May 5, 2025

Rob Clayton, Superintendent
Warren County Public Schools
303 Lovers Lane
Bowling Green, KY 42102

Dear Superintendent Clayton:

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 Warren 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 Warren County Public Schools**

# 2024-2025 Statewide Consolidated Monitoring Report

**District:** Warren County
**Date(s) of Visit:** Feb. 11-13, 2025
**Team Leads:**

- Title I, Part A – Denise Harover
- Title II, Part A – Sean Murphy
- Title III, Part A – Kaiman Triplett
- Title IV, Part A – Lee Bowling

- Alternative Education Programs – Leticia Porter
- Preschool – Tammy Rutherford

**Effective Practice No. 1: Community**
**Program(s) Addressed:** Title I, Part A; Title IV; Alternative Education; Preschool

**<u>Highlight of Effective Practice No. 1</u>**
The Warren County School District works with many community partners to provide their students with the basic items they need. They have built strong community relationships and this support has allowed them to create a storage facility called the Synergy Center, where non-perishable foods, toiletries and school supplies can be kept and accessed by all the schools and Family Resource and Youth Services Centers (FRYSC). The preschool program is currently partnered with Western Kentucky University to provide classroom space while awaiting the construction/conversion of a preschool learning academy. GEO International High School uses community partnerships to hold an annual family gathering event for students and their families to share food, customs and traditions from the various cultures represented in Warren County Schools. Warren County Day Treatment has established a robust community experience for its students, including service learning opportunities through the Feeding America Program, Women's Club and the International Festival. The Day Treatment and Jackson Academy both collaborate with Western Kentucky University and Light of Chance to provide weekly music, yoga and culinary arts lessons. The district is committed to ensuring stakeholder voices are heard and valued and the response from the stakeholders has been very positive.

**Effective Practice No. 2: Parent and Family Engagement**
**Program(s) Addressed:** Title III; Alternative Education; Preschool

**<u>Highlight of Effective Practice No. 2</u>**
Warren County's English Learner (EL) program strives to provide a welcoming and supportive community for parents, families and students and the district's Gateway Educational Opportunities (GEO) Center provides enrollment services for newcomers. At the GEO International School, strategies that engage caregivers and stakeholders in meaningful ways in the student's educational pursuit are designed, implemented and evaluated. These strategies are used to help caregivers participate fully in school processes and systems that may not be familiar to them. At Jackson Academy alternative education program, leadership and staff engage caregivers and stakeholders in meaningful ways and positive relationships with families are valued. Program staff are available to families and maintain consistent communication via phone calls and emails. Progress data is sent home weekly at all grade levels. The preschool program provides multiple ongoing opportunities for family engagement throughout the school year. These opportunities are embedded in their program academic calendar and it is evident that they are an important component of the preschool program. Families are encouraged to participate in classroom activities and there are a lot of nationalities represented. All families are encouraged to come into the classroom and share information about their home cultures.

**Effective Practice No. 3: Policies and Procedures**
**Program(s) Addressed:** Alternative Education

**Highlight of Effective Practice No. 3**
Each of the Alternative Education Program (AEP) sites visited has a handbook that includes a program mission aligned to the goals of the district. Student success is central to each program's mission statement and the mission and vision are consistently evident in daily program culture. There are formal entry and exit processes for students designed to address individual student needs and goals, as well as policies that outline eligibility requirements for identifying, enrolling and exiting students in/out of the AEPs. These requirements are consistently followed across the district. Data processes for tracking student progress and working toward continuous improvement are clear and embedded into each program's structure and success.

**Effective Practice No. 4: Professional Development**
**Program(s) Addressed:** Title I, Part A; Title II; Title III; Preschool

**Highlight of Effective Practice No. 4**
The district implements a tiered professional development (PD) system that offers district, school and individual choices regarding professional development topics. They also offer a New Teacher Academy, with five meeting dates throughout the school year. The district's new teacher mentor program provides excellent support for new teachers; the BloomBoard and Grow Your Own programs also help in building the capacity of teachers. Consistency across the district has been a priority to ensure all staff are implementing policies with fidelity and are able to participate in ongoing professional learning throughout the year. Monthly department meetings are held and the district has incorporated multiple professional learning days throughout the year to enable collaboration regarding curriculum implementation, data analysis and intentional planning practices. The preschool PD schedule detailed very specific early learning PD that was relevant to the preschool classroom setting.

**Effective Practice No. 5: Leadership**
**Program(s) Addressed:** Title I, Part A

**Highlight of Effective Practice No. 5**
The district has strong leadership in using data to guide instruction initiatives. They have implemented Looker Studio within Google Workspace for Education so instructional staff and administrators have the ability to filter multiple data points and create customizable and informative reports and dashboards. Having their data readily available helps to encourage the continuous improvement culture set by the district.

**Effective Practice No. 6: Communication**
**Program(s) Addressed:** Title II

**Highlight of Effective Practice No. 6**
The district's Title II coordinator consults effectively with principals in the development, implementation and evaluation of the Title II program. This continuous consultation takes place through in person meetings and emails.

**Effective Practice No. 7: Climate and Culture**
**Program(s) Addressed:** Title I, Part A; Alternative Education

**Highlight of Effective Practice No. 7**
The climate of inclusivity is an important part of the Warren County School District and the Bowling Green community. This  supportive, caring culture is evidenced by the large number of  local businesses and groups donating supplies to make sure students and families of Warren County have the items they need. Evidence and interviews from the four AEPs monitored indicate a positive culture and supportive relationship between staff members and shared values about teaching and learning among staff. The culture of the programs reflects positive behavioral management and student discipline with sufficient evidence that multi-tiered systems of support, trauma-informed practices and restorative practices are used consistently across the district.

**Opportunity for Improvement No. 1: Student Services and Plans**
**Programs Addressed:** Title I, Part A; Alternative Education

**Summary of Opportunity for Improvement No. 1**
The district does not have the written procedures and plans for student services required under Title I, Part A for awarding full or partial credit or a high school diploma to students experiencing homelessness. The district transportation agreement for foster children is in place but does need some revisions and the district's parent and family engagement policy does not establish the district's expectations and objectives for meaningful parent and family engagement services.

At the time of the monitoring visit, three of the four AEPs monitored did not have all Individual Learning Plan Addendums (ILPAs) completed.

**Common Solution(s)/Recommendation(s) for Opportunity for Improvement No. 1**
Written plans 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 should refer to the resources provided within the individual program reports when revising existing plans. Procedures should be written in language that is easily understood by all staff.

Although program staff work diligently to meet the mental health needs of students and to refer students to the appropriate mental health services, this would be a more effective and streamlined process with the addition of a full-time mental health therapist in each building.

**Opportunity for Improvement No. 2: Finance**
**Programs Addressed:** Title I, Part A; Title IV

**Summary of Opportunity for Improvement No. 2**
The Title I, Part A and Title IV programs found misalignment issues when comparing the program applications budgets in the Grant Management and Planning (GMAP) system with the amounts budgeted and actual amounts spent on the Enterprise ERP (EERP) budget report. Title I funds reserved for students experiencing homelessness have not been spent in a timely fashion during the year in which they were reserved and not all funds have been spent in the current year for all three components of the Title IV grant. There was also an unallowable expenditure for Title IV. In our interviews with the district, it was evident that they were aware of these issues and what was needed to make the necessary corrections.

School administrators were not aware of the availability of Title I, Part A parent and family engagement funds. Funds have been used for district-level initiatives for several years; however, there was no evidence that school administrators had agreed to this use in the current or previous year. Schools have been using other funding sources to support parent and family engagement events and administrators stated that being able to access parent and family engagement funds would be beneficial.

**Common Solution(s)/Recommendation(s) for Opportunity for Improvement No. 2**
Frequent, formal meetings between program coordinators and the finance officer to align program spending will assist the district in spending funds in an approved and 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.

Section 1116(a)(3)(A) of the Every Student Succeeds Act (ESSA) requires any district with an allocation of more than $500,000 must set aside 1% of its allocation to carry out the required parent and family engagement activities. Districts may increase the amount reserved at their discretion, but the amount cannot be decreased. At least 90% of the required 1% set-aside for parent and family engagement activities must be distributed to the schools per ESSA 1116(a)(3)(C). In distributing these funds to the schools, school administrators will have the resources to fund the PFE events that are held.

**Final Overview**
The Warren County School District has a strong and positive culture in the community and it partners with many businesses and agencies to meet student needs. The district  has a data driven, growth mindset that is focused on continuous improvement. The district invests in its staff and provides opportunities for them to grow professionally and in leadership skills. The staff is one of the district's strong points as they are open to feedback and are willing to do what is needed to help their students succeed. Warren County is invested in its schools and takes pride in using student academic and behavior data to continue growth and improvement. They have a very large and diverse population of students who are welcomed and embraced and there is an intentionality of working hard to remove barriers to all academic opportunities. The strengths identified on this report can be used and expanded to provide growth to other programs. The district's openness to suggestions will allow them to grow in the identified areas of improvement and move them forward in their pursuit of distinction.