



Jason E. Glass, Ed.D.  
Commissioner of Education and Chief Learner

**KENTUCKY DEPARTMENT OF EDUCATION**  
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May 9, 2022

Nick Carter, Superintendent  
Breckinridge County Public Schools  
86 Airport Rd.  
Hardinsburg, KY 40143

Dear Superintendent Carter:

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 2021-22 school year, the Kentucky Department of Education (KDE) conducted monitoring in the Breckinridge 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 IV, Part A
- Title V, Part B
- Preschool
- Career and Technical Education (CTE)
- Alternative Education Programs
- Gifted and Talented
- Individuals with Disabilities Education Act (IDEA)

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](#).

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 [Erin Sudduth](#) by email or by phone at (502) 564-3791, Ext. 4021. 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,

A handwritten signature in blue ink that reads "Kelly Foster". The signature is written in a cursive style and is positioned above the typed name.

Kelly Foster, Ed.D.  
Associate Commissioner  
Office of Continuous Improvement and Support  
Kentucky Department of Education

KF/TR/ES/vb

Attachment: Consolidated Monitoring Report for Breckinridge County Public Schools

## 2021-2022 Statewide Consolidated Monitoring Report

<b>District:</b>	Breckinridge County	
<b>Date(s) of Visit:</b>	Feb. 22-24, 2022	
<b>Team Leads:</b> <i>(List primary person on this visit for each program.)</i>		
<i>Title I, Part A – Wes Blake</i>	<i>Career and Technical Education – Scott U'Sellis</i>	
<i>Title II, Part A – Sean Murphy</i>	<i>Gifted and Talented – Kathie Anderson</i>	
<i>Title IV, Part A – Lalah Brewer</i>	<i>Individuals with Disabilities Education Act (IDEA) – Erma White</i>	
<i>Title V, Part B – Erin Sudduth</i>	<i>Preschool – Taysha Oglesby</i>	
<i>Alternative Education Programs – April Stanley</i>		

### Highlight of Effective Practice No. 1

<b>Programs Addressed</b>	<b>Title I, Part A</b>	<b>X</b>	<b>Alternative Education Programs</b>	
	<b>Title I, Part D</b>		<b>Career and Technical Education</b>	<b>X</b>
	<b>Title II, Part A</b>		<b>Gifted and Talented</b>	
	<b>Title IV, Part A</b>		<b>IDEA</b>	
	<b>Title V, Part B</b>		<b>Preschool</b>	<b>X</b>
<u>Community</u>				
<p>Breckinridge County involves the community in the education of their students in a myriad of ways. For example, the district's homeless and foster care programs coordinate effectively with local law enforcement to help identify and address issues that may affect students, as well as coordinating a "shop with a cop" partnership. The district coordinates with outreach groups such as Good Samaritan to ensure that all students' needs are met.</p> <p>Breckinridge County High School holds an annual College, Career and Military Day that celebrates upcoming graduates and the next phase of their lives which adds to a sense of belonging at the school. By highlighting postsecondary education, workforce opportunities, technical school and military enlistment the school demonstrates to the community that all positive transition opportunities are to be celebrated. Moreover, this showcases the skills that students are developing and how they will benefit the community.</p> <p>The district partners with the community to help support students as they begin their educational journey. Early childhood community support is demonstrated through collaborative relationships with Breckinridge-Grayson Head Start, Head Start Regional Offices and the Simpson County Regional Training Center.</p>				

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## Highlight of Effective Practice No. 2

<b>Programs Addressed</b>	Title I, Part A	X	Alternative Education Programs	
	Title I, Part D		Career and Technical Education	
	Title II, Part A		Gifted and Talented	X
	Title IV, Part A		IDEA	
	Title V, Part B		Preschool	

Student Services and Plans

Breckenridge County focuses on ensuring timely access and identification for students to support services. For example, the district demonstrated a focus on student mental health and trauma informed teaching practices. The middle school utilized a take a break (TAB) room and allowed students to self-select to use that room. The self-selection allowed data that will help better support student mental health.

Student plans in the district included an ongoing and intentional focus on intervention strategies to support students. The district utilizes an intervention program called RISE, with a re-evaluation every six weeks based on current data as part of its multi-tiered system of support (MTSS) structure.

While the services provided to students via MTSS focuses on helping at-risk students meet challenging academic standards, the district also focuses on enriching the educational experience of its gifted students that are already meeting standards. Besides offering direct services to gifted and talented students, the district provided “Wonderful Wednesdays” during the month of March for gifted and talented students. Wonderful Wednesdays were an extra-curricular service for students to explore their interests. A gifted and talented teacher provides office hours to high school students. During these hours, students meet with the gifted and talented teacher to discuss topics such as career pathways, applications to colleges and Governor’s Scholar’s Program and social-emotional concerns.

## Highlight of Effective Practice No. 3

<b>Programs Addressed</b>	Title I, Part A		Alternative Education Programs	
	Title I, Part D		Career and Technical Education	
	Title II, Part A		Gifted and Talented	X
	Title IV, Part A		IDEA	

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	<b>Title V, Part B</b>		<b>Preschool</b>	
<u>Professional Development</u>				
<p>Professional development provided in the district reflected the needs of students and staff. District-wide professional development on differentiation for advanced students was provided by staff from Western Kentucky University with expertise in this topic. To support the specific needs of new staff, the district utilizes a new teacher academy which includes sessions about gifted student behaviors and differentiation for services.</p>				

### Highlight of Effective Practice No. 4

<b>Programs Addressed</b>	<b>Title I, Part A</b>		<b>Alternative Education Programs</b>	
	<b>Title I, Part D</b>		<b>Career and Technical Education</b>	
	<b>Title II, Part A</b>	<b>X</b>	<b>Gifted and Talented</b>	
	<b>Title IV, Part A</b>		<b>IDEA</b>	
	<b>Title V, Part B</b>		<b>Preschool</b>	<b>X</b>
<u>Leadership</u>				
<p>The district demonstrated leadership in its evaluation and intentional implementation of instructional supports. The district annually evaluates the effectiveness of its Title II, Part A program to address student and educator learning needs. The district hired a preschool instructional coach to support kindergarten readiness throughout the preschool program.</p>				

### Highlight of Effective Practice No. 5

<b>Programs Addressed</b>	<b>Title I, Part A</b>	<b>X</b>	<b>Alternative Education Programs</b>	
	<b>Title I, Part D</b>		<b>Career and Technical Education</b>	
	<b>Title II, Part A</b>	<b>X</b>	<b>Gifted and Talented</b>	<b>X</b>
	<b>Title IV, Part A</b>	<b>X</b>	<b>IDEA</b>	
	<b>Title V, Part B</b>		<b>Preschool</b>	

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### Communication

The Title I, Part A monitoring team observed regular and effective communication between the district office and schools (including non-public schools). The district has two-way, ongoing communication with all Non-Public Schools (NPS) served by Title II, Part A to determine the needs of those schools and whether those needs are being met. The district’s Title II, Part A coordinator consults with schools in the development of their programs.

Interviews indicated there is open communication between district and building-level leadership and school leaders felt supported when addressing needs with district leaders. The district has ongoing communication with the non-public school served with Title IV, Part A funds and maintains a detailed communication log with the non-public school.

The gifted and talented program communicates student progress with parents and guardians on a regular basis.

### Highlight of Effective Practice No. 6

<b>Programs Addressed</b>	<b>Title I, Part A</b>	<b>X</b>	<b>Alternative Education Programs</b>	
	<b>Title I, Part D</b>		<b>Career and Technical Education</b>	<b>X</b>
	<b>Title II, Part A</b>		<b>Gifted and Talented</b>	
	<b>Title IV, Part A</b>		<b>IDEA</b>	
	<b>Title V, Part B</b>		<b>Preschool</b>	

### Climate and Culture

The district has focused on school safety and culture, and it is apparent by processes such as identification copying devices for visitor name tags, that they are dedicated to helping create a safe and supportive learning environment for their students.

It is evident that Breckinridge County High School sees career and technical education (CTE) as a priority. Students are highly encouraged to complete career pathways by earning four credits within the pathway rather than stopping after reaching concentrator status by earning two credits in a pathway. When scheduling students, CTE courses are given priority after core coursework obligations.

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## Opportunity for Improvement No. 1

<b>Programs Addressed</b>	Title I, Part A		<b>Alternative Education Programs</b>	
	Title I, Part D		<b>Career and Technical Education</b>	X
	Title II, Part A		<b>Gifted and Talented</b>	
	Title IV, Part A	X	<b>IDEA</b>	
	Title V, Part B	X	<b>Preschool</b>	
<u>Finance</u>				
<p>There is no process in place to monitor the expenditure of Title V, Part B funds. As a result, over 50% of fiscal year (FY) 2021 funds are unspent and no funds have been spent from FY2022. The district needs to make sure that Perkins funds are spent in a timely manner.</p> <p>The district's MUNIS report and spending patterns for Title IV, Part A did not align with the approved application.</p>				
<b>Common Solution(s)/Recommendation(s)</b>				
<p>It is recommended that the district designate a central person to coordinate between finance and all program coordinators, ensuring alignment of spending to approved application and monitoring the progress of spending for each grant.</p> <p>Ensuring program spending aligns with the approved application is a requirement for federal funds. The Title I, Part A program identified the alignment between the application and actual spending as a strength for the district. The district should consider implementing the same or similar procedures in the Title IV, Part A program. It is recommended that the district create a written process or procedure to verify proposed expenditures are in the approved application before spending of funds occurs.</p> <p>Monitoring the spending of funds helps the district ensure that funds are spent in a timely fashion and that any carryover limitations are met. Implementing regularly scheduled meetings between the finance officer and program coordinators to monitor spending and align spending with approved application will provide a strong internal control for the district.</p> <p>It is recommended that 75% of all Perkins funds be expended or encumbered by March 1 each year so that the funding benefits that school year's students.</p>				

# 2021-2022 Statewide Consolidated Monitoring Report

## Final Overview

The Breckinridge County school district is dedicated to ensuring that it provides educational services that serve the community's needs. The district and community work as partners to support student learning. This begins with a deliberate focus on helping early learners transition effectively into the school district via intentional and collaborative relationships. The high school requires students to earn an additional two credits toward their career pathway to further ensure that students acquire adequate skills to thrive in post-secondary life. This focus continues through the whole child's education and ends with a College, Career and Military Day, which celebrates and showcases all the skills that students have gained to benefit themselves and their community.

Breckinridge County schools has demonstrated a commitment to all students. This includes a deliberate focus on students who are most at-risk. With its intentional MTSS structure, which includes regular re-evaluation of student progress, the district ensures that students that need additional support are identified and effectively supported so that they will succeed. Moreover, the regular re-evaluation and adjustment of strategies and supports based on data further ensures that students' learning needs are met. Additionally, the district supports its gifted and talented students through extra-curricular services and by providing new teachers with the knowledge of how to best differentiate instruction to meet their needs.

Effective communication is valued and utilized throughout the Breckinridge County school district. The district engages in effective two-way communication with public and non-public schools. Building-level leaders expressed that they felt that the district listened and was genuinely concerned what their needs were and how they could best support them in meeting their needs. There was evidence that building-level leaders listened closely to teachers and students in addition to reviewing data to determine how best to meet student needs and serve the whole child.

The district should be able to transform any areas of opportunity into strengths because of the dedication to communication and results that has been observed by the monitoring team. As discussed in the report, some financial procedures have been identified as an opportunity for improvement, but the district should be able to address these areas with the same approach they have utilized throughout their programs.

The monitoring team observed a variety of strengths across participating programs, including Breckinridge County's commitment to accurately identify needs and intentionally work together as a team to meet those needs. The district regularly evaluates the existing approach to measure results, and revises supports, if needed. Stakeholders, from the district to the building level, are



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continually communicating, collaborating and measuring progress. This culture of effective communication, focused on meeting student needs, will ensure that the district continues to support student success.