



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

KENTUCKY DEPARTMENT OF EDUCATION

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July 6, 2023

Matthew Madding, Superintendent
Graves County Public Schools
2290 State Rt. 121 N
Mayfield, KY 42066

Dear Superintendent Madding:

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 Graves 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
- 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.

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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 Graves County Public Schools

2022-2023 Statewide Consolidated Monitoring Report

District: Graves County

Date(s) of Visit: April 18-20, 2023

Team Leads:

- Title I, Part A – Emily Meade
- Title II, Part A – Sean Murphy
- Title III, Part A – Brandy Neal
- Title IV, Part A – Lalah Brewer
- Alternative Education Programs – April Stanley
- Career and Technical Education – Claude Christian
- Diversity, Equity, Inclusion and Belonging – Damien Sweeney
- Gifted and Talented – Kathie Anderson
- Preschool – Taysha Oglesby

Effective Practice No. 1: Community

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

Highlight of Effective Practice No. 1

The Graves County School District maintains strong relationships with community partners. Elementary schools report consistent communication between school-based decision-making councils and parent teacher organizations. Stakeholders are included in the schools' continuous data analysis and assessment goals to ensure successful implementation of the Title I, Part A program. The district provides multiple opportunities for shareholders to consult in the design of the Title II, Part A program.

The Graves County High School's career and technical education program has active and effective advisory committees in place. Members of the committee serve as guest speakers in the classrooms and provide valuable career counseling to interested students. The gifted and talented (GT) students create and present a weekly news broadcast for the school district. The students also designed and distributed brochures for the city of Sedalia to provide newcomers with information about the community. The district's preschool program models a successful collaboration with the Murray Head Start program. Funding has been provided for playground updates and teachers to obtain their Child Development Associate credentials. The Diversity, Equity, Inclusion and Belonging team found that students spoke about consistent opportunities provided to work in groups with other students and learn from multiple perspectives.

Effective Practice No. 2: Parent and Family Engagement

Program(s) Addressed: Title I, Part A; Title III, Part A; Career and Technical Education

Highlight of Effective Practice No. 2

The district provided Graves County families with a survey seeking feedback to assist in finding resources that parents can utilize to support learning at home. In the elementary grades, teachers connect with families virtually to facilitate homework support so that parents can assist their children when needed. Middle school students and parents are invited annually to attend a career and technical education (CTE) showcase that provides information regarding CTE offerings.

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Effective Practice No. 3: Student Services and Plans

Program(s) Addressed: Alternative Education; Preschool

Highlight of Effective Practice No. 3

The alternative program noted that Graves County Alternative Education Center (GCAEC) has an on-site mental health counselor that meets weekly with each student. Mountain Comprehensive Care also provides students access to additional mental health services. The Graves County preschool program supports providing services in inclusive environments for all students.

Effective Practice No. 4: Professional Development

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

Highlight of Effective Practice No. 4

Graves County ensures that all teachers are appropriately certified upon their hiring. The district provides effective support to all classified and certified staff. The district has implemented the Graves County Teacher Improvement Program (GCTIP) for new hires to receive additional support. Professional learning opportunities are sustained, intensive, collaborative, job-embedded, data-driven and classroom-focused. During monthly meetings with GT staff, the program coordinator provides networking and professional development opportunities. The preschool program utilizes resources at the Calloway Regional Training Center to provide and support professional development for all staff members.

Effective Practice No. 5: Leadership

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

Highlight of Effective Practice No. 5

Title I, Part A, Title II, Part A and Title IV, Part A program coordinators work diligently to collaborate with district staff and school leadership to provide excellent guidance on appropriate and effective uses of federal funds. Schools in the district are provided ongoing support in the development, implementation and review of these programs. Leadership and staff at Gateway Academy (GA) consistently review student progress, graduation rates and behavioral data. Program leadership and staff collaborate with teachers at the high school to align coursework with academic standards. The DEIB team noted that the district provides support to teachers through additional resources to improve the teaching and learning environment of students.

Effective Practice No. 6: Communication

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

Highlight of Effective Practice No. 6

The district works diligently to ensure effective communication occurs continuously between staff, parents and students. The GA and GCAEC programs keep families informed of students' progress

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through emails, phone calls and progress reports. The monitoring team for DEIB saw evidence that the district and school leadership teams prioritize mental health needs of all students and staff.

Effective Practice No. 7: Climate and Culture

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

Highlight of Effective Practice No. 7

Gateway Academy uses a list of "Guiding Principles" to provide guidelines for behavior and promote a positive mindset for students. The GA program maintains a relaxed dress code, encourages peer interactions and permits students to work at their own pace which allows students to feel comfortable in their environment. The district allows students and families to provide input on school improvement, utilizing multiple modes of communication. Students have many extracurricular opportunities available to them to promote student involvement. These opportunities help to create a familial atmosphere within the district.

Effective Practice No. 8: Equity Initiatives

Program(s) Addressed: Gifted and Talented; Diversity, Equity, Inclusion and Belonging

Highlight of Effective Practice No. 8

Graves County seeks to ensure all students have equitable access to opportunities and an aligned, high-quality curriculum with a focus on marginalized populations. The district screens all 3rd-grade students for the GT program and meets regularly to discuss students' quantitative and qualitative data utilized to monitor student progress.

Opportunity for Improvement No. 1: Policies and Procedures

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

Summary of Opportunity for Improvement No. 1

The review of Title I, Part A parent and family engagement policies and compacts does not currently occur on a consistent, regular basis. The homeless liaison/foster care point of contact is relatively new to his role and is still learning about the policies and procedures related to these unique populations. There are no policies or procedures in place to structure the implementation of an advisory program to impact student ILPs, creating a missed opportunity to connect students with post-secondary options. It should be noted that the district was very transparent in their discussions with the DEIB team surrounding this area.

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

To ensure the educational stability, best interest and school success of students in foster care and students experiencing homelessness, the Title I, Part A team recommends the homeless and foster care point of contact be provided more time for professional learning opportunities. The district also should develop a needs assessment to better serve this population. The district and schools' parent and family engagement policies and compacts should continue to be reviewed on a regular basis and revised as needed, jointly with parents of participating children. The district should continue to utilize the Kentucky Department of Education's resources like the Effective School and Parent Engagement

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Policy Checklist to ensure that all policies and compacts contain the required information. The DEIB team encourages the district to deepen their implementation of an advisory program to impact individualized learning plans (ILPs). Connecting student learning plans to the classroom is a self-reported need for improvement by the district. Students need to be able to make better connections between the goals they are setting and what they are learning in the classroom. Focusing on the improvement of the implementation and review of ILPs for all students will serve to deepen connections to learning and can directly serve to improve the offerings for students. Further strengthening the ILP process and implementation can also help all students make stronger connections to career pathways.

Final Overview

The Graves County School District leadership and staff are receptive to feedback and demonstrate a strong commitment to continuous improvement in multiple areas. It is evident that data is utilized to ensure that all program related decisions are intentional and needs-based. The district is encouraged to regularly discuss ILPs with families and incorporate them into the existing honor, integrity, pride and excellence, or “HIPE time,” dedicated to social-emotional learning. Gateway Academy and Graves County Alternative Education Center should collaborate regarding best practices. District leadership communicates consistently and effectively to provide support and guidance to the schools. The professional learning opportunities and support systems in place assist staff in meeting the high expectations established by the district. The monitoring team is confident that the district will continue to grow in identified effective practices and implement program improvement strategies to align with district goals.