

Matthew G. Bevin  
Governor



Hal Heiner  
Secretary  
Education and  
Workforce Development Cabinet

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

**KENTUCKY DEPARTMENT OF EDUCATION**

Capital Plaza Tower • 500 Mero Street • Frankfort, Kentucky 40601  
Phone: (502) 564-3141 • [www.education.ky.gov](http://www.education.ky.gov)

April 20, 2016

Tim Abrams, Superintendent  
Henry County Schools  
326 S. Main St.  
New Castle, KY 42041

Dear Superintendent Abrams:

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 Henty County 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.

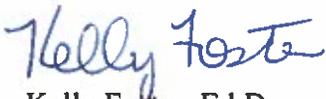
In addition, the monitoring team collectively discussed the findings and concerns of each program to identify what is categorized as “Common Concerns”. This represents a consolidation of findings reported by individual programs that were similar in nature and therefore presented a potential opportunity 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 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>	Henry County School District
<b>Date(s) of Visit:</b>	February 16-18, 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> Bill Buchanan
<i>Title II</i> Monica Murphy	<i>Career and Technical Education</i> Claude Christian
<i>Alternative Programs</i> Donna Deal	<i>IDEA</i> Robin Linton
<i>Title III</i> Gary Martin	<i>Gifted And Talented</i> Leann Pickerill

### Common Issue 1

<b>Programs Addressed</b> <i>(Check all that apply)</i>	<b>Title I</b>	x	<b>Preschool</b>	x	<b>Career and Technical Education</b>	x
	<b>Title II</b>	x	<b>IDEA</b>	x	<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>						
<p>There are no consistent and complete written processes for required school and district actions/activities (e.g., school walkthroughs, leadership meetings, policy reviews). All schools were not aware of all requirements or expectations. While there are no concerns that effective communication is occurring, documentation must be maintained at the school and district level.</p>						
<b>Common Solution(s)/Recommendation(s)</b>						
<p>The district should identify and review all required actions/activities and processes. It is important that all processes be in writing and provided to all who are responsible for following them to ensure fidelity of implementation. Some immediate solutions are:</p> <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> <ul style="list-style-type: none"> <li><i>How programs are effectively working collaboratively to better serve students</i></li> <li><i>Suggestions for adjustments that could help programs begin or improve their collaborative efforts</i></li> <li><i>Suggestions for how each program can further help with student success and closing gaps</i></li> </ul>
<p>Although Henry County School District is a small rural district working to overcome obstacles due to their size and limited resources, there are great things occurring here. A strong and collaborative district office is providing a positive environment and effective communication. Interviews of staff reveal the district to be a place of nurturing and support for teachers and students. Written documentation of this communication will enable Henry County to enhance their practices. Henry County should consider developing and implementing quality control methods and procedures to ensure each process is being used in each of the federal programs that identified concerns. It is expect that the Henry County School District's intentional focus on continuous program improvement will quickly move the areas of concerns to being areas of strengths.</p>