



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

KENTUCKY DEPARTMENT OF EDUCATION

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April 6, 2023

Ryan Clark, Superintendent
Bardstown Independent Public Schools
308 N. Fifth Street
Bardstown, KY 40004

Dear Superintendent Clark:

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 2022-23 school year, the Kentucky Department of Education (KDE) conducted monitoring in the Bardstown 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 III, Part A
- Title IV, Part A
- Title V, Part B
- Preschool
- Career and Technical Education (CTE)
- Alternative Education Programs
- Gifted and Talented
- Diversity, Equity, Inclusion and Belonging

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 the [KDE website](#).

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
Kentucky Department of Education

KF/TR/ES/vb

Attachment: Consolidated Monitoring Report for Bardstown Independent Public Schools

2022-2023 Statewide Consolidated Monitoring Report

District: Bardstown Independent

Date(s) of Visit: Jan. 17- 19, 2023

Team Leads:

- Title I, Part A – Sharma Aitken
- Title II, Part A – Kris Jarboe
- Title III, Part A – Kaiman Triplett
- Title IV, Part A – Lee Bowling
- Title V, Part B – Shashawna Williams
- Alternative Education Programs – April Stanley
- Career and Technical Education – Karla Tipton
- Diversity, Equity, Inclusion and Belonging – Damien Sweeney
- Gifted and Talented – Kathie Anderson
- Preschool – Andrea Bartholomew

Effective Practice No. 1: Community

Program(s) Addressed: Title I, Part A; Title V, Part B; Career and Technical Education; Gifted and Talented; Alternative Education; Diversity, Equity, Inclusion and Belonging

Highlight of Effective Practice No. 1

The Bardstown Independent School District has developed and maintained positive relationships with the community and business partners. The district's strong career and technical education (CTE) culture is driven by community needs and labor statistics. The district is intentional on building a sense of community, inclusion and belonging. Bardstown Independent offers a variety of programs and community outreach opportunities. The elementary schools offer multiple youth clubs and the district's Gifted and Talented (GT) coordinator collaborates with community members such as local artists to provide art sessions and host seminars on art leadership and the Path2Pro program which allows high school students to earn credit while exploring different career paths.

Effective Practice No. 2: Student Services

Program(s) Addressed: Gifted and Talented; Diversity, Equity, Inclusion and Belonging

Highlight of Effective Practice No. 2

The district's Individual Learning Plan lead is doing an outstanding job of implementing the Individual Learning Plan (ILP). The ILP is extremely innovative and a promising practice which the Diversity, Equity, Inclusion and Belonging (DEIB) team believes could serve as an example to other districts across the Commonwealth. Additionally, the program creates opportunities for stakeholders to provide feedback regarding the practice. All of the Gifted Student Services Plans (GSSP) reviewed included information for parents to contact the district if there were any concerns or questions regarding services.

Effective Practice No. 3: Professional Development

Program(s) Addressed: Title II, Part A; Gifted and Talented; Career and Technical Education; Diversity, Equity, Inclusion and Belonging

Highlight of Effective Practice No. 3

The district recognizes that professional development is important to increase student achievement and makes a concentrated effort to ensure that effective professional development is offered and based on addressing identified needs. Perkins funds are used to provide professional development for

2022-2023 Statewide Consolidated Monitoring Report

CTE teachers and Title II, Part A funds are allocated to support teachers obtaining English as a Second Language certification to address the needs of a growing English learner population. The results of the 2021 Impact Kentucky Working Conditions survey administered to all certified educators across the state show professional learning is rated in the top quintile nationally. The director of curriculum and instruction was eager to learn and find ways to ensure all students' identities were affirmed and represented in the curriculum.

Effective Practice No. 4: Climate and Culture

Program(s) Addressed: Diversity, Equity, Inclusion and Belonging

Highlight of Effective Practice No. 4

Bardstown Independent has a history of strong teacher retention. The 2022 School Report Card shows zero teachers with fewer than one year of experience, with teachers across the district averaging 14.9 years of experience. Positive, respectful relationships between students and staff are evident. Students feel a strong connection with their teachers and provided specific examples of experiences around teacher support, encouragement and engagement.

Opportunity for Improvement No. 1: Finance

Programs Addressed: Title I, Part A; Title IV, A; Title V, Part B; Alternative Education Program

Summary of Opportunity for Improvement No. 1

The MUNIS budget reports provided by the district did not align with the approved Title I, Part A and Title IV, Part A applications in the Grant Management Application and Planning (GMAP) system. Fiscal year 2022 funds for Title I, Part A and Title V, Part B were not spent in a timely manner. The district did not have a plan in place to ensure Title I, Part A funds set-aside for homeless students were spent on identified students during the year in which they were allocated. The district does not have a clear funding model for the alternative education program that is similar to the funding model used for A1 schools and the program's mission is not defined for the budget.

Common Solution(s)/Recommendation(s) for Opportunity for Improvement No. 1

The district should develop a written process to monitor the timely expenditure of funds in line with the approved program application. The process should clearly identify methods and procedures for allocating funds as well as steps to review expenditures on an ongoing basis. The district should provide training regarding the allowability of expenditures, including the requirement that purchases made with federal funds are reasonable, allocable, necessary and documenting an identified need. The Kentucky Department of Education (KDE) strongly encourages the district to develop a process to align GMAP and MUNIS quarterly. Budgets should be revised and updated in GMAP as changing needs are identified.

Opportunity for Improvement No. 2: Policies and Procedures

Programs Addressed: Title I, Part A; Title II, Part A; Title V, Part B; Alternative Education Program; Diversity, Equity, Inclusion and Belonging

Summary of Opportunity for Improvement No. 2

Procedures for the Alternative Education Program (AEP) did not clearly define the criteria and procedures for entering and exiting the program. Professional learning activities funded by Title II, Part

2022-2023 Statewide Consolidated Monitoring Report

A must be based on a review of evidence-based research, meet the statutory definition of professional learning, and align with the comprehensive district and school improvement plans. The district did not have in place intentional, documented processes and procedures for professional learning requests, evaluation and expectations regarding how the professional learning will be implemented and shared with others. During the monitoring visit, policies and procedures were not provided for the Title I, Part A monitors regarding fiscal management, as well as written procedures for student groups such as children in foster care, and children and youth experiencing homelessness. Additionally, structures were not in place to ensure policies and practices are viewed through an equity lens. The GT coordinator may be able to provide support in documenting, reviewing and updating policies and procedures as they were in place for all areas of the GT program.

Common Solution(s)/Recommendation(s) for Opportunity for Improvement No. 2

The district should review requirements surrounding policies, processes and procedures listed in the individual program reports to ensure programmatic compliance and effectiveness. As policies, processes and procedures are developed, the district should include age-appropriate student voice, as well as family and educator voice as appropriate, and take into account voices that are traditionally at the margins. Staff should work together to identify overlapping program requirements that may be addressed with a common policy, process or procedure. Once the policies, processes and procedures are in place, the district should provide training for staff to familiarize themselves with the documents to ensure they are implemented with fidelity.

Opportunity for Improvement No. 3: Equity Initiatives

Programs Addressed: Title I, Part A; Alternative Education Program; Diversity, Equity, Inclusion and Belonging

Summary of Opportunity for Improvement No. 3

Methods for outlining how the district will identify and address any disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced or out-of-field teachers must be in place and regularly monitored by the district as required by Title I, Part A. Additionally, staff working with the alternative education program are in need of appropriate and current training in areas such as trauma-informed practices, equity and inclusion, instructional practices, and direct instruction.

Common Solution(s)/Recommendation(s) for Opportunity for Improvement No. 3

The district should become aware of these disparities and develop a plan which includes professional develop and coaching to address them. The DEIB team strongly recommends that all Bardstown staff attend the A4 modules provided by the Kentucky Department of Education and regional educational cooperatives and consider working with their regional cooperative or KDE to schedule professional learning centered on Culturally Sustaining Pedagogy.

Final Overview

Administration and staff across Bardstown Independent work well together and have a desire to develop more effective communication practices and to further strengthen the relationship between the district and schools. Formalizing existing processes will help the district demonstrate program compliance as well as ensure the continued and consistent implementation of effective practices.

2022-2023 Statewide Consolidated Monitoring Report

Strengths identified on this report as well as the individual program reports can be expanded to other programs as a part of the district's continuous improvement process. Expanding the means of gathering feedback from all stakeholders will help the district gain a better understanding of root causes of identified needs. This district's openness to suggestions will help it effectively address opportunities for improvement.