

**Matthew G. Bevin**  
Governor



**Derrick Ramsey**  
Secretary  
Education and Workforce  
Development Cabinet

**Wayne D. Lewis, Ph.D.**  
Interim Commissioner of Education

## **KENTUCKY DEPARTMENT OF EDUCATION**

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June 14, 2018

Marty Pollio, Superintendent  
Jefferson County Public Schools  
3332 Newburg Road  
Louisville, KY 40218

Dear Superintendent Pollio:

As you know, one goal of Kentucky Statewide Consolidated Monitoring (KSCM) is to help 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 2017-18 school year, the Kentucky Department of Education (KDE) conducted monitoring in Jefferson 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
- Title III, Part A
- Gifted and Talented
- Individuals with Disabilities Education Act (IDEA)
- Career and Technical Education (CTE)
- Alternative Programs

Each program involved in the KSCM has an impact on our goal. For example, 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 also guidance on working with disadvantaged students. These programs and the others engaged in consolidated monitoring can work together to achieve more collaboratively than any of them could alone simply by reducing duplication of effort.

Marty Pollio, Superintendent  
Jefferson County Schools  
June 14, 2018  
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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 individual program practices that the team 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 Opportunities for Improvement. This represents a consolidation of findings reported by individual programs that were similar in nature and therefore present a potential opportunity for collaboration between identified programs. Each of these concerns has been identified by at least two program areas. Each district program has already been provided an individual report as required by federal or state law. All findings will need to be addressed by district program areas as specified in the individual reports.

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 Sharma Aitken at (502) 564-3791, extension 4018, or via email at [sharma.aitken2@education.ky.gov](mailto:sharma.aitken2@education.ky.gov). Information regarding education programs within the state of Kentucky may also be found at [www.education.ky.gov](http://www.education.ky.gov).

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

Sincerely,

Kelly Foster, Ed.D.  
Associate Commissioner  
Office of Continuous Improvement and Support

KF/NN/vb

Attachment: Consolidated Monitoring Report for Jefferson County

## 2017-18 Statewide Consolidated Monitoring Report

<b>District:</b>	Jefferson County
<b>Date(s) of Visit:</b>	March 27-30, 2018
<b>Team Leads:</b> <i>(List primary person on this visit for each program.)</i>	
<i>Title I – Tyson Harbin</i>	<i>Preschool – Bill Buchanan</i>
<i>Title II – Jennifer Baker</i>	<i>Career and Technical Education – Kiley Whitaker</i>
<i>Alternative Programs – Donna Deal</i>	<i>Gifted And Talented – Kathie Anderson</i>
<i>English Learners (EL) – N/A</i>	<i>IDEA – Jeffery Coles</i>

### Highlight of Effective Practice No. 1

<b>Programs Addressed</b> <i>(Check all that apply.)</i>	<b>Title I</b>	<input type="checkbox"/>	<b>Career and Technical Education</b>	<input type="checkbox"/>
	<b>Title II</b>	<input type="checkbox"/>	<b>Alternative Programs</b>	<input checked="" type="checkbox"/>
	<b>EL</b>	<input type="checkbox"/>	<b>Gifted and Talented</b>	<input type="checkbox"/>
	<b>IDEA</b>	<input type="checkbox"/>	<b>Preschool</b>	<input type="checkbox"/>
<i>Clearly describe actions and/or practices that the team deems as effective. (Include impact on student achievement.)</i>				
<b>Community</b>				
Several alternative programs collaborate with community organizations to provide services for their students. These include SummerWorks, AMPED (Academy of Music Production Education and Development), the University of Louisville, Second Chance, Men/Women of Quality, Reimage and faith-based organizations, as well as individual community members who volunteer in alternative programs.				

### Highlight of Effective Practice No. 2

<b>Programs Addressed</b> <i>(Check all that apply.)</i>	<b>Title I</b>	<input type="checkbox"/>	<b>Career and Technical Education</b>	<input type="checkbox"/>
	<b>Title II</b>	<input type="checkbox"/>	<b>Alternative Programs</b>	<input type="checkbox"/>
	<b>EL</b>	<input type="checkbox"/>	<b>Gifted and Talented</b>	<input type="checkbox"/>
	<b>IDEA</b>	<input type="checkbox"/>	<b>Preschool</b>	<input checked="" type="checkbox"/>
<i>Clearly describe actions and/or practices that the team deems as effective. (Include impact on student achievement.)</i>				
<b>Parent and Family Engagement</b>				
According to parent interviews, preschool staff communicate and interact positively with parents and families. Some parents referenced “Fun Fridays” as an activity they appreciated. Jefferson County uses family involvement activities to inform parents about curriculum, lessons and instruction, to provide families with enrichment activities and to share important information about school readiness and child development. Jefferson County partners with Shine Early Learning, the National Center for Family Learning and other early care and education partners to support families.				

# 2017-18 Statewide Consolidated Monitoring Report

## Highlight of Effective Practice No. 3

<b>Programs Addressed</b> <i>(Check all that apply.)</i>	<b>Title I</b>	<b>X</b>	<b>Career and Technical Education</b>	
	<b>Title II</b>		<b>Alternative Programs</b>	<b>X</b>
	<b>EL</b>		<b>Gifted and Talented</b>	
	<b>IDEA</b>		<b>Preschool</b>	
<i>Clearly describe actions and/or practices that the team deems as effective. (Include impact on student achievement.)</i>				
<b>Student Services</b>				
<p>Jefferson County has a large homeless population and works diligently to ensure the needs of students experiencing homelessness are met. The district is dedicated to providing transportation services to homeless students to ensure their educational needs are met. Local institutions for neglected children offer services to support the whole child. For example, at the Boys and Girls Haven facility, students can participate in an equine program to help sharpen their awareness of the horse industry and how this industry promotes economic opportunities in Jefferson County. Home of the Innocents promotes student learning through discovery. The students exhibited enthusiasm to learn and grow academically while a volunteer played guitar. This approach helped students maintain academic focus and alleviated behavioral issues during the discovery process.</p> <p>Most alternative programs provide counseling and other support services such as social workers and supply needed items such as school supplies or clothing for students, medical care, behavior coaches, mentors and assistance through community organizations.</p>				

## Highlight of Effective Practice No. 4

<b>Programs Addressed</b> <i>(Check all that apply.)</i>	<b>Title I</b>		<b>Career and Technical Education</b>	
	<b>Title II</b>		<b>Alternative Programs</b>	
	<b>EL</b>		<b>Gifted and Talented</b>	<b>X</b>
	<b>IDEA</b>		<b>Preschool</b>	
<i>Clearly describe actions and/or practices that the team deems as effective. (Include impact on student achievement.)</i>				
<b>Leadership</b>				
<p>During classroom visits, many teacher leaders were observed. Students who were interviewed also talked about how they could talk to their teachers and administrators about almost any topic. Over the past several years, the gifted and talented (GT) coordinator has worked to improve identification and services for underrepresented populations. With this focus in mind, the GT coordinator applied and was awarded the Javits grant. The Javits grant is the only federal GT grant given to assist the identification and service of under-represented populations.</p>				

## 2017-18 Statewide Consolidated Monitoring Report

### Highlight of Effective Practice No. 5

<b>Programs Addressed</b> <i>(Check all that apply.)</i>	<b>Title I</b>		<b>Career and Technical Education</b>	
	<b>Title II</b>		<b>Alternative Programs</b>	
	<b>EL</b>		<b>Gifted and Talented</b>	<b>X</b>
	<b>IDEA</b>		<b>Preschool</b>	<b>X</b>
<i>Clearly describe actions and/or practices that the team deems as effective. (Include impact on student achievement.)</i>				
<b>Climate and Culture</b>				
<p>The gifted and talented team observed great rapport between students and staff at the schools visited. Students at Youth Performing Arts School (YPAS) stated they could talk to their teachers and counselor about anything and that the staff gave extra time to assist with assignments or to talk with students about concerns and issues.</p> <p>According to interviews and observations, preschool classrooms provide a warm, supportive environment for students. Evidence from the site visit indicates preschool staff are respectful, supportive and responsive to children’s developmental and learning needs. During the visit, all teachers were observed following active supervision procedures.</p>				

# 2017-18 Statewide Consolidated Monitoring Report

## Opportunity for Improvement No. 1

<b>Programs Addressed</b> <i>(Check all that apply.)</i>	<b>Title I</b>	<b>X</b>	<b>Career and Technical Education</b>	
	<b>Title II</b>		<b>Alternative Programs</b>	
	<b>EL</b>		<b>Gifted and Talented</b>	<b>X</b>
	<b>IDEA</b>		<b>Preschool</b>	
<b>Common Issue</b> <i>(Clearly describe issue as it relates to each program.)</i>				
<b>Parent and Family Engagement</b>				
<p>While Jefferson County regularly involves parents and families, a large portion of the district and its schools' parent and family engagement funds were spent on food and beverages. The district needs to be more authentic in the methods in which it engages parents and families – specifically in students' academic lives. District and school spending needs to be consistent with the district's policy on family and community engagement and the funding should be aimed at one of the following strategies: professional development; programs that reach parents at home, in the community and at school; dissemination of best practices, including those that impact the economically disadvantaged; collaborating with community organizations; and/or any other strategies that are appropriate for the LEA's family and community engagement policy.</p> <p>There is much confusion about the Advance and gifted and talented (GT) programs in Jefferson County. During interviews, several parents were unsure if they had received a service plan or progress report because there are forms that go home about both programs. Sometimes this information is about both programs, but other times it is only about the Advance Program.</p>				
<b>Common Solution(s)/Recommendation(s)</b>				
<p>The district should provide more thorough oversight around the expenditures of parent and family engagement funds. Gifted and talented suggested the district consider discontinuing the Advance Program and focus on improving the GT program and identifying underrepresented populations using special considerations to the identification criteria and local norms.</p>				

# 2017-18 Statewide Consolidated Monitoring Report

## Opportunity for Improvement No. 2

<b>Programs Addressed</b> <i>(Check all that apply.)</i>	<b>Title I</b>		<b>Career and Technical Education</b>	
	<b>Title II</b>		<b>Alternative Programs</b>	
	<b>EL</b>		<b>Gifted and Talented</b>	<b>X</b>
	<b>IDEA</b>		<b>Preschool</b>	<b>X</b>
<b>Common Issue</b> <i>(Clearly describe issue as it relates to each program.)</i>				
<b>Student Services</b>				
<p>According to monitoring documentation of gifted and talented (GT) personnel, not all Jefferson County schools have a GT certified teacher who provides services to students. Although there are several teachers employed by either the district or schools, the district must ensure all GT identified students are receiving services for their needs, abilities and interests.</p> <p>According to site observations and interviews, some preschool classrooms in Jefferson County do not provide children with opportunities for process-focused art experiences; instead, students must copy or follow teacher instructions and directions to produce the same craft, resulting in children’s artwork that all looks the same (e.g., hand-print horses, et cetera). Process-focused art activities are more open-ended, encouraging children to explore, predict, plan and problem-solve.</p>				
<b>Common Solution(s)/Recommendation(s)</b>				
<p>It is recommended the district evaluate which schools and students are not receiving gifted and talented services and then determine if more personnel are needed to provide services to ensure all students are receiving services.</p> <p>Preschool suggested that Jefferson County may consider providing additional guidance, professional learning and support to preschool staff with planning and implementing developmentally appropriate art activities in the classroom.</p>				

# 2017-18 Statewide Consolidated Monitoring Report

## Opportunity for Improvement No. 3

<b>Programs Addressed</b> <i>(Check all that apply.)</i>	<b>Title I</b>	<b>X</b>	<b>Career and Technical Education</b>	
	<b>Title II</b>	<b>X</b>	<b>Alternative Programs</b>	
	<b>EL</b>		<b>Gifted and Talented</b>	<b>X</b>
	<b>IDEA</b>		<b>Preschool</b>	
<b>Common Issue</b> <i>(Clearly describe issue as it relates to each program.)</i>				
<b>Finance</b>				
<p>MUNIS must match the approved GMAP application as it relates to the school allocations, private school allocations, parent and family engagement and the district’s reservations. Jefferson County must ensure accurate accounting procedures by aligning the approved expenditures with the financial software program. In some cases the private schools have been reimbursed directly, and this is not allowable.</p> <p>Gifted and talented regulations state that 75 percent of the grant must be used to employ GT certified personnel. Jefferson County has employed two teachers who provide direct instructional services for GT students. However, not all GT students are receiving GT direct instructional services.</p>				
<b>Common Solution(s)/Recommendation(s)</b>				
<p>The KDE Title I team recommends increased transparency with regard to the methodology and process for allocating funds to private schools (specifically the Archdiocese of Louisville). Likewise, this methodology should be communicated to the Archdiocese schools, ensuring that the schools have an understanding of the allocation process, including but not limited to how students are selected for services and how needs are determined. The district should implement a process to regularly align GMAP to MUNIS, ensuring all programmatic requirements are followed. It is suggested the district review which students and schools have GT services to determine if more GT personnel are needed.</p>				

# 2017-18 Statewide Consolidated Monitoring Report

## Opportunity for Improvement No. 4

<b>Programs Addressed</b> <i>(Check all that apply.)</i>	<b>Title I</b>		<b>Career and Technical Education</b>	
	<b>Title II</b>	<b>X</b>	<b>Alternative Programs</b>	<b>X</b>
	<b>EL</b>		<b>Gifted and Talented</b>	<b>X</b>
	<b>IDEA</b>		<b>Preschool</b>	<b>X</b>
<b>Common Issue</b> <i>(Clearly describe issue as it relates to each program.)</i>				
<b>Policies and Procedures</b>				
<p>The district had a process that allowed program areas to apply for the use of the Title II, Part A funds to support a variety of activities. However, much of spending during the 2016-17 school year did not align with identified needs of the district as outlined in the CDIP. During the 2017-18 school year, the district has developed a new process for allocation of funds that is more strategic and aligns the use of funds with the newly developed district vision. This process also includes ways to evaluate the impact of these initiatives on teaching and learning.</p> <p>The district had uploaded preschool policies and procedures. However, there were no procedures for the exceptions to identification criteria. According to interviews and a review of Infinite Campus (IC) data in district edition, some students receive “exclusion” notices from Jefferson County, stating that if a medical/vision/immunization form “is not provided to the school on or before the listed date, your child WILL BE EXCLUDED from JCPS. In addition, Child Protective Services (CPS) will be notified for possible educational and/or medical neglect.”</p> <p>Low attendance rates were a concern at numerous alternative programs in the district, in some cases as low as 54 percent. One residential program had an attendance rate of 88.7 percent, even with the students living on site.</p> <p>Several programs were found to be reporting behavior events incorrectly in IC, particularly in-school and out-of-school removals. Some programs did not appear to be providing students with a six-hour instructional day as required by KRS 158.060. At the time of our visit, the master bell schedule posted at these programs did not reflect a full six hours of instruction.</p>				
<b>Common Solution(s)/Recommendation(s)</b>				
<p>The district should ensure that the new process is implemented with fidelity and that initiatives funded through Title II, Part A are evaluated annually for effectiveness.</p> <p>Gifted and talented suggested the district create a procedure and train staff regarding expectations for identification criteria. Consider ways to improve students’ attendance. KDE’s chronic absence report may be a useful resource. Another useful tool may be a new custom IC report for transient students. Alternative programs suggested that Jefferson County ensure that all program behavior data is reported in IC. Consult the KDE Behavior Data Standards for assistance on how to enter behavior data and access training information. Administrators at these programs should work with teachers to increase the instructional time to meet state mandated requirements. While school districts may implement student information and data collection policies exceeding state and federal requirements, such policies cannot be used to</p>				

## 2017-18 Statewide Consolidated Monitoring Report

deny preschool students with disabilities a free and public education under the Individuals with Disabilities Education Act. Also, these policies cannot be used to deny homeless children access to preschool services under the McKinney-Vento Act. KDE recommends Jefferson County carefully review and revise its policies.

### Opportunity for Improvement No. 5

<b>Programs Addressed</b> <i>(Check all that apply.)</i>	<b>Title I</b>		<b>Career and Technical Education</b>	
	<b>Title II</b>		<b>Alternative Programs</b>	
	<b>EL</b>		<b>Gifted and Talented</b>	<b>X</b>
	<b>IDEA</b>		<b>Preschool</b>	<b>X</b>
<b>Common Issue</b> <i>(Clearly describe issue as it relates to each program.)</i>				
<b>Professional Development</b>				
<p>Jefferson County was placed on a Head Start corrective action plan in 2017-18. According to site observations, documents and interviews during the KDE consolidated monitoring visit, the district is making progress addressing system-level concerns through intensive professional development, targeted coaching and local monitoring practices. District-generated snapshot information indicates significant midyear improvements in active supervision practices.</p> <p>The district staff is offered many opportunities regarding gifted and talented professional development. However, many staff members are not aware of the special considerations to identification. It was suggested training be offered in this area.</p>				
<b>Common Solution(s)/Recommendation(s)</b>				
<p>KDE encourages Jefferson County to continue implementing effective, research-based professional learning opportunities and coaching and mentoring practices to address the health and safety of children, as well as evaluate the effectiveness of these new practices to ensure continuous improvement. The district should ensure that opportunities for professional development are widely advertised.</p>				

# 2017-18 Statewide Consolidated Monitoring Report

## Opportunity for Improvement No. 6

<b>Programs Addressed</b> <i>(Check all that apply.)</i>	<b>Title I</b>	<b>X</b>	<b>Career and Technical Education</b>	
	<b>Title II</b>	<b>X</b>	<b>Alternative Programs</b>	<b>X</b>
	<b>EL</b>		<b>Gifted and Talented</b>	<b>X</b>
	<b>IDEA</b>		<b>Preschool</b>	
<b>Common Issue</b> <i>(Clearly describe issue as it relates to each program.)</i>				
<b>Communication</b>				
<p>The district must streamline its internal collaboration and communication efforts by engaging regularly with other programs outside of Title I, Part A who have working knowledge of the needs of homeless students and/or English learners and how Title I, Part A could assist in their academic endeavors. Likewise, the district’s foster care point of contact should maintain documentation of collaboration with the local child welfare agency, signifying an ongoing relationship and open line of communication. This ensures that the needs of foster children and youth are met, including but not limited to the following: the opportunity to remain at the school of origin (when it is in the child’s best interest), the process for resolving disputes, how transportation will be provided and arranged and how excess transportation costs will be funded for the duration of a child’s time in foster care.</p> <p>There is limited communication and input regarding how Title II, Part A funds are used for professional learning. The Title II, Part A coordinator has limited communication with shareholders regarding the use of funds. Therefore, there is limited knowledge of whether funds are used effectively and whether services provided are allowable.</p> <p>Parents interviewed were confused regarding the Advance and gifted and talented (GT) programs. Some students interviewed did not know they had been identified as GT and said if they had known, they would have asked more about the services offered. Parents were unsure if they had received plans and progress reports for the GT program.</p> <p>In many cases, there seemed to be a lack of communication between the district and its alternative programs. Our team observed one instance in which a small, dark room in a program’s basement was being used for in-school suspension. Interviews indicated that the basement room was a transition space for students until the district made a decision on their final alternative placement. However, the district’s student relations director said the district office does not send students to this particular alternative program for in-school suspension and said she was unaware of any space being used for the reasons listed above.</p>				
<b>Common Solution(s)/Recommendation(s)</b>				
<p>KDE recommends Jefferson County actively engage its shareholders in an open line of communication with regard to policies and practices. Gifted and talented suggests that the district discontinue the Advance Program and become more familiar with the special considerations for identification, since that is one of reasons why the Advance Program exists.</p> <p>The district may want to consider having federal funds as a standing agenda item at meetings with district leadership, school leadership (school-based decision making councils) and school</p>				

## 2017-18 Statewide Consolidated Monitoring Report

staff. This will allow for more transparency regarding the use of federal funds and how they are benefitting overall educator effectiveness and improved student outcomes.

Alternative programs suggest that student relations ensure that no student is placed in any district alternative program without district office involvement.

# 2017-18 Statewide Consolidated Monitoring Report

## Opportunity for Improvement No. 7

<b>Programs Addressed</b> <i>(Check all that apply.)</i>	<b>Title I</b>		<b>Career and Technical Education</b>	
	<b>Title II</b>		<b>Alternative Programs</b>	<b>X</b>
	<b>EL</b>		<b>Gifted and Talented</b>	<b>X</b>
	<b>IDEA</b>		<b>Preschool</b>	
<b>Common Issue</b> <i>(Clearly describe issue as it relates to each program.)</i>				
<b>Student Plan</b>				
<p>All Gifted and talented (GT) folders that were reviewed had student plans. However, parents interviewed were unsure whether they had received a plan and, as stated previously, were unsure if the plan was for GT or the Advance Program. Parents requested teachers review the plans at conferences or other meetings.</p> <p>ILPA (individual learning plan addendum) completion was inconsistent across the programs visited.</p>				
<b>Common Solution(s)/Recommendation(s)</b>				
<p>Gifted and talented suggests parents and students are aware of the GT program through more widespread communication. Alternative programs suggests that Jefferson County ensure that each student entering and exiting district alternative programs has a completed ILPA and that students are included as part of the ILPA process.</p>				

## Final Overview

<p><i>Clearly describe the following for the identified program(s):</i></p> <ul style="list-style-type: none"> <li>• <i>How programs are effectively working collaboratively to better serve students;</i></li> <li>• <i>Suggestions for adjustments that could help programs begin or improve their collaborative efforts; and</i></li> <li>• <i>Suggestions for how each program can further help with student success and closing gaps.</i></li> </ul>
<p>The Jefferson County school district is a large district working diligently to overcome challenges presented due to its size. As with any large district, there are many programmatic components to manage in order to reach full compliance and ensure a culture of continuous improvement. Jefferson County is dedicated to provide support to student services ensuring that the needs of students are met.</p>