

Matthew G. Bevin
Governor



Don Parkinson
Secretary
Education and
Workforce Development Cabinet

Wayne D. Lewis, Ph.D.
Interim Commissioner of Education

KENTUCKY DEPARTMENT OF EDUCATION

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April 20, 2018

Robbie Fletcher, Superintendent
Lawrence County Schools
50 Bulldog Lane
Louisa, KY 41230

Dear Superintendent Fletcher:

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 Lawrence 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.

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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 Lawrence County

2017-18 Statewide Consolidated Monitoring Report

District:	Lawrence County	
Date(s) of Visit:	Feb. 20-22, 2018	
Team Leads: <i>(List primary person on this visit for each program.)</i>		
<i>Title I – Jason Howard</i>	<i>Preschool – N/A</i>	
<i>Title II – Heather Rhorer</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) – N/A</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	
	Title II		Alternative Programs	
	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 Lawrence County school district provides several services for its students, including the BARR (Building Assets and Reducing Risk) program and a multi-level Response to Intervention (RtI) model at every school. The partnership with Mountain Comprehensive Care Center provides for the students’ needs beyond academic. Student Individual Education Plans (IEP) are reviewed on time and consistently on an annual basis. This is evidenced by the student’s present Individual Education Plan (IEP) and admissions and release committee (ARC) start and end dates. Student-specific files showed that the district met the 60-day timeline for newly identified special education students.</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	X
	IDEA		Preschool	
<i>Clearly describe actions and/or practices that the team deems as effective. (Include impact on student achievement.)</i>				
<p>The district works with the local technical college to provide enrichment opportunities and advanced-level coursework. The district also works with the arts center to provide identification and services for fine arts students. Enrichment opportunities in the areas of robotics and health sciences have been offered in conjunction with the local educational cooperative. The partnerships at the high school noted in Title I with Alice Lloyd College and local area businesses aid in post-secondary transitions. This was seen as an effective use of the community's surroundings.</p>				

Highlight of Effective Practice No. 3

Programs Addressed <i>(Check all that apply.)</i>	Title I		Career and Technical Education	
	Title II	X	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 TARGET program implemented by the district for new teachers and teachers new to the district provides consistent teaching practices and assessment of professional learning across the district. The district resource team (DRT) members serve as the KTIP mentors for all new teachers and offer the same type of mentoring to teachers new to the district. They are able to provide these new staff members professional learning on past district initiatives, assist the staff with learning district focuses and priorities and provide a critical eye for additional opportunities for improvement. Having this consistency is key to growing a culture of inclusion and support. In addition to the DRT mentor, each teacher is paired with strong teachers within the school in areas that have been identified for growth for the new teacher.</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	
	Title II		Alternative Programs	
	EL		Gifted and Talented	X
	IDEA		Preschool	
Common Issue <i>(Clearly describe issue as it relates to each program.)</i>				
<p>Parent and family engagement was identified by two programs as an opportunity for improvement. Title I noted that funds were not being spent effectively, and in the case of some schools they were not being spent at all. This led to very uneven parent and family engagement throughout the district, and most of the burden of involving parents fell on the family resource staff. The gifted and talented team noted that although there were gifted student service plans (GSSPs) in student folders, parents who were interviewed stated it would be helpful if a district GT contact would meet with them to discuss identification and services.</p>				
Common Solution(s)/Recommendation(s)				
<p>Parent and family engagement is essential to the academic culture of a district. It is our recommendation that the district research effective ways to implement family engagement into their district, create a plan based on that research and implement it. The Kentucky Department of Education (KDE) can provide guidance in developing an effective parent and family engagement program. The following resources may also be of assistance: the Missing Piece of the Proficiency Puzzle and the Title I, Part A Documents and Resources website.</p>				

2017-18 Statewide Consolidated Monitoring Report

Opportunity for Improvement No. 2

Programs Addressed <i>(Check all that apply.)</i>	Title I	X	Career and Technical Education	
	Title II	X	Alternative Programs	
	EL		Gifted and Talented	
	IDEA		Preschool	
Common Issue <i>(Clearly describe issue as it relates to each program.)</i>				
<p>There were issues with federally mandated time and effort logs. In Title I, the district was not keeping time and effort logs correctly. In Title II, the district was keeping time and effort logs for split-funded staff, but they were not broken down by project.</p> <p>Furthermore, the plans submitted to the state via GMAP did not match the pattern of expenditures in MUNIS. In Title I, the school allocations submitted to the state did not match the total expenditures spent on those same schools in MUNIS.</p> <p>The district also supplanted funds by allowing the district resource team to perform state duties on federally funded time.</p>				
Common Solution(s)/Recommendation(s)				
<p>The district should develop internal policies that share and monitor the expenditure of federal funds as described in the plans submitted to the state. Included in this network should be, at minimum, the federal program coordinators, the district finance officer and building principals of each school.</p>				

2017-18 Statewide Consolidated Monitoring Report

Opportunity for Improvement No. 3

Programs Addressed <i>(Check all that apply.)</i>	Title I		Career and Technical Education	X
	Title II		Alternative Programs	X
	EL		Gifted and Talented	
	IDEA		Preschool	
Common Issue <i>(Clearly describe issue as it relates to each program.)</i>				
<p>Multiple programs identified issues with student plans. Career and technical education cited that Lawrence County had issues with its career pathways. Classes were being taught that did not count as part of the pathway, or there were classes that should count. There were also too many pathways for the number of teachers in each program area.</p> <p>There were some issues with maintaining accurate data for CTE students relative to transition readiness.</p> <p>Alternative programs cited issues with ILPA completion and lack of subsequent use of the data. Furthermore, the student data for the alternative program was compiled along with regular school data, making it more difficult to use effectively.</p>				
Common Solution(s)/Recommendation(s)				
<p>Consider implementing use of the ILPA in order to formally discuss exit transition options with students and provide follow-up plans for support. Be sure to include a transition team as part of the program’s formal transition process and record each student’s ILPA in Infinite Campus.</p> <p>Ensure all student level data for the IEP and the Technical Education Database System (TEDS) are properly documented and up to date.</p>				

2017-18 Statewide Consolidated Monitoring Report

Final Overview

Clearly describe the following for the identified program(s):

- *How programs are effectively working collaboratively to better serve students;*
- *Suggestions for adjustments that could help programs begin or improve their collaborative efforts; and*
- *Suggestions for how each program can further help with student success and closing gaps.*

Lawrence County's district and school staffs work well together and have a desire to develop positive relationships with students, families and the community. The KDE consolidated team that visited Lawrence County feels confident in stating that at the school and district levels, the first priority is the students.