

Matthew G. Bevin
Governor



Derrick Ramsey
Secretary
Education and Workforce
Development Cabinet

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

KENTUCKY DEPARTMENT OF EDUCATION

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August 16, 2019

Amy Baker, Superintendent
Bourbon County School District
3343 Lexington Rd.
Paris, KY 40361

Dear Superintendent Baker:

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 Bourbon 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/English Learners
- Gifted and Talented
- Title V
- Individuals with Disabilities Education Act (IDEA)
- Career and Technical Education (CTE)
- Alternative Programs

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](#).

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/th

Attachment: Consolidated Monitoring Report for Bourbon County Public Schools

2018-2019 Statewide Consolidated Monitoring Report

District:	Bourbon County Schools	
Date(s) of Visit:	March 26-28, 2019	
Team Leads: <i>(List primary person on this visit for each program.)</i>		
<i>Title I and Title V – Jennifer Akin</i>	<i>Preschool – N/A</i>	
<i>Title II – Jennifer Baker</i>	<i>Career and Technical Education – Scott U’Sellis</i>	
<i>Alternative Programs – Donna Montgomery</i>	<i>Gifted And Talented – Kathie Anderson</i>	
<i>Title III/English Learners (EL) – Jessica Sanderson</i>	<i>IDEA – Stacy Liguori</i>	

Highlight of Effective Practice No. 1

Programs Addressed <i>(Check all that apply.)</i>	Title I	X	Career and Technical Education	
	Title II	X	Alternative Programs	
	EL	X	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>				
<u>Communication</u>				
<p>Communication is evident between programs and stakeholders in Bourbon County. This is demonstrated by the regular meetings of the various parent advisory committees at the schools and district. There is regular, documented and purposeful contact among the Title II coordinator, finance officer, district assessment coordinator and novice reduction coach. Title III found the district has strong communication with fellow program administrators and collaborates often. The district uses surveys to capture feedback from all stakeholders in the Gifted and Talented (GT) program. Feedback is used to update services for identified students. The district also posts a monthly newsletter with dates, upcoming events and news regarding the GT program.</p>				

2018-2019 Statewide Consolidated Monitoring Report

Highlight of Effective Practice No. 2

Programs Addressed <i>(Check all that apply.)</i>	Title I		Career and Technical Education	X
	Title II		Alternative Programs	
	EL	X	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><u>Student Services</u></p> <p>The district is dedicated to the success of English learner (EL) students and effectively evaluating student data and making the necessary improvements to enhance their Language Educational Program. The Career and Technical Education program found that all career pathways meet the guidelines outlined by the Office of Career and Technical Education and Student Transition. All district GT student folders had appropriate services noted on the Gifted Student Service Plan (GSSP). Also, feedback from parents and staff commended the GT teacher and the relationships she maintains with students and families.</p>				

Highlight of Effective Practice No. 3

Programs Addressed <i>(Check all that apply.)</i>	Title I		Career and Technical Education	
	Title II	X	Alternative Programs	X
	EL	X	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><u>Leadership</u></p> <p>Title II found the district has implemented a leadership academy that assists with teacher retention and leadership development. The EL staff are well trained and prepared and the administrators have experience with program improvement. The district GT coordinator and teacher are both certified appropriately. The district offers professional development to all staff who work with GT students. The district demonstrates strong support for both alternative programs by providing quality technology resources and facilities that are conducive to student learning and aesthetically pleasing. The district provides a staff member to facilitate every session at the Bourbon Graduation Academy. District technology staff also visit the program daily to ensure that the online learning platform is running smoothly.</p>				

2018-2019 Statewide Consolidated Monitoring Report

Opportunity for Improvement No. 1

Programs Addressed <i>(Check all that apply.)</i>	Title I		Career and Technical Education	X
	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><u>Policies and Procedures</u></p> <p>Perkins IV legislation requires each program area to have an advisory committee. Advisory committees must be updated annually in GMAP to reflect current committee members. During the visit, it was found that the makeup of the council was not up-to-date, as students that had already graduated were still identified as current members. All alternative programs in the district should have clear entrance and exit criteria that are documented in a formal board policy. District alternative programs also should consider creating mission statements.</p>				
Common Solution(s)/Recommendation(s)				
<p>CTE recommends a system be put in place that ensures advisory committee membership is updated on an annual basis in GMAP; and the makeup of the committee includes all required stakeholders (student, parent, business and industry representation, etc.). Ensuring all required stakeholders are identified will create conditions for robust communication between stakeholders and assist in driving relevant programs forward for both students and the community.</p> <p>It is recommended that both alternative programs use the Alternative Board Policy developed by the Kentucky School Boards Association as a guide to adopt a formalized district board policy that defines entrance and exit criteria. Having a formal board policy in place will help to ensure the sustainability of the programs. Additionally, both programs should work to develop a formal mission statement with a focus on student success. The mission statement also should include the development of academic skills, social competencies and success at the next academic level.</p>				

2018-2019 Statewide Consolidated Monitoring Report

Final Overview

Clearly describe the following for the identified program(s):

- *How programs are effectively working collaboratively to better serve students;*
- *Suggestions for adjustments that could help programs begin or improve their collaborative efforts; and*
- *Suggestions for how each program can further help with student success and closing gaps.*

Bourbon County features cohesive district and school leadership working strategically to serve the needs of all learners. As with any district, there are many programmatic components to manage in order to reach full compliance and ensure a culture of continuous improvement. While there are many positives observed in current Bourbon County processes and practices, consistent evaluation of programs is recommended. Each program should have a point-of contact, a formal system of documentation and milestones for implementation and development.