

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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March 7, 2016

Alvin L. Garrison, Superintendent
Covington Independent Schools
25 East 7th Street
Covington, KY 41011

Dear Superintendent Garrison,

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 2015-16 school year, the Kentucky Department of Education (KDE) conducted monitoring in Covington Independent Public 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
- Title III, Part A
- Preschool
- Alternative Programs
- Individuals with Disabilities Act (IDEA)
- Career and Technical Education
- Gifted and Talented

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 post-secondary 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

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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.

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.

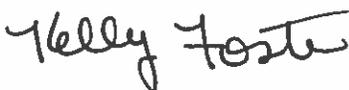
In addition, the monitoring team collectively discussed the findings and concerns of each program to identify what is categorized as “Common Concerns”. This represents a consolidation of findings reported by individual programs that were similar in nature and therefore presented a potential opportunity 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 Helen Jones by email at 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.

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

Sincerely,



Kelly Foster, Ed.D.
Associate Commissioner

KF/HJ/vb

Attachment

2015-2016 Statewide Consolidated Monitoring Report

District:	Covington Independent School District	
Date(s) of Visit:	January 19-21, 2016	
Team Leads:	<i>(List primary person on this visit for each program)</i>	
<i>Title I</i> Vicki Fosbender	<i>Preschool</i> Melody Cooper	
<i>Title II</i> Jennifer Baker	<i>Career and Technical Education</i> Karla Tipton	
<i>Alternative Programs</i> Michael Hefling	<i>IDEA</i> Tristan Parsons	
<i>Title III/EL</i> Gary Martin	<i>Gifted And Talented</i> Leann Pickerill	

Highlight of Effective Practices 1

Programs Addressed <i>(Check all that apply)</i>	Title I	<input checked="" type="checkbox"/>	Preschool	<input checked="" type="checkbox"/>	Career and Technical Education	
	Title II	<input checked="" type="checkbox"/>	IDEA	<input checked="" type="checkbox"/>	Alternative Programs	<input checked="" type="checkbox"/>
	Title III/EL	<input checked="" type="checkbox"/>	Gifted and Talented			
<i>Clearly describe actions and/or practices that the team deems as effective (Include impact on student achievement)</i>						
Positive relationships with community and business partners have been developed and maintained to enhance the programs and students of Covington Independent. These relationships have positively impacted the students monetarily, have provided mentors in the classroom, and have impacted student achievement by the effective use of role models.						

Highlight of Effective Practices 2

Programs Addressed <i>(Check all that apply)</i>	Title I	<input checked="" type="checkbox"/>	Preschool		Career and Technical Education	
	Title II	<input checked="" type="checkbox"/>	IDEA		Alternative Programs	
	Title III/EL	<input checked="" type="checkbox"/>	Gifted and Talented			
<i>Clearly describe actions and/or practices that the team deems as effective (Include impact on student achievement)</i>						
The district recognizes that professional development is important to student achievement and places a concentrated effort to ensure that effective professional development is offered, based on need, at the district and school level. A process is in place to monitor and benchmark the professional development to ensure it is effective and aiding in raising student achievement.						

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Common Issue 1

Programs Addressed <i>(Check all that apply)</i>	Title I		Preschool		Career and Technical Education	x
	Title II	x	IDEA		Alternative Programs	
	Title III/EL		Gifted and Talented			
Common Issue <i>(Clearly describe issue as it relates to each program)</i>						
Financial management and allowable expenditures are a problem across identified programs.						
Common Solution(s)/Recommendation(s)						
It is recommended that individual program requirements be attained and followed by those implementing them. It is also suggested that a process for effective communication be developed and implemented with fidelity to ensure that federal money is spent correctly and for the best benefit of students. Programs should work closely with the finance officer to facilitate this.						

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Final Overview

<p><i>Clearly describe the following for the identified program(s):</i></p> <ul style="list-style-type: none"> <i>How programs are effectively working collaboratively to better serve students</i> <i>Suggestions for adjustments that could help programs begin or improve their collaborative efforts</i> <i>Suggestions for how each program can further help with student success and closing gaps</i>
<p>Covington Independent School District has a consistent theme of working hard to benefit all students. As part of this theme, Covington students were referred to as "our kids", both at the district and the school level. The data analysis process at the school level is high quality and provides real time information that schools, principals, and teachers can use. The district can further its success by enhancing internal communication and coordination at the district level to benefit all programs. This internal communication will ensure that existing programmatic issues will be resolved.</p>