



Dr. Robbie Fletcher  
Commissioner of Education

**KENTUCKY DEPARTMENT OF EDUCATION**

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June 15, 2026

Tres Settle, Superintendent  
Calloway County Public Schools  
2110 College Farm Rd.  
Murray, KY 42071

Dear Superintendent Settle:

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 2025-2026 school year, the Kentucky Department of Education (KDE) conducted monitoring in the Calloway 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 Calloway County Public Schools**

## 2025-2026 Statewide Consolidated Monitoring Report

**District:** Calloway County

**Date(s) of Visit:** March 24-26, 2026

**Team Leads:**

- Title I, Part A – Christina Benassi
- Title II, Part A – Sean Murphy
- Title IV, Part A – Lee Bowling
- Alternative Education Programs – Leticia Porter
- Preschool – Tyler Forsythe

### **Effective Practice No. 1: Policies and Procedures**

**Programs Addressed:** Alternative Education; Title I, Part A

#### **Highlight of Effective Practice No. 1**

The district created a Federal Grant Procedures document to provide a checklist of Title I, Part A requirements at the school level. This checklist is provided as a support to all principals and is discussed at monthly administrator meetings. Calloway County Day Treatment implements a structured and comprehensive entry and transition process that includes orientation for students and guardians, multidimensional student assessments (academic, social-emotional, behavioral and mental health), Individual Learning Plan Addendum (ILPA) completion, Individualized Education Program (IEP) review when applicable and the establishment of short- and long-term goals. Students and guardians are provided with clearly defined exit criteria. Robust data systems are embedded to monitor student progress and support continuous improvement within the alternative education program. The program maintains a year-long transition plan, tracking students after they return to the A1 school and conducting follow-up check-ins as needed.

### **Effective Practice No. 2: Professional Development**

**Program Addressed:** Title I, Part A; Title II, Part A

#### **Highlight of Effective Practice No. 2**

Calloway County has a teacher internship program called Laker Teacher Intern Program (LTIP) funded through Title II. This program pairs new teachers with experienced teachers and department chairs to provide support throughout the school year. All staff receive homelessness awareness training, and professional development is provided based on teachers' requests and self-identified needs. The district most recently focused professional development efforts on Positive Behavioral Interventions and Supports (PBIS) needs, curriculum and creating pacing guides.

### **Effective Practice No. 3: Leadership**

**Programs Addressed:** Preschool; Title I, Part A

#### **Highlight of Effective Practice No. 3**

The district ensures that at least five walkthroughs are completed per month at each school using a walkthrough data tracker. The preschool principal participates in daily classroom visits. Principals are encouraged to ask questions during monthly administrator meetings. Preschool staff feel supported by district leadership and they feel comfortable talking with leadership when necessary. Preschool leadership is communicative with staff and actively seeks input from them. District administrators are present in each school weekly and help schools review testing data to support continuous improvement. When the district received notification of the consolidated monitoring visit, the former Title I coordinator was re-hired on a part-time basis to provide additional guidance and support throughout the

process. He developed an employee cost calculator to determine the amount of program funding needed to cover different staffing positions which helps the district intentionally plan how funds will be used.

**Effective Practice No. 4: Climate and Culture**

**Programs Addressed:** Title I, Part A; Alternative Program; Preschool

**Highlight of Effective Practice No. 4**

The district has demonstrated a strong commitment to student success through meaningful collaboration, innovative programming and thoughtful support systems. Since Murray is a close-knit community, the district receives lots of community support for the students. Community partnerships are a notable strength, highlighted by a well-attended back-to-school event organized in collaboration with Murray Independent Schools, local churches and community partners. The event offers resources for parents and entertainment such as fire truck demonstrations, free ice cream and free physicals for students, especially incoming 6th graders.

The alternative education program leadership team was very responsive to the monitoring team's questions. They were eager for feedback and expressed a willingness to implement changes to enhance student supports. Alternative education program staff maintain caring relationships driven by shared values about teaching and learning. Program staff reported feeling supported by administration and student survey results were positive. PBIS is utilized at the Day Treatment Center. The interaction with the leadership at the district was very positive, and everyone involved felt supported by the principal and teachers. The welcoming atmosphere and respect among staff at the preschool is apparent the moment visitors step into the building.

**Opportunity for Improvement No. 1: Community**

**Programs Addressed:** Title IV, Part A; Alternative Education

**Summary of Opportunity for Improvement No. 1**

Documentation of consultation with the stakeholders throughout the year to review the Title IV, Part A program's supported activities and goals was not provided. The district had already identified this as an area of improvement prior to the monitoring visit. Alternative education staff rarely invite community groups to be partners and volunteers for the program.

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

Staff for both programs were receptive to KDE's feedback and expressed a desire to improve program implementation. The district should expand the invitation to existing planning meetings for the Title IV, Part A program to include stakeholders beyond district and school staff. Hosting multiple meetings each year will ensure that stakeholders have the opportunity to provide ongoing feedback. Advertising meetings on social media platforms will help raise community awareness. The Title I, Part A program's partnership with the local private preschool was highlighted by staff as a strength. It may be beneficial for alternative education program staff to mirror some of the methods used by Title I as building blocks to strengthen community partnerships.

## **Opportunity for Improvement No. 2: Finance**

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

### **Summary of Opportunity for Improvement No. 1**

Title I, Part A funds reserved for students experiencing homelessness and parent and family engagement were not spent in a timely manner. The majority, if not all, funds reserved for these purposes should be spent during the school year in which they are reserved. Similarly, Title IV, Part A funds allocated for Safe and Healthy Students component were not spent in a timely manner.

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

The district should ensure regular meetings between program coordinators and the finance officer include discussion on the timely spending of funds in addition to allowability and spending in line with the approved program applications. The Kentucky Department of Education (KDE) recommends these meetings occur on a quarterly basis. The Title II, Part A program identified excellent internal controls in the disbursement of Title II, Part A funds using detailed purchasing processes and procedures. It may be beneficial to review these existing documents and customize them to meet the needs of other programs. The Title I coordinator should review the availability and allowable uses of funds reserved for students experiencing homelessness and parent and family engagement with building principals. Incorporating a review of the remaining balance of parent and family engagement funds during regular meetings with principals will serve as a reminder to spend funds throughout the school year.

### **Final Overview**

Calloway County works to ensure all staff feel supported by district leadership. A shared commitment to continuous improvement is apparent across the district. Staff face challenges head-on and are very receptive to feedback. By increasing collaboration with key stakeholders, the district will further ensure its programs are designed to meet identified needs. By building existing processes and procedures, the effective strategies identified by KDE will expand throughout the district and further strengthen all programs.