

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

Rob Stafford, Superintendent
Owen County Schools
1600 Hwy 22 East
Owenton, KY 40359

Dear Superintendent Stafford,

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 Owen 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.

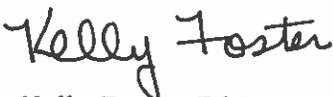
In addition, the monitoring team collectively discussed the findings and concerns of each program to identify what is categorized as “Common Concerns”. This represents a consolidation of findings reported by individual programs that were similar in nature and therefore presented a potential opportunity 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 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:	Owen County
Date(s) of Visit:	January 26-28
Team Leads: <i>(List primary person on this visit for each program)</i>	
Title I: Helen Jones	Preschool: Andrena Cox
Title II: David Millanti	Career and Technical Education: Karla Tipton
Alternative Programs: Alternative Programs did not attend this visit.	IDEA: Robin Linton
ESL: Gary Martin	Gifted And Talented: Leann Pickerill

Highlight of Effective Practices 1

Programs Addressed <i>(Check all that apply)</i>	Title I	Preschool	X	Career and Technical Education
	Title II	IDEA		Alternative Programs
	ESL	Gifted and Talented		X
<i>Clearly describe actions and/or practices that the team deems as effective (Include impact on student achievement)</i>				
<p>Progress monitoring protocols were in place above basic program requirements. For example, preschool included data from RtI and First Steps in IEP goals that will benefit students in the transition from preschool to the primary level. The Gifted and Talented program reported progress in parent conferences.</p>				

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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	IDEA	X	Alternative Programs
	ESL	Gifted and Talented		X
Common Issue <i>(Clearly describe issue as it relates to each program)</i>				
<p>The district was not following programmatic requirements, leading to issues with data reliability and validity. For example, career and technical education students were not preparatory but marked preparatory. IDEA failed to collect current progress monitoring data. Gifted and Talented did not have a formal, systematic plan to collect parent data about interests and abilities of students in the identification of gifted and talented students' needs.</p>				
Common Solution(s)/Recommendation(s)				
<p>The district should implement systematic procedures to ensure data collection and analyses align with programmatic requirements and ensure there is oversight by district staff in these processes. The district may consider consulting with preschool staff to determine if their data collection processes can be replicated across programs.</p>				

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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>The district appears to have fiscal controls in place to ensure dollars are spent in ways that best meet student needs, while meeting program compliance.</p> <p>The district should ensure it develops systematic processes to ensure it meets all programmatic requirements, specifically with data collection and analysis. However, across most programs, there is a recognition of districtwide issues and efforts are being made to ensure programs are in compliance.</p>