

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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May 13, 2019

James Flynn, Superintendent
Simpson County Public Schools
430 S. College Street
Franklin, KY 42135

Dear Superintendent Flynn:

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 Simpson 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
- Title V, Part B
- Gifted and Talented
- Individuals with Disabilities Education Act (IDEA)
- Career and Technical Education (CTE)
- Alternative Programs
- Preschool

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.

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. 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 serve our children.

Sincerely,

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

KF/TR/JA/vb

Attachment: Consolidated Monitoring Report for Simpson County Public Schools

2018-2019 Statewide Consolidated Monitoring Report

District:	Simpson County
Date(s) of Visit:	February 12-14 , 2019
Team Leads: <i>(List primary person on this visit for each program.)</i>	
<i>Title I and Title V – Monica Shack</i>	<i>Preschool – Malaika Williams</i>
<i>Title II – Kathy Collins</i>	<i>Career and Technical Education – Karla Tipton</i>
<i>Alternative Programs – Donna Montgomery</i>	<i>Gifted And Talented – Kathie Anderson</i>
<i>English Learners (EL) – Erin Sudduth</i>	<i>IDEA –Tania Sharp</i>

Highlight of Effective Practice No. 1

Programs Addressed <i>(Check all that apply.)</i>	Title I	X	Career and Technical Education	
	Title II		Alternative Programs	X
	EL	X	Gifted and Talented	X
	IDEA		Preschool	X
<i>Clearly describe actions and/or practices that the team deems as effective (include impact on student achievement).</i>				
<p><u>Effective Relationships/ Community Partnerships</u></p> <p>During the Consolidated Monitoring visit at Simpson County School District, it was noted that the district has established effective partnerships within the community. These community partnerships include Southcentral Kentucky Community and Technical College, Western Kentucky University, the Confucius Center and the University of Kentucky Extension 4-H Office. The LIONS Club (Kid Sight) represents yet another community partnership. Addressing the optical needs of children, the LIONS Club provides free vision screening to preschool and school age children. Meanwhile, the district works closely with the local literacy center to provide services to the families of English learners. Often the families go to the literacy center first, which allows the center to notify the district of any needs the family will have when enrolling their children in school. The literacy center also participates in parent nights to make parents aware of the services they provide, such as English classes. The district is dedicated to ensuring student success by developing meaningful relationships in the community. There appear to be supportive relationships between the students, community stakeholders and the Simpson County staff members.</p>				

2018-2019 Statewide Consolidated Monitoring Report

Highlight of Effective Practice No. 2

Programs Addressed <i>(Check all that apply.)</i>	Title I		Career and Technical Education	
	Title II		Alternative Programs	
	EL	X	Gifted and Talented	
	IDEA	X	Preschool	
<i>Clearly describe actions and/or practices that the team deems as effective (include impact on student achievement).</i>				
<u>Leadership Teaming</u> The administrative staff and teacher relationships appeared mutually respectful and productive. The district maintains a district-level PBIS team that meets monthly with schools to review data to inform decision making and actions needed. Also, the district regularly examines the Title III/EL (English Learner) program for effectiveness and is committed to making the changes necessary to improve the services provided to ELs and their families. The staff is focused on meeting individual student needs to ensure all students are instructionally ready for the next academic level.				

Opportunity for Improvement No. 1

Programs Addressed <i>(Check all that apply.)</i>	Title I	X	Career and Technical Education	
	Title II	X	Alternative Programs	
	EL		Gifted and Talented	
	IDEA		Preschool	
Common Issue <i>(Clearly describe issue as it relates to each program.)</i>				
<u>Personnel Activity Reports (PARs)</u> The district must maintain appropriate time and effort documentation for all employees paid with federal funds. Payroll records do not effectively document the staff at the district and school levels paid completely or partially from federal funds. District personnel whose entire salary is paid from one federal funding source must certify, on a semiannual basis (twice a year), that they worked solely on that program for the period covered. Employees paid partially with federal funds must sign Personnel Activity Reports (PARs) indicating the time they spent working on an actual activity including the percentage for the total activity for which the employee was compensated on a monthly basis.				
Common Solution(s)/Recommendation(s)				
The district must ensure the accurate documentation of any staff fully or partially paid from federal funds. Uniform Grant Guidance Section 200.430 defines the standards for documenting employees' time and effort, including the requirements for PARs. PARs must be at minimum: <ul style="list-style-type: none"> • Reflect an after-the-fact distribution of the actual activity of the employee; 				

- Account for the total activity for which each employee is compensated;
- Be prepared at least monthly and coincide with one or more pay periods; and
- Signed by the employee.
- KDE requires a supervisor's signature (who has first-hand knowledge of the work performed)

Documentation must include a clear list and count of staff and updated GMAP (Grant Management Application and Planning System) applications so the headcounts in the budget descriptions match GMAP and updated detailed MUNIS reports.

The certification must indicate the period covered by the certification and must be signed by the employee and the supervisor who has first-hand knowledge of the work performed.

The district should develop a single time and effort certification that can be used with all federal programs, ensuring consistency. Also, the district should develop standard practices for collecting supporting documentation from staff, which may include schedules or calendars to justify the certifications.

Opportunity for Improvement No. 2

Programs Addressed <i>(Check all that apply.)</i>	Title I	X	Career and Technical Education	
	Title II	X	Alternative Programs	
	EL		Gifted and Talented	
	IDEA		Preschool	
Common Issue <i>(Clearly describe issue as it relates to each program.)</i>				
<u>Fiscal Management Procedures</u> The district lacks the effective fiscal management procedures to ensure federal, state and local funds are monitored appropriately. The district should ensure proposed expenses are allowable based on the financial requirements of each program. The district lacks the documentation showing processes for the implementation of allowability procedures. The district must develop and use standard allowability procedures. The district must evaluate and indicate if the purchases are reasonable, allocable and necessary. Several purchases were deemed not allowable by several programs. Also, the district spends from codes that were not budgeted in GMAP. The district should ensure funds are expended and obligated within the budget year that they are allocated.				
Common Solution(s)/Recommendation(s)				
The district should work to improve processes and procedures for using funds effectively. <ul style="list-style-type: none"> - The district must justify its GMAP applications and ensure MUNIS budgets are aligned for both fiscal years. The district should develop processes to justify GMAP and MUNIS, which should occur at least quarterly and with collaboration between finance and program staff. - The district must ensure all purchases are reasonable, allocable and necessary according to the requirements of each program. The district should develop standard practices for evaluating the allowability of costs and should communicate those to appropriate school and district staff. 				

2018-2019 Statewide Consolidated Monitoring Report

Opportunity for Improvement No. 3

Programs Addressed <i>(Check all that apply.)</i>	Title I		Career and Technical Education	
	Title II		Alternative Programs	X
	EL		Gifted and Talented	
	IDEA	X	Preschool	X
Common Issue <i>(Clearly describe issue as it relates to each program.)</i>				
<u>Student Placements</u> During the course of the monitoring visit conducted by IDEA, alternative program and preschool staff concerns arose related to the unilateral placement of students with disabilities. As it relates to IDEA and the alternative program, placement reflects restrictive settings, particularly the district’s alternative program. These placements often occur outside of the Admission and Release Committee (ARC) structure required by the IDEA. Preschool placements indicate the majority of students are receiving related service instruction in the resource classroom setting with the same level of intensity, frequency and duration.				
Common Solution(s)/Recommendation(s)				
The expectation is that school districts ensure special education services meet the unique needs of students; and no single model of service is appropriate for all students. Service delivery should be a dynamic process that includes opportunities for generalization of skills in the classroom. The Kentucky Department of Education recommends that Simpson County review its IEP processes to ensure Admissions and Release Committees (ARCs) are making decisions that are consistent with Least Restrictive Environment (LRE) requirements when considering the range of service delivery options available.				

Opportunity for Improvement No. 4

Programs Addressed <i>(Check all that apply.)</i>	Title I		Career and Technical Education	
	Title II		Alternative Programs	X
	EL		Gifted and Talented	
	IDEA	X	Preschool	
Common Issue <i>(Clearly describe issue as it relates to each program.)</i>				
<u>Curriculum and Coursework Issues</u> Classroom observations, evidence and interviews indicated that the alternative program’s curriculum consists of the use of Edgenuity online learning for the entire instructional day, with the exception of one physical education class. Other learning practices and resources such as textbooks, project based learning, direct instruction, etc. appear to be absent for students in the alternative program. Students in the alternative program do not have equitable access to district resources – including textbooks and other educational resources, technology and participation in extracurricular activities – when eligible, as they should per 704 KAR 19:002. According to 2018				

TELL survey data, 40% of Franklin-Simpson High School-West Campus teachers reported insufficient access to library and media facilities.

Common Solution(s)/Recommendation(s)

It is strongly recommended that the alternative program increase curriculum and instructional supports that fully facilitate personalized learning and provide high impact teaching and engagement strategies and content. Consider both blended learning and an interdisciplinary approach through which one theme is covered across all content areas. Project based learning would also increase student engagement with content, as well as the likelihood of students learning social skills. These suggestions would support students who struggle to learn solely through computer based instruction and would likely increase their chances of success upon returning to a traditional regular school environment. The inclusion of other district teaching specialists on a rotating or guest teacher basis in areas of student interest would be beneficial as well. The alternative program should ensure that students have equitable access to district resources, including textbooks and other educational resources, technology, library and media facilities, and participation in extracurricular activities when eligible. Also, the opportunities for improvement in this area are addressed through the 2018-2019 IDEA Consolidated Monitoring Report, dated March 15, 2019.

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.*

Overall, the district is focused on students' achievement. The Consolidated Monitoring Teams' visit to Simpson County schools revealed several areas of strength, along with identified areas of growth. By addressing the identified opportunities for improvement, corrective actions plans and individual report recommendations, the district can improve outcomes for students.