From Kari Albright <kari.albright@bvsd.org>
Subject **Fw: Staffing Benchmarking**
To Bill Sutter <bill.sutter@bvsd.org>, Gillian Luis <gillian.luis@bvsd.org>
Date January 13, 2026 7:35:14 AM MST

FYI

Kari Albright
Budget Director
720-561-5026

BOULDER VALLEY SCHOOL DISTRICT
Budget Services

---------- Forwarded message ---------
From: **Caroline Moore** <cmoore@erstrategies.org>
Date: Thu, Jan 8, 2026 at 7:04 AM
Subject: Fw: Staffing Benchmarking
To: Kari Albright <kari.albright@bvsd.org>

Hi Kari,

Passing along the BVSD final report. Sincere apologies for missing your email when this was sent out before break. I hope you had a wonderful holiday season. Please feel free to reach out to Emily or myself with any further questions!

Best,

Caroline

From: Emily Parfit <eparfit@erstrategies.org>
Sent: Friday, December 19, 2025 1:58 PM
To: Rob Anderson <rob.anderson@bvsd.org>; James Hill <james.hill@bvsd.org>; lora.delacruz@bvsd.org <lora.delacruz@bvsd.org>
Cc: Laura Shafer <laura.shafer@bvsd.org>; Angela King Smith <akingsmith@erstrategies.org>; Jonathan Travers <jtravers@erstrategies.org>; Caroline Moore <cmoore@erstrategies.org>
Subject: Staffing Benchmarking

Hi Rob, Lora, and James,

Thanks for the productive call this morning – seems like you all are headed in a thoughtful direction, and great to hear the ways you all are planning to be proactive in the face of upcoming challenges.

I'm attaching the PDF of the slides we reviewed as well as an excel with more details on your department codes relative to our coding. Happy to hop on a call to walk through the excel with anyone if that would be helpful. One note:

- We did observe that Denver is also really high in Data Processing & Information Services, and from prior analyses, we think Jeffco, CO might also be quite high in this function. I wonder if the place to start is with one of those two districts to see if they've come to understand why they look out of proportion in that function relative to other out of state districts. Let me know if you need any connections to either district – happy to make one.

Angela (or someone from our team that she preps) can be available to join the planning call in January to be a thought partner on effective process for central office department staffing review – **please let us know timing once it is scheduled**.

I know there are ongoing touchpoints with Angela and Jonathan, so if there are further analyses or communication support that would be helpful, don't hesitate to ask them or reach out to me directly.

Best,
-Emily.

Emily Parfit (she/her)
Partner
Education Resource Strategies
480 Pleasant St, Suite C200 | Watertown, MA 02472
eparfit@erstrategies.org

[www.erstrategies.org]www.erstrategies.org

Attachments:

- Boulder Coding Review 12.19.25.xlsx
- image002.png
- 12.25 Boulder Valley School District.pdf
- image001.jpg



WHICH OF YOUR DISTRICT STRATEGIES ARE MOST IMPACTFUL?

Find out what to scale up—or scale back—with our new approach to assessing ROI.



Boulder Valley School District

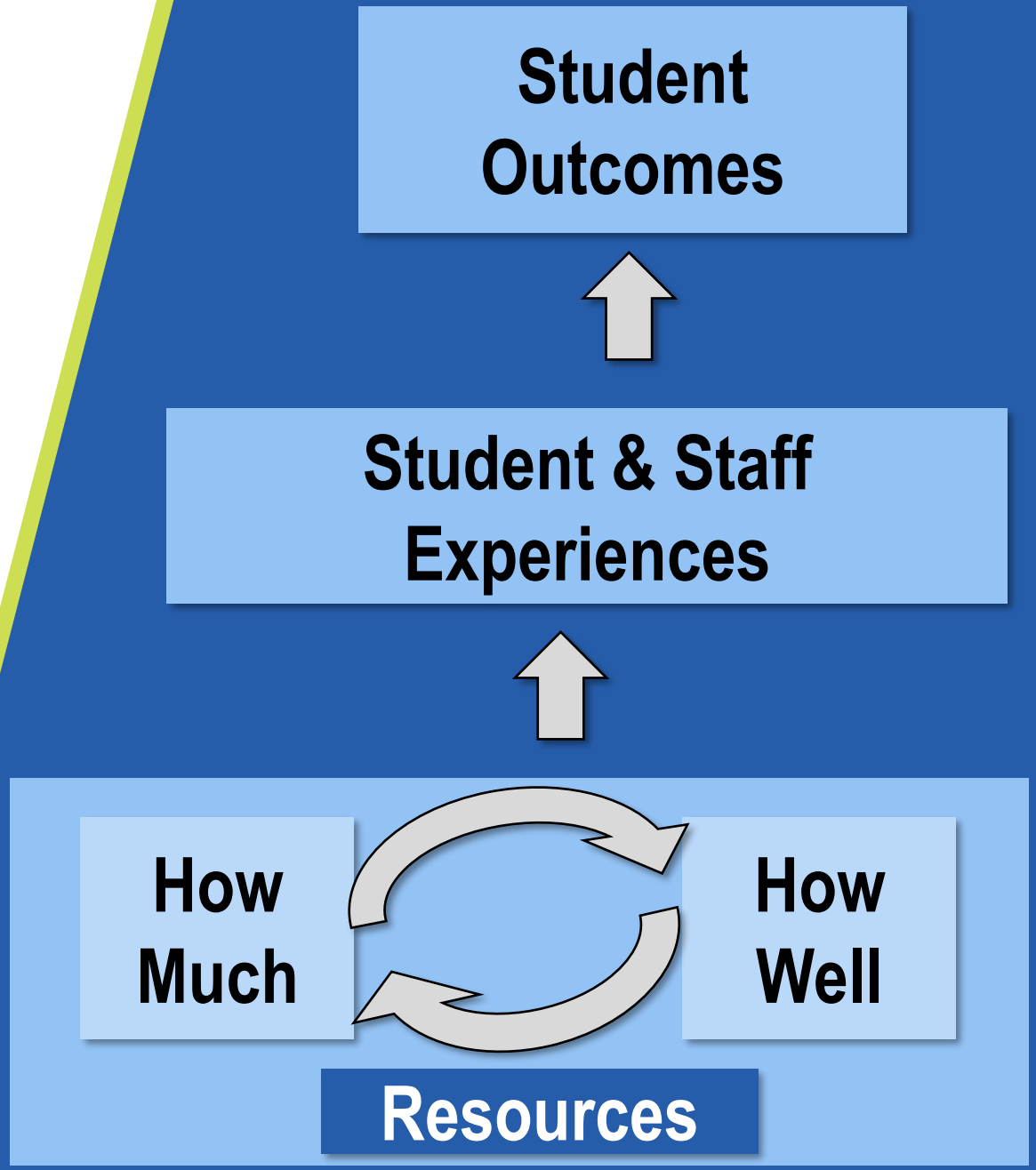
ERS Budget Benchmarking

December 2025

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This report focuses on "how much" but also exploring "how well" resources are being used (or could be used) to support desired student experiences enables districts to identify the best path forward that supports student outcomes *and* financial sustainability.



What data are included in this presentation?

- This report looks only at **staffing data** and therefore does **not** include any non-personnel spending
- Note: Data marked 2024 is from SY24-25, FY25. **All other data is from SY25-26, FY26.**
- This report looks at data from **all funds, including grant funds**
- Across all districts, we **excluded staffing data for areas** that are most likely to drive significant differences across districts – either due to factors outside of leadership control, or because districts are making fundamentally different choices around how to provide the services (contracts vs staff), specifically:
  - Charters or non-public programs
  - Pre-k & adult education programs
  - Operations staffing (custodial, maintenance, security, transportation, food services)
  - After-school programs (i.e., Coaches)
  - Substitute teachers/aides

How to Engage in Comparative Data

Comparison data:

- Relatively high or low staffing compared to cohort districts is not inherently good or bad, **just a starting point for inquiry**
- The value in comparison data is not just seeing the difference between districts, it is the **meaning-making and discussion** it engenders

What about best practice?

- Comparison districts are used to represent staffing patterns in districts with similar contexts. They are **not intended to represent best practices or district benchmarks**.
- There is **limited research that suggests a 'right amount'** of spending or staffing across functions. Instead, research is much clearer about the ways in which resources are used.



How were comparison districts selected?

Of the 30+ districts ERS has partnered with to complete similar analyses, we selected eight urban districts that were ***most*** comparable across four dimensions that drive the biggest patterns in resource use:

- **Time period:** Given fluctuations in federal and state funding levels over time, the year of data can have a significant impact on overall staffing levels.
- **Student demographics:** Poverty levels, English language learner status, and Special Education rates all impact overall staffing levels and composition of staff.
- **District size:** Larger systems can experience some economies of scale in central office services.
- **School size:** Small schools can drive significant additional resource use both at the school level, and at central office where certain functions might vary based on overall # of schools.

Insights for this report

In this report, all data is from 2025-26 budgets.

Comparison districts have a similar Special Education rate to BVSD, but higher English Language Learner & Poverty rates.

This trend does not drive the biggest variations in central office size among this group of districts, but BVSD has the lowest enrollment in this group.

BVSD has a similar average school size compared to this data set.

Student need varies across the cohort, which will impact overall school staffing levels

	Boulder Valley	Median	District B	District C	District D	District E	District F	District G	District H	District I
Enrollment (District-Managed)	24,104	47,288	30,326	41,669	44,311	45,535	49,041	64,279	74,624	88,339
% Econ Dis	27%	83%	100%^^	34%*	100%*	93%^	83%	59%	85%^	35%
% ELL	9%	19%	13%	14%	24%	14%	15%	28%	20%	29%
% SWD	14%	14%	25%	13%	17%	14%	13%	14%	15%	13%
% Students in Self-Contained Settings	6%	4%	7%	2%	5%	2%	6%	2%	4%	3%
Average School Size	482	476	333	579	385	813	476	473	858	911

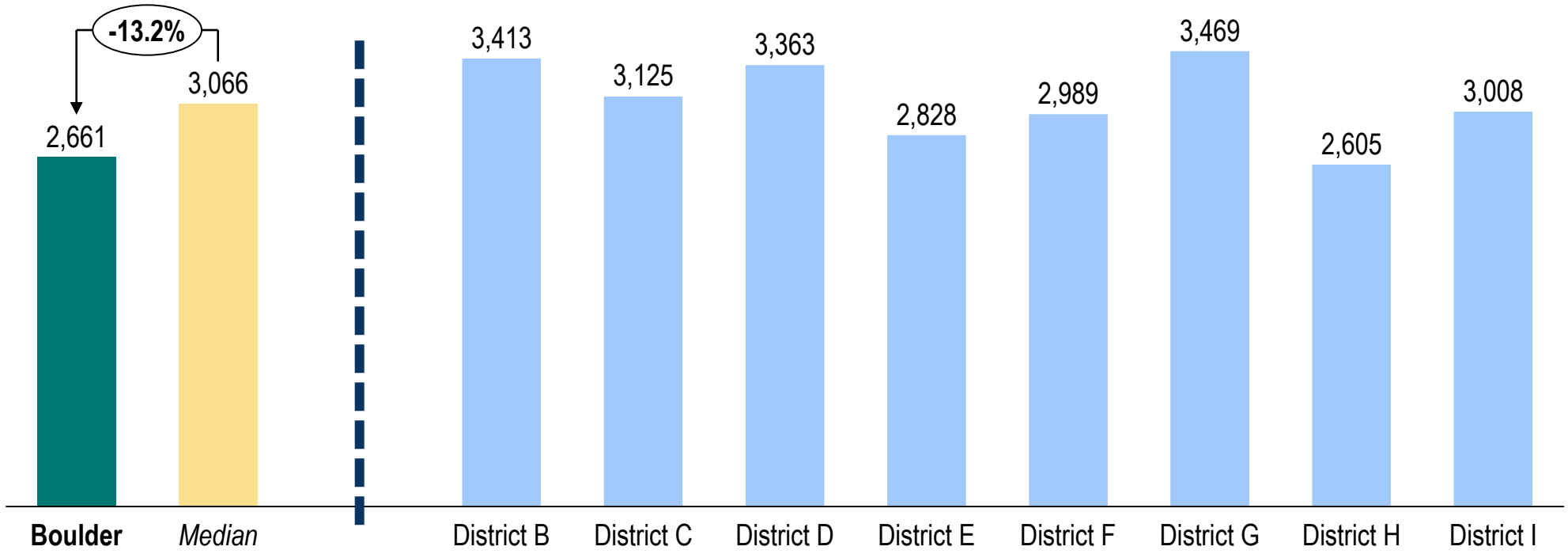
Notes: * Metric adjusted from CEP
^ Metric adjusted from PIP
^^ State A often uses "eligibility for free/reduced meals" as the primary way to define a student as "economically disadvantaged," the district reports 100% of its students in this category because 100% of them are eligible for free meals under the CEP program

Even while selecting for these four dimensions, and adjusting for district size, overall staffing levels will vary based on state and local context

Total FTE by District (SY25-26)

(Adjusted to your district's 2025-26 enrollment)

How to read: If District G had the same enrollment as your district, but retained their staffing levels, they would employ 3,469 FTE.



Total Enrollment	**24K**	**47K**	**30K**	**42K**	**44K**	**46K**	**49K**	**64K**	**75k**	**88K**

Districts ordered by size throughout

Source: Budgeted Staffing and School Enrollment Files by District (SY25-26)

* Note: Total enrollment reflects both in-district and out-of-district schools

To identify the nature of district staffing and compare districts to each other, ERS applies a standard coding structure



District Governance, Management of the support services provide to Schools

Examples:
Chiefs, Board Members



All FTEs, services, and materials that provide support to schools but generally on as-needed or irregular basis

Examples:
Psychologists*, OT/PT/ST*, Coordinators



All FTEs, services, and materials not reported at schools, but play out in schools on a regular and predictable basis

Examples:
Instructional Coaches



All FTEs, services, and materials allocated directly to schools in the district expenditures

Examples:
Teachers, APs, principals

On central office budgets

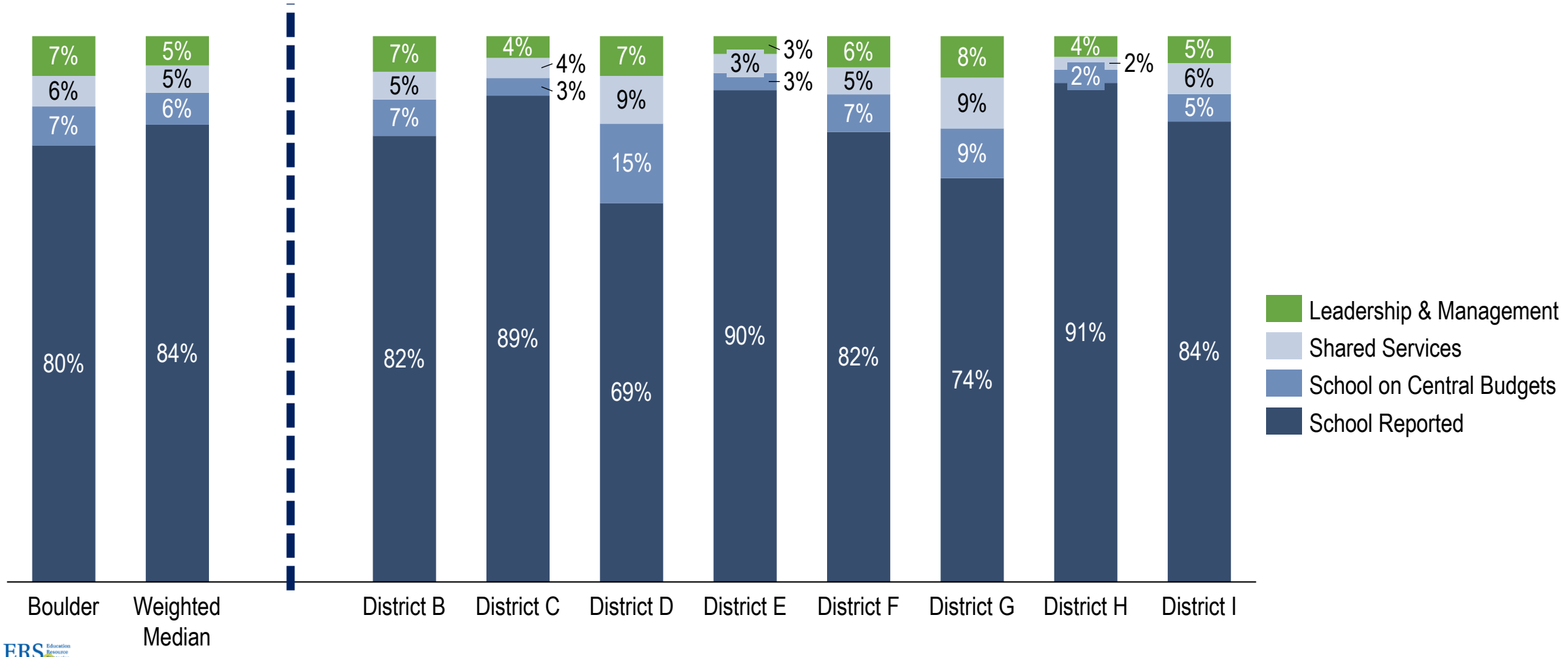
On school budgets

True district "overhead"

Resources used in schools

* Note: our typical spending coding treats Psychologists, OT/PT/ST services as School Reported or School on Central, however, given differences in approaches to contracting out staff, these are placed in the Shared Services category for this analysis.

% of Total Staff by Sharing Level



Sources: Budgeted Staffing and School Enrollment Files by District (SY25-26)

As you reflect on similarities and differences and seek to identify a path forward that maximizes the ROI of major investments, look for:

Opportunities for Reallocation

- **Where are there resources tied up in the wrong things**, such as legacy investments in old priorities?
- **Where do we have investments in "good things" that we could target more deliberately,** such as across-the-board small class sizes rather than in prioritized grades and subject areas?

Opportunities for Realignment

- **Have we made piecemeal investments where we actually need an integrated solution**, such as creating time for collaborative planning, but not ensuring that expert support and protocols exist that help teachers use this time effectively?
- **Where have we underinvested in Strategic Priorities**, and what can we reallocate to support our vision for excellent student experiences?

Central Office Strategy & Context

What might drive differences in central office staffing levels?

Lower District Control

1. District Size
2. Overall Funding or Staffing Levels
3. State Context
4. Services Supported and/or Student Need*
5. Differentiated Investments in Non-Personnel
6. **District Theory of Action (TOA) re: Central Office Role***
7. **Districts Organized in Ways to Prioritize Deliberate Strategic Investments***
8. **Districts Organized in Ways to Gain Efficiencies***
9. **Ad Hoc, Legacy, and/or Unintentional Investments**

Higher District Control

*See following slides for more details

#4: Central office costs are not all “fixed”; discrete roles and activities have different drivers of variability

Sample Role/Activity	Basis for Variability
Staff Attorney	SpEd & Workers Comp Claims
HR Generalists and Specialists	Vacancies Per Year
Payroll Technicians	Number of Employees & Pay Schedules
Professional Development Staff	Number of Instructional Staff; PD Strategy for District

Given how districts change over time (enrollment, school portfolio & strategic priorities), it’s critical that the configuration of central/management resources evolve accordingly.

#6: Central office cost structures should reflect the district's theory of action and how "tight" or "loose" resources are controlled

More tightly controlled — **More loosely controlled**



- Centralized direction
- Consistent approach

- Balanced approach
- Rests on a managed approach, but offers some flexibility *(usually contingent on performance)*

- Local school empowerment
- Significant flexibility and autonomy
- Innovation
- Performance accountability

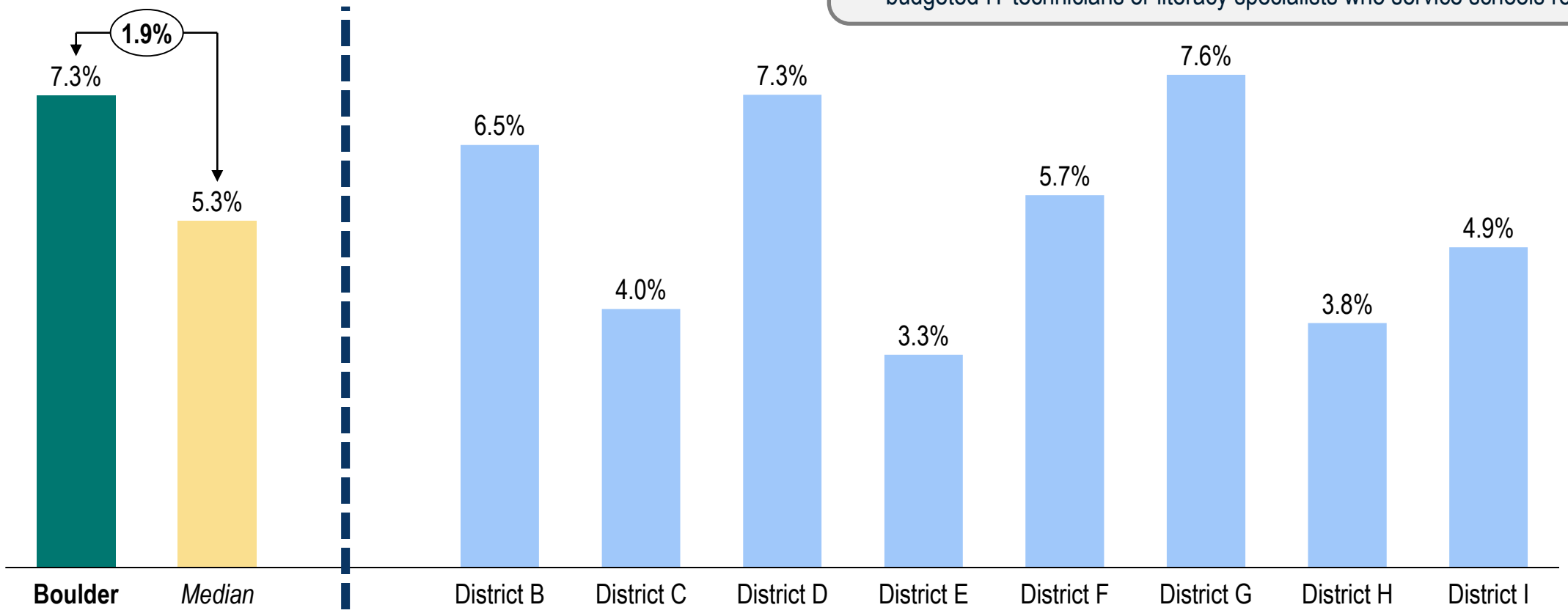
Two Resource Priorities for the Central Office

	#7: Investments in District Strategy	#8: Cost Efficient Services & Systems
Definition:	**Aligns resources with the district's overarching improvement strategy by defining, executing, measuring and improving strategic investments over time**	**Helps the district and schools run effectively by delivering consistent, high-quality and efficient services**
Budgeting approach:	• Own it – deliberately **invest in strategic management** what it takes to ensure success • In areas where strategy has changed/evolved, **restructure** these investments to be better aligned	• Evaluate whether all services are **needed** by all schools • Look for ways to provide needed services with **leaner supports**

Exploring Overall Central Office Staffing Levels

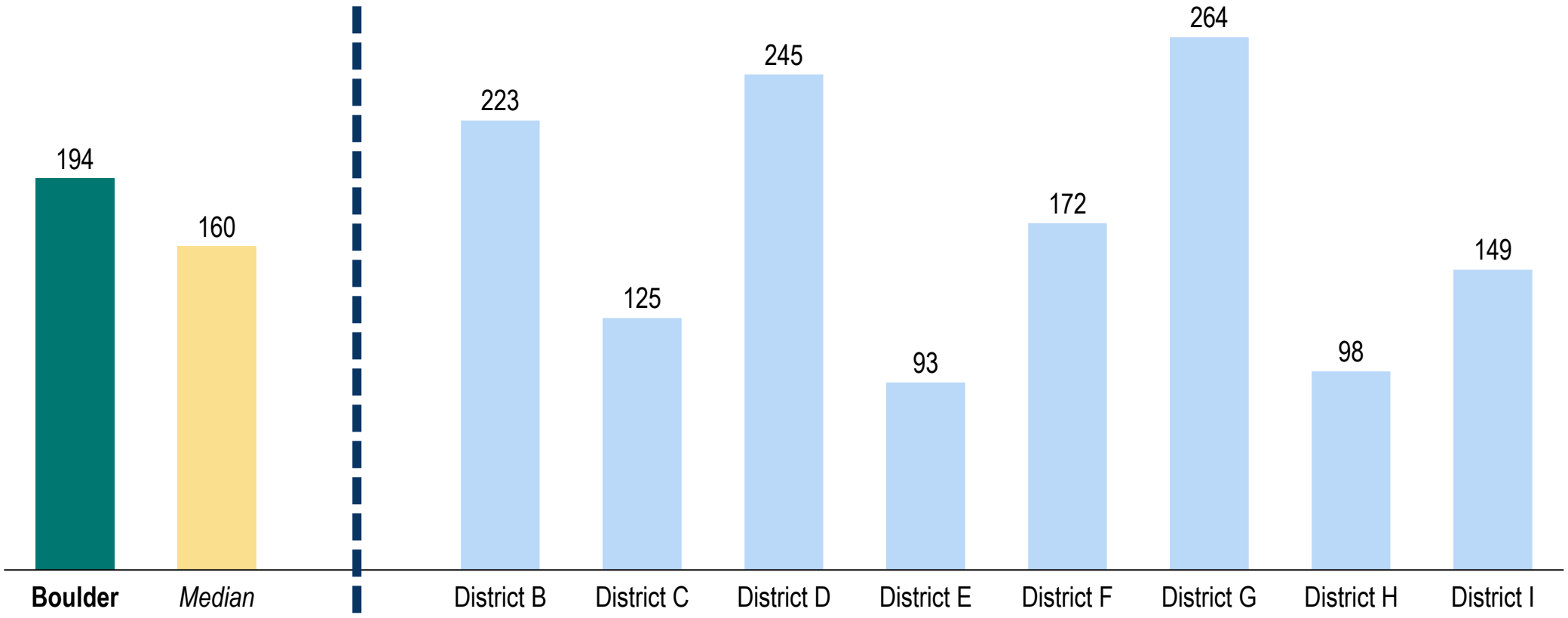
% of Overall Staffing in Leadership & Management

Leadership & Management includes all staff whose day-to-day work sits at central office rather than schools (e.g., includes chiefs & HR employees but not centrally budgeted IT technicians or literacy specialists who service schools regularly).



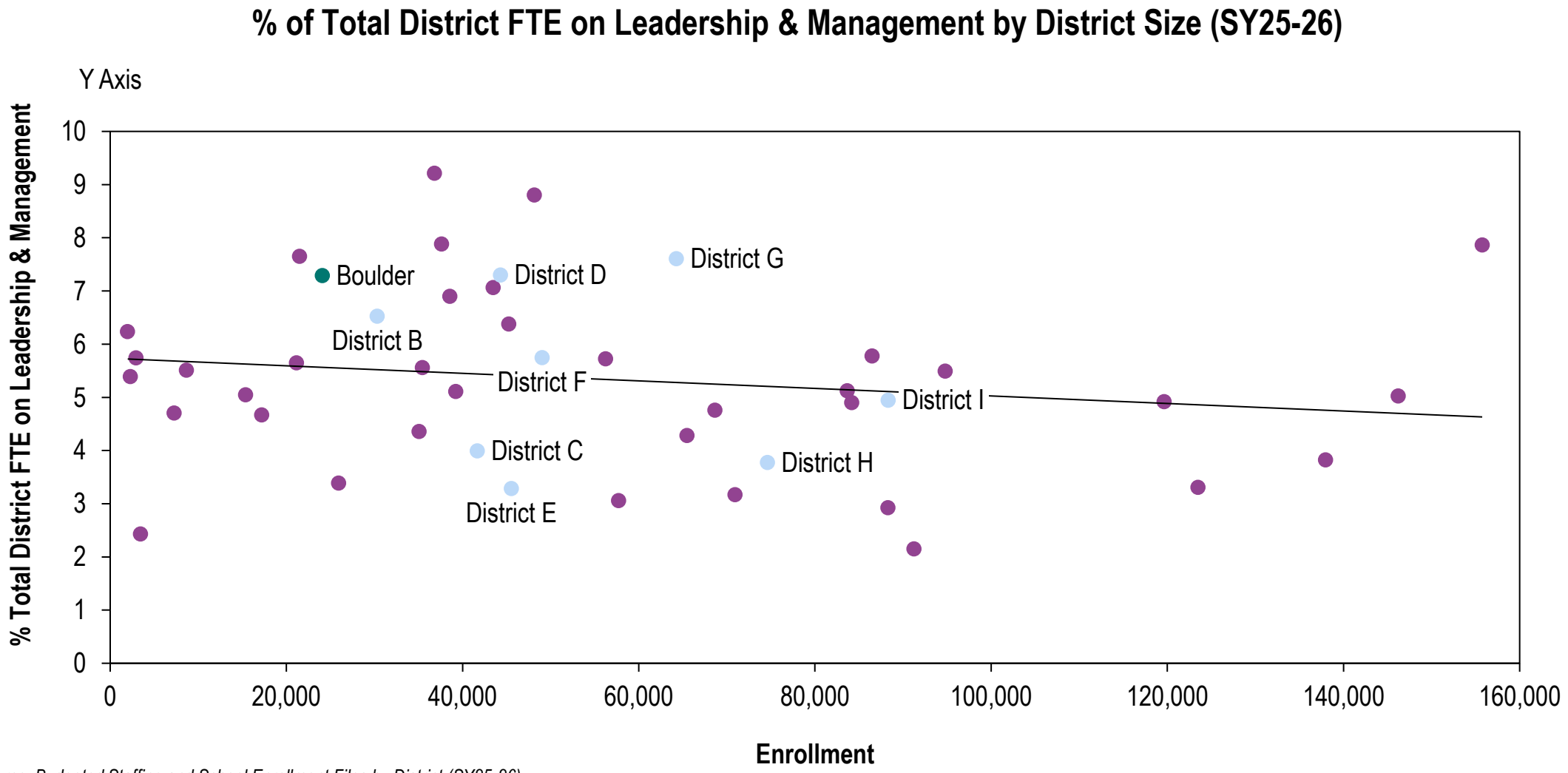
Source: *Budgeted Staffing and School Enrollment Files by District (SY25-26)*
Note: Common positions in the School on Central Budgets category include Para-Educators, Paraprofessionals, Teachers, Speech Therapists and Social Workers

Adjusted FTE in Leadership & Management



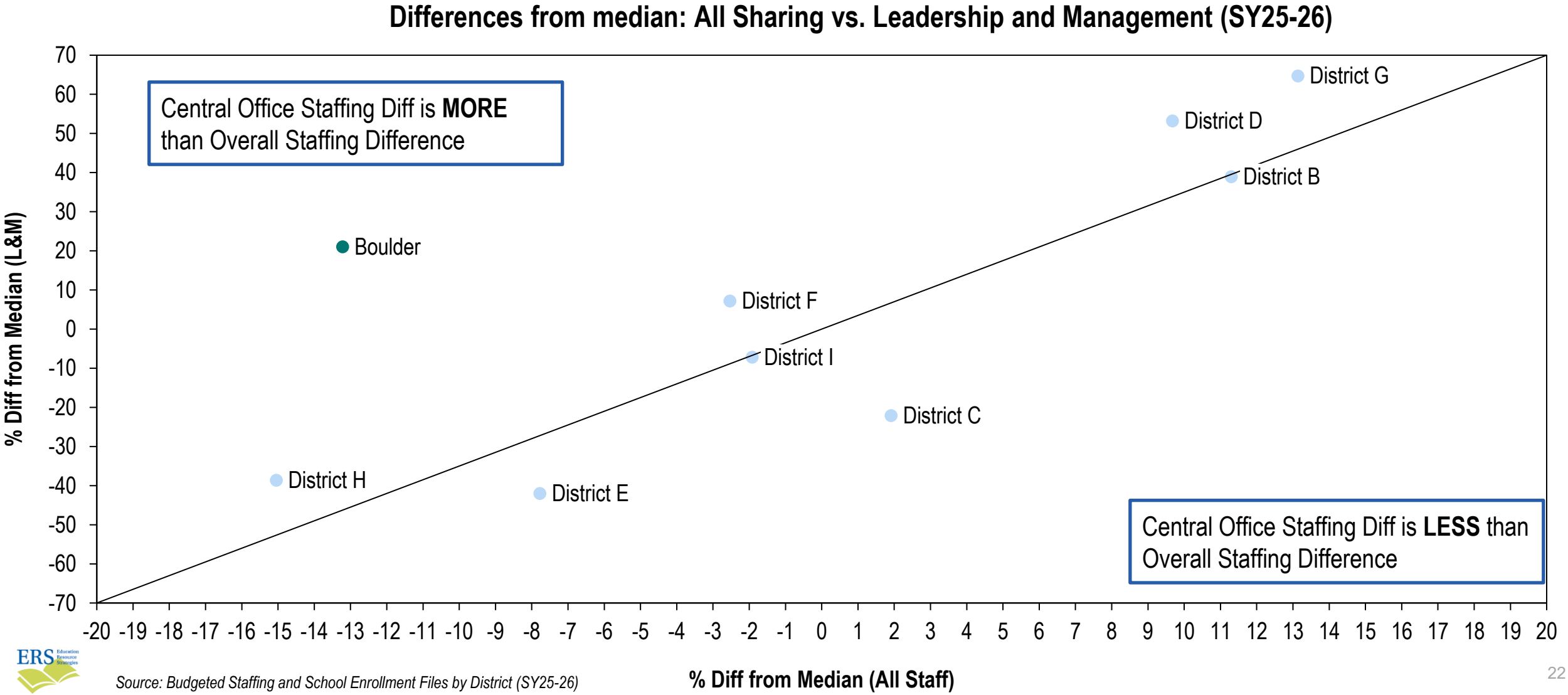
Source: Budgeted Staffing and School Enrollment Files by District (SY25-26)

District enrollment is not the biggest driver of variation for the % of district FTE in central office



Source: Budgeted Staffing and School Enrollment Files by District (SY25-26)

Differences from median: All Staff vs. L&M



Source: Budgeted Staffing and School Enrollment Files by District (SY25-26)

Exploring Central Office Staffing Across Position Types

Districts face several common challenges related to organizational structure

For example...

Lots of Management Layers & Low Spans of Review

- Impedes vertical communication from senior leadership downward
- Increases the cost of mid-level management that could otherwise be invested elsewhere

Departmental Silos

- Impedes horizontal communication and collaboration across teams
- Leads to more fragmented support for schools

Outdated Specialty Roles

- Leads to overinvestments in highly specialized expertise or skills that no longer match org needs

Overreliance on Clerical & Administrative Roles

- Often symptomatic of outdated systems and processes that require different professional expertise to redesign

Central office org structures can have a significant impact on cost, effectiveness and coherence

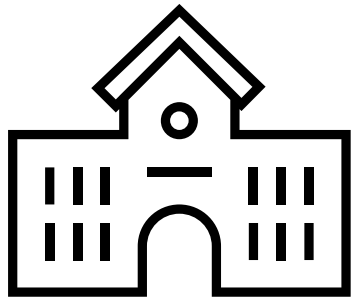
Leadership Team + Executive Directors
(ERS Code: Executive Director)

Directors + Managers + Coordinators
(ERS Code: Coordinator/Manager)

Principal Supervisors
(ERS Code: Area Officers)

Administrative Assistants
(ERS Code: Sec/Clerk/Other Admin)

Individual Contributors
(ERS Code: Other)



ERS applies standard coding to analyze the following Position Types within the central office

(Exec) Director

Heads of all *major* departments and senior leadership positions

Common Examples: Superintendent, Executive Director of Finance, Chief of Schools

Area Officers

Individuals who directly supervise and support principals

Common Examples: Regional Superintendent, Administrator on Special Assignment, Director of K-8

Coordinator/Manager

Anyone with Coordinator, Manager or Director in their title, but is not the head of a *major* department

Common Examples: School Business Manager, Site Director, Program Coordinator

Other

Includes diverse support roles from a variety of functionalities not captured by other position types

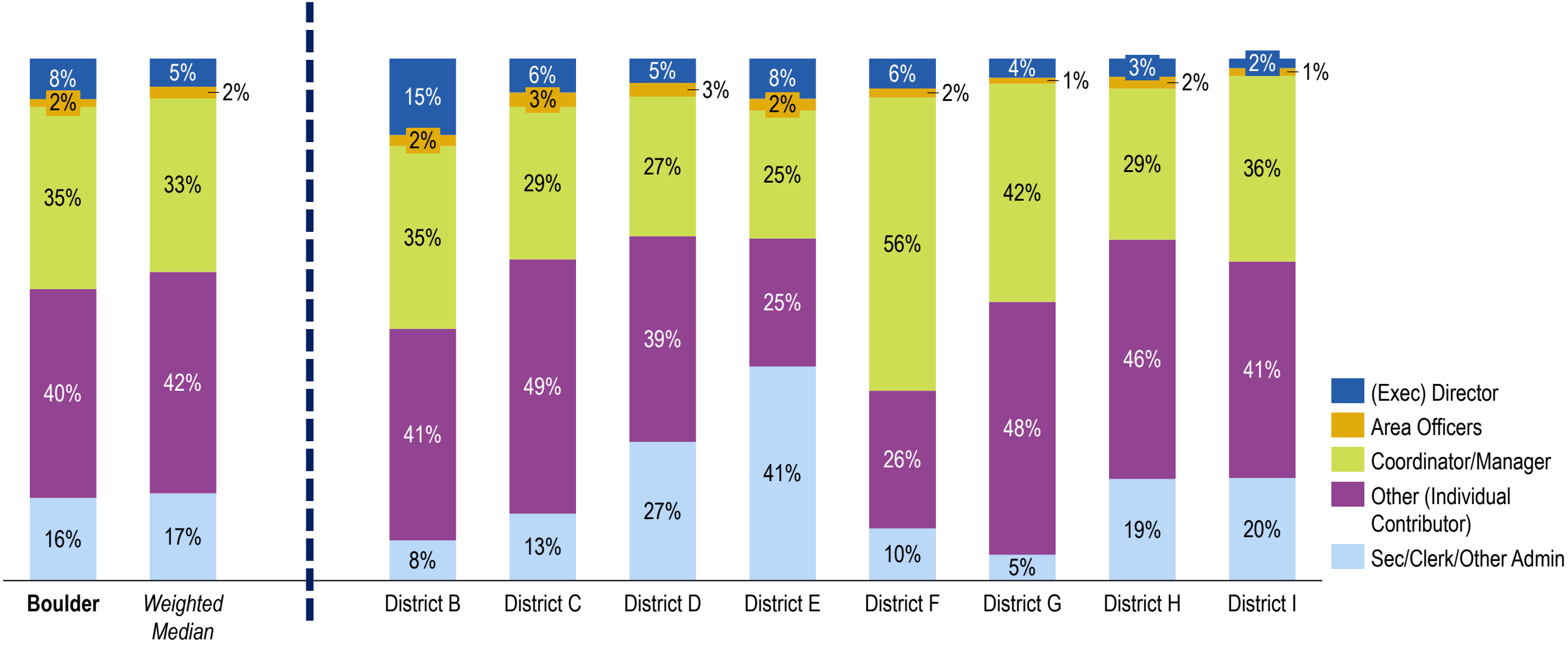
Common Examples: Business Analysts, Accountants, Program Specialists

Sec/Clerk/Other Admin

Individuals who support the central office through administrative support and clerical work

Common Examples: School Bookkeeper, Administrative Assistant, Clerical Personnel

% of L&M Staffing by ERS Coded Position Type



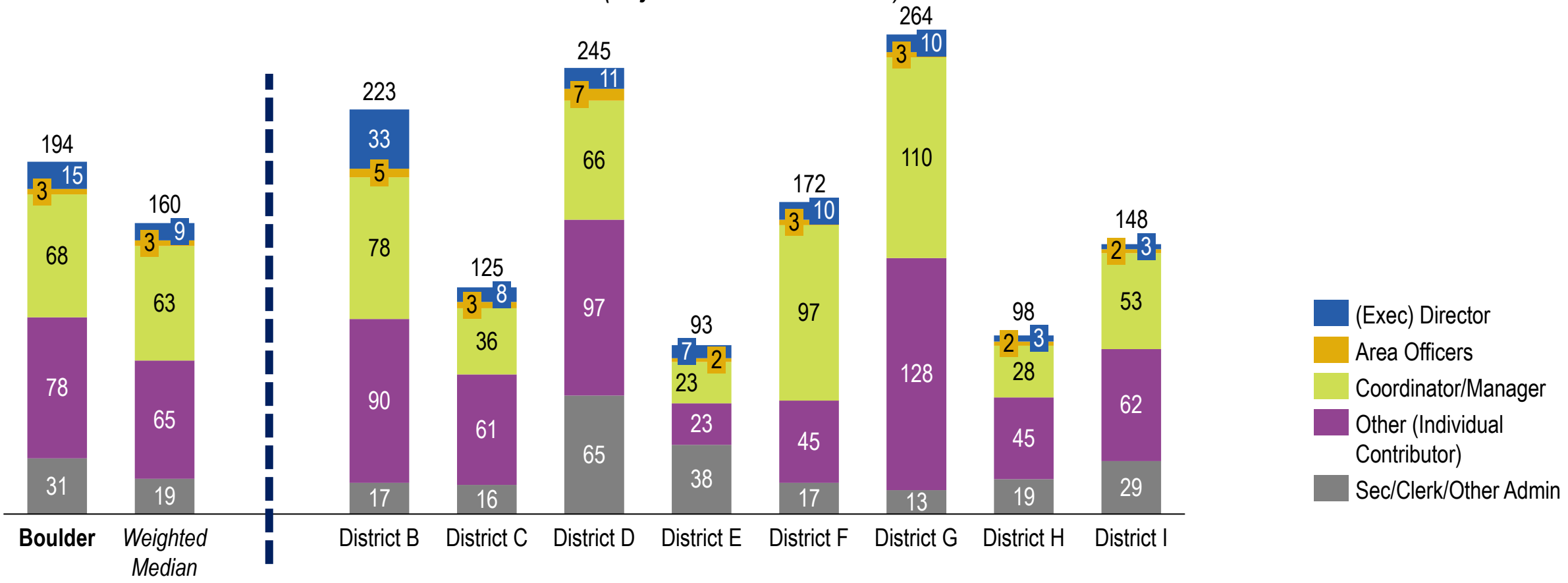
Source: Budgeted Staffing and School Enrollment Files by District (SY25-26)

Note: Instructional Coach Supervisors make up less than 1% of total positions and were mapped to Coordinator/Manager for this analysis

Adjusted L&M FTE by Position Type

Exec. Directors, Coordinators/Managers, and Other for entire central office FTE (SY25-26)

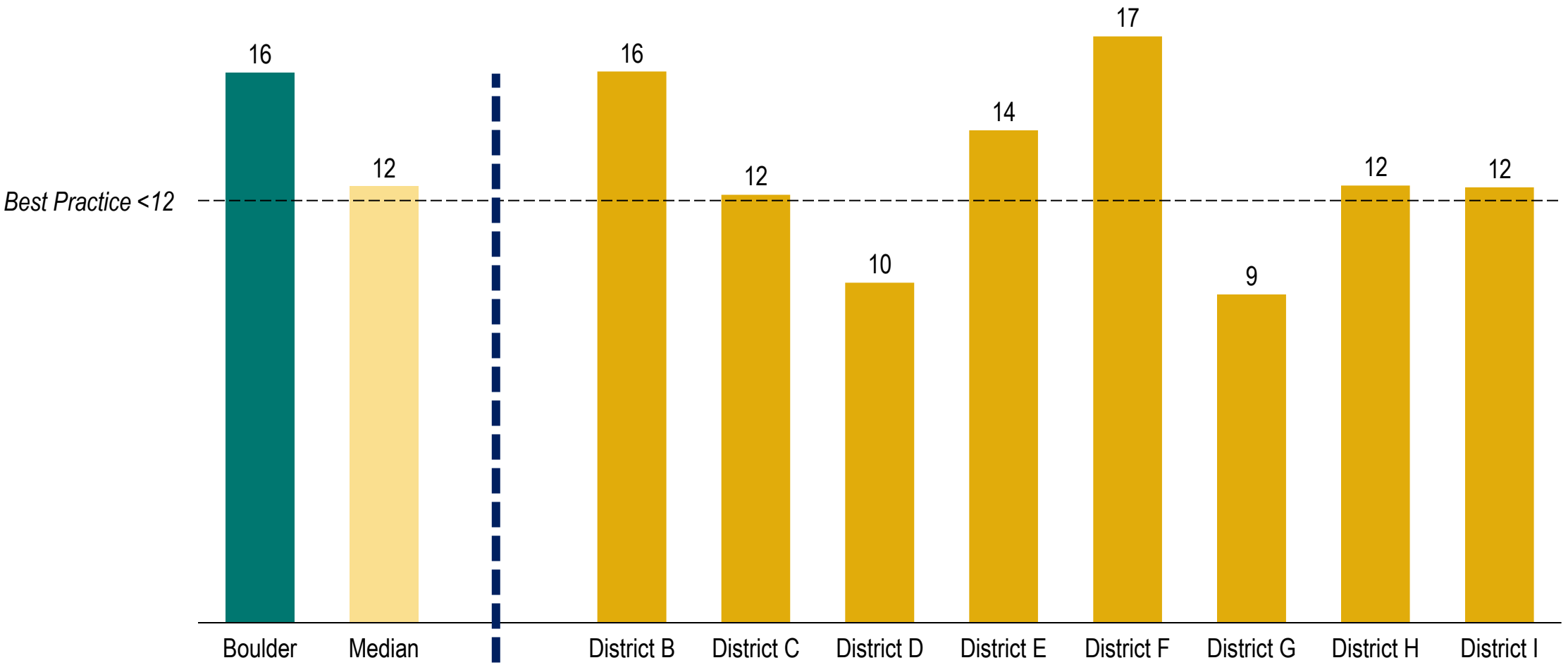
(Adjusted for District Size)



Source: *Budgeted Staffing and School Enrollment Files by District (SY25-26)*

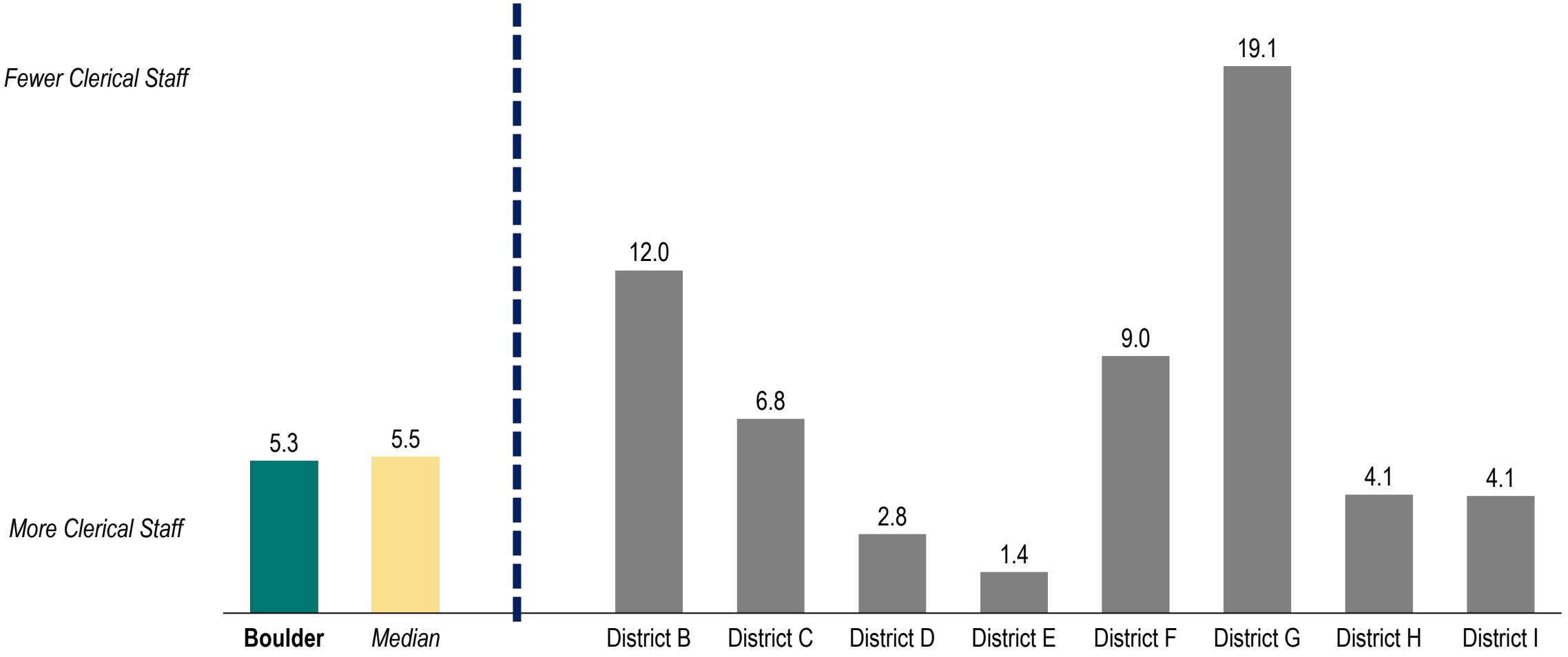
Note: This excludes a few central office positions (specifically, Instructional Coach Supervisors) which make up around 1% of L&M staffing

Ratio of Principals to Principal Supervisors



Source: Budgeted Staffing and School Enrollment Files by District (SY25-26); Wallace Foundation, Principal Supervisor Initiative

Ratio of All Other Central Office Staff to Sec/Clerk/Other Admin



Source: Budgeted Staffing and School Enrollment Files by District (SY25-26)

Exploring Central Office Staffing Across Uses

To better understand relative staffing mix, ERS applies standard coding to staffing data

Use → **Functions**

Leadership
- Governance
- School Supervision
- Research & Accountability
- Communications
- Student Assignment
- School Administration

Operations & Maintenance (O&M)
- Facilities & Maintenance
- Security & Safety
- Food Services
- Student Transportation
- Utilities

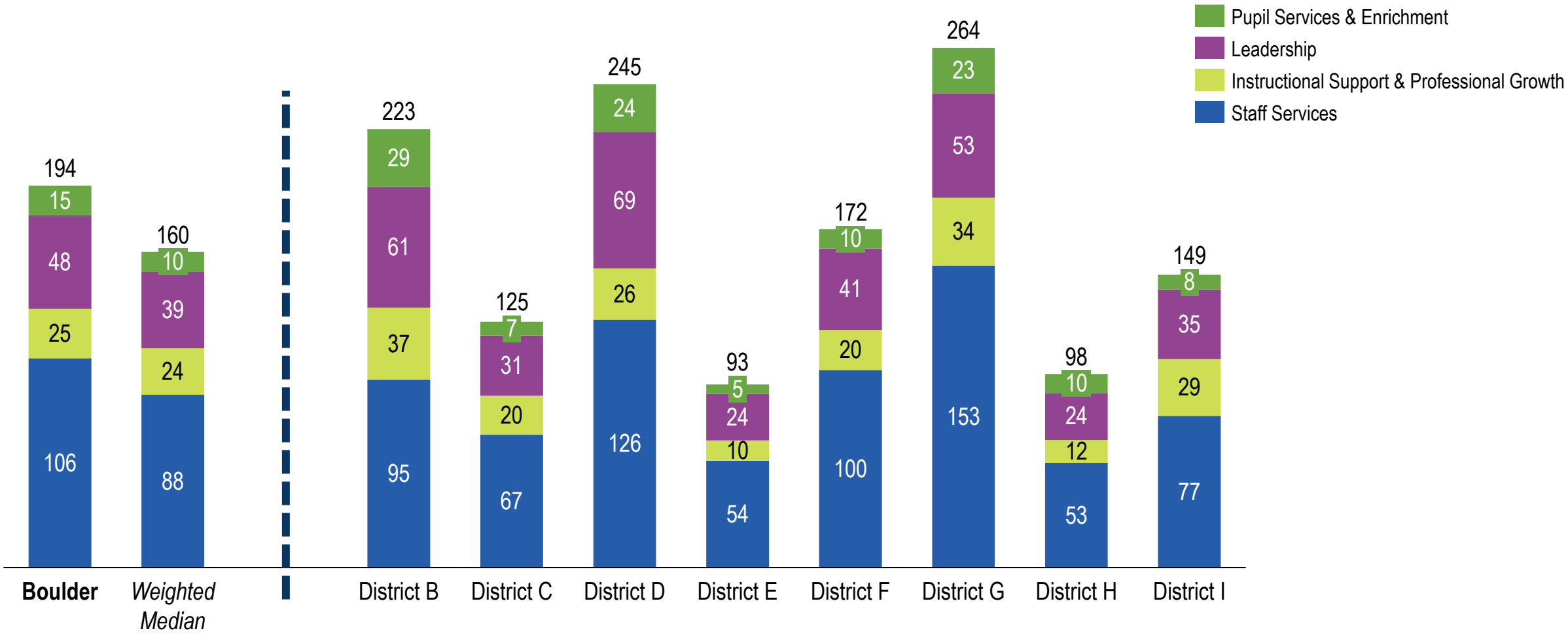
Staff Services
- Human Resources
- Finance, Budget, Purchasing, Distribution
- Data Processing & Information Services
- Facilities Planning
- Development & Fundraising
- Legal
- Insurance

Instruction
- Teacher Compensation
- Aides Compensation
- Substitute Compensation
- Librarian & Media Specialist
- Instructional Materials & Supplies
- Other Non-Compensation
- Other Compensation
- Extended Time & Tutoring

Instruction Support & Professional Growth (ISPG)
- Professional Growth
- Curriculum Development
- Recruitment (of Instructional Staff)
- Special Population Program Management & Support

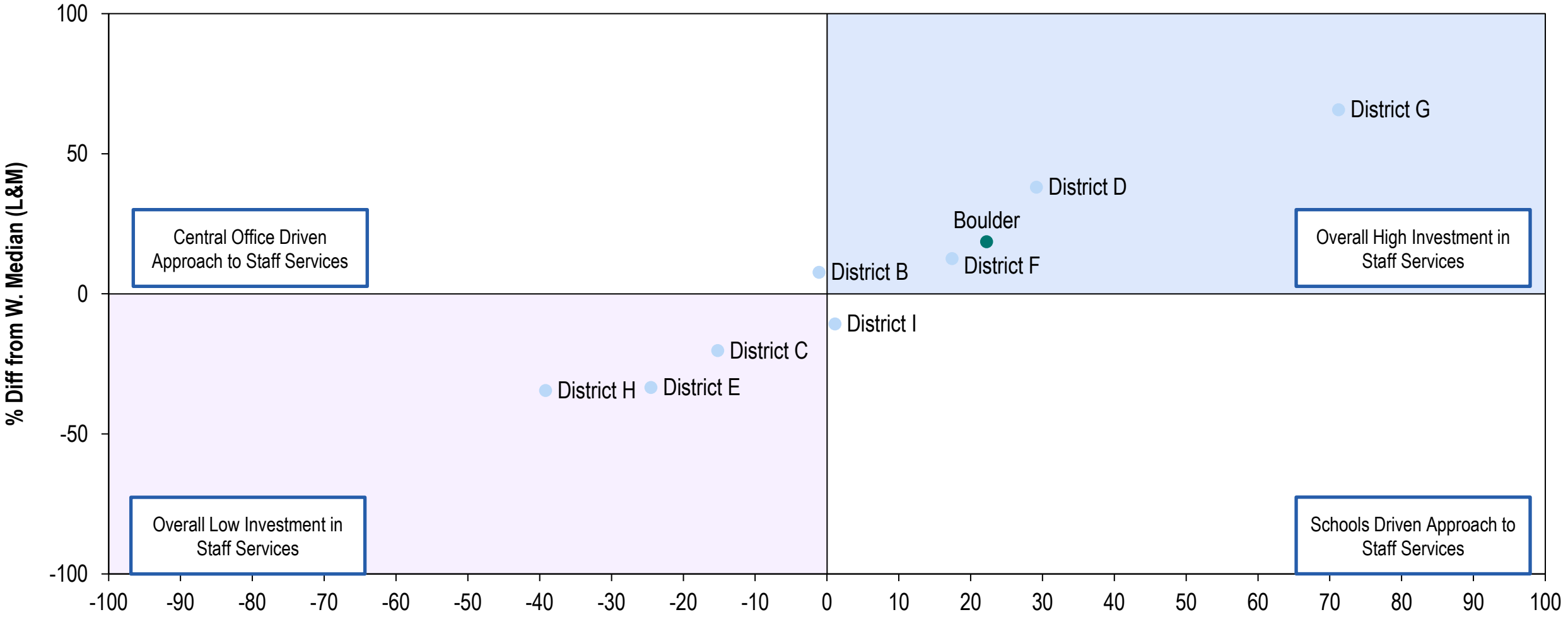
Pupil Services & Enrichment
- Enrichment
- Social Emotional
- Physical Health Services & Therapies
- Career Academic Counseling
- Parent & Community Relations

Adjusted Leadership & Management FTE Across Uses



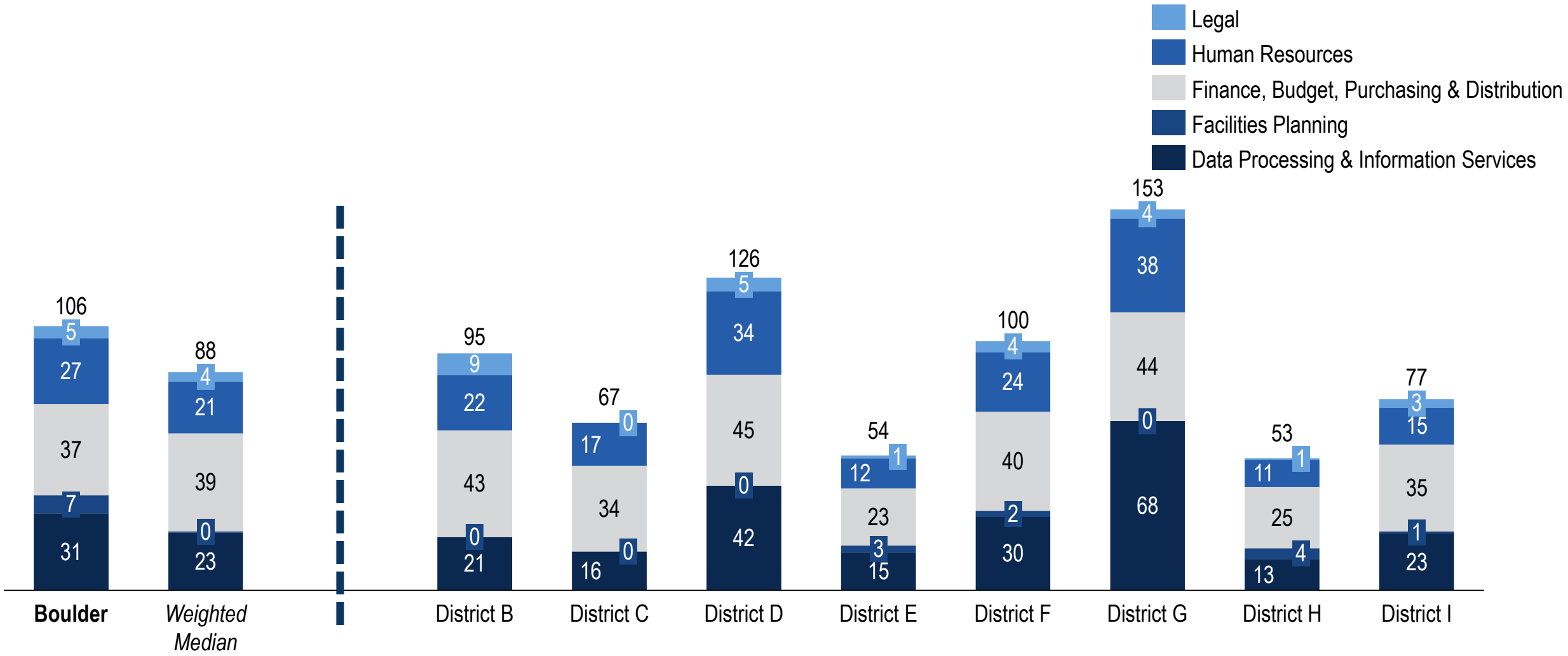
Source: Budgeted Staffing and School Enrollment Files by District (SY25-26)
Note: Excludes Instruction Use; some districts have 1-5 L&M FTE in this Use.

Differences from median: All Staff Services Staff vs. L&M Staff Services Staff



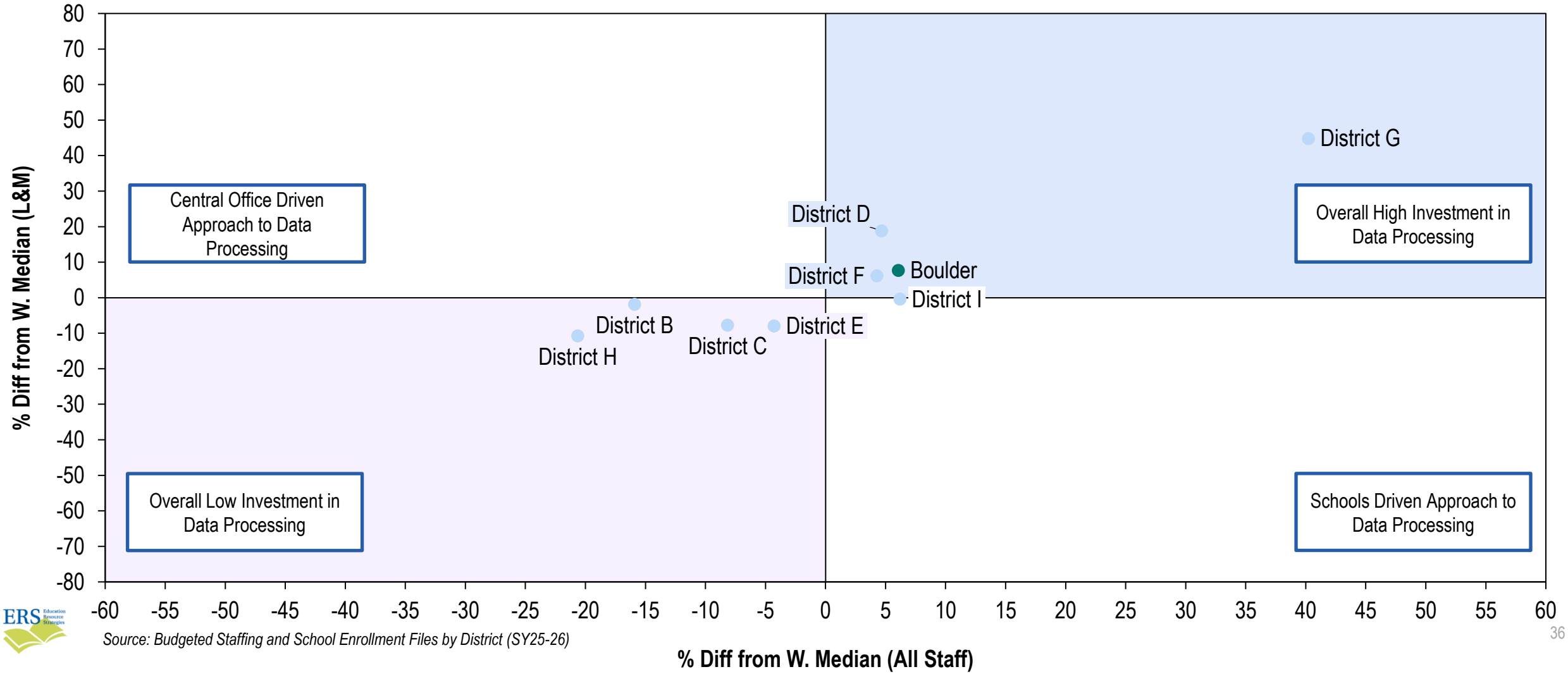
Source: Budgeted Staffing and School Enrollment Files by District (SY25-26)

Adjusted Staff Services FTE by Function



Source: Budgeted Staffing and School Enrollment Files by District (SY25-26)

Differences from median: All Data Processing Staff vs. L&M Data Processing Staff



Source: Budgeted Staffing and School Enrollment Files by District (SY25-26)

Central Office Reflection Questions

As you reflect on different central office positions and functions:

- Are there **opportunities to improve efficiency and/or service quality** by restructuring how central office functions are delivered (e.g., contracted support, changing spans of review or management layers)?
- Is there **duplication (or gaps) in functions** as you look within departments, across departments, or between central and schools?
- How has each department's scope, structure, or staffing **evolved over time**? Do those shifts reflect evolving district priorities and needs?

School Based Staffing Strategy & Context

Methodology notes for school staffing analysis

1. For school level analysis, we made additional exclusions to ensure comparability across cohort districts. Specifically:
    - Excluded staff and students at alternative schools (see data packet for list of schools excluded)

2. Key metric of analysis is FTE per 500 students in order to adjust for district size and represent staffing experiences for a school of average size

Reminder: positions that are more likely to be filled by contracted services in some districts (i.e. speech therapists, occupational therapists, physical therapists, and nurses) are in Shared Services

Considerations for Review of School Staffing Levels

How Much
School Funding & Staffing Levels

- School Funding Formula
- Resources outside of School Funding Formula

How Well
Resources are Organized

The ways in which schools are organizing resources to support student experience including investments in:

- High-quality instruction
- Differentiated time and attention
- Integrated relationships and wellness supports
- Supported teaching teams

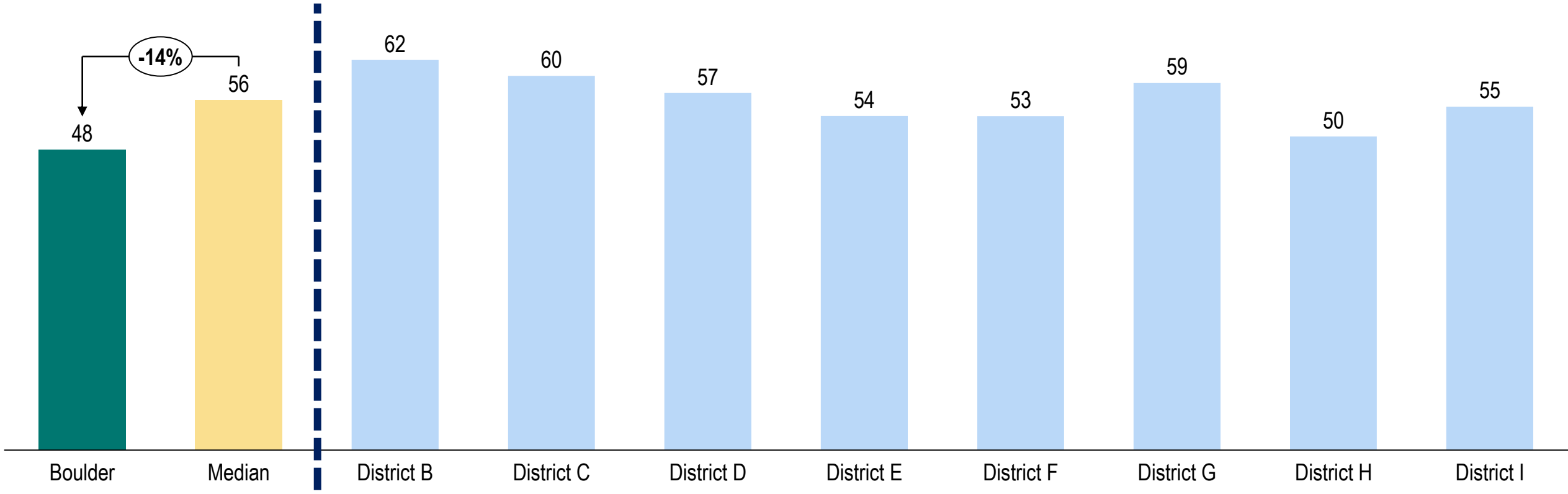
Student Experience and Student Outcomes

What might drive differences in school staffing levels?

1. State Context and Services Supported
2. Overall Funding or Staffing Levels
3. Differentiated Investments in Non-Personnel
4. **School Size**
5. **Student Need, particularly Special Education**
6. **District Approach and Theory of Action re: Central Office Role vs. School Role**
7. **Districts Organized in ways to Gain Efficiencies**
8. **Districts Organized in ways to Prioritize Deliberate Strategic Investments**
9. **Ad hoc, Legacy, and/or Unintentional Investments**
10. **Local workforce and hiring context**

Exploring Overall School Staffing Levels

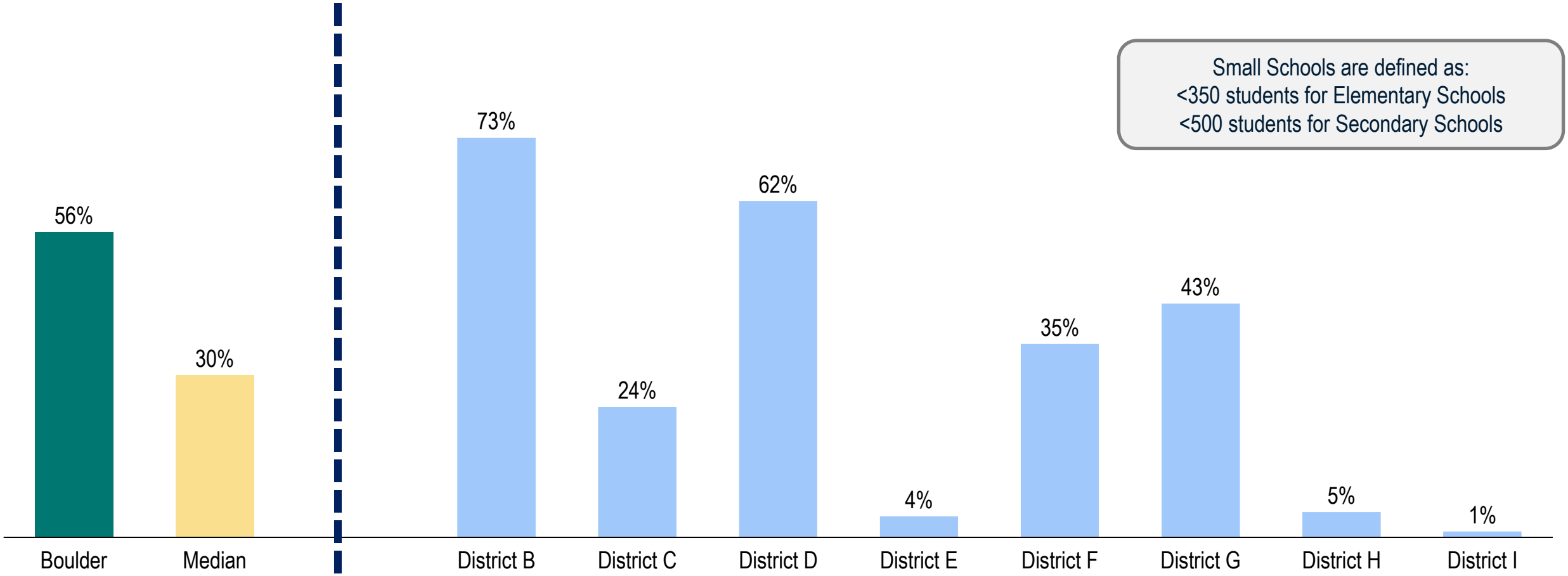
School-Based Staff FTE/500 (School Reported & School on Central)



Implied FTE Diff from W. Median
-405

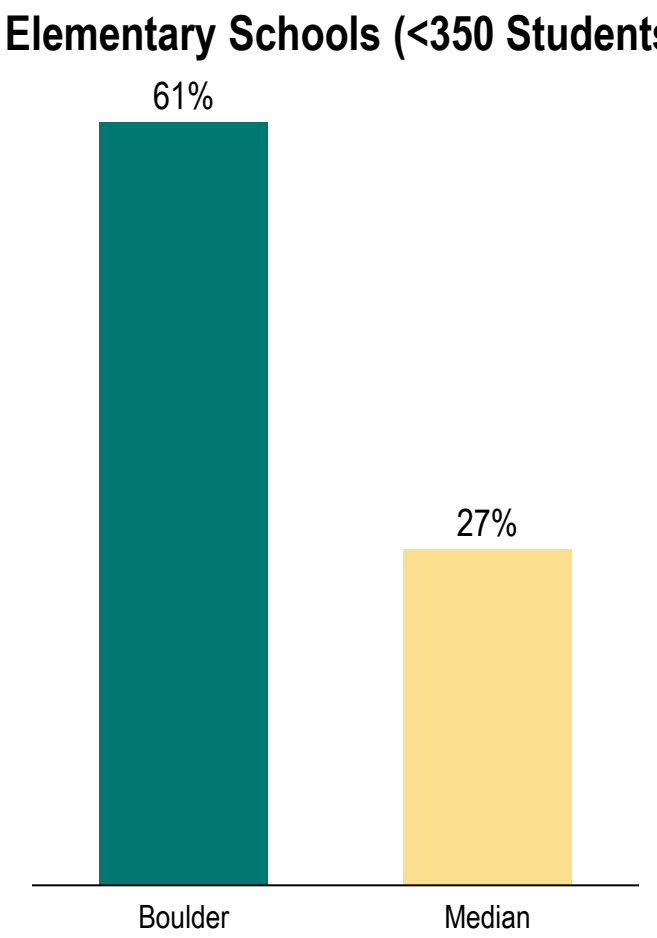
Sources: Budgeted Staffing and School Enrollment Files by District (SY25-26)

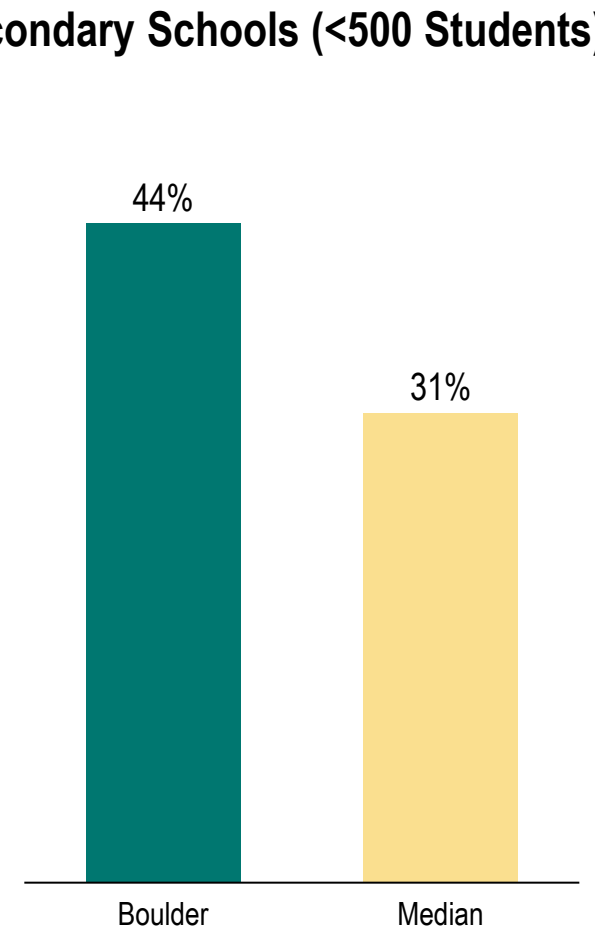
% Small Schools



Notes: K-8 schools are considered elementaries; 6-12 schools are considered secondaries; K-12 schools are excluded from school level analyses
Sources: Budgeted Staffing and School Enrollment Files by District (SY25-26)

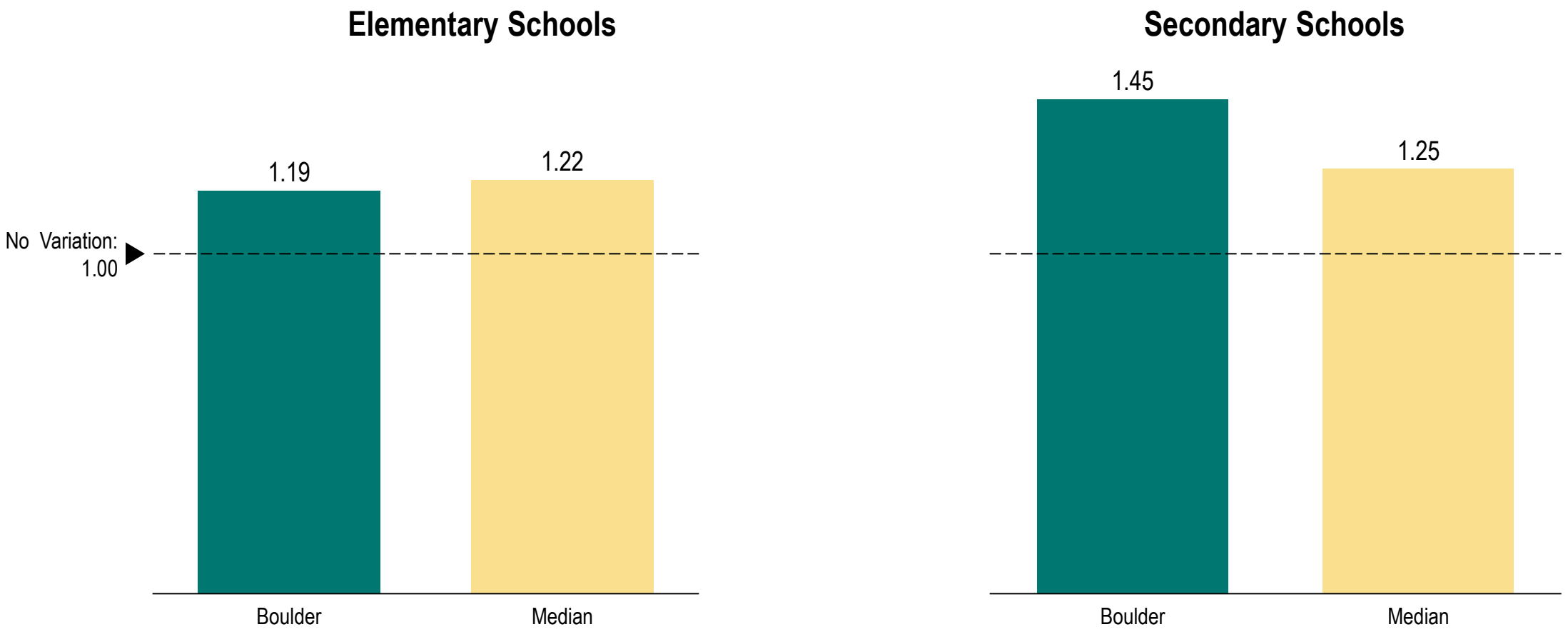
% Small Schools by School Level





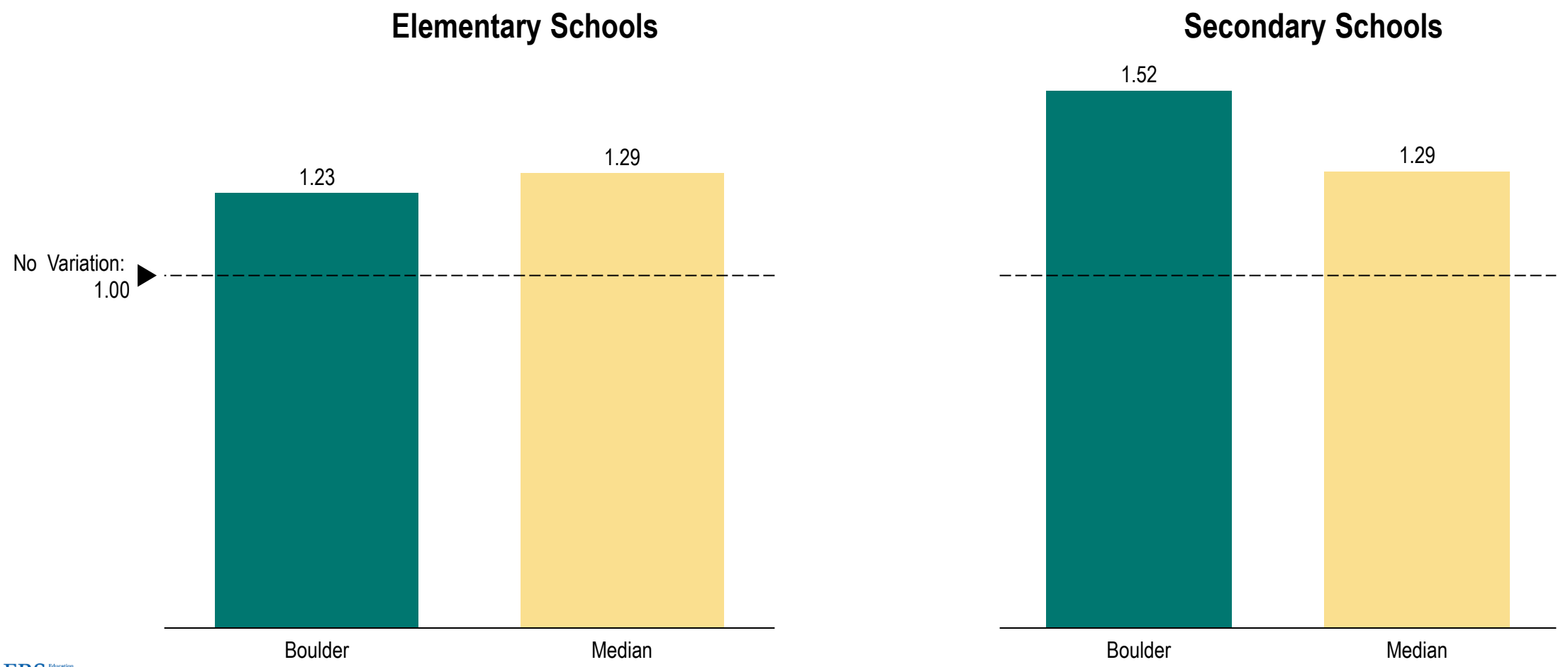
Notes: K-8 schools are considered elementaries; 6-12 schools are considered secondaries; K-12 schools are excluded from school level analyses
Sources: Budgeted Staffing and School Enrollment Files by District (SY25-26)

Staffing Ratio between Small and Non-Small Schools



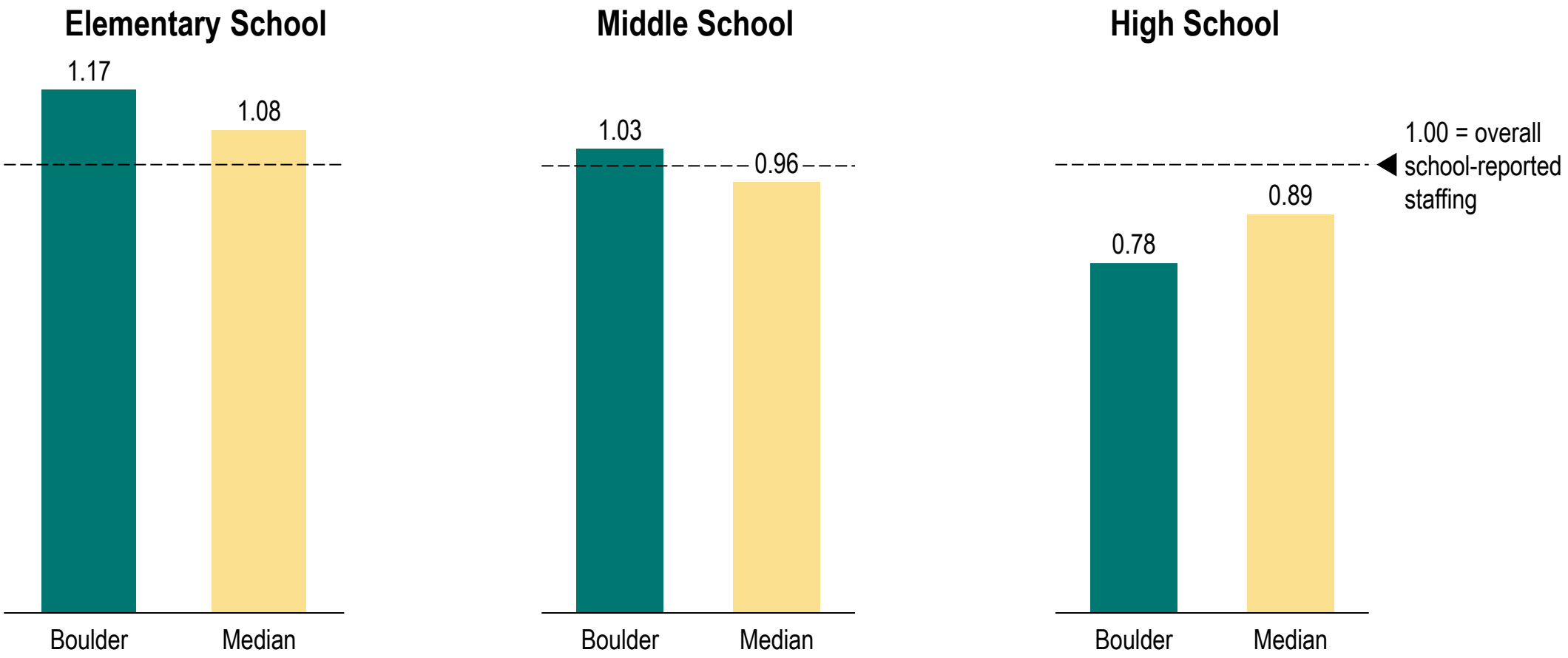
Notes: K-8 schools are considered elementaries; 6-12 schools are considered secondaries; K-12 schools are excluded from school level analyses
Sources: Budgeted Staffing and School Enrollment Files by District (SY25-26)

Staffing Ratio between High and Low Poverty Schools



Notes: K-8 schools are considered elementary. Schools in the highest and lowest poverty quartiles in each district are used in this calculation
Sources: Budgeted Staffing and School Enrollment Files by District (SY25-26)

Ratio of School Level Staffing to Overall School-Based Staffing



Sources: Budgeted Staffing and School Enrollment Files by District (SY25-26)

Exploring School Staffing by Use

ERS applies a coding structure to identify the nature of district staffing

Use

Functions

School Leadership and Administration

Leadership
- Governance
- School Supervision
- Research & Accountability
- Communications
- Student Assignment
- School Administration

Instruction Support & Professional Growth (ISPG)
- Professional Growth
- Curriculum Development
- Recruitment (of Instructional Staff)
- Special Population Program Management & Support

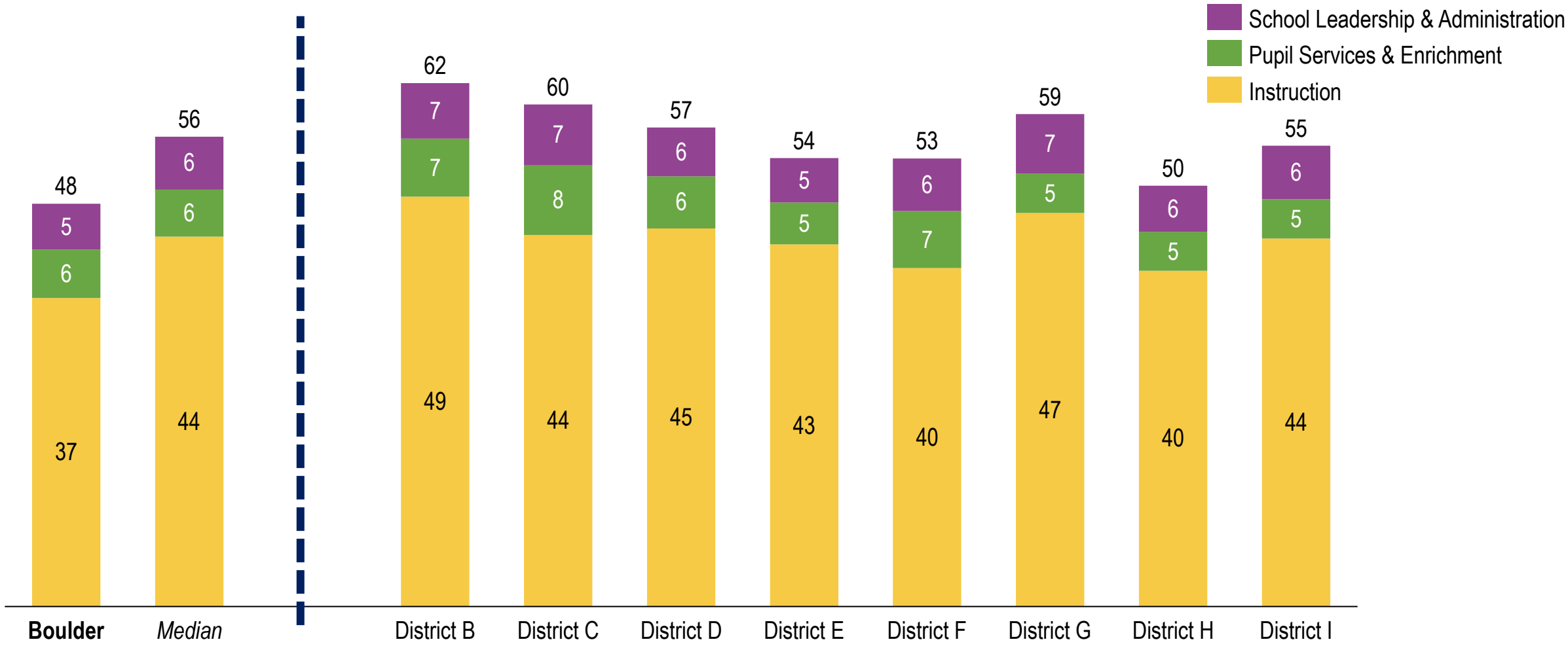
Staff Services
- Human Resources
- Finance, Budget, Purchasing, Distribution
- Data Processing & Information Services
- Facilities Planning
- Development & Fundraising
- Legal
- Insurance

Instruction
- Teacher Compensation
- Aides Compensation
- Substitute Compensation
- Librarian & Media Specialist
- Instructional Materials & Supplies
- Other Non-Compensation
- Other Compensation
- Extended Time & Tutoring

Pupil Services & Enrichment
- Enrichment
- Social Emotional
- Physical Health Services & Therapies
- Career Academic Counseling
- Parent & Community Relations

Operations & Maintenance (O&M)
- Facilities & Maintenance
- Security & Safety
- Food Services
- Student Transportation
- Utilities

School-Based FTE/500 by Use



Notes: Does not show positions coded to Staff Services and ISPG at schools (average of X positions per district)
Sources: Budgeted Staffing and School Enrollment Files by District (SY25-26)

Exploring Instruction

ERS applies a coding structure to identify the nature of district staffing

Use → **Functions**

Leadership
- Governance
- School Supervision
- Research & Accountability
- Communications
- Student Assignment
- School Administration

Instruction Support & Professional Growth (ISPG)
- Professional Growth
- Curriculum Development
- Recruitment (of Instructional Staff)
- Special Population Program Management & Support

Staff Services
- Human Resources
- Finance, Budget, Purchasing, Distribution
- Data Processing & Information Services
- Facilities Planning
- Development & Fundraising
- Legal
- Insurance

Instruction
- Teacher Compensation
- Aides Compensation
- Substitute Compensation
- Librarian & Media Specialist
- Instructional Materials & Supplies
- Other Non-Compensation
- Other Compensation
- Extended Time & Tutoring

Pupil Services & Enrichment
- Enrichment
- Social Emotional
- Physical Health Services & Therapies
- Career Academic Counseling
- Parent & Community Relations

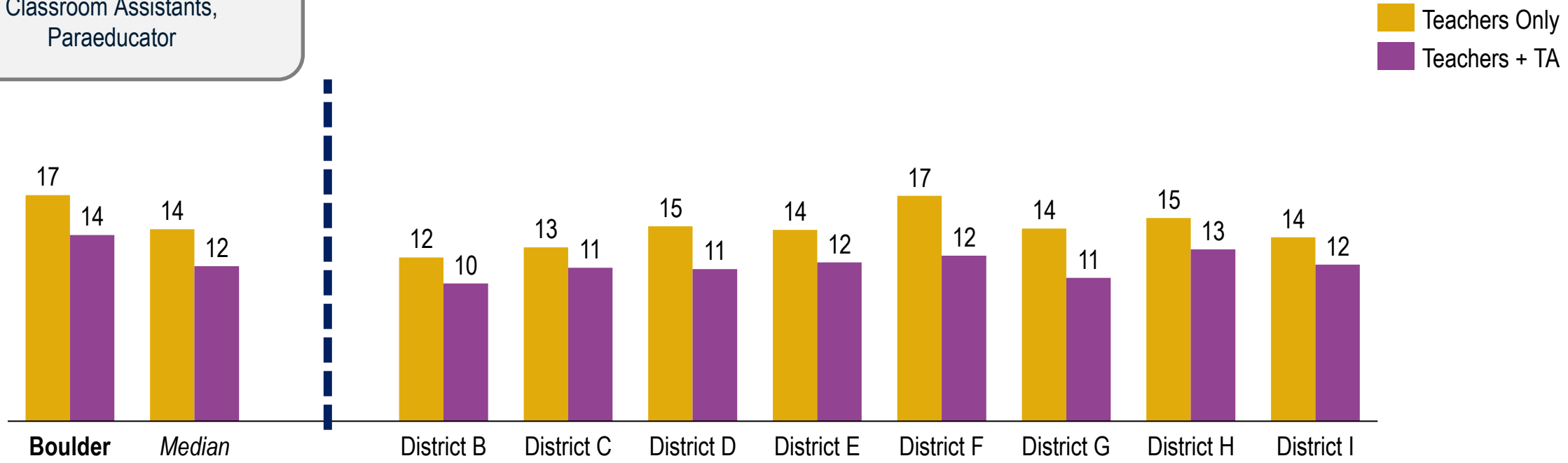
Operations & Maintenance (O&M)
- Facilities & Maintenance
- Security & Safety
- Food Services
- Student Transportation
- Utilities

Common Drivers of Instructional Staffing Levels

Area	Common Resource Misalignments	Strategic Reallocation Opportunities
Class Sizes and Intervention Supports	Small or underutilized class sizes relative to class size ratios; across the board class size reductions	Deliberate, targeted group size increases and reductions that support highest priority areas
Teacher Utilization and Master Schedule	Teachers that are not fully scheduled often due to specialty course offerings and/or school sizes that don't require full teaching load	Investments in teacher schedules that prioritize planning time and collaboration

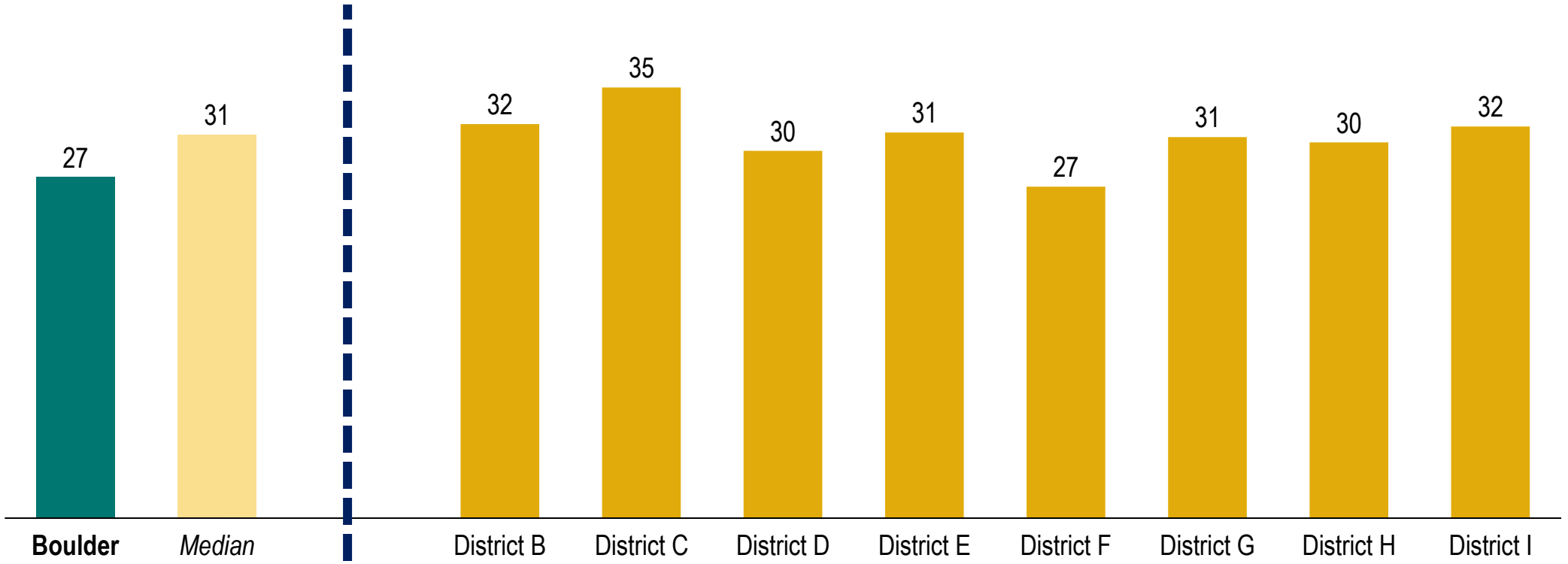
Instructional Ratios (All Students to All Teachers & TAs)

TAs Include: Paraprofessionals, Classroom Assistants, Paraeducator



Sources: Budgeted Staffing and School Enrollment Files by District (SY25-26)

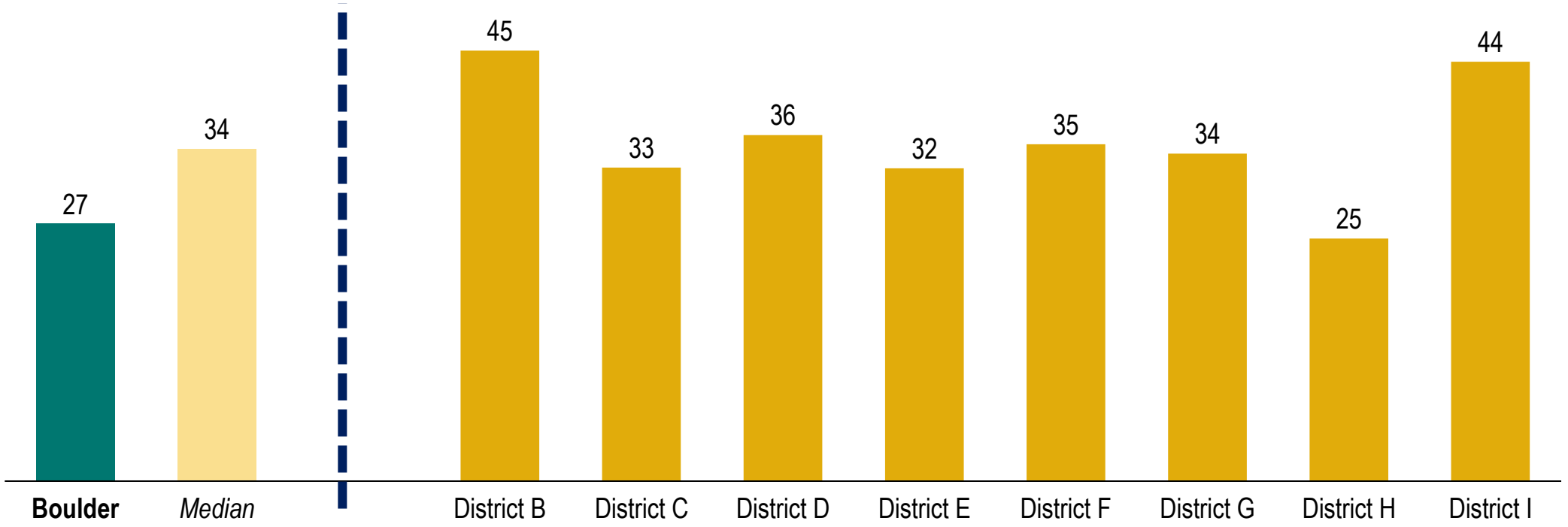
Gen. Ed. Teacher FTE / 500 Non-Self-Contained Students



Teacher Implied FTE Diff. from W. Median
-156

Notes: Calculation considers gen ed students as all students other than students with disabilities served in self contained setting and gen ed teachers as all teachers excluding special education teachers
Sources: Budgeted Staffing and School Enrollment Files by District (SY25-26)

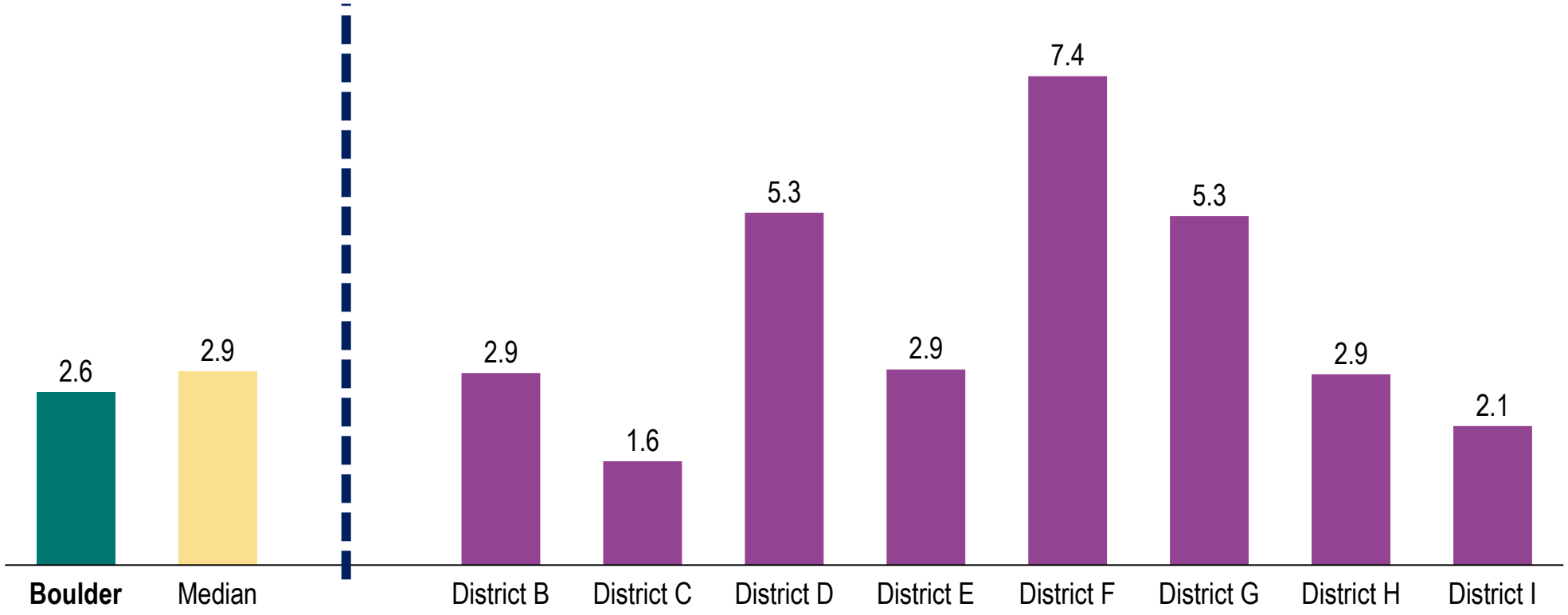
Special Ed. Teacher FTE / 500 Special Ed. Students



Teacher Implied FTE Diff. from W. Median
-52

Notes: Calculation considers gen ed students as all students other than students with disabilities served in self contained setting and gen ed teachers as all teachers excluding special education teachers
Sources: Budgeted Staffing and School Enrollment Files by District (SY25-26)

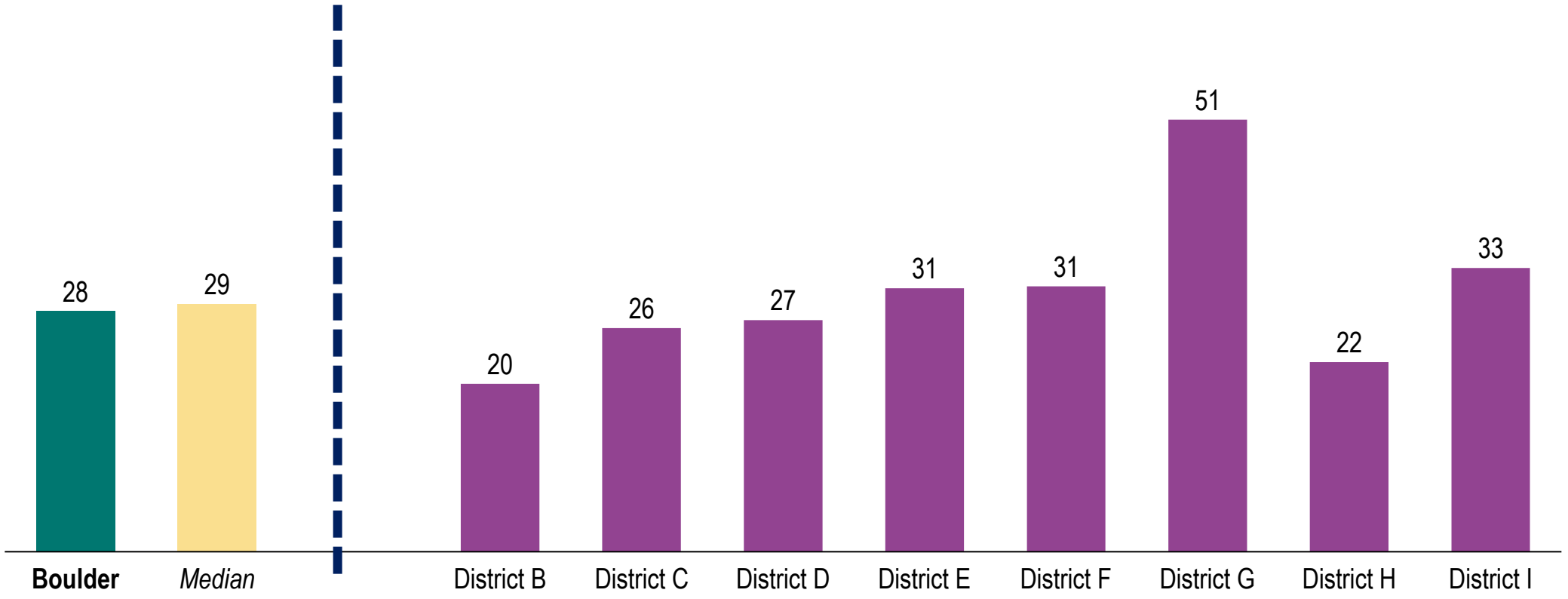
Gen. Ed. TA FTE / 500 Non-Self-Contained Students



TAs Implied FTE Diff. from W. Median
-14

Sources: Budgeted Staffing and School Enrollment Files by District (SY25-26)

Special Ed. TA FTE / 500 Special Ed. Students



TAs Implied FTE Diff. from W. Median
-5

Sources: Budgeted Staffing and School Enrollment Files by District (SY25-26)

Exploring Pupil Services Roles

ERS applies a coding structure to identify the nature of district staffing

Use → **Functions**

Leadership
- Governance
- School Supervision
- Research & Accountability
- Communications
- Student Assignment
- School Administration

Instruction Support & Professional Growth (ISPG)
- Professional Growth
- Curriculum Development
- Recruitment (of Instructional Staff)
- Special Population Program Management & Support

Staff Services
- Human Resources
- Finance, Budget, Purchasing, Distribution
- Data Processing & Information Services
- Facilities Planning
- Development & Fundraising
- Legal
- Insurance

Instruction
- Teacher Compensation
- Aides Compensation
- Substitute Compensation
- Librarian & Media Specialist
- Instructional Materials & Supplies
- Other Non-Compensation
- Other Compensation
- Extended Time & Tutoring

Pupil Services & Enrichment
- Enrichment
- Social Emotional
- Physical Health Services & Therapies
- Career Academic Counseling
- Parent & Community Relations

Operations & Maintenance (O&M)
- Facilities & Maintenance
- Security & Safety
- Food Services
- Student Transportation
- Utilities

ERS applies standard coding to analyze the following Position Types within the Pupil Services Category

Guidance Counselors

Anyone who helps students with academic, personal, and career advice

Common Examples: Guidance Counselor, School Counselor

Social Workers

Individuals who provide counseling, support to address mental health, behavioral, and social needs.

Common Examples: Social Workers, School Social Worker

Psychologists

Individuals who provide counseling, support to address mental health, behavioral, and social needs.

Common Example: Psychologists, School Psychologists

Coordinator/Manager

Anyone with Coordinator, Manager or Director in their title, but is not the head of a *major* department

Common Examples: Athletic Director, Coordinator Family Relations

Other

Includes diverse support roles from a variety of functionalities not captured by other position types

Common Examples: Behavior Specialist, Family/Parent Liaison, Student Advocate

Excluded Roles:

For comparison purposes, pupil services roles that are commonly contracted were excluded from this analysis and include the following:
Physical Therapists, Audiologists, Interpreters, Occupational Therapists and Speech & Language Therapists

Notes: Psychologists are typically considered a shared service and not assigned to specific schools. For comparability purposes, they are excluded from school-level analyses.

What might drive differences in *pupil services* staffing levels?

1. Overall Funding or Staffing Levels
2. State Context and Services Supported
3. Differentiated Investments in Non-Personnel
4. Student Need, particularly Special Education
5. School Size
6. District Approach and Theory of Action re: Central Office Role vs. School Role
7. Districts Organized in ways to Gain Efficiencies
8. Districts Organized in ways to Prioritize Deliberate Strategic Investments
9. Ad hoc, Legacy, and/or Unintentional Investments

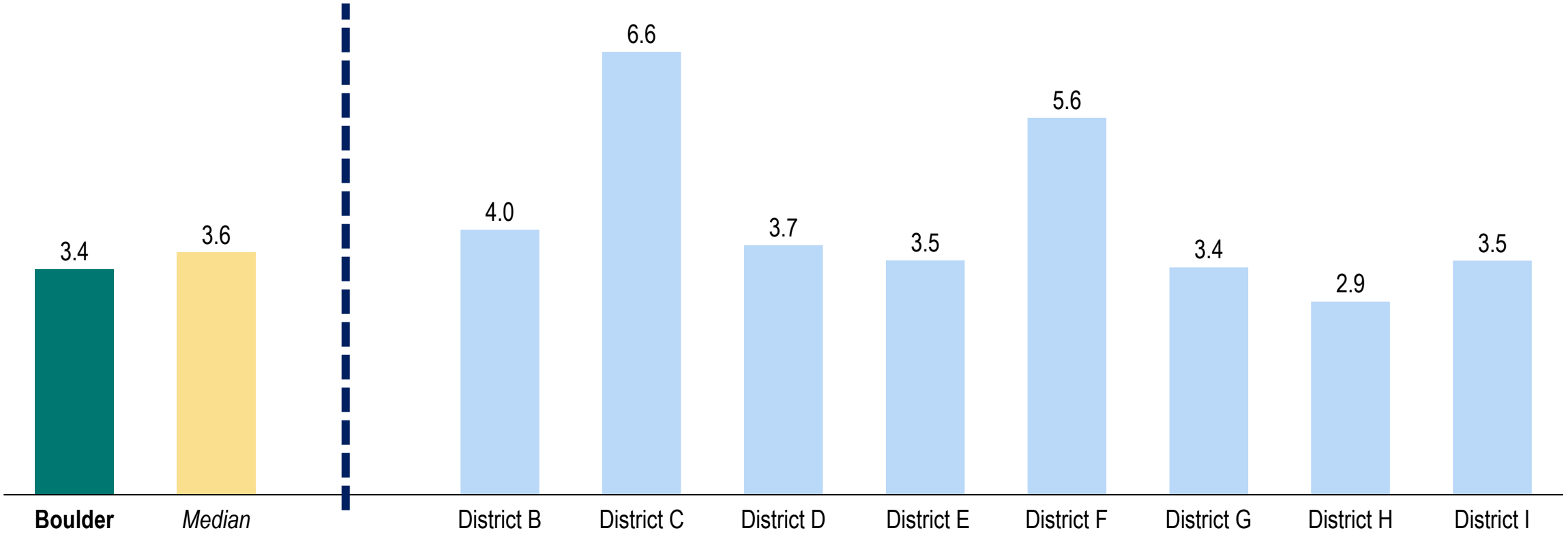
Pupil Services Staffing Considerations

Student relationships and wellness are supported by *all* school staff, not just pupil services staff; therefore, pupil services staffing must be considered in context of overall school staffing strategy

Currently, many districts face challenges in hiring positions in this area with two implications:

- Budgeted vs. actual staffing in this area may vary more significantly than other areas
- Hiring challenges may impact budgeted ratios

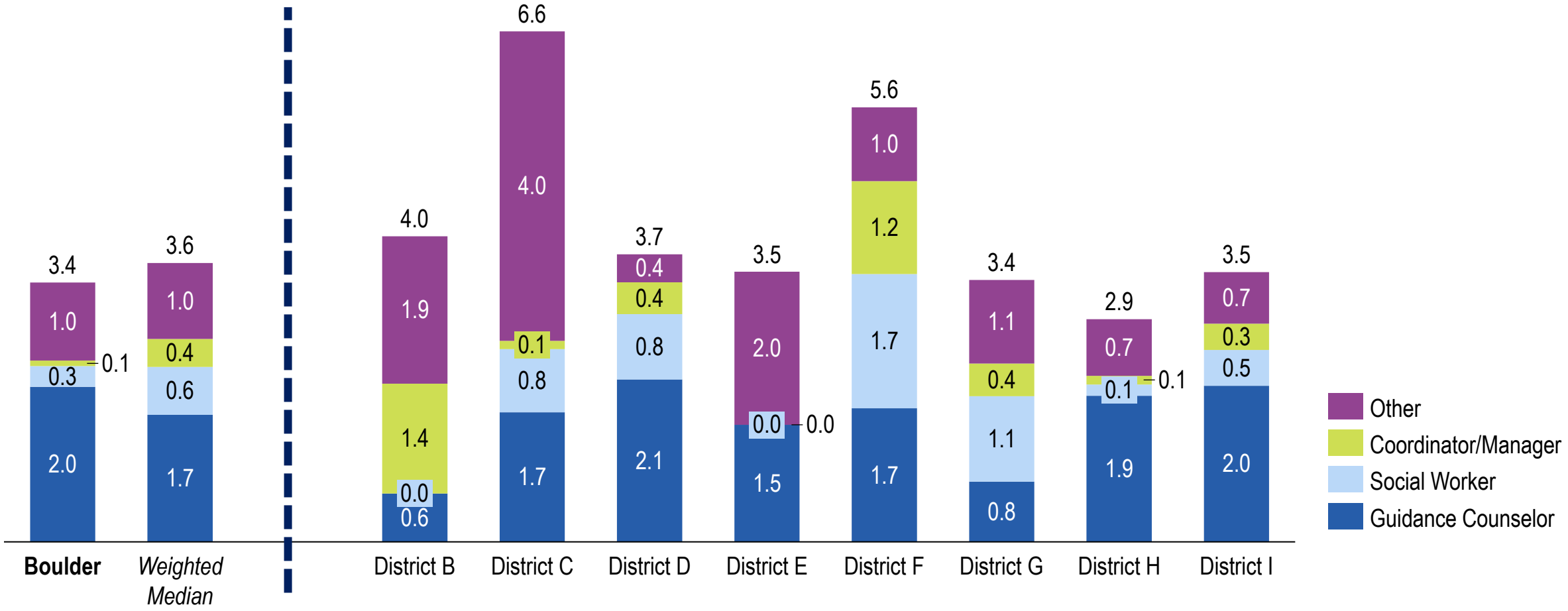
FTE/500 in Pupil Services & Enrichment



Implied FTE Diff. from W. Median	-12

Sources: Budgeted Staffing and School Enrollment Files by District (SY25-26)

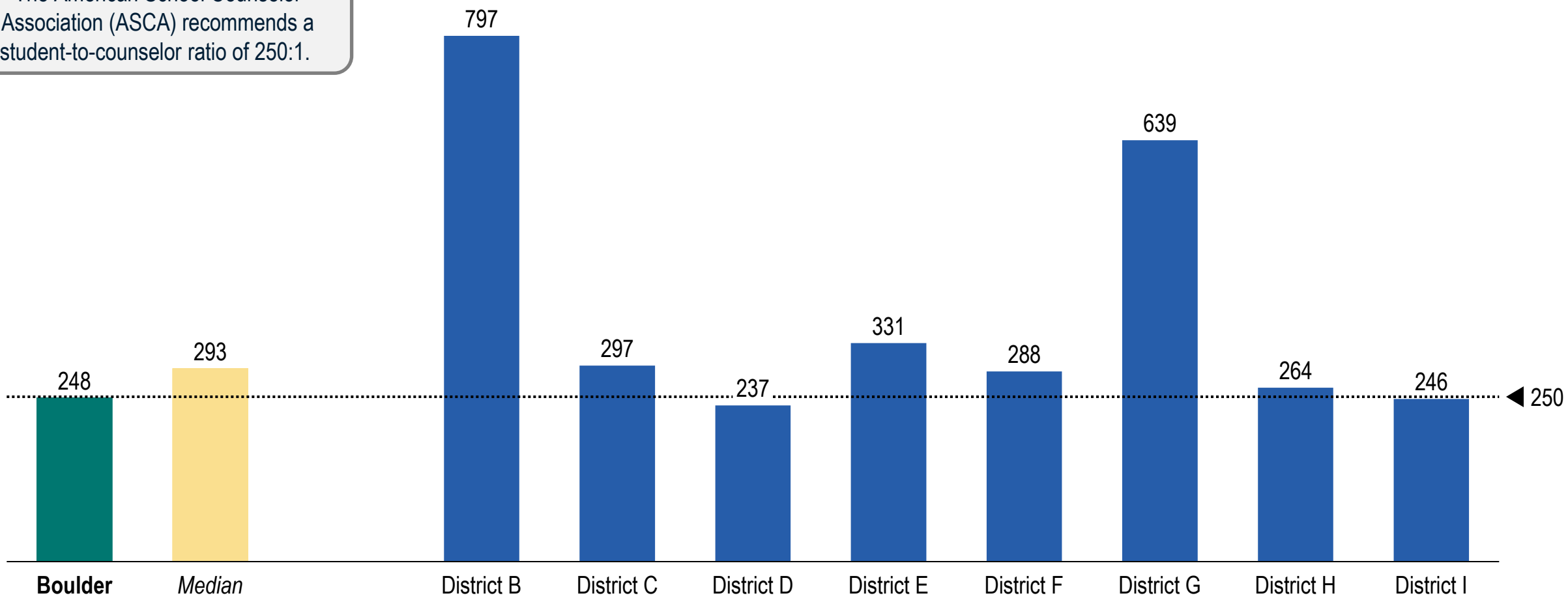
Pupil Services & Enrichment FTE/500 by Position Type



Notes: Psychologists not assigned to specific schools are considered a shared service, and therefore would not show up in the FTE/500
Sources: Budgeted Staffing and School Enrollment Files by District (SY25-26)

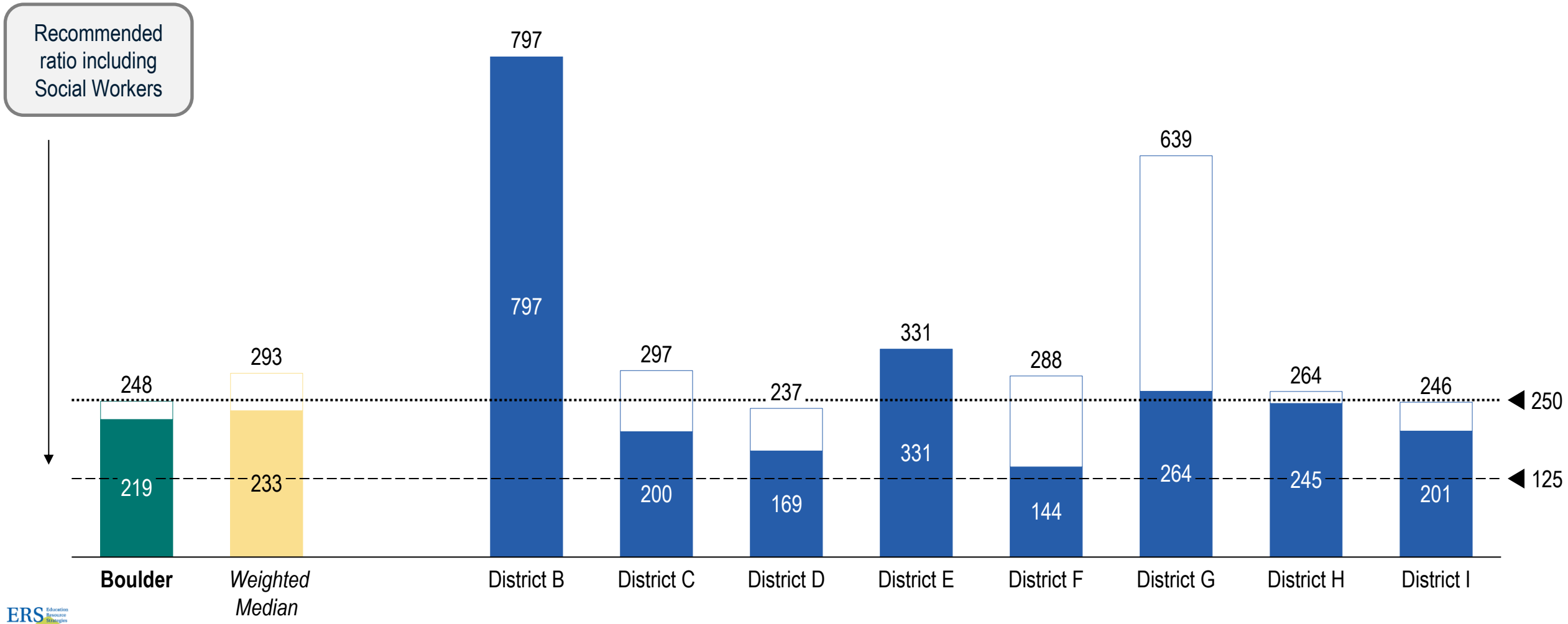
Student to Guidance Counselor Ratio

The American School Counselor Association (ASCA) recommends a student-to-counselor ratio of 250:1.



Sources: Budgeted Staffing and School Enrollment Files by District (SY25-26)

Student to Guidance Counselor & Social Worker Ratio



Sources: Budgeted Staffing and School Enrollment File by District (SY25-26); School Social Work Association of America

Exploring School Leadership & Administration

ERS applies a coding structure to identify the nature of district staffing

Use ⟶ **School Leadership and Administration**

Functions

Leadership
- Governance
- School Supervision
- Research & Accountability
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- Curriculum Development
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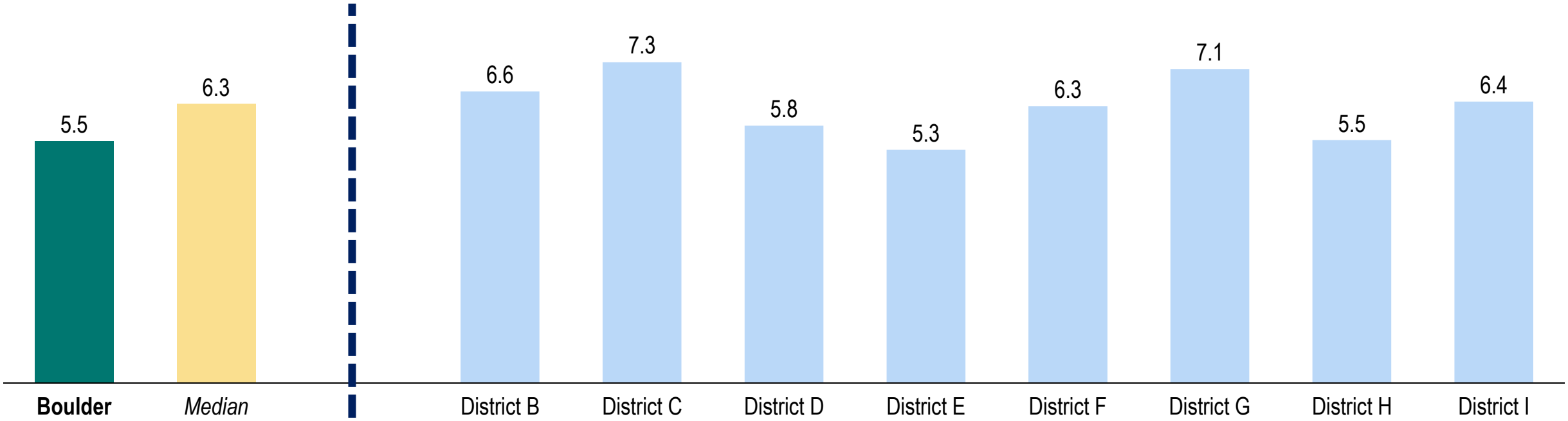
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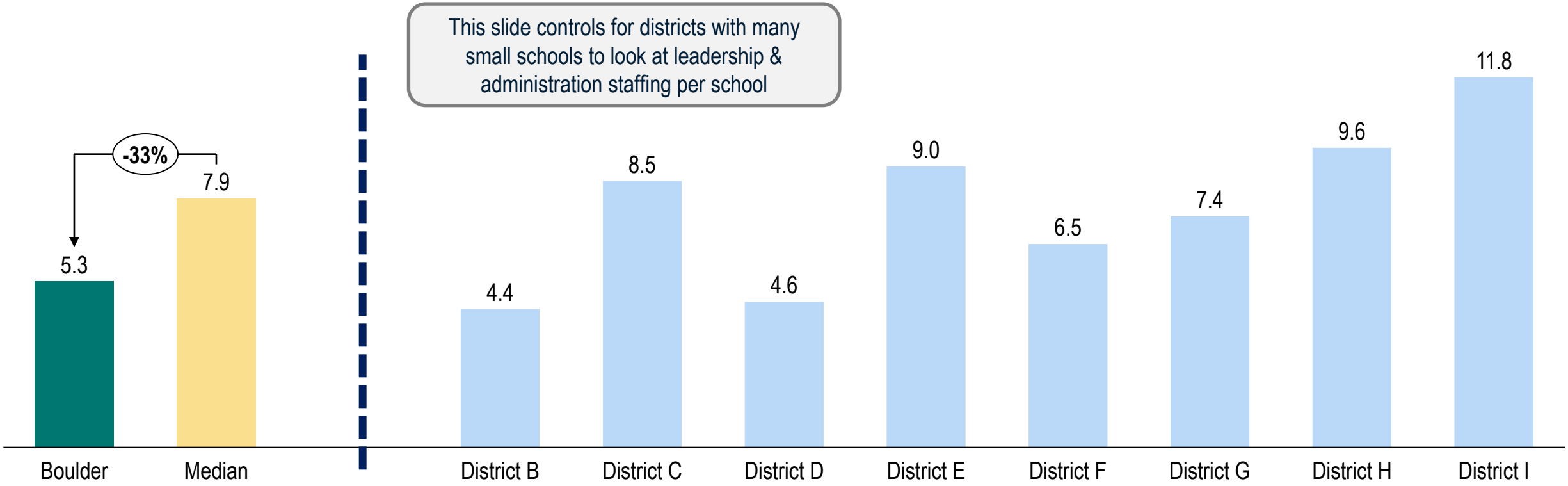
School Leadership & Administration FTE/500



Implied FTE/500 Diff. from W. Median	-42

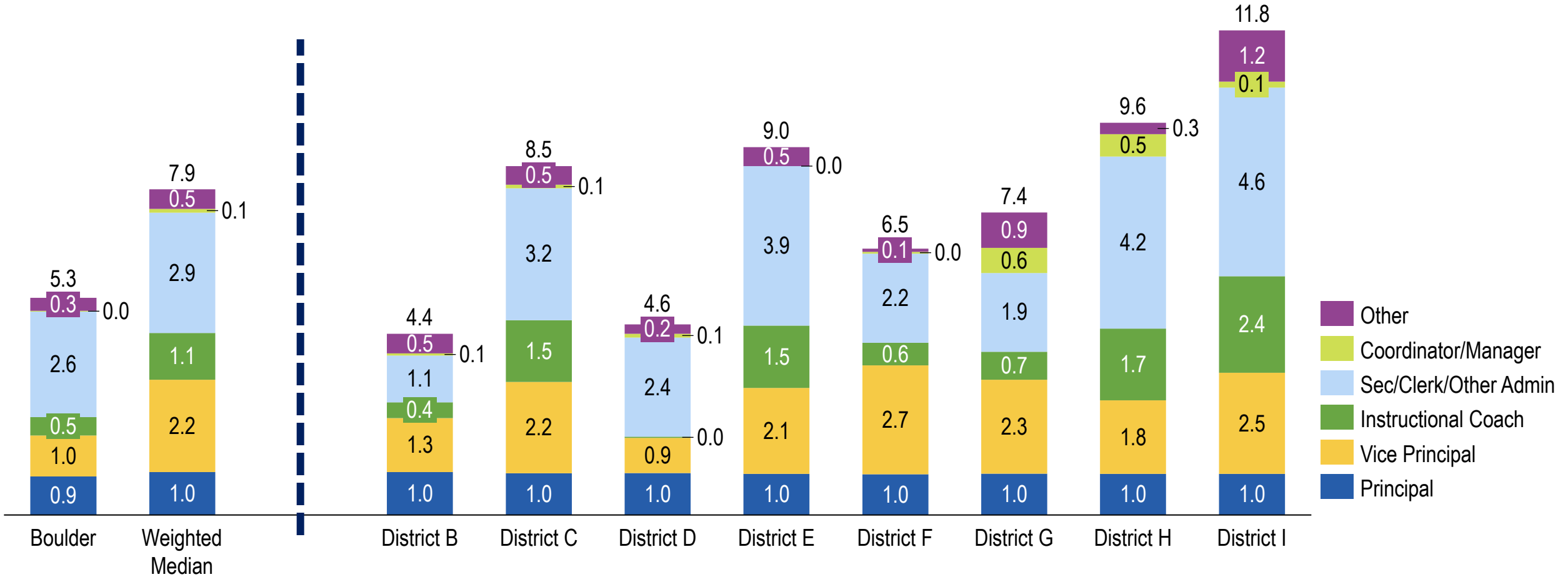
Notes: The school administrator category is composed of school staff with position type Principal, Vice-principal, Secretary/Clerk/Other Admin, Instructional Coach, Coordinator/Manager, and Other and the Uses of Leadership, Staff Services and Instructional Support & Professional Growth
Sources: Budgeted Staffing and School Enrollment Files by District (SY25-26)

School Leadership & Administration FTE/School



Notes: the school leadership and administrator category is composed of school staff with position type Principal, Vice-principal, Secretary/Clerk/Other Admin, Instructional Coach, Coordinator/Manager, and Other
Sources: Budgeted Staffing and School Enrollment File by District (SY25-26)

School Leadership & Administration FTE/School by Position Type



Notes: Principals, vice-principals, school secretaries, and instructional coaches assigned to individual schools are considered school administrators
Sources: Budgeted Staffing and School Enrollment Files by District (SY25-26)

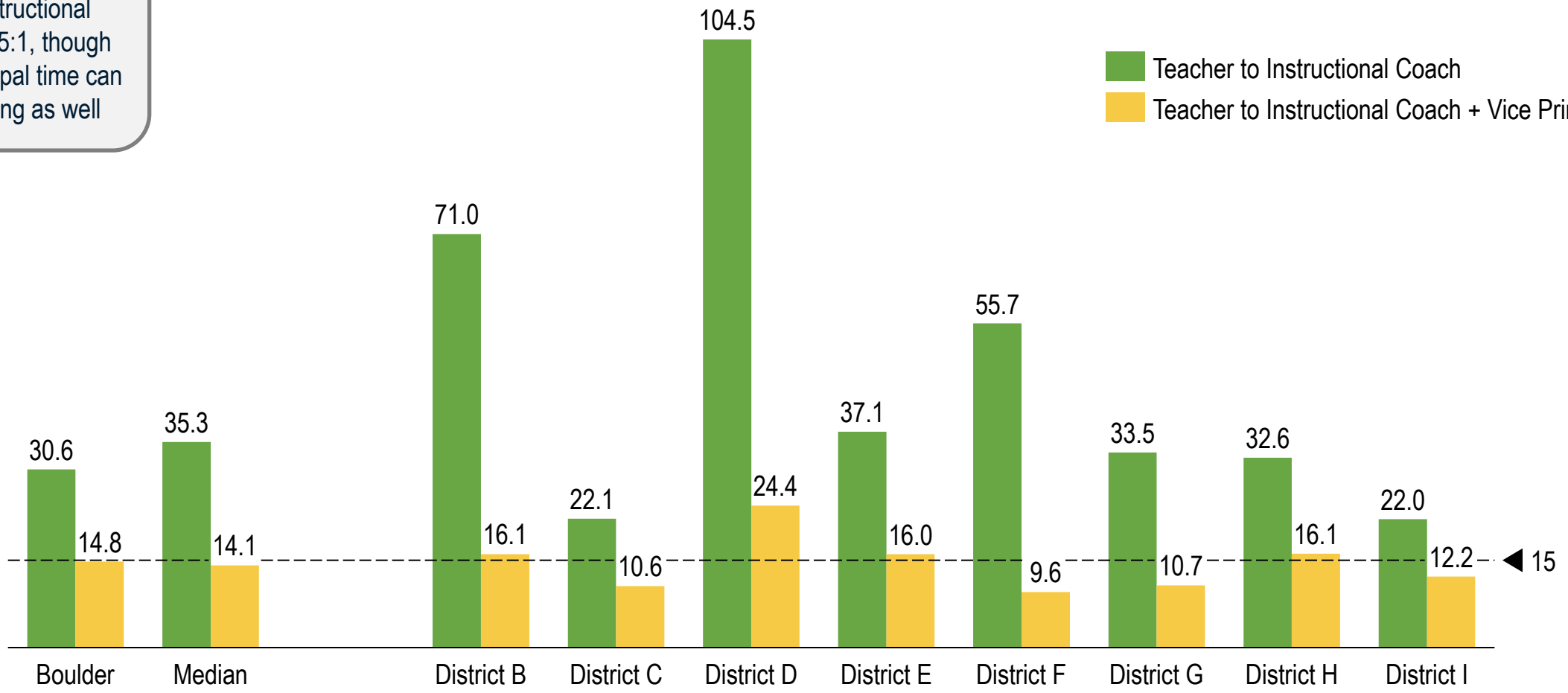
The following conditions must be in place for instructional coaching to lead to impact on teacher practice and student learning

- Clear sense of purpose and targets for improvement and theory of change
- Coaching is designed to align to research-based practices – i.e. dosage, frequency, etc. (90 min PLC per week)
- Schedules include sufficient time for observation, feedback, and reflection (each teacher should have a 30 min coaching cycle every other week)
- Coaches have expertise in the content area they are providing and there is a strong selection process/criteria in place
- The district has adopted high-quality instructional materials (HQIM) and aligned assessments to support rigorous, joyful, and engaging instruction
- Coaching is connected to specific curriculum and lessons teachers are implementing
- If provided by outside partners, there is a clear plan for building capacity of school instructional leaders to continue to the work

We've seen many places where coaches are spread too thin to be effective, so it's better to concentrate the existing investment in the places where it's needed most

Ratio of Teachers to Instructional Coaches

Research recommends a teacher to instructional coach ratio of 15:1, though some Vice Principal time can support coaching as well



Sources: **Paul Bambrick-Santoyo from Leverage Leadership: A Practical Guide to Building Exceptional Schools recommends 1 coach for every 15 teachers* Budgeted Staffing and School Enrollment Files by District (SY25-26)
Notes: This slide looks across all teachers, instructional coaches and vice principals in the district, regardless of budget location. Does not include any coaching provided by teacher leader-type roles.

Reflection Questions

As you reflect on different school staff positions:

1. What is the **core role and purpose** of this staff position? How does it relate to Strategic Plan Priorities? How is it distinct from, or overlapping with, other similar positions within schools or the district?
2. What criteria *currently* guide and *should* guide how this position is **allocated across schools** (e.g., enrollment, student need, school level)?
3. What **changes have occurred over time** in how this position is defined, used, and allocated across schools? Do those shifts reflect evolving district priorities and student needs?
4. What additional supports or investments would be needed to **maximize the impact** of this role?
5. Are there **opportunities to improve efficiency** (e.g., by using shared positions across schools, part-time staff, stipends for existing roles, or contracting with outside providers)? What trade-offs should we consider?



Appendix

Budget Benchmarking Goals

Participants will…	As a result, participants will…	In order to…
• Explore comparative data an analysis of their district's SY25-26 budgeted staffing levels relative to other districts in the cohort • Make meaning of staffing patterns through collaborative discussion	• Build a deeper understanding of their current resource use in the context of their district's strategic priorities, national peers, and national research • Identify potential opportunities to reallocate current spending and staffing	• Inform strategic short-term budget decisions and tradeoffs for the SY26-27 budget cycle that build towards longer term vision and priorities

Your feedback will help us assess progress towards these goals.

Contracted services typically represent a small portion of district spend, especially for school resources

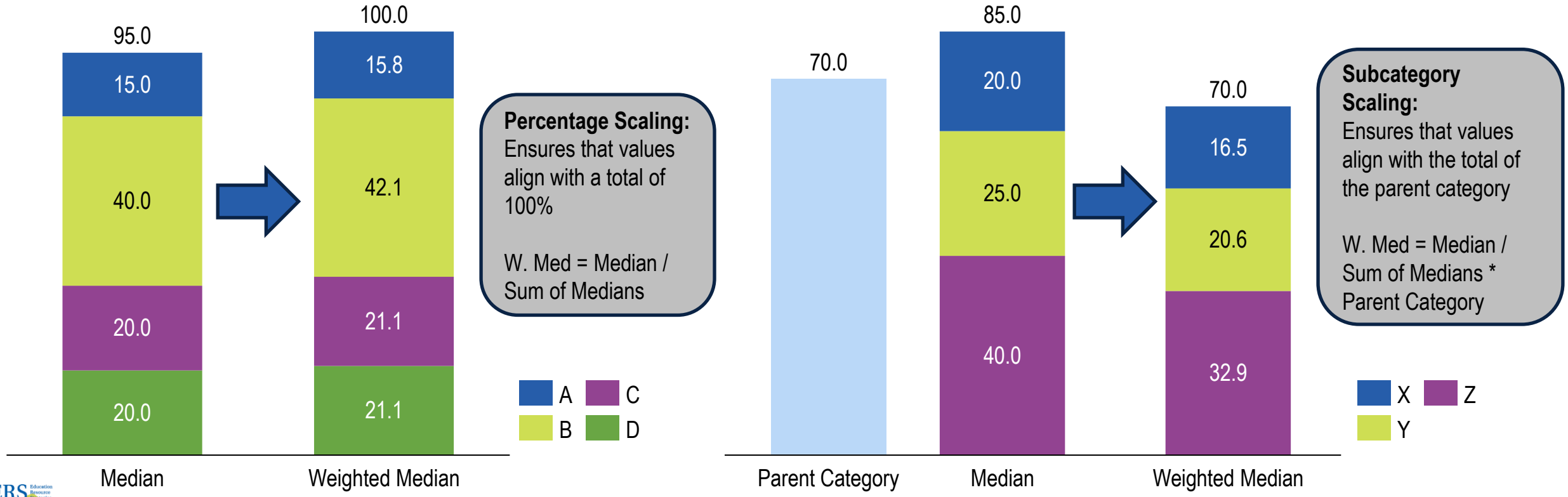
% Dollars Spent on Contracts pulled from Full ERS Comp Database
*NOT based on our cohort district data

	% Spend on Contracts (with Operations & Maintenance)	% Spend on Contracts (without Operations & Maintenance)
Leadership & Management	13%	14%
Shared Services	23%	29%
School Reported + School on Central	3%	3%
TOTAL	**7%**	**5%**

Notes: Operations & Maintenance includes Facilities & Maintenance, Security & Safety, Food Services, Student Transportation, Utilities
Sources: ERS Comparative Database

Weighted Median Methodology

Because medians represent the middle value of a distribution (as opposed to the true average or a total sum) and are calculated independently of each other, when we look within subcategories, medians do not sum to 100%. To ensure consistency and accuracy we apply transformations to arrive at weighted medians.



Source: Constructed Data


ERS