



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

March 18, 2014

Chrissy Jones, Superintendent
Franklin County Schools
916 E. Main Street
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 Franklin 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.

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.

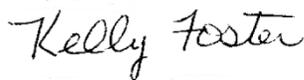
Each program has already provided an individual report as required by federal or state law. Any required actions are monitored by the programs through those individual reports. In order to help the collaborative work of the programs and provide districts with a way to document improvement efforts, we 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,

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

District:	Franklin County
Date(s) of Visit:	January 21-24, 2014
Team Leads: (List primary person on this visit for each program)	
<i>Title I</i> Heather Rhorer & David Millanti	<i>Preschool</i> Melody Cooper
<i>Title II</i> Candace Souder	<i>Career and Technical Education</i> Kiley Whitaker
<i>Alternative Programs</i> Sherri Clusky	<i>IDEA</i> Veronica Sullivan

Highlight of Effective Practices

Programs Addressed <i>(Check all that apply)</i>	Title I		Preschool	X	Career and Technical Education	
	Title II		IDEA		Alternative Programs	
<i>Clearly describe actions and/or practices that the team deems as effective</i>						
<p>Early Intervention</p> <p>The Child Find process utilized by Franklin County Schools ensures early identification and interventions are offered to eligible children. The district, in collaboration with the local Head Start agency, conducts a mass screening to identify children who are eligible based on income or a suspected delay. Children who qualify based on this criteria are enrolled immediately (upon parent approval). Students who are income eligible are enrolled for the year and no further action is needed. Students with a suspected delay receive interventions in the classroom for 4-6 weeks. At that time, a decision is made as to whether interventions were successful. If not, a referral for evaluation is made. If interventions were successful or if a student doesn't qualify after the evaluation, the family is offered a tuition spot for a very reasonable price.</p> <p>This practice ensures that not only do all eligible children receive preschool services, but some children who might be "on the bubble" also have the opportunity to benefit from Franklin County's preschool program. We recommend that Franklin County submit this process to KDE's best practice website.</p>						

Highlight of Effective Practices

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>						
<p>Identification and Support for Non -Highly Qualified Staff</p> <p>Franklin County uses certification data from the Local Educator Assignment Data (LEAD) report to determine those staff members not highly qualified (certified in assigned content area). To assist teachers to become highly qualified (HQ), the district has put in place a collaboration model with special needs teachers who are not HQ, working with regular education teachers. The district also requires special needs teachers to attend specifically identified professional development opportunities.</p>						

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Common Issue

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 and its connection to each program)</i>					
The district Title I, Part A and Title II programs do not effectively coordinate programs to provide private school services					
Common Solution(s)/Recommendation(s)					
<p>The Title I and Title II coordinators could consider collaborating with each other and with the private schools to provide better, more consistent oversight. As a team they could design and implement processes and services being supported by Title I and Title II, Part A funds that are efficient, effective and consistent. A partnership between the private schools and district is essential to student success.</p> <p>For example, the programs could work together to ensure that professional development for eligible private school teachers is provided effectively to meet their needs. This may be accomplished by developing a time line, needs assessments, a consultation process and program evaluations. Collaboration between the two programs could result in saving funds that could be used to provide more robust quality training offerings, while ensuring that individual program requirements are maintained.</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

Franklin County is generally compliant in program areas. The district may benefit from identifying areas in which programs could collaborate to increase efficiency and effectiveness.

Although there are some suggestions for better collaboration between programs, the work Franklin County is doing with early intervention displays a sense of urgency in preparing students to start school on level. We look forward to seeing how these early interventions impact student readiness and future success. We strongly suggest that Franklin County Schools share this process across the state by submitting it for review on the KDE Best Practices website.

<http://education.ky.gov/school/bsust/Pages/default.aspx>