

A STUDY OF THE TROY CITY SCHOOL SYSTEM  
PREPARED FOR THE CITY OF TROY, ALABAMA  
DECEMBER 2018

BY THE



THE BUSINESS EDUCATION ALLIANCE OF ALABAMA

P.O. BOX 38

MONTGOMERY, ALABAMA 36101-0038

The Business Education Alliance of Alabama (BEA) is a 501(c)(3) Foundation that strives to combine education and private sector knowledge, goals, and needs so one solution serves all. The BEA has issued five major research reports since 2014 that affect statewide education and workforce development needs. Key state level policy leaders have embraced the BEA work with focused state funding on initiatives outlined in the reports. The BEA work also has been recognized nationwide by the Governmental Research Association. The first two BEA reports won national awards for governmental research and cost savings.

The following individuals represented the BEA in the preparation of this study:

Dr. **Joe Morton** received a Bachelor of Science in Secondary Education in Economics from Auburn University; a Masters of Arts and Ph.D. in Education Administration from The University of Alabama. He worked 38 years in Alabama school administration as a local superintendent, the Deputy State Superintendent of Education (8 years) and as the State Superintendent of Education (7 and 1/2 years). Dr. Morton retired from state service in 2011 and founded the Business Education Alliance of Alabama (BEA), a 501(c)(3) Foundation. The BEA advocates for better prepared Alabama high school students by bringing educators and the private sector together to solve the state's education and work force challenges. The first two research reports issued by the BEA (reports discussing improving high school graduation rates and improving teacher quality) won national awards from the Governmental Research Association and were widely acclaimed by state policy leaders, including the Alabama Legislature.

**Jay Love** is the Finance Chairman of the Business and Education Alliance of Alabama. He served three terms in the Alabama Legislature. During his legislative service, he chaired the powerful and influential Ways and Means Education Committee, which is responsible for allocating over \$6 billion in funding annually to K - 12 public schools, community colleges, and public universities throughout Alabama. After graduating from Auburn University Montgomery with a Finance degree in 1992, Love entered the business world by opening his first Subway Sandwich store. Over the next 16 years, his business grew to include 16 Subway stores with more than 130 employees, which resulted in the Montgomery Chamber of Commerce naming him one of the "Top 40 Business Leaders Under 40."

Dr. **Phil Hammonds** has served 40 years in public education as superintendent in Pell City, Sylacauga, and Jefferson County, as well as interim superintendent in Alabaster. He began his career as a classroom teacher at Sylacauga High School. In 2007, he received the Kermit Johnson Outstanding Superintendent Award from the University of Montevallo, and has been recognized by the Alabama School Library Association with their Distinguished library Service Award (2012), and the Alabama Music Educators Association with their Outstanding Administrator Award (2008). He received his doctorate (Ed.D.) from The University of Alabama.

**Jim Williams** holds a Bachelor of Arts in Political Science from Baylor University and a Master of Arts in Political Science from The University of Michigan. For 27 years he led the Public Affairs Research Council of Alabama (PARCA) which was founded by Governor Albert Brewer and works to improve state and local government as well as education in our state. He has authored many studies on the finances and performance of public schools and continues to consult on school improvement issues.

## CITY OF TROY, ALABAMA

Jason A Reeves, Mayor  
Marcus Paramore, City Council President and Member, District Three  
Robert Jones, Member, City Council, District One  
Greg Meeks, Member, City Council, District Two  
Stephanie Baker, Member, City Council, District Four  
Wanda Howard Moultry, Member, City Council, District five

## TROY CITY SCHOOLS

Dr. Lee A Hicks, Superintendent  
Wally Lowery, President, Board of Education  
Eva Green, Member, Board of Education  
Roxie Kitchens, Member, Board of Education  
Rhonda Pollard, Member, Board of Education  
Jonathan Cellon, Member, Board of Education

Teresa Sims, Principal, Troy Elementary School  
Aaron Brown III, Principal, Charles Henderson Middle School  
Brock Kelley, Principal, Charles Henderson High School

TABLE OF CONTENTS

	Page
INTRODUCTION .....	6
FINANCIAL ANALYSIS .....	7
FACILITIES ANALYSIS .....	24
INSTRUCTIONAL BEST PRACTICES .....	26
COMMUNITY SURVEY RESULTS .....	32
EXECUTIVE SUMMARY .....	52
APPENDICES .....	54

## INTRODUCTION

During the spring of 2018, Dr. Joe Morton, President of the BEA, was contacted by the City of Troy's Mayor Jason Reeves and asked to schedule a meeting to discuss mutual topics relating to both economic development and public education within the city. Resulting from that meeting was a request for the BEA to conduct a study of the city's school system to include areas such as curriculum and instruction, facilities, and funding.

There is a strong record of Troy's city leaders successfully recruiting business and industrial development or expansion both within the city as well as Pike County. This geographical area of Alabama has experienced a positive trend both in population and business/industry development for well over a decade. That trend continues to grow and expand. One contributing reason for such growth is the city's having a remarkable asset: Troy University, the state's third largest public university. Having a four-year public university with a quality graduate school adds a dimension both to economic growth and a quality of life that few communities within the state can replicate.

While the city and county have experienced growth, the Troy City School System (TCS) has not experienced over the past few years a similar growth in its student enrollment; in fact, over the past decade the system's student population has declined. On a positive note, however, that trend of a declining number of students attending TCS currently appears to have tapered. There now is an opportunity for student enrollment to begin increasing as families connected with the city's economic growth choose Troy as their residence and the city's school system as the place where their children will receive their education.

As a result of the spring meeting between Mayor Reeves and Dr. Morton, the BEA agreed to work with city officials, school leaders, and the citizens of Troy to review various aspects of the city's school system both to recognize positives of the system and to identify areas needing improvement. The BEA's work reflected in this study has been done in a spirit of assisting both the city and school system to arrive at a position of being recognized across Alabama as leaders both in education and economic development. It is the BEA's belief that this study is a thorough, honest, and nonpartisan look into the operations of the Troy City School System, completed in a spirit of collegiality and support. It is the BEA's desire that the study provides a sound and realistic pathway for both school system and city leaders moving forward as each group seeks opportunities to enable successes in both education and economic development viewed as being one and the same.

The BEA acknowledges the assistance and accessibility of Mayor Reeves; Superintendent Lee Hicks along with his central office and schools' staff members; and Melissa Sanders with the City of Troy, all whose help with identifying and collecting information and data is greatly appreciated. Gratitude also is expressed to Caleb Dawson, President of the Troy Elementary School PTO, and the school's PTO for hosting the BEA's first meeting to introduce to the community the beginning of this study

## FINANCIAL ANALYSIS

The greatest immediate challenge confronting TCS is its declining financial condition.

For several years, revenues have not been sufficient to cover expenses of the school system. This imbalance has exhausted the system's financial reserves which once were substantial. The current fiscal year's budget (beginning October 1, 2018) was balanced with borrowed funds.

State of Alabama law requires each local school board to have an annual independent audit done of its financial statements. Included within these financial statements is a table titled "Statement of Activities." This table reflects how a school board's revenues compare with its expenses and calculates a change in the board's net position that either is positive (a surplus) or negative (a deficit). Data in the "Statement of Activities" are broken down by function so that a change in a board's net position can be analyzed in detail. For the purpose of this analysis, the focus solely is on the school system's bottom line which is the overall change that results from comparing revenues to expenses.

According to its audited financial statements, the expenses of the Troy City School System were higher than its revenues in each of the years from 2011 through 2017, the most recent year for which audited data are available. TABLE 1 below compares revenues and expenses for fiscal years 2007 through 2017 showing the resulting changes in the board's net position. The negative changes (deficits) from those years are indicated in the table's last column.

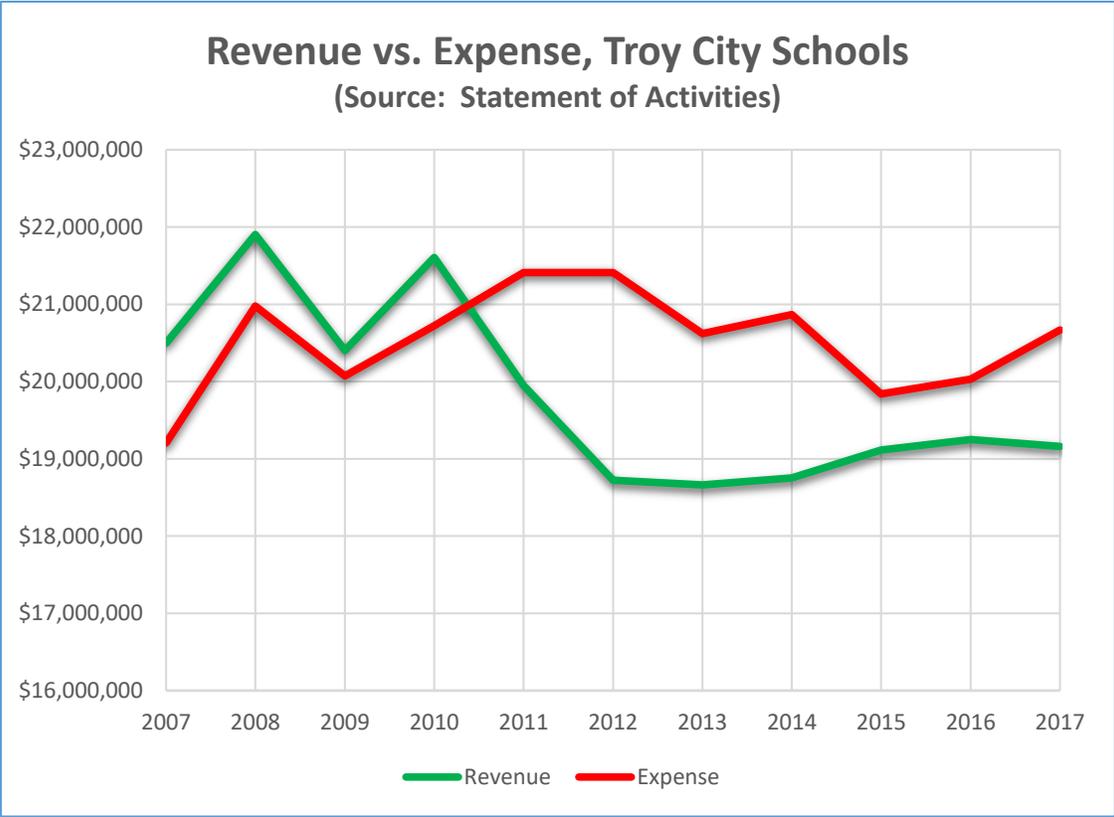
TABLE 1

<b>Statement of Activities, Troy City Schools</b>							
<b>Source: Audited Financial Statements, 2007 - 2017</b>							
Year	ADM	Expenses	Revenues				Change in Net Position
			Fees, Fines, & Service Charges	Grants and Contributions	General Revenues	Total Revenues	
2007	2,351	19,204,183	1,591,182	13,709,855	5,196,476	20,497,513	1,293,330
2008	2,294	20,977,652	1,702,029	14,866,642	5,333,985	21,902,656	925,004
2009	2,232	20,072,100	1,559,241	13,751,842	5,091,898	20,402,981	330,881
2010	2,161	20,722,974	1,592,760	14,941,913	5,072,727	21,607,400	884,426
2011	2,116	21,410,476	1,482,581	13,262,931	5,203,080	19,948,592	(1,461,884)
2012	2,076	21,408,600	1,607,258	12,193,685	4,919,466	18,720,409	(2,688,191)
2013	2,100	20,622,214	1,935,118	11,799,633	4,927,197	18,661,948	(1,960,265)
2014	2,040	20,864,726	1,887,968	11,816,615	5,046,362	18,750,945	(566,622)
2015	2,018	19,840,798	1,868,601	12,001,907	5,242,014	19,112,522	(728,276)
2016	1,945	20,028,875	1,817,174	11,918,705	5,514,142	19,250,021	(778,854)
2017	1,893	20,666,338	1,656,758	12,143,675	5,357,982	19,158,415	(1,507,923)

TABLE 1 shows that total revenues averaged about \$21 million a year from 2007 until 2010, but then dropped by \$2 million to an average of \$19 million annually from 2011 until 2017. Total expenses, however, did not decrease but remained steady averaging about \$20.5 million a year throughout the period shown in the table. As a result, the change in the net financial position of TCS was positive from 2007 through 2010 but turned consistently negative in the ensuing years.

The next graphic, CHART 1, illustrates this relationship between revenues and expenses revealing an annual gap averaging around \$1.4 million between the two that opened in 2011 and continued through 2017.

CHART 1



The question that must be asked is, "What has caused this gap between revenues and expenses?" The system's financial statements provide some explanations. The excerpts in TABLE 2 below come from those statements for various fiscal years within the section titled "Management's Discussion and Analysis." Among the prevalent causes cited for the gap between revenues and expenses are the following:

- \*Proration of state funding allocations (which no longer is a problem with the passage of the Rolling Reserve Act, HB57, in 2011)
- \*Reduction in the student count (ADM) which leads to a loss of state funding
- \*Increased debt service requirements
- \*Budget management issues such as spending not included within the budget

TABLE 2  
EXCERPTS FROM A SAMPLING OF FINANCIAL STATEMENTS

FISCAL YEAR 2011 FINANCIAL STATEMENTS, PAGE 12

"Overall, the Board's governmental funds had more expenditures than revenues at the end of the fiscal year resulting in a deficit for the year. The deficit was caused by a combination of factors: (1) 3% proration to reduce state funding by approximately \$300,000 (2) purchase of SMART board technology for classrooms for \$1,010,121 that was not included in original budget and (3) the expenditures on the refinanced long-term debt in fiscal year 2011 exceeded the budgeted amount by \$659,876. This combination of factors required the use of a portion of the unreserved fund balance brought forward from the previous year."

FISCAL YEAR 2013 FINANCIAL STATEMENTS, PAGE 13

"Overall, the Board's governmental funds had more expenditures than revenues at the end of the fiscal year resulting in a deficit for the year. The deficit was caused by a combination of factors: (1) a reduction in the student ADM count causing a 5% reduction in Foundation funding and (2) expenditures from local funds exceeded the budgeted revenues. This combination of factors required the use of a portion of the unreserved fund balance brought forward from the previous year.

FISCAL YEAR 2014 FINANCIAL STATEMENTS, PAGE 13

"Overall, the Board's governmental funds had more expenditures than revenues at the end of the fiscal year resulting in a deficit for the year. The deficit was caused by a combination of factors: (1) budget and expending of funds from the bond refinancing on planned capital projects and (2) expenditures from local funds exceeding the budgeted revenues. This combination of factors required the use of a portion of the unreserved fund balance brought forward from the previous year."

FISCAL YEAR 2017 FINANCIAL STATEMENTS, PAGE 7

"At the end of the FY17, the Board's combined governmental funds reported ending fund balances of \$1,680,067 which is [a] decrease over the FY16 ending fund balances of \$2,250,813 primarily attributable to the statewide raises for teachers in the current fiscal year...A decrease in local revenue also contributed to the decrease."

While audited Financial Statements for Fiscal Year 2018 have not been finalized, it is evident that the imbalance between revenues and expenditures has not been resolved. The system's Chief School Financial Officer alerted the Board of Education in his monthly financial statements presented during the year that the school system would not have sufficient funds at year's end to meet payroll and other expenses. See for example the May 2018 financial narrative which stated, "Estimates for the remainder of the current fiscal year continue to indicate the system will reach a point in August or September that will require additional outside funding." The system's "Combined Statement of Revenues, Expenditures, and Changes in Fund Balance" at the end of Fiscal Year 2018 (September 30) showed a General Fund imbalance of \$349,751, and a bank line of credit was used to assist in covering the system's spending requirements (as described in the September financial narrative).

In September 2018, the school board adopted a deficit budget for Fiscal Year 2019 (which began October 1). Expected shortfalls in this current budget total \$1.5 million. Among those shortfalls are debt service scheduled to increase by \$460,000; a \$350,000 deficit carried over from the prior year; and a proposed \$700,000 appropriation requested by the system from the City of Troy that has not occurred. The school board and the City of Troy have negotiated a line of credit that will allow the system to receive cash payments in amounts up to an aggregate of \$2 million anytime during the next three years. Principal and interest will be payable over a period up to fifteen years and will be guaranteed by the City of Troy. While this may cover the budget shortfall for FY 2019, the repayment of principal and interest will add obligations to the budget in future years.

Looking back at TABLE 1, it can be seen that the primary cause of the decrease in revenues was a reduction in the "Grants and Contributions" column which averaged \$14.3 million from 2007 through 2010, but then fell by \$2.1 million averaging \$12.1 million from 2011 through 2017. This revenue source is comprised primarily of state Foundation Program and related allocations. These allocations are distributed primarily on the basis of student Average Daily Membership (ADM), and the average for the school system fell due to a decrease in student ADM that occurred during that period. CHARTS 2 and 3 show how this occurred.

CHART 2 clearly shows the drop in "Grants and Contributions" revenue (the blue line) from about \$14 million in 2007 through 2010 to about \$12 million in 2012, where they since have stabilized. The two other major revenue sources- general revenues (which are mainly local taxes and reflected by the orange line) and charges for services (primarily lunchroom sales and reflected by the gray line)- have been stable over time. Expenses meanwhile did not drop along with the decrease in revenues, creating an ongoing budgetary imbalance.

CHART 2

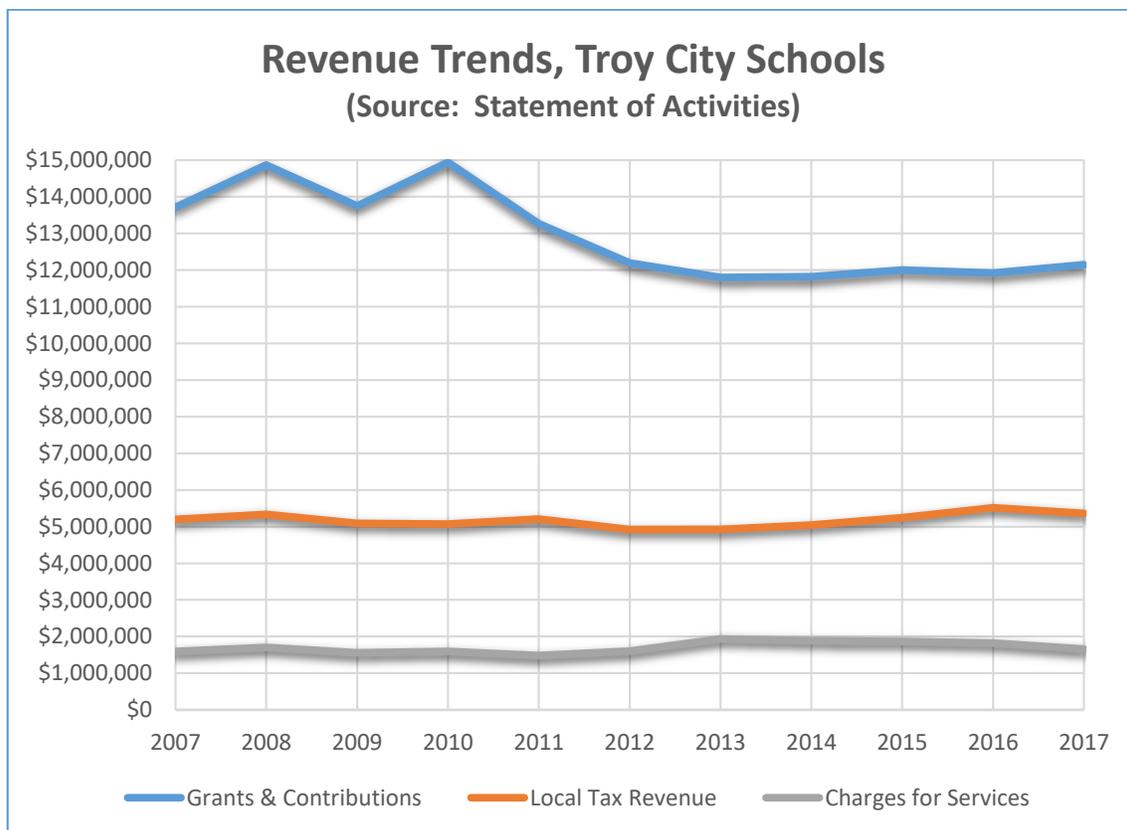


CHART 3 illustrates the main cause of the decline in "Grants and Contributions" revenue: a loss of student ADM (enrollment). From 2007 through 2018, the ADM in grades K-12 fell from an enrollment of 2,350 to one of 1,904, a loss of 446 students. Such a loss of students reduces the school system's earned teacher units in the Foundation Program, which are based upon student ADM. For example, state data show that since 2007 the fifth grade ADM at Troy Elementary School has dropped from 171 students to 133. In the Foundation Program, a school system earns one teacher unit for every 21 fifth grade students in ADM. Thus, Troy Elementary School's loss amounts to nearly two state-funded fifth grade teacher units. The same kinds of reduced allocations have occurred in other grade levels of the system. When a teacher unit is lost, the state funding for the unit also is lost. The school system then must either pick up the costs of a teacher unit with local funds or reduce its staff.

CHART 3

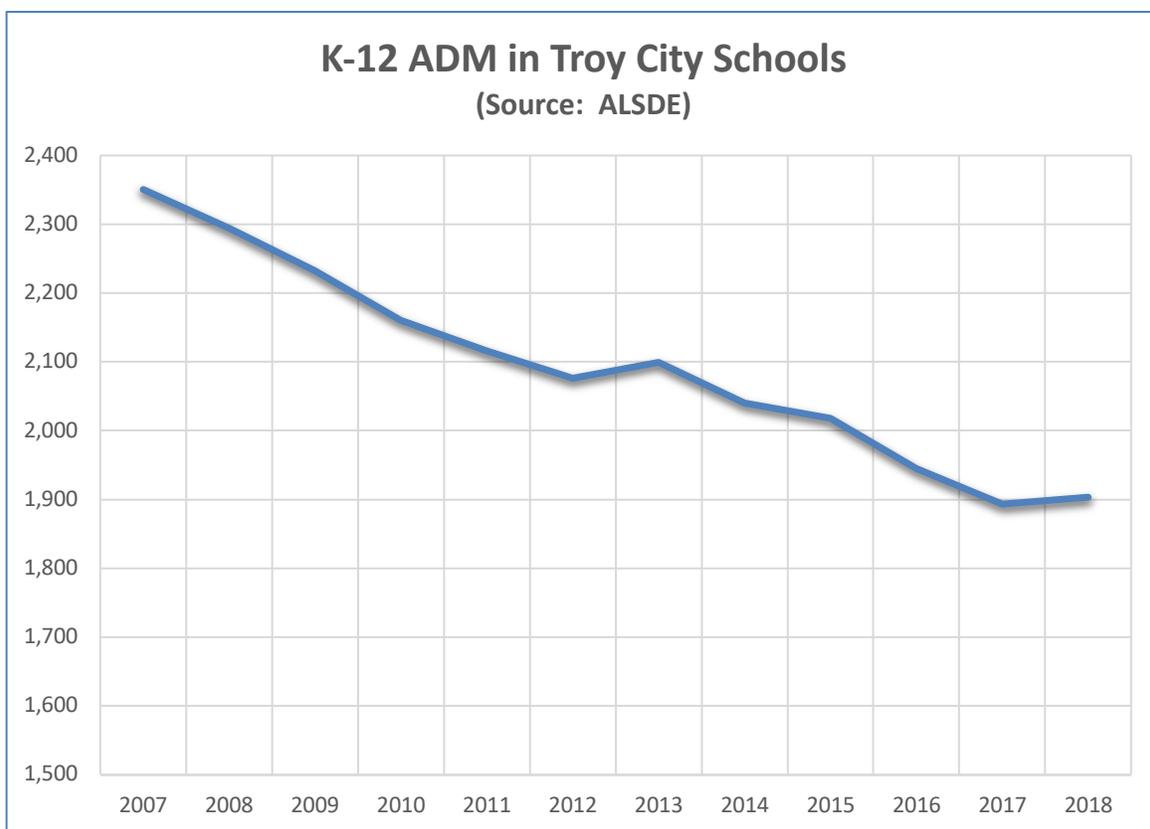
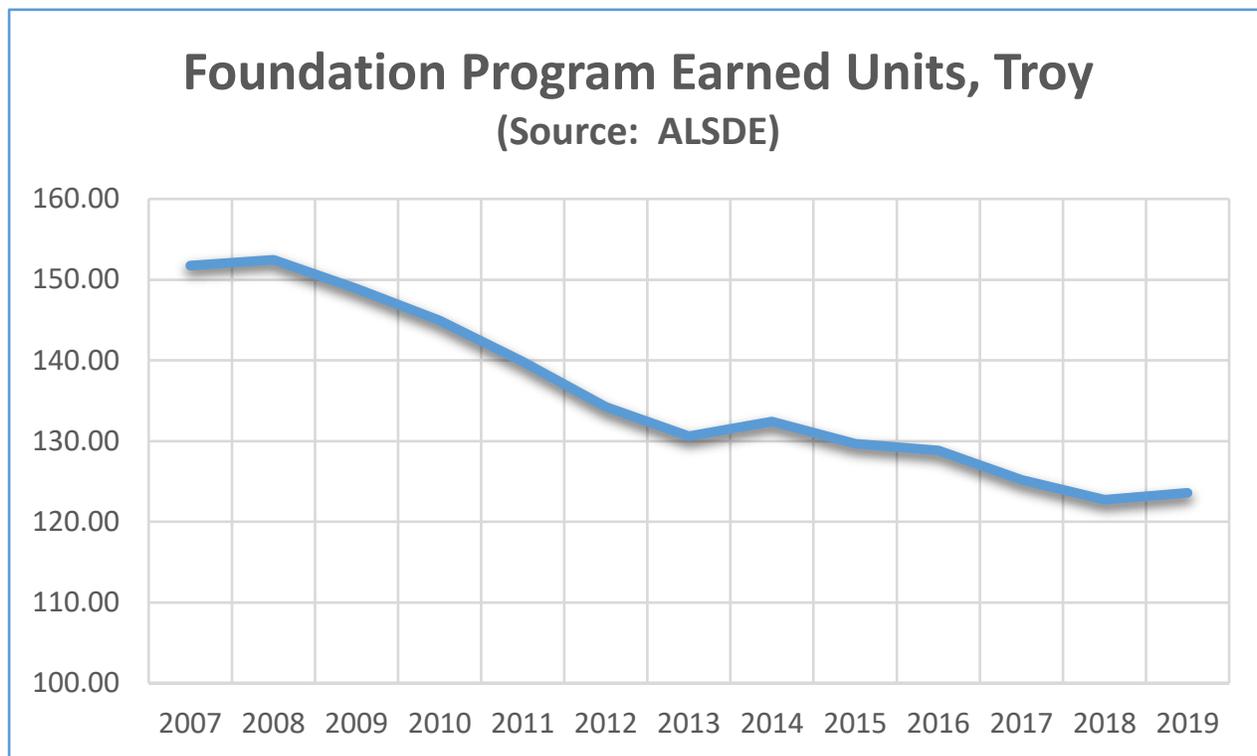


CHART 4 shows the decline in Foundation Program teacher units earned by TCS over the 2007-2019 time period. The total has fallen by 28.13 units, going from 151.74 teacher units to 123.61. In the FY 2019 budget, each unit carries \$91,549 in funding including money for salary and benefits, other current expenses, and classroom support. At this funding level, the teacher units lost due to Troy's decline in student ADM represent more than \$2.5 million of lost annual budget power.

CHART 4



As it is with most of Alabama's public school systems, the state's Foundation Program is the major source of revenue for TCS. Given the significance of this revenue source, a school system with declining student ADM is forced to respond to the financial implications of operating with fewer students. It can do so by choosing one of two general strategies:

- 1.) Downsize its operations by making cuts that are proportionate to the declining student ADM and associated revenue reductions. Since 80% or more of school expenses go for personnel costs, this strategy may require staff reductions that parallel the falling student numbers. Staffing ratios of employees in relation to students are not necessarily affected as the cuts reflect fewer students being served. Such a strategy is consistent with producing a balanced budget; or
- 2.) Maintain the number of staff and levels of spending despite the declining student ADM by relying more heavily upon local revenues or cutting into the school system's fund balance reserves. In the short run, such an approach can enrich the system's educational programs, boosting spending per student, as the system maintains a constant level of resources to educate fewer and fewer students. This strategy, however, can work only as long as the system has a healthy financial reserve or extra local revenue sources to draw upon.

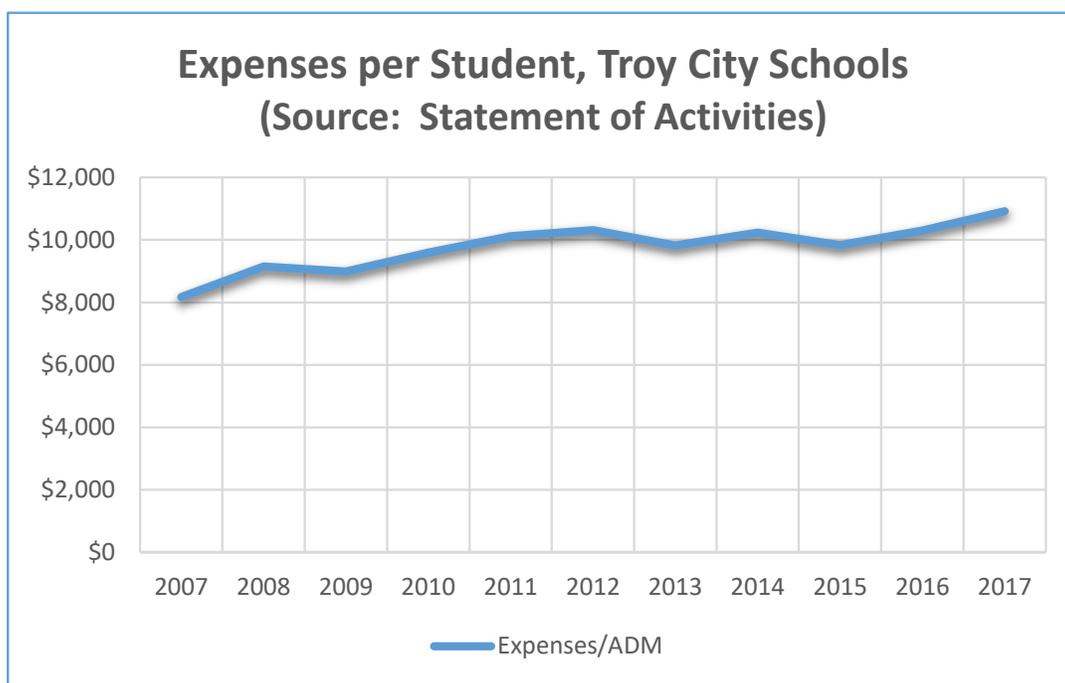
TCS has followed this second strategy. The figures in TABLE 1 indicate that student ADM in the system was 19% lower in 2017 than it had been in 2007. Revenues from "Grants and Contributions" fell by 11%. However, the numbers in the table reveal no overall spending reductions during those years. Spending has been maintained at a level higher than available revenues by using a portion of the unreserved fund balance each year, as reflected in the last column of TABLE 1 and reported in the audited Financial Statements quoted in part in TABLE 2.

TABLE 3 contains a functional breakdown of TCS's expenses from 2007 through 2017. It shows that expenses for instruction and instructional support were about \$1 million a year lower annually after 2011. This reflects efforts within the school system to cut back its spending as student ADM and Foundation Program allocations declined. However, these reductions were offset by increases in interest payments on debt service (up by 145% from 2007 to 2017) and other expenses (up by 34% from 2007 to 2017). As a result, total expenses did not decrease during this period. Expenses per student actually rose by 34% from 2007 to 2017 as measured by the Statement of Activities shown in CHART 5.

**TABLE 3**  
**Expenses by Function, 2007- 2017**  
 Source: Statement of Activities

Year	Instruction	Instructional Support	Operation & Maintenance	Transport. & Food Service	Interest & Fiscal	General Administration	Other	Total Expenses
2007	11,757,256	2,956,983	1,470,034	1,359,702	397,546	846,913	415,749	19,204,183
2008	12,711,178	3,605,918	1,517,623	1,479,888	378,723	901,440	382,882	20,977,652
2009	12,334,896	3,204,790	1,448,975	1,449,736	359,014	959,518	315,171	20,072,100
2010	12,712,536	3,235,296	1,405,755	1,439,832	303,188	1,127,742	498,625	20,722,974
2011	13,091,306	3,059,748	1,383,721	1,455,204	826,662	1,184,971	408,864	21,410,476
2012	12,579,100	3,119,994	1,397,297	1,538,502	1,066,820	1,212,536	494,351	21,408,600
2013	11,700,467	3,166,612	1,483,723	1,639,709	1,063,030	1,045,186	523,487	20,622,214
2014	11,992,028	2,950,177	1,513,116	1,576,759	1,220,316	1,011,605	600,725	20,864,726
2015	11,454,286	2,700,333	1,442,983	1,536,209	1,134,413	1,022,998	549,576	19,840,798
2016	11,519,308	2,634,531	1,461,753	1,399,476	1,016,749	1,407,966	589,092	20,028,875
2017	12,062,359	2,673,391	1,503,701	1,470,490	972,276	1,426,371	557,750	20,666,338

**CHART 5**



The practice of maintaining spending at a level higher than available revenues has drained the fund balances of TCS over time. State law requires each local school system to maintain an unreserved General Fund balance equal to one month of operating expenditures. According to data obtained from the Alabama State Department of Education (ALSDE), year-end balances in the school system's General Fund fell from being more than \$10 million in FY 2007 to less than \$2 million in FY 2017, as shown in CHART 6.

CHART 6

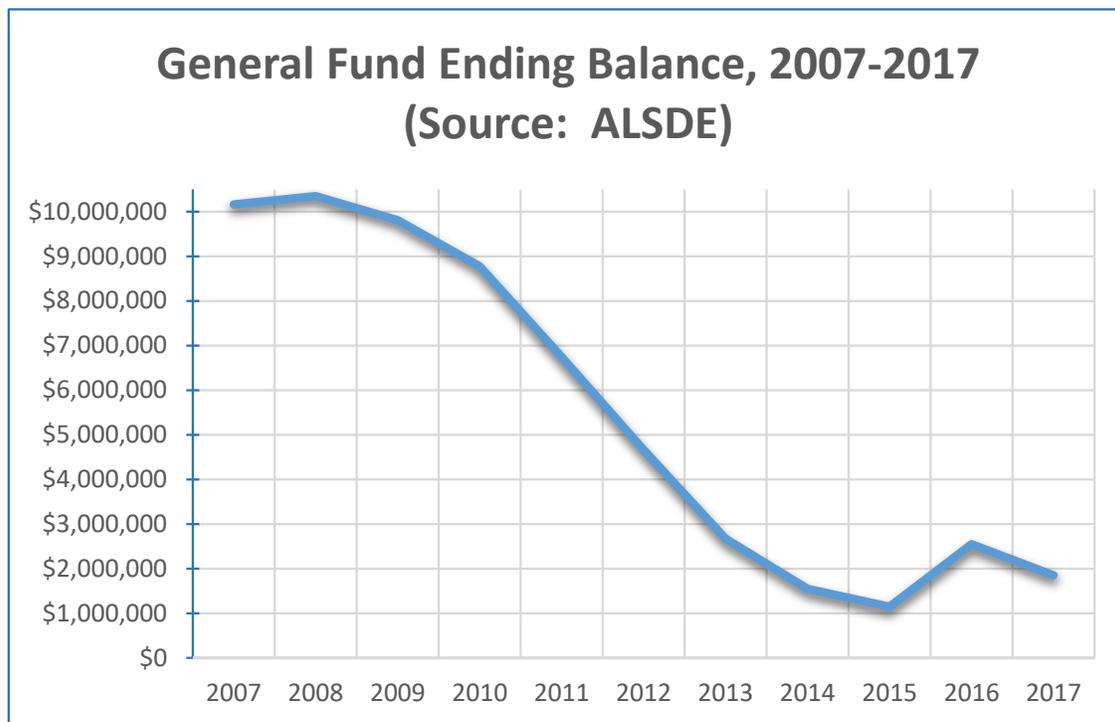
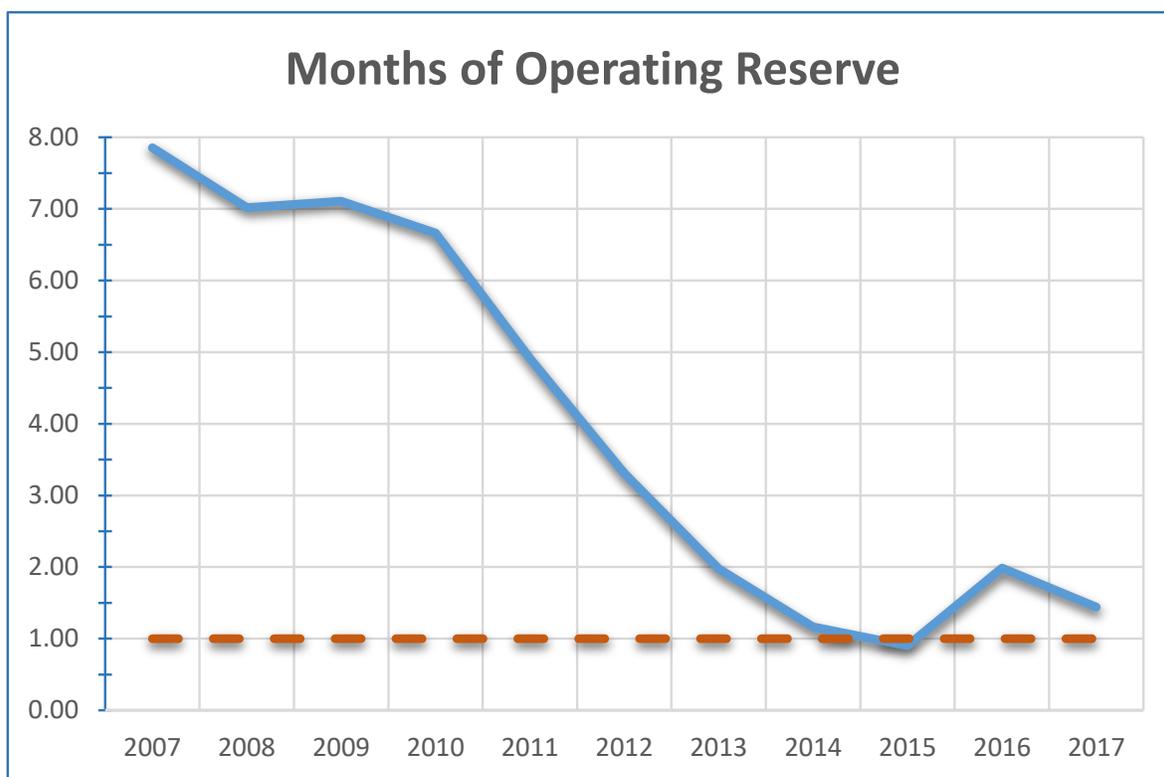


CHART 7 converts the General Fund balance into months of operating reserve, providing a direct measure of compliance with the state's operating reserve requirement. The requirement is indicated by the dashed orange line. The chart illustrates the decline of TCS's operating reserve from eight months of operations in FY 2007 to less than one month of operations in FY 2015. The balance remained at less than two months in fiscal years 2016 and 2017.

CHART 7



These figures, in addition to the school system's having to borrow money to balance Fiscal Years 2018 and 2019, indicate that the time has come for school officials to reconsider TCS's operating strategy. Revenues and/or expenditures must be adjusted so that they are brought into balance. Conservatively, this will require a combination of ongoing revenue-raising and expenditure-reducing measures with an impact upon the budget of approximately \$1.5 million annually.

Among the options to consider in resolving the school system's budget problems are the following:

**\*MAKE APPROPRIATE REDUCTIONS IN SPENDING**

Every effort should be made to economize on expenditures. The first place to look for potential reductions is in the non-instructional functions of TCS. For example, the school system has been aggressively refunding outstanding debt to reduce interest expense.

There appear, however, to be other opportunities for savings in the areas of facility operations and maintenance, special education, and general administration.

One possibility in reducing expenditures is by having the City of Troy furnish utilities to the school system at no charge. The City operates water, electricity, and sewer utility systems which serve TCS. Generally, these utilities are prohibited from furnishing their services without charge to any customer, including a governmental unit such as a school system. However, the trust indenture governing the issuance of revenue warrants by the City utilities provides that "the City may furnish free goods and services from the Systems to the public schools of the City and to the City itself for use in its municipal functions." The FY 2019 budget of TCS includes \$416,500 for utility payments, which would represent a significant savings if those costs were covered by the City of Troy. However, eliminating payments for utilities would remove the incentive to economize on usage unless conservation measures also were included.

A similar opportunity may exist in the local support of medical services for special education students. According to the Chief School Finance Officer, TCS spends between \$75,000 and \$100,000 annually for medical services and equipment it provides to students with diagnosed special needs. Some of this expense is reimbursable through the Medicaid program, but other outlays come from local funds. The Troy area is also fortunate to have the well-funded Charles Henderson Child Health Center (CHC), which exists to provide pediatric care to children from birth to age 19, with the stated goal "that every child within the service area of the Child Health Center would have a better chance at a healthy, happy life." Given their shared goals for students with medical needs, it would be appropriate for TCS and CHC to consider ways to share responsibility for local support of medical services and equipment for special needs students.

In the administrative area, state data on per pupil expenditures indicate that TCS spent \$1,070,900 on general administration during FY 2017, which amounted to \$566 per student. This was 7% of the amount spent on the functions that comprise "core" academic operations (instruction, instructional support, facility operations, and general administration). Statewide, spending on general administration amounts to 5% of these core academic operations, and studies by the Public Affairs Research Council of Alabama (PARCA) using state data have shown this to be the consistent level of administrative spending. TCS's administrative spending in FY 2017 was \$249,000 above the 5% level, which suggests that the school system might look to find ways to reduce spending on general administration by that magnitude.

The Alabama State Department of Education has a team within the Division of Administration and Financial Services that works with local school systems having budget difficulties, leaving them at risk of running afoul of the minimum one month's operating reserve requirement. TCS should request the Deputy State Superintendent in the Division of Administration and Finance to assist in developing a plan to right-size its budget and restore its operating reserve to an appropriate level. The plan should include expenditure reductions in areas where they are appropriate. The ALSDE will provide this service at no cost to the TCS.

## \*OPTIONS TO RAISE LOCAL TAX REVENUE WHERE APPROPRIATE

The most common taxes levied for local support of Alabama's public schools are property and sales taxes. These tax sources are shared with cities, counties, and other governments as well as the state. Property taxes are less popular, so sales taxes have come to be generally high while property taxes usually are low.

Even so, property taxes are the most suitable tax for school support because good public schools contribute to enhanced property values. The tax burden on property, therefore, is to some degree an investment that pays returns to the property owner.

State law requires at least ten mills of property taxes to be levied in every school district of Alabama. A mill is one-tenth of a percent; thus, ten mills is equal to a tax rate of one percent. However, residential property is assessed for taxation at only ten percent of its market value which reduces the effective minimum property tax rate for school support to one-tenth of a percent. In the thirty-one local school systems where property tax support for schools is set at the minimum ten mills, a home with a market value of \$80,000 pays only \$80 in school tax each year.

The school property tax rate in the City of Troy is 10.7 mills, only slightly above the minimum. The owner of an \$80,000 home in Troy pays \$85.60 in property tax annually for school support. In 105 of Alabama's 136 school systems (77%), the property tax rate is higher than Troy's. The median tax rate for local school support is 15.5 mills. A five-mill increase would bring Troy's rate to being 15.7 mills, slightly above the median, and would add \$40 annually to the tax bill of the owner of that \$80,000 home. Each mill of school property tax in Troy produces approximately \$160,000 of revenue. A five-mill increase would produce \$800,000 each year. Combined with the \$666,000 in budget cuts illustrated earlier, this revenue increase would be sufficient to resolve the school system's budgetary imbalance.

Property tax increases are difficult to bring about in Alabama as they can require multiple approvals by governmental bodies as well as the voters, stretching the adoption process beyond a year. After the lengthy process, few proposals are successful. It is possible, however, to approve a tax for school purposes in one of two ways: either under the provisions of the Education Code, or the provisions of Amendment 56 to the State Constitution. Amendment 56 authorizes municipalities to levy up to 12.5 mills of property taxes subject to a vote of the people in an election that is authorized by the city council. This single-step process can shorten the time for approval of a property tax considerably. The City of Troy currently levies seven mills of property tax, and could levy up to 5.5 mills more under the terms of Amendment 56.

Sales taxes are not limited by law as tightly as property taxes. The Troy City Council has the power to raise its sales tax rate, limited only by what the public would be willing to pay. The current sales tax rate in the City of Troy is 9.5% (4% State rate, plus 2.5% Pike County rate, plus 3% Troy City rate). An increase of 0.5% in the City's sales tax rate would raise about \$1.5 million in revenue annually.

### \*REVERSE THE DECLINE IN STUDENT ADM

As a longer-term strategy, it is critical for TCS to reverse the decline in student ADM, which is the leading cause of the budgetary imbalance that has plagued the school system. If the trend in student enrollment numbers were to be reversed so that the ADM count would increase rather than decline, Foundation Program allocations to the school system would increase as well bringing stability to TCS's finances. Student growth in a school system brings its own challenges, but managing such growth is much easier than managing decline.

To reverse the trend of a declining student ADM, TCS must provide the most attractive educational environment available to parents, students, and employers. The city's schools must be the ones that everyone living within the area, or considering moving there, wants their children to attend. The surest route to achieving this goal is high student academic achievement. The State of Alabama has developed "accountability indicators" that allow school systems to measure where they stand in terms of key results as a guide to improvement. TCS staff should become the most ardent users of these data. The best practice in doing so is to benchmark a set of school systems that represent "stretch" targets. In the beginning, neighboring area school systems are appropriate to use as benchmarks. It is helpful to analyze the numbers to see where they are achieving at higher levels and why. Going beyond setting goals, strategies should be set in place to improve student academic performance while also celebrating where there is parity.

In the following tables, data from the 2017 State Report Card have been reviewed to present a picture of the performance of TCS in comparison to seven of its neighboring school systems. Four of these area school systems outperformed Troy on the academic accountability indicators, and three of those did so while spending less money. This should prompt a deep look into how such results were achieved and lead to developing strategies within TCS for improvement.

TABLES 4 and 5 present two different ways of measuring spending, showing that it is not always the amount of money that makes a difference in student academic performance, but rather how available funds are spent. The eight school systems in the comparisons are arranged from high to low on the State Report Card and the College and Career Readiness Rate (a measure based upon credentials earned by graduates) which are shown on the right in the tables.

The top four neighboring school systems shown in the tables (Enterprise, Coffee County, Pike County, and Dale County) outperformed TCS on these indicators with one exception; three of the four did so while spending less money per pupil. TABLE 4 looks at the broad sources of spending (local, state, and federal), and presents the amounts on a per-student basis to create an "apples to apples" comparison. Troy City and Pike County were the highest in spending from local sources. TCS spent more than three of the school systems with higher indicator scores, but also spent less than two of the systems with lower indicator scores (Ozark and Daleville). Again, it is critical how funds are spent.

TABLE 4

ALABAMA DEPARTMENT OF EDUCATION Per Pupil Expenditures (PPE) by Source FY 2017												
LEAID	LEA	ADM	Local Sources		State Sources		Federal Sources		All Sources		Report Card*	CCR Rate**
			PPE	State Rank	PPE	State Rank	PPE	State Rank	PPE	State Rank		
132	Enterprise City	6,962	\$1,627	63	\$5,995	118	\$1,125	107	\$ 8,748	120	86	82
016	Coffee County	2,197	\$1,402	86	\$6,179	93	\$1,410	66	\$ 8,991	107	84	78
055	Pike County	2,065	\$2,349	29	\$6,912	25	\$1,873	24	\$11,134	14	84	77
023	Dale County	3,400	\$ 757	134	\$6,278	79	\$1,121	108	\$ 8,155	132	84	65
199	Troy City	1,893	\$1,893	48	\$6,017	113	\$1,474	56	\$ 9,385	78	79	69
182	Ozark City	2,076	\$1,653	59	\$6,527	56	\$1,455	58	\$ 9,636	57	78	70
021	Crenshaw County	2,220	\$1,301	93	\$6,450	62	\$1,337	80	\$ 9,089	100	77	58
126	Daleville City	1,004	\$ 999	118	\$6,864	29	\$1,945	21	\$ 9,807	51	75	61
	<b>Statewide Total</b>	734,119	\$1,915		\$6,273		\$1,329		\$ 9,517			

\*Scored on a 100-point scale with A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = below 60.  
\*\*Percent of 4-year cohort who earned one or more credentials deemed to represent college and career readiness.

TABLE 5 looks on a per-student basis at the core activities of school systems, of which instruction and instructional support are the largest followed by facility maintenance and general administration. This measure excludes transportation and food service as well as debt service and capital outlay, which are important in their own right but bias the comparison. The school systems are arranged in the same order as TABLE 4. Once again, four neighboring school systems outperformed TCS, with three doing so while spending less per student.

In March 2018, the Interim State Superintendent of Education sent a memorandum to all local systems asking that every superintendent with one or more schools having a significant, defined gap between a high graduation rate and a low College and Career Readiness (CCR) rate to submit a plan for improving the CCR rate. Appendix 1 is the Interim State Superintendent's memorandum, and TCS appears on the list. Appendix 1 is the Interim State Superintendent's memorandum; TCS's high school appeared on the list of schools having to submit such a plan.

TABLE 5

ALABAMA DEPARTMENT OF EDUCATION Core Expenditures Per Student, by Function ("Core") FY 2017										
LEAID	LEA	Students (ADM)	Instruction	Instructional Support	Plant O & M	Adminis- tration	Core Total	Core Rank	Report Card*	CCR Rate**
132	Enterprise City	6,962	\$ 4,693	\$ 1,710	\$ 790	\$ 526	\$ 7,719	116	86	82
016	Coffee County	2,197	\$ 5,183	\$ 1,500	\$ 770	\$ 470	\$ 7,922	100	84	78
055	Pike County	2,065	\$ 5,792	\$ 1,772	\$ 1,088	\$ 678	\$ 9,330	21	84	77
023	Dale County	3,400	\$ 5,058	\$ 969	\$ 558	\$ 437	\$ 7,022	134	84	65
199	Troy City	1,893	\$ 5,954	\$ 1,360	\$ 803	\$ 566	\$ 8,683	46	79	69
182	Ozark City	2,076	\$ 5,262	\$ 1,720	\$ 760	\$ 651	\$ 8,394	67	78	70
021	Crenshaw County	2,220	\$ 5,395	\$ 1,197	\$ 733	\$ 538	\$ 7,864	106	77	58
126	Daleville City	1,004	\$ 5,505	\$ 1,589	\$ 817	\$ 769	\$ 8,679	48	75	61
	<b>Statewide Total</b>	734,119	\$ 5,372	\$ 1,620	\$ 929	\$ 429	\$ 8,349			

\*Scored on a 100-point scale with A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = below 60.  
\*\*Percent of 4-year cohort who earned one or more credentials deemed to represent college and career readiness.

TABLE 6 focuses in detail on how TCS compares to the four that outperformed it. The table presents five "accountability" indicators from the State Report Card:

- \* **ACADEMIC ACHIEVEMENT** which measures the percentage of students scoring proficient or above on reading and mathematics tests in grades 3-8 and 10. All four comparison systems had higher success on those tests than did TCS. Which tests, in what grades, and what student groups should be the focus of an improvement plan? How should teachers be involved?
- \* **ACADEMIC GROWTH** which is a measure of students who improved in reading and mathematics from one year to the next. Again, all four comparison systems had higher success rates but the gaps were smaller. Where should the focus be and how should a plan be implemented?
- \* **GRADUATION RATE** which measures the percentage of high school students who graduate within four or five years after entering the ninth grade. Here, TCS was higher than two of the four comparison systems.
- \* **COLLEGE AND CAREER READINESS RATE** which measures the percentage of students in the four-year cohort who obtain at least one of seven credentials of readiness. TCS was substantially lower than the four comparisons. What is the plan for improvement?
- \* **CHRONIC ABSENTEEISM RATE** which measures the percentage of students with 15 or more absences in the school year. Higher is worse and TCS was well above the four comparisons. What is the plan for improvement?

This table also shows the two measures of spending as well as revenues per student by source.

TABLE 6

<b>Accountability Indicators, 2017</b>						
<b>(Source: ALSDE Report Cards)</b>						
		<b>Troy</b>	<b>Enterprise</b>	<b>Coffee Co.</b>	<b>Pike Co.</b>	<b>Dale Co.</b>
Academic Achievement		54.28	70.24	64.27	67.53	69.01
Academic Growth		89.06	91.44	91.87	96.95	95.11
Graduation Rate		90.80	94.20	94.20	85.20	84.80
College & Career Readiness		69.00	82.00	77.00	77.00	80.00
Chronic Absenteeism		24.45	16.76	18.87	16.28	19.03
Expenditures	Local	1,893	1,627	1,402	2,349	757
per Student	State	6,017	5,995	6,179	6,912	6,278
by Source:	Federal	1,474	1,125	1,410	1,873	1,121
	Total	9,385	8,748	8,991	11,134	8,155
Expenditures	Instruction	5,954	4,693	5,183	5,792	5,058
per Student	Instructional Spt.	1,360	1,710	1,500	1,772	969
by Function:	Facility O & M	803	790	770	1,088	558
	General Admin.	566	526	470	678	437
	Core Total	8,683	7,719	7,922	9,330	7,022
Revenues	Local	3,324	2,557	2,265	3,255	2,398
per Student	State	5,463	5,982	6,307	6,959	6,094
by Source:	Federal	1,212	1,001	1,135	1,675	871
	Other	299	109	651	2,434	3,530
	Total	10,298	9,648	10,358	14,323	12,893

NOTE: Both academic data and “Accountability Indicators” reflected in this study come from the 2016-17 school report cards as released by the Alabama State Department of Education. While it is anticipated that the department will release in the near future report cards from the 2017-18 school year, these data were not available at the time of the BEA study being completed and could not be analyzed for inclusion. Regardless of the results that may be shown on the upcoming 2017-18 report cards for Troy’s schools, the analyses and recommendations made within this study are based upon best practices that can benefit TCS in confronting the most crucial challenge of correcting its financial condition while also better serving all its students academically.

## FACILITIES ANALYSIS

The most critical facilities need the school system and community must address is either the extensive renovation of the existing Charles Henderson High School on its current site or the construction of a completely new school. While there have been some improvements on the current high school campus (such as construction of a new cafetorium), the majority of the school facility was constructed in the 1950's. Now well over sixty years old, the school is in poor condition and poorly designed to address today's learning needs of students as well as fostering a safe and secure campus. Some of the buildings on campus are unoccupied and others have deteriorated surroundings such as buckling floors and poor restroom conditions.

In its most recent five-year capital improvement plan as posted and accessible on the ALSDE website (Appendix 2), TCS has listed several proposed projects relating to the high school campus it has identified to be completed over the next few fiscal years. Among the proposed high school projects are the following:

- 1.) Renovations in the amount of \$250,000 in FY 2019
- 2.) Additions in the amount of \$300,000 in FY 2019
- 3.) Renovations in the amount of \$350,000 in FY 2020
- 4.) Roofing in the amount of \$55,000 in FY 2019
- 5.) Renovations in the amount of \$200,000 in FY 2021
- 6.) Additions in the amount of \$7.5 million in FY 2021
- 7.) HVAC improvements in the amount of \$60,000 in FY 2020
- 8.) Additions in the amount of \$1.2 million in FY 2020
- 9.) HVAC improvements in the amount of \$150,000 in FY 2019

While such improvements as the above will help in improving conditions on the current high school campus, they are not sufficient to address the full scope of what are less than desirable conditions within the school's facilities. Using recent examples of the construction costs of new high schools within Alabama built for schools serving a student enrollment (including potential growth) such as Troy's, a budget ranging between \$210.00 and \$225.00 per square foot would be needed. A tentative budget for a new Troy high school would be approximately \$40 million with another 12-15% for associated soft costs.

As detailed in the Financial Analysis section of this study, the BEA believes that the financial condition of the school system, primarily the gap between revenues and expenses, must first be addressed and corrected in order that sufficient funds may be identified and used for any needed major renovations or construction of a new high school to serve the city's students. Doing such will require the concerted and cooperative efforts of city and school system leaders as well as the citizens of Troy.

Additionally, the BEA believes that with the current high school location being located on a desirable site in close proximity to the Troy University campus, conversations should be held among university officials, school system leaders, and city government officials to explore any opportunities where the university might be interested in securing

this current site for its future use. Any proceeds from the sale of the existing high school campus, though not completely sufficient, could then be used toward the construction of a new high school on a different site.

Although the high school is the most pressing facilities need the school system and city must prepare a plan to address, there are other physical plant needs in the other schools. The five-year capital plan prepared by TCS includes several other projects to be completed in addition to those identified for the high school. In an October 15, 2018 walkthrough of the schools with the system's maintenance supervisor, several facility improvements/upgrades were shared relating to the elementary and middle schools. They include the following:

#### TROY ELEMENTARY SCHOOL

- \*Enhanced security cameras and upgraded doors at the front entrance
- \*Carpet in classrooms replaced with tile
- \*Technology upgrades
- \*LED lights installed
- \*Parking lot repaired and repaved
- \*Bathroom partitions upgraded

#### Hank Jones Early Childhood Center

- \*HVAC upgrades

#### Charles Henderson Middle School

- \*HVAC upgrades
- \*New bleachers in the gymnasium
- \*Stadium upgrades

As has been emphasized, to adequately address the school system's many facilities needs, the financial conditions TCS faces must be confronted and corrected. With adequate funding, the extensive renovation of Charles Henderson High School on its current campus or the construction of a new high school should be a major priority for the school system.

## INSTRUCTIONAL BEST PRACTICES

There are several existing and successful instructional-related best practices and initiatives readily available to improve TCS's curriculum and instruction programs continually to the benefit of all the schools' students. The BEA believes consideration by the school system should be given to the following initiatives to fully implement or expand within the city's schools:

### NATIONAL BOARD CERTIFICATION FOR TEACHERS

A shared characteristic commonly found among Alabama's highest academic performing school systems is their having multiple teachers who have become National Board Certified. The National Board for Professional Teaching Standards, an independent, nonprofit organization, cites research that shows estimates of the increase in student learning being in the range of an additional one to two months of instruction when students are taught by National Board Certified teachers (NBCTs), and the positive impact being even greater for minority and low-income students.

According to data from the Alabama State Department of Education, within Alabama there currently are 1,441 active NBCTs; of that number, TCS only has one.

NBCTs in Alabama receive an annual state-funded supplement of \$5,000. Additionally, those working in certain instructional areas within schools having a free and reduced federal lunch student percentage of at least 75% or greater as determined by the most recent data posted are eligible to receive an additional \$5,000 supplement (Appendix 3, memoranda from the Alabama State Superintendent of Education). Both Troy's high school and middle school fall into that category, meaning an NBCT at either school this year could receive a \$10,000 annual supplement - with no local funds being used to cover payment of the supplement. State Superintendent of Education Eric Mackey has said in part about the state's NBCTs, "These educators are now leading classrooms, and our students are fully benefiting from their dedication, innovative teaching methods, and extensive base of teaching knowledge."

The BEA recommends that TCS work to implement ways to provide a network of support and opportunity for the school system's teachers to pursue becoming National Board Certified. Teaming with the Regional In-Service Center at Troy University, the Alabama NBCT Network, the National Board for Professional Teacher Standards, and the Alabama State Department of Education, TCS should begin identifying and implementing a pathway for its teachers wishing to obtain this certification. Additionally, the State Legislature has provided funding for scholarships to aspiring NBCTs in order to pay their initial fee to become certified.

An additional benefit to doing the above will be the effect of enhancing the school system's professional development program for its teachers. In TCS's most recent accreditation review conducted by AdvancED (April 29-May 2, 2018), an accreditation standard needing improvement was identified and written in part as the following: "Through review of evidence, interviews, and observation, the Team found no evidence of a comprehensive system-wide professional learning plan. Although multiple

professional learning opportunities are available, evidence that data were used to inform the professional learning opportunities offered was limited...A system-wide professional learning structure to promote collaboration and improve student learning and system effectiveness had not been developed."

TCS teachers going through the National Board Certification process together as a cohort can greatly benefit not only them but the school system's overall curriculum and instruction programs as well.

#### ALABAMA'S VOLUNTARY FIRST CLASS PRE-K PROGRAM

In 2014, the BEA commissioned a report titled "Obstacles into Opportunities" that researched what Alabama's policymakers could do to move the state's high school graduation rate from 72% to 90% while maintaining meaningful standards.

An important finding in that report for improvement to Alabama's public education system was the need to reach children as early as possible to establish a strong educational foundation through providing access to a high quality Pre- Kindergarten program. Research has shown that the first five years of a child's life are the most critical to brain development, and that achievement gaps can form between those children who have access to high quality Pre-K programs and those who do not. Students who have participated in high quality Pre-K are less likely to repeat a grade, require remedial education, or be placed in special education. They also score higher on achievement tests, are more likely to graduate from high school, attend college, and obtain higher paying jobs as adults.

Over the past twelve years, Alabama's First Class Pre-K program has been ranked as being the number one Pre-K program in the nation as evaluated by the National Institute for Early Education Research (NIEER), and is one of only two states that over the past twelve years has met all of NIEER's benchmarks for quality standards. The graph below illustrates school systems having enrollments of 1,800-2,200 students and the number of First Class Pre-K classrooms they provide.

### School Systems with Enrollment of 1800-2200

School District	Enrollment K-12	First Class PreK Classrooms
Anniston City	1893	0
Clay County	1883	0
Coffee County	2087	5
Conecuh County	1858	6
Crenshaw County	2195	4
Guntersville City	1889	2
Leeds City	1871	5
Macon County	1891	2
Ozark City	2055	2
Pike County	2107	3
Randolph County	2108	4
Sylacauga	2168	4
Talladega City	1948	9
Troy City	1910	0

Since 2011, annual appropriations from the state legislature supporting Alabama's First Class Pre-K program have increased significantly to the point that for this current fiscal year it stands at \$96 million. That amount still only provides funding enabling 32% of the state's eligible four-year-olds to be enrolled in the program. The current funding goal to reach by 2023 is \$144 million, enabling access to all the state's eligible children. The Department of Early Childhood Education administers and awards a structured variety of program grants annually ranging from \$45,000 to \$150,000 to help fund First Class Pre-K programs throughout the state. Grants from the department are not intended to fully fund classrooms and there is a requirement for all grantees to provide the highest quality instruction.

Currently, TCS has chosen not to participate in Alabama's First Class Pre-K program, and operates its own local program independent of the state's initiative. The school system currently has three pre-K classrooms having 12 students each, for a total of 36 children. The classrooms all are located in the Hank Jones Early Childhood Center adjacent to the elementary school. TCS charges an annual tuition of \$3,750 per child which along with instruction includes breakfast, lunch, and an extended day snack.

For the 2018-19 school year, TCS has removed the certified teacher requirements for those teaching Pre-K in the system and reducing the annual salaries for these teachers

to \$24,000. The current minimum starting salary for a certified teacher in Alabama is \$39,300. Alabama's First Class Pre-K program only allows a certified teacher to lead the classroom and also provides that a teacher assistant work within each Pre-K classroom.

The BEA recommends that TCS give strong consideration to moving away from its local Pre-K model and apply to become part of Alabama's First Class Pre-K program. The following narrative and examples illustrate how implementing this initiative may be accomplished while having little impact upon the school system's financial costs to make Pre-K available to more of its students.

As an example, using Troy Elementary School's kindergarten grade (serving five-year-olds) enrollment numbers for the past three years, kindergarten has averaged approximately 150 students annually. If in each of those three years 50% of the parents of the kindergarten students had wanted to enroll their children in Pre-K when they were four-year-olds, it would require at least four new First Class Pre-K classrooms as the initiative has a maximum enrollment of 18 students per class. Implementing First Class Pre-K can be cost effective as reflected in the below budget comparisons:

#### TCS's Current Budget for Pre-K

36 students at \$3,750 (tuition) per year = \$135,000 in revenues  
 3 teachers at a salary of \$24,000 each annually plus payroll taxes = \$76,000 in direct cost  
 Change in Net Position = \$58,100

#### Example of Conversion to First Class Pre-K with Additional Classrooms

72 students (paying no tuition) funded through a combination of grants from the Department of Early Childhood Education = \$360,000  
 4 teachers at a salary of \$39,300 each plus benefits = \$208,000  
 4 teacher assistants at a salary of \$20,000 each plus benefits = \$100,000  
 Total Salary expense = \$308,000  
 Change in Net Position = \$52,000

(The above figures are based upon TCS being awarded from the Department of Early Childhood Education a combination of four grants, including both tiered and new classroom grants.)

Working with the state's Department of Early Childhood Education, TCS should pursue grants that would convert the three existing Pre-K classes into becoming First Class Pre-K classrooms while adding one additional new classroom. When successfully done, more Pre-K students can be served by the school system with no tuition being paid by their families. This will be an added feature for new families moving to Troy with young children, possibly helping them select Troy as their home. Additionally, it would greatly help prepare more students for grades K-12 and enhance their chances for educational success.

## A+ COLLEGE READY

While TCS offers its high school students Advanced Placement (AP) classes in several academic areas including literature, chemistry, biology, calculus, and art, the BEA believes that by participating in the A+ College Ready initiative, the school system can strengthen and expand its AP offerings to the benefit of its students. Currently, TCS is not a member of this initiative.

In partnership with the Alabama State Department of Education, A+ College Ready offers curriculum materials, training, and support for 23 different courses in grades 6-11. Since 2008, A+ College Ready has been involved with 178 high schools and their feeder middle schools. These schools represent 85 different school systems throughout the state.

According to the principal at Charles Henderson High School, beginning this current school year a required component of all AP classes the school offers will be that students must take AP qualifying exams at the end of the courses. When a student earns a qualifying score on an AP exam, that student then can be eligible to receive college credit for the course. In a school participating in A+ College Ready, there is funding that provides a student financial incentive and teacher stipend tied to exam success and student achievement. Such a financial incentive for students and teachers typically is not found in schools not participating in A+ College Ready, including Troy's high school.

The range of AP courses supported by A+ College Ready has grown extensively over the years. For example, in 2016 A+ College Ready became a regional partner of "Code.org." In 2008, only three schools in Alabama offered AP computer science courses with a combined enrollment of 39 students. Today, 130 Alabama schools have AP Computer Science courses with 1,941 students being enrolled this past school year. One-half of them earned AP qualifying scores.

A+ College Ready has worked to open the doors to rigorous coursework for underrepresented students. In 2008, 1,532 minority students took 2,102 AP exams with 396 of them earning a qualifying score. In 2018, 6,680 minority students took 11,738 AP exams with 1,760 of them earning a qualifying score, a 350% increase. Similarly, in 2008, only 747 AP exams were taken by low income students, and in 2018 that number rose to 9,532.

In 2018, the 11,278 AP qualifying scores earned by Alabama students potentially saved their families \$16,917,000 in college tuition and helped each one be prepared to succeed and finish college. The BEA believes that through fully participating in A+ College Ready, TCS will be in a better position to provide an expanded AP program to its high school students benefiting both them and their families. The only local cost to a local school system is covering travel expenses for teachers going to training. Benefits for participating in A+ College Ready far outweigh such a local expense.

## MATHEMATICS INSTRUCTIONAL AUDIT

As is the case in many of Alabama's schools, TCS students overall do not perform well academically in mathematics.

With a new State Mathematics Course of Study in the process of being prepared, the BEA recommends that when the new Course of Study is approved by the State Board of Education that TCS conduct a timely audit of its mathematics instruction at all grade levels to ensure there is an alignment of its curriculum with the standards in the new Mathematics Course of Study. In doing so, the school system should consider partnering with the College of Education at Troy University and a professional organization such as the Southern Regional Education Board (SREB) to conduct a mathematics instructional audit.

The SREB is a non-profit, non-partisan, data-driven organization made up of sixteen member states, including Alabama. The governor and four appointees including at least one state legislator and one educator represent Alabama on SREB's Board. Appendix 4 outlines what such a review does to help improve instruction, in this case mathematics, benefiting both students and teachers

## CAREER-TECHNICAL EDUCATION

Charles Henderson High School currently offers academies in Culinary Arts, Theatre, and Accounting. At the Troy-Pike Center for Technology, there are approximately 200 TCS students enrolled in courses such as Engineering, Health Science, Teaching and Education, Data Input, and Welding. In 2019-2020, courses in Mechanics/Dealership and Agriculture Science with a focus upon masonry and construction will be added, according to the high school principal.

Building upon this base of Career-Technical course offerings, the BEA encourages the school system continually to explore ways to expand such learning opportunities for students. At the same time, TCS should look for ways to strengthen its partnership and communications with area businesses and industries in order to always be current in knowing their work force needs so that appropriate courses may continue being added to its Career-Technical program.

## COMMUNITY SURVEY

As part of its work, the BEA conducted a community survey focusing upon several aspects of the Troy City School System. With technical assistance from staff at the City of Troy, the survey was accessible from September 15 through October 16 on the Pike County Chamber of Commerce website. A link to the survey also could be found during that time on the school system's website. The local newspaper published two articles about the survey being available to the community along with information about the stated purpose of conducting the survey.

Each of the city's three schools announced to its students' families of the survey being posted, and also made computers available on their campuses to families to complete the survey who may have limited or no access to technology within their homes.

After asking several general demographic questions such as if a respondent is a resident of the City of Troy or has a child attending a city school, the survey primarily consisted of twelve questions relating to the following areas: curriculum and instruction programs provided students; age and condition of facilities; adequate funding/financial stability; level of technology supporting curriculum and instruction; community partnerships to promote and support education within the community; schools' communications with parents; the number of extracurricular activities available to students; level of preparedness of Troy City Schools' graduates to enter the next phases of their lives; and partnerships formed between the school system and area institutions of higher learning. Respondents also were asked to identify what they believe to be the three highest priorities for the school system following school safety being first; the three greatest strengths of the system; and the three areas they believe most in need of improvement. In all, there were 524 responses to the community survey, representing a good level of participation.

The survey concluded with three open-ended questions asking respondents to identify what they believe to be the greatest challenges facing the city school system over the upcoming five years; the greatest opportunities TCS will have during that same time period; and any additional comments relating to the survey's questions.

While the results of responses given both to the demographic questions and subsequent questions relating to the respondents' levels of satisfaction with various aspects of TCS's operations can be found following in graph form, the following are several excerpts from the community survey:

- 1.) The three overall priorities (following school safety) for TCS were identified in order as being curriculum and instruction; adequate funding/financial stability; and facilities.
- 2.) The three greatest strengths of TCS were identified in order as being curriculum and instruction; facilities; and extracurricular activities (arts and athletics) provided students. A close fourth in the ranking was technology supporting instruction.

3.) The three areas identified as being most in need of improvement were identified in order as being adequate funding/financial stability; curriculum and instruction; and facilities.

4.) 55.60% of responses indicated a level of being "somewhat or very satisfied" with the age and overall condition of school facilities.

5.) 48.55% of responses indicated a level of being "somewhat or very dissatisfied" with the amount of local funding and the school system's financial stability.

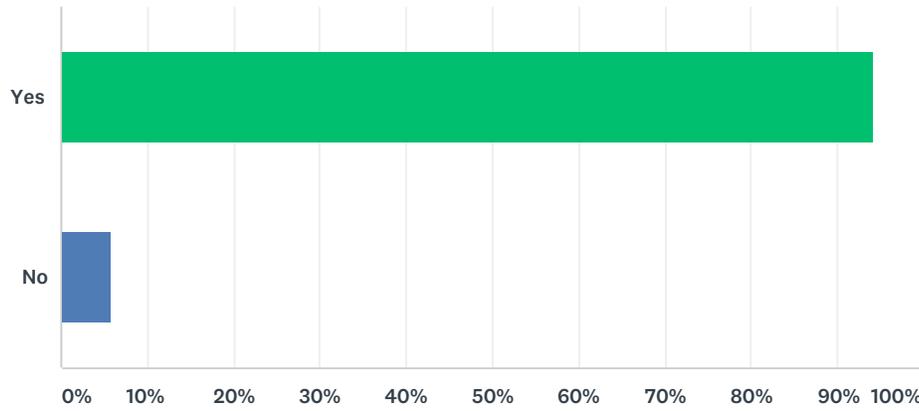
6.) 55.34% of responses indicated a level of being "somewhat or very satisfied" with the number of extracurricular activities being provided students.

7.) 47.77% of responses indicated a level of being "somewhat or very dissatisfied" with TCS graduates being prepared to enter the next phases of their lives - attending college, entering the workforce, joining the military, etc.

While there were varied submitted responses to the three open-ended questions at the end of the survey, several common themes could be found among all three. A sampling of such responses are the following: providing adequate funding for the schools; updating facilities; strengthening academics; ensuring school safety and student discipline; fully utilizing community resources including parents and Troy University; having continuous, strong leadership provided at all levels including the community, city government, and the school system; building upon economic development gains; and keeping quality teachers.

### Q1 Are you a resident of Troy?

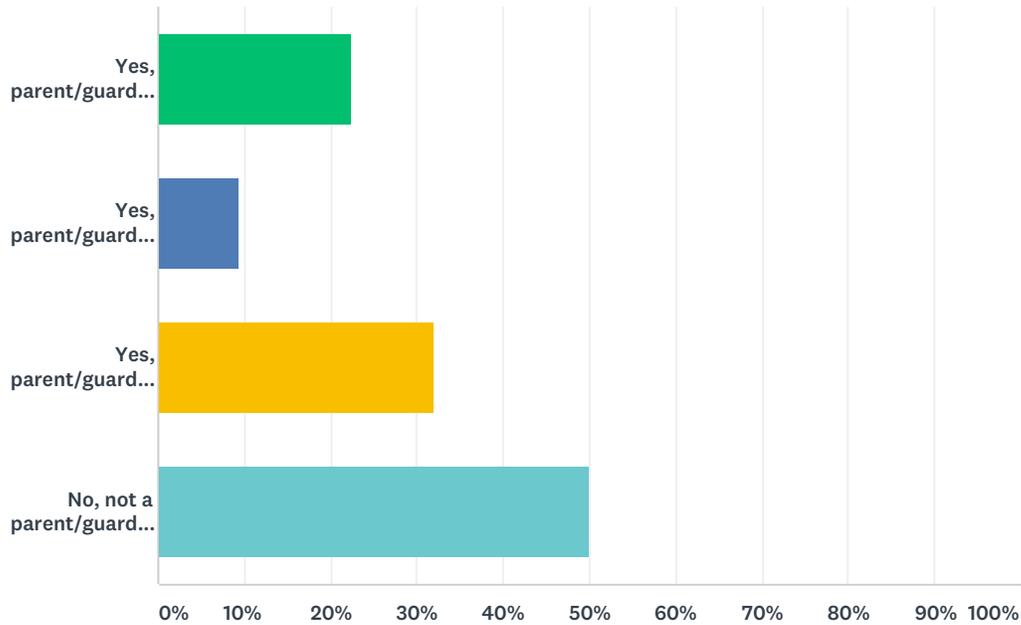
Answered: 520 Skipped: 4



ANSWER CHOICES	RESPONSES	
Yes	94.23%	490
No	5.77%	30
TOTAL		520

## Q2 Are you currently a parent/guardian of a Troy City Schools student?

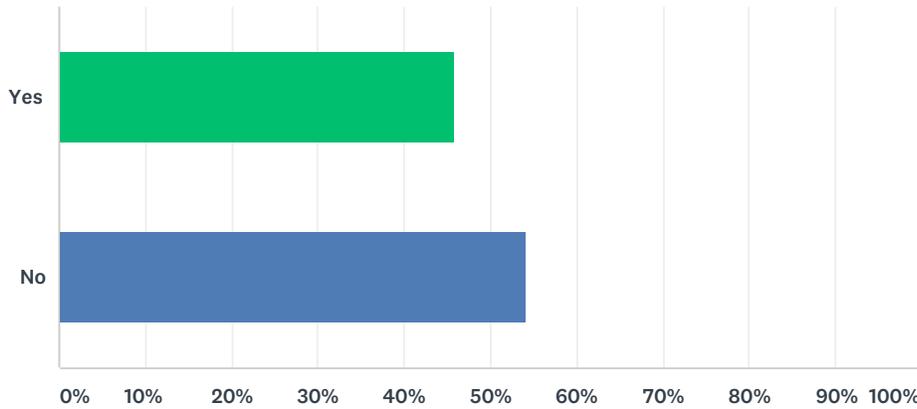
Answered: 521 Skipped: 3



ANSWER CHOICES	RESPONSES	
Yes, parent/guardian of a Charles Henderson High School student	22.46%	117
Yes, parent/guardian of a Charles Henderson Middle School student	9.40%	49
Yes, parent/guardian of a Troy Elementary School student	32.05%	167
No, not a parent/guardian of a TCS student	50.10%	261
Total Respondents: 521		

### Q3 Are you the parent/guardian of a former Troy City Schools student?

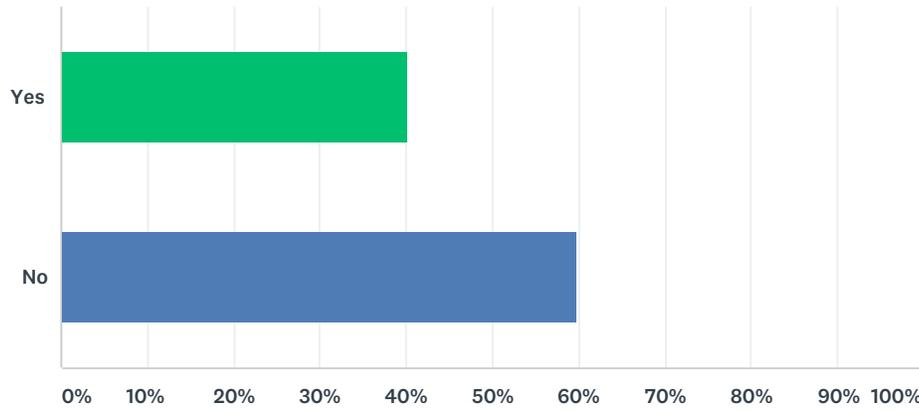
Answered: 518 Skipped: 6



ANSWER CHOICES	RESPONSES	
Yes	45.75%	237
No	54.25%	281
TOTAL		518

### Q4 Did you attend Troy City Schools?

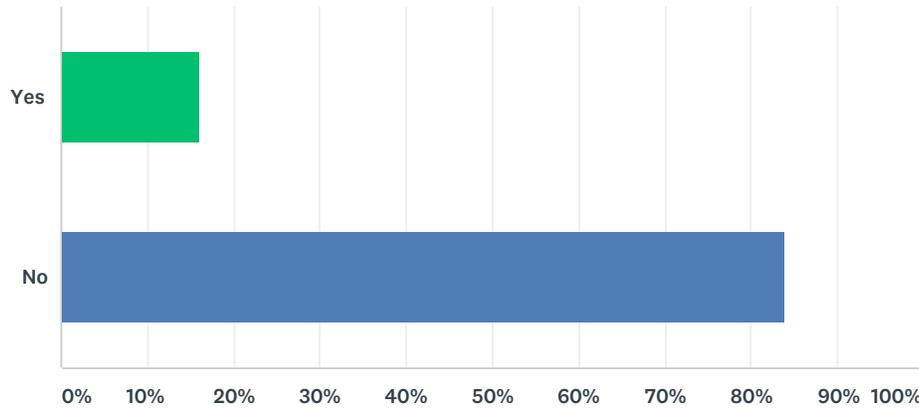
Answered: 521 Skipped: 3



ANSWER CHOICES	RESPONSES	
Yes	40.12%	209
No	59.88%	312
TOTAL		521

### Q5 Are you currently employed by Troy City Schools?

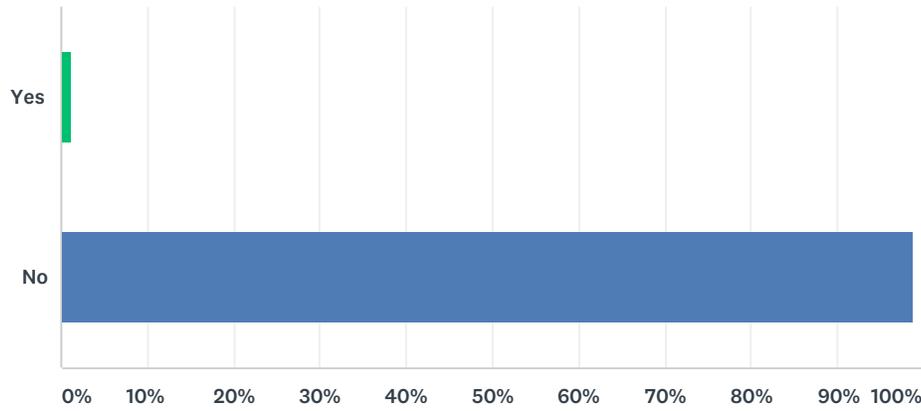
Answered: 521 Skipped: 3



ANSWER CHOICES	RESPONSES	
Yes	16.12%	84
No	83.88%	437
TOTAL		521

### Q6 Are you currently a student in Troy City Schools?

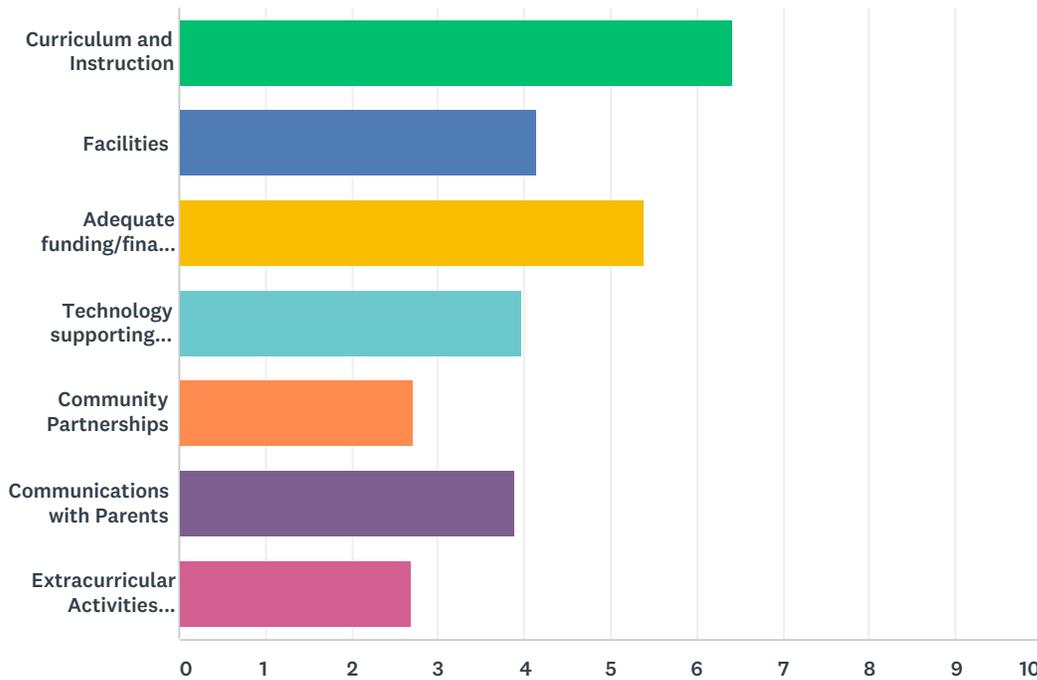
Answered: 520 Skipped: 4



ANSWER CHOICES	RESPONSES	
Yes	1.35%	7
No	98.65%	513
TOTAL		520

**Q7 With student safety being the highest priority among all schools, please indicate below in order the next three priorities for TCS as you see them. Please mark 1 beside your highest priority, then 2 and 3 for the next priorities in order.**

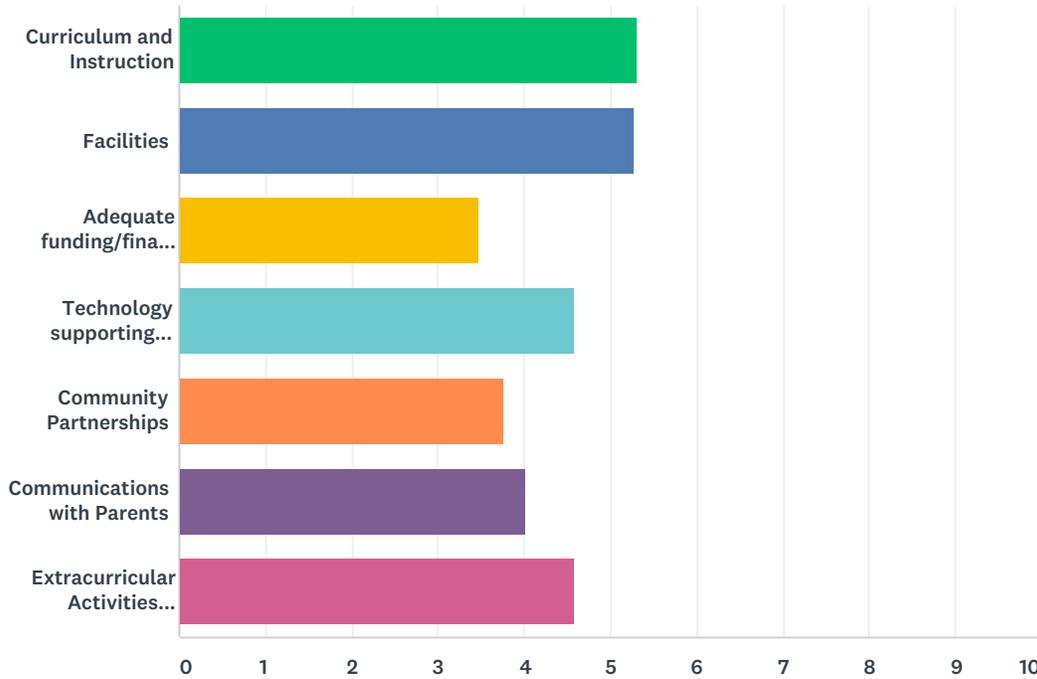
Answered: 521 Skipped: 3



	1	2	3	4	5	6	7	TOTAL	SCORE
Curriculum and Instruction	63.28% 324	24.02% 123	7.62% 39	3.13% 16	0.59% 3	0.98% 5	0.39% 2	512	6.42
Facilities	3.64% 15	17.96% 74	27.43% 113	17.72% 73	13.83% 57	12.14% 50	7.28% 30	412	4.14
Adequate funding/financial stability	25.74% 121	32.34% 152	19.79% 93	10.21% 48	5.32% 25	3.62% 17	2.98% 14	470	5.40
Technology supporting instruction	3.52% 15	15.49% 66	21.83% 93	21.36% 91	17.37% 74	12.91% 55	7.51% 32	426	3.98
Community Partnerships	0.76% 3	2.79% 11	10.41% 41	11.17% 44	28.17% 111	22.84% 90	23.86% 94	394	2.73
Communications with Parents	6.21% 27	16.32% 71	20.69% 90	13.10% 57	12.87% 56	22.76% 99	8.05% 35	435	3.89
Extracurricular Activities (Such as the arts and athletics)	3.66% 15	5.12% 21	11.95% 49	11.46% 47	12.44% 51	13.90% 57	41.46% 170	410	2.69

**Q8 Of these same areas, what do you believe to be the three greatest strengths of TCS? Please mark in order from 1 to 3 what you believe are the schools’ three greatest strengths.**

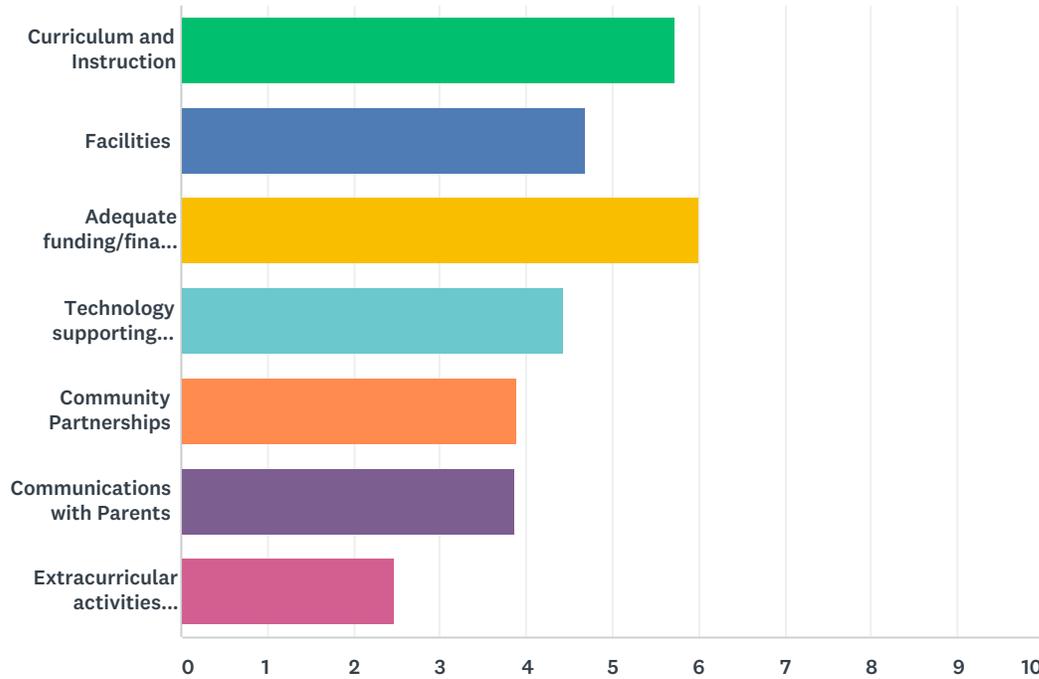
Answered: 508 Skipped: 16



	1	2	3	4	5	6	7	TOTAL	SCORE
Curriculum and Instruction	34.88% 135	20.41% 79	16.80% 65	13.18% 51	4.65% 18	3.62% 14	6.46% 25	387	5.31
Facilities	30.07% 126	26.97% 113	16.71% 70	7.64% 32	7.88% 33	6.68% 28	4.06% 17	419	5.27
Adequate funding/financial stability	6.77% 22	9.23% 30	17.54% 57	16.00% 52	14.46% 47	13.54% 44	22.46% 73	325	3.47
Technology supporting instruction	11.64% 44	20.90% 79	24.60% 93	15.08% 57	15.61% 59	8.73% 33	3.44% 13	378	4.58
Community Partnerships	9.68% 33	12.32% 42	15.84% 54	10.56% 36	21.70% 74	17.89% 61	12.02% 41	341	3.76
Communications with Parents	11.99% 47	16.58% 65	19.13% 75	10.20% 40	8.16% 32	22.70% 89	11.22% 44	392	4.01
Extracurricular Activities (Such as the arts and athletics)	22.97% 96	22.01% 92	19.38% 81	4.78% 20	6.94% 29	5.50% 23	18.42% 77	418	4.59

**Q9 Using this same listing, what do you believe to be the three areas most in need of improvement. Please mark in order from 1 to 3 what you believe to be the three areas most in need of improvement.**

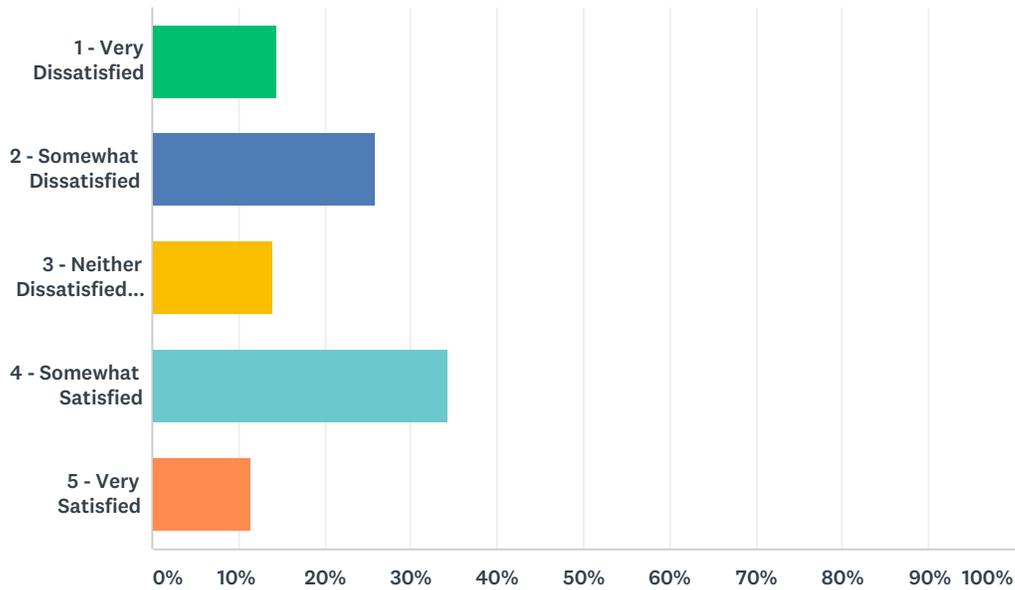
Answered: 511 Skipped: 13



	1	2	3	4	5	6	7	TOTAL	SCORE
Curriculum and Instruction	36.30% 151	29.09% 121	19.23% 80	7.93% 33	4.09% 17	1.68% 7	1.68% 7	416	5.74
Facilities	13.61% 46	22.78% 77	23.96% 81	16.86% 57	10.36% 35	5.92% 20	6.51% 22	338	4.69
Adequate funding/financial stability	49.00% 220	22.27% 100	16.04% 72	6.90% 31	4.01% 18	1.56% 7	0.22% 1	449	6.00
Technology supporting instruction	6.61% 24	20.39% 74	24.24% 88	20.66% 75	16.53% 60	9.09% 33	2.48% 9	363	4.43
Community Partnerships	5.48% 20	15.07% 55	21.64% 79	6.58% 24	28.22% 103	18.36% 67	4.66% 17	365	3.89
Communications with Parents	11.20% 40	16.25% 58	17.93% 64	7.84% 28	6.72% 24	30.81% 110	9.24% 33	357	3.88
Extracurricular activities (Such as the arts and athletics)	2.87% 9	7.64% 24	13.38% 42	7.32% 23	4.46% 14	7.32% 23	57.01% 179	314	2.47

**Q10 On a scale of 1 to 5 with 1 being “Very Dissatisfied” and 5 being “Very Satisfied,” what is your level of satisfaction with the curriculum and instruction programs provided students within the TCS?**

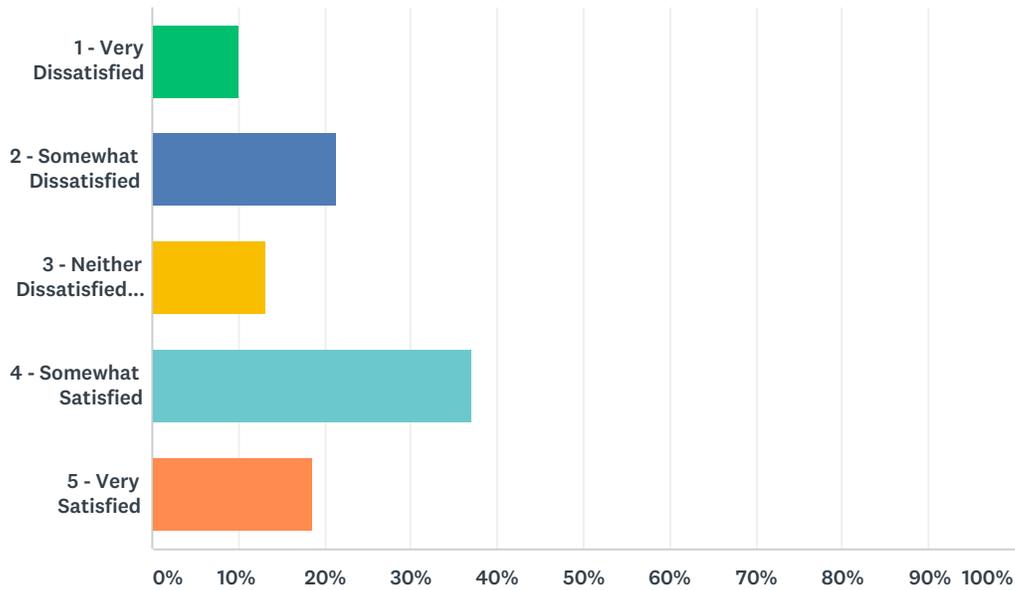
Answered: 516 Skipped: 8



ANSWER CHOICES	RESPONSES	
1 - Very Dissatisfied	14.34%	74
2 - Somewhat Dissatisfied	25.97%	134
3 - Neither Dissatisfied or Satisfied	13.95%	72
4 - Somewhat Satisfied	34.30%	177
5 - Very Satisfied	11.43%	59
<b>TOTAL</b>		<b>516</b>

**Q11 On a scale of 1 to 5 with 1 being “Very Dissatisfied” and 5 being “Very Satisfied,” what is your level of satisfaction with the age and overall condition of the schools’ facilities?**

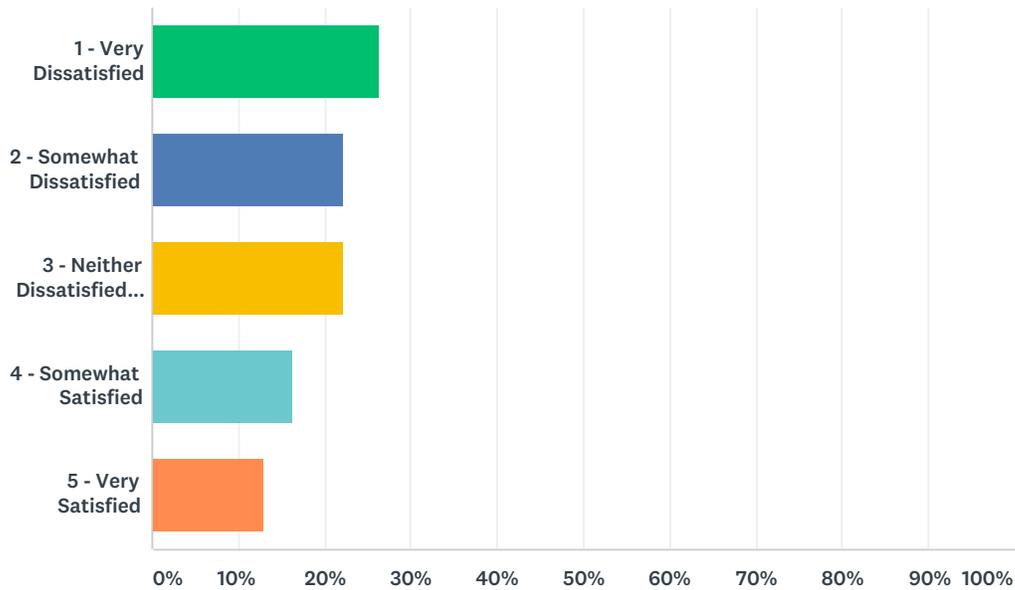
Answered: 518 Skipped: 6



ANSWER CHOICES	RESPONSES	
1 - Very Dissatisfied	10.04%	52
2 - Somewhat Dissatisfied	21.24%	110
3 - Neither Dissatisfied or Satisfied	13.13%	68
4 - Somewhat Satisfied	37.07%	192
5 - Very Satisfied	18.53%	96
<b>TOTAL</b>		<b>518</b>

**Q12 On a scale of 1 to 5 with 1 being “Very Dissatisfied” and 5 being “Very Satisfied,” what is your level of satisfaction with the amount of local funding being provided to support TCS and the school system’s financial stability?**

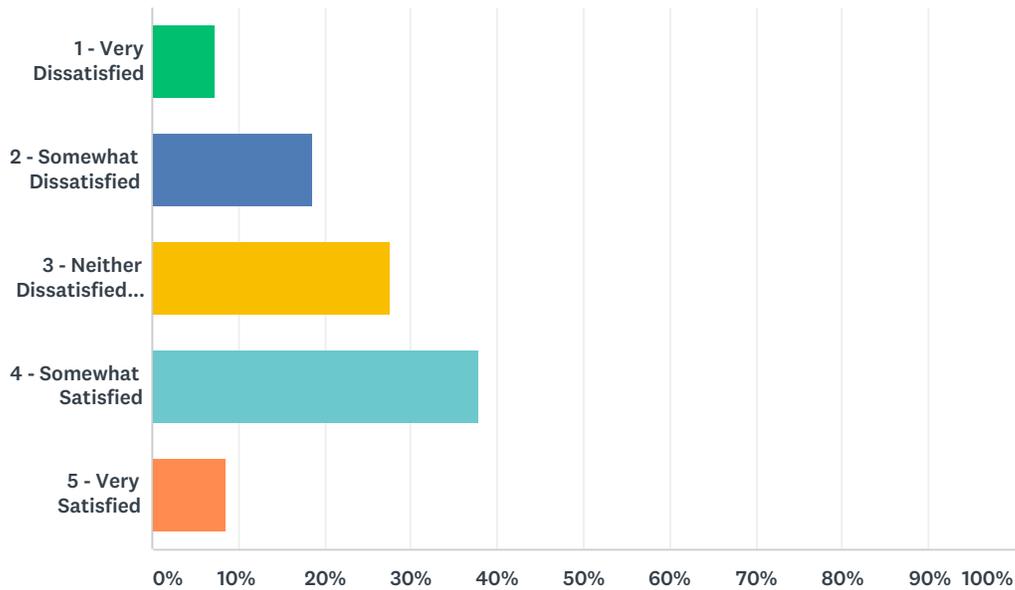
Answered: 517 Skipped: 7



ANSWER CHOICES	RESPONSES	
1 - Very Dissatisfied	26.31%	136
2 - Somewhat Dissatisfied	22.24%	115
3 - Neither Dissatisfied or Satisfied	22.24%	115
4 - Somewhat Satisfied	16.25%	84
5 - Very Satisfied	12.96%	67
<b>TOTAL</b>		<b>517</b>

### Q13 On a scale of 1 to 5 with 1 being “Very Dissatisfied” and 5 being “Very Satisfied,” what is your level of satisfaction with the amount of technology being used to support the schools’ curriculum and instruction program?

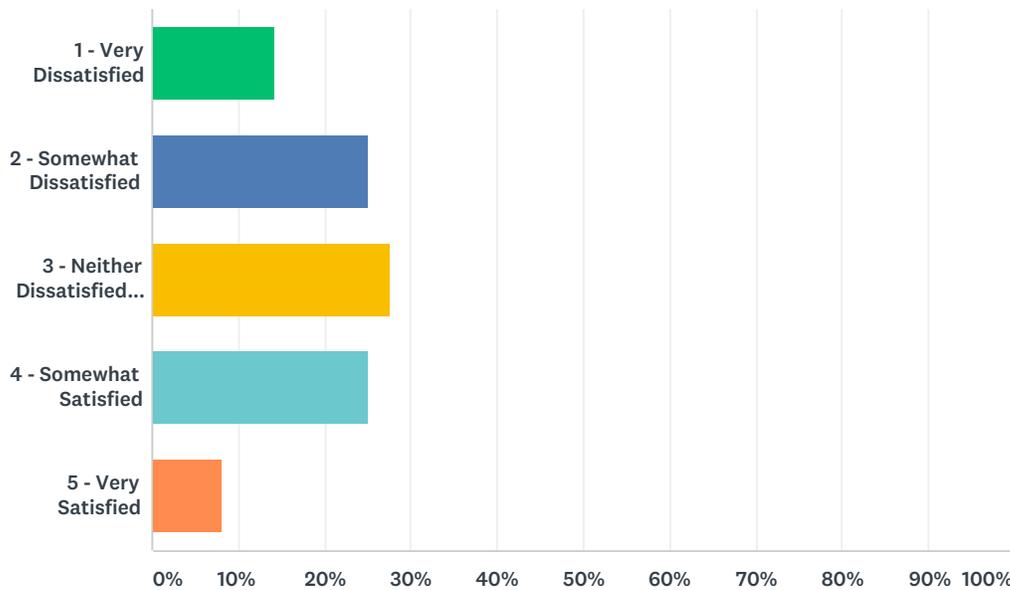
Answered: 517 Skipped: 7



ANSWER CHOICES	RESPONSES	
1 - Very Dissatisfied	7.35%	38
2 - Somewhat Dissatisfied	18.57%	96
3 - Neither Dissatisfied or Satisfied	27.66%	143
4 - Somewhat Satisfied	37.91%	196
5 - Very Satisfied	8.51%	44
<b>TOTAL</b>		<b>517</b>

**Q14 On a scale of 1 to 5 with 1 being “Very Dissatisfied” and 5 being “Very Satisfied,” what is your level of satisfaction with the number of community partnerships (civic clubs, chamber of commerce, university/college, etc.) being formed by the schools to promote and support education within the community?**

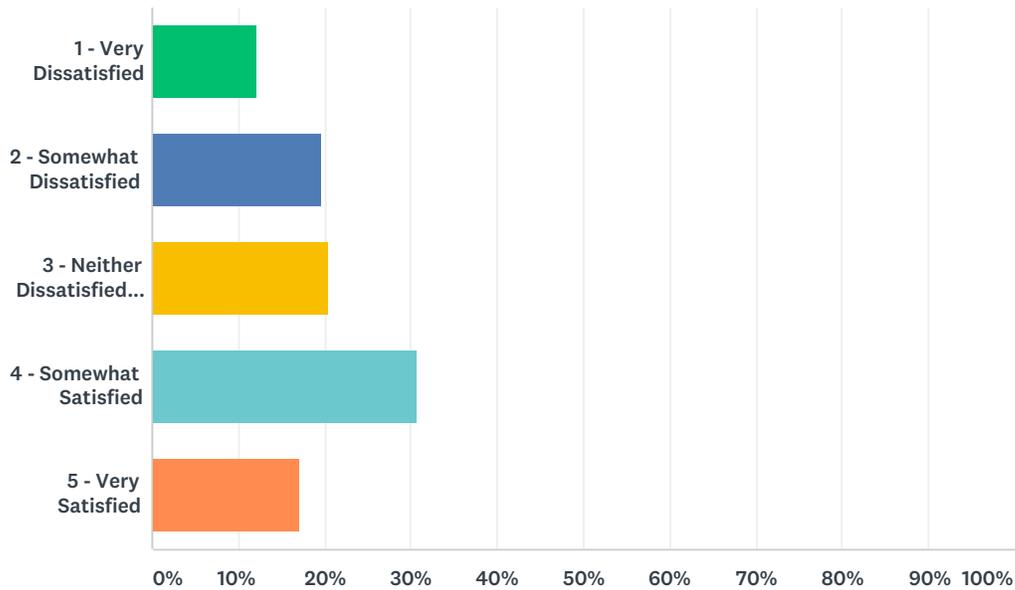
Answered: 515 Skipped: 9



ANSWER CHOICES	RESPONSES	
1 - Very Dissatisfied	14.17%	73
2 - Somewhat Dissatisfied	25.05%	129
3 - Neither Dissatisfied or Satisfied	27.57%	142
4 - Somewhat Satisfied	25.05%	129
5 - Very Satisfied	8.16%	42
<b>TOTAL</b>		<b>515</b>

**Q15 On a scale of 1 to 5 with 1 being “Very Dissatisfied” and 5 being “Very Satisfied,” what is your level of satisfaction with the schools’ communications (through newsletters, social media, community gatherings, etc.) with parents?**

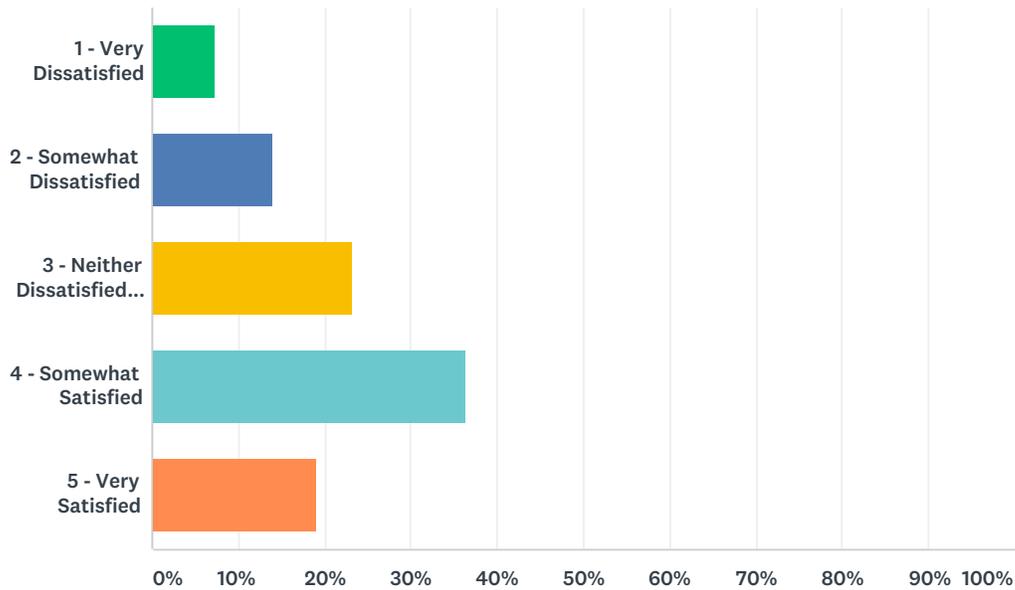
Answered: 514 Skipped: 10



ANSWER CHOICES	RESPONSES	
1 - Very Dissatisfied	12.06%	62
2 - Somewhat Dissatisfied	19.65%	101
3 - Neither Dissatisfied or Satisfied	20.43%	105
4 - Somewhat Satisfied	30.74%	158
5 - Very Satisfied	17.12%	88
<b>TOTAL</b>		<b>514</b>

**Q16 On a scale of 1 to 5 with 1 being “Very Dissatisfied” and 5 being “Very Satisfied,” what is your level of satisfaction with the number of extracurricular activities (the arts, athletics, etc.) being provided the schools’ students?**

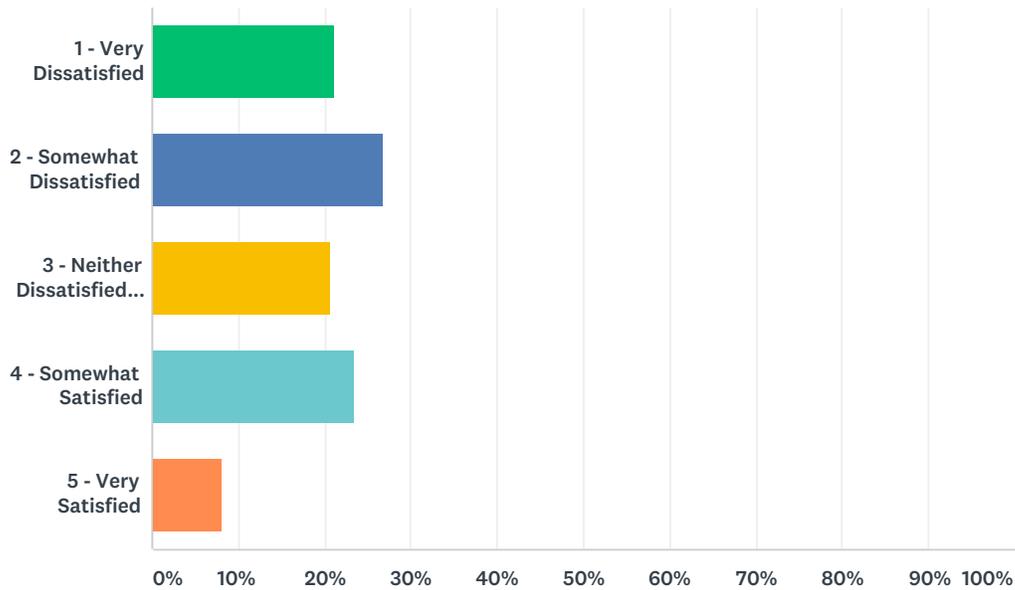
Answered: 515 Skipped: 9



ANSWER CHOICES	RESPONSES	
1 - Very Dissatisfied	7.38%	38
2 - Somewhat Dissatisfied	13.98%	72
3 - Neither Dissatisfied or Satisfied	23.30%	120
4 - Somewhat Satisfied	36.31%	187
5 - Very Satisfied	19.03%	98
<b>TOTAL</b>		<b>515</b>

**Q17 On a scale of 1 to 5 with 1 being “Very Dissatisfied” and 5 being “Very Satisfied,” what is your level of satisfaction with TCS graduates being fully prepared to enter the next phases of their lives – attending college, entering the workforce, joining the military, etc.?**

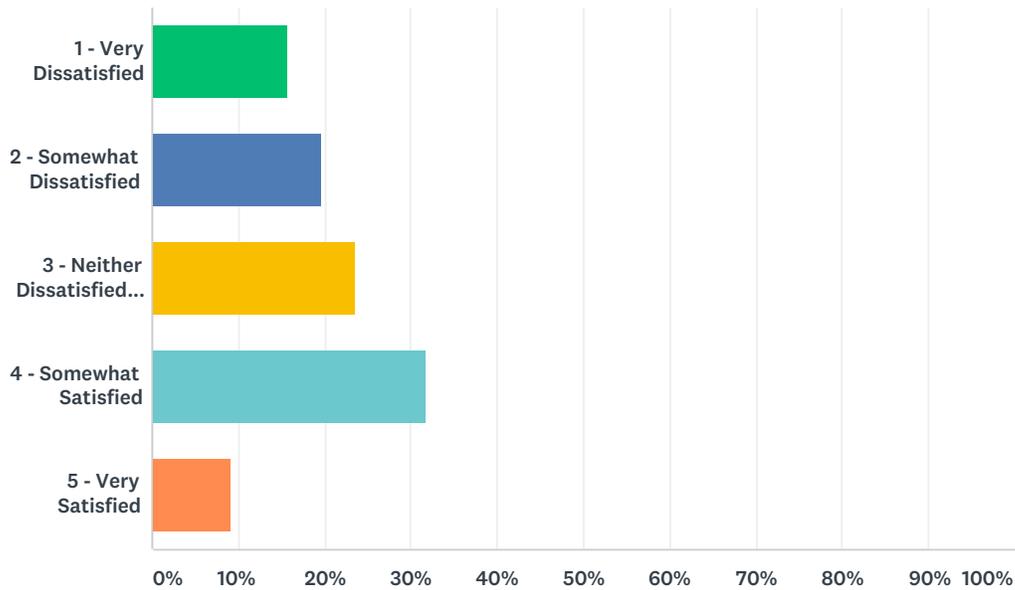
Answered: 517 Skipped: 7



ANSWER CHOICES	RESPONSES	
1 - Very Dissatisfied	21.08%	109
2 - Somewhat Dissatisfied	26.69%	138
3 - Neither Dissatisfied or Satisfied	20.70%	107
4 - Somewhat Satisfied	23.40%	121
5 - Very Satisfied	8.12%	42
<b>TOTAL</b>		<b>517</b>

Q18 On a scale of 1 to 5 with 1 being “Very Dissatisfied” and 5 being “Very Satisfied,” what is your level of satisfaction with the partnerships formed between TCS and area institutions of higher learning such as Troy University and nearby community colleges or technical colleges?

Answered: 515 Skipped: 9



ANSWER CHOICES	RESPONSES	
1 - Very Dissatisfied	15.73%	81
2 - Somewhat Dissatisfied	19.61%	101
3 - Neither Dissatisfied or Satisfied	23.69%	122
4 - Somewhat Satisfied	31.84%	164
5 - Very Satisfied	9.13%	47
<b>TOTAL</b>		<b>515</b>

## EXECUTIVE SUMMARY

The BEA believes that the Troy City School System is at a critical point in its history. The system's most pressing issue requiring immediate attention is addressing its continuing deteriorating financial condition. Successfully confronting a pattern of annual budget deficits with long-term solutions can place the school system upon a path of financial sustainability. Within this study are presented several options including possible reductions in spending as well as increasing revenues, both where may be appropriate, for school system and city leaders to consider utilizing to reverse the system's negative financial trend.

Upon accomplishing this, TCS then can more fully focus upon improving its school facilities with an emphasis upon doing a major renovation of the present Charles Henderson High School or the construction of a new high school on a different location. At the same time, efforts to strengthen and expand the school system's curriculum and instruction programs for all its students must be an ongoing priority in order to adequately prepare TCS graduates for the next phases of their lives.

Among the recommendations made by BEA for the school system's continual improvement in curriculum and instruction to better serve its students are the following:

- Encouraging and supporting teachers to become National Board Certified;
- Implementing Alabama's voluntary First Class Pre-K program to expand the number of its Pre-K classes so that more children may be served as well as eliminating the current tuition requirement for families to pay;
- Having the middle and high schools become fully engaged in participating in Alabama's A+ College Ready program, enabling more AP classes to be offered at the high school along with expanded teacher training both at the middle school and high school;
- Conducting an audit of the schools' delivery of mathematics instruction with input from Troy University and the SREB in a timely manner following the future release of the State's new Mathematics Course of Study; and
- Expanding its Career-Technical Education classes and opportunities for all students to prepare them more fully for the world of work, while also strengthening the school system's relationships with businesses and industries within the region so that even stronger partnerships may be formed.

Results of the conducted Community Survey also should be considered and utilized by school system and city leaders. The analyses and recommendations presented in this study are done in a spirit of good will and support for Troy City School System. It is hoped by the BEA that they be received in that spirit. In moving forward, the cooperation of both city and school system leadership in addressing the challenges of the city's schools and identifying solutions is most important for ongoing progress of an informed citizenry relating to all aspects of the school system's operations.

The BEA is appreciative of the opportunity to have been of service with compiling this study and stands ready to be of any further assistance to the City of Troy and its school system. Enacting such as the identified recommendations will enable the city to be in a position of becoming the first choice of residency for incoming families into the area and TCS becoming the first choice of schools educating these families' children. When this occurs, the school system has its best opportunity for not only maintaining its current student enrollment but also growing it. The BEA believes that the future of Troy City School System can be a very bright one for this and future generations of young people attending its schools.

## APPENDICES

Appendix 1



STATE OF ALABAMA  
DEPARTMENT OF EDUCATION



Ed Richardson  
Interim State Superintendent of Education

March 21, 2018

**MEMORANDUM**

**TO:** City and County Superintendents of Education

**FROM:** Ed Richardson   
Interim State Superintendent of Education

**RE:** The Graduation Rate and College and Career Readiness Gap

Many of Alabama's public schools have a serious issue that must be addressed immediately—the gap between certain high schools' Graduation Rate and the College and Career Readiness Rate.

On the February 2018 Statewide Prototype Report Card the Graduation Rate was 87 percent and the College and Career Readiness Rate was 66 percent, producing an unacceptable gap of 21 percentage points. Regrettably, that is not true of all schools. Some schools have a gap approaching 60 percentage points. In fact, a few high schools only have one in four graduates who accomplish one of the six College- and Career-Ready Standards.

Based upon the above, I am asking every superintendent of education with one or more high schools that exceed the state average and have a College and Career Readiness Rate below 66 percent on the February 2018 Prototype Report Card to submit to me no later than April 13 a plan for improving the College and Career Readiness Rate.

This is one of the most serious issues facing our schools. Failure to address this issue immediately will only result in more high school graduates and their families being led to believe they are ready for the next step in their lives when they are not—harm public education and depress our state's economic growth.

Join me in using all available resources and efforts to "Close the Gap." Please use the following link to log onto the AdvancED website and create your plan in the ASSIST platform: <https://cas.advanc-ed.org/cas/login>. Directions for creating goals and plans in ASSIST may be found here: <http://www.advanc-ed.org/sites/default/files/documents/state-resources/Goals%20and%20plans.pdf>.

ER:LAK

Attachments

FY18-1010

Alabama  
State Board  
of Education

Governor Kay Ivey  
President

Jackie Zeigler  
District I

Betty Peters  
District II

Stephanie Bell  
District III  
Vice President

Yvette M. Richardson, Ed.D.  
District IV

Ella B. Bell  
District V

Cynthia McCarty, Ph.D.  
District VI  
President Pro Tem

Jeff Newman  
District VII

Mary Scott Hunter, J.D.  
District VIII

Ed Richardson  
Interim Secretary and  
Executive Officer



# Alabama State Department of Education

DISTRICT Alabama State Department of Education

Report Year 2016-2017

# Prototype

## OVERALL SCORE



## SCALE



## \* STUDENT SUBPOPULATIONS

All Students	✓
American Indian/Alaska Native	✗
Asian	✓
Black or African American	✗
Native Hawaiian/Pacific Islander	✗
White	✗
Two or More Races	✓
Hispanic/Latino	✗
Economically Disadvantaged	✗
Students with Disabilities	✗
Students with Limited English Proficiency	✗

Subgroups labeled with "N/A" did not meet the minimum n-count of 20  
 Subgroups with a ✓ met at a minimum the state average for all indicators  
 Subgroups with a ✗ failed to meet the state average for at least one indicator

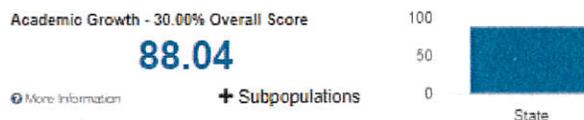
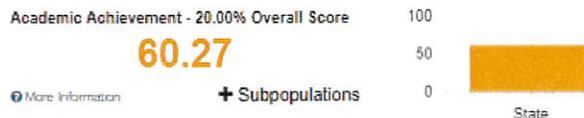
## STUDENT ENGAGEMENT

Percentage of students engaged in extra- and co-curricular activities, i.e. student government, clubs, sports, the arts, volunteerism, etc. can be found by clicking [HERE](#)

## EXPENDITURES PER STUDENT

The amount of federal, state, and local dollars spent, by system, for the education of each student can be found by clicking [HERE](#)

## ACCOUNTABILITY INDICATORS



Additional information relative to the Accountability System and methodology can be found by clicking [HERE](#)

### Creating the Plan and Goals

1. Go to <http://www.advanc-ed.org/partnership/alsde>
2. Select "log in" in the upper right hand corner
3. Sign into ASSIST
4. Go to the Goals and Plans tab located on the top of the portfolio page.
5. Select the Plans tab located next to the Goals tab, about ¼ of the way down the page.
6. Select "Create a Plan"
7. Name your plan. EX: "Reducing the CCR-Grad Rate Gap 2017-18"
8. Place year in the description box
9. Select Save
10. Go back to the Goals and Plans tab
11. Select "Create a Goal" (if your ACIP already has a Goal, Strategy, and Activity that addresses this issue then you can choose to import that information)
12. Make the goal either organizational or academic
13. Create the first objective. You can create more once you have a complete goal.
14. Choose all students or choose a subgroup.
15. Identify a strategy. You can identify more once you have a complete goal.
16. Explain the strategy. It is an LEA decision whether or not you state the research behind the goal. You may place "local data" in the box as an option.
17. State an activity and choose the area from the dropdown bar. Describe the activity and how long you expect it should take to complete the activity. You can create more once you have a completed goal.
18. Place the cost of the activity and choose the source of funds from the dropdown bar.
19. You now have a complete goal. Choose the action tab to the right of the goal to add more objectives, strategies or activities as needed.
20. Choose Goals and Plans tab at the top of the Portfolio page.
21. Scroll to the bottom of the page and select "Edit Plan" to add in the new goals.
22. Select save.

System Name	School Name	Accountability Graduation Rate 80% 4 year, 20% 5 Year	CCR Rate	GAP Difference
Barbour County	Barbour County High School	85.0	26.0	59.0
Bullock County	Bullock County High School	84.4	27.0	57.4
Dallas County	Keith Middle-High School	95.4	38.0	57.4
Perry County	Francis Marion School	72.8	16.0	56.8
Dallas County	Southside High School	91.4	35.0	56.4
Perry County	Robert C Hatch High School	95.6	41.0	54.6
Butler County	Georgiana School	88.8	37.0	51.8
Hale County	Greensboro High School	90.2	39.0	51.2
Montgomery County	Jefferson Davis High School	75.0	24.0	51.0
Bessemer City	Bessemer City High School	78.4	28.0	50.4
Greene County	Greene County High School	81.2	33.0	48.2
Tarrant City	Tarrant High School	81.8	34.0	47.8
Birmingham City	Wenonah High School	77.6	30.0	47.6
Montgomery County	Lanier Senior High School	77.2	31.0	46.2
Henry County	Abbeville High School	87.0	41.0	46.0
Pickens County	Aliceville High School	93.6	48.0	45.6
Talladega County	Winterboro High School	96.4	52.0	44.4
Fairfield City	Fairfield High Preparatory School	84.2	40.0	44.2
Macon County	Notasulga High School	93.0	49.0	44.0
Clarke County	Jackson High School	85.8	42.0	43.8
Clarke County	Clarke County High School	88.2	46.0	42.2
Tuscaloosa City	Central High School	86.0	44.0	42.0
Wilcox County	Wilcox Central High School	87.0	45.0	42.0
Montgomery County	Carver Senior High School	76.8	35.0	41.8
Colbert County	Cherokee High School	92.6	51.0	41.6
Autauga County	Autaugaville School	86.4	45.0	41.4
Mobile County	John L Leflore Magnet School	81.6	41.0	40.6
Midfield City	Midfield High School	84.6	44.0	40.6
Montgomery County	Lee High School	67.4	27.0	40.4
Escambia County	Escambia County High School	81.0	41.0	40.0
Huntsville City	Columbia High School	86.8	47.0	39.8
Crenshaw County	Highland Home School	91.6	52.0	39.6
Huntsville City	Lee High School	83.6	44.0	39.6
Marengo County	Marengo High School	89.6	50.0	39.6
Washington County	McIntosh High School	80.6	41.0	39.6
Tuscaloosa City	Paul W Bryant High School	91.4	52.0	39.4
Geneva County	Slocomb High School	91.0	52.0	39.0
Sumter County	Sumter Central High School	78.0	39.0	39.0
Dothan City	Dothan High School	89.6	51.0	38.6
Jackson County	Paint Rock Valley High School	76.6	38.0	38.6
Tuscaloosa County	Holt High School	79.8	42.0	37.8
Birmingham City	Jackson-Olin High School	76.8	39.0	37.8
Talladega County	Talladega County Central High	96.6	59.0	37.6
Dallas County	Dallas County High School	85.8	49.0	36.8
Jefferson County	McAdory High School	86.6	50.0	36.6
Jefferson County	Pleasant Grove High School	90.4	54.0	36.4
Selma City	Selma High School	83.0	47.0	36.0
Marion County	Brilliant High School	88.8	53.0	35.8
Talladega City	Talladega High School	89.8	54.0	35.8

System Name	School Name	Accountability Graduation Rate 80% 4 year, 20% 5 Year	CCR Rate	GAP Difference
Hale County	Hale County High School	83.6	48.0	35.6
Lanett City	Lanett Senior High School	73.6	38.0	35.6
Macon County	Booker T Washington High	84.2	49.0	35.2
Tallapoosa County	Dadeville High School	84.2	49.0	35.2
Lowndes County	Central High School	88.8	54.0	34.8
Mobile County	Ben C Rain High School	86.6	52.0	34.6
Cherokee County	Cherokee County High School	92.6	58.0	34.6
Randolph County	Randolph County High School	84.4	50.0	34.4
Anniston City	Anniston High School	76.6	43.0	33.6
Chickasaw City	Chickasaw City High School	76.4	43.0	33.4
Attalla City	Etowah High School	82.4	49.0	33.4
Morgan County	Falkville High School	89.4	56.0	33.4
Jefferson County	Minor High School	84.4	51.0	33.4
Birmingham City	Woodlawn High School-Magnet	69.4	36.0	33.4
Franklin County	Tharptown High School	87.2	54.0	33.2
Houston County	Houston County High School	83.0	50.0	33.0
Marion County	Phillips High School	80.0	47.0	33.0
Chilton County	Maplesville High School	90.2	58.0	32.2
Birmingham City	Huffman High School-Magnet	80.0	48.0	32.0
Blount County	Appalachian School	85.6	54.0	31.6
Mobile County	Lillie B Williamson High School	79.6	48.0	31.6
Talladega County	Lincoln High School	91.6	60.0	31.6
Covington County	Red Level High School	93.6	62.0	31.6
Alexander City	Benjamin Russell High School	88.4	57.0	31.4
Dekalb County	Collinsville High School	81.2	50.0	31.2
Calhoun County	Saks High School	91.8	61.0	30.8
Tallassee City	Tallassee High School	88.6	58.0	30.6
Crenshaw County	Brantley High School	89.4	59.0	30.4
Talladega County	Childersburg High School	87.4	57.0	30.4
Walker County	Curry High School	89.4	59.0	30.4
Marengo County	Amelia L. Johnson High School	84.2	54.0	30.2
Jefferson County	Center Point High School	83.2	53.0	30.2
Dekalb County	Geraldine School	91.2	61.0	30.2
Linden City	Linden High School	85.8	56.0	29.8
Mobile County	CF Vigor High School	78.6	49.0	29.6
Jefferson County	Pinson Valley High School	88.4	59.0	29.4
Franklin County	Red Bay High School	98.4	69.0	29.4
Dekalb County	Valley Head High School	93.4	64.0	29.4
Athens City	Athens High School	91.2	62.0	29.2
Chilton County	Jemison High School	84.2	55.0	29.2
Lee County	Loachapoka High School	82.2	53.0	29.2
Crenshaw County	Luverne High School	91.2	62.0	29.2
Tuscaloosa City	Northridge High School	87.2	58.0	29.2
Opp City	Opp High School	93.2	64.0	29.2
Butler County	Greenville High School	75.0	46.0	29.0
Talladega County	Munford High School	96.0	67.0	29.0
Cherokee County	Spring Garden High School	90.8	62.0	28.8
Washington County	Fruitdale High School	83.4	55.0	28.4
Lauderdale County	Central High School	92.2	64.0	28.2

System Name	School Name	Accountability Graduation Rate 80% 4 year, 20% 5 Year	CCR Rate	GAP Difference
Tallapoosa County	Horseshoe Bend High School	87.0	59.0	28.0
Tallapoosa County	Reeltown High School	88.0	60.0	28.0
Geneva County	Geneva County High School	82.8	55.0	27.8
Shelby County	Montevallo High School	91.8	64.0	27.8
Baldwin County	Baldwin County High School	78.6	51.0	27.6
Morgan County	Danville High School	91.6	64.0	27.6
Decatur City	Decatur High School	87.6	60.0	27.6
Demopolis City	Demopolis High School	93.6	66.0	27.6
Washington County	Leroy High School	80.6	53.0	27.6
Decatur City	Austin High School	89.4	62.0	27.4
Elba City	Elba High School	95.4	68.0	27.4
Talladega County	BB Comer Memorial High School	89.8	63.0	26.8
Chilton County	Thorsby High School	85.8	59.0	26.8
Walker County	Carbon Hill High School	89.6	63.0	26.6
Dekalb County	Crossville High School	83.6	57.0	26.6
Coosa County	Central High School	82.4	56.0	26.4
Jefferson County	Clay-Chalkville High School	87.4	61.0	26.4
Walker County	Dora High School	88.2	62.0	26.2
Gadsden City	Gadsden City High School	82.0	56.0	26.0
Chambers County	Lafayette High School	79.0	53.0	26.0
Pickens County	Pickens County High School	80.8	55.0	25.8
Walker County	Cordova High School	91.6	66.0	25.6
Jacksonville City	Jacksonville High School	90.6	65.0	25.6
Covington County	Straughn High School	95.6	70.0	25.6
Calhoun County	Wellborn High School	81.6	56.0	25.6
Eufaula City	Eufaula High School	83.2	58.0	25.2
Chilton County	Verbena High School	87.0	62.0	25.0
Daleville City	Daleville High School	85.8	61.0	24.8
Washington County	Millry High School	79.8	55.0	24.8
Andalusia City	Andalusia High School	92.4	68.0	24.4
Montgomery County	Park Crossing High School	75.4	51.0	24.4
Fayette County	Fayette County High School	85.0	61.0	24.0
Mobile County	Citronelle High School	87.8	64.0	23.8
Jackson County	North Jackson High School	77.8	54.0	23.8
Elmore County	Stanhope Elmore High School	87.8	64.0	23.8
Dekalb County	Sylvania School	88.8	65.0	23.8
Russell County	Russell County High School	74.4	51.0	23.4
Shelby County	Vincent Middle High School	89.0	66.0	23.0
Phenix City	Central High School	88.8	66.0	22.8
Mobile County	Murphy High School	84.8	62.0	22.8
Birmingham City	Parker High School	71.6	49.0	22.6
Marshall County	Brindlee Mountain High School	87.0	65.0	22.0
Houston County	Ashford High School	88.8	67.0	21.8
Bibb County	Bibb County High School	76.8	55.0	21.8
Troy City	Charles Henderson High School	90.8	69.0	21.8
Birmingham City	George Washington Carver High School	75.8	54.0	21.8
Jefferson County	Oak Grove High School	87.8	66.0	21.8
Marshall County	Douglas High School	87.6	66.0	21.6



## Appendix 2

# State of Alabama



## Department of Education Capital Plan Five Year Plan As of 11/19/2018



### System: Troy City

Project Name	Project Classification	Project Budget	Funding Year
Charles Henderson High School	Renovations	\$250,000.00	2019
Troy-Pike Regional Center For Technology	Information Technology	\$60,000.00	2019
Charles Henderson High School	Additions	\$300,000.00	2019
Charles Henderson High School	Renovations	\$350,000.00	2020
Troy City	Information Technology	\$500,000.00	2019
Charles Henderson Middle	Renovations	\$125,000.00	2019
Charles Henderson Middle	Land Improvements	\$1,100,000.00	2019
Charles Henderson High School	Roofing Only	\$55,000.00	2019
Charles Henderson High School	Renovations	\$200,000.00	2021
Troy Elementary School	Additions	\$1,000,000.00	2019
Charles Henderson High School	Additions	\$7,500,000.00	2021
Troy Elementary School	Land Improvements	\$250,000.00	2020
Charles Henderson High School	HVAC Only	\$60,000.00	2020
Troy-Pike Regional Center For Technology	Land Improvements	\$125,000.00	2019
Troy City Board Of Education	Land Acquisitions	\$2,000,000.00	2019
Charles Henderson High School	Additions	\$1,200,000.00	2020
Troy Elementary School	Additions and Renovations	\$2,000,000.00	2019
Charles Henderson High School	HVAC Only	\$150,000.00	2019
Troy Elementary School	Renovations	\$300,000.00	2022
Troy Elementary School	Additions	\$1,500,000.00	2023

Appendix 3



STATE OF ALABAMA  
DEPARTMENT OF EDUCATION



Eric G. Mackey, Ed.D.  
State Superintendent of Education

May 30, 2018

Alabama  
State Board  
of Education

**MEMORANDUM**

Governor Kay Ivey  
President

**TO:** County and City Superintendents of Education

Jackie Zeigler  
District I

**FROM:** Eric G. Mackey   
State Superintendent of Education

Betty Peters  
District II

**SUBJECT:** National Board for Professional Teaching Standards  
ETF Appropriations Bill – Act 2018-481

Stephanie Bell  
District III  
Vice President

For the upcoming fiscal year 2019-2020, the Alabama Legislature appropriated \$10.4 million to pay supplements for National Board Certified Teachers (NBCTs). The state of Alabama will provide an annual supplement of \$5,000 to any NBCT who holds a valid Alabama certificate and is employed full-time in an Alabama public K-12 school. Supplement amounts will be determined by the availability of funds (appropriated by the Legislature) based on the (total) number of National Board Certified Teachers (verified by the Alabama State Department of Education) for the 2019-2020 fiscal year.

Yvette M. Richardson, Ed.D.  
District IV

Quoting from Act 2018-481, "The existing eligibility criteria will apply:

Ella B. Bell  
District V

- (a) NBCTs employed on a less than full-time contract on October 1 will receive a pro-rata share of the salary supplement.
- (b) NBCTs employed full-time after October 1 will receive a pro-rata share of the salary supplement.
- (c) NBCTs who earn National Board Certification in another state and are teaching full-time in Alabama on October 1 and are properly certified by the state of Alabama will receive the annual salary stipend.
- (d) NBCTs employed as a substitute are **not eligible** for the supplement.
- (e) NBCTs who are on leave of absence for more than half a school year will receive a prorated amount based on the number of months worked during the school year.
- (f) NBCTs will receive the salary supplement each year of the valid period of the certificate unless the Alabama Legislature declines to make the annual appropriation.
- (g) NBCTs must renew their certificate by the year of the certificate's expiration in order to continue receiving the salary supplement.
- (h) NBCTs employed in the final year of the certificate valid period will receive a prorated amount based on the number of months worked covered in that valid period.
- (i) NBCTs who leave [teaching in an Alabama K-12 school] after October 1 will be eligible for a prorated amount based on the months served.
- (j) NBCTs must remain employed with a public K-12 local Board of Education [in Alabama] in order to continue receiving the salary supplement."

Cynthia McCarty, Ph.D.  
District VI  
President Pro Tem

Jeff Newman  
District VII

Mary Scott Hunter, J.D.  
District VIII

Eric G. Mackey, Ed.D.  
Secretary and  
Executive Officer

County and City Superintendents of Education  
 Page 2  
 May 30, 2018

In addition to the annual NBCT \$5,000 supplement noted above, and based on the availability of funds appropriated by the legislature, teachers and other certified instructional staff shall be eligible for an **additional** supplement of \$5,000 if the NBCT is employed in an instructional assignment in challenging, high poverty schools, subject to the following conditions and limitations:

A teacher who holds a valid Alabama certificate and holds a valid **National Board for Professional Teaching Standards (NBPTS) certificate** in one of the following areas:

- (a) **Literacy** – *Reading-Language Arts* (Early and Middle Childhood – student ages 3-12)
- (b) **English as a New Language** - (Early and Middle Childhood – student ages 3-12, Early Adolescence through Young Adulthood – student ages 11-18)
- (c) **Mathematics** – (Early Adolescence – student ages 11-15, Adolescence and Young Adulthood – student ages 14-18)
- (d) **Science** – *Biology, Chemistry, Earth and Space Science or Physics* (Early Adolescence – student ages 11-15, Adolescence and Young Adulthood – student ages 14-18)
- (e) **Career and Technical Education** – *Business, Marketing, and Financial Services; Community Services; Decorative Arts and Design; Engineering, Design, and Fabrication; Information Systems and Technology, Communications, and the Arts; Leisure and Recreation Services; Natural Resources; or Transportation Systems and Services* (Early Adolescence through Young Adulthood – student ages 11-18)

In addition to the teacher holding an NBPTS certificate in one of the areas indicated in **bold** above, the teacher must be employed in a school that meets any of the below criteria:

- (a) Has been on the "Failing School" list three of the last five years; **and/or**
- (b) Has a graduation rate more than 10% less than the state average for two of the three most recently posted years; **and/or**
- (c) Has a free and reduced federal lunch student percentage of 75% or greater as determined by the most recent data posted.

On the following pages, we have provided the applicable information regarding the school criteria noted above.

Should you need further assistance, please contact Mrs. Debra Gosha by telephone at (334) 242-9941 or by e-mail at [dgosha@alsde.edu](mailto:dgosha@alsde.edu).

EGM/JAM/SG

Attachments

cc: State Board of Education Members  
 Deans of Education  
 Dr. Barbara J. Cooper  
 Mr. Andy Craig  
 Dr. Jayne A. Meyer  
 Mrs. Debra Gosha  
 Ms. Shavon H. Cummings

**Schools That Appeared on the Alabama Accountability Act List (Failing School List) 3 or More Years  
Between January 2014 – January 2018**

<b>System Code</b>	<b>System Name</b>	<b>School Code</b>	<b>School Name</b>
003	Barbour County	0020	Barbour County High School
006	Bullock County	0050	Bullock County High School
009	Chambers County	0080	Lafayette High School
024	Dallas County	0080	Keith Middle-High School
024	Dallas County	0120	Southside High School
024	Dallas County	0130	Tipton Durant Middle School
032	Greene County	0030	Greene County High School
032	Greene County	0040	Robert Brown Middle School (formerly Carver Middle School)
033	Hale County	0043	Greensboro High School
037	Jefferson County	0280	Center Point High School (formerly Erwin High School)
044	Macon County	0060	Notasulga High School
049	Mobile County	0070	Denton Magnet School of Technology (formerly Jeremiah A. Denton Middle School)
049	Mobile County	0090	Booker T. Washington Middle School
049	Mobile County	0120	Mattie T. Blount High School
049	Mobile County	0500	Mobile County Training Middle School
049	Mobile County	0650	C.L. Scarborough Model Middle School (formerly C.L. Scarborough Middle School)
049	Mobile County	0750	C.F. Vigor High School
049	Mobile County	0800	Lillie B. Williamson High School
051	Montgomery County	0050	Bellingrath Middle School
051	Montgomery County	0090	Brewbaker Middle School
051	Montgomery County	0100	Capitol Heights Middle School
051	Montgomery County	0240	Fews Secondary Acceleration Academy
051	Montgomery County	0300	Goodwyn Middle School
051	Montgomery County	0370	Jefferson Davis High School
051	Montgomery County	0535	Southlawn Middle School
060	Sumter County	0020	Kinterbish Junior High School
060	Sumter County	0040	North Sumter Junior High School
060	Sumter County	0070	York West End Junior High School
065	Washington County	0050	McIntosh High School
066	Wilcox County	0140	Camden School of Arts & Technology
113	Bessemer City	0080	Bessemer City High School
114	Birmingham City	0095	George Washington Carver High School
114	Birmingham City	0320	Green Acres Middle School
114	Birmingham City	0331	Hayes K-8 (formerly Whatley K-8 School)
114	Birmingham City	0340	Hemphill Elementary School
114	Birmingham City	0415	Jackson-Olin High School
114	Birmingham City	0630	Parker High School
114	Birmingham City	0710	W.E. Putnam Middle School – Magnet
114	Birmingham City	0790	Smith Middle School
114	Birmingham City	0802	Arrington Middle School
114	Birmingham City	0850	Washington Elementary School
114	Birmingham City	0857	Jones Valley Middle School
114	Birmingham City	0920	Woodlawn High School - Magnet
137	Fairfield City	0020	Fairfield High Preparatory School
165	Lanett City	0040	Lanett Junior High School
168	Linden City	0010	George P. Austin Junior High School
168	Linden City	0020	Linden Elementary School
191	Selma City	0120	R.B. Hudson Middle School
200	Tuscaloosa City	0160	Central High School

**Schools That Have a Graduation Rate More Than 10% Less Than the State Average  
2 or More Years Between 2014 –2016**

System Code	System Name	School Code	School Name
002	Baldwin County	0083	Foley High School
002	Baldwin County	0117	Robertsdale High School
004	Bibb County	0010	Bibb County High School
007	Butler County	0030	Greenville High School
010	Cherokee County	0060	Gaylesville High School
018	Conecuh County	0035	Hillcrest High School
051	Montgomery County	0130	Carver Senior High School
051	Montgomery County	0390	Lanier Senior High School
051	Montgomery County	0400	Lee High School
057	Russell County	0065	Russell County High School
063	Tuscaloosa County	0120	Holt High School
109	Attalla City	0025	Etowah High School
105	Anniston City	0010	Anniston High School
113	Bessemer City	0080	Bessemer City High School
114	Birmingham City	0095	George Washington Carver High School
114	Birmingham City	0415	Jackson-Olin High School
114	Birmingham City	0920	Woodlawn High School - Magnet

### Free and Reduced Lunch Student Percentage of 75% or Greater

System Code	System Name	School Code	School Name
800	Acceleration Day & Evening Acad.	0010	Acceleration Day and Evening Academy
001	Autauga Co	0015	Autaugaville School
002	Baldwin Co	0105	Pine Grove Elementary School
003	Barbour Co	0035	Barbour County Intermediate School
003	Barbour Co	0025	Barbour County Primary School
004	Bibb Co	0040	Brent Elementary School
005	Blount Co	0121	Susan Moore Elementary School
006	Bullock Co	0040	Union Springs Elementary School
007	Butler Co	0080	WO Parmer Elementary School
007	Butler Co	0050	Greenville Elementary School
007	Butler Co	0085	Georgiana School
007	Butler Co	0040	Greenville Middle School
007	Butler Co	0030	Greenville High School
008	Calhoun Co	0150	Saks Elementary School
008	Calhoun Co	0205	Wellborn Elementary School
008	Calhoun Co	0165	Saks Middle School
010	Cherokee Co	0060	Gaylesville High School
011	Chilton Co	0065	Jemison Elementary School
012	Choctaw Co	0025	Choctaw County Elementary
017	Colbert Co	0110	Leighton Elementary School
017	Colbert Co	0090	Hatton Elementary School
017	Colbert Co	0040	Cherokee Elementary School
017	Colbert Co	0075	Colbert Heights Elementary School
020	Covington Co	0090	WS Harlan Elementary School
023	Dale Co	0050	Midland City Elementary School
023	Dale Co	0080	South Dale Middle School
024	Dallas Co	0215	Southside Primary School
024	Dallas Co	0220	Bruce K Craig Elementary School
024	Dallas Co	0100	Salem Elementary School
024	Dallas Co	0010	Brantley Elementary School
024	Dallas Co	0130	Tipton Durant Middle School
025	Dekalb Co	0170	Valley Head High School
027	Escambia Co	0040	Escambia County Middle School
027	Escambia Co	0103	Rachel Patterson Elementary School
027	Escambia Co	0025	Escambia County High School
027	Escambia Co	0105	W S Neal Elementary School
027	Escambia Co	0108	W S Neal Middle School
028	Etowah Co	0110	Highland Elementary School
031	Geneva Co	0035	Samson Elementary School
033	Hale Co	0041	Greensboro Elementary School
033	Hale Co	0042	Greensboro Middle School
033	Hale Co	0043	Greensboro High School
034	Henry Co	0017	Abbeville Elementary School

034	Henry Co	0020	Abbeville High School
035	Houston Co	0070	Webb Elementary School
035	Houston Co	0040	Houston County High School
037	Jefferson Co	0500	Lipscomb Elementary School
037	Jefferson Co	0110	Brighton School
037	Jefferson Co	0160	Center Point Elementary School
037	Jefferson Co	0275	Erwin Middle School
037	Jefferson Co	0270	Erwin Intermediate School
037	Jefferson Co	0280	Center Point High School
037	Jefferson Co	0842	Grantswood Community Elementary School
037	Jefferson Co	0400	Hillview Elementary School
037	Jefferson Co	0078	Minor Middle School
037	Jefferson Co	0580	Minor Community School
037	Jefferson Co	0430	Irondale Community School
037	Jefferson Co	0170	Chalkville Elementary School
037	Jefferson Co	0431	Irondale Middle School
040	Lawrence Co	0060	Hazlewood Elementary School
040	Lawrence Co	0030	R A Hubbard High School
040	Lawrence Co	0140	Speake
040	Lawrence Co	0025	East Lawrence Elementary School
041	Lee Co	0031	Loachapoka Elementary School
041	Lee Co	0030	Loachapoka High School
042	Limestone Co	0120	Tanner High School
043	Lowndes Co	0040	Hayneville Middle School
046	Marengo Co	0060	Marengo High School
046	Marengo Co	0010	Amelia L. Johnson High School
047	Marion Co	0010	Brilliant Elementary School
047	Marion Co	0105	Phillips Elementary School
048	Marshall Co	0035	Asbury Elementary School
048	Marshall Co	0095	Robert D Sloman Primary
048	Marshall Co	0070	Claysville School
048	Marshall Co	0030	Asbury High School
048	Marshall Co	0105	Douglas Middle School
048	Marshall Co	0090	Douglas Elementary School
048	Marshall Co	0120	Brindlee Mountain Elementary School
048	Marshall Co	0180	Brindlee Mountain Primary School
049	Mobile Co	0790	Whitley Elementary School
049	Mobile Co	0760	WD Robbins Elementary School
049	Mobile Co	0210	Erwin Craighead Elementary School
049	Mobile Co	0470	Maryvale Elementary School
049	Mobile Co	0500	Mobile County Training Middle School
049	Mobile Co	0510	Morningside Elementary School
049	Mobile Co	0320	George Hall Elementary School
049	Mobile Co	0385	Florence Howard Elementary School
049	Mobile Co	0595	Pillans Middle School
049	Mobile Co	0700	Holloway Elementary

049	Mobile Co	0270	Collins-Rhodes Elementary School
049	Mobile Co	0740	Chastang-Fournier Middle School
049	Mobile Co	0650	CL Scarborough Model Middle School
049	Mobile Co	0345	Grant Elementary School
049	Mobile Co	0245	Dr. Robert W. Gilliard Elementary
049	Mobile Co	0090	Booker T Washington Middle School
049	Mobile Co	0430	Leinkauf Elementary School
049	Mobile Co	0156	Calloway Smith Middle School
049	Mobile Co	0800	Lillie B Williamson High School
050	Monroe Co	0110	Monroeville Middle School
050	Monroe Co	0090	Monroe Intermediate School
050	Monroe Co	0055	J F Shields High School
050	Monroe Co	0100	Monroeville Elementary School
051	Montgomery Co	0463	Morris Elementary School
051	Montgomery Co	0340	Highland Avenue Elementary School
051	Montgomery Co	0350	Highland Gardens Elementary School
051	Montgomery Co	0240	Fews Secondary Acceleration Academy
051	Montgomery Co	0050	Bellingrath Middle School
051	Montgomery Co	0475	Nixon Elementary School
051	Montgomery Co	0100	Capitol Heights Middle School
051	Montgomery Co	0535	Southlawn Middle School
051	Montgomery Co	0385	King Elementary
051	Montgomery Co	0440	Fitzpatrick Elementary School
051	Montgomery Co	0220	Davis Elementary School
051	Montgomery Co	0380	Johnson Elementary School
051	Montgomery Co	0530	Southlawn Elementary School
053	Perry Co	0040	Robert C Hatch High School
054	Pickens Co	0010	Aliceville Elementary School
054	Pickens Co	0020	Aliceville High School
054	Pickens Co	0030	Aliceville Middle School
054	Pickens Co	0090	Reform Elementary School
054	Pickens Co	0080	Pickens County High School
055	Pike Co	0039	Pike County Elementary School
055	Pike Co	0040	Pike County High School
056	Randolph Co	0050	Wedowee Middle School
058	St Clair Co	0005	Ashville Elementary School
060	Sumter Co	0070	York West End Junior High School
060	Sumter Co	0020	Kinterbish Junior High School
060	Sumter Co	0040	North Sumter Junior High School
061	Talladega Co	0160	Sycamore School
061	Talladega Co	0173	Stemley Road Elementary School
061	Talladega Co	0060	Talladega County Central High
061	Talladega Co	0040	Childersburg Elementary School
061	Talladega Co	0021	BB Comer Memorial Elementary School
061	Talladega Co	0051	Childersburg Middle School
061	Talladega Co	0010	AH Watwood Elementary School

061	Talladega Co	0180	Winterboro High School
061	Talladega Co	0020	BB Comer Memorial High School
062	Tallapoosa Co	0015	Dadeville Elementary School
064	Walker Co	0180	Parrish Elementary School
066	Wilcox Co	0085	F S Ervin Elementary School
066	Wilcox Co	0010	ABC Elementary
066	Wilcox Co	0045	J E Hobbs Elementary School
105	Anniston City	0110	Randolph Park Elementary School
113	Bessemer City	0065	Charles F Hard Elementary School
113	Bessemer City	0015	Abrams Elementary School
114	Birmingham City	0040	Barrett Elementary School
114	Birmingham City	0370	Hudson K-Eight School
114	Birmingham City	0235	Family Court High School
114	Birmingham City	0340	Hemphill Elementary School
114	Birmingham City	0331	Hayes K-8
114	Birmingham City	0250	Oliver K5 School
114	Birmingham City	0550	Minor Elementary School
114	Birmingham City	0625	Oxmoor K-5
114	Birmingham City	0930	Wylam K-8
114	Birmingham City	0710	WE Putnam Middle School-Magnet
114	Birmingham City	0750	Robinson Elementary School
114	Birmingham City	0735	Ossie Ware Mitchell Middle School
114	Birmingham City	0610	Norwood Elementary School
114	Birmingham City	0880	West End Academy
114	Birmingham City	0070	Bush K-8
114	Birmingham City	0857	Jones Valley Middle School
115	Boaz City	0045	Boaz Elementary School
126	Daleville City	0015	A M Windham Elementary School
127	Decatur City	0031	Decatur High Developmental
130	Dothan City	0150	Faine Elementary School
130	Dothan City	0070	Grandview Elementary School
130	Dothan City	0020	Cloverdale Elementary School
130	Dothan City	0130	Selma Street Elementary School
130	Dothan City	0095	Honeysuckle Middle School
130	Dothan City	0060	Girard Middle School
130	Dothan City	0050	Girard Elementary School
130	Dothan City	0105	Morris Slingsluff Elementary School
133	Eufaula City	0040	Eufaula Primary School
137	Fairfield City	0050	Robinson Elementary School
137	Fairfield City	0010	Donald Elementary School
141	Florence City	0070	Handy School
141	Florence City	0080	Harlan Elementary School
141	Florence City	0090	Weeden Elementary School
144	Gadsden City	0270	Walnut Park Elementary School
144	Gadsden City	0210	Thompson Elementary School
144	Gadsden City	0040	Litchfield Middle School

144	Gadsden City	0125	Floyd Elementary School
144	Gadsden City	0085	Adams Elementary School
144	Gadsden City	0240	W. E. Striplin Elementary School
144	Gadsden City	0060	Donehoo Elementary School
144	Gadsden City	3000	C I T Y Program
159	Huntsville City	0315	Sonnie Hereford Elementary School
165	Lanett City	0030	Lanett Senior High School
165	Lanett City	0040	Lanett Junior High School
165	Lanett City	0010	W. O. Lance Elementary
179	Opelika City	0100	West Forest Intermediate School
184	Phenix City	0050	Meadowlane Elementary School
184	Phenix City	0130	Westview Elementary School
184	Phenix City	0053	Phenix City Elementary School
184	Phenix City	0070	Ridgecrest Elementary School
188	Roanoke City	0030	Knight Enloe Elementary School
191	Selma City	0100	Payne Elementary School
191	Selma City	0080	Knox Elementary School
191	Selma City	0045	Sophia P Kingston Elementary School
191	Selma City	0050	School Of Discovery Genesis Center
191	Selma City	0060	Edgewood Elementary School
191	Selma City	0120	R.B.Hudson Middle School
194	Talladega City	0010	C L Salter Elementary School
194	Talladega City	0085	Zora Ellis Junior High School
194	Talladega City	0045	Evelyn D Houston Elementary School
194	Talladega City	0050	Graham Elementary School
194	Talladega City	0080	Talladega High School
199	Troy City	0010	Charles Henderson High School
199	Troy City	0015	Charles Henderson Middle
200	Tuscaloosa City	0030	Central Elementary School
200	Tuscaloosa City	0090	Oakdale Elementary School



STATE OF ALABAMA  
DEPARTMENT OF EDUCATION



Eric G. Mackey, Ed.D.  
State Superintendent of Education

June 13, 2018

**M E M O R A N D U M**

**TO:** County and City Superintendents of Education

**FROM:** Eric G. Mackey   
State Superintendent of Education

**SUBJECT:** National Board for Professional Teaching Standards  
ETF Appropriations Bill – Act 2018-481  
Expansion of Eligible Schools

I am pleased to share that we are able to expand the list of schools where teachers may be employed as a partial basis for earning an additional \$5,000 supplement for earning National Board for Professional Teaching Standards (NBPTS) certification. The attached list includes an expanded list of schools that meet the criteria stipulated in Act 2018-481 because their free and reduced lunch student percentage is 75% or greater. Please use this list in lieu of the one that was attached in the memorandum dated May 30, 2018.

We have been asked about the list of NBPTS certificate holders who may qualify for the additional supplement. The list included in the previous memorandum was quoted from page 36 of Act 2018-481 (three pages are attached). We cannot expand the list of eligible certificates.

If you have questions, please contact Mrs. Debra Gosha by telephone at (334) 242-9941 or by e-mail at [dgosha@alsde.edu](mailto:dgosha@alsde.edu).

EGM/JAM/SG

Attachments

cc: State Board of Education Members  
Deans of Education  
Dr. Barbara J. Cooper  
Mr. Andy Craig  
Dr. Jayne A. Meyer  
Mrs. Debra Gosha  
Mrs. Shavon H. Cummings

**FY18-2102**

Alabama  
State Board  
of Education

Governor Kay Ivey  
President

Jackie Zeigler  
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Betty Peters  
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Jeff Newman  
District VII

Mary Scott Hunter, J.D.  
District VIII

Eric G. Mackey, Ed.D.  
Secretary and  
Executive Officer

Eligible Schools Under 75% Poverty Test

School System	School Name
Acceleration Day and Evening Acad	Acceleration Day and Evening Academy
Anniston City	Anniston Middle School
Anniston City	Randolph Park Elementary School
Anniston City	Tenth Street Elementary School
Athens City	Athens Elementary School
Attalla City	Attalla Elementary School
Autauga Co	Autaugaville School
Baldwin Co	Foley Elementary School
Baldwin Co	Foley Intermediate School
Baldwin Co	Magnolia School
Baldwin Co	Pine Grove Elementary School
Baldwin Co	Summerdale School
Baldwin Co	Swift Elementary School
Barbour Co	Barbour County Intermediate School
Barbour Co	Barbour County Primary School
Bessemer City	Abrams Elementary School
Bessemer City	Charles F Hard Elementary School
Bibb Co	Brent Elementary School
Bibb Co	West Blocton Elementary School
Birmingham City	Barrett Elementary School
Birmingham City	Bush Hills Academy
Birmingham City	Bush K-8
Birmingham City	Central Park Elementary School
Birmingham City	Charles A Brown Elementary School
Birmingham City	Family Court High School
Birmingham City	Green Acres Middle School
Birmingham City	Hayes K-8
Birmingham City	Hemphill Elementary School
Birmingham City	Hudson K-Eight School
Birmingham City	Inglenook School
Birmingham City	Jones Valley Middle School
Birmingham City	Minor Elementary School
Birmingham City	Norwood Elementary School
Birmingham City	Oliver K5 School
Birmingham City	Ossie Ware Mitchell Middle School
Birmingham City	Oxmoor K-5
Birmingham City	Robinson Elementary School
Birmingham City	Sun Valley Elementary School
Birmingham City	Tuggle Elementary School
Birmingham City	Washington Elementary School
Birmingham City	WE Putnam Middle School-Magnet
Birmingham City	West End Academy
Birmingham City	Woodlawn High School-Magnet
Birmingham City	Wylam K-8

Eligible Schools Under 75% Poverty Test

School System	School Name
Blount Co	Susan Moore Elementary School
Boaz City	Boaz Elementary School
Boaz City	Boaz Intermediate School
Boaz City	Corley Elementary School
Bullock Co	South Highlands Middle School
Bullock Co	Union Springs Elementary School
Butler Co	Georgiana School
Butler Co	Greenville Elementary School
Butler Co	Greenville High School
Butler Co	Greenville Middle School
Butler Co	WO Parmer Elementary School
Calhoun Co	Saks Elementary School
Calhoun Co	Saks Middle School
Calhoun Co	Wellborn Elementary School
Calhoun Co	Wellborn High School
Cherokee Co	Cedar Bluff High School
Cherokee Co	Gaylesville High School
Chickasaw City	Chickasaw City Elementary School
Chickasaw City	Chickasaw City High School
Chilton Co	Jemison Elementary School
Chilton Co	Verbena High School
Choctaw Co	Choctaw County Elementary
Cleburne Co	Fruithurst Elementary School
Colbert Co	Cherokee Elementary School
Colbert Co	Colbert County High School
Colbert Co	Colbert Heights Elementary School
Colbert Co	Hatton Elementary School
Colbert Co	Leighton Elementary School
Colbert Co	New Bethel Elementary School
Conecuh Co	Evergreen Elementary School
Coosa Co	Central Middle School
Covington Co	Fleeta School
Covington Co	Floral High School
Covington Co	Red Level Elementary School
Covington Co	WS Harlan Elementary School
Cullman Co	Hanceville Elementary School
Cullman Co	Harmony School
Cullman Co	Parkside Elementary School
Dale Co	Midland City Elementary School
Dale Co	Newton Elementary School
Dale Co	South Dale Middle School
Daleville City	A M Windham Elementary School
Dallas Co	Brantley Elementary School
Dallas Co	Bruce K Craig Elementary School

Eligible Schools Under 75% Poverty Test

School System	School Name
Dallas Co	Keith Middle-High School
Dallas Co	Salem Elementary School
Dallas Co	Southside Primary School
Dallas Co	Tipton Durant Middle School
Decatur City	Decatur High Developmental
Decatur City	Somerville Road Elementary School
Dekalb Co	Moon Lake School
Dekalb Co	Valley Head High School
Demopolis City	Westside Elementary School
Dothan City	Cloverdale Elementary School
Dothan City	Faine Elementary School
Dothan City	Girard Elementary School
Dothan City	Girard Middle School
Dothan City	Grandview Elementary School
Dothan City	Honeysuckle Middle School
Dothan City	Morris Slingsluff Elementary School
Dothan City	Selma Street Elementary School
Enterprise City	Rucker Boulevard Elementary School
Escambia Co	Escambia County High School
Escambia Co	Escambia County Middle School
Escambia Co	Huxford Elementary School
Escambia Co	Rachel Patterson Elementary School
Escambia Co	W S Neal Elementary School
Escambia Co	W S Neal Middle School
Etowah Co	Highland Elementary School
Etowah Co	West End Elementary School
Eufaula City	Eufaula Elementary School
Eufaula City	Eufaula Primary School
Eufaula City	Moorer Middle School
Fairfield City	Donald Elementary School
Fairfield City	Robinson Elementary School
Florence City	Handy School
Florence City	Harlan Elementary School
Florence City	Weeden Elementary School
Gadsden City	Adams Elementary School
Gadsden City	C I T Y Program
Gadsden City	Donehoo Elementary School
Gadsden City	Floyd Elementary School
Gadsden City	Litchfield Middle School
Gadsden City	Sansom Middle School
Gadsden City	Thompson Elementary School
Gadsden City	W. E. Striplin Elementary School
Gadsden City	Walnut Park Elementary School
Geneva Co	Samson Elementary School

Eligible Schools Under 75% Poverty Test

School System	School Name
Greene Co	Eutaw Primary School
Greene Co	Robert Brown Middle School
Hale Co	Greensboro Elementary School
Hale Co	Greensboro High School
Hale Co	Greensboro Middle School
Haleyville City	Haleyville Elementary School
Henry Co	Abbeville Elementary School
Henry Co	Abbeville High School
Houston Co	Cottonwood High School
Houston Co	Houston County High School
Houston Co	Webb Elementary School
Huntsville City	Sonnie Hereford Elementary School
Jackson Co	Flat Rock School
Jackson Co	Paint Rock Valley High School
Jefferson Co	Adamsville Elementary School
Jefferson Co	Brighton School
Jefferson Co	Brookville Elementary School
Jefferson Co	Center Point Elementary School
Jefferson Co	Center Point High School
Jefferson Co	Chalkville Elementary School
Jefferson Co	Crumly Chapel Elementary School
Jefferson Co	Erwin Intermediate School
Jefferson Co	Erwin Middle School
Jefferson Co	Fultondale Elementary School
Jefferson Co	Grantswood Community Elementary School
Jefferson Co	Gresham Elementary School
Jefferson Co	Hillview Elementary School
Jefferson Co	Irondale Community School
Jefferson Co	Irondale Middle School
Jefferson Co	Kermit Johnson School
Jefferson Co	Lipscomb Elementary School
Jefferson Co	Minor Community School
Jefferson Co	Minor High School
Jefferson Co	Minor Middle School
Jefferson Co	North Highland Elementary School
Jefferson Co	Pinson Elementary School
Lamar Co	Vernon Elementary School
Lanett City	Lanett Junior High School
Lanett City	Lanett Senior High School
Lanett City	W. O. Lance Elementary
Lauderdale Co	Waterloo High School
Lawrence Co	East Lawrence Elementary School
Lawrence Co	Hazlewood Elementary School
Lawrence Co	Mount Hope

Eligible Schools Under 75% Poverty Test

School System	School Name
Lawrence Co	R A Hubbard High School
Lawrence Co	Speake
Lee Co	Loachapoka Elementary School
Lee Co	Loachapoka High School
Limestone Co	Sugar Creek Elementary School
Limestone Co	Tanner High School
Linden City	George P Austin Junior High School
Lowndes Co	Fort Deposit Elementary School
Lowndes Co	Hayneville Middle School
Lowndes Co	Jackson-Steele Elementary School
Lowndes Co	Lowndes County Middle School
Macon Co	George Washington Carver Elementary School
Macon Co	Notasulga High School
Marengo Co	Amelia L. Johnson High School
Marengo Co	Marengo High School
Marion Co	Brilliant Elementary School
Marion Co	Phillips Elementary School
Marion Co	Phillips High School
Marshall Co	Asbury Elementary School
Marshall Co	Asbury High School
Marshall Co	Brindlee Mountain Elementary School
Marshall Co	Brindlee Mountain Primary School
Marshall Co	Claysville School
Marshall Co	Douglas Elementary School
Marshall Co	Douglas High School
Marshall Co	Douglas Middle School
Marshall Co	Robert D Sloman Primary
Mobile Co	Ben C Rain High School
Mobile Co	Booker T Washington Middle School
Mobile Co	Calloway Smith Middle School
Mobile Co	CF Vigor High School
Mobile Co	Chastang-Fournier Middle School
Mobile Co	CL Scarborough Model Middle School
Mobile Co	Collins-Rhodes Elementary School
Mobile Co	Dr. Robert W. Gilliard Elementary
Mobile Co	Elizabeth Fonde Elementary School
Mobile Co	Erwin Craighead Elementary School
Mobile Co	Florence Howard Elementary School
Mobile Co	Forest Hill Elementary School
Mobile Co	George Hall Elementary School
Mobile Co	Grant Elementary School
Mobile Co	Holloway Elementary
Mobile Co	John Will Elementary School
Mobile Co	Leinkauf Elementary School

Eligible Schools Under 75% Poverty Test

School System	School Name
Mobile Co	Lillie B Williamson High School
Mobile Co	Maryvale Elementary School
Mobile Co	Mobile County Training Middle School
Mobile Co	Morningside Elementary School
Mobile Co	Pillans Middle School
Mobile Co	Spencer-Westlawn Elementary School
Mobile Co	WD Robbins Elementary School
Mobile Co	Whitley Elementary School
Monroe Co	J F Shields High School
Monroe Co	Monroe Intermediate School
Monroe Co	Monroeville Elementary School
Monroe Co	Monroeville Middle School
Montgomery Co	Bellingrath Middle School
Montgomery Co	Brewbaker Intermediate School
Montgomery Co	Capitol Heights Middle School
Montgomery Co	Chisholm Elementary School
Montgomery Co	Crump Elementary School
Montgomery Co	Davis Elementary School
Montgomery Co	Fews Secondary Acceleration Academy
Montgomery Co	Fitzpatrick Elementary School
Montgomery Co	Floyd Elementary School
Montgomery Co	Highland Avenue Elementary School
Montgomery Co	Highland Gardens Elementary School
Montgomery Co	Johnson Elementary School
Montgomery Co	King Elementary
Montgomery Co	McKee Middle School
Montgomery Co	Morris Elementary School
Montgomery Co	Nixon Elementary School
Montgomery Co	Southlawn Elementary School
Montgomery Co	Southlawn Middle School
Morgan Co	Laceys Spring Elementary School
Morgan Co	Sparkman Elementary School
Morgan Co	West Morgan Elementary School
Opelika City	Carver Primary School
Opelika City	West Forest Intermediate School
Perry Co	Robert C Hatch High School
Phenix City	Central Freshman Academy
Phenix City	Meadowlane Elementary School
Phenix City	Phenix City Elementary School
Phenix City	Phenix City Intermediate School
Phenix City	Ridgecrest Elementary School
Phenix City	Sherwood Elementary School
Phenix City	Westview Elementary School
Pickens Co	Aliceville Elementary School

Eligible Schools Under 75% Poverty Test

School System	School Name
Pickens Co	Aliceville High School
Pickens Co	Aliceville Middle School
Pickens Co	Pickens County High School
Pickens Co	Reform Elementary School
Pike Co	Pike County Elementary School
Pike Co	Pike County High School
Randolph Co	Randolph County High School
Randolph Co	Rock Mills Junior High School
Randolph Co	Wedowee Elementary School
Randolph Co	Wedowee Middle School
Roanoke City	Knight Enloe Elementary School
Selma City	Clark Elementary School
Selma City	Edgewood Elementary School
Selma City	Knox Elementary School
Selma City	Payne Elementary School
Selma City	R.B.Hudson Middle School
Selma City	School Of Discovery Genesis Center
Selma City	Sophia P Kingston Elementary School
St Clair Co	Ashville Elementary School
St Clair Co	Ragland High School
St Clair Co	Steele Junior High School
Sumter Co	Kinterbish Junior High School
Sumter Co	North Sumter Junior High School
Sumter Co	York West End Junior High School
Talladega City	C L Salter Elementary School
Talladega City	Evelyn D Houston Elementary School
Talladega City	Graham Elementary School
Talladega City	Raymond L Young Elementary School
Talladega City	Talladega High School
Talladega City	Zora Ellis Junior High School
Talladega Co	AH Watwood Elementary School
Talladega Co	BB Comer Memorial Elementary School
Talladega Co	BB Comer Memorial High School
Talladega Co	Childersburg Elementary School
Talladega Co	Childersburg High School
Talladega Co	Childersburg Middle School
Talladega Co	Stemley Road Elementary School
Talladega Co	Sycamore School
Talladega Co	Talladega County Central High
Talladega Co	Winterboro High School
Tallapoosa Co	Dadeville Elementary School
Tallapoosa Co	Dadeville High School
Thomasville City	Thomasville Elementary School
Thomasville City	Thomasville Middle School

Eligible Schools Under 75% Poverty Test

School System	School Name
Troy City	Charles Henderson High School
Troy City	Charles Henderson Middle
Tuscaloosa City	Central Elementary School
Tuscaloosa City	Martin L King Jr Elementary School
Tuscaloosa City	Oakdale Elementary School
Tuscaloosa City	Westlawn Middle School
Tuscaloosa Co	Holt High School
Walker Co	Carbon Hill Elementary-Junior High School
Walker Co	Parrish Elementary School
Walker Co	Valley Junior High School
Wilcox Co	ABC Elementary
Wilcox Co	Camden School Of Arts & Technology
Wilcox Co	F S Ervin Elementary School
Wilcox Co	J E Hobbs Elementary School

HB175

	Education Trust Fund	Earmarked Funds	Appropriation To- tal
1	Juvenile Proba-		
2	tion Officers	750,000	
3	(b) Financial Assistance Pro-		
4	gram.....	44,346,885	1,243,848,519
			1,288,195,404
5	The proposed spending plan for		
6	the ETF monies included in the		
7	above program is as follows:		
8	Southwest		
9	School of Deaf		
10	and Blind .....	198,865	
11	Pre-School Pro-		
12	gram (Special		
13	Education) ....	1,623,062	
14	National Board		
15	for Profes-		
16	sional Teaching		
17	Standards .....	10,427,424	
18	The above appropriation in-		
19	cludes funds to pay salary		
20	supplements and related bene-		
21	fit costs for Nationally		
22	Board-Certified Teacher (NBCT)		
23	and other costs of the pro-		
24	gram. Supplement amounts will		
25	be determined by the avail-		
26	ability of funds based on the		
27	number of National Board Cer-		
28	tified Teachers. (1) The state		
29	of Alabama will provide an		
30	annual supplement of \$5,000 to		
31	any NBCT employed full-time in		
32	a public K-12 school and is		
33	properly certified by the		
34	state of Alabama. The existing		
35	eligibility criteria will ap-		
36	ply: (a) NBCTs employed on a		
37	less than full-time contract		
38	on October 1 will receive a		
39	pro-rata share of the salary		
40	supplement. (b) NBCTs employed		
41	full-time after October 1 will		
42	receive a pro-rata share of		
43	the salary supplement. (c)		
44	NBCTs who earn National Board		
45	Certification in another state		
46	and are teaching full-time in		

HB175

Education Trust Fund	Earmarked Funds	Appropriation To- tal
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1 Alabama on October 1 and are  
2 properly certified by the  
3 state of Alabama will receive  
4 the annual salary stipend. (d)  
5 NBCTs employed as a substitute  
6 are not eligible for the sal-  
7 ary supplement. (e) NBCTs who  
8 are on leave of absence for  
9 more than half a school year  
10 will receive a prorated amount  
11 based on the number of months  
12 work during the school year.  
13 (f) NBCTs will receive the  
14 salary supplement each year of  
15 the valid period of the cer-  
16 tificate unless the Alabama  
17 Legislature declines to make  
18 the annual appropriation. (g)  
19 NBCTs must renew their certif-  
20 icate by the year of the cer-  
21 tificate's expiration in order  
22 to continue receiving the sal-  
23 ary supplement. (h) NBCTs em-  
24 ployed in the final year of  
25 the certificate valid period  
26 will receive a prorated amount  
27 based on the number of months  
28 worked covered in that valid  
29 period. (i) NBCTs who leave  
30 after October 1 will be eligi-  
31 ble for a prorated amount  
32 based on the months served.  
33 (j) NBCTs must remain employed  
34 with a public K-12 local Board  
35 of Education in order to con-  
36 tinue receiving the salary  
37 supplement. (2) In addition to  
38 the supplement provided by  
39 subsection (1) of this sec-  
40 tion, teachers and other cer-  
41 tificated instructional staff  
42 shall be eligible for an addi-  
43 tional supplement of \$5,000 if  
44 in an instructional assignment  
45 in challenging, high poverty  
46 schools, subject to the fol-  
47 lowing conditions and limita-  
48 tions: (a) Teacher holds a

HB175

	Education Trust Fund	Earmarked Funds	Appropriation To- tal
1	valid NBPTS certificate in		
2	Literacy, English as a New		
3	Language, Math, Science, or		
4	Career and Technical Educa-		
5	tion; and (b) School has been		
6	on the "Failing School" list 3		
7	of the last 5 years; and/or		
8	(c) School has a graduation		
9	rate more than 10% less than		
10	the state average for 2 of the		
11	3 most recently posted years;		
12	and/or (d) School has a free		
13	and reduced federal lunch stu-		
14	dent percentage of 75% or		
15	greater as determined by the		
16	most recent data posted. The		
17	State Department of Education		
18	shall file a report on or be-		
19	fore September 30, 2019 with		
20	the Chairs of the Senate Com-		
21	mittee on Finance and Taxa-		
22	tion-Education and House Ways		
23	and Means-Education Committee		
24	and the Director of the Legis-		
25	lative Services Agency regard-		
26	ing the number of teachers and		
27	other certificated instruc-		
28	tional staff becoming eligible		
29	and receiving the additional		
30	supplement provided in (2)		
31	above during fiscal year 2019.		
32	Children's Hos-		
33		703,546	
34	pital .....		
35	Of the above appropriation,		
36	\$400,000 shall be distributed		
37	to the Children's Hospital for		
38	poison control.		
39		5,460,339	
40	Career Tech		
41	Initiative ....		
42	The above appropriation shall		
43	be spent on expanding career		
44	tech learning opportunities		
45	for students and to extend		
46	leadership and student orga-		
47	nized activities throughout		
	the State as defined by the		
	State Superintendent of Educa-		

## Appendix 4