



Steven L. Beshear
Governor

Terry Holliday, Ph.D.
Interim Commissioner of Education

**EDUCATION AND WORKFORCE DEVELOPMENT CABINET
DEPARTMENT OF EDUCATION**

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April 29, 2014

James Neihof, Superintendent
Shelby County Schools
1155 West Main Street
Shelbyville, KY 40006

Dear Superintendent Neihof,

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 2013-14 school year, the Kentucky Department of Education (KDE) conducted monitoring in Shelby County 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
- Individuals with Disabilities Act (IDEA)
- Kentucky Preschool Program
- Alternative Programs
- Career and Technology 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 postsecondary 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 not only funding but guidance on working with disadvantaged students.

Superintendent James Neihof
April 29, 2014
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Simply by reducing duplication of effort, these programs and the others engaged in consolidated monitoring 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.

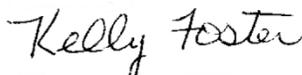
Each program has already provided an individual report as required by federal or state law. Any required actions are monitored by the programs through those individual reports. In order to help the collaborative work of the programs and provide districts with a way to document improvement efforts, we 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 Claude W. Christian by e-mail at claudio.christian@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
Office of Next Generation Schools and Districts

2013-2014 Statewide Consolidated Monitoring Report

District:	Shelby County		
Date(s) of Visit:	February 4-6, 2014		
Team Leads: <i>(List primary person on this visit for each program)</i>			
<i>Title I</i> Judy Littleton and Vicki Fosbender	<i>Preschool</i>	Melody Cooper	
<i>Title II</i> Carol Leggett	<i>Career and Technical Education</i>		Kiley Whitaker
<i>Alternative Programs</i> Sherri Clusky	<i>IDEA</i> Robin Linton		

Highlight of Effective Practice 1

Programs Addressed <i>(Check all that apply)</i>	Title I		Preschool		Career and Technical Education	
	Title II	X	IDEA		Alternative Programs	
<i>Clearly describe actions and/or practices that the team deems as effective</i>						
Educator Mentorship						
<p>The district provides an extended induction and mentoring program for beginning teachers and staff new to the district to promote retention of effective teachers. This coordinated induction and mentoring program has increased teacher retention.</p> <p>This is a four-year program with annual mastery goals for teachers. The rubric includes a proficiency checklist of instructional norms. To support improvement in instructional practices, the district provides instructional coaching with observational feedback and training on improved thinking strategies.</p>						

Highlight of Effective Practice 2

Programs Addressed <i>(Check all that apply)</i>	Title I		Preschool		Career and Technical Education	X
	Title II		IDEA		Alternative Programs	
<i>Clearly describe actions and/or practices that the team deems as effective</i>						
Holistic Planning						
<p>Shelby Co engages in several effective districtwide programs. Examples of programs that have shown promising practices include:</p> <ul style="list-style-type: none"> • Career Pathways – Shelby County plans to increase student participation in career pathways for the 2014-15 school year. The career pathways outlined will allow students to become preparatory and sit for industry assessments. • Stakeholder Participation – In development of the CDIP, the district collaborated with schools and community partners in a meaningful way that kept all groups informed and allowed for input in the process. • W.I.N. time (What I Need), noted at Clear Creek and other elementary schools, is used to personalize student learning. MAP scores are used to pinpoint student progress, and students are grouped across grade levels based on academic need. For one hour, students receive small group instruction that provides intervention and/or enrichment services with a focus on reaching each student's highest potential. 						

Highlight of Effective Practice 3

Programs Addressed <i>(Check all that apply)</i>	Title I		Preschool		Career and Technical Education	X
	Title II		IDEA		Alternative Programs	
<i>Clearly describe actions and/or practices that the team deems as effective</i>						
<p>Parent Involvement and ELL Population</p> <p>Schools across the district encourage parent and community engagement in a meaningful way. This helps to address the high percentage of English Language Learning families. One example is the work at Painted Stone Elementary. Approximately 40 percent of the students at Painted Stone are ELL. In order to engage those students and provide assistance to the parents, the school does the following:</p> <ul style="list-style-type: none"> • provides translation services in both oral and written communication; • provides tutoring at a local nursing home in the neighborhoods of these families. High participation rates have resulted in the need to providing transportation in order to offer tutoring to more students in the school building; • provides adult education classes in English to help with language acquisition; and • conducts at least one parent night per month to encourage parent participation. 						

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Common Issue

Programs Addressed <i>(Check all that apply)</i>	Title I	Preschool	Career and Technical Education
	Title II	IDEA	Alternative Programs
Common Issue <i>(Clearly describe Issue and its connection to each program)</i>			
<p>There were no common issues identified</p> <p>Each program has already provided its individual report as required by federal or state law. Any program-specific required actions are monitored by the programs through those individual reports. However, in order to help the collaborative work of the programs and provide the district with a way to document improvement efforts, we encourage you to utilize the Consolidated School and District Improvement Planning tools in ASSIST.</p>			
Common Solution(s)/Recommendation(s)			

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Final Overview

1. Clearly describe the following:
 - a. How program are effectively working collaboratively to better serve students
 - b. Suggestions for adjustments that could help programs begin or improve their collaborative efforts
 - c. Suggestions for how each program can further help with student success and closing gaps

It is encouraging to see the communication flow at the district, school and community levels. As this process grows, it will provide increased benefits. These benefits will enhance and sustain student growth and achievement by increasing effective programming and collaboration of resources.

IDEA acknowledges the overall improvement of the Special Education Program as it strives to meet specific requirements. One form of evidence provided which impacts IDEA as well all other students is the schools' daily use of data to effectively address the needs of all students.

The Shelby County Preschool Program recognizes family and community ties as important factors in the education of children. The program reaches out to the Hispanic families to foster a positive relationship at the beginning of a child's education, providing a translator when necessary. These relationships continue as the student enters kindergarten and becomes engaged in the outreach programs the schools provide. It is recommended that Shelby County and its individual schools submit their outreach processes for review on the KDE Best Practices website.

<http://education.ky.gov/school/bpsust/Pages/default.aspx>

While Shelby County is compliant in all program areas, it is evident that they are working to move beyond compliance to address the needs of their students and improve the effectiveness of their programs.