

# Restructuring OR Stay The Course

Trimble County Public Schools  
Prepared for the Local Planning  
Committee 2016

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## What we will cover

1. Purpose
2. Background Information
3. Our Current Course of Action
4. Negatives to Restructuring
5. Benefits to Restructuring
6. General Questions answered
7. LPC Questions

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## Purpose

My purpose today is to present to you the proposal for restructuring:

1. Middle School grades 7 and 8 to the High School building
2. Grade 6 to Bedford and Milton
3. Reorganization of Central Office/ Central Office Annex to the middle school building.

**This is not an easy decision, nor recommendation to make.**

**Ultimately your decision will create a recommendation for action to our Board of Education. It is not a binding decision, as the decision falls solely to the Board of Education.**

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## Background- What led to this proposal?

1. By November we were aware that the district was facing two hurdles:
  - a. Declining enrollment that our data sources predict will not increase
  - b. Budget imbalance
2. A request was made by the Board of Education at the November 2015 Board meeting for the Central office to research and report back to the board the idea of restructuring of the middle school to the HS and 6th grade to the elementary schools
3. In the process of developing this proposal we have gathered several pieces of background information.

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## Background Information

1. **Our enrollment has drastically declined, and all data indicators point that it will continue to decline. We have lost 86 (74) students this year and are projected to lose 64 students in 2016-2017. Over the last 10 years we have lost 252 students.**
2. We currently have a \$1,096,909 per year structural imbalance due to the -\$740,534 carryover from previous year and -\$285,255 lost from 86 students, and an average of 11.7 teachers overstaffed for 5 years. Our contingency will run out in late 2018 if nothing is done. Our Financial analyst has strongly urged that this must be cut to \$550,000 for next year, with the eventual goal of zero.
3. **The MS is the 8th lowest rated MS structure in the state. The HS is the lowest rated High school structure in the state. (Parsons Report).**

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## Background cont.

1. Our buildings projected occupancy rates for 2016-2017: BES- 57%, MES- 65%, TCMS- 83%, and TCHS- 49%. The HS most notably is being underutilized.
2. **The board has tentatively committed to reduce 8 certified positions and 1 district level position in 2016-2017, which will net the district approximately \$443,497. Central office has identified approximately \$159,235 in non personnel cuts for a total reduction of \$602,732 bringing our structural imbalance to approximately -\$494,167 a year. However this will still leave critical areas absent from our instructional program, and will continue to spread our teachers thin across 4 buildings.**
3. We are ranked 141st of 172 districts in the state, which is not attractive to potential residents. (KPREP data)

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## Background cont. (Ky Ctr for Ed/Workforce Statistics)

Percentage of 14-15 graduates who enrolled in 1 AP course:	27.4%
Percentage of 14-15 graduates who attended in state college:	52.4%
Percentage that attended a 4 yr university:	29.1%

These numbers are below state averages, and contiguous district averages.

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## Background cont.

1. This is the primary model we have designed. We cannot do a pair of K-8 buildings. Milton is not big enough to accommodate a K-8 model.
2. **We have no industry slated to come to Trimble Co that would bring students with families.**
3. We have three glaring difficulties in our instructional program as well. We do not have full time elementary counselors, sufficient Tier III Reading intervention programs, or an alternative placement for problem students.

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## Our Current Course of Action

- We will continue to offer the program we currently offer, with a tentative (approved Feb. Board of Education meeting) reduction of 8 teaching positions, and 1 district position in 2016-2017
- This course of action will reduce our deficit from approximately \$1,096,909 to -\$494,167. Following this course of action will deplete our contingency (assuming nothing changes in enrollment) by 2021.

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## Do Something

Trimble Co Public Schools must do both of the following:

1. Reduce the yearly deficit
2. Become a more successful, and therefore more attractive school district

**We believe that restructuring can most efficiently put us in a position to do both.**

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## Negatives to restructuring

1. Community perception
2. Middle School Identity
3. Sports/ Extracurriculars
4. Bullying

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## Community Perception

THERE IS NOTHING MORE DIFFICULT TO TAKE IN HAND, MORE PERILOUS TO CONDUCT, OR MORE UNCERTAIN IN ITS SUCCESS, THAN TO TAKE THE LEAD IN THE INTRODUCTION OF A NEW ORDER OF THINGS.

- NICCOLO MACHIAVELLI

QuoteFacts.com

**Change  
is  
difficult.**

**CHANGE IS  
HARD AT FIRST,  
MESSY IN THE  
MIDDLE AND  
GORGEOUS AT  
THE END**

ROBIN SHARMA

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## Community Perception Cont.

- In the course of overseeing the elections for this LPC we have had a great deal of teachers, parents, and community members that wanted nothing to do with this process. Their reticence was rooted in the idea *"I don't want to be the one who makes that decision."*
- **Thank you to all who are here today.**
- This will not be a decision that makes everyone happy.
- **I believe that rumors and supposition surrounding the idea of restructuring fuel negativity. As of today, this is the only time a full proposal has been presented.**

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## Community Perception Cont.

- My advice to you is take the information that I present, the LPC presents, your constituents concerns and center your decision solely on this:

**What is 'best for kids'.**

- If you can rationally reach that decision in the affirmative, then you have done your duty for the Trimble Co. Public schools.

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## Negatives- Middle School Identity

**How will we insure that MS students are not lost in the mix?**

1. We will retain the SBDM council of the Middle School
  - a. Separate councils, same building
  - b. An easy way to look at this is: 2 schools occupying the same space.
  - c. "School within a school"
2. Separate classroom area for MS students
3. The MS will retain the Principal/ Counselor/ Librarian position
4. The MS Asst Principal position will support both elementary schools during this transition, splitting time between the two buildings.

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## Negatives- Sports/ Extracurriculars

There will be no change to MS sports or extracurriculars. All that is currently offered will continue to be offered.

- The MS gym will still be utilized
- Transportation will be provided.

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## Negatives- Bullying

1. We do not believe based off our behavioral data, nor among the consensus of common practice that there will be an increase of 6th grade to 5th grade bullying. We have not ascertained a downside to keeping our 6th grade students in elementary school an additional year. (Addressed later in this presentation under transition)
2. The perception is that our 7th and 8th grade students will be bullied more if they are located in the high school.

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## HS/MS Bullying

1. Our students ride the same buses currently.
2. It will be incumbent upon the two principals to design an effective supervision plan that takes into account the age differences of our students.
3. 7th and 8th grade will be located in their own section of the building.

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## Bullying Data

We're going to look at a couple of data sets about bullying for our county. This information is gathered from:

- KIP Survey 2014- an anonymous student generated survey
- This is student created data

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## Bullying Data cont.

The first number represents the 2014 KIP survey, and the second (number) represents the 2012 KIP survey.

<u>I feel:</u>	6th	8th	10th	12th		
<b>Very Safe/ Safe</b>	85% (87%)	88% (88%)	89% (88%)	93% (93%)		
<b>Unsafe/ Very unsafe</b>	15% (13%)	13% (12%)	11% (12%)	7% (7%)		
			6th	8th	10th	12th
<b>Did someone verbally threaten you at school?</b>			(yes) 24%	28%	26%	19%
<b>Did you have something stolen at school?</b>			(yes) 56%	53%	27%	26%
<b>Did someone make unwanted sexual advances at school?</b>			(yes) 4%	8%	9%	5%
<b>Did a BF/ GF physically hurt you on purpose?</b>			(yes) 3%	2%	11%	9%

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## Bullying Data Summation

89% of our 6th to 12th graders reported they felt safe or very safe at school.

The data indicates that we do not have a bullying problem in Trimble County. It is a reasonable assumption that in the absence of a problem, we have the structures in place that are addressing the bullying concerns of our students. If the structures are in place then it is reasonable to assume that we can create an environment in which 7th/8th graders are not adversely affected by occupying the same physical building as 9th to 12th graders.

**This is a matter of active supervision and assignment of staff. Given the data presented on our teaching staff and school environments I see no reason not to trust our Principals, teachers, and classified staff to keep our students safe.**

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## Benefits to Restructuring

1. Financial/ Maintenance
2. District Offices
3. Staffing
4. Sports
5. Instructional

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## Benefits- Financial

### Cost reductions

- Custodial supplies	\$9,450
- Hired Labor (sign, HVAC, Kitchen repairs)	\$16,253
- Installations	\$7,550
- Maintenance Expenses	\$7,613
- Utilities	
- Water	\$2,550
- Gas	\$13,170
- Electric	\$42,651
- Maintenance Labor estimate	\$52,400
- <b>SUBTOTAL</b>	<b>\$143,974</b>

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## Financial Cont.

- Board office utilities	\$6,000
- Not replacing MS heat pumps	\$12,000 each x20 (\$240,000 total)
- <b>SUBTOTAL</b>	<b>\$18,000/ yr</b>

**TOTAL- \$ 155,974 estimate**

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## Maintenance- Further Concerns

- \$18,000 to replace sewer line at TCMS.
  - Manageable if not used daily. Will not be done if we restructure
- The TCMS roof is not a priority if Central Office is located at TCMS
- Frees up maintenance personnel to focus on the other buildings

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## Non Monetary Financial Benefits

1. If students do not occupy the MS, then it can be moved off the top of the District Facilities Plan, allowing us to focus on the facility needs of the High School. We do not have the 4-6 million to renovate the building. If it remains occupied the MS and HS will continue to compete to be at the top of the list. Having severe maintenance needs in two facilities as opposed to one is not conducive to long term planning.
2. Under this proposal occupied capacity of each building will be projected as: BES- 66%, MES- 79%, and TCHS/MS- 77%. This allows for a much more efficient distribution of staff.

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## Benefits- District Offices

1. Much more efficient to have all the district personnel located in one place. Currently Food Service, Special Education, Tech, are all located at the HS
2. **Allows us to have an off site/ out of building Alternative Classroom for expelled/ problem students which is a dire need for the district.**
3. Allows us a permanent meeting space for the BOE, teacher training, and can be rented out to the community as a meeting space.
4. **There is a rumor in the community that the MS will be renovated to provide office space. This is simply not true. Central office employees will occupy the existing offices, cafeteria, and classroom spaces.**

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## Benefits- Staffing

1. While there are separate councils and staffing allocations, we will encourage and oversee that when hiring staff adaptability will be a key. We will encourage the hiring of multi-certified and multi-level staff for the future as this gives us flexibility.
2. We have 1 retiring food service personnel. Under this model we do not need to rehire that position.
3. **Under this model we can reduce teaching staff by 2 additional positions- however we believe it is imperative to retain these positions as Reading Recovery teachers, 1 for each elementary school to target our persistently low achieving novice readers.**

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## Benefits- Sports/ Extracurriculars

1. In the same building 7th and 8th graders will have more access to sports teams at the HS level. To quote a student from the HS GRIT team "We already play together, I don't see it as a problem."
2. A logical assumption is that we will see increased participation if located in the same building.
3. In the same building our 7th and 8th graders will have more access to extracurricular clubs.

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## Benefits- Instructional: The Most Important

1. Identified successful 7-12 school districts
2. Research on transitions
3. What opportunities will our students have
4. Gifted and Talented

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## Identified Successful School Districts

Our HS is ranked 147th (227) in the state, and our MS 271st (303)

Districts that we have identified as successful and have spoken with:

	HS ranking	MS ranking	LEGEND:	
<u>Paintsville High/ Middle</u>	6-12	114th	51st	<b>Bold-</b> Ranked higher
<i>Nicholas High School</i>	7-12	119th	150th	<i>Italics-</i> comparable enrollment
<u>Ludlow High School</u>	7-12	123rd	224th	<u>Underline-</u> comparable F/R
<i>Hickman High School</i>	7-12	16th	169th	
<u>Harlan High School</u>	5-12	142nd	98th	

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	HS ranking	MS ranking	
<u>South Floyd Middle/ High school</u>	6 - 12	<b>104th</b>	<b>76th</b>
<i>Fairview High School</i>	6 - 12	<b>64th</b>	309th
<u>Dayton High School</u>	7 to 12	<b>194th</b>	<b>229th</b>
Dawson springs High School	7 to 12	<b>46th</b>	<b>241st</b>
<i>Bellevue High School</i>	6 to 12	<b>211th</b>	<b>266th</b>
<u>Beechwood High School</u>	7 to 12	<b>4th</b>	<b>83rd</b>

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## School Data Summary

10 of 11 schools were comparable in enrollment to our proposal

9 of 11 schools were comparable in F/R to our proposal

21 of 22 schools (Middle and High separated) outranked our schools

**The evidence in KY is clear. A district can be very successful using this model.**

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## Research on Transitions- Summaries

Article: *Tulsa Public Schools: Research Supporting a 7-12 School Configuration, April 2011.*

- Transitions from one school to another negatively impact academic achievement. The fewer the transitions, the better chance a student has of completing high school; the more transitions, the higher the drop-out rate.

- Traditional middle schools are falling out of favor. In a recent study, sixth-grade students in both elementary and combination K-12 schools outperformed sixth graders in middle schools. The number of transitions has been determined to be a significant factor.

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## Research on Transitions- Summaries

- Schools with more grade levels per building have demonstrated not only higher academic achievement, but better attendance rates, self-esteem and attitudes toward school. They have also resulted in fewer suspensions and behavior programs, regardless of socioeconomic status.

- For transitioning into a new school for high school instruction, 7<sup>th</sup> grade appears to be the ideal time as it shows the lowest drop-out rate; the higher the grade at the time of transition, the higher the drop-out rate, most significantly for boys. Researchers believe that making a change in the 7<sup>th</sup> grade gives students more time to acclimate to new surroundings.

- More opportunities exist for cross-age activities such as tutoring and older role model programs in schools with a broad span of grade levels.

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## Research on Transitions- Summaries

- Article: *Study Links Academic Setbacks to Middle School Transition, Education Week, November 28, 2011.*

- Students moving from grade 5 into middle school show a "sharp drop" in math and language arts achievement in the transition year that plagues them as far out as 10<sup>th</sup> grade.

- Students who make a school transition in 6<sup>th</sup> grade are absent more often than those who remain in one school through 8<sup>th</sup> grade, and they are more likely to drop out by 10<sup>th</sup> grade.

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## Research on Transitions- Summaries

Article: *Early Childhood and Parenting (ECAP) Collaborative: Grade Configuration in K-12 Schools, 2002.*

- Research shows a significant achievement loss during each transition year. Some students regain what is lost in the following year, but it is students who make fewer transitions need fewer years to make up for achievement losses caused by transitions.
- Other research finds that girls in early adolescence suffered from a drop in self-esteem, extracurricular participation, and leadership behaviors when they made the transition into middle school, but not if they remained in an elementary setting. This study found that the effects of this transition lingered throughout the school years.
- For boys, the research showed similar negative effects in extracurricular participation and grades, but not in self-esteem.
- Another study found that sixth-grade boys experienced more suspensions in middle schools than in elementary schools, possibly related to the effects of the transition, the school organization, or school size.

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## Research on Transitions- Summaries

Article: *The Middle School Plunge, Education Next, Spring 2012.*

- Research shows that transitioning from one school to another adversely affects student performance. The size and persistence of the effect of entering a middle school, however, suggests that such transitions are particularly damaging for adolescent students.
- Achievement in both reading and math falls dramatically in 6<sup>th</sup> grade for students who enter middle school in that grade.
- Research shows that middle school aged students in a K-8 setting outperform those in a grade 6-8 school.

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## Research on Transitions- Summaries

Article: *Should Sixth Grade be in Elementary School or Middle School? Public School Review.*

Arguments in favor of sixth grade in elementary school:

- Sixth graders in elementary school have fewer behavioral problems than their peers in middle school. Studies show that disciplinary problems correspond with low academic achievement.

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## Opportunities

1. **With MS students in the same building as the HS students it opens a variety of advanced classes students can take. We could have students take algebra and geometry early. Have access to a foreign language early. Have access to freshman english, social studies, etc. The ability for us to tailor our programming to advanced student needs is limited only by our imagination and seats available in classrooms.**
2. Earlier this year the Board changed policy to allow our MS students who have the ability to receive HS credit for courses. In this model, it expands the ability of students to undertake HS credit bearing courses. The beauty of our policy allows them to retake them once in HS if they so desire.

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## Gifted and Talented

The primary benefit for our 7th and 8th graders will be the ability to “cross the threshold” taking High school classes that are developmentally appropriate.

The positive side effect in consolidating staff in one location allows us to build a more effective advanced program, that we cannot do spread thin between two buildings.

Ms. Goins our G/T Coordinator has said in her experience that 6th graders do better remaining in Elementary school for G/T services. Predominantly offering more opportunity to develop leadership skills.

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1. **Band.** Allows our Band to be housed in the same building 7-12. This will only increase opportunities for our band students.
2. **Alternative Placement.** Further in the presentation we will lay out what we will request of the board in terms of positions. Under restructuring we will seek to create an Alternative Placement program for MS/HS students. This will serve as an alternative to suspension, a placement for expulsion services, a placement for drug offenses, and a placement for discipline infractions to require a student to be removed from the traditional setting. This will be at TCMS with one teacher and all Central office employees there to oversee. This is a fundamental need of our county.

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## Enrollment under restructuring

	Bedford 377	Milton 316
K	50	46
1	48	46
2	70	44
3	45	41
4	61	35
5	49	53
6	54	51

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## Enrollment under restructuring

MS/ HS			
7	108		
8	91	Total MS-	199
9	97	Total HS-	398
10	125	TOTAL	597
11	83		
12	93		

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## Unification

An added benefit of restructuring is the spirit of unification that can be created as a Trimble County Raider 7-12. They're already all Raiders. Located under the same roof wise leadership would design events and rallies that put the entire body of both buildings together to create a stronger sense of school culture.

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## Budget Concerns

If we restructure + reduce 8 positions +1 district position, and follow through with our non personnel cuts:

Reduction of 8 staff, 1 district staff	\$443,497
Restructuring	\$155,974
Non Personnel	\$159,235
TOTAL	\$758,706
DEFICIT	\$1,096,909
TARGET Deficit:	550,000/ year
FINAL Deficit Projection	<b>-\$338,293/ yr</b>

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## For the LPCs Information

We will after restructuring ask the Board of Education to allocate 1 discretionary positions: 1 Alternative School teacher. This will cost approximately \$62,000

This brings our structural imbalance to approximately **-\$400,203/ yr**. This is well below what our financial analyst would like to see (approximately \$149,797 above his request). If NOTHING were to change (enrollment or taxing) our contingency would last until 2024. This proposal reduces our imbalance by a net of \$696,706 for FY 2017.

This will put into place two critical programs we need as a district to become more successful, and therefore more attractive.

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## In Summary

- 7th - 12th Graders in TCHS.
  - Retain 2 separate councils and principals
- 6th Graders stay in MES and BES
- Board Office and Annex relocated to TCMS
  - Alternative Classroom opened at TCMS
  - Current Board office becomes storage
- Restructuring:
  - Increases student's opportunities
  - Increases district efficiency
  - Answers several pressing needs
  - Saves money

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Questions?

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