

Matthew G. Bevin  
Governor



Hal Heiner  
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Education and  
Workforce Development Cabinet

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

**KENTUCKY DEPARTMENT OF EDUCATION**

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May 23, 2016

Rachel Yarbrough, Superintendent  
Webster County Schools  
28 State Rt. 1340  
Dixon, KY 42409

Dear Superintendent Yarbrough:

As you know, a team from the Kentucky Department of Education (KDE) visited Webster 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
- Preschool
- Alternative Programs
- Individuals with Disabilities Act (IDEA)
- Career and Technical Education

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.

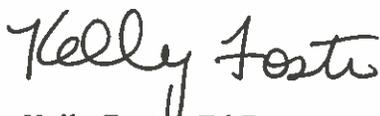
Each program has received an individual report as required by federal/state law. Any required actions are monitored by KDE program staff through those individual reports. Each district representative will have the opportunity to provide feedback on the consolidated monitoring process. In the meantime, 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 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 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>	Webster County School District	
<b>Date(s) of Visit:</b>	March 29-31, 20116	
<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> Jennifer Baker	<i>Career and Technical Education:</i> Claude Christian	
<i>Alternative Programs:</i> Sherri Clusky	<i>IDEA:</i> Stephanie Sterling	
<i>Title III/EL:</i> Gary Martin	<i>Gifted and Talented:</i> Leann Pickerill	

### Highlight of Effective Practices 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>	x
	<b>Title III/EL</b>	x	<b>Gifted and Talented</b>			
<i>Clearly describe actions and/or practices that the team deems as effective (Include impact on student achievement)</i>						
<p>The district has effective and supportive leadership in place that promotes communication and collaboration between district and school staff. There is both horizontal and vertical two-way communication between the superintendent, central office staff, school administration, teachers, students and the community. All school programs have strong support at the district level.</p>						

### Highlight of Effective Practices 2

<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>	
	<b>Title II</b>	x	<b>IDEA</b>		<b>Alternative Programs</b>	
	<b>Title III/EL</b>		<b>Gifted and Talented</b>			
<i>Clearly describe actions and/or practices that the team deems as effective (Include impact on student achievement)</i>						
<p>The district has implemented professional development processes, procedures, and activities that ensure all staff have opportunities for both professional growth and to boost student achievement. Evidence was shown that all professional development is implemented with fidelity and regularly monitored for effectiveness. School level staff are encouraged to participate in leadership programs which aid the district in retaining staff and creating new leaders.</p>						

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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 leadership skills of Dr. Rachel Yarbrough and her team have directed Webster County in making great strides over the past two years. Plans are in place and being effectively implemented to continue to boost student achievement. Communication and collaborative efforts between the district and the staff are key components in this plan. Additionally, the district's knowledge of federal programs is a great asset in this process.**

**Through research, communication, and commitment district and school level staff demonstrate an effort that shows results. The district is receptive to new ideas and welcomes constructive criticism in order to benefit their students and foster continuous improvement. The district's processes are to be commended.**