

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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April 20, 2016

Michael Taylor, Superintendent  
Fairview Independent Schools  
2201 Main St.  
Ashland, KY 41102

Dear Superintendent Taylor:

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 Fairview 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
- 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.

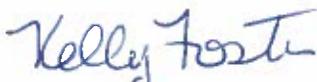
In addition, the monitoring team collectively discussed the findings and concerns of each program to identify what is categorized as “Common Concerns”. This represents a consolidation of findings reported by individual programs that were similar in nature and therefore presented a potential opportunity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

<b>District:</b>	Fairview Independent		
<b>Date(s) of Visit:</b>	February 23-25, 2016		
<b>Team Leads:</b> <i>(List primary person on this visit for each program)</i>			
Title I: Natasha Napier	Preschool: Sally Shepherd		
Title II: Jennifer Baker	IDEA: Yayo Radder		
Title III (English Learners [EL]): Gary Martin	Gifted & Talented: Leann Pickerill		

### Highlight of Effective Practices 1

Programs Addressed <i>(Check all that apply)</i>	Title I	Preschool	Career and Technical Education
	Title II	IDEA	Alternative Programs
	ESL	Gifted and Talented	
			✓
<i>Clearly describe actions and/or practices that the team deems as effective</i>			
<p>The Gifted and Talented program at Fairview Independent follows procedures for the identification and diagnosis of gifted characteristics, behaviors and talents to determine eligibility of services for this demographic. The district has implemented procedures for obtaining information related to the interests, needs and abilities of identified students from parents/guardians to determine the appropriate services that complement and support the students.</p>			

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### Common Issue 1

<b>Programs Addressed</b> <i>(Check all that apply)</i>	<b>Title I</b>	✓	<b>Preschool</b>	✓	<b>Career and Technical Education</b>	
	<b>Title II</b>		<b>IDEA</b>		<b>Alternative Programs</b>	
	<b>ESL</b>		<b>Gifted and Talented</b>			
<b>Common Issue</b> <i>(Clearly describe Issue)</i>						
Collaborative efforts between the district and parents were not evident. While parents are made aware of educational opportunities, they are not involved in the processes associated with each program.						
<b>Common Solution(s)/Recommendation(s)</b>						
Fairview Independent should collaborate and consult regularly with parents to improve the relationship between parents and the school and reinforce the relationship between parents and children. Parents should be involved in the reviewing, revising and implementation of the <i>Parent Involvement Policy</i> at the district level. Additionally, parents should annually evaluate the success of programs within the district and have a say in the planning processes of each program. Communication should be <i>two way</i> .						

### Common Issue 2

<b>Programs Addressed</b> <i>(Check all that apply)</i>	<b>Title I</b>	✓	<b>Preschool</b>		<b>Career and Technical Education</b>	
	<b>Title II</b>	✓	<b>IDEA</b>		<b>Alternative Programs</b>	
	<b>ESL</b>		<b>Gifted and Talented</b>			
<b>Common Issue</b> <i>(Clearly describe Issue)</i>						
Financial management is an issue across some programs. The district expended funds on unsupported or unallowable costs. MUNIS codes were used incorrectly and expenditures did not match the approved budget. MUNIS codes were not updated to reflect current budget and/or program activities.						
<b>Common Solution(s)/Recommendation(s)</b>						
Fairview Independent should develop processes to ensure staff follow accepted accounting principles, which must include internal auditing and oversight procedures. Budgets must be developed annually and reflect accuracy. Expenditures must align with approved budgets and allowable MUNIS codes found in the non-competitive funding matrix.						

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### Common Issue 3

<b>Programs Addressed</b> <i>(Check all that apply)</i>	<b>Title I</b>	✓	<b>Preschool</b>	✓	<b>Career and Technical Education</b>	
	<b>Title II</b>		<b>IDEA</b>		<b>Alternative Programs</b>	
	<b>ESL</b>	✓	<b>Gifted and Talented</b>			
<b>Common Issue</b> <i>(Clearly describe Issue)</i>						
Documentation of required program policies were unavailable for review or did not satisfy program guidelines.						
<b>Common Solution(s)/Recommendation(s)</b>						
Fairview Independent should develop sound policies in accordance with program requirements, even if the policies do not currently apply to the district. The district should adopt and implement a dispute policy for homeless students, jointly develop a <i>Parent Involvement</i> policy, submit a Lau Plan (in anticipation of an EL student enrolling in the district), and create a policy based on the ratio and staffing procedures at the preschool level.						

### Common Issue 4

<b>Programs Addressed</b> <i>(Check all that apply)</i>	<b>Title I</b>	✓	<b>Preschool</b>		<b>Career and Technical Education</b>	
	<b>Title II</b>	✓	<b>IDEA</b>		<b>Alternative Programs</b>	
	<b>ESL</b>		<b>Gifted and Talented</b>			
<b>Common Issue</b> <i>(Clearly describe Issue)</i>						
The district has not evaluated the effectiveness of the services provided through Title I, Part A and Title II, Part A.						
<b>Common Solution(s)/Recommendation(s)</b>						
Fairview Independent should intentionally and strategically evaluate the effectiveness of each program by identifying student needs based on data, developing a sound plan for tackling these areas, directing funds to these deficits, and then evaluating the effectiveness through analyses. Documenting growth will allow the district to determine the success of its efforts and whether or not adjustments need to be made.						

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### Final Overview

*Clearly describe actions and/or practices that the team deems as effective*

The current superintendent has implemented new policies and procedures for ensuring internal control regarding the disbursement of funds. Additionally, program improvements have been made to ensure student needs are met and federal program requirements are being followed. These actions, in conjunction with deliberately evaluating each program's effectiveness, will enhance the district's momentum.