



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

KENTUCKY DEPARTMENT OF EDUCATION
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June 14, 2023

Mike Borchers, Superintendent
Ludlow Independent Public Schools
525 Elm St.
Ludlow, KY 41016

Dear Superintendent Borchers:

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 Ludlow 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 II, Part A
- Title III, Part A
- Title IV, Part A
- Preschool
- 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

Ludlow Independent Public Schools

June 14, 2023

Page 2 of 2

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
Kentucky Department of Education

KF/TR/ES/vb

Attachment: Consolidated Monitoring Report for Ludlow Independent Public Schools

2022-2023 Statewide Consolidated Monitoring Report

District: Ludlow Independent

Date(s) of Visit: March 27-30, 2023

Team Leads:

- Title I, Part A – Christina Benassi
- Title II, Part A – Jason Howard
- Title III, Part A – Brandy Neal
- Title IV, Part A – Lee Bowling
- Diversity, Equity, Inclusion and Belonging – Florence Chang
- Gifted and Talented – Kathie Anderson
- Preschool – Stephanie Ernst

Effective Practice No. 1: Community

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

Highlight of Effective Practice No. 1

The gifted and talented (GT) program students have many opportunities to interact with the community. The GT program partners with Northern Kentucky University (NKU) to provide opportunities through the Leadership Symposium, Young Women LEAD, and Dreamfest. In addition, qualifying students can attend their 11th- and 12th-grade years full-time at NKU for dual credit courses. Students can also attend Gateway Community and Technical College for the Gateway Early College Program for four dual credit courses each year. The support in the community has been excellent. The community childcare for preschool students is on-site in the elementary building, allowing for easy wraparound care. The teachers are significantly vested in the school and community. The district collaborates with community organizations and local employers in an "Adopt-a-Class" initiative that brings community members into the schools. This partnership helps further expand learning opportunities for students by emphasizing career studies. Students report feeling supported and having adults to which they can talk.

Effective Practice No. 2: Parent and Family Engagement

Program(s) Addressed: Diversity, Equity, Inclusion and Belonging; Preschool

Highlight of Effective Practice No. 2

Parents of preschool students are invited to participate in school-wide parent and family engagement events. The district is commended for this inclusive approach to parent and family engagement events. Both schools in the district have received Family Friendly Certification from the Prichard Committee, making Ludlow Independent the first district in the state to have all its schools certified.

Effective Practice No. 3: Student Service and Plans

Program(s) Addressed: Diversity, Equity, Inclusion and Belonging

Highlight of Effective Practice No. 3

The district has intentionally deepened students' Individual Learning Plans (ILP) by making them more meaningful and genuine for students. Students in grades 7-12 have a rotating schedule on Fridays to devote time for students to complete ILP-related work as part of the Personal, Academic and Workplace Skills (PAWS) Program. During this time, students meet with their PAWS Coach, who could be a teacher, school or district leader. Grades 7-9 are grouped randomly, grades 10-11 are in career cluster interest groups, and grade 12 students are divided into groups based on their post-secondary

2022-2023 Statewide Consolidated Monitoring Report

plans. Both students and administrators voice the importance of PAWS time in helping develop and deepen learning plans.

Effective Practice No. 4: Policies and Procedures

Program(s) Addressed: Preschool

Highlight of Effective Practice No. 4

The preschool policies and procedures are housed in the correct location. The district supports a seamless transition from preschool to kindergarten.

Effective Practice No. 5: Professional Development

Program(s) Addressed: Preschool

Highlight of Effective Practice No. 5

The district offers excellent professional development opportunities for staff working in the preschool program. The Anderson Regional Training Center is utilized for preschool professional development. The district ensures preschool staff receives annual professional development related to Early Childhood Education.

Effective Practice No. 6: Leadership

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

Highlight of Effective Practice No. 6

The superintendent supports and encourages buy-in to ensure the district effectively serves all students. The support given to the district's youngest learners is noteworthy. The superintendent was highly engaged in the Title I, Part A monitoring process. There is a strong relationship between district staff and the school principals.

Effective Practice No.7: Climate and Culture

Program(s) Addressed: Diversity, Equity, Inclusion and Belonging; Title I, Part A

Highlight of Effective Practice No. 7

Students across elementary, middle and high school grade levels described their schools' supportive and inclusive culture and climate. The district's family resource and youth services center (FRYSC) offers extensive wraparound services to families. The district has undertaken a thorough branding effort to share its culture and to build relationships with others. Staff always look for innovative ways to help students engage. The 2022 Kentucky Impact Survey results show growth and above-average ratings in the areas of feedback and coaching, and professional learning. The staff at Mary A. Goetz Elementary School are dedicated to ensuring that every student feels valued.

Effective Practice No. 8: Equity Initiatives

Program(s) Addressed: Diversity, Equity, Inclusion and Belonging; Gifted and Talented

Highlight of Effective Practice No. 8

The district uses local norms on standardized assessment to identify students for the GT program due to the high percentage of economically-disadvantaged students within the district. The district has

2022-2023 Statewide Consolidated Monitoring Report

eliminated many fees for families and students, including athletic and field trip fees, which continues to break down barriers to access and opportunities. The ACT is provided to all sophomores and juniors during the spring semester. Students wishing to retake the ACT during their senior year can do so in December regardless of having previously met benchmarks. As a result, students may take the ACT up to three times at no cost to their families.

Opportunity for Improvement No. 1: Finance

Programs Addressed: Title I, Part A; Title II, Part A

Summary of Opportunity for Improvement No. 1

Purchases made using Title II, Part A funds were determined to not be allowable and had to be reimbursed to comply with current regulations. There was some misalignment between the approved Title I, Part A application in the Grant Management Application and Planning (GMAP) system and MUNIS budget reports. It should be noted that the district was able to address the inconsistencies quickly.

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

A recommended best practice is to align MUNIS and Grants Management Application and Planning System (GMAP) quarterly. Developing a written process to outline the steps and a timeline of the review will ensure that collaboration and communication between the Title I coordinator and finance officer continue in the event of staffing changes. Developing processes for Title II, Part A and Title I, Part A on how to spend the funds and oversight would be beneficial. The district may consider developing a training or resource for staff working with federal funds which outlines the requirements that all expenditures address documented needs and are reasonable, allocable, and necessary. Another possible solution could be to tighten the existing allowability procedures for spending program funds.

Final Overview

Ludlow Independent provides excellent leadership support for all staff. The relationships developed with community partners enhance student learning. The district intentionally connects with students of all ages and their families to foster an inclusive and diverse environment. The loving and caring environment helps students feel a sense of belonging. Developing and implementing clear processes between finance and other departments will add to the district's ability to serve all students effectively.