



Stephen L. Pruitt, Ph.D.
Commissioner of Education

KENTUCKY DEPARTMENT OF EDUCATION

300 Sower Boulevard • Frankfort, Kentucky 40601
Phone: (502) 564-3141 • www.education.ky.gov

April 9, 2018

Matt Robbins, Superintendent
Daviness County Schools
1622 Southeastern Parkway
Owensboro, KY 42303

Dear Superintendent Robbins:

As you know, one goal of Kentucky Statewide Consolidated Monitoring (KSCM) is to help 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 2017-18 school year, the Kentucky Department of Education (KDE) conducted monitoring in the Daviness 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
- Title II, Part A
- Title III, Part A
- Gifted and Talented
- Individuals with Disabilities Education Act (IDEA)
- Career and Technical Education (CTE)
- Alternative Programs

Each program involved in the KSCM has an impact on our goal. For example, 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 also guidance on working with disadvantaged students. These programs and the others engaged in consolidated monitoring can work together to achieve more collaboratively than any of them could alone simply by reducing duplication of effort.

Daviess County Schools
April 9, 2018
Page 2 of 2

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 individual program practices that the team 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 Opportunities for Improvement. This represents a consolidation of findings reported by individual programs that were similar in nature and therefore present a potential opportunity for collaboration between identified programs. Each of these concerns has been identified by at least two program areas. Each district program has already been provided an individual report as required by federal or state law. All findings will need to be addressed by district program areas as specified in the individual reports.

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 Sharma Aitken at (502) 564-3791, extension 4018, or via email at sharma.aitken2@education.ky.gov. 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 serve our children.

Sincerely,



Kelly Foster, Ed.D.
Associate Commissioner
Office of Continuous Improvement and Support

KF/TR/NN/vb

Attachment: Consolidated Monitoring Report for Daviess County

2017-18 Statewide Consolidated Monitoring Report

District:	Daviness County		
Date(s) of Visit:	Feb. 27-28, 2018		
Team Leads: <i>(List primary person on this visit for each program.)</i>			
<i>Title I – Brandon Quick</i>	<i>Preschool – N/A</i>		
<i>Title II – Kathy Collins</i>	<i>Career and Technical Education – Claude Christian</i>		
<i>Alternative Programs – Donna Deal</i>	<i>Gifted And Talented – Kathie Anderson</i>		
<i>English Learners (EL) – Gary Martin</i>	<i>IDEA – Yayo Radder</i>		

Highlight of Effective Practice No. 1

Programs Addressed <i>(Check all that apply.)</i>	Title I	X	Career and Technical Education	X
	Title II		Alternative Programs	X
	EL		Gifted and Talented	
	IDEA	X	Preschool	
<i>Clearly describe actions and/or practices that the team deems as effective. (Include impact on student achievement.)</i>				
<p>The district excels in the areas of communication and collaboration. This highly effective practice presents itself most prominently in the area of strategic planning. During KDE’s Title I visit, staff members observed strong evidence of streamlined continuous improvement efforts between district and school leadership. School improvement plans (CSIPs) align with Title I resources and are driven by the needs assessment. Further, highly effective strategies and activities – as well as their implementation and progress – are noted in the improvement plans. District leadership meets regularly with school leadership to ensure effective and ongoing planning.</p> <p>Title I, IDEA and alternative programs all noted evidence of effective district and school leadership and their willingness to work together to build capacity and progress towards common goals.</p>				

2017-18 Statewide Consolidated Monitoring Report

Highlight of Effective Practice No. 2

Programs Addressed <i>(Check all that apply.)</i>	Title I	X	Career and Technical Education	
	Title II		Alternative Programs	
	EL		Gifted and Talented	
	IDEA		Preschool	
<i>Clearly describe actions and/or practices that the team deems as effective. (Include impact on student achievement.)</i>				
<p>The Daviess County school district is a data-driven district. District and school leadership are well-versed in using multiple forms of assessment throughout the year to target individual learning and planning needs. At the elementary level measures such as MAP, i-Ready, classroom data and common assessments help develop individualized learning plans. All staff members use data to drive professional learning communities, enhancing curriculum, assessment and interventions at every grade level.</p>				

Highlight of Effective Practice No. 3

Programs Addressed <i>(Check all that apply.)</i>	Title I	X	Career and Technical Education	X
	Title II	X	Alternative Programs	X
	EL		Gifted and Talented	X
	IDEA	X	Preschool	
<i>Clearly describe actions and/or practices that the team deems as effective. (Include impact on student achievement.)</i>				
<p>Daviess County supports a positive learning climate and culture throughout the district. Facilities are well-maintained, staff members engage students with positive interaction and students are provided with access to a range of meaningful educational opportunities.</p>				

2017-18 Statewide Consolidated Monitoring Report

Opportunity for Improvement No. 1

Programs Addressed <i>(Check all that apply.)</i>	Title I	X	Career and Technical Education	X
	Title II		Alternative Programs	
	EL	X	Gifted and Talented	X
	IDEA		Preschool	
Common Issue <i>(Clearly describe issue as it relates to each program.)</i>				
<p>In multiple areas there was a lack of sufficient documentation/evidence to support programmatic requirements. Title III specifically outlines multiple areas in its individual report in which evidence was either not provided, outdated or insufficient. Similarly, CTE notes insufficient and inaccurate documentation of course codes. Title I staff members noted insufficient evidence of mandatory family engagement documentation at the district and school levels. Gifted and talented staff noted documentation and process insufficiencies in multiple areas.</p>				
Common Solution(s)/Recommendation(s)				
<p>District staff members should review the individual reports produced from this monitoring visit and closely follow recommendations and programmatic requirements outlined therein. Please consult with appropriate KDE staff to ensure compliance and best practices are adhered to within the timeframes specified. In addition, KDE web-based resources such as parent and family engagement tools related to Title I can be helpful.</p>				

Final Overview

<p><i>Clearly describe the following for the identified program(s):</i></p> <ul style="list-style-type: none"> • <i>How programs are effectively working collaboratively to better serve students;</i> • <i>Suggestions for adjustments that could help programs begin or improve their collaborative efforts; and</i> • <i>Suggestions for how each program can further help with student success and closing gaps.</i>
<p>Daviess County features cohesive district and school leadership working strategically to serve the needs of all learners. As with any large district, there are many programmatic components to manage in order to reach full compliance and ensure a culture of continuous improvement. While there are many positives observed in current DCPS processes and practices, consistent evaluation of programs is recommended. In general, each program should have a point-of-contact, a formal system of documentation and milestones for implementation and development.</p>