

BALDWIN COUNTY BOARD OF EDUCATION

PROGRESS REPORT

PRESENTED OCTOBER 18, 2016
TO THE COMMUNITY ADVISORY TASK FORCE



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REFERENCE GUIDE

ALSDE – Alabama State Department of Education

GRITC – Gulf Regional Innovative Teaching Conference

BCBE – Baldwin County Board of Education

BCPS – Baldwin County Public Schools

CSFO - Chief School Financial Officer

EGGS – Educators Growing Great Students

PAYG – Pay As You Go

PPE – Per Pupil Expenditure

STAFF REPORTING

MR. EDDIE TYLER, SUPERINTENDENT

ACADEMICS/CURRICULUM

DR. JOYCE WOODBURN, ACADEMIC DEAN

LEADERSHIP

MS. HOPE ZEANAH, ASSISTANT SUPERINTENDENT

MRS. JENNIFER SINCLAIR, DIRECTOR, HUMAN RESOURCES

MRS. SHANNON CAULEY, PRESIDENT, BALDWIN COUNTY BOARD OF EDUCATION

COMMUNICATION

MR. TERRY WILHITE, DIRECTOR, COMMUNICATIONS

FACILITIES

MR. ANTHONY SAMPSON, DIRECTOR, PREVENTION AND SUPPORT SERVICES

MR. MARTY MCRAE, ASSISTANT SUPERINTENDENT

FUNDING

MR. JOHN WILSON, CHIEF SCHOOL FINANCIAL OFFICER

ACADEMICS/CURRICULUM: ACADEMICS FIRST

RECOMMENDATION #1: PROVIDE THE NECESSARY LEADERSHIP TO ENSURE ACADEMICS IS THE NUMBER ONE PRIORITY OF THE DISTRICT.

- Hired an Academic Dean to oversee pre-K through 12 curricular initiatives.
- Academic data is shared with the Board of Education monthly and Task Force members quarterly.
- Established district initiatives.
- Developed and updated district strategic plan.
- Currently, BCPSs' accountability to the state and federal governments is based on the ACT ASPIRE and AAA tests.
- Elementary and secondary supervisory staff reviews the test data during school visits.
- Test results are available for viewing at www.bcbe.org/aspiredata.
- Submission of Innovation and Flexibility Waiver to the ALSDE:
 - » In order to focus on learning instead of testing, BCPS has requested the system's accountability be measured solely on the Scantron Performance Series test results in grades 3-8 and 10 in reading and math.
 - » Additionally, BCPS has requested the system's accountability be measured solely on the Scantron Achievement Series test results in grades 5, 7 and 10 in science.
 - » The goal of using the Scantron Performance and Achievement Series for accountability is twofold:
 - The Performance Series test results are timely, formative, and measureable.
 - Test results are immediately available after test administration.
 - This allows teachers to transform teaching and learning in order to meet the academic goals and needs of students.
 - The immediacy of the data creates a culture of ownership of the data by both teachers and students.
 - The Scantron Achievement Series reports help parents easily see academic strengths, weaknesses, and progress of their students between each Performance Series test.
 - Under the current ALSDE assessment model, the use of ACT ASPIRE and AAA data provides "autopsy" data.
 - This data is delivered to school districts in the summer and is not useful in remediating students during the academic year in which the tests are taken.

RECOMMENDATION #2: PROVIDE TEACHERS AND SCHOOLS WITH THE RESOURCES THEY NEED TO DELIVER QUALITY AND EQUITABLE INSTRUCTION.

- Guided Reading Initiative
 - » Professional learning for 230 teachers in the Guided Reading Program and differentiated instruction is underway in the 2016-2017 academic year.
 - » This program is based on research and theory about language, learning, teaching, curriculum and assessment.
 - » High-quality materials are used that enable teachers to deliver exemplary, standards-based instruction in their classrooms.
 - » BCPS anticipates that improvements in student literacy will result from this program beginning this year and in many years to come.
 - Dyslexia Initiative
 - » District administrators and teachers are developing a framework for screening all students for dyslexia in an effort to identify students with dyslexic-like tendencies.
 - » Once students are identified, dyslexia-specific interventions and services will be provided to help students compensate for deficiencies in language processing.
 - Response to Instruction Initiative
 - » District administrators and teachers developed an online resource center for use in the RTI process.
 - » The resources “match” student deficiencies with specific instructional interventions.
 - » This resource will be a “one stop shop” for teachers as they work with students who are experiencing academic difficulties.
 - » This resource can also be used to help students identified as having dyslexic-like tendencies.
 - Review and Revision of Elementary and Secondary Policies and Procedures
 - » District administrators will review all curricular policies and procedures, updating where necessary.
 - A+ College Ready
 - » This grant provides a rigorous curriculum for middle and high school students. The intent of adopting this curriculum is to better prepare students for success in the post-high school worlds of education and the workforce. A+ College Ready courses require teachers to be more instructionally versatile and adopt relevant and effective means of measuring student achievement.
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LEADERSHIP: CRUCIAL TO EFFECTIVENESS AND EFFICIENCY

RECOMMENDATION #1: IMPLEMENT A RECRUITMENT, TRAINING AND SUCCESSION PLAN FOR THE DEVELOPMENT OF BALDWIN COUNTY ASPIRING ADMINISTRATORS AND CURRENT ADMINISTRATORS.

- Established Aspiring Instructional Leader Program
 - » The second cohort of Aspiring Instructional Leader Program started September 29, 2016.
 - » Sessions will be open to all present BCPS administrators.
 - » First and second year administrators will be required to attend identified sessions (*) as part of their professional development plan.
 - » Two additional sessions were added this year, moving from 6 classes to 8. Topics will include:
 - Review of Ruby Payne’s Framework for Poverty and how it affects student discipline and communication with parents (Hope Zeanah)
 - Expectations for Today’s Administrators (Eddie Tyler)
 - *Reading the Principal’s Financial Report (Donna Daw)
 - Curriculum and Instruction Updates (Joyce Woodburn)
 - *Human Resource Updates and Issues (Jennifer Sinclair)
 - *Ethics Law (Judge Lynn Stuart)
 - *Special Education Updates and Issues (Barbara English)
 - Attend Board of Education February Work Session (Graduation)

- Principals Academy, presented by Franklin Covey, was held June 22 & 23, 2016.
 - » Principals and assistant principals worked closely with other administrators in their feeder patterns.
 - » The end product resulted in a feeder pattern project to build communication and collaboration within their individual communities.
- An administrative strand was built into the GRITC & EGGS Conference.
- Assistant Principal Exchange Program to address succession plan
 - » Interested current assistant principals were given the opportunity to “exchange places” with another current assistant principal from another grade configuration.
 - » Permission from both “exchange principals” is required.
- Teacher Mentor Program (ALSDE Mentoring Program)
 - » BCPS has 52 first-year, no-experience teachers.
 - » Each new teacher has been assigned an experienced mentor teacher to help with policies, procedures, local school expectations and day-to-day activities.
 - » This project will work collaboratively with the ALSDE Mentoring Program.
 - » Both mentor teacher and novice teacher will take a survey at the beginning of the process and at the end. Data will be gathered to determine success or areas for improvement.

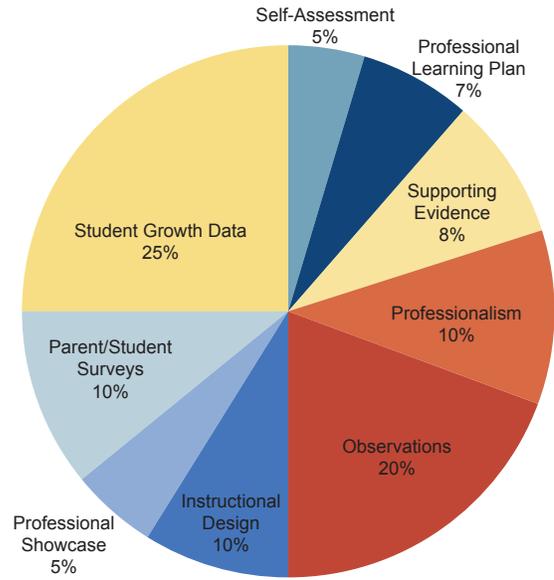
RECOMMENDATION #2: ASSURE THAT AN EFFECTIVE EVALUATION PLAN IS IN PLACE FOR CURRENT DISTRICT AND LOCAL SCHOOL ADMINISTRATORS THAT NOT ONLY FOLLOWS STATE GUIDELINES THROUGH SELF-ASSESSMENT, BUT ALSO PROVIDES FOR AN EFFECTIVE PROFESSIONAL DEVELOPMENT MODEL BASED ON INDIVIDUAL STRENGTHS AND WEAKNESSES.

- Baldwin County Board of Education Educator Effectiveness Program
 - » A committee of teachers, administrators, and stakeholders was developed to lead our district through activities and conversations to make decisions about an effectiveness evaluation model aimed at supporting teacher and leader growth as environments are created to nurture students’ growth and achievement. Committee members include:

Cody Coleman, Teacher, FHPH	Craig Smith, Principal, BCHS
Eden Owen, Teacher, FLYM	Donnashele Bruister, Principal, PGE
Brian Thorpe, Teacher, RWL	Mark Doherty, Principal, DPEE
Misty Gehr, Teacher, ORB	Tiffany Hollingsworth, Human Resources Supervisor
Will Duncan, Assistant Principal, SPFH	Angie Cooke, Human Resources Supervisor
Azure Joiner-Jackson, Assistant Principal, DPM	Jennifer Sinclair, Human Resources Director
Kyle McCartney, Principal, GSMS	Hope Zeanah, Assistant Superintendent
Kendall Mowdy, Principal, SBCT	Tony Myrick, District 3 School Board member
Oliver Sinclair, Principal, SPFM	

- Evaluation model follows the framework provided by the ALSDE’s Quality Teaching Standards and includes three tiers of evaluation:
 - » Professional Commitment, Professional Practice, and Impact on Engagement and Learning as outlined below (*refer to graphic*).
 - » All non-tenured teachers will complete each evaluation component each year until they earn tenure.
 - » Once tenure is earned, a teacher will begin a three-year cycle including two years of non-full evaluations and one year of full evaluation before beginning the tenured three-year cycle again.
 - » Teachers on a tenured non-full cycle will complete all evaluation components with the exception of two required observations.
 - » It is the school administrators’ discretion to conduct observations at any time.
 - » It is also optional for an administrator to determine if it is appropriate to change a tenured teacher’s cycle from non-full to full prior to the school year starting.

Overview of Evaluation Components



TIMELINE

- July 2016
 - » New Evaluation Administrator Training
- August 2016
 - » New Evaluation Teacher Training in Pilot Schools
- August 2016-May 2017
 - » Pilot of New Evaluation Program for teachers
- November 2016-May 2017
 - » Pilot of New Evaluation Program for leaders
- August 2017-May 2018

Full district implementation of new evaluation program for teachers and leaders.

- Additional measures to review administrators areas of strengths and weaknesses:
 - » Met June-July, individually with each principal, for an End of the Year Summary Conference
 - » Reviewed PLP goals from previous and upcoming years
 - » Reviewed AdvancED Surveys (Parent, Teacher & Student)
- Superintendent’s opportunities to communicate district expectations and goals:
 - » First Wednesday of each month meet with Directors, Academic Dean and Assistant Superintendents
 - » Third Wednesday of each month meet with staff from central office locations
 - » Bi-monthly meetings with Principals
 - » Bi-monthly meetings with Assistant Principals
 - » Bi-monthly meetings with Stakeholders

RECOMMENDATION #3: BUILD A COLLABORATIVE AND COHESIVE BOARD TEAM THAT INCLUDES A CULTURE OF CONCERN FOR ALL STUDENTS IN BALDWIN COUNTY – NOT SPECIFIC ONLY TO A BOARD MEMBER’S DISTRICT.

- October 22, 2015, the board along with Mr. Tyler participated in an annual whole board training required by law under the Governance Act. Training focused on:
 - » Understanding individual personalities
 - » Communication styles
 - » Board self-evaluation to determine what strengths and weaknesses were assessed
- April 15, 2016, the board along with Mr. Tyler, participated in “Building a Better Team” training and focused on the following:
 - » How the board communicates with each other at the board table as well as outside of the boardroom.
 - » How the board must communicate district business information and issues as ONE voice.
 - » How information is used and presented to make decisions best for the system as a whole.
 - » Becoming a unified team once a board decision has been made.
 - » The next training will focus on communication with stakeholders and how to most effectively share our successes and our needs.

COMMUNICATION: CENTRAL; CHALLENGES AND GREATNESS MUST BE UNDERSTOOD

RECOMMENDATION #1: COMMUNICATION PACKAGING (BY THE DISTRICT NEEDS ATTENTION)

- Website redesign launched October 2016 (www.bcbe.org)
- Outbound emails are now labeled to identify recipient groups.
- The Superintendent speaks for the system; BCBE President speaks for the board
- “Baldwin Education & Entertainment Television” development underway
 - » Television studio being finalized
 - » Television production teacher hired
 - » Students beginning to video projects
 - » State-of-the-art equipment being purchased and installed
 - » TV teacher and others visiting other school systems with the communications dept./career tech partnership
 - » Facilities will soon be available to video “Chalk Talks” and produce “nuggets” of information.

RECOMMENDATION #2: BCBE SHOULD ADOPT BEST PRACTICES FOR COMMUNICATION AND PERSPECTIVE TAKING.

- Board communication training addressed in the “Leadership” section
- PR PRO’S [teachers who do local school PR] training Oct./Nov. 2016
- 2016–17 school Website Managers have been trained.
- Photography, writing, design training upcoming for school Website Managers
- Increase in positive news stories; reposted on BCPS Facebook page

RECOMMENDATION #3: PROVIDE ADEQUATE RESOURCES TO SUPPORT COMMUNICATION EFFORTS.

- Training addressed in Recommendation #2
- No additional personnel hired.

FACILITIES: EXIST TO SUPPORT LEARNING

RECOMMENDATION #1: DEVELOP A COUNTYWIDE SCHOOL SAFETY AND SECURITY POLICY.

- Director of Prevention & Support Services served on the ALSDE's Central Office Safety Task Force in redesigning the Virtual Alabama School Safety System (VAS3) safety and security procedures for the State of Alabama.
- Developed equipment specifications for installation of security and surveillance systems in conjunction with law enforcement officials and Educational Technology Department.
- Not cost effective to use personnel for installation of box security options.
- Continue to explore funding options to grow SRO Programs.

RECOMMENDATION #2: PERFORM A DETAILED SCHOOL-WIDE SPACE UTILIZATION STUDY.

School Area	Current Classroom	2015-2016 ENR.	Classroom Required	Classroom Status	2020-2021 ENR.	Classroom Required	Classroom Status	2025-2026 ENR.	Classroom Required	Classroom Status
High School Attendance Area										
Baldwin County High Area	284	4,010	249	35	3,620	194	59	3,295	175	81
Robertsdale High Area	266	4,654	286	(20)	4,919	303	(37)	5,132	316	(50)
Fairhope High Area	274	4,944	302	(28)	5,288	322	(48)	5,479	333	(75)
Foley High Area	420	6,922	424	(4)	7,515	458	(38)	8,133	495	(75)
Gulf Shores High Area	157	2,762	170	(13)	2,931	181	(24)	3,153	193	(36)
Daphne High Area	224	4,107	252	(28)	4,809	294	(70)	5,377	329	(105)
Spanish Fort High Area	193	3,560	216	(23)	3,972	241	(48)	4,403	268	(75)
TOTAL	1,818	31,087	1,901	(83)	33,116	1,993	(206)	35,034	2,108	(318)
Portables				(118)			(265)			(399)

- Develop a schedule to begin eliminating portables.
 - » Pay-As-You-Go program, as funds become available, will reduce the number of portables throughout the county.
- Determine if rezoning current feeder patterns could help alleviate overcrowding.
 - » Looking at Elberta and Magnolia schools to determine if rezoning in these areas will help alleviate the Foley feeder pattern schools.
- Review current teacher unit funding utilizing changes in school configurations.
 - » Looking at possible K-6 configuration, thereby eliminating the intermediate schools. More state funding using this configuration for teaching units.

RECOMMENDATION #3: BID PROJECTS USING DIFFERENT CONSTRUCTION DESIGN METHODS.

- Contractors pre-qualify before they can bid on a project. None of the pre-qualified contractors wanted to bid using alternative construction methods because of the high cost.
- Contracted cost per sq. ft. on Phase I projects. (Estimated cost last year was **\$150.00 – \$160.00 per sq. ft.**)
- Extra cost savings when we are able to combine two projects with same architect.

RECOMMENDATION #4: USE AVAILABLE CAPITAL FUNDS TO BEGIN A PAY-AS-YOU-GO CONSTRUCTION PROGRAM.

Phase 1

SCHOOL	DESCRIPTION	SQ.FT.	COST/S.F.	COST	STAGE	PORTABLES REMOVED
ELBERTA ELEMENTARY	14 ROOMS & CAFE	24,793	\$122.88	\$3,046,667	5-BUILD	0
ELSANOR ELEMENTARY	10 ROOMS	12,820	\$116.59	\$1,494,200	4-STATE	8
CENTRAL BALDWIN MIDDLE	14 ROOMS	19,885	\$124.54	\$2,476,550	4-STATE	6
PERDIDO ELEMENTARY	16 ROOMS				3-BID	5
FAIRHOPE HIGH	20 ROOMS & CAFE	24,723	\$127.85	\$3,160,950	4-STATE	14

Phase 2

SCHOOL	DESCRIPTION	SQ.FT.	COST/S.F.	COST	STAGE	PORTABLES REMOVED
SPANISH FORT HIGH	24 ROOMS & GYM				1-DESIGN	9
DAPHNE EAST	14 ROOMS				1-DESIGN	7
MAGNOLIA SCHOOL					WAITING	
ELBERTA HIGH					WAITING	

OVERALL TOTAL = 49 PORTABLES REMOVED

FUNDING: WE CAN AND MUST FUND WHAT WE NEED.

RECOMMENDATION #1: PROVIDE UNDERSTANDABLE INFORMATION TO THE PUBLIC ON SYSTEM FINANCE.

The following information is currently posted on www.bcbe.org:

- Latest financial report with every dollar reconciled to bank statement
- Monthly check register showing every payment by vendor and funding source
- Monthly report on penny sales tax revenues and expenditures
- All expenditures for each fiscal year by school/department, program and funding source since 2011
- Annual budget documents including presentation from public budget hearing
- Annual State Examiner's Audit Report and audited financial statements since 2010
- Board meeting agendas (including any and all bids for services and details of all contracts over \$10,000)
- Full minutes of all BCBE monthly and special meetings
- Education Summit presentations from 2013 to current
- Public Affairs Research Council Audit/Report (PARCA)
- Community Advisory Task Force presentation and corresponding appendixes
- The CSFO conducts two public budget hearings where all 1,617 pages of the budget are broken down and discussed in charts, tables, and summaries to better explain the details presented in the annual budget. The budget hearing also provides time for any public input and questions, which are answered during the hearing or are answered in detail during the second hearing.
- The CSFO presents monthly finance updates with charts and graphs detailing revenue sources and expenses for that particular month. Many presentations will also cover a range of different financial topics such as a legislative update, drilling down into a particular funding source, discussing any budget amendments, etc.

RECOMMENDATION #2: USE PRIVATE FUNDS FOR FUTURE TAX CAMPAIGNS.

- District funds were not used for the 2016 Supporting Our Schools campaign.

RECOMMENDATION #3: ADDRESS THE CAPITAL CONSTRUCTION DEFICIENCY BY ADOPTING PAY-AS-YOU-GO CONSTRUCTION PHILOSOPHY, FUNDED BY A NEW ONE-HALF-CENT SALES TAX THAT FOREGOES THE USE OF LONG-TERM BONDS.

- Unfortunately there was no countywide support for implementing the half-cent sales tax as recommended by the Task Force.
- The board has created efficiencies, cut expenditures, and utilized local revenue increases to provide funding for the PAYG Program.
- Any remaining fund balance over and above a two-month reserve balance is transferred and utilized based on the BCBE PAYG priority list.
- Unfortunately, we are still not able to build a new school building, but this plan allows us the ability to expand our current facilities and reduce our countywide portable numbers close to half.
- PAYG projects currently in process throughout the county are listed in the facilities section.
- We have created efficiencies, cut expenditures, and utilized local revenue increases to provide funding for the PAYG Program:
 - » No more computer lease payments representing close to \$7.5 million per year in savings that were used for Capital Projects.
 - » Software consolidation and elimination creating over \$1 million in annual savings.

- » Locally funded departments (non-maintenance) cut budgeted expenditures by \$1,943,489 in FY 2017.
- » Absorbed 19.5 locally funded teacher units into State Foundation funding resulting in \$2,932,500 in savings that went toward capital projects.
- » State OCE funding increased approximately \$430K over and above the state 4% raise requirement. This allowed us to absorb additional classified support personnel into state funding, which created additional funds for capital projects.
- » In January 2015, the Board refinanced the 2007 \$150-million capital bond issuance, creating \$302,245 in interest savings in FY 2017, and \$583,245 per year in interest savings from FY 2018 to FY 2033 with realized savings of over \$10.4 million over that period.
- » In FY 2017, our 10-year bus lease will be paid off allowing us to utilize the full amount of state fleet renewal dollars on new bus purchases instead of paying lease payments. This will result in approximately \$1.6 million of savings for local funds that are utilized for capital projects.
- » In FY 2017, we are estimated to have fewer HVAC, roof, and boiler repair expenses due to the investment of funds in our current facilities. This has resulted in more capital funds from local and state sources that are now available for new construction.
- » Estimated revenue for the 1% sales tax is expected to reach approximately \$36 million. Expenditures from the 1% sales tax (535 positions and countywide extracurricular/athletic supplements) are budgeted around \$32 million. Leaving an additional \$4 million that can be used for capital projects.

RECOMMENDATION #4: PROVIDE SUFFICIENT FUNDS TO MEET THE EXPENSE OF THE SYSTEM.

- The success of the system depends on securing a stable long revenue source.
- **Page 30 of the Community Advisory Task Force Report:**
“Ask local legislative delegation to sponsor a local bill to remove the sunset provision on the one-cent temporary sales tax and make it permanent, based on twice voter approval.”
- Lacking any authority to affect revenue, the Superintendent and Board President continue to have conversations with elected officials and community stakeholders to address funding stability and adequacy.

