



Steven L. Beshear
Governor

Terry Holliday, Ph.D.
Interim Commissioner of Education

**EDUCATION AND WORKFORCE DEVELOPMENT CABINET
DEPARTMENT OF EDUCATION**

Capital Plaza Tower • 500 Mero Street • Frankfort, Kentucky 40601
Phone: (502) 564-4770 • www.education.ky.gov

July 30, 2014

Vince Clark, Superintendent
Crittenden County Schools
601 W. Elm Street
Marion, KY 42064

Dear Superintendent Clark:

As we make changes to address the needs of our students, we encounter the walls of the past. One goal of Kentucky Statewide Consolidated Monitoring (KSCM) is to help remove those walls wherever possible and 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 2013-14 school year, the Kentucky Department of Education (KDE) conducted monitoring in Crittenden 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
- Individuals with Disabilities Act (IDEA)
- Kentucky Preschool Program
- Alternative Programs
- Career and Technology Education

Each program involved in the KSCM has an impact on our goal. For example, Career and Technical Education (CTE) impacts student success and helps to close the achievement gap by working to make all students career ready. Through the use of a sequence of courses known as career pathways, CTE ensures that all students have equal opportunity to develop skills in demand by local industry.

The Individuals with Disabilities Education Act (IDEA) supports the vision of KDE by focusing the efforts of the state, districts, schools and teachers toward closing achievement gaps for students with disabilities and ensuring all students reach proficiency, graduate from high school, and successfully transition to a career or postsecondary education.

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 guidance on working with disadvantaged students.

Vince Clark, Superintendent
July 30, 2014
Page 2 of 2

Simply by reducing duplication of effort, 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 practices that the individual programs 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 what is categorized as “Common Concerns”. This represents a consolidation of findings reported by individual programs that were similar in nature and therefore presented a potential opportunity for collaboration between identified programs. Each of these concerns has been identified by at least two programs. Any suggested or required actions will be addressed by the specified programs. During this collaborative time, team members from all programs discuss suggestions for potential opportunities to work across programs, streamline implementation and increase success within each program.

Each program has already provided an individual report as required by federal or state law. Any required actions are monitored by the programs through those individual reports. In order to help the collaborative work of the programs and provide districts with a way to document improvement efforts, we encourage you to utilize the Consolidated School and District Improvement Planning tools in ASSIST.

KDE is striving to provide examples of collaboration and continuous improvement. Our hope is that what we have begun becomes an example that can be replicated across the state.

Each district representative will have the opportunity to provide feedback on the consolidated monitoring process. 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 Claude W. Christian by e-mail at claudewchristian@education.ky.gov or by phone at (502)564-3791. 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 provide for our children.

Sincerely,



Kelly Foster, Ed.D.
Associate Commissioner
Office of Next Generation Schools and Districts

2013-2014 Statewide Consolidated Monitoring Report

District:	Crittenden County
Date(s) of Visit:	March 25-26, 2014
Team Leads: <i>(List primary person on this visit for each program)</i>	
<i>Title I</i> Daniel Davison	<i>Preschool</i> Bill Buchanan
<i>Title II</i> Carol Leggett	<i>Career and Technical Education</i> Karla Tipton
<i>Alternative Programs</i> Tom Edgett	<i>IDEA</i> Susan Farra

Highlight of Effective Practices 1

Programs Addressed <i>(Check all that apply)</i>	Title I		Preschool		Career and Technical Education	
	Title II	X	IDEA		Alternative Programs	
<i>Clearly describe actions and/or practices that the team deems as effective</i>						
Support for New Teachers The Rocket Fit program provided additional support to new teachers through extended professional learning opportunities to address identified needs.						

Highlight of Effective Practices 2

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool		Career and Technical Education	X
	Title II		IDEA		Alternative Programs	
Quick response to suggestions and feedback						
<ul style="list-style-type: none"> • CTE was in the District last fall and the suggestions made at that time had already been implemented by the time they returned this spring. • MUNIS changes asked for by Title I were made prior to the team leaving the District. 						

Highlight of Effective Practices 3

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool	X	Career and Technical Education	
	Title II		IDEA	X	Alternative Programs	
Parent Involvement						
<p>The district was highly effective in many Parent Involvement initiatives:</p> <ul style="list-style-type: none"> • The use of technology to inform parents was very effective in the High School. The social media app "CELLY" is being used for instant communication with both students and their parents through their smart phones. Parents that have elected to receive school Emails are kept up to date with what is happening in their school on a regular basis. Online newsletters (with print copies available) provide additional news and inform of upcoming events with the possibility of asking for further information or responding to requests for volunteers. • IDEA requires parental input in the development of student's Individual Education Programs (IEPs). A review of the ARC meeting conference summaries revealed a high level of parental participation in this regard across the District. • Watch D.O.G.S. (Dads of Great Students), a volunteer program involving fathers, grandfathers, stepfathers, uncles and father figures, is implemented to support preschool child development outcomes and student learning. 						

Highlight of Effective Practices 4

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool	Career and Technical Education
	Title II		IDEA	Alternative Programs
<p>Innovative use of technology</p> <ul style="list-style-type: none"> • The SWIVL app records video and audio of the teacher during teacher observations by the principal. Used in conjunction with teachers observations in which the observer is taking notes, this video is later reviewed with the teacher and the results discussed. (The SWIVL app for the iPhone uses an infrared microphone device worn by the teacher and a cradle for the iPhone that swivels with the iPhone. It follows the device worn by the teacher. The iPhone’s camera is used to record the video and the infrared microphone picks up the audio. The resulting video shows the interaction the teacher has with their students and picks up clearly what is said by the teacher and the student.) • The use of technology to inform parents was very effective in the High School. As one of the parent involvement tools, the social media app “CELLY” is being used for instant communication with both students and their parents through their smart phones. Parents that have elected to receive school emails are kept up to date with what is happening in their school on a regular basis. 				

2013-2014 Statewide Consolidated Monitoring Report

District:	Crittenden County
Date(s) of Visit:	March 25-26, 2014
Team Leads: <i>(List primary person on this visit for each program)</i>	
<i>Title I</i> Daniel Davison	<i>Preschool</i> Bill Buchanan
<i>Title II</i> Carol Leggett	<i>Career and Technical Education</i> Karla Tipton
<i>Alternative Programs</i> Tom Edgett	<i>IDEA</i> Susan Farra

Common Issue 1

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool		Career and Technical Education	
	Title II	X	IDEA		Alternative Programs	
Common Issue <i>(Clearly describe Issue)</i>						
Communication Communication between schools and parents can be enhanced. Parents were not notified of their rights to request the qualifications of their children's teachers.						
Common Solution(s)/Recommendation(s)						
The district should consider providing the notification of the rights for parents to request the qualifications of their student's teachers at the beginning of each school year. The district can refer to the Title I handbook for samples of letters that can be formatted for each school in response to requests for the professional qualifications of both teachers and the paraprofessionals. The district should include in their policies a specific timeline for response to requests. To the "extent practicable", documents should be translated to accommodate the needs of parents upon request.						

Common Issue 2

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool	X	Career and Technical Education	
	Title II		IDEA		Alternative Programs	
Common Issue <i>(Clearly describe Issue)</i>						
Parent Involvement Survey results showed that some barriers to participation identified by parents were not consistently addressed in all schools and programs.						
Common Solution(s)/Recommendation(s)						
The district should ensure that parents are involved in the design, development and review of the parent involvement policies in every school and across all programs. After implementation of this policy, each parent involvement policies should be school and program specific, reflecting identified needs. The district should refer to survey results to inform changes to involvement policies. Examples of parents' desire for input include the decision to eliminate the mid-day preschool bus service and scheduling of some meetings to allow parents with conflicting differing work schedules the opportunity to participate.						

2013-2014 Statewide Consolidated Monitoring Report

District:	Crittenden County
Date(s) of Visit:	March 25-26, 2014
Team Leads: <i>(List primary person on this visit for each program)</i>	
<i>Title I</i> Daniel Davison	<i>Preschool</i> Bill Buchanan
<i>Title II</i> Carol Leggett	<i>Career and Technical Education</i> Karla Tipton
<i>Alternative Programs</i> Tom Edgett	<i>IDEA</i> Susan Farra

Final Overview

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool	X	Career and Technical Education	X
	Title II	X	IDEA	X	Alternative Programs	X
<i>Clearly describe actions and/or practices that the team deems as effective</i>						
<p>In the midst of critical budget decisions, we recognize the district's commitment to student achievement. The best interest and needs of all students continues to inform district decisions. In this difficult time, we encourage the district to continue its focus on students.</p> <p>As the district strives to expand and improve parent involvement, we feel that this will further aid in creating great gains for students as they strive to become college and career ready.</p>						