



Dr. Robbie Fletcher
Commissioner of Education

KENTUCKY DEPARTMENT OF EDUCATION

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May 7, 2026

Bill Thorpe, Superintendent
Marshall County Public Schools
86 High School Rd.
Benton, KY 42025

Dear Superintendent Thorpe:

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 Marshall 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 Marshall County Public Schools

2025-2026 Statewide Consolidated Monitoring Report

District: Marshall County

Date(s) of Visit: Feb. 17-19, 2026

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 – Tyler Forsythe

Effective Practice No. 1: Finance

Program(s) Addressed: Title I, Part A; Title II, Part A; Title IV, Part A

Highlight of Effective Practice No. 1

Spending shown on Enterprise ERP (EERP) budget reports was aligned to approved Grant Management Application and Planning system (GMAP) applications. The finance officer and Title programs coordinator meet quarterly to review EERP budget reports line by line and compare the report to the GMAP application. No purchases using Title I parent and family engagement funds may be initiated, ordered or reimbursed without prior written approval and the staff ensures all expenditures are allowable and part of the identified district and school needs. The district maintains detailed time and effort procedures for completion of semi-annual certification and personnel activity reports (PARs). Complete documentation for Title II approved professional development is also maintained.

Effective Practice No. 2: Professional Development

Program(s) Addressed: Title I, Part A; Preschool

Highlight of Effective Practice No. 2

Marshall County provides a districtwide survey to all certified and classified staff to identify professional development interests and needs. The district professional development (PD) plan is based on these survey results. New teacher orientation is provided to acclimate all new teachers to the district. When staff attend PD trainings offered by the district, a Quick Response (QR) code is provided to all who attend so the district can receive immediate feedback. Staff feedback is then used to make any necessary changes or improvements to the training. Schools have their own individualized PD plan in addition to the district plan and have also started using the QR codes for immediate feedback. The district provides opportunities for preschool paraeducators to earn a Child Development Associate (CDA) credential. This is a nationally recognized credential for early childhood professionals that signifies competency in working with young children.

Effective Practice No. 3: Leadership

Program(s) Addressed: Title I, Part A; Alternative Education Program, Preschool

Highlight of Effective Practice No. 3

The Title I coordinator is intentional about providing each principal with a summary of Title I staffing and parent and family engagement funds that are allocated to their school. He also consults with the principals in monthly meetings, as well as district leadership and instructional professional learning communities (PLCs) to ensure continuous improvement is the focus across the district. Quarterly

Interconnected Systems Framework (ISF) meetings bring together district and school-level staff to review academic, behavioral and social-emotional data. These meetings assess the effectiveness of Positive Behavior Interventions and Supports (PBIS) within a multi-tiered system of supports. The Title programs coordinator also serves as the principal for all district alternative education programs. He exhibits a growth mindset and consistently works to support students and improve each program. District preschool leadership and staff have a great working relationship with the local Head Start office.

Opportunity for Improvement No. 1: Community

Programs Addressed: Title I, Part A; Title IV, Part A; Alternative Education Program

Summary of Opportunity for Improvement No. 1

The district did not provide sufficient evidence to show periodic meetings throughout the year with Title IV, Part A stakeholders, to obtain input and discuss goal achievement. The schools and district also have few partnerships with community groups, organizations and local businesses in the Title I, Part A program and the Alternative Education program (AEP). The lack of community partnerships makes it difficult to recruit volunteers. The district noted they see a need for strengthening how they gather input from stakeholders. Strengthening stakeholder connections and consultation would benefit all programs.

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

The district's ability to identify this as an area of improvement during the monitoring visit demonstrates a commitment to continuous improvement. The Kentucky Department of Education (KDE) recommends that the district develop a plan for gathering feedback from and regularly communicating with stakeholders. Conducting needs assessments and approaching outreach in a variety of ways would be beneficial in all programs. Documentation showing how the district obtains and analyzes feedback as well as how the analysis results will be used to implement program changes should be maintained. Existing successful practices such as detailed agenda documentation and sign-in sheets can be customized to meet the requirements of specific programs.

Opportunity for Improvement No. 2: Parent and Family Engagement

Programs Addressed: Title I, Part A; Title III, Part A; Alternative Education Program

Summary of Opportunity for Improvement No. 2

The district has not been intentional with developing meaningful engagement with families in multiple programs. Families are not involved in deciding how Title I parent and family engagement funds are used or in the development of the parent and family engagement policy. Although multiple languages are spoken by families across the district, information is typically only made available in English and Spanish. The district did not provide adequate interpretation and translation support for English learner (EL) families and did not offer more than one opportunity for outreach to the parents of ELs. There is also no evidence of consistent practices that engage caregivers and stakeholders in student education in the Alternative Education Program (AEP).

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

The district self-identified parent and family engagement as an area where it needs improvement. Staff should prioritize working with parents as partners in supporting their student's education. This should involve meaningful two-way communication between school staff and parents to inform parents about Title I funds and requirements and engage families in school activities. While basic level

communication is provided, such as phone calls and emails from staff, partnerships should be encouraged between schools and families that address learning and development. Needs assessments should be used to prioritize parent needs and outline a plan for improvement which will also address the lack of spending of Title I parent and family engagement funds. The district must implement the use of competent staff for interpretation and translation needs of all EL families, as well as an effective means of outreach to the parents of EL students. The district should consider surveying EL families to identify needs and provide tailored opportunities to address them. These strategies could also be used to engage AEP families and caregivers in meaningful ways.

Opportunity for Improvement No. 3: Policies and Procedures

Programs Addressed: Title I, Part A; Title III, Part A; Alternative Education Program

Summary of Opportunity for Improvement No. 3

Policies and procedures required for Title I, Part A are missing elements required under the Every Student Succeeds Act (ESSA). The district parent and family engagement policy does not describe how the district will meet requirements. The district currently uses information obtained during its online registration (OLR) process to identify potential EL students, but it does not use the required KDE Home Language Survey (HLS) to confirm potential student identification. There are limited processes and procedures for collecting, analyzing and applying learning from data sources in the AEP and no evidence of consistent and formal program monitoring. Interviews and evidence indicate decisions concerning student entry and exit from the AEP are made on a case-by-case basis, rather than by using established entry and exit criteria and procedures in the onsite program.

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

The district should ensure all families have the opportunity to participate in the development and evaluation of the district parent and family engagement policy. An annual review of policies and procedures in all programs to ensure compliance is recommended. Policies surrounding social-emotional learning and the existing PBIS system should be strengthened to ensure students receive adequate mental health and consistent behavioral supports at the A1 schools and AEP. Developing standard procedures that address potential biases and create a sense of equity across the district is critical in ensuring fair and uniform treatment for all students.

Final Overview

Marshall County Schools have used the monitoring process to acknowledge areas for improvement which program coordinators are eager to address. Program leadership has begun the process of reviewing long-standing practices for implementation and effectiveness. KDE recommends the district continue this process and rely on the insights of program coordinators to help ensure compliance and support continuous improvement. The existing ability to respond to feedback, recognize challenges and take action to make positive changes will help to improve communication and trust across the district. Marshall County is invested in its schools and students. The district has been receptive to suggestions and advice provided by KDE. The strengths identified in this report can be used and expanded to provide growth to other programs and will help to further the district's continuous improvement endeavors.