

<b>I. Local Governance policies and procedures</b>	<b>Allred/Hamm/Burns</b>	<b>Board meeting; education recovery staff; leadership assessment findings</b>
<p><b>Approach:</b> The approach addresses the methods the organization uses to accomplish the work; the appropriateness of the methods to intended outcomes; effectiveness of the methods, the degree to which the activity is repeatable and based on reliable data and information</p>	Who is the leader of the governance and management system?	There is a superintendent and school board who provide the governance structure. There is not an apparent control issue but there is a lack of understanding of the work to be done. They have been and are open to assistance.
	What documents, policies, procedures indicate how the schools are governed?	Board has policies adopted from KSBA but there is no evidence of operating procedures clearly defined for essential operations. Although some processes are de facto in place, intentional procedure has not been defined at the district level. Currently an Education Recovery Leader is assigned twice a month to the district to assist in defining and clarifying processes. A financial consultant was hired after a KDE review to assist with the crisis in finance. Attached to this document is a financial recovery plan being developed. The ERL support came as a result of discovery by Education Recovery Director for the East that significant progress was not being made on the recommendations of the District Leadership Assessment when it was determined not to have capacity in November of 2011. There is a full Education Recovery team at the high school daily. The Education Recovery Leader for the High School has also been instrumental in improving communication regarding what needs to be happening at the district level. The additional ERL assignment is to assist with strategic work at the district.
	What are the organizational structure and job descriptions of the central office?	The day to day functioning is handled primarily through the District DAC/Federal Programs Coordinator; transportation director; 2 network technicians; the superintendent and principals.
	What are the communication structures in the school district?	The district has developed a comprehensive communications plan with a mission and belief statements. It includes multiple methods of communication for all stakeholders. It is not clear how or if the plan is being implemented or that the activities have been calendared to ensure fidelity of deployment. At least through September there were regular leadership team meetings with minutes posted on the Monticello District website. The minutes covered all areas of curriculum, instruction and processes being put into place like PLC as well as operational issues. The communications plan if deployed and monitored should assist the district in its improvement efforts.

	What is the relationship between the central office and the Board of Education?	The relationship of the Board and the Central Office is for the most part informal. It is not clear that the Board receives guidance from its policy book or that policy is the foundation for all decisions that are made. The financial difficulty that currently exists is evidence of lack of clear guidance on the appropriate practices for budgeting, expenditures and reporting. The Board meets on a regular basis.
<b>Deployment:</b> How the approach is applied in addressing values relevant and important to the organization (performance goals; if the approach is applied consistently and is it executed by all the appropriate work units (offices, departments)	How far into the organization is the understanding of how the district is governed?	There is an informal understanding of how things work in the district. There is no clear evidence of a process for decision making other than an item may be placed on the Board agenda.
	How do you know?	Conversations between ERL assigned to the high school and leadership in the district since August as a part of the leadership team process in the district. District website information.
<b>Learning:</b> How the organization refines the approach through cycles of evaluation and improvement (over time and several data points); encourages breakthrough change to approach through innovation; shares refinements and innovations with other work units and processes in the organization	How are changes in policy and administrative tasks communicated in the organization?	Primarily through minutes of meetings
	How do they know that the policies and procedures are working?	Leadership team reports on job responsibilities which may or may not be directly related to policy.
	What are the processes in place to change the policies and procedures?	It is not evident that changing policies and procedures occurs on a systematic plan or process. Although the district subscribes to the KSBA policy service it does not subscribe to procedure service and there is no clear process for procedure development.
<b>Integration:</b> The approach is aligned with the organizational needs identified in the CDIP or CSIP or KBE goals and other departments; the measures, information and improvement systems are complementary	What evidence is there that the policies and procedures work together for the goals of the school district/student achievement?	There is some evidence from student performance improvement at the high school that the interventions begun in the high school after the leadership assessment are working. The principals' report to the Board monthly in narrative form but there is no regular reporting to the Board of the impact of Board policies on student achievement.

across processes and work unites; the plans processes, results, analyses, learning and actions are harmonized across processes and work units to support organization-wide goals		
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II. School Based Decision Making (SBDM)	Allred/ Cape & information from leadership assessment	Persons Interviewed	Johnny Chaplin
<b>Approach</b>	Who is the leader of the SBDM system in the district?	Johnny Chaplin is the district SBDM Coordinator.	
	What processes are in place to ensure SBDM operates appropriately?	<p>The SBDM at high school was determined not to have capacity and an advisory council was chosen by the Commissioner. That advisory group has been trained by KDE Office of Next Generation Schools and Districts. The principal, SBDM coordinator and a parent attended the training. Professional Development is guided by ER team and the 30 60 90 day plan. Next step is reviewing SBDM policies for effectiveness</p> <p>Three teacher members of the MHS advisory council have also been trained. Elementary has a full SBDM council and members were trained this summer, according to the council verifications report. They have an eight member council with one vacancy. They have five experienced members and two new members.</p> <p>Other levels have minimal Professional Development Planning</p>	
	What documents and policies are in place to ensure SBDM is deployed?	SBDM policies are in place and followed. The committee structure and how the work actually gets done is not clear.	
<b>Deployment</b>	How is the SBDM process deployed and how do you know it is working?	Minutes from meetings. Much of the activity is informal.	
	Are goals established for the school?	At the middle and high schools the education recovery process has ensured these goals are in place.	
	How are they measured?	MAP assessments are used for formative student performance.	

<b>Learning</b>	How do SBDMs use data and information to improve?	This is a work in progress. Coordination between middle and high school has begun this fall. Principal is key in leadership of making these connections.
<b>Integration</b>	What evidence is there that learning is shared throughout the organization?	No evidence noted as a systematic sharing of the information although may be covered in communications plan if deployed.

<b>III. Curriculum and Instruction</b>	<b>Allred</b>	<b>Information for this review provided through written documents from the Wilderness Trail (Southeast Educational Cooperative) in September of 2011 and September of 2012; leadership Assessment conducted by KDE 10/30/11-11/4/11 and interviews with Education Recovery Director and Education Recovery Leader</b>
<b>Approach</b>	<b>Who is the leader of the curriculum and instructional processes in the district?</b>	Federal programs director/DAC
	<b>What processes are in place to ensure that core curriculum is aligned with state processes and horizontally</b>	<p>(2012) During the past school year, Wilderness Trail Educational Cooperative (now known as Southeast Educational Cooperative), has supported Monticello Independent schools through an action plan. The actions included support for developing curriculum maps as well as training on techniques to increase student engagement, use questioning techniques in a manner that increases student achievement, and training on a variety of literacy and math instructional strategies. Suggestions were made regarding the structure of intervention planning (RtI) and methods of increasing the use of positive behavioral supports. Classroom observations were conducted on September 12 to determine progress made during the past year. Following these observations, a revised action plan will be developed based on the findings, input from the administrative team and input from the KDE support team in place to support the district and high school, which is a Priority School.</p> <p>Education Recovery Staff is on site at high school developing 30 60 90 day plans and providing support for these processes. Process is in its infancy. ER team has been in place since August. Although Monticello is a small district, vertical planning and processes are not evident.</p>
	<b>How do you measure effectiveness of these processes?</b>	(2012). SEC cooperative staff observed 35 classrooms, ranging from elementary to high school. Three classes observed were engaged in co-teaching. Four resource classes were also visited. Ability grouping was observed by staff, which is also a new feature employed by the school this year.

		<p>There were mixed reviews on the co-teaching model. While the majority had the requisite student ratio (only 1/3 with IEPs), the classes were predominantly led by the general education teacher. The Special Education teachers—although addressing individual student needs—were mostly consumed with behavioral issues versus actual teaching, e.g. keeping students awake in class. In addition a noted concern is that all special education students are placed in resource rooms for both math and English without clearly addressing least restrictive environment. Special Education Director chairs all ARCs.</p> <p>Ability grouping is a new placement strategy being utilized at Monticello. While there are different schools of thought on this model, it does cause concern and pause and perhaps needs more discussion. For example, in one (1) of the resource classrooms visited (2, 3, 4 &amp; RR) it was very obvious that the teacher and students struggled to move through the lesson together.</p> <p>Overall, it is apparent that morale is low at Monticello. Faculty does not believe that there is a free and open flow of communication and/or instructional support. Generally, faculty does not feel appreciated. Moreover, the burgeoning Hispanic population is somewhat overwhelming, because there are not sufficient instructional resources to accommodate this new population. Lastly, there is the prevailing feeling that Monticello is moving toward integration with the Wayne County Board of Education.</p> <p>The Monticello School District administers MAP data three times a year. The Education Recovery team is working with middle and high schools to assist in use of the MAP as well as bi-weekly snapshot data to improve instruction.</p> <p>At the high school the Education Recovery Staff is using ER processes to ensure the entire core processes are in place. They are there daily.</p>
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	<b>What processes are in place to ensure that rigorous, engaging instructional strategies are used in classrooms?</b>	The educational recovery staff at the high schools is assisting in building 30/60/90 day plans to address issues there. Plans are in place in the other schools but there is no clear evidence of monitoring
<b>Deployment</b>	<b>What evidence that the processes identified are deployed with fidelity throughout the organization</b>	There is no clear evidence
<b>Learning</b>	<b>What processes are in place to use data and information to improve learning processes?</b>	In the district leadership assessment conducted in November 2011 one of the findings was District leadership in collaboration with school leadership and teachers should immediately begin analyzing formative and summative assessments and student work to inform instruction that allows for timely interventions for struggling students. It is not clear that there is an effective continuous improvement system in place. KPREP results were promising but mixed. Beginning November 26 an RtI block and advisor/advisee period will be included with the extension of the school day by 20 minutes. This action is a result of Education Recovery team initiating the lengthening of the school day with the Monticello Board.
	<b>What evidence is there that these are working</b>	Progress check November 9 concludes that work has begun between middle and high with assistance of education recovery staff but no district involvement
	<b>What data and information are used?</b>	Kentucky Assessment data; SPASE feedback
<b>Integration</b>	<b>How is the learning from each of the levels used to improve the overall system</b>	No evidence



<b>IV. Financial Management</b>	Kennedy, Binder	<b>Persons Interviewed:</b> Superintendent, one Board member, Elementary Principal, MS/HS Principal, Finance Officer, Accounts Payable Clerk; Transportation Director, Special Education Director, Preschool Coordinator, DPP/Athletic Director, FRYSC Director, School Food Service Director, District Technology Coordinator
<b>Approach</b>	Who is the leader of the financial management system in the district? What processes are in place to insure fidelity efficiency and accuracy of finance in the district	The leader of the financial management system is the Finance Officer. There is evidence that the Finance Officer is considered by others to be the leader of that system.
	What internal controls are in place to ensure the fidelity, efficiency, and accuracy of the financial records of the district?	There does not appear to be evidence of an adequate system of internal controls over payroll, purchasing, accounts payable, and payments. There does not appear to be adequate segregation of duties in the finance function and payroll. The main barrier to a successful financial management system is that the Finance Officer has no background in accounting, finance, or business administration. The bank statement has not been reconciled in 28 months. There does not appear to be procedure in place to ensure that deposits of payroll withholdings (IRS, CERS, KTRS) are done in a timely manner. There is no evidence that any administrator or department manager has been involved in budgeting or financial management for individual areas. There is no evidence of a cash management plan or procedures to determine the district's daily cash position. The Finance Officer routinely issues checks prior to obtaining board approval.

	What is the relationship between the Central Office finance staff, the Board of Education, other Central Office staff, and the schools?	<p>The Finance Officer indicated that the school board is given an oral abbreviated financial status report each month based upon bank statement activity. However, at the November 12 board meeting, there was no oral financial report provided. The evaluators were provided with a copy of a summary bank reconciliation in which none of the stated numbers had been verified.</p> <p>The board is not provided, nor have they requested, any printed financial reports regarding receipts, expenditures or budget from the MUNIS system.</p> <p>The Superintendent has notified the Finance Officer that he would be transferred to his former IT position effective 12.31.12. The FO has made it clear that he will not answer phone calls related to financial management after that date.</p>
<b>Deployment</b>	How are the finance internal controls deployed throughout the district?	<p>Board policies are in place for many finance-related functions but they are not routinely followed. A training gap exists for board members, SBDM council members, principals and other employees relating to finance. Communication from the district to the community regarding finance is lacking. A staffing policy exists but is not adhered to; it appears that the same staffing level is repeated year after year regardless of changes in enrollment on the staffing policy. The evaluators express extreme concerned that the board and district and school administrators are ignorant of district policy which then are routinely ignored in daily operations.</p> <p>It appears that finances are managed at the school level in accordance with the “Accounting Procedures for School Activity Funds” (Redbook).</p>
	How do you know?	Interviews indicate that employees are generally not aware of board policies and documented procedures are lacking in all areas. Interviews revealed that expenses are incurred and then expected to be paid by various funding sources that may not be intended for those purposes.

<b>Learning</b>	What data and information are used to improve the financial standing of the district?	<p>There does not appear to be a system in place whereby management considers financial information and necessary or subsequent action is determined. The financial trend has been a \$1.4M decline in unrestricted fund balance over the past two years and that decline is expected to continue due to insufficient budget cuts for the current year. There appear to be no procedures in place to determine available funding sources prior to taking personnel actions. A position inventory is not used to control, evaluate and monitor staffing levels.</p> <p>At 6/30/12 the General Fund cash balance was (\$399,293) which included a transfer of \$10K to the School Food Service Fund at year end. The FY12 end of year fund balance for Fund 360 was (\$90,674) with a cash balance of (\$206,186) despite the Finance Officer's belief that no checks were written from the fund during FY12.</p>
	How do they know that the internal controls and other policies/procedures are working?	<p>No Beginning Balance was recorded in MUNIS for FY11 or FY12. When evaluators brought this to the attention of the independent auditor, the FY12 audit figures and MUNIS records have been adjusted accordingly.</p> <p>The annual independent auditors perform tests of internal controls, financial reporting, and compliance with laws and regulations, the results of which are reported to the board, federal agencies, KDE and the public. It is of great concern to the evaluators that the independent audit has not found any deficiencies in the financial statements or questioned any of the costs or operational practices.</p> <p>There is evidence that many deficiencies exist in the internal control structure and the application of those controls during that time. Nonetheless, it appears that neither district administrators nor the board members were aware that the lack of internal controls and procedures are problematic.</p>

	How is the Board informed of the financial status of the district and the impact of the budget on student performance?	There does not appear to be a procedure in place to tie financial decisions directly to student performance. The board is informed of the financial status of the district through a very superficial report of bank activity provided to them by the Finance Officer. The board was not aware of the incomplete Working Budget for FY13. When presented with the district technology plan, which included a budget, there was not discussion or questions related to the plan. The evaluators express concern that the board members lack the necessary knowledge to read, interpret and make decisions based on any type of routine financial reports; financial matters are not routinely discussed during the board meetings.
<b>Integration</b>	What evidence is there that the policies and procedures work together for the goals of the school district/student achievement?	<p>It appears that the financial decline is attributed in part to land purchases and improvements for baseball, softball, and soccer fields. None of these capital expenditures were submitted to KDE for approval as required by statute.</p> <p>The other contributing factor to the financial decline is a significant loss of student enrollment and grant funds without an equivalent reduction in staff.</p>

<b>V. Personnel practices, including hiring and staffing</b>	<b>Kennedy, Binder, Hamm</b>	<b>Persons Interviewed:</b> Superintendent, one Board member, Elementary Principal, MS/HS Principal, Finance Officer, Accounts Payable Clerk; Transportation Director, Special Education Director, Preschool Coordinator, DPP/Athletic Director, FRYSC Director, School Food Service Director, District Technology Coordinator
<b>Approach</b>	Who is the leader in hiring and staffing for the district?	There is no evidence of an effective leader in hiring and staffing for the district. Most hiring and determination of necessary positions have been managed by the superintendent in the past. The Finance Officer appears to handle all aspects of the payroll function and there is no segregation of duties within this function.
	What processes are in place to hire and train certified and classified staff?	There are no formal written procedures in place for hiring and training certified or classified staff. Currently, one person posts job vacancies on Monticello Independent website after receiving information from the superintendent or principal that a vacancy will be filled. The job applications are collected and organized in the finance department then given to the superintendent. The superintendent forwards the applications to others for the interview process, if necessary. After the hiring is complete, there appears to be an issue with ensuring all staff comes to the central office to complete the necessary paperwork for payroll to be accurately calculated. The Finance Officer determines salaries by certification and years of experience. There is no apparent interview process for substitutes. There is no document listing the extended days for positions, nor a master list of positions currently approved by the board. The Board approves a salary schedule for extra service pay but does not approve the specific awards of extra service pay or extra days.
	What processes are in place to ensure fairness in staffing?	Staffing is not created from the school based allocations with extra staff requested by school needs assessments and allocated through section 7 funding. Staffing appears to be random and based on input from inappropriate sources, such as board members. It appears board members also have input in assigning job duties to district staff. The district is severely understaffed in some areas and severely overstaffed in others. The evaluators express concern that staffing issues in the district will have a negative impact on the financial status of the district this year and non-renewal must be implemented in the spring.

<b>Deployment</b>	What evidence is there that the evidences mentioned in the approach are deployed in all staffing and hiring situations of the district?	<p>It does not appear that the finance staff currently maintaining the personnel processes have developed and are using checklists to ensure all necessary information is gathered and documented for newly hired employees. There is no evidence the board is given a listing of new hires, transfers and resignations monthly.</p> <p>It appears that there are multiple conflicts with Wage and Hour Law as related to salaried versus hourly employees.</p>
<b>Learning</b>	What measures of effectiveness are gathered to improve the hiring and staffing system especially in gap areas?	There is no evidence that district or school needs assessments are involved in any staffing or hiring decisions. There is also no evidence that student achievement is a consideration in the hiring and staffing process.
<b>Integration</b>	What evidence is there that employees understand the hiring practices and that it is systematic?	The hiring practices in the past have been random and not following any written guidelines making it impossible for employees to understand the hiring and staffing process. It appears that the district does a significant amount of assigning current employees to certain job functions regardless of whether the individual is qualified to successfully carry out the job duties.
	What evidence is there that the staffing works with the goals of the school district /student achievement?	<p>There is no clear evidence that the goals of the school district/student achievement have any impact on the hiring and staffing of the district. Another major issue is they have retained low-performing staff with limited certifications instead of having an effective evaluation system in place.</p> <p>The evaluators have a concern that the hiring and staffing of the district is having a negative impact on the ability of the district to make necessary strides in student improvement and in the financial status of the district.</p>

VI. School food services management	Wagoner, Justice	Persons Interviewed
Approach	Who is the leader of the food services management system?	Food Service Director (FSD) has been employed in that position since the beginning of the 2012-2013 school year. The food service director does not have access to MUNIS, Fund 51.
	What processes are in place to ensure that food services are efficiently and effectively maximized	The FSD is responsible for the overall operation of the National School Lunch (NSLP) and School Breakfast Program (SBP). These responsibilities include, but are not limited to, ensuring that the NSLP and SBP are financially compliant with the policies and regulations set forth by Federal and State Guidelines. This includes the overall responsibility of making sure that all expenses and revenues in Fund 51 in MUNIS are accounted for with adequate documentation in a timely fashion and that only allowable costs are being incurred. The duties also include the responsibilities of ensuring that food service is complying with Federal and State guidelines for financial accountability in regards to staffing requirements, inventory, reimbursable and non-reimbursable sales of meals, and collecting outstanding balances on unpaid meal charges.
Deployment	What evidence is there that the processes that are designed are deployed with fidelity throughout the district?	<p>A Coordinated Review Effort (CRE) was conducted at Monticello Independent school district during the 2011-2012 school year. A finding determined that there was \$23,000.00 in unpaid meal charges. The current balance on meal charges is \$19,758.33. Corrective action to this finding was submitted to KDE and approved. However, the actions that the district indicated would be put in place have not been effective in reducing the unpaid meal charges and the outstanding debt is still being carried over month to month.</p> <p>Another finding in the CRE was that there was a negative balance in Fund 51 of \$-55,098.00 as of June 2012. There has been a negative balance in food service for over a year.</p> <p>The third finding in the CRE was that the Food Service program was overstaffed. Currently, Food Service is 30 hours a day overstaffed. Food Service is still utilizing two substitute employees even though they are 30 hours overstaffed.</p>

		<p>The fourth finding in the CRE was that Food Service had been ordering too much food and supplies and that the value of inventory on hand exceeded what was needed for the amount of meals the cafeteria was serving each day.</p> <p>Currently, there is not a written policy or any evidence that the FSD has complete control of all expenses and revenues posted to Fund 51. In addition, there is no written documentation that there are plans to reduce the labor hours to comply with state suggested guidelines, to ensure that foodservice does not have a negative balance by the end of the school year, that the purchasing of food and supplies would reflect what is needed to provide the number of meals served each day and that outstanding balances on meal charges will be collected.</p>
<b>Learning</b>	What measures of effectiveness are gathered to make improvements in food service management on a regular basis?	According to school board minutes, there is an objective in place for the FSD to communicate the financial status of the Food Service operations to the school board on a regular basis. However, it is still unclear if the FSD and the School Board will make the necessary changes that are required to ensure compliance with Federal and State financial requirements.
<b>Integration</b>	What impact has improvement made on other processes in the district?	There is no clear evidence that the findings noted in the CRE have been implemented to ensure compliance with Federal and State regulations.