



Steven L. Beshear
Governor

Terry Holliday, Ph.D.
Interim Commissioner of Education

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

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April 29, 2014

Jon Ballard, Superintendent
Elizabethtown Independent Schools
219 Helm Street
Elizabethtown, KY 42701

Dear Superintendent Ballard,

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 Elizabethtown Independent 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
- 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 Jon Ballard
April 29, 2014
Page 2 of 2

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.

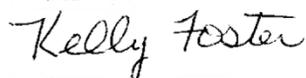
Each program has already provided an individual report as required by federal or state law. Any required actions are monitored by the programs through those individual reports. In order to help the collaborative work of the programs and provide districts with a way to document improvement efforts, we 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:	Elizabethtown Independent
Date(s) of Visit:	February 18-19, 20014
Team Leads: <i>(List primary person on this visit for each program)</i>	
<i>Title I</i> Amy Jacobs	<i>Preschool</i> Sally Shepherd
<i>Title II</i> Lorrie Devers	<i>Career and Technical Education</i> Kiley Whitaker
<i>Alternative Programs</i> Sherri Clusky	<i>IDEA</i> - Susan Farra

Highlight of Effective Practice 1

Programs Addressed <i>(Check all that apply)</i>	Title I		Preschool		Career and Technical Education	
	Title II	X	IDEA	X	Alternative Programs	
<i>Clearly describe actions and/or practices that the team deems as effective</i>						
Intentional Planning and Use of Funds						
<p>The district engages in a systematic review/analysis of progress monitoring data for its IDEA students. The process includes monitoring students' ongoing performance and educational programming for effectiveness as well as progress.</p> <p>Professional development for teachers is guided by intentional use of data including individual teacher surveys, TELL survey results and feedback from district and school leadership walkthroughs. This process has helped the district avoid "one size fits all"-type professional development.</p> <p>The effective and intentional use of funds to provide mentor teacher opportunities and other innovative steps in building quality teaching opportunities that are also equitable was noted by Title II monitors. This provides a consistency and transparency in the process that is beneficial to teachers across the district.</p>						

Highlight of Effective Practices 2

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool	X	Career and Technical Education	
	Title II		IDEA		Alternative Programs	
<i>Clearly describe actions and/or practices that the team deems as effective</i>						
Parent Involvement						
<p>Title I and preschool programs observed the excellent parent involvement program at the Panther academy.</p> <p>The Watch D.O.G.S. (Dads of Great Students) program is an effective way to specifically engage fathers in the support of their children and school. It provides an opportunity for fathers who would otherwise not participate be engaged in the school process.</p> <p>In addition, parent engagement at Panther Academy is highlighted by excellent parent/teacher/student interactions which, in turn, foster a welcoming environment and increased teacher/student engagement in the learning process.</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	X
	Title II		IDEA	X	Alternative Programs	
Common Issue <i>(Clearly describe Issue and its connection to each program)</i>						
Program Training/Documentation While there is evidence of attendance at various training and update sessions for programs, there is not a process in place to ensure the updates are being implemented. There also appears to be no form of follow up after trainings are attended to ensure the implementation of new information/directions.						
Common Solution(s)/Recommendation(s) Develop a yearly schedule of program and policy reviews. This could include required feedback from attendees after training, monitoring or follow up to ensure implementation or the use of peer training. It would also be useful to document and highlight effective results of trainings at all levels. It may be helpful to have a form of "cross training" between programs to determine which programs could effectively collaborate. This collaboration could include potential sharing of costs for similar programs/plans, allowing for additional funds to support implementation. An example of this is having Title I and Title II work together to address equitable services and equitable teaching.						

Common Issue 2

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool		Career and Technical Education	
	Title II		IDEA	X	Alternative Programs	
Common Issue <i>(Clearly describe Issue and its connection to each program)</i>						
Documentation of Communication There were concerns with limited evidence of communication with parents concerning student progress. There is also limited evidence of parent involvement in program decision making or leadership opportunities. In addition, it was noticed that not only were parent involvement policies out of date, but there was little evidence to document the implementation of required yearly reviews of Title I program components.						

Common Solution(s)/Recommendation(s)

Develop a process for ensuring ongoing communication throughout the year regarding student progress. Document this process and its implementation. This should include two-way communication with parents

Develop a team of parents to assist in all areas of parent involvement. Recruit other parents, beyond SBDM members, to have a voice on program decision making, offering two way feedback to the school.

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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

The KDE consolidated team observed good work in the Elizabethtown Independent school district. The district was also quick to provide corrections to areas we asked for revisions.

There is good collaboration between the High school and pre-K –K school. We recommend using established connections to build other programs in the CTE center in adding on an early childhood program.

Although there are suggestions for improving communication and presenting data, resources and interventions to parents, the use of school open house nights and math and reading fun nights are active and effective. In addition, the Watch D.O.G.S. (Dads of Great Students) program shows evidence of being a very beneficial program. Not only does it increase parent involvement but has a beneficial impact on school discipline. It is recommended that Elizabethtown Independent submits this process for review on the KDE Best Practices website.

<http://education.ky.gov/school/bpsust/Pages/default.aspx>