

**Matthew G. Bevin**  
Governor



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

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

## **KENTUCKY DEPARTMENT OF EDUCATION**

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September 25, 2019

James Neihof, Superintendent  
Shelby County School District  
1155 W. Main St.  
Shelbyville, KY 40065

Dear Superintendent Neihof:

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 2018-19 school year, the Kentucky Department of Education (KDE) conducted monitoring in the 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
- Title III, Part A-English Learners
- Title V
- 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.

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 Jennifer Akin at (502) 564-3791, extension 4014, or via email at [jennifer.akin@education.ky.gov](mailto:jennifer.akin@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/TR/JA/th

Attachment: Consolidated Monitoring Report for Shelby County Public Schools

# 2018-2019 Statewide Consolidated Monitoring Report

<b>District:</b>	Shelby County Schools	
<b>Date(s) of Visit:</b>	March 12-14, 2019	
<b>Team Leads:</b> <i>(List primary person on this visit for each program.)</i>		
<i>Title I and Title V – Jennifer Akin</i>	<i>Preschool – N/A</i>	
<i>Title II – Kathy Collins</i>	<i>Career and Technical Education – Scott U’Sellis</i>	
<i>Alternative Programs – Donna Montgomery</i>	<i>Gifted And Talented – Kathie Anderson</i>	
<i>Title III-English Learners (ELs) – Jessica Sanderson</i>	<i>IDEA – Alisa Zimmerman</i>	

## Highlight of Effective Practice 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>X</b>
	<b>EL</b>		<b>Gifted and Talented</b>	<b>X</b>
	<b>IDEA</b>	<b>X</b>	<b>Preschool</b>	
<i>Clearly describe actions and/or practices that the team deems as effective. (Include impact on student achievement.)</i>				
<b><u>Community</u></b>				
<p>Title I evidence demonstrated a strong sense of community in Shelby County. The district involves multiple stakeholders in the education of their students. This is demonstrated by the parent and family engagement events held throughout the county. Business partners and community organizations partner with the district and schools in many capacities. The alternative program at Ascension Alternative Academy encourages its students to participate in internship opportunities in local elementary schools and a variety of local businesses. Staff interviews indicated that these internships have been a positive experience for students and that the elementary schools and businesses are pleased with the arrangement. The gifted and talented (GT) program students have been involved in job shadowing and mentoring. Community members also volunteer their time to help with showcase nights and identification of GT students in the visual and performing arts. The IDEA team observed evidence of schoolwide Tier 1 (universal) supports in all schools. Many of the approaches used were innovative and garnered support from students, parents and the school staff.</p>				

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## Highlight of Effective Practice No. 2

<b>Programs Addressed</b> <i>(Check all that apply.)</i>	<b>Title I</b>		<b>Career and Technical Education</b>	<b>X</b>
	<b>Title II</b>		<b>Alternative Programs</b>	<b>X</b>
	<b>EL</b>	<b>X</b>	<b>Gifted and Talented</b>	<b>X</b>
	<b>IDEA</b>	<b>X</b>	<b>Preschool</b>	
<i>Clearly describe actions and/or practices that the team deems as effective. (Include impact on student achievement.)</i>				
<p><b>Student Services</b></p> <p>The district English learners (EL) program goes above and beyond in providing the necessary, sufficiently trained and well-prepared staff to support the language assistance programs for EL students by providing an EL teacher in each school along with an additional supplementary program coordinator that travels between schools to oversee student services. The district provides a variety of EL professional learning opportunities to all staff members, not just those working directly with ELs. The Career and technical education program found that all career pathways meet the guidelines outlined by the Office of Career and Technical Education and Student Transition. In the district gifted and talented (GT) program, all student folders contained Gifted Student Service Plans with appropriate services reported. The district is commended for supplementing the GT state grant in order to have a GT teacher who serves students at each school in the district. The district alternative program provides a full-time mental health therapist and counselor to support students enrolled. The overarching strength observed by the IDEA team during the visit was related to the district’s strong emphasis on collecting and analyzing data to drive improved results for students with disabilities in the district, particularly those with the most challenging mental health and behavioral needs.</p>				

# 2018-2019 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>Career and Technical Education</b>	
	<b>Title II</b>	<b>X</b>	<b>Alternative Programs</b>	<b>X</b>
	<b>EL</b>	<b>X</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><u>Professional Development</u></b>				
<p>The district Title II program leads a new teacher boot camp each year. The boot camp provides professional learning opportunities to teachers new to the profession, as well as experienced teachers new to the district. The district provides a variety of English learners (EL)-specific professional learning opportunities to all staff members, not just those who work directly with the district's EL program. The district alternative program offers a wide variety of professional development opportunities for alternative education staff members that are specifically geared toward their needs in alternative programs. Staff members engage in a formal review of student academic, behavioral and social progress.</p>				

## Opportunity for Improvement No. 1

<b>Programs Addressed</b> <i>(Check all that apply.)</i>	<b>Title I</b>		<b>Career and Technical Education</b>	<b>X</b>
	<b>Title II</b>		<b>Alternative Programs</b>	<b>X</b>
	<b>EL</b>		<b>Gifted and Talented</b>	
	<b>IDEA</b>	<b>X</b>	<b>Preschool</b>	
<b><u>Common Issue</u></b> <i>(Clearly describe issue as it relates to each program.)</i>				
<b><u>Policies and Procedures</u></b>				
<p>The Shelby County career and technical education (CTE) program has advisory committees that are out of compliance. Perkins IV legislation requires that each program area have an advisory committee. Each program area needs to have an advisory committee with at least one student, parent, teacher, administrator and business and industry representative. Three of the four alternative programs in the district are not currently set up as such in Infinite Campus (IC). At the time of the consolidated monitoring visit, Big Picture Learning Academy, Cultivate Academ, and Inspire Academy were not currently set up as alternative programs in IC. Because these programs were not set up in IC, data pulled on Jan. 9, 2019, indicated that none of the students enrolled as of that date had an active Individual Learning Plan Addendum, and no behavior data was reported for these programs in IC for the 2018-2019 school year. The IDEA team recognizes the district provides excellent support for collecting and analyzing data: however, there are a few areas that should be targeted for improvement. There is a wide discrepancy related to the</p>				

## 2018-2019 Statewide Consolidated Monitoring Report

reporting of discipline data in IC), the statewide student information system, between the district's elementary schools compared to the middle and high schools.

The monitoring team noted a few instances in which discipline data entered was either inaccurate or was reported in a manner that would not have been included in state-level data. Several student Individual Education Programs did not utilize available data for the development of meaningful Present Levels of Academic Achievement and Functional Performance statements (hereafter referred to as present levels statements) to drive the development of strong annual goals and specially designed instruction.

### **Common Solution(s)/Recommendation(s)**

To comply with Perkins IV legislation, it is required that each CTE program area form an advisory committee with proper representation and properly document advisory meetings on at least a semiannual basis. Because each alternative program in the district is unique, it is recommended that each be identified in IC as an off-site alternative program. Being an off-site program would require the programs to apply for their own school number. Having a separate school number would give the program the ability to view data through the School Report Card and IC. The district should consult the KDE data standards and/or contact Windy Newton at (502) 564-5130, ext. 4063, or Sherri Clusky at (502) 564-4772, ext. 4040, to discuss these options and learn how to set up the program in IC. Ensure that all program behavior data is reported in IC. Consult the Behavior Data Standards for assistance on how to enter behavior data and to access training information, or contact Victoria Fields at (502) 564-4772 ext. 4015., for assistance. Per the updated guidance on 704 KAR 19:002 issued by KDE in October 2018, the ILPA is required for students in all alternative education programs. Once the programs are set up in IC, ensure that each student entering and exiting the program who does not have an IEP has a completed ILPA and that students are included as part of the ILPA process. The programs also should be sure to lock the ILPA from the documents tab in IC. The ILPA must be locked for student records to transfer, for syncing of data and for reporting purposes.

# 2018-2019 Statewide Consolidated Monitoring Report

## Final Overview

*Clearly describe the following for the identified program(s):*

- *How programs are effectively working collaboratively to better serve students;*
- *Suggestions for adjustments that could help programs begin or improve their collaborative efforts; and*
- *Suggestions for how each program can further help with student success and closing gaps.*

Shelby County features district and school leadership working strategically to serve the needs of all learners. As with any district, there are many programmatic components to manage in order to reach full compliance and ensure a culture of continuous improvement. While there are many positives observed in current Shelby County processes and practices, consistent evaluation of programs is recommended. Each program should have a point of contact, a formal system of documentation and milestones for implementation and development.