

## **2000 Annual Report**

**Kentucky General Assembly  
Office of Education Accountability**





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# Executive Summary

This report contains recommendations for policymakers to consider. With the advent of annual sessions, the OEA Annual Report will contain recommendations for consideration by the General Assembly each year. In the past during interim periods between biennial sessions, the report contained issues for further review rather than recommendations, which were part of the report in years prior to legislative sessions; however, with annual sessions, each report will now contain recommendations.

The report examines KERA initiatives followed by sections dealing with finance and technology. Appendices following the text of the report contain various tables and other data cited in the report.

## *Assessment and Accountability Program (pages 19-39)*

When reporting student results, KDE should provide scale scores for student performance. With some effort, the public can be taught to understand scale scores. There is currently confusion with the Annual State Percentile Scores. At the upper end of the scale different students may have the same percentile rank but do not have the same performance designation. In addition, reporting percentiles, which rank students, in a performance based system can lead to confusion.

The sanctions imposed on persons who violate the administration code for the state assessment should be reviewed to determine if they are sufficient deterrents to unprofessional and inappropriate behavior on the part of schools and individuals.

KBE needs to begin an immediate review of 703 KAR 5:140, the School Report Card regulation, to address the serious flaws in that regulation as promulgated.

The General Assembly should review the provisions in House Bill 53 concerning the public reporting of the school report card and should amend the law to provide other ways for schools and districts to provide information about school performance to the general public.

Further analysis of the NTAPAA survey on student motivation should be undertaken to determine whether student attitudes are a statewide phenomenon or a function of

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individual schools. Based on this analysis, procedures for motivating students should be established if this is determined to be necessary.

The position of DAC must be recognized at the local level for its importance to the schools, district, and the whole assessment and accountability effort – and ultimately education reform. DACs must have adequate training and resources to accomplish their job. Coordinating the assessment should be the primary job of the person holding the position, especially during critical times in the assessment cycle.

KDE, using both internal and external expertise, should review all components of the state assessment to ensure that each component is “developmentally appropriate.”

KDE, working with the schools, should review the message that teachers are receiving concerning what content they should teach and how they should teach that content.

State education officials, working with personnel from affected local districts, must determine the dimensions of the problem with students who have recently come from non-English speaking countries. These officials must actively cooperate with those administering federal programs to reach a research-based solution to assessing the performance of these children.

OEA suggests a change in the accountability cycle. This could be accomplished without any other major changes to the system. The currently developed system uses two-year accountability cycles. This means that there will be seven cycles in the long-term accountability system. OEA’s suggestion is to move to a rolling accountability system and make every year the end of an accountability cycle. There are three reasons for this: (1) There is some evidence that schools do not necessarily put the same effort into the first year of the accountability cycle as they do after determining what they need to do. The push is in the second year to reach the school’s goal. Students are exposed to different approaches to the test based on the particular year in the cycle. (2) As currently developed, major sanctions do not occur until approximately the third accountability cycle. This means that six years out of fourteen will pass before some things get serious. For some schools, there will not be enough time to recover and meet their goals. (3) The current system cannot exceed two-year cycles. Because the cycles do not overlap, this is the longest period between accountability points that is reasonable. One objection that is

stated concerning the current system is that performance can be greatly influenced in a positive way by a superior class and in a negative way by an inferior class. Moving to a rolling average means that three or more classes can be included in the average without reducing the number of accountability cycles. This would reduce the influence of any particular class and provide a smoother picture of change in school performance.

*Education Professional Standards Board (pages 41-47)*

A review of the performance of each institution preparing teachers should be undertaken as to the success its candidates have on the PRAXIS assessments. There should also 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 shortages are in Kentucky. This study should include currently certified persons, those in preparation programs, and the needs of the individual school districts. In addition, the reported shortage of substitute teachers continues to be a critical problem statewide. The EPSB should conduct a study of this issue to determine the depth of this problem.

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 (pages 49-52)*

Continued implementation of the Special Education Mentor program should be carefully monitored. While the first year of virtually any new program can be expected to be problematic, the Mentor program is one that can be especially valuable if start-up problems can be resolved and assignments are carefully selected.

Timeline problems with due process hearings and formal complaints have always plagued DECS. These difficulties continue. In part, this might result from staffing changes during the year and can be expected to improve as the new staff have an opportunity to refine the system. However, since complaints and hearings usually involve current programming for students, additional resources may need to be devoted to ensure that complaints and hearings do not extend beyond the time when resolution is virtually a moot issue.



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### *Extended School Services (pages 53-67)*

As scholastic audits become reality in the fall of 2000, it may be prudent for KBE to reconsider the ESS funding formula so that more needy schools (in terms of academics) are able to access a greater share. Currently, CATS scores only account for about one-sixth of the grant amount. Schools in the bottom third of performance on the regression model may need more resources to pull themselves up. A formula similar to the preschool funding model that sets aside a portion of the appropriation for mid-year adjustment may be appropriate for the period when schools receive performance reports. KBE may also need to consider a more equitable transportation adjustment in the ESS grant. In addition, KDE should consider allowing schools in geographically challenged areas to be reimbursed in a more equitable manner for transportation expenses, if indeed they are providing it.

It may also be prudent for KDE/ESS staff to shift focus toward lower performing schools within their regions and more closely monitor the efficiency of ESS expenditures. ESS staff participation in scholastic audits may be desirable.

Some models to increase motivation for student participation at the middle and high school level should be explored. In recent years, participation is reportedly good at the elementary level, but as students move into higher grades, participation falls off markedly. Ironically, these are also the levels where slippage occurs in the percentage of proficient student work.

KDE should be commended for the launching of a research project to measure ESS program effectiveness with Western Kentucky University, Loyola University, and the University of North Carolina. Implementation of recommendations should take priority when conclusions are finalized.

The time may have arrived for a review of hourly compensation and teacher load. Many teachers have been providing the service for the same amount for several years and have voiced this concern in the OEA monitoring visits. Again, as long-term accountability is on the horizon, it is essential that the best-trained teachers be fairly compensated. Overall, the local costs of operating ESS have steadily increased and the need has grown to serve more students, but the annual allocation has remained fairly constant.

*Family Resource/Youth Services Centers (pages 69-77)*

FRYSCs have become one of the more popular programs in the reform movement since services that were lacking or fragmented prior to reform are now being provided. Evidence is mounting that these services are making a difference in academic performance in areas with high proportions of at-risk students. For this reason, the rollout should continue in a prompt manner to serve all eligible schools. While this is occurring, CFC in conjunction with KDE should set aside funding to undertake an aggressive research plan to validate the programs' effectiveness and fine-tune programming to meet the unique needs of schools.

CFC should clearly articulate its intent and authority in the contract with local school districts. Last year some problems began to surface whereby local school officials took license to interpret provisions in the contract clearly to their advantage, not considering the unique nature of the FRYSCs and the categorical source of funding. This problem may not be pervasive, but as shifts in demographics of schools occur, the question of whether reduction in force policies of local boards apply to FRYSC staff could become problematic if not clarified.

*Highly Skilled Educators (pages 79-82)*

Some provision needs to be made either by statute or regulation 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.

Plans need to be made to ease the turnover rate for HSEs. This is especially true for individuals whose career directions change as a result of the HSE experience.

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

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### *Minority Educator Recruitment & Retention (pages 83-85)*

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.

Incentives should be provided for districts that are able to attract and maintain a minority teaching force proportionally equivalent to the statewide proportion of minority students. While affirmative efforts to recruit minority teachers are laudable and necessary, the reality of the lack of minority teachers must be addressed through performance.

The lack of minority administrators in all districts monitored by this office appears for the second consecutive year. Steps must be taken to address this issue. Consideration should be given to a program of incentives including tuition remission at state-funded universities for minority candidates seeking administrative credentials.

### *Multicultural Education (pages 87-95)*

KDE should ensure that all uncompleted components of the equity plan are completed. Data collected relevant to the equity plan and multicultural education issues should be compiled, disseminated, and discussed. Based on discussions and analysis of the data, the equity plan should be reviewed and revised as necessary.

Programs that allow cultural exchanges should be implemented 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.

Districts need to ensure that all professional staff are aware of multicultural programs and that the multicultural curriculum is embedded in the total school curriculum at each school. Coordination with local school councils should be developed as planning efforts, particularly in curricular, areas take place.

Local schools, through their school councils, need to develop mechanisms to ensure that the total school community is fully involved in the school enterprise. In particular, schools should ensure that information pertaining to opportunities for involvement is distributed to the total school community. Further, current practices should be

scrutinized to ensure that all members of the school community feel welcomed to participate in the operation of the school.

### *Preschool Program (pages 97-103)*

According to researchers from the University of Kentucky, the greatest impact of the Preschool Program has been progress in participants' overall development, social skills, and early literacy. Most noteworthy is that the program produces similar positive results for all groups of children, regardless of race or gender. The longitudinal portion of the study by the University of Kentucky shows the effects continue for several years until children reach at least eight years old. According to data presented here by OEA and continued positive results from other research, one could conclude this is one of the most cost-effective and successful initiatives in KERA. Considering this momentum, OEA believes that the following issues should stay in the forefront of future preschool programming:

- Early identification of disabilities and proper intervention through treatment and quality childcare programming and/or preschool services.
- KDE's continued collaboration with KIDS NOW to assure available, seamless wrap-around services for all children, prenatal to kindergarten, supplemented by parent education inclusive of the most current brain research.
- Continued funding at the current level with an eye toward reasonable increases. As the program is now into its tenth year, much of the equipment and facilities can become unusable and antiquated. As more children are served each year, the capacity for local school districts to absorb more of the costs may result in a declining quality of services offered.
- Continued attention to the professional development and credentials of staff will also be crucial.

### *Primary School (pages 105-119)*

In the past year, KDE has focused its oversight of Primary Program implementation. Under new leadership, more attention has been given to providing schools with technical assistance and more support through technology and regional service centers while being sensitive to the authority of school councils. Reading has been the priority in ensuring adequate and equitable resources for schools needing help, especially low-performing schools. The Early Childhood Branch appears to be doing a commendable job interfacing with the Office of Assessment Implementation in clarifying alignment with the Kentucky

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Core Content Test and the expectations of exiting primary students. Results from the spring 2000 CTBS basic skills assessment validate that improvement is occurring, especially on a statewide basis (as well as impoverished areas), at the end of primary.

The perceived lack of technology utilization as a tool for learning in OEA's classroom visits could be a signal that this area needs more review from KDE's Early Childhood Branch. The Primary Demographic Survey could be coupled with visits from primary consultants from regional service centers to classrooms as a means to validate and enhance data collection.

At this ten-year juncture in school reform, it may be appropriate for school districts and school councils to take a more pro-active approach in oversight of their Primary Program. It is not likely that all elementary schools need the same curriculum to be successful in exiting primary students. Districts with high proportions of at-risk students may need more structure in the curriculum, assuring that basic skills are attained first and then moving toward more interdisciplinary activity-based learning in the later stages of primary. What is important is that continual progress be assured every individual child in whatever instructional modality works best for his/her particular learning style and intelligence.

As the interim accountability period has ended and long-term accountability expectations are now in place, it will become imperative that schools pay close attention to strong alignment between student work in the primary curriculum and intermediate grade proficiency. The real challenge for schools is to build capacity so that each new cohort of students entering primary will be exposed to learning experiences commensurate with being successful.

## *Professional Development (pages 121-132)*

More time is needed for professional development activities. Either current calendars must be reconfigured or days added specifically for professional development activities. If KDE could provide a master calendar of these offerings to local districts by April 1 each year, then local district calendars could be adjusted to take advantage of these opportunities. Teachers must be better "armed" to continue moving forward in education reform.

OEA continues 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.

*Regional Service Centers (pages 133-138)*

The issue of a consultant being allowed to only remain three years is identified as a critical problem in all regions. OEA believes 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.

Professional development budgets for consultants seem 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. KDE has embraced a singular approach in providing funding to RSCs in which all RSCs are funded at the same level. 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 management structure for improved efficiency and common mission. In addition, due to low performance on CATS, all centers need additional consultants in the content areas of Arts/Humanities and Practical Living/Vocational Studies.

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.

*School-Based Decision Making (pages 139-141)*

Councils need more technical assistance in all areas of SBDM implementation than is currently available. Further, the SBDM audit process initiated by KDE should be provided as a technical assistance service to all school councils.

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Language in KRS 160.345(9)(a) should be changed to reflect that an individual who knowingly circumvents the intention or successful implementation of SBDM may be subject to a reprimand for a first offense, and subsequent offenses could lead to more serious consequences.

### *Superintendent Screening Committees (pages 143-153)*

Last year the report noted three areas of continuing interest to be carefully monitored to determine if negative trends were emerging or if there was any reason for concern in these areas.

Board rejection of all of the screening committee's finalists. Last year it was noted that the overall rejection rate of 1997, 1998, and 1999 was about 10 percent. This year 2 of the 19 district boards rejected all of the committee's recommendations and hired from off the recommended list of finalists, leaving the four-year rejection percentage at 10 percent. Both of the rejecting boards had about 30 applicants (5-7 finalists) and both hired out-of-district superintendents. Without further information regarding these hirings, no conclusion can be drawn. Questions will be added to the survey designed to develop additional information.

Length of time allowed screening committees to complete their work. From past surveys, it appears that about two months is sufficient time for a screening committee to complete its work. It is necessary to recognize that it is not always possible to allow that much time due to the timing of the vacancy notice and the desire to complete the process prior to the beginning of the fiscal year on July 1. Past surveys have indicated that most boards make good faith efforts to provide sufficient time to their screening committees and this year is no exception.

Of the 19 districts surveyed this year, 13 boards had committees that operated for 60 days or more. One district allowed 54 days and 3 other boards 30-60 days. Only 3 districts had committees that had less than 30 days to complete the process.

Interim superintendents/1998 amendment to KRS 160.350. During the 1998 reporting year and prior to the passage of the amendment to KRS 160.350, removing the prohibition regarding hiring interim superintendents, three districts did so in violation of the

pre-amendment law. These districts were reprimanded by the Kentucky Department of Education, but were not forced to rescind their actions, for numerous valid reasons and the fact that all three districts had simply acted erroneously.

During the 1998 Regular Session, the legislature considered the issue and amended the statute to allow the hiring of the interim superintendent. This decision was based in part upon the fact that there were very few interim superintendents in the hiring process and it seemed unfair to the person selected as interim to be barred from consideration as a candidate for the position. The prohibition in the original 1990 version of KRS 160.350 was most likely based upon the belief that districts would appoint an interim superintendent when necessary and simply convert the interim to the regular superintendent without conducting a proper search and screening process designed to obtain the best person for the position.

Since the passage of this amendment in 1998, with a total of 45 screening and hiring situations, only 4 districts used interim superintendents. One of those situations was a district that found itself in a timing dilemma with a very late notification of an almost immediate vacancy and simply opted to extend the interim superintendent into next year's normal superintendent hiring cycle in February through June and then hire a regular superintendent. A 6 percent rate of hiring interim superintendents certainly does not raise any concerns regarding the good faith and serious efforts of boards of education to hire the best person for the position after a careful and thoughtful screening and selection process.

### *Investigations (pages 157-163)*

In past reports, the Investigative Division has suggested the expansion of the criminal checks for certified and classified employees required in KRS 160.380. In the 1998 Regular Session, the General Assembly amended KRS 160.180 to require state and national criminal checks for all certified and classified employees. In the 2000 Regular Session, the same statute was amended to include school volunteers in the full criminal check requirement.



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During the past two to three years, the Investigative Division has encountered situations that are in violation of two education-related statutes and has met with considerable resistance to compliance by several school districts.

Director of Pupil Personnel KRS 159.080 and KRS 159.140. KRS 150.080 directs that "Each superintendent of a local school district shall appoint a director of pupil personnel and assistants as are deemed necessary." Compliance with this provision is universal. The compliance problem is with KRS 150.140, which reads as follows:

### *159.140 Duties of director of pupil personnel*

*The director of pupil personnel shall:*

- 1. Devote his entire time to the duties of his office;*
- 2. Enforce the compulsory attendance and census laws in the attendance district he serves;*
- 3. Acquaint the school with the home conditions of the student, and the home with the work and advantages of the school;*
- 4. Ascertain the causes of irregular attendance and truancy, and seek the elimination of these causes;*
- 5. Secure the enrollment in school of all students who should be enrolled and keep all enrolled students in reasonably regular attendance;*
- 6. Visit the home of students who are absent from school or who are reported to be in need of books, clothing or parental care;*
- 7. Provide for the interviewing of students and the parents of those students who quit school to determine the reasons for the decision. The interviews shall be conducted in a location that is nonthreatening for the students and parents and according to procedures and interview questions established by an administrative regulation promulgated by the Kentucky Board of Education. The questions shall be designed to provide data that can be used for local district and statewide research and decision-making. Data shall be reported annually to the local board of education and the Department of Education.*
- 8. Report to the superintendent of schools in the district in which the student resides the number and cost of books and school supplies needed by any student whose parent, guardian, or custodian does not have sufficient income to furnish the child with the necessary books and school supplies;*
- 9. Keep the records and make the reports that are required by law, by regulation of the Kentucky Board of Education, and by the superintendent and board of education.*

KRS 159.149(1) clearly states that the director of pupil personnel shall devote his entire time to the duties of his office. The wording of the statute is compulsory in the use of the word “shall.” The duties enumerated in §§(2) through (9) certainly describe a full-time employee with exacting, critical, and time-consuming duties. A director of pupil personnel can, through the diligent performance of the duties of the office, lower the dropout rate and raise the attendance rate. Those rates have a significant impact upon the SEEK formula, which makes the director of pupil personnel position not only important to the welfare of the students, but of significant importance to the finances of the district. Nevertheless, superintendents, particularly in smaller districts, argue that the district cannot afford a “stand-alone” director of pupil personnel position and insist upon combining the position with other district office jobs, such as Title I coordinator, director of transportation, etc. Staff of this office believe the General Assembly should consider the issues surrounding compliance with this statute.

#### KRS 160.500 Collector of School Taxes

*KRS 160.500(1) reads, in part, as follows:*

*The tax collector shall be entitled to a fee equal to his expense but not less than one and one-half percent (1.5%) and not to exceed the rate of four percent (4%) for the collection of school taxes, . . .*

The language in this provision is clear regarding the fee paid to the tax collector. The tax collector is “. . . entitled to a fee equal to his expense . . .” The fee is to be between 1½ percent to 4 percent. The case law and the Opinions of the Attorney General are consistent in upholding the amount of the fee and in stating that the fee is to be paid upon a presentation of a bill or statement documenting the expenses of the collector, usually the sheriff.

Despite the clear language of the statute, the case law, and the Opinions of the Attorney General, this office continues to encounter districts that routinely pay the maximum 4 percent statutory limit with little or no documentation of the expenses incurred by the collector and, in some cases, without sufficient board involvement in the process.

It is recommended that all districts currently paying 4 percent or a flat rate in excess of 1½ percent review their tax collection fee and payment procedures to assure that they are receiving a bill that reflects the actual expenses of collection and documenting these

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expenses in sufficient detail to determine if they are reasonable. To overpay the fee is violative of the State Constitution and takes real education dollars away from the district.

### *Finance (pages 167-214)*

The level of SEEK funding should be increased. Evidence indicates that local funding is increasing faster than state funding. Kentucky's national ranking for per pupil revenues shows improvement, but per pupil revenues are still less than the national average.

Special needs programs should be fully considered in the SEEK formula. The SEEK formula provides weighted adjustments for exceptional children, at-risk children and students receiving services at home or in the hospital. Categorical programs and some KERA strands (e.g., extended school services, preschool program, family resource/youth services centers) are distributed by a formula independent of SEEK. OEA is concerned that funding for special needs independent of the SEEK formula has a negative effect upon equity.

The Capital Outlay Funding Formula needs revision. Capital Outlay is currently funded at \$100 per funded ADA. The basis for funding and the funding level has not changed in twenty years. Districts have historically disbursed capital outlay funds for local debt retirement and renovation of existing structures. The need for change is predicated by declining enrollment which will effectively decrease capital outlay funding. Deteriorating conditions of some older school buildings compounds this problem. A new funding formula and increased funding for Capital Outlay is needed that will consider the size of the student population as well as the need for increased funding for renovations.

### *Technology (pages 215-222)*

The Master Plan could be a more effective planning tool for public policy if it were coordinated with biennial budget periods, broken into three phases, and updated biennially. A five-year plan is currently mandated. The General Assembly should consider the need to revise KRS 156.670. A six-year plan broken into three phases is suggested. Phases of the plan could include: immediate plans for the current biennium, short-range plans for the upcoming biennial budget cycle, and long-range plans for the succeeding biennial budget cycle. If the Master Plan was adopted prior to the first meeting of the

Regular Session of the General Assembly and subsequently revised at the conclusion of the Regular Session, measurable objectives and related costs could be aligned with biennial budget appropriations.

The Master Plan for 2001-2006 includes generalized accomplishments achieved with a \$270.3 million state appropriation for technology since the inception of KETS, but it was not easy to locate measured progress of the 1998-2000 update within the 2001-2006 plan. Each Master Plan contains measurable goals and objectives for a specific timeframe, and the planning process would be completed by an evaluation of the progress toward those goals and objectives. The progress report should be formatted to coincide with the budget outline (i.e., the 1998-2000 budget shows current cost per unit, unmet need goal, and current number needed).

The Master Plan Update for 1998-2000 proposes to shift the cost of shared services that were not funded by the state to local districts. The FY 2001-2006 Master Plan proposes that the state continue funding shared services, and there are proposals to tap other revenue sources to enhance technology spending. The Master Plan proposals should not advocate that local funds absorb the cost of shared services necessary to maintain a statewide network backbone and the DAS (e.g., help desk, technology support, research, etc.). This proposal may have an adverse effect upon the KERA initiative to achieve equity and accessibility in technology. Furthermore, it is possible that the search for additional technology dollars from other portions of a local district's budget (i.e., a SEEK set aside and facilities) may be contrary to the legislative intent of the state finance system for public education.



# KERA Initiatives





# *Assessment and Accountability Program*

**O** **VERVIEW.** Modern society is directly impacted by indices. An index is a statistical shortcut that provides a measure of the status of some entity. Some examples of indices affecting policy, and therefore society, are the Dow-Jones Industrial Index, the Consumer Price Index, and the National Unemployment Rate. Each of these, and other indices that impact society, are valid measures related to important elements in the society.

A score on the Commonwealth Accountability Testing System (CATS), or on any of its components, is an index value. The index, for a given school, is a weighted value of the performance of the students in that school on the various parts of the test and on some school characteristics. If the index increases, then it is a measure of added performance by that school. If the index decreases, then it is an indication that performance has weakened. Strong efforts are made to ensure the validity (measuring what it purports to measure) and reliability (measuring consistently) of the index. The index for the CTB-5 component of the system is a sample of grade equivalent students from across the nation who took the test and is measured in percentile ranks. The index for the Kentucky Core Content Test (KCCT), the Kentucky developed and administered component of the system, is a 140-point scale based on standards of novice, apprentice, proficient and distinguished.

The index for CATS will be changing. As will be discussed later, the Office of Assessment and Accountability (OAA) in the Kentucky Department of Education (KDE) is undertaking a study to set new standards for the KCCT under the direction of the National Technical Advisory Panel for Assessment and Accountability (NTAPAA). This study is being conducted with the assistance of the contractors for the testing system. The old index has been used to make decisions for the 1998-2000 accountability cycle. After the results of this cycle are released, the performances for this two-year period will be recalibrated using the new index. The recalibrated scores will provide the starting point of the baseline for the new system. This will bring the majority of the changes in the assessment and accountability system enacted in House Bill 53 during the 1998 Regular Session of the General Assembly to fruition. This will mean a disconnect between KIRIS scores and future CATS scores. This change is not unprecedented. Several years ago the American College Testing Program (ACT) changed the scale on its college entrance test. The new



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baseline will be used in the long-term model for accountability established by the Kentucky Board of Education (KBE) in 1999. The key to the usefulness of the new School Performance Indicators will be whether they permit policy makers to make good decisions that help improve the learning of the students in Kentucky.

There seem to be several “scores” attached to the KCCT, and one may become confused by the seeming inconsistencies. There are six forms of the KCCT. These forms were designed to be “parallel,” that is, designed to allow students taking different forms to be judged equally. The process used is detailed but not complicated. After the students have completed the KCCT, each student receives a raw score. But certain characteristics of the different forms become apparent. Some forms may be more difficult – or easier – than others. The task is to adjust the scores to make them equivalent by developing scale scores. Scale scores eliminate the differences between the various forms of the KCCT. In other words, a raw score on one form of the test would be associated with a particular scale score, while the same raw score on another form would be associated with a different scale score. It is the scale score to which persons should pay attention. This is the score that best describes each individual’s performance on the KCCT. It is the scale score that invalidates the contention that “I would have done better if I had taken a different form of the test”.

The KCCT is a standards-based test. This means that each individual is judged by the degree to which his/her performance matches a predetermined, widely accepted standard or level of performance. The test is not a norm-referenced test, which means that an individual’s performance is not compared to the performance of all persons who took the test. The Commonwealth of Kentucky has established basically four standards or levels of performance for Kentucky students. As stated above, these are novice, apprentice, proficient, and distinguished. As further stated above, a review - and possible adjustment - of these standards is now in progress. For whatever set of standards is in use, these designations are associated with particular scale scores. Regardless of raw score, every student with the same scale score on a particular test will be judged to be at the same performance standard. The individual’s performance level is the other score to consider in judging that individual’s results.

Paying attention to these two values, scale score and performance level, will provide the best description of what any student knows and is able to do for each of the areas measured by the KCCT. Because KDE feels that the concept of scale score might be too difficult to understand, those scores are not published. The Department converts them to an annual state percentile score which compares an individual's performance to the state distribution of scores established in the year that the student took the test.

**C**URRENT STATUS. CATS is managed by OAA. There are two divisions within OAA, the Division of Assessment Implementation and the Division of Validation and Research. The OAA staff members are highly qualified and motivated, and the schools and the state are well served by them.

The Division of Assessment Implementation is responsible for what seems a myriad of tasks necessary for the smooth operation of such a major testing program. These include answering questions about test administration, training district assessment coordinators (DACs) - a major component of ensuring the integrity of the testing program, overseeing the contractors' work in test development, forms preparation, distribution and collection, and test scoring and the reporting of results. The Division also works with the Content Advisory Committees, groups of Kentucky educators who help in developing new test items, and with the Bias Review Committee, another group of Kentucky educators responsible for ensuring a bias-free testing system. Staff members also make visits to districts and schools during the state testing period to review the ways in which test security and test administration are managed.

The Division of Validation and Research serves, in many respects, as an internal auditor for the assessment and accountability system. The Division's validation responsibilities cover setting performance standards, and internal and external validation of the assessment instrument. Among the research functions are the longitudinal study required by House Bill 53 and fairness issues related to the system. The Division further conducts quality assurance in areas including scoring, equating, and reporting. This year the Division has developed a Scope of Work Document that lists in detail its responsibilities and work schedule.

The OAA also works with three groups created by House Bill 53. One of these is the School Curriculum, Assessment and Accountability Council (SCAAC), a diverse group of

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educators, citizens, and interested individuals who review and develop policy for consideration by the Kentucky Board of Education (KBE). Another group with which OAA is involved is NTAPAA. This is a committee of seven national experts in measurement, assessment and accountability, and research methodology who advise KBE and KDE on all aspects of the state testing program. The office also works with the Education Assessment and Accountability Review Subcommittee (EAARS) of the Kentucky General Assembly, a group that reviews regulations and advises KBE concerning the implementation of the state's system of assessment and accountability.

One new initiative undertaken this year has been the change from a Code of Ethics to an Administration Code for the state assessment. The Administration Code is contained in state regulation (703 KAR 5:080). All persons administering the test must study and attest to their knowledge of and acceptance of the code. CATS is an immense undertaking. KDE does not have the resources to administer, or even monitor, the administration of the system. The integrity of CATS depends on the professionalism and appropriate performance of all involved. Without this cooperation, the value of the information obtained by the system is questionable. With high-stakes accountability, there is a great amount of pressure to act unprofessionally and inappropriately. The consequences of such behavior should be so severe that individuals would not consider this action.

During the past year or so, KBE has passed a regulation defining school classifications (703 KAR 5:040). This regulation lists the various types of public schools in the Commonwealth (regular school as A1 schools and alternate schools as A2, A3, A5, and A6 schools – A4 schools are preschool units). The regulation describes how scores on the state assessment should be assigned to the A1 school with which a student has been identified. Some regular schools still have problems with this regulation because of the possibility that they will be assigned scores from students who have never been in the school. Perhaps a more serious problem is that this regulation omits any reference to ways to hold the alternate schools accountable.

KBE has also determined the ways in which special education students will be included in the state assessment (703 KAR 5:070). The important feature of this regulation is that those accommodations that are included in a student's individual education plan, if used

consistently for instruction, can be used in administering the assessment. The way in which students with special needs are included in assessment will always be a sensitive issue and will have detractors. The procedure described in the regulation seems reasonable. It should, however, be reviewed and studied both internally and externally to see how it is meeting both students' and the state's needs.

Another regulation that falls under the purview of assessment and accountability is 703 KAR 5:130 which covers school district accountability. Districts are to be held accountable for the way in which they help low-performing schools to improve. A weakness in this regulation is that a district may meet the standards for helping schools improve without those schools actually improving. The regulation would be stronger if the district had some control over the school improvement funds targeted for a low-performing school and could be held accountable for the way in which those funds were used.

Another action recently concluded by KBE was the approval of 703 KAR 5:140, the school report card regulation. The establishment of a school report card was one of the provisions of House Bill 53. A pilot study of a report card was conducted during the 1999-00 school year. It showed some weaknesses in the system. Among other problems encountered was the existence of several databases within KDE, many of which were inconsistent, duplicative, and incompatible. Efforts are underway that are aimed at alleviating this problem, but a possible solution will not be in place for the next report card cycle. At the last minute, several changes in the report card format were suggested. The Office of Education Accountability's (OEA) position is that KBE acted too soon in approving this regulation. One needed change is apparent, but it is in the regulation because it was included in House Bill 53. The law calls for the publishing of the school and the district report card information in the newspaper with the largest circulation in the district. This is the usual procedure for publishing legal notices and its inclusion is understandable. It is not, however, where citizens would normally look to find information about school performance. Some small districts were required to pay significant dollars to have these notices published. In at least one case, the notice was required to be published in an out-of-state newspaper.

An ongoing issue since the beginning of the state assessment has been the lack of student accountability - translated, the lack of student motivation. Several references to this issue

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are made in the responses gathered by the OEA monitoring team and are listed below. Many contend that without student accountability there is no validity. Division of Validation and Research staff analyzed some of the survey data included in the 1998 KIRIS assessment. Regarding motivation, less than 5 percent of elementary school students, less than 10 percent of middle school students, and approximately 15 percent of high school students gave responses that showed low motivation. This does not show the rampant disregard of the test that some persons claim. In order to study this issue in more detail, NTAPAA conducted a study among the high school students who took the math and reading sections of the KCCT in the year 2000. The responses to three of the survey items are of note.

Item 4	How important was it to you that you do well on this test?	MATH	READ
	A) It was very important to me to do well on this test.	42.5%	48.2%
	B) It was somewhat important to me to do well on this test	40.9%	36.5%
	C) It was not very important to me to do well on this test.	11.1%	10.0%
	D) It was not at all important to me to do well on this test.	5.6%	5.3%
Item 6	How hard did you work to get a good score on this test?	MATH	READ
	A) I did the most I could to get a good score.	53.2%	53.0%
	B) I made a lot of effort to get a good score, but not the most I could have.	33.3%	35.3%
	C) I made a little effort to get a good score, but not very much.	11.4%	9.7%
	D) I made no effort to get a good score.	2.2%	2.0%
Item 8	If you <u>did not</u> try very hard to do your best on the Kentucky Core Content Test you just took, why was that?	MATH	READ
	A) I <u>did</u> try very hard, so this question doesn't apply to me.	65.9%	74.3%
	B) I did not feel I knew enough about the subject.	22.0%	11.7%
	C) The test was so easy for me; it did not take much effort.	3.5%	5.4%
	D) The test does not really count for me, so why bother.	6.8%	6.6%
	E) In general, I really do not care how I do on any test.	1.9%	2.0%

While these responses are open to interpretation, the general sense seems to be that those concerned about student accountability are overstating a problem. The data should be submitted for further analysis. Are the attitudes expressed in the survey consistent across the whole state, or is the level of motivation a function of the students' particular school? Poor motivation, if it is a function of the particular school, may be an element of school accountability and not a matter of student accountability.

There was another question on the survey that is of relevance to the teaching, learning, and assessment discussion.

To what degree did this test ask things that you had been taught in school?		MATH	READ
Item 5	A) Almost all of the questions asked things that I have been taught.	18.6%	13.3%
	B) Many of the questions asked thing I have been taught.	36.3%	33.6%
	C) Some of the questions asked things I have been taught.	35.2%	38.9%
	D) Very few of the questions asked things I have been taught.	9.8%	14.2%

These data can be interpreted in two ways. One is that teacher performance is not as adequate as is necessary, but there is another interpretation. The goal of the KCCT is to present students with tasks measuring higher order cognitive skills. In order to do this students should be asked to apply concepts they have learned and to generalize to new situations. They should not be asked questions about the facts they have learned. The real question is, are students taught so that they can repeat a lot of facts on the test or are they taught so that they can demonstrate their ability to apply concepts they have learned and to generalize to new situations? The real issue is not with the test but with the way teaching, and learning is taking place.

If there is a need to improve student motivation, then some system of rewards has been suggested. There has been a strong effort by local school representatives to relate performance on the state assessment to the Kentucky Educational Excellence Scholarship (KEES). This program provides a sliding amount of postsecondary education scholarship money to students based on their performance in high school. If such a connection were to be made, the concept of "opportunity to learn" should be part of the consideration. Schools perform at different levels. A student who attends a low-performing school should not be directly compared to a student coming from a high-performing school for scholarship purposes. School performance should be equated before the scholarship funds are distributed. Many students do not attend college or technical school directly out of high school. This fact causes some to say that scholarship money is not an adequate incentive for students. Any scholarship funds earned by a student should be escrowed for a specified number of years so that, as a young person matures and motivation changes, scholarship money will be available.

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Another possible motivation process would be to highlight performance on the state assessment. Schools, the press, and the general public make much of athletic performance and performance in other extra-curricular activities. The same thing could be done with performance on the state assessment. Beginning in third grade and each succeeding year, high-scoring students (using scale scores) should be identified and recognized. This might be called the "Commissioner's Scholarship Program." By the time they have reached high school, students would have significant effort invested in their scores on the state assessment and would continue to perform at a high level of effort.

Another component of House Bill 53 is a provision for the establishment of a Scholastic Audit Program. This program is covered in 703 KAR 5:120. The scholastic audit uses a checklist of school performance standards to describe a school's actual practices. Schools can self-administer the audit or, in the case of the lowest performing schools, a state team composed of a variety of educators and some interested parents would conduct the audit. Based on the information obtained from the audit, schools would receive a prescription of changes that should, along with school improvement funds, lead to increased performance. The scholastic audit has been pilot tested and KDE is satisfied that its application will lead to assisting schools to improve. It will be important for the scholastic audits to be conducted in a short period of time so that schools can begin to apply the needed changes as early in the school year as possible. It remains to be seen how well this procedure will work and how fiscal personnel and temporal resources can be utilized in a large-scale application of this procedure.

In passing House Bill 53, the legislature mandated a change in the assessment and accountability system. Legislators also required a transition from the KIRIS system to CATS. Upon the advice of NTAPAA, with consultation from SCAAC, EAARS, and other parties, KBE promulgated 703 KAR 5:060-the Interim Accountability Model. This model uses a statistical prediction procedure that determines each school's predicted accountability index for the 1998-2000 cycle, based on that school's 1996-1998 accountability index. If a school is at or above its predicted score, it will receive rewards. If it falls below a prediction error value, it will be eligible for assistance. Because this is a transition point in the accountability system, the forms of assistance are voluntary. Three levels of assistance were established. The low-performing schools will be divided into three groups. Those low-performing schools that fall into the bottom third, based on their

1998-2000 index relative to their 1996-98 index, can receive a scholastic audit from a state identified and trained audit team. These schools will also be eligible for the assistance of a highly skilled educator and for school assistance funds. The middle third of the low-performing schools will be encouraged to undertake a scholastic audit and can seek help from its regional service center. The remaining third should conduct an audit and seek help within the district.

September 15, 2000 is when the assessment and accountability results for the current cycle were released to schools. As with any accountability, this is a time of joy and celebration for those who are judged successful, and trauma and rationalization for those who are labeled unsuccessful.

Another provision of House Bill 53 will be implemented at this time. As written in the KERA legislation, the distribution of rewards was to be to teachers in schools and that distribution was to be decided by the teachers. This was changed in House Bill 53. Under the provisions of this legislation, school councils are to decide how the school rewards are to be used "for school improvement purposes." The prevailing interpretation of this was that the reward funds were to be used for enhancements in curriculum, equipment, or facilities at the school. An Attorney General's decision in late 1999 interpreted the law to allow reward funds to go to teachers. It remains to be seen how this provision of House Bill 53 will play out.

It must be remembered that September 15, 2000 is an interim point in the accountability process. An important step that will take place is that the results from the 1998-00 cycle will be used to establish a baseline for each school. This step will not take place until some time in 2001. A process of resetting the standards was begun late in 1999 and will be completed early in 2001. The new baseline value will be tied to the new standards.

The process for resetting standards was suggested by NTAPAA and approved by KBE in the fall of 1999. KBE agreed that the new standards should retain the four levels - novice, apprentice, proficient, and distinguished - that were established for the old set of standards. KBE further agreed that the novice category should be divided into three subcategories of no performance, low novice, and high novice, and that the apprentice category should also be divided into three subcategories of low apprentice, middle apprentice, and high apprentice. The first step in the standards setting process was to



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the state assessment and accountability system. Concerning the strengths of the assessment and accountability system, the DACs reported the following points. The testing system includes more grade levels, more than one type of testing strategy, and tests the application of problem solving and critical thinking skills, not just rote learning. Special needs students are included with appropriate accommodations that allow them to demonstrate their level of performance. The system requires students to write, but the reduced number of portfolio pieces makes the exercise more reasonable. The writing exercises represent authentic challenges to student performance. The results are returned early in the school year and allow schools to address weaknesses in student performance. The assessment system has improved what students learn and how they are taught.

Concerning the weaknesses in the system, DACs list lack of student accountability, the fact that different students are tested each year, the many changes in the testing system over the life of the reform, the delay in receiving results, and problems with transient students and small class sizes that can severely impact school scores.

The third question concerned whether the assessment was “performance based.” Roughly one-third of DACs felt that it was not. This was probably a matter of definition. Those who disagreed were relating to the performance events that were part of the test in its initial years. All, however, agreed that the writing, the open responses, the writing prompts, and the portfolios were important components of the assessment and measure more than simple recall.

Another item asked DACs whether the assessment provided an accurate measure of the schools’ achievement of the reform’s academic expectations. Approximately three of every four DACs felt that it did. Of those who did not, the reasons included student motivation, the system for sampling test items, the impact of small class sizes (only one student taking an item), and regional differences that impact opportunity to learn.

Another item asked DACs to recommend changes to the assessment and accountability system. The DACs made several suggestions. Many dealt with student motivation and tracking students to measure growth. Other suggestions included rotating portfolios among math, science, and social studies so that more teachers would be involved in the effort, doing away with portfolios and adding emphasis to the on-demand prompts, addressing the problem of stable vs. transient populations, spreading out high school

testing to more evenly involve all grades, and using technology to shorten the turnaround time for reporting results. Another suggestion was that no changes be made in the Long-Term Accountability Model until it has been in place long enough to determine whether or not it is working.

DACs were asked whether the norm-referenced part of the assessment should be included in the accountability index. Eighteen of the twenty respondents said yes. Their reasons included, if they are tested, the scores should count, more grades – and students – will be included in the accountability, these tests will add emphasis to basic skills, and this will provide some comparison to national standards. The two who disagreed felt that inclusion of these tests would cause schools to spend time on test-taking skills that were not related to the higher order learning skills emphasized in the reform.

A further item on the survey asked whether schools had adopted a curriculum that was related to the reform's academic expectations. Two schools reported that they had not developed a curriculum based on the academic expectations. Their curricula were based on the Program of Studies and on the Core Content for Assessment. Since these documents are based on the academic expectations, and since all other schools stated that they had developed their curricula on the academic expectations by utilizing the Program of Studies and the Core Content, it can be inferred that the curriculum development work done by KDE has had a large impact on what is being taught in the schools.

Many schools have not made any changes to accommodate norm-referenced testing. Those that have paid attention to the issue have reviewed their work to ensure that the basic skills are covered in their classes. A few have spent some time teaching test-taking strategies and have used more multiple-choice tests in their instruction.

DACs were asked whether the curriculum had been narrowed at the assessment grades to accommodate state testing. Eight reported that the curriculum had not been narrowed, eleven reported that it had, and one would only say that the schools taught the core content for instruction. In some respects, these responses are based on the interpretation of "narrowing." Narrowing has been looked upon as a positive consequence because it has required the school to focus on important aspects of the curriculum. Many report that the narrowing is forced by the attention that must be placed on the portfolios. Some report

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narrowing because they must focus on the Core Content. Others report they are not narrowing because they are focusing on the Core Content. In other words, the Core Content is the principal force driving the curriculum, not the Program of Studies, the state mandated curriculum content.

DACs were asked what evidence they used, other than state test scores, when they said their schools were improving. Among the responses were that teachers were working together to improve the curriculum; students had better access to technology and were able to use it; other test scores; more parental involvement; and the results of student, parent, and community surveys.

Another item asked was if DACs considered that their districts were graduating better prepared students as a result of education reform. Eighteen said that they were. One said, in effect, that their graduates before education reform were quite satisfactory. Another stated that there was no research evidence on the issue since those students who started school in 1991, the year that reform began, had not yet graduated. Reasons why the schools felt that graduates were better prepared were related to improved skills in using technology, better writing skills (both creative and content related), improved faculty because of quality professional development, improved content preparation on the part of the students, and a broader perspective that will aid them in successful transition to adult life.

Finally, DACs were asked if and how assessment data were used to plan, develop, and implement change. All districts stated that the assessment data were used. The most prevalent response was that these data were the driving force in schools' and districts' consolidated planning efforts. The results gave direction to locally developed needs assessment procedures and helped to identify, and compensate for, gaps in the curriculum and instructional practices. The assessment data were vital in determining the direction and content of the professional development that the districts offered.

In addition to surveying DACs, the OEA monitoring team visited schools, spoke with administrators, and observed classroom instruction. Part of this visitation included leaving a survey for teachers and administrators to complete. These surveys covered the education reform initiatives. Five teachers, selected at random, and one administrator in each building visited were asked to complete and return the survey. The response rate for

teachers on the survey was 60.8 percent and for administrators it was 78.8 percent. There were five questions on the survey relating to assessment and accountability. Responses were reported on a five-point scale from strongly disagree (=1) to strongly agree (=5) and with a place to report if the item was not applicable to the respondent. The first item was, "The combination of a norm-referenced test, multiple-choice, open-response Kentucky items, on-demand prompts, and a writing portfolio tests what our school is trying to do." The mean response for teachers on this item was 4.02. Teacher responses of 82.3 percent were either agree or strongly agree, while only 6.3 percent stated that they disagreed or strongly disagreed and 9.8 percent were neutral. The mean response for administrators was 4.11, with 89.4 percent stating they agreed or strongly agreed, 4.8 percent responding they disagreed or strongly disagreed, and 5.8 percent checking the neutral response. Teachers were separated into three groups - elementary teachers, middle school teachers, and high school teachers - and the administrators were divided into two groups - elementary administrators and middle/high school administrators. The results for these subgroups were not markedly different than those for the total group.

The second item concerning assessment was, "In the statewide testing system, subjects are tested in the appropriate grade." For this item the mean response for all teachers was 3.46 with 59.3 percent responding agreed or strongly agreed, 21.4 percent responding neutral, and 19.1 percent selecting disagreed or strongly disagreed. The administrators had a mean value of 3.45, with 63.1 percent checking agreed or strongly agreed, 25.3 percent marking neutral, and 11.7 percent responding disagreed or strongly disagreed. Again, the level at which the individuals were employed did not make a great difference in their response.

The third item was, "The School has improved the curriculum because of the state's assessment and accountability system." On this item, the overall mean for teachers was 3.96 with 79.2 percent responding agreed or strongly agreed, 12.5 percent saying neutral, and 7.8 percent marking disagreed or strongly disagreed. On this item the high school teachers differed to an extent from the overall group. The mean for the high school teachers was 3.83 with 73.2 percent marking agreed or strongly agreed, 12.7 percent selecting neutral, and 12.7 percent marking disagreed or strongly disagreed. There was basically unanimity among the administrators with all having a mean value of 4.05, with

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83.5 percent saying agreed or strongly agreed, 8.7 percent marking neutral, and 7.8 percent responding disagreed or strongly disagreed.

The fourth item was, "I personally have improved the way I do my job because of the state's assessment and accountability system." There is a marked difference between the way the various groups of teachers and administrators responded to this question. The results are shown in the following table.

TEACHER CATEGORIES				ADMINISTRATOR CATEGORIES		
	EL	MS	HS		EL	MS/HS
A or SA	73.2%	80.6%	60.0%	A or SA	77.2%	67.5%
N	14.7%	10.4%	15.7%	N	17.5%	22.5%
D or SD	11.6%	9.0%	24.3%	D or SD	5.3%	10.0%
	EL	MS	HS		EL	MS/HS
Mean	3.79	3.94	3.56	Mean	4.00	3.78

The last question on the survey that related to assessment and accountability was, "Student learning has improved because of the state's assessment and accountability system." Here again, the high school teachers differed from the total group and the administrators differed. The results are shown in the table below.

TEACHER CATEGORIES			ADMINISTRATOR CATEGORIES		
	TOTAL	MS		EL	MS/HS
A or SA	50.4%	31.4%	A or SA	66.7%	57.5%
N	29.8%	40.0%	N	22.8%	32.5%
D or SD	19.6%	28.5%	D or SD	10.6%	10.0%
	EL	MS		EL	MS/HS
Mean	3.35	3.06	Mean	3.74	3.53

In general, administrators tend to be more positive on these items than do teachers. Both groups agree that the state assessment contains the right mix of item formats. They tend to be neutral to positive on whether subjects are tested in the appropriate grade. All groups are positive that the assessment and accountability system has helped improve the curriculum, although high school teachers are a little less positive than teachers as a whole or administrators. All groups respond positively that assessment and accountability have improved the way they did their jobs, except for high school teachers whose response is more neutral on this item. Most interesting is the high level of response of middle

school teachers to this item. Teachers tend to be neutral on the positive impact of the assessment and accountability system on student learning, as are middle and high school administrators. Elementary principals tend to be more positive on this item.

In addition to responding to specific questions on the survey, the teachers and administrators had the opportunity to make comments. There were several comments in the area of assessment and accountability, many of which parallel the comments made by DACs.

Some of the comments can be interpreted as showing that all teachers and administrators are not up to date on the latest developments in the assessment and accountability system. There are suggestions that intermediate steps be made in the novice and apprentice categories; this is part of the new system. Other suggestions are for fewer pieces in the writing portfolio (done) and better timing for reporting the results. By law, results are due in the schools by September 15 following spring administration. Ideally the results should be earlier, but an assessment of the nature and complexity of the KCCT takes a great deal of time to score and analyze. One factor that adds to the length of time needed to process the KCCT is the timeliness of the return of the test materials from schools and districts and the orderliness and condition in which they are returned. This is a monumental task, and schools and districts must realize its importance. Much of the burden for this falls on the DACs. These persons need adequate training, resources, time, space, and personnel to meet their responsibilities. A school's, and therefore, a district's results may well depend on the way DACs accomplish the job. Furthermore, the whole integrity of the system depends on the ease with which the contractor can meet its obligations.

Another concern expressed by teachers and administrators is that the burden for scoring portfolios lies on the language arts or writing teachers. The KBE, by regulation, has limited the number of portfolio pieces any one individual must read. This was done to encourage schools to broaden the participation in the scoring effort.

Other issues raised by teachers and administrators dealt with the impact of transiency, small class sizes (especially with the inclusion of special education students in the testing), and the impact of students who were eligible for free or reduced price lunch. Other suggestions include administering the on-demand writing prompt as the first

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component of the test while students are fresh, eliminating the on-demand portion of the test and basing the writing score on the portfolio, and eliminating the portfolios and basing the writing score on the on-demand task. One reason given for eliminating the portfolio from the assessment was that the pieces were so worked over and had so much input that they might very well not represent the student's true writing ability.

The on-going issues of judging schools by comparing different classes of students and the lack of student accountability in the system were included in the teachers' and administrators' comments. Another issue raised concerned the fourth grade. Several respondents stated that the fourth grade was a major transition year for students. The change from primary to intermediate school created many pressures. To add to this, the portfolio work and the accountability testing pushed these students too far. As one person making comments stated, "Childhood should be a journey, not a race," and "You can't make a flower bloom by pulling on its petals."

Several people used the term "developmentally appropriate." It was used in relation to middle school science. Persons making comments felt that eighth grade students were more ready to perform the tasks required in the middle school science test than were seventh grade students. But most often, the term "developmentally appropriate" was raised in relation to fourth grade writing. Many respondents stated that fourth grade students were not, in general, developmentally able to produce high level samples for some of the types of writing exercises. This same comment was made by teachers and administrators surveyed during the 1998-99 monitoring visits conducted by OEA and was mentioned in last year's annual report. OEA does not have the expertise on this issue to render a judgement, but can only suggest that this issue needs further study.

Another issue was raised during the OEA monitoring visits. Some districts are seeing an influx of students for whom English is not the primary language. The guidelines for the state assessment system are that these students are exempt from the system until they have attended an English-speaking school for two or more years. Recent Federal Title I requirements are that such students be exempt for one year. Either of these guidelines may be adequate for children who have come from schools in non-English speaking nations. The situation is, however, that the children are coming to school without any educational background. They are placed in age appropriate grades and given some

special help but one, or even two, years of this special help is not sufficient for them to perform on the state assessment. Education officials, at all levels, must take cognizance of this issue and identify a solution.

In addition to interviewing and surveying administrators and teachers, 2 EA staff observed classes and instruction. A disturbing element was noted during the visits. Instead of motivating student learning by valuing what was being taught, teachers were saying, in effect, that the test was driving instruction. The test has been designed to measure what the Commonwealth has determined to be valuable knowledge and skills. If the test adequately measures the goals of education, is it proper to teach the test but not teach students that the test is directing their education – especially if they are not accountable for their test scores.

2 EA staff often heard of how schools were “teaching the core content.” The Kentucky Program of Studies contains the curriculum required by regulation for the schools. The Core Content for Assessment is a subset of the Program of Studies. A school teaching only the Core Content is not following regulation.

The whole emphasis needs to shift. For too long the emphasis has been on the test. The emphasis needs to be on what subject matter is taught and how it is communicated to students.

**R ECOMMENDATIONS.** When reporting student results, KDE should provide scale scores for student performance. With some effort, the public can be taught to understand scale scores. There is currently confusion with the Annual State Percentile Scores. At the upper end of the scale different students may have the same percentile rank but do not have the same performance designation. In addition, reporting percentiles, which rank students, in a performance based system can lead to confusion.

The sanctions imposed on persons who violate the administration code for the state assessment should be reviewed to determine if they are sufficient deterrents to unprofessional and inappropriate behavior on the part of schools and individuals.

KBE needs to begin an immediate review of 703 KAR 5:140, the School Report Card regulation, to address the serious flaws in that regulation as promulgated.



## *Assessment and Accountability Program*

The General Assembly should review the provisions in House Bill 53 concerning the public reporting of the school report card and should amend the law to provide other ways for schools and districts to provide information about school performance to the general public.

Further analysis of the NTAPAA survey on student motivation should be undertaken to determine whether student attitudes are a statewide phenomenon or a function of individual schools. Based on this analysis, procedures for motivating students should be established if this is determined to be necessary.

The position of DAC must be recognized at the local level for its importance to the schools, district, and the whole assessment and accountability effort – and ultimately education reform. DACs must have adequate training and resources to accomplish their job. Coordinating the assessment should be the primary job of the person holding the position, especially during critical times in the assessment cycle.

KDE, using both internal and external expertise, should review all components of the state assessment to ensure that each component is “developmentally appropriate.”

KDE, working with the schools, should review the message that teachers are receiving concerning what content they should teach and how they should teach that content.

State education officials, working with personnel from affected local districts, must determine the dimensions of the problem with students who have recently come from non-English speaking schools. These officials must actively cooperate with those administering federal programs to reach a research-based solution to assessing the performance of these children.

2 EA suggests a change in the accountability cycle. This could be accomplished without any other major changes to the system. The currently developed system uses two-year accountability cycles. This means that there will be seven cycles in the long-term accountability system. 2 EA’s suggestion is to move to a rolling accountability system and make every year the end of an accountability cycle. There are three reasons for this: (1) There is some evidence that schools do not necessarily put the same effort into the first year of the accountability cycle as they do after determining what they need to do. The push is in the second year to reach the school’s goal. Students are exposed to different

approaches to the test based on the particular year in the cycle. (2) As currently developed, major sanctions do not occur until approximately the third accountability cycle. This means that six years out of fourteen will pass before some things get serious. For some schools, there will not be enough time to recover and meet their goals. (3) The current system cannot exceed two-year cycles. Because the cycles do not overlap, this is the longest period between accountability points that is reasonable. One objection that is stated concerning the current system is that performance can be greatly influenced in a positive way by a superior class and in a negative way by an inferior class. Moving to a rolling average means that three or more classes can be included in the average without reducing the number of accountability cycles. This would reduce the influence of any particular class and provide a smoother picture of change in school performance.



# Education Professional Standards Board

**O**VERVIEW. The Education Professional Standards Board (EPSB) became an independent body as of July 1, 2000 by Executive Order of Governor Paul E. Patton. Under this order, the EPSB will have an executive director and a deputy executive director who will oversee the six divisions. These divisions are Education Preparation and Internship, Certification, Technology, Testing and Research, Legal Services, and Legislative and Public Relations. The directors of each division are to be appointed by the EPSB in conjunction with the executive director. In their January 1999 meeting, the EPSB 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 EPSB.*

1/99-7/00 Establish benchmarks for teacher and administrator standards, programs, the Kentucky Teacher Internship Program (KTIP) and Kentucky Principal Internship Program (KPIP), and continuing education options.

- Benchmark Committee established and meeting monthly since August 1999. Adopted the ASSUREance System for Teacher Quality as the foundation upon which to begin building benchmarks.
- Continuing education option (House Bill 305) developed and fully operational, with 55 teachers having completed rank change and/or certification renewal via this option to date.
- New accreditation emphases including diversity of faculty/students, field experiences, and institution-wide involvement delineated in Senate Bill 77, as enacted by the 2000 General Assembly; will be incorporated into state accreditation requirements.
- New required PRAXIS cut-off scores, as approved by EPSB in May 1999, in effect as of January 2000.

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

- 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.

## *Education Professional Standards Board*

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

- Slated for incorporation into accreditation regulation 704 KAR 20:696, along with other accreditation stipulations delineated in Senate Bill 77, as enacted by the 2000 General Assembly.

*GOAL II: Support the Division of Minority Educator Recruitment and Retention (MERR), Office of Diversity, and other initiatives to increase the number of minority teachers and administrators in Kentucky.*

On-going      Staff working with MERR on assisting districts in establishing alternative routes to certification programs and on evaluating existing ones based on EPSB-approved accreditation standards.

- All three minority recruitment alternative route certification programs (Jefferson County, Fayette County, and Christian County) are being reviewed, with a report to be presented to EPSB in September 2000.

*GOAL III: 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.

- Nationally trained program reviewers, and state special education administrators and practitioners added to Folio Reading Committee; additional content program reviewers who are practitioners added to Program Review Committee.
- Division of Teacher Education and Kentucky Association of Colleges of Teacher Education co-sponsored spring 2000 conference, "Teachers for All Children."
- Senate Bill 77, enacted by the 2000 General Assembly, and the 2000-02 budget assign new responsibilities to EPSB and the Kentucky Department of Education (KDE) relative to ensuring teachers' mastery of content via expanded professional development opportunities and requirements for licensure renewal.
- Staff working with teachers, higher education faculty, parents, and KDE representatives to ensure that teachers of exceptional children are well versed in the core-curriculum and to address other issues of concerns; reports of EPSB activity made to KDE and the Office of Education Accountability.
- Pursuant to Senate Bill 77, universities/colleges preparing to implement alternative route certification programs for teachers and administrators; EPSB regulation delineating guidelines for these programs to be developed at July retreat.

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 Interdisciplinary Early Childhood Education (birth to primary), and technology education certificates should reduce the number of emergency certificates issued. Districts are given more flexibility in placing teachers with elective policies, which should reduce out-of-field assignments.
- Staff working with KDE personnel to implement new professional staff data (PSD) and certification data system, with new PSD form to be piloted during the 2000-01 school year.
- Senate Bill 77, enacted by the 2000 General Assembly, enables alternative routes to certification for administrators and military personnel. EPSB amendment to 704 KAR 20:120, which defines “out-of-field” teaching as being in a position for which one holds no certificate of legal qualifications, in regulatory process.
- 1999-2000 PSD audit report of persons teaching without proper certification made to KDE in May 2000.
- New policy of approval of waivers for teachers of exceptional children, contingent upon KDE recommendation, approved in May 2000.
- Committee to review all certifications and make recommendations to EPSB met in May 2000, with recommendations to be reviewed by EPSB in July.
- Review of need for additional PRAXIS exams discussed by Certification Committee in May 2000, with recommended changes to be reviewed by EPSB in July.
- Committee established to oversee preparation of Title II and state report cards documenting performance of teacher preparation programs and their students.
- Staff conducting study of effect of raise PRAXIS cut-off scores on teacher supply.

*GOAL IV: Every beginning teacher and administrator shall successfully complete a guided transition into the profession.*

- Funds received in 2000-02 budget to increase pay for resource teachers.

Ongoing      Increase recruitment efforts.

- Increased emphasis on Troops to Teachers recruitment. House Bill 76, enacted by the 2000 General Assembly, authorizes alternative route for certification of military personnel. To date, three military candidates certified via the exceptional work experience alternative option.

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

- Senate Bill 77, enacted by the 2000 General Assembly, requires “the development of incentives or rewards for faculty across the institution to participate in service activities to local schools” for participation in any teacher education trust fund.

## *Education Professional Standards Board*

*GOAL V: Every teacher and administrator shall maintain the standards of the profession through effective continuous growth.*

- Continuing education option.
- Approximately 1,000 teachers across Kentucky requested information and/or are participating in continuing education options; additional training sessions for participants and portfolio scores planned; 80 participants have had their portfolios scored and 55 of them have successfully met all requirements.

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

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

*GOAL VI: 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.
- Areas identified by staff for immediate research include evaluation of work experience alternative certification route; evaluation of KTIP/KPIP; and relationship among teacher preparation, teacher assessment, KTIP, professional development, and student achievement.

On-going      Establish database.

- Staff collaborating with Steve Clements, KDE, regarding integration of all existing databases. EPSB approved in January 2000 participation with KDE and Council for Postsecondary Education (CPE) in establishing over-arching portal data system linking EPSB, KDE, CPE, Association of Independent Kentucky Colleges and Universities, the institutions, and local school districts. Funding for same in EPSB's 2000-02 budget. Revamping of PSD and certification databases are first priority and work to accomplish same underway as of June 2000.

*GOAL VII: The efficient and effective operation of the EPSB 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; subsumed within portal data system design and implementation.

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

- Regulation revision and repeal currently in process.
- EPSB related legislation as enacted by 2000 General Assembly.
- Senate Bill 77 - Teacher Quality Issues.
- House Bill 25 – National Board for Professional Teaching Standards.
- House Bill 161 – Speech Pathology Assistants.
- House Bill 76 - Troops to Teachers Alternative Route to Certification.
- House Bill 623 – Disciplinary Action re. Certified Personnel Defined.
- House Bill 739 – Rehiring of Retired Teachers in shortage Areas.

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

- 2000-2002 budget, as approved by the 2000 General Assembly, includes additional support for the EPSB and funding for the data system, NBPTS certification, professional development opportunities, academies, resource and supervisory teachers, and teachers/administrators who serve as educational mentors.

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

- EPSB/Office of Teacher Education and Certification (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 2 weeks (down from 12 weeks this time last year).

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 Southern Regional Education Board 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.



## *Education Professional Standards Board*

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. Through June 2001, there were 1,000 candidates seeking information on this method of rank change and 55 completed the rank change.

In alternative routes to certification, there have been 28 candidates who have been certified by the Exceptional Work Experience 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.

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, 177 of these cases were handled from July 1, 1998 through June 30, 1999. There are 131 revocation and character/fitness cases pending. During 1999-00, the OTEC received 196 reports of possible misconduct.

To facilitate the handling of its caseload, the EPSB has 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 8 persons with expired certificates and 15 persons not certified. In addition to this, there were 62 persons teaching out of their field. These data have been referred to the Commissioner for action.

Local school districts continue to report that finding substitute teachers is a severe problem. To help alleviate this problem the EPSB has opened the Emergency

Local school districts continue to report that finding substitute teachers is a severe problem. To help alleviate this problem the EPSB has opened the Emergency Non-Certified School Personnel Program to all districts. The purpose of this program is to allow persons 25 years of age and older to serve as teacher substitutes after local district training. This program is covered under 704 KAR 20:210. Currently the EPSB has approved applications for participation of 26 school districts. The deadline for application to this program has been extended until December 15, 2000, so that other districts may still apply to participate.

**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 429 principal candidates during 1999-00. The required 85 percent score was achieved on the test by 355 candidates. The remaining 18 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 1999-00 school year, 228 principals served in an internship program.

**R ECOMMENDATIONS.** A review of the performance of each institution preparing teachers should be undertaken as to the success its candidates have on the PRAXIS assessments. There should also be a detailed study of the certificate areas in which there are teacher shortages, e.g. as determined by KDE per Senate Bill 77, in order to determine how severe shortages are in Kentucky. This study should include currently certified persons, those in preparation programs, and the needs of the individual school districts. In addition, the reported shortage of substitute teachers continues to be a critical problem statewide. The EPSB should conduct a study of this issue to determine the depth of this problem.

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*

**O** **VERVIEW.** Since the issuance of new federal special education regulations on March 11, 1999, the Kentucky Department of Education (KDE), Division for Exceptional Children Services (DECS), has been engaged in the process of rewriting Kentucky's parallel regulations. The process has been an open one, with input solicited from the various constituencies through the Regulations Advisory Committee and public hearings. The final set of regulations appears less proscriptive than those in prior years. Some parent groups fear these new regulations represent a reduction in the standards that will ultimately result in lower quality services for special education students. Proponents of the new regulations believe that they will result in improved special education services, as there will be an increased emphasis on quality outcomes. Because of the changed focus, it will be necessary to scrutinize outcome data in future years to determine the success of special education services in Kentucky.

In 1999 DECS received a five-year State Improvement Grant (SIG) from the federal government. The \$1 million per year grant has the broad purpose of improving learning results for Kentucky's students with disabilities. DECS has focused on three major performance goals: increasing the effectiveness of early intervention, generally improving educational results for students with disabilities, and increasing successful transition from high school. Using SIG funding, 1,300 professionals and 500 parents have participated in professional development and training activities. Second-year funding has been approved by the United States Department of Education. As with the new regulations, outcome data will need to be evaluated in the near future to determine the success of Kentucky's efforts.

There is ongoing implementation of House Bill 519, enacted during the 1998 Regular Session of the General Assembly and designed to improve educational services for special education students. DECS continues to participate in training and professional development efforts designed to ensure that students' Individual Education Plans (IEPs) are based on Kentucky's core curriculum. This includes training in specific content areas as well as training on instructional strategies. DECS is also continuing its work with Institutions of Higher Education and the Education Professional Standards Board to improve teacher preparation related to students with disabilities and to consider strategies to reduce the number of emergency and probationary certified special education teachers.

No problems have been reported in implementation of the House Bill 519 definition of developmental delay.

A key component of House Bill 519 was the creation of the Special Education Mentor program which was designed to place highly skilled special educators in “districts whose special education programs are found to be noncompliant with state or federal requirements.” KRS 157.197(1). Funding was provided for two full-time mentors. The statute requires that the mentors complete an intensive training program prior to assignment and have broad powers in the districts in which they are placed. KRS 157.197. As required by the statute, DECS implemented the program for the 1999-00 school year. Two mentors were recruited, with one being placed in Fayette County and the other being divided between the Kentucky School for the Blind (KSB) and the Kentucky School for the Deaf (KSD). Both mentors served during the 1999-00 school year.

While it appears from reports prepared by the mentors that they provided valuable services to the programs to which they were assigned, some issues are presented about implementation efforts. First, although the legislation requires that the mentors complete an intensive training program, it appears that the training effort consisted of partial participation in the KDE-sponsored Highly Skilled Educator training. Because the powers of, and expectations for, the mentor are substantial, full participation in the training module, at minimum, would appear to be critical. Second, questions are presented regarding the placement of a mentor at KSB and KSD. House Bill 519 appears to contemplate placement of the mentors in local districts. KRS 157.197(1); KRS 157.224. KSB and KSD are not local school districts; they are organizational units of KDE. While it is acknowledged that both programs are performing substantially below expectations, both programs are also under the direct control and management of KDE. Thus it would appear that their difficulties should be managed internally by KDE, rather than by utilizing the scarce resources of the two-person Special Education Mentor program.

During the 1999-00 year, much of DECS’ focus, by necessity, was directed towards finalizing Kentucky’s special education regulations. Concomitant efforts were undertaken to revamp the monitoring process and develop model due process forms which can be voluntarily used by local school districts. These legal and due process efforts forecast

DECS' goals for the 2000-01 school year—to establish baseline data for the new monitoring process and implement (presumably, provide training for) the new regulations and forms. DECS will also finalize and begin implementation of its strategic plan to address the needs of its constituent students.

With regards to district monitoring and compliance, OEA staff visited 22 school districts during the 1999-00 school year. The directors of special education (DOSE) and a sampling of teachers were interviewed in each district. In 12 districts, the DOSEs indicated that, "full collaboration" is the preferred service delivery model, and in the remaining 10 districts, collaboration is used for some levels of instruction. According to the DOSEs, 12 districts use the core content to develop all IEPs and in 10 districts, this is still an evolving process. In the sampling of teachers interviewed, 40 special education teachers were not fully certified.

OEA staff interviewed 49 special education teachers in these 22 districts. Of those, 44 teachers reported that they are using the core content to develop IEPs, and 5 stated that this is still not the norm. In addition, 32 teachers reported that they are involved in collaboration for a majority of their day, while 17 teachers reported being partially involved.

In addition to OEA's direct monitoring efforts, KDE documents were reviewed for complaint resolution issues – 68 districts were involved in complaint resolution efforts through DECS. Additionally, 44 hearing requests were filed against 30 separate districts, a slight decrease from the 49 hearings requested during the prior year. Of these 44 requests, 21 were cancelled, a usual indication that a settlement was entered into prior to the hearing. In 6 of the remaining cases, a hearing decision was entered and one of these was appealed to the administrative appeals board. The remaining 17 cases are still pending and the timelines on some appear problematic, in view of the federally mandated 45-day limit on hearing decisions. These include cases where the timelines expired in November and December 1999, and in January, March, April, and May 2000. Although timelines are often extended pending settlement negotiations, there are no indications in many of these cases that extensions have been sought or are being monitored.

In addition to the hearing requests, 88 formal complaints (as contrasted with 97 for the prior year) were filed with DECS involving 50 of the 68 districts mentioned above.

Through DECS' early resolution mechanism, 36 of these were resolved by agreement of the parties, thus relieving DECS of the obligation to formally investigate the complaints. The remaining 52 complaints are in various stages of completion, with reports having been mailed in 23 cases and apparent timeline problems in at least 27 instances.

Mediation was sought through DECS in 25 instances involving 21 districts during the 1999-00 school year. Mediation, an effective dispute resolution mechanism, can be substantially less stressful and expensive than a due process hearing. DECS' efforts to publicize the availability of mediation and to maintain a well-trained cadre of mediators are to be commended. The 25 current requests contrast to the 10 requests received during the prior school year, an indication that DECS' efforts are proving successful.

**R**ECOMMENDATIONS. Continued implementation of the Special Education Mentor program should be carefully monitored. While the first year of virtually any new program can be expected to be problematic, the Mentor program is one that can be especially valuable if start-up problems can be resolved and assignments are carefully selected.

Timeline problems with due process hearings and formal complaints have always plagued DECS. These difficulties continue. In part, this might result from staffing changes during the year and can be expected to improve as the new staff have an opportunity to refine the system. However, since complaints and hearings usually involve current programming for students, additional resources may need to be devoted to ensure that complaints and hearings do not extend beyond the time when resolution is virtually a moot issue.

# Extended School Services

**O** **VERVIEW.** 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 2001 total appropriation for ESS is \$36,408,100 and decreases slightly to \$36,398,800 for FY 2002. Roughly one-third (202,654) of Kentucky's public school students were served by ESS in the 1998-99 school year.

Annual grants are awarded to school districts using a formula based on 50 percent average daily attendance; the remaining 50 percent comes from CATS scores, dropout rates, and percentage of free and reduced lunch eligibility. Districts and schools 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.

**D** **ISTRICT MONITORING.** The Office of Education Accountability (OEA) conducted monitoring visits in 22 districts during the 1999-00 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



## *Extended School Services*

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 50 percent at all levels and numbered over 500 between administrators and teachers.

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?

	YES	NO
Elementary Administrators	100.0%	0.0%
Middle/High Administrators	95.0%	5.0%
Elementary Teachers	99.6%	0.4%
Middle School Teachers	98.5%	1.5%
High School Teachers	95.8%	4.2%

Statements 2-6 included a scale whereby participants were to respond: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree. "NA" responses were disregarded in calculating means.

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

A total of 395 teachers responded to the survey with 69.9 percent agreeing with the statement, up from 63.2 percent agreeing with the same statement in 1998-99. On the five-point scale the mean rating was 3.81, up from 3.64 last year. Among elementary teachers, the agreement rate improved from 70.9 percent to 72.9 percent. Middle school teachers also improved their perception rate for the program from a mean of 3.43 in 1998-99 to 3.68 in 1999-00. High school teachers also improved their perception of the program as a contributor to student academic success moving from a mean of 3.41 to 3.58. This improvement in perception of the program as a contributor to student performance among all levels of teachers is encouraging, especially with a new and larger sample of districts and schools. The number of teachers responding increased from 291 to 395 over the one-year period.

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
		All	EL	MS	HS			All	EL	MS/HS
Frequencies	NA	14	12	1	1	Frequencies	NA	1	1	0
	1	4	2	1	1		1	0	0	0
	2	25	10	8	6		2	6	2	3
	3	76	46	11	19		3	11	5	5
	4	209	137	36	35		4	61	30	27
	5	67	51	9	6		5	20	18	1
		All	EL	MS	HS			All	EL	MS/HS
Mean		3.81	3.91	3.68	3.58	Mean		3.97	4.16	3.72
		All	EL	MS	HS			All	EL	MS/HS
Percentages	NA	3.5%	4.7%	1.5%	1.5%	Percentages	NA	1.0%	1.8%	0.0%
	1	1.0%	0.8%	1.5%	1.5%		1	0.0%	0.0%	0.0%
	2	6.3%	3.9%	12.1%	8.8%		2	6.1%	3.6%	8.3%
	3	19.2%	17.8%	16.7%	27.9%		3	11.1%	8.9%	13.9%
	4	52.9%	53.1%	54.5%	51.5%		4	61.6%	53.6%	75.0%
	5	17.0%	19.8%	13.6%	8.8%		5	20.2%	32.1%	2.8%
Total Responses		395	258	66	68	Total Responses		99	56	36

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personnel, it was believed that finding enough teachers to assist students outside the school day was difficult. The data included here indicate otherwise.

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	0	0	0	0		NA	0	0	0
	1	7	6	1	0		1	1	1	0
	2	42	30	3	8		2	14	9	4
	3	87	46	18	22		3	23	12	8
	4	167	112	29	26		4	44	21	21
	5	91	64	14	12		5	20	14	5
		All	EL	MS	HS			All	EL	MS/HS
	Mean	3.74	3.77	3.80	3.62		Mean	3.67	3.67	3.71
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	0.0%	0.0%	0.0%	0.0%		NA	0.0%	0.0%	0.0%
	1	1.8%	2.3%	1.5%	0.0%		1	1.0%	1.8%	0.0%
	2	10.7%	11.6%	4.6%	11.8%		2	13.7%	15.8%	10.5%
	3	22.1%	17.8%	27.7%	32.4%		3	22.5%	21.1%	21.1%
	4	42.4%	43.4%	44.6%	38.2%		4	43.1%	36.8%	55.3%
	5	23.1%	24.8%	21.5%	17.6%		5	19.6%	24.6%	13.2%
Total Responses		394	258	65	68	Total Responses		102	57	38

Data from 102 administrator surveys seemed to validate strong agreement with teacher surveys - that among middle and high school respondents, enough capable teachers are staffing the program. According to thorough review of consolidated plans among monitored districts, ESS is becoming a more effective tool in assisting students to meet expected outcomes. Also as a result of this review, it appears that planning is more inclusive and better coordinated.

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

Of all 393 respondents to this item, 7 out of 10 believed that the most needy students are receiving services from the ESS program. Among the 257 elementary respondents, over 8 of 10 believed the statement to be true. However, at the high school level, less than 1 in 3 indicated the most needy students are receiving the service. This improves somewhat at the middle school, as 2 out of 3 teachers surveyed believed the statement to be true. It is well known that high school students become more involved in activities outside school

that may sway their attention from academics; however, this should signal to the Kentucky Department of Education (KDE) and school district personnel that not enough is being done to direct the most needy students toward the service. This may become more crucial as long-term accountability begins this year and schools will have to pay more attention to each student not meeting the goal of proficiency. Lower performing schools will be subjected to scholastic audits beginning this fall which will require the school to demonstrate efficient and effective use of supporting resources such as ESS.

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	0	0	0	0		NA	0	0	0
	1	6	3	1	2		1	0	0	0
	2	61	23	16	21		2	13	5	8
	3	50	23	4	23		3	10	3	7
	4	190	135	35	18		4	57	33	19
	5	86	73	9	4		5	22	16	4
		All	EL	MS	HS			All	EL	MS/HS
	Mean	3.74	3.98	3.54	3.01		Mean	3.86	4.05	3.50
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	0.0%	0.0%	0.0%	0.0%		NA	0.0%	0.0%	0.0%
	1	1.5%	1.2%	1.5%	2.9%		1	0.0%	0.0%	0.0%
	2	15.5%	8.9%	24.6%	30.9%		2	12.7%	8.8%	21.1%
	3	12.7%	8.9%	6.2%	33.8%		3	9.8%	5.3%	18.4%
	4	48.3%	52.5%	53.8%	26.5%		4	55.9%	57.9%	50.0%
	5	21.9%	28.4%	13.8%	5.9%		5	21.6%	28.1%	10.5%
Total Responses		393	257	65	68	Total Responses		102	57	38

improvement is occurring. Districts have the option of providing transportation; however, funding does not make provisions for districts that may be disadvantaged, or have greater and more challenging terrain to serve. As long-term accountability takes hold, it may be prudent for the Kentucky Board of Education (KBE) to reconsider the funding formula and disburse more funding to districts who can demonstrate that transportation expenses prohibit them from serving all children who may be academically deficient.

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	13	9	1	3		NA	8	3	5
	1	122	85	17	19		1	35	22	10
	2	126	78	24	23		2	31	18	12
	3	42	23	7	11		3	8	1	5
	4	50	34	8	8		4	12	7	4
	5	42	29	9	4		5	8	6	2
		All	EL	MS	HS			All	EL	MS/HS
Mean		2.38	2.37	2.51	2.31	Mean		2.22	2.20	2.27
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	3.3%	3.5%	1.5%	4.4%		NA	7.8%	5.3%	13.2%
	1	30.9%	32.9%	25.8%	27.9%		1	34.3%	38.6%	26.3%
	2	31.9%	30.2%	36.4%	33.8%		2	30.4%	31.6%	31.6%
	3	10.6%	8.9%	10.6%	16.2%		3	7.8%	1.8%	13.2%
	4	12.7%	13.2%	12.1%	11.8%		4	11.8%	12.3%	10.5%
	5	10.6%	11.2%	13.6%	5.9%		5	7.8%	10.5%	5.3%
Total Responses		395	258	66	68	Total Responses		102	57	38

Of all administrators, 64.7 percent disagreed with the statement that the lack of transportation prevents many needy students from participating. This figure is diminished at the high school level where many students have their own transportation. OEA has observed that districts are making every effort to provide transportation when economically feasible. Districts' spending percentage for transportation ranged from zero to more than one-third of their total ESS budget.

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

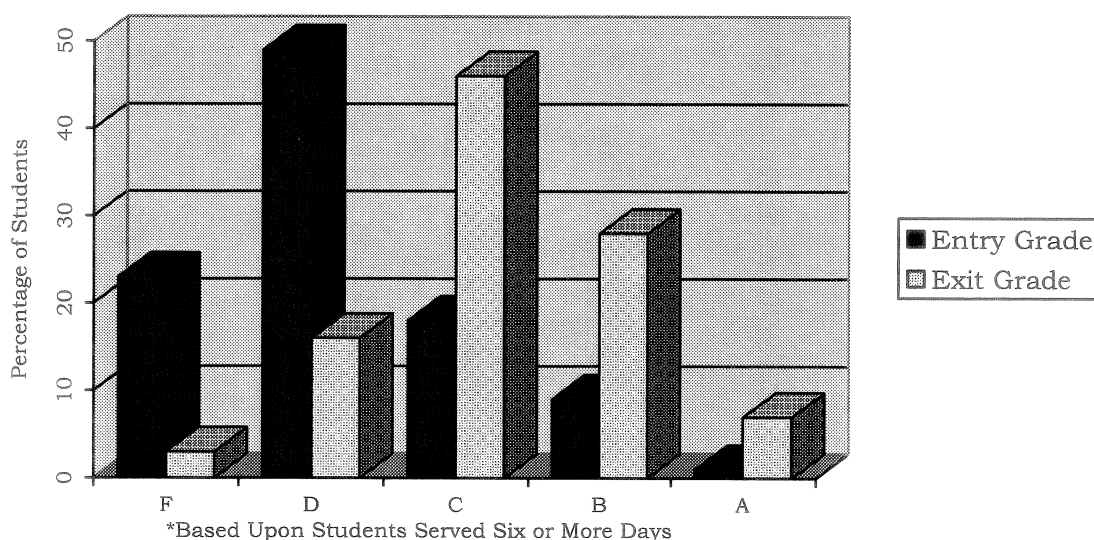
Of 394 teacher respondents to this item, 85 percent agreed the program is properly administered in their building. Similar agreement rates occurred at all levels among

teachers. This is an improvement of 7 percent since last year's sample was taken. With the inception of consolidated planning, schools are demonstrating more responsibility in efficient use of ESS funds with a keen eye toward lower performing children. In many ESS sessions observed by OEA last year, students and teachers take the sessions seriously and transition is smooth at the end of the day into ESS sessions. Although, some sessions were concentrating on homework, teachers and tutors were also responding to classroom teacher referrals for needed attention in certain skill areas and writing portfolio work.

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	0	0	0	0		NA	0	0	0
	1	4	1	3	0		1	0	0	0
	2	13	6	4	3		2	1	0	1
	3	42	21	7	13		3	4	2	2
	4	193	127	32	33		4	56	31	20
	5	142	103	19	19		5	41	24	15
	All	EL	MS	HS		All	EL	MS/HS		
Mean	4.16	4.26	3.92	4.00	Mean	4.34	4.39	4.29		
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	0.0%	0.0%	0.0%	0.0%		NA	0.0%	0.0%	0.0%
	1	1.0%	0.4%	4.6%	0.0%		1	0.0%	0.0%	0.0%
	2	3.3%	2.3%	6.2%	4.4%		2	1.0%	0.0%	2.6%
	3	10.7%	8.1%	10.8%	19.1%		3	3.9%	3.5%	5.3%
	4	49.0%	49.2%	49.2%	48.5%		4	54.9%	54.4%	52.6%
	5	36.0%	39.9%	29.2%	27.9%		5	40.2%	42.1%	39.5%
Total Responses	394	258	65	68	Total Responses	102	57	38		

81 percent of all students attending ESS programs six or more days were noted to improve one or more letter grades in their primary subject of focus while at least 18 percent maintained their prior grade. Less than 1 percent of all students participating in ESS programs for six or more days were reported to have decreased one or more letter grades. It is significant to note that in both the primary and secondary subject of focus, 90 percent of students served six or more days entered with grades of C's or lower which would seem to indicate that ESS is serving primarily students at risk of failure.

**FIGURE 1**  
**STUDENT ACHIEVEMENT LEVEL FOR ESS PRIMARY**  
**LEARNING GOAL REGULAR TERM 1999-00\***



In addition to letter grade improvement, additional qualitative impact data were gathered on students who attended ESS programs six or more days. Teachers reported that 25,631 students were noted to have been promoted or to have graduated on time as the result of having participated in ESS programs. It is important to note that this total is in addition to the number of students reported each year to graduate or be promoted during summer term programs. The referring teachers for ESS students also noted continued benefits in the areas of increased class participation and completion of homework assignments.

**TABLE 1  
OTHER GOALS ACHIEVED\***

	PERCENTAGE OF STUDENTS
Graduated from High School	2%
Promoted to Next Grade Level	21%
Improved Attendance	6%
Completing More Homework	32%
Increased Class Participation	37%

\*Based on students served 6 or more days.

The total number of students served (163,569) is a slight decrease from the 1998-99 regular school term. However, increases in the number of students served were noted at the Primary, Grade 6, Grade 7, Grade 8, Grade 9, and Grade 10 levels. The most significant decreases were noted at the Grade 4 and Grade 11 levels. Approximately 49 percent of all students served are found in the Primary through Grade 6, while 27 percent and 24 percent respectively were served in Grades 7-9 and 10-12.

**TABLE 2  
ESS STUDENTS SERVED**

GRADE LEVEL	NUMBER OF STUDENTS
P1	3,962
P2	8,365
P3	10,988
P4	12,151
4	17,693
5	14,458
6	12,739
7	14,084
8	12,023
9	17,039
10	15,851
11	13,224
12	9,579
OU	1,413
<i>Total</i>	<i>163,569</i>

Demographic data collected during the regular school term have remained relatively stable over the past two years and continue to indicate that 51 percent of all students served were male while 49 percent were female. Male students outnumbered female students at



## *Extended School Services*

all grade levels except the secondary level where female students outnumbered male students in Grades 10-12. A further analysis of data indicates that a slightly larger percentage of female students were served on a short-term basis (1-5 days) than male students. Ethnic status data demonstrate that 85 percent of all students were Caucasian, while 15 percent were minority students. The number of students being transported by ESS programs (66,742 students) shows a slight decrease from the 1998-99 regular school term (67,016), although the overall percentage of students being transported (41 percent) remains relatively stable.

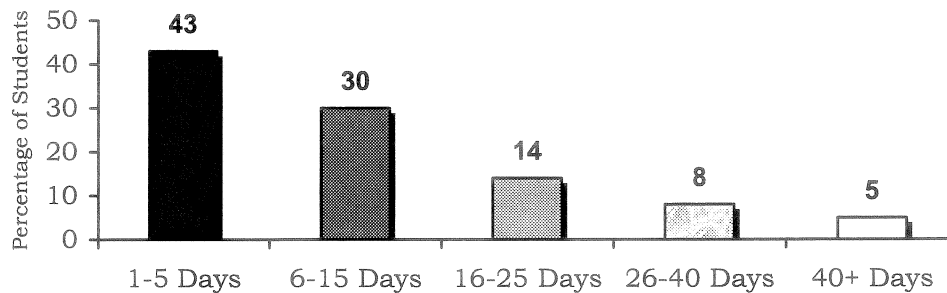
Slight decreases were noted in the number of students served by after school and before school programs, although after school programs continue to constitute the majority of all ESS program models. Slight increases were noted in the percentage of students served by Saturday, evening, and intersession programs. The most significant increases continue to be noted in the number of students served by intersession programs as several districts move toward alternative calendars.

**TABLE 3**  
**TYPE OF SERVICE DELIVERY MODEL**

	NUMBER OF STUDENTS	PERCENTAGE OF DISTRICTS
After School	131,715	98%
Before School	12,582	53%
Intersession	14,391	28%
Saturday	4,205	19%
Evening	3,102	22%

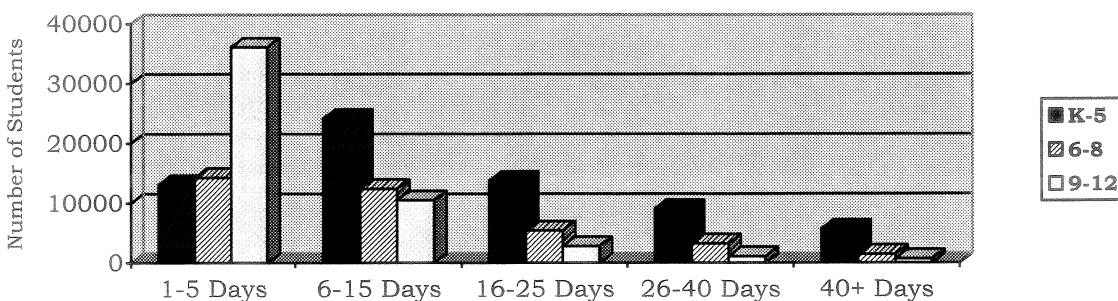
A continued emphasis toward both short- and long-term assistance programs was noted with 43 percent of all students being served from 1-5 days, 30 percent served 6-15 days, 14 percent served 16-25 days, 8 percent served 26-40 days, and 5 percent served more than 40 days.

**FIGURE 2**  
**LEVEL OF ATTENDANCE**



As has been noted in the past, there is a clear trend in grade level data that occurs at the middle school level where the emphasis changes from more of a long-term assistance program to a shorter duration program. In Primary through Grade 5, less than 25 percent of all students were served 5 or fewer days. In Primary through Grade 6, 32-49 percent of all students were served 16-40+ days. In Grades 9-12, less than 10 percent of all students were served 16 or more days.

**FIGURE 3**  
**LEVEL OF ATTENDANCE BY GRADE LEVEL**



Reading mathematics, written language, and science constitute the majority of goals for students being addressed by ESS programs throughout the state.

**TABLE 4  
SUBJECT OF FOCUS**

	<b>PRIMARY*</b>	<b>SECONDARY</b>
Reading	39%	15%
Mathematics	28%	43%
Written Language	16%	22%
Science	8%	8%
Social Studies	4%	8%
Arts and Humanities	2%	2%
Vocational Studies	1%	1%
Practical Living	1%	1%

\*Based on students served 6 or more days.

Significant highlights of goal-related data include:

- Approximately 75 percent of all students served six or more days at the Primary Program level were referred for assistance in the area of reading. This is a continued increase in the emphasis on reading goals from the prior year.
- Reading continued to be emphasized in Grade 4 (40 percent) with a major emphasis also noted in the area of written language (37 percent).
- The most significant emphasis on science was noted at Grades 9-11.
- As was noted during the 1996-97, 1997-98, and 1998-99 regular school term, mathematics became the major goal of emphasis in Grade 5 and remained the priority goal through high school with the exception of Grade 12 where an equal emphasis was placed upon written language skills.

**TABLE 5  
PRIMARY SUBJECT OF FOCUS BY GRADE LEVEL\***

	<b>PRIMARY – GRADE 5</b>	<b>GRADES 6 – 8</b>	<b>GRADES 9 – 12</b>
Reading	59%	23%	10%
Mathematics	19%	39%	38%
Written Language	14%	18%	18%
Science	3%	10%	17%
Social Studies	1%	7%	9%
Arts and Humanities	2%	2%	3%
Vocational Studies	1%	1%	4%
Practical Living	1%	<1%	1%

\*Percentages based on students served 6 or more days.

In terms of the types of assistance offered by ESS programs, re-teaching concepts/skills (75 percent) was identified as the major type of assistance provided to students followed by

homework assistance (50 percent), study skills instruction (31 percent), assessment preparation (30 percent), and counseling (3 percent).

**TABLE 6**  
**TYPES OF ASSISTANCE PROVIDED TO STUDENTS\***

Reteaching Concepts/Skills	75%
Homework Assistance	50%
Study Skills Instruction	31%
Assessment Preparation	30%
Counseling	3%

\*Percentages based on students served 6 or more days.

Re-teaching concepts/skills was listed as the primary type of assistance provided at the Primary through Grade 6 levels. Homework assistance was identified as the primary type of assistance provided for Grades 7-11. Study skills instruction appeared to receive the greatest amount of emphasis at Grades 4-7. Assessment preparation received the greatest emphasis at Grades 4, 5, and 7. As has been noted in the past, the majority of students were provided multiple types of assistance while being served by ESS programs throughout the state.

**TABLE 7**  
**TYPES OF ASSISTANCE PROVIDED TO STUDENTS BY GRADE LEVEL\***

	PRIMARY – GRADE 5	GRADES 6 – 8	GRADES 9 – 12
Reteaching Concepts/Skills	45%	34%	35%
Homework Assistance	19%	33%	36%
Study Skills Instruction	17%	17%	12%
Assessment Preparation	18%	14%	14%
Counseling	1%	2%	2%

\*Percentages based on students served 6 or more days.

In addition to being provided services by ESS programs, a number of students were reported to have been provided supportive services by other state and federal programs. The most frequently listed supplemental program was Title I (30 percent), followed by special education (5 percent), migrant education (1 percent), and English as a second language (<1 percent). An additional 4,597 ESS students were also reported to have been served by an ESS innovative grant.

**TABLE 8**  
**OTHER SERVICES PROVIDED TO ESS STUDENTS\***

	NUMBER OF STUDENTS
Title 1	48,728
Migrant Education	1,336
Special Education	8,154
ESL	605
Number of Students Also Participating in an Innovative Grant	4,597

\*Based on students served 6 or more days.

**RECOMMENDATIONS.** As scholastic audits become reality in the fall of 2000, it may be prudent for KBE to reconsider the ESS funding formula so that more needy schools (in terms of academics) are able to access a greater share. Currently, CATS scores only account for about one-sixth of the grant amount. Schools in the bottom third of performance on the regression model may need more resources to pull themselves up. A formula similar to the preschool funding model that sets aside a portion of the appropriation for mid-year adjustment may be appropriate for the period when schools receive performance reports. KBE may also need to consider a more equitable transportation adjustment in the ESS grant. In addition, KDE should consider allowing schools in geographically challenged areas to be reimbursed in a more equitable manner for transportation expenses, if indeed they are providing it.

It may also be prudent for KDE/ESS staff to shift focus toward lower performing schools within their regions and more closely monitor the efficiency of ESS expenditures. ESS staff participation in scholastic audits may be desirable.

Some models to increase motivation for student participation at the middle and high school level should be explored. In recent years, participation is reportedly good at the elementary level, but as students move into higher grades, participation falls off markedly. Ironically, these are also the levels where slippage occurs in the percentage of proficient student work.

KDE should be commended for the launching of a research project to measure ESS program effectiveness with Western Kentucky University, Loyola University, and the University of North Carolina. Implementation of recommendations should take priority when conclusions are finalized.

The time may have arrived for a review of hourly compensation and teacher load. Many teachers have been providing the service for the same amount for several years and have voiced this concern in the OEA monitoring visits. Again, as long-term accountability is on the horizon, it is essential that the best-trained teachers be fairly compensated. Overall, the local costs of operating ESS have steadily increased and the need has grown to serve more students, but the annual allocation has remained fairly constant.



# *Family Resource/Youth Services Centers*

**O** **VERVIEW.** The family resource and youth services centers' (FRYSC) initiative continues to be perceived as a highly effective KERA component. The intent of the legislation codified in KRS 156.497 is "to provide services which will enhance students' abilities to succeed in school." FRYSCs have become the buffering agency to ameliorate the increasingly difficult social and health issues that students face on a daily basis. The increasing importance of school success begins this year with the inception of long-term accountability expectations for schools. Since the inception of consolidated planning at the school level two years ago, this program has come to be included when schools design their plans to overcome factors that impede student success. The SEEK program continues to be successful in narrowing the resource gap between wealthy and poor districts; however, the 2000 Regular Session of the General Assembly took another step in narrowing this gap and increasing the number of eligible schools with the passage of House Bill 640. This legislation, which became effective July 15, 2000, made about 60 new schools eligible by expanding the minimum eligibility for a grant from 20 percent only free-lunch eligible enrollment to 20 percent free and reduced lunch enrollment.

For the first time since the inception of the program, the 2000 Regular Session also increased the base funding from \$200 per eligible pupil to \$205 for existing centers. The centers funded at \$90,000 in FY 1999 increased to \$92,250. The minimum grant was also increased from \$30,000 to \$33,000. Funding at this level allowed 51 new centers to begin operation on July 1, 2000, which were all new applications that had not received prior funding. The FRYSC appropriation increased from \$43,554,800 in FY 2000 to \$47,745,300 in FY 2001. The General Assembly's appropriation for 2002 will be increased to \$51,871,300 which should fund all eligible schools in the state. A unique situation has developed with the passage of the Safe Schools Act and the inception of more alternative schools. The question of whether these schools, on their own, are eligible for FRYSC grants is being addressed. If deemed eligible, this could slightly delay full funding for all eligible schools.

In FY 2001, Kentucky will have 702 FRYSCs serving 1,084 schools, encompassing approximately 93 percent of Kentucky's eligible schools. The total student population is in excess of 519,359, with approximately 45 percent eligible for free-school meals. There are 355 family resource centers (serving children through age 12), 205 youth services centers (serving children over 12), and 142 combined FRYSCs. The total amount of grants



## *Family Resource/Youth Services Centers*

awarded in FY 2001 is \$47,743,800. 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.

The FRYSC office in the Cabinet for Families and Children (CFC) continues to provide technical assistance and training for the local center staff and for school district personnel. This is achieved through the work of nine regional program managers, orientation for all new coordinators, and training events geared toward the needs of all center coordinators. The office also continues to have a role at the national level through a variety of family service networks. The Office of Performance Enhancement has begun contract monitoring as one-tenth of all contracts will be monitored for contract compliance. Partially due to the unique nature of school districts contracting directly with the CFC, some contract compliance issues have developed over the last year; most were resolved through negotiation.

In 1999, the Kentucky Department of Education (KDE), the CFC, and the FRYSC office entered into a partnership agreement with Communities in Schools (CIS). The partnership provides for the exchange of evaluation information and experience from the FRYSC initiative for CIS training and support in its areas of relevant expertise.

Although each center is expected to operate within the core components identified in the statute, implicit in the legislation and the philosophy of the 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.
- Child development education for new and expectant parents through home visits and group meetings.
- Family literacy services.
- 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 school community. 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 services 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. 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). 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 many FRYSC staff were involved in consolidated planning efforts which raised the awareness for school staff across all levels as to the FRYSC mission within education reform. Most all consolidated plans reviewed by OEA included reference to FRYSCs and clearly articulated their role in school improvement efforts.

OEA staff visited various schools with and without FRYSCs, and they randomly distributed survey forms in each school to at least five teachers and one administrator. A total of 338 teachers and 104 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

## *Family Resource/Youth Services Centers*

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?

In the 1999-00 school year, 401 teachers responded to the implementation question in the OEA survey, up from 291 the previous year. Improved familiarity with the program was indicated in the most recent year, moving from a positive response rate of 80.4 percent to 84.3 percent. This is to be expected as the FRYSC program becomes more prevalent and serves more eligible schools. Familiarity is much greater among teachers at the elementary schools. While only 9.3 percent at the elementary level reported being unfamiliar, almost one-fourth at the middle school and almost one-third at the high school reported being unfamiliar. At this time, it is unknown why this phenomena is occurring; however, the nature of younger children does require teachers to become more intimately involved with their social and health needs.

	YES	NO
Elementary Administrators	96.5%	3.5%
Middle/High Administrators	80.0%	20.0%
Elementary Teachers	90.7%	9.3%
Middle School Teachers	76.1%	23.9%
High School Teachers	69.0%	31.0%

Among the 104 administrator respondents, 90.4 percent reported being familiar with the program. But once again, 1 in 5 at the middle/high school level reported unfamiliarity compared to only 3.5 percent at the elementary level. The improvement in overall familiarity among administrators improved by 10 percent over the two-year period.

Statements 2-6 included a scale whereby participants were to respond: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and-5=strongly agree. "NA" responses were disregarded in calculating means.

### 2. FRYSCs are removing barriers to learning.

Of 338 responses from teachers, 75.1 percent agreed that FRYSCs are accomplishing what was intended in KRS 156.497. As stated earlier, this is being accomplished in a myriad of ways as each school is meeting the unique needs of its constituency. Once

again, perception of this accomplishment is stronger at the elementary school level, maybe because teachers at this level may be more intimately involved in their students' day-to-day impediments. In the 1998-99 survey of a different set of 22 school districts, agreement with this statement among teachers was only 54 percent. OEA will continue to track this performance trend in another set of school districts in 2000-01, as an additional \$4 million will fund new centers. Projections are to fund the remaining eligible schools in 2001-02, as the total annual appropriation reaches approximately \$52 million.

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
		All	EL	MS	HS			All	EL	MS/HS
Frequencies	NA	1	0	1	0	Frequencies	NA	0	0	0
	1	2	2	0	0		1	0	0	0
	2	19	10	3	5		2	4	2	0
	3	62	43	10	8		3	10	5	3
	4	206	137	34	34		4	61	35	24
	5	48	43	3	2		5	19	13	5
Mean		3.83	3.89	3.74	3.67	Mean		3.96	4.11	3.29
		All	EL	MS	HS			All	EL	MS/HS
Percentages	NA	0.3%	0.0%	2.0%	0.0%	Percentages	NA	0.0%	0.0%	0.0%
	1	0.6%	0.9%	0.0%	0.0%		1	0.0%	0.0%	0.0%
	2	5.6%	4.3%	5.9%	10.2%		2	4.3%	3.6%	0.0%
	3	18.3%	18.3%	19.6%	16.3%		3	10.6%	9.1%	9.4%
	4	60.9%	58.3%	66.7%	69.4%		4	64.9%	63.6%	75.0%
	5	14.2%	18.3%	5.9%	4.1%		5	20.2%	23.6%	15.6%
Total Responses		338	235	51	49	Total Responses		94	55	32

are mollified. More than three-quarters of teachers responding to this item agreed this is occurring. This is especially encouraging as teachers, especially at the middle and high school level where departmentalization is prevalent, are in agreement at this rate. Again, middle school teachers' agreement rate outpaced elementary and high school at a rate of 80 percent.

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
		All	EL	MS	HS			All	EL	MS/HS
Frequencies	NA	2	1	1	0	Frequencies	NA	1	0	1
	1	4	4	0	0		1	1	0	1
	2	15	12	1	2		2	5	2	1
	3	59	39	8	11		3	13	6	6
	4	193	132	33	26		4	46	33	10
	5	64	47	7	10		5	28	14	13
		All	EL	MS	HS			All	EL	MS/HS
Mean		3.89	3.88	3.94	3.90	Mean		4.02	4.07	4.06
		All	EL	MS	HS			All	EL	MS/HS
Percentages	NA	0.6%	0.4%	2.0%	0.0%	Percentages	NA	1.1%	0.0%	3.1%
	1	1.2%	1.7%	0.0%	0.0%		1	1.1%	0.0%	3.1%
	2	4.5%	5.1%	2.0%	4.1%		2	5.3%	3.6%	3.1%
	3	17.5%	16.6%	16.0%	22.4%		3	13.8%	10.9%	18.8%
	4	57.3%	56.2%	66.0%	53.1%		4	48.9%	60.0%	31.3%
	5	19.0%	20.0%	14.0%	20.4%		5	29.8%	25.5%	40.6%
Total Responses		337	235	50	49	Total Responses		94	55	32

Of the 94 administrator responses, almost 4 in 5 agreed that FRYSC staff were available to discuss student performance. Elementary administrators outpaced others in agreement by exceeding 85 percent.

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

Roughly 9 in 10 teachers surveyed agreed that FRYSC staff are ready and available to make home visits. This meets a crucial expectation of the FRYSC concept that staff must visit homes to make inferences about the economic, social, and health climate of families. Much insight can be gained about impediments to achievement that a team at the school level can use to make adjustments to students' instructional and other educational modality. Apparently, improvement is occurring in this area also, as teachers last year

agreed with the same statement at the 67.7 percent level. More study will be required as to the likeness of these two monitoring cohorts before large inferences could be made about improvement in program effectiveness.

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	4	2	2	0		NA	0	0	0
	1	0	0	0	0		1	1	0	0
	2	5	5	0	0		2	1	0	1
	3	25	8	7	8		3	5	1	3
	4	196	130	35	30		4	50	30	17
	5	106	89	6	11		5	37	24	11
	All	EL	MS	HS		All	EL	MS/HS		
Mean	4.21	4.31	3.98	4.06	Mean	4.29	4.42	4.19		
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	1.2%	0.9%	4.0%	0.0%		NA	0.0%	0.0%	0.0%
	1	0.0%	0.0%	0.0%	0.0%		1	1.1%	0.0%	0.0%
	2	1.5%	2.1%	0.0%	0.0%		2	1.1%	0.0%	3.1%
	3	7.4%	3.4%	14.0%	16.3%		3	5.3%	1.8%	9.4%
	4	58.3%	55.6%	70.0%	61.2%		4	53.2%	54.5%	53.1%
	5	31.5%	38.0%	12.0%	22.4%		5	39.4%	43.6%	34.4%
Total Responses	336	234	50	49	Total Responses	94	55	32		

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

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	2	1	1	0		NA	0	0	0
	1	1	1	0	0		1	0	0	0
	2	8	7	0	1		2	2	0	1
	3	47	27	11	7		3	5	1	4
	4	180	113	32	34		4	53	30	19
	5	97	84	6	7		5	34	24	8
		All	EL	MS	HS			All	EL	MS/HS
Mean		4.09	4.17	3.90	3.96	Mean		4.27	4.42	4.06
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	0.6%	0.4%	2.0%	0.0%		NA	0.0%	0.0%	0.0%
	1	0.3%	0.4%	0.0%	0.0%		1	0.0%	0.0%	0.0%
	2	2.4%	3.0%	0.0%	2.0%		2	2.1%	0.0%	3.1%
	3	14.0%	11.6%	22.0%	14.3%		3	5.3%	1.8%	12.5%
	4	53.7%	48.5%	64.0%	69.4%		4	56.4%	54.5%	59.4%
	5	29.0%	36.1%	12.0%	14.3%		5	36.2%	43.6%	25.0%
Total Responses		335	233	50	49	Total Responses		94	55	32

Given the “systemic” nature of KERA and the expectation that all 15 initiatives would supplement/complement each other, it is important to know whether teachers and administrators believe this is being achieved by the FRYSC component. Of the 335 teachers surveyed, 82.7 percent agreed that FRYSC staff were collaborating with other components such as extended school services, professional development, preschool, school-based decision making, etc. Although some teachers were neutral, almost none disagreed. The elementary level was again stronger in its perception; however, this is the level requiring more obvious coordination between providers to accomplish the goals of removing social and health barriers. Among all teachers, this item showed 17 percent improvement since last year’s survey when agreement among teacher was 65 percent.

FRYSC services provide a sharp contrast to pre-KERA when these services were fragmented or non-existent and many children were left without critical services.

Administrators should have a firm grasp on whether programs are communicating with each other to enhance services for children, as they are the point person for the total

school operation. Of the 94 surveyed, 92.6 percent agreed that FRYSC staff were collaborating and carrying their portion of the load.

According to the most recent Kentucky *KIDS Count Data Book*, some improvement has occurred since 1990. The percent of teens that are high school dropouts decreased from 12 to 11 percent between 1990 and 1997 while the national rate stayed at 10 percent. Also, the percent of teens between 16 and 19 that are not working and not in school decreased from 14 to 12 percent during the same period. CTBS (*Terra-Nova*) standardized test scores released by KDE on August 1, 2000 showed improvement for the state, most notable for Regions 6, 7, and 8 (all of which have high concentrations of poverty and present greater challenges to FRYSCs). Most notable was Region 8 which moved from a total battery composite of 47 in 1999 to 54 in 2000 at the end of primary level. All these indicated that the state is moving in the right direction and that the reforms enacted several years ago may be producing some desired results.

**R**ECOMMENDATIONS. FRYSCs have become one of the more popular programs in the reform movement since services that were lacking or fragmented prior to reform are now being provided. Evidence is mounting that these services are making a difference in academic performance in areas with high proportions of at-risk students. For this reason, the rollout should continue in a prompt manner to serve all eligible schools. While this is occurring, CFC in conjunction with KDE should set aside funding to undertake an aggressive research plan to validate the programs' effectiveness and fine-tune programming to meet the unique needs of schools.

CFC should clearly articulate its intent and authority in the contract with local school districts. Last year some problems began to surface whereby local school officials took license to interpret provisions in the contract clearly to their advantage, not considering the unique nature of the FRYSCs and the categorical source of funding. This problem may not be pervasive, but as shifts in demographics of schools occur, the question of whether reduction in force policies of local boards apply to FRYSC staff could become problematic if not clarified.





# Highly Skilled Educators

**OVERVIEW.** The program, currently called the Highly Skilled Educator Program, was created by the Kentucky Education Reform Act. The principle underlying the program 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. This outside assistance was to be provided by a cadre of experienced persons who meet a stringent set of standards. The role for the highly skilled educator (HSE) has been modified over time, based on legislative action, experience, and changes in education reform programs.

This past year has been a year of transition from the former KIRIS system to the new Commonwealth Accountability Testing System. As such, the principal activity of the HSEs has been to serve schools that have been identified as low-performing schools. The newest development that will have an impact on the program is the development and implementation of the Scholastic Audit. This program is described in the Assessment and Accountability section of this report. HSEs will have a major role in serving on Scholastic Audit teams. In addition, they will provide assistance to those schools whose scholastic audit call for outside aid. The HSEs have been, and are currently, undergoing training to prepare for these responsibilities.

Other activities in the program relate to issues that impact its operation. These issues, described below, have existed for several years in the program but have not yet had a final resolution.

One ongoing issue concerning HSEs is how they are treated by their local school system after their tenure is completed. On Wednesday, June 7, the Lexington Herald-Leader carried an Associated Press story under the headline: *Principal granted leave might not get job back.*

## ASSOCIATED PRESS

ASHLAND – The principal of Boyd County Middle School has been granted a leave to work one year, maybe two, in a special post for the Kentucky Department of Education. After that, her future is a question mark.

## *Highly Skilled Educators*

The department chose Sue Davis to be a “highly skilled educator,” part of a cadre of consultants working with schools that had done poorly on state assessments.

Boyd County Superintendent Bill Capehart said Davis can return at the end of her leave but is only guaranteed a teacher’s job. Davis contends she should be able to return to the principalship she has held since 1994.

“Highly skilled educators all over the state would not become highly skilled educators if they returned to a demotion,” Davis said.

Rather than have Capehart appoint an interim principal, the middle school’s site-based council opted to advertise for a permanent replacement. Chris Nolen, a teacher who is the council’s acting chairwoman, said that was on Capehart’s advice.

The council wants Davis back, Nolen said. But “it seemed quite obvious that (Capehart) would not place her back with us.”

Davis claims two laws entitle her to reclaim her job. One says a teacher or superintendent – it does not say principal – returning from leave shall resume the contract status held before the leave. The other says employees chosen as highly skilled educators shall lose no benefits.

Capehart, citing conversations with the school district’s lawyer, said Davis’ interpretation “is not exactly correct.” He also said he would not take money from the instructional budget to create a comparable position for Davis’ sake.

Lisa Gross, a spokeswoman for the Department of Education, said the agency interpreted the laws the same way as Davis.

There were 32 HSEs who left the position on June 30, having completed their two-year appointment. Of these, 17 returned to the district where they were employed before the selection, 7 became employed at other school districts, 4 retired, 2 went to other educational agencies, and data were not reported for the remaining 2. Of the 9 returning persons who had been teachers when they became HSEs, 6 had been building administrators and 2 were central office personnel. Of the teachers, 5 returned to the classroom, 1 became a building administrator, and 3 moved to the central office. While 3 of the building administrators returned to their respective positions, 3 others obtained positions in the central office. The 2 central office employees returned to the central office. For those persons who changed districts, 3 teachers became building administrators,

1 teacher went to a central office, 1 teacher went to another educational agency, 1 building administrator took a central office position, and 1 building administrator moved to another educational agency.

A new class of 32 HSEs began their tenure on July 1. Of these, 20 had been teachers, 7 were principals, and 5 were central office personnel including 1 superintendent.

Another issue is demonstrated by the last two sets of data. The tenure for a HSE is two years. Each person serves one year as an inexperienced HSE and one as an experienced HSE. The program is constantly building with approximately one-half of the personnel leaving while another half is entering. This allows for minimal interruption for districts that supply the HSEs, but means that the program has minimal stability and is constantly in a major training mode.

Another issue relates to the advantage that districts take of the personnel who spend time as HSEs. Of the 17 persons who returned to the district that allowed them to participate in the program, 10 returned to the same or similar positions they left. These persons have had extensive training and experience in school improvement. It would be instructive to learn the extent to which the newly acquired skills of returning HSEs are being employed by their home districts.

A sign of the preparation and training that HSEs receive is the development of the Kentucky Leadership Academy. The academy provides local school districts with the opportunity to send individuals to receive the training given to HSEs and these individuals can take that training back to their districts and implement it immediately. During the 1999-00 cycle, over 850 local school personnel received the training at four regional sites and one statewide conference.

The role of the regional service center has evolved to one of supporting low-performing schools. This is the same mission as the Highly Skilled Educator Program. It remains to be seen how these programs will work together to accomplish this mission.

**R**ECOMMENDATIONS. Some provision needs to be made either by statute or regulation 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.

## *Highly Skilled Educators*

Plans need to be made to ease the turnover rate for HSEs. This is especially true for individuals whose career directions change as a result of the HSE experience.

The Kentucky Department of Education should review the structure of support for schools and districts needing assistance to ensure that inappropriate duplication and lack of service does 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 & Retention*

**O** **VERVIEW.** The Minority Educator Recruitment and Retention Division (MERR) is located in the Office of Learning Support Services, Kentucky Department of Education (KDE). 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. The General Assembly appropriated \$1,708,800 for grants in 2000-01 and \$1,696,200 in 2001-02 to support minority recruitment programs.

In fulfilling this role in 1998-99, MERR provided scholarship money to all of the eight state institutions and two community colleges totaling \$667,223.50. The number of certified minority educators who have graduated from the eight public institutions in Kentucky has risen from 101 in 1994-95 to 245 in 1997-98. Enrollment in teacher education has risen from 398 in 1994-95 to 1,008 in 1997-98. This is a positive step toward meeting the goal of having the percent of minority professionals in Kentucky schools equal to the percent of minority enrollment in Kentucky schools. In addition to this, MERR provided employment incentive funds to Fayette County, Jefferson 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

## *Minority Educator Recruitment & Retention*

first cadre of 15 participants completed their course requirements on June 30, 1999, and 9 of these persons completed their principal internship program during 1999-00. A new group of 20 began their program in July 1999. In addition to those students enrolled in the Principal Preparation Program, there are 5 students enrolled in a Superintendent Preparation Program. All have completed their programs as of June 2000. 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). Fayette County, McCracken County, and Paducah Independent were added for 1999-00. 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.

Of the 5,588 teaching vacancies reported by school districts in 1998-99, 323.5 minority teachers were hired from the 967 applications (This number may contain single individuals multiple times.). A review of data collected by MERR indicates that there were 1,736 (3.8 percent) minority teachers in Kentucky in 1992-93 and that there were 1,964 (4.1 percent) minority teachers in 1998-99. This represents an increase of 228 persons and an increase of .3 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. 1998-99 data from KDE reveal that there are 68 school districts that report no minority employees, although 3 of those districts report having made offers which were rejected. These data indicate that a review of retention rates of minority teachers should be undertaken. With the slip in the percent of teachers hired coupled with minimal growth 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 22 school districts visited by the Office of Education Accountability staff in 1999-00, 14 districts have no minority teachers and 22 have no minority administrators.

**R**ECOMMENDATIONS. 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.

Incentives should be provided for districts that are able to attract and maintain a minority teaching force proportionally equivalent to the statewide proportion of minority students. While affirmative efforts to recruit minority teachers are laudable and necessary, the reality of the lack of minority teachers must be addressed through performance.

The lack of minority administrators in all districts monitored by this office appears for the second consecutive year. Steps must be taken to address this issue. Consideration should be given to a program of incentives including tuition remission at state-funded universities for minority candidates seeking administrative credentials.





# Multicultural Education

**O** **VERVIEW.** During the 1999-00 year, the Division of Equity was assigned to the Office of Human Resources and Equity in the Bureau of Management Support Services as part of the Kentucky Department of Education's (KDE) restructuring. In 1999-00 the division included a director, branch manager, five consultants, and one administrative support person. The division had six objectives for 1999-00.

- **Leadership Support:** Assist all levels of school leadership in sustaining high expectations, positive attitudes, and respect for all students. The division coordinated, developed, and delivered training to districts and/or schools on strategies involving the equity component of the Consolidated Plan, the use of the Equity Analysis and Data Gathering Instrument, the Equitable Schools Institute, the Equity Resource and E-Source Center, and strategic planning for narrowing the minority achievement gap. Some of these were provided to all 176 districts.
- **Curriculum Instruction:** Assist in curriculum content selection and instructional practices that are thoughtfully designed with understanding and appreciation for multicultural experiences and perceptions. The division has coordinated, developed, and delivered a complete curriculum on Women in Kentucky to all fourth grade teachers. This was done in cooperation with Kentucky Educational Television, Kentucky's Commission for Women, and other KDE divisions. Also, the division developed the Multicultural Resource Center and the electronic E-Source Center for all teachers. Presentations of these materials were given to groups representing all school districts.
- **Education Access and Participation:** Ensure that school programs and activities welcome and provide fair access, opportunity, and participation to all students. The division in conjunction with Appalachian Education Laboratory presented the Equity Conference, which provided three days of workshops to educators representing all districts. Further, the division publishes a quarterly newsletter, "Tapestry," with examples of equitable practices. The Equity Analysis and Data Gathering Instrument was developed to assist schools in assessing equity and developing an equity component in the consolidated planning process. The division participated with the Kentucky School Boards Association and the Kentucky High School Athletic Association to present the Title IX conference for all school districts in the state.
- **Family Involvement and Community Outreach:** Assist districts in assuring that family involvement is valued as integral to the learning process and the community is actively incorporated into school programs and activities. The division has worked with 60 students and 9 sponsors in the development of Cultural Diversity Ambassadors and Cultural Diversity Clubs. The division worked to develop and implement the Martin Luther King Jr. Academic 2000 Project to encourage schools to develop meaningful projects that involved community outreach and family involvement.
- **Technical Assistance:** Provide ongoing technical assistance that will prepare educators to meet the needs of all learners, recognizing the importance of multicultural education

for the success of all students in a global society. The division provided technical assistance to 1,746 educators in all districts.

- **Student Leadership:** Ensure that students of every heritage and culture are actively inspired to develop leadership skills and to explore the full curriculum with enthusiasm for learning. There are presently 20 diversity clubs, representing 16 districts in 20 different schools.

**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 22 school districts during the 1999-00 school year. In these visits, we found that 20 districts had their equity plan embedded in their consolidated plan and 2 districts had a separate plan. Of the community members involved in the needs assessment for the development of the district consolidated plan, 5 districts 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. No 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 3 districts had formal procedures in place. Of the districts visited, 6 districts offered English as a second language classes. 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 and distributed to a random sample of five teachers and one administrator in each school. In each district visited by OEA staff, central office interviews were conducted related to curriculum initiatives. One survey area sought data pertaining to the district's multicultural curriculum.

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

	YES	NO
Elementary Administrators	80.7%	19.3%
Middle/High Administrators	65.0%	35.0%
Elementary Teachers	69.9%	30.1%
Middle School Teachers	47.8%	52.2%
High School Teachers	45.1%	54.9%

This item indicates that more than half of all middle school and high school teachers are not aware of their district's plan, while 69.9 percent of the elementary teachers responded

positively. There was a strong positive response from elementary (80.7 percent) and secondary (65 percent) administrators to this item.

2. The district multicultural curriculum is widely disseminated.

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		ALL	EL	MS	HS	Frequencies		ALL	EL	MS/HS
	NA	8	6	1	1		NA	3	2	1
	1	7	4	1	1		1	2	1	1
	2	20	13	3	4		2	3	2	0
	3	93	73	11	9		3	25	15	9
	4	100	71	15	14		4	40	23	15
	5	13	11	1	1		5	3	3	0
	Mean	3.39	3.42	3.39	3.34		Mean	3.53	3.57	3.52
Percentages		ALL	EL	MS	HS	Percentages		ALL	EL	MS/HS
	NA	3.3%	3.4%	3.1%	3.3%		NA	3.9%	4.3%	3.8%
	1	2.9%	2.2%	3.1%	3.3%		1	2.6%	2.2%	3.8%
	2	8.3%	7.3%	9.4%	13.3%		2	3.9%	4.3%	0.0%
	3	38.6%	41.0%	34.4%	30.0%		3	32.9%	32.6%	34.6%
	4	41.5%	39.9%	46.9%	46.7%		4	52.6%	50.0%	57.7%
	5	5.4%	6.2%	3.1%	3.3%		5	3.9%	6.5%	0.0%
Total Responses		241	178	32	30	Total Responses		76	46	26

Just over 46 percent of elementary teachers responded affirmatively to this item, while 41 percent were neutral. Middle and high school teachers responded positively (50 percent) with 30+ percent in the neutral category. Administrators responded slightly positively to this item; 56.5 percent of elementary administrators and 57.5 percent of secondary administrators responded affirmatively to this item. There appears to be an anomaly in the data reflected in responses to this item when compared to responses to item 1. The data indicate that middle and high school teachers perceive the district's multicultural curriculum to be more widely disseminated than their awareness responses to item 1 would indicate. In either case, the data indicate a clear need to develop broader awareness and dissemination of multicultural programs, particularly among middle and high school teachers.

3. We use this curriculum in my building.

TEACHER CATEGORIES					
Frequencies		All	EL	MS	HS
	NA	16	15	0	1
	1	3	1	2	0
	2	20	11	4	4
	3	53	45	6	2
	4	130	91	20	19
	5	21	15	1	5
	All	EL	MS	HS	
Mean	3.64	3.66	3.42	3.83	
Percentages		All	EL	MS	HS
	NA	6.6%	8.4%	0.0%	3.2%
	1	1.2%	0.6%	6.1%	0.0%
	2	8.2%	6.2%	12.1%	12.9%
	3	21.8%	25.3%	18.2%	6.5%
	4	53.5%	51.1%	60.6%	61.3%
	5	8.6%	8.4%	3.0%	16.1%
Total Responses	243	178	33	31	

ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS/HS
	NA	5	4	1
	1	0	0	0
	2	2	1	1
	3	26	14	10
	4	39	25	12
	5	2	1	1
	All	EL	MS/HS	
Mean	3.59	3.63	3.54	
Percentages		All	EL	MS/HS
	NA	6.8%	8.9%	4.0%
	1	0.0%	0.0%	0.0%
	2	2.7%	2.2%	4.0%
	3	35.1%	31.1%	40.0%
	4	52.7%	55.6%	48.0%
	5	2.7%	2.2%	4.0%
Total Responses	74	45	25	

curriculum (approximately 50 percent for both) indicate a lack of awareness and dissemination.

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

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
		All	EL	MS	HS			All	EL	MS/HS
Frequencies	NA	2	2	0	0	Frequencies	NA	0	0	0
	1	0	0	0	0		1	1	0	1
	2	9	4	2	2		2	0	0	0
	3	27	19	2	6		3	10	4	6
	4	169	127	23	19		4	53	34	16
	5	41	29	6	6		5	12	8	3
		All	EL	MS	HS			All	EL	MS/HS
Mean		3.98	4.01	4.00	3.88	Mean		3.99	4.09	3.77
		All	EL	MS	HS			All	EL	MS/HS
Percentages	NA	0.8%	1.1%	0.0%	0.0%	Percentages	NA	0.0%	0.0%	0.0%
	1	0.0%	0.0%	0.0%	0.0%		1	1.3%	0.0%	3.8%
	2	3.6%	2.2%	6.1%	6.1%		2	0.0%	0.0%	0.0%
	3	10.9%	10.5%	6.1%	18.2%		3	13.2%	8.7%	23.1%
	4	68.1%	70.2%	69.7%	57.6%		4	69.7%	73.9%	61.5%
	5	16.5%	16.0%	18.2%	18.2%		5	15.8%	17.4%	11.5%
Total Responses		248	181	33	33	Total Responses		76	46	26

5. Our school environment is culturally tolerant.

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
<i>Frequencies</i>		<b>All</b>	<b>EL</b>	<b>MS</b>	<b>HS</b>	<i>Frequencies</i>		<b>All</b>	<b>EL</b>	<b>MS/HS</b>
	NA	1	1	0	0		NA	0	0	0
	1	1	0	0	1		1	0	0	0
	2	7	2	1	3		2	1	1	0
	3	22	14	4	4		3	3	1	0
	4	156	114	22	20		4	49	27	21
	5	60	50	5	5		5	23	17	5
		<b>All</b>	<b>EL</b>	<b>MS</b>	<b>HS</b>			<b>All</b>	<b>EL</b>	<b>MS/HS</b>
	Mean	4.09	4.18	3.97	3.76		Mean	4.24	4.30	4.19
<i>Percentages</i>		<b>All</b>	<b>EL</b>	<b>MS</b>	<b>HS</b>	<i>Percentages</i>		<b>All</b>	<b>EL</b>	<b>MS/HS</b>
	NA	0.4%	0.6%	0.0%	0.0%		NA	0.0%	0.0%	0.0%
	1	0.4%	0.0%	0.0%	3.0%		1	0.0%	0.0%	0.0%
	2	2.8%	1.1%	3.1%	9.1%		2	1.3%	2.2%	0.0%
	3	8.9%	7.7%	12.5%	12.1%		3	3.9%	2.2%	0.0%
	4	63.2%	63.0%	68.8%	60.6%		4	64.5%	58.7%	80.8%
	5	24.3%	27.6%	15.6%	15.2%		5	30.3%	37.0%	19.2%
<b>Total</b>						<b>Total</b>				
<b>Responses</b>		247	181	32	33	<b>Responses</b>		76	46	26

This item indicates an extremely high level of awareness on the part of teachers and administrators across all levels. Positive response rates for teachers were 90.6 percent for elementary, 84.4 percent for middle school, and 75.8 percent for high school teachers. Administrators responded positively at a 95.7 percent rate and secondary administrators responded positively at a 10 percent rate.

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

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	4	4	0	0		NA	2	2	0
	1	4	2	0	1		1	0	0	0
	2	38	30	3	5		2	7	3	3
	3	59	40	11	8		3	19	10	7
	4	115	79	18	18		4	37	25	11
	5	25	25	0	0		5	10	6	4
		All	EL	MS	HS			All	EL	MS/HS
	Mean	3.49	3.54	3.47	3.34		Mean	3.68	3.77	3.64
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	1.6%	2.2%	0.0%	0.0%		NA	2.7%	4.3%	0.0%
	1	1.6%	1.1%	0.0%	3.1%		1	0.0%	0.0%	0.0%
	2	15.5%	16.7%	9.4%	15.6%		2	9.3%	6.5%	12.0%
	3	24.1%	22.2%	34.4%	25.0%		3	25.3%	21.7%	28.0%
	4	46.9%	43.9%	56.3%	56.3%		4	49.3%	54.3%	44.0%
	5	10.2%	13.9%	0.0%	0.0%		5	13.3%	13.0%	16.0%
Total Responses		245	180	32	32	Total Responses		75	46	25

This item provides only a slightly positive response across all levels of teachers and administrators. All teachers responded virtually the same rate with elementary teachers at 57.8 percent, and middle and high school teachers at 56.3 percent. The neutral responses were at 22.2 percent for elementary, 34.4 percent for middle school, and 25 percent for high school teachers. Administrators had slightly higher positive responses in 67.3 percent for elementary and 60 percent for secondary. The neutral response rates were 21.7 percent for elementary administrators and 28 percent for secondary administrators. These data indicate a need for outreach initiatives by schools to ensure that all segments of the total school population are fully involved in the operation of schools.



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

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	2	2	0	0		NA	0	0	0
	1	0	0	0	0		1	0	0	0
	2	4	1	1	2		2	0	0	0
	3	8	5	2	1		3	1	0	1
	4	119	81	19	18		4	36	19	14
	5	113	91	11	11		5	37	26	10
	All	EL	MS	HS		All	EL	MS/HS		
Mean	4.40	4.47	4.21	4.19	Mean	4.49	4.58	4.36		
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	0.8%	1.1%	0.0%	0.0%		NA	0.0%	0.0%	0.0%
	1	0.0%	0.0%	0.0%	0.0%		1	0.0%	0.0%	0.0%
	2	1.6%	0.6%	3.0%	6.3%		2	0.0%	0.0%	0.0%
	3	3.3%	2.8%	6.1%	3.1%		3	1.4%	0.0%	4.0%
	4	48.4%	45.0%	57.6%	56.3%		4	48.6%	42.2%	56.0%
	5	45.9%	50.6%	33.3%	34.4%		5	50.0%	57.8%	40.0%
Total Responses	246	180	33	32	Total Responses	74	45	25		

which minority students may be over-represented in special education programs, and review of this issue is ongoing.

**R**ECOMMENDATIONS. KDE should ensure that all uncompleted components of the equity plan are completed. Data collected relevant to the equity plan and multicultural education issues should be compiled, disseminated, and discussed. Based on discussions and analysis of the data, the equity plan should be reviewed and revised as necessary.

Programs that allow cultural exchanges should be implemented 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.

Districts need to ensure that all professional staff are aware of multicultural programs and that the multicultural curriculum is embedded in the total school curriculum at each school. Coordination with local school councils should be developed as planning efforts, particularly in curricular, areas take place.

Local schools, through their school councils, need to develop mechanisms to ensure that the total school community is fully involved in the school enterprise. In particular, schools should ensure that information pertaining to opportunities for involvement is distributed to the total school community. Further, current practices should be scrutinized to ensure that all members of the school community feel welcomed to participate in the operation of the school.



# Preschool Program

**O** **VERVIEW.** 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. The aforementioned statute also requires school districts to serve as many other four-year-old preschoolers as possible, even though they might not be income-eligible.

The program works collaboratively with Head Start and other programs to provide enriching educational activities for children, parent education programs, health and developmental screening, immunizations, nutrition, and social services.

The 2000 Regular Session of the General Assembly appropriated \$46,218,100 for preschool programming in 2001. The 2002 appropriation is \$47,127,000.

During the 1999-00 school year, the KERA preschool child count was 15,607 children on December 1, 1999. This generated a total award to school districts of \$44,699,584 after adjustments for growth. This included \$260 for each child who was transported with the exception of severely disabled children who generated \$1,030. The total transportation component was \$4,402,060. In addition to the 15,607, another 2,693 children were served in the "other" category, whereby the cost of service is incurred by fees paid by parents or some other funding source than the state. The following is a breakdown of various reimbursements per category of service:

At-risk income eligible 4's without disabilities	\$2,245
Speech only disability	\$2,639
Developmental delay	\$3,403
Severe disability	\$5,565
Transportation add-on	\$ 260
Special needs transportation add-on	\$1,030

## *Preschool Program*

**DISTRICT MONITORING.** As part of the Office of Education Accountability's (OEA) monitoring function in the 22 districts visited in 1999-00, the Preschool Program was reviewed by interviewing district coordinators and visiting preschool classrooms. Interviews with coordinators included completing a questionnaire and collecting data on the configuration of service delivery and numbers served.

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. Collection of responses to the same survey in 1999-00 provided trend data over two years, even though the 22-district sample was different, and allowed some inferences to be made regarding the program's effectiveness from the eyes of teachers and administrators. Respondents were offered anonymity in an effort to collect objective information to the degree possible.

The first item in the preschool survey which only required a "yes" or "no" response was:

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

With 400 teachers responding, 56.3 percent indicated they were familiar with the implementation of the Preschool Program in their district. This is up slightly from 54.6 percent last year, albeit, a new sample of 22 districts. Elementary teachers responded more positively at 79.1 percent.

	<b>YES</b>	<b>NO</b>
Elementary Administrators	87.7%	12.3%
Middle/High Administrators	12.5%	87.5%
Elementary Teachers	79.1%	20.9%
Middle School Teachers	16.4%	83.6%
High School Teachers	14.1%	85.9%

A total of 104 school administrators responded to the survey and 58.7 percent indicated they were familiar with the implementation of the Preschool Program. This is a slight decrease since last year when the positive rate was 61.4 percent. Only a very few middle

and high school administrators indicated familiarity with the program, while 87.7 percent of elementary administrators affirmed familiarity.

2. Students who attend the KERA Preschool Program show greater school readiness than those who do not. (Respondents were asked to rate statements on a scale of 1-5, from strongly disagree to strongly agree. "NA" responses were disregarded in calculating means.)

From the 222 teacher respondents, 67.5 percent agreed with the statement, up from 39.9 percent last year. Elementary teachers, comprising 201 of the respondents, agreed at the rate of 68.7 percent. Elementary administrators (82 percent) indicated that the program was equipping kindergarten participants with the readiness skills not demonstrated by children who do not attend.

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	1	1	0	0		NA	1	1	0
	1	4	2	1	1		1	0	0	0
	2	19	17	1	1		2	3	3	0
	3	48	43	3	2		3	10	5	3
	4	104	96	4	4		4	31	26	2
	5	46	42	2	2		5	16	15	0
		All	EL	MS	HS			All	EL	MS/HS
	Mean	3.76	3.80	3.45	3.50		Mean	4.00	4.08	3.40
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	0.5%	0.5%	0.0%	0.0%		NA	1.6%	2.0%	0.0%
	1	1.8%	1.0%	9.1%	10.0%		1	0.0%	0.0%	0.0%
	2	8.6%	8.5%	9.1%	10.0%		2	4.9%	6.0%	0.0%
	3	21.6%	21.4%	27.3%	20.0%		3	16.4%	10.0%	60.0%
	4	46.8%	47.8%	36.4%	40.0%		4	50.8%	52.0%	40.0%
	5	20.7%	20.9%	18.2%	20.0%		5	26.2%	30.0%	0.0%
Total Responses						Total Responses				
		222	201	11	10			61	50	5

## *Preschool Program*

Governor's Early Childhood Initiative, House Bill 706, was enacted during the 2000 Regular Session and places a portion of Kentucky's Phase I tobacco money into this initiative, KIDS NOW. The Kentucky Department of Education (KDE) will interface with this initiative in several ways:

- Early Childhood Development Authority—The Authority will make determination of the use of House Bill 706 funds for expanding quality services in local communities including public schools and family resource/youth services centers.
- Vision examination for entry to preschool and kindergarten—This provision in House Bill 706 will require a vision examination for all children before entering school. The Kentucky Board of Education will be promulgating a regulation to address this procedure. KDE has coordinated with the Governor's Office for assistance in working with the ophthalmologists and optometrists statewide to assure availability of quality eye exams for young children.
- Early Childhood Professional Development Council—KDE staff will be active participants on the work groups and helping to coordinate the training as well as articulation and career paths to improve the quality of the teaching force in early childhood.

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
		All	EL	MS	HS			All	EL	MS/HS
Frequencies	NA	0	0	0	0	Frequencies	NA	1	1	0
	1	2	2	0	0		1	0	0	0
	2	17	14	2	1		2	2	2	0
	3	21	19	2	0		3	7	6	1
	4	91	84	3	4		4	23	17	4
	5	94	85	4	5		5	28	24	0
		All	EL	MS	HS			All	EL	MS/HS
Mean		4.15	4.16	3.82	4.30	Mean		4.28	4.29	3.80
		All	EL	MS	HS			All	EL	MS/HS
Percentages	NA	0.0%	0.0%	0.0%	0.0%	Percentages	NA	1.6%	2.0%	0.0%
	1	0.9%	1.0%	0.0%	0.0%		1	0.0%	0.0%	0.0%
	2	7.6%	6.9%	18.2%	10.0%		2	3.3%	4.0%	0.0%
	3	9.3%	9.3%	18.2%	0.0%		3	11.5%	12.0%	20.0%
	4	40.4%	41.2%	27.3%	40.0%		4	37.7%	34.0%	80.0%
	5	41.8%	41.7%	36.4%	50.0%		5	45.9%	48.0%	0.0%
Total Responses		225	204	11	10	Total Responses		61	50	5

4. Students who attended the Preschool Program outperform their counterparts later in school.

From 223 teacher respondents, 44.4 percent were neutral on this statement. Somewhat more surprising is that 25.8 percent disagreed at the elementary level, while 36.4 percent disagreed at the middle school. However, at the high school level only 10 percent disagreed while 60 percent agreed. It is unknown how many middle and high school teachers would know if their students attended unless the data were available through some student record. However, the elementary school would most likely know based on records from kindergarten and primary.

In previous years, KDE had contracted with the University of Kentucky to study program effectiveness. The findings indicated 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 fifth grade.

One of the goals of the Preschool Program is to give children an early childhood experience that provides them with the skills and experiences needed to support successful transition into kindergarten. KDE, through its third party research evaluation team last year, studied readiness for kindergarten in the context of three broad questions:

- Are there children who are having trouble in kindergarten that could benefit from the Preschool Program who are not currently eligible?
- What are the standards against which we should be judging the extent to which children are prepared for kindergarten?
- What are the barriers to participation in the Preschool Program? What, if any, other programs do eligible children attend in place of the Preschool Program?

The researchers recommended two strategies for exploring an expansion of the eligibility criteria. First, a critical review of other states' criteria and their programs' outcome data to provide additional information for use in considering expansion of Kentucky's eligibility criteria should be undertaken. Second, a rank ordering of risk factors and related eligibility criteria through a large sample of children should be established.

The researchers concluded that local programs do an excellent job of locating and recruiting eligible children. To increase the number of eligible children who attend, local programs need to disseminate information to parents about the appropriateness of the



## *Preschool Program*

program for young children and consider needed logistical changes such as location, hours, and transportation.

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	3	3	0	0		NA	1	1	0
	1	7	6	1	0		1	1	1	0
	2	47	43	3	1		2	11	10	0
	3	99	93	3	3		3	22	17	3
	4	50	43	3	4		4	16	12	2
	5	17	14	1	2		5	9	8	0
	All	EL	MS	HS		All	EL	MS/HS		
Mean	3.10	3.08	3.00	3.70	Mean	3.36	3.33	3.40		
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	1.3%	1.5%	0.0%	0.0%		NA	1.7%	2.0%	0.0%
	1	3.1%	3.0%	9.1%	0.0%		1	1.7%	2.0%	0.0%
	2	21.1%	21.3%	27.3%	10.0%		2	18.3%	20.4%	0.0%
	3	44.4%	46.0%	27.3%	30.0%		3	36.7%	34.7%	60.0%
	4	22.4%	21.3%	27.3%	40.0%		4	26.7%	24.5%	40.0%
	5	7.6%	6.9%	9.1%	20.0%		5	15.0%	16.3%	0.0%
Total Responses		223	202	11	10	Total Responses		60	49	5

produces similar positive results for all groups of children, regardless of race or gender. The longitudinal portion of the study by the University of Kentucky shows the effects continue for several years until children reach at least eight years old. According to data presented here by OEA and continued positive results from other research, one could conclude this is one of the most cost-effective and successful initiatives in KERA. Considering this momentum, OEA believes that the following issues should stay in the forefront of future preschool programming:

- Early identification of disabilities and proper intervention through treatment and quality childcare programming and/or preschool services.
- KDE's continued collaboration with KIDS NOW to assure available, seamless wrap-around services for all children, prenatal to kindergarten, supplemented by parent education inclusive of the most current brain research.
- Continued funding at the current level with an eye toward reasonable increases. As the program is now into its tenth year, much of the equipment and facilities can become unusable and antiquated. As more children are served each year, the capacity for local school districts to absorb more of the costs may result in a declining quality of services offered.
- Continued attention to the professional development and credentials of staff will also be crucial.



# *Primary School*

**O** **VERVIEW.** This initiative has received more attention during the last year by the Kentucky Department of Education (KDE), although the 2000 Regular Session of the General Assembly did not change the statute or regulation regarding the critical attributes mandated in KRS 156.160. These remain multi-age/multi-ability grouping, developmentally appropriate practices, continuous progress, qualitative reporting, professional teamwork, and positive parent involvement. Schools were initially given three years to phase in the program, but by the fourth year were required to have fully implemented all attributes. This proved to be a difficult task as the training and professional development required to totally transform primary education was labor intensive. Many schools' staff became frustrated with multi-age/multi-ability 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. This data is also collected in the Primary Demographic Survey each year.

Primary 2000, a document developed by KDE under new leadership in the Early Childhood Branch, sets out broad parameters for schools to follow proper implementation of the Primary Program. As improvement in reading became a priority by KDE, two new sources of funding became available. The first (funded by the General Assembly in the 1998 Regular Session), Early Reading Incentive Grants, provided \$1,745,258 to fund

## *Primary School*

24 projects at an average of \$41,554 per school. These projects were competitively funded based on grant applications and were designed to assist teachers in improving reading instruction for primary-age children who are struggling with reading. They were funded to run for a period of 27 months. The second funding source was the Reading Excellence Grants funded by the United States Department of Education at \$6.8 million. These grants are designed for eligible schools to help improve the achievement of at-risk students. Both grants funded projects in 168 elementary schools.

New KDE initiatives were developed to further understand the Primary Program, a revision of the demographic survey and a new study to determine characteristics of effective Primary Programs and what kinds of instructional practices yield better achievement on state assessments. Although there was some interest in full-day kindergarten funding (at a cost of \$80 million), the General Assembly did not act on that issue during the 2000 Regular Session. KDE also developed a new guidebook for primary educators that outlined the criteria for schools to follow in determining successful completion of the Primary Program. This document, *Successful Completion of the Primary Program*, included the Kentucky Program of Studies (704 KAR 3:304) required content and process for children exiting to fourth grade.

**DISTRICT MONITORING.** The Office of Education Accountability (OEA) conducted monitoring visits in 22 school districts during the 1999-00 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	96.5%	3.5%
Middle/High Administrators	20.0%	80.0%
Elementary Teachers	96.9%	3.1%
Middle School Teachers	44.9%	55.2%
High School Teachers	25.4%	74.6%

A total of 401 teachers responded to the survey: 259 elementary schools, 67 middle schools, and 71 high schools. A total of 104 administrators responded: 57 elementary schools and 40 middle/high schools. (Note: when breakout numbers do not equal the total responses in this survey, it is due to the fact that some schools are K-8 and cover both elementary and middle grades.) This year's data indicate that more administrators and teachers at the upper grades are familiar with the Primary Program's implementation. Last year, less than 10 percent of middle and high school administrators indicated they were familiar with the program's implementation; that number more than doubled to 20 percent this year. Also, 17 percent more middle school teachers this year said they were familiar with the program.

Statements 2-6 included a scale whereby participants were to respond: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree. "NA" responses were disregarded in calculating means.

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

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	6	1	2	3		NA	1	0	1
	1	9	7	2	0		1	2	2	0
	2	40	29	7	3		2	4	1	2
	3	51	40	8	3		3	8	4	1
	4	134	116	10	6		4	34	28	4
	5	59	55	1	3		5	19	18	0
		All	EL	MS	HS			All	EL	MS/HS
	Mean	3.66	3.74	3.04	3.60		Mean	3.96	4.11	3.29
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	2.0%	0.4%	6.7%	16.7%		NA	1.5%	0.0%	12.5%
	1	3.0%	2.8%	6.7%	0.0%		1	2.9%	3.8%	0.0%
	2	13.4%	11.7%	23.3%	16.7%		2	5.9%	1.9%	25.0%
	3	17.1%	16.1%	26.7%	16.7%		3	11.8%	7.5%	12.5%
	4	44.8%	46.8%	33.3%	33.3%		4	50.0%	52.8%	50.0%
	5	19.7%	22.2%	3.3%	16.7%		5	27.9%	34.0%	0.0%
Total Responses		299	248	30	18	Total Responses		68	53	8

## Primary School

Of 248 elementary teachers responding, 69 percent agreed that the Primary Program has been beneficial in improving student learning. This is an improvement over last year's survey of elementary teachers by 19.2 percent, where only 49.8 percent of elementary teachers agreed with the statement. In the administrator category, with 53 responding, 86.8 percent agreed as compared to 74.5 percent last school year. The improvement in perception by both teachers and administrators that the program has been beneficial in improving student learning is encouraging. Again this year, elementary administrators are slightly stronger than teachers in their beliefs about the positive benefits of the program. The mean value on a scale of 1-5 was 4.11 for administrators and 3.74 for teachers.

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

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	0	0	0	0		NA	0	0	0
	1	10	5	4	1		1	2	1	1
	2	55	37	13	5		2	7	1	3
	3	22	17	3	1		3	6	4	1
	4	125	105	8	10		4	33	28	3
	5	89	86	2	1		5	22	21	0
		All	EL	MS	HS			All	EL	MS/HS
	Mean	3.76	3.92	2.70	3.28		Mean	3.94	4.22	2.75
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	0.0%	0.0%	0.0%	0.0%		NA	0.0%	0.0%	0.0%
	1	3.3%	2.0%	13.3%	5.6%		1	2.9%	1.8%	12.5%
	2	18.3%	14.8%	43.3%	27.8%		2	10.0%	1.8%	37.5%
	3	7.3%	6.8%	10.0%	5.6%		3	8.6%	7.3%	12.5%
	4	41.5%	42.0%	26.7%	55.6%		4	47.1%	50.9%	37.5%
	5	29.6%	34.4%	6.7%	5.6%		5	31.4%	38.2%	0.0%
Total Responses		301	250	30	18	Total Responses		70	55	8

elementary administrator category last year, 74 percent agreed with the statement that basic skills are being given proper attention in the Primary Program. This year, 89 percent agreed with the statement.

The Survey Version of CTBS/5 Terra-Nova Basic Skills Test has become a 5 percent component of the CATS statewide accountability and assessment program as a result of House Bill 53 and succeeding regulations. For the test administered in the spring of 2000 in reading, language, and mathematics, Kentucky schools administering the test at the end of primary made substantial gains in national percentiles.

	READING	LANGUAGE	MATHEMATICS	TOTAL BATTERY
1997	49	48	49	50
1998	50	49	48	50
1999	51	50	51	52
2000	55	53	55	55

As encouraging as the improvements are in statewide total battery scores, the gains made in Regions 6, 7, and 8 with higher levels of poverty could be viewed as more impressive. These are the first observable gains that could be a result of more funding and focus on early literacy, such as Senate Bill 186 Early Literacy Grants.

When statewide CTBS Terra-Nova results are viewed from a three-year longitudinal standpoint (i.e., the end of primary class in 1997 results vs. their performance in 2000 in the sixth grade), it does not appear to be as impressive as the one-year spike. The end of primary cohort in 1997 scored a total battery composite of 50. When largely this same statewide cohort of students took the vertically-equated CTBS test in 2000, they scored 52, which is a considerable improvement. It should also be noted that the norms for this test were established from a national norm group in 1996, so the norms did not change. However, this is an important piece of information for parents and teachers as they make determinations on how their children are performing compared to the larger national cohorts.

Overall, there appears to be more confidence by educators in the skills students possess when they arrive at the fourth grade. This may be due to the fact that school-based decision making councils have broad latitude and authority to set curriculum and instructional policies as long as they are consistent with the previously mentioned



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Program of Studies. Certainly, the focus by KDE on more funding for literacy and reading should play an important role in improving student achievement. The expansive study being undertaken by KDE, "Characteristics of Effective Primary Programs," should also be informative in this area.

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

Again, teachers and administrators indicate fairly strong confidence in students' readiness for fourth grade:

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	0	0	0	0		NA	0	0	0
	1	16	11	3	1		1	4	2	2
	2	59	47	10	1		2	8	4	1
	3	74	59	7	8		3	13	8	3
	4	122	105	8	8		4	39	35	2
	5	30	28	2	0		5	6	6	0
Mean						Mean				
		3.30	3.37	2.87	3.28			3.50	3.71	2.63
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	0.0%	0.0%	0.0%	0.0%		NA	0.0%	0.0%	0.0%
	1	5.3%	4.4%	10.0%	5.6%		1	5.7%	3.6%	25.0%
	2	19.6%	18.8%	33.3%	5.6%		2	11.4%	7.3%	12.5%
	3	24.6%	23.6%	23.3%	44.4%		3	18.6%	14.5%	37.5%
	4	40.5%	42.0%	26.7%	44.4%		4	55.7%	63.6%	25.0%
	5	10.0%	11.2%	6.7%	0.0%		5	8.6%	10.9%	0.0%
Total Responses						Total Responses				
		301	250	30	18			70	55	8

Fourth grade is the first real test for determining whether students can apply the basic skills learned in primary school and move to more abstract domains of learning required on state assessments. Students are administered the Kentucky Core Content Test which includes a writing portfolio and open-response items in reading and science, as well as a writing prompt on-demand. These are weighted heavily in the elementary schools' accountability index at 47 percent. The basic-skills (norm-referenced) test administered at the end of primary is weighted at 5 percent beginning with the 2000-01 school year.

Elementary teachers indicated 53.2 percent agreement that students are ready for fourth grade when they exited primary, compared to 35.6 percent last year. Elementary administrators indicated 74.5 percent agreement compared to 63.9 percent last year. This year, middle school and high school teachers surveyed agreed with the statement at 33 percent and 44 percent respectively.

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

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	1	0	0	1		NA	0	0	0
	1	9	9	0	0		1	4	2	2
	2	81	72	4	5		2	8	4	1
	3	79	68	5	5		3	13	8	3
	4	90	72	13	3		4	39	35	2
	5	41	29	8	4		5	6	6	0
		All	EL	MS	HS					
Mean		3.24	3.16	3.83	3.35	Mean		3.50	3.71	2.63
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	0.3%	0.0%	0.0%	5.6%		NA	0.0%	0.0%	0.0%
	1	3.0%	3.6%	0.0%	0.0%		1	5.7%	3.6%	25.0%
	2	26.9%	28.8%	13.3%	27.8%		2	11.4%	7.3%	12.5%
	3	26.2%	27.2%	16.7%	27.8%		3	18.6%	14.5%	37.5%
	4	29.9%	28.8%	43.3%	16.7%		4	55.7%	63.6%	25.0%
	5	13.6%	11.6%	26.7%	22.2%		5	8.6%	10.9%	0.0%
Total Responses						Total Responses				
		301	250	30	18			70	55	8

Science and social studies performance by elementary schools has been somewhat of a concern since accountability indices for these remain lower than reading and mathematics. For the 1998-99 school year, the first year for CATS and KCCT testing, the statewide index for elementary schools in science was 55.2 and 57 for social studies.

Elementary teachers agreed with the survey statement at the rate of 40.4 percent, compared to 41.8 percent last year. Elementary administrators agreed at the rate of 43.6 percent this year and 36.25 last year. With the advent of a new accountability system, administrators may be more cognizant of the need for improvement in the science and social studies curriculum at the primary level. KDE's Demographic Survey, reported

## Primary School

later, indicates that primary teachers are requesting more training to improve instructional strategies in these areas.

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

The following chart indicates agreement with statement #6 in the survey:

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	1	0	1	0		NA	0	0	0
	1	17	13	3	1		1	3	3	0
	2	120	97	15	7		2	32	25	1
	3	67	57	5	5		3	19	12	6
	4	77	65	6	5		4	13	12	1
	5	20	19	0	0		5	3	3	0
		All	EL	MS	HS			All	EL	MS/HS
Mean		2.88	2.92	2.48	2.78	Mean		2.73	2.76	3.00
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	0.3%	0.0%	3.3%	0.0%		NA	0.0%	0.0%	0.0%
	1	5.6%	5.2%	10.0%	5.6%		1	4.3%	5.5%	0.0%
	2	39.7%	38.6%	50.0%	38.9%		2	45.7%	45.5%	12.5%
	3	22.2%	22.7%	16.7%	27.8%		3	27.1%	21.8%	75.0%
	4	25.5%	25.9%	20.0%	27.8%		4	18.6%	21.8%	12.5%
	5	6.6%	7.6%	0.0%	0.0%		5	4.3%	5.5%	0.0%
Total Responses						Total Responses				
		302	251	30	18			70	55	8

In this case, traditional methods of instruction infer more structure in the organization of classrooms, a more rigid scope and sequence curriculum, prevalent use of basal texts/readers, and less interdisciplinary, activity-based instruction. The Primary Program espouses more flexible age and ability grouping as well as more conferencing with students and parents. Also, characteristic of the Primary Program is continuous progress at the individual child level and a more narrative reporting system. The paradigm shift in primary should be toward authentic assessment or more ongoing documentation of what students learn and do in their everyday classroom activities and away from only letter grades.

About one-third, 33.5 percent of the 251 teachers surveyed, agreed with the statement that for the most part, primary school has gone back to traditional methods of instruction, up from 25.4 percent last year. Elementary administrators agreed at the rate of 27.3 percent this year compared to 7.4 percent last year. It should be noted that this year's sample of 22 districts monitored was completely new and had never been surveyed by OEA. This finding may cause some concern, especially if teachers are not incorporating the attributes of the Primary Program into a large portion of the curriculum.

Other monitoring of elementary schools (K-5) by OEA included a review of technology utilization during classroom visits. The use of a computer by the teacher was rated as "good" or "very good" in 15 percent of the cases. The use of a computer by the students was rated as "good" or "very good" in 24 percent of the cases, which involved 37 classroom visits. The lesson was viewed as "rich in content" in 61 percent of the cases, and students appeared to be "engaged" in 81 percent of the cases. The classroom appeared to utilize "performance-assessment" measures in 57 percent of classrooms visited.

**APPALACHIAN EDUCATION LABORATORY STUDY.** A study recently released by the Appalachian Education Laboratory (AEL) has raised some concern about the current status of the Primary Program. AEL researchers conducted a longitudinal qualitative study in six rural school districts in Kentucky from 1991 to 1998. AEL focused on rural areas since most of their thrust at the origin of the study was researching rural education programs, and Kentucky school districts are mostly rural in nature. The study addresses the following four questions:

- What was the state and national context for Kentucky's nongraded Primary Program?
- How was the program implemented at the state level?
- What changes occurred in primary classrooms?
- How did the program affect students?

Data indicate that initially, teachers changed their classrooms in response to the Primary Program mandate and some positive outcomes occurred for students. However, AEL reported that implementation was hampered by rapid timeline mandates and failure to articulate the purpose of the program and how it connected to the larger reform effort. A "firmly entrenched" graded mindset tended to hamper progress toward full implementation

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of a continuous progress model. Although some improvements were noted in most study schools, AEL data indicate that current progress toward full implementation has “stagnated,” and policy makers may need to once again make program goals clear and demonstrate how its implementation will facilitate alignment with the larger reform effort.

**KDE INITIATIVES.** New KDE leadership in the Primary Program has increased the awareness level of primary educators and administrators toward more responsibility in properly administering the Primary Program. Both state and federally funded reading and early literacy programs to assist at-risk children have been the main focus. Better alignment toward the Kentucky Core Content Test and the goal of building capacity in schools and districts so that all Kentucky children are able to read at the proficient level by the end of the fourth grade has been a priority.

Data from the following demographic survey for the 1999-00 school year provided impetus for at least three major initiatives launched recently:

- Study to investigate characteristics of effective Primary Programs.
- Primary 2000.
- Improving quality of data collected in demographic survey.

Each year KDE conducts a survey of all elementary schools in Kentucky in an attempt to determine schools’ organizational structure in the primary years. A revision of the survey this past year includes data on other important features of the Primary Program, including training needs, progress reporting models, and school council involvement in planning and curriculum. Kentucky has 756 elementary schools with a Primary Program, and these survey results represent participation from 710 schools or 94 percent. KDE has also provided to OEA the two-year comparison of data for 1999-00 and the upcoming 2000-01 school years:

**Primary Demographic Survey 2000 by KDE**

Questions and statewide summary results

1. Please choose one option below that best describes your school's overall primary program structure:

99-00	00-01	PRIMARY PROGRAM STRUCTURE
2%	1%	Four-Year Age Spans (5-8 year-olds grouped together)
3%	2%	Three-Year Age Spans (6-8 year-olds grouped together - part-time inclusion of 5-year-olds)
18%	12%	Dual-Age Spans with full inclusion of 5-year-olds
27%	16%	Dual-Age Spans with partial inclusion of 5-year-olds
26%	21%	Dual-Age Spans with separate primary classes for 5-year-olds
---	6%	Dual Age Spans with separate primary classes for 5-year-olds and exit level students
24%	32%	Predominantly Single-Age Groupings

2. Does your school employ looping practices? (Teachers keep the same students for more than one year.) YES - 38% NO - 62%

3. What number of students in your school who are just exiting primary in May 2000 have taken more than four years to complete the program.

1999-00 - 5,564

2000-01 - 4,745

4. Please indicate the following regarding the majority of the primary teachers in your school:

TRAINING/PROFESSIONAL DEVELOPMENT CONTENT	HAVE BEEN TRAINED 1999:	HAVE BEEN TRAINED 2000:	NEED TRAINING:
a. KERP - Kentucky Elementary Learning Profile	45%	70%	16%
b. Transformations - Kentucky's Curriculum Framework	56%	80%	7%
c. Core Content for Assessment	90%	87%	5%
d. Program of Studies & Implementation Manual	61%	76%	15%
e. Consolidated Planning Guidebook	65%	73%	12%
f. Marker Papers (Primary Writing Content)	N/A	68%	30%
g. Primary 2000	N/A	28%	52%
h. Successful Completion of the Primary Program	N/A	64%	25%
i. Primary Reading Content/Instructional Strategies	N/A	70%	18%
j. Primary Math Content/Instructional Strategies	N/A	64%	23%
k. Primary Science Content/Instructional Strategies	N/A	58%	30%
l. Primary Social Studies Content/Instructional Strategies	N/A	48%	36%
m. Primary Arts & Humanities Content/ Instructional Strategies	N/A	44%	42%
n. Primary Practical Living/Vocational Studies Content/Instructional Strategies	N/A	36%	47%
o. Writing/Reading Connection	N/A	62%	22%

## Primary School

Top six trainings for primary teachers ranked in order of need:

- Primary 2000
- Practical Living/Vocational Studies Content/Strategies
- Primary Arts & Humanities Content/Instructional Strategies
- Primary Social Studies Content/Instructional Strategies
- Marker Papers (Primary Writing Content)
- Primary Science Content/Instructional Strategies

Please list other training received by your staff: *Data are still being analyzed.*

Please list other training needed by your staff: *Technology training for primary teachers and how to integrate technology use into primary classrooms is most frequently requested. Data are still being analyzed.*

5. Does your school district mandate the use of KELP (Kentucky Elementary Learning Profile) to report student progress?

1999: YES – 30%                      NO – 70%  
2000: YES – 20%                      NO – 80%

6. Which components of KELP, if any, does your school currently use?

KELP COMPONENTS	1999	2000
None	26%	21%
Progress Reporting Forms	50%	39%
Student Profile	33%	28%
Teacher/Parent Conversations	55%	43%
Teacher/Child Conversations	45%	34%
Learning Descriptions (Primary)	49%	36%
Expanded Learning Descriptions for 4 <sup>th</sup> and 5 <sup>th</sup> grade	6%	5%

7. Please choose any of the progress reporting methods used by your school in addition to or instead of KELP:

REPORTING STUDENT PROGRESS - METHOD	1999	2000
Parent/Teacher conferences	99%	85%
Working Folders (Writing Pieces)	92%	83%
Direct Observations	76%	67%
Performance Tasks	57%	43%
Video-taped performances	12%	9%
District-designed report card	47%	49%
Student self-reflection	47%	43%
School-designed report card	49%	41%
Anecdotal Records	82%	74%

8. Does your school council have policies or procedures needed to implement the primary program?

1999: YES - 27%                      NO - 73%  
2000: YES - 32%                      NO - 68%

9. Did your school district provide time in the 1999-2000 school calendar for parent-teacher conferences?

1999: YES - 66%                      NO - 34%  
2000: YES - 53%                      NO - 47%

10. How much planning time was provided by the school council for primary teachers during the 1999-2000 school year?

PLANNING TIME ALLOTTED	PERCENT
- less than 15 min. a day	3%
- 30 min. a day	29%
- 45 min. a day	40%
- 60 min. a day	13%
- more than 60 min. a day	4%

11. Check the extent to which common planning time for teams/clusters of primary teachers was made available:

COMMON PLANNING TIME	PERCENT
- as needed	23%
- twice monthly	1%
- monthly	5%
- weekly	25%
- daily	34%

The data are encouraging for the most part, especially in the organizational structure component. There is a trend toward more single-age grouping (up from 24 percent to 32 percent) that should be considered; however, most statutory attributes of the Primary Program can be accomplished in graded (single-age) classrooms due to the nature of multiple abilities and varying birth dates of students. The real litmus test for proper implementation of primary comes with analysis of developmentally appropriate practices, continuous progress, authentic assessment, qualitative-reporting, positive parent involvement, and teacher teamwork.

Looping, or teachers keeping the same group of students for more than one year, is employed in 38 percent of elementary schools. The number of students requiring more than four years to successfully complete the Primary Program is around 10 percent of the



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exiting cohort. One of the central reasons for implementing the Primary Program as part of the total reform package was that prior to KERA's enactment, over 20 percent of students had been retained in at least one grade by the time they had reached fourth grade.

Training needs, as indicated by the survey, reveal that schools are feeling the pressure to better prepare students for the Kentucky Core Content Test. Writing, arts/humanities, practical living/vocational studies, science, and social studies instructional strategies top the list of needs.

The tendency toward the use of the Kentucky Elementary Learning Profile (KELP) has diminished from 30 to 20 percent in one year. However, some schools do use various components of KELP, such as parent conversations and progress reporting. The Learning Descriptions are used by 36 percent of schools, and provides a continuous progress visual-aid for parents.

School councils having developed policies and procedures regarding implementation of the Primary Program have improved 5 percent over the two years from 27 to 32 percent. However, the number of schools providing time for parent conferences has declined 13 percent, from 66 to 53 percent over the two years. Thirty minutes or more of daily planning time is provided for primary teachers by 86 percent of school councils. Common planning time among teachers is provided at least weekly in 59 percent of schools.

**R**ECOMMENDATIONS. In the past year, KDE has focused its oversight of Primary Program implementation. Under new leadership, more attention has been given to providing schools with technical assistance and more support through technology and regional service centers while being sensitive to the authority of school councils. Reading has been the priority in ensuring adequate and equitable resources for schools needing help, especially low-performing schools. The Early Childhood Branch appears to be doing a commendable job interfacing with the Office of Assessment Implementation in clarifying alignment with the Kentucky Core Content Test and the expectations of exiting primary students. Results from the spring 2000 CTBS basic skills assessment validate that improvement is occurring, especially on a statewide basis (as well as impoverished areas), at the end of primary.

The perceived lack of technology utilization as a tool for learning in OEA's classroom visits could be a signal that this area needs more review from KDE's Early Childhood Branch. The Primary Demographic Survey could be coupled with visits from primary consultants from regional service centers to classrooms as a means to validate and enhance data collection.

At this ten-year juncture in school reform, it may be appropriate for school districts and school councils to take a more pro-active approach in oversight of their Primary Program. It is not likely that all elementary schools need the same curriculum to be successful in exiting primary students. Districts with high proportions of at-risk students may need more structure in the curriculum, assuring that basic skills are attained first and then moving toward more interdisciplinary activity-based learning in the later stages of primary. What is important is that continual progress be assured every individual child in whatever instructional modality works best for his/her particular learning style and intelligence.

As the interim accountability period has ended and long-term accountability expectations are now in place, it will become imperative that schools pay close attention to strong alignment between student work in the primary curriculum and intermediate grade proficiency. The real challenge for schools is to build capacity so that each new cohort of students entering primary will be exposed to learning experiences commensurate with being successful.



# *Professional Development*

**O** **VERVIEW.** Professional development continues to be vital to education reform. As the transition from reform strands to shoring up content is made, educators need up-to-date training to help students be successful.

In the 2000 Regular Session of the General Assembly, Senate Bill 77 addressed several issues related to professional development. This legislation created the Teachers' Professional Growth fund "to provide teachers with high quality professional development in the core disciplines of math, science, language arts, and social studies as well as teaching methodologies." Priority for funding this initiative will be given to middle school teachers, especially in the area of mathematics. This legislation also created the Center for Middle School Academic Achievement. The Center was created "to improve the content knowledge and instructional practice of middle school teachers...." This act also provides that only one of the four professional development days shall be used for district-wide professional development activities. The act further provides that a portion of professional development funds allocated to school councils may be used "to prepare or enhance teachers' knowledge and teaching practices related to the content and subject matter required for their specific assignment." The act further requires that the Kentucky Department of Education (KDE) establish an electronic bulletin board listing professional development providers and programs.

In fulfilling their obligation to local district professional development coordinators (PDCs), KDE conducted nine training sessions throughout the state. Additionally, KDE held an orientation session for all PDCs. 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 794 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.

**DISTRICT MONITORING.** In the Office of Education Accountability's (OEA) visits to this year's 22-sample districts, a questionnaire was distributed to a random sample of five teachers and one administrator in each building. The results of these questionnaires are:

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

	<i>YES</i>	<i>NO</i>
Elementary Administrators	98.2%	1.8%
Middle/High Administrators	100.0%	0.0%
Elementary Teachers	99.6%	0.4%
Middle School Teachers	100.0%	0.0%
High School Teachers	100.0%	0.0%

All teachers and administrators have responded with an overwhelming positiveness to this item.

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

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	0	0	0	0		NA	0	0	0
	1	3	1	0	2		1	1	1	0
	2	28	11	10	7		2	3	2	0
	3	59	33	13	12		3	4	0	3
	4	237	162	34	39		4	60	28	29
	5	73	51	10	11		5	35	25	8
		All	EL	MS	HS			All	EL	MS/HS
	Mean	3.87	3.97	3.66	3.70		Mean	4.21	4.32	4.13
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	0.0%	0.0%	0.0%	0.0%		NA	0.0%	0.0%	0.0%
	1	0.8%	0.4%	0.0%	2.8%		1	1.0%	1.8%	0.0%
	2	7.0%	4.3%	14.9%	9.9%		2	2.9%	3.6%	0.0%
	3	14.8%	12.8%	19.4%	16.9%		3	3.9%	0.0%	7.5%
	4	59.3%	62.8%	50.7%	54.9%		4	58.3%	50.0%	72.5%
	5	18.3%	19.8%	14.9%	15.5%		5	34.0%	44.6%	20.0%
Total Responses		400	258	67	71	Total Responses		103	56	40

Elementary teachers responded positively 82.6 percent, while 12.8 percent gave a neutral response and 4.7 percent gave a negative response. Middle school teachers provided a 65.6 percent positive response, 19.4 neutral response, and 14.9 percent negative response. High school teachers responded 70.4 percent positively, 16.9 percent neutrally, and 12.7 negatively. Elementary administrators gave a 94.6 percent positive response, 3.9 percent neutral response, and 3.9 percent negative response. Secondary administrators gave a 92.5 percent positive response, 7.5 percent neutral response, and no negative responses.

3. The professional development available is what I need to improve my teaching skills/professional performance.

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	0	0	0	0		NA	0	0	0
	1	9	2	3	4		1	1	1	0
	2	42	18	10	14		2	4	2	2
	3	76	41	15	20		3	8	1	6
	4	211	152	30	25		4	55	28	23
	5	62	45	9	8		5	35	24	9
		All	EL	MS	HS			All	EL	MS/HS
	Mean	3.69	3.85	3.48	3.27		Mean	4.16	4.29	3.98
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	0.0%	0.0%	0.0%	0.0%		NA	0.0%	0.0%	0.0%
	1	2.3%	0.8%	4.5%	5.6%		1	1.0%	1.8%	0.0%
	2	10.5%	7.0%	14.9%	19.7%		2	3.9%	3.6%	5.0%
	3	19.0%	15.9%	22.4%	28.2%		3	7.8%	1.8%	15.0%
	4	52.8%	58.9%	44.8%	35.2%		4	53.4%	50.0%	57.5%
	5	15.5%	17.4%	13.4%	11.3%		5	34.0%	42.9%	22.5%
Total Responses		400	258	67	71	Total Responses		103	56	40

Elementary teachers provided a 76.3 percent positive response, 15.9 percent neutral response, and a 7.8 percent negative response. Middle school teachers provided a 58.2 percent positive response, 22.4 percent neutral response, and 19.4 percent negative response. High school teachers provided 46.5 percent positive response, 28.2 percent neutral response, and a 25.3 percent negative response. Elementary administrators provided a 92.9 percent positive response, 1.8 percent neutral response, and 5.4 percent negative response.

## Professional Development

Secondary administrators provided 80 percent positive responses, 15 percent neutral responses, and 5 percent negative responses.

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

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	0	0	0	0		NA	0	0	0
	1	3	1	1	1		1	2	1	1
	2	31	15	6	10		2	3	3	0
	3	47	29	6	12		3	2	1	1
	4	215	139	43	31		4	54	26	24
	5	104	74	11	17		5	42	25	14
		All	EL	MS	HS			All	EL	MS/HS
	Mean	3.97	4.05	3.85	3.75		Mean	4.27	4.27	4.25
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	0.0%	0.0%	0.0%	0.0%		NA	0.0%	0.0%	0.0%
	1	0.8%	0.4%	1.5%	1.4%		1	1.9%	1.8%	2.5%
	2	7.8%	5.8%	9.0%	14.1%		2	2.9%	5.4%	0.0%
	3	11.8%	11.2%	9.0%	16.9%		3	1.9%	1.8%	2.5%
	4	53.8%	53.9%	64.2%	43.7%		4	52.4%	46.4%	60.0%
	5	26.0%	28.7%	16.4%	23.9%		5	40.8%	44.6%	35.0%
Total Responses		400	258	67	71	Total Responses		103	56	40

This item demonstrates that teachers in our sample of schools are able to access the professional development activities they need. The overall positive response of 79.8 percent drops off only slightly from elementary (82.6 percent) to middle school (80.6 percent) to high school (67.6 percent). The neutral responses are 11.2 percent for elementary teachers, 9 percent for middle school teachers, and 16.9 percent for high school teachers. There were 6.2 percent negative responses from elementary teachers, 10.5 percent from middle school teachers, and 15.5 percent from high school teachers. Elementary administrators reported a 91 percent positive response with 1.8 percent neutral and 7.2 percent negative responses. Secondary administrators reported a 95 percent positive response with 2.5 percent neutral and 2.5 percent negative responses.

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

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	0	0	0	0		NA	0	0	0
	1	5	1	1	3		1	1	1	0
	2	30	15	8	7		2	2	1	1
	3	77	50	10	17		3	9	4	3
	4	204	132	37	32		4	57	26	28
	5	80	56	11	12		5	34	24	8
		All	EL	MS	HS					
Mean		3.82	3.89	3.73	3.61	Mean		4.17	4.27	4.08
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	0.0%	0.0%	0.0%	0.0%		NA	0.0%	0.0%	0.0%
	1	1.3%	0.4%	1.5%	4.2%		1	1.0%	1.8%	0.0%
	2	7.6%	5.9%	11.9%	9.9%		2	1.9%	1.8%	2.5%
	3	19.4%	19.7%	14.9%	23.9%		3	8.7%	7.1%	7.5%
	4	51.5%	52.0%	55.2%	45.1%		4	55.3%	46.4%	70.0%
	5	20.2%	22.0%	16.4%	16.9%		5	33.0%	42.9%	20.0%
Total						Total				
Responses		396	254	67	71	Responses		103	56	40

The responses from our sample of schools indicate an overall positive response of 71.7 percent from teachers. This positiveness is maintained from elementary (74 percent) to middle school (71.6 percent) to high school (62 percent). The neutral responses were 19.7 percent for elementary teachers, 14.9 percent for middle school teachers, and 23.9 percent for high school. The negative responses were 6.3 percent for elementary teachers, 13.4 percent for middle school teachers, and 14.1 percent for high school teachers. Elementary administrators provided a 89.3 percent positive response, 7.1 percent neutral response, and 3.6 percent negative response. Secondary administrators provided a 90 percent positive response, 7.5 percent neutral response, and 2.5 negative response.



6. My professional development activities are oriented to instructional practices/administrative matters.

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
		All	EL	MS	HS			All	EL	MS/HS
Frequencies	NA	0	0	0	0	Frequencies	NA	0	0	0
	1	1	0	0	1		1	3	0	3
	2	26	10	7	9		2	15	10	5
	3	52	29	9	11		3	12	6	4
	4	246	165	41	40		4	41	18	19
	5	75	54	10	10		5	31	21	9
		All	EL	MS	HS			All	EL	MS/HS
Mean		3.92	4.02	3.81	3.69	Mean		3.80	3.91	3.65
		All	EL	MS	HS			All	EL	MS/HS
Percentages	NA	0.0%	0.0%	0.0%	0.0%	Percentages	NA	0.0%	0.0%	0.0%
	1	0.3%	0.0%	0.0%	1.4%		1	2.9%	0.0%	7.5%
	2	6.5%	3.9%	10.4%	12.7%		2	14.7%	18.2%	12.5%
	3	13.0%	11.2%	13.4%	15.5%		3	11.8%	10.9%	10.0%
	4	61.5%	64.0%	61.2%	56.3%		4	40.2%	32.7%	47.5%
	5	18.8%	20.9%	14.9%	14.1%		5	30.4%	38.2%	22.5%
Total Responses		400	258	67	71	Total Responses		102	55	40

7. My professional development activities are subject matter oriented/related to instructional leadership practices.

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	1	1	0	0		NA	0	0	0
	1	8	1	4	3		1	0	0	0
	2	43	19	8	16		2	1	1	0
	3	73	44	14	12		3	8	4	2
	4	226	158	34	34		4	51	25	22
	5	49	35	7	6		5	42	25	16
		All	EL	MS	HS			All	EL	MS/HS
	Mean	3.66	3.81	3.48	3.34		Mean	4.31	4.35	4.35
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	0.3%	0.4%	0.0%	0.0%		NA	0.0%	0.0%	0.0%
	1	2.0%	0.4%	6.0%	4.2%		1	0.0%	0.0%	0.0%
	2	10.8%	7.4%	11.9%	22.5%		2	1.0%	1.8%	0.0%
	3	18.3%	17.1%	20.9%	16.9%		3	7.8%	7.3%	5.0%
	4	56.5%	61.2%	50.7%	47.9%		4	50.0%	45.5%	55.0%
	5	12.3%	13.6%	10.4%	8.5%		5	41.2%	45.5%	40.0%
Total Responses		400	258	67	71	Total Responses		102	55	40

This item received an overall positive response from teachers (68.8 percent). However, it should be noted that the positiveness dropped off from elementary teachers (74.8 percent) to middle school (61.1 percent) to high school (56.4 percent). Elementary teachers provided a 17.1 percent neutral response, middle school a 20.9 percent neutral response, and high school a 16.9 percent neutral response. Elementary teachers provided a 7.8 percent negative response, middle school a 17.9 percent negative response, and high school a 26.7 percent negative response. Elementary administrators provided a 91 percent positive response, 7.3 percent neutral response, and 1.8 percent negative response. Secondary administrators provided a 95 percent positive response and a 5 percent neutral response.

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

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	9	7	0	2		NA	1	1	0
	1	18	9	3	5		1	1	0	1
	2	111	68	20	23		2	12	6	4
	3	140	97	21	21		3	36	17	17
	4	111	69	22	18		4	46	27	17
	5	10	8	1	1		5	7	5	1
		All	EL	MS	HS			All	EL	MS/HS
	Mean	2.96	3.00	2.97	2.81		Mean	3.45	3.56	3.33
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	2.3%	2.7%	0.0%	2.9%		NA	1.0%	1.8%	0.0%
	1	4.5%	3.5%	4.5%	7.1%		1	1.0%	0.0%	2.5%
	2	27.8%	26.4%	29.9%	32.9%		2	11.7%	10.7%	10.0%
	3	35.1%	37.6%	31.3%	30.0%		3	35.0%	30.4%	42.5%
	4	27.8%	26.7%	32.8%	25.7%		4	44.7%	48.2%	42.5%
	5	2.5%	3.1%	1.5%	1.4%		5	6.8%	8.9%	2.5%
Total Responses		399	258	67	70	Total Responses		103	56	40

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

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	10	7	0	2		NA	0	0	0
	1	13	5	2	5		1	2	0	2
	2	103	64	16	22		2	15	8	5
	3	134	91	20	22		3	35	13	18
	4	121	78	25	18		4	43	27	15
	5	17	11	4	2		5	8	8	0
		All	EL	MS	HS			All	EL	MS/HS
	Mean	3.07	3.10	3.19	2.86		Mean	3.39	3.63	3.15
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	2.5%	2.7%	0.0%	2.8%		NA	0.0%	0.0%	0.0%
	1	3.3%	2.0%	3.0%	7.0%		1	1.9%	0.0%	5.0%
	2	25.9%	25.0%	23.9%	31.0%		2	14.6%	14.3%	12.5%
	3	33.7%	35.5%	29.9%	31.0%		3	34.0%	23.2%	45.0%
	4	30.4%	30.5%	37.3%	25.4%		4	41.7%	48.2%	37.5%
	5	4.3%	4.3%	6.0%	2.8%		5	7.8%	14.3%	0.0%
Total Responses		398	256	67	71	Total Responses		103	56	40

## *Professional Development*

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 (KLA) 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 are 386 administrators enrolled in the second class. This group represents 96 districts and 3 universities. Of the districts visited by the OEA monitoring team, 1 district had seven persons who had participated or were participating in KLA, 3 had six, 1 had five, 2 had four, 2 had three, 4 had two, 3 had one, and 5 had none. Those with persons who had been involved were very positive about the training and the new skills they had acquired to assist their district/school in growth.

KDE has formed the Principals of Excellence Network to celebrate excellence. It was formed on the following beliefs:

- Great principals are students of change and innovation.
- The learning never ends for school leaders.
- Top administrators need on-going educational opportunities.
- Quality leaders need a support system.

Each year a group of Kentucky's top principals will become members of the network. The focus is to bring recognition to the best, give them opportunities to become better leaders, and draw upon their expertise to serve others. In this first year there are 22 participants that represent 17 school districts.

The area of evaluation of professional development activities remains a great concern. A number of avenues were used to evaluate professional development activities in the districts visited by OEA. All of the districts are using some form of a check-off list for initial evaluation. Of the 22 districts, 3 reported requiring teachers to make a formal

presentation on professional development activities that occurred outside the district, and 6 districts reported reviewing teachers' growth plans and school professional development plans before approving professional development activities for a teacher. Other districts report personal follow up with teachers, delayed reflection by teachers, and some have a formal evaluation twice (one after the professional development activity and one later in the school year).

Even though teachers have had numerous professional development activities, PDCs report that there is still a great need for quality professional development activities. In addition, 3 PDCs reported the need for professional development in Learning Styles and three for the teaching of reading, especially at the secondary level. PDCs reported the need for more professional development activities in study groups by grade level, collaboration with special education teachers, writing across the curriculum, teaching critical thinking skills, work with gifted and talented students, behavior/classroom management skills to deal with at-risk students, and continued work to refine curriculum alignment. There continues to be a need for more technology training for all staff members at all levels. In our monitoring we asked PDCs if their teachers were making the transition from in-service to professional development. Two of the 22 stated they were not, and one district reported that some teachers would take a pay cut to avoid attending professional development activities.

OEA staff conducted 108 classroom observations within the 22 districts visited. After the observation, a brief interview was conducted with the teachers. In these interviews, 89 teachers reported that their professional development activities had had a positive impact on their instruction and 3 teachers reported that their professional development activities were average to poor.

**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	24	0
School Finance	24	0
Management	24	0
School-Based Decision Making	24	0
Curriculum and Assessment	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 1999-00, 24 persons completed the superintendent assessment center process. The superintendents interviewed by OEA staff indicated that the information received during the training was worthwhile.

**R**ECOMMENDATIONS. More time is needed for professional development activities.

Either current calendars must be reconfigured or days added specifically for professional development activities. If KDE could provide a master calendar of these offerings to local districts by April 1 each year, then local district calendars could be adjusted to take advantage of these opportunities. Teachers must be better "armed" to continue moving forward in education reform.

OEA continues 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.

# *Regional Service Centers*

**O** **VERVIEW.** 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 family resource/youth services center consultant.

Each RSC submits an annual action plan to KDE. This year the top priority for all RSCs was to work with schools whose CATS accountability index was below 40. Each RSC reported that they were able to provide direct or consulting services to all these schools and/or districts. The second major thrust for all RSCs was to provide technical assistance to schools and/or districts for the preparation of their second Consolidated Plan. Each RSC provided at least five training sessions to help their schools/districts prepare these plans. Teacher academics, especially for middle level teachers, are also a high priority for all RSCs. 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.

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:

- Creation of 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 two sessions in the



## *Regional Service Centers*

summer of 1999 and four in the summer of 2000. This training is also being provided to all new RSC consultants and highly skilled educators.

The major focus for RSCs in the summer of 2000 has been teacher academies. All RSCs provided academies in science, math, reading, and social studies. These were designed to enhance middle level teachers' knowledge of content and skills and were reported to be high-quality academies with enthusiastic participants. There were 796 enrollees this year compared to 181 last year. The increased funding provided by various sources allowed for this expansion. This is an effort worth replicating, as funding increases.

RSCs are involved in collaboration with other education partners across the state. Most RSCs are involved with their local professional development providers to expand opportunities for their service area, and most meet regularly with their higher education institutions to facilitate communication between the higher education community and local school districts. RSCs also meet with the cooperatives that provide services to the school districts in their area to keep abreast of services being provided by the agencies.

**D**ISTRICT MONITORING. In monitoring visits to 22 districts this year, the Office of Education Accountability (OEA) asked personnel to rate the services from their RSC. Services were rated very good to excellent in 15 districts, average in 6 districts, and below average in 1 district. Concern was expressed by 2 districts about the large number of new consultants and that this problem had slowed the ability of their RSC to provide the district services. Also, 2 other districts reported that there was a problem with the availability of services when needed. They did not state if it was a planning problem on the part of the district or the RSC. Geography seemed to play some role in the lower ratings in that closer proximity to the center yielded higher ratings.

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 visited in our 22-district sample.

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

	YES	NO
Elementary Administrators	91.5%	8.5%
Middle/High Administrators	90.3%	9.7%
Elementary Teachers	70.1%	29.9%
Middle School Teachers	73.5%	26.5%
High School Teachers	50.0%	50.0%

Principals were very familiar (90+ percent) with RSCs in our sample districts. Elementary teachers (70.1 percent) and middle school teachers (73.5 percent) are highly aware. Only half of high school teachers (50 percent) are aware of their RSCs.

2. Staff from the RSC have presented professional development programs in my school?

TEACHER CATEGORIES					
Frequencies		ALL	EL	MS	HS
	NA	6	5	0	1
	1	7	6	1	0
	2	25	15	6	4
	3	18	16	1	1
	4	114	74	23	16
	5	35	26	5	4
	ALL	EL	MS	HS	
Mean	3.66	3.74	3.04	3.60	
Percentages		ALL	EL	MS	HS
	NA	2.9%	3.5%	0.0%	3.8%
	1	3.4%	4.2%	2.8%	0.0%
	2	12.2%	10.6%	16.7%	15.4%
	3	8.8%	11.3%	2.8%	3.8%
	4	55.6%	52.1%	63.9%	61.5%
	5	17.1%	18.3%	13.9%	15.4%
Total Responses	205	142	36	26	

ADMINISTRATOR CATEGORIES				
Frequencies		ALL	EL	MS/HS
	NA	0	0	0
	1	4	3	1
	2	4	3	0
	3	5	3	2
	4	43	24	19
	5	16	10	5
	ALL	EL	MS/HS	
Mean	3.96	4.11	3.29	
Percentages		ALL	EL	MS/HS
	NA	0.0%	0.0%	0.0%
	1	5.6%	7.0%	3.7%
	2	5.6%	7.0%	0.0%
	3	6.9%	7.0%	7.4%
	4	59.7%	55.8%	70.4%
	5	22.2%	23.3%	18.5%
Total Responses	72	43	27	

## Regional Service Centers

responses and a 14.8 percent negative response. Middle school teachers had a 2.8 percent neutral response and 19.5 percent negative response. High school teachers had a 3.8 percent neutral response and a 19.4 negative response.

### 3. Staff from the RSC have contributed to improved teaching and learning in my school?

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
		All	EL	MS	HS			All	EL	MS/HS
Frequencies	NA	3	2	0	1	Frequencies	NA	0	0	0
	1	7	6	1	0		1	4	3	1
	2	30	22	6	2		2	6	5	1
	3	45	33	8	4		3	12	3	9
	4	100	65	17	17		4	44	26	16
	5	20	15	3	2		5	7	6	1
		All	EL	MS	HS			All	EL	MS/HS
Mean		3.48	3.43	3.43	3.76	Mean		3.60	3.63	3.54
		All	EL	MS	HS			All	EL	MS/HS
Percentages	NA	1.5%	1.4%	0.0%	3.8%	Percentages	NA	0.0%	0.0%	0.0%
	1	3.4%	4.2%	2.9%	0.0%		1	5.5%	7.0%	3.6%
	2	14.6%	15.4%	17.1%	7.7%		2	8.2%	11.6%	3.6%
	3	22.0%	23.1%	22.9%	15.4%		3	16.4%	7.0%	32.1%
	4	48.8%	45.5%	48.6%	65.4%		4	60.3%	60.5%	57.1%
	5	9.8%	10.5%	8.6%	7.7%		5	9.6%	14.0%	3.6%
Total Responses		205	143	35	26	Total Responses		73	43	28

4. Staff from the Regional Service Center have worked with me personally to help improve the way I do my job?

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	12	10	1	1		NA	1	0	1
	1	16	13	3	0		1	7	5	2
	2	55	42	6	7		2	13	7	6
	3	49	33	10	5		3	13	6	6
	4	59	32	14	13		4	32	20	11
	5	15	13	2	0		5	6	5	1
		All	EL	MS	HS			All	EL	MS/HS
	Mean	3.01	2.92	3.17	3.24		Mean	3.24	3.30	3.12
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	5.8%	7.0%	2.8%	3.8%		NA	1.4%	0.0%	3.7%
	1	7.8%	9.1%	8.3%	0.0%		1	9.7%	11.6%	7.4%
	2	26.7%	29.4%	16.7%	26.9%		2	18.1%	16.3%	22.2%
	3	23.8%	23.1%	27.8%	19.2%		3	18.1%	14.0%	22.2%
	4	28.6%	22.4%	38.9%	50.0%		4	44.4%	46.5%	40.7%
	5	7.3%	9.1%	5.6%	0.0%		5	8.3%	11.6%	3.7%
Total Responses		206	143	36	26	Total Responses		72	43	27

High school teachers have responded more positively to this issue (50.4 percent) than middle school (44.5 percent) or elementary (31.5 percent) teachers. Elementary teachers gave a 23.1 percent neutral response and a 38.5 percent negative response. Middle school teachers gave a 27.8 percent neutral response and a 25 percent negative response. High school teachers gave a 19.2 percent neutral response and a 26.9 negative response. However, elementary and middle school administrators gave a much higher positive response (52.7 percent and 58.1 percent) than secondary administrators (44.4 percent). Elementary administrators gave a 14 percent neutral response while secondary administrators gave a 22.2 percent neutral response. Elementary administrators gave a 27.9 percent negative response and secondary administrators had a 29.6 percent negative response.

**R**ECOMMENDATIONS. The issue of a consultant being allowed to only remain three years is identified as a critical problem in all regions. OEA believes 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.

Professional development budgets for consultants seem 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. KDE has embraced a singular approach in providing funding to RSCs in which all RSCs are funded at the same level. 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 management structure for improved efficiency and common mission. In addition, due to low performance on CATS, all centers need additional consultants in the content areas of Arts/Humanities and Practical Living/Vocational Studies.

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.

# *School-Based Decision Making*

**O** **VERVIEW.** As intended by the Kentucky Education Reform Act (KERA) of 1990, the implementation of school-based decision making (SBDM) continues to occur in a steady consistent manner. The support system for councils is expanding and maturing in ways initially envisioned by the framers of KERA. As anticipated, the maturation process for councils is directly related to the level of sophistication of the support system which provides assistance to school districts and school councils. Possibly, no other state in the nation has attained a more comprehensive and sophisticated effort to shift the governance of schools to the building level.

Most councils function with the standard one principal, three teachers, and two parents model. However, of the 1,264 councils currently participating in the SBDM process, 62 function with alternative models. Due to being from one-school districts or having exceeded performance thresholds on assessment scores, 26 schools are exempt from the SBDM process.

**SUPPORT SYSTEM FOR SBDM.** The support of several organizations and agencies has been critical to the successful implementation of the SBDM 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 SBDM. The assistance provided by these organizations has included information 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 SBDM. The Kentucky Department of Education (KDE) has disseminated numerous Program Advisories, adopted needed regulations, developed a school council handbook (SYNERGY), developed and disseminated training materials,

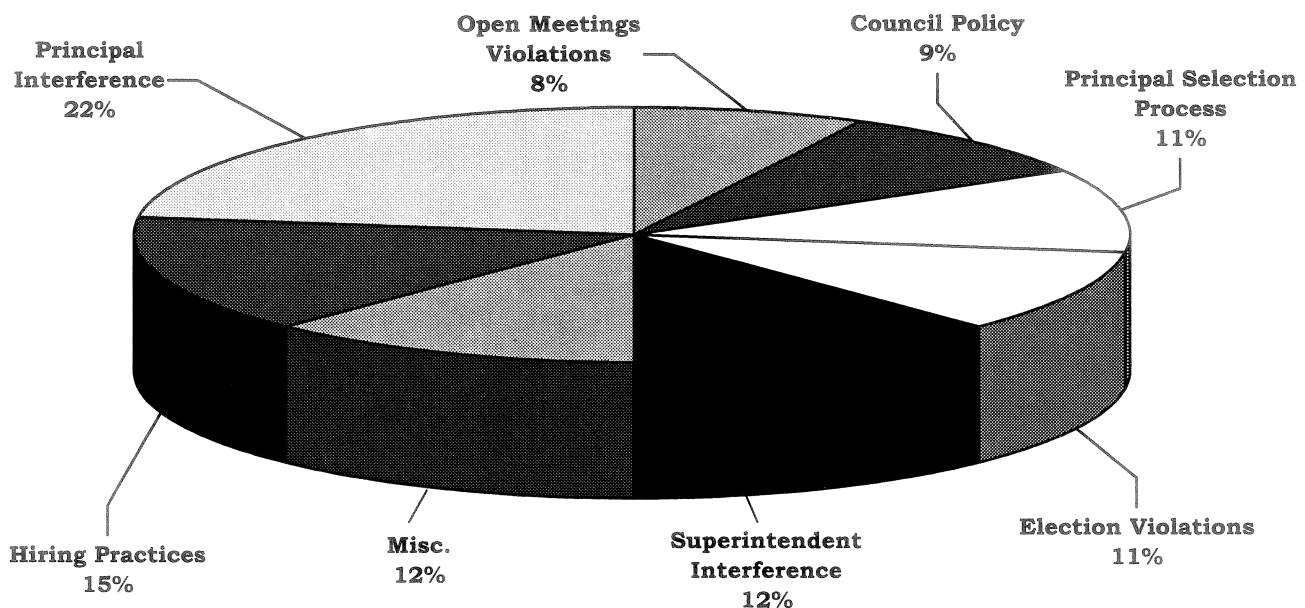
## *School-Based Decision Making*

established a network of SBDM trainers, provided on-site training and technical assistance to stakeholders, provided guidelines, established a statewide SBDM Advisory Committee, established a SBDM audit process, and established a SBDM website.

Per KRS 160.345(9), the Office of Education Accountability (OEA) continues to receive a steady stream of hotline calls and complaints regarding implementation of SBDM. The complaints generally deal with issues involving hiring, implementation of council policy, open meetings, and the proper role of principals, central office administrators, and school councils in making programmatic decisions.

OEA received a total of 66 complaints over the past year. Of these, 39 complaints were resolved through written and phone correspondence with local school and district officials and 27 were resolved through on-site investigations.

**FIGURE 4  
TYPES OF SBDM COMPLAINTS**



While OEA has been able to successfully resolve the vast majority of complaints received related to SBDM, several recent cases have revealed a situation wherein individuals have knowingly circumvented the intent of the SBDM statute. Because the statute requires an intentional pattern of practice which is detrimental to the successful implementation of or circumvents the intent of SBDM prior to sanctions being levied against the offending party, these individuals who have knowingly circumvented the intent of SBDM have been unamenable to punishment for a single offense. OEA therefore recommends the General Assembly consider a change in the language of KRS 160.345(9)(a) to state that any individual who knowingly circumvents the intent of SBDM shall be subject to a reprimand on the first offense. We believe that this is a fair and just solution because we are now a decade into the reform, individuals involved in schools know the parameters of the SBDM statute, and such a change would fully protect the implementation and successful operation of SBDM throughout the state.

OEA is currently conducting a study of the principal selection process. The report will be provided as a separate document to legislators and other interested parties upon its completion.

**R ECOMMENDATIONS** Councils need more technical assistance in all areas of SBDM implementation than is currently available. Further, the SBDM audit process initiated by KDE should be provided as a technical assistance service to all school councils.

Language in KRS 160.345(9)(a) should be changed to reflect that an individual who knowingly circumvents the intention or successful implementation of SBDM may be subject to a reprimand for a first offense, and subsequent offenses could lead to more serious consequences.





# *Superintendent Screening Committees*

**O** **VERVIEW.** KRS 160.352 is the statute that created the superintendent screening committee as part of the selection and hiring process for superintendents in Kentucky school districts. It was initially passed in 1990 as part of the Kentucky Education Reform Act. The original act has been amended four times. These amendments address a change in timelines, minority representation, and additional employee representation. These amendments were discussed in detail in the 1999 Office of Education Accountability (OEA) Annual Report and will not be addressed in this year's report.

The current statute with the 1994, 1996, and 1998 amendments 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 screening 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*

## *Superintendent Screening Committees*

*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.** This is the 10<sup>th</sup> year that OEA has conducted a survey of the screening committee process and included the results in the annual report. The original purpose of this survey was to assure compliance with the statutory mandate of KRS 7.410 to "(M)onitor the education system and implementation of the provisions of the Kentucky Education Reform Act of 1990 . . . ." While the original purpose of the survey remains the primary reason for the survey, it has produced a database that has provided significant information regarding the number of superintendents hired each year, number of applicants per district and statewide, number of finalists, adherence to timelines for establishing and operating the screening committees, etc. Over this ten-year period, OEA has reviewed about 280 responses from districts hiring superintendents.

Last year's report noted that there were only 20 districts hiring new superintendents, a significant deviation from the previous eight-year average of about 30. This year there were 27 districts reporting vacancies in the superintendent position. This is very close to the running average of approximately 30 districts or 17 percent of the 176 school districts per year.

While 27 districts reported vacancies, some have not completed their hiring process or have not yet submitted their reply to the OEA questionnaire. As a result, the subject of our analysis will primarily focus upon those 19 districts which have completed the process and responded fully to the survey by August 31, 2000. Our surveys have indicated that most districts hiring superintendents complete the entire process by July 1 of the hiring year, placing the new superintendent in position about one and one half months prior to the opening of the new school year in mid-August. This occurs when the superintendent makes his retirement announcement during the February, March, and April timeframe or the board determines not to offer a new contract during the same time period. When these announcements do not occur on a timely basis, the hiring process runs into July, August, and September and cannot be fully included in that year's report.

As of August 31, 2000, there were 3 districts still in the process of hiring a new superintendent and 5 districts that have completed the process, but have not yet had the time to submit their response to the survey.

**IMPACT OF 1998 AMENDMENT TO KRS 160.350.** KRS 160.350 was amended during the 1998 Regular Session to allow school boards to hire an individual they had previously appointed as interim superintendent. This interim situation only occurs when the departing superintendent leaves prior to the end of his contract or the contract has ended, the superintendent departs on June 30 and the selection and hiring of the new superintendent is not completed. A significant majority of superintendent screening and hiring procedures is completed prior to the June 30 departure of the previous superintendent, so the use of the interim superintendent option does not occur frequently.

In last year's report only one interim superintendent had been hired as the new superintendent by the August 31 end of the reporting period. There were only 2 of the 20 districts hiring superintendents in that period that had not completed their process and had interim superintendents in place. Both of these districts hired the interim superintendent, but one of them did not enter into a regular four year contract. In this instance, both the interim superintendent and the board wanted only one year. So a clear picture of the impact of the amendment did not emerge during last year's review, since only two districts of the twenty reviewed entered into a regular four year superintendent contract with the interim superintendent.

This year there were 27 districts hiring superintendents. As previously stated, not all of these districts have completed the screening and hiring process and submitted their response to the survey. OEA staff is nevertheless aware of the identities of 25 of the new superintendents and knows that the remaining two districts will not hire interims, as those positions are occupied by the departing superintendents, both of whom will remain until a new superintendent is installed.

Of the 27 districts hiring superintendents this year, only 1 has hired their interim superintendent. As previously stated, last year 2 of 20 did so.

In the immediate two-year period following the amendment to KRS 160.350, only 3 districts of 47 opted to hire their interim superintendent for a rate of approximately

## *Superintendent Screening Committees*

6.5 percent. This issue will remain under review in future annual reports, but at this time, it does not appear this amendment has had a significant impact upon the overall process of the screening and hiring of superintendents. It is further noted that each of the three interim superintendents hired were bonafide original applicants and were all on the screening committee's recommendation list.

**TIMELINES/KRS 160.352.** Last year's report noted that there was a significant drop in the number of districts seeking new superintendents. Only 20 districts hired new superintendents during the 1999 reporting period. That was about 33 percent less than the previous eight-year average of about 30 districts per year. It was speculated that one of the reasons for this deviation was that during the previous two periods, 1997 and 1998, a total of 76 of the 176 districts hired new superintendents. This year the number of districts hiring superintendents, 27, closely approximates the new average based upon ten years of review. In that ten years, approximately 276 screening and hiring sequences took place for an average of 27.6 districts per year or slightly less than 16 percent of the districts per year hiring new superintendents.

During this reporting period all but 2 of the 19 districts that have completed their process and returned their survey, instituted the screening committee process within the 30-day rule set forth in KRS 160.352. Two districts, which could have used the "90 day before the vacancy rule," did not opt to do so and established their screening committees almost upon notice of the future vacancy and allowed their committees 134 and 195 days to complete their process. The 90-day rule states that when the board is aware of a future vacancy that will not occur for a considerable period of time, the deadline for establishing the committee is 90 days prior to the date the vacancy will occur.

The 90-day rule established by the Kentucky General Assembly in the Kentucky Education Reform Act in 1990 would seem to indicate that the legislature was of the opinion that 90 days would be sufficient time for the screening committee to meet its mandate if such a period of time was available.

Each year this report sets forth the varying periods of time that the hiring districts have allotted to their screening committees to complete their work. This year's results are in line with previous years with most of the districts allowing their committees 30-90 days for their work.

As in the past, very few districts allowed less than one month for the committee's work. In 1997, only 6 districts of 33 allowed less than two months. In 1998, 12 of 35 reporting districts allowed less than two months, but only 4 districts had less than one month. This year 7 districts of the 19 reporting districts allowed less than two months, but only 3 districts allowed less than one month.

DISTRICTS	TIME TO COMPLETE
3	Less than 30 days
7	30-60 days
6	61-90 days
3	Over 91 days

During this reporting period, one district went through two full screening processes when they determined that the first search and screening effort was flawed. Since the same screening committee was in place for both processes, this was counted as one screening process even though both of the screening processes were lengthy.

Three districts had committees that had less than 30 days to complete their work. These committees had 12, 19, and 25 days from the time the board member was appointed to the committee until the day the recommendations were made to the board. Even with these time constraints, these 3 district screening committees reduced a total of 78 applicants to 11 finalists. All three boards hired an out-of-district applicant although one board did not hire a committee recommended applicant. One of these districts failed to establish the screening committee within the 30 days imposed by KRS 160.352.

As in past surveys, it appears that districts do provide sufficient time for the committees to complete their task with the majority of respondees indicating terms of two months or more for their committees to work. Those reporting less than one month are usually the victims of unexpected resignations or retirements and have little to no time to complete the process if they hope to place a superintendent before the July 1 beginning of the new fiscal year. From the review of these surveys, it appears that districts are cognizant of the timelines imposed by the statute and recognize the significance of the work done by their screening committees, both in providing the time necessary to complete the work and, in most cases, hiring from the list of committee recommended finalists.

## *Superintendent Screening Committees*

**APPLICANTS/FINALISTS.** The 19 districts that have completed their hiring and responded to the survey had a total of 465 applicants for these positions. The district with the fewest applicants had 9 and the one with the most had 88.

DISTRICTS	NUMBER OF APPLICANTS
3	Less than 10 applicants
7	Between 11-20 applicants
4	Between 21-30 applicants
3	Between 31-40 applicants
1	42 applicants
1	88 applicants

(Note: The district having 88 applicants is the same district referred to previously that conducted two full screening processes and 88 was the total number of applicants for the two screenings.)

The average number of applicants per district from 1997-2000 are displayed in the following table:

YEAR	APPLICANTS PER DISTRICT
1997	26.0
1998	23.0
1999	24.0
2000	24.5

This year's 19 committees reduced the 465 applicants to 86 finalists, which is a rate of 18.5 percent finalists and that is completely consistent with past years.

YEAR	APPLICANTS PER DISTRICT
1997	18.5%
1998	18.6%
1999	20.0%
2000	18.5%

The average number of finalists per district for the year 2000 was 4.5. This is consistent with the past three-year average that has ranged between 4 and 5 finalists per district. This year committees recommended as few as 3 finalists and as many as 7. No committee rejected all the applicants put before them, as two committees did during 1998.

This year the 465 applicants were comprised of 393 males and 72 females - 84.5 percent male and 15.5 percent female. The following table indicates an increase in the number of female applicants over the past four years.

YEAR OF REPORT	TOTAL APPLICANTS	MALE APPLICANTS	FEMALE APPLICANTS
1997	865	87.5%	12.5%
1998	763	87.7%	12.3%
1999	283	86.2%	13.8%
2000	465	84.5%	15.5%

In this year's 19 hiring districts, the screening committees selected 18 of the total 72 female applicants as finalists recommended to the board or 26.4 percent of the total female applicant pool. These same committees recommended 68 of the 393 male applicants as finalists or 17.3 percent. Last year these percentages were 23 percent and 20 percent respectively.

In the overall pool of 86 finalists, 18 were female and 68 were male (21 percent female and 79 percent male). The following table clearly shows an increase in the percentage of female finalists recommended to the board over the last three years.

YEAR OF REPORT	TOTAL APPLICANTS	MALE FINALISTS	FEMALE FINALISTS
1997	160	83.75%	16.25%
1998	142	87.00%	13.00%
1999	57	84.20%	15.80%
2000	86	79.00%	21.00%

There is an increase from 13 percent to 21 percent over the past three years in the percentage of female applicants selected as finalists. While this appears to be an upward trend, further reviews are necessary to determine if this is truly a trend.

This year the 19 districts reviewed hired 2 female superintendents or 10.5 percent; and 17 hired male superintendents or 89.5 percent.

YEAR	DISTRICTS	MALE SUPT. HIRED	PERCENTAGE	FEMALE SUPT. HIRED	PERCENTAGE
1997	33	31	94.0%	2	6.0%
1998	33	28	84.8%	5	15.2%
1999	18	15	83.4%	3	16.6%
2000	19	17	89.5%	2	10.5%

In the 19 districts reviewed, 5 minority applicants were among the pool of 86 finalists. That is 5.8 percent of the total, but none were hired as superintendents. Three districts of



## *Superintendent Screening Committees*

the 19 were required by KRS 160.352(2)(f) to have minority representation on their screening committee. All 3 were in compliance with the law. One district reported minority representation on their screening committee by the appointment of the board representative, even though they were not required to have minority representation under the 8 percent rule of KRS 160.352.

**SCREENING COMMITTEE RECOMMENDATIONS/BOARD DECISIONS.** Over the past several years, this report has recorded the number of times that a hiring school board has rejected the recommendations of its screening committee and hired from off the finalist list. It should always be remembered that the board is the hiring entity and is not bound by law to hire from the screening committee's list of finalists or even from the list of all applicants for the position.

A review of these figures does tend to be an indicator of the significance placed upon the work of the screening committee by the various district boards of the Commonwealth. During the past three years, 9 boards have rejected the finalists recommended and hired another as superintendent. This year only 1 of the 19 districts hired a superintendent who was not recommended by the committee. In the past four years, 103 boards hired superintendents and only 10 boards have rejected the committee's recommendations and hired from off the finalist's list. As this report indicated last year, a 10 percent rejection average should not be considered a negative trend without additional facts and circumstances regarding these rejections. This subject will remain a part of these annual reports and additional questions will be included in this section of the survey in an effort to determine the reasons for a board's rejection of the recommendations of a committee.

**IN-DISTRICT/OUT-OF-DISTRICT APPLICANTS/HIRING.** Initially this piece was placed in the annual report to determine if Kentucky school boards would opt to hire a person within the district with whom they were familiar and comfortable or would screen and carefully consider all applicants, in- and out-of-district, in an effort to obtain the best person available for the position. The conventional wisdom at the beginning of the reform era seemed to be that local boards of education would have a bias toward in-district known candidates. This simply has not been the case. Prior to 1999, screening committees had recommended 2 out-of-district candidates for each in-district candidate and the boards had hired at about a 1-to-1 ratio. In 1999, the committees recommended

10 in-district applicants and 47 out-of-district applicants for an approximate 5-to-1 ratio of out-of-district to in-district. Boards hired 8 out-of-district candidates and 4 in-district candidates for a 2-to-1 ratio.

In this year's review, 18 of the 19 districts responded to this question on the survey. These 18 districts had 67 out-of-district finalists and 15 in-district finalists, about 4½ to 1 in favor of out-of-district finalists by screening committees. In the 19 districts responding to the hiring question, 15 boards opted for out-of-district candidates and 4 hired in-district candidates, slightly more than 3 to 1 in favor of out-of-district candidates.

It is important to remember that there are always considerably more out-of-district applicants than in-district applicants. Screening committees have seldom shown a bias in favor of either group and boards of education, who can hire anyone they want, have almost always been furnished with at least 1 in-district finalist and have shown little or no in-district bias and appear to be hiring out-of-district finalists at a steadily increasing rate.

**USE OF CONSULTANTS.** This is the third year of tracking the use of consultants in the screening and hiring process in the various districts. The following table depicts the frequency of use over these years.

YEAR	DISTRICTS SURVEYED	CONSULTANTS	NO CONSULTANT
1998	24	14	10
1999	12	8	4
2000	19	10	9

In these three years, there is no trend that can be discerned by a review of the numbers other than overall 58 percent of the hiring districts have employed the professional consulting services in this field offered by the Kentucky School Boards Association and others. Almost all of the districts responding to the OEA survey have commented very favorably regarding the assistance provided by these consultants.

**RECOMMENDATIONS.** Last year the report noted three areas of continuing interest to be carefully monitored to determine if negative trends were emerging or if there was any reason for concern in these areas.

Board rejection of all of the screening committee's finalists. Last year it was noted that the overall rejection rate of 1997, 1998, and 1999 was about 10 percent. This year 2 of the 19

## *Superintendent Screening Committees*

district boards rejected all of the committee's recommendations and hired from off the recommended list of finalists, leaving the four-year rejection percentage at 10 percent. Both of the rejecting boards had about 30 applicants (5-7 finalists) and both hired out-of-district superintendents. Without further information regarding these hirings, no conclusion can be drawn. Questions will be added to the survey designed to develop additional information.

Length of time allowed screening committees to complete their work. From past surveys, it appears that about two months is sufficient time for a screening committee to complete its work. It is necessary to recognize that it is not always possible to allow that much time due to the timing of the vacancy notice and the desire to complete the process prior to the beginning of the fiscal year on July 1. Past surveys have indicated that most boards make good faith efforts to provide sufficient time to their screening committees and this year is no exception.

Of the 19 districts surveyed this year, 13 boards had committees that operated for 60 days or more. One district allowed 54 days and 3 other boards 30-60 days. Only 3 districts had committees that had less than 30 days to complete the process.

Interim superintendents/1998 amendment to KRS 160.350. During the 1998 reporting year and prior to the passage of the amendment to KRS 160.350, removing the prohibition regarding hiring interim superintendents, three districts did so in violation of the pre-amendment law. These districts were reprimanded by the Kentucky Department of Education, but were not forced to rescind their actions, for numerous valid reasons and the fact that all three districts had simply acted erroneously.

During the 1998 Regular Session, the legislature considered the issue and amended the statute to allow the hiring of the interim superintendent. This decision was based in part upon the fact that there were very few interim superintendents in the hiring process and it seemed unfair to the person selected as interim to be barred from consideration as a candidate for the position. The prohibition in the original 1990 version of KRS 160.350 was most likely based upon the belief that districts would appoint an interim superintendent when necessary and simply convert the interim to the regular superintendent without conducting a proper search and screening process designed to obtain the best person for the position.

Since the passage of this amendment in 1998, with a total of 45 screening and hiring situations, only 4 districts used interim superintendents. One of those situations was a district that found itself in a timing dilemma with a very late notification of an almost immediate vacancy and simply opted to extend the interim superintendent into next year's normal superintendent hiring cycle in February through June and then hire a regular superintendent. A 6 percent rate of hiring interim superintendents certainly does not raise any concerns regarding the good faith and serious efforts of boards of education to hire the best person for the position after a careful and thoughtful screening and selection process.



# Investigations





# Investigations

**O** **VERVIEW.** Since the passage of the Kentucky Education Reform Act (KERA), during the 1990 Regular Session of the Kentucky General Assembly, the Office of Education Accountability (OEA) Investigative Division has been active in fulfilling its mandate under KRS 7.410(2)(c)(4). In the 10 years since enactment of KERA, the General Assembly has made no modifications to the goals and mission of OEA. However, the 2000 General Assembly added general oversight of OEA and its activities by the Education Assessment and Accountability Review Subcommittee.

The OEA Investigative Division was created by KRS 7.410 (2)(c)(4) which reads, in part:

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

Investigations are initiated through written complaints, both signed or anonymous. OEA requires that complaints received on the OEA hotline be reduced to writing and submitted before consideration of investigation. Complaints originate from a variety of sources: parents, concerned citizens, local school board members and employees, local and state law enforcement, other state and federal agencies (i.e., Kentucky Department of Education (KDE), the Education Professional Standards Board, Office of the Attorney General, Auditor of Public Accounts), or anonymous individuals.

Complaints, whether received from an identified individual or an anonymous source, must meet certain criteria before initiation of any inquiry or investigation. The factors considered prior to opening an investigation have been discussed in previous annual reports and are as follows: specificity (i.e., date, names, locations), seriousness, firsthand knowledge of complainant, information that complements or reinforces other similar complaints, potential impact upon district, and provability.

The Investigative Division regularly receives allegations and complaints that are not within the scope of KRS 7.410 and are in the primary jurisdiction of another agency. They are immediately referred to that appropriate agency. A complaint that does not qualify for opening an investigation or inquiry is placed in an appropriate file to be retrieved for review if similar complaints are received or if follow-up information is forthcoming.



## *Investigations*

While it would be preferable to have all the sources of information identified, the nature of the Investigative Division's work and the mind-set of some of those providing information, compels this division to accept and consider anonymous complaints. The identity of the complainant is not as critical to this division as the facts, circumstances, and details of the complaint. If the information qualifies for an inquiry under the established criteria, it will be investigated with the same diligence as a signed complaint.

In the past year, due to the addition of one full-time attorney/investigator, many allegations were expeditiously processed without the necessity of opening a miscellaneous inquiry or investigative file. Many complaints meeting the factors for consideration were expeditiously resolved by a telephone call or a letter to a superintendent or a board member. Frequently the mere notification to a superintendent or board member of the offensive practice is sufficient to correct the situation. The investigative actions taken and documentation of the resolution are filed with the complaining letter in the district correspondence files. Should the incident require additional work or investigation, the information is retrieved, a file opened, and the issues handled accordingly.

If the division manager determines that the complaint meets the qualifying criteria, a document entitled "Intent to Investigate" is prepared for the consideration of the OEA director. This document synthesizes the complaint, states the objective of the review, defines the scope of the review, sets a starting date, and estimates a closing 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 concur with the division manager that action is warranted. At this point, a miscellaneous inquiry or regular investigative file is opened and the case is placed upon an investigative schedule prioritized upon its merits.

**STAFFING.** The Investigative Division started in 1991 with one full-time attorney/investigator and one part-time contract investigator. The support staff were shared with other divisions of OEA. The next four years saw an increase in staff with the addition of three part-time investigators, one contract certified public accountant/investigator, and one full-time administrative assistant. Currently, the Investigative Division consists of a division manager, an attorney/investigator, a legislative analyst/administrative assistant, a contract CPA, and four part-time investigators. OEA's

four part-time investigators are all retired federal investigators with combined investigative experience in excess of 100 years. While the staff has remained small, prioritization of work and the use of part-time personnel have enabled the agency to operate in an effective and cost efficient manner.

**CASELOAD.** The number of complaints converted to investigative matters has remained somewhat consistent during the past four years. From 1991-1995, a total of 175 cases were opened for some level of inquiry. During the past four years, the office has opened an average of 60 to 80 new cases per year. From October 1999 – September 2000, OEA opened 64 new cases. Currently 46 files are open and in some stage of inquiry or investigation. Several files contain numerous allegations from various individuals concerning one school district. If these issues do not meet the criteria to be handled individually, the allegations are collected and filed. When sufficient allegations are accumulated and it is determined that criteria for review have been met, an inquiry is instituted. While these files contain numerous complaints and allegations, the file is considered only one case for annual report purposes.

While the division conducts numerous on-site investigations in a good number of school districts each year, most of the issues presented to this office are resolved through telephone calls and exchanges of correspondence with school district officials. Some allegations simply require on-site reviews to reach a resolution, but in all cases, efforts are made to avoid on-site reviews, where possible, because these visits are intrusive and tend to disrupt the operation of the district. Even in districts where on-site reviews are necessary, resolutions are usually reached after a discussion of the investigative findings. Only in the rare case where no resolution is possible and the findings justify further action is the matter referred to the Commissioner of Education for his consideration of charges before the Kentucky Board of Education (KBE). All referrals made to the Commissioner by this office over the past 10 years have been accepted and deemed to be worthy of charges. This, however, occurs in less than 5 percent of the investigations conducted by this division.

The level of proof necessary in matters before administrative bodies is a preponderance of evidence. The Investigative Division has always attempted to achieve the same level of proof that is necessary to convict in criminal cases. As a result, each time the

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Commissioner of Education has accepted OEA's findings and filed charges before KBE, the KBE has accepted the charges and, after presentation of evidence, voted to remove or suspend the subject of the charges.

The Investigative Division has always recognized that honest mistakes occur, lapses of judgment take place, and isolated violations of laws or regulations occur to which no sinister motive can be ascribed. In these cases, resolutions are almost always reached and no punitive action is taken. Only in the most blatant and serious situations where violations of numerous laws and regulations are committed on a continuing basis is the authority of the Commissioner to prefer charges considered and carried through.

During this reporting period, it has not been necessary to refer OEA investigative findings to the Commissioner of Education for his consideration of charges or other action. This was due, in part, to the cooperation of school districts and their willingness to correct situations when they are made aware of the problem. One board member resigned his position when it was determined that his wife had been promoted in violation of KRS 160.380(2)(f). Another board member opted not to file for re-election during an investigation of his residency, which was determined to have been moved in violation of KRS 160.180(3). One investigation was terminated in its early stages when the superintendent advised his board of his intention to retire at the end of the school year.

**LIAISON WITH OTHER AGENCIES.** Over the past ten years, close-working relationships with other investigative and educational agencies has been cultivated and nurtured. The agencies include KDE Legal Services, KDE Division of Management Assistance, Auditor of Public Accounts, Attorney General's Office, Public Corruption Unit of the Attorney General's Office, Kentucky State Police Special Investigative Units, etc. These relationships are necessary and important to all agencies for a variety of reasons:

***Fast and Efficient Exchange of Information.*** All investigative agencies develop and record information. Quite often one agency will have information on hand that another agency needs. A phone call or e-mail will often produce information that would otherwise require an investigation to develop. In other instances, information either provided to or developed by another agency needs to be forwarded to the appropriate agency for analysis and possible action.

**Sharing of Expertise.** Other investigative agencies routinely contact this office or the Division of Management Assistance seeking aid and insight regarding the operation of school districts, KDE, cooperatives, etc. Conversely, OEA at times needs assistance from other agencies which are involved in investigations outside our usual area of endeavor. The sharing of expertise can save the requesting agency time and money in expediting their investigations.

**Reduces Duplication of Effort - Promotes Effective Use of Resources.** No government funded agency is so blessed with resources that it can afford to conduct unnecessary inquiries. Many complainants use the "shotgun" method in making their concerns known by sending the same letters to several agencies. This occurs quite frequently, and time and effort can be reduced and taxpayer money saved by inquiries of other agencies that may have already acted or be the more appropriate agency to conduct the review. The result is one or more agencies are then free to pursue other issues of importance and better serve the Commonwealth.

This office will continue to pursue these relationships as efficient and productive practices designed to maximize the resources available to it and to the other agencies involved.

**R ECOMMENDATIONS.** In past reports, the Investigative Division has suggested the expansion of the criminal checks for certified and classified employees required in KRS 160.380. In the 1998 Regular Session, the General Assembly amended KRS 160.180 to require state and national criminal checks for all certified and classified employees. In the 2000 Regular Session, the same statute was amended to include school volunteers in the full criminal check requirement.

During the past two to three years, the Investigative Division has encountered situations that are in violation of two education-related statutes and has met with considerable resistance to compliance by several school districts.

Director of Pupil Personnel KRS 159.080 and KRS 159.140. KRS 150.080 directs that "Each superintendent of a local school district shall appoint a director of pupil personnel and assistants as are deemed necessary." Compliance with this provision is universal. The compliance problem is with KRS 150.140, which reads as follows:

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### 159.140 Duties of director of pupil personnel

*The director of pupil personnel shall:*

- 1. Devote his entire time to the duties of his office;*
- 2. Enforce the compulsory attendance and census laws in the attendance district he serves;*
- 3. Acquaint the school with the home conditions of the student, and the home with the work and advantages of the school;*
- 4. Ascertain the causes of irregular attendance and truancy, and seek the elimination of these causes;*
- 5. Secure the enrollment in school of all students who should be enrolled and keep all enrolled students in reasonably regular attendance;*
- 6. Visit the home of students who are absent from school or who are reported to be in need of books, clothing or parental care;*
- 7. Provide for the interviewing of students and the parents of those students who quit school to determine the reasons for the decision. The interviews shall be conducted in a location that is nonthreatening for the students and parents and according to procedures and interview questions established by an administrative regulation promulgated by the Kentucky Board of Education. The questions shall be designed to provide data that can be used for local district and statewide research and decision-making. Data shall be reported annually to the local board of education and the Department of Education.*
- 8. Report to the superintendent of schools in the district in which the student resides the number and cost of books and school supplies needed by any student whose parent, guardian, or custodian does not have sufficient income to furnish the child with the necessary books and school supplies;*
- 9. Keep the records and make the reports that are required by law, by regulation of the Kentucky Board of Education, and by the superintendent and board of education.*

KRS 159.149(1) clearly states that the director of pupil personnel shall devote his entire time to the duties of his office. The wording of the statute is compulsory in the use of the word “shall.” The duties enumerated in §§(2) through (9) certainly describe a full-time employee with exacting, critical, and time-consuming duties. A director of pupil personnel can, through the diligent performance of the duties of the office, lower the dropout rate and raise the attendance rate. Those rates have a significant impact upon the SEEK formula, which makes the director of pupil personnel position not only important to the welfare of the students, but of significant importance to the finances of the district. Nevertheless, superintendents, particularly in smaller districts, argue that the district cannot afford a “stand-alone” director of pupil personnel position and insist upon combining the position with other district office jobs, such as Title I coordinator, director

of transportation, etc. Staff of this office believe the General Assembly should consider the issues surrounding compliance with this statute.

#### KRS 160.500 Collector of School Taxes

*KRS 160.500(1) reads, in part, as follows:*

*The tax collector shall be entitled to a fee equal to his expense but not less than one and one-half percent (1.5%) and not to exceed the rate of four percent (4%) for the collection of school taxes, . . .*

The language in this provision is clear regarding the fee paid to the tax collector. The tax collector is “. . . entitled to a fee equal to his expense . . .” The fee is to be between 1½ percent to 4 percent. The case law and the Opinions of the Attorney General are consistent in upholding the amount of the fee and in stating that the fee is to be paid upon a presentation of a bill or statement documenting the expenses of the collector, usually the sheriff.

Despite the clear language of the statute, the case law, and the Opinions of the Attorney General, this office continues to encounter districts that routinely pay the maximum 4 percent statutory limit with little or no documentation of the expenses incurred by the collector and, in some cases, without sufficient board involvement in the process.

It is recommended that all districts currently paying 4 percent or a flat rate in excess of 1½ percent review their tax collection fee and payment procedures to assure that they are receiving a bill that reflects the actual expenses of collection and documenting these expenses in sufficient detail to determine if they are reasonable. To overpay the fee is violative of the State Constitution and takes real education dollars away from the district.



# School Finance







**O** **VERVIEW.** It has been a decade since major legislative change redefined the state's school financing system. Kentucky's Constitution requires that "the General Assembly shall provide for an efficient system of common schools throughout the State." The constitutionality of the state statutes was challenged in the Kentucky Supreme Court's decision Rose v. Council for Better Education, Inc. The Rose decision focused on the considerable variation of property wealth in the state and the fact that the school finance system was not sufficiently sensitive to the wealth disparity. In June 1989, the Kentucky Supreme Court declared the state's education system unconstitutional. In 1990, the General Assembly enacted the Kentucky Education Reform Act (KERA) and replaced the flawed state funding system with new programs for the purposes of base funding, capital construction, and categorical grants. Support Education Excellence in Kentucky (SEEK) was the base funding program designed to equitably distribute the combination of local and state tax revenues so that each student is provided an adequate education regardless of a school district's wealth. Funding separate from the SEEK formula is provided for capital construction through the Facilities Support Program in Kentucky (FSPK) and categorical grants for preschool education, extended school services, professional development, technology, and family resource and youth services centers.

**SEEK.** SEEK is a tiered school finance system comprised of three distinct components: the adjusted base guarantee, Tier I, and Tier II. Each component has a specific objective. The adjusted base guarantee provides a level of per pupil revenue. Tier I stipulates a minimum local tax effort and equalizes state aid for qualifying districts who generate more than the minimum local tax revenue. Under Tier II, school districts obtaining the approval of their voters may maximize their local tax effort. Revenues in the adjusted base guarantee and Tier I include state and local resources while those in Tier II are derived from local sources only.

**Adjusted Base Guarantee.** The adjusted base guarantee provides a guaranteed amount of revenue per pupil for each school district based upon the average daily attendance (ADA) as reported by the school district. The adjusted base guarantee includes four adjustments for the additional costs of providing services to students with special needs and districts with varied needs: exceptional children, transportation, at-risk pupils, and pupils receiving service in their homes or a hospital. The adjustment for exceptional

children is a weighted calculation that considers the number of children identified in any of 12 exceptional categories. Transportation is adjusted pursuant to a formula defined in KRS 157.370, giving consideration to the density of transported pupils per square mile, current costs and depreciation of transportation vehicles, separate calculations for the transport of students to technical-vocational schools, and a weighted factor for disabled students requiring special type transportation. The adjustment for at-risk students is determined by applying 15 percent more revenue for each student approved for participation for free lunches under the National School Lunch Program to the SEEK base amount. Instruction provided in the child's home or hospital due to health impairments at least twice weekly with a minimum of 1 hour instruction daily are added to the adjusted base guarantee. The adjusted base guarantee also includes \$100 per day per ADA for capital outlay.

The SEEK funding level for the adjusted base guarantee is set biennially by the Kentucky General Assembly. The base amount for FY 1999-00 is \$2,924. The amount of SEEK dollars awarded each school year is derived from a combination of state and local tax efforts. KRS 160.470 requires a minimum level of local property tax effort of 30 cents per \$100 of valuation or its equivalent known as the minimum equivalent tax rate (ETR). The difference between the local effort and the adjusted base represents the state's SEEK contribution to the local school district.

**Tier I.** The second component of SEEK is optional and local districts which elect to participate can generate additional revenue 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 are eligible to receive state equalization funds. Equalization funds guarantee the participating districts will receive the same revenue per pupil if they make the same tax effort. There is no public hearing and recall provisions contained in KRS 160.470 for Tier I. In 1998-99, 170 of the 176 districts were eligible to participate in Tier I and 168 districts participated at the maximum level. In 1998-99, state equalization dollars distributed under Tier I totaled \$116,985,786. In the following year, 167 of 176 districts did not exceed 150 percent of the statewide average per pupil property wealth (i.e., \$410,000) and were eligible to receive state equalization dollars. In 1999-00, \$108,966,188 was distributed under Tier I.

**Tier II.** The third component of SEEK is optional, and participating districts may generate additional revenue up to 30 percent of the amount generated by the combination of the adjusted base guarantee and Tier I. School districts must obtain the approval of their voters before imposing additional taxes. No state equalization funds are available under Tier II. The cap on local tax effort under Tier II assures that the disparity in per pupil revenues among districts with similar needs cannot exceed 49.5 percent. (1.15 times 1.3).

**OVERHAUL OF THE FINANCIAL REPORTING SYSTEM.** As a consequence of KERA, the General Assembly mandated an overhaul of the antiquated financial reporting system at the district level. A software accounting package known as MUNIS was implemented, and it brought drastic change. The MUNIS classification system permits districts to record financial transactions by fund, function, program, object, and location. MUNIS is a double entry system on a modified accrual basis of accounting, giving districts the ability to readily determine financial position on a fund basis. The financial reporting format of annual reports was changed to comply with generally accepted accounting principles. Standardized software and hardware permits a more uniform preparation of reports and the ability to electronically submit them to the Kentucky Department of Education (KDE). These reports form a statewide database of district revenues, expenditures, and fund balances (i.e., General Fund, Special Revenue Fund, Capital Outlay Fund, Building Fund, Technology Fund, Construction Fund, Technology Fund, and Food Services Fund) from which financial information can be easily extracted for a variety of reporting possibilities to aid policy makers.

MUNIS is currently operating in 175 districts. Jefferson County is the only district that has not made the conversion to MUNIS. Due to its size and the complexity of a MUNIS conversion, Jefferson County has been permitted to continue the operation of its financial system and reclassify its financial data to the new MUNIS account code structure for reporting purposes.

The transition to MUNIS occurred from 1994 through 1998. Districts that had not completed the conversion process continued to report under the old format. Districts that reclassified their accounts to MUNIS did so with inconsistent results. The annual financial reports (AFR) were completed using two unrelated reporting systems that affected the reliability of classifications when compared with annual financial information prior to

1998-99. For example, revenues from lunchroom sales were reported separate from the AFR prior to MUNIS. Districts' AFRs in 1997-98 reported \$20 million from school lunchroom sales. In 1999-00, \$41.9 million was reported. Data comparability problems exist between pre-MUNIS data, conversion-MUNIS data and post-MUNIS data. Analysis of annual data has been compared within this report, but we caution that the diverse accounting and reporting differences prior to full implementation of MUNIS may provide misleading results. Other than the comparability problem during MUNIS implementation, the new financial management system has become an effective tool as a basis for sound financial decisions.

**IMPACT OF THE STATE FUNDING PROGRAM.** The Kentucky General Assembly directed the Office of Education Accountability (OEA) to 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." For the purpose of the analysis, our discussion of equity and adequacy is restricted to state and local funding. Although federal funding may affect equity and adequacy, the use of federal funds is restricted for specific purposes. Although federal funding is not considered in our analysis, we have illustrated it in Table 15. The criteria against which equity and adequacy were to be measured was not mandated by legislation. To better understand the impact of equity and adequacy, OEA organized data in a manner that illustrates the variation of property wealth among districts. The analysis provides a grouping of Kentucky's 176 school districts into "fifths" known as property wealth quintiles. An ascending database of the property wealth per pupil by school district was compiled, and those districts whose funded ADA fit within one fifth, or 20 percent, of the total funded ADA for the state were grouped in the appropriate quintile. Property wealth of districts fluctuates with annual property assessments and tax rates; therefore, the districts that comprise a quintile will change from one year to the next.

**Adequacy.** To evaluate whether SEEK funding is adequate, OEA made analytical comparisons of the distribution of state and local funding at the state, quintile, and district level; restated the original SEEK base level in current constant dollars using a consumer price index; and compared funding to national averages for per pupil revenue. Our analysis is based upon appropriations and tax assessments in Tables 9, 10, and 17;

and revenue data for the fiscal years 1989-90 through 1998-99 as provided by KDE as illustrated in Tables 11 through 16.

STATE AND LOCAL FUNDING: To analyze the adequacy of the distribution of SEEK funding, we performed analytical comparisons of revenues provided by state appropriations and local tax efforts on a statewide basis, state and local funding of districts by grouping them in wealth quintiles, and the annual distribution of SEEK and local tax efforts on a district basis.

*Distribution of State and Local Funding at the State Level:* The information provided in Table 9 illustrates that the dollar amount of state appropriations and local tax efforts has steadily increased since KERA was enacted. Table 9 illustrates that \$32,809,363,557 in state appropriations and local tax efforts have been provided for the operation of the state's school districts since KERA was enacted in 1990, of which 74.5 percent was generated from state appropriations. Of the \$24,468,804,763 provided by state appropriations, \$16,987,798,891, or 69.4 percent, was restricted to distribution under the SEEK formula. The remaining funds were designated for capital construction and debt, categorical grant programs, health and life insurance for school employees, employer contributions for teacher retirement, school rewards, technology, and School Finance Construction Commission (SFCC).

Table 10 illustrates that the increase in dollar amounts has not been proportionally distributed between state and local sources. Figure 5 illustrates this information in a graphic format. Table 10 shows that local tax efforts are responsible for a greater portion of total funding since KERA was enacted. Expectations anticipated an increase in local revenue when all properties were valued at 100 percent of assessments, but a percentage comparison of total state change versus total local change in Table 9 shows that the local level has steadily increased since 1991-92. Table 10 shows that local tax efforts increased 6.4 percent in the past decade (i.e., 22.1 percent of total revenues in 1989-90 and 28.5 percent in 1999-00), whereas the SEEK base level funding has declined 10.8 percent over the same period (58.8 percent of total revenues in 1989-90 compared to 48.0 percent in 1999-00).

*Distribution of State and Local Funding By Wealth Quintile:* The SEEK formula was designed to distribute state and local funds with sensitivity to the disparity of property

**TABLE 9**  
**STATE APPROPRIATIONS AND LOCAL TAX EFFORTS**

Fiscal Year	SEEK Formula	% Change	Capital/Debt	% Change	Grant Programs	% Change	Health/Life	% Change
1989-90	\$ 1,179,143,000		\$ 56,091,000		\$ 33,681,000		\$ 84,689,000	
1990-91	1,358,793,955	15.2%	67,284,810	20.0%	65,035,000	93.1%	95,965,100	13.3%
1991-92	1,445,093,113	6.4%	71,138,910	5.7%	133,752,000	105.7%	116,248,900	21.1%
1992-93	1,495,506,150	3.5%	71,705,350	0.8%	120,119,200	-10.2%	136,961,200	17.8%
1993-94	1,515,522,340	1.3%	71,730,260	0.0%	151,682,500	26.3%	158,271,900	15.6%
1994-95	1,560,125,871	2.9%	85,556,247	19.3%	162,960,000	7.4%	162,125,000	2.4%
1995-96	1,595,588,492	2.3%	85,305,643	-0.3%	174,853,000	7.3%	176,491,100	8.9%
1996-97	1,641,108,090	2.9%	96,058,110	12.6%	181,093,600	3.6%	194,642,900	10.3%
1997-98	1,688,727,030	2.9%	93,955,470	-2.2%	185,728,000	2.6%	210,541,700	8.2%
1998-99	1,745,194,538	3.3%	100,029,692	6.5%	187,667,500	1.0%	216,843,500	3.0%
1999-00	1,762,996,312	1.0%	95,529,080	-4.5%	200,674,900	6.9%	230,157,000	6.1%
Total	\$ 16,987,798,891		\$ 894,384,572		\$ 1,597,246,700		\$ 1,782,937,300	

Fiscal Year	KTRS	% Change	School Rewards	% Change	Technology	% Change	SFCC	% Change
1989-90	\$ 168,398,000		\$ -		\$ -		\$ 39,293,000	
1990-91	224,808,200	33.5%	15,000,000	100.0%	15,000,000	100.0%	41,168,000	4.8%
1991-92	228,951,600	1.8%	15,000,000	0.0%	33,000,000	120.0%	52,710,000	28.0%
1992-93	185,400,000	-19.0%	5,000,000	-66.7%	5,000,000	-84.8%	52,710,000	0.0%
1993-94	193,000,000	4.1%	10,000,000	100.0%	10,000,000	100.0%	55,785,300	5.8%
1994-95	202,000,000	4.7%	0	-100.0%	20,000,000	100.0%	56,933,000	2.1%
1995-96	208,000,000	3.0%	10,000,000	100.0%	20,000,000	0.0%	58,357,000	2.5%
1996-97	218,600,000	5.1%	10,000,000	0.0%	20,000,000	0.0%	60,144,000	3.1%
1997-98	225,726,900	3.3%	10,000,000	0.0%	20,000,000	0.0%	63,755,200	6.0%
1998-99	230,600,600	2.2%	10,000,000	0.0%	15,000,000	-25.0%	62,362,500	-2.2%
1999-00	238,870,000	3.6%	10,000,000	0.0%	15,000,000	0.0%	70,864,000	13.6%
Total	\$2,324,355,300		\$ 95,000,000		\$ 173,000,000		\$ 614,082,000	

Fiscal Year	Total State	% Change	Total Local	% Change	Total State & Local	% Change
1989-90	\$ 1,561,295,000		\$ 444,237,718		\$2,005,532,718	
1990-91	1,883,055,065	20.6%	566,655,290	27.6%	2,449,710,355	22.1%
1991-92	2,095,894,523	11.3%	599,061,875	5.7%	2,694,956,398	10.0%
1992-93	2,072,401,900	-1.1%	646,866,406	8.0%	2,719,268,306	0.9%
1993-94	2,165,992,300	4.5%	688,818,013	6.5%	2,854,810,313	5.0%
1994-95	2,249,700,118	3.9%	764,459,932	11.0%	3,014,160,050	5.6%
1995-96	2,328,595,235	3.5%	820,205,966	7.3%	3,148,801,201	4.5%
1996-97	2,421,646,700	4.0%	874,526,371	6.6%	3,296,173,071	4.7%
1997-98	2,498,434,300	3.2%	927,066,277	6.0%	3,425,500,577	3.9%
1998-99	2,567,698,330	2.8%	958,157,943	3.4%	3,525,856,273	2.9%
1999-00	2,624,091,292	2.2%	1,050,503,002	9.6%	3,674,594,294	4.2%
Total	\$ 24,468,804,763		\$ 8,340,558,793		\$32,809,363,557	

**TABLE 10**  
**CHANGES IN STATE APPROPRIATIONS AND LOCAL TAX EFFORTS**  
**FOR KENTUCKY SCHOOL DISTRICTS**

Source of Funding	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95
SEEK Formula	58.8%	55.5%	53.6%	55.0%	53.1%	51.8%
Capital/Debt	2.8%	2.7%	2.6%	2.6%	2.5%	2.8%
Grant Programs	1.7%	2.7%	5.0%	4.4%	5.3%	5.4%
Health/Life	4.2%	3.9%	4.3%	5.0%	5.5%	5.4%
KTRS	8.4%	9.2%	8.5%	6.8%	6.8%	6.7%
School Rewards	0.0%	0.6%	0.6%	0.2%	0.4%	0.0%
Technology	0.0%	0.6%	1.2%	0.2%	0.4%	0.7%
SFCC	2.0%	1.7%	2.0%	1.9%	2.0%	1.9%
Local Tax Effort	22.1%	23.1%	22.2%	23.9%	24.0%	25.3%

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Source of Funding	1995-96	1996-97	1997-98	1998-99	1999-00
SEEK Formula	50.7%	49.8%	49.3%	49.5%	48.0%
Capital/Debt	2.7%	2.9%	2.7%	2.8%	2.6%
Grant Programs	5.6%	5.5%	5.4%	5.3%	5.5%
Health/Life	5.6%	5.9%	6.1%	6.2%	6.3%
KTRS	6.6%	6.6%	6.6%	6.5%	6.5%
School Rewards	0.3%	0.3%	0.3%	0.3%	0.3%
Technology	0.6%	0.6%	0.6%	0.4%	0.4%
SFCC	1.9%	1.8%	1.9%	1.8%	1.9%
Local Tax Effort	26.0%	26.6%	27.1%	27.2%	28.5%



TABLE 11  
PUPIL WEIGHTED AVERAGES FOR REVENUE  
BY WEALTH QUINTILE

Quintile	Funded ADA	Property Wealth Per Pupil	Average Local Revenue Per Pupil	Average State Revenue Per Pupil	Average Federal Revenue Per Pupil	Average Local/State Revenue Per Pupil	Average Total Revenue Per Pupil
<b>1989-90</b>							
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
<b>Statewide</b>	<b>575,134</b>	<b>\$156,254</b>	<b>\$956</b>	<b>\$2,206</b>	<b>\$384</b>	<b>\$3,163</b>	<b>\$3,547</b>
<b>1995-96</b>							
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
<b>Statewide</b>	<b>575,911</b>	<b>\$227,438</b>	<b>\$1,685</b>	<b>\$3,272</b>	<b>\$549</b>	<b>\$4,957</b>	<b>\$5,506</b>
<b>1996-97</b>							
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
<b>Statewide</b>	<b>575,254</b>	<b>\$243,118</b>	<b>\$1,870</b>	<b>\$3,436</b>	<b>\$592</b>	<b>\$5,306</b>	<b>\$5,898</b>
<b>1997-98</b>							
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
<b>Statewide</b>	<b>574,222</b>	<b>\$256,769</b>	<b>\$1,959</b>	<b>\$3,449</b>	<b>\$632</b>	<b>\$5,409</b>	<b>\$6,041</b>
<b>1998-99</b>							
1	114,990	\$130,435	\$1,058	\$4,598	\$887	\$5,656	\$6,543
2	112,953	188,789	1,509	4,081	700	5,590	6,290
3	112,285	247,337	1,743	3,940	633	5,683	6,316
4	111,182	315,941	2,271	3,180	461	5,451	5,912
5	121,348	452,967	3,951	2,899	584	6,850	7,434
<b>Statewide</b>	<b>572,758</b>	<b>\$269,377</b>	<b>\$2,130</b>	<b>\$3,732</b>	<b>\$653</b>	<b>\$5,861</b>	<b>\$6,515</b>

TABLE 12  
LOCAL REVENUES BY DISTRICT

	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	Percent Change 89-90%
	Local Revenue Per Pupil	Local Revenue Per Pupil	Local Revenue Per Pupil	Local Revenue Per Pupil	Local Revenue Per Pupil	Local Revenue Per Pupil	Local Revenue Per Pupil	Local Revenue Per Pupil	Local Revenue Per Pupil	Local Revenue Per Pupil	98-99%
ADAIR CO.	\$421	\$682	\$809	\$827	\$838	\$888	\$1,117	\$1,063	\$1,084	\$1,122	166.6%
ALLEN CO.	652	715	723	574	881	893	1,043	1,117	1,185	1,209	85.5%
ANCHORAGE	4,031	4,025	4,595	5,396	5,860	6,361	6,875	6,864	7,329	7,603	88.6%
ANDERSON CO.	595	1,119	1,240	1,137	1,275	1,661	1,626	1,793	1,840	1,789	200.6%
ASHLAND	1,000	1,225	1,289	1,391	1,460	1,570	1,394	1,533	1,389	1,789	78.9%
AUGUSTA	584	643	751	762	1,287	1,124	1,141	1,479	1,654	1,459	149.9%
BALLARD CO.	799	950	966	997	1,084	1,176	1,311	1,468	1,408	1,532	91.7%
BARBOURVILLE	749	876	661	615	649	779	795	816	848	1,003	34.0%
BARDSTOWN	1,097	1,474	1,614	1,531	1,888	1,967	2,451	2,306	2,486	2,598	136.8%
BARREN CO.	533	743	938	970	1,183	1,352	1,627	1,728	1,675	1,752	228.7%
BATH CO.	394	474	662	645	829	841	919	1,087	1,316	1,142	189.8%
BEECHWOOD	2,055	1,903	1,911	1,994	2,094	2,349	2,505	2,675	2,855	3,127	52.2%
BELL CO.	252	438	500	589	646	901	648	1,265	915	946	275.3%
BELLEVUE	1,150	1,197	1,249	1,281	1,306	1,361	1,516	1,619	1,806	1,967	71.1%
BEREA	843	1,117	1,095	1,175	1,203	1,219	1,334	1,419	1,524	1,731	105.4%
BOONE CO.	1,326	1,678	1,845	1,913	1,973	2,302	2,558	2,823	3,034	3,417	157.7%
BOURBON CO.	572	993	1,113	1,078	1,092	1,376	1,354	1,514	1,451	1,511	164.1%
BOWLING GREEN	1,391	1,604	1,678	1,656	1,797	1,894	2,099	2,623	2,515	2,647	90.3%
BOYD CO.	708	977	1,234	1,261	1,376	1,653	1,712	1,760	1,920	2,124	200.0%
BOYLE CO.	807	974	1,131	1,153	1,219	1,313	1,388	1,438	1,750	1,817	125.2%
BRACKEN CO.	539	614	662	577	579	618	972	1,010	1,064	1,114	106.6%
BREATHITT CO.	389	428	574	557	675	789	719	793	772	914	134.9%
BRECKINRIDGE CO.	622	777	864	886	933	1,010	1,104	1,367	1,471	1,496	140.6%
BULLITT CO.	502	577	672	753	1,000	1,130	1,258	1,366	1,439	1,505	199.7%
BURGIN	955	1,135	1,308	1,375	1,405	1,490	1,534	1,627	1,861	2,364	147.5%
BUTLER CO.	444	546	553	608	723	795	725	994	940	1,016	128.9%
CALDWELL CO.	540	758	946	931	1,011	1,043	1,114	1,184	1,318	1,386	156.7%
CALLOWAY CO.	648	968	1,015	1,089	1,161	1,252	1,391	1,926	1,580	2,053	216.9%
CAMPBELL CO.	1,169	1,618	1,661	1,703	1,819	2,117	2,324	2,479	2,637	2,773	137.2%
CAMPBELLSVILLE	617	797	873	871	986	1,008	1,106	1,358	1,293	1,461	136.8%
CARLISLE CO.	442	647	700	738	765	939	876	1,032	1,056	1,225	177.2%
CARROLL CO.	1,042	1,264	1,353	1,483	1,508	1,668	1,893	2,100	2,332	2,387	129.1%
CARTER CO.	269	458	591	578	640	725	785	891	884	866	222.0%
CASEY CO.	353	523	683	712	773	793	991	1,050	1,006	1,045	196.0%
CAVERNA	704	796	871	874	954	1,059	1,550	1,292	1,159	1,512	114.8%
CHRISTIAN CO.	479	628	688	685	801	967	1,081	1,162	1,203	1,354	182.6%
CLARK CO.	713	1,010	1,037	1,062	1,208	1,320	1,130	1,643	1,707	1,831	156.9%
CLAY CO.	263	346	389	397	622	565	744	653	769	765	191.0%
CLINTON CO.	202	357	445	550	682	799	1,214	981	1,054	1,199	493.8%
CLOVERPORT	495	419	473	450	438	530	882	820	780	937	89.3%
CORBIN	731	918	1,025	1,017	1,024	1,160	1,265	1,456	1,591	1,700	132.6%
COVINGTON	1,009	1,166	1,340	1,362	1,451	1,693	1,803	1,856	2,194	2,367	134.6%
CRITTENDEN CO.	445	766	848	874	916	980	1,008	1,182	1,242	1,402	215.1%
CUMBERLAND CO.	396	517	642	640	776	846	884	1,134	1,077	1,214	206.5%
DANVILLE	1,258	1,289	1,527	1,561	1,702	1,733	2,019	2,202	2,291	2,449	94.7%
DAVIESS CO.	936	1,106	1,123	1,090	1,241	1,411	1,555	1,713	1,848	1,920	105.1%
DAWSON SPRINGS	790	798	798	811	868	972	1,114	990	1,078	985	24.7%
DAYTON	465	537	620	613	662	689	737	805	1,026	1,119	140.5%
EAST BERNSTADT	234	309	425	468	433	424	521	433	545	623	166.2%
EDMONSON CO.	357	470	557	552	711	754	856	969	1,132	1,219	241.4%

## LOCAL REVENUES BY DISTRICT

	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	Percent
	Local	Local	Local	Local	Local	Local	Local	Local	Local	Local	Change
	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	89-90%
	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	98-99%
ELIZABETHTOWN	1,119	1,121	1,286	1,189	1,342	1,351	1,474	1,654	1,592	1,737	55.2%
ELLIOTT CO.	129	374	355	750	598	854	624	682	853	844	554.2%
EMINENCE	932	1,049	984	1,051	1,173	1,225	1,444	1,481	1,501	1,652	77.2%
ERLANGER	1,322	1,359	1,608	1,638	1,716	1,702	1,977	1,953	2,108	2,165	63.8%
ESTILL CO.	354	518	616	570	600	648	781	811	773	807	127.9%
FAIRVIEW	802	929	926	920	936	1,042	1,084	1,120	1,195	1,260	57.1%
FAYETTE CO.	2,377	2,444	2,560	2,777	2,885	3,083	3,261	3,693	3,842	4,091	72.1%
FLEMING CO.	487	588	714	733	840	863	898	1,152	1,052	1,129	131.8%
FLOYD CO.	291	515	662	608	757	896	1,170	966	994	1,218	318.5%
FRANKFORT	1,371	1,500	1,791	1,928	1,775	1,909	1,927	2,236	2,037	2,003	46.1%
FRANKLIN CO.	911	1,164	1,403	1,434	1,534	1,886	1,735	1,894	2,018	2,145	135.4%
FT. THOMAS	1,610	1,628	1,820	2,000	2,064	2,171	2,256	2,579	2,921	2,983	85.3%
FULTON	1,160	1,141	1,230	1,240	1,318	1,424	1,419	1,848	1,860	1,854	59.8%
FULTON CO.	485	800	928	851	855	918	1,029	1,269	1,184	1,277	163.4%
GALLATIN CO.	650	732	1,015	1,034	1,046	1,120	1,555	1,522	1,652	1,639	152.1%
GARRARD CO.	558	1,030	1,116	1,157	1,170	1,221	1,390	1,504	1,466	1,553	178.4%
GLASGOW	974	999	1,188	1,094	1,213	1,292	1,447	1,808	1,859	2,011	106.4%
GRANT CO.	792	685	833	869	896	944	1,098	1,196	1,273	1,394	75.9%
GRAVES CO.	606	739	730	800	929	1,017	1,094	1,256	1,242	1,270	109.6%
GRAYSON CO.	412	541	624	605	834	974	1,074	1,137	1,178	1,198	180.9%
GREEN CO.	469	668	783	788	847	890	938	1,209	1,185	1,239	164.2%
GREENUP CO.	456	510	601	678	800	900	890	954	1,065	1,230	169.7%
HANCOCK CO.	1,147	1,314	1,375	1,325	1,397	1,833	1,786	2,027	1,982	2,183	90.3%
HARDIN CO.	535	923	1,091	974	1,068	1,159	1,244	1,398	1,503	1,585	196.3%
HARLAN	578	682	695	647	676	321	788	1,267	1,046	1,124	94.5%
HARLAN CO.	390	506	559	502	702	530	728	1,027	1,157	964	147.1%
HARRISON CO.	614	732	815	860	943	1,044	946	1,513	1,311	1,305	112.5%
HARRODSBURG	789	948	1,024	1,005	1,007	1,194	1,233	1,461	1,424	1,470	86.3%
HART CO.	358	601	726	730	837	1,012	1,048	1,075	1,132	1,171	227.1%
HAZARD	864	875	913	889	836	1,236	1,187	1,089	1,269	1,266	46.5%
HENDERSON CO.	990	1,117	1,264	1,261	1,313	1,468	1,470	1,739	1,756	1,852	87.1%
HENRY CO.	809	1,026	1,058	1,068	1,199	1,316	1,328	1,432	1,399	1,527	88.7%
HICKMAN CO.	609	922	1,022	1,012	1,044	1,109	1,214	1,402	1,383	1,539	152.7%
HOPKINS CO.	809	850	1,090	1,070	1,110	1,238	1,270	1,457	1,438	1,530	89.1%
JACKSON	424	507	611	483	644	703	704	826	1,116	919	116.8%
JACKSON CO.	190	266	384	434	462	463	615	686	644	687	261.6%
JEFFERSON CO.	2,129	2,284	2,376	2,485	2,542	2,888	3,099	3,280	3,567	3,955	85.8%
JENKINS	538	504	548	602	292	1,088	948	1,694	1,275	1,336	148.2%
JESSAMINE CO.	749	1,094	1,192	1,161	1,239	1,443	1,588	1,801	1,932	2,193	192.8%
JOHNSON CO.	336	370	654	471	530	459	780	950	986	1,329	295.4%
KENTON CO.	1,247	1,605	1,642	1,651	1,753	1,916	2,116	2,441	2,587	2,757	121.1%
KNOTT CO.	253	410	473	565	851	1,022	917	1,854	1,293	1,316	420.2%
KNOX CO.	245	419	491	591	669	706	909	1,049	921	973	297.2%
LARUE CO.	463	753	816	777	844	864	1,011	1,111	1,096	1,127	143.4%
LAUREL CO.	426	741	930	828	862	882	1,039	1,145	1,197	1,366	220.6%
LAWRENCE CO.	385	485	545	545	698	774	831	945	914	953	147.4%
LEE CO.	365	465	570	520	586	647	800	861	755	912	149.8%
LESLIE CO.	508	704	614	608	504	865	950	1,253	1,102	1,111	118.7%
LETCHER CO.	270	447	515	487	342	1,150	962	1,098	1,142	1,191	341.1%
LEWIS CO.	326	419	565	536	576	607	808	709	731	995	205.2%

## LOCAL REVENUES BY DISTRICT

	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	Percent
	Local	Local	Local	Local	Local	Local	Local	Local	Local	Local	Change
	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	89-90%
	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	98-99%
LINCOLN CO.	373	593	753	759	772	836	971	990	1,003	1,030	176.1%
LIVINGSTON CO.	617	942	1,020	1,127	1,168	1,201	1,270	1,800	1,860	1,892	206.6%
LOGAN CO.	630	676	724	882	954	1,101	1,380	1,279	1,342	1,422	125.8%
LUDLOW	878	924	924	975	1,032	1,086	1,149	1,270	1,335	1,322	50.5%
LYON CO.	789	1,069	1,322	1,340	1,381	666	2,821	2,238	2,187	2,357	198.8%
MADISON CO.	549	835	1,014	1,050	1,113	1,193	1,402	1,638	1,573	1,660	202.4%
MAGOFFIN CO.	216	373	429	420	541	1,108	830	1,011	916	1,075	397.5%
MARION CO.	513	611	846	918	989	1,057	1,310	1,345	1,457	1,540	200.2%
MARSHALL CO.	769	834	1,021	1,011	1,072	1,356	1,669	1,509	1,788	1,837	138.8%
MARTIN CO.	499	654	644	611	888	936	867	1,222	1,168	1,201	140.6%
MASON CO.	845	1,081	1,277	1,447	1,575	1,661	1,722	2,111	1,968	2,004	137.2%
MAYFIELD	1,341	1,353	1,425	1,368	1,537	1,542	1,662	1,886	2,083	2,050	52.9%
McCRACKEN CO.	650	919	1,018	1,022	1,080	1,134	1,124	1,717	1,911	2,022	211.1%
McCREARY CO.	205	289	341	334	395	465	524	546	674	924	350.8%
McLEAN CO.	507	705	802	810	998	1,039	1,134	1,264	1,292	1,392	174.5%
MEADE CO.	717	706	740	712	779	795	1,062	1,116	1,053	1,216	69.6%
MENIFEE CO.	237	336	483	552	550	831	638	747	990	878	270.6%
MERCER CO.	729	914	1,146	893	1,165	1,246	1,349	1,562	1,657	1,684	131.0%
METCALFE CO.	346	565	792	981	920	939	1,178	1,166	1,212	1,234	256.7%
MIDDLESBORO	673	919	1,044	1,047	1,068	1,154	1,309	1,433	1,471	1,694	151.7%
MONROE CO.	637	625	726	789	865	942	953	1,116	1,101	1,221	91.7%
MONTGOMERY CO.	589	706	757	799	869	943	1,081	1,308	1,558	1,396	137.0%
MONTICELLO	259	373	434	474	499	771	664	657	680	790	205.1%
MORGAN CO.	273	474	532	541	523	682	789	760	753	872	219.5%
MUHLENBURG CO.	1,059	1,211	1,310	1,291	1,434	1,784	1,648	1,759	1,883	2,009	89.7%
MURRAY	1,331	1,327	1,496	1,468	1,522	2,868	1,999	2,036	1,991	2,361	77.4%
NELSON CO.	601	812	1,024	1,028	1,073	1,224	1,269	1,375	1,357	1,507	150.8%
NEWPORT	1,047	1,009	1,021	1,053	1,283	1,384	1,930	1,984	2,473	2,122	102.7%
NICHOLAS CO.	431	696	785	784	816	867	914	1,200	1,222	1,253	190.7%
OHIO CO.	496	697	770	752	872	1,007	1,138	1,195	1,239	1,285	159.0%
OLDHAM CO.	1,125	1,231	1,301	1,321	1,429	1,772	2,094	2,200	2,258	2,332	107.3%
OWEN CO.	635	653	846	887	924	990	1,073	1,153	1,207	1,288	102.8%
OWENSBORO	1,719	1,703	1,773	1,754	1,776	1,968	2,156	2,329	2,352	2,634	53.2%
OWSLEY CO.	326	536	520	539	591	630	670	891	728	863	164.8%
PADUCAH	1,420	1,511	1,638	1,702	1,906	1,831	2,391	2,310	2,358	2,433	71.3%
PAINTSVILLE	1,244	973	1,325	1,177	1,199	688	1,697	2,959	1,304	3,532	183.9%
PARIS	779	962	1,040	1,131	1,198	1,336	1,510	1,655	2,069	2,032	160.9%
PENDLETON CO.	501	581	609	772	852	843	1,106	1,008	1,107	1,084	116.4%
PERRY CO.	314	522	668	679	699	1,062	960	1,347	1,182	1,288	310.2%
PIKE CO.	425	611	839	791	891	926	973	1,529	1,441	2,212	420.4%
PIKEVILLE	1,599	1,675	1,730	1,662	1,888	774	2,660	2,132	2,337	2,795	74.8%
PINEVILLE	629	656	677	665	825	608	684	916	735	742	17.9%
POWELL CO.	336	406	578	560	304	585	634	621	1,133	932	177.3%
PROVIDENCE	494	588	570	588	607	617	954	687	865	849	71.8%
PULASKI CO.	431	747	825	865	892	1,047	1,176	1,289	1,341	1,401	225.1%
RACELAND	1,011	1,036	1,169	1,016	1,028	1,180	1,431	1,267	1,373	1,423	40.8%
ROBERTSON CO.	536	1,040	1,073	1,071	1,207	967	1,044	1,563	1,271	1,126	110.1%
ROCKCASTLE CO.	339	495	601	643	626	678	748	835	866	919	171.0%
ROWAN CO.	543	732	902	891	950	1,013	1,291	1,280	1,450	1,526	181.0%
RUSSELL	1,082	1,234	1,310	1,307	1,301	1,513	1,569	1,619	1,709	1,824	68.6%

LOCAL REVENUES BY DISTRICT

	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	Percent
	Local	Local	Local	Local	Local	Local	Local	Local	Local	Local	Change
	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	89-90%
	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	98-99%
RUSSELL CO.	375	732	831	950	926	930	1,188	1,175	1,204	1,252	233.9%
RUSSELLVILLE	936	976	1,073	1,178	1,286	1,351	1,584	1,497	1,594	1,725	84.3%
SCIENCE HILL	542	693	571	637	574	600	702	658	741	764	40.9%
SCOTT CO.	862	1,620	1,459	1,562	1,912	3,844	2,388	2,323	2,391	2,728	216.4%
SHELBY CO.	708	1,428	1,583	1,582	1,727	1,971	2,028	2,146	2,516	2,648	274.1%
SILVER GROVE	902	928	1,943	1,128	1,182	1,113	1,958	2,310	1,969	1,723	91.0%
SIMPSON CO.	719	914	1,098	1,126	1,195	1,297	1,409	1,627	1,683	1,785	148.3%
SOMERSET	1,054	1,151	1,232	1,303	1,359	1,408	1,558	1,892	1,934	2,097	99.0%
SOUTHGATE	1,151	1,516	1,719	1,716	1,798	1,864	1,942	2,074	2,356	2,473	114.9%
SPENCER CO.	644	759	886	884	907	954	1,079	1,278	1,303	1,504	133.5%
TAYLOR CO.	466	781	954	959	1,008	772	1,456	1,252	1,252	1,312	181.6%
TODD CO.	454	536	524	557	667	594	972	1,055	1,163	1,276	181.1%
TRIGG CO.	575	710	784	819	858	905	1,646	1,718	1,891	1,868	224.9%
TRIMBLE CO.	1,041	1,082	1,308	1,437	1,381	1,393	1,429	1,517	1,601	1,668	60.2%
UNION CO.	639	783	1,004	1,143	1,238	1,352	1,329	1,510	1,686	1,625	154.4%
WALTON-VERONA	1,357	1,311	1,430	1,515	1,701	1,831	2,046	2,183	2,381	2,750	102.7%
WARREN CO.	862	1,031	1,179	1,204	1,329	1,438	1,871	1,985	2,063	2,082	141.6%
WASHINGTON CO.	553	811	880	974	937	976	1,062	1,282	1,319	1,501	171.4%
WAYNE CO.	275	363	481	582	694	832	1,036	1,156	1,024	1,041	278.7%
WEBSTER CO.	593	932	1,163	1,149	1,319	1,542	1,375	1,568	1,785	1,650	178.2%
WEST POINT	554	590	894	772	1,092	786	881	1,414	1,215	1,308	136.2%
WHITLEY CO.	234	465	654	606	670	718	325	1,035	742	1,246	432.6%
WILLIAMSBURG	469	681	824	777	794	938	1,070	1,117	1,096	1,198	155.3%
WILLIAMSTOWN	1,073	1,197	1,255	1,241	1,306	1,366	1,630	1,593	1,806	1,605	49.6%
WOLFE CO.	502	678	394	387	446	484	504	1,183	688	899	79.1%
WOODFORD CO.	959	1,539	1,714	1,626	1,745	1,774	2,130	2,399	2,403	2,593	170.4%
STATEWIDE	\$956	\$1,140	\$1,255	\$1,288	\$1,379	\$1,556	\$1,685	\$1,870	\$1,960	\$2,130	122.8%

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STATE REVENUES BY 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	1998-99 State Revenue Per Pupil	Percent Change 89-90 98-99
ADAIR CO.	\$2,327	\$2,952	\$3,157	\$3,281	\$3,398	\$3,689	\$3,780	\$3,921	\$4,054	4,401	89.1%
ALLEN CO.	2,385	2,872	3,113	3,118	3,117	3,492	3,591	3,757	3,844	4,208	76.5%
ANCHORAGE	1,822	1,827	2,018	2,033	2,052	2,350	2,051	2,648	2,049	2,201	20.8%
ANDERSON CO.	2,169	2,471	2,586	2,790	2,928	2,971	3,038	3,213	3,095	3,412	57.3%
ASHLAND	2,116	2,566	2,714	2,806	2,898	3,025	3,230	3,327	3,316	3,747	77.1%
AUGUSTA	2,487	3,090	3,585	3,558	3,721	3,764	4,161	4,485	4,454	4,699	88.9%
BALLARD CO.	2,528	2,945	3,079	3,258	3,382	3,738	3,757	4,053	4,073	4,373	73.0%
BARBOURVILLE	1,996	2,282	2,647	3,120	3,218	3,561	3,405	3,635	3,806	4,096	105.2%
BARDSTOWN	2,193	2,467	2,454	2,556	2,609	2,732	2,796	2,786	2,901	3,342	52.4%
BARREN CO.	2,218	2,721	2,859	2,954	2,895	3,118	3,285	3,461	3,473	3,769	69.9%
BATH CO.	2,400	2,989	3,277	3,526	3,658	3,776	3,923	4,356	4,141	4,412	83.8%
BEECHWOOD	1,851	1,930	1,996	2,022	2,126	2,136	2,176	2,231	2,074	2,421	30.8%
BELL CO.	2,346	3,092	3,575	3,784	3,836	4,125	4,221	4,550	4,558	4,860	107.2%
BELLEVUE	2,102	2,347	2,508	2,738	3,016	3,152	3,178	3,431	3,315	3,791	80.4%
BEREA	2,440	3,276	3,234	3,410	3,336	3,374	3,628	3,885	4,001	4,087	67.5%
BOONE CO.	1,980	2,118	2,156	2,163	2,193	2,325	2,404	2,360	2,300	2,275	14.9%
BOURBON CO.	2,234	2,656	2,885	3,008	3,168	3,438	3,483	3,667	3,623	3,895	74.3%
BOWLING GREEN	2,198	2,552	2,693	2,759	2,799	2,898	3,046	3,200	3,099	3,530	60.6%
BOYD CO.	2,246	2,603	2,798	2,863	2,901	2,967	3,091	3,423	3,375	3,726	65.9%
BOYLE CO.	2,234	2,681	2,908	2,874	2,982	3,159	3,187	3,644	3,259	3,634	62.7%
BRACKEN CO.	2,406	2,732	2,920	2,898	3,142	3,378	3,396	3,708	3,670	4,101	70.4%
BREATHITT CO.	2,305	3,089	3,412	3,648	3,800	4,046	4,351	4,569	4,805	5,155	123.6%
BRECKINRIDGE CO.	2,277	2,762	2,938	3,039	3,168	3,503	3,476	3,836	3,698	3,900	71.3%
BULLITT CO.	2,223	2,696	2,794	2,844	2,976	3,226	3,311	3,768	3,394	3,602	62.1%
BURGIN	2,248	2,533	2,714	2,653	2,808	2,926	2,861	2,881	2,763	2,942	30.9%
BUTLER CO.	2,342	2,963	3,044	3,026	3,209	3,761	3,668	4,052	4,140	4,519	92.9%
CALDWELL CO.	2,340	2,857	3,191	3,218	3,389	3,553	3,596	3,829	3,835	4,206	79.8%
CALLOWAY CO.	2,331	2,762	2,939	3,012	3,036	3,426	3,447	3,558	3,567	3,754	61.0%
CAMPBELL CO.	2,151	2,341	2,448	2,428	2,448	2,500	2,679	2,600	2,684	2,933	36.4%
CAMPBELLSVILLE	2,182	2,749	2,938	2,985	3,136	3,407	3,565	3,699	3,660	4,069	86.5%
CARLISLE CO.	2,530	2,902	3,138	3,171	3,127	3,285	3,327	3,676	3,677	4,020	58.9%
CARROLL CO.	2,187	2,608	2,768	2,712	2,875	3,035	3,185	3,123	3,162	3,683	68.4%
CARTER CO.	2,426	3,224	3,533	3,522	3,593	3,844	3,962	4,258	4,325	4,519	86.3%
CASEY CO.	2,202	2,857	3,286	3,395	3,512	3,731	3,916	4,030	4,037	4,366	98.3%
CAVERNA	2,265	2,881	3,165	3,334	3,425	3,661	3,499	4,024	3,919	4,140	82.8%
CHRISTIAN CO.	2,249	2,767	2,945	3,029	3,203	3,435	3,535	3,818	3,843	4,231	88.1%
CLARK CO.	2,071	2,481	2,626	2,724	2,774	2,962	3,050	3,205	3,069	3,275	58.2%
CLAY CO.	2,359	3,121	3,530	3,638	3,762	4,184	4,235	4,665	4,691	5,059	114.5%
CLINTON CO.	2,459	3,240	3,429	3,553	3,614	3,682	3,808	4,285	4,175	4,638	88.6%
CLOVERPORT	2,713	3,260	3,450	3,519	3,900	4,248	4,185	4,493	4,517	4,908	80.9%
CORBIN	2,143	2,619	2,777	2,959	3,069	3,212	3,424	3,671	3,679	4,104	91.5%
COVINGTON	2,307	3,027	3,300	3,329	3,523	3,690	3,692	4,023	3,963	4,369	89.4%
CRITTENDEN CO.	2,303	2,817	2,920	3,083	3,202	3,437	3,509	3,762	3,774	4,153	80.3%
CUMBERLAND CO.	2,421	3,039	3,203	3,235	3,414	3,828	3,811	4,049	4,158	4,505	86.1%
DANVILLE	2,117	2,671	2,901	3,083	2,861	2,943	2,986	3,027	3,068	3,238	52.9%
DAVISS CO.	2,193	2,461	2,627	2,722	2,846	2,945	3,161	3,429	3,416	3,624	65.3%
DAWSON SPRINGS	2,423	3,024	3,262	3,337	3,443	3,718	3,752	4,029	4,051	4,367	80.2%
DAYTON	2,373	3,209	3,456	3,704	3,855	4,036	4,238	4,382	4,377	4,691	97.7%
EAST BERNSTADT	2,332	2,755	3,384	3,504	3,805	4,107	4,075	4,313	4,528	4,875	109.0%
EDMONSON CO.	2,355	3,108	3,354	3,509	3,494	3,749	3,751	3,967	4,009	4,295	82.4%

STATE REVENUES BY 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	1998-99 State Revenue Per Pupil	Percent Change 89-90 98-99
ELIZABETHTOWN	2,210	2,555	2,763	2,823	2,887	2,974	3,069	3,234	3,250	3,664	65.8%
ELLIOTT CO.	2,397	3,216	3,622	3,791	3,950	4,450	4,440	4,775	4,835	5,002	108.7%
EMINENCE	2,337	2,835	2,861	3,002	3,105	3,482	3,475	3,797	3,995	4,283	83.3%
ERLANGER	2,147	2,437	2,557	2,609	2,646	2,801	2,850	2,864	2,859	3,158	47.1%
ESTILL CO.	2,330	3,102	3,419	3,578	3,734	4,040	4,160	4,363	4,329	4,633	98.8%
FAIRVIEW	2,164	2,738	2,938	3,006	3,179	3,302	3,479	3,841	3,780	4,125	90.6%
FAYETTE CO.	1,987	2,179	2,295	2,258	2,330	2,456	2,474	2,418	2,548	2,520	26.8%
FLEMING CO.	2,487	2,927	3,129	3,382	3,378	3,669	3,756	3,884	3,955	4,277	72.0%
FLOYD CO.	2,149	2,811	3,076	3,142	3,428	3,485	3,643	3,898	4,162	4,434	106.3%
FT. THOMAS	1,946	2,063	2,192	2,232	2,222	2,307	2,248	2,306	2,277	2,502	28.6%
FRANKFORT	2,446	3,007	3,203	3,392	3,368	3,530	3,489	3,834	3,981	4,372	78.7%
FRANKLIN CO.	2,170	2,444	2,595	2,635	2,656	2,694	2,706	2,911	2,861	3,240	49.3%
FULTON CO.	2,420	3,257	3,524	3,456	3,618	3,823	3,899	4,088	4,558	4,600	90.1%
FULTON	2,240	2,690	3,009	3,354	3,070	3,326	3,676	3,832	3,807	4,426	97.6%
GALLATIN CO.	2,182	2,701	2,823	3,002	3,038	3,302	3,456	3,382	3,568	3,929	80.1%
GARRARD CO.	2,298	2,732	2,847	3,024	3,189	3,442	3,522	3,592	3,685	4,063	76.8%
GLASGOW	2,235	2,538	2,605	2,769	2,776	2,980	3,019	3,134	3,009	3,249	45.4%
GRANT CO.	2,232	2,863	2,972	3,066	3,236	3,400	3,767	3,591	3,599	3,920	75.6%
GRAVES CO.	2,259	2,641	2,783	2,786	2,844	3,147	3,219	3,408	3,399	3,672	62.5%
GRAYSON CO.	2,304	2,824	2,997	3,037	3,046	3,385	3,547	3,751	3,710	4,023	74.6%
GREEN CO.	2,223	2,835	2,998	3,051	3,054	3,307	3,446	3,621	3,718	3,981	79.1%
GREENUP CO.	2,193	2,838	3,158	3,184	3,269	3,529	3,553	3,882	3,922	4,122	88.0%
HANCOCK CO.	2,217	2,592	2,801	2,772	2,801	2,972	2,971	3,194	3,169	3,532	59.3%
HARDIN CO.	2,151	2,679	2,776	2,942	3,087	3,345	3,459	3,591	3,662	3,956	83.9%
HARLAN CO.	2,177	2,914	3,179	3,471	3,656	3,829	3,858	4,071	4,097	4,387	101.5%
HARLAN	2,218	3,103	3,350	3,392	3,400	3,679	3,717	3,919	4,252	4,465	101.3%
HARRISON CO.	2,214	2,820	2,974	3,056	3,156	3,540	3,462	3,788	3,794	4,099	85.1%
HARRODSBURG	2,274	2,810	3,059	3,149	3,516	3,609	3,677	4,148	3,899	4,244	86.6%
HART CO.	2,399	3,171	3,228	3,383	3,510	3,661	3,831	4,457	4,001	4,378	82.5%
HAZARD	2,032	2,635	2,778	2,969	3,207	3,140	3,263	3,549	3,531	4,140	103.7%
HENDERSON CO.	2,081	2,502	2,616	2,727	2,866	3,045	3,138	3,423	3,365	3,689	77.3%
HENRY CO.	2,223	2,748	2,922	3,048	3,124	3,186	3,230	3,651	3,554	3,912	76.0%
HICKMAN CO.	2,344	2,775	2,971	3,098	3,229	3,342	3,503	3,707	3,793	4,178	78.2%
HOPKINS CO.	2,131	2,553	2,679	2,838	3,045	3,243	3,325	3,660	3,616	3,976	86.6%
JACKSON CO.	2,338	3,154	3,512	3,695	3,852	4,111	4,275	4,540	4,733	4,905	109.8%
JACKSON	2,171	3,129	3,230	3,455	3,491	4,055	4,077	4,312	4,369	4,722	117.5%
JEFFERSON CO.	2,186	2,440	2,564	2,587	2,615	2,682	2,703	2,738	2,860	3,126	43.0%
JENKINS	2,226	2,934	3,380	3,600	3,783	3,876	3,889	4,227	4,102	4,719	112.0%
JESSAMINE CO.	2,084	2,468	2,592	2,676	2,820	2,935	3,089	3,236	3,176	3,479	66.9%
JOHNSON CO.	2,212	2,917	3,328	3,544	3,758	4,071	3,846	4,599	4,228	4,665	110.9%
KENTON CO.	2,103	2,296	2,421	2,441	2,456	2,502	2,609	2,610	2,582	2,721	29.4%
KNOTT CO.	2,214	2,911	3,278	3,357	3,501	3,784	3,877	4,144	4,253	4,637	109.4%
KNOX CO.	2,247	2,963	3,376	3,564	3,775	3,998	4,209	4,416	4,507	4,821	114.6%
LARUE CO.	2,243	2,751	2,854	3,066	3,231	3,480	3,594	3,824	3,701	4,098	82.7%
LAUREL CO.	2,102	2,837	2,889	3,110	3,302	3,454	3,606	3,707	3,655	3,877	84.5%
LAWRENCE CO.	2,432	3,037	3,258	3,290	3,411	3,781	3,871	4,146	4,144	4,428	82.1%
LEE CO.	2,201	2,854	3,191	3,349	3,472	4,045	4,013	4,267	4,442	4,818	118.9%
LESLIE CO.	2,186	2,935	3,481	3,469	3,437	3,992	4,101	4,441	4,433	4,912	124.7%
LETCHER CO.	2,116	2,758	3,105	3,374	3,626	3,689	3,921	4,071	4,052	4,413	108.6%
LEWIS CO.	2,312	3,047	3,263	3,283	3,457	3,607	3,688	3,907	3,935	4,257	84.1%

## STATE REVENUES BY DISTRICT

	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	Percent
	State	State	State	State	State	State	State	State	State	State	Change
	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	89-90
	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	98-99
LINCOLN CO.	2,290	3,012	3,213	3,345	3,518	3,772	3,918	4,025	4,040	4,453	94.4%
LIVINGSTON CO.	2,296	2,681	2,898	2,912	2,929	3,026	3,099	3,313	3,362	3,564	55.2%
LOGAN CO.	2,184	2,659	2,776	2,908	3,061	3,279	3,409	3,631	3,717	3,952	80.9%
LUDLOW	2,015	2,547	2,864	3,048	3,201	3,473	3,401	3,711	3,729	3,946	95.8%
LYON CO.	2,253	2,487	2,555	2,558	2,623	2,670	2,659	2,604	2,526	2,768	22.9%
MADISON CO.	2,170	2,770	2,964	3,115	3,138	3,254	3,361	3,504	3,518	3,841	77.0%
MAGOFFIN CO.	2,495	3,195	3,719	4,020	4,160	4,329	4,343	4,600	4,618	4,957	98.7%
MARION CO.	2,303	2,888	3,060	3,154	3,373	3,693	3,595	3,622	3,699	3,991	73.3%
MARSHALL CO.	2,240	2,492	2,669	2,688	2,734	2,854	2,888	3,164	3,129	3,370	50.4%
MARTIN CO.	2,098	2,762	2,832	2,905	2,997	3,290	3,403	3,835	4,083	4,495	114.3%
MASON CO.	2,174	2,486	2,741	2,775	2,865	3,405	3,096	3,149	3,150	3,576	64.5%
MAYFIELD	2,213	2,738	2,933	3,037	3,142	3,477	3,545	3,720	3,728	4,078	84.3%
MCCRACKEN CO.	2,110	2,344	2,480	2,588	2,623	2,728	2,901	2,846	2,919	3,265	54.7%
MCCREARY CO.	2,454	3,331	3,672	3,925	4,196	4,499	4,609	4,755	4,782	5,079	107.0%
McLEAN CO.	2,204	2,560	2,712	2,734	2,791	3,116	3,305	3,592	3,573	3,887	76.4%
MEADE CO.	2,136	2,649	2,898	3,070	3,250	3,428	3,548	3,765	3,725	4,100	91.9%
MENIFEE CO.	2,256	2,892	3,141	3,192	3,308	3,590	3,682	4,115	4,352	4,644	105.8%
MERCER CO.	2,136	2,559	2,751	2,796	2,895	3,120	3,202	3,202	3,198	3,564	66.8%
METCALFE CO.	2,472	3,061	3,290	3,388	3,412	3,599	3,747	4,021	4,103	4,325	75.0%
MIDDLESBORO	2,179	2,910	3,167	3,338	3,562	3,500	3,571	3,757	3,910	4,061	86.3%
MONROE CO.	2,375	3,108	3,408	3,515	3,594	3,839	3,855	4,113	4,093	4,453	87.5%
MONTGOMERY CO.	2,456	3,036	3,407	3,487	3,513	3,672	3,835	3,787	3,743	4,124	67.9%
MONTICELLO	2,313	2,944	3,406	3,609	3,681	3,993	4,112	4,193	4,283	4,590	98.4%
MORGAN CO.	2,514	3,370	3,558	3,699	3,792	4,228	4,062	4,340	4,474	4,770	89.8%
MUHLENBURG CO.	2,095	2,546	2,824	2,825	2,937	3,311	3,368	3,776	3,604	3,958	88.9%
MURRAY	2,158	2,431	2,551	2,592	2,668	2,575	2,612	2,925	2,924	3,453	60.0%
NELSON CO.	2,214	2,549	2,791	2,816	2,915	3,075	3,178	3,355	3,385	3,784	70.9%
NEWPORT	2,534	3,191	3,376	3,452	3,456	3,741	4,048	3,905	3,917	4,343	71.4%
NICHOLAS CO.	2,265	2,849	3,017	3,225	3,360	3,567	3,638	3,748	3,803	4,081	80.2%
OHIO CO.	2,195	2,770	2,892	2,983	3,128	3,449	3,499	3,727	3,896	4,333	97.4%
OLDHAM CO.	2,101	2,383	2,467	2,521	2,599	2,691	2,768	2,922	2,811	3,107	47.9%
OWEN CO.	2,245	2,893	3,194	3,341	3,486	3,663	3,591	3,835	3,815	4,184	86.4%
OWENSBORO	2,347	2,687	2,836	2,917	3,021	3,052	3,137	3,503	3,509	3,869	64.9%
OWSLEY CO.	2,449	3,258	3,836	4,079	4,113	4,519	4,572	4,842	4,972	5,293	116.1%
PADUCAH	2,357	2,703	2,897	2,975	3,076	3,149	3,035	3,402	3,496	3,806	61.5%
PAINTSVILLE	2,042	2,438	2,568	2,666	2,684	2,781	2,586	2,942	2,956	3,430	68.0%
PARIS	2,235	2,741	3,010	3,007	3,024	3,137	3,423	3,531	3,616	4,114	84.1%
PENDLETON CO.	2,176	2,820	2,978	3,094	3,262	3,514	3,361	3,721	3,707	4,114	89.1%
PERRY CO.	2,151	2,906	3,236	3,504	3,623	3,781	3,949	4,295	4,359	4,747	120.7%
PIKE CO.	2,130	2,851	3,015	3,208	3,292	3,526	3,608	3,794	3,789	4,075	91.3%
PIKEVILLE	2,009	2,332	2,452	2,642	2,714	2,730	2,720	2,970	2,896	3,241	61.3%
PINEVILLE	2,243	2,867	3,061	3,212	3,466	3,880	3,960	4,166	4,142	4,420	97.0%
POWELL CO.	2,383	3,020	3,257	3,378	3,686	3,923	3,858	4,322	4,181	4,556	91.2%
PROVIDENCE	2,234	2,731	3,141	3,402	3,627	3,781	3,906	4,177	4,236	4,631	107.3%
PULASKI CO.	2,173	2,803	2,939	3,060	3,225	3,297	3,393	3,552	3,609	4,080	87.8%
RACELAND	2,101	2,436	2,573	2,687	3,017	3,002	3,047	3,488	3,498	3,766	79.2%
ROBERTSON CO.	2,607	3,149	3,275	3,273	3,301	3,674	3,729	3,845	3,934	4,403	68.9%
ROCKCASTLE CO.	2,220	2,876	3,427	3,558	3,639	3,925	4,061	4,332	4,114	4,576	106.1%
ROWAN CO.	2,279	2,951	3,119	3,297	3,479	3,666	3,732	3,987	3,975	4,190	83.9%
RUSSELL CO.	2,252	2,956	3,142	3,178	3,361	3,564	3,532	4,230	3,817	4,260	89.2%



STATE REVENUES BY 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	1998-99 State Revenue Per Pupil	Percent Change 89-90 98-99
RUSSELL	1,979	2,251	2,348	2,436	2,620	2,503	2,713	2,825	2,809	3,211	62.3%
RUSSELLVILLE	2,331	2,829	3,010	3,227	3,330	3,471	3,569	3,761	3,803	4,327	85.6%
SCIENCE HILL	2,009	2,429	2,883	3,108	3,235	3,630	3,675	3,893	4,154	4,506	124.3%
SCOTT CO.	2,147	2,513	2,710	2,759	2,809	2,892	3,136	3,256	3,167	3,446	60.5%
SHELBY CO.	2,182	2,608	2,732	2,946	3,166	2,857	2,852	2,988	2,871	3,298	51.1%
SILVER GROVE	2,555	3,107	3,406	3,358	3,458	3,762	3,820	4,073	4,330	4,741	85.5%
SIMPSON CO.	2,266	2,609	2,737	2,917	3,019	3,199	3,234	3,304	3,322	3,559	57.1%
SOMERSET	2,499	2,857	3,145	3,195	3,208	3,325	3,348	3,292	3,385	3,455	38.3%
SOUTHGATE	2,276	2,521	2,868	2,863	2,922	3,311	2,965	2,944	2,855	3,182	39.8%
SPENCER CO.	2,444	3,108	3,373	3,274	3,429	3,735	3,722	3,897	3,812	4,035	65.1%
TAYLOR CO.	2,284	2,720	2,932	2,961	3,092	3,349	3,424	3,654	3,640	3,948	72.8%
TODD CO.	2,326	2,859	3,144	3,159	3,239	3,731	3,628	3,969	3,979	4,577	96.8%
TRIGG CO.	2,394	2,743	2,915	2,890	3,047	3,218	3,201	3,374	3,423	3,692	54.2%
TRIMBLE CO.	2,289	2,559	2,605	2,726	2,758	3,073	3,105	3,216	3,315	3,579	56.3%
UNION CO.	2,335	2,682	2,923	2,912	3,244	3,440	3,453	3,656	3,807	4,194	79.6%
WALTON-VERONA	2,349	2,724	2,967	3,027	3,132	3,283	3,302	3,576	3,585	3,894	65.8%
WARREN CO.	2,148	2,536	2,631	2,783	2,822	2,936	3,093	3,039	2,972	3,198	48.9%
WASHINGTON CO.	2,302	2,840	2,960	2,980	3,113	3,293	3,312	3,640	3,649	3,930	70.7%
WAYNE CO.	2,222	2,954	3,410	3,468	3,479	3,868	3,992	4,162	4,144	4,446	100.1%
WEBSTER CO.	2,279	2,687	2,985	2,949	2,995	3,214	3,304	3,604	3,803	3,857	69.2%
WEST POINT	2,379	3,112	3,523	3,937	4,063	4,299	4,745	4,908	4,704	5,379	126.1%
WHITLEY CO.	2,469	2,915	3,521	3,772	3,857	4,214	4,062	4,291	4,606	4,890	98.1%
WILLIAMSBURG	2,235	2,942	3,117	3,288	3,488	3,596	3,664	3,904	3,835	4,108	83.8%
WILLIAMSTOWN	2,276	2,757	2,986	3,175	3,253	3,318	3,338	3,366	3,458	3,749	64.7%
WOLFE CO.	2,569	3,432	3,757	4,001	4,087	4,363	4,649	4,862	4,783	5,469	112.9%
WOODFORD CO.	2,099	2,295	2,371	2,379	2,414	2,554	2,652	2,680	2,628	3,021	43.9%
STATEWIDE	\$2,206	\$2,666	\$2,851	\$2,936	\$3,031	\$3,211	\$3,272	\$3,436	\$3,449	\$3,732	69.2%

TABLE 14  
LOCAL AND STATE REVENUES BY DISTRICT

	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	Percent
	Loc & St	Loc & St	Loc & St	Loc & St	Loc & St	Loc & St	Loc & St	Loc & St	Loc & St	Loc & St	Change
	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	89-90
	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	98-99
ADAIR CO.	\$2,748	\$3,635	\$3,967	\$4,108	\$4,236	\$4,577	\$4,897	\$4,984	\$5,138	5,524	101.0%
ALLEN CO.	3,037	3,587	3,836	3,692	3,998	4,385	4,633	4,874	5,028	5,418	78.4%
ANCHORAGE	5,853	5,852	6,612	7,429	7,912	8,711	8,927	9,512	9,377	9,804	67.5%
ANDERSON CO.	2,764	3,589	3,826	3,928	4,203	4,632	4,663	5,006	4,935	5,201	88.2%
ASHLAND	3,116	3,791	4,004	4,196	4,358	4,596	4,623	4,860	4,705	5,536	77.7%
AUGUSTA	3,071	3,732	4,336	4,319	4,989	4,888	5,302	5,964	6,108	6,158	100.5%
BALLARD CO.	3,327	3,895	4,045	4,255	4,467	4,914	5,068	5,521	5,481	5,905	77.5%
BARBOURVILLE	2,745	3,158	3,309	3,734	3,868	4,340	4,200	4,452	4,654	5,099	85.8%
BARDSTOWN	3,290	3,941	4,068	4,087	4,498	4,699	5,247	5,092	5,386	5,940	80.5%
BARREN CO.	2,751	3,464	3,797	3,924	4,078	4,470	4,912	5,189	5,148	5,521	100.7%
BATH CO.	2,794	3,463	3,940	4,172	4,487	4,618	4,842	5,444	5,457	5,553	98.8%
BEECHWOOD	3,906	3,834	3,907	4,016	4,220	4,484	4,682	4,905	4,929	5,547	42.0%
BELL CO.	2,597	3,530	4,076	4,372	4,481	5,026	4,869	5,814	5,473	5,806	123.6%
BELLEVUE	3,252	3,545	3,757	4,019	4,322	4,512	4,694	5,050	5,120	5,759	77.1%
BEREA	3,283	4,394	4,329	4,585	4,540	4,593	4,962	5,304	5,524	5,819	77.2%
BOONE CO.	3,307	3,797	4,001	4,076	4,166	4,627	4,961	5,184	5,334	5,691	72.1%
BOURBON CO.	2,806	3,649	3,998	4,086	4,260	4,813	4,836	5,181	5,074	5,405	92.6%
BOWLING GREEN	3,588	4,156	4,371	4,414	4,597	4,792	5,145	5,823	5,614	6,177	72.2%
BOYD CO.	2,954	3,579	4,032	4,123	4,278	4,620	4,803	5,183	5,296	5,850	98.0%
BOYLE CO.	3,041	3,654	4,039	4,027	4,200	4,472	4,585	5,083	5,009	5,451	79.3%
BRACKEN CO.	2,944	3,345	3,581	3,475	3,721	3,995	4,368	4,718	4,734	5,214	77.1%
BREATHITT CO.	2,694	3,517	3,986	4,205	4,475	4,835	5,070	5,362	5,577	6,068	125.2%
BRECKINRIDGE CO.	2,899	3,539	3,802	3,925	4,101	4,513	4,580	5,202	5,169	5,396	86.1%
BULLITT CO.	2,725	3,272	3,467	3,596	3,976	4,357	4,569	5,135	4,833	5,107	87.4%
BURGIN	3,203	3,668	4,022	4,028	4,212	4,417	4,394	4,508	4,624	5,306	65.6%
BUTLER CO.	2,786	3,509	3,597	3,634	3,931	4,556	4,393	5,046	5,080	5,535	98.7%
CALDWELL CO.	2,880	3,615	4,138	4,149	4,400	4,596	4,711	5,013	5,153	5,593	94.2%
CALLOWAY CO.	2,978	3,730	3,954	4,101	4,197	4,678	4,838	5,484	5,148	5,807	95.0%
CAMPBELL CO.	3,321	3,960	4,110	4,131	4,267	4,618	5,004	5,079	5,321	5,706	71.8%
CAMPBELLSVILLE	2,799	3,546	3,811	3,856	4,123	4,415	4,671	5,057	4,924	5,530	97.6%
CARLISLE CO.	2,972	3,549	3,838	3,909	3,892	4,224	4,202	4,707	4,732	5,245	76.5%
CARROLL CO.	3,229	3,873	4,121	4,195	4,383	4,703	5,078	5,223	5,494	6,070	88.0%
CARTER CO.	2,695	3,682	4,125	4,101	4,233	4,568	4,747	5,148	5,209	5,385	99.8%
CASEY CO.	2,555	3,380	3,969	4,107	4,285	4,524	4,907	5,080	5,043	5,411	111.8%
CAVERNA	2,969	3,677	4,036	4,208	4,379	4,719	5,049	5,317	5,078	5,652	90.4%
CHRISTIAN CO.	2,728	3,395	3,633	3,713	4,004	4,402	4,615	4,980	5,046	5,584	104.7%
CLARK CO.	2,784	3,492	3,663	3,786	3,982	4,283	4,180	4,848	4,776	5,107	83.4%
CLAY CO.	2,621	3,467	3,918	4,035	4,383	4,749	4,978	5,317	5,461	5,825	122.2%
CLINTON CO.	2,661	3,597	3,874	4,104	4,296	4,481	5,023	5,266	5,229	5,838	119.4%
CLOVERPORT	3,208	3,679	3,922	3,969	4,338	4,779	5,068	5,313	5,297	5,844	82.2%
CORBIN	2,874	3,538	3,803	3,976	4,093	4,372	4,689	5,127	5,270	5,804	102.0%
COVINGTON	3,315	4,192	4,639	4,692	4,975	5,382	5,495	5,878	6,157	6,737	103.2%
CRITTENDEN CO.	2,747	3,583	3,768	3,957	4,118	4,417	4,517	4,944	5,016	5,556	102.2%
CUMBERLAND CO.	2,817	3,556	3,845	3,875	4,190	4,674	4,695	5,183	5,235	5,718	103.0%
DANVILLE	3,375	3,959	4,428	4,644	4,564	4,675	5,005	5,229	5,359	5,687	68.5%
DAVISS CO.	3,129	3,567	3,750	3,812	4,087	4,356	4,716	5,142	5,264	5,544	77.2%
DAWSON SPRINGS	3,212	3,821	4,060	4,149	4,311	4,690	4,867	5,020	5,128	5,352	66.6%
DAYTON	2,838	3,746	4,076	4,317	4,518	4,724	4,975	5,187	5,404	5,809	104.7%
EAST BERNSTADT	2,566	3,064	3,809	3,972	4,238	4,531	4,596	4,746	5,073	5,498	114.2%
EDMONSON CO.	2,712	3,578	3,911	4,061	4,205	4,503	4,607	4,936	5,141	5,514	103.3%

LOCAL AND STATE REVENUES BY DISTRICT

	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	Percent
	Loc & St	Loc & St	Loc & St	Loc & St	Loc & St	Loc & St	Loc & St	Loc & St	Loc & St	Loc & St	Change
	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	89-90
	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	98-99
ELIZABETHTOWN	3,329	3,676	4,049	4,013	4,229	4,325	4,543	4,888	4,842	5,401	62.2%
ELLIOTT CO.	2,526	3,590	3,977	4,541	4,548	5,304	5,064	5,456	5,688	5,846	131.4%
EMINENCE	3,269	3,884	3,845	4,053	4,278	4,707	4,919	5,278	5,496	5,935	81.5%
ERLANGER	3,469	3,797	4,165	4,247	4,362	4,503	4,826	4,817	4,967	5,323	53.5%
ESTILL CO.	2,684	3,620	4,035	4,148	4,334	4,689	4,941	5,174	5,102	5,439	102.7%
FAIRVIEW	2,966	3,667	3,864	3,926	4,116	4,344	4,563	4,961	4,975	5,385	81.6%
FAYETTE CO.	4,364	4,624	4,855	5,035	5,215	5,539	5,734	6,111	6,390	6,611	51.5%
FLEMING CO.	2,973	3,515	3,843	4,115	4,218	4,532	4,654	5,036	5,007	5,406	81.8%
FLOYD CO.	2,440	3,326	3,738	3,751	4,185	4,380	4,814	4,864	5,156	5,651	131.6%
FT. THOMAS	3,556	3,691	4,013	4,233	4,286	4,478	4,505	4,885	5,199	6,375	79.3%
FRANKFORT	3,817	4,508	4,994	5,320	5,143	5,439	5,417	6,070	6,018	5,384	41.1%
FRANKLIN CO.	3,080	3,608	3,997	4,069	4,191	4,580	4,441	4,806	4,879	5,484	78.1%
FULTON CO.	2,905	4,057	4,451	4,307	4,473	4,740	4,928	5,357	5,741	6,280	116.2%
FULTON	3,400	3,830	4,239	4,594	4,388	4,751	5,095	5,680	5,666	5,877	72.9%
GALLATIN CO.	2,832	3,433	3,838	4,036	4,084	4,423	5,011	4,904	5,220	5,568	96.6%
GARRARD CO.	2,856	3,762	3,963	4,181	4,360	4,662	4,911	5,095	5,151	5,616	96.6%
GLASGOW	3,209	3,537	3,793	3,862	3,989	4,272	4,466	4,941	4,868	5,260	63.9%
GRANT CO.	3,024	3,549	3,806	3,935	4,132	4,344	4,864	4,787	4,872	5,313	75.7%
GRAVES CO.	2,865	3,380	3,513	3,586	3,774	4,165	4,313	4,664	4,641	4,942	72.5%
GRAYSON CO.	2,715	3,365	3,621	3,642	3,880	4,359	4,621	4,888	4,889	5,222	92.3%
GREEN CO.	2,692	3,504	3,781	3,839	3,901	4,197	4,384	4,830	4,904	5,220	93.9%
GREENUP CO.	2,648	3,348	3,758	3,862	4,069	4,428	4,443	4,837	4,987	5,352	102.1%
HANCOCK CO.	3,364	3,907	4,176	4,096	4,199	4,806	4,757	5,221	5,151	5,715	69.9%
HARDIN CO.	2,687	3,602	3,867	3,916	4,155	4,504	4,703	4,989	5,165	5,542	106.2%
HARLAN CO.	2,567	3,420	3,738	3,973	4,358	4,359	4,586	5,098	5,254	5,590	117.8%
HARLAN	2,796	3,784	4,046	4,039	4,076	4,000	4,505	5,186	5,298	5,350	91.4%
HARRISON CO.	2,828	3,552	3,788	3,917	4,098	4,584	4,408	5,301	5,104	5,404	91.1%
HARRODSBURG	3,064	3,758	4,083	4,155	4,523	4,803	4,910	5,609	5,324	5,714	86.5%
HART CO.	2,757	3,772	3,954	4,114	4,347	4,674	4,879	5,531	5,132	5,549	101.3%
HAZARD	2,895	3,510	3,691	3,857	4,043	4,376	4,449	4,639	4,800	5,406	86.7%
HENDERSON CO.	3,071	3,619	3,880	3,988	4,179	4,513	4,607	5,162	5,120	5,541	80.4%
HENRY CO.	3,032	3,774	3,980	4,116	4,323	4,502	4,558	5,084	4,953	5,438	79.4%
HICKMAN CO.	2,953	3,697	3,993	4,110	4,273	4,450	4,717	5,109	5,176	5,717	93.6%
HOPKINS CO.	2,940	3,403	3,769	3,908	4,155	4,481	4,594	5,116	5,054	5,506	87.3%
JACKSON CO.	2,528	3,420	3,896	4,128	4,314	4,575	4,890	5,226	5,377	5,641	123.1%
JACKSON	2,594	3,636	3,841	3,938	4,135	4,758	4,781	5,138	5,485	5,592	115.6%
JEFFERSON CO.	4,315	4,724	4,941	5,072	5,156	5,570	5,801	6,019	6,428	7,082	64.1%
JENKINS	2,764	3,438	3,929	4,202	4,075	4,964	4,837	5,921	5,378	6,055	119.1%
JESSAMINE CO.	2,834	3,561	3,784	3,836	4,059	4,378	4,677	5,036	5,108	5,672	100.2%
JOHNSON CO.	2,547	3,288	3,982	4,014	4,288	4,530	4,626	5,549	5,214	5,994	135.3%
KENTON CO.	3,350	3,901	4,063	4,092	4,209	4,418	4,725	5,051	5,170	5,477	63.5%
KNOTT CO.	2,467	3,321	3,751	3,922	4,352	4,806	4,795	5,998	5,546	5,953	141.3%
KNOX CO.	2,492	3,382	3,867	4,155	4,444	4,703	5,119	5,465	5,427	5,795	132.5%
LARUE CO.	2,706	3,504	3,669	3,843	4,074	4,344	4,605	4,935	4,797	5,225	93.1%
LAUREL CO.	2,529	3,578	3,819	3,939	4,164	4,337	4,645	4,852	4,853	5,243	107.3%
LAWRENCE CO.	2,816	3,522	3,803	3,835	4,109	4,555	4,702	5,090	5,058	5,380	91.1%
LEE CO.	2,565	3,319	3,760	3,869	4,058	4,692	4,813	5,128	5,197	5,730	123.4%
LESLIE CO.	2,694	3,640	4,095	4,078	3,941	4,858	5,051	5,694	5,534	6,023	123.6%
LETCHER CO.	2,386	3,205	3,620	3,861	3,969	4,839	4,884	5,169	5,194	5,604	134.9%
LEWIS CO.	2,638	3,466	3,828	3,819	4,034	4,214	4,495	4,616	4,666	5,252	99.1%

## LOCAL AND STATE REVENUES BY DISTRICT

	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	Percent
	Loc & St	Loc & St	Loc & St	Loc & St	Loc & St	Loc & St	Loc & St	Loc & St	Loc & St	Loc & St	Change
	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	89-90
	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	98-99
LINCOLN CO.	2,663	3,605	3,966	4,104	4,290	4,608	4,889	5,015	5,043	5,483	105.9%
LIVINGSTON CO.	2,914	3,623	3,918	4,039	4,096	4,227	4,369	5,113	5,222	5,456	87.2%
LOGAN CO.	2,814	3,335	3,500	3,790	4,015	4,381	4,790	4,910	5,060	5,374	91.0%
LUDLOW	2,893	3,471	3,789	4,022	4,233	4,559	4,550	4,982	5,064	5,268	82.1%
LYON CO.	3,042	3,556	3,878	3,898	4,005	3,336	5,480	4,842	4,713	5,125	68.5%
MADISON CO.	2,719	3,606	3,978	4,165	4,251	4,446	4,763	5,141	5,091	5,501	102.3%
MAGOFFIN CO.	2,711	3,568	4,148	4,440	4,701	5,437	5,173	5,611	5,535	6,032	122.5%
MARION CO.	2,817	3,499	3,905	4,072	4,362	4,750	4,905	4,967	5,156	5,531	96.3%
MARSHALL CO.	3,009	3,325	3,690	3,699	3,806	4,211	4,557	4,672	4,917	5,206	73.0%
MARTIN CO.	2,598	3,416	3,475	3,516	3,885	4,226	4,270	5,058	5,251	5,696	119.2%
MASON CO.	3,018	3,567	4,019	4,222	4,440	5,067	4,819	5,260	5,118	5,580	84.9%
MAYFIELD	3,554	4,090	4,358	4,405	4,680	5,019	5,208	5,607	5,811	6,128	72.4%
McCRACKEN CO.	2,761	3,264	3,498	3,610	3,703	3,862	4,024	4,563	4,830	5,287	91.5%
McCREARY CO.	2,659	3,620	4,014	4,259	4,591	4,965	5,133	5,302	5,457	6,003	125.8%
McLEAN CO.	2,711	3,265	3,514	3,544	3,789	4,155	4,439	4,856	4,864	5,279	94.7%
MEADE CO.	2,853	3,355	3,639	3,782	4,029	4,223	4,610	4,881	4,778	5,316	86.3%
MENIFEE CO.	2,494	3,228	3,625	3,744	3,859	4,422	4,320	4,863	5,343	5,522	121.4%
MERCER CO.	2,865	3,473	3,897	3,689	4,060	4,366	4,551	4,764	4,854	5,248	83.2%
METCALFE CO.	2,818	3,626	4,081	4,369	4,331	4,538	4,925	5,187	5,315	5,559	97.3%
MIDDLESBORO	2,852	3,829	4,211	4,385	4,630	4,653	4,879	5,190	5,381	5,755	101.8%
MONROE CO.	3,011	3,733	4,134	4,304	4,459	4,781	4,809	5,229	5,195	5,674	88.5%
MONTGOMERY CO.	3,045	3,742	4,163	4,286	4,382	4,615	4,916	5,094	5,301	5,520	81.3%
MONTICELLO	2,572	3,316	3,841	4,083	4,181	4,764	4,777	4,851	4,963	5,380	109.2%
MORGAN CO.	2,787	3,844	4,089	4,241	4,316	4,910	4,851	5,101	5,226	5,642	102.5%
MUHLENBURG CO.	3,154	3,757	4,134	4,115	4,371	5,095	5,016	5,535	5,487	5,967	89.2%
MURRAY	3,488	3,757	4,047	4,060	4,190	5,443	4,611	4,960	4,915	5,814	66.7%
NELSON CO.	2,815	3,361	3,815	3,845	3,988	4,299	4,447	4,730	4,742	5,291	87.9%
NEWPORT	3,581	4,200	4,397	4,505	4,740	5,124	5,978	5,889	6,390	6,464	80.5%
NICHOLAS CO.	2,696	3,544	3,802	4,008	4,175	4,434	4,551	4,947	5,025	5,334	97.8%
OHIO CO.	2,691	3,468	3,662	3,736	4,000	4,456	4,637	4,922	5,135	5,618	108.8%
OLDHAM CO.	3,226	3,613	3,768	3,842	4,028	4,463	4,862	5,121	5,069	5,439	68.6%
OWEN CO.	2,880	3,545	4,040	4,228	4,410	4,653	4,663	4,988	5,021	5,471	90.0%
OWENSBORO	4,066	4,390	4,610	4,671	4,796	5,019	5,293	5,832	5,861	6,503	59.9%
OWSLEY CO.	2,776	3,793	4,356	4,618	4,703	5,149	5,242	5,733	5,700	6,156	121.8%
PADUCAH	3,776	4,214	4,535	4,677	4,981	4,980	5,426	5,712	5,854	6,239	65.2%
PAINTSVILLE	3,286	3,411	3,893	3,843	3,883	3,469	4,284	5,900	4,260	6,962	111.9%
PARIS	3,014	3,703	4,050	4,138	4,222	4,473	4,933	5,185	5,685	6,147	103.9%
PENDLETON CO.	2,676	3,402	3,587	3,865	4,114	4,357	4,466	4,729	4,813	5,198	94.2%
PERRY CO.	2,464	3,428	3,905	4,183	4,321	4,843	4,909	5,642	5,541	6,035	144.9%
PIKE CO.	2,555	3,462	3,854	3,999	4,184	4,452	4,581	5,323	5,230	6,287	146.1%
PIKEVILLE	3,609	4,007	4,182	4,304	4,602	3,504	5,380	5,102	5,233	6,036	67.2%
PINEVILLE	2,873	3,522	3,739	3,876	4,290	4,489	4,644	5,082	4,877	5,161	79.7%
POWELL CO.	2,718	3,426	3,835	3,938	3,990	4,508	4,492	4,943	5,315	5,488	101.9%
PROVIDENCE	2,728	3,320	3,711	3,990	4,234	4,398	4,859	4,865	5,101	5,480	100.9%
PULASKI CO.	2,604	3,550	3,764	3,925	4,117	4,344	4,569	4,841	4,951	5,481	110.5%
RACELAND	3,111	3,472	3,742	3,702	4,045	4,182	4,478	4,755	4,871	5,189	66.8%
ROBERTSON CO.	3,143	4,189	4,348	4,344	4,507	4,641	4,773	5,408	5,204	5,529	75.9%
ROCKCASTLE CO.	2,559	3,370	4,028	4,201	4,265	4,603	4,809	5,168	4,980	5,495	114.7%
ROWAN CO.	2,821	3,682	4,022	4,187	4,430	4,679	5,023	5,267	5,425	5,716	102.6%
RUSSELL CO.	2,628	3,688	3,973	4,127	4,287	4,494	4,719	5,405	5,021	5,035	91.6%

## LOCAL AND STATE REVENUES BY DISTRICT

	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	Percent
	Loc & St	Loc & St	Loc & St	Loc & St	Loc & St	Loc & St	Loc & St	Loc & St	Loc & St	Loc & St	Change
	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	89-90
	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	98-99
RUSSELL	3,061	3,485	3,658	3,743	3,921	4,016	4,282	4,443	4,518	5,512	80.1%
RUSSELLVILLE	3,267	3,805	4,083	4,405	4,616	4,821	5,154	5,258	5,397	6,052	85.3%
SCIENCE HILL	2,551	3,123	3,454	3,745	3,809	4,230	4,376	4,551	4,895	5,270	106.6%
SCOTT CO.	3,008	4,133	4,168	4,321	4,721	6,735	5,523	5,580	5,558	6,174	105.2%
SHELBY CO.	2,890	4,037	4,314	4,529	4,894	4,828	4,880	5,134	5,387	5,946	105.7%
SILVER GROVE	3,458	4,035	5,349	4,486	4,640	4,875	5,777	6,383	6,300	6,463	86.9%
SIMPSON CO.	2,985	3,523	3,835	4,043	4,214	4,496	4,643	4,931	5,005	5,345	79.1%
SOMERSET	3,553	4,008	4,377	4,498	4,567	4,733	4,906	5,183	5,319	5,553	56.3%
SOUTHGATE	3,427	4,037	4,587	4,579	4,720	5,175	4,907	5,018	5,211	5,656	65.0%
SPENCER CO.	3,088	3,867	4,260	4,158	4,336	4,690	4,801	5,175	5,115	5,539	79.4%
TAYLOR CO.	2,750	3,500	3,886	3,919	4,100	4,121	4,880	4,906	4,892	5,260	91.3%
TODD CO.	2,780	3,394	3,668	3,715	3,906	4,325	4,600	5,024	5,142	5,854	110.6%
TRIGG CO.	2,969	3,453	3,700	3,709	3,905	4,123	4,847	5,091	5,314	5,560	87.3%
TRIMBLE CO.	3,330	3,641	3,914	4,163	4,140	4,466	4,534	4,732	4,917	5,247	57.6%
UNION CO.	2,974	3,464	3,927	4,055	4,482	4,792	4,782	5,165	5,494	5,819	95.7%
WALTON-VERONA	3,706	4,035	4,397	4,542	4,833	5,114	5,349	5,758	5,967	6,644	79.3%
WARREN CO.	3,009	3,567	3,810	3,987	4,151	4,374	4,964	5,024	5,035	5,280	75.5%
WASHINGTON CO.	2,855	3,651	3,840	3,955	4,050	4,268	4,373	4,922	4,968	5,431	90.2%
WAYNE CO.	2,497	3,317	3,891	4,051	4,174	4,700	5,028	5,318	5,169	5,488	119.8%
WEBSTER CO.	2,872	3,619	4,147	4,098	4,314	4,756	4,679	5,172	5,588	5,507	91.7%
WEST POINT	2,932	3,702	4,416	4,709	5,155	5,086	5,626	6,322	5,919	6,687	128.1%
WHITLEY CO.	2,703	3,380	4,175	4,378	4,527	4,933	4,386	5,326	5,348	6,136	127.0%
WILLIAMSBURG	2,705	3,623	3,941	4,065	4,282	4,533	4,734	5,021	4,931	5,305	96.1%
WILLIAMSTOWN	3,349	3,954	4,241	4,417	4,559	4,684	4,969	4,960	5,264	5,355	59.9%
WOLFE CO.	3,070	4,110	4,151	4,388	4,533	4,846	5,153	6,045	5,471	6,368	107.4%
WOODFORD CO.	3,059	3,834	4,085	4,004	4,159	4,328	4,782	5,079	5,031	5,614	83.5%
STATEWIDE	\$3,163	\$3,806	\$4,105	\$4,225	\$4,410	\$4,767	\$4,957	\$5,306	\$5,409	\$5,861	85.3%

TABLE 15  
FEDERAL REVENUES BY DISTRICT

	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	Percent Change 89-90
	Federal Revenue Per Pupil	Federal Revenue Per Pupil	Federal Revenue Per Pupil	Federal Revenue Per Pupil	Federal Revenue Per Pupil	Federal Revenue Per Pupil	Federal Revenue Per Pupil	Federal Revenue Per Pupil	Federal Revenue Per Pupil	Federal Revenue Per Pupil	98-99
ADAIR CO.	\$527	\$533	\$615	\$765	\$617	\$709	\$553	\$735	\$664	\$692	31.3%
ALLEN CO.	280	304	445	491	431	395	411	534	617	557	98.9%
ANCHORAGE	83	76	80	93	77	257	164	139	151	125	50.4%
ANDERSON CO.	293	301	338	331	379	524	398	501	539	439	50.0%
ASHLAND	595	629	684	752	716	774	524	670	830	874	46.9%
AUGUSTA	678	538	574	474	488	608	641	419	657	715	5.4%
BALLARD CO.	311	407	421	346	596	477	497	515	643	601	93.3%
BARBOURVILLE	347	331	357	401	383	492	416	650	608	665	91.6%
BARDSTOWN	384	432	526	439	537	455	515	471	411	386	0.4%
BARREN CO.	266	364	390	458	401	398	433	560	455	536	101.6%
BATH CO.	499	538	624	670	756	837	762	842	772	837	67.7%
BEECHWOOD	92	97	52	144	91	61	88	88	99	124	35.2%
BELL CO.	600	715	846	862	859	908	1,002	979	965	1,174	95.7%
BELLEVUE	222	285	315	335	284	373	342	384	489	450	102.6%
BEREA	593	594	444	487	532	502	653	470	436	642	8.3%
BOONE CO.	135	132	133	193	157	164	186	157	251	275	104.0%
BOURBON CO.	399	361	610	587	648	722	656	636	834	842	111.1%
BOWLING GREEN	433	488	652	918	886	564	480	461	761	714	64.9%
BOYD CO.	282	359	447	449	401	603	726	482	804	916	224.8%
BOYLE CO.	291	305	368	333	493	452	344	403	484	478	64.3%
BRACKEN CO.	429	442	497	543	637	537	515	653	710	648	51.0%
BREATHITT CO.	694	696	815	1,073	861	974	1,026	1,084	1,087	1,208	74.1%
BRECKINRIDGE CO.	432	512	511	623	692	883	833	867	935	1,216	181.5%
BULLITT CO.	231	267	296	282	293	311	354	348	357	393	70.3%
BURGIN	254	316	377	464	283	360	145	248	268	296	16.5%
BUTLER CO.	329	350	355	516	490	549	472	533	582	621	88.6%
CALDWELL CO.	231	233	255	311	395	435	375	547	598	656	183.9%
CALLOWAY CO.	533	548	622	567	607	622	597	637	649	741	39.1%
CAMPBELL CO.	156	165	182	89	286	194	198	220	252	277	77.7%
CAMPBELLSVILLE	355	369	453	464	425	633	591	710	851	786	121.5%
CARLISLE CO.	367	409	423	458	447	536	377	412	586	627	71.0%
CARROLL CO.	397	389	575	657	542	756	909	1,029	1,151	1,144	188.1%
CARTER CO.	405	447	501	628	595	484	756	643	772	816	101.5%
CASEY CO.	631	720	825	920	913	811	624	830	760	813	28.8%
CAVERNA	383	395	473	497	389	561	359	742	732	655	70.9%
CHRISTIAN CO.	467	523	647	619	644	698	646	646	802	909	94.6%
CLARK CO.	283	317	369	359	406	489	431	459	483	573	102.4%
CLAY CO.	694	782	953	987	978	958	712	1,034	1,021	1,063	53.1%
CLINTON CO.	781	886	1,040	1,014	1,034	1,207	849	1,223	1,493	1,866	139.0%
CLOVERPORT	832	1,072	1,290	1,329	1,110	1,316	1,477	1,788	1,930	1,857	123.2%
CORBIN	193	204	242	265	423	445	446	588	733	733	279.8%
COVINGTON	470	507	603	644	701	749	841	859	969	1,025	118.1%
CRITTENDEN CO.	317	355	406	406	439	461	390	432	683	695	119.1%
CUMBERLAND CO.	555	582	631	690	733	650	575	701	685	852	53.6%
DANVILLE	311	381	448	500	649	639	631	666	728	761	144.7%
DAVISS CO.	184	200	184	285	290	371	330	294	468	425	130.9%
DAWSON SPRINGS	235	335	396	400	424	464	391	741	512	530	125.7%
DAYTON	470	508	505	531	468	688	566	576	665	759	61.4%
EAST BERNSTADT	276	284	285	336	467	562	507	621	635	598	116.6%
EDMONSON CO.	343	377	461	463	483	595	743	539	596	644	87.6%

FEDERAL REVENUES BY DISTRICT

	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	Percent
	Federal	Federal	Federal	Federal	Federal	Federal	Federal	Federal	Federal	Federal	Change
	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	89-90
	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	98-99
ELIZABETHTOWN	260	301	351	364	368	424	341	204	427	399	53.7%
ELLIOTT CO.	575	780	789	744	651	798	713	859	1,028	1,025	78.3%
EMINENCE	257	321	376	413	441	673	672	720	684	930	261.8%
ERLANGER	235	225	255	269	252	223	186	299	347	371	57.9%
ESTILL CO.	455	512	549	579	728	662	581	784	809	802	76.2%
FAIRVIEW	194	278	300	407	283	267	291	334	382	377	94.1%
FAYETTE CO.	259	279	329	310	345	372	373	484	408	445	71.8%
FLEMING CO.	426	522	501	605	638	708	705	822	905	1,018	138.9%
FLOYD CO.	408	482	565	487	547	648	789	721	743	809	98.4%
FT. THOMAS	95	118	118	118	142	152	132	143	152	733	671.7%
FRANKFORT	389	443	576	553	522	539	541	629	618	382	-1.8%
FRANKLIN CO.	201	193	232	242	231	250	354	308	333	168	-16.6%
FULTON CO.	621	705	875	844	785	850	781	854	671	1,236	99.1%
FULTON	380	441	519	602	764	1,039	838	1,046	1,105	965	153.8%
GALLATIN CO.	244	232	419	360	424	380	350	385	352	437	79.2%
GARRARD CO.	346	358	478	460	384	581	501	448	552	555	60.3%
GLASGOW	250	245	321	369	363	345	441	327	330	298	19.1%
GRANT CO.	303	283	325	341	367	439	444	509	485	496	63.6%
GRAVES CO.	208	278	271	289	394	420	404	418	448	489	135.3%
GRAYSON CO.	422	395	596	558	503	518	522	492	551	538	27.4%
GREEN CO.	422	383	363	524	529	387	441	505	502	519	23.0%
GREENUP CO.	375	460	461	517	531	571	527	658	622	732	95.1%
HANCOCK CO.	262	279	407	367	399	416	562	504	570	619	136.2%
HARDIN CO.	338	377	444	435	466	428	426	495	525	516	52.5%
HARLAN CO.	562	605	771	684	788	791	875	900	958	588	4.7%
HARLAN	499	459	529	621	710	487	595	585	569	1,106	121.6%
HARRISON CO.	309	342	401	439	434	421	490	493	423	602	94.7%
HARRODSBURG	278	405	475	727	543	548	603	731	811	868	212.1%
HART CO.	408	493	586	627	649	509	671	826	808	800	96.2%
HAZARD	292	354	356	440	403	514	545	600	684	641	119.7%
HENDERSON CO.	233	277	283	312	348	340	345	468	451	555	138.2%
HENRY CO.	375	364	384	520	602	658	487	665	565	587	56.4%
HICKMAN CO.	391	453	486	493	497	484	719	681	775	810	107.2%
HOPKINS CO.	328	397	416	427	483	520	489	489	510	521	58.8%
JACKSON CO.	746	659	832	792	723	873	942	970	996	777	4.2%
JACKSON	555	779	744	894	747	700	704	864	812	1,001	80.4%
JEFFERSON CO.	428	592	601	602	748	631	686	630	780	680	58.9%
JENKINS	333	354	292	304	456	574	598	692	790	740	122.3%
JESSAMINE CO.	280	265	270	276	240	304	249	338	396	443	58.1%
JOHNSON CO.	539	516	555	671	670	654	656	1,041	686	939	74.2%
KENTON CO.	170	148	211	180	225	241	223	230	257	268	57.4%
KNOTT CO.	581	611	664	699	720	794	903	977	961	967	66.4%
KNOX CO.	702	741	871	943	906	972	882	1,010	999	1,099	56.5%
LARUE CO.	305	308	409	527	520	394	542	530	577	737	141.7%
LAUREL CO.	490	502	552	541	596	577	625	653	624	703	43.5%
LAWRENCE CO.	447	479	620	644	714	635	829	1,093	768	892	99.6%
LEE CO.	594	645	747	832	783	872	711	1,085	789	954	60.6%
LESLIE CO.	499	619	805	781	826	696	851	1,316	785	902	80.8%
LETCHER CO.	582	613	747	545	967	726	410	1,060	662	762	30.8%
LEWIS CO.	490	600	748	785	702	581	872	830	934	737	50.4%

## FEDERAL REVENUES BY DISTRICT

	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	Percent
	Federal	Federal	Federal	Federal	Federal	Federal	Federal	Federal	Federal	Federal	Change
	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	89-90
	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	98-99
LINCOLN CO.	462	493	613	721	683	807	870	888	874	1,095	137.1%
LIVINGSTON CO.	494	545	671	651	672	644	663	458	464	503	1.8%
LOGAN CO.	338	360	605	474	521	495	502	457	524	589	74.3%
LUDLOW	257	269	298	311	347	275	359	362	420	497	93.2%
LYON CO.	587	578	656	700	741	607	382	414	485	405	-31.0%
MADISON CO.	296	349	434	427	410	532	388	579	502	522	76.3%
MAGOFFIN CO.	696	372	500	856	762	866	839	1,131	871	932	33.9%
MARION CO.	458	480	566	639	691	644	640	757	801	731	59.6%
MARSHALL CO.	322	332	357	371	444	419	440	349	390	396	22.9%
MARTIN CO.	415	500	607	643	641	727	834	842	850	1,034	149.1%
MASON CO.	365	414	505	537	548	664	539	543	582	626	71.6%
MAYFIELD	357	384	450	461	564	642	514	527	742	917	156.7%
McCRACKEN CO.	388	403	504	469	450	522	484	360	303	389	0.2%
McCREARY CO.	634	787	835	943	934	1,005	942	949	1,070	1,109	74.9%
McLEAN CO.	303	303	399	445	497	502	478	454	506	528	74.4%
MEADE CO.	295	274	289	328	319	352	322	381	404	436	47.9%
MENIFEE CO.	456	502	533	678	593	661	582	691	807	808	77.1%
MERCER CO.	235	237	253	309	329	317	288	175	315	364	55.0%
METCALFE CO.	547	582	675	752	630	719	645	716	952	883	61.4%
MIDDLESBORO	464	488	728	671	754	789	787	742	1,062	940	102.6%
MONROE CO.	610	618	745	777	690	717	916	885	819	878	44.0%
MONTGOMERY CO.	333	366	480	486	595	675	588	708	807	872	161.8%
MONTICELLO	537	545	668	700	690	609	587	618	609	636	18.4%
MORGAN CO.	496	581	672	592	683	693	792	857	796	917	84.8%
MUHLENBURG CO.	263	300	359	391	416	540	429	488	538	576	119.2%
MURRAY	251	827	1,101	904	1,755	137	362	347	373	672	167.9%
NELSON CO.	274	350	357	435	333	405	321	423	391	421	53.7%
NEWPORT	586	554	726	717	850	750	1,021	854	804	959	63.7%
NICHOLAS CO.	438	386	489	453	446	1,289	600	652	800	878	100.5%
OHIO CO.	294	267	414	447	487	484	591	565	564	569	93.4%
OLDHAM CO.	178	215	214	193	194	234	259	246	240	282	58.3%
OWEN CO.	286	344	361	436	388	399	419	505	497	519	81.5%
QWENSBORO	677	731	805	824	928	930	1,022	1,040	1,076	1,132	67.2%
OWSLEY CO.	1,520	1,898	1,894	2,036	1,893	2,119	1,749	2,012	2,033	1,984	30.5%
PADUCAH	602	646	828	607	724	885	745	1,193	1,179	1,212	101.3%
PAINTSVILLE	281	342	383	377	360	337	336	344	361	393	40.0%
PARIS	336	343	603	525	536	469	660	745	743	887	164.1%
PENDLETON CO.	318	360	386	479	449	435	358	596	588	519	63.1%
PERRY CO.	396	411	548	609	564	694	692	895	890	928	134.4%
PIKE CO.	499	468	447	464	466	532	492	581	725	789	58.1%
PIKEVILLE	270	327	366	366	380	459	405	490	545	513	89.9%
PINEVILLE	638	614	752	773	836	773	724	765	877	889	39.4%
POWELL CO.	449	467	625	639	610	590	678	668	795	755	68.2%
PROVIDENCE	281	270	314	369	624	553	691	746	919	843	200.1%
PULASKI CO.	398	409	505	497	477	545	634	662	784	776	95.0%
RACELAND	181	151	170	171	245	242	329	280	356	365	101.8%
ROBERTSON CO.	502	571	617	643	617	536	535	596	858	995	98.3%
ROCKCASTLE CO.	520	614	704	750	679	686	614	662	857	730	40.4%
ROWAN CO.	462	539	593	574	656	602	703	779	898	842	82.2%
RUSSELL CO.	530	659	803	753	757	719	555	650	671	281	-46.9%



FEDERAL REVENUES BY DISTRICT

	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	Percent
	Federal	Federal	Federal	Federal	Federal	Federal	Federal	Federal	Federal	Federal	Change
	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	89-90
	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	98-99
RUSSELL	170	172	201	206	202	250	268	256	235	618	263.3%
RUSSELLVILLE	514	397	479	482	470	592	670	542	538	675	31.4%
SCIENCE HILL	270	276	302	314	321	314	379	361	443	450	66.5%
SCOTT CO.	276	235	277	288	378	417	452	533	484	471	70.8%
SHELBY CO.	279	312	329	345	330	398	425	434	428	417	49.6%
SILVER GROVE	202	241	312	313	357	337	361	409	613	576	185.1%
SIMPSON CO.	388	412	427	419	502	623	544	610	842	764	97.0%
SOMERSET	323	344	375	447	448	377	323	442	473	554	71.6%
SOUTHGATE	185	263	275	296	344	381	370	655	451	412	122.6%
SPENCER CO.	302	339	436	540	520	548	740	651	701	692	129.0%
TAYLOR CO.	240	262	336	381	449	391	281	406	385	447	86.2%
TODD CO.	423	459	520	540	499	591	588	546	615	675	59.6%
TRIGG CO.	612	659	689	769	655	643	532	527	527	530	-13.4%
TRIMBLE CO.	312	393	474	524	570	635	680	740	771	850	172.5%
UNION CO.	294	356	417	518	332	483	545	590	827	683	132.4%
WALTON-VERONA	204	233	197	182	265	266	349	352	407	430	111.0%
WARREN CO.	162	232	191	278	294	342	313	431	459	471	190.5%
WASHINGTON CO.	605	627	636	700	654	568	518	546	587	585	-3.3%
WAYNE CO.	507	592	689	770	724	789	780	1,013	975	1,039	104.9%
WEBSTER CO.	289	304	377	404	366	364	361	302	229	389	34.7%
WEST POINT	452	567	610	409	478	499	847	739	1,190	1,111	145.7%
WHITLEY CO.	660	632	808	908	943	758	824	1,092	812	1,076	63.0%
WILLIAMSBURG	397	503	575	641	634	619	704	823	762	734	84.8%
WILLIAMSTOWN	403	609	716	849	840	1,136	1,121	1,059	987	1,122	178.4%
WOLFE CO.	602	695	696	713	842	813	677	777	1,061	1,147	90.6%
WOODFORD CO.	253	214	303	304	285	346	258	269	265	314	24.2%
STATEWIDE	\$384	\$432	\$490	\$507	\$544	\$549	\$549	\$592	\$632	\$653	70.1%

TABLE 16  
TOTAL REVENUES BY DISTRICT

	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	Percent Change 89-90
	Total Revenue Per Pupil	Total Revenue Per Pupil	Total Revenue Per Pupil	Total Revenue Per Pupil	Total Revenue Per Pupil	Total Revenue Per Pupil	Total Revenue Per Pupil	Total Revenue Per Pupil	Total Revenue Per Pupil	Total Revenue Per Pupil	98-99
ADAIR CO.	\$3,275	\$4,168	\$4,582	\$4,873	\$4,853	\$5,285	\$5,450	\$5,719	\$5,802	6,215	89.8%
ALLEN CO.	3,317	3,891	4,281	4,183	4,430	4,780	5,044	5,408	5,645	5,975	80.1%
ANCHORAGE	5,936	5,927	6,692	7,522	7,989	8,968	9,091	9,651	9,528	9,929	67.3%
ANDERSON CO.	3,057	3,890	4,164	4,258	4,582	5,156	5,061	5,507	5,474	5,640	84.5%
ASHLAND	3,711	4,420	4,687	4,948	5,075	5,370	5,147	5,530	5,535	6,410	72.7%
AUGUSTA	3,749	4,270	4,910	4,794	5,477	5,496	5,943	6,383	6,765	6,873	83.3%
BALLARD CO.	3,638	4,302	4,466	4,601	5,063	5,391	5,565	6,036	6,124	6,506	78.8%
BARBOURVILLE	3,091	3,489	3,666	4,135	4,250	4,832	4,616	5,101	5,263	5,764	86.5%
BARDSTOWN	3,675	4,374	4,594	4,526	5,035	5,154	5,762	5,563	5,798	6,325	72.1%
BARREN CO.	3,016	3,828	4,186	4,382	4,479	4,868	5,345	5,749	5,603	6,057	100.8%
BATH CO.	3,293	4,001	4,563	4,842	5,243	5,455	5,603	6,285	6,229	6,390	94.0%
BEECHWOOD	3,998	3,931	3,959	4,160	4,312	4,545	4,770	4,993	5,028	5,672	41.9%
BELL CO.	3,198	4,245	4,922	5,235	5,340	5,934	5,871	6,793	6,438	6,980	118.3%
BELLEVUE	3,474	3,829	4,072	4,354	4,605	4,885	5,037	5,433	5,610	6,208	78.7%
BEREA	3,875	4,988	4,773	5,072	5,071	5,095	5,614	5,774	5,960	6,461	66.7%
BOONE CO.	3,442	3,929	4,134	4,269	4,323	4,791	5,148	5,341	5,585	5,966	73.3%
BOURBON CO.	3,206	4,010	4,608	4,673	4,908	5,535	5,492	5,818	5,909	6,247	94.9%
BOWLING GREEN	4,021	4,643	5,023	5,332	5,483	5,356	5,625	6,285	6,375	6,891	71.4%
BOYD CO.	3,236	3,938	4,479	4,572	4,679	5,223	5,529	5,665	6,100	6,766	109.1%
BOYLE CO.	3,333	3,959	4,407	4,361	4,694	4,924	4,929	5,486	5,493	5,929	77.9%
BRACKEN CO.	3,373	3,788	4,079	4,018	4,358	4,533	4,883	5,371	5,444	5,862	73.8%
BREATHITT CO.	3,388	4,213	4,801	5,278	5,335	5,809	6,096	6,446	6,664	7,276	114.8%
BRECKINRIDGE CO.	3,331	4,051	4,313	4,548	4,793	5,397	5,413	6,069	6,104	6,612	98.5%
BULLITT CO.	2,956	3,539	3,763	3,878	4,269	4,667	4,923	5,482	5,190	5,500	86.1%
BURGIN	3,457	3,983	4,399	4,492	4,495	4,777	4,539	4,757	4,892	5,602	62.0%
BUTLER CO.	3,115	3,859	3,951	4,150	4,421	5,105	4,865	5,579	5,662	6,155	97.6%
CALDWELL CO.	3,110	3,848	4,393	4,460	4,795	5,031	5,086	5,560	5,751	6,248	100.9%
CALLOWAY CO.	3,512	4,277	4,576	4,668	4,804	5,300	5,435	6,121	5,797	6,548	86.5%
CAMPBELL CO.	3,476	4,124	4,291	4,220	4,552	4,812	5,202	5,298	5,573	5,983	72.1%
CAMPBELLSVILLE	3,154	3,915	4,264	4,320	4,548	5,048	5,262	5,767	5,774	6,316	100.3%
CARLISLE CO.	3,339	3,958	4,261	4,367	4,339	4,760	4,579	5,119	5,319	5,872	75.9%
CARROLL CO.	3,626	4,262	4,696	4,853	4,925	5,459	5,987	6,252	6,645	7,213	98.9%
CARTER CO.	3,100	4,129	4,626	4,729	4,828	5,053	5,502	5,791	5,981	6,201	100.0%
CASEY CO.	3,186	4,099	4,793	5,027	5,198	5,335	5,531	5,910	5,804	6,224	95.3%
CAVERNA	3,352	4,072	4,509	4,706	4,768	5,281	5,408	6,059	5,810	6,307	88.2%
CHRISTIAN CO.	3,194	3,918	4,280	4,332	4,648	5,100	5,262	5,625	5,848	6,493	103.3%
CLARK CO.	3,067	3,809	4,033	4,146	4,388	4,772	4,611	5,307	5,258	5,679	85.2%
CLAY CO.	3,315	4,249	4,872	5,022	5,361	5,706	5,690	6,352	6,482	6,887	107.8%
CLINTON CO.	3,442	4,484	4,914	5,118	5,330	5,688	5,872	6,489	6,722	7,704	123.8%
CLOVERPORT	4,040	4,751	5,212	5,298	5,448	6,095	6,545	7,101	7,228	7,702	90.6%
CORBIN	3,067	3,741	4,045	4,241	4,516	4,817	5,135	5,715	6,003	6,537	113.1%
COVINGTON	3,785	4,699	5,242	5,335	5,675	6,132	6,337	6,737	7,126	7,762	105.1%
CRITTENDEN CO.	3,064	3,938	4,174	4,363	4,557	4,879	4,906	5,377	5,698	6,250	104.0%
CUMBERLAND CO.	3,372	4,138	4,476	4,565	4,924	5,324	5,270	5,884	5,921	6,571	94.9%
DANVILLE	3,686	4,340	4,876	5,144	5,213	5,314	5,636	5,895	6,087	6,448	74.9%
DAVISS CO.	3,313	3,767	3,934	4,097	4,376	4,728	5,046	5,436	5,732	5,968	80.2%
DAWSON SPRINGS	3,447	4,157	4,456	4,549	4,735	5,154	5,258	5,760	5,641	5,882	70.6%
DAYTON	3,307	4,254	4,581	4,848	4,986	5,413	5,541	5,763	6,069	6,568	98.6%
EAST BERNSTADT	2,842	3,348	4,094	4,309	4,705	5,093	5,103	5,366	5,708	6,095	114.5%
EDMONSON CO.	3,055	3,955	4,372	4,524	4,688	5,098	5,350	5,475	5,737	6,158	101.6%

## TOTAL REVENUES BY DISTRICT

	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	Percent
	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Change
	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	89-90
	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	98-99
ELIZABETHTOWN	3,589	3,978	4,401	4,376	4,597	4,749	4,885	5,092	5,269	5,800	61.6%
ELLIOTT CO.	3,102	4,371	4,766	5,285	5,199	6,102	5,777	6,315	6,716	6,871	121.5%
EMINENCE	3,526	4,205	4,221	4,465	4,718	5,380	5,592	5,998	6,180	6,864	94.7%
ERLANGER	3,704	4,022	4,420	4,516	4,614	4,726	5,012	5,116	5,314	5,695	53.7%
ESTILL CO.	3,139	4,132	4,584	4,727	5,062	5,350	5,522	5,958	5,911	6,241	98.8%
FAIRVIEW	3,160	3,946	4,164	4,333	4,399	4,611	4,853	5,296	5,357	5,762	82.3%
FAYETTE CO.	4,622	4,903	5,185	5,345	5,560	5,911	6,107	6,595	6,799	7,056	52.7%
FLEMING CO.	3,399	4,037	4,344	4,720	4,855	5,240	5,360	5,858	5,911	6,423	89.0%
FLOYD CO.	2,848	3,808	4,303	4,238	4,732	5,028	5,603	5,585	5,899	6,461	126.9%
FT. THOMAS	3,651	3,809	4,131	4,351	4,428	4,630	4,636	5,029	5,351	7,108	94.7%
FRANKFORT	4,206	4,951	5,570	5,873	5,665	5,978	5,958	6,699	6,636	5,767	37.1%
FRANKLIN CO.	3,282	3,800	4,230	4,311	4,422	4,831	4,795	5,113	5,213	5,652	72.2%
FULTON CO.	3,526	4,762	5,327	5,151	5,258	5,590	5,709	6,211	6,413	7,516	113.2%
FULTON	3,779	4,272	4,758	5,196	5,153	5,789	5,933	6,726	6,772	6,842	81.1%
GALLATIN CO.	3,076	3,665	4,257	4,396	4,509	4,802	5,360	5,290	5,572	6,005	95.2%
GARRARD CO.	3,202	4,120	4,441	4,641	4,744	5,244	5,412	5,543	5,703	6,171	92.7%
GLASGOW	3,459	3,782	4,114	4,232	4,352	4,617	4,907	5,269	5,198	5,558	60.7%
GRANT CO.	3,327	3,832	4,131	4,276	4,500	4,783	5,308	5,296	5,356	5,809	74.6%
GRAVES CO.	3,073	3,658	3,784	3,875	4,168	4,585	4,717	5,082	5,088	5,431	76.7%
GRAYSON CO.	3,137	3,759	4,217	4,200	4,384	4,878	5,143	5,379	5,440	5,759	83.6%
GREEN CO.	3,114	3,887	4,144	4,362	4,430	4,583	4,825	5,335	5,405	5,739	84.3%
GREENUP CO.	3,023	3,808	4,219	4,378	4,600	4,999	4,969	5,495	5,610	6,083	101.2%
HANCOCK CO.	3,626	4,186	4,583	4,463	4,598	5,222	5,319	5,725	5,721	6,334	74.7%
HARDIN CO.	3,025	3,979	4,310	4,351	4,621	4,932	5,129	5,484	5,689	6,057	100.2%
HARLAN CO.	3,130	4,025	4,509	4,657	5,146	5,150	5,461	5,998	6,212	6,178	97.4%
HARLAN	3,295	4,243	4,575	4,660	4,787	4,487	5,100	5,771	5,867	6,456	95.9%
HARRISON CO.	3,138	3,894	4,190	4,355	4,532	5,005	4,898	5,794	5,527	6,005	91.4%
HARRODSBURG	3,342	4,163	4,559	4,882	5,066	5,351	5,513	6,340	6,135	6,581	96.9%
HART CO.	3,165	4,265	4,541	4,740	4,996	5,182	5,550	6,358	5,940	6,350	100.6%
HAZARD	3,188	3,863	4,047	4,297	4,446	4,890	4,995	5,239	5,484	6,047	89.7%
HENDERSON CO.	3,305	3,897	4,164	4,300	4,527	4,853	4,952	5,630	5,571	6,096	84.4%
HENRY CO.	3,406	4,138	4,364	4,636	4,925	5,160	5,045	5,748	5,518	6,025	76.9%
HICKMAN CO.	3,344	4,150	4,479	4,603	4,770	4,934	5,436	5,791	5,951	6,527	95.2%
HOPKINS CO.	3,268	3,801	4,184	4,336	4,638	5,001	5,083	5,605	5,564	6,027	84.4%
JACKSON CO.	3,274	4,079	4,727	4,920	5,036	5,448	5,831	6,196	6,373	6,418	96.0%
JACKSON	3,149	4,415	4,585	4,832	4,881	5,458	5,485	6,002	6,296	6,593	109.4%
JEFFERSON CO.	4,743	5,316	5,542	5,674	5,904	6,200	6,487	6,649	7,207	7,762	63.6%
JENKINS	3,098	3,793	4,221	4,506	4,531	5,538	5,435	6,613	6,167	6,795	119.3%
JESSAMINE CO.	3,113	3,827	4,054	4,113	4,299	4,682	4,926	5,374	5,505	6,115	96.4%
JOHNSON CO.	3,086	3,804	4,537	4,685	4,958	5,185	5,282	6,590	5,900	6,932	124.6%
KENTON CO.	3,520	4,049	4,274	4,272	4,433	4,659	4,948	5,280	5,426	5,745	63.2%
KNOTT CO.	3,048	3,931	4,415	4,621	5,072	5,600	5,697	6,976	6,507	6,920	127.0%
KNOX CO.	3,194	4,124	4,738	5,098	5,350	5,675	6,000	6,475	6,426	6,893	115.8%
LARUE CO.	3,011	3,812	4,078	4,370	4,594	4,738	5,147	5,465	5,373	5,962	98.0%
LAUREL CO.	3,019	4,080	4,371	4,480	4,760	4,914	5,270	5,505	5,477	5,946	97.0%
LAWRENCE CO.	3,263	4,001	4,423	4,480	4,823	5,190	5,531	6,184	5,827	6,273	92.2%
LEE CO.	3,159	3,965	4,507	4,701	4,841	5,564	5,524	6,213	5,986	6,684	111.6%
LESLIE CO.	3,194	4,259	4,900	4,858	4,768	5,553	5,901	7,010	6,320	6,925	116.8%
LETCHER CO.	2,968	3,818	4,367	4,406	4,935	5,565	5,294	6,229	5,856	6,366	114.5%
LEWIS CO.	3,128	4,066	4,576	4,604	4,735	4,795	5,368	5,446	5,600	5,989	91.5%

## TOTAL REVENUES BY DISTRICT

	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	Percent
	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Change
	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	89-90
	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	98-99
LINCOLN CO.	3,125	4,098	4,579	4,825	4,973	5,415	5,759	5,903	5,917	6,578	110.5%
LIVINGSTON CO.	3,407	4,168	4,589	4,690	4,768	4,871	5,032	5,571	5,686	5,959	74.9%
LOGAN CO.	3,152	3,695	4,105	4,265	4,536	4,875	5,292	5,368	5,584	5,963	89.2%
LUDLOW	3,150	3,740	4,087	4,333	4,580	4,834	4,909	5,344	5,484	5,765	83.0%
LYON CO.	3,629	4,134	4,534	4,598	4,746	3,943	5,862	5,256	5,198	5,530	52.4%
MADISON CO.	3,015	3,955	4,412	4,591	4,662	4,979	5,151	5,720	5,593	6,023	99.8%
MAGOFFIN CO.	3,406	3,940	4,648	5,296	5,463	6,303	6,013	6,742	6,406	6,963	104.4%
MARION CO.	3,275	3,979	4,472	4,711	5,053	5,394	5,545	5,724	5,957	6,261	91.2%
MARSHALL CO.	3,331	3,658	4,046	4,070	4,250	4,630	4,997	5,022	5,307	5,602	68.2%
MARTIN CO.	3,013	3,917	4,082	4,159	4,526	4,953	5,104	5,900	6,100	6,729	123.3%
MASON CO.	3,384	3,981	4,523	4,759	4,988	5,731	5,358	5,802	5,699	6,207	83.4%
MAYFIELD	3,910	4,474	4,808	4,866	5,243	5,661	5,722	6,133	6,553	7,045	80.2%
McCRACKEN CO.	3,149	3,667	4,002	4,079	4,153	4,385	4,509	4,924	5,133	5,676	80.3%
McCREARY CO.	3,293	4,407	4,849	5,203	5,525	5,970	6,075	6,251	6,527	7,112	116.0%
McLEAN CO.	3,014	3,568	3,913	3,990	4,286	4,657	4,917	5,309	5,370	5,807	92.7%
MEADE CO.	3,148	3,629	3,928	4,111	4,348	4,575	4,932	5,263	5,182	5,752	82.7%
MENIFEE CO.	2,950	3,730	4,157	4,422	4,452	5,083	4,902	5,553	6,150	6,330	114.6%
MERCER CO.	3,101	3,710	4,150	3,998	4,389	4,683	4,839	4,938	5,170	5,612	81.0%
METCALFE CO.	3,365	4,208	4,757	5,121	4,961	5,257	5,570	5,904	6,267	6,442	91.4%
MIDDLESBORO	3,317	4,317	4,939	5,056	5,384	5,442	5,666	5,932	6,444	6,695	101.8%
MONROE CO.	3,621	4,351	4,879	5,081	5,148	5,499	5,725	6,114	6,013	6,552	81.0%
MONTGOMERY CO.	3,378	4,108	4,643	4,772	4,978	5,289	5,505	5,803	6,108	6,392	89.2%
MONTICELLO	3,109	3,861	4,509	4,784	4,870	5,373	5,364	5,469	5,572	6,016	93.5%
MORGAN CO.	3,284	4,425	4,762	4,833	4,999	5,603	5,643	5,958	6,022	6,559	99.7%
MUHLENBURG CO.	3,417	4,057	4,493	4,507	4,787	5,635	5,445	6,023	6,025	6,543	91.5%
MURRAY	3,739	4,584	5,147	4,964	5,945	5,580	4,973	5,308	5,288	6,487	73.5%
NELSON CO.	3,089	3,711	4,171	4,280	4,321	4,704	4,768	5,153	5,133	5,712	84.9%
NEWPORT	4,166	4,754	5,123	5,222	5,590	5,875	6,999	6,742	7,194	7,424	78.2%
NICHOLAS CO.	3,134	3,930	4,290	4,462	4,621	5,722	5,152	5,599	5,825	6,212	98.2%
OHIO CO.	2,984	3,735	4,077	4,182	4,488	4,941	5,228	5,486	5,700	6,186	107.3%
OLDHAM CO.	3,403	3,828	3,983	4,035	4,222	4,697	5,121	5,367	5,309	5,721	68.1%
OWEN CO.	3,165	3,890	4,401	4,663	4,799	5,052	5,082	5,493	5,518	5,990	89.3%
OWENSBORO	4,743	5,121	5,415	5,494	5,724	5,950	6,314	6,872	6,937	7,635	61.0%
OWSLEY CO.	4,295	5,691	6,251	6,654	6,596	7,268	6,991	7,745	7,733	8,140	89.5%
PADUCAH	4,378	4,859	5,363	5,285	5,705	5,864	6,172	6,905	7,034	7,451	70.2%
PAINTSVILLE	3,567	3,753	4,276	4,220	4,243	3,806	4,620	6,244	4,621	7,355	106.2%
PARIS	3,350	4,047	4,653	4,663	4,758	4,942	5,593	5,930	6,428	7,034	110.0%
PENDLETON CO.	2,995	3,761	3,973	4,345	4,563	4,792	4,825	5,325	5,402	5,717	90.9%
PERRY CO.	2,861	3,839	4,453	4,792	4,885	5,537	5,602	6,537	6,431	6,964	143.4%
PIKE CO.	3,054	3,930	4,301	4,463	4,649	4,985	5,073	5,904	5,956	7,076	131.7%
PIKEVILLE	3,879	4,335	4,548	4,670	4,982	3,964	5,786	5,592	5,777	6,548	68.8%
PINEVILLE	3,510	4,137	4,491	4,650	5,127	5,262	5,368	5,847	5,755	6,051	72.4%
POWELL CO.	3,168	3,893	4,460	4,577	4,600	5,098	5,170	5,611	6,110	6,244	97.1%
PROVIDENCE	3,009	3,590	4,025	4,359	4,857	4,951	5,551	5,611	6,019	6,324	110.2%
PULASKI CO.	3,001	3,959	4,269	4,422	4,595	4,889	5,202	5,503	5,735	6,257	108.5%
RACELAND	3,293	3,622	3,912	3,873	4,290	4,425	4,807	5,035	5,227	5,554	68.7%
ROBERTSON CO.	3,644	4,760	4,965	4,987	5,124	5,176	5,308	6,004	6,062	6,524	79.0%
ROCKCASTLE CO.	3,078	3,984	4,732	4,951	4,944	5,289	5,423	5,830	5,836	6,225	102.2%
ROWAN CO.	3,284	4,221	4,614	4,761	5,085	5,281	5,726	6,047	6,323	6,558	99.7%
RUSSELL CO.	3,157	4,347	4,777	4,880	5,044	5,213	5,275	6,055	5,691	5,316	68.4%

## TOTAL REVENUES BY DISTRICT

	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	Percent
	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Change
	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	Revenue	89-90
	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	98-99
RUSSELL	3,231	3,657	3,859	3,949	4,123	4,267	4,551	4,700	4,753	6,130	89.7%
RUSSELLVILLE	3,781	4,202	4,562	4,887	5,086	5,413	5,824	5,800	5,935	6,728	77.9%
SCIENCE HILL	2,821	3,399	3,757	4,059	4,130	4,543	4,755	4,912	5,338	5,720	102.8%
SCOTT CO.	3,284	4,369	4,446	4,609	5,099	7,153	5,975	6,113	6,042	6,645	102.4%
SHELBY CO.	3,169	4,348	4,643	4,874	5,223	5,226	5,305	5,568	5,815	6,363	100.8%
SILVER GROVE	3,660	4,276	5,661	4,799	4,997	5,212	6,138	6,792	6,913	7,039	92.3%
SIMPSON CO.	3,373	3,935	4,262	4,462	4,716	5,119	5,187	5,542	5,846	6,109	81.1%
SOMERSET	3,876	4,352	4,752	4,945	5,015	5,110	5,229	5,626	5,793	6,107	57.6%
SOUTHGATE	3,612	4,300	4,862	4,875	5,064	5,556	5,277	5,673	5,661	6,067	68.0%
SPENCER CO.	3,390	4,206	4,695	4,699	4,856	5,237	5,541	5,827	5,816	6,231	83.8%
TAYLOR CO.	2,990	3,762	4,222	4,300	4,549	4,512	5,161	5,313	5,277	5,706	90.9%
TODD CO.	3,203	3,854	4,189	4,255	4,405	4,915	5,188	5,570	5,757	6,529	103.8%
TRIGG CO.	3,581	4,112	4,388	4,478	4,560	4,766	5,379	5,618	5,841	6,090	70.1%
TRIMBLE CO.	3,642	4,034	4,388	4,687	4,710	5,101	5,214	5,472	5,687	6,097	67.4%
UNION CO.	3,268	3,821	4,344	4,573	4,814	5,275	5,327	5,756	6,321	6,502	99.0%
WALTON-VERONA	3,910	4,268	4,594	4,724	5,098	5,380	5,698	6,111	6,374	7,074	80.9%
WARREN CO.	3,172	3,799	4,002	4,265	4,445	4,716	5,277	5,454	5,494	5,751	81.3%
WASHINGTON CO.	3,460	4,278	4,476	4,654	4,704	4,837	4,891	5,468	5,555	6,016	73.9%
WAYNE CO.	3,004	3,909	4,580	4,821	4,898	5,488	5,808	6,331	6,143	6,526	117.3%
WEBSTER CO.	3,161	3,923	4,524	4,502	4,680	5,119	5,040	5,474	5,818	5,896	86.5%
WEST POINT	3,384	4,268	5,026	5,118	5,632	5,585	6,473	7,061	7,109	7,798	130.4%
WHITLEY CO.	3,363	4,011	4,983	5,286	5,470	5,690	5,210	6,419	6,160	7,212	114.5%
WILLIAMSBURG	3,102	4,126	4,516	4,706	4,916	5,152	5,438	5,844	5,693	6,039	94.7%
WILLIAMSTOWN	3,752	4,563	4,957	5,265	5,399	5,820	6,090	6,019	6,251	6,476	72.6%
WOLFE CO.	3,672	4,805	4,847	5,101	5,375	5,659	5,830	6,822	6,532	7,515	104.7%
WOODFORD CO.	3,311	4,048	4,389	4,308	4,444	4,674	5,040	5,348	5,296	5,928	79.0%
STATEWIDE	\$3,547	\$4,238	\$4,596	\$4,732	\$4,954	\$5,316	\$5,506	\$5,898	\$6,041	\$6,515	83.7%

TABLE 17  
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	1999-00 Per Pupil Property Wealth	Percent Change 89-90 99-00
ADAIR CO.	\$104,642	\$114,297	\$114,409	\$118,182	\$123,340	\$136,959	\$144,301	\$150,366	\$156,046	\$158,931	167,170	59.8%
ALLEN CO.	96,733	106,134	111,579	117,724	120,253	124,508	143,632	146,331	152,918	166,138	184,195	90.4%
ANCHORAGE	343,822	376,218	421,121	466,987	496,487	542,406	560,352	537,310	585,780	603,763	619,451	80.2%
ANDERSON CO.	162,314	187,153	195,909	195,474	213,232	221,625	248,691	251,335	276,190	276,860	295,883	82.3%
ASHLAND	161,524	169,322	174,948	180,018	191,091	201,586	212,035	216,558	238,187	233,287	248,886	54.1%
AUGUSTA	84,383	89,773	106,058	113,165	109,180	115,192	128,154	128,493	141,316	141,599	153,140	81.5%
BALLARD CO.	120,023	138,738	140,827	149,848	167,519	176,426	191,251	198,902	213,064	230,141	244,535	103.7%
BARBOURVILLE	119,069	105,468	92,608	91,919	96,169	101,108	104,186	100,610	99,290	104,773	106,956	-10.2%
BARDSTOWN	233,939	240,713	243,821	253,752	274,224	290,223	331,918	345,529	352,611	339,519	369,724	58.0%
BARREN CO.	131,969	142,604	155,155	163,663	185,159	198,262	218,369	226,915	230,810	242,152	250,729	90.0%
BATH CO.	90,876	94,132	97,628	100,179	131,318	127,839	135,133	143,035	143,167	149,406	156,341	72.0%
BEECHWOOD	295,181	290,876	269,137	307,909	302,540	308,408	362,207	372,993	371,667	380,690	422,366	43.1%
BELL CO.	59,645	66,739	65,282	77,247	74,362	89,056	90,743	98,961	101,650	104,947	123,012	106.2%
BELLEVUE	148,503	156,023	159,302	161,183	164,933	177,761	187,335	189,772	221,690	225,464	229,261	54.4%
BEREA	96,667	108,987	112,753	114,053	117,402	133,186	136,295	137,731	151,459	141,976	183,475	89.8%
BOONE CO.	281,433	310,331	329,170	342,713	360,077	353,674	401,948	435,698	459,747	536,168	574,935	104.3%
BOURBON CO.	151,388	163,867	178,724	173,049	168,900	179,224	201,812	220,437	230,497	229,366	251,861	66.4%
BOWLING GREEN	156,068	177,928	178,354	189,227	205,400	221,090	230,983	262,052	275,007	274,507	283,378	81.6%
BOYD CO.	159,054	166,596	189,677	217,630	220,095	242,275	258,910	273,758	273,416	285,115	316,027	98.7%
BOYLE CO.	140,492	149,640	181,734	196,441	189,877	206,522	229,183	245,996	285,183	293,698	288,083	105.1%
BRACKEN CO.	114,208	123,956	127,976	131,182	134,156	135,284	142,592	154,651	165,147	173,469	184,263	61.3%
BREATHITT CO.	76,233	85,504	90,580	90,949	97,732	107,239	110,309	107,549	118,043	117,871	133,380	75.0%
BRECKINRIDGE CO.	130,724	135,964	137,077	139,952	145,007	160,297	167,717	177,940	189,866	198,359	212,352	62.4%
BULLITT CO.	107,479	121,435	131,786	150,390	157,774	181,567	209,192	221,398	232,825	246,509	277,719	158.4%
BURGIN	185,939	184,380	190,431	200,846	218,330	226,813	244,979	263,068	303,384	340,680	322,572	73.5%
BUTLER CO.	88,129	94,719	97,793	98,174	103,010	114,919	123,944	131,854	139,161	141,248	152,581	73.1%
CALDWELL CO.	112,393	122,757	129,506	139,756	143,424	156,580	169,131	177,670	190,873	191,871	200,409	78.3%
CALLOWAY CO.	149,478	164,184	170,704	172,379	178,944	197,171	216,863	239,638	270,450	287,160	316,130	111.5%
CAMPBELL CO.	214,693	240,566	258,070	268,853	286,868	324,064	347,038	373,162	390,792	398,935	440,191	105.0%
CAMPBELLSVILLE	118,764	124,892	131,109	136,365	148,656	151,354	163,456	172,001	197,386	196,934	212,900	79.3%
CARLISLE CO.	111,322	120,223	123,699	133,385	136,998	147,749	166,318	172,685	174,753	178,806	190,485	71.1%
CARROLL CO.	211,173	194,678	203,376	215,081	223,310	242,809	274,471	295,087	312,541	318,420	331,103	56.8%
CARTER CO.	66,314	76,254	83,074	85,426	106,535	110,403	117,993	125,484	129,183	128,613	143,847	116.9%
CASEY CO.	95,952	100,691	105,404	114,465	119,251	126,630	138,132	148,858	149,387	153,319	166,404	73.4%
CAVERNA	94,822	108,828	110,980	121,369	132,414	145,913	154,617	170,335	197,319	203,577	222,865	135.0%
CHRISTIAN CO.	114,195	129,947	135,471	136,333	143,471	156,191	180,528	195,245	204,606	219,336	232,895	103.9%
CLARK CO.	162,062	168,552	170,739	181,405	193,450	218,049	233,723	245,154	273,247	293,599	324,627	100.3%
CLAY CO.	59,297	66,829	69,885	80,861	83,693	87,618	92,007	93,533	96,401	100,405	109,104	84.0%
CLINTON CO.	65,358	73,328	81,163	126,793	133,577	136,887	143,682	145,442	156,904	164,854	205,451	214.3%
CLOVERPORT	51,549	53,678	52,130	53,802	54,746	61,368	65,331	69,818	76,269	73,518	84,358	63.6%
CORBIN	110,870	129,848	129,276	127,397	133,214	148,052	154,614	155,075	171,734	168,912	174,938	57.8%
COVINGTON	107,213	136,112	142,709	148,681	150,968	174,305	182,372	186,040	195,251	236,098	243,437	127.1%
CRITTENDEN CO.	116,300	128,007	134,606	137,039	142,165	151,526	168,890	171,505	181,166	183,277	190,659	63.9%
CUMBERLAND CO.	96,722	102,518	109,232	119,098	126,488	131,688	144,545	145,272	150,297	154,312	166,158	71.8%
DANVILLE	194,504	208,304	227,264	237,343	239,188	256,100	272,392	308,144	312,305	335,988	376,605	93.6%
DAVIESS CO.	179,159	189,497	191,317	187,483	191,209	215,305	227,714	237,388	252,696	264,289	290,426	62.1%
DAWSON SPRINGS	74,571	77,749	72,710	71,156	70,098	75,352	83,208	73,656	74,439	85,561	89,637	20.2%
DAYTON	45,225	57,486	59,676	61,238	61,526	65,913	80,550	80,813	85,623	96,970	105,894	134.1%
EAST BERNSTADT	41,720	42,597	41,639	50,833	54,136	50,185	49,217	40,924	42,637	42,772	57,484	37.8%
EDMONSON CO.	71,969	77,821	81,817	89,180	126,108	132,943	140,234	151,435	167,687	172,458	184,505	156.4%

## 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	1999-00 Per Pupil Property Wealth	Percent Change 89-90 99-00
ELIZABETHTOWN	143,770	150,416	165,164	163,463	168,182	178,937	184,954	195,341	199,037	191,294	223,316	55.3%
ELLIOTT CO.	45,923	73,636	72,326	72,171	72,712	75,914	80,017	85,464	91,250	95,595	102,696	123.6%
EMINENCE	120,109	136,127	123,300	137,347	154,616	156,170	176,571	186,293	188,217	202,068	250,455	108.5%
ERLANGER	171,578	185,184	206,145	214,809	222,154	225,254	256,076	265,419	277,144	295,110	333,178	94.2%
ESTILL CO.	69,547	78,082	79,666	84,284	86,209	94,691	102,460	107,128	113,124	120,324	127,871	83.9%
FAIRVIEW	105,406	101,046	108,427	105,224	108,529	120,969	125,679	122,536	140,549	136,867	144,565	37.2%
FAYETTE CO.	342,758	364,305	374,786	359,708	366,609	392,135	417,030	434,839	452,868	471,658	509,068	48.5%
FLEMING CO.	122,161	127,037	123,150	128,250	134,163	138,437	144,218	151,285	160,521	162,951	176,009	44.1%
FLOYD CO.	85,364	92,955	98,537	92,745	110,522	130,420	137,317	141,116	149,788	159,631	175,419	105.5%
FRANKFORT	181,714	190,128	222,892	220,169	202,126	208,321	215,939	214,499	211,928	214,835	231,995	27.7%
FRANKLIN CO.	192,893	209,922	231,454	243,472	254,689	283,702	303,239	317,241	335,896	346,448	370,689	92.2%
FT. THOMAS	221,503	246,262	253,747	289,817	280,822	308,472	308,554	328,030	334,357	350,154	361,878	63.4%
FULTON	119,197	124,355	126,477	120,956	138,743	144,648	150,771	161,815	172,952	187,600	202,153	69.6%
FULTON CO.	110,824	124,200	126,929	132,756	132,198	139,295	146,433	160,353	169,751	176,517	187,015	68.7%
GALLATIN CO.	124,508	134,094	145,354	152,386	154,711	153,800	183,731	203,757	202,527	212,008	234,444	88.3%
GARRARD CO.	141,154	158,267	160,832	167,900	167,050	172,405	185,135	192,229	198,299	206,632	226,572	60.5%
GLASGOW	124,068	140,834	155,949	160,894	163,943	183,580	205,795	220,940	230,053	253,602	278,900	124.8%
GRANT CO.	98,049	106,468	113,939	119,671	125,453	138,819	146,815	162,422	169,356	177,979	200,463	104.5%
GRAVES CO.	127,672	130,117	137,254	139,714	151,057	164,190	182,567	195,451	204,753	210,146	219,005	71.5%
GRAYSON CO.	102,569	109,084	116,932	125,417	128,129	145,704	155,809	160,714	174,280	178,033	191,412	86.6%
GREEN CO.	100,401	110,630	116,288	127,560	132,545	136,196	147,993	150,243	161,477	163,285	181,922	81.2%
GREENUP CO.	92,341	96,196	102,296	112,319	129,158	140,950	147,684	154,232	162,213	168,861	192,772	108.8%
HANCOCK CO.	145,866	149,452	168,310	176,877	208,750	219,700	234,849	254,378	256,458	267,338	284,408	95.0%
HARDIN CO.	138,562	149,683	157,009	150,708	157,990	170,696	183,141	198,655	212,819	223,533	241,476	74.3%
HARLAN	73,098	77,247	78,343	87,691	90,757	108,560	128,288	132,573	122,648	125,826	139,468	90.8%
HARLAN CO.	79,813	79,122	82,589	81,717	79,651	95,547	111,339	119,892	123,641	125,257	153,286	92.1%
HARRISON CO.	124,758	127,566	132,827	133,071	137,873	156,883	168,448	171,495	176,331	183,817	201,369	61.4%
HARRODSBURG	131,770	142,194	147,893	154,161	157,247	182,870	193,332	189,813	191,757	204,534	223,669	69.7%
HART CO.	82,334	93,319	104,116	112,401	127,730	141,532	150,521	160,114	166,687	178,264	192,513	133.8%
HAZARD	106,567	113,969	113,465	115,466	118,468	153,345	149,418	164,054	173,498	174,993	185,492	74.1%
HENDERSON CO.	157,884	167,966	181,491	184,043	191,465	197,523	211,751	215,699	228,406	250,671	275,932	74.8%
HENRY CO.	133,544	143,258	144,585	149,478	158,493	176,963	188,055	193,444	203,767	208,998	220,599	65.2%
HICKMAN CO.	122,952	134,259	133,544	144,724	150,668	172,721	192,004	204,369	208,351	225,322	246,129	100.2%
HOPKINS CO.	155,060	157,027	157,927	165,508	164,643	175,133	193,369	201,353	211,520	216,522	242,074	56.1%
JACKSON	65,813	80,684	86,870	76,254	81,574	80,511	85,565	79,260	84,027	83,616	78,599	19.4%
JACKSON CO.	47,967	56,440	58,892	68,031	69,729	76,434	83,017	86,249	91,014	94,393	106,345	121.7%
JEFFERSON CO.	259,483	288,657	286,119	309,366	316,190	348,636	368,006	400,221	418,312	433,887	464,153	78.9%
JENKINS	49,224	50,044	54,446	52,387	60,098	77,770	97,003	99,848	101,852	108,953	155,460	215.8%
JESSAMINE CO.	170,807	177,563	189,161	190,370	193,195	212,469	231,777	253,726	271,309	293,366	319,498	87.1%
JOHNSON CO.	60,758	62,275	66,437	68,556	71,278	86,322	117,537	123,771	131,060	128,398	132,886	118.7%
KENTON CO.	213,438	225,752	242,855	261,422	285,747	304,155	333,953	370,435	408,863	424,075	458,173	114.7%
KNOTT CO.	74,413	84,513	91,255	93,755	112,271	121,948	129,856	144,052	154,805	160,865	193,801	160.4%
KNOX CO.	68,572	74,803	78,823	83,879	99,445	105,476	112,802	119,095	122,875	124,686	135,326	97.3%
LARUE CO.	110,717	115,934	119,099	119,000	124,602	137,927	146,227	157,440	162,932	160,460	170,119	53.7%
LAUREL CO.	110,674	119,612	121,118	122,002	132,551	145,699	157,838	177,419	196,715	213,976	236,321	113.5%
LAWRENCE CO.	83,656	95,450	98,947	106,354	118,592	129,875	137,530	144,103	141,987	149,090	155,093	85.4%
LEE CO.	66,817	80,863	86,096	88,014	94,887	98,221	104,212	108,825	112,388	117,481	131,337	96.6%
LESLIE CO.	82,349	90,397	97,927	112,565	128,206	122,266	132,979	144,507	154,056	157,556	177,746	115.8%
LETCHER CO.	76,030	78,942	86,022	82,248	94,280	109,303	118,198	121,440	127,671	139,656	159,603	109.9%
LEWIS CO.	77,034	81,456	85,512	92,118	97,324	108,588	119,791	126,108	132,710	133,401	147,125	91.0%

## PER PUPIL PROPERTY WEALTH BY DISTRICT

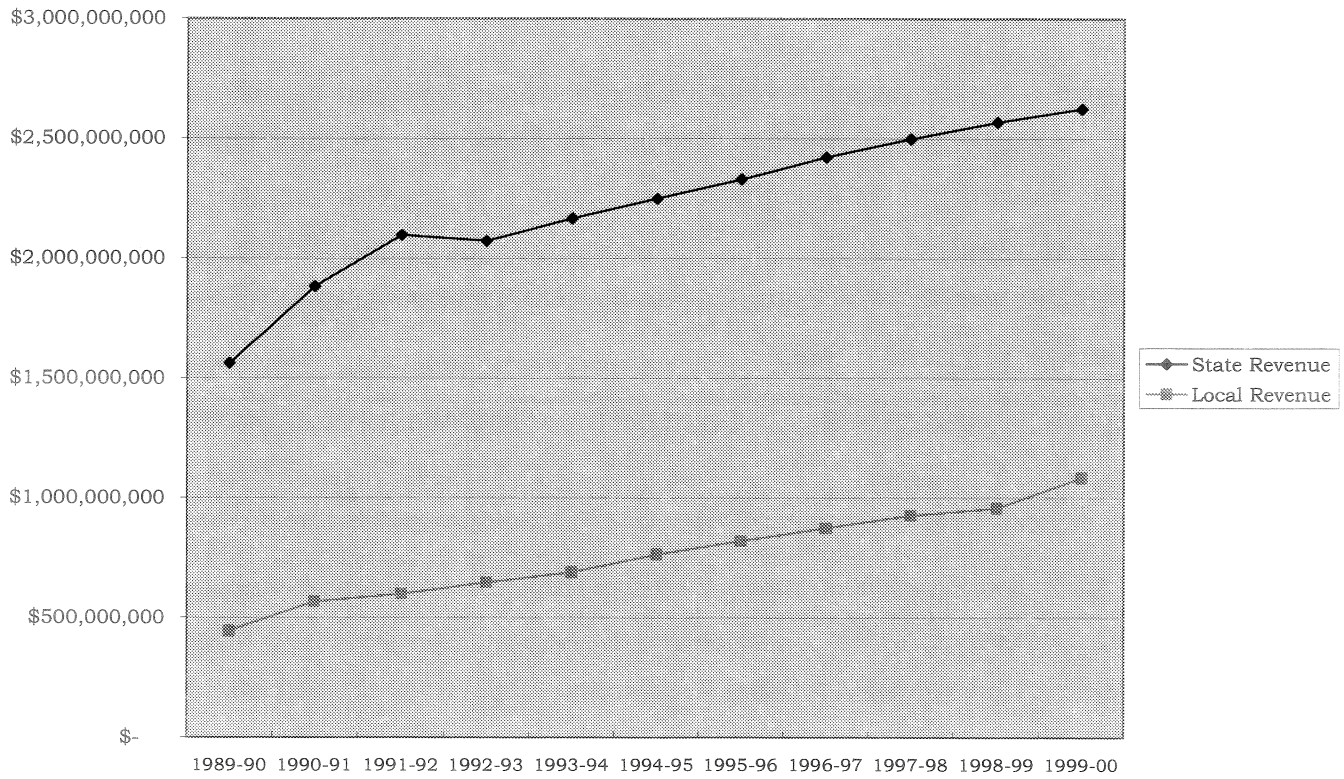
District	1989-90 Per Pupil Property Wealth	1990-91 Per Pupil Property Wealth	1991-92 Per Pupil Property Wealth	1992-93 Per Pupil Property Wealth	1993-94 Per Pupil Property Wealth	1994-95 Per Pupil Property Wealth	1995-96 Per Pupil Property Wealth	1996-97 Per Pupil Property Wealth	1997-98 Per Pupil Property Wealth	1998-99 Per Pupil Property Wealth	1999-00 Per Pupil Property Wealth	Percent Change 89-90 99-00
LINCOLN CO.	87,841	96,290	102,122	108,920	118,302	124,011	140,832	144,365	152,378	159,317	171,427	95.2%
LIVINGSTON CO.	158,460	164,880	180,315	203,765	210,493	216,943	236,759	244,339	259,226	263,988	278,241	75.6%
LOGAN CO.	140,135	146,224	154,739	156,122	164,868	184,040	212,434	201,299	206,175	209,258	230,671	64.6%
LUDLOW	83,366	90,336	83,089	87,991	87,512	98,654	102,741	105,080	107,098	119,404	121,989	46.3%
LYON CO.	199,781	221,194	241,281	256,297	267,041	286,224	348,402	377,592	391,587	411,544	433,308	116.9%
MADISON CO.	139,587	149,411	153,433	162,928	178,232	193,902	213,767	226,120	237,044	248,446	276,912	98.4%
MAGOFFIN CO.	46,504	56,342	56,253	61,624	71,480	77,114	81,784	86,173	86,851	94,289	102,112	119.6%
MARION CO.	110,080	115,061	125,814	139,323	145,192	156,987	175,460	183,612	202,988	206,548	230,697	109.6%
MARSHALL CO.	168,457	181,235	195,131	201,553	212,037	226,753	238,011	256,856	282,928	297,063	311,011	84.6%
MARTIN CO.	121,805	121,749	125,758	119,878	125,263	127,588	135,008	147,578	150,897	157,353	176,428	45.1%
MASON CO.	194,203	203,912	212,323	232,430	242,301	252,655	284,568	310,257	321,709	326,934	336,428	73.2%
MAYFIELD	125,147	128,150	131,245	134,728	143,093	154,030	157,513	168,934	178,312	188,121	204,008	63.0%
McCRACKEN CO.	153,092	168,509	176,975	183,816	197,121	219,573	242,585	264,610	285,494	299,197	325,166	112.4%
McCREARY CO.	38,031	47,185	46,569	53,232	60,850	64,993	71,965	79,600	84,736	88,419	95,547	151.2%
McLEAN CO.	134,078	140,916	151,063	155,837	159,670	168,094	176,350	191,053	203,472	218,382	234,747	75.1%
MEADE CO.	102,718	107,581	109,262	111,467	120,917	125,714	133,895	141,872	147,683	155,378	168,715	64.3%
MENIFEE CO.	66,850	74,629	90,090	99,664	100,104	106,834	110,875	112,822	118,449	123,769	130,566	95.3%
MERCER CO.	143,919	150,032	165,882	166,875	167,620	183,642	211,465	231,893	244,236	257,093	275,769	91.6%
METCALFE CO.	90,001	103,836	106,659	119,496	142,122	143,261	151,461	160,941	168,990	174,192	186,826	107.6%
MIDDLESBORO	100,401	128,682	131,473	135,382	150,767	165,803	170,998	187,566	194,537	238,321	234,680	133.7%
MONROE CO.	88,011	97,629	102,225	104,815	108,652	118,817	128,866	136,883	143,006	144,397	155,538	76.7%
MONTGOMERY CO.	107,274	119,220	123,116	124,258	138,635	154,725	178,124	185,900	206,822	215,361	238,705	122.5%
MONTICELLO	47,031	47,124	47,049	55,208	70,653	73,787	80,085	68,694	72,050	77,834	85,259	81.3%
MORGAN CO.	66,783	76,092	73,212	78,425	84,939	88,603	94,913	98,626	103,299	107,793	118,976	78.2%
MUHLENBURG CO.	126,149	132,307	138,260	138,913	140,455	149,950	166,590	169,393	173,968	183,715	197,976	56.9%
MURRAY	196,428	202,926	203,118	206,390	214,828	232,237	257,830	265,511	263,319	274,590	293,041	49.2%
NELSON CO.	147,826	156,659	165,383	168,596	171,240	195,588	205,182	218,279	219,803	233,242	259,802	75.6%
NEWPORT	90,661	100,203	101,567	106,378	111,519	122,037	127,841	138,493	147,334	169,120	179,327	97.8%
NICHOLAS CO.	105,600	113,449	115,267	118,332	120,612	129,897	144,736	159,006	169,288	176,824	189,951	79.9%
OHIO CO.	133,637	132,476	137,166	138,291	140,877	149,556	159,227	176,467	183,636	180,687	191,016	42.9%
OLDHAM CO.	166,078	182,974	192,571	205,202	218,679	253,007	281,451	292,962	310,272	321,188	345,319	107.9%
OWEN CO.	113,629	117,678	119,646	121,905	128,338	147,663	161,157	166,698	173,045	181,985	194,753	71.4%
OWENSBORO	191,097	195,527	194,449	194,703	194,583	222,354	232,745	239,584	242,977	264,569	279,895	46.5%
OWSLEY CO.	56,544	62,072	67,810	63,403	66,118	71,307	77,534	83,508	84,238	87,278	93,213	64.9%
PADUCAH	169,113	181,833	183,437	199,756	209,106	231,621	252,721	257,462	263,612	267,051	285,823	69.0%
PAINTSVILLE	142,285	139,144	137,580	139,755	161,481	188,556	223,259	245,815	259,310	257,457	270,089	89.8%
PARIS	104,525	121,770	122,943	134,105	138,282	160,462	176,374	179,613	194,743	208,405	259,346	148.1%
PENDLETON CO.	92,072	97,472	109,322	119,978	119,010	124,118	142,959	151,779	159,327	159,936	173,055	88.0%
PERRY CO.	98,166	100,544	107,296	107,093	111,193	130,778	140,960	137,849	147,241	152,882	182,697	86.1%
PIKE CO.	97,333	97,972	106,277	113,176	117,563	140,210	149,929	172,849	185,922	190,327	223,660	129.8%
PIKEVILLE	171,060	190,501	183,532	173,777	187,466	226,629	233,905	249,579	264,487	291,147	326,454	90.8%
PINEVILLE	88,755	94,903	94,411	93,242	83,542	76,388	85,520	94,097	87,974	90,623	91,124	2.7%
POWELL CO.	63,020	74,597	74,765	75,067	86,981	91,309	101,273	108,222	112,080	114,162	124,330	97.3%
PROVIDENCE	78,396	82,914	85,473	92,581	92,012	93,417	96,728	90,970	96,649	99,153	104,484	33.3%
PULASKI CO.	121,159	135,430	140,931	148,356	161,047	182,548	198,100	215,514	218,210	230,574	247,003	103.9%
RACELAND	128,501	138,192	134,194	136,994	119,745	153,524	157,055	149,982	158,632	168,434	167,186	30.1%
ROBERTSON CO.	107,204	121,014	123,791	127,802	135,689	139,302	149,295	159,164	153,763	154,546	166,550	55.4%
ROCKCASTLE CO.	74,453	77,390	79,614	85,196	89,913	97,174	99,899	107,019	108,990	113,855	122,297	64.3%
ROWAN CO.	115,648	126,556	129,101	134,793	139,364	156,842	172,081	182,658	196,198	213,664	234,703	102.9%
RUSSELL	165,436	185,457	186,845	190,795	194,713	229,687	247,224	249,945	256,253	259,562	265,043	60.2%
RUSSELL CO.	104,542	123,283	128,328	135,304	140,020	156,490	161,366	167,399	180,053	180,216	199,662	91.0%



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	1999-00 Per Pupil Property Wealth	Percent Change 89-90 99-00
RUSSELLVILLE	101,287	113,347	110,545	115,235	116,067	135,332	147,128	155,177	178,554	175,389	179,372	77.1%
SCIENCE HILL	79,580	80,543	73,996	72,789	79,050	79,163	85,709	79,036	86,724	92,346	100,165	25.9%
SCOTT CO.	160,089	175,260	172,519	194,711	206,790	233,950	249,648	270,730	283,968	305,914	335,429	109.5%
SHELBY CO.	193,037	214,628	224,798	239,652	256,018	261,978	306,587	320,412	358,275	357,064	379,776	96.7%
SILVER GROVE	86,345	88,965	100,613	106,973	108,711	99,018	108,271	122,604	124,542	131,054	136,473	58.1%
SIMPSON CO.	140,466	157,610	165,617	173,305	181,297	195,882	210,655	224,763	242,588	259,325	287,189	104.5%
SOMERSET	155,459	168,726	171,297	183,654	195,550	203,258	223,187	236,982	247,798	270,100	295,145	89.9%
SOUTHGATE	175,857	210,747	233,249	223,912	246,008	258,071	308,347	312,281	330,667	360,516	364,243	107.1%
SPENCER CO.	111,009	118,021	128,545	128,756	137,951	144,204	169,235	184,684	199,604	208,725	230,512	107.7%
TAYLOR CO.	117,001	126,053	132,972	137,742	144,169	151,843	164,163	174,220	176,490	192,849	201,833	72.5%
TODD CO.	94,503	105,000	109,096	119,501	132,291	143,572	155,599	160,214	168,715	167,123	178,382	88.8%
TRIGG CO.	137,729	152,339	166,395	178,266	190,012	205,156	232,416	248,118	261,706	261,261	282,476	105.1%
TRIMBLE CO.	168,240	179,285	198,458	198,063	217,423	208,698	221,168	225,504	226,134	232,384	242,187	44.0%
UNION CO.	147,508	151,622	156,118	163,351	168,718	175,963	194,757	203,713	217,484	233,418	248,657	68.6%
WALTON-VERONA	94,664	88,092	102,713	115,817	131,218	135,991	150,642	163,337	177,666	191,483	222,078	134.6%
WARREN CO.	154,825	168,435	176,944	183,949	200,301	224,713	254,624	290,540	312,444	330,561	344,229	122.3%
WASHINGTON CO.	130,233	138,697	139,360	148,486	158,097	169,170	181,416	187,944	193,029	207,228	218,323	67.6%
WAYNE CO.	67,646	79,956	85,921	98,096	124,308	133,886	144,373	151,998	162,533	166,894	183,444	171.2%
WEBSTER CO.	153,023	160,123	175,705	188,662	193,493	194,389	202,087	196,725	195,786	210,409	249,956	63.3%
WEST POINT	53,885	55,736	57,429	68,992	72,756	79,601	101,637	100,375	111,623	111,342	127,275	136.2%
WHITLEY CO.	74,655	76,777	78,957	87,290	84,304	92,215	91,190	102,323	106,402	114,791	116,493	56.0%
WILLIAMSBURG	83,344	102,278	115,205	103,313	103,538	109,556	124,747	128,092	138,853	143,244	172,571	107.1%
WILLIAMSTOWN	129,991	141,743	135,744	154,980	144,912	153,329	170,447	183,542	188,479	193,378	201,843	55.3%
WOLFE CO.	51,033	61,991	62,560	66,379	71,779	80,037	84,315	87,398	93,336	95,538	103,587	103.0%
WOODFORD CO.	266,872	271,047	288,167	291,448	287,915	294,253	318,861	336,020	353,883	367,190	421,836	58.1%

**FIGURE 5**  
**TOTAL STATE AND LOCAL REVENUES COMPARISON**



wealth among school districts. Table 11 provides data on pupil weighted averages grouped by wealth quintile for local, state, and a total of local and state revenue. For analytical purposes, the total of state and local revenue has been provided in a chart format in three increments (Figure 6).

Analysis of Figure 6 yields mixed results. The districts classified in quintiles with less property wealth continue to be funded at a dollar level less than the districts in the higher wealth quintiles. However, if we examine the progress over the past ten years, the results indicate that those quintiles with less wealth continue to proportionally gain on those quintiles with greater wealth. For example, the percentage of per pupil increase in funding from 1989-90 to 1998-99 is as follows:

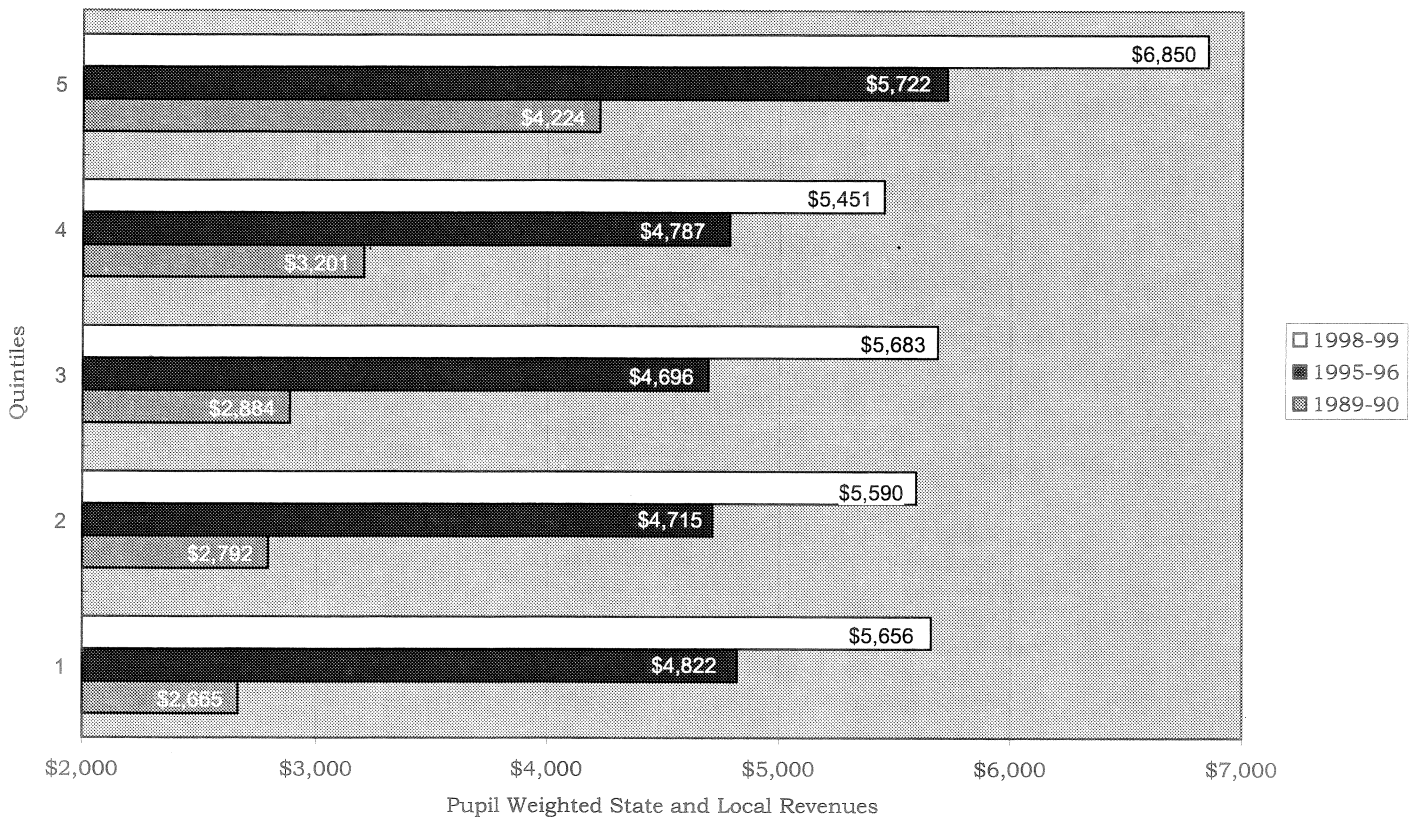
QUINTILE 1	QUINTILE 2	QUINTILE 3	QUINTILE 4	QUINTILE 5
112%	100%	97%	70%	62%

*Distribution of State and Local Funding By District:* Table 12 provides an annual breakdown of local funding by district, Table 13 provides an annual breakdown of state funding by district, and Table 14 provides an annual breakdown of the total of local and state revenue by district. This information provides further evidence that state and local funding has increased annually, and each district's local, state, and total of local and state funding has steadily increased.

**CHAINED WEIGHTED PRICE INDEX:** The question of adequacy of SEEK's base level of funding is analyzed in relation to its purchasing power using the chained weighted price index (CWPI) issued by the Department of Commerce (DOC). DOC has changed from the fixed weight price index to the CWPI for all price index computations. In FY 1990-91, the SEEK base was set at \$2,305. To restate the SEEK base in FY 1999 dollars the CWPI multiplier for "Government Expenditures and Gross Investments: State and Local" of 1.203 is used. The original SEEK base of \$2,305 restated for FY 1999 is \$2,773 which compares favorably with the 1998-99 SEEK base of \$2,839. The result of this analysis suggests that the SEEK base, a driving force of the state's finance system for public education that was adequately funded in 1990-91, is currently making adequate revenues available.

**NATIONAL AVERAGES FOR PER PUPIL REVENUE:** Table 18 illustrates per pupil revenue for the United States for pre-kindergarten through Grade 12. The National Center for Education

**FIGURE 6**  
**PUPIL WEIGHTED AVERAGES FOR**  
**STATE AND LOCAL REVENUES**



**TABLE 18**  
**REVENUES PER PUPIL BY STATE FOR**  
**PRE-KINDERGARTEN THROUGH 12, FY 1997-99**

	<b>Preliminary FY 1997-98</b>	<b>Estimated FY 1998-99</b>
United States	\$6,961	\$7,381
Kentucky's National Ranking	38	36
Median	6,607	6,896
Alabama	\$5,498	\$5,852
Alaska	9,503	9,624
Arizona	5,726	6,095
Arkansas	5,393	5,741
California	6,356	7,057
Colorado	6,240	6,519
Connecticut	9,532	10,222
Delaware	8,781	8,645
District of Columbia	9,409	1,014
Florida	6,429	6,843
Georgia	6,278	7,176
Hawaii	6,499	6,685
Idaho	5,818	6,313
Illinois	6,784	6,905
Indiana	8,078	8,598
Iowa	6,607	6,863
Kansas	6,682	6,866
Kentucky	6,047	6,472
Louisiana	5,720	6,127
Maine	7,303	7,345
Maryland	7,301	7,884
Massachusetts	7,833	8,115
Michigan	8,025	8,209
Minnesota	7,494	7,832
Mississippi	4,644	4,900
Missouri	6,438	6,852
Montana	6,413	6,527
Nebraska	6,893	7,249
Nevada	6,190	6,327
New Hampshire	6,981	7,569
New Jersey	10,654	11,340
New Mexico	5,740	6,288
New York	9,654	10,074
North Carolina	5,324	5,601
North Dakota	5,231	5,568
Ohio	7,097	7,554
Oklahoma	5,213	5,191
Oregon	6,473	6,631
Pennsylvania	8,319	8,745
Rhode Island	7,680	8,056
South Carolina	6,224	6,574
South Dakota	5,561	5,877
Tennessee	5,070	5,396
Texas	6,499	6,896
Utah	4,614	4,741
Vermont	7,853	8,358
Virginia	6,836	7,276
Washington	7,023	7,258
West Virginia	7,491	7,864
Wisconsin	7,919	8,286
Wyoming	7,235	7,944

Statistics (NCES) reported the data in 1999, relying upon state estimates for FY 1998 and FY 1999. Revenues include funds from local, state, federal, and intermediate sources.

Total revenue per pupil for Kentucky students as reported by the NCES is \$6,047 and \$6,472 for FY 1998 and FY 1999 respectively, compared to the national average of \$6,961 and \$7,381. For the years reported, Kentucky's national ranking improved from 38 to 36 of 51 entities (i.e., 50 states and the District of Columbia). The median for the nation was \$6,607 and \$6,896 for FY 1998 and FY 1999 respectively. Comparisons suggest that Kentucky lags behind the rest of the nation in per pupil revenues.

**Equity.** Equity is based on the fair treatment of individual students. OEA analyzed financial data of the state funding system and its relationship with the horizontal equity principle and equal opportunity equity. OEA declined to perform the vertical equity test that measures special needs (i.e., the unequal treatment of unequals). The test was not performed because additional funding for unequals is funded through categorical grants independent of the SEEK formula. The test of the distribution of state funding for special needs through the SEEK formula would not fairly measure the unequal treatment of unequals unless all state funding is included.

**HORIZONTAL EQUITY:** Horizontal equity is based upon the democratic concept that all persons are of equal worth and each individual is of great worth. In regard to public education, all students are worthy of equal and adequate treatment. Horizontal equity can be measured statistically by assessing the dispersion in the distribution of revenues. This has been accomplished with the guidance of methodology set forth by Robert Berne and Leanna Stiefel's in their book, The Measurement of Equity in School Finance. For the purpose of this analysis, revenues exclude those funds restricted for capital outlay and FSPK.

The coefficient of variation (CV) is an excellent statistical tool that permits an analysis of horizontal equity of funded ADA compared to average revenues. The population of our statistical analysis is the per pupil revenue of each district. The population was divided into wealth quintiles. The CV can be found by dividing the standard deviation of a sample of the population (i.e., the revenue for each pupil in that quintile) divided by the mean (i.e., the total revenues per quintile divided by the funded ADA). The standard deviation uses a least squares method to measure how widely the values are dispersed from the average

value or mean. The CV value of zero is an indicator that the distribution of revenues is more equitable. Table 19 illustrates the coefficient of variation of districts grouped by wealth quintile. Revenue categories (i.e., local, state, state/local, and total) are reported net of revenue restricted for Capital Outlay or FSPK funds. These funds have been excluded because the intent of Capital Outlay and FSPK funds is to equalize state funding.

To measure the progress of the state's funding system in relation to its sensitivity to wealth, we look for decreases in the CV for local and state revenue. Our analysis of local revenue per pupil indicates that from 1989-90 to 1998-99, the CV measured on a statewide basis has moved closer to zero, the desired direction (Figure 7). The trend established during the past four years indicates we should not anticipate any drastic change under the current funding formula for local revenue (i.e., for years 1995-96, 1996-97, 1997-98 and 1998-99 the statewide CV is .508, .475, .501 and .508, respectively). Comparison of actual dollar figures per pupil by quintile supports the conclusion: local net revenue per pupil has slightly increased in funding during the past four years (i.e., \$1,571, \$1,748, \$1,831 and \$1,995 for the years 1995 through 1999).

The CV for state revenue per pupil was .057 in 1989-90 and .175 in 1998-99. This statistical result is producing the result intended by the SEEK formula. SEEK was designed to equalize state funding, not equally fund per pupil revenue. When we compare actual dollar figures, there is evidence that state dollars per pupil are steadily increasing on a statewide basis, and more than a proportional share of state funding is being directed to those districts with less property wealth. In 1998-99, quintile 1 received \$4,358 per pupil compared with \$2,799 in quintile 5.

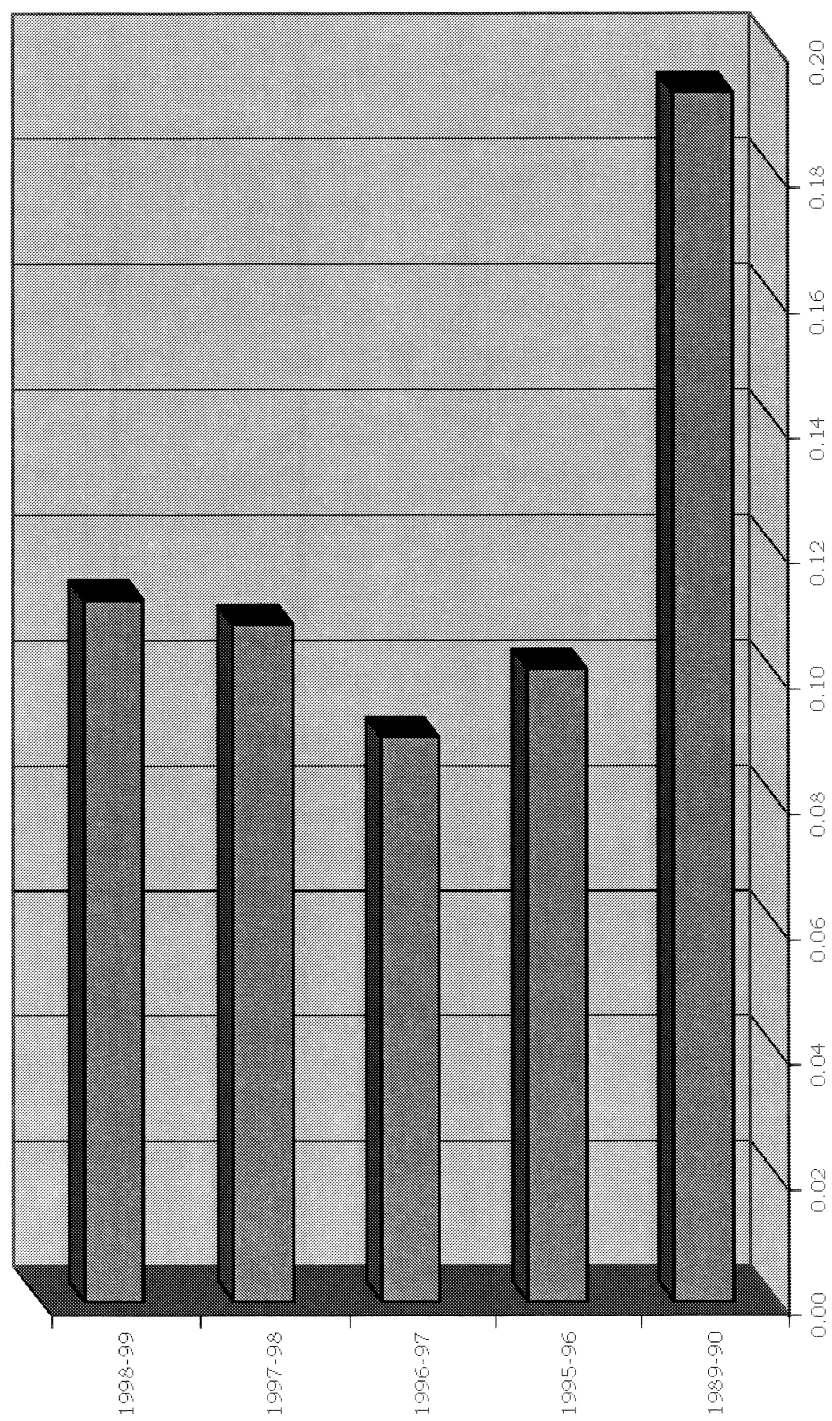
When combining state and local revenue, we can analyze the data and determine our progress toward an "equal treatment of equals." Again, we see a significant change since KERA was initiated but a leveling effect over the past four years. Whereas the combination of state and local revenue for all districts has increased from \$3,016 to \$5,552 from 1989-90 to 1998-99, the CV has declined from .193 to .112. From 1995-96 to 1998-99, we see a CV range from .101 to .112. The total net revenues per pupil include local, state and federal revenues except for Capital Outlay and FSPK, and we see no significant difference in the statistical results when adding federal revenue to the analysis.

TABLE 19  
HORIZONTAL EQUITY - COEFFICIENT OF VARIATION

Quintile	Funded ADA	Average			Average			Average			Average		
		Net Local Revenue	Coefficient of Variation	Net State Revenue	Coefficient of Variation	Net Federal Revenue	Coefficient of Variation	Net Local/State Revenue	Coefficient of Variation	Net Total Revenue	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		
1998-99													
1	114,990	\$993	0.178	\$4,358	0.067	\$887	0.248	\$5,351	0.054	\$6,238	0.072		
2	112,953	1,414	0.244	3,871	0.052	700	0.318	5,285	0.070	5,985	0.081		
3	112,285	1,587	0.201	3,673	0.070	620	0.352	5,261	0.070	5,881	0.091		
4	111,182	2,158	0.152	3,109	0.094	471	0.466	5,266	0.059	5,737	0.081		
5	121,348	3,725	0.075	2,799	0.117	584	0.244	6,523	0.071	7,108	0.082		
Statewide	572,758	\$1,995	0.508	\$3,557	0.175	\$653	0.379	\$5,552	0.112	\$6,206	0.114		



**FIGURE 7**  
**COEFFICIENT OF VARIATION**  
**STATE AND LOCAL REVENUES**



In conclusion, progress has been achieved toward the equal treatment of equals, and no significant change is anticipated in the future given the current funding formula for SEEK.

**EQUAL OPPORTUNITY EQUITY:** The SEEK program is designed to provide equal opportunity equity. Equal opportunity means nondiscrimination. The principle incorporates the belief that a relationship should not exist between two variables in a state's school finance system. Equal opportunity equity can be measured by assessing the relationship between revenue and property wealth. It is a simple correlation, and the closer the result is to 0, the less influence the variables have on each other. The results range from -1 to +1 and indicate the direction of the relationship as well as the strength. Revenue categories (i.e., local and state) did not include revenue restricted for Capital Outlay or FSPK funds.

Table 20 shows the simple correlation by wealth quintile for 1989-90 through 1998-99. The simple correlation for local revenue has moved closer to zero (i.e., .911 compared to .890) whereas state revenue has moved in the opposite direction (i.e., -.592 compared to -.839). The simple correlation of the combination of state and local revenue has decreased from .854 to .608, a 29 percent change. This analysis illustrates the progress in equal opportunity equity in the state's distribution of state and local revenue (Figure 8).

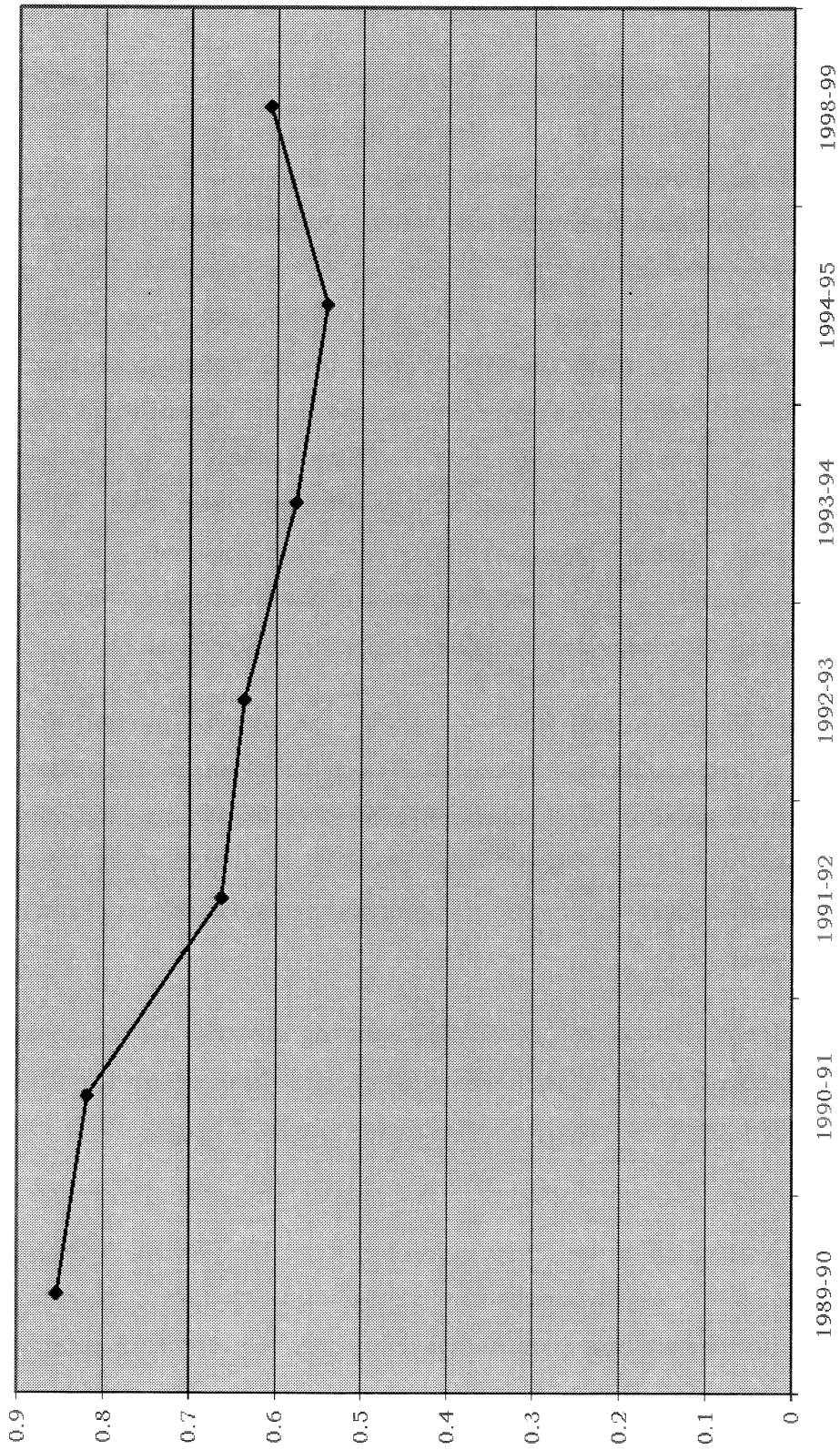
**FUND ACCOUNTING/EXPENDITURES.** State and local funding of schools districts are receipted to the General Fund unless there is a requirement to receipt it to another fund. There are separate funds created for special revenue, capital outlay, food service, building, construction, and KETS. Grant funds are receipted to the Special Revenue Fund. The SEEK allocation of \$100 per child is recorded in the Capital Outlay Fund. Lunchroom sales and federal revenue from the National School Lunch Program are receipted to the Food Service Fund. The Building Fund records receipts from the local tax option restricted for the acquisition or construction or new facilities, improvements and equipment. Bond proceeds and other construction receipts and expenditures are recorded in the Construction Fund. The KETS Fund records transactions related to the KETS allocation and local match for technology.

Based upon the audited Annual Financial Reports of districts compiled by KDE, the breakdown of districts' total expenditures from these funds for 1998-99 were as follows: General Fund - 75 percent, Special Revenue Fund - 14 percent, Food Service - 6 percent, Building Fund - 4 percent, Capital Outlay - 1 percent. The Construction Fund was not

TABLE 20  
EQUAL OPPORTUNITY EQUITY - SIMPLE CORRELATION

Quintile	Property Wealth Per Pupil	Average Local			Average State			Average Federal			Average Local/State			Average Total		
		Revenue Per Pupil	Simple Correlation	Revenue Per Pupil	Revenue Per Pupil	Simple Correlation	Revenue Per Pupil	Revenue Per Pupil	Simple Correlation	Revenue Per Pupil	Revenue Per Pupil	Simple Correlation	Revenue Per Pupil	Revenue Per Pupil	Simple Correlation	
1989-90																
1	\$71,665	\$270	0.446	\$2,213	-0.336	\$538	-0.403	\$2,484	0.078	\$3,021	-0.198					
2	105,467	426	0.140	2,146	-0.224	384	-0.058	2,572	0.214	2,956	0.169					
3	138,954	544	0.230	2,101	-0.182	323	-0.195	2,645	0.157	2,968	0.057					
4	179,714	835	0.305	2,066	-0.118	287	-0.265	2,901	0.229	3,188	0.059					
5	280,727	1,843	0.290	2,020	-0.887	275	-0.384	3,864	0.025	4,139	-0.026					
Statewide	\$156,254	\$793	0.911	\$2,109	-0.592	\$361	-0.541	\$2,902	0.854	\$3,264	0.747					
1994-95																
1	\$104,767	\$643	0.429	\$3,676	-0.792	\$718	-0.398	\$4,319	-0.548	\$5,037	-0.547					
2	146,018	830	0.128	3,339	-0.350	584	-0.012	4,170	-0.224	4,753	-0.159					
3	185,497	1,036	0.420	3,087	-0.474	481	-0.165	4,124	0.023	4,605	-0.430					
4	249,158	1,455	0.237	2,689	-0.673	422	-0.496	4,145	-0.567	4,567	-0.208					
5	360,086	2,587	0.583	2,497	-0.652	427	-0.404	5083	0.229	5,510	0.091					
Statewide	\$210,329	\$1,322	0.916	\$3,054	-0.900	\$526	-0.529	\$4,376	0.541	\$4,901	0.300					
1998-99																
1	\$130,435	\$993	0.339	\$4,358	-0.092	\$887	-0.087	\$5,351	0.115	\$6,238	0.031					
2	188,789	1,414	0.012	3,871	-0.167	700	-0.068	5,285	-0.080	5,985	-0.092					
3	247,337	1,587	0.314	3,673	-0.243	620	-0.062	5,261	0.102	5,881	0.045					
4	315,941	2,158	0.292	3,109	-0.422	471	-0.262	5,266	-0.090	5,737	-0.185					
5	452,967	3,725	-0.242	2,799	-0.924	584	-0.967	6,523	-0.797	7,108	-0.867					
Statewide	\$269,377	\$1,995	0.890	\$3,557	-0.839	\$653	-0.410	\$5,552	0.608	\$6,206	0.392					

**FIGURE 8**  
**SIMPLE CORRELATION**  
**STATE AND LOCAL REVENUES**



included in this breakdown. The KETS Fund reported fund expenditures less than one percent of the district's total expenditures. The breakdown is illustrated in Figure 9.

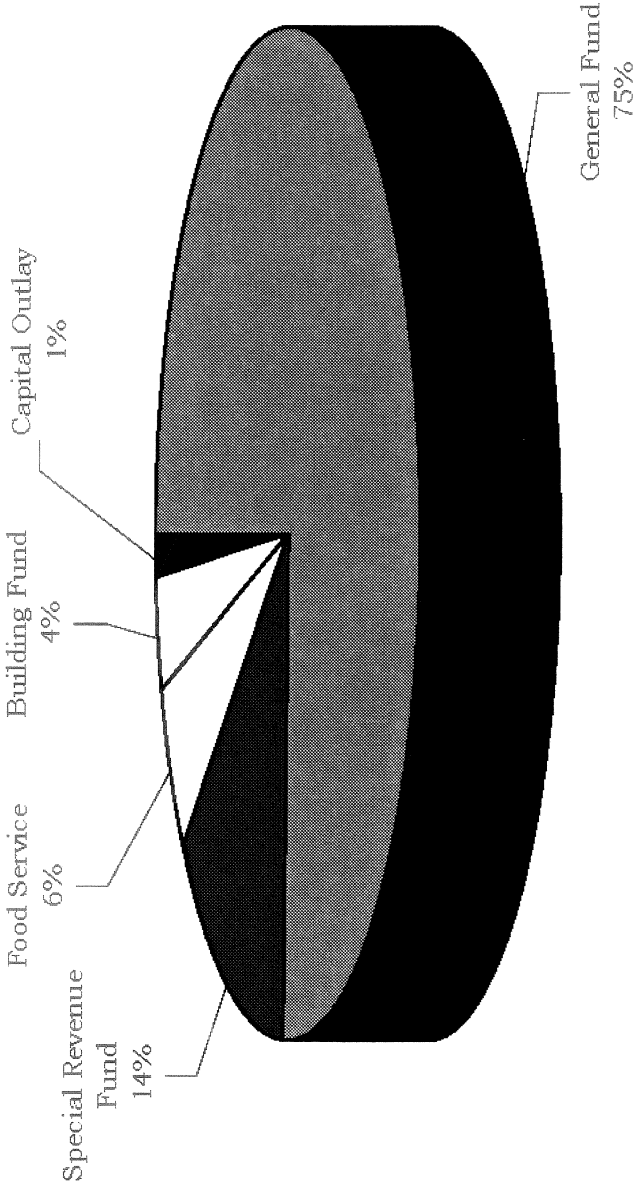
The MUNIS accounting system utilized by Kentucky school districts classifies expenditures according to function. There are functions for instruction, student transportation, instructional staff support, student support, business support, building improvements and renovation, plant operation and maintenance, school administration, district administration, technology fund transfer, and others. The breakdown of total General Fund expenditures for Kentucky school districts is illustrated in Figure 10. Districts spent more on instruction than any other function. A total of \$1.6 billion or 58 percent of the General Fund expenditures went toward instruction. Breakdown for other expenditure functions were as follows: plant operation and maintenance - \$325.3 million or 12 percent, student transportation - \$191.9 million or 7 percent, school administration staff - \$173.6 million or 6 percent, instructional staff support - \$107.7 million or 4 percent, district administration - \$102.4 million or 4 percent, and student support - \$100.9 million or 4 percent. All other functions comprised less than 4 percent of General Fund expenditures.

Education is a labor intensive function; therefore, the largest portion of General Fund expenditures are for salaries. General Fund salaries by function are illustrated in Figure 11. Instruction comprised 72 percent of all salary expenditures followed by school administration (8 percent), plant operation and maintenance (6 percent), transportation (5 percent), student support (5 percent), district administration (2 percent), central office support (1 percent) and business services (1 percent).

**R ECOMMENDATIONS.** The level of SEEK funding should be increased. Evidence indicates that local funding is increasing faster than state funding. Kentucky's national ranking for per pupil revenues shows improvement, but per pupil revenues are still less than the national average.

Special needs programs should be fully considered in the SEEK formula. The SEEK formula provides weighted adjustments for exceptional children, at-risk children and students receiving services at home or in the hospital. Categorical programs and some KERA strands (e.g., extended school services, preschool program, family resource/youth services centers) are distributed by a formula independent of SEEK. OEA is concerned

**FIGURE 9**  
**1998-99 EXPENDITURES BY FUND**



**FIGURE 10**  
**1998-99 GENERAL FUND EXPENDITURES BY FUND**

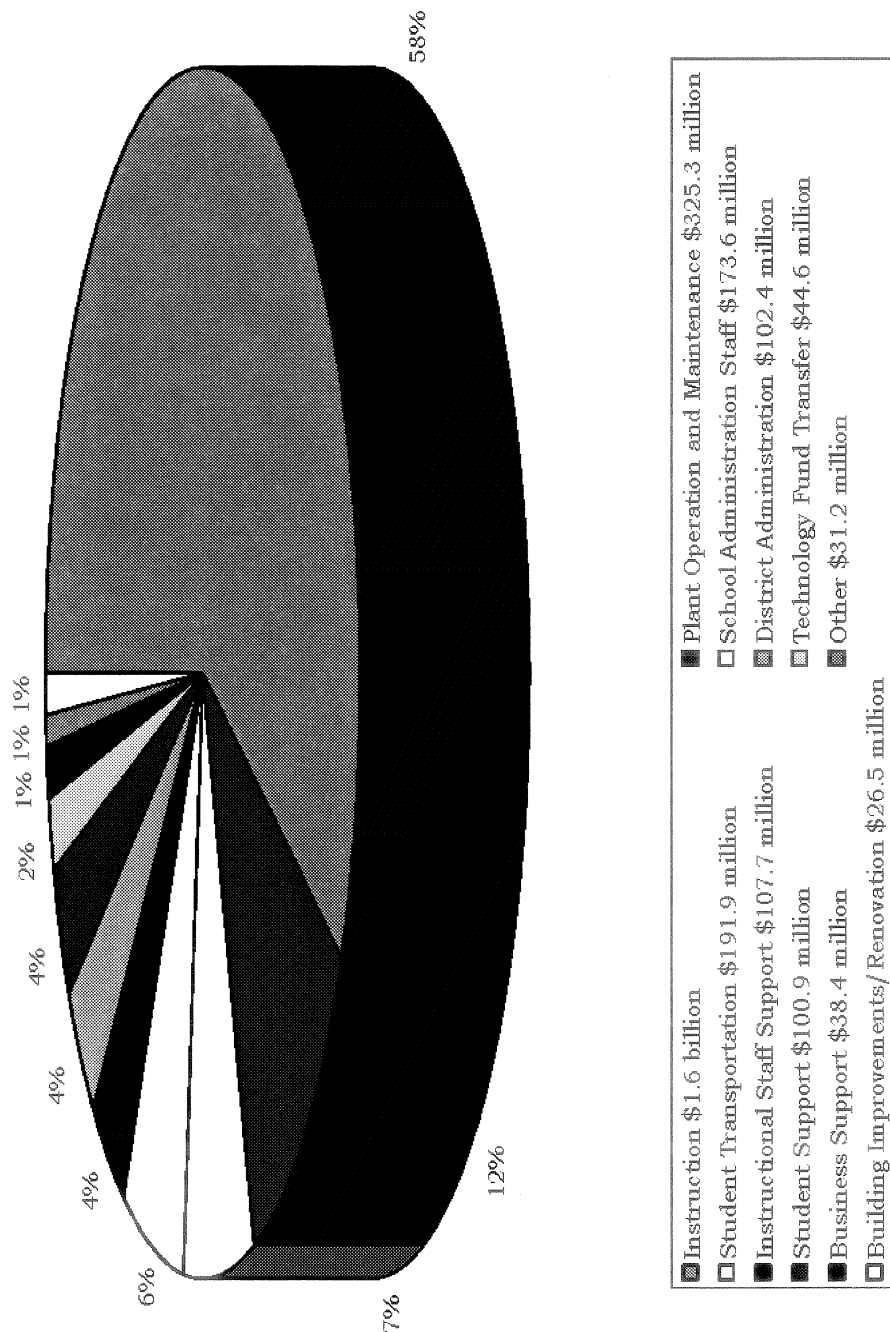
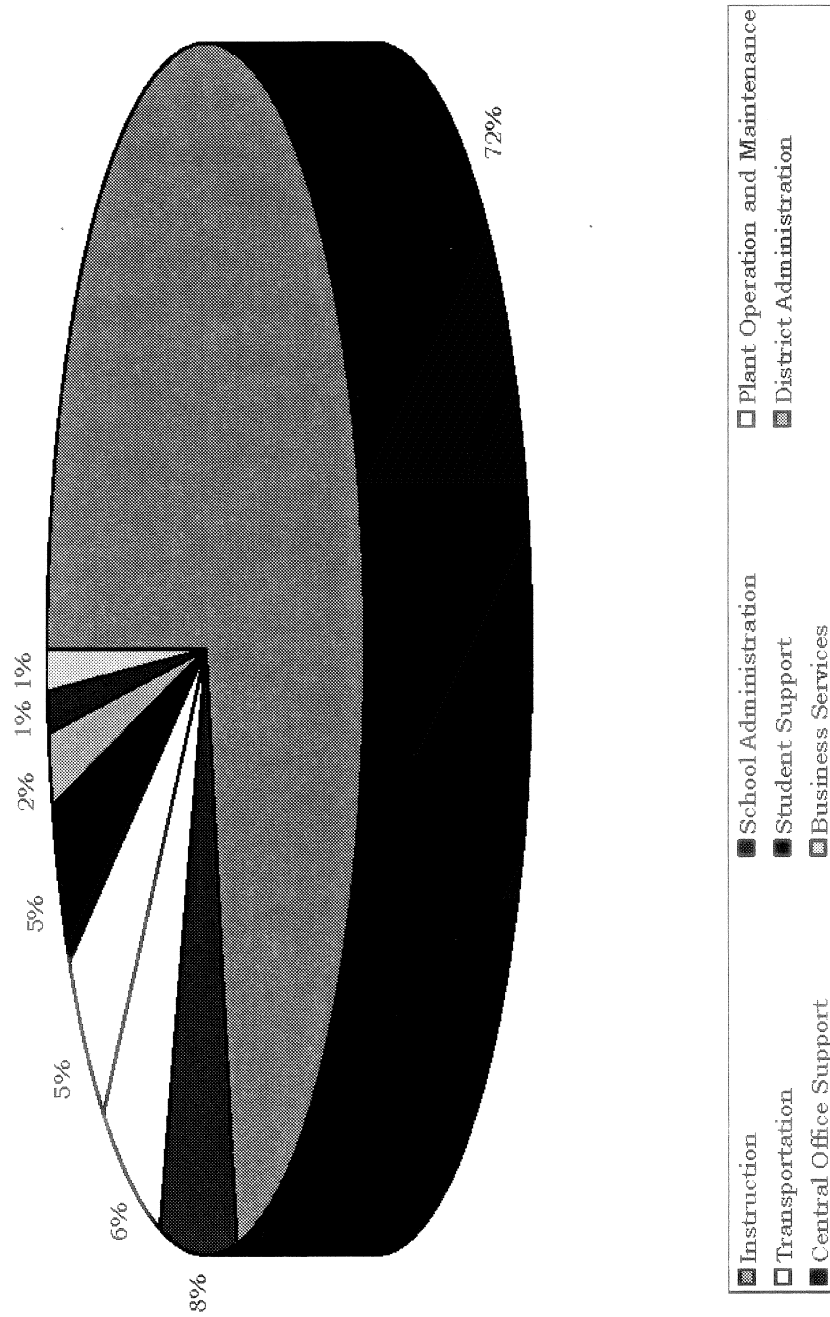




FIGURE 11  
1998-99 GENERAL FUND SALARIES BY FUNCTION





## *Finance*

that funding for special needs independent of the SEEK formula has a negative effect upon equity.

The Capital Outlay Funding Formula needs revision. Capital Outlay is currently funded at \$100 per funded ADA. The basis for funding and the funding level has not changed in twenty years. Districts have historically disbursed capital outlay funds for local debt retirement and renovation of existing structures. The need for change is predicated by declining enrollment which will effectively decrease capital outlay funding. Deteriorating conditions of some older school buildings compounds this problem. A new funding formula and increased funding for Capital Outlay is needed that will consider the size of the student population as well as the need for increased funding for renovations.

# Technology

**O** **VERVIEW.** The Kentucky Education Technology System (KETS) Master Plan for Education Technology is a five-year schedule of activities related to purchasing, developing, and using technology. In 1993, an initial Master Plan was adopted with an estimated cost of more than \$553 million. One of the many challenging goals of that plan was to make network services available in every Kentucky classroom. An update of the initial Master Plan was issued for 1998-2000, and a second five-year Master Plan has been issued for 2001-2006. The Office of Education Accountability's (OEA) discussion and analysis is based upon the goals and objectives of the 1998-2000 update and progress toward meeting those measurement standards as reported in the 2001-2006 Master Plan.

The Council for Education Technology and Kentucky Board of Education are mandated by KRS 156.670 to update the Master Plan for education technology. Kentucky's vision for a world class technology program is largely driven by the KETS Master Plan. The plan establishes the criteria for funding and describes in detail how technology can be used effectively to improve instruction. Since the plan was adopted in 1993 through the 1998-2000 biennium, Kentucky has appropriated \$270.3 million of state funds (i.e., offers of assistance and other state level expenditures). The plan requested an infusion of \$127.3 million in new state dollars for the 1998-2000 biennium in order that the goals set forth in the Master Plan were realized by 2000, provided school districts met a dollar for dollar local matching requirement.

**TECHNOLOGY FUNDING.** Funding is discussed in this analysis in terms of KETS and funding other than KETS. Funding for KETS comes from three sources: offers of assistance (state and local match), other state assistance, and other local assistance. State dollars in the form of KETS offers of assistance are distributed from the Education Technology Trust Fund by the School Facilities Construction Commission (SFCC) to local districts. Districts must provide local matching funds. For districts unable to meet the local matching requirement, funds are escrowed for no more than three years. In 1998, local match was redefined, and federal grants became a source of revenue for local matching funds. Funding assistance for technology other than KETS comes from a variety of sources: the Universal Service Fund (USF) discounts, categorical federal and state grants, local funds, and private donations.

## *Technology*

**Impact of Federal Funding on Unmet Need.** Unmet need is the difference between the school district's existing technology capacity and the KETS standard established for that item or service. The calculation of unmet need depends upon what is purchased as well as the source of funding. Specific standards must be met to count toward unmet need. Unmet need is reduced when expenditures are made from KETS offers of assistance and local match. Technology secured through local initiative which is not procured with public revenues (e.g., PTA monies and other donations) is not used to reduce the unmet need of the district for the purpose of calculating the amount of offers of assistance for which the district is eligible.

The leveraging of other sources of funding for technology has had a major impact on calculated unmet need. The USF was approved in May 1997, ensuring that all eligible schools and libraries have affordable access to telecommunications. The USF pays a discounted portion of eligible costs directly to vendors. E-rate applications must be approved, and eligibility is based upon the percent of children eligible for free and reduced lunches. E-rate discounts from 20 to 90 percent are applied to commercially available telecommunications service, Internet access, and internal building connections. KDE estimated that USF funds totaling \$71 million would be available to Kentucky schools during the life of the program: \$60 million for networking and \$11 million for recurring operations for networks. In 1999, \$48,956,578 in discounts were approved for Kentucky schools with a value of \$88 per student.

**Teacher Preparedness.** The Master Plan recognizes that preparation of teachers to use technologies effectively is a long-term, recurring obligation. To that end, \$100 per teacher has been budgeted annually for professional development. Four levels of training and onsite technical support will be available. Email and office products are to be used in daily course work.

### **EQUITY AND ACCESSIBILITY**

**Equity.** The equity standards of the KETS Master Plan define specific objectives for access to technology in Kentucky schools: KERA initiatives require that equity and accessibility be provided to every Kentucky student. The primary objectives for equity and progress are stated in the Master Plan Update. These are listed below with the related accomplishments as reported by KDE in italics.

- One high-performance, networked computer for every 6 students. (*The Update reports a student to workstation ratio of 8:1 in 1997; however, many have obsolete architecture unable to run interactive, multi-media software. The status for 1998, giving consideration to the need to update obsolete workstations, was a ratio of 11.5:1. Projected cost to meet this objective within the 1998-2000 biennium is \$65 million. KDE officials currently report a student to workstation ratio of 5.8:1 which includes many workstations due for replacement.*)
- One high-performance, networked computer for every teacher and an ability to access the network from home. (*The 1998-2000 Update reports a teacher to workstation ratio of 2:1 in 1997. The status for 1998, giving consideration to the need to update obsolete workstations, was a ratio of 2.6:1. Projected cost to meet this objective within the 1998-2000 biennium is \$34 million. KDE officials currently report a teacher to workstation ration of 1.2:1. Progress on the teacher's ability to network from home was not addressed in the Master Plan for 2001-2006.*)
- All teachers will have training and support. (*The 1998-2000 Update budgeted \$100 per teacher, and a professional development program was defined in the district's Consolidated Plan.*)
- Every school with a building-wide full-function local area network. (*In January 1998, 65 percent of schools were operating at least a partial local area network. By June 1998, 79 percent of schools were operating at least a partial local area network. KDE officials currently report that this goal has been met.*)
- Every classroom with at least four to six active network drops delivering data services, Internet, and Email. (*Progress was not reported in the Master Plan for 2001-2006.*)
- A cordless phone in every classroom. (*Progress made on the number of cordless phones was not reported in the Master Plan for 2001-2006.*)
- Video in every classroom. (*Progress was not reported in the 2001-2006 plan.*)
- Instructional software available to every desktop from the network. (*KETS does not establish specific standards for instructional software. There is a checklist to guide educators during software selection. Software must run on KETS standard hardware in a KETS standard network environment. Progress was not reported on the availability of software to every desktop from the network in the 2001-2006 plan.*)
- Every school directly connected to the statewide area network. (*KDE expected 100 percent connection to full standards by June 2000.*)
- Every district office with complete local and statewide area networking - every district using a standard fund-based accounting system. (*All districts except for one have implemented the standard, fund-based accounting system as of June 30, 2000.*)

**Accessibility.** The primary objectives for accessibility and accomplishments (in italics) to date include:

- Access to funding: Every district receives an equitable share of state technology funds based on ADA as long as an unmet need for technology exists. (*The Update reported that no district has failed to utilize escrowed offers of assistance. Appendix B shows the annual offers of assistance and escrowed amounts as of June 30, 2000.*)

## *Technology*

- Access to buying power: Contracts are negotiated for all schools based on the “state-as-one-customer” principle. Contract pricing, payment schedules, and all other contract terms are the same for every school, regardless of size or location. *(System is currently in place.)*
- Access to services: Every district and school shares the state-provided support services at no local cost, including a 1-800 help desk, network management, network engineering consulting, instructional technology consulting, and professional development. *(System is currently in place. KDE proposes that reduced state funding may require the influx of local dollars.)*
- Access to networks: Since 1995, at least one site in every school district has been directly connected to the state backbone network at no local cost. The state provides Internet access and email via the network connection. *(System is currently in place.)*
- Access to computers: *(Obsolescence of workstations acquired in 1992-1993 has prevented accomplishment of this objective. Given consideration of a recalculation of unmet need due to obsolete workstations, the 1998 statewide average ratio of students to computer workstations is 11.5:1 and the teacher ratio is 2.6:1.)*
- Access for individuals with disabilities: The Master Plan addresses the need for assistive and adaptive technology for students with special needs. *(Discretionary Trust Funds up to 10 percent of the offer of assistance have been set aside for qualifying districts.)*

**OEA SURVEY RESULTS.** OEA distributed a technology survey to 22 district technology coordinators (DTCs) and made site visits to the schools between September 1, 1999 and May 31, 2000. Appendix B shows the responses from 17 of the 22 districts.

*Responses Related to Hardware:* All but one district had 100 percent of classrooms connected to the Internet. Districts reported there were 42,741 students and 11,177 workstations available for an overall ratio of 3.82:1. The breakdown of workstations between teachers, students, and administrators provided confusing results because 5 of the districts apparently categorized the use of workstations by persons other than teachers, students, or administrators. It was reported there were 2,296 teacher workstations, 7,759 student workstations, and 905 administrator workstations for a total of 10,960. Based on that total breakdown, there are 5.5 students per student workstation. We received confusing results when inquiring about the location of student workstations (i.e., classroom or lab) because responses indicated the location of 5,273 of the 7,759 student workstations. Thirty percent (3,201/10,960) of workstations were reported to be designated for use by teachers and administrators. -

*Responses Related to Funding:* All but one district (6 percent) surveyed was able to provide local match to the KETS offers of assistance. Six percent of districts surveyed indicated

they had unmet needs which made them eligible for KETS offers of assistance in FY 2000-01, and responded that state funds were necessary for the maintenance of the technology infrastructure.

*Responses Related to Technical Support:* Only 6 of the 17 (35 percent) districts employed full-time DTCs. Technology support was divided between maintenance of hardware (19 percent), software problems (21 percent), planning (24 percent) and assisting teachers on the integration of technology in the classroom (13 percent), and other (23 percent). Responses indicated that consideration has been given by DTCs to align software with Kentucky Academic Expectations in 71 percent of the districts surveyed; and software rating in relation to the current framework was primarily good. DTCs have consulted with the regional service center coordinator regarding integration and found the advice beneficial.

*Responses Related to Professional Development and Classroom Integration:* Survey results indicated that teachers are in dire need of professional development. It is perceived by survey respondents that the majority of teachers could not meet the new technology standards. Less than the majority of teachers at each district are integrating technology in the classroom.

**R**ECOMMENDATIONS. The Master Plan could be a more effective planning tool for public policy if it were coordinated with biennial budget periods, broken into three phases, and updated biennially. A five-year plan is currently mandated. The General Assembly should consider the need to revise KRS 156.670. A six-year plan broken into three phases is suggested. Phases of the plan could include: immediate plans for the current biennium, short-range plans for the upcoming biennial budget cycle, and long-range plans for the succeeding biennial budget cycle. The Master Plan could then serve as a planning tool for legislative appropriations. Once appropriations have been set into law, the goals and objectives of the first two years of a six-year plan should be revised to coincide with funding levels.

The Master Plan for 2001-2006 includes generalized accomplishments achieved with a \$270.3 million state appropriation for technology since the inception of KETS, but it was not easy to locate measured progress of the goals and objectives as stated in the 1998-2000 update within the 2001-2006 plan. Each Master Plan contains measurable

## *Technology*

goals and objectives for a specific timeframe, and the planning process would be completed by an evaluation of the progress toward those goals and objectives. The progress report should be formatted to coincide with the budget outline (i.e., the 1998-2000 budget shows current cost per unit, unmet need goal, and current number needed).

The Master Plan Update for 1998-2000 proposes to shift the cost of shared services that were not funded by the state to local districts. The FY 2001-2006 Master Plan proposes that the state continue funding shared services, and there are proposals to tap other revenue sources to enhance technology spending. The Master Plan proposals should not advocate that local funds absorb the cost of shared services necessary to maintain a statewide network backbone and the DAS (e.g., help desk, technology support, research, etc.). This proposal may have an adverse effect upon the KERA initiative to achieve equity and accessibility in technology. Furthermore, it is possible that the search for additional technology dollars from other portions of a local district's budget (i.e., a SEEK set aside and facilities) may be contrary to the legislative intent of the state finance system for public education.

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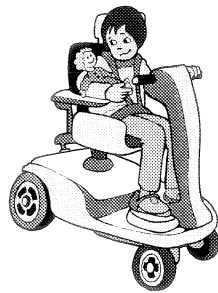
# Appendices





# KENTUCKY DEPARTMENT OF EDUCATION

## 1999-2000 KENTUCKY PRESCHOOL PROGRAM



## RESPONSE TO DATA REQUEST

From the Office of Educational Accountability

September 2000



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KENTUCKY DEPARTMENT OF EDUCATION  
1999-2000 KENTUCKY PRESCHOOL PROGRAM

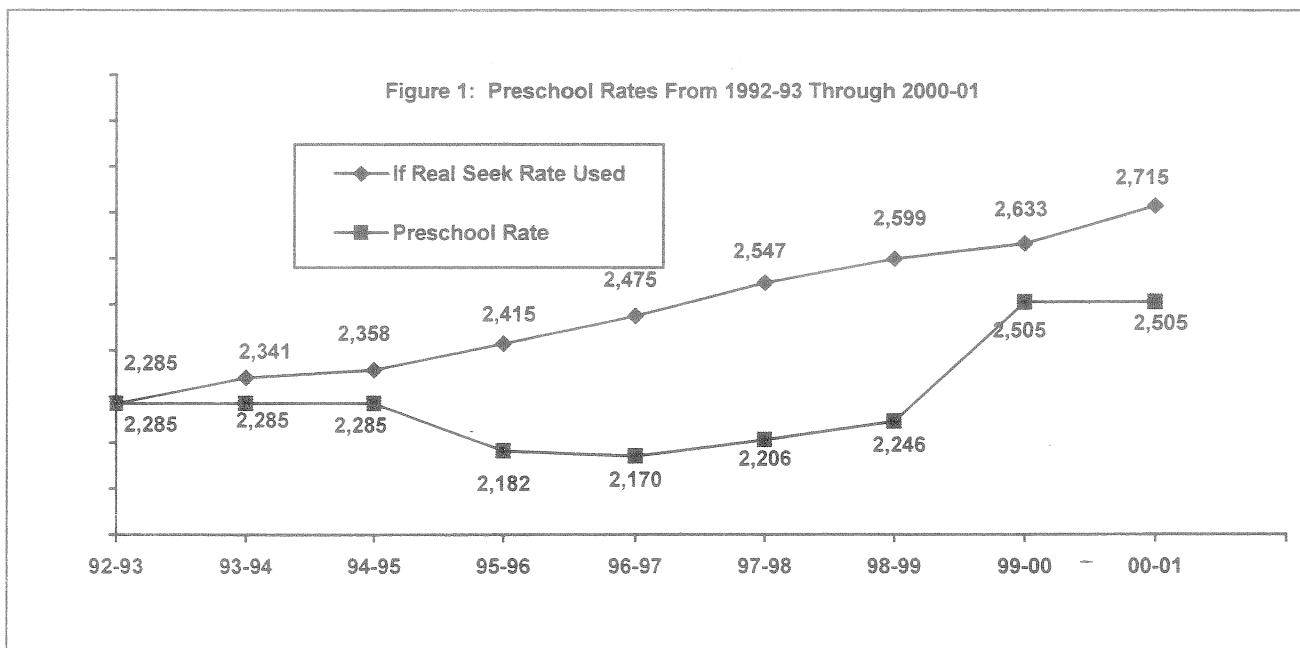
RESPONSE TO DATA REQUEST  
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September 2000

1. Budget Information for 2000-2001

a. **1999-2000 Status.** From 1993-94 through 1995-96, the state preschool allotment had level funding of \$37 M each year. In 1996-98, there was a 3% increase each year of the biennium, to \$38.1 M and \$39.2 M respectively. In 1998-99 the preschool allotment increased (1.8%) to \$39.9M and increased to \$44 M for 1999-2000. Despite increases, the state preschool funds were supplemented extensively by local funds in order to serve all eligible children enrolled. Enrollment has increased in every year of the program.

**Per-Child Rates.** In the calculation of the preschool per-child rates, the SEEK base is used in the instructional subtotal. From 1993-95, the preschool per-child rates were level-funded and did not follow the annual increases to the SEEK base. In 1995-96, preschool per-child rates were reduced below the 1992-93 preschool rates, and then reduced more in 1996-97 to a level below the 1990-91 preschool rates. In 1997-98, funds were available to increase rates by 1.8%, and in 1998-99 a 2.3% increase was provided, but still left preschool rates below the 1992-93 level. In 1999-2000 there was a 13% increase. Still, funding did not match the SEEK base, and 2000-2001 preschool rates are again level-funded to districts.

Figure 1 shows free-lunch eligible preschool per-child rates from 1992-93 through 2000-2001 for the four-year-old At-Risk child and what those rates would have been had the actual SEEK base been used for determining the preschool rate. The disparity between the two figures is still present (\$210 per at-risk child) despite the significant allotment increase in 1999-2000 and a marginal increase for each year in 2000-2002.



**Capped Growth Funds.** Despite these limited per-child rates, additional strategies were required to avoid exceeding the state allotment. From 1994 through 1999-2000, districts have received minimal growth funds to cover any increases for additional eligible children served during the year, although districts are required to make services available to these children.

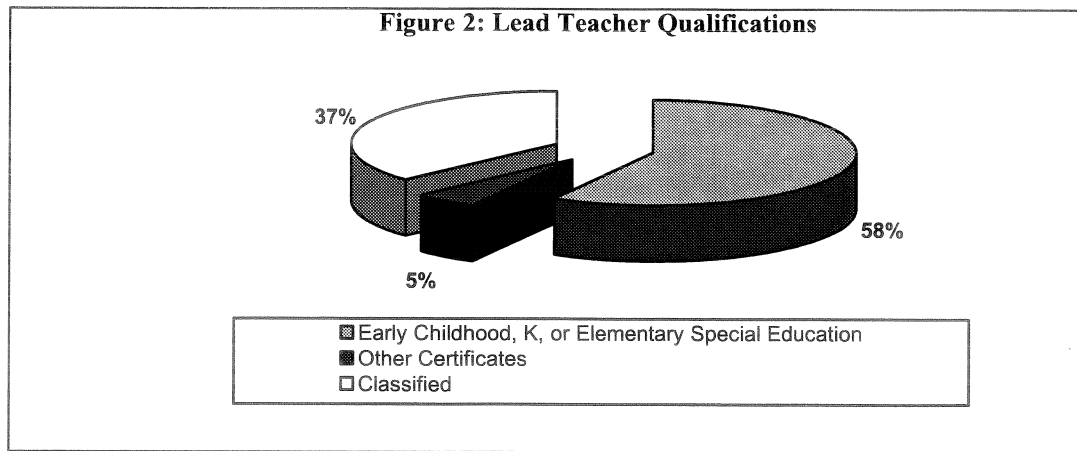
**Annual Shortfalls.** Over the past six years, the annual shortfall in growth funds for eligible children served was \$2.1 M in 1994-95, \$2.7 M in 1995-96, \$2 M in 1996-97, \$1.4 M in 1997-98, \$1.6M in 1998-99, and \$1.4 M in 1999-00.

*Preschool Attachment A* shows a district printout with the following information for 1999-2000:

- ◆ **Tentative Award** for 1999-00, confirmed at the beginning of the school year based on the previous year's enrollment (\$43.1 M )
- ◆ **Eligible Growth**, the amount of additional funds districts were eligible for based on enrollment growth of more than 5% in 1998-99 over the previous year (\$3.1 M at reduced rates), which was a significant increase (almost double the 1998-99 amount
- ◆ **Eligible Award**, the total award districts were eligible for in 1999-00 if funds had been available (\$46.2 M)
- ◆ **Disbursal**, the total amount actually awarded with limited growth \$44.7 M
- ◆ **Shortfall**, funds districts were eligible for but did not receive (\$1.5 M)
- ◆ **Negative Adjustment**, offset to be deducted in 2000-01 for districts where enrollment decreased more than 5% from 1998-1999 to 1999-00 (\$1.3 M)
- ◆ **Transportation Add-On**, the portion of the preschool award which is included as a transportation add-on, at the rate of \$260 per child (\$4.4 M). Since this amount is included in the preschool grant, this amount is consequently deducted from the general transportation calculation for the district, handled by the Division of Pupil Transportation. The add-on per child is less than the state average cost for all children without the additional expense of driver assistants (bus monitors) required for transporting preschool children.
- ◆ **Local Contribution**, the district's estimate of the amount of local and general funds contributed to the operation of the preschool program (at least \$12.1 M of additional funds, beyond the state preschool funds). This is an average of \$ 738 per state-funded child, or about 21% of the real cost of operating the program. The size and extent of this local contribution is part of the real cost of the program and demonstrates the extensive local commitment to the program.

*Preschool Attachment B* provides a summary of the Preschool Per-Child Rates from 1992-93 through 2000-01. An increase in the 1999-2000 per-child rates over the 1998-99 rates was not large enough to use the 1999-2000 SEEK base in the preschool funding formula and growth funds were still capped. The shortfall of funds since 1993 is having a cumulative effect on staffing patterns and services.

- **Classrooms/Materials.** School districts experiencing population growth receive no start-up to equip additional classrooms and receive minimal growth funds although they must add teachers and staff.
- (1) **Teachers.** Some districts continue to use early childhood classified Preschool Associate Teachers rather than certified teachers due to limited funds. Classified personnel comprise 37% of all preschool lead teachers. There has been an increase in certified teachers achieving the Interdisciplinary Early Childhood Education Certification (I.E.C.E.). Currently, there are 136 preschool teachers with I.E.C.E. or I.E.C.E. Probationary status, doubling the number from the previous year. Figure 2 compares the percentage of classified lead teachers with certified personnel both with I.E.C.E., K, or elementary special education and other certificates.



**b. 2000-01 Status.** For 2000-2001, the per-child rates are capped at the 1999-2000 rates. There is a 1.5% funding increase in local grants for each year of the biennium (\$671,2000 for FY 00; \$875,500 for 01) but with the projected enrollment, it is not expected to be sufficient to raise rates for personnel or other increases. This continues to leave school districts in the position of having to fund actual costs of the program from local resources. As a comparison, 2000-2001 rates are about \$1,500 less per child than federal Head Start funds in Kentucky. **Attachment C** contains the following information for 2000-2001:

- ◆ **Tentative Award**, for 2000-2001 based on the 1999-2000 enrollment (\$45.4 M)
- ◆ **Negative Adjustment**, offset due to local enrollment decline in 1999 over 1998-99 (\$1.3 M)
- ◆ **Revised Tentative**, tentative amount scheduled for disbursement after negative adjustment in 1999-2000 pending (12-1-99) enrollment and mid-year growth adjustment (\$44.2 M)

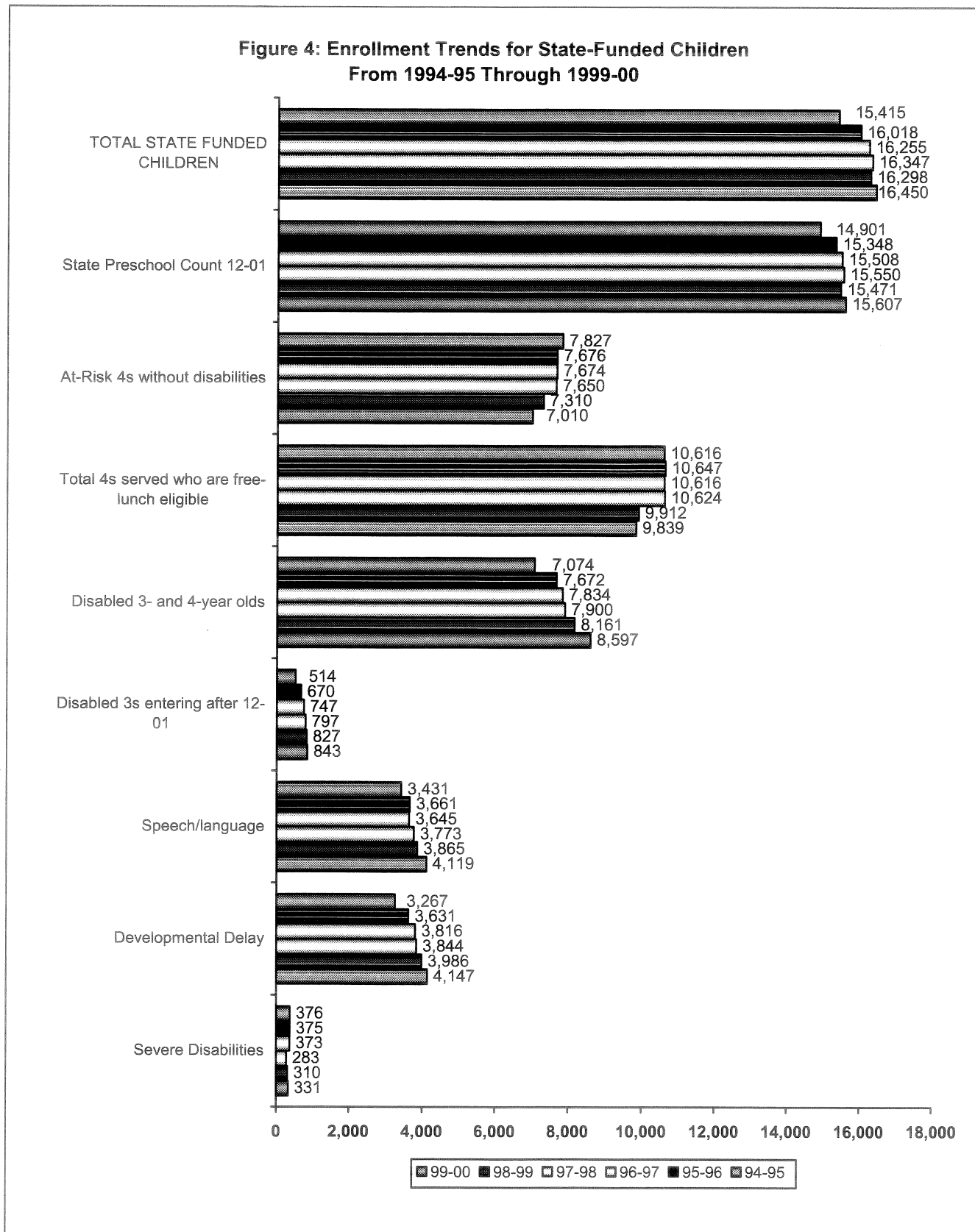
## 2. Number of Students Served by Number of Districts

**State-Funded Enrollment.** Preschool Attachment D is the December 1, 1999, Kentucky Preschool Enrollment Count by school district. The first five columns of the printout include a break-out of the groups used in the weighted formula for preschool. Other columns provide additional information on enrollment statistics. The following is a summary of the 1999-00 printout, with data from four years ago (1995-96) in italics for comparison purposes:

**Figure 3: State Funded Enrollment**

12-1-99 STATE PRESCHOOL COUNT:	TOTAL <b>15,607 children</b> (15,348)
At-Risk 4s without disabilities:	<b>7,010 children</b> (7,676)
Disabled 3- and 4-year-olds:	<b>8,597 children</b> (7,672)
Speech/language:	<b>4,119</b> (3,661)
Developmental delay:	<b>4,147</b> (3,631)
Severe disabilities:	<b>331</b> (375)
DISABLED 3s ENTERING AFTER 12-1-99:	<b>843 CHILDREN</b> (670)
TOTAL 4s SERVED WHO ARE FREE LUNCH ELIGIBLE (12-1-99):	<b>9,839 children</b> (10,647)
Without disabilities:	<b>7,010</b> (7,676)
With disabilities:	<b>2,829</b> (2,971)
ETHNICITY: White: <b>82%</b> ; African Americans: <b>16%</b> ; Hispanic <b>2%</b> ; Others : Less than <b>1%</b>	
Total state-funded children who were limited English Proficient: <b>170</b>	
GENDER: Males (all groups combined): <b>56%</b> ; Females (all groups combined): <b>44%</b>	

Figure 4 shows the patterns and trends in state-funded enrollment over the past six years:



**Trends.** The printout and Figure 4 reflect the following trends regarding the state-funded children:

- ◆ In 1999-00, 70 districts (40%) experienced growth in enrollment of more than 5%, despite the budget shortfall and limited funds available for enrollment, reflecting shifts within the state. **Attachment E** is a map showing which districts increased or declined in enrollment. These shifts do not seem to match population or overall school enrollment changes since state preschool enrollment is also dependent upon local economy, Head Start availability, and interactions with other community programs. These increases appear to be dispersed fairly evenly throughout the state rather than in any clear pattern.
- ◆ State-funded enrollment of income-eligible 4-year-old children without disabilities has significantly decreased (817 fewer children, down 10.4%) since 1995-96.
- ◆ There is a decreasing number and percentage of income-eligible children served in state-funded programs, while the number and percentage of those who also have disabilities has increased on a consistent basis (1,523 more children, 21.5% increase since 1994-95).
- ◆ The number of four-year-olds with disabilities who are free-lunch eligible has declined while there has been a significant increase in non-income eligible four-year-olds with disabilities. This is probably a reflection of welfare reform where fewer families qualify.
- ◆ The number and percentage of 3-year-old children served in the state-funded program remains high (23% of total enrollment). There has been a 64% increase in 3-year-old children who enroll mid-year on their third birthday since 1994-95. This reflects in part the increase in services to infants and toddlers with disabilities operated through First Steps, Kentucky's early intervention system administered by the Cabinet for Health Services. Once identified, these children transition to state preschool funds on the third birthday.
- ◆ The main growth in state-funded children in the last five years has been a shift in the relative number of children with disabilities.
- ◆ Overall, an increasing number and percentage of the children served through state funds have disabilities (55%).

**Additional Children.** On December 1, 1999, school districts served 2,693 additional children who were not eligible for state preschool or Head Start funding. This reflects the state requirement to serve other 4-year-old children as placements are available. It may also reflect an effort by districts to continue to provide mainstream preschool classrooms in the face of increasing numbers and percentages of children with disabilities.

The major public concern about the state-funded preschool program is that it is not available to all four-year-old children. Sources that districts use to support these other children include: general funds, local funds, parent fees (tuition), Title I, corporate, foundation or other donations, and any other sources besides state preschool or federal Head Start funds. Since 1995-96, there has been an increase in services to additional children through greater use of local funds and tuition (162 children, 6%).

**Figure 5: Enrollment of Other Children**

<u>Year</u>	<u>Number of Other 4s</u>	<u>Percentage of Enrollment</u>	<u>Number of Districts Involved</u>	<u>Percentage of Districts Involved</u>
1993-94	1,337	10%	52	30%
1994-95	2,453	16%	68	39%
1995-96	2,531	16%	71	40%
1996-97	2,355	15%	60	34%
1997-98	2,653	17%	64	36%
1998-99	2,850	18%	71	40%
1999-00	2,693	17%	71	40%

**Head Start Enrollment (federal funds).** Services to state-eligible children are provided by a partnership between state and Head Start funds. State-funded and Head Start enrollment data must be reviewed together in order to determine trends and project future enrollment. Although both state funds and Head Start serve income-eligible children and children with disabilities, state funds serve a higher number and percentage of the children who are eligible due to disabilities. The 1999-00 percentages for numbers of children served by category are shown in Figure 6 and Figure 7:

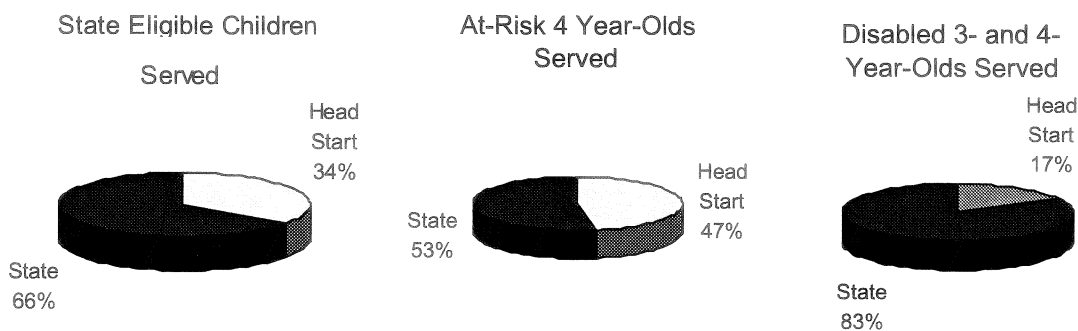
**Figure 6: State and Head Start Partnership**

Head Start funded about **34%** of all the state-eligible children served:  
**47%** of the at-risk 4-year-old children served, and  
**17%** of the disabled 3- and 4-year-old children served

State preschool funded about **66%** of all the state-eligible children served:  
**53%** of the at-risk 4-year-old children served, and  
**83%** of the disabled 3- and 4-year-old children served.

The percentages shown in Figure 6 remained stable over the past year in comparison with 1998-99.

**Figure 7: State and Federal Services**



The percentages in Figure 7 also remained stable when compared with the figures for 1998-99.

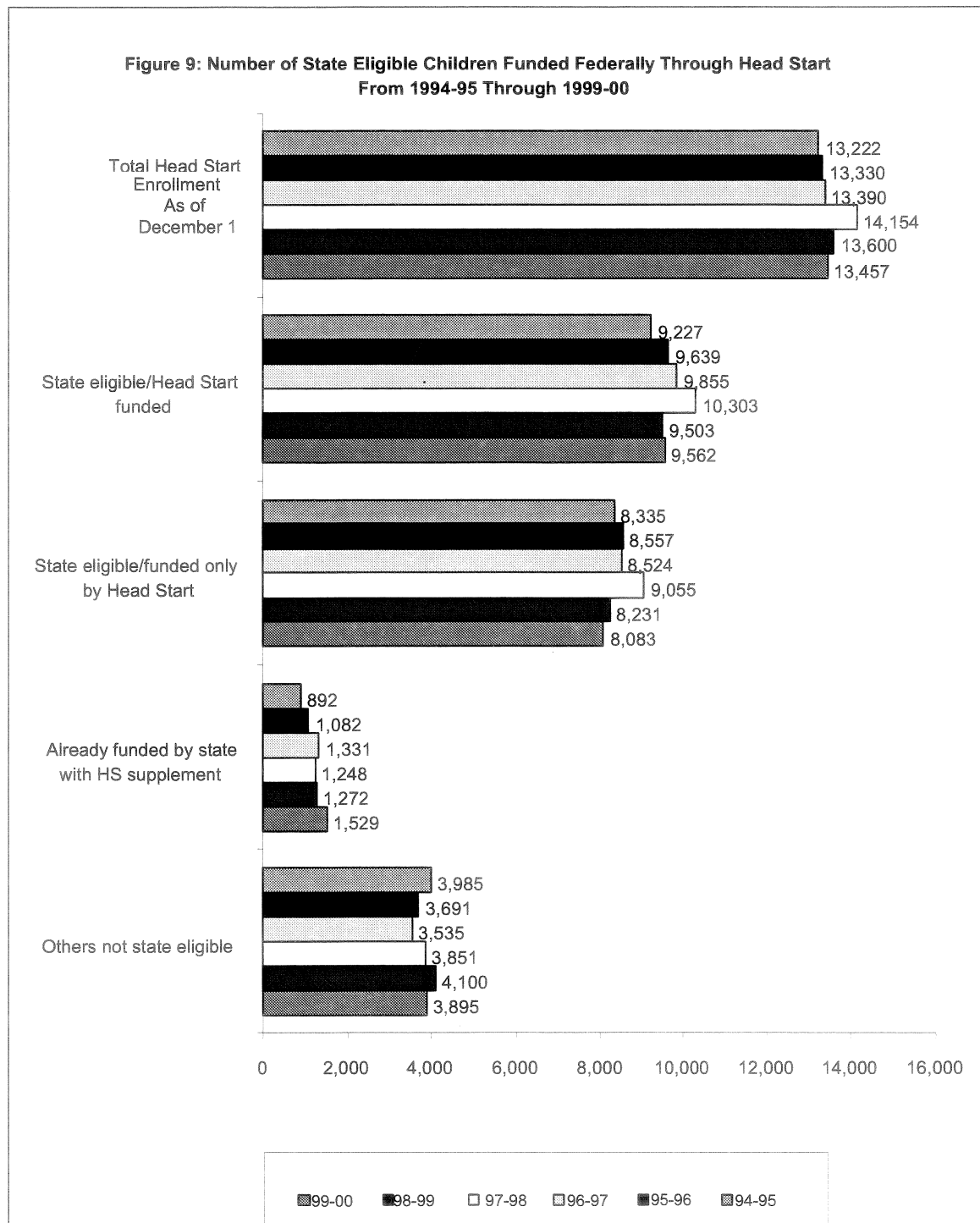
On December 1, 1999, Head Start programs provided an enrollment report by district, showing the number of children funded federally through Head Start, given in Figure 8 (*1995-96 data in italics*):

**Figure 8: Head Start Funded Enrollment**

TOTAL HEAD START ENROLLMENT (12-1-99):	13,457 children ( <i>13,330</i> )
State eligible/Head Start funded	9,562 children ( <i>9,639</i> )
Funded only by Head Start:	8,083 ( <i>8,335</i> )
Funded by state with Head Start supplement ("KERA enhanced"):	1,529 ( <i>1,082</i> )
Others not eligible for state:	3,895 children ( <i>3,691</i> )



The Figure 9 below shows the children eligible for the Kentucky Preschool Program who were enrolled and funded by federal Head Start monies over the past six years.



**Figure 10: At-Risk 4s and Disabled 3s-4s Enrolled in Head Start**

INCOME ELIGIBLE 4-YEAR-OLDS:	8,815	(8,871)
Without disabilities:	7,385	(7,424)
With disabilities:	1,430	(1,447)
Funded only by Head Start:	7,286	(7,789)
State funded/with Head Start supplement: ("KERA Enhanced")	1,073	(1,089)
3S-4S WITH DISABILITIES (16% OF TOTAL ENROLLMENT):	2,177	(2,215) with disabilities of total enrollment
4-year-olds (includes enhanced):	1,570	(1,588)
3-year-olds:	607	(630)

The above data in Figures 9 and 10 reflect the following trends in Head Start enrollment, relative to the state-funded program:

- ◆ In 1999-00, there was a small increase in the state-eligible children served through Head Start (3.6%), from the 1994-95 level in total Head Start enrollment.
- ◆ There was a slight increase (2%) in Head Start enrollment of state-eligible children when compared to 1994-95 figures which may reflect federal quality initiatives with more funding going into staff professional development and community child care partnership start-up funds to meet national initiatives.
- ◆ The number of Head Start children who are not state eligible decreased significantly from the 1998-99 level (205 children, 5% fewer) and dropped to within 2% of the 1994-95 level.
- ◆ There are changes in the types of children served by Head Start which may reflect changes in Head Start's national and regional initiatives relative to welfare reform and additional community partnerships with child care agencies.
- ◆ Five years ago, shifts in Head Start enrollment patterns resulted in enrolling more income-eligible 4-year-olds without disabilities. However, Head Start served these four-year-olds by providing more intense supplemental services ("enhancement") to children who were already enrolled in the state-funded program, rather than serving additional unserved children, i.e. the children were unserved by Head Start, but were already receiving state preschool services. This shift to supplemental services for state-funded children has continued (637 children, 71.4% increase) when compared with the 1994-95 levels of Head Start supplement "enhanced" children.
- ◆ Generally, increases in federal Head Start funds over the last several years have resulted in more intensive services and other program improvements for children and families already served. This reflects Head Start initiatives toward full-day, full-year programs and welfare-to-work. It also reflects collaborative efforts with school districts to counterbalance state preschool budget limitations for children eligible for both programs.

### **3. Projected Changes for 2000-01 and Beyond.**

There is the potential for an increase in enrollment of at-risk four-year-olds in the state-funded program due to factors affecting parental choice in enrolling children. At present, there are no waiting lists in school districts or Head Start for at-risk four-year-olds. However, there may be approximately 3,000 income-eligible 4-year-old children not presently enrolled in state-funded preschool or Head Start because the parent has chosen not to seek enrollment. Parents give several reasons for this and the possible impact of Welfare Reform initiatives on their choices in the future:

## Appendix A

- (1) The parent is out of work and wants to have the child home with the parent. Welfare Reform initiatives may require these parents to go to work, leading to an increased demand for preschool or child care, as well as a demand for longer hours and more days.
- (2) Family needs are changing with more families needing full-day child care. However, there are more limited English proficient families with perhaps different cultural values toward education of preschool children and whether they should be served away from the family.
- (3) The parent has the child enrolled in some other child care program, a placement which is subsidized by federal child care funds through the Cabinet for Families and Children. The new state child care plan in support of Kentucky Welfare Reform does not allow parents to receive child care subsidy where public preschool or Head Start is available and accessible.

At the federal level, Head Start is scheduled for further expansion. Nationally, the priority is to serve additional children full-day, full-year through partnerships. Some funding will go toward quality improvement efforts and toward longer hours of service to children. Expansion grants may not be awarded to serve locations where the Kentucky population growth spurts have occurred in the preschool program or where there is not already a significant level of services.

### 4. Categories of Services

All children served through Kentucky Preschool funds received the following services outlined in state preschool regulations (1995-96 data in italics):

- a half-day developmentally appropriate educational program  
Of the 1,425 sessions serving state-funded preschool children (1996-97: 1,327):
  - 62% (61%) were half-day preschool education programs 3 to 3.5 hours)
  - 9% (11%) provided an educational program between 4-6 hours
  - 29% (28%) were full school day education programs (6 hours or more)
- at least one meal and appropriate nutrition information as part of the curriculum
  - All children received at least one meal, generally with an additional snack
  - Many children, about 63% (53%), received two meals, generally in sessions over 3 hours
- complementary parent education, with a minimum of two home visits and opportunities for other involvement
  - 52% (46%) of the children had a parent who volunteered in the classroom
  - 56% (48%) of the children had a parent who participated in other types of parent education services, in addition to the minimum home visits.
  - (Changes reflect an emphasis on parent involvement.)
- health screening (hearing, vision, growth and general health, immunizations) and appropriate health information as part of the curriculum
  - 98% (97%) of participants were immunized
  - 98% (98%) received health screening/entry physical exam
  - 96% (98%) received hearing screening
  - 95% (96.5%) received vision screening
  - (These activities focus on removing possible barriers to learning.)
- developmental screening (cognitive, communication, adaptive, motor and social-emotional skills)
  - 9.5% (8.7%) of all Kentucky 3- and 4-year-olds were screened, evaluated and provided special education services through state or Head Start funds.
  - 3,459 (5,085) other community children were screened, showed no significant delays and were not enrolled in public preschool or Head Start

- coordination with medical, health, mental health and social services agencies to meet the comprehensive needs of children
  - 96% (93%) of those needing follow up to health screen/physical exam received this
  - 82% (79%) of those needing hearing screening follow up received this
  - 85% (76%) of those needing vision screening follow up received this
 (Changes reflect a focus on reducing physical barriers to learning.)

Data were compiled from the 1995-96 and 1999-00 Kentucky Preschool Performance Reports.

## 5. Number of Contracted, Blended and Direct Provider Programs

### a. Number of Contracted Programs

“Contract” means that state preschool funds were paid to another agency for an educational placement of one or more state-funded preschool children, i.e., transfer of state funds (*1995-96 data in italics*):

**Figure 11: Contracted Programs**

Outside agency operates the total program:	29 school districts	(17%) (32 /19%)
Combination contract and direct provision:	30 school districts	(17%) (26 /15%)
	59 districts contracting	(34%) (58 /33%)

Most contracting continues to be with Head Start and not-for-profit child development centers. Contracting ( full and partial) remains at the 1995-96 level. Partial contracts are sometimes used with individual children with disabilities, and may reflect primarily district special education delivery issues.

### b. Number of Blended Programs

“Blended” means that children under various funding sources are mixed in classrooms, with the following conditions:

- Costs are prorated to Kentucky Preschool and other sources, as appropriate; and
- The classroom is operated meeting the highest program standard, if the fund source requirements are different for the classroom component.

Blended operations may have the different funding sources coordinated either through contract (transfer of funds) or cost-sharing. “Cost-sharing” means that a school district operates a Kentucky Preschool classroom jointly with Head Start, Title I, or other funding sources by sharing proportional costs without any exchange of funds, i.e., each program pays certain costs for the total operation (*1995-96 data in italics*):

**Figure 12: Blended Programs**

122 districts (70%) operate blended programs with one or more of the following sources	(141, 80%)
85 districts (49%) blend with Head Start funded programs	( 82, 47%)
50 districts (29%) blend with local district funds supporting additional children	( 46, 26%)
43 districts (25%) blend with district tuition/fee-based programs	(31, 18%)
12 districts (7%) blend with district federal Title I programs	( 8, 5%)
9 districts (5%) blend with other fund sources (corporate, donation, etc.)	(1998-99: 8, 5%)

In general, blending with Head Start, Title I, and other sources is frequent and widespread. The types of blending are complex with a variety of funding sources represented within programs, even within the districts that fully contract program operations. Because of the complex nature of blending and decreases in some of the other funding sources, some districts have opted to blend only with sources they feel are likely to be available and more stable.

There appears to be more blending of state-funded and Head Start children in the same classrooms than the previous year. This may reflect Head Start initiatives in Welfare Reform for longer days and more intensive services, in combination with the impact of the state preschool shortfall ( i.e., districts seek jointly operating a program where Head Start is expanding to full-day and more intensive services). Kentucky Head Start funds averaged approximately \$4,500 per child last year, significantly more than the state preschool rates. At the present time, federal Head Start initiatives have promoted Head Start-child care partnerships and have increased supplemental funds/services for state funded preschool children.

### c. Number of Direct Provider Programs

School districts have a wide variety of arrangements with Head Start and other preschool education programs to operate the state-funded Kentucky Preschool Program. The result is that only 38 districts (22 %) operate separate classes serving only state-funded children. Figure13 provides a breakout of those operations.

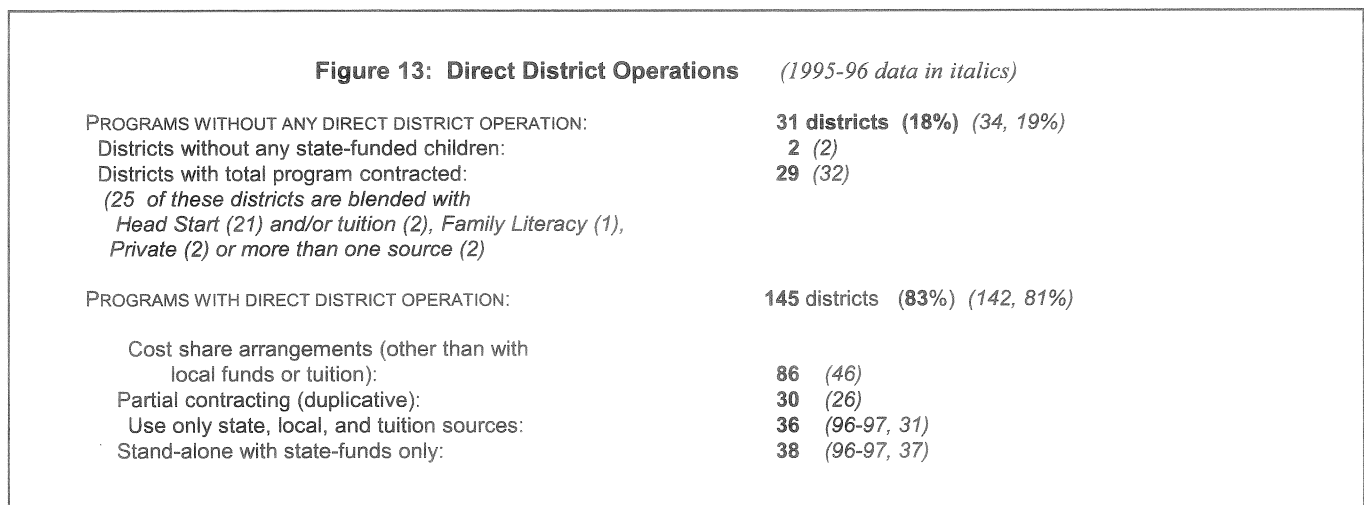
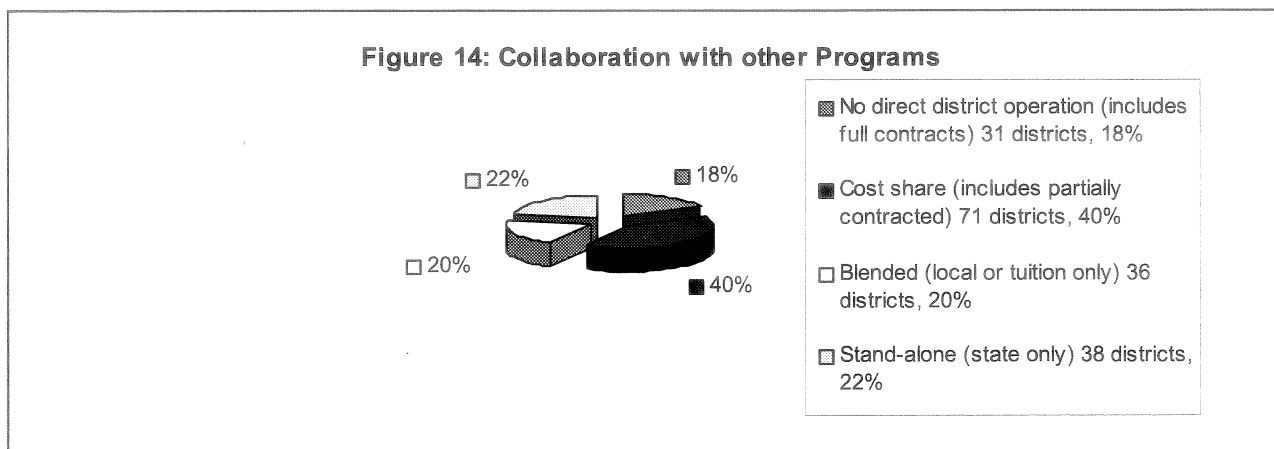


Figure14 gives a summary with districts assigned to only one operations category (the main mode):



#### **6. Number of NAEYC Accredited Programs Recognized by the Kentucky School Board and Number of Accredited Programs Under Study**

a. The National Academy of Early Childhood Programs, the program accreditation arm of the National Association for the Education of Young Children (NAEYC) reported 141 centers in Kentucky in 1998-99. That was a growth of 15 centers over the previous year, and a growth of 3 times the number of centers accredited five years ago. There are now 146 centers across the state that are NAEYC accredited, a growth of 5 centers in the past year.

The number of state-funded preschools, Head Start programs and other private child care and education programs that achieve NAEYC accreditation both individually and in partnerships increases annually. Eighteen individual school districts have achieved accreditation in their centers, 33 districts have achieved accreditation in blended classroom partnerships with Head Start programs and 12 districts (some duplicative count with the previous districts) have linked in partnerships with the other private agencies through contracting arrangements and those private agencies have achieved accreditation. These partnerships for various centers within school districts, within Head Start, and private agencies grow in number annually. **Attachment F** lists the district NAEYC accredited programs and their community partners.

#### **b. Number of Accredited Programs Recognized by the Kentucky Board of Education**

A total of 9 non-public school preschools and kindergartens have been recognized by the Kentucky Board of Education for their educational programs, i.e., curriculum, materials, teacher credentials. Currently, there are no programs waiting to be recognized as accredited sites by the Kentucky Board of Education. This has remained constant the past two years.

**Figure 15: Programs Recognized by the Kentucky Board of Education**

Kentucky State University Rosenwald Center for Early Childhood  
Development (Frankfort)  
Jefferson Community College Early Childhood Child Development Center  
(Louisville)  
Centenary Early Childhood Center (Lexington)  
Ecumenical Preschool, Inc. (Lexington)  
Child Enrichment Center (Elizabethtown)  
West Kentucky Easter Seal Center (Paducah)  
PUSH Early Childhood Development Center (Frankfort)  
Family Place (Louisville)  
Growing Together Preschool, Inc. (Lexington)

#### **7. Transportation Overview**

**Attachment A** includes the transportation add-on as it is calculated into the state preschool award by district. The transportation add-on comprises about 11% of the total state preschool allocation. This is based on a formula amount of \$260 per child. This reflects an increase from 1998-99 (\$248 per child) and return to the 1992-95 add-on amount of \$260 per child. The amount of the preschool transportation add-on in the preschool grant is deducted in the school district's general transportation formula, as calculated by the Division of Pupil Transportation. The amount in **Attachment A** does not reflect actual cost. The \$260 is less than the state average for school-age children (the state average was \$457; preschool was \$197 less per child) and does not allow for the additional funding needed to support the required driver assistants (bus monitors) for preschool.

Transportation is required as a related service if needed for a child with disabilities and is an optional service for at-risk 4-year-olds. Only 4 school districts do not offer this option to at-risk 4-year-olds (Bellevue, Ludlow, Southgate Independents in northern Kentucky, and Butler County). This left only 45 at-risk children enrolled in those districts without this service available:

**Figure 16: Preschoolers Transported by School Districts**

Total State-Funded Preschool Enrollment (12-1-99):	15,607 children
Transportation not available:	45 children
State-funded children transported:	15,562 children
Other preschool children served in district (12-1-99) not funded through state, Head Start	2,693 children
Head Start funded children transported by districts (48% of Head Start enrollment):	6,618 children
<b>TOTAL PRESCHOOL AGE CHILDREN TRANSPORTED BY DISTRICTS:</b>	<b>24,873 CHILDREN</b>

Head Start does not require programs to transport children, nor to provide transportation to all children when transportation is provided to some. As part of the collaborative efforts to assure full utilization of Head Start, 56% of all school districts (99 of 176) provide transportation for Head Start children. Based on local agreements, districts generally provide this service at reduced cost to the Head Start program, absorbing some of the actual cost of transportation through other sources. Since Head Start programs must have a match of 20% of funds from non-federal sources in order to receive the federal Head Start funds, transportation is often used as a part of this match to generate the Head Start funds. There is a provision in state regulation that allows districts to receive state preschool funds for transporting Head Start children, if funds are available. The state preschool budget shortfall has precluded being able to support this. Kentucky has had an excellent safety record in transporting preschool age children, both in the high standards for vehicles and the use of driver assistants (bus monitors) on each bus.

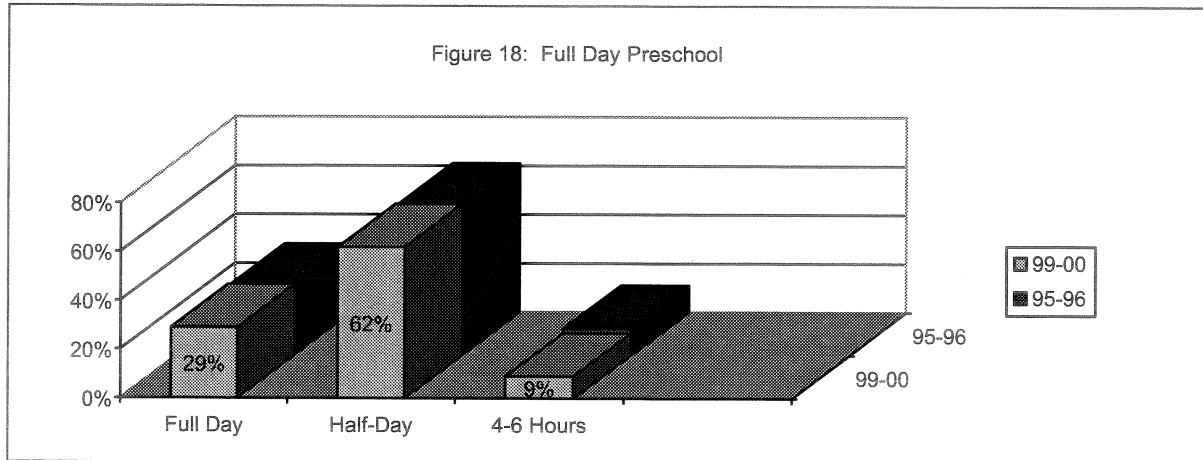
#### **8. Number of Full-Day Preschool Programs**

A full-day preschool education program is a 6- or more hour day with the teacher and instructional staff present. The following provides detail about the length of sessions for the daily educational component, compared to the previous years. These figures do not reflect where after-school child care may be available to extend the school day to address family work schedules. See Figure 16 for how this is delineated statewide.

**Figure 17: Length of Day for Preschool Programs**

	<u>1999-00</u> <u>(for 2000 – 01)</u>	<u>1995-96</u> <u>(for 1996-97)</u>
Total # of sessions	1,425 sessions	1,327 sessions
# of 3-hr. sessions (state minimum length)	529 (37%)	480 (36%)
# of 3.5 hr sessions: (Head Start minimum)	357 (25%)	330 (25%)
# of 4-6 hr sessions:	122 (9%)	150 (11%)
# of 6 or more hr. sessions:	417 (29%)	367 (28%)

With the growth in classrooms since 1995 (98 classrooms, 7% increase over 1995), districts have maintained the basic configuration of length of sessions (with few shifts percentage-wise among the various options) despite funding restrictions. Because of funding constraints, 8 districts have shifted to a full day/alternate day schedule. This is being watched closely for efficacy as the alternate day option for kindergarten was changed for instructional efficacy reasons to half-day/every day kindergarten programs as part of education reform in 1990.



## 9. Number of Full-Day Kindergarten Programs

This question is addressed in the Primary Report.

## 10. Third Party Evaluation Summary: Kentucky Preschool Evaluation Project – 1998-1999

In the spring of 1998, the Kentucky Preschool Evaluation Project Faculty met with staff from the Kentucky Department of Education to identify goals for the 1998-99 study. Based on a review of data from previous years, input from the project advisory board, and a review of KDE priorities and initiatives, two broad areas for study were identified: a) readiness for kindergarten and b) promoting language and literacy in the classroom and home.

**Readiness for kindergarten:** One of the goals of the Kentucky Preschool Program is to give children an early childhood experience that provides them with the skills and experiences needed to support their success in kindergarten.

Three questions were designed to examine the population of children who are or might be in need of a preschool program so that they do possess the skills and experiences needed to support success in kindergarten:

- (1) Are there children who are having trouble in kindergarten who could benefit from the preschool program who are currently not eligible for the Kentucky Preschool Program?
- (2) What are the standards against which we should be judging the extent to which children are prepared for kindergarten?
- (3) What are the barriers to participation in the Preschool Program? What, if any, other programs do eligible children attend in place of the Preschool Program?

**Summary and Recommendations – Readiness for kindergarten:** Although the sample size was too small for conclusions, the findings indicate that most of the children in the sample who were not eligible for the Preschool Program (i.e., children from middle and high income families) made a successful transition to kindergarten. The findings from this analysis and other research on the effects of risk factors on children's success in school demonstrates that children who transition to school most successfully are most likely to come from homes with two parents, parents with higher education levels, mothers



and fathers who feel closer to their children, and parents who view their children more positively on both behavioral and cognitive measures.

The researchers recommend two strategies for exploring an expansion of the eligibility criteria. First, institute a critical review of other states' criteria and their programs' outcome data to provide additional information to use in considering expanding Kentucky's eligibility criteria. In order to establish a rank ordering of risk factors and related eligibility criteria, consideration should be given to an expanded research investigation that would include the identification of a larger sample of children.

Overall, parents who chose to send their children to the Kentucky Preschool Program did so because they believed the program would benefit their child and the program worked for the family logistically. Those who did not send their children made that choice primarily because they thought their child was too young for school or they wanted to keep their child at home. The researchers concluded that local programs do an excellent job of locating and recruiting eligible children. To increase the number of eligible children who attend, local programs need to disseminate information to parents about the appropriateness of the program for young children and consider logistical changes (location, hours, transportation, etc.)

***Promoting language and literacy in the classroom and home:*** The purpose of this part of the study was to develop a set of professional development recommendations for teachers related to strategies for facilitating and supporting children's language and literacy development in the classroom and supporting family's use of the strategies at home. This study had three key objectives:

- (1) A review of the research literature as well as concept papers and recommended practices documents from relevant professional organizations for the purpose of identifying recommended practices related to facilitating children's language and literacy development at home and in the classroom;
- (2) An analysis of the extent to which the Kentucky Preschool Programs are implementing these recommended practices;
- (3) A set of recommendations about professional development needs of teachers in the Kentucky Preschool Programs related to facilitating and supporting children's language development at home and in the classroom.

***Summary and recommendations – promoting language and literacy in the classroom and home:***

- (1) Classroom observations, parent and teacher surveys, and interviews identified several key language and literacy experiences that teachers consistently implement including: reading to children, providing follow-up activities related to stories, demonstrating that words convey meaning, and providing children with feedback related to language and literacy instruction.
- (2) The observations, surveys, and interviews also resulted in the identification of important language and literacy experiences that were not consistently occurring in preschool classrooms including: the availability of books, writing utensils, and other literacy materials throughout the classroom; the use of facilitation strategies that build on the child's current knowledge, extend their play, and support children's use of higher level thinking skills; and the use of strategies and activities that introduce children to written language.
- (3) These findings resulted in the identification of several professional development recommendations. These recommendations focused both on the content and process of professional development. The content recommendations reflected the areas of needs identified above. The critical features of the process recommendations included: developing a comprehensive plan for professional development that reflects a holistic approach to language and literacy instruction, individualizing professional development activities based on an assessment of the strengths and needs of individual teachers, building ongoing support and assistance into professional development activities, and including families in the development and implementation of the activities.

**KDE Implementation of Recommendations:** The results of the Kentucky Preschool Evaluation Project are shared with all Preschool Coordinators, Early Childhood Regional Training Center Staff and other interested parties through leadership meetings held regionally throughout the state and will be an emphasized component of the training for new Preschool Coordinators at their Fall 2000 meeting in October. The regional meetings during the 1999-2000 particularly focused on preschool and primary collaboration in curriculum, including literacy and language development activities.

The annual summer Early Childhood Conference featured professional development that focused on children's language and literacy development. Keynote addresses and workshops provided approximately 700 early childhood teachers and other staff members with information concerning the development of effective literate and language-focused early childhood environments.

Included on the annual Preschool Performance Report submitted by every district at the end of this school year, there was a question included concerning the number of limited English proficient students. This will help us to partially determine if this is one of the risk factors that need to be taken into consideration as we look at additional eligibility criteria.

#### **11. Overview of Plans to Interface With Governor's Early Childhood Initiative** **House Bill 706**

The Governor's Early Childhood Development Task Force, which developed the recommendations for HB 706, included both the Commissioner of Education and the Cabinet Secretary for Secretary for Education, Arts and Humanities. The work groups were broad-based and included participation by Kentucky Department of Education preschool staff as well as others (Secondary Vocational, Student and Family Support). Input into the KIDS NOW initiative, HB 706, was given with continued collaborative partnerships with First Steps, Head Start, Early Head Start, and child care at the state and local levels. The Department's Early Childhood Advisory Council met several times with Kim Townley of the Governor's Office of Early Childhood Development.

Once HB 706 passed, the staff of the Governor's Office of Early Childhood Development created new workgroups that will provide recommendations on how the KIDS NOW initiative can be successfully implemented. The workgroups' recommendations will be formed collaboratively through membership that includes representatives from child care, public preschool, health agencies, Head Start, early intervention, post-secondary teacher preparation programs, professional development/technical assistance providers, and parents. KDE staff, including preschool, school health and other personnel, are members of several of the workgroups. The Department's bi-monthly Preschool Administrator's Packet is utilized for dissemination of early childhood materials, including KIDS NOW information, to keep local preschool coordinators informed concerning state priorities across all early childhood care and education.

There are three areas of particular interface with HB 706:

- (1) Early Childhood Development Authority,
- (2) Vision examination for entry students, and
- (3) Professional Development Council.

**Early Childhood Development Authority:** The Authority will make determination of the use of HB 706 funds for expanding quality services in local communities. Public schools are represented on the Authority by the Cabinet Secretary for Education, Arts, and Humanities and family resource centers (FRYSC) by the Cabinet Secretary for Children and Families. Department staff will work closely with the Secretary and the Governor's Office to support the efforts of the Authority as decisions are made and will continue to work with FRYSC's and local early childhood groups (Preschool Interagency Planning Councils, PIPCs) through the work groups for the Authority established by the Governor's Office. Local Early Childhood Councils for receiving HB 706 funds will be selected by the local school district's FRYSC coordinator and the local child care resource and referral agency.

**Vision Exam.** The Kentucky Board of Education has promulgated an emergency regulation to address the new vision examination requirement for entry preschoolers and kindergartners (initial action at the August Board meeting.) The Department has coordinated with the Governor's Office for assistance in working with the ophthalmologists and optometrists statewide to assure availability and quality of eye exams for young children. Preschool and school health coordinators are

## *Appendix A*

receiving information as it becomes available, given the January 2001 timeline.

***Early Childhood Professional Development Council.*** Department staff are active participants on the professional development work groups, helping to coordinate training as well as articulation and career paths from early childhood paraprofessional status through teacher preparation (Interdisciplinary Early Childhood Education certification). The Department is sponsoring a web page for the Kentucky Institute of Early Childhood Professional Development that will list the professional development offering throughout the state for all early childhood educators. Further, the Department co-sponsors an annual retreat, now in its sixth year, with the Cabinet for Health Services (First Steps). The retreat brings together the training and technical assistance networks for early childhood programs in Kentucky. Members include the Early Childhood Regional Training Centers, Child Care Resource and Referral training network, Early Intervention consultants (First Steps) network, Head Start Trainers/Technical Assistance network and part of the Parent Advocacy network (KY-SPIN and PINK). This collaborative sharing assists with state system change as the various training and technical assistance networks in early childhood examine state early childhood initiatives and priorities together.

**Master Plan for Education Technology  
1998/2000 Update Budget**

Student Expenditures  
School Expenditures  
District Expenditures  
State Expenditures

1998/2000 Update Master Plan for Education Technology Budget	Current Cost per Unit	Unmet Need Goal	Current Number Needed	Total Cost	Fund Source
<b>Student Expenditures</b>					
<b>Hardware</b>					
<i>New Student Workstations</i>	\$1,350	100,000	47,359	\$63,934,650	S/L
<i>Student Workstation Enet/TR Network Interface Cards</i>	\$63	100,000	50,307	\$3,169,341	S/L
<i>Assistive and Adaptive Technology</i>	\$500	3,822	3,822	\$1,911,000	S/L
<b>Total Student Hardware</b>				<b>\$69,014,991</b>	
<b>Software</b>					
<i>Instructional Software &amp; updates</i>	\$100	100,000	100,000	\$10,000,000	S/L
<b>Total Student Software</b>				<b>\$10,000,000</b>	
<b>Maintenance</b>					
<i>Student Hardware</i>	\$153		14,208	\$2,180,398	L
<b>Total Student Maintenance</b>				<b>\$2,180,398</b>	
<b>Total Student</b>				<b>\$81,195,389</b>	
1998/2000 Update Master Plan for Education Technology Budget	Current Cost per Unit	Unmet Need Goal	Current Number Needed	Total Cost	Fund Source
<b>School Expenditures</b>					

Appendix B

<b>Professional Development for Teacher</b>					
<i>Proficiency Training</i>	\$100	40,680	<b>40,680</b>	\$8,136,000	S/L
<b>Total Professional Development for Teacher</b>				<b>\$8,136,000</b>	
<b>Hardware</b>					
<b>Classroom</b>					
<i>New Classroom Teacher Workstations</i>	\$1,450	40,680	<b>25,189</b>	\$36,524,050	S/L
<i>Classroom Teacher Workstation Enet/TR Network Interface Cards</i>	\$63	40,680	<b>27,126</b>	\$1,708,938	S/L
<i>Classroom Dot Matrix/Inkjet Printers</i>	\$296	37,734	14,652	\$4,330,417	S/L
<i>Instructional Laser Printers</i>	\$1,518	1,767	<b>251</b>	\$381,357	S/L
<i>Instructional CDROM</i>	\$2,500	1,392	<b>994</b>	\$2,485,000	S/L
<i>Instructional File Servers</i>	\$7,000	1,698	<b>1,480</b>	\$10,361,680	S/L
<b>Total Classroom Hardware</b>				<b>\$55,791,442</b>	
<b>Staff</b>					
<b>Hardware</b>					
<i>New School Staff Workstations</i>	\$1,450	7,098	<b>5,653</b>	\$8,196,850	S/L
<i>School Staff Workstation Enet/TR Network Interface Cards</i>	\$63	7,098	<b>3,978</b>	\$250,614	S/L
<i>School Staff Dot Matrix/Inkjet Printers</i>	\$296	1,392	<b>0</b>	\$0	S/L
<i>School Staff Laser Printers</i>	\$1,518	1,392	<b>559</b>	\$848,505	S/L
<i>School Administrative Servers</i>	\$7,957	1,392	<b>1,229</b>	\$9,778,600	S/L
<b>Total Staff Hardware</b>				<b>\$19,074,569</b>	
<b>Total School Hardware</b>				<b>\$74,866,011</b>	
<b>Software</b>					
<i>Network Operating System Purchase/Install</i>	\$35	195,556	<b>195,556</b>	\$6,844,460	S/L
<i>Student/School Management Software</i>	\$12,500	1,392	<b>461</b>	\$5,762,500	S/L
<i>Classroom Instructional &amp; updates</i>	\$400	37,734	<b>37,734</b>	\$15,093,600	S/L
<i>Network Management SW</i>	\$2,500	1,461	<b>1,461</b>	\$3,652,500	S/L
<b>Total School Software</b>				<b>\$31,353,060</b>	

<b>Network</b>					
Classroom Network for Teacher Data Wiring Runs	\$60.00	62,850	<b>37,924</b>	\$2,092,817	S/L
Classroom Network Teacher Voice Wiring Runs	\$60.00	37,734	<b>20,036</b>	\$661,520	S/L
Classroom Network Teacher Video Wiring Runs	\$49.50	37,734	<b>1,887</b>	\$92,406	S/L
Classroom Network Student Data Wiring Runs	\$60	150,000	<b>52,485</b>	\$3,149,100	S/L
School Staff Network Data Wiring Runs	\$60	13,569	<b>12,294</b>	\$737,640	S/L
School Staff Network Voice Wiring Runs	\$60.00	2,784	<b>28</b>	\$1,670	L
School Network Wiring Closet	\$1,943	2,157	<b>713</b>	\$1,385,359	S/L
School Network Hub Chassis and Mgt Module	\$3,500	974	<b>412</b>	\$1,443,400	S/L
School Network Managable Enet/TR Concentrator ports	\$40	144,294	<b>32,817</b>	\$1,312,686	S/L
School Network Bridges	\$400	340	<b>317</b>	\$126,800	S/L
School to District Network End Routers	\$2,300	1,461	<b>818</b>	\$1,881,400	S/L
School to District Network DSU/CSUs	\$1,100	1,461	<b>833</b>	\$916,300	S/L
School Telecommuting Dial-In Router Modems	\$205	2,784	<b>2,224</b>	\$455,920	S/L
School to District Network Phone Line/Fiber Installation	\$700	1,461	<b>835</b>	\$584,500	S/L
School Telecommuting Dial-In Router	\$2,500	1,461	<b>1,401</b>	\$3,502,500	S/L
School Network Stackable Master SNMP Mgt Module and ports	\$55	17,818	<b>13,594</b>	\$747,648	S/L
School Data/Voice/Video Wiring Design	\$31	304,695	<b>150,644</b>	\$4,669,979	S/L
School Data/Voice/Video Wiring Install	\$63	304,695	<b>153,548</b>	\$9,673,554	S/L
Fiber Backbone	\$525	1,461	<b>990</b>	\$519,750	S/L
<b>Total School Network</b>				<b>\$33,954,950</b>	
<b>Voice/Video Hardware</b>					
Classroom Television Monitors	\$516	37,734	<b>8,045</b>	\$4,151,220	S/L
School Phone System - PBX	\$15,000	1,114	<b>682</b>	\$10,224,000	S/L

*Appendix B*

Classroom Phone Handsets	\$100	37,734	<b>22,419</b>	\$2,241,900	S/L
<b>Total Voice/Video Hardware</b>				<b>\$16,617,120</b>	
<b>Maintenance</b>					
School Hardware				\$4,045,143	L
School Network Hardware				\$3,731,576	L
School Phone System - Centrex	\$7,500	278	278	\$4,176,000	S/L
<b>Total School Maintenance</b>				<b>\$11,952,719</b>	
<b>Total School</b>				<b>\$176,879,859</b>	
<b>1998/2000 Update Master Plan for Education Technology Budget</b>	<b>Current Cost per Unit</b>	<b>Unmet Need Goal</b>	<b>Current Number Needed</b>	<b>Total Cost</b>	<b>Fund Source</b>
<b>District Expenditures</b>					
<b>Hardware</b>					
New District Staff Workstations	\$1,675	1,760	<b>0</b>	\$0	S/L
District Staff Workstation Enet/TR Network Interface Cards	\$63	1,760	<b>0</b>	\$0	S
District Staff Dot Matrix/Inkjet Printers	\$296	176	<b>0</b>	\$0	S/L
District Staff Laser Printers	\$3,904	176	<b>0</b>	\$0	S/L
High Speed Dot Matrix/Line Printer	\$2,500	176	<b>0</b>	\$0	S
District Office Administrative File Servers	\$10,000	176	<b>1</b>	\$10,000	S
District Office Communication and Application File Servers	\$10,000	176	<b>35</b>	\$350,000	S
<b>Total District Hardware</b>				<b>\$360,000</b>	
<b>Software</b>					
<i>Network Operating System</i>	\$110	1,760	<b>1,760</b>	\$193,600	S
<i>District Administration Software</i>	\$9,545	176	<b>176</b>	\$1,679,920	S
<i>Office Services Software</i>	\$500	176	<b>176</b>	\$88,000	S
Supplemental Systems Software	\$5,100	176	<b>176</b>	\$897,600	S/L
<b>Total District Software</b>				<b>\$2,859,120</b>	
<b>Network</b>					
District Staff Network Data Wiring Runs	\$60	1,760	<b>0</b>	\$0	S/L

District Office Network Wiring Closet	\$1,943	176	0	\$0	S/L
District Network Enet/TR Concentrators	\$40	1,760	0	\$0	S/L
State to District to School End/Intermediate Routers	\$2,300	1,637	1,205	\$2,771,500	S/L
District to School Network DSU/CSUs	\$1,000	1,637	1,116	\$1,116,000	S/L
District to State Network DSU/CSUs	\$1,000	176	0	\$0	S
District to State Phone Line Install	\$400	176	0	\$0	S
Modems	\$205	352	53	\$10,865	S/L
District Office Network Dial-In Router	\$2,500	176	96	\$240,000	S/L
District Data/Voice/Video Wiring Design	\$29	1,760	0	\$0	S/L
District Data/Voice/Video Wiring Install	\$59	1,760	0	\$0	S/L
<b>Total District Network</b>				<b>\$4,138,365</b>	
<b>Maintenance</b>					
District Hardware			0	\$1,162,853	L
District Network			0	\$354,625	L
<b>Total District Maintenance</b>				<b>\$1,517,479</b>	
<b>Education Cooperatives</b>				<b>\$68,800</b>	<b>S/L</b>
<b>Total District</b>				<b>\$8,943,764</b>	
<b>1998/2000 Update Master Plan for Education Technology Budget</b>	<b>Current Cost per Unit</b>	<b>Unmet Need Goal</b>	<b>Current Number Needed</b>	<b>Total Cost</b>	<b>Fund Source</b>
<b>State Expenditures</b>					
<b>Hardware</b>					
New ETAC Workstations	\$1,675		20	\$33,504	S
ETAC Dot Matrix/Inkjet Printers	\$296		0	\$0	S
ETAC Staff Laser Printers	\$1,518		0	\$0	S
ETAC Network Mgt File Servers	\$20,000		5	\$100,000	S
ETAC Application/Comms Server for School Services	\$7,957		9	\$71,609	S



*Appendix B*

RSC Fileserver	\$7,000		8	\$56,000	S
RSC Workstations	\$1,675		60	\$100,500	S
RSC Laser Printers	\$1,608		8	\$12,864	S
<b>Total State Hardware</b>				<b>\$374,477</b>	
<b>Software</b>					
Instructional Software	\$200		100	\$20,000	S
District Administration Software	\$40,000		0	\$0	S
ETAC Network Mgt and Support SW	\$35,000		4	\$140,000	S
KETS RDBMS	\$100,000		1	\$100,000	S
KETS Information Repository	\$100,000		1	\$100,000	S
Office Services Software	\$2,000		100	\$200,000	S
KETS Development Software	\$100,000		1	\$100,000	S
<b>Total State Software</b>				<b>\$660,000</b>	
<b>Network</b>					
ETAC Workstation Network Enet Interface Cards	\$63		0	\$0	S
ETAC Site Network Data Wiring Runs	\$60		150	\$9,000	S
ETAC Site Network Voice Wiring Runs	\$60		10	\$600	S
ETAC Site Network Wiring Closet	\$1,943		1	\$1,943	S
State to ETAC Network End Routers	\$2,300		2	\$4,600	S
State to ETAC Network DSU/CSUs	\$1,000		2	\$2,000	S
ETAC Site Network Telecommuting Dial-up Router Servers	\$2,500		2	\$5,000	S
ETAC Support Technology	\$33,445		1	\$33,445	S
ETAC Network Capable Work Pods	\$2,000		10	\$20,000	S
Fiber Backbone	\$525		1	\$525	S
RSC Modem	\$205		16	\$3,280	S
RSC Telecommunications Dial-up Router	\$3,000		8	\$24,000	S
RSC Network Data Runs	\$60		8	\$480	S

State Network Communications Hardware/ Software	\$200,000		1	\$200,000	S
<b>Total State Network</b>				<b>\$304,873</b>	
<b>Voice/Video Hardware</b>					
ETAC ACD Call Directing System	\$50,000		1	\$50,000	S
ETAC Phone System - PBX	\$15,000		1	\$15,000	S
ETAC Phone Handsets	\$32		10	\$320	S
<b>Total Voice/Video Hardware</b>				<b>\$65,320</b>	
<b>Maintenance</b>					
ETAC Hardware	\$100,000		2	\$200,000	S
ETAC Software	\$100,000		2	\$200,000	S
ETAC Facility & Network Hardware	\$300,000		2	\$600,000	S
DAS Facility & Network Hardware	\$100,000		2	\$200,000	S
<b>Total State Level Maintenance</b>				<b>\$1,200,000</b>	
<b>Personnel Support for Schools and District Offices</b>					
School & District Office KETS Help Desk	1,000,000	2	2	\$2,000,000	S
District Administrative System Support for Schools & District Offices	1,500,000	2	2	\$3,000,000	S
Education Technology Instructional Leaders & Professional Development	\$808,000	2	2	\$1,616,000	S
Network Project & Implementation Engineers for Schools & District Offices	\$1,600,000	2	2	\$3,200,000	S
<b>Total Personnel Support for Schools and District Offices</b>				<b>\$9,816,000</b>	
<b>Total State</b>				<b>\$12,420,670</b>	
<b>Operations</b>					
<b>Telecommunications</b>					
State to Regional Hubs to 176 Districts and RSCs	\$1,002		184	\$4,424,832	S
State to ETAC/KDE Network Phone Lines	\$992		2	\$47,616	S
School to District Network Phone Lines	\$390		1,461	\$13,674,960	L

*Appendix B*

<b>Education Cooperative to Regional Hub</b>	<b>\$368</b>		<b>8</b>	<b>\$70,656</b>	<b>S</b>
<b>Total Telecommunications</b>				<b>\$18,218,064</b>	
<b>Supplies</b>					
<b>Total Supplies</b>				<b>\$0</b>	<b>L</b>
<b>Total Operations</b>				<b>\$18,218,064</b>	<b>L</b>
<b>Contingency</b>					
				<b>\$0</b>	<b>S</b>
<b>GRAND TOTAL</b>				<b>\$297,657,745</b>	

For more information regarding the Master Plan Update of the Master Plan Budget, contact Linda Pittenger.

***Last Updated: April 1998***

**TECHNOLOGY OFFERS OF ASSISTANCE  
1994-2000**

District	1993	1994	1995	1996	1997	1998	1999	2000	Total
ADAIR CO.	82,822	83,656	57,241	56,860	51,979	59,593	268,240	82,586	742,977
ALLEN CO.	83,981	85,172	60,261	61,977	55,363	65,417	302,534	157,871	872,576
ANCHORAGE	13,175	12,279	8,435	8,089	7,505	9,312	43,658	14,466	116,919
ANDERSON CO.	88,593	91,362	64,357	65,313	59,395	69,787	325,909	224,871	989,587
ASHLAND	116,459	115,522	79,775	79,867	69,524	80,011	359,565	80,511	981,234
AUGUSTA	9,000	8,687	6,170	6,429	5,756	6,697	29,658	27,739	100,136
BALLARD CO.	46,711	46,031	31,213	30,928	27,458	31,674	141,781	106,899	462,695
BARBOURVILLE	21,312	22,296	15,164	14,688	13,623	16,214	69,541	48,725	221,563
BARDSTOWN	49,092	49,237	34,192	33,644	30,053	36,143	173,555	50,412	456,328
BARREN CO.	100,703	101,962	70,996	73,057	65,501	79,799	368,334	193,309	1,053,661
BATH CO.	57,260	58,041	39,349	39,891	35,008	42,051	193,682	42,392	507,674
BEECHWOOD	29,063	30,198	21,507	22,021	19,501	22,470	105,470	3,100	253,330
BELL CO.	123,354	116,883	75,019	75,336	64,309	72,699	324,363	261,504	1,113,467
BELLEVUE	30,427	31,048	21,424	22,052	19,279	20,808	95,376	30,790	271,204
BEREA	29,875	28,865	21,040	22,320	20,549	23,726	108,237	47,570	302,182
BOONE CO.	326,055	335,528	236,659	241,866	221,709	261,063	1,217,989	38,450	2,879,319
BOURBON CO.	84,162	88,032	60,422	59,337	52,009	60,126	278,365	147,959	830,412
BOWLING GREEN	112,112	108,704	73,826	74,298	65,179	75,408	343,034	78,268	930,829
BOYD CO.	133,573	125,363	82,847	82,700	73,436	83,440	368,099	216,757	1,166,215
BOYLE CO.	81,306	82,813	57,772	56,014	50,243	58,574	271,869	118,313	776,904
BRACKEN CO.	35,864	36,623	25,914	26,612	24,370	27,573	121,363	3,350	301,669
BREATHITT CO.	91,508	86,284	56,603	56,373	50,483	58,334	261,363	248,164	909,112
BRECKINRIDGE CO.	85,588	88,101	60,813	61,116	55,248	63,043	230,715	8,800	653,424
BULLITT CO.	313,300	314,089	212,038	212,899	190,925	224,490	1,032,494	29,900	2,530,135
BURGIN	13,008	12,842	8,855	8,751	7,906	8,830	37,677	39,499	137,368
BUTLER CO.	72,890	73,760	51,461	52,162	46,300	53,091	241,461	18,612	609,537
CALDWELL CO.	68,412	67,571	46,612	46,801	41,983	48,073	213,853	117,207	650,522
CALLOWAY CO.	96,685	101,026	70,339	71,759	63,951	72,605	192,758	10,400	679,523
CAMPBELL CO.	134,381	141,510	97,520	102,418	92,856	108,672	421,460	15,300	1,114,117
CAMPBELLVILLE	46,302	47,081	32,745	33,034	28,905	32,737	146,485	87,827	455,116
CARLISLE CO.	27,561	27,535	18,836	18,980	17,065	19,788	91,291	2,850	223,906
CARROLL CO.	57,520	58,825	40,258	39,803	34,795	39,547	176,859	45,821	493,428
CARTER CO.	154,823	152,062	103,936	104,365	91,746	105,933	476,168	66,707	1,255,740
CASEY CO.	81,872	82,254	55,638	53,790	47,259	54,391	247,475	155,610	778,289
CAVERNA	32,707	30,972	20,572	21,258	18,898	21,170	95,648	84,625	325,850
CHRISTIAN CO.	282,948	289,939	198,899	194,752	171,456	198,647	888,026	501,114	2,725,781
CLARK CO.	171,135	168,693	114,700	114,373	103,609	117,947	529,525	153,403	1,473,385
CLAY CO.	147,661	143,932	98,497	97,856	86,058	98,124	439,197	16,300	1,127,625
CLINTON CO.	51,704	50,553	34,368	33,723	30,443	34,381	151,749	76,094	463,015
CLOVERPORT	10,947	11,118	7,676	7,778	6,514	7,540	33,085	32,297	116,955
CORBIN	64,987	65,281	43,922	43,198	37,712	42,420	194,331	151,389	643,240
COVINGTON	170,257	169,277	112,827	111,614	98,557	112,034	493,405	91,188	1,359,159
CRITTENDEN CO.	49,612	50,318	34,271	34,452	30,708	35,159	163,464	5,050	403,034
CUMBERLAND CO.	38,085	37,048	25,575	25,969	22,987	27,301	122,842	4,250	304,057
DANVILLE	59,473	60,086	41,288	40,472	35,924	40,968	182,291	127,361	587,863
DAVIESS CO.	302,411	315,323	218,722	221,101	200,655	230,188	1,045,307	261,595	2,795,302
DAWSON SPRINGS	21,107	21,480	15,015	14,946	13,438	15,213	68,062	35,993	205,254
DAYTON	42,155	41,852	29,486	29,115	25,975	30,087	126,134	51,977	376,781
EAST BERNSTADT	12,668	12,421	8,902	8,930	8,315	10,323	48,798	10,337	120,694
EDMONSON CO.	61,621	59,606	39,871	40,611	36,538	42,617	192,819	0	473,683
ELIZABETHTOWN	62,222	64,628	44,734	45,472	40,568	46,639	223,138	69,695	597,096
ELLIOTT CO.	43,696	43,344	29,249	29,326	25,936	28,880	125,003	4,450	329,884
EMINENCE	18,095	16,990	11,905	12,024	10,700	11,727	52,830	66,839	201,110
ERLANGER	68,388	66,849	47,390	47,715	44,118	51,252	230,496	113,185	669,393
ESTILL CO.	88,419	87,759	59,620	59,134	52,533	60,515	268,654	176,566	853,200
FAIRVIEW	23,293	23,542	15,717	15,946	14,067	15,262	68,891	58,066	234,784
FAYETTE CO.	991,417	1,002,320	690,385	691,793	620,611	723,216	3,271,050	746,584	8,737,376
FLEMING CO.	74,755	72,948	49,537	53,087	47,229	53,801	246,938	79,883	678,178
FLOYD CO.	270,384	260,031	178,116	174,634	152,230	172,672	755,418	22,750	1,986,235
FT. THOMAS	70,796	70,544	50,623	52,537	47,006	54,881	248,808	59,812	655,007
FRANKFORT	25,864	26,240	18,630	19,436	17,361	20,547	92,008	28,298	248,384
FRANKLIN CO.	196,978	195,745	131,271	130,919	115,754	132,161	598,203	185,798	1,686,829
FULTON CO.	27,193	27,169	19,236	19,508	16,892	19,722	88,984	77,463	296,167

**TECHNOLOGY OFFERS OF ASSISTANCE  
1994-2000**

District	1993	1994	1995	1996	1997	1998	1999	2000	Total
FULTON	19,781	19,049	12,870	13,428	11,431	13,287	55,115	52,006	196,967
GALLATIN CO.	33,352	33,645	24,239	24,893	23,230	27,981	136,170	103,695	407,205
GARRARD CO.	62,006	62,041	43,991	45,025	41,041	48,671	226,845	85,053	614,673
GLASGOW	73,967	73,000	49,516	48,774	44,461	50,325	222,891	6,650	569,584
GRANT CO.	88,961	93,158	65,233	68,906	63,636	75,584	352,453	17,124	825,055
GRAVES CO.	132,709	134,426	93,013	93,534	85,688	100,462	341,771	12,400	994,003
GRAYSON CO.	126,824	128,261	87,925	87,420	78,864	92,258	418,992	119,869	1,140,413
GREEN CO.	55,039	54,539	37,411	38,388	33,898	39,105	176,949	74,635	509,964
GREENUP CO.	118,670	112,293	76,836	77,368	67,495	77,688	346,629	141,734	1,018,713
HANCOCK CO.	51,753	50,971	34,290	33,804	31,123	35,518	159,398	49,124	445,981
HARDIN CO.	402,087	420,808	292,883	296,070	261,026	300,652	1,335,555	38,700	3,347,781
HARLAN CO.	204,366	199,241	133,463	130,154	111,711	126,922	558,398	63,016	1,527,271
HARLAN	32,936	29,967	20,513	19,845	17,785	20,760	92,803	19,654	254,263
HARRISON CO.	101,223	101,921	67,770	68,878	61,200	71,829	328,832	295,583	1,097,236
HARRODSBURG	29,438	29,021	19,920	20,058	18,067	20,426	98,795	136,801	372,526
HART CO.	73,263	72,082	50,284	50,574	44,297	51,741	237,597	104,302	684,140
HAZARD	42,492	40,319	27,809	28,238	23,965	25,805	114,598	3,500	306,726
HENDERSON CO.	248,890	251,741	169,491	167,513	147,983	169,297	752,226	325,423	2,232,364
HENRY CO.	63,787	64,092	43,163	43,363	39,306	46,239	210,683	6,600	517,233
HICKMAN CO.	29,535	28,451	19,294	19,231	16,907	19,934	87,786	32,908	254,046
HOPKINS CO.	252,337	247,704	166,303	163,485	144,439	165,397	745,842	383,850	2,269,357
JACKSON CO.	79,113	11,022	7,849	8,048	7,039	7,990	36,467	38,343	195,871
JACKSON	10,139	79,532	53,033	52,841	46,405	53,230	248,394	101,313	644,887
JEFFERSON CO.	2,813,982	2,842,977	1,930,851	1,926,405	1,711,491	1,991,248	9,023,034	1,037,348	23,277,336
JENKINS	40,108	28,920	18,366	16,883	14,401	15,543	62,434	60,368	257,023
JESSAMINE CO.	184,830	188,630	130,021	129,772	116,348	138,261	636,944	239,154	1,763,960
JOHNSON CO.	133,517	129,825	88,865	87,774	77,172	87,388	393,994	69,704	1,068,239
KENTON CO.	355,886	367,430	256,570	260,571	231,491	268,118	1,205,887	37,128	2,983,081
KNOTT CO.	184,674	112,542	77,171	74,819	65,125	73,599	323,422	194,451	1,105,803
KNOX CO.	158,594	153,188	104,140	100,527	88,142	102,914	471,520	209,564	1,388,589
LARUE CO.	70,688	72,869	50,073	50,405	44,634	51,783	242,301	7,250	590,003
LAUREL CO.	263,187	267,630	183,121	184,229	162,585	185,504	387,336	23,300	1,656,892
LAWRENCE CO.	88,423	86,519	59,181	58,254	52,393	60,715	279,026	155,974	840,485
LEE CO.	48,970	49,365	33,139	32,128	28,108	32,193	142,005	33,400	399,308
LESLIE CO.	92,149	88,533	60,745	58,039	49,362	56,127	243,947	8,300	657,202
LETCHER CO.	157,252	149,493	98,912	96,668	83,414	94,003	409,270	169,417	1,258,429
LEWIS CO.	85,883	85,072	57,694	54,364	49,177	56,164	255,506	223,512	867,372
LINCOLN CO.	119,333	120,241	82,486	83,750	74,845	86,636	393,803	121,447	1,082,541
LIVINGSTON CO.	45,747	46,449	32,454	32,133	28,359	33,137	150,875	47,544	416,698
LOGAN CO.	97,209	99,724	68,525	68,583	61,835	72,439	334,779	186,420	989,514
LUDLOW	33,293	32,789	22,098	22,793	20,034	22,965	104,048	3,250	261,270
LYON CO.	28,713	29,501	19,996	20,804	18,440	21,583	100,072	4,789	243,898
MADISON CO.	265,484	267,547	184,470	184,664	164,633	190,418	878,114	57,346	2,192,676
MAGOFFIN CO.	95,599	92,951	62,815	61,721	53,512	62,233	271,779	165,779	866,389
MARION CO.	94,270	92,830	64,568	63,318	56,461	66,657	307,171	192,760	938,035
MARSHALL CO.	147,251	150,332	104,169	103,774	94,254	109,628	494,054	14,850	1,218,312
MARTIN CO.	96,792	96,232	63,868	63,450	54,941	62,888	277,110	123,581	838,862
MASON CO.	90,571	88,858	60,922	61,382	54,053	62,334	275,834	10,000	703,954
MAYFIELD	47,228	45,496	30,762	30,679	27,255	31,501	138,701	65,200	416,822
McCRACKEN CO.	214,026	216,562	150,821	151,836	134,843	154,290	689,741	239,451	1,951,570
McCREARY CO.	109,652	107,672	72,922	73,616	65,392	73,673	329,795	13,634	846,356
McLEAN CO.	56,240	54,580	37,226	37,436	32,570	37,777	169,926	41,947	467,702
MEADE CO.	123,313	127,394	88,720	91,824	84,533	99,471	456,198	184,903	1,256,356
MENIFEE CO.	30,489	30,185	21,516	21,607	19,786	23,294	108,707	49,943	305,527
MERCER CO.	66,240	64,759	44,280	45,441	40,664	47,801	215,354	6,300	530,839
METCALFE CO.	52,301	50,909	35,388	35,040	31,673	36,254	166,398	69,864	477,827
MIDDLESBORO	62,919	58,846	38,889	38,804	33,286	37,696	167,776	98,240	536,456
MONROE CO.	67,302	68,721	46,458	46,070	40,907	46,404	205,778	12,443	534,083
MONTGOMERY CO.	118,420	116,189	79,011	79,357	70,937	83,801	376,634	221,774	1,146,123
MONTICELLO	26,405	25,732	16,763	17,268	16,255	18,631	85,422	13,360	219,836
MORGAN CO.	74,016	74,599	52,144	51,887	46,394	52,411	238,235	155,643	745,329
MUHLNBURG CO.	182,766	179,750	122,243	120,815	106,192	122,033	540,714	428,628	1,803,141
MURRAY	41,815	42,253	29,178	29,622	26,548	30,907	140,717	133,304	474,344

**TECHNOLOGY OFFERS OF ASSISTANCE  
1994-2000**

District	1993	1994	1995	1996	1997	1998	1999	2000	Total
NELSON CO.	125,006	128,972	91,275	92,893	85,231	102,412	472,595	341,473	1,439,857
NEWPORT	95,297	92,571	63,181	63,574	54,110	61,832	274,400	9,600	714,565
NICHOLAS CO.	41,461	41,455	28,080	27,712	24,176	27,293	121,117	47,271	358,565
OHIO CO.	130,946	130,257	89,197	88,830	78,276	91,860	410,290	12,700	1,032,356
OLDHAM CO.	231,625	233,722	162,261	161,909	145,858	172,961	810,768	308,237	2,227,341
OWEN CO.	57,333	57,437	39,238	40,327	35,117	41,732	192,136	5,350	468,670
OWENSBORO	140,631	140,858	97,798	96,288	84,703	97,355	430,427	38,094	1,126,154
OWSLEY CO.	31,017	31,421	21,448	20,883	17,579	20,471	92,142	3,300	238,261
PADUCAH	116,685	112,476	74,635	71,912	63,161	72,496	334,320	156,176	1,001,861
PAINTSVILLE	29,612	29,666	20,463	20,022	16,807	19,311	83,496	18,429	237,806
PARIS	58,040	27,829	17,982	18,009	16,556	18,075	77,235	38,164	271,890
PENDLETON CO.	79,637	79,742	60,035	58,326	52,448	61,049	280,045	153,834	825,116
PERRY CO.	178,657	176,530	119,352	115,643	100,445	112,197	491,366	177,549	1,471,739
PIKE CO.	436,338	409,237	275,365	268,124	229,146	258,181	1,138,659	481,576	3,496,626
PIKEVILLE	44,685	43,655	29,427	29,445	26,367	29,849	137,043	93,790	434,261
PINEVILLE	16,520	15,968	10,451	12,882	11,371	12,642	62,328	34,642	176,604
POWELL CO.	80,123	82,602	57,006	57,396	50,543	58,505	265,776	136,717	788,668
PROVIDENCE	18,976	18,085	12,059	11,941	10,542	11,875	51,554	77,476	212,508
PULASKI CO.	221,760	225,657	153,241	152,938	136,708	160,055	744,845	136,843	1,932,047
RACELAND	28,751	30,692	20,791	20,505	18,450	22,144	98,694	77,165	317,192
ROBERTSON CO.	11,419	11,353	7,446	7,766	6,823	7,990	39,950	39,603	132,350
ROCKCASTLE CO.	93,121	91,721	63,321	63,285	56,706	67,053	298,973	139,453	873,633
ROWAN CO.	100,436	99,389	68,043	67,656	60,207	70,398	317,419	86,434	849,982
RUSSELL CO.	81,112	83,007	57,727	59,483	53,375	62,235	289,867	149,006	835,812
RUSSELL	80,907	79,611	53,481	52,038	45,725	53,183	239,277	6,450	610,672
RUSSELLVILLE	48,682	48,249	33,172	33,068	27,799	31,404	137,603	4,550	364,527
SCIENCE HILL	10,246	11,916	7,958	8,517	7,787	9,450	42,638	29,722	128,234
SCOTT CO.	155,888	149,759	103,512	104,874	96,134	112,061	529,682	209,461	1,461,371
SHELBY CO.	141,981	140,764	88,375	0	0	0	338,738	0	709,858
SILVER GROVE	8,796	7,903	5,674	6,035	5,157	5,775	26,163	20,774	96,277
SIMPSON CO.	90,376	90,139	61,895	62,159	56,344	64,539	295,870	8,350	729,672
SOMERSET	56,729	54,504	37,926	39,471	34,262	39,428	172,144	8,469	442,933
SOUTHGATE	6,419	5,958	4,163	4,220	4,055	4,872	20,642	31,926	82,255
SPENCER CO.	43,273	45,955	32,532	34,901	32,214	38,489	176,971	68,166	472,501
TAYLOR CO.	75,539	77,653	54,167	55,359	50,381	58,248	262,830	31,990	686,167
TODD CO.	61,278	61,250	41,742	40,912	36,063	42,983	196,336	6,050	486,614
TRIGG CO.	55,983	56,393	38,792	39,605	35,820	42,244	197,915	155,182	621,934
TRIMBLE CO.	39,088	38,143	26,490	27,676	25,433	29,847	113,668	3,700	304,045
UNION CO.	95,817	95,358	63,074	61,927	54,377	61,138	268,554	158,769	859,014
WALTON-VERONA	29,448	29,349	20,240	20,567	18,606	22,122	101,338	3,150	244,820
WARREN CO.	316,363	316,414	221,858	222,473	202,549	234,608	1,065,344	108,788	2,688,397
WASHINGTON CO.	57,818	56,176	39,067	38,631	34,870	40,682	181,978	67,144	516,366
WAYNE CO.	85,064	86,619	60,306	59,938	53,241	61,150	278,734	0	685,052
WEBSTER CO.	66,923	65,616	44,878	45,721	40,613	46,810	203,213	3,500	517,274
WEST POINT	8,553	7,160	4,446	4,332	3,887	3,911	16,912	13,166	62,367
WHITLEY CO.	124,499	126,558	88,283	87,676	81,428	94,819	430,338	65,697	1,099,298
WILLIAMSBURG	31,693	31,172	21,196	20,230	17,123	19,385	83,317	46,324	270,440
WILLIAMSTOWN	19,674	19,636	13,736	14,516	12,812	15,331	70,179	44,011	209,895
WOLFE CO.	47,704	46,940	31,256	30,349	26,593	30,460	137,917	43,422	394,641
WOODFORD CO.	118,080	115,225	82,045	81,115	73,635	85,185	386,042	83,198	1,024,525
TOTALS	\$20,103,541	\$19,997,350	\$13,688,967	\$13,599,438	\$12,099,028	\$13,997,131	\$62,799,121	\$17,427,295	\$173,703,873

## *Appendix B*

**OFFICE OF EDUCATION ACCOUNTABILITY**  
**1999-00 DISTRICT TECHNOLOGY COORDINATOR SURVEY**  
*Random survey of 22 school districts with a response rate of 77 percent.*

1. How many computers are currently in use in your school district?  
KETS standard....9,962      other....1,215      total....11,177
2. How many of these computers are: teacher workstations ....2,296  
student workstations....7,759      administrative workstations....905
3. How are computers deployed in your school district (number)?  
Classrooms....3,582  
Labs....1,688  
Connected to a Local Area Network (LAN)....100%  
Average PC drops per classroom....4.9  
Average PC drops per lab....27  
Connected to the Statewide Network (SAN)....100%
4. Approximately what percentage of classrooms are wired for Internet access?....99%
5. Will your district be able to match the KETS offer of assistance?      yes....94%      no....6%
6. Approximately how much money did all districts spend on technology above the required match last year?....\$42.52/ADA
7. Based on your understanding of the current 'unmet need' calculation, will your district be eligible for a state KETS allocation in 2000-01?      yes....94%      no....6%
8. Would your district be able to maintain its technology infrastructure if no state funds are made available after your unmet need is reduced to zero?      yes....6%      no....94%
9. Do you work full time as district technology coordinator?      yes....35%      no....65%
10. What percentage of your time is spent on:  
maintenance of hardware....19%  
solving technical software problems....21%  
planning....24%  
helping teachers integrate technology into the classroom....13%  
other....23%
11. How many full time equivalent positions (FTE) support technology in your district (including your own)?....2.2

12. How often do you meet with the instructional supervisor/staff?  
daily....30%      weekly....41%      monthly....29%
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....71%    no....29%
14. How would you rate the instructional software used in your district's schools relative to its compatibility with Kentucky's Curriculum Frameworks?  
excellent....18%      good....76%      fair....0%      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....18% | good....41% | fair....35% | poor....6% |
| Software | excellent....12% | good....47% | fair....35% | poor....6% |
16. Are you aware of the services provided by the regional service center's KETS coordinator?  
yes....100%
17. Have you or your instructional supervisor ever consulted with your region's KETS Coordinator concerning strategies for integrating technology into daily classroom instruction?  
yes....88%      no....12%
- If yes, was it beneficial?    yes....93%      no....7%
18. Has technology made a significant difference in student performance in your district?  
yes....69%      no....31%
19. In your estimation what percentage of teachers have successfully integrated technology into daily classroom instruction.....28%
20. What percentage (best estimate) of teachers in your school district could meet the new certification standards for technology recently adopted by the Education Professional Standards Board?.....27%
21. What is your best estimate as to how many students in your district have computers at home?.....33%
22. Does your school district currently use an automated attendance package?  
yes....94%      no....6%



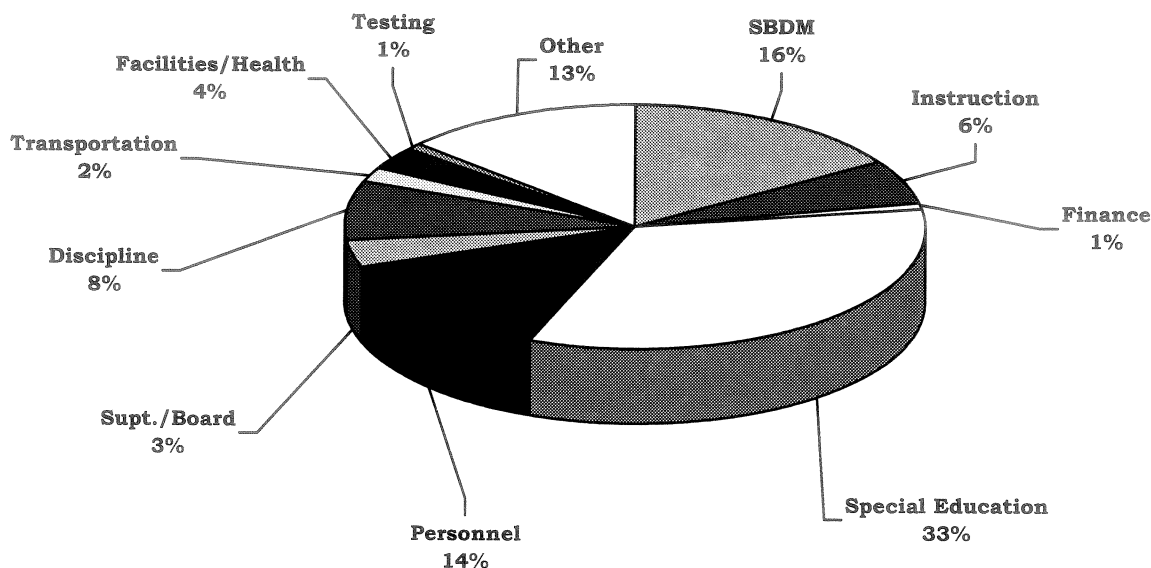


# Hotline

**OVERVIEW.** 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.

**CURRENT STATUS.** 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.

**FIGURE 12  
2000 HOTLINE CALLS**



## *Appendix C*

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 publications and the Citizen's Handbook.

Since the inception of the hotline, OEA has received over 6,000 reports from concerned persons. This year, the number of calls to the hotline totaled 291. OEA staff have 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.

**W**EB PRESENCE. For the past two years, OEA has maintained an Internet presence which can be accessed at <http://www.lrc.state.ky.us/oea/default.htm>. Through this web presence, vital information regarding the operation of OEA and contact information for OEA staff is available to the public. In addition, the OEA web site allows

users to file a complaint online. Complaints that come in through the web site are treated the same as written complaints that are submitted either through regular mail or facsimile. One final aspect of the OEA web site allows users to request reports and documents available to the public online.

During the past reporting period, 34 online complaints were submitted. In addition, 15 requests for reports or other information were filed online.

As awareness of the OEA web site grows throughout the state, it is expected that continued growth in the use of this facility for filing complaints and requesting materials will continue to occur. OEA will continue to publicize its web site to the various constituencies served by this office throughout state in an effort to make the office more available and to facilitate prompt service to those who seek either information or help from it.



# High School Restructuring

**O**VERVIEW. Currently, the Kentucky Department of Education (KDE) has two initiatives specifically for Kentucky high schools. One of these is the Gold Stars Network. The overarching vision of the Gold Star Network is to produce a model for high school graduation that could serve as an alternative to the time honored system. In essence, that vision entails moving away from the Carnegie Unit as a measure of student performance to a performance-based credit system, one where performance is the constant and time is the variable. 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, and Williamsburg High School.

The mission of the Gold Star Network 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. This group has been striving to initiate and develop a system of performance-based instruction that connects across the state. 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

Up to this point the network has been able to:

- Enable higher education, KDE, and Kentucky schools and districts to come together to share a model set of performance standards in each of the courses/content areas required for high school graduation in 2002.
- Network school and district level work, while opening up the lines of communication with other districts and institutions of higher education.
- Give teachers direction regarding content and focus of their instruction.

## *Appendix D*

- Base their work on research-based strategies and best practices, by bringing in national experts.

During 1999-00, the Office of Education Accountability staff visited 28 high schools – 14 of these schools were on block schedules and 3 were on a partial block schedule. There are 7 schools with a Schools That Work Program and 19 schools with a School-to-Work Program. In addition, 16 of these high schools offer a Tech Prep curriculum, 28 schools have an Individual Graduation Plan in place, and 19 schools have an Advisor Advisee Program. To fulfill the Arts and Humanities requirement, 14 schools have put in a specific class, 10 have an integrated curriculum to satisfy this requirement, and 4 have a hybrid of mixed classes.

The other KDE high school initiative is the Kentucky Virtual High School (KVHS). KVHS delivers high school courses to Kentucky students over the Internet, and makes it possible for schools to offer new learning opportunities to students. Schools register students for KVHS courses for many reasons, chief among those being: the school is not able to offer the course that the student needs, the school has only a handful of students who need a particular course, scheduling conflicts will not allow the student to take the course in the traditional way, and the school wants to expand curriculum choices to students in unique circumstances. The cost of each half-credit is \$275 or \$500 for a full credit.

KVHS opened its first semester in late January 2000, and the fall 2000 semester begins their first full school year. The fall 2000 semester is the first time that KVHS will offer advanced placement courses. Because these courses are being offered through KVHS, several schools in Kentucky are offering advanced placement courses for the first time and several are on track to award their first Commonwealth Diplomas in the spring 2001 or 2002. KVHS Advanced Placement Scholarships for 100 students are being awarded for the 2000-01 school year as a result of a federal grant. About the same number of scholarships will be awarded in the next two school years.

Through KVHS, 10 high schools are receiving direct support to prepare their own teachers to teach advanced placement successfully in upcoming semesters. Additional schools will be added to this Advanced Placement Mentoring program in the next two years. All courses offered through KVHS are taught by Kentucky teachers with appropriate certifications and proven teaching experience, and are reviewed by the KDE Division of

Curriculum Development to ensure alignment with the Core Content and Program of Studies.

In the spring 2000 semester, 47 students completed courses through KVHS. The following courses were taught: Algebra I, Arts and Humanities, Chemistry, English/Language Arts, English as a Second Language, Foreign Language, Geometry, Introduction to Creative Writing, mathematics, music appreciation, science, Spanish I and II, social studies, and U.S. History. Districts that enrolled students included Barren County, Frankfort Independent, Henry County, Madison County, Meade County, Montgomery County, Pike County, Powell County, Robertson County, Spencer County, Taylor County, Warren County, and Wolfe County.

For the fall 2000 semester, 45 districts had enrolled students to date. They are Anderson County, Bourbon County, Boyd County, Breathitt County, Bullitt County, Calloway County, Carroll County, Christian County, Clinton County, Estill County, Fayette County, Fleming County, Frankfort Independent, Franklin County, Fulton Independent, Grant County, Graves County, Hardin County, Henry County, Jackson Independent, Jefferson County, Jenkins Independent, Jessamine County, Knott County, Knox County, Lee County, Larue County, Lewis County, Marion County, Mason County, Mercer County, Middlesboro Independent, Oldham County, Owsley County, Paintsville Independent, Paris Independent, Perry County, Pineville Independent, Powell County, Robertson County, Shelby County, Somerset Independent, Spencer County, Taylor County, and Warren County. The following courses are being offered:

Advanced Placement:	Calculus, Chemistry, English Language and Composition, English Literature and Composition, Latin Literature, Macroeconomics, Microeconomics, Physics, Statistics, U.S. Government, and U.S. History.
English/Language Arts:	English I, III, and IV; English as a Second Language; and Introduction to Creative Writing.
Mathematics:	Algebra I and II, Geometry, and PreCalculus.
Science:	Biology, Chemistry, Oceanography, and Physics.
Social Studies:	U.S. History.
Special Topics:	Math Skills Review and Study Skills-Learning Fundamentals.
Foreign Languages:	German I, II, and III; Latin I, II, III, and IV; Spanish I and II.



## *Appendix D*

As of this writing, registration for fall courses was closing. To date, 231 registrations were approved and about 30 were still pending. Beyond those numbers, at least 4 districts were using their own teachers and KVHS online advanced placement curriculum in traditional classrooms to deliver advanced placement courses to about 150 students. This is an example of the way KVHS partners with districts to help develop local capacity.

Registrations for the spring 2001 semester will open in early November, for summer 2001 will open in February, and for the 2001-02 school year will open in the spring 2001. KVHS will continue to add courses in response to needs expressed by the schools. Advanced Placement Spanish, French, and German and Integrated Earth Space Science are already scheduled for introduction in the fall 2001. KVHS is also working with districts and KDE on pilots to determine how online learning can improve the achievement of students who are academically at risk, who are in alternative school settings, who have exceptional needs, and who are in need of home instruction. Additional courses and/or academic enrichment resources will be added in response.

KVHS does enroll middle school students, with the approval of both the middle and high school, who are ready to begin work on high school curriculum. They are also open to non-public school students who register through their local public high school. In addition, many adults seeking completion of their high school diploma have expressed interest in earning credits through KVHS. This issue is being studied in cooperation with the Council on Postsecondary Education, Kentucky Educational Television, and the Workforce Development Cabinet to determine how the needs of these persons can be met through inter-agency cooperation. Further, KVHS partners with state and federal education programs and with districts to develop online professional development for teachers and administrators. This aspect of KVHS, which is being piloted in the current school year, is expected to grow to become a major component of the program.

**ISSUES FOR FURTHER REVIEW.** KDE may need to begin studying alternative education delivery as one means via which to address school dropout problems. With the growth in availability of and access to Internet connection's coupled with the expansion of the KVHS program, real and successful inroads could be developed to allow students who have dropped out of school to "drop in" via this technology.

*Education Assessment and Accountability  
Review Subcommittee*

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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.

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Pikeville, KY

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Bowling Green, KY

MR. J. E. BARLOW  
Madisonville, KY

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KY School for the Blind  
Louisville, KY

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Berea College  
Berea, KY

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KY Parent Teacher Association  
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KY Commission on Human Rights  
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Superintendent  
Paintsville, KY

GENE WILHOIT  
KDE  
Frankfort, KY

*Highly Skilled Educators*

HSEs	CURRENT POSITION	DISTRICT	LEVEL
Ola Appleton	Teacher	JCPS	EL
Rubelee Banta	C/O	Bourbon County	EL
Betty Bond	Principal	Jackson County	HS
Linda Bowling	Teacher	Breathitt County	EL
Kay Brown	Principal	Owensboro Independent	EL
Victor Brown	Teacher	Powell County	MS
Louise Byrd	Teacher	JCPS	EL
Debbie Campbell	Teacher	Letcher County	EL
Judy Campbell	Teacher	Clay County	EL
Susie Cavanaugh	Teacher	Fayette County	HS
Floria Clay	Resource Teacher	Jefferson County	EL
Debra Cornett	Professional Staff Assistant	Fayette County	EL
Trenna Cornett	Teacher	Harlan County	EL
Mary Ann Crace	Teacher	Johnson County	HS
Sue Davis	Principal	Boyd County	MS
Karen Eaves	Teacher	JCPS	EL
DyeAnn Foree	Resource Teacher	Jefferson County	EL/HS
Susan French	Counselor	Jefferson County	EL
Denise Gibson	Teacher	Knott County	HS
Rosemarie Gold	University Instructor	Morehead State University	HigherEd
Teresa Gordon	Teacher	JCPS	EL
Larry Graves	Superintendent	Ashland Independent	HS
Jennifer Griffith	Teacher	Ashland Independent	MS
Barbara Hamilton	Teacher	Shelby County	HS
Fran Hardin	Principal	Archdiocese of Louisville	EL
Ruth Hatterick	Principal	Harrison County	HS
Dewey Hensley	Teacher	Oldham County	HS
Susan Higdon	Teacher	Graves County	HS
William Hill	ARSI Teacher Partner	Casey County	HS
Janice Jackson	Teacher	Graves County	EL
Afo Jean Jacobs	Teacher	Knott County	EL
Wilhemenia Jenkins	Teacher	JCPS	EL
Barbara Kennedy	Central Office	Lewis County	EL
Barbie Kinney	Principal	Anderson County	EL
Mike Leising	Principal	Kenton County	MS
Connie Lester	Teacher	Bourbon County	HS
Janet Lindsey	Teacher	Barren County	MS
Pat Marshall	Distinguished Leader-Teacher	Jefferson County	MS
Janice McDowell	Resource Teacher	Jefferson County	MS
Judy Meadows	Teacher	Greenup County	MS
Doris Mitchell	Assistant Principal	Knox County	HS
Susan Nichols	Teacher	Russell Independent	MS

*Appendix E*

HSEs	CURRENT POSITION	DISTRICT	LEVEL
Anne Poe	Teacher	Mason County	EL
Cheryl Rigsby	Teacher	JCPS	MS
Kathy Stephens	Central Office-ARSI	McCreary County	MS
Julie Sullivan	Teacher	JCPS	MS
Michael Tate	Assistant Principal	Lee County	MS
Veronica Taylor	Principal	Harrison County	MS
Franklin Thomas	Teacher	Jackson County	HS
Jacqui Thornburgh	Central Office	Ashland Independent	EL
Janie Tomek	Central Office	Crittenden County	EL
Gary Upchurch	Central Office	Wayne County	EL
Lisa Walters	Teacher	Boyd County	EL
Gary Watson	Teacher	JCPS	HS
Patricia Watson	Central Office	Floyd County	HS
Jeanette Wicker	Central Office	Owensboro Independent	EL
Elaine Winstead	Teacher	Bowling Green Independent	HS
Pat Yeager	Principal	Pulaski County	MS

*1999-00 (Cycle 6) Appointments*

*Kentucky Board of Education*

MS. ALCIE ANN COMBS  
At Large  
Pikeville, KY

MR. LAKEN COSBY, JR.  
District 4  
Louisville, KY

DR. GORDON DAVIES  
Ex Officio  
Frankfort, KY

DR. LYDIA CAROL GABBARD  
District 5  
Richmond, KY

DR. GAIL HENSON  
At Large  
Louisville, KY

MS. HELEN MOUNTJOY  
District 2  
Utica, KY

DR. SAMUEL ROBINSON  
At Large  
Louisville, KY

MR. KEITH TRAVIS  
District 1  
Benton, KY

MR. CRAIG TRUE  
District 6  
Washington, DC

MS. JANE ADAMS VENTERS  
District 3  
Somerset, KY

MR. WILLIAM WEINBERG  
District 7  
Hindman, KY

DR. GENE WILHOIT  
KDE Commissioner  
Frankfort, KY

MR. PAUL WHALEN  
At Large  
Fort Thomas, KY



*National Technical Advisory Panel for  
Assessment and Accountability*

DR. JAMES CATTERALL  
UCLA  
Los Angeles, CA

DR. RICHARD M. JAEGER  
University of North Carolina  
Pleasant Garden, NC

DR. SUZANNE LANE  
University of Pittsburgh  
Pittsburgh, PA

DR. ROBERT L. LINN  
Ridgway, CO

DR. DAVID MILLER  
University of Florida  
Gainesville, FL

DR. JOHN POGGIO  
University of Kansas  
Lawrence, KA

DR. ANDREW PORTER  
University of Wisconsin Madison  
Madison, WI

*School Curriculum Assessment and  
Accountability Council*

MEMBERS	REPRESENTING	APPOINTED	EXPIRES
Jamie Bowling	<i>school board members</i>	04/29/98	04/30/02
K. Dale Campbell	<i>principals</i>	08/30/99	04/30/02
D. Kay Freeland	<i>superintendents</i>	04/29/98	04/30/02
Suzanne Guyer	<i>teachers</i>	04/29/98	04/30/02
Sam Heltman	<i>employers in state</i>	04/29/98	04/30/00
Maxie Dobbins Johnson	<i>principals</i>	04/29/98	04/30/00
Benny Cameron Lile	<i>assessment coordinators</i>	04/29/98	04/30/00
Bonnie Lynch	<i>school board members</i>	04/29/98	04/30/00
Gary Mielcarek	<i>employers in state</i>	04/29/98	04/30/00
Roger Pankratz	<i>university</i>	04/29/98	04/30/00
	<i>professors/assessment and measurement</i>		
Robert Sexton	<i>at-large members</i>	04/29/98	04/30/02
Linda Sheffield	<i>university</i>	04/29/98	04/30/02
	<i>professors/assessment and measurement</i>		
Sharon Solomon	<i>parents</i>	04/29/98	04/30/00
John Stephens	<i>superintendents</i>	04/29/98	04/30/00
Nancy Sutton	<i>assessment coordinators</i>	03/01/00	04/30/02
J. Maynard Thomas	<i>parents</i>	04/29/98	04/30/00
Robert Joseph Young	<i>teachers</i>	04/29/98	04/30/00





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