Andy Beshear
Governor

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

Kevin C. Brown
Interim Commissioner of Education

KENTUCKY DEPARTMENT OF EDUCATION
300 Sower Boulevard ● Frankfort, Kentucky 40601
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June 2, 2020

Kevin Hub, Superintendent
Scott County School District
2168 Frankfort Pk.
Georgetown, KY 40324

Dear Superintendent Hub:

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 Scott 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/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 Scotty County Public Schools

2019-2020 Statewide Consolidated Monitoring Report

District:	Scott County School District
Date(s) of Visit:	February 11-13, 2020
Team Leads: *(List primary person on this visit for each program.)*	
Title I, Part A – Erica Tipton	*Title IV, Part A – Lalah Brewer*
Title II, Part A – Sean Murphy	*Preschool – Stephanie Ernst*
Alternative Programs – Donna Montgomery	*Career and Technical Education – Karla Tipton*
Title III/English Learners (EL) – Jessica Sanderson	*IDEA – Mike Abell*

Highlight of Effective Practice No. 1

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

Community

Scott County has built strong partnerships within the community. Examples of these relationships are evident in the advisory councils for career and technical education programs at Elkhorn Crossing. The district also works with organizations such as the local public library, fire department, Salvation Army, Habitat for Humanity, the AMEN House, and local counseling agencies to provide support, education, and services to address basic needs for students and families. The district collaborates with Georgetown College on a mentoring program, and with Bluegrass Community and Technical College (BCTC) to provide a middle college program.

Highlight of Effective Practice No. 2

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

Student Services

Phoenix Horizon Community appears to be a leader among Kentucky's alternative programs in the area of social and emotional learning. The program's commitment to the Discovery Program long before social-emotional learning (SEL) was a buzzword in education is evidence of dedication to teaching these skills and cultivating a strong sense of community and self-responsibility. Observations revealed SEL is embedded within instructional activities with a high level of student engagement in a positive and encouraging environment. Students reported that they know exactly where to turn to for help with specific challenges they may experience. The restorative principles practiced in the program support student SEL development and meaningful accountability for behavior.

Highlight of Effective Practice No. 3

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

Finance

Interviews with district staff revealed collaborative relationships between program coordinators and the district finance officer. Regular communication was evident and exhibited positive working relationships. These collegial relationships help ensure funds are properly budgeted, spent and reported using the appropriate MUNIS codes.

Highlight of Effective Practice No. 4

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

Professional Development

The district provides plentiful PD opportunities, particularly during the summer, which meet the multifaceted needs of teachers across the district. Professional learning activities funded by Title II, Part A are based on a review of scientific research and meet the federal criteria for professional learning. The Teacher Effectiveness Leader Network provides teachers a network of teacher leaders that provide professional learning to teachers in classroom continuous improvement.

While two monitoring teams recognized the district's strengths in the area of professional development, two monitoring teams suggested recommendations for improvement (see "Final Overview" section).

Highlight of Effective Practice No. 5

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

Leadership

The Title III/English Learners monitoring team and Alternative Education monitoring team saw evidence of strong leadership in their programs in the district. In the alternative program, activities and instruction are provided to students to support real-world life skills through the Jobs for America's Graduates (JAG) program, field trips and guest speakers. Observations revealed a high level of student engagement in the JAG program. Many students expressed the benefits of this program during interviews.

The district collects and monitors student assessment data in an ongoing manner. The Title III coordinator meets monthly with English learner staff to review data and uses the data to inform student services and program implementation.

Highlight of Effective Practice No. 6

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

Communication

Four monitoring teams identified communication as an area of strength for the district and offered program-specific evidence to support the effectiveness of district communication. The referral process to Phoenix Horizon Community (except the SCAP program) involves a comprehensive needs assessment, referral form and student-led interviews. There is clear communication to students and families about expectations while enrolled and requirements for exit.

The district Title III Coordinator meets regularly with the English Learners team to review student data and current policies and procedures in order to provide enhancements to the Language Instruction Educational Program (LIEP).

The IDEA monitoring teams noted that special education staff were very responsive and thorough in complying with KDE requests before and during the on-site visit. The district special education staff maintained good communication with the KDE monitoring teams and sent requested documents in a timely manner. The Director of Special Education was accommodating to the KDE team during the on-site visit by showing a desire to comply with requirements and openness to critical feedback.

Highlight of Effective Practice No. 7

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

Climate and Culture

KDE monitoring teams saw evidence that the district and schools recognize the value of positive climate and culture in their buildings, and work to create and nurture supportive environments. Staff were focused on meeting student needs given the resources available. An open and transparent visit for the IDEA program was conducted via comprehensive interviews, record reviews and a willingness by staff to explain program components. The student, staff and faculty relationships and engagement levels were observed to be strong and focused on student growth.

A positive, warm climate and caring culture is a key strength of Phoenix Horizon Community. Observations and interviews revealed that students feel cared for, respected and safe, both emotionally and physically. Both adult-student and student-student interactions were observed to be respectful, positive and caring. There are key opportunities for students to take on leadership roles in the program.

The district provides positive impacts on students enrolled in the English learner program by celebrating their achievements in gaining English language proficiency. District staff recognize students who exit the English learner program by presenting a certificate during an award ceremony. This provides students with a sense of pride in their journey to learning a second language.

2019-2020 Statewide Consolidated Monitoring Report

Opportunity for Improvement No. 1

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

Common Issue

Policies and Procedures

In some instances, policies were missing or needed further development at the school and district level. In other cases, the district has policies and procedures in place, but the policies and their implementation need to be examined closely. For example, special education policies and procedures are in place but are not followed as documented in due process records. Observations at the Scott County Alternative Placement involuntary program (SCAP) revealed a lack of student engagement and no direct instruction. Students are receiving online instruction exclusively. Due to a resignation, there was no certified teacher in SCAP at the time of this visit. It appears that special education students in SCAP may not be receiving required services due to the lack of direct instruction. Additionally, the referral process for SCAP is limited and does not mirror the process for voluntary alternative programs in the district.

Common Solution(s)/Recommendation(s)

The district could improve by further developing their policies and procedures, and training school staff to follow through at the school level on implementing those policies and procedures. Cleaning up and tightening up procedures would help to better support ongoing activities. Professional development and communication to involve support staff in follow through of carrying out procedures would benefit the district as whole.

Professional development on both blended learning and an interdisciplinary approach by which one theme is covered across all content areas would be useful for any staff working in the alternative program. This 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 school environment. Project-based learning also would increase student engagement with content as well as the likelihood of students learning social skills.

The Title I monitoring team recommends schools across the district involve parents more in the review and development of parent and family engagement policies and through discussion of the parent compact during conferences. Increasing opportunities for parents and families to engage in their children's education may improve and sustain academic growth. Other Title I policies that need further development include a formal foster care transportation agreement and certain financial management policies.

2019-2020 Statewide Consolidated Monitoring Report

Opportunity for Improvement No. 2

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

Student Plans

The district did not have required plans for all students, or documentation was missing. Per the updated guidance on 704 KAR 19:002 issued in October 2018, the ILPA (Individual Learning Plan Addendum) is required for students in all alternative education programs. Data pulled on Jan. 23, 2019, indicated only 84% of students enrolled in the district's program 10 or more days had a completed ILPA.

The district provides an effective LIEP (Language Instruction Educational Program) and maintains student PSP (Program Service Plan) folders. However, some folders did not contain necessary and required documentation. The district lacks internal processes to ensure the required documents are maintained in all student PSP folders.

Common Solution(s)/Recommendation(s)

Ensure that each student entering and exiting the alternative program who does not have an Individualized Education Program (IEP) has a completed ILPA, and that students are included as part of the ILPA process. The program also should be sure to lock the ILPA from the documents tab in Infinite Campus. The ILPA must be locked for student records to transfer, syncing of data and for reporting purposes. Reference the [Alternative Education Programs/ILPA Data Standard](#), Section D, Page 11. In addition to the guidance mentioned above, please reference this narrated [Alternative Education Programs/ILPA Training PowerPoint](#) as well as the current [ILPA Data Standards](#).

The use of the Individual Learning Plan (ILP) should be a focus of the district to ensure comprehensive use and understanding of how the ILP can be a critical part of the district culture.

Final Overview

Scott County has developed a positive climate and culture, and communication strategies that support services to students and families. Seeking out additional opportunities for collaboration among program coordinators could benefit the district as a whole in developing processes to monitor programming and data. As the district continues to grow, processes may need to develop and change with the district to better serve a larger community. Staffing structures may need to be reconsidered as the district grows to ensure that administrative staff have the time and resources to devote to the requirements of each program.

While the district is committed to overall robust opportunities for professional learning opportunities for teachers and staff, there are specialized programs within the district for which professional development should be revisited to provide stronger support. Adult burnout and compassion fatigue were observed during staff interviews at Phoenix Horizon Community, which is understandable due to working with a student population that has likely experienced a large amount of trauma exposure. An increased emphasis on providing supports and training for staff is recommended to help mitigate secondary traumatic stress. Suggestions could include sprucing up the teachers' lounge as well as providing training on self-compassion, mindfulness, and other structures that would allow staff to process together with a therapist or social worker. Consider having administrators and teachers rotate teaching the Discovery Program to allow everyone to have a break and reduce the likelihood of staff becoming overwhelmed.

The IDEA monitoring team suggests extensive professional development and coaching in the documentation of due process procedures with an emphasis on procedural safeguards as well as further professional development in the Foundations Program. Providing more focused opportunities for these specialized groups of teachers will enhance and strengthen the district's already thriving professional development plan.

The Scott County School District has demonstrated an unwavering commitment to student success throughout years of population growth and constantly evolving circumstances. This dedication was evident during the monitoring visit. The monitoring teams appreciate the district's cooperation before, during and after the on-site visit.