

Andy Beshear
Governor



Lt. Gov. Jacqueline Coleman
Secretary
Education and Workforce
Development Cabinet

Kevin C. Brown
Interim Commissioner of Education

KENTUCKY DEPARTMENT OF EDUCATION
300 Sower Boulevard • Frankfort, Kentucky 40601
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July 2, 2020

Russell Thompson, Superintendent
Pineville Independent School District
401 Virginia Ave.
Pineville, KY 40977

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 2019-20 school year, the Kentucky Department of Education (KDE) conducted monitoring in the Pineville 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 IV, Part A
- Individuals with Disabilities Education Act (IDEA)
- 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.

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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 Brenda Considine at (502) 564-3791, extension 4045, or via email at brenda.considine@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/BC/vb

Attachment: Consolidated Monitoring Report for Pineville Independent Public Schools

2019-2020 Statewide Consolidated Monitoring Report

District:	Pineville Independent Schools	
Date(s) of Visit:	March 12, 2020	
Team Leads:		
<i>Title I, Part A – Emily Meade</i>	<i>Preschool – Kathie Anderson</i>	
<i>Title II, Part A– Kathy Collins</i>	<i>Career and Technical Education – N/A</i>	
<i>Alternative Programs –N/A</i>	<i>Gifted and Talented – Did not monitor on-site during the 2019-2020 school year</i>	
<i>English Learners (EL) – N/A</i>	<i>IDEA –Roger Lacy</i>	
<i>Title IV, Part A—Lalah Brewer</i>	<i>Title V, Part B—N/A</i>	

Highlight of Effective Practice No. 1

Programs Addressed <i>(Check all that apply.)</i>	Title I, Part A	X	IDEA	
	Title II, Part A		Career and Technical Education	
	Title III/English Learners		Alternative Programs	
	Title IV, Part A	X	Gifted and Talented	
	Title V, Part B		Preschool	
<u>Community</u>				
The school and district are part of a close-knit community. The district works to build relationships and maintains connections with the parents, staff, local businesses and community leaders.				

2019-2020 Statewide Consolidated Monitoring Report

Highlight of Effective Practice No. 2

Programs Addressed <i>(Check all that apply.)</i>	Title I, Part A		IDEA	X
	Title II, Part A		Career and Technical Education	
	Title III/English Learners		Alternative Programs	
	Title IV, Part A	X	Gifted and Talented	
	Title V, Part B		Preschool	X

Parent and Family Engagement

Three KDE monitoring teams agreed the opportunities the district provides for parents and families to engage in their children’s education is a strength. Parents attend IEP (Individual Education Program) and parent-teacher meetings at the school. Parents are involved with their children’s sports and other activities.

The district submitted several types of evidence to document their efforts to engage parents and families. The evidence included several strong examples, such as:

- A family handbook, which includes program information and staff contacts
- Flyers and sign-in sheets for family activities, such as "Second Time Around," parent meetings and several district-sponsored family events
- Contact logs which documented district phone calls to parents
- Home visits, which were documented in Infinite Campus for the fall

The district also asks for parent feedback through surveys.

The Pineville Independent School holds four parent-teacher conferences a year, which provide opportunities for parents to discuss the academic progress of their children (see the Final Overview section for more information).

2019-2020 Statewide Consolidated Monitoring Report

Highlight of Effective Practice No. 3

Programs Addressed <i>(Check all that apply.)</i>	Title I, Part A	X	IDEA	
	Title II, Part A	X	Career and Technical Education	
	Title III/English Learners		Alternative Programs	
	Title IV, Part A	X	Gifted and Talented	
	Title V, Part B		Preschool	
<p><u>Climate and Culture</u></p> <p>The school building was neat and clean. Interactions with staff were very positive and professional. Survey responses showed strong positive feedback from parents and faculty regarding the family atmosphere on campus.</p>				

2019-2020 Statewide Consolidated Monitoring Report

Opportunity for Improvement No. 1

Programs Addressed <i>(Check all that apply.)</i>	Title I, Part A	X	IDEA	
	Title II, Part A	X	Career and Technical Education	
	Title III/English Learners		Alternative Programs	
	Title IV, Part A	X	Gifted and Talented	
	Title V, Part B		Preschool	
Common Issue				
<p><u>Finance</u></p> <p>Although the preschool monitoring team found all preschool funds were spent appropriately, three other KDE monitoring teams determined finance is an area in which the district should improve. The district’s finance officer was unaware of specific requirements around uses of Title I and Title IV, Part A funds and has not ensured that GMAP and MUNIS budgets fully align. The district lacks processes to ensure that Title I and Title IV, Part A funds are being spent appropriately and in a timely fashion.</p> <p>The district had not spent its fiscal year 2020 Title II allocation and did not have an approved application at the time of the visit. The KDE Title I monitoring team noted the district had not spent homeless funds for the last two years and did not follow KDE guidance on carryover of these funds.</p>				
Common Solution(s)/Recommendation(s)				
<p>The KDE monitoring teams recommend district staff attend training on federal programs requirements according to staff members’ individual needs and roles.</p>				

2019-2020 Statewide Consolidated Monitoring Report

Opportunity for Improvement No. 2

Programs Addressed <i>(Check all that apply.)</i>	Title I	X	IDEA	
	Title II, Part A		Career and Technical Education	
	Title III/English Learners		Alternative Programs	
	Title IV, Part A	X	Gifted and Talented	
	Title V		Preschool	
Common Issue				
<p><u>Policies and Procedures</u></p> <p>Monitoring teams found that district policies are not reviewed or revised regularly. The district was unable to produce some required policies. The teams specifically noted that processes for requesting purchases were insufficient. Currently purchasing requests are made through phone calls, without a documented process for determining whether purchases are reasonable, allocable and necessary.</p>				
Common Solution(s)/Recommendation(s)				
<p>The monitoring teams advise the district to review and update policies regularly. Ensure the policies are implemented as written and maintain documentation to show policies are being followed.</p> <p>The district should strengthen its internal controls and oversight over the purchasing process. A process should be established and documented for requesting purchases. The process should show a clear chain of approval. One person should not be allowed to both request and approve purchases. Finally, the monitoring teams recommend greater involvement of the federal programs coordinators with the finance officer regarding expenditures.</p>				

2019-2020 Statewide Consolidated Monitoring Report

Opportunity for Improvement No. 3

Programs Addressed <i>(Check all that apply.)</i>	Title I	X	IDEA	
	Title II, Part A		Career and Technical Education	
	Title III/English Learners		Alternative Programs	
	Title IV, Part A	X	Gifted and Talented	
	Title V		Preschool	
Common Issue				
<p><u>Communication</u></p> <p>Although the district maintains good communication with students and families, KDE monitoring teams encountered problems with communication within the district. For example, the homeless/foster care liaison did not attend monitoring interviews. The administration did not respond to requests for information, which resulted in a finding for the homeless program. During interviews, guidance counselors indicated they had not received information and confirmed the administration does not always follow up to ensure everyone is informed.</p> <p>Federal program duties are divided among staff who do not always appear to communicate effectively with each other. The lack of internal communication resulted in some district staff being unaware for some time the district was being monitored by KDE. The lack of communication also has caused some district staff members to miss professional learning opportunities that would have helped them improve their programs.</p>				
Common Solution(s)/Recommendation(s)				
<p>The monitoring teams recommend the district clarify the roles and responsibilities of federal programs staff. If a staff member is listed in Open House as the point of contact for a particular program but is actually not the person responsible for that program, the information should be revised as soon as possible. Entering accurate information into Open House will help ensure the correct staff receive communication from KDE. Please see further recommendations in Opportunity for Improvement #5, Leadership.</p>				

2019-2020 Statewide Consolidated Monitoring Report

Opportunity for Improvement No. 4

Programs Addressed <i>(Check all that apply.)</i>	Title I	X	IDEA	
	Title II, Part A	X	Career and Technical Education	
	Title III/English Learners		Alternative Programs	
	Title IV, Part A	X	Gifted and Talented	
	Title V		Preschool	
Common Issue				
<p>Leadership</p> <p>The Title I coordinator and other district personnel analyze student and school needs effectively. The principal/Title IV, Part A coordinator stays involved with teaching and learning, and sets goals for the teaching staff. However, leadership regarding expenditures and budget oversight, as well as improved communication with all staff, was a concern.</p>				
Common Solution(s)/Recommendation(s)				
<p>The KDE monitoring teams recommend district leadership analyze and reflect on the distribution of work duties to ensure duties are distributed equitably. As discussed in the Communication section, if a staff member is designated as a point of contact for a program but actually does not oversee that program, the district should amend Open House to reflect the correct point of contact.</p>				

Final Overview

The Pineville Independent School District is an important member of a caring, close-knit community. The district’s efforts to engage parents and families in the education of their children was apparent. The district holds four parent-teacher conferences per year, which is a great way to keep parents up-to-date and engaged in their child’s progress and maintain communication with teachers and school staff. The school and district should strengthen these events by including a discussion of the Parent and Family Engagement Compact in relation to students’ achievement.

The district was honest and transparent about their federal programs during the monitoring process and demonstrated willingness to make adjustments based on feedback. The KDE monitoring teams suggest the district prioritize federal programs training for district staff to ensure all staff working with these programs understand the requirements. Training and support may be available from a regional co-op, and KDE program staff also will gladly assist.

The KDE monitoring teams appreciate the cooperation of the district. We hope the monitoring feedback will be useful in improving the district’s implementation of their federal programs.