in 11th grade and passing scores for those assessments as well are reflected in the school results.

[01:04:32] Do we have it segmented out to know what the percentage is? We can provide that for you. Okay. Thank you. And then my last question is when a proficiency rates or when proficiency rates are lower within a particular student population, how are we distinguishing between what the assessment is designed to measure and what the student is actually capable of?

[01:05:00] So here's what I mean by that question. So these results, of course, is a point in time test, but they do carry weight. And I'm trying to understand how much weight does that carry for the student, particularly in high school. So students have to meet certain requirements in order to graduate from high school.

[01:05:20] So they have to pass a certain number of SOL tests and also earn a certain number of high school credits. From a weight standpoint, these SOLs don't impact student grades, but they do impact student's ability to earn either standard or advanced studies diploma and so like the principles highlighted you know we work deliberately with our students to provide intentional support to ensure that they get what they need in order to be successful on these SOL tests. I don't have the numbers in front of me but I don't know that we have many students not graduating from high

[01:05:56] school because of an SOL test. I would like to know what that number looks like so if we do have students who are not coming across the stage because of SOLs I'd love to learn what that number is over maybe the past four years if we have that if we have that so I will close I want to thank my colleagues I know that was a lot of time but I appreciate the grace and listen I know we have educators and staff here

[01:06:31] and guest with us and i'll just be very transparent listen i don't know if this work in public education gets easier but i do know that we have become really good at getting better at heart and i'm so grateful um for the countless hours the work extremely proud of our students and i am also hopeful that anyone who hears my voice now or watch the recording will truly celebrate because we still have a whole lot more work to do but please pause to celebrate

[01:07:10] chair irving thank you mrs atkins uh we'll go over to mrs consola thank you chair irving thank you for this update um as i said when the last one we discussed scores just sol scores that it was just such a celebratory time not just in uh schools in the brooklyn district but across Henrico schools and I'm going to

keep my comments limited because I do want to unpack each of my schools and perhaps look into resources with principals like what may we need and that's kind of where my comments are going to go after saying thank you it is principal appreciation month and

[01:07:50] as I look out and see so many of our leaders in Henrico schools and as those who may not be here with us in person but maybe watching or watch the meeting back thank you for what you and your teams do each and every day this success literally could not have done it without you so thank you very much when i think about my role as a board member and how i can help i'm thinking you know we filled vacancies right some staffing vacancies um that you referred to miss atkins and dr cashwell i'm

[01:08:26] thinking what other vacancies do we need to fill? Do we need to fill additional special education positions? Perhaps multilingual learner support. Dr. Cashwell I know with the increasing cut scores right I'm thinking immediately about budget and of course we're always talking about the budget all year round. Finish one and we start on the next one so what should the board be thinking ABOUT IN THIS REGARD. I THINK YOU'RE SPOT ON, MS. KONSELLA.

[01:09:00] THIS BOARD ADVOCATED IN THE LAST FISCAL YEAR BUDGET, AS YOU'LL RECALL, WHICH WAS PUT TOGETHER BASED ON WHERE WE SAW NEEDS BY DIRECTLY COLLABORATING WITH OUR SCHOOLS AND OUR LEADERS, AND WE KNEW THAT WE WOULD BENEFIT FROM ADDITIONAL ELL SUPPORTS AS WELL AS EXCEPTIONAL ED POSITIONS, And ultimately there wasn't funding as we advocated for funding to receive funding for all of the positions that we hope to achieve in that budget.

[01:09:29] We did receive a good number of those. And for example, the English language learner teacher positions that were added for this year have all been filled. So from a recruitment standpoint, we do well of filling those vacancies as they come up. But having the resources to be able to add those positions is critical.

[01:09:48] And this board's advocacy on that front, I think, certainly plays into the progress that we're seeing play out in our schools. So you know, for our teams to have the resources, the human resources they need to meet unique student needs is critically important.

[01:10:05] And then I appreciate that feedback as we are all thinking about budget and what our needs may be. I mean, throughout that presentation, I was thinking about, especially at high school level dual enrollment increasing that right not just the AP access but how can we do more of that and then the ASVAB testing the identifying what students are good at it's not just for the military students what is our challenge with not having more students actually take that I think there are some misconceptions out there much like we have talked about in the career and technical

[01:10:43] education landscape so I think we're doing a better job I know our teams whether through school counseling or the administrative teams at the high schools have really shifted the tide on that front we're going to see participation increase do you have insights other than what I've added Dr. Farrell no but we've been more intentional at the high school level around you know talking about the ASVAB around things like the life ready expo we have the college and career fair coming up so really leaning into the um the career aspect of what that can provide to students in terms of helping them to to identify strengths and possible pathways right what is our is there a challenge

[01:11:21] there with um i don't know if this is hearsay or misinformation so i'd like to get it straight in my head is it scoring the test that's the issue or just identifying the test like which students would benefit from

it because i was fascinated by that slide principal sears showed i wouldn't say scoring the test is a challenge um the the asvab isn't something that we've traditionally promoted in henrico county other than you know for military purposes and so now you know we're expanding to the the career readiness piece and so it's going to take a little time before you know that word

[01:12:00] gets out and families and students truly understand the benefits of the asvab but i feel like we've been making some progress um ever since this whole three framework came into play and i expect that we'll have more kids taking it this year and more next year great i look forward to that and um just thank you so much for the presentation and celebrate everyone here everyone at home it is a celebratory time um not that there's uh as ms atkins said there's always still more work to be done but just thank you each and every one of you and please go back to your buildings and thank everyone in the building and when you're having meetings with your directors and filling out

[01:12:40] budget items please don't hold back because these results really are speaking volumes from the investment so thank you. Chair Irving. Thank you Mrs. Kinsella. Mrs. Hsieh. Thank you so much Chair Irving. Thank you so much to our principals for being here. I look out and I see a lot of extra coverage that was had to be secured for dismissal time. And so I know it can be tough to get out of a building. So thank you for spending some time with us this afternoon. But as a board, not only do we deeply celebrate these results, we really celebrate each of you and your individual

[01:13:18] input on what difference makers are for your buildings. We recognize that each one of your communities in your school communities look very different even if they're adjacent neighboring schools your your needs and your communities look different and so I think as a board when we you know think not only do each of our districts look different we know within our district our schools look different and so as board members it's really important to us to understand those nuances of your buildings and for y'all to share with us you know as as we as Ms. Kinsella said, as we process all this information about our schools

[01:13:56] for us to understand what's the difference maker for your building, right? Where can we advocate most for not only at a district level, but like specifically in each school, what are the difference makers going to be for your building? Do you have the resources, both curriculum and personnel to meet the needs of your students, right?

[01:14:18] And meet those gaps. And so that requires just as y'all talked about relationships being the root of knowing your students and knowing their needs, right? And how to fill those gaps. And I think as a board, we feel like our relationships with you all and your buildings to know what those needs are and what supports are and how to advocate for them are so important.

[01:14:40] And so I know we can't talk to each of you individually today about that, but just your presence here to spend time with us and show that these results are as important to you they are to us really means a lot. So thank you and thank you to our three principals that shared some of those details from your building. I look forward to being able to dialogue with the principals in my district to understand what the difference makers have been in your individual buildings because you know as Ms. Kinsella said that's that's really our job as a board is to

[01:15:15] to look systemically on where to invest our resources to make those differences so you can do what you need to do every day in your building so thank you and just a couple of clarifying questions so this one might will probably be for Dr. Hinton can you define for me when we're looking at the middle

school criteria can you define for me what it means by the advanced math that's going into is that too specific okay thank you so what they're looking for is students who scored past advanced in grade seven they're looking for them now to be bumped up to algebra one or advanced

[01:15:52] coursework class and then so then they're looking at those students and then how they performed so specifically that the past advanced seventh are enrolling in algebra yes but not that every student's enrolling in algebra correct okay perfect uh i just i i've shared this before and I know this is not a hemorrhagic thing, this is a state thing. I shared it with them as well about a month and a half ago when we, when I was able to discuss with some of the people in their accreditation department, but I have huge concern with pushing all students to algebra in

[01:16:32] eighth grade. There are many students who are ready for it, there are many students that are not, and that's such a pivotal foundation for all of math and science going forth. I want to make sure that we're setting our students up to have a strong foundation there that can be built on and be successful and so I'm glad to know at least of right now that's not pushing all students to algebra by eighth grade but specifically the ones that seem ready for it so thank you for that clarity yeah so that was really my biggest clarifying question again a lot of a lot of

[01:17:08] of meat to deal to unpack here. I appreciate especially Ms. Sims sharing that the reading specialist was a game changer at your school. Dr. Farrell or our instructional team. What are we seeing any broad trends? Again, I know every school is different. Are we seeing any broad trends in terms of difference makers in curriculum supports from the district level and/or like personnel positions, like what seems to be investments that are really worth their weight plus some, if that makes sense.

[01:17:46] - Sure, so there are quite a few. First, I'd like to give a shout out to our ex-ed department. When I look at the growth that our schools are making, it is really due to that intentional collaboration with Dr. Smith and her team working collaboratively with the administrators and also the teachers in each of our high schools.

[01:18:07] We've also recently in the last few years provided additional literacy support to some schools and also support for science that we've seen tremendous impact from in our schools that have those resources. So to Dr. Grant's point, we're very intentional in looking at, not just the enrollment numbers, but also the needs of the schools and also connecting with the principals and administrators to determine what supports they need and making sure that we are intentional providing those supports to our schools. I also saw Dr. Hughes moving towards the mic. Do you have anything to add to the commentary? I know Dr. Farrell hit on

[01:18:44] several key points there. No, I know. I just think that the beauty of the relationships between DASIL, DOL, and the schools, and to your point, Mrs. Shea, the staff that we have in central office, our specialists, our coordinators, who are able to go out and help the schools unpack the curriculum and, you know, work closely um either in grade level meetings in elementary or in department chair meetings in secondary i think all of that when you when you have those good relationships just like the principals have with their students i think that really does begin to move the work forward um in a much more expedient manner excellent um i'll give a little shout out um there's a math

[01:19:24] coach that comes to freeman every monday and spends the whole day there um and i i often see her and meeting with teachers any of the math department but specifically teachers who are newer to the teaching profession like what supports do you need how do I make a difference and I think giving our

teachers the support they need as well to support our students as a difference maker so that's all for me but again thank you to each of you who have taken considerable time to be here with this this afternoon we appreciate your presence here and your intentional work with your staff and your students every day it is what drives our division forward and it is what meets

[01:20:02] the needs of our students so thank you so much thank you Mr. Shea Mr. Young thank you for the presentation um I want to thank every principal for being here today um my Fairfield district principals Mr. Gordon Ms. Reed Ms. Drake Ms. Williams Mr. Gold Ms. Tolliver Ms. White Ms. Mills Ms. Seeger Dr. B Ms. Jones Ms. Castella Rose Ms. Mayo thank you all for the work that you do I don't know about y'all but my district is very competitive if I if I don't acknowledge uh each and every one of them but I wanted to acknowledge the hard work that you put in all of us have had these discussions I visited all of the schools um I can remember conversation with Ms. Drake

[01:20:40] um as we talked about sort of making that progress but being right on the edge of that 80-81 range and then um talking to Ms. Joy Reed over at Radcliffe trying to figure out how to get them fully staffed staffing is a big issue and we got it 40 less and that's that's worth being celebrating that we are down 40% in vacancies in Fairfield district. And I continue to want to see that number going down because it's starting to lead to results the other way. So we can keep our teachers and keep our folks in our buildings. I think we're going to see Fairfield district start to exceed and meet expectations in more than a few schools. And as I guess Ms. Atkins alluded to it,

[01:21:19] but Fairfield district also has a high concentration of economic need. Some of our students are navigating trauma and barriers um with consistent attendance um some of my principals can attest to being at bus stops in the morning and pizza parties on Fridays and um trying to get people just to come to school this used to be normal you get on the bus go to school but now it's incentivized just to get students there so I want to acknowledge those principals that are doing and that's not just my district I know some of the other districts are doing it as well where you have to sort of incentivize attendance at this point and to get the students there because they they still have the tests. Whether they miss 18 days, 20 days, 25, they still have the tests.

[01:21:57] And that can be a challenge. That can be a barrier, right? And you guys are exceeding. Ms. Seeger, great job at Wilder Middle School. That's where I went. I see Mr. Elmo. I see all the principals back there. Just being in those buildings for those amount of years, and I know you guys are beaming with success. I know the temperature and the climate has changed at Wilder Middle School. I love seeing it. I remember the text messages from Ms. Seeger. So excited. So excited i was with uh i see you back there gordon i was with gordon last friday dance with donuts six largest um increase in the state i mean it's over a thousand schools six largest increase in

[01:22:34] the state i i and i and i recognize i recognize it because i we were at the bottom last year and i don't think anybody understood we it won't many schools underneath us and to have the six largest point gang i think was 15.6 congratulations i mean i'm so proud of everyone in here um and then And lastly, Ms. Castilla-Rose, I know we were waiting on like results up until the last minute.

[01:23:00] I think it was the ASVAB test results that we were waiting on to push us over to that distinguished mark. And I'm so proud of, I only got one high school, so I can be proud of my high school. I know everybody else has multiple high schools, but I have one high school and it's Henrico.

[01:23:15] And everybody lets me know that that's one of my favorite schools, but it's my only high school. So Ms. Castilla-Rose and your staff, congratulations on being a distinguished school, the highest honor. And most of my principles have been in place for a long time. So as the work that you guys are putting in, Dr. Cashwell, division leadership team, directors, let's keep this momentum going.

[01:23:37] Let's continue to build bridges to excellence by connecting every school with the people, the resources, and the opportunities our schools need to thrive. I don't have a ton of questions because most of my colleagues already asked them, but at some point in time, I don't know what Dr. Katie Smith is, But I would love a presentation on our students with disabilities and exceptional education students and how we are adjusting instruction, staffing, and individualized supports.

[01:24:02] That's making a meaningful progress. I would love to see that. That's important to me. I see some of the subgroups. That's kind of where some of us drop that as well from meet to approaching. So I would love to get a presentation at some time here soon on what we're doing and how we can support and how we can get some more funding on the other side to support IEL and exceptional education teachers.

[01:24:26] But overall, you guys, please celebrate this. Please take it back to your communities. Please enjoy it. It's important that you celebrate these moments, right? Like we can't take them for granted ever. You don't know what next year brings, cut scores and different things, but we're going to take today, right now, this moment, and we are going to celebrate everything that you all did this year and last year and that you continue to do. Chair Irvin, no questions. Thank you for the time. Of course, and thank you all for being here. You could have been doing a lot of things right now, so we do appreciate you being here. I will not keep you long because I do know that you would like to get home, and I think, you

[01:25:05] know, everybody shares that sentiment. I want to thank everybody for what an amazing job that you've done. You know, given my role and my day job, I truly appreciate what you guys do and I see it day in and day out and I've sat in the school leadership meetings where you're looking at this data and you're thinking how are we gonna get this subgroup over the line and what PLC changes do we need to make and how are we going to make sure that the instruction is rigorous enough to lift up all learners and I Dr. Caswell shared with me yesterday and I was kind of astonished by this because I'm thinking there's there's just no way but the 100% accreditation for all of our schools

[01:25:42] the first time this has happened in 25 years yeah and i remember what i was doing 25 years ago and i was in fourth grade getting this instruction so it is it is very well appreciated but it's truly a tremendous accomplishment because i figured it was something you know we've gone in thanks for that chair irving thank you never let that pass um but i figured it was something that we had gone in and out of over time but to do something that is 25 years in the making is tremendous and i think

[01:26:18] it should not just be glossed over it should be applauded it's hard work um and y'all are deserving of the successes and our students are deserving of everything that y'all do i you know and it takes everybody right it takes everybody in the building all the way down to the janitor and the folks in the lunchroom and the bus drivers and everybody who sees the kids every single day they're all a part of that um i the scores for me are um they're complicated i think because

[01:26:53] we know like being in the buildings a score is just a snapshot in time right and i think you know especially with the looming coming up the cut score changes i think it's always important to remind ourselves that if we're happy right now with what we're doing and we know that there's improvement in areas but if we're celebrating we should not then be upset next year when we're doing the exact same thing

right like if it's good right now and we're celebrating then it should also be good next year just because the measure changes doesn't mean that the work that you're

[01:27:29] doing is somehow worse right like if you're doing the exact same thing and then the score changes the work you're doing remains the same and you're still pushing forward and you're still engaging in rigorous instruction so for me it's always more about being process oriented and what are you doing day in and day out rather than just looking at a result that can be changed from underneath your feet with no say and we have no control over it and so I think it's never it's important to never lose sight of that right it's important to never lose sight of the fact that just because the state decides to change things because nine people think that they know best

[01:28:06] doesn't mean that we are going to change what we're doing and I want you to know that we're proud of you right now we're going to be proud of you next year we're going to be proud of you the year after that we're going to be proud of you the year after that and to never let a change from on high deter anybody and think that they're doing anything less than the absolute best that they are for our kids because I do know that's going to come up and people are going to act shocked about oh well you were at this last year and why are you at this this year but nothing changed and I think it's important that you know that this board and this leadership team understands this and we're here to support you in any way possible I echo the budget conversations we will

[01:28:44] Never give up on giving you what you need. Know that we view the school system in Henrico as the most important thing that we do. It's why people live here. And to disabuse the notion that you have to live in a particular district to get a high quality education, this shows that you do not.

[01:29:01] And I think that that's very important to recognize that no matter where you live in Henrico, you will get a high quality education. You will be able to achieve whatever goals you have for your children and whatever goals the children have for themselves. And so I'm thankful for all the WORK THAT YOU GUYS DO BECAUSE WE WOULD NOT BE ABLE TO DO IT WITHOUT YOU. AND YEAH, THAT'S IT FROM ME. THANK YOU GUYS FOR SPENDING YOUR TIME WITH US THIS AFTERNOON. I WILL ECHO THE GRATITUDE BOARD MEMBERS HAVE SHARED AND JUST REITERATE MY PRIDE IN THE BEING A PART OF TEAM

[01:29:38] HENRICO. WHAT AN INCREDIBLE GROUP OF LEADERS, WHAT AN INCREDIBLE GROUP OF INDIVIDUALS YOU SUPPORT, FAMILIES, STUDENTS, STAFF AT EACH OF YOUR BUILDINGS. SO WE LOOK FORWARD TO CONTINUING TO CELEBRATE AND CONTINUING TO ROLL UP OUR SLEEVES AND CONTINUE THE GOOD WORK AS WE GROW.

[01:29:54] THANK YOU TO OUR PRESENTERS. MR. CHAIR, THE ONLY OTHER ITEM I HAVE ARE THE CONSENT ITEMS WHICH CAN BE TAKEN IN A BLOCK. COLLEAGUES, ARE THERE ANY REQUESTS TO HAVE ANY ITEMS BE SEPARATED FOR DISCUSSION OR INDIVIDUAL ACTION? HEARING NONE, WE WILL TAKE THEM AS A BLOCK.

[01:30:10] IS THERE A MOTION TO APPROVE THE CONSENT AGENDA? I MOVE THAT THE SCHOOL BOARD ACCEPT, ADOPT, APPROVE, AND/OR AWARD ITEMS 3.1 THROUGH 3.5 AS PRESENTED ON THE CONSENT AGENDA. THANK YOU, MR. YOUNG. DO I HAVE A SECOND? SECOND. THANK YOU, MS. KINCILLA. ALL IN FAVOR SAY AYE. AYE. THE AYES HAVE IT. ITEMS 3.1 THROUGH 3.5 ON THE CONSENT AGENDA ARE APPROVED.

[01:30:32] WE WILL NOW MOVE ON TO THE PUBLIC COMMENT PERIOD. CITIZENS HAD THE OPPORTUNITY TO SUBMIT WRITTEN COMMENT THROUGH AN ONLINE FORM IN ADVANCE OF THE MEETING. THOSE COMMENTS WERE SHARED WITH THE SCHOOL BOARD AND ARE POSTED IN COMMUNITY FOR PUBLIC RECORD. Colleagues, we will now move on to unfinished business.

[01:30:48] Does anybody have any unfinished business? I feel like it should be like the bell to see this. Hearing none, we'll move on to new business. Colleagues, is there any new business? I actually have new business. Okay, Mr. Young.

[01:31:04] This is my first time for new business. I wanted to take a moment to honor the life and the memory of Alan Alameen, known affectionately through the community as Coach Alameen. Coach Alameen passed away on Monday, October 5th. He was a longtime educator at Brooklyn Middle School, a Henrico High School Hall of Fame inductee. For my family, this is a personal loss. He was my daughter's health and PE teacher this year, and she absolutely adored him. As both a parent and a school board member, I am grateful for the care, encouragement, and the spirit he shared with our students. His impact reaches beyond the classroom and the baseball field. Living on in our young people he taught and inspired. His passing is a tremendous loss to our community, but we are better

[01:31:42] because of him. To his family, his colleagues, and the Brooklyn and Henrico school communities, extend my heartfelt condolences. Please join me in keeping them in your thoughts as we honor Coach Alameen's life and legacy. Thank you, Chair. Thank you, Mr. Young. Okay. The school board's next meeting will be a work session on Thursday, October 22, 2026 at 3 p.m., followed by a monthly meeting at 6.30 p.m. Meeting times may be adjusted as needed. This meeting is adjourned.



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