Budget Work Session

Department of Instruction
January 20, 2016
Organization of Information

• Department of Instruction Overview
• Key Themes in Stakeholder Input
• Context for Continuous Improvement
• Major Initiatives
• Major Budget Components
  ✓ Proposed Organizational Structures
  ✓ Academies of Loudoun and Academy of Engineering & Technology
  ✓ Full-Day Kindergarten
  ✓ Differentiated Staffing
  ✓ Staffing Standards
  ✓ Musical Theatre Arts High School Magnet Program
  ✓ Athletics
  ✓ Teaching and Learning
  ✓ Instructional Programs
FY17 Budget by Object Expenditure

- Personnel, 95.51%
- Operations & Maintenance, 4.43%
- Capital Outlay, 0.06%
Offices within DOI

Elementary School Education
Teaching & Learning
Middle School Education
Instructional Programs
High School Education
School Administration
DOI Core Questions

Core Belief: A culture of continuous improvement drives the fulfilment of our mission

- How can we reach our strategic goals, improve student learning and performance on identified metrics, and align our plans, processes, decisions, and organizational structures?
- What do the voices of our customers tell us?
- How can the Baldrige Performance Excellence Criteria assist us with fulfilling our mission?
Key Themes from Stakeholders

- Instruction individualized to meet all student’s needs
- Differentiation of resources to assist schools with high percentages of socio-economic disadvantaged and ELL students
- Mathematics as an area for emphasis
- Importance of STEM fields in preparing a workforce for the region
- Emphasis on system alignment
- Emphasis on up-to-date textbook management that includes transitioning into digital resources and materials
Reacting to Problems

Aligned Approach
✓ Operations characterized by processes that are repeatable and regularly evaluated for improvement
✓ Shared learnings and coordination among organizational units
✓ Processes address key strategies and goals

Early Systematic Approach

Integrated Approach
✓ Operations characterized by processes that are repeatable and regularly evaluated for change and improvement in collaboration with other affected units
✓ Efficiencies across units sought and achieved
✓ Processes and measures track programs on key strategic and operational goals

Baldrige Performance Excellence Criteria
Processes
- Approach – What are the processes or methods you are putting in place?
- Deployment – How well are your methods and processes consistently executed?
- Learning – What are our feedback loops and leading indicator data you collect to make adjustments along the way?
- Integration – How well spread is the method/ or process throughout the organization?

Results
- Levels – What are the levels of performance?
- Trends – What are the trends in the metrics being reviewed?
- Comparisons – How do we compare to comparable organizations and competitor organizations?
- Integration – Do the results measure processes and action steps across the units of the organization?
Differentiated Instruction

Strong Core Curriculum + Differentiation

Students' Performance Range is Significantly Below Grade Level (1-7%)

Core
Students' Performance Range is Slightly Below to Slightly Above Grade Level (80-90%)

Students' Performance Range is Below Grade Level (5-15%)

Students' Performance Range is Significantly Above Grade Level (1-7%)

Students' Performance Range is Above Grade Level (5-15%)

Adapted by Loudoun County Public Schools from the works of George Sugai & Timothy Lewis
Major Initiatives

- Build on early successes of One to the World learning experiences
- Develop an assessment and internal accountability framework for significant content and competencies
- Create a professional learning framework to support capacity building and continuous improvement
- Further support One to the World by initiating individualized/ personalized learning work
Major Initiatives

✓ Continue full-day kindergarten expansion

✓ Open the Academy of Engineering and Technology with a freshman cohort in fall of 2016

✓ Open a high school performing arts magnet program (Musical Theater) in fall of 2016

✓ Implement differentiated staffing
Budget Components
Proposed Organizational Structures

• Expand the current role of the Technology Resource Teacher

• Redefine the current role of the Pathways to Reading Facilitators to Elementary Instructional Facilitators and add a Middle School English Language Arts and Mathematics Facilitator

• Consolidate instructional support positions within DOI repurposing 8 FTEs; reducing 11.8 FTEs
Budget Components
Proposed Organizational Structures

• Move resources closer to teachers by locating them within 2-4 schools rather than at the Instructional Resource Centers at the School Administration Building and Round Hill.

• Apply the secondary model for decentralized receiving of library media resources to the elementary level
  • Average of 472 items annually
  • Consider pre-barcoded materials
  • Reassess cataloging procedures
  • Close central receiving
  • Consider part-time assistance at the largest elementary schools
Budget Components
Proposed Organizational Structures

Increases in personnel are possible due to repurposing 10 FTE; adding 4 FTE and by reorganization of instructional support within the department.

The proposed positions include:

- Elementary Instructional Facilitators (10 for 4 content areas)
- Middle School English Language Arts Instructional Facilitator
- Middle School Mathematics Instructional Facilitator
- Supervisor of Instructional Facilitators
- Supervisor for Content, Competencies & Community Connections

The funding for the proposed newly created positions comes from the proposed repurposed positions.
Current Structure
Pathways to Reading & Writing

- Classroom Teachers
- Students
- Reading Teachers
- 9 Pathways Facilitators
- Supervisor for Pathways to Reading & Writing
Budget Components
Proposed Organizational Structure

Students

Classroom Teachers

Reading Teachers

Technology Resource Teachers

10 Elementary Instructional Facilitators

Supervisor for Pathways

Supervisor for Instructional Facilitators

Supervisor for English, Language Arts, Math, Science & Social Science
Proposed Organizational Structure
Middle School

- Students
  - Classroom Teachers
    - Reading Teachers
    - Technology Resource Teachers
  - 1 English Language Arts & 1 Math Instructional Facilitator
    - Supervisors for English Language Arts & Math
      - Supervisor for Instructional Facilitators
# Budget Components

## Proposed Organizational Structures

<table>
<thead>
<tr>
<th></th>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Mathematics Support</strong></td>
<td>1 Supervisor &amp; 1 Specialist K-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Proposed Mathematics Support</strong></td>
<td>10 Elementary Instructional Facilitators</td>
<td>1 Instructional Facilitator</td>
<td>1 Supervisor</td>
</tr>
<tr>
<td></td>
<td>1 Specialist for Special Projects Support</td>
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</table>
• Reorganizes the way in which support is provided for instructional operations
  ✓ Reduces 12.8 Instructional Materials Technicians (Level 12) and 1 Program Assistant (Level 13)
  ✓ Adds 4 Secretary III positions (Level 13) and 4 Receptionist positions (Level 10)
  ✓ The net result is a decrease in total positions, more level 13 positions, more level 10 positions, and fewer level 12 positions for a decrease of $635,000 in these line items.
  ✓ This amount exceeds the cost of the additional instructional facilitators.
This position would focus on three areas:

- Instruction, assessment, and professional development relating to the integration of significant content & important competencies
- Partnerships that support One to the World learning experiences
- Enhancement of dual enrollment opportunities
• Differentiated instruction contributes to greater growth in the development of students as knowledgeable critical thinkers, communicators, collaborators, creators and contributors.

• Blended learning is an instructional strategy that enables individual student needs to be met through the blending of face-to-face instruction and the use of adaptive digital content.

• Blended learning includes project and group learning, teacher-directed instruction, and individualized content.

• Three cohorts of five schools at the elementary and middle school levels will be selected via an application process to begin work on blended learning this spring.
Budget Components
Academies of Loudoun & AET

- Funding is requested to open the Academy of Engineering & Technology for the fall of 2016 with a freshman cohort of up to 75 students each day.
  - 1 Principal Position for the Academies of Loudoun
  - 1 Director Position for the Academy of Engineering & Technology
  - 6 Teacher Positions
  - 1 Secretary
Offices within DOI

- Elementary School Education
- Middle School Education
- High School Education
Elementary - Staffing Standards

• Elementary Dean
  ✓ Repurposes 13 Administrative Intern positions as 17 Deans
  ✓ Distributes PD planning and delivery responsibilities
  ✓ Name change enhances effectiveness in interacting with parents to support students
  ✓ Increases teacher efficacy as Deans monitor instruction and contribute their feedback
  ✓ Provides one Dean per school 800+ or one for schools with 700+ and 70+ instructional personnel
  ✓ Adds 10 days beyond teacher contract and provides $1,200 annual stipend
• Differentiated Staffing
  ✓ 7 Elementary Schools qualified for differentiated staffing for a total of 11 FTEs

• Large Schools
  ✓ 1,200 student threshold for 3rd AP, 4th secretary
• Full-Day Kindergarten Start-Up Costs
  ✓ 36 new classrooms
  ✓ $2,000 per = $72,000

• Material, Supplies, and Equipment
  ✓ Increased enrollment = 840 students (K-5)
  ✓ Per pupil allocation
  ✓ Textbooks increased due to unmet needs & student growth (funded through DOI reorganization)
### Proposal Expands FDK Capacity to Approximately 75% of All Kindergarten Students*

<table>
<thead>
<tr>
<th>School Year</th>
<th># FDK Students Served</th>
<th># FDK Students Capacity</th>
<th>FDK Capacity % of all K Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>518</td>
<td>545</td>
<td>11%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>1536</td>
<td>1665</td>
<td>34%</td>
</tr>
<tr>
<td>2016-2017 Proposed</td>
<td>actual # served TBD</td>
<td>3841</td>
<td>75%*</td>
</tr>
</tbody>
</table>

Applies an 18% increase to projected enrollment at universal FDK sites ONLY (Total K enrollment = 5121); Based on existing capacity, not proposed classroom additions
Proposed Expansion of FDK
For 2016-2017 School Year

Increase number of FDK classes from 69 to approximately 167
Increase number of schools with universal FDK (100% of their
kindergarten students in FDK) from 6 to 32*
Increase number of schools with at least one FDK class from 35
to approximately 43*

*perhaps more after redrawing Central Loudoun attendance
boundaries
• Differentiated Staffing
  ✓ 5 Middle Schools qualified for differentiated staffing for a total of 5.7 FTEs

• MS 9 is scheduled to open in the Fall of 2017
  ✓ 1.0 MS Principal
  ✓ 1.0 Secretary II
Budget Components
Middle School Staffing Standards

• Middle School Dean
  ✓ Addition of a qualifier (FRE population > 18%) for standard of 3 middle school deans
  ✓ 5 schools meet the modified standard

• Technology Assistants
  ✓ All Middle Schools will have 1.0 Technology Assistant
  ✓ 7 schools will see their 0.5 increase to a 1.0

• Large Schools
  ✓ Two Middle Schools have a projected enrollment of over 1700 students
  ✓ Staffing standards were modified for large schools to include an additional Assistant Principal, Secretary 1, Technology Assistant, and Study Hall Monitor
• Materials, Supplies, and Equipment
  ✔ Increase in textbooks due to unmet needs & student growth (funded through DOI reorganization)

• Training and Continuing Education
  ✔ Ongoing professional development for AVID schools
• Riverside High School
  ✔1.0 HS Assistant Principal added to meet phase two of a new school opening

• Performing Arts Magnet at Heritage High School
  ✔1.0 Performing Arts Teacher

• Technology Assistant
  ✔9.0 Technology Assistants for enhancement of online / blended learning

• Differentiated Staffing
  ✔5 High Schools qualified for differentiated staffing for a total of 9.0 FTEs
• Contractual Services
  ✔ Decreased by $25,900 and reallocated to training and continuing education funds

• Training and Continuing Education
  ✔ Increased by reallocated funds from contractual services
  ✔ Ongoing professional development for AVID schools
  ✔ Ongoing professional development for AdvancEd and OttW
• Materials, Supplies, and Equipment
  ✔ Increase in graduation supplies and equipment to include the addition of Rock Ridge High School ($18,000)
  ✔ Educational supplies due to growth ($55,968)
  ✔ Resources for the Musical Theatre Arts Magnet program at Heritage High School ($33,502)
  ✔ Textbooks increased due to unmet needs & student growth (funded through DOI reorganization)
• Designed for the serious musical theatre student

• Start with a cohort of 24-35 juniors and seniors in FY17; add another cohort in FY18

• Students take three courses during junior year and three courses during senior year at the Performing Arts Magnet at Heritage High School
  ✓ 2 Dance electives with a focus on theatre dance & current Broadway choreography
  ✓ 2 Theatre electives with a focus on musical theatre scene work and acting
  ✓ 2 Voice electives with an emphasis on solo musical theatre style and repertoire
• Students remain enrolled at their home school
  ✓ Students may participate in home school’s choral and drama department, if scheduling allows (which would also allow student to represent home school in VHSL, District/Honors/State Choirs, and VMEA)

• FY17 Staffing ($93,021)
  ✓ 1.0 FTE includes three components: .4 Theatre Teacher; .4 Music Teacher; .2 Dance Teacher

• FY17 Start-up Instruction Materials ($33,502)

• Anticipated FY18 Expenditures
  ✓ An additional 1.0 teaching position
  ✓ Additional Start-up Instructional Materials ($33,502)
Offices within DOI

- School Administration
- Instructional Programs
- Teaching & Learning
School Administration
Athletics

• Increase in contractual services by 9.8% includes
  ✓ Opening of Riverside (includes security)

• Increase in materials, supplies, and equipment
  ✓ Start up costs for field hockey and indoor track

• Increase in furniture and equipment by 245.5%
  ✓ Startup equipment and uniforms cost for Field Hockey at 15 schools, replacement gators and baseball and softball scoreboards

Athletics pps.
52-53
• Increase in part-time salaries is due to an increase in the number of screenings at the ELL Welcome Center (summer work).

• Increase in contractual services is for translation services to support the USDOE, DOJ and OCR Title III Guidance requiring translation services in all languages.

• Increase in computers and software are for laptops for the ELL Welcome Center due the assessments are transitioning to online assessments. The software increase is for the licenses for digital content due to growth in enrollment.

• Increase in training and continuing education covers costs associated with additional teachers and students.
Instructional Programs
Virtual Loudoun

• Virtual Loudoun
  ✓ Elimination of the zero-period at the high school
  ✓ Conversion of the zero-period FTEs to FTEs for Virtual Loudoun

These FTEs will be utilized to contract with teachers to teach virtual courses rather than used to staff full-time virtual teachers. By utilizing portions of FTEs in this way a broader array of offerings can be provided to students across the school division.

Virtual Loudoun
pps. 160-162