



Steven L. Beshear
Governor

Terry Holliday, Ph.D.
Interim Commissioner of Education

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

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August 9, 2013

Dear Superintendent Moore:

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 Rowan County 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*
- *Alternative Programs*

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:	Rowan County
Date(s) of Visit:	April 16, 2013
Team Leads: <i>(List primary person on this visit for each program)</i>	
<i>Title I Claude Christian</i>	<i>Preschool Sally Shepherd</i>
<i>Title II Jennifer Baker</i>	<i>Career and Technical Education N/A</i>
<i>Alternative Programs Tom Edgett</i>	<i>IDEA Debbie Mays</i>

Highlight of Effective Practices 1

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool	X	Career and Technical Education	
	Title II		IDEA	X	Alternative Programs	X
<i>Clearly describe actions and/or practices that the team deems as effective</i>						
<p>Transitions Among Grades and Schools</p> <p>Title I noticed that every school, although they used different techniques, did excellent transitions into kindergarten and 6th grade. Preschool students meet kindergarten teachers in May, and the two grades collaborate for a smooth transition. One school even has its teachers do home visits for the kindergarten students to ease their worries. The 6th-grade counselors assist a lot with the 5th- to 6th-grade transition. They provide seminars and visits to the 5th-grade classrooms. The 5th graders also are bused for a day at the middle school for a smoother transition as well. The alternative program also noticed such effective transitions. There is a written policy showing how students are assisted into and out of the alternative program to provide smoother assistance. It also has a steering committee to help with this transition as well.</p> <p>The district demonstrated consistent thoughtful planning in postsecondary transition from high school to college and career readiness. In addition to having solid transition procedures and documentation in place, the KDE team saw strong evidences of university and interagency collaboration.</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	X
<i>Clearly describe actions and/or practices that the team deems as effective</i>						
<p>Individualizing Instruction for Students</p> <p>Both Preschool and Alternative Programs noticed the effective use of individualization for students with their programs.</p> <p>The Bluegrass Discovery Academy has students placed for several different reasons, both voluntarily and involuntarily. The educational needs of these students are being met through the individualization of instruction as well as use of technology. The preschool team also recognized this practice among the preschool programs with the Rowan County school district.</p>						

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Common Issue 1

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool		Career and Technical Education
	Title II	X	IDEA	X	Alternative Programs
Common Issue <i>(Clearly describe Issue)</i>					
<p>Maintenance of records Records are not consistently updated between and across programs. An example of this is Time and Effort logs. While there were no overall concerns with job duties, some programs require logs for all individuals in the program. In addition, logs should be available any time an individual is paid from multiple federal funding sources to validate the appropriate use of funds.</p>					
Common Solution(s)/Recommendation(s)					
<p>While there may be several approaches to resolve this concern, here are some potential solutions:</p> <ul style="list-style-type: none"> - review ALL record-keeping requirements (e.g., MUNIS, Time and Effort, Response to Intervention) - provide training on proper procedures for record keeping in and across programs - identify who is responsible for verifying that records are maintained and updated as needed - ensure that not only MUNIS expenditures are accurate but individual program records reflect the same information 					

Common Issue 2

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool		Career and Technical Education
	Title II	X	IDEA	X	Alternative Programs
Common Issue <i>(Clearly describe Issue)</i>					
<p>Inconsistent processes There are not consistent and complete written processes for required school and district actions/activities (e.g., school walkthroughs, leadership meetings, policy reviews). All schools were not aware of all requirements or expectations.</p>					
Common Solution(s)/Recommendation(s)					
<p>The district should identify and review all required actions/activities processes. It is important that all processes be in writing and provided to all who are responsible for following them to ensure fidelity of implementation. Some immediate solutions would be to:</p> <ul style="list-style-type: none"> - develop a written plan for frequency of district visits and policy reviews - date policy changes to show when updates or reviews have been conducted - disseminate consistent procedures for the proper documentation of Response to Intervention 					

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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	X
<i>Clearly describe actions and/or practices that the team deems as effective</i>						
<p>There are many great things occurring in Rowan County schools. The schools not only analyze data but are using it to inform decisions about and for students. The district is on the right track with community engagement as it has established a strong relationship with Morehead State University. Rowan County works specifically with the College of Education to recruit teachers to the district. The district should continue this relationship to recruit and retain top teaching talent. In addition, as schools look for ways to get parents more engaged, we encourage the district to develop relationships with other community partners. Some community partners also are employers who can provide not only flexibility in work schedules for parents but support for many other activities and plans.</p> <p>We encourage the district to develop program-based “black boxes” where appropriate. To do this, gather the items that provide evidence to address each component in your monitoring documents and identify based on the component. This can be done electronically, hard copy or a combination of both. Once completed, all relevant program material will be readily available at all times. Update information as it changes.</p> <p>While preparing for next year, it is important to revisit all school- and district-based policies to ensure they are meaningful and specific to each school. Parent compacts also should address the expectations and needs of each school. When these are completed, be sure to document on the policy a “reviewed on” or “revised on” date.</p> <p>Lastly, several schools show great promise with their parent involvement. It is important for all schools to remember that the school-based decision making (SBDM) team is not a substitute for involvement. While the SBDM can help promote engaging parents in the school process, it is important to use the data provided by parents through surveys and other feedback to determine the best ways to engage all parents in the learning process of their children. We encourage schools to submit some of their parent engagement practices to the KDE Best Practices website for review.</p>						