

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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Phone: (502) 564-3141 • www.education.ky.gov

June 8, 2016

Eddie Whitaker, Superintendent
Jenkins Independent School District
269 Old Highway 3086
Jenkins, Kentucky 41537

Dear Superintendent Whitaker:

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 Jenkins 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.

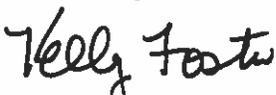
In addition, the monitoring team collectively discussed the findings and concerns of each program to identify what is categorized as “Common Concerns”. This represents a consolidation of findings reported by individual programs that were similar in nature and therefore presented a potential opportunity 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 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:	Jenkins Independent	
Date(s) of Visit:	April 19-21, 2016	
Team Leads: <i>(List primary person on this visit for each program)</i>		
<i>Title I</i> Krista Whitaker and Beckie Brown	<i>Preschool</i> Bill Buchanan	
<i>Title II</i> David Millanti	<i>Gifted And Talented</i> Leann Pickerill	
<i>Title III</i> Gary Martin	<i>IDEA</i> Tristan Parsons	

Highlight of Effective Practices 1

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool	X	Career and Technical Education	
	Title II		IDEA	X	Alternative Programs	
	Title III		Gifted and Talented			
<i>Clearly describe actions and/or practices that the team deems as effective (Include impact on student achievement)</i>						
<p>One of the positives of a small district that houses the Board of Education on a school campus is clear, constant and consistent communication. Jenkins Independent School district is a great example of this. Due to the size of the district and the varied staff roles, the ability of the district and school personnel to have frequent interaction became a clear strength leading to the consistent implementation of district goals and initiatives.</p>						

Common Issue 1

Programs Addressed <i>(Check all that apply)</i>	Title I		Preschool	X	Career and Technical Education	
	Title II		IDEA	X	Alternative Programs	
	Title III		Gifted and Talented			X
Common Issue <i>(Clearly describe Issue as it relates to each program)</i>						
<p>Many of the student folders pulled for review revealed missing and/or incomplete evidence. Highlights of the issues found are as follows:</p> <p>Preschool: Missing eligibility documentation and vision examination verification</p> <p>Gifted and Talented: Multiple evidence requirement not on file</p> <p>IDEA: IEPs missing current data</p>						
Common Solution(s)/Recommendation(s)						
<p>In order to ensure appropriate identifications, services and evidence gathering, it is recommended that staff be trained to collect, review and file evidences in the required manner. Ensuring that staff are appropriately certified in the area of responsibility will expedite the process of fulfilling programmatic requirements.</p>						

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<i>Title III</i> Gary Martin	<i>IDEA</i> Tristan Parsons	

Common Issue 2

Programs Addressed <i>(Check all that apply)</i>	Title I		Preschool	X	Career and Technical Education	
	Title II		IDEA		Alternative Programs	
	Title III	X	Gifted and Talented			
Common Issue <i>(Clearly describe Issue as it relates to each program)</i>						
<p>District enrollment paperwork identified a Social Security number as a requirement for enrollment. The requirement of a Social Security number or card can present a barrier to a number of individuals. In order to create a welcoming environment for all students, the Social Security number should be an optional item on the enrollment form.</p>						
Common Solution(s)/Recommendation(s)						
<p>Enrollment paperwork should be changed to identify the Social Security number as optional or remove the requirement from the form.</p>						

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>The Jenkins Independent School District recognizes family and community involvement as a vital part of the educational process and progress and is striving to create as engagement and involvement as possible. All stakeholders are working to evaluate programs and build on their successes.</p>
<p>The district is in a time of transition with many leadership positions being interim and many new faculty and staff on board; however, it is evident that the focus remains on providing the best educational opportunities for students. The district should continue to seek and secure opportunities to provide the highest quality programs in order to identify and address the needs of all students.</p>