Central Office Staffing Study

Final Report

March 3, 2017

Alvarez & Marsal
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EXECUTIVE SUMMARY

Prince William County School (PWCS) selected Alvarez & Marsal Public Sector Services (A&M) to conduct an evaluation of central staffing requirements. The School Board wished to understand how PWCS’ Central Administrative Offices (CAO) compare to regional benchmarks and to assess whether the central administrative functions may be under or over resourced relative to its peers.

A&M deployed a team of professionals to review the operations of the Superintendent, Deputy Superintendent, nine Associate Superintendents, and sixteen departments of the CAO. Additionally, A&M conducted interviews and collected benchmarking data from nine regional school divisions. To better understand current resource allocation decisions within PWCS, A&M developed an understanding of the following:

- Strategic priorities and objectives and perceived investment needs within the organization.
- Organizational structure with comparably sized school divisions/districts from across the region.
- Size of the workforce, span of control for supervisors, and composition of personnel by department.
- Roles and responsibilities of each department.
- Review of compliance and discretionary job responsibilities.
- Key processes and the role of technology to support processes.
- Central administrative cost structure.
- How PWCS compares/contrasts with peers and best practices.
PWCS regional peer divisions were selected based on size, operating budget, and student population characteristics.

- PWCS is one of the largest school divisions in the country with 88,200+ students.
- PWCS has a lower per student operating budget than all of its regional peers.
- PWCS’s special education, English learner, and low income populations are comparable to peers.

Our findings for the PWCS Central Office ("Central Office") staffing study include:

- **PWCS has 8.7 fewer Full Time Equivalent (FTE) staff than the average** comparable benchmarks when comparing on a per 10,000 student basis. This is the equivalent of 77 FTE.
- **There are three departments that have more staff than the average peer division** benchmark on a per 10,000 student basis. The departments are: Facilities, Risk Management, and Transportation.
  - Two of the departments (Facilities and Transportation) are higher than the peer division average due to the use of outsourcing by several of the peer divisions. When adjusting to remove the school divisions that use outsourcing, Transportation is under the average, and Facilities is over the benchmark by one FTE per 10,000 students.
  - The PWCS Office of Facilities Management maintains responsibility for energy efficiency programs and the division boundary analysis, which explains the higher staffing levels than peer division benchmarks.
  - The PWCS Office of Risk Management also maintains significantly more responsibility than peer division benchmarks including insurance claims management and investigation responsibilities versus peers that only have responsibility for managing safety and security.

**Top PWCS Departments Over Peer Benchmark Average**

- **Facilities Services**: 29.2 FTE per 10,000 students
- **Risk Management & Security Services**: 3.7 FTE (PWCS), 2.8 FTE (Average)
- **Transportation Services**: 6.3 FTE (PWCS), 5.7 FTE (Average)
The eight departments that are understaffed when compared to the peer division benchmarks on a per 10,000 student basis are Student Learning, Human Resources, Financial Services, Student Services, English Learner, Information Technology, Special Education, and Benefits.

- PWCS is a more decentralized environment, which affects the central office staffing levels for Student Learning, English Learner, Special Education, and Student Services in particular.
- The Office of Human Resources and Office of Benefits combined have four fewer staff per 10,000 students than the peer division benchmarks. This is partially, but not fully, explained by other divisions maintaining additional responsibilities that PWCS does not. For example, Loudoun County and Montgomery maintain responsibility for employee investigations in HR, and Fairfax handles workers compensation claims in the HR function, while PWCS maintains indirect reporting responsibility with Risk Management staff to conduct this work.
- The Department of Financial Services has 1.5 fewer FTE than peer divisions. Within the department there are several functions that are significantly below benchmarks such as budgeting and accounting. Furthermore, some benchmark divisions (such as Loudoun and Anne Arundel) do not maintain warehouse and supply services functions in the finance function, which understates those benchmark comparisons.
- The Office of Information Technology has fewer staff per 10,000 students, while needing to scale the organization as the number of devices and technology requirements scale.
- Despite some of the additional responsibilities that other peer divisions maintain, these departments represent areas of highest need for staffing when compared to other peer division benchmarks.
Across the peer divisions, several have central office functions that PWCS does not have:
- Prince George’s and Montgomery County have an office of Strategic Enterprise Resource Management.
- Anne Arundel, Prince George’s, and Montgomery County have multiple deputy positions that divide the responsibilities for operations from school performance and academic support.
- Howard, Fairfax, and Virginia Beach have Chief Operations and Chief Academic Officers that are the equivalent of deputy positions to separate the operations oversight from academic and school performance functions.
- Prince George’s and Montgomery have offices to maintain the Continuous Process Improvement Programs.

PWCS employs several practice areas that are innovative and should be considered by other school divisions including:
- PWCS maintains higher food service participation rates than peer division benchmarks with 62.5 percent participation versus the peer division benchmarks of 42.7 percent.
- PWCS developed a Performance Based Energy Efficiency Share in Savings program and an Energy Commodity Management Program that have driven millions in savings.
- PWCS is employing Cell Tower leasing to drive efficiency and shared revenues.
- PWCS has a robotics program at every school and has grown the SPARK program to 1000+ business partnerships with at least one in every school.
- PWCS was at the forefront of the development of the Virtual School program that is in use throughout Virginia and is a model for other states.
- PWCS uses a Retirement Opportunity Program (ROP) to leverage retired annuitants to bring back senior level experience and provide short term support where needed.
- PWCS created a Security Residents Program that enables improved school monitoring and alert services for less than the outsourced cost and with a higher level of service.

Based on the study, A&M recommends these changes — PWCS should consider:
- Adding central office resources to the Office of Human Resources and Benefits, Office of Financial Services, and Office of Information Technology.
- Weighting future allocations of staff toward the central academic support functions to drive consistency across the school division.
- Dedicating student learning and professional learning staff rather than splitting the resources across offices.
- Adding Deputy Superintendents to balance the reporting structure and spread the workload across the Superintendent's direct reports.

In addition, PWCS should monitor Howard County's investment in accountability to determine if the department's reporting structure and expansion in staffing is driving performance.

The complete set of findings and recommendations, along with a detailed discussion and analysis of the work follows in this report.
BACKGROUND AND PURPOSE
Prince William County Public Schools (PWCS) undertook an objective staffing study of the Central Administrative Offices (CAO) to assess the effectiveness and efficiency of the central administrative functions in comparison to a regional set of benchmark school divisions.

The CAO includes the following functions:

- Information Technology
- Communications
- Facilities
- Financial Services
- School Food and Nutrition Services
- Risk Management and Security Services
- Transportation Services
- Benefits and Retirement Services
- Human Resources
- Accountability
- English Learner Programs and Services
- Student Management and Alternative Programs
- Professional Learning
- Special Education
- Student Learning
- Student Services

In order to achieve this goal, A&M set out to:

- Identify strategic priorities and objectives and perceived investment needs within the organization.
- Compare organizational structure with comparable-size school divisions from across the region.
- Assess workforce, levels, and organizational structure by department.
- Determine roles and responsibilities of each department and distinguish between compliance and discretionary functions.
- Examine key functions and the role of technology to support processes.
- Understand central administrative cost structure.
- Analyze findings for PWCS and compare/contrast with peers and best practices.
- Present benchmarking results and develop recommendations for improvement based on findings.
APPROACH TO CONDUCTING THE STUDY

Working in close coordination with the PWCS Department of Finance and Support Services, A&M followed a five step process to conduct the CAO Study.

1. **Confirm Scope and Objectives**
   - The first step involved confirmation of the scope and objectives for the study, determination of which departments would be included, and an initial discussion on relevant benchmarks for PWCS.

2. **Assess PWCS Current State**
   - During the second step, A&M conducted interviews with each of the PWCS department leaders to review the organizational structure and headcount, understand the roles and responsibilities of each department, determine critical functions, and identify the role of technology. At the end of this step, A&M produced the initial landscape report.

3. **Select Peer Group and Collect Data**
   - In the third step, A&M identified relevant peer benchmarks including consideration for both regional (Virginia and Maryland) and national school divisions for inclusion in the study. From there, the team conducted a detailed benchmark data collection effort with local and regional schools to inform the effort and ensure like-to-like comparisons.

4. **Evaluate PWCS vs. Best Practices**
   - In the fourth step, A&M performed an evaluation of PWCS against the benchmarks and best practices. The team assessed the data to determine PWCS strengths and weaknesses and to identify practices and technologies that may be of support in the future by applying lessons that address PWCS' performance gaps.

5. **Final Report and Recommendations**
   - During the fifth and final step, the team integrated the findings from the benchmarking exercise with the current state assessment of PWCS and the peer group. A&M then consolidated the analysis and recommendations into a final report and presentation for the board.

OVERVIEW OF THE REPORT

The report is structured to provide a detailed analysis of the people, organization, responsibilities, and technology for the nine areas led by an Associate Superintendent and sixteen departments. Accompanying this baseline assessment is a detailed benchmarking analysis performed for Prince William County against its regional peer group.
PWCS ENVIRONMENT

County Overview
The population of Prince William County has grown significantly since 1950 when it registered a population of 22,612. As of the April 2010 Census report, the county reported a population of 402,002, having grown more than 17-fold over the past 60 years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
<th>Growth (number)</th>
<th>Growth (percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
<td>22,612</td>
<td>4,874</td>
<td>27.5</td>
</tr>
<tr>
<td>1960</td>
<td>50,164</td>
<td>27,552</td>
<td>121.8</td>
</tr>
<tr>
<td>1970</td>
<td>111,102</td>
<td>60,938</td>
<td>121.5</td>
</tr>
<tr>
<td>1980</td>
<td>144,703</td>
<td>33,601</td>
<td>30.2</td>
</tr>
<tr>
<td>1990</td>
<td>215,686</td>
<td>70,983</td>
<td>49.1</td>
</tr>
<tr>
<td>2000</td>
<td>280,813</td>
<td>65,127</td>
<td>30.2</td>
</tr>
<tr>
<td>2010</td>
<td>402,002</td>
<td>121,189</td>
<td>43.2</td>
</tr>
</tbody>
</table>

Geography
The county is situated roughly 35 miles southwest of Washington, D.C., 70 miles southwest of Baltimore, Maryland, and 85 miles north of Richmond, Virginia. Prince William County includes the enclaves of Manassas City and Manassas Park City.

PWCS Mission and Strategic Goals
Mission Statement
The mission of PWCS is Providing A World-Class Education to all students. To support delivery of this...
mission, PWCS executes the following tenets:

- The focus is on teaching and learning, enhanced by professional learning communities.
- All students achieve high standards.
- Instruction is engaging and rigorous.
- Reading and writing literacy is taught in all content areas.
- There is a sense of belonging – inclusion of all students.
- PWCS supports the Developmental Assets™ for students.
- Schools and offices are inviting, welcoming, and customer-oriented.
- PWCS will accomplish its Strategic Plan by working together.

**Strategic Plan Goals**

The five goals of the strategic plan are:

- **Goal 1:** All students meet high standards of performance.
- **Goal 2:** The teaching, learning, and working environment is safe, caring, healthy, and values human diversity.
- **Goal 3:** Family, community, and employee engagement create an environment focused on improved student learning and work readiness.
- **Goal 4:** Employees are highly qualified (as defined by VDOE), high performing, and diverse.
- **Goal 5:** The organizational system is aligned and equitable.

**School Division Overview**

In 1995, PWCS had an enrollment of 47,712. By 2014-2015, the division grew to an enrollment of 86,209, making it the second largest in Virginia and among the 40 largest school divisions/districts in the nation. This included a yearly increase of roughly three percent over the past decade. Student enrollment growth is expected to continue in the next five years, albeit at a lower rate of 1.5 percent annually.
PWCS is currently grouped by level, with elementary, middle, and high schools each falling under the purview of an Associate Superintendent. This structure is a relatively new development that was implemented eight years ago. Prior to that, PWCS organized schools by geographic region. Since 2006, PWCS has opened ten schools with another set to come online next year.

**Total Number of Schools (Elementary, Middle, and High School)**

2005 to 2016

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**Virginia Efficiency Review**

In 2004, Virginia began a series of efficiency studies for school divisions throughout the Commonwealth. Under the supervision of the Department of Planning and Budget, the Virginia School Efficiency Review Program enlisted the services of external educational consultants to help evaluate the efficiency with which divisions were expending resources. As of 2014, forty-two school divisions had participated in the voluntary initiative. The review revealed annual savings totaling over $42 million across all participants and averaging $987,000 per school division. In 2006, PWCS commissioned an efficiency study to analyze the division’s functions and operations, identify efficiencies savings opportunities, and make recommendations to obtain the savings. The study

- Identified a potential savings of roughly $7.2 million over five years. In order to achieve these savings, PWCS had to implement recommendations with a cost of $5.9 million over the same period. Thus, the total net savings would yield $244 thousand annually and $1.2 million over a five-year timeframe. It is reported that 85 percent of the recommendations were implemented.  

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**PWCS Budget 2006 to 2016**

Since the Virginia Efficiency review occurred in 2006, the PWCS budget has grown from $767 million to $1,164 million (not including the construction and debt service funds), which equates to a compound annual growth rate of 4.1 percent.

- Growth in the PWCS budget paused in 2010 and 2011 in response to recessionary budget pressures. The majority of the cuts were made from the central office functions including reductions of $16 million in 2010 and $13 million in 2011.
- As a result of the prioritization on spending in the instructional areas, the ten year compound growth rate of the division's three primary functions—Schools, Central Academic Support, and Central Office—were 5.5 percent, 4.1 percent, 3.8 percent, respectively.

The schools portion of the budget represents the budgets for each of the levels—Elementary, Middle, and High School—with Elementary Schools broken into Eastern, Central and Western regions.

As of 2016:
- The schools budget was $647 million.
- The central academic support budget was $145 million. This budget consists of central student learning programs and services (i.e., Student Learning, Student Services, Student Management, Special Education, English Learning Programs, Accountability, and Professional Development).
The Central Office budget was $372 million, which represents 28 percent of the total spend. This budget consists of the communications, human resources, and administrative functions (i.e., transportation, food and nutrition, facilities, finance, and the Superintendent’s office). The other 72 percent of the PWCS budget is spent on schools and central office academics.

**PWCS Per Pupil Budget 2006 to 2016**

The total budget per pupil in the division grew from $10,848 per pupil in 2006 to $13,194 per pupil in 2016. The cost per pupil first peaked in 2009 at $12,250. The cost per pupil basis hit a trough in 2011 when it fell to $11,514 per pupil. It was not until 2013 that the budget first exceeded the prior peak of 2009 on a cost per pupil basis.

**PWCS Overview**

In FY 2017, the 11,024 employees of PWCS are projected to provide services to 89,381 students across 95 schools. The staffing profile includes 7,908 Full Time Equivalent (FTE) employees in the schools, 928 FTE in academic support, and 2,188 FTE in the Central Office functions. The ratio results in 80.2 percent of the staff in school and academic support programs with an additional 19.8 percent in administrative functions.
While enrollment grew from 81,635 students in 2011 to a projected level of 89,381 in 2017, the number of students per PWCS staff has declined from 8.47 in 2011 to a projected 8.11 in 2017. The decline of 4.1 percent is due to a higher growth rate of staff (14.2 percent) relative to the student growth rate (9.5 percent) over that time period.
The number of students to school-based staff has fallen by 3.8 percent from a level of 11.75 students per staff to a level of 11.3 students per staff. The decline is due to an increase in school-based staff of 13.8 percent in comparison to the 9.5 percent growth in enrollment.

From 2011 to 2017, the projected decline in the central academic support function ratio of students to staff was 13.2 percent. This was the result of a 26.1 percent growth in Full Time Equivalent staff over this time.
period. A significant portion of the growth in these FTE can be attributed to the consolidation of programs into the Central Academic function as well as growth in new or existing programs. In 2011, the Governor’s School (STEM) and School Age Child Care (SACC) programs were reflected in the Central Academic Support function. In 2012, the FTE in the Regional School Central Academic Support function increased from 10 to 26 FTE with incremental increases to 35 FTE in 2017. The largest changes came in 2014 when the Nursing, Psychology Services, and Social Services programs were reflected in the Central Academic Support function representing 136 new FTE that year. The total of these changes represent 162 FTE out of the 189 FTE increase in the Central Academic Support function between 2011 and 2017.

The student-to-staff ratio for the Central Office administrative function declined from 41.43 in 2011 to a projected level of 40.86 in 2017. The decline of 1.4 percent was due to lower relative growth in central office staffing levels of 11 percent against total enrollment growth of 9.5 percent. The central administrative functions can be further divided into major department types: Administration, Communications and Technology, and Human Resources. From 2011 to 2017, the FTE in these departments grew by 10.8 percent, 13.9 percent, and 13 percent respectively.

From 2011 to 2017, the administration department’s staffing levels increased from 1,806 to 2,000 FTE. The Communications and Technology department increased from 130 to 148 FTE. The Human Resources department increased from 35 to 39 FTE.
The chart below shows the change in the number of students per staff from 2011 to 2017. The reversal in trend in 2016 and 2017 reflects a slowing in central office staff growth below that of the student population.

### Changes in Student per FTE - Central Office

![Bar chart showing changes in student per FTE from 2011 to 2017](chart.png)

PWCS Graduation Rates

The chart below shows the trailing three year graduation rates for PWCS. Between 2013 and 2015, PWCS graduation rates increased from 89.5 percent to 91.4 percent.

### PWCS Graduation Rates 2013 to 2015

![Bar chart showing graduation rates from 2013 to 2015](chart.png)
PWCS Academic Performance

PWCS' passing rates for the Standards of Learning tests for English Reading and English Writing ranged between 77 and 81 percent passing from 2013 to 2015. PWCS' highest pass rates were in History and Social Sciences, with passing rates between 86 and 88 percent. PWCS' lowest pass rates were in Mathematics, with scores between 77 and 80 percent. PWCS' pass rates in Science have remained steady at 81 to 82 percent between 2013 and 2015.
INTRODUCTION
Alvarez & Marsal conducted an examination of the largest school divisions in the country to identify the most appropriate peer school divisions for benchmark comparison purposes. Our team used the data from the National Center for Education Statistics (NCES) to analyze the largest peer divisions in the country.

For this benchmarking exercise, A&M developed a series of selection criteria to narrow the universe of peer divisions. With the narrowed list of schools, our team filtered for large school divisions with:

- Total budget – each peer has an annual budget of at least $450 million annually.
- Total enrollment – each peer has a total student enrollment of at least 50,000 students.
- Total budget spend per pupil – each peer has an average student spend of at least $7,500.

The peer divisions were narrowed further based on regional criteria, as well as the percentage of:

- Limited English Proficient (LEP) or English Language Learner (ELL)
- Individualized Education Program (IEP)
- Free and Reduced Lunch (FRL)

The chart below shows the selection method for PWCS’s peer schools in this benchmarking exercise. The first line shows comparable schools within the same region that coordinate according to not only the general budget fund but also spending per student. The second line shows other remaining top 22 peer divisions across the country including the largest school division/districts in California, Florida, Georgia, North Carolina, South Carolina and Texas. These schools may have similar sized overall budgets, but operate at much lower spend per student. Due to this disparity, regional schools with similar spend per student were chosen as benchmarks in this report to give PWCS an accurate idea of how its school division compares to its peers in terms of staffing, overall spending, and other metrics.
As a result of the analysis and filtering of large peer divisions, the following series of school divisions were identified as relevant comparable school divisions for PWCS:

- Anne Arundel County Public Schools
- Howard County Public Schools
- Fairfax County Public Schools
- Loudoun County Public Schools
- Montgomery County Public Schools
- Prince George’s County Public Schools

In addition to the filtered school divisions, we also worked to collect data from three smaller local school divisions due to their proximity and the good quality data provided by these divisions in the benchmark data collection phase.4

- Alexandria City Public Schools
- Manassas City Public Schools
- Manassas Park City Public Schools

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4 Note Arlington County and Virginia Beach Public Schools did not respond to requests to participate in the study
Among regional peers, Prince William County Schools is a medium sized division, with enrollment slightly above the peer mean of 80,439. PWCS’ most comparable peers are those closest in size and scale including Loudoun, Howard, and Anne Arundel. The peer divisions ranged from just over 3,500 students in Manassas Park City to over 186,000 students in Fairfax County. By examining divisions with a range of enrollment, A&M sought to examine the effects of scale on comparative staffing levels.
PWCS’ operating budget per student is the lowest of any of its regional peers. Its operating budget per pupil is $2,490 or 18.1 percent below the regional mean. This indicates that PWCS has a lower starting level of resources available to provide to enrolled students compared to its peer set.

A review of the characteristics of the peer school divisions shows that PWCS does not have a significantly lower percentage of higher-needs students despite having a lower relative funding.
PWCS has a slightly lower than average number of special education students as a percentage of total enrollment when compared with regional peers. At a rate of 11.3 percent, PWCS is below the regional average of 11.6 percent. Given the outsize expense of providing special education services to students, this slightly lower figure implies that PWCS may require somewhat fewer resources to such students relative to its peer group average.
This demonstrates that 37.9 percent of PWCS students are classified as low income, slightly below the regional average of 40.7 percent. Like special education students, low income students can demand a greater proportion of school resources to serve. PWCS’ average figure means that it is expected to require similar to slightly reduced levels of resources to serving such students as do its regional peers.
PWCS’s English Language Learner (ELL) students are slightly lower than average percentage of enrollment when compared with the regional peer group, at 16 percent vs 17.4 percent. This number indicates slightly similar demands for ELL services relative to peer divisions. It is important to note that the range of needs for these students varies greatly among the peer divisions. Some divisions have ELL populations one-third the size of Prince William’s ratio, and some (Manassas) have divisions up to double the ratio of ELL students per capita.
AVERAGE SCHOOL ENROLLMENT

With an average enrollment of 909 students per school, PWCS is slightly higher than the peer group average of 825. This indicates that PWCS has larger facilities with a higher number of students per facility, which can drive higher demands on facilities staff that need to manage the bigger buildings.

TOTAL CENTRAL OFFICE STAFFING PER 10,000 STUDENTS

In order to perform the comparison of smaller and larger school divisions to PWCS, the staffing levels by department were adjusted based on a total per student population. In each of the following sections, the staffing levels are shown on a consistent basis of staff per 10,000 students.

When factoring staffing by the student population, Prince William’s total staffing of 96.1 staff per 10,000 students is below the average across the peer divisions which have 105.4 per 10,000 students. The highest number of central office staff is in Alexandria and Howard County with 128.9 and 118.6 per 10,000 students. In Alexandria, this is due to the higher number of information technology, Alternative Education, and English Language Learner staffing. In Howard, this is due to a higher number of Accountability, Student Learning, and Facilities staff.

The lowest central office staffing levels were in Manassas Park City and Anne Arundel at 83.1 and 84.1 staff per 10,000 students, respectively. Lower staffing in Manassas Park City is largely due to a lack of dedicated central office staff for Alternative Education, English Language Learner, Professional Learning, and Special Education. It is important to note that some of these services are partially provided by PWCS on behalf of Manassas Park City. In Anne Arundel, the lower staff numbers were due to the outsourcing of
Food Service and Transportation staff and smaller headcount in Alternative Education, English Language Learner, Student Learning, and Special Education.

In some of the largest school divisions in our peer groups, there are additional functions such as the Strategy and Enterprise PMO staff that provided operational support to the school divisions. These staff members are recognized as central office staff, but were not included in any of the departmental benchmarks that follow since PWCS does not have a comparable function.

The chapters that follow detail the central office staffing levels by director level.
The Superintendent for Prince William County Schools (PWCS) reports to the eight member School Board along with Division Counsel, Internal Auditor, and administrative support. The Superintendent has an Executive Secretary and the Deputy Superintendent is a direct report. The Deputy Superintendent has an Executive Secretary and nine direct reports. The direct reports include the Associate Superintendents for the following:

- Eastern Elementary
- Central Elementary
- Western Elementary
- Middle Schools
- High Schools
- Communications and Technology Services
- Finance and Support Services
- Human Resources
- Student Learning and Accountability

The responsibility of PWCS leadership is to execute the mission of *Providing a World-Class Education* for every student. The Superintendent has led initiatives to improve the Virginia Standards of Learning test scores and to transition to full-day kindergarten.\(^5\)

There were several key challenges identified for the division including:

- The limited administrative support provided for the Associate Superintendents in PWCS.
- Managing one of the 50 largest school divisions in the country with significant growth in population and the growing diversity of need.
- Perception that PWCS is overstaffed.

The Deputy Superintendent is responsible for day-to-day operations and oversight of the 95 schools and 88,200 students on issues that range from student safety to instruction. Responsibilities include:

- Facilitating student academic performance.

• Working closely with the Associate for Student Learning and Accountability and working directly with the level associates.
• Daily operational issues such as bus accidents or school flooding.
• Monitoring hires, timing of hires, retention, risk management, and operational reports.
• Giving permission to proceed with an investigation.
• Ensuring contact with constituents occurs within 24-48 hours of an issue or complaint.
• Managing supervision and evaluation processes for classified and certificated staff, nurses and psychologists.
• Working with teacher associations and building relationships with them.

There were several key challenges identified for the division including:

• **Balancing priorities.** Some clusters of schools need more focus and support. Schools that are experiencing performance issues need additional instructional support. Balancing these priorities and resources by putting additional staff, instructional coaches, and technology at the schools most in need is a key challenge for the division. As an example, a first year teacher may need additional on-site support even though the school itself is highly performing. Helping to redirect thinking around resources may be required in these instances.

• **Engaging a diverse and transient population.** Engaging parents may take more time and effort. Schools often must be viewed as a 24/7 support system when parents work two or three jobs. Prince William County has a highly transient population where families may move away for a year and then come back into the county creating challenges with delivery of a consistent teaching and learning environment.

• **Operational distractions.** The dual responsibilities for operational oversight and student performance mean that operational interruptions often supersede any effort to focus entirely on student performance. Complaints from parents and other important stakeholders must be handled judiciously and require independent focus. The Deputy Superintendent may benefit by having a separation of duties related to operations and instruction. For example, hiring a peer deputy or an ombudsman to resolve complaints and provide the necessary service to students and their families could be critical to freeing up the Deputy’s availability.

• **Technology challenges.** The technology infrastructure requires investment in order to keep up with the growing size and scale of the county. As an example, the Human Resource system, student management system, and wireless and bandwidth upgrades are needed in order to meet the hiring needs of the school division.

• **Broad nature of the student learning and accountability model.** The responsibilities of the Associate for Student Learning and Accountability are too broad and should be divided to allow for more focus. Furthermore, Student Services should incorporate Special Education and the Level Associates need additional support structure.
Prince William County Public Schools
Central Administrative Office Staffing Study

Superintendent
Steven L. Walts

Deputy Superintendent
Rae Darlington

Associate Superintendent for Finance and Support Services
David Cline

Associate Superintendent for Human Resources
Keith Johnson

Associate Superintendent for Middle Schools
William Bixby

Associate Superintendent for High Schools
Michael Mulgrew

Associate Superintendent for Central Elementary Schools
Todd Erickson

Associate Superintendent for Eastern Elementary Schools
Craig Gfeller

Associate Superintendent for Student Learning and Accountability
Rita Everett Goss

Associate Superintendent for Communications and Technology Services
Keith Imon

Associate Superintendent for Finance and Support Services
David Cline

Organizational Benchmarks
A review of the Superintendent level organizational structures across peer school divisions revealed three different operating models detailed below. PWCS follows the last structure with a Deputy Superintendent inserted between the Associate Superintendents and the Superintendent.

Personnel
The Superintendent's office is comprised of 23 staff including the Deputy Superintendent, nine associate superintendents, and the administrative staff.

<table>
<thead>
<tr>
<th>Division</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Board Members</td>
<td>8.0</td>
</tr>
<tr>
<td>General Counsel, Internal Audit, and Administrative Staff</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total School Board</strong></td>
<td><strong>13.0</strong></td>
</tr>
<tr>
<td>Superintendent</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Superintendent</td>
<td>1.0</td>
</tr>
<tr>
<td>Associate Superintendents</td>
<td>9.0</td>
</tr>
<tr>
<td>Administrative Staff</td>
<td>12.0</td>
</tr>
<tr>
<td><strong>Superintendent’s Staff Total</strong></td>
<td><strong>23.0</strong></td>
</tr>
</tbody>
</table>
Deputy/Chief Structure with Varying Reporting Requirements:

- The Deputy Superintendent typically oversees school functions with between three and five associate superintendents in support. The other chief roles typically include a Chief Academic Officer, Chief operating officer, Chief Financial Officer, Chief Human Resource Officer, and Chief Information Officer, increasing the span of control for the Superintendent and allowing the Deputy Superintendent to focus on school performance. School divisions that use this type of a model include Howard County, Virginia Beach City, and Fairfax County.

Deputy Structure over Schools, Academics, and Operations:

- This is a three-responsibility structure with the deputies overseeing the three functional areas with Associate Superintendents reporting to each Deputy. Anne Arundel, Prince George’s, and Montgomery all follow this structure.

Associate Superintendent Structure:

- This is where all of the Associate Superintendent’s report to the Superintendent with responsibilities for the major functional areas including school regions, academics, and operating superintendents over Finance, Information Technology, Human Resources, etc. Schools such as Loudoun County, Henrico County, and Stafford County use this type of a structure. PWCS uses a variant of this structure with a Deputy Superintendent with a more significant span of control providing the oversight in conjunction with the Superintendent.

The most important distinction between these organizational models is span of control, where the Superintendent and Deputy Superintendent's maintain responsibility for six to eight direct reports. PWCS should consider alternative structures with additional Deputies to spread the workload out and type of work across the Superintendent’s direct reports.
### Superintendent’s Office

The deputy / chief structure is a hybrid structure in which a number of the senior positions are deputy or chief officer positions reporting into the superintendent or some positions report into the deputy superintendent.

- Higher span of control with significant functions requiring oversight by the Superintendent.
- Howard County, Virginia Beach, Fairfax County

### Deputy Structure over Schools, Academics, & Operations

This is a three pronged deputy or chief structure each with oversight responsibility over schools, academics, or operations.

- Balanced Superintendent span of control with oversight of lower level departments directed by deputy superintendents.
- Example schools: Anne Arundel, Montgomery County, Prince George’s County

### Associate Superintendent structure

- Some of the mid to larger school districts in Virginia still use an associate superintendent reporting structure into the Superintendent as the base structure.
- Superintendent or Deputy Superintendent has a much higher relative span of control.
- Loudon County, Stafford County, Henrico County, Prince William County (variant)
ASSOCIATE SUPERINTENDENTS FOR LEVEL SCHOOLS

There are five Associate Superintendents with oversight responsibilities for the 95 schools across PWCS. The responsibilities are divided by level with the following areas:

- Eastern Elementary
- Central Elementary
- Western Elementary
- Middle Schools
- High Schools

The responsibilities, organizational structure, and total school based staff for each level area Associate Superintendent is described in the following sections.

ASSOCIATE SUPERINTENDENT FOR EASTERN ELEMENTARY SCHOOLS

The Associate Superintendent for Eastern Elementary Schools oversees 16 schools (each school has its own principal). The Associate Superintendent also has an executive secretary.

- The Associate Superintendent's most important role: Support principals in advancing student achievement. This includes visiting schools and collaborating with principals to determine instructional needs, creating professional development plans, and using data to foster dialogue on instructional best practices.

Other responsibilities:

- Evaluate the performance of principals, develop professional growth plans, and administer and reconciling principal leave each month.
- Monitor financial budgets (i.e., flex funds) for each school and provide guidance to schools in that regard.
- Oversee compliance with school staffing ratios, respond to parent complaints and school board inquiries, and give guidance on budget formulation and financial management.
- Act as a liaison for principals, central office administrators, and parents.

The department's key challenge is fulfilling core functions while responding expeditiously to various stakeholders. The Associate Superintendent has an executive secretary, however having only one
executive secretary contributes to the challenge of carrying out core functions while still trying to meet the ad hoc needs and requests of different parties.

**Personnel**
The core team of the Associate Superintendent and an executive secretary oversee 16 principals and 1,047.8 school based staff.

<table>
<thead>
<tr>
<th>Department</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Superintendent</td>
<td>1.0</td>
</tr>
<tr>
<td>Executive Secretary</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Department Total</strong></td>
<td><strong>2.0</strong></td>
</tr>
<tr>
<td>Principals</td>
<td>16.0</td>
</tr>
<tr>
<td>School based staff</td>
<td>1,047.8</td>
</tr>
</tbody>
</table>

![Diagram of Associate Superintendent for Eastern Elementary Schools]

- **Executive Secretary**
- **Belmont ES**
- **Kilby ES**
- **Marumsco Hills ES**
- **Occoquan ES**
- **Antietam ES**
- **Dumfries ES**
- **Leesylvania ES**
- **Neabsco ES**
- **Old Bridge ES**
- **Potomac View ES**
- **Potomac Shores ES**
- **Swans Creek ES**
- **Williams ES**
- **Rockledge ES**
- **Triangle ES**
- **Yorkshire ES**

...
ASSOCIATE SUPERINTENDENT FOR CENTRAL ELEMENTARY SCHOOLS

The Associate Superintendent for Central Elementary Schools oversees 23 schools (each has its own principal). The Associate Superintendent has an executive secretary.

- Responsibilities of the Associate Superintendent include: Supervise principals and provide oversight of academic performance, compliance with staffing ratios, and professional development. This requires regular school visits. The goal is to visit the schools requiring maximum support at least biweekly, schools requiring moderate support every couple of weeks, and high achieving schools requiring minimal support at least once a month.
- Attend team meetings at schools, monitor teacher performance, participate in board meetings, screen potential administrative candidates, and respond to parent inquiries and complaints.

The department's key challenges are:

- Having enough time to provide sufficient attention and support to all schools.
- Ensuring availability to support other stakeholders (i.e., parents, teachers, division leadership, etc.) while supporting high needs schools.
- Staff capacity shortages for carrying out human resources, planning, school reviews, and administrative functions.
- Tracking candidates – the process is currently conducted on WinOcular and relies heavily on manual input, which becomes highly labor-intensive when the volume of applicants increases.

Personnel

The core team of the Associate Superintendent and an executive secretary oversee 23 principals and 1,311.6 school based staff.

<table>
<thead>
<tr>
<th>Department</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Superintendent</td>
<td>1.0</td>
</tr>
<tr>
<td>Executive Secretary</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Department Total</strong></td>
<td><strong>2.0</strong></td>
</tr>
<tr>
<td>Principals</td>
<td>23.0</td>
</tr>
<tr>
<td>School based staff</td>
<td>1,311.6</td>
</tr>
</tbody>
</table>
ASSOCIATE SUPERINTENDENT FOR WESTERN ELEMENTARY SCHOOLS
The Associate Superintendent for Western Elementary Schools oversees 23 schools (each has its own principal). The Associate Superintendent has an executive secretary.

The primary function of the Associate Superintendent is:

- To support principals in advancing student achievement. This includes helping create individualized learning plans for struggling students, training principals on instructional best practices, and creating school improvement plans.

The Associate Superintendent also addresses any administrative issues and responds to parent complaints.

The department's key challenges are:

- Allocating enough time to provide adequate support for all 23 schools and principals while prioritizing underperforming schools and still remaining accessible.
- Finding time to leverage available student achievement data to support instructional improvement, as school visits take up a significant amount of time and leave little bandwidth for utilizing analytics.
**Personnel**

The core team of the Associate Superintendent and an executive secretary oversee 23 principals and 1,495.2 school based staff.

<table>
<thead>
<tr>
<th>Department</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Superintendent</td>
<td>1.0</td>
</tr>
<tr>
<td>Executive Secretary</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Department Total</strong></td>
<td>2.0</td>
</tr>
<tr>
<td>Principals</td>
<td>23.0</td>
</tr>
<tr>
<td>School based staff</td>
<td>1,495.2</td>
</tr>
</tbody>
</table>

**ASSOCIATE SUPERINTENDENT FOR MIDDLE SCHOOLS**

The Associate Superintendent for Middle Schools oversees 18 schools (each has its own principal). The Associate Superintendent has an executive secretary.

The main functions of the Associate Superintendent:
• To help principals advance academic achievement, carry out administrative activities, and respond to problems and issues that arise. The work toward advancing academic achievement consists mainly of school visits in order to assess instructional quality.

Other responsibilities:

• Conduct evaluations of principal performance and provide constructive feedback and points for improvement.

• Administrative activities—conduct budget training for principals and approve field trips, leaves, and other requests.

• Address parent complaints and disciplining teachers for violations.

The department’s key challenge is the lack of time available to fulfill the various functions. Advancing student achievement—the division’s foremost objective—requires significant time for school visits and staff meetings. Balancing this function with administrative activities and other ad hoc tasks leaves little time for leveraging the large pools of academic achievement data that can be analyzed to improve student performance.

**Personnel**

The core team of the Associate Superintendent and an executive secretary oversees 18 principals and 1,719.8 school based staff.

<table>
<thead>
<tr>
<th>Department</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Superintendent</td>
<td>1.0</td>
</tr>
<tr>
<td>Executive Secretary</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Department Total</strong></td>
<td>2.0</td>
</tr>
<tr>
<td>Principals</td>
<td>18.0</td>
</tr>
<tr>
<td>School based staff</td>
<td>1,719.8</td>
</tr>
</tbody>
</table>
ASSOCIATE SUPERINTENDENT FOR HIGH SCHOOLS

The Associate Superintendent for High Schools oversees 15 schools (each has its own principal). The Associate Superintendent has an executive secretary.

The main functions of the Associate Superintendent include:

- Promote instructional improvement by conducting visits to schools and meeting with principals, oversee disciplinary and expulsion cases, fill various positions (e.g. Guidance Directors, Activities Directors, Athletic Director, etc.).

The Associate Superintendent also provides support for tasks such as budgeting and fiscal management, opening and closing of schools, and creating master schedules.

The department's key challenges are:

- Making programs such as AP, IB, Oxford, etc. available to the entire county.
- Improving graduation rates for English Language Learner (ELL) and low-income students. ELL students must learn the specific subject matter in English while simultaneously mastering the language. Some students from high-poverty areas are also the breadwinners of their families, making it difficult for those students to graduate on time.
- Handling issues involving geographic boundaries, which becomes contentious among parents who want their children in specific schools or programs.
- Coping with limited resources and an increase of about 800-1,000 students each year.
**Personnel**

The core team of the Associate Superintendent and an executive secretary oversee 15 principals and 2,250.3 school based staff.

<table>
<thead>
<tr>
<th>Department</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Superintendent</td>
<td>1.0</td>
</tr>
<tr>
<td>Executive Secretary</td>
<td>1.0</td>
</tr>
<tr>
<td>Department Total</td>
<td>2.0</td>
</tr>
<tr>
<td>Principals</td>
<td>15.0</td>
</tr>
<tr>
<td>School based staff</td>
<td>2,250.3</td>
</tr>
</tbody>
</table>

**Organizational Benchmarks**

A review of the school administration and support functions across peer divisions indicated that there were three types of organizational structures in use –

**Associate Superintendents with level oversight:**

- Within Prince William and Loudoun County schools, associate superintendents have responsibility for each school level – elementary, middle and high schools. These positions report to a singular deputy superintendent that oversees school administration. Each superintendent has a span of
control of 15 to 22 principals. Executive secretaries provide support for the associate superintendent in monitoring performance of each school level.

**Deputy Superintendents with regional oversight:**
- Within schools such as Montgomery, Fairfax, and Prince George's, a single deputy superintendent assumes responsibility for all school academic administration. Regional superintendents support the deputy superintendent. Typically, between 25 and 40 principals' report to each regional superintendent, depending on division size, and an executive principal plays a supporting role.

**Assistant Superintendent model with regional oversight:**
- Within school divisions such as Anne Arundel County and Howard County, an assistant superintendent has oversight of all school functions. Responsibilities are broken down by region and assigned to directors who report to the superintendent. Depending on school division size, between 10 and 15 principals report to these directors. An executive secretary plays a supporting role for the regional directors in monitoring school progress and academic performance.

**School Oversight and Support**
- Within this structure, school oversight falls to the deputy superintendent.
- Associate superintendents are split by school level – high schools, middle schools, and elementary schools – with an additional administrative responsibility.
- Example schools: Prince William, Loudoun County

**Benchmark Comparisons**
PWCS ranks slightly below the peer group average with regard to level associates. School oversight leadership consists of superintendents and directors tasked with overseeing regional clusters of schools.
Analysis against benchmark school divisions shows that PWCS has a reasonable, if slightly lower, ratio of senior staff per 100 schools than peer divisions: 6.3 per 100 versus a benchmark of 6.7 per 100. This shows that PWCS is reasonably staffed in terms of the senior leadership needed to run their school administration. It is also aligned with Loudoun County, its closest peer in terms of student enrollment and location.

The total oversight staff include level associates and the support staff (i.e., secretaries and clerical staff). PWCS is slightly above the peer group average, with 11.6 total oversight staff per 100 principals, while the benchmark average is 10.5 total oversight staff per 100 principals. Given the previously noted slight understaffing in terms of leadership oversight positions, this indicates that PWCS is providing sufficient administrative support staff to the school area oversight function.
The Associate Superintendent for Communications and Technology Services has four direct reports and oversees 149.2 Full Time Equivalent Staff members. The three departments reporting to the Associate Superintendent are:

- Information Technology Services
- Communications Services
- Community and Business Engagement

It is important to highlight that the Associate Superintendent also oversees Community and Business Engagement—a unique function that manages partnerships between businesses and schools.

The department has several key challenges, including:

- Minimal staffing growth to support the increasing use of technology in the division.
- Having enough bandwidth to support increases in the number of devices and technology platforms in use.
- Replacing old infrastructure without reducing resources available for instructional purposes.
The 149.2 Full Time Equivalent staff members that report to the department are broken down in the table below:

<table>
<thead>
<tr>
<th>Department</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Technology Services</td>
<td>125.0</td>
</tr>
<tr>
<td>Communications Services</td>
<td>20.2</td>
</tr>
<tr>
<td>Community and Business Engagement</td>
<td>4.0</td>
</tr>
<tr>
<td><strong>Department Total</strong></td>
<td><strong>149.2</strong></td>
</tr>
</tbody>
</table>

Since 2011, the number of staff has grown from 110 in 2011 to 125 in 2017 representing a 13.6 percent increase that is primarily the result of a state increase in Technical Support Specialists that comes with student growth. This is a higher growth rate than for the overall central office functions.

**INFORMATION TECHNOLOGY SERVICES**

The Office of Information and Instructional Technology Services’ (ITS²) works to provide equitable access and effective use of existing and emerging technologies to support enterprise business applications, communications, and classroom instruction. These platforms are meant to create a “future ready” environment that will engage and challenge diverse learners in preparation for global citizenship in an increasingly complex information society. ITS provides the human resources, hardware, and software necessary to maintain an integrated division-wide information and instructional support system.

The Office of Information Technology Services provides the business functions (e.g., payroll, personnel subsystems, student information systems, printing/bindery services, telecommunication services, division-wide information security), and also supports instruction in the classroom by managing a Wide Area Network (WAN) with approximately 45,000 networked computers and 300 file servers.

ITS also leads and guides the integration of technology into classroom instruction, which is unique organizationally with other divisions. ITS
The Office of Instructional Technology Services provides direction and support for the school-based Instructional Technology Coaches (ITCs) and provides division-wide professional development to integrate technology into classroom instruction.

**Personnel**

The Technology Office consists of 125 FTE. Staffing remained relatively flat for several years before a small investment to increase staffing by 4 FTE was made in 2015.

<table>
<thead>
<tr>
<th>Department</th>
<th>2017 FTE Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Applications Maintenance Contracts</td>
<td>7.0</td>
</tr>
<tr>
<td>Help Desk Maintenance Contracts</td>
<td>70</td>
</tr>
<tr>
<td>Management and Administration</td>
<td>4.0</td>
</tr>
<tr>
<td>Instructional Technology</td>
<td>1.0</td>
</tr>
<tr>
<td>Printing Center</td>
<td>4.0</td>
</tr>
<tr>
<td>Security Services Maintenance Contracts</td>
<td>5.0</td>
</tr>
<tr>
<td>SIS Maintenance Contracts</td>
<td>15</td>
</tr>
<tr>
<td>System Support Maintenance Contracts</td>
<td>8.0</td>
</tr>
<tr>
<td>Telecommunications Maintenance Contracts</td>
<td>11</td>
</tr>
<tr>
<td><strong>Department Total</strong></td>
<td><strong>125.0</strong></td>
</tr>
</tbody>
</table>

**Critical Functions and Activities**

- **Network Services** – Provides bandwidth services for the entire division as well as telecommunications and wireless communications support for data, voice, video, and radios.
- **Information Security** – Provides overall network security for PWCS. In addition, completes FOIA requests and general email investigations.
- **Helpdesk and Workstation** – Tier I and II operational and technical support via school based Technical Support Specialist and a central office helpdesk that troubleshoot and assist schools.
- **Student Information Systems** – Responsible for programming and application support for Power School.
- **Business Applications** – Provides programming and general support for ERP system.
- **Information Systems** – Provides operational, technical and functional support of the Enterprise Data Centers, backup/restore services, and supports Microsoft products.
- **Instructional Technology** – Provides “future ready” support, leadership professional development, and resources to schools for innovative technologies to integrate into the curriculum. Provides oversight and supervision of school-based ITCs.
- **Imaging Center** – Print shop for school division.
Key Challenges

- Limited funding is the most significant challenge for IT. Funding the Technology Improvement Plan (TIP)—including bandwidth, computer refresh, VoIP and wireless upgrades—is particularly challenging.

- The organization is in the early stages of evaluating upgrades to, or selection of, a new student information system. This system upgrade will be challenging given how current resources are stretched thin.

- Members of the IT team may serve in roles outside of their functional area given the shortage of resources.

- The staffing ratios have declined over the past decade when compared to the number of students and to the number of workstations. The chart below shows the staffing ratios per 10,000 students over the past decade when compared to the state mandated support levels for help desk and workstation staff.

- PWCS faces a state and federal mandate that will require staff and systems investment to retention of records.

The graphic below shows the staffing ratios when compared to the number of workstations. The number of workstations has more than doubled from 19 thousand in 2004 to 45 thousand in 2015, while Help Desk and Workstation staffing levels have grown less than 7 percent from 61 to 65 FTE during this same time period. It is important to note that workstations have become a smaller portion
of the total number of devices attached to the network. Eight thousand tablets, thousands of interactive whiteboards, and other such devices are increasingly used to gain access to the network.

- It is becoming more evident as technology usage in the division increases (including hardware/software, and increased internet and network capabilities division-wide) that the staff in Network Services and Security Services is stretched to effectively service the growing infrastructure. In order to support instructional technology division-wide and improve system support, additional Network Services and Security Services IT staff will likely be required over time.

![Staffing Ratios Over Time (per 10K Workstations)](image)

- In addition to the help desk and workstation support staff, the number of field staff has declined on a per 10 thousand student and per 10,000 workstation basis.
- The number of field staff per 10,000 students has declined slightly from 7.2 FTE to 6.6 FTE per 10,000 students.
- On a per workstation basis, the number of field staff per 10,000 workstations has fallen from 26 FTE to 12 FTE per workstation.
Technologies:
PWCS utilizes technology in each of its functional areas within IT. However, the TIP has been developed to ensure that PWCS is keeping up with rapidly changing technologies. Given the doubling of workstations attached to the network in the past decade, the WAN and WLAN infrastructure to support cloud computing, the Bring Your Own Device (BYOD) options, and 1:1 computing, PWCS should frequently review the need to expand bandwidth to ensure that the infrastructure is keeping up with division needs.

Peer school divisions report using a variety of technology platforms in the information technology divisions. In our interviews, no two divisions reported using the same IT software platforms. Representative technologies in use by peer divisions include IT Direct for ticket management, Solarwinds for network monitoring, and SchoolDude for ticket management and asset management.

<table>
<thead>
<tr>
<th>Technology</th>
<th>Function</th>
<th>Divisions Using Platform</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aesop</td>
<td>Absence Management</td>
<td>Manassas Park</td>
</tr>
<tr>
<td>Canvas</td>
<td>Learning management system</td>
<td>Manassas Park</td>
</tr>
<tr>
<td>Keystone</td>
<td>HRIS/ERP</td>
<td>Manassas Park</td>
</tr>
<tr>
<td>SchoolDude</td>
<td>Ticket and asset management</td>
<td>Manassas Park</td>
</tr>
</tbody>
</table>

Remedy | Ticket management | Anne Arundel
---|---|---
Kinetics | Event management | Anne Arundel
Oracle | ERP | Anne Arundel
HP Open View | IT network monitoring | Anne Arundel
VEEAM | Data center | Anne Arundel
Meraki | Mobility management | Anne Arundel
IT Direct | IT ticket system | Manassas City
Solarwinds | IT network monitoring | Manassas City
Track-IT | IT Inventory Management | Manassas City
Follet Destiny Library Manager | Library Management System | Manassas City
PowerSchool | Student Information System | Manassas City
PowerTeacher | Gradebook | Manassas City
Moodle | Open-Source Learning Platform | Loudoun
Safari Montage | Media Management | Loudoun

**Best Practices and Innovations:**

The Virginia Efficiency Review identified a number of best practice models in the area of technology related to budgeting, staffing, and teacher proficiency. These include:

- Budgeting between four and six percent of the overall budget for technology.
- Using the International Society for Technology in Education (ISTE) benchmarking standards to determine and maintain the necessary level of technology staffing.
- Teachers meeting or exceeding VDOE Technology Standards for Students and Instructional Personnel (TSIP).

Currently, PWCS has 2.6 Communications staff and 14.1 Technology staff per 10,000 students. Additionally, PWCS has a well-developed, comprehensive “future ready” three year technology plan in place that supports its vision to effectively integrate technology in all areas of teaching, learning, administrative and business practices.
**Benchmark Comparisons**

- Prince William ranks 6 out of 10 in terms of IT FTE per 10,000 students.
- Manassas Schools share IT services with other peer school divisions.
- Alexandria, which has the highest proportion of IT FTE, devotes a number of employees to help desk, education and business systems, and network and infrastructure positions.
- IT FTE vary across the board and show little correlation with student enrollment.
- Additionally, many of these IT positions are embedded within the schools themselves.

**Organizational Benchmarks**

A review of organizational structures across the largest peer divisions indicated that there were two distinct structures used by offices of information technology:

1. In the largest school divisions, where a deputy superintendent of operations or chief operating officer exists, the Chief Information Officer reports to this position. The functions that these offices are responsible for include applications and business information systems, technology integration, infrastructure and operations, learning management systems, and enterprise systems. The four divisions that use this structure include Anne Arundel, Fairfax County, Montgomery County, and Prince George’s County.
2. In the other three divisions, the technology responsibility belongs to an associate superintendent reporting directly to the superintendent or the deputy superintendent. The responsibilities are largely similar, however, in these school divisions the function of learning management systems is not a separate responsibility. The school divisions that use this structure include Prince William County, Howard County, Loudoun County, and Virginia Beach.

### Department of Information Technology

**Office reporting to the Chief Operating Officer**

- **Superintendent**
- **Chief Operating Officer**
- **Chief Information Officer**
- **Infrastructure and Operations**
- **Learning Management Systems**
- **Technology Integration and Support**
- **Enterprise Systems**

- Many Information Technology Departments report up to the Chief Operating Officer. The offices underneath include technology, operations, and enterprise systems.
- Example Schools: Anne Arundel, Fairfax County, Prince George’s County, and Montgomery County

**Deputy/Associate Superintendent Level**

- **Superintendent**
- **Associate Superintendent Technology Svcs.**
- **Information Technology**
- **Technology Operations**
- **Information Management & Data Security**
- **Network Solutions**

- Some information technology offices have report directly to the superintendent with varying responsibilities including information technology, operations, and information management.
- Example schools: Prince William County, Howard County, Loudon County, and Virginia Beach

**Departmental Responsibility Benchmarks**

- Activities across the peer divisions are similar in the information technology space, as all divisions maintain the full set of responsibilities, including application and infrastructure, data processing, telecommunications, support for integrating research, and technical support specialists.
- In addition to the survey responses below, PWCS provides printing and imaging services to the division for communication and publications purposes.
<table>
<thead>
<tr>
<th>Department Responsibility</th>
<th>Prince William</th>
<th>Loudoun</th>
<th>Anne Arundel</th>
<th>Fairfax</th>
<th>Manassas City</th>
<th>Manassas Park City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application, computer, and infrastructure support through training, technical assistance, and network management</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Data processing support for central computer services, division-wide software maintenance, and programming services</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Telecommunications and wireless communications support for data, voice, video, and radios</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Support for integrating researched, state-of-the-art technologies into classroom instruction and administrative applications</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Support, leadership, and professional development for school-based ITCs and Technical Support Specialist (TSSPECs)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
COMMUNICATION SERVICES

The communications team combines Community Relations, Media Production, Web Management, Lobbying, and Community and Business Engagement to facilitate clear and accurate communication between the School Division and key constituencies.

Personnel

The Communications department consists of 23.2 FTE. Communications staffing has remained flat over the past several years. The associated Community and Business Engagement function has added 2 FTE, one of which is grant-funded.

<table>
<thead>
<tr>
<th>Department</th>
<th>2017 FTE Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications and Technology Services</td>
<td>4.0</td>
</tr>
<tr>
<td>Community Relations</td>
<td>3.0</td>
</tr>
<tr>
<td>Web and Social Media</td>
<td>2.0</td>
</tr>
<tr>
<td>Distance Learning</td>
<td>0.7</td>
</tr>
<tr>
<td>Production Services</td>
<td>9.5</td>
</tr>
<tr>
<td>Virginia Star Program Grant</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Communications subtotal</strong></td>
<td><strong>20.2</strong></td>
</tr>
<tr>
<td>Community and Business Engagement</td>
<td>4.0</td>
</tr>
<tr>
<td><strong>Communications and Community and Business Engagement Total</strong></td>
<td><strong>24.2</strong></td>
</tr>
</tbody>
</table>

Critical Functions/Activities:

School and Employee Communications

- Provides PWCS communication training, guidelines, and assistance.
- Coordinates ceremonies and special events.
- Leads selection, implementation, content maintenance, and staff training for all schools and departments using the evolving PWCS Web platform and mobile application.
- Provides central coordination of the division-wide robotics program
- Manages and provides training for use of PWCS auto dialer/mass communication system.
- Curates division-wide social network sites.
- Publishes “Communicator” and “Division Leader” staff newsletters.
Board Relations

- Facilitates regular communications with the school board.
- Produces Board Brief’s newsletter summarizing Board Meeting outcomes, and Board Brief’s Videos, highlighting the priority issues for each Board Member.
- Produces live School Board meeting telecasts.
- Provides leadership with school board legislative priorities.

Media Productions and Support

- Delivers graphic design services across division.
- Produces video and multi-media tools for classroom and staff training use.
- Maintains and supports the use of multi-million dollar Central Office conference room AV equipment.
- Produces complex division-wide productions (Saluting our Stars, EEE), photography, video, and multimedia.
- Operates 24/7 PWCS-TV channel.
- Operates Prince William Network, providing PWCS-aligned program production and web management to a nation/worldwide audience.
- Collaborates with Hylton HS to engage students in video production training and support.

Public Relations, Media Relations, Crisis Communication

- Leads school and division-wide communication on urgent and crisis issues.
- Represents PWCS in news media.
- Creates regular and special publications (e.g., annual Middle School/Elementary Guide and Calendar, and PWCS Information Guide).
- Ensures PWCS outreach complies with DOJ Settlement.

Business and Community Engagement

- Builds and maintains business partnerships, generating millions in financial and in-kind support.
- Facilitates mission-appropriate commercial advertising to fund PWCS activities, while promoting school and student achievement.
- Administers innovative grants program.
- Manages high-profile events to connect business and legislative leaders to the PWCS community.
- Administers SPARK Educational Foundation Fund-Raising (e.g., mini-grants, scholarships, capital projects).
- Coordinates division-wide Robotics Program.
- Administers VirginiaStar Computer Refurbishing program via grant funding.
**Key Challenges:**
The need for the school division to upgrade and drive innovation into its communication platform has resulted in the following key challenges for the department:

- Increased public expectations and the evolution of division-wide systems presents funding challenges to the ongoing maintenance of the web platform/mobile application.
- PWCS faces a federal Office of Civil Rights mandate that will require staff and systems investment to all division websites fully accessible to people with hearing and visual disabilities.
- Expanding division outreach to maximize school-based communication channels.
- Increasing social media outreach to improve two-way communication.
- Continuing to expand the use of digital media to reduce printing costs.
- Expanding original and student-produced PWCS-TV programming.
- Continuing to support communication compliance with the DOJ EL settlement.
- Boosting awareness of how PWCS programs, personnel, and achievements deliver on approved strategic plan.

**Technologies:**
The Communications team utilizes School Messenger to facilitate robocalls to the parents of PWCS students. Additionally, the Communications department went live with a new website for PWCS during the summer of 2016. This involves the ongoing management of substantial platform design and infrastructure development issues. There remains an opportunity to ensure the website is integrated with other enterprise technology (e.g., student management system, parent portal, electronic gradebook).

Peer division’s communications departments reported using technology solutions that serve a similar purpose to SchoolMessenger. Manassas City Public Schools uses Let’s Talk! from K12 Insight to facilitate community engagement and feedback. Anne Arundel County Public Schools uses BlackBoard Connect for mass notifications, in addition to the LMS functionality that Blackboard offers.

<table>
<thead>
<tr>
<th>Technology</th>
<th>Function</th>
<th>Divisions Using Platform</th>
</tr>
</thead>
<tbody>
<tr>
<td>SchoolMessenger</td>
<td>Robocalls and website</td>
<td>Prince William</td>
</tr>
<tr>
<td>Let’s Talk!</td>
<td>Parent feedback</td>
<td>Manassas City</td>
</tr>
<tr>
<td>Blackboard</td>
<td>Mass notifications</td>
<td>Anne Arundel</td>
</tr>
</tbody>
</table>

**Best Practices and Innovations:**
The Communications department has a robust media production service, enabling the Communications team to leverage videos, livestream, podcasts and video on demand to raise awareness of the programs and successes of PWCS. Communications Services regularly assists schools and departments in explaining and disseminating details of complex or urgent information, reinforcing parent confidence.
**Benchmark Comparisons**

- There are economies of scale when comparing Communications FTE per 10,000 students since larger schools such as Fairfax and Prince George’s require comparatively fewer employees to run the departments.
- Large divisions such as Fairfax have less than one FTE per 10,000 students while Alexandria and Manassas City have closer to 4 FTE per 10,000 students.
- Prince William is ranked 5 out of 10 in relation to the peer group, which corresponds closely to its student enrollment population.

**Organizational Benchmarks**

The organizational benchmarks for the office of communication include three basic alternatives – reporting to a separate department, an independent office reporting to a superintendent, and a deputy superintendent level position.

- Schools such as Anne Arundel, Fairfax, and Howard have separate communications units that roll up to the superintendent’s chief of staff. These units typically are headed by a senior staff position such as a senior manager.
• Smaller schools such as Manassas City and Manassas Park have a handful of communications positions that are included in a separate department (Manassas Park only has a support liaison that handles communications duties).

• Montgomery has an entirely independent communications office. That department is led by an officer of communications who reports directly to the superintendent.

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**Departmental Responsibility Benchmarks**

- The PWCS Office of Communications generally has more responsibilities than similar departments in peer divisions. For example, the production duties associated with maintaining the AV/conference support equipment, assistance with the Hylton program, and support for classroom and staff training videos are activities that many other districts do not accept responsibility for. Also, smaller divisions such as Manassas City, Manassas Park, and Anne Arundel do not run their own 24/7 school channel due to limited resources.

- Anne Arundel has assigned fewer responsibilities to its office of communications than Prince William, including SPARK fundraising, maintaining DOJ compliance, and assisting with school board initiatives.

- In Loudoun, the communications function is not responsible for providing leadership for the board with legislative priorities nor does the Loudon communications team manage community and business relationship fundraising similar to the SPARK program.
<table>
<thead>
<tr>
<th>Department Responsibility</th>
<th>Prince William</th>
<th>Loudoun</th>
<th>Anne Arundel</th>
<th>Fairfax</th>
<th>Manassas Park City</th>
<th>Manassas City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides PWCS communication training, guidelines, and assistance</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Manages news media and public relations, crisis communication, and community outreach</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Leads selection, implementation, content maintenance, and staff training for the evolving PWCS Web platform, mobile application, autodialer system, and social network sites</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Produces regular and special publications (e.g., “Board Briefs,” “Communicator,” “Guide and Calendar”)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Provides leadership with School Board legislative priorities</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Delivers graphic design, photography, video, multimedia production, event coordination, and A/V services</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Operates 24/7 PWCS-TV channel and Prince William Network, including program production and web management</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Builds and maintains business partnerships</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Administers SPARK fundraising, revenue, and outlay</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Assures communication compliance with DOJ EL settlement</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Coordinates ceremonies and special events</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Facilitates School Board communication</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
ASSOCIATE SUPERINTENDENT FOR FINANCE AND SUPPORT SERVICES

The Associate Superintendent for Finance and Support services has five direct reports and oversees 1,793 full time equivalent staff members. The five departments reporting to the associate superintendent include:

- Facilities Services
- Financial Services
- Food and Nutrition Services
- Risk Management and Security Services
- Transportation Services

It is important to highlight that the associate superintendent oversees both finance and operations, which substantially expands the oversight responsibilities for the department.

The department has several key challenges, including:

- Maintaining service levels against funding levels that have held steady since 2009 – 2010.
- The team will be strained to maintain customer satisfaction levels as the schools grow and the central office remains at the same or lower staffing levels.
- Capacity challenges when specialized skills are deployed to other functions at the site level.
- The need to manage higher volumes of data for analysis and performance improvement.
- The high span of control across the associate superintendent level affects the level of support that the associate superintendents can provide across the school division.
- The need for associate and deputy-level staff to accept more responsibility based on workload.
- Managing, hiring, and replacement of staff as well as ongoing succession planning.
- Ensuring proper coverage within the departments in case of absence or loss of staff.
Of the 1,962.5 FTE staff members who report to the department, 1,852.2 are from the operational departments that include facilities, transportation, and food and nutrition services. The remaining 110.3 staff members report to Risk Management and Financial Services.

<table>
<thead>
<tr>
<th>Department</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities Services</td>
<td>258.0</td>
</tr>
<tr>
<td>Financial Services</td>
<td>77.5</td>
</tr>
<tr>
<td>Risk Management and Security Services</td>
<td>32.8</td>
</tr>
<tr>
<td>School Food and Nutrition Services</td>
<td>28.0</td>
</tr>
<tr>
<td>Transportation Services</td>
<td>56.0</td>
</tr>
<tr>
<td><strong>Central Office Total</strong></td>
<td><strong>452.3</strong></td>
</tr>
<tr>
<td>School Based Food Service</td>
<td>620.9</td>
</tr>
<tr>
<td>Bus Operations</td>
<td>889.3</td>
</tr>
<tr>
<td><strong>Department Total</strong></td>
<td><strong>1962.5</strong></td>
</tr>
</tbody>
</table>

Since 2015, when the total number of FTE reached 1,962.5, the number of staff has remained flat. Management of the department occurs on a department-by-department basis due to the broad nature of the functions reporting to the department. PWCS has developed a number of techniques to manage the
resource challenges. One of the techniques and best practices utilized is the Retirement Opportunity Program (ROP). The program hires back retired employees to work 10 percent of previous hours and get paid up to 19 percent of previous salary. Participation in the program can last a maximum of seven years, and is used to bring back experienced teachers or retired principals to cover if teachers or principals are out for extended time periods. The program is excellent for knowledge transfer; and is a good bridge for succession planning.

Organizational Benchmarks

The consolidation of the finance and support services functions at Prince William County is a unique structure. In other school divisions, the duties are maintained by:

A chief operating officer-
- In a number of school divisions, including the largest school divisions, a deputy of operations or chief operating officer oversees the finance and support services functions. The school divisions that use this type of a structure include Anne Arundel, Fairfax County, Montgomery County, and Prince George’s County.

The combination of chief financial and chief operating officers-
- In three of the other large peer divisions, the functions are divided between the chief operating officer and the chief financial officer. These school divisions include Howard County, Loudoun County, and Virginia Beach.
FACILITIES SERVICES
The Director of Facilities Services has general oversight of 258 full time employees and six direct reports, including an executive secretary, a facilities management specialist, an employee Relations Coordinator and three Department Supervisors.

People
The facilities services department has grown more slowly than the overall central office growth at 8.4 percent between 2011 and 2017. The employees of the Office of Facilities Services (OFS) are broken down as follows:

<table>
<thead>
<tr>
<th>Department</th>
<th>2017 FTE Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management and Administration</td>
<td>15.0</td>
</tr>
<tr>
<td>Construction</td>
<td>8.0</td>
</tr>
<tr>
<td>Facilities Management</td>
<td>220.0</td>
</tr>
</tbody>
</table>

March 3, 2017
**Primary Responsibilities**
The department’s primary responsibilities are:

**Facilities Management**
- Repair, maintenance and improvement of building space and grounds
- School initiated facility improvements
- Environmental programs
- Snow removal for all facilities
- Average 84 yearly portable classroom relocations during the summer

**Construction**
- Project planning, design and management of construction for new buildings, additions and renovations of schools and support facilities
- Various major facility improvements
- Budget forecasting for capital improvements program (CIP)
- CIP project schedule development
- Evaluation of proposed site acquisitions for feasibility of construction

**Planning and Financial Services**
- Division-wide administrator of the capital improvements program
- Short and long-term student enrollment forecasting
- Attendance boundary analysis and administration
- Real property management (deeds, easements)
- Site acquisition/disposition
- Energy, sustainability, and utility management

**Critical Functions and Activities**
OFS annually manages approximately $150 million to $300 million of construction budget and $26 million in operating budget. The school division currently includes 95 schools, four bus transportation centers, the Kelly Building and the Independent Hill Complex which houses Facilities Services, Warehouse and Supply Services, Food and Nutrition Services, and several other central office departments. Critical functions and activities include:

- **Maintenance.** Minor building renovation functions are managed and in many cases performed by Facilities Management staff. Buildings are renovated with minor cosmetic work every seven years. Facilities are placed on a rotating schedule with a fixed baseline budget of $700,000 per year.

- **Construction of all school and support facilities.** Staff is responsible for inception, design, planning, public bidding process, construction management, and one-year warranty. The office
develops project specifications and performs building material analysis for cost effective construction, sustainability, ease of maintenance and durability. Additionally, staff administers building plan reviews, permits, inspection and occupancy processes with the Prince William County Government. Finally, staff manages professional architects, engineers and consultants throughout the design and construction process.

- **Renovation of all school and support facilities.** PWCS has a goal of renovating every school every 21 – 25 years. This is in addition to the seven year maintenance cycle.

- **Planning.** The PWCS annual Capital Improvements Program (CIP) takes student projections and works with Construction and Facilities Management to decide where and when to build new facilities or additions to existing schools, and adjust the renovation schedule accordingly. The CIP takes four months to develop before sending for board approval, covers a 10-year period, and involves 10 to 15 people across various central office departments.

- **Student enrollment forecasting.** Using statistical analysis and geographic information system tools, staff develops ten-year enrollment projections for each school. Projections are used for budget planning, capital planning, and boundary planning purposes.

- **Attendance boundary analysis and implementation.** Staff educate, manage, and facilitate a boundary planning committee, made up of community members, in developing boundary plans based on enrollment projections, transportation, and community input. The committee presents its proposal(s) to the school board for review.

- **Site and land acquisition.** Staff administers (internally) acquisition of property for new schools or support facilities, property disposition, deeds, easements, leases and land records.

- **Day-to-day operations** (e.g. work orders). There are approximately 60,000 work orders annually, including an estimated 11,000 HVAC work orders. The closure rate for work orders is 75 percent within one week.

- **Custodial Services.** OFS has 16 custodians for non-school-based needs, Kelly Leadership Center (KLC), Independent Hill Complex (IHC) and Bus Op centers. School based custodians report to the building principal. This can be centralized if a school continually fails to meet minimum cleanliness standards.

- **Quality Assurance Program.** Three custodial QA inspectors regularly inspect schools and generate electronic pictorial reports noting deficiencies. These reports are emailed to building principals for action. They are also tracked for short and long term statistical purposes, providing valuable data. This group provides regularly scheduled custodial training, certification, and new-hire recommendations and maintains a substitute custodial pool that supports the entire School Division.

- **Snow Removal.** Over 65 plow vehicles and sand spreaders keep the School Division’s 100+ facilities and 244 acres of asphalt clear of snow and ice. Rarely are outside contractors needed to assist. When in snow removal operation, a website is managed by this staff and provides up to the minute information for senior staff to make division-wide opening and closure decisions.

- **Annual Portable Classroom Relocations.** The School Division owns a fleet of 311 portable classrooms to keep up with changing enrollment conditions, relocating an average of 84 each summer. The school division owns a trailer toter truck and has a crew dedicated to this effort.
• **Annual Permit Program.** Virginia Construction Code allows PWCS to operate an in-house building permits program to perform various types of work without having to obtain and pay for individual permits from Prince William County Government. This provides an invaluable service for school initiated small projects that otherwise would involve an enormous administrative effort with the PWC Building Permits Office. An average of 250 in-house permits is issued each year. This process undergoes an annual audit to ensure compliance with laws and regulations.

• **Energy, Sustainability, and Utility Management.** Staff manages an energy conservation contract with Cenergistic. They also review, analyze and pay monthly utility expenditures. In addition, staff negotiate utility rates, assist with building commissioning, administer facility scheduling for community use and recycling programs, as well as promote division-wide sustainability and conservation initiatives.

• **Environmental programs.** Staff are responsible for issues relating to indoor air quality, mold remediation, dust control, abatement of hazardous materials (i.e., asbestos, lead, etc.), drinking water testing, radon testing, indoor pollen control (and other allergens), and storm water retention pond maintenance. This staff manages our Municipal Separate Storm Sewer System (MS4) permit issued by the VA Department of Environmental Quality. These in-house Project Managers monitor the health and conditions of all the storm water detention ponds as well as all storm water that leaves our sites. Recent environmental regulations have significantly increased the effort required of this program.

**Key Challenges**
Department leadership identified the following key challenges:

• Continue to provide “World Class” customer-responsive facilities support within significantly constrained resources.
• Continue to build and renovate a safe, healthy and comfortable space to support the educational process with existing resources.
• Provide renovated space to ensure reasonable equity between older and newer schools.
• Identify and acquire, through developer proffers or at reasonable expense, suitable sites for future schools.
• Successfully design and construct all approved Capital Improvements Program projects.
• Provide increasingly accurate enrollment forecasting, improving small area forecasting.
• Continue the development of in-house technical specifications.
• Maximize the efficiency with which the school division utilizes energy.
• Recently, affordable/suitable land for school sites has become significantly challenging to find. Commercial and residential developers buy the buildable sites, often adding students and increasing our need for new seats while reducing available land.
Technologies

OFS uses the web based SchoolDude Suite of products for Computerized Maintenance Management System (CMMS). The backbone is Maintenance Direct, providing routing of work requests from sites to technicians, as well as documenting work performed, labor hours and materials used. The system provides excellent management detail and generates reports for performance benchmarking. The PM Direct module is used by OFS as an automatic work request generator for preventative maintenance. This includes routine annual maintenance such as electrical infrastructure, lubrication and changing belts and filters on HVAC equipment.

OFS uses PM Web construction project management software to seamlessly manage and archive contracts, submittals, schedules, requests for information, meeting notes, pay applications, change orders, punch lists, etc.

OFS believes in using technology to its fullest extent and has significantly reduced paper usage. Most technicians and managers are equipped with iPads or other portable technology to provide them with accurate, real time information, drastically improving efficiency for communications, making repairs, reports, punchlists, and anything that can be done electronically.

In reviewing the technology solutions across peer school divisions, a variety of solutions are in use. In our interviews, Manassas City Park, Manassas Park, Loudoun County, and Anne Arundel County reported using SchoolDude to produce management reports and provide oversight for work orders. Other technologies are reported in the table below.

<table>
<thead>
<tr>
<th>Technology</th>
<th>Function</th>
<th>Divisions Using Platform</th>
</tr>
</thead>
<tbody>
<tr>
<td>SchoolDude</td>
<td>Management Reports and oversight for work orders</td>
<td>Prince William</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Loudoun County</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Manassas City</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Manassas Park</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anne Arundel</td>
</tr>
<tr>
<td>Energy Cap</td>
<td>Utility bill management</td>
<td>Prince William</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Loudoun County</td>
</tr>
<tr>
<td>Orange QC</td>
<td>Janitorial Quality Control</td>
<td>Loudoun County</td>
</tr>
<tr>
<td>Oracle</td>
<td>ERP</td>
<td>Loudoun County</td>
</tr>
<tr>
<td>CAD</td>
<td>Drafting &amp; Design</td>
<td>Prince William</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anne Arundel</td>
</tr>
<tr>
<td>Revit</td>
<td>Building design &amp; Structural</td>
<td>Prince William</td>
</tr>
</tbody>
</table>
Best Practices and Innovations
The Virginia Efficiency Review identified the following best practice models in the area of facilities related to energy management, maintenance efficiency, and maintenance staff ratios:

- Maintaining a successful energy management program.
- Using performance measures to evaluate the efficiency and identify areas in need of improvement.
- Maintaining the number of maintenance staff at best practice levels.

Examples of additional best and innovative practices include ten cell tower leasing programs at five schools through a Public Private Partnership (PPP) that returns PWCS $25,000 per month in revenue. PWCS is in the fourth year of a five-year energy savings contract that pays the vendor 35 percent of the savings achieved. Over the past four years, PWCS has realized nearly $20 million in savings while increasing 800,000 square feet in building space. Next year the 35 percent vendor share will end and PWCS will realize 100 percent of the energy savings.

Benchmark Comparison

<table>
<thead>
<tr>
<th>Facilities Services Staffing</th>
<th>Prince William</th>
<th>Loudoun</th>
<th>Howard</th>
<th>Prince Arundel</th>
<th>Prince Georges</th>
<th>Fairfax</th>
<th>Montgomery</th>
<th>Alexandria</th>
<th>Manassas City</th>
<th>Manassas Park City</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTEs per 10K Students</td>
<td>29.2</td>
<td>25.5</td>
<td>33.8</td>
<td>30.9</td>
<td>29.1</td>
<td>30.9</td>
<td>35.8</td>
<td>19.0</td>
<td>20.6</td>
<td>2.8</td>
</tr>
</tbody>
</table>
For benchmarking purposes, school-based facilities personnel have been separated from central services employees.

PWCS ranks six out of ten in relation to its peer divisions in terms of FTE per 10,000 students.

Manassas Park City outsources the majority of its facilities function with one director overseeing all facilities services.

### Facilities FTEs per 1 million square feet

<table>
<thead>
<tr>
<th>Division</th>
<th>Facilities FTEs per 1M Sq Ft</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prince William</td>
<td>23.5</td>
</tr>
<tr>
<td>Loudoun</td>
<td>19.5</td>
</tr>
<tr>
<td>Howard</td>
<td>21.7</td>
</tr>
<tr>
<td>Anne Arundel</td>
<td>19.3</td>
</tr>
<tr>
<td>Prince Georges</td>
<td>18.9</td>
</tr>
<tr>
<td>Fairfax</td>
<td>23.7</td>
</tr>
<tr>
<td>Montgomery</td>
<td>24.4</td>
</tr>
</tbody>
</table>

When accounting for the number of facilities FTE per square foot for the largest school divisions, Prince William County was just above average in their peer group with 23.5 facilities FTE per one million square feet.

Larger divisions, such as Montgomery and Fairfax, had an above average number of FTE per square feet. This indicates that the largest school divisions with the biggest footprints may have higher levels of staffing and needs.

**Organizational Benchmarks**

A review of organizational structures across the largest peer divisions indicated that the Office of Facilities Services was generally treated in two separate manners – one structure where the office reports directly to an associate superintendent and another where the office reports to a chief operating officer.
In PWCS and Loudoun County, the officer of facilities services reports directly to an associate superintendent of support services. Peer offices at this level include Transportation and Food and Nutrition.

In many other large school divisions, such as Howard and Montgomery County, a chief operating officer takes responsibility for these operational offices.

Other small school divisions, such as Manassas Park, contract their facilities services to an independent provider.

Department of Facilities Services

> Some school districts have a separate Director of Facilities that reports directly to an Associate Superintendent.
> Example schools: Prince William, Loudoun

Departmental Responsibility Benchmarks

> In the Office of Facilities Services, PWCS maintains significantly more responsibilities than peer divisions.
> Unlike many comparable schools, Prince William assigns the following duties to the Office of Facilities: construction and renovation of facilities, long-term student enrollment forecasting, attendance boundary analysis, and a capital improvements program.
> Only Anne Arundel notes similar departmental duties for their facilities office.
> These responsibilities help explain why Prince William's ratio of FTE per 10,000 students is higher than the peer average.
• It should be noted that PWCS maintains responsibility for portable classroom (trailer) relocations and snow/ice removal services (including +100 facilities and 244 acres), which are not standard responsibilities across the school divisions.

<table>
<thead>
<tr>
<th>Department Responsibility</th>
<th>Prince William</th>
<th>Loudoun</th>
<th>Anne Arundel</th>
<th>Fairfax</th>
<th>Manassas City</th>
<th>Manassas Park City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction and Renovation of School Facilities</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Planning, Design, and Construction</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital Improvements Program</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long Term Student Enrollment Forecasting</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance Boundary Analysis</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Real Property Management</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Site Acquisition/Disposition</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repair, Maintenance, and Improvement of building space and grounds</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Programs</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Energy, Sustainability, and Utility Management</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FINANCIAL SERVICES**

The Director of Financial Services oversees 77.5 FTE with five supervisors.

- Supervisor of Budget
- Supervisor of Financial Services
- Supervisor of Accounting Services
- Supervisor of Purchasing
- Supervisor of Supply Services

**People**

The Office of Financial Services provides financial oversight, accounting and budgeting, purchasing, supply and warehouse services for the division.
Critical Functions and Activities

The Office of Financial Services oversees a budget of approximately $6.5 million per year and maintains the fiscal operations of the school division. The critical functions of this department include:

- **Accounting Services.** This activity processes vendor payments, performs reconciliations, provides financial reporting, provides oversight of the Procurement Card (P-Card), and manages the general ledger.
- **Payroll Services.** This activity processes timely and accurate salary and benefit payments to all PWCS employees and related payroll vendors.
- **Procurement Management.** The schools maintain delegated authority with site-based purchasing. However, this activity maintains responsibility for oversight, management, compliance, and training for procurement acquisition, in accordance with applicable policies, regulations, and laws.
- **Budgeting.** This activity oversees budget development and associated reporting, budget, position reconciliation, budget transfers and management, production of the budget book, and production of the CAFR.
- **Audit Services.** This activity manages the School Division’s financial auditing functions.
- **Distribution Center/Centralized Warehousing (Receiving and Distribution) and Asset Management.** This activity and its team manages three warehouses which receive and distribute orders for the School Division, and handle fixed assets, capital assets, and inventory management. Distribution/Delivery services include moving school furniture affected by school renovations. PWCS’ purchasing power allows bulk surplus items purchasing from schools, and external sales to the park authority and other governmental units.

Challenges

- Lack of division-wide credit card acceptance.
- Lack of consistent processes related to the entry of time and leave. Schools have a variety of methods for monitoring and inputting time. Investments are currently being made to improve upon this situation through the implementation of an automated time and leave system.
- Ongoing challenges related to changing technology and the support of this technology. ERP systems change on an ongoing basis and it has been and continues to be difficult to keep up with this changing environment.
- The combination of a growing school division and site based management make it difficult to keep standard policies and procedures in place. This requires continual application of resources.
• Continuing increased payroll, accounting, and reporting requirements to meet government audit criteria related to increased scrutiny of compliance issues associated with federal money as well as policy and regulatory compliance.

**Technologies**

Prince William uses the Advantage Financial, a CGI Software system, as the ERP software system. As part of this system, the Advantage Performance Budgeting module is also utilized. PWCS is also implementing Kronos system to automate time and leave, and decrease the two percent payroll error rate.

Loudoun County uses the Oracle Financial System as the ERP software system, and Manassas Park City Schools reported three specific technology platforms the division uses within its financial services function. These include Keystone, for financial information management, and Absence Management, which includes Aesop and VeriTime for employee attendance and time tracking.

<table>
<thead>
<tr>
<th>Technology</th>
<th>Function</th>
<th>Divisions Using Platform</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advantage Financial</td>
<td>ERP System</td>
<td>Prince William</td>
</tr>
<tr>
<td>Advantage Performance Budgeting</td>
<td>Budgeting Software</td>
<td>Prince William</td>
</tr>
<tr>
<td>Kronos (Implementing)</td>
<td>Time Entry System</td>
<td>Prince William</td>
</tr>
<tr>
<td>Keystone</td>
<td>Financial information management</td>
<td>Manassas Park</td>
</tr>
<tr>
<td>Aesop (part of Absence Management)</td>
<td>Employee attendance tracking and reporting</td>
<td>Manassas Park</td>
</tr>
<tr>
<td>VeriTime (part of Absence Management)</td>
<td>Electronic time entry system</td>
<td>Manassas Park</td>
</tr>
<tr>
<td>BlueBear</td>
<td>Accounting/Management</td>
<td>Prince William</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Manassas City</td>
</tr>
<tr>
<td>Oracle Financials</td>
<td>Financial Software</td>
<td>Loudoun</td>
</tr>
</tbody>
</table>

**Best Practices**

Implementing the following recognized best practices:

• Develop and implement a zero-based budgeting process that delineates and prioritizes the true needs of the division.
Delegate purchasing authority to schools and departments through an automated P-card program.

Acquire and implement an automated timekeeping system.

**Benchmark Comparisons**

**Financial Services Central Office Staffing**

- Prince William has 8.8 FTE per 10,000 students versus the peer group average of 10.3 FTE.
- There are economies of scale when comparing financial services FTE per 10,000 students. Smaller school divisions, such as Alexandria, Manassas City, and Manassas Park City have a higher number of FTE per 10,000 students. Larger school divisions like Fairfax and Montgomery have the lowest number of staff per 10,000 students.
- Divisions such as Prince George’s and Alexandria have the most FTE per 10,000 students.
- It is important to note that neither Loudoun County nor Anne Arundel County maintain a warehouse or supply services function in the financial services department. These personnel are maintained in facilities. The addition of these staff to the benchmarks would have the effect of pushing the benchmark comparison for Loudoun up to 10.0 FTE and Anne Arundel up to 10.9 FTE per 10,000 students.
Organizational Benchmarks

A review of the organizational structures across the largest peer divisions indicated that there were two basic structures for the financial function:

- In most of the large benchmark school divisions the director of financial services reports up to a deputy superintendent or chief operating officer. In Prince William, the financial services department reports to the Associate Superintendent for Finance and Support Services. The responsibilities include financial services, budgeting, procurement, accounting and supply services. In Prince William, supply services are also a responsibility of the office, where it is housed in other departments in school divisions with a chief operating officer and/or the facilities function. School divisions that have a structure of this sort include Prince William County, Anne Arundel, Fairfax County, Montgomery County, and Prince George’s County.

- Some school divisions have a chief financial officer reporting directly to the superintendent responsible for the financial functions. School divisions with this structure include Howard County, Loudoun County, and Virginia Beach. In Loudoun, the warehouse function remains in facilities, while in Howard County the supply/logistics function reports to the CFO.

Department of Financial Services

- Many school systems consolidate the finance function under a Deputy of Operations or Chief Operating Officer. Responsibilities are typically focused on financial topics versus operating functions.
- Example schools: Prince William County, Anne Arundel, Fairfax County, Montgomery County, Prince George’s County

- Some school districts have a chief financial officer reporting directly to the Superintendent responsible for the financial functions.
- Example schools: Howard County, Loudoun County, Virginia Beach
**Departmental Responsibility Benchmarks**

- Prince William County generally assigns more responsibilities to their Office of Financial Services than their peers, including timely payment of salaries and benefits, acquiring and managing supplies and materials, and warehouse operations.

- The warehousing function drives a significant portion of workload and total staffing in Financial Services. While Fairfax is the only other peer district that indicated this responsibility in the table below, a review of the personnel files from Montgomery County, Prince George’s County, and Howard County indicate that the logistics, supply, and warehousing functions all exist within finance in these divisions.

- Despite additional responsibilities, Prince William’s FTE per 10,000 students remains slightly lower than average.

<table>
<thead>
<tr>
<th>Department Responsibility</th>
<th>Prince William</th>
<th>Loudoun</th>
<th>Anne Arundel</th>
<th>Fairfax</th>
<th>Manassas City</th>
<th>Manassas Park City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurate and timely payment of salary and benefits to employees and related payroll vendors</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Budget management, analysis, and preparation including Budgeting for Success</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Timely and accurate payment of vendors, ensure receipt of and accurate posting of revenues, and control of the assets of the School Division</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Accounting services, timely and accurate financial reporting, oversight of procurement card program, and audit management</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Acquire and manage procurement services for the acquisition of supplies, materials, services, and construction requirements in accordance with applicable laws, policies, regulations and practices</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Operation of warehouse including storage and delivery of critical supplies to schools and departments</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SCHOOL FOOD AND NUTRITION SERVICES
The Director of School Food and Nutrition Services oversees 12 staff and two secretaries.

People
Unlike other departments, the School Food and Nutrition Services department does not have any supervisor positions. Instead, the director has 14 direct reports made up of administrative coordinators, managers, a specialist and two secretaries. The leadership manages the 648.9 staff in the department, including 562.6 FTE who provide food service at the schools.

<table>
<thead>
<tr>
<th>Department</th>
<th>2017 FTE Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Café and Catering</td>
<td>5.0</td>
</tr>
<tr>
<td>Management and Administration</td>
<td>23.0</td>
</tr>
<tr>
<td><strong>Department Total</strong></td>
<td><strong>28.0</strong></td>
</tr>
<tr>
<td>School Based Food Service</td>
<td>620.9</td>
</tr>
<tr>
<td><strong>Total Food Service FTE</strong></td>
<td><strong>648.9</strong></td>
</tr>
</tbody>
</table>

The School Food and Nutrition Services department has grown faster than the rest of central office at 18.9 percent.

Critical Functions and Activities
The School Food and Nutrition Services department maintains a budget of approximately $47.4 million per year. The department’s critical functions and activities are:

- **Operating school food programs.** Preparing and serving breakfast and lunch. Providing catered meals and services for special functions.
- **Providing additional opportunities** for feeding students in qualifying communities, including Afterschool Snack, Supper, Fresh Fruit and Vegetable Program, and Summer Feeding.
- **Managing the school food programs.** Recruiting, interviewing, hiring, training, supervising and evaluating program staff. Providing leadership, support and tools for site based staff to manage and operate the school food service programs in accordance with federal and state regulations.
Accounting for program expenditures and revenue in a fiscally sound manner. Processing Free and Reduced Price Meal Applications.

- **Operating after-school snack programs.** This involves planning menus, developing staff schedules, evaluating staff performance and other activities.
- **Integrating the school food and nutrition program** into the total educational experience via promotions, special functions and nutrition education.
- **Marketing to get students to buy food from schools.** This is carried out by emphasizing the availability of healthy food choices.
- **Promoting local products.** This also involves working with manufacturers on selecting ingredients.
- **Conducting professional training.** USDA requires all employees to have six hours of training per year on topics such as sanitation, food safety, menu planning, food production, and customer service.

**Key Challenges**

Department leadership identified the following key challenges:

- **Cooking own meals instead of sourcing packaged one.** This is a more labor-intensive activity due to the increased need for planning and developing recipes, actual cooking, and training on handling ingredients, etc.
- **High FRL population.** FRL includes free breakfast and consequently increases workload.
- **High turnover rate and lack of available employees.** There are a significant number of part-time employees and significant staff movement all year, which complicates scheduling.

**Technologies**

The School Food and Nutrition Services department uses WebSmart/WinSnap program by Heartland—an automated system that provides both Front End (POS, Free and Reduced Lunch, Application Scanning, Online Application, and Online Payment) and Back End (menu planning, food production and planning, ordering, inventory, and nutrition analysis) capabilities. The department also uses Nutri-link as a menu app for customers, iSite software for the website and electronic menu boards, and school messenger and automated parent notification system. The department is also in the process of implementing Kronos, which will eventually manage timesheets that are currently handled manually.

Peer divisions reported using a variety of technology platforms in their food and nutrition services departments. Manassas City Public Schools (in addition to Prince William County Public Schools) reports using MySchoolBucks—a platform designed to process online payments for meals. For managing free and reduced lunch eligibility, peer divisions reported using Café Enterprise and Nutri-Link. Other technologies and uses are outlined in the table below.
### Technology

<table>
<thead>
<tr>
<th>Technology</th>
<th>Function</th>
<th>Divisions Using Platform</th>
</tr>
</thead>
<tbody>
<tr>
<td>WebSMARTT</td>
<td>Front and Back Office Program Management</td>
<td>Prince William</td>
</tr>
<tr>
<td>MySchoolBucks</td>
<td>Online payment system for parents/students</td>
<td>Prince William</td>
</tr>
<tr>
<td>Kronos</td>
<td>Time tracking</td>
<td>Prince William</td>
</tr>
<tr>
<td>Nutri-Link</td>
<td>Free and reduced lunch eligibility management</td>
<td>Prince William</td>
</tr>
<tr>
<td>School Messenger</td>
<td>Communications</td>
<td>Prince William</td>
</tr>
<tr>
<td>Café Enterprise or Café-Accounting</td>
<td>Free and reduced lunch eligibility and management; Point of sale; Sales reporting</td>
<td>Manassas City, Loudoun County</td>
</tr>
<tr>
<td>Horizon Software</td>
<td>Point of sale; Menu planning; Nutrition tracking</td>
<td>Anne Arundel</td>
</tr>
<tr>
<td>Oasys</td>
<td>Technology Solutions</td>
<td>Loudoun County</td>
</tr>
<tr>
<td>ISite Software</td>
<td>Online menu design and ordering</td>
<td>Prince William</td>
</tr>
</tbody>
</table>

### Best Practices and Innovations

The Virginia Efficiency Review identified three best practice models in the area of food service related to budgets, meal participation, and efficiency based on Meal Per Labor Hour (MPLH).

- The metrics for food service budget presents a target for food service expenditures for labor and food at 40 percent each with the remaining 20 percent of the budget for administration, direct and indirect costs, and equipment. PWCS’ Food Service metrics meet or exceed these targets with 40.4 percent in labor, 16.2 percent in administration and equipment, and 43.4 percent dedicated to food costs.
- The model recommends using best practice strategies for increasing student participation rates for each school (i.e. present a wide and varied assortment of fresh items to encourage participation in the school-provided meal program, surveying students, etc.).
- Regularly assess student meal participation and ensure that participation levels meet or exceed industry standards.
- The efficiency review recommends using Meal Per Labor Hour best practice guidelines and the Virginia Department of Education and School Nutrition Program (SNP) goals for staff to improve food service productivity.
The School Food and Nutrition Services follows the Virginia Efficiency practices and employs several innovations in food quality, training, and nutritional education and marketing programs.

Food Quality programs:
- Variety and extent of choices on the menu
- Scratch cooking and focus on healthy/sustainable foods
- Self-serve garden and fruit bars in all schools
- Farm to school program
- Introduction of Grab-and-Go breakfast in all schools

Training programs:
- All employee in-service
- Leadership forums for managers
- Year-round training classes for baking, main dish, cost control etc.
- Four day new employee orientation
- ServSafe training (required for management staff and available to others)

Nutrition Education & Marketing programs:
- Sponsor chef clubs at middle school
- Sponsor curriculum based events for all grade levels at elementary school
- Extensive website including complete nutritional information on products served, program information and nutrition education materials
- Sponsored and facilitated tower garden partnerships in all schools
- Sponsored live theatre assembly promoting healthy eating for all elementary schools
- Electronic menu boards for middle and high schools
- Active social media presence
- Wellness committee at each school
- Annual food show for school community
- Comprehensive marketing plan to reach all customer groups: students, parents and school staff
Benchmark Comparison

For benchmarking purposes, school-based school food and nutritional personnel have been separated from central services employees.

PWCS has 3.2 FTE per 10,000 students, which is in line with the average staffing levels across the peer divisions of 3.4 FTE. When factoring out the 5 catering staff, the ratio is further reduced to 2.8 FTE per 10,000 students.

School food and nutrition positions were not separated from school based staff for Anne Arundel and Prince George's.

Alexandria has the highest FTE per 10,000 students, while Loudoun County has the lowest.

When making these comparisons the level of school lunch participation is important to factor in, as Prince William has one of the highest school lunch participation levels across comparable school divisions.
- Prince William County provides significantly more service per 10,000 students, as the school lunch participation is well above the average when comparing the number of Lunches Served per Central Office Food & Nutrition personnel.
- Anne Arundel, Howard, Prince George, and Montgomery were not included in this comparison as no response was received from their department.

**Organizational Benchmarks**

A review of the organizational structures across the largest peer divisions indicated that the Office of School & Nutritional Services was generally treated in a similar manner, with some deviations.

- In PWCS and most other school divisions, the office reports directly to an associate superintendent. Other operational departments, such as transportation and facilities, also report to this associate superintendent level.
- In Montgomery County, the Office of Food & Nutrition Services reports to an intermediary department – in this case, the department of materials management. This organizational structure allows for one level of leadership between the chief operating officer and the Office of Food & Nutrition.
- In other school divisions, such as Howard County, the Office of Food & Nutrition Services reports directly to the chief operating officer.
### Departmental Responsibility Benchmarks

- Unlike many of their peers, Prince William's food and nutrition department assumes responsibility for catered meals for special functions.
- Despite this additional duty, PWCS is approximately at the average in terms of central office FTE per 10,000 students.

<table>
<thead>
<tr>
<th>Department Responsibility</th>
<th>Prince William</th>
<th>Loudoun</th>
<th>Anne Arundel</th>
<th>Fairfax</th>
<th>Manassas City</th>
<th>Manassas Park City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student lunch and breakfast program</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Catered meals for special functions</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
RISK MANAGEMENT AND SECURITY SERVICES
The Office of Risk Management and Security Services has 32.8 full time equivalent (FTE) staff members.

**Personnel**
The 32.8 FTE include one community staff member, five risk management staff, and 26.8 staff providing security services.

<table>
<thead>
<tr>
<th>Department</th>
<th>2017 FTE Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Use</td>
<td>1.0</td>
</tr>
<tr>
<td>Security Services</td>
<td>26.8</td>
</tr>
<tr>
<td>Risk Management</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Department Total</strong></td>
<td><strong>32.8</strong></td>
</tr>
</tbody>
</table>

The risk management and security services department grew by 3.7 FTE between 2011 and 2017, which is on par with the overall growth in central office functions.

**Critical Functions and Activities**
The risk management and security services department maintains a budget of approximately $5 million per year and manages security, liability, and insurance coverages for over 100 facilities (this includes 95 schools, four bus transportation centers, the Kelly Building and annex with facilities services, warehouse and food services). The department’s critical functions and activities are:

- **Investigations.** The department jointly conducts investigations and generates case files for investigators and safety staff. The office conducts 65 to 100 background investigations and generates 300 to 500 other case files annually. Most files are created by investigators with internal cases that include sexual harassment, discrimination, employee misconduct, and support for crisis management trainer, canine drug searches, etc. Other cases involve Child Protective Services, police department, EEOC/discrimination claims. The department has a more hands-on approach, different from other divisions in that many investigations are jointly conducted with Child Protective Services (CPS) and police.

- **Emergency Response.** PWCS provides support for crisis preparation, training, and response. The department also supports the PWC Emergency Operations Center.
• **Security Training.** Security training is conducted internally by two state certified trainers. School security officer training includes state certification, an annual in-service, and six monthly trainings. School staff trainings include all-staff crisis response, table top exercises, front office security, baton training, crisis plan review, front office security, visitor protocols, and unannounced crisis drills.

• **Safety Training and Inspection.** This office provides a unique program where two safety staff members are certified as fire inspectors and are in the process of taking these over from the fire marshal's office. The same personnel are certified in playground inspections, OSHA training, and administer the bleacher inspection program. Staff also administer hazardous materials disposal for schools. More specialized experience provides a higher degree of risk management than peer divisions, and it reduces accidents and insurance premiums.

• **Security Patrol.** Provides a 24/7 365-day security presence using four squads of officers. The team monitors every building after hours and ensures community use of fields is properly permitted. Provides a uniformed security presence at schools during crisis events, at bus stops, or in support of school administration when needed.

• **Security residents program.** PWCS has instituted a program where a residential unit has been built into schools to allow a full time resident security person to live on the premises for free while providing security and alert services (i.e., flood notification, immediate response to alarms, etc.) and buildings/night patrol services. The cost of the program to PWCS is from the electric, water, and heat that is provided as well as the square footage that is allotted for the onsite apartment.

• **Manages property and liability insurance and oversees the third party administrator (TPA) for worker’s compensation.** Use of internal claims handling for property/liability claims reduces overall insurance premiums due to the limited need to send out claims adjustors by the insurance companies. Oversight of the TPA allows PWCS to take advantage of significantly lower accident rates than the industry average and subsequently lower medical costs.

• **Manages community use of facilities.** PWCS partners with Prince William County to provide school facilities for youth sports in exchange for care of PWCS athletic fields—a service valued at 1.4 million dollars. The office also manages scheduling of community activities in schools. Twenty five percent of the fees generated are returned to this office to pay for management of the program as well as payment of supervisors and custodial staff that work scheduled activities.

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**Key Challenges**

Department leadership identified the following key challenges:

- Maintaining the same level of service in investigations and inspections with the increases in number of schools and size of the student population.
- Providing ongoing security officer training, drills for crisis management preparation and building staff capacity in the areas of Continuity of Operations (COOP), Incident Command System (ICS), and National Incident Management System (NIMS) methods.
- Managing the paperwork associated with the community use of school facilities is a challenge. This function could present opportunities to better leverage technology.
• Experiencing higher level of workers’ compensation claims costs due to increases in medical bills and overall staff levels.
• PWCS has a more diverse set of activities than those of their peers, who have specialists.
• Other school divisions do not maintain the level of internal inspector expertise or perform the number of investigations that PWCS requires internally.
• Support for front line crisis management planning, response, and emergency sheltering for Prince William County residents.
• Integrating newer technology platforms to maintain service or improve delivery, such as the use of video-based safety training or social media monitoring.

Technologies
The department uses the SchoolDude technology platform for facilities management, sign in and scheduling, and routine maintenance. The department also maintains a database of inspections, issues, and fixes. These inspections count as fire marshal inspections based on a Memorandum of Understanding established with the marshal. PWCS’s facilities use a visitor identification system called Vsoft powered by Raptor Technologies that requires government-issued ID and screens national sex offender database. The security department has also installed camera systems/Closed Circuit Television (CCTV) inside and outside buildings, and is installing Aiphone—a buzzer management and video entry system.

The department is considering software to monitor social media activity of students (e.g., death threats, etc.). The software would require another level of monitoring that the department cannot staff at this point. Another solution under consideration is for a tip line that would be an anonymous reporting app (monitoring threats, bookkeeper stealing, etc.). It is expected that it would take a minimum of another six to twelve months before something could be implemented.

Peer divisions use a variety of technologies to meet their risk management and security needs. These include WebEOC for incident management, NetVu observer for surveillance, Vsoft/Raptor for visitor tracking, and Remedy Software for IT management.

<table>
<thead>
<tr>
<th>Technology</th>
<th>Function</th>
<th>Divisions Using Platform</th>
</tr>
</thead>
<tbody>
<tr>
<td>SchoolDude</td>
<td>Facilities Maintenance</td>
<td>Prince William</td>
</tr>
<tr>
<td>Vsoft / Raptor</td>
<td>Visual indicator system</td>
<td>Prince William, Anne Arundel</td>
</tr>
<tr>
<td>CCURE</td>
<td>Access control and event monitoring</td>
<td>Loudoun County</td>
</tr>
<tr>
<td>WebEOC</td>
<td>Incident Management</td>
<td>Loudoun County</td>
</tr>
<tr>
<td>NetVu Observer</td>
<td>Surveillance</td>
<td>Loudoun County</td>
</tr>
<tr>
<td>Remedy</td>
<td>IT management</td>
<td>Anne Arundel</td>
</tr>
</tbody>
</table>
**Best Practices and Innovations**

The department utilizes a number of best practices. For example, the use of in-house inspectors ensures that safety compliance and improvement efforts are institutionalized rather than managed on an intermittent basis.

The Security Residents Program enables improved school monitoring and alert services for less than the outsourced cost and with a higher level of service. During a blizzard, schools may experience adverse weather events like a flood or roof collapse. Having an onsite resident allows for immediate notification of the incident, which improves response times and helps mitigate the overall cost of these incidents. Furthermore, the program allows for night patrol to check for security, water leaks, graffiti, etc. This is a unique program thought to be one of the only programs of this kind in the country. The cost is simply the space and utilities for these services, which is a fraction of the cost to outsourcing 24/7 365 day per year security services.

**Benchmark Comparisons**

![Risk Management & Security Central Office Staffing](image)

- Manassas Park City and Manassas City did not provide a clear breakout of their central office risk management & security services staff.
- Manassas Park City School Division reimburses the City of Manassas Park for security services provided by a municipal police officer.
- Prince William has one of the higher FTE counts per 10,000 students, as it includes many employees from not only the security department but the risk management and facilities departments as well.
Loudoun, which has the highest number of FTE per 10,000 students, includes a comparatively higher number of safety and security specialists and technicians than peer divisions.

**Organizational Benchmarks**

A review of the organizational structures across the largest peer divisions indicated that the Office of Safety and Risk Management and Security Services was generally treated in a similar manner, with some deviations:

- In PWCS, the office maintains a larger set of responsibilities beyond simply the safety and security of schools. The office also provides insurance/workers compensation support, and conducts investigations.
- In Montgomery, the safety office reports directly to the chief operating officer.
- In most other school divisions, the office of safety and security reports to a director of support services. Fairfax, Howard, Loudoun, and Prince George's all use this structure. Anne Arundel also follows the structure, except the office reports to the deputy for schools.

**Departmental Responsibility Benchmarks**

- There is significant variation between school divisions in terms of departmental responsibilities.
- Unlike many of its peers, Prince William assigns the following duties to their risk management and security office:
- Investigations
- Patrol services
- Security resident program
- Hazardous waste management

- These additional duties in part explain why Prince William is slightly above average in terms of central office FTE per 10,000 students in this department.

<table>
<thead>
<tr>
<th>Department Responsibility</th>
<th>Prince William</th>
<th>Loudoun</th>
<th>Anne Arundel</th>
<th>Fairfax</th>
<th>Manassas City</th>
<th>Manassas Park City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crisis preparation, training, and response</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investigations, e.g., background, joint CPS and PD, and internal</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Security patrol of facilities</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Security services to support CBI, GED, and construction</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Security Resident Program</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insurance placement, claims management, and workers’ compensation self-insured administration</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Use of Facilities</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Security Officer Certification training</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandated OSHA and safety training</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hazardous Waste Management</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support to the Prince William County Emergency Operations Center</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety inspections of school facilities and playgrounds</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TRANSPORTATION SERVICES
The Department of Transportation Services oversees 945.3 staff and has two direct reports. The two supervisors reporting to Director include:

- Supervisor of Bus Operations
- Supervisor of Transportation Planning

Personnel
Of the 945.3 FTE, 889.3 FTE provide student transport, including bus drivers, coordinators, and bus maintenance mechanics. The remaining 56 FTE provide administrative support including records, fuel operations, driver training, and parts management.

<table>
<thead>
<tr>
<th>Department</th>
<th>2017 FTE Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation Planning</td>
<td>18.0</td>
</tr>
<tr>
<td>Management &amp; Administration</td>
<td>29.0</td>
</tr>
<tr>
<td>Other</td>
<td>9.0</td>
</tr>
<tr>
<td><strong>Department Total</strong></td>
<td><strong>56.0</strong></td>
</tr>
<tr>
<td>Bus Operations</td>
<td>889.3</td>
</tr>
<tr>
<td><strong>Department Total</strong></td>
<td><strong>945.3</strong></td>
</tr>
</tbody>
</table>

The transportation services department has grown at a slower rate than the central office and below the growth rate of the total student population at 6.1 percent between 2011 and 2017.

Critical Functions and Activities
The transportation services department manages a fleet of 900 buses and four bus transportation centers. The department’s critical functions and activities are:

- **Providing transportation services.** The department is responsible for ensuring high bus utilization (in excess of 60 percent) and on time bus performance (estimated 98 percent on time).
- **Transportation Augmentation Services.** The department contracts with a company called ALC to transport homeless students or students who live outside the division. This function is required by federal law but is not funded in the current budget.
- **Specialty Program Transportation.** Every high school has a specialty program and students can apply for any specialty program in the county. The students must go to a specialty stop to get picked.
up. Parents apply for a specialty stop, but unless there are six or more students at that stop, specialty stops are combined to ensure at least six or more students.

- **Maintenance and management** of buses are geographically distributed across the county to minimize deadhead miles (i.e., miles without students onboard). There are five different maintenance facilities, which allows PWCS to place buses where needed in the morning and afternoon. Deadhead miles must be reported to state. Actual child transport miles start after picking up the first child. In PWCS, the deadhead miles are 10 to 20 percent of total miles (estimated at ten million miles per year with deadhead miles representing one to two million miles). Additionally, athletic events add an estimated 800,000 miles to that total.

**Key Challenges**

Department leadership identified the following key challenges:

- It will be difficult to compare peer maintenance costs due to each division’s differing approach to in-house versus outsourcing of repair work.
- PWCS may compare unfavorably to peers due to the level of internal repairs that the department takes responsibility for rather than outsourcing the repair work.
- Pay differentials with neighboring counties make recruiting more difficult.
- The department has a shortage of dispatchers, which compromise its ability to respond within a reasonable amount of time.
- Finding drivers then hiring, training and getting them commercially licensed makes covering for drivers that call in sick a challenge.
- The Transportation Augmentation Services budget was zero last year. These services were funded through the driver shortage, which also placed strains on management, administration, and dispatch.

**Technologies**

The transportation services department uses several technologies to manage routing, track buses, and improve safety. The school uses Child Checkmate to ensure that each bus receives a walk through at the end of each shift. The system includes a button at the back of the bus that sets an alarm off if it is not pushed after the shift.

The school uses the Versa Trans bus routing system (Versa Trans Trip Tracker) to manage field trips, and Synovia for GPS tracking. The department is currently deploying an app that is in trial called Here Comes the Bus. This is a free app for parents and provides notifications showing the location of the bus (i.e., at stop, at school, left school, back at stop, etc.). The cost to PWCS is $2 per bus per month. The benefits are increased service for the parents, and the system reduces inbound calls when buses are late due to traffic or some other event. The department uses the FASTER system for maintenance tracking and inventory management. The routing system is integrated into the student information system using a SIF Server.

Anne Arundel County Public Schools reports using vMax Compass for web-based routing and planning as well as real-time tracking. No other peer division reported using this specific technology.
### Technology and Function

<table>
<thead>
<tr>
<th>Technology</th>
<th>Function</th>
<th>Divisions Using Platform</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Checkmate</td>
<td>Reminds drivers to ensure buses are empty after each route</td>
<td>Prince William</td>
</tr>
<tr>
<td>Synovia</td>
<td>GPS tracking</td>
<td>Prince William</td>
</tr>
<tr>
<td>Versa Trans</td>
<td>Routing and Planning</td>
<td>Prince William, Loudoun County</td>
</tr>
<tr>
<td>vMax Compass</td>
<td>Routing</td>
<td>Anne Arundel</td>
</tr>
<tr>
<td>FASTER System</td>
<td>Fleet management</td>
<td>Prince William</td>
</tr>
<tr>
<td>SIF Server</td>
<td>Data sharing</td>
<td>Prince William, Loudoun County, Fairfax County, Manassas City</td>
</tr>
<tr>
<td>Here Comes the Bus</td>
<td>Bus tracking for parents</td>
<td>Prince William</td>
</tr>
<tr>
<td>EduLog</td>
<td>School bus routing and field trip management</td>
<td>Manassas City, Loudoun County</td>
</tr>
</tbody>
</table>

### Best Practices and Innovations

The Virginia Efficiency Review identified the following four best practice models in the area of transportation for bus utilization, bus replacement, cost efficiency, and mechanic efficiency:

- The metrics for bus utilization target a range of 1.0 to 1.3 buses per 100 students. PWCS is at 1.02.
- The benchmark for bus replacement recommends a 15 year replacement program, and PWCS uses a 14 year replacement program.
- The benchmark for buses per mechanic is 25 to 30 and PWCS is at 25.
- The operational expenditure per student is $342, down from $344 five years ago.

There are also a number of innovative practices that the transportation services department utilizes. In addition to deploying the Here Comes the Bus application, the department is working to establish a public private partnership for a Stop Arm Camera system. This is a newly allowed law passed in July 2016 that allows for the use of camera systems to be used as evidence that a driver ran a school bus’s stop arm.
**Benchmark Comparison**

**Transportation Services Central Office Staffing**

- PWCS has 6.3 FTE per 10,000 students and is in line with the peer division average of 5.7 FTE per 10,000 students.
- Other schools such as Manassas City, Howard, and Anne Arundel outsource at least a portion of their transportation services. Fairfax does not consider bus drivers as part of the FTE staff decreasing their comparative staffing levels.
- When adjusting to remove the school divisions that use outsourcing, Prince William is in line with the average.
- Montgomery and Loudoun County were above the peer division average, while the rest of the peer divisions fell below the peer division average.
- PWCS also handles driver time and leave entry while other school divisions do not maintain this responsibility.
For benchmarking purposes, bus drivers and bus operators were removed from the benchmark comparison, as they represented school based positions. When these positions are factored back in, PWCS’s average of 100.8 FTE per 10,000 students is slightly higher than the benchmark average of 88.4 FTE per 10,000 students.

This phenomenon is primarily due to the heavy outsourcing of bus operations performed by Anne Arundel County, Howard County, and Manassas City and to the way in which Fairfax County treats drivers as non-Full Time Equivalent positions.
PWCS ranks just above average in terms of the number of school buses per 1,000 students. However, it is right in line with its closest peer in terms of student enrollment and division size – Loudoun County.

Organizational Benchmarks
A review of the organizational structures across the largest peer divisions indicated that the Office of Transportation Services was generally treated in two separate manners – one structure where the office reports directly to an associate superintendent and another where that office reports to a chief operating officer.

- In PWCS and other divisions such as Loudoun County, the office of facilities services reports directly to an associate superintendent of support services. Peer offices at this level include facilities and food & nutrition services.
- In many other large school divisions such as Howard and Montgomery County, a chief operating officer takes responsibility for these operational offices.
- Some school divisions such as Howard and Anne Arundel County supplement their school-based transportation staff with contractors (drivers, aides, etc.).
Departmental Responsibility Benchmarks

- For the most part, each peer division offers similar central office transportation services, barring outsourcing and driver and attendant time and leave entry.
- One notable difference is that Fairfax County and Manassas Park City do not assign vehicle maintenance responsibilities to their central office.

### Departmental Responsibility Benchmarks

<table>
<thead>
<tr>
<th>Category</th>
<th>Department Responsibility</th>
<th>Prince William</th>
<th>Loudoun</th>
<th>Anne Arundel</th>
<th>Fairfax</th>
<th>Manassas Park City</th>
<th>Manassas City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation</td>
<td>General Education, Special Needs and Specialty Program student transportation</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>Transportation services for field and athletic trips, community based instruction and after school activities</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>Vehicle inspection, repair and maintenance services for all school system vehicles</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>Recruiting and training of drivers and attendants</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>Driver and attendant time and leave entry</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>
ASSOCIATE SUPERINTENDENT FOR HUMAN RESOURCES

The Associate Superintendent for Human Resources has six direct reports and oversees 39 FTE. The three offices and a dotted line of responsibility reporting to the Associate Superintendent include:

- Benefits and Retirement Services
- Human Resources
- Equity and Employee Relations
- Employee Investigations (via dotted line responsibility from Risk Management)

The primary functions that the Associate Superintendent oversees are recruitment, onboarding, benefits, retirements, employee relations, employee retention, and employee investigations.

There were several key challenges identified for the department including:

- Rapid growth in enrollment, which has almost doubled in the last 20 years.
- Overall shortage of manpower supporting the hiring process which is crucial to meeting the goal of hiring 1,000 highly qualified teachers this year alone. This reduces timeliness and the level of support provided, increases turn-around time and impacts the planning and delivery of teacher recruitment efforts. Recruitment of application reviewers, which are the lowest paid entry-level positions.
- Overall shortage of manpower, which has affected responsiveness.
- Challenging to adequately employ technology to drive efficiency.
- The position of Equity and Compliance Officer in the Office of Equity and Employee Relations continues to grow with an increase of FOIA requests, subpoenas, mediation requests and employee request for private meetings/sessions. Additionally, five individuals have served in the role since the position was created in July 2007 based on recommendations from the 2006 Virginia Efficiency Review. At this time, it is still an office of one person.
Of the 39 FTE staff members that report to the department, 32 are from the Human Resources department, which include offices of Recruitment and Specialty Programs, Elementary Staffing Personnel, Middle School Staffing Personnel, High School Staffing Personnel, Classified Personnel, and Substitute and Temporary Employment. The Office of Benefits and Retirement Services have seven FTE.

<table>
<thead>
<tr>
<th>Department</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits and Retirement Services</td>
<td>7.0</td>
</tr>
<tr>
<td>Human Resources</td>
<td>32.9</td>
</tr>
<tr>
<td><strong>Department Total</strong></td>
<td><strong>39.9</strong></td>
</tr>
</tbody>
</table>

Since 2011, the number of staff has increased from 35.4 in 2011 to 39.9 in 2017, representing a 12.7 percent increase, which is in line with overall central office growth.

**Organizational Benchmarks**

The Department of Human Resources has three operating models among large school divisions with more than 50,000 students:
1. The office reporting to the Chief operating officer (COO) is one used by the largest school divisions such as Fairfax County and Montgomery County. In these school divisions, the Office of Human Resources is one of several components reporting to a deputy position to the superintendent. The position is called the Chief operating officer or Deputy Superintendent for Operations.

2. The Office of Human Resources reports to the Deputy Superintendent for Schools. The Anne Arundel and Prince George’s school divisions have implemented a three-deputy structure similar to the largest school divisions and have decided to align the human resources function with the school management function.

3. The human resource function is maintained at the associate superintendent level and reports to the Superintendent or Deputy Superintendent. Under this model the Office of Human Resources takes responsibility for most human resource functions, including benefits, and in some cases both leadership and professional development. School divisions that follow this model include Prince William, Loudoun County, Howard County and Virginia Beach.

- In the largest school systems, the Human Resource office reports to the Chief Operating Officer. The larger school systems also subdivide responsibilities to a greater degree, whereas smaller school districts will share responsibilities across the department.
- Example Schools: Fairfax County and Montgomery County

- Some Human Resource offices are located under the deputy superintendent of academics creating a clear alignment with the central office academic function.
- Example schools: Anne Arundel, Prince George’s County

- Many Human Resource offices report directly to the superintendent with varying responsibilities including Human Resources, Recruiting, Benefits, and in some cases leadership development.
- Example schools: Prince William County, Loudon County, Howard County, or Virginia Beach
**BENEFITS AND RETIREMENT SERVICES**
The Director of Benefits and Retirement Services oversees five staff and one administrative coordinator.

**Personnel**
The Office of Benefits and Retirement Services is comprised of four benefits specialists, an administrative coordinator and an executive secretary that report to the director.

<table>
<thead>
<tr>
<th>Department</th>
<th>2017 FTE Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Total</td>
<td>7.0</td>
</tr>
</tbody>
</table>

The Benefits and Retirement Services department has not grown since 2011 with only seven FTE supporting the school system.

**Critical Functions and Activities**
The Benefits and Retirement Services department maintains a budget of approximately $50 million per year. The department's critical functions and activities are:

- **Oversight of various leave programs (maternity, sick, disability, etc.).** There is currently a resource dedicated exclusively to maternity leaves and another to all other types of leaves.
- **Oversight and administration of health and retirement benefits and various reimbursement programs.** This function ranges from determining eligibility and handling enrollment to processing changes.
- **Compliance with various legislative requirements.** This focuses on carrying out activities to ensure that FMLA, ADA, FLSA and other legal mandates are met.
- **Administration of PWCS Health, Dental, and Vision Plans.** This includes enrollments, change of status, audits, terminations, retirements, and COBRA.
- **Administration and processing of the PWCS Supplemental Retirement Plans 403(b) and 457.**
- **Administration of the Flexible Benefits Plans** (Health Care Reimbursement and Dependent Care Reimbursement).
- **Tuition reimbursement program for certified and classified employees.**
- **Administration of leave programs** (annual, sick, personal, sick leave bank, short term and long term disability).
• **Administration of the Virginia Retirement System (VRS)** which includes three different levels of plans and the VRS 457 plan through ICMA-RC.

• **Administration of the Retirement Opportunity Program (ROP).**

---

**Key Challenges**
Department leadership identified the following key challenges:

• **Lack of automation.** All forms are completed and input manually, which makes functions significantly labor intensive considering the sheer volume of employees.

• **Manpower shortage.** Compared to peers, PWCS Benefits and Retirement has the smallest office. Fairfax has a distinct Retirement function that is as big as PWCS Benefits and Retirement.

• **Tracking the timing of different benefits.** Some benefits are administered based on a fiscal year basis while others are on a calendar year.

• **Finding ways to keep health care costs down.** This includes identifying cost savings opportunities, efficiencies and emphasis on preventive care (e.g., wellness programs, etc.).

---

**Technologies**
The Benefits and Retirement Services department uses the HR module and CGI/AMS for its primary functions. Kronos is currently in its implementation process and will help with reducing manual time and leave entries and allow teachers and staff to directly enter input electronically. The department also utilizes Access databases for maintaining some information such as tuition reimbursement details and retirees’ medical data. However, once Kronos is fully implemented, data for the Retirement Opportunity Program participants will be captured electronically. The department is considering the addition of a Leave of Absence Management System to handle all types of leaves, as well as systems to handle Affordable Care Act (ACA) administration.

Peer divisions use a variety of technology platforms to help them manage their benefits and retirement services departments. For example, Manassas City Public Schools uses Aesop for employee attendance management and using Munis for personnel data management. Loudoun County Public Schools uses Cyborg for payroll management, IBM Cognos for business intelligence and analytics, and Oracle for database analysis and discovery. Other technologies used by peer divisions are reported in the table below.

<table>
<thead>
<tr>
<th>Technology</th>
<th>Function</th>
<th>Divisions Using Platform</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kronos</td>
<td>Automated time tracking</td>
<td>Prince William</td>
</tr>
<tr>
<td>WinOcular</td>
<td>Employment Software</td>
<td>Application/Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prince William</td>
</tr>
<tr>
<td>Aesop (part of Absence Management)</td>
<td>Employee attendance tracking and reporting</td>
<td>Manassas City</td>
</tr>
</tbody>
</table>
Munis  | Personnel and payroll data processing and management | Manassas City  
Cyborg (now Accero)  | Payroll management | Loudoun County  
IBM Cognos  | Business intelligence | Loudoun County  
SmartFTP  | File transfer protocol | Loudoun County  
GoToMeeting  | Virtual meetings | Loudoun County  
Cisco VPN  | Network security | Loudoun County

**Benchmark Comparison**

![Benefits Central Office Staffing](image)

- Obvious economies of scale are present when comparing school divisions of varying size by their benefits personnel. Most large schools divisions (excluding Fairfax) require fewer FTE per 10,000 students to manage their departments.
- Many school divisions do not distinguish their benefits positions from their HR positions.
- Larger schools such as Prince William County, Howard, and Montgomery have less than one FTE per 10,000 students, while smaller schools such as Manassas Park City and Manassas City have over 2.5 per 10,000 students.
Organizational Benchmarks

- There are typically two organizational structures for benefits offices – those offices that report directly to a human resources department and those that report to a financial services department.
- School divisions such as Montgomery, Loudoun, and Anne Arundel place their benefits personnel under a financial services department. FTE in Montgomery work side-by-side with financial and accounting staff. Montgomery has three benefits departments within their office, including benefits strategy & vendor relations, leave and workers compensation, and retirement. Each is headed by a senior specialist that reports to an overarching director.
- The 13 benefits personnel in Loudoun County Schools roll up to a “Business and Financial Services” department.
- Anne Arundel has eight benefits FTE that roll up to a payroll department. These personnel are headed by a benefits manager.
- Other schools (MCPS, MPCS, and PG) have their benefits personnel under a human resources department. Benefits personnel co-mingle with HR personnel in these organizations.

### Office of Benefits

<table>
<thead>
<tr>
<th>Office Reporting to Human Resources Department</th>
<th>Office Reporting to Unique Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Deputy Superintendent of Human Resources</td>
<td>Deputy Superintendt of Financial Services</td>
</tr>
<tr>
<td>Director of Human Resources</td>
<td>Director of Benefits</td>
</tr>
<tr>
<td>Director of Benefits</td>
<td>Director of Accounting</td>
</tr>
</tbody>
</table>

- The Director of Benefits is typically located under the Deputy Secretary of Human Resources.
- This organizational structure ties benefits services with other processes such as recruiting, conduct monitoring, and training.
- Example schools: Prince William County

- In one case, the Benefits Office provided services under the Department of Financial Services.
- This unique organizational structure aligns benefits services more closely with payroll and accounting, rather than traditional HR services.
- Example schools: Montgomery County

Departmental Responsibility Benchmarks

- There is variation in the responsibilities across the peer divisions in the benefits and retirement services office.
Unlike Prince William, several school divisions do not manage tuition reimbursement out of this office.

Also, several school divisions do not have a Retirement Opportunity Program that is housed in this office.

<table>
<thead>
<tr>
<th>Department Responsibility</th>
<th>Prince William</th>
<th>Loudoun</th>
<th>Anne Arundel</th>
<th>Manassas City</th>
<th>Manassas Park City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration of PWCS Health, Dental, Vision Plans. This includes enrollments, change of status, audits, terminations, retirements, and COBRA</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration and processing of the PWCS Supplemental Retirement Plans 403(b) and 457</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration of the Flexible Benefits Plans (Health Care Reimbursement and Dependent Care Reimbursement)</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition reimbursement program for certified and classified employees</td>
<td>✔</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration of leave programs (annual, sick, personal, sick leave bank, short term and long term disability)</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Administration of the Virginia Retirement System (VRS) which includes three different levels of plans and the VRS 457 plan through ICMA-RC</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration of the Retirement Opportunity Program (ROP)</td>
<td>✔</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HUMAN RESOURCES

The Department of Human Resources (DHR) provides talent and human capital services. It plans, organizes, and administers the School Division’s program of recruitment, selection and staffing, onboarding, compensation, placement, and evaluation of personnel. DHR is also responsible for providing consultation and support regarding employment documentation and liability issues. Benefits are a separate function and not included in this departmental area.

Personnel

The Human Resources department consists of 32.9 FTE. Staffing has grown from 29.4 FTE in 2011 to 32.9 in 2017, representing an 11.9 percent growth rate, which is lower than the overall central office growth rate. During this same time period, the department has grown by nearly 7,000 students and opened five new schools. There has been a significant increase in the need for qualified teachers endorsed in ESOL and Special Education, which is a key workload driver for the department as it strives to fill hard to find positions.

<table>
<thead>
<tr>
<th>Department</th>
<th>2017 FTE Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resources</td>
<td>30.3.</td>
</tr>
<tr>
<td>Title II-A</td>
<td>0.9</td>
</tr>
<tr>
<td>Other</td>
<td>1.7</td>
</tr>
<tr>
<td><strong>Department Total</strong></td>
<td><strong>32.9</strong></td>
</tr>
</tbody>
</table>

Critical Functions and Activities

- Recruiting, hiring, inducting, and retaining highly qualified personnel.
- Overseeing staffing of 97 schools and six central office departments.
- Monitoring the evaluation process of 11,000 administrative, certificated, and classified employees.
- Monitoring compliance with NCLB/ESSA requirements.

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• Tracking education, licensure, and certification requirements.
• Ensuring compliance with federal, state, and local mandates involving employment.
• Providing photo identification for all new hires.
• Managing the distribution, tracking, and filing of employee agreements and contracts as required by the Code of Virginia.
• Responding to requests for employment verifications and unemployment claims.
• Responding to all Prince William County Schools FOIA requests and subpoenas.
• Addressing issues of staff behavior, conduct, and compliance.
• Fostering a positive relationship between the School Division and its employees through consultation and mediation support, employee advisory councils, and the Meet and Confer process that is conducted with three professional organizations.
• Providing advice and training for labor management issues to include oversight of the grievance process and evaluation, appeals, and employee complaints, including those of discrimination and harassment.
• Training and monitoring of standards based evaluation process for administrators, certificated, and classified employees in compliance with the Virginia Department of Education.
• Providing professional development for supervisors in workplace harassment, progressive discipline, evaluation, and documentation.
• Maintaining, communicating, and ensuring compliance with Human Resources policies and regulations as well as federal and state mandates.
• Managing employee personnel files.
• The HR function has some responsibilities that may not fit its function including staffing the Kelly Leadership Lobby reception desk, overseeing and managing the process for all requests for public records under the Freedom Of Information Act (FOIA) and reviewing redacting documents to provide in response to subpoena requests.

**Key Challenges**

• Major processes within the department are manual and require duplication of input and effort. The Department of Human Resources utilizes Access Databases for:
  - Employee evaluations and performance documentation
  - A substitute calling system (Smart Find Express) and reimbursement for long term substitutes
  - Winocular—for applicant tracking and workflows
  - Excel Spreadsheets to track historical data
  - The CGI/HRIS financial system

These systems have limited integration capacity.

• PWCS is undertaking a compensation study to determine the needs related to offering competitive salary and benefits to attract and retain a highly qualified and diverse workforce.

• Manpower shortages to carry out HR and administrative functions in light of increasing responsibilities.
Members of the HR staff are frequently serving in roles outside their functional area given the manpower shortage.

- Maintaining and monitoring Highly Qualified Teachers (HQT) in all subject areas.
- Managing an annual tiered and weighted evaluation process for over 10,000 administrative, instructional, and classified employees.

**Technologies:**
The Department of Human Resources utilizes the HR modules within the ERP/CGI system. However, the system does not provide robust functionality. Therefore, HR must complete most of its tracking, monitoring and reporting in many different databases. All personnel files are in paper format. HR personnel are tasked with trouble shooting, auditing, maintaining, and enhancing these technologies as well as providing training for their use and responding to regular reporting inquiries.

Peer school divisions reported using many different technology platforms to accomplish similar goals. Manassas City Public Schools uses TalentEd for recruiting and talent management, while Anne Arundel County Public Schools uses ATS (by BrassRing) for a similar purpose. Manassas City Public Schools and Manassas Park City Schools report using Aesop for time tracking, while Manassas Park City Schools also reports using VeriTime for a similar purpose. Other technologies used by peer school divisions are reported in the table below.

<table>
<thead>
<tr>
<th>Technology</th>
<th>Function</th>
<th>Divisions Using Platform</th>
</tr>
</thead>
<tbody>
<tr>
<td>CGI ERP (HR Modules)</td>
<td>Enterprise resource planning</td>
<td>Prince William</td>
</tr>
<tr>
<td>Munic</td>
<td>HR and Payroll Management</td>
<td>Manassas City</td>
</tr>
<tr>
<td>Applitrack</td>
<td>Application tracking</td>
<td>Manassas City</td>
</tr>
<tr>
<td>Talent Ed</td>
<td>Recruiting and talent management</td>
<td>Manassas City</td>
</tr>
<tr>
<td>E-Verify</td>
<td>Eligibility management</td>
<td>Manassas City</td>
</tr>
<tr>
<td>Aesop</td>
<td>Absence and time tracking</td>
<td>Manassas City</td>
</tr>
<tr>
<td>Keystone</td>
<td>Payroll and HR management</td>
<td>Manassas Park</td>
</tr>
<tr>
<td>Chalk Schools</td>
<td>Online forms and processes</td>
<td>Manassas Park</td>
</tr>
<tr>
<td>VeriTime</td>
<td>Time tracking</td>
<td>Manassas Park</td>
</tr>
<tr>
<td>Winocular</td>
<td>Applicant tracking and management</td>
<td>Loudoun County</td>
</tr>
<tr>
<td>My Learning Plan</td>
<td>Planning for substitute teachers</td>
<td>Loudoun County</td>
</tr>
<tr>
<td>ATS (BrassRing)</td>
<td>Hiring management</td>
<td>Anne Arundel</td>
</tr>
</tbody>
</table>
Best Practices and Innovations:

The Virginia Efficiency review identified a number of best practice models in the area of Human Resources related to HR metrics, compensation strategies, and professional development:

- This study evaluates the ratio of HR staff to employees to industry standards and to the ratio in peer divisions in order to determine if HR is adequately and efficiently supported in the division. Based on the analysis, the Human Resource function could afford an increase in staffing.
- PWCS is implementing a compensation strategy that analyzes the level of compensation to ensure parity among the divisions. As part of this, PWCS should consider developing rewards for early career gains related to teacher effectiveness and to provide financial rewards to retain teachers.
- Maintain characteristics of effective professional development, as identified by the Council for School Performance.

Additionally, the Human Resources department currently produces a significant amount of work despite the lack of investment in technology. The team has great desire to invest in technology, which will allow for greater integration of enterprise wide systems and data and reduce duplicate entry of data.
**Benchmark Comparisons**

### Human Resources Central Office Staffing

- Prince William has the second lowest staffing levels in comparison to peer school divisions with 3.7 FTE per 10,000 students, compared to the average of 6.8 FTE per 10,000 students.
- Montgomery County has a slightly lower number of FTE with 3.6 HR FTE per 10,000 students.
- Despite lower staffing levels, PWCS appears to have similar HR department responsibilities with their peer group.
- Manassas Park City has 3.5 clerical FTE working within their HR department – with their low student enrollment; this puts their staffing per 10,000 students as the highest in our benchmarking comparison.

### Organizational Benchmarks

A review of the organizational structures across the largest peer divisions indicated that there were a number of structures used:

- In the largest school divisions such as Fairfax and Montgomery County, the office reported to a Deputy of Operations or a Chief operating officer. In Montgomery, the benefit function was separated from the Human Resource function and reports to the Director of Finance, who also reports to the Chief operating officer.
- The second structure, used by Prince George's County and Anne Arundel involved the human resource function reporting to the Deputy Superintendent for Schools. In these divisions, the
The responsibilities of the office were geared toward recruiting, employee relations and performance evaluation.

- In the third structure, the Associate Superintendent for Human Resources or the Chief Human Resource Officer reported directly to the Superintendent. The responsibilities in these divisions include recruiting, benefits, and leadership development. School divisions that use this model include Prince William, Loudoun, Howard, and Virginia Beach. In Howard, the professional development function is also the responsibility of the Chief Human Resource Officer.

### Departmental Responsibility Benchmarks
- The responsibilities across the peer divisions are largely similar in Human Resources as almost all peer divisions have their Office of Human Resources oversee staffing, state certification requirements, training, and all compliance programs.
<table>
<thead>
<tr>
<th>Department Responsibility</th>
<th>Prince William</th>
<th>Loudoun</th>
<th>Anne Arundel</th>
<th>Fairfax</th>
<th>Manassas City</th>
<th>Manassas Park City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruiting, inducting, and retaining highly qualified personnel</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Monitoring the evaluation process of all employees</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Overseeing staffing of schools and central offices</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Implementation of NCLB standards</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Overseeing state certification requirements</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Ensuring compliance of federal, state, and local mandates involving employment</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Providing training and consultative services to school based administrators and program managers</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
The Associate Superintendent for Student Learning and Accountability has seven direct reports and oversees 995.9 Full Time Equivalent Staff members. The seven departments reporting to the Associate Superintendent include:

- Accountability
- English Learner Programs and Services
- Professional Learning
- Special Education
- Student Learning
- Student Management and Alternative Programs
- Student Services

It is also important to highlight that the Associate Superintendent is supervising the Governor’s School at Innovation Park this year.

There were several key challenges identified for the department including:

- Having a wide span of control (peers in other divisions do not supervise as many offices)
- Supporting clusters of schools in a more coordinated manner
- Supervisors’ performing labor-intensive work that is not explicit in their job descriptions
The 995.9 Full Time Equivalent staff members that report to the department are broken down in the table below.

<table>
<thead>
<tr>
<th>Department</th>
<th>2017 FTE Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountability</td>
<td>23.0</td>
</tr>
<tr>
<td>Governor's School</td>
<td>8.0</td>
</tr>
<tr>
<td>Student Management and Alternative Programs</td>
<td>24.0</td>
</tr>
<tr>
<td>Professional Learning</td>
<td>21.5</td>
</tr>
<tr>
<td>Special Education</td>
<td>365.6</td>
</tr>
<tr>
<td>Student Learning</td>
<td>264.4</td>
</tr>
<tr>
<td>Student Services</td>
<td>176.3</td>
</tr>
<tr>
<td>English Learner Programs and Services</td>
<td>30.0</td>
</tr>
<tr>
<td>Alternative Education</td>
<td>83.2</td>
</tr>
<tr>
<td><strong>Department Total</strong></td>
<td><strong>995.9</strong></td>
</tr>
</tbody>
</table>

Since 2012, the number of staff has increased from 790.0 staff in 2011 to 995.9 staff in 2017. The growth rate of 26.1 percent is primarily due to the growth of the Regional School since 2012 and the centralization of the Nursing, Psychology, and Social Worker programs in 2014.
ACCOUNTABILITY
The Director of Accountability has five direct reports and oversees 23 FTE. The five direct reports include:

- Supervisor of Program Evaluation
- Supervisor of Testing
- Records Management Coordinator
- Grants Coordinator
- Data Analysis and Reporting Administrative Coordinator

Personnel
The Office of Accountability provides service to internal leadership including the School Board, Superintendent, Deputy Superintendent, Associate Superintendents, principals, and other department leadership seeking out management support to make decisions and shape policy. The office also provides the oversight of the division testing program, management of internal and external research and program evaluation, and data analysis and reporting.

<table>
<thead>
<tr>
<th>Department</th>
<th>2017 FTE Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing and Assessment</td>
<td>5.5</td>
</tr>
<tr>
<td>Program Evaluation</td>
<td>6.0</td>
</tr>
<tr>
<td>Data Analysis and Reporting</td>
<td>5.5</td>
</tr>
<tr>
<td>Management and Administration</td>
<td>2.0</td>
</tr>
<tr>
<td>Records Management</td>
<td>4.0</td>
</tr>
<tr>
<td><strong>Department Total</strong></td>
<td><strong>23.0</strong></td>
</tr>
</tbody>
</table>

Critical Functions and Activities
- Data analysis and reporting
- Management of testing programs
- Federal and state reporting
- Support for external research requests
- Grants development support
- Program evaluation
- Strategic and continuous improvement planning
• Annual school calendar creation and monitoring
• Division accreditation
• Management and archival of student and employee records
• Stakeholder satisfaction surveys

Challenges

• Meeting the work responsibilities of certain key functions that do not have dedicated staffing/resources such as development and monitoring of the Strategic and School Improvement Plan, the annual school calendar and division accreditation.
• Meeting the unfunded requirements of state testing, state reporting, and data analysis requests without adequate staffing.
• Strategically building cohesion with IT resources in assisting Accountability and schools in developing the tools that will make them most efficient and effective.
• Lack of dedicated resources to provide training for detailed data analysis to teachers and administrators to assist in assessing student achievement gaps and determine specialized student learning services.
• Management and support for online testing programs.
• Expansion of the use of the dashboard and reporting tools in the Data Warehouse.
• Support for the development and implementation of division program evaluation plans.

Technologies

The Office of Accountability employs several technology tools including the Data Analysis Reporting Tool (DART) through MicroStrategy, which is an electronic data warehouse for testing, course grades, behavior records, etc. and Question Pro for survey development. The office of Accountability also uses the state’s systems for testing (TestNav, PearsonAccess), and the records group uses ScribArchive as a cloud-based system for archival records and Scribbles online for records requests. The office also uses the Adaptive System of School Improvement Tools (ASSIST) technologies provided by AdvancED as part of our division accreditation. The office relies on the Student Management System (SMS) for the data used for DART and stat testing and reporting.

The technologies that peer divisions report using in their accountability departments are varied. Although Manassas Park City Schools and Anne Arundel County Public Schools report using PowerSchool for student information management, there is little overlap in the technologies that each division uses. Those technologies are reported in the table below.
**Best Practices**

Establish a culture of accountability throughout the entire division by ensuring that programs and performance are analyzed and evaluated annually. An Accountability Office should be aligned with the purpose and mission of the school division in terms of instructional programs, but should maintain independence in the analysis of data.

**Benchmark Comparisons**

<table>
<thead>
<tr>
<th>Division</th>
<th>2.6</th>
<th>1.4</th>
<th>5.4</th>
<th>1.7</th>
<th>2.7</th>
<th>1.2</th>
<th>19</th>
<th>4.1</th>
<th>1.3</th>
<th>2.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prince William</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loudoun</td>
<td></td>
<td>1.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Howard</td>
<td>2.6</td>
<td></td>
<td>5.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anne Arundel</td>
<td></td>
<td></td>
<td></td>
<td>1.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prince Georges</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fairfax</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Montgomery</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alexandria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manassas City</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>Manassas Park</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.8</td>
</tr>
</tbody>
</table>
• There are certain economies of scale that are generally recognized with Accountability personnel.
• Larger school divisions like Fairfax, Prince George's, and Montgomery generally have lower Accountability FTE per 10,000 students than smaller school divisions such as Alexandria and Manassas Park City Schools.
• When comparing personnel levels Prince William is in line with other divisions. However, the PWCS Office of Accountability includes functions not housed within the comparison offices. For example, even though other divisions include data analysis and reporting, many (most notably Fairfax's Decision Support Solution) also have data analysis and reporting staff in Information Technology, as well as, state reporting personnel distributed across other departments.
• Several years ago, Howard made a significant investment in the accountability department and elevated the reporting structure. Today Howard’s accountability department is reporting directly to the superintendent. Under that division they have two units (Accountability/Testing and Data Management).
• It is recommended that PWCS monitor Howard's investment in accountability to determine if the expansion in staffing and elevation of the department’s reporting structure is having a material impact on performance.

Organizational Benchmarks
A review of the organizational structures across the largest peer divisions presented three types of structures used based with a degree of independence from the academic vertical and level of investment that the school division was willing to make into data analysis and improvement.
• In Prince William and Fairfax County the accountability office is located under the Associate Superintendent for Learning and Accountability or the Deputy Superintendent of Academics, respectively. The structure results in a direct vertical alignment with academics, though less independence for the office. It is important to note that in Fairfax, there is also program evaluation staff that report to the Office of the Chief of Staff.
• In some instances, the Office of Accountability reports to a separate department such as the Chief of Staff or Office of Planning, Innovation and Accountability. The structure results in a greater independence, but less potential vertical alignment with academics. Example schools that use this type of structure include Montgomery County and Virginia Beach.
• The third structure is a separate office that reports directly to the Superintendent. This structure is used by Howard County where the Superintendent created a Chief Accountability Officer position in 2012 in an effort to drive transparency and improve school results. This structure results in a dedicated accountability structure that is more robust than other structures and very independent, but the independence may lead to thought leadership that challenges the academic regime.
**Departmental Responsibility Benchmarks**

- There is variation in the responsibilities across peer divisions in the Office of Accountability.
- Unlike Prince William, several other school divisions do not assign grants development, stakeholder surveys, and division accreditation to their departments. In addition, PWCS includes all of the state reporting functions within Accountability, rather than having them distributed across departments. Furthermore, the data analysis functions within PWCS (including the data warehousing) are in Accountability rather than in IT as they are in Fairfax.
- These additional responsibilities illustrate how PWCS is handling more tasks with staffing levels that are in line with the peer average in terms of central office FTE staffing per 10,000 students.
ENGLISH LEARNER PROGRAMS AND SERVICES

The Director of English Learner Programs and Services has eight direct reports and oversees 30 FTE. The direct reports include:

- Supervisor of English Learner Instruction
- Translation and interpretation Specialist (teacher with Supervisory management role)
- Dual Language Assessment Specialist (teacher)
- Administrative Coordinator for Central Registration and English Learner Parent Outreach
- Parents as Educational Partners (PEP) and English Learner Counseling Coordinator
- Bookkeeper
- Executive Secretary
- English Language Professional Development Coordinator

<table>
<thead>
<tr>
<th>Category</th>
<th>Department Responsibility</th>
<th>Prince William</th>
<th>Loudoun</th>
<th>Anne Arundel</th>
<th>Fairfax</th>
<th>Manassas Park City</th>
<th>Manassas City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountability</td>
<td>Management of state and local testing programs</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Accountability</td>
<td>State reporting</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Accountability</td>
<td>Data management/reporting/analysis</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accountability</td>
<td>Approval of external research requests</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accountability</td>
<td>Grants development</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accountability</td>
<td>Program evaluation</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Accountability</td>
<td>Strategic and continuous improvement planning</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Accountability</td>
<td>Coordination and monitoring of the annual school calendar</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Accountability</td>
<td>Division accreditation</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Accountability</td>
<td>Management and archival of student and employee records</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Accountability</td>
<td>Stakeholder satisfaction surveys</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>
The Office of English Language Programs and Services oversees and maintains services provided to English Learners (ELs) and Immigrant Youth (IY) in support of state and federal regulations. The main functions are to provide comprehensive registration services and ensure high quality school-based programs that assist ELs to reach proficiency in English while meeting and exceeding state content standards.

**Critical Functions and Activities**

- Ensure compliance with federal and state mandates regarding the education of English language learners.
- Monitor K-12 program services and provide support and technical assistance to schools to enhance service delivery.
- Ensure students have access to curriculum that integrates grade level content and English language development (ELD) and provide opportunities for English learners to accelerate language development.
- Comply with Department of Justice Agreement regarding school registration and English language proficiency assessment, translation and interpretation services, instructional services and EL program service delivery.
- Assist parents in helping their children to achieve academically, and to partner in their child's education.
- Emergency translations services (i.e. schoollockdowns, community forums, etc.).
- Provide high quality professional development to administrators, certified teachers, and classified staff.
- Assess for program eligibility, evaluate foreign transcripts, and register for school.
- Maintenance of English Learner and Immigrant Youth data for state and federal reporting.
- Coordinate the administration of the state's annual ELP assessment and parent/guardian notification of language development.
- Support schools in EL standardized testing, including testing accommodations.
- Recruit and screen dually certified ESOL teachers.
- Partner with VDOE on Title III initiatives.
- Coordinate services with Titles I and II.
• Provides training and protocols for translating/interpretation services (ethics, protocols and quality control).
• Maintain school-based Title III tutoring programs and VDOE Parents as Educational Partners (PEP) outreach program.
• Provide technical assistance to schools while monitoring data entry and quality services for over 19,000 English learner students as tracked electronically in the county's Student Information System, area referred to as the “EL Service Delivery Plan.”
• Regularly meet with school-based ESOL teacher leaders for train the trainer sessions prepared by this office.
• Provide job-embedded support to ESL endorsed teachers as well as to elementary and content certified teachers.
• Provide dual language assessment service for students identified at schools.
• Provide LEP parent outreach including adult ESL classes.
• Coordinate learning opportunities beyond the regular academic day/year, such as summer school services.
• Liaison regularly with the other offices within the Department of Student Learning and Accountability such as Student Learning, special education, and professional learning.

**Key Challenges**

Department leadership identified the following key challenges:

• Registering K-12 English learners for school within the state's timeline given the increasing number of students referred to Central Registration Services.
• Maintaining efficiency when assessing students for program eligibility given English learner student growth.
• Meeting the demand for school-based and division-wide professional development opportunities including job embedded coaching for elementary and special education certified teachers to be trained in EL techniques given limited resources.
• Space and staffing constraints, given the growth of the clients they serve and continuing growth projections.
• Recruiting qualified translators in certain languages.
• Providing full and sufficient services for over 149 languages (i.e. Processing school and parent requests for interpretation and translation of essential and non-essential information in any language).
• Meeting the requirement for the interpretation and translation of essential central office and school documents in six languages.
Technologies

The Office of English Learners provides all reporting online. They oversee the telephonic interpretation accounts, translation accounts and have an elaborate online professional development tracking system that they developed and manage.

In our interviews, peer divisions reported using a variety of technologies. These include Power School for student information management.

<table>
<thead>
<tr>
<th>Technology</th>
<th>Function</th>
<th>Divisions Using Platform</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moodlerooms</td>
<td>eLearning</td>
<td>Prince William</td>
</tr>
<tr>
<td>Brain Shark</td>
<td>Online presentations and training</td>
<td>Prince William</td>
</tr>
<tr>
<td>School Messenger</td>
<td>Mass communications</td>
<td>Prince William</td>
</tr>
<tr>
<td>Power School</td>
<td>SIS</td>
<td>Manassas City</td>
</tr>
<tr>
<td>Imagine Learning</td>
<td>ELL Language Software</td>
<td>Fairfax County</td>
</tr>
<tr>
<td>MyPLT</td>
<td>Professional Language Software</td>
<td>Fairfax County</td>
</tr>
</tbody>
</table>
Benchmark Comparison

PWCS has 2.3 FTE per 10,000 students, and is below the peer division benchmark average of 3.4 FTE per 10,000 students.

Manassas Park City provides ELL services with school based personnel and had no centrally identified English Language Learner staff.

Loudoun and Anne Arundel also direct much of their English as a Second Language (ESOL) support through the individual school based staff.
The above chart identifies central office personnel. In several cases, there was no clear delineation between both sets of staff. PWCS uses instructional staff on teacher contracts to fulfill central office roles; and these persons are distinguished on our office's organizational chart and in the responsibilities section.

Also, the above chart reflects personnel funded through Title III. Examples include Prince William, Loudoun, and Fairfax County. In some school divisions, the Title III FTE are accounted for in the ELL department, but the FTE funded by and dedicated to Title III were not separated necessitating the inclusion of Title III staff in the comparisons.

Prince William County has a below average score in comparison to their peers when considering central office ELL FTE per 1,000 ELL Students.

Howard County is an outlier in the data above because they have the lowest percentage of their student enrollment that qualifies as ELL (>5%) and have a large number of central office liaisons dedicated to Hispanic student achievement.

Organizational Benchmarks
There are typically two major organizational structures for English Learner departments in large peer school divisions – ELL as a separate department reporting to an associate superintendent and an ELL department that reports directly to an Academic or Curriculum Director.

- School systems such as Prince William County have an ELL Department that reports directly to an associate Superintendent in charge of Student Learning & Accountability.
- Many large school divisions such as Prince George, Howard, Anne Arundel and Montgomery County report to a Director of Curriculum/Instruction. Typically, these schools make use of an International
Student Services Office that not only helps introduce ELL requirements into the overall curriculum but manages incoming international students.

- Montgomery County also makes use of a Diversity Officer to respond to any social or academic needs of international or ESL students.

### English Language Learner

<table>
<thead>
<tr>
<th>Report to Associate Superintendent Level</th>
<th>International Student Services Officer</th>
<th>Department of Secondary Curriculum with Diversity Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Superintendent of Learning &amp; Accountability</td>
<td>Assistant Superintendent of Curriculum</td>
<td>Diversity Officer</td>
</tr>
<tr>
<td>Director of Student Learning</td>
<td>Director of Curriculum/Instruction</td>
<td>Assistant Superintendent of Curriculum</td>
</tr>
<tr>
<td>Director of Accountability</td>
<td>International Student Services Office</td>
<td>Department of Secondary Curriculum</td>
</tr>
<tr>
<td>Director of Professional Learning</td>
<td></td>
<td>ESOL/ELL Unit</td>
</tr>
</tbody>
</table>

> Prince William maintains their English Language Learner Office under their Associate Superintendent of Learning & Accountability.

> Example Schools: Prince William County

> Some school districts consolidate the ELL function in a department under the Director of Curriculum/Instruction.

> This office handles both incoming international students and ELL curriculum.

> Example schools: Anne Arundel, Howard County

> Some schools have separate ELL Units within their Curriculum Dept.

> This unit handles incorporating ELL requirements into school curriculum.

> Prince George also has a diversity officer to respond to academic and social needs of minority students.

> Example schools: Montgomery, Prince George

### Departmental Responsibility Benchmarks

- Based on the departmental responsibilities provided in the response, the school divisions appear to display similar responsibilities in their English Learner Programs. However, it is important to note that there are several distinctions the PWCS ELL department maintains. PWCS has put in place the structure and systems to guide schools to offer common services that result in high quality EL programs. As an example, PWCS has implemented an electronic tracking tool for monitoring the K-12 program services, and PWCS has been asked to share the tracking tool with other statewide divisions. PWCS also registers thousands of students by the EL office, and maintains EL and IY data in the Student Management System for state and federal reporting.

- Another discrepancy is that not all peer divisions coordinate the state’s ELP assessments or manage parent outreach. In the case of PWCS, there are over 19,000 EL levels 1-6 for whom the office
coordinates new entrant ELP language assessments, annual spring benchmarking ELP assessment, and parent outreach.

- PWCS maintains translation and interpretation services centrally, with schools contributing to the provision of services. Other schools such as Fairfax do maintain responsibility for translation and interpretation services, however these services are provided within the schools themselves.

<table>
<thead>
<tr>
<th>Department Responsibility</th>
<th>Prince William</th>
<th>Loudoun</th>
<th>Anne Arundel</th>
<th>Fairfax</th>
<th>Manassas City</th>
<th>Manassas Park City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure students have access to curriculum that combines grade level content and English</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>language development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offer opportunities for ELs to accelerate language development and academic achievement</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitor K-12 program services and provide support to schools to enhance service delivery</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>Assist parents in helping their children achieve academically and to partner in their child's</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>education</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Identify and enhance curricula and instructional materials</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide high quality professional development to administrators, certified teachers, and</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>classified staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess for program eligibility, evaluate foreign transcripts, and register for school</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td></td>
</tr>
<tr>
<td>Enter and maintain EL and IY data in SMS for state and federal reporting</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Coordinate translation and interpretation services</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Coordinate the admin of the state’s annual ELP assessment and parent/guardian notification</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>of language development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support schools in EL standardized testing</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Liaison with school leaders</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruit dually-certified ESOL teachers</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partner with VDOE on Title III initiatives</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
**Office of Student Management and Alternative Programs (OSMAP)**

The Office of Student Management and Alternative Programs (OSMAP) manages alternative education programs which include Adult Education, Computer-Based Instruction (CBI), Sixteen-/Seventeen-Year-Old GED Program, the Juvenile Detention Center, Non-Traditional Education Campus, Night School, Summer School (Grades K-12), and Virtual High School (Grades 9-12).

The OSMAP has 103.2 Full Time Equivalent (FTE) staff members including programmatic support and the Alternative Education schools like New Dominion and New Directions.

The Director of this office has ten direct reports including the Supervisor of Student Management, Principals of the Non-Traditional Education Campus and the Juvenile Detention Center, and three Coordinators of the Virtual High School, Adult Education, and Sixteen/Seventeen Year Old GED program. The director also has four support staff including an executive secretary.

**Personnel**

The 103.2 FTE include 83.2 FTE in the alternative education (i.e., Detention Home, New Directions and New Dominion) and 20 FTE supporting other programming such as summer school, the virtual high school, and student management.

The department also interacts with the payroll department, particularly for night school.

<table>
<thead>
<tr>
<th>Department</th>
<th>2017 FTE Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detention Home</td>
<td>1.0</td>
</tr>
<tr>
<td>Adult Education</td>
<td>5.0</td>
</tr>
<tr>
<td>Student Management and Alternative Programs</td>
<td>14.0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>20.0</strong></td>
</tr>
<tr>
<td>Detention Home</td>
<td>13.2</td>
</tr>
<tr>
<td>New Dominion</td>
<td>28.0</td>
</tr>
</tbody>
</table>

March 3, 2017
The Office of Student Management and Alternative Programs grew by an average of 20.0 percent between 2011 and 2017. The Alternative Education segment grew by 25.7 percent, while the remaining department including student management and adult education grew by 1.0 percent.

Critical Functions and Activities

The department’s critical functions and activities are:

- **Manage student discipline.** The department handles student discipline, which includes conducting long-term suspension hearings, pre-expulsion hearings, admission/readmission hearings, placement appeal hearings, early readmission hearings, criminal reassignment/disposition hearings; and processing the reenrollment of students committed to the Department of Juvenile Justice. The student management team includes a Supervisor and two Hearing Officers. One of the key workload drivers for a county of this size is the requirement in Virginia that expulsions have to be approved by the School Board. However, the school division can suspend students for an extended time period should the circumstances warrant it.

- **Provide non-traditional education programs** including Adult Education, Juvenile Detention Center, Virtual High School and Sixteen/Seventeen-Year-Old GED Program.

- **Adult Education** is a federally mandated program provided to three thousand adult students. To provide these services, PWCS partners with community colleges and businesses for different initiatives (e.g., workforce investment, skill source, ESOL programs, etc.).

- **Juvenile Detention Center, a state operated program,** includes a Principal with seven to eight teachers that support a fluctuating enrollment with sometimes greater than 75 students. The state is responsible for governance of the program, but employees are hired through the School Division.

- **Virtual High School** (VHS) was provided to approximately 1,200 students this summer. This “do it yourself” program provides a high quality curriculum, vetted by the division curriculum supervisors, and provides flexibility for students. In an ideal situation, students would be able to attend VHS full-time. The program provides courses that may not easily fit into students’ schedules (e.g., Economics and Personal Finance, HPE). Virginia now mandates that students must have at least one virtual class to graduate.

- **Sixteen/Seventeen Year Old GED Program.** General Education Development (GED) allows students to complete schooling through this high school equivalency. This is a night-time, two day per week program for students who are employed at least 15 hours per week and must complete the Economics and Personal Finance Class, as a requirement for participation.

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6 FY2016 Budget Book.
• **Night School** is a tuition based program provided two nights a week for a semester to obtain a full credit in a semester. The teachers are temporary employees for the program, but are fulltime during school day.

**Key Challenges**
Department leadership identified the following key challenges:

• The collection of responsibilities in this department is usually done by different offices in peer divisions.
• Maintaining and updating the policies and procedures in coordination with the School Board, community, and throughout the PWCS division.
• Provide professional development to schools regarding OSMAP processes and procedures.
• Ensuring a high degree of collaboration with the community.
• Managing the requirements for translation and interpretation services.
• Expanding the non-traditional education offerings to meet the needs of all students.

**Technologies**
The department uses a number of technologies to operate the alternative schools, handle disciplinary files, and provide computer based instruction. The department utilizes the DART system for analysis and maintenance of the disciplinary files. The Student Management System, a Pearson product, is used for management of the 1,300 night and summer school students. Finally, the Kronos system is expected to help with the management of time entry.

For computer based learning and online classes, the division uses both the Desire2Learn (D2L) learning management system for the Virtual High School and the Pearson GradPoint system, which is used to provide computer-based instruction for students who are long-term suspended or expelled.

A review of other peer division benchmarks showed usage of knowledge management and educational systems that could benefit PWCS.

<table>
<thead>
<tr>
<th>Technology</th>
<th>Function</th>
<th>Divisions Using Platform</th>
</tr>
</thead>
<tbody>
<tr>
<td>DART</td>
<td>Data analysis and reporting tool</td>
<td>Prince William</td>
</tr>
<tr>
<td>Kronos</td>
<td>Workforce management</td>
<td>Prince William</td>
</tr>
<tr>
<td>Desire2Learn</td>
<td>eLearning (Learning Management System)</td>
<td>Prince William</td>
</tr>
<tr>
<td>Pearson GradPoint</td>
<td>Online and blended learning</td>
<td>Prince William</td>
</tr>
<tr>
<td>Blackboard</td>
<td>Virtual Learning Tech</td>
<td>Anne Arundel</td>
</tr>
</tbody>
</table>
Best Practices and Innovations
PWCS provides a variety of research-based educational options to meet the unique and varied needs of students. Additionally, PWCS was one of the first school divisions to offer virtual learning through a homegrown program to students sixteen years ago. Today, students are required to take at least one virtual class in order to graduate in Virginia.

Benchmark Comparison

Alternative Education Central Office Staffing

- PWCS has 2.3 FTE per 10,000 students, and is below the peer division benchmark average of 2.4 FTE per 10,000 students.
- Manassas City, Manassas Park City, and Prince George’s County had no centrally identified Alternative Education staff, as both schools use the Prince William programs.
- A number of the school divisions including Loudoun, Anne Arundel, Fairfax County, and Montgomery County provided the primary alternative education support through the school based positions. Examples include:
  - Fairfax County maintains Mountain View High School, Alternative Learning Centers, Interagency Alternative School Programs, AIM, and other state operated programs.
  - Montgomery County maintains Blair Ewing Center for alternative learners.
Loudoun County runs the Douglass School for middle and high school students referred from across the division.

- As a result of the benchmark treatment of positions as school based, PWCS’s alternative schools such as New Dominion, New Directions, and PACE East have been notated as school based positions for PWCS.
- After factoring for the school based positions, Alexandria and Howard had larger dedicated functions for this type of support.

PWCS is in line with peer division averages when factoring in identifiable school based positions. PWCS had 9.4 school based alternative education FTE per 10,000 students while the peer divisions had 8.9 FTE per 10,000 students.

Organizational Benchmarks

The operating models for alternative education programs are one of the most varied set of services across the peer school divisions studied. There are three basic types of operating models, however the school divisions vary in the service delivery model even under these structures. The three operating structures include a consolidated Non-traditional Education office, separation of services between Alternative Education and Special Services under the same director, and separation of instructional and specialized student services under different directors. The organizational benchmarks vary widely across divisions.
The PWCS OSMAP is a unique structure when compared to the largest regional school divisions. The office consolidates services including student management and discipline, Adult Education, Summer School, Juvenile Detention, and Virtual High School. The office also oversees the alternative schools such as New Directions, New Dominion, and PACE East.

Several other school divisions follow a model with a Department that handles Special Education and Student Services with an Office of Alternative Education and Office of Special Services reporting to the Deputy Superintendent of Academics.

Anne Arundel has departments dedicated to alternative education, behavioral interventions, and evening high school. In addition the division manages an alternative school known as the Phoenix Academy.

Howard County has a Department of Special Education and Student Services that reports to the Deputy Superintendent. There are offices for summer school, academic intervention, digital learning innovation and design, and alternative in-school programs. The division oversees Homewood program and the alternative schools Cedar Lane and Bridges. Evening school and adult education are programs embedded in the schools.

Montgomery has an office of Alternative Programs reporting to the Associate Superintendent for Secondary School Support and Improvement that offers programs for at-risk middle and high school students. The school division also oversees a series of special schools and centers including Rock Terrace School, Stephen Knolls School, Longview School, Carl Sandburg Learning Center, and John L. Gildner Regional Institute for Children and Adolescents.

Prince George’s County has an office of Special Education and Student Services that reports to the Deputy Superintendent for Teaching and Learning that provide both student services and alternative education services.

The third model includes school divisions with a separation of instructional and specialized student services under different directors.

Loudoun County has an office of Instructional Programs reporting to the Associate Superintendent for Loudoun that oversees Adult Education and Virtual Loudoun, an office of Student Services that oversees the Detention Center and Homebound program, and an Office of Diagnostic and Prevention Services that provides student services and psychological support.

Fairfax County has an office of Instructional Services that oversees Adult and Community Education and an office of Special Services that oversees intervention and prevention services and other types of special education. The other services such as the alternative schools, juvenile detention, and virtual high school are overseen by the schools themselves. The Office of Alternative and Non-Traditional School Programs oversees alternative programs and juvenile detention, however these staff are considered school based positions. The division also has a virtual online campus that offers high school courses overseen by the Office of Instructional Services that is considered school based, which has the effect of understating the size of the central alternative education function in Fairfax.
Departmental Responsibility Benchmarks

- At a high level, peer divisions have the same responsibilities as Prince William in their Non-Traditional Education department.
- In Fairfax, the discipline office reports directly to the Deputy Superintendent. Montgomery County discipline office reports to Chief Academic Officer, Deputy Superintendent of School Support and Improvement. Loudoun discipline office was recently revamped.
- One difference is that Anne Arundel does not manage student discipline within this department.

Department Responsibility

| Manage student discipline | ✔ | ✔ | ✔ | ✔ |
| Provide non-traditional education programs | ✔ | ✔ | ✔ | ✔ |
**Professional Learning**

The Director of Professional Learning has two direct reports and oversees 18.1 FTE. The two supervisors reporting to the Director include:

- Supervisor of Global Learning and Culturally Responsive Instruction
- Supervisor of Leadership Development

**People**

The Office of Professional Learning (OPL) is an internal service program serving all 95 schools and 40 central departments in the School Division. The mission of OPL is to provide learning opportunities to all certified personnel in the school division. The office shares responsibilities for Title II Part A with the Office of Student Learning and Office of Human Resources. The five FTE are split between the two offices of Student Learning and Professional Learning, while the additional FTE is split between Human Resources and Professional Learning in a 90/10 fashion.

<table>
<thead>
<tr>
<th>Department</th>
<th>2017 FTE Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development</td>
<td>7.0</td>
</tr>
<tr>
<td>Title II Part A</td>
<td>4.6</td>
</tr>
<tr>
<td>Management and Administration</td>
<td>6.5</td>
</tr>
<tr>
<td><strong>Department Total</strong></td>
<td><strong>18.1</strong></td>
</tr>
</tbody>
</table>

**Critical Functions and Activities**

OPL’s vision statement is “students learn in a division that learns.” The Office carries out its mission by:

- Designing and facilitating high quality, job-embedded professional learning experiences using the Standards of Professional Learning and evidenced-based practices.
- Promoting collective responsibility for student learning and achievement by supporting collaborative professional learning that builds the leading and learning capacity of all stakeholders division-wide.
- Enhancing stakeholder efficacy and effectiveness through a data-driven cycle of improvement.
- Aligning learning opportunities to PWCS Strategic Plan and 20/20 Vision for PWCS Graduates.
OPL runs five activities with 19 core services:

- **Program Leadership and Administration:** The core services include leadership and administration and achievement of the state and federal mandates, as well as, school policies and regulations.

- **Leadership Development Program:** The core services of the office including CRI sessions, cognitive coaching seminars, mentor programs, lead mentor programs, administrative intern academy, Assistant Principal Leadership Academy, the educational leader induction, new educational leader mentor program, and the adaptive schools seminar. The office:
  - Provides new leader induction training for Principals and Assistant Principals through a three-year program including additional development and support opportunities.
  - Provides school improvement support through preparing schools for the State Academic Review Process.
  - Provides transition support and leadership development opportunities for new administrative interns.
  - Designs and delivers global and culturally responsive Educational Leader Induction program for new teachers every year.
  - Oversees the mentoring and induction program with 98 lead mentors and 1,000 mentors across the school division. Performs school visits, site visits, and professional learning for the 98 lead mentors and provides support to the mentors of the individual teachers.
  - Develops the capacity of lead mentors and mentors to support the new educators.
  - Builds leadership capacity of lead mentors and lead teachers through specific learning and accountability requirements.

- **Teacher Support:** Core services in teacher support include recruitment and retention and instructional coaching programs.
  - Manages the instructional coaching program across the division. Seven instructional coaches are placed at 13 schools for additional instructional support, and are under review for accreditation, or are not fully accredited.
  - Developing a program evaluation to include a logic model and observation tools to evaluate teams and coaches. The director will be out in schools weekly, meeting with principals and working with the coaches to provide support and enact changes in the schools.
  - Conducts Cognitive Coaching division-wide training session for schools and central office staff. Through the Cognitive Coaching Seminar, PWCS focuses on building capacity in our administrative, and teacher leaders. The administrative coordinator along with a staff member from another office conducts this 8-day training.
  - The Adaptive Schools℠ Seminars is a professional learning opportunity applicable for instructional and classified PWCS employees. Adaptive Schools℠ Seminars consist of four days of training offered three to five times a year. The seminars present productive and practical ideas, and tools to develop collaborative and effective groups trained and equipped to resolve complex issues around student learning and organizational management. The Director of OPL is the sole trainer for the seminars.

- **General Professional Learning:** Core services include professional learning support, electronic registrar online, and Lynda.com.
Provides support for the professional development goals established in the strategic plan including culturally responsive instruction, individualized professional development and growth plans, and evaluation through a standards-based performance evaluation system.

- Developing a Professional Learning Community Implementation plan to support and maintain the continuous improvement cycle in student achievement.

Conferences: Core services in the conferences activity include the SLC, EEE leadership Conference, AP/Al Summer Conference Day, MSC, and PWCS Connect.

- Design, plan, convene and lead annual leadership (EEE) conferences, new professional educator (PWCS Connect), and student leadership and middle school conferences.
- Ad-hoc training request from board, PWCPS or school leadership.

Challenges

Department leadership identified the following key challenges:

- The Title II A Grant funding decreased annually over the last five years based on federal appropriations, while salary and benefit costs have increased every year (88 percent of the Title II A funds are used for salaries.) These financial conditions create funding challenges to support professional learning in the division.
- The Title II-A budget is supplemented by a $110 thousand grant award from Apple Federal Credit Union Education Foundation that funds a significant amount of the teacher induction program. The grant is renewed on a year-to-year basis. If the grant were not awarded to PWCS the funds would need to come from another source or the program would have to be cut back.
- The Office of Professional Learning oversaw the Teacher Incentive Performance Award (TIPA) grant until last year when the funding ended. Maintaining valuable aspects of the program without the continued funding will be a challenge.
- OPL and Student Learning share five employees to perform division-wide professional development activities. While the professional development specialists work to provide a consistent service for Student Learning and OPL the split positions create challenges for the staff in terms of management oversight and priority setting potentially lessening the desired outcomes for each office.
- Development of division-wide professional learning plan that results in continuous improvement and closing of achievement gaps by identifying key benchmarks and outcomes.
- Consistently build the capacity of school leadership teams to provide support to educators within their buildings.
- Maximize the efficiency and effectiveness of division-wide standards-based professional development.
- Support and sustain Continuous Process Improvement and Professional Performance Process (PPP) learning opportunities. The purpose of the PPP is to ensure that all staff know and use best practices in teaching, learning.  

The Title II Part A grant is currently being utilized at 88 percent for staffing in the office of professional learning, office of student learning, and office of human resources. As a result, programmatic choices are limited because of the distribution of funding.

These professional learning activities and core services directly affect the School Division’s compliance with Federal, State and local mandates, and PWCS Strategic Plan goals.

**Technologies**
The department uses the Electronic Registrar Online (ERO) and Lynda.com systems for the School Division. ERO provides tracking and reporting of professional development hours by teacher to ensure compliance with the 180-hour and 15-hour ESOL requirements. The Lynda program is an online training system that provides online courses in business, software, technology and creative skills. In an effort to better leverage technology, OPL is exploring online and hybrid training programs versus only utilizing face-to-face training activities.

In our interviews, peer divisions reported using a variety of technologies to advance their professional learning departments. In addition to Prince William County Public Schools, Anne Arundel County Public Schools reports using ERO. Loudoun County Public Schools uses My Learning Plan for professional development planning, while Anne Arundel County Public School uses Performance Matters for a similar purpose. Other technologies are reported in the table below.

<table>
<thead>
<tr>
<th>Technology</th>
<th>Function</th>
<th>Divisions Using</th>
<th>Platform</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lynda</td>
<td>LMS</td>
<td>Prince William</td>
<td></td>
</tr>
<tr>
<td>My Learning Plan (now Frontline Professional Growth)</td>
<td>Professional development planning</td>
<td>Loudoun County</td>
<td></td>
</tr>
<tr>
<td>Blackboard</td>
<td>LMS</td>
<td>Anne Arundel</td>
<td></td>
</tr>
<tr>
<td>Performance Matters</td>
<td>Professional development planning</td>
<td>Anne Arundel</td>
<td></td>
</tr>
<tr>
<td>ERO</td>
<td>Electronic registrar</td>
<td>Prince William</td>
<td>Anne Arundel</td>
</tr>
<tr>
<td>Learn IT</td>
<td>Professional Development Software</td>
<td>Fairfax County</td>
<td></td>
</tr>
</tbody>
</table>

**Best Practices**
PWCS belongs to Learning Forward, an association focused on building knowledge and skills of educators. PWCS follows the Learning Forward Standards for Professional Learning, which outline the characteristics...
of professional learning that leads to effective teaching practices, supportive leadership, and improved student results.8

Surrounding school divisions have an Office of Professional Learning. Leadership Development is available but does not align with standards-based evaluation system. Teacher support is standard practice in other surrounding school divisions. All school divisions conduct induction or general professional learning conferences for the School Division. Fairfax and Loudoun have a three-year induction program, while PWCS only has a one-year program.

**Benchmark Comparisons**

![Professional Learning Services Staffing Chart]

- The variation of operating models represented in the organizational benchmarking is reflected in the staffing benchmark comparisons. Depending on how the staff are shared or utilized, the professional learning department may appear higher or lower than peer school divisions. For example, in Alexandria and Howard County with dedicated offices to professional development, the staff headcount appears larger than average.
- In Fairfax, there is an office of professional development. In addition to professional development responsibilities and Title II-A, staff are supported by both the office of Human Resources and

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8 learningforward.org
Department of Special Services. In Loudoun County the responsibilities are split between Title II-A and Human Resources functions

- PWCS’s 2.0 FTE per 10,000 students for Professional Learning is slightly below the average of 2.2 FTE across the peer divisions. PWCS actively shares Title II-A staff with the Office of Student Learning and Office of Human Resources, which reflects the shared responsibility that show up in some, but may not show up in other school division comparisons.

**Organizational Benchmarks**

OPL has one of the largest variations in organizational structure across the departments reviewed because of both the reporting structure and the number of shared responsibilities that cross departments. Each school division has a different type of reporting structure.

- In PWCS, the Office of Professional Learning reports to the Associate Superintendent for Student Learning and Accountability. The office shares staff and responsibility with the Office of Student Learning.

- Many school divisions have the Office of Professional Learning report to the Deputy Superintendent for Academics or the Chief Academic Officer. School divisions with this structure include Anne Arundel, Fairfax, Loudoun County, and Prince George’s.

- In some cases, responsibilities are shared across departments including Human Resources and Student Learning. For example, in Loudoun County the Title II-A program, which is deemed a reimbursable program, provides support in professional learning and student learning. In Fairfax County, there are professional growth positions in the Office of the Chief Academic Officer (i.e., professional learning and family engagement), Office of Human Resources (i.e., instructional staff development and Title II-A), and in special education instruction (i.e., Special Services Professional Development).

- In Prince George’s County, there is an office for Continuous Systemic Improvement that reports to the Deputy Superintendent for Schools that was a continuation of the TIPA related grant. The TIPA grant ceased in 2015-2016 in PWCS shifting responsibility for this function to the school.

- Anne Arundel has a professional development center called the Carver Center with the mission of providing continuous and focused learning for all employees.9

- In Howard County the Office of Professional Learning reports to the Chief Human Resource Officer.

- In Montgomery County the Professional Growth Systems reports to an equivalent position held by the Associate Superintendent for Human Resources and Development. In addition, the Associate Superintendent for School Administration and Leadership Development has a responsibility for professional and organizational growth.

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9http://www.aacps.org/aacps/boe/teach/stafd/stafd.asp
Departmental Responsibility Benchmarks

- There are wide variations in the Office of Professional Learning’s responsibilities between Prince William and other peer divisions. For example, few if any other divisions have a three-year sequential leadership program or provide any transition leadership guidance.
- Only a few other divisions are providing PPP Implementation and PLC support.
- Despite Prince William’s OPL having additional duties and responsibilities, their staffing levels remain in line with their peer average.
<table>
<thead>
<tr>
<th>Department Responsibility</th>
<th>Prince William</th>
<th>Loudoun</th>
<th>Anne Arundel</th>
<th>Fairfax</th>
<th>Manassas City</th>
<th>Manassas Park City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide sequential leadership development opportunities through a three-year leadership induction program for new assistant principals</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide transition support and leadership development opportunities for new administrative interns</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide support for new administrators through an Educational Leader Induction Program</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop the capacity of lead mentors and mentors to support the new educators and</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Build leadership capacity of lead mentors and lead teachers through specific learning and accountability requirements</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baldrige in Education support</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPP Implementation support</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pedagogical and Content-Specific support</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-Based Capacity Building</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Degree/Certification support</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Induction for Educators New to PWCS</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLC support</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culturally-Responsive Instructional support</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SPECIAL EDUCATION

The Director of Special Education has nine direct reports (including one vacancy) and oversees 393.6 FTE. The nine supervisors reporting to the Director are all Supervisors of Special Education, broken into area clusters, and responsible for support to schools as well as monitoring and compliance.

Personnel

The Office of Special Education supports students with disabilities, both in special education settings and in the general education setting. It also is charged with ensuring that disabled children are identified and educated in accordance with local, state, and federal requirements.

The department has grown from 336.4 FTE in 2011 to 393.6 FTE, a growth of 17 percent.
Critical Functions and Activities

- Special Support (Education based support across the entire School Division) is separated by clusters to ensure full coverage to School Division.
- Provision of assessment services and materials.
- Compliance and Monitoring of Special Education based policy, regulations and laws.
- Technical assistance.
- Provision of content specific, compliance and instructional-based professional learning and support opportunities.
- Respond to all legal/procedural challenges including state complaints, due process claims and Office of Civil Rights inquiries.
- Instructional Support:
  - Model effective instruction K-12.
  - Observe classrooms and students, giving feedback to individual teachers and administrators and teams.
  - Support in developing IEP goals in all areas.
  - Assist in task analysis of IEP goals for instruction and review data to help determine if instruction is effective.
  - Participate in meetings (Intervention, IEP, FBA/BIP, and Eligibility) to understand learning needs.
  - Support schools through the multi-tiered system of supports (PBIS, MTSS) for both academics and behavior.
  - Provide progress monitoring tools.
  - Provide training in progress monitoring tools.
  - Review progress monitoring and offer suggestions.
  - Supply examples of Fidelity Checks and perform Fidelity Checks for research based programs and strategies.
  - Recommend appropriate and effective research based programs, strategies, and assessment for reading, math, written language, social skills, and behavior.
  - Assist schools in developing effective schedules (master schedule and individual teacher schedules).
Provide research based programs and materials through a Loaning Library with over 2,000 separate materials.

- Provide professional development for instruction (academic, behavior, social skills) and processes.
- Meet with Intervention teams to discuss/review/guide them through the intervention process.

**Challenges**

Department leadership identified the following key challenges:

- Improving the system for monitoring students' progress, in terms of both at risk and disabled students;
- Physical and occupational therapists need more equipment to properly perform their duties;
- Meet school requests for support with sufficient staff;
- Recruit teachers that have knowledge of ASD and behavior strategies.
- Additional FTE's are needed in the area of school psychologists, educational diagnosticians, speech/language pathologists, behavior specialists, and HI and VI specialists in order to meet the needs of the growing student population.
- Increase resources dedicated to compliance given SPED enrollment figures.

**Technologies**

Peer divisions report using a variety of technologies to support their special education departments. These include SEAS IEP for individual education planning.

<table>
<thead>
<tr>
<th>Technology</th>
<th>Function</th>
<th>Divisions Using Platform</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEAS IEP Software</td>
<td>Individual education planning</td>
<td>Manassas Park</td>
</tr>
<tr>
<td>Read &amp; Write App</td>
<td>Literary Application</td>
<td>Loudoun County</td>
</tr>
<tr>
<td>Kurzweil</td>
<td>Reading Software</td>
<td>Prince William</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anne Arundel</td>
</tr>
<tr>
<td>Read 180</td>
<td>Reading Comprehension Software</td>
<td>Prince William</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anne Arundel</td>
</tr>
<tr>
<td>Math Navigator</td>
<td>Math Software</td>
<td>Prince William</td>
</tr>
<tr>
<td>Achieve 3000</td>
<td>Reading Software</td>
<td>Prince William</td>
</tr>
<tr>
<td>MAP, Aimsweb, Branching Minds</td>
<td>Web Based</td>
<td>Prince William</td>
</tr>
</tbody>
</table>
Benchmark Comparisons

**Special Education Central Office Staffing**

- PWCS has 3.6 FTE per 10,000 students and is below the peer benchmarking average for Special Education of 4.5 FTE per 10,000 students.
- Manassas Park City did not have a separate staff member identified for the Central Office Special Education function, while Manassas City had the largest number of staff per 10,000 students by comparison due to the size of the school division. Howard was the lowest of the school divisions at 1.7 FTE per 10,000 students.
- The other school divisions were in line with the peer division average.
- When reviewing the peer school divisions on a per Special Education student basis, PWCS remains just below the benchmark average.
- There are other small deviations in the peer division average that reduce some of the variability in support levels across the school divisions.
- The comparison on a per 1,000 special education student basis is shown in the chart below.
PWCS has 3.2 central office FTE per 1,000 SPED students and is below the peer benchmarking average of 3.8 FTE.

Prince William’s ranking is nearly identical when comparing central office staff to the special education and the general student population.

Organizational Benchmarks

All of the large school divisions reviewed had dedicated departments for special education services. A review of the organizational structures across the largest peer divisions indicated that there were small variations in the organizational structures used.

- In PWCS, the Office of Special Education reports to the Associate Superintendent for Student Learning and Accountability. The office maintains responsibility for Special Education, Vision Services, Speech Services, Hearing Services, Psychology Services, Occupational and Physical Therapy, Assistive Technology, Behavioral Issues, Preschool, Adult Detention Center, Autism, 504, Medicaid, and school based special services.
- Many school divisions have a Department of Special Education and Student Services with an Office for Special Education. In these divisions, the Office of Special Education oversees the administration and coordination of special education services and provides oversight for school
based instructional facilitators. The services may include early intervention services, family support, academic intervention, administration of Medicaid waivers, or coordination of countywide services. Schools that follow this type of a structure include Anne Arundel, Howard County, Prince George’s, and Montgomery County.

- Loudoun County has a special education department that reports to the Assistant Superintendent for Student Services. The responsibility includes oversight of special education programs and services, procedural support, and coordination of special education services for elementary, secondary, and early childhood.

- Fairfax County has a special education department that reports to the Department of Special Services. Responsibilities of this department include oversight of specialized services for vision, speech, hearing, and occupational and physical therapy. The department also oversees services for assistive technology, behavioral issues, communication disorders, and administration.

Departmental Responsibility Benchmarks

Generally, all schools divisions assign approximately the same responsibilities to their Special Education departments including compliance, assessment services, and professional development.
**STUDENT LEARNING**

The Office of Student Learning (SL) helps to advance student achievement through curriculum development, delivery of content, and program leadership. The department is the Central Office responsible for early childhood (pre-school) education. This includes grant management for economically disadvantaged youth, developing academic curricula and programming for grades K-12, screening applicants for content knowledge, observing and supporting new teachers, providing course specific professional development, conducting oversight and support for the implementation of the curricula, providing leadership for all student activities/athletics, and providing technical support for school improvement efforts.

The central office staff consists of 41 student learning curriculum and program staff, 4.5 Title I, 27.0 Head Start Preschool VPI/VPI+ staff, and 2.5 Title II-A staff. The office coordinates the work assignments of 191.6 school-based personnel including: nursing, gifted, music, preschool, and aquatics center personnel. The Director of Student Learning has seventeen direct reports including five administrative support staff, eight subject area curriculum supervisors, and four program staff.
supervisors, four program supervisors including: career and technical education, gifted education, Title I, and Head Start.

**People**
The majority of the 267.2 FTE included in the staff for this department are school based instructors providing educational services in preschool, Title I, music/strings, gifted, aquatics, and nursing classrooms. The remaining staff consists of subject and program area specialists across the major domains including world languages, science, math, history, health, language arts, library media, and the arts. The department also supports the operations of the Governor's School at Innovation Park, the Belmont Science Education Center, the Hylton High School Planetarium, the Forest Park High School Observatory, and the Prince William County Schools Aquatics Center.

<table>
<thead>
<tr>
<th>Department</th>
<th>2017 FTE Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Curriculum and Program Management and Support</td>
<td>41.4</td>
</tr>
<tr>
<td>Head Start/VPI/VPI+(central)</td>
<td>27.0</td>
</tr>
<tr>
<td>Title I (central)</td>
<td>4.7</td>
</tr>
<tr>
<td>Title II Part A</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Central Office Personnel</strong></td>
<td><strong>75.6</strong></td>
</tr>
<tr>
<td>Aquatics*</td>
<td>4.5</td>
</tr>
<tr>
<td>Gifted Teachers (elementary)*</td>
<td>13.6</td>
</tr>
<tr>
<td>Head Start/VPI/VPI+*</td>
<td>57.3</td>
</tr>
<tr>
<td>Music (elementary Strings)*</td>
<td>20.3</td>
</tr>
<tr>
<td>Nursing*</td>
<td>4.0</td>
</tr>
<tr>
<td>Title I*</td>
<td>85.9</td>
</tr>
<tr>
<td>School based Staff</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>School based personnel</strong></td>
<td><strong>191.6</strong></td>
</tr>
<tr>
<td><strong>Department Total</strong></td>
<td><strong>267.2</strong></td>
</tr>
</tbody>
</table>

There is a stark difference between the growth in federal program related staff that are supervised for the Office of Student Learning and the school based positions. Since 2011, the school based positions have increased at a greater rate than the central office support staff, increasing the span of oversight required by the central functions and by association the level of responsibility.

**Critical Functions and Activities**
The department’s critical functions and activities are:
Prince William County Public Schools
Central Administrative Office Staffing Study

- **Curriculum Development.** The Curriculum Supervisors lead the development of the division's K-12 curriculum. The state provides standards and the department works with teachers to develop curriculum.
- **Support improvement programs.** The department supports schools in meeting federal, state, and local targets; supports school improvement status, and helps to increase academic achievement.
- **Content Professional Development.** The department will provide professional development services through research-based strategies for improving achievement. The Offices of Professional Development and Student Learning benefit greatly from maintaining high degrees of integration. Two major activities associated with this function are the content screenings conducted by content/program area supervisors and specialists for applicants to the division, and informal classroom observations conducted with all new teachers each fall.
- **Develop content delivery.** The Office of Student Learning provides model assessments and lesson activities to support teachers in the delivery of instruction. The staff recommends Instructional programs and resources provide training to support implementation in schools.
- **Textbook adoption.** The department is responsible for driving textbook adoption across the schools. The Office is seeking online alternatives to traditional textbooks that provide high quality, reliable, instructional materials to all students.
- **Specialty Program Development.** The department provides program development services for career and technical education, gifted education, and specialty programs. Staff supports the Advanced Placement, International Baccalaureate, and Cambridge programs, as well as the Center for Fine and Performing Arts, and World Language programs K-12.
- **Federal Program Oversight** for the Perkins, Title I, and Head Start programs.
- **Content Screenings of New Hires.** The department provides screening interviews of applicants to assess their content knowledge and teaching expertise to assist school administrators with hiring.
- **Student Athletics/Activities.** The department supports all student athletics/activities across the division, including oversight and operation of the Aquatics Center.

**Key Challenges**
Department leadership identified the following key challenges:

- PWCS is a very decentralized environment known as site-based management, which can make it challenging for the department to maintain consistency of the curriculum, programs, processes, and systems across schools.
- The separation of the professional development department requires increased coordination across the departments to ensure professional development needs and curriculum development are coordinated to serve school staff efficiently.
- Systematic coordination of new programs remains a challenge as the needs of a growing student population evolve.
Technologies
The office uses a variety of software applications to manage workflow, to support planning, task management, and to increase collaboration across the team. The office uses BrainShark to provide online training modules, but will require additional training systems to maximize online learning for professional development.

Improvements for technology
There are some key challenges and potential improvements that PWCS could benefit from with regard to the use of technology. PWCS could benefit from investing in a high quality learning management system/course delivery platform (e.g. Blackboard) that helps in communicating curriculum to classroom teachers and be used by students. This is currently done through Intranet, where teachers are responsible for extracting the content and converting it into their own various platforms that they may be using with their students. The system could be leveraged for professional development, specifically for on-demand content for teachers and administrators (new curriculum, professional development sessions).

Peer divisions report using a diverse array of technologies to support their student learning divisions. These include Phoenix and Powerschool for gradebook management, Classlink and a division-built data warehouse for data storage, and Moodle and Blackboard for online learning functionality.

<table>
<thead>
<tr>
<th>Technology</th>
<th>Function</th>
<th>Divisions Platform</th>
<th>Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phoenix Gradebook</td>
<td>Gradebook management</td>
<td>Loudoun County</td>
<td></td>
</tr>
<tr>
<td>Classlink</td>
<td>Cloud storage and remote access</td>
<td>Loudoun County</td>
<td></td>
</tr>
<tr>
<td>Moodle</td>
<td>Online learning platform</td>
<td>Loudoun County</td>
<td></td>
</tr>
<tr>
<td>Powerschool</td>
<td>SMS and gradebook management</td>
<td>Anne Arundel</td>
<td></td>
</tr>
<tr>
<td>Blackboard</td>
<td>LMS</td>
<td>Anne Arundel</td>
<td></td>
</tr>
<tr>
<td>Performance Matters</td>
<td>Professional and student development</td>
<td>Anne Arundel</td>
<td></td>
</tr>
<tr>
<td>Educational Data Warehouse (Division built)</td>
<td>Data storage</td>
<td>Anne Arundel</td>
<td></td>
</tr>
<tr>
<td>Intranet</td>
<td>Course Delivery Platform</td>
<td>Prince William</td>
<td></td>
</tr>
<tr>
<td>IXL</td>
<td>Student/Teacher Course Learning Software</td>
<td>Manassas Park</td>
<td></td>
</tr>
</tbody>
</table>
Benchmark Comparisons

- The chart above shows the breakout in Student Learning FTE per 10,000 students including a differentiation between central office and school-based positions.

- There was significant variation in the treatment of school based student learning positions.

- Howard, Manassas Park City, and Manassas City School divisions do not provide a clear delineation between their central office and school FTE.

- Prince William has 8.6 FTE per 10,000 students, compared to peer division benchmark average of 12 FTE per 10,000 students.

- Prince William ranks as one of the lowest divisions in terms of central office FTE, while the school based positions remained comparable to other school districts where the function could be identified.

- It is recommended that future allocations of central versus school based staff be weighted toward the central function to balance the staffing segments and enable better oversight and central development of curriculum and ongoing staff support.
Organizational Benchmarks
There are typically two major organizational structures for Student Learning Offices in large peer school divisions:

Divisions that control these services at an Assistant Superintendent level-

- Schools systems such as Prince William County organize their Department of Student Learning under their Assistant Superintendent of Student Learning & Accountability. Peer departments under this position include Special Education, Curriculum, and Professional Learning.

Divisions that organize the Student Learning Office as a department reporting to an Assistant Superintendent-

- Other large schools divisions such as Montgomery and Fairfax County organize their Office of Student Learning at an Assistant Superintendent Level. Typical Student Learning services such as Nursing, Student Wellness, and Gifted Programs are further separated by elementary and secondary curriculum with a separate Career Readiness office.

Department of Student Learning

- Most school districts head their Student Learning Office at a Associate Superintendent Level.
- Some schools such as Montgomery break their Office’s responsibilities into elementary and secondary curriculum services as well as Career Readiness.
- Example Schools: Montgomery County, Fairfax County

Department Reporting to Associate Superintendent

- Prince William County organizes their Office of Student Learning at a department level, located under an Associate Superintendent.
- Unit functions within the Office include Curriculum, Gifted Education, Title I, and Head Start programs.
- Example schools: Prince William County

Departmental Responsibility Benchmarks

- Generally, peer divisions assign fewer responsibilities to their Office of Student Learning than Prince William.
• The supervision of Title I and preschool programs, as well as, the management of the Aquatics Center are responsibilities that make the span of responsibility for this department greater than peer districts.

• Small differences include that Anne Arundel does not manage textbook adoption and Manassas Park City doesn’t include student activities and FPAP leadership through this office.

• Despite similar responsibilities, Prince William’s central office FTE per 10,000 students remains lower than the peer average.

<table>
<thead>
<tr>
<th>Department Responsibility</th>
<th>Prince William</th>
<th>Loudoun</th>
<th>Anne Arundel</th>
<th>Fairfax</th>
<th>Manassas Park City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Development</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Content Professional Development</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Gifted Education</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Specialty Program Coordination</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Fine and Performing Arts Program Leadership</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Student Athletics/Activities</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Title I and Head Start</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Textbook Adoption</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>
**STUDENT SERVICES**

The Director of Student Services has seven direct reports and oversees 148.3 FTE. The seven supervisors reporting to the Director includes:

- Supervisor of Threat Assessment
- Supervisor of School Age Child Care
- Supervisor of School Social Workers
- Supervisor of School Health
- Supervisor of Elementary Counseling and Related Services
- Supervisor of Secondary Counseling and Student Support Services
- Professional Development and Special Programs
- Supervisor of Student Assistance and Prevention Programs

**People**

The Office of Student Services supports the areas of school counseling, social work, health services, attendance officers, school age child care, student conduct, and student support. The office also runs intervention programs and deploys preventative measures to assist with substance abuse problems, suicide and bullying prevention, and truancy. The office works closely with the local community organizations that have a similar focus in order to best meet the needs of students and families.

<table>
<thead>
<tr>
<th>Department</th>
<th>2017 FTE Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>SACC Program</td>
<td>2.8</td>
</tr>
<tr>
<td>Nurse Program</td>
<td>89.5</td>
</tr>
<tr>
<td>Social Services</td>
<td>37.0</td>
</tr>
<tr>
<td><strong>School Based Personnel</strong></td>
<td><strong>129.3</strong></td>
</tr>
<tr>
<td>Military Achievement</td>
<td>1.5</td>
</tr>
<tr>
<td>Management and Administration</td>
<td>17.5</td>
</tr>
<tr>
<td><strong>Department Total</strong></td>
<td><strong>148.3</strong></td>
</tr>
</tbody>
</table>
Critical Functions and Activities

- Leading the development and implementation of the curricula, services, and programs that reduce or remove learning barriers and help students to be academically successful;
- Manage Homebound Program and other specialized services for students and families in need of additional support;
- Provide counseling, health and support services that promote student academics, personal/social, and career development; such as supervising nurses, K-12 professional school counselors and high school directors, school social workers, and attendance officers;
- Manage VDOE grants;
- Supporting the implementation of student policies and regulations with administrative and technical support;
- Produce and administrate a set of policies and procedures for the division that identify and intervene when a student poses a violent threat to students, faculty, or administration.

Key Challenges

Department leadership identified the following key challenges:

- Continuing to provide World-Class level comprehensive student services (academic, social, emotional, health, behavioral, mental health) in light of student growth and budget restraints;
- Ability to cross-train departmental responsibilities to ensure seamless coverage of the department by resources other than the Director.
- Synthesizing best practices into actionable plans that assist schools within the division.
- Improving collaboration and information sharing between staff at the Office of Student Services, resources within the community, and the schools in order to deliver enhanced intervention and prevention services for students and families.

Technologies

The Office of Student Services utilizes Data Analysis Reporting Tool (DART), Student Management System (SMS), a programming for master scheduling and training, and Naviance—a comprehensive college and career readiness program for use by students, parents, professional counselors and administrators.

Departments of student services reported using a variety of technologies in support of their missions. In addition to Prince William County Public Schools, Loudoun County Public Schools, Fairfax County Public Schools, and Anne Arundel County Public Schools report using Naviance to advance students’ college and career readiness. Manassas City Public Schools and Anne Arundel County Public Schools report using Powerschool for information management. Additional technologies are reported in the table below.
<table>
<thead>
<tr>
<th>Technology</th>
<th>Function</th>
<th>Divisions Platform</th>
<th>Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naviance</td>
<td>College and career readiness program</td>
<td>Prince William&lt;br&gt;Loudoun County&lt;br&gt;Anne Arundel&lt;br&gt;Fairfax County</td>
<td></td>
</tr>
<tr>
<td>Student Management System (SMS)</td>
<td>Master scheduling</td>
<td>Prince William</td>
<td></td>
</tr>
<tr>
<td>Powerschool</td>
<td>Information management</td>
<td>Manassas City&lt;br&gt;Anne Arundel</td>
<td></td>
</tr>
<tr>
<td>SEAS IEP system</td>
<td>Student plans</td>
<td>Manassas Park</td>
<td></td>
</tr>
<tr>
<td>Phoenix</td>
<td>SIS</td>
<td>Loudoun County</td>
<td></td>
</tr>
<tr>
<td>Vision</td>
<td>Classroom technology management</td>
<td>Loudoun County</td>
<td></td>
</tr>
<tr>
<td>Blackboard</td>
<td>LMS</td>
<td>Anne Arundel</td>
<td></td>
</tr>
<tr>
<td>PBIS Apps</td>
<td>Information, assessment, and evaluation tools</td>
<td>Anne Arundel</td>
<td></td>
</tr>
</tbody>
</table>
**Benchmark Comparison**

**Student Services Central Office Staffing**

- PWCS has 2.2 FTE per 10,000 students in the Central Student Services function, while peer division average is 3.6 FTE per 10,000 students.
- Only Montgomery County has fewer staff per 10,000 students than PWCS in this area. Most other peer divisions are in line with the average with ratios between 2.8 and 5.0 FTE per 10,000 students.
• When factoring in school based positions, PWCS has roughly half of the peer division staffing levels at 14.7 FTE per 10,000 students, while the peer division average is 27.4 FTE per 10,000 students.

Organizational Benchmarks
There are typically three major organizational structures for Student Services Offices in large peer school divisions – divisions whose offices report to an Assistant Superintendent, those that are headed by the Assistant Superintendent themselves, and those with unique departments reporting to a C-level Officer.

• Schools systems such as Prince William County organize their Department of Student Services under an Associate Superintendent of Student Learning & Accountability. Peer departments under this position include Special Education, Curriculum, and Professional Learning.

• Other large school divisions such as Prince George control their Student Services at the Assistant Superintendent level. In Prince George’s case, the Associate Superintendent of Student Services heads two unique departments – Student Services and Special Education. Having an assistant superintendent specifically assigned to leading Student Services may draw more importance to these functions for the division.
Finally, school divisions such as Fairfax County have a unique Student Services department reporting to a Chief Academic Officer. This department (in Fairfax’s case, known as Special Services) controls all Student Wellness, Student Psychology, and Financial Management functions.

<table>
<thead>
<tr>
<th>Department of Student Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Report to Associate Superintendent Level</strong></td>
</tr>
<tr>
<td>Assistant Superintendent of Learning</td>
</tr>
<tr>
<td>Director of Student Services</td>
</tr>
<tr>
<td>Director of ELL</td>
</tr>
<tr>
<td>Director of Special Education</td>
</tr>
<tr>
<td>Director of Accountability</td>
</tr>
<tr>
<td><strong>Headed at Associate Superintendent Level</strong></td>
</tr>
<tr>
<td>Associate Superintendent of Student Services</td>
</tr>
<tr>
<td>Department of Student Services</td>
</tr>
<tr>
<td>Department of Special Education</td>
</tr>
<tr>
<td><strong>Unique Department Reporting to Chief Academic Officer</strong></td>
</tr>
<tr>
<td>Chief Academic Officer</td>
</tr>
<tr>
<td>Special Services</td>
</tr>
<tr>
<td>Instructional Services</td>
</tr>
</tbody>
</table>

- Prince William maintains their Student Services department under their Associate Superintendent of Learning & Accountability.
- This department would be aligned at the same level as Student Learning, Special Education, etc.
- Example Schools: Prince William County, Montgomery County
- Some school districts control their student services at an Associate Superintendent level.
- This Associate Superintendent typically reports directly to a Deputy Superintendent of Teaching & Learning.
- Example schools: Prince George
- Other schools have a unique Student Services department (ex. Special Services) that reports to a C-level Officer (Chief Academic Officer or Chief Operating Officer).
- Example schools: Fairfax County

**Departmental Responsibility Benchmarks**

- Generally, peer school divisions assign the same responsibilities to their Office of Student Services as Prince William.
- The only notable difference is that Manassas City has a much smaller program likely due to their lower student enrollment.
<table>
<thead>
<tr>
<th>Department Responsibility</th>
<th>Prince William</th>
<th>Loudoun</th>
<th>Anne Arundel</th>
<th>Manassas City</th>
<th>Manassas Park City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and implement curricula, programs, and services that remove barriers to learning and promote student academic success</td>
<td>✔️ ✔️ ✔️ ✔️ ✔️</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offer specialized services for students and families in need of additional support</td>
<td>✔️ ✔️ ✔️ ✔️ ✔️</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide counseling and support services that promote student academics, personal/social, and career development</td>
<td>✔️ ✔️ ✔️ ✔️</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide administrative and technical support for the implementation of student related policies and regulations</td>
<td>✔️ ✔️ ✔️ ✔️</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop and oversee division-wide policies and procedures for identification of and intervention with students who pose a threat of violence</td>
<td>✔️ ✔️ ✔️ ✔️</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CONCLUSION

Personnel Comparison

Prince William’s 16 central offices and central academic offices have a total of 96.1 FTE per 10,000 students. This compares to the average of the peer division benchmark of 105.4 FTE per 10,000 students. When comparing central office staffing levels between school divisions, 12 of the 16 departments in Prince William are below the peer division average for that department. In total, Prince William is 8.7 FTE lower than their peers in terms of total central office FTE.

<table>
<thead>
<tr>
<th>Department</th>
<th>PW</th>
<th>L</th>
<th>H</th>
<th>AA</th>
<th>PG</th>
<th>FF</th>
<th>Mont</th>
<th>Alex</th>
<th>MC</th>
<th>MP</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Technology Services</td>
<td>14.2</td>
<td>14.9</td>
<td>16.6</td>
<td>12.2</td>
<td>14.3</td>
<td>16.4</td>
<td>13.4</td>
<td>26.4</td>
<td>9.1</td>
<td>14.1</td>
<td>15.2</td>
</tr>
<tr>
<td>Communication Services</td>
<td>2.6</td>
<td>1.0</td>
<td>2.3</td>
<td>2.9</td>
<td>2.0</td>
<td>1.8</td>
<td>3.1</td>
<td>4.7</td>
<td>3.8</td>
<td>2.8</td>
<td>2.7</td>
</tr>
<tr>
<td>Facilities Services</td>
<td>29.2</td>
<td>25.5</td>
<td>33.8</td>
<td>30.9</td>
<td>29.1</td>
<td>30.9</td>
<td>35.8</td>
<td>19.0</td>
<td>20.6</td>
<td>2.8</td>
<td>25.7</td>
</tr>
<tr>
<td>Financial Services</td>
<td>8.8</td>
<td>8.1</td>
<td>9.2</td>
<td>7.1</td>
<td>11.7</td>
<td>8.4</td>
<td>8.8</td>
<td>17.6</td>
<td>11.8</td>
<td>11.3</td>
<td>10.3</td>
</tr>
<tr>
<td>School Food &amp; Nutrition Services</td>
<td>3.2</td>
<td>2.0</td>
<td>2.1</td>
<td>-</td>
<td>-</td>
<td>2.3</td>
<td>4.9</td>
<td>6.1</td>
<td>3.6</td>
<td>2.8</td>
<td>3.4</td>
</tr>
<tr>
<td>Risk Management &amp; Security Services</td>
<td>3.7</td>
<td>4.6</td>
<td>1.5</td>
<td>3.7</td>
<td>2.5</td>
<td>2.7</td>
<td>1.3</td>
<td>2.7</td>
<td>-</td>
<td>-</td>
<td>2.8</td>
</tr>
<tr>
<td>Transportation Services</td>
<td>6.3</td>
<td>7.4</td>
<td>2.8</td>
<td>3.7</td>
<td>5.2</td>
<td>5.0</td>
<td>10.4</td>
<td>4.7</td>
<td>5.9</td>
<td>5.6</td>
<td>5.7</td>
</tr>
<tr>
<td>Benefits &amp; Retirement Services</td>
<td>0.8</td>
<td>1.8</td>
<td>0.9</td>
<td>1.0</td>
<td>0.2</td>
<td>2.6</td>
<td>0.9</td>
<td>2.0</td>
<td>2.6</td>
<td>2.8</td>
<td>2.6</td>
</tr>
<tr>
<td>Human Resources</td>
<td>3.6</td>
<td>6.1</td>
<td>6.0</td>
<td>4.2</td>
<td>8.6</td>
<td>5.5</td>
<td>3.6</td>
<td>7.5</td>
<td>7.5</td>
<td>15.5</td>
<td>6.8</td>
</tr>
<tr>
<td>Accountability</td>
<td>2.6</td>
<td>1.4</td>
<td>5.4</td>
<td>1.7</td>
<td>2.7</td>
<td>1.2</td>
<td>3.1</td>
<td>4.1</td>
<td>4.1</td>
<td>1.3</td>
<td>2.8</td>
</tr>
<tr>
<td>English Language Learner Services</td>
<td>2.3</td>
<td>2.2</td>
<td>5.4</td>
<td>1.1</td>
<td>5.4</td>
<td>1.3</td>
<td>3.1</td>
<td>6.1</td>
<td>3.9</td>
<td>-</td>
<td>3.4</td>
</tr>
<tr>
<td>Non-Traditional Education</td>
<td>2.3</td>
<td>2.2</td>
<td>4.3</td>
<td>0.8</td>
<td>-</td>
<td>1.2</td>
<td>0.8</td>
<td>5.4</td>
<td>-</td>
<td>-</td>
<td>2.4</td>
</tr>
<tr>
<td>Professional Learning</td>
<td>2.2</td>
<td>0.8</td>
<td>3.7</td>
<td>1.7</td>
<td>2.2</td>
<td>1.0</td>
<td>3.8</td>
<td>3.4</td>
<td>1.3</td>
<td>-</td>
<td>2.2</td>
</tr>
<tr>
<td>Special Education</td>
<td>3.6</td>
<td>5.0</td>
<td>4.8</td>
<td>3.3</td>
<td>4.5</td>
<td>6.3</td>
<td>4.9</td>
<td>5.4</td>
<td>7.8</td>
<td>-</td>
<td>5.1</td>
</tr>
<tr>
<td>Student Learning</td>
<td>8.6</td>
<td>5.2</td>
<td>16.2</td>
<td>6.5</td>
<td>17.7</td>
<td>7.9</td>
<td>11.4</td>
<td>10.2</td>
<td>17.0</td>
<td>19.7</td>
<td>12.0</td>
</tr>
<tr>
<td>Student Services</td>
<td>2.2</td>
<td>4.6</td>
<td>3.7</td>
<td>3.5</td>
<td>3.9</td>
<td>5.1</td>
<td>1.8</td>
<td>3.4</td>
<td>4.9</td>
<td>2.8</td>
<td>3.6</td>
</tr>
</tbody>
</table>

Total FTEs: 95.1, 92.7, 118.6, 84.1, 100.0, 96.5, 109.8, 128.9, 107.2, 83.1, 105.4
• When examining PWCS’ top three overstaffed departments (FTE per 10,000 students is higher than average peer division score), two of the three areas stand out (Facilities and Transportation) as many of Prince William’s peers outsource these functions. For example, Anne Arundel and Howard outsource a portion of their transportation services, and Fairfax treats bus drivers as temporary employees removing these staff from the FTE totals and explaining their relative lower score. Additionally, Manassas Park City outsources their facilities services to a third party vendor. In the case of facilities, the PWCS department also retains responsibility for a significant number of functions that drive up staffing levels.
• One of the other areas, Risk Management, is considered overstaffed because PWCS retains significantly more responsibilities than their peers in terms of insurance and investigative duties (versus simply providing security services). These additional duties, many of which their peers either don’t execute or allocate to other areas, inflate their FTE counts.

<table>
<thead>
<tr>
<th>Department</th>
<th>FTE per 10K Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities Services</td>
<td>29.2</td>
</tr>
<tr>
<td>Risk Management &amp; Security Services</td>
<td>3.7</td>
</tr>
<tr>
<td>Transportation Services</td>
<td>6.3</td>
</tr>
</tbody>
</table>

![Bar Graph: Top PWCS Departments Over Peer Benchmark Average]

- Blue: PWCS
- Red: Average
Many of the departments are within +/- 0.5 FTE of the benchmark average including accountability, communications, professional learning, alternative education, and school food and nutrition services. For this report, we consider those departments to be in line with school division peers in terms of central office staffing. However, despite their staffing levels being in line with their peers in the above categories, in many cases Prince William takes on additional responsibilities in these departments:

- Unlike Loudoun, Anne Arundel, and Manassas City, PWCS assigns the duty of grants development to their Accountability Unit. Additionally, PWCS handles approving external research requests, stakeholder satisfaction surveys, and improvement planning in their Office of Accountability. In each of these cases, at least two of their peer school divisions either do not execute these duties or assign them to other units.

- Within their Communications Office, PWCS handles community and business relations, Divisionwide robotics coordination/implementation and statewide VA STAR computer refurbishment coordination, operates a 24/7 television channel and administers SPARK funding. Several of their peers (Anne Arundel, Manassas City, and Manassas Park) do not assign these duties to their central office.

- Additionally, PWCS is one of only a few school divisions that delegates responsibility for catered meal preparation to their School Food and Nutrition Office.
Therefore, although PWCS is generally in line with their surrounding divisions, in regards to staffing in these six departments, there are instances where additional responsibilities indicate that there may be room for new staff to support these functions.

With regard to the top eight departments that are understaffed, these areas include student learning, human resources, financial services, student services, English learner, information technology, special education, and benefits. The reasons for these deltas are several-fold:

- In some cases, there are larger responsibilities that other divisions accept in these departments. For example, some of the smaller school divisions such as Alexandria and Manassas Park City oftentimes include responsibilities for benefits and risk/insurance under this department thus inflating their relative scores. (HR for example may also have responsibility for professional development, or Finance may have responsibility for benefits and/or risk and insurance).
- Also, in some cases school divisions have reallocated department positions to central office instead of school positions. For example, Prince George has far more Student Learning personnel when only examining Central Office positions, but falls more in line when all department staff are taken into account.
- With that said, these are generally the areas of greatest need for staff at PWCS. We would recommend that the division take a close look into these five departments to see if additional staffing could be used to better deliver students to teachers, students, and stakeholders.
Organizational Benchmarking
This report identifies a wide array of organizational structures that peer divisions use to effectively manage their staff and provide services. Reporting structures vary as some divisions assign responsibilities to a Chief of Staff while others assign the same tasks to an associate superintendent. Additionally, some divisions organize their school activities by associate superintendent and grade level while others assign more responsibility to Deputy Superintendents and have their Executive Principals report by region to management. These varying structures provide Prince William County Schools with a number of different options when looking to realign their current management or simply look into the possibilities.

Technologies
School divisions use a wide ranging set of technologies across departments to accomplish tasks and serve their students. Prince William County Schools should continue to follow their Technology Improvement Plan in terms of upgrading their current bandwidth, computer infrastructure, and taking advantage of wireless upgrades. Additionally, researching and implementing new technologies will allow the division to better communicate with parents and other stakeholders and reduce their operating costs in the face of a restricted budget.

Challenges
School divisions, regardless of department, face a number of similar challenges:

- Meeting and improving increasing state and federal academic standards
- Limited local, state, and federal funding
- Maintaining curriculum consistency
- Keeping pace with technology changes
- Effectively monitoring student progress
- Updating and implementing teacher training
- Collaborating effectively with the community

Best Practices
Prince William County Schools will be able to overcome many of their challenges by adopting the best practices of their peers and those recommended in the Virginia Efficiency Review. These strategies include:

- Logically aligning all functions to allow for reasonable span of control for department management and to promote accountability within offices.
- Devoting the recommended percentages of overall operating budget to technology, facilities, food and nutrition services, etc.
- Using recommended metrics such as school meals per hour and buses per student to effectively monitor department performance.
These practices will ensure that Prince William County Schools continues to improve its academic performance and deliver a quality education to its students.