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Governor



Lt. Gov. Jacqueline Coleman
Secretary
Education and Workforce
Development Cabinet

Kevin C. Brown
Interim Commissioner of Education

KENTUCKY DEPARTMENT OF EDUCATION
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April 28, 2020

Jon Ballard, Superintendent
Elizabethtown Independent School District
219 Helm St.
Elizabethtown, KY 42701

Dear Superintendent Ballard:

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 2019-20 school year, the Kentucky Department of Education (KDE) conducted monitoring in the Elizabethtown Independent 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 I, Part D
- Title II, Part A
- Title III/English Learners
- Title IV, Part A
- 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 Brenda Considine at (502) 564-3791, extension 4045, or via email at brenda.considine@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/BC/vb

Attachment: Consolidated Monitoring Report for Elizabethtown Independent Public Schools

2019-2020 Statewide Consolidated Monitoring Report

District:	Elizabethtown Independent Schools	
Date(s) of Visit:	Jan. 21-23, 2020	
Team Leads: <i>(List primary person on this visit for each program.)</i>		
<i>Title I, Part A – David Millanti</i>	<i>Title IV, Part A – Lalah Brewer</i>	
<i>Title I, Part D – Monica Shack</i>	<i>Preschool – Kathie Anderson</i>	
<i>Title II, Part A – Sean Murphy</i>	<i>Career and Technical Education – Karla Tipton</i>	
<i>Alternative Programs – Donna Montgomery</i>	<i>IDEA – Tania Sharp</i>	
<i>Title III/English Learners (EL) – Erin Sudduth</i>		

Highlight of Effective Practice No. 1

Programs Addressed <i>(Check all that apply.)</i>	Title I, Part A	X	IDEA	
	Title I, Part D		Career and Technical Education Alternative Programs	
	Title II, Part A			
	Title III/English Learners	X	Preschool	X
	Title IV, Part A	X		

Community

Elizabethtown Independent and the community work together to support students and provide a strong educational environment for all students. Monitoring teams commended the district’s ongoing relationship with the Equity Focus Group. This group includes community stakeholders, school and district staff members, parents and other partners who engage on issues in the district.

Further evidence of positive relationships with the community included the participation of students from Valley View Education Center in a homeless outreach program at a local church one night per week. Representatives of community groups and other organizations such as first responders, health department staff members and motivational speakers are regularly invited to the program throughout the school year. Valley School, a neglected institution, is doing an excellent job of incorporating a variety of guest speakers and implementing community involvement.

2019-2020 Statewide Consolidated Monitoring Report

Highlight of Effective Practice No. 2

Programs Addressed <i>(Check all that apply.)</i>	Title I, Part A		IDEA	X
	Title I, Part D		Career and Technical Education	
	Title II, Part A		Alternative Programs	
	Title III/English Learners		Gifted and Talented	
	Title IV, Part A		Preschool	X
<p><u>Parent and Family Engagement</u></p> <p>The district has a parent handbook that outlines the philosophy, policies and procedures of the preschool program, and invites parents to participate in the program. The preschool program hosts several monthly family events such as Spirit Night and STEM Night. Each preschool program must conduct two home visits, usually in the fall and spring each year.</p> <p>The IDEA monitoring team noted the district used proactive approaches to addressing behaviors as they occurred. The district response including making changes to support the students and limit the number of removals of students with disabilities.</p>				

2019-2020 Statewide Consolidated Monitoring Report

Highlight of Effective Practice No. 3

Programs Addressed <i>(Check all that apply.)</i>	Title I, Part A	X	IDEA	
	Title I, Part D		Career and Technical Education	
	Title II, Part A		Alternative Programs	X
	Title III/English Learners		Preschool	X
	Title IV, Part A			
<p><u>Communication</u></p> <p>While one program (Title IV-A) found that communication with school principals and counselors about the requirements of the program and how funds are being spent could be improved, two other monitoring teams identified communication as a strength of the district. The preschool monitoring team reported Panther Academy uses several methods for two-way communication, including the Bloomz app. Newsletters and home visits are also part of communication.</p> <p>Interviews indicated that student success is central to the alternative education program’s vision and mission. The mission statement is visible throughout the alternative education program and is included in the handbook. The mission is reinforced through bulletin boards displaying student success in academics and other areas.</p>				

2019-2020 Statewide Consolidated Monitoring Report

Highlight of Effective Practice No. 4

Programs Addressed <i>(Check all that apply.)</i>	Title I, Part A		IDEA	X
	Title I, Part D	X	Career and Technical Education	
	Title II, Part A		Alternative Programs	X
	Title III/English Learners	X	Preschool	X
	Title IV, Part A			

Student Services

Four program monitoring teams agreed that one of the district’s strengths lies in the effectiveness of the student services provided. First, the district regularly and systematically meets to discuss and examine behavioral issues at the district, school and teacher level to improve student outcomes. The district English learner (EL)/Title III program effectively evaluates the program and makes improvements as needed to better serve English learners. The EL coordinator and staff are receptive to recommendations and ways to improve their program.

Program leaders and staff at Glen Dale Center and Valley School have a process in place to regularly evaluate the quality of program culture and the ways expectations are developed and shared among program constituents with a focus on making adjustments to support all students.

A review of two preschool student due process folders showed services met the students’ needs related to their disabilities. Services were provided not only by the resource teacher, but also by the interdisciplinary early childhood education-certified lead classroom teacher. During classroom observations, the preschool monitoring team noted all students were engaged in classroom activities and curriculum.

Interviews confirmed the residential counseling staff members collaborate with Valley View Education Center’s staff to facilitate referrals to community agencies and support services for basic and mental health needs, including ensuring services are accessible. Communicare, a community mental health center, and the Glen Dale Center residential facility provide counseling services for Valley View students. Counseling is required for students enrolled in the behavioral health program, but is recommended and available to all students in the program.

2019-2020 Statewide Consolidated Monitoring Report

Highlight of Effective Practice No. 5

Programs Addressed <i>(Check all that apply.)</i>	Title I, Part A	X	IDEA	
	Title I, Part D		Career and Technical Education	
	Title II, Part A	X	Alternative Programs	
	Title III/English Learners		Preschool	X
	Title IV, Part A			
<p><u>Finance</u></p> <p>Although the Title IV, Part A monitoring team found issues with spending that was not aligned to the program application in GMAP, three monitoring teams agreed that finance is an overall strength in the district. For example, the finance officer has regular meetings with Title I, Part A school principals to discuss budgets and provide guidance on understanding programmatic fiscal responsibilities. The district’s Title II, Part A program coordinator works closely with the finance officer to ensure funds are properly budgeted, spent and reported using the appropriate MUNIS codes. The preschool monitoring team observed that preschool funds were spent appropriately.</p>				

2019-2020 Statewide Consolidated Monitoring Report

Highlight of Effective Practice No. 6

Programs Addressed <i>(Check all that apply.)</i>	Title I, Part A		IDEA	X
	Title I, Part D		Career and Technical Education	
	Title II, Part A		Alternative Programs	X
	Title III/English Learners	X	Preschool	
	Title IV, Part A			

Policies and Procedures

Monitoring teams found the district has documented clear, consistent policies and procedures. For example, the district has an excellent Lau plan. This English learners (EL) plan is reviewed and revised in an ongoing manner. The plan is clear and provides sufficient details to explain the policies and procedures in the district’s EL program.

The preschool monitoring team reported some issues with the reporting and district-level review of behavior data. However, the team also acknowledged the district has made efforts to regularly and systematically discuss and examine behavioral issues at the district, school and teacher levels to improve student outcomes.

The alternative education monitoring team found formal entry and exit transition processes are in place that students understand. Information also is included in the program handbook. Before entry, students and parents sign the program handbook, complete an orientation and attend an open house to meet the staff. Upon exit, a transition meeting is held prior to students returning to their home school.

2019-2020 Statewide Consolidated Monitoring Report

Opportunity for Improvement No. 1

Programs Addressed <i>(Check all that apply.)</i>	Title I, Part A	X	IDEA	
	Title I, Part D	X	Career and Technical Education	
	Title II, Part A		Alternative Programs	X
	Title III/English Learners		Preschool	
	Title IV, Part A			
Common Issue				
<p>Professional Development</p> <p>The preschool monitoring team identified professional development (PD) as a strength in the preschool program, as lead teachers and instructional assistants participated in the required amount of PD. Preschool PD topics included trauma-informed care and culturally responsive teaching. However, the Title I and alternative education monitoring teams designated professional development as an area for improvement. First, paraprofessionals are not involved in regular professional development to help improve their classroom skills. There are various opportunities for certified staff members but very few for classified staff members.</p> <p>Alternative education and Title I, Part D monitoring teams found professional development is a need. They noted the curriculum at the alternative education program and the neglected and delinquent facilities in the district primarily consist of online learning. Interviews with alternative education staff members showed that they feel unsure of how to incorporate small group activities and direct instruction with the online classes, and interviews with students revealed there is little to no direct instruction. Interviews with students and staff members at the neglected and delinquent facilities revealed that small group learning and interactive learning seldom occur.</p>				
Common Solution(s)/Recommendation(s)				
<p>The KDE monitoring teams recommend the district include classified staff such as paraprofessionals in PD opportunities. Also, the district should consider using both blended learning and an interdisciplinary approach in the alternative education program and neglected facility. In an interdisciplinary approach, one theme is covered across all content areas. Professional development in these types of instructional approaches would benefit paraprofessionals as well. Further, the district should implement a collaborative approach between Valley School teachers and Glen Dale Center therapists to focus more on the needs of each student holistically.</p> <p>Interviews revealed the need for and student interest in incorporating project-based learning and more co-op opportunities. The inclusion of other district teaching specialists on a rotating or guest teacher basis in areas of student interest and need also would be beneficial. Finally, the KDE monitoring teams recommend the district consider collaborating with Elizabethtown Community and Technical College for possible dual credit or certification program opportunities. These types of initiatives would likely require professional development for the staff to ensure effective implementation.</p>				

2019-2020 Statewide Consolidated Monitoring Report

Opportunity for Improvement No. 2

Programs Addressed <i>(Check all that apply.)</i>	Title I, Part A		IDEA	
	Title I, Part D	X	Career and Technical Education	
	Title II, Part A		Alternative Programs	X
	Title III/English Learners	X	Preschool	
	Title IV, Part A			
Common Issue				
<p><u>Student Plans</u></p> <p>The Title III/English learners and alternative education monitoring teams noted that some components of required student plans were missing or could be improved. The district provides an effective language instruction educational program (LIEP) for English learners and maintains student program service plan (PSP) folders. However, some folders did not contain the necessary documents to determine the English language proficiency level of the students. Data pulled Jan. 23, 2020, indicated 67 out of the 70 students enrolled in the alternative program as of that date had an active Individual Learning Plan Addendum (ILPA) as required in Infinite Campus. Therefore, three students who were enrolled did not have an active ILPA.</p>				
Common Solution(s)/Recommendation(s)				
<p>The monitoring teams recommend the district ensure policies and procedures for completing student plans are consistent across programs. District staff members should familiarize themselves with program requirements and seek out assistance from KDE if needed. The Title III/EL monitoring team specifically recommends the district implement measures to ensure students are not prematurely exited from the LIEP. For instance, the district should maintain up-to-date ACCESS scores to ensure the student meets the statewide exiting criteria before being marked as an exited EL. The district should be sure to maintain the necessary documents in student PSP folders.</p> <p>The Title I, Part D monitoring team also recommended the district keep child count verification documentation on file at the district office and at the Valley School facility to verify the correct number of children in placement from Oct. 1 through Oct. 30. Also, the needs assessments for the neglected institution in the district should be informed by multiple data sources and used to improve the programs and methods of delivery.</p> <p>The alternative education monitoring team advises that each student without an Individualized Education Program should complete an ILPA upon entry and exit from the alternative education program. The team also suggests the district engage these students in the ILPA process.</p>				

2019-2020 Statewide Consolidated Monitoring Report

Final Overview

As outlined in this report, the school and district exhibit strong community partnerships and work to communicate effectively with parents and families. Overall, monitoring teams found evidence of effective student services including mental health services and robust district support for schools. The monitoring teams appreciate the district's cooperation during the on-site visit and recognize the district staff members for their willingness to accept suggestions in a spirit of continuous improvement.