



Dr. Robbie Fletcher
Commissioner of Education

KENTUCKY DEPARTMENT OF EDUCATION

300 Sower Boulevard • Frankfort, Kentucky 40601 Phone: (502) 564-3141 • www.education.ky.gov

July 13, 2026

Brian Alexander, Superintendent
Edmonson County Public Schools
100 Wildcat Way
Brownsville, KY 42210

Dear Superintendent Alexander:

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 Edmonson 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
- Title V, Part B
- 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 Edmonson County Public Schools

2025-2026 Statewide Consolidated Monitoring Report

District: Edmonson County

Dates of Visit: April 22-23, 2026

Team Leads:

- Title I, Part A – Emily Meade
- Title II, Part A – Sean Murphy
- Title IV, Part A – Morgan Rhodes
- Title V, Part B – Shashawna Dotson
- Alternative Education Programs – Cristina Green
- Preschool – Tammy Rutherford

Effective Practice No. 1: Student Services and Plans

Program Addressed: Title V, Part B

Highlight of Effective Practice No. 1

Edmonson County utilizes intervention software programs such as Lexia, Edgenuity and IXL Learning to prioritize students at all academic achievement levels. These programs deliver targeted, data-driven instruction tailored to each student's learning level, ensuring all students' needs are met. Progress monitoring tools within these programs allow teachers to track growth, identify skill gaps and adjust instruction accordingly. This use of intervention software supports equitable access to high-quality instruction and strengthens the district's commitment to improving academic achievement for all students.

Effective Practice No. 2: Professional Development

Programs Addressed: Title II, Part A; Title V, Part B

Highlight of Effective Practice No. 2

The district verifies that all teachers meet state certification requirements upon hiring and provides a structured system of mentorship through the "New Teacher Academy." Teachers also meet regularly with assigned mentors to receive ongoing guidance throughout the school year. Title V, Part B funds an instructional facilitator who assists during professional learning community (PLC) sessions, supports data analysis and implements interventions for at-risk students. Additionally, the district has hired district-level digital learning coaches to guide teachers of all experience levels in creating vibrant learning environments through the use of technology.

Effective Practice No. 3: Communication

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

Highlight of Effective Practice No. 3

The district and schools exhibit a clear commitment to transparency, cooperation and teamwork. The district holds monthly meetings with principals, instructional coaches, curriculum coordinators, digital learning coaches, school advisory councils and district administration to ensure consistent implementation of the Title I, Part A plan. These meetings help monitor student achievement efforts, curriculum content, the Multi-Tiered System of Supports (MTSS) and federal programs for effective implementation. The Title IV, Part A coordinator assists the schools in the development of their Title IV program with frequent meetings between central office staff and school leaders to discuss needs, share updates and monitor ongoing alignment.

Effective Practice No. 4: Climate and Culture

Programs Addressed: Title I, Part A; Title V, Part B; Preschool

Highlight of Effective Practice No. 4

Edmonson County is committed to building strong, trusting relationships among staff, allowing them to work together to ensure student-centered practices. District leadership is dedicated to building positive relationships, allowing staff to work cohesively and rely on one another for support. The focus on staff retention is demonstrated through the use of Title V, Part B funds to provide mentorship for newly hired staff and new teacher materials. Preschool staff members and building administrators demonstrate pride in their classrooms, school facilities and the district as a whole. Staff report a high level of inclusion within their respective school cultures, contributing to a positive and supportive learning environment.

Opportunity for Improvement No. 1: Community

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

Summary of Opportunity for Improvement No. 1

The district does not provide all shareholders with the opportunity to consult, design, implement and continually update and improve activities supported by the Title II, Part A program. The district did not provide sufficient evidence of regular consultation with stakeholders regarding Title IV, Part A activities, needs and goals. The Alternative Education monitoring team found inconsistent engagement with community agencies and stakeholders. Staff noted that the Alternative Learning Center (ALC) is not currently a priority within the school's community engagement efforts. Additionally, the ALCs do not provide structured opportunities for community groups, caregivers or parents to enter the buildings, volunteer and build positive relationships with students.

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

The district should develop a process for soliciting feedback and regularly communicating with stakeholders including teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners and other organizations. Meetings with community members should be held to obtain input regarding Title II, Part A and Title IV, Part A activities, needs and goals, and to ensure that the steps being implemented are documented. Hosting multiple meetings throughout the year will give stakeholders ongoing opportunities to give feedback. The district should create structures and mechanisms to bring community groups and caregivers of all racial, ethnic and socio-economic backgrounds as partners and volunteers into the ALC regularly. Partners and volunteers who reflect on the experiences and demographics of the students can help them find more meaning in these opportunities. These partnerships should be designed to enhance ALC student engagement, improve student and program performance and prepare students for the next step of their education journey.

Opportunity for Improvement No. 2: Parent and Family Engagement

Programs Addressed: Title I, Part A; Alternative Education

Summary of Opportunity for Improvement No. 2

The district has not involved families in deciding how Title I, Part A parent and family engagement funds are used or in the development of the parent and family engagement policies. All parent and family engagement funds have been kept at the district level and used to support a districtwide liaison rather than distributing the funds to participating schools. The district liaison has not provided adequate guidance for the planning and implementation of parent and family engagement programs at the school

and district levels. Caregivers for ALC students are contacted only when concerns arise, and there are no established processes to proactively engage caregivers and other stakeholders in students' education.

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

District staff should prioritize working with parents as true partners in their children's education by establishing meaningful, two-way communication between schools and families. This communication will ensure that parents are informed about Title I, Part A funds, program requirements and opportunities to engage in school activities that encourage student learning. It may be beneficial to conduct a needs assessments to identify parent priorities and develop a plan for improvement that addresses learning and development while ensuring that all parent and family engagement requirements for Title I, Part A are met. The ALC should establish and implement formal, proactive processes to engage caregivers and relevant stakeholders on a regular basis in students' education. This should include clearly defined communication protocols, scheduled outreach opportunities and mechanisms for ongoing collaboration to keep caregivers informed, involved and able to promote student success beyond instances of concern.

Opportunity for Improvement No. 3: Finance

Programs Addressed: Title I, Part A; Title V, Part B

Summary of Opportunity for Improvement No. 3

Program coordinators and finance staff does not regularly collaborate to ensure that all Title I, Part A and Title V, Part B funds are spent in a timely manner and that actual school allocations, expenditures, and object codes in Enterprise ERP (EERP) align with the approved consolidated application in the Grant Management Application and Planning (GMAP) system. Additionally, Title I Part A funds reserved for students experiencing homelessness are not being obligated in a timely manner during the school year in which they are reserved.

Common Solution(s)/Recommendation(s) for Opportunity for Improvement No. 3

The district should increase the frequency of meetings between the finance officer and the federal programs coordinator to discuss alignment between actual expenditures and the approved GMAP applications. Increased collaboration is necessary to support timely spending and accurate monitoring of federal program budgets. It would be beneficial for the finance officer to meet with the federal programs coordinator to review program requirements, processes and procedures related to the fiscal management of federal programs. The Kentucky Department of Education (KDE) recommends that districts review and align GMAP and EERP data on a quarterly basis.

Final Overview

Edmonson County School District's leadership demonstrates effective communication through monthly collaborative meetings with staff to monitor the implementation of the Comprehensive District and School Improvement Plans (CDIP and CSIP). These meetings also foster open discussions focused on student achievement, curriculum content, MTSS and federal programs. To ensure equitable access to high quality services and supports, the district is encouraged to include the ALC in these collaborative discussions.

The staff's commitment to continuous improvement is evident in their openness to input, recommendations and feedback regarding district programs. Their investment in providing educators with meaningful assistance and resources is creating more interactive and engaging classroom experiences that directly benefit students. The district consistently focuses every conversation and

decision on what best serves students and their learning. The district's student-focused practices demonstrate a foundation for continuous improvement. The monitoring team is confident that the district will use the feedback from this report to further strengthen its improvement efforts.