

Andy Beshear
Governor



Jamie Link
Secretary, Education and
Labor Cabinet

Jason E. Glass, Ed.D.
Commissioner of Education and Chief Learner

KENTUCKY DEPARTMENT OF EDUCATION
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May 10, 2023

Bo Matthews, Superintendent
Barren County Public Schools
600 Trojan Way
Glasgow, KY 42141

Dear Superintendent Matthews:

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 2022-23 school year, the Kentucky Department of Education (KDE) conducted monitoring in the Barren 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
- Title IV, Part A
- Title V, Part B
- Preschool
- Career and Technical Education (CTE)
- Alternative Education Programs
- Gifted and Talented
- Diversity, Equity, Inclusion and Belonging

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.

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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](#).

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 [Erin Sudduth](#) by email or by phone at (502) 564-3791, Ext. 4021. Information regarding education programs within the state of Kentucky may also be found at the [KDE website](#).

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/ES/vb

Attachment: Consolidated Monitoring Report for Barren County Public Schools

2022-2023 Statewide Consolidated Monitoring Report

District: Barren County

Date(s) of Visit: Feb. 28 – March 2, 2023

Team Leads:

- Title I, Part A – Erica Tipton
- Title I, Part A (Neglected) – Monica Higgins
- Title II, Part A – Jason Howard
- Title III, Part A – Kaiman Triplett
- Title IV, Part A – Lalah Brewer
- Title V, Part B – Shashawna Williams
- Alternative Education Programs – April Stanley
- Career and Technical Education – Karla Tipton
- Diversity, Equity, Inclusion and Belonging – Florence Chang
- Gifted and Talented – Kathie Anderson
- Preschool – Taysha Oglesby

Effective Practice No. 1: Community

Program(s) Addressed: Title IV, Part A; Title V, Part B; Alternative Education Programs; Career and Technical Education; Gifted and Talented; Preschool

Highlight of Effective Practice No. 1

The Barren County School District maintains an active, mutually beneficial relationship with the community. The district works with several outside agencies including Kentucky Center for School Safety (KCSS), Green River Regional Educational Cooperative (GRREC), local law enforcement and external mental health providers to ensure the Title IV, Part A program is best utilized to support student safety and well-being. Title V, Part B funds are used with intentionality, and the district regularly consults internal and external stakeholders on the spending of rural low-income funds. The Barren Academy of Virtual and Expanded Learning (BAVEL), the alternative education program, has found various innovative ways to involve the community through virtual field trips, guest speakers and an active social media presence. The gifted and talented (GT) program offers multiple opportunities for students to get involved in the community such as Leaders of the Future, a program provided by the local chamber of commerce. The district’s strong support for career and technical education (CTE) permeates the culture, and community needs are taken into consideration in developing new CTE pathways. The district provides preschool childcare options after the daily preschool session and these wraparound services serve to support the working community.

Effective Practice No. 2: Parent and Family Engagement

Program(s) Addressed: Title I, Part A; Alternative Education Programs; Gifted and Talented

Highlight of Effective Practice No. 2

Frequent surveys asking for direct feedback from parents shape the parent and family engagement activities offered to Barren County families. Based on feedback, the district recognized a need to better educate families on the Title I, Part A program. To address the need, the Title I coordinator created “Title I Tuesdays,” an innovative way to consistently message families and the larger school community with quick snippets about the program to ensure a better understanding of the purpose, scope and use of Title I, Part A funds. An Infinite Campus (IC) survey tool helps to gather feedback from parents regarding the GT program. BAVEL keeps families informed through newsletters and social media posts.

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Effective Practice No. 3: Finance

Program(s) Addressed: Title I, Part A; Title II, Part A; Title V, Part B; Alternative Education Programs

Highlight of Effective Practice No. 3

Monthly meetings between the finance department and the Title I coordinator ensure that Title I spending remains aligned to the approved application and goes well beyond the recommended quarterly alignment. All principals demonstrate a solid working knowledge of allowability and know how to coordinate funds to best meet student needs. The KDE Title II, Part A team lead found that Barren County has tight internal controls over federal dollars and the processing of purchases. The Title V, Part B coordinator has a positive working relationship with the finance officer and the district demonstrates an effective process for monitoring the timely spending of funds during the year in which they are generated. The KDE alternative education program monitor finds commendable the equitable funding of BAVEL compared to the funding of A1 schools in the district. District policies and procedures intentionally identify and support the program's mission to "provide a meaningful and challenging learning environment for all students outside the walls of a traditional public school."

Effective Practice No. 4: Policies and Procedures

Program(s) Addressed: Title I, Part A; Title IV, Part A; Title V, Part B; Alternative Education Programs

Highlight of Effective Practice No. 4

The Title I, Part A monitoring team lead found that processes and roles within the district are clearly defined and documented, and work occurs in an organized and efficient manner. Similarly, the Title IV, Part A monitoring team found that the district has established strong federal processes and procedures to ensure requirements and expectations are met. The district has a strong districtwide protocol in place to support student mental health and safety. The district has an effective process for monitoring the timely spending of Title V, Part B funds during the year in which they are generated. BAVEL has an impressive orientation process intentionally designed to acclimate students to the culture and expectations of the program.

Effective Practice No. 5: Professional Development

Program(s) Addressed: Title I, Part A; Title II, Part A; Alternative Education Programs; Gifted and Talented

Highlight of Effective Practice No. 5

Both the Title I, Part A and Title II, Part A teams observed a robust induction and mentoring/coaching program to support new staff and recognized that the individualized professional development opportunities are high-quality district wide. In the GT program, the district provides staff many opportunities for targeted professional development that supports the GT initiatives. For example, there is a GT 101 presentation for new teachers and a Teacher Toolkit, which is shared with teachers throughout the year. Staff at BAVEL have an impressive number of professional development opportunities relevant to their student population through online conferences and a summer seminar.

Effective Practice No. 6: Leadership

Program(s) Addressed: Title I, Part A; Title II, Part A; Title IV, Part A; Alternative Education Programs; Career and Technical Education; Preschool

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Highlight of Effective Practice No. 6

As observed by the Title I, Part A team, the Barren County school district displays conscientious leadership from the top down, and a commitment to excellence permeates the work culture of the district. The Title II, Part A team found that the leadership in the district is committed to developing and retaining all employees. Further, the work culture within the district was consistently, across dozens of interviews, praised by all employees. The district has supportive, effective leadership to implement their Title IV, Part A program, and to ensure staff have resources and supports to effectively meet the needs of students. District leadership places priority in supporting and developing the CTE program, featuring expanded pathways and innovative practices. Preschool leadership demonstrates extensive preschool-specific knowledge and articulates strategies for utilizing this knowledge to support the growth of a solid early learning program. District leadership clearly identifies and directly supports each alternative education program's purpose and effective operations.

Effective Practice No. 7: Communication

Program(s) Addressed: Title I, Part A; Gifted and Talented; Preschool

Highlight of Effective Practice No. 7

Evidence of clear lines of communication and frequent meetings show that district and school leadership have a consistent and effective flow of communication within the Title I, Part A program. The district notifies parents regarding Gifted Student Service Plans (GSSPs) and Progress Reports via letters, parent conferences and messages sent through IC. Preschool staff praised their regular preschool meetings which allowed them to learn from their colleagues.

Effective Practice No. 8: Climate and Culture

Program(s) Addressed: Alternative Education Programs; Career and Technical Education; Diversity, Equity, Inclusion and Belonging

Highlight of Effective Practice No. 8

The district has a very positive culture around CTE, striving to have each student complete their program of study. At College Street, an alternative education program, staff well-being is prioritized through co-teaching models, access to mental health support and regular meetings. Staff share common values about the teaching and learning of students, evident through shared planning times and collaborative activities such as Life and Career Wednesdays. The program's approach to culture building actively promotes positive relationships between students and staff. The Diversity, Equity, Inclusion and Belonging (DEIB) team found that the district values social and emotional supports not only for students, but also for adults. Barren County's staff induction program focuses on whole-person support and leadership removes as much as they can from the teachers' workload so that instruction is prioritized. Staff well-being is also supported by activities such as monthly outings, team-building activities and wellness trainings.

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Effective Practice No. 9: Equity Initiatives

Program(s) Addressed: Title V, Part B; Diversity, Equity, Inclusion and Belonging; Gifted and Talented

Highlight of Effective Practice No. 9

The district intentionally focuses Title V, Part B funds to support middle and high schools which are not served by Title I, Part A to help ensure all students across the district receive equitable supplemental supports. The district screens all students for the GT program in the spring of the 3rd-grade year. Local norms are used to identify students who may be overlooked using national norms. A "To Watch" list is created to gather further evidence for students who do not meet the regulation criteria or who may qualify under special considerations. The district uses a multi-tiered system of supports (MTSS) meetings to discuss student referrals for the GT program. The DEIB monitoring team found that the administration has a system in place for school leaders to discuss their needs and to receive additional resources above and beyond their funding allocations. This has allowed school leaders to review their needs in their building and request additional supports for students. The district is actively implementing strategies to free up their school counselors to work with more students directly by working with their community partners and leveraging partnerships.

Opportunity for Improvement No. 1: Student Services and Plans

Programs Addressed: Title I, Part A (Neglected); Diversity, Equity, Inclusion and Belonging

Summary of Opportunity for Improvement No. 1

To ensure services are equivalent to those at district A1 programs, the Title I, Part A (Neglected) team recommends that the district implement more direct instruction, group instruction, projects, community involvement, mentoring, guest speakers, field trips and hands-on activities at Kinderhaven. Using these strategies in addition to the individualized computerized instruction that is occurring will help ensure a more blended learning approach. The DEIB team encourages the district to deepen their implementation of individualized learning plans (ILPs). By creating a regular system for review, a way to upload student artifacts, and provide more opportunities for student reflection during a specialized time as part of a structured lesson, students and staff will be able to more clearly recognize the value of their own learning. Connecting student learning plans to the classroom is a self-reported need for improvement. Students need to be able to make better connections between the goals they are setting and what they are learning in the classroom.

Common Solution(s)/Recommendation(s) for Opportunity for Improvement No. 1

Focusing on the improvement of the implementation and review of ILPs for all students will serve to deepen connections to learning and can directly serve to improve the offerings for students at Kinderhaven in particular. Further strengthening the ILP process and implementation can also help all students make stronger connections to career pathways. The district should consider implementing the same strategies at Kinderhaven that are recognized as strengths at College Street. Initiatives such as Life and Career Wednesdays or hands-on projects like robotics will serve to improve offerings at Kinderhaven.

Final Overview

The Barren County school district displays conscientious leadership from the top down, and a commitment to excellence permeates the culture of the district. District and school leadership staff

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consistently display an awareness and working knowledge of all programs available to support students, and funds and strategies of all programs are effectively coordinated to meet student needs and support growth. The district's dedication to elevating the parent voice and to the involvement of the local community clearly demonstrates a desire to partner with all stakeholders to best serve the students and be a positive influence on all who encounter Barren County schools. The district is encouraged to move forward with plans to flesh out the ILP process to help students make better connections to their goals and what they are learning in the classroom. Building upon existing strengths at the College Street campus and extending community partnerships to students at Kinderhaven will further enhance opportunities for that population of students. The intentionality with which processes and procedures are created results in effective practices implemented with fidelity. The professional learning opportunities and support systems in place help all staff meet the high expectations established by the district. Clear and consistent communication creates a culture of trust and transparency that is evident across many stakeholders and groups served by the district. The monitoring team is confident that the district will continue to grow in identified areas of improvement and will create exemplary, innovative solutions.