



Dr. Robbie Fletcher
Commissioner of Education

KENTUCKY DEPARTMENT OF EDUCATION

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April 17, 2025

Mark Wade, Superintendent
Boyle County Public Schools
101 Citation Drive, Suite C
Danville, KY 40422

Dear Superintendent Wade:

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 2024-25 school year, the Kentucky Department of Education (KDE) conducted monitoring in the Boyle 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
- Alternative Education Programs
- Preschool
- Procurement

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 Boyle County Public Schools

2024-2025 Statewide Consolidated Monitoring Report

District: Boyle County

Date(s) of Visit: Jan. 21-23, 2025

Team Leads:

- Title I, Part A – Wes Blake
- Title II, Part A – Jason Howard
- Title IV, Part A – Lalah Brewer
- Alternative Education Programs – Leticia Porter
- Preschool – Tammy Rutherford

Effective Practice No. 1: Community

Program(s) Addressed: Title I, Part A

Highlight of Effective Practice No. 1

The district has strong community partnerships that enable them to cultivate a robust arts program that gives unique opportunities for expression and integration with the larger community to students. Schools in the district collaborate with community partners, including the parent teacher organization (PTO) and Lion's Club, to develop a culture that values reading and provides students with supports that supplement their learning experiences and meet the needs of the whole child.

Effective Practice No. 2: Parent and Family Engagement

Program(s) Addressed: Title I, Part A; Preschool

Highlight of Effective Practice No. 2

Parent surveys include targeted questions to help schools identify needs. Parent engagement activities often focus on equipping parents with instructional strategies they can use to support their children. Reading interventionists train volunteer parents to be reading buddies that regularly support students with identified literacy needs during parent book club.

Effective Practice No. 3: Student Services and Plans

Program(s) Addressed: Title I, Part A

Highlight of Effective Practice No. 3

Effective processes are implemented that use data to inform, evaluate and adjust instructional strategies. Schools have developed a culture of goal setting for students (both social and academically-related) and celebrate successes. Schools analyze data during professional learning community (PLC) meetings and implement needed instructional changes. Interventions, including academic performance standards, social skills, reading skills, student-identified skills and enrichment opportunities, help schools target student needs. Students set meaningful personal learning goals, and when they meet their goals their accomplishments are recognized.

2024-2025 Statewide Consolidated Monitoring Report

Effective Practice No. 4: Professional Development

Program(s) Addressed: Title I, Part A; Title II, Part A; Preschool

Highlight of Effective Practice No. 4

The comprehensive district improvement plan (CDIP) for staff's professional development (PD) is faithfully implemented and includes effective evaluation measures and follow-up. The district tailor-designs PD to meet identified needs of teachers and involves their Curriculum, Instruction and Assessment (CIA) teams.

Effective Practice No. 5: Communication

Program(s) Addressed: Title I, Part A; Title II, Part A; Title IV, Part A; Preschool

Highlight of Effective Practice No. 5

The correlation between the CDIP and its implementation at schools and the awareness that school staff have regarding their strengths and improvement plans demonstrate effective communication. Relationships among principals, school staff, school resource officers (SROs) and central office staff feature mutual support, a respect for autonomy and are focused on collaboration. The mission philosophy at Boyle County Day Treatment aligns with district goals and is apparent in the daily interactions at of the program. Transition processes between the day treatment program and regular schools are deliberate, effective and feature regular communication between all parties.

Effective Practice No. 6: Climate and Culture

Program(s) Addressed: Alternative Education

Highlight of Effective Practice No. 6

Alternative programs exhibit a collaborative, positive culture with supportive relationships between staff, shared values about teaching and learning and a willingness to do whatever it takes to help students. Student surveys revealed that students felt safe, comfortable with teachers and that teachers give them the help they need. The math teacher at the alternative program collaborates with math teachers at the high school to align curriculum. Students receive direct instruction in math, science and complete hands-on engaging projects that support successful student outcomes.

Effective Practice No. 7: Equity Initiatives

Program(s) Addressed: Title II, Part A

Highlight of Effective Practice No. 7

Private school staff and principals commended the district for being open, transparent and readily accessible to address all needs of the private school via continual informal and formal communication.

Opportunity for Improvement No. 1: Finance

Programs Addressed: Title I, Part A; Title II, Part A; Title IV, Part A

Summary of Opportunity for Improvement No. 1

District and finance staff should regularly work together and ensure that all funds are spent in a timely manner and that actual expenditures on MUNIS/Enterprise ERP (EERP) align with the approved consolidated Title application in the Grant Management Application and Planning System (GMAP).

2024-2025 Statewide Consolidated Monitoring Report

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

District staff should meet quarterly to review that funds are being spent at an appropriate rate and that actual expenditures in EERP align with approved applications in GMAP.

Opportunity for Improvement No. 2: Policies and Procedures

Programs Addressed: Title I, Part A; Alternative Education

Summary of Opportunity for Improvement No. 2

Some district policies and procedures do not meet all requirements of the Every Student Succeeds Act (ESSA). Academic and behavioral data analysis, evaluation and subsequent adjustment of instructional strategies needs to be implemented in the alternative program.

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

The district should work with Kentucky Department of Education staff to revise indicated policies and procedures to ensure they meet all statutory requirements. Regularly attending Title I monthly webinars and reviewing newsletters will keep staff informed of any new requirements and available resources to help ensure program compliance. Alternative program staff should work closely with the neighboring high school PLCs to observe the highly effective and targeted data-informed instruction and intervention model.

Final Overview

The Boyle County School District features effective communication among district leadership, school leadership and school staff. District and School Improvement Plans (CDIP and CSIP) are being faithfully implemented and a culture of intervention informed by deliberate data analysis and monitoring is in place among district schools via PLCs. Valuable partnerships focused on meeting authentic needs are established between the community, parents, district and school staff. High leverage instructional strategies that support student academic achievement are being implemented widely and systematically. School and district staff work closely to support student academic outcomes and work to meet the needs of all children.