



Dr. Robbie Fletcher
Commissioner of Education

KENTUCKY DEPARTMENT OF EDUCATION

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April 21, 2025

Henry Webb, Superintendent
Kenton County Public Schools
1055 Eaton Dr.
Fort Wright, KY 41017

Dear Superintendent Webb:

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 Kenton 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 III, 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 Kenton County Public Schools

2024-2025 Statewide Consolidated Monitoring Report

District: Kenton County

Date(s) of Visit: Jan. 28-30, 2025

Team Leads:

- Title I, Part A – Amanda Reifsnyder
- Title II, Part A – Sean Murphy
- Title III, Part A – Kaiman Triplett
- Title IV, Part A – Lee Bowling
- Alternative Education Programs – Leticia Porter
- Preschool – Andrea Bartholomew

Effective Practice No. 1: Community

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

Highlight of Effective Practice No. 1

Kenton County has developed a strong community of district staff, as well as a regular collaboration within the larger community. “It can’t be about all kids unless it’s about all staff” is a motto that undergirds the district’s commitment to ensuring that all staff are trained and supported so that they can provide the best guidance and supports for students. Relationships with over 190 community partners and the regular use of surveys to solicit their feedback indicates the district’s intentional effort to involve the community in the use of funds and supported activities.

Effective Practice No. 2: Parent and Family Engagement

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

Highlight of Effective Practice No. 2

Kenton County has developed robust relationships with caregivers and stakeholders through multiple avenues of meaningful connection. Staff are available to families and maintain consistent communication via phone calls, emails and progress reports. The useful and engaging balance of education and entertainment likely promotes high turnout at parent and family engagement events. And specific to alternative education, program staff regularly come in on weekends during parent visit times to meet with parents and invite them to tour classrooms.

Effective Practice No. 3: Student Services and Plans

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

Highlight of Effective Practice No. 3

Individual student progress and success is a clear goal of the district. The use of school-level Reducing Barriers to Learning (RBTL) teams, where all possible data points are reviewed and addressed in supporting students in their pursuit of success, is a strong indicator of the priority the district places on student services and plans, as are the clear transition procedures that are being consistently implemented in alternative education. This includes an orientation meeting with the student and their guardian or social worker, Test of Adult Basic Education (TABE) testing, a review of the student transcript and Individual Learning Plan Addendum (ILPA), goal setting, and staff mentor assignment upon entry, and on exit, leaving the program with both hard and digital copies of important documents such as transcript, credit summary, report card, career information and General Education Development (GED) testing information.

Effective Practice No. 4: Professional Development

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

Highlight of Effective Practice No. 4

Kenton County's systems of professional growth and improvement provide excellent support for building teacher capacity through learning opportunities that are judiciously chosen for a purposeful investment of time on training that is strategically assistive with identified needs. Internal resources are interwoven into professional learning opportunities which increase staff familiarity with and effective use of those resources. Also, it is to the district's credit that they identify the professional development needs of each individual classified staff, ensure that classified staff feel welcome to participate in professional development and clearly indicate that the district will pay for them to attend.

Effective Practice No. 5: Leadership

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

Highlight of Effective Practice No. 5

Leadership is an evident strength for the district through their work on the district pillars, the Community Based Accountability System (CBAS), and schools' confidence in being able to rely on the district for support. Specifically, the Title I information shared with principals allows them to make savvy decisions in the braiding and blending of funding sources to support school initiatives. Retention of staff in leadership roles, as is the case with the preschool coordinator, provides experienced guidance to the district.

Effective Practice No. 6: Communication

Program(s) Addressed: Title II, Part A

Highlight of Effective Practice No. 6

The Title II coordinator effectively consults with public and non-public schools in the development, implementation, and evaluation of their Title II programs. The communication occurs through in person meetings and emails.

Effective Practice No. 7: Climate and Culture

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

Highlight of Effective Practice No. 7

Kenton County Schools exhibits a strong climate and culture as evidenced through student participation in opportunities like student mentoring and club days, staff responses to feedback surveys and low rates of turnover, and family involvement and support through the Reducing Barriers to Learning (RBTL) process. The alternative education program's approach to culture building promotes positive connections between students and program staff. The staff utilize a Positive Behavioral Interventions and Supports (PBIS) system, as well as restorative practices. The program has established the use of a staff/student mentor system and gives students a voice in decision making. Kenton County preschool staff reported feeling very supported by their principals and other administrative staff of the elementary schools, and that preschool students and families were valued members of the school community.

Effective Practice No. 8: Equity Initiatives

Program(s) Addressed: Alternative Education

Highlight of Effective Practice No. 8

Through instructional delivery from career-tech teachers and utilization of a virtual reality program, students are offered career exploration and/or courses in a variety of industries, including masonry, C-Tech mechanics and welding. Students are also given the opportunity to take dual-credit courses while enrolled in the program, as well as receive guidance on applying to college. Student career goals are discussed, career exploration is encouraged and some career pathways courses are offered. This level of investment in pathways in alternative education is rare, and a definite strength.

Opportunity for Improvement No. 1: Finance

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

Summary of Opportunity for Improvement No. 1

Within both the Title I, Part A and the Title IV, Part A programs, there were issues of misalignment between district accounting in Enterprise ERP (EERP/MUNIS) and the approved program applications in the Grant Management Application and Planning system (GMAP). In both cases, budgeted amounts differed and unapproved codes were being utilized. In the case of the equitable services being provided to private schools under Title I, Part A, there was an issue with timely expenditure of funds.

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

The district would benefit from refined collaboration between the Title I coordinator and the finance director for the purpose of maintaining alignment between EERP and the Title I application in GMAP, and between the Title I coordinator and private school principals to ensure timely spend down of private school funds. The same issue of alignment between EERP and the Title IV application in GMAP could be resolved through regular meetings between the finance officer and Title IV, Part A coordinator to review expenditures and confirm alignment with the approved application. For Title IV, Part A, the district acted promptly to resolve the misalignment finding between EERP and GMAP.

Opportunity for Improvement No.2: Policies and Procedures

Programs Addressed: Title I, Part A; Alternative Education

Summary of Opportunity for Improvement No. 2

Many of the policies and procedures required for Title I, Part A were found to be missing elements required under the Every Student Succeeds Act (ESSA). At the time of alternative education monitoring, the ILPA completion rate by students was 67%, and evidence and interviews reflected underdeveloped structures to ensure that social-emotional learning, youth development and mental health supports are consistently available to students. In addition, the remote location of the alternative education program (AEP) facility can make it more difficult for staff to feel connected to the district.

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

District level policies and procedures required under Title I, Part A would benefit from updates to reflect current ESSA requirements. Moving forward, an annual review of policies to ensure compliance is recommended. The creation and implementation of procedures related to the ILPA could help the AEP to increase completion rate as well as embed the ILPA into program culture. Policies surrounding social-emotional learning and the existing PBIS system should be strengthened to ensure students receive adequate mental health support. Developing procedures that increase the consistency and regularity of

district visits could strengthen connection of program staff. The creation of a continuous improvement process that includes all stakeholders may help ensure everyone feels a sense of ownership in the AEP mission.

Final Overview

Kenton County Schools display an abundance of strengths and the collective commitment to continuous improvement is evident. The district and schools are a vital part of the community, and the intentional efforts to engage community partners and develop relationships with families has helped build systems of support and create cultural relevance for students. Staff go above and beyond to meet students' needs and leadership within the district is an evident asset to growth.

Strengthening collaboration regarding alignment of financial records and further developing internal policies, processes, and procedures will allow the district to address areas of concern and increase the effectiveness of programming, particularly during possible periods of staff transition.

Kenton County Schools shows a commitment to stakeholders and to its programs. Staff believe in the district's mission and vision and are working to ensure its growth and improvement. The district understands the importance of documenting program compliance and is very thorough in its maintenance of evidence, a practice that can be beneficial during staff turnover. The investment of Kenton County Schools staff in its programs and students is pushing the district forward.

The monitoring team appreciates the opportunity to see the work of the Kenton County School District first-hand, and for the collaborative efforts of school and district staff during the monitoring process. The team is confident the district will utilize the feedback provided in this report to further the district's continuous improvement efforts.