

Matthew G. Bevin  
Governor



Hal Heiner  
Secretary  
Education and  
Workforce Development Cabinet

Stephen L. Pruitt, Ph.D.  
Commissioner of Education

**KENTUCKY DEPARTMENT OF EDUCATION**

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June 28, 2016

Superintendent Bill Hogan  
Carroll County School District  
813 Hawkins Street  
Carrollton, KY 41008

Dear Superintendent Hogan:

As you know, a team from the Kentucky Department of Education (KDE) visited Carroll County Public School District during the 2015-16 school year as part of the Kentucky Statewide Consolidated Monitoring (KSCM) process. The goal of these visits was to help identify potential areas for change so that your district may better address the needs of your students and move closer to our ultimate goal of increasing student achievement while also closing gaps and positioning our students to be college and career ready.

During the monitoring 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
- Title III, Part A
- Alternative Programs
- Individuals with Disabilities Act (IDEA)

Each program 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. These programs and the others engaged in consolidated monitoring, simply by reducing duplication of effort, can work together to achieve more collaboratively than any of them could alone.

Superintendent Hogan  
June 28, 2016  
Page 2 of 2

The team members from your visit have engaged in a collaborative process in order to produce the attached Consolidated Monitoring Report. Team members from all programs discussed suggestions for potential opportunities to work across programs, streamline implementation and increase success within each program.

This report can be best described as a snapshot of the district taken during our visit. It begins with identifying effective practices. These are practices that were identified as effective and in some cases, innovative. We strongly suggest that you submit these practices to the KDE Best Practices Website.

In addition, the monitoring team collectively discussed the findings and concerns of each program to identify common concerns. These findings 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 should be addressed by the specified programs.

Each program has received an individual report as required by federal/state law. Any required actions are monitored by KDE program staff through those individual reports. 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.

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.

If you have questions concerning the consolidated monitoring process, please contact Helen Jones by email at [helen.jones@education.ky.gov](mailto:helen.jones@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 in advance for your collaborative work to continuously improve Kentucky's education programs in order to better provide for our children and our Commonwealth.

Sincerely,



Kelly Foster, Ed.D.  
Associate Commissioner

KF/IJJ/vb

Attachment

## 2015-2016 Statewide Consolidated Monitoring Report

<b>District:</b>	Carroll County School District		
<b>Date(s) of Visit:</b>	April 26-28, 2016		
<b>Team Leads:</b> <i>(List primary person on this visit for each program)</i>			
<i>Title I</i> Vicki Fosbender			<i>Preschool</i> Sally Shepherd
<i>Title II</i> Monica Murphy			<i>Career and Technical Education</i> Karla Tipton
<i>Alternative Programs</i> Lynne Williams			<i>IDEA</i> Jeffrey Coles
<i>Title III</i> Gary Martin			<i>Gifted And Talented</i> Leann Pickerill

### Highlight of Effective Practices 1

<b>Programs Addressed</b> <i>(Check all that apply)</i>	<b>Title I</b>	x	<b>Preschool</b>		<b>Career and Technical Education</b>	
	<b>Title II</b>	x	<b>IDEA</b>		<b>Alternative Programs</b>	
	<b>Title III</b>		<b>Gifted and Talented</b>			
<i>Clearly describe actions and/or practices that the team deems as effective (Include impact on student achievement)</i>						
Carroll County realizes that teacher retention is important to student achievement. The district is actively addressing retaining teachers by forming partnerships with the community and Bellarmine University. They are offering college credit, stipends and working to create an environment that teachers want to stay a part of.						

### Common Issue 1

<b>Programs Addressed</b> <i>(Check all that apply)</i>	<b>Title I</b>	x	<b>Preschool</b>		<b>Career and Technical Education</b>	
	<b>Title II</b>	x	<b>IDEA</b>		<b>Alternative Programs</b>	
	<b>Title III</b>		<b>Gifted and Talented</b>			
<b>Common Issue</b> <i>(Clearly describe issue as it relates to each program)</i>						
There are no consistent and complete written processes for required school and district actions/activities (for example., school walkthroughs, leadership meetings, policy reviews and program evaluation). All schools were not aware of all requirements or expectations. There is a concern whether effective communication is taking place. Documentation must be maintained at the school and district level.						
<b>Common Solution(s)/Recommendation(s)</b>						
The district should identify and review all required actions/activities processes. It is important that all process be in writing and provided to all who are responsible for following them to ensure fidelity of implementation. Some immediate solutions would be: <ul style="list-style-type: none"> <li>• develop a written plan for frequency of district visits and policy reviews</li> <li>• date policy changes to show when updates or reviews have been conducted</li> <li>• use resources and tools available in each specific program</li> </ul>						

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### Final Overview

<p><i>Clearly describe the following for the identified program(s):</i></p> <p><i>How programs are effectively working collaboratively to better serve students</i></p> <p><i>Suggestions for adjustments that could help programs begin or improve their collaborative efforts</i></p> <p><i>Suggestions for how each program can further help with student success and closing gaps</i></p>
<p>There is evidence from observations and interviews that the district and schools are implementing effective instructional strategies. Some programs noted that Carroll County has made good progress in the last two years. With the district's continued focus, this is expected to continue. The district has worked to develop positive community partnerships. Additionally, they have partnered with Bellarmine University in order to offer their teachers professional development, which helps boost student achievement.</p>