Andy Beshear
Governor

Jamie Link
Secretary
Education and Labor Cabinet

Dr. Robbie Fletcher
Commissioner of Education

KENTUCKY DEPARTMENT OF EDUCATION
300 Sower Boulevard ● Frankfort, Kentucky 40601 Phone: (502) 564-3141 ● www.education.ky.gov

June 6, 2025

Todd Moody, Superintendent
Grant County School District
820 Arnie Rison Blvd.
Williamstown, KY 41097

Dear Superintendent Moody:

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 Grant 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 Grant County Public Schools

2024-2025 Statewide Consolidated Monitoring Report

District: Grant County
Date(s) of Visit: March 18-19, 2025
Team Leads:

- Title I, Part A – Brandy Neal
- Title II, Part A – Dana Kelly
- Title III, Part A – Neil Watts
- Title IV, Part A – Lee Bowling

- Alternative Education Programs – Cristina Green
- Preschool – Tyler Forsythe

Effective Practice No. 1: Parent and Family Engagement
Program(s) Addressed: Preschool

<u>Highlight of Effective Practice No. 1</u>
The preschool program has procedures in place to ensure families have opportunities to engage in their children's education and promote active participation. Parent and family engagement events take into consideration the different cultures and backgrounds of families.

Effective Practice No. 2: Professional Development
Program(s) Addressed: Title II, Part A; Title III

<u>Highlight of Effective Practice No. 2</u>
The Title II, Part A coordinator effectively consults with schools in the development of the school programs. Effectively maintaining ongoing communication with all schools in the district and meeting teachers' professional development needs has been an asset for Grant County school district staff and students. The district ensures the WIDA English Learner Development standards are disseminated to staff at all schools. English learner (EL) teachers provide training to all staff at the beginning of the school year to help them understand the purpose of the EL program services plan.

Effective Practice No. 3: Communication
Program(s) Addressed: Preschool

<u>Highlight of Effective Practice No. 3</u>
The preschool program keeps families informed about activities inside the classroom and family resources. The written communication plan details how preschool staff provide timely, two-way communication throughout the school year. The district utilizes different modes of communication to make sure information is accessible to all families. Home visits occur in a timely fashion.

Effective Practice No. 4: Climate and Culture
Program(s) Addressed: Title I, Part A

<u>Highlight of Effective Practice No. 4:</u>
Grant County offers a positive culture by finding innovative ways for students and staff to come together to promote a family atmosphere. Family culture is promoted by hosting Family Literacy nights at elementary schools, offering curriculum nights and bringing in family members to read to students. Grant County also has developed a public relations website to promote the idea of families becoming active participants in their child's education.

Students' needs and teachers' strengths are considered when developing the master schedule, pinpointing what is best for student success. The district is willing to make changes and do what is best for students.

Opportunity for Improvement No. 1: Community
Programs Addressed: Title II, Part A; Title IV, Part A; Alternative Education

<u>**Summary of Opportunity for Improvement No. 1**</u>
The district did not provide sufficient documentation of regular consultation with stakeholders regarding Title IV, Part A activities. No evidence was provided to demonstrate that stakeholders were given the opportunity to consult, design, implement and evaluate the Title II, Part A program. Eagle Creek Alternative Program (ECAP) self-identified community as an opportunity for improvement due to challenges such as bus driver shortages and difficulties in securing guest speakers.

<u>**Common Solution(s)/Recommendation(s) for Opportunity for Improvement No. 1**</u>
It is recommended that the district develop a process for soliciting feedback from and regularly communicating with stakeholders. As the process is implemented to communicate and solicit feedback from stakeholders, documentation should be kept along with notes that illustrate the process is being implemented with fidelity. Documentation should demonstrate that feedback was obtained and how the district used it to inform program changes. The district should continue to explore ways to involve community members in the alternative education program (AEP).

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

<u>**Summary of Opportunity for Improvement No. 2**</u>
There were issues of misalignment between district accounting in Enterprise ERP (EERP/Munis) and the approved Title IV, Part A application in the Grant Management Application and Planning system (GMAP). Funds must be spent in line with the approved application to ensure allowability. Title I, Part A funds reserved for students experiencing homelessness and parent and family engagement are not being spent in a timely fashion. The majority of these set-aside funds should be spent during the year in which they were reserved.

<u>**Common Solution(s)/Recommendation(s) for Opportunity for Improvement No. 3**</u>
The district would benefit from refined collaboration between the federal programs coordinator and the finance director. Establishing a standing meeting to review program expenditures, adjust the applications when necessary and monitor remaining balances would ensure this process occurs regularly. The Kentucky Department of Education (KDE) recommends aligning GMAP and EERP on at least a quarterly basis.

Opportunity for Improvement No. 4: Policies and Procedures
Programs Addressed: Title I, Part A; Alternative Education

<u>**Summary of Opportunity for Improvement No. 4**</u>
Some of the policies and procedures required under Title I, Part A were missing or did not contain all the information required under the Every Student Succeeds Act (ESSA). Although the district and schools have parent and family engagement policies, they do not include descriptions of how the requirements will be met. Similarly, the district has policies in place for awarding credit and partial

credit for all coursework satisfactorily completed as well as conferring high school diplomas to students experiencing homelessness; however written procedures outlining how this will be done are missing.

Data management and utilization for continuous improvement show a lack of processes and procedures aimed at collecting and analyzing program data to determine the effectiveness of the AEP. Per the guidance on 704 KAR 19:002 issued by KDE, the Individual Learning Plan Addendum (ILPA) is required for students in a long-term (10 days or more) AEP placement who do not have an individualized education program (IEP). Documentation provided and interviews indicate that the Multi-Tiered Systems of Support (MTSS) structure was not implemented with fidelity and only used as an intervention for a few students across the district. At the time of monitoring, the ILPA completion rate by students was 55%.

<u>Common Solution(s)/Recommendation(s) for Opportunity for Improvement No. 4</u>
Developing internal processes and procedures outlining how the district will complete program tasks is an essential component of effective program implementation. Written processes and procedures should go beyond listing program requirements to include specific details describing the steps the district or school will take to ensure all requirements are met. Processes and procedures should be written in a manner that is easily understood by all applicable stakeholders. Documenting existing practices enables other staff members to help complete tasks in the event of an unforeseen absence and provides more continuity during staff transitions. The district and schools should refer to the resources provided within the individual program reports when revising existing policies and procedures or creating new ones.

It is recommended that the district check in with the Kentucky School Boards Association (KSBA) on a consistent basis to ensure that all policies related to the alternative education program align with current laws. Ensure that all applicable staff are aware of policies within the district's policy manual. It is recommended that all staff who share responsibilities toward program implementation are informed of the requirements. Use the available resources on the KDE webpages to help staff deepen their understanding of program requirements and how specific assignments contribute to that program.

The district should ensure procedures and processes are aimed at collecting and analyzing program data to determine the effectiveness of the alternative education program. The district needs to ensure the MTSS process is implemented with fidelity and those students who are referred for ECAP are provided with the full spectrum of intensive interventions prior to being placed, which is part of their listed eligibility criteria. Upon completion, the ILPA must be locked in Infinite Campus (IC) to ensure student records transfer, synching completion rate data to the state and for reporting purposes. It is recommended that students have a locked ILPA in IC within 20 school days of enrollment. The creation and implementation of procedures related to the ILPA could help the AEP increase completion rate as well as embed the ILPA into program culture.

Final Overview
A collective commitment to continuous improvement is evident across the Grant County School District. Each school develops a school action plan that serves as a living document, guiding administrators and staff throughout the year and helping them promote student success. The ability of administrators to discuss these plans in detail shows a proactive approach to the improvement process and a shared growth mindset.

Several district level staff members are relatively new to their positions and demonstrate dedication to ensure they are doing their jobs correctly. District and school staff were very receptive to feedback provided by KDE during the monitoring process. We are confident the district will integrate the suggested opportunities to improve the implementation of their federal grant programs for the continued growth and success of their students.