



Steven L. Beshear
Governor

Terry Holliday, Ph.D.
Interim Commissioner of Education

**EDUCATION AND WORKFORCE DEVELOPMENT CABINET
DEPARTMENT OF EDUCATION**

Capital Plaza Tower • 500 Mero Street • Frankfort, Kentucky 40601
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April 29, 2014

Alan Reed, Superintendent
Adair County Schools
1204 Greensburg Street
Columbia, KY 42728

Dear Superintendent Reed,

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 2013-14 school year, the Kentucky Department of Education (KDE) conducted monitoring in Adair County 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
- Individuals with Disabilities Act (IDEA)
- Kentucky Preschool Program
- Alternative Programs
- Career and Technology Education

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 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.

Superintendent Alan Reed
April 29, 2014
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Simply by reducing duplication of effort, these programs and the others engaged in consolidated monitoring 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.

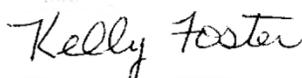
Each program has already provided an individual report as required by federal or state law. Any required actions are monitored by the programs through those individual reports. In order to help the collaborative work of the programs and provide districts with a way to document improvement efforts, we 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 Claude W. Christian by e-mail at claudio.christian@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
Office of Next Generation Schools and Districts

2013-2014 Statewide Consolidated Monitoring Report

District:	Adair County		
Date(s) of Visit:	February 11-13, 2014		
Team Leads: <i>(List primary person on this visit for each program)</i>			
<i>Title I</i> Christina Benassi	<i>Preschool</i> Annie Rooney-French		
<i>Title II</i> N/A	<i>Career and Technical Education</i> Karla Tipton		
<i>Alternative Programs</i> Tom Edgett	<i>IDEA</i> Laura McCullough		

Highlight of Effective Practice

Programs Addressed <i>(Check all that apply)</i>	Title I	Preschool	Career and Technical Education
	Title II	IDEA	Alternative Programs
			x
<i>Clearly describe actions and/or practices that the team deems as effective</i>			
<p>Alternative Programs</p> <p>The alternative program provides highly effective individualization for all students. This is accomplished, in part, by taking a three-in-one approach with their programs. These include The Indiana Academy, PASS and Choices. In addition, the collaboration between regular teachers and alternative teachers is outstanding. This is highlighted by a very effective communication system that ensures all teachers are aware of student behavior, including whether the teacher needs assistance with that student, if the student needs to be removed from the classroom or if they are doing well. This level of communication provides a better opportunity to ensure student needs are met.</p>			

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Common Issue 1

Programs Addressed <i>(Check all that apply)</i>	Title I	Preschool	Career and Technical Education
	Title II	IDEA	Alternative Programs
		x	x
Common Issue <i>(Clearly describe Issue and its connection to each program)</i>			
Documentation The district's system of intervention does not include sufficient documentation of progress monitoring data or data analysis for the purpose of making decisions about students Response to Intervention (RTI). In addition, it is important to utilize the ILPA in Infinite Campus to properly document progress monitoring for students.			
Common Solution(s)/Recommendation(s)			
The district should complete and implement training through their local Co-ops and regional training centers as specified in the individual program reports.			

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Final Overview

1. Clearly describe the following:
 - a. How program are effectively working collaboratively to better serve students
 - b. Suggestions for adjustments that could help programs begin or improve their collaborative efforts
 - c. Suggestions for how each program can further help with student success and closing gaps

We compliment the district on the development of community partnerships that increase opportunities for students. We encourage the district to highlight student success and focus on student achievement. By continuing to focus on community and student needs, your district will create new innovative programs as well as strengthen and sustain current ones.