

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
Phone: (502) 564-4770 • www.education.ky.gov

August 9, 2013

Dear Superintendent Wisemann:

In an effort to reduce the burden on school districts, the Kentucky Department of Education (KDE) began a consolidated monitoring program during school year 2011-2012. This effort combines required monitoring visits for state and federal programs in an intentional and concise timeframe.

During the 2012-2013 school year, the KDE conducted monitoring in Paris Independent School District. 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*
- *Individuals with Disabilities Act (IDEA)*
- *Kentucky Preschool Program*

Each program has provided, at minimum, a preliminary report of findings based on the visit. This document represents the consolidation of findings that were similar in nature and therefore present an opportunity for consolidation of effort among the programs. Program monitors have noted some of the effective practices identified during the monitoring visit. In addition, team members have provided recommendations for addressing any noted concerns. These are coupled with suggestions for potential opportunities to work across programs, streamline implementation and increase success within each.

It is our pleasure to suggest that practices that have been noted as effective be submitted to the KDE Best Practices website under School Improvement. To ensure that we are able to meet our goal of providing ongoing technical assistance for all programs monitored, we encourage you to utilize the Consolidated School and District Improvement Planning tools in ASSIST to track your efforts to address any common concerns noted by the team.

So that we may improve our consolidated monitoring process, each school and program that has been monitored will soon have the opportunity to provide feedback. 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 email 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 education.ky.gov.

Thank you for your work in improving Kentucky's education programs to better provide for our children.

Sincerely,

A handwritten signature in black ink, appearing to read "Claude W. Christian", with a long, sweeping horizontal flourish extending to the right.

Claude W. Christian
Project Manager
Statewide Consolidated Monitoring

2012-13 Statewide Consolidated Monitoring Report

District:	Paris Independent
Date(s) of Visit:	January 15, 2013
Team Leads: <i>(List primary person on this visit for each program)</i>	
<i>Title I</i> Daniel Davison	<i>Preschool</i> Sally Shepherd
<i>Title II</i> Candace Souder	<i>Career and Technical Education</i> N/A
<i>Alternative Programs</i> N/A	<i>IDEA</i> Christel Hockensmith

Highlight of Effective Practices 1

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool	X	Career and Technical Education
	Title II	X	IDEA		Alternative Programs
<i>Clearly describe actions and/or practices that the team deems as effective</i>					
Professional Development There are many opportunities for a variety of professional learning and leadership trainings. Professional Learning Communities (PLCs) meet weekly, there are frequent walkthroughs with formative assessments and feedback, and preschool has professional development through Early Learning Leadership Networks (ELLN).					

Highlight of Effective Practices 2

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool		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 It is the intent of the school district that every student receives a home visit prior to the start of school. This practice sends the message that teachers care about students and opens a line of communication with parents that is invaluable.					

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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	X	IDEA	X	Alternative Programs
Common Issue <i>(Clearly describe Issue)</i>					
<p>Documentation</p> <p>Lack of documentation is a common issue within the district. Required documentation for parent activities, such as sign-in sheets for preschool volunteers and Title I activities within the district, is not provided by the district. Title II funds used to pay teachers are not reported correctly. Special education documentation, such as evaluation requirements and eligibility decisions, is often lacking in student due process files. The elementary and middle school counselors are paid with Title I funds, but this is not documented in the CSIP. Students were enrolled into the preschool program without the proper documentation.</p>					
Common Solution(s)/Recommendation(s)					
<p>The district should develop common forms to be used within the district wherever applicable, such as sign-in sheets and checklists to ensure specific requirements are met. The district should develop a written process for current and future staff responsible for specific program requirements. This process should start with the CDIP/CSIP.</p>					

Common Issue 2

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool		Career and Technical Education
	Title II	X	IDEA		Alternative Programs
Common Issue <i>(Clearly describe Issue)</i>					
<p>Highly Qualified staff</p> <p>Some certified teachers not Highly Qualified (HQ), primarily high school mathematics. Paraeducators were thought to not have to meet requirements if they had been in place prior to the requirement taking effect. Parents were not being informed of their rights to request the credentials of their student's teachers at the beginning of the year.</p>					
Common Solution(s)/Recommendation(s)					
<ul style="list-style-type: none"> • Make connections with community and on district website to recruit HQ teachers. • Collaborate with surrounding districts to provide highly effective/qualified teachers via Skype or other technology methods including digital learning for some advanced classes or other classes where the district has not yet attained an effective teacher. 					

- Policies and procedures need to be put in place to make sure that all paraprofessionals attain proper certification. Title I and II funds are available for training that might be necessary for those paraeducators who were thought to be “grandfathered” in.
- Inform parents that they may request the qualifications/HQ status of their student’s teachers, and have a process in place to handle these requests. This information can go out to parents via handbooks, inserts, websites or other forms of communication.

Common Issue 3

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool	X	Career and Technical Education
	Title II	X	IDEA	X	Alternative Programs
Common Issue <i>(Clearly describe Issue)</i>					
<p>Communication</p> <p>Somewhat inconsistent communication across the district is a common issue, including communication channels between district-to-school members; school-to-school members; district-to -private school members; and district and school to parents.</p>					
Common Solution(s)/Recommendation(s)					
<p>We recommend the district and schools develop common, written communication processes that are documented to assign individual role responsibilities, including activities and timelines. These processes should be written in a document and included in (or referred to) in the CDIP and CSIP, and adjusted as necessary to create a strong alignment of district and school goal development and implementation based upon the data that indicates the priority needs of all Paris Independent students.</p> <p>These processes should be communicated to parents in a variety of ways, including the posting of a revised CDIP and CSIP and other relevant processes on the district and school websites.</p>					

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Final Overview

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool	X	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>					
<p>The Response to Intervention (RtI) program, which is being fully implemented this year in the elementary school, seems very effective. It is comprehensive, provides the foundation for the elementary curriculum and is already showing great progress. While the Response to Intervention program is still developing, the consolidated monitoring team recognizes it as a strong component in the district. Next steps in the development of this process will include strengthening the communication between special education services and the RTI program, and also in the transition from elementary to middle to high school.</p> <p>We recognize the challenges presented by staff members wearing multiple hats and suggest that one way to keep everything straight would be to implement written processes that may be updated over time and allow for transitions to new staff in the case of potential turnover. These processes would help in all of the areas identified as common concerns (documentation, Highly Qualified and communication). The district has a rich heritage that seems to be a factor in the culture of school pride as evidenced by the respectful way teachers and students interact. There definitely is a team/family-oriented culture, and the whole district seems committed to student achievement.</p>					