

Matthew G. Bevin
Governor



Hal Heiner
Secretary
Education and
Workforce Development Cabinet

Stephen L. Pruitt, Ph.D.
Commissioner of Education

KENTUCKY DEPARTMENT OF EDUCATION

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May 19, 2016

Keith Davis, Superintendent
Bullitt County Schools
1040 Hwy. 44 E.
Shepherdsville, KY 40165

Dear Superintendent Davis:

As we make changes to address the needs of our students, we encounter the walls of the past. One goal of Kentucky Statewide Consolidated Monitoring (KSCM) is to help remove those walls wherever possible and create opportunities for the programs in our schools and districts to look at new ways to collaborate and collectively meet our ultimate goal: Increasing student achievement while closing gaps and positioning our students to be college and career ready. The team members from your visit have engaged in this collaborative process in order to produce the attached Consolidated Monitoring Report.

During the 2015-16 school year, the Kentucky Department of Education (KDE) conducted monitoring in the Bullitt County Public School District. During this process, KDE program staff, utilizing program-specific monitoring tools, conducted on-site visits for the following programs:

- Title I, Part A
- Title II, Part A
- Title III, Part A
- Preschool
- Alternative Programs
- Individuals with Disabilities Act (IDEA)
- Career and Technical Education

Each program involved in the KSCM has an impact on our goal. For example, Career and Technical Education (CTE) impacts student success and helps to close the achievement gap by working to make all students Career Ready. Through the use of a sequence of courses known as career pathways, CTE ensures that all students have equal opportunity to develop skills in demand by local industry. The Individuals with Disabilities Education Act (IDEA) supports the vision of KDE by focusing the efforts of the State, districts, schools and teachers toward closing achievement gaps for students with disabilities and ensuring all students reach proficiency, graduate from high school, and successfully transition to a career or post-secondary education.

Title II, Part A focuses on improving teacher and principal quality to ensure that all students have equal access to highly qualified and effective teachers and leaders. Title I programs provide

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not only funding but guidance on working with disadvantaged students. These programs and the others engaged in consolidated monitoring, simply by reducing duplication of effort, can work together to achieve more collaboratively than any of them could alone.

This report is the result of what can be best described as a “snapshot” of the district taken during our visit. It begins with identifying “Effective Practices”. These are practices that the individual programs felt were effective, and in some cases innovative. We strongly suggest that the practices identified be submitted to the KDE Best Practices website.

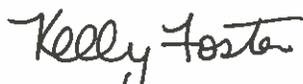
In addition, the monitoring team collectively discussed the findings and concerns of each program to identify what is categorized as “Common Concerns”. This represents a consolidation of findings reported by individual programs that were similar in nature and therefore presented a potential opportunity for collaboration between identified programs. Each of these concerns has been identified by at least two programs. Any suggested or required actions will be addressed by the specified programs. During this collaborative time, team members from all programs discuss suggestions for potential opportunities to work across programs, streamline implementation and increase success within each program.

Each program has already provided an individual report as required by federal or state law. Any required actions are monitored by the programs through those individual reports. In order to help the collaborative work of the programs and provide districts with a way to document improvement efforts, we encourage you to utilize the Consolidated School and District Improvement Planning tools in ASSIST.

KDE is striving to provide examples of collaboration and continuous improvement. Our hope is that what we have begun becomes an example that can be replicated across the state. Each district representative will have the opportunity to provide feedback on the consolidated monitoring process. In the meantime, if you have questions regarding specific program monitoring requirements, please contact the individual program contacts listed in this report. If you have questions concerning the consolidated monitoring process, please contact Helen Jones by e-mail at helen.jones@education.ky.gov or by phone at (502)564-3791. Information regarding education programs within the state of Kentucky may also be found at www.education.ky.gov.

Thank you for your work in improving Kentucky’s education programs to better provide for our children.

Sincerely,



Kelly Foster, Ed.D.
Associate Commissioner

KF/HJ/vb

Attachment

2015-2016 Statewide Consolidated Monitoring Report

District:	Bullitt County
Date(s) of Visit:	March 15-17, 2016
Team Leads: (List primary person on this visit for each program)	
<i>Title I Christina Benassi</i>	<i>Preschool Bill Buchanan</i>
<i>Title II Jennifer Baker</i>	<i>Career and Technical Education Karla Tipton</i>
<i>Alternative Programs Sherri Clusky</i>	<i>IDEA Tristan Parsons</i>
<i>Title III Gary Martin</i>	<i>Gifted And Talented Leann Pickerill</i>

Highlight of Effective Practices 1

Programs Addressed <i>(Check all that apply)</i>	Title I		Preschool		Career and Technical Education	
	Title II	X	IDEA	x	Alternative Programs	X
	Title III		Gifted and Talented			
<i>Clearly describe actions and/or practices that the team deems as effective (Include impact on student achievement)</i>						
<p>Bullitt County is data driven. This gives the district an advantage, not only in providing programming and instruction in targeted areas, but also in creating professional development that best assists teachers in supporting student achievement goals. Using the Student Progress Auto Graphing System (SPAGS) permits the district to direct, review and correct practices based on current student information.</p>						

Highlight of Effective Practices 2

Programs Addressed <i>(Check all that apply)</i>	Title I	x	Preschool	x	Career and Technical Education	
	Title II	x	IDEA		Alternative Programs	x
	Title III		Gifted and Talented			
<i>Clearly describe actions and/or practices that the team deems as effective (Include impact on student achievement)</i>						
<p>It is evident that many of the practices in place are intentional and create an environment that promotes the best possible outcomes for students. Examples include: service coordination between Title I and Title II, directed professional development that supports both certified and classified staff, and teacher leader initiatives. The district also is able to access the expertise of faculty at Bellarmine University and the University of Louisville, which allows for outstanding training in many areas.</p>						

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Final Overview

<p><i>Clearly describe the following for the identified program(s):</i></p> <ul style="list-style-type: none"> <i>How programs are effectively working collaboratively to better serve students</i> <i>Suggestions for adjustments that could help programs begin or improve their collaborative efforts</i> <i>Suggestions for how each program can further help with student success and closing gaps</i>
<p>The Bullitt County School District has proven that it is using a dynamic data driven processes to adapt services and instruction. Good communication is a key in coordinating all program requirements. This district exceeds staffing ratios at many grade levels. One outstanding program in the district allows students to complete associate degrees by the end of their senior year in high school. Bullitt County is focused on addressing the needs of students.</p>