

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

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

June 4, 2019

Keith Hale, Superintendent
Glasgow Independent Schools
711 S. L. Rogers Wells Blvd
Glasgow, KY 42142

Dear Superintendent Hale:

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 Glasgow 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 V, Part B
- English Learners
- Gifted and Talented
- Individuals with Disabilities Education Act (IDEA)
- Career and Technical Education (CTE)
- Alternative Programs
- Preschool

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. These programs and the others engaged in consolidated monitoring can work together to achieve more collaboratively than any of them could alone.

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/vb

Attachment: Consolidated Monitoring Report for Glasgow Independent School District

2018-2019 Statewide Consolidated Monitoring Report

District:	Glasgow Independent		
Date(s) of Visit:	March 5, 2019		
Team Leads: <i>(List primary person on this visit for each program.)</i>			
<i>Title I and V – Monica Shack</i>	<i>Preschool – Andrea Batholomew</i>		
<i>Title II – Jennifer Baker</i>	<i>Career and Technical Education – Claude Christian/ Helen Jones</i>		
<i>Alternative Programs – Donna Montgomery</i>	<i>Gifted And Talented – Katie Anderson</i>		
<i>English Learners (EL) – Erin Sudduth</i>	<i>IDEA – Jeff Coles</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	X
	EL	X	Gifted and Talented	X
	IDEA		Preschool	X
<i>Clearly describe actions and/or practices that the team deems as effective. (Include impact on student achievement.)</i>				
<u>Community Partnerships</u>				
<p>The Glasgow Independent school district has developed a myriad of community partnerships to enhance learning opportunities for students. The district and school staff demonstrate interest in student success and well-being. Interviews with staff revealed that several programs invite community groups and families of students into the programs throughout the school year in a variety of ways. Evidence confirmed that one of the alternative programs utilizes many services offered by the community to inform students of potential opportunities and services, including Too Good for Drugs (intervention curriculum), Kentucky State Police Drug Task Force Director, (discussion of job opportunities), public information officer, community business professionals (banking, marketing) speakers, Kentucky Higher Education Assistance Authority, South Central Kentucky Community and Technical College (pre-employment transition services) and Western Kentucky University talent search programs. The district has partnered with the local hospital and its vocational rehabilitation unit to facilitate students’ exploration of careers and expansion of student knowledge. One of the alternative programs holds a Why Try Parent Night one to two nights per month in which parent and guardians are able to learn strategies and concepts to support their children at home. Also, Glasgow Independent’s Title III/English learner program is dedicated not only to the success of EL students, but also developing strong relationships with EL families in the community. These relationships allow staff to better serve EL students as well as identify and address needs that may have gone unnoticed through the examination of academic data alone. Meanwhile, various positive and engaging interactions were observed in the preschool classrooms, and conversations were language-rich and related to children’s</p>				

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actual experiences. Glasgow Independent’s community partnerships were superb. The students have multiple opportunities for community engagements and resources.

Highlight of Effective Practice No. 2

Programs Addressed <i>(Check all that apply.)</i>	Title I		Career and Technical Education	
	Title II		Alternative Programs	
	EL		Gifted and Talented	X
	IDEA		Preschool	X
<i>Clearly describe actions and/or practices that the team deems as effective. (Include impact on student achievement.)</i>				
<u>Innovative Student Services/ Curriculum</u> During the parent interview, parents said the Creating Enriched Learning through Innovative Curriculum (CELTIC) program has really benefited their children. Also during the consolidated monitoring visit, teaching and learning practices were developmentally appropriate. Interactions observed in classrooms were positive and engaging, and conversations were language-rich and related to children’s actual experiences. Activities in classrooms showed connection with thematic units across the school, as well as individual learning that was child directed. Parents and staff stated multiple times the CELTIC pullout program is an outstanding service for gifted and talented students in grades 4-7. Parents stated students came home from school after attending CELTIC recharged and excited about learning. The district is exploring the possibility of extending this service to GT students in grade 8. KDE encourages the district to continue these discussions and include grade 8 in the CELTIC program, if possible.				

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Highlight of Effective Practice No. 3

Programs Addressed <i>(Check all that apply.)</i>	Title I		Career and Technical Education	
	Title II		Alternative Programs	
	EL		Gifted and Talented	X
	IDEA		Preschool	X
<i>Clearly describe actions and/or practices that the team deems as effective. (Include impact on student achievement.)</i>				
Outstanding Student Folders All folders reviewed for the gifted and talented and preschool programs were in good order and in compliance with federal and state regulations. All student folders reviewed during the monitoring visit included a Gifted Student Service Plan (GSSP). KDE applauds the district for using the GSSP form provided in Infinite Campus. KDE commends the district for its diligence in collecting feedback from the district’s stakeholders about its GT and preschool programs.				

Opportunity for Improvement No. 1

Programs Addressed <i>(Check all that apply.)</i>	Title I	X	Career and Technical Education	
	Title II		Alternative Programs	
	EL	X	Gifted and Talented	
	IDEA		Preschool	
Common Issue <i>(Clearly describe issue as it relates to each program.)</i>				
Time and Effort Recordkeeping The district must maintain appropriate time and effort documentation for all employees paid with federal funds. Payroll records do not effectively document staff members at the district and school levels paid completely or partially from federal funds. District personnel whose entire salary is paid from one federal funding source or working with one cost objective must certify on a semiannual basis that they worked solely on that program or cost objective for the period covered. Employees paid partially with federal funds and working on multiple cost objectives must sign Personnel Activity Reports (PARs) indicating the time they spent working on an actual activity including the percentage for the total activity for which the employee was compensated on a monthly basis.				
Common Solution(s)/Recommendation(s)				
The district must ensure the accurate documentation of any staff members fully or partially paid from federal funds. Uniform Grant Guidance Section 200.430 defines the standards for documenting employees’ time and effort, including the requirements for PARs. PARs must at minimum: <ul style="list-style-type: none"> • Reflect an after-the-fact distribution of the actual activity of the employee; • Account for the total activity for which each employee is compensated; • Be prepared at least monthly and coincide with one or more pay periods; and 				

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- Be signed by the employee.
- Include a supervisor’s signature (who has firsthand knowledge of the work performed)

The district should develop a single time and effort certification process that can be used with all federal programs, ensuring consistency. Also, the district should develop standard practices for collecting supporting documentation from the staff, which may include schedules or calendars to justify the certifications.

Opportunity for Improvement No. 2

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	
	IDEA		Preschool	
Common Issue <i>(Clearly describe issue as it relates to each program.)</i>				
Alignment of MUNIS and GMAP				
The district’s MUNIS budgets did not match the approved applications for Title I, Part A; Title II, Part A; and Title III/EL. Many of the expenditures outlined in the approved FY18 and FY19 GMAP applications are not included in the MUNIS reports. Districts are required to follow their approved applications as outlined in Uniform Grant Guidance, Section 76.700 .				
Common Solution(s)/Recommendation(s)				
The district should develop a process for aligning MUNIS and GMAP on a regular basis. This may occur, for example, on a quarterly basis and should include collaboration between the program area coordinator and the finance office. GMAP applications should be submitted for approval in conjunction with this process.				

Final Overview

Clearly describe the following for the identified program(s):
<ul style="list-style-type: none"> • 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.
For some programs, Glasgow Independent has developed effective processes for enhancing programs and professional development to meet the needs of students and teachers. Due to several Glasgow Independent staff members having to take on multiple roles within the district, KDE encourages Glasgow Independent should ensure processes are in place to help to facilitate the requirements of federal programs in order to meet school and student needs.