



Steven L. Beshear  
Governor

Terry Holliday, Ph.D.  
Interim Commissioner of Education

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

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March 18, 2014

Rich Crowe, Superintendent  
Frankfort Independent Schools  
959 Leestown Road  
Frankfort, KY 40601

Dear Superintendent Jones,

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 Frankfort Independent 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.

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](mailto: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](http://www.education.ky.gov).

Thank you for your work in improving Kentucky’s education programs to better provide for our children.

Sincerely,

A handwritten signature in cursive script that reads "Kelly Foster".

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

## 2013-2014 Statewide Consolidated Monitoring Report

<b>District:</b>	<b>Frankfort Independent School District</b>
<b>Date(s) of Visit:</b>	<b>January 28-30, 2014</b>
<b>Team Leads:</b> <i>(List primary person on this visit for each program)</i>	
<i>Title I</i> <b>Helen Jones</b>	<i>Preschool</i> <b>Melody Cooper</b>
<i>Title II</i> <b>Jennifer Baker</b>	<i>Career and Technical Education</i> <b>Karla Tipton</b>
<i>Alternative Programs</i> <b>Sherri Clusky</b>	<i>IDEA</i> <b>Nick Easter</b>

### Highlight of Effective Practices

Programs Addressed <i>(Check all that apply)</i>	Title I	Preschool	X	Career and Technical Education
	Title II	IDEA	X	Alternative Programs
<i>Clearly describe actions and/or practices that the team deems as effective</i>				
<b>Early Interventions</b>				
<p>Frankfort Independent School District (FISD) enrolls students with suspected developmental delays and provides Response to Intervention (RtI) in the classroom. This helps to ensure that students receive interventions in a developmentally appropriate environment.</p>				

### Highlight of Effective Practices

Programs Addressed <i>(Check all that apply)</i>	Title I	Preschool		Career and Technical Education	X
	Title II	IDEA		Alternative Programs	
<i>Clearly describe actions and/or practices that the team deems as effective</i>					
<b>Collaborative Programming</b>					
<p>The FISD Career and Technical Education (CTE) program share resources with the Franklin County School District (FCSD). This process of sharing resources was initiated by FISD. With this collaborative effort, CTE courses are offered to high school students in both districts. This provides more opportunities for students to become career ready by presenting a wider selection of courses and Career Pathways.</p>					

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### Common Issue

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool		Career and Technical Education	X
	Title II	X	IDEA		Alternative Programs	
<b>Common Issue</b> <i>(Clearly describe Issue and its connection to each program)</i>						
<p><b>Ineffective Program Implementation</b></p> <p>During the Kentucky Department of Education Statewide Consolidated Monitoring visit, evidence pointed to a lack of oversight in several federal program areas. Interviews revealed that school leadership did not provide proper guidance or support to ensure policies and procedures were implemented with fidelity.</p>						
<b>Common Solution(s)/Recommendation(s)</b>						
<p>District leadership should seek appropriate guidance from its KDE program contacts in relation to oversight related issues outlined in individual program monitoring reports in order to become proficient with guidelines for effective implementation of federal programs. Leadership should review and implement guidelines, policies and procedures for each program area.</p>						

### Common Issue

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool		Career and Technical Education	X
	Title II	X	IDEA		Alternative Programs	
<b>Common Issue</b> <i>(Clearly describe Issue and its connection to each program)</i>						
<p><b>Communication</b></p> <p>Internal communication between central office, program coordinators and the schools is limited and inconsistent. This lack of communication impeded the development and implementation of effective programs.</p>						
<b>Common Solution(s)/Recommendation(s)</b>						
<p>District leadership should develop, implement and publicize an effective communications plan to ensure all stakeholders have relevant information and understand the guidelines and purposes for federal programs. The communication plan should include policies and procedures that address the schools, program areas and all stakeholders. This plan should be developed with appropriate stakeholder input.</p>						

## Common Issue

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool		Career and Technical Education	X
	Title II	X	IDEA		Alternative Programs	
<b>Common Issue</b> <i>(Clearly describe Issue and its connection to each program)</i>						
<b>Fiscal Concerns</b> Interviews and evidence revealed an inequitable use and/or misuse of funds. District leadership did not provide evidence to support that its use of program funds meets federal guidelines and programs' purposes. There is no evidence of funding decisions being made based on needs analyses.						
<b>Common Solution(s)/Recommendation(s)</b>						
Leadership should review policies and procedures for funding as outlined in guidance documents, for each program area. Once district leadership has gained a proficient understanding of the various program guidelines, this information should be shared with principals, school councils, teachers and parents. The use of allocated funds must be based on a valid needs assessment. The needs assessment should be documented as part of the district and school improvement plans (CDIPs/SIPs). Ensuring these guidelines are followed and supported will help to ensure programs are implemented with fidelity.						

## Common Issue

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool		Career and Technical Education	X
	Title II	X	IDEA	X	Alternative Programs	
<b>Common Issue</b> <i>(Clearly describe Issue and its connection to each program)</i>						
<b>Documentation</b> Insufficient evidence was provided to support compliance with program guidelines. There was limited evidence to support claims of effective implementation. In some cases, documentation was nonexistent, incomplete or inaccurate.						
<b>Common Solution(s)/Recommendation(s)</b>						
District leadership should review policies and procedures for each program, and where necessary, develop and/or implement guidelines for following polices consistently and with fidelity. District leadership and Program Coordinators must ensure that all program requirements are documented accurately. To ensure proper maintenance of documentation and records, it may also be helpful for the district to refer to the Kentucky Department for Library and Archives Records Retention Schedules for information. <a href="http://kdla.ky.gov/records/recretentionschedules/Pages/LocalRecordsSchedules.aspx">http://kdla.ky.gov/records/recretentionschedules/Pages/LocalRecordsSchedules.aspx</a>						

## Common Issue

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool		Career and Technical Education	X
	Title II	X	IDEA		Alternative Programs	X
<b>Common Issue</b> <i>(Clearly describe Issue and its connection to each program)</i>						
<p><b>Limited Professional Development</b></p> <p>District level program coordinators, faculty and staff are either not given the opportunity or not taking advantage of, program-specific professional development offerings. Limited professional development results in gaps in program knowledge which leads to infidelities in program implementation. In addition, it negatively impacts any attempt to move programs away from compliance and toward effective implementation.</p>						
<b>Common Solution(s)/Recommendation(s)</b>						
<p>In order to engage in a continuous improvement process that will support the effective implementation of all federal programs, district leadership should ensure that all district leadership and program staff attend appropriate program-specific professional development.</p>						

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### Final Overview

1. Clearly describe the following:
  - a. How program are effectively working collaboratively to better serve students
  - b. Suggestions for adjustments that could help programs begin or improve their collaborative efforts
  - c. Suggestions for how each program can further help with student success and closing gaps

**The teachers and staff in the preschool program at Frankfort Independent school district do a good job of evaluating students and providing services as needed. The staff has implemented the practice of providing these services in a classroom setting. Staff also engages with their preschool students' transition to kindergarten.**

**The collaboration between the Frankfort Independent and Franklin County Schools in their CTE programs is commendable. Making use of available resources and sharing across schools and/or districts where allowable, is a model we would like to see shared across the state. It is recommended that Frankfort Independent submits this process for review on the KDE Best Practices website. <http://education.ky.gov/school/bpsust/Pages/default.aspx>**

**Although there are several suggestions for improving the fidelity and effective implementation of some programs, it is important to remember that the Kentucky Department of Education provides many professional development training opportunities across the state throughout the year. The department, as well as individual program staff, is also available to provide on-sight technical assistance. We feel that Frankfort Independent School District would benefit by taking advantage of these services.**