

Chesterfield County Public Schools
Chesterfield County, Virginia

Chesterfield County School Board
Citizen Budget Advisory Committee

Report and Recommendations
Budget Development for Fiscal Year 2019

February 6, 2018

To: Chesterfield County School Board

From: Citizen Budget Advisory Committee

Date: February 6, 2018

The Citizen Budget Advisory Committee is pleased to present its report and recommendations on budget development for Fiscal Year 2019.

Thank you for the opportunity to assist the School Board and to serve Chesterfield County Public Schools and the citizens of Chesterfield County.

Please let us know if you have questions, need additional information, or if the Committee can be of further assistance to you.

Members of the Citizen Budget Advisory Committee:

| District | Name | Term | Dates |
|-----------------|-------------------|-----------------|--------------|
| Bermuda | LaToria Tookes | 2 nd | 2016-2018 |
| Clover Hill | Jeff McMahan | 1 st | 2017-2019 |
| Dale | Reynaul DeShazor | 1 st | 2017-2019 |
| Matoaca | Brenda Stewart | 2 nd | 2017-2019 |
| Midlothian | Bryan Aud (Chair) | 2 nd | 2017-2019 |
| At Large | Sam Kaufman | 2 nd | 2016-2019 |
| At Large | Chris Williams | 1 st | 2016-2019 |

Magisterial district appointees serve a two year term. At Large appointees serve a three year term. Members are allowed to serve two consecutive terms.

School Board Liaison to the Committee:

Dianne Smith

Citizen Budget Advisory Committee
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The purpose of the Citizens Budget Advisory Committee as stated in its Bylaws is: "...to assist the Chesterfield County Public School Board in the evaluation and allocation of resources to ensure a high quality, effective, and efficient school division."

The Committee's work aligns with the "Quality Services and Operations" - Guiding principle document found in the Design for Excellence 2020 Strategic Plan for these items:

- Include stakeholder ideas in the budget process.
- Manage resources efficiently.
- Demonstrate accountability by using tax dollars effectively and efficiently.

The Committee carried out its work during a series of public meetings beginning September 8, 2017. The committee is currently discussing the possibility of starting earlier in the future as to have additional time for discussion, preparation, and advisement. A listing of meeting dates follows later in the report. Presentations and meeting materials are posted to the Chesterfield County Schools website in the Budget section, under the 'Citizens Budget Advisory Committee.'

Each Committee member fulfills a role of citizen advisor, bringing their skills, knowledge, and experiences to the Chesterfield County Public Schools budget process. Committee members received information from staff, invited guests, and outside sources, to help guide them in evaluating budget assumptions, resource requirements, and funding priorities. Committee members were asked to provide budget priorities and recommendations that were incorporated in this report. This report represents a majority of committee members' views; committee members may have different viewpoints on any or all components of this report.

The Committee thanks School Board member Dianne Smith and Superintendent Dr. Lane for their advice, guidance, and input at Committee meetings. The Committee thanks Christina Berta and Susan Newton for providing information and presentations that helped frame discussions for each committee meeting. The Committee also thanks administrative staff, school administrators, and teachers for their presentations and insight into issues facing Chesterfield County Public Schools.

Budget Recommendations for Fiscal Year 2019

As in prior years, the Committee supports many initiatives identified in the five-year plan, such as salary increases, a reduction in Pupil Teacher Ratio (PTR), and targeted funding addressing achievement gaps in underperforming schools as well as Kindergarten through third grade. The Committee appreciates the ongoing effort of the school division to look for cost savings and efficiencies prior to seeking additional funding.

For the FY 2019 budget year and beyond, the Committee recommends the school division focus efforts and funding on 'areas of need' prior to dedicating resources on 'areas of want' or new programs. It is important that neglected infrastructure projects, such as having school doors that lock and modern security systems, are completed soon and not pushed back to accommodate other initiatives. Timeframes for ongoing projects should be re-evaluated and projects completed as soon as possible, since schools with current and potentially future academic challenges and accreditation issues may require additional funding in the near future.

Below are funding priorities from the Committee for Fiscal Year 2019:

- **Teaching staff – Continued reduction of pupil teacher ratio (“PTR”) by .25. Estimated cost of \$1,675,000**

Prior Committee recommendation - continued. This recommendation matches the PTR funding model in the five-year plan. The committee recommends the continued reduction of the PTR. The reductions in PTR should be targeted to address needs in underperforming schools as well as Kindergarten through third grade. The desired results of reducing PTR include, but are not limited to: (i) improved student learning; and (ii) reduction of workload for teachers leading to better work environment and higher quality of life. The reduction in PTR tied to recruitment and retention goals for teachers. This topic is perennially brought up by instructors and principals as major priority. Some of the committee members felt that the reduction of PTR should be doubled to .50 at an estimated cost of \$3,350,000.

- **Staff recruitment, retention, and recognition. Estimated cost of \$4,050,000**

Prior Committee recommendation - continued. This recommendation provides a 1% salary increase anticipated in the five-year plan. The school division must find ways to provide salary increases to keep staff salaries competitive without relying on funding from the General Assembly. By staying competitive against other counties in regards with staff salaries, this will help in the recruitment process and also maintain quality teachers.

- **Data Warehousing by the School Division in order to create efficiency, scale, and better accountability for program successes. Estimated cost of \$500,000**

The Committee recommends that the school division make a critical and overdue investment in data warehousing of student information. As one of the largest systems in the United States, CCPS is woefully behind in aggregating data in a manner befitting a large institution. Aside from deep inefficiencies system-wide, the committee is tasked with assessing success potential for programs without available benchmarking. Other systems, such as Virginia Beach, Denver, and Katy Independent School District (Texas) have demonstrated tremendous success with this initiative. While this is an initial and substantial outlay, the committee believes that an investment will lead to cost savings in the near and long-term. Finally, this will reduce and streamline the reliance on paper registration processing, student enrollment forms, manual data input and duplication, and central office staff support.

- **Increase compensation for temporary positions such as substitute teachers and instructional aides. The Committee was unable to estimate a cost.**

The Committee recommends consideration be given to providing more equitable compensation for temporary instructional positions, such as substitute teacher and instructional aides. While the Committee is recommending percentages, we would expect that CCPS staff would use market research to determine the actual percentage increase to address this recommendation. Consideration should be given to raise the compensation by 23% with gradual increments over the next 3 years. The first year increase will be 5% from the current structure to be competitive with schools in surrounding districts. The second year will be an 8% increase with a 10% increase in the third year of this structured increase. This will allow administrators to continue to bring in qualified substitute teachers and instructional aides with an increased level of willingness to serve the needs of Chesterfield County.

- **Study - Adjustments to Teacher Salary Scales. Estimated cost of \$150,000**

Reference: Chart – TEACHER SALARY SCALES – Annual Salary – for FT VRS Eligible, Effective July 1, 2017 at Page 1351 of CCPS FY 2018 Adopted Budget.

Compensation for each additional year of teaching experience follows an erratic and inconsistent pattern that does not reward each additional year of experience within the same scale with the same dollar increase in salary for Years 0 – 14; however, the same dollar differential is awarded for an additional year of experience for Years 15 – 34. These anomalies are attributed to adjustments made on an ad hoc basis to remain competitive.

The resulting differentials shown in the attachment to this recommendation should be addressed to provide an equitable system that reflects a consistent value for each

additional year of teaching experience. Addressing this inequity is important to creating and maintaining an environment where all employees are equitably rewarded on the basis of the selected standard such as years of experience.

According to documents provided by the CCPS, Palmer & Cay performed the most recent study, a Market Analysis and Cost Study. That study is documented in a report dated December 2005. No additional data are available at this time. CCPS reported that the Palmer & Cay Report cost approximately \$120,000 but could not provide an updated estimate. According to the report, *“Palmer & Cay conducted a market analysis of 111 benchmark positions from custom survey data from 21 surrounding Virginia cities and counties that included Bachelor Teachers and Master Teachers.”* The suggested scale had 25 levels (years) with differentiated salaries for each added year of experience beginning in Year 2.

The Committee proposes that the School Board commission a study during FY 2019 of the positions covered by the Teacher Salary Scales (fewer than 10) published in the annual adopted budget document as the basis for developing a plan to construct salary scales that reward additional years of experience on an equitable basis. The study should also address whether or not it continues to be appropriate to include positions other than teachers under the Teachers Salary Scales.

This proposal is not offered as an added initiative, but as a priority to replace some initiatives in the proposed financial plan. Focusing on the classroom and recognizing that the literature confirms that the most important indicator of student success after the socio-economic level of the household from which the student comes is the quality of the teacher in the classroom, this proposal to address a longstanding inequity in compensating teachers who have varying levels of experience should take priority over initiatives such as Early College Academy and others that do not address demonstrated and documented immediate needs.

The Committee met on these dates:

- September 8, 2017
- October 12, 2017
- November 2, 2017
- December 7, 2017
- January 16, 2018 (Committee work session)
- January 25, 2018

Scheduled meeting dates:

- February 8, 2018
- March 8, 2018
- April 12, 2018
- May 10, 2018
- June 21, 2018

**ATTACHMENT TO CITIZEN BUDGET ADVISORY COMMITTEE REPORT
TEACHER SALARY SCALES--ADJUSTMENTS**

There are 35 levels (**0 – 34**) that represent **years of experience** in the Teacher Salary Scales, with categories for Bachelor, Master and PHD/Ed.D Teacher (includes Speech w/Master & CCC, HS Dean w/Master labeled “Doctorate” here). The Master and Doctorate categories each reflect an increase in the associated salary over the Bachelor and Master categories. For example, at Year 0 (starting) the Master pays \$2,202 more than the Bachelor and the Doctorate pays \$2,312 more than the Master.

On the Bachelor Scale, years 0 – 14 are separated by increases ranging from \$100 - \$713 as shown below. Years 15 – 34 of the Bachelor Scale are each separated by an increase of \$812 - \$814 (rounding).

Year **1** increases **\$639** over level 0.
 Year **2** increases **\$221** over level 1.
 Year **3** increases **\$444** over level 2.
 Year **4** increases **\$100** over level 3.
 Year **5** increases **\$100** over level 4.
 Year **6** increases **\$616** over level 5.
 Year **7** increases **\$100** over level 6.
 Year **8** increases **\$100** over level 7.
 Year **9** increases **\$100** over level 8.
 Year **10** increases **\$100** over level 9.
 Year **11** increases **\$100** over level 10.
 Year **12** increases **\$314** over level 11.
 Year **13** increases **\$100** over level 12.
 Year **14** increases **\$713** over level 13.
 Years **15 – 34** increase **\$813** over the previous year.

On the Master Scale years 0 – 14 are separated by increases ranging from \$105 to \$750 following the pattern shown above. For example, the \$105 increases occur in the same years as the \$100 increases for Bachelor Scale. Year 1 increases \$671 over Year 0 and Year 14 increases \$750 over year 13. Years 15 – 34 of the Master Scale are each separated by an increase of \$852 - \$854 (rounding).

On the Doctorate Scale years 0 – 14 are separated by increases ranging from \$110 to \$787 following the pattern for the Bachelor Scale explained in the preceding paragraph, i.e., the \$110 increases occur in the same years as the \$100 increases for Bachelor and the \$105 increases for Master. Years 15 – 34 of the Doctorate Scale are each separated by an increase of \$895 – \$897 (rounding).