

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

May 9, 2023

Will Begley, Superintendent
Burgin Independent Public Schools
140 Danville Rd.
Burgin, KY 40310

Dear Superintendent Begley:

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 Burgin Independent 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 IV, Part A
- Preschool
- Career and Technical Education (CTE)
- 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.

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](#).

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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 Burgin Independent Public Schools

2022-2023 Statewide Consolidated Monitoring Report

District: Burgin Independent

Date(s) of Visit: Feb. 7-9, 2023

Team Leads:

- Title I, Part A – Duane Kline
- Title IV, Part A – Lee Bowling
- Career and Technical Education – Crystal Whitaker
- Diversity, Equity, Inclusion and Belonging – Nicole Fields
- Gifted and Talented – Kathie Anderson
- Preschool – Taysha Oglesby

Effective Practice No. 1: Community

Program(s) Addressed: Career and Technical Education; Gifted and Talented

Highlight of Effective Practice No. 1

The district is partnering with community stakeholders to strengthen career and technical education (CTE) programming. The gifted and talented (GT) program shows strong student participation in community events.

Effective Practice No. 2: Parent and Family Engagement

Program(s) Addressed: Career and Technical Education (CTE); Preschool; Gifted and Talented

Highlight of Effective Practice No. 2

The district provides parent and family engagement opportunities through its CTE and preschool programs. The GT program has a straightforward process for parents to offer feedback about the program as well as receive information from the GT coordinator regarding services.

Effective Practice No. 3: Student Services and Plans

Program(s) Addressed: Preschool

Highlight of Effective Practice No. 3

The preschool program collaborates with kindergarten teachers to strengthen reading instruction. This kind of collaboration can contribute to decreasing the number of at-risk students in the future.

Effective Practice No. 4: Professional Development

Program(s) Addressed: Gifted and Talented; Preschool

Highlight of Effective Practice No. 4

The district provides program-specific professional development through partnerships with outside organizations, as noted in the GT program, where the Central Kentucky Education Cooperative (CKEC) provided staff development on differentiated instruction. Additionally, training is provided for preschool staff by the Early Childhood Regional Training Centers. These partnerships are cost-effective and provide staff opportunities for professional learning and networking.

2022-2023 Statewide Consolidated Monitoring Report

Effective Practice No. 5: Leadership

Program(s) Addressed: Title I, Part A

Highlight of Effective Practice No. 5

The Title I coordinator facilitates a high level of collaboration between district and school-level leaders and does an excellent job of coordinating funds, engaging with stakeholders and creating unique learning opportunities for students.

Effective Practice No. 6: Climate and Culture

Program(s) Addressed: Title I, Part A

Highlight of Effective Practice No. 6

The superintendent, principal and counselor/Title I coordinator work very closely with one another and school stakeholders to maintain a strong climate in the school, emphasizing the strengths of students and the community. Seeing examples of student work, particularly in project-based learning, underscores the district's commitment to its students. The Burgin Hall of Fame is an example of emphasizing the school's role in the community and instilling the hope that students will continue returning to Burgin to build the community.

Effective Practice No. 7: Equity Initiatives

Program(s) Addressed: Gifted and Talented

Highlight of Effective Practice No. 7

The district uses a cognitive ability assessment to screen all 3rd graders for the GT Program, which helps ensure equitable access to GT services. During GT Selection and Placement meetings, staff members discuss special considerations that might mask a student's abilities, such as environment, language or economic circumstances.

Opportunity for Improvement No. 1: Finance

Programs Addressed: Title IV, Part A; Career and Technical Education

Summary of Opportunity for Improvement No. 1

Title IV, Part A noted misalignment between the MUNIS budget reports and the approved program application in the Grant Management Application and Planning (GMAP) system. The CTE monitoring team noted unallowable purchases made with Perkins funds.

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

The district should develop and implement consistent procedures where staff responsible for federal programs meet regularly with the finance director to validate expenditures by comparing MUNIS records with approved budgets for each program. Any misalignment between the budgets and current MUNIS information can be corrected throughout the year during these regular meetings. Additional professional development surrounding allowability is recommended for staff working with federal programs.

2022-2023 Statewide Consolidated Monitoring Report

Final Overview

The Burgin Independent School District has a strong culture based on a pervading sense of place and pride in the history of the school and community. This is evidenced in the several strengths noted in this report. The development and implementation of consistent processes and procedures across the district will allow it to further capitalize on existing strengths as well as turn opportunities for improvement into strengths. Maintaining evidence of institutional memory is vital to long-term success. Developing processes that emphasize collaboration and discussion will help staff, students and stakeholders avoid getting stuck in challenges and will help to identify areas of compliance that need attention before they become problematic. The monitoring team encourages the district to continue developing partnerships with stakeholders in order to create opportunities for students. The district should also continue to seek out new areas to partner with parents and families. The Title I, Part A parent and family engagement policy can be used to create a clear vision for parents to participate in the work of the district and school.