



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 Cochran:

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 Washington 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*
- *Career and Technical Education*

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 claude.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:	Washington County
Date(s) of Visit:	January 29, 2013
Team Leads: <i>(List primary person on this visit for each program)</i>	
<i>Title I</i> Amy Jacobs/Judy Littleton	<i>Preschool</i> Sally Shepherd
<i>Title II</i> Candace Souder	<i>Career and Technical Education</i> Kiley Whitaker
<i>Alternative Programs</i> Sherri Clusky	<i>IDEA</i> Robin Linton

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	X	Alternative Programs	X
<i>Clearly describe actions and/or practices that the team deems as effective</i>						
<p>Innovative Strategies for student Success</p> <p>Washington County is providing opportunities for all students to excel through the use of partnering with postsecondary schools (Saint Catharine's College) to help students complete courses that would allow them to graduate with an associate degree.</p> <p>Washington County is using Skype technology to provide access to highly qualified teachers for upper level 8th grade math class at a school in a rural location. This allows advanced level students to enroll in higher level courses without the cost of transportation.</p>						

Highlight of Effective Practices 2

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool	X	Career and Technical Education	X
	Title II	X	IDEA	X	Alternative Programs	X
<i>Clearly describe actions and/or practices that the team deems as effective</i>						
<p>Community and district collaboration</p> <p>The Superintendent becomes involved in all program areas, meeting with leaders to keep informed of each program.</p> <p>The district is working to reach out to the community through a well done website that is concise and user friendly. (Recommend looking into connecting the district website to other community supports and information.)</p> <p>Programs and grade levels are working to communicate with parents and to have good working relations/interactions with other grades and programs. This is done through teacher web sites, newsletters and district links.</p> <p>The counselor meets with high school students to help them enroll in dual credit courses and also works on transition opportunities.</p>						

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Common Issue 1

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool		Career and Technical Education	X
	Title II		IDEA		Alternative Programs	X
Common Issue <i>(Clearly describe Issue)</i>						
<p>Communication</p> <p>Washington County has several new school administrators in the district. Many were not aware of district manuals, procedures or programs outside of their individual building.</p> <p>Upon hiring, the new administration may not have received adequate training on policy and procedure. Manuals were in school offices but district and building personnel did not offer follow-up of procedures to new administration.</p>						
Common Solution(s)/Recommendation(s)						
<p>Schools and districts need to have clear, continuous communication with all personnel</p> <p>When new or changing information is issued, present any needed documents that are new or have changed in a timely manner, then provide follow-up on the understanding of this information.</p> <p>Communication needs to become more frequent and open between building/grade levels/programs.</p> <p>Work with those who already implement a procedure so that time is not wasted recreating it.</p> <p>The district should facilitate discussions among the school leadership (e.g., principals, leadership teams, school council members) on developing a district wide process to disseminate information.</p>						

Common Issue 2

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool	X	Career and Technical Education	X
	Title II		IDEA		Alternative Programs	X
Common Issue <i>(Clearly describe Issue)</i>						
<p>Updates/ revisions to policy, procedure and data</p> <p>Parent involvement policy is not reviewed yearly and updated when needed. School compacts are not unique to each school's needs.</p> <p>Attendance for alternative schools has issues in Infinite Campus with students not coded correctly.</p> <p>Preschool placement options and LRE are not offered to all students. Child ratio policy and other forms need to be revised and reviewed.</p>						

Common Solution(s)/Recommendation(s)
Most program policies need to be reviewed and or revised on an annual basis. Even when staff understands and knows the policies, this needs to be reflected in the documents. Create or continue to use a standard organizational system that assists in the process of keeping documents and policies current. Provide opportunities for parents or other leadership to be involved when working through the process of policy revision.

Common Issue 3

Programs Addressed <i>(Check all that apply)</i>	Title I	Preschool	Career and Technology Education	X
	Title II	IDEA	Alternative Programs	X
Common Issue <i>(Clearly describe Issue)</i>				
<p>Misuse of instructional time</p> <p>Some instances were observed of students not being engaged. Some lack of engagement was due to behavior issues, they were left to themselves to “cool down.”</p> <p>Students were pulled out for other services when not needed or during core instructional times.</p> <p>Students were scheduled in recommended CTE courses at the end of their senior year, which does not allow the student to receive needed standards before testing.</p>				
Common Solution(s)/Recommendation(s)				
<p>Review and revise any behavior plans that do not seem to be working in order to help correct behavior issues or prevent them from occurring.</p> <p>Coordinate schedules of regular classroom teachers with tutors, therapists, and interventionists.</p> <p>Students should not be substituting core instruction time for other assistance.</p>				

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Final Overview

Programs Addressed <i>(Check all that apply)</i>	Title I	X	Preschool	X	Career and Technical Education	X
	Title II	X	IDEA	X	Alternative Programs	X
<i>Clearly describe actions and/or practices that the team deems as effective</i>						
<p>Washington County has many strong qualities. Administration and staff work well together and have a desire to develop stronger, open communication. Counselors and high school programs are working to provide effective and unique means of credit experience for students. Working with local colleges and neighboring schools is benefiting all high school students in their goals of career readiness.</p> <p>Washington County has a strong commitment to the community and the desire to help all students be successful in their educational experience.</p> <p>It is recommended that Washington County continue to review their practices and methods in the district. Research the community's needs and concerns and learn to involve more of the community in building a strong school system.</p> <p>Evaluate and update the district communication policy and procedures among all departments and work.</p>						