

**JESSE BACON, SUPERINTENDENT**

ADRIENNE USHER, ASSISTANT SUPERINTENDENT

BRANDY HOWARD, CHIEF ACADEMIC OFFICER

TROY WOOD, CHIEF OPERATIONS OFFICER

**TO:** Dr. Jesse Bacon, Superintendent *JB*

**FROM:** Althea Hurt, Director of Human Resources *AH*

**DATE:** May 15, 2023

**RE:** **Item for the MAY Board Meeting - Assistant Principal Position - Crossroads ES**

Assistant Superintendent, Adrienne Usher, requests to add an Assistant Principal to the staffing at Crossroads Elementary School. Rationale includes the need for behavioral, instructional, and mental health support for the school. Funding will come from the General Fund.

Attachment: Memo from Dr. Usher

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To: Dr. Jesse Bacon, Superintendent  
Lisa Lewis, Director of Finance  
Althea Hurt, Director of Human Resources

From: Adrienne Usher, Assistant Superintendent

Date: March 6, 2023

Re: Assistant Principal Position at Roby Elementary & Crossroads Elementary

**Roby Elementary**

Currently all schools, except for Brooks Elementary and Shepherdsville Elementary, are being served **equally** related to staffing. When 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 subpopulations (free/reduced lunch, special education, etc.). One of the goals of this redesigned system is to identify areas of need to ensure **equity** for ALL students to learn at high levels for increased growth to proficiency. 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 to meet the needs of the schools labeled TSI. ***Considering Roby Elementary is in TSI status for students with disabilities, a recommendation is being made to provide an Assistant Principal position for this school for a variety of reasons detailed below in qualitative and quantitative form.***

- The Department of Special Education will be adding a second Moderate and Severe Disabilities unit at RES starting the 2023-24 school year due to the high number of living in the central area.
- 30% of our special education population is identified under the category of Autism. Our students in this category require intensive support in the form of visual schedules, first/then boards, explicit instruction, sensory processing (stimulation or reduction) in the classroom and other supports. These students can display explosive and challenging behaviors when their needs are not met.
- Classroom and behavior management, especially for our students with disabilities, is a major aspect of the principal’s current role at Roby. Responding to student behaviors consumes an average of 5 hours a day, 4-5 days a week impacting instructional work in the building.
- Our school has worked to develop multiple systems to form solid structures that support student learning and as a result, we have observed an improvement in overall behavior and school climate since last year. Returning from winter break and changes in the EBD classroom have created a

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situation where leadership is spending most of the day with staff due to very unsafe behaviors demonstrated by students.

- Previous administration primarily tracked extreme and significant behavior prior to the COVID-19 pandemic. Due to the behavioral and mental health needs of students when returning from the pandemic, a system was put in place to monitor minor and major behaviors. The number of discipline referrals in 2021-2022 is high, but in reality this is a low number compared to the number of times teachers called the office for assistance with a student. We average 6-7 behavior events a day which can take up to an hour to investigate, process, etc..
  - 2018-19: 16 referrals (only extreme behaviors tracked)
  - 2019-20: 21 referrals (only extreme behaviors tracked and beginning of pandemic)
  - 20-21: 20 referrals (COVID-19)
  - 2021-2022: 738 referrals (major and minor)
  - 2022-2023: 652 referrals (major and minor)

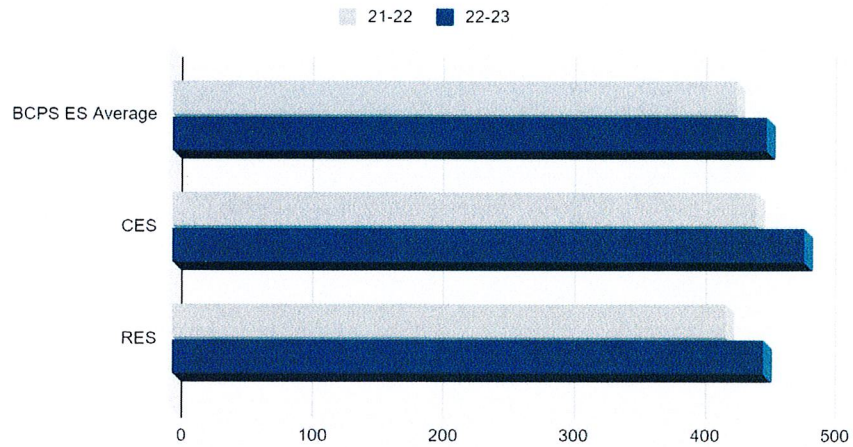
### **Crossroads Elementary**

- CES has partnered with LeCorgan Counseling to assist students to meet their mental health needs. The school has experienced multiple on site mental health evaluations including various hospital stays for students' mental health. Currently three counselors from LeCorgan, one case manager and two in-school community support workers (with a third being on-boarded), and a licensed clinical social worker from BCPS four days per week at CES.
- The Special Education Department will be adding another LBD teacher to the staff of Crossroads. Currently, our EBD unit services 14 students and we have three other students within the referral/evaluation process. Students with disabilities have increasingly engaged in physical aggression toward other students, themselves and the staff. Multiple adults are required to ensure students in distress are safe thus reducing the likelihood of students receiving the specially designed instruction that is required by the student's IEP.
- Regarding particular behavioral data, of the current 206 office referrals from 2022-2023, 77 referrals were for physical aggression - 37.37% and 71 referrals were identified as disrespectful behavior or 34.46%.. Disrespectful behavior includes utilizing inappropriate language, being aggressive toward peers or staff or engaging in behavior that disrupts the instructional process in a classroom setting.
- Behavioral occurrence removes the counselor and principal out of regularly scheduled activities, along with special education staff who support through safe crisis management expertise for de-escalation and ensuring that all students are safe. The counselor and principal have students on a one-on-one basis daily for 3-5 hours, depending on the severity of their behavior within the classroom.
- The difficulty to manage a positive presence in a classroom where staff is being physically and verbally attacked by children (bitten, kicked, slapped, punched, called explicit names, etc.) by students who have experienced trauma that many of us have little to no experience of in our own lives. Staff is continually engaged in professional learning to determine best practices to provide our students and work to ensure that our Tier I instruction in both academic and behavioral components are improving. However with the changing climate of schools - more support is needed for students, teachers and administrators.

***Due to the high level of mental health needs that Crossroads is experiencing with all students, a recommendation is to add an Assistant Principal to support the behavioral and instructional needs to keep the school moving forward.***

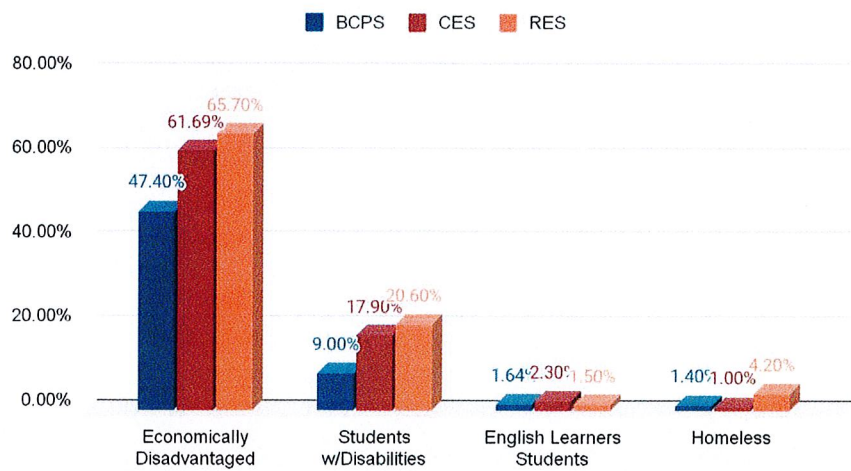
## Enrollment

CES and RES Enrollment Data 21-22 and 22-23



## Student Population

CES and RES Demographic Data



## KSA Data

	Overall Score	Students with Disabilities	State Assessment Results (Reading and Mathematics)	Students with Disabilities	State Assessment Results (Science, Social Studies and Writing)	Students with Disabilities	Quality of School Climate and Safety	Students with Disabilities
Bullitt County Elementary	62.3	36.2	64.4	35.1	59.8	33.7	76.5	76.4
Crossroads Elementary	60.5	35.2	63.6	31.6	54.8	NA	77.3	81.7
Roby Elementary	49.5	31.6	49.7	28.6	47	NA	70.9	69.8



**Predictive  
Assessment  
Data**



## Predictive Assessment Proficiency Data RES/BCPS Comparison

	RES Fall Reading	BCPS Fall Reading	RES Winter Reading	BCPS Winter Reading	RES Fall Math	BCPS Fall Math	RES Winter Math	BCPS Winter Math
Kindergarten	NA	NA	19.7	31.5	NA	NA	22.8	34.2
First Grade	9.1	30	25	33.6	25.8	36.9	18.8	28.9
Second Grade	30.5	30.2	35.6	34.2	26.7	31	30	30.9
Third Grade	20.7	32.1	27.6	37	30.9	41.2	33.3	37.7
Fourth Grade	22.9	36	34.8	49.6	22.9	39.5	36.1	44.4
Fifth Grade	54	49	50	50.4	38	48.7	28.6	37.9



## Predictive Assessment Proficiency Data CES/BCPS Comparison

	CES Fall Reading	BCPS Fall Reading	CES Winter Reading	BCPS Winter Reading	CES Fall Math	BCPS Fall Math	CES Winter Math	BCPS Winter Math
Kindergarten	NA	NA	28.6	31.5	NA	NA	30	34.2
First Grade	39.2	30	48.2	33.6	25.4	36.9	41.7	28.9
Second Grade	32.3	30.2	27.4	34.2	35	31	19	30.9
Third Grade	35.8	32.1	42	37	22.4	41.2	23.2	37.7
Fourth Grade	32.5	36	55	49.6	34.1	39.5	39.6	44.4
Fifth Grade	61.8	49	64.3	50.4	67.3	48.7	54.5	37.9

	RES	CES	BCPS ES Avg.
<b>Behavior Data</b>	<b>2020-2021:</b> 20 referrals <b>2021-2022:</b> 738 referrals* <b>2022-2023:</b> 652 referrals*	<b>2020-2021:</b> 29 referrals <b>2021-2022:</b> 231 referrals* <b>2022-2023</b> (as of 3/2/2023): 206 referrals (*read behavior data above)	<b>2020-2021:</b> 29 <b>2021-2022:</b> 204 <b>2022-2023 (end of March):</b> 187.5



	(*read behavior data history above)		
<b>Student Transience</b>	<b>2022-2023</b> Unenrolled: 40 Enrolled: 100  <b>2021-23:</b> Continually Enrolled % from K to 5th Gr: 39% <b>2022-2023:</b> Continually Enrolled % from K to 5th Gr: 49%	<b>2022-2023:</b> Unenrolled: 35 Enrolled: 57  <b>2021-2022:</b> Continually Enrolled % from K to 5th Gr: 49% <b>2022-2023:</b> Continually enrolled % from K to 5th: 47%	<b>2022-2023:</b> Unenrolled: 289 Enrolled: 500  <b>2021-2022:</b> Unenrolled: 387 Enrolled: 562
<b>Student Attendance</b>	<b>2021-2022:</b> 93.35% <b>2022-2023:</b> 91.7%	<b>2021- 2022:</b> 95.07% <b>2022-2023:</b> 93.36%	<b>2021-2022:</b> 95.09 % <b>2022-2023:</b> 93.64 %
<b>Average Year of Teacher Experience</b>	<b>Per 2021-2022 School Report Card</b> 9.3 years experience 3.4% > 1 year experience 20.7% 1-3 years experience 35% Teacher Turnover  <b>2022-2023</b> 13 non-tenured teachers 16 tenured teachers	<b>Per 2021-2022 School Report Card</b> 11.9 years experience 3.6% > 1 year experience 21.4% 1 - 3 years experience  <b>2022-2023</b> 5 non-tenured 24 tenured teachers	
<b>Teacher Turnover</b>	<b>2018-2019:</b> 33.3% <b>2019-2020:</b> 36.4% <b>2020-2021:</b> 20% <b>2021-2022:</b> 25%	<b>2018-2019:</b> 22.2% <b>2019-2020:</b> 14.3% <b>2020-2021:</b> 0% <b>2021-2022:</b> 28.6%	
<b>Classified Staff:</b>	23	21	