STRATEGIC PLAN REPORT: RESOURCE STEWARDSHIP

We commit to champion the needs of our school communities and be responsible stewards of the public’s investment.

Narrative Summary for FY19
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Introduction

This Strategic Plan report is the first Resource Stewardship report to be completed since the School Board’s adoption of the Strategic Plan SY 2018-20 Focus on March 7, 2019. The adopted plan includes streamlined outcomes the Division is focusing on for school years (SYs) 2018-20, along with enhanced metrics and streamlined targets to demonstrate progress on those outcomes. This Resource Stewardship report reflects FCPS’ functioning, including actions and outcomes, during fiscal year 2019 (July 2018 through June 2019). Because the approval of the enhanced Strategic Plan occurred near the end of the reporting period, the actions described in this report are not intentionally aligned with the now-approved metrics and targets. Nonetheless, the actions in this report are intended to further most approved metrics. Future reports will describe intentionally aligned actions implemented to help the Division reach its desired outcomes.

Report Organization

The Resource Stewardship goal area includes one outcome approved by the School Board as a focus for the 2018-20 period (“Fiscal budgeting and allocation will maximize FCPS effectiveness and efficiency”). Reporting on this outcome comprises three sections:

- **Overview** of FY19 performance and progress toward the 2018-20 targets for each of the plan’s four associated aspirations.
- **Detail** of FY19 and progress toward the 2018-20 targets in each of the following subsections. The detail subsections are repeated for each of the plan’s four associated aspirations.
  - **Outcomes Narrative** details the performance on each metric and highlights progress toward the 2018-20 target.
  - **Actions Narrative** highlights individual activities falling under the overarching strategic action (“How”) that staff had implemented. In this first year, since it is a look back at FY19, when these structures were not in place, these activities describe what FCPS had undertaken during that year. In future years, the activities listed in this section will describe programs, services, projects, and initiatives that are part of the Division’s High-Level Work Plans developed specifically to achieve each outcome.
  - **Return on Investment (ROI) Analysis** provides evidence of the relation between funds expended on activities and strategic benefits. ROI can also support decisions made on whether to continue, modify, or end activities within the High-Level Work Plans. In this first year of reporting on the new metrics, ROI analysis should not be used for this latter purpose as FY19 activities were not specifically intended to support the new metrics.
  - **Data Analysis and Conclusions** provides an analysis of the effectiveness of the activities taken to make progress toward the goal and what adjustments, if any, are recommended for FCPS to make continued progress or extend efforts to new initiatives.
- **Future Considerations** contains implications for policy, funding, and/or strategic concerns.

Performance Color Codes

For this report, each metric listed in the “What” section has a color-coded assessment of overall progress on each metric toward the SYs 2018-20 Targets. The assessments of progress reported on in this report are interim assessments toward the SYs 2018-20 Target and, therefore, any improvement since baseline was judged as having progressed toward the target. Both the overall assessment and the color-coding of FY 2019 performances used the following color codes:

- **Dark teal** indicates that SY 2018-19 performance met or exceeded the SYs 2018-20 target.
Light teal indicates that SY 2018-19 performance progressed toward the SYs 2018-20 target.

Yellow-green indicates that SY 2018-19 performance made limited progress toward the 2018-20 target, meaning performance was above the baseline, but not improved performance over the prior reporting year.

Yellow indicates that SY 2018-19 performance did not make progress toward the SYs 2018-20 target.

Overall assessments for metrics with subgroups added one additional category: In cases where the metric includes performance by subgroups, all the subgroups had to have met the SYs 2018-20 Target for Overall Progress to be color-coded dark teal, and all but one subgroup needed to have progressed toward the target (not including limited progress) to be color-coded light teal. For any metric where a majority of the subgroups showed progress (even if only limited progress), but one or more did not make progress was color-coded yellow-green. For any metric where the majority of subgroups were not showing progress, the performance was color-coded yellow.

Return on Investment

This is the first year that return on investment (ROI) information is being included in FCPS’ annual Strategic Plan reporting on the Resource Stewardship goal area. ROI calculations are based on funds that could be directly tied to new or enhanced actions associated with the current metrics that occurred during FY19. It is anticipated that future reports will allow for more complex ROI analyses, as we align our programs, services, projects, and initiatives to the focused plan and our new metrics and targets.

FCPS uses a continuum of approaches for evaluating the link between expenditures and benefits to analyze ROI (see graphic below). As approaches increase along this continuum, so do the time, data, and expertise required for execution. Less complex approaches are more descriptive than evaluative, describing outcomes observed after related funds are spent. More complex approaches become increasingly evaluative and, in some cases, can definitively link specific expenditures to their related benefits. The five approaches that FCPS uses to assess the ROI are:

- **Cost per participant** describes expenditures in relation to the number of participants in a program or project, or the number of recipients of services provided by a service or initiative.
- **Cost description** is a process of identifying observed non-monetary benefits that are associated with a funded program, service, project, or initiative, such as improvements to student achievement, operational efficiency, or teacher retention.
- **Monetary ROI** evaluates whether a monetary investment results in a monetary gain larger than the initial investment amount (e.g., cost savings or cost avoidance).
- **Impact ROI** is used to show non-monetary benefits (e.g., student achievement, operational efficiency, teacher retention) associated with the funding for a program, service, project, or initiative compared to the benefits and associated funding for a different program, service, project, or initiative (either in or outside FCPS). FCPS previously used the term “Academic ROI” for this type of ROI analysis; the term was revised to allow for analysis of either academic or operational benefits, as long as they can be compared quantitatively for different programs, services, projects, or initiatives.
- **Social ROI** evaluates a combination of monetary, non-monetary, and community benefits\(^1\) to assess the full impact of funds spent.

**Continuum of ROI Analyses**

\[^1\] Monetary benefits include cost savings or cost avoidance (e.g., benefits of early childhood expenditures on reducing special education costs). Non-monetary benefits include both academic and operational benefits in the Division (e.g., increasing high school graduation rates, decreasing the need for trailers). Community benefits include positive outcomes resulting to others outside the Division (e.g., decreasing welfare dependence).
Efficient Budgeting and Allocation

Overview

What
Fiscal budgeting and allocation will *maximize FCPS effectiveness and efficiency*.

How
Enhance FCPS process for allocating resources to consider strategic initiatives, equity, and effectiveness.

FY19 Performance

<table>
<thead>
<tr>
<th>Aspiration: FCPS will maintain a cost per pupil ± $1,000 of the average cost per pupil of the Washington Area Boards of Education (WABE) average.</th>
<th>Metric:</th>
<th>Cost per pupil difference between FCPS and WABE average</th>
<th>Met or Exceeded Target</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Aspiration: All spending will be allocated using the Strategic Decision-Making Cycle.</th>
<th>Metric:</th>
<th>Dollar amount aligned to the Strategic Plan</th>
<th>Progressed Toward Target</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Aspiration: All schools will have adequate classroom space for students, eliminating the need for trailers.</th>
<th>Metric:</th>
<th>Number of temporary classrooms</th>
<th>Progressed Toward Target</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>Aspiration: FCPS will maintain schools that all students, families, and staff consider safe.</th>
<th>Metric:</th>
<th>Percent of students who report their school is safe on the State Climate Survey</th>
<th>Progressed Toward Target</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Metric:</th>
<th>Percent of families who report their school is safe on the Family Engagement Survey</th>
<th>Progressed Toward Target</th>
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</thead>
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<table>
<thead>
<tr>
<th></th>
<th>Metric:</th>
<th>Percent of staff who report their worksite is safe on the State Climate Survey</th>
<th>Progressed Toward Target</th>
</tr>
</thead>
</table>
Cost Per Pupil

FY19 Outcomes

During FY19, FCPS met its targeted level of performance with a cost-per-pupil of $15,293, which fell slightly above the average of other school districts included in the WABE reporting ($15,103).

Cost-per-pupil (CPP) calculations provide an overall view of the cost of all programs and can be used to compare how school systems spend their funds. These comparisons may be made between school districts or as a time-series comparison within one district. A divisionwide CPP is computed annually using a methodology agreed upon by the WABE finance coalition or WABE. This calculation includes general education, special education, and federal entitlement grants, as well as all support expenditures in the operating fund, but excludes operating fund transfers to the Family and Early Childhood Education Program, Adult and Community Education, and debt service. These WABE-adjusted expenditures are divided by the total approved student enrollment to determine the approved WABE CPP in a school district. The aspiration is that FCPS' CPP will be within $1,000 of the WABE division average (higher or lower).

In FY19, FCPS met the target of being within $1,000 of the WABE CPP average. The FY19 WABE average of $15,103 included the CPP amounts from 11 other school divisions, whose CPP ranged from $11,140 to $18,971. At $15,293, FCPS' CPP in FY19 was $190 above the WABE average. In comparison to baseline, when FCPS' CPP was slightly below the WABE average, the Division’s CPP has moved above the average. FCPS' CPP increased substantively from baseline in absolute terms ($987 increase) but was able to remain within the target range in relation to the WABE average because the WABE average also increased substantively from baseline ($762 increase).
Efficient Budgeting and Allocation

<table>
<thead>
<tr>
<th>aspiration</th>
<th>2018-20 Target</th>
<th>FY19 Performance</th>
<th>3-Year Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspirational Value</td>
<td>Within ± $1,000 of WABE average</td>
<td>Met or Exceeded Target</td>
<td>$190 above the WABE average (FCPS: $15,293; WABE: $15,103)</td>
</tr>
</tbody>
</table>

Data Source: WABE

**FY19 Actions**

During FY19, FCPS did take specific steps to fund increased teacher salaries as part of the focus on its Premier Workforce goal within the Strategic Plan, which impacted the CPP. The approved CPP is a calculation that is completed after all budget deliberations are finished and the final budget is adopted, using the WABE methodology described above. At about 90 percent of the total budget, compensation changes have the greatest impact on FCPS' CPP. In FY19, following the increase in teacher salary costs, FCPS is $190 above the WABE average. The FCPS CPP increase, although still meeting the target, is primarily attributable to implementation of the plan to increase teacher salaries.

In 2015, FCPS initiated a compensation study to identify and implement a compensation structure that attracts and retains qualified employees. The study was a key piece of the Strategic Plan's Premier Workforce goal – it aims to recruit, hire, and retain high-quality employees who are valued, respected, and rewarded for their efforts, and to ensure that FCPS maintains a market-competitive compensation package. The compensation study resulted in a recommendation for a new teacher salary scale. The new scale offers market-competitive salary ranges, targets career earnings to be within 95 percent and 105 percent of the market average, maintains pay lanes based on educational attainment, and frontloads career earnings. The FY19 Approved Budget included an additional $53 million for teacher salary investments during the second year of implementation of actions related to the compensation study’s results, which impacted the CPP. Thus, while not directly implemented to change performance on this metric, the salary enhancements had a direct impact on the final CPP.

**Return on Investment**

ROI analyses were not conducted for WABE as actions related to performance on this measure were not undertaken intentionally to impact it. ROI analyses related to compensation changes will be covered in the FY19 Premier Workforce Strategic Plan Report, due to be released by the end of 2019.
Efficient Budgeting and Allocation

**Data Analysis and Conclusions**

Although the CPP increased from the baseline in FY19, FCPS still is well within $1,000 of the WABE average, indicating that FCPS is still being mindful of how resources are used in order to maintain a reasonable CPP. The FY 2020 funding levels may impact the CPP such that it will move closer to the upper limit of the targeted CPP range unless the WABE average also increases. More specifically, the FY 2020 Approved Budget included funding of $55.2 million to complete the final step of the multi-year implementation of the new teacher scale enhancements stemming from the compensation study. This salary increase is likely to push FCPS’ CPP for FY20 approximately $300 higher (though still within the $1,000 target range of the WABE average as it stands currently).

Readers may also wish to compare the FCPS’ CPP to other calculations that reflect how much funding is needed to support the Division’s students. Cost-per-service calculations show the cost of providing a specific type of educational service to a student, such as Special Education, English language learners, or preschool. Cost-per-service information appears on page 341 of the FY19 Approved Budget document at [https://www.fcps.edu/sites/default/files/media/pdf/FY-2019-Approved-Budget.pdf](https://www.fcps.edu/sites/default/files/media/pdf/FY-2019-Approved-Budget.pdf).

**Strategic Decision Making**

**FY19 Outcomes**

*FCPS made progress toward aligning funding for all FCPS activities to the School Board’s eight currently approved areas of focus by aligning the FY 2020 Proposed Budget (presented in January 2019) to the four strategic goal areas.*

In FY19, FCPS made progress toward aligning the budget using the Strategic Decision-Making Cycle for Resource Allocation (SDMC). Beginning with the FY 2020 Proposed Budget that was presented in January 2019, the budget aligned funds to the four goal areas of the Strategic Plan: Student Success, Caring Culture, Premier Workforce, and Resource Stewardship. It also marked the first-time that FCPS’ budget changes were aligned to the goal areas to show how budget adjustments supported each goal area.

As reported in the FY 2020 Proposed Budget document, a majority of the budget was allocated toward supporting work aligned to the Student Success goal area (53.1 percent). Approximately one-third of the budget (29.9 percent) went toward work aligned with the Premiere Workforce goal area, while 12.5 percent went toward Resource Stewardship related efforts and 4.5 percent toward Caring Culture related efforts.

In examining the summary of changes for FY20, most of the new funding, 73.1 percent, was allocated to support increased employee compensation demonstrating FCPS’ commitment to market-competitive salaries, which fell within the Premier Workforce goal. Almost 14 percent was allocated to support instructional programs and staffing initiatives under Student Success. Eight percent
Efficient Budgeting and Allocation

supported Caring Culture work, the majority of which went toward mandated changes in health insurance rates. Lastly, 5 percent of new funds went toward supporting costs related to the Resource Stewardship goal in the form of contractual services and utilities and transfers to support construction. The Resource Stewardship budget changes also included changes that reduced FCPS costs.

<table>
<thead>
<tr>
<th>Overall Performance</th>
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<tbody>
<tr>
<td><strong>Aspirational Value</strong></td>
</tr>
<tr>
<td><strong>2018-20 Target</strong></td>
</tr>
<tr>
<td><strong>FY19 Performance</strong></td>
</tr>
<tr>
<td><strong>3-Year Baseline</strong></td>
</tr>
</tbody>
</table>

Data Source: Department of Financial Services

**FY19 Actions**
During FY19, FCPS continued to engage in activities to align FCPS' budget with the Strategic Plan, a needed foundation for full implementation of the SDMC. The SDMC framework is a response to the School Board's interest in having FCPS develop a decision-making framework. The framework is based upon recommended practices for organizational decision making and strategic budgeting (Dickeson, 2010; GFOA, 211). It relies on a Plan-Do-Study-Act framework (Deming, 2000) focused on a series of systematic steps for deciding how and where to allocate funds and other resources best to support the success of strategic goals and actions (see figure below.)

**Strategic Decision-Making Cycle for Resource Allocation**
(Plan, Do, Study, Act)

**Plan:** Prioritize work; Determine budget allocation; Develop specific measurable outcomes.

**Do:** Spend and monitor funds.

**Act:** Determine what works and make any needed adjustments.

**Study:** Examine the outcomes of the work including Return on Investment (ROI).
Efficient Budgeting and Allocation

The figure below provides the major milestones achieved in implementing SDMC since the last Resource Stewardship goal report. More specifically, actions taken to improve implementation of the SDMC in FCPS during FY19 included:

- FCPS’ Office of Research and Strategic Improvement (ORSI) and the Financial Services Department (FS) together **aligned the budget to the four strategic goal areas**—Student Success, Caring Culture, Premier Workforce, and Resource Stewardship. The Superintendent’s FY 2020 Proposed Budget included a description of the percentages of funds aligned to each strategic goal area (Student Success, Caring Culture, Premier Workforce, Resource Stewardship), as well as how budget changes since FY19 supported each of the four strategic goal areas.

- Following the FCPS School Board’s approval of the SY 2018-20 Strategic Plan Focus in March 2019, with its eight prioritized outcomes (**What FCPS wants to achieve**), associated high-level Action statements (**How it intends to accomplish its goals**), metrics and targets, FCPS **revised the goal reporting structure to incorporate the SDMC framework**. This Resource Stewardship report, along with last spring’s Student Success, Caring Culture, and Premier Workforce reports, are examples of that approach, wherein staff study metric data in relation to intended target performance levels, describe the actions undertaken during the year in support of improved performance, provide ROI results, and then draw conclusions on which actions should be undertaken next.

- During FY19, ORSI **developed a new work structure that links strategic efforts with resource allocation**. The work structure will allow the Division to identify which resources it is using for which strategic efforts and, consequently, provide data necessary for strong SDMC analyses. The resource component of this work structure will help inform budget decisions and should result in stronger goal reporting as there will be clearer ways to assess activities, costs, and impacts. This structure is being implemented for the first time during FY20.

- Additionally, FCPS **revised the School Improvement and Innovation Plan template (SIIP) to align to the Strategic Plan**. In particular, the SIIP now focuses on the aspirations and metrics falling under the Student Success and Caring Culture goal areas. The planning necessary to revise the SIIP template, which was undertaken during FY19, will result in implementation of the newly aligned SIIPs beginning for the 2019-20 school year. Greater alignment between school actions and Strategic Plan aspirations and metrics should lead to not only better performance on Strategic Plan metrics but also stronger data in support of the SDMC.
Efficient Budgeting and Allocation

Return on Investment

Aligned all operating funds to the four goal areas and implemented foundational SDMC pieces to align funds to the eight priorities using a FY19 investment of approximately $193,000 in staff time.

During FY19, approximately $193,000 in staff time was identified as invested in support of the development of the SDMC framework, resulting in better alignment of FCPS funds and actions to the goals of the Strategic Plan. Most of the investment of staff time was through efforts in ORSI, which included work by three specialists and a manager, as well as oversight from a director to guide the Division’s application of the SDMC framework to the budget book, development and implementation of a new Strategic Plan reporting structure framed around SDMC (including ROI analyses). Efforts by staff in the Instructional Services Department also contributed to SDMC work during FY19 by leading efforts to align the SIIP to the Strategic Plan. Taken together, the FY19 SDMC efforts resulted in greater transparency in the budget book of how FCPS allocates funds toward its strategic goals, improved communication of progress toward goals, reflection on costs relative to outcomes, and alignment of improvement work at FCPS schools to the Strategic Plan. Costs do not include staff time in all departments, especially that devoted by FCPS’ Leadership Team to review and provide input and guidance.

Data Analysis and Conclusions

In FY19, FCPS made progress toward aligning FCPS’ budget and actions with the Strategic Plan through implementing the SDMC in budget documents, goal reporting, and the SIIP, as well as developing a structure to better tie resources to strategic efforts. Staff were able to align the FY 2020 Proposed Budget and budget changes to the four goal areas, which served as a first step toward providing transparency to the public about how all school operating funds are allocated across the
eight prioritized outcomes approved by the School Board in March 2019. The process of aligning the budget to the Strategic Plan will continue to be enhanced and honed in coming years toward the aim that FCPS funds be aligned not only to the four broad goal areas, as was done during the current reporting year, but that funding used in support of the eight desired outcomes approved by the School Board as the focus for 2018-20 also be identifiable. This latter improvement will support transparency of what resources are being invested to achieve the Division’s strategic aims. Thus, in order to meet the target in the coming year, FCPS will need to ensure that spending for its strategic efforts related to Elimination of Gaps, Early Education, Portrait of a Graduate Attributes, Welcoming Environment, Healthy Life Choices, Market-Competitive Compensation, Exceptional Employees, and Efficient Budgeting and Allocation are identified.

While FCPS’ financial and strategic management structures used during FY19 did not yet allow for full attribution of costs to the eight prioritized outcomes in budget documents, FCPS made progress in attributing some costs to the eight outcomes. Specifically, use of the SDMC framework with seven of the eight prioritized outcomes (those falling under Student Success, Caring Culture, and Premier Workforce, all of which used the new SDMC-infused reporting structure during FY19), allowed FCPS to tie some associated costs to the prioritized outcomes. By embedding the SDMC framework into the format for annual strategic goal reporting, staff were prompted to “study” the linkages between their actions and outcomes, as well as consider the relative cost of efforts supporting prioritized outcomes. Thus, staff were able to document the linkage of some cost information to prioritized outcomes and plan for improvements in efforts. The ROI information in last year’s reports typically provided information about the cost per participant or the costs to achieve outcomes (cost description), which are lower levels of ROI information. With each year, reporting is expected to get stronger as staff develop detailed work plans to achieve the desired outcomes that support stronger ROI analyses and SDMC thinking. During FY19, FCPS also positioned itself to more clearly identify school efforts that support prioritized outcomes. The revisions to the SIIP plan align the work of the schools to the strategic work of the Division to support stronger ROI and SDMC work.

To meet its 2020 target, FCPS plans to continue to refine and improve implementation of the SDMC framework during FY20.

- ORSI and FS will continue to work together to align operating funds in support of the Strategic Plan:
  - The FY21 Proposed Budget will align its summary of budget changes to the eight prioritized areas of focus. Furthermore, to improve communication about spending toward strategic goals, the budget documents will describe the SDMC framework more fully, especially FCPS’ approach to allocating new resources and reallocating existing resources toward strategic purposes. This work will be supported by a revised budget request process that supports intentional allocation of funds to the highest priority goals, especially those connected directly to efforts that support the eight prioritized outcomes.
  - During FY21, ORSI and FS will also work to identify a more agile process that would allow the Division to implement SDMC-based improvements without having to wait a full year to work needed resources into the next budgeting cycle. Thus, SDMC data and
### Efficient Budgeting and Allocation

ROI analyses that become available at the end of one fiscal year can lead to implementation of improvements immediately rather than needing to be worked into an upcoming budget cycle, which would delay availability of funds and resources by a year.

- FCPS will continue to expand structures that allow the Division to rely upon valid SDMC information for decision making:
  - The Division has convened work teams to plan and implement actions for each prioritized outcome using the work structure developed during FY19. These work teams are not only identifying high-leverage activities the Division will undertake to achieve strategic outcomes but will also link them to the resources (funding, staffing) needed to accomplish the activities, as well as indicator data that can be used to monitor and assess progress. The success of the work teams’ efforts will be judged using the SDMC framework. Thus, the work plans will provide another means of tightening supports for ROI and SDMC work by delineating resources that are used and ensuring they are having intended impacts.
  - As funding becomes more clearly tied to prioritized outcomes, ORSI will be able to provide higher levels ROI information (especially, monetary and impact ROI) that will better inform future decision making on the best use of funds.

It is expected that the investment of staff time in implementing the SDMC framework, including related ROI analyses, will over time result in decisions that support efficiency while maintaining effectiveness. SDMC should also allow FCPS to re-allocate funds toward strategic use of the Division’s available resources.

### Adequate Classroom Space

#### FY19 Outcomes

*FCPS made progress toward reducing the number of temporary classrooms by removing a net of 69 during FY19.*

FCPS made progress toward the target of reducing the number of temporary classrooms from 839 at the baseline to the target of 480 by reducing the number of temporary classrooms by a net of 69 (9 percent) during FY19. At the end of FY19, FCPS had 777 temporary classrooms in use, after having 846 the prior year. Most of the FY19 reduction (60 of 69) was due to school renovations that created additional instructional space. An additional 32 were removed due to boundary changes, consultations with schools, and removal of aging and deteriorating temporary classrooms, which was offset by the addition of 23 temporary classrooms through an annual facilities review, netting an additional decrease of 9 temporary classrooms in FY 19. Please note, that the numbers discussed here focus on a yearly reduction (i.e., FY18 to FY19), rather than a reduction from the baseline (i.e., baseline to FY19).
**FY19 Actions**

Department of Facilities and Transportation Services (FTS) works with schools to alleviate capacity challenges and support efficient space utilization. FTS engages in four actions to meet the space needs within the school buildings, and to reduce the number of temporary classrooms. The first two actions focus on assessing and reviewing the need for temporary classrooms. The third focuses on structural changes that reduce the need for temporary classrooms, and the last action focuses on maintaining the quality and standards required for instructional spaces.

- **Annual Programs, Capacity, and Facility Review.** Once a year, the assistant superintendents for the regions, facilities, instructional services, and special services, along with executive principals and directors, meet to discuss the need for instructional and special education programs. FTS staff then review the capacity needs for the upcoming school year based on the projected program and membership changes.

- **Consultations for Efficient and Appropriate Use of Space.** FTS consults with schools to alleviate capacity challenges and support efficient space utilization for each school year. For example, FTS works with principals to reassign instructional spaces within a school so that temporary classrooms are not needed or can be removed. They also conduct site visits to make sure temporary classrooms are needed and being used as intended. If they are not being used or being used for a non-instructional purpose, they are removed.
Efficient Budgeting and Allocation

• **School Renovations.** Removal of temporary classrooms occurs when renovations of existing school facilities are progressing to the next phase or a renovation is complete and can accommodate capacity challenges. For FY19, eight renovations were completed or moved to the next phase reducing the need for temporary classrooms.

• **Monitoring Age and Condition of Temporary Classrooms.** FTS continuously monitors the condition of the temporary classrooms to ensure quality and standards for instructional spaces are maintained. Temporary classrooms that have aged and their repair is no longer feasible are removed from the sites.

**Return on Investment**

*In FY19, through school renovations, replaced one temporary classroom for every $314,500 in CIP funds, with a full school renovation averaging $35.6 million per school. [Cost Description]*

For FY19, staff identified approximately $19.9 million invested in the approaches FCPS used to reduce the number of temporary classrooms. The majority of these costs ($18.9 million), reflect an average cost of $314,500 to add a permanent classroom as part of a school renovation for each of the 60 temporary classrooms FCPS was able to remove during FY19 due to school renovations. Thus, the majority of funds FCPS identified as invested during FY19 to remove temporary classrooms were capital improvement funds rather than operating funds. Moreover, additional capital improvement funds would be needed to finance the full school renovations that support creating permanent classrooms to replace temporary ones. In FY19, the overall costs of the eight school renovations that contributed to the removal of the 60 temporary classrooms totaled $285 million or an average of $35.6 million per school.

Additionally, operating funds were also needed to support removal of the 69 net trailers during FY19. Totaling $1.1 million (or over $15,500 per net trailer removed), investment of operating funds primarily reflected the actual costs to physically remove the trailers from school sites (approximately $736,000) and staff time spent on the actions described above that supported trailer removal (approximately $337,000).

**Data Analysis and Conclusions**

FCPS successfully decreased by 69 the number of temporary classrooms from FY18 to FY19, yet still has work to do to ensure the 2018-20 target of 480 is met. As of the end of FY19, FCPS had 777 trailers at school sites, requiring the removal of an additional 297 to meet the 2020 target. Furthermore, the current actions taken to reduce temporary classrooms do not place the Division on a trajectory that will allow it to reach this target without accelerating trailer removal or reducing the need for additional temporary classroom space. Therefore, different approaches are likely needed. Two major factors contribute to the slower speed of meeting the 2018-20 target of 480. The first factor is the need for additional temporary classrooms due to membership and programmatic changes at schools. These needs, captured by the annual facilities review, have resulted in the
addition of 117 temporary classrooms over the last five years (20 temporary classrooms in FY15, 20 in FY16, 17 in FY17, 18 in FY18, and 23 in FY19). The addition of temporary classrooms due to membership and programmatic needs acts as a counterweight to FCPS’ intentions to remove all temporary classrooms from school sites. Secondly, due to lack of funding, removal of temporary classrooms at a consistent pace is difficult. Modeling the cost of removing 297 trailers through school renovations to meet FCPS’ 2020 target of 480 temporary classrooms would require the investment of approximately $93 million in CIP funds, as well as $5 million in operating funds. To fully replace all 777 temporary classrooms with permanent ones through school renovation would require $245 million in CIP funding and $12 million in operating funds. Given these figures, FCPS will examine its approach to reducing temporary classrooms and determine what else is needed to accelerate progress (including lowering the cost of replacing temporary classrooms). These additional efforts will likely have staffing and cost implications.

Safety

FY19 Outcomes

During FY19, students and staff reported perceptions of safety at FCPS schools that were on average three and one-half points higher than at baseline, moving the Division closer to its 2018-20 target levels. Family reports, collected for the first time, showed even higher perceived levels of school safety than that reported by FCPS students and staff.

FCPS made progress in FY19 toward ensuring that all students, families, and staff perceive FCPS to be a safe environment. Specifically, students’ perceptions of safety within schools increased by 4 percentage points from the baseline and staff perceptions of safety increased by 3 percentage points. These increases resulted in 85 percent of students and 77 percent of staff reporting their schools as safe. Results from FCPS’ inaugural Family Engagement Survey showed that 89 percent of families perceive their school to be safe.
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**Overall Performance**

<table>
<thead>
<tr>
<th>Students</th>
<th>Families</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspirational Value</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>2018-20 Target</td>
<td>87%</td>
<td>93%</td>
</tr>
<tr>
<td>FY19 Performance</td>
<td>85% (n=4,163)</td>
<td>89% (n=25,712)</td>
</tr>
<tr>
<td>3-Year baseline</td>
<td>81% (n=5,492)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Data Sources: Students and Staff: The State Climate Survey; Families: Family Engagement Survey

Notes: Inaugural Family Engagement Survey administered in spring 2019; therefore, baseline data is unavailable. The 2018-20 target for families was calculated by subtracting the FY19 performance from the aspirational value of 100 percent and dividing by three.

**FY19 Actions**

FCPS undertook the following actions in support of safety during FY19:

- **Safety and Security Training**: During FY19, FCPS undertook actions a number of separate actions that addressed enhanced safety and security training. Perhaps of most importance, eight technical positions approved by the School Board were hired and completed required training and certification which included on-the-job training (OJT). Additionally, emergency management videos were produced for schoolwide deployment and safety and security training was provided to all school administrators. A threat assessment (TA) work group was begun to improve TA processes in FCPS. Schools conducted and were in compliance with all drills. The Office of Safety and Security (OSS) met and collaborated with principals on safety and security issues over a series of meetings. Annual safety and tabletop training exercises were implemented in a phased approach. Lastly, OSS staff met with parent and school community groups to discuss safety and security operations and concerns.

- **Replacement Classroom Locks**: During FY19, FCPS purchased and replaced approximately 1,900 locks so that classrooms could be locked without the need for a key. The project was
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completed on time and under budget, and will allow continued lock replacement in FY20 to reduce replacement schedules from a 5-year window to a 3-year window.

- **Enhanced Mental Health Support**: Having well trained mental health clinicians in buildings can contribute to increased school safety and violence prevention. Psychologists and social workers are trained to identify and respond to behaviors and vulnerabilities and are prepared to intervene effectively to de-escalate conflict that might escalate into safety concerns. During FY19, the additional school psychology and school social work positions approved by the School Board allowed for a full-time school psychologist or school social worker in 19 middle schools.

*Return on Investment*

*FCPS improved student and staff perceptions of school safety by one percentage point for every $1.2 million invested. [Cost Description]*

In FY2019, FCPS spent a total of $4.2 million for a concerted and multipronged effort to improve school safety, which was associated with an average gain of 3.5 percentage points in staff and student perceptions of safety. The actions included additional staffing to support safety and security, trainings for administrators, replacement of locks, and increased mental health supports. Approximately $1.1 million went toward enhancing safety at the school through hiring eight technical staff and new training sessions for school-based administrators. The costs for these trainings included both the hiring of new staff and costs associated with existing staff time participating in the trainings, enhance threat assessment practices, and meetings with parent groups. It also included administrator time (middle and high schools) to attend a four-hour training session and for all principals to attend quarterly safety and security meetings. About $.5 million was spent toward replacing locks and $2.6 million went toward funding the addition of nine psychologists and nine social workers and equipment costs to support increased mental health supports at 19 middle schools. The percent of students who perceived their school to be safe increased by four percentage points and the percent of staff who perceived their school to be safe went up by 3 percentage points for an average gain of 3.5 percentage points in 2019. Thus, FCPS invested approximately $1.2 million to improve student and staff perceptions of safety by one point.

*Data Analysis and Conclusions*

FCPS is making adequate progress on student perceptions of safety to likely meet its 2019-20 target. Progress on staff perceptions of safety, while improving, will need faster progress for FCPS to meet its intended 2020 target level. FCPS should continue the efforts taken in FY19, but should also consider additional efforts, especially around mental health support, to ensure that the 2018-20 targets are met. Although resources for safety may need to increase to ensure safe facilities and emotional safety of students, families, and staff, the efforts could also have positive implications for other strategic aims, such as increasing the social-emotional, well-being of students, reducing discipline incidents, and increasing staff wellness. During FY20, the School Board provided a new position to support monitoring of social media and funds to conduct lead testing of water in schools.
Both of these actions have the potential to improve perceptions of safety, if families, students, and staff are aware of them.
Future Considerations

Budget
Strategic Decision Making
- Additional staff positions, in ORSI and FS, are needed to strengthen processes and structures that produce strong SDMC and ROI data for the Division.
- To promote agile response to SDMC in support of strategic efforts, FCPS will need to create a “strategic improvement” program whose funds can be applied to strategic efforts each year as SDMC data are analyzed and decisions are made.

Adequate Classroom Space
- An accelerated timeline to remove the 297 additional temporary classrooms needed to reach the 2018-20 target of 480 temporary classrooms would require increased funding.
- Additional FTS staffing to support capacity and facility review or boundary changes will be needed to support accelerated removal of temporary classrooms.
- Expediting renovations may require increased bond funding.

Safety and Security
- Funding for mental health professionals will need to be continued and, perhaps, expanded.
- Funding for lead testing of water will need to be continued.
- Additional staffing may be needed in OSS for oversight of school-based safety and security positions, as well as at elementary schools for security staff.

Strategic Concerns
Cost Per Pupil
- Funding strategic priorities should rely to the greatest extent possible on repurposing of resources, rather than new budget requests, so that the CPP remains within $1,000 of the WABE average. Use of the SDMC framework to support decision making will be critical to this endeavor.

Strategic Decision Making
- Full implementation of the SDMC framework will require a shift in how FCPS budgets. Rather than beginning with the previous year’s budget and building from there, the budgeting process will need to integrate SDMC decisions each year and more fluidly move resources to where they are best used or most needed.
- FCPS will need to continue to refine its budget documents to convey to the public how it spends funds toward strategic priorities, especially the reallocation of funds toward strategic purposes.

Adequate Classroom Space
- Communication related to urgency and priority of temporary classrooms is important to ensure community support.
- Given the push to increase advanced program offerings, an increase in temporary classrooms is inevitable, especially if decisions do not consider the impact on facilities and
transportation. The Division will need to find innovative ways to balance the need for additional space against the desire to reduce the number of temporary classrooms.

- Feasibility of removing temporary classrooms is contingent upon policy decisions and available resources.

Safety and Security

- The Division will need to understand better sources of safety concerns among students, families, and staff as they may differ from what FCPS is doing to improve safety and security. FCPS will also need to communicate with these stakeholders about its efforts to improve safety and security, especially those that reflect sources of student, family, and staff concerns.