

Date: March 11, 2010
For ACTION _____
For INFORMATION X
Board Agenda: Yes _____
No X

FROM: Margaret Barkley Byess, Deputy Superintendent
Planning and Operations

TO: Morton Sherman, Ed.D.

COPY: The Honorable Yvonne Folkerts, Chair, and Members of the Alexandria City
School Board

Executive Staff

TOPIC: Materials for Joint City Council and School Board Work Session

BACKGROUND: The City Council and School Board joint work session on the FY 2011 Combined Funds budget will be held on March 15, 2010. The agenda, briefing booklet, and supporting reference materials are attached.

School Board members may wish to familiarize themselves with selected City budget materials, as follows, prior to the meeting:

- FY 2011 City Manager's Proposed Budget
<http://www.alexandriava.gov/budget/info/default.aspx?id=30022>
- Revenue presentation at City Council budget work session
<http://www.alexandriava.gov/uploadedFiles/Revenues.pdf>
- Compensation presentation at City Council budget work session
<http://www.alexandriava.gov/uploadedFiles/FY%202011%20HR%20and%20Compensation%20Work%20Session-vr2.pdf>

City Council members may wish to review the following information which has been presented to School Board members:

- Executive Summary of the FY 2011 Proposed Budget: Pages I-3 to I-29
<http://www.acps.k12.va.us/budgets/op2011/proposed/op2011-proposed-1.pdf>
- Motion to adopt the FY 2011 Budget
<http://www.acps.k12.va.us/budgets/op2011/board-memo-20100304.pdf>

Additional information beyond what is provided here can be found on the ACPS website in the form of budget questions and responses and School Board work session materials using this link <http://www.acps.k12.va.us/budgets/>

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The Honorable Mayor and the
Honorable Members of the City Council
City Hall
301 King Street
Alexandria, VA 22314

Dear Mr. Mayor and Members of the Council:

On behalf of the Alexandria School Board and Superintendent Sherman, I am pleased to present to you our Fiscal Year 2011 combined funds budget (operating, grants and special projects, and school nutrition), capital improvement program budget, and subsequent fund appropriation request from City Council.

Superintendent of Schools
Morton Sherman, Ed.D.

**School Board
Chairman**

Yvonne A. Folkerts

Vice Chairman

Sheryl Gorsuch

As you read through the materials, I hope you will see that the School Board protects what is good for our students by reducing some contract lengths, by requiring employees to pay more for benefits and by requiring employees to contribute to their retirement, and by restructuring and refocusing nearly \$12.8 million of the budget to meet the goals of our Strategic Plan.

Members

Ronnie Campbell

Blanche D. Maness

Arthur E. Peabody, Jr.

Marc Williams

Charles H. Wilson

Helen Morris

Mimi Carter

The Alexandria City Public Schools' (ACPS) FY 2011 budget was unanimously approved by the School Board on March 4, 2010. The approved operating budget is \$201.14 million, a 1.8 percent increase from FY 2010. This budget requests a City appropriation of \$167.89 million, a 2 percent increase from last year.

The FY 2011 approved budget calls for:

- additional elementary homeroom teachers to keep class sizes small;
- exemplary programs in each of our elementary schools (such as International Baccalaureate, character education, arts education or science focus);
- expanding Jefferson-Houston Elementary to include seventh grade, moving it closer to a K-8 school;
- based on course enrollment, additional career and technical teachers, world language, and art and drama teachers at the middle schools;
- an Advanced Placement coordinator position at the high school and an International Baccalaureate Middle Years Programme coordinator position at the middle schools;

- more English Language Learner (ELL) teachers;
- additional support for special education inclusion and services to students with autism; and
- an early childhood education center at John Adams Elementary.

On behalf of the School Board and Superintendent Sherman, we also extend our appreciation for the city manager's proposed capital improvement budget, whereby two new elementary schools are scheduled for construction in the next six years. We know you understand our public school enrollment is growing significantly, and is straining our present capacity. In the immediate future, the capital improvement budget will allow us to expand cafeteria space in several schools and add modular units to three schools to accommodate the increasing number of students enrolling in our schools.

We believe this budget respects the impact of the economic downturn yet champions student achievement. My colleagues and I, together with the Superintendent, look forward to our joint work session to discuss the enclosed materials. We look forward to working with each of you as we provide for the education of the expected 12,002 Alexandria City Public School students in the next fiscal year.

Sincerely,



Yvonne A. Folkerts
Chairman, Alexandria City School Board

cc: The Honorable Sheryl Gorsuch
The Honorable Ronnie Campbell
The Honorable Mimi Carter
The Honorable Blanche Maness
Dr. Morton Sherman

The Honorable Helen Morris
The Honorable Arthur E. Peabody, Jr.
The Honorable Marc Williams
The Honorable Charles H. Wilson

Agenda
 Joint City Council and School Board Work Session
 March 15, 2010

Overview of ACPS FY 2011 Approved Budget: "Bridges to Excellence"

| Topic # | Agenda Topic | Reference |
|-------------|---|---|
| I | Chair's FY2011 Message | |
| | Strategic plan framework | Budget overview handout, page 6 |
| | Key initiatives | Budget overview handout, page 6 |
| II | Our Students | |
| | Demographics | Briefing booklet, page 16 |
| | Enrollment growth | Briefing booklet, page 15 |
| | Student achievement | Division education plan, page 22 |
| III | New and Ongoing Programs | |
| | Early childhood education center | Curriculum work session power point, page 33 |
| | Exemplary programs | Curriculum work session power point, page 35 |
| | Summer learning | Curriculum work session power point, page 31 |
| | Community schools | Curriculum work session power point, page 39 |
| | International Baccalaureate/ Advanced Placement | Curriculum work session power point, page 37 |
| | ACPS curriculum development | Curriculum work session power point, page 26 |
| | Enhanced inclusion models | Student services work session power point, page 44 |
| IV | Operating Fund | |
| | Revenue | Briefing booklet highlights, page 9 |
| | Expenditures | Briefing booklet highlights, page 9 |
| V | Combined Funds | |
| | Grants: ARRA stimulus funds | FY 2011 Proposed Budget Book, Executive summary, page I-12 |
| | School Nutrition: rising participation and food costs | FY 2011 Proposed Budget Book, Executive summary, page I-12 |
| VI | Staffing | |
| | Small class sizes: modified open enrollment | FY 2011 Proposed Budget Book, Staffing summary, page III-11 |
| | School-based staffing | Department position report, page 50 |
| | Department staffing | Department position report, page 50 |
| VII | Key Compensation Changes | |
| | Step increase for half of the contract year | Employee compensation work session memo, page 62 |
| | Benefit contribution changes | Employee compensation work session memo, page 64 |
| VIII | Unknowns and possible changes | For discussion only - no materials attached |
| | State revenue | |
| | VRS requirements | |
| | Healthcare premiums | |
| | Enrollment projections and staffing | |
| IX | Capital Improvement Program | |
| | Capacity needs | CIP budget adjustments memo, page 66 |
| | Funded capacity projects | CIP budget adjustments memo, page 66 |
| | Deferred projects | CIP budget adjustments memo, page 67 |
| | Future capacity assessments | For discussion only - no materials attached |
| X | Closing Remarks | |

Alexandria City Public Schools



FY 2011 Approved Combined Funds Budget "Bridges to Excellence"

| | FY 2009 Actual | FY 2010 Final | FY 2011 Approved | % Change FY 2009 to 2011 | % Change FY 2010 to 2011 |
|------------------------|----------------|----------------|------------------|--------------------------|--------------------------|
| Total Enrollment* | 11,225 | 11,623 | 12,002 | 6.9% | 3.3% |
| Total FTEs (all funds) | 2,104.54 | 2,098.43 | 2,079.05 | -1.2% | -0.9% |
| City Appropriation | \$ 167,953,749 | \$ 164,594,674 | \$ 167,886,567 | 0.0% | 2.0% |

*Enrollment figures shown for FY 2010 represent actuals as of September 30, 2009.

The cumulative, projected enrollment growth of 6.9% outpaces that of FTEs and the City appropriation

TOTAL OPERATING REVENUE AND EXPENDITURES

- ◆ Total FY 2011 Operating Fund Budget: \$201.1 million
- ◆ City appropriation request of \$167.8 million, or 2% above FY 2010 level
- ◆ FTEs in the operating budget remain relatively flat with a slight reduction of 2.73 FTEs for a total of 1913.93
- ◆ Salaries and benefits make up 86.4% of the total operating budget and are growing by 2.0% and 2.3%, respectively

| Combined Funding Sources | FY 2009 Actual | FY 2010 Final | FY 2011 Approved | % Change FY 2010 to 2011 |
|------------------------------------|-----------------------|-----------------------|-----------------------|--------------------------|
| Operating | \$ 193,612,634 | \$ 197,546,081 | \$ 201,137,753 | 1.8% |
| Grants and Special Projects | \$ 9,917,408 | \$ 14,429,123 | \$ 13,700,475 | -5.0% |
| School Nutrition | \$ 5,377,937 | \$ 5,575,332 | \$ 6,285,834 | 12.7% |
| Total Combined Funds Budget | \$ 208,907,979 | \$ 217,550,536 | \$ 221,124,062 | 1.6% |

GRANTS, SPECIAL PROJECTS, AND SCHOOL NUTRITION FUNDS

- ◆ Total FY 2011 Grants and Special Projects Budget: \$13.7 million, 5% lower than FY 2010
- ◆ The reduction in grants is mainly driven by decreased ARRA stimulus funds; going from \$4.0m in FY 2010 to \$2.9m in FY 2011
- ◆ Total FY 2011 School Nutrition Budget: \$6.3 million, 12.7% more than FY 2010
- ◆ The school nutrition budget increase is due to higher projected participation and rising costs of healthier, wholegrain food products

FY 2011 –2016 CAPITAL IMPROVEMENT PROGRAM (CIP)

The City Manager has recommended a six-year CIP budget of \$108.3 million with \$13.6 million for FY 2011. This compares to the resource-constrained request for FY 2011 of \$16.1 million. The resulting shortfall of \$2.5 million has been partially offset by using the available FC Hammond legal action reserve of \$1.1 million, bringing the approved FY 2011 CIP budget to \$14.7 million.

This CIP budget allows ACPS to proceed with critical capacity projects that have significant impact on instructional space and student learning.



GETTING THE MOST FROM EVERY DOLLAR INVESTED IN OUR STUDENTS

Key Funded Areas

ENROLLMENT GROWTH AND STUDENT NEEDS

- ◆ Require a net +56.43 FTEs and \$3.9 million to include:
 - ◆ Homeroom teachers and paraprofessionals
 - ◆ Enrichment teachers
 - ◆ English language learner teachers
 - ◆ School-based administrators
- ◆ Teen wellness facility
- ◆ Early childhood education center

CHAMPION STUDENT ACHIEVEMENT

- ◆ Enhanced elementary summer learning program
- ◆ Focused improvement of inclusion models for advancing special education and ELL students
- ◆ Exemplary programs: International Baccalaureate Primary and Middle Years Programmes, Habits of Mind, Core Knowledge, and math and science enrichment
- ◆ Community schools, family academy, advanced placement, and AVID
- ◆ Principals' Promise Fund: tutoring, Book Buddies, the Writing Project, and student/ family emergency funds

VALUING OUR EMPLOYEES

- ◆ Step increase for half of the contract year

RESPONDING TO THE ECONOMIC DOWNTURN

- ◆ No increase in local fees
- ◆ No increase to meal prices

SHARED RESPONSIBILITY



Faced with significant funding challenges in FY 2011 and growing enrollment, ACPS shared the responsibility of balancing the budget with every employee as follows:

- ◆ Employee health care contributions are increasing to a 10 - 32% share.
- ◆ Employee dental care contributions are increasing to a 35% share.
- ◆ For the first time, employees will be required to pay 0.5% of the ACPS supplemental retirement contribution
- ◆ Contract length reductions of two days for teachers and paraprofessionals and four days for bus drivers

ACPS FRAMEWORK FOR DECISION-MAKING

STRATEGIC PLAN (5 Goals)

Equity and Excellence:
Every student prepared for college, work and life.

DIVISION EDUCATION PLAN Key Result Areas focused on student achievement

- ◆ Curriculum Enhancement
- ◆ Individual Student Services
- ◆ Standards and Assessments
- ◆ Partnerships
- ◆ Learning Environment

We realigned \$12.8m and nearly 100 FTEs to balance the budget without compromising our commitment to ensure that each and every student succeeds

SCHOOL EDUCATION PLANS Seven Priorities

- ◆ AYP
- ◆ Math Intervention Plans
- ◆ Algebra Grade 8
- ◆ Language Arts/Literacy
- ◆ Writing Regulations
- ◆ Science Engagement
- ◆ Exemplary Program

FY 2011 BUDGET

BUDGET WATCH

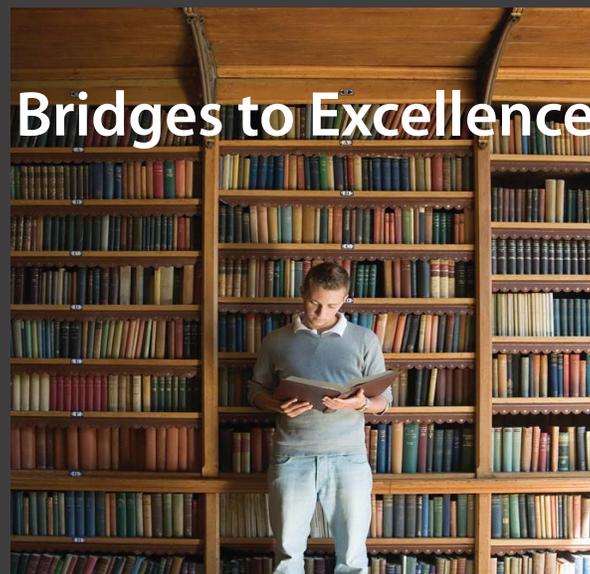


- ◆ State revenue
- ◆ VRS requirements
- ◆ Revised enrollment and staffing (ELL)
- ◆ Healthcare premiums

FY 2011 APPROVED BUDGET

BRIEFING BOOKLET

MARCH 4, 2010



Alexandria City Public Schools



www.acps.k12.va.us
Alexandria, Virginia (USA)

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Budget at Glance

Expenditure Highlights

The FY 2011 operating budget totals \$201.14 million, an increase of \$3.59 million or 1.8% compared with the FY 2010 Final Budget.

- Salary and benefit costs account for 86.4% of the total budget
- Salary accounts increase by \$2.45 million or 2.0% due to the full-year impact of the FY 2010 step increase and a full-year step half-way through the contract year in FY 2011
- Benefit accounts increase by \$1.10 million or 2.3% due to higher retirement and health benefit costs

Major Sources of Change in the FY 2011 Budget

The changes in the budget fall into six areas:

1. **Reductions of one-time expenditure items:** Reductions of \$2.74 million and 19.00 FTE were made
2. **Increases due to enrollment growth:** \$3.89 million and 56.43 FTE
3. **Champion student achievement and teacher effectiveness:** A net increase of \$1.32 million and a 3.00 FTE increase
4. **Efficiencies and Accountabilities:** A reduction of \$2.61 million and 43.16 FTE
5. **Decisions based on data and evidence:** Reductions of \$0.66 million
6. **Shared Responsibility for Student Achievement and Excellence:** Net total increase of \$4.40 million

See the details of these adjustments in the following pages.

Revenue Highlights

The total requested City appropriation is \$167.89 million, an increase of \$3.29 million or 2.0%.

Beginning balance increases by \$1.29 million or 29.6%.

Due to anticipated adjustments to the Commonwealth's budget, state revenue decreases by \$0.93 million or 3.5%.

Local funds decrease by \$0.06 million or 3.7%. There are no changes in fees recommended in this budget.

The City funds 83.5% of the ACPS operating budget.

Enrollment Trends

Total enrollment for FY 2011 is projected to be 12,002 (including students under 5 and over 20 and special placements), a projected increase of 379 students over FY 2010 or 3.3%.

Free-and-reduced price lunch enrollment was 49% of the student population in FY 2007, 51% in FY 2008, 53% in FY 2009, and 54% in FY 2010.

English language learner (ELL) enrollment was 18% of total enrollment in FY 2007, 23% in FY 2008, 25% in FY 2009, and 22% in FY 2010.

Special education enrollment was 17% of total enrollment in FY 2007 and FY 2008, 16% in FY 2009, and 15% in FY 2010.

Enrollment of special education students with moderate to severe disabilities is increasing faster than total special education enrollment.



January 21, 2010

Dear Students, Colleagues, Parents, School Board, and Community:

We are pleased to present to you the FY 2011 Proposed Combined Funds Budget. This budget continues the journey we started last year of *“building bridges to excellence and higher student achievement.”*

This year’s budget proposal has been shaped by three predominant factors: the aspirations contained in the ACPS strategic plan with its focus on higher student achievement for each and every student, the constraints continuing in the economic and fiscal environment, and the costs increasing outside of our control.



In April 2009, ACPS adopted a strategic plan that committed us to ***“Set the international standard for educational excellence, where all students achieve their potential and actively contribute to our local and global communities.”*** This commitment has been at the forefront of the budget conversations this fall and winter, supported by the ***guiding principles*** for decision making on the budget:

- Champion student achievement and ensure an effective teacher for every student
- Respond to enrollment increases and the changing needs of students
- Identify efficiencies and accountabilities and eliminate or modify activities that do not help us reach our goals
- Base decisions on data and evidence
- Respect the impact of the economic downturn
- Strive to place affected employees in other positions
- Share, among all employees, accountability and responsibility for student achievement and excellence in all that we do.

When the FY 2010 proposed budget was presented, housing foreclosure rates were increasing, the gross domestic product was declining, consumer confidence was down, jobs were being lost across our nation, and personal income was declining. Economists talked of falling off an economic precipice and, a few months later, we fell off the precipice. The revenue outlook was

grim and then grimmer. Our nation entered one of the worst economic and fiscal crises in decades. Although there are today some positive signs of a mild economic recovery, the negative impact of this economic crisis is still present.

In ACPS, the economic constraints are compounded by continued increases in student enrollment. Over a two-year period, student enrollment has increased almost 800 students or 7%. With a forecasted increase in FY 2011 of approximately another 400 students, ACPS will see a total rise in enrollment over a three-year period of 1,437 students or 13.6%. Although this is equivalent to adding approximately three elementary schools, we have accommodated our additional ACPS students without opening any new elementary schools or building "learning cottages." Other areas of cost increases are retirement and health benefit plans.

Due to declining revenues and increased costs, most government entities and school divisions are faced with reductions to balance their budgets. Alarming headlines about drastic cuts other school divisions are making due to the continuing economic challenges are common and include reductions to the arts, music, kindergarten, sports, extracurricular activities, instructional time, increasing class sizes.

Thanks to a sharp focus on our purpose as educators and through the diligent, responsible work of ACPS employees and collaboration with our partners in the City, the headlines about ACPS are different:

*Alexandria Schools Continue to Advance Student Achievement During Economic Crisis
ACPS Cuts Costs, Not Quality and Not Services to Students
ACPS Continues to Do More with Less*

We have once again, during a challenging year, created a budget that supports the goals in our strategic plan, is congruent with our seven guiding principles, and champions higher student achievement. We have aligned all resources, including grants and special revenues, to eliminate redundancy and inefficiencies. What may have been viewed in previous years as "random acts of improvement" will become synchronized acts of improvement that build the bridge to higher student achievement.

Budget Overview

The key parameters of the FY 2011 proposed budget are:

- The city appropriation, which represents approximately 83% of total operating revenue, is requested to increase by 2.4% over FY 2010.
- State revenues are projected to decrease by 3.5% compared to FY 2010.
- Student enrollment will increase by 3.2% in FY 2011.
- The total operating budget will increase from \$197.5 million in FY 2010 to \$201.7 million in FY 2011, an increase of 2.2%
- From FY 2009 to FY 2011, the ACPS total budget has increased by 1.4%, compared to an increase in student enrollment of 6.9%
- Positions will decline by 11.73 FTE (full-time positions), or a drop of 0.6%
- To meet division goals and accommodate increasing enrollment and other costs, over 7.0% of the total budget has been realigned, including 107.21 FTE. These changes are made to

move the division towards meeting the goals of the strategic plan and the targets of the division education plan.

- Combined with the substantial realignments contained in the FY 2010 budget, ACPS has realigned over 17% of the division's budget since FY 2009, and almost 15% of the total positions.
- ACPS cost per student will decline by 2%, from \$18,003 in FY 2010 to \$17,652 in FY 2011 due to the combination of increasing student enrollment and slower rate of increase in revenues and expenditures.

Major changes included in the FY 2011 proposed budget are highlighted below, grouped according to the guiding principle to which they belong.

Champion student achievement and ensure an effective teacher for every student

- Keeping elementary class sizes small even with budgetary and physical capacity constraints through the implementation of modified open enrollment policies; maintaining present level of class sizes at the secondary schools
- Enhancing elementary math and science instruction
- Continuing support for Advancement via Individual Determination (AVID), International Baccalaureate (IB) including the primary and middle years programs, and Advanced Placement programs
- Establishing a pre-kindergarten through 5th grade program, with an early childhood center at John Adams Elementary School
- Forming an early childhood office through reorganization
- Working towards establishment of community schools and a family academy
- Maintaining funding for the modified calendar schools
- Providing funding for the next phase of elementary exemplary programs such as Science, Technology, Engineering & Math (STEM), Habits of Mind, Changing Education through the Arts, and Core Knowledge
- Expanding K-5 book buddies and funding the elementary tutoring program
- Providing funding for adaptive technology items for students with disabilities

Respond to enrollment increases and the changing needs of students

- Adding elementary homeroom teachers and kindergarten paraprofessionals
- Maintaining special education teacher staffing
- Supporting instruction for English-language learners
- Expanding the implementation of the K-8 program at Jefferson-Houston by adding 7th grade classes (6th grade was added this year and 8th grade will be added in FY 2012)
- Continuing support for art, physical education, world languages, and music programs
- Maintaining a stable per pupil base allocation, which drives schools' non-personnel budgets
- Establishing a Teen Wellness Center in collaboration with the City and the Health Department
- Reconstituting the staffing reserve for enrollment growth and student needs change

Identify efficiencies and accountabilities and eliminate or modify activities that do not help us reach our goals

- Reconfiguring the middle school support positions
- Eliminating two non-teaching positions at T.C. Williams High School
- Reconfiguring the elementary reading and middle school coaching model

- Eliminating separate funding for the employee assistance program by using existing services through our long-term disability contract
- Finding savings in expenditures on substitutes through process improvement and accountability
- Eliminating one central office driver position, which will reduce the number of runs to schools, and converting three security positions to hourly funding
- Reducing contract days for bus drivers and monitors
- Eliminating a supervisor position in the transportation office
- Reducing curriculum and instruction positions and realigning others to improve services and efficiency
- Obtaining efficiencies in custodial services. The exact mechanism will be explored collaboratively with custodians before a final decision is made.
- Combining services for vehicle maintenance with the City of Alexandria

Base decisions on data and evidence

- Redesigning the elementary summer school program
- Eliminating summer enrichment programs such as super summer, TEMS, and the summer economics institute
- Funding additional testing costs
- Eliminating funding for tuition for master's degree programs
- Continuing the phased elimination of the early retirement incentive program

Respect the impact of the economic downturn

- Recognizing that finding other positions will be difficult in the current climate for all ACPS employees, we have opted to increase the cost to employees of benefits rather than eliminate positions.

Strive to place affected employees in other positions

- Although employees may be faced with changes in their jobs and declines in their take-home pay, ACPS is committed to offering the opportunity for continued work at ACPS to those who share the commitment, responsibility, and accountability for higher achievement for each and every student.
- The net decline in positions in this budget is 11.73 FTE.

Share, among all employees, accountability and responsibility for student achievement and excellence in all that we do.

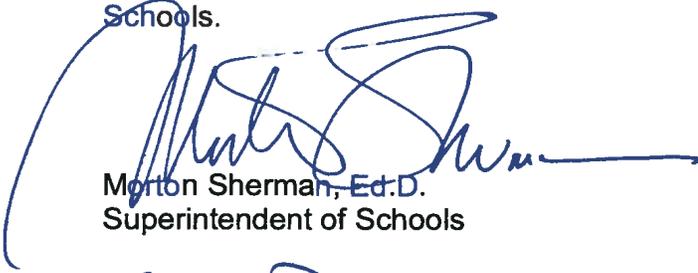
- Continuing to offer competitive salaries by granting a step increase to employees half-way through the contract year
- Sharing the impact of benefit cost increases through rationalization of the employer and employee shares of medical insurance costs by providing cost structure incentives for selection of less expensive HMO plans
- Shifting a portion of the ACPS supplementary retirement program to employees
- Rationalizing the structure of employer and employee dental benefit costs by a more equitable cost distribution
- Passing through to the employee the cost of flexible spending accounts
- Reducing contract days for teachers and paraprofessionals to the FY 2009 level

Throughout the budget deliberations we have explored new ways of thinking and doing. The proposed operating, grant, school nutrition, and CIP budgets embody a fiscally conservative but flexible approach to financial planning over the next three to five years while moving us forward

toward the goals in our Strategic Plan. ACPS has been a good steward of public funds - thoughtfully reallocating resources to advance academic gains rather than simply cutting budgets by setting reduction targets regardless of program effectiveness or organization requirements.

This budget builds a strong bridge that will ensure higher achievement for each and every student. A remarkable budget for our students, good for our school division and good for our city, this proposal addresses the economic challenges we are facing and simultaneously provides for higher achievement for each and every student.

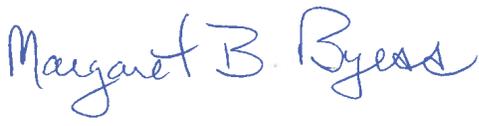
If we are to achieve our goal of setting standards for others and of meeting the needs of each and every one of our students, we must move ahead. As our country continues to increase its call for accountability and for achievement worthy of the demands of this century, we must respond on behalf of the students we serve with a clear, united, brave, and unequivocal voice that right here in Alexandria we accept the challenges. We will no longer accept broad gaps in achievement levels for individuals against their potential or for groups of our students who yearn to be recognized and respected for their intelligence and talent. If ever there were a place in America where the challenges can be met, where new standards can be achieved, and where the value of each student and all staff is recognized, it is here in the Alexandria City Public Schools.



Morton Sherman, Ed.D.
Superintendent of Schools



Cathy David
Deputy Superintendent, Instructional Support



Margaret Barkley Byess
Deputy Superintendent, Planning and Support Operations

Enrollment by School and Level*

as of September 30

Includes district-wide special education and students under 5 and over 20

| School Level | FY 2007 Actual | FY 2008 Actual | FY 2009 Actual | FY 2010 Actual | FY 2011 Projected | Change, 2009 to 2010 | Change, 2010 to 2011 |
|----------------------|----------------|----------------|----------------|----------------|-------------------|----------------------|----------------------|
| Elementary | | | | | | | |
| Charles Barrett | 224 | 258 | 265 | 289 | 315 | 24 | 26 |
| Cora Kelly | 446 | 435 | 433 | 391 | 387 | (42) | (4) |
| Douglas MacArthur | 547 | 579 | 604 | 614 | 641 | 10 | 27 |
| George Mason | 357 | 371 | 398 | 409 | 435 | 11 | 26 |
| James K. Polk | 409 | 442 | 504 | 535 | 562 | 31 | 27 |
| Jefferson-Houston | 349 | 295 | 250 | 301 | 357 | 51 | 56 |
| John Adams | 607 | 600 | 659 | 686 | 715 | 27 | 29 |
| Lyles-Crouch | 292 | 308 | 345 | 364 | 383 | 19 | 19 |
| Maury | 160 | 214 | 267 | 314 | 355 | 47 | 41 |
| Mount Vernon | 483 | 512 | 563 | 638 | 676 | 75 | 38 |
| Patrick Henry | 388 | 383 | 403 | 425 | 418 | 22 | (7) |
| Samuel Tucker | 585 | 609 | 657 | 703 | 749 | 46 | 46 |
| William Ramsay | 564 | 570 | 632 | 672 | 695 | 40 | 23 |
| Elementary | 5,411 | 5,576 | 5,980 | 6,341 | 6,688 | 361 | 347 |
| Secondary | | | | | | | |
| Francis C. Hammond | 1,136 | 1,117 | 1,241 | | | (1,241) | - |
| Francis C. Hammond1 | | | | 421 | 422 | 421 | 1 |
| Francis C. Hammond2 | | | | 423 | 427 | 423 | 4 |
| Francis C. Hammond3 | | | | 411 | 408 | 411 | (3) |
| George Washington | 997 | 958 | 940 | | | (940) | - |
| George Washington1 | | | | 483 | 472 | 483 | (11) |
| George Washington2 | | | | 482 | 485 | 482 | 3 |
| TC Williams - Minnie | 686 | 720 | 734 | 685 | 672 | (49) | (13) |
| Howard Campus | | | | | | | |
| TC Williams | 2,011 | 2,074 | 2,215 | 2,251 | 2,308 | 36 | 57 |
| Interim Education | - | - | | | | - | - |
| Secondary | 4,830 | 4,869 | 5,130 | 5,156 | 5,194 | 26 | 38 |
| Special Placements | 91 | 112 | 115 | 126 | 120 | 11 | (6) |
| Grand Total | 10,332 | 10,557 | 11,225 | 11,623 | 12,002 | 398 | 379 |

*Previous data series reported only students counted in average daily membership. Effective 12/1/07, all published enrollment data series will include all enrolled students unless otherwise specified. Data for earlier years has been updated to correspond with the new methodology.

NOTE: Francis C. Hammond was divided into three schools and George Washington was divided into two schools in FY 2010. School #1 retains historical enrollment for reporting purposes.





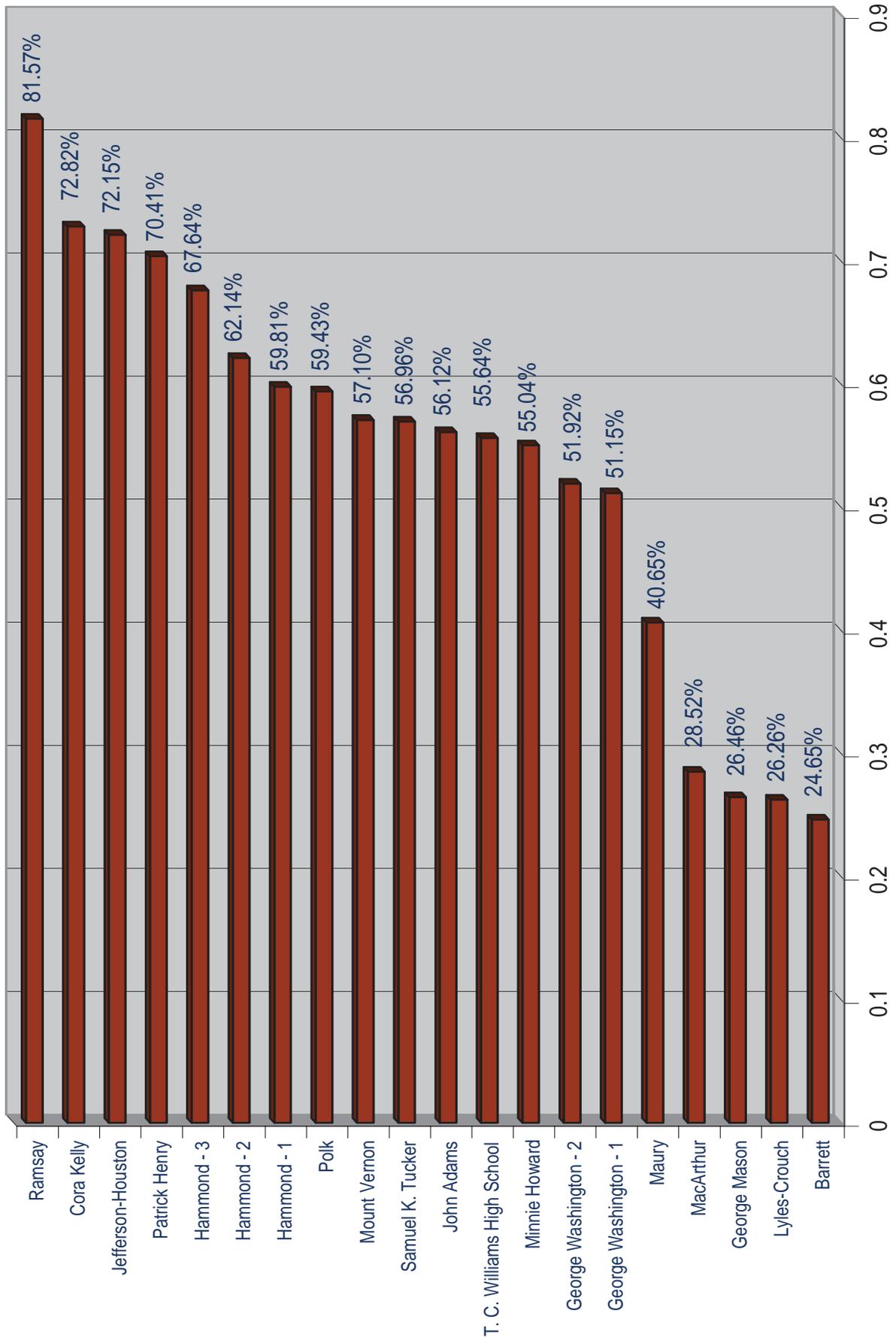
Demographics and Enrollment Data by School

| | SY 2006 - 2007 | SY 2007 - 2008 | SY 2008 - 2009 | SY 2009 - 2010 | SY 2010 - 2011 ³ |
|-------------------------------------|----------------|----------------|----------------|----------------|-----------------------------|
| Free-and-Reduced Price Lunch | | | | | |
| Charles Barrett | 22% | 26% | 27% | 25% | TBD |
| Cora Kelly | 64% | 71% | 74% | 74% | TBD |
| Douglas MacArthur | 28% | 26% | 28% | 28% | TBD |
| George Mason | 27% | 27% | 25% | 24% | TBD |
| James K. Polk | 44% | 48% | 48% | 57% | TBD |
| Jefferson-Houston | 82% | 81% | 87% | 76% | TBD |
| John Adams | 52% | 56% | 60% | 53% | TBD |
| Lyles-Crouch | 28% | 25% | 26% | 24% | TBD |
| Matthew Maury | 47% | 42% | 43% | 41% | TBD |
| Mount Vernon | 64% | 64% | 61% | 58% | TBD |
| Patrick Henry | 65% | 66% | 70% | 72% | TBD |
| Samuel W. Tucker | 54% | 54% | 52% | 57% | TBD |
| William Ramsay | 66% | 63% | 67% | 79% | TBD |
| Francis C. Hammond | 53% | 55% | 57% | - | TBD |
| Francis C. Hammond 1 | - | - | - | 57% | TBD |
| Francis C. Hammond 2 | - | - | - | 60% | TBD |
| Francis C. Hammond 3 | - | - | - | 65% | TBD |
| George Washington | 51% | 52% | 52% | - | TBD |
| George Washington 1 | - | - | - | 50% | TBD |
| George Washington 2 | - | - | - | 52% | TBD |
| TC Williams Minnie Howard Campus | 49% | 53% | 54% | 53% | TBD |
| TC Williams High School | 41% | 47% | 53% | 55% | TBD |

Note: Data as of October, 2010



ACPS Free/Reduced % as of 2/24/10



**ACPS Historical Trend Data
 Enrollment, Positions, Expenditures**

| | FY 2007 | FY 2008 | FY 2009 | FY 2010 | FY2011 ¹ |
|---------------------------------------|-----------------|-----------------|-----------------|-----------------|---------------------|
| Enrollment | Actual | Actual | Actual | Actual | Projected |
| Total Student Enrollment | 10,332 | 10,557 | 11,225 | 11,623 | 12,002 |
| Annual Change | | 225 | 668 | 398 | 379 |
| Annual Change, Percent | | 2.2% | 6.3% | 3.5% | 3.3% |
| English-Language Learners | 1,882 | 2,383 | 2,831 | 2,572 | 2,962 |
| Annual Change | | 501 | 448 | (259) | 390 |
| Annual Change, Percent | | 26.6% | 18.8% | -9.1% | 15.2% |
| Percentage of Total Students | 18% | 23% | 25% | 22% | 25% |
| Free and Reduced Meal Eligible | 4,961 | 5,012 | 5,866 | 6,264 | 6,565 |
| Annual Change | | 51 | 854 | 398 | 301 |
| Annual Change, Percent | | 1.0% | 17.0% | 6.8% | 4.8% |
| Percentage of Total Students | 49% | 51% | 53% | 54% | 55% |
| Special Education | 1,802 | 1,778 | 1,831 | 1,747 | 1,736 |
| Annual Change | | (24) | 53 | (84) | (11) |
| Annual Change, Percent | | -1.3% | 3.0% | -4.6% | -0.6% |
| Percentage of Total Students | 17% | 17% | 16% | 15% | 14% |
| Number of Schools | 17 ² | 17 ² | 17 ² | 16 ³ | 19 ⁴ |

| Positions | Actual | Actual | Actual | Final Budget | Approved Budget |
|---|-----------------|-----------------|-----------------|---------------------|------------------------|
| Total Positions: Full-time Equivalent (FTE); All Funds | 2,024.65 | 2,057.32 | 2,104.54 | 2,098.43 | 2,079.05 |
| Operating Fund | 1,960.65 | 1,898.42 | 1,940.52 | 1,916.66 | 1,913.93 |
| Grants Fund | NA | 94.90 | 98.41 | 116.16 | 99.51 |
| School Nutrition Func | 64.00 | 64.00 | 65.61 | 65.61 | 65.61 |
| Annual Change | | NA | 47.22 | (6.11) | (19.38) |
| Annual Change, Percent | | NA | 2% | 0% | -1% |
| Students/FTE | NA | 5.13 | 5.33 | 5.54 | 5.77 |
| Total Licensed Teachers: FTE, All Funds | 1,047.30 | 1,100.69 | 1,133.17 | 1,157.37 | 1,167.40 |
| Operating Fund | 1,047.30 | 1,042.67 | 1,073.59 | 1,080.79 | 1,100.92 |
| Grants Fund | NA | 58.02 | 59.58 | 76.58 | 66.48 |
| School Nutrition Func | - | - | - | - | - |
| Teachers as Percent of Total FTE | 52% | 54% | 54% | 55% | 56% |
| Annual Change, Total Number of Teachers | | NA | 32.48 | 24.20 | 10.03 |
| Annual Change, Percent, Total Number of Teachers | | NA | 3% | 2% | 1% |
| Students/FTE | NA | 9.59 | 9.91 | 10.04 | 10.28 |

¹ Projected or Approved Budget

² Minnie Howard and TC Williams were separate schools

³ Minnie Howard and TC Williams combined to one 9-12 high school

⁴ Five middle schools created from two middle school campuses

| | FY 2007 | FY 2008 | FY 2009 | FY 2010 | FY2011 ¹ |
|---|---------------|---------------|---------------|---------------------|------------------------|
| Positions | Actual | Actual | Actual | Final Budget | Approved Budget |
| Total School Building Based Administrators: | 42.00 | 42.50 | 43.00 | 43.50 | 44.50 |
| Operating Fund | 42.00 | 41.50 | 42.00 | 42.50 | 43.50 |
| Grants Fund | NA | 1.00 | 1.00 | 1.00 | 1.00 |
| School Nutrition Func | - | - | - | - | - |
| Building Administrators as Percent of Total FTE | 2% | 2% | 2% | 2% | 2% |
| Annual Change, Total Building Administrators | | NA | 0.50 | 0.50 | 1.00 |
| Annual Change, Percent, Total Building Administrator Students/FTE | NA | 248.40 | 261.05 | 267.20 | 269.71 |
| Total Other Administrators (Supervisor or Above) | 30.00 | 30.75 | 30.00 | 27.00 | 27.00 |
| Operating Fund | 29.00 | 28.75 | 28.75 | 26.00 | 26.00 |
| Grants Fund | NA | 1.00 | 0.25 | - | - |
| School Nutrition Func | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Other Administrators as Percent of Total FTE | 1% | 1% | 1% | 1% | 1% |
| Annual Change, Total Other Administrators | | NA | (0.75) | (3.00) | - |
| Annual Change, Percent, Total Other Administrators Students/FTE | NA | 343.32 | 374.17 | 430.48 | 444.52 |
| Clerical, Custodial, Cafeteria, Technical, Bus Drivers, & Maintenance Personne | 557.25 | 528.58 | 529.79 | 520.08 | 489.92 |
| Operating Fund | 494.25 | 463.40 | 462.18 | 453.47 | 423.31 |
| Grants Fund | NA | 2.18 | 3.00 | 2.00 | 2.00 |
| School Nutrition Func | 63.00 | 63.00 | 64.61 | 64.61 | 64.61 |
| As Percentage of Total FTE | 28% | 26% | 25% | 25% | 24% |
| Annual Change, Total Other Administrators | | NA | 1.21 | (9.71) | (30.16) |
| Annual Change, Percent, Total Other Administrators Students/FTE | NA | 19.97 | 21.19 | 22.35 | 24.50 |

| Expenditures: Combined Funds | Actual | Actual | Actual | Final Budget | Approved Budget |
|--|------------------|------------------|------------------|---------------------|------------------------|
| Total Expenditures (\$ in millions) | \$ 195.86 | \$ 199.14 | \$ 208.91 | \$ 217.55 | \$ 221.06 |
| Operating Fund | 181.02 | 184.81 | 193.61 | 197.55 | 201.10 |
| Grants Fund | 10.32 | 9.30 | 9.92 | 14.43 | 13.70 |
| School Nutrition Fund | 4.52 | 5.04 | 5.38 | 5.58 | 6.26 |
| Annual Change, Total Expenditures | | 3.28 | 9.76 | 8.64 | 3.51 |
| Annual Change, Percent, Total Expenditure | | 2% | 5% | 4% | 2% |

| | | | | | |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|
| Average Per Pupil Cost² | \$18,181 | \$18,090 | \$17,157 | \$18,003 | \$17,597 |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|

¹ Projected or Approved Budget

² Calculated using WABE methodology which excludes certain grants, adult education, and school nutrition fund expenditures

WE BELIEVE . . .

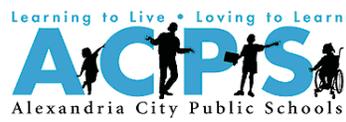
Educational Excellence

Higher Achievement

A Culture of Collaboration

Continuous Improvement & Accountability

Environmental Stewardship



Division Education Plan 2010 - 2012

ACPS Strategic Planning and the Budget Process

With SY 2009-2010 and the FY 2011 budget cycle, ACPS has continued implementation of planning and budgeting within the framework of the ACPS strategic plan.

To successfully align all activities towards achievement of the division's mission, ACPS must craft all planning processes – school and department work plans, budget, and employee work plans – around the Education Plan. The Division Education Plan incorporates the ACPS Strategic Plan 2010-2015, the 2008-2010 goals and objectives, the draft 2010 education plan, the 2009 annual report, the VASS report recommendations, and the actions in the response

to the special education compliance action plan. The School Education Plan focuses on objectives in seven priority areas based on the School Board's 2008-2010 objectives, consistent within each level, but with slight differences among elementary, middle, and high schools.

The chart below and on the following pages presents the division education plans' key objectives and metrics. These are directly related to the strategic plan goals. Each school also has an Education Plan which may be found in the school pages of this volume. Additional information on the ACPS strategic planning process may be found on the ACPS web site.

| Key Objectives and Metrics | SY06-07 FY2007 | SY07-08 FY2008 | SY08-09 FY2009 | SY09-10 Target FY2010 | SY10-12 Target FY2011-2012 |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---|--|
| Raise the overall level of math proficiency across K-12, and specifically increase the successful participation of students in Algebra in Grade 8. <i>Key Metric: % of all students successfully (Grade C or better, passing SOL) completing Algebra I by the end of 8th Grade</i> | 4.7% (7th Grade) 15.6% (8th Grade) | 5.5% (7th Grade) 13.8% (8th Grade) | 4.6% (7th Grade) 22.9% (8th Grade) | 37% of all students | 75% of all students |
| Improve proficiency in Language Arts/Literacy at K-3 level. <i>Key Metric: % passing SOLs Reading 3 Grade</i> | 72% | 80% | 81% | 88% | 100% |
| Improve writing proficiency for students across all grade levels and content areas. <i>Key Metric: SOL Writing Scores (Grades 5, 8, and EOC Grade 11) for pass and pass advanced</i> | 83% pass 15% pass advanced | 83% pass 8% pass advanced | 84% pass 16% pass advanced | 90% pass 25% pass advance | 100% pass 35% pass advance |
| Increase participation and achievement in Science at Elementary and Secondary level. <i>Key Metric: % of students achieving qualifying scores of 3, 4, or 5 for AP science courses.</i> | 78% | 73% | 64% | 72% | 80% |
| Establish an exemplary program (e.g. International Baccalaureate - PYP/MYP) across all schools. <i>Key Metric: For non-IB: Overall score on Quality Program Worksheet For IB: Progress moving through IB phases (Consideration - Candidate - Authorization)</i> | n/a | n/a | n/a | For non-IB: "exemplary" (score of 4) For IB: enter PYP Candidate Phase | For non-IB: begin implementation For IB: Enter PYP Authorization Phase; enter MYP Consideration Phase |
| Create a vertically aligned K-12 curriculum which embeds the SOLs but which goes well beyond state standards to include national and international models of exceptional education for each and every student. <i>Key Metric: Rubric developed to assess each new curriculum document for integration</i> | n/a | n/a | n/a | Integrated curriculum design process established | K-12 curriculum established, implemented in SY11-12 |

Division Education Plan 2010 - 2012

| Key Objectives and Metrics | SY06-07 FY2007 | SY07-08 FY2008 | SY08-09 FY2009 | SY09-10 Target FY2010 | SY10-12 Target FY2011-2012 |
|--|-----------------------------|-----------------------------|-----------------------------|--|--|
| Develop formative and summative assessment to align with 21st Century curriculum design. <i>Key Metric: Progress on development and implementation of formative and summative assessments</i> | n/a | n/a | n/a | Min. of two prototype formative and summative assessment tasks | Formative and summative assessment prototypes replicated across 100% of all curriculum content areas |
| Create an inclusive learning env't in which every child with disabilities has access to the standard curriculum (based on SOL) across a continuum of services. <i>Key Metric: % pass rates in SOL Reading and Mathematics for students with disabilities</i> | 49% (Reading) 44% (Math) | 44% (Reading) 42% (Math) | 67% (Reading) 58% (Math) | 85% (Reading) 83% (Math) | 100% (Reading) 100% (Math) |
| Create an inclusive learning env't in which every English Language Learner has access to the standard curriculum (based on SOL). <i>Key Metric: % pass rates in SOL English and Math for ELL subgroup</i> | 64% (English) 66% (Math) | 72% (English) 68% (Math) | 77% (English) 68% (Math) | 85% (English) 83% (Math) | 100% (English) 100% (Math) |
| Increase participation and successful completion of advanced level coursework across all AYP subgroups. <i>Key Metric: % successful completion of High School AP courses</i> | 45% | 52% | 54% | 56% | 58% |
| Engage 12th Grade students in senior projects and internships to enhance High School experience beyond SOLs. <i>Key Metric: Participation by seniors by AYP subgroups</i> | n/a | n/a | 5% | 10% | 20% |
| Ensure that every child meets the requirements to graduate and enroll in college or post-secondary training. <i>Key Metric: % on-time graduation rate</i> | n/a | 76% | 78% | 81% | 87% |
| Develop a comprehensive Career and Transition Program to ensure that all students with disabilities are linked to postsecondary education after graduation. <i>Key Metric: % of students with disabilities who had an IEP enrolled in post-secondary programs or competitive employment one year after graduation</i> | n/a | 46.8% | n/a | 50% | 80% |
| Provide individualized support to all students through the use of tiered responses (such as RtI framework) to ensure that all students achieve academic growth. <i>Key Metric: % of student population referred for special education services</i> | n/a | 5% | 5% | 4% | 3% |
| Ensure that ACPs provides effective services to students with autism by developing a comprehensive program. <i>Key Metric: State academic achievement targets for Unadjusted Passing Percent (autism only) in Reading and Math</i> | 57% (Reading) 49% (Math) | 63% (Reading) 52% (Math) | 73% (Reading) 79% (Math) | 85% (Reading) 90% (Math) | 100% (Reading) 100% (Math) |
| Prepare students with GPA 2.0-3.5 in Grades 7-9 (and 1st generation college) for successful college admittance opportunity. <i>Key Metric: % of AVID students showing overall increase in GPA compared to their pre-AVID GPA</i> | n/a | n/a | n/a | 85% | 100% |
| Integrate international standards for educational technology with appropriate assessments for students, teachers and administrators. <i>Key Metric: Number of students completing online courses</i> | n/a | n/a | n/a | 50 students | 200 students |
| Increase access and improve quality of pre-K programs in Alexandria City. <i>Key Metric: % of entering Kg students meeting Fall PALS benchmarks</i> | 75% | 80% | 82% | 82% | 90% |

Division Education Plan 2010 - 2012

| Key Objectives and Metrics | SY06-07 FY2007 | SY07-08 FY2008 | SY08-09 FY2009 | SY09-10 Target FY2010 | SY10-12 Target FY2011-2012 |
|---|-------------------|-------------------|-------------------|--|--|
| Foster relationships with parents to be supportive and informed advocates for their children, empowering them and providing educational opportunities that support student achievement. <i>Key Metric: Number of parents who participate in Parent Academy workshops and classes.</i> | n/a | n/a | n/a | 350 parents | 1,000 parents |
| Ensure high quality instructional delivery in every ACPS classroom through the creation of a tiered system of professional learning that includes individualized PD plans for all instructional staff aligned with the goals of the ACPS Strategic Plan. <i>Key Metric: Number of teachers and school-based administrators successfully completing a foundational course in effective teaching practices</i> | n/a | n/a | n/a | 40 teachers and 13 school-based administrators | 400 teachers and 45 school-based administrators |
| Achieve cultural competence for all staff with diversity training that incorporates awareness, understanding, high expectations, and appropriate instruction for all students. <i>Key Metric: Tripod survey for students and staff</i> | n/a | n/a | n/a | baseline | TBD |
| Commitment to continuous improvement and customer service using Baldrige criteria <i>Key Metric: Progress along the Baldrige criteria for excellence in education</i> | n/a | n/a | n/a | Min. of two process improvement projects completed. Customer service | Min. of three facilitator teams dedicated to key process |
| Assure alignment of support for teacher initiatives, special projects, and areas related to strategic plan through the formation of an Educational Foundation. <i>Key Metric: Additional funding obtained for division facilities, grants, and education projects</i> | n/a | n/a | n/a | Foundation established | Funding obtained for public-private partnership for JH building site |
| Continue collaborative work with City staff on connecting services across department and jurisdictional lines. <i>Key Metric: Areas of potential shared services, as identified in joint analysis of 10/31/09</i> | n/a | n/a | n/a | Min. of one shared operational service areas implemented | Min. of two add'l shared operational service areas implemented |
| Build a high-performing organization through the recruitment, hiring, and retention of teachers and special education staff appropriate for meeting the goals of the strategic plan, through comprehensive new job descriptions, recruitment materials, and recruitment process. <i>Key Metric: % of class sections (in core subject areas) taught by highly qualified teachers as of Oct 1 of school year</i> | 95% | 92% | 94% | 100% | 100% |
| Ensure that resources are aligned to support the School and Division-level Education Plan. <i>Key Metric: % of program enhancements and grants aligned with strategic objectives</i> | n/a | n/a | n/a | Baseline established | 5 points above baseline |
| Ensure ACPS facilities will support a high quality 21st century learning environment through a long-term facilities plan that enhances community schools. <i>Key Metric: Progress in performing deferred maintenance, as reflected in the EMG facilities needs assessment, and identified as critical by EMG event criteria</i> | n/a | n/a | n/a | Critical maintenance performed | Critical maintenance performed |
| Achieve the Eco-City vision in collaboration with the City of Alexandria. <i>Key Metric: Increase in recycled waste tonnage at each division building</i> | n/a | n/a | n/a | 10% increase | 10% increase |

The Division Education Plan featured above is an abbreviated version of the Education Plan presented to the School Board on December 17, 2009. This version has been modified to include only one summative metric per objective, and in some cases, the language has been shortened to accommodate the format.

Bridges to Excellence

We believe..

- Educational Excellence
- Higher Achievement
- A Culture of Collaboration
- Continuous Improvement & Accountability
- Environmental Stewardship

ACPS School Board Budget Work Session: 1/28/2010



Vision

Set the international standard for educational excellence where all students achieve their potential and actively contribute to our local and global communities.



Mission

We will achieve our vision as we provide the environment, resources, and commitment to ensure that each and every student succeeds- academically, emotionally, physically and socially.



Guiding Principles

- Champion student achievement and ensure an effective teacher for every student
- Respond to enrollment increases and the changing needs of students
- Identify efficiencies and accountabilities and eliminate or modify activities that do not help us reach our goals

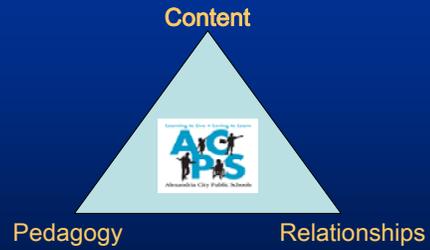


Guiding Principles

- Base decisions on data and evidence
- Respect the impact of the economic downturn
- Strive to place affected employees in other positions
- Share, among all employees, accountability and responsibility for student achievement and excellence



From Random Acts of Improvement to Synchronized Processes/Systems for Improvement



Aligning Professional Learning and Performance Evaluation with Student Achievement



A Proposed Model to Align Professional Learning and Performance Evaluation with Student Achievement

| | | Professional Learning Professional Development Provided by ACPS | | |
|--|--|--|--|-------------------------|
| | | Beginning Teacher Phase | Developing Teacher Phase | Advancing Teacher Phase |
| Content Pedagogy Relationship | End-in-Mind (Backwards Planning) Design, Lesson Design, Policy (FA, FA-A) | Curriculum Development with focus on unit design | Curriculum Development, with focus on course and program design | |
| | ACPS Performance Responsibilities (PSP) | | | |
| | Division/State Requirements: Balanced Literacy, Integrating Reading and Writing in the Content Areas, Writing Project PALS, Technology Standards, Family Life, etc.... | The Skillful Teacher (I): Classroom Management, Principles of Learning, Modes of Teaching, Motivation, Expectations, High achievement for all, Differentiated Instruction, Thinking Skills, Assessment | The Skillful Teacher (II): Continuation of Skillful Teacher I course with intensive study of strategies for identifying and removing obstacles to student learning | |
| ACPS Culture, Belief Systems, and Traditions (Students, School, and School Division) | Dynamics of Cross Cultural Understandings | Dynamics of Cross Cultural Understandings | | |
| Collaboration/Teamwork Skills, Job Embedded Professional Learning (Coaching) | Collaboration/Teamwork Skills, Job Embedded Professional Learning (Coaching) | Leadership Development: Skillful Teacher in-district trainer, mentor, coach, department chair, etc.... | | |
| General Pedagogical Practices | Specific to Customized Professional Learning Plans | | | |
| | To be determined by needs of individual/ teams/school/ division | To be determined by needs of individual/ teams/ school/division | | |
| | | Performance Evaluator Teaching Domains: Instruction, Assessment, Professionalism, Communication & Community Relations | | |
| | | STUDENT LEARNING | | |
| | | Ongoing Assessment of Teacher Growth and Student Learning (Indicators of Meeting Goals) to be determined by the individual employee in discussion with and approval by evaluator | | |

Curriculum Restructuring and Enhancements



What Is Curriculum?

Curriculum is a system for facilitating student learning, comprised of the following key elements:

- The *written* curriculum
- The *assessed* curriculum
- The *taught* curriculum
- The *supported* curriculum
- The *learned* curriculum



Curriculum Redesign

- Ensuring a Shared Operational Language and Process
- Adoption of the ACPS IFA Policy and Regulations Regarding Curriculum Design and Assessment
- Develop a comprehensive curriculum that clearly supports:
 - Rigorous *standards* for all learners
 - Evidence-based *instruction*
 - Balanced *assessment*
 - *Accountability*

Strategic Goal: 2



IFA-R: Standards Driven

1. SOLs as the minimal foundation—not the end point—for effective curriculum, assessment, instruction, and learning
2. Using the end-in-mind (backwards-planning) design process to enhance instruction and student achievement:
 - Stage One—Desired Results
 - Stage Two—Assessment Evidence
 - Stage Three—Learning Plan

Strategic Goal: 2



Mathematics Examples (1)

- Redesign the math curriculum using the end-in-mind (backwards-planning) design process principles
- Emphasize a K-12 focus on Algebraic thinking
- Ensure that all students are fully prepared for Algebra 1 in the eighth grade by:
 - Making appropriate changes in the K-7 math curriculum and
 - Implementing a professional development plan to support this process

Strategic Goal: 2



Mathematics Examples (2)

- Provide ongoing professional development to enhance instructors' work with standards, including:
 - Building a System of Tens (Elementary)
 - Reasoning Algebraically about Operations (Middle)
 - Patsy Wang-Iverson's "Can Mathematics Understanding Be Coherent?" (for Math Specialists)

Strategic Goal: 2



IFA-R: Instruction

1. Ongoing use of evidence-based instructional strategies
2. Ensuring that all students have access to the same rigorous, challenging and scaffolded standard curriculum
3. Clearly articulated standards, benchmarks, assessment practices, assignments, and grading system

Strategic Goal: 2



Mathematics Examples

- Professional development, Accessible Mathematics, involving *video-based coaching and lesson analysis*, conducted by Steve Leinwand
- Building a *system-wide coaching plan* for mathematics, including guidance from Lucy West, consultant.
- Ensuring that curriculum reflects learning plans reflective of international benchmarks, including Individualized Achievement Plans.

Strategic Goal: 2



IFA-R: Assessment

1. Use of multiple forms of assessment to ensure ongoing diagnosis, formative, and summative assessment.
2. Use of reliable and valid scoring rubrics for culminating performance tasks.
3. Focus on collaborative teacher scoring committees and work product review.

Strategic Goal: 2



IFA-R: Assessment

4. Encouragement of student review and self-monitoring
5. Emphasis upon standards-driven performance evaluation and student mastery
6. Opportunities for reassessment when appropriate

Strategic Goal: 2



Mathematics Examples

- Creating common consensus-driven assessments - including cornerstone performance tasks with accompanying rubrics
- Develop multiple means for assessment of student's understanding of mathematics concepts and skills

Strategic Goal: 2



IFA-R: Accountability

1. Ongoing professional development for administrators and teachers effective curriculum design and implementation
2. Evaluation of student achievement across all grade levels on an ongoing and consistent basis

Strategic Goal: 2



Mathematics Examples

- Development of mathematics observation checklists for each grade and course
- Conduct ongoing transition meetings between teachers at key juncture points

Strategic Goal: 2



Development of Prototype Curriculum Documents

- Algebra 1: complete full course design with accompanying units based upon the end-in-mind (backwards-planning) design process
- Algebra 1 Support: fully developed modules with suggested strategies and resources to respond to emergent problems and learning gaps

Strategic Goal: 2



Proposed Funding for FY 11

- Operating:
- \$163,500 allocated for curriculum design work.



Staffing Realignment: Office of Curriculum Design and Services



Realignment of Specialists

| Position | FY 10 | FY 11 |
|------------------------------------|------------------|--------------------|
| Eng/LA Spec AP Coordinator | 1.0 FTE 0 FTE | .75 FTE .25 FTE |
| SS Spec AP Coordinator | 1.0 FTE 0 FTE | .75 FTE .25 FTE |
| Science Spec MYP Coordinator | 1.0 FTE 0 FTE | .75 FTE .25 FTE |
| World Lang Spec MYP Coordinator | 1.0 FTE 0 FTE | .75 FTE .25 FTE |



Realignment of Specialists

| Position | FY 10 | FY 11 |
|---------------------------------|------------------|------------------|
| Fine Arts Spec Library Media | 1.0 FTE 0 FTE | .8 FTE .2 FTE |
| Library Media Spec | 1.0 FTE | 0 FTE |
| Director CTE/Adult Ed | 1.0 FTE | 0 FTE |
| CTE/Adult Ed Curriculum Spec | 0 FTE | 1.0 FTE |



ACPS Instructional Coaches

- Transition from school-based to division-wide model
- Rationale for division-wide model
- Transition process
- Program design



ACPS Instructional Coaches

| Position | FY 10 Operating | FY 10 Grant | Proposed FY 11 Operating | Proposed FY 11 Grant |
|---------------------------------|--------------------|-------------|--------------------------------|-------------------------|
| Elementary Math Coach | 4.0 FTE | 7.0 FTE | 2.0 FTE | 5.0 FTE |
| Elementary Literacy Coach | 11.0 FTE | 3.0 FTE | 5.0 FTE | 5.0 FTE |
| MS Coach | 5.0 FTE | 0 FTE | 0 FTE | TBD |



Summer Learning



Elementary Summer Learning Programs



K-5 August Summer Learning – Tier I

- August 9 – August 20, 2010
- Four hours per day
- Hosted at each school site except Mount Vernon and Samuel Tucker
- Staffed by home school teachers and administrators
- Program tailored to meet needs of individual schools' students

Strategic Goal: 1



K-5 August Summer Learning – Tier II

- Available to Title I Improvement schools
- Tier I program foundation
- School autonomy in program design
- Possible enhancements:
 - Extended student day
 - Extended staff day for professional learning
 - Smaller class size
 - Enrichment opportunities for students
- Enhancements funded through Title I improvement grants

Strategic Goal: 1



K-5 August Summer Learning – Tier III

- William Ramsay Elementary School
- Tier I program foundation
- School autonomy in program design
- Extended contracts for teachers
- Possible enhancements:
 - Extended number of days and hours of operation
 - Extended staff day for professional learning
 - Smaller class size
 - Enrichment opportunities/field trips for students
 - Parent education program
- Enhancements funded through Title I improvement grants

Strategic Goal: 1



Kindergarten Prep

- August 9 – August 20, 2010
- Four hours per day (reduced from six hours)
- Coincides with Tier I summer learning

Strategic Goal: 1



Summer Program Reductions/Eliminations

- Eliminations
 - Super Summer/Summer Music
 - TEMS
 - Summer Economics Institute
- Reductions
 - Elementary Tier I K-5 summer school hours



Secondary Summer School

No planned changes to standard program

Strategic Goal: 1



Proposed funding for FY 2011

- Operating budget:
 - K-5 Tier I: \$442,000
 - K Prep: \$179,000
 - Secondary Summer School: \$842,000
 - K-12 administrative cost (transportation, food services, etc.): \$278,000
- Title I Improvement funds for Tier II and Tier III: TBD



Office of Early Childhood and ACPS Early Childhood Center



Quality Early Childhood Experiences

- Natural inquisitiveness of young children
- Self-regulation skills
- Family support

Strategic Goal: 1



Early Childhood Center at John Adams

- 7 Head Start classrooms
- 10 Special Ed/typically developing student pre-school classrooms
- 5 kindergarten classrooms
- 4 first grade classrooms
- 5 second grade classrooms
- 6 dual language classrooms (2 Ks, 2 first and 2 second grade classrooms)

Strategic Goal: 1



Space Requirements

- Outdoor play/garden area in courtyard
- New EC playground and indoor gross motor space
- Parent resource/meeting room
- Playgroup room for children not enrolled in a pre-school program
- Common planning spaces for teachers
- Office space for Head Start and Child Find
- Office space for new assistant principal
- Conference room

Strategic Goal: 1



Early Childhood Office Staffing

- Assistant Principal for pre-K –2nd grade
- Coordinator for Early Childhood
- Child Find personnel
- Special Education Early Childhood Coordinator
- Head Start coordinator (Campagna employee)

Strategic Goal: 1



Role of the Office of Early Childhood

- EC Center
- Child Find
- Inclusionary practices in pre-K programs
- QRIS
- Increased access to pre-K and playgroup opportunities
- City/regional/state collaboration

Strategic Goal: 1



Proposed funding for FY 2011

- Operating: \$40,000
 - Assistant Principal for pre-K –2nd grade (*)
- Grant funds: \$50,500 (QRIS)
- CIP: TBD

(*) To be discussed at later work session

Strategic Goal: 1



Principals Promise Fund and Elementary Exemplary Programs



Principals Promise Fund FY 10 Expenditures: \$934,074

- Tutoring and Book Buddies
- Leveled books and writing supplies
- Math Buddies and DMI materials
- Reading A-Z
- Media Center collection enhancement
- Field trips
- Exemplary Programs Exploration

Strategic Goals: 1 & 2



Identified Exemplary Programs for FY 11

- Core Knowledge: Lyles-Crouch
- Habits of Mind: Patrick Henry, Maury, MacArthur, George Mason, Polk, Tucker, Ramsay
- CETA School: John Adams
- PYP-IBO: Mount Vernon, Jefferson-Houston
- STEM: Cora Kelly
- TBD: Charles Barrett

Strategic Goal: 2



Budget Realignment

- Principals Promise Fund elimination
- Funds realigned for targeted programs and interventions

Strategic Goal: 2



Proposed Funding for FY 11

- Operating:
 - Exemplary programs: \$227,500
(\$17,500 per elementary school)
 - Tutoring and Book Buddies: \$495,470
- Grants: TBD

Strategic Goal: 2



Secondary Programs



Advancement Via Individual Determination (AVID)



AVID

- Goal/Purpose
- Program design
 - Elective course
 - Tutors
- Requirements
 - School-site team
 - 4 tutors per class/3 x a week
 - Ongoing training
 - Membership fees and materials

Strategic Goals: 1, 2 & 3



AVID

- FY 10 Program
 - 188 students
 - Grades 7-9
- FY 11 Program Goals
 - 300 students
 - Expansion to grade 10

Strategic Goals: 1, 2 & 3



Proposed Funding for FY 11

- Operating: \$217,083
 - 1.0 FTE
 - Tutoring
 - Materials
 - Professional development
 - Membership fees

Strategic Goals: 1, 2 & 3



International Baccalaureate Middle Years Program (IB-MYP)

International Baccalaureate Middle Years Program (IB-MYP)

- Goal/Purpose
- Program design
 - Eight subject groups
 - Five areas of interaction
 - Personal project
- Requirements
 - Professional development
 - Membership fees
 - Curriculum development
 - Phased implementation process
 - Acceptance by IBO

Strategic Goals: 1, 2 & 3



International Baccalaureate Middle Years Program (IB-MYP)

- FY 10 – Exploration Year
 - Professional development
 - Principles of curriculum design
- FY 11 – Consideration Phase
 - District cluster model
 - 5 middle schools; Jefferson Houston grades 6-7; Minnie Howard

Strategic Goals: 1, 2 & 3



Proposed Funding for FY 11

- Operating: \$84,883
 - .5 FTE IB-MYP Coordinator (staffed from current curriculum specialists as two .25 FTE of current curriculum specialists)

Strategic Goals: 1, 2 & 3



Advanced Placement Coordinator

Advanced Placement Coordinator

- Goal/Purpose
- Responsibilities
 - Implement ACPS 2009 AP Report recommendations
 - Develop pre-AP academies beginning with middle school students
 - Ensure AP curricula align with ACPS design principles and regulations
 - Monitor student performance
 - Increase AP diversity

Strategic Goals: 1 & 2



Proposed Funding for FY 11

- Operating: \$84,883
 - .5 FTE AP Coordinator (staffed from current curriculum specialists as two .25 FTE of current curriculum specialists)

Strategic Goals: 1 & 2



Community Schools & Family Academy



Community Schools

- Goal/Purpose
- Program design
 - Integrated services
 - Health/medical
 - Family
 - Enhanced relationships
 - Extended use of school building

Strategic Goals: 1, 2 & 3



Community Schools

- Actions to date
 - Steering committee formed
 - Site visits
 - Planning sessions
 - Grant exploration
- Actions planned for FY 11
 - Access technical assistance
 - Conduct needs assessment
 - Complete strategic planning
 - Continue site visits
 - Provide professional development
 - Implement small pilot program at one school

Strategic Goals: 1, 2 & 3



Proposed Funding for FY 11

- Operating: \$100,000
- Grants: TBD

Strategic Goal: 1



Family Academy

- Purpose/Goal
 - Empower parents as partners, advocates and leaders in their child's education
 - Support student achievement at home, school and the community

Strategic Goal: 1



Family Academy

- Actions to date
 - Advisory board established
 - Breakthrough thinking sessions conducted
 - FY 10 pilot program developed
 - Two 8-week sessions
 - 42 free classes across six strands
 - Online registration
 - Family Academy kick-off event held

Strategic Goal: 1



Family Academy

- Actions planned for FY 11
 - Increase number of offerings
 - Identify new strands
 - Increase outreach and marketing efforts
 - Increase print and electronic publicity
 - Explore solutions to transportation and child care issues
 - Seek outside funding sources and new partnerships

Strategic Goal: 1



Proposed Funding for FY 11

- Operating: \$116,770
- Grants: TBD

Strategic Goal: 1



FY 2011 Proposed Budget Board Budget Work Session

Alexandria City School Board
February 22, 2010



1

Part II Program Enhancements for Student Services

FY 2011 Proposed Budget

Alexandria City School Board
February 22, 2010



2

Bridges to Excellence

We believe..

- Educational Excellence
- Higher Achievement
- A Culture of Collaboration
- Continuous Improvement & Accountability
- Environmental Stewardship

3

Vision

Set the international standard for educational excellence where all students achieve their potential and actively contribute to our local and global communities.

4

Guiding Principles

- Champion student achievement and ensure an effective teacher for every student
- Respond to enrollment increases and the changing needs of students
- Identify efficiencies and accountabilities, and eliminate or modify activities that do not help us reach our goals

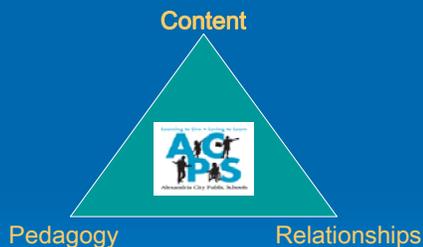
5

Guiding Principles

- Base decisions on data and evidence
- Respect the impact of the economic downturn
- Strive to place affected employees in other positions
- Share, among all employees, accountability and responsibility for student achievement and excellence

6

From Random Acts of Improvement to
Synchronized Processes/Systems for Improvement



7

Enhance Student Achievement

- Inclusion
- Secondary transition
- Autism
- Curriculum redesign
- Special education process
- Response to Intervention

8

Inclusion

- Access to standard curriculum
- Equity in opportunities to learn
- Ownership and accountability for all students
- Training and technical assistance to support schools and teachers

Strategic Goals 1 and 3
VASS Report: Improve Current Practices

9

Secondary Transition

- Increase in number of students graduating with standard or advanced diploma
- All students leave high school linked to postsecondary education or competitive employment

Strategic Goal 1

10

Autism

- Articulation of services across all grade levels
- Training and technical assistance to support schools, teachers, students and parents

Strategic Goal 1

11

Curriculum Redesign

- Redesign of curriculum for students with moderate to severe disabilities
- Close alignment with standard curriculum
- Integration of academic and functional curriculum

Strategic Goals 1 and 3
VASS Report: SOL Curriculum for All Students

12

Special Education Process

- Improvement in eligibility and assessment process
- Enhanced support for parents

Strategic Goal 3
VASS Report: Improve Current Practices

13

Response to Intervention (RtI)

- Immediate interventions for all struggling students
- Targeted use of school resources
- Accurate referrals to special education

Strategic Goals 1 and 2
VASS Report: Instructional Strategies for General Education

14

Staffing to Support Inclusion

- Staffing can change as a result of inclusive practices
- ACPS commitment to staff appropriately to support inclusion
- Teacher allocations continue to exceed state formula

15

Summer Learning

- Establishment of three sites for ESY services (2 elementary and 1 secondary)
- Support for students in K Prep
- Preschool redesign in progress
- Inclusive classrooms K-5

16

Summer Learning

- Support for students in elementary summer learning program
- Support for students in middle and high school summer programs

17

Preschool Expansion

- Increase access for young children to quality preschool services
- Intensify recruitment of typically-developing youngsters

18

Staffing Realignment: Office of Student Services

19

Realignment of Staff

| Position | FY 10 | FY 11 |
|---|---------|---------|
| Special Education Coordinators | 5.0 FTE | 0 FTE |
| Special Education & Guidance Services Coordinator | 1.0 FTE | 0 FTE |
| IEP Online Specialist | 1.0 FTE | 0 FTE |
| Child Find Specialist | 1.0 FTE | 0 FTE |
| RTI Coordinator | 0 FTE | 1.0 FTE |
| Assessment Coordinator | 0 FTE | 1.0 FTE |
| Procedural/Data Specialist | 0 FTE | 1.0 FTE |
| Compliance Support Specialists (School Based) | 0 FTE | 3.0 FTE |

20

Staff Realignment

| Number of Positions | FY10 | FY11 |
|---------------------|------|------|
| | 8 | 6 |

Total FTEs Reduction: 2

21

English Language Learners-ELL

22

Inclusion

- Access to standard curriculum
- Equity in opportunities to learn
- Ownership and accountability for all students
- Training and technical assistance to support schools and teachers

Strategic Goals 1 and 3

23

Secondary Transition

- Increase in number of ELL students graduating with standard or advanced diploma
- All students leave high school linked to postsecondary education or competitive employment

Strategic Goal 1

24

ELLs with Interrupted Schooling

- Age-appropriate grade level placement
- Access to interventions

Strategic Goal 1

25

Curriculum Redesign

- Redesign of ACPS curriculum
- Grade level content/standards
- Embedded differentiation strategies to support students at different English language proficiency levels

Strategic Goals 1 and 3

26

ELL

- Improvement in screening assessments and registration processes
- Enhanced support for parents

Strategic Goal 3

27

ELL Professional Learning

- WIDA
- CLIMBS
- Virginia Rojas
- SIOP
- Job Embedded Coaching

Strategic Goals 1 and 3

Funded through Title II Part A and Title III

28

Enhanced Health Services

29

Enhanced Health Services

- FY 2011 health budget continues to support healthy students by maintaining a registered nurse in every building.
- Space renovations will take place at TC Williams to house a Teen Wellness Center.
- The Teen Wellness Center will increase access to care through interagency collaboration.

30

Date: February 28, 2010
For ACTION _____
For INFORMATION X
Board Agenda: Yes _____
No X

FROM: Margaret Barkley Byess, Deputy Superintendent
Planning and Support Operations

TO: Morton Sherman, Ed.D., Superintendent of Schools

COPY: The Honorable Yvonne Folkerts, Chair, and Members of the Alexandria City
School Board

Executive Staff

TOPIC: FY 2010 and FY 2011 Department Position Report

BACKGROUND: This report addresses two discussion threads that often occur during school budget debates, particularly during constrained budget periods. The first recurring theme questions the appropriate level of central office staffing. The second recurring theme is how central office staff contributes to the core mission of a school division – ensuring that the organization is high performing and meets its strategic goals. The attached report addresses the first theme; the second theme is addressed later in this memo.

ACPS Department or “Central Office” Staffing

ACPS departments (“central office”) include a wide variety of positions, including many that are actually based in schools or providing direct services to students, teachers, or parents. These positions are often designated as school-based or student service-based (SB). In some divisions, the accounting structure has the capability of including a SB or NSB (non-school-based) designation. The ACPS accounting structure was not designed with this capability.

To provide a more accurate view of the positions budgeted in departments, the attached report has been prepared. The report includes all budgeted positions and all funds (operating, grants, and school nutrition) but excludes budgeted reserve positions. Key findings are:

- School-based positions constitute 94.3% of total FTE in FY 2011, an increase from 94.1% in FY 2010
- Non-school-based positions or what might truly be termed “central office,” constitute 5.7% of total division positions, down from 5.9% in FY 2010
- Department positions account for 18.9% of total FTEs in FY 2011, down from 19.2% of total FTE’s

- Of the total 388.38 FTE budgeted in departments for FY 2011, 270.38 or 69.6% are school-based and 118.0 FTE are non-school based
- Non-school based positions will decline by 3.3% in FY 2011 while school-based positions drop by 0.6%

The first portion of the attached report provides a summary of all positions by budgeted organizational unit (school or department) and fund (operating, grants, school nutrition). The second portion of the report shows the department or office details, including position titles, number of FTE for FY 2010 and FY 2011, the change from FY 2010 to FY 2011, the SB designation, and a brief reason for the change.

Methodological note: There are several reasons for centralized budgeting of school-based positions. Individuals who are responsible for multiple schools and whose assignments may change periodically based on enrollment or changing student needs, require time-consuming reporting and tracking mechanisms to allocate correctly. Positions that are based in schools but provide division-wide services under the supervision of central office based person are budgeted centrally, as budget structure is based on organizational structure, and personnel reporting paths are based on budget structure. There are also efficiencies from reporting certain groups of employees centrally, such as division maintenance employees or bus drivers, who serve more than one school.

The Role of Central Office

The primary role of central office is to ensure equity and results. This includes

- Leading the division to provide a clear directive for teaching and learning, including development and implementation of curriculum and provision of professional development
- Establishing clear accountability targets and processes to implement the Board's strategic plan
- Providing adequate and equitable resources so all students achieve
- Providing support and constant feedback to school leaders

A secondary role is to ensure compliance with the many federal, state, and local operating and reporting requirements, to provide the support and expertise schools need to comply with these requirements, and to provide as many of these functions as possible so school staff may focus on instruction. This includes maintenance of the technology and data systems essential to organizational functions, including student data, financial, personnel, and communication systems. Central offices also facilitate communicate across schools and throughout the community and ensure consistency of standards and processes.

Judith Berg and Gene Hall in a 1997 article "Downsizing Central Office: Does Anyone Care?" studied the impact of downsizing in four Colorado school divisions. They found that downsizing was a response to fiscal demands rather than to school improvement goals, and that the downsizing resulted in devolution of tasks to schools. They noted that the relationship between the "destabilized environment at central office and the

improvement in teaching and learning remains spurious at best.” The complete article is included as attachment 2.

In ACPS we continue to look at models of accountability and efficiency at all levels of our organization. We are aligning positions with functions connected to the strategic plan. We have reduced central office staff even as enrollments have increased, and as state and federal accountability requirements have increased. We are always aware of the need to focus resources where the greatest potential for increasing student achievement exists. We have shifted where possible the limited financial and human resources to the classroom level. However, there is a point of diminishing returns as central office leadership and central office support of building and classroom levels are absolutely tied to student achievement. The research and the practical wisdom lead us down a narrow and bumpy path of carefully balancing the leadership necessary from central office with the autonomy necessary at the building and classroom levels to move our school division ahead.

The Center for Comprehensive School Reform and Improvement offers the following lessons from their research (see attachment 3, or online at:

<http://www.centerforcsri.org/files/CenterIssueBriefSep08.pdf>):

Partnership Relationships

...in district central offices that play promising roles in learning improvement, central office administrators engage not mainly in limited, compliance-oriented or managerial relationships with schools but in learning focused “partnership” relationships with them.

The activities involved in these partnership relationships go by many names in the research literature, including “building policy from practice” and “organizational learning” (Honig, 2003), valuing “working knowledge” (Kennedy, 1982), “reform as learning” (Hubbard et al., 2006), “inquiry-based practice” (Copland, 2003), and, simply “leadership” (Burch & Spillane, 2004). By whatever name, these partnerships generally call on central offices to dedicate a group of central office administrators to work closely with school leaders to accomplish the following:

- Identify “problems of practice” or what some call “joint work”—that is, conditions that seem to impede student learning; and strategies that may help schools, central offices, and their communities address those conditions to enable learning at high levels for all students.
- Codevelop intentional, public theories of action that provide an articulated rationale for why particular courses of action may help improve learning in their own contexts.
- Develop central office and school policies and practices consistent with those theories of action.
- Continually revisit and refine those theories of action, policies, and practices as implementation unfolds to build on lessons learned and other evidence.
- Hold each other accountable for results....

Central Office Staff Development

...to support these partnership relationships, districts make substantial investments in the development of the people who work within central offices as key reform participants. Promising school improvement efforts have struggled even in the face of supportive formal policies, in part because central office administrators have not participated productively in their implementation (e.g., Malen et al., 1990).

CONTACT PERSON: Margaret Barkley Byess

Attachments:

1. Summary and Detailed Report of ACPS Department Positions
2. Downsizing Central Office: Does Anyone Care?
3. Reinventing District Leadership to Expand Student Learning

SUMMARY AND DETAILED REPORT: ACPS DEPARTMENT BUDGETED POSITIONS (FTE)

| ITEM | FY 2010 | FY 2011 | Change | % Change | FY 2010 SB | FY 2011 SB | SB | Notes |
|---|-----------------|-----------------|----------------|--------------|---------------|---------------|----|-------|
| <u>Division Summary</u> | | | | | | | | |
| Total ACPS Budgeted Positions, All Funds, Excluding Reserves | 2,073.43 | 2,057.80 | (15.63) | -0.8% | | | | |
| Schools, All Funds | 1,674.97 | 1,669.42 | (5.55) | -0.3% | | | | |
| Department Budgets: School or Student Service-Based, All Funds | 276.46 | 270.38 | (6.08) | -2.2% | | | | |
| Central-Office Based, All Funds | 122.00 | 118.00 | (4.00) | -3.3% | | | | |
| Total School or Student Service-Based Positions, All Funds | 1,951.43 | 1,939.80 | (11.63) | -0.6% | | | | |
| School-based as Percent of Total FTE | 94.1% | 94.3% | | | | | | |
| Total "Central Office" Non-school-based positions, All Funds | 122.00 | 118.00 | (4.00) | -3.3% | | | | |
| Central Office as Percent of Total FTE | 5.9% | 5.7% | | | | | | |
| <u>Department Summary</u> | | | | | | | | |
| Total Budgeted Department Positions or "Central Office" Excluding Reserves | 398.46 | 388.38 | (10.08) | -2.5% | 276.46 | 270.38 | | |
| Operating Fund | 357.00 | 345.92 | (11.08) | -3.1% | | | | |
| Grants Fund | 32.46 | 33.46 | 1.00 | 3.1% | | | | |
| School Nutrition Fund | 9.00 | 9.00 | - | 0.0% | | | | |
| Total Budgeted Department Positions or "Central Office" as Percent of Total FTE | 19.2% | 18.9% | | | | | | |
| Subtotal, Central-Office Based | 122.00 | 118.00 | (4.00) | -3.3% | | | | |
| Subtotal, School or Student-Service Based | 276.46 | 270.38 | (6.08) | -2.2% | | | | |
| Central Office Based Positions as Percent of Total FTE | 5.8% | 5.7% | | | | | | |

| ITEM | FY 2010 | FY 2011 | Change | % Change | FY 2010 SB | FY 2011 SB | SB | Notes |
|--|---------------|---------------|---------------|---------------|---------------|---------------|----|--|
| <u>Department Details</u> | | | | | | | | |
| Instructional Support Departments | 188.16 | 187.46 | (0.70) | -0.4% | 109.66 | 113.96 | | |
| School Board Office (Operating Fund Only) | 1.50 | 1.50 | - | 0.0% | | | | |
| <i>Central Office Staff (Operating Fund)</i> | | | | | | | | |
| Clerk of the Board | 1.00 | 1.00 | - | 0.0% | | | | |
| Administrative Assistant | 0.50 | 0.50 | - | 0.0% | | | | |
| Superintendent's Office (Operating Fund Only) | 3.00 | 3.00 | - | 0.0% | | | | |
| <i>Central Office Staff (Operating Fund)</i> | | | | | | | | |
| Superintendent | 1.00 | 1.00 | - | 0.0% | | | | |
| Executive Assistant | 1.00 | 1.00 | - | 0.0% | | | | |
| Administrative Assistant | 1.00 | 1.00 | - | 0.0% | | | | |
| Department of Curriculum and Instruction | 178.66 | 177.96 | (0.70) | -0.4% | | | | |
| Office of the Deputy Superintendent | 2.00 | 2.00 | - | 0.0% | | | | |
| <i>Central Office Staff (Operating Fund)</i> | | | | | | | | |
| Deputy Superintendent | 1.00 | 1.00 | - | 0.0% | | | | |
| Administrative Assistant | 1.00 | 1.00 | - | 0.0% | | | | |
| Office of PreKindergarten and Elementary Education | 4.00 | 8.10 | 4.10 | 102.5% | | | | |
| <i>Central Office Staff (Operating Fund)</i> | | | | | | | | |
| Executive Director | 1.00 | 1.00 | - | 0.0% | | | | |
| Administrative Assistant | 0.50 | 0.50 | - | 0.0% | | | | |
| <i>Central Office Staff (Grant Funded)</i> | | | | | | | | |
| Early Childhood Coordinator | 1.00 | 1.00 | - | 0.0% | | | | |
| <i>School-Based Staff (Operating Fund)</i> | | | | | | | | |
| Special Education Child Find Team (Previously in Office) | - | 4.60 | 4.60 | NA | | | SB | Reorganization from Student Services |
| Bilingual Administrative Asst I, Child Find Team | - | 1.00 | 1.00 | NA | | | SB | Reorganization from Student Services |
| Administrative (Principal) Intern | 1.50 | - | (1.50) | -100.0% | | | SB | Position budgeted in "School-Based Group" in FY 2011 |
| Office of Secondary Programs & Pathways to Graduation | 36.50 | 36.20 | (0.30) | -0.8% | | | | |
| <i>Central Office Staff (Operating Fund)</i> | | | | | | | | |
| Executive Director | 1.00 | 1.00 | - | 0.0% | | | | |
| Administrative Assistant, Office of Secondary Programs | 0.50 | 0.50 | - | 0.0% | | | | |
| Director, Pupil Services | 1.00 | 1.00 | - | 0.0% | | | | |
| Director, Adult Education | 0.50 | - | (0.50) | -100.0% | | | | Position reclassified as curriculum specialist |
| Administrative Assistant, Pupil Services | 1.00 | 1.00 | - | 0.0% | | | | |
| Adult Education, Curriculum Specialist | | 0.50 | 0.50 | NA | | | | Reclassified from director position |
| <i>School-Based Staff (Operating Fund)</i> | | | | | | | | |
| Assistant Principal, Stonewall Jackson | 1.00 | 1.00 | - | 0.0% | | | SB | |

Joint City Council and School Board Work Session
March 15, 2010
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| ITEM | FY 2010 | FY 2011 | Change | % Change | FY 2010 SB | FY 2011 SB | SB | Notes |
|--|--------------|--------------|-------------|--------------|------------|------------|----|---|
| Teachers, Alternative and Adult Education Programs | 8.32 | 8.32 | - | 0.0% | | | SB | |
| Truancy Outreach Specialist, Pupil Services | 1.00 | 1.00 | - | 0.0% | | | SB | |
| Psychologist, Alternative Programs, Stonewall Jackson | - | 0.20 | 0.20 | NA | | | SB | Reallocation from other school staffing |
| Adult Education Coordinator and Specialist | 2.00 | 2.00 | - | 0.0% | | | SB | |
| Administrative Asst I, Juvenile Detention Home School | 1.00 | 1.00 | - | 0.0% | | | | |
| Support Specialists, Stonewall Jackson and Adult Education | 2.00 | 2.00 | - | 0.0% | | | SB | |
| Shelter Care Teacher | 1.00 | 1.00 | - | 0.0% | | | SB | |
| Paraprofessionals, Stonewall Jackson | 2.00 | 2.00 | - | 0.0% | | | SB | |
| <i>School-Based Staff (Grant Funded)</i> | | | | | | | | |
| Principal, Juvenile Detention Home School | 1.00 | 1.00 | - | 0.0% | | | SB | |
| Teachers, Adult Education and Juvenile Detention Home School | 11.18 | 10.68 | (0.50) | -4.5% | | | SB | Grant funding not sufficient to fund all positios; may be reinstated after state funding levels determined |
| Paraprofessionals | 2.00 | 2.00 | - | 0.0% | | | SB | |
| Office of Curriculum Services | 13.40 | 14.90 | 1.50 | 11.2% | | | | |
| <i>Central Office Staff (Operating Fund)</i> | | | | | | | | |
| Director, Career and Technical Education | 0.50 | - | (0.50) | -100.0% | | | | Position reclassified as curriculum specialist |
| Curriculum Specialists | 10.00 | 7.50 | (2.50) | -25.0% | | | | Reduction of 4.0 FTE to 3.0 FTE to cover MYP and AP; elimination of 1.0 FTE Library Media Specialist; reorganization of 1.0 FTE TAG to Student Services; increase of 0.5 due to reclassification of director position |
| Administrative Assistant | 1.00 | 1.00 | - | 0.0% | | | | |
| <i>Central Office Staff (Grant Funded)</i> | | | | | | | | |
| Supervisor, Curriculum Design and Services | - | 1.00 | 1.00 | NA | | | | New position through ARRA funding |
| <i>School-Based Staff (Operating Fund)</i> | | | | | | | | |
| Science Teacher | 0.40 | 0.40 | - | 0.0% | | | SB | |
| Literacy Coaches/Math Specialists | | 4.00 | 4.00 | NA | | | SB | Reorganized to provide centralized model for coaching services |
| Career and Technical Education Counselors | 1.50 | 1.00 | (0.50) | -33.3% | | | SB | Position Reduction |
| Office of Technology Services | 50.00 | 50.00 | - | 0.0% | | | | |
| <i>Central Office Staff (Operating Fund)</i> | | | | | | | | |
| Executive Director | 1.00 | 1.00 | - | 0.0% | | | | |
| Coordinator of Instructional Technology Services | 1.00 | 1.00 | - | 0.0% | | | | |
| Network Services Supervisor | 1.00 | 1.00 | - | 0.0% | | | | |
| Systems Analysts and Administrators | 5.00 | 5.00 | - | 0.0% | | | | Maintain and manage student information system; HR personnel system; payroll system; financial system; transportation system; inter-and intra-net; email accounts phones and cell phones |
| Computer Programmer | 1.00 | 1.00 | - | 0.0% | | | | |
| Email Specialist | 1.00 | 1.00 | - | 0.0% | | | | |
| Help-Desk Coordinator | 1.00 | 1.00 | - | 0.0% | | | | |
| Integration Support Specialist | 1.00 | 1.00 | - | 0.0% | | | | |
| ITS Administrative Specialist | 1.00 | 1.00 | - | 0.0% | | | | |

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| ITEM | FY 2010 | FY 2011 | Change | % Change | FY 2010 SB | FY 2011 SB | SB | Notes |
|---|--------------|--------------|---------------|--------------|------------|------------|----|---|
| Media Technology Specialist | 1.00 | 1.00 | - | 0.0% | | | | |
| Records Management Specialist | 1.00 | 1.00 | - | 0.0% | | | | |
| Network Support Specialist | 1.00 | 1.00 | - | 0.0% | | | | |
| Software Support Specialist | 4.00 | 4.00 | - | 0.0% | | | | |
| Telephone support specialist | 1.00 | | (1.00) | -100.0% | | | | Position eliminated |
| VOIP Project Manager | | 1.00 | 1.00 | NA | | | | New position to upgrade phone systems |
| <i>School-Based Staff (Operating Fund)</i> | | | | | | | | |
| Teachers (Technology Integration Specialists) | 16.00 | 16.00 | - | 0.0% | | | SB | |
| ITS Technicians I - IV | 13.00 | 13.00 | - | 0.0% | | | SB | |
| Office of Student Services | 58.26 | 57.26 | (1.00) | -1.7% | | | | |
| <i>Central Office Staff (Operating Fund)</i> | | | | | | | | |
| Executive Director | 1.00 | 1.00 | - | 0.0% | | | | |
| Director II, ELL | 1.00 | 1.00 | - | 0.0% | | | | Director II level |
| Director II, Special Education | - | 1.00 | 1.00 | NA | | | | Director II level; funded with position reduction |
| Talented and Gifted Curriculum Specialist | | 1.00 | 1.00 | NA | | | | Reorganization from Curriculum Services |
| Online IEP Specialist | 1.00 | - | (1.00) | -100.0% | | | | Position reduction |
| Procedural Data Specialist | - | 1.00 | 1.00 | NA | | | | Department reorganization |
| Health Services Coordinator | 1.00 | 1.00 | - | 0.0% | | | | Coordinates school nursing services |
| Social Services Coordinator | 1.00 | 1.00 | - | 0.0% | | | | Coordinates social work and psychological services in schools |
| <i>Teacher Positions</i> | | | | | | | | |
| Special Education & Guidance Services Coordinator | 1.00 | - | (1.00) | -100.0% | | | | Position reduction |
| Assessment Coordinator | - | 1.00 | 1.00 | NA | | | | Department reorganization |
| Special Education Administrative Coordinator | 1.00 | - | (1.00) | -100.0% | | | | Position reduction |
| Special Education Coordinators | 3.00 | - | (3.00) | -100.0% | | | | 1.0 FTE converted to SE Director II |
| Communications Coordinator | 1.00 | 1.00 | - | 0.0% | | | | Coordinates speech and augmentative communication services for special education students |
| Special Programs Coordinator | 1.00 | 1.00 | - | 0.0% | | | | |
| Placement Specialist | 1.00 | 1.00 | - | 0.0% | | | | |
| Administrative Assistant I | 1.00 | 1.00 | - | 0.0% | | | | |
| Health and Student Services Support, AAI | 1.00 | 1.00 | - | 0.0% | | | | |
| Finance and Grant Asst, AAI | 1.00 | 1.00 | - | 0.0% | | | | |
| Medicaid Billing, AAI | 1.00 | 1.00 | - | 0.0% | | | | |
| Admin Asst. I | 1.00 | | (1.00) | -100.0% | | | | Department reorganization |
| Bilingual Admin Asst I, Parent Resource Center | - | 1.00 | 1.00 | NA | | | | Department reorganization |
| <i>School-Based Staff (Operating Fund)</i> | | | | | | | | |
| ELL Assessment and Curriculum Specialists | 2.00 | 2.00 | - | 0.0% | | | SB | |
| ELL Bilingual Specialist | 1.00 | 1.00 | - | 0.0% | | | SB | |
| Administrative Assistant I, ELL Intake and Registration Support | 2.00 | 2.00 | - | 0.0% | | | SB | |
| Administrative Assistant I, Preschool/Child Find Programs | 1.00 | - | (1.00) | -100.0% | | | SB | Reorganization to Early Childhood Office |
| <i>Teachers or Teacher Scale</i> | | | | | | | | |
| Assistive Technology Specialist | 1.00 | 1.00 | - | 0.0% | | | SB | |
| Audiologist | 1.00 | 1.00 | - | 0.0% | | | SB | |

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| ITEM | FY 2010 | FY 2011 | Change | % Change | FY 2010 SB | FY 2011 SB | SB | Notes |
|---|-------------|-------------|---------------|---------------|------------|------------|----|---|
| Autism Specialist | 1.00 | 1.00 | - | 0.0% | | | SB | |
| Behavior Specialist | 1.00 | 1.00 | - | 0.0% | | | SB | |
| Child Find Specialist | 1.00 | - | (1.00) | -100.0% | | | SB | Reorganization: All preschool moved to PreKindergarten and Elementary Programs Office |
| Early Childhood Special Education Coordinator | 1.00 | - | (1.00) | -100.0% | | | SB | |
| Early Childhood Specialist | 3.00 | - | (3.00) | -100.0% | | | SB | |
| Hearing Impaired Teacher | 1.00 | 1.00 | - | 0.0% | | | SB | |
| Compliance Support Specialists | - | 3.00 | 3.00 | NA | | | SB | Department reorganization |
| Rtl Specialist | - | 1.00 | 1.00 | NA | | | SB | Department reorganization |
| Board Certified Behavior Analyst | 1.00 | 1.00 | - | | | | SB | |
| Occupational Therapist | 5.00 | 5.00 | - | 0.0% | | | SB | Additional OT's are provided through contracted services |
| Physical Education Teacher (Adaptive) | 1.00 | 1.00 | - | 0.0% | | | SB | |
| Physical Therapist | 2.30 | 2.30 | - | 0.0% | | | SB | Additional PT's are provided through contracted services |
| Pre-School Technician | 1.00 | - | (1.00) | -100.0% | | | SB | Position eliminated |
| Bilingual Speech Language Pathologist | 1.00 | 1.00 | - | 0.0% | | | SB | |
| Visually Impaired Teacher | 1.00 | 1.00 | - | 0.0% | | | SB | |
| Psychologist | 0.80 | 0.80 | - | 0.0% | | | SB | |
| Special Education Parent Liaison | 1.00 | 1.00 | - | 0.0% | | | SB | Located at JH |
| Health Services Clerk | 0.88 | 0.88 | - | 0.0% | | | SB | Located at TCW |
| Bilingual special education parent liaison | - | 1.00 | 1.00 | NA | | | SB | Located at JH; department reorganization |
| <i>School-Based Staff (Grant Funded)</i> | | | | | | | | |
| Special Education Coordinators | 1.00 | - | (1.00) | -100.0% | | | SB | |
| SIOP Teacher Leader | 2.00 | 2.00 | - | 0.0% | | | SB | |
| Health Services Clerk | 0.88 | 0.88 | - | 0.0% | | | SB | Located at MH |
| Inclusion Specialists | 2.00 | 2.00 | - | 0.0% | | | SB | |
| Graduation Coaches | 2.00 | 2.00 | - | 0.0% | | | SB | |
| Psychologist | 0.40 | 0.40 | - | 0.0% | | | SB | |
| Positive Behavioral Intervention Support Specialist | 1.00 | 1.00 | - | 0.0% | | | SB | |
| Special Education Teachers | | 4.00 | 4.00 | NA | | | SB | Placeholder for annual plan submission; school positions. |
| Alliance for Learning & Leading | 8.00 | 5.00 | (3.00) | -37.5% | | | | |
| <i>Central Office Staff (Operating Fund)</i> | | | | | | | | |
| Executive Director | 1.00 | 1.00 | - | 0.0% | | | | |
| Community Resources Coordinator | 1.00 | 1.00 | - | 0.0% | | | | |
| Principal on Assignment | 1.00 | 1.00 | - | 0.0% | | | | |
| Administrative Assistant | 1.00 | 1.00 | - | 0.0% | | | | |
| Support Specialist for Parent Resource Center | 1.00 | - | (1.00) | -100.0% | | | SB | Remains in Student Services/Special Education |
| <i>School-Based Staff (Operating Fund)</i> | | | | | | | | |
| Literacy Coaches, ELL and Special Education | 2.00 | - | (2.00) | -100.0% | | | SB | Positions budgeted in "School-Based Group" in FY 2011 |
| <i>Central Office Staff (Grant Funded)</i> | | | | | | | | |
| Parent Liaison, ELL | 1.00 | 1.00 | - | 0.0% | | | SB | |
| Federal & State Programs | 6.50 | 4.50 | (2.00) | -30.8% | | | | |
| <i>Central Office Staff (Operating Fund)</i> | | | | | | | | |
| Executive Director | 1.00 | 1.00 | - | 0.0% | | | | |
| Coordinator, Federal and State Programs | 2.00 | 1.00 | (1.00) | -50.0% | | | | Position Eliminated |
| Administrative Asst II | 1.00 | 1.00 | - | 0.0% | | | | |

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| ITEM | FY 2010 | FY 2011 | Change | % Change | FY 2010 SB | FY 2011 SB | SB | Notes |
|--|---------------|---------------|---------------|---------------|---------------|---------------|----|---|
| <i>Central Office Staff (Grant Funded)</i> | | | | | | | | |
| Administrative Asst II | 1.00 | 1.00 | - | 0.0% | | | | |
| <i>School-Based Staff (Operating Fund)</i> | | | | | | | | |
| Title I Teachers | 1.50 | 0.50 | (1.00) | -66.7% | | | SB | Long-term vacancy eliminated |
| Department of Accountability | 5.00 | 5.00 | - | 0.0% | | | | |
| <i>Central Office Staff (Operating Fund)</i> | | | | | | | | |
| Executive Director | 1.00 | 1.00 | - | 0.0% | | | | |
| Analyst | 3.00 | 3.00 | - | 0.0% | | | | |
| Administrative Assistant I | 1.00 | 1.00 | - | 0.0% | | | | |
| Support Operations Departments | 210.30 | 200.92 | (9.38) | -4.5% | 166.80 | 156.42 | | |
| Communications Office (Operating Fund Only) | 2.50 | 2.50 | - | 0.0% | | | | |
| <i>Central Office Staff (Operating Fund)</i> | | | | | | | | |
| Executive Director | 1.00 | 1.00 | - | 0.0% | | | | |
| Administrative Assistant II | 0.50 | 0.50 | - | 0.0% | | | | |
| <i>School-Based Staff (Operating Fund)</i> | | | | | | | | |
| TV Station Manager | 1.00 | 1.00 | - | 0.0% | | | SB | |
| Planning and Support Operations Department | 207.80 | 198.42 | (9.38) | -4.5% | | | | |
| Office of the Deputy Superintendent | 1.25 | 2.25 | 1.00 | 80.0% | | | | |
| <i>Central Office Staff (Operating Fund)</i> | | | | | | | | |
| Deputy Superintendent | 1.00 | 1.00 | - | 0.0% | | | | |
| Administrative Assistant | 0.25 | 0.25 | - | 0.0% | | | | |
| Organizational Improvement Analyst | - | 1.00 | 1.00 | NA | | | | Created from vacant position |
| Financial Services | 21.75 | 18.75 | (3.00) | -13.8% | | | | |
| <i>Central Office Staff (Operating Fund)</i> | | | | | | | | |
| Assistant Superintendent, Financial Services | 1.00 | - | (1.00) | -100.0% | | | | Reclassified as CFO |
| Chief Financial Officer | - | 1.00 | 1.00 | NA | | | | Reclassified from Asst. Superintendent |
| Administrative Assistant II/Graphic Designer | 0.75 | 0.75 | - | 0.0% | | | | |
| Director, Budget | 1.00 | 1.00 | - | 0.0% | | | | Director I level; position retitle not grade change |
| Director, Accounting | 1.00 | 1.00 | - | 0.0% | | | | Director I level; position retitle not grade change |
| Procurement Officer | 1.00 | 1.00 | - | 0.0% | | | | |
| Grants Officer | 1.00 | 1.00 | - | 0.0% | | | | |
| Payroll and Compensation Manager | 1.00 | 1.00 | - | 0.0% | | | | |
| Payroll Technicians | 3.00 | 3.00 | - | 0.0% | | | | |
| Compensation Specialist | 1.00 | - | (1.00) | -100.0% | | | | Reorganization; moved to HR |
| Budget Analyst | 2.00 | 2.00 | - | 0.0% | | | | |
| Accountants | 2.00 | 2.00 | - | 0.0% | | | | |
| Buyer | 1.00 | 1.00 | - | 0.0% | | | | |
| Finance Technician | 1.00 | 1.00 | - | 0.0% | | | | |
| Accounts Payable Technicians | 2.00 | 2.00 | - | 0.0% | | | | |
| Textbook Distribution Technician | 1.00 | 1.00 | - | 0.0% | | | | |
| Benefits Analyst | 1.00 | - | (1.00) | -100.0% | | | | Reorganization; moved to HR |
| Benefits Administrative Asst | 1.00 | - | (1.00) | -100.0% | | | | Reorganization; moved to HR |

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| ITEM | FY 2010 | FY 2011 | Change | % Change | FY 2010 SB | FY 2011 SB | SB | Notes |
|--|--------------|--------------|---------------|--------------|------------|------------|----|--|
| Educational Facilities | 28.80 | 27.42 | (1.38) | -4.8% | | | | |
| <i>Central Office Staff (Operating Fund)</i> | | | | | | | | |
| Director II, Educational Facilities | 1.00 | 1.00 | - | 0.0% | | | | |
| Director I, Design and Construction | 1.00 | 1.00 | - | 0.0% | | | | |
| Community Services Manager | 1.00 | 1.00 | - | 0.0% | | | | |
| Risk Management Coordinator | - | 1.00 | 1.00 | NA | | | | Converted from Support Supervisor II position |
| Building Maintenance & Safety Coordinator | 1.00 | 1.00 | - | 0.0% | | | | |
| Support Supervisor II | 1.00 | - | (1.00) | -100.0% | | | | Converted to Risk Manager Position |
| Facilities Account Specialist | 1.00 | - | (1.00) | -100.0% | | | | Converted to Facilities Administrative Specialist |
| Facilities Administrative Specialist I | - | 1.00 | 1.00 | NA | | | | Converted from Facilities Account Specialist |
| Support Specialist | 1.00 | 1.00 | - | 0.0% | | | | |
| Xerox Operator | 1.00 | 1.00 | - | 0.0% | | | | |
| <i>School-Based Staff (Operating Fund)</i> | | | | | | | | |
| Support Supervisor I, Maintenance | 1.00 | 1.00 | - | 0.0% | | | SB | |
| Support Supervisor I, Custodial | 1.00 | 1.00 | - | 0.0% | | | SB | |
| Support Supervisor I, Security | 1.00 | 1.00 | - | 0.0% | | | SB | |
| General Maintenance Worker | 3.00 | 3.00 | - | 0.0% | | | SB | |
| School Delivery | 2.00 | 1.00 | (1.00) | -50.0% | | | SB | Position reduction |
| Skilled Maintenance Worker Leader | 7.00 | 7.00 | - | 0.0% | | | SB | |
| Custodial Service Leader | 1.00 | 1.00 | - | 0.0% | | | SB | |
| Custodian | 1.80 | 4.42 | 2.62 | 145.6% | | | SB | Includes vacancies being held to convert to privatized services |
| Security Specialist | 3.00 | - | (3.00) | -100.0% | | | SB | Converted to hourly with limited benefits |
| School Nutrition Services | 9.00 | 9.00 | - | 0.0% | | | | |
| <i>Central Office Staff (Grant Funded)</i> | | | | | | | | |
| Director II, School Nutrition Fund | 1.00 | 1.00 | - | 0.0% | | | SB | All staff located at TCW and support all school food services operations |
| School Nutrition Manager III | 1.00 | 1.00 | - | 0.0% | | | SB | |
| Administrative Assistant I | 1.00 | 1.00 | - | 0.0% | | | SB | |
| Finance Technician | 1.00 | 1.00 | - | 0.0% | | | SB | |
| Software Support Specialist | 1.00 | 1.00 | - | 0.0% | | | SB | |
| Support Supervisor II | 1.00 | 1.00 | - | 0.0% | | | SB | |
| School Nutrition Delivery | 3.00 | 3.00 | - | 0.0% | | | SB | |
| Human Resources | 12.00 | 14.00 | 2.00 | 16.7% | | | | |
| <i>Central Office Staff (Operating Fund)</i> | | | | | | | | |
| Executive Director, Human Resources | 1.00 | 1.00 | - | 0.0% | | | | |
| Director II, Employment Services | 1.00 | 1.00 | - | 0.0% | | | | |
| Director II, Employee Relations | 1.00 | 1.00 | - | 0.0% | | | | |
| Administrative Assistant I | 3.00 | 3.00 | - | 0.0% | | | | Records management; support employment; employee relations |
| Admin. Asst I, Employee Benefits | - | 1.00 | 1.00 | NA | | | | Reorganization; moved from FS |
| Administrative Assistant II | 1.00 | 1.00 | - | 0.0% | | | | |
| Benefits Analyst | - | 1.00 | 1.00 | NA | | | | Reorganization; moved from FS |
| Compensation Specialist | - | 1.00 | 1.00 | NA | | | | Reorganization; moved from FS |
| HR Application Processor | 1.00 | 1.00 | - | 0.0% | | | | |
| Human Resource Specialist-Licensure | 1.00 | 1.00 | - | 0.0% | | | | |
| Substitute Dispatcher | 1.00 | 1.00 | - | 0.0% | | | | |

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| ITEM | FY 2010 | FY 2011 | Change | % Change | FY 2010 SB | FY 2011 SB | SB | Notes |
|---|---------------|---------------|---------------|--------------|------------|------------|----|--|
| Support Specialist | 1.00 | - | (1.00) | -100.0% | | | SB | Moved to JA as it is for ADA compliance |
| Support Specialist II | 1.00 | 1.00 | - | 0.0% | | | | |
| Pupil Transportation | 135.00 | 127.00 | (8.00) | -5.9% | | | | |
| <i>School-Based Staff (Operating Fund)</i> | | | | | | | | |
| Director II, Pupil Transportation | 1.00 | 1.00 | - | 0.0% | | | SB | |
| Special Education Transportation Coordinator/Accts. Spec. | 1.00 | 1.00 | - | 0.0% | | | SB | |
| Support Supervisor I | 1.00 | - | (1.00) | -100.0% | | | SB | Position Eliminated |
| Support Supervisor II | 1.00 | 1.00 | - | 0.0% | | | SB | |
| Transportation Coordinator | 1.00 | 1.00 | - | 0.0% | | | SB | |
| Administrative Assistant I | 1.00 | 1.00 | - | 0.0% | | | SB | |
| Auto Equipment Mechanic II | 1.00 | - | (1.00) | -100.0% | | | SB | Consolidation of vehicle maintenance with City |
| Automotive/Equipment Mechanic II | 4.00 | - | (4.00) | -100.0% | | | SB | Consolidation of vehicle maintenance with City |
| Lead Mechanic | 1.00 | - | (1.00) | -100.0% | | | SB | Consolidation of vehicle maintenance with City |
| Parts/Supply Inventory Supervisor | 1.00 | - | (1.00) | -100.0% | | | SB | Consolidation of vehicle maintenance with City |
| Bus Driver | 91.50 | 91.50 | - | 0.0% | | | SB | |
| Bus Driver Trainer | 5.00 | 5.00 | - | 0.0% | | | SB | |
| Bus Driver Training Specialist | 0.50 | 0.50 | - | 0.0% | | | SB | |
| Bus Monitor | 25.00 | 25.00 | - | 0.0% | | | SB | |

Date: February 1, 2010
For ACTION _____
For INFORMATION X
Board Agenda: Yes _____
No X

FROM: Jean Sina, CFO
Steve Wilkins, Executive Director of Human Resources

THROUGH: Margaret Barkley Byess, Deputy Superintendent, Planning and Support Operations

TO: Morton Sherman, Ed.D.

COPY: The Honorable Yvonne Folkerts, Chair, and Members of the Alexandria City School Board

Executive Staff

TOPIC: School Board Budget Work Session on Employee Compensation

BACKGROUND: The FY 2010 proposed budget contains a substantial change in approach on the sharing of the costs of employee benefits as part of the effort to balance the budget, retain the emphasis on teaching staff, and rationalize the cost structure of selected ACPS benefits. As the attached work session documents indicate, even with all the benefit and salary changes proposed for the FY 2011 budget, the two key results are:

- The employer cost of benefits paid for ACPS employees has increased
- In spite of significant shifts in cost sharing on benefits, many employees will still see a modest increase in the net take-away salary
- The cost changes have been spread across workforce to minimize net paycheck impact

Compensation (salaries and benefits) offered to employees are key factors in recruitment and retention of employees. Salaries and benefits represent the largest share of the ACPS budget, at 61.8% for salaries and 24.7% for benefits, a total of 86.5% when combined, as shown in the table below. Schools represent the largest portion of the budget

Total salary costs increase by \$1.78 million or 1.4%, due to three major factors:

- Full-year impact of the FY 2010 full-step increase halfway through the contract year, at a cost of \$1.39 million (only the salary portion of the step increase)
- Full step increase half-way through the contract year, at a cost of \$1.39 million (only salary portion of the step increase)
- Offset by the value of position reductions, change in the structure of the compensation base (more teacher positions and fewer support positions) and lapse savings, at a net savings of approximately (\$1.0) million.

Salary and Benefit Expenditures
Total Amounts By Organizational Group
FY 2010 Final Budget vs FY 2011 Proposed Budget

| Organizational Group | Item | FY10 Final Budget | FY10 Final Budget FTE | FY2011 Proposed Budget | FY2011 Proposed FTE | Change | | Percent Change | |
|-----------------------|----------|--------------------|-----------------------|------------------------|---------------------|------------------|----------------|----------------|--------------|
| | | | | | | Dollars | FTE | Dollars | FTE |
| Schools | Salaries | \$ 95,915,706 | 1,540.66 | \$ 98,325,313 | 1,547.01 | \$ 2,409,607 | 6.35 | 2.5% | 0.4% |
| | Benefits | \$ 33,873,327 | - | \$ 36,633,715 | - | \$ 2,760,388 | | 8.1% | |
| Instructional Support | Salaries | 15,237,023 | 154.70 | 15,519,442 | 154.00 | 282,419 | (0.70) | 1.9% | -0.5% |
| | Benefits | 4,879,362 | - | 5,075,293 | - | 195,931 | | 4.0% | |
| Operations Support | Salaries | 11,843,927 | 221.30 | 10,934,368 | 203.92 | (909,559) | (17.38) | -7.7% | -7.9% |
| | Benefits | 8,455,190 | - | 8,100,929 | - | (354,261) | | -4.2% | |
| Grand Total | | 170,204,536 | 1,916.66 | 174,589,060 | 1,904.93 | 4,384,524 | (11.73) | 2.6% | -0.6% |

| | | | | | | | |
|----------------|-------------|--|-------------|--|--------------|--|------|
| Total Salaries | 122,996,656 | | 124,779,123 | | \$ 1,782,467 | | 1.4% |
| Total Benefits | 47,207,879 | | 49,809,937 | | \$ 2,602,058 | | 5.5% |

| | | | | |
|---|----------------|----------|----------------|----------|
| Total ACPS Budget | \$ 197,546,081 | 1,916.66 | \$ 201,795,625 | 1,904.33 |
| Salaries as Percent of Total | 62.3% | | 61.8% | |
| Benefits as Percent of Total | 23.9% | | 24.7% | |
| Salaries and Benefits as Percent of Total | 86.2% | | 86.5% | |

Total benefit costs increase from \$47.21 million in FY 2010 to \$49.81 million in FY 2011, or \$2.60 million (5.5%). The cost increases are due primarily to:

- Health Insurance, including medical, dental, and retiree insurance costs, at a total increase of \$1.48 million
- The Virginia Retirement System group of benefits, for a total increase of \$1.93 million
- The shift of a portion of the cost of the ACPS supplementary retirement plan to

ACPS Employee Benefits
Operating Fund
Change by Major Benefit Item

| Benefit Item | FY10 Final Budget | FY2011 Proposed Budget | Change | Percent Change |
|-------------------------------|----------------------|------------------------|---------------------|----------------|
| Termination Benefits | \$ 828,000 | \$ 828,000 | \$ - | 0.0% |
| FICA/Medicare | 9,461,381 | 9,707,384 | 246,003 | 2.6% |
| Retirement/Group Life | | | | |
| VRS Group | 17,687,100 | 19,617,843 | 1,930,743 | 10.9% |
| ACPS Supplementary Retirement | 2,766,988 | 2,189,886 | (577,102) | -20.9% |
| Health Insurance | | | | |
| Medical Insurance | 11,012,567 | 12,306,307 | 1,293,740 | 11.7% |
| Dental Insurance | 541,271 | 540,763 | (508) | -0.1% |
| Retiree Health Insurance | 2,820,800 | 3,009,320 | 188,520 | 6.7% |
| Tuition Assistance | 282,500 | 56,076 | (226,424) | -80.2% |
| Reserve position benefits | 446,192 | 151,623 | (294,569) | -66.0% |
| Other | 1,361,081 | 1,402,735 | 41,654 | 3.1% |
| Total | \$ 47,207,879 | \$ 49,809,937 | \$ 2,602,058 | 5.5% |

employees, for a gross savings of \$1.16 million and a net savings after all other adjustments have been made of (\$0.58) million

- Other benefits changes, including tuition assistance, unemployment insurance, fica, medicare, disability, and benefits on reserve positions, for a total net savings of (\$0.23) million.

Because of the large share of employee compensation in the total ACPS budget, in a constrained budget environment, savings must be found in these areas. Savings can be obtained by reducing the total number of positions; by reducing salaries, or by reducing the employer cost of benefits. The latter may be achieved by reducing the actual benefit packages provided or by shifting the cost burden from the employer to the employee.

**Summary of Salary and Benefit Cost Savings
 Measures
 FY 2011 Proposed Budget**

| Item | Amount |
|--|--------------------|
| Salaries | |
| Contract Length Reductions | |
| Teachers and Paraprofessionals | (1,111,691) |
| Bus drivers and monitors | (79,208) |
| Other salary savings | |
| Custodial and building engineer savings | (334,192) |
| Early Retirement Incentive Program | (66,000) |
| Subtotal, Salaries | (1,591,091) |
| Benefits | |
| Health Insurance | |
| Medical | (701,249) |
| Dental | (50,850) |
| ACPS Supplemental Retirement | (1,163,119) |
| Flexible Spending Account Costs | (33,848) |
| Tuition Assistance Program | (226,424) |
| Employee Assistance Program | (20,000) |
| Subtotal, Benefits | (2,195,490) |
| Grand Total, All Salary and Benefit Items | (3,786,581) |

The FY 2011 proposed budget includes cost savings of \$1.60 million in salary accounts and a shifting of benefits costs totaling \$2.20 million from ACPS to employees. This represents a total savings of approximately \$3.80 million, as shown in the table below. Without these savings, positions would have to be reduced (the equivalent of approximately 47 teacher positions) or the request to the City would have to be increased by an additional 2.3% above the current requested level of 2.4%.

As the attached work session documents indicate, even with all the proposed changes, the net impact on employees still results in a modest salary increase for many employees and a small net decrease for a limited group of employees.

This overview and corresponding details will be discussed at the Tuesday, February 2, 2010 budget work session.

CONTACT PERSON: Jean Sina and Steve Wilkins

Attachments:

- Attachment 1: Agenda and overview of discussion (powerpoint)
- Attachment 2: Health and dental benefit changes
- Attachment 3: Other benefit changes
- Attachment 4: Salary comparisons
- Attachment 5: ACPS gross and net pay: Impact on the employee

Date: February 27, 2010
For ACTION _____
For INFORMATION X
Board Agenda: Yes _____
No X

FROM: Margaret Barkley Byess, Deputy Superintendent
Planning and Support Operations

TO: Morton Sherman, Ed.D., Superintendent of Schools

COPY: The Honorable Yvonne Folkerts, Chair, and Members of the Alexandria City
School Board

Executive Staff

TOPIC: FY 2011- 2016 Recommended Adjustments in the Capital Improvement Program
Budget

BACKGROUND: The School Board has previously discussed options for reducing the requested funding for the Capital Improvement Program budget to meet division capacity, maintenance, repair, and equipment replacement needs. The attached documents show the detailed ACPS staff recommendations for deferring projects contained in the ACPS Constrained Resources request to comply with the City Manager's proposed CIP budget.

The City Manager has recommended CIP funding of \$13.6 million for ACPS in FY 2011. This compares to the resource constrained request of \$16.1 million. The shortfall of \$2.5 million is primarily in the categories of Facility Needs Assessment (EMG) and EcoCity projects. Funding of \$1.1 million had been reserved for a FC Hammond legal action but now available. These will be used in FY 2011, leaving the funding gap at \$1.4 million. Using these previously reserved funds permits ACPS to complete the artificial turf athletic field at FC Hammond, including lighting, a non-regulation track, and fencing.

The following are funded through these recommendations:

- John Adams early childhood center (summer 2010)
- Patrick Henry modular classrooms (summer 2011)
- Charles Barrett modular classrooms and cafeteria expansion (summer 2011)
- James Polk modular classrooms (summer 2011)
- Douglas MacArthur cafeteria expansion (summer 2011)
- William Ramsay cafeteria expansion (summer 2011)
- Samuel Tucker cafeteria expansion (summer 2011)
- FC Hammond sports turf field with lights and a non-regulation jogging track (summer 2011)
- Minnie Howard OCR compliance toilet and locker rooms (summer 2011)

- Completion of the HVAC replacement project for administrative offices at Minnie Howard, but at a reduced scope (summer 2010)
- Installation of ground source heat pumps at James Polk (summer 2011)
- Minnie Howard green roof (summer 2011)

There are no changes to previously funded projects such as the HVAC replacement at John Adams and the construction of the gymnasium at JK Polk.

The CIP budget was balanced by postponing projects in the following categories for three to four years, and using operating funding to cover a portion of these costs. The projects recommended for deferral have the least impact on the educational space. The deferrals include the following:

- Painting walls and ceilings
- Replace ceiling tiles
- Replace flooring (carpeting)
- Replace vinyl flooring (tile)
- Site hardscapes repair (sidewalks/fences/retaining walls)
- Rain water harvesting (rain barrels and cisterns)
- Demolition of old boilers

Based on site specific requirements, some of the following projects were deferred:

- Exterior play and sports areas
- Replace Stage lighting
- Replace door locksets

By postponing these projects, the more critical projects that have the great impact on student learning and achievement can all be funded.

If critical projects in the CIP can be completed at a lower cost than budgeted, other projects may be moved forward. For example, we are currently reviewing lower cost alternatives for achieving ADA compliance at Minnie Howard. If successful, we would explore earlier completion of the ADA projects at Hammond and Ramsay.

RECOMMENDATION: Please carefully review the attachments in preparation for discussion at the March 2, 2010 add-delete work session.

IMPACT: Adoption of recommendations will balance the ACPS FY 2011-2016 CIP budget to the City Manager's proposed CIP budget.

CONTACT PERSON: Margaret Barkley Byess

Attachments:

1. Summary and Comparison to City Manager's Proposed CIP
2. Detailed Recommendations by Site and Project

**Superintendent's Recommended Adjustments to the FY2011-FY 2016 Capital Improvement Program
 Summary and Comparison to City Manager's Proposed CIP**

| Source | FY 2011 Approved | FY 2012 Approved | FY 2013 Approved | FY 2014 Approved | FY 2015 Approved | FY 2016 Approved | FY11-16 Approved Total All Years |
|------------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---|
| ADA | 1,140,000 | 1,351,633 | 508,456 | - | - | 939,065 | 3,939,154 |
| Asset Loss Prevention | 260,000 | 305,000 | 277,000 | 174,071 | 735,121 | 225,481 | 1,976,673 |
| Asset Replacement | 250,000 | 359,000 | 377,000 | 405,893 | 1,136,695 | 506,425 | 3,035,013 |
| Capacity | 7,436,000 | 5,600,000 | 19,500,000 | - | 500,000 | 20,500,000 | 53,536,000 |
| City Mandates | 238,000 | 20,280 | 257,936 | 23,000 | 25,600 | 499,502 | 1,064,318 |
| Ecocity | 2,964,938 | 2,096,733 | 523,614 | 1,153,309 | 3,465,793 | 4,951,999 | 15,156,386 |
| EMG | 1,476,170 | 5,195,845 | 4,277,932 | 3,193,727 | 4,600,993 | 2,243,427 | 20,988,094 |
| Equipment and Systems Replacements | 510,000 | 251,125 | 260,687 | 1,114,000 | 738,510 | 502,693 | 3,377,015 |
| Instructional environment | 440,000 | 615,000 | 630,375 | 2,936,000 | 662,288 | 1,131,408 | 6,415,071 |
| Grand Total | 14,715,108 | 15,794,616 | 26,613,000 | 9,000,000 | 11,865,000 | 31,500,000 | 109,487,724 |

| City Manager's Proposed | | | | | | | |
|-----------------------------------|-------------------|-------------------|-------------------|------------------|-------------------|-------------------|--------------------|
| ADA Projects | 1,140,000 | 2,038,000 | | 272,000 | 681,000 | | 4,131,000 |
| Asset Loss Prevention | 338,000 | 305,000 | 277,000 | 278,000 | 874,000 | 150,000 | 2,222,000 |
| Asset Replacement | 350,000 | 359,000 | 377,000 | 985,000 | 558,000 | 507,000 | 3,136,000 |
| Capacity | 7,596,000 | 5,600,000 | 19,500,000 | - | 500,000 | 20,500,000 | 53,696,000 |
| City Mandates | 238,000 | 21,000 | 258,000 | 23,000 | 246,000 | 279,000 | 1,065,000 |
| EcoCity | 1,746,267 | 764,616 | 810,000 | 850,000 | 905,000 | 985,000 | 6,060,883 |
| Facilities Analysis Results (EMG) | 1,046,000 | 5,400,000 | 4,500,000 | 2,542,000 | 6,700,000 | 7,518,000 | 27,706,000 |
| Equipment & Systems Replacement | 510,000 | 692,000 | 261,000 | 1,114,000 | 739,000 | 430,000 | 3,746,000 |
| Instructional Environment | 600,000 | 615,000 | 630,000 | 2,936,000 | 662,000 | 1,131,000 | 6,574,000 |
| Grand Total | 13,564,267 | 15,794,616 | 26,613,000 | 9,000,000 | 11,865,000 | 31,500,000 | 108,336,883 |

| | | | | | | | |
|------------------------|-------------------|-------------------|-------------------|------------------|-------------------|-------------------|--------------------|
| FCH Funds Available* | 1,150,841 | | | | | | 1,150,841 |
| Total Available | 14,715,108 | 15,794,616 | 26,613,000 | 9,000,000 | 11,865,000 | 31,500,000 | 109,487,724 |

| Difference, City Manager's Proposed to ACPS Recommended FY 2011 Approved | | | | | | | |
|--|------------------|-----------|-----------|-----------|-------------|-------------|------------------|
| ADA Projects | - | (686,367) | 508,456 | (272,000) | (681,000) | 939,065 | (191,846) |
| Asset Loss Prevention | (78,000) | - | - | (103,929) | (138,879) | 75,481 | (245,327) |
| Asset Replacement | (100,000) | - | - | (579,107) | 578,695 | (575) | (100,987) |
| Capacity | (160,000) | - | - | - | - | - | (160,000) |
| City Mandates | - | (720) | (64) | - | (220,400) | 220,502 | (682) |
| EcoCity | 1,218,671 | 1,332,117 | (286,386) | 303,309 | 2,560,793 | 3,966,999 | 9,095,503 |
| Facilities Analysis Results (EMG) | 430,170 | (204,155) | (222,068) | 651,727 | (2,099,007) | (5,274,573) | (6,717,906) |
| Equipment & Systems Replacement | - | (440,875) | (313) | - | (490) | 72,693 | (368,985) |
| Instructional Environment | (160,000) | - | 375 | - | 288 | 408 | (158,929) |
| Total, Differences | 1,150,841 | - | - | - | - | - | 1,150,841 |

*Funds held in reserve for possible additional legal action are now available due to expiration of the statute of limitations