



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

KENTUCKY DEPARTMENT OF EDUCATION
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June 14, 2023

Brian Creasman, Superintendent
Fleming County Public Schools
211 W Water St.
Flemingsburg, KY 41041

Dear Superintendent Creasman:

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 Fleming 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 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 Fleming County Public Schools

2022-2023 Statewide Consolidated Monitoring Report

District: Fleming County

Date(s) of Visit: March 21 – 23, 2023

Team Leads:

- Title I, Part A – Shashawna Williams
- Title II, Part A – Kris Jarboe
- Title V, Part B – Shashawna Williams
- Alternative Education Program – April Stanley
- Career and Technical Education – Claude Christian
- Diversity, Equity, Inclusion and Belonging – Heather Bushelman
- Gifted and Talented – Kathie Anderson
- Preschool – Andrea Bartholomew

Effective Practice No. 1: Community

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

Highlight of Effective Practice No. 1

The Fleming County School District maintains an active, mutually beneficial relationship with over 53 community partners including businesses, churches and other outside agencies. These partners provide scholarships, employment opportunities for high school students, and many wrap-around services. Stakeholders are consulted through surveys multiple times throughout the school year. For example, the district is intentional in consulting internal and external stakeholders when considering the spending of title program funds. Parents/guardians have access to a data dashboard that provides real-time access to their student's academic progress. Fleming County (students, staff and community) provides a close-knit family environment that celebrates students' strengths and attributes both inside and outside of the school building. During this school year, students identified as Gifted and Talented (GT) participated in many activities that provided community outreach. These included organizing and leading a Veteran's Day program, performing scenes from well-known plays, and conducting a debate at the local Rotary Club.

Effective Practice No. 2: Parent and Family Engagement

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

Highlight of Effective Practice No. 2

Families are engaged and participate in decision-making through surveys, in-person conversations and celebration nights for students. Specifically, Panther Academy staff work diligently to involve parents and make academic progress information easily accessible.

2022-2023 Statewide Consolidated Monitoring Report

Effective Practice No. 3: Student Services and Plans

Program(s) Addressed: Title I, Part A; Diversity, Equity, Inclusion and Belonging

Highlight of Effective Practice No. 3

Impact coaches at each school provide intentional, individualized interventions for all students. The goal is growth at every level. Fleming County utilizes principals and resources from the Cognia Improvement Platform and their participation in the Local Laboratories of Learning (L3) program to lay the groundwork for student success. As previously mentioned, the data dashboard is an effective tool that allows students to set unique academic goals tailored to their needs. It also provides an effective way for progress to be monitored, providing accountability for students. High school students in particular benefit from the district's ability to offer multiple options to explore career pathways through real-life learning opportunities. In response to data that measures equity, initiatives have included the hiring of more counselors and the access to professional learning that encourages responsive teaching.

Effective Practice No. 4: Professional Development

Program(s) Addressed: Title I, Part A; Title II, Part A; Diversity, Equity, Inclusion and Belonging

Highlight of Effective Practice No. 4

Teachers at each school participate in weekly professional learning communities (PLCs) led by Impact Coaches. These coaches provide embedded support and mentor teachers of all levels of expertise in the classroom as needed. All professional learning experiences were aligned with evidence-based research. Trainings have occurred on a wide range of topics including micro-aggression training that led to the development of the district's equity plan and an atmosphere of culturally responsive teaching.

Effective Practice No. 5: Leadership

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

Highlight of Effective Practice No. 5

Fleming County seeks to provide autonomy to principals by allowing them to set and execute school budgets and programming. Weekly principal meetings create the opportunity to discuss the expenditure of title funds. In addition, the Career and Technical Education (CTE) program receives strong leadership support making it a high priority for students. The district has a "growth-focused" rather than a "performance-focused" mindset that produces increases in academic, social-emotional and positive behavior data. Focus groups and student surveys have been integral in gaining insight into the sense of belonging that exists in the district.

2022-2023 Statewide Consolidated Monitoring Report

Effective Practice No. 6: Communication

Program(s) Addressed: Title II, Part A; Title V, Part B; Diversity, Equity, Inclusion and Belonging

Highlight of Effective Practice No. 6

The district works to build one-on-one relationships with each family and student to ensure that everyone has access to what is available through academic and extracurricular programs. Internal and external stakeholders participate in ongoing involvement through surveys and an online academic data dashboard. This input includes information on the use of title program funds. For Title II in particular, the district coordinator actively consults with schools in the development of their programs, which schools were found to be implementing with fidelity.

Effective Practice No. 7: Climate and Culture

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

Highlight of Effective Practice No. 7

District survey results indicate that over 70 percent of students, parents and teachers from kindergarten through graduation believe that students demonstrate readiness (i.e., are prepared to be successful at the next level, are provided access to supports and resources, demonstrate mastery of learning in multiple ways, are challenged each day through real-world experiences and opportunities, attain mastery of grade-level expectation by the end of the school year). There is a desire throughout the school system to create growth for the whole child--not just academics. Although the district has acknowledged a lack of racial diversity in its population, it is striving to ensure an environment where all students feel valued. Socioeconomics is a major focal point in each school visited. Staff provide one-on-one communication and experiences to ensure students are celebrated each day. The middle school provides an inviting atmosphere and a sense of belonging for a student through teams. In at least one of the elementary schools, the math intervention program includes a math buddy system which provides peer tutoring. At the alternative education sites, students and staff appear to be comfortable with one another and camaraderie is evident. The alternative facilities are easily accessible and well-maintained, and classrooms are bright and inviting and include student artwork on the walls.

Effective Practice No. 8: Equity Initiatives

Program(s) Addressed: Title I, Part A; Gifted and Talented

Highlight of Effective Practice No. 8

Fleming County strives to provide an equitable education experience for all students with an emphasis on individualized learning and the growth of the whole child. In an attempt to provide equitable access to the GT program, the district reviews Measures of Academic Progress (MAP) data for all students in language arts, math, and science. In addition, the Scholastic Social Studies assessment is administered to all 4th and 7th-grade students.

2022-2023 Statewide Consolidated Monitoring Report

Opportunity for Improvement No. 1: Finance

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

Summary of Opportunity for Improvement No. 1

Funds reserved for students experiencing homelessness and parent and family engagement under Title I, Part A are not being spent timely. Some of the expenditures made with Title I, Part A and Title V, Part B funds did not align with the items in the approved applications. Staff at the facilities visited by the KDE Diversity, Equity, Inclusion and Belonging (DEIB) team were unaware of funds that may be available to transport students to and from extracurricular activities.

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

The establishment of more frequent meetings between program coordinators and the finance officer to align program spending will assist the district in spending funds in a timely manner. It is recommended that this occurs at least quarterly. Collaboration from leadership in all areas will ensure that all students' needs are being met and allow for the frequent evaluation of whether funds can be shifted to an area of greater need.

Opportunity for Improvement No. 2: Policies and Procedures

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

Summary of Opportunity for Improvement No. 2

The district does not have written processes for monitoring the timely expenditure of Title I, Part A funds or the safeguarding of assets purchased with Title I, Part A funds. Other required processes and procedures did not contain all the information required under the Every Student Succeeds Act or had not been formally documented. This includes the foster care transportation agreement and a process for the awarding of high school credit and diplomas to homeless students. The Alternative Education Program team observed that the Panther Academy is missing a defined and established entry/exit policy that includes specific criteria. The Diversity, Equity, Inclusion and Belonging monitoring team found that individual learning plans (ILPs) were not being implemented with consistency and fidelity across the district as a whole.

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

It is recommended that leadership throughout the district actively monitor the creation and implementation of policies and procedures. Regarding ILPs, vertical alignment is key. Each level of the process (elementary, middle school, high school) should strengthen ILP implementation. The district should consider utilizing more stakeholder input from students, staff and families to aid impact in the understanding of the importance of the ILP and its long-term impact.

2022-2023 Statewide Consolidated Monitoring Report

Final Overview

The Fleming County school district displays a conscientious effort to involve community business partners and this effort has been of great benefit through the scholarship and work opportunities provided. It is also actively seeking parent and student input throughout the school year using frequent surveys. Regarding meeting student needs, all students are given an individualized intervention plan that can be monitored via the data dashboard providing accountability on many levels. Title funds are being used effectively to support professional learning opportunities. The influence of project-based learning throughout the district has a positive impact on teachers and students. The district is encouraged to incorporate project-based learning and CTE opportunities with the students enrolled in the alternative education programs and to include the teaching staff in regular PLCs already held at the high school. The monitoring team is confident that the district will continue to grow in identified areas of improvement and will create innovative solutions.