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Governor



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Secretary, Education and
Workforce Development Cabinet

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KENTUCKY DEPARTMENT OF EDUCATION
300 Sower Boulevard · Frankfort, Kentucky 40601
Phone: (502) 564-3141 · www.education.ky.gov

May 18, 2022

Brent Hoover, Superintendent
Knott County Public Schools
P.O. Box 869
Hindman, KY 41822

Dear Superintendent Hoover:

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 Knott 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)
- Gifted and Talented

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](#).

Knott County Public Schools

May 18, 2022

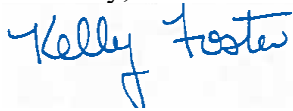
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Each district program has already been provided an individual report as required by federal or state law. All findings will need to be addressed by district program areas as specified in the individual reports.

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.

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 Knott County Public Schools

2021-2022 Statewide Consolidated Monitoring Report

District:	Knott County
Date(s) of Visit:	March 1-2, 2022
Team Leads:	
<i>Title I, Part A – Erica Tipton</i>	<i>Career and Technical Education – Claude Christian</i>
<i>Title II, Part A – Vicki Fosbender</i>	<i>Gifted and Talented – Kathie Anderson</i>
<i>Title IV, Part A – Lee Bowling</i>	<i>Preschool – Jennifer Riley</i>
<i>Title V – Erin Sudduth</i>	

Highlight of Effective Practice No. 1

Programs Addressed	Title I, Part A	X	Career and Technical Education	
	Title II, Part A	X	Gifted and Talented	
	Title IV, Part A		Preschool	X
	Title V, Part B	X		
<u>Parent and Family Engagement</u>				
<p>Parents are actively engaged in Title I, Part A program planning through an advisory council. Families are involved through several committee opportunities, frequent meetings, home visits and personal phone calls. The preschool monitoring team also made note of the frequent home visits as a strength of the program. A parent survey is used to solicit needs from families for the Title V, Part B program.</p> <p>The Title II, Part A monitoring team also recognized and commended the active involvement of parents through an advisory council in planning the Title II, Part A program. It was also noted that the local newspaper is used as an additional method of communication with families. The local newspaper is widely used in the community and the district is taking full advantage to maintain communication and remain culturally relevant.</p>				

Highlight of Effective Practice No. 2

Programs Addressed	Title I, Part A		Career and Technical Education	
	Title II, Part A		Gifted and Talented	X
	Title IV, Part A		Preschool	
	Title V, Part B			
<u>Student Services and Plans</u>				

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The gifted and talented monitoring team commends the district for supporting a strong speech and drama program. The enrichment program provides an avenue for the district to build confidence in students, as well as an opportunity for students to learn important life skills. The speech and drama program not only supports student services, but also provides opportunities for the district to identify gifted students.

Highlight of Effective Practice No. 3

Programs Addressed	Title I, Part A		Career and Technical Education	
	Title II, Part A	X	Gifted and Talented	
	Title IV, Part A		Preschool	
	Title V, Part B			

Policies and Procedures

The district has procedures and processes in place to continually evaluate the Title II, Part A program. Some of these processes include inviting all stakeholders to be part of an advisory council, a goal setting and tracking plan log for the district coach that sets and monitors goals, and partnerships with colleges to provide additional staff, to help target the existing teaching shortage. The district also is a hub district for Teach for America to recruit qualified candidates for teaching positions. Each school principal is assigned a mentor at the district level. This ensures cohesive communication between the district and schools beyond regular leadership meetings. The time and effort documentation established for the math coach goes above and beyond to include procedures for the role of the math coach and documentation is specific to the job description. The district could consider this a benchmark document.

Highlight of Effective Practice No. 4

Programs Addressed	Title I, Part A	X	Career and Technical Education	
	Title II, Part A	X	Gifted and Talented	
	Title IV, Part A	X	Preschool	
	Title V, Part B			

Leadership

Title I, Part A commends the connectedness and cohesiveness evident from both district and school leadership. Each principal is assigned a district level direct supervisor that maintains open lines of communication and offers support. The district hosted “Meet the Superintendent” nights to introduce the new leadership to the community, which was a great way to establish an open

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and approachable culture. The Title I coordinator displays a sound work ethic and commitment to excellence.

The Title II, Part A coordinator works closely with all schools to address identified needs in the district/school improvement plans. Title II, Part A also recognizes the mentor relationship between district and school leadership, which ensures cohesive communication between the district and schools beyond regular leadership meetings.

The district Title IV, Part A coordinator works closely with all the schools and principals to discuss needs and possible expenditures.

Highlight of Effective Practice No. 5

Programs Addressed	Title I, Part A	X	Career and Technical Education	
	Title II, Part A	X	Gifted and Talented	
	Title IV, Part A	X	Preschool	
	Title V, Part B			

Communication

The Title II, Part A coordinator works closely with all schools to address identified needs in the district/school improvement plans. The mentor relationship observed between the district and schools is a support that enables open lines of cohesive communication.

The Title IV, Part A coordinator maintains effective communication with all principals and a solid working relationship was observed. Through interviews, the principals reported feeling very supported by the district, which was also observed by the Title I, Part A monitoring team.

Highlight of Effective Practice No. 6

Programs Addressed	Title I, Part A		Career and Technical Education	
	Title II, Part A		Gifted and Talented	
	Title IV, Part A		Preschool	X
	Title V, Part B			

Climate and Culture

The new preschool director has prioritized the implementation of much needed resources. The new leadership in this program has been instrumental in creating a positive climate and culture within the preschool program. All staff reported feeling supported.

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Opportunity for Improvement No. 1

Programs Addressed	Title I, Part A		Career and Technical Education	
	Title II, Part A		Gifted and Talented	
	Title IV, Part A	X	Preschool	X
	Title V, Part B			

Community

The Title IV, Part A monitoring team noted that the district did not provide adequate documentation that all members of the stakeholder group are consulted or invited to participate in the stakeholder consultation meetings. Students are not invited to be a part of this process.

The district did not conduct staff or family surveys in the preschool program.

Common Solution(s)/Recommendation(s)

Title I, Part A and Title II, Part A identified community partnerships as a strength for the district, allowing it to utilize all available resources within the community to creatively meet needs. The Title II, Part A monitoring team noted an intentional plan that involves all stakeholders and has many processes in place to continually implement and evaluate the program plan. The district should consider implementing the same or similar procedures in the Title IV, Part A and preschool programs.

The district should ensure students and public members of the community are aware that meetings are occurring by utilizing all available methods of communication such as radio, social media, newspaper, etc. It may be beneficial for the new preschool coordinator to shadow other district leadership and mirror processes that are working within the district. The preschool program would also benefit from working with the regional training center to remain informed of upcoming requirements. The [KDE resources specific to stakeholder consultation](#) will help the Title IV, Part A coordinator meet program requirements.

Opportunity for Improvement No. 2

Programs Addressed	Title I, Part A	X	Career and Technical Education	X
	Title II, Part A		Gifted and Talented	
	Title IV, Part A	X	Preschool	
	Title V, Part B	X		

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Finance

Several programs noted that funds are not being spent in a timely fashion, including funds reserved for students experiencing homelessness under Title I, Part A as well as Title I, Part A parent and family engagement, Title V, Part B and career and technical education. Funds should be planned with stakeholder input and should be spent during the school year for which they are appropriated to serve students and families.

The Title IV, Part A monitoring team identified charges made to the grant that were not approved as well as misalignment between the program application and the MUNIS report.

Common Solution(s)/Recommendation(s)

It is recommended that the district create a new procedure for monitoring the timely expenditure of funds or incorporate such a component into an existing financial procedure. A procedure for federal program spending will ensure that funds are being spent in a timely fashion and in accordance with the approved application. The finance officer and program coordinators should meet regularly to develop timelines for expenditures and ensure alignment between the approved application and actual spending. It is recommended to implement at least quarterly meetings to ensure approved spending plans are being followed.

The finance officer should consider participating in training opportunities to ensure knowledge of requirements in all programs and may want to consider signing up for program specific KDE newsletters to remain current and aware of all programs, requirements and timelines. Becoming more knowledgeable in program requirements will help the finance officer ensure only allowable expenses are charged to each program.

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.

Final Overview

The Knott County school district works diligently to implement positive processes for leadership and communication, which ensure a cohesive working environment. The implementation of district-level mentors for each principal has fostered a positive climate and culture throughout the district. Principals appreciate the support provided by their mentors and feel they have a voice at the district.

Knott County is a tightknit community and the district has dedicated itself to understanding the specific needs of its families. Important announcements are printed in the local newspaper rather

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than relying solely on electronic methods of communication to ensure families without internet access are aware of upcoming events and opportunities. The district may consider expanding these announcements to include information regarding stakeholder meetings and requests for parent feedback to ensure all program requirements related to stakeholder consultation are being met.

The experience and knowledge of the federal programs director is an asset for the district. It is recommended the district implement additional processes to ensure all staff who impact a program are knowledgeable of program requirements to further strengthen program implementation. Allowing the federal programs director the time needed to implement all program requirements such as stakeholder consultation, as well as the time needed to consult regularly with the finance officer, will increase program effectiveness.

A continued focus on enrichment opportunities such as arts programs will provide for student growth and outlet. Ongoing supports like the traveling humanities teacher will ensure that enrichment opportunities for students continue to flourish. Additionally, the district should continue strengthening the Teach for America relationship to focus not only on teacher recruitment, but also on bringing diversity into the area.

Knott County is focused on strengthening the programs and services provided to students in order to increase student success. The monitoring team is confident that the district's commitment to effective processes and meaningful communication will allow them to transform opportunities for improvement into strengths.