

**Matthew G. Bevin**  
Governor



**Derrick Ramsey**  
Secretary  
Education and Workforce  
Development Cabinet

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

**KENTUCKY DEPARTMENT OF EDUCATION**

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September 25, 2019

Mary Gemmill, Superintendent  
Christian County School District  
200 Glass Ave.  
Hopkinsville, KY 42240

Dear Superintendent Gemmill:

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 Christian 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 I, Part D
- Title II, Part A
- Title III, Part A-English Learners
- Title V
- Gifted and Talented
- 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](mailto:jennifer.akin@education.ky.gov). Information regarding education programs within the state of Kentucky may also be found at [www.education.ky.gov](http://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 Christian County Public Schools

# 2018-2019 Statewide Consolidated Monitoring Report

<b>District:</b>	Christian County Schools	
<b>Date(s) of Visit:</b>	April 14-17, 2019	
<b>Team Leads:</b> <i>(List primary person on this visit for each program.)</i>		
<i>Title I and V – Jennifer Akin</i>	<i>Preschool – N/A</i>	
<i>Title II – Kathy Collins</i>	<i>Career and Technical Education – Karla Tipton</i>	
<i>Alternative Programs – Donna Montgomery</i>	<i>Gifted And Talented – Kathie Anderson</i>	
<i>Title III-English Learners (ELs) – Erin Sudduth</i>	<i>IDEA – Tania Sharp</i>	
<i>Title I, Part D – Amber Skaggs</i>		

## Highlight of Effective Practice No. 1

<b>Programs Addressed</b> <i>(Check all that apply.)</i>	<b>Title I, A</b>	<input type="checkbox"/>	<b>Career and Technical Education</b>	<input type="checkbox"/>
	<b>Title II</b>	<input type="checkbox"/>	<b>Alternative Programs</b>	<b>X</b>
	<b>EL</b>	<b>X</b>	<b>Gifted and Talented</b>	<b>X</b>
	<b>IDEA</b>	<input type="checkbox"/>	<b>Preschool</b>	<input type="checkbox"/>
	<b>Title I, D</b>	<input type="checkbox"/>	<b>Title V</b>	<input type="checkbox"/>
<i>Clearly describe actions and/or practices that the team deems as effective. (Include impact on student achievement.)</i>				
<b>Community</b>				
<p>The alternative program consultant and the gifted and talented program consultant indicated that the district maintains and utilizes community and business partnerships. A variety of business and community organizations provide programmatic support and guest speakers in order to address specific school and district needs. These partnerships provide relevant learning experiences and builds a sense of community within the district.</p> <p>The English learners (EL) adult outreach program provides a weekly English language class to parents of ELs, helping them increase both their English language proficiency and their ability to be involved in their child’s education. This program also helps develop and strengthen the sense of community and belonging for these parents.</p>				

## Highlight of Effective Practice No. 2

<b>Programs Addressed</b> <i>(Check all that apply.)</i>	<b>Title I, A</b>	<b>X</b>	<b>Career and Technical Education</b>	<input type="checkbox"/>
	<b>Title II</b>	<b>X</b>	<b>Alternative Programs</b>	<b>X</b>
	<b>EL</b>	<input type="checkbox"/>	<b>Gifted and Talented</b>	<b>X</b>
	<b>IDEA</b>	<input type="checkbox"/>	<b>Preschool</b>	<input type="checkbox"/>
	<b>Title I, D</b>	<input type="checkbox"/>	<b>Title V</b>	<input type="checkbox"/>
<i>Clearly describe actions and/or practices that the team deems as effective. (Include impact on student achievement.)</i>				

## 2018-2019 Statewide Consolidated Monitoring Report

### Policies and Procedures

Multiple programs noted that various policies and procedures were developed and followed within the district. Some policies and procedures were internal in nature and were supplemental to those required by programs' statutes and regulations. Title I, Part A indicated that the coordinator developed various internal policies and procedures for district, school and private school staffs regarding programmatic needs assessments and expenditures. It was observed that the district maintains positive relationships with served private schools and provides an intentional, collaborative plan for the utilization of Title II funds. The gifted and talented (GT) coordinator developed a district GT handbook for participants that included policies and procedures. Alternative consultants observed a data entry process for entering discipline data, as well as noting the existence of a detailed Positive Behavior Interventions and Supports (PBIS) framework for elementary school implementation.

### Opportunity for Improvement No. 1

<b>Programs Addressed</b> <i>(Check all that apply.)</i>	<b>Title I, A</b>		<b>Career and Technical Education</b>	<b>X</b>
	<b>Title II</b>		<b>Alternative Programs</b>	
	<b>EL</b>		<b>Gifted and Talented</b>	
	<b>IDEA</b>		<b>Preschool</b>	
	<b>Title I, D</b>	<b>X</b>	<b>Title V</b>	
<b>Common Issue</b> <i>(Clearly describe issue as it relates to each program.)</i>				
<p><b>Finance</b></p> <p>Two programs indicated expenditures were not allowable or consistent with approved applications. Specifically, Title I, Part D noted that the expenditures and obligations were not consistent with the approved application and program plan. Career and technical education consultants expressed that several purchases were not allowable.</p>				
<b>Common Solution(s)/Recommendation(s)</b>				
<p>It is recommended that the district finance officer and program coordinators within the district either develop or utilize an existing allowability procedure in order to ensure proposed expenditures are allowable in nature and meet the intent of the program in question, as this is required by regulation. The district also should develop a system to monitor and ensure these policies and procedures are followed (EDGAR Part 200.403).</p> <p>It also is an expectation across programs that approved programmatic applications and budgets are followed and a process exists for making necessary revisions to the application. Adhering to an approved application also is required by regulation (EDGAR Part 76.700).</p>				

# 2018-2019 Statewide Consolidated Monitoring Report

## Opportunity for Improvement No. 2

<b>Programs Addressed</b> <i>(Check all that apply.)</i>	<b>Title I, A</b>		<b>Career and Technical Education</b>	
	<b>Title II</b>		<b>Alternative Programs</b>	<b>X</b>
	<b>EL</b>		<b>Gifted and Talented</b>	
	<b>IDEA</b>	<b>X</b>	<b>Preschool</b>	
	<b>Title I, D</b>		<b>Title V</b>	
<b>Common Issue</b> <i>(Clearly describe issue as it relates to each program.)</i>				
<p><b><u>Professional Development</u></b></p> <p>While the district is providing professional development opportunities in the area of differentiating instruction, programs reported that there are additional needs that were uncovered during the monitoring visit. IDEA indicated that a common theme among interviewees was the need for comprehensive training for special education staff members to address the intricacies of programming for students with disabilities and how to provide adequate documentation. This is particularly relevant given the intensive behavioral and mental health needs of many students with disabilities in the district.</p> <p>Alternative consultants noted that professional development is suggested on research-based instructional practices to support the online learning platforms, as well as training for pertinent staff members on the effective use of Odysseyware.</p>				
<b>Common Solution(s)/Recommendation(s)</b>				
<p>It is recommended that the district programs evaluate professional development needs based on survey data or other related documentation. It is suggested that professional development and support are provided to specifically address specialized roles and responsibilities within special education personnel duties. It also is suggested that the district provide professional development on research-based instructional practices to support the chosen online learning platform. Consider both blended learning and an interdisciplinary approach through which one theme is covered across all content areas. Increase opportunities for project-based learning or other ways to increase student engagement in instruction, particularly in the alternative setting. Project-based learning would not only increase student engagement with content, but also the likelihood of students learning social skills. Additionally, training on the effective use of Odysseyware is greatly needed for all teachers at the Christian County alternative program.</p>				

# 2018-2019 Statewide Consolidated Monitoring Report

## Opportunity for Improvement No. 3

<b>Programs Addressed</b> <i>(Check all that apply.)</i>	<b>Title I, A</b>		<b>Career and Technical Education</b>	
	<b>Title II</b>		<b>Alternative Programs</b>	<b>X</b>
	<b>EL</b>		<b>Gifted and Talented</b>	<b>X</b>
	<b>IDEA</b>		<b>Preschool</b>	
	<b>Title I, D</b>		<b>Title V</b>	
<b>Common Issue</b> <i>(Clearly describe issue as it relates to each program.)</i>				
<p><b><u>Communication</u></b>            Parents of gifted and talented students requested more communication about opportunities and services for students. The alternative program suggests developing a formal mission statement for the district alternative programs focusing on student success.</p>				
<b>Common Solution(s)/Recommendation(s)</b>				
<p>The district should develop multiple methods of communicating events for all students. Developing announcements and newsletters, posting events, electronic versions of newsletters and posting other important information in multiple places within the district website may be beneficial. Asking for feedback on specific communication preferences within the district parent surveys also is suggested. When developing the mission statement for districtwide alternative programs, it should include the development of academic skills, social competencies and success at the next academic level. This statement will communicate the purpose of the programs to students, parents/guardians and the community.</p>				

## Final Overview

<p><i>Clearly describe the following for the identified program(s):</i></p> <ul style="list-style-type: none"> <li>• <i>How programs are effectively working collaboratively to better serve students;</i></li> <li>• <i>Suggestions for adjustments that could help programs begin or improve their collaborative efforts; and</i></li> <li>• <i>Suggestions for how each program can further help with student success and closing gaps.</i></li> </ul>
<p>Christian County provides multiple opportunities for collaboration with stakeholders and specific programs. The district also is implementing systems of continuous improvement beyond the district level in order to increase student achievement. This system allows the district and schools to work collaboratively in order to better meet the needs of students.</p>