August 1, 2019

Matthew Thompson, Superintendent
Montgomery County School District
640 Woodford Dr.
Mt. Sterling, KY 40353

Dear Superintendent Thompson:

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 Montgomery 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
- Title V
- 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.

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 Montgomery County Public Schools
2018-2019 Statewide Consolidated Monitoring Report

<table>
<thead>
<tr>
<th>District:</th>
<th>Montgomery County</th>
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<tbody>
<tr>
<td>Date(s) of Visit:</td>
<td>April 23-25, 2019</td>
</tr>
<tr>
<td>Team Leads: (List primary person on this visit for each program.)</td>
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<tr>
<td>Title I and Title V – Christina Benassi</td>
<td>Preschool – Malaika Williams</td>
</tr>
<tr>
<td>Title II – Jocelyn Waddle</td>
<td>Career and Technical Education – Claude Christian</td>
</tr>
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<td>Alternative Programs – Donna Montgomery</td>
<td>Gifted And Talented – Kathie Anderson</td>
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<td>English Learners (ELs) – Jessica Sanderson and Erin Sudduth</td>
<td>IDEA – Erma White</td>
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Highlight of Effective Practice No. 1: Student Services

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<tr>
<th>Programs Addressed (Check all that apply.)</th>
<th>Title I</th>
<th>Title II</th>
<th>Career and Technical Education</th>
<th>Alternative Programs</th>
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<th>IDEA</th>
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Clearly describe actions and/or practices that the team deems as effective. (Include impact on student achievement.)

Montgomery County schools are constantly looking at student success. They have a data retreat and review the common assessments. They review data in all areas. They ensure ELs receive the best possible services. The staff is very willing to help make programmatic improvements.

Opportunities for Improvement No. 1: Student Plans

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<thead>
<tr>
<th>Programs Addressed (Check all that apply.)</th>
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Clearly describe actions and/or practices that the team deems as effective. (Include impact on student achievement.)

All folders reviewed during monitoring had a Gifted Student Service Plan (GSSP). However, parents interviewed said they had not received a GSSP in middle or high school. It is suggested the district communicate when the GSSP will be sent home or request permission to email the GSSP to parents. Many districts email or post in their newsletters when the GSSP will be sent to parents. Three of the four alternative programs visited did not have an active Individualized Learning Plan Addendum (ILPA) in Infinite Campus for all students. Ensure that each student entering and exiting the programs who does not have an Individualized Education Program (IEP) has a completed ILPA and that students are included as part of the ILPA process. The district needs to ensure students identified for programs such gifted and talented or alternative education have a plan and this plan is shared with the appropriate stakeholders. It is important
for plans to be shared with stakeholders in order for staff members to assist with services and to monitor progress.

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.

Montgomery County demonstrated how each program is working collaboratively to better serve students. The district staff and school staff work well together and have a desire to develop positive relationships with students, families and the community. Some of the programs from the consolidated team feel confident that Montgomery County puts students first at the school and district levels. Efforts are focused on continuous improvement, as the district welcomes new ideas and constructive criticism in order to promote student learning and achievement. It is recommended that the school district and schools more effectively develop and maintain those positive relationships with all stakeholders. Regular communication through emails, phone calls, meetings and newsletters are suggested in addition to the surveys being used.

Montgomery County places a strong emphasis on data in order to identify needs and advance student achievement. Professional development based on data and the needs assessment would enhance this growth. By providing teachers professional development in areas of student need will not only help the staff to grow and develop, but will help the students have their individual needs met.

By addressing the identified opportunities for improvement, corrective action plans and individual report recommendations, the district can expand outcomes for students. Continuing to collaborate with all district and school programs the district will result in continuous improvement and enable great achievements for the students of Montgomery County.