

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

R. Anthony Strong, Superintendent
Pendleton County Schools
2525 Hwy. 27 N.
Falmouth, KY 41010

Dear Superintendent Smith:

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 Pendleton 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.

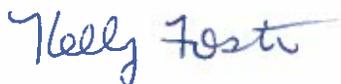
In addition, the monitoring team collectively discussed the findings and concerns of each program to identify what is categorized as “Common Concerns”. This represents a consolidation of findings reported by individual programs that were similar in nature and therefore presented a potential opportunity 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 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:	Pendleton County
Date(s) of Visit:	March 8-10, 2016
Team Leads: (List primary person on this visit for each program)	
<i>Title I:</i> Helen Jones	<i>Preschool:</i> Bill Buchanan
<i>Title II:</i> David Millanti	<i>Career and Technical Education:</i> Claude Christian
<i>Alternative Programs:</i> Donna Deal	<i>IDEA:</i> Yayo Radder
<i>ESL:</i> Gary Martin	<i>Gifted And Talented:</i> 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	X
	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>Multiple pathways exist to foster student success. There are unique opportunities such as a scuba diving experience for gifted students. There is strong support at the district level for the alternative program in meeting the needs of individual students. The preschool program provides a supportive social and emotional environment.</p>						

Highlight of Effective Practices 2

Programs Addressed <i>(Check all that apply)</i>	Title I		Preschool	X	Career and Technical Education	
	Title II		IDEA		Alternative Programs	
	ESL	X	Gifted and Talented			X
<i>Clearly describe actions and/or practices that the team deems as effective (Include impact on student achievement)</i>						
<p>The district is intentional about building capacity for effective teaching through professional learning. There is regular communication with staff about professional learning opportunities. There is intentionality in the selection of professional learning to ensure it meets needs. Professional learning also is embedded during the school day through professional learning communities. The district provides annual training to staff related to recognizing gifted student characteristics.</p>						

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Common Issue 1

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool	X	Career and Technical Education	
	Title II		IDEA		Alternative Programs	
	ESL		Gifted and Talented			
Common Issue <i>(Clearly describe Issue as it relates to each program)</i>						
It is unclear what role parents have in the development of parent engagement activities. Parent attendance at planned activities is low. The district does not evaluate the barriers and root causes for low parent participation. Thus, the actions the district is taking to improve parent participation are disconnected from those barriers and root causes.						
Common Solution(s)/Recommendation(s)						
The district should collect and analyze survey data to determine the barriers and root causes to low parent participation. The district should then embark on a root cause analysis and ensure actions align to meeting identified needs.						
A potential tool to help in this analysis is <i>The Missing Piece of the Proficiency Puzzle</i> .						

Common Issue 2

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool	X	Career and Technical Education	
	Title II	X	IDEA		Alternative Programs	
	ESL		Gifted and Talented			
Common Issue <i>(Clearly describe Issue as it relates to each program)</i>						
The district does not have a formal process to annually evaluate the effectiveness of the identified programs.						
Common Solution(s)/Recommendation(s)						

The district should develop a comprehensive process to evaluate the effectiveness of the identified programs. This may include multiple data sources, the use of committees to help in the evaluation, and may be incorporated into existing district processes across multiple programs. For example, the district may consider identifying how programs are interconnected and design evaluation protocols that focus on addressing issues across those connections.

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Final Overview

Clearly describe the following for the identified program(s):

How programs are effectively working collaboratively to better serve students

Suggestions for adjustments that could help programs begin or improve their collaborative efforts

Suggestions for how each program can further help with student success and closing gaps

The district is student focused and provides ample opportunities for students to succeed. Professional learning is intentionally planned and selected to ensure it meets needs. Achievement may be improved through the design of effective parental engagement activities that truly meet the needs of parents and students and ensure parents are active partners in the education process. In addition, thorough program evaluation will lead the district forward by ensuring they operate effectively and collaboratively in meeting needs. The district should continue to collaborate with the Kentucky Department of Education and other partners as needs arise related to continuous improvement. This may be particularly important since most program coordinators are fairly new to their positions.