



Robin Fields Kinney
Interim Commissioner of Education

KENTUCKY DEPARTMENT OF EDUCATION

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June 25, 2024

Reed Adkins, Superintendent
Pike County Public Schools
316 South Mayo Trail
Pikeville, KY 41501

Dear Superintendent Adkins:

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 2023-2024 school year, the Kentucky Department of Education (KDE) conducted monitoring in the Pike 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 IV, Part A
- Title V, Part B
- Alternative Education Programs
- Gifted and Talented
- 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.

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 with 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 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

KF/TR/ES/vb

Attachment: Consolidated Monitoring Report for Pike County Public Schools

2023-2024 Statewide Consolidated Monitoring Report

District: Pike County

Date(s) of Visit: April 9-10, 2024

Team Leads:

- Title I, Part A – Denise Harover
- Title IV, Part A – Lalah Brewer
- Title V, Part B – Shashawna Williams
- Alternative Education Programs – Florence Chang and Christina Watford
- Gifted and Talented – Kathie Anderson
- Preschool – Veronica Brown

Effective Practice No. 1: Community

Program(s) Addressed: Title I, Part A; Title IV, Part A; Title V, Part B; Alternative Education; Gifted and Talented

Highlight of Effective Practice No. 1

The Pike County School District plays an important role in the local community. The district partners with local businesses and government agencies, such as the health department and University of Pikeville to provide educational opportunities and relevant community resources for all students. The district recognizes the strengths and needs of the community and works to build on those strengths as well as meet needs. The Pike County Health Department offers preventive dental hygiene services for all students in Pike County schools. Community connections are made through multigenerational events such as Gifted and Talented (GT) students working with the Pike County Conservation Office to host a breakfast for retired veterans. The district has a good relationship with stakeholders and has formed a committee that reviews the preceding Title IV, Part A spending plan, assesses current requirements and sets new objectives for each year's allocation.

Effective Practice No. 2: Parent and Family Engagement

Program(s) Addressed: Alternative Education

Highlight of Effective Practice No. 2

Family communication takes place on a regular basis through phone calls, emails and in-person meetings. Caregivers are informed about their student's progress toward meeting A1 school reintegration requirements or academic goals for graduation for those students who elect to graduate from the Alternative Education Program (AEP). Mental health services are provided by an outside agency and offered to all students upon enrollment in AEPs in Pike County. The district is supportive of the mission and purpose of both AEPs.

Effective Practice No. 3: Student Services and Plans

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

Highlight of Effective Practice No. 3

A multi-tiered system of supports (MTSS) has been fully implemented in Pike County resulting in a positive impact on student growth and closing learning gaps. Teachers regularly engage with students to set assessment goals and work with them to meet the goals throughout the school year. AEP students are offered counseling services throughout their time in the program. Counseling services with an outside agency are available upon enrollment and follow-up options are offered should the students/parents initially choose to decline. Positive Behavioral Interventions and Supports (PBIS) is being implemented in the AEPs. Both programs report they have ample resources available for their students. GT points of contact (POC) are available at each school. The POCs assist with Gifted Student Services Plans (GSSPs)

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and student progress reports as well as provide educational resources and support to the staff in their buildings.

Effective Practice No. 4: Finance

Program(s) Addressed: Title IV, Part A; Title V, Part B; Alternative Education

Highlight of Effective Practice No. 4

The MUNIS budget reports and the Title IV, Part A Grant Management Application and Planning (GMAP) application are in alignment. District staff proactively contact their Kentucky Department of Education (KDE) Title IV, Part A consultant on matters of allowability and finance before implementing any modifications to their Title IV, Part A plan. The district regularly aligns MUNIS budget reports with the Title V, Part B GMAP application. All fiscal year (FY) 2023 Title V, Part B funds were spent in a timely manner. The district leadership team prioritizes funding for the AEPs and program staff noted that they receive the tools and resources needed to ensure student success.

Effective Practice No. 5: Professional Development

Program(s) Addressed: Title V, Part B; Alternative Education; Gifted and Talented

Highlight of Effective Practice No. 5

The learning coaches paid with Title V funds collaborate with staff throughout the district to provide meaningful professional development. They also provide ongoing assistance with learning platforms and intervention software when support is needed. Policies and procedures for professional development in the AEPs are followed and all staff members receive appropriate professional development. The GT staff provide training to all teachers regarding identification of GT students, where to find GT resources and best practices for providing differentiated classroom instruction to GT students. The GT coordinator provides training to review the GT Infinite Campus Data Standards so all staff are familiar with the expectations surrounding data entry.

Effective Practice No. 6: Leadership

Program(s) Addressed: Title IV, Part A; Alternative Education

Highlight of Effective Practice No. 6

The district leadership team maintains transparent processes and works collaboratively with school personnel to ensure instructional practices are responsive to student needs. The district employs a robust evaluation process, including both quantitative and qualitative data to determine overall effectiveness of Title IV, Part A programming and to identify opportunities for future improvement. District level leadership provides appropriate support to the AEPs. School level leadership effectively oversees and collaborates with AEP staff. Program staff adjust curriculum and instructional practices as necessary to meet the needs of each student. Highly qualified, committed staff are employed in both programs. Data-informed decisions are made at the district and program level.

Effective Practice No. 7: Communication

Program(s) Addressed: Title I, Part A; Title IV, Part A; Alternative Education

Highlight of Effective Practice No. 7

The district Title I coordinator communicates with all Title I schools frequently to ensure program requirements are being met. Consistent program implementation across schools indicates an elevated level of coordination and communication between schools. Regular communication takes place between

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the district, A1 schools and AEPs. The clear mission and vision of the AEP is communicated to all stakeholders. Students and parents are included in enrollment decisions to ensure they clearly understand the purpose and expectations of the AEP, as well as transition requirements. Regular parent communication takes place and the AEPs receive information from the district office at the same time, and in the same manner, as the A1 schools.

Effective Practice No. 8: Climate and Culture

Program(s) Addressed: Preschool

Highlight of Effective Practice No. 8

Student and staff interactions are friendly, respectful, and flow easily throughout the day. High levels of language are used with students and vocabulary is reviewed to ensure words related to the topics being addressed and general knowledge words are understood. The preschool building and classrooms were clean, well-organized and free of clutter. Many social/emotional and mental health signs were displayed and referred to by the staff throughout the day.

Effective Practice No. 9: Equity Initiatives

Program(s) Addressed: Alternative Education

Highlight of Effective Practice No. 9

Staff are committed to mitigating disparities that may arise and providing necessary resources to reduce barriers and increase achievement for all AEP students. A washer and dryer are available in one of the AEPs to provide students with clean clothes and both programs are connected to community resources such as food and clothing banks. The district recognizes that poverty is a common thread for many students and assists in addressing these needs.

Opportunity for Improvement No. 1: Policies and Procedures

Programs Addressed: Title I, Part A; Alternative Education

Summary of Opportunity for Improvement No. 1

Some of the policies and procedures required under Title I, Part A were missing or did not contain all of the information required under the Every Student Succeeds Act (ESSA). The district has written procedures for the spend down of homeless set-aside funds, however at the time of the visit no FY2023 and FY2024 homeless set-aside funds had been spent indicating the procedures are not being implemented with fidelity. Similarly, the purchase of unallowable items using parent and family engagement funds suggests that the district's existing allowability procedures should be strengthened. The district and AEP leadership do not have written procedures for implementing the Individual Learning Plan Addendum (ILPA) required by 704 KAR 19:002. The physical environments of the AEPs are safe, clean and pleasant, however both facilities have accessibility issues that need to be addressed. The program is in a multi-purpose space for central office staff and students in two different AEPs.

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

Written processes and procedures should go beyond listing program requirements. They should contain specific details and guidelines describing the steps the district will take to ensure all requirements are met. The district and schools should refer to the resources provided within the individual program reports when revising existing policies and procedures. Processes and procedures should be written in language that is easily understood by all staff. The district should develop procedures to ensure

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alternative education students in long-term placements, defined as more than 10 days, who do not have an Individual Education Program (IEP) have a documented ILPA in Infinite Campus within 20 school days. Training on the procedures should be provided to ensure all stakeholders, including faculty, staff, students and caregivers understand how the ILPA is used in the program. Developing a process for regular collaboration between the two AEPs would contribute to the district's continuous improvement efforts.

Final Overview

Pike County Schools are a driving force in their community. The district works to unite the schools that are spread out over a large county and build relationships with the students, families and community stakeholders. The staff at the district office and at the school level are dedicated to meeting the needs of all students and making sure they have the resources needed for their success. There is a sense of collaboration and support that is felt throughout the county and visitors are welcomed in a warm and friendly way. The district has a continuous improvement mindset and has been receptive to suggestions and advice provided by KDE. Strengthening and adding specific details to policies and procedures will enhance the ability of the district to better serve their students and their community.