

Matthew G. Bevin
Governor



Don Parkinson
Interim Secretary
Education and
Workforce Development Cabinet

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

KENTUCKY DEPARTMENT OF EDUCATION

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

May 9, 2018

Steven Miracle, Superintendent
116 Wentworth Avenue
Bedford, KY 40006

Dear Superintendent Miracle:

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 Trimble 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.

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,

A handwritten signature in black ink that reads "Kelly Foster". The signature is written in a cursive, flowing style.

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

KF/NN/vb

Attachment: Consolidated Monitoring Report for Trimble County

2017-18 Statewide Consolidated Monitoring Report

District:	Trimble County
Date(s) of Visit:	March 13-16, 2018
Team Leads: <i>(List primary person on this visit for each program.)</i>	
<i>Title I – Sharma Aitken</i>	<i>Career and Technical Education – Karla Tipton</i>
<i>Title II – Monica Murphy</i>	<i>Gifted And Talented – Kathie Anderson</i>
<i>Alternative Programs – Donna Deal</i>	<i>Equitable Access – Veda Pendleton</i>

Highlight of Effective Practice No. 1

Programs Addressed <i>(Check all that apply.)</i>	Title I	X	Career and Technical Education	
	Title II	X	Alternative Programs	X
	EL		Gifted and Talented	
	IDEA		Equitable Access	
<i>Clearly describe actions and/or practices that the team deems as effective. (Include impact on student achievement.)</i>				
Policies and Procedures				
<p>Trimble County has excellent policies and procedures that contain internal controls to administer federal funds. Plans (equity, CSIP and CDIP) are developed and completed as a layered process. Ongoing communication exists between the district- and school-level contacts, which includes the district leadership team. The leadership team meets twice monthly and includes principals, assistant principals and guidance counselors. School-level input is also garnered from committees and includes the school-based decision making council. The district's alternative education policy defines explicit use of the individual learning plan addendum (ILPA), including the transition team, which models a strong entry and exit process for all students. Entry and exit transition processes for the program include necessary components to assist students with smooth transition and maintain accurate transcript records.</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	X	Alternative Programs	
	EL		Gifted and Talented	
	IDEA		Equitable Access	
<i>Clearly describe actions and/or practices that the team deems as effective. (Include impact on student achievement.)</i>				
Professional Development				
<p>The district recognizes that professional development is important to student achievement. A strength to give teachers more voice in professional development was observed at the school level. This directly addresses an identified need in the school improvement plan. Title II specifically noted the district supports teachers by offering professional development opportunities throughout the school year. Sessions include pedagogy to support districtwide initiatives, personalized learning, differentiation, and the Summit Learning Platform. The district recognizes that National Board Certification is a powerful tool for developing certified staff and improving student achievement. It has developed a cohort to support its teachers in this process.</p>				

Highlight of Effective Practice No. 3

Programs Addressed <i>(Check all that apply.)</i>	Title I	X	Career and Technical Education	
	Title II	X	Alternative Programs	
	EL		Gifted and Talented	X
	IDEA		Equitable Access	
<i>Clearly describe actions and/or practices that the team deems as effective. (Include impact on student achievement.)</i>				
Climate and Culture				
<p>Schools in the district are working hard to improve the climate and culture of their schools. Districtwide, the student population is transient; this can cause problems at school, especially in a high school environment. Student partnerships give students a sense of belonging that will help to increase achievement. Teachers are given opportunities to have input in decision-making. This has led to the development of mentoring programs for principals and students, induction programs for new teachers, the National Board cohort group and PBIS (Positive Behavioral Interventions and Supports).</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.*

Trimble County has many strong qualities. Administration and staff work well together and have a desire to develop stronger, open lines of communication. It is encouraging to see the communication flow at the district, school and community levels. As this process grows, it will provide increased benefits that will enhance and sustain student growth and achievement by increasing effective programming and collaboration of resources. Schools across the district have established a data-driven environment that emphasizes transparency, accountability and the transfer of information between educators, students and school administrators. The middle school is currently implementing the Summit Learning Platform as the curriculum, and the high school is the process of implementing this program in an effort to raise achievement. The programs implemented are intended to focus on individualized instruction and instant feedback. The district can further its success by enhancing internal communication and coordination at the district level to benefit all programs. This internal communication will ensure that existing programmatic issues will be resolved.