

Matthew G. Bevin
Governor



Derrick Ramsey
Secretary
Education and Workforce
Development Cabinet

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

KENTUCKY DEPARTMENT OF EDUCATION

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

June 4, 2019

Mark Kopp, Superintendent
Franklin County Schools
190 Kings Daughters Drive #300
Frankfort, KY 40601

Dear Superintendent Kopp:

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 2018-19 school year, the Kentucky Department of Education (KDE) conducted monitoring in the Franklin 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 V, Part B
- English Learners
- Gifted and Talented
- Individuals with Disabilities Education Act (IDEA)
- Career and Technical Education (CTE)
- Alternative Programs
- Preschool

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.

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 Jennifer Akin at (502) 564-3791, extension 4014, or via email at jennifer.akin@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/JA/vb

Attachment: Consolidated Monitoring Report for Franklin County School District

2018-2019 Statewide Consolidated Monitoring Report

District:	Franklin County
Date(s) of Visit:	Feb. 19-21, 2019
Team Leads: <i>(List primary person on this visit for each program.)</i>	
<i>Title I and V – Jennifer Akin and Vicki Fosbender</i>	<i>Preschool – Malaika Williams</i>
<i>Title II – Monica Porter</i>	<i>Career and Technical Education – A separate report was written by Career and Technical Education.</i>
<i>Alternative Programs – Donna Montgomery</i>	<i>Gifted And Talented – Kathie Anderson</i>
<i>English Learners (EL) – Neil Watts and Jessica Sanderson</i>	<i>IDEA – Erma White</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	x
	IDEA		Preschool	
<i>Clearly describe actions and/or practices that the team deems as effective. (Include impact on student achievement.)</i>				
<p>Franklin County provides opportunities for students to serve in the community with organizations such as the Food Pantry and March of Dimes. The district also partners with organizations such as the Life Adventure Center and the Ted Wiese Leadership Seminar. KDE encourages the district to continue seeking and offering these types of partnerships and support. Additionally, Title I noted that a district Family Resource Youth Service Center (FRYSC) coordinator has developed a program that provides information and resources for families in need.</p>				

Highlight of Effective Practice No. 2

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 district supports teachers by providing learning labs for additional support to emergency certified teachers. This professional development provides teachers with the skills necessary to increase student achievement.</p>				

2018-2019 Statewide Consolidated Monitoring Report

Highlight of Effective Practice No. 3

Programs Addressed <i>(Check all that apply.)</i>	Title I		Career and Technical Education	
	Title II		Alternative Programs	
	EL		Gifted and Talented	
	IDEA		Preschool	x
<i>Clearly describe actions and/or practices that the team deems as effective. (Include impact on student achievement.)</i>				
<p>Parent interviews suggest that various opportunities for parent participation in the preschool program exist. Whether volunteering in the classroom, conversing about witnessed growth or complimenting a theme via concrete experiences (a stay-at-home dad brought items and an animal), parents expressed the feeling of being appreciated and respected by the staff.</p>				

Opportunity for Improvement 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		Preschool	x
Common Issue <i>(Clearly describe issue as it relates to each program.)</i>				
<p>Several programs noted a lack of policies and/or procedures pertaining to program oversight that could hinder a program's effectiveness in raising student achievement, student safety and meeting federal guidelines. Title II specifically noted that a process for evaluating the effectiveness of the program needs to be made.</p>				
Common Solution(s)/Recommendation(s)				
<p>KDE suggests that district leadership work collaboratively to develop polices and/or procedures necessary to implement effective oversight of all programs. District leadership should review all individual program reports to identify areas in which the development or revision of policies and procedures is necessary. The leadership team can work together to implement policies that best meet the needs across programs.</p>				

2018-2019 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		Alternative Programs	x
	EL		Gifted and Talented	
	IDEA		Preschool	
Common Issue <i>(Clearly describe issue as it relates to each program.)</i>				
<p>Two programs noted professional learning opportunities that address the specific needs of educational staff are not provided. It is unclear how it is determined what schools and what staff are offered specific opportunities.</p>				
Common Solution(s)/Recommendation(s)				
<p>The district should develop a process to ensure that ongoing professional development is geared toward the specific needs of teachers and support staff members as related to their specific roles and the student population they serve. After the professional development is offered, school and district leadership should monitor and evaluate implementation. The district should involve the school staff when making decisions regarding professional development needs. The district leadership team should review individual program reports to identify opportunities for collaboration in order to use funding sources to best meet staff needs.</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>Some evidence was provided at the school level to show that student needs are addressed by analyzing data and forming partnerships within the community. Programs can better serve students by effectively working collaboratively at the district and the school level in developing processes and procedures to comply with program requirements and to most effectively use funds.</p>