Resource Management Review

Conducted for:
Albemarle County Public Schools, Virginia

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PREFACE

School divisions across the Commonwealth, as well as regionally and nationally, are routinely faced with difficult planning, budget and resource allocation decisions. Increasingly, these decisions have to be made in the conflicting environment that includes demands for expanded services, student population growth, unfunded mandates, tax reductions and a more complex state and federal regulatory environment. The rapid growth and change in technologies available to school division policy makers and school managers, as well as public demands for quality product outcomes and efficient operational systems that support the core mission of the schools, and public accountability in school leadership and management are more important than ever. Periodic reviews of policies, regulations and administrative and operational systems can help organizations respond effectively to these demands and strengthen a commitment to frequent self-assessment and continuous operational improvement. More importantly, periodic review can make a difference in maximizing resources for achieving the programmatic and educational mission of the organization.

The Albemarle County Schools' "Resources Management Review"

This review was initiated in the spring of 2007 by a contact from the Albemarle County Schools to the Commonwealth Educational Policy Institute in the Center for Public Policy at Virginia Commonwealth University. Subsequent to the inquiry from the school division, representatives of CEPI met with the Albemarle Superintendent and school board representatives to discuss the services offered by CEPI and the general scope and nature of the consulting work desired by the school division. Following the meeting and several conversations, CEPI was requested to submit a formal proposal to the school division. In May 2007, CEPI submitted a formal written proposal to conduct a "Resources Management Review."

Focused Purposes of the Review

The primary focus of the consultative effort was to assist the division in the identification of ways to improve the utilization of its resources – financial, human, programmatic, facilities and others – for the direct application to the core mission of the division, which is its instructional program and student success. To support this intent, focused areas for study included:

- A review of administrative and operational support systems to assure maximization of financial resources for direct instructional/programmatic needs;
- A review of long-term fiscal planning, budgeting and related areas;
- A review of long-term planning and facility needs to accommodate student population and programs;
- A review of availability, organization, and delivery of instructional services and support systems for students;
- A review of technology planning, systems and utilization present and projected as needed for instructional and administrative support;

- A review of human resource components, such as recruitment, training, professional development, salary and benefits and systemic leadership and collegial participatory opportunities;
- A review of the local policy development and regulatory systems including staff and community involvement and communications;
- A review of operational areas, such as school food services, transportation and facilities management, and;
- A review of division organization for central administrative services, school organization issues including grade configuration and utilization effectiveness.

After submission of the CEPI proposal the Executive Director of CEPI met twice with representatives of the school division and the school board to discuss the proposal and to ensure it met the intended needs of the review. After extensive review, including consideration of a more limited alternative, the board accepted the original proposal at its business meeting in June, 2007.

The Conduct of the Review

The CEPI Review team was lead by Dr. William C. Bosher, Jr., CEPI Executive Director and Distinguished Professor of Public Policy Education in the Center for Public Policy, L. Douglas Wilder School of Government, VCU; Dr. R. Daniel Norman, Senior Fellow, CEPI and Review Coordinator; and Marti H. Collier, Assistant Director, CEPI. A complete listing of the review team membership may be found in Appendix A. The following protocols and review components give an overview of the review process:

1. An organizational meeting in Albemarle with CEPI Executive Director and Review Coordinator with Superintendent and designated staff was held to discuss the operational protocols, timelines, communication processes, collection of documents and data, visitation team and any other relevant issues necessary to the successful conduct of the review.
2. CEPI submitted the initial request for documents and data to school division. List of initial documents requested may be found in Appendix B. Additional documents were requested during and after site visit.
3. School division sent documents and data to CEPI as requested (three to four weeks is normally needed by the division to compile and organize this extensive request).
4. At the first CEPI team meeting, documents and data were made available to the CEPI team for initial review and analysis. As a part of this first team meeting, the Superintendent and key staff were invited to meet with team members and participate in the initial discussion and orientation of the team. This meeting took place at the CEPI office at VCU. As a result of this meeting, there were requests for additional documents and/or clarification on submitted information.
5. CEPI and division-designated staff developed all detailed arrangements for a three-day site visit, including specific team assignments, school visitation schedules, interview schedules and all logistical arrangements.

6. CEPI team conducted a three-day, on-site visit to include the following components:
   - Verification of collected data information
   - Location and review of any incomplete documents and data
   - Interviews with key county and school division officials and administrative staff, school principals and teacher representatives, parents, community leaders and stakeholders as predetermined in previous planning sessions
   - Visits to each school for facility, capacity and utilization review
   - One open meeting for teachers and support staff to submit suggestions related to purposes of the review
   - Two open meetings for parents and the general public
   - An advance survey of principals on program, facilities and resources (survey may be found in Appendix C)
   - CEPI included, in the three-day visit, a short orientation meeting with central administrative staff, on the first day, and an exit interview with the Superintendent on day three.

7. After completion of the on-site visit, team members used CEPI protocols for analysis and review. This process concluded with a full-day work session of the CEPI team at VCU to determine consensus of findings and observations and to report recommendations (Follow-up questions were directed to the school division in the process to resolve conflicting or missing information.).
8. A complete report document was drafted.
9. A *working draft* of the report was shared with the Superintendent for factual and/or oversight corrections only.
10. The final report was officially submitted to Albemarle County Public Schools and School Board as part of a public presentation.

PART ONE: FISCAL PLANNING, BUDGETING, AND RELATED SERVICES

Albemarle County Public Schools, one of 134 public school systems in Virginia, is the fifth largest geographically. Total population for the county for 2006 was estimated at 90,400 of which just over 12,500 are students enrolled in the school system at FY '06 year end. From FY '02 to FY '07, student population has increased by approximately 300 and is expected to increase an additional 133 students by 2012.

Analysis of the fiscal and planning operations of Albemarle County Public Schools included past, present and future budget document reviews; comprehensive annual financial reports, year-end operating reports; capital improvement budgets; State Superintendent's annual reports; and on-site interviews with school division and general government financial administrations.

This review confirmed that Albemarle County Public Schools has a dedicated staff that has prepared operating and capital spending plans and has monitored them to ensure that overspending does not occur. Additionally, both entities (schools and general government) have worked cooperatively to make sure their agreed upon revenue sharing of 60/40% covers the school division's operating costs for existing, as well as new student growth.

Findings/Observations

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1. The Commonwealth of Virginia recalculates the composite index (local ability to pay for schools services) every two years. This formula is based primarily on residents' income and real estate values. The FY'04-'06 index for Albemarle Schools was 60.54% and increased to 60.95% for FY'06-'08, or an increase of .41%. Albemarle County is very fortunate to enjoy the past growth in real estate values and residents' incomes, resulting in a strong ability to meet all the financial needs of its schools. These increases in costs are due primarily to inflation, special education demands and unfunded state and federal mandates. Additionally, all of the county's students come from less than 30% of the households within the county.

2. For fiscal year 2006, per table 15 of the State Superintendent's Annual Report (the most recent available), Albemarle County spent $11,244 per child. This included local, federal, state and other expenditures for operations. The state department's definition of expenditures includes regular day school, food service, summer school, adult education but does not include pre-kindergarten, non-regular day programs, LEA programs, debt service or capital outlay. Table 1 comparisons of per pupil expenditures (by student membership, by large geographic size and by composite index) may be helpful. In addition, Appendix H lists cost per pupil for all school systems included in the Albemarle Adopted Competitive Market list. It should be noted, however, that the list has been targeted primarily to support compensation and benefit strategies.

Table 1
Albemarle County Schools
Per Pupil Expenses

County	By end of Year Membership	Per Pupil Expense FY '06
Albemarle	12,452	11,244
Augusta	10,817	8,030
Fauquier	10,878	9,546
Frederick	12,144	9,394
Roanoke	14,799	8,343
Rockingham	11,243	8,617
York	12,635	8,527
State average expense per pupil		$9,755
County	**By size (sq. miles)**	**Per Pupil Expense FY '06**
Augusta	972	8,030
Pittsylvania	971	7,722
Halifax	814	9,518
Bedford	755	7,864
Albemarle	723	11,244
Franklin	692	8,518
County	**By Similar Composite Index**	**Per Pupil Expense FY '06**
Albemarle	60.95%	11,244
Fauquier	64.43%	9,546
Northumberland	65.17%	9,119
Clarke	55.80%	8,778
Charlottesville	60.61%	13,205
Lancaster	68.40%	10,049

3. The Albemarle County Schools' operating budgets have grown from $115.7 million in FY2005 to $126.3 million in FY2006 to $141.6 Million for FY2007 to $147.9 million for FY2008. Budgets are prepared and adopted annually with single year funding considerations only (no multi-year operating budgets are presented annually). Additionally, the school division's fiscal staff prepared a draft (internal document), which reflects potential operating needs for 5 years through FY2012, reflecting an annual growth of 6.1% in costs to operate or a cumulative 34.3% for the five-year plan. The operating budget from this exercise might grow from $141.6 million in FY2007 to $190.2 million in FY 2012.

4. Increases in student growth have been minimal from FY'02 to FY'07 (approximately 300 students) and are expected to remain slow (approximately 130 students) over the next five years. Operational costs appear to be increasing

disproportionately. Albemarle County's individual cost per child, based on the State Superintendent's reports, continues to be higher than comparably sized school systems.

5. A review of Albemarle County's FY'06 Comprehensive Annual Financial Report (CAFR) reflects the county's efforts to provide sound, timely and accurate financial information to its citizens, as well as to its internal departments. The county maintains its "Certificate of Achievement for Excellence in Financial Reporting". This annual review for this award requires a great deal of attention to detail and has helped the county maintain its "AAA" bond rating. This designation by the national rating agencies saves the citizens significant dollars any time the county or schools need to borrow funds for capital projects by commanding lower interest rates.

6. The level of cooperation and shared services within and between the school division and the county government offices is outstanding. Streamlining processes like payroll, procurement, construction project oversight and CIP preparation likely saves significant time and human resource dollars.

7. While the full time equivalent (FTE) positions per child are on par with state averages at the elementary level, generous increases in staff at the secondary level make FTE positions per child greater than state averages, resulting in lower class size and higher costs per child.

8. Albemarle County General Government and Schools are moving towards a new integrated financial system referred to as "Access Albemarle". The general government is providing oversight and resources to develop and implement this new system but is requesting school employee input during the design phase.

9. Training opportunities for classified, non-instructional employees appear to be limited.

10. The economic outlook for the nation and all cities and counties within the Commonwealth continues to worsen, and the timing of future growth is uncertain. While Albemarle Schools have enjoyed the informal revenue sharing (60%/40% of increases primarily in new property tax increases) with the general government, this percentage of sharing could be under review as local revenue growth slows, tax receipts increases are not as significant as in the past, as real estate assessment growth flattens and the housing market slows (both from new construction, as well as resales). Additionally, greater than 70% of households in the county without children are requesting additional services beyond education, like roads, fire stations, police officers, libraries, etc. Interviews with schools, as well as county officials, including finance administrators, the county executive and other key officials, reflect everyone's concern about slowing revenue forecasts and considerations for all demands being placed on county coffers.

Recommendations

1. Prepare and present two-year operating budgets annually, as well as a meaningful five-year internal budget document to help keep the school division's leadership apprised of any impending variations in both expenditures, as well as revenue variances.

2. Improve planning information by requesting monthly or quarterly updates from the planning/zoning office on actual building and housing occupancy permits to refine student growth projections.

3. Reevaluate future student increases and compare these increases to future capacity needs, based on current functional capacities at existing schools to determine if capital costs (new additions as well as new schools) might be delayed.

4. Evaluate class and school size to help control the cost per child. In addition, regularly review all existing school facilities to identify any areas of low utilization/high cost and recommend options for streamlining operations. This evaluation should be conducted by instructional, financial, building services staff and school personnel responsible for attendance boundaries. As calculated by the school division's financial staff, an elementary school with 625 students vs. 125 students results in three times the cost per child to operate. Average cost for school administrators, clerical support, nurse and custodial services is approximately $6,000 per child in a 125 student school compared to approximately $2,000 per child in a 625 student school. Similarly, the cost of technology personnel, literacy, media, guidance, gifted and art, music and physical education in a 125 student facility is $3,035 per year per child compared to $1,013 per child in a 625 pupil elementary school.

5. Maintain the practical approach of holding resources both at the school level and at the central office to ensure that any unanticipated shortfalls or unexpected expenditures can be covered. This practice has worked well historically.

6. Evaluate class offerings vs. costs, particularly at the high school level, including electives, and recommend a minimum number of student enrollment (12 or 15) before it is feasible and cost effective to offer. This evaluation should be conducted by the finance and instructional staffs.

7. Maintain the strong level of review of "Access Albemarle" among the finance, instructional and human resource departments to ensure that the system provides maximum information, like multiple teaching certifications, status of proposed building(commercial and residential) for impact of schools services, etc.

8. Review non-instructional staff training opportunities. This review should be conducted by the financial and human resource staff. Ongoing training is a significant component of maintaining a well educated work force in state of the art techniques and enhancements in all aspects of the daily operation of a school system, like nutrition information, environmental issues, energy management ideas, etc.

9. Maintain an ongoing dialogue with the general government finance and budget directors so that critical stakeholders have the most current financial information and can make responsible, realistic financial budget planning and requests as Albemarle County navigates these slower economic times. Current pertinent information will help the school division’s administrators prepare realistic financial revenue and expenditure forecasts, reflecting the slower financial and student growth projections.

PART TWO: FACILITIES AND STUDENT POPULATION PLANNING

School Capacities and Facility Utilization

Examination of the school division's facilities was accomplished through a variety of means, including review of maintenance data provided by facilities staff, interviews with facilities staff and on-site visits to all schools. The on-site visits to the schools included meetings with the respective school principals. Of primary concern in this analysis was the adequacy of current facilities to support on-going and planned programs in each of the schools. This focus necessarily included consideration of specialized instructional space, enrollment capacities and capital improvement planning.

School site visits and staff interviews confirmed that the school division has dedicated central office and site-based personnel to provide clean, appealing spaces for students and staff alike.

As a part of this review, the CEPI team members spent three full days visiting each of the Albemarle County schools. Classroom and other types of instructional space were reviewed and matched to floor plans provided by the school division.

Most importantly, schools' master schedules and staffing strategies also were reviewed to further our understanding, not only of each facility's space, but also of the educational program offered within the facility. Subsequent to this "walk-through" visit, the team analyzed this information to determine a "standard operating capacity" for each facility.

Standard Operating Capacities

Perhaps one of the most difficult challenges for school divisions is assisting their communities to understand how the capacity of individual school buildings has been reduced significantly over the last several decades. Original school capacity estimates, in the past, were generally based on square footage and seating capacity of individual instructional spaces. Several variables have contributed to this change over time:

- Increased federal and state program requirements that result in lowered capacity for individual instruction spaces, including Standards of Quality class size limits, and/or averages, as well as federal program and funding requirements in programs such as early childhood education, Title I and programs in exceptional education;

- Changes in local community expectations, related to class size and support programs, that increasingly focus on individualizing the education process, as well as the many support programs and services in school facilities that did not exit in the not too distant past, and;

- Specialized services such as computer labs, recreational programs and extensive athletic facilities.

CEPI has sought to provide a capacity figure for each school that reflects a realistic assessment of the ability of each school to offer educational programs within all state and federal class size as use requires. We call this the "Standard Operating Capacity." This capacity utilizes required Virginia SOQ class size average requirements where applicable. The figure also reflects federal class size limits for exceptional education. In other areas, CEPI uses "most frequently found" standards for estimating capacity. Where there is a special reduction to these standards as determined by local policy or regulation, a final adjustment is made to the standard operating capacity; this final number is called, in this review, the "Adjusted Operating Capacity" and is the capacity used for all calculations in the tables. CEPI has been adjusting elementary capacity to reflect both state and local initiatives to reduce K-3 class sizes to 21:1 or fewer students.

For its capacity calculations, Albemarle uses a class size multiplier that is smaller than the standard class size multiplier used by CEPI. The smaller number is based upon the lower pupil/teacher ratios found in schools throughout the County. The Albemarle formula also only counts regular classrooms toward a building's capacity; whereas, at the secondary level, CEPI includes specialty spaces, such as art and music rooms and gymnasiums in its count. The CEPI methodology results in a division capacity estimate that, generally, ranges 15%-20% higher than the Albemarle estimate. The local school division estimate reflects a student capacity for a building, given the pupil teacher ratios and program currently in place. The CEPI student capacity number is indicative of the number of students a given school could handle within all state and federal standards, reflecting more typical pupil-teacher ratios and utilization standards.

School Level Capacities

Work sheet calculations for individual schools are found in Appendix D. Although the state does not set individual building capacities, the CEPI protocol is very similar to the state advisory capacity worksheet, except at elementary levels. Trailers are not counted in CEPI capacity, nor are Pre-K programs counted in membership, except in Table 3 for division-wide utilization totals.

Elementary Schools

Included in this calculation are the full-sized standard classrooms, housing self-contained K-5 students using SOQ required class size averages. Self-contained Exceptional Classrooms are added to this capacity using a recommended class maximum for these programs. CEPI recognizes other specialized instructional classrooms and spaces but does not add them as additional capacity. The reason is that when students leave their self-contained classrooms to participate in art, physical education, etc., their home classrooms, generally, remain empty. This would be "duplicate" seating because the seats in the self-contained rooms remain empty when the students are out.

Middle and High schools

Included in this calculation are all standard classrooms, as well as exceptional education, labs, physical education, art, and other specialized instructional areas. When applicable, CEPI has used required SOQ class-size averages. Where class-sizes are not specifically regulated, CEPI used general standards as found around the Commonwealth. Because the scheduling strategies are different, unlike elementary schools, CEPI counts all instructional spaces in capacity. However, because of all types of courses and variability in students' course selection, it is not possible to equally utilize every space in every instructional time period. Because of this fact, middle and high schools' "standard operating capacity" is generally reduced by 15% percent to allow for this operational variable.

Facility Capacity and Utilization

Table 2 summarizes the capacity for each school. The percent utilization of the space against September 2007 membership is also indicated. Table 3 summarizes capacity and use by school levels: elementary, middle and high (See Tables on following pages).

Findings/Observations

1. The standard operating capacity for the Albemarle County Schools, as defined by CEPI is approximately 15-20% higher than the capacity as determined by the school division. The difference is largely attributable to the comparatively low pupil/teacher ratios; the comprehensive array of program offerings; specialized courses and other services available in the schools, all of which tend to produce fewer students per classroom and course sections than are typically found. While this strong commitment to instruction and to students is commendable, it is important to note that it comes with a cost. Per pupil costs are higher as a result of increased numbers and types of staff needed, and capital costs are higher because more classrooms and specialized or support spaces are needed. These increased operating and capital costs are not inconsequential, particularly in times of stagnant or even declining revenues and fewer homes with school age children.

2. For the most part, the existing schools are adequate to serve the current student population. Plans are underway to provide additional space in those buildings where it is needed. Although CEPI indicates some unused capacity, all capacity cannot be used 100%. In a county as large as Albemarle, available space may not always be practical to use, if availability and need are separated by distance and geography

3. Capital costs to maintain existing school buildings are reviewed regularly. The maintenance plan is updated annually with costs being adjusted as appropriate.

Table 2

Albemarle County Schools

School Capacity/Utilization Summary

Western Feeder Schools (Sept 30, 2007 Membership)					
	9/30/07 Membership	CEPI Capacity	% Use	Albemarle Capacity	% Use
Brownsville ES	401	527	76	456	88
Crozet ES	385	423	91	342	113
Meriwether Lewis ES	437	409	107	420	104
Murray ES	255	318	80	268	95
Total ES	1478	1677	88	1486	99
Henley MS	773	1136	68	905	85
Western Albemarle HS	1051.5	1383	76	1036	101
TOTAL	3,302.50	4196	79	3427	96
Southern Feeder Schools					
	9/30/07 Membership	CEPI Capacity	% Use	Albemarle Capacity	% Use
Cale ES	514	616	83	432	119
Red Hill ES	184	255	72	162	114
Scottsville ES	173	255	68	180	96
Stone Robinson ES	415	515	81	532	86
Stoney Point ES	284	339	84	266	107
Yancey ES	168	230	73	128	131
Total ES	1738	2210	79	1700	102
Burley MS	506.5	844	60	646	78
Walton MS	417	679	61	520	80
Total MS	923.5	1523	61	1166	79
Monticello HS	1,169.50	1659	70	1280	91
TOTAL	3831	5256	73	4146	92
Northern Feeder Schools					
	9/30/07 Membership	CEPI Capacity	% Use	Albemarle Capacity	% Use
Agnor-Hurt ES	435	465	94	476	91
Baker-Butler ES	497	670	74	600	83
Broadus Wood ES	290	397	73	380	76
Greer ES	423	548	77	408	104
Hollymead ES	462	523	88	488	95
Woodbrook ES	313	402	78	360	86
Total ES	2420	3005	81	2712	89
Jouett MS	546	818	67	654	83
Sutherland MS	555.25	833	67	645	86
Total MS	1101.25	1651	66	1299	85
Albemarle HS	1782	1798	99	1604	111
TOTAL	5303.25	6454	82	5615	94
Murray HS	108	108	100	108	100
TOTAL DIVISION	12544.75	16780	75	13296	94

Table 3
Albemarle County Schools
Division Level Capacity/Utilization K-12 by Levels

	9/30/07 Membership	Capacity CEPI	% Use	Capacity Albemarle	% Use
Total Elem.	5,636	6,892	82	5,898	96
with Pre-K	5,938	7,197	86	5,898	101
Total Middle	2,798	4,310	65	3,370	83
Total High	4,003	4,840	83	3,920	102
SUBTOTAL	12,437	16,042	78	13,188	94
Murray	108	108			
TOTAL	12,545	16,150	78	13,296	94
TOTAL w/ Pre-K	12,847	16,150	80	13,296	97

Note:

- Chart includes totals with and without Pre-K.
- Capacity of CATEC not included, but approximately 186 Albemarle students attend class at this site either part or full-time providing some additional capacity for utilization when away from assigned high school.

4. A collaborative capital improvement planning process is in place between the school division and county government. Critical planning data is shared regularly and updated at least annually. The capital improvement plan is updated annually.

5. An informal collaborative process is in place between the school division and the county government for the execution of school capital improvement projects.

<u>Recommendations</u>

1. Develop a comprehensive long-range planning capability and designate one point of accountability for this function. The position should have primary responsibility for reviewing, on a school-by-school basis, current programs, school schedules, services and staffing levels to determine their impact upon current facility use and future capital improvement needs. The position also should be responsible for developing annual and long-range student membership projections and other demographic analysis, future attendance zone adjustments and assessment of future facility needs. A Geographic Information System (GIS) capability should be developed to provide the data base and analytical capability needed for effective long-range planning and analysis of the changes in student population demographics by specific residential and geographic areas.

2. Evaluate the current Capital Improvement Plan, in light of the outcome of Recommendation #1, to validate the need for future projects currently included. These projects also should be evaluated in terms of their timing and scope. The current proposed Capital Improvement Plan includes several projects, adding capacity to the division. A list of these, as provided to CEPI, is found in Appendix E.

3. Include educational program adequacy, along with the student membership projection data currently used, to plan for future capital improvements needed at each school.

4. Continue the strong commitment to maintain each school facility in a manner to make the facility safe, appealing and comfortable.

5. Develop and implement, in collaboration with the county government, a formal documented process for primary and support responsibilities for the execution of school capital improvement projects from project initiation through program development, design and construction.

Student Membership Projections

CEPI has studied in detail multiple sets of data related to student membership and demographic trends in Albemarle County. The school system has grown by just under 300 students in the last five years. Elementary membership has grown by over 200 students; middle school membership has actually declined by almost 200 students; and high school membership has grown by about 250 students. Membership projections and September 2007 Student Counts, provided by Albemarle County Schools, are found in Appendix F. Grade-by-grade school membership for September 2007 is shown in Appendix G. Other projection comparisons follow.

Weldon Cooper Center - UVA Five Year Projections

CEPI also reviewed the Albemarle County Schools' five-year membership projections, prepared by the Weldon Cooper Center at the University of Virginia. The Center has projected fall student membership for the state and all local school divisions for many years. Their projections of growth and decline historically have been very accurate. These projections are based on birth cohorts, in-out migration and impact of private and home-based education. The Weldon-Cooper five year projections for Albemarle indicate the division enrollment will remain in the mid 12,000 range. Weldon Cooper projections acknowledge limitations to account for local major new housing developments or loss of student membership for unforeseen events, such as employment reductions, natural disasters, plant closings, etc. See Table 4.

Table 4
Albemarle County Schools
Weldon Cooper Center Five Year Projections for Albemarle County Schools

Year	9/30
2007-08	12523
2008-09	12590
2009-10	12536
2010-11	12638
2011-12	12712

New Housing

Table 5 below summarizes new housing starts in Albemarle County from 1998-2006. New housing starts peaked in 2002 and have been declining every year since then through 2006, with the exception of an upswing in 2005. Although there are several long-term significant residential developments in planning stages, other variables seem to support the belief that student growth rates will be diminished by the changing demographics and the nature of the "age" market for this housing.

Table 5
Albemarle County Schools
New Housing in Albemarle County

1998	874
1999	770
2000	650
2001	875
2002	1720
2003	1079
2004	599
2005	830
2006	575

Live Births' 10 Year History

Live births have ranged from the mid 900's to the mid 1000's from 2000-2005. It is likely that this pattern will remain relatively stable within this range for the near future. Short-term economic events having market, mortgage crisis and demographic changes, actually may have some negative effects on the normal growth than would be otherwise realized. See Table 6 that follows.

Table 6
Albemarle County Schools
Live Births Albemarle County

1996	864
1997	914
1998	943
1999	1022
2000	1054
2001	968
2002	973
2003	1018
2004	960
2005	1056

Cohort Growth Trends: Grade and School Level Effects

Table 7 is grouped into three sections: Birth-K, K-5, 9-12. The Birth-K Table will show the number of births in 1998 and five years later (2003), the number of kindergarten students in that grade cohort actually enrolled in school. The other two sections follow the number of students from K to grade 5 and from grade 9 to grade 12. The ratio indicates overall growth or decline in that particular year's cohort. Each section of the Table shows a five-year history.

Table 7
Albemarle County Schools
Cohort Growth Trends

Birth-K

Birth Year	# Births	K-Year	# Students	Ratio
1998	943	2003	908	0.96
1999	1022	2004	900	0.88
2000	1054	2005	943	0.90
2001	968	2006	918	0.95
2002	973	2007	929	0.95

K-5

K-year	# Births	5th-year	# Students	Ratio
1998	886	2003	942	1.06
1999	902	2004	949	1.05
2000	848	2005	921	1.09
2001	796	2006	887	1.11
2002	875	2007	882	1.01

9-12

9th gr yr	# Births	12th gr yr	#Students	Ratio
2000	1027	2003	826	0.80
2001	1103	2004	888	0.81
2002	1046	2005	842	0.81
2003	1147	2006	918	$0.80
2004	1147	2007	899	0.78

Findings and Observations

1. New housing starts peaked in 2002 and have been declining every year since then through 2006 with the exception of an upswing in 2005.

2. Live births have ranged from the mid 900’s to the mid 1000’s from 2000-2005.

3. Birth to K cohort growth trends have, for the most part, stayed within the .90-.95 range over the last five years.

4. The K to 5 cohort growth trend has essentially been 5-10% over the last five years.

5. Over the last five years, the cohort trend from 9^{th} to 12^{th} grade has been 80%

6. CEPI’s assessment is that the projection methodology used by the school division is sound, and the long-range projections are valid; however, expansion of student residential data by school census overlays could improve utilization percentage and school attendance boundary alterations where required.

Recommendation

1. Utilize more detailed GIS and census-type methodology, along with a more clearly identified office of primary responsibility for projections and attendance zone planning. This strategy will better equip the system for future changes, and more especially, help with thorny issues of attendance boundary adjustment and increase equitable use of all facilities.

PART THREE: CURRICULUM, INSTRUCTION AND STUDENT SERVICES

In reviewing the curricular and instructional programs in Albemarle County Public Schools, research involved state accreditation reports, federal reports, division curricular information, local school master schedules, individual tours of each school, interviews with each building principal, interviews with central office instructional personnel, and review of data related to staffing and facilities.

Encompassed within this review was the examination of course offerings, local school strategic plans for school improvement, school division's six-year plans, and accreditation status.

Findings/Observations

1. The school division has established three division-wide initiatives: "Framework for Quality (FQL)," a division-wide curricular design; "Professional Learning Communities (PLC)," an instructional model; and "Teacher Performance Appraisal (TPA), an outcome-based teacher evaluation model.

2. School principals are very supportive of the FQL, PLC, and TPA initiatives.

3. The school division has initiated common assessment tools for its instructional programs, which are richly supported by materials and personnel.

4. The instructional programs are supported by technology equipment and software.

5. Instructional facilities are outstanding in space allocations, equipment, maintenance and cleanliness.

6. There is recognition by central office and local school administrators that achievement gaps exist at the lower socioeconomic levels and among minority groups.

7. Total individual school enrollments are small for most elementary schools, while middle and high school enrollments are medium in size.

8. The available data suggest that all school facilities meet or exceed current enrollment numbers, within several exceptions as discussed in Part Two.

9. A comprehensive long-range Capital Improvement Plan (CIP) appears to address instructional needs.

10. All except seven (7) schools meet both SOL and AYP standards.

11. The majority of special education students are in resource or inclusion programs.

12. Collaboration and interaction among staff help improve the communication needs between special education and regular education.

13. There is evidence that emphasis is being given to the reduction and over identification of students for special education.

14. There exist rich offerings of extra curricular activities, including clubs and athletics.

15. Each principal is assigned a central office liaison to assist with meeting instructional goals, such as passing SOLS and making AYP.

16. There are offerings of advanced placement (AP) and dual enrollment courses.

17. The division participates in the Piedmont Regional Education Program (PREP), which serves eleven (11) counties, for instruction and in-service for teachers.

18. The Charlottesville Albemarle Technical Education Center (CATEC), a partnership between Charlottesville City and Albemarle County Schools, provides career and technical education programs and apprenticeship opportunities in 13 career and technical education programs and apprenticeship opportunities in 13 career cluster areas to 341 students; 186 of these students are from Albemarle County Public Schools. The capacity of CATEC is in addition to the reported high school capacity.

19. There is one specialist that coordinates school counseling and career education. Combining the leadership for these two programs makes it difficult to provide the services and manpower in these critical curricular areas.

20. Murray High School and the Enterprise Program serve as alternative educational programs for students.

21. A large percentage of staff is highly qualified.

22. Interfacing of school services and outside agencies exist to meet the needs of students and families.

23. Each school develops its own master schedule.

24. Elementary and middle school course offerings are based on core offerings of language arts, mathematics, science and social studies, supported by specialized instruction in art, music and physical education at the elementary level, with a variety of exploratory and credit electives at the middle school level.

25. Elementary and middle school staffing allocations are generous, resulting in a majority of class sections between 15 and 25.

26. The school division offers a broad range of high school course offerings (214); however, 113 courses are not offered at all three high schools. Specifically, of the 113 courses, 67 are offered at one of the high schools, 43 at two of the high schools, and 3 at three of the high schools.

27. Two high schools (WAHS & AHS) offer four placement levels in the core subject areas, plus world languages (practical, standard, honors and advanced). One high school (MOHS) offers only three placement levels (practical, honors and advanced).

28. Three and four placement levels, combined with a significant number of singleton class offerings create a large number of sections, with fewer than 20 students as illustrated below:

Total class section offerings	1114
Sections with less than 20	620
Sections between 20-25	135
Sections between 26-30	68
Sections with more than 30	31
Sections assigned to study halls, teacher aides, mentorships, work release, care managers, research, PVCC, UVA, distance learning.	220

*Note: This information was derived from an analysis of one high school master schedule, and the fact that each high school has a similar staffing allocation, based on enrollment.

Recommendations

1. Develop and implement strategies to improve communication between the central administration and local school teachers, administrators, and parents. The strategies should address timelines and offices of primary responsibility regarding the division's three major initiatives related to curriculum and instruction: Framework for Quality Learning (FQL); Professional Learning Communities (PLC); and, Teacher Performance Appraisal (TPA).

2. Although not currently feasible with available capacity, very small and expensive-to-operate elementary schools should be combined when possible. In the interim, consider development of a different organizational structure (i.e., K-2 and 3-5) for those schools for the purpose of improving instructional program offerings and for the efficient use of staff.

3. Establish staffing standards and annually review staffing allocations to maximize resources that address local school needs which include, but are not limited to: school offerings, class sizes, special needs students, administrative services, instructional support services and changing demographics.

4. Evaluate the current staffing formula to establish pupil-teacher ratio guidelines for each content area, which includes minimum and maximum class sizes required for courses and/or sections to be offered.

5. Strengthen the high school academic programs by expanding AP courses; offering the IB (International Baccalaureate) Program; utilizing regional programs; offering electronic or distance learning; and, participating in joint ventures with private schools, local colleges/universities, and other community agencies. This strategy will assist in recovering students lost to enrollment in home-school programs, private schools, or attendance in other school divisions.

6. Develop a plan that clearly delineates the school division's organizational structure: 1) An organization flow chart which specifies reporting protocol; 2) Offices of Primary Responsibility (OPR); and, 3) job descriptions for all persons and groups of personnel.

7. Develop a memorandum document model which includes topics, timelines, and Offices of Primary Responsibility (OPR) for communication between central administration and the schools.

8. Develop a "phased-in" implementation plan for the division's three major curricular and instructional initiatives (FQL, PLC, TPA).

9. Develop an action plan template for student achievement which would include a list of identified students, lead personnel for each student, timelines, resource needs, and assessments. This template would be utilized by each school in addressing concerns related to achievement gaps.

10. Initiate a review of the central office instructional staff functions to determine where reductions can be made.

11. Evaluate the current plan of "same number allocations" per school for staff development and consider staff development allocation based upon the size of the school's staff.

12. Implement strategies to ensure that schools receive testing data, statistical analyses and related information promptly, in order to monitor achievement and make appropriate instructional delivery adjustments based on analysis of the data.

13. Consider payment for Advanced Placement (AP) exams as an incentive for students who elect to take Advanced Placement courses.

14. Evaluate and make appropriate revisions to the current stipend program commensurate with the number of teachers; the number of students supervised; and, the division priorities.

15. The superintendent should work with staff and advisory groups to determine the appropriate instructional decisions to be made at the school level and those to be made at the Central Office level.

16. Develop and implement a system-wide "Code of Student Conduct" which includes a range of consequences to support the instructional program.

17. Accelerate instructional technology utilization in the schools for maximum

instructional delivery.

18. Consider the improvement in the coordination, training and delivery of support services to the school counseling program (47 counselors) and Career and Technical Education (48 teachers) by providing two separate leadership positions.

School Psychologists, Social Workers and School Counseling

Sixteen (16) school psychologists are employed by Albemarle County Public Schools for a total of 13.20 full-time equivalents (FTE's). Ten (10) school psychologists are employed full time and the other six (6) work .20 - .80 FTE's (1 – 4 days per week). They are employed under 10-month contracts.

The Executive Director of the Office of Intervention and Prevention Services, the Director of Special Education and a Special Education Coordinator assign the school psychologists to specific schools using data related to Special Education student numbers, trends, number of eligibilities anticipated, and the anticipated amount of time for Individual Education Plan (IEP) counseling. The school psychologists are supervised by the Special Education Coordinator involved in their placement.

In addition to initial evaluation and re-evaluation reports, the school psychologists are responsible for IEP counseling services. They have recently been assigned leadership roles in two areas: they are specialists in the Response to Intervention (RTI) program and they are Curriculum-Based Assessment monitors for the RTI program.

Three (3) Family Specialists (social workers) are under contract to ACPS to complete social history reports for evaluations and re-evaluations for Special Education eligibility meetings. They are employed under 10-month contracts. When the demand for the social history reports increases, outside social workers are employed on an "as needed" basis.

There are 47 school counselors that serve the Albemarle County Schools. The school counselors are coordinated by a specialist who also has responsibility for coordinating the Career and Technical Program, which comprises 48 teachers.

Findings/Observations

1. The school psychologists have a strong level of commitment as demonstrated by the lack of turnover in the group.

2. The skills of the school psychologists have assisted in addressing the over-identification of special education students as indicated by the reduction in the number of students found eligible for special education.

3. The adoption of the American School Counselors Association National Standards for School Counseling Model defines and focuses the primary responsibilities of school counselors and provides accountability for the services of the program.

4. The efficiency of services and manpower is difficult in the areas of school counseling and Career and Technical Education as a result of combining the leadership of these critical curricular areas under the coordination of a single specialist. The volume of data, state and federal reporting and direct supervision impact the programs on a daily basis, requiring choices which diminish effectiveness of both. As an example, important preschool training/professional development activities for school counselors was conducted in late September because the one specialist who coordinates both programs conducted training to CTE teachers on the preschool day, thus necessitating postponement of the counselor training to a later date, after the opening of school.

Recommendations

1. Compare the cost of "outsourcing" family specialists' work when the demand for reports increases and the cost of employing one family specialist (social worker) on a 12-month basis. Such a comparison might indicate that a 12-month contracted family specialist could reduce costs through making changes in scheduling and/or handling more summer report work.

2. Consider the improvement in coordination, training and delivery of support services to the teachers of school counseling (47) and Career and Technical Education (48) by providing two separate leadership positions and incorporate into school counseling services any duplication of services currently provided by the Department of Community Engagement, such as "bullying."

PART FOUR: TECHNOLOGY PLANNING, SYSTEMS, AND UTILIZATION (INSTRUCTIONAL AND ADMINISTRATIVE)

The Technology Department is responsible for managing the technology infrastructure and software for all of the 25 elementary, middle and high schools in the school division.
Overall, the centralized technology infrastructure for ACPS is well managed. While bandwidth is not overly abundant, sufficient connectivity to internal and external resources exits, as a result of a summer 2007 upgrade. The wireless network is very stable in the schools, and the connection to outside resources is sufficient for most classroom activities. Technology is an integral part of education, and funding always will be needed to address and to maintain the integration of technology in all facets of the school system's operation and educational demands.

Findings/Observations

1. The network staff is aware that strict management of the Internet usage will have to be continually monitored and managed during peak SOL testing.

2. The network staff keeps abreast of new technologies and network management tools.

3. The school division's computers are mostly Macintosh (60%), with two high schools mixed and two schools have are all PCs. Additionally, two middle schools are all PC, while the remaining middle and elementary schools are primarily Macintosh.

4. The State mandated 5:1 student-to-computer ratio is met in each school, with many being at a 4:1 ratio.

5. The school division has met its technology needs for the classroom by providing computers in school libraries, computer labs in the schools and computer carts equipped with 10 to 15 laptops.

6. Each classroom has at least one computer that is used for instructional and administrative needs by the teacher.

7. The school division has implemented a three-year replacement/rotation cycle of computers. To accomplish this, however, funding of $1,000,000.00+ would need annual allocation in the budget.

8. The school division is moving to install mounted projectors for all classrooms.

9. The Technology Department provides support for the new teacher and summer institute for experienced teachers, which is sponsored by the Department of Instruction. The teachers receive a laptop and a stipend upon completion of the three-week intensive training.

10. Besides managing network and computers, the department also manages various Peripheral I devices, including Smart Boards for classrooms and distance learning equipment (V-Con) used for limited educational purposes.

11. The central staffing for the operation and maintenance of the core infrastructure currently operates with several staff working occasional overtime, which is comparable to divisions of like size.

12. The centralized manned help desk incorporates a call tracking system that aids in prioritizing work and provides invaluable information to eliminate the same occurrences.

13. Currently, there are 22 technology staff members providing services to 26 schools, plus five other entities, including the CATECH center.

14. There is positive feedback regarding the support provided by the support specialist teams.

15. Each school has a teacher who receives a stipend to serve as the Curriculum Technology Integration Partner (CTIP) and/or library media specialist. These positions are assigned as part of an existing FTE.

16. The school division has implemented a firewall with enhanced antivirus and other spyware and malware protection applications to provide protection and stability to the school division's infrastructure.

17. Individual schools use a variety of software programs for attendance and grades.

18. The school division has a few educational licenses that include Blackboard learning management system; United Streaming, which provides educational video access; a limited license for atomic learning, primarily issued to CTIPs; and a new data software program called, "School Net."

19. In addition to operating systems licenses for PCs and Macs, the school division also has licenses for Microsoft Office products for both PCs and Macs.

20. Some schools and teachers have acquired various software packages pertinent to their instructional content; however, central support is limited for those programs.

21. Both students and parents are required to sign the school division's Acceptable Use Policy (AUP), which is comparable to other AUPs.

22. The school division is developing a distribution model that would reward schools and teachers who demonstrate effectiveness in the use and integration of technology.

23. The school division is considering creating a professional learning network and building teacher teams that provide input into instructional strategies and knowledge acquisition.

<u>Recommendations</u>

1. Review the current Acceptable Use Policy (AUP) and update as necessary to reflect the use of new technologies, such as social networks, new uses of cell phone, ipods, etc.

2. Examine the organizational structure to have technology resource personnel properly aligned with technology and curriculum.

3. Consider, as a part of central administration changes, a more forward and well-defined office of primary responsibility for technology, with leadership titles and responsibilities as appropriate.

4. Reorganize instructional and technology infrastructure so that technicians are included under technology infrastructure and Information Technology Resource Teachers (ITRT) are included with instructional personnel.

5. Evaluate and rewrite a new technology plan for the next three years to incorporate assessment and evaluation.

6. Implement and use School Net and increase the use and implementation of the portfolio and instructional capabilities of Blackboard.

7. Change Curriculum Technology Integration Partner (CTIP) to Instructional Technology Resource Teacher (ITRT) to reflect the position as described by the VA State Department of Education.

8. While one ITRT may be split between two or three schools (preferably only two), ensure that the responsibility adheres to that described in the State Department's ITRT and Technician Handbook.

9. Examine the connectivity and speed of data transmission between commercial carrier (EMBARQ) and Network VA to manage commercial routing updates with providers, particularly if there is no interconnectivity between the two providers. Monitor data transmission flow over both networks in advance, so that SOL testing adjustments can be made ahead of the expected surge during testing.

10. Review funding of technology at current levels and consider designing a more cost-effective rotation plan to utilize allotted technology funds to increase the overall integration of all technologies into the system. While desiring to maintain a three-year rotation of computers is admirable, maintenance of a three-year rotation may not be cost effective or realistic for all technology equipment or applications.

11. Review the suggested elimination of the school technology troubleshooter and increase the number of technology support specialists to provide the proper technical coverage for each school.

12. Include facilities installation requirements in budgeting technology purchases.

13. Continue to support the new teacher and summer institute academies that provide teachers professional training in the use of instructional technology.

14. Examine the lease agreements for computers and conduct cost comparisons of direct purchases.

15. Develop a management system to ensure that there is adherence to the three-year recycle of computers program to eliminate the perception that it is inconsistently followed.

16. Increase training in the use of Blackboard to include the development of student and teacher portfolios to assist in AYP.

17. Examine distance learning video conference equipment and investigate adapting Tandberg or Polycom video conference hardware and software applications, as these two companies are providing the lending products used in this application and can eliminate future compatibility issues.

18. Educate staff and parents on how to utilize Blackboard and “School Net” as a communication tool.

19. Consider additional technicians for the help desk to repair computers as the numbers grow and to limit the turnaround time for on-site troubleshooting.

20. Explore and implement ways to further centralize data backup procedures.

PART FIVE: HUMAN RESOURCES

The Albemarle County Human Resources Department's stated mission is "to be a premier, customer service-focused Human Resources Team dedicated to aggressively providing excellent human resource support to Albemarle Public Schools and Local Government." As such, the department serves a unique role, one that is not common practice in the Commonwealth of Virginia. In FY06, the department provided service to 2026 school employees as shown on the Superintendent's Annual Report, as well as 573 general government employees, according to the Albemarle County Department of Human Resources Annual Report. The department defines commonalities between the two entities and develops processes to manage them effectively. This is apparent when one views the salary structure, benefits, and the pay for performance matrix that is in place for all classified and administrative employees. With a recent reorganization of the department, there are 23 employees with 10 members of the department dedicated solely to school functions. Of the remainder, the two (2) employees responsible for organization development and training and two (2) human resources generalists are assigned to county government with the other staff members serving both the schools and local government. This latter group includes the Director and Assistant Director, support staff as well as the Compensation and Benefits team. The staff is well qualified and is cross-trained to enhance understanding of and familiarity with the various human resource functions. This section reviews the human resources management functions, including professional development and training for classified employees. In addition, it includes a review of professional development for teachers and administrators, which is provided through a separate department.

Findings/Observations

Pupil-teacher and staffing ratios

1. Albemarle County Schools has favorable overall ratios of instructional staff to student population. The student-teacher ratio in elementary school is favorable compared to other divisions of similar size, as well as those in the defined competitive market. Based on 2005-06 state reports, the ratio for K-7 was 13.5, slightly above the median when compared to the schools in its defined competitive market. At the secondary level, the schools experience a relatively low student-teacher ratio, 9.5, which was significantly lower than other similarly situated school divisions. The ratio of principals and assistant principals to teachers was reported as 3.80 per 1,000 students.

2. A committee composed of central office and school-based staff developed the School Division Staffing Standards, which were then finalized and updated based on feedback from the school division's leadership team. The focus of the Standards is to foster equity across schools, with an individual school having the option to request a waiver for a reason related to its School Improvement Plan. In all cases, the FY2007-08 adopted standards for the County meet or exceed the State Standard as established in the *Virginia Standards of Quality*.

Recruitment, Hiring, & Retention

1. Goal 3 of the Division's Strategic Plan states: "Recruit, retain and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators." To augment the traditional means of participating in recruitment fairs and colleges and universities, Albemarle County Public Schools participate in "Kids First" Fair, a collaborative effort among neighboring school divisions (Charlottesville, Orange, Louisa). In addition, a program called "Building Relationships" is focused on direct and continuing communication in several identified colleges and universities. With the exception of late-occurring vacancies in Special Education and ESOL due to enrollment changes, the schools were fully staffed by preschool week.

2. Hiring minority teachers continues to be a challenge for Albemarle County Public Schools, which is similar to that experienced by other school divisions. According to the Human Resources Annual Report for FY2006, the school division hired 150 new teachers from 10/1/05 to 9/30/06, with minority teachers representing 11.3% of the new hires (17). For the 2006-2007 school year, there were 88 minority teachers on staff representing 7.6% of the total teaching population. This number includes all identified minority groups, which falls below the percent of identified minority students (23.8%). African-Americans comprised 5.5 % of the teaching force (64/1163), whereas they represented 13.2 % of the student population. The other identified minority groups, Hispanic (12), Asian (10), and American Indian (2) made up 2.0% of teachers.

3. When compared to the County's overall population and the schools' student population, the number of minority administrative staff compares favorably, particularly with African-American Administrators. The Department identified a need to recruit and hire other minority administrators, however, such as Hispanic and Asian administrators, to reflect the significant growth of student populations in those minorities.

4. Recent numbers reported by the human resources department indicate the following new hires to date for 2007-08. See Table 8 below:

Table 8
Albemarle County Schools
New Hires 2007-2008

	White	African American	Hispanic	Asian	American Indian
Admin.	4	3	0	0	0
Teachers	128	9	7	3	0

5. The Human Resources Department has an online application system with built-in search capabilities based on various criteria for use by human resources staff. Individuals seeking positions in the school division or general government can complete the application online and submit it to human resources for consideration. Links to teacher applications are provided to principals for their review of candidates for vacant positions based on their needs.

6. Panel interviews are routinely used when looking at candidates for vacant positions. Training is provided by human resources to familiarize interviewers with the structured interview process. For classified employees, interviewers can select from suggested questions that are competency-based and are aligned to the core competencies found on the Employee Performance Evaluation instrument.

7. The Human Resources Department provided data regarding teacher retention over a 5-year period (2002 – 2006). The lowest retention rate was 87.1 in 2003, and the highest was 88.4 in 2005. There was a slight decrease in 2006 but remained relatively high at 88.3. In a pattern common to many school divisions, the highest turnover for teachers is within the first three years of service. There was a marked decrease in the number of teachers with 0-3 years experience leaving the system in 2006, which Human Resource staff members attribute to the increasing support for new teachers by the division and individual schools. Exit surveys are conducted to identify reasons for leaving the division.

8. The retention rates for administrators for 2006 was 93.1%, but the department's projection show that an increasing number of administrative employees will be eligible for early retirement and the County sponsored Voluntary Early Retirement Program (VERIP).

9. The department faces two major challenges as it staffs classified positions. One is to ensure that teaching assistants working in Title One reading programs meet the set criteria to be highly qualified. In addition, although the classified staff is diverse, the department continues to make efforts to hire Asian and Hispanic classified employees, consistent with the growth of these ethnic groups in the student population. The retention rate for classified staff for 2006 was 81.7%

Teacher Licensure

1. The No Child Left Behind Act of 2001 requires that all teachers teaching in federal core academic subjects must be "highly qualified." For FY2006, 98.15% of the teachers in Albemarle County School Division met this criterion, according to the Human Resources Annual Report. The staff made a concerted effort to hire new teachers who met the criteria and, subsequently, reported the percentage for the current year as 99.03%.

Professional Development

1. Professional development for teachers and administrators is provided through the department of Professional Development and Media Services in coordination with Instructional Departments, all of which is under the umbrella of the assistant Superintendent for Student Learning. A comprehensive program was developed for new and experienced teachers and administrative staff. The focus of the development activities for teachers is connecting the Teacher Performance Appraisal, Framework for Quality Learning, Professional Learning Community Model and the Division's Strategic Plan. The curricular, assessment and instructional models defined and described in the

Framework for Quality Learning link to the Domains, Standards, and Key Elements in the Teacher Performance Appraisal.

2. The Professional Development and Media Services Department also offers a New Teacher Academy as curricular and instructional orientation for teachers new to the division. In addition, A Novice Teacher induction program is provided for structured individualized support from a full-time mentor for the first two years of teaching. Currently, there are four full-time mentors, two for secondary and two for elementary beginning teachers.

3. In addition to the mentoring program for new teachers through the department of professional development, the human resources department provides support to minority employees through its “Mentoring for Excellence” program.

4. Teacher performance appraisal training was provided to all administrators. This training consisted of approximately 30 hours for each administrator and included classroom walkthrough observation training with administrator and volunteer teacher practice teams. Principals meet with the Superintendent and the assistant superintendent once a month by feeder pattern for instructional purposes. These are separate from training sessions on operational and legal issues that are conducted by the human resources department.

5. Albemarle County Public Schools offers a Professional Development Reimbursement Program (PDRP) to support teachers’ coursework and conference attendance. Teachers can receive up to $500 per year for course and/or conference reimbursement, which represents a decrease from the allowable $1000 per year in FY06.

6. There is limited professional development offered to classified employees in the school division. The organization and development section of the Human Resources Department develops and offers training and professional development activities for classified employees in county government. The school division elected not to help fund this initiative; instead, the school division has provided funds for its classified employees to be able to enroll in County Government staff development classes.

7. An exit survey was conducted in 2006 with a 35% response rate, up from 31% in FY2005. An outside firm conducted the review to allow exiting employees to confidentially share their opinions and ideas about certain aspects of their job. The results were then returned to the school division for review and the opportunity to compare them against normative data. Based on the responses, the school system’s overall positive ranking put it in the top 25% of the companies and organizations participating in the study.

Evaluation and Performance Management

1. New evaluation systems have been developed and implemented for administrators, teachers, and classified employees. The Human Resources Department supervises the administration of the evaluation program, trains department heads and school administrators in their use, and evaluates the programs’ effectiveness. Merit Pay for Performance was implemented in FY06 for administrators and classified employees.

A merit matrix was then tied to the performance evaluation form and is displayed in Table 9:

Table 9
Albemarle County Schools
Performance Merit Matrix

POSITION IN PAY GRADE RANGE	Below Midpoint	Above Midpoint
FAILS TO MEET EXPECTATIONS	No Increase	No Increase
NEEDS DEVELOPMENT	Market -1%	Market -1%
SUCCESSFULLY MEETS EXPECTATIONS	Market +1%	Market
MEETS & OCCASIONALLY EXCEEDS EXPECTATIONS	Market +1.5%	Market + 0.5%
EXCEPTIONAL	Market + 2.0 %	Market + 1%

2. The Administrative Performance Appraisal Plan (APA) consists of two parts, the Performance Objectives/Job Targets and the Administrative Performance Factors. The APA for the 2006-07 school year included rubric descriptors for each of the 8 competencies as another step to achieve commonality with local government. (Leadership dimensions: student achievement, decision-making, school climate and culture, administrator development, time/task/project management, communication, integrity, and resilience.) As with classified employees, the following year's salary increase is based upon the final score (See Table 9 above).

3. During the 2003-04 school year, a committee of Central Office Administrators, school-based administrators, teachers, and university personnel convened to revise the teacher performance appraisal (TPA). Training for all division administrators took place the subsequent year. With the approval of the school board, the teacher performance appraisal was implemented in 2005-06. A survey was conducted to gain feedback from teachers and administrators on the newly implemented appraisal system, and the response was favorable overall. A process remains in place to collect and analyze data longitudinally to determine the impact of the TPA on student learning.

4. The final success of evaluation and performance pay systems also must be measured by whether unqualified or low performing staff are permitted to remain rather than just how they may be compensated.

Classification Studies and Job Descriptions

1. The Human Resources Department implemented a long-term classification study plan with a schedule for review of all departments on a 3-year rotating basis beginning in July 2004. Additional reviews are conducted based upon need. Key factors are internal equity issues, job description changes, and market data. All position classifications and reclassifications must be approved prior to placement on a salary range. According to School Board Policy, the County Executive and Superintendent must approve administrative recommendations jointly. All other recommendations must be approved jointly by the Assistant Superintendent for Support Services and

Deputy County Executive. In practice, the school approval comes from the office of the Assistant Superintendent for Administrative Services, Job descriptions are to be updated based on analysis of the position being reviewed and as needed upon request by the affected department.

Compensation and Benefits

1. In March of 2004, the Joint Boards adopted a total compensation strategy with the overall goal "to provide competitive compensation opportunities that reinforce high performance from all employees and the achievement of organizational goals." The Boards approved a total compensation strategy to pay target classified salaries at no less than the median of the adopted competitive market and to pay teachers not less than the targeted competitive market for teachers.

2. The competitive market for teachers was defined as counties and school systems of similar size within the state of Virginia and located in the same geographic region of the State of Virginia. The subset of the adopted market include Hanover County, Loudoun County, City of Charlottesville, Prince William County, Spotsylvania, Chesterfield County, City of Chesapeake, City of Williamsburg/James City County and City of Roanoke to address cost of living issues and target competitive market positions, as all are not in close geographic proximity to Albemarle County. The competitive market for classified employees includes 30 counties and school systems within the State of Virginia, based on size and geographical proximity. The competitive market also includes private employees in the immediate area.

3. Annual surveys are conducted to determine where salary scales for teachers and classified employees stand relative to the market. On a tri-annual basis, the market is also surveyed on ranges and actual average salaries of identified benchmark positions. Based on the data revealed, recommendations are developed to achieve the compensation strategy adopted by both Boards.

4. The structure for classified and administrative personnel consists of a range of minimum to maximum salary for a given pay grade. Merit increases are based on the employee's performance rating, the employee's salary in relation to the midpoint of the assigned pay grade as shown in the above matrix, contingent upon available funding.

5. The teacher salary structure consists of a progression of 30 steps and has 4 schedules based on the level of academic qualifications. As part of the survey process, comparisons are made at specific steps on the scale to determine if teacher salaries reach the top quartile of school divisions surveyed. After analysis of these data, recommendations are made for internal adjustments to maintain competitiveness at identified steps and/or for an overall adjustment of the scale. Longevity increases are included for full-time teachers for 31 years experience through 35 or more years. Although a salary survey was not conducted by the team, 2007-08 salary schedules for school divisions in the adopted competitive market were reviewed. This group consists of a mix of cities and counties with small to large student populations, from small counties such as Madison and Nelson Counties to larger and more affluent ones, including Prince William and Loudon Counties. The number of steps on the respective schedules varied and for purposes of

this review, salaries were compared at the beginning step and step 15, which represents midpoint in most cases, for teachers with bachelors and masters degrees. Albemarle County salaries reach the top quartile at the first step on both the bachelor and master degree scales. At the 15^{th} step, salaries fall in the 3^{rd} quartile on both schedules, slightly below the 4^{th} quartile.

6. Part of the Boards' adopted compensation strategy is to target employee benefits above the competitive market. Albemarle County offers a comprehensive benefits package that includes three Points of Service (POS) for health care, vision and prescription coverage, and dental insurance, as well as some other voluntary plans that include optional insurance plans and flexible spending accounts. In addition, the County maintains a Sick Leave Bank that can be used when a donating member of the bank experiences a long-term illness or injury.

7. The School Board established a Voluntary Early Retirement Incentive Program (VERIP) for employees who meet the early retirement eligibility of the Virginia Retirement System. This program is open to permanent full-time or permanent part-time employees who meet the requirements as set forth in School Board Policy. Along with the calculated compensation, health insurance benefits are provided for five years. According to the policy, VERIP benefits will continue if the retiree returns to work in a temporary position, but will cease if the retiree returns to work in a permanent full-time or part-time position with the County. What is not stated in the policy is that the benefit is deferred for the retiree who returns to a permanent position with the county and is reactivated when the retiree leaves the position.

Substitute Calling System

1. The Human Resources Department worked with Instructional Technology to revise the substitute system. The database shows the availability of approved substitutes and is accessible online to each school site. The designated caller at each school is responsible for updating the availability of substitute teachers once they have been secured. According to feedback from the field, the system has been well received by school-based administration. The Human Resources Department continues to study the feasibility of instituting a centralized, automated system, but lacks necessary funding for this venture. The use of an automated system can reduce personnel time expenditures and can more effectively alert principals about employee absences, as well as provide automated reporting.

Employee Recognition

1. A Service recognition program is in place in both the school division and county government, which is based on longevity. Recognition along with an appropriate gift is provided at 5-year increments beginning with the 10^{th} year of service.

2. A recognition program to acknowledge exemplary and extraordinary contributions of employees is currently in place in local government and is to be piloted in the school departments of transportation and food service in FY 08. Funding for this program is to be provided at the departmental level, based on the number of full-time employees in the

department. Human Resources works with the departments to define the standards at the department level.

Communications

1. An Employee Climate Survey was conducted for FY 04-05 and FY 05-06 by the Human Resources Organizational Development team for all local government departments. Although there have been indications that employee climate surveys would be implemented in the school division, this has not yet been accomplished.

2. Consistent with the Standards of Quality requirement that school divisions adopt policies supporting employee, administration, and school board communication, the school division established various teacher and staff advisory committees. They include the Employee Advisory Committee (EAC) for classified employees, which consist of a representative from each support services department and school building. In addition, an online bulletin board is in place to serve as a resource for information that affects the school classified staff. There is also a Teacher Advisory Group, which meets regularly to discuss matters of importance to instructional personnel. Various other committees convene based upon department and instructional needs. (Other observations related to the system's communication may be found in Part Six.)

3. A comprehensive Handbook for Administrators is provided that contains key information about division-wide practices and expectations. The handbook covers operational issues, instructional issues, human resource issues, and references.

4. The human resources department worked toward implementing the HR/Payroll system in coordination with the local government Access Albemarle Initiative for better data management. This, however, has not yet been accomplished.

Recommendations

1. Develop a more comprehensive plan to ensure that classified employees in the school division have regular professional development activities that are designed to meet targeted needs of classifications not found in general government. As classified employees in schools and general government share the competency-based evaluation system and salary plan, the School Board should determine the feasibility and benefit of joint funding for the organization and development team in the human resources department to ensure the integrity of the training program for its classified employees.

2. Restore, as soon as feasible, the financial support for teachers' coursework and conference attendance from a current maximum of $500 to previous levels.

3. Continue efforts toward development of a human resource information system (HRIS) to enable more efficient management and analysis of employee information and integration with payroll. Plans are in place to coordinate human resources/payroll with the local government program, "Access Albemarle;" however, should this not occur, some system should be in place to allow staff to track needed data and possibly allow employees to do

their own benefits updates and address changes, thus freeing HR staff for more strategic functions. Currently, human resource and payroll data is maintained on the county mainframe and, though accessible, is not easily tracked and managed.

4. Adopt a systematic approach to updating job descriptions to ensure that lines of reporting and key responsibilities are captured. Routinely ascertain that the chain of supervision is aligned with the updated organization chart.

5. Expand opportunities for feedback from employees regarding the services provided by the Human Resources Department. In addition, consider conducting a climate survey at the various school sites, as requested from the field. Currently, one is in place on the local government side.

6. Continue successful hiring efforts to ensure that Albemarle County Public Schools meet the goals set by the U.S. Department of Education, and that all teachers in "core subjects" are "Highly Qualified."

7. Continue and enhance efforts toward increased minority hiring by utilizing effective targeting of recruitment sources. Of the 828 applications received from August 15, 2005 through August 13, 2006, only 7.1% self identified as being a minority.

8. Analyze the impact and implications of actual salaries given as the department continues with its plan to evaluate the performance appraisal system and the pay-for-performance program for administrative and classified personnel; identify potential salary issues, particularly recognizing the distinction between employees above the mid-point of the scale and those below.

9. Assess the results of the recognition program for extraordinary performance that is being piloted this year in two school departments and determine the feasibility of expanding it to all departments. This program is currently in place in county government and is administered by the Human Resources Department, which develops methodologies for employee recognition as part of its "total rewards strategies" to reward and retain high-performing employees.

10. Increase efforts to develop a succession plan to meet the need for more administrators, as more of this class reaches retirement age, and provide additional opportunities for current teachers who wish to move into administration.

11. Review the School Board Policy on the early retirement program for consistency with actual practice, and consider procedures that would provide more flexibility in hiring teachers for difficult to staff single class sections.

12. Review and refine the Staffing Standards Committee procedures and criteria. Factors currently in place include student membership and free and reduced lunch. Develop specific strategies for applying those factors currently in place, plus other criteria used for staffing standards by school. (Also refer to Curriculum, Instruction and Student Services, Recommendation #3)

PART SIX: POLICY DEVELOPMENT, COMMUNICATIONS AND COMMUNITY RELATIONS

The division policy manual is reviewed and revised as required by the Standards of Quality. The division utilizes the services of the Virginia School Boards Association (VSBA) in developing its local policies. Local review of these policies involves both the schools' administration and the county attorney's office. The division also uses VSBA and Virginia Association of State Superintendents (VASS) as the primary sources of information for carrying out informal advocacy activities with the state legislature.

Findings/Observations

1. Most policies in the division policy manual have been reviewed and revised within the last five years as required by state law.

2. The division subscribes to the VSBA policy services that provide subscribers with school division policies based on state and federal laws and regulations. It was stated that the Executive Director of Support Services was responsible for policy manual updates. In preparing policies for adoption or revision, the division considers VSBA policies, gets feedback from principals or may pull together a small discussion group. That process seems to work adequately for the division.

3. The county attorney, assigned to the school division, reviews changes in policy for consistency with law and court rulings before they are submitted to the School Board for action.

4. Policies may be approved after two readings and a public hearing by the School Board. Approved policies are communicated by email to administrators and hard copies are made available as required by law.

5. The division has several state legislators who hold positions of influence (House members are on the Appropriations, Education and Rules Committees) in the General Assembly. The division has held periodic meetings with its representatives on legislative issues of concern, and also is working to build a stronger relationship with the Board of Supervisors on legislative issues of common interest.

6. The division relies on information from VSBA and the Virginia Association of School Superintendents (VASS) about General Assembly activities and will respond to their calls for action by contacting legislators about specific matters during the legislative session. Larger divisions in the state's suburban areas utilize staff or consultants to continuously monitor the session and other legislative activities throughout the year and to advocate on behalf of the school division.

Recommendations

1. Develop a protocol that clearly delineates roles and responsibilities of school staff and county attorney office to ensure effective development of school division policies.

2. Establish processes that ensure policies are developed, giving consideration to the views of teachers, parents, and other concerned citizens and by which policies can be proposed by the school community for School Board consideration.

3. Consider establishing a process to confirm new or revised policies are acknowledged and implemented by the appropriate parties to ensure effective policy implementation.

4. Consider utilizing a staff legislative consultant/liaison to monitor the General Assembly and its related activities and to communicate with the county's state legislators. The division would benefit greatly with being a part of the already existing network of school legislative liaisons.

COMMUNICATIONS and COMMUNITY RELATIONS

The Office of Community Engagement encompasses seven functional areas, including Communications, Equity and Diversity Programs, Hispanic/Latino Community Relations, School and Community Relations and Strategic Planning. The stated mission of the division is "to inform, inspire and involve our broad spectrum of stakeholders in collaborative partnerships that empower students and encourage lifelong learning." Because of the recent (2005-06) formation of the Community Engagement division, it was described as "evolving" by several of its team members.

A communications plan for the division was developed just prior to the creation of the Community Engagement office. Its nine recommendations and implementation strategies are specific and concise, and phased implementation of the plan is ongoing. School and community relations recently have focused on successful implementation of bullying prevention activities as part of the division's character education program and continuing work with the various community partners. Much of the overall focus in Community Engagement has been on the division's Strategic Plan, including specific tasks to address Goal 2, which is to eliminate the achievement gap.

Findings/Observations

General

1. The impression from community members interviewed is that the schools are good, reputable, well run and appear to be focused on exceeding standards.

2. The superintendent was praised as a good, responsive communicator whose presence and participation has been meaningful and resulted in greater collaborations with outside entities.

3. There was some sentiment expressed that the schools don't "toot their own horn" enough, so the public is not aware of the many "positives" going on in the schools.

4. There also was some uncertainty expressed from the community about central office roles and whom to contact about an issue.

Communications

1. The division created a communications plan in 2004-2005 to develop a communications infrastructure and find different ways to tell the school division's story. Implementation is being phased in over several years. It includes elements that address both internal communications and effective methods of informing stakeholders of division accomplishments, issues and challenges. The challenge has been to make communications a priority and to define external communications beyond news releases.

2. The Superintendents Advisory Bulletin (SAB) to principals, compiled by the communications department, was created as an internal tool to streamline communications from central office to building principals. It emerged last year from principal feedback about repetitious and high volume of email requests. It is the vehicle by which the superintendent communicates directives and information to the building level. Its focus is on deadlines and "must do" items, but is tiered so importance of items can be sorted. The SAB has been well-received.

3. The division utilizes a Teacher Advisory Committee to facilitate communications between the superintendent and teaching staff. Further, the AEA Exchange Committee sets the agenda for a monthly meeting between a small group of teachers and the superintendent.

4. A web-based school performance management system started with the opening of school. An intranet for division employees is scheduled for implementation in fall 2008.

5. This office provides on-call consulting/coaching and training for administrators to improve communication skills and performance.

6. The division annually produces and distributes a comprehensive "Back to School" packet that contains detailed information about school operations as well as required notices and forms to be completed.

7. "This Week in Albemarle Schools" is a weekly, detailed news release that contains a master calendar of events across the school division. Significant events and other noteworthy announcements get a separate release. News releases from the division are communicated electronically in a timely manner. Information and flyers are developed for other important information and events.

8. There is an electronic notification system for emergency/non-emergency events (bomb scare, weather closings). This office also provides crisis communications support and media relations support. Guidelines for handling media requests have been developed and include a process for reporting of media contacts to the central office.

9. Division policy also encourages news released by the schools to inform the public about school programs, activities and accomplishments, though a clear process across school sites is lacking.

10. As part of the communications plan, a new “brand identity” was developed and implemented this year to ensure consistent, recognizable communications from the schools.

11. The School Board updates the county Board of Supervisors (BOS) via a “Monthly Communications Report,” usually presented at a BOS meeting.

Community Relations

1. This office leads the division’s bullying prevention efforts (2005 legislation required instruction on the inappropriateness of bullying in school character education programs). There have been several community partnerships with this initiative and bullying prevention committees at the building level. The initiative utilized an initial rollout to focus on prevention, has provided classroom training and one-on-one interventions. There also is a community/parent component to provide awareness of the program. A brochure for parents and wallet cards for students in grades 3-8 were developed.

2. There are a number of existing and emerging partnerships between the school system and individual schools and other entities within and outside county government.

3. The Communications and School/Community Relations Coordinators are developing a division level partnership plan to increase and enhance strategic partnerships, to include a process for recognizing its partners.

4. This office provides the liaison with the Parent Council for first time this year; this previously was staffed by the Communications Coordinator.

5. School board policy encourages the use of volunteer personnel and states that each school is encouraged to ensure a receptive climate for volunteers. A volunteer handbook was produced last year. However, it was reported that there is no standard process or procedure across schools for supporting volunteers. In addition, there was some feeling from the outside that the schools are not very friendly for volunteers.

6. There are sentiments both within and outside the system that the division should get public feedback on itself and how it is doing, and how well people are informed about the schools.

Community Engagement

1. The Office of Community Engagement emerged from the 2004-05 strategic planning process. The department was formed the following year. Most positions in the department existed in the division and simply were moved under the new department title.

2. This office oversees the following seven (7) areas: Adult and Community Education, Communications, Equity and Diversity Programs, Hispanic/Latino Community Relations, School and Community Relations, Strategic Planning and Web/Intranet Management.

3. This office is heavily involved in the division's strategic plan implementation, utilizing various internal and external groups in its work. Work on the five goals is spread out across central office departments. There was some concern expressed that work on the goal led by this office (Goal 2 to eliminate the achievement gap) lacked clarity and focus.

4. This office collaborates with the local governing body via a joint strategic planning committee. The local governing body has a strategic plan that includes an education component, which is to support school division recognition as a world class educational system and efforts to ensure children enter the school system ready to learn.

5. This office has led several community forums targeted at specific issues to engage affected stakeholders, namely the budget process and redistricting for schools in the western part of the county.

6. There was some sentiment expressed that, while the Office of Equity and Diversity was important, that plans and efforts to engage the targeted communities were lacking.

7. The division utilizes various steering and community advisory committees which are shaped by various methods (Board appointment, school rotation), but there are no guidelines for consistent utilization of persons as resources and advisors to the division.

Recommendations

1. Continue implementation of the communications plan through its identified action strategies. Additional specific suggestions include 1) establishing a clear process for how schools share information with their communities, to include a method for ensuring that schools put certain items in school newsletters; 2) collaborating with the county government to have school news included in their newsletter; and 3) soliciting major employers to include school news in their newsletters.

2. Research and implement a mechanism to evaluate the division's communication strategies and how well people feel informed about the schools to help guide effective implementation of the plan; in addition, consider soliciting formal feedback from the media as to how the school system performs its media relations functions.

3. Continue to utilize the Superintendent's Advisory Bulletin for written communication with building principals and fine-tune it as needed.

4. Establish goals and standards for school/community relations and regularly evaluate the relationship with the public and efforts to achieve good communication and relations with stakeholders.

5. Consider developing a process to ensure that information from Parent Council meetings is communicated back to the school community.

6. Develop a process that guides the establishment, facilitation and tracking of community partnerships to improve the effectiveness of this resource.

7. For both effectiveness and efficiency, the strategic plan should focus on fewer implementation strategies for addressing priority goals.

8. Establish guidelines for appointment of citizens and staff as members of the various division advisory committees.

9. Establish standards for volunteers to facilitate effective and efficient use of this resource and utilize for consistency in supporting volunteers at the individual school sites.

PART SEVEN: SUPPORT OPERATIONS: FACILITIES, FOOD SERVICES, TRANSPORTATION

BUILDING SERVICES

The Building Services Department includes facilities maintenance, custodial services, grounds maintenance and environmental compliance for all of Albemarle's 25 schools, 2 service facilities, as well as the IVY Creek School. The administration of Building Services also has primary responsibility for planning, budgeting and implementing the Capital Improvement Plan.

Findings/Observations

1. Great attention has been given to the cleanliness and maintenance of all of the county's schools and offices visited. The internal as well as grounds maintenance is very strong and presents a positive tone for learning.

2. The Building Services total budget, including utilities was $10.2 million in FY'05, $12 million in FY'06, $13.7 million in FY'07 and $14.1 million in FY'08. Salary increases, utility increases (including rate increases and building utilization), and services for added school additions have been the major factors for these increases.

3. The Building Services administration has established formulas for additional staff instructional space, resulting in either new schools or additions to existing facilities.

4. The division employs approximately 42 full-time equivalent positions to maintain the facilities, including grounds people, maintenance and electrical mechanics, HVAC repair persons and mechanical technicians. The custodial division employs approximately 124 full time equivalent positions to clean more than 2.1 million square feet of buildings. Grounds maintenance provides services for over 600 acres. These services include playing fields maintenance, all lawn mowing and snow and ice removal from parking lots and some sidewalks (those the custodial staff cannot clear).

5. The administration of the Building Services Department prepares and implements the Capital Improvement Budget with input from other departments, schools and general government. The development and review of proposed projects includes both staff, elected board representation and citizen input. The process review begins with staff and citizen development of recommendations in the Long-Range Planning Committee. Recommended projects are further reviewed by a Technical Review Committee and finally by the CIP Oversight Committee of joint membership by school and county board members, citizens and other support staff.

6. The administration of Building Services, along with the Technical Review Committee, gives consideration and cost evaluations of energy efficiencies as they review new school construction and additions to existing schools. Considerations have included energy efficient windows, insulation, lighting upgrades, etc.

7. Albemarle County Schools' building management area maintains an automated, computerized, energy management system, which controls the heating and cooling times

of all schools, school administration and support services' buildings. This system provides for maximum utility savings when students and staff are not in school buildings. Staff in building services has been thoroughly trained in maintenance, monitoring and updating of the energy management system.

8. The five-year Capital Improvement Plan for schools is $16.6 million for FY'08, $37 million for FY'09, $8.1 million for FY'10,$15 million for FY'11 and $22.7 million for FY'12 for a total of over $99.4 million. The administration also prepares a 10 year CIP for long range planning and funding consideration. This helps with the identification of future land needs. The first five-year plan includes funding for two elementary school additions, one high school addition and significant renovation and replacement projects. The plan for years 6 through 10 includes funding for three elementary school additions, one middle school addition, land for a middle/high school and three elementary schools and construction dollars for one of these elementary schools.

9. The Building Services department, in conjunction with the county building inspection officials, provides oversight for the significant capital upgrades and enhancements constructed during the summer months to provide minimal instructional interruption. This is another good example of schools and general government shared responsibilities to save Albemarle County dollars.

10. Staffing all areas of building services is an ongoing challenge. Turnover occurs in all areas of the operation. Recruiting, hiring and training take time from the daily requirements of school maintenance.

11. Albemarle Schools, with 12,452 students in FY'06 spent $12.1 million on operation and maintenance, while Fredrick County, with 12,144 students, spent $11.1 million on operation and maintenance. York County, with 12,635 students, spent $11.1 for these services. While these other two school systems spent approximately one million dollars or 8% less, without a review of their systems to look for cleanliness and potential deferred maintenance issues, as compared to the strong condition of Albemarle's, would not be equitable.

Recommendations

1. Maintain the constant contact with general government officials to prepare and implement the Capital Improvement Plan and projects, as well as significant projects completed typically during each summer break.

2. Review and revisit the need for school additions and additional new schools based on the slower housing market and minimal student growth projections.

3. Review, with human resources, the positions that are most frequently vacant to ensure that salaries are competitive with the local job market. One area noted with ongoing turnover appears to be the lead custodial positions. The salary scale for that position might warrant review.

4. Review, with recreation and parks, shared responsibilities for cleaning and maintenance of school facilities frequently used by recreation for after school programs.

5. Allow the Building and Services Department to review proposed gifts to the individual schools that would impose future maintenance and replacement obligations on the system and its employee. Examples of these gifts would be trees, shrubs, flower beds, etc.

6. Maintain high standards of maintenance and repairs.

7. Maintains a careful review of all positions and maintenance dollars spent and compare to like-sized school systems to ensure Albemarle is not overspending without compromising the condition of the facilities.

8. Continue the evaluation of energy saving techniques and improvements at every opportunity. This focus includes the importance of participation by the energy management system employees in all building renovations, additions and new construction planning.

SCHOOL FOOD SERVICES

Albemarle County Public Schools provides food service opportunities through its school cafeterias. The Food Services/Child Nutrition Program is self-sustaining, covering operating costs through the cafeteria sales and subsidies from the state and federal programs by meeting nutritional guidelines of the National School Lunch program (NSLP).

This free/reduced program is available to eligible elementary, middle and high school students. The criteria to receive free or reduced meals are dictated by the federal program and certain low-income requirements must be met before a child is eligible to participate. This review is prepared annually for each participant by the administration of the Albemarle County School's nutrition staff. All schools offer a NSLP lunch program, and some schools offer a NSLP breakfast, based on individual school interest and participation.

Findings/Observations

1. Student eligibility for the NSLP, based on family size income promulgated by the federal government range from a 60% student eligibility at Yancey Elementary and approximately 50% at Greer Elementary to a low of 4% at Murray Elementary, 5% at Meriwether Elementary and approximately 6% at Murray and Western Albemarle High Schools.

2. Students purchasing or receiving free/reduced meals range from a high of 84% at Yancey Elementary and 87% at Red Hill to a low of 35% at Western Albemarle High.

3. Albemarle School Food Services program budget has grown from \$3.8 million in FY'07 to just over \$4 million in FY'08. The major increased cost factors include costs of food, insurance premiums and wages (primarily with substitutes and overtime pay).

4. Individual meal charges are relatively close to those of neighboring or similarly sized school systems. Albemarle Schools' prices increased $.10 for lunch and $.25 for breakfast for the FY'08 year. For FY'08 Albemarle charged $1.25 for breakfast at all levels (elementary, middle and high schools), $1.85 for lunch at elementary schools and $2.10 at middle and high schools. Green, Louisa, Charlottesville and Waynesboro Schools each charged $1.00 for breakfast at all schools, $1.75 for lunch at elementary schools and $2.00 for lunch at each middle and high school location per student.

5. Staffing issues are somewhat of a concern for the school food administration. While full time manager positions are all filled, there were 9 vacancies as of 9/26/07, for the 2 to 4 hour positions. Salaries, likely, will be a consideration for employment, but this school division, with the assistance of the human resources, constantly reviews salaries compared to the Charlottesville market and make adjustments as required.

6. The Albemarle Student Nutrition administration staff is located in a modular unit near Greer Elementary pending possible relocation into a permanent space or newer modular unit, providing more space and reducing maintenance concerns.

7. The nutrition program is well focused on controlling costs, both with food products and other operating expenses, and have managed to generate and maintain a fund balance as allowed and recommended by NSLP and the State Department of Education/Food Service Division.

8. School food service has given attention to strengthening the nutritional components of meal offerings. The department provides more free/reduced fat and lower caloric choices, while attempting to keep parents and students informed. School breakfast and lunch menus are distributed to students and are posted on the internet.

Recommendations

1. Monitor closely cost increasing factors and recommend meal price changes periodically to maintain fund balance and self sustaining status. This will help ensure local tax dollars are spent on instructional needs and require any redirection to cover the food service operation.

2. Explore options for upgrading the office space for the school food administration, either to a current or more permanent space within an existing school facility or replacement of the older modular office as classroom modular units become available after school additions are completed.

3. Continue to recruit for part-time positions, possibly in conjunction with transportation or instructional assistants, as they struggle to fill their part time slots as well. Additionally, there might be an interest in part-time work within the vast retirement communities in Albemarle County.

4. Maintain the initiative of offering more free/reduced fat and calorie content within the NSLP offerings, as well as ala carte choices for paying students/adults.

5. Review, along with instructional leadership (including principals), lunch periods to offer students the possibility of having a nutritional meal. If a child is eligible for free/reduced meals, these may be the only opportunities a child has to receive food the entire day. One school with 1200 students only has one lunch for all students. This is the school with the lowest lunch participation. Exploring options to allow more students to participate in the lunch program may allow them to have the needed meal and, perhaps, address potential disciplinary issues.

TRANSPORTATION

Review of the Albemarle County Schools Transportation Services necessitated examination of school attendance zones, division maps and bus routes; school bus transportation statistics, including age of fleet, miles driven daily and annually, size of busses; information regarding major and minor road systems and those geographical and weather considerations that may impact transportation use and efficiency; special education and alternative education transportation needs; driver availability and other issues.

Albemarle County Schools operates a fleet of 137 regular education busses, 27 special education busses and maintains a reserve fleet of 40 auxiliary busses to cover for breakdowns and required monthly inspections. School Transportation also maintains these vehicles, as well as other county vehicles, and operates the county's fueling stations for all county vehicles.

<u>Findings/Observations</u>

1. In addition to the administration and clerical staff, transportation employs 174 full time equivalent bus drivers and 34.5 aides. Also 17 full time mechanic type positions maintain the county bus fleet as well as other departments' vehicles.

2. Transportation's operating expenses for FY'06 were $9.1 million, $9.9 million for FY'07, and the budget for FY'08 is just over $10 million.

3. Elementary students arrive first to school, usually by 8 a.m. and middle and high students then arrive by 9 a.m.

4. Walking zones are limited to no more than 3/10 of a mile for elementary students and 5/10 to a mile for middle and high school students. Because of the county's rural nature, most non-urban stops are near each child's home.

5. Many of the bridges in the county have weight restrictions, which cause some routes to be longer than they might be otherwise. Approximately 61 regular routes and 16 special routes are less than 30 minutes; 140 regular routes and 23 special education routes range from 31 to 60 minutes long; 53 regular education routes and 7 special education routes are between 61 minutes to 90 minutes in duration while 2 regular education and 3 special education transportation routes exceed 90 minutes.

6. The transportation department also provides bus coverage for field trips when possible. Some trips must be outsourced to commercial carriers if busses or drivers are not

available or if the trips are very long distances.

7. Miles driven per day by school vary greatly. Total miles to deliver students to and from Woodbrook Elementary daily total 29 as compared to Monticello High School whose students are transported a total of 1,224 miles daily. Special education daily mileage exceeds 1,585 miles. Total annual mileage with students on board exceeds 3.2 million for all busses.

8. Student rider ship based on information provided by the transportation department on county busses averages approximately 90% of those eligible for transportation.

9. Albemarle County Transportation office updated its automated routing system (Versatrans Solutions, Inc.) this year and is still making adjustments to refine student information and stops. It appears the original version of Versatrans did not roll the student information already captured and has resulted in significant additional entering of information. Albemarle County busses are equipped with cameras and radios for enhanced communication.

10. The School Board purchases only automatic transmission busses with diesel engines for longevity and reduced operational costs. Currently only two capacities of busses are being purchased-72 passenger and 48 passenger (used primarily for special education).

11. Albemarle Schools is attempting to maintain a 13 year replacement cycle of all busses. Significant resources are budgeted each year to maintain this state requirement.

12. Transportation officials rely on new student enrollment updates from each school as parents move in or around the county. Therefore, timely information sharing from each school is critical to minimize any negative impact of transportation of additional students.

13. Due to the retirement of the former Transportation Director, this critical position needs to be filled permanently, as soon as possible, with someone who has extensive experience and expertise in school transportation.

14. Table 10 includes some cost per mile comparisons, first on geographical size and second by annual miles driven:

Table 10
Albemarle County Schools
Transportation Cost

County	By Size (sq. miles)	Transportation Cost/mile
Augusta	972	$1.84
Pittsylvania	971	1.71
Halifax	814	2.29
Bedford	755	1.84
Albemarle	723	2.77
Franklin	692	2.10
Fauquier	650	2.14
Statewide Average		2.52
County	**By Student trans. Mileage**	**Cost per mile**
Albemarle	3.2 million	$2.77
Hanover	2.8	2.54
Augusta	2.6	1.84
Fauquier	2.7	2.14
Pittsylvania	2.8	1.71
Stafford	3.3	2.35

15. Bus driver salaries continue to be an issue with incumbent employees. In the most recent salary survey conducted by the human resources department, if all school systems paid or offered other localities' drivers the opportunity to drive or be paid for 2080 hours as Albemarle County schools currently does for most drivers, Albemarle drivers would be 4% to 5% below mid-point. However, only one system (Fauquier County Schools), based on the survey shared by county human resources, actually exceeds the Albemarle pay scale and earnings opportunity at each on the minimum, midpoint and maximum salary points on the annual salary scale.

Recommendations

1. Fill the Director of Transportation position, as quickly as feasible, with someone with strong student transportation experiences. This position should report to an assistant superintendent who will be responsible for support services (See Part Eight, Recommendation #5).

2. Complete the upgrade implementation to the automated student tracking system. Unnecessary stops should be eliminated as soon as feasible to avoid wasted fuel consumption.

3. Continue to request funding to maintain the 13 year replacement cycle for busses.

4. Evaluate the size of busses being purchased and consider possibly purchasing a mix of some smaller capacity busses for rural routes with fewer students and bridge restrictions if ridership on some routes will permit.

5. Prepare market salary surveys, with the assistance of human resources, to ensure driver pay is equitable.

6. Review all financial aspects of the operation to identify possible cost saving idea processes to bring cost per mile in line with other similarly sized counties.

7. Stress to all principals the importance of timely updating student enrollment data so that transportation adjustments can be made quickly.

8. Revitalize, with the assistance of human resources, a driver recruitment effort to allow for the creation of a strong substitute pool and fill the 6% annual average turnover in permanent driver positions. Some possible advertising choices might include ads on school marquis, notes on cafeteria menus, fliers distributed at area churches, community clubs, etc.

9. Continue to evaluate reductions in lengths of bus rides. While the department has made strides in this area, there still remain 65 routes over 60 minutes.

PART EIGHT: ORGANIZATIONAL DEVELOPMENT, LEADERSHIP AND CENTRAL ADMIINISTRATION

The mission of the school division is supported by a strong and effective central administrative team. There is, however, agreement that the total size of the central office is larger in number than needed to effectively and efficiently manage and lead the division. Despite these general observations, the distribution of staff for effective decision-making and school-site support is not distributed as may best serve the division. Of particular concern is the existence of only one assistant superintendent. With recent revisions to the structure, the assistant superintendent for student learning now provides oversight to seven (7) executive directors and one (1) director. They include the following:

- Executive Director for Administrative Services
- Executive Director for Division and School Improvement
- Executive Director of Community Engagement and Strategic Planning
- Executive Director for Office of Intervention and Prevention Services
- Executive Director of Curriculum, Instruction and Technology
- Executive Director of Support Services
- Executive Director for Fiscal Services
- Director, Professional Development and Media Services

While keeping in mind the Superintendent's philosophy of having all principals as direct reports, the central office organization of Albemarle County Public Schools was reviewed with particular focus on staffing size and span of responsibilities attributed to the various administrative positions as shown on the organizational chart and delineated on the respective job descriptions. As part of this review, ten school divisions, in the Commonwealth of Virginia with student populations of 10,000 to 14,000 were reviewed for basis of comparison, including costs of central operations. The majority of these school divisions are included in the competitive market as adopted by the School Board and Board of Supervisors.

Findings/Observations

1. Direct reports to the superintendent include all principals, the assistant superintendent for student learning, and the principal leader for transportation.

2. With the recent change to the schematic leadership reporting, the school division has only one position at the second line of the organizational chart, the Assistant Superintendent for Student Learning. Of the school divisions studied, there is a range of 1 to 4 positions at the Assistant/Associate/Deputy Superintendent level with an average of two per divisions.

3. According to the State Superintendent's Annual Report for FY06, ACPS exceeds most school divisions of similar size in its number of administrative positions.

4. In addition to the five executive directors originally reporting to the Assistant Superintendent for Student Learning, three operational areas have been added, including

Support Services, Administrative Services, and Fiscal Services, thus, increasing the span of control for this position to eight departments.

5. Communication concerns were expressed in various venues throughout the review. Principal surveys indicate that confusion exists regarding individuals to contact for particular information. Although each Executive Director serves as a liaison for specific schools to assist in communication flow, there was repeated feedback that the information often was not available from the designated liaison, which resulted in the principal's seeking the data from another source. In these cases, principals reported that being referred to other offices often resulted in delayed receipt of advice and, in turn, their subsequent decision making. In some instances, principals reported receiving no response to their inquiries. The role and function of the new department of Community Engagement and Strategic Planning and its focus and effectiveness in reaching its internal and external customers is still not well understood at school and central office levels (See Part Six for additional information on division-wide communication.).

6. The director title is used generously. Not only does it appear at the third tier of the organizational chart as executive directors, but also at lower levels of the organization, with titles of assistant director and deputy director. Not all executive directors are on the same pay grades, and, in addition, the schematic list of positions and assignments to salary grades shows the Executive Director for Administrative Services and its direct report, Director of Human Resources, on the same pay grade.

<u>Recommendations</u>

1. Increase the number of positions at the Assistant Superintendent level that provide direct support to the superintendent to two (2), keeping it in line with other similarly situated school divisions and allowing for a more manageable span of control.

2. Consider reducing the number of administrative positions at the subsequent levels of the organization chart. Given the overall size of the total operation, the number of administrative positions at these levels of central office is significantly generous. Consolidating positions that have overlapping responsibilities and eliminating those that have limited breadth could accomplish reductions.

3. Have Human Resources study all positions that incorporate director in their titles to determine breadth of responsibility and assigned pay grades, including executive director, director, assistant director, deputy director, etc. This study should be conducted in addition to HR's regularly scheduled classification studies to determine the appropriateness of the titles to each of these positions, keeping internal and external customers as to its function.

4. Study the organizational models of other school divisions and devise a plan for an organizational structure that is both efficient and effective, and that best meet the needs of the school division. Develop a plan that clearly delineates the school division's organizational structure: 1) An organization flow chart that specifies reporting protocol; 2) Offices of Primary Responsibility (OPR); and 3) updated job descriptions for all classifications.

5. Fill the vacant position of Director of Transportation, as soon as feasible, and have it report to the appropriate Assistant Superintendent who will be responsible for support services.

6. Revisit and review the Department of Community Engagement and Strategic Planning in view of its purpose and effectiveness in meeting the defined goals. Further, determine if the responsibilities of the various positions can be merged for greater effectiveness and efficiency.

PART NINE: KEY ISSUES SUMMARY

During the preparation and conduct of this review the Commonwealth Educational Policy Institute has:

- Requested and studied more than 100 documents,
- Conducted more than 120 interviews with staff, administrators, elected officials, senior management and community leaders,
- Conducted one open meeting for employees and two open meetings for parents and the general public,
- Conducted an advance survey with all school principals regarding programs, facilities and planning issues, and
- Visited each school building for a review, with the principal, of facilities, master schedule and utilization of space.

This review contains many observations and recommendations at specific departmental and operational leaders. Most of those are matters for review by the Superintendent and department levels. Many of these recommendations are reflective of the issues, concerns, and dialogue among and within the staff as they, consistently, and with outstanding skill, sustain their commitment to continuous improvement, both to the young people they serve and the public that looks to them for accountability.

The Albemarle County Schools' Superintendent and Board are to be commended for initiating a review. This was a voluntary effort. This review is not required by any governmental agency, and, is in addition to the many accountability standards and evaluations that are required through state accreditation, public auditing processes, federal and legal requirements and other evaluation criteria. Indeed, CEPI is not, nor is it qualified to be, an auditing firm. CEPI, through its resources management reviews, attempts to help school divisions with initial and objective observations and analysis that, in turn, will support the division with its own self-assessment. What makes the CEPI process unique is that CEPI requires its team membership to be heavily weighted with practitioners, who, in addition to scholarship, have direct experience in the operations of schools and central administrative structures.

Albemarle County Schools is a Virginia school division that has a long history of outstanding work as proven by its young people. Albemarle is well respected among its peers, and its leadership and staff are frequently sought for advice and consultation.

Context for the Study

Why has the study been conducted? Excellent systems manage their resources with an anticipation of a changing future. In discussions with CEPI, Albemarle has consistently expressed a commitment to be in the vanguard of systems that respond to a rapidly changing world in which we live, raise our children and work. The context for this study reflected the broad questions all effective organizations must continuously answer and re-answer from time to time. The questions CEPI heard from the Albemarle administration and Board included some of the following:

- How well are we utilizing the multiple resources we presently have available?
- How are we changing demographically, and what are the implications?
- What are the implications of revenue and expenditure forecasts?
- How is school population growth a variable of county growth?
- How effective is our stewardship of public resources?
- What are our future program needs and expectations?
- How does our commitment to student learning and resources compare?
- How do we develop organizationally to extend our commitment to leadership and best practice?

Key Analytical Questions

Although the scope of the review included the breadth of school and division-wide programs and operations, this review was neither an assessment of individual employee performance nor an evaluation of programs. The overriding questions were to focus primarily on central themes of resource management. Some of these areas include:

- Relationship of revenue and costs,
- Effective employment and deployment of people
- Observations of efficiency and/or effectiveness
- Mission: focused, programmatically aligned, and results-oriented
- Decision-making and communications
- Preparation for the future, and,
- Accountability to the public.

KEY ISSUES SUMMARY
Albemarle County Schools
Resources Management Review

- **Monitor small elementary schools for their high costs related to staffing and facilities.**

- **Evaluate class and school size to control the cost per pupil.**

- **Delay recommendations to the Capital Improvement Plan for capacity additions until the internal review of capacity/utilization standards can be confirmed or modified and evaluated in context of student growth projections.**

- **Develop both a two-year operating forecast and a five-year internal budget document to assist school leadership in planning for variations in both expenditures and revenue.**

- **Use detailed GIS and census-type methodologies for membership projections and attendance zone planning at individual school levels.**

- **Review collaboratively with the Department of Instruction and principals the higher staffing and reduced capacity of facilities, especially at the secondary level.**

- **Evaluate the current staffing formula used to establish pupil-teacher ratio guidelines for <u>each content area</u>.**

- **Increase efforts to more fully integrate and sequence the training and implementation for the three primary initiatives: Framework for Quality Learning (FQL), Professional Learning Communities (PLC), and Teacher Performance Appraisal (TPA). This strategy can be helpful to communications between and among teachers, administrators and parents. Clearer identification of the office of primary responsibility for these initiatives also can assist.**

- **Enhance the academic program by expanding AP courses; offering the IB (International Baccalaureate) program; utilizing regional programs, such as specialty centers; offering electronic or distance learning options; and initiating additional joint ventures with private schools, local colleges/universities and other community agencies to address changing student demographics and competition from home and private schooling.**

- **Review current level of technology funding, planning and organization for service delivery (including lease agreements and cost comparisons of direct purchases) and design a more cost-effective rotation plan to use allotted technology to support the overall integration of all technologies into the system.**

- **Continue to support and/or to develop important human resource support issues:**

  1. **Expand utilization and collaboration with county government for classified employee training;**
  2. **Sustain commitment to teacher salaries comparable to 4th quartile market competitors and median market for classified employees;**
  3. **Increase financial support for teacher coursework;**
  4. **Expand efforts for minority hiring; and**
  5. **Continue development of the performance appraisal systems for teachers, administrators and classified employees.**
  6. **Ensure that any evaluation and compensation plan also reflects a commitment to the removal of unqualified and/or poor performing staff.**

- **Continue the collaborative effort with county government in the development of the new data management technology program known as "Access Albemarle."**

- **Continue and apply in other service areas the Albemarle County schools and government collaborative model for service provisions in the organization and management of the Human Resources Department.**

- **Give the highest priority to the recruitment and employment of a permanent and experienced Director of Transportation**

- **Complete the upgrade implementation to transportation's automated student tracking system.**

- **Continue efforts to develop a human resource information system (HRIS).**

- **Reexamine the size, organization, titles and job descriptions of the central administration staff to create an organizational structure more closely aligned with current leadership and management expectations.**

- **Conduct an internal review of both the formal and informal communication networks between and among the schools and central administrative department and operations as part of the school division's continued commitment to organizational development and capacity for service delivery.**

- **Research and implement a mechanism to evaluate the division's communication strategies.**

Albemarle County Schools
Resource Management Review

Appendices

Commonwealth Educational Policy Institute

A Resources Management Review for
Albemarle County Public Schools
Virginia

Team Biographies

CEPI and Review Team Membership

CEPI is a joint venture of the Center for Public Policy and the School of Education at VCU. CEPI supports the development and implementation of educational public policy for the improvement of elementary and secondary education through research, policy analysis, policy and technical support services to local school divisions and support services for local, state, and national policy makers. Founded in 1999, CEPI has developed an extensive network of consulting and policy associates and has completed over two million dollars in grant, partnership, and contractual services work.

CEPI is pleased to offer a leadership team with extensive background and hands-on leadership experience in their respective fields. Brief biographies of team members follow:

1. **Dr. William C. Bosher, Jr.** Dr. Bosher serves as Executive Director of CEPI and is a distinguished professor of public policy and education at Virginia Commonwealth University through a joint appointment in the L. Douglas Wilder School of Government and Public Affairs. Formerly Superintendent of Schools in both Henrico and Chesterfield counties, Dr. Bosher also served the Commonwealth of Virginia as Superintendent of Public Instruction. Dr. Bosher will provide team support in the post-visit analysis of information and recommendations.

2. **Dr. R. Daniel Norman.** Dr. Norman is a Senior Fellow and former Deputy Executive Director of the Institute. With extensive experience in school and division-level administration including research, human resources, and institutional, strategic, and facility planning, Dr. Norman has led the development of CEPI protocols for division-level policy, planning, and management reviews. He will serve as the coordinator for this review project.

3. **Martha Collier.** Mrs. Collier is the Assistant Director of CEPI and is a former teacher, assistant principal of various high schools and a principal of two high schools during her thirty years in Henrico County Public Schools. Her experience includes central office administrative responsibilities as a specialist in both the Staff Development and Human Resources departments. She is an adjunct professor at VCU and the University of Richmond, teaching Curriculum and Instruction and Foundations of Education.

4. **Dr. M. Kenneth Magill.** Dr. Magill is the Executive Director of School of Education Associates which includes Continuing Education. Dr. Magill has served extensively in various school leadership positions but recently retired from a long and distinguished record of service as Deputy Superintendent of Public Instruction in the Commonwealth. Dr. Magill will participate in on-site visits and related activities.

5. **Kenneth Crush**. Mr. Crush has extensive service in finance and operational department's supervision. He has worked in both city and county financial operations. A former Assistant Director of Finance for Henrico County, Mr. Crush also has served as the Assistant Superintendent of Schools for Finance Operations in Henrico.

6. **Dr. Edgar Wallin.** Dr. Wallin is widely known in Virginia for his outstanding knowledge and experience in curriculum and program development, secondary education, and human resource development. Dr. Wallin has long experience having working both in Henrico and Chesterfield counties. Dr. Wallin has also held leadership positions in his work with the Southern Association of Schools and Colleges.

7. **Dr. Carl Chafin.** Dr. Chafin is currently an associate in the private sector organization, Eperitus, which offers a wide range of program, evaluation and technical support services for school organizations. Dr. Chafin has worked extensively as a leader in a local school division. He brings special expertise in research and data analysis as well as facility planning, school organizational planning and population projections and analysis.

8. **Dr. Brenda Cowlbeck.** Dr. Cowlbeck is a former division superintendent in the Commonwealth of Virginia. During her 37 year career in public education, she had the opportunity to work in four (4) school divisions which included urban, suburban, and rural. Her educational experiences include teacher, middle school principal, high school principal, and director of middle/secondary education.. An adjunct professor for Virginia Commonwealth University, she teaches courses in the following areas: Public School Administration, Organizational Theory, Research Methods in Education, and Instructional Leadership.

9. **Dr. Hattie Webb.** Dr. Webb is a former Assistant Superintendent for Human Resources with more than 30 years in the field of public education. Her tenure as a teacher provided experience in various disciplines, including elementary education, special education, English, and choral music. Currently Dr. Webb is employed by ***Psychological Consultants, Inc.***, a Richmond, Virginia company that focuses on helping organizations to identify and develop their leadership talent through innovative assessment strategies.

10. **Dr. Gary Sarkozi.** Dr. Sarkozi is Director of Technology for the VCU School of Education and is responsible for all the facets of the writing and implementing of technology policies, issues, and technologies used for communication, database management, enrollment, degree processing, productivity and instruction. Also he is currently in charge of all Distant Education endeavors including online, synchronous, asynchronous and live video and audio two way communication and instruction. In addition to his consulting work in the Richmond metropolitan area, Dr. Sarkozi has served as the Director of the Office of Continuing Education and Director of Technology for Distant Education for VCU.

11. **David Blount.** Mr. Blount has extensive advocacy experience in the Virginia K-12 education and local government arenas as a lobbyist and education and legislative consultant for various organizations. He has ongoing responsibilities for implementing policy and research components for several grant-funded projects and has been a member of numerous state-level teams examining public education policy issues. Additionally, he has experience in statewide and regional association management in both the education and local government areas. His background also includes considerable training and hands-on work as a member of the local media.

12. **Dr. Linda Gilliam** Dr. Gilliam most recently served as the Director of Disciplinary Review for Henrico County Public Schools. Her experience includes tenure as a teacher of English, a Staff Development Instructor, a high school administrator and an elementary school principal. She has the distinction of leading the development of the first International Baccalaureate Middle School program in the nation. Currently an adjunct professor of Educational Leadership at the Virginia State University, Dr. Gilliam also is an adjunct professor of education at the University of Richmond.

Appendix B

CEPI "Resource Management Review"
Albemarle County Public Schools
Preliminary Document Request

I. Facilities and Student Population Planning

1. Map for each school's attendance boundary

2. Detailed description of the school division's planning procedures (what, when and how projections done) and identification of all people who have a specific responsibility for working with the data (secretaries, technical support individuals).

3. Copy of last triennial school census.

4. Membership history for past ten years by school grade level.

5. Student membership projections by school, by grade level for next 5 years or as "far out" as is available.

6. Copies of all school board policies/regulations or administrative regulations/guidelines that govern class size, class limits, or averages by grade levels or by specific courses/programs.

7. Master schedules for all schools showing course enrollment by subject and period or block. (Hold for early September so 2007-08 data is available.)

8. Floor plans for each school including approximate square footage for each type of classroom or other instructional space. (we do not need actual blue prints, just a schematic showing building layout to the classroom level of detail.)

9. Detailed description of student population database.
   a. How collected
   b. What information is contained in database
   c. To what level may variables be drawn for analysis; i.e. subdivisions, streets, etc?
   d. Are there variables in database for analysis: age, grade, sex, race, free/reduced lunch, overage, etc. (We will likely ask for certain data reports once we understand your system.)

10. Any and all "analyses" that Albemarle has conducted in last five years for student projections.

11. Copy of most recent school division Capital Improvement Plan. (Also for Finance.)

12. List of most recent (last five years) capital improvements made at each school if any. (Also for Finance.)

13. Number of residential building permits issued for last five years by each of your "three" school cluster areas.

14. Copies of any school division student "yield studies" by zoning types.

15. Copies of any facility or class size recommendations that may have been a part of any school self-study (Southern Association?), A & E consultant studies, or other school improvement plans.

16. County "future" residential development plans to the greatest degree of specificity available.

17. County Master Plan for development overview.

18. Identification of any major county infrastructure changes or additions being planned for the next five/ten years; i.e. roads, extensions of public water or sewer, or significant economic development initiatives.

19. A demographic description of the student population and how it may vary among the three organizational areas. Especially interested in variables which may affect program needs or student assignment issues.

II. Human Resources and Staffing

1. Accurate description of classroom staffing statistics to include:
   a. Actual classroom PTR's by grade, by school, and at secondary level by individual course areas.
   b. State instructional and staffing ratios.

2. Teacher experience, licensure status, etc. reports by school and division summaries. (No personal identification)

3. All available division-level staffing statistics.

4. Relevant staffing information or recommendations from SACS and state accreditation reports.

5. Racial and gender staffing statistics by employment types.

6. Copy of all school board personnel policies, regulations other administrative guidelines.

7. Description of non-salary benefits program if not clearly described in policy and regulations.

8. Copy of all professional and classified salary and/or pay grades.

9. Statistics that describe employees' placement and distribution on the pay scales.

10. Descriptions of the following:
    a. teacher recruitment and retention efforts.
    b. Professional development programs by various employee groups
    c. Re-certification programs
    d. Strategies for employee communications and/or committees

11. Organizational/Staffing chart for C.O. and schools with descriptors of key oversight responsibilities for C.O. assistant superintendents, directors, and all other supervisors/coordinators or similarly titled positions.

12. Other information that the school division thinks will assist in getting a fuller understanding of the human resource support program especially as it relates to the support of classroom instruction. i.e. marketing materials, participation in employment fairs, etc.

13. Copy of all local and/or regional studies of pay, benefit and staffing levels for schools and central office in the last five years.

III. Technology and Equipment

1. Division technology plan

2. Equipment and technology elements in Special education plan if separate

3. Report on Technology inventory by school giving age distribution of equipment by type and any relevant replacement schedules

4. Overview of staff training strategies

5. Overview of school tech support personnel and responsibilities

IV. Curriculum, Instruction, Programs, Student Support Services

1. Local School Biennial plans

2. School Division 6-year plan and/or Strategic plan (also for administration, organizational and leadership section)

3. Course offerings by school, only those actually taught in current school year, indication those that exist as singleton offerings. (hold for 2007-08 data)

4. Most recent accreditation report status (State and Southern Association if applicable) with list of recommendations.

5. Graduate follow-up statistics by school for the past five years if available.

6. Drop-out statistics by school for the last five years.

7. Grades distribution by school.

8. Statistics on student participation by school in athletics, clubs, and other co-curricular school activities.

9. Statistics on utilization of specific schools for community, recreational, adult and continuing education, or civic purposes or other government functions.

10. Any community survey or polling feedback on school programs as available.

11. Final Membership reports for last five years. (Also in Population Section)

12. Division and school-level reports on all SOL and other student achievement data (No individual data)

13. Official County and school by school by grade student projection for five years (Ten years by school only if available) (Also in Population Section)

V. Transportation

1. General description of bus transportation routing variables or parameters that will help us understand how the bus system works given the geographical context of the county.

2. Map of county showing school boundaries, location of schools (Also for Population Section)

3. School bus transportation statistics including miles traveled by collector schools, age of fleet, and information on major roads systems and geographic considerations which affect transportation use and efficiency.

4. Map showing bus routing and “collector” strategies.

5. Special transportation arrangement information for special programs such as special education, vocational-tech, school choice, etc.

6. Key statistics as available from state reports or local analysis.

VI. Other Operational Support Areas

Description and statistics by division and schools for:

1. School food service
2. Student health
3. Psychological Services
4. Social Work services
5. Counseling services
6. Facility maintenance services
7. Library and Media services

VII. Financial Information, Budgeting, Planning, and Implementation

1. Most recent budget with any <u>available cost-center information</u>

2. Operational and capital expenditures over last five years and projected for five years

3. Per student cost data

4. Teacher and Staff salary scales with any "competitive analysis" information available

5. Five and ten year implications of county master planning and development information

6. County procurement policies and practices overview.

7. Approved Capital Improvement Plan (CIP) for five years, tentative ten years

8. <u>Description of the budget planning process and role of varying participants.</u>

9. <u>Any available regional, state, or national statistics showing comparative data on school budget with others</u>

10. <u>Most recent copy of county budget: operational and capital.</u>

VIII. <u>Administration, Organization and Leadership Provisions</u>

1. <u>Central Office Organizational Chart with description of leadership and managerial philosophy and operational processes</u>

2. Description of communication process with school board members

3. Detailed description of job responsibilities for each central office staff member.

4. Salary schedules for each central office position and criteria for placement whether as new hires, promotion, or transfers.

IX. Local Policy and Regulations Development

1. Complete copy of school board policy and regulation handbook

2. Copy of all central office guidelines, regulations or other department level regulation or guideline "type" manual not included in the official school board policy manual

3. Copy of all superintendent's memos to division staff and school for the 2006-07 school term

4. Description of processes for student, staff, community participation in the policy and regulation develop of the school division

X. Community Partners: Parents, Business, Higher Education, Government, and Citizens

1. A list of all school or division level external organizations with which the the school division has a formal relationship and a description of that relationship, i.e. PTA's

2. A list of all "partnership" organizations associated with the school division that provide some financial, manpower, or "physical" gift to the school division

4. Description of routine communication processes with higher education

5. Description of communication processes with county government

6. Description of formal and informal ways by which individual citizens of the Albemarle community participate in planning, decision-making, and policy development

Appendix C

Dear

The Commonwealth Educational Policy Institute (CEPI) at Virginia Commonwealth University has been asked by your school board and administration to assist them in a review of the management of resources in the school division as a part of the Albemarle County Schools commitment to continuous improvement, accountability, and future planning.

A central focus of this voluntary review involves the support systems for local schools where instruction occurs and where effective resource allocation is so necessary to the core mission of the division. As a part of this review, a CEPI team member will visit every school. You will be notified by the school division of the date and time for your school.

During the visit, the team member will interview the principal. In addition the principal is requested to escort the team member on a complete walk-through of the facility. During this time the principal will be able to discuss the curriculum and program and the team member will review the master schedule and reconcile the school floor plans to reflect current utilization. Because of the unique leadership position of the principals, you may also be in a position to contribute to the review of resource management beyond the most frequently considered areas of money and people. Your unique understanding of programs as well as the administrative and operational areas of the division is very important to this review process.

To help us prepare for the review we are asking you to complete a short survey that will help us access your knowledge and perspectives of the operation of schools and the division. Please complete the attached survey and return it directly to CEPI no later than September 17, 2007. The responses are private and will be viewed only by members of the CEPI team. Non-identifiable summary information may be used in developing the final report. If you wish to discuss any specific areas on the survey with you team member, please feel free to do so additionally.

Members of the CEPI team are very experienced in local school and division administration. We think you will see them as colleagues whose primary role is to facilitate a dialogue with and among Albemarle professional staff as a part of your commitment to self-assessment and continuous growth.

Thank you for your assistance. We look forward to working together.

R. Daniel Norman
Senior Fellow and Review Coordinator

Appendix C

CEPI Resource Management Review Survey
Albemarle County Schools, Virginia

School Name___________________________________

Return To: **R. Daniel Norman**
Commonwealth Educational Policy Institute
Virginia Commonwealth University
P. O. Box 842020
Richmond, VA 23284-2020

Please complete the following survey and return no later than September 17, 2007. Extensive written responses are not required. Feel free to use short descriptive phrases, bullets or other short formatting aides. You may however add additional sheets if necessary.

PART ONE: Instruction: Curriculum and Programs

1. How would you assess the curriculum and programs offered in your school in the context of how the resources necessary to those programs are provided and managed?

2. What is your single most important "resource need" (other than money) to further improve or enhance your school's programs?

3. What specific resource would you trade in order to redirect additional resources for the "need" identified in question two above if it were within your authority to do so?

PART TWO: Facilities: Capacity, Condition, and Utilization

4. Are there any specific issues related to your general multi-use classrooms or your specialized instructional spaces for Special Education, music, art, physical education, laboratories, etc? (size, sufficiency for growth, technology adaptation, etc.)

5. Are there issues or priorities related to rehabilitation or renovation needs in your facility? Are any of these needs related to health or safety issues or ADA requirements? Are these needs currently reflected in the division's long-range Capital Improvement Plan?

6. How would you assess the ability of your present facility to accommodate your student capacity and program needs for the next 5 years? 10 years?

PART THREE: School and Central Administrations: Procedures, Processes, Communications, Decision-making, and Accountability

7. With your knowledge of your school and the school division, do you have any specific areas of concern or recommendations for improvement in any of the administrative elements as list in this section or as they may apply in specific operational areas?

8. Are there any specific potential examples of "savings" within the division you could identify that would result in a more highly efficient and/or effective organization?

Albemarle County Schools
CEPI School Capacity Worksheet

School Name: ***Agnor-Hurt Elementary School***

Permanent Instruction Spaces:	Number of Teaching Stations	Per Teaching Station	Capacity
Academic Classrooms K-3 **4-5**	15 6	24 25	360 150
Arts Education Classrooms (Visual Arts, Drama)	1		
Business/Office Education Classrooms Typing/Keyboard, Computer App., Business, etc.)			
Music Classrooms (Band, Chorus, Music)	1		
Main Gym (Count as two teaching stations)	1		
Auxiliary Gym (Count as one teaching station)			
Service/Marketing Classrooms/Labs (Consumer/Health Occupations, Teen Living, Marketing)			
Vocational Education Labs (Do not count associated classrooms)			
Self-Contained Exceptional Classrooms		8	
Other (Specify) Computer Lab PreK	1 2		

Standard Operating Capacity: 510

Adjusted Operating Capacity Based Upon State-wide K-3rd Voluntary Class Size Reduction Program Students (@ 21:1 ratio for K-3rd grades): 465

Albemarle County Schools
CEPI School Capacity Worksheet

School Name: ***Baker-Butler Elementary School***

Permanent Instruction Spaces:	Number of Teaching Stations	Per Teaching Station	Capacity
Academic Classrooms **K-3** **4-5**	20 10	24 25	480 250
Arts Education Classrooms (Visual Arts, Drama)	1		
Business/Office Education Classrooms Typing/Keyboard, Computer App., Business, etc.)			
Music Classrooms (Band, Chorus, Music)	1		
Main Gym (Count as two teaching stations)	1		
Auxiliary Gym (Count as one teaching station)			
Service/Marketing Classrooms/Labs (Consumer/Health Occupations, Teen Living, Marketing)			
Vocational Education Labs (Do not count associated classrooms)			
Self-Contained Exceptional Classrooms		8	
Other (Specify) TV Studio	1		

Standard Operating Capacity: 730

Adjusted Operating Capacity Based Upon State-wide
K-3rd Voluntary Class Size Reduction Program
Students (@ 21:1 ratio for K-3rd grades): 670

Albemarle County Schools
CEPI School Capacity Worksheet

School Name: ***Broadus Wood Elementary School***

Permanent Instruction Spaces:	Number of Teaching Stations	Per Teaching Station	Capacity
Academic Classrooms K-3 **4-5**	11 6	24 25	264 150
Arts Education Classrooms (Visual Arts, Drama)	1		
Business/Office Education Classrooms Typing/Keyboard, Computer App., Business, etc.)			
Music Classrooms (Band, Chorus, Music)	1		
Main Gym (Count as two teaching stations)	1		
Auxiliary Gym (Count as one teaching station)			
Service/Marketing Classrooms/Labs (Consumer/Health Occupations, Teen Living, Marketing)			
Vocational Education Labs (Do not count associated classrooms)			
Self-Contained Exceptional Classrooms	2	8	16
Other (Specify) TV Studio, Computer Lab, Gifted	3		

Standard Operating Capacity: 430

Adjusted Operating Capacity Based Upon State-wide K-3rd Voluntary Class Size Reduction Program Students (@ 21:1 ratio for K-3rd grades): 397

Albemarle County Schools
CEPI School Capacity Worksheet

School Name: ***Brownsville Elementary School***

Permanent Instruction Spaces:	Number of Teaching Stations	Per Teaching Station	Capacity
Academic Classrooms K-3 **4-5**	16 7	24 25	384 175
Arts Education Classrooms (Visual Arts, Drama)	1		
Business/Office Education Classrooms Typing/Keyboard, Computer App., Business, etc.)			
Music Classrooms (Band, Chorus, Music)	1		
Main Gym (Count as two teaching stations)			
Auxiliary Gym (Count as one teaching station)			
Service/Marketing Classrooms/Labs (Consumer/Health Occupations, Teen Living, Marketing)			
Vocational Education Labs (Do not count associated classrooms)			
Self-Contained Exceptional Classrooms	2	8	16
Other (Specify)Computer Lab, Head Start	2		

Standard Operating Capacity: 575

Adjusted Operating Capacity Based Upon State-wide K-3rd Voluntary Class Size Reduction Program Students (@ 21:1 ratio for K-3rd grades): 527

Albemarle County Schools
CEPI School Capacity Worksheet

School Name: ***Cale Elementary School***

Permanent Instruction Spaces:	Number of Teaching Stations	Per Teaching Station	Capacity
Academic Classrooms K-3 **4-5**	21 7	24 25	504 175
Arts Education Classrooms (Visual Arts, Drama)	1		
Business/Office Education Classrooms Typing/Keyboard, Computer App., Business, etc.)			
Music Classrooms (Band, Chorus, Music)	1		
Main Gym (Count as two teaching stations)	1		
Auxiliary Gym (Count as one teaching station)			
Service/Marketing Classrooms/Labs (Consumer/Health Occupations, Teen Living, Marketing)			
Vocational Education Labs (Do not count associated classrooms)			
Self-Contained Exceptional Classrooms		8	
Other (Specify) Computer Lab PreK	1 2		

Standard Operating Capacity: 679

Adjusted Operating Capacity Based Upon State-wide K-3rd Voluntary Class Size Reduction Program Students (@ 21:1 ratio for K-3rd grades): 616

Albemarle County Schools
CEPI School Capacity Worksheet

School Name: ***Crozet Elementary School***

Permanent Instruction Spaces:	Number of Teaching Stations	Per Teaching Station	Capacity
Academic Classrooms K-3 **4-5**	13 6	24 25	312 150
Arts Education Classrooms (Visual Arts, Drama)	1		
Business/Office Education Classrooms Typing/Keyboard, Computer App., Business, etc.)			
Music Classrooms (Band, Chorus, Music)	1		
Main Gym (Count as two teaching stations)			
Auxiliary Gym (Count as one teaching station)			
Service/Marketing Classrooms/Labs (Consumer/Health Occupations, Teen Living, Marketing)			
Vocational Education Labs (Do not count associated classrooms)			
Self-Contained Exceptional Classrooms	2	8	16
Other (Specify)Computer Lab	1		

Standard Operating Capacity: 462

Adjusted Operating Capacity Based Upon State-wide K-3rd Voluntary Class Size Reduction Program Students (@ 21:1 ratio for K-3rd grades): 523

Albemarle County Schools
CEPI School Capacity Worksheet

School Name: ***<u>Greer Elementary School</u>***

<u>Permanent Instruction Spaces:</u>	Number of Teaching Stations	Per Teaching Station	Capacity
Academic Classrooms **K-3** **4-5**	17 7	24 25	408 175
Arts Education Classrooms (Visual Arts, Drama)	1		
Business/Office Education Classrooms Typing/Keyboard, Computer App., Business, etc.)			
Music Classrooms (Band, Chorus, Music)	1		
Main Gym (Count as two teaching stations)	1		
Auxiliary Gym (Count as one teaching station)			
Service/Marketing Classrooms/Labs (Consumer/Health Occupations, Teen Living, Marketing)			
Vocational Education Labs (Do not count associated classrooms)			
Self-Contained Exceptional Classrooms	2	8	16
Other (Specify) Title I (2), ESOL (2), PreK (2), Math	7		

Standard Operating Capacity: 599

Adjusted Operating Capacity Based Upon State-wide
K-3rd Voluntary Class Size Reduction Program
Students (@ 21:1 ratio for K-3rd grades): 548

Albemarle County Schools
CEPI School Capacity Worksheet

School Name: ***Hollymead Elementary School***

Permanent Instruction Spaces:	Number of Teaching Stations	Per Teaching Station	Capacity
Academic Classrooms K-3 **4-5**	15 8	24 25	360 200
Arts Education Classrooms (Visual Arts, Drama)	1		
Business/Office Education Classrooms Typing/Keyboard, Computer App., Business, etc.)			
Music Classrooms (Band, Chorus, Music)	1		
Main Gym (Count as two teaching stations)	1		
Auxiliary Gym (Count as one teaching station)			
Service/Marketing Classrooms/Labs (Consumer/Health Occupations, Teen Living, Marketing)			
Vocational Education Labs (Do not count associated classrooms)			
Self-Contained Exceptional Classrooms	1	8	
Other (Specify) TV Studio, PreK	2		

Standard Operating Capacity: 568

Adjusted Operating Capacity Based Upon State-wide
K-3rd Voluntary Class Size Reduction Program
Students (@ 21:1 ratio for K-3rd grades): 523

Albemarle County Schools
CEPI School Capacity Worksheet

School Name: ***Meriwether Lewis Elementary School***

Permanent Instruction Spaces:	Number of Teaching Stations	Per Teaching Station	Capacity
Academic Classrooms K-3 **4-5**	15 7	24 25	360 175
Arts Education Classrooms (Visual Arts, Drama)	1		
Business/Office Education Classrooms Typing/Keyboard, Computer App., Business, etc.)			
Music Classrooms (Band, Chorus, Music)			
Main Gym (Count as two teaching stations)			
Auxiliary Gym (Count as one teaching station)			
Service/Marketing Classrooms/Labs (Consumer/Health Occupations, Teen Living, Marketing)			
Vocational Education Labs (Do not count associated classrooms)			
Self-Contained Exceptional Classrooms	1	8	
Other (Specify)Computer Lab	1		

Standard Operating Capacity: 454*

***All classrooms below state standard size—capacity computed at 85%**

Adjusted Operating Capacity Based Upon State-wide
K-3rd Voluntary Class Size Reduction Program
Students (@ 21:1 ratio for K-3rd grades): 409

Albemarle County Schools
CEPI School Capacity Worksheet

School Name: ***Murray Elementary School***

Permanent Instruction Spaces:	Number of Teaching Stations	Per Teaching Station	Capacity
Academic Classrooms **K-3** **4-5**	8 6	24 25	192 150
Arts Education Classrooms (Visual Arts, Drama)	1		
Business/Office Education Classrooms Typing/Keyboard, Computer App., Business, etc.)			
Music Classrooms (Band, Chorus, Music)	1		
Main Gym (Count as two teaching stations)	1		
Auxiliary Gym (Count as one teaching station)			
Service/Marketing Classrooms/Labs (Consumer/Health Occupations, Teen Living, Marketing)			
Vocational Education Labs (Do not count associated classrooms)			
Self-Contained Exceptional Classrooms		8	
Other (Specify) Computer Lab, Literacy)	2		

Standard Operating Capacity: 342

Adjusted Operating Capacity Based Upon State-wide K-3rd Voluntary Class Size Reduction Program Students (@ 21:1 ratio for K-3rd grades): 318

Albemarle County Schools
CEPI School Capacity Worksheet

School Name: ***Red Hill Elementary School***

Permanent Instruction Spaces:	Number of Teaching Stations	Per Teaching Station	Capacity
Academic Classrooms **K-3** **4-5**	7 4	24 25	168 100
Arts Education Classrooms (Visual Arts, Drama)			
Business/Office Education Classrooms Typing/Keyboard, Computer App., Business, etc.)			
Music Classrooms (Band, Chorus, Music)	1		
Main Gym (Count as two teaching stations)	1		
Auxiliary Gym (Count as one teaching station)			
Service/Marketing Classrooms/Labs (Consumer/Health Occupations, Teen Living, Marketing)			
Vocational Education Labs (Do not count associated classrooms)			
Self-Contained Exceptional Classrooms	1	8	8
Other (Specify) Title I, PreK	2		

Standard Operating Capacity: 276

Adjusted Operating Capacity Based Upon State-wide K-3rd Voluntary Class Size Reduction Program Students (@ 21:1 ratio for K-3rd grades): 255

Albemarle County Schools
CEPI School Capacity Worksheet

School Name: ***Scottsville Elementary School***

Permanent Instruction Spaces:	Number of Teaching Stations	Per Teaching Station	Capacity
Academic Classrooms K-3 **4-5**	7 4	24 25	168 100
Arts Education Classrooms (Visual Arts, Drama)	1		
Business/Office Education Classrooms Typing/Keyboard, Computer App., Business, etc.)			
Music Classrooms (Band, Chorus, Music)			
Main Gym (Count as two teaching stations)	1		
Auxiliary Gym (Count as one teaching station)			
Service/Marketing Classrooms/Labs (Consumer/Health Occupations, Teen Living, Marketing)			
Vocational Education Labs (Do not count associated classrooms)			
Self-Contained Exceptional Classrooms	1	8	8
Other (Specify)Computer Lab, Title I, Gifted, TV Studio	4		

Standard Operating Capacity: 276

Adjusted Operating Capacity Based Upon State-wide K-3rd Voluntary Class Size Reduction Program Students (@ 21:1 ratio for K-3rd grades): 255

Albemarle County Schools
CEPI School Capacity Worksheet

School Name: ***Stone Robinson Elementary School***

Permanent Instruction Spaces:	Number of Teaching Stations	Per Teaching Station	Capacity
Academic Classrooms **K-3** **4-5**	15 8	24 25	360 200
Arts Education Classrooms (Visual Arts, Drama)	1		
Business/Office Education Classrooms Typing/Keyboard, Computer App., Business, etc.)			
Music Classrooms (Band, Chorus, Music)	1		
Main Gym (Count as two teaching stations)	1		
Auxiliary Gym (Count as one teaching station)			
Service/Marketing Classrooms/Labs (Consumer/Health Occupations, Teen Living, Marketing)			
Vocational Education Labs (Do not count associated classrooms)			
Self-Contained Exceptional Classrooms		8	
Other (Specify)Computer Lab, PreK			

Standard Operating Capacity: 560

Adjusted Operating Capacity Based Upon State-wide
K-3rd Voluntary Class Size Reduction Program
Students (@ 21:1 ratio for K-3rd grades): 515

Albemarle County Schools
CEPI School Capacity Worksheet

School Name: ***Stony Point Elementary School***

Permanent Instruction Spaces:	Number of Teaching Stations	Per Teaching Station	Capacity
Academic Classrooms K-3 **4-5**	11 4	24 25	264 100
Arts Education Classrooms (Visual Arts, Drama)	1		
Business/Office Education Classrooms Typing/Keyboard, Computer App., Business, etc.)			
Music Classrooms (Band, Chorus, Music)			
Main Gym (Count as two teaching stations)	1		
Auxiliary Gym (Count as one teaching station)			
Service/Marketing Classrooms/Labs (Consumer/Health Occupations, Teen Living, Marketing)			
Vocational Education Labs (Do not count associated classrooms)			
Self-Contained Exceptional Classrooms	1	8	8
Other (Specify)Relaxation Room, Computer Lab	2		

Standard Operating Capacity: 372

Adjusted Operating Capacity Based Upon State-wide
K-3rd Voluntary Class Size Reduction Program
Students (@ 21:1 ratio for K-3rd grades): 339

Albemarle County Schools
CEPI School Capacity Worksheet

School Name: ***Woodbrook Elementary School***

Permanent Instruction Spaces:	Number of Teaching Stations	Per Teaching Station	Capacity
Academic Classrooms **K-3** **4-5**	12 6	24 25	288 150
Arts Education Classrooms (Visual Arts, Drama)	1		
Business/Office Education Classrooms Typing/Keyboard, Computer App., Business, etc.)			
Music Classrooms (Band, Chorus, Music)	1		
Main Gym (Count as two teaching stations)	1		
Auxiliary Gym (Count as one teaching station)			
Service/Marketing Classrooms/Labs (Consumer/Health Occupations, Teen Living, Marketing)			
Vocational Education Labs (Do not count associated classrooms)			
Self-Contained Exceptional Classrooms		8	
Other (Specify) Computer Lab PreK	1 1		

Standard Operating Capacity: 438

Adjusted Operating Capacity Based Upon State-wide K-3rd Voluntary Class Size Reduction Program Students (@ 21:1 ratio for K-3rd grades): 402

Albemarle County Schools
CEPI School Capacity Worksheet

School Name: ***Yancey Elementary School***

Permanent Instruction Spaces:	Number of Teaching Stations	Per Teaching Station	Capacity
Academic Classrooms K-3 **4-5**	7 3	24 25	168 75
Arts Education Classrooms (Visual Arts, Drama)	.5		
Business/Office Education Classrooms Typing/Keyboard, Computer App., Business, etc.)			
Music Classrooms (Band, Chorus, Music)	.5		
Main Gym (Count as two teaching stations)	1		
Auxiliary Gym (Count as one teaching station)			
Service/Marketing Classrooms/Labs (Consumer/Health Occupations, Teen Living, Marketing)			
Vocational Education Labs (Do not count associated classrooms)			
Self-Contained Exceptional Classrooms	1	8	8
Other (Specify) Pullouts	2		

Standard Operating Capacity: 251

Adjusted Operating Capacity Based Upon State-wide K-3rd Voluntary Class Size Reduction Program Students (@ 21:1 ratio for K-3rd grades): 230

Albemarle County Schools
CEPI School Capacity Worksheet

School Name: ***Burley Middle School***

Permanent Instruction Spaces:	Number of Teaching Stations	Per Teaching Station	Capacity
Academic Classrooms (English, Foreign Language, Social Studies, Math, Science)	32	25	800
Arts Education Classrooms (Visual Arts, Drama)		21	
Business/Office Education Classrooms Typing/Keyboard, Computer App., Business, etc.)	3	25	75
Music Classrooms (Band, Chorus, Music)	1	40	40
Main Gym (Count as two teaching stations)	1	25	50
Auxiliary Gym (Count as one teaching station)			
Service/Marketing Classrooms/Labs (Consumer/Health Occupations, Teen Living, Marketing)		20	
Vocational Education Labs (Do not count associated classrooms)	2	20	40
Self-Contained Exceptional Classrooms	3	8	24
Other (Specify) Broadcast Studio	1		

Standard Operating Capacity
844 Students
(Total Capacity 994 X .85)

Albemarle County Schools
CEPI School Capacity Worksheet

School Name: ***Henley Middle School***

Permanent Instruction Spaces:	Number of Teaching Stations	Per Teaching Station	Capacity
Academic Classrooms (English, Foreign Language, Social Studies, Math, Science)	42	25	1050
Arts Education Classrooms (Visual Arts, Drama)	1	21	21
Business/Office Education Classrooms Typing/Keyboard, Computer App., Business, etc.)		25	
Music Classrooms (Band, Chorus, Music)	3	40	120
Main Gym (Count as two teaching stations)	1	25	50
Auxiliary Gym (Count as one teaching station)			
Service/Marketing Classrooms/Labs (Consumer/Health Occupations, Teen Living, Marketing)	1	20	20
Vocational Education Labs (Do not count associated classrooms)	1	20	20
Self-Contained Exceptional Classrooms	7	8	56
Other (Specify)TV Studio, Fitness, Computer Lab (3)	5		

Standard Operating Capacity
1136 Students
(Total Capacity 1337 X .85)

Albemarle County Schools
CEPI School Capacity Worksheet

School Name: ***Jouett Middle School***

Permanent Instruction Spaces:	Number of Teaching Stations	Per Teaching Station	Capacity
Academic Classrooms (English, Foreign Language, Social Studies, Math, Science)	28	25	700
Arts Education Classrooms (Visual Arts, Drama)	1	21	21
Business/Office Education Classrooms Typing/Keyboard, Computer App., Business, etc.)		25	
Music Classrooms (Band, Chorus, Music)	3	40	120
Main Gym (Count as two teaching stations)	1	25	50
Auxiliary Gym (Count as one teaching station)			
Service/Marketing Classrooms/Labs (Consumer/Health Occupations, Teen Living, Marketing)	2	20	40
Vocational Education Labs (Do not count associated classrooms)		20	
Self-Contained Exceptional Classrooms	4	8	32
Other (Specify) Broadcast Studio	1		

Standard Operating Capacity
818 Students
(Total Capacity 963 X .85)

Albemarle County Schools
CEPI School Capacity Worksheet

School Name: ***Sutherland Middle School***

Permanent Instruction Spaces:	Number of Teaching Stations	Per Teaching Station	Capacity
Academic Classrooms (English, Foreign Language, Social Studies, Math, Science)	29	25	725
Arts Education Classrooms (Visual Arts, Drama)	1	21	21
Business/Office Education Classrooms Typing/Keyboard, Computer App., Business, etc.)		25	
Music Classrooms (Band, Chorus, Music)	3	40	120
Main Gym (Count as two teaching stations)	1	25	50
Auxiliary Gym (Count as one teaching station)			
Service/Marketing Classrooms/Labs (Consumer/Health Occupations, Teen Living, Marketing)		20	
Vocational Education Labs (Do not count associated classrooms)	2	20	40
Self-Contained Exceptional Classrooms	3	8	24
Other (Specify)TV Studio, Fitness, Computer Lab (2), ESOL, ISS, Robotics, Gifted	8		

Standard Operating Capacity
833 Students
(Total Capacity 980 X .85)

Albemarle County Schools
CEPI School Capacity Worksheet

School Name: ***Walton Middle School***

Permanent Instruction Spaces:	Number of Teaching Stations	Per Teaching Station	Capacity
Academic Classrooms (English, Foreign Language, Social Studies, Math, Science)	22	25	550
Arts Education Classrooms (Visual Arts, Drama)	1	21	21
Business/Office Education Classrooms Typing/Keyboard, Computer App., Business, etc.)	2	25	50
Music Classrooms (Band, Chorus, Music)	2	40	80
Main Gym (Count as two teaching stations)	1	25	50
Auxiliary Gym (Count as one teaching station)			
Service/Marketing Classrooms/Labs (Consumer/Health Occupations, Teen Living, Marketing)		20	
Vocational Education Labs (Do not count associated classrooms)	2	20	40
Self-Contained Exceptional Classrooms	1	8	8
Other			

Standard Operating Capacity
679 Students
(Total Capacity 799 X .85)

Albemarle County Schools
CEPI School Capacity Worksheet

School Name: ***<u>Albemarle High School</u>***

Permanent Instruction Spaces:	Number of Teaching Stations	Per Teaching Station	Capacity
Academic Classrooms (English, Foreign Language, Social Studies, Math, Science)	70	25	1750
Arts Education Classrooms (Visual Arts, Drama)	4	21	82
Business/Office Education Classrooms Typing/Keyboard, Computer App., Business, etc.)	1	25	25
Music Classrooms (Band, Chorus, Music)	2	40	80
Main Gym (Count as two teaching stations)	1	25	50
Auxiliary Gym (Count as one teaching station)	1	25	25
Service/Marketing Classrooms/Labs (Consumer/Health Occupations, Teen Living, Marketing)		20	
Vocational Education Labs (Do not count associated classrooms)	2	20	40
Self-Contained Exceptional Classrooms	8	8	64
Other (Specify)			

Standard Operating Capacity
1798 Students
(Total Capacity 2116 X .85)

Albemarle County Schools
CEPI School Capacity Worksheet

School Name: ***Monticello High School***

Permanent Instruction Spaces:	Number of Teaching Stations	Per Teaching Station	Capacity
Academic Classrooms (English, Foreign Language, Social Studies, Math, Science)	66	25	1575
Arts Education Classrooms (Visual Arts, Drama)	3	21	63
Business/Office Education Classrooms Typing/Keyboard, Computer App., Business, etc.)	3	25	75
Music Classrooms (Band, Chorus, Music)	2	40	80
Main Gym (Count as two teaching stations)	1	25	50
Auxiliary Gym (Count as one teaching station)	1	25	25
Service/Marketing Classrooms/Labs (Consumer/Health Occupations, Teen Living, Marketing)	1	20	20
Vocational Education Labs (Do not count associated classrooms)	2	20	40
Self-Contained Exceptional Classrooms	3	8	24
Other (Specify)			

Standard Operating Capacity
1659 Students
(Total Capacity 1952 X .85)

Albemarle County Schools
CEPI School Capacity Worksheet

School Name: ***Western Albemarle High School***

Permanent Instruction Spaces:	Number of Teaching Stations	Per Teaching Station	Capacity
Academic Classrooms (English, Foreign Language, Social Studies, Math, Science)	53	25	1325
Arts Education Classrooms (Visual Arts, Drama)	3	21	63
Business/Office Education Classrooms Typing/Keyboard, Computer App., Business, etc.)	1	25	25
Music Classrooms (Band, Chorus, Music)	2	40	80
Main Gym (Count as two teaching stations)	1	25	50
Auxiliary Gym (Count as one teaching station)	1	25	25
Service/Marketing Classrooms/Labs (Consumer/Health Occupations, Teen Living, Marketing)	2	20	40
Vocational Education Labs (Do not count associated classrooms)	1	20	20
Self-Contained Exceptional Classrooms		8	
Other (Specify)			

Standard Operating Capacity
1383 Students
(Total Capacity 1628 X .85)

Albemarle County Schools
Current CIP Projects Affecting Capacity

Brownsville ES

10 Regular classrooms, 1 self-contained classroom, 4 resource rooms, 5 offices, and 1 faculty workroom
2009 Completion

Crozet ES

9 regular classrooms, 4 resource rooms, 2 offices, and 1 faculty workroom
2013 completion

Hollymead ES

5 regular classrooms, 1 preK handicapped, resource rooms, offices, faculty workroom
2014 completion

Sutherland MS

4 regular classrooms, ISS rooms, several office
2014 completion

Western Albemarle HS

5 regular classrooms, 4 small classrooms, 3 science rooms, 1 learning lab, teacher workrooms
2012 completion

Albemarle HS

6 regular classrooms, 3 science classrooms, 1 learning lab, teacher workrooms

Appendix F

ALBEMARLE COUNTY PUBLIC SCHOOLS
ENROLLMENT PROJECTIONS
FY 07/08 TO 11/12

	FY 02/03 Enrollment	FY 03/04 Enrollment	FY 04/05 Enrollment	FY 05/06 Enrollment	FY 06/07 Preliminary	FY 07/08 Estimate	FY 08/09 Estimate	FY 09/10 Estimate	FY 10/11 Estimate	FY 11/12 Estimate	Five Year Increase
AGNOR-HURT	429	417	392	408	432	426	434	448	453	440	
BAKER-BUTLER	453	453	452	511	496	500	511	525	535	540	
BROADUS WOOD	350	323	313	305	287	281	270	267	261	241	
BROWNSVILLE	320	324	350	375	383	439	426	442	442	453	
CALE	507	474	530	542	531	550	581	589	564	565	
CROZET	340	371	375	395	428	399	452	451	466	464	
GREER	399	392	388	409	413	411	420	418	430	417	
HOLLYMEAD	427	459	477	468	442	443	473	476	466	456	
MERIWETHER LEWIS	448	422	412	405	384	412	395	394	386	368	
V L. MURRAY	267	280	289	265	273	270	270	267	273	266	
RED HILL	170	178	181	159	173	180	185	188	183	185	
SCOTTSVILLE	178	180	179	175	170	170	170	176	167	167	
STONE ROBINSON	459	457	440	448	416	395	405	404	405	390	
STONY POINT	205	212	205	213	250	259	268	273	275	263	
WOODBROOK	322	329	297	298	307	319	308	309	301	289	
YANCEY	149	144	131	131	158	164	162	164	159	154	
Elementary School Total	**5,423**	**5,415**	**5,411**	**5,507**	**5,543**	**5,618**	**5,730**	**5,791**	**5,766**	**5,658**	
Elementary School Yearly Increase	*-78*	*-8*	*-4*	*96*	*36*	*75*	*112*	*61*	*-25*	*-108*	*115*
BURLEY	405	403	401	411	522	511	485	479	484	532	
HENLEY	670	691	687	720	766	792	793	857	875	909	
JOUETT	572	575	560	520	528	517	527	524	497	522	
SUTHERLAND	665	660	692	676	587	551	550	553	587	608	
WALTON	665	603	599	573	443	421	401	415	439	441	
Middle School Total	**2,977**	**2,932**	**2,939**	**2,900**	**2,845**	**2,792**	**2,755**	**2,827**	**2,881**	**3,011**	
Middle School Yearly Increase	*98*	*-45*	*7*	*-39*	*-87*	*-53*	*-37*	*72*	*54*	*130*	*166*
ALBEMARLE	1,651	1,632	1,694	1,691	1,709	1,725	1,718	1,675	1,608	1,572	
WESTERN	1,020	1,068	1,076	1,091	1,111	1,083	1,120	1,102	1,109	1,149	
MONTICELLO	1,096	1,115	1,145	1,142	1,128	1,141	1,131	1,109	1,120	1,080	
MURRAY	85	89	92	108	109	109	109	109	109	109	
High School Total	**3,852**	**3,904**	**4,007**	**4,032**	**4,057**	**4,058**	**4,078**	**3,995**	**3,946**	**3,910**	
High School Yearly Increase	*92*	*52*	*103*	*25*	*25*	*1*	*20*	*-83*	*-49*	*-36*	*-147*
Overall Increase from year to year	112	-1	106	82	6	23	95	50	-20	-14	*134*
TOTAL	**12,252**	**12,251**	**12,357**	**12,439**	**12,445**	**12,468**	**12,563**	**12,613**	**12,593**	**12,579**	

Appendix G

ALBEMARLE COUNTY PUBLIC SCHOOLS
ENROLLMENT BY GRADE
ENROLLMENT AS OF SEPTEMBER 5th - LAST DAY CALL-IN (SASI MUST MATCH)

	K	1	2	3	4	5	6	7	8	9	10	11	12	Post High	Home School	[illegible]	07/08 Projections	DIFFERENCE	9/30/2006 ACTUAL
AGNOR-HURT	69	90	81	70	58	65										[illegible]	426	7	432
BAKER BUTLER	79	79	86	88	89	75										[illegible]	500	4	496
BROADUS WOOD	35	40	61	45	52	57										[illegible]	281	9	287
BROWNSVILLE	58	71	57	73	76	67										[illegible]	439	37	383
CALE	87	95	85	104	78	62										[illegible]	550	39	531
CROZET	64	66	68	50	68	66										[illegible]	399	-17	428
GREER	76	86	82	55	64	62										[illegible]	411	14	413
HOLLYMEAD	76	63	78	85	80	78										[illegible]	443	17	442
MERIWETHER LEWIS	62	63	81	80	83	68										[illegible]	412	25	384
V. L. MURRAY	41	42	48	34	48	40										[illegible]	270	-17	273
RED HILL	37	32	22	32	33	24										[illegible]	180	0	173
SCOTTSVILLE	40	29	20	29	20	30										[illegible]	170	2	170
STONE ROBINSON	76	63	75	63	77	61										[illegible]	395	20	416
STONY POINT	47	52	60	39	41	38										[illegible]	259	18	250
WOODBROOK	50	53	49	47	49	61										[illegible]	319	-10	307
YANCEY	32	25	29	28	26	28										[illegible]	164	4	158
TOTAL BY GRADE	929	949	982	922	942	882										[illegible]	5618	-12	5,543
BURLEY							171	168	162						0.50	[illegible]	511	9.5	522
HENLEY							241	255	277							[illegible]	792	-19	766
JOUETT							183	180	180							[illegible]	517	26	528
SUTHERLAND							178	198	177							[illegible]	551	2	587
WALTON							131	117	164						0	[illegible]	421	-9	443
TOTAL BY GRADE:							904	918	960						0.50	[illegible]	2792	-9.5	2,846
ALBEMARLE										510	449	417	358	25	2.00	1,761	1725	36	1,709
MONTICELLO										303	280	290	276		0.50	1,149.5	1141	8.5	1,128
MURRAY										16	20	42	30			108	109	-1	109
WESTERN										277	271	263	235	0	0.50	1046.5	1083	36.5	1111
TOTAL BY GRADE										1106	1020	1012	899	25	3.00	4,065	4058	7	4,057
TOTAL	929	949	982	922	942	882	904	918	960	1106	1020	1012	899	25	3.50	12,453.50	12468	15	12,446
PROJECTED BY GRADE	886	950	997	920	959	906	898	918	973	1119	1043	980	887	26	4.75	12468			
VARIANCE	[illegible]	-1	15	2	17	24	6	0	[illegible]	13	23	32	12	-1	1.25	-15			

Appendix H

Albemarle County Schools

Adopted Competitive Market
Per Pupil Expenses

County/City	Per Pupil Expenses
Albemarle	$11,244
Augusta	8,030
Buckingham	9,011
Charlottesville	13,205
Chesapeake	9,051
Chesterfield	7,858
Danville	8,954
Fauquier	9,546
Fluvanna	7,956
Greene	8,806
Hanover	7,937
Harrisonburg	10,307
James City	9,018
Loudoun	11,975
Louisa	8,721
Lynchburg	9,240
Madison	8,804
Montgomery	8,700
Nelson	9,892
Orange	8,104
Prince William	9,384
Roanoke (County)	8,343
Roanoke (City)	9,903
Rockingham	8,617
Spotsylvania	8,282
Staunton	9,333
Virginia Beach	9,113
Williamsburg	15,256
Albemarle County Service Authority	N/A
Martha Jefferson Hospital	N/A
UVA Health Systems	N/A