



## Bullitt County Public Schools

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1040 Highway 44 East  
Shepherdsville, Kentucky 40165

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[www.bullittschools.org](http://www.bullittschools.org)

### MEMORANDUM

TO: Mr. Jesse Bacon, Superintendent *JB*  
Ms. Becky Sexton, Assistant Superintendent for Support Services

FROM: Jennifer Wooley, Director of Human Resources *JW*

DATE: October 18, 2018

RE: Student Learning Department Request for Additional Staff ~ October Board Agenda

Please see the attached information regarding the request to add two Assistant Principal positions ~ one for Brooks Elementary School and one for Shepherdsville Elementary School beginning immediately. Funding is available for the additional positions in the General Fund.

If you need additional information, please let me know. If you are in agreement, I will notify Ms. Usher to proceed with posting the positions.

Attachment:  
Memo from Ms. Usher



# Bullitt County Public Schools

1040 Highway 44 East  
Shepherdsville, Kentucky 40165

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To: Becky Sexton, Assistant Superintendent for Support Services  
Lisa Lewis, Director of Finance  
Jennifer Wooley, Director of Human Resources

From: Adrienne Usher, Assistant Superintendent for Student Learning

Date: October 17, 2018

Re: Assistant Principal Positions at Shepherdsville and Brooks Elementary

The state accountability system was changed during the 2017-2018 school year to focus on school improvement for all students while emphasizing the achievement of sub populations (free/reduced lunch, special education, etc.). One of the goals of this redesigned system is to identify areas of need to ensure ALL students are learning at high levels for increased growth to proficiency. Based on these changes, we have two schools that are labeled CSI and nine schools labeled TSI. Due to these designations, during the 2018-2019 school year we will undergo a district audit by the Kentucky Department of Education. In addition, our CSI designated schools will experience a state audit and turnaround team will be assigned to them. Under ESSA, all schools identified for additional support (CSI or TSI) *“shall also identify resource inequities (which may include a review of local educational agency and school level budgeting), to be addressed through implementation of such plan.”* This law is interpreted into KAR 160.346 (11) stating *“for school districts that include significant number of schools as determined by the department, identified for target support and improvement: (a) The department shall periodically review a local board’s resource allocations to support school improvement and provide technical assistance to the local school board”* meaning a review of funding based is needed and will occur based on a needs assessment to ensure that human and fiscal resources are being used by the district and schools for continuous improvement.

Currently all schools are being serviced equally in terms of staffing. However, an urgent request is being made to create an Assistant Principal position at Shepherdsville Elementary and Brooks Elementary. Based on a detailed needs assessment below, the following data indicates a need for increased support and resources at these two schools. The creation of these two positions will allow the principal to lead the school improvement efforts required under the law.

## Quantitative Data:

	Shepherdsville Elementary	Brooks Elementary	Elementary District Avg. Comparison
<b>Enrollment</b>	523 students	494 students	467 students
<b>Current Academic Achievement</b>	KPREP: 48.5% Spring 2018 Reading MAP: 54.5 Fall 2018 Reading MAP: 52.4 Spring 2018 Math MAP: 50.8 Fall 2018 Math MAP: 54.1	KPREP: 56.2% Spring 2018 Reading MAP: 62.9 Fall 2018 Reading MAP: 57.2 Spring 2018 Math MAP: 59.1 Fall 2018 Math MAP: 59.8	KPREP: 68.9% Spring 2018 Reading MAP: 77.6 Fall 2018 Reading MAP: 69.5 Spring 2018 Math MAP: 70.1 Fall 2018 Math MAP: 70.3

Academic Trend Data	<table><tr><th></th><th>2015 Reading N</th><th>2016 Reading N</th><th>2017 Reading N</th><th>2018 Reading N</th><th>2015 Reading P/D</th><th>2016 Reading P/D</th><th>2017 Reading P/D</th><th>2018 Reading P/D</th></tr><tr><td>School Name</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Bullitt County - ES</td><td>17.5</td><td>19.5</td><td>21.8</td><td>21.8</td><td>56.2</td><td>56.4</td><td>53.5</td><td>53.4</td></tr><tr><td>Brooks Elementary School</td><td>22.1</td><td>23.6</td><td>26.4</td><td>30.2</td><td>51.6</td><td>47.2</td><td>44.0</td><td>44.6</td></tr><tr><td>Shepherdsville Elementary</td><td>26.7</td><td>35.9</td><td>41.5</td><td>36.3</td><td>39.1</td><td>40.3</td><td>36.9</td><td>33.2</td></tr><tr><th></th><th>2015 Math N</th><th>2016 Math N</th><th>2017 Math N</th><th>2018 Math N</th><th>2015 Math P/D</th><th>2016 Math P/D</th><th>2017 Math P/D</th><th>2018 Math P/D</th></tr><tr><td>School Name</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Bullitt County - ES</td><td>15.7</td><td>15.0</td><td>16.2</td><td>19.6</td><td>49.8</td><td>52.9</td><td>46.5</td><td>47.8</td></tr><tr><td>Brooks Elementary School</td><td>24.0</td><td>20.4</td><td>21.3</td><td>32.9</td><td>6.5</td><td>37.5</td><td>34.3</td><td>32.4</td></tr><tr><td>Shepherdsville Elementary</td><td>31.3</td><td>33.1</td><td>32.4</td><td>37.1</td><td>4.9</td><td>33.9</td><td>27.0</td><td>26.3</td></tr></table>									2015 Reading N	2016 Reading N	2017 Reading N	2018 Reading N	2015 Reading P/D	2016 Reading P/D	2017 Reading P/D	2018 Reading P/D	School Name								Bullitt County - ES	17.5	19.5	21.8	21.8	56.2	56.4	53.5	53.4	Brooks Elementary School	22.1	23.6	26.4	30.2	51.6	47.2	44.0	44.6	Shepherdsville Elementary	26.7	35.9	41.5	36.3	39.1	40.3	36.9	33.2		2015 Math N	2016 Math N	2017 Math N	2018 Math N	2015 Math P/D	2016 Math P/D	2017 Math P/D	2018 Math P/D	School Name									Bullitt County - ES	15.7	15.0	16.2	19.6	49.8	52.9	46.5	47.8	Brooks Elementary School	24.0	20.4	21.3	32.9	6.5	37.5	34.3	32.4	Shepherdsville Elementary	31.3	33.1	32.4	37.1	4.9	33.9	27.0	26.3
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Behavior Data	16-17: 224 referrals* 17-18: 273 referrals* (*read behavior data history below)		16-17: 695 referrals 17-18: 453 referrals		16-17: 129 referrals 17-18: 118 referral																																																																																												
Students w/Disabilities	9% of population		13% of population		9% of population																																																																																												
English Learners Students	1.61%		4.87%* *largest in the district		1.64%																																																																																												
Teacher Turnover /Retention	2016-17: 20% 2017-18: 24%		2016-17: 12.1% 2017-18: 24%		2016-17: 12.8% 2017-18: 9.4 %																																																																																												
Student Transience	2016-17 Unenrolled: 132 Enrolled: 136  2017-18 Unenrolled: 128 Enrolled: 113  2018-2019: (July to Sept.) Unenrolled: 49 Enrolled: 71		2016-2017 No Data  2017-2018 Unenrolled: 167 Enrolled: 164  2018-19 (July- October) Unenrolled: 39 Enrolledt: 80		Districtwide Transience Data is not tracked in this format.																																																																																												
Student Attendance	16-17: 95.61% 17-18: 95.29%		16-17: 95.43% 17-18: 94.90%		16-17: 95% 17-18: 94.69%																																																																																												
Average Year of Teacher Experience	6.7 years 19 non-tenured teachers 14 tenured teachers		10 years 13 non-tenured 19 tenured teachers		10 years 10 non-tenured teachers 18 tenured teachers																																																																																												

**Qualitative Data:**Brooks Elementary

- The special education Behavior Consultant reports her intense involvement at Brooks Elementary this year. She assists at the school for several hours a day, at least 4 days per week; helping teachers and staff manage behaviors in both the special and

regular education settings. She is a district wide special education department staff member, but she feels compelled to remain at Brooks much longer than other schools to help with the intense behaviors that are on display daily. Teacher turnover has contributed to this as well. They experienced complete turnover in special education teaching staff during the summer. The EBD teacher and instructional assistant in that class have both resigned; as well as another special education teacher. Replacements for these staff members are not yet available. Due to the severity of behaviors at the school, administration must spend a majority of their day dealing with these events that take place. The intense needs at Brooks Elementary have nearly monopolized the time and attention of our Behavior Consultant, leaving other schools without the support and assistance she is able to offer them as well.

- At the end of the 2017-2018 school year, all 5 special education teachers resigned their positions from Brooks Elementary. By the start of the 2018-2019 school year, all 5 positions had been filled; though it took until the day before school starting to secure all of the positions. In August, one of these teachers resigned. In September, another of these new teachers (EBD) resigned. The instructional assistant for the EBD unit also resigned. Prior to Fall Break, vacancies still existed for 1 LBD teaching position, 1 EBD teaching position, and 1 EBD instructional assistant. The LBD teaching position was hired on 10/9 with a start date yet to be determined, but the EBD teaching position is still in the interview process stage. Currently, 2 of their 5 teaching positions are vacant, 2 are brand new to the profession with no prior experience, and 1 was a brand new hire mid year of last school year.
- At the end of the 2017-2018 school year, Brooks lost its entire administrative team. The principal and counselor resigned to accept positions in another county and the instructional coach retired. The new principal at Brooks is in a first year principal role at BES. The school is still waiting for their new counselor to officially start as she has not yet been able to leave her position as LEAP coordinator. In addition, the new instructional coach is new to the district and to this role.
- “Our students are deserving and capable of being successful in life. We just need the tools to help them. We are working to provide our students with the strategies that would best meet their needs to help them overcome the cycle of generational poverty and be successful and contributing citizens.” Brooks LEAP Coordinator
- “Mental health is another piece that needs to be addressed. Each year we are seeing more students being identified as suffering from some type of social/emotional diagnosis. We are partnering with Centerstone to assist students and meet their needs.” Brooks LEAP Coordinator

#### Shepherdsville Elementary:

- The Department of Special Education will be recommending adding a Moderate and Severe Disabilities unit at Shepherdsville Elementary starting the 2019-2020 school year. Shepherdsville has had an MSD unit in the past, but their numbers diminished so greatly that a dedicated unit was no longer needed at this location. The number of students needing MSD services now living in the Shepherdsville area has once again increased so as to warrant adding the dedicated unit back to Shepherdsville beginning next school year.
- “In order to meet the academic needs of our students, we must first address their behavioral and emotional needs. Many of the behaviors that these students exhibit demand hours of time from both the leadership team and special education teachers daily. Until these extreme behaviors begin to subside, it is nearly impossible for the leadership team to provide full instructional support for teachers within the building.” Former Instructional Coach at Shepherdsville Elem
- “Behavior management and support is a major aspect of my current role at Shepherdsville. Responding to student behaviors has monopolized much of my time since my initial hire last school year. Currently, I spend 4-5 hours each school day responding to behaviors and supporting behavioral growth. A highly effective principal is an instructional leader in the building, because they are able to provide ongoing instructional feedback that moves schools forward with instructional strategies and skill mastery.” -Mr. Durham
- “Our school has worked to develop multiple systems to form solid structures that supports student learning. We redeveloped our behavior management and response plan last year and rolled it out in January. As a result, we have observed a marked improvement in overall behavior and school climate. We feel we have good systems in place that will allow us to grow. The addition of an Assistant Principal would allow our school to provide supports to classrooms in academic and behavioral capacities. The vast majority of supports only come in behavioral support. Even though we have improved behaviors, we continue to work on a diverse climate of behaviors. The data does not demonstrate the depth and time required to properly mentor students in ways that improve behaviors. Numerous times, my response and support with student behaviors take hours each day. Today, for instance, 1 student required my presence to assist with severe behaviors for over 3.5 hours. My EBD teacher needed backup multiple times today as the student was not safe toward others or himself.” -Mr. Durham
- \*Behavior Data History:. The data below does not include buses as those were not tracked nor kept for documentation. Also, the numbers below include ANY write up (office referrals and classroom referrals). Those two systems were not separated until 15-16. This is why you see a major "drop" in referral numbers.
  - 2009-2010: 313 referrals
  - 2010-2011: 409 referrals
  - 2011-2012: 513 referrals
  - 2012-2013: 615 referrals
  - 2013-2014: 328 referrals

- 2014-2015: 365 referrals
- Classroom referrals are not tracked because they are used as an early warning system for families before office discipline referrals are used. A major component to consider for the 2017-18 schools year is the system for tracking and creating office discipline referrals was non-existent and inconsistent. We worked at Christmas time to standardize the process. This helped categorize behaviors into classroom-managed and office-managed. In doing so, we worked to eliminate another issue; when teachers called for help, most didn't write a referral for that because I helped them or handled the situation entirely. We are still working to eradicate this issue as it has popped up again this year. The first half of the 2017-2018 school year included at minimum 5-6 daily calls for help. At one point I had an entire folder of office discipline referrals that could not be processed due to sheer numbers. Each situation requires due diligence in finding the root cause and working to help students grow from the situation. This takes lots of time here. I hope the data and my additional explanations help form a better understanding of the behavioral data and components in place during various points of the school's recent history.

The district is placing extra administrative assistance at Shepherdsville and Brooks Elementary beginning Monday, October 22nd serving 3 days at BES and 2 days at SES. An approval is requested for an Assistant Principal position at Shepherdsville Elementary and Brooks Elementary.