Office of Education Accountability

1999 ANNUAL REPORT

Kentucky General Assembly

KENTUCKY GENERAL ASSEMBLY
OFFICE OF EDUCATION ACCOUNTABILITY

ANNUAL REPORT

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INTRODUCTION

This ninth edition of the Office of Education Accountability's Annual Report is the culmination of efforts of the combined staff of the agency. These dedicated, hard-working individuals have exerted a great deal of energy in the development, compilation, and assimilation of the information contained herein. I would be remiss in my duties if I failed to express my gratitude to the entire staff of the Office of Education Accountability for their admirable work on this document. In particular, I would like to express my appreciation to Tammy Daniel and Darlene Morris for going beyond the call of duty to ensure that this report was completed accurately and on time.

It has been the approach of this office to submit an Annual Report in interim years that does not contain recommendations, but rather contains issues for further review. This year's report, due to the fact that it is being submitted in a year immediately prior to a legislative session, offers recommendations. These are offered based on a complete and thorough analysis of the data collected both during this year and in the previous years.

Although the Office of Education Accountability is primarily charged with oversight responsibilities, it is also charged with developing information and recommendations for the Kentucky General Assembly under the auspices of KRS 7.410. We offer our findings and recommendations in the document to follow without prejudice and with a spirit of cooperation in helping the General Assembly and appropriate agencies of state government develop legislation and policies to improve the educational program for all of Kentucky's school children. We do not, however, view our agency as policymakers, and we shall not delve into that realm. Policymaking is the purview of other agencies of state government, and we shall continue to serve to facilitate the implementation of legislation and policy developed by the General Assembly and other agencies.

We take great pride in this Annual Report. It is our sincere hope that the information is presented in such a way as to be informative and useful. And, as always, the Office of Education Accountability stands ready to serve.

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EXECUTIVE SUMMARY

This edition of the Office of Education Accountability (OEA) Annual Report will look familiar to readers of previous editions. There are, however, some new features in this report. First, we have chosen to use a two-column format as opposed to the single-column format from years past. We have also attempted to build tables into the text wherever possible in order to facilitate the connection between data and narrative text.

This report is being presented in October for the first time since the inception of OEA. In past years, we have requested and received an extension of the deadline for reporting due to the unavailability of data needed to complete the report. For the first time since OEA began issuing its Annual Report, we have been able to generate the needed data early enough for us to meet our reporting deadline. We extend our thanks to all of those who worked with us to make this report possible.

This report contains recommendations for policymakers to consider. In interim years, it has been our custom to include "issues for review," but since this is a session year, our custom is to include recommendations.

HIGHLIGHTS FROM THE REPORT.

The report examines KERA initiatives followed by sections dealing with finance and technology.

ASSESSMENT AND ACCOUNTABILITY

The past year was one in which tremendous effort went into the development of the assessment and accountability program. Various groups met on numerous occasions to consider the elements of the assessment and accountability program, debate the issues surrounding each element, and make recommendations to the Kentucky Board of Education (KBE). Ultimately, KBE considered the advice given by the various groups and made decisions regarding the design of the program.

Several issues remain to be resolved. These should be the focus of the development of CATS over the next year.

1. The lack of a longitudinal component in the system was raised in the teachers' comments. There is a requirement for a longitudinal component in House Bill 53.

2. The issue of student accountability has been discussed, but no solution to this problem has yet developed. Student accountability takes on different dimensions for different age levels of students. Might the assessment take on different dimensions for different age levels of students?

3. The issues of when results are to be published and what results are to be published are yet to be faced (as of August 31, 1999). House Bill 53 mandated that results be disseminated on September 15 of each year. Does this mean preliminary test scores or final test scores? Does this mean school indices or merely test scores? Aside from these questions is the date itself. For schools, September 15 is much too late. With the increase in the number of schools on alternative calendars, September 15 is six weeks into the school year. By the time the schools have a chance to digest the results, one-fourth of the school year may have passed before schools have been able to identify their weaknesses. For the testing contractors, September 15 is much too early. The scoring of open-response items is a time consuming and

exacting process. The contractors are at the mercy of the schools as to when they receive the test returns and as to how easy it is to begin the scoring process. If they need to hunt for students' reports and spend time organizing forms and answer sheets, the process could be delayed. Much thought needs to be given to reaching a solution to this dilemma.

4. There is another concern expressed by persons in the field that needs some attention. In interviews with OEA staff, several teachers have expressed the opinion that 4th grade is too early for the writing portfolio component of the system. They further state that requiring students to complete the portfolio at this age has created negative attitudes toward writing. Is this a real concern? Is this the result of teachers being over concerned about their students? Has writing instruction in the primary program been unsuccessful? Some 4th grade students seem to be able to produce acceptable portfolios. Might the teachers' concerns be a developmental issue? Might some students, even students who are successful learners, not yet have developed the intellectual capacity needed to meet the writing portfolio requirements? There are questions that need to be answered. The assessment and accountability system was designed to determine students' levels of success, not to expose them to tasks they cannot and should not be required to undertake.

5. Other issues such as the school report card and the school audit and auditing procedure need to be finalized. There is work for the foreseeable future.

EDUCATION PROFESSIONAL STANDARDS BOARD

The EPSB promulgated six goals during the past year intended to focus its efforts toward meeting its statutory mandate. The six goals center on improving the teaching of workforce and insuring that a qualified teacher teaches every student in Kentucky classrooms.

We recommend the following regarding the EPSB:

1. The EPSB become an independent body. If this Board is to be the leader in teacher education, it should stand alone and the representation on the Board should be broadened to include all segments of the state impacted by its decisions.

2. The EPSB should become the data collection agency for all information related to teacher education and certification. It should have the technical capability to collect, store, and share this data with related agencies.

3. A review of the performance of each institution preparing teachers should be undertaken as to the success its candidates have on the Praxis assessments.

4. There should be a detailed study of the certificate areas in which there are teacher shortages (i.e., special education, math, science, technology) to determine how severe this shortage is in Kentucky. This study should include currently certified persons, those in preparation programs, and the needs of the individual school districts.

5. The recently formed P-16 Council does not have representation from the EPSB. This should be considered as the makeup of the Board is redefined in pending proposals.

EXCEPTIONAL CHILDREN SERVICES

Several key initiatives regarding exceptional children unfolded during the past year. Included among these was a renewed focus on delivery of the core curriculum to all students, especially those in self-contained classrooms. In addition, OEA completed a report on the paperwork associated with the provision of services to exceptional children. The following are our recommendations:

1. The focus on ensuring effective strategies to expose all students with disabilities to Kentucky's core curriculum must be maintained. It is imperative that Kentucky's students in self-contained classrooms have the maximum exposure appropriate to the core curriculum, and this might require changing service delivery models.

2. An increased focus on services for students in DJJ facilities is appropriate for the upcoming year.

3. It is important to continue existing efforts to ensure access to Kentucky's core curriculum for students who are self-contained and to develop new strategies to improve this access.

EXTENDED SCHOOL SERVICES

As part of its monitoring and oversight responsibilities, OEA conducted a survey of a sample of teachers and administrators in 17 school districts. ESS survey results suggest most teachers and administrators felt the ESS program is effective in improving student performance. However, responses by teachers at the middle and high school levels are somewhat less enthusiastic.

Recommendations pertaining to ESS include:

1. The Kentucky Board of Education should reconsider its position on the KDE Staff Note, **"Student Motivation and Opportunity to Learn,"** presented at the August Board meeting. Although quite ambitious, this paper clearly outlined a course of action to improve student accountability at all levels through checklists provided by teachers as to students' demonstrated level of proficiency in each content area. When and if students were not performing at a level consistent with proficient work on the CATS assessment at the end of the nine-week grading period, they would be required to participate in remedial work after the regular school day to catch up. ESS could be a good choice as the vehicle to provide students the extra time to catch up and perform on par with the expected outcomes outlined in the Kentucky Core Content and Program of Studies.

2. Local districts should be more self-accountable in documenting and recording results per ESS dollars expended. The current system of forwarding student level data to KDE after the fact for reporting back the following year does not yield timely enough information to make needed program changes. Local school administrators, including ESS coordinators and building level principals, in concert with school councils should take a hard look at what is being accomplished in after-school programs and make needed changes. Schools will need to shoulder much of the responsibility on their own in order to be successful in CATS long-term accountability. Such accountability, however, must not sacrifice flexibility. Schools must be allowed to develop programs specific to their needs.

FAMILY RESOURCE/YOUTH SERVICE CENTERS

As of July 1, 1999, the FRYSC Branch of the Cabinet for Families and Children (CFC) has contracted with 164 school districts to provide 638 centers that serve 1,010 schools. Based on information received from local districts during the FY 2000 application process, there are 124 eligible unfunded schools. Administratively, CFC has operated the program with prudence at or near 3 percent overhead. One new regional liaison has been hired to provide more equity and manageability. With almost unanimity, school personnel view the FRYSCs as a positive good, providing needed services to students who are in need.

Recommendations pertaining to FRYSCs include:

1. Based on evidence collected over the past several years as to the effectiveness of FRYSCs and their pervasive popularity among all stakeholders, OEA believes it is prudent to recommend that the General Assembly fully fund centers to serve the remaining eligible schools, as well as continuation of existing programs.

2. OEA recommends that FRYSCs remain an active participant in school consolidated planning and be accountable for results and outcomes stipulated in the various components. FRYSCs should be evaluated in the context of whole school reform and the success or failure of the schools it serves.

3. The Secretary of the Cabinet for Families and Children should establish a governance entity made up of policymakers, practitioners, and other third-party agents to ensure that the program remains on track and is being accountable for its intended outcomes, yet allowing for the flexibility necessary for the success of this program.

HIGHLY SKILLED EDUCATOR PROGRAM

A major criticism of the program as it was implemented prior to House Bill 53 was that the personnel were assigned to high-performing schools that had slipped on the assessment. Another concern was that the DEs were spread too thin and might not be as effective because of this fact. The KBE asked KDE to adjust the HSE program to emphasize improvement in academic programs and to concentrate their efforts on the lowest performing schools. The program was adjusted to meet these goals, and the 70 HSEs were assigned to those schools. The general perception is that schools to whom HSEs were assigned are happy to have the outside assistance. Part of this may come from the fact that the program is voluntary at this time. Part may come from the reduced role of HSEs in evaluation of schools and staff and in management of the schools. It would seem, however, that the program has gained acceptance and that schools welcome the help.

Recommendations related to the HSE program include:

1. Some provision needs to be made either in statute, regulation, or general agreement that spells out in detail both the school district's and the prospective HSE's rights and responsibilities regarding the return to the individual's position.

2. Plans must be made to enable KDE to develop a schedule in which only half of the HSEs turn over each year. In addition, the strict adherence to a two-year tenure should be reviewed to accommodate individuals whose career directions have changed since their appointment.

3. KDE should review the structure of support for schools and districts needing assistance to ensure

that inappropriate duplication and lack of service do not occur. The idea of having all entities that provide this type of service report to the same deputy commissioner should be pursued.

MINORITY EDUCATOR RECRUITMENT AND RETENTION

A review of data collected by MERR indicates that there were 1,722 (4.2 percent) minority teachers in Kentucky in 1989-90 and that there were 1,862 (4.1 percent) minority teachers in 1997-98. This represents an increase of 90 persons, but a decline of .1 percent of the total teaching population. Districts hired 465 minority teachers (12.8 percent) for vacant positions in 1996-97 and 394 minority teachers (8.8 percent) for vacant positions in 1997-98. These data indicate that a review of retention rates of minority teachers should be undertaken. With the slip in the percent of teachers hired and in the total number of minority teachers statewide, this review should provide data pertaining to the issue of retention. These data should provide answers as to the loss of teachers through retirements, leaving education altogether, or leaving for teaching positions in other states.

In the 17 school districts visited by staff in 1998-99, 5 districts have no minority teachers and 6 have no minority administrators.

Recommendations related to the MERR program include:

MERR should provide training to all districts in teacher recruitment and retention. Districts need training to help them seek, hire, and retain quality teachers from diverse backgrounds. Such training will help to address the problems identified above.

MULTICULTURAL EDUCATION

Based on the KDE Equity Plan, OEA staff prepared a brief questionnaire to collect data from our monitoring visits to 17 school districts during the 1998-99 school year. In the visits, we found that 15 had their equity plan embedded in their consolidated plan with 2 districts having a separate plan. Of the community members involved in the needs assessment for the development of the district consolidated plan, 14 reported that their committee membership reflected the racial diversity of their community. All districts visited had board policies on harassment (gender and racial) and discrimination. Only one district had recommended persons for the KDE Minority Administrator Leadership Institute. All districts reported some type of monitoring of referrals to alternative schools, suspensions, and expulsions. However, only three had formal procedures in place. Four of the districts visited had English as a second language (ESL) class. Others provided tutors, used technology, and other means to meet the needs of their non-English speaking students.

Recommendations related to Multicultural Education include:

1. KDE should ensure that all uncompleted components of the Equity Plan are completed.

2. Data collected relevant to the Equity Plan and multicultural education issues should be compiled, disseminated, and discussed.

3. Based on discussions and analysis of the data mentioned in item 2 above, the Equity Plan should be reviewed and revised as necessary.

PRESCHOOL PROGRAM

During the 1998-99 school year, the Kentucky Preschool Program served a total of 19,161 children in the following categories:

- At-risk four-year olds w/no disability 7,310
- Four-year-olds w/disability 5,036
- Three-year-olds w/disability 3,125
- *Others (mostly over-income four-year-olds)* ***2,850***
- Supplemental three-year olds 840

TOTAL ***19,161***

Without exception, the most recurring concern expressed to OEA staff during on-site monitoring visits about the program was that funding was not available to serve all children whose families desired the service.

Recommendations specific to the Preschool Program include:

1. Given the existing evidence, indicating that participation in KERA's Early Childhood Program contributes to success later in school, OEA recommends that the General Assembly consider funding the preschool program at the current level, plus a percentage increase commensurate with the SEEK per pupil increase appropriated in the next biennium.

2. OEA also recommends that KDE continue the strong interface with the Governor's Early Childhood Initiative and insist that the school be the center of as many activities as possible in the rollout of the upcoming 20-year plan.

PRIMARY SCHOOL

There is widespread support of the Primary Program among teachers and administrators, particularly those at the K-4 level. Teachers and administrators at the middle and high school levels may not view the program as positively, however. The reasons for this discrepancy are not well understood, but perhaps this is a function of the different perspectives at each of the organizational levels. OEA staff uncovered some moderate concern among practitioners that all components of the primary program may not be implemented as fully as perhaps they should.

Recommendations pertaining to the Primary School program include:

1. Award Early Reading Incentive grants more equitably according to need by region. Huge discrepancies were noted in the first two rounds whereby the highest scoring regions in reading received the highest funding.

2. Place more authority with the regional service centers to proactively pursue non-compliant schools in the implementation of the primary program. Primary consultants should work closely with highly skilled educators in identifying and rectifying low-performing and non-compliant primary schools.

3. KDE should reevaluate the level of implementation of primary school as per the statute and take action to bring non-compliant schools into compliance. Reports from AEL, the aforementioned survey by OEA, and the KDE Demographic Survey all indicate areas of non-compliance that are more likely than not pervasive. KDE, through its Primary Division, has

attempted to provide schools with resources to make the paradigm shift from low levels of basic skills instruction, that places a ceiling on what children can learn, to the higher levels of interdisciplinary, standards-based curriculum espoused by the critical attributes of primary school. This has been a somewhat loosely regulated component of reform and needs some reevaluation.

PROFESSIONAL DEVELOPMENT

The area of evaluation of Professional Development activities remains a great concern. In the 17 districts visited by the OEA's monitoring team, we found a number of avenues used to evaluate professional development activities. All districts are using some form of a check-off list for initial evaluation. Five districts reported requiring teachers to make a formal presentation on professional development activities that occurred outside the district. Two districts reported reviewing teachers' growth plans and school professional development plans before approving professional development activities for a teacher. Others report having teacher discussion groups as a follow-up to a professional development activity and doing an on-site visit to see a demonstration of skills from a professional development activity. One district requires professional development activities for all instructional aides and another reports keeping a presenter rating sheet for all professional development activities in its central office.

Specific recommendations pertaining to Professional Development include:

1. More time is needed for professional development activities. We must either reconfigure our current calendars or add days specifically for professional development activities. Teachers must be better "armed" to continue moving forward in education reform.

2. We continue to be informed that Kentucky has "outgrown" the typical in-service activities of the past. KDE staff should consider initiating a professional development study group with an eye toward development of quality offerings for Kentucky's educators. The Professional Development Advisory Council would be a good starting point.

REGIONAL SERVICE CENTERS

The major focus for RSCs in the summer of 1999 has been their teacher academies. Regional Service Centers 1, 2, 4, 6, and 8 provided academies in science. Regional Service Center 3 provided an academy for math and science, and Regional Service Centers 5 and 7 provided an academy for social studies. These were designed to enhance teacher knowledge of content and skills. The science academies were focused on the middle school level. Although these were reported to be high-quality academies with enthusiastic participants, the critical masses of teachers who need the experience may never be reached by serving only 181 enrollees each summer. Obviously this is an effort worth replicating, although funding levels will need to be increased drastically to accomplish it.

Recommendations relating to RSCs include:

1. The issue of a consultant being allowed to only remain three years is identified as a critical problem in all regions. We believe this needs to be studied with an eye on a staggered five-year

rotation. This policy needs to be revised with more time allowed by consultants in RSCs.

2. The issue of not paying mileage to consultants from their home office to the base of operations is a concern. All but one RSC covers a significantly large area of the state. The advent of technology may be conducive to more "virtual office" efforts for consultants who live in the outer perimeters of regions.

3. Budgets for professional development for consultants seems to be a problem. Although budgets are tight, consultants in RSCs should be on a commensurate level with KDE Frankfort staff for expanding professional competency and should have professional development opportunities to keep them current in their content areas.

4. KDE has embraced a "cookie-cutter" approach in providing funding to RSCs. This policy decision needs immediate review as some regions are in desperate need of more human resources to adequately cover the disproportionate number of high-needs schools. Also, it would seem logical that RSCs and highly skilled educators should be in the same KDE division under the same purview for improved efficiency and common mission. Also, due to low performance, all centers need additional consultants in the content areas of Arts/Humanities and Practical Living/Vocational Studies.

5. KDE should institute a client evaluation system to allow for further refinement of the work of RSCs. Given the early signals of the success of the regional concept, the future mode for service delivery to high-needs schools might best be accomplished through significant increased resources to RSCs, especially in light of scholastic audits and teacher academies.

6. The teacher academies appear to have been very successful. However, a sufficient number of teachers were not involved to have the dramatic impact needed, especially in the math and science areas. A major budget allocation must be made if the desired goals are to be achieved.

7. The RSCs need adequate and accessible office space. The manner in deciding where the centers are located and what is to be provided, i.e. adequate space, needs to be reviewed.

School- Based Decision Making

As of August 1999, there are 1,224 schools participating in school-based decision making. Nineteen schools are exempt due to being in one school district or exceeding performance thresholds on student test scores. This means that approximately 3,700 teachers and 2,500 parents are serving on school councils throughout Kentucky. In addition, thousands of teachers and parents are involved in decision making by serving on committees established by councils. Minority involvement is reflected by approximately 700 minority teachers and parents serving on councils with and additional undetermined number serving on school committees.

For the 1998-99 school year, OEA received 76 school-based decision making complaints – 68 have been resolved with continued monitoring required for 5 districts and 8 complaints are currently pending. Of these complaints, 18 required onsite investigations.

Recommendations related to SBDM include:

1. Councils need to increase the amount of training for members.

2. Principals need to make extra effort to provide information to council members.

3. Parents need to be more involved in the decision making process at the school level.

4. More technical assistance is needed at the regional and local district level.

5. Councils should acquire specific training in the principal selection process when filling a principal's vacancy.

SUPERINTENDENT SCREENING COMMITTEES

During this reporting period, only 20 districts reported vacancies in the superintendent position. This is a significant departure from the past two years when there were 38 vacancies each year and significantly below the eight-year average of approximately 30 vacancies per year. Since there were at least 76 new superintendents hired over the past two years, the drop-off in the number of vacancies to only 20 for this year would appear to be, at least partially, a product of the two years of above-average superintendent vacancies and hirings. (It is also noted that previous survey periods were approximately one year long, from October 1 of one year to the next, while this year it is November 1 of last year to August 31 of this year due to OEA's adherence to statutory reporting deadlines this year.)

Specific recommendations related to Superintendent Screening Committees include:

1. Over the past three years, boards have rejected the recommendations of the Superintendent Screening Committee at about a 10 percent rate. Careful monitoring of this percentage is in order. If there is a significant increase in this rate, it would indicate that boards were not ascribing sufficient significance to the work of their committees or the committees did not perform at the level expected by the board. In either case, this would be a negative trend.

2. The length of time allotted to the screening committees by the boards to complete their work is of major significance for two reasons:

   - A certain minimum period of time is necessary for the committee to consider the candidates and arrive at meaningful recommendations. From past surveys, it appears two months is sufficient time to complete this task and there is seldom more time available between the declaration of the vacancy and the date it must be filled.

   - A significant increase in the number of boards allotting less than two months would tend to indicate that boards did not consider the committees work to be an important factor in the selection process. This aspect of the survey should be watched carefully to determine if the two-month benchmark remains basically constant.

3. KRS 160.350 as amended now allows the board to select their interim appointed superintendent as the regular superintendent. While this is only fair to one who may be appointed to the interim position, a wave of selections of interim superintendents as the regular superintendents would tend to indicate

the selection was a foregone conclusion thereby diminishing the impact and effectiveness of the total selection process; a process which presents to the committee and the board a significant number of qualified applicants to carefully consider in order to hire the best person available for the position. Since there are not that many interim superintendent situations occurring and only a few have been made the regular superintendent, this is not a current problem or trend, but an area to be watched for the possible development of a trend.

INVESTIGATIONS

As a result of an investigation initiated in a previous reporting period, a district employee was indicted for theft from the district. That matter has reached a conclusion in the court system resulting in full and significant restitution to the district.

In another district an investigation into questionable payments to vendors resulted in the resignation of a district official and the blocking of approximately $3500 of those payments.

A board member and a relative of the board member, employed in violation of KRS 160.380 (2)(f), both resigned after an investigation, but prior to any charges being filed by the Commissioner of Education.

Following an OEA investigation of multiple financial irregularities, a district successfully terminated an unnecessary and expensive contract saving in excess of $120,000 per year.

A significant reorganization of a district office took place after the completion of an investigation that included posting violations, questionable hiring practices, staffing positions not created by the board, and other personnel irregularities.

One matter that was referred to the appropriate law enforcement agency during the last reporting period remains under investigation by that agency.

There was one referral to a law enforcement agency during this reporting period, which should result in a criminal indictment in the near future.

During this reporting period three superintendents resigned or retired during investigations in their districts.

FINANCE

Since 1989-90, the total amount of state and local funds provided for school districts has increased 75.8 percent ($1.520 billion). The state effort increased by 64.5 percent ($1.006 billion) while the local effort increased by 115.7 percent ($513.9 million).

Further review of the data reveals that by 1998-99 the percentage of state and local funds provided for school districts outside of the state's finance program increased from 16.2 percent in 1989-90 to 20.5 percent in 1998-99. That includes the extended school services program, the preschool program, family resource and youth services centers, gifted and talented, and other categorical grants that remain outside the SEEK program. In 1997, John Augenblick (Consultant to the Finance Task Force) recommended to the Governor's Task Force on Public Education that funding for these programs be blended with the SEEK program after five years because categorical programs can negatively affect the equity of the school funding program.

The state's previous school finance system distributed state funds with no regard for property wealth variation among school districts. The SEEK program has corrected this problem. It makes state revenues sensitive to a school district's property wealth

A review of district General Fund expenditures indicates that just under 60 percent of total General Fund expenditures was spent for the regular classroom instructional program. MUNIS defines instructional expenditures (Function 1000) as those activities of interaction between teachers and students. Expenditures would typically include salaries and benefits of certified classroom teachers, classroom assistants (aides), and teaching supplies and materials. (Note that under the "old" account code structure, instruction included salaries of principals, assistant principals, and guidance counselors). Transportation (2700) accounts for approximately 7 percent of General Fund expenditures while nearly 12 percent was spent on Operations and Maintenance (2600). District level administrative costs (2300), which includes those costs directly associated with the board of education and the district superintendent's office, amounted to 3.8 percent compared to school level administrative costs (2400) which equaled 6.4 percent of total expenditures.

And finally, Kentucky school districts spent just under $2 billion or 77.3 percent of their General Fund budget on certified and classified salaries in 1997-98. Of that total, 69 percent was spent on instructional salaries while operations and maintenance salaries accounted for 5.9 percent of general fund salaries.

Recommendations related specifically to Finance include:

1. Annual increases in the SEEK base should be continued.

2. Full funding of all components of the SEEK formula should be continued pending availability of funds.

3. The new MUNIS accounting/management system has so dramatically changed the way revenue and expenditure data is classified and reported, that meaningful comparison to data collected before and during the transition to MUNIS has become problematic. Therefore, future financial analysis should be confined to data reported under the MUNIS accounting format (Chart of accounts) starting in 1997-98.

4. Though there is not yet enough data to assess the full impact of welfare reform, there is some indication that the number of students eligible for free meals has declined. Perhaps consideration should be given to expanding the at-risk factor in the SEEK formula to include students eligible for reduced price meals.

TECHNOLOGY

It is somewhat encouraging that 65 percent of surveyed teachers use technology routinely for instruction and 66 percent communicate and collaborate with colleagues through e-mail. Less heartening is only 49.5 percent believe there has been adequate planning for integrating technology into the classroom which is born out by observation and interviews with school staff during monitoring visits. On the other hand, administrators are far more positive about the impact of technology (i.e., 95 percent use technology in their work and nearly 82 percent communicate with colleagues routinely

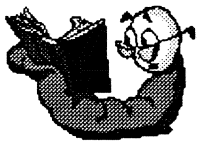
via e-mail). Also, more administrators (63.9 percent) than teachers (49.5 percent) believe there has been adequate planning for technology integration. Only 56 percent of teachers and 65 percent of administrators are satisfied with the level of technical support for technology in their schools. This may reflect a need for more and better trained staff to ensure that computers are properly maintained.

Anecdotal comments were generally positive regarding the importance of technology; however, some teachers expressed satisfaction with available hardware and software but were concerned about the lack of timely technical support for technology. One teacher commented that some professional development practices are "inconvenient and often ineffectual . . . more professional development time is necessary for teachers to keep up with new subject matter . . . including integration with technology." One middle school math teacher lamented the fact that "most instructional software includes mostly tutorial programs" and "there are few software programs available for use as instructional tools." An elementary principal complained "we have basic programs that are tied to the curriculum but no higher level software yet." Another expressed concern about not having quality technical support within the district.

Recommendations specific to Technology include:

1. More professional development needs to be directed toward integration of technology into the regular classroom instructional program. This means less group/lecture type training and more in-class/hands-on activities.
2. Districts need to be encouraged to utilize Regional Service Center technology personnel to help teachers with classroom integration needs.
3. More collegial mentoring in technology (teachers helping teachers) should be encouraged and promoted.
4. Administrators' role should be better defined in relationship to effective use of technology to bring about student performance.
5. In many schools, computers are underutilized during the school day as well as after school. We need to provide more learning opportunities for students and teachers, both during the regular school day and after school.
6. School districts should employ full-time district coordinators where possible.

KERA Initiatives



OVERVIEW.

In the current vernacular, "Rocket Science" is used as a high standard for performance. An analysis of rocket science would show that it is based on scientific principles, it is a well-planned redundant system, and it is centered on stable elements in the universe. It is not 100 percent successful. With this in mind, Kentucky's system of educational assessment and accountability is not rocket science; it is more difficult than rocket science. It is based on scientific principles, it is well planned, but it is centered on the measurement of human behavior.

True measurement of human behavior would be naturalistic observation - following a subject around to see how the individual responds to events that impact on her/his consciousness. The inefficiency (and costliness) of naturalistic observation for measuring school learning is obvious. A surrogate is used instead. The individual is placed in a situation in which stimuli are imposed on him/her (takes a test). The degree to which the subject makes the "right" response is the measure of the individual's school learning. For those conducting the measurement, the principal concerns are its validity (the degree to which it measures what it purports to measure) and its reliability (the degree to which the subject responds consistently to the same or similar stimuli). Only if the validity and the reliability of the measure are sufficiently high can anyone be confidant that the test is an adequate measure of the individual's school learning.

The system is further complicated because there are different levels of learning. One level is the learning of facts. These include reading principles, math facts, and other basic skills. On another level there is using facts in new situations. At still another level is taking facts and rearranging them to create new knowledge. Measuring each of these levels represents a different challenge. Measuring facts is fairly simple (in the realm of measuring human performance). Measuring higher order learning skills is much more difficult. In addition, it is not always possible to know what level of learning skill is being assessed. An example that demonstrates this can be taken from a monitoring visit conducted by the Office of Education Accountability (OEA) after the spring 1999 testing period. A teacher complained that there was a question relating to a certain concept. The teacher further complained that the concept was not part of the Core Content for Assessment. The particular item in question was obviously designed to measure a higher order learning skill by requiring students to apply learning to a new situation. The teacher in question had determined the answer to the question and it was obvious that she would teach her students the answer in the future. If any of that teacher's students are ever tested on the item in the future, it will measure recall of facts for them, and not ability to apply learning to a new situation.

There are obvious implications from this example. In addition to reinforcing the fact that assessing human learning is difficult and knowing what learning is being measured is a problem, it also relates to how teachers are prepared and to their professional development. As a person peruses the Core Content for Assessment, one possible reaction is that it contains a large number of often-unrelated facts that will be extremely difficult to convey to students in the available time. This is a recipe for frustration and "burnout" and is the sort of thing that could cause attacks on the accountability system. There needs to be repeated reviews of the structure of learning, the nature of assessment, and

what the system is attempting to accomplish to ensure that teachers correctly follow the system.

A practitioner has stated that assessment testing is like engineering. It takes into account scientific understanding and conservatively overestimates need to eliminate failure. This may be true of standardized, norm-referenced tests. The assessment and accountability program that has been put in place to measure the success of Kentucky's education reform could be more aptly likened to architecture. It takes into account scientific understanding. Since it is attempting to meet certain goals, it takes some risks that test the limits of scientific understanding. Just as some architectural projects succeed while others do not totally meet their goals, the eventual judgment on Kentucky's assessment and accountability system will be made sometime in the future.

Again, what Kentucky is trying to measure is more difficult than rocket science. When one considers the impact on the lives of the children of the Commonwealth that education reform is trying to accomplish, it can be argued that it is more important than rocket science.

CURRENT STATUS.

Because the effort to recreate Kentucky's assessment and accountability system is so new and has been continuous since the end of the 1998 Regular Session of the General Assembly, it is appropriate to review the effort from its inception.

As soon as the 1998 Regular Session closed, activity began to implement House Bill 53. Three groups, as required by the law, were formed. These were: the Education Assessment and Accountability Review Subcommittee (EAARS), a subcommittee of the General Assembly; the National Technical Advisory Panel for Assessment and Accountability (NTAPAA or NTAP), a national panel of distinguished specialists in assessment and accountability; and the School Curriculum, Assessment and Accountability Council (SCAAC), a statewide council of educators, advocates, and citizens. Each of these groups provide advice to, and review the actions of, the Kentucky Board of Education (KBE), the agency with responsibility for developing the new assessment and accountability system. Representatives of OEA attended the sessions of each of these groups, as well as KBE all through the process as it has developed to date. OEA also provided recommendations to KBE as the process developed.

SCAAC was the most active group, having met for over 26 days in the time between May 1998 and September 1999. EAARS met 11 times during this period, and NTAPAA met 7 times. KBE spent significant amounts of time on the subjects of assessment and accountability over this period. The topics were on the agenda of each of the Board's bi-monthly meetings. In addition, KBE held a special meeting during the summer of 1998 to approve the Request for Proposal for the assessment system and held three one-day workshops. One of these workshops was devoted to student accountability and the other two dealt with issues concerning the accountability system. NTAP representatives were available, either in person or by telephone, at most of the meetings of SCAAC, EAARS, and KBE. During the time span of the development of the new assessment and accountability system, five regulations have completed the process for implementation - two additional regulations are almost complete and others are to follow. The Division of Assessment Implementation staff with the Kentucky Department of Education (KDE) have met face-to-face monthly with

the testing contractors and have held formal conference calls every other week.

The development of the assessment and accountability system has been a difficult and complex process. As with other endeavors of this nature, it has required much thought and lengthy discussion. It contained a series of choice points. At each of these points, the strengths and weaknesses of each point were thoroughly weighed and a decision was made as to which choice to make. After each decision, all of the groups coalesced and moved forward to the next point that presented a choice. OEA staff did not always agree with the decisions that were made. An early OEA recommendation was to use an expanded norm-referenced test in reading, language arts, and mathematics in each grade - from 3rd through 9th - as an important component of the assessment. The rationale was that this would provide longitudinal information and meet an important requirement of House Bill 53. The suggestion was considered but was not followed for valid reasons. As a national commercial test, there were concerns about test security; the test was too stable, and teachers might be tempted to teach the test. There were also concerns that this type test did not cover higher level learning skills which education reform aims to emphasize. Everyone moved on from that decision and did not look back. Another issue raised by OEA concerned the number of test forms. OEA's position was that a single form would allow student accountability. Again, that position was considered, but other points had strong validity. A single form of the length envisioned in the Kentucky Core Content Test would not provide adequate coverage of the Core Content in an academic discipline. A single form would not allow valid and reliable measures of the sub-domains of a discipline. Using multiple forms would provide information about sub-domain performance that would help teachers improve instruction. Again, all moved on from the decision that was made. In the end, an assessment system was developed that included a norm-referenced test (a national standardized test) and the Kentucky Core Content Test which includes both multiple-choice and open-response items.

The accountability system was the most difficult to craft. The two goals for the system were that it be simple and that it be fair. In practice, however, attempting to make it simple would seem to make it unfair, and attempting to make it fair would make it complex. Another issue that OEA supported was the importance of the standing of a school, the actual index score that a school received, in the accountability system. This has been incorporated into the system. Rewards will be given to schools the first time they cross certain score points, as well as based on the amount of growth they attain.

If OEA has a concern about the whole process, it is that the fundamental premise that shaped the work was that several years had gone into implementing a system, those involved had learned to use that system, and that creating a totally new system would be confusing and frustrating. An opportunity may have been missed because this feeling underlaid the effort.

There were two fundamental issues in accountability. The first was to devise a system that would hold schools accountable during the transition period between the former system (KIRIS) and the new system (CATS). This was accomplished by accepting a statistical prediction model that will compare **all** schools' KIRIS indices from the 1996-98 biennium to their indices on the CATS for the 1998-2000 biennium, and predicting **each** school's index for 1998-2000.

Each school's actual index will be compared to its predicted index to determine whether the school has improved, stayed the same, or declined.

The long-term model was designed to cover the years from 2000 to 2014. It is, in many respects, based on the familiar accountability system. It eliminates the principal weaknesses of that system. A base point for each school will be determined from its performance in the 1998-2000 biennium. A straight line will be drawn, on a chart, from approximately that point to a point of approximately 100 for the year 2014. Another line will be drawn from approximately the base point, but starting in 2002, that will run to approximately 80 in 2014. Each school that stays above the first line, and meets certain conditions, will receive rewards. Each school between the lines will not receive rewards, but will not be required to conduct an academic audit. Each school that falls below the line must conduct an academic audit and will be eligible for assistance to improve its performance.

All of this activity did not take place in a vacuum. The media attended many of the meetings mentioned above and regularly reported on the deliberations. KDE made a major effort to keep everyone informed of the progress. Teachers were involved in the review of materials that led to the selection of the contractor for the assessment system. KDE used multiple strategies to maintain communication. Over the time from the beginning of the process to date, six mass mailings have gone out to all employed certified personnel in the state. The KDE web page has carried updated information on the process. The normal publications included extensive coverage of the development of the assessment and accountability system. All were invited to communicate reactions. Telephone numbers and e-mail addresses were published and their use was encouraged. KDE sponsored a Take-the-Test Day to inform the general public of the nature of the assessment. District personnel were informed of every action that the Board took and the implications of that action. Teachers and other interested citizens were involved in a review of the Core Content for Assessment. Several other strategies were employed. In all, KDE estimates that over 6,300 persons were involved in some aspect of the development of the system and about 800 dealt specifically with the accountability system.

District Monitoring.

OEA attempted to determine the attitudes of those directly involved with the system. Seventeen districts were monitored during 1998-99. As part of its normal monitoring process, OEA asked district assessment coordinators a series of questions concerning assessment and accountability. Teachers and building administrators were also asked questions about these topics as part of a general survey on the education reform initiatives. The results are listed below. These results must be tempered with the understanding that most of the visits were made before the 1999 testing took place, so the responses are based on memories of the former system, as well as what the persons surveyed had read or heard about the new system. In addition, the districts sampled cannot be considered a random sample of all districts so no general conclusions should be drawn from these responses.

The district assessment coordinators were asked to respond to 12 statements or questions. The items and responses are listed below.

1. List the strengths of the current assessment/accountability system.

   - The assessment is performance based. Students must be able to use their knowledge.
   - The assessment is comprehensive. It includes academic and non-academic components.
   - The assessment sets high standards.
   - Rewards for high achieving schools.
   - Requires students to write well.
   - Contains a requirement for a writing portfolio.
   - The assessment includes all students.
   - The system provides assistance for low-achieving schools.
   - The assessment requires higher order thinking and problem-solving skills.

2. List the weaknesses of the current assessment and accountability system.

   - The assessment changed frequently.
   - Not enough accountability for students, especially at the high school level.
   - The test is not valid or reliable.
   - The accountability formula was not flexible – good schools could find themselves in decline.
   - No comparison of students over time.
   - New accountability every two years.
   - The discontinued use of performance events in the accountability formula.
   - Scores received late into the next school year.
   - The scores for small schools fluctuate so much because of the few students involved.

3. Do you feel the assessment instrument, in its current form, is "primarily performance based?

   Yes = 14 *No* = 3 *Why?*

   - The "yes" respondents feel that the test is less performance based than when there were performance events. The main reason they respond "yes" is that students must actually demonstrate ability on the items in the test.
   - The "no" respondents give that response because there are not performance events on the test. There is some feeling that good writers can do well without a great knowledge and understanding of the topic.

4. Does the current assessment instrument provide an accurate measure of the achievement of the KERA academic expectations in your district?

   Yes = 11 *No* = 6 *Comment on response.*

   - The "yes" respondents, in some respect, take a narrow view. The test measures KERA expectations but maybe not all of the schools expectations
   - The "no" respondents question the validity and reliability of the test, especially for small schools. In some respects, they are questioning the validity of the expectations relative to their schools.

5. What changes would you recommend for any new assessment/accountability system that might be developed?

   - Regarding the way the assessment and accountability system is having an impact on instruction, teachers are aligning curriculum with core content and national standards and they are improving teaching strategies. In addition, writing has a stronger focus in the curriculum and more emphasis is being placed on real life experiences in the curriculum.
   - Teachers have become more focused on best practices that provide effective instruction. This has been enhanced by the fact that they have been held accountable for the instruction through assessment. The assessment has provided an avenue for teachers to study data and examine specific student skills. After analysis of these data, instructional practices and teaching strategies have been reviewed and modified to meet the needs of students. In addition, principals have been more aware of student achievement results and are constantly planning for the improvement of the

instruction provided to students. They are also empowered to provide more specific evaluation of instructional practices.

- The Consolidated Plan is based on needs assessment, and KIRIS assessment is a major part of the needs assessment.

6. Is the assessment/accountability system having an impact on student learning in your district?

Yes = 16 *No* = 0 *Undecided* = 1 *Explain.*

- Regarding the "yes" responses: Assessment is affecting student learning by staff, parents, and students being focused on portfolio development, understanding test results, striving for improvement, working on writing skills, extending learning to higher order thinking skills, focusing on individual learning styles and multiple intelligences, and using best instructional practices. Additionally, consolidated planning has higher levels of student achievement as the focus at the school and district level. Teachers have, and are receiving, valuable professional development that should improve student achievement. Administrators, teachers, and parents are focused on consolidated planning, gathering evidence, and using information to make changes that will make a positive impact on student achievement.

- Regarding the "undecided" response, the district responds that students always learn. What they learn is dependent upon what those in the district teach.

7. Has your district developed a curriculum based on the KERA academic expectations?

Yes = 17 *No* = 0 *In what way?*

- In general, the districts have used the Transformation Guide, Core Content, and the Program of Studies to adjust the curriculum.

8. List the changes your district has made in the curriculum to accommodate norm-referenced testing.

- Six schools report no special accommodations at this time mainly because they have been using this type test all along.

- Eleven schools report some type of accommodation that includes practice on multiple-choice tests, teaching what these type tests measure, and teaching basic skills.

9. Is the curriculum being narrowed at Grades 4/5, Grades 7/8, or high school to accommodate state assessment or portfolios?

Yes = 9 *No* = 8 *Explain.*

- For "yes" responses, the need to accommodate writing portfolios is given as a reason along with the need to cover the core content in the accountability grades.

- For the "no" responses, the rationale mainly seems to be that curriculum alignment has spread the core content over all grades, not just the accountability grades.

10. What evidence, other than the state assessment results, do you use when you say your schools have improved?

- CTBS continuous assessment results and other test data.

- Non-cognitive data (improved attendance, retention, and successful transition).

- Greater identification and service to gifted students.

- Meeting the needs of specials students.

- Establishment and use of Family Resource and Youth Services Centers.

- Increased enrollment in extended school services.

- Improved technology.

- Improved instructional practice.

11. Is your district graduating better-prepared students as a result of education reform?

Yes = 16 *No* = 1 *Explain.*

- The district that replied "no" felt that it had reduced the teaching of basic skills in order to cover core content. It also felt that block

scheduling in the high school had reduced its offerings in mathematics.

- Those districts answering "yes" felt students had a better grasp of technology, that more were making a successful transition to adult life, and that feedback from employers and institutions that received their students was positive.

12. Does your district use assessment data to plan, develop, and implement change?

Yes = 17 *No* = 0 *Describe what you do.*

- These data have been used in the development of the Consolidated Plan. It has further been used to develop student achievement action plans and professional development activities that are tied to areas where students have not been successful.

As OEA reviewed its process for monitoring schools, the staff consensus was that more information was needed from certified personnel in the schools. The monitoring staff developed survey instruments for teachers and administrators. The surveys covered the education reform initiatives and were designed so that respondents could report their view on a five-point scale from **strongly disagree** to **strongly agree**. Respondents were also encouraged to write comments on the initiatives being surveyed. In each of the 17 districts, the surveys were distributed in every school; five surveys to teachers and one to an administrator. Surveys were distributed to 500 teachers and 100 administrators. Of the teachers receiving surveys, 291 or 58.2 percent responded and 83 administrators responded.

Five items on the survey covered issues concerning assessment and accountability. The items and responses are listed below. (On items of this type, results tend to cluster close to the mean value of 3.0. A mean value around 4.0 shows strong agreement and a mean value around 2.0 shows strong disagreement.

1. The combination of norm-referenced test, multiple-choice and open-response Kentucky items, on-demand prompts, and a writing portfolio will test what our school is trying to do.

   - For all teachers, the mean response on this item was 3.84 and 78.0 percent of the teachers agreed or strongly agreed with this item.
   - For elementary school teachers, the mean response was 3.91 and 79.9 percent of these teachers agreed or strongly agreed with this item.
   - For middle school teachers, the mean response was 3.80 and 72.4 percent of these teachers agreed or strongly agreed with this item.
   - For high school teachers, the mean response was 3.61 and 68.9 percent of these teachers agreed or strongly agreed with this item.
   - For all administrators, the mean response was 3.96 and 80.7 percent of these persons agreed or strongly agreed with this item.
   - For elementary school administrators, the mean response was 4.17 and 87.2 percent of these persons agreed or strongly agreed with this item.
   - For middle and high school administrators, the mean response was 3.70 and 72.8 percent of these persons agreed or strongly agreed with this item.

2. In the statewide assessment system, subjects are tested in the appropriate grade.

   - For all teachers, the mean response on this item was 3.27 and 49.8 percent of the teachers agreed or strongly agreed with this item.
   - For elementary school teachers, the mean response was 3.27 and 50.3 percent of these teachers agreed or strongly agreed with this item.
   - For middle school teachers, the mean response was 3.24 and 49.1 percent of these teachers agreed or strongly agreed with this item.
   - For high school teachers, the mean response was 3.36 and 53.3 percent of these teachers agreed or strongly agreed with this item.

- For all administrators, the mean response was 3.61 and 66.2 percent of these persons agreed or strongly agreed with this item.

- For elementary school administrators, the mean response was 3.68 and 87.2 percent of these persons agreed or strongly agreed with this item.

- For middle and high school administrators, the mean response was 3.70 and 60.6 percent of these persons agreed or strongly agreed with this item.

3. The school has improved the curriculum because of the state's assessment and accountability system.

   - For all teachers, the mean response on this item was 3.84 and 70.5 percent of the teachers agreed or strongly agreed with this item.

   - For elementary school teachers, the mean response was 3.82 and 76.8 percent of these teachers agreed or strongly agreed with this item.

   - For middle school teachers, the mean response was 3.37 and 47.1 percent of these teachers agreed or strongly agreed with this item.

   - For high school teachers, the mean response was 3.66 and 68.9 percent of these teachers agreed or strongly agreed with this item.

   - For all administrators, the mean response was 4.16 and 89.1 percent of these persons agreed or strongly agreed with this item.

   - For elementary school administrators, the mean response was 4.13 and 87.2 percent of these persons agreed or strongly agreed with this item.

   - For middle and high school administrators, the mean response was 4.18 and 90.9 percent of these persons agreed or strongly agreed with this item.

4. I personally have improved the way I do my job because of the state's assessment and accountability system.

   - For all teachers, the mean response on this item was 3.53 and 61.1 percent of the teachers agreed or strongly agreed with this item

   - For elementary school teachers, the mean response was 3.71 and 69.3 percent of these teachers agreed or strongly agreed with this item.

   - For middle school teachers, the mean response was 3.27 and 47.0 percent of these teachers agreed or strongly agreed with this item.

   - For high school teachers, the mean response was 3.11 and 44.5 percent of these teachers agreed or strongly agreed with this item.

   - For all administrators, the mean response was 3.70 and 68.7 percent of these persons agreed or strongly agreed with this item.

   - For elementary school administrators, the mean response was 3.74 and 66.0 percent of these persons agreed or strongly agreed with this item.

   - For middle and high school administrators, the mean response was 3.61 and 69.7 percent of these persons agreed or strongly agreed with this item.

5. Student learning has improved because of the state's assessment and accountability system.

   - For all teachers, the mean response on this item was 3.14 and 44.3 percent of the teachers agreed or strongly agreed with this item.

   - For elementary school teachers, the mean response was 3.29 and 50.2 percent of these teachers agreed or strongly agreed with this item.

   - For middle school teachers, the mean response was 2.73 and 47.0 percent of these teachers **disagreed** or **strongly disagreed** with this item.

   - For high school teachers, the mean response was 2.98 and 35.5 percent of these teachers agreed or strongly agreed, while 31.1 percent **disagreed** or **strongly disagreed** with this item.

- For all administrators, the mean response was 3.64 and 65.0 percent of these persons agreed or strongly agreed with this item.

- For elementary school administrators, the mean response was 3.72 and 74.4 percent of these persons agreed or strongly agreed with this item.

- For middle and high school administrators, the mean response was 3.55 and 51.5 percent of these persons agreed or strongly agreed with this item.

In general, teachers and administrators are positive toward the assessment and accountability system. Administrators tend to be more positive than teachers and elementary teachers more positive than others. The main disagreement is concerning the impact of the system on instruction. Middle and high school teachers do not see a positive impact.

Comments: When survey respondents have a chance to make personal comments, they tend to respond in this manner: negative comments – quite likely, positive comments – less likely, neutral attitude – no comments. This is true concerning assessment and accountability on the surveys OEA received. A few persons spoke positively about the system, felt the changes would be positive, and looked forward to its implementation. Another positive comment dealt with the reduction of portfolio items. Most of the comments, however, related to perceived negative aspects of the assessment and accountability system.

Teachers felt that there should be some longitudinal elements in the system. They were concerned about comparing classes that might have differing abilities. They also would feel more comfortable if there was more student accountability in the system. They were not sure, especially at the upper grades, that all students were demonstrating their best performance. They felt that there was too much emphasis on writing, that the task was too difficult for 4th graders, and that too much time was spent on writing to the detriment of other important topics, including basic skills. They talked about the lack of stability in KIRIS and advocated much less change in assessment and accountability in the future.

Administrators expressed many of the same concerns. Specifically, they spoke for the need for stability. In addition, for high school students, they suggested a system of course exit exams that would be judged on statewide standards. Some expressed concern that it was the accountability system that was unfair, not the test, and questioned whether the new system was realistic.

Conclusions: Much time and effort has been expended in developing the new CATS. Persons of good will have made the best decisions they could, based on the evidence they had and assumptions they brought to the process. Is the system immune from criticism? No, but no system developed by the process undertaken in the development of CATS is immune from criticism. Anyone who feels that another decision should have been made at any of the choice points in the process will probably criticize what has been developed. They will, however, be hard put to demonstrate that following a different path at any of those choice points would have created a better system.

In general, CATS is better than KIRIS. It contains a norm-referenced component. The measure of the Kentucky Core Content contains both multiple-choice and open-response items. All grades, from 3rd grade through 12th grade, participate in the system. The accountability system, on its face, seems easier to understand. Each school will know what it needs to do

after its base point is established in 2000. What a school must do to qualify for rewards and what levels of performance will call for assistance will be known. The accountability system is a standing and growth model; a school's actual score has value as well as the amount of change it has made during the latest accountability cycle. The Core Content for Assessment has been reviewed and revised. The way in which all students will participate in the assessment and accountability system has been determined. At the same time, parts of the system are yet to be completed.

The long-term value and success of CATS is yet to be determined. Its future lies in the hands of the teachers, students, parents, legislators, the citizens of the Commonwealth.

CATS is a better system . . .

RECOMMENDATIONS.

Several issues remain to be resolved. These should be the focus of the development of CATS over the next year.

1. The lack of a longitudinal component in the system was raised in the teachers' comments. There is a requirement for a longitudinal component in House Bill 53.

2. The issue of student accountability has been discussed, but no solution to this problem has yet developed. Student accountability takes on different dimensions for different age levels of students. Might the assessment take on different dimensions for different age levels of students?

3. The issues of when results are to be published and what results are to be published are yet to be faced (as of August 31, 1999). House Bill 53 mandated that results be disseminated on September 15 of each year. Does this mean preliminary test scores or final test scores? Does this mean school indices of merely test scores? Aside from these questions is the date itself. For schools, September 15 is much too late. With the increase in the number of schools on alternative calendars, September 15 is six weeks into the school year. By the time the schools have a chance to digest the results, one-fourth of the school year may have passed before schools have been able to identify their weaknesses. For the testing contractors, September 15 is much too early. The scoring of open-response items is a time consuming and exacting process. The contractors are at the mercy of the schools as to when they receive the test returns and as to how easy it is to begin the scoring process. If they need to hunt for students' reports and spend time organizing forms and answer sheets, the process could be delayed. Much thought needs to be given to reaching a solution to this dilemma.

4. There is another concern expressed by persons in the field that needs some attention. In interviews with OEA staff, some teachers have expressed the opinion that 4th grade is too early for the writing portfolio component of the system. They further state that requiring students to complete the portfolio at this age has created negative attitudes toward writing. Is this a real concern? Is this the result of teachers being over concerned about their students? Has writing instruction in the primary program been unsuccessful? Some 4th grade students seem to be able to produce acceptable portfolios. Might the teachers' concerns be a developmental issue? Might some students, even students who are successful learners, not yet have

developed the intellectual capacity needed to meet the writing portfolio requirements? There are questions that need to be answered. The assessment and accountability system was designed to determine students' levels of success, not to expose them to tasks they cannot and should not be required to undertake.

5. Other issues such as the school report card and the school audit and auditing procedure need to be finalized. There is work for the foreseeable future.

OVERVIEW.

In their January 1999 meeting, the Education Professional Standards Board (ESPB) approved six goals and accompanying initiatives for 1998-2000. The goals and current status of each are:

Goal I: Every educator preparation program in Kentucky shall meet all accreditation standards established by the EPSB.

1/99-7/00 Establish benchmarks for teacher and administrator standards, programs, KTIP/KPIP, and continuing education options.

- Report of admissions data for 1997-98 presented to EPSB on March 29, 1999.
- Benchmark Committee established, with first meeting set for August 9, 1999; NBPTS-certified teachers invited to attend.

1/99-7/99 Delineate knowledge base undergirding New Teacher Standards – **COMPLETED.**

- Literature search complete for all standards; knowledge base to be incorporated in the Resource Teacher Guide and put on CD-ROM.

1/99-7/99 Assess incorporation of on-demand tasks into preparation programs.

- Report of 1998-99 piloting of on-demand tasks to be made to EPSB in July.

On-going Review and revise institutions' continuous assessment of programs and students.

- Continuous Assessment Review Committee (CARC), in conjunction with the Kentucky Association of Colleges of Teacher Education, held a workshop (Using EPSB Assessment Plan to Improve Teacher Preparation) in April 1999.
- CARC presented recommendations regarding exit data requirements to EPSB in June 1999. Board accepted report and recommendation now being reviewed by the 26 preparation programs. CARC to meet in fall 1999 to finalize report.
- Pilot PRAXIS registration study to be conducted this year with five Kentucky higher education institutions and the Educational Testing Service. Purpose is to improve accuracy of demographic data used to report PRAXIS scores for teacher candidates. Once data are accurate, its analysis will provide information necessary to setting required PRAXIS passing rate, which will need to be reported at both state and national levels for each institution.

1/99-7/00 Revise KRS 161.030 to requirement that college/university faculty serve on KTIP/KPIP or other internship committees.

- The statutory change has been placed on the list of statutory proposals for the EPSB 2000 General Assembly agenda.

Goal II: A properly credentialed person shall staff every professional position in Kentucky's public schools.

On-going Review existing preparation programs to ensure sufficient preparation in content, content-specific pedagogy, and students with special needs.

- Dr. Richard Mainzer, assistant executive director for Professional Standards and Practices, Council for Exceptional Children, to attend October 11, 1999 meeting of program folio reviewers, reading committee members, and EPSB Exceptional Children Task Force. Purpose is to help ensure that preparation programs enable all teachers to meet instructional needs of students with special needs.

1/99-7/00 Reduce and eliminate instances of teachers teaching out of field and/or on emergency certificates.

- More alternative routes to certification, probationary IECE (birth to primary), and technology education certificates should reduce number of emergency certificates issued. With elective policies, districts given more flexibility in placing teachers, which should reduce out-of-field assignments.

- Staff working with the Kentucky Department of Education (KDE) personnel to implement "elective" code on Professional Staff Data (PSD) to accommodate school district policies on determining teaching assignments.

- Staff working with legislators, higher education faculty, and school administrators to add certification alternative routes for administrators and military personnel.

1/99-5/99 Revalidate PRAXIS II exams as necessary and review and reestablish minimum required scores on all PRAXIS II exams – **COMPLETED.**

- All PRAXIS II exams reviewed and revised minimum passing scores approved by EPSB in May 1999.

Goal III: Every Beginning teacher and administrator shall successfully complete a guided transition into the profession.

KTIP/KPIP (See Goal I).

1/99-7/00 Increase budget for internship programs.

- Expansion funding requests for years 2000-2002 to increase the number of teacher and principal interns and to extend KTIP to a two-year experience approved by the EPSB in March 1999.

Ongoing Increase recruitment efforts.

- Increased emphasis on Troops to Teachers recruitment.

1/99-7/00 Encourage recognition of internship service in tenure and promotion decisions.

- P-16 Council established by the Kentucky Board of Education (KBE) and the Council on Postsecondary Education (CPE) in April 1999, and this issue identified for further discussion.

Goal IV: Every teacher and administrator shall maintain the standards of the profession through effective continuous growth.

Continuing education option (See Goal I).

1/00-7/00 Align Experienced Teacher Standards with those of the National Board for Professional Teaching Standards.

1/00-7/00 Develop or adopt standards for other certified positions.

Goal V: Research and development activities shall be undertaken, as appropriate, to assist in the accomplishment of EPSB responsibilities and goals.

On-going Research.

- Electronic transmission of transcripts (see Goal VI) will facilitate evaluation of various components of teacher and administrator preparation programs.

On-going Establish database.

- Admission data for 1997-98 for all teacher preparation programs, PRAXIS data, and internship data now compiled in database and available for use.

- Data Management Group mailed survey to 26-teacher preparation programs requesting feedback on their data management capabilities, resources, and support. Report to be made to EPSB in fall 1999.

- Staff collaborating with Steve Clements, KDE, regarding integration of all existing databases.

Goal VI: The efficient and effective operation of the Board and its staff shall be facilitated via the provision of adequate staffing, technological support, facilities, and financial resources.

1/99-7/00 Streamline certification process.

- Staff working to implement streamlining measures, long-term and short-term.

- Certification application process being revamped into Web application, including electronic transmission of transcripts, which will facilitate office's efficiency.

1/99-1/00 Review and reduce number of regulations; Develop Year 2000 Legislative Package.

- Regulation revision and repeal currently in process.

- Development of 2000 Legislative Package currently in process.

1/99-7/00 Develop 2000-2002 Budget – **COMPLETED.**

- 2000-2002 draft requests for new and expansion funds approved by the EPSB in March 1999.

1/99-7/00 Streamline and increase the effectiveness of all internal operations.

- EPSB/OTEC Web site launched in April 1999. New features include standardized navigation tools and pull-down menu; available information includes performance standards, NBPTS details, alternative routes to certification, Code of Ethics, fingerprinting, accreditation guidelines, PRAXIS, and certification fees.

- Staff and Affiliated Computer Services implementing front-end scanning and indexing and automated voice retrieval system for certification database.

- A more experienced staff and use of retired teachers after office hours has reduced certification turnaround time to average of two weeks (down from 12 weeks this time last year).

In addition to these, the EPSB will consider a proposed goal to support the Division of Minority Educator Recruitment and Retention, Division of Diversity, and other initiatives to increase the number of minority teachers and administrators in Kentucky. This will be on the Board's agenda for October 1999.

Of particular note is that the EPSB under Goal II reviewed and revised all PRAXIS II minimum passing scores which all prospective teachers must take and set those scores at or above the SREB average. During this process, scores were set for middle school PRAXIS II assessments. These changes are reflected in an amendment to 704 KAR 20:305.

The EPSB has promulgated two regulations - 702 KAR 20:015 (an amendment) and 704 KAR 20:022 - to implement the process of teacher directed professional development for rank change. These regulations have been supplemented by EPSB staff meeting with candidates across the state to explain this process.

In 1998-99, there were 25 candidates pursuing this method of rank change and 3 completed the rank change. In 1999-2000, there are 272 candidates pursuing this avenue for rank change.

In alternative routes to certification, there have been 16 of 35 candidates who have been certified by the Exceptional Work Experience route as established in 704 KAR 20:720. Since 1996 legislation, allowing certification for college faculty members, 29 candidates have been issued certificates by this route.

704 KAR 20:730 establishes standards for certified school personnel. This regulation was amended by an additional standard that requires a teacher to be able to demonstrate the implementation of technology.

In the area of school leadership, 704 KAR 20:710 (school principal) has been amended to include the Interstate School Leaders Licensure Consortium Standards for School Leaders. These standards are also the basis for an amendment to 704 KAR 20:400, which changes the national test for school leaders effective October 1, 1999 from the National Teachers Exam to the School Leaders Licensure Assessment.

The EPSB has issued a program guideline for teacher education programs. The focus of this guideline is to provide information to schools of education regarding

degree programs (a function of the CPE) and certification programs (a function of the EPSB).

In the area of certificate revocation, 67 of these cases were handled from July 1, 1998 through June 30, 1999. There are 145 revocation and character/fitness cases pending. During 1998-99, the Office of Teacher Education and Certification received 317 reports of possible misconduct.

To facilitate the handling of its caseload, the EPSB had one full-time attorney, three part-time prosecutors, two part-time investigators, and hearing officers as appointed by the Attorney Generals' Office. There are two full-time support personnel for this area.

The EPSB has been reviewing PSD forms submitted by local school districts. These forms have teacher and administrator assignments in their respective districts. This year EPSB staff were able to determine that there were 10 persons with expired certificates and 63 persons not certified. In addition to this, there were 19 persons teaching out of their field. These data have been referred to the Commissioner for action.

Principal Training and Assessment.

The Kentucky Specialty Test of Instructional and Administrative Practices, called for in KRS 161.027 for principal certification, was administered to 865 principal candidates during 1998-99. The required 85 percent score was achieved on the test by 772 candidates. The remaining 11 percent must retake the exam until they are successful.

The internship program for principals, served during the initial year of employment, is another component of Kentucky's administrative certification process. For the 1998-99 school year, 209 principals served in an internship program and all but one were successful.

Recommendations.

1. The EPSB become an independent body. If this Board is to be the leader in teacher education, it should stand alone and the representation on the Board should be broadened to include all segments of the state impacted by its decisions.

2. The EPSB should become the data collection agency for all information related to teacher education and certification. It should have the technical capability to collect, store, and share this data with related agencies.

3. A review of the performance of each institution preparing teachers should be undertaken as to the success its candidates have on the Praxis assessments.

4. There should be a detailed study of the certificate areas in which there are teacher shortages (i.e., special education, math, science, and technology) in order to determine how severe this shortage is in Kentucky. This study should include currently certified persons, those in preparation programs, and the needs of the individual school districts.

5. The recently formed P-16 Council does not have representation from the EPSB. This should be considered as the makeup of the Board is redefined in pending proposals.

OVERVIEW.

In February 1999, the Kentucky Department of Education (KDE), Division for Exceptional Children Services (DECS) was notified that it was one of 18 successful applicants for a Special Education State Improvement Grant and that it was the only recipient that was not asked to accept a budgetary reduction from the amount sought. The $1 million per year, five-year grant from the U.S. Department of Education has as its broad purpose the improvement of learning results for Kentucky's students with disabilities. The specific performance goals are defined in the grant application as a 10 percent improvement in the overall performance of students with disabilities in the CATS program; improvement in the effectiveness of early intervention programs for children birth through age 2; and a 5 percent per year decrease in the dropout rate of students with disabilities with a concomitant improvement in the ability of these students to attain an adult lifestyle of choice.

Kentucky is in the process of revising its special education regulations to ensure compliance with new federal regulations published in 1999. A Regulation Advisory Committee has been formed by DECS with representatives from various constituency groups. DECS' goal is to present the proposed regulations to the Kentucky Board of Education in December 1999, and have the regulations finalized through the legislative review process by July 2000 (approximately 16 months after the federal regulations were finalized).

Consistent with IDEA '97, DECS continues its professional development efforts with the Program of Studies and the Implementation Manual, in an effort to insure that students with disabilities are fully exposed to Kentucky's core curriculum. In addition, DECS collaborated on the provision of professional development to math leaders and school math teams, including specific strategies for instructing students with disabilities; worked with Kentucky Education Television (KET) to produce and air a two-part series on "Teaching the Writer with Special Needs" focusing on middle and high schools; provided professional development to general and special education faculty from institutions of higher education on the Program of Studies and Implementation Manual regarding inclusion of students with disabilities; and collaborated in the development of the Reading Instructional Leaders network which provides professional development on diagnosing reading problems, developing reading programs, and designing reading strategies.

In 1998, the General Assembly passed House Bill 519, designed to improve educational services for students with disabilities. DECS has finalized administrative regulations necessary to initiate the Special Education Mentor program established in the bill, and the program will be operational during the 1999-2000 school year. The statute additionally extended the age during which a student can be served as "developmentally delayed," and DECS promptly provided guidance to local districts regarding implementation of this provision. A major professional development effort was mandated, and that provision has created some controversy. DECS did not establish a separate House Bill 519 training effort, but, rather, incorporated the mandated training elements in its ongoing professional development effort.

In addition to the programmatic issues addressed by House Bill 519, the legislation required the Office of Education Accountability (OEA) to complete a Special Education Paperwork Study which was submitted to

the Interim Joint Committee on Education in December 1998. The study concluded by recommending that state special education forms be developed, that the drafters of new state regulations avoid overregulation, and that enhanced consideration be given to the value of technology in avoiding special education paperwork burdens.

During the past school year, 94 school districts participated in the Community-Based Work Transition Program (CBWTP), an 18 percent increase from the previous school year. This program is primarily designed to provide successful vocational transition to adult life for students with severe disabilities. In addition to this initiative, DECS had other goals and activities for the 1998-99 year. The summer Behavior Institute was expanded to accommodate more participation, and DECS continued financial and other support of the Model Schools Training. Data indicate that these Model Schools have been successful in reducing the number of serious behavioral incidents and in improving the overall climate of the schools. DECS was instrumental in sponsoring a two-week summer institute for 46 educational interpreters. This was a facet of DECS' goal to develop strategies to ensure compliance with licensure requirements for interpreters that will be implemented by 2003.

DECS has attempted to improve coordination and communication with Kentucky's Institutions of Higher Education (IHE), and has funded the IHE Consortium Project – 14 colleges and universities and 34 general and special education faculty are involved in the network. Spring and fall faculty institutes are held, and topics have included Kentucky's new Program of Studies, emergency/probationary teacher training, and amendments to federal law and regulations.

District Monitoring and Compliance.

During the course of OEA monitoring, surveys were provided to teachers and administrators in monitored districts. In responding to this instrument, 87 percent of the teachers indicated that they have special education students in their classroom and 90 percent stated that special education students are included in all programs, activities, and classes in their school. In addition, 85 percent of the teachers indicated that there is "easy access" to their special education students' Individual Education Plans (IEPs). DECS monitored 34 districts during the 1998-99 school year. Of those districts, all were cited for notice problems in their due process procedures and 27 were cited for not meeting Kentucky's requirements for parental consent. Most districts were cited for problems in their evaluation procedures, and many problems were found with the content of IEPs. Placement problems were found with 33 districts and 23 districts were cited for not fully integrating students with disabilities into the school's programs.

In the monitoring of 17 districts, the directors of special education were interviewed. It was believed that the new high school graduation requirements would be a significant barrier for special needs students by 9 of the directors, and they expressed concern that the already high dropout rate for these students will significantly increase. All special education teachers were fully certified in 4 districts; 46 emergency and provisionally certified teachers were teaching in the remaining 13 districts. In 10 districts, teachers are using core content to develop IEPs with modifications. In the remaining 7 districts, this effort was in the initial implementation stages.

Due process hearings were requested in 49 cases, 14 of which were subsequently withdrawn, most because of

settlement. DECS received 97 formal complaints, 44 of which were resolved between the parent and district once the district was informed that the complaint had been filed. Mediation was requested only 10 times.

In the 1998 Special Education Resolution Study, OEA briefly reviewed monitoring data for special education students in facilities under the jurisdiction of the Department for Juvenile Justice (DJJ). The data relied upon reflected serious problems, but DJJ had only recently assumed jurisdiction of the facilities, and it was believed that continued monitoring was appropriate. Five facilities were monitored by DECS in 1998-99, and corrective action plans are in place. Monitoring will be completed by DECS in the upcoming year. There are still serious problems with services for students in these facilities. DJJ is continuing efforts to enhance the programs available to students under its jurisdiction.

The data forms necessary to determine the number of emergency and probationary certified special education teachers are not currently available for the 1999-2000 school year, however anecdotal information suggests that the numbers of such staff continue to increase. DECS is evaluating options designed to encourage college and university students to seek careers in special education. These efforts and other innovative strategies to enlarge the pool of certified special education teachers must be attempted.

RECOMMENDATIONS.

1. The focus on ensuring effective strategies to expose all students with disabilities to Kentucky's core curriculum must be maintained. It is imperative that Kentucky's students in self-contained classrooms have the maximum exposure appropriate to the core curriculum, and this might require changing service delivery models.

2. An increased focus on services for students in DJJ facilities is appropriate for the upcoming year.

EXTENDED SCHOOL SERVICES

OVERVIEW.

Underscoring one of the original premises of House Bill 940 that "all students can learn," KRS 158.070 provided guidance and resources for districts to maintain high standards for all students and make time a variable. This legislation mandates all school districts provide additional instructional time outside the school day in an attempt to close the achievement gap for low-performing students who may need additional time to reach the expected outcomes. The governing regulation, 704 KAR 3:390, stipulates that the program must serve students who meet one of the following criteria:

- Sustain student's present level of performance and prevent the student from falling behind.
- Provide extended programming for students who have been retained.
- Provide assistance for students who are at risk of failing to graduate on time.
- Close the achievement gap of low-performing students so they can perform at the appropriate age level.

The 1991-92 budget for extended school services (ESS) was $21.4 million and increased in FY 1999 to $34 million. The FY 2000 appropriation is $37 million. Budget language in 1999-2000 includes direction to establish at least three community-based after-school programs.

Annual grants are awarded to school districts using a formula based on 50 percent average daily attendance; the remaining 50 percent comes from KIRIS/CATS scores, dropout rates, and percentage of free lunch eligibility. Districts are required to develop a consolidated plan that stipulates the use of ESS funds in conjunction with other local, state, and federal funds to achieve stated improvement goals. While after-school tutoring and summer school are the prevailing models, innovation has been encouraged. Up to 10 percent of the total ESS appropriation can be set aside each year for innovative grants that encourage alternative methods for enhancing student success. As a result of Senate Bill 186 being enacted during the 1998 Regular Session, elementary schools can now utilize a portion of their ESS grant to provide required matching funds to receive Early Incentive Reading Grants.

CURRENT STATUS.

The Office of Education Accountability (OEA) conducted monitoring visits in 17 districts during the 1998-99 school year in compliance with its enabling legislation, KRS 7.410. One of the purposes of these visits was to review various KERA initiatives including the ESS program operation. This was accomplished by completing questionnaires and interviews with ESS staff; reviewing district and school data, including consolidated plans; and in some cases, observing ESS after-school sessions. OEA also undertook an additional project of data gathering through administrator and teacher surveys in 1998-99. This project included randomly distributing survey forms covering all KERA initiatives to at least five teachers and one administrator in each school. Response rates exceeded 75 percent at the elementary school level and 50 percent at the middle and high school levels.

The survey on each initiative was prefaced by question number 1 to be marked "yes" or "no" as to whether the respondent was familiar with the implementation of said initiative in their district.

1. **Are you familiar with the implementation of this initiative in your district?**

Of 291 teachers who completed the survey, 278 (95.5 percent) indicated that they were familiar with the implementation of the ESS program in their district. Of the 13 who indicated that they were not familiar, 3 were at the elementary level, 5 were at the middle school, and 4 were at the high school level. This high percentage of familiarity with the program most likely indicates that the program's features have been well articulated among staff in the 17 districts.

	Yes	*No*
Teachers	95.5%	4.5%
Administrators	100%	0.0%

Also, a total of 83 school administrators responded to the survey. These were grouped into two categories, elementary and middle/high school. All 83 administrators indicated they were familiar with the program's implementation.

The ESS survey was then followed by five statements (numbered 2-6) whereby participants were asked to mark one of five responses ranging from 1= "strongly disagree" to 5= "strongly agree." The following includes the ESS survey and resulting responses:

2. **The ESS program has made a positive impact on student performance in my classroom.**

Response	All	EL	MS	HS
Strongly Disagree	2.7%	2.1%	3.9%	2.2%
Disagree	13.4%	11.6%	13.7%	22.2%
Neutral	16.2%	13.8%	23.5%	15.6%
Agree	46.0%	50.8%	37.3%	37.8%
Strongly Agree	17.2%	20.1%	11.8%	13.3%
Blank	4.5%	1.6%	9.8%	8.9%
Total Response	291	189	51	45
Mean	3.64	3.76	3.43	3.41

Overall survey results to the statement were somewhat surprising in that teachers did not perceive the program more positively vis-à-vis its impact on student performance. Almost one-third (32.3 percent) felt neutral about the statement or indicated disagreement. The majority (63.2 percent), however, indicated agreement with the statement. When the data is disaggregated to the three levels, the elementary level is more positive, indicating about 71 percent agreement with the statement, while only 49 percent of middle school teachers and 51 percent of high school teachers agree. Participation in ESS programs at the middle and high school levels has been less than desirable, although data from state assessments indicate these are the levels in most need of assistance.

Administrators were positive regarding statement number 2 with a mean agreement rating of 3.8 on a 5-point scale. Elementary administrators were more positive about ESS's impact on student performance than were middle/high school administrators.

3. **The most capable teachers are staffing the ESS program.**

Response	All	EL	MS	HS
Strongly Disagree	3.1%	1.6%	3.9%	6.7%
Disagree	12.0%	12.2%	11.8%	8.9%
Neutral	22.0%	20.1%	29.4%	22.2%
Agree	43.6%	46.0%	35.3%	46.7%
Strongly agree	14.8%	18.5%	9.8%	6.7%
Blank	4.5%	1.6%	9.8%	8.9%
Total Response	291	189	51	45
Mean	3.58	3.69	3.39	3.41

Results from teachers regarding statement number 3 indicated that 37.1 percent were neutral or disagreed, while 58.4 percent agreed. Disaggregation indicated 45.1 percent were neutral or disagreed at the middle school level. This could be viewed as somewhat alarming when this high percentage do not believe the best teachers are teaching ESS. However, the lack of available teachers may explain this since teachers are

not required to participate in ESS instruction and schools/SBDM councils may be left with a limited pool of volunteers.

Administrators agreed the most capable teachers were staffing the program with a mean rating of 3.57 on the five-point scale. Again, elementary teachers more often agreed with a 3.79 mean while middle/high schoolteachers agreed at a 3.27 mean rating.

4. The most needy students are receiving assistance in ESS.

Results from all levels on statement number 4 indicated similar perceptions of about one-third neutral or disagreeing with the exception of the high school respondents, where 53.4 percent felt neutral or disagreed that the most needy students were receiving the service. This complicates a problem already existing at the high school level where low participation may be exacerbated by some participants attending who are not the most needy. As efforts to improve student accountability proceed and are instituted, this problem (or perception) may be less prominent.

Response	All	EL	MS/HS
Strongly Disagree	1.2%	0.0%	3.0%
Disagree	15.7%	8.5%	27.3%
Neutral	13.3%	12.8%	12.1%
Agree	50.6%	46.8%	54.5%
Strongly Agree	19.3%	31.9%	3.0%
Blank	0.0%	0.0%	0.0%
Total Response	83	47	33
Mean	3.71	3.79	3.27

5. The lack of transportation prevents many needy students from participating.

This item was perceived by the majority as a false statement. Overall, 63.9 percent were neutral or disagreed with the statement, which might dispel the claim that needy students are not being served due to the lack of transportation being available. However, when disaggregated, 35 percent of elementary teacher respondents did agree with the statement. This is not surprising since many districts are struggling with the high percentage of total budget being consumed by transportation, especially in large land area counties or districts. Another factor that may explain the higher agreement among elementary teachers is these are students who are too young to arrange for their own transportation.

Response	All	EL	MS	HS
Strongly Disagree	27.8%	29.6%	23.5%	26.7%
Disagree	28.9%	28.0%	31.4%	31.1%
Neutral	7.2%	4.8%	9.8%	13.3%
Agree	15.5%	16.9%	9.8%	15.6%
Strongly Agree	16.2%	19.0%	15.7%	4.4%
Blank	4.5%	1.6%	9.8%	8.9%
Total Response	291	189	51	45
Mean	2.62	2.67	2.59	2.34

Administrators at all levels also disagreed that the lack of transportation prevented the most needy students from attending.

6. The ESS program is properly administered in this building.

The final ESS survey statement yielded a 76.9 percent agreement across all levels, indicating that over three-quarters of teacher respondents believed the program was operating according to guidelines.

Response	All	EL	MS	HS
Strongly Disagree	2.7%	2.6%	2.0%	2.2%
Disagree	6.5%	7.9%	2.0%	6.7%
Neutral	9.3%	7.4%	11.8%	13.3%
Agree	49.1%	49.7%	45.1%	51.1%
Strongly Agree	27.8%	30.7%	29.4%	17.8%
Blank	4.5%	1.6%	9.8%	8.9%
Total Response	291	189	51	45
Mean	3.97	3.99	4.09	3.83

Administrators agreed the ESS program was properly administered in their building with a 4.16 rating on the 5-point scale.

In summary, the survey suggests most teachers and administrators felt the ESS program is effective in improving student performance. However, responses by teachers at the middle and high school level are somewhat less enthusiastic. If indeed the program is not yielding improved student performance at the middle and high school levels as in the elementary level, the Kentucky Department of Education (KDE) should make it a top priority to study and evaluate the reasons.

District Monitoring.

The OEA monitoring staff visited 17 districts during the 1998-99 school year and collected ESS program information from those districts. Among data collected were the number of students served in the previous year and total grant amount from which cost per pupil served was calculated.

District	ESS Grant $ 1997-98	Students Served 1997-98	Cost per Pupil
1	134,170.00	620	216.40
2	136,374.00	780	174.84
3	42,617.00	156	273.19
4	298,469.00	1740	171.53
5	26,923.00	212	127.00
6	29,944.00	141	212.37
7	114,579.00	361	317.39
8	655,883.00	3050	215.04
9	223,151.00	1206	185.03
10	116,098.00	720	161.25
11	156,574.00	556	281.61
12	154,889.00	893	173.45
13	88,628.00	481	184.26
14	94,819.00	239	396.73
15	18,720.00	130	144.00
16	228,142.00	644	354.26
17	114,933.00	372	308.96

The range in cost per pupil goes from $127 in district 5 to 396.73 in district 14. The average cost per pupil in the 17 districts is $229. The extremes could represent program intensity as many districts try to serve all eligible pupils in before- and after-school programs as well as summer, while other districts concentrate on depth of programming, serving fewer students. Since districts do not receive evaluation data back from KDE until the following year, districts may need to become more cognizant of program effectiveness at various intervals throughout the year, using classroom grades as the basis for evaluation. Since this is a categorical program, OEA believes that districts should continue to have latitude to utilize these funds to best meet the needs of low-performing students.

Recommendations.

1. The Kentucky Board of Education should reconsider its position on the KDE Staff Note, **"Student Motivation and Opportunity to Learn,"** presented at the August Board meeting. Although quite ambitious, this paper clearly outlined a course of action to improve student accountability at all levels through checklists provided by teachers as to students' demonstrated level of proficiency in each content area. When and if students were not performing at a level consistent with proficient work on the CATS assessment at the end of the nine-week grading period, they would be required to participate in remedial work after the regular school day to catch up. ESS could be a good choice as the vehicle to provide students the extra time to catch up and perform on par with the expected outcomes outlined in the Kentucky Core Content and Program of Studies.

2. Local districts should be more self-accountable in documenting and recording results per ESS dollars expended. The current system of forwarding student level data to KDE after the fact for reporting back the following year does not yield timely enough information to make needed program changes. Local school administrators, including ESS coordinators and building level principals, in concert with school councils should take a hard look at what is being accomplished in after-school programs and make needed changes. Schools will need to shoulder much of the responsibility on their own in order to be successful in CATS long-term accountability. Such accountability, however, must not sacrifice flexibility. Schools must be allowed to develop programs specific to their needs.

OVERVIEW.

The family resource and youth services centers (FRYSC) initiative of the Kentucky Education Reform Act is one of the more innovative components. The intent of the legislation codified in KRS 156.497 is "to provide services which will enhance students' abilities to succeed in school." Given Kentucky's changing demographic landscape with the percentage of free-lunch pupils growing from 36.6 percent in 1989-90 to 45.1 percent in 1997-98 (8.5 percent increase), the challenge for school districts to level the playing field with compensating services to needy students is becoming increasingly difficult. The SEEK program has been successful in narrowing the funding gap between wealthy and poor districts; however, the catalyst agency in narrowing the health and social service needs referral and delivery has been the FRYSC program.

As of July 1, 1999, the FRYSC Branch of the Cabinet for Families and Children (CFC) has contracted with 164 school districts to provide 638 centers that serve 1,010 schools. Based on information received from local districts during the FY 2000 application process, there are 124 eligible unfunded schools. While it is difficult to project the exact cost of funding for these new centers, the best estimate is that it will require an additional $4.5 million to fully implement the FRYSC initiative. Statewide, there are an estimated 145 schools that do not qualify, having fewer than 20 percent of its student population at the free school lunch level.

As a result of year-end surplus funds in the FRYSC budget, there have been eight or nine schools funded in January of each year, reducing the number of eligible unfunded schools.

FRYSCs have continued to serve as an important adjunct to the instructional program (later described in this section) with strong support from both teachers and administrators as indicated on the Office of Education Accountability (OEA) school survey. CFC has made its funding request through the Kentucky Department of Education (KDE) and plans to request funding for full implementation of this program in the 2001-2002 biennial budget presented in the 2000 Regular Session.

FRYSC program funding for FY 1999 totalled $40,702,900, which is channeled through KDE. KDE retains about $75,000 to provide liaison services. Centers are then funded via grants ranging from $30,000 (up from $11,000 last year) to $90,000 awarded on a competitive basis. The centers are typically located in or near participating schools, and operate as a referral center to the health and social services that exist in a community.

House Bill 145, passed in the 1996 Regular Session, shifted governance of the program from the Interagency Task Force to the CFC's Office of the Secretary. The plan last year was to develop an advisory council associated with the Kentucky Council on Human Services Collaboration to oversee and advise FRYSC; however, recent events have put that plan on hold. If the council is dissolved as a result of recent events, the secretary plans to develop an advisory council to oversee and advise FRYSC.

Administratively, CFC has operated the program with prudence at or near 3 percent overhead. One new regional liaison has been hired to provide more equity and manageability.

Current Status.

Per pupil funding has been stable since 1990 at $200 per free-lunch student in the schools served by centers. There is a strong perception from district and center level staff that the per pupil amount needs to be adjusted upward to offset inflation and other normal budgetary increases. There has also been considerable discussion as to the need for some allowance for children on reduced lunch status. However, most do feel that it is more important to first fund all eligible schools with a center.

Although each center is expected to operate within the core components identified in the statute, implicit in the legislation and the philosophy of CFC is the latitude allowed each center to serve its own unique student body with optional components. Core services for a family resource center as mandated by KRS 156.497 include:

- Assistance with full-time preschool childcare for children ages 2 and 3.
- Assistance with after-school childcare for children ages 4 through 12.
- Health and education services for new and expectant parents.
- Education to enhance parenting skills, including education for preschool parents together with their children.
- Support and training for child daycare providers.
- Health services or referral to health services.

Youth service centers are required to provide the following basic core components:

- Health services or referral to health services.
- Referrals to social services.
- Employment counseling, training, and placement for youth.
- Summer and part-time job development for youth.
- Substance abuse services or referral to substance abuse services.
- Family crisis and mental health services or referral to mental health services.

Centers are permitted to develop programming through optional components to meet the needs of their particular clientele. The following are examples of optional services for a family resource center that serves elementary students up to age 12:

- Recreation programs.
- Assessing child and family needs such as housing, social services, and financial management.
- Information clearinghouses, as well as other services deemed necessary for family maintenance.

These optional components for a youth service center serving middle and high school students would tend to focus on the needs of adolescence and adulthood:

- Peer tutoring or mediation.
- Paving the way for students to access school officials regarding discipline and behavior problems.
- Developing job banks and volunteer or recreation programs.

District Monitoring.

As a part of OEA's school district monitoring efforts, staff conducted interviews with district coordinators and visited centers to observe and discuss center operations. Overall, in the most recent school year, staff observed a much tighter focus among center operations toward alignment with improved student academic performance (see survey results below). Although no two centers are the same anywhere, the varied configurations and facilities make for a unique blend of individual service delivery according to local need. This year FRYSC staff were unilaterally involved in consolidated planning efforts which raised

the awareness for school staff across all levels as to what FRYSCs were about. Most all consolidated plans reviewed by OEA included references to FRYSCs and clearly articulated their role in school improvement efforts. OEA staff visited 55 centers in 14 districts; 3 districts did not currently have centers.

Only 2 of the 14 district coordinators did not cite the program as beneficial in improving academic performance and one of those had just started recently. Many different methods of demonstrating improved academic performance were recorded but the most recurring were CATS scores, CTBS scores, and student grades. Non-academic indicators recorded as improving were attendance, self-esteem, promotion, and dropout prevention.

Most impressive were accounts of coordinators providing parent training on the new findings of early brain research. One coordinator was preparing to travel to Yale University to present work done with parents on early brain research at a national conference.

As OEA staff visited various schools with and without FRYSCs, they randomly distributed survey forms in each school to at least five teachers and one administrator. A total of 291 teachers and 47 administrators were a part of this survey. The purpose of this was to obtain an objective view of the various education reform initiatives. Participants were offered anonymity to further assure objectivity. The FRYSC section contained five statements for respondents to rate.

1. **Are you familiar with the implementation of FRYSCs in your district?**

	Teachers	Administrators
Yes	80.4%	80.7%
No	19.6%	16.9%
Blank	0.0%	2.4%

From these data it can be assumed that most teachers and administrators are familiar with FRYSCs implementation. Since three districts had not yet received funding for a center, the percentage of "no" responses is not surprising. When the data are disaggregated to the various levels, the elementary group of both teachers and administrators indicates more familiarity with the program. Some examples of unsolicited comments from the teacher group are as follows:

- FRYSC - best thing to come out of KERA.
- Our family resource center has made a huge impact on our school. I feel it has helped to involve many families in a positive way with our school.
- Our center does fairly well, but one center in the county is not enough. Our distance from the center is another factor. The personnel do the best they can with what they have, but once again they are too far away and have too many families to serve to do it properly.
- FRYSC - wonderful program - continue funding. This has been the most beneficial program for my classroom! Truly reducing barriers.

2. **FRYSCs are removing barriers to learning.** Respondents rated items 2-5 on the following scale: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree.

	Teachers	Administrators
Strongly Disagree	.3%	0%
Disagree	6.5%	1.2%
Neutral	18.9%	12.0%
Agree	44.0%	43.4%
Strongly Agree	10.0%	24.1%

Mean rating by administrators was 4.12 on a possible 5-point scale. Teachers overall gave the statement a mean rating of 3.71. This item gives a strong boost to the FRYSC program as going a long way in achieving its original goal of removing barriers to learning.

3. **FRYSC staff members are available to discuss student performance.**

	TEACHERS	ADMINISTRATORS
Strongly Disagree	1.0%	1.2%
Disagree	5.5%	2.4%
Neutral	14.1%	9.6%
Agree	43.3%	43.4%
Strongly Agree	15.8%	24.1%

The majority of both teachers and administrators agreed that FRYSC staff are available to discuss student performance. This connects the desired link in communication between center and school with student performance at the center of the discussion. The inclusion of FRYSC staff in consolidated planning has obviously contributed to this linkage as they are referenced in many action components of the school plans.

4. **FRYSC staff are ready and available to make home visits.**

	TEACHERS	ADMINISTRATORS
Strongly Disagree	0.0%	1.2%
Disagree	1.7%	3.6%
Neutral	10.3%	2.4%
Agree	43.6%	37.3%
Strongly Agree	24.1%	36.1%

Both administrators and teachers overwhelmingly agree that staff are available to make home visits. This is evidence of another important linkage between home and school. It is also important to note evidence of communication that is occurring between teachers, administrators, and FRYSC coordinators.

5. **FRYSC staff members collaborate with those from other programs to the extent possible.**

	TEACHERS	ADMINISTRATORS
Strongly Disagree	0.0%	1.2%
Disagree	3.4%	2.4%
Neutral	11.0%	3.6%
Agree	45.7%	41.0%
Strongly Agree	19.6%	32.5%

Again, the majority of respondents agree that FRYSC staff are working with staff from other KERA initiatives to maximize services to students and families. This is an important finding that validates the systemic nature of the standards-based reform initiative whereby the premise of various programs working together should contribute to yielding the desired results.

After some bumpy early years in the implementation of this program, there exists strong evidence from the 17 districts' field and opinion surveys that this program has evolved into an effective contributor to student success.

RECOMMENDATIONS.

1. Based on evidence collected over the past several years as to the effectiveness of FRYSCs and their pervasive popularity among all stakeholders, OEA believes it is prudent to recommend that the General Assembly fully fund centers to serve the remaining eligible schools, as well as continuation of existing programs.

2. OEA recommends that FRYSCs remain an active participant in school consolidated planning and be accountable for results and outcomes stipulated in the various components. FRYSCs should be evaluated in the context of whole school reform and the success or failure of the schools it serves.

3. The Secretary of the Cabinet for Families and Children should establish a governance entity made up of policymakers, practitioners, and other third-party agents to ensure that the program remains on track and is being accountable for its intended outcomes, yet allowing for the flexibility necessary for the success of this program.

OVERVIEW.

An important principle enumerated in the comprehensive Kentucky Educational Reform Act of 1990 was that schools that were not meeting their educational goals as measured by the statewide assessment and accountability system would be eligible for outside assistance. A program to render this assistance was created and entitled the Distinguished Educator Program. Distinguished educators (DEs) were to provide assistance and were also to evaluate the schools, their programs and personnel, and make recommendations for change. With the passage of House Bill 53 in the 1998 Regular Session (legislation that mandated a new assessment and accountability system), the role and the name of the program was changed to the Highly Skilled Educator Program. The highly skilled educators (HSE) were to provide assistance in improving the academic programs of deficient schools. Their role in evaluation was diminished.

CURRENT STATUS.

A major criticism of the program as it was implemented prior to House Bill 53 was that the personnel were assigned to high-performing schools that had slipped on the assessment. Another concern was that the DEs were spread too thin and might not be as effective because of this fact. The Kentucky Board of Education asked the Kentucky Department of Education (KDE) to adjust the program to emphasize improvement in academic programs and to concentrate their efforts on the lowest performing schools. The program was adjusted to meet these goals, and the 70 HSEs were assigned to those schools. In order to prepare the HSEs, their training sessions cover the following topics: understanding and improving classroom instruction; motivating students; reading in the content areas; making change happen; principles of learning; effective writing programs; brain research and open response exercises; consolidated planning; and alignment of Core Content and Program of Studies. To reinforce the efforts of the HSEs, the role of the regional service centers was changed to include special attention to the low-performing schools that were not served by HSEs.

In order to demonstrate the breadth of experience of the persons in the program, a listing of the positions from which the July 1999 class was drawn is shown below:

Superintendent	1
Central Office Staff	5
Principal	3
Assistant Principal	2
Counselor	1
Resource Teacher	6
Teacher	11
University Instructor	1

Three of the new HSEs, one central office staff person, and two resource teachers have been associated with the Appalachian Rural Systemic Initiative, a program designed to focus on mathematics and science. The geographic distribution of the new HSEs ranges from Graves County in the west to Ashland Independent District in the east and from McCreary County in the south to Jefferson County and Lewis County in the north. Roughly 10 percent of the HSEs are persons from a minority background.

It is too early in the change in focus from the Distinguished Educator Program to the Highly Skilled Educator Program to determine its effectiveness to a high level of surety. Prior studies by KDE had found that schools to which DEs had been assigned were able

to move out of the crisis category in which their KIRIS test scores had placed them. HSEs are to concentrate their efforts on improving teaching and learning, and some time may need to pass before their impact can be known.

There is, however, some preliminary evidence. KDE recently released the CTB-5 scores for the students who took this test as part of the Commonwealth Accountability Testing System (CATS) in the spring of 1999. The CTB-5 is a national, standardized, norm-referenced test and is administered to P4 (3rd), 6th, and 9th grade students in CATS. Scores are reported for reading, language arts, mathematics, and "total battery" on the CTB-5. The Office of Education Accountability (OEA) conducted an analysis of the change in percentile ranks for the "total battery" scores in the three grades that were tested in schools that were assigned HSEs. Several of the schools were P-6 schools so two grade levels were tested in these schools. In total, there were 79 school-by-grade level units in the analysis. The results are presented below.

The majority of the units increased their mean percentile rank on the CTB-5 over what they had done in the spring of 1998. (Percentile rank is a measure of position among a set of test-takers (e.g., a score value at the 20th percentile means that 20 percent of the persons who took the test performed below that score). This is especially true for the P4, or 3rd grade, class units. Out of 40 units, mean scores increased in 27 (67.5 percent). The results are mixed for the 6th grade - the first year of middle school in most cases – 13 class units (39.4 percent) increased, 15 units (45.5 percent) decreased, and 5 units (15.2 percent) remained the same. The results for the 9th grade, typically the first year of high school, are inconclusive because of the few cases involved, but the overall results give some indication of a positive effect. Mean percentile ranks were increased in 44 units (55.7 percent), decreased in 27 units (34.2 percent), and 8 units (10.1 percent) showed no change.

Grade	Increase	Decrease	No Change	Total Grades
P4	27	11	2	40
	67.5%	27.5%	5.0%	
6	13	15	5	33
	39.4%	45.5%	15.2%	
9	4	1	1	6
	66.7%	16.7%	16.7%	
All	44	27	8	79
	55.7%	34.2%	10.1%	

The principal role of the HSEs, to improve teaching and learning, is aimed at the learning skills that are measured by the Kentucky Core Content Test, the other component of CATS. A similar preliminary analysis of Kentucky Core Content Test scores will be undertaken when those scores become available.

The general perception is that schools to whom HSEs were assigned are happy to have the outside assistance. Part of this may come from the fact that the program is voluntary at this time. Part may come from the reduced role of HSEs in evaluation of schools and staff and in management of the schools. It would seem, however, that the program has gained acceptance and that schools welcome the help.

Recommendations.

1. Some provision needs to be made either in statute, regulation, or general agreement that spells out in detail both the school district's and the prospective HSE's rights and responsibilities regarding the return to the individual's position.

2. Plans must be made to enable KDE to develop a schedule in which only half of the HSEs turn over each year. In addition, the strict adherence to a

two-year tenure should be reviewed to accommodate individuals whose career directions have changed since their appointment.

3. KDE should review the structure of support for schools and districts needing assistance to ensure that inappropriate duplication and lack of service do not occur. The idea of having all entities that provide this type of service report to the same deputy commissioner should be pursued.

OVERVIEW.

The Minority Educator Recruitment and Retention Division (MERR) was moved from the Office of Teacher Education and Certification to the Office of Learning Support Services in a Kentucky Department of Education (KDE) reorganization in 1998-99. One of the functions of this office is to oversee grant and scholarship funds provided by the Kentucky General Assembly to assist minority students in pursuing a teaching certificate.

In fulfilling this role, MERR provided scholarship money to all eight state institutions and two community colleges in 1998-99 totaling $667,223.50. In addition to this, they provided employment incentive funds to Jefferson County, Fayette County, and Paducah Independent Schools totaling $39,000. The six regional universities received grants totaling $161,637 for Teacher Bridge Programs for students indicating interest in the teaching profession. Summer institutes were provided for middle and high school students to promote "grow-your-own" teachers in school districts. These programs were conducted at Kentucky State University, Murray State University, and Northern Kentucky University, as well as in the Christian County Schools. The programs were allocated $59,848.

Jefferson County Schools were funded $60,000 to provide grants to degreed persons to return to school to seek a teaching certificate. Jefferson County Schools also received a $15,000 grant to help non-degreed personnel working in the district to go to school to pursue a teaching certificate.

KDE, in collaboration with the Kentucky Alliance of Black School Educators and Western Kentucky University, implemented a pilot program to improve the quality of education for Kentucky's school children. This program offers a training program for prospective minority principals and administrators leading to full certification. The first cadre of 15 participants completed their course requirement on June 30, 1999. In addition to those students enrolled in the Principal Preparation Program, there are five students enrolled in a Superintendent Preparation Program. These two programs had grants totaling $121,119.

The A Team, a "grow-your-own" approach to addressing the shortage of minority teachers, is aimed at creating interest among middle and high school minority youth in the teaching profession. The program was developed as a club activity or an exploratory course for nine weeks. This program was piloted in four districts (Christian County, Frankfort Independent, Jefferson County, and Warren County). These programs were funded with grants totaling $52,000. Next year, at least four additional districts are scheduled to be added to this program.

Jefferson County Schools received a $23,000 grant for its Escorts to Success Program. This program is designed for at-risk students and targeted students in two housing projects. Most of the participants were attending an alternative education center.

A review of data collected by MERR indicates that there were 1,722 (4.2 percent) minority teachers in Kentucky in 1989-90 and that there were 1,862 (4.1 percent) minority teachers in 1997-98. This represents an increase of 90 persons, but a decline of .1 percent of the total teaching population. Districts hired 465 minority teachers (12.8 percent) for vacant positions in 1996-97 and 394 minority teachers

(8.8 percent) for vacant positions in 1997-98. These data indicate that a review of retention rates of minority teachers should be undertaken. With the slip in the percent of teachers hired and in the total number of minority teachers statewide, this review should provide data pertaining to the issue of retention. These data should provide answers as to the loss of teachers through retirements, leaving education altogether, or leaving for teaching positions in other states.

In the 17 school districts visited by the Office of Education Accountability staff in 1998-99, 5 districts have no minority teachers and 6 have no minority administrators.

RECOMMENDATIONS.

MERR should provide training to all districts in teacher recruitment and retention. Districts need training to help them seek, hire, and retain quality teachers from diverse backgrounds. Such training will help to address the problems identified above.

OVERVIEW.

In July 1998 the Kentucky Board of Education (KBE) received the Kentucky Department of Education's (KDE) Equity Plan. The Multicultural Opportunities Branch was assigned to the Division of Curriculum and Instruction. Staffing provided for this strand included a branch manager, consultant, and secretary. In a March 1999 reorganization at KDE, the newly-formed Equity Division was assigned to KDE's Management Support Services Bureau. This branch is currently staffed with a division director, five consultants, and one secretary. This branch with equity partners (i.e., Kentucky School Boards Association, Kentucky High School Athletic Association, Southeast Equity Center) is responsible for the implementation of this two-year initiative.

In the first year of this plan, the branch has worked on five objectives. They are:

A. By June 30, 1999, provide 1,000 educators statewide professional development experiences and technical assistance materials that increase the capacity to incorporate equity and culturally relevant strategies into local delivery systems.

B. By June 30, 1999, in cooperation with other educational partners (i.e. South East Equity Center, Kentucky School Boards Association), provide multiple training activities to 176 school districts to connect learner goals, academic expectations, curriculum and district implementation plans to multicultural education strategies.

C. By June 30, 1999, in cooperation with other educational partners (i.e. Lincoln Foundation, Kentucky High School Athletic Association, Council on Post-Secondary Education), provide technical assistance in the training of gender equity, parent and student cadres in multicultural education and equity awareness.

D. By June 30, 1998, conduct a pilot study on the Education Equity Instrument and Equity Guideline and sample districts.

E. By June 30, 1999, provide technical assistance for the Equitable Schools sites and other sites exploring professional development and instructional strategies activities on research-based instructional practices within schools and districts.

Under Objective A, the division has provided training in awareness activities to approximately 2,000 persons. They have provided technical assistance to 42 districts working with equity and culturally relevant materials. They, with their equity partners, provided a conference on sports/Title IX issues to 500 persons.

For Objective B, training was provided to 2,000 persons for implementation and orientation workshops. They had 800 attendees at their statewide conference and 700 at regional institutes.

For Objective C, they provided mini-grants to 23 districts. They provided technical assistance visits to 63 districts on equity issues and 6 sexual harassment training sessions. All 176 districts received multicultural materials and 19 received parent awareness information.

For Objective D, 800 educators participated in district sampling on the multicultural equity and 150 educators participated in district sampling on anti-racist education. In addition, 5 districts participated in the anti-racism baseline and 8 districts received technical assistance in developing plans based on these samplings.

In Objective E, 20 schools and 18 districts received funding for instructional strategies, while 15 schools and 18 districts received funding for professional development models.

In addition to these specific items, the division provided a newsletter to all school districts, plus opportunities for middle school teachers to attend

summer workshops on tolerance curriculum. Also, KDE has laid out a broad and ambitious plan to address equity standards. Many of the action items are listed below with their current status.

COMMUNICATION

1. By August 1, 1998, KBE and KDE will have communicated their position on education equity and the Kentucky Plan on Education Equity to local school districts, boards of education, and to school-based decision making councils. *A memo has been sent to all districts asking that they highlight equity and diversity.*

2. By January 30, 1999, each KDE division will have developed milestones for achieving equity consistent with its role and function within the department. *This has not been completed.*

3. By January 30, 1999, ensure the publications of articles on issues relating to education equity for the Kentucky education community. *This is ongoing – a KDE Communication Strategy team has been developed.*

4. By February 28, 1999, develop and disseminate a brochure on education equity that articulates the KBE and KDE philosophy and position. *This objective is in progress – brochures set for release mid-September 1999.*

5. By March 30, 1999, establish a resource center of information and materials on education equity for distribution to local school districts. *This objective is in progress – resource brochure is currently being updated and will be available to districts by November 1, 1999.*

COMMUNITY INVOLVEMENT

1. By October 1, 1998, expand the Education Equity Task Force to ensure the participation of persons representing the diversity of Kentucky's population including parents, students, educators, business leaders, and professional education partners. *This has not been completed.*

2. By December 1, 1998, develop regional equity community liaisons to serve as contact persons regarding issues of education equity. *This objective is in progress.*

CONSOLIDATED DATA COLLECTION AND ANALYSIS

1. By October 1, 1998, initiate training on the use of the Education Equity Data Collection and Analysis Instrument and Equity CD-ROM consistent with the education equity standards. *This objective is in progress – development of CD will continue in the fall of 1999.*

2. By June 30, 1999, develop a consolidated data collection system. *This is in progress.*

CURRICULUM AND INSTRUCTION

1. By June 30, 1999, submission of an addendum to the district consolidated planning process that includes professional development training in the areas of cultural diversity, equity, and multicultural education for all educators, administrators, school councils, and school board members. *This is ongoing – materials have been sent to districts.*

2. By June 30, 1999, develop an educator training program that provides professional development and technical assistance in promoting equity and culturally relevant curriculum strategies for the local delivery system. *Ongoing – in the fall of 1999 districts will have access to equity guide and instrument.*

3. By June 30, 1999, determine the number of classrooms and school sites utilizing research-based instructional practices that are culturally relevant. *This objective has not been completed.*

4. By June 30, 1999, establish and maintain a network of district level Title IX coordinators. *This has been completed.*

5. By January 13, 1999, increase by 10 percent the number of print and electronic resources available through the Multicultural Resource Center. *In progress – resource center guide is being updated and will be ready in November 1999.*

DISTRICT MONITORING.

Based on the KDE Equity Plan, the Office of Education Accountability (OEA) staff prepared a brief questionnaire to collect data from our monitoring visits to 17 school districts during the 1998-99 school year.

In the visits, we found that 15 had their equity plan embedded in their consolidated plan, with 2 districts having a separate plan. Of the community members involved in the needs assessment for the development of the district consolidated plan, 14 reported that their committee membership reflected the racial diversity of their community. All districts visited had board policies on harassment (gender and racial) and discrimination. Only one district had recommended persons for the KDE Minority Administrator Leadership Institute. All districts reported some type of monitoring of referrals to alternative schools, suspensions, and expulsions. However, only three had formal procedures in place. Four of the districts visited had English as a second language (ESL) class. Others provided tutors, used technology, and other means to meet the needs of their non-English speaking students.

OEA staff prepared a questionnaire on the strands of KERA which we gave to a random sample of five teachers and one administrator in each school that we visited. Below is the data collected:

1. **Are you familiar with the implementation of this initiative in your district?**

	Yes	No
Teachers	58.1%	41.9%
Administrators	77.1%	22.9%

2. **The district multicultural curriculum is widely disseminated.**

Response	All	EL	MS	HS
Strongly Disagree	1.4%	1.1%	0.0%	4.4%
Disagree	9.3%	8.5%	13.7%	6.7%
Neutral	23.4%	27.5%	15.7%	15.6%
Agree	21.0%	21.2%	21.6%	22.2%
Strongly Agree	2.7%	3.2%	3.9%	0.0%
Blank	41.6%	37.6%	45.1%	51.1%
Total Responses By Teachers	291	189	51	45
Mean	3.25	3.28	3.29	3.14

Response	All	EL	MS/HS
Strongly Disagree	1.2%	2.1%	0.0%
Disagree	9.6%	14.9%	3.0%
Neutral	36.1%	38.3%	33.3%
Agree	27.7%	23.4%	30.3%
Strongly Agree	2.4%	4.3%	0.0%
Blank	22.9%	17.0%	33.3%
Total Responses By Administrators	83	47	33
Mean	3.27	3.15	3.41

3. **We use this curriculum in my building.**

Response	All	EL	MS	HS
Strongly Disagree	.3%	0.0%	0.0%	2.2%
Disagree	5.2%	4.8%	9.8%	2.2%
Neutral	14.8%	14.8%	11.8%	17.8%
Agree	33.0%	37.6%	27.5%	22.2%
Strongly Agree	4.8%	4.8%	5.9%	4.4%
Blank	41.6%	37.6%	45.1%	51.1%
Total Responses By Teachers	291	189	51	45
Mean	3.63	3.68	3.54	3.50

Response	All	EL	MS/HS
Strongly Disagree	2.4%	4.3%	0.0%
Disagree	4.8%	4.3%	6.1%
Neutral	28.9%	36.2%	21.2%
Agree	37.3%	31.9%	39.4%
Strongly Agree	3.6%	6.4%	0.0%
Blank	22.9%	17.0%	33.3%
Total Responses By Administrators	83	47	33
Mean	3.45	3.38	3.50

4. **The textbooks, supplementary materials, etc. we use at my school reflect the diversity of society.**

Response	All	EL	MS	HS
Strongly Disagree	.3%	0.0%	0.0%	2.2%
Disagree	2.1%	2.6%	0.0%	2.2%
Neutral	8.9%	9.0%	7.8%	8.9%
Agree	38.8%	41.8%	39.2%	31.1%
Strongly Agree	7.9%	8.5%	7.8%	4.4%
Blank	41.6%	37.6%	45.1%	51.1%
Total Responses By Teachers	291	189	51	43
Mean	3.89	3.91	4.00	3.68

Response	All	EL	MS/HS
Strongly Disagree	0.0%	0.0%	0.0%
Disagree	2.4%	2.1%	3.0%
Neutral	6.0%	8.5%	0.0%
Agree	60.2%	63.8%	57.6%
Strongly Agree	8.4%	8.5%	6.1%
Blank	22.9%	17.0%	33.3%
Total Responses By Administrators	83	47	33
Mean	3.97	3.95	4.00

5. Our school environment is culturally tolerant.

Response	All	EL	MS	HS
Strongly Disagree	.7%	.5%	0.0%	2.2%
Disagree	2.1%	1.6%	2.0%	4.4%
Neutral	4.8%	4.8%	2.0%	8.9%
Agree	37.1%	40.2%	35.3%	26.7%
Strongly Agree	13.4%	14.8%	15.7%	6.7%
Blank	41.6%	37.6%	45.1%	51.1%
Total Responses By Teachers	291	189	51	45
Mean	4.04	4.09	4.18	3.64

Response	All	EL	MS/HS
Strongly Disagree	0.0%	0.0%	0.0%
Disagree	1.2%	0.0%	3.0%
Neutral	3.6%	6.4%	0.0%
Agree	55.4%	57.4%	48.5%
Strongly Agree	16.9%	19.1%	15.2%
Blank	22.9%	17.0%	33.3%
Total Responses By Administrators	83	47	33
Mean	4.14	4.15	4.14

6. Culturally diverse community members are directly involved in our school.

Response	All	EL	MS	HS
Strongly Disagree	2.1%	2.1%	0.0%	4.4%
Disagree	8.2%	8.5%	7.8%	6.7%
Neutral	16.8%	18.5%	21.6%	6.7%
Agree	24.7%	26.5%	17.6%	26.7%
Strongly Agree	6.2%	6.3%	7.8%	4.4%
Blank	41.6%	37.6%	45.1%	51.1%
Total Responses By Teachers	291	189	51	45
Mean	3.43	3.43	3.46	3.41

Response	All	EL	MS/HS
Strongly Disagree	0.0%	0.0%	0.0%
Disagree	7.2%	8.5%	6.1%
Neutral	19.3%	17.0%	18.2%
Agree	37.3%	38.3%	36.4%
Strongly Agree	13.3%	19.1%	6.1%
Blank	22.9%	17.0%	33.3%
Total Responses By Administrators	83	47	33
Mean	3.73	3.82	3.64

7. There is a positive effort to ensure the participation of all students in school activities, programs, and classes.

Response	All	EL	MS	HS
Strongly Disagree	.3%	0.0%	0.0%	2.2%
Disagree	1.4%	1.6%	0.0%	2.2%
Neutral	.3%	.5%	0.0%	0.0%
Agree	31.6%	30.7%	31.4%	35.6%
Strongly Agree	24.4%	29.1%	23.5%	8.9%
Blank	41.6%	37.6%	45.1%	51.1%
Total Responses By Teachers	291	189	51	45
Mean	4.35	4.41	4.43	3.95

Response	All	EL	MS/HS
Strongly Disagree	0.0%	0.0%	0.0%
Disagree	0.0%	0.0%	0.0%
Neutral	6.0%	6.4%	3.0%
Agree	30.1%	29.8%	30.3%
Strongly Agree	41.0%	46.8%	33.3%
Blank	22.9%	17.0%	33.3%
Total Responses By Administrators	83	47	33
Mean	4.45	4.49	4.45

In addition to the OEA monitoring discussed above, the office reviewed and investigated complaints relative to diversity issues. Hiring practices were investigated in two districts where issues were raised about the consideration given to minority applicants for superintendency vacancies. Staff-to-student and student-to-student harassment allegations were investigated in two other districts. OEA is coordinating its efforts with the Equity Division and in one district, as a result of these efforts and the

commitment of the district, systemwide changes have been initiated that should make the schools much more open and inviting to all students. There is continuing concern about the degree to which minority students may be overrepresented in special education programs, and review of this issue is ongoing.

RECOMMENDATIONS.

1. KDE should ensure that all uncompleted components of the Equity Plan are completed.

2. Data collected relevant to the Equity Plan and multicultural education issues should be compiled, disseminated, and discussed.

3. Based on discussions and analysis of the data mentioned in item 2 above, the Equity Plan should be reviewed and revised as necessary.

4. Review the issue of where the division belongs in the KDE alignment. It would appear that this is a curricular issue.

5. Implement programs that allow cultural exchanges across the state. This can facilitate the introduction of minorities to areas that have little or no minority population. It can also provide opportunities to share identified cultures within the state.

6. There appears to be the need to identify and clarify the roles of the Division of Multicultural and the Division of Minority Recruitment and Retention, especially in the area of data collection.

PRESCHOOL PROGRAM

OVERVIEW.

KRS 157.3175 requires school districts to provide a half-day, developmentally appropriate preschool program for four-year-old children who qualify for the free lunch program and three- and four-year-old children with disabilities. Preschool programs are comprehensive early childhood educational delivery systems, providing developmentally appropriate practices to children, integrated services to families, and interdisciplinary and interagency collaboration among organizations serving young children in Kentucky.

During the 1998-99 school year, the preschool program served a total of 19,161 children in the following categories:

• At-risk four-year olds w/no disability	7,310
• Four-year-olds w/disability	5,036
• Three-year-olds w/disability	3,125
• *Others (mostly over-income four-year-olds)*	*2,850*
• Supplemental three-year olds	840
TOTAL	**19,161**

The FY 1999 budget appropriation from the General Assembly for the preschool program totaled $39,972,000, which reflected a 1.8 percent per pupil increase over the previous year. The preschool program has continued to expand with local districts serving an additional 2,850 children in the *Other* category who were not eligible for state preschool, PACE, or Head Start funding. This is a reflection of the state requirement to serve as many other four-year-old children as placements will allow. Funding for these children is derived from general funds, tuition, or other funds such as Title I, corporations, or foundations. Collaboration has continually increased among school districts, Head Start programs, and other public and private providers, maximizing services to children and families. Early in 1999, the Governor established an Early Childhood Task Force and charged the group with the responsibility of drafting a 20-year plan to improve the quality of early childhood education in Kentucky. The report will include recommendations to the 2000 Regular Session of the General Assembly.

The University of Kentucky has been conducting annual evaluations of the preschool program and a longitudinal review of cohorts since the 1990-91 school year. The findings indicate that the Kentucky preschool program has a positive effect on children's development during preschool, their readiness for kindergarten, and their social and academic progress through the 5th grade. These findings can be summarized into three major areas:

1. Children make significant progress across all areas (e.g., social, motor, cognition) when they are in the preschool program.
2. Children who attend the preschool program are rated by their teachers as being as ready for kindergarten as their peers from higher income families.
3. Children continue to do as well in both social and academic skills as their peers through the 5th grade.

In fact, teachers rated preschool participants significantly higher than their peers at the 5th grade. Teachers viewed 5th grade children who had participated in the program as more motivated and more successful in areas of academic performance than children who were not eligible for the preschool program.

District Monitoring.

As part of the Office of Education Accountability's (OEA) monitoring function in the 17 districts visited in 1998-99, the preschool program was reviewed by interviewing district coordinators and visiting preschool classrooms. Interviews with coordinators included completing a questionnaire and collecting various information as to the configuration of service delivery and numbers served. All districts visited served children directly and 13 of the 17 had blended programs serving both Head Start and KERA preschool. The prevailing curriculum models were Hi-Scope with some variations and Creative Curriculum. Dial-R and Lap-D were the most commonly used screening instruments.

Without exception, the most recurring concern about the program was that funding was not available to serve all children whose families desired the service.

OEA staff initiated a new method of data collection in 1998-99 which involved providing surveys randomly to at least five teachers and one administrator in each building, which included four items dealing with the preschool program. Respondents were offered anonymity in an effort to collect objective information to the degree possible.

1. **Are you familiar with the implementation of this initiative in your district?**

	Yes	No
Teachers	54.6%	45.4%
Administrators	61.4%	37.3%

The responses reported above reflect all teachers and administrators from all levels, some of who are at the middle and high school levels who may not be familiar with the program. When disaggregated to the various levels, 91 percent of the elementary group of teachers indicated they were familiar, but only 11.8 percent of middle school teachers indicated familiarity. From the elementary administrators, 93.6 percent indicated knowledge of the preschool program while only 15.2 percent of middle and high school administrators indicated familiarity. From this limited data, it is unfair to generalize that the low rate of familiarity among middle and high school teachers and administrators indicates non-interest, but given the high importance of early childhood educational experiences toward success later in school, a higher rate of familiarity might be desirable.

Respondents were asked to rate statements 2-4 on a scale of 1-5, from strongly disagree to strongly agree.

2. **Students who attend the KERA preschool program show greater school readiness than those who do not.**

	Teachers	Administrators
Strongly Disagree	.7%	0.0%
Disagree	5.8%	6.0%
Neutral	8.2%	14.5%
Agree	32.0%	26.5%
Strongly Agree	7.9%	13.3%
Blank	45.4%	39.8%

When all respondents are grouped together, there is very little disagreement with the statement. When elementary teachers are pulled out, the mean rating of agreement is 3.73 on the 5-point scale, which indicates high agreement with the statement. Elementary administrators indicate a higher agreement with a mean rating of 3.84. This finding adds more credibility to the hypotheses that an early childhood experience in a high quality learning environment contributes to success later in school.

Kindergarten teachers who participated in the University of Kentucky Preschool Evaluation Project

completed questionnaires that addressed children's readiness for kindergarten also. The findings were that children who had participated in the KERA preschool program demonstrated especially strong skills in the following areas: being at ease in school environments; making friends; participating in child-selected activities, creative play, and cooperative play; and joining in activities.

Three groups of children were rated by their teachers: KERA preschool participants, children who were eligible for the program but who did not participate, and children who were not eligible. Children who were eligible but did not participate were rated the lowest among the three groups for kindergarten readiness. In all areas, participants were rated significantly higher than children who were eligible but did not attend. There were few differences in readiness skills between participants and children who were not eligible due to higher family incomes. This is a particularly strong finding in that it indicates that at entry into kindergarten, there is not a significant gap between participants in KERA preschool and children from higher income families.

3. More funding should be available to allow all children to attend the preschool program.

	TEACHERS	ADMINISTRATORS
Strongly Disagree	.7%	0.0%
Disagree	3.4%	2.4%
Neutral	6.5%	8.4%
Agree	22.3%	21.7%
Strongly Agree	21.6%	27.7%
Blank	45.4%	39.8%

Very little disagreement to this statement was noted. Most people interviewed indicated that this is the item of most concern. Many believe that there are numerous children who would benefit greatly from the program, but don't qualify due to the income eligibility requirement and that the single definition of free-lunch eligibility is not sufficient in determining who is at risk. The funding available for the FY 2000 school year represents an increase of about $5 million over last year as appropriated in the 1998 Regular Session:

$44,695,128	Total tentative awards based on last year enrollment.
-1,592,877	1998-99 negative adjustment for declining enrollment.
$43,102,251	Total tentative to be disbursed.
+1,632,149	Available for growth pending 12-1-99 child count.
$44,734,400	**Total Local Grant Allotment to be disbursed.**

4. Students who attended the preschool program outperform their counterparts later in school.

	TEACHERS	ADMINISTRATORS
Strongly Disagree	1.7%	1.2%
Disagree	16.5%	9.6%
Neutral	18.9%	33.7%
Agree	16.2%	13.3%
Strongly Agree	1.4%	2.4%
Blank	45.4%	39.8%

Many respondents are neutral on this statement which is somewhat surprising. The survey data was collected in such a way that allowed responses from elementary, middle, and high schools to be reported separate. When disaggregated to the elementary level, 26.4 percent teachers disagreed, while only 22.8 percent agreed. This is somewhat consistent with the UK Report that found participants were performing at about the same level with children who were not eligible due to higher family income.

RECOMMENDATIONS.

1. Given the existing evidence indicating that participation in KERA's Early Childhood Program contributes to success later in school, OEA recommends that the General Assembly consider

funding the preschool program at the current level, plus a percentage increase commensurate with the SEEK per pupil increase appropriated in the next biennium.

2. OEA also recommends that KDE continue the strong interface with the Governor's Early Childhood Initiative and insist that the school be the center of as many activities as possible in the rollout of the upcoming 20-year plan.

OVERVIEW.

The passage of KERA in 1990 transformed the delivery of education in the early years in Kentucky to what is known as the primary program. KRS 156.160 required schools to implement seven critical attributes, including multi-age/multi-ability grouping, developmentally appropriate practices, continuous progress, qualitative reporting, professional teamwork, and positive parent involvement. Schools were allowed three years to phase in the attributes, but by the fourth year were required to have fully implemented all attributes. This proved to be an ambitious goal as the training and professional development required to totally transform primary education was very labor intensive. Many became discontented with the requirement of multi-age grouping and the misunderstanding of kindergarten inclusion. Beginning with the 1994 Regular Session, an effort was made through House Bill 187 to clarify the multi-age grouping requirement and allow flexibility for school councils to determine, based on student need, the level of multi-age grouping. In 1996, budget language was included to further clarify multi-age grouping. In the 1998 Regular Session, House Bill 484 codified into statute budget language (enacted in the 1996 Regular Session) clarifying guidelines for schools in the operation of the primary program including kindergarten. This legislation kept intact the seven critical attributes originally enacted but allowed school councils some latitude in the organization of their primary program, including the extent to which multi-age grouping is necessary to meet individual student needs. The bill allows some grouping flexibility for kindergarten or first-year primary students who attend part-time and allows grouping which is deemed "developmentally appropriate" for beginning students, as opposed to full-time multi-age grouping. In reaction to concerns that retention is on the increase, the bill requires school districts to collect data on the number of students who take five years to complete primary school and requires data to be reported in the Annual Performance Report.

Also in the 1998 Regular Session, the Early Reading Incentive Grant Program was initiated by the Kentucky General Assembly. The program supports competitive grants to schools to help teachers improve instruction for primary age students by implementing *"reliable, replicable research-based models of reading instruction."* The statute requires matching funds from the school council and provides oversight for the grant program through an Early Reading Incentive Grant Steering Committee appointed by the Governor. A total of $4.1 million (less 2.8 percent administrative cost) has been awarded through 60 projects serving 5,174 students in 83 schools. Funding was awarded during the biennium in two rounds for periods to run 27 months.

TOTAL	FY 99 (STARTED May 15, 1999)	FY 00 (STARTED July 15, 1999)
60 projects	36 projects	24 projects
8,024 qualified students	3,659 qualified students	4,365 qualified students
5,174 students served	2,811 students served	2,363 students served
12,780 other students to benefit	6,301 other students to benefit	6,479 other students to benefit
83 schools including KSD	42 schools	41 schools including KSD
$3,986,040	$2,240,782	$1,745,258
($4.1 million less 2.8%)	($2.3 million less 2.8%)	($1.8 million less 2.8%)
$48,025 average per school	$54,653 average per school	$41,554 average per school

The Kentucky Department of Education (KDE) also received notice in early August 1999 that Kentucky would be awarded a federal Reading Excellence Grant of $7.5 million. Kentucky was one of 17 states to receive this grant to assist low-achieving schools.

District Monitoring.

The Office of Education Accountability (OEA) conducted monitoring visits in 17 school districts during the 1998-99 school year. One of the programs reviewed in each district was the primary program. Staff interviewed district instructional supervisors in charge of the primary programs, interviewed principals and teachers, and visited classrooms and observed instruction. Staff also randomly distributed survey forms to at least five teachers and one administrator in each building. The primary survey for teachers and administrators included six items:

1. **Are you familiar with the implementation of the primary program in your district?**

	Yes	No
Elementary Administrators	97.9%	2.1%
Middle/High Administrators	9.1%	90.9%
Elementary Teachers	92.6%	7.4%
Middle School Teachers	27.5%	72.5%
High School Teachers	35.6%	64.4%

- A total of 47 elementary administrators responded; 46 (97.9 percent) responded "yes."
- A total of 33 middle/high administrators responded; 30 (90.9 percent) responded "no."
- A total of 189 elementary teachers responded; 175 (92.6 percent) responded "yes."
- A total of 51 middle school teachers responded; 37 (72.5 percent) responded "no" and the remainder responded "yes."
- A total of 45 high school teachers responded; 29 (64.4 percent) responded "no" while the others responded "yes."

It is safe to assume from this data that elementary teachers and administrators are familiar with the primary program. Teachers and administrators at the middle and high school levels, however, are not. This may be a subtle inference that middle and high school teachers and administrators should be more familiar with the pedagogy and style of instruction that students are exposed to in the early grades in order to adequately prepare for their learning environment later in school.

Statements 2-6 included a scale whereby participants were to respond 1-5, ranging from "strongly disagree" to "strongly agree."

2. **The primary program in my school has been beneficial in improving student learning.**

	Teachers	Administrators
Strongly Disagree	7.4%	0.0%
Disagree	17.5%	4.3%
Neutral	18.0%	19.1%
Agree	37.6%	51.1%
Strongly Agree	12.2%	23.4%

- Of 189 elementary teachers, 49.8 percent agreed, 24.9 percent disagreed, 18 percent were neutral, and 7.4 percent left it blank.
- Of 47 elementary administrators, 74.5 percent agreed, 4.3 percent disagreed, 19.1 percent were neutral, and 2.1 percent left it blank.

From the administrator perspective, a strong endorsement was given with at least three out of four agreeing that the primary program was beneficial in improving student learning. The teacher perspective was fairly strong with slightly less than half agreeing. During the interviews, many intermediate level (4^{th} and 5^{th} grade) teachers commented that students were promoted to them lacking important basic skills necessary for the high expectations of 4^{th} and 5^{th} grade assessment.

3. **Basic skills are being given proper attention in primary school.**

	TEACHERS	ADMINISTRATORS
Strongly Disagree	7.9%	0.0%
Disagree	21.2%	12.8%
Neutral	10.6%	10.6%
Agree	37.0%	46.8%
Strongly Agree	15.9%	27.7%

- Of 189 elementary teachers, 52.9 percent agreed and 29.1 percent disagreed.
- Of 47 elementary administrators, 74.5 percent agreed and 12.8 percent disagreed.

Again, administrators place high confidence that basic skills are being attended to, while teachers are not so confident with just over half agreeing. If the assumption is correct that basic skills include reading and mathematics, the following illustrates the non-weighted average KIRIS 1997-98 district scores for those content areas compared to statewide results:

	17-DISTRICT SAMPLE	STATEWIDE
Reading Index	59.69	58.4
Mathematics Index	46.05	44.4

This data indicates that the 17-district sample visited by OEA was outperforming the average district in KIRIS reading and mathematics. Another indicator of basic skills attainment is the required CTBS/5 Terra-Nova Survey Test being administered at the end of primary. The survey version of CTBS tests students in the areas of reading, mathematics, and language arts. OEA's 17-district sample outperformed the statewide average for the 1998-99 school year scoring 52.53 total battery, slightly higher than the state total battery average of 52. Statewide, CTBS total battery scores in national percentiles improved slightly over the previous two years at the end of primary, moving up from 50 to 52.

CTBS TOTAL BATTERY (END OF PRIMARY)

1997	1998	1999
50	50	52

These data indicate that Kentucky is performing slightly above the national average and may serve to allay fears that basic skills are not given proper attention in primary school.

This year for the first time the CATS accountability system will include the norm-referenced multiple choice test data at 5 percent of the total index. This should serve as an incentive for schools to pay more attention to basic skills and provide an appropriate blend in instruction between content and process learning.

4. **Students exiting primary school are ready for fourth grade.**

	TEACHERS	ADMINISTRATORS
Strongly Disagree	9.0%	0.0%
Disagree	26.5%	10.6%
Neutral	21.7%	23.4%
Agree	31.2%	51.1%
Strongly Agree	4.2%	12.8%

- Of 189 elementary teacher responses, 35.6 percent agreed, 35.5 percent disagreed, and 21.7 percent were neutral.
- Of 47 elementary administrator responses, 63.9 percent agreed, 10.6 percent disagreed, and 23.4 percent were neutral.

Again, almost two of three administrators indicate confidence that students entering 4th grade are prepared for the high expectations of 4th grade. However, teachers are less confident as they are split about evenly between agreement and non-agreement. These data signal the need for KDE to reevaluate the level of implementation of the interdisciplinary primary school curriculum. When implemented properly, the critical attributes such as authentic assessment and continuous

progress are conducive to the performance-based, high expectations characteristic of CATS. If these findings can be validated through other research, at least half of the ranks of elementary teachers need training and immersion in the pedagogy espoused by primary school, then stronger oversight in the implementation of the training.

5. **More attention should be paid to science and social studies in primary school.**

	Teachers	Administrators
Strongly Disagree	4.8%	0.0%
Disagree	25.9%	31.9%
Neutral	20.1%	29.8%
Agree	31.7%	29.8%
Strongly Agree	10.1%	6.4%

- Of 189 elementary teacher responses, 41.8 percent agreed, 30.7 percent disagreed, and 20.1 percent were neutral.
- Of 47 elementary administrators, 36.2 percent agreed, 31.9 percent disagreed, and 29.8 percent were neutral.

In both groups, more agree than disagree that more attention should be paid to science and social studies in the primary years.

6. **For the most part, primary school has gone back to traditional methods of instruction.**

	Teachers	Administrators
Strongly Disagree	10.6%	4.3%
Disagree	37.0%	66.0%
Neutral	19.6%	21.3%
Agree	21.7%	4.3%
Strongly Agree	3.7%	2.1%
Left Blank	7.4%	2.1%

This statement drew strong disagreement from both teachers and administrators, however the disagreement was softer among teachers. Respondents to the survey were given anonymity so that they could not be identified through a response. Given this opportunity, less than half disagreed that primary school had reverted back to more traditional methods of instruction.

Anecdotally, from discussions with stakeholders at all levels, there is strong concern that many of the critical attributes of primary school as stated in KRS 156.160 have been abdicated. However, this is difficult to quantify since so many schools are implementing only portions of the critical attributes and best practice documents. Some administrators and teachers have viewed House Bill 484, passed during the 1998 Regular Session, as a license to back away from implementing critical attributes. The bill only made provisions for students to be grouped according to individual student need, not necessarily requiring students to be grouped in multi-age/multi-ability situations all day, every day, and did not offer any suggestion of abdicating the other essential elements of the program.

OEA staff visited the elementary schools in the 17 monitored districts during the 1998-99 school year and found that 4 of the 17 districts used graded single-age grouping for primary school, while the remaining 13 used a variety of grouping patterns - all of which were at least dual-age. Regardless of grouping patterns, the most important elements of primary instruction that contribute to success later in school, i.e. performance-based assessment required in CATS, lie in the authentic assessment, continuous progress, qualitative reporting, and developmentally appropriate components. The implementation of at least three of these aforementioned components, plus positive parental involvement, can be captured through full utilization of the Kentucky Early Learning Profile (KELP).

KELP is a chronological, standards-based assessment tool designed to provide teachers with a framework of

performance benchmarks across the core content areas using a developmental continuum. It also provides parents a qualitative report on student progress using the learning descriptions in each content area along the developmental continuum. For parents who are not familiar with a standards-based reporting system that embraces continuous progress, KELP used in its entirety provides a complete scope of progress in all areas. OEA found that KELP, or portions, was used to document student progress in at least nine districts, while others had adopted a mixed approach. While others were attempting alternative KELP-like performance-based reports, most had reverted back to a skills-based model of reporting letter grades only.

Whole-class instruction was observed as the predominant mode in at least 12 districts, while others were utilizing learning centers and smaller group, more individualized instruction. Many different curriculum models were observed which mirrored Kentucky's Core Content, including Activity-Centered Elementary Science (ACES), Computer Coordinated Curriculum (CCC), and Activities in Math and Science (AIMS). Accelerated Reader was the predominant model reading program. Different Ways of Knowing (DWOK) was observed in three districts.

In a report issued by the Appalachian Educational Laboratory (AEL) in September 1998, *Evolution of the Primary Program in Six Kentucky Schools*, four factors emerged as relevant to most schools.

- Schools seemed to be emphasizing implementation of the critical attributes as opposed to the overall purpose of the primary program.
- Legislative adjustments to the primary program.
- Perceived lack of fit between the primary program and the results-based reform in Grades 4-12.
- Questions of efficacy, linked to teacher belief systems.

This study spanned eight years as AEL staff spent time in these schools observing and documenting activities in several strands of KERA. Other conclusions were that some schools continued to implement primary, while others opted for a more traditional approach. Primary teachers seemed to have settled into an approach comfortable for them whether it equates to primary program implementation or not.

KDE Demographic Survey.

In June 1999, schools self-reported primary program demographic data on surveys. The results below are based on 94 percent of the 754 schools with primary students reporting.

Program Structure

The most common structure in primary programs across the state is dual-age spans with partial inclusion of five-year-olds. The second most common structure is dual-age spans with separate primary classes for five-year-olds. There were some grouping patterns that included five- to eight-year-olds, but there were few. Consistent with OEA's sampling, 21 percent of schools reported predominantly single-age groupings.

Students Exiting Primary

According to the survey, about 5,200 children (3 percent) are projected to complete a fifth year in primary during the 1999-2000 school year prior to entry into the 4th grade the succeeding year.

Teacher Training

The majority of schools (80 percent) report that their teachers have been trained to use the Core Content for

Assessment. Other training received by the majority of teachers in the past two years included:

- Program of Studies and Implementation Manual.
- Transformations-Kentucky's Curriculum Framework.
- Consolidated Planning.
- Recent training on KELP reported by 40 percent of schools.

Qualitative Reporting Methods

While 75 percent of schools report using one or more portions of KELP, 28 percent reported their districts mandate the use of KELP. The most common portion used was the learning descriptions (44 percent). Other portions include progress reporting forms (45 percent) and teacher/parent conversations (49 percent). According to KDE, the survey results indicated that writing pieces, performance tasks, anecdotal records, and direct observations are also being used by a majority of schools to assist with reporting of student progress. It is somewhat troubling to note that 70 percent of elementary school councils have not developed or revised policies and/or procedures needed to implement the primary program. Since school councils have authority in the area of primary curriculum, it might be worth investigating as to why they have not exercised their authority. It is plausible that councils may not feel compelled to set policy in primary curriculum since much of it is spelled out in best practice and regulatory documents. However, if only 30 percent have developed policy, it may be inferred that the other 70 percent are complying with statutes and regulations.

OEA, in its annual report over the past several years, has alluded to the perceived lack of KELP use and recommended statewide implementation. KDE in response cites that mandated KELP "would be too restrictive, although most schools use it at least in part." They indicate that it is critical that schools receive technical assistance in providing appropriate instruction on progress and skills. However, the important benefit of KELP, when used as the venue for reviewing student work, is that it provides powerful insight on instructional needs at the student level. As a result of the difficulty and time involved in completing KELP, KDE is currently offering training from practitioners who have experienced success in using computerized KELP. Also, work has begun toward the development of an internet-based and CD-ROM product, "Primary 2000," which will include resources to assist teachers with qualitative reporting methods.

Kindergarten.

According to KDE data, 909 schools, including K-8 and K-12 configurations, offer a kindergarten program. Full-day programs are offered at 60 percent (547) of those schools, while the remaining 362 (40 percent) are half-day programs. The budget bill in the 1998 Regular Session called for unexpended SEEK funds to be allocated to school districts offering full-day programs. This year those districts received their proportionate share of $10,218,162. Although this does not begin to cover the full cost of those services, if continued, it may provide the extra incentive needed for more districts to offer full-day programming.

Recommendations.

1. Award Early Reading Incentive Grants more equitably according to need by region. Huge discrepancies were noted in the first two rounds whereby the highest scoring regions in reading received the highest funding.

2. Place more authority with the regional service centers to proactively pursue non-compliant schools in the implementation of the primary program. Primary consultants should work closely with highly skilled educators in identifying and rectifying low-performing and non-compliant primary schools.

3. KDE should reevaluate the level of implementation of primary school as per the statute and take action to bring non-compliant schools into compliance. Reports from AEL, the aforementioned survey by OEA, and the KDE Demographic Survey all indicate areas of non-compliance that are more likely than not pervasive. KDE, through its Primary Division, has attempted to provide schools with resources to make the paradigm shift from low levels of basic skills instruction, that places a ceiling on what children can learn, to the higher levels of interdisciplinary, standards-based curriculum espoused by the critical attributes of primary school. This has been a somewhat loosely regulated component of reform and needs some reevaluation.

OVERVIEW.

Professional development continues to be the key to education reform. As we make the transition from reform strands to shoring up content, educators need up-to-date training to help students be successful.

In response to legislation from the 1998 Regular Session of the General Assembly, the Kentucky Department of Education (KDE) has instituted several changes. 704 KAR 3:035 was amended to set out the qualifications and duties of the district professional development coordinator (PDC). This amendment also allows the use of professional development funds "to be used for college or graduate course tuition reimbursement for a teacher in specific academic subject content areas . . . for which he is assigned to teach." This change should lead to a more active role on the part of the higher education community in providing content training tailored to the needs of the teaching profession.

In fulfilling their obligation to local district PDCs, KDE conducted eight training sessions throughout the state. These sessions presented training in national standards to provide direction in what constitutes quality staff development training; the theory, process, and tools of quality and continuous improvement; a review of research on professional development to keep focused on student performance; and strategies for implementing long-term, school-based professional development. KDE also provided updated training in advanced applications of certified personnel evaluations for 1,153 administrators. In addition, training has emphasized the significance of the consolidated plan required of each school and district. Starting with the needs assessment and culminating with a plan to address these needs through the numerous programs in each individual district, the consolidated plan should drive professional development planning at the school and district.

KDE staff have developed a matrix team to review professional development activities that the department personnel provide. They use this team to think about where to focus and coordinate their time and efforts relative to design, development, and delivery of professional development activities. This approach requires identifying real priorities in addition to figuring out how to do the day-to-day task.

The Kentucky Leadership Academy was started in the fall of 1997 for superintendents, principals, and central office administrators. The training provided is based on proven educational practices and required a commitment of two years. The training is focused on delivering strategies, materials, and support to improve student achievement. It has many of the components of training provided to highly skilled educators. There were 335 administrators enrolled in this first group, and 333 completed the program. This group represented 95 districts and 10 consortia and universities.

DISTRICT MONITORING.

The area of evaluation of professional development activities remains a great concern. In the 17 districts visited by the Office of Education Accountability's (OEA) monitoring team, we found a number of avenues used to evaluate professional development activities. All districts are using some form of a check-off list for initial evaluation. Of the 17 districts, 5 reported requiring teachers to make a formal presentation on professional development activities that occurred outside the district and 2 districts reported reviewing teachers' growth plans and school professional development plans before approving

professional development activities for a teacher. Others report having teacher discussion groups as a follow up to a professional development activity and doing an on-site visit to see a demonstration of skills from a professional development activity. One district requires professional development activities for all instructional aides and another reports keeping a presenter rating sheet for all professional development activities in their central office.

Even though teachers have had numerous professional development activities, PDCs report that there is still a great need for professional development activities in KELP at the elementary level. In addition, five PDCs reported the need for more content activities for middle school teachers; four reported the need for professional development activities in the area of classroom management; and five reported the need for training in instructional strategies. Others reported the need for professional development activities in brain research, reading, and writing improvement; dealing with the special needs population; how to better involve parents; student motivation to achieve curriculum alignment, coaching, and mentoring; and how to effect change. There continues to be a need for more technology training for all staff members at all levels.

OEA staff conducted 81 classroom observations within the 17 districts visited. After the observation, a brief interview was conducted with the teachers. In these interviews, 73 teachers reported that their professional development activities had had a positive impact on their instruction and 7 teachers reported that their professional development activities were average to poor. Of the professional development activities referenced by teachers, 10 indicated that the Writing Across the Curriculum activity was very helpful. Other activities mentioned specifically were training in technology, Different Ways of Knowing (DWOK), KELP, and working with special needs students. Teachers reported that the best professional development activities were those provided by other teachers and subject matter groups.

In the visits to these districts we distributed a questionnaire to a random sample of five teachers in each building and one administrator. The results of these questionnaires are:

1. **Are you familiar with the implementation of this initiative in your school?**

	Yes	No
Teachers	99.3%	100%
Administrators	.3%	0.0%

2. **The professional development activities available to me are of high quality.**

Response	All	EL	MS	HS
Strongly Disagree	1.4%	1.6%	2.0%	0.0%
Disagree	8.9%	7.4%	9.8%	13.3%
Neutral	13.7%	14.3%	17.6%	8.9%
Agree	58.1%	56.1%	60.8%	62.2%
Strongly Agree	17.5%	20.6%	9.8%	13.3%
Blank	.3%	0.0%	0.0%	2.2%
Total Responses By Teachers	291	189	51	45
Mean	3.82	3.87	3.67	3.77

Response	All	EL	MS/HS
Strongly Disagree	0.0%	0.0%	0.0%
Disagree	1.2%	2.1%	0%
Neutral	8.4%	6.4%	9.1%
Agree	61.4%	57.4%	66.7%
Strongly Agree	28.9%	34.0%	24.2%
Blank	0.0%	0.0%	0.0%
Total Responses By Administrators	83	47	33
Mean	4.18	4.23	4.15

3. **The professional development available is what I need to improve my leadership skills.**

Response	All	EL	MS	HS
Strongly Disagree	3.8%	2.6%	3.9%	6.7%
Disagree	14.8%	12.2%	25.5%	11.1%
Neutral	20.6%	22.2%	25.5%	11.1%
Agree	47.4%	46.6%	39.2%	62.2%
Strongly Agree	13.1%	16.4%	5.9%	6.7%
Blank	.3%	0.0%	0.0%	2.2%
Total Responses By Teachers	291	189	51	45
Mean	3.51	3.62	3.18	3.52

Response	All	EL	MS/HS
Strongly Disagree	0.0%	0.0%	0.0%
Disagree	2.4%	4.3%	0.0%
Neutral	12.0%	10.6%	12.1%
Agree	55.4%	51.1%	63.6%
Strongly Agree	30.1%	34.0%	24.2%
Blank	0.0%	0.0%	0.0%
Total Responses By Administrators	83	47	33
Mean	4.13	4.15	4.12

4. **I am able to attend the professional development activities that I need to improve the way I do my job.**

Response	All	EL	MS	HS
Strongly Disagree	3.4%	2.6%	5.9%	4.4%
Disagree	10.3%	11.1%	7.8%	8.9%
Neutral	9.3%	7.4%	15.7%	8.9%
Agree	54.0%	54.0%	51.0%	57.8%
Strongly Agree	22.7%	24.9%	19.6%	17.8%
Blank	.3%	0.0%	0.0%	2.2%
Total Responses By Teachers	291	189	51	43
Mean	3.82	3.87	3.71	3.77

Response	All	EL	MS/HS
Strongly Disagree	0.0%	0.0%	0.0%
Disagree	1.2%	2.1%	0.0%
Neutral	1.2%	2.1%	0.0%
Agree	57.8%	48.9%	69.7%
Strongly Agree	39.8%	46.8%	30.3%
Blank	0.0%	0.0%	0.0%
Total Responses By Administrators	83	47	33
Mean	4.36	4.40	4.30

5. **The skills I have acquired from my professional development activities have potential for long-term change in my professional performance.**

Response	All	EL	MS	HS
Strongly Disagree	1.7%	2.1%	2.0%	0.0%
Disagree	9.6%	7.9%	7.8%	15.6%
Neutral	19.2%	19.0%	27.5%	13.3%
Agree	50.9%	49.7%	49.0%	57.8%
Strongly Agree	18.2%	21.2%	13.7%	11.1%
Blank	.3%	0.0%	0.0%	2.2%
Total Responses By Teachers	291	189	51	45
Mean	3.74	3.80	3.65	3.66

Response	All	EL	MS/HS
Strongly Disagree	0.0%	0.0%	0.0%
Disagree	1.2%	2.1%	0.0%
Neutral	7.2%	8.5%	6.1%
Agree	66.3%	57.4%	75.8%
Strongly Agree	25.3%	31.9%	18.2%
Blank	0.0%	0.0%	0.0%
Total Responses By Administrators	83	47	33
Mean	4.16	4.19	4.12

6. **My professional development activities are oriented to administrative matters.**

Response	All	EL	MS	HS
Strongly Disagree	.7%	1.1%	0.0%	0.0%
Disagree	9.6%	7.9%	9.8%	13.3%
Neutral	19.2%	11.6%	17.6%	8.9%
Agree	50.9%	59.8%	60.8%	68.9%
Strongly Agree	18.2%	19.6%	11.8%	6.7%
Blank	.3%	0.0%	0.0%	2.2%
Total Responses By Teachers	291	189	51	45
Mean	3.82	3.89	3.75	3.70

Response	All	EL	MS/HS
Strongly Disagree	0.0%	0.0%	0.0%
Disagree	9.6%	12.8%	6.1%
Neutral	15.7%	14.9%	15.2%
Agree	55.4%	51.1%	63.6%
Strongly Agree	19.3%	21.3%	15.2%
Blank	0.0%	0.0%	0.0%
Total Responses By Administrators	83	47	33
Mean	3.84	3.81	3.88

7. **My professional development activities are related to instructional leadership practices.**

Response	All	EL	MS	HS
Strongly Disagree	2.1%	.5%	2.0%	8.9%
Disagree	13.4%	9.5%	27.5%	11.1%
Neutral	23.7%	22.2%	29.4%	24.4%
Agree	50.9%	54.5%	37.3%	53.3%
Strongly Agree	9.6%	13.2%	3.9%	0.0%
Blank	.3%	0.0%	0.0%	2.2%
Total Responses By Teachers	291	189	51	45
Mean	3.53	3.70	3.14	3.25

Response	All	EL	MS/HS
Strongly Disagree	0.0%	0.0%	0.0%
Disagree	1.2%	0.0%	3.0%
Neutral	7.2%	8.5%	6.1%
Agree	60.2%	53.2%	66.7%
Strongly Agree	31.3%	38.3%	24.2%
Blank	0.0%	0.0%	0.0%
Total Responses By Administrators	83	47	33
Mean	4.22	4.30	4.12

8. **There are professional development activities offered on cultural diversity.**

Response	All	EL	MS	HS
Strongly Disagree	4.8%	4.2%	5.9%	6.7%
Disagree	25.8%	21.7%	33.3%	31.1%
Neutral	33.0%	32.3%	35.3%	33.3%
Agree	33.3%	38.1%	23.5%	26.7%
Strongly Agree	2.7%	3.7%	2.0%	0.0%
Blank	.3%	0.0%	0.0%	2.2%
Total Responses By Teachers	291	189	51	45
Mean	3.03	3.15	2.82	2.82

Response	All	EL	MS/HS
Strongly Disagree	2.4%	4.3%	0.0%
Disagree	14.5%	19.1%	6.1%
Neutral	27.7%	23.4%	33.3%
Agree	45.8%	40.4%	54.5%
Strongly Agree	9.6%	12.8%	6.1%
Blank	0.0%	0.0%	0.0%
Total Responses By Administrators	83	47	33
Mean	3.46	3.38	3.61

9. **There are available to me professional development activities presented by persons of diverse cultural backgrounds.**

Response	All	EL	MS	HS
Strongly Disagree	4.8%	3.7%	5.9%	8.9%
Disagree	22.7%	19.0%	33.3%	24.4%
Neutral	30.9%	32.3%	31.4%	26.7%
Agree	37.8%	40.7%	27.5%	35.6%
Strongly Agree	3.4%	4.2%	2.0%	2.2%
Blank	.3%	0.0%	0.0%	2.2%
Total Responses By Teachers	291	189	51	45
Mean	3.12	3.23	2.86	2.98

Response	All	EL	MS/HS
Strongly Disagree	2.4%	4.3%	0.0%
Disagree	8.4%	10.6%	6.1%
Neutral	28.9%	31.9%	21.2%
Agree	48.2%	36.2%	66.7%
Strongly Agree	12.0%	17.0%	6.1%
Blank	0.0%	0.0%	0.0%
Total Responses By Administrators	83	47	33
Mean	3.59	3.51	3.73

Superintendent Training and Assessment.

The superintendent training program and assessment center process (KRS 156.111) requires superintendents to successfully complete core programs in management, school-based decision making, school law, finance, and curriculum and assessment. After training, examinations must be successfully completed in each content area.

	Successful	Unsuccessful
School Law	28	2
School Finance	25	0
Management	23	0
SBDM	25	0
Curriculum and	24	0

In addition, the statute requires that anyone employed after July 1, 1994 as a first-time Kentucky superintendent shall complete the assessment center process within the first year of employment. The superintendent training program and assessment center

process was developed and piloted in the 1992-93 school year. A minimum score of 80 percent is required for each of the five training modules. During 1998-99, 24 persons completed the superintendent assessment center process. The superintendents interviewed by OEA staff indicated that the information received during the training was worthwhile.

RECOMMENDATIONS.

1. More time is needed for professional development activities. We must either reconfigure our current calendars or add days specifically for professional development activities. Teachers must be better "armed" to continue moving forward in education reform.

2. We continue to be informed that Kentucky has "outgrown" the typical in-service activities of the past. KDE staff should consider initiating a professional development study group with an eye toward development of quality offerings for Kentucky's educators. The Professional Development Advisory Council would be a good starting point.

OVERVIEW.

The regional service centers (RSC) are an extension of the Kentucky Department of Education (KDE) throughout the state in eight locations. They provide services to local school districts and schools to support and build capacity in the use of researched-based instructional practices, content knowledge, appropriate curriculum, and standards-based assessment practices to improve student learning.

Each center provides technical assistance, professional development, and other initiatives through uniform staffing configurations that include a director, secretary, science consultant, social studies consultant, primary consultant, language arts consultant, exceptional children consultant, writing consultant, accelerated learning consultant, math consultant, KETS coordinator, KETS engineer, and FRYSC consultant.

Each RSC submits an annual action plan to KDE. This year, five of the RSCs listed curriculum alignment and development as a goal. As schools have completed the required consolidated planning, RSC staff reviewed plans to assure alignment with critical needs as schools attempt to move more students toward proficiency on CATS. All RSCs listed assisting high-needs schools as a goal and have been charged with developing teacher academies at the middle school level for next year. These will focus on the content areas of science, social studies, mathematics, reading, and writing. Each RSC supplied KDE with a list of the most important accomplishments for the 1998-99 school year.

OEA ACTIVITIES.

The Office of Education Accountability (OEA) staff visited all eight RSCs this year for the first time. We were able to interview the director in all cases and in some instances, had an opportunity to talk with area consultants. The quality staffing of these centers is undoubtedly their strength. Being able to draw quality teachers from districts to staff these centers provides the opportunity for high-quality assistance to local districts.

The Regional Service Center Associates Program began in 1993. Since then more than 1,000 educators have been trained. The focus of the program is:

- Creating true learning communities through training in the change process.
- Leadership.
- Effective meetings.
- Peter Singe's five disciplines: personal mastery, mental models, team learning, shared vision, and systems thinking.

The program also includes renewal training for program "graduates." Participants in this training include education professionals and laypersons. There were three sessions in the summer of 1998 and two in the summer of 1999. This training is also being provided to all new RSC consultants.

The major focus for RSCs in the summer of 1999 has been their teacher academies. Regional Service Centers 1, 2, 4, 6, and 8 provided academies in science. Regional Service Center 3 provided an academy for math and science, and Regional Service Centers 5 and 7 provided an academy for social studies. These were designed to enhance teacher knowledge of content and skills. The science academies were focused on the middle school level. Although these were reported to be high-quality academies with enthusiastic participants, the critical masses of teachers who need the experience may never be reached by serving only 181 enrollees each summer. Obviously this is an effort

worth replicating, although funding levels will need to be increased drastically to accomplish it.

In monitoring visits to 17 districts this year, OEA asked personnel to rate the services from their RSC. Services were rated very good to excellent in 12 districts, average in 3 districts, and below-average in 2 districts. Geography seemed to play some role in the lower ratings in that closer proximity to the center yielded higher ratings.

RECOMMENDATIONS.

1. The issue of a consultant being allowed to only remain three years is identified as a critical problem in all regions. We believe this needs to be studied with an eye on a staggered five-year rotation. This policy needs to be revised with more time allowed by consultants in RSCs.

2. The issue of not paying mileage to consultants from their home office to the base of operations is a concern. All but one RSC covers a significantly large area of the state. The advent of technology may be conducive to more "virtual office" efforts for consultants who live in the outer perimeters of regions.

3. Budgets for professional development for consultants seems to be a problem. Although budgets are tight, RSC consultants should be on a commensurate level with KDE Frankfort staff for expanding professional competency and should have professional development opportunities to keep them current in their content areas.

4. KDE has embraced a "cookie-cutter" approach in providing funding to RSCs. This policy decision needs immediate review as some regions are in desperate need of more human resources to adequately cover the disproportionate number of high-needs schools. Also, it would seem logical that RSCs and highly skilled educators should be in the same KDE division under the same purview for improved efficiency and common mission. Also, due to low performance, all centers need additional consultants in the content areas of Arts/Humanities and Practical Living/Vocational Studies.

5. KDE should institute a client evaluation system to allow for further refinement of the work of RSCs. Given the early signals of the success of the regional concept, the future mode for service delivery to high-needs schools might best be accomplished through significant increased resources to RSCs, especially in light of scholastic audits and teacher academies.

6. The teacher academies appear to have been very successful. However, a sufficient number of teachers were not involved to have the dramatic impact needed, especially in the math and science areas. A major budget allocation must be made if the desired goals are to be achieved.

7. The RSCs need adequate and accessible office space. The manner in deciding where the centers are located and what is to be provided, i.e. adequate space needs to be reviewed.

HISTORY OF IMPLEMENTATION.

The passage of the Kentucky Education Reform Act (KERA) in 1990 undoubtedly propelled Kentucky into the national limelight as one of the most progressive and comprehensive reform efforts in the country. While all of KERA's components represented a significant change in traditional education practice, the shift to a decentralized governance structure for schools was perhaps viewed as the most radical. No other state in the country attempted to place so much authority at the local school level. The reaction throughout Kentucky's education community ranged from panic to euphoria. During the first year of implementation, 40 local boards of education had to designate schools within their district to participate because no faculty would vote to voluntarily enter the process. On the other hand, in a few districts, most schools enthusiastically embraced the school-based decision making initiative.

The early predictions of war between local school boards and school councils and massive resistance among school administrators throughout Kentucky simply did not happen. Undoubtedly, there have been philosophical and practical differences among all stakeholder groups in regards to implementation of school-based decision making. However, the steadfast support of the Kentucky General Assembly and cooperation among the major education organizations has enabled the school-based decision making initiative to become firmly planted as an acceptable way to operate schools throughout Kentucky.

MATURATION OF COUNCILS.

As anticipated, as time passed many schools voluntarily entered the school-based decision making process due to the opportunity for teachers and parents to have a voice in school decisions. Undoubtedly, these schools saw school-based decision making as a vehicle to radically transform learning opportunities for students. However, a significant number of schools entered the school-based decision making process based strictly upon one or two circumstances that may have existed at the time of entry. Consequently, the overall rate of maturation for school councils has been a slow one. Overall, councils have taken a very cautious approach in regards to making significant changes at their schools. In many cases, the leadership style and philosophical views of the building principal has been the force that determines the degree to which councils have been willing to experiment with significant change in policy and school culture.

As time has passed and acceptance of school-based decision making as a governance structure has taken hold, many councils are just now showing an increased willingness to tackle many of the complex tasks associated with significant policy change. These councils are tackling programmatic, personnel, and budgetary issues that would have been too intimidating just a few years ago. The number of councils dealing with curriculum, budgeting, hiring, and discipline increases each year.

CURRENT STATUS OF SBDM.

As of August 1999, there are 1,224 schools participating in school-based decision making. Nineteen schools are exempt due to being in one-school districts or exceeding performance thresholds on student test scores. This means that approximately 3,700 teachers and 2,500 parents are serving on school councils throughout Kentucky. In addition, thousands of teachers and parents are involved in decision making by serving on committees established by councils. Minority involvement is reflected by approximately

700 minority teachers and parents serving on councils with and additional undetermined number serving on school committees.

Support System for SBDM.

The support of several organizations and agencies has been critical to the successful implementation of the school-based decision making initiative. The Kentucky Education Association, Kentucky Association of School Administrators, Kentucky School Boards Association, Kentucky Congress of Parents and Teachers, The Prichard Committee for Academic Excellence, and the Kentucky Association of School Councils have all expended much energy and resources to ensure that parents and educators are provided the training and technical assistance needed to successfully implement school-based decision making. The assistance provided by these organizations has included informational brochures, information forums, handbooks, on-site training, training materials, phone assistance, and referral services. In addition, The Kentucky Association of School Councils sponsors an annual conference for school council members and other interested stakeholders.

The following agencies have also provided assistance that has been critical to the transformation from a centralized to a decentralized governance system for Kentucky's education system. The Office of the Attorney General has been exceptionally responsive in rendering timely opinions that have resolved important issues associated with the implementation of school-based decision making. The Kentucky Department of Education (KDE) has disseminated numerous Program Advisories, adopted needed regulations, developed a school council handbook (SNERGY), developed and disseminated training materials, established a network of school-based decision making trainers, provided on-site training and technical assistance to all stakeholders, provided guidelines, established a statewide SBDM Advisory Committee, established a school-based decision making audit process, and established a school-based decision making website at KDE.

The Office of Education Accountability (OEA) "hotline," which answers school-based decision making questions, has received over 18,000 calls since the inception of KERA. In addition, per KRS 160.345(9), OEA is granted the responsibility of investigating complaints related to any circumvention or interference with the implementation of school-based decision making. To date, OEA has investigated and resolved over 800 complaints, fielded over 17,000 hotline calls, and received and/or generated over 4,000 pieces of correspondence related to the implementation of school-based decision making.

For the 1998-99 school year, OEA received 76 school-based decision making complaints – 68 have been resolved with continued monitoring required for 5 districts and 8 complaints are currently pending. Of these complaints, 18 required onsite investigations.

OEA conducts an annual study of the principal selection process. The report on the principal selection process is included in Appendix A.

Summary.

As projected in 1990, the full implementation of school-based decision making as a governance structure is a 15- to 20-year endeavor. Despite these ongoing needs, the transition to a decentralized governance structure for Kentucky's schools has gone much smoother than predicted. The contribution of parents to the decision making process has been

priceless. From the teacher ranks has come a wealth of leadership that has helped institutionalize school-based decision making as an accepted way of making decisions about schooling. Local administrators and school board members have provided valued leadership and ideas that have made the transition a relatively smooth one considering the magnitude of change involved in departing with past traditions. At the state level, numerous organizations and agencies have demonstrated cooperation, diligence, and steady responsive leadership that has proven critical to the successful implementation of the school-based decision making initiative.

RECOMMENDATIONS.

The following recommendations are offered as a means of furthering the successful implementation of the school-based decision making initiative:

1. To realize the promises offered by a decentralized decision making model, councils need to increase the amount of training for members.

2. Principals need to make extra effort to provide information to council members.

3. Parents need to be more involved in the decision making process at the school level.

4. More technical assistance is needed at the regional and local district level; and councils should acquire specific training in the principal selection process when filling a principal's vacancy.

OVERVIEW.

KRS 160.352, part of the Kentucky Education Reform Act, was passed during the 1990 Regular Session of the General Assembly and became effective on July 13, 1990. It provides for the establishment of a screening committee to consider applications for the superintendent position and make recommendations to the board of education to assist in making their hiring decision.

The original law passed in 1990 is as follows:

KRS 160.352. Screening Committee – Recommendations for superintendent. – (1) Each board of education shall appoint a superintendent of schools after receiving the recommendations of a screening committee. A screening committee shall be established within thirty (30) days of a determination by a board of education that a vacancy has occurred or will occur in the office of superintendent.

(2) A screening committee shall be composed of:

(a) Two (2) teachers, elected by the teachers in the district;

(b) One (1) board of education member, appointed by the board chairman:

(c) One (1) principal, elected by the principals in the district; and

(d) One (1) parent, elected by the presidents of the parent-teacher organizations of the schools in the district.

(3) Prior to appointing a superintendent of schools, the board of education shall consider the recommendations of the screening committee, but the board shall not be required to appoint a superintendent from the committee's recommendations.

It has been amended three times since its initial passage. In the 1994 Regular Session, KRS 160.352 was amended to permit the local boards of education to appoint members and to establish a screening committee at least 90 days before the superintendent's office may be filled when the vacancy will occur six or more months after determination or declaration of the vacancy.

In 1994, the General Assembly amended KRS 160.352 mandating that a minority member be on the screening committee in districts where there is an 8 percent or greater minority student population. This amendment defined minority and provided for a minority member on the screening committee to be elected by the minority parents of the district, if there was not a minority member appointed by the board chairman or elected by teachers, principals, and parent teacher organizations.

In 1996, KRS 160.352 3(e) was amended to cause the minority member to be elected by all the parents of the district rather than by the minority parents.

During the 1998 Regular Session, the General Assembly provided for the election of one classified employee of the district to the committee, to be elected by classified employees of the district.

The current KRS 160.352 reads as follows:

Screening committee; minority representation; recommendations for superintendent

(1) For purposes of this section the term "minority" means American Indian; Alaskan native; African-American; Hispanic, including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin; Pacific islander; or other ethnic group underrepresented in a local school district.

(2) Each board of education shall appoint a superintendent of schools after receiving the recommendations of a screening committee. A screening committee shall be established within thirty (30) days of a determination by a board of education that a vacancy has occurred or will occur in the office of superintendent, except that

when the board determines a vacancy will not occur before six (6) months from the date of determination, the board shall establish a screening committee at least ninety (90) days before the first date on which the position may be filled.

(3) A screening committee shall be composed of:

(a) Two (2) teachers, elected by the teachers in the district;

(b) One (1) board of education member, appointed by the board chairman;

(c) One (1) principal, elected by the principals in the district;

(d) One (1) parent, elected by the presidents of the parent-teacher organizations of the schools in the district;

(e) One (1) classified employee, elected by the classified employees in the district; and

(f) If a minority member is not elected or appointed to a screeing committee in districts with a minority population of eight percent (8%) or more, as determined by the enrollment on the preceding October 1, the committee membership shall be increased to include one (1) minority parent. This minority parent member shall be elected by the parents in an election conducted by the local school board. Parents in the district shall be given adequate notice of the date, time, place, and purpose of the election.

(4) Prior to appointing a superintendent of schools, the board of education shall consider the recommendations of the screening committee, but the board shall not be required to appoint a superintendent from the committee's recommendations.

SUPERINTENDENT SCREENING COMMITTEE SURVEY.

Since its inception, the Office of Education Accountability (OEA) has conducted a yearly survey of the screening committee process and reported the survey findings in the Annual Report. Over this nine-year period, we have received approximately 249 responses to our survey questionnaire. The purpose of this survey is to monitor the screening committee process in the various school districts and to obtain and analyze statistical data regarding timelines, number and gender of applicants, number of applicants eliminated, number of finalists recommended, etc. From the responses to these surveys, we have drawn the general conclusion that almost all districts have adhered to the provisions of KRS 160.352 and the superintendent screening committee process has been helpful to Kentucky boards of education in the selection of their superintendents.

During this reporting period, only 20 districts reported vacancies in the superintendent position. This is a significant departure from the past two years when there were 38 vacancies each year and significantly below the eight-year average of approximately 30 vacancies per year. Since there were at least 76 new superintendents hired over the past two years, the drop-off in the number of vacancies to only 20 for this year would appear to be, at least partially, a product of the two years of above-average superintendent vacancies and hirings. (It is also noted that previous survey periods were approximately one year long, from October 1 of one year to the next, while this year it is November 1 of last year to August 31 of this year due to OEA's adherence to statutory reporting deadlines this year)

As in past years, we have not achieved a 100 percent response to our survey questionnaire. As of August 31, 1999, we have had only 12 complete responses from the 20 districts with vacancies - 2 districts have not yet filled their vacancies, 5 districts that have hired superintendents have not yet responded to the survey, and 1 board of education rejected all applicants and committee recommendations and hired a new superintendent with a one-year contract. Of the 5

districts that have not responded, 3 are considered to be slightly delinquent in their responses and 2 have only recently hired a new superintendent and have not had sufficient time to compile the information requested in the survey questionnaire.

This year's review and comments will be focused on 12 districts with a few noted departures where some information of significance is known prior to receipt of the completed questionnaire.

IMPACT OF 1998 AMENDMENT TO KRS 160.350

This is the first full year under the amendment to KRS 160.350 allowing school boards to hire an individual they had previously appointed as an interim superintendent after the departure of the old superintendent and prior to the selection of the new superintendent. Prior to this amendment's effective date and during the 1998 reporting year, 3 districts out of the 35 reporting hired the person they had appointed interim superintendent. While the offending districts were subjected to criticism from the Kentucky Department of Education (KDE), they were not forced to rescind their actions and reinstitute the hiring process. During the next Regular Session, the General Assembly amended KRS 160.350, removing the prohibition regarding the hiring of interim superintendents. This year, under the statute as amended to allow hiring of the interim superintendent, only 1 district of 18 who have hired superintendents since November 1, 1998 has hired the person appointed as interim superintendent.

Based upon this year's review of the superintendent selection process, it is fair to say that this amendment has had very little impact upon the superintendent selection process and it will take additional study of future survey results to determine the impact of the amendment. (The above discussion is a departure from the study of the 12 fully reported surveys since staff did know the identities of 18 of the newly hired superintendents and that only 1 was previously installed as an interim. The remaining 2 districts of the 20 currently have interim superintendents in place and, of course, could hire them permanently. Their decisions will be noted and commented on in the next report.

TIMELINES/KRS 160.352

Over the eight-year period previously studied by OEA, approximately 30 districts hire superintendents each year or about 18 percent of the 176 districts per year. Last year 22 percent of districts hired superintendents, but this year only 11 percent were seeking new superintendents, well under the eight-year average.

KRS 160.352 requires that a screening committee be established within 30 days of the determination that a vacancy has occurred in the office of superintendent. The exception to the 30-day rule comes into effect when the board has determined there will be a vacancy, but it will not occur within the next six months. In that case, the statute requires that the committee be established at least 90 days prior to the first day the vacancy could be filled.

This year 2 districts of the 12 reporting failed to establish a screening committee within 30 days of determination of a vacancy; one district being less than one week late and the other about one month late. One board established a screening committee 1½ months prior to their declaration or determination of a vacancy. The balance of the reporting districts established their committees within the 30-day timeline. OEA staff is aware that 30 days is a short period of time to make the appointments and hold the necessary elections, but it

appears that almost all districts have made good faith efforts to meet this deadline.

Once the screening committee has been established, the focus of these reviews has been the amount of time the district gives to the committee to perform its screening function. While there are no statutory requirements regarding the length of time the screening committee should be given to do their work, KRS 160.352(2) does provide some insight regarding the General Assembly's intention in this regard. That is found in the wording of the statute dealing with a situation wherein the board is aware of a coming vacancy in the superintendent position more than six months in advance of the vacancy date. Here the General Assembly required no immediate action, but did require the establishment of the screening committee " . . . at least ninety (90) days before the first date on which the position may be filled." (Emphasis Added.) It would appear from this language that the General Assembly was of the opinion that at least three months was needed for the entire process of screening by the committee and the final selection by the board of education.

In our 1997 survey of 33 reporting districts, 6 districts reported their screening committees had less than two months to complete their work, while 26 reported their committees had two months or more to work. (One district failed to report that item.) In the 1998 report with 35 reporting districts, there were 12 districts with committees that had less than two months to complete their screening and 4 of those 12 reported less than one month for their committees.

With 12 districts fully reported for this year, screening committee's time periods ranged from 18 days to 5 months.

Districts	Time to Complete
1	18 days
1	1.5 months
7	2 months (approx.)
1	2.5 months
1	3 months
1	5 months

(The district allowing only 18 days for its committee was the victim of a very short notice from the departing superintendent leaving only 2 months and 10 days from the determination of a vacancy to the actual vacancy.)

While it would appear that approximately two months would be a sufficient time period for the superintendent screening committee to accomplish its mission, circumstances and timing are the real determinants controlling the length of time the committees are allowed to work. In order for the district to allow the committee 2-3 months, it is necessary that the determination of the vacancy be made by mid-January. This occurs when the departing superintendent is in the last year of his contract, has opted to depart, and has announced his intentions. This is also true if the superintendent is in the last contract year and the board has voted not to renew the contract by mid-January. Since the mid-January determination is not always the case, districts are forced to compress the entire process in order to replace the superintendent by the July 1 date of vacancy.

Recognizing that timing and circumstances have a direct impact upon the time allowed for the screening committee to complete its work, our survey tends to indicate that in the great majority of these processes districts do make a good faith effort to give their committees the time necessary to work based upon the time available. This conclusion is supported by the fact that this office has received no complaints from screening committee members regarding the time allotted them to complete their screening process.

APPLICANTS/FINALISTS

The 12 districts that have completed their hiring process and fully responded to the survey had a total of 283 applicants applying for the 12 positions.

- One district reported 9 applicants.
- Two districts reported 12 applicants.
- Two districts reported 19 applicants.
- Two districts reported 20 applicants.
- One district reported 23 applicants.
- Four districts reported between 32 and 44 applicants.

The average number of applicants per district was about 24, which mirrors the last two surveys when the average was about 26 and 23 for 1997 and 1998 respectively.

The 12 committees reduced the 283 applicants to 57 finalists recommended to their boards. This 20 percent finalist rate falls in line with the two previous year's averages of 18.5 percent and 18.6 percent. This year's committees recommended as few as 2 finalists and as many as 9 finalists from their field of applicants. The average number of finalists recommended per committee was 4.75, which is in line with the previous two years, both of which were between 4 and 5 finalists per district. No committee rejected all applicants put before them, as two committees did last year.

The 283 applicants this year were comprised of 244 males and 39 females; 86.2 percent male and 13.8 percent female. Over the past three years when there have been 865, 763, and 283 total applicants, the ratios of male to female applicants remains constant:

YEAR OF REPORT	MALE	FEMALE
1997	87.5	12.5
1998	87.7	12.3
1999	86.2	13.8

In the 12 districts studied, 9 of the 39 female candidates, or 23 percent, were recommended by the superintendent screening committee to the board and 48 of the 244 male candidates, about 20 percent, were recommended. Females comprised 15.8 percent of the finalist pool and males made up the other 84.2 percent. This represents a gain of 2.8 percent in female finalists over the past two years. In the 12 districts for the 1999 report, 2 females were hired as superintendents, 16.6 percent of the total. In 1998, 5 districts out of 33 hired females, 15.1 percent of the total, and in 1997, 2 females were hired, 6 percent of the total.

NOTE: Although the full survey results were not available on August 31, 1999, there were actually 18 superintendents hired at that time. In one of the districts where the information was not complete, a female superintendent was selected bringing the actual figures up to 3 female superintendents hired in the 18 districts, leaving the 1999 rate at 16.6 percent. There are still 2 districts of the original 20 vacancies that have not yet named a superintendent.

In the 12 districts reviewed, only 1 minority applicant became a finalist recommended by the committee to the board and that finalist was not selected superintendent. Only 2 districts of the 12 were required by KRS 160.352(2)(f) to have minority representation on the screening committee due to an 8 percent or more minority population and they were in compliance with the law.

Committee Recommendations/Board Decisions

Our review of these processes tends to indicate that boards of education do respect the work and recommendations of their screening committees and hire a superintendent from the committee's list of finalists in the vast majority of districts. In 1997, 1 of 33 districts rejected the recommended list and hired a superintendent not recommended by the committee. In 1998, 5 boards hired from outside the recommended list and this year in the 12 districts with complete reports, 1 board hired from off the finalist list. In 2 other districts, which have not completed their report, one hired from off the list and a second board rejected all applicants and hired a high-level district employee to a one-year contract planning to repeat the hiring process next year. Since it is the board's prerogative to hire whichever candidate they want regardless of the recommendations of the committee, it would be erroneous to assume that a 10 percent rejection rate over the past three years is in any way a negative trend. It would be necessary to have more facts and circumstances regarding these past rejections and to review several additional years to reach any meaningful conclusion on this issue.

In-District/Out-of-District Applicants

In past years, screening committees have recommended 2 out-of-district finalists for each in-district finalist, and the boards have hired at about a one-to-one ratio. This year the committees recommended 10 in-district applicants and 47 out-of-district applicants or about 5:1 of out-of-district to in-district applicants. The 12 boards hired 8 out-of-district finalists and 4 in-district finalists for a 2:1 in favor of out-of-district finalists.

Since the number of hiring districts this year is considerably less than the average, it is difficult to attach any real significance to the comparison of in-district/out-of-district committee recommendations and in-district/out-of-district hiring for this period.

Use of Consultants

Last year 14 of the 24 districts surveyed on the consultant use issue employed the Kentucky School Boards Association or other consultants to assist them in their advertising, screening, and selection process. This year 8 of the 12 districts employed consultants to aid in this very important process. Over the past two years of tracking this aspect of the hiring process, approximately 61 percent of those districts surveyed opted to hire experienced and professional assistance to aid them in the hiring of their district leader. Those districts using consultants commented very favorably regarding the services of the consultants.

Recommendations.

With the small number of fully reporting districts for this year's report, it is difficult to isolate any additional issues for further review that were not discussed in last year's report. After analysis of the information collected during the past three years, it appears that there are some aspects of the survey that require attention in future reviews to determine if trends, positive or negative, are developing.

1. Over the past three years, boards have rejected the recommendations of the superintendent screening committee at about a 10 percent rate. Careful monitoring of this percentage is in order. If there is a significant increase in this rate, it would indicate that boards were not ascribing sufficient significance to the work of their committees or the

committees did not perform at the level expected by the board. In either case, this would be a negative trend.

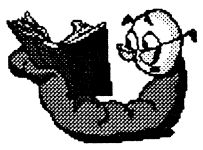
2. The length of time allotted to the screening committee by the board to complete their work is of major significance for two reasons:

   - A certain minimum period of time is necessary for the committee to consider the candidates and arrive at meaningful recommendations. From past surveys, it appears two months is sufficient time to complete this task and there is seldom more time available between the declaration of the vacancy and the date it must be filled.

   - A significant increase in the number of boards allotting less than two months would tend to indicate that boards did not consider the committees work to be an important factor in the selection process. This aspect of the survey should be watched carefully to determine if the two-month benchmark remains basically constant.

3. KRS 160.350 as amended now allows the board to select their interim appointed superintendent as the regular superintendent. While this is only fair to one who may be appointed to the interim position, a wave of selections of interim superintendents as the regular superintendents would tend to indicate the selection was a foregone conclusion thereby diminishing the impact and effectiveness of the total selection process; a process which presents to the committee and the board a significant number of qualified applicants to carefully consider in order to hire the best person available for the position. Since there are not that many interim superintendent situations occurring and only a few have been made the regular superintendent, this is not a current problem or trend, but an area to be watched for the possible development of a trend.

INVESTIGATIONS



OVERVIEW.

The work of the Investigative Division of the Office of Education Accountability (OEA) is driven by complaints and allegations from numerous and varied sources. The Investigative Division does not act on its own initiative opening investigations without valid complaints and allegations. Complaints and allegations must meet a minimum standard to be considered worthy of review and/or investigation. To open issues for investigation without an underlying valid complaint would be grossly unfair to the potential subject of the investigation and could be considered contrary to the language in our enabling statute KRS 7.410, which reads, in part, as follows:

(4.) Investigate allegations of wrongdoing of any person or agency, including; but not limited to, waste, duplication, mismanagement, political influence, and illegal activity. . . . (Emphasis Added)

Complaints and allegations are received by this office from numerous and varied sources. Amongst these sources are correspondence by regular mail or E-mail; telephone calls followed by a written and detailed communication; visits to the OEA office; legislative requests; information provided by school board members, superintendents, or other employees; and referrals from other agencies (i.e., Kentucky Department of Education (KDE), Attorney General's Office (AG), Auditor of Public Accounts). OEA will also act upon anonymous complaints if the anonymous complaint meets the same standards applied to complaints from identified sources. The factors considered prior to opening an investigation have been discussed in previous annual reports and are as follows: quality, specificity, seriousness, firsthand knowledge, complements or reinforces other similar complaints, potential impact upon district, and provability.

All complaints and allegations received by the Investigative Division are assessed by the Division Manager to determine if they warrant action by OEA. In some cases complaints are forwarded to another agency, which may be the more appropriate agency to consider the information, i.e., Department of Social Services (DSS), KDE, AG. If the complaint does not qualify for opening an investigation or inquiry, it will be placed in an appropriate file to be retrieved for review if similar complains are received or if follow-up information is provided. If the complaint warrants no action, it will be acknowledged by letter to the complainant, if known, explaining why it will not be addressed and asking for additional information if it is available.

If the Division Manager believes that the complaint warrants action, a document entitled "Intent to Investigate" is prepared for the consideration of the OEA Director. This document synopsizes the complaint, states the objective of the review, defines the scope of the review, sets a starting date, and estimates a closure date. If the issue is complicated or information in addition to the complaint is available, an accompanying memo will be prepared. Before any inquiry can go forward, the Director must agree with the Division Manager that action is warranted. At this point, a miscellaneous or regular investigative file is opened and the case is placed upon an investigative schedule prioritized upon its merits.

When the case comes up for inquiry or investigation, it is addressed in accordance with the objectives and scope decided upon previously. When the objectives are met, the findings are reviewed to determine if

further investigation is necessary. If further investigation is not necessary, the appropriate laws and/or regulations are reviewed. Legal research is done if necessary.

A plan of action for resolution is formulated by the Division Manager and submitted to the Director for consideration and approval. After approval, the plan is executed by communicating with the district. At times some further discussion or correspondence with the district is necessary to reach a resolution. Upon acceptance of the plan and appropriate action by the district, the case is considered resolved.

CASELOAD/RESOLUTIONS.

During this year's October 15, 1998 through September 1, 1999 reporting period, approximately 110 new issues were opened for some level of inquiry in our miscellaneous and regular investigative files. That is an increase of approximately 35 cases over the previous eight-year average of about 75. Over 100 issues were brought to resolution during the reporting period and that is an increase in resolutions over the average of approximately 70 per year. Since February 1991, the Investigative Division has opened over 700 investigative files for some level of inquiry and have resolved approximately 640 cases leaving about 60 cases currently under review. The overall resolution rate remains constant at about 90 percent and the 60 active cases carried over into the next reporting period is within the 40-60 range we have experienced since 1994.

The Investigative Division files are maintained on two levels and tracked by computer. The first level of files is referred to as miscellaneous. These are cases that, after analysis of the predicating information, appear to be issues that can be brought to a resolution through correspondence, limited inquiry, or a single on-site visit to the district involved. These cases tend to be isolated complaints and/or allegations focused on a single issue or event. If after the initial review or limited inquiry, it appears there are more issues involved or additional allegations are received that warrant review, these miscellaneous files are converted to a regular investigative file and more assets are employed to seek resolution.

Matters that are assigned to the regular investigative files are placed in that category for one or more of the following reasons:

- Seriousness of allegations and potential impact upon the district.
- Complexity of the allegations.
- Multiple complaints from varied sources.
- Complaints of numerous irregularities.
- The apparent need for several visits to the district to obtain information.
- Other factors indicating the need for a comprehensive review of the subject district.

Over the entire eight-year period, the Investigative Division has opened files at a 60 percent to a 40 percent rate of miscellaneous files over regular files. (That figure is somewhat misleading since the miscellaneous file designation was not put in place until the third year of operations.) During the past year, the Investigative Division opened four miscellaneous files or limited inquiries for each regular investigative file and have resolved them at about the same rate. As of September 1, 1999, the carryover caseload of over 60 investigative issues is comprised of about 60 percent miscellaneous files to 40 percent regular investigative files.

NOTE: The Investigative Division's filing system actually contains an excess of 800 files, but for the purposes of this review, only the actual investigative files have been included. The rest of these files are concerned with procedures, research, administration, etc.

STAFFING.

By 1993, the Investigative Division had grown from one employee to a staffing level that was to remain constant until mid-1997 when an office reorganization reduced the Investigative Division staff by one attorney/investigator and one-half of the services of an administrative assistant. While this reduction is apparent on a staffing chart, it is not in actuality what occurred. Previously this position was a combination attorney/investigator and General Counsel slot in the Investigative Division. Due to the increased workload in the General Counsel's position, it was moved out of the Investigative Division with the administrative assistant position and placed under the Director. The Special Education, Individuals with Disabilities Education Act, Americans with Disabilities Act, etc., caseload remained with the General Counsel, thus minimizing the impact upon the Investigative Division's ability to meet its responsibilities in bringing complaints and allegations to resolution. In fact, during this reporting period, the number of new cases opened and the number brought to resolution increased significantly over past years. (See section entitled Caseload/Resolutions.)

On September 16, 1999, the attorney/investigator position will be restored to the Investigative Division with the hiring of an attorney, who has been a member of the Kentucky Bar for 10 years and has 5 years experience in school law and related investigations.

After September 16, 1999, the Investigative Division staff will be comprised of two attorney/investigators, one whom will act as Division Manager, one full-time legislative analyst/administrative assistant and 50 percent of the services of another administrative assistant.

The balance of the investigative staff is made up of one contract Certified Public Accountant (CPA) and four permanent part-time investigators. The OEA contract CPA has over 24 years of CPA experience, 20 years of which has been in government and school-related audits. The four permanent part-time investigators are all retired federal investigators with a wide-range of experience and expertise. The contract CPA and four permanent part-time investigators have a combined 27 years of service to OEA. The combined audit and investigative experience of the contract and part-time professional staff of the Investigative Division is in excess of 160 years.

It has been the policy of OEA to hold the Investigative Division full-time professional staff to no more than two attorney/investigators and meet our statutory mandate with a contract CPA, and a significant number of part-time investigative personnel used on an as-needed basis. This arrangement provides the Investigative Division with the ability to choose from a large number of talented and experienced investigators without incurring the burdens of a large payroll and the possibility of paying investigators for down or idle time.

ROLE OF THE INVESTIGATIVE DIVISION AND NATURE OF INVESTIGATIONS.

Periodically it becomes necessary for OEA to clarify the role and activities of the Investigative Division and dispel the perception held by some, which appears to be based upon misconception, misunderstanding, and

simple lack of facts. The vast majority of the work done by this division is brought to closure through correspondence, meetings, single on-site visits to districts, and recommendations for corrections. A large number of the irregularities in districts reported to this office are not the product of intentional violations of the law, regulations, or policies. They are simply mistakes usually corrected by the district upon notice that a mistake has occurred. In other cases, districts have acted without sufficient research or knowledge and have violated a statute, regulation, etc. Usually the district involved is willing to take immediate action to correct the situation.

While the Investigative Division would be delighted if all matters could be resolved by correspondence and communication, it is obvious that certain matters call for one or more on-site visits to review documents and conduct interviews of personnel. The Investigative Division is cognizant of the fact that its presence in a district is disturbing and to some extent disruptive to the operation of the district. All efforts are made to conduct these reviews with a minimum of disruption to the district and in a low-key, professional, and non-threatening manner. Even in these matters, which require multiple visits to a district, resolutions are made and closure achieved without any impact upon employment or the overall operation of the district. Our goal in all of these reviews is to assure compliance with the controlling statutes and regulations, and policies of the district and, if possible, to correct or mitigate the effect of the questioned activity.

Unfortunately there are situations that do not lend themselves to mutually agreed resolutions at the district level. These are cases that have uncovered wrongdoing, waste, mismanagement, or illegal activity that has had a significant and continuous negative impact upon the district. Some of these cases have resulted in the removal or resignation of superintendents and board members. When these resignations and removals occur, they receive considerable local and, in some cases, statewide media attention leading some to believe this is the only activity engaged in by the OEA Investigation Division. Actually, these removals and resignations have occurred in less than 30 of the over 700 investigative cases initiated by this office. That is less than 5 percent of the matters brought to closure by the Investigative Division. The fact is that the vast majority of the cases resolved by the Investigative Division receive little attention except in the subject school districts.

Significant Results of Investigations.

As a result of an investigation initiated in a previous reporting period, a district employee was indicted for theft from the district. That matter has reached a conclusion in the court system resulting in full and significant restitution to the district.

In another district, an investigation into questionable payments to vendors resulted in the resignation of a district official and the blocking of approximately $3,500 of those payments.

A board member and a relative of the board member, employed in violation of KRS 160.380(2)(f), both resigned after an investigation, but prior to any charges being filed by the Commissioner of Education.

Following an OEA investigation of multiple financial irregularities, a district successfully terminated an unnecessary and expensive contract saving in excess of $120,000 per year.

A significant reorganization of a district office took place after the completion of an investigation that included posting violations, questionable hiring practices, staffing positions not created by the board, and other personnel irregularities.

One matter that was referred to the appropriate law enforcement agency during the last reporting period remains under investigation by that agency.

There was one referral to a law enforcement agency during this reporting period, which should result in a criminal indictment in the near future.

During this reporting period, three superintendents resigned or retired during investigations in their districts.

SUMMARY.

Since February 1991, the OEA Investigative Division has resolved 90 percent of the issues it has handled. The vast majority of these issues have been resolved with little or no disruption to the district involved and for the most part unnoticed by the general public or news media. The issues reviewed and resolved by the Investigative Division over the past years have covered the entire spectrum of district operations, but generally fall into one of the following categories:

- Financial irregularities.
- Personnel procedures.
- Misuse of property of the district.
- Special education issues.
- Conflicts of interest.
- Usurpation or abdication of board authority, etc.

The Investigative Division will continue to carefully assess and evaluate complaints and allegations prior to opening any issue for review. The Investigative Division will conduct all inquiries, reviews, and investigations in an unbiased, discreet, and non-threatening manner at all times adhering to the mandates of KRS 7.410. The Investigative Division will continue to hold staff qualification to a high level of maturity, experience, and professionalism at the same time providing taxpayers with cost effective and efficient service. When the findings of the Investigative Division warrant serious and significant action, the Director will not hesitate to provide the Investigative Division findings to the Commissioner of Education for consideration of removal charges.

School Finance

OVERVIEW.

June 1999 marked the tenth anniversary of the Kentucky Supreme Court's historic decision which completely transformed Kentucky's public education system including its method of funding schools. In response to the court's mandate, the Kentucky General Assembly enacted legislation, which established a new funding mechanism known as the Support Education Excellence in Kentucky (SEEK) program. This new funding formula was designed to correct the inadequacies and inequities of the old finance system, and to ensure a level of state and local funding which would guarantee that each child in Kentucky receive an adequate education regardless of wealth.

The SEEK program establishes a basic level of per pupil funding which requires a minimum local tax effort, increases support to local school districts, and distributes state funds on a more equitable basis. In addition, equalized funding is provided for capital construction through the Facilities Support Program in Kentucky (FSPK). Other state funding is provided in the form of categorical grants for preschool education, extended school services, professional development, technology, and family resource and youth services centers for students and their families.

SEEK.

The SEEK program is a "tiered" system made up of three distinct but closely related components. These components are described as follows:

ADJUSTED BASE GUARANTEE

The adjusted base guarantee provides a guaranteed amount of revenue per pupil for each school district adjusted by a series of factors, which are based on the cost of providing services to students. The base amount is adjusted by four factors; exceptional children, transportation, at-risk pupils, and pupils receiving services in their homes or a hospital. The adjustments are a means of allocating additional state funds to students with special needs, and in the case of pupil transportation, districts with varying needs.

The adjustment for exceptional children is a weighted calculation that considers the number of children identified with various exceptionalities. In 1990, the 12 categories of exceptionality were placed in three groups and temporary weights assigned. The Kentucky Department of Education (KDE) has confirmed the validity of these weights through an internal review and consultation with the Center for Special Education Finance.

The adjustment for transportation is determined by applying the formula contained in KRS 157.370. In 1991, the Office of Education Accountability (OEA) reviewed this formula and recommended to the 1992 General Assembly that no changes be made to the formula.

The adjustment for at-risk pupils is determined by applying to the SEEK base amount a factor of .15 for each student approved for free lunch under the National School Lunch Program. Since the enactment of welfare reform legislation in 1996 at the federal level, there appears to be a downward trend in the number of students eligible for free lunches. Based on figures obtained from KDE, the number of students eligible has declined by roughly 6,000 from October 1997 to October 1998. On the other hand, the students eligible for reduced price meals under the federal guidelines have increased over the same period by nearly 1,000. If this trend continues, consideration

should be given to expanding the at-risk factor to include students eligible for reduced price meals.

The adjustment for students who are unable to attend regular school sessions because of short-term health impairments (referred to as home and hospital) is determined by applying a formula found in KRS 157.270.

KRS 160.470 requires each local school district levy a minimum equivalent tax rate (ETR) of 30 cents per $100 of assessed property value. This required local effort (RLE) is the local contribution to the adjusted base guarantee. The difference between the local effort and the adjusted base represents the state SEEK contribution to the local school district. The method of arriving at the adjusted base guarantee is illustrated below.

Base Guarantee	$2,839
At-Risk Students	$213
Transportation	$378
Exceptional Children	$326
Home and Hospital	$8
Adjusted SEEK	$3,764
Required Local EFF	$596
State SEEK	$3,168

The base amount ($2,839 in 1998-99) is set biennially by the Kentucky General Assembly and is the only amount in the SEEK formula that is constant for all districts. Each of the adjustments will vary depending on the needs of the student population in each school district; the local effort will also vary from district to district depending on the property wealth of the district. Additionally, when calculating the SEEK program, all calculations are made on a per pupil basis and apply to each pupil in the district. To illustrate the at-risk calculation, suppose the school district in the above example has 1,000 students and 500 are approved for free lunch. Each student approved for free lunch generates $426 (1998-99 base amount of $2,839 times .15) for a total of $213,000 ($426 times 500 approved students). This $213,000 is then spread across the entire student population to generate an amount per pupil. In this example, the at-risk factor is $213 per pupil ($213,000 divided by 1,000 and rounded). Similar calculations are made for the other adjustment factors.

TIER I

This second component of the SEEK program is optional and allows local school districts to generate additional revenue of up to 15 percent of the adjusted base guarantee. School districts whose per pupil property wealth is less than 150 percent of the statewide average per pupil property wealth ($410,000 in 1998-99 and 1999-2000) receive state equalization funds if they choose to levy this additional tax. Districts may participate at any level up to 15 percent, and the state provides equalization funds to guarantee any district that participates will receive the same revenue per pupil if they make the same tax effort. The tax rate levied by local school boards under Tier I is not subject to the public hearing and recall provisions contained in KRS 160.470. In 1998-99, 163 districts participated at the maximum level in Tier I. The remaining 13 districts participated to some degree in Tier I.

TIER II

This is the third component of SEEK and it is also optional. Tier II allows school districts to generate additional revenue up to 30 percent of the amount generated by the adjusted base guarantee and Tier I. These funds are not equalized by the state, and the hearing and recall provisions of KRS 160.470 apply. Tier II has the effect of placing a cap on the amount of

revenue a local school district can raise; thereby, maintaining some control over the disparity in per pupil revenues that might be available in local school districts. In districts with similar needs and student population, the disparity in revenues should not exceed 49.5 percent (1.15 times 1.30). House Bill 940 mandated that no school district would be required to levy an equivalent tax lower than the rate levied during 1989-90. This "grandfathering" does make it possible for a school district to have a tax rate higher than that permissible under Tier II. In 1998-99, 163 school districts participated at some level in Tier II which generated $216,890,488.

The amount of additional funding that can be achieved through Tier II, like Tier I, is dependent on the adjusted base guarantee. This provides an incentive for every school district in the state – not just the poorest – to be vitally concerned about the base level funding established each biennium by the Kentucky General Assembly.

EQUITY.

Equity in a state's school finance system is based on the fair treatment of individual students. Conceptually, it is three-dimensional (i.e., horizontal, equal opportunity, and vertical). The design of the SEEK program encompasses these equity principles which are described as follows:

Horizontal equity – Occurs when all students in the state are fairly treated in accordance with the constitution and statutes of the state. Horizontal equity usually refers to equal treatment of equals. This equity principle is based upon the democratic concept that all persons are of equal worth, and that each individual person is of great worth. Therefore, when it comes to public education, all students are worthy of both equal and adequate treatment. The SEEK program's per pupil base amount, which is set by the Kentucky General Assembly, is the same for every student in Kentucky, therefore, assuring horizontal equity.

Equal Opportunity equity – Is defined as the condition when all students in the state have equal opportunity to participate in quality educational programs. This occurs when students with equal educational needs have equal amounts of revenue to purchase educational services regardless of their location within the state. The SEEK program establishes the minimum property wealth behind each student in the Commonwealth at 150 percent of the statewide average per pupil property wealth for Tier I and FSPK, thereby, making sure there is equity of opportunity.

Vertical equity – Refers to unequal treatment of unequals. Some students bring with them handicapping or disabling conditions which require a greater investment. Therefore, increased financial resources may be needed to provide some students with educational services needed to help them reach their potential for independence and achievement. To achieve vertical equity, the SEEK program provides adjustment factors for exceptional children, at-risk pupils, and home and hospital based students.

Adequacy – Is obtaining the maximum amount of student achievement from a given amount of expenditures from a state's funding for public education. Kentucky's 1990 education reform is designed to increase the levels of pupil performance measured by the statewide assessment program, the Commonwealth Accountability Testing System (CATS).

Stability – Occurs when the combined state and local revenues for school districts do not fluctuate widely

from year to year. The SEEK program's "hold harmless" provision provides stability of state aid to districts which might otherwise generate less state revenue per pupil through the SEEK program than they did in 1991-92.

Responsiveness – Is achieved when a state's finance system provides for increased state aid when local revenues decrease and vice versa. The SEEK program reacts annually to changes in per pupil property wealth and increases in average daily attendance (ADA).

Efficiency – Is measured in part by the amount of revenue required to maintain equity in a state equalization program for funding education. The SEEK program has significantly reduced the range of revenues per pupil between the lower and higher wealth quintiles. This reduction of the range of revenues has been accomplished by bringing up the revenues per pupil of the lower wealth quintiles.

While neither the court nor the Kentucky General Assembly mandated the criteria against which adequacy and equity are to be measured, the Kentucky General Assembly directed that OEA conduct an ongoing review of the state finance system to include "an analysis of the level of equity achieved by the funding system and whether adequate funds are available to all school districts." An effort has been made in the ensuing pages to measure the extent to which equity has been achieved between Kentucky's rich and poor school districts. To accomplish this task, data were collected and examined for fiscal years 1989-90 through 1998-99 and presented by wealth quintile. The report also contains analyses of actual revenue and expenditure data for the same period.

STATE AND LOCAL REVENUE.

The total amount of state and local funds provided for Kentucky school districts from 1989-90 through 1998-99 is illustrated in Table 1. The columns identify the source, amount, percent of total state and local dollar amount change from the prior year, and percent change from the prior year. Since 1989-90, the total amount of state and local funds provided for school districts has increased 75.8 percent ($1.520 billion). The state effort increased by 64.5 percent ($1.006 billion) while the local effort increased by 115.7 percent ($513.9 million). Figure 1 demonstrates the comparative growth of state and local funding since the passage of KERA.

Further review of the data reveals that by 1998-99 the percentage of state and local funds provided for school districts outside of the state's finance program increased from 16.2 percent in 1989-90 to 20.5 percent in 1998-99. That includes KERA strands such as extended school services, preschool, professional development, and other categorical grants that remain outside the SEEK program. In 1997, John Augenblick (consultant to the Finance Task Force) recommended to the Governor's Task Force on Public Education that funding for some strands be blended with the SEEK program after five years because categorical programs can negatively affect the equity of the school funding program. The data presented in Table 1 are based on information from KDE Final SEEK Circulars (1990-91 through 1998-99 and Kentucky Biennial Budgets (1988-90 through 1999-2000).

Table 2 provides a comparison of revenue by source for 1989-90, 1996-97, and 1997-1998 by wealth quintile. Each quintile includes approximately 20 percent of the state's students. Total state funds

TABLE 1
STATE AND LOCAL REVENUES PROVIDED FOR KENTUCKY SCHOOL DISTRICTS

Revenue Source	1989-90	Percent Total State/Local	1990-91	Percent Total State/Local	Amount Change 89-90 90-91	Percent Change 89-90 90-91	1991-92	Percent Total State/Local	Amount Change 90-91 91-92	Percent Change 90-91 91-92
State										
Formula	$1,179,143,000	58.8%	$1,358,793,955	55.5%	$179,650,955	15.2%	$1,445,093,113	53.6%	$86,299,158	6.4%
Capital/Debt*	56,091,000	2.8%	67,284,810	2.7%	11,193,810	20.0%	71,138,910	2.6%	3,854,100	5.7%
Grant Programs**	33,681,000	1.7%	65,035,000	2.7%	31,354,000	93.1%	133,752,000	5.0%	68,717,000	105.7%
Health/Life	84,689,000	4.2%	95,965,100	3.9%	11,276,100	13.3%	116,248,900	4.3%	20,283,800	21.1%
KTRS	168,398,000	8.4%	224,808,200	9.2%	56,410,200	33.5%	228,951,600	8.5%	4,143,400	1.8%
School Rewards***	0	0.0%	15,000,000	0.6%	15,000,000	100.0%	15,000,000	0.6%	0	0.0%
Technology (KETS)***	0	0.0%	15,000,000	0.6%	15,000,000	100.0%	33,000,000	1.2%	18,000,000	120.0%
SFCC	39,293,000	2.0%	41,168,000	1.7%	1,875,000	4.8%	52,710,000	2.0%	11,542,000	28.0%
Total State	1,561,295,000	77.8%	1,883,055,065	76.9%	321,760,065	20.6%	2,095,894,523	77.8%	212,839,458	11.3%
Total Local	444,237,718	22.2%	566,655,290	23.1%	122,417,572	27.6%	599,061,875	22.2%	32,406,585	5.7%
Total State & Local	$2,005,532,718	100.0%	$2,449,710,355	100.0%	$444,177,637	22.1%	$2,694,956,398	100.0%	$245,246,043	10.0%

Revenue Source	1992-93	Percent Total State/Local	Amount Change 91-92 92-93	Percent Change 91-92 92-93	1993-94	Percent Total State/Local	Amount Change 92-93 93-94	Percent Change 92-93 93-94
State								
Formula	$1,495,506,150	55.0%	$50,413,037	3.5%	$1,515,522,340	53.1%	$20,016,190	1.3%
Capital/Debt*	71,705,350	2.6%	566,440	0.8%	71,730,260	2.5%	24,910	0.0%
Grant Programs**	120,119,200	4.4%	-13,632,800	-10.2%	151,682,500	5.3%	31,563,300	26.3%
Health/Life	136,981,200	5.0%	20,712,300	17.8%	158,271,900	5.5%	21,310,700	15.6%
KTRS	185,400,000	6.8%	-43,551,600	-19.0%	193,000,000	6.8%	7,600,000	4.1%
School Rewards***	5,000,000	0.2%	-10,000,000	-66.7%	10,000,000	0.4%	5,000,000	100.0%
Technology (KETS)***	5,000,000	0.2%	-28,000,000	-84.8%	10,000,000	0.4%	5,000,000	100.0%
SFCC	52,710,000	1.9%	0	0.0%	55,785,300	2.0%	3,075,300	5.8%
Total State	2,072,401,900	76.2%	-23,492,623	-1.1%	2,165,992,300	75.9%	93,590,400	4.5%
Total Local	646,866,406	23.8%	47,804,531	8.0%	688,818,013	24.1%	41,951,607	6.5%
Total State & Local	$2,719,268,306	100.0%	$24,311,908	0.9%	$2,854,810,313	100.0%	$135,542,007	5.0%

*Includes capital outlay allotment plus Facilities Support Program of Kentucky (FSPK) funds.

**Grant programs in FY1989-90 include such programs as gifted/talented, remediation, professional development, writing grants, etc. Grant programs for FY1990-91 through FY1998-99 include those continued from FY1989-90 plus new programs such as extended school services and pre-school. Funds for the operation of the Kentucky Department of Education, the Kentucky School for the Deaf, the Kentucky School for the Blind and Kentucky Educational Television are not included in any

***Funds appropriated in FY1989-90 through FY1998-99 for school rewards and education technology (KETS) are placed in escrow accounts.

TABLE I
STATE AND LOCAL REVENUES PROVIDED FOR KENTUCKY SCHOOL DISTRICTS

Revenue Source	1994-95	Percent Total State/Local	Amount Change 93-94 94-95	Percent Change 93-94 94-95	1995-96	Percent Total State/Local	Amount Change 94-95 95-96	Percent Change 94-95 95-96
State								
Formula	$1,560,125,871	51.8%	$44,603,531	2.9%	$1,595,588,492	50.7%	$35,462,621	2.3%
Capital/Debt*	85,556,247	2.8%	13,825,967	19.3%	85,305,643	2.7%	-250,604	-0.3%
Grant Programs**	162,960,000	5.4%	11,277,500	7.4%	174,853,000	5.6%	11,893,000	7.3%
Health/Life	162,125,000	5.4%	3,853,100	2.4%	176,491,100	5.6%	14,366,100	8.9%
KTRS	202,000,000	6.7%	9,000,000	4.7%	208,000,000	6.6%	6,000,000	3.0%
School Rewards***	0	0.0%	-10,000,000	-100.0%	10,000,000	0.3%	10,000,000	100.0%
Technology (KETS)***	20,000,000	0.7%	10,000,000	100.0%	20,000,000	0.6%	0	0.0%
SFCC	56,933,000	1.9%	1,147,700	2.1%	58,357,000	1.9%	1,424,000	2.5%
Total State	2,249,700,118	74.6%	83,707,818	3.9%	2,328,595,235	74.0%	78,895,117	3.5%
Total Local	764,459,932	25.4%	75,641,919	11.0%	820,205,966	26.0%	55,746,034	7.3%
Total State & Local	$3,014,160,050	100.0%	$159,349,737	5.6%	$3,148,801,201	100.0%	$134,641,151	4.5%

Revenue Source	1996-97	Percent Total State/Local	Amount Change 95-96 96-97	Percent Change 95-96 96-97	1997-98	Percent Total State/Local	Amount Change 96-97 97-98	Percent Change 96-97 97-98
State								
Formula	$1,641,108,090	49.8%	$45,519,598	2.9%	$1,688,727,030	49.3%	$47,618,940	2.9%
Capital/Debt*	$96,058,110	2.9%	$10,752,467	12.6%	93,955,470	2.7%	-$2,102,640	-2.2%
Grant Programs**	$181,093,600	5.5%	$6,240,600	3.6%	185,728,000	5.4%	$4,634,400	2.6%
Health/Life	$194,642,900	5.9%	$18,151,800	10.3%	210,541,700	6.1%	$15,898,800	8.2%
KTRS	$218,600,000	6.6%	$10,600,000	5.1%	225,726,900	6.6%	$7,126,900	3.3%
School Rewards***	$10,000,000	0.3%	$0	0.0%	10,000,000	0.3%	$0	0.0%
Technology (KETS)***	$20,000,000	0.6%	$0	0.0%	20,000,000	0.6%	$0	0.0%
SFCC	$60,144,000	1.8%	$1,787,000	3.1%	63,755,200	1.9%	$3,611,200	6.0%
Total State	$2,421,646,700	73.5%	$93,051,465	4.0%	2,498,434,300	72.9%	$76,787,600	3.2%
Total Local	$874,526,371	26.5%	$54,320,405	6.6%	927,066,277	27.1%	$52,539,906	6.0%
Total State & Local	$3,296,173,071	100.0%	$147,371,870	4.7%	$3,425,500,577	100.0%	$129,327,506	3.9%

*Includes capital outlay allotment plus Facilities Support Program of Kentucky (FSPK) funds.

**Grant programs in FY1989-90 include such programs as gifted/talented, remediation, professional development, writing grants, etc. Grant programs for FY1990-91 through FY1998-99 include those continued from FY1989-90 plus new programs such as extended school services and pre-school. Funds for the operation of the Kentucky Department of Education, the Kentucky School for the Deaf, the Kentucky School for the Blind and Kentucky Educational Television are not included in any

***Funds appropriated in FY1989-90 through FY1998-99 for school rewards and education technology (KETS) are placed in escrow accounts.

TABLE 1
STATE AND LOCAL REVENUES PROVIDED FOR KENTUCKY SCHOOL DISTRICTS

Revenue Source	1998-99	Percent Total State/Local	Amount Change 97-98 98-99	Percent Change 97-98 98-99	Amount Change 89-90 98-99	Percent Change 89-90 98-99
State						
Formula	$1,745,194,538	49.5%	$56,467,508	3.3%	$566,051,538	48.0%
Capital/Debt*	100,029,692	2.8%	6,074,222	6.5%	$43,938,692	78.3%
Grant Programs**	187,667,500	5.3%	1,939,500	1.0%	$153,986,500	457.2%
Health/Life	216,843,500	6.2%	6,301,800	3.0%	$132,154,500	156.0%
KTRS	230,600,600	6.5%	4,873,700	2.2%	$62,202,600	36.9%
School Rewards***	10,000,000	0.3%	0	0.0%	$10,000,000	100.0%
Technology (KETS)***	15,000,000	0.4%	-5,000,000	-25.0%	$15,000,000	100.0%
SFCC	62,362,500	1.8%	-1,392,700	-2.2%	$23,069,500	58.7%
Total State	2,567,698,330	72.8%	69,264,030	2.8%	$1,006,403,330	64.5%
Total Local	958,157,943	27.2%	31,091,866	3.4%	$513,920,225	115.7%
Total State & Local	$3,525,856,273	100.0%	$100,355,696	2.9%	$1,520,323,555	75.8%

*Includes capital outlay allotment plus Facilities Support Program of Kentucky (FSPK) funds.

**Grant programs in FY1989-90 include such programs as gifted/talented, remediation, professional development, writing grants, etc. Grant programs for FY1990-91 through FY1998-99 include those continued from FY1989-90 plus new programs such as extended school services and pre-school. Funds for the operation of the Kentucky Department of Education, the Kentucky School for the Deaf, the Kentucky School for the Blind and Kentucky Educational Television are not included in any

***Funds appropriated in FY1989-90 through FY1998-99 for school rewards and education technology (KETS) are placed in escrow accounts.

FIGURE 1
TOTAL STATE AND LOCAL REVENUES COMPARISON

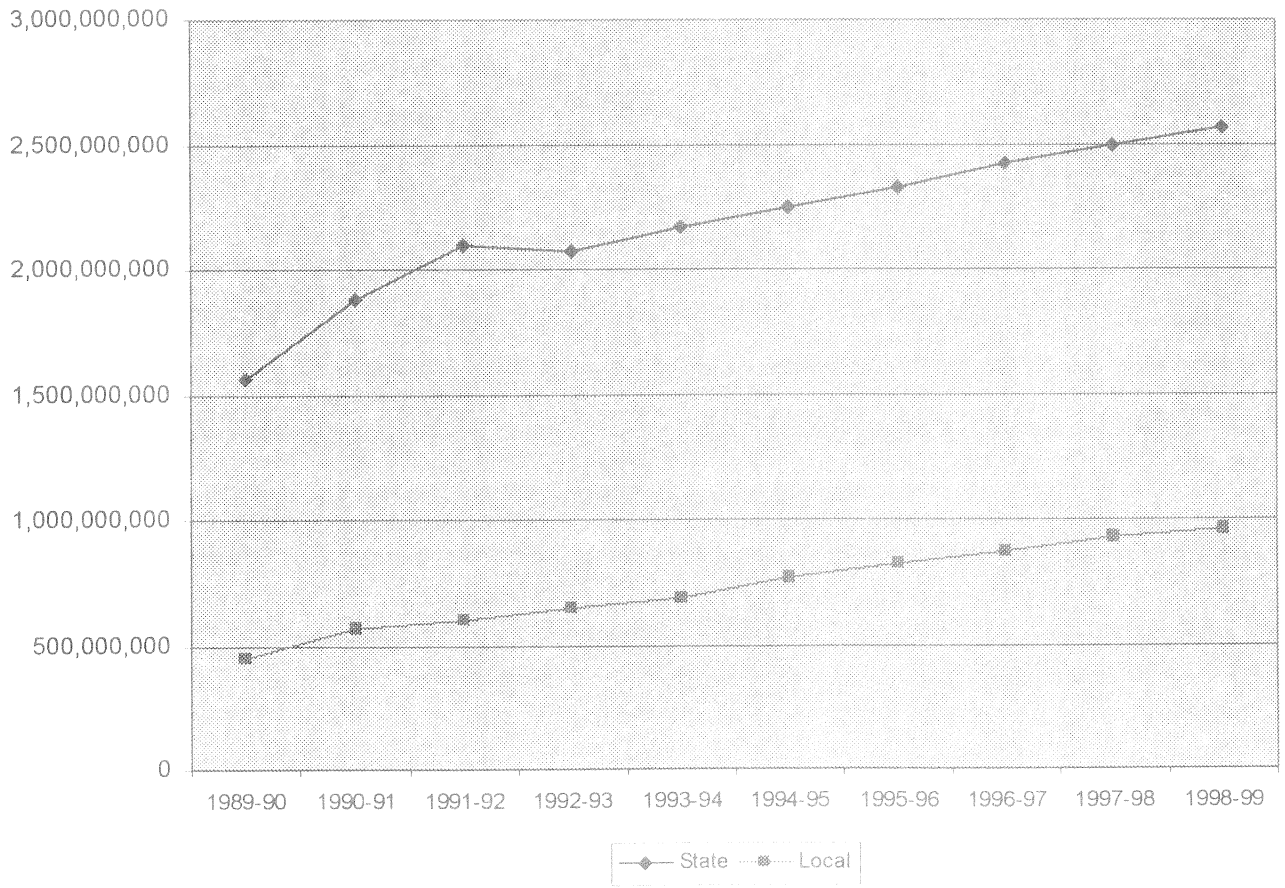


TABLE 2
PUPIL WEIGHTED AVERAGES FOR REVENUE
BY WEALTH QUINTILE

Quintile	Funded ADA	Property Wealth Per Pupil	Average Local Revenue PerPupil	Average State Revenue Per Pupil	Average Federal Revenue Per Pupil	Average Local/State Revenue Per Pupil	Average Total Revenue Per Pupil
1989-90							
1	115,074	$71,665	$355	$2,310	$540	$2,665	$3,205
2	114,190	105,467	549	2,243	402	2,792	3,193
3	118,119	138,954	687	2,197	323	2,884	3,207
4	106,632	179,714	1,038	2,163	292	3,201	3,493
5	121,119	280,727	2,103	2,121	361	4,224	4,584
Statewide	**575,134**	**$156,254**	**$956**	**$2,206**	**$384**	**$3,163**	**$3,547**
1995-96							
1	114,936	$113,902	$859	$3,963	$753	$4,822	$5,575
2	114,767	158,720	1,137	3,579	561	4,715	5,276
3	116,275	203,231	1,375	3,321	454	4,696	5,150
4	109,635	273,034	1,898	2,888	407	4,787	5,194
5	120,298	383,316	3,103	2,620	566	5,722	6,288
Statewide	**575,911**	**$227,438**	**$1,685**	**$3,272**	**$549**	**$4,957**	**$5,506**
1996-97							
1	114,764	$119,513	$1,025	$4,228	$861	$5,253	$6,114
2	115,076	169,753	1,316	3,812	632	5,128	5,760
3	115,470	214,715	1,533	3,539	511	5,072	5,583
4	109,368	293,621	2,063	2,991	400	5,053	5,453
5	120,576	412,182	3,352	2,627	551	5,979	6,531
Statewide	**575,254**	**$243,118**	**$1,870**	**$3,436**	**$592**	**$5,306**	**$5,898**
1997-98							
1	114,752	$125,180	$1,011	$4,271	$822	$5,282	$6,104
2	113,727	180,853	1,376	3,786	673	5,162	5,835
3	114,130	225,188	1,555	3,518	575	5,073	5,647
4	110,425	313,190	2,166	2,965	443	5,132	5,574
5	121,188	430,945	3,597	2,731	640	6,329	6,969
Statewide	**574,222**	**$256,769**	**$1,959**	**$3,449**	**$632**	**$5,409**	**$6,041**

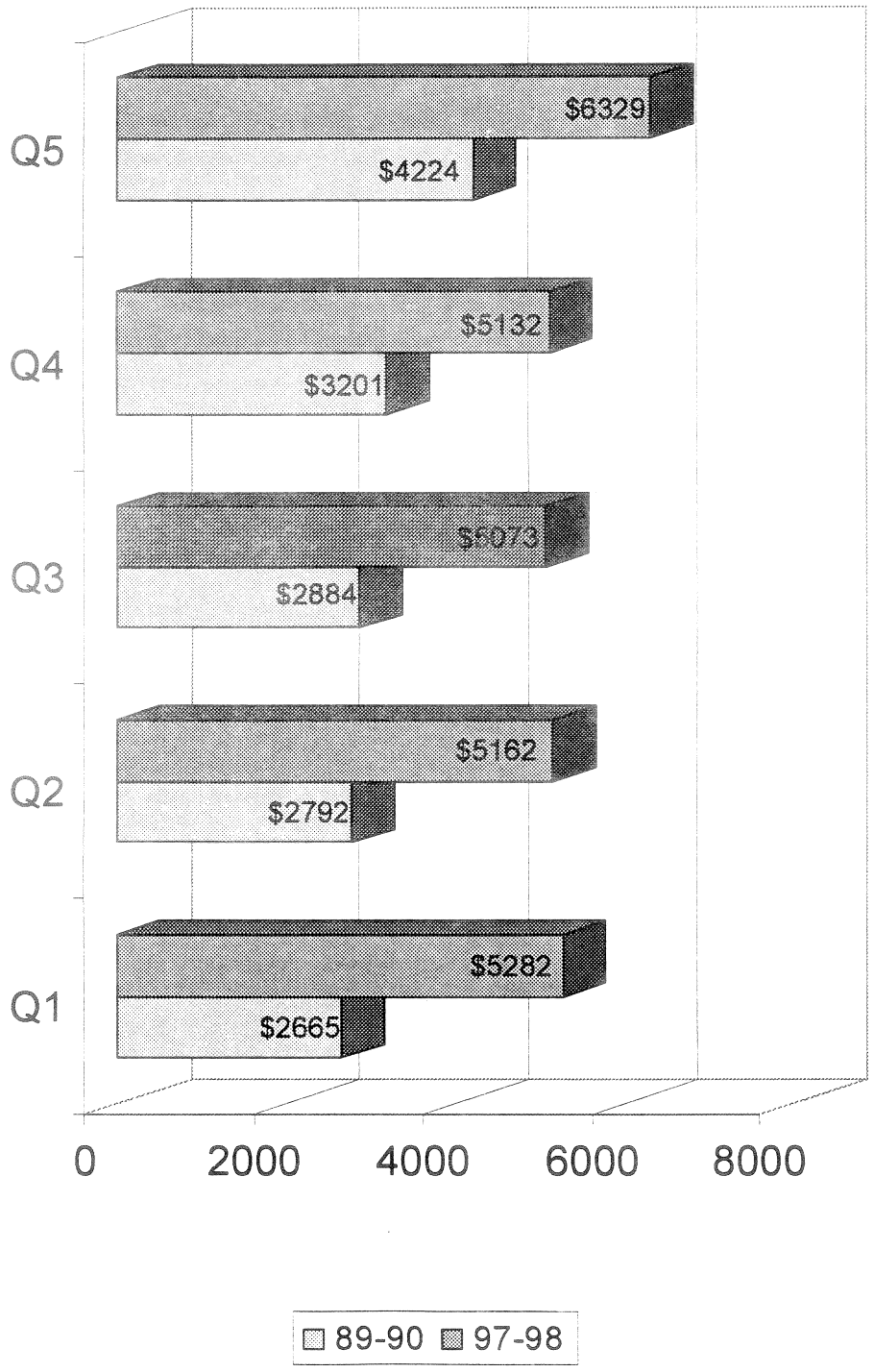
available to local school districts are comprised of the SEEK adjusted base guarantee, Tier I, FSPK, and the categorical programs. The average state revenue increased by 56.3 percent from $2,206 per pupil in 1989-90 to $3,449 per pupil in 1997-98, while the average local revenue increased by 104.9 percent from $956 in 1989-90 to $1,959 in 1997-98. Additionally, Table 2 indicates combined state and local revenue has increased by 71 percent from $3,163 in 1989-90 to $5,409 in 1997-98. The difference between the lowest and highest wealth quintiles has decreased by 32.8 percent from $1,559 in 1989-90 to $1,047 in 1997-98. Figure 2 demonstrates how the difference in state/local revenues between the highest and lowest wealth quintiles has narrowed from 1989-90 to 1997-98.

However, it should be noted that when compared to the 1996-97 quintile model, the difference in funding between high and low wealth districts actually increased. For example, while the 1997-98 model reflects a 32.8 percent reduction in the state/local funding gap between rich (Q5) and poor (Q1) districts, significantly more progress was demonstrated in 1996-97 when the gap was reduced by 53.4 percent. While this apparent change in direction is alarming on its face, it does not necessarily mean that the SEEK formula has somehow failed after seven years of substantial progress toward equity. Part of the explanation for this anomaly lies with the implementation of new accounting procedures (MUNIS) which changed the way revenues and expenditures are classified and reported. (Ramifications of the MUNIS accounting/management system will be discussed later in this report.) In addition, the conversion to GAAP (from cash to accrual) accounting principles in 1997-98 changed the way state and federal grants were reported. For example, unused (unearned) balances in certain state and federal grants (an estimated $42 million) reported as revenue in 1996-97 were excluded in 1997-98, thus distorting the comparison of per pupil revenues for those years. Further review of the data indicates that revenue from unmined minerals taxes declined substantially from 1996-97 to 1997-98, thus reducing local revenue per pupil in the lowest wealth quintile. Other factors such as declining enrollment, local taxing effort, and fluctuation of state and local revenue in the highest wealth quintile (Q5) can effect the funding equation between rich and poor school districts.

Tables 3 through 7 (Appendix B) illustrate local, state, federal, state/local, and total per pupil revenues from 1989-90 through 1997-98 by school district. Also, Table 8 (Appendix B) shows per pupil property wealth by district. The data presented in these tables are based on information from KDE Receipts and Expenditures Reports (1989-90 through 1993-94), Minimum Foundation Program Circular (1989-90), Final SEEK Allocation Circulars (1990-91 through 1997-98), Attendance Reports (1988-89 through 1997-98), School District Annual Financial Reports (1994-95 through 1997-98), and School District Audits (1989-90 through 1997-98).

Although the Supreme Court's decision neither identifies nor mandates the criteria for ascertaining the equity of the state's school finance system, horizontal, equal opportunity, and vertical equity principles are generally recognized among school finance researchers as appropriate standards. However, for purposes of this report, only horizontal equity principles will be used to assess the degree of equity accomplished by the state's school finance program from 1989-90 through 1997-98. (The quantitative measures for equal

FIGURE 2
PUPIL WEIGHTED AVERAGES FOR STATE AND LOCAL REVENUE



opportunity and vertical equity were presented in an earlier OEA Annual Report.)

Equity Analysis.

For purposes of this analysis, data are based on revenues that each district receives, minus Capital Outlay and FSPK funds. Variables used in the analyses include:

- Funded ADA (previous year's end of the year AADA plus current year's second month growth factor).
- State, local, federal, state/local, and total revenues per pupil by Funded ADA (minus Capital Outlay and FSPK funds).
- Property wealth per pupil by Funded ADA.

The data used in the analyses are based on information from KDE Receipts and Expenditure Reports (1989-90 through 1993-94), Minimum Foundation Program Circular (1989-90), Final SEEK Allocation Circulars (1990-91 through 1996-97), School District Annual Financial Reports (1994-95 through 1997-98), and School District Audit Reports (1989-90 through 1997-98).

As a multi-tiered system, the fundamental premises of SEEK's design are:

- State aid is sensitive to the needs, wealth, and tax effort of local school districts.
- Variation in state and local revenues among school districts can be explained primarily by differences in their needs and tax effort.
- School districts have the same opportunity to generate revenues at a level they select up to the established maximum cap.
- School districts have reasonable flexibility to spend funds.
- State aid that is not sensitive to wealth or need of the school district (e.g., hold harmless funds) is limited.
- Taxpayers are treated equitably by all real property being assessed at 100 percent of its fair cash value.

The pupil counts used in the equity calculations are Funded ADA. The pupil is the unit of analysis for all equity calculations. Calculations are weighted based on the district's Funded ADA. Therefore, all calculations are based on the number of students, not the number of school districts. The variable used to indicate a school district's wealth is property wealth per pupil by Funded ADA. Revenue generated by the SEEK program for school districts is the sum of local and state effort. The primary reason for using revenues rather than expenditures is revenues can be examined by source: state, local, and federal. By removing Capital Outlay and FSPK funds, state and local revenues become acceptable input cost measures.

Equity Analysis Results.

KRS 7.410 provides that OEA shall analyze the level of equity achieved by the SEEK program. Robert Berne and Leanna Stiefel's 1984 book, The Measurement of Equity in School Finance, provides the basis for this equity analysis.

Horizontal Equity: The SEEK program is designed to provide equal treatment of equals (horizontal equity). This principle states students who are alike should receive equal shares from a state's school finance system. Equity can be assessed by measuring the dispersion or inequality in the distribution of objects (i.e., revenues).

A measure of horizontal equity is the coefficient of variation, which is the standard deviation, divided by the mean. The closer the coefficient of variation is to 0 the more equitable the distribution of revenues. Funded ADA and state, local, federal, state/local, and

total revenues (minus Capital Outlay and FSPK funds) are the variables used to compute this statistic.

Table 9 shows the coefficient of variation by wealth quintile for 1989-90 and 1995-96 through 1997-98. An examination of the data reveals the coefficient of variation for local revenue decreased from .689 in 1989-90 to .501 in 1997-98, state revenue increased from .057 to .172, and total revenue decreased from .170 to .115. Additionally, Table 9 shows that the coefficient of variation for state/local revenue (i.e., the SEEK program) decreased from .193 in 1989-90 to .108 in 1997-98. The coefficient of variation has decreased by 44.0 percent, which indicates substantial improvement in horizontal equity caused by the SEEK program. Figure 3 illustrates the coefficient of variation for state/local revenue from 1989-90 to 1997-98.

The state's previous school finance system distributed state funds with no regard for property wealth variation among school districts. The SEEK program has corrected this problem. It makes state revenues sensitive to a school district's property wealth. Figures 4 and 5 illustrate the distribution of state funds in 1989-90 (prior to SEEK) and 1997-98 (SEEKs eighth year). Figure 5 clearly demonstrates more state revenue now flows to property poor school districts. Thus, accomplishing a major SEEK program goal, altering the distribution of state educational dollars among school districts.

As a further consequence of the Court's overhaul of Kentucky's antiquated school finance system, a new District Administrative System (DAS) was imposed on local school districts, which provides a more detailed and meaningful record of the use of school funds. The new system, known as MUNIS, mandated application of a new chart of accounts based on federal guidelines (Handbook 2, Revised) and conversion to Generally Accepted Accounting Principles (GAAP) for all Kentucky school districts. These new procedures drastically changed the way school districts account for school funds and the manner in which they are reported. For the first time, school districts could track revenues by fund, expenditures by fund, function, object, and location - a significant improvement over the old reporting system which lacked uniformity and specificity. The resulting standardization of accounting and reporting should greatly enhance the financial decision making of local and state policymakers.

By the end of the 1997-98 fiscal year, the new accounting software had been installed in all but one of Kentucky's 176 school districts. Because of its size and complex accounting needs, the Jefferson County school district was permitted to crosswalk its financial data to the new MUNIS account code structure for reporting purposes. However, as was noted in last year's OEA report, during the gradual phase-in period of MUNIS (1994-95 through 1997-98), many districts continued to report under the old account code structure, which failed to capture certain revenues or to correctly classify them. For example, revenue from the sale of school lunches at the school level ($20 million in 1997-98) was not reported in the district annual financial report prior to MUNIS. Other local revenues such as interest earned by the Capital Outlay and Building Fund accounts had to be identified and included by staff in order to achieve some degree of comparability during the transition from the "old" to the "new." The lack of specificity and consistency of financial reporting greatly reduces comparability, and thus makes it extremely difficult to perform meaningful analysis of school finance data over time. For this reason, future analysis of Kentucky's school finance

TABLE 9
HORIZONTAL EQUITY – COEFFICIENT OF VARIATION

Quintile	Funded ADA	Average Local Revenue Per Pupil	Coefficient of Variation	Average State Revenue Per Pupil	Coefficient of Variation	Average Federal Revenue Per Pupil	Coefficient of Variation	Average Local/State Revenue Per Pupil	Coefficient of Variation	Average Total Revenue Per Pupil	Coefficient of Variation
1989-90											
1	115,074	$346	0.435	$2,213	0.055	$540	0.276	$2,559	0.077	$3,099	0.079
2	114,190	533	0.343	2,146	0.048	402	0.270	2,679	0.086	3,080	0.075
3	118,119	663	0.286	2,101	0.037	323	0.282	2,764	0.066	3,087	0.059
4	106,632	983	0.260	2,066	0.046	292	0.479	3,049	0.093	3,341	0.110
5	121,119	1,967	0.156	2,020	0.046	361	0.276	3,986	0.081	4,348	0.090
Statewide	575,134	908	0.689	2,109	0.057	384	0.382	3,016	0.193	3,401	0.170
1995-96											
1	114,936	$802	0.313	$3,771	0.071	$753	0.265	$4,573	0.064	$5,326	0.077
2	114,767	1,058	0.197	3,405	0.045	561	0.237	4,463	0.047	5,023	0.054
3	116,275	1,274	0.127	3,168	0.051	454	0.284	4,442	0.051	4,896	0.065
4	109,635	1,762	0.208	2,766	0.075	407	0.496	4,528	0.081	4,934	0.094
5	120,298	2,911	0.091	2,520	0.048	566	0.314	5,430	0.053	5,996	0.069
Statewide	575,911	1,571	0.508	3,124	0.155	549	0.379	4,695	0.101	5,244	0.107
1996-97											
1	114,764	$965	0.301	$4,006	0.071	$861	0.277	$4,971	0.068	$5,832	0.085
2	115,076	1,231	0.200	3,614	0.050	632	0.234	4,846	0.059	5,477	0.066
3	115,470	1,425	0.172	3,364	0.051	511	0.324	4,789	0.050	5,300	0.064
4	109,368	1,916	0.165	2,856	0.094	400	0.480	4,771	0.061	5,171	0.081
5	120,576	3,146	0.097	2,527	0.063	551	0.253	5,673	0.056	6,224	0.066
Statewide	575,254	1,748	0.475	3,270	0.175	592	0.399	5,019	0.090	5,611	0.100
1997-98											
1	114,752	$948	0.303	$4,051	0.069	$822	0.245	$4,999	0.058	$5,822	0.071
2	113,727	1,286	0.231	3,594	0.050	673	0.295	4,880	0.064	5,552	0.076
3	114,130	1,442	0.167	3,348	0.061	575	0.335	4,790	0.055	5,365	0.073
4	110,425	2,010	0.156	2,838	0.010	443	0.483	4,847	0.053	5,290	0.078
5	121,188	3,382	0.087	2,631	0.074	640	0.315	6,014	0.060	6,653	0.074
Statewide	574,222	1,831	0.501	3,288	0.172	632	0.374	5,119	0.108	5,751	0.115

FIGURE 3
COEFFICIENT OF VARIATION
STATE AND LOCAL REVENUE

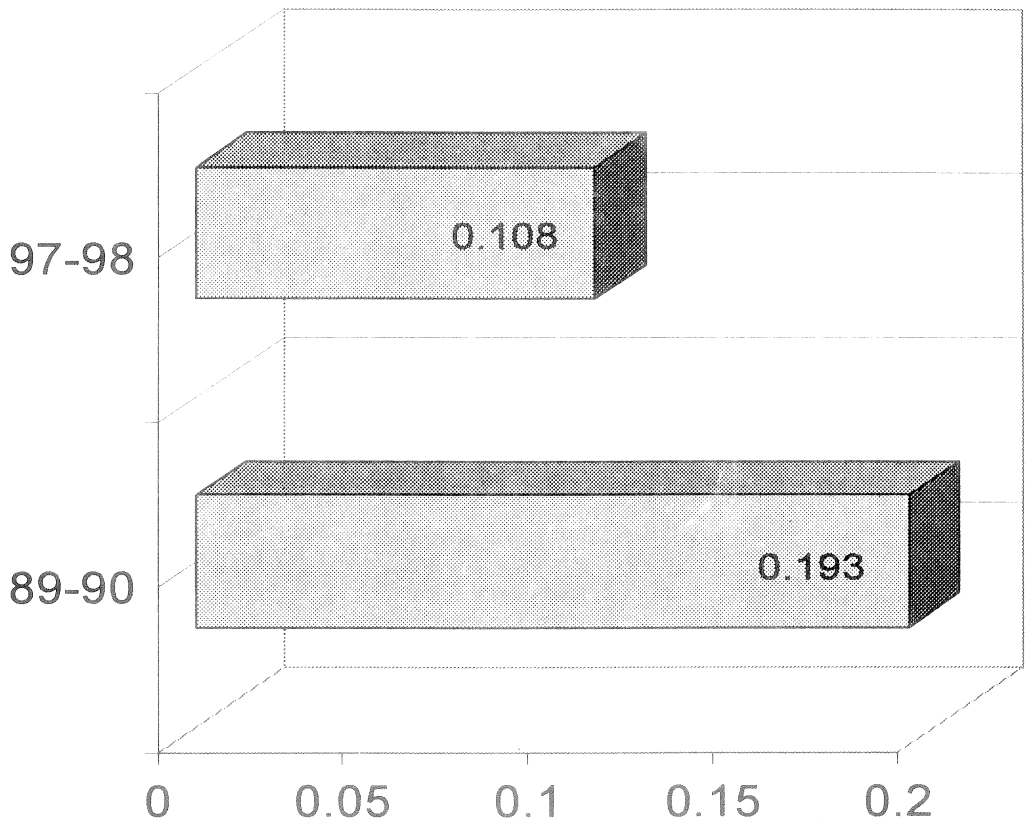
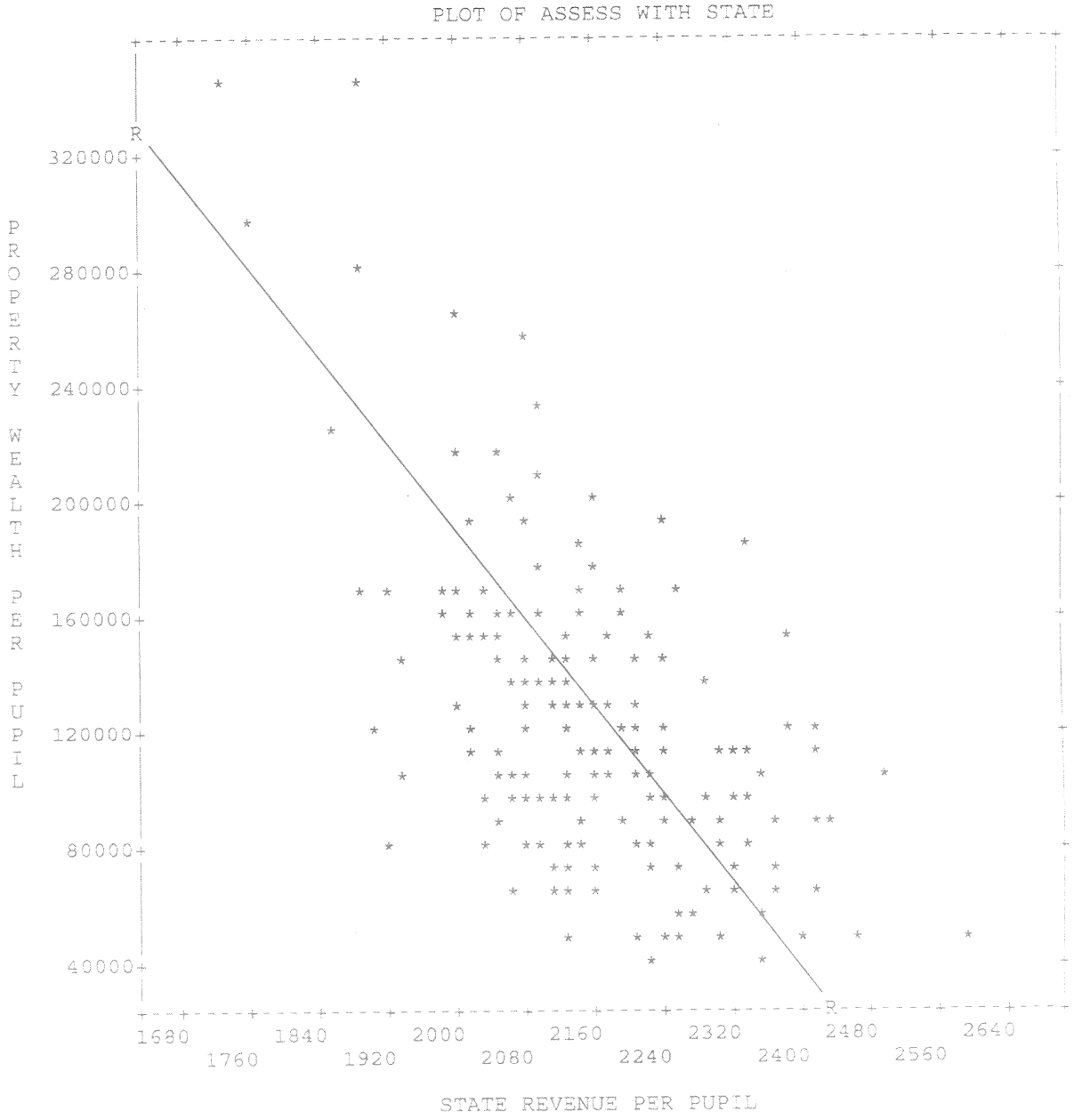
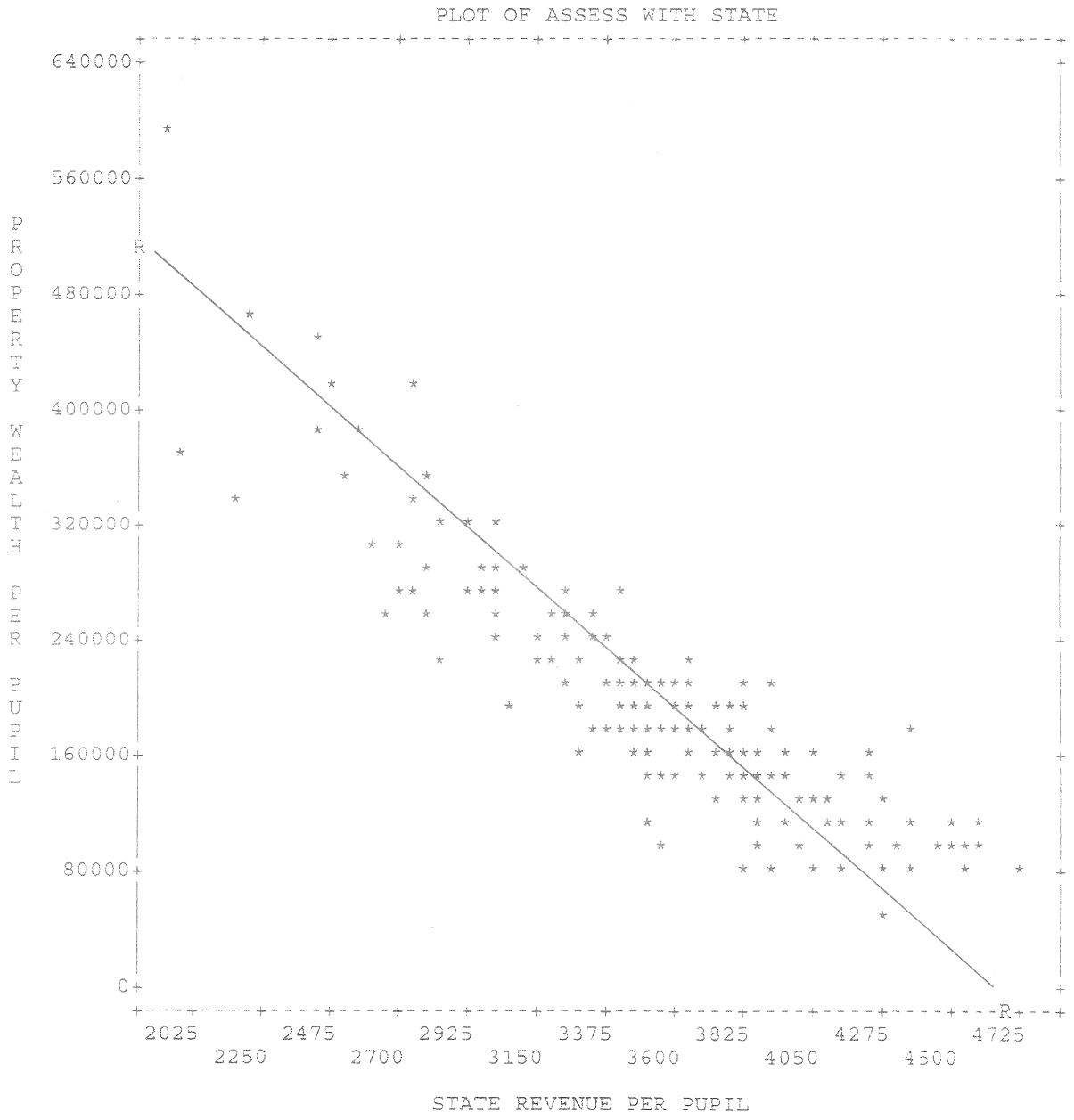


FIGURE 4
1989-90 STATE FUNDS DISTRIBUTION
(PRIOR TO SEEK)



575145 weighted cases plotted. Regression statistics of ASSESS on STATE:
Correlation -.59244 R Squared .35098 S.E. of Est 61221.8561 Sig. .0000
Intercept(S.E.) 951221.135(1427.7152) Slope(S.E.) -376.98347(.67596)

FIGURE 5
1997-98 STATE FUNDS DISTRIBUTION
(SEEK'S 8TH YEAR)



574224 weighted cases plotted. Regression statistics of ASSESS on STATE:
Correlation -.91894 R Squared .84445 S.E. of Est 44104.4375 Sig. .0000
Intercept(S.E.) 855820.361(344.24319) Slope(S.E.) -182.21066(.10320)

system should be confined to revenue and expenditure data reported exclusively through the MUNIS reporting format that was begun in 1997-98.

Fund Accounting/Expenditures.

As noted in the previous section of this report, all districts reported under the MUNIS chart of accounts for the first time in 1997-98, which presents the first opportunity to analyze school district expenditures under the new system. The following expenditure analysis will be limited to the school districts' General Fund (Fund 1), which "accounts for all financial transactions except those required to be accounted for in another fund." The other funds are legally restricted to expenditures for specified purposes. For example, Special Revenue Fund (Fund 2) consists largely of revenues from state and federal grants. Capital Outlay Fund (Fund 310), Building Fund (Fund 320), and Technology Fund (Fund 350) are restricted to expenditures to acquire or construct new facilities, improvements and equipment, and the Food Service Fund (Fund 51) which is confined to expenditures for school nutrition programs.

Expenditures are given a "four-digit function code to describe the activity or operational objective for which an expenditure is made" (i.e., Instruction (1000), Instructional Support (2100), Instructional Staff Support (2200), etc.). The particular service or commodity obtained by an expenditure is assigned a four-digit object code such as Salaries (0100) and Employee Benefits (0200)

Based on 1997-98 district annual financial reports, schools spent nearly $3.5 billion in local, state, and federal funds. Of that total, over $2.5 billion or 75.3 percent (Figure 6) was charged to the General Fund. By contrast, expenditures from the Special Revenue Fund (state and federal grants) accounted for only 12.8 percent of total district expenditures.

A review of district General Fund expenditures (Figure 7) indicates that just under 60 percent of total General Fund expenditures was spent for the regular classroom instructional program. MUNIS defines Instructional expenditures (Function 1000) as those activities of interaction between teachers and students. Expenditures would typically include salaries and benefits of certified classroom teachers, classroom assistants (aides), and teaching supplies and materials. (Note that under the "old" account code structure, instruction included salaries of principals, assistant principals, and guidance counselors). Transportation (2700) accounts for approximately 7 percent of General Fund expenditures while nearly 12 percent was spent on Operations and Maintenance (2600). District level administrative costs (2300), which includes those costs directly associated with the board of education and the district superintendent's office, amounted to 3.8 percent compared to school level administrative costs (2400) which equaled 6.4 percent of total expenditures.

And finally, Kentucky school districts spent just under $2 billion or 77.3 percent of their General Fund budget on certified and classified salaries in 1997-98. Of that total, 70 percent was spent on instructional salaries while operations and maintenance salaries accounted for 6 percent of general fund salaries (Figure 8).

Status.

- In 1998-99, 163 districts participated at the maximum level of Tier I. The remaining 13 districts participated to some degree in Tier I.
- Also in 1998-99, 163 school districts participated at some level in Tier II, which generated an estimated $216,890,488.

FIGURE 6
1997-98 EXPENDITURES BY FUND
TOTAL $3,425,251,865

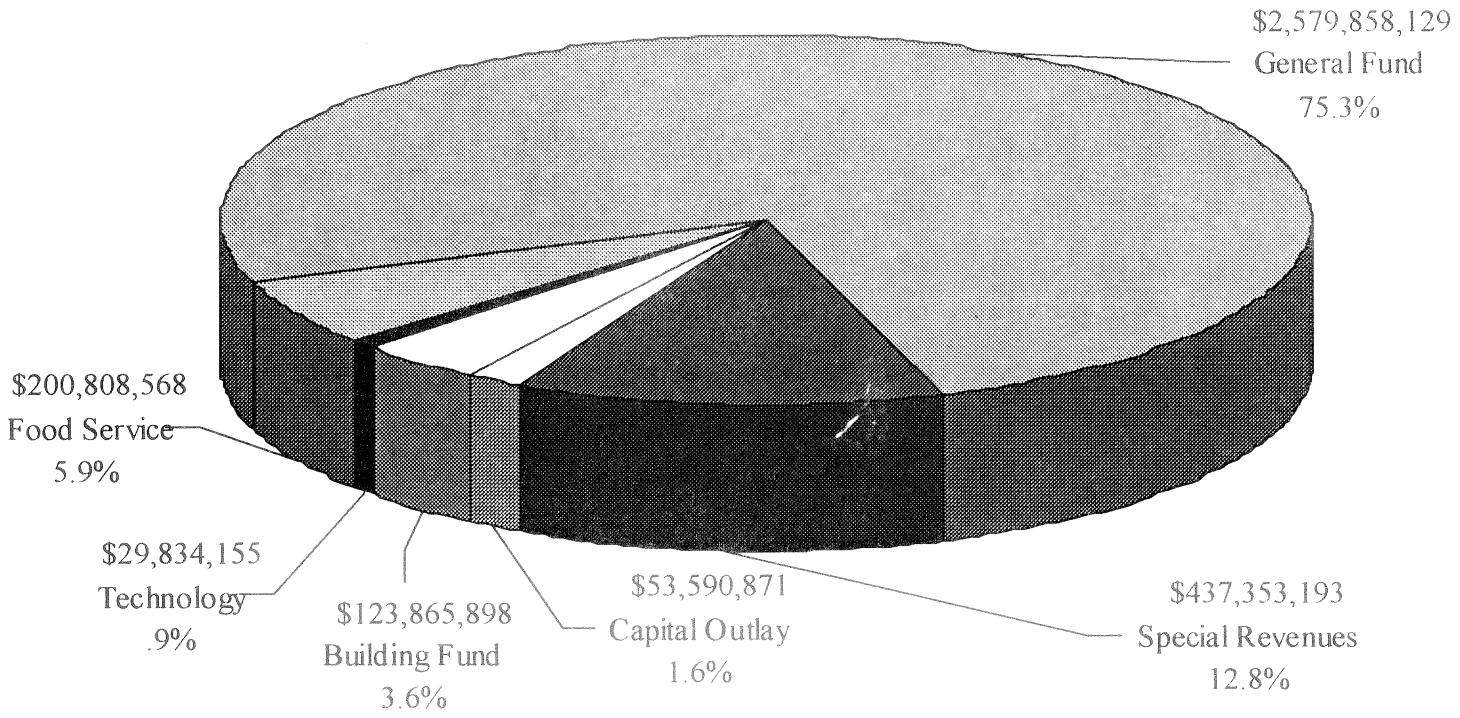
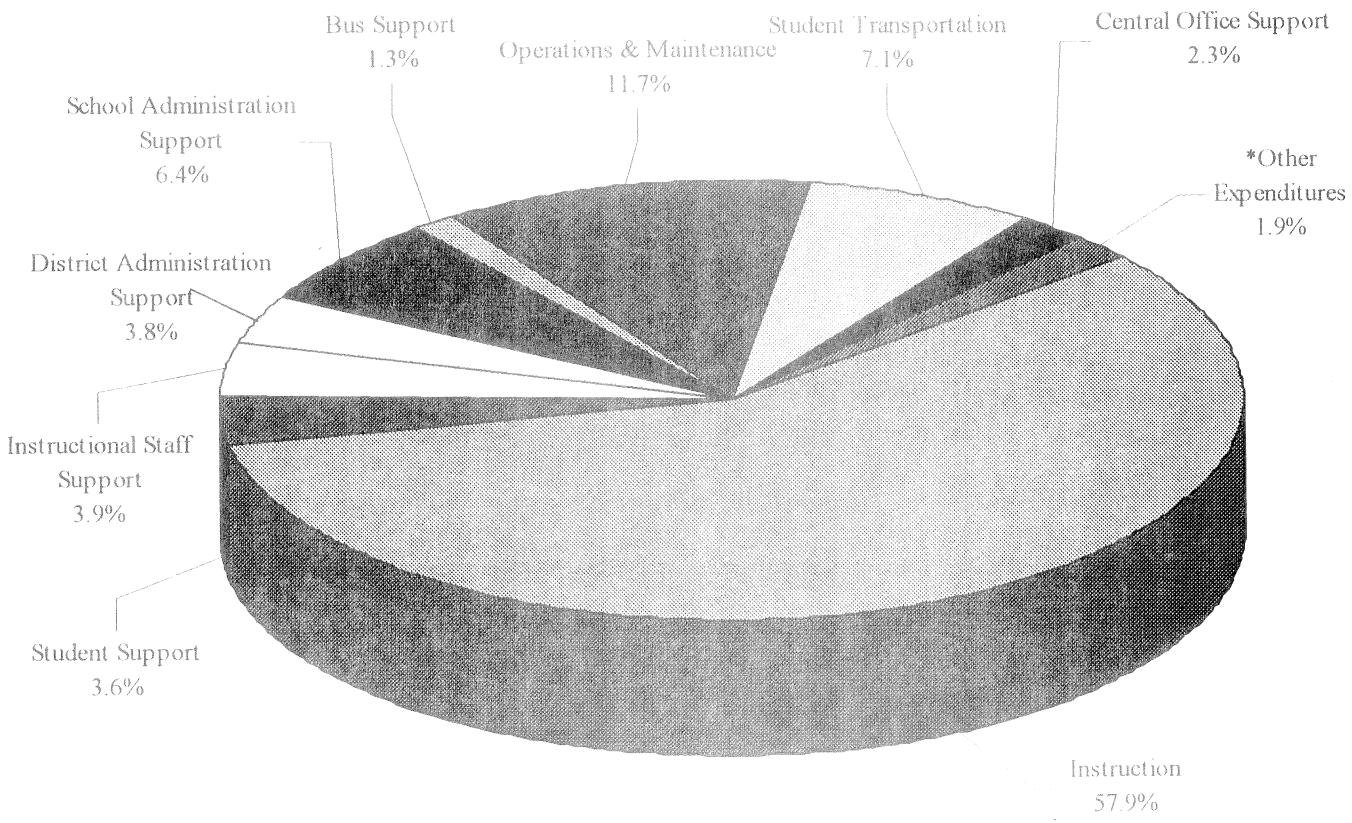
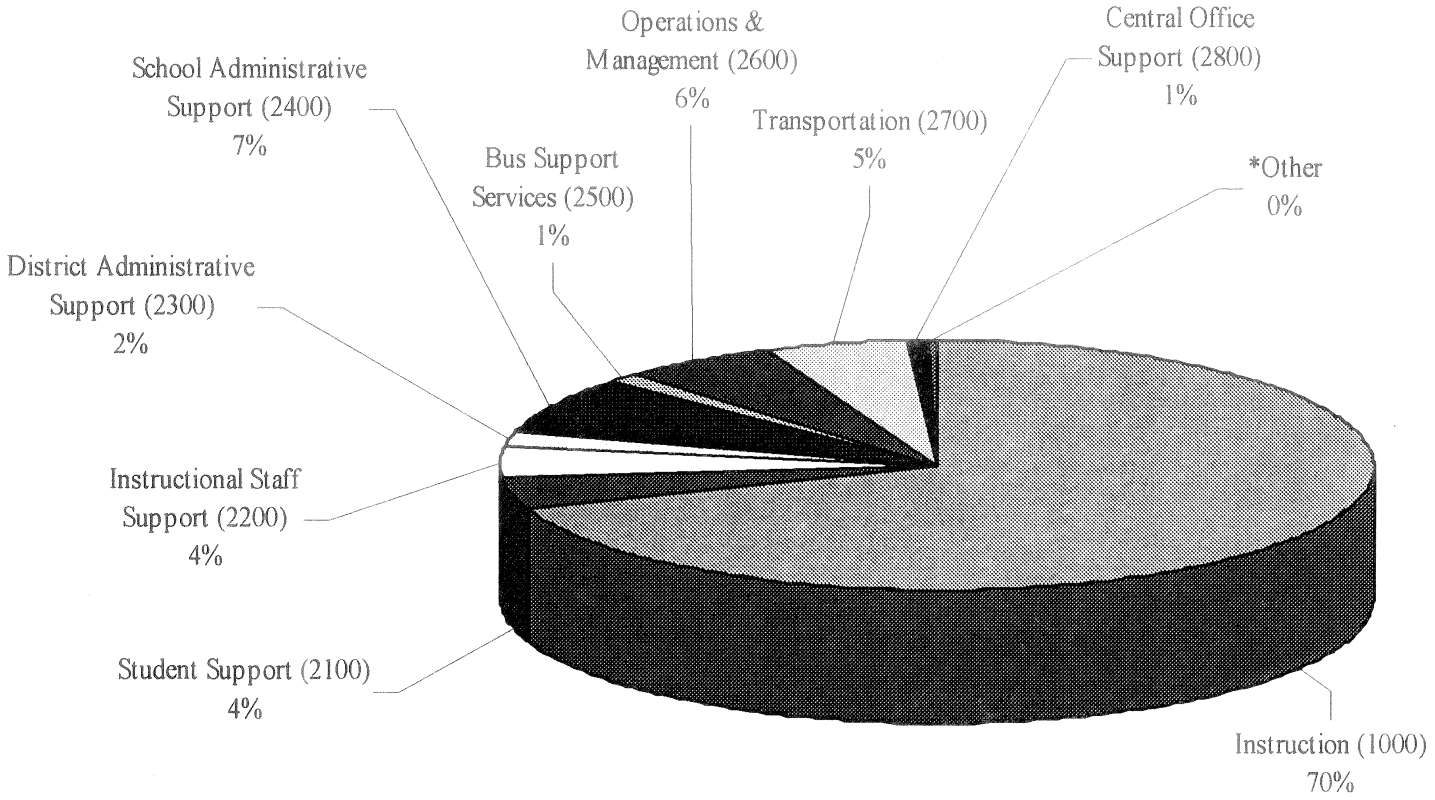


FIGURE 7
1997-98 GENERAL FUND EXPENDITURES BY FUNCTION



Other Expenditures:			
Other Transfers	.9%	Debt Service	.1%
Capital Outlay	.7%	Food Service	0%
Community Service	.1%	Other Instructional Support	0%

FIGURE 8
1997-98 GENERAL FUND SALARIES BY FUNCTION



*Other: Other Instructional Support (2900), Food Service (3100), Other (3200), and Community Service (3300)

- Average state/local revenue increased by 71 percent from 1989-90 to 1997-98.
- The difference between highest and lowest wealth quintiles has decreased by 32.8 percent from 1989-90 to 1997-98.
- The coefficient of variation has decreased by 44 percent over the same period.
- All school districts reported under the MUNIS chart of accounts for the first time in 1997-98.
- School districts spent almost $3.5 million in 1997-98 in support of the elementary and secondary education program in Kentucky of which 75.3 percent was charged to the General Fund. Nearly 60 percent of General Fund expenditures were spent for the regular classroom instruction program.
- Certified and classified salaries consumed over 77 percent of General Fund expenditures.

RECOMMENDATIONS.

1. Annual increases in the SEEK base should be continued.
2. Continue to fully fund all components of the SEEK formula pending availability of funds.
3. The new MUNIS accounting/management system has so dramatically changed the way revenue and expenditure data is classified and reported, that meaningful comparison to data collected before and during the transition to MUNIS has become problematic. Therefore, future financial analysis should be confined to data reported under the MUNIS accounting format (Chart of accounts) starting in 1997-98.
4. Though there is not yet enough data to assess the full impact of welfare reform, there is some indication that the number of students eligible for free meals has declined. Perhaps consideration should be given to expanding the at-risk factor in the SEEK formula to include students eligible for reduced price meals.

OVERVIEW.

After an investment of over $300 million in state and local funds, supplemented by an estimated $50 million in federal e-rate discounts, Kentucky may be on the verge of accomplishing its goal of one computer for every six students. This is no small accomplishment when you consider where we were back in 1992. However, as one local district technology coordinator once confided, "That's the easy part . . . getting people properly trained and inclined to use technology is the hard part." Most agree we have come a long way toward providing the necessary infrastructure. In fact the Milken Foundation's recent report on the progress of school technology concluded that "Kentucky clearly has made progress toward fully implementing technology in its schools. It looks strong in comparison to the overall findings of the 21 states surveyed." Not surprisingly, Kentucky faired quite well when compared to other states regarding many of the technology progress indicators such as teacher attitudes toward technology (fad vs. valuable teaching tool), frequency of student and teacher use (access), skill level of teachers (e-mail, Internet, administrative etc.), planning, and funding support (local, state, federal discounts). The Milken study also reported that Kentucky teachers received less total training than teachers in other states and that teachers had less incentive to become "fluent" in technology than in other states. While these findings are very encouraging, most agree much work still remains to be done if our schools are to maximize the use of technology to improve teaching and learning.

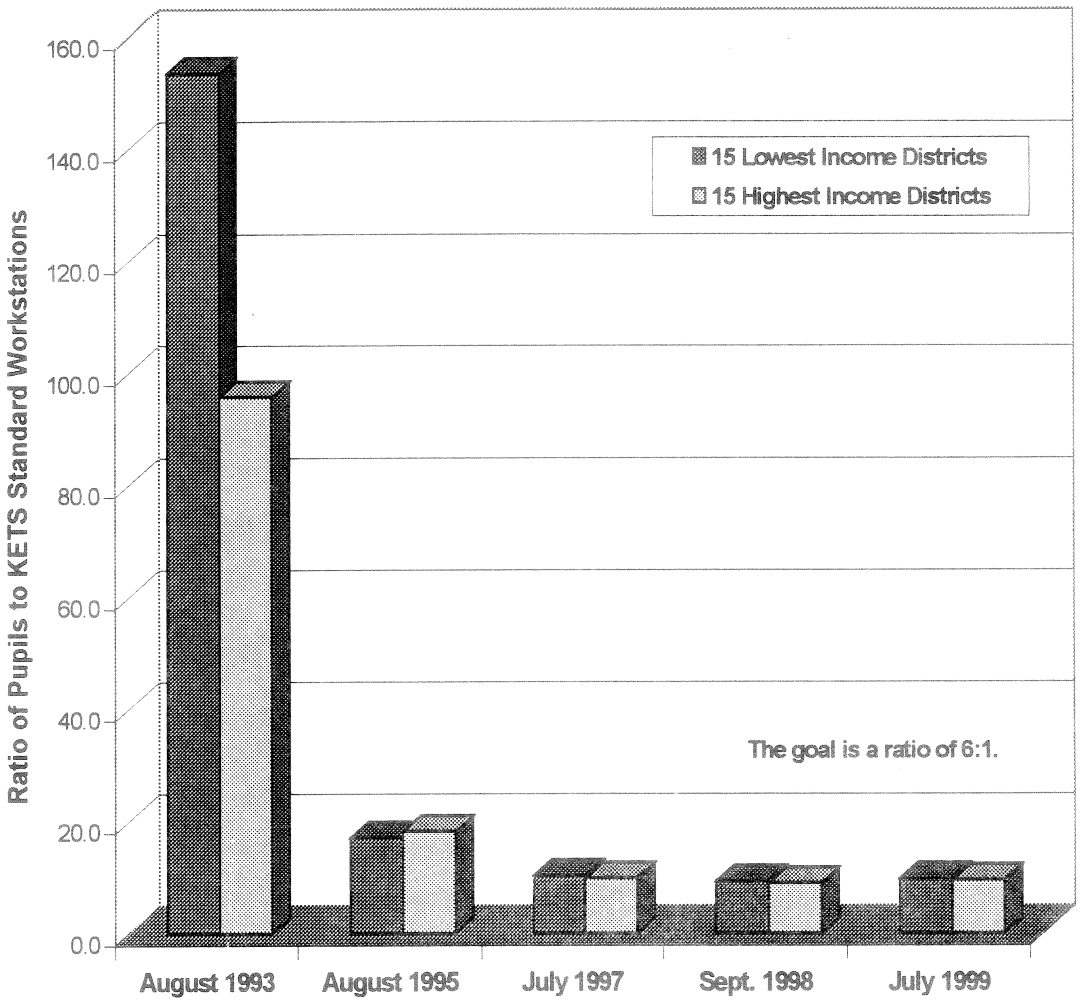
A bold step was taken earlier this year to ensure more effective use of technology in the classroom when the Education Professional Standards Board proposed tough new technology standards for new and experienced teachers (Appendix C). The EPSB's implementation timeline for the proposed standards calls for colleges and universities to incorporate the new standards into some aspects of their teacher training programs as early as October 1999 including pre service portfolios and student teaching experiences. The proposed new standards when implemented will no doubt influence selection of hardware/software and the type of professional development activities school districts may choose. The new standard may also be integrated with an experienced teacher's annual professional growth plan and certificate renewal process beginning with teachers whose certificates expire in 2000. At present the proposed new standards do not include school administrators. However, standard 2 and 3 of the Interstate School Leaders Licensure Consortium (ISLIC): Standards For School Leaders do address the school administrator's role in promoting technology as a tool for teaching and learning.

UPDATE ON KETS.

Based on information received from the Office of Technology Education, Kentucky Department of Education, 86 percent of Kentucky's schools have a high speed connection to the Internet. Also, 78 percent of classrooms have at least one workstation with Internet access. In addition, 95 percent of schools use e-mail (includes some dial up). The current ratio of students to workstations is 7.7:1 (goal of 6:1), while the teacher to workstation ratio is 1.8:1 (goal is 1:1).

As illustrated in the following chart, from August 1993 to July 1999, the equity provisions of KETS have practically eliminated the technology gaps between the high wealth and low wealth districts (Figure 9). Students in all regions of the state use Internet, e-mail, and other instructional resources at about the same

FIGURE 9
KETS PROGRESS TOWARD EQUITY
Low Income Pupils Equitable Access to KETS Standard Workstations



frequency, regardless of poverty, race, or ethnicity. And equally as impressive is the fact that as of July 1999, districts with high percentages of minority students have a comparable ratio of computers to students compared to districts with low minority percentages. These numbers compare favorably to the findings of a national study by Educational Testing Service (ETS) which found that nationally schools have approximately one computer for every 10 students, while schools with high minority enrollments have a 17:1 ratio. The U.S. Department of Education recommends an optimum ratio of 5:1 (Appendix C).

By the end of the 1998-99 fiscal year, Kentucky had invested a total of $314.6 million in state and local funds. Of that total, $200,515,799 or 63.7 percent was used to purchase school and student instructional technology, while $13,687,142 or 10.1 percent remains in escrow for 107 school districts (Figure 10). Of the $200.5 million budgeted for technology purchases, 54.4 percent ($109,012,467) was spent for student workstations and upgrades and 15.4 percent was used to purchase teacher workstations and upgrades (Figure 11).

In addition, Kentucky schools earned approximately $50 million in Universal Service fund (e-rate) discounts to purchase commercially-available telecommunications services, Internet access and installation and maintenance of internal connections.

KETS OFFERS OF ASSISTANCE.

The offer of assistance program is the vehicle through which state dollars are distributed from the Education Technology Trust Fund to local school districts. Offers are distributed on the basis of average daily attendance (ADA). In 1998-99 offers of assistance were made to school districts totaling $62,936,518. Of that total, $47,685,856 was accepted for local match while the remaining $15,250,662 was escrowed (Appendix C).

The budget appropriation for 1999-2000 is $15 million which will allow for approximately $10-$15 per student. In addition, $28.5 million will be made available to schools from the budget surplus included in the budget bill.

TECHNOLOGY SURVEY.

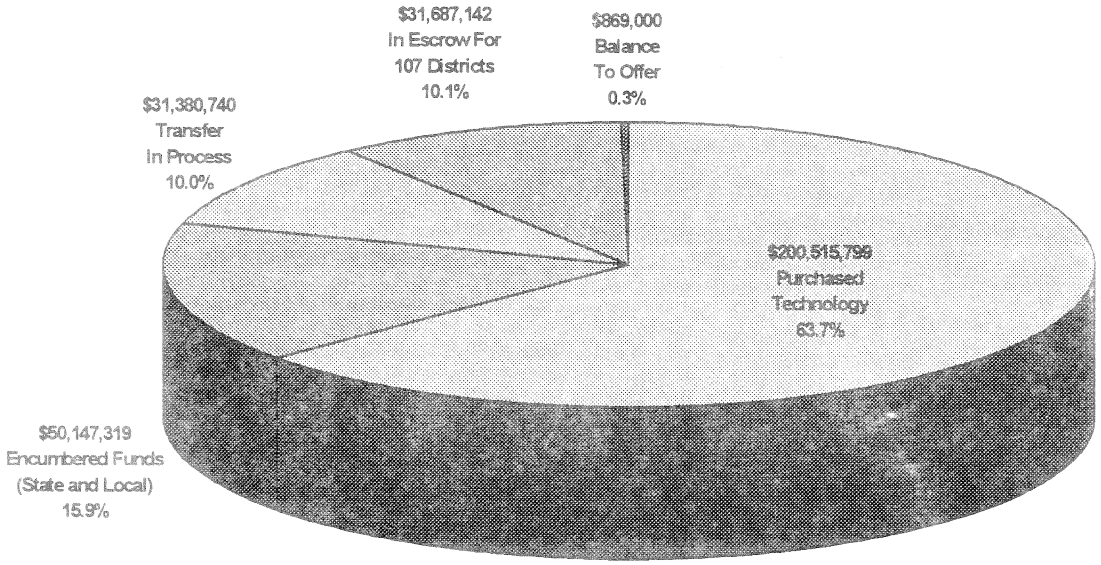
During the 1998-99 school year, staff of the Office of Education Accountability (OEA) conducted monitoring visits in 17 local school districts to gather information on the status of the various reform initiatives including educational technology. The visits included classroom observations, one on one interviews with central office and school level staff, and written surveys of district technology coordinators (DTC), school technology coordinators (STC), and classroom teachers regarding the use of technology in their schools and classrooms. The districts selected for the survey comprise 103 schools with a combined ADA of 46,956.6. Of the 623 surveys distributed, 393 (63.1 percent) were returned. Some survey forms were determined to be ambiguous or unresponsive and were excluded.

DISTRICT TECHNOLOGY SURVEY

This survey was distributed to DTCs in each of the 17 school districts with a 94.1 percent return. The following are highlights of the survey:

- Only 7 of the 16 DTCs worked full-time in their positions.
- They report that 91.1 percent of classrooms are wired for Internet access.

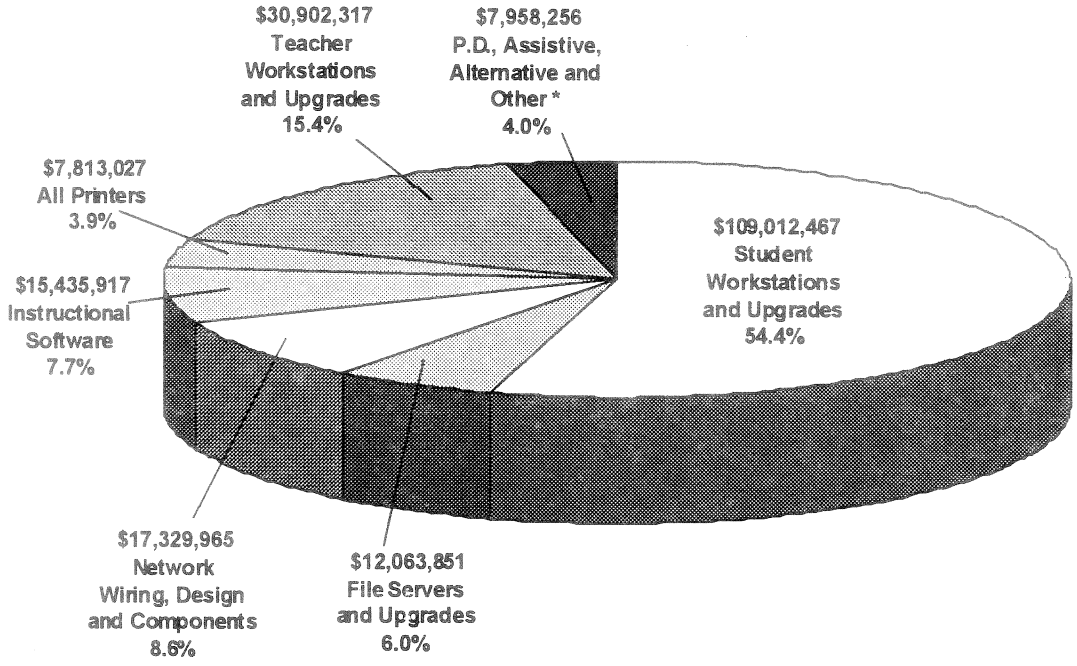
FIGURE 10
KENTUCKY EDUCATION TECHNOLOGY SYSTEM
Distribution of $314.5 Million Offers of Assistance State + Local Instructional Funds



State + Local Escrow	
1992-93 - $	-0-
1993-94 - $	-0-
1994-95 - $	-0-
1995-96 - $	-0-
1996-97 - $	106,482
1997-98 - $	199,918
1998-99	$31,380,742
Total	$ 31,687,142

State + Local Investment	
1992-93 -	$40.0 Million
1993-94 -	$40.0 Million
1994-95 -	$27.4 Million
1995-96 -	$27.4 Million
1996-97 -	$24.2 Million
1997-98 -	$28.0 Million
1998-99 -	$127.6 Million
Total	$314.6 Million

FIGURE 11
KENTUCKY EDUCATION TECHNOLOGY SYSTEM
Distribution of $200.5 Million Reported Instructional Technology Purchases



*This category includes professional development, alternative technologies such as CD-ROM drives and assistive/adaptive devices that enable people with disabilities to benefit from the technology available in the school. Other non-KETS funds are also available for professional development.

- DTCs in 9 of 15 districts indicated their district could match their 1998-99 KETS offer of assistance.
- Instructional software was rated good to excellent with regard to the curriculum framework by 13 of 16 DTCs.
- Professional development in the technology area was rated as good to excellent by 80 percent.
- They estimated that 36.5 percent of students have computers at home.
- All but one of the DTCs believed technology was making a difference in student performance in their district.

SCHOOL TECHNOLOGY COORDINATOR SURVEY

Of the 106 school technology coordinators surveyed, 86 (81.1 percent) were returned.

In response to a question regarding teacher use of the local area network, 38 percent reported sharing lesson plans with colleagues, 77 percent routinely used e-mail within their building, and 54 percent communicated with parents via e-mail. With respect to student use of the network, 72 percent used it for computer assisted instruction (CAI), while only 41 percent reported use of an integrated learning system (ILS) in core subjects. (Appendix C)

CLASSROOM TEACHER SURVEY

This portion of the survey consisted of a series of questions about teacher use of technology included in the OEA SURVEY OF REFORM INITIATIVES. Of the 500 surveys distributed to elementary, middle, and high school teachers, 291 (58.2 percent) were returned. The results of the survey are presented as follows:

1. Are you familiar with the implementation of this initiative in your school?

Yes	97.3%
No	2.7%

2. There is adequate hardware available to my students as part of their everyday classroom activities.

Strongly Disagree	8.9%
Disagree	26.1%
Neutral	8.2%
Agree	36.1%
Strongly Agree	17.9%
Blank	2.7%

3. I have routine access to effective instructional software for use in my classroom.

Strongly Disagree	5.8%
Disagree	17.9%
Neutral	15.1%
Agree	41.6%
Strongly Agree	16.8%
Blank	2.7%

4. My students have access to e-mail and the Internet.

Strongly Disagree	13.1%
Disagree	11.3%
Neutral	10.7%
Agree	44.7%
Strongly Agree	17.2%
Blank	3.1%

5. I use technology routinely for instruction.

Strongly Disagree	5.5%
Disagree	15.1%
Neutral	11.7%
Agree	45.4%
Strongly Agree	19.6%
Blank	2.7%

6. Technology has made a positive difference in my students' performance in the classroom.

Strongly Disagree	5.2%
Disagree	10.7%
Neutral	22.7%
Agree	42.3%
Strongly Agree	16.5%
Blank	2.7%

7. There is adequate technical support to ensure that the technology in my classroom is properly maintained.

Strongly Disagree	10.7%
Disagree	15.8%
Neutral	14.4%
Agree	41.2%
Strongly Agree	15.1%
Blank	2.7%

8. There has been adequate planning for integrating technology into the curriculum.

Strongly Disagree	7.6%
Disagree	19.9%
Neutral	20.3%
Agree	36.8%
Strongly Agree	12.7%
Blank	2.7%

9. I routinely communicate/collaborate with colleagues via e-mail.

Strongly Disagree	11.3%
Disagree	11.7%
Neutral	7.9%
Agree	41.6%
Strongly Agree	24.4%
Blank	3.1%

ADMINISTRATOR SURVEY

The OEA survey also included a group of questions designed to gather information from school principals about technology use in their respective schools. Of the 100 school level administrators surveyed, 83 percent responded. Their responses were tabulated and reported as follows:

1. Are you familiar with the implementation of this initiative in your school?

Yes	100%
No	0.0%

2. There is adequate hardware available to the students at my school as part of their everyday classroom activities.

Strongly Disagree	2.4%
Disagree	15.7%
Neutral	8.4%
Agree	59.0%
Strongly Agree	14.5%

3. The teachers at my school have routine access to effective instructional software for use in their classrooms.

Strongly Disagree	2.4%
Disagree	12.0%
Neutral	7.2%
Agree	60.2%
Strongly Agree	18.1%

4. The students at my school have access to e-mail and the Internet.

Strongly Disagree	4.8%
Disagree	9.6%
Neutral	9.6%
Agree	49.4%
Strongly Agree	26.5%

5. I use technology routinely in my work.

Strongly Disagree	0.0%
Disagree	0.0%
Neutral	4.8%
Agree	42.2%
Strongly Agree	53.0%

6. Technology has made a positive difference in the students' performance in the classroom.

Strongly Disagree	1.2%
Disagree	1.2%
Neutral	20.5%
Agree	50.6%
Strongly Agree	26.5%

7. There is adequate technical support to ensure that the technology at my school is properly maintained.

Strongly Disagree	6.0%
Disagree	13.3%
Neutral	15.7%
Agree	48.2%
Strongly Agree	16.9%

8. There has been adequate planning for integrating technology into the classroom.

Strongly Disagree	3.6%
Disagree	14.5%
Neutral	18.1%
Agree	44.6%
Strongly Agree	19.3%

9. I routinely communicate/collaborate with colleagues via e-mail.

Strongly Disagree	3.6%
Disagree	7.2%
Neutral	7.2%
Agree	42.2%
Strongly Agree	39.8%

SUMMARY.

It is somewhat encouraging that 65 percent (agree or strongly agree) of surveyed teachers use technology routinely for instruction and 66 percent communicate and collaborate with colleagues through e-mail. Less heartening is only 49.5 percent believe there has been adequate planning for integrating technology into the classroom which is born out by observation and interviews with school staff during the monitoring visits. On the other hand, administrators are far more positive about the impact of technology (i.e., 95 percent use technology in their work and nearly 82 percent communicate with colleagues routinely via e-mail). Also, more administrators (63.9 percent) than teachers (49.5 percent) believe there has been adequate planning for technology integration. Only 56 percent of teachers and 65 percent of administrators are satisfied with the level of technical support for technology in their schools. This may reflect a need for more and better trained staff to ensure that computers are properly maintained.

Anecdotal comments were generally positive regarding the importance of technology; however, some teachers expressed satisfaction with available hardware and software but were concerned about the lack of timely technical support for technology. One teacher commented that some professional development practices are "inconvenient and often ineffectual . . . more professional development time is necessary for teachers to keep up with new subject matter . . . including integration with technology." One middle school math teacher lamented the fact that "most instructional software includes mostly tutorial programs" and "there are few software programs available for use as instructional tools." An elementary principal complained "we have basic programs that are tied to the curriculum but no higher level software yet." Another expressed concern about not having quality technical support within the district.

RECOMMENDATIONS.

1. More professional development needs to be directed toward integration of technology into the regular classroom instructional program. This means less group/lecture type training and more in-class/hands-on activities.

2. Districts need to be encouraged to utilize regional service center technology personnel to help teachers with classroom integration needs.

3. More collegial mentoring in technology (teachers helping teachers) should be encouraged and promoted.

4. Administrators' role should be better defined in relationship to effective use of technology to bring about student performance.

5. In many schools, computers are underutilized during the school day as well as after school. We need to provide more learning opportunities for students and teachers, both during the regular school day and after school.

6. School districts should employ full-time district coordinators where possible.

REFERENCES

REFERENCES

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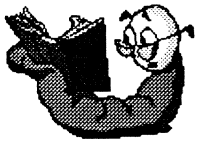
APPENDICES



SBDM STUDY OF THE 1998-99 PRINCIPAL SELECTION PROCESS

BACKGROUND

The authority to select principals is granted to school councils by KRS 160.345 (2)(h):

> "From a list of applicants submitted by the local superintendent, the principal at the participating school shall select personnel to fill vacancies, after consultation with the school council. Requests for transfer shall conform to any employer-employee bargained contract which is in effect. If the vacancy to be filled is the position of principal, the school council shall select the new principal from among those persons recommended by the local superintendent. Personnel decisions made at the school level under the authority of this subsection shall be binding on the superintendent who completes the hiring process. The superintendent shall provide additional applicants upon request when qualified applicants are available."

As of November 1998, there were 1,172 schools participating in school-based decision making throughout the state of Kentucky.

Since the inception of the Kentucky Education Reform Act (KERA) in 1990, over 900 school councils have had the opportunity to select new principals. For the 1998-99 school year, 182 councils filled principal vacancies.

PURPOSE

Beginning in 1995, the Office of Education Accountability (OEA) has gathered data on the principal selection process by interviewing parent and teacher council members who were involved in selecting principals. OEA attempts to complete at least one-third of the interviews with parent council members. Due to the difficulty reaching parent members by phone, 49 of the 182 interviews were conducted with parents. This represents 27 percent of the total interviews. This annual project represents an effort by OEA to provide useful information to policy makers and training providers. To accomplish this task, personnel at OEA conducted phone interviews with a council member from each of the 182 councils that selected principals for the 1998-99 school year. A 15-item questionnaire was used for the interview. A copy of the questionnaire is found at the end of this report.

FINDINGS

The findings reported below are presented in sequence with the questionnaire items found at the end of the report. Results pertaining to selection of minorities are reported separately for Jefferson County and Fayette County.

- The *average* number of terms served by interviewees was 2.2 terms.
- The *average* number of applicants initially sent to councils by the Jefferson County Superintendent was 3.1 applicants.

- The *average* number of applicants initially sent to councils by the Fayette County Superintendent was 4.6 applicants.

- The *average* number of applicants initially sent by superintendents to school councils in all other districts was 5.3 applicants.

- In Jefferson County, there were 18 principal vacancies at SBDM schools. All 18 councils reported receiving minority applicants to consider - 7 councils received one minority applicant to consider and 11 councils ultimately received two minority applicants to consider. A minority was selected as principal by 8 councils.

- In Fayette County, there were 5 principal vacancies at SBDM schools. All 5 councils reported receiving minority applicants to consider - 1 council received one minority applicant to consider, 3 councils received two minority applicants to consider, and 1 council received three minority applicants to consider. Ultimately, 2 councils selected a minority as principal.

- Of the remaining 159 councils statewide filling principal vacancies, 20 councils reported receiving minority applicants to consider – 139 councils were sent no minority applicants to consider, 16 councils were sent one minority applicant, 3 councils were sent two minority applicants, and 1 council was sent three minority applicants. Ultimately, 3 councils selected a minority as principal.

- Of the 182 councils filling principal vacancies, 49 councils asked the superintendent to send additional applicants after reviewing those initially received.

- One hundred eighty (180) councils interviewed applicants before making the final selection; 2 councils selected principals without interviewing applicants. All 18 Jefferson County councils interviewed at least one minority applicant. All 5 Fayette County councils interviewed at least one minority applicant. Fourteen (14) of the 20 remaining councils that received minority applicants interviewed at least one minority.

The table below depicts principals selected by race and gender.

	MALE	FEMALE	
MINORITY	2	11	***Total: 13***
NON-MINORITY	83	86	***Total: 169***
	Total: 85	*Total: 97*	

TRAINING AND ASSISTANCE

- Of the 182 councils filling principal vacancies, 137 (74.5 percent) reported receiving some form of assistance from their central office. Councils were asked to rate the value of the assistance on a scale of 1 to 10 (1 being least helpful and 10 being most helpful). The *average* rating given was 7.9.

- Of the 182 councils filling principal vacancies, 48 (26.1 percent) reported receiving specific training in the principal selection process from an outside source. The *average* rating given the value of the specialized training was 8.5.

- Of the 182 councils filling principal vacancies, 38 (20.7 percent) reported receiving assistance from KDE. The *average* rating given the value of KDE assistance was 8.3.

Stakeholder Involvement

- Of the 182 councils filling principal vacancies, 139 (75.5 percent) reported involving other teachers and parents in the principal selection process.
- Of the 182 councils filling principal vacancies, 13 (7.1 percent) reported that someone interfered in the selection process. Of these, 3 filed complaints with OEA.

Decision Making Method

- Of the 182 councils filling principal vacancies, 53 (29 percent) made their final decision by voting.
- Of the 182 councils filling principal vacancies, 129 (71 percent) made their final decision by consensus.

Time Commitment

- Councils reported spending an average of 5.9 hours reviewing applications and resumes, 3.9 hours gathering input from faculty and parents, and 6.1 hours interviewing applicants. This totals an *average* of 15.9 hours devoted to the task of selecting a principal.

Summary

It is widely accepted that selecting a principal is one of the most important decisions school councils make. Due to the language in KRS 160.345(2)(h), a cooperative effort involving several stakeholders is needed for the process to work smoothly. This appears to be happening as only 3 complaints were filed with OEA out of a possible 182 selections.

The level of cooperation is further evidenced by figures that show most superintendents sending more than the minimum required number of applicants (2) for councils to consider. The percentage of councils relying on their central office for assistance is also increasing each year.

The expansion of stakeholder involvement in the principal selection process is validated by the fact that three-fourths of councils selecting a new principal report involving other teachers and parents in the decision making process.

The number of hours council members spend reviewing applications and resumes, gathering stakeholder input, and interviewing and discussing applicants is evidence of the seriousness attached to this important responsibility.

1998 SBDM PRINCIPAL SELECTION SURVEY

(Survey Results are Depicted in Bold Print)

DISTRICT:
SCHOOL:

NAME:
PARENT OR TEACHER MEMBER:

1. How many terms have you served on the council? **(Average 2.2 terms)**

2. How many principal applicants did the superintendent initially send to the council? **(Jefferson County - Average 3.1; Fayette County - Average 4.6; Other Districts - Average 5.3)**

3. How many of the initial applicants sent by the superintendent were minority applicants (do not include gender)? **(Jefferson County - Average 1.6; Fayette County - Average 2.0; Other Districts- Average .15)**

4. How many of the initial applicants were interviewed by the council? **(Jefferson County - Average 3.0; Fayette County - Average 3.2; Other Districts- Average 3.6)**

5. If applicable, how many of the minority applicants were interviewed by the council? **(Jefferson County - Average 1.6; Fayette County - Average 1.8; Other Districts - Average .85)**

6. Did the council request additional applicants from the superintendent? **(Jefferson County 5 of 18 requested additional applicants; Fayette County 2 of 5 requested additional applicants; Other Districts 49 of 159 requested additional applicants)**

   If yes, how many were sent?

7. Did the council ultimately select a permanent principal? **(182 selected a permanent principal)**

   If yes, principal's name.

8. What is the principal's race and gender? (For data analysis purposes only) **(White Male 83; Minority Male 2; White Female 86; Minority Female 11)**

9. Did your central office provide assistance in the principal selection process? **(Yes 137; No 45)**

   If yes, please rate on a scale of 1 to 10 (1 being least helpful and 10 being most helpful) the value of the assistance provided. **(Average rating 7.9)**

10. During the principal selection process did you receive specialized training from a source outside the school district? **(Yes 48; No 134)**

    If yes, please rate on a scale of 1 to 10 (1 being least helpful and 10 being most helpful) the value of the training. **(Average rating 8.5)**

11. Did the council receive any assistance (phone assistance, resource materials, on-site technical assistance, etc.) from the Kentucky Department of Education? **(Yes 38; No 144)**

    If yes, please rate on a scale of 1 to 10 (1 being least helpful and 10 being most helpful) the value of the assistance provided. **(Average rating 8.3)**

12. In addition to council members, were other teachers and parents involved in any way in the selection process (i.e., public forums, developing selection criteria, surveys)? **(Yes 139; No 43)**

13. Did the council encounter any interference in the selection process? **(Yes 13; No 169)**

    Is yes, by whom? (role)

14. The final decision on the selection of the principal was reached by Vote or Consensus: **(By Vote 53; Consensus 129)**

15. As an individual council member, please estimate the number of hours spent:

Reviewing applications and resumes:	**(Average 5.9 hours)**
Gathering input from faculty and parents:	**(Average 3.9 hours)**
Interviewing applicants:	**(Average 6.1 hours)**

TABLE 3
LOCAL REVENUES BY DISTRICT

District	1989-90 Local Revenue Per Pupil	1990-91 Local Revenue Per Pupil	1991-92 Local Revenue Per Pupil	1992-93 Local Revenue Per Pupil	1993-94 Local Revenue Per Pupil	1994-95 Local Revenue Per Pupil	1995-96 Local Revenue Per Pupil	1996-97 Local Revenue Per Pupil	1997-98 Local Revenue Per Pupil	Percent Change 89-90 97-98
ADAIR CO.	$421	$682	$809	$827	$838	$888	$1,117	$1,063	1,084	157.37%
ALLEN CO.	652	715	723	574	881	893	1,043	1,117	1,185	81.72%
ANCHORAGE	4,031	4,025	4,595	5,396	5,860	6,361	6,875	6,864	7,329	81.81%
ANDERSON CO.	595	1,119	1,240	1,137	1,275	1,681	1,626	1,793	1,840	209.18%
ASHLAND	1,000	1,225	1,289	1,391	1,460	1,570	1,394	1,533	1,389	38.88%
AUGUSTA	584	643	751	782	1,267	1,124	1,141	1,479	1,654	183.16%
BALLARD CO.	799	950	966	997	1,084	1,176	1,311	1,468	1,408	76.21%
BARBOURVILLE	749	876	661	615	649	779	795	816	848	13.18%
BARDSTOWN	1,097	1,474	1,614	1,531	1,888	1,967	2,451	2,306	2,486	126.61%
BARREN CO.	533	743	930	970	1,183	1,352	1,627	1,728	1,675	214.30%
BATH CO.	394	474	662	645	829	841	919	1,087	1,316	234.10%
BEECHWOOD	2,055	1,903	1,911	1,994	2,094	2,349	2,505	2,675	2,855	38.95%
BELL CO.	252	438	500	589	646	901	648	1,265	915	263.00%
BELLEVUE	1,150	1,197	1,249	1,281	1,306	1,361	1,516	1,619	1,806	57.03%
BEREA	843	1,117	1,095	1,175	1,203	1,219	1,334	1,419	1,524	80.75%
BOONE CO.	1,326	1,678	1,845	1,913	1,973	2,302	2,558	2,823	3,034	128.83%
BOURBON CO.	572	993	1,113	1,078	1,092	1,376	1,354	1,514	1,451	153.70%
BOWLING GREEN	1,391	1,604	1,678	1,656	1,797	1,894	2,099	2,623	2,515	80.76%
BOYD CO.	708	977	1,234	1,261	1,376	1,653	1,712	1,760	1,920	171.24%
BOYLE CO.	807	974	1,131	1,153	1,219	1,313	1,396	1,438	1,750	116.87%
BRACKEN CO.	539	614	662	577	579	618	972	1,010	1,064	97.34%
BREATHITT CO.	389	428	574	557	675	789	719	793	772	98.52%
BRECKINRIDGE CO.	622	777	864	886	933	1,010	1,104	1,367	1,471	136.56%
BULLITT CO.	502	577	672	753	1,000	1,130	1,258	1,366	1,439	186.58%
BURGIN	955	1,135	1,308	1,375	1,405	1,490	1,534	1,627	1,861	94.92%
BUTLER CO.	444	546	553	608	723	795	725	994	940	111.71%
CALDWELL CO.	540	758	946	931	1,011	1,043	1,114	1,184	1,318	144.11%
CALLOWAY CO.	648	968	1,015	1,089	1,161	1,252	1,391	1,926	1,580	143.36%
CAMPBELL CO.	1,169	1,618	1,661	1,703	1,819	2,117	2,324	2,479	2,637	125.54%
CAMPBELLSVILLE	617	797	873	871	986	1,009	1,106	1,358	1,263	104.75%
CARLISLE CO.	442	647	700	738	765	939	876	1,032	1,056	139.81%
CARROLL CO.	1,042	1,264	1,353	1,483	1,509	1,668	1,690	2,100	2,332	123.77%
CARTER CO.	269	458	591	578	640	725	785	891	884	228.72%
CASEY CO.	353	523	693	712	773	793	991	1,050	1,006	185.12%
CAVERNA	704	796	871	874	954	1,059	1,550	1,292	1,159	64.65%
CHRISTIAN CO.	479	628	689	685	801	967	1,081	1,162	1,203	151.08%
CLARK CO.	713	1,010	1,037	1,062	1,208	1,320	1,130	1,643	1,707	139.37%
CLAY CO.	263	346	389	397	622	565	744	853	769	192.57%
CLINTON CO.	202	357	445	550	682	799	1,214	981	1,054	421.92%
CLOVERPORT	485	419	473	450	438	530	882	820	780	57.56%
CORBIN	731	918	1,025	1,017	1,024	1,160	1,265	1,456	1,591	117.61%
COVINGTON	1,009	1,165	1,340	1,362	1,451	1,693	1,903	1,866	2,194	117.43%
CRITTENDEN CO.	445	766	848	874	916	980	1,008	1,182	1,242	179.07%
CUMBERLAND CO.	396	517	642	640	776	846	884	1,134	1,077	172.05%
DANVILLE	1,258	1,289	1,527	1,561	1,702	1,733	2,019	2,202	2,291	82.09%
DAVIESS CO.	936	1,106	1,123	1,090	1,241	1,411	1,535	1,713	1,848	97.46%
DAWSON SPRINGS	790	798	798	811	868	972	1,114	990	1,078	36.43%
DAYTON	465	537	620	613	662	689	737	805	1,026	120.74%
EAST BERNSTADT	234	309	425	468	433	424	521	433	545	132.98%
EDMONSON CO.	357	470	557	552	711	754	856	969	1,132	217.04%
ELIZABETHTOWN	1,119	1,121	1,286	1,189	1,342	1,351	1,474	1,654	1,592	42.25%
ELLIOTT CO.	129	374	365	750	596	854	624	682	853	561.47%
EMINENCE	932	1,049	984	1,051	1,173	1,225	1,444	1,481	1,501	61.07%
ERLANGER	1,322	1,359	1,608	1,636	1,716	1,702	1,977	1,953	2,108	59.46%

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ESTILL CO.	354	518	616	570	600	648	781	811	773	118.24%
FAIRVIEW	802	929	926	920	996	1,042	1,084	1,120	1,195	49.04%
FAYETTE CO.	2,377	2,444	2,560	2,777	2,885	3,083	3,261	3,693	3,842	61.64%
FLEMING CO.	487	588	714	733	840	863	898	1,152	1,052	116.03%
FLOYD CO.	291	515	662	606	757	896	1,170	966	994	241.44%
FT. THOMAS	1,610	1,628	1,820	2,000	2,064	2,171	2,256	2,579	2,921	81.44%
FRANKFORT	1,371	1,500	1,791	1,928	1,775	1,909	1,927	2,236	2,037	48.60%
FRANKLIN CO.	911	1,164	1,403	1,434	1,534	1,886	1,735	1,894	2,018	121.53%
FULTON CO.	485	800	928	851	855	918	1,029	1,269	1,184	144.02%
FULTON	1,160	1,141	1,230	1,240	1,318	1,424	1,419	1,848	1,860	60.33%
GALLATIN CO.	650	732	1,015	1,034	1,046	1,120	1,555	1,522	1,652	154.17%
GARRARD CO.	558	1,080	1,116	1,157	1,170	1,221	1,390	1,504	1,466	162.63%
GLASGOW	974	999	1,186	1,094	1,213	1,292	1,447	1,806	1,859	90.89%
GRANT CO.	792	885	833	869	896	944	1,096	1,196	1,273	60.69%
GRAVES CO.	606	739	730	800	929	1,017	1,094	1,256	1,242	104.87%
GRAYSON CO.	412	541	624	605	834	974	1,074	1,137	1,178	185.01%
GREEN CO.	469	668	783	788	847	890	938	1,209	1,185	152.72%
GREENUP CO.	456	510	801	678	800	900	860	954	1,065	133.56%
HANCOCK CO.	1,147	1,314	1,375	1,325	1,397	1,833	1,786	2,027	1,982	72.80%
HARDIN CO.	535	923	1,091	974	1,066	1,159	1,244	1,398	1,503	180.87%
HARLAN CO.	390	506	569	502	702	530	728	1,027	1,157	196.63%
HARLAN	578	652	695	647	676	321	788	1,267	1,046	81.00%
HARRISON CO.	614	732	815	860	943	1,044	946	1,513	1,311	113.44%
HARRODSBURG	789	948	1,024	1,005	1,007	1,194	1,233	1,461	1,424	80.52%
HART CO.	368	601	726	730	837	1,012	1,048	1,075	1,132	216.08%
HAZARD	864	875	913	889	836	1,236	1,187	1,089	1,269	46.92%
HENDERSON CO.	990	1,117	1,264	1,261	1,313	1,468	1,470	1,739	1,756	77.33%
HENRY CO.	809	1,026	1,058	1,068	1,199	1,316	1,328	1,432	1,399	72.97%
HICKMAN CO.	609	922	1,022	1,012	1,044	1,109	1,214	1,402	1,383	127.11%
HOPKINS CO.	869	860	1,060	1,070	1,110	1,236	1,270	1,457	1,438	77.75%
JACKSON CO.	190	266	384	434	462	463	615	686	644	239.00%
JACKSON	424	507	611	483	644	703	704	826	1,116	163.19%
JEFFERSON CO.	2,129	2,284	2,376	2,485	2,542	2,888	3,099	3,280	3,567	67.57%
JENKINS	536	504	548	602	292	1,088	948	1,894	1,275	137.06%
JESSAMINE CO.	749	1,094	1,192	1,161	1,239	1,443	1,588	1,801	1,932	158.00%
JOHNSON CO.	336	370	854	471	530	459	780	950	986	193.46%
KENTON CO.	1,247	1,605	1,642	1,651	1,753	1,916	2,116	2,441	2,587	107.48%
KNOTT CO.	253	410	473	565	851	1,022	917	1,854	1,293	411.23%
KNOX CO.	245	419	491	591	669	706	909	1,049	921	275.73%
LARUE CO.	463	753	816	777	844	864	1,011	1,111	1,096	136.65%
LAUREL CO.	426	741	930	828	862	882	1,039	1,145	1,197	181.10%
LAWRENCE CO.	395	485	545	545	898	774	831	945	914	137.35%
LEE CO.	365	465	570	520	586	647	800	861	755	106.80%
LESLIE CO.	508	704	614	606	504	865	950	1,253	1,102	116.89%
LETCHER CO.	270	447	515	487	342	1,150	962	1,098	1,142	322.87%
LEWIS CO.	326	419	565	536	576	807	808	709	731	124.30%
LINCOLN CO.	373	593	753	759	772	836	971	990	1,003	168.93%
LIVINGSTON CO.	617	942	1,020	1,127	1,168	1,201	1,270	1,800	1,860	201.45%
LOGAN CO.	630	676	724	882	954	1,101	1,380	1,279	1,342	113.06%
LUDLOW	678	924	924	975	1,032	1,086	1,149	1,270	1,305	92.03%
LYON CO.	789	1,089	1,322	1,340	1,381	666	2,821	2,238	2,187	177.22%
MADISON CO.	549	835	1,014	1,050	1,113	1,193	1,402	1,638	1,573	186.52%
MAGOFFIN CO.	216	373	429	420	541	1,108	830	1,011	916	324.25%
MARION CO.	513	611	846	918	999	1,057	1,310	1,345	1,457	184.08%

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MARSHALL CO.	769	834	1,021	1,011	1,072	1,356	1,669	1,509	1,788	132.55%
MARTIN CO.	499	654	644	611	868	936	867	1,222	1,168	134.07%
MASON CO.	845	1,081	1,277	1,447	1,575	1,661	1,722	2,111	1,968	132.88%
MAYFIELD	1,341	1,353	1,425	1,368	1,337	1,542	1,652	1,886	2,083	55.33%
McCRACKEN CO.	650	919	1,018	1,022	1,080	1,134	1,124	1,717	1,911	194.05%
McCREARY CO.	205	289	341	334	395	486	524	546	674	228.93%
McLEAN CO.	507	705	802	810	998	1,039	1,134	1,264	1,292	154.80%
MEADE CO.	717	706	740	712	779	795	1,052	1,116	1,053	46.95%
MENIFEE CO.	237	336	483	552	550	831	638	747	990	317.86%
MERCER CO.	729	914	1,146	893	1,165	1,246	1,349	1,562	1,657	127.28%
METCALFE CO.	346	565	792	961	920	939	1,178	1,166	1,212	250.38%
MIDDLESBORO	673	919	1,044	1,047	1,068	1,154	1,309	1,433	1,471	118.62%
MONROE CO.	637	625	726	789	865	942	953	1,116	1,101	72.91%
MONTGOMERY CO.	589	706	757	759	869	943	1,081	1,308	1,558	164.52%
MONTICELLO	259	373	434	474	499	771	864	657	680	162.55%
MORGAN CO.	273	474	532	541	523	662	789	760	753	175.73%
MUHLENBURG CO.	1,059	1,211	1,310	1,291	1,434	1,784	1,648	1,759	1,883	77.80%
MURRAY	1,331	1,327	1,456	1,468	1,522	2,868	1,999	2,036	1,991	49.60%
NELSON CO.	601	812	1,024	1,028	1,073	1,224	1,269	1,375	1,357	125.74%
NEWPORT	1,047	1,006	1,021	1,053	1,283	1,384	1,930	1,964	2,473	136.22%
NICHOLAS CO.	431	696	785	784	816	867	914	1,200	1,222	183.60%
OHIO CO.	496	687	770	752	872	1,007	1,139	1,195	1,239	149.82%
OLDHAM CO.	1,125	1,231	1,301	1,321	1,429	1,772	2,094	2,200	2,258	100.70%
OWEN CO.	635	653	846	917	924	950	1,073	1,153	1,207	90.01%
OWENSBORO	1,719	1,703	1,773	1,754	1,776	1,968	2,156	2,329	2,352	36.84%
OWSLEY CO.	328	536	520	539	591	630	670	691	728	123.30%
PADUCAH	1,420	1,511	1,638	1,702	1,905	1,831	2,391	2,310	2,358	66.07%
PAINTSVILLE	1,244	973	1,325	1,177	1,199	698	1,697	2,939	1,304	4.81%
PARIS	779	962	1,040	1,131	1,198	1,336	1,510	1,655	2,069	165.59%
PENDLETON CO.	501	591	609	772	852	843	1,106	1,005	1,107	120.88%
PERRY CO.	314	522	668	679	699	1,062	960	1,347	1,182	276.49%
PIKE CO.	425	611	699	791	891	925	973	1,529	1,441	239.16%
PIKEVILLE	1,599	1,675	1,730	1,662	1,888	774	2,660	2,132	2,337	46.18%
PINEVILLE	629	858	677	685	825	608	684	916	735	16.87%
POWELL CO.	336	406	578	560	304	585	634	621	1,133	237.25%
PROVIDENCE	494	598	570	598	607	617	954	687	865	75.05%
PULASKI CO.	431	747	825	865	892	1,047	1,176	1,289	1,341	211.23%
RACELAND	1,011	1,096	1,169	1,016	1,028	1,180	1,431	1,267	1,373	35.76%
ROBERTSON CO.	536	1,040	1,073	1,071	1,207	967	1,044	1,563	1,271	137.04%
ROCKCASTLE CO.	339	485	601	643	626	678	748	835	863	155.35%
ROWAN CO.	543	732	902	891	950	1,013	1,291	1,280	1,450	167.00%
RUSSELL CO.	375	732	831	950	926	930	1,188	1,175	1,204	221.10%
RUSSELL	1,082	1,234	1,310	1,307	1,301	1,513	1,589	1,619	1,709	57.97%
RUSSELLVILLE	936	976	1,073	1,178	1,296	1,351	1,584	1,497	1,594	70.26%
SCIENCE HILL	542	693	571	637	574	600	702	658	741	36.68%
SCOTT CO.	862	1,620	1,459	1,562	1,912	3,844	2,366	2,223	2,391	177.35%
SHELBY CO.	708	1,428	1,583	1,582	1,727	1,971	2,028	2,146	2,516	255.37%
SILVER GROVE	902	926	1,943	1,128	1,182	1,113	1,959	2,310	1,969	118.34%
SIMPSON CO.	719	914	1,098	1,126	1,195	1,297	1,409	1,627	1,683	134.10%
SOMERSET	1,054	1,151	1,232	1,303	1,359	1,408	1,556	1,892	1,934	83.48%
SOUTHGATE	1,151	1,516	1,719	1,716	1,798	1,864	1,942	2,074	2,356	104.71%
SPENCER CO.	644	759	886	884	907	954	1,079	1,278	1,303	102.32%
TAYLOR CO.	466	781	954	959	1,008	772	1,456	1,252	1,252	168.63%
TODD CO.	454	536	524	557	667	594	972	1,055	1,163	156.06%

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TRIGG CO.	575	710	784	819	858	905	1,646	1,718	1,891	228.83%
TRIMBLE CO.	1,041	1,082	1,308	1,437	1,381	1,393	1,429	1,517	1,601	53.82%
UNION CO.	639	783	1,004	1,143	1,238	1,352	1,329	1,510	1,686	163.90%
WALTON-VERONA	1,357	1,311	1,430	1,515	1,701	1,831	2,046	2,183	2,381	75.49%
WARREN CO.	862	1,031	1,179	1,204	1,329	1,438	1,871	1,985	2,063	139.33%
WASHINGTON CO.	553	811	880	974	937	976	1,062	1,282	1,319	138.57%
WAYNE CO.	275	363	481	582	694	832	1,036	1,156	1,024	272.44%
WEBSTER CO.	593	932	1,163	1,149	1,319	1,542	1,375	1,568	1,785	201.05%
WEST POINT	554	590	894	772	1,092	786	881	1,414	1,215	119.34%
WHITLEY CO.	234	466	654	606	670	718	325	1,035	742	216.90%
WILLIAMSBURG	469	681	824	777	794	938	1,070	1,117	1,096	133.65%
WILLIAMSTOWN	1,073	1,197	1,255	1,241	1,306	1,368	1,630	1,593	1,806	68.35%
WOLFE CO.	502	678	394	387	446	484	504	1,183	688	37.14%
WOODFORD CO.	969	1,539	1,714	1,626	1,745	1,774	2,130	2,399	2,403	150.59%
STATEWIDE	956	1,140	1,255	1,288	1,379	1,556	1,685	1,870	1,960	105.02%

TABLE 4
STATE REVENUES BY DISTRICT

District	1989-90 State Revenue Per Pupil	1990-91 State Revenue Per Pupil	1991-92 State Revenue Per Pupil	1992-93 State Revenue Per Pupil	1993-94 State Revenue Per Pupil	1994-95 State Revenue Per Pupil	1995-96 State Revenue Per Pupil	1996-97 State Revenue Per Pupil	1997-98 State Revenue Per Pupil	Percent Change 89-90 97-98
ADAIR CO.	$2,327	$2,962	$3,157	$3,281	$3,398	$3,689	$3,780	$3,921	4,054	74.22%
ALLEN CO.	2,385	2,872	3,113	3,118	3,117	3,492	3,591	3,757	3,844	61.16%
ANCHORAGE	1,822	1,827	2,018	2,033	2,052	2,350	2,051	2,648	2,049	12.45%
ANDERSON CO.	2,169	2,471	2,596	2,790	2,928	2,971	3,035	3,213	3,095	42.71%
ASHLAND	2,116	2,566	2,714	2,806	2,898	3,025	3,230	3,327	3,316	56.73%
AUGUSTA	2,487	3,090	3,585	3,558	3,721	3,764	4,161	4,485	4,454	79.10%
BALLARD CO.	2,528	2,945	3,079	3,258	3,382	3,738	3,757	4,053	4,073	61.11%
BARBOURVILLE	1,996	2,282	2,647	3,120	3,218	3,561	3,405	3,635	3,805	90.70%
BARDSTOWN	2,193	2,467	2,454	2,566	2,609	2,732	2,796	2,786	2,901	32.27%
BARREN CO.	2,218	2,721	2,859	2,954	2,895	3,118	3,285	3,461	3,473	56.57%
BATH CO.	2,400	2,969	3,277	3,526	3,658	3,776	3,923	4,356	4,141	72.53%
BEECHWOOD	1,851	1,930	1,996	2,022	2,126	2,136	2,176	2,231	2,074	12.04%
BELL CO.	2,346	3,092	3,575	3,784	3,836	4,125	4,221	4,550	4,558	94.29%
BELLEVUE	2,102	2,347	2,908	2,738	3,016	3,152	3,178	3,431	3,315	57.69%
BEREA	2,440	3,276	3,234	3,410	3,336	3,374	3,628	3,885	4,001	63.96%
BOONE CO.	1,990	2,118	2,156	2,163	2,193	2,325	2,404	2,360	2,300	16.15%
BOURBON CO.	2,234	2,656	2,885	3,008	3,168	3,438	3,483	3,667	3,623	62.17%
BOWLING GREEN	2,198	2,552	2,693	2,759	2,799	2,898	3,046	3,200	3,099	40.98%
BOYD CO.	2,246	2,603	2,798	2,863	2,901	2,967	3,091	3,423	3,375	50.28%
BOYLE CO.	2,234	2,691	2,908	2,874	2,982	3,159	3,187	3,644	3,259	45.87%
BRACKEN CO.	2,406	2,732	2,920	2,898	3,142	3,378	3,396	3,708	3,670	52.53%
BREATHITT CO.	2,305	3,069	3,412	3,648	3,800	4,046	4,351	4,569	4,805	108.45%
BRECKINRIDGE CO.	2,277	2,762	2,938	3,039	3,168	3,503	3,476	3,836	3,698	62.39%
BULLITT CO.	2,223	2,696	2,794	2,844	2,976	3,226	3,311	3,768	3,394	52.68%
BURGIN	2,248	2,533	2,714	2,653	2,808	2,926	2,861	2,881	2,763	22.89%
BUTLER CO.	2,342	2,963	3,044	3,026	3,209	3,761	3,698	4,052	4,140	76.79%
CALDWELL CO.	2,340	2,857	3,191	3,218	3,389	3,553	3,596	3,829	3,835	63.89%
CALLOWAY CO.	2,331	2,762	2,939	3,012	3,096	3,428	3,447	3,558	3,567	53.04%
CAMPBELL CO.	2,151	2,341	2,448	2,428	2,448	2,500	2,679	2,600	2,684	24.79%
CAMPBELLSVILLE	2,182	2,749	2,939	2,985	3,136	3,407	3,585	3,699	3,660	67.75%
CARLISLE CO.	2,530	2,902	3,138	3,171	3,127	3,285	3,527	3,676	3,677	45.33%
CARROLL CO.	2,187	2,608	2,768	2,712	2,875	3,035	3,186	3,123	3,162	44.60%
CARTER CO.	2,426	3,224	3,533	3,522	3,593	3,844	3,962	4,258	4,325	78.27%
CASEY CO.	2,202	2,857	3,286	3,305	3,512	3,731	3,916	4,030	4,037	83.33%
CAVERNA	2,265	2,881	3,165	3,334	3,425	3,661	3,499	4,024	3,919	73.04%
CHRISTIAN CO.	2,249	2,767	2,945	3,029	3,203	3,435	3,535	3,818	3,843	70.88%
CLARK CO.	2,071	2,481	2,626	2,724	2,774	2,962	3,050	3,205	3,069	48.18%
CLAY CO.	2,359	3,121	3,530	3,639	3,762	4,184	4,235	4,665	4,691	98.96%
CLINTON CO.	2,459	3,240	3,429	3,553	3,614	3,682	3,808	4,285	4,175	69.77%
CLOVERPORT	2,713	3,260	3,450	3,519	3,900	4,248	4,185	4,493	4,517	66.51%
CORBIN	2,143	2,619	2,777	2,959	3,069	3,212	3,424	3,671	3,679	71.69%
COVINGTON	2,307	3,027	3,300	3,329	3,523	3,690	3,692	4,023	3,963	71.79%
CRITTENDEN CO.	2,303	2,817	2,920	3,083	3,202	3,437	3,509	3,762	3,774	63.86%
CUMBERLAND CO.	2,421	3,039	3,203	3,235	3,414	3,628	3,811	4,049	4,158	71.74%
DANVILLE	2,117	2,671	2,901	3,083	2,861	2,943	2,986	3,027	3,068	44.92%
DAVIESS CO.	2,193	2,461	2,627	2,722	2,846	2,945	3,161	3,429	3,416	55.75%
DAWSON SPRINGS	2,423	3,024	3,262	3,337	3,443	3,718	3,752	4,029	4,051	67.18%
DAYTON	2,373	3,209	3,455	3,704	3,855	4,036	4,238	4,392	4,377	84.46%
EAST BERNSTADT	2,332	2,755	3,384	3,504	3,805	4,107	4,075	4,313	4,528	94.15%
EDMONSON CO.	2,365	3,108	3,364	3,509	3,494	3,749	3,751	3,967	4,009	70.24%
ELIZABETHTOWN	2,210	2,556	2,763	2,823	2,887	2,974	3,069	3,234	3,250	47.06%
ELLIOTT CO.	2,397	3,216	3,622	3,791	3,950	4,450	4,440	4,775	4,835	101.70%
EMINENCE	2,337	2,835	2,861	3,002	3,105	3,482	3,475	3,797	3,995	70.93%
ERLANGER	2,147	2,437	2,557	2,609	2,646	2,801	2,850	2,864	2,859	33.17%

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ESTILL CO.	2,330	3,102	3,419	3,578	3,734	4,040	4,160	4,363	4,329	85.80%
FAIRVIEW	2,164	2,738	2,938	3,006	3,179	3,302	3,479	3,841	3,780	74.67%
FAYETTE CO.	1,987	2,179	2,295	2,258	2,330	2,456	2,474	2,418	2,548	28.24%
FLEMING CO.	2,487	2,927	3,129	3,382	3,378	3,669	3,756	3,884	3,955	59.02%
FLOYD CO.	2,149	2,811	3,076	3,142	3,428	3,485	3,643	3,898	4,162	93.69%
FT. THOMAS	1,946	2,063	2,192	2,232	2,222	2,307	2,246	2,306	2,277	17.03%
FRANKFORT	2,446	3,007	3,203	3,392	3,368	3,530	3,489	3,834	3,981	62.74%
FRANKLIN CO.	2,170	2,444	2,595	2,635	2,656	2,694	2,705	2,911	2,861	31.85%
FULTON CO.	2,420	3,257	3,524	3,456	3,618	3,823	3,899	4,088	4,558	88.34%
FULTON	2,240	2,690	3,009	3,354	3,070	3,326	3,676	3,832	3,807	69.94%
GALLATIN CO.	2,182	2,701	2,823	3,002	3,038	3,302	3,456	3,382	3,568	63.51%
GARRARD CO.	2,296	2,732	2,847	3,024	3,189	3,442	3,522	3,592	3,685	60.36%
GLASGOW	2,235	2,538	2,605	2,769	2,776	2,980	3,019	3,134	3,009	34.62%
GRANT CO.	2,232	2,863	2,972	3,066	3,236	3,400	3,767	3,591	3,599	61.25%
GRAVES CO.	2,259	2,641	2,783	2,786	2,844	3,147	3,219	3,408	3,399	50.46%
GRAYSON CO.	2,304	2,824	2,937	3,037	3,046	3,395	3,547	3,751	3,710	61.04%
GREEN CO.	2,223	2,835	2,998	3,051	3,054	3,307	3,446	3,621	3,718	67.26%
GREENUP CO.	2,193	2,838	3,158	3,184	3,269	3,529	3,553	3,892	3,922	78.85%
HANCOCK CO.	2,217	2,592	2,801	2,772	2,801	2,972	2,971	3,194	3,169	42.94%
HARDIN CO.	2,151	2,679	2,776	2,942	3,087	3,345	3,459	3,591	3,652	70.25%
HARLAN CO.	2,177	2,914	3,179	3,471	3,656	3,829	3,858	4,071	4,097	88.19%
HARLAN	2,218	3,103	3,350	3,392	3,400	3,679	3,717	3,919	4,252	91.69%
HARRISON CO.	2,214	2,820	2,974	3,056	3,156	3,540	3,462	3,788	3,794	71.36%
HARRODSBURG	2,274	2,810	3,059	3,149	3,516	3,609	3,677	4,148	3,899	71.47%
HART CO.	2,399	3,171	3,228	3,393	3,510	3,661	3,831	4,457	4,001	66.77%
HAZARD	2,032	2,635	2,778	2,989	3,207	3,140	3,263	3,549	3,531	73.77%
HENDERSON CO.	2,081	2,502	2,616	2,727	2,866	3,045	3,138	3,423	3,365	61.70%
HENRY CO.	2,223	2,748	2,922	3,048	3,124	3,186	3,230	3,651	3,554	59.87%
HICKMAN CO.	2,344	2,775	2,971	3,096	3,229	3,342	3,503	3,707	3,793	61.80%
HOPKINS CO.	2,131	2,553	2,679	2,839	3,045	3,243	3,325	3,680	3,616	69.70%
JACKSON CO.	2,338	3,154	3,512	3,695	3,852	4,111	4,275	4,540	4,733	102.45%
JACKSON	2,171	3,129	3,230	3,455	3,491	4,055	4,077	4,312	4,369	101.24%
JEFFERSON CO.	2,186	2,440	2,564	2,587	2,615	2,682	2,703	2,738	2,860	30.85%
JENKINS	2,226	2,934	3,390	3,600	3,783	3,876	3,889	4,227	4,102	84.28%
JESSAMINE CO.	2,084	2,468	2,592	2,676	2,820	2,935	3,069	3,236	3,176	52.40%
JOHNSON CO.	2,212	2,917	3,328	3,544	3,758	4,071	3,846	4,599	4,228	91.13%
KENTON CO.	2,103	2,296	2,421	2,441	2,456	2,502	2,609	2,610	2,582	22.80%
KNOTT CO.	2,214	2,911	3,278	3,357	3,501	3,784	3,877	4,144	4,253	92.06%
KNOX CO.	2,247	2,963	3,376	3,564	3,775	3,998	4,209	4,416	4,507	100.57%
LARUE CO.	2,243	2,751	2,854	3,066	3,231	3,480	3,594	3,824	3,701	65.00%
LAUREL CO.	2,102	2,837	2,889	3,110	3,302	3,454	3,606	3,707	3,655	73.89%
LAWRENCE CO.	2,432	3,037	3,258	3,290	3,411	3,781	3,871	4,146	4,144	70.41%
LEE CO.	2,201	2,854	3,191	3,349	3,472	4,045	4,013	4,267	4,442	101.81%
LESLIE CO.	2,186	2,905	3,481	3,469	3,437	3,992	4,101	4,441	4,433	102.76%
LETCHER CO.	2,116	2,758	3,105	3,374	3,626	3,689	3,921	4,071	4,052	91.52%
LEWIS CO.	2,312	3,047	3,263	3,263	3,457	3,607	3,688	3,907	3,935	70.19%
LINCOLN CO.	2,290	3,012	3,213	3,345	3,518	3,772	3,918	4,025	4,040	76.43%
LIVINGSTON CO.	2,296	2,681	2,898	2,912	2,929	3,026	3,099	3,313	3,362	46.44%
LOGAN CO.	2,184	2,659	2,776	2,908	3,061	3,279	3,409	3,631	3,717	70.21%
LUDLOW	2,015	2,547	2,864	3,048	3,201	3,473	3,401	3,711	3,729	85.06%
LYON CO.	2,253	2,487	2,555	2,558	2,623	2,670	2,659	2,604	2,526	12.11%
MADISON CO.	2,470	2,770	2,964	3,115	3,138	3,254	3,361	3,504	3,518	62.10%
MAGOFFIN CO.	2,495	3,195	3,719	4,020	4,160	4,329	4,343	4,600	4,618	85.10%
MARION CO.	2,303	2,888	3,060	3,154	3,373	3,693	3,595	3,622	3,699	60.60%

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MARSHALL CO.	2,240	2,492	2,669	2,688	2,734	2,854	2,888	3,164	3,129	39.69%
MARTIN CO.	2,098	2,762	2,832	2,905	2,997	3,290	3,403	3,835	4,083	94.59%
MASON CO.	2,174	2,486	2,741	2,775	2,865	3,405	3,096	3,149	3,150	44.88%
MAYFIELD	2,213	2,736	2,933	3,037	3,142	3,477	3,545	3,720	3,726	68.44%
McCRACKEN CO.	2,110	2,344	2,480	2,588	2,623	2,728	2,901	2,846	2,919	38.34%
McCREARY CO.	2,454	3,331	3,672	3,925	4,196	4,499	4,609	4,755	4,782	94.88%
McLEAN CO.	2,204	2,560	2,712	2,734	2,791	3,116	3,305	3,592	3,573	62.09%
MEADE CO.	2,136	2,649	2,896	3,070	3,250	3,428	3,548	3,765	3,725	74.41%
MENIFEE CO.	2,256	2,892	3,141	3,192	3,308	3,590	3,682	4,115	4,352	92.93%
MERCER CO.	2,136	2,559	2,751	2,736	2,895	3,120	3,202	3,202	3,198	49.70%
METCALFE CO.	2,472	3,061	3,290	3,388	3,412	3,599	3,747	4,021	4,103	65.97%
MIDDLESBORO	2,179	2,910	3,167	3,338	3,562	3,500	3,571	3,797	3,910	79.44%
MONROE CO.	2,375	3,108	3,406	3,515	3,594	3,839	3,855	4,113	4,093	72.35%
MONTGOMERY CO.	2,456	3,636	3,407	3,467	3,513	3,672	3,835	3,787	3,743	52.42%
MONTICELLO	2,313	2,944	3,406	3,609	3,681	3,993	4,112	4,193	4,283	85.19%
MORGAN CO.	2,314	3,370	3,558	3,699	3,792	4,226	4,062	4,340	4,474	77.95%
MUHLENBURG CO.	2,095	2,546	2,824	2,825	2,937	3,311	3,368	3,776	3,604	72.04%
MURRAY	2,158	2,431	2,551	2,592	2,668	2,575	2,612	2,625	2,824	30.89%
NELSON CO.	2,214	2,549	2,791	2,816	2,915	3,075	3,178	3,355	3,385	52.91%
NEWPORT	2,534	3,191	3,376	3,452	3,435	3,741	4,048	3,805	3,917	54.57%
NICHOLAS CO.	2,265	2,849	3,017	3,225	3,360	3,567	3,638	3,748	3,803	67.90%
OHIO CO.	2,195	2,770	2,982	2,953	3,128	3,449	3,490	3,727	3,896	77.51%
OLDHAM CO.	2,101	2,383	2,467	2,521	2,599	2,691	2,768	2,922	2,811	33.79%
OWEN CO.	2,245	2,893	3,194	3,341	3,485	3,663	3,591	3,635	3,815	69.91%
OWENSBORO	2,347	2,687	2,836	2,917	3,021	3,052	3,137	3,503	3,509	49.50%
OWSLEY CO.	2,449	3,258	3,836	4,079	4,113	4,519	4,572	4,842	4,972	103.09%
PADUCAH	2,357	2,703	2,897	2,975	3,076	3,149	3,035	3,402	3,496	48.33%
PAINTSVILLE	2,042	2,436	2,566	2,666	2,684	2,781	2,586	2,942	2,956	44.77%
PARIS	2,235	2,741	3,010	3,007	3,024	3,137	3,423	3,531	3,616	61.79%
PENDLETON CO.	2,176	2,820	2,978	3,094	3,252	3,514	3,361	3,721	3,707	70.36%
PERRY CO.	2,151	2,906	3,236	3,504	3,623	3,781	3,949	4,295	4,359	102.66%
PIKE CO.	2,130	2,851	3,016	3,008	3,252	3,529	3,608	3,794	3,780	77.98%
PIKEVILLE	2,009	2,332	2,452	2,642	2,714	2,730	2,720	2,970	2,896	44.13%
PINEVILLE	2,243	2,987	3,051	3,212	3,468	3,800	3,980	4,165	4,142	84.68%
POWELL CO.	2,383	3,020	3,257	3,378	3,686	3,923	3,858	4,322	4,181	75.47%
PROVIDENCE	2,234	2,731	3,141	3,402	3,627	3,781	3,906	4,177	4,236	89.61%
PULASKI CO.	2,173	2,803	2,939	3,060	3,225	3,297	3,393	3,552	3,609	66.10%
RACELAND	2,101	2,436	2,573	2,667	3,017	3,002	3,047	3,469	3,498	66.51%
ROBERTSON CO.	2,607	3,149	3,275	3,273	3,301	3,674	3,729	3,845	3,934	50.89%
ROCKCASTLE CO.	2,220	2,876	3,427	3,558	3,639	3,925	4,061	4,332	4,114	85.31%
ROWAN CO.	2,279	2,951	3,119	3,297	3,479	3,686	3,732	3,987	3,975	74.42%
RUSSELL CO.	2,252	2,966	3,142	3,178	3,361	3,584	3,532	4,230	3,817	69.47%
RUSSELL	1,979	2,251	2,348	2,436	2,620	2,503	2,713	2,825	2,809	41.92%
RUSSELLVILLE	2,331	2,829	3,010	3,227	3,330	3,471	3,569	3,761	3,803	63.15%
SCIENCE HILL	2,009	2,429	2,883	3,108	3,235	3,630	3,675	3,893	4,154	106.79%
SCOTT CO.	2,147	2,513	2,710	2,756	2,809	2,892	3,136	3,256	3,167	47.51%
SHELBY CO.	2,182	2,608	2,732	2,946	3,166	2,857	2,852	2,988	2,871	31.59%
SILVER GROVE	2,555	3,107	3,406	3,358	3,456	3,762	3,820	4,073	4,330	69.49%
SIMPSON CO.	2,266	2,609	2,737	2,917	3,019	3,199	3,234	3,304	3,322	46.59%
SOMERSET	2,499	2,857	3,145	3,195	3,208	3,325	3,348	3,292	3,385	35.46%
SOUTHGATE	2,276	2,521	2,868	2,863	2,922	3,311	2,965	2,944	2,855	25.42%
SPENCER CO.	2,444	3,106	3,373	3,274	3,429	3,735	3,722	3,897	3,812	55.98%
TAYLOR CO.	2,284	2,720	2,932	2,961	3,092	3,349	3,424	3,654	3,640	59.38%
TODD CO.	2,326	2,859	3,144	3,159	3,239	3,731	3,628	3,969	3,979	71.07%

TABLE 4
STATE REVENUES BY DISTRICT

District	1989-90 State Revenue Per Pupil	1990-91 State Revenue Per Pupil	1991-92 State Revenue Per Pupil	1992-93 State Revenue Per Pupil	1993-94 State Revenue Per Pupil	1994-95 State Revenue Per Pupil	1995-96 State Revenue Per Pupil	1996-97 State Revenue Per Pupil	1997-98 State Revenue Per Pupil	Percent Change 89-90 97-98
TRIGG CO.	2,394	2,743	2,915	2,890	3,047	3,218	3,201	3,374	3,423	42.99%
TRIMBLE CO.	2,289	2,559	2,605	2,726	2,758	3,073	3,105	3,216	3,315	44.83%
UNION CO.	2,335	2,682	2,923	2,912	3,244	3,440	3,453	3,656	3,807	63.05%
WALTON-VERONA	2,349	2,724	2,967	3,027	3,132	3,283	3,302	3,576	3,585	52.63%
WARREN CO.	2,148	2,536	2,631	2,783	2,822	2,936	3,093	3,039	2,972	38.37%
WASHINGTON CO.	2,302	2,340	2,960	2,960	3,113	3,293	3,312	3,640	3,649	58.50%
WAYNE CO.	2,222	2,954	3,410	3,468	3,479	3,868	3,992	4,162	4,144	86.52%
WEBSTER CO.	2,279	2,687	2,985	2,949	2,995	3,214	3,304	3,604	3,803	66.85%
WEST POINT	2,379	3,112	3,523	3,937	4,063	4,299	4,745	4,908	4,704	97.72%
WHITLEY CO.	2,469	2,915	3,521	3,772	3,857	4,214	4,062	4,291	4,606	86.57%
WILLIAMSBURG	2,235	2,942	3,117	3,288	3,488	3,596	3,664	3,904	3,835	71.59%
WILLIAMSTOWN	2,276	2,757	2,986	3,175	3,253	3,318	3,336	3,366	3,458	51.93%
WOLFE CO.	2,569	3,432	3,757	4,001	4,087	4,363	4,649	4,862	4,783	86.16%
WOODFORD CO.	2,099	2,295	2,371	2,379	2,414	2,554	2,652	2,630	2,628	25.21%
STATEWIDE	2,206	2,666	2,851	2,936	3,031	3,211	3,272	3,436	3,449	56.35%

TABLE 5
FEDERAL REVENUES BY DISTRICT

District	1989-90 Federal Revenue Per Pupil	1990-91 Federal Revenue Per Pupil	1991-92 Federal Revenue Per Pupil	1992-93 Federal Revenue Per Pupil	1993-94 Federal Revenue Per Pupil	1994-95 Federal Revenue Per Pupil	1995-96 Federal Revenue Per Pupil	1996-97 Federal Revenue Per Pupil	1997-98 Federal Revenue Per Pupil	Percent Change 89-90 97-98
ADAIR CO.	$527	$533	$615	$765	$617	$709	$553	$735	$664	26.03%
ALLEN CO.	280	304	445	491	431	395	411	534	617	120.36%
ANCHORAGE	83	76	80	93	77	257	164	139	151	81.66%
ANDERSON CO.	293	301	338	331	379	524	386	501	539	84.05%
ASHLAND	595	629	684	752	716	774	524	670	830	39.44%
AUGUSTA	678	536	574	474	488	606	841	419	657	-3.10%
BALLARD CO.	311	407	421	346	596	477	497	515	643	106.77%
BARBOURVILLE	347	331	357	401	383	492	416	650	609	75.35%
BARDSTOWN	384	432	526	439	537	455	515	471	411	7.07%
BARREN CO.	265	364	390	458	401	398	433	580	455	71.21%
BATH CO.	499	538	624	670	756	837	762	842	772	54.78%
BEECHWOOD	92	97	52	144	91	61	83	86	99	7.24%
BELL CO.	600	715	846	862	859	908	1,002	979	965	60.82%
BELLEVUE	222	285	315	335	284	373	342	384	489	120.42%
BEREA	593	594	444	487	532	502	653	470	436	-26.50%
BOONE CO.	135	132	133	193	157	164	186	157	251	85.56%
BOURBON CO.	399	361	610	587	648	722	656	636	834	109.14%
BOWLING GREEN	433	488	662	918	886	564	490	481	761	75.77%
BOYD CO.	282	359	447	449	401	603	726	482	804	185.24%
BOYLE CO.	291	305	368	393	493	452	344	403	484	66.39%
BRACKEN CO.	429	442	497	543	637	537	515	653	710	65.50%
BREATHITT CO.	694	696	815	1,073	961	974	1,026	1,084	1,087	56.64%
BRECKINRIDGE CO.	432	512	511	623	692	883	833	867	935	116.35%
BULLITT CO.	231	267	296	282	293	311	354	348	357	54.64%
BURGIN	254	316	377	464	283	360	145	248	268	5.59%
BUTLER CO.	329	360	365	516	490	549	472	533	582	76.77%
CALDWELL CO.	231	233	255	311	395	435	375	547	598	158.79%
CALLOWAY CO.	533	548	622	567	907	622	597	637	649	21.79%
CAMPBELL CO.	156	165	182	89	286	194	198	220	252	61.76%
CAMPBELLSVILLE	365	369	453	464	425	633	581	710	851	133.69%
CARLISLE CO.	367	409	423	458	447	536	377	412	586	59.72%
CARROLL CO.	397	399	575	657	542	756	909	1,029	1,151	189.85%
CARTER CO.	405	447	501	628	595	484	756	643	772	90.72%
CASEY CO.	631	720	825	920	913	811	624	830	760	20.49%
CAVERNA	383	395	473	497	389	561	359	742	732	91.01%
CHRISTIAN CO.	467	523	647	619	644	698	646	646	802	71.79%
CLARK CO.	283	317	369	359	406	489	431	459	483	70.58%
CLAY CO.	694	782	953	997	978	958	712	1,034	1,021	47.18%
CLINTON CO.	781	886	1,040	1,014	1,034	1,207	849	1,223	1,493	91.21%
CLOVERPORT	832	1,072	1,290	1,329	1,110	1,316	1,477	1,786	1,930	132.00%
CORBIN	193	204	242	265	423	445	446	588	733	279.61%
COVINGTON	470	507	803	644	701	749	841	859	969	106.12%
CRITTENDEN CO.	317	355	406	406	439	461	390	432	683	115.30%
CUMBERLAND CO.	555	552	631	680	733	650	575	701	685	23.49%
DANVILLE	311	381	448	500	649	639	631	686	728	134.18%
DAVIESS CO.	184	200	194	285	290	371	330	394	468	154.40%
DAWSON SPRINGS	235	335	396	400	424	464	391	741	512	117.95%
DAYTON	470	508	505	531	468	698	568	575	665	41.46%
EAST BERNSTADT	276	284	285	336	467	562	507	621	635	130.03%
EDMONSON CO.	343	377	461	463	483	595	743	539	596	73.76%
ELIZABETHTOWN	260	301	351	364	368	424	341	204	427	64.37%
ELLIOTT CO.	575	780	789	744	851	798	713	869	1,028	78.81%
EMINENCE	257	321	376	413	441	673	672	720	684	166.28%
ERLANGER	235	225	255	269	252	223	186	259	347	47.57%

TABLE 5
FEDERAL REVENUES BY DISTRICT

District	1989-90 Federal Revenue Per Pupil	1990-91 Federal Revenue Per Pupil	1991-92 Federal Revenue Per Pupil	1992-93 Federal Revenue Per Pupil	1993-94 Federal Revenue Per Pupil	1994-95 Federal Revenue Per Pupil	1995-96 Federal Revenue Per Pupil	1996-97 Federal Revenue Per Pupil	1997-98 Federal Revenue Per Pupil	Percent Change 89-90 97-98
FLOYD CO.	408	482	565	487	547	648	789	721	743	82.07%
FT. THOMAS	95	118	119	118	142	152	132	143	152	60.51%
FRANKFORT	389	443	576	553	522	539	541	629	618	58.81%
FRANKLIN CO.	201	198	232	242	231	250	354	308	333	65.82%
FULTON CO.	621	705	875	844	785	850	781	854	671	8.09%
FULTON	360	441	519	602	764	1,039	838	1,046	1,105	190.91%
GALLATIN CO.	244	232	419	360	424	360	350	385	352	44.30%
GARRARD CO.	345	368	478	460	384	581	501	448	552	59.50%
GLASGOW	250	245	321	369	363	345	441	327	330	32.08%
GRANT CO.	305	283	325	341	357	439	444	509	485	59.93%
GRAVES CO.	208	278	271	289	394	420	404	418	448	115.30%
GRAYSON CO.	422	395	566	556	503	518	522	492	551	30.57%
GREEN CO.	422	383	363	524	529	387	441	505	502	18.85%
GREENUP CO.	375	460	461	517	531	571	527	668	622	65.98%
HANCOCK CO.	262	279	407	367	399	416	562	504	570	117.63%
HARDIN CO.	338	377	444	435	465	428	426	495	525	55.22%
HARLAN CO.	562	605	771	684	788	791	875	900	958	70.44%
HARLAN	499	459	529	621	710	487	595	595	569	14.08%
HARRISON CO.	309	342	401	439	434	421	490	493	423	36.79%
HARRODSBURG	278	405	475	727	543	548	603	731	811	191.76%
HART CO.	408	493	586	627	649	509	671	826	808	97.92%
HAZARD	292	354	336	440	403	514	545	600	684	134.22%
HENDERSON CO.	233	277	283	312	348	340	345	468	451	93.46%
HENRY CO.	375	364	394	520	602	658	487	665	565	50.68%
HICKMAN CO.	391	453	486	493	497	484	719	681	775	98.27%
HOPKINS CO.	328	397	416	427	483	520	489	489	510	55.52%
JACKSON CO.	746	659	832	792	723	873	942	970	996	33.52%
JACKSON	555	779	744	894	747	700	704	894	812	46.25%
JEFFERSON CO.	428	592	601	602	748	631	686	630	780	82.15%
JENKINS	333	354	252	304	455	574	595	692	790	137.12%
JESSAMINE CO.	280	265	270	276	240	304	249	338	396	41.54%
JOHNSON CO.	539	516	555	671	670	664	655	1,041	686	27.33%
KENTON CO.	170	148	211	180	225	241	223	230	257	50.94%
KNOTT CO.	561	611	664	689	720	794	903	977	961	65.37%
KNOX CO.	702	741	871	943	906	972	882	1,010	999	42.25%
LARUE CO.	305	308	409	527	520	394	542	550	577	89.08%
LAUREL CO.	490	502	562	541	596	577	625	653	624	27.37%
LAWRENCE CO.	447	479	620	644	714	635	829	1,093	768	71.91%
LEE CO.	594	645	747	832	783	872	711	1,085	789	32.84%
LESLIE CO.	499	619	805	781	826	695	851	1,316	785	57.33%
LETCHER CO.	582	613	747	545	957	726	410	1,060	662	13.74%
LEWIS CO.	490	600	748	785	702	581	572	830	934	90.54%
LINCOLN CO.	462	493	613	721	683	807	870	888	874	89.13%
LIVINGSTON CO.	494	545	671	651	672	544	653	458	464	-6.04%
LOGAN CO.	338	360	605	474	521	495	502	457	524	55.10%
LUDLOW	257	269	298	311	347	275	369	362	420	63.42%
LYON CO.	587	578	666	700	741	607	382	414	485	-17.42%
MADISON CO.	316	349	434	427	410	532	388	579	532	68.63%
MAGOFFIN CO.	696	372	500	856	762	866	839	1,131	871	25.21%
MARION CO.	458	480	565	639	691	644	640	757	801	74.91%

TABLE 5
FEDERAL REVENUES BY DISTRICT

District	1989-90 Federal Revenue Per Pupil	1990-91 Federal Revenue Per Pupil	1991-92 Federal Revenue Per Pupil	1992-93 Federal Revenue Per Pupil	1993-94 Federal Revenue Per Pupil	1994-95 Federal Revenue Per Pupil	1995-96 Federal Revenue Per Pupil	1996-97 Federal Revenue Per Pupil	1997-98 Federal Revenue Per Pupil	Percent Change 89-90 97-98
MARSHALL CO.	322	332	357	371	444	419	440	349	390	21.05%
MARTIN CO.	415	500	607	643	641	727	834	842	859	104.76%
MASON CO.	365	414	505	537	548	664	539	543	582	59.39%
MAYFIELD	357	394	450	461	564	642	514	527	742	107.88%
McCRACKEN CO.	388	403	504	469	450	522	484	360	303	-22.04%
McCREARY CO.	634	787	835	949	934	1,005	942	949	1,070	68.81%
McLEAN CO.	303	303	399	445	497	502	478	454	506	66.98%
MEADE CO.	295	274	289	326	319	352	322	361	404	36.98%
MENIFEE CO.	456	502	533	678	593	661	582	691	807	76.98%
MERCER CO.	235	237	253	309	329	317	288	175	315	34.14%
METCALFE CO.	547	582	675	752	630	719	645	716	952	73.97%
MIDDLESBORO	464	486	728	671	754	769	787	742	1,052	126.93%
MONROE CO.	610	618	745	777	690	717	916	885	819	34.22%
MONTGOMERY CO.	333	395	480	486	586	675	598	708	807	142.21%
MONTICELLO	537	545	668	700	690	609	587	618	609	13.36%
MORGAN CO.	436	531	672	592	683	693	752	857	795	82.45%
MUHLENBURG CO.	263	300	359	391	416	540	429	488	538	104.54%
MURRAY	251	827	1,101	904	1,755	137	362	347	373	48.72%
NELSON CO.	274	350	357	435	333	405	321	423	391	42.63%
NEWPORT	586	554	726	717	850	750	1,021	854	804	37.20%
NICHOLAS CO.	438	396	489	453	446	1,289	600	652	800	82.69%
OHIO CO.	294	267	414	447	487	484	591	585	564	91.97%
OLDHAM CO.	178	215	214	193	194	234	259	246	240	34.65%
OWEN CO.	286	344	361	436	388	399	419	505	497	73.85%
OWENSBORO	677	731	805	824	928	930	1,022	1,040	1,076	58.97%
OWSLEY CO.	1,520	1,898	1,894	2,036	1,893	2,119	1,749	2,012	2,033	33.74%
PADUCAH	602	646	826	607	724	885	745	1,193	1,179	95.92%
PAINTSVILLE	261	342	363	377	360	337	396	344	361	28.30%
PARIS	336	343	603	525	536	469	660	745	743	121.11%
PENDLETON CO.	318	320	395	479	449	435	358	535	589	85.05%
PERRY CO.	396	411	548	609	564	694	692	895	890	124.64%
PIKE CO.	499	468	447	464	466	532	492	581	725	45.34%
PIKEVILLE	270	327	366	366	380	459	405	490	545	101.69%
PINEVILLE	638	614	752	773	835	773	724	785	877	37.52%
POWELL CO.	449	467	625	639	610	590	678	668	795	77.08%
PROVIDENCE	281	270	314	369	624	553	691	746	919	226.91%
PULASKI CO.	398	409	505	497	477	545	634	662	784	97.11%
RACELAND	181	151	170	171	245	242	329	280	356	96.71%
ROBERTSON CO.	502	571	617	643	617	536	535	596	858	70.89%
ROCKCASTLE CO.	520	614	704	750	679	696	614	662	857	64.73%
ROWAN CO.	462	539	583	574	656	602	703	779	898	94.46%
RUSSELL CO.	530	659	809	753	757	719	585	660	671	26.51%
RUSSELL	170	172	201	206	202	250	268	256	235	38.39%
RUSSELLVILLE	514	397	479	482	470	592	670	542	538	4.63%
SCIENCE HILL	270	276	302	314	321	314	379	361	443	64.09%
SCOTT CO.	276	235	277	288	378	417	452	533	484	75.32%
SHELBY CO.	279	312	329	345	330	398	425	434	428	53.43%
SILVER GROVE	202	241	312	313	367	337	351	409	613	203.70%
SIMPSON CO.	388	412	427	419	502	623	544	610	842	116.89%
SOMERSET	323	344	375	447	448	377	323	442	473	46.54%
SOUTHGATE	185	263	275	296	344	381	370	655	451	143.57%
SPENCER CO.	302	339	436	540	520	548	740	651	701	132.16%
TAYLOR CO.	240	262	336	381	449	391	281	406	385	60.23%
TODD CO.	423	459	520	540	499	591	588	546	615	45.46%

TABLE 5
FEDERAL REVENUES BY DISTRICT

District	1989-90 Federal Revenue Per Pupil	1990-91 Federal Revenue Per Pupil	1991-92 Federal Revenue Per Pupil	1992-93 Federal Revenue Per Pupil	1993-94 Federal Revenue Per Pupil	1994-95 Federal Revenue Per Pupil	1995-96 Federal Revenue Per Pupil	1996-97 Federal Revenue Per Pupil	1997-98 Federal Revenue Per Pupil	Percent Change 89-90 97-98
TRIGG CO.	612	659	689	769	655	643	532	527	527	-13.88%
TRIMBLE CO.	312	393	474	524	570	635	680	740	771	146.96%
UNION CO.	294	356	417	518	332	483	545	590	827	181.31%
WALTON-VERONA	204	233	197	182	265	266	349	352	407	99.47%
WARREN CO.	162	232	191	278	294	342	313	431	459	183.54%
WASHINGTON CO.	605	627	636	700	654	568	518	546	587	-3.04%
WAYNE CO.	507	592	689	770	724	789	780	1,013	975	92.24%
WEBSTER CO.	289	304	377	404	366	364	361	302	229	-20.67%
WEST POINT	452	567	610	409	478	499	847	739	1,190	163.30%
WHITLEY CO.	660	632	808	906	943	758	824	1,092	812	22.99%
WILLIAMSBURG	397	503	575	641	634	619	704	823	762	91.97%
WILLIAMSTOWN	403	609	716	849	840	1,136	1,121	1,059	987	144.96%
WOLFE CO.	602	695	696	713	842	813	677	777	1,061	76.28%
WOODFORD CO.	253	214	303	304	285	346	258	269	265	4.68%
STATEWIDE	384	432	490	507	544	549	549	592	632	64.58%

TABLE 6
LOCAL AND STATE REVENUES BY DISTRICT

District	1989-90 Loc & St Revenue Per Pupil	1990-91 Loc & St Revenue Per Pupil	1991-92 Loc & St Revenue Per Pupil	1992-93 Loc & St Revenue Per Pupil	1993-94 Loc & St Revenue Per Pupil	1994-95 Loc & St Revenue Per Pupil	1995-96 Loc & St Revenue Per Pupil	1996-97 Loc & St Revenue Per Pupil	1997-98 Loc & St Revenue Per Pupil	Percent Change 89-90 97-98
ADAIR CO.	$2,748	$3,635	$3,967	$4,108	$4,236	$4,577	$4,897	$4,984	$5,138	86.96%
ALLEN CO.	3,037	3,587	3,836	3,692	3,998	4,385	4,633	4,674	5,028	65.57%
ANCHORAGE	5,853	5,852	6,612	7,429	7,912	8,711	8,927	9,512	9,377	60.22%
ANDERSON CO.	2,764	3,589	3,826	3,928	4,203	4,632	4,653	5,006	4,935	78.56%
ASHLAND	3,116	3,791	4,004	4,196	4,358	4,596	4,623	4,860	4,705	51.00%
AUGUSTA	3,071	3,732	4,336	4,319	4,999	4,888	5,302	5,964	6,106	98.89%
BALLARD CO.	3,327	3,895	4,045	4,255	4,467	4,914	5,068	5,521	5,481	64.74%
BARBOURVILLE	2,745	3,158	3,309	3,734	3,898	4,340	4,200	4,452	4,854	69.55%
BARDSTOWN	3,290	3,941	4,068	4,087	4,498	4,699	5,247	5,092	5,386	63.72%
BARREN CO.	2,751	3,464	3,797	3,924	4,078	4,470	4,912	5,189	5,148	87.13%
BATH CO.	2,794	3,463	3,940	4,172	4,487	4,618	4,842	5,444	5,457	95.31%
BEECHWOOD	3,906	3,834	3,907	4,016	4,220	4,484	4,682	4,905	4,929	26.19%
BELL CO.	2,597	3,530	4,076	4,372	4,481	5,026	4,869	5,814	5,473	110.74%
BELLEVUE	3,252	3,545	3,757	4,019	4,322	4,512	4,694	5,060	5,120	57.46%
BEREA	3,283	4,394	4,329	4,585	4,540	4,593	4,962	5,304	5,524	68.27%
BOONE CO.	3,307	3,797	4,001	4,076	4,166	4,527	4,961	5,184	5,334	61.30%
BOURBON CO.	2,806	3,649	3,998	4,086	4,260	4,813	4,836	5,181	5,074	80.83%
BOWLING GREEN	3,598	4,156	4,371	4,414	4,597	4,792	5,145	5,823	5,614	56.45%
BOYD CO.	2,954	3,579	4,032	4,123	4,278	4,620	4,803	5,183	5,296	79.27%
BOYLE CO.	3,041	3,654	4,039	4,027	4,200	4,472	4,585	5,063	5,009	64.71%
BRACKEN CO.	2,944	3,345	3,581	3,475	3,721	3,995	4,368	4,718	4,734	60.79%
BREATHITT CO.	2,694	3,517	3,986	4,205	4,475	4,835	5,070	5,362	5,577	107.02%
BRECKINRIDGE CO.	2,899	3,539	3,802	3,925	4,101	4,513	4,580	5,202	5,169	78.30%
BULLITT CO.	2,725	3,272	3,467	3,586	3,976	4,357	4,569	5,135	4,833	77.35%
BURGIN	3,203	3,668	4,022	4,028	4,212	4,417	4,394	4,508	4,624	44.37%
BUTLER CO.	2,786	3,509	3,597	3,634	3,931	4,556	4,393	5,046	5,080	82.36%
CALDWELL CO.	2,880	3,615	4,138	4,149	4,400	4,596	4,711	5,013	5,153	78.93%
CALLOWAY CO.	2,978	3,730	3,954	4,101	4,197	4,678	4,838	5,484	5,148	72.86%
CAMPBELL CO.	3,321	3,960	4,110	4,131	4,267	4,618	5,004	5,079	5,321	60.22%
CAMPBELLSVILLE	2,799	3,546	3,811	3,868	4,123	4,415	4,671	5,057	4,924	75.90%
CARLISLE CO.	2,972	3,549	3,838	3,909	3,892	4,224	4,202	4,707	4,732	59.23%
CARROLL CO.	3,229	3,873	4,121	4,195	4,383	4,709	5,078	5,223	5,494	70.15%
CARTER CO.	2,695	3,682	4,125	4,101	4,233	4,568	4,747	5,148	5,209	93.28%
CASEY CO.	2,555	3,380	3,969	4,107	4,285	4,524	4,907	5,080	5,043	97.39%
CAVERNA+A65	2,969	3,677	4,036	4,208	4,379	4,719	5,049	5,317	5,078	71.05%
CHRISTIAN CO.	2,728	3,395	3,833	3,713	4,004	4,402	4,615	4,980	5,046	84.96%
CLARK CO.	2,784	3,492	3,663	3,786	3,982	4,283	4,180	4,848	4,776	71.54%
CLAY CO.	2,621	3,457	3,918	4,095	4,383	4,749	4,978	5,317	5,461	108.34%
CLINTON CO.	2,661	3,597	3,874	4,104	4,296	4,481	5,023	5,266	5,229	96.51%
CLOVERPORT	3,208	3,679	3,922	3,969	4,339	4,779	5,068	5,313	5,297	65.13%
CORBIN	2,874	3,538	3,803	3,976	4,093	4,372	4,689	5,127	5,270	83.37%
COVINGTON	3,315	4,192	4,639	4,692	4,975	5,382	5,495	5,878	6,157	85.73%
CRITTENDEN CO.	2,747	3,583	3,768	3,957	4,118	4,417	4,517	4,944	5,016	82.58%
CUMBERLAND CO.	2,817	3,556	3,845	3,675	4,190	4,674	4,685	5,183	5,235	85.84%
DANVILLE	3,375	3,959	4,428	4,644	4,564	4,675	5,005	5,229	5,359	58.78%
DAVIESS CO.	3,129	3,567	3,750	3,812	4,087	4,356	4,716	5,142	5,264	68.23%
DAWSON SPRINGS	3,212	3,821	4,060	4,149	4,311	4,690	4,867	5,020	5,128	59.67%
DAYTON	2,838	3,746	4,076	4,317	4,518	4,724	4,975	5,187	5,404	90.41%
EAST BERNSTADT	2,566	3,064	3,809	3,972	4,238	4,531	4,596	4,746	5,073	97.69%
EDMONSON CO.	2,712	3,578	3,911	4,061	4,205	4,503	4,607	4,935	5,141	89.56%
ELIZABETHTOWN	3,329	3,676	4,049	4,013	4,229	4,325	4,543	4,888	4,842	45.45%
ELLIOTT CO.	2,526	3,500	3,977	4,541	4,548	5,304	5,064	5,456	5,686	125.18%
EMINENCE	3,269	3,884	3,845	4,053	4,278	4,707	4,919	5,278	5,496	68.12%
ERLANGER	3,469	3,797	4,165	4,247	4,362	4,503	4,826	4,817	4,967	43.19%

TABLE 6
LOCAL AND STATE REVENUES BY DISTRICT

District	1989-90 Loc & St Revenue Per Pupil	1990-91 Loc & St Revenue Per Pupil	1991-92 Loc & St Revenue Per Pupil	1992-93 Loc & St Revenue Per Pupil	1993-94 Loc & St Revenue Per Pupil	1994-95 Loc & St Revenue Per Pupil	1995-96 Loc & St Revenue Per Pupil	1996-97 Loc & St Revenue Per Pupil	1997-98 Loc & St Revenue Per Pupil	Percent Change 89-90 97-98
ESTILL CO.	2,684	3,620	4,035	4,148	4,334	4,689	4,941	5,174	5,102	90.08%
FAIRVIEW	2,966	3,667	3,884	3,926	4,116	4,344	4,563	4,961	4,975	67.74%
FAYETTE CO.	4,364	4,624	4,855	5,035	5,215	5,539	5,734	6,111	6,390	46.43%
FLEMING CO.	2,973	3,515	3,843	4,115	4,218	4,532	4,654	5,036	5,007	68.41%
FLOYD CO.	2,440	3,326	3,738	3,751	4,185	4,380	4,814	4,864	5,156	111.31%
FT. THOMAS	3,556	3,691	4,013	4,233	4,286	4,476	4,505	4,885	5,199	46.19%
FRANKFORT	3,817	4,508	4,994	5,320	5,143	5,439	5,417	6,070	6,018	57.66%
FRANKLIN CO.	3,080	3,608	3,997	4,069	4,191	4,580	4,441	4,806	4,879	58.42%
FULTON CO.	2,905	4,057	4,451	4,307	4,473	4,740	4,928	5,357	5,741	97.64%
FULTON	3,400	3,830	4,239	4,594	4,388	4,751	5,095	5,680	5,666	66.66%
GALLATIN CO.	2,832	3,433	3,838	4,036	4,084	4,423	5,011	4,904	5,220	84.32%
GARRARD CO.	2,956	3,762	3,963	4,161	4,360	4,662	4,911	5,095	5,151	80.36%
GLASGOW	3,209	3,537	3,793	3,862	3,989	4,272	4,466	4,941	4,868	51.70%
GRANT CO.	3,024	3,549	3,806	3,935	4,132	4,344	4,864	4,787	4,872	61.10%
GRAVES CO.	2,865	3,380	3,513	3,586	3,774	4,165	4,313	4,664	4,641	61.97%
GRAYSON CO.	2,715	3,365	3,621	3,642	3,880	4,359	4,521	4,888	4,899	80.06%
GREEN CO.	2,692	3,504	3,781	3,839	3,901	4,197	4,384	4,830	4,904	82.15%
GREENUP CO.	2,648	3,348	3,758	3,852	4,069	4,428	4,443	4,837	4,987	88.34%
HANCOCK CO.	3,364	3,907	4,176	4,096	4,199	4,806	4,757	5,221	5,151	53.12%
HARDIN CO.	2,687	3,602	3,867	3,916	4,155	4,504	4,703	4,989	5,165	92.21%
HARLAN CO.	2,567	3,420	3,738	3,973	4,358	4,359	4,586	5,098	5,254	104.66%
HARLAN	2,796	3,784	4,046	4,039	4,076	4,000	4,505	5,186	5,298	89.48%
HARRISON CO.	2,828	3,552	3,788	3,917	4,098	4,584	4,408	5,301	5,104	80.50%
HARRODSBURG	3,064	3,758	4,083	4,155	4,523	4,803	4,910	5,609	5,324	73.75%
HART CO.	2,757	3,772	3,954	4,114	4,347	4,674	4,879	5,531	5,132	86.16%
HAZARD	2,895	3,510	3,691	3,857	4,043	4,376	4,449	4,639	4,800	65.82%
HENDERSON CO.	3,071	3,619	3,880	3,988	4,179	4,513	4,607	5,162	5,120	66.74%
HENRY CO.	3,032	3,774	3,980	4,116	4,323	4,502	4,558	5,094	4,953	63.36%
HICKMAN CO.	2,953	3,697	3,993	4,110	4,273	4,450	4,717	5,109	5,176	75.27%
HOPKINS CO.	2,940	3,403	3,769	3,906	4,155	4,481	4,594	5,116	5,054	71.92%
JACKSON CO.	2,528	3,420	3,896	4,128	4,314	4,575	4,890	5,226	5,377	112.71%
JACKSON	2,594	3,636	3,841	3,938	4,135	4,758	4,781	5,138	5,485	111.44%
JEFFERSON CO.	4,315	4,724	4,941	5,072	5,156	5,570	5,801	6,019	6,428	48.96%
JENKINS	2,784	3,438	3,928	4,202	4,075	4,964	4,837	5,921	5,378	94.56%
JESSAMINE CO.	2,834	3,561	3,784	3,836	4,059	4,378	4,677	5,036	5,108	80.26%
JOHNSON CO.	2,547	3,268	3,962	4,014	4,289	4,539	4,626	5,549	5,214	104.71%
KENTON CO.	3,350	3,901	4,063	4,092	4,209	4,418	4,725	5,051	5,170	54.32%
KNOTT CO.	2,467	3,321	3,751	3,922	4,352	4,806	4,795	5,998	5,546	124.81%
KNOX CO.	2,492	3,382	3,867	4,155	4,444	4,703	5,119	5,465	5,427	117.79%
LARUE CO.	2,706	3,504	3,669	3,843	4,074	4,344	4,805	4,935	4,797	77.26%
LAUREL CO.	2,529	3,578	3,819	3,939	4,164	4,337	4,645	4,852	4,853	91.88%
LAWRENCE CO.	2,816	3,522	3,803	3,835	4,109	4,565	4,702	5,090	5,058	79.62%
LEE CO.	2,565	3,319	3,760	3,869	4,058	4,692	4,813	5,128	5,197	102.60%
LESLIE CO.	2,694	3,640	4,095	4,078	3,941	4,858	5,051	5,694	5,534	105.44%
LETCHER CO.	2,386	3,205	3,620	3,861	3,969	4,839	4,884	5,169	5,194	117.70%
LEWIS CO.	2,638	3,466	3,826	3,819	4,034	4,214	4,495	4,616	4,666	76.88%
LINCOLN CO.	2,663	3,605	3,966	4,104	4,290	4,608	4,899	5,015	5,043	89.39%
LIVINGSTON CO.	2,914	3,623	3,918	4,039	4,096	4,227	4,369	5,113	5,222	79.21%
LOGAN CO.	2,814	3,335	3,500	3,790	4,015	4,381	4,790	4,910	5,060	79.80%
LUDLOW	2,893	3,471	3,789	4,022	4,233	4,559	4,550	4,962	5,064	75.04%
LYON CO.	3,042	3,556	3,878	3,898	4,005	3,336	5,480	4,842	4,713	54.94%
MADISON CO.	2,719	3,606	3,978	4,165	4,251	4,446	4,763	5,141	5,091	87.22%
MAGOFFIN CO.	2,711	3,568	4,148	4,440	4,701	5,437	5,173	5,611	5,535	104.16%
MARION CO.	2,817	3,499	3,905	4,072	4,362	4,750	4,905	4,967	5,156	83.03%

TABLE 6
LOCAL AND STATE REVENUES BY DISTRICT

District	1989-90 Loc & St Revenue Per Pupil	1990-91 Loc & St Revenue Per Pupil	1991-92 Loc & St Revenue Per Pupil	1992-93 Loc & St Revenue Per Pupil	1993-94 Loc & St Revenue Per Pupil	1994-95 Loc & St Revenue Per Pupil	1995-96 Loc & St Revenue Per Pupil	1996-97 Loc & St Revenue Per Pupil	1997-98 Loc & St Revenue Per Pupil	Percent Change 89-90 97-98
MARTIN CO.	2,596	3,416	3,475	3,516	3,895	4,226	4,270	5,058	5,251	102.10%
MASON CO.	3,018	3,567	4,019	4,222	4,440	5,067	4,819	5,260	5,118	69.57%
MAYFIELD	3,554	4,060	4,368	4,405	4,680	5,019	5,208	5,607	5,811	63.50%
McCRACKEN CO.	2,761	3,264	3,498	3,610	3,703	3,862	4,024	4,563	4,830	74.94%
McCREARY CO.	2,659	3,620	4,014	4,259	4,591	4,985	5,133	5,302	5,457	105.21%
McLEAN CO.	2,711	3,265	3,514	3,544	3,789	4,155	4,439	4,856	4,864	79.43%
MEADE CO.	2,853	3,365	3,639	3,782	4,029	4,223	4,610	4,881	4,776	67.48%
MENIFEE CO.	2,494	3,228	3,625	3,744	3,859	4,422	4,320	4,863	5,343	114.22%
MERCER CO.	2,865	3,473	3,897	3,689	4,060	4,368	4,551	4,764	4,854	69.44%
METCALFE CO.	2,818	3,626	4,081	4,369	4,331	4,538	4,925	5,187	5,315	88.61%
MIDDLESBORO	2,852	3,829	4,211	4,395	4,630	4,653	4,879	5,190	5,381	88.69%
MONROE CO.	3,011	3,733	4,134	4,304	4,459	4,781	4,809	5,229	5,195	72.52%
MONTGOMERY CO.	3,045	3,742	4,163	4,286	4,362	4,615	4,916	5,094	5,301	74.10%
MONTICELLO	2,572	3,316	3,841	4,083	4,181	4,764	4,777	4,851	4,963	92.98%
MORGAN CO.	2,787	3,844	4,089	4,241	4,316	4,910	4,851	5,101	5,226	87.53%
MUHLENBURG CO.	3,154	3,757	4,134	4,115	4,371	5,095	5,016	5,535	5,487	73.97%
MURRAY	3,488	3,757	4,047	4,060	4,190	5,443	4,611	4,960	4,915	40.91%
NELSON CO.	2,815	3,361	3,815	3,845	3,988	4,299	4,447	4,730	4,742	68.46%
NEWPORT	3,581	4,200	4,397	4,505	4,740	5,124	5,978	5,889	6,390	78.44%
NICHOLAS CO.	2,696	3,544	3,802	4,008	4,175	4,434	4,551	4,947	5,025	86.39%
OHIO CO.	2,691	3,466	3,662	3,736	4,000	4,456	4,637	4,922	5,135	90.84%
OLDHAM CO.	3,226	3,613	3,768	3,842	4,028	4,463	4,862	5,121	5,069	57.13%
OWEN CO.	2,880	3,545	4,040	4,228	4,410	4,653	4,863	4,988	5,021	74.34%
OWENSBORO	4,066	4,390	4,610	4,671	4,796	5,019	5,293	5,832	5,861	44.15%
OWSLEY CO.	2,776	3,793	4,356	4,618	4,703	5,149	5,242	5,733	5,700	105.34%
PADUCAH	3,776	4,214	4,535	4,677	4,981	4,980	5,426	5,712	5,854	55.04%
PAINTSVILLE	3,286	3,41[illegible]	3,893	3,843	3,883	3,469	4,264	5,900	4,260	29.64%
PARIS	3,014	3,70[illegible]	4,050	4,138	4,222	4,473	4,933	5,185	5,685	88.62%
PENDLETON CO.	2,676	3,402	3,587	3,865	4,114	4,357	4,46[illegible]	4,729	4,813	79.87%
PERRY CO.	2,464	3,428	3,905	4,183	4,321	4,843	4,909	5,642	5,541	124.89%
PIKE CO.	2,555	3,462	3,854	3,999	4,184	4,452	4,581	5,323	5,230	104.71%
PIKEVILLE	3,609	4,007	4,182	4,304	4,602	3,504	5,390	5,102	5,233	45.00%
PINEVILLE	2,873	3,522	3,739	3,876	4,290	4,489	4,644	5,082	4,877	69.77%
POWELL CO.	2,718	3,426	3,835	3,938	3,990	4,508	4,492	4,943	5,315	95.53%
PROVIDENCE	2,728	3,320	3,711	3,990	4,234	4,396	4,859	4,865	5,101	86.97%
PULASKI CO.	2,604	3,550	3,764	3,925	4,117	4,344	4,569	4,841	4,951	90.12%
RACELAND	3,111	3,472	3,742	3,702	4,045	4,182	4,478	4,756	4,871	56.57%
ROBERTSON CO.	3,143	4,189	4,348	4,344	4,507	4,641	4,773	5,408	5,204	65.58%
ROCKCASTLE CO.	2,559	3,370	4,028	4,201	4,265	4,603	4,809	5,168	4,980	94.56%
ROWAN CO.	2,821	3,682	4,022	4,187	4,430	4,679	5,023	5,267	5,425	92.30%
RUSSELL CO.	2,628	3,698	3,973	4,127	4,287	4,494	4,719	5,405	5,021	91.04%
RUSSELL	3,061	3,485	3,658	3,743	3,921	4,016	4,282	4,443	4,518	47.59%
RUSSELLVILLE	3,267	3,805	4,093	4,405	4,616	4,821	5,154	5,259	5,397	65.19%
SCIENCE HILL	2,551	3,123	3,454	3,745	3,809	4,230	4,376	4,551	4,895	91.90%
SCOTT CO.	3,006	4,133	4,166	4,321	4,721	6,735	5,523	5,580	5,556	84.77%
SHELBY CO.	2,890	4,037	4,314	4,529	4,894	4,828	4,880	5,134	5,387	86.41%
SILVER GROVE	3,458	4,095	5,349	4,486	4,640	4,875	5,777	6,383	6,300	82.18%
SIMPSON CO.	2,985	3,523	3,835	4,043	4,214	4,496	4,643	4,931	5,005	67.67%
SOMERSET	3,583	4,008	4,377	4,498	4,567	4,733	4,906	5,183	5,319	49.71%
SOUTHGATE	3,427	4,037	4,587	4,579	4,720	5,175	4,907	5,018	5,211	52.05%
SPENCER CO.	3,086	3,957	4,260	4,158	4,336	4,690	4,801	5,175	5,115	65.64%
TAYLOR CO.	2,750	3,500	3,886	3,919	4,100	4,121	4,880	4,906	4,892	77.89%
TODD CO.	2,780	3,394	3,688	3,715	3,906	4,325	4,600	5,024	5,142	84.95%

TABLE 6
LOCAL AND STATE REVENUES BY DISTRICT

District	1989-90 Loc & St Revenue Per Pupil	1990-91 Loc & St Revenue Per Pupil	1991-92 Loc & St Revenue Per Pupil	1992-93 Loc & St Revenue Per Pupil	1993-94 Loc & St Revenue Per Pupil	1994-95 Loc & St Revenue Per Pupil	1995-96 Loc & St Revenue Per Pupil	1996-97 Loc & St Revenue Per Pupil	1997-98 Loc & St Revenue Per Pupil	Percent Change 89-90 97-98
TRIGG CO.	2,969	3,453	3,700	3,709	3,905	4,123	4,847	5,091	5,314	78.98%
TRIMBLE CO.	3,330	3,641	3,914	4,163	4,140	4,466	4,534	4,732	4,917	47.64%
UNION CO.	2,974	3,464	3,927	4,055	4,482	4,792	4,782	5,165	5,494	84.72%
WALTON-VERONA	3,706	4,035	4,397	4,542	4,833	5,114	5,349	5,758	5,967	61.00%
WARREN CO.	3,009	3,567	3,810	3,987	4,151	4,374	4,964	5,024	5,035	67.33%
WASHINGTON CO.	2,855	3,651	3,840	3,955	4,050	4,268	4,373	4,922	4,968	74.01%
WAYNE CO.	2,497	3,317	3,891	4,051	4,174	4,700	5,028	5,318	5,169	106.99%
WEBSTER CO.	2,872	3,519	4,147	4,098	4,314	4,756	4,679	5,172	5,586	94.56%
WEST POINT	2,932	3,702	4,416	4,709	5,155	5,086	5,626	6,322	5,919	101.88%
WHITLEY CO.	2,703	3,380	4,175	4,378	4,527	4,933	4,386	5,326	5,348	97.85%
WILLIAMSBURG	2,705	3,623	3,941	4,065	4,282	4,533	4,734	5,021	4,931	82.29%
WILLIAMSTOWN	3,349	3,954	4,241	4,417	4,559	4,684	4,969	4,960	5,264	57.19%
WOLFE CO.	3,070	4,110	4,151	4,388	4,533	4,846	5,153	6,045	5,471	78.21%
WOODFORD CO.	3,059	3,834	4,095	4,004	4,159	4,328	4,762	5,079	5,031	64.48%
STATEWIDE	3,163	3,806	4,105	4,225	4,410	4,767	4,957	5,306	5,409	71.01%

TABLE 7
TOTAL REVENUES BY DISTRICT

District	1989-90 Total Revenue Per Pupil	1990-91 Total Revenue Per Pupil	1991-92 Total Revenue Per Pupil	1992-93 Total Revenue Per Pupil	1993-94 Total Revenue Per Pupil	1994-95 Total Revenue Per Pupil	1995-96 Total Revenue Per Pupil	1996-97 Total Revenue Per Pupil	1997-98 Total Revenue Per Pupil	Percent Change 89-90 97-98
ADAIR CO.	$3,275	$4,168	$4,582	$4,873	$4,853	$5,285	$5,450	$5,719	$5,802	77.15%
ALLEN CO.	3,317	3,891	4,261	4,183	4,430	4,780	5,044	5,408	5,645	70.20%
ANCHORAGE	5,936	5,927	6,692	7,522	7,989	8,968	9,091	9,651	9,528	60.52%
ANDERSON CO.	3,057	3,690	4,164	4,258	4,562	5,156	5,061	5,507	5,474	79.08%
ASHLAND	3,711	4,420	4,687	4,948	5,075	5,370	5,147	5,530	5,535	49.15%
AUGUSTA	3,749	4,270	4,910	4,794	5,477	5,496	5,943	6,353	6,765	80.44%
BALLARD CO.	3,638	4,302	4,466	4,601	5,063	5,391	5,565	6,036	6,124	68.33%
BARBOURVILLE	3,091	3,489	3,665	4,135	4,250	4,632	4,616	5,101	5,263	70.29%
BARDSTOWN	3,675	4,374	4,594	4,526	5,035	5,154	5,762	5,563	5,798	57.76%
BARREN CO.	3,016	3,828	4,186	4,382	4,479	4,868	5,345	5,749	5,803	85.79%
BATH CO.	3,293	4,001	4,563	4,842	5,243	5,455	5,603	6,285	6,229	89.17%
BEECHWOOD	3,968	3,931	3,959	4,160	4,312	4,545	4,770	4,993	5,028	25.76%
BELL CO.	3,198	4,245	4,922	5,235	5,340	5,934	5,871	6,793	6,438	101.31%
BELLEVUE	3,474	3,829	4,072	4,354	4,605	4,885	5,037	5,433	5,610	61.46%
BEREA	3,875	4,988	4,773	5,072	5,071	5,095	5,614	5,774	5,960	53.81%
BOONE CO.	3,442	3,929	4,134	4,269	4,323	4,791	5,148	5,341	5,585	62.25%
BOURBON CO.	3,206	4,010	4,608	4,673	4,908	5,535	5,492	5,818	5,909	84.30%
BOWLING GREEN	4,021	4,643	5,023	5,332	5,483	5,356	5,625	6,265	6,375	58.53%
BOYD CO.	3,236	3,938	4,479	4,572	4,679	5,223	5,529	5,865	6,100	88.50%
BOYLE CO.	3,333	3,959	4,407	4,361	4,694	4,924	4,929	5,486	5,493	64.81%
BRACKEN CO.	3,373	3,788	4,079	4,018	4,358	4,533	4,883	5,371	5,444	61.38%
BREATHITT CO.	3,398	4,213	4,801	5,278	5,335	5,809	6,096	6,445	6,664	96.70%
BRECKINRIDGE CO.	3,331	4,051	4,313	4,548	4,793	5,397	5,413	6,069	6,104	83.23%
BULLITT CO.	2,966	3,539	3,763	3,879	4,269	4,657	4,923	5,482	5,190	75.57%
BURGIN	3,457	3,983	4,399	4,492	4,495	4,777	4,539	4,757	4,892	41.52%
BUTLER CO.	3,115	3,859	3,951	4,150	4,421	5,105	4,865	5,579	5,662	81.77%
CALDWELL CO.	3,110	3,848	4,393	4,460	4,795	5,031	5,086	5,560	5,751	84.92%
CALLOWAY CO.	3,512	4,277	4,576	4,668	4,804	5,300	5,435	6,121	5,797	65.05%
CAMPBELL CO.	3,476	4,124	4,291	4,220	4,552	4,812	5,202	5,298	5,573	60.33%
CAMPBELLSVILLE	3,154	3,915	4,264	4,320	4,548	5,048	5,262	5,767	5,774	83.08%
CARLISLE CO.	3,339	3,958	4,261	4,367	4,339	4,760	4,579	5,119	5,319	59.28%
CARROLL CO.	3,626	4,262	4,696	4,853	4,925	5,459	5,967	6,252	6,645	83.26%
CARTER CO.	3,100	4,129	4,626	4,729	4,828	5,053	5,502	5,791	5,981	92.95%
CASEY CO.	3,186	4,099	4,793	5,027	5,198	5,335	5,531	5,910	5,804	82.16%
CAVERNA	3,352	4,072	4,509	4,706	4,768	5,281	5,408	6,059	5,810	73.33%
CHRISTIAN CO.	3,194	3,918	4,280	4,332	4,648	5,100	5,262	5,625	5,848	83.09%
CLARK CO.	3,067	3,809	4,033	4,146	4,388	4,772	4,611	5,307	5,258	71.45%
CLAY CO.	3,315	4,249	4,872	5,022	5,361	5,706	5,890	6,352	6,482	95.54%
CLINTON CO.	3,442	4,484	4,914	5,118	5,330	5,688	5,872	6,489	6,722	95.30%
CLOVERPORT	4,040	4,751	5,212	5,296	5,446	6,096	6,545	7,101	7,228	78.90%
CORBIN	3,067	3,741	4,045	4,241	4,516	4,817	5,135	5,715	6,003	95.72%
COVINGTON	3,785	4,699	5,242	5,335	5,675	6,132	6,337	6,737	7,126	88.26%
CRITTENDEN CO.	3,064	3,938	4,174	4,363	4,557	4,879	4,906	5,377	5,698	85.97%
CUMBERLAND CO.	3,372	4,139	4,476	4,565	4,924	5,404	5,270	5,894	5,921	75.56%
DANVILLE	3,686	4,340	4,876	5,144	5,213	5,314	5,636	5,895	6,087	65.14%
DAVIESS CO.	3,313	3,767	3,934	4,097	4,375	4,726	5,046	5,436	5,732	73.02%
DAWSON SPRINGS	3,447	4,157	4,456	4,549	4,735	5,154	5,258	5,760	5,641	63.64%
DAYTON	3,307	4,254	4,581	4,846	4,995	5,413	5,541	5,763	6,069	83.51%
EAST BERNSTADT	2,842	3,348	4,094	4,309	4,705	5,093	5,103	5,366	5,708	100.83%
EDMONSON CO.	3,055	3,966	4,372	4,524	4,668	5,098	5,350	5,475	5,737	87.79%
ELIZABETHTOWN	3,589	3,978	4,401	4,376	4,597	4,749	4,885	5,092	5,269	46.82%
ELLIOTT CO.	3,102	4,371	4,799	5,285	5,199	6,102	5,777	6,315	6,716	116.51%
EMINENCE	3,526	4,205	4,221	4,465	4,718	5,380	5,592	5,998	6,180	75.27%
ERLANGER	3,704	4,022	4,420	4,516	4,614	4,726	5,012	5,116	5,314	43.47%

TABLE 7
TOTAL REVENUES BY DISTRICT

District	1989-90 Total Revenue Per Pupil	1990-91 Total Revenue Per Pupil	1991-92 Total Revenue Per Pupil	1992-93 Total Revenue Per Pupil	1993-94 Total Revenue Per Pupil	1994-95 Total Revenue Per Pupil	1995-96 Total Revenue Per Pupil	1996-97 Total Revenue Per Pupil	1997-98 Total Revenue Per Pupil	Percent Change 89-90 97-98
ESTILL CO.	3,139	4,132	4,584	4,727	5,062	5,350	5,522	5,958	5,911	88.32%
FAIRVIEW	3,160	3,946	4,164	4,333	4,399	4,611	4,863	5,296	5,357	69.52%
FAYETTE CO.	4,622	4,903	5,185	5,345	5,560	5,911	6,107	6,595	6,799	47.10%
FLEMING CO.	3,399	4,037	4,344	4,720	4,855	5,240	5,360	5,858	5,911	73.92%
FLOYD CO.	2,848	3,808	4,303	4,238	4,732	5,028	5,603	5,585	5,899	107.12%
FT. THOMAS	3,651	3,809	4,131	4,351	4,428	4,630	4,636	5,029	5,351	46.57%
FRANKFORT	4,206	4,951	5,570	5,873	5,665	5,978	5,958	6,699	6,636	57.77%
FRANKLIN CO.	3,282	3,800	4,230	4,311	4,422	4,831	4,795	5,113	5,213	58.83%
FULTON CO.	3,526	4,762	5,327	5,151	5,258	5,590	5,709	6,211	6,413	81.87%
FULTON	3,779	4,272	4,758	5,196	5,153	5,789	5,933	6,726	6,772	79.20%
GALLATIN CO.	3,076	3,665	4,257	4,396	4,509	4,802	5,360	5,290	5,572	81.14%
GARRARD CO.	3,202	4,120	4,441	4,641	4,744	5,244	5,412	5,543	5,703	78.10%
GLASGOW	3,459	3,782	4,114	4,232	4,352	4,617	4,907	5,269	5,198	50.28%
GRANT CO.	3,327	3,832	4,131	4,276	4,500	4,783	5,308	5,296	5,356	61.00%
GRAVES CO.	3,073	3,658	3,784	3,875	4,168	4,585	4,717	5,082	5,088	65.58%
GRAYSON CO.	3,137	3,759	4,217	4,200	4,384	4,878	5,143	5,379	5,440	73.40%
GREEN CO.	3,114	3,887	4,144	4,362	4,430	4,583	4,825	5,335	5,405	73.57%
GREENUP CO.	3,023	3,808	4,219	4,378	4,600	4,999	4,969	5,485	5,610	85.56%
HANCOCK CO.	3,626	4,186	4,583	4,463	4,598	5,222	5,319	5,725	5,721	57.78%
HARDIN CO.	3,025	3,979	4,310	4,351	4,621	4,932	5,129	5,484	5,689	88.06%
HARLAN CO.	3,130	4,025	4,509	4,657	5,146	5,150	5,461	5,998	6,212	98.45%
HARLAN	3,265	4,243	4,575	4,660	4,787	4,487	5,100	5,771	5,857	79.06%
HARRISON CO.	3,138	3,894	4,190	4,355	4,532	5,005	4,898	5,794	5,527	76.14%
HARRODSBURG	3,342	4,163	4,559	4,852	5,065	5,351	5,513	6,340	6,135	83.56%
HART CO.	3,165	4,265	4,541	4,740	4,996	5,182	5,550	6,358	5,940	87.67%
HAZARD	3,193	3,863	4,047	4,297	4,446	4,890	4,995	5,239	5,494	72.03%
HENDERSON CO.	3,305	3,897	4,164	4,300	4,527	4,853	4,952	5,630	5,571	68.57%
HENRY CO.	3,406	4,136	4,394	4,636	4,925	5,160	5,045	5,746	5,518	62.01%
HICKMAN CO.	3,344	4,150	4,479	4,603	4,770	4,934	5,436	5,791	5,951	77.96%
HOPKINS CO.	3,268	3,901	4,184	4,336	4,636	5,001	5,083	5,605	5,564	70.27%
JACKSON CO.	3,274	4,079	4,727	4,920	5,036	5,448	5,831	6,196	6,373	94.67%
JACKSON	3,149	4,415	4,535	4,832	4,861	5,456	5,485	8,002	6,296	99.95%
JEFFERSON CO.	4,743	5,316	5,542	5,674	5,904	6,200	6,487	6,649	7,207	51.96%
JENKINS	3,098	3,793	4,221	4,506	4,531	5,536	5,435	6,613	6,167	99.07%
JESSAMINE CO.	3,113	3,827	4,054	4,113	4,299	4,682	4,926	5,374	5,505	76.83%
JOHNSON CO.	3,086	3,804	4,537	4,685	4,958	5,185	5,282	6,590	5,900	91.19%
KENTON CO.	3,520	4,049	4,274	4,272	4,433	4,659	4,948	5,280	5,426	54.16%
KNOTT CO.	3,048	3,931	4,415	4,621	5,072	5,600	5,697	6,976	6,507	113.48%
KNOX CO.	3,194	4,124	4,738	5,098	5,350	5,675	6,000	6,475	6,426	101.19%
LARUE CO.	3,011	3,812	4,078	4,370	4,594	4,736	5,147	5,465	5,373	78.45%
LAUREL CO.	3,019	4,080	4,371	4,480	4,760	4,914	5,270	5,505	5,477	81.41%
LAWRENCE CO.	3,263	4,001	4,423	4,480	4,623	5,190	5,531	6,184	5,827	78.56%
LEE CO.	3,159	3,965	4,507	4,701	4,841	5,564	5,524	6,213	5,986	89.48%
LESLIE CO.	3,194	4,259	4,900	4,858	4,765	5,553	5,901	7,010	6,320	97.86%
LETCHER CO.	2,968	3,818	4,367	4,406	4,935	5,565	5,294	6,229	5,856	97.31%
LEWIS CO.	3,128	4,066	4,576	4,604	4,735	4,765	5,368	5,446	5,600	79.02%
LINCOLN CO.	3,125	4,098	4,579	4,825	4,973	5,415	5,759	5,903	5,917	89.35%
LIVINGSTON CO.	3,407	4,163	4,589	4,690	4,766	4,871	5,032	5,571	5,666	66.90%
LOGAN CO.	3,152	3,695	4,105	4,265	4,536	4,875	5,292	5,368	5,584	77.15%
LUDLOW	3,150	3,740	4,087	4,333	4,580	4,834	4,909	5,344	5,484	74.09%
LYON CO.	3,629	4,134	4,534	4,598	4,746	3,943	5,862	5,256	5,198	43.23%
MADISON CO.	3,015	3,965	4,412	4,591	4,662	4,979	5,151	5,720	5,593	85.50%
MAGOFFIN CO.	3,406	3,940	4,648	5,296	5,463	6,303	6,013	6,742	6,406	88.08%
MARION CO.	3,275	3,979	4,472	4,711	5,053	5,394	5,545	5,724	5,957	81.90%

TABLE 7
TOTAL REVENUES BY DISTRICT

District	1989-90 Total Revenue Per Pupil	1990-91 Total Revenue Per Pupil	1991-92 Total Revenue Per Pupil	1992-93 Total Revenue Per Pupil	1993-94 Total Revenue Per Pupil	1994-95 Total Revenue Per Pupil	1995-96 Total Revenue Per Pupil	1996-97 Total Revenue Per Pupil	1997-98 Total Revenue Per Pupil	Percent Change 89-90 97-98
MARSHALL CO.	3,331	3,658	4,046	4,070	4,250	4,630	4,997	5,022	5,307	59.33%
MARTIN CO.	3,013	3,917	4,062	4,159	4,526	4,953	5,104	5,900	6,100	102.47%
MASON CO.	3,384	3,981	4,523	4,759	4,988	5,731	5,358	5,802	5,699	68.42%
MAYFIELD	3,910	4,474	4,808	4,866	5,243	5,661	5,722	6,133	6,553	67.59%
McCRACKEN CO.	3,149	3,667	4,002	4,079	4,153	4,385	4,509	4,924	5,133	62.99%
McCREARY CO.	3,295	4,407	4,849	5,203	5,525	5,970	6,075	6,251	6,527	98.20%
McLEAN CO.	3,014	3,568	3,913	3,990	4,286	4,657	4,917	5,309	5,370	78.18%
MEADE CO.	3,148	3,629	3,928	4,111	4,348	4,575	4,932	5,253	5,162	64.62%
MENIFEE CO.	2,950	3,730	4,157	4,422	4,452	5,083	4,902	5,553	6,150	108.47%
MERCER CO.	3,101	3,710	4,150	3,996	4,389	4,683	4,639	4,936	5,170	66.71%
METCALFE CO.	3,365	4,208	4,757	5,121	4,961	5,257	5,570	5,904	6,267	86.23%
MIDDLESBORO	3,317	4,317	4,939	5,056	5,384	5,442	5,666	5,932	6,444	94.26%
MONROE CO.	3,621	4,351	4,879	5,081	5,148	5,499	5,725	6,114	6,013	66.07%
MONTGOMERY CO.	3,378	4,108	4,643	4,772	4,976	5,289	5,505	5,803	6,108	80.81%
MONTICELLO	3,109	3,861	4,509	4,784	4,870	5,373	5,364	5,469	5,572	79.22%
MORGAN CO.	3,284	4,425	4,762	4,833	4,969	5,603	5,643	5,956	6,022	83.39%
MUHLENBURG CO.	3,417	4,057	4,493	4,507	4,787	5,635	5,445	6,023	6,025	76.33%
MURRAY	3,739	4,584	5,147	4,964	5,945	5,580	4,973	5,306	5,268	41.44%
NELSON CO.	3,089	3,711	4,171	4,280	4,321	4,704	4,768	5,153	5,133	66.17%
NEWPORT	4,166	4,754	5,123	5,222	5,590	5,875	6,999	6,742	7,194	72.65%
NICHOLAS CO.	3,134	3,930	4,290	4,462	4,621	5,722	5,152	5,599	5,825	85.88%
OHIO CO.	2,984	3,735	4,077	4,182	4,488	4,941	5,228	5,486	5,700	91.01%
OLDHAM CO.	3,403	3,828	3,983	4,035	4,222	4,697	5,121	5,367	5,309	56.00%
OWEN CO.	3,166	3,890	4,401	4,663	4,799	5,052	5,082	5,493	5,518	74.35%
OWENSBORO	4,743	5,121	5,415	5,494	5,724	5,950	6,314	6,872	6,937	46.27%
OWSLEY CO.	4,295	5,691	6,251	6,654	6,596	7,268	6,991	7,745	7,733	80.05%
PADUCAH	4,378	4,859	5,363	5,285	5,705	5,864	6,172	6,905	7,034	60.66%
PAINTSVILLE	3,567	3,753	4,276	4,220	4,243	3,805	4,620	6,244	4,621	29.54%
PARIS	3,350	4,047	4,653	4,663	4,758	4,942	5,593	5,930	6,428	91.88%
PENDLETON CO.	2,995	3,761	3,973	4,345	4,563	4,792	4,825	5,325	5,402	80.36%
PERRY CO.	2,861	3,839	4,453	4,792	4,885	5,537	5,602	6,537	6,431	124.78%
PIKE CO.	3,054	3,990	4,301	4,463	4,649	4,985	5,073	5,904	5,966	95.01%
PIKEVILLE	3,879	4,335	4,548	4,670	4,982	3,964	5,786	5,592	5,777	48.94%
PINEVILLE	3,510	4,137	4,491	4,650	5,127	5,262	5,366	5,847	5,755	63.96%
POWELL CO.	3,168	3,893	4,460	4,577	4,600	5,096	5,170	5,611	6,110	92.86%
PROVIDENCE	3,009	3,590	4,025	4,359	4,857	4,951	5,551	5,611	6,019	100.04%
PULASKI CO.	3,001	3,959	4,269	4,422	4,595	4,889	5,202	5,503	5,735	91.11%
RACELAND	3,293	3,622	3,912	3,873	4,290	4,425	4,807	5,035	5,227	58.73%
ROBERTSON CO.	3,644	4,760	4,965	4,987	5,124	5,176	5,308	6,004	6,062	66.36%
ROCKCASTLE CO.	3,078	3,984	4,732	4,961	4,944	5,289	5,423	5,830	5,836	89.61%
ROWAN CO.	3,284	4,221	4,614	4,761	5,085	5,281	5,726	6,047	6,323	92.54%
RUSSELL CO.	3,157	4,347	4,777	4,880	5,044	5,213	5,275	6,055	5,691	80.27%
RUSSELL	3,231	3,657	3,859	3,949	4,123	4,267	4,551	4,700	4,753	47.11%
RUSSELLVILLE	3,761	4,202	4,662	4,887	5,086	5,413	5,824	5,800	5,905	56.96%
SCIENCE HILL	2,821	3,399	3,757	4,059	4,130	4,543	4,755	4,912	5,338	89.24%
SCOTT CO.	3,284	4,369	4,446	4,609	5,069	7,153	5,975	6,113	6,042	83.97%
SHELBY CO.	3,169	4,348	4,643	4,874	5,223	5,226	5,305	5,568	5,815	83.51%
SILVER GROVE	3,860	4,276	5,861	4,799	4,987	5,212	6,139	6,792	6,913	88.89%
SIMPSON CO.	3,373	3,935	4,262	4,462	4,716	5,119	5,187	5,542	5,846	73.33%
SOMERSET	3,676	4,352	4,752	4,945	5,015	5,110	5,229	5,626	5,793	49.45%
SOUTHGATE	3,612	4,300	4,862	4,875	5,064	5,556	5,277	5,673	5,661	56.74%
SPENCER CO.	3,390	4,206	4,695	4,699	4,956	5,237	5,541	5,827	5,816	71.57%
TAYLOR CO.	2,990	3,762	4,222	4,300	4,549	4,512	5,161	5,313	5,277	76.48%
TODD CO.	3,203	3,854	4,189	4,255	4,405	4,915	5,198	5,570	5,757	79.74%

TABLE 7
TOTAL REVENUES BY DISTRICT

District	1989-90 Total Revenue Per Pupil	1990-91 Total Revenue Per Pupil	1991-92 Total Revenue Per Pupil	1992-93 Total Revenue Per Pupil	1993-94 Total Revenue Per Pupil	1994-95 Total Revenue Per Pupil	1995-96 Total Revenue Per Pupil	1996-97 Total Revenue Per Pupil	1997-98 Total Revenue Per Pupil	Percent Change 89-90 97-98
TRIGG CO.	3,581	4,112	4,388	4,478	4,560	4,766	5,379	5,618	5,841	63.11%
TRIMBLE CO.	3,642	4,034	4,368	4,687	4,710	5,101	5,214	5,472	5,687	56.15%
UNION CO.	3,268	3,821	4,344	4,573	4,814	5,275	5,327	5,756	6,321	93.41%
WALTON-VERONA	3,910	4,268	4,594	4,724	5,098	5,360	5,698	6,111	6,374	63.01%
WARREN CO.	3,172	3,799	4,002	4,265	4,445	4,716	5,277	5,454	5,494	73.22%
WASHINGTON CO.	3,460	4,278	4,476	4,654	4,704	4,837	4,891	5,468	5,555	60.54%
WAYNE CO.	3,004	3,909	4,580	4,821	4,898	5,488	5,808	6,331	6,143	104.50%
WEBSTER CO.	3,161	3,923	4,524	4,502	4,680	5,119	5,040	5,474	5,818	84.05%
WEST POINT	3,384	4,268	5,026	5,118	5,632	5,585	6,473	7,061	7,109	110.08%
WHITLEY CO.	3,363	4,011	4,983	5,286	5,470	5,690	5,210	6,419	6,160	83.16%
WILLIAMSBURG	3,102	4,126	4,516	4,706	4,916	5,152	5,438	5,844	5,693	83.53%
WILLIAMSTOWN	3,752	4,563	4,957	5,265	5,399	5,820	6,090	6,019	6,251	66.62%
WOLFE CO.	3,672	4,805	4,847	5,101	5,375	5,659	5,830	6,822	6,532	77.89%
WOODFORD CO.	3,311	4,048	4,389	4,308	4,444	4,674	5,040	5,345	5,296	59.96%
STATEWIDE	3,547	4,238	4,596	4,732	4,954	5,316	5,506	5,898	6,041	70.31%

TABLE 8
PER PUPIL PROPERTY WEALTH BY DISTRICT

District	1989-90 Per Pupil Property Wealth	1990-91 Per Pupil Property Wealth	1991-92 Per Pupil Property Wealth	1992-93 Per Pupil Property Wealth	1993-94 Per Pupil Property Wealth	1994-95 Per Pupil Property Wealth	1995-96 Per Pupil Property Wealth	1996-97 Per Pupil Property Wealth	1997-98 Per Pupil Property Wealth	1998-99 Per Pupil Property Wealth	Percent Change 89-90 98-99
ADAIR CO.	$104,642	$114,297	$114,409	$118,182	$123,340	$136,959	$144,301	$150,366	$156,046	$158,931	51.88%
ALLEN CO.	96,733	108,134	111,579	117,724	120,253	124,508	143,632	146,331	152,918	166,138	71.75%
ANCHORAGE	343,822	376,218	421,121	466,987	496,487	542,406	560,352	537,310	585,780	603,763	75.60%
ANDERSON CO.	182,314	187,153	195,909	195,474	213,232	221,625	246,691	251,395	276,190	276,860	70.57%
ASHLAND	161,524	169,322	174,948	180,018	191,091	201,586	212,035	216,558	238,187	233,287	44.43%
AUGUSTA	84,383	89,773	105,068	113,185	109,180	115,192	128,154	128,493	141,316	141,599	67.81%
BALLARD CO.	120,023	136,738	140,827	149,848	167,519	176,426	191,251	198,902	213,064	230,141	91.75%
BARBOURVILLE	119,069	105,468	92,608	91,919	96,169	101,106	104,186	100,610	99,290	104,773	-12.01%
BARDSTOWN	233,939	240,713	243,821	253,752	274,224	290,223	331,918	345,529	352,611	339,519	45.13%
BARREN CO.	131,989	142,604	155,155	163,653	185,159	198,252	218,369	226,915	230,810	242,152	83.49%
BATH CO.	90,876	94,132	97,628	100,179	131,318	127,839	135,133	143,035	143,167	149,406	64.41%
BEECHWOOD	295,181	299,876	269,137	307,909	332,540	306,408	362,207	372,993	371,667	380,690	28.97%
BELL CO.	59,645	66,739	65,282	77,247	74,362	89,056	90,743	98,961	101,650	104,947	75.95%
BELLEVUE	148,503	155,023	159,302	161,183	164,933	177,761	187,335	189,772	221,660	225,464	51.82%
BEREA	96,667	108,987	112,753	114,053	117,402	133,186	136,295	137,731	151,459	141,976	46.87%
BOONE CO.	281,433	310,331	329,170	342,713	360,077	353,674	401,948	435,686	469,747	536,166	90.51%
BOURBON CO.	151,388	163,867	178,724	173,049	168,900	179,224	201,812	220,437	230,497	229,366	51.51%
BOWLING GREEN	156,068	177,828	179,354	169,227	205,400	221,090	230,983	262,052	275,007	274,507	75.89%
BOYD CO.	159,054	166,596	189,677	217,630	220,095	242,275	258,910	273,758	273,416	285,115	79.26%
BOYLE CO.	140,492	149,640	181,734	196,441	189,877	206,522	229,183	245,996	285,169	293,696	109.05%
BRACKEN CO.	114,208	123,956	127,976	131,182	134,156	135,284	142,592	154,651	165,147	173,469	51.89%
BREATHITT CO.	76,233	85,504	90,580	90,949	97,732	107,239	110,309	107,549	118,043	117,871	54.62%
BRECKINRIDGE CO.	130,724	135,964	137,077	139,952	145,007	160,297	167,717	177,940	189,866	198,359	51.74%
BULLITT CO.	107,479	121,435	131,765	150,390	157,774	181,567	209,192	221,396	232,825	246,539	129.36%
BURGIN	185,939	184,380	190,431	200,846	218,330	226,813	244,979	263,068	303,384	340,680	83.22%
BUTLER CO.	86,129	94,719	97,759	98,174	103,010	114,919	123,944	131,864	139,161	141,248	80.27%
CALDWELL CO.	112,393	122,757	129,506	139,756	143,424	156,580	169,131	177,670	190,873	191,871	70.71%
CALLOWAY CO.	149,478	164,194	170,704	172,379	178,944	197,171	216,553	239,638	270,460	287,160	92.11%
CAMPBELL CO.	214,693	240,566	258,070	268,853	286,868	324,064	347,038	373,162	390,792	398,935	85.82%
CAMPBELLSVILLE	118,764	124,892	131,109	136,365	146,606	151,354	163,456	172,001	197,386	196,934	65.82%
CARLISLE CO.	111,322	120,223	123,699	133,385	136,998	147,749	166,318	172,685	174,753	178,806	60.62%
CARROLL CO.	211,173	194,676	203,376	215,081	223,310	242,809	274,471	296,097	312,541	318,420	50.79%
CARTER CO.	66,314	76,254	83,074	85,426	106,535	110,403	117,993	125,484	129,183	128,613	93.94%
CASEY CO.	95,952	100,691	105,404	114,465	119,251	126,630	138,132	148,858	149,387	153,319	59.79%
CAVERNA	94,822	108,828	110,980	121,369	132,414	145,913	154,617	170,335	197,319	203,577	114.69%
CHRISTIAN CO.	114,195	129,947	135,471	136,333	143,471	156,191	180,528	195,245	204,805	219,336	92.07%
CLARK CO.	162,062	168,552	170,739	181,405	193,450	218,049	233,723	245,154	273,247	293,599	81.16%
CLAY CO.	59,297	66,829	69,855	80,851	83,883	87,618	92,007	98,533	95,401	100,405	69.32%
CLINTON CO.	65,358	73,328	81,163	126,793	133,577	136,887	143,682	145,442	156,904	164,854	152.23%
CLOVERPORT	51,549	53,678	52,130	53,802	54,746	61,368	65,331	69,818	76,269	73,518	42.62%
CORBIN	110,870	129,848	129,276	127,397	133,214	148,052	154,614	155,075	171,734	168,912	52.35%
COVINGTON	107,213	136,112	142,709	148,661	150,963	174,305	182,372	186,040	185,251	236,096	120.21%
CRITTENDEN CO.	116,300	128,007	134,606	137,039	142,165	151,526	168,890	171,505	181,166	183,277	57.59%
CUMBERLAND CO.	98,722	102,518	109,252	119,098	125,488	131,686	144,545	145,272	150,297	154,312	59.54%
DANVILLE	194,504	208,304	227,264	237,343	239,188	256,100	272,392	308,144	312,305	335,988	72.74%
DAVIESS CO.	179,159	189,497	191,317	187,483	191,209	215,305	227,714	237,398	252,696	264,269	47.52%
DAWSON SPRINGS	74,571	77,749	72,710	71,156	70,098	75,352	83,208	73,656	74,439	85,561	14.74%
DAYTON	45,225	57,486	59,675	61,236	61,526	65,913	80,550	80,813	85,623	96,970	114.42%
EAST BERNSTADT	41,720	42,597	41,639	50,833	54,136	50,185	49,217	40,924	42,637	42,772	2.52%
EDMONSON CO.	71,969	77,821	81,817	89,180	126,108	132,943	140,234	151,435	167,687	172,459	139.63%
ELIZABETHTOWN	143,770	150,416	165,164	163,463	168,182	178,937	184,954	195,341	199,037	191,294	33.06%
ELLIOTT CO.	45,923	73,636	72,326	72,171	72,712	75,914	80,017	85,464	91,250	95,595	108.16%
EMINENCE	120,109	136,127	123,300	137,347	154,616	156,170	176,571	186,293	188,217	202,068	68.24%
ERLANGER	171,578	185,184	206,145	214,809	222,154	225,254	256,076	265,419	277,144	295,110	72.00%

TABLE 8
PER PUPIL PROPERTY WEALTH BY DISTRICT

District	1989-90 Per Pupil Property Wealth	1990-91 Per Pupil Property Wealth	1991-92 Per Pupil Property Wealth	1992-93 Per Pupil Property Wealth	1993-94 Per Pupil Property Wealth	1994-95 Per Pupil Property Wealth	1995-96 Per Pupil Property Wealth	1996-97 Per Pupil Property Wealth	1997-98 Per Pupil Property Wealth	1998-99 Per Pupil Property Wealth	Percent Change 89-90 98-99
ESTILL CO.	69,547	78,082	79,666	84,284	86,209	94,691	102,460	107,128	113,124	120,324	73.01%
FAIRVIEW	105,405	101,046	106,427	105,224	108,529	120,969	125,679	122,536	140,549	136,857	29.86%
FAYETTE CO.	342,758	364,305	374,786	359,708	366,609	392,135	417,030	434,839	452,868	471,658	37.61%
FLEMING CO.	122,161	127,037	123,150	126,250	134,163	138,437	144,218	151,285	160,521	162,951	33.39%
FLOYD CO.	85,364	92,955	96,537	92,745	110,522	130,420	137,317	141,116	149,788	159,631	87.00%
FT. THOMAS	221,503	246,262	253,747	289,817	280,822	308,472	308,554	328,030	334,357	350,154	58.08%
FRANKFORT	181,714	190,128	222,892	220,169	202,126	208,321	215,939	214,499	211,928	214,835	18.23%
FRANKLIN CO.	192,693	209,922	231,454	243,472	254,689	283,702	303,239	317,241	335,896	345,448	79.61%
FULTON CO.	110,824	124,200	126,929	132,756	132,198	139,295	146,433	160,353	169,751	176,517	59.28%
FULTON	119,197	124,355	126,477	120,956	136,743	144,648	150,771	161,815	172,952	187,800	57.55%
GALLATIN CO.	124,508	134,094	145,354	152,386	154,711	153,800	183,731	203,757	202,527	212,008	70.28%
GARRARD CO.	141,154	158,267	160,832	167,900	167,050	172,405	185,135	192,229	198,259	205,632	45.69%
GLASGOW	124,068	140,834	155,949	160,894	163,943	183,580	205,795	220,940	230,053	253,602	104.41%
GRANT CO.	98,049	106,468	113,939	119,671	125,453	138,819	146,815	162,422	169,356	177,979	81.52%
GRAVES CO.	127,672	130,117	137,254	139,714	151,057	164,190	182,567	195,451	204,753	210,146	64.60%
GRAYSON CO.	102,569	109,094	116,932	125,417	128,129	145,704	155,809	160,714	174,260	176,033	73.57%
GREEN CO.	100,401	110,630	116,288	127,560	132,545	136,196	147,993	150,243	161,477	163,285	62.63%
GREENUP CO.	92,341	96,196	102,296	112,319	129,158	140,960	147,694	154,232	162,213	168,861	82.87%
HANCOCK CO.	145,866	149,452	168,310	176,877	208,750	219,700	234,849	254,378	256,458	267,338	83.28%
HARDIN CO.	139,562	149,683	157,009	150,708	157,890	170,696	183,141	198,665	212,819	223,533	61.32%
HARLAN CO.	79,813	79,122	82,589	81,717	79,651	95,547	111,339	119,892	123,641	125,257	56.94%
HARLAN	73,098	77,247	78,343	87,691	90,757	108,560	126,286	132,573	122,648	125,826	72.13%
HARRISON CO.	124,758	127,566	132,827	133,071	137,873	156,883	168,448	171,495	176,331	183,817	47.34%
HARRODSBURG	131,770	142,194	147,893	154,161	157,247	182,870	193,332	189,813	191,757	204,534	55.22%
HART CO.	82,334	93,319	104,116	112,401	127,730	141,532	150,521	160,114	166,687	178,264	116.51%
HAZARD	106,567	113,969	113,465	115,466	118,468	153,345	149,416	164,054	173,498	174,993	64.21%
HENDERSON CO.	157,884	167,966	181,491	184,043	191,465	197,523	211,751	215,699	228,406	250,671	58.77%
HENRY CO.	133,544	143,259	144,595	149,475	158,493	176,963	185,055	193,444	203,767	208,908	56.50%
HICKMAN CO.	122,952	134,259	133,544	144,724	150,668	172,721	192,004	204,369	208,351	225,322	83.26%
HOPKINS CO.	155,080	157,027	157,927	165,506	164,643	175,139	193,369	201,363	211,520	216,522	39.64%
JACKSON CO.	47,967	56,440	58,892	68,031	69,729	76,434	83,017	86,249	91,014	94,393	96.79%
JACKSON	65,813	80,684	86,870	76,254	81,574	80,511	85,585	79,260	84,027	83,616	27.05%
JEFFERSON CO.	259,483	288,657	286,119	309,366	316,190	348,636	368,006	400,221	418,312	433,887	67.21%
JENKINS	49,224	50,044	54,446	52,357	60,036	77,770	97,003	99,848	101,852	108,963	121.34%
JESSAMINE CO.	170,807	177,563	189,161	190,370	193,195	212,469	231,777	253,726	271,309	293,366	71.75%
JOHNSON CO.	60,758	62,275	66,437	69,556	71,278	86,322	117,537	123,771	131,060	128,398	111.33%
KENTON CO.	213,438	225,752	242,855	261,422	285,747	304,155	333,953	370,435	408,863	424,075	98.69%
KNOTT CO.	74,413	84,513	91,255	93,755	112,271	121,948	129,856	144,052	154,805	160,865	116.18%
KNOX CO.	68,572	74,803	78,823	83,879	99,445	105,476	112,802	119,095	122,875	124,686	81.83%
LARUE CO.	110,717	115,934	119,089	119,000	124,602	137,927	146,227	157,440	162,932	160,400	44.93%
LAUREL CO.	110,674	119,612	121,118	122,002	132,551	145,699	157,838	177,419	196,715	213,976	93.34%
LAWRENCE CO.	89,695	95,450	96,947	106,354	118,592	129,875	137,530	144,103	141,967	149,090	78.22%
LEE CO.	66,817	80,863	86,096	88,014	94,887	98,221	104,212	108,825	112,388	117,481	75.83%
LESLIE CO.	82,349	90,397	97,927	112,565	126,206	122,265	132,979	144,507	154,056	157,556	91.33%
LETCHER CO.	76,030	78,942	86,022	82,248	94,280	109,303	118,198	121,440	127,671	139,656	83.69%
LEWIS CO.	77,034	81,456	85,512	92,118	97,324	106,585	119,791	126,109	132,710	133,401	73.17%
LINCOLN CO.	87,841	96,290	102,122	108,920	118,302	124,011	140,832	144,365	152,378	159,317	81.37%
LIVINGSTON CO.	158,460	164,880	180,315	203,765	210,493	216,943	236,759	244,339	259,226	263,988	66.60%
LOGAN CO.	140,135	146,224	154,739	156,122	164,868	184,040	212,434	201,299	206,175	209,258	49.33%
LUDLOW	83,366	90,336	83,089	87,991	87,512	98,654	102,741	105,080	107,098	119,404	43.23%
LYON CO.	199,781	221,194	241,281	256,297	267,041	286,224	348,402	377,592	391,587	411,544	106.00%
MADISON CO.	139,587	149,411	153,433	162,928	178,232	193,902	213,767	226,120	237,044	248,446	77.99%
MAGOFFIN CO.	46,504	56,342	56,253	61,624	71,480	77,114	81,784	86,173	86,851	94,289	102.75%
MARION CO.	110,080	115,061	125,814	136,323	145,192	156,967	175,460	183,612	202,988	206,548	87.63%

TABLE 8
PER PUPIL PROPERTY WEALTH BY DISTRICT

District	1989-90 Per Pupil Property Wealth	1990-91 Per Pupil Property Wealth	1991-92 Per Pupil Property Wealth	1992-93 Per Pupil Property Wealth	1993-94 Per Pupil Property Wealth	1994-95 Per Pupil Property Wealth	1995-96 Per Pupil Property Wealth	1996-97 Per Pupil Property Wealth	1997-98 Per Pupil Property Wealth	1998-99 Per Pupil Property Wealth	Percent Change 89-90 98-99
MARSHALL CO.	168,457	181,235	195,131	201,553	212,037	226,753	238,011	256,856	282,928	297,063	76.34%
MARTIN CO.	121,605	121,749	125,756	119,578	125,263	127,588	135,008	147,578	150,897	157,353	29.40%
MASON CO.	194,202	203,912	212,323	232,430	242,301	252,655	284,568	310,257	321,709	326,934	68.35%
MAYFIELD	125,147	128,150	131,245	134,728	143,093	154,030	157,513	168,934	176,312	188,121	50.32%
McCRACKEN CO.	153,092	168,509	176,975	183,816	197,121	219,573	242,585	264,610	285,494	299,197	95.44%
McCREARY CO.	39,691	47,185	46,559	53,232	60,850	64,999	71,965	79,600	84,736	88,419	122.69%
McLEAN CO.	134,078	140,916	151,063	155,837	159,670	168,094	176,350	191,053	203,472	218,382	62.88%
MEADE CO.	102,718	107,581	109,252	111,467	120,917	125,714	133,895	141,872	147,683	155,378	51.27%
MENIFEE CO.	66,850	74,629	90,090	99,664	100,104	106,834	110,875	112,822	118,449	123,769	85.14%
MERCER CO.	143,919	150,092	165,882	165,875	167,520	183,642	211,465	231,693	244,235	257,083	78.64%
METCALFE CO.	90,001	103,836	106,659	119,496	142,122	143,261	151,461	160,941	168,990	174,192	93.54%
MIDDLESBORO	100,401	126,682	131,473	136,382	150,767	165,603	170,998	187,566	194,537	238,321	137.37%
MONROE CO.	88,011	97,629	102,225	104,815	108,652	118,817	128,866	136,883	143,006	144,397	64.07%
MONTGOMERY CO.	107,274	119,220	123,116	124,258	136,635	154,725	178,124	186,900	206,822	215,361	100.76%
MONTICELLO	47,031	47,124	47,049	55,208	70,653	73,787	80,085	68,694	72,050	77,834	65.50%
MORGAN CO.	66,783	76,092	73,212	78,425	84,939	88,603	94,913	99,626	103,269	107,793	61.41%
MUHLENBURG CO.	126,149	132,307	138,260	138,913	140,455	149,950	166,590	169,393	173,968	183,715	45.63%
MURRAY	196,428	202,926	203,116	206,360	214,828	232,237	257,830	266,511	263,319	274,530	39.79%
NELSON CO.	147,826	156,659	165,383	168,596	171,240	195,588	205,182	218,279	219,803	233,242	57.78%
NEWPORT	90,661	100,203	101,567	108,378	111,519	122,037	127,841	136,493	147,334	169,120	86.54%
NICHOLAS CO.	105,600	113,449	115,267	118,332	120,612	129,897	144,736	159,006	169,288	176,824	67.45%
OHIO CO.	133,637	132,476	137,166	138,291	140,877	149,586	159,227	176,467	183,636	180,657	35.21%
OLDHAM CO.	166,078	182,974	192,571	205,202	218,679	253,007	281,451	292,982	310,272	321,188	93.40%
OWEN CO.	113,629	117,678	119,646	121,905	126,336	147,663	161,157	166,698	173,045	181,985	60.16%
OWENSBORO	191,097	195,527	194,449	194,703	194,583	222,354	232,745	239,584	242,977	264,569	38.45%
OWSLEY CO.	56,544	62,072	67,810	63,403	66,118	71,307	77,534	83,508	84,236	87,278	54.35%
PADUCAH	169,113	181,833	183,437	199,756	209,106	231,621	252,721	257,452	263,612	267,051	57.91%
PAINTSVILLE	142,265	139,144	137,580	139,755	161,481	198,559	223,259	245,815	259,310	257,457	80.94%
PARIS	104,525	121,770	122,943	134,105	138,282	160,462	176,374	179,613	194,743	208,405	99.38%
PENDLETON CO.	92,072	97,472	109,322	119,978	119,010	124,118	142,959	151,779	159,327	159,936	73.71%
PERRY CO.	98,166	100,544	107,296	107,093	111,193	130,778	140,960	137,849	147,241	152,882	55.74%
PIKE CO.	97,333	97,972	108,277	113,176	117,563	140,210	149,929	172,849	185,922	190,327	95.54%
PIKEVILLE	171,060	190,501	183,532	173,777	187,466	226,629	233,905	249,579	264,487	291,147	70.20%
PINEVILLE	88,755	94,903	94,411	93,242	83,542	76,368	85,520	94,097	87,974	90,623	2.10%
POWELL CO.	63,020	74,597	74,765	75,067	86,981	91,309	101,273	108,222	112,060	114,162	81.15%
PROVIDENCE	78,396	82,914	85,473	92,581	82,012	93,417	95,728	90,970	95,649	99,153	26.48%
PULASKI CO.	121,159	135,430	140,931	148,356	161,047	182,548	198,100	215,514	218,210	230,574	90.31%
RACELAND	128,931	136,162	134,194	136,894	119,745	153,524	157,055	149,982	158,632	168,434	31.08%
ROBERTSON CO.	107,204	121,014	123,791	127,802	135,689	139,302	149,295	159,164	153,763	154,546	44.16%
ROCKCASTLE CO.	74,453	77,360	79,614	85,196	89,913	97,174	99,899	107,019	108,990	113,655	52.62%
ROWAN CO.	115,648	126,556	129,101	134,793	139,364	156,842	172,081	182,658	196,198	213,664	84.75%
RUSSELL CO.	104,542	123,263	126,326	135,304	140,020	156,490	161,365	167,399	180,053	180,216	72.39%
RUSSELL	165,436	185,457	186,845	190,795	194,713	229,687	247,224	249,945	256,253	259,562	56.90%
RUSSELLVILLE	101,267	113,347	110,545	115,236	116,067	135,332	147,128	155,177	176,554	175,389	73.16%
SCIENCE HILL	79,580	80,543	73,996	72,789	79,050	79,163	85,709	79,036	86,724	92,346	16.04%
SCOTT CO.	150,039	175,260	172,519	194,711	205,790	233,950	249,648	270,730	293,968	305,914	91.08%
SHELBY CO.	193,037	214,628	224,798	239,652	256,018	261,978	306,587	320,412	358,275	357,064	84.97%
SILVER GROVE	86,345	88,985	100,613	106,973	109,711	99,016	108,271	122,604	124,542	131,054	51.78%
SIMPSON CO.	140,466	157,610	165,617	173,305	181,297	195,882	210,655	224,763	242,588	259,325	84.62%
SOMERSET	135,459	169,726	171,297	185,854	195,550	208,256	223,167	236,962	247,798	270,100	73.74%
SOUTHGATE	175,857	210,747	233,249	223,912	246,008	258,071	308,347	312,281	330,657	360,516	105.00%
SPENCER CO.	111,009	119,021	128,545	128,756	137,951	144,204	169,235	184,584	199,604	209,725	88.09%
TAYLOR CO.	117,001	126,053	132,972	137,742	144,169	151,843	164,163	174,220	176,490	192,849	64.83%
TODD CO.	94,503	105,000	109,096	119,501	132,291	143,572	155,599	160,214	168,715	167,123	76.84%

TABLE 8
PER PUPIL PROPERTY WEALTH BY DISTRICT

District	1989-90 Per Pupil Property Wealth	1990-91 Per Pupil Property Wealth	1991-92 Per Pupil Property Wealth	1992-93 Per Pupil Property Wealth	1993-94 Per Pupil Property Wealth	1994-95 Per Pupil Property Wealth	1995-96 Per Pupil Property Wealth	1996-97 Per Pupil Property Wealth	1997-98 Per Pupil Property Wealth	1998-99 Per Pupil Property Wealth	Percent Change 89-90 98-99
TRIGG CO.	137,729	152,339	166,395	178,266	190,012	205,156	232,416	248,118	261,706	261,261	89.69%
TRIMBLE CO.	168,240	179,285	196,458	198,063	217,423	208,696	221,168	225,504	226,134	232,384	38.13%
UNION CO.	147,508	151,622	156,118	163,351	168,718	175,963	194,757	203,713	217,484	233,418	58.24%
WALTON-VERONA	94,664	88,092	102,713	115,817	131,218	135,991	150,642	163,337	177,665	191,483	102.28%
WARREN CO.	154,825	168,435	176,944	183,949	200,301	224,713	254,624	290,540	312,444	330,561	113.51%
WASHINGTON CO.	130,233	138,697	139,360	149,486	158,097	169,170	181,416	187,944	193,029	207,228	59.12%
WAYNE CO.	67,646	79,956	85,921	98,096	121,308	133,886	144,373	151,998	162,533	166,894	146.72%
WEBSTER CO.	153,023	160,123	175,705	188,862	193,493	194,359	202,087	196,725	195,786	210,409	37.50%
WEST POINT	53,885	55,736	57,429	68,992	72,756	79,601	101,637	100,375	111,623	111,342	106.63%
WHITLEY CO.	74,655	76,777	78,957	87,290	84,304	92,215	91,190	102,323	106,402	114,791	53.76%
WILLIAMSBURG	83,344	102,278	115,205	103,313	103,538	109,556	124,747	128,092	138,853	143,244	71.87%
WILLIAMSTOWN	129,991	141,743	135,744	154,980	144,912	153,329	170,447	183,542	188,479	193,378	48.76%
WOLFE CO.	51,033	61,991	62,560	66,379	71,779	80,037	84,315	87,398	93,336	95,538	87.21%
WOODFORD CO.	286,872	271,047	288,167	291,448	287,915	294,253	318,861	336,020	363,883	367,190	37.59%

ACCOUNT STRUCTURE DETAIL

FUND SEGMENT ELEMENTS

CODE	DESCRIPTION
1	General Fund
2	Special Revenue Fund
310	Capital Outlay Fund
320	Building Fund (5 cent levy)
330	Building Fund (above 5 cent levy)
340	Building Fund (growth districts 5 cent levy)
350	Technology Fund
360	Construction Funds
400	Debt Service Funds
51	Food Service or Enterprise Fund
6	Internal Service Fund * or Fiscal Agent Funds (61-6X)
7000	Trust and Agency Funds
8	General Fixed Assets Account Group *
9	General Long Term Debt Account Group *

* Not used at this time

FUNCTION SEGMENT ELEMENTS

0000 SYSTEM USE

1XXX INSTRUCTION

- 1100 Regular Class
- 1200 Home and Hospital
- 1900 Other Instructional Programs

2XXX INSTRUCTIONAL SUPPORT SERVICES

- 21XX Student Support Services
  - 211X Pupil Attendance and Social Work
    - [2111] Supervision
    - 2112 Attendance
    - 2113 Social Work
    - [2114] Student Accounting
    - [2119] Other
  - 212X Guidance
    - [2121] Supervision
    - 2122 Counseling
    - [2123] Appraisal
    - [2124] Information
    - [2125] Record Maintenance
    - [2126] Placement
    - [2129] Other
  - 2130 Health
    - [2131] Supervision
    - [2132] Medical
    - [2133] Dental
    - [2134] Nursing
    - [2139] Other
  - 214X Psychological
    - [2141] Supervision
    - 2142 Testing
    - 2143 Counseling
    - [2144] Psychotherapy
    - [2149] Other
  - 215X Speech Pathology and Audiology
    - [2151] Supervision
    - 2152 Speech Pathology
    - 2153 Audiology
    - [2159] Other
  - 2160 Special Education Related Services
    - [2161] Occupational Therapy
    - [2162] Physical Therapy
  - [2190] Other Student Support Services

[optional use]

FUNCTION SEGMENT ELEMENTS continued

22XX **Instructional Staff Support Services**
- 221X **Improvement of Instruction**
  - 2211 Supervision
  - [2212] Instruction and Curriculum Development
  - 2213 Staff Training/Professional Development
  - [2214] Evaluations
  - [2215] Curriculum Resource Center
  - 2216 Distinguished Educators
  - [2217] Commonwealth School Improvement
  - [2219] Other
- 222X **Educational Media**
  - [2221] Supervision
  - 2222 School Library
  - [2223] Audiovisual
  - 2224 Educational Television
  - 2225 Computer Assisted Instruction
  - [2229] Other
- 2240 **Duty Free Lunch (Lunch Room Monitoring)**
- [2290] **Other Instructional Staff Support Services**

23XX **District Administration Support Services**
- 231X **Board of Education**
  - 2311 Board Activities and Supervision
  - 2312 Board Secretary
  - 2313 Board Treasurer
  - [2314] Election **NOT USED IN KENTUCKY**
  - 2315 Tax Assessment and Collection
  - [2316] Staff Relations and Negotiations
  - [2319] Other
- 232X **Executive Administration**
  - 2321 Office of the Superintendent
  - 2322 Community Relations(Includes Volunteer Program)
  - 2323 State and Federal Relations(Includes Grant Writing)
  - [2329] Other
- [2390] **Other District Administration Support Services**

24XX **School Administration Support Services**
- 2410 Office of the Principal
- 2420 School Council Activities
- [2490] Other

25XX **Business Support Services**
- 251X **Fiscal Operations**
  - 2511 Supervision(Finance Officer)
  - [2512] Budgeting
  - [2513] Receipts and Disbursments
  - 2514 Payroll
  - 2515 Financial Accounting
  - 2516 Internal Auditing
  - [2517] Property Accounting
  - [2519] Other
- 2520 **Purchasing**
- 2530 **Warehousing and Distribution**
- [2540] **Printing, Publishing, and Duplicating**
- [2590] **Other Business Support Services**

[optional use]

FUNCTION SEGMENT ELEMENTS continued

26XX Plant Operation and Maintenance
- 2610 Supervision
- 2620 Building Operations(HVAC & Electric), Care & Upkeep
- 2630 Care & Upkeep of Grounds
- [2640] Care & Upkeep of Equipment
- [2650] Vehicle Operation & Maintenance
- 2660 Security
- 2670 Staff Development
- [2690] Other Plant Operation and Maintenance

27XX Student Transportation
- 2710 Supervision
- 2720 Vehicle Operation
- 2730 Monitoring
- 2740 Vehicle Service and Maintenance
- 2750 Staff Development
- [2790] Other Student Transportation

28XX Central Office Support Services
- **[2810] Planning, Research, Development, and Evaluation**
- **2820 Information Services**
  - [2821] Supervision
  - [2822] Internal Information
  - [2823] Public Information
  - [2824] Management Information
  - [2829] Other
- **2830 Staff Services(Personnel)**
  - [2831] Supervision
  - [2832] Recruitment and Placement
  - [2833] Staff Accounting
  - [2834] Staff Development (Professional - use 2213)
  - [2835] Health
  - [2839] Other
- **2840 Data Processing/Computer/Network Services**
  - [2841] Supervision
  - [2842] Systems Analysis
  - [2843] Programming
  - [2844] Operations
  - [2849] Other
- **[2890] Other Central Office Support Services**

[2900] Other Instructional Support Services

[optional use]

FUNCTION SEGMENT ELEMENTS continued

3XXX NON-INSTRUCTIONAL SERVICES

3100	Food Services Operations
[3200]	Enterprise Operations
3300	Community Service Operations
[3900]	Other Non-Instructional Services

4XXX FACILITIES ACQUISITION and CONSTRUCTION SERVICES

4100	Site Acquisition
4200	Site Improvement
4300	Architecture and Engineering
4400	Educational Specifications Development
4500	New Building Construction
4600	Building Improvements/Rennovations/Additions
[4900]	Other

5XXX OTHER

5100	Debt Service
5200	Fund Transfers

[optional use]

OBJECT SEGMENT ELEMENTS FOR EXPENDITURES

01XX SALARIES/PERSONNEL SERVICES
- **0110 Certified Permanent**
- **0120 Certified Substitute**
- **0130 Classified Salaried/Regular Hours**
- **0140 Classified Overtime Hours**
- **0150 Classified Substitute**
- **0160 Classified/Licensed**
- **0170 Classified/Paraprofessional**
- **0180 Stipends**
- **0190 Board per Diem**

02XX EMPLOYEE BENEFITS
- **021X Group Insurance**
  - 0211 Life
  - 0212 Health
  - 0213 Liability
  - 0214 Dental
  - [0219] Other
- **022X Employer Social Security**
  - 0221 Employer FICA Contribution
  - 0222 Employer Medicare Contribution
- **023X Employer Retirement Contributions**
  - 0231 Kentucky Teachers Retirement Systems (KTRS)
  - 0232 County Employees Retirement Systems (CERS)
- **[0240] Tuition Reimbursement****
- **025X Unemployment Insurance**
  - 0251 State
  - [0252] Federal (Not used by school districts)
  - 0253 KSBA Unemployment
- **0260 Workmens Compensation**
- **[0270] Health Benefits & COBRA**
- **029X Other Employee Benefits**
  - 0291 Sick Leave Paid

03XX PURCHASED PROFESSIONAL and TECHNICAL SERVICES
- **031X Administrative**
  - 0311 Tax Collection Fees
  - 0312 KSBA Policy Service
  - [0319] Other
- **0320 Educational Consultant - Non Employee**

[optional use]
** see instructions

OBJECT SEGMENT ELEMENTS FOR EXPENDITURES continued

033X	**Other Professional Services**	
	0331	Auditing Services
	0332	Legal Services
	0333	Financial Services
	0334	Medical Services
	0335	Professional Consultant
	0336	Architectural & Engineering Services
	0337	Security Service
	0339	Other Professional Services
0340	**Technical Services**	
04XX	**PURCHASED PROPERTY SERVICES**	
041X	**Utilities**	
	0411	Water/Sewage
	0412	Cable
	[0419]	Other
042X	**Cleaning**	
	0421	Sanitation Service
	0422	Snow Removal
	0423	Contract Custodial
	0424	Contract Grounds Services
	[0429]	Other
043X	**Repairs and Maintenance**	
	0431	HVAC & Electrical Systems
	0432	Building
	0433	Equipment/Machinery/Furniture&Fixtures
	0434	Computers
	0435	Vehicles
	[0439]	Other
044X	**Rentals**	
	0441	Land or Buildings
	0442	Equipment & Vehicles
	0443	Copiers
	0444	Computers
	[0449]	Other
0450	**Construction Services**	
[0490]	**Other Purchased Property Services**	
05XX	**OTHER PURCHASED SERVICES**	
051X	**Student Transportation**	
	[0511]	Purchased from another District
	0513	Bus Token - Public Conveyance
	0514	Contract Bus Services
	[0519]	Other

[optional use]

OBJECT SEGMENT ELEMENTS FOR EXPENDITURES continued

052X	**Insurance**	
	0521	Pupil Transportation
	0522	Property
	0523	Fidelity
	0524	Fleet
	[0529]	Other
053X	**Communications**	
	0531	Postage
	0532	Telephone
	0533	On-Line Network
	[0539]	Other
054X	**Advertising**	
	0541	Radio and Television
	0542	Newspaper
	[0549]	Other
055X	**Printing and Binding**	
	[0551]	Forms ***
	0552	Posters
	0553	Publications
	[0559]	Other
056X	**Tuition**	
	0561	To Kentucky LEA
	0562	To Out-of-State LEA
	0563	To Private School
	[0564]	To Kentucky Intermediate Agency
	[0565]	To Other Intermediate Agency
	[0569]	Other Tuition Paid
0570	**Food Service Management**	
058X	**Travel**	
	0581	Travel - In District
	0582	Travel - Out of District
	0583	Hauling of Commodities
	0584	Travel - Out of State
	[0589]	Other Travel
059X	**Miscellaneous Purchased Services**	
	0591	Locally Purchased Services
	0592	Service Purchased From Kentucky LEA
	0593	Service Purchased From Out-of-State LEA
	0594	Laundry Service

[optional use]
*** Use code 0610 in most circumstances. See instructions.

OBJECT SEGMENT ELEMENTS FOR EXPENDITURES continued

06XX SUPPLIES and MATERIALS

- **0610 General Supplies**
- **062X Energy**
  - 0621 Natural Gas
  - 0622 Electricity
  - 0623 Bottled Gas
  - 0624 Fuel Oil
  - 0625 Coal
  - 0626 Gasoline
  - 0627 Diesel Fuel
  - [0629] Other
- **0630 Food**
- **064X Books and Periodicals**
  - 0641 Library Books
  - 0642 Periodicals and Newspapers
  - 0643 Supplementary Books, Study Guides & Curriculum
  - 0644 Textbooks
  - 0645 Audiovisual Materials
  - 0646 Tests
  - 0647 Reference Materials
  - 0648 Software
  - 0649 Binding & Repairs
- **067X Student Activities**
  - 0671 Merchandise for Resale
  - 0672 Personal Services
  - 0673 Fees and Registrations
  - 0674 Awards
  - 0675 Organization Supplies
  - 0676 Scholarships
  - 0679 Other
- **0680 Welfare Spending (Food, Utilities, Clothing, etc.)**
- **[0690] Other Supplies and Materials**

07XX PROPERTY

- **0710 Land and Improvements**
- **0720 Buildings**
- **073X Other Fixed Assets**
  - 0731 Machinery & Equipment(Non Instructional, Non Administrative)
  - 0732 Vehicles
  - 0733 Furniture and Fixtures
  - 0734 Computers and Related
  - 0735 Other Instructional Equipment
  - 0736 Other Administrative Equipment
  - [0739] Other
- **[074X]Depreciation NOT USED AT THIS TIME**

[optional use]

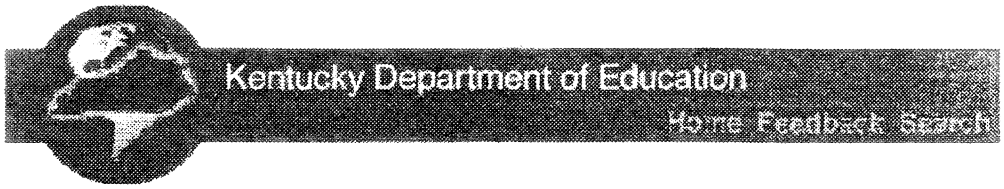
OBJECT SEGMENT ELEMENTS FOR EXPENDITURES continued

08XX MISCELLANEOUS

- **0810 Dues, Registration and other Fees**
- **0820 Court Judgements against the School District**
- **083X Interest**
  - 0831 Bonds
  - 0832 Leases & Long Term Loans
  - 0833 Short-Term Loans
  - 0834 Bank Charges
  - [0839] Other
- **0840 Contingency (Budget Account only)**
- **089X Other Miscellaneous Expenditures**
  - 0891 Diplomas & Graduation Expense
  - 0892 Open House/ Orientation/Parent Meetings
  - 0893 Uniforms
  - 0894 Instructional Field Trips
  - 0895 Other Student Travel
  - 0896 Student Wages
  - [0899] Other

09XX OTHER USES of FUNDS

- **091X Debt Redemption**
  - 0911 Bond Principal
- **[0920] Housing Authority Obligations NOT USED**
- **093X Fund Transfers**
  - 0931 Non-Reimbursable
  - 0932 Reimbursable
  - 0933 Indirect Cost
  - 0934 For Debt Service
- **0940 Payments to Escrow Agents**



What's New
Calendar and Events
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Curriculum and Testing
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Students and Parents
Technology

PROPOSED TECHNOLOGY STANDARD

TEACHER STANDARD (Beginning and Experienced) DEMONSTRATES IMPLEMENTATION OF TECHNOLOGY

Standard Statement X: The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research/solve problems.

PERFORMANCE CRITERIA: The extent to which the teacher:

1. Operates a multimedia computer and peripherals to install and use a variety of software
2. Uses terminology related to computers and technology appropriately in written and verbal communication.
3. Demonstrates knowledge of the use of technology in business, industry, and society.
4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
5. Creates multimedia presentations using scanners, digital cameras, and video cameras.
6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
8. Requests and uses appropriate assistive and adaptive devices for students with special needs.
9. Designs lessons that include technology and human issues to address diverse students needs and different learning styles.
10. Practices equitable, and legal use of computers and technology in both professional and personal activities.
11. Facilitates the lifelong learning of self and others through the use of technology.
12. Explores, uses, and evaluates technology resources: software, applications, and related documentation.

13. Applies research-based instructional practices that use computers and other technology.
14. Designs lessons that integrate computers and other technology to create effective groupings to meet the needs of diverse learners.
15. Uses technology to support multiple assessments of student learning.
16. Designs lessons that ask students to practice the equitable, ethical, and legal use of technology.

KENTUCKY EDUCATION TECHNOLOGY SYSTEM

Low Minority Percentage			High Minority Percentage		
	% Minority	Student Workstation Ratio		% Minority	Student Workstation Ratio
1. Ludlow Ind.	0.00%	16.6	Newport Ind.	54.18%	6.7
2. Robertson Co.	0.00%	11.5	Paducah Ind.	48.99%	8.9
3. Johnson Co.	0.08%	6.3	Fulton Ind.	46.55%	5.4
4. Magoffin Co.	0.11%	7.1	Owensboro Ind.	38.81%	15
5. Elliott Co.	0.16%	3.8	Christian Co.	38.57%	9.2
6. Leslie Co.	0.17%	10.4	Jefferson Co.	37.34%	6.3
7. McCreary Co.	0.18%	5.4	Somerset Ind.	36.23%	9.3
8. Floyd Co.	0.19%	10.1	Bowling Green Ind.	32.48%	5.9
9. Bell Co.	0.19%	13.3	Fulton Co.	31.82%	8.9
10. Livingston Co.	0.20%	7.4	Mayfield Ind.	30.65%	7.6
11. Science Hill Ind.	0.24%	5.9	Danville Ind.	30.41%	10.4
12. Lewis Co.	0.24%	13.7	Paris Ind.	29.93%	13.5
13. Lawrence Co.	0.25%	5.8	Fayette Co.	28.24%	9.5
14. Pike Co.	0.26%	7.5	Bardstown Ind.	27.45%	8.2
15. Fairview Ind.	0.30%	11.2	Russellville Ind.	25.51%	3.8
16. Walton-Verona Ind.	0.30%	6.2	Providence Ind.	23.67%	16.4
17. Rockcastle Co.	0.34%	10.9	Frankfort Ind.	21.73%	5.9
18. Jackson Co.	0.41%	7.5	Hardin Co.	21.05%	8.9
19. Carter Co.	0.43%	7.8	Warren Co.	18.84%	9.2
20. Letcher Co.	0.43%	4.7	Elizabethtown Ind.	18.68%	7.4
Average	**0.2%**	**8.7**	**Average**	**32.1%**	**8.8**

In Kentucky, districts with high percentages of minority students have a comparable ratio of computers to students compared to districts with low minority percentages.

This compares to a national study by Educational Testing Service (ETS) which shows that districts with a high percentage of minority students consistently have more students per computer. That survey found that, nationally schools have approximately one computer for every 10 students while schools with high minority percentages have a 17:1 ratio, and even higher for multimedia computers. The national Department of Education recommends an optimum ratio of 5:1.

This data is current as of July 27, 1999

TECHNOLOGY OFFERS OF ASSISTANCE 1998-99

DISTRICTNO	DISTNAM	Offers	Cash Received	Escrowed
001	Adair	268,240	32,948	235,292
005	Allen	302,534	302,534	0
006	Anchorage	43,658	14,041	29,617
011	Anderson	325,909	207,136	118,773
012	Ashland	359,565	359,565	0
013	Augusta	29,658	18,080	11,578
015	Ballard	141,781	141,781	0
016	Barbourville	69,541	69,541	0
017	Bardstown	173,555	82,290	91,265
021	Barren	368,334	368,334	0
025	Bath	193,682	100,000	93,682
026	Beechwood	105,470	52,722	52,748
031	Bell	324,363	159,515	164,848
032	Bellevue Ind.	95,376	95,376	0
034	Berea Ind.	108,237	108,237	0
035	Boone	1,217,989	346,270	871,719
041	Bourbon	278,365	125,868	152,497
042	Bowling Green	343,034	151,212	191,822
045	Boyd	368,099	368,099	0
051	Boyle	271,869	199,038	72,831
055	Bracken	121,363	121,363	0
061	Breathitt	261,363	260,655	708
065	Breckinridge	230,715	230,715	0
071	Bullitt	1,032,494	489,465	543,029
072	Burgin	37,677	21,916	15,761
075	Butler	241,461	241,461	0
081	Caldwell	213,853	213,853	0
085	Calloway	192,758	192,758	0
091	Campbell	421,460	269,506	151,954
092	Campbellsville	146,485	146,485	0
095	Carlisle	91,291	91,291	0
101	Carroll	176,859	162,925	13,934
105	Carter	476,168	300,000	176,168
111	Casey	247,475	52,807	194,668
113	Caverna Ind.	95,648	52,762	42,886
115	Christian	888,026	569,091	318,935
121	Clark	529,525	172,538	356,987
125	Clay	439,197	439,197	0
131	Clinton	151,749	151,749	0
132	Cloverport	33,085	16,971	16,114
133	Corbin	194,331	142,059	52,272
134	Covington	493,405	479,544	13,861
135	Crittenden	163,464	163,464	0
141	Cumberland	122,842	122,842	0

TECHNOLOGY OFFERS OF ASSISTANCE 1998-99

DISTRICTNO	DISTNAM	Offers	Cash Received	Escrowed
145	Daviess	1,045,307	1,045,307	0
146	Dawson Springs	68,062	23,704	44,358
147	Dayton Ind.	126,134	75,992	50,142
149	East Bernstadt	48,798	25,398	23,400
151	Edmonson	192,819	108,260	84,559
152	Elizabethtown	223,138	50,000	173,138
155	Elliott	125,003	28,039	96,964
156	Eminence	52,830	34,666	18,164
157	Erlanger	230,496	230,496	0
161	Estill	268,654	268,654	0
162	Fairview Ind.	68,891	33,918	34,973
165	Fayette	3,271,050	2,720,022	551,028
171	Fleming	246,938	225,000	21,938
175	Floyd	755,418	713,715	41,703
176	Fort Thomas	248,808	128,282	120,526
177	Frankfort	92,008	92,008	0
181	Franklin	598,203	184,785	413,418
185	Fulton Co.	88,984	31,046	57,938
186	Fulton Ind.	55,115	53,196	1,919
191	Gallatin	136,170	136,170	0
195	Garrard	226,845	226,845	0
197	Glasgow Ind.	222,891	122,000	100,891
201	Grant	352,453	352,453	0
205	Graves	341,771	341,771	0
211	Grayson	418,992	418,992	0
215	Green	176,949	47,966	128,983
221	Greenup	346,629	151,958	194,671
225	Hancock	159,398	153,145	6,253
231	Hardin	1,335,555	813,725	521,830
235	Harlan Co.	558,398	558,398	0
236	Harlan Ind.	92,803	92,803	0
241	Harrison	328,832	220,492	108,340
242	Harrodsburg	98,795	40,000	58,795
245	Hart	237,597	237,597	0
246	Hazard Ind.	114,598	13,728	100,870
251	Henderson	752,226	396,605	355,621
255	Henry	210,683	210,683	0
261	Hickman	87,786	87,786	0
265	Hopkins	745,842	501,186	244,656
272	Jackson Ind.	36,467	36,467	0
271	Jackson Co.	248,394	73,943	174,451
275	Jefferson	9,023,034	9,023,034	0
276	Jenkins	62,434	62,434	0
281	Jessamine	636,944	296,234	340,710
285	Johnson	393,994	393,994	0

TECHNOLOGY OFFERS OF ASSISTANCE 1998-99

DISTRICTNO	DISTNAM	Offers	Cash Received	Escrowed
291	Kenton	1,205,887	510,309	695,578
295	Knott	323,422	194,618	128,804
301	Knox	471,520	360,753	110,767
305	Larue	242,301	242,301	0
311	Laurel	387,336	387,336	0
315	Lawrence	279,026	201,606	77,420
321	Lee	142,005	142,005	0
325	Leslie	243,947	55,000	188,947
331	Letcher	409,270	409,270	0
335	Lewis	255,506	128,894	126,612
341	Lincoln	393,803	246,059	147,744
345	Livingston	150,875	57,991	92,884
351	Logan	334,779	139,219	195,560
354	Ludlow	104,048	22,296	81,752
361	Lyon	100,072	100,072	0
365	Madison	878,114	878,114	0
371	Magoffin	271,779	271,779	0
375	Marion	307,171	307,171	0
381	Marshall	494,054	494,054	0
385	Martin	277,110	147,603	129,507
391	Mason	275,834	275,834	0
392	Mayfield	138,701	69,351	69,350
395	McCracken	689,741	689,741	0
401	McCreary	329,795	203,235	126,560
405	McLean	169,926	87,986	81,940
411	Meade	456,198	235,491	220,707
415	Menifee	108,707	28,822	79,885
421	Mercer	215,354	215,354	0
425	Metcalfe	166,398	80,712	85,686
426	Middlesboro	167,776	98,399	69,377
431	Monroe	205,778	45,053	160,725
435	Montgomery	376,634	376,634	0
436	Monticello	85,422	45,000	40,422
441	Morgan	238,235	103,156	135,079
445	Muhlenburg	540,714	540,714	0
446	Murray	140,717	107,252	33,465
451	Nelson	472,595	472,595	0
452	Newport Ind.	274,400	207,559	66,841
455	Nicholas	121,117	26,498	94,619
461	Ohio	410,290	410,290	0
465	Oldham	810,768	405,955	404,813
471	Owen	192,136	192,136	0
472	Owensboro	430,427	429,827	600
475	Owsley	92,142	61,466	30,676

TECHNOLOGY OFFERS OF ASSISTANCE 1998-99

DISTRICTNO	DISTNAM	Offers	Cash Received	Escrowed
476	Paducah	334,320	334,320	0
477	Paintsville	83,496	83,496	0
478	Paris	77,235	70,809	6,426
481	Pendleton	280,045	246,470	33,575
485	Perry	491,366	479,874	11,492
491	Pike	1,138,659	464,789	673,870
492	Pikeville Ind.	137,043	137,043	0
493	Pineville Ind.	62,328	30,000	32,328
495	Powell	265,776	79,833	185,943
496	Providence	51,554	25,370	26,184
501	Pulaski	744,845	744,845	0
502	Raceland	98,694	98,694	0
505	Robertson	39,950	39,950	0
511	Rockcastle	298,973	298,973	0
515	Rowan	317,419	211,513	105,906
521	Russell Co.	289,867	164,326	125,541
522	Russell Independn	239,277	239,277	0
523	Russellville Ind.	137,603	103,000	34,603
524	Science Hill	42,638	42,638	0
525	Scott	529,682	412,308	117,374
531	Shelby	480,133	480,133	0
533	Silver Grove	26,163	26,163	0
535	Simpson	295,870	147,044	148,826
536	Somerset	172,144	78,280	93,864
537	Southgate Ind.	20,642	20,642	0
541	Spencer	176,971	77,368	99,603
545	Taylor	262,830	192,836	69,994
551	Todd	196,336	196,336	0
555	Trigg	197,915	143,114	54,801
561	Trimble	113,668	40,039	73,629
565	Union	268,554	105,800	162,754
567	Walton-Verona	101,338	101,338	0
571	Warren	1,065,344	235,000	830,344
575	Washington	181,978	181,978	0
581	Wayne	278,734	11,975	266,759
585	Webster	203,213	106,720	96,493
586	West Point	16,912	16,912	0
591	Whitley	430,338	309,323	121,015
592	Williamsburg	83,317	74,603	8,714
593	Williamstown	70,179	25,000	45,179
595	Wolfe	137,917	137,917	0
601	Woodford	386,042	386,042	0
		62,754,227	47,598,502	15,155,725

OFFICE OF EDUCATION ACCOUNTABILITY
DISTRICT TECHNOLOGY COORDINATOR SURVEY
1998-99

1. How many computers are currently in use in your school district?
   KETS standard.....7,604 other.....2,596 total.....10,200

2. How many of these computers are: teacher workstations.....2,325
   student workstations.....6,853 administrative workstations.....419

3. How are computers deployed in your school district (number)?
   classrooms.....5,027
   labs.....2,712
   connected to a Local Area Network (LAN).....8,286
   connected to the Statewide Network (SAN).....7,261
   roving stations.....138

4. Approximately what percentage of classrooms is wired for Internet access?.....91.1%

5. What is your 1998-99 state KETS allocation?.....$5,125,174
   Will your district be able to match the state offer? yes.....60% no.....40%

6. Approximately how much money did your district spend on technology above the required match last year? $1,895,430

7. Based on your understanding of the 'unmet need' calculation, will your district be eligible for a state KETS allocation in 1999-2000? yes.....100% no.....0%

8. Would your district be able to maintain its technology infracture if no state funds are made available after your unmet need is reduced to zero? yes.....12.5% no.....87.5%

9. Do you work full time as district technology coordinator? yes.....43.8% no.....56.2%

10. What percentage of your time is spent on: maintenance of hardware.....19.1%
    solving technical software problems.....20.8% ..... planning.....20.6%
    helping teachers integrate technology into the classroom.....12.5%

11. How many full-time equivalent positions (FTE) support technology in your district?.....2.2

12. How often do you meet with the instructional supervisor/staff?
    daily.....31% weekly.....25% monthly.....31% less frequently.....13%

13. Is there a process used in your district which ensures that educational software selected by staff correlates well with Kentucky's Academic Expectations? yes.....75% no.....25%

14. How would you rate the instructional software used in your district's schools relative to its compatibility with Kentucky's Curriculum Frameworks?
excellent.....19% good.....62% fair.....13% poor.....6%

15. How would you rate the Professional Development provided your teachers relative to the computer hardware and software actually used in your district?
hardware excellent.....38% good.....44% fair.....18% poor.....0%
software excellent.....38% good.....44% fair.....6% poor.....12%

16. Has Technology made a significant difference in student performance in your district?
yes.....93% no.....7%

17. Does your school district use an automated attendance package? yes.....81% no.....19%
administrative office only.....31% classroom level.....6% both.....44%

18. What is your best estimate as to how many students in your district have computers at home?.....36.5%

19. By what date would you estimate that your district will comply with all KETS basic requirements (i.e., one computer per six students, one computer per teacher, all students have access to internet)? 1999..31% 2000..13% 2001..19% 2002....19% 2004..6% 2002....6% never 6%

OFFICE OF EDUCATION ACCOUNTABILITY
SCHOOL TECHNOLOGY COORDINATOR SURVEY
1998-99

1. Computer Distribution (Number available):
   - classroom computers.....3,165
   - in computer labs.....2,991
   - roving stations.....84
   - teacher workstations.....1,641
   - computers available for home use/check out (by students or teachers).....267

2. Network:
   - type of LAN.....
   - drops per classroom.....3.9 per lab.....23.3

3. Administrative Use of Network:
   - student data transfer to/from central office yes.....70% no.....30%
   - e-mail within and outside of building yes.....98% no.....2%

4. Teacher Use of Network:
   - lesson plans, resources in central location for sharing yes.....49% no.....51%
   - e-mail within building yes.....91% no.....9%
   - e-mail with parents yes.....84% no.....16%
   - internet e-mail yes.....65% no.....35%
   - class web/homework posting yes.....19% no.....81%

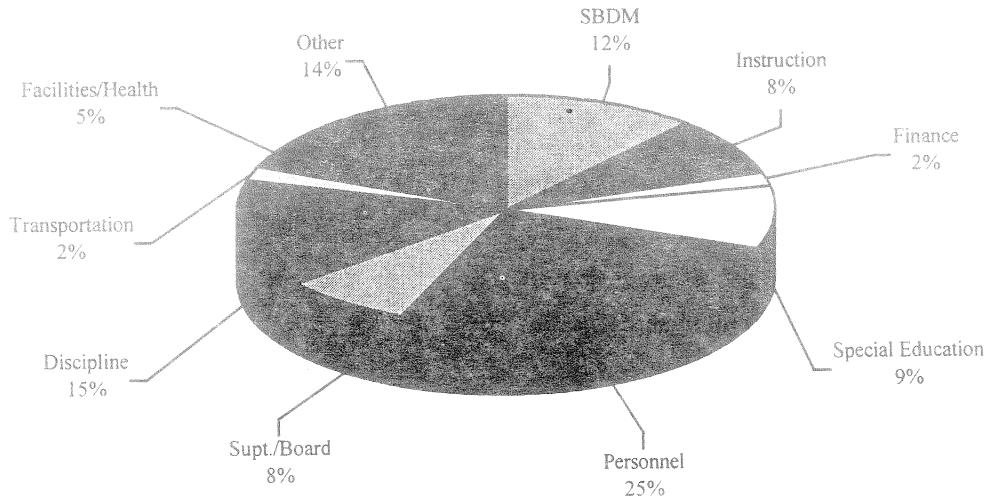
5. Student Use of Network:
   - e-mail yes.....30% no.....70%
   - computer-assisted instruction (CAI [drill and practice]) yes.....87% no.....13%
   - computer managed instruction (CMI [individualized learning]) yes.....74% no.....26%
   - integrated learning systems (ILS [managed learning in core subjects]) yes..50% no..50%
   - computer-enriched instruction (CEI [simulation]) yes.....73% no.....27%

As a continuing service to the general public, parents of school-age children, and school district personnel, the Office of Education Accountability (OEA) provides a toll-free telephone hotline. Through this resource, OEA maintains communications pertaining to concerns with the various individuals interested in the educational process in the Commonwealth. Comments received via the hotline range from compliments for the Kentucky educational system to complaints concerning specific situations or programs. Written follow-up confirmation of the verbal communication is solicited from callers who are advised that anonymously submitted information will be accepted. Upon receipt of this written statement, a review of the matter is initiated by OEA.

In response to specific allegations, OEA investigative staff conduct extensive fact-finding activities to determine the underlying facts pertaining to the complaint and to discover any remedies that should be put into place. On occasion, investigations lead to referral to the Kentucky Board of Education for charges for removal, suspension, or sanctions against specific personnel in the district. The primary focus of this hotline service and the actions initiated through this process is to facilitate an expeditious resolution of complaints or concerns relative to schools in the state.

During the past year, the personnel operating the hotline received reports related to a wide variety of components of the educational system including, but not necessarily limited to, the following: school-based decision making, special education, instructional practices, and discipline issues. In addition, other concerns receiving attention through hotline reports include personnel practices; school district and individual school governance issues; alleged conflict of interest of board members; inadequate educational programs; insufficient or misappropriated revenues; and various problems involving local district policies. Further, staff receive calls for OEA

1999 HOTLINE CALLS



publications and the Citizen's Handbook.

Since the inception of the hotline, OEA has received over 5,761 reports from concerned persons. In 1999 the number of calls to the hotline totaled 310, a net increase from the total annual calls received in prior years. The OEA staff has found that many key issues raised via the hotline require a substantial effort in the fact-finding and resolution phases.

In addition to verbal reports obtained from the hotline, OEA receives a considerable volume of written communications from all parts of the Commonwealth that raise many important issues and concerns that need to be addressed. Each issue is reviewed, and when the correspondence is not sent anonymously, a written response is sent from OEA to the complainant. The responses required from OEA are diverse, depending on the gravity of the issue being addressed and the necessity for a follow-up investigation or reconcilable action. One response may be as simple as answering a question which does not require outside information. Another response may involve the district reviewing an issue and reporting their finding to OEA, while yet another may dictate a full on-site investigation of an alleged violation of statute or policy.

Through these various means for receiving comments from concerned citizens of the Commonwealth, OEA endeavors to provide a viable pathway toward correction of problems and the promotion of a quality educational environment across the Commonwealth. Communication is the most important tool, and OEA utilizes this tool in effective and progressive ways to achieve its assigned mission.

HIGH SCHOOL RESTRUCTURING

OVERVIEW.

Currently, the Kentucky Department of Education has only one initiative specifically for Kentucky high schools. That initiative is the Gold Stars network. There are 11 schools/districts involved in this network:

Bardstown High School
East Jessamine County High School
Eminence High School
Grant County High School
Hancock County High School
Jefferson County Schools
Marshall County High School
Paducah Tilghman High School
South Floyd High School
West Jessamine County High School
Williamsburg High School

The mission of this group is to develop performance standards for the content areas specified in the high school graduation requirements from which classroom teachers can develop specific performance activities and assessment tasks. The 15 requirements for graduation are:

4 - Language Arts

3 - Social Studies to incorporate U.S. History, Economics, Government, World Geography, and World History

3 - Mathematics including Algebra I and Geometry

3 - Science including Life Science, Physical Science, and Earth and Space Science

½ - Health

½ - Physical Education

1 - History and Appreciation of Visual and Performing Arts

The goal of this network will move Kentucky closer to offering credits based on performance standards. During the year, this group has produced a workable document to achieve their mission, developed performance assessment tasks to align with the performance standards, and completed linking core content and the Program of Studies to these performance standards.

During 1998-99, the Office of Education Accountability staff visited 18 high schools – 7 of these schools are on block schedules and 1 is on a partial block. There are 3 schools with a Schools That Work program and 12 schools with a School-to-Work program. In addition, 4 of these high schools offer a Tech Prep curriculum, 17 schools have an Individual Graduation Plan in place, and 13 schools have an Advisor Advisee program. To fulfill the Arts and Humanities requirement, 11 schools have put in a specific class, 1 is using KET, 3 have an integrated curriculum to satisfy this requirement, and 3 are still in the planning stages.

RECOMMENDATIONS.

1. The Council on PostSecondary Education should develop an assessment that is valid and reliable to be used for determining who is assigned to noncredit remedial classes. The current practice of nonstandardized, institution-developed instruments not subject to validity and reliability standards raises questions as to their creditability. The next step to this process would be early use of such assessments to help students plan their needed high school curriculum. This could follow the model used by Northern Kentucky University for students taking the University's math assessment at the end of their junior year in high school.

Education Assessment and Accountability Review Subcommittee

Senator Lindy Casebier

Senator David Karem

Senator Dan Kelly

Representative Mary Lou Marzian

Representative Harry Moberly

Representative Frank Rasche

Senator Tim Shaughnessy

Representative Mark Treesh

Subcommittee Jurisdiction: Review administrative regulations and advise the Kentucky Board of Education concerning the implementation of the state's system of education assessment and accountability.

Education Equity Task Force

Dr. Roy Adkins
Pikeville, KY

Ms. Juliet Banks
Bowling Green, KY

Mr. J. E. Barlow
Madisonville, KY

Dr. Ralph Bartley
KY School for the Blind
Louisville, KY

Mr. Andrew Baskin
Berea College
Berea, KY

Ms. Michele Cammers Goodwin
Versailles, Ky

Ms. Indrani Chatterjee
Florence, KY

Mr. Bob Davis
Group D Communication
Lexington, KY

Ms. Anna Davis-Nall
National Association for the
Advancement of Colored People
Providence, KY

Ms. Brigid DeVries
KY High School Athletic Commission
Lexington, KY

Ms. Sharon Felty-Comer
KY Education Association
Frankfort, KY

Mr. Ken Flanary
Appalachia, VA

Ms. Judity Gambill
KY Education Association

Mr. Clarence Gamble
Olmstead, KY

Dr. Jerry Gore
National Underground Railroad Museum
Maysville, KY

Reverend Kilen Gray
Shelbyville, KY

Ms. Cindy Heine
Prichard Committee
Lexington, KY

Dr. Clinton Hewan
Northern Kentucky University
Highland Heights, KY

Ms. Lolita Dixon (alternate)
KY Commission on Human Rights
Louisville, KY

Mr. Sherron Jackson
Dir. For Equal Opportunities and
Facilities
Frankfort, KY

Mr. Jewell Jones
Paducah, KY

Ms. Karen Jones
KY Congress of Parents and Teachers
Frankfort, KY

Ms. Kaye Jones Ratliff
Gateway Juvenile Diversion Project
Mt. Sterling, KY

MR. STEPHEN JONES
Lexington, KY

MS. RITA KOONTZ
Bardstown Independent High School
Bardstown, KY

DR. BONNIE MARSHALL
KY Alliance of Black School Educators
Louisville, KY

DR. LEON MOONEYHAN
KY Association of School
Administrators
Frankfort, KY

MR. LOUIS MOORE
Paducah, KY

Mr. Robert Murray
Fayette County Schools
Lexington, KY

MS. SANDRA NOBLE CANON
National Conference for Community
and Justice
Lexington, KY

DR. REBECCA POWELL
KY Chapter of NAME
Georgetown, KY

MS. SUSAN RASCHE
Independence, KY

DR. QAISAR SULTANA
Eastern Kentucky University
Richmond, KY

MR. JIRYIS SWEIS
Shepherdsville, KY

MR. BRAUGHN TAYLOR
KY School for the Deaf
Danville, KY

MR. J. MAYNARD THOMAS
Catlettsburg, KY

MR. PETE TROPOULOS
Jessie's Art Gallary and
Custom Framing
Frankfort, KY

MS. ALENE TUDOR
Louisville, KY

MS. WASANA TURNER
Louisville, KY

CHIEF DAVID TWO BEARS
Elizabethtown, KY

MR. CHRISTOPHER WAGNER
Western Kentucky University
Bowling Green, KY

MS. BEVERLY WATTS
KY Commission on Human Rights
Louisville, KY

MS. SUSAN WESTON
KY Association of School Councils
Danville, KY

MS. ALLENE WHITE GOLD
Christian County Public Schools
Hopkinsville, KY

Education Professional Standards Board

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Teacher
Madisonville, KY

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Edgewood, KY

Ms. Zella Wells
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KDE Office of the Commissioner

Kentucky Board of Education

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Mr. Craig True
District 6
Ft. Thomas, KY

Mr. William Weinberg
District 7
Hindman, KY

School Curriculum Assessment And Accountability Council

Jamie Bowling
Middlesboro, Ky
Representing Local School Board Members

D. Kay Freeland
Morehead, KY
Representing Superintendents

Suzanne Smith Guyer
Owensboro, KY
Representing Teachers

Sam D. Heltman
Cold Spring, KY
Representing Employers

Maxine D. Johnson
Louisville, KY
Representing Principals

Benny Cameron Lile, Chair
Hardyville, KY
Representing District Assessment Coordinators

Bonnie Lynch
Hopkinsville, KY
Representing Local School Board Members

Gary Mielcarek
Lexington, KY
Representing Employers

Roger S. Pankratz, Co-Chair
Bowling Green, KY
Representing University Professors

Robert F. Sexton
Lexington, KY
Representing At-Large Members

Linda J. Sheffield
Ft. Thomas, KY
Representing University Professors with Expertise in Assessment & Measurement

Sharon J. Solomon
Louisville, KY
Representing Parents

John P. Stephens
Ashland, KY
Representing Superintendents

J. Maynard Thomas
Catlettsburg, KY
Representing Parents

Robert J. Young
Hebron, KY
Representing Teachers

Vacant
Representing Principals

Vacant
Representing District Assessment Coordinators