



Dr. Robbie Fletcher
Commissioner of Education

KENTUCKY DEPARTMENT OF EDUCATION

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April 28, 2026

William Foster, Superintendent
Spencer County Public Schools
110 Reasor Avenue
Taylorsville, KY 40071

Dear Superintendent Foster:

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 Spencer 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
- McKinney-Vento
- 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 Spencer County Public Schools

2025-2026 Statewide Consolidated Monitoring Report

District: Spencer County

Dates of Visit: Feb. 3-5, 2026

Team Leads:

- Title I, Part A – Amanda Reifsnyder
- Title II, Part A – Sean Murphy
- Title IV, Part A – Lee Bowling
- McKinney-Vento – Zachary Stumbo
- Alternative Education Programs – Cristina Green
- Preschool – Tammy Rutherford

Effective Practice No. 1: Parent and Family Engagement

Program Addressed: Title I, Part A

Highlight of Effective Practice No. 1

Family Learning is Powerful (FLIP) Nights hosted at the elementary level provide a unique opportunity for connection between families and student learning, as well as between families and community partners. By incorporating student performance elements, teacher explanations of learning standards and the presence of community organizations to further connect and support families, FLIP Nights provide quarterly immersive opportunities that bolster a strong school-family connection. FLIP Nights also strengthen community relationships to empower families and students beyond the classroom. The value of FLIP Nights for families is indicated by high rates of participation and strong positive feedback.

Effective Practice No. 2: Student Services and Plans

Program Addressed: McKinney-Vento

Highlight of Effective Practice No. 2

The district McKinney-Vento liaison actively participates in Multi-Tiered Systems of Support (MTSS) meetings to review attendance, academic and behavioral data. This involvement ensures that individual student plans created through the MTSS process are developed through a lens of trauma-informed care, and that barriers to student success are identified and removed, allowing students experiencing homelessness to receive the fullest extent of available supports possible to meet their individual needs.

Effective Practice No. 3: Finance

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

Highlight of Effective Practice No. 3

The finance team’s work to implement systems that establish and maintain fiscal health and accountability for all of Spencer County Schools is evident. It was noted that excellent internal control of program funds ensures that all staff paid from Title II are performing duties aligned with the program. Further, Title I noted a near to-the-penny alignment between expenditures in the Enterprise ERP (EERP) system and the program budget in the Grant Management Application Program (GMAP) system, indicating robust reconciliation processes and procedures.

Effective Practice No. 4: Professional Development

Programs Addressed: Title II, Part A; Preschool

Highlight of Effective Practice No. 4

Spencer County ensures that all teachers are appropriately certified upon their hiring. The district supports the professional learning needs of new and new-to-the-district educators through the district's two-year teacher academy. There was also substantial evidence that administrators ensured that preschool staff attended the most current and relevant professional development in early childhood education and that this initiative included not just teachers, but paraeducators and childcare staff as well. This opportunity, as well as the noted plan to include paraeducators in Professional Learning Community (PLC) meetings, not only equips everyone for the work at hand but is also an investment in classified staff who often go on to obtain certification and fill certified roles.

Effective Practice No. 5: Leadership

Program Addressed: Alternative Education

Highlight of Effective Practice No. 5

The leadership of the district's alternative education program demonstrated a high level of responsiveness to the monitoring team's questions. Leadership also displayed a genuine eagerness to receive feedback, reflecting a strong growth mindset and commitment to the program. Additionally, the program coordinator inquired about available staff trainings and expressed a willingness to implement program enhancements to better support students. Collectively, this team provides notable growth-focused leadership for continuous improvement of the alternative education program.

Effective Practice No. 6: Equity Initiatives

Program Addressed: Title I, Part A

Highlight of Effective Practice No. 6

The use of Title I homeless set aside funds in coordination with the forthcoming opening of the district Family Empowerment Center demonstrates intentional effort to provide opportunities aimed at equity for students and other community members. Partnership with related programs like AmeriCorps for provision of opportunities such as cooking and parenting classes, laundry facilities and tutoring services clearly aim to reduce barriers to robust participation in the academic process and larger community.

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 consultation and contribution of stakeholders is not sufficiently sought. The district should be regularly consulting stakeholders such as parents, teachers, principals and community partners. To acquire input on activities and feedback on goal achievement. Stakeholder involvement in the design, implementation, review, and updating of plans, services, and activities for Title II, Title IV and Alternative Education would greatly enhance existing efforts.

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

The district would benefit from refined collaboration between program leads for Title II, Title IV and Alternative Education and various stakeholder groups such as parents, teachers, principals and

community partners. A program whose collaboration process could be referred to as a helpful model is the McKinney-Vento program. The McKinney-Vento program liaison maintains meaningful partnerships with multiple stakeholder groups, the collaborative efforts of which reflect the district's commitment to ensuring that students are connected to supportive resources that promote their well-being and educational success.

Opportunity for Improvement No. 2: Policies and Procedures

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

Summary of Opportunity for Improvement No. 2

District level policies and procedures need updates to meet program specific needs. Many of the policies and procedures required for Title I, Part A were found to be missing elements required under the Every Student Succeeds Act (ESSA). Title IV internal fiscal policies and procedures require updates to address maintenance of ongoing alignment between the approved program application in GMAP and district EERP records. Alternative Education policies and procedures could benefit from evaluation and updates. Some areas to consider for revision include:

- Responses to student behavior that may be overly punitive, such as negative framing;
- Guidelines to address inconsistencies in teacher format of the daily point sheet; and
- Diminishing the degree to which the physical setup for students reflects a correctional setting with use of cubicles and lack of student interaction.

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

District level policies and procedures required under Title I, Part A require updates to reflect current ESSA requirements. Moving forward, annual review of policies to ensure compliance is recommended. Similarly, Title IV policies and procedures would benefit from update to reflect consistent collaboration between the program coordinator and finance director to maintain required alignment. The Alternative Education Program would benefit from the creation and implementation of procedures related to student behavioral supports to help maintain existing emphasis on safety but diminish negative framing and embed positive posturing into program culture.

Final Overview

The Spencer County School District demonstrates intentional progress toward strengthened program implementation and clear goals for continued growth to serve both students and the larger community. The district displays an abundance of strengths and its collective commitment to continuous improvement is apparent. Staff go above and beyond to meet students' needs and leadership within the district which is an asset to growth.

Strengthening collaboration regarding stakeholder consultation and further developing both federally-required and internal policies and procedures will allow the district to address areas of concern and increase the effectiveness of programming. This may be particularly beneficial as the district is actively taking steps to increase community investment, as well as during possible periods of staff transition.

District leadership shows a commitment to its staff which overflows into robust staff investment in the district's programs and students. The district understands the importance of building the capacity of employees through tailored, relevant professional development, a practice that pays dividends in staff retention as well as student performance. Staff believe in the district's mission and vision and are

working to ensure its growth and improvement. The collective investment across all levels of the Spencer County School District is pushing the district forward.

The monitoring team appreciates the opportunity to see the work of the Spencer County School District first-hand, and for the collaborative efforts of school and district staff during the monitoring process. The team is confident the district will utilize the feedback provided in this report to further the district's continuous improvement efforts.