

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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May 23, 2016

Anthony Little, Superintendent  
Leslie County Schools  
27 Eagle Lane  
P.O. Box 942  
Hayden, KY 41749

Dear Superintendent Little:

As you know, a team from the Kentucky Department of Education (KDE) visited Leslie 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.

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.

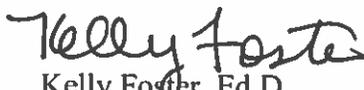
Each program has received an individual report as required by federal/state law. Any required actions are monitored by KDE program staff through those individual reports. Each district representative will have the opportunity to provide feedback on the consolidated monitoring process. In the meantime, 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/HJ/vb

Attachment

## 2015-2016 Statewide Consolidated Monitoring Report

<b>District:</b>	Leslie County
<b>Date(s) of Visit:</b>	April 12, 2016
<b>Team Leads:</b> <i>(List primary person on this visit for each program)</i>	
<i>Title I: Brandon Quick</i>	<i>Preschool: No Visit</i>
<i>Title II: Kathy Collins</i>	<i>Career and Technical Education: No Visit</i>
<i>Alternative Programs: Sherri Clusky</i>	<i>IDEA: Traci Branstutter</i>
<i>Gifted &amp; Talented: Leann Pickerill</i>	<i>ESL: Gary Martin</i>

### Highlight of Effective Practices 1

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool		Gifted and Talented	
	Title II	X	IDEA	X	Alternative Programs	X
<i>Clearly describe actions and/or practices that the team deems as effective</i>						
Maintenance of positive school culture and climate was noted by multiple KDE program representatives during the campus visit. There is a clearly established rapport between teachers, students and administrators that enhances the learning environment.						

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### Common Issue 1

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool		Gifted and Talented	
	Title II		IDEA	X	Alternative Programs	X
<b>Common Issue</b> <i>(Clearly describe Issue)</i>						
Documentation of required program policies were unavailable or needed to be updated.						
<b>Common Solution(s)/Recommendation(s)</b>						
The Leslie County district should develop a timeline for annual review of IEP's. The district should update information to be distributed to parents regarding its credit recovery program (PLATO). Title I Parent Involvement Policy should be updated, reviewed, and developed in collaboration with parents.						

### Common Issue 2

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool		Gifted and Talented	X
	Title II	X	IDEA	X	Alternative Programs	
<b>Common Issue</b> <i>(Clearly describe Issue)</i>						
The district has not evaluated the effectiveness of its services or allocation of funding provided through Title I, Part A and Title II programs.						
<b>Common Solution(s)/Recommendation(s)</b>						
Leslie County should intentionally and strategically evaluate its programmatic effectiveness by identifying student needs based on data, developing a sound plan for addressing these areas, directing funds to these deficits, and then evaluating results through careful analysis. Documenting implementation and growth will allow the district to determine the success of its efforts and dictate adjustments. Title I and Title II funding of district personnel should be implemented accordingly to how they are reported to the Kentucky Department of Education.						

### Common Issue 3

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool		Gifted and Talented	X
	Title II	X	IDEA		Alternative Programs	
<b>Common Issue</b> <i>(Clearly describe Issue)</i>						
There is a lack of communication between the district and parents as well as between the district and school personnel.						
<b>Common Solution(s)/Recommendation(s)</b>						
The district should establish procedures to ensure communication between district personnel and school principals regarding allocations of program funding and staffing. These procedures should represent a collaborative approach that clearly address the schools' needs and allow them to express their input and desires for use of funds.						

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### Final Overview

Once the district is able to establish effective procedures to enhance communication with parents, and promote collaboration to increase the effectiveness of its federal programs, it will be beneficial to overall student achievement and growth. The district is well-positioned to leverage its positive learning climate.