Prince William County Public Schools

THE OFFICE OF ACCOUNTABILITY

FY2016

Budgeting for Results

Finance Department

As part of the annual FY 2016 Budget, Prince William County Public Schools (PWCS) began implementing annual program reviews utilizing elements of performance budgeting and zero base analysis. This process, called Budgeting for Results, breaks down program activities into core services for the purpose of defining the legal and strategic foundation in each activity (i.e. state/federal mandates, School Division policy, and Strategic Plan). This framework will be then used as the basis for building the program budget from the ground up (starting at $0.00 budget authority) to levels which meet or exceed federal/state mandates and School Division policies. Budgeting for Results is designed to work collaboratively with stakeholders to develop a program budget that directs program performance towards desired School Division strategic outcomes and certifies programs are ultimately focused on delivering A World-Class Education.

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BUDGETING FOR RESULTS

A. INTRODUCTION

I. Framework for Analysis

This is a detailed program review to establish a formal relationship between the Office of Accountability's annual budget plan and the organization's strategic performance. Budgeting for Results is a program designed to consider risk and best practices during the evaluation of core services in each program as part of the process for setting results focused on delivering a *World-Class Education*. The evaluation process will be focused at the level of the program's core services by first defining the underpinnings of the agency's foundation (the "Why") and then finding their relationship to program activities that deliver services (the "How"). The foundation of each program – composed of federal/state mandates, school policies, and the School Division's Strategic Plan – will serve as the basis for a budget plan.

The development of this report is a collaborative process. A **partnership** between the Finance Department and the program under review is essential to ensure the information presented and the recommendations for each program have value for implementation and buy-in during the entire process.

Using a zero base analysis approach, the program budget for The Office of Accountability will be broken down into key elemental building blocks starting from $0.00 budget authority. This step will be followed by a process of laying activity costs on top of the agency's legal and strategic foundation. Finally, in order to foster an "incremental" planning philosophy that directs organizational changes in calculated strategic steps. An outline of key positive results as well as program choices based on this program review is provided at the end of the report.

II. Overview of the Office of Accountability

The Office of Accountability is a function of the Student Learning and Accountability Department. Located in central Prince William County, the Office of Accountability's main office is on the 2nd and 3rd floors of the Kelly Leadership Center and is made up of five highly educated and functioning teams which include: Data Analysis, Grants Development, Program Evaluation, Records Management, and Testing. The Office of

Accountability is a central administrative office that serves all the schools and central departments, and provides information gathering, reporting, analysis and evaluation services in addition to grants development, and development of the school's annual calendar and the School Division's Strategic Plan.

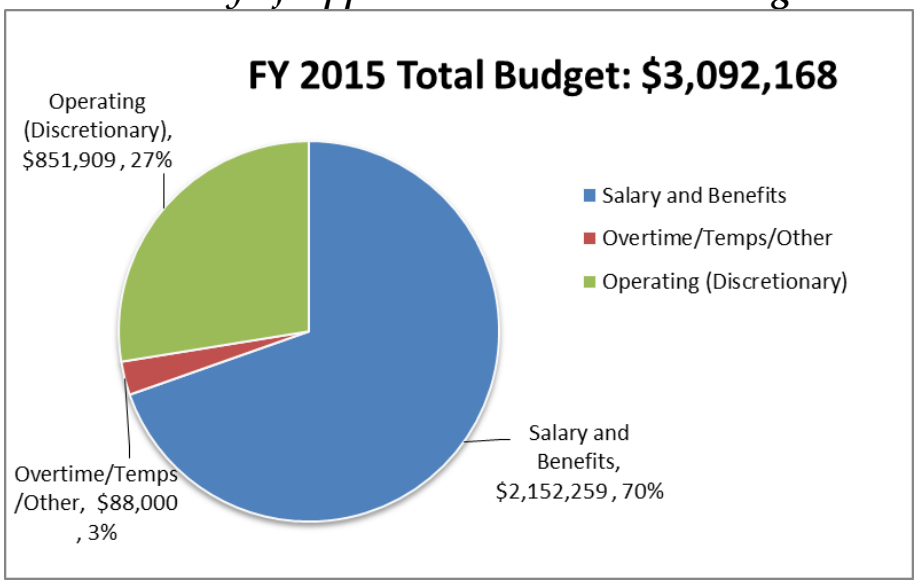
As stewards of the School Division's most critical information related to Divisionwide planning and analysis - the Office of Accountability works as a change agent at all levels of the organization and performs work that has significant impact in educational strategies implemented in our classrooms. For example, The Strategic Plan provides the School Division with a vehicle to measure progress by developing goals and objectives to be aligned and focused at all levels of the organization including central offices and classrooms. This also gives a basis for areas the School Division targets for improvement and/or enhancement to meet its educational mission. In addition planning and strategic functions, this office reports highly visible data to state and federal agencies that directly result into resource support for the School Division in the form of millions of dollars.

The Office of Accountablity's Approved FY 2015 Budget

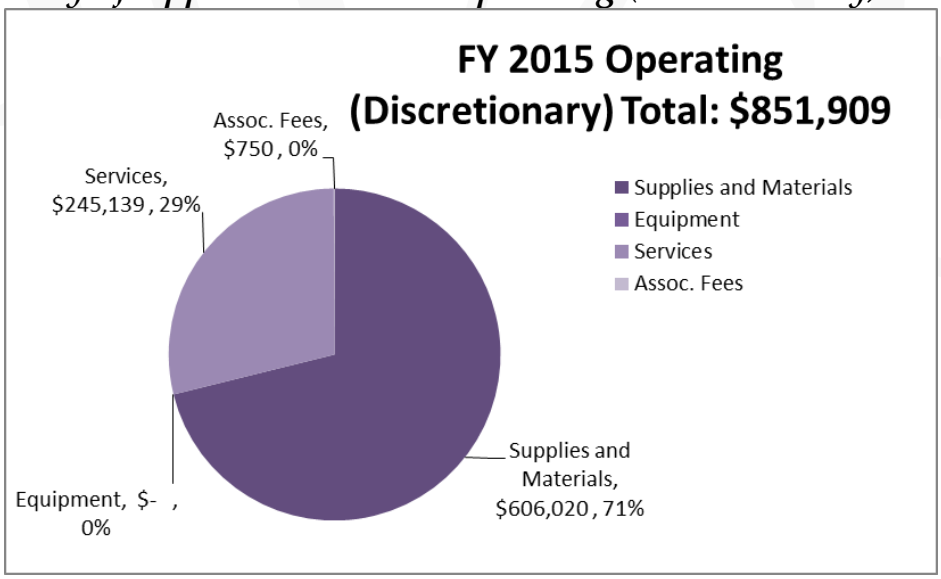
The Approved FY 2015 Budget for the Office of Accountability is $3.09 million and includes 23.00 full-time equivalent (FTE) employees. The approved budget breaks down to 73% salary and benefit costs (*including overtime/temps/other*), or $2.24 million, and 27% non-salary operating (or discretionary) costs, or $852K. The salary and benefits budget includes $88K for overtime, temporary, and substitute employees to assist with workload spikes related to Divisionwide surveys, program evaluation, state reporting, records purging, testing and other classroom assessment throughout the school year.

The non-salary operating (discretionary) budget for the Office of Accountability includes $245K for services, $606K for supplies and materials, $750 for association fees, and $0 for equipment. The following charts illustrate the total and operational (discretionary) budgets for the Office of Accountability.

Summary of Approved FY 2015 Total Budget:



Summary of Approved FY 2015 Operating (Discretionary) Budget:



Note: These graphs reflect the current FY 2015 Approved Budget, not the Zero Base Budget.

The Office of Accountability – Revenues

The Office of Accountability maintains a $25K revenue budget for fees paid to the Records Center. These revenues come from fees customers pay for copies of transcripts and other records. The fee schedule includes charges to individuals (former students and employees) and higher charges for third party requestors. These fees are recorded in Account Code 0966.

The Office of Accountability –Staffing Summary

Of the 23.00 FTEs in the Office of Accountability: 2.00 FTEs provide leadership and administration of central functions in addition to oversight of the School Division's calendar and Strategic Plan; 1.50 FTEs provide grants development oversight and support, 5.5 FTEs oversee and control testing Divisionwide; 4.50 FTEs perform data analysis and reporting of Federal, State, and local data; 5.50 FTEs perform program evaluation and data collection for central agencies and schools; and 4.00 FTEs maintain compliance with records management guidelines and regulations. The following is an FTE summary of the main activities in the Office of Accountability.

Summary of Approved FTE for the Office of Accountaiblity

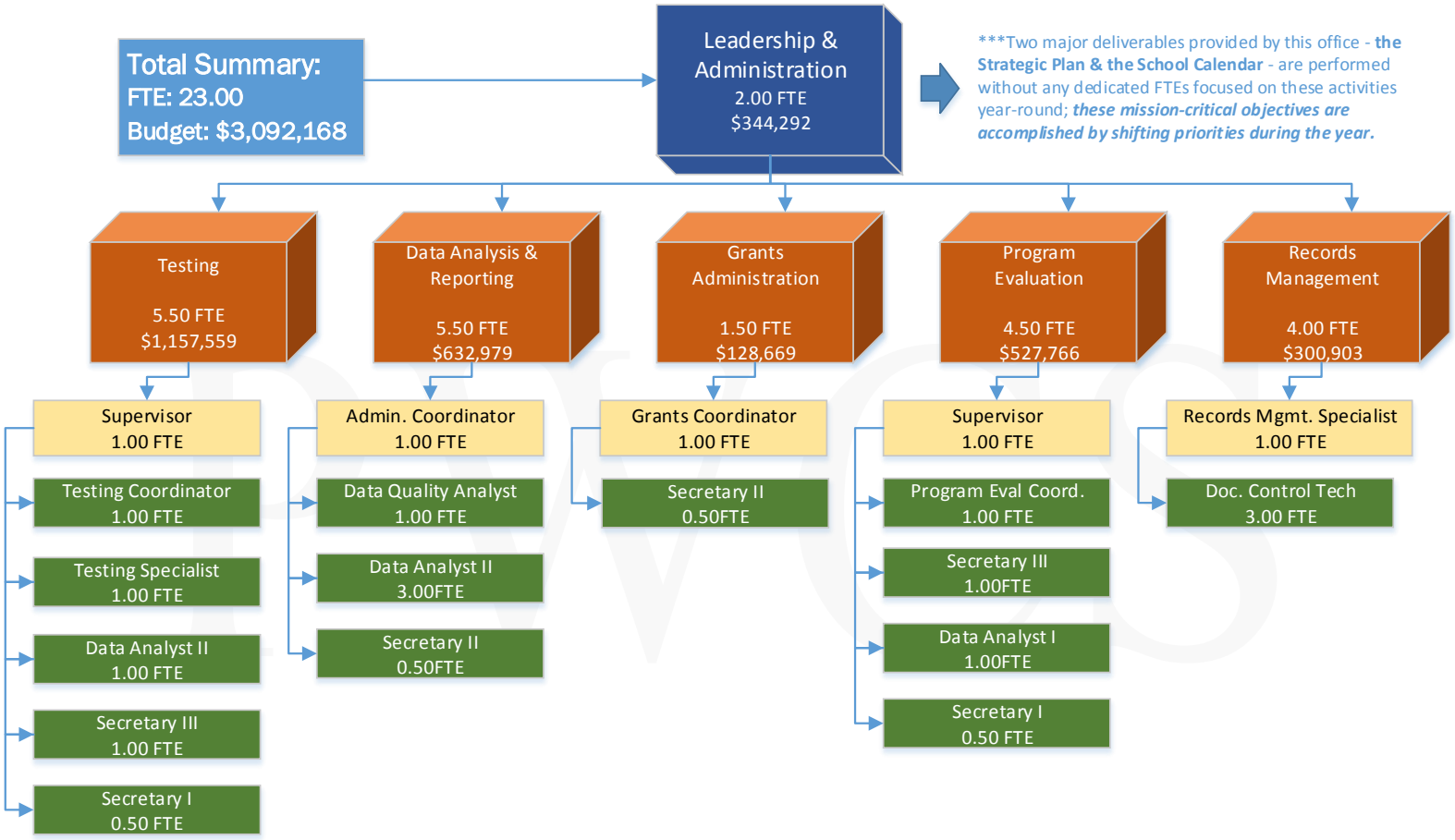
Office of Accountability	FY 2012	FY 2013	FY 2014	FY 2015
Leadership and Administration	2.00	2.00	2.00	2.00
Grants Development	1.50	1.50	1.50	1.50
Testing	5.50	5.50	5.50	5.50
Data Analysis and Reporting	5.50	5.50	5.50	5.50
Program Evaluation	4.50	4.50	4.50	4.50
Records Management	4.00	4.00	4.00	4.00
Total Approved FTE:	**23.00**	**23.00**	**23.00**	**23.00**

The Office of Accountability has one director as well as one supervisor for Testing and one for Program Evaluation. Testing and Program Evaluation both also have administrative coordinators. The Data Analysis and Reporting activity is led by an administrative coordinator who reports directly to the director. For the Grants Development activity, the administrative coordinator (aka "Grants Coordinator") also reports directly to the director. Records management is performed by a team of document technicians who are supervised by a senior records management specialist.

Two major deliverables provided by this office – the Strategic Plan and the School Calendar – are performed without any dedicated FTE focused on these activities year-

round and are primarily accomplished by shifting priorities during the year to accomplish these mission-critical objectives. The following illustration is a summary of the reporting structure by activity for the Office of Accountability.

Accountability Reporting Structure & FY 2015 Approved Budget



Note: These graphs reflect the current FY 2015 Approved Budget, not the Zero Base Budget.

B. LEADERSHIP AND ADMINISTRATION

I. Leadership Philosophy

The following leadership philosophy of the Office of Accountability was developed by all the members of the team in a collaborative forum and conveys their own thoughts and opinions. An organization with a leadership philosophy that resonates the vision of the School Division, complements the needs of its customers, and displays a track record with relevant performance data has the foundational elements of an exemplary team.

Office of Accountability Leadership Philosophy:
Prince William County Public Schools is dedicated to providing a World-Class Education. The Office of Accountability is a highly educated and functioning team that performs a wide-range of complex analytical work at the heart of what ***quantifies*** *a World-Class Education. The work of this team puts numbers and figures to goals and outcomes that define what it means to provide World-Class Education. Accountability performs data collection, analysis, evaluation, reporting, grants development, records maintenance, and strategic planning services that provide elected officials, administrators, teachers, and the community a means to quantify results. This quantification and analysis of the work done by our students, teachers, and administrators serves as a mirror that reflects an evaluation of the School Division's measurable effectiveness.*

To provide relevant and effective education in today's complex environment, teachers and administrators rely on the Office of Accountability to help maximize resources for our School Division. By casting a net made up of data analyzed by the Office of Accountability, the School Division is able to maximize federal, state, and local dollars available for Prince William County Public Schools. The Office of Accountability is an extension of every agency it serves and plays a critical role in the continued quality improvement efforts by the School Division. A commitment to continuous improvement goes hand-in-hand with our promise to life-long-learning and sets an example that establishes credibility and commitment to providing a World-Class Education.

II. Future Outlook

Building on its leadership philosophy, the Office of Accountability is carefully monitoring important factors in its environment. *According to the Office of Accountability, below is a summary of important issues in the horizon that relate to the services provided.

1. Resource support for the development and maintenance of the Strategic Plan and School Calendar
2. Resource support in response to the scope and complexity of changes to mandated student testing and assessment
3. Resource support in response to increased data and reporting requirements by Virginia and Federal Departments of Education
4. Increase use of DART (Data Warehouse) by schools (*including teachers*) and central office agencies for strategic decision making
5. Expand DART data to include organizational performance data
6. Increase consistency of grants internal review procedures as required by current school regulations
7. Digitization of records management program
8. Increase the number of strategic program evaluations by developing a collaborative (*schools and community*) 3-5 year plan that is connected to the annual budget process

*Note: *The items above reflect the compass of THE OFFICE OF ACCOUNTABILITY prior to going through the Budgeting for Results program evaluation with the Finance Department. The next section will show "Why" the School Division has an Accountability program from a foundational perspective.*

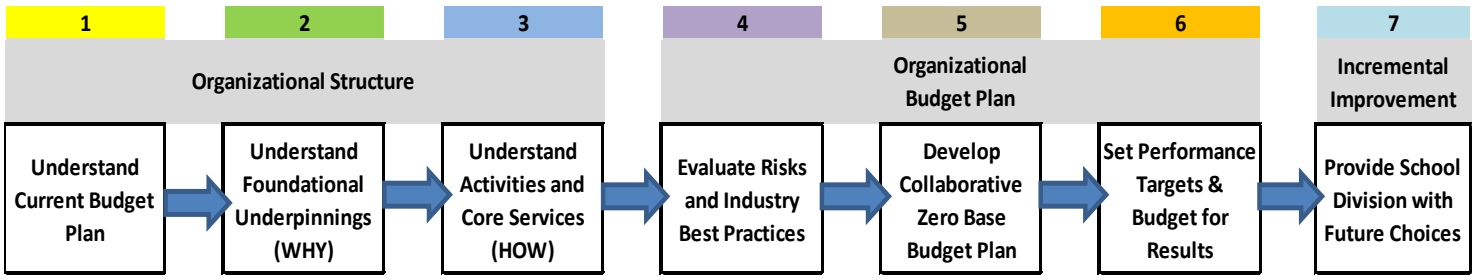
III. Organizational Structure

This section explains the organizational structure of the Office of Accountability as it relates to its foundational underpinnings. Every activity in the Office of Accountability should be built upon a business policy/regulation set by the School Division and/or a legal mandate which construct the framework as to why services are being provided. Understanding why services are being provided should provide a logical relationship in regard to how services are being provided by the Office of Accountability. These steps provide a basis for developing a zero base budget and setting performance goals. After the zero base budget is developed, it is not recommended that this be a recurring annual process, but rather, the organization undergo incremental improvements based on the guidance of the School Board and Superintendent. Budgeting for Results utilizes zero base budgeting as a means to an end. The zero base budget developed by this collaborative process is recommended as the base budget for the FY 2016 budget development – this means the final FY 2016 Approved Budget may higher or lower based on what the School Board adopts.

Budgeting for Results utilizes zero base budgeting as a means to an end.

The Budgeting for Results approach fosters a strategy of ensuring that budgets are built from the ground up for the purpose mandated by law and set by School Division policies, in addition to supporting the Strategic Plan and providing a springboard for ***incremental and continuous improvement***. The following illustration is a summary of the strategy being utilized in this report:

Zero Base Budgeting and Future Incremental Improvement



Understanding the Current Budget Plan

This study breaks down the Office of Accountability program into detailed activities and core services. Currently, the Approved FY 2015 Budget describes the operating costs of the Office of Accountability budget plan at the program level. Detail can be seen by line items but there is no breakdown of the core services being provided. In addition,

there is no direct relationship to service levels and budgets for each activity. The information below can be found on page 146 of the Approved FY 2015 Budget Book for the School Division.

The Office of Accountability Approved FY 2015 Budget

Prince William County Public Schools FY 2015 Budget

ACCOUNTABILITY
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		FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Approved Budget	Positions	FY 2015 Approved Budget	Positions	Increase/(Decrease) Budget	Positions
1104	Director	125,948	129,190	133,261	123,360	1.00	124,920	1.00	1,560	0.00
1106	Supervisor	161,038	180,749	231,738	212,640	2.00	216,720	2.00	4,080	0.00
1107	Admin. Coordinator	329,579	386,334	348,698	358,440	4.00	362,400	4.00	3,960	0.00
1148	Specialist	341,890	406,147	423,255	494,160	8.00	502,080	8.00	7,920	0.00
1150	Secretarial/Bookkeeper	358,251	391,202	398,750	345,960	8.00	350,640	8.00	4,680	0.00
1200	Overtime	7,125	6,636	3,641	10,000		10,000		0	
1300	Temporary Employee	111,538	74,564	81,347	55,250		66,000		10,750	
1500	Substitute Teacher	8,993	11,771	7,080	35,000		12,000		(23,000)	
1600	Supplemental Pay	0	0	0	5,000		0		(5,000)	
2100	Social Security - FICA	103,920	113,815	116,540	125,446		125,825		379	
2210	Retirement - VRS	113,754	163,332	234,013	242,000		267,607		25,607	
2211	Retiree Health Care Credit	7,643	8,649	16,588	0		0		0	
2220	Retirement - PWCS	12,645	13,118	16,241	11,663		12,610		947	
2300	Health Insurance - HMP	93,753	107,307	124,311	160,055		168,908		8,853	
2400	Life Insurance - GLI	3,583	4,040	17,782	18,261		20,549		2,288	
2830	Admin. Assoc. Fees	0	214	199	1,000		750		(250)	
2840	Conf. Expenses-Admin	660	780	255	0		0		0	
3100	Professional Services	55,053	76,033	80,656	74,031		81,750		7,719	
3105	Contractual Services	48,611	42,645	0	0		0		0	
3201	Telephone	719	1,266	1,333	1,400		1,389		(11)	
3401	Travel Reimbursement	7,450	8,667	7,448	13,000		13,000		0	
3402	Conference Expenses	0	0	150	0		0		0	
3504	Maint. Service Contract	38,695	36,659	40,284	54,000		55,000		1,000	
3902	Printing Services	15,237	20,437	14,110	23,000		23,000		0	
3903	Postage	2,100	1,536	993	0		1,000		1,000	
3909	Accreditation Expenses	47,100	70,773	56,900	72,000		70,000		(2,000)	
4001	Office Supplies	60,220	90,513	54,478	29,000		30,800		1,800	
4008	Reference Materials	2,997	0	39	36,750		750		(36,000)	
4013	Testing Materials	614,507	492,428	579,832	548,541		558,470		9,929	
4310	Tech. Supply Equip.Addl.	5,904	7,170	2,794	6,000		6,000		0	
4350	Tech. Supply Equip. Repl.	2,760	16,778	0	0		0		0	
4410	Software, Additional	600	374,416	73,400	10,000		10,000		0	
5101	Equipment - Additional	8,290	9,140	10,140	0		0		0	
	Totals	2,690,565	3,246,309	3,076,255	3,065,957	23.00	3,092,168	23.00	26,211	0.00

Foundation of the Office of Accountability – "The Why"

"Why does this activity exist?" Every activity in the Office of Accountability was asked this question, followed by an extensive process of researching the mandates, policies and regulations associated with each core service. It is critical for public administrators to understand this link in the development of a zero base budget because it gives context and a basis as to why, what, and how expenses are justified for inclusion. The Office of Accountability, by design, needs to focus on providing services that link back to the purpose outlined by the School Division through policy and strategic vision.

The Office of Accountability supports dozens of state and federal mandates that have logical relationships to policies and regulations by the School Division. The purpose of the No Child Left Behind Act of 2001 (NCLB) was to close the achievement gap with accountability, flexibility, parental choices, and research-based reforms. This federal law has had great impact on testing requirements and public reporting. The Virginia Department of Education (VDOE) provides the School Division with guidance on administering programs authorized by NCLB.

In June 2012, the U.S. Department of Education granted Virginia waivers from certain requirements of NCLB; this includes established annual measurable objectives (AMOs) in reading and mathematics for reducing proficiency gaps between groups of students. The Virginia Department of Education established AMO targets based on a plan to reduce achievement gaps for traditionally underperforming groups of students.

The Virginia Standards of Quality (SOQ) establish minimum expectations for what students should know and be able to do at the end of each grade or course in English, mathematics, science, history/social science and other subjects. A school's state accreditation rating reflects overall achievement in the four core academic areas (English, History/Social Science, Math, and Science). Schools in which students meet or exceed all achievement objectives established by the Virginia Board of Education are rated as "Fully Accredited". The SOQs also outline guidelines for teacher/student ratios and best practices expected from Virginia schools.

School and division report cards published on the VDOE website indicate whether subgroups and proficiency gap groups met AMOs in reading and mathematics. In addition, report cards for divisions and high schools will show whether the annual NCLB objective for graduation was met.

Virginia's public schools are financed through a combination of local, state, and federal funds. Counties, cities and towns comprising school divisions support public education by providing the locality's share to maintain an educational program meeting the Commonwealth's Standards of Quality. In addition, the federal government provides

assistance to state and local education agencies in support of specific federal initiatives and mandates.

In summary, the Standards of Quality (SOQ) encompass the requirements that must be met by all Virginia public schools and divisions. The Office of Accountability plays a critical role in supporting state and federal requirements of testing and reporting data. Not meeting state and federal requirements could have significant funding consequences to the School Division in addition to service level detriment to the community and impact to community trust in Prince William County's education system.

Notes:

- *The Prince William County School Division and Individual School Report Cards can be found in the following link: https://p1pe.doe.virginia.gov/reportcard/*
- *Information about the VA Standards of Quality can be found in the following link: http://www.doe.virginia.gov/boe/quality/index.shtml*
- *Information about the VA Standards for Accrediting Public Schools can be found in the following link: http://www.doe.virginia.gov/boe/accreditation/*

PWCS

Legal and Strategic Foundation of the Office of Accountability

Federal/State Mandate	PWCS Policy	PWCS Regulation	Strategic Plan	Major Core Service(s)	NEW Unit Title
o 20 U.S.C. 3413 (c) (1), 34 CFR 100.6 (b), 34 CFR 106.71, 34 CFR 104.61 o 2014-16 Appropriation Act, chapter 2, Item 136 A. 1.a o Comprehensive Services Act o EEOA Sections 1701 and 1703 (f) o Elementary and Secondary Education Act (ESEA) o Family Educational Rights and Privacy Act (FERPA) o Individuals with Disabilities Education Act (IDEA) o McKinney-Vento Homeless Education Assistance Act o No Child Left Behind Act of 2001 (Public Law 107-110) o State Fiscal Stabilization Fund (SFSF) o Student Growth Percentile (SGP) o Title II of the Higher Education Act (HEA) o VA Code 22.1-16; 22.1-18; 22.1-218; 22.1-227; 22.1-299; 22.1-253.13:1 o VA Standards for Accrediting Public Schools, 8 VAC 20-131-30.G o VA Standards of Quality: §§ 22.1-253.13:1 through 22.1-253.13:10 o Virginia Constitution Article VIII, Section 8	**[220] [270] [230] [295] [612] [622] [690] [759]**	[220.03-1] [270-3] [230.01-1] [295-1] [612-2] [295-2] [622-1] [690-4]	**1. KEY STRATEGY: Providing World-Class Education means "Using Data to Drive Decision-Making". Accountability is the primary steward of the School Division's Data. 2. GOAL 1: Student Achievement data are measured, reported, and evaluated by Accountability. Accountability also provides training and professional development related to achievement expectations from the state and federal governments. 3. GOAL 2: Satisfaction with climate is measures, analyzed, and reported by Accountability 4. GOAL 3: Accountability engages the community through the annual survey process as well as the supplemental surveys when they are requested. Levels of community engagement are analyzed and reported by Accountability. 5. GOAL 4: Qualified Work Force data is measured, reported, and evaluated by Accountability 6. GOAL 5: Organizational Alignment data is measured, reported, and evaluated by Accountability**	1. State and Federal Reporting 2. Data Analysis, Reporting and Data Warehouse 3. School Division Improvement Planning	Data Analysis and Reporting
o Electronic Code of Federal Regulations," Title 34, Part 99 o Family Education Rights and Privacy Act of 1974," (FERPA). 20 USC § 1232g o Family Educational Rights and Privacy Act (FERPA) o Health Insurance Portability and Accountability Act (HIPAA), 42 U.S.C. §§ 1320d-c, d-4. o Individuals with Disabilities Educational Improvement Act of 2004 (IDEIA), 20 U,S.C § 1400 et seq. o Protection of Pupil Rights Amendments (PPRA), 20 U.S.C § 1232h. o VA Code 16.1-26;16.1-305.1; 16.1-305.2; 22.1-3.1; 22.1-287 to -289; 32.1-36.1; 22.1-89, 22.1-122; 22.1;20; 22.1-287; 22.1-288 o VA Code 42.1-76 to -91. "Virginia Public Records Act" o VA Guidelines for the Management of the Student's Scholastic Record in Public Schools	**[292] [505] [711] [718] [726] [790] [791] [912]**	[292-1] [505.03-2] [505.02-1] [711-2] [718-1] [791-1] [790-2] [912-1]	**1. KEY STRATEGY: Providing World-Class Education means "Using Data to Drive Decision-Making". Accountability is the primary steward of the School Division's Data. 2. GOAL 1: Student Achievement data are measured, reported, and evaluated by Accountability. Accountability also provides training and professional development related to achievement expectations from the state and federal governments. 3. GOAL 2: Satisfaction with climate is measures, analyzed, and reported by Accountability 4. GOAL 3: Accountability engages the community through the annual survey process as well as the supplemental surveys when they are requested. Levels of community engagement are analyzed and reported by Accountability. 5. GOAL 4: Qualified Work Force data is measured, reported, and evaluated by Accountability 6. GOAL 5: Organizational Alignment data is measured, reported, and evaluated by Accountability**	1. Management, maintenance, security, & disposition of ALL Prince William County Public School Division Records.	Records Management
o Family Educational Rights and Privacy Act (FERPA) o Health Insurance Portability and Accountability Act (HIPAA), 42 U.S.C. §§ 1320d-c, d-4. o Individuals with Disabilities Educational Improvement Act of 2004 (IDEIA), 20 U,S.C § 1400 et seq. o Protection of Pupil Rights Amendments (PPRA), 20 U.S.C § 1232h. o VA Code 16.1-26;16.1-305.1; 16.1-305.2; 22.1-3.1; 22.1-287 to -289; 32.1-36.1 o VA Guidelines for the Management of the Student's Scholastic Record in Public Schools o Virginia Public Records Act, VA Code §§ 42.1-76 to -91.	**[612] [790] [795]**	[612-1][612-2] [790-1] [790-2] [795-1]	**1. KEY STRATEGY: Providing World-Class Education means "Using Data to Drive Decision-Making". Accountability is the primary steward of the School Division's Data. 2. GOAL 1: Student Achievement data are measured, reported, and evaluated by Accountability. Accountability also provides training and professional development related to achievement expectations from the state and federal governments. 3. GOAL 2: Satisfaction with climate is measures, analyzed, and reported by Accountability 4. GOAL 3: Accountability engages the community through the annual survey process as well as the supplemental surveys when they are requested. Levels of community engagement are analyzed and reported by Accountability. 5. GOAL 4: Qualified Work Force data is measured, reported, and evaluated by Accountability 6. GOAL 5: Organizational Alignment data is measured, reported, and evaluated by Accountability**	1. Program Evaluation 2. Program Monitoring: Surveying, Assessment, & Training 3. Research Request Management	Program Evaluation

Legal and Strategic Foundation of the Office of Accountability (..continued)

Federal/State Mandate	PWCS Policy	PWCS Regulation	Strategic Plan	Major Core Service(s)	NEW Unit Title
o No Child Left Behind Act of 2001 (Public Law 107-110) **o VA Standards of Quality: §§ 22.1-253.13:1 through 22.1-253.13:10** **o VA Standards for Accrediting Public Schools, 8 VAC 20-131-30.G** **o Virginia Acts of Assembly**	**[622]**	[622-1]	**1. KEY STRATEGY: Providing World-Class Education means "Using Data to Drive Decision-Making". Accountability is the primary steward of the School Division's Data.** **2. GOAL 1: Student Achievement data are measured, reported, and evaluated by Accountability. Accountability also provides training and professional development related to achievement expectations from the state and federal governments.** **3. GOAL 2: Satisfaction with climate is measures, analyzed, and reported by Accountability** **4. GOAL 3: Accountability engages the community through the annual survey process as well as the supplemental surveys when they are requested. Levels of community engagement are analyzed and reported by Accountability.** **5. GOAL 4: Qualified Work Force data is measured, reported, and evaluated by Accountability** **6. GOAL 5: Organizational Alignment data is measured, reported, and evaluated by Accountability**	1. VA Assessment Program 2. English Language Proficiency Assessment 3. Division-Level Assessment 4. Federal and State Accountability Tracking & Support 5. Professional Learning & Development 6. Assessment Data Consultation & Analysis	Testing
o VA Code 22.1-8; 22.1-71	**[333] [950.03]**	[331-1] [382.01-1] [593.02-1]	**1. KEY STRATEGY: Providing World-Class Education means "Using Data to Drive Decision-Making". Accountability is the primary steward of the School Division's Data.** **2. GOAL 1: Student Achievement data are measured, reported, and evaluated by Accountability. Accountability also provides training and professional development related to achievement expectations from the state and federal governments.** **3. GOAL 2: Satisfaction with climate is measures, analyzed, and reported by Accountability** **4. GOAL 3: Accountability engages the community through the annual survey process as well as the supplemental surveys when they are requested. Levels of community engagement are analyzed and reported by Accountability.** **5. GOAL 4: Qualified Work Force data is measured, reported, and evaluated by Accountability** **6. GOAL 5: Organizational Alignment data is measured, reported, and evaluated by Accountability**	1. Seek public and private external funds to supplement, expand, and enhance services and programs 2. Serve as liaison with public and private agencies to obtain funding to provide improved educational services and programs 3. Grant support and training to schools and central offices 3. Oversee internal review process for grant applications	Grants Development
o VA Code22.1-98.1 **o Standards of Quality: §§ 22.1-253.13:1 through 22.1-253.13:10 of the Code of Virginia** **o Virginia Department of Education, Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-10 et. seq.**	**[261] [502] [541] [600]**	[220.03-1] [230.01-1] [261-1] [261.03-1] [333-1] [541-1] [[910-1] [503.02-1] [275-1]	**1. KEY STRATEGY: Providing World-Class Education means "Using Data to Drive Decision-Making". Accountability is the primary steward of the School Division's Data.** **2. GOAL 1: Student Achievement data are measured, reported, and evaluated by Accountability. Accountability also provides training and professional development related to achievement expectations from the state and federal governments.** **3. GOAL 2: Satisfaction with climate is measures, analyzed, and reported by Accountability** **4. GOAL 3: Accountability engages the community through the annual survey process as well as the supplemental surveys when they are requested. Levels of community engagement are analyzed and reported by Accountability.** **5. GOAL 4: Qualified Work Force data is measured, reported, and evaluated by Accountability** **6. GOAL 5: Organizational Alignment data is measured, reported, and evaluated by Accountability**	1. Program Oversight & Mgmt 2. Development of Annual School Calendar 3. Development of 5 Yr Strategic Plan	Leadership & Admin

Activities and Core Services of the Office of Accountability – "The How"

"How are services being provided?" The Office of Accountability provides services built on the foundation of mandates, policies, and regulations. How services are provided can be seen at the macro level as 23.00 FTE and a $3.09 million operating expenditure budget. The Office of Accountability currently breaks down into the following six main activities that perform the following core services:

- **Program Leadership & Administration** – provides supervision and oversight over all the core services provided by the Office of Accountability and performs central administrative functions. This activity controls central costs for the program, sets priorities, and directs program resources in order to meet the School Division's objectives. Most importantly, this activity currently reallocates priorities in order to develop the School Division's Strategic Plan and Annual Calendar because there are no FTEs directly associated with performing these deliverables.
- **Testing** – provides oversight support to schools in order to comply with the requirements of the Virginia Assessment Program (to include all Standards of Learning (SOL) assessments) and annual language proficiency assessment of English Language Learners (ELL). The Testing activity is responsible for deploying the best practices for assessments required by the School Division including those used for helping to identify students for gifted education. This activity is necessary to support federal and state assessment requirements.
- **Data Analysis & Reporting –** collects, analyzes, maintains, and reports the most critical and influential data needed by decision makers at all levels because "using data to drive decision-making" is a key strategy in the School Division's Strategic Plan. In addition, as endorsed in the Strategic Plan, Data Analysis and Reporting uses technology effectively by maintaining a data warehouse that provides school based and central office administrators with immediate access to powerful data. The functions performed by this activity require strict adherence to state and federal regulations regarding data reporting.
- **Program Evaluation –** assists instructional and school personnel as programs are developed in order to ensure programs are implemented as planned and measure the extent to which expected results are realized. Continuous evaluation and improvement is important for the growth and development of school programs. The Strategic Plan outlines that a "Plan, Do, Study, Act" (PDSA) process be followed in planning, implementing, and evaluating innovative programs. In addition, this activity is responsible for administering and analyzing results from the annual stakeholder satisfaction

surveys, in which students, parents, teachers, and staff rate their satisfaction with school services in areas identified by the Strategic Plan. This activity is the primary point of contact for reviewing and approving external research requests or graduate level research for employees. Program evaluation services are not directly mandated by state and federal regulations; however, they play a critical role in the School Divisions continuous improvement efforts as expected by the AdvancED Accreditation Commission. In addition, having this program requires that data used for program evaluation be managed in compliance with state and federal laws.

- **Grants Development** – is the central coordinating station for seeking and securing public and private grants for the School Division. This activity assists in the identification and development of grant applications and reviews applications for discretionary grants and formula grants. In addition, because the Single Audit Act of 1984 requires financial audits of state and local governments, including school systems that receive federal grants, this activity plays a critical role as the entry point for grants and the central support station for schools and departments seeking grants.
- **Records Management** – is responsible for the maintenance and disposition of all public records of the School Division. The Records Management activity also oversees the orderly transfer of records and manages requests for archived records – this includes response to a Freedom of Information Act request. General Schedules for record maintenance and disposition are published by the Library of Virginia. Almost everything done by this activity is mandated and regulated by state law.

DRAFT

Office of Accountability
Prince William County
PUBLIC SCHOOLS
Providing A World-Class Education
Data Analysis & Reporting
FED & State Reporting
Data Analysis, Reporting & Data Warehouse
Division Improvement Planning
Verification & Validation
Testing
Quantification of World Class Education
VA Assessment Program
English Language Proficiency Assessment
Division-Level Assessment
FED and State Account. Tracking & Support
No Child LEFT BEHIND
Federal & State Mandates
Virginia Standards of Learning Program
Accountability
Leadership & Admin.
Grants Admin.
Seek public and private funds for school programs
Liaison between grantor & school division
Oversee internal review process for grant applications
Maximizing Resources for our students
Program Evaluation
Program Monitoring
Surveying, Assessment, Evaluation, & Training
Research Request Management
Evaluation and Continuous Improvement
Records Management
Management, maintenance, security, & disposition of ALL PWCS records
Recording PWCS Success

C. PROGRAM ANALYSIS: THE OFFICE OF ACCOUNTABILITY

Activity I
Leadership and Administration – $374,389

This activity provides supervision over all the core services provided by the Office of Accountability, performs central administrative functions, and is ultimately responsible for this program's compliance with mandates and school regulations. This activity provides guidance and leadership to the direction of the program and ensures overall customer satisfaction. In addition to central management and oversight of the program, this activity is currently responsible for the development of the Strategic Plan, school calendar, and the accreditation process.

The VA Standards of Quality (SOQ) mandate that School Divisions share a comprehensive plan with the community once every two years. The Director of Accountability coordinates the development of a 5-year plan, which involves the senior leadership, school-based staff, advisory councils, and the community at large. The Strategic Plan is revised every five years, with a process that takes 12-18 months in addition, an annual Strategic Plan Report is prepared for presentation to the School Board that contains results from the previous year. The Director of Accountability prepares this report (delivered by the Associate Superintendent of Student Learning and Accountability) to the School Board and is also responsible for answering questions regarding the report.

The School Division is required to develop an annual School Calendar that complies with state and local requirements, including the VA Standards of Quality, and the VA Standards for Accrediting Public Schools. The Director of the Office of Accountability provides central control of the process, coordinates with the calendar committee, monitors instructional days, and provides counsel to senior management during the school year. The Director of Accountability makes the annual presentation on the proposed calendar to the School Board.

This activity also manages the School Division's accreditation as a "world-class" educational institution. In addition to state accreditation, PWCS has earned accreditation (*2007 and renewed in 2012*) from the AdvancED Accreditation Commission. This is the national commission that confers the Southern Association of Colleges and Schools Council (SACS) on Accreditation and School Improvement accreditation seal. The value of this accreditation to the community is that this process requires an ongoing commitment to best practices and standards.

Staffing Level and Cost – 2.00 FTE / $258,915

This activity is composed of 2.00 FTE, which includes the director and the executive secretary, who also serves as the program's bookkeeper. These 2.00 FTE provide oversight and management of the other five program activities (Testing, Data Analysis/Reporting, Program Evaluation, Grants Development, and Records Management). There are no dedicated staff members for the development and support of the 5-year Strategic Plan, management of the annual Strategic Plan reports, coordination of the annual School Calendar, and support for monitoring and maintaining school accreditation – all these tasks are done by the director by continually managing competing priorities throughout the year.

Non-Salary Operating (Discretionary) Costs – $115,474

Leadership and Administration manages central program costs for the Office of Accountability. This includes, office supplies, computer software/hardware, training, furniture, and leasing costs for copy machines and printers. This budget also includes $10K for cyclical expenditures related to the purchase of equipment (i.e. scanners) or planned program costs that are not annual costs (i.e. the AdvancED Accreditation process).

Risk Factors

The Strategic Plan and the annual School Calendar are both mandated functions monitored by the state. Not doing these tasks could put the School Division at risk of losing state accreditation and compromising public trust. The AdvancED Accreditation process is not a mandated function, rather it is one that supplements and provides external validation of the state accreditation. The supplemental external accreditation is approximately a $57K annual cost to the School Division and provides great added value in endorsing best practices by the School Division; however, in a zero base budget – it is important to note this is not a <u>mandatory</u> expense.

Strategic Plan Support

Leadership and Administration activity in the Office of Accountability provides the strategic guidance to the Office of Accountability that complements the School Division's Strategic Plan. In addition to the development of the Strategic Plan as a whole, below are goals and strategies that have the most direct link to the Office of Accountability.

1. ***KEY STRATEGY:*** *Providing World-Class Education means "Using Data to Drive Decision-Making." Accountability is the primary steward of the School Division's data.*

2. ***GOAL 1**: Student achievement data is measured, reported, and evaluated by Accountability. Accountability also provides training and professional development related to achievement expectations from the state and federal governments.*
3. ***GOAL 2**: Satisfaction with climate is measured, analyzed, and reported by Accountability.*
4. ***GOAL 3**: Accountability engages the community through the annual survey process as well as supplemental surveys when they are requested. Levels of community engagement are analyzed and reported by Accountability.*
5. ***GOAL 4**: Qualified workforce data are measured, reported, and evaluated by Accountability.*
6. ***GOAL 5**: Organizational alignment data are measured, reported, and evaluated by Accountability.*

Best Practices

This study looked at other similar or regional school divisions in Virginia including – Fairfax, Arlington, Virginia Beach, and Loudoun in order to study business and operational practices in our region. The Office of Accountability, as an office, has a unique program structure when compared to surrounding jurisdictions. Many of the activities managed in this program fall under other departments when studying other school divisions – it is important to note this does not mean other structures are better or worse. For example, Testing is many times a department on its own while Records Management can sometimes be found within other departments such as IT or Finance.

Accountability does not have a dedicated FTE continually working on the Strategic Plan and coordinating strategic efforts year-round both in the areas of school improvement and employee/community awareness.

Strategic Planning: This activity is responsible for coordinating the development of the Strategic Plan. As sited in the 2007 Efficiency review by the state, "PWCS has a model strategic plan that is fully developed with a revision cycle and institutionalized procedures for monitoring and holding personnel accountable for assigned elements." Both Fairfax and Loudoun School Divisions are currently in the process of developing Divisionwide strategic plans. In addition to a collaborative team of staff members, Fairfax has partnered with the ECRA Group to develop a Divisionwide Strategic Plan. The value of a strong Strategic Plan is that it provides a blueprint for the School Division's goals and guidance for school improvement plans.

While the Strategic Plan, provides a blueprint, this is only a roadmap with milestones – it is important for the School Division to have a system and resources to continually

analyze data, report progress, and take action towards annual goals. During the last external accreditation process with AdvancED, the Accreditation Progress Report (APR) cited the following:

> *"Stakeholders are aware of the stated purpose "Providing A World-Class Education." However, many stakeholders … are unable to discuss the Strategic Plan in terms of student performance, climate, working conditions, and equity, or explain their role in helping the district to achieve its goals and objectives. While all district leaders and many school leaders embrace … the Strategic Plan, teachers and parents at the school level were unable to consistently explain a connection or alignment to school improvement plans."*

This citation presents a major gap in the implementation of a Strategic Plan that has impact at all levels of the School Division and community. The sustainable success of the Strategic Plan requires an ongoing process that is crucial to reaching stated goals and objectives. In summary, it is important to have a blueprint, but it is also important to provide ongoing support to ensure the plans are being implemented as designed with communication flowing effectively up and down the organization. Since the accreditation, the School Division has taken major steps to improve communication and awareness; however, the current structure of the Office of Accountability does not have a dedicated FTE continually working on the Strategic Plan and coordinating strategic efforts year-round both in the areas of school improvement and employee/community awareness. Putting resources towards this gap will help stakeholders coherently understand the role of the advisory councils or site-based management in addressing priorities for school improvement and/or implementation of the School Division's Strategic Plan.

Accreditation: All School Divisions in the state should be abiding by the VA Standards of Quality and striving for state accreditation. In addition, though not mandated, 47 of 132 (36%) school divisions in Virginia are currently accredited by AdvancEd (Divisionwide accreditation). In our surrounding area, this includes – Arlington and Manassas City. It is important to note, there are some school divisions that only seek accreditation per school (primarily high schools); for example, Fairfax, Loudoun, and Fauquier only seek accreditation for high schools. If PWCS sought accreditation for only high schools, as opposed to the entire division, there could be considerable savings (Approximately $48K); however, this may have impact to the perceived value by the community of education in PWCS. By managing and maintaining the AdvancED Accreditation, the School Division has third-party endorsement of the following: (1) The

> *External accreditation is an expensive and very valuable choice that needs to be considered by the School Division in the program budget for the Office of Accountability.*

PWCS Strategic Plan has vertical and horizontal alignment; (2) A Divisionwide culture that values diversity and equitable access for students, encourages innovation, and accepts responsibility for student learning; (3) Commitment to effective communication with stakeholders; (4) A system for building leadership capacity and improving professional practice; and (5) PWCS is sustaining high student achievement. External accreditation is an expensive and very valuable choice that needs to be considered by the School Division in the program budget for the Office of Accountability because it is not required in a zero based budget since there is already a state accreditation.

Performance Measurement

In addition to overall supervision and oversight over the activities of the Office of Accountability, the Leadership and Administration activity has several major deliverables that have impact to the School Division as a whole – the School Calendar, Strategic Plan, and accreditation (state and external). Below are performance measures that create a relationship between the budget plan and desired results from this activity.

Leadership and Admin Performance Measures:

Customer Satisfaction with the Office of Accountability

FY11 Actual	FY12 Actual	FY13 Actual	FY14 Actual	FY15 Goal	FY16 Target
95%	99%	99%	98%	98%	98%

PWCS Annual School Calendar is in compliance with VA Standards of Quality requirements – even with school closings (Yes/No)

FY11 Actual	FY12 Actual	FY13 Actual	FY14 Actual	FY15 Goal	FY16 Target
Yes	Yes	Yes	Yes	Yes	Yes

Strategic Plan report presented to School Board and community is in compliance with VA Standards of Quality requirements (Yes/No)

FY11 Actual	FY12 Actual	FY13 Actual	FY14 Actual	FY15 Goal	FY16 Target
Yes	Yes	Yes	Yes	Yes	Yes

All documentation required for State and External accreditation completed on-time (Yes/No)

FY11 Actual	FY12 Actual	FY13 Actual	FY14 Actual	FY15 Goal	FY16 Target
Yes	Yes	Yes	Yes	Yes	Yes

PWCS

Zero Base Analysis: Leadership and Administration

Below is a summary of the zero base budget (ZBB) analysis to fully fund Leadership and Administration with the service levels described in this section.

1. Total Staffing Costs: $258,215
2. Total Non-Salary Costs: $115,474

Total Cost: $374,389

Zero Base Budget for Staffing Costs			
Program Leadership & Admin - 2.00 FTE			
Object Code Summary	**Budget Summary**	**Budget Detail**	**Total Budget**
1000 / 2000	FTE Salary & Benefits	Salary & Benefits	$ 258,705
	FTE Straight Time	Supplemental Pay	$ -
	FTE Overtime	Supplemental Pay	$ 210
	Temps & Other	Supplemental Pay	$ -
Total Staffing Costs for Leadership & Admin:			**$ 258,915**

Zero Base Budget for Operating (Non-Salary) Costs			
Accountability Leadership & Administration			
Object Code Summary	**Budget Summary**	**Budget Detail**	**Total Budget**
2000	Admin. Assoc Fees	Prof. Association Membership Fees	$ 1,000
	Conference Exp Admin	Conference Exp Admin	$ 300
3000	Accreditation Expenses	Annual Fee for External Accreditation	$ 57,000
		Food and Lodging Accreditation (every 5 yrs.)	$ -
	Maintenance Service Contracts	Copy Machine Lease/Buy	$ 9,360
		KLC Shared Maint./Equip.	$ -
		Shredding for KLC	$ 2,304
		Statistics/Data -- SW Maintenance for SPSS	$ 9,800
		Strategic Plan -- SW License for SKO Vision	$ 10,300
	Printing/Duplicating	Printing Strategic Plan	$ 2,500
	Professional Services	Translation Services for Accountability	$ 900
	Telephone	Cell Phones (x2)	$ 1,260
4000	Office Supplies	Boxes and other Cyclical Supplies	$ -
		Paper Supplies (i.e. Envelopes) for Accountability	$ 250
		Program Office Supplies (MasterContract)	$ 6,000
		Program Office Supplies (Other)	$ -
		Program Office Supplies (PWCS Warehouse)	$ 2,000
	Technology Supply Equip Addnl	SW/HW for Accountability	$ 2,500
	Equipment Additional	Cyclical Equipment and Project Expenses	$ 10,000
		Office Furniture	$ -
		Scanner for Program Eval.	$ -
Total Non-Salary Costs for Leadership & Admin:			**$ 115,474**
		Total ZBB Budget for Leadership & Admin:	**$ 374,389**

Activity II.

Testing – $1,307,377

The Testing activity in the Office of Accountability is responsible for managing all aspects of a comprehensive assessment system, which includes the Virginia Assessment Program and a variety of other national and local assessments designed to measure achievement in reading, writing, mathematics, science, and social studies, as well as other constructs related to the education of students.

This activity manages the Virginia Standards of Learning (SOL) tests, the Virginia Grade Level Alternative (VGLA), the Virginia Alternate Assessment Program (VAAP), the Virginia Substitute Evaluation Program (VSEP), the Virginia Modified Achievement Standards Test (VMAST), the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) tests, the Cognitive Abilities Test (CogAT) and the Naglieri Non-Verbal Ability Test. The Testing staff also provides training to school assessment coordinators before each test administration, management of logistics related to test administration, and IT support related to online testing. It is required that a member of the Testing office is always available during the administration of exams.

Staffing Level and Cost – 5.50 FTE / $596,820

The Testing activity is composed of 5.50 FTE that includes 1.00 supervisor, 1.00 testing coordinator, 1.00 testing specialist, 1.00 data analyst, and 1.50 administrative staff. This office provides services where demand is directly related to student enrollment. According to the FY 2015 Washington Area Boards of Education (WABE) Guide, the FY 2014 actual enrollment for Prince William County Public Schools was 85,439 while the actual enrollment in FY 2009 was 73,913 (a 16% increase in 5 years). Staffing plans can be a valuable strategy in service areas were demand is directly related to service population in order to ensure continued success of performance goals related to student assessment. Currently, there is no staffing plan for the Testing office thus there is no strategy in place to proactively ensure adequate support to meet the needs of growing demands – both in terms of student population and mandated changes by the state. It is important to note that a staffing plan should also oversee reduction of resources should demand decrease.

Non-Salary Operating (Discretionary) Costs – $710,557

All the costs included in the Testing activity's non-salary (discretionary) budget are for supplies and support related to the administration of testing in the School Division.

These include costs related to the logistical coordination of tests (i.e. shipping), professional training, office supplies, fees to testing institutions for supplies and materials, technology costs (software/hardware) related to testing, and supplemental salary costs for temporary staff support for testing administration. The zero base budget in testing includes contractual increases and increases due to notifications from testing institutions. For example, the Testing activity has and will continue to experience increased costs as testing institutions move towards online testing and push out paper costs such as test tickets and scoring reports to the School Division.

In addition to these costs, the testing office currently has budget authority to provide food and water to people who score alternative assessments (VGLA and VAAP). It is important to note, that this is the only cost not directly required for test administration (approx. $7K), but may play a role in the efficient time-management of scoring events since it eliminates the need for scorers to leave for lunch.

Risk Factors

Failure to assess students in mandated areas (i.e. Virginia Assessment Program, English Language Proficiency) would be in violation of federal (No Child Left Behind) and state law (Virginia Acts of Assembly), and result in PWCS being non-compliant with the Standards for Accrediting Public Schools in Virginia and the School Division's testing policy (Policy 622). The No Child Left Behind Act (NCLB) requires the School Division to provide support for gifted and talented services for students; however, CogAT and NNAT2 are not specifically required in NCLB, nor is assessment for eligibility clearly spelled out directly. These assessments support the PWCS gifted program identification process; however, it is important to note that both tests may not be necessary. Because it could potentially result in a $55K savings, it would be valuable for the School Division to conduct a formal evaluation of utilizing multiple assessments for the gifted identification process in order to assess if one test is sufficient. Because the purpose of this report is budget planning, a formal evaluation including all stakeholders (i.e. the Gifted Program) is necessary prior to any budget change being recommended.

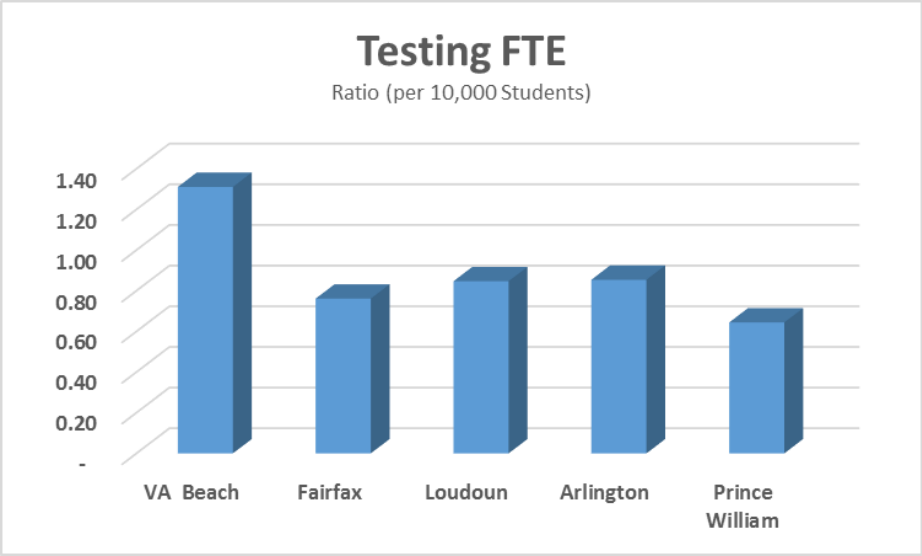
It would be valuable for the School Division to conduct a formal evaluation of utilizing multiple assessments for the gifted identification process in order to assess if one test is sufficient.

Any reduction in testing support may result in consequences that lead to a failure to comply with federal law and PWCS Regulation 622.1. Not meeting the state and federal requirements in the Testing activity would also have a negative impact to the community in terms of public trust and the value of the education services provided by the School Division.

Best Practices

A staffing plan should be put in place for the Testing activity in order to ensure resources levels are aligned with the needs of student population.

In the 2012-13 school year, PWCS administered a total of 224,480 SOL tests; 13,924 ACCESS tests to English language learners; and over 6,300 CogAT and 6,300 Naglieri tests to 3rd graders as part of the gifted identification process. In addition, this activity administers other tests including – AP, IB, Cambridge AICE, PSAT, SAT, ACT, and CTE exams. The total volume of tests is important in understanding the work load being managed by 5.50 FTE. Similar school division have about .90 FTE for testing support per 10,000 students while PWCS currently is at 0.64 FTE. Based on the current staffing levels in the Testing activity, the School Division would need to increase its FTE levels by 1.00 FTE in order to be aligned with comparable divisions. Because student assessment has mandated risks and performs critical functions related to quantifying the performance of the School Division, it is recommended that a staffing plan be put in place during the FY 2016 Budget process for the Testing activity in order to ensure resources levels are aligned with the demands of the student population.



Performance Measurement

Below are performance measures that create a relationship between the budget plan and desired results from this activity.

Testing Activity Performance Measures:

VA Standards of Learning Test Administered*

FY11 Actual	FY12 Actual	FY13 Actual	FY14 Actual	FY15 Goal	FY16 Target
203,995	215,360	224,480	225,355	197,890	198,900

Note: 10% increase from FY11 to FY14 Actual

English Language Proficiency Tests Administered

FY11 Actual	FY12 Actual	FY13 Actual	FY14 Actual	FY15 Goal	FY16 Target
13,623	13,981	13,904	13,849	14,100	15,500

Gifted Tests Administered (CogAT & NNAT2)

FY11 Actual	FY12 Actual	FY13 Actual	FY14 Actual	FY15 Goal	FY16 Target
12,346	12,316	13,172	12,749	13,820	14,000

Meet testing requirements of: No Child Left Behind, VA Acts of Assembly, and VA Standards for Accrediting Public Schools.

FY11 Actual	FY12 Actual	FY13 Actual	FY14 Actual	FY15 Goal	FY16 Target
Yes	Yes	Yes	Yes	Yes	Yes

Notes:

**Decreases in projected numbers of SOL assessments are due to the passage of Virginia HB 930, which effectively eliminated five SOL tests and related assessments from the Virginia Assessment Program. In lieu of SOL testing, the Virginia Board of Education directed school divisions to develop and administer alternative assessment plans in these subject areas. As such, student assessment counts in those subject areas, which are not reflected here, will be captured in alternative assessment plans supported in part by the Testing Office.*

Zero Base Analysis: Testing

Below is a summary of the zero base budget (ZBB) analysis to fully fund the Testing activity in the Office of Accountability under the service levels described in this section.

3. Total Staffing Costs: $ 596,820
4. Total Non-Salary Costs: $ 710,557

Total Cost: $1,307,377

Zero Base Budget for Staffing Costs			
Testing - 5.50 FTE			
Object Code Summary	**Budget Summary**	**Budget Detail**	**Total Budget**
1000 / 2000	FTE Salary & Benefits	Salary & Benefits	$ 517,570
	FTE Straight Time	Supplemental: Staff Testing Support	$ 1,200
	FTE Overtime	Supplemental: Staff Testing Support	$ 2,050
	Temps & Other	Supplemental: Assesment and Scoring Support	$ 76,000
Total Staffing Costs for Testing:			**$ 596,820**

Zero Base Budget for Operating (Non-Salary) Costs			
Testing			
Object Code Summary	**Budget Summary**	**Budget Detail**	**Total Budget**
3000	Service Contracts	Fees to Testing Agencies	$ 27,250
	Postage	Postage costs related to Testing	$ 1,500
	Printing/Duplicating	Printing related to Testing	$ 1,500
	Professional Services	Translation Services for Testing	$ 1,125
	Travel Reimbursement	Prof. Training & Development	$ 3,450
4000	Food - Testing	Catering for Testing	$ 7,500
		Water for Test Scoring/Support	$ 180
	Office Supplies	Office Supplies related to Testing	$ 5,500
		Paper Supplies (i.e. Envelopes) for Testing	$ 1,200
		Testing Supplies	$ 11,500
	Technology Supply Equip Addnl	Assesment SW/HW Specific to Testing	$ 1,000
	Testing Materials	Access -- English Language Learners Test	$ 370,152
		CogAT -- Gifted Testing Supplies and Support	$ 93,500
		Naglieri -- Gifted Testing Supplies and Support	$ 55,000
		Testing Materials and Support	$ 130,200
Total Non-Salary (Discretionary) Costs for Testing			**$ 710,557**
		Total ZBB Budget for Testing:	**$ 1,307,377**

Activity III.

Data Analysis and Reporting – $567,149

Data Analysis and Reporting provides federal, state, and local reporting services in addition to data analysis and maintenance of the School Division's data warehouse. These major reports have a direct impact on the School Division's funding, graduation rates, accreditation, and federal accountability ratings. This activity works in partnership with schools and central offices to ensure that accurate data is reported. Data accuracy and reporting compliance is critical to ensure that the School Division receives the correct allocated funding from the state.

DART is the School Division's data warehouse and affords school leaders the ability to monitor progress and assess trends in order to make data-driven decisions – as stated in the Strategic Plan. This tool also provides dashboards and scorecards (*or visual representations of in-process data*). Dashboards include performance 'snapshots' that connect student performance data in reading and mathematics in a central location in addition to other information regarding, but not limited to: enrollment, attendance, graduation, wellness, teacher certification, etc.

Data Analysis and Reporting also manages a web-based software solution, which automates the improvement planning process and allows the Division, departments and schools to strategically define action plans and track performance measurements. School improvement plans are required by School Division regulation and state mandates and are developed to support the educational goals defined in the Strategic Plan.

Staffing Level and Cost – 5.50 FTE / $528,499

The Data Analysis and Reporting activity is composed of 5.50 FTE that includes 1.00 coordinator, 1.00 quality analyst, 3.00 data analysts, and 0.50 administrative staff. This staff manages critical data related to per pupil state and federal funding based on Average Daily Membership (ADM).

Non-Salary Operating (Discretionary) Costs – $38,650

All the costs included in the Data Analysis and Reporting activity's non-salary (discretionary) budget are for supplies and support related to the management, analysis, and reporting of critical School Division information. These costs include expenses related fees necessary to receive testing results/scores from assessment organizations (*for data analysis*), professional training related to data analysis and

reporting, costs related to maintaining the data warehouse, and office supplies and equipment.

Risk Factors

Failure to complete and meet deadlines for state data reporting could result in loss or reduction of per pupil state and federal funding based on Average Daily Membership (ADM) – this could have approximately a $584.8 million impact to the School Division. In addition, the December 1st Student Record Collection (SRC) Report of Children with Disabilities Receiving Special Education, VA Standards of Quality (SOQ) and Master Schedule Collection (MSC) data reporting also impact state and federal funding via various programs such as Gifted, Career and Technology, etc.

The analytical and reporting efforts of this activity have a $580+ million impact on funding from the state to the School Division.

While, there is no directly mandated requirement for having a user-friendly data warehouse interface for administrators and staff, the DART system managed by this activity maintains data in a central location in order to facilitate data driven decisions made by the School Division. Without accurate data centrally and easily accessible, it would be exponentially difficult to maintain effective school-improvement plans and also develop a meaningful Divisionwide strategic plan. These mandated deliverables are 'consumers' of the data in the data warehouse – and the plans developed thereof are only as good as the data used to develop them.

Best Practices

The Data Analysis and Reporting activity has a unique organizational structure in that this function is found in other departments when comparing with other school divisions. For example, in Fairfax and Virginia Beach, both Data Analysis/Reporting and the Records Management activities can be found (mostly) in the IT, or technology, departments. In PWCS however, Data Analysis/Reporting stands alone from the IT Department. In any case, the reporting and analysis requirements are managed in some way by all school divisions due to the critical nature of school data (such as ADM) and its relationship to school funding.

Over time, many state reporting functions that had typically been distributed across department have been consolidated into larger reports that are managed by the Office of Accountability. These changes have caused the Data Analysis and Reporting activity to grow in responsibility for reporting School Division data. Additional reporting responsibilities require increased coordination with other departments who are subject matter experts in their respective programs. Based on these changes, as well as staffing

and structure data collected from other school divisions, it is recommended that - as part of future planning - the School Division explore the current business processes and procedures related to data reporting in PWCS.

It is recommended that - as part of future planning - the School Division explore the current business processes and procedures related to data reporting in PWCS.

In addition, it is worth investigating possible efficiencies and synergies between the IT Department and the Office of Accountability in the study of the best way to provide services for data analysis, data warehouse management, reporting, and records management. This recommendation is not suggesting in any way that any restructuring is required in PWCS, but only that there may be possible efficiency improvements if the two departments made a coordinated effort to examine business process and procedures. For example, a possible finding could be that the technology department could automate some data analysis/reporting tasks. This could, in turn, open up opportunities for Data Analysis and Reporting to expand services and do more with the same level of staff/resources.

The Data Analysis and Reporting activity operates as a 'full-service' team that provides analytical expertise by highly qualified staff for schools and central departments. The current structure of the group requires identifying level-specific data support contacts that partner with the data analysts in Accountability. Having the data analysis centrally located provides the School Divisions with a better understanding of the student performance data across the division – thus affording the ability for decision makers across the organization to have consistent data for decision-making. While the data reporting and analysis method utilized by PWCS reduces the need for additional "data analysis" staff in departments and schools, it makes it difficult to benchmark with other school divisions since the services provided and organizational structure are not intuitively comparable.

Performance Measurement

Below are performance measures that create a relationship between the budget plan and desired results from this activity.

Data Analysis and Reporting Performance Measures:

Average Daily Membership (ADM) as recorded on the Spring Student Record Collection (SRC)*

FY11 Actual	FY12 Actual	FY13 Actual	FY14 Actual	FY15 Goal	FY16 Target
77,206	79,449	81,312	82,655	84,650	86,934

State and Federal funding based on ADM (In Millions)**

FY11 Actual	FY12 Actual	FY13 Actual	FY14 Actual	FY15 Goal	FY16 Target
$473M	$536M	$585M	$624M	$671M	$723M

Number of DART Users***

FY11 Actual	FY12 Actual	FY13 Actual	FY14 Actual	FY15 Goal	FY16 Target
N/A	525	756	847	850	875

Notes:

** Based on Student membership up to March 31 of each year.*

*** Funding based on ADM as of March 30 – Does not include ADM funding of the Northern Virginia Regional Special Education Program, the New Dominion Regional Alternative Education Program or The Governor's School @ Innovation Park.*

****Access to DART is provided to every school- and central-based administrator. The DART team is comprised of support personnel for each level (ES, MS, HS) and central office administrators.*

Zero Base Analysis: Data Analysis and Reporting

Below is a summary of the zero base budget (ZBB) analysis to fully fund Data Analysis and Reporting for the Office of Accountability under the service levels described in this section.

5. Total Staffing Costs: $528,499
6. Total Non-Salary Costs: $ 38,650

Total Cost: $567,149

Zero Base Budget for Staffing Costs			
Data Analysis and Reporting - 5.50 FTE			
Object Code Summary	**Budget Summary**	**Budget Detail**	**Total Budget**
1000 / 2000	FTE Salary & Benefits	Salary & Benefits	$ 524,515
	FTE Straight Time	Supplemental: Staff Analysis & Reporting Support	$ 960
	FTE Overtime	Supplemental: Staff Analysis & Reporting Support	$ 3,024
	Temps & Other	Supplemental: N/A	$ -
Total Staffing Costs for Data Analysis and Reporting:			**$ 528,499**

Zero Base Budget for Operating (Non-Salary) Costs			
Data Analysis and Reporting			
Object Code Summary	**Budget Summary**	**Budget Detail**	**Total Budget**
3000	Professional Services	Prof. Training & Development	$ 1,750
		Test Score Reporting Fee for Data Warehouse, Analysis and Reporting	$ 500
	Travel Reimbursement	Prof. Training & Development	$ 1,000
4000	Software Maintenance & Support	Maintenance support for Data warehouse (DART) and analytic software	$ 35,400
Total Non-Salary (Discretionary) Costs for Data Analysis & Reporting			**$ 38,650**
		Total ZBB Budget for Data Analysis & Reporting	**$ 567,149**

Activity IV.

Program Evaluation – $538,980

Program Evaluation is responsible for evaluating the implementation and effectiveness of key initiatives and programs through the use of quantitative and qualitative research methods and reporting information to policymakers and stakeholders. The information provided by this activity is used to make decisions regarding program improvement.

In addition to performing comprehensive program evaluations, this activity is responsible for administering the annual Divisionwide surveys, which include school based and central staff, students, and parents to measure and assess alignment with the Strategic Plan. This activity provides teachers and administrators data for continuous improvement planning and also informs the community of results and findings at the individual and school and Division level. Program Evaluation also conducts an annual Customer Satisfaction Survey in which administrators (school-based and central office) provide feedback on the products and services provided by the central departments so that those departments can make improvements in response to the needs of their customers.

As required by PWCS school regulation, one of the primary functions of Program Evaluation is reviewing external requests to conduct research in Prince William County Public Schools. Research projects require careful management of student data in order to ensure that state and federal laws are not violated and personal information of students are protected.

Staffing Level and Cost – 4.50 FTE / $458,105

The Program Evaluation activity is composed of 4.50 FTE that includes 1.00 supervisor, 1.00 coordinator, 1.00 data analyst, and 1.50 administrative staff. This office provides services where demand for special projects is currently related to ad hoc assignments by senior leadership. Once an assignment is received, the staff develops a plan for analysis and delivers a report with findings and recommendations to senior staff and stakeholders. In addition to full-time staff, this activity requires about $13K in temporary employee support for processing surveys and gather data that supports deliverables such as the strategic plan.

Non-Salary Operating (Discretionary) Costs – $80,875

All the costs included in the Program Evaluations activity's non-salary (discretionary) budget are for supplies and support related to conducting research and program

analysis for programs in the School Division. These costs for membership to an educational research library, software and hardware related to surveying and data analysis, expenses related to the printing and scanning of survey materials, professional training, office supplies, fees for language transition, and a cyclical cost for the replacement of a commercial grade scanner.

Risk Factors

Program evaluation is not required by state or federal law, however it is a keystone best business practice recommended by the external accreditation agency (AdvancED) and supports a core value of continuous improvement found in the School Division's Strategic Plan and regulations. Following through with program reviews after an accreditation process displays the School Division's commitment to using accreditation data for the ongoing benefit of the students it serves. Not providing this service would reflect negatively with school advisory boards and accreditation agencies.

Best Practices

In comparison with other jurisdictions such as Virginia Beach, Fairfax, Loudoun, and Arlington – PWCS has many key elements in place for a program evaluation. These elements include staff members dedicated to program evaluation, a strategic plan focused on continuous improvement, school accreditation recognizing the School Divisions' efforts for improvement, an adopted policy outlining the School Division's analysis strategy, and enterprise resources such as a Divisionwide surveying tool, and access to external research data.

With this however, Program Evaluation in PWCS is lacking one major keystone in the current strategic model for analysis – a multiyear program evaluation plan that ties to the Division's annual budget process. In a proactive system for analysis, Program Evaluation would be the gateway to initiating research based strategies while also serving as the central coordinating agency that develops buy-in for program improvement. By collaborating with the annual budget process, the School Division would be able to put in place a forward looking and strategic annual evaluation process with performance measures that provide feedback on whether the program is successful or needs improvement.

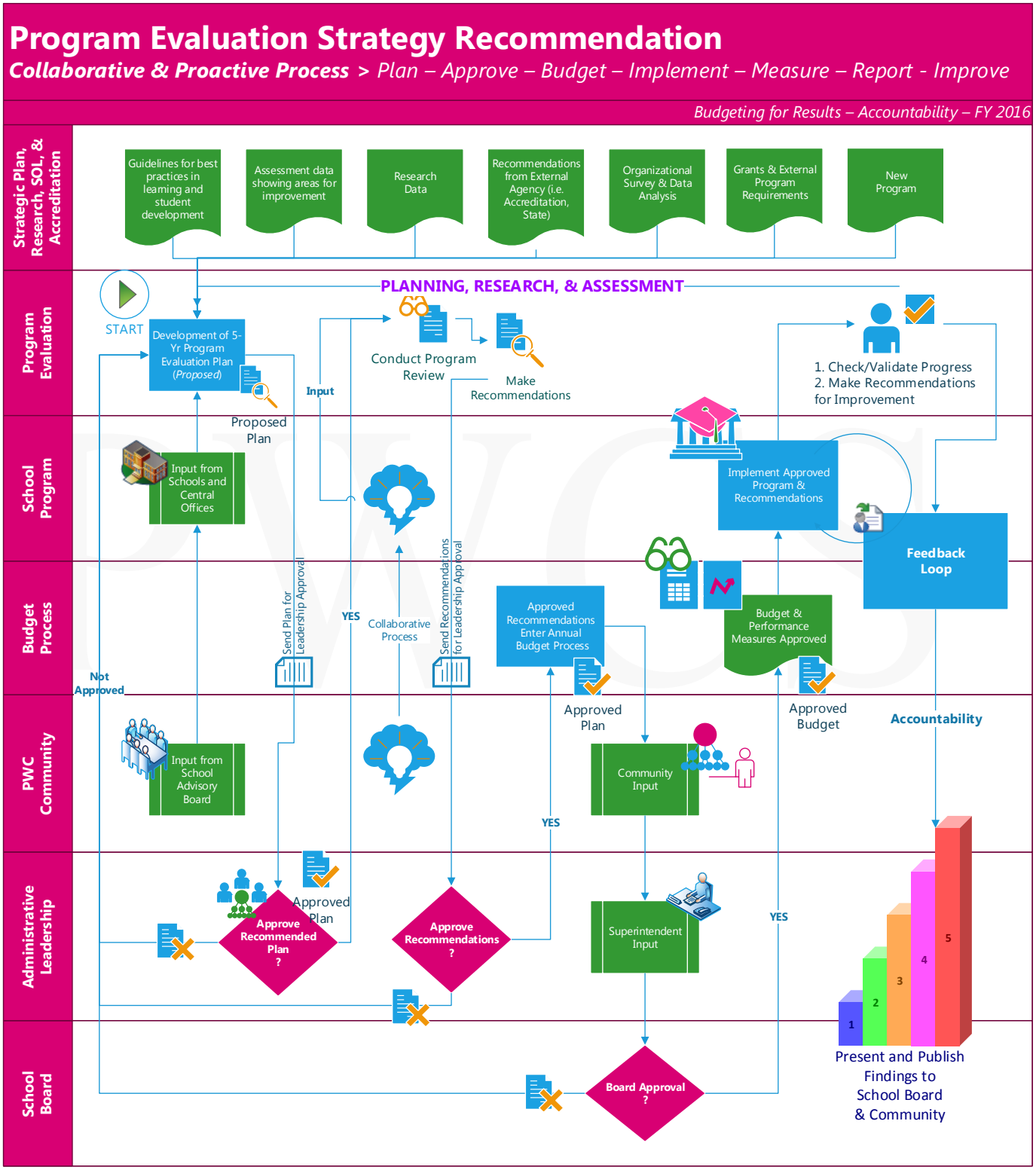
This report recommends a change in the current model so that Program Evaluation follows a strategic program review plan that is endorsed and monitored by stakeholders and is also linked to the annual budget process.

Under the current model, the School Division has an amazing blueprint in place - the Strategic Plan; but does not have a formal strategic process to

explore and improve programs in the School Division. Currently these initiatives are requested by senior management and/or schools but are not part of a grand design for the school system. This report recommends a change in the current model so that Program Evaluation follows a strategic program review plan that is endorsed and monitored by stakeholders and is also linked to the annual budget process. The illustration on the next page shows the recommended process for Program Evaluation.

PWCS

Program Evaluation – Recommended Change in Strategy:



Performance Measurement

Below are performance measures that create a relationship between the budget plan and desired results from this activity.

Program Evaluation Performance Measures:

Number of Ongoing Program Evaluations

FY11 Actual	FY12 Actual	FY13 Actual	FY14 Actual	*FY15 Goal	*FY16 Target
2	2	1	1	3	4

**Currently not based on 3-5 Yr Program Evaluation Plan approved by School Division Leadership.*

Number of Surveys Administered

FY11 Actual	FY12 Actual	FY13 Actual	FY14 Actual	FY15 Goal	FY16 Target
12	24	22	23	25	25

Number of Research Requests Reviewed

FY11 Actual	FY12 Actual	FY13 Actual	FY14 Actual	FY15 Goal	FY16 Target
12	30	24	60	65	70

Zero Base Analysis: Program Evaluation

Below is a summary of the zero base budget (ZBB) analysis to fully fund Program Evaluation for the Office of Accountability under the service levels described in this section.

7. Total Staffing Costs: $458,105
8. Total Non-Salary Costs: $ 80,875

Total Cost: $538,980

Zero Base Budget for Staffing Costs			
Program Evaluation - 4.50 FTE			
Object Code Summary	**Budget Summary**	**Budget Detail**	**Total Budget**
1000 / 2000	FTE Salary & Benefits	Salary & Benefits	$ 443,477
	FTE Straight Time	Supplemental: Staff Program Evaluation Support	$ 480
	FTE Overtime	Supplemental: Staff Program Evaluation Support	$ 648
	Temps & Other	Supplemental: Organization Surveying Support	$ 13,500
Total Staffing Costs for Program Evaluation:			**$ 458,105**

Zero Base Budget for Operating (Non-Salary) Costs			
Program Evalaution			
Object Code Summary	**Budget Summary**	**Budget Detail**	**Total Budget**
3000	Maintenance Service Con	Maintenance for the Enterprise Survey Scanner	$ 1,650
	Postage	Postage Costs for Surveying	$ 300
	Printing/Duplicating	Letters and Docs. For Surveying	$ 4,500
	Professional Services	Contractor Support for Printing and Scanning of Surveys	$ 30,000
		Div. Wide Survey (i.e. Strategic Plan)	$ 4,975
		Division web-based survey tool	$ 300
		PWCS Enterprise Level Access to Research Library For Educational Research & Program Evaluation	$ 38,500
	Travel Reimbursement	Prof. Training & Development	$ 400
4000	Office Supplies	Paper Supplies (i.e. Envelopes) for Surveying	$ 250
Total Non-Salary (Discretionary) Costs for Program Evaluation			**$ 80,875**
		Total ZBB Budget for Program Evaluation	**$ 538,980**

Activity V.

Records Management – $323,143

The Records Management activity accurately maintains official records for the entire School Division and responds to retrieval service requests for records. This activity is responsible for the management, collection, maintenance, security, use, disclosure, content, and disposition of all PWCS records in a manner consistent with the Virginia Board of Education regulations and the Virginia Public Records Act.

Staffing Level and Cost – 4.00 FTE / $272,088

The Records Management activity is composed of 4.00 FTE that includes 1.00 records management specialist and 3.00 document technicians. Staffing costs include $20K in temporary support for the purging of official documents for the School Divisions in compliance with laws and School Division regulations.

Non-Salary Operating (Discretionary) Costs – $51,055

All the costs included in the Records Management activity's non-salary (discretionary) budget are for supplies and support related to the archiving, retrieval, and disposition of records. These include costs related to microfilming and digitization of records, equipment and supplies related to record keeping (i.e. boxes and labels), contractual costs for shredding records, office supplies, and professional training.

Risk Factors

While each program in the School Division is ultimately responsible for establishing a system of recordkeeping in accordance with VA General Schedules*, archiving, retrieval, and disposition of records is the primary responsibility of the Records Management activity. The School Division's regulations requires this activity to oversee the implementation of the VA General Schedules* including monitoring recordkeeping practices and managing the archiving and disposition of records and access to archived records. Because this function is completely mandated, not performing the duties required by the state could result in lawsuits to the School Division in addition to compromising the private records of students and employees.

Because this function is completely mandated, not performing the duties required by the state could result in lawsuits to the School Division

Best Practices

Because microfilming records scheduled for permanent retention and storage is the responsibility of the Records Management activity – this function is many times found in the IT Departments of public organizations. For example, Fairfax and Virginia Beach are two jurisdictions who require the IT Department to manage records. This organizational model does require a corporate culture and technology infrastructure that can undertake these additional duties. Because of the risks associated with managing records per state/federal regulations, it is best for the records center in PWCS to be located in Accountability so a higher level of priority can be given to records management.

Prince William County Public Schools implemented Virginia's first online request service for former student & employee documents.

The trend in records management is for permanent storage maintained by electronic means as specified by the Library of Virginia. The Records Center has been archiving and migrating records to digital format for the last few years as is continuing the exploration of more efficient and effective ways to manage records. In fact, Prince William County Public Schools implemented Virginia's first online request service for former student & employee documents.

Notes

**The VA General Schedules for record maintenance and disposition are published by the Library of Virginia. Further detail can be found at the Web address below:*

http://www.lva.virginia.gov/agencies/records/sched_local/index.htm

Performance Measurement

Below are performance measures that create a relationship between the budget plan and desired results from this activity.

Records Management Performance Measures:

Records Requests Processed

FY11 Actual	FY12 Actual	FY13 Actual	FY14 Actual	*FY15 Goal	*FY16 Target
8,783	10,086	9,730	9,873	10,000	10,000

Processed Documents in the Records Center (*Excluding Personnel Files)*

FY11 Actual	FY12 Actual	FY13 Actual	FY14 Actual	FY15 Goal	FY16 Target
14,845	12,024	12,667	14,103	13,500	13,500

PWCS

Zero Base Analysis: Records Management

Below is a summary of the zero base budget (ZBB) analysis to fully fund Records Management for the Office of Accountability under the service levels described in this section.

9. Total Staffing Costs: $272,088
10. Total Non-Salary Costs: $ 51,055

Total Cost: $323,143

Zero Base Budget for Staffing Costs

Records Management - 4.00 FTE

Object Code Summary	Budget Summary	Budget Detail	Total Budget
1000 / 2000	FTE Salary & Benefits	Salary & Benefits	$ 250,888
	FTE Straight Time	Supplemental: Staff Records Mgmt. Support	$ 800
	FTE Overtime	Supplemental: Staff Records Mgmt. Support	$ 400
	Temps & Other	Supplemental: Records Purging Support	$ 20,000
Total Staffing Costs for Records Management:			**$ 272,088**

Zero Base Budget for Operating (Non-Salary) Costs

Records Management

Object Code Summary	Budget Summary	Budget Detail	Total Budget
3000	Conference Expenses	Prof. Training & Development	$ 100
	Maintenance Service Con	Enterprise Shredding for School Division	$ 12,000
		Maintenance for Records Filing System	$ 500
	Postage	Postage Costs Related to Records Mgmt.	$ 50
	Professional Services	Imaging for Records Center (Scanners)	$ 4,305
		Records Microfilm, Digitization, & Cloud	$ 27,000
	Travel Reimbursement	Prof. Training & Development	$ 800
4000	Office Supplies	Digital Support and Supplies for Records (i.e. Labels)	$ 1,500
		Office Supplies related to Records mgmt.	$ 3,000
		Warehouse Supplies Related to Records Management	$ 1,800
Total Non-Salary (Discretionary) Costs for Records Management			**$ 51,055**
		Total ZBB Budget for Records Management	**$ 323,143**

Activity VI.

Grants Development – $159,953

The Grants Development activity creates and oversees pre-award processes to identify and secure competitive and non-competitive grant funds to support Division and school initiatives. The grants coordinator teams with teachers and administrators at the school and Division levels to develop high-quality, competitive applications that address instructional and instructional-support needs.

This activity provides both universal and targeted services. Universal services are intended to reach everyone in the School Division. Such services include providing grants information through an on-line database, publishing a column called "the Grants Corner" once each month in the School Divisions newsletter, and housing training modules on the grants section of the website. Targeted services are directed to those Division and school staff who express an interest in learning more about grant seeking. These services are specialized to the needs of the requesting department and may result in ongoing support and training depending on the complexity of the grant.

Staffing Level and Cost – 1.50 FTE / $159,723

The Grants Development activity is composed of 1.50 FTE. Core functions are conducted by 1.00 Administrative Coordinator (aka Grants Administrator), as described in the School Division's regulations; and 0.50 administrative staff. There is a small $250 budget for overtime in this activity related to seasonal administrative support to meet grant deadlines.

Non-Salary Operating (Discretionary) Costs – $230

The Grants Development activity's has a minimal non-salary (discretionary) budget and is composed of a training budget for the Grants Coordinator and minor postage costs related to grants development. All office supplies are covered in the central office supply budget in the Leadership and Administration activity.

Risk Factors

While no federal or state laws require the School Division to operate a grants office – most local jurisdictions have a dedicated staff expert focused on grants support due to the large financial impact grants have on school divisions. Fairfax, Virginia Beach,

Arlington, and Loudoun all have various levels of grants support ranging from a central coordinator to entire departments focused on grants development and control. In FY 2014, PWCS had approximately $30 million in the budget from grant funding.

In terms of mandates, local education divisions are required to provide services of certain federal programs, for example: Title I, Title II, or Title III of the No Child Left Behind Act and the Individuals with Disabilities Education Act (IDEA); however this work does not necessarily specify that a certified central-based professional is required. Based on the School Divisions policy and regulation [333 and 333-1 respectively], the purpose of having a grants coordinator is to have focus on researching funding opportunities and having a certified expert available to work closely with teachers and administrators to pursue and maximize all opportunities available to the School Division.

The greatest risk with the grants development to the organization as a whole comes from lacking internal controls and resources dedicated to ensuring that the terms of the grants are being honored. Accepting monies form public and private entities generally has terms and conditions that must be met or the School Division may risk losing future opportunities to receive resources or even face lawsuit in addition to loosing public trust. Due to the decentralized strategy of the School Division, there needs to be strong internal controls (1) at the entry-point of grants coming into the School Division, (2) during the term of the grant to ensure funding is being used as approved by the grantor, and (3) at the exit point when there may be conditions in the disposal of equipment purchased with grant dollars.

The School Division currently has a policy in place that requires grant applications to be reviewed for compliance with grant guidelines, local policy, and state and federal statute and guidance. This responsibility, based on the policy, is to be centrally controlled by the Grants Coordinator and is important because it ensures that the proposed project is consistent with the Division's goals and priorities, and that the project does not violate policies, regulations, or procedures. This review also provides other programs in the School Divisions with information that may impact services they provide – thus critical to communication within the organization.

Internal controls are essential to maintain public trust and provide assurance to stakeholders that the School Division not only cares about maximizing resources - but also ensuring that doing so involves a process that protects students and assures proper management and control of resources.

Best Practices

The Grants Development activity currently has a high level of communication available to the School Division via

multiple access points: (1) a monthly column in the School Division's newsletter; (2) an online database on the school intranet; (3) information on the program website; (4) a quarterly memo to the Superintendent; and (5) one-on-one meetings with staff needing grants related support. With this said, a high level of information available does not mean teachers and administrators understand the services provided by the central office Grants Development activity. Some customer surveys indicate request for "more support" with grants, and it is not clear if staff is not aware or is not allowed to seek resources from the central office. It is important for supervisors, at all levels, to communicate to staff working with grants to seek assistance and coordinate all grants applications through the central Grants Development activity. In addition to a communication process, having centralized resources allows staff to have a resource available to assist with the grant writing process.

As previously mentioned in the risk section, internal controls are also essential to maintain public trust and provide assurance to stakeholders that the School Divisions not only cares about maximizing resources, but also enforcing a process that protects students and assures proper management and control of resources. Based on interviews and audit of the current grants process, it is not 100% clear that all schools and administrative offices understand the current policy for independent internal review. The current spreadsheet managed by the Grants Coordinator includes only grants where programs have followed the adopted policy – internal review forms are otherwise completed after-the-fact or not at all. In addition it is also important for the internal review process to take place for applicators submitted via the SPARK Foundation.

The current spreadsheet managed by the Grants Coordinator includes only grants where programs have followed the adopted policy – internal review forms are otherwise completed after-the-fact.

Acquiring private/public external resources provides great value to teachers and students, but the method by which these resources are acquired, managed, and disposed displays an organizational compass focused on the strategic and ethical principles of the School Division. This requires a process that is not focused on gaining resources by any means, but rather a process that is centered on gaining resources by a process that honors the Strategic Plan, the ethical principles of the School Division, and the terms of the public/private entities granting funding.

Performance Measurement

Below are performance measures that create a relationship between the budget plan and desired results from this activity.

Grants Development Performance Measures:

Total Grants Funded

FY11 Actual	FY12 Actual	FY13 Actual	FY14 Actual	*FY15 Goal	*FY16 Target
81%	75%	78%	77%	75%	75%

**This % reflects the # of grants that received funding based on the number of applications submitted*

Total Grant Funding Actually Received

FY11 Actual	FY12 Actual	FY13 Actual	FY14 Actual	FY15 Goal	FY16 Target
$31.44M	$20.11M	$30.89M	$29.85M	$30.00M	$30.00M

ALL Grants Funded with Internal Review Process

FY11 Actual	FY12 Actual	FY13 Actual	FY14 Actual	FY15 Goal	FY16 Target
N/A	N/A	N/A	N/A	N/A	100%

**New Measure*

Zero Base Analysis: Records Management

Below is a summary of the zero base budget (ZBB) analysis to fully fund Records Management for the Office of Accountability under the service levels described in this section.

11. Total Staffing Costs:	$159,723
12. Total Non-Salary Costs:	$ 230
Total Cost:	**$159,953**

Zero Base Budget for Staffing Costs			
Grants Development - 1.50 FTE			
Object Code Summary	**Budget Summary**	**Budget Detail**	**Total Budget**
1000 / 2000	FTE Salary & Benefits	Salary & Benefits	$ 159,513
	FTE Straight Time	Supplemental: N/A	$ -
	FTE Overtime	Supplemental: Staff Grants Support	$ 210
	Temps & Other	Supplemental: N/A	$ -
Total Staffing Costs for Grants Development:			**$ 159,723**

Zero Base Budget for Operating (Non-Salary) Costs			
Grants Development			
Object Code Summary	**Budget Summary**	**Budget Detail**	**Total Budget**
3000	Conference Expenses	Prof. Training & Development	$ 100
	Postage	Postage costs related to Grants	$ 30
	Travel Reimbursement	Prof. Training & Development	$ 100
Total Non-Salary (Discretionary) Costs for Grants Development			**$ 230**
		Total ZBB Budget for Grants Development	**$ 159,953**

D. COMMENDATIONS AND FINDINGS

1. Leadership and Administration

- Accountability does not have a dedicated FTE continually working on the Strategic Plan and coordinating strategic efforts year-round both in the areas of school improvement and employee/community awareness.
- External accreditation is an expensive and very valuable choice that needs to be considered by the School Division in the program budget for the Office of Accountability.

2. Testing

- It would be valuable for the School Division to conduct a formal evaluation of utilizing multiple assessments for the gifted identification process in order to assess if one test is sufficient.
- A staffing plan should be put in place for the Testing activity in order to ensure resources levels are aligned with the needs of student population.

3. Data Analysis and Reporting

- The analytical and reporting efforts of this activity have a $580+ million impact on funding from the state to the School Division.
- It is recommended that - as part of future planning - the School Division explore the current business processes and procedures related to data reporting in PWCS.
- In addition, it is worth investigating possible efficiencies and synergies between the IT Department and the Office of Accountability

4. Program Evaluation

- This report recommends a change in the current model so that Program Evaluation follows a strategic program review plan that is endorsed and monitored by stakeholders and is also linked to the annual budget process.

5. Records Management

- Because this function is completely mandated, not performing the duties required by the state could result in lawsuits to the School Division.

- Prince William County Public Schools implemented Virginia's first online request service for former student & employee documents.

6. Grants Development

- Internal controls are essential to maintain public trust and provide assurance to stakeholders that the School Division not only cares about maximizing resources - but also ensuring that doing so involves a process that protects students and assures proper management and control of resources.
- The current spreadsheet managed by the Grants Coordinator includes only grants where programs have followed the adopted policy – internal review forms are otherwise completed after-the-fact.

PWCS

E. SCHOOL DIVISION FUTURE CHOICES

I. No Action.

II. Adopt Zero Base Budget – $3,270,990. If adopted, this amount will be used as the Base Budget for the FY 2016 budget development.

- **This is a of $178,822 increase to the Operating Fund in the Office of Accountability.**
- **The ZBB sets the FY 2016 base budget (starting point) in the Office of Accountability at $3,270,990. Any changes adopted by the School Board (i.e. salary and benefit changes) will be applied to this base budget.**
- **Detail Information can be found in Attachment I.**
- **0.00 FTE Impact.**

III. Reduce external accreditation to include only high schools in PWCS.

- **$48,000 Net savings**
- **0.00 FTE Impact**

IV. Eliminate Food Budget from Testing Budget.

- **$7,500 Net savings**
- **0.00 FTE Impact**

V. Authorize the creation of a staffing plan for Testing to be reviewed for adoption by the school board during the FY 2017 Budget Process.

- **Net cost TBD in 5 Yr Plan**
- **FTE Addition to School Division TBD in 5 Yr Plan**

VI. Creation of 1.00 FTE – for Strategic Planning and Development

- **$125,000 Net Cost to School Division**
- **1.00 FTE Addition**

PWCS

F. ATTACHMENTS

I. Summary of Zero Base Budget.

Object	Object Title	2011 Actual	2012 Actual	2013 Actual	2014 Actual	2015 Approved	2016 ZBB Base	Spark Line	Budget Change	% BUD Change	% Actual Change
1104	Director	$ 125,948	$ 129,190	$ 133,261	$ 137,603	$ 124,920	$ 124,920		$ -	0.0%	-9.2%
1106	Supervisor	$ 161,038	$ 180,749	$ 231,738	$ 237,762	$ 216,720	$ 216,720		$ -	0.0%	-8.9%
1107	Administrative Coordinator	$ 329,579	$ 386,334	$ 348,698	$ 361,834	$ 362,400	$ 362,400		$ -	0.0%	0.2%
1148	Specialist	$ 341,890	$ 406,147	$ 423,255	$ 436,065	$ 502,080	$ 502,080		$ -	0.0%	15.1%
1150	Secretary/Clerical	$ 358,251	$ 391,202	$ 398,750	$ 408,255	$ 350,640	$ 350,640		$ -	0.0%	-14.1%
1200	Overtime	$ 7,125	$ 6,636	$ 3,641	$ 2,583	$ 10,000	$ 6,542		$ (3,458)	-0.2%	153.3%
1201	Straight Time	$ -	$ -	$ -	$ -	$ -	$ 3,440		$ 3,440	-	-
1300	Temporary Employees	$ 111,538	$ 74,565	$ 81,347	$ 102,654	$ 66,000	$ 101,500		$ 35,500	53.8%	-1.1%
1500	Substitute Teacher Classroom	$ 8,993	$ 11,771	$ 7,080		$ 12,000	$ 8,000		$ (4,000)	-33.3%	-
2100	Social Security	$ 103,920	$ 113,815	$ 116,540	$ 120,956	$ 125,825	$ 128,233		$ 2,408	1.9%	6.0%
2210	Vrs	$ 113,754	$ 163,332	$ 234,013	$ 225,618	$ 267,607	$ 267,607		$ -	0.0%	18.6%
2211	Vrs Credit	$ 7,643	$ 8,649	$ 16,588	$ 17,083	$ -	$ -		$ -	-	-100.0%
2220	Supplemental Retirement Plan	$ 12,645	$ 13,118	$ 16,241	$ 17,634	$ 12,610	$ 12,610		$ -	0.0%	-28.5%
2300	Health Insurance Premiums	$ 93,753	$ 107,307	$ 124,311	$ 125,449	$ 168,908	$ 168,908		$ -	0.0%	34.6%
2400	Group Life Insurance	$ 3,583	$ 4,040	$ 17,782	$ 18,314	$ 20,549	$ 20,549		$ -	0.0%	12.2%
2830	Association Fees - Admin		$ 214	$ 199	$ 54	$ 750	$ 1,000		$ 250	33.3%	1751.9%
2840	Conference Exp Admin	$ 660	$ 780	$ 255	$ 330	$ -	$ 300		$ 300	-	-9.1%
3100	Professional Services	$ 55,053	$ 76,033	$ 80,656	$ 75,308	$ 81,750	$ 109,355		$ 27,605	33.8%	45.2%
3105	Consultant	$ 48,611	$ 42,645			$ -	$ -		$ -	-	-
3201	Telephone	$ 719	$ 1,266	$ 1,333	$ 1,150	$ 1,389	$ 1,260		$ (129)	-9.3%	9.5%
3401	Travel Reimbursement	$ 7,450	$ 8,667	$ 7,448	$ 4,514	$ 13,000	$ 5,750		$ (7,250)	-55.8%	27.4%
3402	Conference Expenses			$ 150	$ 2,247	$ -	$ 200		$ 200	-	-91.1%
3504	Maintenance Service Contracts	$ 38,695	$ 36,659	$ 40,284	$ 90,504	$ 55,000	$ 73,164		$ 18,164	33.0%	-19.2%
3902	Printing/Duplicating	$ 15,237	$ 20,437	$ 14,110	$ 32,368	$ 23,000	$ 8,500		$ (14,500)	-63.0%	-73.7%
3903	Postage	$ 2,100	$ 1,536	$ 993	$ 1,597	$ 1,000	$ 1,880		$ 880	88.0%	17.7%
3909	Accreditation Expenses	$ 47,100	$ 70,773	$ 56,900	$ 55,954	$ 70,000	$ 57,000		$ (13,000)	-18.6%	1.9%
4001	Office Supplies	$ 60,220	$ 90,513	$ 54,478	$ 36,964	$ 30,800	$ 33,000		$ 2,200	7.1%	-10.7%
4004	Repair/Maintenance Supplies				$ 213	$ -	$ -		$ -	-	-100.0%
4008	Reference Materials	$ 2,997		$ 39		$ 750	$ -		$ (750)	-100.0%	-
4013	Testing Materials	$ 614,507	$ 492,428	$ 579,832	$ 588,124	$ 558,470	$ 648,852		$ 90,382	16.2%	10.3%
4019	Food	$ -	$ -	$ -	$ -	$ -	$ 7,680		$ 7,680	-	-
4310	Technology Supply Equip Addnl	$ 5,904	$ 7,170	$ 2,794	$ 5,675	$ 6,000	$ 3,500		$ (2,500)	-41.7%	-38.3%
4350	Technology Supply Equip Replac	$ 2,760	$ 16,779			$ -	$ -		$ -	-	-
4410	Software Additional	$ 600	$ 374,416	$ 73,400	$ 36,447	$ 10,000	$ 35,400		$ 25,400	254.0%	-2.9%
5101	Equipment/Furniture Additional	$ 8,290	$ 9,140	$ 10,140	$ 20,738	$ -	$ 10,000		$ 10,000	-	-51.8%
Grand Total		**$ 2,690,565**	**$ 3,246,309**	**$ 3,076,255**	**$ 3,163,999**	**$ 3,092,168**	**$ 3,270,990**		$ 178,822	5.8%	3.4%

	High Level Explination of Changes in Accountability:		
	Total ZBB Base Increase:	**$ 178,822**	
	Temporary Employees	$ 35,500	*Increase needed to provide testing support due to state changes*
	Professional Services	$ 27,600	*Increases that are already known due to contractual agreement or vendor notification*
	Testing Materials	$ 90,382	*Increases needed to provide testing supplies due to changes by testing institutions*
	Software Additional	$ 25,400	*Correcting budget based on actual expenditure -- should be in "Software Maintenance"*