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Commissioner of Education and Chief Learner

KENTUCKY DEPARTMENT OF EDUCATION
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March 29, 2022

Jason Radford, Superintendent
Oldham County Public Schools
6165 W. Highway 146
Crestwood, KY 40014

Dear Superintendent Radford:

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 2021-22 school year, the Kentucky Department of Education (KDE) conducted monitoring in the Oldham 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
- Preschool
- Career and Technical Education (CTE)
- Alternative Education Programs
- Gifted and Talented
- Individuals with Disabilities Education Act (IDEA)

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](#).

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 [Erin Sudduth](#) by email or by phone at (502) 564-3791, Ext. 4021. 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
Kentucky Department of Education

KF/TR/ES/vb

Attachment: Consolidated Monitoring Report for Oldham County Public Schools

2021-2022 Statewide Consolidated Monitoring Report

District:	Oldham County
Date(s) of Visit:	Jan. 18-22, 2022
Team Leads: <i>(List primary person on this visit for each program.)</i>	
<i>Title I, Part A – Christina Benassi</i>	<i>Career and Technical Education – Scott U’Sellis</i>
<i>Title II, Part A – Kris Jarboe</i>	<i>Alternative Education Programs – April Stanley</i>
<i>Title III/English Learners (EL) – Jessica Sanderson</i>	<i>Gifted and Talented – Natasha Meniffee</i>
<i>Preschool – Andrea Bartholomew</i>	<i>Individuals With Disabilities Education Act (IDEA) – April Pieper</i>

Highlight of Effective Practice No. 1

Programs Addressed	Title I, Part A		Career and Technical Education	X
	Title II, Part A		Alternative Education Programs	X
	Title III/English Learners (EL)		Gifted and Talented	
	Preschool	X	IDEA	
<u>Community</u>				
<p>The district (specifically the Arvin Center) has engaged the community regarding the importance of career and technical education (CTE) to the well-being of the community. As a result, enrollment in CTE programs has increased (especially at the Arvin Center) during the past several years.</p> <p>Community support is seen through the Family Resource and Youth Services Center (FRYSC) and Regional Collaborative for Early Childhood work.</p> <p>The alternative education program engages the community in efforts to provide basic needs for students in need.</p>				

Highlight of Effective Practice No. 2

Programs Addressed	Title I, Part A	X	Career and Technical Education	
	Title II, Part A		Alternative Education Programs	X
	Title III/English Learners (EL)		Gifted and Talented	
	Preschool		IDEA	X

2021-2022 Statewide Consolidated Monitoring Report

Parent and Family Engagement

The district ensured parent participation at students’ Admissions and Release Committee (ARC) meetings by offering many different avenues through which a parent could participate. They participated by phone and virtually through Google Meets.

All the schools followed their parent and family engagement policies and compacts. Additionally, schools did an excellent job providing virtual parent involvement opportunities during the pandemic.

Alternative education program leadership has a high level of communication and relationship with families.

Highlight of Effective Practice No. 3

Programs Addressed	Title I, Part A		Career and Technical Education	
	Title II, Part A		Alternative Education Programs	
	Title III/English Learners (EL)	X	Gifted and Talented	
	Preschool		IDEA	

Student Services and Plans

The district EL plan (Lau plan) is designed to inform and implement a sound EL program and clearly defines English Learner program processes and procedures. The EL plan is also created and evaluated regularly in collaboration with all stakeholders as appropriate.

Highlight of Effective Practice No. 4

Programs Addressed	Title I, Part A	X	Career and Technical Education	
	Title II, Part A	X	Alternative Education Programs	
	Title III/English Learners (EL)	X	Gifted and Talented	
	Preschool		IDEA	

Finance

The Title II, Part A program coordinator works closely with the district finance office to ensure funds are properly budgeted, spent and reported using the appropriate Financial Management System (MUNIS) codes. The finance office has a commendable process in place to ensure that

2021-2022 Statewide Consolidated Monitoring Report

Title II, Part A funds are accurately coded, expended and aligned with the approved Grant Management Application and Planning (GMAP) application.

The district has created and implemented a streamlined process for communication regarding EL program activities.

Title I, Part A MUNIS matched the GMAP application. All schools had accurate allocations which matched the MUNIS. Staff have a well-documented process for expending funds for processing purchases. The district has an effective allowability procedure documented and in place.

Highlight of Effective Practice No. 5

Programs Addressed	Title I, Part A		Career and Technical Education	
	Title II, Part A	X	Alternative Education Programs	
	Title III/English Learners (EL)	X	Gifted and Talented	
	Preschool		IDEA	X
<u>Policies and Procedures</u>				
<p>A commendable Title II, Part A funding application process for schools is well-established between the district coordinator and schools to ensure that funded activities are allowable and directly connected to identified needs and the annual professional development plan.</p> <p>Oldham County’s Title III/English Learner program is dedicated not only to the success of EL students, but also effectively evaluating the program and making changes as needed to better serve EL students and their families</p> <p>The district had appropriate special education policies and procedures that aligned to Kentucky Administrative Regulations and IDEA.</p>				

Highlight of Effective Practice No. 6

Programs Addressed	Title I, Part A		Career and Technical Education	
	Title II, Part A	X	Alternative Education Programs	
	Title III/English Learners (EL)		Gifted and Talented	
	Preschool	X	IDEA	

2021-2022 Statewide Consolidated Monitoring Report

Professional Development

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 district’s Title II, Part A coordinator consults with schools in the development of their programs and schools implement their programs as described in the district’s approved Title II, Part A budget.

Professional development is provided to all preschool staff and is focused on early childhood

Highlight of Effective Practice No. 7

Programs Addressed	Title I, Part A	X	Career and Technical Education	
	Title II, Part A	X	Alternative Education Programs	
	Title III/English Learners (EL)	X	Gifted and Talented	
	Preschool	X	IDEA	

Leadership

The district’s Title II, Part A coordinator consults with schools in the development of their programs, and schools implement their programs as described in the district’s approved Title II, Part A budget. Because Title II, Part A funds are allocated to the schools, the district Title II, Part A coordinator provides strong leadership through collaboration with school principals and has an effective procedure in place to ensure principals are informed of Title II, Part A intent. The coordinator also supports school principals to ensure Title II, Part A spending aligns with identified school needs.

The EL coordinator is well trained in EL/Title III program requirements and was receptive to recommendations for program improvement.

Preschool and district administration fully support the preschool program as evidenced by quality materials, curriculums and trainings.

Title I, Part A saw evidence that the district Title I director communicates effectively with school and district leadership and has clear processes for managing the Title I, Part A program across the

2021-2022 Statewide Consolidated Monitoring Report

district. The district goes above and beyond to support the Title I, Part A schoolwide programs with additional staff.

Highlight of Effective Practice No. 8

Programs Addressed	Title I, Part A		Career and Technical Education	
	Title II, Part A	X	Alternative Education Programs	
	Title III/English Learners (EL)		Gifted and Talented	
	Preschool		IDEA	
<u>Communication</u>				
<p>Principal interviews demonstrated ongoing, two-way communication between the Title II, Part A district coordinator and schools. School principals indicated that the coordinator was readily available and that all voices are heard.</p> <p>The district has two-way, ongoing communication with participating private schools in order to determine needs and whether those needs are being met. Interviews verify that the services provided for participating private schools assist in meeting the professional learning needs of the private school teachers as identified during consultation.</p>				

Highlight of Effective Practice No. 9

Programs Addressed	Title I, Part A	X	Career and Technical Education	
	Title II, Part A		Alternative Education Programs	
	Title III/English Learners (EL)		Gifted and Talented	
	Preschool	X	IDEA	
<u>Climate and Culture</u>				
<p>The climate in the preschool program is supportive of all staff, students and families.</p> <p>Title I, Part A saw evidence of a strong district-wide climate and culture. This was illustrated during interviews with school and district leadership. School leaders are clearly focused on maintaining strong school cultures and building school pride.</p>				

2021-2022 Statewide Consolidated Monitoring Report

Final Overview

The Oldham County school district provided evidence through documentation and interviews that it supported the work of federal programs on behalf of its students. Strong leadership at both the building and district levels was evident. The district response to the COVID-19 pandemic is notable, being focused on helpfulness and ensuring that all students' needs are met.

While the feedback and support are generally strong regarding these programs, it is worth noting that CTE is an area of concern. Particularly concerning is the lack of compliance related to the Perkins grant. For example, CTE programs are required to have career and technical student organizations, for which there is currently no evidence. Additionally, each CTE program is required to have an advisory committee. Specific feedback is given in the CTE program report.

The alternative education program facility is extremely dated. The building does not have adequate heat and students complained of bathroom facilities not working properly as well. Students who are already stigmatized feel further isolated when their facility maintenance is not a priority. The alternative education program does not have a school-wide behavior intervention/Positive Behavioral Intervention and Supports (PBIS) system in place and trauma-informed practice training/implementation is minimal for staff. An Individual Learning Plan Addendum (ILPA) is required for every alternative education student in a long-term placement; the Oldham program's completion rate is 37%. In addition, alternative students have little access to CTE and extra-curricular activities, and data driven decision making is limited.

The district's commitment to student success was clear during the consolidated monitoring visit. The monitoring team was able to identify multiple strengths across participating programs. Maintaining their focus on continuous improvement will allow the district to further strengthen the programs and services it provides for students.