

OFFICE OF EDUCATION ACCOUNTABILITY

ANNUAL REPORT

DISCUSSION DRAFT

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OCTOBER 2001

Introduction

The report to follow recounts activities of the Office of Education Accountability (OEA) during its first year of the second decade of service to the General Assembly and the citizens of Kentucky. We are extremely proud of our accomplishments and service through the years and pledge our continued dedication not only to effective service to the General Assembly and all Kentucky citizens, but also to a process of self-examination and improvement to maximize our effectiveness.

The staff of OEA is a dedicated, professional group of employees of which I am extremely proud, and I am truly fortunate to have the opportunity to lead them. Leadership is inordinately easier when one is so fortunate, as I am, to have a wonderful staff. To them all credit is due for our accomplishments including the report below. Any weakness in our operation or inaccuracies that may inadvertently appear in this report are mine, not theirs.

Our monitoring efforts resulted in visits to 21 school districts during the 2000-01 academic year. These visits required approximately 300 person-days to complete. Districts were selected from those remaining that had not been visited in our monitoring efforts previously. They were chosen to represent as well as possible a cross-section of the state geographically and demographically.

The sections of the report based on our monitoring efforts should not be viewed as generalizable across all districts in the state. The structure of our sampling was not "scientific" to the point that our findings are representative of statewide implementation of KERA. These results are a "snapshot" taken in the framework of the 2000-01 academic year. Whenever feasible, we have referenced our prior monitoring results to provide as full view of KERA implementation as possible.

We hope this report provides valuable information for policymakers, school personnel, and others interested in the improvement of education in our state.

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Executive Summary

OEA's Annual Report is a "snapshot" of the implementation of reform initiatives gleaned from a sample of districts from around the state. The report also contains the statutorily mandated review of the finance system, as well as summaries of other activities related both to reform and to the operation of the OEA.

This Executive Summary contains the recommendations from the various sections of the Annual Report. It is not meant to supplant a thorough reading of the contents of the various sections, but it will serve as a quick reference section for those who have read the entire report. Alternatively, this Executive Summary will provide a reference to those adjustments recommended by OEA staff who were involved in the monitoring activities and preparation of the full report as a precursor to reading the full report.

ASSESSMENT AND ACCOUNTABILITY

As the OEA staff monitors schools, many items arise that might or might not be part of the normal monitoring activity. Several of these are related to assessment and accountability. Those encountered this year are listed below to inform policymakers of issues related to this part of education reform.

(1) The Kentucky Assessment and Accountability System is designed to measure improvement over time. In August 2001 a baseline was established for each school after the test performance standards for the KCCT were approved. Each school will have the goal of progressing along that baseline to a value of 100, proficient on the scale, by 2014. Schools that lag behind on the path to proficient will be required to accept assistance, with more dire consequences if they continue to lag behind.

A school can be held to account if its characteristics remain the same and it does not make the changes necessary to improve performance. But, what about the circumstances where the school's characteristics change? What happens if businesses or industries close and the more highly-qualified members of the community leave to take employment that matches their skills? What if there is an in-migration of people who present different educational challenges than those the school has faced in the past? If this change were

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gradual, the school would not come under the provisions of (citation of regulation) concerning reconfigured schools. If the school were the only elementary, middle, or high school in the district, it wouldn't matter if the school were identified as being reconfigured.

There is no place in the accountability system to adjust for these factors. In fact, there is no determination of school characteristics at the time the base point is set, so there is no way to determine if those characteristics have changed. Things are not static. People are not static. Schools are not static. But the accountability system makes no note of the dynamic nature of the entities it is measuring. This will create problems before all schools reach proficient.

Some schools could be touted as making great strides toward meeting their goals when, in fact, all that had happened was that their student body had improved. Current "star" schools and districts may go into eclipse and the principle reason would be a change in student characteristics. KBE will need to take these issues under advisement and determine a solution to these potential problems.

- (2) School will reach the proficient goal at differing times between 2001 and 2014. In fact, at least one school has already achieved this goal. There is no external incentive to move beyond this point. This is not to say that high-performing schools will not continue to move ahead, but things will be different. When KBE established the recognition points as called for in the regulations, it stopped with 100. No extra recognition exists for 110, 120, or beyond. KBE should explore creative ways in which it can work with these schools to ensure their performance on the state assessment continues to represent maximum performance.
- (3) The OEA monitoring staff has observed from time to time quirks in the accountability system. Because all school districts' patterns of school enrollment do not conform to the standard P-5, 6-8, 9-12 pattern, some of the schools are combined for accountability purposes. A P-8 school that contains both an elementary school assessment and a middle school assessment will have only one accountability index. The same situation exists for a 6-12 school. Those indices represent averages of the two sets of scores. The situation can

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very well exist where the elementary component of such a school should be in rewards and the middle school component should be in assistance. By combining the two scores the school is considered to be maintaining. The rewards that should have been made and the assistance that was needed are eliminated by the averaging process. Another case would be where two or more P-4 elementary schools fed a 5-8 middle school. Those three schools would have the same index. KBE, at its August 2001 meeting, approved school petitions that moved toward a solution to this dilemma. Some districts, with non-standard enrollment patterns, requested that the grade levels in those districts be combined in such a way as to produce standard accountability groups. If a fifth grade, for example, was in a district middle school, the request was that the fifth grade scores be distributed back to the elementary schools from which those fifth graders had come.

OEA suggests going much farther. P-5, 6-8, and 9-12 accountability units should be established without regard to the district's attendance patterns. Each unit would be judged on its own merit. Rewards would go to the accountability unit; assistance would do the same. If a school district did not wish to use this approach, it could petition KBE for whatever pattern the district felt best met its needs. This approach moves much closer to matching the accountability to those who should be held accountable.

- (4) For high school students, the portfolio pieces should more closely mirror their future expectation. Since all students are expected to be eligible for college, the kinds of writing they need for college should be in the portfolio. This includes research papers. In addition, job application type material could be included, such as resume, letter of application, and development of an employment strategy.
- (5) Since the CTBS-5 has become part of the state accountability system, OEA has received questions about whether students who are being retained in the last year of primary should take the test. Usually the questions come from parents, and the fact that their child does not take the test is the first they have heard that their child is to be retained.

The KDE policy in the manual for DACs states: All exiting primary students shall take the national norm-referenced assessment. If a school is certain that a student will continue in the primary program and the student's parents have been informed that the student will

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be continuing in the primary program that student will not be required to take the national norm-referenced assessment this spring. He/she will take the test next year in his/her last year of primary.

Without a clear statement about when parents are to be informed and what appeal process is available to parents, this policy has the potential of creating problems and may be subject to abuse. The sense that OEA has from parents is that the district is holding their child out of testing to make the school's score on the CTB-5 look better for accountability purposes.

In other words, the policy might tempt schools to abuse the system. Is it possible that some students are denied the chance to take the test and are later promoted to Grade 4 after a parental appeal? There is no profit for a school to retain a student before the last year of primary, even if that school identifies the student as someone who needs extra help at an earlier time. This is a serious problem. A student with established weaknesses should receive the appropriate interventions as soon as possible and not be carried along in the system until the point where the school can benefit from the way that student has been treated.

This policy needs review by KBE and the General Assembly. If the reverse were true, that a child should take the CTBS-5 each year that the student was in the last (or fourth) year of primary school, then the opportunity for abuse would be eliminated. The school would be held accountable for all students in that last year of the primary program. The opportunity would exist to study the impact of repeating the last year of primary by comparing the score of retained students from one year to the next. OEA strongly urges a review of this policy.

- (6) One concern with a longitudinal accountability system relates to the policy for a school that is "reconfigured." A reconfigured school is one that is affected by local school board decisions that change its service area within the district or by some other circumstances. During the time that KIRIS was the state assessment and accountability system, the KBE policy for reconfigured schools stated that a school whose population after change was less than 80 percent of its population before the change could use the district

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accountability index for its index. This policy worked because KIRIS was a discontinuous system with a new accountability goal set with each accountability cycle. A school could use the district accountability index for the cycle in which it was reconfigured, but it would have its own index for the next cycle.

This is not the case with CATS. With this system a school has a baseline that begins with the year 2000 and extends to 2014. If a school were assigned the district accountability index, it would lose control over its destiny and would lose motivation for achieving the best that it could. At KBE's August 2001 meeting, KDE noted this potential problem and was asked to more fully study the issue and consider possible solutions.

OEA endorses this movement by KBE and KDE. One scenario could call for a complicated and time-consuming approach. The best seems to be a negotiation between the school in question, the district in question, and KDE, acting as "equal partners" in attempting to reach a mutually acceptable, fair, and simple solution to the problem.

- (7) The last item to be raised concerns a perceived inequity regarding the testing window. Some schools with alternative calendars feel that they have fewer days of instruction before the testing window because of the various intercessions that are included in their calendars. Schools that must close because of bad weather also feel short-changed. At first blush, there seems to be validity in these claims. That is, if a short view of looking only at the current year is applied.

The curriculum, however, is supposed to be cumulative. The assessment is not supposed to measure just the current year's learning but all learning that has taken place up to the time of the assessment. All teachers are supposed to be responsible for student performance, not just the teachers in the accountability grades. Taken from this view, the few days difference in any given year loses much of its significance.

If it is assumed, first – instruction and learning are cumulative; second – half day primary 1 for students; third – 175 days of instruction each year after P1; and, fourth – the testing window begins on the 140th day of the school year, each day of class missed during the

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year the student takes the test is only a small portion of that student's learning time. Even if less extreme applications of these assumptions are applied, this assertion is still true.

The key element here is the overall acceptance of the idea that instruction is cumulative. The Program of Studies is based on this idea. The Core Content for Assessment is based on this idea. Educators must accept and implement this idea.

EXTENDED SCHOOL SERVICES

- (1) Given the high stakes accountability for schools and ESS contributing largely to academic success, it is important for KBE and the General Assembly to consider revising the ESS funding formula to consider varying geographic conditions of districts. Some districts, generally the more affluent, have little or no transportation costs, while the larger county districts spend up to one-third of the total grant to insure that needy children can access the service. Since a database already exists for reimbursing districts in transporting these pupils during the regular school day, it might be advisable for KBE to consider revising the formula to reimburse the same amount for ESS transportation.
- (2) Some review of the compensation rates paid to teachers is in order. Some districts pay teachers their regular hourly rate of salary for teaching ESS sessions which can amount up to \$40 per hour, while others in an attempt to maximize services for needy students, pay as little as \$15 per hour. This would ensure more inter-district fairness.
- (3) KDE has launched a study to determine the effectiveness of the ESS program that includes both qualitative and quantitative analysis. During the second decade of KERA, the need for continued developmental research that involves dialogue among practitioners and policymakers will be essential to continue program improvement and efficacy.

FAMILY RESOURCE/YOUTH SERVICES CENTERS

This initiative of KERA is due some scholarly research to determine the effectiveness of the program in terms of participating students improving their chances of meeting the expected outcomes. Most research to date has been qualitative and opinion-based. Until the FRYSC branch has some evidence that what is happening in centers is actually contributing to student

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success, the program actually may be producing more questions than answers; however, it is well known that isolating causality in meeting outcomes to a single KERA initiative will be difficult. The KIER Review of Research on FRYSCs conducted by Wilson and Taylor, Research Center for Families and Children at the University of Kentucky, also suggest this may be difficult and complex. But, the question of whether students and families benefit from these experiences needs further review so that policymakers can make prudent decisions about future funding.

HIGHLY SKILLED EDUCATORS

While the theory of “borrowing” personnel from districts and returning them in better condition seems reasonable, the fact that school business must go on creates too many problems. The HSE program should have a multi-faceted approach to recruiting personnel. For some potential HSEs, it might be leave for a time certain from a district to which they plan to return. For others, it may be a career change, albeit temporary, with the understanding that they will go into the open market when their tenure as HSEs ends. They might even combine this work with advanced training to enhance their marketability. Alternatively, tenure as an HSE might be the culminating professional experience for others. By adding this flexibility to the recruiting process, KDE could make other adjustments in the program to take care of other problems, such as the limitation of tenure and maximum salary. These adjustments should enhance the program.

Just as the role of the HSE has evolved, so has the role of the consultants at the regional service centers (RSC) changed over time. While the HSEs were involved with Scholastic Audits for Level 3 schools, the RSCs were conducting Scholastic Reviews with Level 2 schools. In both cases, the Standards and Indicators developed for the Scholastic Audit were used. The principal difference between the two groups is that HSEs are assigned specifically to a school on a permanent basis, while the RSC consultants go into a school, at the school’s request, to meet a specific need. HSEs and RSC consultants often work together on the same issues. OEA continues to recommend that the two programs be administered through the office of the same KDE associate commissioner. The same deputy commissioner should have oversight over the two programs, and the rules and benefits should be the same for both. This should work to the mutual advantage of both programs and, most importantly, to the benefit of the schools they serve.

MINORITY EDUCATION RECRUITMENT AND RETENTION

KDE needs to again collect data related to the number of certified minority employees by district, the number of minority applicants, and the number of job offers tendered.

MULTICULTURAL EDUCATION

While KERA and the SEEK formula have done much to make funding more equitable across districts, equity in “opportunity to learn” for all Kentucky’s children is yet to be realized. As Kentucky’s school enrollment is becoming increasingly diverse, data on achievement gaps among ethnic groups and various regions is widely known. Close attention should be paid in this area or the goal of high attainment for all children will be lost. OEA will continue to pay close attention to parity for all during its continued monitoring role in school districts. School councils must also pay close attention to the equity component in their consolidated plan. Councils are now required to analyze student achievement data by December 31 of each year and develop a plan to address learning deficiencies. This should include specific remedies for all ethnic and socioeconomic groups.

PRESCHOOL

According to data presented here by OEA, and continued positive results from other research, the Kentucky General Assembly, KBE, and KDE could consider this as one of the most cost-effective and successful initiatives in KERA. With this premise, OEA recommends:

- (1) The current level of per pupil funding needs to be increased. As the program is now into its eleventh year, much of the equipment and facilities are becoming worn 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 if no increases are forthcoming.
- (2) When and if funding becomes available, consideration needs to be given to opening up enrollment for all children. Many districts have indicated that it is very difficult to explain to a parent just above the income-eligibility cutoff that their income has exceeded the free-lunch level and they will not be eligible to send their child to preschool any longer.

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Policies like this could be counter-incentive to the parents who are struggling to move from welfare to work.

- (3) Continued attention should be focused on proper professional development of staff and continued encouragement of high quality certification, such as the Interdisciplinary Early Childhood Certification (IECE).
- (4) Several hundred million dollars are being spent annually in the state on a myriad of preschool-age services from state, federal, and local sources. Given the potential for supplanting, it may be prudent to launch a study to determine if this is occurring and if there is a single service delivery model that is more efficient and effective. Results from a study like this could help policymakers to re-shape service delivery into a more seamless, coordinated, and efficient model.

PRIMARY

- (1) By statute, school councils are now required to review test data by December 31 each *year and develop improvement plans*. *Many councils have considered the consolidated* planning exercise sufficient for this review. But, according to KDE data, if only 30 percent of councils with primary level have developed instructional policies for that level, it is questionable if enough diligence is being exercised here.
- (2) All RSCs have primary consultants. In the recent monitoring of RSCs by OEA staff, proper implementation of primary school was a recurring concern. KDE should set in place a random sampling audit system to make determinations of whether the demographic survey reflects accurate reporting.

PROFESSIONAL DEVELOPMENT

- (1) We believe that the Commissioner of Education's proposal for extending teacher contracts to include additional instructional and professional development days should be supported. Time for professional development activities is still the most critical of the issues.

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- (2) The consolidated plan has become the document for schools. This document is currently developed every two years. Most districts believe that this time frame is too short for the development and implementation of a plan if that plan is to truly have an impact on instruction and learning. Since KDE has an excellent tool for updating the consolidated plan, it would appear that the development of these plans could be placed on a three- or four-year cycle.

REGIONAL SERVICE CENTERS

- (1) Revise the funding formula to ensure equity for RSCs with a high percentage of low-performing schools. From OEA monitoring visits, it was learned that all RSCs receive the same allocation, regardless of current school performance on CATS. Some have as few as 2-3 low-performing schools, while others have up to 30. Obviously, the regions that have higher numbers of low performers need more resources.
- (2) In order to reduce personal travel time and un-reimbursed costs for employees, allow staff to utilize technology to work from locations outside RSC offices and at the same time be accountable and accessible. This would somewhat improve staff stress levels and morale, while making time more variable. This could parlay into better and more efficient services to schools.
- (3) Since both RSCs and HSEs are extensions of KDE endeavoring toward getting schools to proficiency by 2014, both should be placed under the same KDE supervision.

SCHOOL-BASED DECISION MAKING

- (1) RSCs should employ an SBDM specialist to assist councils with process-type needs and policy development responsibilities.
- (2) The legislature should consider increasing the amount of required training for school council members. The focus of the required training should be in the area of policy development.

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- (3) KRS 160.345(9) should be revised by deleting the word "intentional" from the language, pertaining to circumvention of council authority.
- (4) Councils should be given full authority to select personnel, rather than merely being consulted by the principal.

SPECIAL EDUCATION

The significant shortage in the number of fully certified teachers is the greatest problem. The study to be undertaken by the EPSB may provide some answers to why we continue to lose large numbers of these persons to the regular classroom or out of teaching altogether. We further believe that there is a need to increase the days of employment for these teachers to allow for the additional paperwork required of them.

TECHNOLOGY

- (1) We recommend the development of statewide standards and adoption of district policy to define what technology skills are to be mastered, when the skills are to be mastered, who is responsible for teaching the skills, and a provision for assessment of those skills.
- (2) Integration of technology in the classroom needs to be better defined and communicated in order that teachers know what is expected of them. After determining this, teachers need professional development that is relevant to the integration of technology in the classroom with hands-on follow up.
- (3) Districts need a replacement policy and related costs for obsolete technology equipment, and that policy should be coordinated with capital budgeting.
- (4) An enhancement program that extends beyond the STLP should be made available for outstanding technology students. This effort needs to be coordinated with the private sector in an attempt to nurture and retain these talents within the borders of Kentucky.
- (5) Policymakers should consider waiving restrictions of the KETS Master Plan currently in place on KETS eligible activities in order that all schools can be adequately wired.

INVESTIGATIONS

In past years this report has indicated that despite clear statutory language, consistent decisions in case law, and clear Opinions of the Attorney General, KRS 160.500 - Collector of School Taxes, and KRS 159.140 - Duties of Director of Pupil Personnel (DPP), are simply ignored in a large number of school districts. The Investigative Division staff routinely conducts inquiries regarding these two statutes in each district visited and in some of the districts with whom correspondence is necessary to resolve allegations and complaints. All too often the district records indicate a routine 4 percent commission paid to the Tax Collector with little or no documentation and a DPP burdened with one to three unrelated job responsibilities assigned to him/her.

Again, it is recommended that all districts examine their Tax Collection Fee process and utilization of their DPP's, and take the necessary action to bring their district into compliance with KRS 160.500 and KRS 159.140.

SCHOOL FINANCE

- (1) **Funding:** Using the national median of per pupil spending as the estimate of an appropriate funding level, \$976 in additional funding per student is needed to raise Kentucky districts to the national median using 1997-98 constant dollars. Using the average expenditure level of surrounding states as the estimate, \$645 more per student is needed. Comparing Education Week's benchmark of \$7,652 and 1999-2000 pupil weighted pupil averages would cost an additional \$845 per student. The primary difference in spending can be attributed to higher teacher salaries. Consideration should be given to finding an appropriate source of revenue to increase teacher salaries. Under present law, districts with growing property assessments are hindered by the 4 percent limitations of House Bill 44 while being required to increase reliance upon local tax revenues. Since House Bill 44 affects not just school districts, the debate over this quagmire should occur in the context of the state's overall tax policy.
- (2) **Adjustments for Special Needs:** Adjustment factors to the SEEK formula take into account four factors: exceptional children, transportation, at-risk pupils, and pupils

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receiving services in a home and/or hospital situation. These adjustments are a means of directing additional state funds to students to provide equity for varying needs. Since the conversion to MUNIS, recordkeeping can provide better accountability of the cost of special needs. A study is needed to determine the amount each district spends on special need programs. Also, the need for additional adjustments (e.g., the cost to break down language barriers and the cost of instruction for alternative schools and students in detention centers) should be considered. These costs should be compared to funding from all sources. It is suggested that the study consider the impact of state funds, local funds, and all other revenue including grant funds.

- (3) Adequacy: It may not be sufficient to define adequacy exclusively in terms of dollars spent per pupil. Education reform has led to a substantial rise in per pupil spending with mixed performance results. State funding is distributed at the district level whereas performance has been assessed at the school level. A study is needed to determine the spending priorities of reward schools compared to those schools not in rewards. This study may be useful in quantifying the “cost of doing business” and the need for increased funding for purposes, which include, but are not limited to, teacher salary increases.

EDUCATION PROFESSIONAL STANDARDS BOARD

EPSB’s Goal I.D., requiring all university/college faculty members involved in teacher training to serve on a KTIP/KPIP committee, needs more emphasis. This practical experience in school settings is invaluable for higher education faculty, many of whom are from out-of-state or are several years removed from public school teaching.

KERA Initiatives



KERA Initiatives

“Monitoring KERA in Twenty-One Districts”

KRS 7.410(2)(c)8 requires the Office of Education Accountability (OEA) to: “Prepare an annual report on the implementation of the provisions of the Kentucky Education Reform Act, 1990, 1990 Ky. Acts ch. 476, including recommendations for improvement which shall be submitted to the Education Assessment and Accountability Review Subcommittee . . .” Previously, OEA had reported on each of the initiatives singularly and in isolation without much attention to the “systemic” nature of how each initiative complements the others.

This report is the result of an effort to provide an update on the initiatives with the goal of “ferreting out” issues that may need attention in education public policy adjustment or resource allocation. This report is based on information collected from the Kentucky Department of Education (KDE) by OEA staff attending meetings of Kentucky educational cooperatives and other agency groups, monitoring hotline calls and answering phone questions, and conducting monitoring visits in school districts. OEA staff visited 21 districts (16 independent and 5 county) this year, which were selected prior to the beginning of the school year and had never been monitored by OEA in the past (from the remaining 41 of 176 school districts). This exercise has existed in the office since its inception in 1991. The districts monitored over the years have represented various wealth quintiles, size, urban/rural, and geographical configurations.

A monitoring visit is generally comprised of up to five staff members travelling to the district and spending one to four days reviewing data on each of the KERA initiatives, interviewing staff associated with each and visiting schools/classrooms. A ten-day prior notice is given to these districts, along with an extensive data request regarding the KERA program initiatives. Included in the data request is information on funding and numbers of students involved in the programs such as preschool, family resource and youth services centers, and extended school services. Additionally, OEA collects district-level consolidated plans, payroll data, school safety plans, as well as district perceptions of the state’s accountability system and school-based decision making information. Various survey forms are left with a sampling of teachers and administrators to respond via mail back to OEA. Trend data is now available from the survey results over the past three years. Although not generalizable, the data provides a glimpse of perceptions from teachers and

administrators in the sampling of districts. Districts are given assurances of anonymity in reporting by OEA in this exercise.

A **SSessment and Accountability.** There were three major initiatives undertaken in the area of assessment and accountability during the past year. For one of these, a pilot study was conducted during the previous year - the School Report Card. This led to refinements that have been incorporated into the report card, which received approval from the Kentucky Board of Education (KBE), for implementation during the 2000-01 school year. OEA still considers the School Report Card to be a work in progress. There are ongoing questions about the finance data in the short form, and it may take some time before different schools, within and across districts, can be compared because of differing ways of reporting those financial data. Federal initiatives may cause changes in the document. Kentucky will be working from experience if such changes must come about.

During the 2000-01 year, KDE implemented the Scholastic Audit after approval by KBE. The Scholastic Audit is a process in which a team of various professional educators and interested citizens conduct an in-depth review, over a period of a week, of a school or school system. An instrument has been developed to provide focus for the Scholastic Audit. This instrument contains nine standards for viewing the functions of a school or system with each standard having a number of indicators that allow judgements about the level at which the standard is being met. Those schools judged lowest performing on the Commonwealth Accountability Testing System (CATS) during the 1998-2000 biennium received a scholastic audit. Because this was the first year of the Scholastic Audit, high-performing schools were also audited as part of an effort to refine the instrument. OEA staff has observed the Scholastic Audit in operation. Staff reaction is that the process is well implemented with a strong potential for school improvement. The questions concerning the process are whether institutions and districts actually apply the knowledge they gain from the process and what follow up is there to see this takes place. With regard to the instrument, discriminate analysis will determine the indicators that do not distinguish low-performing schools from high-performing schools. By eliminating these indicators, the process may be streamlined, at least in some small way.

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The last major initiative during 2000-01 was the finalization and KBE approval of standards for accountability for the Kentucky Core Content Test (KCCT). The process leading to this approval began in December 1999 with the initial development of performance indicators related to sections of the KCCT. The indicators have been refined, and three different approaches to determining standards were utilized in the process. The Contrasting Groups method asked selected teachers to rate students they had in class on the novice-apprentice-proficient-distinguished (NAPD) scale based on their performance in class. The Jaeger-Mills procedure asked a selected group of teachers to review actual student performance and rate that performance on the NAPD scale. The third approach was the CTB-Bookmark method. In this process, items are ranked from easy to difficult based on actual student performance. The teachers selected for this process were asked to determine where the level of difficulty changed from novice to apprentice, from apprentice to proficient, and from proficient to distinguished. Teacher representatives from the three approaches then came together to determine the final standards, based on scale-score cut points, for the KCCT. Over 1,600 Kentucky teachers were involved in establishing the standards. OEA staff has observed all steps in the standard setting process (except the Contrasting Groups step). Staff was also present at discussions of standard setting that took place at recent KBE meetings and sessions of the National Technical Advisory Panel for Assessment and Accountability (NTAPAA), the School Curriculum Assessment and Accountability Council (SCAAC), and the Education Assessment and Accountability Review Subcommittee (EAARS) of the General Assembly. OEA agrees with the conclusions reached by NTAPAA and SCAAC concerning the standard setting process and the descriptors, cut scores, and standards that have been recommended by KDE. It is OEA's position that, if the standard setting process were to be repeated, the results obtained would be substantially the same as those that came from the process that was conducted. It remains to be seen how the education community and the general public accept the standards for the KCCT.

During the year, OEA staff has attended, for observation, meetings of the contractors involved in the assessment and accountability process in the Commonwealth - NTAPAA and SCAAC. Also observed were the Content Advisory Committee (CAC) that develops and reviews items for the KCCT, and the Bias Review Committee that reviews and eliminates test items that may be biased against any of a number of subgroups of Kentucky students. These groups operate at a high level of professionalism and have the best interests of education in Kentucky as their priority. There is a matter of concern with regard to bias – not the way the committee works, but the fact that there are

so many subcultures in Kentucky that it is difficult to construct test items in some disciplines that reflect all of those subcultures. The best solution might be for KDE to develop a set of learning experiences that would allow all students to become familiar with these various subcultures. This should reduce the potential for cultural bias in some of the components of the state assessment.

Each year, as part of the monitoring process, various sets of data are gathered that relate to the state assessment and accountability system. One set is a survey designed to probe the feelings and judgements of the district assessment coordinators (DACs) about that system. For some time, this survey was used to conduct an on-site interview with DACs. However, since this was judged as too formal, the survey has been sent to the district in advance with the request that it be available at the start of the monitoring visit. This was an improvement but was still not completely satisfactory since the OEA staff person responsible for assessment and accountability often did not have sufficient time to digest the responses before interviewing DACs. A new approach was tried during the 2000-01 monitoring cycle. The survey was sent to the DAC by email with the request that it be returned as soon as it was completed. This allowed the staff person to review the survey prior to the visit and cover issues raised in the responses, as well as discussing any other issues.

This procedure proved most satisfactory for OEA staff and did not seem to be a major burden to most DACs. Of the 21 school systems visited in 2000-01, 19 usable responses were obtained. For differing technical reasons, two school systems were not able to supply the requested information in electronic form. A summary of DACs' responses is listed below. All of the responses are presented in Appendix A in this report.

DAC Comments

Item 1 – List the strengths of the current assessment/accountability system. Comments from DACs revolve around the structure of the whole system. Core content is vital to the system. There is a structure that seems consistent. The assessment contains several forms (norm referenced, multiple choice, open response, etc.). More grades are included in the assessment. Intermediate steps in novice and apprentice make system fairer. Kentucky teachers are involved in developing test items. Kentucky Teachers were involved in setting the standards for the CATS system.

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Item 2 – List the weaknesses of the current assessment/accountability system. Comments revolve around the lack of student accountability. Lack of parental accountability. By testing cohorts, there is no longitudinal measure of growth. Cohorts may differ in ability – this will cause the fluctuation in scores. There is too much focus on the Core Content for Assessment, especially in the accountability grades. This has lead to teacher burnout in those grades. Parts of the assessment are not developmentally appropriate. Some schools are held accountable for students who never attend the school; others for students who arrive just before the testing window.

Item 3 – Do you feel the assessment instrument, in its current form, is “primarily performance based?” Why? Most DACs state that the test is performance based. This is because students must do more than answer multiple choice questions. Students must go beyond recall to do well on the test. Those respondents who disagree recall the performance events of early KERA days as true performance. Writing about something is not sufficient for them. Some students can perform (music, art, etc.) but can’t write about it very well.

Item 4 – Does the current assessment instrument provide an accurate measure of the achievement of the KERA academic expectations in your district? Comment on your response. Many say yes, because the test covers the core content, which the school is covering in instruction. Others relate specifically to the academic expectations and relate that they are too vague to be easily measured. Some express concern about the lack of longitudinal measurement and small schools relate that a few students can greatly affect their results.

Item 5 – What changes would you recommend for the assessment/accountability system? Comments include change to longitudinal testing, adjust the testing window (lengthen), return to true performance events. Several mentioned the need to eliminate teacher rewards in favor of reward money going for general school purposes. Others said the current schedule placed too much of a burden on juniors and some should be shifted to seniors. One person stated, “Don’t change anything for three bienniums.”

Item 6 – Should the norm-referenced test administered as part of the assessment program have been included in the accountability index? Explain your answer. Most DACs stated that the norm-referenced component of the assessment system should be included in the accountability system. There were a variety of reasons from “why give it if it doesn’t count?” to “it adds to the technical

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quality of the accountability,” to yes, but “let us pick another norm-referenced test.” One response stating that it should not be included in accountability said it was not a performance test.

Item 7 – List the changes your district has made in the curriculum to accommodate norm-referenced testing. For those schools that felt their curricula were aligned with the Program of Studies and the Core Content for Assessment, little or no change was made. If anything, there was some work on test-taking strategies that included CTBS-type tests and scrimmage tests. Other schools that needed more work in alignment made progress on that work and included work on both multiple-choice and open-response items. Some worked on areas of weakness that they perceived from past assessments.

Item 8 – What KDE publications or other materials have you used in developing the curricula for your schools? What other materials (non-KDE) have you used? Most DACs mentioned KDE’s curriculum publications, published to support the curriculum development activities of schools designed to meet the assessment requirements. Many DACs strongly endorsed the CD-ROM on Getting to Proficiency. Most often mentioned as non-Kentucky sources were the curriculum standards established by the various subject-area national professional organizations.

Item 9 – Is the curriculum being narrowed at grades 4/5, grades 7/8, or high school to accommodate state assessment or portfolios? Explain your answer. Some schools respond positively and others negatively to this question. The yes responses range from core content automatically narrows the curriculum to we are adjusting everything we do to accommodate state assessment. The no responses go from we are implementing the program of studies and supplementing with teacher designed materials to we are not narrowing the curriculum in the accountability years, we are narrowing it in all grades.

Item 10 – What evidence, other than the state assessment results, do you use when you say your schools have improved? The schools mention a variety of other tests they use to gauge success. Other things often mentioned are changes that have taken place in the school since the beginning of KERA. Also, such things as increased attendance and parental involvement were mentioned. Thus, most are internal judgements. No school mentioned communication with colleges or employers that received their students.

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Item 11 – Is your district graduating better-prepared students as a result of education reform? Explain your answer. The schools mainly responded “yes” to this question. Their reasons include better writing skills and more experience with higher order thinking skills. Challenging all students is also described. One DAC stated that they were missing the life skills of their students while another felt that they were doing better for all students but the college-bound. This DAC expressed the concern that KERA goals did not match the goals of the colleges and universities their students attended.

Item 12 – Does your district use assessment data to plan, develop, and implement change? Describe what you do. The most often mentioned use of assessment data is in developing each school’s consolidated plan. Other uses mentioned are to identify strengths and weaknesses in order to make curricular adjustments. Because of recent legislation, many DACs mention the involvement of school councils in this data review process. One DAC felt there were too many data from the assessment process.

Item 13 – Have you been adequately prepared to fulfill your assignment as District Assessment Coordinator? Explain your answer. All DACs feel they are adequately prepared for their assignment. This has, however, not been through any formal training. The lack of higher education programs in this area is noted a few times. Most mentioned KDE sessions on the topic and the work of the Kentucky Association of Assessment Coordinators (KAAC), the state professional organization for DACs, as sources of training. Specific persons who have been most helpful are mentioned by some. Others state that informal communications between DACs have contributed to their preparation.

Item 14 – Do you feel the security is adequate while the test material is in your district? Explain your answer. All DACs feel that the test security in their districts is adequate. Their comments often contain detailed descriptions of the district’s procedures. One DAC expressed the desire for materials to go directly to the schools.

Item 15 – Do you have sufficient assistance in managing the test materials? Explain your answer. Only one DAC stated that more assistance was needed. Many said the effort was stressful but often that the stress was self-imposed. The sense is that help is kept to a minimum for security reasons.

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Item 16 – What percent of your time is given to your District Assessment Coordinator responsibilities? For the districts visited during the 2000-01 school year, none of the DACs were full-time in that position. The estimates of time spent on assessment responsibilities ranged from a low of 20 percent to a high of 60 percent, with most responses in the 40-60 percent range. Many DACs are also district curriculum coordinators. This led one respondent to say, “Considering that assessment drives curriculum and instruction, I estimate that 95 percent of my time is devoted to DAC responsibilities.”

Item 17 – What is the most rewarding aspect of the position? There are three dimensions to the responses for this item. First is the administrative dimension – a job well done. Getting the materials back in a timely fashion; never having been the subject of improper assessment allegations. The second dimension is pedagogical – having the opportunity to have a positive impact on instruction and learning. The third is joy – seeing positive results and being able to applaud successful performance.

Item 18 – What is the least rewarding aspect of the position? Again, there are three dimensions to the responses for this item. First is the administrative dimension. The pressure of getting all the materials together and shipped on time, and the paperwork that all of this entails. The second dimension is pedagogical. The frustration in not having the time and resources to assist in making instruction and learning better. The third is sadness – knowing that people have made an honest effort but that effort is not shown in the test results and having to deal with score changes due to allegations about how a test was administered.

It is evident that DACs take the assessment and accountability system professionally and seriously. They work hard to ensure that the assessment is given under the best possible conditions and that the security of the system is not compromised. At the same time, they have concerns. There is a general desire for a test that would measure progress by assessing the same students over time. They feel a need for student accountability. There is a sense that student learning is not served to the best possible degree because of the assessment and accountability system.

In addition to this survey, the OEA monitoring team has developed a survey covering the KERA initiatives. An administrator version of this survey is left with each school principal, as are five copies of a teacher version of the survey. These are distributed at random to teachers who, along

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with the administrator, are asked to complete and return the surveys by mail. There were 75 administrator surveys returned this year. Of these, 44 were determined to be elementary school administrators and 30 were either middle or high school administrators. Middle and high school administrators were combined because of the small number of respondents. For teachers, 312 surveys were returned. Of these, 186 were elementary teachers, 68 were middle school teachers, and 57 were high school teachers. For teachers, each group was treated separately in the analysis.

The section of the survey on assessment and accountability contains five items. Respondents are asked to express their level of agreement or disagreement with each of the items. Respondents also had an opportunity to comment on the various items and sections of the survey. The administrator and teacher comments are in Appendix A. Listed below are the results of the 2000-01 returns from the survey.

Item 1 under assessment and accountability was: *The combination of a norm-referenced test, multiple-choice and open-response Kentucky items, on-demand prompts and a writing portfolio tests what our school is trying to do.*

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	1	1	0	0		NA	0	0	0
	1	2	1	0	1		1	0	0	0
	2	6	3	1	2		2	0	0	0
	3	15	6	3	6		3	5	3	2
	4	162	99	31	32		4	45	27	17
	5	121	72	33	16		5	25	14	11
		All	EL	MS	HS			All	EL	MS/HS
	Mean	4.29	4.31	4.41	4.05		Mean	4.27	4.25	4.30
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	0.3	0.5	0.0	0.0		NA	0.0	0.0	0.0
	1	0.7	0.5	0.0	1.8		1	0.0	0.0	0.0
	2	2.0	1.6	1.5	3.5		2	6.7	6.8	6.7
	3	4.9	3.3	4.4	10.5		3	6.7	6.8	6.7
	4	52.8	54.4	45.6	56.1		4	60.0	61.4	56.7
	5	39.4	39.6	48.5	28.1		5	33.3	31.8	36.7
Responses		307	182	68	57	Responses		75	44	30

For the most part, the responses are positive toward the makeup of the state assessment system (Item 1). This is a strong endorsement. The group with the lowest mean score, the high school

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teachers, still gave 84.2 percent positive responses. Teachers were generally more positive about this item than were administrators.

Item 2 was: *In the statewide assessment system, subjects are tested in the appropriate grade.*

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
		All	EL	MS	HS			All	EL	MS/HS
Frequencies	NA	1	1	0	0	Frequencies	NA	0	0	0
	1	12	5	3	4		1	2	2	0
	2	60	33	17	10		2	13	6	7
	3	45	28	7	10		3	11	7	3
	4	134	81	26	27		4	39	22	17
	5	57	37	14	6		5	10	7	3
		All	EL	MS	HS			All	EL	MS/HS
Mean		3.53	3.61	3.46	3.37	Mean		3.56	3.59	3.53
		All	EL	MS	HS			All	EL	MS/HS
Percentages	NA	0.3	0.5	0.0	0.0	Percentages	NA	0.0	0.0	0.0
	1	3.9	2.7	4.5	7.0		1	2.7	4.5	0.0
	2	19.4	17.8	25.4	17.5		2	17.3	13.6	23.3
	3	14.6	15.1	10.4	17.5		3	14.7	15.9	10.0
	4	43.4	43.8	38.8	47.4		4	52.0	50.0	56.7
	5	18.4	20.0	20.9	10.5		5	13.3	15.9	10.0
Responses		309	185	67	57	Responses		75	44	30

Regarding the appropriateness of the placement of subject tests in grades (Item 2), while both groups are still positive in their responses, there are a number of negative responses. The main written concerns expressed relate to the developmental appropriateness of the writing portfolio in the fourth grade and the placement of the middle school science test in the seventh grade. There is not much difference between administrators' and teachers' responses to this item.

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

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	1	0	1	0		NA	0	0	0
	1	4	1	3	0		1	0	0	0
	2	16	4	1	11		2	3	1	2
	3	31	20	5	6		3	5	3	2
	4	151	84	39	28		4	41	25	15
	5	107	76	19	12		5	26	15	11
		All	EL	MS	HS			All	EL	MS/HS
<i>Mean</i>						<i>Mean</i>				
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	0.3	0.0	1.5	0.0		NA	0.0	0.0	0.0
	1	1.3	0.5	4.4	0.0		1	0.0	0.0	0.0
	2	5.2	2.2	1.5	19.3		2	4.0	2.3	6.7
	3	10.0	10.8	7.4	10.5		3	6.7	6.8	6.7
	4	48.7	45.4	57.4	49.1		4	54.7	56.8	50.0
	5	34.5	41.1	27.9	21.1		5	34.7	34.1	36.7
<i>Responses</i>						<i>Responses</i>				

Overall, the responses are positive to the point that the assessment and accountability system has led schools to improve the curriculum (Item 3). Even the responses of high school teachers, which are least positive about this issue, show 70.2 percent agreement or strong agreement with this point.

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

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	1	1	0	0		NA	2	0	2
	1	8	5	2	1		1	0	0	0
	2	21	10	3	8		2	1	1	0
	3	43	24	10	9		3	13	8	4
	4	135	81	29	25		4	35	21	14
	5	102	65	23	14		5	24	14	10
		All	EL	MS	HS			All	EL	MS/HS
Mean						Mean				
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	0.3	0.5	0.0	0.0		NA	2.7	0.0	6.7
	1	2.6	2.7	3.0	1.8		1	0.0	0.0	0.0
	2	6.8	5.4	4.5	14.0		2	1.3	2.3	0.0
	3	13.9	12.9	14.9	15.8		3	17.3	18.2	13.3
	4	43.5	43.5	43.3	43.9		4	46.7	47.7	46.7
	5	32.9	34.9	34.3	24.6		5	32.0	31.8	33.3
Responses						Responses				

Concerning the issue of the impact of the assessment and accountability system on the way the respondents did their jobs, again the responses are generally positive with the least positive response coming from high school teachers. Those written responses that accompanied negative responses were of the nature that the respondent did an excellent job before education reform or the respondent would not change the way they did their job just because of a test.

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The last item, Item 5, concerning assessment and accountability was: *Student learning has improved because of the state's assessment and accountability system.*

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
		All	EL	MS	HS			All	EL	MS/HS
Frequencies	NA	0	0	0	0	Frequencies	NA	0	0	0
	1	10	4	4	2		1	0	0	0
	2	40	19	8	13		2	2	1	1
	3	74	37	19	18		3	6	5	1
	4	137	88	28	21		4	52	27	24
	5	47	36	8	3		5	15	11	4
		All	EL	MS	HS			All	EL	MS/HS
Mean		3.56	3.72	3.42	3.18	Mean		4.07	4.09	4.03
		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	3.2	2.2	6.0	3.5		1	0.0	0.0	0.0
	2	13.0	10.3	11.9	22.8		2	2.7	2.3	3.3
	3	24.0	20.1	28.4	31.6		3	8.0	11.4	3.3
	4	44.5	47.8	41.8	36.8		4	69.3	61.4	80.0
	5	15.3	19.6	11.9	5.3		5	20.0	25.0	13.3
Responses		308	184	67	57	Responses		75	44	30

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A school can be held to account if its characteristics remain the same and it does not make the changes necessary to improve performance. But, what about the circumstances where the school's characteristics change? What happens if businesses or industries close and the more highly qualified members of the community leave to take employment that matches their skills? What if there is an in-migration of people who present different educational challenges than those the school has faced in the past? If this change were gradual, the school would not come under the provisions of (703 KAR 5:020 Section 6) concerning reconfigured schools. If the school were the only elementary, middle, or high school in the district, it wouldn't matter if the school were identified as being reconfigured.

There is no place in the accountability system to adjust for these factors. In fact, there is no determination of school characteristics at the time the base point is set, so there is no way to determine if those characteristics have changed. Things are not static. People are not static. Schools are not static. But the accountability system makes no note of the dynamic nature of the entities it is measuring. This will create problems before all schools reach proficient.

Some schools could be touted as making great strides toward meeting their goals when, in fact, all that had happened was that their student body had improved. Current "star" schools and districts may go into eclipse and the principle reason would be a change in student characteristics. KBE will need to take these issues under advisement and determine a solution to these potential problems.

- (2) Schools will reach the proficient goal at differing times between 2001 and 2014. In fact, at least one school has already achieved this goal. There is no external incentive to move beyond this point. This is not to say that high-performing schools will not continue to move ahead, but things will be different. When KBE established the recognition points as called for in the regulations, it stopped with 100. No extra recognition exists for 110, 120, or beyond. KBE should explore creative ways in which it can work with these schools to ensure their performance on the state assessment continues to represent maximum performance.
- (3) The OEA monitoring staff has observed from time to time quirks in the accountability system. Because all school districts' patterns of school enrollment do not conform to the

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standard P-5, 6-8, 9-12 pattern, some of the schools are combined for accountability purposes. A P-8 school that contains both an elementary school assessment and a middle school assessment will have only one accountability index. The same situation exists for a 6-12 school. Those indices represent averages of the two sets of scores. The situation can very well exist where the elementary component of such a school should be in rewards and the middle school component should be in assistance. By combining the two scores the school is considered to be maintaining. The rewards that should have been made and the assistance that was needed are eliminated by the averaging process. Another case would be where two or more P-4 elementary schools fed a 5-8 middle school. Those three schools would have the same index. KBE, at its August 2001 meeting, approved school petitions that moved toward a solution to this dilemma. Some districts, with non-standard enrollment patterns, requested that the grade levels in those districts be combined in such a way as to produce standard accountability groups. If a fifth grade, for example, was in a district middle school, the request was that the fifth grade scores be distributed back to the elementary schools from which those fifth graders had come.

OEA suggests going much farther. P-5, 6-8, and 9-12 accountability units should be established without regard to the district's attendance patterns. Each unit would be judged on its own merit. Rewards would go to the accountability unit; assistance would do the same. If a school district did not wish to use this approach, it could petition KBE for whatever pattern the district felt best met its needs. This approach moves much closer to matching the accountability to those who should be held accountable.

- (4) For high school students, the portfolio pieces should more closely mirror their future expectation. Since all students are expected to be eligible for college, the kinds of writing they need for college should be in the portfolio. This includes research papers. In addition, job application type material could be included, such as resume, letter of application, and development of an employment strategy.
- (5) Since the CTBS-5 has become part of the state accountability system, OEA has received questions about whether students who are being retained in the last year of primary should

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take the test. Usually the questions come from parents, and the fact that their child does not take the test is the first they have heard that their child is to be retained.

The KDE policy in the manual for DACs states: All exiting primary students shall take the national norm-referenced assessment. If a school is certain that a student will continue in the primary program and the student's parents have been informed that the student will be continuing in the primary program that student will not be required to take the national norm-referenced assessment this spring. He/she will take the test next year in his/her last year of primary.

Without a clear statement about when parents are to be informed and what appeal process is available to parents, this policy has the potential of creating problems and may be subject to abuse. The sense that OEA has from parents is that the district is holding their child out of testing to make the school's score on the CTB-5 look better for accountability purposes.

In other words, the policy might tempt schools to abuse the system. Is it possible that some students are denied the chance to take the test and are later promoted to Grade 4 after a parental appeal? There is no profit for a school to retain a student before the last year of primary, even if that school identifies the student as someone who needs extra help at an earlier time. This is a serious problem. A student with established weaknesses should receive the appropriate interventions as soon as possible and not be carried along in the system until the point where the school can benefit from the way that student has been treated.

This policy needs review by KBE and the General Assembly. If the reverse were true, that a child should take the CTBS-5 each year that the student was in the last (or fourth) year of primary school, then the opportunity for abuse would be eliminated. The school would be held accountable for all students in that last year of the primary program. The opportunity would exist to study the impact of repeating the last year of primary by comparing the score of retained students from one year to the next. OEA strongly urges a review of this policy.

- (6) One concern with a longitudinal accountability system relates to the policy for a school that is "reconfigured." A reconfigured school is one that is affected by local school board

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decisions that change its service area within the district or by some other circumstances. During the time that KIRIS was the state assessment and accountability system, the KBE policy for reconfigured schools stated that a school whose population after change was less than 80 percent of its population before the change could use the district accountability index for its index. This policy worked because KIRIS was a discontinuous system with a new accountability goal set with each accountability cycle. A school could use the district accountability index for the cycle in which it was reconfigured, but it would have its own index for the next cycle.

This is not the case with CATS. With this system a school has a baseline that begins with the year 2000 and extends to 2014. If a school were assigned the district accountability index, it would lose control over its destiny and would lose motivation for achieving the best that it could. At KBE's August 2001 meeting, KDE noted this potential problem and was asked to more fully study the issue and consider possible solutions.

OEA endorses this movement by KBE and KDE. One scenario could call for a complicated and time-consuming approach. The best seems to be a negotiation between the school in question, the district in question, and KDE, acting as "equal partners" in attempting to reach a mutually acceptable, fair, and simple solution to the problem.

- (7) The last item to be raised concerns a perceived inequity regarding the testing window. Some schools with alternative calendars feel that they have fewer days of instruction before the testing window because of the various intercessions that are included in their calendars. Schools that must close because of bad weather also feel short-changed. At first blush, there seems to be validity in these claims. That is, if a short view of looking only at the current year is applied.

The curriculum, however, is supposed to be cumulative. The assessment is not supposed to measure just the current year's learning but all learning that has taken place up to the time of the assessment. All teachers are supposed to be responsible for student performance, not just the teachers in the accountability grades. Taken from this view, the few days difference in any given year loses much of its significance. The tables below are the most extreme example, but it does provide some perspective to this issue.

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GRADE	YEARLY DAYS OF SCHOOL	DAYS BEFORE TEST WINDOW	TOTAL DAYS BEFORE TEST	ONE DAY/ TOTAL
K	87	--	--	--
1	175	--	--	--
2	175	--	--	--
3	175	140	752	0.001330
4	175	140	927	0.001079
5	175	140	1102	0.000907
6	175	140	1277	0.000783
7	175	140	1452	0.000689
8	175	140	1627	0.000615
9	175	140	1802	0.000555
10	175	140	1977	0.000506
11	175	140	2152	0.000465
12	175	140	2327	0.000430

GRADE 3		GRADE 4		GRADE 5		GRADE 6		GRADE 7	
Days Lost	Percent	Days Lost	Percent	Days Lost	Percent	Days Lost	Percent	Days Lost	Percent
1	0.1330	1	0.1079	1	0.0907	1	0.0783	1	0.0689
2	0.2660	2	0.2157	2	0.1815	2	0.1566	2	0.1377
3	0.3989	3	0.3236	3	0.2722	3	0.2349	3	0.2066
4	0.5319	4	0.4315	4	0.3630	4	0.3132	4	0.2755
5	0.6649	5	0.5394	5	0.4537	5	0.3915	5	0.3444
6	0.7979	6	0.6472	6	0.5445	6	0.4699	6	0.4132
7	0.9309	7	0.7551	7	0.6352	7	0.5482	7	0.4821
8	1.0638	8	0.8630	8	0.7260	8	0.6265	8	0.5510
9	1.1968	9	0.9709	9	0.8167	9	0.7048	9	0.6198
10	1.3298	10	1.0787	10	0.9074	10	0.7831	10	0.6887
11	1.4628	11	1.1866	11	0.9982	11	0.8614	11	0.7576
12	1.5957	12	1.2945	12	1.0889	12	0.9397	12	0.8264
13	1.7287	13	1.4024	13	1.1797	13	1.0180	13	0.8953
14	1.8617	14	1.5102	14	1.2704	14	1.0963	14	0.9642
15	1.9947	15	1.6181	15	1.3612	15	1.1746	15	1.0331
16	2.1277	16	1.7260	16	1.4519	16	1.2529	16	1.1019
17	2.2606	17	1.8339	17	1.5426	17	1.3312	17	1.1708
18	2.3936	18	1.9417	18	1.6334	18	1.4096	18	1.2397
19	2.5266	19	2.0496	19	1.7241	19	1.4879	19	1.3085
20	2.6596	20	2.1575	20	1.8149	20	1.5662	20	1.3774
21	2.7926	21	2.2654	21	1.9056	21	1.6445	21	1.4463
22	2.9255	22	2.3732	22	1.9964	22	1.7228	22	1.5152
23	3.0585	23	2.4811	23	2.0871	23	1.8011	23	1.5840
24	3.1915	24	2.5890	24	2.1779	24	1.8794	24	1.6529
25	3.3245	25	2.6969	25	2.2686	25	1.9577	25	1.7218
26	3.4574	26	2.8047	26	2.3593	26	2.0360	26	1.7906
27	3.5904	27	2.9126	27	2.4501	27	2.1143	27	1.8595
28	3.7234	28	3.0205	28	2.5408	28	2.1926	28	1.9284
29	3.8564	29	3.1284	29	2.6316	29	2.2709	29	1.9972
30	3.9894	30	3.2362	30	2.7223	30	2.3493	30	2.0661

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GRADE 8		GRADE 9		GRADE 10		GRADE 11		GRADE 12	
Days Lost	Percent	Days Lost	Percent	Days Lost	Percent	Days Lost	Percent	Days Lost	Percent
1	0.0615	1	0.0555	1	0.0506	1	0.0465	1	0.0430
2	0.1229	2	0.1110	2	0.1012	2	0.0929	2	0.0859
3	0.1844	3	0.1665	3	0.1517	3	0.1394	3	0.1289
4	0.2459	4	0.2220	4	0.2023	4	0.1859	4	0.1719
5	0.3073	5	0.2775	5	0.2529	5	0.2323	5	0.2149
6	0.3688	6	0.3330	6	0.3035	6	0.2788	6	0.2578
7	0.4302	7	0.3885	7	0.3541	7	0.3253	7	0.3008
8	0.4917	8	0.4440	8	0.4047	8	0.3717	8	0.3438
9	0.5532	9	0.4994	9	0.4552	9	0.4182	9	0.3868
10	0.6146	10	0.5549	10	0.5058	10	0.4647	10	0.4297
11	0.6761	11	0.6104	11	0.5564	11	0.5112	11	0.4727
12	0.7376	12	0.6659	12	0.6070	12	0.5576	12	0.5157
13	0.7990	13	0.7214	13	0.6576	13	0.6041	13	0.5587
14	0.8605	14	0.7769	14	0.7081	14	0.6506	14	0.6016
15	0.9219	15	0.8324	15	0.7587	15	0.6970	15	0.6446
16	0.9834	16	0.8879	16	0.8093	16	0.7435	16	0.6876
17	1.0449	17	0.9434	17	0.8599	17	0.7900	17	0.7306
18	1.1063	18	0.9989	18	0.9105	18	0.8364	18	0.7735
19	1.1678	19	1.0544	19	0.9611	19	0.8829	19	0.8165
20	1.2293	20	1.1099	20	1.0116	20	0.9294	20	0.8595
21	1.2907	21	1.1654	21	1.0622	21	0.9758	21	0.9024
22	1.3522	22	1.2209	22	1.1128	22	1.0223	22	0.9454
23	1.4136	23	1.2764	23	1.1634	23	1.0688	23	0.9884
24	1.4751	24	1.3319	24	1.2140	24	1.1152	24	1.0314
25	1.5366	25	1.3873	25	1.2645	25	1.1617	25	1.0743
26	1.5980	26	1.4428	26	1.3151	26	1.2082	26	1.1173
27	1.6595	27	1.4983	27	1.3657	27	1.2546	27	1.1603
28	1.7210	28	1.5538	28	1.4163	28	1.3011	28	1.2033
29	1.7824	29	1.6093	29	1.4669	29	1.3476	29	1.2462
30	1.8439	30	1.6648	30	1.5175	30	1.3941	30	1.2892

If it is assumed, first – instruction and learning are cumulative; second – half day primary 1 for students; third – 175 days of instruction each year after P1; and, fourth – the testing window begins on the 140th day of the school year, each day of class missed during the year the student takes the test is only a small portion of that student’s learning time. Even if less extreme applications of these assumptions are applied, this assertion is still true.

The key element here is the overall acceptance of the idea that instruction is cumulative. The Program of Studies is based on this idea. The Core Content for Assessment is based on this idea. Educators must accept and implement this idea.

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EXTENDED SCHOOL SERVICES. The original intent of the extended school services (ESS) initiative was to provide assistance to students needing extra time to meet the expected outcomes outside the regular school day. Funding for the program has been increased from \$21 million in FY 1992 to \$36.4 million for FY 2002. Participation in the program statewide has included slightly more than one-fourth of the total student population in recent years. Most have improved at least one letter grade in the content area of primary focus during or after participation. Trend data over the past three years from random surveys in OEA-monitored districts tend to indicate that respondents believe the program is meeting its goal as a valuable contributor toward improving achievement for at-risk students. However, it is difficult to attribute the total achievement improvement to any one initiative in a systemic support system such as KERA. Certainly, initiatives such as preschool and family resource/youth services centers, which also target at-risk students, could also be considered contributors to this improvement. Evidence of this link is indicated in both quantitative and qualitative data cited later in this report.

Item 1 under ESS was: *Are you familiar with the implementation of this initiative in your district?*

	TEACHER CATEGORIES				ADMINISTRATOR CATEGORIES		
	All	EL	MS	HS	All	EL	MS/HS
Y	305	183	128	54	75	44	30
N	6	3	0	3	0	0	0
	All	EL	MS	HS	All	EL	MS/HS
Y	98.1%	98.4%	100.0%	94.7%	100.0%	100.0%	100.0%
N	1.9%	1.6%	0.0%	5.3%	0.0%	0.0%	0.0%

Survey results from teachers and administrators revealed that nearly all were familiar with the ESS program in their school. Somewhat perplexing is that more than 5 percent of high school teachers indicated they were not familiar with the program. Over the last three years, this trend has continued at about the same rate of unfamiliarity with high school teachers.

Items 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.

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

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	11	10	0	1		NA	0	0	0
	1	6	2	3	1		1	0	0	0
	2	28	12	11	5		2	2	2	0
	3	49	25	8	16		3	7	3	4
	4	157	96	33	28		4	42	24	16
	5	54	38	13	3		5	24	14	10
		All	EL	MS	HS			All	EL	MS/HS
Mean						Mean				
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	3.6	5.5	0.0	1.9		NA	0.0	0.0	0.0
	1	2.0	1.1	4.4	1.9		1	0.0	0.0	0.0
	2	9.2	6.6	16.2	9.3		2	2.7	4.7	0.0
	3	16.1	13.7	11.8	29.6		3	9.3	7.0	13.3
	4	51.5	52.5	48.5	51.9		4	56.0	55.8	53.3
	5	17.7	20.8	19.1	5.6		5	32.0	32.6	33.3
Responses						Responses				

Eighty-eight (88) percent of administrators and 69 percent of teachers agree that ESS has had a positive impact on student performance. Teachers, since they have more direct contact with student performance than administrators, might be able to better assess the ESS program. Last year, 70 percent of a different sample of teachers agreed compared to 53 percent the prior year. It is rare that teacher comments through interviews indicate negative feelings toward the efficacy of the program. As long-term accountability and higher stakes become a reality, the ESS program may be relied on more heavily to hone skills which may contribute to improved achievement and test performance.

OEA staff monitoring ESS sessions have observed that portfolio development seems to be a priority for student participation in ESS in Grades 4, 7 and 12. As long as ethical guidelines are followed in these sessions, this should be a major contributor, especially if the language arts teachers participate in the sessions. According to KDE's 2000 ESS report to OEA, students seeking assistance in reading and mathematics tend to dominate at the elementary and middle levels, while mathematics is the primary subject of focus at the high school level.

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According to the same report, re-teaching concepts and skills was the most frequent type of assistance offered at the elementary level. Homework assistance was utilized most at the middle and high levels. Assessment preparation was the dominant type of assistance offered at the accountability Grades of 4, 7, and 11. Most students utilize more than one type of assistance. These data were only tabulated for students who spent more than six days in ESS.

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

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	4	1	2		1	0	0	0
	2	31	16	8	7		2	5	3	2
	3	78	46	18	14		3	16	10	6
	4	122	70	29	23		4	36	21	14
Percentages	5	66	46	12	8	Percentages	5	18	10	8
		All	EL	MS	HS			All	EL	MS/HS
	Mean	3.69	3.76	3.63	3.52		Mean	3.89	3.86	3.93
		All	EL	MS	HS			All	EL	MS/HS
	NA	0.0	0.0	0.0	0.0		NA	0.0	0.0	0.0
	1	2.3	2.2	1.5	3.7		1	0.0	0.0	0.0
Responses	2	10.2	8.8	11.8	13.0	Responses	2	6.7	6.8	6.7
	3	25.7	25.3	26.5	25.9		3	21.3	22.7	20.0
	4	40.1	38.5	42.6	42.6		4	48.0	47.7	46.7
	5	21.7	25.3	17.6	14.8		5	24.0	22.7	26.7
		304	182	68	54			75	44	30

Seventy-two (72) percent of administrators indicated the most capable teachers were staffing the program, but only 61 percent of teachers themselves indicated likewise. Again, because teachers are closer to student performance and seeing the result of extra assistance may be in a better position to make this judgement. Administrator judgement may be more empirical in nature, assessing the overall instructional quality of teachers in their field of expertise. With only about three in five teachers believing that the most capable teachers are staffing ESS, KDE might consider a review of teacher participation to determine what incentives might attract more high quality teachers to the program.

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Item 4 was: *The most needy students are receiving assistance in 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	9	3	3	3		1	0	0	0
	2	53	15	18	19		2	5	3	2
	3	50	25	12	13		3	11	3	8
	4	122	83	24	15		4	42	26	15
	5	72	57	11	4		5	17	12	5
		All	EL	MS	HS			All	EL	MS/HS
Mean						Mean				
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	2.9	1.6	4.4	5.6		1	0.0	0.0	0.0
	2	17.3	8.2	26.5	35.2		2	6.7	6.8	6.7
	3	16.3	13.7	17.6	24.1		3	14.7	6.8	26.7
	4	39.9	45.4	35.3	27.8		4	56.0	59.1	50.0
	5	23.5	31.1	16.2	7.4		5	22.7	27.3	16.7
Responses						Responses				

Seventy-eight (78) percent of administrators and 63 percent of teachers agree that the most needy students are receiving assistance. With less than two-thirds of surveyed teachers indicating agreement with this statement, some explanation of why more needy students aren't participating might be of some value to KDE and other policy groups. During the last year when OEA monitored in 21 districts, at least three boards of education had implemented various mandatory attendance policies with varying consequences for non-attendance. Some of these policies involved students and parents signing contracts. These kinds of strategies are apparently paying dividends as all these districts were showing improvement. All these districts seemed to be taking the program seriously, as they also had documented attendance and participation records.

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Item 5 was: *The lack of transportation prevents many needy students from participating.*

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
		All	EL	MS	HS			All	EL	MS/HS
Frequencies	NA	13	9	3	1	Frequencies	NA	4	3	1
	1	103	66	25	12		1	24	13	10
	2	97	55	22	20		2	28	18	10
	3	25	13	5	7		3	2	2	0
	4	43	23	8	12		4	8	4	4
	5	22	16	5	1		5	8	3	5
		All	EL	MS	HS			All	EL	MS/HS
Mean		2.26	2.24	2.17	2.42	Mean		2.26	2.15	2.45
		All	EL	MS	HS			All	EL	MS/HS
Percentages	NA	4.3	4.9	4.4	1.9	Percentages	NA	5.4	7.0	3.3
	1	34.0	36.3	36.8	22.6		1	32.4	30.2	33.3
	2	32.0	30.2	32.4	37.7		2	37.8	41.9	33.3
	3	8.3	7.1	7.4	13.2		3	2.7	4.7	0.0
	4	14.2	12.6	11.8	22.6		4	10.8	9.3	13.3
	5	7.3	8.8	7.4	1.9		5	10.8	7.0	16.7
Responses		303	182	68	53	Responses		74	43	30

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The last item, Item 6, was: *The ESS program is properly administered in this building.*

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
		All	EL	MS	HS			All	EL	MS/HS
Frequencies	NA	0	0	0	0	Frequencies	NA	0	0	0
	1	8	4	2	2		1	0	0	0
	2	16	6	4	6		2	0	0	0
	3	48	25	14	9		3	4	1	3
	4	113	71	21	21		4	41	29	11
	5	120	77	27	16		5	30	14	16
		All	EL	MS	HS			All	EL	MS/HS
Mean		4.05	4.15	3.99	3.80	Mean		4.35	4.30	4.43
		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	2.6	2.2	2.9	3.7		1	0.0	0.0	0.0
	2	5.2	3.3	5.9	11.1		2	0.0	0.0	0.0
	3	15.7	13.7	20.6	16.7		3	5.3	2.3	10.0
	4	37.0	38.8	30.9	38.9		4	54.7	65.9	36.7
	5	39.3	42.1	39.7	29.6		5	40.0	31.8	53.3
Responses		305	183	68	54	Responses		75	44	30

Ninety-five (99) percent of administrators and 76 percent of teachers agree that the program is being properly administered in their building. With almost one in four teachers not agreeing with the statement might be some reason for concern.

Compensation. Salary and/or hourly rates for ESS teachers have been disparate since the inception of the program. The initial regulation allowed for districts to set their own compensation rates for employees of the program up to their regular hourly rate. Of the 21 districts visited last year by OEA, 12 paid certified teachers \$20 or less per hour regardless of credentials. Three (3) paid between \$20 and \$25 dollars per hour, and the remaining 6 paid the regular salary hourly amount, which can reach up to \$45 per hour. This causes some concern for inter-district fairness. Another issue surfacing in compensation for ESS classified staff is that of required overtime compensation for bus drivers, aides, and lunchroom staff who are assisting in the operation of the program. If all the overtime is billed to ESS, this could have a draining effect on the budget.

Although, KERA has been very favorable to districts in allowing latitude in local decision making, this issue may need some further analysis and review. For example, if a district is required to spend

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30 percent for transportation and pays up to the full regular hourly salary for ESS tutoring, most of the grant could be consumed with far less services reaching needy students.

Evaluation. The ESS program has long been deficient except when schools at year-end provided KDE student data that summarized activity, mostly in quantitative fashion. Over the past few years, about one-fourth of students statewide participated in the program in a non-duplicative count. From this, it has been confirmed that the majority of students who participate actually improve by at least one letter grade in the primary subject of focus. Currently, KDE is contracting with Western Kentucky University to assess the effectiveness of the ESS program. Data from the study could provide valuable information for legislative policymakers and educators to improve the accountability measures of this out-of-school program. Some of the challenges facing out-of-school programs like this, according to Heather B. Weiss, founder and director of the Family Research Project at Harvard, are: “building evaluation capacity; incorporating continuous assessment as a component of good practice; selecting appropriate outcomes; and strengthening the connections between outcomes and theory.”

Kentucky has implemented the ESS program to assist students in meeting the expected outcomes of the Program of Studies and Core Content for Assessment. The Standards and Indicators for School Improvement (SISI) document developed by KDE, and used as the basis for scholastic audits, assesses the level of utilization of ESS in at least two of the nine standards. Schools being audited are responsible for demonstrating the level of utilization of ESS in the venues of community, and student and family support (standard 5), as well as organizational structure and resource allocation (standard 8). Although not intended to evaluate the quality of the ESS program in audited schools, these standards may fall short of assessing student outcomes as a result of participation. The responsibility for assessing these must be lodged with the school district and schools themselves. KDE’s evaluation should be responsible for capturing the statewide efficacy of ESS and mirror CATS.

As part of the OEA monitoring process last year, staff reviewed 21 districts’ consolidated plans and found that ESS was prominent in those plans as a strategy for improving student performance. Policymakers may be well advised to closer align the evaluation of this program with participating student performance on the KCCT and CATS. Some components of CATS are now administered in

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Grades 3-12. Short-term evaluation could continue to be accomplished much the same as is being done now with pre- and post-review of skills and letter grades. However, a more empirical evaluation of the program's effectiveness may be better accomplished by reviewing longitudinal student performance data for participants in the program over time. A longitudinal component in CATS could facilitate this evaluation.

R ECOMMENDATIONS

- (1) Given the high stakes accountability for schools and ESS contributing largely to academic success, it is important for KBE and the General Assembly to consider revising the ESS funding formula to consider varying geographic conditions of districts. Some districts, generally the more affluent, have little or no transportation costs, while the larger county districts spend up to one-third of the total grant to insure that needy children can access the service. Since a database already exists for reimbursing districts in transporting these pupils during the regular school day, it might be advisable for KBE to consider revising the formula to reimburse the same amount for ESS transportation.
- (2) Some review of the compensation rates paid to teachers is in order. Some districts pay teachers their regular hourly rate of salary for teaching ESS sessions which can amount up to \$40 per hour, while others in an attempt to maximize services for needy students, pay as little as \$15 per hour. This would ensure more inter-district fairness.
- (3) KDE has launched a study to determine the effectiveness of the ESS program that includes both qualitative and quantitative analysis. During the second decade of KERA, the need for continued developmental research that involves dialogue among practitioners and policymakers will be essential to continue program improvement and efficacy.

FAMILY RESOURCE/YOUTH SERVICES CENTERS. 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 that enhance students' abilities to succeed in school." Centers have wide latitude in how this is accomplished. OEA monitoring staff has noticed a trend of improved sophistication in center operations over the past year. At least three districts had FRYSC staff tutoring students after school who were in need of

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academic assistance. These centers had documented their efforts with pre- and post-letter grade improvements at the student level. Although FRYSCs should not supplant the ESS program, it is well within their purview to facilitate learning in whatever method seems reasonable to the school council and administrators.

In recent visits to high-performing schools with a high poverty rate, Commissioner Gene Wilhoit of KDE noticed that effective FRYSCs were a “commonality” among these schools. Schools with a minimum 20 percent free and reduced lunch eligibility enrollment are eligible to apply for a center. 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 \$210 for FY 2002. Minimum grants are \$33,000 and the maximum is \$94,500, which can be accomplished through a coalition of more than one school.

In the current fiscal year, 169 of the 176 school districts operate 765 FRYSCs, serving 1,143 schools or 85 percent of the total number in the state. Current year funding is \$49,326,005. Family resource centers (FRCs) are designed to serve elementary school children and families, and youth services centers (YSCs) are aimed at middle and high school students and families. Funded centers are to be located in or near each school that serves lower socioeconomic communities. FRCs are mandated to address at least the following components:

- assistance with full-time child care for children ages 2 and 3,
- assistance with after-school child care for children ages 4-12,
- health and education services for new and expectant parents,
- support and training for child daycare providers,
- health services or referrals to health services,
- education to enhance parenting skills, and
- education for preschool children and their parents.

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YSCs must address at least the following components:

- health services or referrals 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 referrals to such services, and
- family crisis and mental health counseling or referrals.

Both also are encouraged to meet unique school or community needs through offering additional, optional service components.

Monitoring. During monitoring visits to 21 school districts over the past year, OEA staff visited some centers in each district, and interviewed FRYSC directors and staff. Teachers and administrators in those school buildings were randomly given survey forms and asked to complete and mail back to OEA in self-addressed, stamped envelopes. The FRYSC section of the survey asked or stated the following:

Item 1 was: *Are you familiar with the implementation of FRYSCs in your district?*

	TEACHER CATEGORIES				ADMINISTRATOR CATEGORIES		
	All	EL	MS	HS	All	EL	MS/HS
Y	252	159	99	45	63	39	23
N	57	25	20	12	11	5	6
	All	EL	MS	HS	All	EL	MS/HS
Y	81.6%	86.4%	83.2%	78.9%	85.1%	88.6%	79.3%
N	18.4%	13.6%	16.8%	21.1%	14.9%	11.4%	20.7%

Eighty-two (82) percent of teachers and 85 percent of administrators surveyed were familiar with the FRYSC in their building. Familiarity is greater in elementary schools by both teachers and administrators, but has improved across all groups over the past three years. Since many of the respondents may not have FRYSCs in their buildings, it is possible that these represent some of the

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unfamiliar respondents. Of the 21 districts reviewed, 3 did not have centers due to non-eligibility. Interviews revealed that administrators have a better understanding of the role of FRYSCs than in the past.

Item 2 was: *FRYSCs are removing barriers to learning.*

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	0	0	0	0		NA	0	0	0
	1	2	2	0	0		1	1	1	0
	2	11	5	3	3		2	2	1	1
	3	41	27	9	5		3	3	1	1
	4	149	93	27	29		4	41	26	15
	5	49	32	9	8		5	16	10	6
		All	EL	MS	HS			All	EL	MS/HS
Mean						Mean				
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	1.3	0.0	0.0		1	1.6	2.6	0.0
	2	4.4	3.1	6.3	6.7		2	3.2	2.6	4.3
	3	16.3	17.0	18.8	11.1		3	4.8	2.6	4.3
	4	59.1	58.5	56.3	64.4		4	65.1	66.7	65.2
	5	19.4	20.1	18.8	17.8		5	25.4	25.6	26.1
Responses						Responses				

Only 4 percent of teachers overall and 5 percent of administrators disagreed with the statement that “FRYSCs are removing barriers to learning.” This is fairly consistent with previous years’ surveys.

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

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
		All	EL	MS	HS			All	EL	MS/HS
<i>Frequencies</i>	NA	0	0	0	0	<i>Frequencies</i>	NA	0	0	0
	1	2	1	0	1		1	1	1	0
	2	13	5	6	2		2	5	2	3
	3	44	36	5	3		3	6	4	2
	4	127	80	23	24		4	33	20	12
	5	65	37	14	14		5	17	11	6
		All	EL	MS	HS			All	EL	MS/HS
<i>Mean</i>		3.96	3.92	3.94	4.09	<i>Mean</i>		3.97	4.00	3.91
		All	EL	MS	HS			All	EL	MS/HS
<i>Percentages</i>	NA	0.0	0.0	0.0	0.0	<i>Percentages</i>	NA	0.0	0.0	0.0
	1	0.8	0.6	0.0	2.3		1	1.6	2.6	0.0
	2	5.2	3.1	12.5	4.5		2	8.1	5.3	13.0
	3	17.5	22.6	10.4	6.8		3	9.7	10.5	8.7
	4	50.6	50.3	47.9	54.5		4	53.2	52.6	52.2
	5	25.9	23.3	29.2	31.8		5	27.4	28.9	26.1
<i>Responses</i>		251	159	48	44	<i>Responses</i>		62	38	23

Seventy-six (76) percent of teachers and 80 percent of administrators agreed with the statement regarding FRYSC staff being available to discuss student performance. Although the FRYSC mission is to “improve academic performance through non-academic means,” many centers are now directly engaged with students assisting in academic areas. This is an acceptable practice when endorsed by the local advisory and/or school council. The original design of the KERA initiatives package was that each initiative would support and complement others intentionally. This is evidenced through reviews of ESS, preschool, and FRYSCs.

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

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	2	1	0	1		NA	0	0	0
	1	3	1	1	1		1	1	1	0
	2	5	3	2	0		2	1	0	1
	3	32	18	6	8		3	2	1	1
	4	114	81	16	17		4	28	17	11
	5	96	55	23	18		5	31	20	10
		All	EL	MS	HS			All	EL	MS/HS
	Mean	4.18	4.18	4.21	4.16		Mean	4.38	4.41	4.30
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	0.8	0.6	0.0	2.2		NA	0.0	0.0	0.0
	1	1.2	0.6	2.1	2.2		1	1.6	2.6	0.0
	2	2.0	1.9	4.2	0.0		2	1.6	0.0	4.3
	3	12.7	11.3	12.5	17.8		3	3.2	2.6	4.3
	4	45.2	50.9	33.3	37.8		4	44.4	43.6	47.8
	5	38.1	34.6	47.9	40.0		5	49.2	51.3	43.5
Responses		252	159	48	45	Responses		63	39	23

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

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
		All	EL	MS	HS			All	EL	MS/HS
Frequencies	NA	2	1	1	0	Frequencies	NA	0	0	0
	1	1	0	0	1		1	1	1	0
	2	5	4	1	0		2	2	1	1
	3	32	20	8	4		3	5	1	4
	4	119	77	19	23		4	25	15	9
	5	92	57	19	16		5	30	21	9
		All	EL	MS	HS			All	EL	MS/HS
Mean		4.19	4.18	4.19	4.20	Mean		4.29	4.38	4.13
		All	EL	MS	HS			All	EL	MS/HS
Percentages	NA	0.8	0.6	2.1	0.0	Percentages	NA	0.0	0.0	0.0
	1	0.4	0.0	0.0	2.3		1	1.6	2.6	0.0
	2	2.0	2.5	2.1	0.0		2	3.2	2.6	4.3
	3	12.7	12.6	16.7	9.1		3	7.9	2.6	17.4
	4	47.4	48.4	39.6	52.3		4	39.7	38.5	39.1
	5	36.7	35.8	39.6	36.4		5	47.6	53.8	39.1
Responses		251	159	48	44	Responses		63	39	23

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Over the past two years, OEA has received complaints regarding FRYSC staff being subjected to local district reduction in force policies. It would not seem logical to release well-trained FRYSC staff who are fulfilling a niche role when districts are forced to reduce staff. Since FRYSC grants are “categorical” and outside the SEEK formula, some protection should be granted these staff members unless the actual FRYSC grant is reduced due to decreased enrollment of eligible students. Currently, local boards of education have authority to reduce classified and certified staff when certain conditions prevail (mostly reduction in enrollment). More clarity is needed in this area and more protection is due FRYSC employees.

RECOMMENDATIONS. This initiative of KERA is due some scholarly research to determine the effectiveness of the program in terms of participating students improving their chances of meeting the expected outcomes. Most research to date has been qualitative and opinion-based. Until the FRYSC branch has some evidence that what is happening in centers is actually contributing to student success, the program actually may be producing more questions than answers; however, it is well known that isolating causality in meeting outcomes to a single KERA initiative will be difficult. The KIER Review of Research on FRYSCs conducted by Wilson and Taylor, Research Center for Families and Children at the University of Kentucky, also suggest this may be difficult and complex. But, the question of whether students and families benefit from these experiences needs further review so that policymakers can make prudent decisions about future funding.

HIGHLY SKILLED EDUCATORS. The purpose of the Highly Skilled Educator (HSE) Program was to provide schools that were not meeting their educational goals, as measured by the state assessment and accountability program, with external assistance from educators who meet a stringent set of standards. The role, indeed the name, of the HSE has changed over time because of experience, legislative action, and the development of programs by KDE to foster education reform at the school and district level.

One step in this evolution that occurred during the 2000-01 academic year was the development of the Scholastic Audit process. This process is described in detail in the section of this report on Assessment and Accountability. The HSEs were given a significant role in the Scholastic Audit process. Each team that visited Level 3 (the lowest performing) schools for an audit contained an

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HSE. This required an additional level of training for HSEs as they received the skills provided to all team members. Upon completion of the Scholastic Audits, an HSE was assigned to each of the audited schools to fulfill the traditional role of assistance and evaluation.

The OEA monitoring team determined that undergoing both a Scholastic Audit and an OEA monitoring visit might be construed as an undue burden for a school district and its schools. The team decided, therefore, not to visit any districts during the 2000-01 school year that had schools subjected to a scholastic audit. This meant that members of the OEA monitoring team did not have direct contact with HSEs during this time. Many districts that include Level 3 schools will be visited by the team during the 2001-02 school year. OEA monitoring team members will make a special effort to communicate with the HSEs at these schools and gather information about their efforts and progress.

One of the concerns that OEA observed with the HSE program in the past was the short tenure of the participants. This tenure was initially conceived to be two years, in part because HSEs were considered to be “borrowed” from local districts and a two-year term would be least disruptive. This concept does not work well to the advantage of the parties involved. HSEs were leaving just at the point that their training and experience had reached its highest level. Local districts often did not take advantage of the training and experience of the returning HSEs. Because business must go on, many times the position that an HSE had left was not open when the person returned. To help in the first situation, during this past year, KBE adjusted the regulation that, with district agreement, an HSE could stay an additional year. OEA agrees with this adjustment.

There were 17 HSEs who left the program at the end of the 2001 school year and each seems to have found a meaningful position. Only one former HSE is returning full-time to the classroom, presumably by choice. Three persons retired but did not leave education. One has become a principal at a parochial school, while the other two have 100-day contracts (one with a school district and the other with KDE). Five of these people have assumed building administrative positions; one has become an “HSE in Residence” at a state university, while the rest have district level responsibilities.

Much time and effort has been expended in training HSEs, and this training plus their experience should be valuable to any school district that chooses to employ them. Some KDE staff have urged

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that this training and experience should be sufficient to grant these persons administrator licensure. OEA does not agree. There are at least two major gaps in their training. These former HSEs lack preparation in school law and finance. This agency would suggest that KDE make arrangements with those colleges and universities that have programs in administration to provide credit for the training and experience obtained as HSEs and to fill in the gaps in their preparation as administrators.

Because HSEs work on a 12-month calendar, the enabling legislation allows them to be paid 135 percent of the salary they would earn in their districts. Currently there is a \$90,000 limit on the pay of an HSE. While this is quite sufficient for teachers who become HSEs, this limit is becoming a disincentive for some administrators who might be interested in the program. Many have salaries close to or greater than the \$90,000, and with the extra work and travel entailed in the program, there is not adequate compensation to cause them to apply.

Monitoring. In visiting the 21 school districts in the 2000-01 school year, OEA staff completed a total of 62 classroom observations. Classrooms were chosen at random after meeting with principals. One exception is at the middle school level where all observations were seventh grade science classes. Thirty-five (35) observations were conducted at the elementary level (1-5), 10 at the middle school, and the remaining 17 were conducted at the high school level. These observations amounted to staff spending one class period in a particular classroom. During or after the class visits, staff completed a rating form that was an attempt to capture the pattern of instructional practices. Most often, OEA staff also interviewed the teacher regarding their support system and available resources to carry out their assigned duties. (A summary of these are found in Appendix A.) These observations are intended to monitor performance-based instruction, although the 18 items observed are not an exhaustive list and provides only a glimpse of teaching quality.

It is important to note that inter-rater reliability has not been assessed among raters in this exercise. Additionally, it would not be accurate or fair to generalize these findings across districts and schools visited nor the state as a whole. This exercise is intended to be merely a random “snapshot” of teaching practices in that school, that day, and classroom teachers were not alerted that someone would be visiting their classroom for an extended period of time. Anonymity has also been assured in reporting these data.

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The rating scale ranged from 1 to 5, or n/a on the following dimensions. The scale points have the following values: 1=Very Poor; 2=Poor; 3=neither good nor poor; 4=Good; 5=Very Good.

Issue 1 was: *The connection between the lesson content and at least one of Kentucky's Learning Goals.*

Rating	Frequency	Percent
3	8	12.9
4	43	69.4
5	10	16.1
N/A	1	1.6
Total	62	100.0

Observers reported a connection between the lesson and one of Kentucky's six learning goals in 86 percent of the cases. Although the six learning goals are quite comprehensive, this finding is a good endorsement for KERA.

Issue 2 was: *The connection between the lesson content and at least one Academic Expectation.*

Rating	Frequency	Percent
3	7	11.3
4	44	71.0
5	10	16.1
N/A	1	1.6
Total	62	100.0

At least one of the 57 Academic Expectations was observed during the lesson in 87 percent of cases. It must be noted that the Program of Studies, Core Content, and Academic Expectations cover the breadth of suggested academic concepts to be covered. These could range from simple literacy exercises to sophisticated multi-dimensional problem solving.

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Issue 3 was: *The use of the textbook.*

Rating	Frequency	Percent
3	11	17.7
4	21	33.9
5	6	9.7
N/A	24	38.7
<i>Total</i>	<i>62</i>	<i>100.0</i>

It is interesting that the majority of lessons observed here (N/A 38.7 percent) did not utilize a textbook. This may be encouraging since the use of textbooks prior to the implementation of KERA in some schools may have dominated instruction, leaving little time for activity-based learning espoused by core content.

Issue 4 was: *Instructional strategies are designed to elicit student participation.*

Rating	Frequency	Percent
1	1	1.6
2	1	1.6
3	4	6.5
4	44	71.0
5	11	17.7
N/A	1	1.6
<i>Total</i>	<i>62</i>	<i>100.0</i>

Observers in 89 percent of the 62 observations noticed some effort on the part of teachers to involve students interactively.

Issue 5 was: *The use of a computer by the teacher as part of the lesson.*

Rating	Frequency	Percent
1	2	3.2
2	5	8.1
3	5	8.1
4	7	11.3
5	1	1.6
N/A	42	67.7
<i>Total</i>	<i>62</i>	<i>100.0</i>

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In two-thirds of the cases, teachers were not utilizing computer technology in instruction. Only 13 percent indicated good or very good utilization. Although these findings are not generalizable, this pattern is not desirable and suggests further review. It may be contrary with other KDE initiatives that suggest a much higher utilization. However, many schools still only engage students in technology during laboratory sessions.

Issue 6 was: *The use of the computer by the students as part of the lesson.*

Rating	Frequency	Percent
1	2	3.2
2	5	8.1
3	4	6.5
4	9	14.5
5	5	8.1
N/A	37	59.7
Total	62	100.0

In 60 percent of the cases, computers were not used by any of the students. This again may be of some concern. Of course the responsibility for technology integration policy, as it relates to instruction, resides with the school council. This is contingent on the availability of hardware and software, as well as teacher competency. Also, many schools rely totally on lab experiences for technology, where students go for a designated time in the school schedule. OEA staff did not choose to observe computer labs as part of this exercise.

It is important to note that a further analysis of this item revealed that the 35 observations at the elementary level found only 37 percent not using computers. At the high school level, 82 percent of classrooms did not exhibit computer use on the part of the students. None of the 10 classrooms observed at the middle school level had students using computers during the visit.

Issue 7 was: *The use of other technology by the teacher as part of the lesson.*

Rating	Frequency	Percent
1	2	3.2
2	4	6.5
3	7	11.3
4	14	22.6
5	4	6.5
N/A	31	50.0
<i>Total</i>	<i>62</i>	<i>100.0</i>

Fifty (50) percent of teachers were not using “other” technology as part of the lesson. This “other” would have included overhead projectors, etc. Twenty-nine (29) percent of teachers observed were using some other technology than computers.

Issue 8 was: *The use of other technology by the students as part of the lesson.*

Rating	Frequency	Percent
1	2	3.2
2	5	8.1
3	6	9.7
4	10	16.1
5	6	9.7
N/A	33	53.2
<i>Total</i>	<i>62</i>	<i>100.0</i>

In more than half of the observations, students were not using other technology either. This would have included such items as calculators, headphones, etc.

Issue 9 was: *The involvement of student writing as part of the lesson.*

Rating	Frequency	Percent
2	1	1.6
3	16	25.8
4	29	46.8
5	12	19.4
N/A	4	6.5
<i>Total</i>	<i>62</i>	<i>100.0</i>

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Student writing was observed in two-thirds of cases and rated as good or very good. This is strong evidence that the emphasis on Kentucky's Learning Goal #1 - basic communication and math skills - is present in a majority of classrooms. Many times these were contributing to portfolio development.

Issue 10 was: *The integration of subject matter as part of the lesson.*

Rating	Frequency	Percent
2	4	6.5
3	5	8.1
4	30	48.4
5	19	30.6
N/A	4	6.5
Total	62	100.0

In 79 percent of cases, teachers were observed teaching across the curriculum during the lesson. This is an important attribute conducive to better efficiency in teaching and learning. Thematic units were prevalent in the elementary classrooms that lend itself to this concept.

Issue 11 was: *The lesson is rich in content.*

Rating	Frequency	Percent
1	1	1.6
2	2	3.2
3	9	14.5
4	26	41.9
5	24	38.7
Total	62	100.0

This is a judgement call on the part of the rater. Some knowledge is required on the part of the observer as to whether the lesson was challenging to the class. Eighty (80) percent of observations found the richness of content to be good or very good.

Issue 12 was: *The students are engaged in the lesson.*

Rating	Frequency	Percent
3	2	3.2
4	30	48.4
5	30	48.4
<i>Total</i>	<i>62</i>	<i>100.0</i>

Student engagement in the lesson was observed in 97 percent of the cases. No detailed rubric was used to make this judgement other than observers noticing students involved in the lesson for the most part.

Issue 13 was: *Evidence of cooperative learning.*

Rating	Frequency	Percent
1	2	3.2
2	1	1.6
3	3	4.8
4	11	17.7
5	20	32.3
N/A	25	40.3
<i>Total</i>	<i>62</i>	<i>100.0</i>

This is an attribute of teaching and learning suggested by some experts to be worthwhile and beneficial. Cooperative learning was not observed in 40 percent of the cases. Again, further analysis at the elementary level found only 31 percent not involved in cooperative learning and 54 percent were rated as good or very good.

Issue 14 was: *Evaluation and reflection on the skills or concepts covered.*

Rating	Frequency	Percent
3	1	1.6
4	35	56.5
5	13	21.0
N/A	13	21.0
<i>Total</i>	<i>62</i>	<i>100.0</i>

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In 78 percent of the observations, the raters noticed evidence of the teacher summarizing the concepts covered during the lesson. This would require the rater being present at the end of a particular lesson. This did not occur in 21 percent of cases.

Issue 15 was: *The classroom espouses performance assessment.*

Rating	Frequency	Percent
1	1	1.6
2	4	6.5
3	9	14.5
4	25	40.3
5	19	30.6
N/A	4	6.5
Total	62	100.0

This is a judgement call on the part of raters. The rule-of-thumb for raters was “did the teacher get beyond the knowledge level in his or her instruction?” and ask the students to demonstrate or “apply” knowledge that was to have been gained during the lesson. It is very important to note here that 71 percent of the cases were rated good or very good on this dimension. This may be the observation item that captures the intent of the KERA legislation best, which was meant to emphasize the “use” of knowledge in teaching and learning through a hierarchy such as Bloom’s taxonomy.

Issue 16 was: *Student awareness of expected levels of performance through rubrics or standards.*

Rating	Frequency	Percent
1	3	4.8
2	9	14.5
3	28	45.2
4	17	27.4
5	1	1.6
N/A	4	6.5
Total	62	100.0

In 73 percent of cases, raters observed desired levels of performance posted somewhere in the classroom through charts or posters. These usually denote the progression of work from novice to distinguished and features included in each.

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Issue 17 was: *Authentic assessment (teacher's evaluation of students within the context of daily activities and documenting strengths and weaknesses).*

Rating	Frequency	Percent
2	3	4.8
3	9	14.5
4	39	62.9
5	11	17.7
<i>Total</i>	<i>62</i>	<i>100.0</i>

Another encouraging trend in classroom observations was the verification of the presence of authentic assessment. Teachers in 81 percent of cases were observed working with individual students on skill attainment to be followed up with a plan for improvement. This attribute is in statute for the primary program and lends itself to another attribute of primary, continuous improvement.

Issue 18 was: *Evidence of utilizing a performance-based curriculum.*

Rating	Frequency	Percent
2	7	11.3
3	6	9.7
4	31	50.0
5	16	25.8
N/A	2	3.2
<i>Total</i>	<i>62</i>	<i>100.0</i>

The intent here was meant to make a summative evaluation of whether teaching beyond the knowledge level was occurring throughout the curriculum. It is encouraging to note that this was rated as good or very good in 76 percent of cases.

Overall, these observation data do signal movement in the right direction for instruction in these districts. However, to generalize these teaching behaviors across the school or district or state with these same ratings would not be advisable or accurate. Much more detailed rubrics for making judgements would be needed, as well as in-depth training for raters.

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One area of concern derived from these data would be a further review of technology integration as it relates to teaching and learning. To date, \$563 million has been expended at the state and local level for technology implementation. According to these data, only about one-third were engaged in technology as a tool for enhancing teaching. Again, these data may be skewed as many schools only engage students in technology during lab sessions.

Monitoring Overview of Middle and Secondary Schools. In each district visited by OEA staff, the secondary schools, high schools, middle schools, and combinations of 6-12, 7-12, 6-8, 7 & 8, 9-12 schools were visited and interviews conducted. Schools that were primarily high schools (9-12) will be included in the high school portion of our report.

In the 21 districts, 13 schools were stand-alone middle schools. In these schools, 9 were on a seven-period day, 3 on a six-period day, and 1 on an eight-period day. Only 3 of the schools taught a high school course for credit. In these schools, there were 60 math teachers - 41 of which had degrees in math. There were 55 science teachers - 32 of which had degrees in science. All 13 schools provided a career education curriculum. In this curriculum, 9 of the schools gave the Learning Styles Inventory, most often in the eighth grade.

There were 26 high schools total, and OEA monitoring staff visited all of these. In the 26 schools, 16 were on block schedule, 3 were on a six-period day, and 7 were on a seven-period day. In the 16 schools on block, 13 of the high school teachers interviewed stated that they had received professional development in teaching strategies for block scheduling. All had an individual graduation plan for all their students. In these high schools, staff found that 15 had a form of the Advisor/Advisee Program. Some of these programs met on a regular schedule, while others met on an as-needed basis. The curriculum at the various schools contained a number of programs designed to prepare students for the world of work, as well as post secondary educational opportunities. Staff found that 13 schools had a Schools-That-Work Program, 11 schools had a School-To-Work Program, and 20 schools had the Tech Prep Curriculum. The curriculum in 5 schools was enhanced by the Virtual High School offerings.

Statewide Policy Issues Surfacing/Needing Attention. This section attempts to summarize issues that seem to surface in a recurring manner while monitoring school districts. Kentucky is made up of several regions, all of which have subcultures and various socioeconomic tendencies that influence

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the quality of educational opportunities in each. It is widely accepted that poverty is still the best predictor of student achievement, but some districts have begun to adopt a “no excuses” philosophy. Many of these have acknowledged that students from deprived home environments will require additional fiscal and human resources to reach proficiency and have begun to allocate accordingly. These districts appear, at least in the early stages, to be making substantial progress toward reaching the goals. However, many districts with similar demographics do not appear to have made the acknowledgement and are still struggling. Compensating for the deficiencies of students who may not have had adequate educational experiences and parental support is complex and expensive. This begs the question: “Is the at-risk portion of the SEEK formula sufficient to compensate for the possible deficiencies?”

The intent of the original KERA legislation was to make available to all schools enough resources that would ensure educational opportunities be “substantially uniform.” The current study undertaken by KDE to review adequacy and equity by Picus and Odden and whether SEEK should be amended to better serve all districts should provide valuable information for policymakers. Other commonalities of successful schools observed and agreed upon by OEA monitoring staff seem to center around the following issues:

- Leadership of schools and districts “does make a difference.”
- Parent, teacher, administrator, and community expectations drive the quality enhancements offered in public education.
- Efficient use of time at all levels is imperative to optimal teaching and learning. But important questions remain for defining “efficient.” What do the scholastic audits reveal about efficiency components in the Standards and Indicators for School Improvement (SISI)? How can teachers better manage time in planning and the delivery of instruction? How can we keep high standards and make time for learning a variable? Are professional development opportunities adequate in this area? Are districts building capacity to model professional development in the classroom for better efficiency? Are teachers out of the classroom too much? What about time after the CATS testing each year? Are we maximizing that time for learning? Should the testing window be later in the year?

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- Teacher quality is the most important dimension of educational attainment, yet so elusive. It is contingent on preparation, professional development, competency, and personal commitment. Classroom observation data and survey trends reported here are encouraging, yet Kentucky seems to be struggling to meet national averages in external indicators such as ACT and NAEP. Important questions that need answers are, is instruction compatible with Core Content and Program of Studies? Are teachers teaching beyond the knowledge level? Is opportunity to learn equitable among districts?

RECOMMENDATIONS. While the theory of “borrowing” personnel from districts and returning them in better condition seems reasonable, the fact that school business must go on creates too many problems. The HSE program should have a multi-faceted approach to recruiting personnel. For some potential HSEs, it might be leave for a time certain from a district to which they plan to return. For others, it may be a career change, albeit temporary, with the understanding that they will go into the open market when their tenure as HSEs ends. They might even combine this work with advanced training to enhance their marketability. Alternatively, tenure as an HSE might be the culminating professional experience for others. By adding this flexibility to the recruiting process, KDE could make other adjustments in the program to take care of other problems, such as the limitation of tenure and maximum salary. These adjustments should enhance the program.

Just as the role of the HSE has evolved, so has the role of the consultants at the regional service centers (RSC) changed over time. While the HSEs were involved with Scholastic Audits for Level 3 schools, the RSCs were conducting Scholastic Reviews with Level 2 schools. In both cases, the Standards and Indicators developed for the Scholastic Audit were used. The principal difference between the two groups is that HSEs are assigned specifically to a school on a permanent basis, while the RSC consultants go into a school, at the school’s request, to meet a specific need. HSEs and RSC consultants often work together on the same issues. OEA continues to recommend that the two programs be administered through the office of the same KDE associate commissioner. The same deputy commissioner should have oversight over the two programs, and the rules and benefits should be the same for both. This should work to the mutual advantage of both programs and, most importantly, to the benefit of the schools they serve.

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MINORITY EDUCATION RECRUITMENT AND RETENTION. KDE established the Division of Minority Education Recruitment and Retention (MERR) to oversee a variety of programs geared to increase the number of certified minority employees in Kentucky's school districts. These programs range from scholarships at our universities/colleges to programs to inspire minority students to enter the teaching profession.

In 2000-01, the division provided scholarships to 227 students as detailed in the chart below:

KENTUCKY DEPARTMENT OF EDUCATION
 DIVISION OF MINORITY EDUCATOR RECRUITMENT AND RETENTION
 2000-2001 BUDGET REPORT

<u>Budget Categories</u>	<u>Amount Allocated</u>
Personnel	\$194,200
Operating	72,000
Grants & Scholarships	\$1,708,800
TOTAL ALLOCATION	\$1,975,000

Breakout of Expenditures

<u>Scholarships Awarded</u>		
<u>INSTITUTION</u>	<u>NUMBER OF SCHOLARSHIPS AWARDED</u>	<u>AMOUNT AWARDED</u>
Eastern Kentucky University	6	\$39,750
Kentucky State University	23	\$78,869
Morehead State University	25	\$116,474
Murray State University	23	\$84,600
Northern Kentucky University	20	\$88,300
University of Kentucky	19	\$93,700
University of Louisville	64	\$335,000
Western Kentucky University	43	\$157,260
Administrative Leadership Institute	23	\$135,000
Hopkinsville Community College	2	\$4,000
Jefferson Community College	1	\$1,557
Madisonville Community College	1	\$2,000
Total Scholarships	227	\$1,136,510

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The division supports several programs designated as early identification programs and designed to attract persons to the teaching profession. These programs and the award amounts are detailed in the following:

EARLY IDENTIFICATION PROGRAM AWARDS	
Program	Amount Awarded
Aspiring Teachers, Educators, Administrators and Mentors (A-TEAM): Barren County, Bowling Green Ind., Christian County, Fayette County, Franklin County, Hardin County, Jefferson County, and Warren County	\$ 96,266
Escorts to Success: Jefferson County	\$ 29,000
Math, Science, Technology Communications Institutes: Fayette County and Jefferson County	\$ 85,706
Selecting Teaching As My Profession: Christian County	\$ 17,000
<i>Total Early Identification Awards</i>	<i>\$227,972</i>

There are other programs to support classified staff entering the teaching profession. These are identified in the following:

Program	Amount Awarded
Pathways to Teaching (JCPS)	\$ 20,000
Project R.I.S.E. (JCPS)	\$ 15,000
Incentive Awards (FCPS)	\$ 10,000
Potential to Professionals (Hopkins CPS)	\$ 7,000
Alternative Certification (JCPS)	\$ 52,500
<i>Total Awarded</i>	<i>\$104,500</i>

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There are summer enrichment programs at various regional institutional sites throughout the state designed to attract students in the teaching profession. These programs are listed in the below:

UNIVERSITY SUMMER ENRICHMENT PROGRAMS	
University	Amount Awarded
Kentucky State University	\$11,611
Morehead State University	\$20,000
Northern Kentucky University	\$20,000
University of Louisville	\$20,000
Western Kentucky University	\$20,000
<i>Total Awarded</i>	<i>\$91,611</i>

The impact of all these programs to increase the number of minority teachers is demonstrated in the chart below:

Kentucky Department of Education DIVISION OF MINORITY EDUCATOR RECRUITMENT AND RETENTION TEACHER EDUCATION - MINORITY STUDENT PIPELINE SURVEY												
INSTITUTION	1994-95 TOTAL MINORITY ENROLLMENT	1995-95 TOTAL MINORITY GRADUATES	1995-96 TOTAL MINORITY ENROLLMENT	1995-96 TOTAL MINORITY GRADUATES	1996-97 TOTAL MINORITY ENROLLMENT	1996-97 TOTAL MINORITY GRADUATES	1997-98 TOTAL MINORITY ENROLLMENT	1997-98 TOTAL MINORITY GRADUATES	1998-99 TOTAL MINORITY ENROLLMENT	1998-99 TOTAL MINORITY GRADUATES	1999-2000 TOTAL MINORITY ENROLLMENT	1999-2000 TOTAL MINORITY GRADUATES
Eastern Kentucky University	42	5	61	29	46	5	55	12	68	15	25	0
Morehead State University	23	10	10	7	44	6	84	22	70	9	34	10
Murray State University	32	6	36	5	49	16	76	20	72	36	106	50
Northern Kentucky University	12	9	12	0	21	11	27	10	32	1	9	0
Kentucky State University	78	20	110	39	300	52	314	62	196	29	209	197
University of Louisville	84	15	22	19	175	37	135	14	125	9	109	14
University of Kentucky	67	27	104	54	184	38	161	15 ¹	139	70	45	12
Western Kentucky University	69	9	83	12	111	12	156	40	176	36	250	14
TOTALS	408	101	438	165	930	177	1008	195	866	214	758	299

¹ The graduation numbers for the University of Louisville reflect those students who do not earn initial certification until completing the fifth-year, Masters in the Art of Teaching (MAT) Program. Please note that the U of L MAT program was implemented in 1992 with the first class to graduate during the 1997-98 academic year. (as reported by Dr. Phyllis Metcalfe-Turner, Director, Minority Teacher Recruitment Program.)

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KDE leadership is to be commended on their effort to collect information on how school districts are recruiting minorities. Their plan is to produce a “best practices” document for all districts. KDE has also produced a handbook for SBDM councils on minority recruitment. These tools should provide districts and councils significant assistance to increase the number of minority teachers in Kentucky schools.

In the 21 districts visited by OEA staff, it was learned that 7 have no certified minority employees. All districts have minority students ranging from less than 1 percent to greater than 25 percent.

RECOMMENDATIONS. KDE needs to again collect data related to the number of certified minority employees by district, the number of minority applicants, and the number of job offers tendered.

MULTICULTURAL EDUCATION. Based on the KDE Equity Plan, OEA developed a questionnaire to collect data from monitoring visits. All districts visited had board policies on harassment (gender and racial) and discrimination. OEA, during its visits, distributed survey forms to a random sample of five teachers and one administrator in each building. In each district visited by OEA staff, central office interviews were conducted regarding multicultural curriculum initiatives.

Item 1 was: *Are you familiar with the implementation of this initiative in your district?*

	TEACHER CATEGORIES				ADMINISTRATOR CATEGORIES		
	All	EL	MS	HS	All	EL	MS/HS
Y	195	118	82	34	60	36	23
N	116	68	25	23	15	8	7
	All	EL	MS	HS	All	EL	MS/HS
Y	62.7%	63.4%	76.6%	59.6%	80.0%	81.8%	76.7%
N	37.3%	36.6%	23.4%	40.4%	20.0%	18.2%	23.3%

The teacher surveys indicate that 63 percent of all teachers are familiar with this initiative, as are 80 percent of all administrators. Yet, 37 percent of all teachers and 20 percent of building administrators are not familiar with this initiative after ten years of reform. This issue is even more of a concern when, in the interview of 90 classroom teachers during the 2000-01 school year, staff

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found that all 90 reported being familiar with their school's consolidated plan, each of which has an equity component. This disparity needs further review.

Item 2 was: *The district multicultural curriculum is widely disseminated.*

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
		All	EL	MS	HS			All	EL	MS/HS
Frequencies	NA	4	2	1	0	Frequencies	NA	0	0	0
	1	0	0	0	0		1	0	0	0
	2	21	12	2	7		2	10	4	5
	3	65	40	16	9		3	19	11	8
	4	86	52	18	16		4	28	19	9
	5	13	8	3	2		5	2	1	1
		All	EL	MS	HS			All	EL	MS/HS
Mean		3.49	3.50	3.56	3.38	Mean		3.37	3.49	3.26
		All	EL	MS	HS			All	EL	MS/HS
Percentages	NA	2.1	1.8	2.5	0.0	Percentages	NA	0.0	0.0	0.0
	1	0.0	0.0	0.0	0.0		1	0.0	0.0	0.0
	2	11.1	10.5	5.0	20.6		2	16.9	11.4	21.7
	3	34.4	35.1	40.0	26.5		3	32.2	31.4	34.8
	4	45.5	45.6	45.0	47.1		4	47.5	54.3	39.1
	5	6.9	7.0	7.5	5.9		5	3.4	2.9	4.3
Responses		189	114	40	34	Responses		59	35	23

This item reveals that 11 percent of the teacher respondents do not have the curriculum materials associated with this initiative. This is corroborated by 17 percent of the administrators surveyed, believing this material is not widely disseminated.

The need for a “pluralized” curriculum is substantiated in the work of Anisa Al-Khatib of Eastern Kentucky University in her work with Arab-American students. She reports that such a curriculum “will enhance the self-perceptions of students from diverse backgrounds.” Also, the work of Donna Y. Ford of Ohio State University and J. John Harris III of the University of Kentucky report that a monocultural curriculum produces disengagement among minority students. This lack of relevance often is demonstrated by finding larger members of minority students grouped with underachievers.

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Issue 3 was: *We use this curriculum in our building.*

TEACHER CATEGORIES					
		All	EL	MS	HS
<i>Frequencies</i>	NA	3	2	1	0
	1	2	1	0	1
	2	14	7	4	3
	3	35	22	4	9
	4	106	68	23	15
	5	32	16	10	6
		All	EL	MS	HS
<i>Mean</i>		3.80	3.80	3.95	3.65
		All	EL	MS	HS
<i>Percentages</i>	NA	1.6	1.7	2.4	0.0
	1	1.0	0.9	0.0	2.9
	2	7.3	6.0	9.5	8.8
	3	18.2	19.0	9.5	26.5
	4	55.2	58.6	54.8	44.1
	5	16.7	13.8	23.8	17.6
<i>Responses</i>		192	116	42	34

ADMINISTRATOR CATEGORIES				
		All	EL	MS/HS
<i>Frequencies</i>	NA	2	1	1
	1	0	0	0
	2	6	2	4
	3	16	7	8
	4	31	23	8
	5	4	2	2
		All	EL	MS/HS
<i>Mean</i>		3.58	3.74	3.36
		All	EL	MS/HS
<i>Percentages</i>	NA	3.4	2.9	4.3
	1	0.0	0.0	0.0
	2	10.2	5.7	17.4
	3	27.1	20.0	34.8
	4	52.5	65.7	34.8
	5	6.8	5.7	8.7
<i>Responses</i>		59	35	23

Ninety (90) percent of the teachers and 86 percent of the administrators reported using the multicultural curriculum initiatives in instruction. According to KIER's Multicultural Education Report by Rebecca Powell of Georgetown College, "it will be important that schools be held accountable for the implementation of their equity goals and that schools be assessed not on just the achievement of white, mainstream students, but on the performance of lower socioeconomic students and students of color."

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Issue 4 was: *The textbooks and supplementary materials we use at our school reflect the diversity of society.*

TEACHER CATEGORIES					
Frequencies		All	EL	MS	HS
	NA	1	0	1	0
	1	0	0	0	0
	2	4	4	0	0
	3	26	17	4	5
	4	118	72	25	21
	5	47	26	13	8
		All	EL	MS	HS
Mean					
Percentages		All	EL	MS	HS
	NA	0.5	0.0	2.3	0.0
	1	0.0	0.0	0.0	0.0
	2	2.0	3.4	0.0	0.0
	3	13.3	14.3	9.3	14.7
	4	60.2	60.5	58.1	61.8
	5	24.0	21.8	30.2	23.5
Responses					

ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS/HS
	NA	1	1	0
	1	0	0	0
	2	0	0	0
	3	4	1	3
	4	40	26	13
	5	15	8	7
		All	EL	MS/HS
Mean				
Percentages		All	EL	MS/HS
	NA	1.7	2.8	0.0
	1	0.0	0.0	0.0
	2	0.0	0.0	0.0
	3	6.7	2.8	13.0
	4	66.7	72.2	56.5
	5	25.0	22.2	30.4
Responses				

Almost all teachers, 97.5 percent, believe the materials used in the classroom reflect the diversity of our society. Administrators also support this view by more than 98 percent.

Item 5 was: *Our school environment is culturally tolerant.*

TEACHER CATEGORIES					
Frequencies		All	EL	MS	HS
	NA	1	0	0	1
	1	1	0	0	1
	2	8	3	1	4
	3	16	10	3	3
	4	111	66	27	18
	5	60	40	12	8
		All	EL	MS	HS
Mean					
Percentages		All	EL	MS	HS
	NA	0.5	0.0	0.0	2.9
	1	0.5	0.0	0.0	2.9
	2	4.1	2.5	2.3	11.4
	3	8.1	8.4	7.0	8.6
	4	56.3	55.5	62.8	51.4
	5	30.5	33.6	27.9	22.9
Responses					

ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS/HS
	NA	0	0	0
	1	0	0	0
	2	1	0	1
	3	4	2	2
	4	37	22	14
	5	18	12	6
		All	EL	MS/HS
Mean				
Percentages		All	EL	MS/HS
	NA	0.0	0.0	0.0
	1	0.0	0.0	0.0
	2	1.7	0.0	4.3
	3	6.7	5.6	8.7
	4	61.7	61.1	60.9
	5	30.0	33.3	26.1
Responses				

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Teachers strongly believe (95 percent) that the environment of their school is culturally tolerant. Administrators also gave this item an extremely high rating, 98 percent. In the 21 districts visited, 9 districts reported they did not need an English as a Second Language (ESL) program. An ESL program was already in place in 4 districts, and 6 districts were providing tutors on an as-needed basis.

Item 6 was: *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	9	6	0	3		NA	3	1	2
	1	1	0	1	0		1	0	0	0
	2	29	12	8	9		2	4	3	1
	3	42	30	6	6		3	14	8	5
	4	81	48	18	15		4	28	19	9
	5	35	24	9	2		5	10	4	6
Mean						Mean				
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	4.6	5.0	0.0	8.6		NA	5.1	2.9	8.7
	1	0.5	0.0	2.4	0.0		1	0.0	0.0	0.0
	2	14.7	10.0	19.0	25.7		2	6.8	8.6	4.3
	3	21.3	25.0	14.3	17.1		3	23.7	22.9	21.7
	4	41.1	40.0	42.9	42.9		4	47.5	54.3	39.1
	5	17.8	20.0	21.4	5.7		5	16.9	11.4	26.1
Responses						Responses				

It is encouraging that teachers (59 percent) and administrators (64 percent) agreed that participation in the school includes culturally diverse backgrounds.

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

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
		All	EL	MS	HS			All	EL	MS/HS
Frequencies	NA	0	0	0	0	Frequencies	NA	0	0	0
	1	0	0	0	0		1	0	0	0
	2	6	0	3	3		2	0	0	0
	3	10	4	3	3		3	1	0	1
	4	84	49	19	16		4	22	14	7
	5	97	66	18	13		5	37	22	15
		All	EL	MS	HS			All	EL	MS/HS
Mean		4.38	4.52	4.21	4.11	Mean		4.60	4.61	4.61
		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	0.0	0.0	0.0	0.0		1	0.0	0.0	0.0
	2	3.0	0.0	7.0	8.6		2	0.0	0.0	0.0
	3	5.1	3.4	7.0	8.6		3	1.7	0.0	4.3
	4	42.6	41.2	44.2	45.7		4	36.7	38.9	30.4
	5	49.2	55.5	41.9	37.1		5	61.7	61.1	65.2
Responses		197	119	43	35	Responses		60	36	23

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PRESCHOOL. 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 for three- and four-year-old children with disabilities. The 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 quality educational activities for children, parent education programs, health and developmental screenings, 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.

Although total appropriations have increased across the biennium, the increase in the number of students served has led to an actual decrease in funding on a per pupil basis for this program. Some increases were granted in the 2000-02 budget, but many school districts are still subsidizing preschool programs and the per-child reimbursement rates remain the same. Some districts are allowing open enrollment and serving all three- and four-year-olds whose parents choose to participate. According to the December 1, 2000 child count, about 3,000 were being served who did not meet free-lunch guidelines.

Budget Information for 2001-02. Based on the previous year's enrollment by category of children, this year's tentative award is \$46.6 million. This is an increase of \$3.5 million, or 8 percent more than last year. It is important to note that this growth represents an increase in enrollment rather than per child funding. The following illustrates per child rates by category for 2001-02, which are the same as 1999-00 and 2000-01:

At-Risk 4-year-olds	\$2,505
Speech/Communication	\$2,639
Developmental Delay	\$3,403
Severe Disabilities	\$5,565

State-Funded Enrollment. The number of children served under state-funded enrollment is 15,892, an increase of 544 children since the 1996 count. The following represents the December 1, 2000

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Kentucky Preschool Enrollment count statewide (The number in parentheses represents the count five years ago for comparison purposes):

At-Risk 4s without disabilities	6,762-----(7,676)
Disabled 3- and 4-year-olds	9,130-----(7,672)
<i>Speech/language</i>	4,164--(3,661)
<i>Developmental delay</i>	4,636--(3,631)
<i>Severe disabilities</i>	330---(375)
Disabled 3s entering after 12-1-00	955------(670)
Total 4s served who are free-lunch eligible	9,559------(10,647)
<i>Without disabilities</i>	6,762--(7,676)
<i>With disabilities</i>	2,797--(2,971)

**Ethnicity: White: 80%; African-American: 17%; Hispanic: 2%; Others: less than 1%

**Gender: Males (all groups combined): 55% Females (all groups combined): 45%

Trends Regarding State-Funded Children

- An increase of more than 5 percent since 1996.
- Enrollment of income-eligible children without disabilities has decreased by 914 children or 12 percent since 1996.
- Decrease in income-eligible children while there is an increase of 26 percent (2,013) in children with disabilities since 1996.
- Decrease in the number of free-lunch eligible children with disabilities by 10.2 percent.
- The number of three-year-olds remains high at 27 percent.
- Overall, an increasing percentage (57 percent) of the state-funded children have disabilities.

*****Other Children.** On December 1, 2000, school districts served 2,999 children who did not meet the income criteria for Head Start or state funding. This reflects the statutory requirement to serve other four-year-olds as placements are available and may reflect also an effort to provide mainstream preschool classrooms in light of increasing numbers of children with disabilities.

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Collaboration between school districts and other providers has improved over the past few years, especially with Head Start. Most districts provide transportation for some Head Start children. It is important to note that the safety record for transporting preschool children is excellent both in vehicle quality and the use of bus monitors. A total of 24,567 children were transported by school districts last year.

Evaluation. Research has shown both short- and long-term positive benefits for children who attend preschool programs. The most significant research on the efficacy of the program has been conducted under the leadership of Dr. M.L. Hemmeter at the University of Kentucky. The following is a summary of findings from her three most recent evaluations done under contract with KDE:

Child Outcomes Associated with Participation in the Kentucky Preschool Program. The Third-Party Evaluation of the Kentucky Preschool Program has been in progress since the fall of 1991 and has focused primarily on child outcomes, program quality, and stakeholder satisfaction. Major findings of the evaluation over the last five years indicate that:

- Children who attended the Kentucky Preschool Program made significant gains during the year they were in preschool. When compared to an income-eligible group of children who did not attend the Kentucky Preschool Programs, the participants did significantly better;
- Children who attended the Kentucky Preschool Program were rated by their teachers as being as prepared for kindergarten as their peers from higher-income families and significantly more prepared than their peers who were eligible for but who did not attend the Kentucky Preschool Program; and
- During their primary years, children who attended the Kentucky Preschool Program did as well as or better than a random group of their peers who represented a range of income levels and who attended a variety of preschool programs during their preschool years.

The goal of the Kentucky Preschool Program is to provide children from low-income families and children with disabilities a "head start" in school in order to increase the likelihood of success in the primary program. According to the evaluation report, there is evidence that the program is meeting this goal.

1997-1998 Evaluation (Hemmeter et al., 1998). The goals of this evaluation were broader than in previous years because of the need to summarize the findings from the previous years of the project in a variety of different ways. There were three objectives for the current project: to determine if there were differential effects of the preschool program based on race or gender, to identify program characteristics that might be associated with better child outcomes, and to summarize the cumulative findings of the preschool program evaluations.

In order to study the differential effects of the preschool program, data from previous years of the project were reanalyzed. The analyses of differential effects based on race included 171 African American children and 670 Caucasian children. Generally, both groups of children made significant progress during their year in preschool. This was true across all developmental areas (i.e., language, social, motor, cognitive, and self-help) as measured by the Battelle Developmental Inventory. In addition, both groups of children made significant progress in early literacy skills, with African-American children making significantly more progress in recognizing their letters. Regardless of race, children made significant progress in their social skills while in preschool. The only difference between the groups was that Caucasian children had fewer behavior problems at the end of preschool than did African-American children.

A sample of 460 males and 403 females was used to assess the differential effects of the program based on gender. Both males and females made significant progress across all areas during the year they were in preschool. The only significant differences were as follows:

- In the at-risk group of children, males made significantly more progress than did females in large-muscle development and cognitive development;
- In the disabilities group, females made more progress than did males in receptive communication; and,
- Females in the at-risk group learned to recognize more letters than did males. Overall, the findings suggest that the program was effective for all children regardless of their race or gender.

In order to study program characteristics associated with positive child outcomes, five preschool classrooms were studied in depth over the school year. Observations and interviews were the primary methods of collecting data. These analyses resulted in the identification of eight areas in

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which programs differed: curriculum, assessment, parent involvement, program contexts, staff roles and collaboration, links with other programs, parent involvement, and special education.

The final objective of the 1997-1998 evaluation was to analyze the cumulative findings of the project. This involved reanalyzing data from the previous years of the project and summarizing data across time and across cohorts. The cumulative summary of all of the findings reported above is as follows:

- Children who make the greatest gains during preschool are significantly more behind at the beginning of preschool;
- Children make significant progress across all developmental areas (i.e., social, language, motor, cognitive, and self-help) while they are in preschool;
- Children who attend the preschool program are rated by their teachers as being as ready for kindergarten as their peers from higher income families;
- Children who attend the preschool program continue to do as well as their peers in both social and academic skills at least through the fourth grade; and
- When fifth grade students were surveyed regarding self-expectations, hopes for the future, and academic progress, there were very few significant differences between former preschool participants and their peers. When there were differences, they favored the former participants.

1998-1999 Evaluation (Hemmeter et al., 1999). The objectives for the 1998-1999 evaluation were significantly different from those for previous years. One objective involved the identification of readiness experiences for children transitioning from preschool to primary. This information will not be reported here but is available from Dr. Hemmeter. The second objective was to evaluate the extent to which effective language intervention strategies are being implemented in preschool programs. Based on this evaluation, the authors made professional development recommendations, which will be integrated into the recommendations section later in this chapter. An additional objective related to why parents chose whether or not their child would attend preschool.

KERA Initiatives

Monitoring. During the 2000-01 school year, OEA staff monitored the KERA initiatives in 21 school districts representing the various geographic regions and wealth quintiles. The preschool program review included an interview with the district preschool coordinator, visiting preschool classrooms and interviewing teachers, as well as distributing surveys whereby the following information was gleaned.

Item 1 in the OEA monitoring preschool survey, which only required a “yes” or “no” response, was:
Are you familiar with the implementation of the preschool program in your district?

	TEACHER CATEGORIES				ADMINISTRATOR CATEGORIES		
	All	EL	MS	HS	All	EL	MS/HS
Y	134	116	23	8	41	37	3
N	175	69	57	49	33	7	26
	All	EL	MS	HS	All	EL	MS/HS
Y	43.4%	62.7%	28.8%	14.0%	55.4%	84.1%	10.3%
N	56.6%	37.3%	71.3%	86.0%	44.6%	15.9%	89.7%

Sixteen (16) percent of elementary school administrators are not familiar with the implementation of the preschool program in their school. Elementary teachers indicated 62 percent familiar, which is perplexing. One mitigating circumstance is that some outside agency, like Head Start, may be operating the program, but elementary teachers at all levels should familiarize themselves with the principles and foundation of the program.

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Item 2 was: *Students who attend the KERA Preschool Program show greater school readiness than those who do not.*

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	4	2	0	2		NA	2	2	0
	1	2	2	0	0		1	0	0	0
	2	5	5	0	0		2	2	2	0
	3	25	24	0	1		3	8	8	0
	4	62	52	6	4		4	20	19	1
	5	36	31	4	1		5	9	6	2
		All	EL	MS	HS			All	EL	MS/HS
Mean						Mean				
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	3.0	1.7	0.0	25.0		NA	4.9	5.4	0.0
	1	1.5	1.7	0.0	0.0		1	0.0	0.0	0.0
	2	3.7	4.3	0.0	0.0		2	4.9	5.4	0.0
	3	18.7	20.7	0.0	12.5		3	19.5	21.6	0.0
	4	46.3	44.8	60.0	50.0		4	48.8	51.4	33.3
	5	26.9	26.7	40.0	12.5		5	22.0	16.2	66.7
Responses						Responses				

This statement drew about the same strong affirmative response from both teachers and administrators, and validates the teacher perceptions mentioned earlier in the University of Kentucky evaluations that children who participate in the program do as least as well or better than their peers. What is not known and would be invaluable is the breakdown by level of response (e.g. that is how teachers in kindergarten and lower primary levels responded compared to upper level elementary). Directions for completing the survey did not encourage a response if the respondent was not familiar with the program. Over the past three years OEA has been collecting data, both teacher and administrator response rates for this item has increased toward the affirmative.

KERA Initiatives

Item 3 was: *More funding should be available to allow all children to attend the Preschool Program.*

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	2	2	0	0		2	1	1	0
	3	10	9	0	1		3	2	2	0
	4	48	39	5	4		4	15	14	0
	5	73	65	5	3		5	22	19	3
		All	EL	MS	HS			All	EL	MS/HS
Mean		4.39	4.39	4.50	4.25	Mean		4.45	4.42	5.00
		All	EL	MS	HS			All	EL	MS/HS
Percentages	NA	0.0	0.0	0.0	0.0	Percentages	NA	2.4	2.7	0.0
	1	1.5	1.7	0.0	0.0		1	0.0	0.0	0.0
	2	1.5	1.7	0.0	0.0		2	2.4	2.7	0.0
	3	7.4	7.7	0.0	12.5		3	4.9	5.4	0.0
	4	35.6	33.3	50.0	50.0		4	36.6	37.8	0.0
	5	54.1	55.6	50.0	37.5		5	53.7	51.4	100.0
Responses		135	117	10	8	Responses		41	37	3

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Item 4 was : *Students who attended the Preschool Program outperform their counterparts later in school.*

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	5	3	1	1		NA	1	1	0
	1	4	4	0	0		1	1	1	0
	2	15	15	0	0		2	2	2	0
	3	54	48	3	3		3	17	15	1
	4	34	30	3	1		4	18	18	0
	5	20	16	2	2		5	2	0	2
		All	EL	MS	HS					
Mean						Mean				
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	3.8	2.6	11.1	14.3		NA	2.4	2.7	0.0
	1	3.0	3.4	0.0	0.0		1	2.4	2.7	0.0
	2	11.4	12.9	0.0	0.0		2	4.9	5.4	0.0
	3	40.9	41.4	33.3	42.9		3	41.5	40.5	33.3
	4	25.8	25.9	33.3	14.3		4	43.9	48.6	0.0
	5	15.2	13.8	22.2	28.6		5	4.9	0.0	66.7
Responses						Responses				

The response for this item should come largely from upper primary and intermediate (fourth and fifth grade) teachers. Whatever the case, 38 percent of elementary teachers and 49 percent of elementary administrators responded in the affirmative. This is somewhat encouraging and again corroborates the University of Kentucky longitudinal study that the positive effect of preschool on academics and social skills does not evaporate soon for students who attended the program. It is expected that a large number of respondents would be neutral on the statement, as they may not have known whether their students attended preschool or not.

Once again, the KERA preschool program is one of the most heralded programs instituted by the General Assembly in House Bill 940. There continues to be strong evidence that the experiences gained as a three- or four-year-old in a preschool program will assist children with school readiness and disadvantaged children realize greater gains. There is also further evidence that literacy development and social skills are enhanced, which produces improved achievement later in school. Noteworthy, too, is that the positive benefits cut evenly across all groups of children regardless of race or gender.

KERA Initiatives

RECOMMENDATIONS. According to data presented here by OEA, and continued positive results from other research, the Kentucky General Assembly, KBE, and KDE could consider this as one of the most cost-effective and successful initiatives in KERA. With this premise, OEA recommends:

- (1) The current level of per pupil funding needs to be increased. As the program is now into its eleventh year, much of the equipment and facilities are becoming worn 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 if no increases are forthcoming.
- (2) When and if funding becomes available, consideration needs to be given to opening up enrollment for all children. Many districts have indicated that it is very difficult to explain to a parent just above the income-eligibility cutoff that their income has exceeded the free-lunch level and they will not be eligible to send their child to preschool any longer. Policies like this could be counter-incentive to the parents who are struggling to move from welfare to work.
- (3) Continued attention should be focused on proper professional development of staff and continued encouragement of high quality certification, such as the Interdisciplinary Early Childhood Certification (IECE).
- (4) Several hundred million dollars are being spent annually in the state on a myriad of preschool-age services from state, federal, and local sources. Given the potential for overlap, it may be prudent to launch a study to determine if this is occurring and if there is a single service delivery model that is more efficient and effective. Results from a study like this could help policymakers to re-shape service delivery into a more seamless, coordinated, and efficient model.

PRIMARY. During the 2001 legislative session, the General Assembly did not change the statute or regulation regarding the critical attributes of the primary program 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. In the 1998 Regular Session, House Bill 484 codified into statute budget language

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(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. It also 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.

OEA, in its monitoring and investigative role, has responded to complaints from parents who feel they were not alerted early enough or given enough information regarding possible learning deficiencies before being notified of a required fifth year in primary. The regulation requires a meeting between parent(s), teachers, and administrator(s) at least 30 days prior to the CTBS testing date to discuss implications of the decision. Most parents interviewed still feel that the decision is one of “retention,” although schools investigated have adequately documented their decision. Local boards of education also have authority by statute to set policy on retention. According to demographic surveys reported to KDE in 1999, 4,564 students were kept a fifth year in primary and 4,740 spent the fifth year in primary in 2000. This is approximately 7 percent of the total cohort, compared to the 22 percent retained at least once before completing third grade prior to reform. What is unknown in the current count is whether students are actually retained prior to reaching the end-of-primary year. OEA has found numerous districts that have reverted completely to “graded” classrooms where retention is common, even in kindergarten.

KDE has attempted to communicate to school districts the importance of documenting continuous progress through “Primary 2000 and Beyond,” which sets out broad parameters for schools in overall implementation of the primary program. The Kentucky Elementary Learning Profile (KELP) has proven to be an excellent reporting tool, but during the last school year, OEA found that only 4 of the 21 districts visited use the complete KELP in capturing qualitative and continuous progress. Follow up by KDE may be lacking, however, as the only accountability mechanism is the demographic survey, which is a self-report issued to KDE at the end of the school year.

KERA Initiatives

KDE has also developed a new guidebook for primary educators that outlines 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. However, currently there is no compliance review in place to assure that schools are following suggested practice in this area. This concern is heightened by the finding of KDE's School Council audits in 2000-01, according to KDE's report to EAARS on July 12, 2001 that 70 percent of elementary schools have no instructional policies in place regarding proper implementation of primary programs. Some responsibility for the oversight of this should reside with the RSC who have a primary consultant on staff.

As improvement in reading became a priority for KDE, two new sources of funding were made available. The first, funded by the General Assembly in the 1998 Regular Session (Senate Bill 186), Early Reading Incentive Grants, has provided \$12 million to fund projects in 29 percent of all primary schools serving 23,000 students. These projects were funded based on competitive 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 31 different reading programs that were deemed to be reliable, replicable, and research-based in 168 elementary schools. Through Senate Bill 186, the state's universities established the Collaborative Center for Literacy Development (CCLD), which conducts studies on early literacy and evaluates the Early Reading Incentive Grants.

A study was launched in 2001, "Characteristics of Effective Primary Programs," to determine what types of instructional practices yield better achievement on state assessments. Results from this study are due in the fall of 2001.

Monitoring. The Office of Education Accountability (OEA) conducted monitoring visits in 21 school districts during the 2000-01 school year. One of the initiatives of KERA reviewed in each district was the primary program. Staff interviewed district instructional supervisors in charge of the

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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:

Items 1 was: *Are you familiar with the implementation of the primary program in your district?*

	TEACHER CATEGORIES				ADMINISTRATOR CATEGORIES		
	All	EL	MS	HS	All	EL	MS/HS
Y	210	182	34	8	47	43	3
N	100	4	47	49	26	0	26
	All	EL	MS	HS	All	EL	MS/HS
Y	67.7%	97.8%	42.0%	14.0%	64.4%	100.0%	10.3%
N	32.3%	2.2%	58.0%	86.0%	35.6%	0.0%	89.7%

It is encouraging that almost all elementary teachers and administrators are familiar with the implementation of primary school, according to the survey, in their building. However, it is somewhat perplexing that most all middle and high school teachers surveyed are not familiar with the education being offered to children in the early years. Familiarity with curriculum and instructional practices in the early years may provide valuable insight to middle and high school teachers as they attempt to provide value-added instruction and continuity to these students' education.

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

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
		All	EL	MS	HS			All	EL	MS/HS
Frequencies	NA	4	0	3	1	Frequencies	NA	0	0	0
	1	3	3	0	0		1	1	1	0
	2	15	12	3	0		2	3	3	0
	3	19	17	1	1		3	3	3	0
	4	102	87	10	5		4	28	26	1
	5	65	62	2	1		5	12	11	1
		All	EL	MS	HS			All	EL	MS/HS
Mean		4.03	4.07	3.69	4.00	Mean		4.00	3.98	4.50
		All	EL	MS	HS			All	EL	MS/HS
Percentages	NA	1.9	0.0	15.8	12.5	Percentages	NA	0.0	0.0	0.0
	1	1.4	1.7	0.0	0.0		1	2.1	2.3	0.0
	2	7.2	6.6	15.8	0.0		2	6.4	6.8	0.0
	3	9.1	9.4	5.3	12.5		3	6.4	6.8	0.0
	4	49.0	48.1	52.6	62.5		4	59.6	59.1	50.0
	5	31.3	34.3	10.5	12.5		5	25.5	25.0	50.0
Responses		208	181	19	8	Responses		47	44	2

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grouping. From observations, it appears that school administrators and teachers tend to base too much emphasis on this multi-age grouping as the single criterion for a successful primary program.

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

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
		All	EL	MS	HS			All	EL	MS/HS
Frequencies	NA	1	0	1	0	Frequencies	NA	0	0	0
	1	3	2	1	0		1	0	0	0
	2	26	18	6	2		2	1	1	0
	3	18	14	4	0		3	2	2	0
	4	85	75	5	5		4	26	25	1
	5	77	73	3	1		5	18	16	1
		All	EL	MS	HS			All	EL	MS/HS
Mean		3.99	4.09	3.16	3.63	Mean		4.30	4.27	4.50
		All	EL	MS	HS			All	EL	MS/HS
Percentages	NA	0.5	0.0	5.0	0.0	Percentages	NA	0.0	0.0	0.0
	1	1.4	1.1	5.0	0.0		1	0.0	0.0	0.0
	2	12.4	9.9	30.0	25.0		2	2.1	2.3	0.0
	3	8.6	7.7	20.0	0.0		3	4.3	4.5	0.0
	4	40.5	41.2	25.0	62.5		4	55.3	56.8	50.0
	5	36.7	40.1	15.0	12.5		5	38.3	36.4	50.0
Responses		210	182	20	8	Responses		47	44	2

KERA Initiatives

attributes. However, (Gnadinger, et al.), University of Louisville researchers suggest that it is imperative that basic skills be taught in context with meaningful activities. For example, phonics should not be taught in isolation, but with whole texts to add meaning. They conclude that teachers still need much professional development in this area.

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

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	2	0	1	1		NA	0	0	0
	1	6	4	2	0		1	0	0	0
	2	32	25	5	2		2	4	4	0
	3	40	30	8	2		3	10	10	0
	4	112	107	2	3		4	30	27	2
	5	18	16	2	0		5	3	3	0
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	Mean	3.50	3.58	2.84	3.14		Mean	3.68	3.66	4.00
		All	EL	MS	HS			All	EL	MS/HS
	NA	1.0	0.0	5.0	12.5		NA	0.0	0.0	0.0
	1	2.9	2.2	10.0	0.0		1	0.0	0.0	0.0
	2	15.2	13.7	25.0	25.0		2	8.5	9.1	0.0
	3	19.0	16.5	40.0	25.0		3	21.3	22.7	0.0
Responses	4	53.3	58.8	10.0	37.5	Responses	4	63.8	61.4	100.0
	5	8.6	8.8	10.0	0.0		5	6.4	6.8	0.0
		210	182	20	8			47	44	2

Sixty-eight (68) percent of administrators and 67 percent of elementary teachers indicate that students exiting primary are ready for fourth grade. This trend is showing that more teachers and administrators believe students are receiving the types of instruction in primary that is conducive to success in fourth grade:

YEAR	TEACHERS	PERCENTAGE OF TEACHERS	ADMINISTRATORS	PERCENTAGE OF ADMINISTRATORS
1999	189	35.6%	47	63.9%
2000	250	53.2%	55	74.5%
2001	182	67.6%	44	68.2%

OEA purposefully avoided monitoring in school districts this year that were exposed to a Level III Scholastic Audit. However, districts visited showed evidence of using the SISI document through

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district consolidated planning to implement curriculum aligned with the Program of Studies and Core Content in varying degrees.

The Kentucky Institute of Education Research (KIER), a collaborative effort by the University of Kentucky and the University of Louisville, has recently updated their review of research on primary programs, as well as other KERA initiatives. The report cites several studies where student achievement in classrooms, where high degrees of implementation have occurred, exceed that of classrooms where more traditional instruction had occurred. Teachers in these studies cited that children exposed to this type of instruction were better writers, problem solvers, and critical thinkers, and reach higher academic levels earlier than other students (Gregory, et al., 1995; Winograd, et al. 1997).

Item 5 was: *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	2	0	1	1		NA	0	0	0
	1	6	4	0	2		1	0	0	0
	2	45	42	2	1		2	11	11	0
	3	53	48	4	1		3	15	12	2
	4	73	63	9	1		4	14	14	0
	5	31	25	4	2		5	7	7	0
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	Mean	3.38	3.35	3.79	3.00		Mean	3.36	3.39	3.00
		All	EL	MS	HS			All	EL	MS/HS
	NA	1.0	0.0	5.0	12.5		NA	0.0	0.0	0.0
	1	2.9	2.2	0.0	25.0		1	0.0	0.0	0.0
	2	21.4	23.1	10.0	12.5		2	23.4	25.0	0.0
	3	25.2	26.4	20.0	12.5		3	31.9	27.3	100.0
Responses	4	34.8	34.6	45.0	12.5	Responses	4	29.8	31.8	0.0
	5	14.8	13.7	20.0	25.0		5	14.9	15.9	0.0
		210	182	20	8			47	44	2

Slightly less than half of elementary teachers and administrators believe that more science and social studies instruction should be provided in primary school. With the inception of the Program of Studies and the Core Content for Assessment, which specifically outline the concepts to be taught in the early years, most apparently feel there is adequate grounding in these subjects. OEA found that many schools were using thematic unit instruction in primary school that included related connections to these subjects.

KERA Initiatives

The final item, Item 6, was: *For the most part, primary school has gone back to traditional methods of instruction.*

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	2	0	1	1		NA	0	0	0
	1	14	13	1	0		1	3	3	0
	2	82	71	8	3		2	23	20	2
	3	57	50	5	2		3	9	9	0
	4	45	41	2	2		4	9	9	0
	5	9	7	2	0		5	3	3	0
		All	EL	MS	HS			All	EL	MS/HS
Mean						Mean				
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	1.0	0.0	5.3	12.5		NA	0.0	0.0	0.0
	1	6.7	7.1	5.3	0.0		1	6.4	6.8	0.0
	2	39.2	39.0	42.1	37.5		2	48.9	45.5	100.0
	3	27.3	27.5	26.3	25.0		3	19.1	20.5	0.0
	4	21.5	22.5	10.5	25.0		4	19.1	20.5	0.0
	5	4.3	3.8	10.5	0.0		5	6.4	6.8	0.0
Responses						Responses				

Disagreement is preferable to this survey item, as it would be contrary to the primary concept for schools to be reverting back to more traditional methods of instruction when whole class instruction, skills taught in isolation, and time on task were the predominant modes of instruction. Findings are mixed here, as about one-fourth of teachers and administrators indicate agreement with the statement. The following table shows agreement with the statement over the past three years with different school districts surveyed each year:

YEAR	TEACHERS	PERCENTAGE OF TEACHERS	ADMINISTRATORS	PERCENTAGE OF ADMINISTRATORS
1999	189	25.4%	47	6.4%
2000	251	33.5%	55	27.3%
2001	182	26.3%	44	27.1%

These survey results, as well as interviews and classroom observations, indicate a somewhat favorable view to the current status of the primary program. However, these are based on respondents and interviewees, for the most part, believing that their particular school is implementing primary school as intended by the framers. Since compliance is solely the discretion of the individual district/school/council, it may require more study to determine if the critical

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attributes are actually being implemented on a large scale. Results of the KDE sponsored study, "Characteristics of Effective Primary Programs," to be released in the fall of 2001 should provide valuable insight to this question. Also, the 2001 Demographic Survey data due in the fall will provide valuable policy and resource information.

R ECOMMENDATIONS

- (1) By statute, school councils are now required to review test data by December 31 each year and develop improvement plans. Many councils have considered the consolidated planning exercise sufficient for this review. But, according to KDE data, if only 30 percent of councils with primary level have developed instructional policies for that level, it is questionable if enough diligence is being exercised here.
- (2) All RSCs have primary consultants. In the recent monitoring of RSCs by OEA staff, proper implementation of primary school was a recurring concern. KDE should set in place a random sampling audit system to make determinations of whether the demographic survey reflects accurate reporting.

P ROFESSIONAL DEVELOPMENT. The consolidated plan that must be developed for each school every two years is the driving force for professional development in school districts. This plan is the result of the school needs assessment which culminates in a two-year plan of action. Many of the components of the plan relate to the professional development activities teachers need to accomplish the plan's goals.

OEA staff visited 21 districts during the 2000-01 school year. In those districts, staff reviewed district plans and used this review as a basis for interviews with district and school staff members. During the monitoring visits, schools were in the first year of their second consolidated plan. They were asked to evaluate their efforts to meet the goals of their first plans. All reported they had accomplished some of the goals, up to 85 percent in one instance, of that first plan. Most reported they had carried forward some tasks yet to be accomplished to their current plan.

Districts reported that although the consolidated plan had not saved any time over the multiple plans of the past, it had produced a pronounced focus on school and district needs and what tasks remain

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accomplished these needs. Also, the consolidated planning process engaged in by districts is a prerequisite for funding from the various sources.

Monitoring. OEA staff left survey forms with five teachers at random and one administrator in each school. The following tables represent questions and statements on professional development. Comments are included below each set of tables.

Issue 1 was: *Are you familiar with the implementation of this initiative in your school?*

	TEACHER CATEGORIES				ADMINISTRATOR CATEGORIES		
	All	EL	MS	HS	All	EL	MS/HS
Y	310	185	131	57	75	44	30
N	0	0	0	0	0	0	0
	All	EL	MS	HS	All	EL	MS/HS
Y	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
N	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

The response to this item is, as expected, 100 percent of both teachers and administrators agreed.

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

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
		All	EL	MS	HS			All	EL	MS/HS
Frequencies	NA	0	0	0	0	Frequencies	NA	1	1	0
	1	3	1	1	1		1	0	0	0
	2	22	9	4	9		2	1	1	0
	3	45	23	11	11		3	3	1	2
	4	158	98	34	26		4	43	27	15
	5	81	53	18	10		5	27	14	13
		All	EL	MS	HS			All	EL	MS/HS
Mean		3.94	4.05	3.94	3.61	Mean		4.30	4.26	4.37
		All	EL	MS	HS			All	EL	MS/HS
Percentages	NA	0.0	0.0	0.0	0.0	Percentages	NA	1.3	2.3	0.0
	1	1.0	0.5	1.5	1.8		1	0.0	0.0	0.0
	2	7.1	4.9	5.9	15.8		2	1.3	2.3	0.0
	3	14.6	12.5	16.2	19.3		3	4.0	2.3	6.7
	4	51.1	53.3	50.0	45.6		4	57.3	61.4	50.0
	5	26.2	28.8	26.5	17.5		5	36.0	31.8	43.3
Responses		309	184	68	57	Responses		75	44	30

It is encouraging to see that there is a high agreement rate of 77.3 percent for teachers and 93.3 percent for administrators. These responses are supported by data collected from the district

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professional development coordinators. In those interviews, 19 coordinators confirmed that quality professional development is available for their staff.

The KIER Review of Research for 2000 reports a survey for the Kentucky Education Association in which 81 percent of teachers were satisfied with professional development opportunities available. This same report states that teachers in Kentucky have more professional development opportunities than other states and teachers have significant control over which opportunities they can chose. The report further indicates that the downside could be that teachers receive no compensation directly related to their newly acquired skills.

Issue 3 was: *The professional development available is what I need to improve professional performance.*

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	0	0	0	0		NA	2	2	0
	1	5	1	2	2		1	0	0	0
	2	38	19	7	12		2	1	1	0
	3	57	25	18	14		3	6	3	3
	4	144	98	27	19		4	46	27	18
	5	66	42	14	10		5	20	11	9
		All	EL	MS	HS			All	EL	MS/HS
Mean						Mean				
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	0.0	0.0	0.0	0.0		NA	2.7	4.5	0.0
	1	1.6	0.5	2.9	3.5		1	0.0	0.0	0.0
	2	12.3	10.3	10.3	21.1		2	1.3	2.3	0.0
	3	18.4	13.5	26.5	24.6		3	8.0	6.8	10.0
	4	46.5	53.0	39.7	33.3		4	61.3	61.4	60.0
	5	21.3	22.7	20.6	17.5		5	26.7	25.0	30.0
Responses						Responses				

Teachers agree at the rate of 67.8 percent that professional development is available to help improve their teaching, while 18 percent are neutral on this issue and 14 percent disagreed. Administrators responded very favorably to this issue with an 88 percent agreement.

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Issue 4 was: *I am able to attend 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	2	2	0
	1	5	1	1	3		1	0	0	0
	2	27	12	9	6		2	1	1	0
	3	35	22	6	7		3	4	3	0
	4	143	86	32	25		4	37	22	15
	5	100	64	20	16		5	30	16	14
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	Mean	3.99	4.08	3.90	3.79		Mean	4.33	4.26	4.48
	NA	0.0	0.0	0.0	0.0		NA	2.7	4.5	0.0
	1	1.6	0.5	1.5	5.3		1	0.0	0.0	0.0
	2	8.7	6.5	13.2	10.5		2	1.4	2.3	0.0
	3	11.3	11.9	8.8	12.3		3	5.4	6.8	0.0
	4	46.1	46.5	47.1	43.9		4	50.0	50.0	51.7
	5	32.3	34.6	29.4	28.1		5	40.5	36.4	48.3
Responses		310	185	68	57	Responses		74	44	29

This item received a 78.4 percent agreement rate from teachers and an even stronger response (90.5 percent) from administrators. It is encouraging to find that in spite of the demands on the time of school personnel, they are committed to receiving additional training.

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Item 5 was: *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	2	2	0
	1	2	1	1	0		1	0	0	0
	2	23	8	4	11		2	0	0	0
	3	45	26	10	9		3	4	2	2
	4	170	105	36	29		4	36	19	16
	5	70	45	17	8		5	32	20	12
		All	EL	MS	HS			All	EL	MS/HS
Mean						Mean				
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	0.0	0.0	0.0	0.0		NA	2.7	4.7	0.0
	1	0.6	0.5	1.5	0.0		1	0.0	0.0	0.0
	2	7.4	4.3	5.9	19.3		2	0.0	0.0	0.0
	3	14.5	14.1	14.7	15.8		3	5.4	4.7	6.7
	4	54.8	56.8	52.9	50.9		4	48.6	44.2	53.3
	5	22.6	24.3	25.0	14.0		5	43.2	46.5	40.0
Responses						Responses				

This item indicates that teachers strongly (77.4 percent) believe the professional development activities have/will positively impact their instruction. Administrators were also very positive (91.8 percent) on the impact that the training they are receiving will have on student learning.

OEA staff interviewed 90 teachers during our visits. In these interviews, 86 teachers reported their professional development activities had made them or allowed them to become better teachers. OEA only received 2 negative and 2 not sure responses. In addition to teacher interviews, each district professional development coordinator was interviewed. These coordinators were asked to rate the movement of their professional staff from in-service (sit and get) being zero to professional development (learning with periodic follow-up activities) being ten. The average for the 21 districts was 6.5 with a range from 4 to 8.5.

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Item 6 was: *My professional development activities are oriented to instructional practices.*

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
		All	EL	MS	HS			All	EL	MS/HS
Frequencies	NA	0	0	0	0	Frequencies	NA	1	1	0
	1	1	0	0	1		1	1	1	0
	2	17	9	2	6		2	4	3	1
	3	43	18	16	9		3	16	8	8
	4	173	109	31	33		4	34	22	12
	5	76	49	19	8		5	19	9	9
		All	EL	MS	HS			All	EL	MS/HS
Mean		3.99	4.07	3.99	3.72	Mean		3.89	3.81	3.97
		All	EL	MS	HS			All	EL	MS/HS
Percentages	NA	0.0	0.0	0.0	0.0	Percentages	NA	1.3	2.3	0.0
	1	0.3	0.0	0.0	1.8		1	1.3	2.3	0.0
	2	5.5	4.9	2.9	10.5		2	5.3	6.8	3.3
	3	13.9	9.7	23.5	15.8		3	21.3	18.2	26.7
	4	55.8	58.9	45.6	57.9		4	45.3	50.0	40.0
	5	24.5	26.5	27.9	14.0		5	25.3	20.5	30.0
Responses		310	185	68	57	Responses		75	44	30

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Item 7 was: *My professional development activities are subject matter oriented.*

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
		All	EL	MS	HS			All	EL	MS/HS
<i>Frequencies</i>	NA	2	1	1	0	<i>Frequencies</i>	NA	1	1	0
	1	10	4	3	3		1	0	0	0
	2	34	11	14	9		2	1	0	1
	3	46	21	12	13		3	5	3	2
	4	166	115	24	27		4	48	27	20
	5	50	31	14	5		5	20	13	7
		All	EL	MS	HS			All	EL	MS/HS
<i>Mean</i>		3.69	3.87	3.48	3.39	<i>Mean</i>		4.18	4.23	4.10
		All	EL	MS	HS			All	EL	MS/HS
<i>Percentages</i>	NA	0.6	0.5	1.5	0.0	<i>Percentages</i>	NA	1.3	2.3	0.0
	1	3.2	2.2	4.4	5.3		1	0.0	0.0	0.0
	2	11.0	6.0	20.6	15.8		2	1.3	0.0	3.3
	3	14.9	11.5	17.6	22.8		3	6.7	6.8	6.7
	4	53.9	62.8	35.3	47.4		4	64.0	61.4	66.7
	5	16.2	16.9	20.6	8.8		5	26.7	29.5	23.3
<i>Responses</i>		308	183	68	57	<i>Responses</i>		75	44	30

This item garnered a 70.1 percent overall agreement rate by teachers. The breakdown by organizational levels reveals a high subject area response from elementary teachers (79.7 percent), 55.9 percent from middle level teachers, and 56.2 percent rate for high school teachers. The current emphasis on content for middle level teachers would suggest a higher rate at this level.

The teacher academies, made possible by allocations from the General Assembly, have provided content specific training throughout the state. These have been concentrated on teachers at the middle school level.

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

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
		All	EL	MS	HS			All	EL	MS/HS
<i>Frequencies</i>	NA	10	6	3	1	<i>Frequencies</i>	NA	2	1	1
	1	14	8	2	4		1	2	2	0
	2	70	33	19	18		2	7	3	4
	3	97	58	24	15		3	23	15	7
	4	104	68	18	18		4	29	16	13
	5	15	12	2	1		5	12	7	5
		All	EL	MS	HS			All	EL	MS/HS
<i>Mean</i>		3.12	3.24	2.98	2.89	<i>Mean</i>		3.58	3.53	3.66
		All	EL	MS	HS			All	EL	MS/HS
<i>Percentages</i>	NA	3.2	3.2	4.4	1.8	<i>Percentages</i>	NA	2.7	2.3	3.3
	1	4.5	4.3	2.9	7.0		1	2.7	4.5	0.0
	2	22.6	17.8	27.9	31.6		2	9.3	6.8	13.3
	3	31.3	31.4	35.3	26.3		3	30.7	34.1	23.3
	4	33.5	36.8	26.5	31.6		4	38.7	36.4	43.3
	5	4.8	6.5	2.9	1.8		5	16.0	15.9	16.7
<i>Responses</i>		310	185	68	57	<i>Responses</i>		75	44	30

The small teacher agreement rate of 38.3 percent would signal an area requiring assistance from KDE and/or the RSC. The administrator agreement rate of 54.7 percent is an improvement. The high number of neutral responses, teachers 31.3 percent and administrators 30.7 percent, indicates a significant amount of uncertainty among school personnel on this issue.

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The last item, Item 9, was: *There are available to me professional development activities presented by persons of diverse cultural backgrounds.*

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
		All	EL	MS	HS			All	EL	MS/HS
Frequencies	NA	7	6	1	0	Frequencies	NA	1	1	0
	1	12	8	3	1		1	2	2	0
	2	67	30	17	20		2	9	6	3
	3	111	68	23	20		3	14	8	6
	4	97	62	21	14		4	38	22	15
	5	16	11	3	2		5	11	5	6
		All	EL	MS	HS			All	EL	MS/HS
Mean		3.13	3.21	3.06	2.93	Mean		3.64	3.51	3.80
		All	EL	MS	HS			All	EL	MS/HS
Percentages	NA	2.3	3.2	1.5	0.0	Percentages	NA	1.3	2.3	0.0
	1	3.9	4.3	4.4	1.8		1	2.7	4.5	0.0
	2	21.6	16.2	25.0	35.1		2	12.0	13.6	10.0
	3	35.8	36.8	33.8	35.1		3	18.7	18.2	20.0
	4	31.3	33.5	30.9	24.6		4	50.7	50.0	50.0
	5	5.2	5.9	4.4	3.5		5	14.7	11.4	20.0
Responses		310	185	68	57	Responses		75	44	30

REGIONAL SERVICE CENTERS. The regional service centers (RSC) are an arm of KDE located strategically throughout the state and representing eight geographic regions. RSCs provide services to local school districts and schools to support and build capacity in the use of researched-based instructional practices, content knowledge, appropriate curriculum, and standards-based assessment practices to improve student learning.

Each center provides technical assistance, professional development, and other initiatives through uniform staffing configurations that include a director, secretary, science consultant, social studies consultant, primary consultant, language arts consultant, exceptional children consultant, writing consultant, accelerated learning consultant, math consultant, KETS coordinator, KETS engineer, and FRYSC consultant. In some cases, federal programs have staff located here also.

OEA sent teams of three or four staff members in the spring of 2001 to visit all RSCs. The following are recurring issues that surfaced most often:

- RSC staff contracts need to be lengthened. Some are 210 days, but 240 days are needed.
- RSC budgets are not equitable. All are funded equally. Some must pay rent, while others do not. Still others have extraordinary travel expenses.
- More professional development funds are needed to maintain expertise. RSC staff are not given the professional development opportunities provided to HSEs.
- RSC staff are difficult to recruit, as they may be required to travel great distances to RSC offices.
- Almost all primary school consultants interviewed complained that there is no compliance review process to assure the law is being followed. Most indicated the primary concept mirrored desirable educational practices, but where not implemented, will adversely impact the possibility of getting to proficiency by 2014.
- RSC sponsored academies can be good to bridge the gap between university offerings and professional development needs. Cooperatives have been working to get universities to acknowledge the worthiness of academies. Some professors are resistant to change from

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research papers and other teaching methods that have been traditional practice at the higher education level.

- RSCs need regional assessment coordinators.
- RSC staff believe that making time more of a variable is the crucial element in properly preparing teachers to meet the challenge of getting to proficiency. Efficient use of time is problematic across all levels, including potential “wasted time” after the testing window.

Monitoring. During OEA’s visits to 21 districts, survey forms were randomly placed with five teachers and one administrator in each building within the visited school districts. The following data represent responses to the following question and statements:

Issue 1 was: *Are you familiar with the implementation of this initiative in your district?*

	TEACHER CATEGORIES				ADMINISTRATOR CATEGORIES		
	All	EL	MS	HS	All	EL	MS/HS
Y	211	133	81	36	68	41	26
N	100	53	26	21	7	3	4
	All	EL	MS	HS	All	EL	MS/HS
Y	67.8%	71.5%	75.7%	63.2%	90.7%	93.2%	86.7%
N	32.2%	28.5%	24.3%	36.8%	9.3%	6.8%	13.3%

Among teachers, about one-third of 311 respondents were not familiar with RSCs. Fewer at the high school level indicated familiarity. Only 9 percent of 75 administrators did not indicate familiarity, most at the middle and high levels.

Statements 2-4 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.

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Issue 2 was: *Staff from the Regional Service Center has presented professional development programs in our school.*

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	1	0	1	0		NA	2	2	0
	1	6	4	1	1		1	5	2	3
	2	17	9	3	5		2	18	9	8
	3	18	15	1	2		3	16	5	11
	4	122	78	21	23		4	17	17	0
	5	47	27	15	5		5	9	5	4
		All	EL	MS	HS			All	EL	MS/HS
Mean						Mean				
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	0.5	0.0	2.4	0.0		NA	3.0	5.0	0.0
	1	2.8	3.0	2.4	2.8		1	7.5	5.0	11.5
	2	8.1	6.8	7.1	13.9		2	26.9	22.5	30.8
	3	8.5	11.3	2.4	5.6		3	23.9	12.5	42.3
	4	57.8	58.6	50.0	63.9		4	25.4	42.5	0.0
	5	22.3	20.3	35.7	13.9		5	13.4	12.5	15.4
Responses						Responses				

Eighty (80) percent of all teachers agreed that RSC staff had presented programs at their school. However, only 39 percent of administrators agreed likewise. At the middle and high school levels, only 15 percent agreed. This should be further reviewed by RSCs to identify the breakdown.

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Issue 3 was: *Staff from the RSC has contributed to teaching and learning in our school.*

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
		All	EL	MS	HS			All	EL	MS/HS
<i>Frequencies</i>	NA	1	0	0	1	<i>Frequencies</i>	NA	1	1	0
	1	4	2	1	1		1	1	1	0
	2	24	15	4	5		2	9	4	5
	3	53	34	10	9		3	7	3	4
	4	98	66	15	17		4	39	25	13
	5	31	16	12	3		5	11	7	4
		All	EL	MS	HS			All	EL	MS/HS
<i>Mean</i>		3.61	3.59	3.79	3.46	<i>Mean</i>		3.75	3.83	3.62
		All	EL	MS	HS			All	EL	MS/HS
<i>Percentages</i>	NA	0.5	0.0	0.0	2.8	<i>Percentages</i>	NA	1.5	2.4	0.0
	1	1.9	1.5	2.4	2.8		1	1.5	2.4	0.0
	2	11.4	11.3	9.5	13.9		2	13.2	9.8	19.2
	3	25.1	25.6	23.8	25.0		3	10.3	7.3	15.4
	4	46.4	49.6	35.7	47.2		4	57.4	61.0	50.0
	5	14.7	12.0	28.6	8.3		5	16.2	17.1	15.4
<i>Responses</i>		211	133	42	36	<i>Responses</i>		68	41	26

This statement is intended to capture the overall assessment of RSCs among respondents. Sixty-one (61) percent of teachers and 74 percent of administrators indicated they believe that RSCs have had a positive influence on improved teaching and learning in their schools. This is up slightly from 59 percent for teachers last year and 70 percent for administrators. OEA staff has observed diligence and hard work on the part of RSC staff from school district visits and monitoring of RSCs in the early summer 2001. Many appear to be overwhelmed with responsibilities. OEA has recommended in the past that KDE consider an administrative policy move to more equitably distribute the RSC budget and take into consideration the varying performance of regions on CATS.

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Issue 4 was: *Staff from the RSC has worked with me personally to help improve the way I do my job.*

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
		All	EL	MS	HS			All	EL	MS/HS
<i>Frequencies</i>	NA	11	10	1	0	<i>Frequencies</i>	NA	2	2	0
	1	21	15	4	2		1	5	2	3
	2	45	28	7	10		2	18	9	8
	3	43	32	5	6		3	16	5	11
	4	61	37	12	12		4	17	17	0
	5	30	11	13	6		5	9	5	4
		All	EL	MS	HS			All	EL	MS/HS
<i>Mean</i>		3.17	3.01	3.56	3.28	<i>Mean</i>		3.11	3.37	2.77
		All	EL	MS	HS			All	EL	MS/HS
<i>Percentages</i>	NA	5.2	7.5	2.4	0.0	<i>Percentages</i>	NA	3.0	5.0	0.0
	1	10.0	11.3	9.5	5.6		1	7.5	5.0	11.5
	2	21.3	21.1	16.7	27.8		2	26.9	22.5	30.8
	3	20.4	24.1	11.9	16.7		3	23.9	12.5	42.3
	4	28.9	27.8	28.6	33.3		4	25.4	42.5	0.0
	5	14.2	8.3	31.0	16.7		5	13.4	12.5	15.4
<i>Responses</i>		211	133	42	36	<i>Responses</i>		67	40	26

Forty-three (43) percent of teacher respondents reported assistance from RSC staff. This may not include sessions presented by RSCs, in which the teacher did not have personal contact with the presenter. Thirty-nine (39) percent of administrators indicated personal assistance. Although RSC staff is limited in the amount of personal contact they can make, this may be a success story for RSCs. Teachers responded affirmatively only 36 percent of the time last year, but administrators were affirmative 53 percent last year.

In the area of scholastic audits, RSCs are responsible for providing the Level 2 audits and assistance for Level 1 audits. Even though another select group performed the Level 3 audits, RSCs are often called upon by schools/districts for follow-up assistance. Some RSCs have provided training to schools/districts on the Standards and Indicators for School Improvement (SISI) used in the scholastic audit.

RSCs perform a review role in the consolidated planning. They have no authority to require change; but if asked, they can suggest areas they feel need improvement. They also provide training as districts/schools begin to develop plans to secure funding. RSCs appear to have a strong relationship with Kentucky Leadership Academies in participating in their training modules. RSCs develop

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distribution lists for teachers, schools, and districts to make local school personnel aware of their presence and the services they offer.

When asked what could be done to make RSCs more successful, the recurring theme was more personnel. As stated earlier, most RSCs have large geographic areas to serve. The problem with geography was noted in the districts visited by OEA staff. It was found that districts farthest from the RSCs are less likely to seek services.

Repeating from previous year reports, OEA continues to be concerned regarding the short term of three years for RSC consultants. This concern was supported by comments from local districts visited in 2000-01. RSC personnel did state their opportunities for developing relationships, at the teacher level, is sometimes hampered by their short tenure. Also, the opportunities for RSC staff to attend national meetings in their content area is predicated on whether other KDE staff fill up the two allowed slots currently permitted.

R ECOMMENDATIONS

- (1) Revise the funding formula to ensure equity for RSCs with a high percentage of low-performing schools. From OEA monitoring visits, it was learned that all RSCs receive the same allocation, regardless of current school performance on CATS. Some have as few as 2-3 low-performing schools, while others have up to 30. Obviously, the regions that have higher numbers of low performers need more resources.
- (2) In order to reduce personal travel time and un-reimbursed costs for employees, allow staff to utilize technology to work from locations outside RSC offices and at the same time be accountable and accessible. This would somewhat improve staff stress levels and morale, while making time more variable. This could parlay into better and more efficient services to schools.
- (3) Since both RSCs and HSEs are extensions of KDE endeavoring toward getting schools to proficiency by 2014, both should be placed under the same KDE supervision.

S CHOOl-BASED DECISION MAKING. The original framers of KERA felt, with the higher expectations and imposition of accountability for schools, that a structure should be

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implemented so that schools themselves could make policy and resource decisions aligned with their course of action. Thereby, the governance portion of KERA was enacted to support the financial and curriculum changes also enacted.

Most councils function with the standard one principal, three teachers, and two parents model. However, of the 1,264 councils currently participating in the school-based decision making (SBDM) process as of July 1, 2001, 63 function with alternative models. Due to being from one-school districts or having exceeded performance thresholds on assessment scores, 30 schools are exempt from the SBDM process.

OEA continues to be the statutory agency to mitigate SBDM complaints and allegations of inappropriate practice. These are fielded through letters and hotline calls. Most often these can be resolved through correspondence, but in cases merited, OEA sends staff to investigate. In all cases, a report is filed with the individual or agency that initiated the complaint, as well as the affected parties informing of the resolution of the matter.

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. KDE has disseminated numerous program advisories, adopted needed regulations, developed a school council handbook (SYNERGY), developed and disseminated training materials, established a network of

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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.

Monitoring. During the 2000-01 school year, OEA sent at least one monitoring team member to the 21 districts to review SBDM implementation. This individual interviewed local district personnel and collected various documentation including minutes, agendas, and policy development. This team member also visited schools and interviewed the principal, teacher(s), and parent(s) who were currently serving on councils. This team member then summarized their findings and reported to the superintendent during exit sessions. The following is a summary of surveys left with teachers and principals regarding SBDM:

Issue 1 was: *Are you familiar with the implementation of this initiative in your school?*

	TEACHER CATEGORIES				ADMINISTRATOR CATEGORIES		
	All	EL	MS	HS	All	EL	MS/HS
Y	299	181	124	54	71	42	29
N	7	3	2	2	0	0	0
	All	EL	MS	HS	All	EL	MS/HS
Y	97.7%	98.4%	98.4%	96.4%	100.0%	100.0%	100.0%
N	2.3%	1.6%	1.6%	3.6%	0.0%	0.0%	0.0%

As expected, almost all school personnel are familiar with the SBDM initiative. All administrator respondents indicated awareness of the SBDM initiative and almost 98 percent of teacher respondents indicated awareness of this initiative.

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.

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Item 2 was: *SBDM has had a positive impact on our 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	9	3	0	6		1	0	0	0
	2	19	8	5	6		2	3	2	1
	3	54	27	14	13		3	4	2	2
	4	140	89	32	19		4	41	24	17
	5	77	54	13	10		5	23	14	9
		All	EL	MS	HS			All	EL	MS/HS
Mean						Mean				
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	3.0	1.7	0.0	11.1		1	0.0	0.0	0.0
	2	6.4	4.4	7.8	11.1		2	4.2	4.8	3.4
	3	18.1	14.9	21.9	24.1		3	5.6	4.8	6.9
	4	46.8	49.2	50.0	35.2		4	57.7	57.1	58.6
	5	25.8	29.8	20.3	18.5		5	32.4	33.3	31.0
Responses						Responses				

As depicted in the tables above, almost 73 percent of all teacher respondents agreed or strongly agreed that SBDM had a positive impact on their schools. Elementary teachers felt more positive about this statement than either middle school teachers or high school teachers. No attempt was made to analyze the difference in ratings by school level. Building level administrators felt even more strongly that SBDM has a positive impact on the school.

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Item 3 was: *SBDM has served as a vehicle for teachers to provide leadership in our 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	4	1	5		1	0	0	0
	2	28	13	5	10		2	1	1	0
	3	46	23	16	7		3	6	2	4
	4	138	88	26	24		4	43	27	16
	5	77	53	16	8		5	21	12	9
		All	EL	MS	HS			All	EL	MS/HS
	Mean	3.82	3.96	3.80	3.37		Mean	4.18	4.19	4.17
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	2.2	1.6	9.3		1	0.0	0.0	0.0
	2	9.4	7.2	7.8	18.5		2	1.4	2.4	0.0
	3	15.4	12.7	25.0	13.0		3	8.5	4.8	13.8
	4	46.2	48.6	40.6	44.4		4	60.6	64.3	55.2
	5	25.8	29.3	25.0	14.8		5	29.6	28.6	31.0
Responses	299	181	64	54	Responses	71	42	29		

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Issue 4 was: *SBDM has truly given parents a voice in significant decisions that are made at our school.*

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
		All	EL	MS	HS			All	EL	MS/HS
Frequencies	NA	0	0	0	0	Frequencies	NA	0	0	0
	1	6	2	0	4		1	1	0	0
	2	21	9	3	9		2	0	1	0
	3	60	28	14	18		3	9	2	5
	4	146	98	30	18		4	41	27	16
	5	66	44	17	5		5	20	12	8
		All	EL	MS	HS			All	EL	MS/HS
Mean		3.82	3.96	3.95	3.20	Mean		4.11	4.19	4.10
		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	2.0	1.1	0.0	7.4		1	1.4	0.0	0.0
	2	7.0	5.0	4.7	16.7		2	0.0	2.4	0.0
	3	20.1	15.5	21.9	33.3		3	12.7	4.8	17.2
	4	48.8	54.1	46.9	33.3		4	57.7	64.3	55.2
	5	22.1	24.3	26.6	9.3		5	28.2	28.6	27.6
Responses		299	181	64	54	Responses		71	42	29

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Issue 5 was: *Our school council has demonstrated a sincere effort to recruit and hire minority applicants.*

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	20	17	1	2		NA	5	4	1
	1	5	0	0	5		1	0	0	0
	2	23	11	6	6		2	1	0	1
	3	105	59	26	20		3	16	10	6
	4	86	54	19	13		4	32	18	14
	5	59	39	12	8		5	17	10	7
		All	EL	MS	HS			All	EL	MS/HS
Mean						Mean				
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	6.7	9.4	1.6	3.7		NA	7.0	9.5	3.4
	1	1.7	0.0	0.0	9.3		1	0.0	0.0	0.0
	2	7.7	6.1	9.4	11.1		2	1.4	0.0	3.4
	3	35.2	32.8	40.6	37.0		3	22.5	23.8	20.7
	4	28.9	30.0	29.7	24.1		4	45.1	42.9	48.3
	5	19.8	21.7	18.8	14.8		5	23.9	23.8	24.1
Responses						Responses				

Not quite 50 percent of teachers surveyed felt that councils made a sincere effort to recruit minority applicants for teaching vacancies. However, over one-third of respondents indicated a neutral rating for this statement. Most recruitment of personnel occurs at the district level; therefore, councils have minimal involvement in recruitment efforts. Sixty-nine (69) percent of building level administrators felt that councils made a sincere effort to recruit minority applicants.

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Issue 6 was: *SBDM has given minorities a voice in significant decisions that are made at our school.*

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
Frequencies		All	EL	MS	HS	Frequencies		All	EL	MS/HS
	NA	33	24	2	7		NA	11	6	5
	1	5	0	0	5		1	0	0	0
	2	17	8	4	5		2	1	0	1
	3	110	63	25	22		3	22	15	7
	4	86	53	23	10		4	24	14	10
	5	46	32	9	5		5	13	7	6
		All	EL	MS	HS			All	EL	MS/HS
Mean						Mean				
Percentages		All	EL	MS	HS	Percentages		All	EL	MS/HS
	NA	11.1	13.3	3.2	13.0		NA	15.5	14.3	17.2
	1	1.7	0.0	0.0	9.3		1	0.0	0.0	0.0
	2	5.7	4.4	6.3	9.3		2	1.4	0.0	3.4
	3	37.0	35.0	39.7	40.7		3	31.0	35.7	24.1
	4	29.0	29.4	36.5	18.5		4	33.8	33.3	34.5
	5	15.5	17.8	14.3	9.3		5	18.3	16.7	20.7
Responses						Responses				

In regards to providing minorities a voice in decision-making through SBDM, only one-third of teachers surveyed agreed or strongly agreed that SBDM had accomplished that goal. Again, over one-third of respondents indicated a neutral rating for this issue. Fifty-one (51) percent of administrators agreed or strongly agreed with this statement.

The following summative observations are based upon interviews with parents, teachers, and principals during the monitoring process in 2000-01:

- RSCs provide minimal assistance to school councils regarding the processes associated with becoming an effective school council.
- Council members feel that they haven't had enough training to effectively function as a decision-making group.
- There are many school councils that have not developed a comprehensive set of school policies as provided in KRS 160.345.

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- School principals in many schools continue to exert an inordinate amount of authority that, by statute, resides with school councils.
- Most principals genuinely seek the advice of council members when hiring personnel. However, in those cases where there is minimal effort to consult with the councils, there is almost always discord and dissension between the principal and other council members.
- Most council members feel that serving on the council results in growth in leadership skills.
- A supportive and assistance-oriented central office results in more satisfaction among council members at the school level.

KDE has been diligent in promoting initiatives to assist schools and districts in the successful implementation of SBDM. These are as follows:

- SBDM Efficiency Reviews – This process is designed to identify how well a school has established the required structure and best practices in the operation of SBDM. It is also designed to identify the primary rationale behind the school council's policy, budget, and other instructional decisions, including determining what data and resources the council is using to arrive at decisions.
- Revised Training Standards for Mandated Training of Council Members.
- SBDM Leadership Conference – Attended by approximately 300 stakeholders, the conference is designed to provide school and district leaders with information to assist in the successful practice of SBDM.
- Regional Assistance – In order to compensate for the lack of SBDM consultants in the RSCs, Frankfort-based staff in the School Council Development Branch have committed to spending one day per month in each of the RSCs across the state to provide some SBDM-related services at the direction of the RSC director.
- Staffing Policy Review – Each local school board is required to adopt a staffing policy for use in SBDM allocations and to submit these policies to KDE. Council Development Branch staff

KERA Initiatives

review each of these and advise the district if the policy does not meet the minimum statutory/regulatory requirements.

- SBDM Member Database – Membership and training verification data is required to be submitted to KDE each year by November 1. Staff in the Council Development Branch enter the information and maintain a statewide member database.
- Web-Based Technical Assistance Documents – The SBDM page on KDE’s web site contains numerous technical assistance documents available for review and download by the public.
- Endorsed SBDM Trainer’s Network (ESTN) – KDE currently endorses 117 persons to provide the mandatory training to school council members across the state. The Council Development Branch provides continuing education to the members of ESTN by providing and requiring attendance at a one-day annual Trainer’s Summit.
- Policy Review Service – Staff of the Council Development Branch provides a review of service for any current or proposed school council policy upon request from a school council or district.
- SBDM Advisory Committee – This group of approximately 20 field-based SBDM stakeholders (teachers, principals, parents, trainers, and educational administration professors) meets quarterly to provide KDE with advice on the implementation of SBDM.

R ECOMMENDATIONS

- (1) RSCs should employ an SBDM specialist to assist councils with process-type needs and policy development responsibilities.
- (2) The legislature should consider increasing the amount of required training for school council members. The focus of the required training should be in the area of policy development.
- (3) KRS 160.345(9) should be revised by deleting the word "intentional" from the language, pertaining to circumvention of council authority.
- (4) Councils should be given full authority to select personnel, rather than merely being consulted by the principal.

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SPECIAL EDUCATION. In each of the districts visited by OEA, staff interviewed the district special education director. Those directors reported employment of 46.5 emergency and probationary certified teachers. Three districts reported utilizing the option to hire retired teachers.

The directors in 19 districts reported the district-utilized collaboration as appropriate for the instruction of special education students. Interviews with 89 regular education teachers revealed that 81 were involved in the collaborative setting to provide instruction for special education students. In interviews with 39 special education teachers, staff found that 35 of those teachers were involved in collaboration.

The interviews with district special education directors revealed 9 were using Core Content to develop IEPs, while 12 indicated that they were transitioning to use Core Content to develop IEPs. In interviews with the 39 special education teachers, 38 reported using Core Content to develop IEPs.

Special education perceptions were also surveyed in the same way as all other KERA initiatives. Those surveyed were regular education teachers. The following represents respondents' perceptions:

Issue 1 was: *Are you familiar with the implementation of this initiative in your school?*

	TEACHER CATEGORIES				ADMINISTRATOR CATEGORIES		
	ALL	EL	MS	HS	ALL	EL	MS/HS
Y	307	185	128	54	74	44	29
N	2	0	0	2	0	0	0
	ALL	EL	MS	HS	ALL	EL	MS/HS
Y	99.4%	100.0%	100.0%	96.4%	100.0%	100.0%	100.0%
N	0.6%	0.0%	0.0%	3.6%	0.0%	0.0%	0.0%

As would be expected, the response to this issue is extremely high for teachers and administrators, 99.4 percent and 100 percent respectively.

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Item 2 was: *I have special education students in my classes.*

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
		All	EL	MS	HS			All	EL	MS/HS
Frequencies	NA	14	11	3	0	Frequencies	NA	1	1	0
	1	1	0	0	1		1	0	0	0
	2	4	3	1	0		2	0	0	0
	3	4	4	0	0		3	0	0	0
	4	119	63	25	31		4	10	8	2
	5	166	104	39	23		5	63	35	27
		All	EL	MS	HS			All	EL	MS/HS
Mean		4.51	4.54	4.57	4.36	Mean		4.86	4.81	4.93
		All	EL	MS	HS			All	EL	MS/HS
Percentages	NA	4.5	5.9	4.4	0.0	Percentages	NA	1.4	2.3	0.0
	1	0.3	0.0	0.0	1.8		1	0.0	0.0	0.0
	2	1.3	1.6	1.5	0.0		2	0.0	0.0	0.0
	3	1.3	2.2	0.0	0.0		3	0.0	0.0	0.0
	4	38.6	34.1	36.8	56.4		4	13.5	18.2	6.9
	5	53.9	56.2	57.4	41.8		5	85.1	79.5	93.1
Responses		308	185	68	55	Responses		74	44	29

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Item 3 was: *Special education students are included in all school programs, activities, and classes.*

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	1	0		1	0	0	0
	2	5	2	3	0		2	0	0	0
	3	5	0	1	4		3	1	1	0
	4	121	64	28	29		4	17	9	8
	5	176	119	35	22		5	56	34	21
		All	EL	MS	HS			All	EL	MS/HS
Mean		4.51	4.62	4.37	4.33	Mean		4.74	4.75	4.72
		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	1.5	0.0		1	0.0	0.0	0.0
	2	1.6	1.1	4.4	0.0		2	0.0	0.0	0.0
	3	1.6	0.0	1.5	7.3		3	1.4	2.3	0.0
	4	39.3	34.6	41.2	52.7		4	23.0	20.5	27.6
	5	57.1	64.3	51.5	40.0		5	75.7	77.3	72.4
Responses		308	185	68	55	Responses		74	44	29

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Item 4 was: *There is easy access to the Individual Education Plan (IEP) for the special education students in my classes.*

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
		All	EL	MS	HS			All	EL	MS/HS
Frequencies	NA	11	9	2	0	Frequencies	NA	1	1	0
	1	1	0	0	1		1	0	0	0
	2	11	2	4	5		2	2	2	0
	3	22	8	7	7		3	0	0	0
	4	135	78	31	26		4	21	12	8
	5	128	88	24	16		5	50	29	21
		All	EL	MS	HS			All	EL	MS/HS
Mean		4.27	4.43	4.14	3.93	Mean		4.63	4.58	4.72
		All	EL	MS	HS			All	EL	MS/HS
Percentages	NA	3.6	4.9	2.9	0.0	Percentages	NA	1.4	2.3	0.0
	1	0.3	0.0	0.0	1.8		1	0.0	0.0	0.0
	2	3.6	1.1	5.9	9.1		2	2.7	4.5	0.0
	3	7.1	4.3	10.3	12.7		3	0.0	0.0	0.0
	4	43.8	42.2	45.6	47.3		4	28.4	27.3	27.6
	5	41.6	47.6	35.3	29.1		5	67.6	65.9	72.4
Responses		308	185	68	55	Responses		74	44	29

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Item 5 was: *Special education teachers are involved in all faculty professional activities.*

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
		All	EL	MS	HS			All	EL	MS/HS
Frequencies	NA	0	0	0	0	Frequencies	NA	0	0	0
	1	2	0	2	0		1	0	0	0
	2	4	1	1	2		2	0	0	0
	3	20	13	5	2		3	0	0	0
	4	115	64	27	24		4	14	8	6
	5	166	107	32	27		5	60	36	23
		All	EL	MS	HS			All	EL	MS/HS
Mean		4.43	4.50	4.28	4.38	Mean		4.81	4.82	4.79
		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	0.7	0.0	3.0	0.0		1	0.0	0.0	0.0
	2	1.3	0.5	1.5	3.6		2	0.0	0.0	0.0
	3	6.5	7.0	7.5	3.6		3	0.0	0.0	0.0
	4	37.5	34.6	40.3	43.6		4	18.9	18.2	20.7
	5	54.1	57.8	47.8	49.1		5	81.1	81.8	79.3
Responses		307	185	67	55	Responses		74	44	29

Issue 6 was: *Special education teachers serve as a resource for regular education teachers.*

TEACHER CATEGORIES						ADMINISTRATOR CATEGORIES				
		All	EL	MS	HS			All	EL	MS/HS
Frequencies	NA	1	1	0	0	Frequencies	NA	0	0	0
	1	3	0	2	1		1	0	0	0
	2	16	6	5	5		2	0	0	0
	3	37	20	10	7		3	4	3	1
	4	120	70	31	19		4	27	16	10
	5	129	88	19	22		5	43	25	18
		All	EL	MS	HS			All	EL	MS/HS
Mean		4.17	4.30	3.90	4.04	Mean		4.53	4.50	4.59
		All	EL	MS	HS			All	EL	MS/HS
Percentages	NA	0.3	0.5	0.0	0.0	Percentages	NA	0.0	0.0	0.0
	1	1.0	0.0	3.0	1.9		1	0.0	0.0	0.0
	2	5.2	3.2	7.5	9.3		2	0.0	0.0	0.0
	3	12.1	10.8	14.9	13.0		3	5.4	6.8	3.4
	4	39.2	37.8	46.3	35.2		4	36.5	36.4	34.5
	5	42.2	47.6	28.4	40.7		5	58.1	56.8	62.1
Responses		306	185	67	54	Responses		74	44	29

It is positive to see that regular education teachers use special education teachers as a resource. The 81.4 percent agreement rate of teachers and the 94.6 percent rate of administrators reinforce this belief. In interviews with special education teachers over the year, 35 out of 39 stated that regular education teachers seek their input for instructional ideas for challenging students.

RECOMMENDATIONS. The significant shortage in the number of fully certified teachers is the greatest problem. The study to be undertaken by the EPSB may provide some answers to why we continue to lose large numbers of these persons to the regular classroom or out of teaching altogether. We further believe that there is a need to increase the days of employment for these teachers to allow for the additional paperwork required of them.

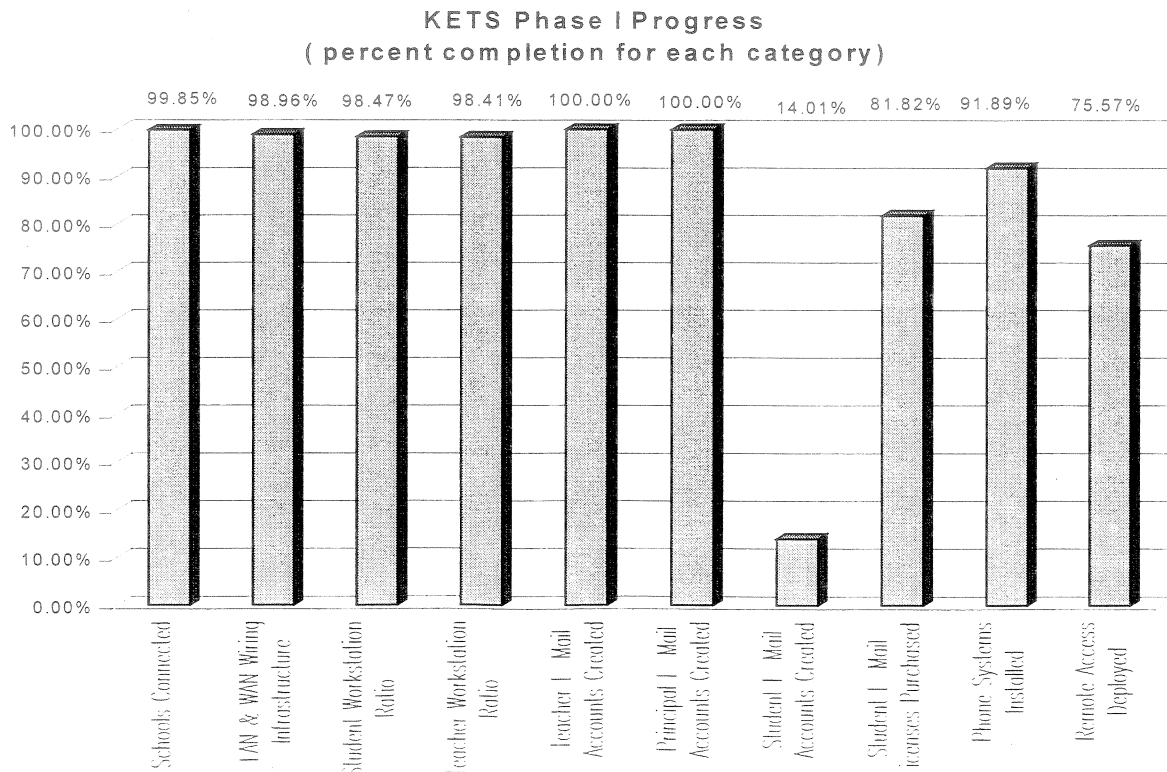
TECHNOLOGY. Policymakers have made a substantial investment of financial resources to integrate the use of technology in schools. Computers and the Internet are thought to play a key role in improving education. The Progressive Policy Institute used a weighted measure to rank the states according to the percentage of classrooms wired for the Internet, teachers with technology training, and schools with more than 50 percent of teachers having school-based email accounts. Kentucky ranked 6 among the 50 states. The states that ranked higher than Kentucky included

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Alaska, Washington, Hawaii, Nebraska, and Utah. All of the high-ranking states have a dispersed geographic population, suggesting a greater need to establish a connection with other parts of the world. Kentucky political leaders were quick to recognize that access to information available on the Internet and communication through advanced technology connections were crucial prerequisites to future economic prosperity.

KDE has reported progress of school districts on Phase I of the KETS Master Plan. Phase I activities are concerned with establishing the infrastructure for technology and Internet connectivity. Most activities are complete or near complete, including school network connections, LAN and WAN wiring infrastructure, and student workstation ratios of 6:1. All teacher and principal email accounts have been created, although some need training to use them. Most student email licenses have been purchased, but for the most part, student accounts have not been created. Progress is slow due to a training issue. Phone systems have been purchased, but not all phones have been installed. Remote access from home, which allows deployment to the World Wide Web, has a completion rate of 75 percent. Remote access will benefit teachers by opening doors to the virtual library, virtual university, and other instructional resources.

Figure 1.



KERA Initiatives

Monitoring. OEA observed many positive activities in regard to teacher requests for technology purchases. Purchases were made with a desire to maximize the use of limited resources. Some schools purchased 15-20 wireless laptop computers that are placed on a cart. The carts can be wheeled where needed. The SBDM council at one school allocated resources for one cart on wheels (COW), for each classroom. The COW holds a computer, television, printer, and VCR. Other classrooms were observed using Alpha Smart, primarily for input of writing portfolios. Alpha Smart is a relatively inexpensive, portable keyboarding device, and input can be easily transferred to a floppy disk. Some teachers used cables to connect their television screen to their workstations. This enabled them to make PowerPoint presentations and surf the Internet with a group of students. Classroom teachers accepted these purchases with enthusiasm. In fact, 49 percent of the teachers polled at the schools OEA visited confirmed that money is available when teachers want to do something special that could add to their students' learning.

Issue 1 was: *Money is available when teachers want to do something special that could add to their students' learning.*

TEACHER CATEGORIES					
Frequencies		All	EL	MS	HS
	NA	0	0	0	0
	1	37	24	8	5
	2	54	27	15	12
	3	53	32	14	7
	4	100	63	18	19
	5	38	24	7	7
		All	EL	MS	HS
Mean		3.17	3.21	3.02	3.22
Percentages		All	EL	MS	HS
	NA	0.0	0.0	0.0	0.0
	1	13.1	14.1	12.9	10.0
	2	19.1	15.9	24.2	24.0
	3	18.8	18.8	22.6	14.0
	4	35.5	37.1	29.0	38.0
	5	13.5	14.1	11.3	14.0
Responses		282	170	62	50

Observation of technology at the school level revealed pervasive problems. There were problems with networking, hardware, and maintenance. For the most part, these problems can be solved if changes are made in the financial resource allocation. The problems related to hardware deal with

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replacement of equipment that does not work properly. District technology coordinators (DTC) admitted and demonstrated the effects of inferior wiring that was installed in some schools. Inferior wiring affects terminals. We heard complaints that processing was slow, users frequently lose connection to the Internet, and settings for network printers were unstable. There was no Internet connection in a few classrooms within some of the schools we visited. Physical restrictions to lay the wiring and funding were the reasons cited. KETS funding paid for initial installation of the wiring. Repair or replacement of wiring was not a KETS-eligible activity. Other financial resources were not readily available. Many of the districts we visited have not completed the classroom phone connections required by Phase I. Access to email is also limited, particularly student email accounts. Based upon our teacher survey, 64.2 percent of teachers agreed that students have access to email, although student access to the Internet is limited. Only 22 percent of all teachers surveyed agreed that their students have access to the Internet, and the opinion was voiced by 27 percent of high school teachers.

Issue 2 was: *Our students have access to e-mail.*

TEACHER CATEGORIES					
Frequencies		All	EL	MS	HS
	NA	0	0	0	0
	1	13	6	3	4
	2	53	27	17	9
	3	45	27	8	10
	4	136	86	25	25
	5	63	40	14	9
		All	EL	MS	HS
Mean		3.59	3.68	3.45	3.46
Percentages		All	EL	MS	HS
	NA	0.0	0.0	0.0	0.0
	1	4.2	3.2	4.5	7.0
	2	17.1	14.5	25.4	15.8
	3	14.5	14.5	11.9	17.5
	4	43.9	46.2	37.3	43.9
	5	20.3	21.5	20.9	15.8
Responses		310	186	67	57

Issue 3 was: *Our students have access to the Internet.*

		TEACHER CATEGORIES			
		All	EL	MS	HS
<i>Frequencies</i>	NA	21	17	2	2
	1	78	41	22	15
	2	104	67	20	17
	3	38	23	8	7
	4	47	25	10	12
	5	20	11	6	3
		All	EL	MS	HS
<i>Mean</i>		2.40	2.39	2.36	2.46
		All	EL	MS	HS
<i>Percentages</i>	NA	6.8	9.2	2.9	3.6
	1	25.3	22.3	32.4	26.8
	2	33.8	36.4	29.4	30.4
	3	12.3	12.5	11.8	12.5
	4	15.3	13.6	14.7	21.4
	5	6.5	6.0	8.8	5.4
<i>Responses</i>		308	184	68	56

The most recurring complaint voiced by district personnel was obsolete workstations. Our survey shows that 13 percent of teachers do not think there is adequate hardware available to the students at their school as part of everyday classroom activities. This concern was more strongly voiced at the high school level. Obsolete workstations would not run Windows 98. Some were operating Windows 3.1 which will not support Microsoft Office 97, an industry standard. These machines were typically found in high school business labs where keyboarding and office applications are taught. We found workstations with 286, 386, and 486 processors, and some were without CD-ROM drives. Some students were working on eight-year-old workstations. KDE has removed these workstations from the district's unmet need in the KETS Master Plan; however, adequate funds to replace workstations are not available. DTCs reported student to workstation ratios that ranged from 10:1 to 3:1. The KETS goal is 6:1. The thin client approach is a possible solution to obsolete workstations and is presently being implemented by a few districts. A Citrix operating system is installed that, in essence, converts obsolete workstations into legacies (also known as dummy workstations) of the server.

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Issue 4 was: *There is adequate hardware available to the students at our school as part of their everyday classroom activities.*

		TEACHER CATEGORIES			
Frequencies		ALL	EL	MS	HS
	NA	0	0	0	0
	1	16	9	3	4
	2	24	14	4	6
	3	23	15	5	3
	4	119	75	26	18
	5	129	73	30	26
		ALL	EL	MS	HS
Mean		4.03	4.02	4.12	3.98
Percentages		ALL	EL	MS	HS
	NA	0.0	0.0	0.0	0.0
	1	5.1	4.8	4.4	7.0
	2	7.7	7.5	5.9	10.5
	3	7.4	8.1	7.4	5.3
	4	38.3	40.3	38.2	31.6
	5	41.5	39.2	44.1	45.6
Responses		311	186	68	57

Some districts have network systems that run smoothly, but other districts have many problems to overcome. Teachers verified the existence of maintenance issues that prevented the network system from running. Based upon our survey, only 65 percent of teachers agreed there is adequate technical support staffing to ensure that technology is properly maintained. Inquiry of classroom teachers revealed frustration with classroom computers that are not in working order and email that did not work. Finance officers voiced frustration with the cost of maintenance agreements and the lack of funds to support maintenance. DTCs voiced frustration with the lack of qualified personnel to make the repairs. Most of all, technology support personnel do not have enough hours in the day to address the many problems brought to their attention. This claim was verified by the unboxed, unformatted computers sitting idle in a workroom during one site visit. Some districts provide maintenance and network training to students in the vocational school setting. It is difficult to retain experienced maintenance support personnel because industry offers better pay. Some districts resolve the lack of adequate maintenance personnel with a student-run help desk. Students earn high school credit for their participation. Moreover, local school boards need a better understanding of technology operating costs and future staffing needs that extend beyond hardware purchases.

Issue 5 was: *There is adequate technical support to ensure that technology is properly maintained.*

TEACHER CATEGORIES					
		All	EL	MS	HS
Frequencies	NA	4	3	1	0
	1	9	5	2	2
	2	27	14	7	6
	3	68	42	16	10
	4	148	87	30	31
	5	55	35	12	8
		All	EL	MS	HS
Mean		3.69	3.73	3.64	3.65
		All	EL	MS	HS
Percentages	NA	1.3	1.6	1.5	0.0
	1	2.9	2.7	2.9	3.5
	2	8.7	7.5	10.3	10.5
	3	21.9	22.6	23.5	17.5
	4	47.6	46.8	44.1	54.4
	5	17.7	18.8	17.6	14.0
Responses		311	186	68	57

Educational software packages appear to be adequate and readily available at most schools. Based upon our survey, 55 percent of teachers agreed that their school has routine access to effective instructional software for use in their classroom. Apparently, software is more readily available at elementary schools (58 percent) than high schools (54 percent) and middle schools (47 percent). Software being used included, but was not limited to, Accelerated Reader, Accelerated Math, Windows on Science, Key Math, STAR, American Guidance Services, Building Perspective, Data Worder, Reader Rabbit, Whole Numbers, Cornerstone and Microsoft Office 97 (i.e., Word, Excel, and PowerPoint).

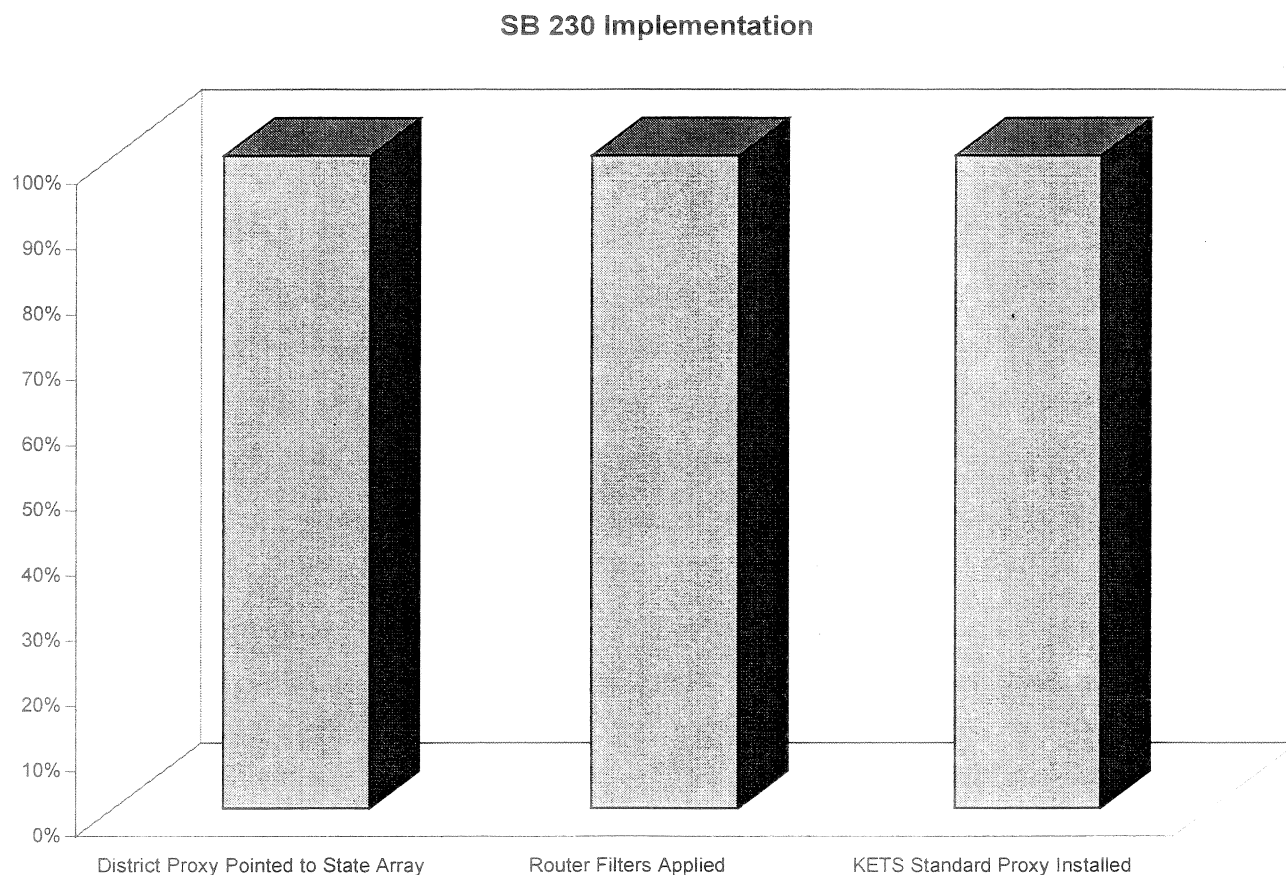
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Issue 6 was: *The teachers at our school have routine access to effective instructional software for use in their classroom.*

		TEACHER CATEGORIES			
Frequencies		All	EL	MS	HS
	NA	0	0	0	0
	1	30	17	7	6
	2	74	38	22	14
	3	36	23	7	6
	4	116	74	20	22
	5	55	34	12	9
		All	EL	MS	HS
Mean		3.30	3.38	3.12	3.25
Percentages		All	EL	MS	HS
	NA	0.0	0.0	0.0	0.0
	1	9.6	9.1	10.3	10.5
	2	23.8	20.4	32.4	24.6
	3	11.6	12.4	10.3	10.5
	4	37.3	39.8	29.4	38.6
	5	17.7	18.3	17.6	15.8
Responses		311	186	68	57

Acceptable Use Policies. Through Senate Bill 230, the legislature established laws to monitor the use of Internet access. KDE reports 100 percent success in establishing the mechanisms to fulfill the intent of Senate Bill 230. Acceptable use policies are in place, a monitoring mechanism is in place, district proxies pointed to a state array were installed, router filters were applied, and a KETS standard proxy was also installed. In essence, schools are able to observe when people logged into the system, the amount of time that was spent at each site, and what sites were accessed. This enabled schools to build an electronic library of acceptable sites and restrict access to inappropriate sites. At each of the schools OEA visited, staff persons responsible for monitoring Internet access were conscientious in performing their duties.

Figure 2.



Funding. The Schools Facilities Construction Commission made \$80,224,368 offers of assistance from the Education Technology Trust Fund during the biennium (Appendix B). There is a lump sum appropriation of \$15 million for FY 2001-02.

KETS funds are matched dollar for dollar with local funds. Districts are able to maximize financial resources through federal grants and programs. There are five major components of technology funding from federal appropriations for FY 2000 the Technology Literacy Challenge Fund, Technology Innovation Challenge Grants, Preparing Tomorrow's Teachers to Use Technology, Community Technology Centers, and E-rate.

- Technology Literacy Challenge Fund – The purpose of the program is to provide computers, software, and training for teachers seeking to integrate technology into their curriculum.

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- Technology Innovation Challenge Grants – These grants are competitive. Schools, businesses, libraries, and others may form partnerships to find innovative uses for educational technology.
- Preparing Tomorrow's Teachers to Use Technology - Integration of technology in teacher preparation programs is supported with a three-year grant program that helps form partnerships of universities, high-tech companies, school districts, and non-profit organizations.
- Community Technology Centers - This program is focused on low-income communities and allows members of the community who do not have home computers to access technology from a public center such as community centers, educational centers, and libraries.
- E-Rate - The E-Rate was a provision with a 1996 federal telecommunication bill that allows schools and libraries a discounted rate on eligible services such as Internet connections, Internet access, and telecommunication services. The discount was allotted based on the poverty level and geographic location. The average discount is \$88 per student.

Teacher Preparedness. Technology remains a hurdle for some teachers. The consensus is that training will help address this problem. Our survey shows only 57 percent of teachers agreed there has been adequate planning for integrating technology into the curriculum. Some teachers are heavy lab users and others show little interest. Districts that imposed requirements on teachers, such as teacher web pages or provided technology specialists to assist teachers with technology integration, were more successful in eliminating barriers to change. In one school district, teachers are required to produce their own web page and link it from the school's web page.

Issue 7 was: *There has been adequate planning for integrating technology into the curriculum.*

TEACHER CATEGORIES					
		All	EL	MS	HS
Frequencies	NA	0	0	0	0
	1	29	16	8	5
	2	52	32	9	11
	3	54	36	14	4
	4	112	69	20	23
	5	64	33	17	14
		All	EL	MS	HS
Mean		3.42	3.38	3.43	3.53
		All	EL	MS	HS
Percentages	NA	0.0	0.0	0.0	0.0
	1	9.3	8.6	11.8	8.8
	2	16.7	17.2	13.2	19.3
	3	17.4	19.4	20.6	7.0
	4	36.0	37.1	29.4	40.4
	5	20.6	17.7	25.0	24.6
Responses		311	186	68	57

Teachers are presented many opportunities for professional development to enhance their preparedness. Some of the opportunities were related to administrative duties, such as training on the STI attendance package. Other opportunities were related to instruction. Remote access allows teachers to get on the Kentucky information highway. On-line technology lessons taught by “Newt” are posted here. DTCs arrange for in-house training. Vendors such as New Horizons and Microsoft Solutions provide learning opportunities by means of workshops. The annual Kentucky Teaching and Learning Conference provides a three-day opportunity for approximately 6,000 educators and students to confer on technology. Many districts are setting school calendars with professional days during the time of the conference to encourage attendance. Despite these opportunities, a common complaint voiced by teachers was the lack of relevant professional development that will assist them with student instruction. Some teachers appear to be uncertain of what is expected of them in terms of integrating technology in the classroom.

Collaboration is an informal method to enhance the professional development of teachers. Email has provided teachers the ability to collaborate by means of a listserv. In fact, 55 percent of teachers surveyed routinely communicate/collaborate with colleagues via email. The University of Kentucky maintains a listserv for any education group requesting one. For example, there are listservs for

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principals, DTCs, technology resource teachers, etc. Questions can be asked simultaneously to a group with immediate response from any one of its members.

Issue 8 was: *I routinely communicate/collaborate with colleagues via e-mail.*

		TEACHER CATEGORIES			
		All	EL	MS	HS
Frequencies	NA	0	0	0	0
	1	14	7	3	4
	2	63	29	21	13
	3	62	40	13	9
	4	122	77	22	23
	5	50	33	9	8
		All	EL	MS	HS
Mean		3.42	3.54	3.19	3.32
		All	EL	MS	HS
Percentages	NA	0.0	0.0	0.0	0.0
	1	4.5	3.8	4.4	7.0
	2	20.3	15.6	30.9	22.8
	3	19.9	21.5	19.1	15.8
	4	39.2	41.4	32.4	40.4
	5	16.1	17.7	13.2	14.0
Responses		311	186	68	57

Technology and the Student. Engaging use of technology in the classroom was diverse across our observations. Many schools that had successfully integrated technology in the classroom have technology resource teachers or integration specialists to assist teachers in becoming comfortable and less intimidated with technology. Their function is to develop technology skills in teachers through professional development and hands-on assistance.

Based upon our teacher survey, 85 percent of teachers polled routinely use technology on the job and 75 percent of teachers agreed that technology has had a positive difference in students' performance in the classroom. OEA witnessed many exciting uses of technology in the classroom. One teacher showed how she monitored the math progress of fourth and fifth grade students. The school's CATS test score for math was weak, and a change in instruction methodology was needed. The teacher made optimal use of the Accelerated Math software. Students took practice drills and tests on-line, graded the paper with a bar code reader, and the teacher was provided a status report for each student. The student's report identified key math concepts that were not understood. The teacher analyzed the individual reports, and if more than one student was affected, she grouped these

KERA Initiatives

students for a mini-lesson on that concept. This enabled students to advance at their own pace. Another school integrated technology into projects that required collaboration from various teachers and content-areas, such as social studies, art, and music. One teacher received a grant to purchase laptops and the students used them to perform scientific experiments out-of-doors. One school used video and recording equipment, and students broadcast daily announcements through closed circuit television. One school has an extracurricular web design class taught by a dedicated teacher before daily classes commenced.

Issue 9 was: *I use technology routinely in instruction---teacher.*

TEACHER CATEGORIES					
<i>Frequencies</i>		All	EL	MS	HS
	NA	5	5	0	0
	1	6	1	5	0
	2	17	10	2	5
	3	19	12	4	3
	4	145	86	29	30
	5	119	72	28	19
		All	EL	MS	HS
<i>Mean</i>		4.16	4.20	4.07	4.11
<i>Percentages</i>		All	EL	MS	HS
	NA	1.6	2.7	0.0	0.0
	1	1.9	0.5	7.4	0.0
	2	5.5	5.4	2.9	8.8
	3	6.1	6.5	5.9	5.3
	4	46.6	46.2	42.6	52.6
	5	38.3	38.7	41.2	33.3
<i>Responses</i>		311	186	68	57

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Issue 10 was: *Technology has made a positive difference in students' performance in the classroom.*

		TEACHER CATEGORIES			
Frequencies		All	EL	MS	HS
	NA	2	2	0	0
	1	10	4	2	4
	2	24	12	7	5
	3	42	26	12	4
	4	157	92	29	36
	5	76	50	18	8
		All	EL	MS	HS
Mean		3.86	3.93	3.79	3.68
Percentages		All	EL	MS	HS
	NA	0.6	1.1	0.0	0.0
	1	3.2	2.2	2.9	7.0
	2	7.7	6.5	10.3	8.8
	3	13.5	14.0	17.6	7.0
	4	50.5	49.5	42.6	63.2
	5	24.4	26.9	26.5	14.0
Responses		311	186	68	57

Many traditional uses of technology in the classroom were observed. Students surfed the Internet, gathered research materials, and wrote reports. Foreign language teachers utilized interactive software. Application programs such as Word, Excel, and PowerPoint were taught in a drill and practice method. Technology education teachers exposed students to various ways to use technology in a course that lasted several weeks. Technology integration appears to be strongest in elementary schools and through vocational offerings in high schools. Keyboarding instruction is offered in many high schools, but it would benefit students more if it were required in elementary schools.

Instruction in technology skills in the classroom could be more efficient. OEA did not find evidence that many of the districts we visited this year have established a formal policy to define what specific skills are to be taught, who is to teach them, and when they are to be mastered. Furthermore, we did not find a uniform assessment system to test the mastery of technology skills. OEA observed classrooms teaching keyboarding skills in high schools, as well as the elementary schools.

There were students with extraordinary knowledge and skills. In essence, some students were instrumental in the operation of their school's network system. There were students who designed their school's web page. There were students who designed and wrote the code for a video game.

KERA Initiatives

The Student Technology Leadership Program (STLP) was active in most schools, and the progress made by students was showcased at regional STLP competitions and the Kentucky Teaching and Learning Conference. Some of the school projects were titled Voice Recognition, Using Technology to Create and Operate a Middle School Newspaper, Art of Archiving, and Smile! You're on Avid Cinema. There is a tremendous untapped potential of student talent. Enhancement programs in addition to STLP, are needed to nurture and refine the potential that lies within these students. This effort needs to be coordinated with industry so the talent does not leave Kentucky in search of gainful employment.

R ECOMMENDATIONS

- (1) We recommend the development of statewide standards and adoption of district policy to define what technology skills are to be mastered, when the skills are to be mastered, who is responsible for teaching the skills, and a provision for assessment of those skills.
- (2) Integration of technology in the classroom needs to be better defined and communicated in order that teachers know what is expected of them. After determining this, teachers need professional development that is relevant to the integration of technology in the classroom with hands-on follow up.
- (3) Districts need a replacement policy and related costs for obsolete technology equipment, and that policy should be coordinated with capital budgeting.
- (4) An enhancement program that extends beyond the STLP should be made available for outstanding technology students. This effort needs to be coordinated with the private sector in an attempt to nurture and retain these talents within the borders of Kentucky.
- (5) Policymakers should consider waiving restrictions of the KETS Master Plan currently in place on KETS eligible activities in order that all schools can be adequately wired.

Investigations



Investigations

The Office of Education Accountability (OEA) was created by the 1990 Kentucky General Assembly with the passage of KERA. The Investigative Division was specifically addressed in 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.*

During the past 11 years, the OEA Investigative Division has opened about 1,000 case files to conduct some level of inquiry. Numerous additional complaints, allegations, and issues have been addressed and resolved by phone calls, e-mails, and exchange of correspondence with districts without any need to open an investigative file.

Staffing. Past reports have reviewed the ten-year history of the Investigative Division staffing. During this reporting period, the Investigative Division's full-time staff consisted of the division manager, an attorney/investigator, and a legislative analyst/administrative assistant. The division has the services of a contract CPA and four part-time investigators who work on an as-needed basis. Due to some restructuring of the entire OEA staff, two additional employees will be available to the Investigative Division on an occasional basis. This combination of a small full-time staff, supplemented by as-needed part-time personnel, remains the most cost-effective method of addressing the mandate of the Investigative Division set forth in KRS 7.410(2)(c)(4).

The division manager and the four permanent part-time investigators are all retired federal investigators with over 165 years of combined investigative experience. OEA's contract CPA has over 25 years of CPA experience and is in his tenth year of contract work for OEA. The full-time attorney/investigator has seven years of investigative experience with the EPSB and this office. The division manager and one of the part-time investigators are also attorneys.

Issues Investigated. In fulfilling the legislative mandate of KRS 7.410(2)(c)(4) to “. . . investigate allegations of wrongdoing, . . . including, . . . waste, duplication, mismanagement, political influence, and illegal activity . . .” many and varied issues are alleged and investigated. Set forth below are some of the issues most often investigated. These are not listed in order of frequency or significance and are not all-inclusive.

Investigations

- Failure to comply with bidding and/or Model Procurement provisions.
- Misuse of school activity funds.
- Failure to properly account for school activity funds – athletic gate receipts, beverage machines, fundraiser activities.
- Theft of school activity funds.
- Abuse of extra days, extra service contracts.
- Failure to follow hiring, posting, and assignment procedures.
- Placement of teaching personnel out of certification.
- Staffing positions not properly created by board order.
- Salary schedule irregularities at the classified and certified level.
- Lack of compliance with KRS 159.130 and 159.140, DPP statutes.
- Failure of school administrators to understand weapons laws.
- Special education issues.
- Misuse and conversion of school property to personal use.
- Falsification of travel expense documents; abuse of credit cards.
- Falsification of scholastic records.
- Irregularities and lack of sound business practices in the purchase of real property and the disposition of surplus property.
- Failure to comply with KRS 160.500, sheriff's fee for tax collection.
- Violations of KRS 161.164 which prohibits certain types of employee involvement in board member elections.
- Misuse and misappropriation of grant funds.
- Misapplications of federal program funds.
- Involvement of board members in personnel issues.
- Board members holding incompatible offices or employment.
- Board members in violation of KRS 160.180, both residency requirements and nepotism provisions.

Caseload. As of September 1, 2001, the Investigative Division had 48 cases at some stage of active review. This is consistent with past years when approximately 50 cases have been carried forward

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from one reporting period to the next. A review of our case tracking system also indicates that about 50 matters are under review at all times during the year. As in past years, 50 new cases were opened during the reporting period and 52 matters were brought to resolution.

Other issues and allegations received by phone, e-mail, and correspondence are resolved each year without the necessity of opening a case for any level of inquiry. Some of these complaints are single-issue uncomplicated allegations that are easily corrected by a call or letter to the district. Others are complaints based upon a misunderstanding or misapplication of a statute or a failure on the part of the complainant to have all the facts regarding an issue. Since these matters are easily addressed and usually not violations of any statute, they require no real inquiry by this office and therefore do not warrant the opening of an investigative file. All of these complaints and responses are made a matter of record in OEA's correspondence files and can easily be retrieved in the tracking system.

Many of the 52 cases brought to resolution during the past year required a lengthy investigation, including interviews and record examinations in the district involved. Several required multiple trips to a district to complete the investigation and arrive at a resolution. While some of these cases had multiple issues of a significant nature, they did not require any punitive action nor did they warrant a referral to the Commissioner of Education for consideration of charges.

Unfortunately, that was not the case in 5 of these 52 resolved matters. In 3 districts, board members were compelled to resign when it was determined that two of them were in violation of residency requirements set out in KRS 160.180. In one district, the board member was in violation of KRS 61.080, incompatible offices. Following an OEA inquiry into another district, an ouster proceeding under KRS 415.050 and 415.060 was instituted by the Attorney General's office, seeking the removal of the board member under the nepotism provisions of KRS 160.180. This matter remains in litigation. One superintendent retired during a protracted investigation of numerous significant allegations. The results of that investigation would probably have been referred to the Commissioner of Education for his consideration at its completion. The retirement negated any need for that referral.

Investigations

On-Site Visits/Investigations. In seeking the resolution of the 52 matters brought to closure during this period and in working the current 48 cases carried forward to the next reporting period, it has been necessary for two or more members of the Investigative Division to travel to districts to conduct on-site interviews and document reviews on about 34 occasions. Twenty-six (26) of these visits were multiple on-site reviews conducted in 8 districts. The 8 other districts visited required only one trip each to bring closure. These visitation teams consisted of as few as two members of the Investigative Division staff and as many as seven.

The Investigative Division remains fully aware that these on-site visits to districts can disrupt the operation of the district and be a distraction to the employees of the district. The Investigative Division makes all efforts to control the number of these visits and when visiting a district takes care to minimize the impact upon the district. This year in attempting to resolve up to 100 active investigations, visits were limited to only 16 districts. Some issues simply cannot be properly addressed from afar. Care will always be taken to limit on-site investigations to those situations which are of sufficient significance to warrant them.

Past Investigations/Delayed Results. Following a 1999 investigation that resulted in the resignation and retirement of a superintendent, several issues were referred to the Public Corruption Unit of the Attorney General's office. A multiple count felony and misdemeanor indictment was obtained, and during this reporting period, a plea agreement resulted in 2 felony convictions, sentences probated, full restitution to the district of misappropriated money, and the surrender of all teaching and administrative certificates.

During 1999, an investigation of 2 teachers was conducted at the request of the district. This investigation substantiated falsification of district records and expense reimbursement documents. The district terminated both teachers and both of them requested a tribunal hearing. The district was unsuccessful in attempts to refer some of these issues to the appropriate prosecutorial authority. After numerous postponements of the tribunal, the teachers waived their rights to a tribunal, accepted the terminations, and agreed to never seek re-employment in the district. This matter remains before the EPSB for consideration of suspension or removal of their certificates.

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Liaison with Other Agencies. Each year this report mentions the ongoing working relationships this office maintains with other investigative and educational agencies. These agencies and units include KDE Legal Services, KDE Management Assistance, Attorney General's Office, Public Corruption Unit of the Attorney General's Office, Auditor of Public Accounts, Kentucky State Police Special Investigation Units, Office of Teacher Education Certification and EPSB.

These close relationships have provided a vehicle for fast and efficient exchange of information, the sharing of expertise, the reduction of duplicated efforts, and the effective use of resources. The OEA Investigative Division is most appreciative of the cooperation of all of these agencies and will continue to pursue this active liaison program.

RECOMMENDATIONS. In past years this report has indicated that despite clear statutory language, consistent decisions in case law, and clear Opinions of the Attorney General, KRS 160.500 - Collector of School Taxes and KRS 159.140 - Duties of Director of Pupil Personnel (DPP) are simply ignored in a large number of school districts. The Investigative Division staff routinely conduct inquiries regarding these two statutes in each district visited and in some of the districts with whom correspondence is necessary to resolve allegations and complaints. All too often the district records indicate a routine 4 percent commission paid to the tax collector with little or no documentation and a DPP burdened with one to three unrelated job responsibilities assigned to him/her.

Again, it is recommended that all districts examine their tax collection fee process and utilization of their DPPs, and take the necessary action to bring their district into compliance with KRS 160.500 and KRS 159.140.

School Finance



School Finance

The landmark *Rose v. Council for Better Education* (1989) decision affected the state finance system, as well as the entire system of public education in Kentucky. Schools were adjudged to be underfunded, inadequate, and saddled with inequalities. Prior to the decision, state funds were distributed to school districts by means of a foundation program. The old foundation program was designed to give a level of state subsistence that would raise a district to a point where its schools provide a minimum or basic education. Some districts had significantly more financial resources than others. The court ruled that this was not equitable in terms of funding for students. The Supreme Court affirmed the *Rose* decision by finding that the sufficiency and distribution of funding was unconstitutional. Section 183 of the Kentucky Constitution provides that there must be “an efficient system of common schools throughout the state.” The Kentucky General Assembly enacted KERA to provide an efficient system that is equitable, adequate, and substantially uniform.

Recent and Pending Litigation Concerning Finance in Surrounding States. Over the past decade, school reform in the form of judicial challenges was a phenomenon that swept throughout the United States. Virtually all school finance court cases have been litigated in state courts. State supreme courts held school finance systems were unconstitutional or upheld trial court decisions that did. The basis for these decisions is either (1) education provisions of state constitutions, (2) equal protection provisions, or (3) a combination of education and equal protection. According to a presentation at the 2001 National Center for Education Statistics (NCES) Summer Data Conference by David C. Long, issues that have consistently been addressed include inequalities in educational spending and opportunities, inadequate educational opportunities, and fiscal neutrality. The inequalities and inadequacies often result from over reliance on unequal school district tax bases to fund education. Fiscal neutrality is a theory that results from over reliance on unequal tax bases with a focus on equalizing local fiscal control. There was reliance upon the Kentucky Constitution as the key to judicial decisions, and the facts showed that children would be harmed from the current school finance system in several states.

Basis of Litigation Concerning School Finance

Alabama	Liberal system
Arizona	General and uniform system
Arkansas	Equal Protection
California	Equal Protection
Connecticut	System of (free public schools)
Kentucky	Efficient system
Massachusetts	Legislature must “cherish” education
Montana	Equal educational opportunity
New Hampshire	Legislature must “cherish” education
New Jersey	Thorough and efficient system
New York	System of (free public schools)
North Carolina	Complete and uniform system
Ohio	Thorough and efficient system
South Carolina	System of (free public schools)
Tennessee	Equal Protection
Texas	Efficient system
Vermont	Equal Protection
Washington	Paramount state duty
West Virginia	Thorough and efficient system
Wyoming	Equal Protection and complete and uniform system

Observation of other states’ recent judicial challenges can provide insight to policymakers. Several state courts are revisiting their school finance system. Arizona, New York, North Carolina, Ohio, and South Carolina decisions all reflect reconsideration of prior rulings. Many of these cases claim inadequacy on behalf of at-risk children. Basically, there are two thoughts pertaining to adequacy: (1) it must prepare a student for competition in the labor market or (2) it must provide equal educational opportunity. Indicators of adequacy can be found in state statutes, administrative regulations, mission statements, accreditation standards, etc.

Major litigation pertaining to adequacy in Ohio began in 1991. It was initially decided in 1994 when a common pleas court ruled against the constitutional adequacy of Ohio’s school finance system. In 1995, the Ohio appeals court overturned it. An appeal has been filed with the Ohio Supreme Court for a final decision. The school funding program includes a “cost of doing business” factor for regional differences in the cost of living or cost of procurement of goods and services. Courts in Arkansas, New Jersey, New York, and Wyoming required studies of the cost of education and cost differentials. Some cases challenged the finance system as it applies to one or a few school districts. Other cases challenged the adequacy and equity of facilities. Rulings have been made on the adequacy of education for at-risk children in kindergarten and preschool programs. Overall, state

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courts have demanded that at-risk children must be prevented from sliding into second class status as citizens.

The Kentucky Supreme Court ruled there must be an efficient system of common schools, and the state funding system must be sufficient to provide an adequate education that is substantially uniform. The legislature has set the funding formula (SEEK) and its expectations that students receive educational opportunities to achieve seven capacities. In accomplishing these goals, the focus of KDE is on making sure every student is provided an opportunity that will produce a specified level of success known as “proficiency” on the state-mandated test. Testing is on the student level, and measurement of success is based upon the performance of students at the school level. The legislature is ultimately responsible for the prescribed funding system to ensure its equity and adequacy. The concepts of adequacy and equity are complicated and controversial. Historically, consideration of adequacy and equity is generally in terms of money. If money matters, how much is necessary to make a difference? Is the money equitably distributed for the benefit of each and every student? These are pertinent questions to be addressed to provide assurance that no child is harmed by the state finance system.

Current Developments in Kentucky. More than a decade after the KERA reform, public debate concerning the equity and adequacy of funding continues. A forum of school superintendents, state legislators, and school finance experts were brought together by KDE to address issues and concerns about SEEK. In accordance with KRS 7.410, OEA’s role is to annually examine the state funding system and present our analysis to the Education Assessment and Accountability Review Subcommittee and the Legislative Research Commission.

Revenue Distribution. School districts are funded from state, local, and federal sources of revenue. State revenue is received from SEEK and categorical programs. Local funding results primarily from local taxpayer assessments on real and tangible property. Federal funding results from entitlement or competitive grants, and is received directly from the federal treasury or indirectly routed through the state treasury.

State Revenue. State revenue for education is budgeted through the executive governmental branch as a function of KDE. The source of budget appropriations is derived from the General Fund,

School Finance

General Fund Special, restricted funds, and federal funds. The majority of state funding for school districts is derived from SEEK. SEEK received a General Fund appropriation as follows:

FY 1999-2000	\$2,184,668,000
FY 2000-2001	\$2,208,786,300
FY 2001-2002	\$2,236,293,600

The SEEK allocation is broken into a guaranteed base as well as other adjustments to equalize the funding for each student based upon needs. The SEEK allocation is intended to provide a guaranteed base per student in average daily attendance (ADA) adjusted for growth.

<u>Year</u>	<u>SEEK Guaranteed Base</u>	<u>Annual Increase</u>
1990-91	\$2,305	
1991-92	\$2,420	4.99%
1992-93	\$2,420	0.00%
1993-94	\$2,495	3.10%
1994-95	\$2,517	0.88%
1995-96	\$2,593	3.02%
1996-97	\$2,673	3.09%
1997-98	\$2,756	3.11%
1998-99	\$2,839	3.01%
1999-00	\$2,924	2.99%
2000-01	\$3,046	4.17%

Based upon a projected ADA totaling approximately 571,807 each fiscal year, the SEEK guaranteed base totals \$1,572,050,600 and \$1,574,762,000 for FY 2000-01 and FY 2001-02, respectively. In an effort to be equitable to all students based upon need, additional revenue is provided for special needs in the form of weighted components. The weighted components provide adjustments for at-risk students (.15 of the SEEK guaranteed base), exceptional children (2.35 of SEEK guaranteed base for severe, 1.17 for moderate, and .24 for speech/hearing disabilities), home and hospital, and pupil transportation. The SEEK guaranteed base includes \$100 per ADA for capital outlay.

School district audit reports are submitted to KDE by October 31. Budget to actual comparisons currently available are from FY 1999-00 financial information. District financial information for FY 1999-00 has been verified by certified public accountants. We restrict our analysis of district financial data to FY 1999-00 throughout this report, because it is the latest year's data that is complete, comparable, and reliable. In FY 1999-00, school districts recorded state revenue totaling

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\$2,153,481,277 (see Table 1). SEEK revenue totaled \$1,861,088,340. School districts received 84 percent of total state funding for education through the SEEK distribution formula.

Table 1
Budget to Actual Comparisons for FY 1999-2000

	State Budget	Actual Revenues	Over/(Under)
SEEK Formula	\$ 2,184,668,000	\$ 1,799,925,292	\$ (384,742,708)
Other SEEK Revenue		4,065,668	
Capital Outlay (\$100 per ADA)		57,097,380	
Total SEEK Revenue	\$ 2,184,668,000	\$ 1,861,088,340	\$ (323,579,660)
Other than SEEK Revenue:			
Vocational Travel		\$ 146,808	
Vocational Transportation		2,182,399	
State Vocational Transportation		4,090,239	
District Vocational Transportation		3,747,542	
Bus Driver Training		188,556	
Substitute Salaries		38,558	
Flexible Spending Refund		5,881,982	
Audit		406,980	
KY School for Blind/Deaf Transportation		678,757	
Reimbursements		852,017	
Miscellaneous General Fund		646,424	
Grants		209,453,107	
FSPK		38,419,639	
KETS		21,720,890	
Food Service Operations		3,939,039	
Total Other than SEEK Revenue		292,392,937	
Total State Revenue		\$ 2,153,481,277	

Outside of SEEK, 14 percent of total school revenue was distributed. For specific purposes, as stipulated in state grant agreements, 10 percent (i.e., \$209,453,107) is restricted. Grants are also referred to as categorical programs. There are more than 100 separately accounted for in MUNIS, the state's uniform accounting system for school districts. KDE funds most, but not all, grants. The following illustration provides a list of categorical programs funded through various cabinets of state government. Categorical programs funded as part of the KERA initiatives include ESS, FRYSC, and KERA preschool. Other grants are competitive such as school safety, reading grants, school rewards, extended school services-innovative, etc. Some are funded as entitlements, such as professional development and textbooks.

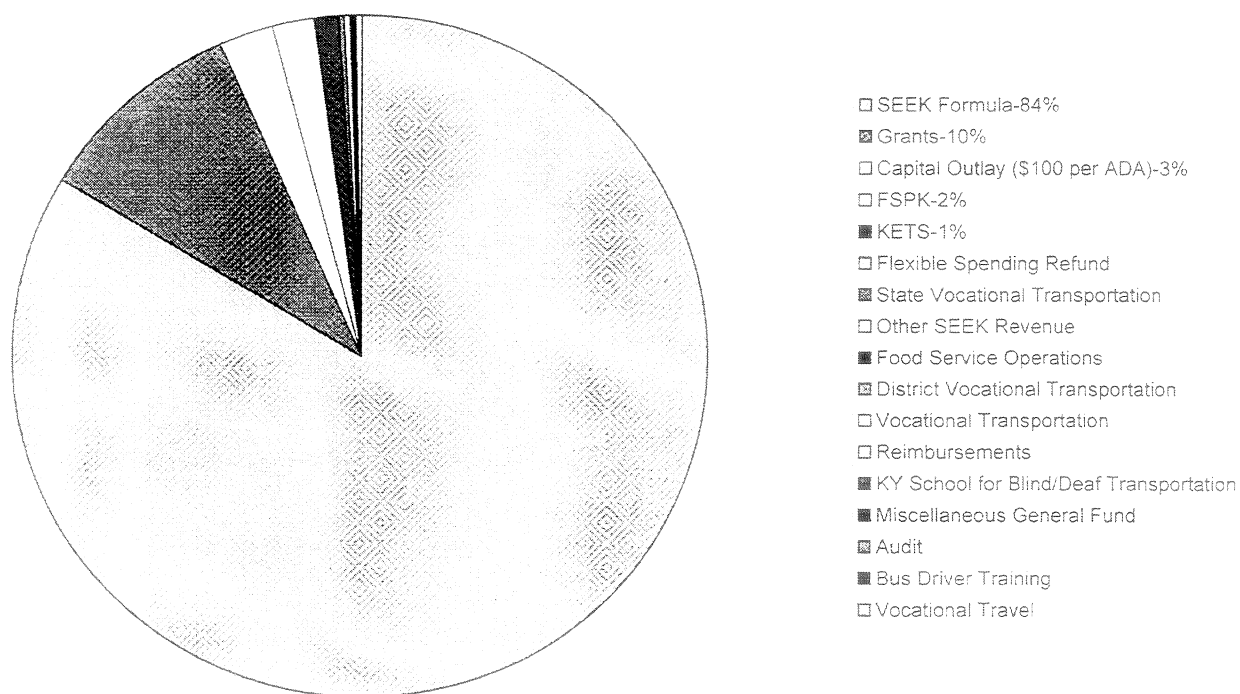
State Categorical Grants

Adult Ag	Math Follow-up
Allied Health Education Camp Grant	Model Instruction
Alternative Certification	Model Technology Program
Artist and Residence	Multicultural
Bluegrass State Skills Grant	NARE (National Alliance for Restructuring Educ.)
Certified Personnel Evaluation (Prof. Dev.)	New Principal's Institute
CHR Block	P12 Systemic Dropout Prevention
Cluster Leader Institute	PACE-Workforce Cabinet
Commonwealth Institute for Teachers	Portfolio Analysis
Commonwealth School Improvement	Preschool
Community After School Project	Preventive Grant
Community Education	Primary Publications
Community Education Innovative Demonstration	Principal Cadre
Community Juvenile Justice Partnership Grant	Principal Internship Program
Community Partners for Protection of	Principal's Academic Village
Children/Vision 20000	Professional Development
Consolidated Planning Review	Professional Development-Human Relations
Content Area Writing Institute	Professional Development-Cultural Diversity
Day Treatment Contract	Project Certification
Detention Center	Project Teams
Dropout Prevention	Project Video
Education of Juveniles in Detention Centers	Safe Schools
Escorts to Success	School Reward
ESS-Innovative	School Technology Coordinator (STC)
Extended School Service	School Transformation Asst. & Renewal (STAR)
Family Resource Center	STAMPS (Selecting Teaching as My Profession)
Family/Youth Service Centers	State Agency Children
Gifted and Talented	State Policy Design Academy
Gifted Talented	Student Assistance Governor's Discretion
Gifted Talented-Model Site Grant	Student Services Academic Village
High School Restructuring	Student Technology Leadership Program (STLP)
Instructional Technology Leaders (ITL)	TANF Teens, Office of the Secretary
KAGE-Professional Development	Teacher Internship Program
KY Arts Council	Technology Grant
KY Commission on Volunteerism & Service	Textbooks
KY Environmental Education Council Mini-Grant	Transition
KY Incentive Projects Substance Abuse	Very Special Arts
Prevention	Vocational Center on Campus
KY Information Resource Management (KIRM)	Workplace Essentials-State Portion
KY Middle Grades Mathematics Teacher Network	Writing Improvement
KY PTA HIV Aids Awareness Grant	Writing Program
KY Task Force on School Health	Writing Program-Summer Scoring Analysis
KETS Conference Grant	Youth Serve
LEAP (Professional Development)	Youth Service Center

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More than \$38 million, or 2 percent, of total state funding was used for construction under the Facilities Support Program of Kentucky and more than \$21 million, or 1 percent, was used for KETS. Figure 3 illustrates the uses of state funding received by schools.

Figure 3
Distribution of State Revenue to School Districts

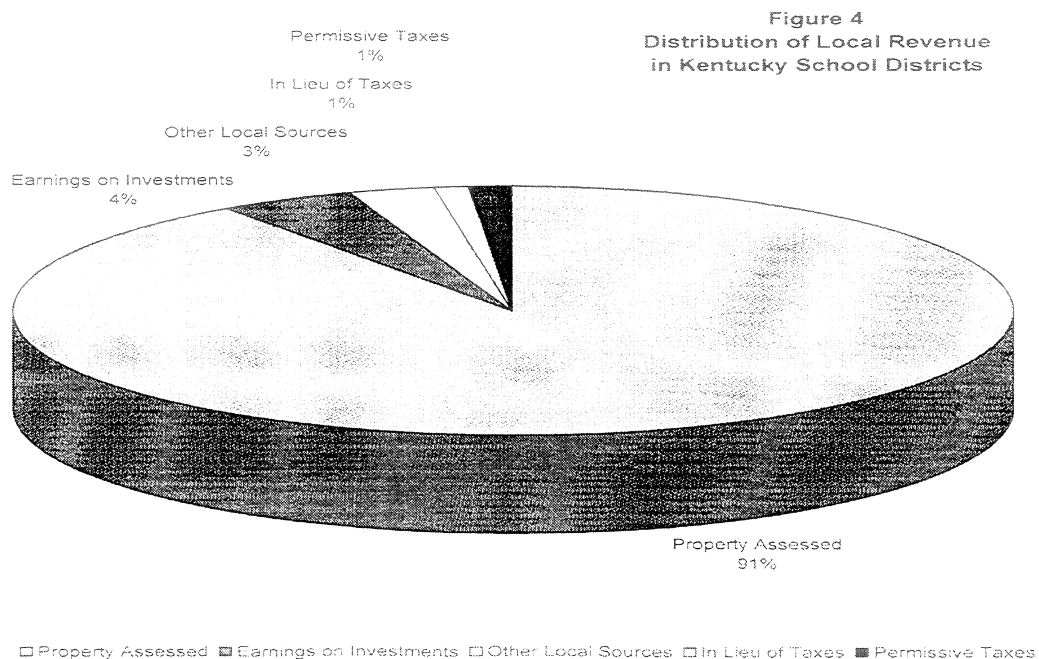


Local Revenue. School districts are required by law to make a minimum local effort to finance public education. Local property taxes must be charged at no less than .30 cents per \$100 of the property's assessed value. Districts may make a local taxing effort beyond the required minimum without voter recall. Qualifying districts receive a state match called Tier I. Tier I funding is not subject to voter recall, but it is limited to 15 percent above the SEEK guaranteed base adjusted for weighted components (i.e., adjusted SEEK base). The Kentucky General Assembly provides an equalization level of \$470,000 per pupil in property assessment. Tier II requires voter affirmation. Local taxes generated pursuant to Tier II may be increased no more than 30 percent above the adjusted SEEK base plus Tier I.

School Finance

School districts supplement the state SEEK revenue with local revenue primarily generated from property tax, motor vehicle tax, and three permissive taxes. Ad valorem taxes are assessed on real estate, tangible, franchise property, distilled spirits, motor vehicles, and unmined minerals. The three permissive taxes are utility, occupational, and excise. Utility taxes up to 3 percent are assessed on the gross receipts derived from the sale of telephonic and telegraphic communications services, electric power, water, and natural, artificial and mixed gas. Occupational taxes are assessed on the salaries or wages of individuals for work done and on the net profits of all businesses, professions, or occupations from activities conducted. Excise taxes are assessed on a resident's state individual income tax liability. No districts currently levy the excise tax. As shown in Table 2, there are 157 districts that collect permissive taxes, which generate more than \$241 million for students and a state average per pupil of \$423.76.

Local revenue of school districts used for operational purposes is reported in the General Fund. The General Funds of all 176 school districts recorded local revenues totaling \$1.041 billion. Of that, 91 percent or \$953 million was derived from various local property taxes. The remainder of local revenue was derived from revenue in lieu of taxes, interest on investments, and other miscellaneous sources (Figure 4). In Table 3, 72 districts received revenue in lieu of taxes totaling over \$13 million during FY 1999-00, which is a statewide average of \$23.29 per pupil.



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Table 2
Permissive Tax Revenues

District	Sales and Use Tax (Utilities)	Income Tax (Occupational)	Total of Permissive Tax	Per Pupil
ADAIR CO.	\$ 498,346		\$ 498,346	\$211
ANCHORAGE		\$ 402,617	402,617	974
ANDERSON CO.	618,693		618,693	201
ASHLAND	1,034,486		1,034,486	328
AUGUSTA	67,274		67,274	269
BALLARD CO.	412,090		412,090	320
BARBOURVILLE	165,551		165,551	268
BARDSTOWN	580,068		580,068	351
BARREN CO.	921,005		921,005	269
BATH CO.	299,874		299,874	173
BEECHWOOD	314,676		314,676	334
BELL CO.	418,722		418,722	147
BEREA	282,610		282,610	298
BOONE CO.	4,328,285	4,332,054	8,660,339	738
BOURBON CO.	545,739		545,739	222
BOWLING GREEN	1,278,065		1,278,065	407
BOYD CO.	1,304,864		1,304,864	407
BOYLE CO.	566,684		566,684	231
BRACKEN CO.	100,857		100,857	94
BREATHITT CO.	310,488		310,488	137
BRECKINRIDGE CO.	500,705		500,705	194
BULLITT CO.	1,768,677		1,768,677	185
BURGIN	73,587		73,587	200
BUTLER CO.	581,449		581,449	274
CALDWELL CO.	523,578		523,578	277
CALLOWAY CO.	943,518		943,518	326
CAMPBELL CO.	1,459,425		1,459,425	333
CAMPBELLSVILLE	407,953		407,953	330
CARLISLE CO.	170,350		170,350	213
CARROLL CO.	992,031		992,031	617
CARTER CO.	713,573		713,573	173
CASEY CO.	380,378		380,378	173
CHRISTIAN CO.	2,576,822		2,576,822	320
CLARK CO.	1,429,062		1,429,062	305
CLAY CO.	627,574		627,574	166
CLINTON CO.	307,451		307,451	227
CLOVERPORT	47,474		47,474	168
CORBIN	431,865		431,865	238
CRITTENDEN CO.	263,072		263,072	180
CUMBERLAND CO.	247,859	143,536	391,395	353
DANVILLE	627,304		627,304	387

School Finance

District	Sales and Use Tax (Utilities)	Income Tax (Occupational)	Total of Permissive Tax	Per Pupil
DAVISS CO.	2,213,563		2,213,563	239
DAWSON SPRINGS	104,823		104,823	167
EAST BERNSTADT	67,580		67,580	159
EDMONSON CO.	332,327		332,327	190
ELIZABETHTOWN	778,389		778,389	385
ELLIOTT CO.	134,152		134,152	119
EMINENCE	102,305		102,305	222
ESTILL CO.	357,545		357,545	150
FAYETTE CO.	12,765,811	21,206,519	33,972,330	1,157
FLEMING CO.	388,722		388,722	176
FRANKFORT	707,808		707,808	875
FRANKLIN CO.	1,550,771		1,550,771	292
FT. THOMAS	576,768		576,768	261
FULTON CO.	197,947		197,947	254
GALLATIN CO.	537,088		537,088	397
GARRARD CO.	398,603		398,603	192
GRANT CO.	517,352		517,352	163
GRAVES CO.	1,087,480		1,087,480	265
GRAYSON CO.	887,533		887,533	238
GREEN CO.	325,018		325,018	211
HANCOCK CO.	1,000,511		1,000,511	706
HARDIN CO.	2,445,556		2,445,556	206
HARLAN	142,427		142,427	185
HARLAN CO.	794,017		794,017	164
HARRISON CO.	661,395		661,395	224
HARRODSBURG	236,817		236,817	266
HART CO.	435,888		435,888	207
HAZARD	265,444		265,444	274
HENDERSON CO.	2,340,658		2,340,658	356
HENRY CO.	408,465		408,465	214
HICKMAN CO.	229,259		229,259	304
JACKSON	79,885		79,885	211
JACKSON CO.	821		821	0
JEFFERSON CO.	0	89,122,707	89,122,707	1,101
JENKINS	107,530		107,530	207
JESSAMINE CO.	1,399,253		1,399,253	239
JOHNSON CO.	527,778		527,778	150
KENTON CO.	3,220,851		3,220,851	298
KNOTT CO.	519,262		519,262	185
KNOX CO.	739,087		739,087	177
LARUE CO.	383,650		383,650	174
LAUREL CO.	1,925,193		1,925,193	258
LAWRENCE CO.	207,345		207,345	82
LEE CO.	214,526		214,526	174
LESLIE CO.	432,340		432,340	204
LETCHER CO.	685,537		685,537	196

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District	Sales and Use Tax (Utilities)	Income Tax (Occupational)	Total of Permissive Tax	Per Pupil
LEWIS CO.	249,484		249,484	113
LINCOLN CO.	646,537		646,537	181
LIVINGSTON CO.	343,902		343,902	253
LOGAN CO.	867,608		867,608	296
LUDLOW	142,826		142,826	150
LYON CO.	325,171		325,171	358
MADISON CO.	2,408,641		2,408,641	300
MAGOFFIN CO.	330,645		330,645	139
MARION CO.	625,248		625,248	229
MARSHALL CO.	1,528,480	600,000	2,128,480	484
MARTIN CO.	517,932		517,932	212
MASON CO.	773,469		773,469	316
MAYFIELD	437,434		437,434	358
McCRACKEN CO.	1,723,100		1,723,100	277
McCREARY CO.	392,188		392,188	133
McLEAN CO.	356,982		356,982	239
MEADE CO.	603,954		603,954	143
MENIFEE CO.	172,542		172,542	173
MERCER CO.	399,002		399,002	204
METCALFE CO.	307,830		307,830	211
MIDDLESBORO	401,549		401,549	259
MONROE CO.	553,206		553,206	300
MONTGOMERY CO.	876,945		876,945	251
MONTICELLO	189,915		189,915	249
MORGAN CO.	329,660		329,660	156
MURRAY	621,867		621,867	492
NELSON CO.	718,799		718,799	174
NICHOLAS CO.	232,578		232,578	216
OHIO CO.	720,634		720,634	199
OLDHAM CO.	1,552,639		1,552,639	201
OWENSBORO	1,806,315	931	1,807,246	480
OWSLEY CO.	109,939		109,939	135
PADUCAH	1,395,358		1,395,358	480
PARIS	273,248		273,248	402
PENDLETON CO.	387,454		387,454	147
PERRY CO.	942,322		942,322	221
PIKE CO.	2,543,159		2,543,159	257
PIKEVILLE	401,550		401,550	337
PINEVILLE	86,870		86,870	151
POWELL CO.	436,081		436,081	183
PROVIDENCE	112,627		112,627	263
PULASKI CO.	1,745,319		1,745,319	262
ROBERTSON CO.	60,342		60,342	175
ROCKCASTLE CO.	464,004		464,004	174
ROWAN CO.	778,825		778,825	280
RUSSELL	512,434		512,434	250

School Finance

District	Sales and Use Tax (Utilities)	Income Tax (Occupational)	Total of Permissive Tax	Per Pupil
RUSSELL CO.	552,997		552,997	216
RUSSELLVILLE	448,960		448,960	363
SCIENCE HILL	69,227		69,227	183
SCOTT CO.	1,838,786	3,100,323	4,939,109	980
SHELBY CO.	1,431,377		1,431,377	321
SIMPSON CO.	901,653		901,653	343
SOMERSET	434,573		434,573	293
SPENCER CO.	303,056		303,056	168
TAYLOR CO.	482,744		482,744	206
TODD CO.	447,007		447,007	249
TRIGG CO.	466,025		466,025	259
TRIMBLE CO.	203,498		203,498	156
UNION CO.	635,195		635,195	275
WALTON-VERONA	402,203		402,203	439
WARREN CO.	3,181,330	4,130,000	7,311,330	758
WASHINGTON CO.	372,488		372,488	227
WAYNE CO.	397,698		397,698	163
WEBSTER CO.	419,701		419,701	237
WEST POINT	27,422		27,422	181
WHITLEY CO.	550,605		550,605	143
WILLIAMSBURG	137,383		137,383	194
WILLIAMSTOWN	145,207		145,207	227
WOLFE CO.	199,128		199,128	162
WOODFORD CO.	933,307		933,307	271
STATE	\$ 118,945,345	\$123,038,687	\$ 241,984,032	\$ 424

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Table 3
Districts with Revenue in Lieu of Taxes

DISTRICT	REVENUE IN LIEU OF TAXES	PER PUPIL	DISTRICT	REVENUE IN LIEU OF TAXES	PER PUPIL
MUHLENBURG CO.	\$3,489,256.20	\$744.30	ERLANGER	\$53,479.21	\$26.86
TRIGG CO.	804,826.83	443.75	SIMPSON CO.	64,238.61	24.52
LIVINGSTON CO.	529,274.02	392.43	WEBSTER CO.	40,469.48	22.67
LYON CO.	296,126.47	325.70	HENDERSON CO.	137,853.14	21.46
McCRACKEN CO.	1,886,024.00	306.40	PIKEVILLE	23,292.80	20.11
SCOTT CO.	1,052,598.00	207.77	DAVIESS CO.	185,298.10	19.93
MARSHALL CO.	556,905.69	128.17	BARREN CO.	64,323.83	18.73
TODD CO.	226,924.67	128.08	HART CO.	38,013.24	18.18
FULTON	54,217.91	124.38	FRANKFORT	14,237.00	17.53
METCALFE CO.	154,035.03	108.71	MARION CO.	47,793.06	17.39
CARROLL CO.	149,698.00	92.96	McCREARY CO.	51,149.87	17.17
HICKMAN CO.	67,090.51	90.19	WILLIAMSBURG	9,884.35	13.92
HANCOCK CO.	116,406.70	82.56	MONTICELLO	9,694.95	12.37
BOWLING GREEN	247,624.44	79.02	GLASGOW IND.	22,641.51	11.97
UNION CO.	164,980.09	73.59	BELL CO.	32,957.66	11.94
LOGAN CO.	208,721.94	71.95	ALLEN CO.	30,841.72	11.46
CALLOWAY CO.	186,613.19	65.78	OWENSBORO	39,854.05	10.92
PADUCAH	166,852.33	58.60	JACKSON	3,816.20	9.83
MONTGOMERY CO.	185,478.62	52.92	DANVILLE	14,949.25	9.28
BUTLER CO.	95,578.61	47.39	BALLARD CO.	9,999.03	7.78
CHRISTIAN CO.	382,401.78	47.37	DAWSON SPRINGS	3,961.59	6.31
CALDWELL CO.	86,671.62	46.01	HARRISON CO.	15,401.90	5.25
GRAVES CO.	176,660.20	43.40	WHITLEY CO.	19,472.33	4.97
CUMBERLAND CO.	40,471.84	37.19	SHELBY CO.	18,550.00	4.14
WARREN CO.	356,740.92	36.91	JESSAMINE CO.	16,181.76	2.82
MAYFIELD	45,624.75	36.44	WASHINGTON CO.	3,170.79	1.91
MASON CO.	86,294.00	35.83	LARUE CO.	4,043.70	1.84
MURRAY	42,522.87	32.85	HOPKINS CO.	11,373.03	1.81
RUSSELLVILLE	39,203.11	32.44	ROWAN CO.	4,086.54	1.50
WAYNE CO.	75,359.31	31.81	CLAY CO.	5,064.23	1.37
WALTON-VERONA	27,030.00	30.76	MADISON CO.	10,403.77	1.29
COVINGTON	127,684.04	29.52	LESLIE CO.	3,411.34	1.18
FULTON CO.	22,641.51	29.41	FAYETTE CO.	26,751.60	0.92
CLINTON CO.	38,071.70	28.77	LAUREL CO.	5,488.00	0.73
CARLISLE CO.	21,887.44	27.65	ESTILL CO.	366.14	0.16
MONROE CO.	49,519.49	27.24	KNOX CO.	20.87	0.00

Comparisons with the Nation and Surrounding States. Comparisons with funding levels and socioeconomic data have been made to determine Kentucky's ranking with the nation and surrounding states. NCES and the Census Bureau are the sources of information, and the most recent data available is presented for comparison in Table 4.

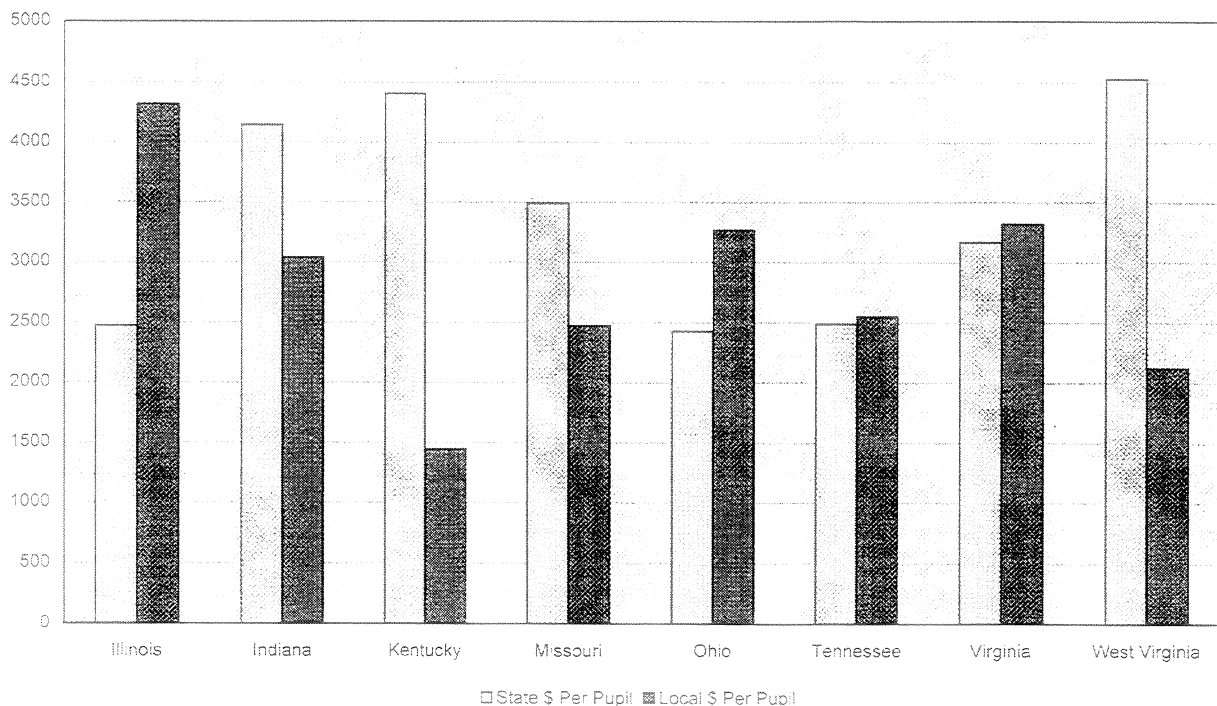
Table 4
Comparisons with United States and Surrounding States

	United States	Kentucky	Illinois	Indiana	Missouri	Ohio	Tennessee	Virginia	W. Virginia
Education Expenditures									
Per Enrollment, constant dollars (1997-98)	\$ 6,189	\$ 5,213	\$ 6,242	\$ 6,318	\$ 5,565	\$ 6,198	\$ 4,937	\$ 6,067	\$ 6,323
Percent change, constant dollars 1990-91 to 1998-99	4.5%	10.7%	5.4%	14.0%	7.9%	7.5%	13.9%	1.2%	14.5%
Minimum Teacher Salary (1998-99)	\$26,639	\$24,387	\$28,954	\$26,171	\$ 25,164	\$23,087	\$22,645	\$25,777	\$23,316
Percent change, constant dollars 1990-91 to 1998-99	0.6%	2.8%	7.3%	5.2%	0.9%	1.8%	-8.5%	-5.5%	1.3%
Average Teacher Salary (1998-99)	\$40,574	\$35,383	\$45,286	\$41,159	\$ 33,463	\$40,734	\$35,490	\$37,709	\$34,248
Percent change, constant dollars 1990-91 to 1998-99	0.4%	-1.1%	6.4%	1.7%	-1.5%	3.7%	2.3%	-6.1%	7.3%
Pupil Wealth									
Household Median Income (1997-98)	\$38,233	\$35,113	\$42,552	\$39,613	\$ 38,062	\$37,811	\$32,602	\$43,490	\$27,310
	17.8%	16.7%	12.1%	12.6%	14.4%	16.0%	14.5%	7.9%	25.7%
Education Attainment									
High School Completion, 25 yrs and older, March 1998	82.8%	77.9%	84.2%	83.5%	82.9%	86.2%	76.9%	82.6%	76.4%

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Expenditures per Enrollment: Based upon 1997-98 constant dollars as reported by the NCES, Kentucky spends \$5,213 per enrollee compared to the United States average of \$6,189. New Jersey spends \$9,643, which is the highest state expenditure per enrollee. Kentucky ranks 40 out of 50 states. When compared with surrounding states (i.e., Indiana, Illinois, Missouri, Ohio, Tennessee, Virginia, and West Virginia), Kentucky ranks 7 out of 8 states. West Virginia ranks highest with \$6,323, Kentucky spends \$5,213, and Tennessee ranks last with \$4,937. As shown in Figure 5, Kentucky places more reliance upon state funding and less upon local revenue as sources of revenue than any of the surrounding states.

Figure 5
Revenue Per Pupil Compared with Surrounding States



Teacher Salaries. Teacher pay is compared using minimum salary and average salary data, based upon 1998-99 constant dollars. No adjustments have been made for cost of living, days and hours worked, teacher qualifications, or other variances. The United States average for beginning teacher pay is \$26,639, and Kentucky pays \$24,387 with a ranking of 35 out of 50 states. At \$32,884, Alaska pays more to beginning teachers than any other state. As illustrated in Table 5, Kentucky ranks 5 out of 8 states in minimum teacher salaries (\$24,387), with Illinois ranking highest (\$28,954)

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and Tennessee ranking last (\$22,645). Kentucky has increased minimum teacher salaries by 2.8 percent since 1990-91, which is more than five of the surrounding states. There has been less improvement with average teacher salaries. Illinois is the leader with an average teacher salary of \$45,286, Kentucky ranks 6th (\$35,383), and West Virginia is last (\$34,248). West Virginia has made the largest increase in average teacher salaries since 1990-91 (7.3 percent), Kentucky ranks 6th in increases (-1.1 percent), and Virginia ranks last (-6.1 percent). The negative increases result from restating 1990-91 data in 1998-99 constant dollars.

Table 5
Kentucky's Ranking
Compared with Surrounding States

States	Expenditures Per Enrollee	Ranking	Minimum Teacher Salary	Ranking	Average Teacher Salary	Ranking
Illinois	\$ 6,242	3	\$ 28,954	1	\$ 45,286	1
Indiana	\$ 6,318	2	\$ 26,171	2	\$ 41,159	2
Kentucky	\$ 5,213	7	\$ 24,387	5	\$ 35,383	6
Missouri	\$ 5,565	6	\$ 25,164	4	\$ 33,463	8
Ohio	\$ 6,198	4	\$ 23,087	7	\$ 40,734	3
Tennessee	\$ 4,937	8	\$ 22,645	8	\$ 35,490	5
Virginia	\$ 6,067	5	\$ 25,777	3	\$ 37,709	4
West Virginia	\$ 6,323	1	\$ 23,316	6	\$ 34,248	7

States	Household Median Income	Ranking	Poverty Rate	Ranking	High School Completion	Ranking
Illinois	\$ 42,552	2	12.1%	7	84.2%	2
Indiana	\$ 39,613	3	12.6%	6	83.5%	3
Kentucky	\$ 35,113	6	16.7%	2	77.9%	6
Missouri	\$ 38,662	4	14.4%	5	82.9%	4
Ohio	\$ 37,811	5	16.0%	3	86.2%	1
Tennessee	\$ 32,602	7	14.5%	4	76.9%	7
Virginia	\$ 43,490	1	7.9%	8	82.6%	5
West Virginia	\$ 27,310	8	25.7%	1	76.4%	8

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Pupil Wealth. Kentucky's household median income for 1997-98 is \$35,113 compared to the national average of \$38,233. Kentucky ranks 6 of the 8 surrounding states, with Illinois (\$42,552) ranking highest and West Virginia (\$27,310) ranking lowest. Kentucky has the second highest level of poverty for school-age children (16.7 percent) of the 7 surrounding states, surpassed only by West Virginia (25.7 percent).

Educational Attainment. Kentucky's high school completion rate for those 25 years and older is 77.9 percent, and compares unfavorably with the national average of 82.8 percent. Kentucky's ranking is more favorable than two of the surrounding states. West Virginia has a completion rate of 76.4 percent (lowest), and Tennessee's completion rate is 76.9 percent.

In summary, Kentucky needs to increase education funding to compare favorably with surrounding states and the nation. Due in part to the socioeconomic status of school age children, Kentucky has challenges greater than most states and this may be reflected in high school completion rates. Minimum and average teacher salaries are significantly lower than surrounding states, despite the fact that increases in salaries over the past decade have been large. No comparison has been made of employee benefits with surrounding states, which may affect the total compensation package. Currently, the Education Committee of the Kentucky General Assembly is drafting a response to a legislative resolution made in the 2000 session regarding teacher compensation.

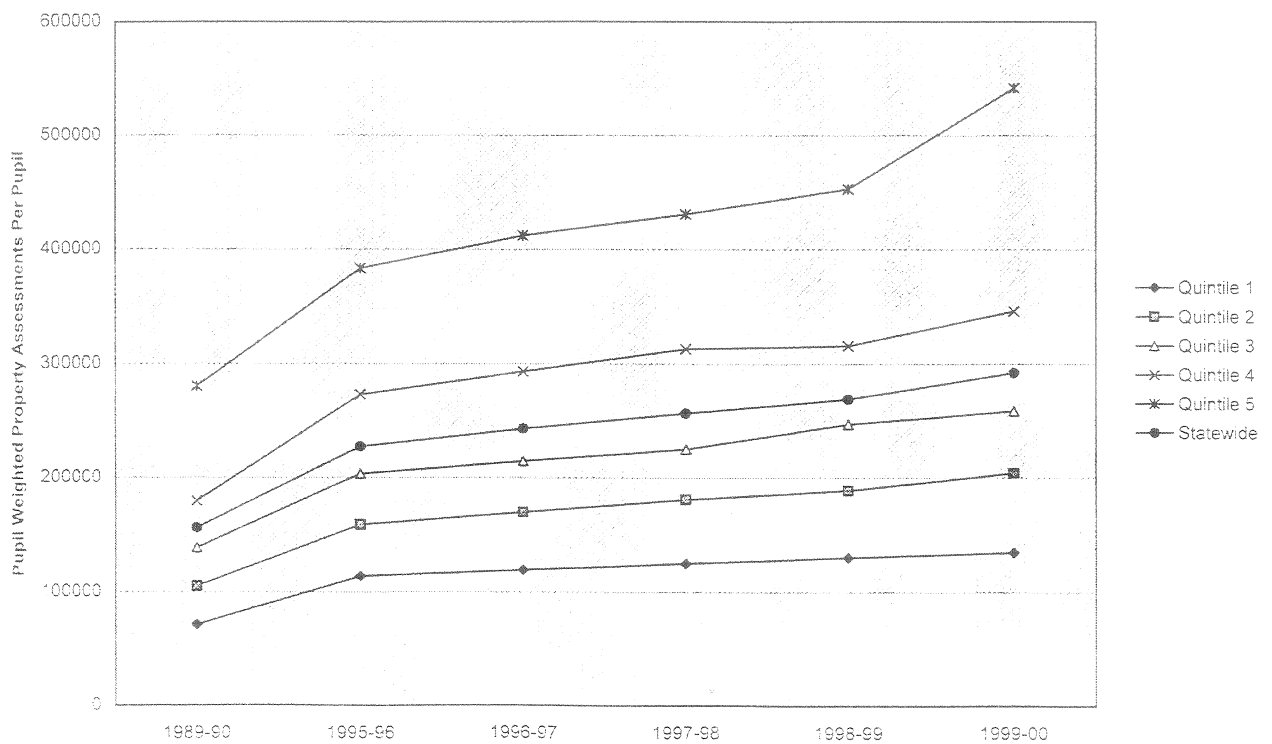
Comparison of School Districts Grouped by Property Wealth. Prior to KERA reform, the Supreme Court recognized great disparity in educational opportunities among students. Districts with greater property wealth per pupil had more financial resources than property poor districts (Table 6). The SEEK funding formula was devised to narrow the funding gap. Dr. John Augenblick, Kentucky's consultant for education reform, advocated a quintile analysis to analyze the effectiveness of SEEK over time. School districts have been grouped into five wealth groups called quintiles. Because property wealth changes yearly, a district has the potential of changing quintiles each year. Per pupil property wealth is lowest in quintile 1 and highest in quintile 5. In Figure 6, the trend lines show that property wealth is increasing at a faster rate in the property wealthy quintiles.

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Table 6
PUPIL WEIGHTED AVERAGES FOR REVENUE
BY WEALTH QUINTILE

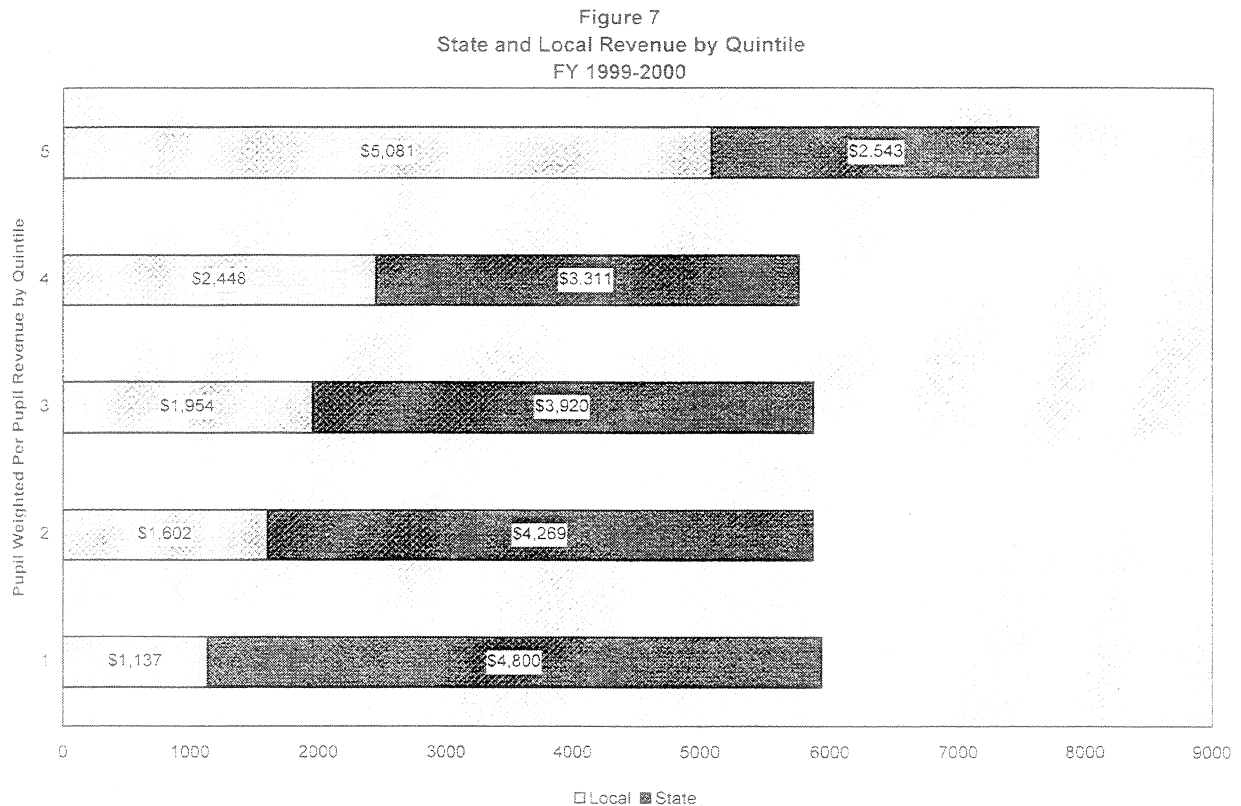
Quintile	Funded ADA	Property Wealth Per Pupil	Local Revenue	State Revenue	Federal Revenue	State and Local	Total Revenue
1999-2000							
1	\$ 111,991	\$ 134,968	\$ 1,137	\$ 4,800	\$ 965	\$ 5,937	\$ 6,902
2	111,501	204,511	1,602	4,269	818	5,871	6,689
3	111,623	258,919	1,954	3,920	738	5,874	6,612
4	113,464	346,314	2,448	3,311	544	5,759	6,302
5	122,455	541,902	5,081	2,543	463	7,623	8,086
Statewide	\$ 571,034	\$ 292,502	\$ 2,223	\$ 3,771	\$ 739	\$ 5,995	\$ 6,734
1995-96							
1	\$ 114,936	\$ 113,902	\$ 859	\$ 3,963	\$ 753	\$ 4,822	\$ 5,575
2	114,767	158,720	1,137	3,579	561	4,715	5,276
3	116,275	203,231	1,375	3,321	454	4,696	5,150
4	109,635	273,034	1,898	2,888	407	4,787	5,194
5	120,298	383,316	3,103	2,620	566	5,722	6,288
Statewide	\$ 575,911	\$ 227,438	\$ 1,685	\$ 3,272	\$ 549	\$ 4,957	\$ 5,506
1989-90 (pre-KERA)							
1	\$ 115,074	\$ 71,665	\$ 355	\$ 2,310	\$ 540	\$ 2,665	\$ 3,205
2	114,190	105,467	549	2,243	402	2,792	3,193
3	118,119	138,954	687	2,197	323	2,884	3,207
4	106,632	179,714	1,038	2,163	292	3,201	3,493
5	121,119	280,727	2,103	2,121	361	4,224	4,584
Statewide	\$ 575,134	\$ 156,254	\$ 956	\$ 2,206	\$ 384	\$ 3,163	\$ 3,547

Figure 6
Property Wealth by Quintile



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The grouping by property wealth is pupil weighted, meaning that each quintile contains approximately the same number of pupils. Figure 6 illustrates that per pupil property wealth in quintile 5 is growing at a faster pace than all other quintiles, and Figure 7 illustrates the impact of property wealth on local and state revenues.



There are significantly more school districts in some quintiles. Quintile 1 contains 59 school districts, quintile 2 contains 50 districts, quintile 3 contains 32 districts, quintile 4 contains 31 districts, and quintile 5 contains 4 districts. School districts in quintile 5 are urban and one district has the largest student population of any district in the state. We were concerned that the disparity in the number of districts in a quintile may adversely affect our analysis of funding. To determine that revenues have been equitably distributed within each quintile, we ranked the districts according to the amount of revenue per pupil that was recorded. The district with the greatest amount of recorded revenue was ranked number one. As illustrated in Table 7 each quintile contained high ranking as well as low ranking districts. Nothing came to our attention that led us to believe there was an inequitable distribution of a combination of local and state revenue for operational purposes.

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Table 7
The Ranking of Districts by Per Revenue
(Local and State Funds Recorded in the General Fund)

Quintile 1		Quintile 2		Quintile 3		Quintile 4		Quintile 5	
1	114	2	130	5		4		3	
6	116	14	132	7		9		16	
8	117	15	139	10		12		57	
11	121	21	140	17		19		87	
13	123	23	150	18		20			
22	124	27	152	24		25			
26	134	30	160	42		28			
33	138	31	161	53		29			
34	142	35	166	67		32			
38	143	36	168	73		37			
40	144	39	169	74		45			
41	146	43	174	81		46			
44	147	50		83		54			
47	148	51		84		60			
48	153	61		95		62			
49	156	63		102		89			
52	162	64		106		91			
55	171	65		115		105			
56	172	66		118		109			
58	173	68		122		111			
59	175	69		127		113			
75		70		133		126			
76		71		135		131			
85		72		136		141			
86		77		137		154			
88		78		145		155			
90		79		149		157			
93		80		151		158			
94		82		163		159			
96		92		164		167			
97		103		165		176			
98		108		170					
99		112							
100		119							
101		120							
104		125							
107		128							
110		129							

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Several methods were utilized to analyze the equity of state and local funding between poorer districts and wealthier districts, including trend analysis over the past decade, proportion of state vs. local revenue analysis, and an analysis of averaging methods. The trend of state and local funding over the past decade was compared using 1989-90 as a baseline. Figure 8 shows an increase in funding for all quintiles. The grouping of the poorest districts are receiving slightly more funding than all quintiles, with the exception of the wealthiest districts.

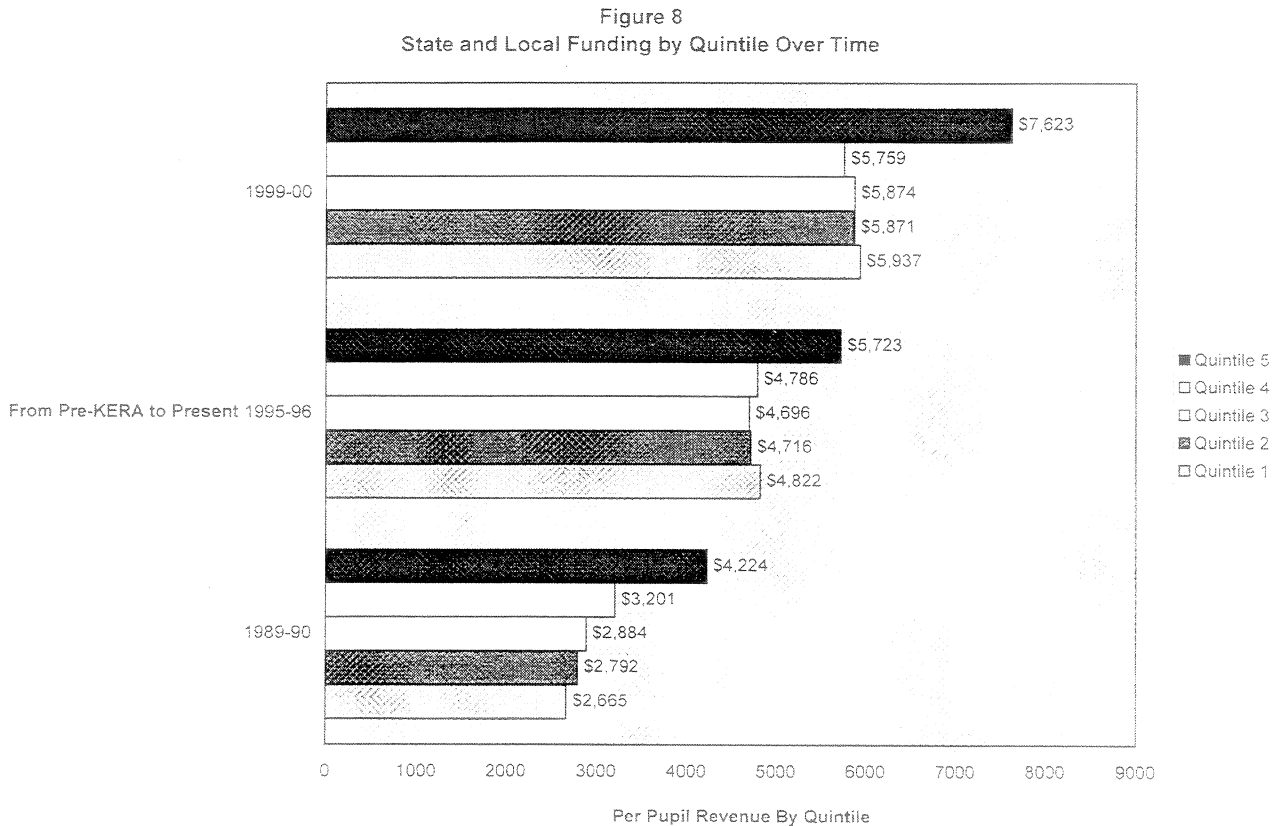
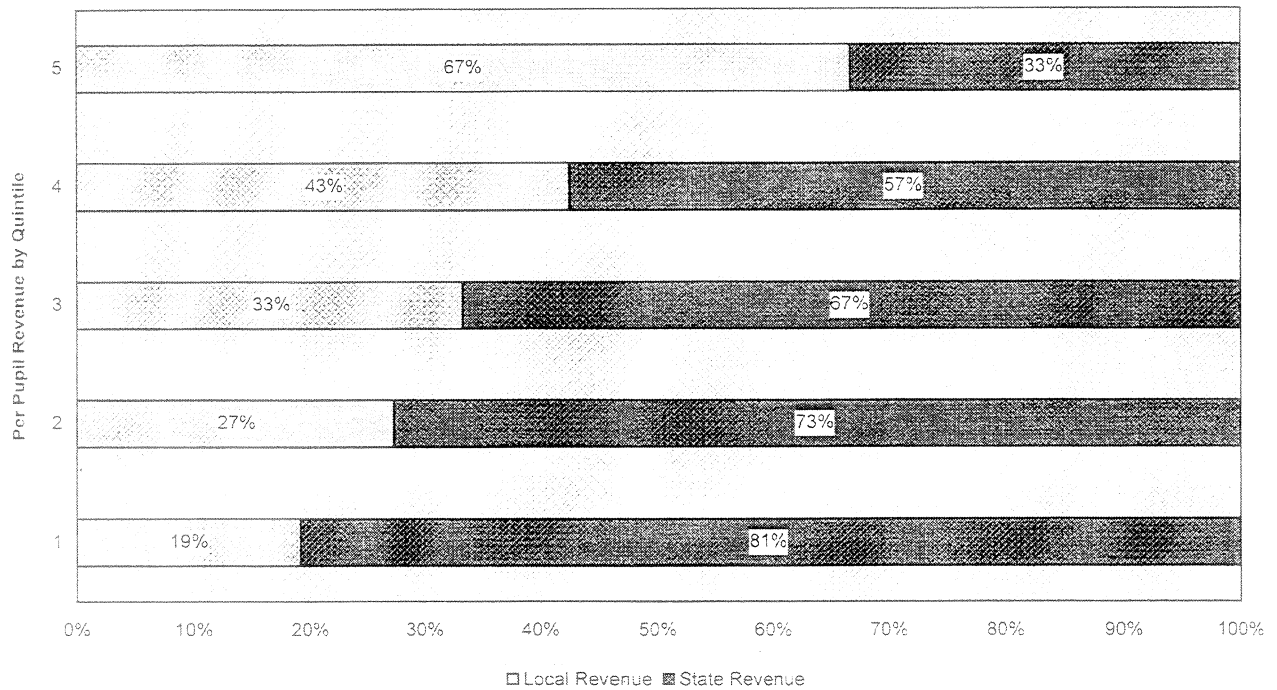


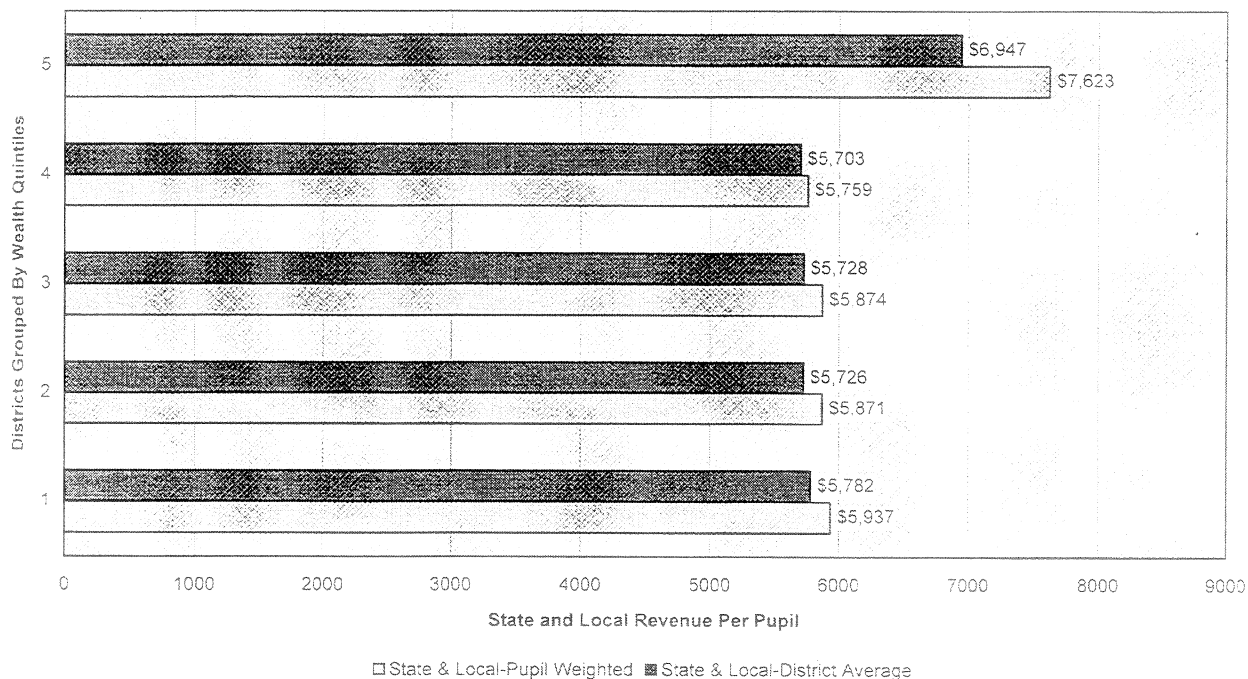
Figure 9 illustrates the percentage distribution of state and local revenue for FY 1999-00. Poorer districts received 81 percent of state and local revenue from the state whereas wealthier districts received 33 percent. Poorer districts received 19 percent of their state and local revenue from local sources whereas wealthier districts received 67 percent.

Figure 9
Percentage of State and Local Revenue by Quintile
FY 1999-2000



We questioned whether using a pupil-weighted method was the best method to analyze a relatively large number of districts in all quintiles except the wealthiest quintile. State and local revenues of districts were averaged by district in their quintile grouping and compared it to the pupil-weighted analysis. The analysis showed that pupil weighting affected the results by significantly overstating the averages for quintile 5. There is a net difference between quintile 1 and quintile 5 of \$1,686 (pupil weighted average) and \$1,165 (district average) in state and local funding as illustrated in Figure 10.

Figure 10
Comparison of Averaging Methods of District Grouped by Wealth Quintiles
State and Local Revenue
FY 1999-2000



Regardless of the method used for analysis, comparison of state and local funding in quintile groupings results in the same conclusion: property wealth is growing faster in the wealthier property districts, and the funding gap between the poorest districts and wealthiest districts is not moving in the direction intended by SEEK. The following analysis attempts to explain why this has occurred.

The Effect of Add-on Components. The quintile analysis relies upon the inference that funding amounts for special needs is essentially the same dollar amount in poorer districts as it is in wealthier districts. In other words, districts have the same percentage of special need students regardless of property wealth. This assumption is erroneous. The SEEK funding formula includes add-on components for unique needs and circumstances peculiar to each district. Add-on components include special needs, at risk, home and hospital, vocational, transportation, and Tier 1 equalization. Whereas the SEEK guaranteed base provides horizontal equity, the add-on components provide vertical equity. The add-on components attempt to equalize that which is not equal. Therefore, a comparison of the characteristics of districts' student population must be analyzed to ascertain whether property wealthy and property poor districts as groups have similar proportions of their

student population affected by the add-on components. A sample of property rich and property poor districts have been examined to analyze differences and to identify anomalies.

Socioeconomic data and other peculiarities of 50 of the wealthier and poorer districts, as defined by property wealth per pupil, were empirically examined. The highest, lowest, and median district data for both groups are illustrated in Table 8. The characteristics of wealthier districts reveal a student population that is more diverse in size with fewer special needs. The sample of wealthier districts contains small independent districts and large urban districts. There is a median difference of 3,305 students between the larger wealthier districts than the poorer districts. Wealthier districts also had a median of 17.7 percent fewer at-risk students participating in the federal free lunch program. Poorer districts had a median of \$158 per pupil more funding for at-risk students.

Table 8
SEEK Funding Analysis
of Property Wealthy and Property Poor Districts

Based Upon 1999-2000 Data	Wealthiest 15% Low Figure	Wealthiest 15% High Figure	Wealthiest 15% Median	Poorest 15% Low Figure	Poorest 15% High Figure	Poorest 15% Median	Median Difference
Per Pupil Real Estate Property Assessment	\$319,498	\$619,451	\$364,243	\$57,484	\$130,566	\$104,484	\$259,759
Real Estate Rate	30.6	98.2	51.1	29.2	81.5	42	9.1
ADA	175	80,158	4,315	147	3,919	1,010	3,305
At Risk	0.09%	63.70%	29.40%	26.30%	75.80%	47.10%	-17.70%
Local Revenue Per Pupil	\$1,922	\$8,301	\$2,674	\$687	\$1,844	\$919	\$1,755
State Revenue Per Pupil	\$2,111	\$3,749	\$3,213	\$3,998	\$6,009	\$4,955	-\$1,742
Combined Local and State	\$5,202	\$10,412	\$5,728	\$5,303	\$7,853	\$5,952	-\$224
Federal Revenue Per Pupil	\$144	\$1,294	\$518	\$421	\$2,483	\$987	-\$469
Total Revenue Per Pupil	\$5,784	\$10,560	\$6,286	\$5,827	\$9,150	\$6,987	-\$701
Adjust for at risk	\$4	\$221	\$122	\$125	\$469	\$280	-\$158
Adjust for exceptional children	\$218	\$530	\$418	\$230	\$901	\$462	-\$45
Adjust for home and health		\$10	\$4		\$34	\$7	-\$4
Adjust for transportation		\$371	\$266	\$8	\$445	\$329	-\$63
Required local effort of 30 cents	\$959	\$1,858	\$1,093	\$172	\$392	\$313	\$779
Required state effort	\$1,487	\$2,968	\$2,580	\$3,122	\$4,133	\$3,632	-\$1,053
State Tier I		\$125	\$56	\$368	\$435	\$504	-\$449
Voc Ed		\$26			\$21	\$1	-\$1
Hold Harmless		\$370					\$0
Total Calculated SEEK	\$1,857	\$3,069	\$2,625	\$3,490	\$4,627	\$4,086	-\$1,461

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There are other differences between poorer districts and wealthier districts. Independent districts are typically included with the wealthier districts, and some independent districts do not provide transportation services. Transportation is an add-on component of SEEK. Those districts that do not transport students receive no funding for the transportation component. Furthermore, the transportation component is not fully funded by the state. Districts reported \$203,401,158 in transportation expenditures and received \$175,755,425 from the SEEK calculation. Therefore, districts that transport students spent an average per pupil of \$54 from local funds. This is in addition to the transportation costs incurred by ESS, a state categorical program.

If the differences due to all special needs are fully funded, there is vertical equity and adequacy. However, there are needs not included in the add-on components of SEEK. Districts must provide instruction for English as a second language (ESL) for non-speaking English students. Since KERA's inception, Kentucky has seen a significant increase in its migrant population, particularly in western Kentucky and urban areas of the state. Affected districts have absorbed the cost of ESL teachers. Some districts provide full-day kindergarten; other districts hold half-day kindergarten. Special needs as they exist today need to be identified and adjusted in the SEEK formula.

The Effect of State Categorical and Federal Grant Funds. The Kentucky Supreme Court's ruling focused upon state and local funding; therefore, our analysis of the funding gap is based upon local and state funds of school districts. There are revenues that are not included in the quintile analysis, namely grant funds, and these funds are substantial. State categorical grants funded outside of SEEK and federal grants have significant impact upon revenue and services made available for students. In FY 1999-00, Kentucky school districts received more than \$209,453,107 from state categorical programs and \$296,429,113 in federal grant funds. This amounts to an average of \$410 and \$581, respectively, per ADA. Grant funds are targeted toward poorer districts. Comparison of the 50 districts shows that poorer districts received a median of \$469 per pupil more from federal grants than wealthier districts. Major federal programs target grant money to districts with a student population that is disadvantaged or has special needs. Title I, a federal program for disadvantaged youth, is typically the largest grant received by districts. Other major sources of federal funding include the Individuals with Disabilities Education Act for special needs students.

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The Effect of Local Taxing Policies. SEEK's equitable distribution of funds are affected by local taxing policies. There are three types of permissive taxes districts may levy: utility taxes, occupational taxes, and excise taxes. The revenues from these taxes are substantial. One district collects as much as \$1,157.22 per pupil from permissive taxes as illustrated in Table 2. Other districts have local revenue that is outside the SEEK formula. These revenues come from TVA and other federal sources to compensate for property not otherwise available for local assessment. This revenue is called in lieu of taxes. One district collects as much as \$744.30 per pupil from in lieu of taxes. This information is found in Table 3.

Pursuant to law, real property is uniformly appraised throughout the state at fair cash value. Two laws, better known as House Bill 44 and House Bill 940, govern the tax rate calculations. The House Bill 940 rate depends upon the mix of taxes levied by a district including real estate, personal, and permissive taxes. The calculation assumes that permissive taxes grow at the same rate as property taxes and adjusts for the district's prior year collection rates. The House Bill 940 rate is not subject to the hearing and recall provisions.

House Bill 44 is solely dependent upon property valuation. House Bill 44 has three possible levies: compensating rate, subsection 1 rate, and 4 percent increase rate. The compensating rate yields the least amount of revenue. It is a tax rate that generates the same amount of revenue as the previous year with the exception of new additions to the tax role. The compensating rate is not subject to the hearing requirements. The subsection 1 rate is the maximum rate a district could have levied in the previous year adjusted by homestead exemptions. The subsection 1 rate is subject to the hearing and recall provisions. Districts can assess more than the subsection 1 rate if voters give their approval. The 4 percent increase rate is the rate to produce 4 percent more than the compensating rate. The 4 percent increase rate is subject to the hearing requirements.

In tax year 2000, the majority of districts utilize the provisions of House Bill 44 and levy taxes at or near the maximum rate permitted. Therefore, increasing property values play a significant role in local tax revenues. Seventy (70) districts chose to levy the maximum rate not subject to recall (63 levied the 4 percent increase rate and 7 levied House Bill 940 which exceeded the 4 percent increase rate), 89 districts levied less than the maximum rate not subject to recall, and 15 districts

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were limited to the subsection 1 rate due to declining assessments. Therefore, 15 districts are essentially taxing at the same rate than as they did more than a decade ago.

During the past two years, 120 districts had real estate assessments that increased more than 4 percent. Table 9 provides the districts that experienced a 4 percent increase for the past two years. Because property assessments grow more than 4 percent, tax rates are decreased. Lower tax rates yield less revenue in the current year and every following year.

The hold harmless provision of SEEK is an exception to the formula which assures districts that otherwise do not qualify will receive a minimum of state funding. Three districts qualify for the provisions of hold harmless in 1999-00 (see Table 10): Anchorage Independent, Boone County, and Southgate Independent. The state funding level is to be maintained at no less than the 1991-92 per pupil amounts. Reappraisal of property at fair cash value will increase assessments. If appraisals are increased and revenues are limited to 4 percent, the effect over time is a decline in tax rates. The hold harmless provision has no adjustment for inflation or adjustment factors (i.e., special needs, at risk, transportation, hospital/home health). These adjustments are vertical equity considerations that benefit all other districts.

What conclusion can be drawn from a comparison of the sample population of property wealthy and property poor districts? In general, there is a narrow equity gap in state and local funding amounts between property wealthy and property poor districts. The SEEK program was designed to achieve a high degree of fiscal neutrality among local school districts and render taxable wealth neutral. Local districts are receiving comparable return for a comparable tax effort despite differences in taxable wealth. As illustrated below, wealthier districts tax their citizens at a median rate of 9.1 cents higher per \$100 valuation than poorer districts. Wealthier districts have a median of \$259,759 greater assessments per pupil. Despite the differences in rates and property assessments, the combination of state and local funding between the poorer and the wealthier is neutral. The net difference between median state funding and median local funding is \$1,755 and -\$1,742 as illustrated in Figure 10.

Table 9
Districts with Annual Property Assessments
Greater than 4 Percent

Property Assessments	Percent Increase 1998-1999 to 1999-2000	Percent Increase 1999-2000 to 2000-2001
ALLEN CO.	11.17%	14.78%
ANDERSON CO.	11.63%	5.77%
ASHLAND	4.77%	4.42%
BALLARD CO.	6.34%	4.68%
BARDSTOWN	10.38%	7.19%
BARREN CO.	5.76%	16.27%
BATH CO.	4.89%	10.60%
BEREA	26.66%	8.10%
BOONE CO.	12.69%	14.66%
BOURBON CO.	8.85%	5.67%
BOWLING GREEN	5.34%	5.33%
BOYD CO.	8.22%	5.09%
BRACKEN CO.	5.47%	10.14%
BRECKINRIDGE CO.	13.98%	7.73%
BULLITT CO.	6.17%	9.04%
BUTLER CO.	8.88%	10.45%
CALLOWAY CO.	9.22%	5.46%
CAMPBELL CO.	4.52%	7.88%
CARTER CO.	7.93%	6.31%
CASEY CO.	4.68%	6.82%
CAVERNA IND.	7.83%	17.75%
CHRISTIAN CO.	9.62%	7.79%
CLARK CO.	4.76%	9.23%
CLAY CO.	24.58%	4.10%
CLINTON CO.	9.54%	6.64%
CLOVERPORT	5.79%	14.22%
CRITTENDEN CO.	8.38%	5.02%
CUMBERLAND CO.	11.74%	7.16%
DANVILLE	9.09%	7.46%
DAVISS CO.	6.98%	8.99%
DAWSON SPRINGS	4.92%	6.22%
EAST BERNSTADT	6.83%	6.33%
EDMONSON CO.	14.97%	7.53%
ELLIOTT CO.	12.54%	6.71%
ERLANGER	4.04%	4.10%
ESTILL CO.	8.49%	9.15%
FAYETTE CO.	6.99%	10.32%
FLEMING CO.	6.28%	11.21%
FRANKLIN CO.	18.42%	8.02%
GALLATIN CO.	8.72%	4.16%
GARRARD CO.	11.79%	11.05%

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Property Assessments	Percent Increase 1998-1999 to 1999-2000	Percent Increase 1999-2000 to 2000-2001
GRANT CO.	7.31%	10.60%
GRAVES CO.	8.68%	6.68%
GRAYSON CO.	12.64%	4.21%
GREEN CO.	5.89%	4.38%
HANCOCK CO.	18.55%	15.33%
HARDIN CO.	9.44%	9.44%
HARRISON CO.	7.43%	5.62%
HART CO.	6.65%	7.28%
HENDERSON CO.	4.98%	5.22%
HENRY CO.	9.18%	6.56%
HICKMAN CO.	10.25%	5.44%
HOPKINS CO.	7.42%	4.36%
JACKSON CO.	7.49%	8.23%
JACKSON	25.51%	7.18%
JEFFERSON CO.	11.90%	8.18%
JENKINS	7.35%	11.13%
JESSAMINE CO.	17.04%	5.69%
KENTON CO.	6.86%	6.95%
KNOTT CO.	5.57%	5.18%
KNOX CO.	10.92%	7.52%
LARUE CO.	5.88%	12.18%
LAUREL CO.	8.67%	9.83%
LAWRENCE CO.	9.65%	6.38%
LEE CO.	9.17%	10.30%
LESLIE CO.	6.82%	5.43%
LETCHER CO.	8.08%	5.61%
LEWIS CO.	5.44%	8.46%
LINCOLN CO.	8.20%	7.02%
LIVINGSTON CO.	5.68%	6.45%
LOGAN CO.	11.43%	6.09%
LYON CO.	5.92%	7.41%
MADISON CO.	10.96%	7.68%
MAGOFFIN CO.	4.23%	5.91%
MARION CO.	10.96%	6.94%
MARSHALL CO.	6.94%	8.29%
McCRACKEN CO.	5.84%	7.80%
McCREARY CO.	12.14%	10.25%
MEADE CO.	9.18%	10.21%
MENIFEE CO.	5.49%	7.97%
MERCER CO.	8.18%	8.90%
MONROE CO.	9.64%	5.56%
MONTGOMERY CO.	9.45%	8.67%
MORGAN CO.	7.45%	4.51%
MURRAY	6.36%	8.80%
NELSON CO.	6.97%	7.46%
NEWPORT	4.71%	12.75%

School Finance

Property Assessments	Percent Increase 1998-1999 to 1999-2000	Percent Increase 1999-2000 to 2000-2001
NICHOLAS CO.	10.89%	4.81%
OHIO CO.	5.83%	4.59%
OLDHAM CO.	5.63%	10.03%
OWEN CO.	4.26%	7.49%
OWSLEY CO.	22.75%	9.23%
PADUCAH	10.45%	8.29%
PARIS	15.90%	4.12%
PENDLETON CO.	14.20%	7.69%
POWELL CO.	4.32%	4.07%
PULASKI CO.	6.55%	11.53%
ROBERTSON CO.	7.72%	4.40%
ROCKCASTLE CO.	9.39%	9.07%
ROWAN CO.	7.25%	10.94%
RUSSELL CO.	12.02%	8.32%
SCIENCE HILL	9.91%	12.90%
SCOTT CO.	9.86%	12.33%
SHELBY CO.	5.48%	12.26%
SOMERSET	17.51%	8.26%
SOUTHGATE	4.51%	5.75%
SPENCER CO.	5.80%	16.23%
TAYLOR CO.	7.65%	8.88%
TODD CO.	7.22%	7.74%
TRIGG CO.	15.94%	8.91%
TRIMBLE CO.	5.03%	8.23%
WALTON-VERONA	5.34%	13.01%
WARREN CO.	8.05%	7.14%
WASHINGTON CO.	15.91%	11.55%
WAYNE CO.	8.71%	6.18%
WEBSTER CO.	14.42%	8.96%
WEST POINT	8.04%	6.47%
WILLIAMSBURG	14.94%	4.43%
WOLFE CO.	8.26%	11.03%
WOODFORD CO.	15.40%	5.59%
STATE	3.63%	7.94%

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Table 10
Districts Funded Under
SEEK's Hold Harmless Provision

	Anchorage Ind.	Boone County	Southgate Ind.
Assessment Per Pupil	\$619,450.74	\$574,935.25	\$364,243.39
Real Estate Levied	98.2	42.1	56.8
1999-2000 ADA	408.5	11,738.90	174.7
Local Revenue Per Pupil	\$8,301	\$3,657	\$2,674
State Revenue Per Pupil	\$2,111	\$2,326	\$3,429
Federal Revenue Per Pupil	\$148	\$303	\$552
Total Revenue Per Pupil	\$10,560	\$6,286	\$6,666
Hold Harmless Revenue	\$1,857	\$1,970	\$2,522

If there is any inequity, it is due to those vertical equity considerations that are outside the SEEK formula funded as add-on components. State categorical and federal grant funds are contributing to vertical inequity, if any exists. Review of median data for property wealthy and property poor districts show a difference of \$701 in total dollars. Based upon adjustment for add-on components, SEEK contributed \$270 of the \$701 to poorer districts because the at-risk population was 17.7 percent larger than wealthier districts.

Federal dollars typically support special needs and may allow districts to reallocate General Fund dollars that would have been demanded for special needs, provided it is done without supplanting federal funds. For this reason, the influx of federal grant dollars needs to be considered along with state categorical funding to determine adequacy of funding for add-on components. To be vertically equitable, the SEEK formula needs to include district funding available for instruction, regardless of source.

Property wealth has been used for the guaranteed base SEEK calculation, but administrative regulations and laws do not treat permissive taxes in the same manner for every calculation regarding property wealth. State and federal grants are not included in the mix. All of these funds allow districts to deliver services for instruction.

RECOMMENDATIONS

- (1) Funding: Using the national median of per pupil spending as the estimate of an appropriate funding level, \$976 in additional funding per student is needed to raise Kentucky districts to the national median using 1997-98 constant dollars. Using the average expenditure level of surrounding states as the estimate, \$645 more per student is needed. Comparing Education Week's benchmark of \$7,652 and 1999-00 pupil weighted pupil averages would cost an additional \$845 per student. The primary difference in spending can be attributed to higher teacher salaries. Consideration should be given to finding an appropriate source of revenue to increase teacher salaries. Under present law, districts with growing property assessments are hindered by the 4 percent limitations of House Bill 44 while being required to increase reliance upon local tax revenues. Since House Bill 44 affects not just school districts, the debate over this quagmire should occur in the context of the state's overall tax policy.
- (2) Adjustments for Special Needs: Adjustment factors to the SEEK formula take into account four factors: exceptional children, transportation, at-risk pupils, and pupils receiving services in a home and/or hospital situation. These adjustments are a means of directing additional state funds to students to provide equity for varying needs. Since the conversion to MUNIS, recordkeeping can provide better accountability of the cost of special needs. A study is needed to determine the amount each district spends on special need programs. Also, the need for additional adjustments (e.g., the cost to breakdown language barriers and the cost of instruction for alternative schools and students in detention centers) should be considered. These costs should be compared to funding from all sources. It is suggested that the study consider the impact of state funds, local funds, and all other revenue including grant funds.
- (3) Adequacy: It may not be sufficient to define adequacy exclusively in terms of dollars spent per pupil. Education reform has led to a substantial rise in per pupil spending with mixed performance results. State funding is distributed at the district level whereas performance has been assessed at the school level. A study is needed to determine the spending priorities of reward schools compared to those schools not in rewards. This study may be useful in quantifying the "cost of doing business" and the need for increased funding for purposes, which include, but are not limited to, teacher salary increases.

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Appendices



Appendix A

Administrator Comments

District # 502-Principal- I believe the professional development programs have improved greatly. There are more students centered with what they hope to accomplish. I believe the networking between teachers and administrators with schools, districts, regions and across the state have helped teachers beyond measure. The exchange of ideas have contributed to student achievement everywhere. The growth of technology has made necessary the use of computers and instructional programs that deal with this area. We will need more funding in this area in order to keep up with the growth in technology.

#143 - Principal - Regarding minority applicants—They are not available.

#426 - Principal - Assessment and Accountability- It is imperative that we consider a student's background when assessing their abilities.

#176 - Superintendent- The legislature really gutted the primary program. We have regressed to the traditional setting and only now are considering the concept of parallel scheduling. Hopefully, as new teachers are trained, primary school will take on a new life.

#426 - Assistant Principal - The staff needs training in the implementation of KERA goals. There needs to be a push to incorporate technology in all classroom settings. Proxy servers are too (sic) rigid at our school, which limits students (sic) access to research. ESS programs have to bring in more students that are doing poorly in class. Multicultural learning needs to be included in other areas than social studies.

#495 – Principal - *Re B5* - District provides transportation; J3- Need more space.

#452 - Assistant Principal - I don't believe the current testing framework measures true school performance. There must be accountability from all stakeholders and presently the only group not accountable are the students. The present system with testing counting as an "exit" test puts some burden to give effort on each student.

#452 - Principal - As the second most transient district in the state, we have many obstacles to overcome in reference to assessment. It would be fair to provide some type of index to accommodate this burden that negatively impacts out scores.

#452 - Principal- *Re J3*- Ned windows and air conditioning...*other* Additional training would be beneficial. We are making continuous strides however additional time and teacher training is necessary.

#52 - Principal- *Re D4*- They are able to meet on an equal footing.

#176 - Assistant Principal- The reform has been great in getting our students to perform on the CATS test. We now can see better evidence of students improving in their scores and modifying the curriculum to meet the needs of all students.

#176 – Principal - Funding may be more equitable in terms of balancing property values but funding remains inadequate. There is a segment of state schools that have become underfunded. This applies to our district.

#176- Principal- Equity means equal. Every student should have the same level of financial support from the state; a flat rate. Support services should be increased and more staffing is needed. Schools should be funded for initiatives they want to do. It is extremely frustrating to see things that need to be done and should be done and not have the funding to do them. My building was built in 1922 with an addition added in 1958. It is falling apart. I am professionally embarrassed to have meetings there. Salaries in this district have dropped from on of the better paying districts to near the bottom of 176. It's difficult to get new or experienced teachers to come here because of the poor salaries and old buildings. This is not equitable. These are the kinds of issues that will cause me to leave the Principalship.

#006 - Principal- *Re A5*- On a statewide basis.

#176 – Principal - Funding for purely residential districts has become a problem. SEEK formula does not consider the type of tax base a district can draw from. Amount of funding is becoming very disproportionate. High educational expectations of teaching staff does not match the salary structure. We expect a higher standard while paying a lower salary and this situation does not stand up to surrounding states. Funding for new programs KERA projects, such as elementary foreign language, has not been implemented through KDE allocations.

#242 – Principal - Assessment and Accountability There is still too much stress placed on students and staff with the accountability model. Schools are now more assessment driven and less on the whole child. Special Education Expectations to (sic) high on assessment outcomes. Students performing 2-3 grades below like peers are expected to perform as like peers. A separate system of assessment needs to be developed that matches students with their abilities. Longitudinal growth studies need to be compiled on these students rather than year to year appraisal of schools. No alternative portfolio should be required/or have so much weight. One child's portfolio should count for one score, not all the assessment areas.

#045 – Principal - Assessment/Accountability - Portfolio assessment should not happen at the fourth grade level. Students are not developmentally able to do this without constant supervision and monitoring from teachers, in order to complete the editing process.

#157 – Principal - I am pleased with nearly all of the initiatives set forth by education reform. Increased funding for schools and technology have allowed us to be leaders in the nation. The preschool programs are going to continue to pay off if we can get all the eligible students to attend. I believe the ESS program has helped a lot of students make advances that they would not have been able to make before. The only major disappointment has been the assessment aspect of reform. I do believe that all students can learn at a high level. I feel we do the best that we can with students that come to us. We are pushing students harder and faster than ever before. However, I do not feel that the test is an accurate picture of a school. I hope that you will continue to survey school personnel (sic) to help facilitate change.

#157 – Principal - I personally feel the site based council is a waste of time. We have a hard time getting members and I feel parents felt more at ease suggesting programs/policies, etc. to the principal or assistant than they do a "council" or group of people. We have three active SBDM parents, but I feel fewer other parents are now involved.

#157 – Principal - Professional Development- While we have been able to participate in a number of positive professional development sessions, we are continually hampered by the lack of funds and resources to fully meet our needs in professional development training.

#157 - Principal - I have a problem with the timeline for the consolidated plan. There is no way to know what the impact of your plan has been by the following February. We can tell what we have implemented, but there are not any numbers to compare to determine impact. I feel a new plan should be written every 4 years and an I & I every 2 years. If these plans are supposed to be assessment driven, how can we adjust them without any new assessment data?

#157 – Principal - Assessment and Accountability- There are additional methods to judge the quality and effectiveness of a school. There is a danger that high stakes accountability will lead to a primary focus on test taking techniques, thus potentially limiting student learning. This obsessive focus will cause schools to narrowly focus on only the tested items. I am not anti-accountability, but I feel there should be more to it than the CTBS & KCCT. The non-cognitive data is irrelevant at the elementary level. I also believe that CATS should not be tied to retention or graduation. In my view it is time to get educators (Superintendent & University Leaders) in a more active leadership role and eliminate the business approach. We do not produce a product. We deal with human beings that must become life long learners. Thank you

#491 – Principal - The testing does not allow monitoring of individual student progress. All students should be tested in all subjects.

#491 – Counselor - I learned the presidents when I was in school. I know my addition/subtraction/multiplication tables forward and backward. I do not use a calculator. I had an 18 ACT in high school. I had a 2.6 high school GPA. I had a 3.0 in college. Maybe the system is working, but there hasn't been a student come through our school who can out think me. Personally, I do not think a writing education is going to get them through life. Give a Walmart employee \$10 +

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\$.07 for a \$9.57 bill and watch the confusion. I do not resist change because I am set in my ways. I resist because our students are not getting more competent.

#491 – Principal - Technology- I believe it is very important all students have access to technology. The future generation will almost be considered illiterate if they are not capable of using the computer for e-mail and the internet.

#491 – Principal - I believe in most of KERA. My school was the first KERA school in our district. With funding and other areas KERA has been a blessing. Others with very positive results are the Family Resource program, ESS is very effective, PD and Technology. However, I have some problems with KERA and CATS. (1) Our school is 95% poverty, with a large percent of parents without high school. I feel very strong that this will have a bearing on our test scores. (2) We are required to test Special Ed students not on their educational level, but on their grade and age level – very unfair.- i.e., we test 15 in 4th grade, 7 have IEP's. Does that test our school and our fourth grade? I believe in writing. But I feel we are putting too much time on portfolios. If you would like to discuss this with me feel free to call (see form for name and telephone number) (STACK 5).

#491 – Principal - Funding continues to be a problem. Teachers have instructional needs that often go unmet due to budget constraints.

#181 – Principal - *Re* Item H4- Special Education teachers make regular education teachers aware of needs of their students. They don't leave a copy of the IEP in the classroom with the Regular Education teacher.

#181 – Principal - Areas of concern for my school are duly noted in my survey responses.

#181 – Principal - The FRYSC that serves my school actually serves 4 schools in all. This is too many to have since services cannot be direct. Technology has always been a concern to me. I don't feel like I am as knowledgeable about KETS funding as far as what can and cannot be purchased, etc. I also don't feel that our district coordinator has done a very good job of relaying information to the building administrators.

Teacher Comments

District #072-MS, Arts & Humanities Teacher - It concerns me that the assessment tools, and the core content, for middle school students, particularly in the area of science, do not reflect the developmental stages of middle school students. It would better serve this age child if attention were paid to deepening knowledge of content rather than broadening content. I am very concerned about the level of skills being brought to the middle school. Even the best students have difficulty with spelling basic words, word attack skills, vocabulary, etc. Written assignments are a necessity. Assessment cannot always be verbal and performance.

#072 - ES, Grade 5 - FRS is not in place in our school.

#143 - HS-Social Studies (BB Coach) - Overall I believe KERA has had a positive impact. What I see however, is a problem in the curriculum itself. True, all students can learn, but I have discovered that many may not want to learn. There are students who come in with no intention of seeking higher education and there needs to be a "real world" curriculum for not only those kids but for everyone. I feel that students leave without understanding what it is really like in the "real world". Perhaps having this experience would compel them to excel in academics and increase their opportunities for success.

#143 - Guidance Counselor – (1) The inclusion of students who attend KSD/KSB in the population of a school they never attend (scores from KCCT) is **LUDICROUS!!!** **Why** should we be responsible for the score of a student we never see **or** ever teach??? What about the accountability of their teachers at KSD/KSB? (2) **NOT** all students can be the mysterious "proficient". We work tirelessly to help students achieve but some just can't or **won't** perform no matter what we try. (3) We need **time**, we need **money**, and we need **respect!** We need less **paperwork**. We need people who know what it is like to be in a classroom w/ 24 children, some gifted, some so impoverished educationally, socially, & emotionally w/ no parent support, and some "normal". Don't give us platitudes, more training, more talking head presenters – give us **help!!!** Real **help!!!**

#143 - Technology Resource Teacher - *Re J4-* We have access to technology funds from a federal grant – a very generous amount. Our PTO provides very generous minigrants. District funds are tight because we are a small city district with limited geographical boundaries and limited opportunities for student population growth.

#143 - Title I Teacher - *Re Item F-* I'm not aware of a specific multicultural education program, but we attempt to meet the needs of a very diverse school population. *Other points* some good PD opportunities- teachers use a greater variety of teaching strategies than pre-KERA. This gives more students greater opportunities to learn. ESS/FRYSC- great tools for reaching “at risk” students and families. SBDM has given greater opportunity for parent involvement, but is sometimes a burden for small schools with small staff. More responsibilities for teachers with no compensation. Teachers still suffer from a tremendous workload created by KERA. We need greatly reduced class sizes throughout elementary schools (12-15 per class) and more support staff. I have concern about the huge amount of curriculum in Core Content. Also, some subjects may not be taught the year it is tested. I have concern about the pressure on teachers and students for all to be proficient or distinguished. Do we no longer accept students whose best academic effort is “average”?

#072 - High School Science - *Re G2-* not in local areas; G3- Not local programs; G4-7- “Pick ones available for use”, not much of a choice...K7- Do not have access. You need room for comments to many of these questions. As to general comment, no comment. But Kentucky DESPERATELY needs to work on requirements to re-certify (Rank II) as you are losing many teachers who do NOT have time or financial resources to obtain a Master's or attend whatever alternative is available.

#143 - MS Science- I wanted to comment on the seventh grade testing. I feel that for the information we are responsible for covering the test should be moved back to the eighth grade, as it was in the past.

#505 - HS Spec Ed- CATS testing for students in the mentally retarded range of functioning (Mild mental disability MMD) needs to be revised. As it is presently structured it is immensely unfair to ask them to complete such abstract concepts—especially in Math.

#143 - Primary Teacher- Preschool is an exceptional program at our school. I hope they can receive funds to expand it to serve more students.

#143 - Primary/First Grade - *Re C5-*We provide for these skills!...K10- Couldn't live without it!

#426 - Science Teacher-*Re A3-* Development of national standards has had a prime effect. State has moved toward the implementation of national math and science standards. A4- Scientific/educational professional development have made the greater difference. B4- ESS seems to address needs of a few low academic performers to the exclusion of those in need of enrichment programs to develop their academic giftedness more extensively. E2- Time out of class for students participating in these programs impacts negatively on those students who are mentoring.

#426 - Physical Education - On the whole, I have been very please with the direction KERA has moved our educational philosophy. Students are being taught to be critical thinkers & problem solvers. Emphasis placed on written & verbal communication skills is also a move in the right direction. I am very disappointed however, with respect to the leadership/emphasis placed on “physical Education” instructional practices. I believe the most positive benefit to come out of the reform act is w/o a doubt, the creation of the SBDC's. It has taken the “political process” out of decision making and given it (to) those best prepared to do the job – the teachers, principal, and parents of students in that school.

#426 - First Grade - *Re Technology/Funding-* We need more monies to purchase all materials that come with curriculum – nit just bits and pieces! We need more computers and software in our classrooms!

#426 - HS Math - *Re Item A: Assessment & Accountability* - The state requires Algebra I and Geometry for all students. The test (CATS) focuses more on Algebra II objectives. I believe that students could perform better on the CATS test if problems focused more on our state core content levels. Many Algebra I & Algebra II concepts overlap, but Algebra II concepts are taken to a higher level. This is what is necessary for students to be able to reach proficient or distinguished.

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#426 - Social Studies - Professional Development for content areas would be useful. District-to-District meetings to get new ideas for teaching in the content area. An "ideas" page for content areas on the KDE website (lesson plans, unit, special topics, etc.).

#146 - MS Teacher- *Re* B4 - The ones who need it the most won't attend.

#146 - Science teacher - Minority programs are limited by the number of minority members we have in our community and school system. Efforts are being made, but the numbers are very limited due to no population. These are the reasons for some of my answers.

#146 - MS Math- I think each class should be tracked and see a % of improvement instead of grade levels because some classes can not meet previous classes goal and base lines.

#523 - Language Arts- *Re* Assessment and Accountability- (1) Portfolios carry way **too much** weight!. (2) There should be allowances when grading portfolios of special education students and the way they figure into the overall school score.

#523 – Primary - *Re* K5,10 - When the system is running! Assessment and Accountability- Looks good on paper. State assessment is unfair—does not measure the same students from year to year. It has caused school/district leadership to become "obsessed" with avoiding "blame" by loading up ridiculous amounts of paperwork on teachers to "prove" our district is teaching and assessing in a correct manner. Greater amounts of paperwork take away from the instruction of our students! School Based Decision Making- SBDM councils are still intimidating to parents and many teachers. I have served on 3 different councils under 3 different principals. On all 3 the group can and was manipulated until decisions matched that of the principal's. There was always more "voting" than reaching consensus even though we received outstanding training. I feel selection of school principals should be back in the hands of the superintendent to avoid "political" and personal leadership selections for our schools. Technology- Such a plus for the learners in Kentucky! However, we need adequate funding to provide students with state of the art programs and features. We are operating with old equipment that will not run new software. We have a few in our building that will access the Internet but the system is very often "down" ruining any lesson plan you made surrounding technology that day.

#502 – Teacher - Educators still struggle with some aspects of reform implementation; and to some extent, there is room for improvement. The Writing Portfolio, despite efforts toward educating all teachers, still remains essentially the primary responsibility of the English teacher. Many of these teachers serve as cluster leaders with little or no compensation for the extra, and sometimes extensive duties they have been asked to assume. Our content area teachers across the state have yet to completely recognize the writing portfolio as a school-wide responsibility. Many, despite the help from cluster leaders, still struggle with portfolio appropriate generation of pieces. Because these situations exist, even the efforts, training, and legislation designed to reduce the time spent on portfolios have not been effective. I believe content area teachers across the state need more support, training, and assurance so they can become successful in this area of student instruction. Kentucky teachers could then be successful in encouraging the metacognitive connection between content and writing. Moreover, they could be more efficient in implementing the core content and program of studies. Our efforts to encourage proficiency in students are laudable; however, we need to remember that those dedicated teachers who are the backbone of the reform movement need the same support, help, and encouragement to be the best they can be and feel successful. Without them, reform initiatives will fall short of proficiency in 2014 and beyond.

#523 - MS Science- I don't KERA for KERA!

#452 - MS Teacher- Special Ed - if we are going to mainstream sp.ed. students. They must play by the same rules as reg. Students when attending reg. Ed. Classes. 10 days suspension per year is ridiculous. (Sic) Someone needs to inform Frankfort and Washington, D.C. just what hardships IDEA, section 504 of the ADA, and the safe schools act have placed on reg. ed. Teachers who have spec. ed. mainstreamed students. This is year 26 for me. I can't wait to retire. I love kids and used to love teaching until these idiotic regulations were passed. No wonder no one wants to major in education anymore!

#495 - ES Math - In reference to Assessment/Accountability, a large number of days lost before testing due to inclement weather, *i.e.* snow—should be considered so adjustments could be made on test results.

Appendix A

#495 - HS Language Arts - *Re J3-* Bugs, no a/c or heat some days, construction noise...*Other* * Many of our students are unprepared for KATS testing because they only do open response and on demand prompts in English classes. Also, the English department teachers have all the responsibility for portfolios. Often, we have to develop a transactive prompt for students to complete because what comes from the content teachers (if anything) is inappropriate. Students have no ownership or responsibility for portfolios and many of my fellow teachers have no accountability. * ESS at our school is not being used to its full potential. Students stay when they've been absent to make-up a quiz or assignment. Very few stay for ESS to develop a skill or understanding. * I have yet to attend a professional development that has impacted my teaching. Anything new or innovative I've tried has been from my own research. * Funding at my school is not adequate. So often, I have to make hard decisions about which group of students would benefit more from a purchase. At the moment we are being asked to give **20%** of our Site Base money to pay for a lunchroom monitor. I believe that money should be spent on my kids but if there was a lunchroom monitor I wouldn't have to spend 30 minutes of my planning in the lunchroom. Instead, I can plan. It's a tough call. * Technology - Our "computer lab" is a joke. Kids spend more time repairing the computers than using them. There are 8 computers in my room and ONE of them works. My computer at my desk hasn't worked in a year but our technology people always seem too busy to even look at it so I have given up.

#495 - Spec Ed- *Re D3* - Legislature should fund for all 4 yr. olds.

#495 - Primary - I believe the movement towards greater parent involvement will make a tremendous effect on student achievement. I, as a primary teacher, feel that teachers need more training/follow-up training with the use of technology in the classroom.

#495 - Teacher- *Re A4* - I would have done a good job without the accountability system. A5- Students are definitely more stressed out with the demands placed upon them. C- I disagree with putting more than one grade level in a class—I grade generally has multiple ability levels. D3- not just disadvantaged. D4 If parental support and guidance are lacking, those students absolutely do not perform near the same level as their peers. I6- No minority staff at this school. K1- Most do not work.

#495 - HS Math - School-Based Decision-Making does not work. Our council doesn't even know the rules or guidelines to follow. Special education rules and guidelines allow those who are labeled to "run wild" & curse & "get away with things" & this is totally unfair to the other students. They have special rules for discipline & this is a major problem. The inequality created is a travesty. It is ruining the entire school climate in both areas of teacher and student morale.

#452 - Primary - *Re K10-* too much junk mail! Professional Development is usually a boring day that offers no help to aid me in my daily teaching. I would rather see teachers who have great lessons conduct these sessions!

#452 - Primary- *Re G-* Some are/some aren't...*others* (1)There's too much emphasis on testing. Some students perform well in class throughout the year; however, may have difficulty performing well on a test because he/she may feel pressured or is not strong when it comes to test taking. (2)There are some useful strategies used today due to the Reform. **Students working together in groups or w/a buddy**...Not just drill, drill!!...* Using whole language and phonics w/the four block program is very beneficial...*More hands-on activities.

#452 - Grade 4, Gifted & Talented- The concept of multi-age, multi-ability classroom was/is an excellent change. I would like to see this concept continued in the 4th and 5th grades...The concept of scoring rubrics and writing portfolios have improved the standards of Education by emphasizing higher order thinking skills.

#452 - Grade 5- *Re A2-* As a fifth grade teacher, I feel that Kentucky History needs to be assessed during the year that it is taught. The lapse between teaching it in the fourth grade and testing it in the fifth grade is too wide.

#452 - Primary - *Re Item D-* We have a Preschool Program in our building. I feel that it is a good program and more funding should be made available for more students.

#452 - Grade 3- I feel that we have made an effort to implement all areas of KERA... I am somewhat disappointed with technology. The computers in my classroom are old hand-me-down computers. The computers sometimes work...I believe the ESS program is not as effective as it could be. Students in 4th & 5th grade are required to attend if they are

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receiving D's or F's. These students are often behavior problems who don't want to be in ESS. ESS classes are often large which in my opinion defeats the purpose. Teachers don't want to teach ESS due to the 2 problems stated above.

#452 - Grade 4- *Re* Item A- I am particularly proud that Kentucky is one of few (maybe the only) state that assesses Arts and Humanities...Item B- I wish our ESS program would include counseling... Item H- I think Kentucky makes it too difficult for students to qualify for Special Ed. Too many students "fall through the cracks".

#132 - MS Language Arts- I believe some of our more important problems in our school has (sic) to deal with economic resources. In a school that has 65 students in 6-8, it is very hard to get some of the same educational benefits that other schools have. Field trips are very expensive for us. I think it is \$.95 a mile for us to take a trip somewhere. With that kind of expense, it is hard to correlate education in the classroom with the "real" world. Also, the community is a poor community and parents have limited funds and communication with the school. Most students have no goals or aspiration in life, they are content with becoming a non-skilled worker in society. Many would be content living on welfare as their parents have demonstrated with them. I would like to say that if we had more funds from the state, I think we could make a more positive impact on our students.

#176 - Grade 3- Item J School Funding XXXXX schools need more adequate funding to continue improving and/or maintaining our level of academic performance. We don't have enough funds for after school tutoring for all students who need it. Our technology funds need to provide more adequate hardware and software. Also we need more full-time staffing to "trouble shoot" constantly arising problems. Our school physical plant is old and always in need of repair and updating. We do the best we can with what we have, but our school population is changing with student needs on the rise. Dedicated teachers also need higher salaries to meet rising standards of living.

#176 - Grade 5- I believe the SEEK funding formula has hurt the schools of XXXXX. Our district had & still has a high property tax rate. It is also composed of parents who really care about their child's education and are willing to volunteer time and resources. With all our strengths, however, this funding formula is hurting our schools. Our per student funding has dropped over the years from the top of the state ranking to the bottom. Our equipment, particularly in science, is old and outdated. Our facilities are old and in need of major repair, yet the Board is finding it difficult to raise taxes with an aging population. Young families are moving to districts with new buildings. Young teachers are going to districts with better salaries. The SEEK formula is hurting the needs of our district.

#176 - HS Language Arts- *Re* A3- The curriculum has been changed but not necessarily improved...F4- This depends on the class...F6- We do not have enough to make this relevant. G7- About half and half...L- YYYYYY (staff member) has been superb! *Other* I would like to see our Board of Education show more support for our SBDM Council. The lack of trust does not make for effective results. We must receive more state funding. Our salaries are no longer comparable to districts around us (forget average salary—not a true reading) and our facilities are in bad shape. As a result, we will not be able to recruit and maintain quality teachers.

#176 - German- The Funding of schools in Kentucky is extremely unfair. I work in a district where the school and a local hospital are the largest employers in our city. We have no other industries to help support our school district. Our property taxes are high and our students do not benefit from the money collected because it is distributed statewide to "poorer" counties or cities. These cities have from what I understand new developments to help fund the schools. This needs to be changed so that our teachers and students are fairly receiving opportunities and financial support.

#176 - Grade 6- I feel it is sad our school is no longer doing the multi-age primary. We've come a full circle. We now have 1st, 2nd, and 3rd grades as independent classes. Technology has been great, but could be even better if fully funded. Our school doesn't have the money to meet all its needs.

#176 - Grade 6- *Re* B3- Up until this year- a cut in salary for ESS teachers in our district will impact this. *General* our school has been severely affected by the funding cut to our district as a result of KERA. I support KERA in every aspect but this. It feels like we are being punished for having a good school. We score high in our testing, but the negative effects of the funding cuts are being more visible. For example, the sixth grade science curriculum changed this year—we added an Earth Science component. We have a set of textbooks left over from the middle school; however, there was no funding left to purchase supporting materials, such as videos, activity/idea books, software, etc., so I purchased them with my own money. It is January and the entire sixth grade is out of construction paper! When you teach multiple subject areas, like I do (Language Arts, Science), the annual supply budget does not stretch far. Add to this minimal or

non-existent teacher salary raises and it becomes hard to recruit the best of the new teachers. Currently we cannot afford to hire anyone with more than six years experience. It's sad – and unfair.

#176 - Grade 1- Assessment and Accountability – Item 1- I can agree that this type of testing is more appropriate for where my school has wanted to take our students, however, I feel now that our curriculum & daily activities are so encompassed by doing well on the test that we are teaching to a test again rather than teaching to students. We are all so pressured to perform well on the test that it often takes the joy & spontaneity out of teaching. We are pressured to find & look for what they can't do rather than what they can. I think we are becoming so concerned at getting more students in the next level up that we are seeing numbers more than students. Much of what is being asked will never be developmentally appropriate for many...Extended School Services- All the teachers in my school are capable... School Based Decision Making- Great idea in theory but unfortunately has turned out to be for the most part a way to make parents and teachers think they have input when really all the decisions made are subject to how & how long the principal wants to keep them at the fore front. In his defense, however, it is asking him to be governor, & legislature & police all in one – big job... Technology- In my opinion, way too much money & effort is being spent on technology in primary classrooms. These kids need so much practice and reinforcement of basic skills. If this money were spent on additional personnel to lower teacher/pupil ratio better students would be had.

#242 - Grade 5- *Re D4*- Not always!...*K2*- Not everyday!...*L7*- They would if I asked them to.

#242 - Grade 2- *Re C6*- with some things

#242 - English/French- Extended school services program is still not working as well as it should. The accountability for teachers is just not there and those who are concerned about the added pay will volunteer to tutor anything. Only teachers who can make a difference and are truly trained in the area should be tutoring...The Regional Service Centers work well- especially in the area of portfolios. They have been dogged in their determination to train teachers in portfolio development and scoring. As a result, I believe portfolios have made a tremendous difference in writing in this state... School funding in my school is still really controlled beyond the council, partially because the council doesn't know how, partially because the administration really doesn't want them to do it. They need major training in this area.

#045 - Primary- *Re Item A*- 4th grade is too early for an extensive, graded, writing portfolio...*Item C*- Schools should be allowed to do primary any way they want if they are successful.

#242 - Grade 3- The preschool program would be more helpful to those at-risk students if they were there all day. Also going to kindergarten they would be more prepared. Therefore, all-day kindergarten should be mandated so that all children would be more prepared for entry into 1st grade and to head start their reading. This would allow more time to focus in on the science & social studies that is lacking in the testing areas.

#045 - Teacher- *Re K4*- problem area

#045 - Kindergarten- Family Resource Center- it would be nice to have FRC personnel in each school rather than sharing with another school.

#045 - Grade 4- *Re A5*- not age appropriate, but could be effective if it were...*C4*- except for a few...*K5*- very limited

#045 - Grade 5- *Re A5*- Not age appropriate but could be effective...*K5*- very limited

#592 - HS Science- There needs to be more of a focus on coming up with a way to hold more students accountable w/State Testing! Grades and graduation are not affected by the way they perform on state testing. I, or a CR teacher, are put on the hot seat as well as my school. We have convinced our students to do their best on state testing and have fared well but what happens when more students choose not to do well. I feel as though more accountability needs to be placed on the students!.. Thank you for listening!!

#157 - Intermediate Teacher-*Re G2,3*- In house...*G4-7*- specified state university...*General* I believe the way we are tested, certain subjects in certain grades, forces teachers to neglect or provide minimal instruction in subject/content not assessed. For example: since mathematics is not assessed in the fourth grade teachers devote very little time to math. Consequently, our students are severely behind in the 5th grade. Therefore 5th grade teachers are having to teach two or

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more years of math in less than 6 months...In addition, since no assessment exists for the primary grades, I personally feel that learning is not maximized in these grades. Far too much time is devoted to television watching, movie viewing, and Fun Day Fridays. Our primary students do not meet exit criteria and are ill prepared for fourth grade. True learning will not take place until all subjects are assessed in all grade levels.

#592 - Primary *Re-* J4- sometimes

#491 - Teacher- FRYSC- I'm not sure what all this entails but many other schools in our district/county get so much more from their family resource unit than we do...Primary School- I feel primary students are being cheated because of some things involved with primary school. Students are not on third grade level when they come to third grade- much less ready to go on to fourth grade. As a teacher of existing primary students I think students must be held accountable each year of primary, not just at the end of third grade. I feel helpless trying to teach a class of 29 third graders and make up for 2 years they have already lost. Primary school must first of all make sure all children are reading on grade level. If a child has trouble reading, then all areas suffer. Science and social studies does (sic) suffer because children aren't prepared academically to read the material, etc. There is also much pressure to teach what areas we're tested in and science and social studies are included with reading as the basis of understanding...School Funding- There are so many things needed at our school. Students have no incentives in my opinion. I don't think children must be paid (or rewarded) to do everything but if we had things to offer they would do better. Anything a teacher wants to do she must by herself/himself if it isn't already there. Supply is allotted and spent by certain time so your needs after that are your own responsibility.

#491 - Primary- I personally do not think that in the Primary program the reform efforts have been successful. Possible cause might be that the students were moved on to higher level of education and were **not** ready. We have too many students that are not mastering readiness skills, especially Reading in the primary years of school.

#157 – Primary - I feel students learn as much as they can. Assessment is not a big factor for students in primary grades.

#157 - Language Arts - *Re F2*- I use my own-I have never seen a copy of the curriculum *per se*...G9- I proposed combining with a local school this year for a two-day diversity conference sponsored by the anti-defamation league. The proposal was rejected...I2- Political... I3- Two parents?!...*Other*- I have been involved with educational reform since its inception and must admit that I have grow increasingly disillusioned regarding two components in particular: 1) School Based Decision Making- This is an essentially political group, rewarding its members with created extra-service positions and unwisely determining school policy. Also questionable replacement of membership is an issue in our school...2) Assessment/Accountability- Until recently I have been a portfolio cluster leader (six year charter member). I felt it was a privilege to have been nominated for this position and was eager to discharge my duties in a responsible fashion, as I have always been committed to writing and used the writing process in my classroom long before it became fashionable and a part of state policy. However, two components are contradictory to the teaching and practice of effective composition: a) the inability of the teacher to make necessary editorial corrections directly, and b) the unfortunate categorization of “real world” writing as separate from “critical analysis” and “analytical writing”...Thank you for affording me the opportunity to respond.

#533 - Grade 2- I think the preschool & primary programs are extremely beneficial to meeting individual students' needs.

#533 - HS Science- I like that the state of Kentucky has standardized what the students should learn; however, I wonder if the core concepts that we concentrate our teaching around are aligned with national ACT tests? Do the colleges in our country agree that what we teach adequately prepares the student for college?...Another of my concerns is this: because I have special education students in my classroom, and no special ed aide, the workload is twice as much for me (due to modifications of the lessons for these students). This workload would be acceptable if I only had 2 or 3 preparations (subjects to teach), but I have 5 and next year I'll have 6. (I teach in a small district- where I am the only science teacher for the high school.) I feel, therefore, that this is unfair to myself and the special ed students who would get hurriedly prepared modified lessons (if I could ever get around to doing some!). PS- I am only a second year teacher, so I'm sure that as my experience increases, so will my ability to prepare good diverse lessons that will include the special ed students.

#157 - HS Language Arts- The implementation of the Professional Development initiative has had a positive effect on my instruction in the classroom. The professional development activities available offer benefits to everyday instruction along with subject matter content. More importantly, the funds available to attend professional development workshops have been outstanding...The Implementation of Technology initiatives has been beneficial to my teaching instruction and classroom curriculum. Students have been able to create PowerPoint presentations using computer lab terminals. Being that our school has a "cow", students can present their creations in front of the entire class. I would have to say that technology has made a positive difference in my students' performance in the classroom. In concerns to collaborating with other faculty members and the office, our school routinely utilizes via e-mail. If a student is to be sent to the main office, teachers are e-mailed about their location. Any messages or comments that need to be addressed promptly are generally communicated through via e-mail. I feel that our school utilizes technology in all aspects of its instruction.

#157 - MS Social Studies- *Re* K9- Need inservice.

#157 - Grade 5- I expect, as a teacher, to be accountable for my students' learning. However, if my class has trouble with skills in Math or social studies I do not have time to reiterate that skill as much as I would like to. The reason for this is that I have so much curriculum to cover I can't stop even if my students need it. It also prevents me from branching off into areas my students are interested in as I was taught in college to do. Their interests don't matter, or can't, because of the timeline we must follow. This hurts the children in the long run and is not in their best interest.

#157 - Spec Ed- It is my belief that the state testing system is an unfair, inadequate way to measure student progress. This test has taken focus away from real student achievement. Instead, it has become a tool to determine how well teachers are able to "train" students to take a test (poorly) created by paid Kentucky state education officials. Open response questions are poorly worded and their format is highly inconsistent. Pictures and diagrams are of poor quality, making it difficult for students to generate "correct" answers. Cultural bias exists in spades as many questions lean toward life experiences found in middle class families. Poor students who have parents with limited education (& pocket books) cannot generate "connections" to such questions. For example, They (the poor) have no internal understanding of the difference between jobs and careers. Their communities are drug infested slums. The idea of a beautification project in the neighborhood means little more than cleaning up the trash...Additionally, results from this test do not translate to the real world and in a time where people move frequently from state to state, information about a child's true progress is not clear to educators in other states. I know this to be a fact, as I am a former Indiana educator who taught in a border district. Students from Kentucky often moved into our district and their testing and progress records did not give clear information as to a child's achievement and needs. Often, their skills were much behind their Indiana peers. Yes, these were KERA students from primary programs... Finally, handicapped children are tested on a language based test even though they have been identified as having severe difficulties in written language and problem solving. It seems to me that Kentucky turns a blind eye to the needs of its learners in order to pacify political pressures and have data to publish in local papers touting progress and gains on a test it (the state) invented for itself. We live in a global society, the 21st Century. In order to be fair and accurate, we need national standards measured by a national testing system. The State Board of Education has spent far too much time and money keeping itself employed at the cost of student centered teaching and progress. What a shame.

#491 - Grade 4- Assessment and Accountability- I think fourth grade students are not ready (cognitively) to be assessed in the area of science...Not enough emphasis on core content is placed in Primary Grades.

#491 - ES Teacher – (1) Primary School initiative- We have a very strong primary program. I think through the Kentucky Education Reform Act we have improved our instruction techniques, which in turn enhanced student learning. (2) Family Resource/Youth Service Centers- I feel that this is a very beneficial program. Through the FRYSC we have been able to reach students who may have previously been at a disadvantage. Our director does an excellent job with this program. She collaborates with teachers, initiates new programs and works to remove any learning barriers... 3) Professional Development initiative- This program is offered in many ways in our school district. I think we could be a model for all the training that could be given to teachers. We are encouraged to attend any professional development available to our staff. Professional development is provided both on a school and district level. Our professional development ranges from reading, Math, and science academies to classroom management professional development programs...4) School-Based Decision Making initiative- The school-based decision making council has been a valuable asset to our school. They consider all important factors when/before making a decision. The council is constantly looking

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for ways to improve our school. They consider resources, instructional practices, student needs, student achievement as well as community input. I feel that our council has strived for excellence in all areas.

#491- Family And Consumer Science- Extended school service is not available for students in vocational classes... Multicultural curriculum- My curriculum contains disparity but not as a mandate by the district. We have very few non-white students. Those we do have or have had in the past fit in so well, they are not thought of as a minority group.

#491- Art- Kentucky has made good strides, but as usual, our part is behind other parts of the state. The ESS program does not work because so many low income students can not get home afterward. The professional development program doesn't work because many subjects are covered in only one location where it makes it very difficult to attend. The technology doesn't work because most of the equipment is already outdated and if something breaks it is seldom fixed. The Site Based Councils do not work except to offer parents some input. I hate KERA testing. Yearly testing makes much more sense.

#491- MS Language Arts- In assessment and accountability, I strongly disagree with portfolios being used for assessment and assessment (sic) purposes. I feel that they definitely need to be part of the curriculum – there are great benefits in writing and the portfolio itself – just don't use them in accountability scores.

#491- MS Science- Many of KERA's good intentions are not panning out at my school. Examples: I have five computers in my classroom that I use as much as possible in my science instruction but they are old 386's and 486's. The school network is geared toward primary students and is not maintained at a good enough level to use it with any consistency. I would love to see some common sense initiatives vigorously pursued, such as smaller class size. Having 15 students in a class would have a tremendous effect on student progress. Having class every day without interruptions would also be great. We miss too many class periods during the year. Less work on plans, plans, and more plans would leave more time and energy for truly creative teaching in the classroom. You can have great plans on paper, but that doesn't necessarily mean that that is what is happening in the classroom. We all have great ideas for what we would like to do in our classes, but are often so tired and overworked that we don't get to the truly important stuff- teaching kids to our fullest potential. We are also told to think about how to improve our school, but then usually told, "we can't do that", whenever these ideas are put forward...As you can see from this, it's been a long day. Hope some of this has been useful. – A dedicated but tired and frustrated teacher.

491- Social Studies- Item K- Technology lags behind at our school. We need a modern computer lab with 30-35 terminals and at least 3-5 printers. The hardware we have is just not adequate. I have one computer in my room and it is used mostly for taking attendance. At this time, my printer is not working. I do most of my work on my personal computer at home...Item C- There needs to be more teachers in this area and they need more materials to work with. Here needs to be a greater teacher to student ratio. There needs to be more teaching of basic skills to prepare them for high school...Item A- By stressing teaching of concepts and writing prompts (open ended responses) and portfolios are we adequately preparing students for the ACT and College life? Will the CTBS and ACT reflect KERA gains?...Item I- If site based councils are to be used- then they should be given more power or done away with altogether. Why have a site based council if the principal makes all the decisions and all they do is take the blame for unpopular decisions? On the high school level it is hard to get parents to participate in site based elections unless they are hand picked. Most of the hiring and recruiting is done by the Superintendent and the County School Board. The Site Based Council is only there for appearance sake...General- Overall, there must be a greater teacher to students ratio, more adequate funding and more preparation time for teachers if the Education Reform Initiatives are to be met. Most teachers are overworked and complain of excessive paperwork. Also, there are still "have" and "have not" schools.

#491 - Primary 3- I feel that all of the Education Reform initiatives have been beneficial/improved the Kentucky school system. I feel that ESS initiative needs some reform/changes/additions and then could prove to be much more beneficial.

#491 - MS Teacher - I feel that assessment for reading and Math should take place in every class, not just a select few. Too often the testing burden of subject assessment is left up to the testing class. If we had a better check and balance process I feel we would get better results and also be able to identify discrepancies earlier...We also need to how (sic) students accountable for their performances. I have had students tell me, "this test doesn't pass me, it just gets more pay for teachers." We know this attitude is being passed on by parents and it is hard for teachers to get students to perform at higher levels with this kind of attitude... There just seems to me, there should be a more equal distribution of accountability rather than the whole burden being left up to the classroom teacher.

#491 - Math- I truly think the reform initiatives are going to make a difference. I do feel that the primary teachers need to have the opportunity to attend professional development activities that relate directly to assessment and accountability for the 4th and 5th grade.

#491 - MS Science- I feel that our school truly works toward student proficiency and challenges our students to reach their maximum capabilities. We offer our students a variety of courses in middle school and try many programs to increase student achievement. (Great Leaps, Accelerated Reading, etc.)... Professional Development is offered frequently “in” our school and I feel that I have support when I’m interested in subject specific sessions... Our technology coordinator keeps the staff informed of available resources and is always will to help... I think that reform has gave (sic) more organization and training to teachers. I have always worked hard at teaching and improving my instruction. Reform has provided resources to help me do that. I always have and still do want my students to learn and improve to the greatest extent in my classroom.

#491 - Math- Item A. Assessment 2) I think students need to be tested every year especially in Math and reading... Item G. Professional Development- Some professional development activities are beneficial to me as a Math teacher. I think we need more days for professional development and that it should be flexible so that teachers can choose the activities that would benefit them most...I don’t mind being held accountable for my teaching. However, I don’t feel we are going to see significant improvement until students are also held accountable.

#491 - Grades 5/6- 1. Gifted/Talented- I believe every elementary and middle school needs a trained gifted/talented teacher. This is the key to getting scores higher...2. Guidance Counseling- Dysfunctional homes, single parents, and increasing demands on students leads me to believe every school needs a qualified guidance counselor. (School shootings.)...3. Please do something to eliminate the tremendous paperwork on teachers...4. Departmentalization- Students in K-5 do not need to be changing classes 4 or more times a day. Research has proven students perform better in a self-contained classroom in these grades...5. Practical Living- Many concepts in this area fit in so well with Social Studies and Science, why have a separate test? (Conflict resolution, food groups)...6. Professional Development- Interns need specific training on open-response questions.

#491 - Spec Ed- The primary program needs to concentrate on the basics in reading skills, writing skills, and Math skills. Students need a stronger foundation to perform application tasks that are required in the middle grades...Fourth grade and seventh grade students are struggling in the portfolio writing assessment due to lack of basic skills. Writing is a developmental process in which we, as educators, are failing because basic development skills are left out. The same feelings are expressed in reading and Math...In the area of writing, I feel fourth grade is too early to be assessed by a writing portfolio. Students need more skills and writing experience before such a substantial accountability... In the area of reading, more phonics and decoding skills need to be implemented with whole language instruction to produce more proficient, independent readers.

#491 - Grade 4- Assessment and Accountability: Too much emphasis has been placed on portfolios. The L/A teachers are unable to teach what they should be teaching because they have to conference 6-8 hours per day. The core content, i.e. Science, SS, Math, etc., teachers do not have time to conference and etc. They need to teach... Furthermore, the students should be held accountable for test scores. Teachers and schools be (sic) held accountable for teaching the content, not portfolio writing and test scores. Parents and students take notice, “This Accountability is on You!”

#491 - MS Tittle I- *Re* G2- not all PD...G3- not always...G5- some Pd, not all!...J4- We must do fund-raising for extras for our students...K3- Not at school...K6- All that is available...K7- There is not enough available... K10. At home.

#491 - MS Language Arts- Primary Program- After teaching in the middle grades for thirteen years, I am convinced that our students are not acquiring the basic language, reading, and math skills that they need to be successful in the intermediate and middle grades. Primary teachers in our district are required to have their students complete portfolio type writings such as personal narratives and/or feature articles. Yet, they do not have time to dwell on the basics of good sentence writing. As a result my seventh graders commonly have difficulty writing good sentences. As an educator, I feel that we must change the educational process so that teachers can get back to teaching the basic skills that students need to be successful in the future, or we are going to lose this generation of students...Writing Portfolios-Students work on portfolio entries practically all year. This reduces the amount of time for instruction. In addition, these writings rarely reflect the quality of writing that students are capable of doing independently. Therefore, why is so much emphasis

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placed on these writings? Why not have students keep collections of their best writings but use the on-demand writing on the state assessment to assign writing scores for individual students? By doing this, teachers would have much more time to provide instruction and facilitate learning activities that our students desperately need rather than spending countless class periods conferencing portfolio writings... I also believe that writing portfolios should be in grade five and eight. Fourth grade is such an important transition year from the primary program, and requiring these students to complete writing portfolios just adds to the pressure.

#491 - Science- *Re L7-* I have never met or communicated with my RSC science consultant in 6 years.

#491 - Spec Ed- Science curriculum needs to be reevaluated to determine if it is developmentally appropriate... Scoring across the content areas should be consistent. A 92% in Science should be equivalent to a 92% in Reading.

#491 - Grade 4- Standards for evaluation of writing portfolios and on-demand writing should be considered and perhaps adjusted to realistic expectations for fourth graders.

#491 - Kindergarten- I think 4th grade is to (sic) young to begin testing on the CATS – Students need a year to adjust after leaving primary... Special education students should be tested on their grade (reading level) level. We teach them at their level so they should be tested at their level. It destroys their self-esteem when the material they are tested on is on a higher level than they can work... I can't believe the Special Ed dept. supports CATS!... I am not saying – don't test them – I am saying test them fairly. Treat the students with respect.

#491 - Science- *Re B2-* ESS needs to meet weekly after school not randomly scheduled Saturdays... B3- Principal's favorites are the only ones allowed to teach... B4- ESS is used mostly by students making up days missed not grades... B6 No set schedule for tutoring. Tutoring is set when coordinator of ESS has nothing else planned, not weekly when students need it... G6- Technology oriented... J2- \$75 per science class... Item A- The CATS test does not cover all areas of Biology equally, especially Botany and Zoology, which are two of the first science courses you take in college... As CATS test score went up, ACT scores went down. I feel that too much instructional time is wasted taking the CATS test, having rallies, breakfasts, etc. to encourage students to do well, having picnic after the CATS test, and the list seems endless. I feel the ACT scores are more indicative of what the student has learned, and the CATS is a waste of time! Have every student take the CAT as a Freshman then as a Senior, only then will you truly discover what a student has learned!... The CATS take the scores of one group of students in 1999 and an entirely different group in 2000. If the second group's scores are lower, then the school is in decline. How preposterous can assessment get? Compare a student's score in Grade 9 to his score in Grade 12. (Then tell me whether I am teaching or not!) Teachers all across KY realize the CATS is not a valid test.

#491 - Grade 1- *Re B2-* ESS program was not available until January, 2001 for the school year... B6- If the program would begin when school starts.

#491 - Primary- First and foremost, teachers have too much paperwork. We need an extra paid hour at the end of the day to complete paperwork, professional development activities, and collaborative teacher meetings, etc... All primary classes need an instructional assistant in the classroom to help manage center activities, gifted and talented activities & multiple intelligence activities to reach the specific needs of all students... There is too much emphasis on writing instruction/conferencing and not enough time spent teaching all subjects.

#491 - HS Math- *Re- K3-* Not enough graphing calculators for all students... K6- Graphing calculators... K7- when available.

#491 - Primary- Item E- FRYSC- For the most part they have catered to the same students since they have been in our school. These students are not those most in need but their parents are always on the list for anything free. They usually have the extra things. Other students in our school do not understand why or how these students receive things instead of them. The majority of these parents provide for the "wants" in their family but do not have the "management" to provide the "needs"... The meetings they have are a good way to increase parent involvement and interest. Programs provided for our whole school (students) are great... Item B- ESS- Parents will not always let the students participate that need it most. They are in denial about their child's progress or want to blame the teacher... Item C- Primary School- It is still hard to combine these students. No matter what you do the younger students in the group demand the most attention and

the others suffer because of it. It is causing an increase in teacher burnout. Teachers have to work harder to see success under these conditions.

#181 - MS Science- Re G3- not required ones- G7- self chosen ones...The push for equality on special education students needs don't always give students the best environment to work in. Our special education students are missing out on quality teachers to collaborate because they aren't trained in the subject areas where most all students are mainstreamed in science and social studies...Technology is not keeping up with the KERA initiatives set forth. "KETS" monies are not helping in our district for each classroom. We have more money, but it doesn't cover the equipment needed in the guidelines set forth by the comp. Tech. People. This final year of spending should now have money going towards more classroom friendly guidelines. We need more availability for choices that would best benefit middle school classes.

#181 - Grade 5- 1. I feel that the ESS program at my school is not being used to the extent it could be used. I know that this is a recognized problem and hope it will be addressed soon...2) Special education has far too many people with emergency certification. It is time to come up with some kind of program to get more college students to become sp. ed. Certified...At one time I taught in the state remediation program. I thought this was a very successful program. KERA did away with this. I truly feel this kind of 'boost' after kindergarten and before first grade would help keep many students out of special education. Some of my students were able to go on to second grade, while others were top first grades the next year. Waiting to retain a child after 3rd grade is not working...P.S. As you can see, I have taught both Primary and intermediate. Many of the student (sic) I had in Primary I now have in the fifth grade. I have always supported public education, but we are desperately need to lower the class size.

#181 P3-P4- I think some parts of the reform are better than others. I like the increased school-level control that is afforded to SBDM councils. Ours has been a very positive addition. The parents & teachers are interested in the best possible education for our children...The Primary Program has been a "work-in-progress". We've had 3 level multi-age classrooms and switched to 2 level multi-age classrooms. Now most of our primary classrooms look a lot like they used to – before reform. The biggest plus has been the extra emphasis on writing for the younger children. They can really create some amazing stories, etc... I know that most teachers appreciate the added direction that core content, etc. has given our teaching. The Academic Expectations without core content guidelines was very frustrating. I'm not directly involved in Assessment level testing or portfolios so I can't comment first hand on either of them. Teachers are certainly working hard!

#181 - ES Art- As an art instructor who has taught in Kentucky schools for 6 yrs. at all levels K-12, I believe the reform initiatives have improved education standards and performance. However – there is still 0 to very little professional development for specialty areas like art... There has been voice in Site Based Decision Councils – however – there may be too much open to those without training for highering (sic) of faculty.

#181 - Language Arts & Social Studies- We don't have a lot of money for use in getting instructional supplies. Teachers are required to show how they use technology in their classroom yet we only have one computer lab that is for general use and we only have one system to hook up the TV to the computer for use in Power Point. As a social studies teacher, I did not have maps in my room for 3 years.

#181 - MS Social Studies- Your questions on school funding do not address the issue of oversized classes. Our classes are always to (sic) large, with 34-35 desks crammed into a room. Students needs could be addressed more effectively if class sizes were reduced significantly. This requires hiring more staff!

#181 - P 3-P 4- I have been involved in KERA since its very beginning. Definitely many improvements and much progress have been made over the last ten years. (Began my teaching career 25 years ago.)...Particularly dear to me are the language arts programs, including emphasis on writing... In my opinion the main objective in Primary should be Reading – all areas, math – computation and problem-solving, and writing. Science and social studies should be introduced at the intermediate levels after the child has a strong background built in reading, writing & problem-solving... Whole language approach – chapter books. The best "thing" to come out of KERA! Promotes love of Rdg!!!

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District Assessment Coordinator Survey

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

- A. The assessment system's greatest strength is its philosophical premise – that every student should be a world-class learner. Additionally, the ongoing congruence of content standards and assessment is a significant help to classroom practice and curricular development.
- B. The current assessment/accountability system has defined essential content (core content and program of studies documents) to be taught and learned. Teachers are well aware of critical content and curriculum alignment is an ongoing priority. Grade level mastery items have been defined in our district and a renewed emphasis on preparing students for “the next level” is taking place. There is more consistency between teachers of the same level in what is taught and the assessment/accountability system has indirectly created collaboration and teaming in order to be sure that all content is covered and students are progressing.
The goal of teaching to proficiency is well understood however, how to bring *all* students to proficiency is an elusive challenge.
- C. It requires higher level thinking skills which have caused better instructional practices.
- D. Assesses all students
Uses various types of assessments (i.e., multiple choice, open-response questions, on-demand writing prompts, & writing portfolios)
There is accountability for performance and improvement over time
- E. Including multiple choice questions in the accountability weighting. Limiting open response answers to one page. Weighting of the content areas is fair. The new long-term model is fair...much better than the old system when a new baseline and goal were set every two years. Giving more points for novice and apprentice .
- F. Students are asked to draw on and apply information rather than simply recall
Measures other than student performance are considered
- G. Based on the core content for assessment
Long term accountability model
Assessment spread over all accountability grade levels
Fewer entries in the writing portfolio
A more professional approach in the development of the KCCT questions by Kentucky teachers and reviewed by an educational laboratory for wording, equity, validity, etc.
Accountability spread over more grade levels
- H. Currently tied to a well-defined Core Content.
Has led to teachers working across grade levels to align curriculum.
- I. All grades are accountability from grade 3-12. We test what children know and can do. All children will participate at least once in all testing components as they go through school. Rewards and assistance programs are a plus.
- J. Assessment spans multiple grade levels.
Core Content identifies what will be assessed.
Multiple types of assessment which requires multiple styles of answers
- K. The process is finally becoming streamlined and a little more constant.

- L. Using multiple sources of information – CATS, CTBS, Nonacademic Data, Alternate Portfolio, etc.
Points for performance levels – Medium Novice, High Novice, Low Apprentice, etc.
Options for testing during the testing window being a SBDM decision – what time of the day to test, which sections to give together, etc.
 - M. Multi-grade levels now tested; test scores returned more timely; more people are involved – parents, council, all teachers; norm-referenced tests now involved.
 - N. Closely aligned to the Core Content for Assessment
Assures statewide accountability for providing same curricula
Involvement of Kentucky teachers in developing standards
 - O. The assessment requires students to show that they know how to use their skills and knowledge in different ways.
 - P. First, it is consistent. The format and the core content have been the primary source for the items. Therefore, we know what will be tested. The multiple forms permit an assessment of a broader range of a school's total program. This would not be possible if all students took the same form. It would not be possible to contain a sufficient number of items to evaluate the total program.
When KDE subdivided the Novice and Apprentice, they provided a more realistic breakdown of the performance within these performance levels---giving credit for higher performance that did not achieve the next performance level. This has been critical for the improvements in the scores. For example, we have moved a significant number of students from the lower levels (within and between levels) during the past year or two. This demonstrates progress. Not as much as we would like, but progress.
 - Q. Focuses on an academic measurement of students.
Requires teacher/student partnership in school success.
Measures school standards as relates to core content.
 - R. (A)The assessment system provides valuable data allowing schools and districts to monitor the progress of their students and the success of instructional strategies being implemented.
(B)Districts are being involved in more collaborative efforts with other districts as they seek solutions to removing barriers each face and their failures/successes are public knowledge.
(C)The integration of open response, multiple choice and portfolio events into the annual assessment provides positive motivation for incorporation of these strategies into the daily instructional practices.
(D)High levels of achievement are expected of all students requiring all schools to have high expectations and thus provide an effective global education to children from all areas of Kentucky. The integrity of the assessment has been carefully guarded while adjustments have been facilitated as identified.
(E)Current guidance and tools for aggregating data are dramatically increasing the positive impact the assessment is having upon school curriculum, programs and climates.
 - S. The state has realized that there must be a transition component in the assessment design that provides comparative data that reaches beyond the borders of Kentucky.
- 2. List the weaknesses of the current assessment/accountability system.**
- A. Research-based national and international experiences have clearly shown that high-stakes assessment systems are counterproductive to good practice. Thus the overriding premise of CATS is at best suspect. The lack of longitudinal data regarding both individual students and cohorts negates genuine assessment of growth. Additionally, best practice assessment is authentic; we as a state are moving away from that. Finally, the lack of national and international benchmarking is a lack in the current system.
 - B. The accountability grades become overly focused on the content area being tested that year (particularly true in elementary grades) – teachers do not like teaching in the accountability years (particularly true in elementary grades)

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but also in middle school). Creating writers early in the elementary years is needed for testing and portfolio requirements in the 4th and 5th grades – which has resulted in retraining issues in getting all teachers to emphasize writing.

At the high school level – it is difficult to get all students through some core content (Arts & Humanities/Earth-Space Science) because of their elective status (competing with Physics, and other college prep courses or vocational/technical choices).

- C. Due to our small class sizes, it is easier to have skewed scores depending on the class. It's also difficult to make the student feel accountable.
- D. Some districts (like XXXX District) have accountability for students who never enroll (e.g., Specialized School students who live in the district)
Other accountability issues
The system does not allow for differentiation in the ability level of particular grade level classes as a whole. Sometimes, significant declines and improvements in achievement on the CATS for particular grade levels is attributable to the differences (i.e., skill and other ability levels) between same grade level groups of students in two consecutive school years.
- E. I think the dropout reduction requirements are too lenient. I have concerns regarding accommodations and modifications. I have concerns about the alternate portfolio—it really has nothing to do with the students' performance. District accountability—one school below the line and the district is accountable. I have a problem with rewards—and I don't like having to mess with them because the teachers take them as bonuses. I think there should be a time limit on the test and that the test is too long.
- F. There is little student/parent accountability (this is especially a problem at the high school level)
In the major assessment areas we only have Kentucky percentiles. Parents in our district want students compared to students in other high performing, suburban districts. Kentucky comparisons are not enough
There is not a way to monitor student performance over time – the KCCT looks at school performance instead of student performance, leaving schools to do the best they can with individual student achievement
There is too much data – KDE wants schools to use data and there is too much data to examine with little help in interpreting it.
There is too much attention given to equity
- G. Massive amount of training needs for many areas for assessment to be successful and not enough professional development time to accomplish the task.
For example:
Cluster leaders and other teachers need extensive training each year for scoring to be reliable.
Teachers that work with alternate portfolio students need training each year.
All teachers need more training in developing appropriate assessments and rubrics. Since the turn over of teachers is so great, training is a necessity each year.
Assessment at the fourth grade level is more complex than what is developmentally appropriate for many students. This makes transition at this level very important – another area of training. Also teachers are burning out at this grade level at a quicker rate than at other grade levels.
Standards for all content areas have not been consistent – hopefully this is changing with the standard setting process that is in place. E.g. middle school science
I am a strong supporter of our state assessment program and have seen better teaching at all grade levels as a result of this accountability, but we have to maintain consistency and stop making changes in the accountability system. Rewards have caused some schools to believe they are progressing when in reality they have made very little progress this biennium.
- H. Every grade level is not assessed.
Assessment results are not useful for individual student improvement and instruction.
No student accountability is built into the system.
Student performance results in all content areas are dependent upon writing skills.

- I. The testing of new students who enroll only a few days before the testing window is not good. Perhaps testing seniors in the fall would be better.
- J. Lack of student/parent accountability.
- K. Feedback is still not immediate. The information exchange from KDE to schools still misses teachers. Schools still need more “specifics” training on what is being assessed. Content assessments for students is too far apart. Special education inclusion doesn’t always seem fair to the student.
- L. Comparing scores of different groups of students
Being accountable for students who move in right before accountability date, especially out-of-state students
How students are not distinguished even when they score in the 99th percentile
The disadvantage of having a small sample – sometimes one student can make your scores fluctuate in a small sample
- M. Juniors (11th grade) too heavily tested – carry too much weight of the test.
- N. List the weaknesses of the current assessment/accountability system.
Not all parents understand the testing system
Teachers aren’t familiar enough with the Core Content and Program of Studies
Students are being assessed on information from courses they may not currently be enrolled in
Transient population in our area results in students who have only been in our district
limited amount of time
- O. The method of scoring is perceived to be subjective and inconsistent. Also, there is no place for student accountability.
- P. One must realize that the CATS assessments is primarily a “reading and writing test”. If a student’s norm reference reading skills are below the 4th Stanine, then one can expect student performances to fall into the Apprentice or lower level. If one considers that the normal development – oral language > reading > writing—then the CATS assessments will continue to cause lower performance levels if the writing standards remain as high as they are currently. (If interested, I can explain this concept.)
I feel that a larger percentage (about 30-40%, not 5%) of the annual CATS assessments should be objective (norm reference) to include a larger part of the total Program of Studies (identified content, knowledge and skills that ALL students need to know). To evaluate the total educational program as defined by the Program of Studies, then it will require more objective items that can address a broader area of the total program.
I also think that the “Core Content” causes some teachers and/or schools to focus on these at the expense of the requirements of the total Program of Studies.
- Q. Often difficult to require students’ best effort
Testing is not longitudinal (at least not to my knowledge)
Straight line progression and target score are unrealistic
- R. (A) Past flexibility in application of rewards has created divisions between certified and classified staff in almost every school I talk with. Small battles become wars when dollars for personal gain are involved. I am continually amazed at how selfish we can become when required to share our dollars with others. I am firmly convinced that firm guidance to application of these rewards for the benefit of all collaborative educational partners (students, parents, certified staff, classified staff and administrators) should be written into the language of the statutes governing this process.
(B) The timing of the reports and results of the assessment tends to lessen the impact of this data on needed changes and adjustments. This is further expanded as the consolidated planning process calendar does not mesh with the reports schools receive.
(C) The efforts to reward and recognize schools for the progress they make creates an atmosphere which tends to diminish the achievements of schools with high indices. Since much of the public relations related to individual performance is generated locally, communities have often celebrated those who improve some while ignoring those

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who continue to demonstrate high levels of achievement. A big part of this is a result of numbers as more schools are improving than are demonstrating high levels of achievement.

(D) Another weakness can ease into schools if they allow their efforts to focus solely upon the assessment results rather than upon the needs of children. Both can and should work together but the level of accountability tends to place more emphasis upon the assessment as schools rush to meet goals and escape sanctions.

- S. (a) Extreme weight and high stakes put on the assessment results when many experts in the field are currently promoting the concept of multiple measures.
(b) No mechanism for collection of resources and economic status for each district.
- 3. **Do you feel the assessment instrument, in its current form, is “primarily performance based?” Why?**
 - A. The current instrument is clearly better than simply standardized testing. However, we as a state have regressed from cutting-edge assessment. Reform minded states are moving toward such initiatives as longitudinal integrated portfolios and embracing group performance events. To some degree and due to political pressures all too well documented, we are farther from the ideal than at KERA’s onset.
 - B. It is probably as performance based as is possible given we no longer do performance events. The test does not rely on passive recognition of answers (as in multiple choice) and requires students to generate answers and think through solutions. In that sense it is performance based, depending on the student to write/perform the answer.
 - C. Yes, you need not only content knowledge but must show how to apply this to the concept.
 - D. Yes – The Writing Portfolio, the greater part of the KCCT, and certain sections of the CTBS-5 involve demonstration of skills and application of learning. The evaluation of these elements of the assessment have been refined to the level that the student/school results are reliable and provide meaningful data for schools to use in improvement initiatives.
 - E. Why? About 70% is performance-based because of the weighting for open response questions and the emphasis on writing portfolios and on demand writing, writing and open response both being performance-based assessments. I question the value of on demand writing as compared to portfolios. It would be difficult to reinstate the old performance events.
 - F. In some areas (e.g., reading/math) it is performance based, but in science and social studies and the humanities it’s not. At times I feel the assessment is too skill based rather than content based. There is still value in knowing “something.”
 - G. The only pieces of the current assessment that is primarily performance based are “on demand” and portfolios.
 - H. No response.
 - I. Yes. Writing portfolios and on-demand writing show what students can do. Also the open- response test questions require high level thinking and the application of knowledge.
 - J. Yes, 65% of the assessment is open-response.
 - K. Any assessment of students is “performance” on a given day. It is not a complete evaluation of student ability.
 - L. No. Students have to show what they know through writing about it. I know some students who are extremely good in art or music but cannot express that in writing.
 - M. Yes. Application makes it more performance based.

- N. Yes, students must use the information and skills they have been taught to be able to effectively respond to Open Response questions proficiently.
- O. The term “performance based” carries a connotation of student involvement in the development of products. The assessment instrument restricts student performance to writing answers to open-response questions on demand. An exception would be portfolio products.
- P. YES. A student (all CATS levels) must apply his/her knowledge to respond to the questions, especially the open response and other non-objective items.
Life is not just objective responses to living requirements---It requires an individual to apply skills (reading and math) across others content skills areas to properly respond to various situations—personal, business, job related—i.e., problem solving.
- Q. I am unsure to what degree the assessment is performance based. Written assessment and application of knowledge are required, but I’m not sure it goes beyond that.
- R. Yes I do because students must apply and extend knowledge to situations to attain high levels of measured achievement rather than demonstrate basic recall and rule application. Past released items have demonstrated the requirement for students to apply deductive reasoning, comparative evaluations and scientific experiment to the problems they address on the assessment.
- S. Yes, because the major portion of the assessment deals with open response type questions and portfolio development rather than just the antiquated true/false, multiple- choice questions.

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

- A. In general, there is a high level of congruence. There are still gaps in major content areas such as social studies and science because content specific questions permeate those levels – particularly in grades 7 and 8. For instance, rather than asking about broader social science issues (e.g. – conflict; the role of democracy; peaceful resistance), questions drift toward a timeframe arena (e.g.- If the question is specifically on the Korean War and that period has not been covered yet, does the assessment really measure conceptual understanding?)
- B. Given the reading levels of our students (the number reading below grade level) I am in fact, surprised by our scores. However, when we look beyond the accountability index and focus on the percentage of proficient, It becomes obvious that reading/writing areas must improve for the percentage of proficient to increase. I feel that the assessment at the broadest level (all 4th grade results, Grade 7) rather than at the individual level is most accurate. The individual scores of students are good benchmarks for what proficient is but is not necessarily a predictor of SAT/ACT performance.
- C. Probably pretty close in most cases.
- D. Yes - The Kentucky Department of Education has attempted to align the assessment instrument (mainly the KCCT) with the state Core Content for Assessment. School staff and SBDM Councils in XXXX regularly make adjustments to curriculum and instruction based upon test scores and changes to the *Program of Studies* and *Transformations*. Consequently, if the district has implemented curriculum, instruction, and assessment methods that are aligned to state standards, achievement/test results would provide an accurate measure of the implementation of those standards via student performance on CATS.
- E. At most grade levels, but not at the high school. Since the assessment is based on the Core Content for Assessment, and the core content is directly tied to the academic expectations, I would agree. Obviously, we teach to the core content/academic expectations. The core content report gives schools a good indication of how well content or material has been covered and how well students have mastered those bullets. If not , adjustments need to be made.

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- F. Probably not. The AEs are very general and vague and often address more of the affective domain. The assessment provides data about the cognitive domain. The assessment does, to some degree, measure the items identified in the core content, but really it doesn't address many of the AEs.
- G. The KERA academic expectations were so broadly written that no assessment Instrument could measure their achievement.
- H. Yes. We test the Kentucky Core Content objectives, which are made up from the academic expectations of The 6 Learner Goals.
- I. Yes, schools who are high performance schools are also schools who do well on assessment and implement the Kentucky Learner Goals.
- J. This district is aligning curriculum and instruction based on KERA guidelines. Some of our schools are extremely successful in doing this, others are not making those adjustments as quick for various reasons. The district is attempting to take a lead role in this process by designing district curriculum in all of the content areas with major school level participation.
- K. I think it is very difficult to measure the academic expectations. It is difficult to "measure" what schools do for children because there are so many other aspects besides academics.
- L. No Particularly, not in the area of science.
- M. Yes, the administrators and teachers are working together to provide a curriculum that results in steady progress for our students.
- N. Yes, the results match the effort school personnel are making to achieve proper results.
- O. Because of the breadth of the Academic Expectations, their achievement is difficult to determine. I doubt that students could demonstrate achievement of the Academic Expectations on any one assessment measure. Level of achievement of the Core Content can be determined.
- P. As to our performance, CATS reflects our current status within the Core Content. We recognize our weaknesses and are working with our faculty, staff and administrators to improve our total program to more effectively address our total academic program needs. However, we are addressing reading and math the as primary skills with the anticipation that their improved performance will enhance our total program, especially as we define our other content areas utilizing performance criteria.
Item #2—the comments about reading/writing have some affect on all schools. I feel that the CATS data should be presented in a format that will allow us to use the CTB Data Analysis Software. This would enhance our ability to analyze their data more effectively.
- Q. Our district is very small and much more statistically prone to fluctuations
Our district is also very poor. We can't afford many of the things that KERA was originally created to do.
- R. I believe it does but I am very interested in the ability of CATS to measure the improvement of groups of students as they progress through our system. We are convinced that two or three students with expanded experiences and/or skills in some core content areas (especially science and math in our district as our language arts and social studies areas are fairly strong in all groups) can really impact our school index. Therefore it is vital that we can track the progress of individual groups to truly evaluate the effectiveness of our work with children.
- S. Yes, and no. I think the current instrument measures what it is intended to measure, however, to get a real knowledge of KERA academic achievement, the instrument needs to be a longitudinal measurement so that we can actually see if the same group of students are in fact making an improvement.

5. What changes would you recommend for the assessment/accountability system?

- A. Longitudinal assessment of individuals and student cohorts
 - Opportunities for districts which have met threshold standards to develop truly authentic alternative means of assessing performance
 - A more intentional effort to incorporate authentic measurements
 - Opportunities for national and international benchmarking
- B. More ties to the curriculum office at KDE – perhaps the linkages are there but districts do not see that relationship. I am speaking to joint training – whereby more training occurs so that the quality of questions on the test have some obvious curriculum/Program of Studies/Core Content ties. Perhaps KY Teachers of Social Studies, KY Teachers of Math – formal organizational endorsement of test questions or participation in writing rather than individual teachers who seem independent of professional development provided by content area organizations.
- C. A longitudinal study of classes, to see if improvements are made instead of comparing different groups .
- D. Logistical changes – “testing window” should be open a little longer and issues surrounding accountability need to be resolved.
 - Even the possibility for staff receiving reward money should be eliminated.
 - Implement similar standards for all tested areas (e.g., it is more difficult to gain Proficient or Distinguished scores in Science than other content areas).
 - I could also live with no changes for *at least three bienniums* – the constant tinkering lessens the reliability and validity of the assessment.
- E. No rewards for teachers, personal or bonuses. This money should go directly to school improvement or the students. Shorten the test or place a limit on the time it takes to administer the test. Teachers and parents really complain about this. I think as we get close to the 100% proficient goal in 2014, more adjustments will have to be made. I like the requirement that school councils decide how rewards are spent, but there should be no personal bonuses. The whole system is still very confusing to parents and teachers. I find this amazing, especially with teachers. I’m surprised that so many really don’t understand it even after all the meetings, etc. Newspapers cover this but parents don’t (most) have a clue. It is a comprehensive system that perhaps can never be simplified enough for all.
- F. Bring back the performance events.
 - Allow more choice in content of the writing portfolio. Too often the requirements for the portfolio become the curriculum. Student writing does not always need to be “authentic.” 94% of our students go on to college. Colleges want students to be able to write a strong, argumentative essay – this is now allowed in the senior writing portfolio. A better option would be for students to submit their best pieces, whatever they are.
 - Give every subject assessment every year and shorten each part of the test. This would allow district’s to measure student progress.
 - Provide more guidance in what is important for assessment. There is too much of an “unknown” feeling about the assessment.
- G. Many of the changes I would have recommended were addressed when we moved from KIRIS to CATS. The transition from primary to fourth grade needs to be addressed because I believe it is causing too many students to need an additional year in primary because they are not developmentally ready for the demands of portfolios and reading in the content areas.
 - Rewards were too easily obtained this biennium; I feel it has created a false sense of security especially in the high schools.
- H. Assess every grade level, especially K-3. This is the only way that we will get all students to a “proficient” level.
 - Also, performance results should be equated across content areas, i.e. the same scores in math and science should yield the same performance level.
- I. Eliminate the alternate portfolios and move grade 12 on demand writing to fall.
- J. Adjust the testing administration window.

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Re-setting the standards.

- K. Incorporate Fall/Spring measurements. Teachers should know what kind of gains their students have made in a school year in all of the content areas.
- L. I would lengthen the testing window. Two weeks isn't enough time to test and do make-up tests. Last year one of our students was extremely sick the second week of testing, and didn't make it back to school by the deadline to do make-up tests. He scored proficient in the part he took the first week and novice in the part he didn't get to take. That doesn't seem fair.
I personally do not like rewards and sanctions.
- M. Spread the testing from juniors to be shared by seniors.
- N. Student testing should monitor their own progress, not the group that went ahead of them. (e.g. We compare this year's fourth grade to last year's fourth grade)
- O. Measure the same students year after year.
- P. See item #2. List the weaknesses of the current assessment/accountability system. One must realize that the CATS assessments is primarily a "reading and writing test". If a student's norm reference reading skills are below the 4th Stanine, then one can expect student performances to fall into the Apprentice or lower level. If one considers that the normal development – oral language > reading > writing—then the CATS assessments will continue to cause lower performance levels if the writing standards remain as high as they are currently. (If interested, I can explain this concept.)
I feel that a larger percentage (about 30-40%, not 5%) of the annual CATS assessments should be objective (norm reference) to include a larger part of the total Program of Studies (identified content, knowledge and skills that ALL students need to know). To evaluate the total educational program as defined by the Program of Studies, then it will require more objective items that can address a broader area of the total program.
I also think that the "Core Content" causes some teachers and/or schools to focus on these at the expense of the requirements of the total Program of Studies.
- Q. Require students to score at a certain level in order to be promoted to the next grade level.
Create a longitudinal assessment to track students from grades 4, 8, and 12.
- R. I would like to see a continuation of the process for adjustments in the scoring categories and cut points, for the design of assessment items and for the involvement of Kentucky educators in these processes. I am also hopeful that management of the assessment process will ease somewhat as procedures become more constant and familiar to school personnel and fewer adjustments are necessary.
- S. Again, change to a longitudinal type assessment so that we can compare apples to apples and oranges to oranges.

6. Should the norm-referenced test administered as part of the assessment program have been included in the accountability index? Explain your answer.

- A. Yes. While authentic assessment is clearly valued in this district, the need for norm-referenced testing as a balancing mechanism is recognized.
- B. I am not sure that the actual weight given to the results much justifies its inclusion. I realize it is not "performance based" and that critics of the performance assessment approach insisted on the use to get a national view of student performance. However if we go to the trouble to give it, why not have it count more? We also assess in Boyd County, Grade 2 and Grade 8. I really would like to do Grade 5 too but have held off due to the costs, etc. –for us, Grade 5 is a transition grade to middle school.

We did achievement testing on our own as a district prior to the NRT and found it useful for monitoring skills development and in preparation for state assessment.

- C. No, it is not performance based.
- D. The CTBS-5 is NOT part of the accountability until the 2001 assessment. When it is included, my opinion is that the weighting should be minimal. Often there are significant performance discrepancies between CTBS-5 and the KCCT. It is also easier to “practice” taking the CTBS-5, resulting in artificially high scores in some cases.
In contrast with all the security associated with the KCCT (accountability for and responsibility for sending every test booklet back to DRC, which I support fully), the CTBS-5 is simply secured in the district. Also, I understand that the CTBS-5 is not a test exclusive to Kentucky and can be purchased “off the shelf” in other states. I would be interested to know if the latter is true.
- E. Yes. Even though it is not performance-based and is all multiple choice, I think it is important to include this test so parents and teachers can see how well Kentucky students perform in basic skills compared to the national norm. Also, it only counts about 5% of the accountability, and is a timed test of 110 minutes, for the Ky. edition. This test is geared to providing specific info. Re: the students’ ability in basic skills, compared to the purpose of our KCCT, which is geared more to measuring a school’s performance.
- F. Yes, but the norm referenced assessment should be given every year. The CTBS is probably the easiest of the norm referenced tests available. If we’re really going to challenge students, we need a more rigorous assessment (e.g., the ITBS or the CTP).
- G. Yes, because it covers the core content for assessment and the program of studies.
- H. The norm-reference test results provide an objective assessment of student performance and allow comparison with broader populations.
- I. Yes. It tells how Kentucky students stack up with the nation on test, which is a piece that everyone wants to see. If we are going to give a test, then it should be part of the accountability.
- J. Yes, I was one of the DAC’s who lobbied that the NRT should be a small weighted portion of our accountability system. If it is not worth measuring, then why should you administer the test itself?
- K. Yes, all grades should become part of accountability.
- L. Yes, I think there should be multiple sources of data/information for the accountability index.
- M. Yes. This gives a broader view of measurement; a means of comparison and measurement.
- N. Yes, any assessment that is given should result in accountability
- O. Yes, because it provides opportunity for students to respond on another type of assessment and thus provides a balance of different types of assessment.
- P. Currently, CATS will include as part of the Index on 5% of the Norm Reference Test. I strongly feel that it should be 25-35% to enhance the “Total Program of Studies”.
- Q. Yes, otherwise why give it.
- R. I would like to see it integrated into the index to increase validity, or at least the perception for greater validity, of our indices. Many of our partners in education have been exposed to norm-referenced data for so long they often need this impact to convince them of the real effectiveness of measurement tools. There are still some seeds of doubt being sown by those in higher education circles relating to questions about the quality of and the validity of this relatively new approach to measuring student mastery and the standards used to measure this mastery. This inclusion could help to dispel some of this doubt and would have, in my opinion, minimal impact upon the index levels.
- S. Yes, if you are going to utilize/require a norm-referenced test for student accountability then it certainly should be counted. Why assess anything if it does not count for anything.

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

- A. As a district, we were already committed to norm-referenced testing as part of our overall assessment program. Therefore, its inclusion in the state package has meant a more cohesive approach to evaluation.
- B. We are still working on curriculum alignment – it would have been nice to have had core content for assessment 5 years ago and the Program of Studies 10 years ago! I think those two documents held up much of the effectiveness of the reform intent as Core Content is just now being incorporated in all classrooms at every level. Changing the assessment years to 4/5, 7/8, 10/11 also made a huge impact on curriculum decision-making. Councils in my opinion are SLOW to react to the demands of assessment/accountability/curriculum/technology KERA initiatives!
- C. No real changed in the curriculum but students in grades 2 and 3 need practice bubbling in answers before the testing day.
- D. The district has used various assessment data in conducting curriculum alignment projects in K-12 Science, Mathematics, and Social Studies. School staffs and councils have been encouraged to use national standards and state curriculum documents in revising/updating curriculum at the school, as well as “released” items/questions and an entire form of the *KCCT*. However, there are no corresponding *CTBS* materials for this purpose. More and more companies are developing “Practice Tests”, diagnostic tools, and other materials/programs designed to improve student performance on the norm-referenced tests. Some pilot work is being done with various materials, but many of these are unproven or are gimmicks to improve test-taking, not improve student learning.
- E. More change at grade 3 compared to grades 6 and 9 because I think there has always been an emphasis on reading, vocabulary, mechanics, numbers and relations, computation, etc. at the 6th and 9th grade. At grade 3, there has been more of a need to infuse the curriculum with more writing strategies and editing skills, which also coincides with the writing portfolio/writing concentration in CATS. Also with grade 3, geometry and spatial sense is another area.
- F. No changes in curriculum. We have always and will continue to always design curriculum around the needs of students rather than around assessments.
Some schools choose to administer practice tests to prepare students for the multiple choice tests.
- G. We haven’t made changes as far as content of the curriculum. We do make sure our students are exposed to multiple choice questions as well as open response questions.
- H. Alignment of curriculum, testing protocols were established for all grade levels, and schools set aside times for scrimmages.
- I. None that I am aware of.
- J. We encourage multiple assessments that include multiple choice questions in all classes. We schedule scrimmage tests. N R test scores are analyzed and we use the *CTBS* Connections materials to link assessment to the classroom.
- K. There is no evidence to support that at a district level we have made changes in the curriculum to accommodate NRT testing.
- L. Practice assessments throughout primary. “Primary” stratgies modified to *CTBS* assessment style.
- M. None
- N. Materials are used that are similar to the *CTBS* (Classroom Connections, Test Ready). Scrimmage Testing in the Fall and Spring is designed like the *CTBS* Test/Practice Test developed to include both multiple choice and Open Response Questions

- O. There have been no significant changes to the curriculum related to norm-reference Testing. Our district curriculum is aligned to the Academic Expectations, Core Content for Assessment and the KY Program of Studies. We may attempt a match between CTBS objectives and the curriculum in the future, but norm-referenced testing does not carry major implications related to curriculum.
- P. Our board of education passed a Policy (1998-99) that has established standards for reading to be promoted for grades 2-12. We have a minimum standard to earn a high school diploma and a higher standard to receive our academic diploma. We require the students that fall below the minimum for promotion to participate in reading improvement programs.
 We continue to review and revise our curriculum to address the performance outcomes defined in KERA and the Program of Studies---We identify the Core Content items.
 Currently, we are implementing best practice—research regarding multi-intelligence coupled with proven instructional techniques.
 This is an ongoing process based on our analysis of our CATS Performance and our CTB 3rd, 6th and 9th assessment results. CATS for KERA assessment and CTB to evaluate our total educational program.
- Q. We have emphasized our weak points in the middle school in science, reading, and math.
- R. We are undergoing the first complete cycle of aligning our curriculum with the Core Content for Assessment and the Program of Studies. Alignment with other standards has been implemented to some degree in the past but not to a level which will allow us to reach our goal of 100. This phase shall be followed by a series of work in unit design and development leading to a standards driven and student centered curriculum. We believe this is the correct procedure and process for leading our students to levels of mastery which will allow them to perform well on all assessment.
- S. Knowing that norm referenced testing was going to be apart of the assessment, our teachers, through professional development and after school activities, have been trained in preparing and giving similar types of assessment during regular instruction.
- 8. **What KDE publications or other materials have you used in developing the curricula for your schools? What other materials (non-KDE) have you used?**
 - A. Core Content for Assessment. Program of Studies. The Primary Learning Descriptors. Ten Sigma National Curriculum.
 - B. All – Transformations, Core Content for Assessment (version 3!), and Program of Studies, *Teaching to Proficiency* cd-rom (just now in use) and the *Creating Standards Based Units of Studies*.
 Non-KDE : National Standards, Curriculum Designer, Ten Sigma materials, Effective Schools.
 - C. Program of Studies, Core Content, Transformations and our consolidated plan. We have been training the faculty in Marzano's teaching strategies also.
 - D. *Transformations*, *Core Content for Assessment*, and the *Program of Studies* are KDE publications that have been used to develop and refine the curricula in the XXXXX Schools. Also used are "released" test items or forms, as well as national standards for the content areas.
 - E. Core Content for Assessment, Program of Studies, Curriculum Framework, Academic Expectations. National Standards.
 - F. Academic Expectations
 Program of Studies
 Core Content for Assessment
 Implementation Manual
 Transformations
 National Standards documents (provided by the professional organizations)

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Core Knowledge Sequence (Core Knowledge Foundation)

- G. Transformations Document, Core content for assessment, program of studies and implementation guide, academic expectations, Scoring High, CTBS Terra Nova Teachers Manual, released items, marker paper documents, and I am sure that there is more that I am not thinking of.
- H. Core Content, National Math Standards and National Science Standards
- I. KDE materials include Core Content, Marker papers, Program of studies, and materials for KDE professional development activities. From these documents we have created what we call a Sequence of Learning in which we list learning expectations at each grade.
- J. KDE publications: KPR Report, NRT Report, Core Content, Program of Studies, Transformations and Teaching to Proficiency.
Non-KDE publications: Ed Vision software for Language Arts/Reading/Math and Social Studies, Skills Connections software which aligns assessment to CATS/CTB, Reading dot Com, Core Teaching Assessing Reading, Great Leaps Reading, and purchased materials to support our Academies in Reading, Math and Science.
- K. Core Content, POS, Academic Expectations, Nat'l Standards, Released Items.
- L. Program of Studies, Kentucky Core Content (non-KDE) – Ben Birdsell's More Effective Schools – Kentucky Version
- M. Program of Studies; Core Content; Effective School Research and Standards; Needs Assessment; Region X Staff used a great deal.
- N. Teaching to Proficiency CD rom. Other districts curriculum to compare and develop curricula that is aligned and provides instruction as needed for assessment
Program of Studies/Core Content for Assessment Manuals
- O. Our district has utilized the following KDE publications: *Core Content for Assessment 3.0*, *KY Program of Studies*, *Transformations*, *Teaching to Proficiency*, *The Implementation Manual*
- P. Program of Studies----insures that we do not narrow or scope of content, skills and concepts that we must address for our total educational program.
Core Content—materials used to address CATS assessments.
KDE Guide to Open Response Questions
All CATS released items during the past 4-5 years.
- Q. The Core Content
Tech Prep/ High Schools That Work
- R. We are relying upon the Core Content for Assessment, Program of Studies, Transformations, Program of Studies Implementation Disc and the current Teaching to Proficiency Disc. I also use manuals, pamphlets and power point tools produced by KDE for making the connections between these documents and our curriculum while guiding our staff through a process allowing them to design their curriculum and integrate these standards. The hub of this process is the School Based Curriculum Development manual developed by KDE and shared through our Region 6 Service Center. We utilize several tools such as spreadsheets to track and document the expected introduction and mastery of concepts by levels defined in our schools.
- S. The CD "Teaching to Proficiency" was a wonderful tool. Each individual school through their professional development activities have received excellent materials that have help them in alignment of curriculum & etc. Actually this question really needs to be answered by the principals of each school because they are the ones who have first hand knowledge.

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

- A. We make certain accommodations (e.g.- block scheduling for 7th grade language arts). However, in an overall framework our primary goal is to provide a balanced and comprehensive educational program regardless of specific state target areas. We are committed to the ongoing development of an aligned curriculum and focused professional development opportunities for affected faculty (e.g.- writing process emphasis for 4th and 7th grade teams).
- B. Probably the instructional focus is most impacted, and the amount of time spent for instance in 5th grade on Social Studies and Mathematics and Science. Portfolios are more seasonal – even though teachers know to begin early – working on portfolios throughout the Primary years. The reality is a lot of work happens in Grade 4 classrooms during Jan – April.
At the middle school and high school levels – I think teachers do not give up key discipline topics on behalf of testing. Not all students enroll in Arts & Humanities and Earth & Space Science at the High School Level.
At the middle school we have a lot of misc. topics in Science that keep Core Content from being the curriculum focus. It is harder to make curriculum changes 6-12 than in the elementary schools because of the specialization of the teachers in the content areas.
- C. I think that the use of core content automatically narrows the curriculum.
- D. To a degree, yes. When reviewing and revising curriculum, a strong effort is made for grade levels to “share the load.” However, the tendency at accountability grade levels is to review earlier learned concepts/skills that are assessed. CATS preparation plans and content “scrimmages” are often implemented with 1-3 months of the assessment window. Also, despite our best efforts to ensure that a writing portfolio is a collection of “best” work, many times the burden of completing the finished products falls on the student during the accountability grade level year.
- E. I think that many teachers have a concern about the time involved for portfolio development over the course of a year. But, that should not be the case because it should be an on-going process from year to year, something that is built upon. But, the 4th, 7th, and 12th teachers feel the time crunch, nonetheless. Of course, portfolio development and instruction should be integrated and seamless,; that is not always the case. Also, as far as subject content in general, yes, the teachers do feel they are limited due to the assessment grades—not enough time because they have to teach concepts that are in core content and on the test.
- F. The curriculum is designed to provide a horizontal and vertical alignment of content and skills across the grades and across the subjects. Portfolio contents seem to drive the writing curriculum which is necessarily a bad thing. Students and teachers should have more flexibility in the content of what they teach in terms of writing.
- G. I see this happening at grades 4/5 and high school more than at the middle school.
- H. Only marginally. We provide a “CATS Prep” class in grades 5-8 that targets assessment areas at each grade level.
- I. No. Finally writing portfolios have become a way of teaching writing rather than a task. Same as other grades our grade's 4/5, 7/8 and high school students follow the academic expectations set aside for their grade.
- J. Yes, other non-assessment subjects are often integrated into the curriculum within the classroom. The greater emphasis is on the content area being assessed.
- K. Yes, Adhering to standards of POS, yet making core content specific to grade levels for accountability reasons.
- L. I don't think the curriculum is being narrowed to accommodate the assessment. I do think time has to be scheduled for the portfolio process.

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- M. No. More intense. Writing portfolios have become more a part of 7th grade Language Arts Classes.
- N. All teachers are required to use the Program of Studies, Core Content for Assessment, keep writing portfolios, and turn in students completed Open Response Questions weekly.
- O. Because school personnel perceive pressure for students to perform well on the state assessment, Core Content does receive the emphasize over all other curriculum.
- P. Yes---See previous comments.
- Q. I wouldn't say narrowed but more focused on weaknesses.
- R. Our staff is moving to narrow the focus in all content areas at all levels through our curriculum alignment process and as they become familiar with the Core Content for Assessment. Several are utilizing existing documents to developing units of study which focus upon mastery of these standards while integrating other content of their choice. All staff are presently documenting extensions they integrate to meet the needs of a diversity of learners utilizing strategies normally associated with a "layered curriculum." The next step in our process will be development of units of study for content areas at all levels. We envision this to be an on-going process with some immediate impact but expect that major impact may not be realized for a few years.
- S. No. All of our instructional staff is well aware of the state assessment including the writing portfolios. All work together to help prepare students for when they reach the accountability grades.

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

- A. We maintain ongoing records of other achievement results (e.g.- Duke Talent rates; national high school math assessment; Presidential Fitness Awards). Additionally, we value qualitative measures (e.g.- University of Rhode Island Middle Grades Assessment; SEARCH Institute ASSET model; informal parent/student/alumni satisfaction surveys) as a means to determine direction and perceptions.
- B. Professional development records, committee and council minutes, school newsletters, curriculum documents, criterion reference tests (just now starting to do more district level assessment of reading and math levels). Parent Volunteer and involvement under the Family and Youth Services Centers. Technology initiatives and software program products and reports--- ESS Summer program --Strategic and Consolidated Plans (impact and implementation records)...lots of evidence.
- C. Course offerings in the Master schedule, ACT scores,Successful transition of Seniors
- D. Nonacademic Data (increased attendance rate, lower retention and dropout rates, and a high success rate for transition to adult life)
Increased enrollment
Program evaluations that show high levels of student participation and success (ESS, Reading Recovery, STAR Reading, Advanced Placement student data)
Positive feedback from the parents and community
Increased parent involvement at the school level through SBDM, committees, PTO, Consolidated Planning
Higher degree of safety and security for students and staff
- E. Student achievement, non academic indicators, attendance, retention, teacher retention, community/parent involvement.
- F. Performance on the CTP (an assessment administered by private and suburban schools)
ACT/SAT results
Number of students taking (and their performance) on AP exams
Performance at post-secondary institution (as evidenced on the Council on Postsecondary Education's High School Feedback report)

- G. Teacher constructed tests, NAEP, ACT, PSAT, SAT, AP results, transition to adult life findings, college feedback reports, drop-out and retention rates, attendance rates, parent and student feedback, school safety information,
- H. Effective School Survey, School Report Card, curriculum offerings (AP classes)
- I. Curriculum alignment activities with teachers have helped us fill gaps in our curriculum. SBDM councils and Consolidated Plans are beginning to focus on educational issues. We have provided all day kindergarten since 1993 and we provide some preschool through local funds.
- J. Decreased discipline referrals.
ACT scores.
Decreased expulsion rate.
Classroom observations.
- K. Teacher information, dialogue sessions, parent involvement, Teacher PD, student attitudes, technology integration and participation. NOT ALL SCHOOLS IMPROVING AT THE SAME RATE.
- L. The elementary school has implemented a school reform model called Success For All. We receive Implementation Reports from the developer as to our progress of implementation. Through the CSRD program, we have developed “benchmarks” as we move through the three-year program. We also review regular assessments to determine how our students are progressing. We can also look at the quality of professional development available to teachers to improve their teaching skills.
- M. ACT, PSAT, Curriculum Alignment, Scrimmage Test.
- N. Discipline Reports,
Effective Schools Surveys
Attendance Records
Input from parents
School environment
- O. f school improvement would be evident in through examination of student work.
- P. Reading Policy mentioned above—All grades 2-9 + students in 10-12 that have not met the minimum performance level.
Full CTB assessments in grades 3, 6 and 9.
- Q. Dropout rate
Successful transition to adult life by Seniors
- R. Our judgments are based upon a variety of data sources including ACT, PSAT, CTBS assessment, in class success rates, surveys, individual discussions with graduates and parents, ACT success reports for college students from our district, discipline referrals and staff in-put regarding student perceptions, efforts and attitudes coupled with staff evaluations and levels of need for professional development.
- S. During the consolidated planning process teachers are surveyed and discussions are held concerning the needs and concerns for all students. We consider the teacher the front line information source for student improvement.

Appendix B

TECHNOLOGY OFFERS OF ASSISTANCE

DISTRICT	1998	1999	2000	2001	TOTAL	TOTAL IN ESCROW August 1, 2001
ADAIR CO	\$59,593	\$268,240	\$82,586	\$124,224	\$867,201	\$229,166
ALLEN CO	65,417	302,534	157,871	126,462	999,038	0
ANCHORAGE IND	9,312	43,658	14,466	32,623	149,542	14,582
ANDERSON CO	69,787	325,909	224,871	40,022	1,029,609	0
ASHLAND IND	80,011	359,565	80,511	213,997	1,195,231	0
AUGUSTA IND	6,697	29,658	27,739	19,325	119,461	8,957
BALLARD CO	31,674	141,781	106,899	56,988	519,683	0
BARBOURVILLE IND	16,214	69,541	48,725	27,459	249,022	21,604
BARDSTOWN IND	36,143	173,555	50,412	11,114	467,442	0
BARREN CO	79,799	368,334	193,309	136,823	1,190,484	0
BATH CO	42,051	193,682	42,392	36,142	543,816	0
BEECHWOOD IND	22,470	105,470	3,100	33,224	286,554	0
BELL CO	72,699	324,363	261,504	108,995	1,222,462	92,750
BELLEVUE IND	20,808	95,376	30,790	34,844	306,048	0
BEREA IND	23,726	108,237	47,570	25,810	327,992	0
BOONE CO	261,063	1,217,989	38,450	422,600	3,301,919	0
BOURBON CO	60,126	278,365	147,959	93,905	924,317	190,462
BOWLING GREEN IND	75,408	343,034	78,268	118,051	1,048,880	68,101
BOYD CO	83,440	368,099	216,757	135,197	1,301,412	0
BOYLE CO	58,574	271,869	118,313	81,753	858,657	0
BRACKEN CO	27,573	121,363	3,350	38,606	340,275	0
BREATHITT CO	58,334	261,363	248,164	124,275	1,033,387	78,073
BRECKINRIDGE CO	63,043	230,715	8,800	90,277	743,701	0
BULLITT CO	224,490	1,032,494	29,900	345,298	2,875,433	918,227
BURGIN IND	8,830	37,677	39,499	15,649	153,017	38,493
BUTLER CO	53,091	241,461	18,612	86,281	695,818	0
CALDWELL CO	48,073	213,853	117,207	62,611	713,133	0
CALLOWAY CO	72,605	192,758	10,400	102,128	781,651	0
CAMPBELL CO	108,672	421,460	15,300	155,358	1,269,475	0
CAMPBELLSVILLE IND	32,737	146,485	87,827	32,126	487,242	0
CARLISLE CO	19,788	91,291	2,850	38,179	262,085	0
CARROLL CO	39,547	176,859	45,821	37,005	530,433	0
CARTER CO	105,933	476,168	66,707	115,047	1,370,787	115,047
CASEY CO	54,391	247,475	155,610	98,018	876,307	108,950
CAVERNA IND	21,170	95,648	84,625	43,294	369,144	33,996
CHRISTIAN CO	198,647	888,026	501,114	259,627	2,985,408	0
CLARK CO	117,947	529,525	153,403	189,284	1,662,669	350,748
CLAY CO	98,124	439,197	16,300	133,499	1,261,124	106,764
CLINTON CO	34,381	151,749	76,094	36,011	499,026	88,701
CLOVERPORT IND	7,540	33,085	32,297	8,063	125,018	2,602
CORBIN IND	42,420	194,331	151,389	96,408	739,648	0
COVINGTON IND	112,034	493,405	91,188	137,066	1,496,225	0
CRITTENDEN CO	35,159	163,464	5,050	49,867	452,901	0
CUMBERLAND CO	27,301	122,842	4,250	75,480	379,537	0
DANVILLE IND	40,968	182,291	127,361	55,801	643,664	0
DAVISS CO	230,188	1,045,307	261,595	311,516	3,106,818	0
DAWSON SPRINGS IND	15,213	68,062	35,993	15,385	220,639	0
DAYTON IND	30,087	126,134	51,977	40,773	417,554	11,757

Appendix B

DISTRICT	1998	1999	2000	2001	TOTAL	TOTAL IN ESCROW August 1, 2001
EAST BERNSTADT IND	10,323	48,798	10,337	9,315	130,009	0
EDMONSON CO	42,617	192,819	0	75,145	548,828	0
ELIZABETHTOWN IND	46,639	223,138	69,695	40,799	637,895	13,632
ELLIOTT CO	28,880	125,003	4,450	39,798	369,682	0
EMINENCE IND	11,727	52,830	66,839	19,276	220,386	45,192
ERLANGER-ELSMERE IND	51,252	230,496	113,185	78,659	748,052	0
ESTILL CO	60,515	268,654	176,566	94,625	947,825	138,452
FAIRVIEW IND	15,262	68,891	58,066	39,041	273,825	0
FAYETTE CO	723,216	3,271,050	746,584	1,023,405	9,760,781	120,371
FLEMING CO	53,801	246,938	79,883	54,425	732,603	0
FLOYD CO	172,672	755,418	22,750	230,429	2,216,664	230,429
FORT THOMAS IND	54,881	248,808	59,812	136,638	791,645	13,088
FRANKFORT IND	20,547	92,008	28,298	54,828	303,212	0
FRANKLIN CO	132,161	598,203	185,798	561,917	2,248,746	191,027
FULTON CO	19,722	88,984	77,463	42,303	338,470	27,727
FULTON IND	13,287	55,115	52,006	14,613	211,580	0
GALLATIN CO	27,981	136,170	103,695	50,652	457,857	0
GARRARD CO	48,671	226,845	85,053	85,121	699,794	0
GLASGOW IND	50,325	222,891	6,650	68,116	637,700	129,087
GRANT CO	75,584	352,453	17,124	124,153	949,208	0
GRAVES CO	100,462	341,771	12,400	146,527	1,140,530	0
GRAYSON CO	92,258	418,992	119,869	108,692	1,249,105	0
GREEN CO	39,105	176,949	74,635	65,770	575,734	103,471
GREENUP CO	77,688	346,629	141,734	96,972	1,115,685	0
HANCOCK CO	35,518	159,398	49,124	63,295	509,276	0
HARDIN CO	300,652	1,335,555	38,700	425,826	3,773,607	0
HARLAN CO	126,922	558,398	63,016	121,619	1,648,890	0
HARLAN IND	20,760	92,803	19,654	24,631	278,894	0
HARRISON CO	71,829	328,832	295,583	136,852	1,234,088	221,271
HARRODSBURG IND	20,426	98,795	136,801	90,940	463,466	30,863
HART CO	51,741	237,597	104,302	79,999	764,139	77,638
HAZARD IND	25,805	114,598	3,500	50,520	357,246	43,379
HENDERSON CO	169,297	752,226	325,423	225,262	2,457,626	0
HENRY CO	46,239	210,683	6,600	68,418	585,651	0
HICKMAN CO	19,934	87,786	32,908	35,377	289,423	0
HOPKINS CO	165,397	745,842	383,850	254,588	2,523,945	0
JACKSON CO	7,990	36,467	38,343	86,896	282,767	148,354
JACKSON IND	53,230	248,394	101,313	15,557	660,444	0
JEFFERSON CO	1,991,248	9,023,034	1,037,348	2,885,710	26,163,046	0
JENKINS IND	15,543	62,434	60,368	26,658	283,681	0
JESSAMINE CO	138,261	636,944	239,154	175,939	1,939,899	127,790
JOHNSON CO	87,388	393,994	69,704	103,582	1,171,821	0
KENTON CO	268,118	1,205,887	37,128	386,721	3,369,802	0
KNOTT CO	73,599	323,422	194,451	95,003	1,200,806	0
KNOX CO	102,914	471,520	209,564	146,160	1,534,749	0
LARUE CO	51,783	242,301	7,250	78,934	668,937	0
LAUREL CO	185,504	387,336	23,300	270,450	1,927,342	73,999
LAWRENCE CO	60,715	279,026	155,974	57,204	897,689	0
LEE CO	32,193	142,005	33,400	15,015	414,323	0
LESLIE CO	56,127	243,947	8,300	74,311	731,513	0
LETCHER CO	94,003	409,270	169,417	210,209	1,468,638	0

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DISTRICT	1998	1999	2000	2001	TOTAL	TOTAL IN ESCROW August 1, 2001
LEWIS CO	56,164	255,506	223,512	112,939	980,311	0
LINCOLN CO	86,636	393,803	121,447	106,507	1,189,048	106,507
LIVINGSTON CO	33,137	150,875	47,544	110,724	527,422	73,202
LOGAN CO	72,439	334,779	186,420	61,118	1,050,632	0
LUDLOW IND	22,965	104,048	3,250	62,156	323,426	0
LYON CO	21,583	100,072	4,789	37,426	281,324	0
MADISON CO	190,418	878,114	57,346	271,564	2,464,240	0
MAGOFFIN CO	62,233	271,779	165,779	73,029	939,418	0
MARION CO	66,657	307,171	192,760	1,387	939,422	0
MARSHALL CO	109,628	494,054	14,850	156,420	1,374,732	0
MARTIN CO	62,888	277,110	123,581	28,665	867,527	116,246
MASON CO./MAYSVILLE	62,334	275,834	10,000	86,710	790,664	86,710
MAYFIELD IND	31,501	138,701	65,200	51,690	468,512	13,814
MCCRACKEN CO	154,290	689,741	239,451	242,077	2,193,647	0
MCCREARY CO	73,673	329,795	13,634	104,721	951,077	117,680
MCLEAN CO	37,777	169,926	41,947	40,187	507,889	12,435
MEADE CO	99,471	456,198	184,903	137,680	1,394,036	43,729
MENIFEE CO	23,294	108,707	49,943	29,625	335,152	74,568
MERCER CO	47,801	215,354	6,300	77,979	608,818	0
METCALFE CO	36,254	166,398	69,864	50,188	528,015	0
MIDDLESBORO IND	37,696	167,776	98,240	51,901	588,357	0
MONROE CO	46,404	205,778	12,443	60,937	595,020	32,119
MONTGOMERY CO	83,801	376,634	221,774	152,724	1,298,847	0
MONTICELLO IND	18,631	85,422	13,360	62,667	282,503	24,178
MORGAN CO	52,411	238,235	155,643	66,546	811,875	0
MUHLENBERG CO	122,033	540,714	428,628	185,213	1,988,354	0
MURRAY IND	30,907	140,717	133,304	45,876	520,220	59,771
NELSON CO	102,412	472,595	341,473	139,270	1,579,127	0
NEWPORT IND	61,832	274,400	9,600	85,172	799,737	0
NICHOLAS CO	27,293	121,117	47,271	50,125	408,690	37,771
OHIO CO	91,860	410,290	12,700	129,233	1,161,589	0
OLDHAM CO	172,961	810,768	308,237	228,688	2,456,029	362,593
OWEN CO	41,732	192,136	5,350	61,074	529,744	0
OWENSBORO IND	97,355	430,427	38,094	157,767	1,283,921	0
OWSLEY CO	20,471	92,142	3,300	28,789	267,050	0
PADUCAH IND	72,496	334,320	156,176	94,056	1,095,917	30,527
PAINTSVILLE IND	19,311	83,496	18,429	19,669	257,475	0
PARIS IND	18,075	77,235	38,164	21,834	293,724	12,590
PENDLETON CO	61,049	280,045	153,834	126,529	951,645	0
PERRY CO	112,197	491,366	177,549	134,759	1,606,498	0
PIKE CO	258,181	1,138,659	481,576	292,797	3,789,423	292,797
PIKEVILLE IND	29,849	137,043	93,790	29,778	464,039	0
PINEVILLE IND	12,642	62,328	34,642	17,750	194,354	0
POWELL CO	58,505	265,776	136,717	93,399	882,067	0
PROVIDENCE IND	11,875	51,554	77,476	32,494	245,002	7,928
PULASKI CO	160,055	744,845	136,843	192,743	2,124,790	0
RACELAND IND	22,144	98,694	77,165	31,985	349,177	0
ROBERTSON CO	7,990	39,950	39,603	20,623	152,973	3,651
ROCKCASTLE CO	67,053	298,973	139,453	97,299	970,932	0
ROWAN CO	70,398	317,419	66,434	119,878	969,860	0
RUSSELL CO	62,235	289,867	149,006	77,762	913,574	0

Appendix B

DISTRICT	1998	1999	2000	2001	TOTAL	TOTAL IN ESCROW
						August 1, 2001
RUSSELL IND	53,183	239,277	6,450	93,492	704,164	0
RUSSELLVILLE IND	31,404	137,603	4,550	54,811	419,338	0
SCIENCE HILL IND	9,450	42,638	29,722	12,746	140,980	0
SCOTT CO	112,061	529,682	209,461	193,380	1,654,751	56,996
SHELBY CO	0	338,738	0	175,772	885,630	0
SILVER GROVE IND	5,775	26,163	20,774	17,588	103,865	0
SIMPSON CO	64,539	295,870	8,350	94,309	823,981	94,309
SOMERSET IND	39,428	172,144	8,469	55,361	498,294	27,559
SOUTHGATE IND	4,872	20,642	31,926	19,102	101,357	0
SPENCER CO	38,489	176,971	68,166	92,901	565,402	62,740
TAYLOR CO	58,248	262,830	31,990	87,452	753,619	0
TODD CO	42,983	196,336	6,050	63,817	550,431	0
TRIGG CO	42,244	197,915	155,182	83,170	705,104	196,233
TRIMBLE CO	29,847	113,668	3,700	47,066	351,111	0
UNION CO	61,138	268,554	158,769	119,043	978,057	78,310
WALTON VERONA IND	22,122	101,338	3,150	31,637	276,457	0
WARREN CO	234,608	1,065,344	108,788	372,650	3,061,047	0
WASHINGTON CO	40,682	181,978	67,144	64,644	581,010	59,648
WAYNE CO	61,150	278,734	0	94,598	779,650	85,298
WEBSTER CO	46,810	203,213	3,500	116,572	633,846	64,282
WEST POINT IND	3,911	16,912	13,166	8,463	70,830	0
WHITLEY CO	94,819	430,338	65,697	214,323	1,313,621	0
WILLIAMSBURG IND	19,385	83,317	46,324	23,807	294,247	0
WILLIAMSTOWN IND	15,331	70,179	44,011	20,880	230,775	39,855
WOLFE CO	30,460	137,917	43,422	51,875	446,516	0
WOODFORD CO	85,185	386,042	83,198	123,285	1,147,810	0

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LOCAL REVENUE PER PUPIL

District	1989-90	1997-98	1998-99	1999-00	Percent Change 1989-90 to 1999-00
ADAIR CO.	\$421	\$1,084	\$1,158	\$1,216	189%
ALLEN CO.	652	1,185	1,206	1,298	99%
ANCHORAGE IND.	4,031	7,329	7,564	8,301	106%
ANDERSON CO.	595	1,840	1,777	1,937	225%
ASHLAND IND.	1,000	1,389	1,832	1,870	87%
AUGUSTA IND.	584	1,654	1,648	1,662	185%
BALLARD CO.	799	1,408	1,531	1,627	104%
BARBOURVILLE IND.	749	848	1,025	1,049	40%
BARDSTOWN IND.	1,097	2,486	2,621	2,425	121%
BARREN CO.	533	1,675	1,754	1,905	257%
BATH CO.	394	1,316	1,287	1,312	233%
BEECHWOOD IND.	2,055	2,855	3,143	3,258	59%
BELL CO.	252	915	969	950	277%
BELLEVUE IND.	1,150	1,806	1,970	2,162	88%
BEREA IND.	843	1,524	1,772	1,902	126%
BOONE CO.	1,326	3,034	3,342	3,657	176%
BOURBON CO.	572	1,451	1,524	1,608	181%
BOWLING GREEN IND.	1,391	2,515	2,597	2,742	97%
BOYD CO.	708	1,920	2,186	2,023	186%
BOYLE CO.	807	1,750	1,834	1,857	130%
BRACKEN CO.	539	1,064	1,122	1,216	126%
BREATHITT CO.	389	772	939	978	151%
BRECKINRIDGE CO.	622	1,471	1,489	1,600	157%
BULLITT CO.	502	1,439	1,507	1,630	225%
BURGIN IND.	955	1,861	2,285	2,224	133%
BUTLER CO.	444	940	1,034	1,179	166%
CALDWELL CO.	540	1,318	1,400	1,421	163%
CALLOWAY CO.	648	1,580	2,099	2,074	220%
CAMPBELL CO.	1,169	2,637	2,801	3,070	163%
CAMPBELLVILLE IND.	617	1,263	1,575	1,608	161%
CARLISLE CO.	442	1,056	1,255	1,221	176%
CARROLL CO.	1,042	2,332	2,424	2,472	137%
CARTER CO.	269	884	936	998	271%
CASEY CO.	353	1,006	1,065	1,083	207%
CAVERNA IND.	704	1,159	1,582	1,654	135%
CHRISTIAN CO.	479	1,203	1,345	1,420	196%
CLARK CO.	713	1,707	1,847	1,989	179%
CLAY CO.	263	769	794	861	227%
CLINTON CO.	202	1,054	1,200	1,396	591%
CLOVERPORT IND.	495	780	981	1,322	167%
CORBIN IND.	731	1,591	1,703	1,375	88%
COVINGTON IND.	1,009	2,194	2,428	2,540	152%

Appendix B

District	1989-90	1997-98	1998-99	1999-00	Percent Change 1989-90 to 1999-00
CRITTENDEN CO.	445	1,242	1,404	1,301	192%
CUMBERLAND CO.	396	1,077	1,206	1,163	194%
DANVILLE IND.	1,258	2,291	2,483	3,267	160%
DAVISS CO.	936	1,848	1,934	2,450	162%
DAWSON SPRINGS IND.	790	1,078	971	1,000	27%
DAYTON IND.	465	1,026	1,164	1,246	168%
EAST BERNSTADT IND.	234	545	634	687	194%
EDMONSON CO.	357	1,132	1,221	1,349	278%
ELIZABETHTOWN IND.	1,119	1,592	1,763	1,836	64%
ELLIOTT CO.	129	853	838	793	515%
EMINENCE IND.	932	1,501	1,687	1,965	111%
ERLANGER IND.	1,322	2,108	2,172	2,505	89%
ESTILL CO.	354	773	819	883	149%
FAIRVIEW IND.	802	1,195	1,346	1,396	74%
FAYETTE CO.	2,377	3,842	4,076	4,362	84%
FLEMING CO.	487	1,052	1,134	1,227	152%
FLOYD CO.	291	994	1,251	1,302	348%
FORT THOMAS IND.	1,610	2,921	2,995	3,178	97%
FRANKFORT IND.	1,371	2,037	2,035	2,345	71%
FRANKLIN CO.	911	2,018	2,158	2,308	153%
FULTON CO.	485	1,184	1,300	1,330	174%
FULTON IND.	1,160	1,860	1,938	2,035	75%
GALLATIN CO.	650	1,652	1,644	1,864	187%
GARRARD CO.	558	1,466	1,540	1,620	190%
GLASGOW IND.	974	1,859	2,034	2,057	111%
GRANT CO.	792	1,273	1,417	1,483	87%
GRAVES CO.	606	1,242	1,264	1,284	112%
GRAYSON CO.	412	1,178	1,210	1,212	194%
GREEN CO.	469	1,185	1,284	1,326	183%
GREENUP CO.	456	1,065	1,279	1,433	214%
HANCOCK CO.	1,147	1,982	2,226	2,411	110%
HARDIN CO.	535	1,503	1,595	1,718	221%
HARLAN CO.	390	1,157	995	1,150	195%
HARLAN IND.	578	1,046	1,208	1,179	104%
HARRISON CO.	614	1,311	1,306	1,387	126%
HARRODSBURG IND.	789	1,424	1,515	1,648	109%
HART CO.	358	1,132	1,177	1,299	263%
HAZARD IND.	864	1,269	1,335	1,430	65%
HENDERSON CO.	990	1,756	1,891	2,135	116%
HENRY CO.	809	1,399	1,511	1,665	106%
HICKMAN CO.	609	1,383	1,603	1,653	171%
HOPKINS CO.	809	1,438	1,567	1,716	112%
JACKSON CO.	190	644	702	809	326%
JACKSON IND.	424	1,116	888	710	67%
JEFFERSON CO.	2,129	3,567	3,937	4,002	88%
JENKINS IND.	538	1,275	1,518	1,535	185%

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District	1989-90	1997-98	1998-99	1999-00	Percent Change 1989-90 to 1999-00
JESSAMINE CO.	749	1,932	2,186	2,200	194%
JOHNSON CO.	336	986	1,330	1,184	252%
KENTON CO.	1,247	2,587	2,775	2,939	136%
KNOTT CO.	253	1,293	1,399	1,392	450%
KNOX CO.	245	921	995	1,002	309%
LARUE CO.	463	1,096	1,137	1,219	163%
LAUREL CO.	426	1,197	1,360	1,415	232%
LAWRENCE CO.	385	914	957	1,024	166%
LEE CO.	365	755	942	1,000	174%
LESLIE CO.	508	1,102	1,144	1,133	123%
LETCHER CO.	270	1,142	1,256	1,319	388%
LEWIS CO.	326	731	1,018	956	193%
LINCOLN CO.	373	1,003	1,027	1,169	213%
LIVINGSTON CO.	617	1,860	1,891	2,003	225%
LOGAN CO.	630	1,342	1,449	1,704	170%
LUDLOW IND.	878	1,335	1,308	1,360	55%
LYON CO.	789	2,187	2,367	2,481	214%
MADISON CO.	549	1,573	1,661	1,793	227%
MAGOFFIN CO.	216	916	1,100	1,141	428%
MARION CO.	513	1,457	1,550	1,673	226%
MARSHALL CO.	769	1,788	1,856	2,177	183%
MARTIN CO.	499	1,168	1,213	1,243	149%
MASON CO.	845	1,968	2,019	1,922	127%
MAYFIELD IND.	1,341	2,083	2,084	2,108	57%
McCRACKEN CO.	650	1,911	2,083	2,238	244%
McCREARY CO.	205	674	927	763	272%
McLEAN CO.	507	1,292	1,414	1,449	186%
MEADE CO.	717	1,053	1,202	1,232	72%
MENIFEE CO.	237	990	872	844	256%
MERCER CO.	729	1,657	1,695	1,659	128%
METCALFE CO.	346	1,212	1,255	1,454	320%
MIDDLESBORO IND.	673	1,471	1,640	1,668	148%
MONROE CO.	637	1,101	1,216	1,308	105%
MONTGOMERY CO.	589	1,558	1,473	1,608	173%
MONTICELLO IND.	259	680	789	742	186%
MORGAN CO.	273	753	893	919	237%
MUHLENBERG CO.	1,059	1,883	2,046	2,031	92%
MURRAY IND.	1,331	1,991	2,383	2,025	52%
NELSON CO.	601	1,357	1,558	1,681	180%
NEWPORT IND.	1,047	2,473	2,117	2,172	107%
NICHOLAS CO.	431	1,222	1,259	1,347	213%
OHIO CO.	496	1,239	1,297	1,325	167%
OLDHAM CO.	1,125	2,258	2,346	2,498	122%
OWEN CO.	635	1,207	1,302	1,406	121%
OWENSBORO IND.	1,719	2,352	2,689	2,835	65%
OWSLEY CO.	326	728	891	972	198%

Appendix B

District	1989-90	1997-98	1998-99	1999-00	Percent Change 1989-90 to 1999-00
PADUCAH IND.	1,420	2,358	2,497	2,656	87%
PAINTSVILLE IND.	1,244	1,304	3,603	2,727	119%
PARIS IND.	779	2,069	2,060	2,443	214%
PENDLETON CO.	501	1,107	1,092	1,265	153%
PERRY CO.	314	1,182	1,344	1,367	335%
PIKE CO.	425	1,441	2,276	1,734	308%
PIKEVILLE IND.	1,599	2,337	2,867	3,046	90%
PINEVILLE IND.	629	735	738	790	26%
POWELL CO.	336	1,133	939	955	184%
PROVIDENCE IND.	494	865	912	1,093	121%
PULASKI CO.	431	1,341	1,406	1,474	242%
RACELAND IND.	1,011	1,373	1,508	1,593	58%
ROBERTSON CO.	536	1,271	1,226	1,371	156%
ROCKCASTLE CO.	339	866	927	925	173%
ROWAN CO.	543	1,450	1,564	1,655	205%
RUSSELL CO.	375	1,204	1,268	1,366	264%
RUSSELL IND.	1,082	1,709	1,902	1,999	85%
RUSSELLVILLE IND.	936	1,594	1,716	1,744	86%
SCIENCE HILL IND.	542	741	772	866	60%
SCOTT CO.	862	2,391	2,730	2,880	234%
SHELBY CO.	708	2,516	2,630	2,754	289%
SILVER GROVE IND.	902	1,969	1,733	2,081	131%
SIMPSON CO.	719	1,683	1,805	1,885	162%
SOMERSET IND.	1,054	1,934	2,173	2,225	111%
SOUTHGATE IND.	1,151	2,356	2,346	2,674	132%
SPENCER CO.	644	1,303	1,475	1,649	156%
TAYLOR CO.	466	1,252	1,314	1,464	214%
TODD CO.	454	1,163	1,288	1,495	229%
TRIGG CO.	575	1,891	1,899	2,201	283%
TRIMBLE CO.	1,041	1,601	1,656	1,864	79%
UNION CO.	639	1,686	1,690	1,847	189%
WALTON-VERONA IND.	1,357	2,381	2,751	3,204	136%
WARREN CO.	862	2,063	2,075	2,206	156%
WASHINGTON CO.	553	1,319	1,501	1,540	178%
WAYNE CO.	275	1,024	1,059	1,143	316%
WEBSTER CO.	593	1,785	1,691	1,630	175%
WEST POINT IND.	554	1,215	1,389	1,844	233%
WHITLEY CO.	234	742	1,247	1,029	340%
WILLIAMSBURG IND.	469	1,096	1,266	1,314	180%
WILLIAMSTOWN IND.	1,073	1,806	1,641	1,865	74%
WOLFE CO.	502	688	903	854	70%
WOODFORD CO.	959	2,403	2,610	2,694	181%
STATE TOTAL	\$956	\$1,960	\$2,148	\$2,244	135%

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STATE REVENUE PER PUPIL

District	1989-90	1997-98	1998-99	1999-00	Percent Change 1989-90 to 1999-00
ADAIR CO.	\$2,327	\$4,054	\$4,467	\$4,570	96%
ALLEN CO.	2,385	3,844	4,197	4,186	76%
ANCHORAGE IND.	1,822	2,049	2,190	2,111	16%
ANDERSON CO.	2,169	3,095	3,390	3,380	56%
ASHLAND IND.	2,116	3,316	3,815	3,886	84%
AUGUSTA IND.	2,487	4,454	5,074	4,802	93%
BALLARD CO.	2,528	4,073	4,370	4,364	73%
BARBOURVILLE IND.	1,996	3,806	4,184	4,254	113%
BARDSTOWN IND.	2,193	2,901	3,353	3,695	68%
BARREN CO.	2,218	3,473	3,768	3,981	79%
BATH CO.	2,400	4,141	4,401	4,660	94%
BEECHWOOD IND.	1,851	2,074	2,433	2,470	33%
BELL CO.	2,346	4,558	4,948	5,064	116%
BELLEVUE IND.	2,102	3,315	3,796	4,026	92%
BEREA IND.	2,440	4,001	4,170	3,960	62%
BOONE CO.	1,980	2,300	2,225	2,326	17%
BOURBON CO.	2,234	3,623	3,929	3,879	74%
BOWLING GREEN IND.	2,198	3,099	3,463	3,763	71%
BOYD CO.	2,246	3,375	3,816	3,959	76%
BOYLE CO.	2,234	3,259	3,645	3,938	76%
BRACKEN CO.	2,406	3,670	4,130	3,994	66%
BREATHITT CO.	2,305	4,805	5,297	5,631	144%
BRECKINRIDGE CO.	2,277	3,698	3,882	4,029	77%
BULLITT CO.	2,223	3,394	3,607	3,504	58%
BURGIN IND.	2,248	2,763	2,844	3,312	47%
BUTLER CO.	2,342	4,140	4,597	4,876	108%
CALDWELL CO.	2,340	3,835	4,249	4,273	83%
CALLOWAY CO.	2,331	3,567	3,796	3,762	61%
CAMPBELL CO.	2,151	2,684	2,963	2,978	38%
CAMPBELLSVILLE IND.	2,182	3,660	4,308	4,384	101%
CARLISLE CO.	2,530	3,677	4,118	4,228	67%
CARROLL CO.	2,187	3,162	3,740	3,650	67%
CARTER CO.	2,426	4,325	4,790	4,504	86%
CASEY CO.	2,202	4,037	4,443	4,501	104%
CAVERNA IND.	2,265	3,919	4,330	4,788	111%
CHRISTIAN CO.	2,249	3,843	4,204	4,416	96%
CLARK CO.	2,071	3,069	3,304	3,213	55%
CLAY CO.	2,359	4,691	5,248	5,246	122%
CLINTON CO.	2,459	4,175	4,640	4,424	80%
CLOVERPORT IND.	2,713	4,517	5,141	5,115	89%
CORBIN IND.	2,143	3,679	4,110	4,361	103%
COVINGTON IND.	2,307	3,963	4,482	4,440	92%

Appendix B

District	1989-90	1997-98	1998-99	1999-00	Percent Change 1989-90 to 1999-00
CRITTENDEN CO.	2,303	3,774	4,140	4,318	87%
CUMBERLAND CO.	2,421	4,158	4,475	4,613	91%
DANVILLE IND.	2,117	3,068	3,284	3,360	59%
DAVIESS CO.	2,193	3,416	3,651	3,585	63%
DAWSON SPRINGS IND.	2,423	4,051	4,306	4,631	91%
DAYTON IND.	2,373	4,377	4,882	4,955	109%
EAST BERNSTADT IND.	2,332	4,528	5,073	5,124	120%
EDMONSON CO.	2,355	4,009	4,301	4,410	87%
ELIZABETHTOWN IND.	2,210	3,250	3,720	3,594	63%
ELLIOTT CO.	2,397	4,835	4,965	5,425	126%
EMINENCE IND.	2,337	3,995	4,375	4,490	92%
ERLANGER IND.	2,147	2,859	3,169	3,114	45%
ESTILL CO.	2,330	4,329	4,659	4,777	105%
FAIRVIEW IND.	2,164	3,780	4,188	4,476	107%
FAYETTE CO.	1,987	2,548	2,510	2,567	29%
FLEMING CO.	2,487	3,955	4,296	4,367	76%
FLOYD CO.	2,149	4,162	4,554	4,538	111%
FORT THOMAS IND.	1,946	2,277	2,512	2,481	27%
FRANKFORT IND.	2,446	3,981	4,442	4,489	84%
FRANKLIN CO.	2,170	2,861	3,259	3,294	52%
FULTON CO.	2,420	4,558	4,683	4,780	98%
FULTON IND.	2,240	3,807	4,626	4,984	122%
GALLATIN CO.	2,182	3,568	3,940	4,199	92%
GARRARD CO.	2,298	3,685	4,028	3,876	69%
GLASGOW IND.	2,235	3,009	3,287	3,367	51%
GRANT CO.	2,232	3,599	3,985	3,797	70%
GRAVES CO.	2,259	3,399	3,655	3,755	66%
GRAYSON CO.	2,304	3,710	4,063	3,968	72%
GREEN CO.	2,223	3,718	4,081	4,273	92%
GREENUP CO.	2,193	3,922	4,178	4,448	103%
HANCOCK CO.	2,217	3,169	3,602	3,560	61%
HARDIN CO.	2,151	3,662	3,979	3,974	85%
HARLAN CO.	2,177	4,097	4,528	4,897	125%
HARLAN IND.	2,218	4,252	4,799	5,003	126%
HARRISON CO.	2,214	3,794	4,103	4,105	85%
HARRODSBURG IND.	2,274	3,899	4,374	4,640	104%
HART CO.	2,399	4,001	4,401	4,356	82%
HAZARD IND.	2,032	3,531	4,365	4,514	122%
HENDERSON CO.	2,081	3,365	3,767	3,905	88%
HENRY CO.	2,223	3,554	3,871	3,961	78%
HICKMAN CO.	2,344	3,793	4,352	4,311	84%
HOPKINS CO.	2,131	3,616	4,072	4,126	94%
JACKSON CO.	2,338	4,733	5,013	5,271	125%
JACKSON IND.	2,171	4,389	4,557	4,822	122%
JEFFERSON CO.	2,186	2,860	3,111	3,167	45%
JENKINS IND.	2,226	4,102	5,365	5,046	127%

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District	1989-90	1997-98	1998-99	1999-00	Percent Change 1989-90 to 1999-00
JESSAMINE CO.	2,084	3,176	3,467	3,476	67%
JOHNSON CO.	2,212	4,228	4,667	4,674	111%
KENTON CO.	2,103	2,582	2,738	2,712	29%
KNOTT CO.	2,214	4,253	4,773	4,670	111%
KNOX CO.	2,247	4,507	4,931	4,761	112%
LARUE CO.	2,243	3,701	4,136	4,239	89%
LAUREL CO.	2,102	3,655	3,861	3,949	88%
LAWRENCE CO.	2,432	4,144	4,446	4,712	94%
LEE CO.	2,201	4,442	4,956	4,867	121%
LESLIE CO.	2,186	4,433	5,053	5,196	138%
LETCHER CO.	2,116	4,052	4,619	4,687	122%
LEWIS CO.	2,312	3,935	4,395	4,450	92%
LINCOLN CO.	2,290	4,040	4,442	4,519	97%
LIVINGSTON CO.	2,296	3,362	3,563	3,699	61%
LOGAN CO.	2,184	3,717	4,026	4,217	93%
LUDLOW IND.	2,015	3,729	3,904	3,998	98%
LYON CO.	2,253	2,526	2,780	2,749	22%
MADISON CO.	2,170	3,518	3,842	3,697	70%
MAGOFFIN CO.	2,495	4,618	5,068	5,341	114%
MARION CO.	2,303	3,699	4,017	3,984	73%
MARSHALL CO.	2,240	3,129	3,372	3,471	55%
MARTIN CO.	2,098	4,083	4,542	4,711	125%
MASON CO.	2,174	3,150	3,602	3,749	72%
MAYFIELD IND.	2,213	3,728	4,144	4,076	84%
McCRACKEN CO.	2,110	2,919	3,363	3,297	56%
McCREARY CO.	2,454	4,782	5,096	5,189	111%
McLEAN CO.	2,204	3,573	3,948	3,905	77%
MEADE CO.	2,136	3,725	4,053	4,089	91%
MENIFEE CO.	2,256	4,352	4,608	4,849	115%
MERCER CO.	2,136	3,198	3,585	3,502	64%
METCALFE CO.	2,472	4,103	4,397	4,553	84%
MIDDLESBORO IND.	2,179	3,910	3,931	4,208	93%
MONROE CO.	2,375	4,093	4,434	4,521	90%
MONTGOMERY CO.	2,456	3,743	4,088	4,099	67%
MONTICELLO IND.	2,313	4,283	4,586	4,725	104%
MORGAN CO.	2,514	4,474	4,811	5,081	102%
MUHLENBERG CO.	2,095	3,604	4,031	4,206	101%
MURRAY IND.	2,158	2,924	3,484	3,443	60%
NELSON CO.	2,214	3,385	3,864	3,841	73%
NEWPORT IND.	2,534	3,917	4,329	4,694	85%
NICHOLAS CO.	2,265	3,803	4,098	4,300	90%
OHIO CO.	2,195	3,896	4,374	4,499	105%
OLDHAM CO.	2,101	2,811	3,112	3,108	48%
OWEN CO.	2,245	3,815	4,231	4,196	87%
OWENSBORO IND.	2,347	3,509	3,949	4,034	72%
OWSLEY CO.	2,449	4,972	5,448	5,471	123%

Appendix B

District	1989-90	1997-98	1998-99	1999-00	Percent Change 1989-90 to 1999-00
PADUCAH IND.	2,357	3,496	3,907	3,750	59%
PAINTSVILLE IND.	2,042	2,956	3,499	3,495	71%
PARIS IND.	2,235	3,616	4,171	4,279	91%
PENDLETON CO.	2,176	3,707	4,143	4,264	96%
PERRY CO.	2,151	4,359	4,895	4,772	122%
PIKE CO.	2,130	3,789	4,194	4,265	100%
PIKEVILLE IND.	2,009	2,896	3,324	3,259	62%
PINEVILLE IND.	2,243	4,142	4,397	4,889	118%
POWELL CO.	2,383	4,181	4,592	4,820	102%
PROVIDENCE IND.	2,234	4,236	4,979	5,317	138%
PULASKI CO.	2,173	3,609	4,094	4,098	89%
RACELAND IND.	2,101	3,498	3,846	3,945	88%
ROBERTSON CO.	2,607	3,934	4,548	4,446	71%
ROCKCASTLE CO.	2,220	4,114	4,618	4,501	103%
ROWAN CO.	2,279	3,975	4,273	4,165	83%
RUSSELL CO.	2,252	3,817	4,314	4,541	102%
RUSSELL IND.	1,979	2,809	3,348	3,438	74%
RUSSELLVILLE IND.	2,331	3,803	4,305	4,368	87%
SCIENCE HILL IND.	2,009	4,154	4,558	4,540	126%
SCOTT CO.	2,147	3,167	3,447	3,358	56%
SHELBY CO.	2,182	2,871	3,274	3,145	44%
SILVER GROVE IND.	2,555	4,330	4,768	5,424	112%
SIMPSON CO.	2,266	3,322	3,588	3,519	55%
SOMERSET IND.	2,499	3,385	3,580	3,614	45%
SOUTHGATE IND.	2,276	2,855	3,019	3,439	51%
SPENCER CO.	2,444	3,812	3,959	4,008	64%
TAYLOR CO.	2,284	3,640	3,953	4,127	81%
TODD CO.	2,326	3,979	4,618	4,635	99%
TRIGG CO.	2,394	3,423	3,727	3,798	59%
TRIMBLE CO.	2,289	3,315	3,552	3,582	56%
UNION CO.	2,335	3,807	4,361	4,572	96%
WALTON-VERONA IND.	2,349	3,585	3,895	3,856	64%
WARREN CO.	2,148	2,972	3,180	3,308	54%
WASHINGTON CO.	2,302	3,649	3,931	4,208	83%
WAYNE CO.	2,222	4,144	4,523	4,756	114%
WEBSTER CO.	2,279	3,803	3,953	3,998	75%
WEST POINT IND.	2,379	4,704	5,713	6,009	153%
WHITLEY CO.	2,469	4,606	4,893	4,942	100%
WILLIAMSBURG IND.	2,235	3,835	4,343	4,274	91%
WILLIAMSTOWN IND.	2,276	3,458	3,832	3,766	65%
WOLFE CO.	2,569	4,783	5,489	5,587	117%
WOODFORD CO.	2,099	2,628	3,040	2,811	34%
STATE TOTAL	\$2,206	\$3,449	\$3,759	\$3,807	73%

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LOCAL AND STATE REVENUE PER PUPIL

District	1989-90	1997-98	1998-99	1999-00	Percent Change 1989-90 to 1999-2000
ADAIR CO.	\$2,748	\$5,138	\$5,626	\$5,786	111%
ALLEN CO.	3,037	5,028	5,403	5,484	81%
ANCHORAGE IND.	5,853	9,377	9,754	10,412	78%
ANDERSON CO.	2,764	4,935	5,168	5,317	92%
ASHLAND IND.	3,116	4,705	5,647	5,756	85%
AUGUSTA IND.	3,071	6,108	6,723	6,463	110%
BALLARD CO.	3,327	5,481	5,900	5,991	80%
BARBOURVILLE IND.	2,745	4,654	5,208	5,304	93%
BARDSTOWN IND.	3,290	5,386	5,974	6,120	86%
BARREN CO.	2,751	5,148	5,521	5,886	114%
BATH CO.	2,794	5,457	5,689	5,972	114%
BEECHWOOD IND.	3,906	4,929	5,576	5,728	47%
BELL CO.	2,597	5,473	5,917	6,014	132%
BELLEVUE IND.	3,252	5,120	5,766	6,188	90%
BEREA IND.	3,283	5,524	5,942	5,861	79%
BOONE CO.	3,307	5,334	5,567	5,983	81%
BOURBON CO.	2,806	5,074	5,453	5,487	96%
BOWLING GREEN IND.	3,588	5,614	6,060	6,504	81%
BOYD CO.	2,954	5,296	6,002	5,982	103%
BOYLE CO.	3,041	5,009	5,480	5,795	91%
BRACKEN CO.	2,944	4,734	5,251	5,210	77%
BREATHITT CO.	2,694	5,577	6,236	6,609	145%
BRECKINRIDGE CO.	2,899	5,169	5,371	5,629	94%
BULLITT CO.	2,725	4,833	5,114	5,134	88%
BURGIN IND.	3,203	4,624	5,129	5,536	73%
BUTLER CO.	2,786	5,080	5,631	6,055	117%
CALDWELL CO.	2,880	5,153	5,649	5,695	98%
CALLOWAY CO.	2,978	5,148	5,895	5,837	96%
CAMPBELL CO.	3,321	5,321	5,765	6,047	82%
CAMPBELLSVILLE IND.	2,799	4,924	5,883	5,992	114%
CARLISLE CO.	2,972	4,732	5,373	5,450	83%
CARROLL CO.	3,229	5,494	6,164	6,122	90%
CARTER CO.	2,695	5,209	5,726	5,502	104%
CASEY CO.	2,555	5,043	5,508	5,584	119%
CAVERNA IND.	2,969	5,078	5,911	6,442	117%
CHRISTIAN CO.	2,728	5,046	5,549	5,836	114%
CLARK CO.	2,784	4,776	5,151	5,202	87%
CLAY CO.	2,621	5,461	6,042	6,107	133%
CLINTON CO.	2,661	5,229	5,840	5,820	119%
CLOVERPORT IND.	3,208	5,297	6,122	6,438	101%
CORBIN IND.	2,874	5,270	5,813	5,735	100%
COVINGTON IND.	3,315	6,157	6,910	6,981	111%

Appendix B

District	Percent Change				
	1989-90	1997-98	1998-99	1999-00	1989-90 to 1999-2000
CRITTENDEN CO.	2,747	5,016	5,544	5,619	105%
CUMBERLAND CO.	2,817	5,235	5,681	5,776	105%
DANVILLE IND.	3,375	5,359	5,767	6,627	96%
DAVISS CO.	3,129	5,264	5,584	6,035	93%
DAWSON SPRINGS IND.	3,212	5,128	5,278	5,631	75%
DAYTON IND.	2,838	5,404	6,046	6,201	118%
EAST BERNSTADT IND.	2,566	5,073	5,706	5,811	126%
EDMONSON CO.	2,712	5,141	5,522	5,759	112%
ELIZABETHTOWN IND.	3,329	4,842	5,484	5,430	63%
ELLIOTT CO.	2,526	5,688	5,802	6,219	146%
EMINENCE IND.	3,269	5,496	6,062	6,455	97%
ERLANGER IND.	3,469	4,967	5,340	5,619	62%
ESTILL CO.	2,684	5,102	5,478	5,660	111%
FAIRVIEW IND.	2,966	4,975	5,534	5,872	98%
FAYETTE CO.	4,364	6,390	6,586	6,929	59%
FLEMING CO.	2,973	5,007	5,429	5,594	88%
FLOYD CO.	2,440	5,156	5,805	5,840	139%
FORT THOMAS IND.	3,556	5,199	5,508	5,659	59%
FRANKFORT IND.	3,817	6,018	6,477	6,834	79%
FRANKLIN CO.	3,080	4,879	5,418	5,601	82%
FULTON CO.	2,905	5,741	5,983	6,110	110%
FULTON IND.	3,400	5,667	6,564	7,019	106%
GALLATIN CO.	2,832	5,220	5,584	6,063	114%
GARRARD CO.	2,856	5,151	5,568	5,497	92%
GLASGOW IND.	3,209	4,868	5,321	5,424	69%
GRANT CO.	3,024	4,872	5,402	5,280	75%
GRAVES CO.	2,865	4,641	4,920	5,039	76%
GRAYSON CO.	2,715	4,889	5,273	5,180	91%
GREEN CO.	2,692	4,904	5,365	5,599	108%
GREENUP CO.	2,648	4,987	5,457	5,882	122%
HANCOCK CO.	3,364	5,151	5,828	5,972	78%
HARDIN CO.	2,687	5,165	5,574	5,693	112%
HARLAN CO.	2,567	5,254	5,523	6,048	136%
HARLAN IND.	2,796	5,298	6,007	6,182	121%
HARRISON CO.	2,828	5,104	5,409	5,492	94%
HARRODSBURG IND.	3,064	5,324	5,889	6,288	105%
HART CO.	2,757	5,132	5,578	5,655	105%
HAZARD IND.	2,895	4,800	5,700	5,944	105%
HENDERSON CO.	3,071	5,120	5,658	6,040	97%
HENRY CO.	3,032	4,953	5,382	5,627	86%
HICKMAN CO.	2,953	5,176	5,954	5,964	102%
HOPKINS CO.	2,940	5,054	5,639	5,843	99%
JACKSON CO.	2,528	5,377	5,715	6,080	140%
JACKSON IND.	2,594	5,555	5,445	5,531	113%
JEFFERSON CO.	4,315	6,428	7,048	7,170	66%
JENKINS IND.	2,764	5,378	6,883	6,581	138%

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District	1989-90	1997-98	1998-99	1999-00	Percent Change 1989-90 to 1999-2000
JESSAMINE CO.	2,834	5,108	5,654	5,676	100%
JOHNSON CO.	2,547	5,214	5,997	5,858	130%
KENTON CO.	3,350	5,170	5,513	5,651	69%
KNOTT CO.	2,467	5,546	6,172	6,062	146%
KNOX CO.	2,492	5,427	5,926	5,763	131%
LARUE CO.	2,706	4,797	5,273	5,458	102%
LAUREL CO.	2,529	4,853	5,221	5,364	112%
LAWRENCE CO.	2,816	5,058	5,403	5,736	104%
LEE CO.	2,565	5,197	5,898	5,866	129%
LESLIE CO.	2,694	5,534	6,198	6,329	135%
LETCHER CO.	2,386	5,194	5,875	6,006	152%
LEWIS CO.	2,638	4,666	5,412	5,407	105%
LINCOLN CO.	2,663	5,043	5,469	5,688	114%
LIVINGSTON CO.	2,914	5,222	5,454	5,702	96%
LOGAN CO.	2,814	5,060	5,475	5,920	110%
LUDLOW IND.	2,893	5,064	5,212	5,358	85%
LYON CO.	3,042	4,713	5,147	5,230	72%
MADISON CO.	2,719	5,091	5,503	5,491	102%
MAGOFFIN CO.	2,711	5,535	6,168	6,482	139%
MARION CO.	2,817	5,156	5,567	5,657	101%
MARSHALL CO.	3,009	4,917	5,228	5,648	88%
MARTIN CO.	2,598	5,251	5,755	5,954	129%
MASON CO.	3,018	5,118	5,622	5,671	88%
MAYFIELD IND.	3,554	5,811	6,227	6,185	74%
McCRACKEN CO.	2,761	4,830	5,446	5,536	100%
McCREARY CO.	2,659	5,457	6,023	5,952	124%
McLEAN CO.	2,711	4,864	5,361	5,354	98%
MEADE CO.	2,853	4,778	5,255	5,321	87%
MENIFEE CO.	2,494	5,343	5,480	5,693	128%
MERGER CO.	2,865	4,854	5,280	5,161	80%
METCALFE CO.	2,818	5,315	5,652	6,007	113%
MIDDLESBORO IND.	2,852	5,381	5,571	5,877	106%
MONROE CO.	3,011	5,195	5,650	5,829	94%
MONTGOMERY CO.	3,045	5,301	5,560	5,707	87%
MONTICELLO IND.	2,572	4,963	5,375	5,467	113%
MORGAN CO.	2,787	5,226	5,703	6,000	115%
MUHLENBERG CO.	3,154	5,487	6,077	6,238	98%
MURRAY IND.	3,488	4,915	5,867	5,468	57%
NELSON CO.	2,815	4,742	5,423	5,522	96%
NEWPORT IND.	3,581	6,390	6,446	6,866	92%
NICHOLAS CO.	2,696	5,025	5,357	5,647	109%
OHIO CO.	2,691	5,135	5,672	5,824	116%
OLDHAM CO.	3,226	5,069	5,458	5,605	74%
OWEN CO.	2,880	5,021	5,533	5,602	95%
OWENSBORO IND.	4,066	5,861	6,638	6,869	69%
OWSLEY CO.	2,776	5,700	6,339	6,443	132%

Appendix B

District	1989-90	1997-98	1998-99	1999-00	Percent Change
					1989-90 to 1999-2000
PADUCAH IND.	3,776	5,854	6,405	6,406	70%
PAINTSVILLE IND.	3,286	4,260	7,102	6,222	89%
PARIS IND.	3,014	5,685	6,231	6,722	123%
PENDLETON CO.	2,676	4,813	5,235	5,530	107%
PERRY CO.	2,464	5,541	6,239	6,139	149%
PIKE CO.	2,555	5,230	6,470	5,998	135%
PIKEVILLE IND.	3,609	5,233	6,191	6,305	75%
PINEVILLE IND.	2,873	4,877	5,136	5,679	98%
POWELL CO.	2,718	5,315	5,531	5,776	113%
PROVIDENCE IND.	2,728	5,101	5,891	6,410	135%
PULASKI CO.	2,604	4,951	5,500	5,572	114%
RACELAND IND.	3,111	4,871	5,354	5,538	78%
ROBERTSON CO.	3,143	5,204	5,775	5,817	85%
ROCKCASTLE CO.	2,559	4,980	5,545	5,426	112%
ROWAN CO.	2,821	5,425	5,837	5,820	106%
RUSSELL CO.	2,628	5,021	5,582	5,907	125%
RUSSELL IND.	3,061	4,518	5,250	5,437	78%
RUSSELLVILLE IND.	3,267	5,397	6,021	6,112	87%
SCIENCE HILL IND.	2,551	4,895	5,330	5,406	112%
SCOTT CO.	3,008	5,558	6,177	6,237	107%
SHELBY CO.	2,890	5,387	5,904	5,898	104%
SILVER GROVE IND.	3,458	6,300	6,501	7,505	117%
SIMPSON CO.	2,985	5,005	5,393	5,405	81%
SOMERSET IND.	3,553	5,319	5,753	5,838	64%
SOUTHGATE IND.	3,427	5,211	5,364	6,114	78%
SPENCER CO.	3,088	5,115	5,435	5,656	83%
TAYLOR CO.	2,750	4,892	5,267	5,591	103%
TODD CO.	2,780	5,142	5,905	6,130	121%
TRIGG CO.	2,969	5,314	5,626	5,999	102%
TRIMBLE CO.	3,330	4,917	5,207	5,445	64%
UNION CO.	2,974	5,494	6,051	6,419	116%
WALTON-VERONA IND.	3,706	5,967	6,646	7,059	90%
WARREN CO.	3,009	5,035	5,255	5,514	83%
WASHINGTON CO.	2,855	4,968	5,432	5,749	101%
WAYNE CO.	2,497	5,169	5,582	5,899	136%
WEBSTER CO.	2,872	5,588	5,644	5,628	96%
WEST POINT IND.	2,932	5,919	7,102	7,853	168%
WHITLEY CO.	2,703	5,348	6,140	5,970	121%
WILLIAMSBURG IND.	2,705	4,931	5,609	5,588	107%
WILLIAMSTOWN IND.	3,349	5,264	5,472	5,631	68%
WOLFE CO.	3,070	5,471	6,392	6,442	110%
WOODFORD CO.	3,059	5,031	5,650	5,505	80%
STATE TOTAL	\$3,163	\$5,409	\$5,907	\$6,051	91%

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FEDERAL REVENUE PER PUPIL

District	1989-90	1997-98	1998-99	1999-00	Percent Change 1989-90 to 1999-00
ADAIR CO.	\$527	\$664	\$702	\$751	43%
ALLEN CO.	280	617	555	564	102%
ANCHORAGE IND.	83	151	124	148	79%
ANDERSON CO.	293	539	437	467	59%
ASHLAND IND.	595	830	890	1,051	77%
AUGUSTA IND.	678	657	772	787	16%
BALLARD CO.	311	643	601	717	130%
BARBOURVILLE IND.	347	608	679	697	101%
BARDSTOWN IND.	384	411	387	562	46%
BARREN CO.	266	455	536	584	119%
BATH CO.	499	772	835	948	90%
BEECHWOOD IND.	92	99	125	144	56%
BELL CO.	600	965	1,195	1,357	126%
BELLEVUE IND.	222	489	450	544	145%
BEREA IND.	593	436	655	699	18%
BOONE CO.	135	251	269	303	124%
BOURBON CO.	399	834	850	841	111%
BOWLING GREEN IND.	433	761	700	872	101%
BOYD CO.	282	804	938	1,028	265%
BOYLE CO.	291	484	479	546	87%
BRACKEN CO.	429	710	652	708	65%
BREATHITT CO.	694	1,087	1,242	1,323	91%
BRECKINRIDGE CO.	432	935	1,211	1,308	203%
BULLITT CO.	231	357	394	457	98%
BURGIN IND.	254	268	286	301	18%
BUTLER CO.	329	582	631	693	111%
CALDWELL CO.	231	598	663	744	222%
CALLOWAY CO.	533	649	749	738	38%
CAMPBELL CO.	156	252	280	333	113%
CAMPBELLSVILLE IND.	355	851	832	936	164%
CARLISLE CO.	367	586	643	572	56%
CARROLL CO.	397	1,151	1,161	1,294	226%
CARTER CO.	405	772	865	982	143%
CASEY CO.	631	760	827	868	37%
CAVERNA IND.	383	732	685	728	90%
CHRISTIAN CO.	467	802	903	944	102%
CLARK CO.	283	483	578	582	106%
CLAY CO.	694	1,021	1,102	1,203	73%
CLINTON CO.	781	1,493	1,867	2,013	158%
CLOVERPORT IND.	832	1,930	1,946	1,879	126%
CORBIN IND.	193	733	734	742	285%
COVINGTON IND.	470	969	1,052	1,252	166%

Appendix B

District	1989-90	1997-98	1998-99	1999-00	Percent Change 1989-90 to 1999-00
CRITTENDEN CO.	317	683	692	862	172%
CUMBERLAND CO.	555	685	847	863	55%
DANVILLE IND.	311	728	772	936	201%
DAVIESS CO.	184	468	428	462	151%
DAWSON SPRINGS IND.	235	512	523	652	177%
DAYTON IND.	470	665	790	847	80%
EAST BERNSTADT IND.	276	635	643	642	133%
EDMONSON CO.	343	596	645	996	190%
ELIZABETHTOWN IND.	260	427	406	443	70%
ELLIOTT CO.	575	1,028	1,018	1,043	81%
EMINENCE IND.	257	684	950	965	275%
ERLANGER IND.	235	347	372	401	71%
ESTILL CO.	455	809	806	900	98%
FAIRVIEW IND.	194	382	382	554	185%
FAYETTE CO.	259	408	443	554	114%
FLEMING CO.	426	905	1,022	1,218	186%
FLOYD CO.	408	743	831	1,043	156%
FORT THOMAS IND.	95	152	168	189	99%
FRANKFORT IND.	389	618	745	876	125%
FRANKLIN CO.	201	333	385	436	117%
FULTON CO.	621	671	982	965	55%
FULTON IND.	380	1,105	1,292	1,515	299%
GALLATIN CO.	244	352	439	436	79%
GARRARD CO.	346	552	550	650	88%
GLASGOW IND.	250	330	301	526	111%
GRANT CO.	303	485	504	567	87%
GRAVES CO.	208	448	487	565	172%
GRAYSON CO.	422	551	543	617	46%
GREEN CO.	422	502	532	626	48%
GREENUP CO.	375	622	741	748	99%
HANCOCK CO.	262	570	631	560	114%
HARDIN CO.	338	525	519	595	76%
HARLAN CO.	562	958	1,141	1,166	108%
HARLAN IND.	499	569	632	701	40%
HARRISON CO.	309	423	602	650	110%
HARRODSBURG IND.	278	811	894	770	177%
HART CO.	408	808	805	858	110%
HAZARD IND.	292	684	676	768	163%
HENDERSON CO.	233	451	567	619	166%
HENRY CO.	375	565	581	588	57%
HICKMAN CO.	391	775	844	757	94%
HOPKINS CO.	328	510	533	660	101%
JACKSON CO.	746	996	1,023	1,133	52%
JACKSON IND.	555	812	750	739	33%
JEFFERSON CO.	428	780	677	845	97%
JENKINS IND.	333	790	842	1,081	225%

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District	1989-90	1997-98	1998-99	1999-00	Percent Change 1989-90 to 1999-00
JESSAMINE CO.	280	396	441	589	110%
JOHNSON CO.	539	686	939	978	81%
KENTON CO.	170	257	269	298	75%
KNOTT CO.	581	961	995	1,155	99%
KNOX CO.	702	999	1,124	1,174	67%
LARUE CO.	305	577	744	649	113%
LAUREL CO.	490	624	702	773	58%
LAWRENCE CO.	447	768	896	1,041	133%
LEE CO.	594	789	982	1,079	82%
LESLIE CO.	499	785	928	1,110	122%
LETCHER CO.	582	662	797	1,152	98%
LEWIS CO.	490	934	761	886	81%
LINCOLN CO.	462	874	1,093	1,257	172%
LIVINGSTON CO.	494	464	503	533	8%
LOGAN CO.	338	524	600	674	99%
LUDLOW IND.	257	420	491	509	98%
LYON CO.	587	485	506	731	25%
MADISON CO.	296	502	522	609	106%
MAGOFFIN CO.	696	871	953	1,145	64%
MARION CO.	458	801	737	814	78%
MARSHALL CO.	322	390	428	475	47%
MARTIN CO.	415	850	1,044	1,121	170%
MASON CO.	365	582	631	701	92%
MAYFIELD IND.	357	742	931	854	139%
McCRACKEN CO.	388	303	400	424	9%
McCREARY CO.	634	1,070	1,113	1,195	88%
McLEAN CO.	303	506	537	611	101%
MEADE CO.	295	404	435	494	67%
MENIFEE CO.	456	807	802	971	113%
MERCER CO.	235	315	366	401	71%
METCALFE CO.	547	952	898	947	73%
MIDDLESBORO IND.	464	1,062	911	1,002	116%
MONROE CO.	610	819	874	865	42%
MONTGOMERY CO.	333	807	865	758	128%
MONTICELLO IND.	537	609	635	704	31%
MORGAN CO.	496	796	924	987	99%
MUHLENBERG CO.	263	538	587	657	150%
MURRAY IND.	251	373	679	562	124%
NELSON CO.	274	391	430	462	69%
NEWPORT IND.	586	804	956	1,070	83%
NICHOLAS CO.	438	800	882	989	126%
OHIO CO.	294	564	574	627	113%
OLDHAM CO.	178	240	282	308	73%
OWEN CO.	286	497	525	615	115%
OWENSBORO IND.	677	1,076	1,155	1,286	90%
OWSLEY CO.	1,520	2,033	2,048	2,483	63%

Appendix B

District	1989-90	1997-98	1998-99	1999-00	Percent Change 1989-90 to 1999-00
PADUCAH IND.	602	1,179	1,244	1,444	140%
PAINTSVILLE IND.	281	361	401	431	53%
PARIS IND.	336	743	900	1,232	267%
PENDLETON CO.	318	588	522	570	79%
PERRY CO.	396	890	957	1,009	155%
PIKE CO.	499	725	812	899	80%
PIKEVILLE IND.	270	545	526	670	148%
PINEVILLE IND.	638	877	895	991	55%
POWELL CO.	449	795	761	893	99%
PROVIDENCE IND.	281	919	907	1,298	362%
PULASKI CO.	398	784	779	816	105%
RACELAND IND.	181	356	373	389	115%
ROBERTSON CO.	502	858	1,028	838	67%
ROCKCASTLE CO.	520	857	737	838	61%
ROWAN CO.	462	898	858	951	106%
RUSSELL CO.	530	671	674	874	65%
RUSSELL IND.	170	235	293	349	105%
RUSSELLVILLE IND.	514	538	672	705	37%
SCIENCE HILL IND.	270	443	455	421	56%
SCOTT CO.	276	484	472	526	91%
SHELBY CO.	279	428	418	437	56%
SILVER GROVE IND.	202	613	579	652	223%
SIMPSON CO.	388	842	770	725	87%
SOMERSET IND.	323	473	574	591	83%
SOUTHGATE IND.	185	451	391	552	198%
SPENCER CO.	302	701	678	665	120%
TAYLOR CO.	240	385	452	735	206%
TODD CO.	423	615	681	794	88%
TRIGG CO.	612	527	535	606	-1%
TRIMBLE CO.	312	771	844	884	183%
UNION CO.	294	827	710	732	149%
WALTON-VERONA IND.	204	407	430	433	112%
WARREN CO.	162	459	468	518	220%
WASHINGTON CO.	605	587	585	662	9%
WAYNE CO.	507	975	1,057	1,149	127%
WEBSTER CO.	289	229	399	272	-6%
WEST POINT IND.	452	1,190	1,180	1,297	187%
WHITLEY CO.	660	812	1,077	1,212	84%
WILLIAMSBURG IND.	397	762	776	860	117%
WILLIAMSTOWN IND.	403	987	1,146	1,113	176%
WOLFE CO.	602	1,061	1,152	1,285	113%
WOODFORD CO.	253	265	316	326	29%
STATE TOTAL	\$384	\$632	\$659	\$746	94%

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TOTAL REVENUE PER PUPIL

District	1989-90	1997-98	1998-99	1999-00	Percent Change 1989-90 to 1999-00
ADAIR CO.	\$3,275.00	\$5,801.69	\$6,327.66	\$6,537.73	100%
ALLEN CO.	3,317.00	5,645.43	5,958.42	6,048.27	82%
ANCHORAGE IND.	5,936.00	9,528.24	9,878.58	10,560.00	78%
ANDERSON CO.	3,057.00	5,474.34	5,604.36	5,783.60	89%
ASHLAND IND.	3,711.00	5,534.94	6,536.93	6,807.70	83%
AUGUSTA IND.	3,749.00	6,764.87	7,494.47	7,250.18	93%
BALLARD CO.	3,638.00	6,123.99	6,501.11	6,707.50	84%
BARBOURVILLE IND.	3,092.00	5,262.61	5,887.36	6,000.43	94%
BARDSTOWN IND.	3,674.00	5,797.63	6,360.56	6,681.59	82%
BARREN CO.	3,017.00	5,603.29	6,057.38	6,469.41	114%
BATH CO.	3,293.00	6,229.39	6,523.22	6,920.03	110%
BEECHWOOD IND.	3,998.00	5,027.81	5,701.16	5,871.99	47%
BELL CO.	3,197.00	6,437.84	7,112.36	7,371.06	131%
BELLEVUE IND.	3,474.00	5,609.81	6,216.39	6,732.04	94%
BEREA IND.	3,876.00	5,960.12	6,596.79	6,560.93	69%
BOONE CO.	3,442.00	5,584.58	5,836.52	6,286.02	83%
BOURBON CO.	3,205.00	5,908.50	6,302.08	6,327.95	97%
BOWLING GREEN IND.	4,021.00	6,374.67	6,760.16	7,376.31	83%
BOYD CO.	3,236.00	6,099.99	6,939.98	7,009.83	117%
BOYLE CO.	3,332.00	5,493.13	5,959.08	6,340.44	90%
BRACKEN CO.	3,373.00	5,443.51	5,903.95	5,917.95	75%
BREATHITT CO.	3,388.00	6,664.11	7,477.70	7,932.67	134%
BRECKINRIDGE CO.	3,331.00	6,103.55	6,581.93	6,936.96	108%
BULLITT CO.	2,956.00	5,189.88	5,507.49	5,590.73	89%
BURGIN IND.	3,457.00	4,892.24	5,414.80	5,836.42	69%
BUTLER CO.	3,115.00	5,661.98	6,262.69	6,748.47	117%
CALDWELL CO.	3,111.00	5,751.09	6,311.81	6,438.14	107%
CALLOWAY CO.	3,511.00	5,796.64	6,644.41	6,574.45	87%
CAMPBELL CO.	3,477.00	5,573.18	6,044.73	6,379.98	83%
CAMPBELLSVILLE IND.	3,154.00	5,774.31	6,715.42	6,928.01	120%
CARLISLE CO.	3,339.00	5,318.50	6,015.50	6,021.79	80%
CARROLL CO.	3,626.00	6,644.88	7,325.21	7,415.63	105%
CARTER CO.	3,100.00	5,981.40	6,591.26	6,483.97	109%
CASEY CO.	3,186.00	5,803.61	6,335.51	6,451.91	103%
CAVERNA IND.	3,352.00	5,809.93	6,595.87	7,169.95	114%
CHRISTIAN CO.	3,195.00	5,847.99	6,451.59	6,780.27	112%
CLARK CO.	3,067.00	5,258.32	5,728.50	5,784.09	89%
CLAY CO.	3,315.00	6,482.00	7,144.30	7,309.39	120%
CLINTON CO.	3,442.00	6,722.34	7,706.79	7,833.34	128%
CLOVERPORT IND.	4,040.00	7,227.67	8,067.75	8,316.90	106%
CORBIN IND.	3,067.00	6,002.72	6,546.95	6,477.60	111%
COVINGTON IND.	3,785.00	7,125.80	7,961.21	8,232.93	118%

Appendix B

District	1989-90	1997-98	1998-99	1999-00	Percent Change 1989-90 to 1999-00
CRITTENDEN CO.	3,064.00	5,698.02	6,235.92	6,481.56	112%
CUMBERLAND CO.	3,372.00	5,920.54	6,528.10	6,639.02	97%
DANVILLE IND.	3,686.00	6,087.05	6,538.82	7,562.97	105%
DAVISS CO.	3,313.00	5,732.02	6,012.18	6,496.98	96%
DAWSON SPRINGS IND.	3,447.00	5,640.65	5,800.83	6,282.62	82%
DAYTON IND.	3,308.00	6,068.58	6,836.23	7,047.34	113%
EAST BERNSTADT IND.	2,842.00	5,707.62	6,349.41	6,453.39	127%
EDMONSON CO.	3,055.00	5,736.92	6,166.32	6,754.49	121%
ELIZABETHTOWN IND.	3,589.00	5,269.48	5,889.22	5,873.32	64%
ELLIOTT CO.	3,101.00	6,716.23	6,819.68	7,262.11	134%
EMINENCE IND.	3,526.00	6,180.11	7,011.47	7,419.77	110%
ERLANGER IND.	3,704.00	5,313.95	5,712.82	6,020.29	63%
ESTILL CO.	3,139.00	5,911.23	6,284.00	6,560.54	109%
FAIRVIEW IND.	3,160.00	5,356.97	5,916.46	6,426.20	103%
FAYETTE CO.	4,623.00	6,798.77	7,029.44	7,483.21	62%
FLEMING CO.	3,399.00	5,911.45	6,451.23	6,812.43	100%
FLOYD CO.	2,848.00	5,898.84	6,636.22	6,883.59	142%
FORT THOMAS IND.	3,651.00	5,351.00	5,676.08	5,848.34	60%
FRANKFORT IND.	4,206.00	6,636.00	7,222.14	7,710.21	83%
FRANKLIN CO.	3,282.00	5,212.00	5,802.03	6,037.26	84%
FULTON CO.	3,526.00	6,412.00	6,964.72	7,074.46	101%
FULTON IND.	3,780.00	6,772.00	7,856.75	8,534.04	126%
GALLATIN CO.	3,076.00	5,572.00	6,022.43	6,498.42	111%
GARRARD CO.	3,202.00	5,702.82	6,117.73	6,146.13	92%
GLASGOW IND.	3,459.00	5,198.27	5,622.08	5,950.46	72%
GRANT CO.	3,327.00	5,356.31	5,905.55	5,846.14	76%
GRAVES CO.	3,073.00	5,088.35	5,407.29	5,604.39	82%
GRAYSON CO.	3,137.00	5,439.60	5,816.25	5,796.85	85%
GREEN CO.	3,114.00	5,405.04	5,897.37	6,224.58	100%
GREENUP CO.	3,023.00	5,609.54	6,198.05	6,630.01	119%
HANCOCK CO.	3,626.00	5,721.14	6,459.20	6,531.38	80%
HARDIN CO.	3,025.00	5,689.27	6,092.72	6,287.30	108%
HARLAN CO.	3,129.00	6,212.00	6,664.77	7,214.29	131%
HARLAN IND.	3,295.00	5,867.00	6,639.46	6,883.22	109%
HARRISON CO.	3,137.00	5,527.14	6,011.05	6,141.76	96%
HARRODSBURG IND.	3,342.00	6,134.72	6,783.04	7,058.47	111%
HART CO.	3,165.00	5,939.82	6,382.84	6,512.55	106%
HAZARD IND.	3,187.00	5,484.33	6,375.86	6,711.76	111%
HENDERSON CO.	3,304.00	5,571.20	6,224.59	6,659.34	102%
HENRY CO.	3,407.00	5,518.18	5,962.73	6,214.55	82%
HICKMAN CO.	3,344.00	5,950.98	6,798.47	6,721.16	101%
HOPKINS CO.	3,268.00	5,564.48	6,171.93	6,502.95	99%
JACKSON CO.	3,274.00	6,373.00	6,737.70	7,212.87	120%
JACKSON IND.	3,149.00	6,367.00	6,195.09	6,270.18	99%
JEFFERSON CO.	4,743.00	7,207.36	7,724.89	8,014.95	69%
JENKINS IND.	3,097.00	6,167.14	7,724.63	7,662.15	147%

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District	1989-90	1997-98	1998-99	1999-00	Percent Change 1989-90 to 1999-00
JESSAMINE CO.	3,114.00	5,504.77	6,094.76	6,265.23	101%
JOHNSON CO.	3,086.00	5,900.19	6,936.24	6,835.68	122%
KENTON CO.	3,520.00	5,426.35	5,782.08	5,948.99	69%
KNOTT CO.	3,048.00	6,507.00	7,167.76	7,217.31	137%
KNOX CO.	3,194.00	6,425.96	7,050.24	6,936.35	117%
LARUE CO.	3,011.00	5,373.26	6,016.83	6,107.61	103%
LAUREL CO.	3,019.00	5,476.77	5,922.99	6,137.33	103%
LAWRENCE CO.	3,263.00	5,826.50	6,298.61	6,776.62	108%
LEE CO.	3,159.00	5,985.73	6,879.76	6,945.83	120%
LESLIE CO.	3,193.00	6,319.55	7,125.74	7,439.51	133%
LETCHER CO.	2,968.00	5,856.23	6,672.34	7,157.74	141%
LEWIS CO.	3,128.00	5,599.78	6,173.50	6,292.39	101%
LINCOLN CO.	3,125.00	5,917.13	6,562.12	6,944.92	122%
LIVINGSTON CO.	3,408.00	5,686.24	5,956.40	6,235.08	83%
LOGAN CO.	3,152.00	5,583.86	6,075.17	6,594.40	109%
LUDLOW IND.	3,150.00	5,483.78	5,703.35	5,867.02	86%
LYON CO.	3,629.00	5,197.90	5,652.67	5,960.88	64%
MADISON CO.	3,015.00	5,592.73	6,025.62	6,099.05	102%
MAGOFFIN CO.	3,407.00	6,406.16	7,120.62	7,626.94	124%
MARION CO.	3,275.00	5,957.11	6,304.37	6,470.43	98%
MARSHALL CO.	3,331.00	5,307.18	5,656.59	6,122.33	84%
MARTIN CO.	3,013.00	6,100.33	6,799.82	7,074.45	135%
MASON CO.	3,383.00	5,699.37	6,252.54	6,371.48	88%
MAYFIELD IND.	3,911.00	6,552.75	7,158.76	7,038.46	80%
McCRACKEN CO.	3,149.00	5,132.68	5,846.22	5,959.50	89%
McCREARY CO.	3,293.00	6,526.79	7,135.29	7,147.47	117%
McLEAN CO.	3,014.00	5,370.31	5,898.21	5,964.83	98%
MEADE CO.	3,148.00	5,182.30	5,690.33	5,815.28	85%
MENIFEE CO.	2,950.00	6,149.80	6,281.62	6,664.10	126%
MERCER CO.	3,100.00	5,169.66	5,646.43	5,562.36	79%
METCALFE CO.	3,365.00	6,266.67	6,549.40	6,954.13	107%
MIDDLESBORO IND.	3,316.00	6,443.71	6,482.42	6,878.55	107%
MONROE CO.	3,621.00	6,013.34	6,524.35	6,694.60	85%
MONTGOMERY CO.	3,378.00	6,107.93	6,425.21	6,464.61	91%
MONTICELLO IND.	3,109.00	5,572.09	6,010.52	6,171.26	98%
MORGAN CO.	3,283.00	6,022.14	6,627.58	6,987.47	113%
MUHLENBERG CO.	3,417.00	6,025.09	6,663.65	6,894.78	102%
MURRAY IND.	3,739.00	5,288.30	6,545.57	6,029.94	61%
NELSON CO.	3,089.00	5,133.00	5,853.02	5,984.22	94%
NEWPORT IND.	4,167.00	7,194.07	7,402.65	7,936.18	90%
NICHOLAS CO.	3,134.00	5,825.35	6,238.90	6,635.88	112%
OHIO CO.	2,985.00	5,699.85	6,245.74	6,451.63	116%
OLDHAM CO.	3,404.00	5,308.55	5,739.85	5,912.98	74%
OWEN CO.	3,166.00	5,518.32	6,057.44	6,217.47	96%
OWENSBORO IND.	4,743.00	6,937.40	7,793.07	8,154.70	72%
OWSLEY CO.	4,296.00	7,733.03	8,386.60	8,926.19	108%

Appendix B

District	1989-90	1997-98	1998-99	1999-00	Percent Change 1989-90 to 1999-00
PADUCAH IND.	4,378.00	7,033.65	7,648.39	7,850.52	79%
PAINTSVILLE IND.	3,567.00	4,620.54	7,503.23	6,653.11	87%
PARIS IND.	3,350.00	6,428.00	7,131.07	7,953.85	137%
PENDLETON CO.	2,994.00	5,401.90	5,757.42	6,099.16	104%
PERRY CO.	2,860.00	6,430.97	7,195.81	7,148.04	150%
PIKE CO.	3,054.00	5,955.63	7,281.85	6,897.39	126%
PIKEVILLE IND.	3,879.00	5,777.47	6,716.74	6,975.06	80%
PINEVILLE IND.	3,511.00	5,754.86	6,030.53	6,669.38	90%
POWELL CO.	3,167.00	6,109.70	6,292.48	6,668.64	111%
PROVIDENCE IND.	3,009.00	6,019.30	6,797.65	7,708.02	156%
PULASKI CO.	3,002.00	5,735.23	6,279.15	6,388.21	113%
RACELAND IND.	3,292.00	5,227.06	5,727.52	5,927.70	80%
ROBERTSON CO.	3,645.00	6,062.05	6,802.81	6,654.63	83%
ROCKCASTLE CO.	3,079.00	5,836.10	6,281.92	6,263.63	103%
ROWAN CO.	3,283.00	6,323.10	6,695.74	6,770.27	106%
RUSSELL CO.	3,158.00	5,692.00	6,256.35	6,781.23	115%
RUSSELL IND.	3,231.00	4,753.00	5,542.94	5,786.05	79%
RUSSELLVILLE IND.	3,781.00	5,934.67	6,692.70	6,817.25	80%
SCIENCE HILL IND.	2,821.00	5,338.32	5,784.83	5,827.22	107%
SCOTT CO.	3,284.00	6,041.69	6,649.46	6,762.99	106%
SHELBY CO.	3,169.00	5,815.42	6,322.50	6,335.02	100%
SILVER GROVE IND.	3,660.00	6,913.27	7,080.63	8,156.54	123%
SIMPSON CO.	3,373.00	5,846.35	6,163.40	6,129.51	82%
SOMERSET IND.	3,876.00	5,792.50	6,326.92	6,429.73	66%
SOUTHGATE IND.	3,612.00	5,661.44	5,755.13	6,665.63	85%
SPENCER CO.	3,390.00	5,816.22	6,113.08	6,321.48	86%
TAYLOR CO.	2,990.00	5,276.64	5,719.59	6,325.34	112%
TODD CO.	3,203.00	5,756.98	6,586.66	6,924.12	116%
TRIGG CO.	3,581.00	5,841.11	6,160.74	6,604.76	84%
TRIMBLE CO.	3,642.00	5,687.05	6,050.98	6,329.31	74%
UNION CO.	3,268.00	6,320.66	6,760.96	7,150.36	119%
WALTON-VERONA IND.	3,910.00	6,373.74	7,076.22	7,492.46	92%
WARREN CO.	3,171.00	5,494.41	5,723.18	6,032.46	90%
WASHINGTON CO.	3,460.00	5,554.56	6,016.80	6,410.10	85%
WAYNE CO.	3,004.00	6,143.28	6,639.05	7,048.20	135%
WEBSTER CO.	3,161.00	5,817.76	6,042.85	5,899.58	87%
WEST POINT IND.	3,384.00	7,109.11	8,281.75	9,150.43	170%
WHITLEY CO.	3,363.00	6,159.68	7,216.88	7,182.36	114%
WILLIAMSBURG IND.	3,102.00	5,693.04	6,384.18	6,448.01	108%
WILLIAMSTOWN IND.	3,752.00	6,251.45	6,618.89	6,744.05	80%
WOLFE CO.	3,672.00	6,532.22	7,543.03	7,726.29	110%
WOODFORD CO.	3,312.00	5,296.24	5,966.51	5,831.15	76%
STATE TOTAL	\$3,547.00	\$6,041.00	\$6,566.46	\$6,797.54	92%

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PROPERTY WEALTH PER PUPIL

District	1989-90	1997-98	1998-99	1999-00	Percent Change 1989-90 to 1999-00
ADAIR CO.	\$104,642	\$156,046	\$158,931	\$167,170	60%
ALLEN CO.	96,733	152,918	161,485	184,195	90%
ANCHORAGE IND.	343,822	585,780	610,594	619,451	80%
ANDERSON CO.	162,314	276,190	275,227	295,883	82%
ASHLAND IND.	161,524	238,187	233,287	248,886	54%
AUGUSTA IND.	84,383	141,316	141,599	153,140	81%
BALLARD CO.	120,023	213,064	233,595	244,535	104%
BARBOURVILLE IND.	119,069	99,290	102,013	106,956	-10%
BARDSTOWN IND.	233,939	352,611	344,095	369,724	58%
BARREN CO.	131,969	230,810	236,483	250,729	90%
BATH CO.	90,876	143,167	146,478	156,341	72%
BEECHWOOD IND.	295,181	371,667	382,995	422,366	43%
BELL CO.	59,645	101,650	104,947	123,012	106%
BELLEVUE IND.	148,503	221,690	225,464	229,261	54%
BEREA IND.	96,667	151,459	158,532	183,475	90%
BOONE CO.	281,433	459,747	541,438	574,935	104%
BOURBON CO.	151,388	230,497	229,366	251,861	66%
BOWLING GREEN IND.	156,068	275,007	275,878	283,378	82%
BOYD CO.	159,054	273,416	285,115	316,027	99%
BOYLE CO.	140,492	285,183	297,219	288,083	105%
BRACKEN CO.	114,208	165,147	173,469	184,263	61%
BREATHITT CO.	76,233	118,043	119,363	133,380	75%
BRECKINRIDGE CO.	130,724	189,866	199,150	212,352	62%
BULLITT CO.	107,479	232,825	250,418	277,719	158%
BURGIN IND.	185,939	303,384	340,680	322,572	73%
BUTLER CO.	88,129	139,161	141,248	152,581	73%
CALDWELL CO.	112,393	190,873	191,871	200,409	78%
CALLOWAY CO.	149,478	270,450	287,159	316,130	111%
CAMPBELL CO.	214,693	390,792	397,347	440,191	105%
CAMPBELLSVILLE IND.	118,764	197,386	196,933	212,900	79%
CARLISLE CO.	111,322	174,753	178,806	190,485	71%
CARROLL CO.	211,173	312,541	329,248	331,103	57%
CARTER CO.	66,314	129,183	131,816	143,847	117%
CASEY CO.	95,952	149,387	153,319	166,404	73%
CAVERNA IND.	94,822	197,319	213,014	222,865	135%
CHRISTIAN CO.	114,195	204,606	219,336	232,895	104%
CLARK CO.	162,062	273,247	293,599	324,627	100%
CLAY CO.	59,297	96,401	100,404	109,104	84%
CLINTON CO.	65,358	156,904	164,853	205,451	214%
CLOVERPORT IND.	51,549	76,269	73,517	84,358	64%
CORBIN IND.	110,870	171,734	184,427	174,938	58%
COVINGTON IND.	107,213	195,251	236,098	243,437	127%
CRITTENDEN CO.	116,300	181,166	183,277	190,659	64%

Appendix B

District	1989-90	1997-98	1998-99	1999-00	Percent Change 1989-90 to 1999-00
CUMBERLAND CO.	96,722	150,297	155,086	166,158	72%
DANVILLE IND.	194,504	312,305	335,988	376,605	94%
DAVIESS CO.	179,159	252,696	264,289	290,426	62%
DAWSON SPRINGS IND.	74,571	74,439	86,335	89,637	20%
DAYTON IND.	45,225	85,623	96,970	105,894	134%
EAST BERNSTADT IND.	41,720	42,637	39,108	57,484	38%
EDMONSON CO.	71,969	167,687	174,870	184,505	156%
ELIZABETHTOWN IND.	143,770	199,037	194,697	223,316	55%
ELLIOTT CO.	45,923	91,250	95,595	102,696	124%
EMINENCE IND.	120,109	188,217	202,068	250,455	109%
ERLANGER IND.	171,578	277,144	295,110	333,178	94%
ESTILL CO.	69,547	113,124	120,324	127,871	84%
FAIRVIEW IND.	105,406	140,549	136,867	144,565	37%
FAYETTE CO.	342,758	452,868	471,658	509,068	49%
FLEMING CO.	122,161	160,521	162,951	176,009	44%
FLOYD CO.	85,364	149,788	157,530	175,419	105%
FORT THOMAS IND.	181,714	334,357	349,101	361,878	99%
FRANKFORT IND.	192,893	211,928	214,626	231,995	20%
FRANKLIN CO.	221,503	335,896	346,448	370,689	67%
FULTON CO.	119,197	169,751	176,517	187,015	57%
FULTON IND.	110,824	172,952	188,172	202,153	82%
GALLATIN CO.	124,508	202,527	212,835	234,444	88%
GARRARD CO.	141,154	198,299	204,430	226,572	61%
GLASGOW IND.	124,068	230,053	246,280	278,900	125%
GRANT CO.	98,049	169,356	181,180	200,463	104%
GRAVES CO.	127,672	204,753	207,041	219,005	72%
GRAYSON CO.	102,569	174,280	178,033	191,412	87%
GREEN CO.	100,401	161,477	160,552	181,922	81%
GREENUP CO.	92,341	162,213	168,861	192,772	109%
HANCOCK CO.	145,866	256,458	267,338	284,408	95%
HARDIN CO.	138,562	212,819	223,533	241,476	74%
HARLAN CO.	73,098	123,641	137,042	153,286	110%
HARLAN IND.	79,813	122,648	132,754	139,468	75%
HARRISON CO.	124,758	176,331	182,187	201,369	61%
HARRODSBURG IND.	131,770	191,757	212,928	223,669	70%
HART CO.	82,334	166,687	178,264	192,513	134%
HAZARD IND.	106,567	173,498	196,363	185,492	74%
HENDERSON CO.	157,884	228,406	250,671	275,932	75%
HENRY CO.	133,544	203,767	209,421	220,599	65%
HICKMAN CO.	122,952	208,351	225,321	246,129	100%
HOPKINS CO.	155,060	211,520	216,522	242,074	56%
JACKSON CO.	65,813	91,014	94,393	106,345	62%
JACKSON IND.	47,967	84,027	80,830	78,599	64%
JEFFERSON CO.	259,483	418,312	433,887	464,153	79%
JENKINS IND.	49,224	101,852	108,953	155,460	216%
JESSAMINE CO.	170,807	271,309	287,333	319,498	87%

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District	1989-90	1997-98	1998-99	1999-00	Percent Change
					1989-90 to 1999-00
JOHNSON CO.	60,758	131,060	135,904	132,886	119%
KENTON CO.	213,438	408,863	424,075	458,173	115%
KNOTT CO.	74,413	154,805	160,865	193,801	160%
KNOX CO.	68,572	122,875	123,949	135,326	97%
LARUE CO.	110,717	162,932	164,154	170,119	54%
LAUREL CO.	110,674	196,715	216,180	236,321	114%
LAWRENCE CO.	83,656	141,987	149,090	155,093	85%
LEE CO.	66,817	112,388	117,481	131,337	97%
LESLIE CO.	82,349	154,056	157,556	177,746	116%
LETCHER CO.	76,030	127,671	139,656	159,603	110%
LEWIS CO.	77,034	132,710	133,401	147,125	91%
LINCOLN CO.	87,841	152,378	157,297	171,427	95%
LIVINGSTON CO.	158,460	259,226	263,464	278,241	76%
LOGAN CO.	140,135	206,175	209,258	230,671	65%
LUDLOW IND.	83,366	107,098	119,760	121,989	46%
LYON CO.	199,781	391,587	416,887	433,308	117%
MADISON CO.	139,587	237,044	247,881	276,912	98%
MAGOFFIN CO.	46,504	86,851	94,289	102,112	120%
MARION CO.	110,080	202,988	205,723	230,697	110%
MARSHALL CO.	168,457	282,928	297,656	311,011	85%
MARTIN CO.	121,605	150,897	157,353	176,428	45%
MASON CO.	194,202	321,709	326,934	336,428	73%
MAYFIELD IND.	125,147	178,312	188,121	204,008	63%
McCRACKEN CO.	153,092	285,494	311,163	325,166	112%
McCREARY CO.	38,031	84,736	93,065	95,547	151%
McLEAN CO.	134,078	203,472	218,382	234,747	75%
MEADE CO.	102,718	147,683	152,158	168,715	64%
MENIFEE CO.	66,850	118,449	121,717	130,566	95%
MERCER CO.	143,919	244,236	255,816	275,769	92%
METCALFE CO.	90,001	168,990	174,191	186,826	108%
MIDDLESBORO IND.	100,401	194,537	238,321	234,680	134%
MONROE CO.	88,011	143,006	144,397	155,538	77%
MONTGOMERY CO.	107,274	206,822	218,806	238,705	123%
MONTICELLO IND.	47,031	72,050	77,834	85,259	81%
MORGAN CO.	66,783	103,299	107,793	118,976	78%
MUHLENBERG CO.	126,149	173,968	183,715	197,976	57%
MURRAY IND.	196,428	263,319	274,590	293,041	49%
NELSON CO.	147,826	219,803	233,241	259,602	76%
NEWPORT IND.	90,661	147,334	169,120	179,327	98%
NICHOLAS CO.	105,600	169,288	176,824	189,951	80%
OHIO CO.	133,637	183,636	178,369	191,016	43%
OLDHAM CO.	166,078	310,272	323,056	345,319	108%
OWEN CO.	113,629	173,045	178,072	194,753	71%
OWENSBORO IND.	191,097	242,977	264,569	279,895	46%
OWSLEY CO.	56,544	84,238	87,278	93,213	65%
PADUCAH IND.	169,113	263,612	264,403	285,823	69%

Appendix B

District	1989-90	1997-98	1998-99	1999-00	Percent Change 1989-90 to 1999-00
PAINTSVILLE IND.	142,285	259,310	273,275	270,089	90%
PARIS IND.	104,525	194,743	205,338	259,346	148%
PENDLETON CO.	92,072	159,327	162,926	173,055	88%
PERRY CO.	98,166	147,241	152,122	182,697	86%
PIKE CO.	97,333	185,922	193,138	223,660	130%
PIKEVILLE IND.	171,060	264,487	277,813	326,454	91%
PINEVILLE IND.	88,755	87,974	92,984	91,124	3%
POWELL CO.	63,020	112,080	118,336	124,330	97%
PROVIDENCE IND.	78,396	96,649	99,153	104,484	33%
PULASKI CO.	121,159	218,210	231,034	247,003	104%
RACELAND IND.	128,501	158,632	174,321	167,186	30%
ROBERTSON CO.	107,204	153,763	152,875	166,550	55%
ROCKCASTLE CO.	74,453	108,990	114,546	122,297	64%
ROWAN CO.	115,648	196,198	209,889	234,703	103%
RUSSELL CO.	165,436	180,053	180,216	199,662	21%
RUSSELL IND.	104,542	256,253	257,250	265,043	154%
RUSSELLVILLE IND.	101,287	178,554	175,560	179,372	77%
SCIENCE HILL IND.	79,580	86,724	92,710	100,165	26%
SCOTT CO.	160,089	283,968	308,578	335,429	110%
SHELBY CO.	193,037	358,275	356,355	379,776	97%
SILVER GROVE IND.	86,345	124,542	134,589	136,473	58%
SIMPSON CO.	140,466	242,588	257,028	287,189	104%
SOMERSET IND.	155,459	247,798	270,100	295,145	90%
SOUTHGATE IND.	175,857	330,667	360,515	364,243	107%
SPENCER CO.	111,009	199,604	216,273	230,512	108%
TAYLOR CO.	117,001	176,490	192,849	201,833	73%
TODD CO.	94,503	168,715	172,633	178,382	89%
TRIGG CO.	137,729	261,706	260,742	282,476	105%
TRIMBLE CO.	168,240	226,134	227,834	242,187	44%
UNION CO.	147,508	217,484	233,418	248,657	69%
WALTON-VERONA IND.	94,664	177,666	190,362	222,078	135%
WARREN CO.	154,825	312,444	332,214	344,229	122%
WASHINGTON CO.	130,233	193,029	207,228	218,323	68%
WAYNE CO.	67,646	162,533	166,894	183,444	171%
WEBSTER CO.	153,023	195,786	210,409	249,956	63%
WEST POINT IND.	53,885	111,623	111,482	127,275	136%
WHITLEY CO.	74,655	106,402	112,991	116,493	56%
WILLIAMSBURG IND.	83,344	138,853	146,391	172,571	107%
WILLIAMSTOWN IND.	129,991	188,479	199,365	201,843	55%
WOLFE CO.	51,033	93,336	95,252	103,587	103%
WOODFORD CO.	266,872	353,883	367,190	421,836	58%
STATE TOTAL	\$156,254	\$256,770	\$269,984	\$292,502	87%

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CHANGES IN PROPERTY ASSESSMENTS

SCHOOL DISTRICT	1989-99 to 1999-00	1999-00 to 2000-01
ALLEN CO.	11.17%	14.78%
ANDERSON CO.	11.63%	5.77%
ASHLAND	4.77%	4.42%
BALLARD CO.	6.34%	4.68%
BARDSTOWN	10.38%	7.19%
BARREN CO.	5.76%	16.27%
BATH CO.	4.89%	10.60%
BEREA	26.66%	8.10%
BOONE CO.	12.69%	14.66%
BOURBON CO.	8.85%	5.67%
BOWLING GREEN	5.34%	5.33%
BOYD CO.	8.22%	5.09%
BRACKEN CO.	5.47%	10.14%
BRECKINRIDGE CO	13.98%	7.73%
BULLITT CO.	6.17%	9.04%
BUTLER CO.	8.88%	10.45%
CALLOWAY CO.	9.22%	5.46%
CAMPBELL CO.	4.52%	7.88%
CARTER CO.	7.93%	6.31%
CASEY CO.	4.68%	6.82%
CAVERNA IND.	7.83%	17.75%
CHRISTIAN CO.	9.62%	7.79%
CLARK CO.	4.76%	9.23%
CLAY CO.	24.58%	4.10%
CLINTON CO.	9.54%	6.64%
CLOVERPORT	5.79%	14.22%
CRITTENDEN CO.	8.38%	5.02%
CUMBERLAND CO.	11.74%	7.16%
DANVILLE	9.09%	7.46%
DAVISS CO.	6.98%	8.99%
DAWSON SPRINGS	4.92%	6.22%
EAST BERNSTADT	6.83%	6.33%
EDMONSON CO.	14.97%	7.53%
ELLIOTT CO.	12.54%	6.71%
ERLANGER	4.04%	4.10%
ESTILL CO.	8.49%	9.15%
FAYETTE CO.	6.99%	10.32%
FLEMING CO.	6.28%	11.21%
FRANKLIN CO.	18.42%	8.02%
GALLATIN CO.	8.72%	4.16%
GARRARD CO.	11.79%	11.05%

Appendix B

SCHOOL DISTRICT	1989-99 to 1999-00	1999-00 to 2000-01
GRANT CO.	7.31%	10.60%
GRAVES CO.	8.68%	6.68%
GRAYSON CO.	12.64%	4.21%
GREEN CO.	5.89%	4.38%
HANCOCK CO.	18.55%	15.33%
HARDIN CO.	9.44%	9.44%
HARRISON CO.	7.43%	5.62%
HART CO.	6.65%	7.28%
HENDERSON CO.	4.98%	5.22%
HENRY CO.	9.18%	6.56%
HICKMAN CO.	10.25%	5.44%
HOPKINS CO.	7.42%	4.36%
JACKSON CO.	7.49%	8.23%
JACKSON	25.51%	7.18%
JEFFERSON CO.	11.90%	8.18%
JENKINS	7.35%	11.13%
JESSAMINE CO.	17.04%	5.69%
KENTON CO.	6.86%	6.95%
KNOTT CO.	5.57%	5.18%
KNOX CO.	10.92%	7.52%
LARUE CO.	5.88%	12.18%
LAUREL CO.	8.67%	9.83%
LAWRENCE CO.	9.65%	6.38%
LEE CO.	9.17%	10.30%
LESLIE CO.	6.82%	5.43%
LETCHER CO.	8.08%	5.61%
LEWIS CO.	5.44%	8.46%
LINCOLN CO.	8.20%	7.02%
LIVINGSTON CO.	5.68%	6.45%
LOGAN CO.	11.43%	6.09%
LYON CO.	5.92%	7.41%
MADISON CO.	10.96%	7.68%
MAGOFFIN CO.	4.23%	5.91%
MARION CO.	10.96%	6.94%
MARSHALL CO.	6.94%	8.29%
McCRACKEN CO.	5.84%	7.80%
McCREARY CO.	12.14%	10.25%
MEADE CO.	9.18%	10.21%
MENIFEE CO.	5.49%	7.97%
MERCER CO.	8.18%	8.90%
MONROE CO.	9.64%	5.56%
MONTGOMERY CO.	9.45%	8.67%
MORGAN CO.	7.45%	4.51%
MURRAY	6.36%	8.80%

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SCHOOL DISTRICT	1989-99 to 1999-00	1999-00 to 2000-01
NELSON CO.	6.97%	7.46%
NEWPORT	4.71%	12.75%
NICHOLAS CO.	10.89%	4.81%
OHIO CO.	5.83%	4.59%
OLDHAM CO.	5.63%	10.03%
OWEN CO.	4.26%	7.49%
OWSLEY CO.	22.75%	9.23%
PADUCAH	10.45%	8.29%
PARIS	15.90%	4.12%
PENDLETON CO.	14.20%	7.69%
POWELL CO.	4.32%	4.07%
PULASKI CO.	6.55%	11.53%
ROBERTSON CO.	7.72%	4.40%
ROCKCASTLE CO.	9.39%	9.07%
ROWAN CO.	7.25%	10.94%
RUSSELL CO.	12.02%	8.32%
SCIENCE HILL	9.91%	12.90%
SCOTT CO.	9.86%	12.33%
SHELBY CO.	5.48%	12.26%
SOMERSET	17.51%	8.26%
SOUTHGATE	4.51%	5.75%
SPENCER CO.	5.80%	16.23%
TAYLOR CO.	7.65%	8.88%
TODD CO.	7.22%	7.74%
TRIGG CO.	15.94%	8.91%
TRIMBLE CO.	5.03%	8.23%
WALTON-VERONA	5.34%	13.01%
WARREN CO.	8.05%	7.14%
WASHINGTON CO.	15.91%	11.55%
WAYNE CO.	8.71%	6.18%
WEBSTER CO.	14.42%	8.96%
WEST POINT	8.04%	6.47%
WILLIAMSBURG	14.94%	4.43%
WOLFE CO.	8.26%	11.03%
WOODFORD CO.	15.40%	5.59%
STATE	3.63%	7.94%

**KENTUCKY DEPARTMENT OF EDUCATION
AVERAGE CLASSROOM SALARY
1997-98 THROUGH 1999-00 SCHOOL YEARS**

SCHOOL DISTRICT	1997-98	1998-99	1999-00
ADAIR CO	\$32,303	\$33,258	\$33,943
ALLEN CO	33,445	\$34,628	35,876
ANCHORAGE	38,196	\$40,031	42,778
ANDERSON CO	33,653	\$34,003	33,976
ASHLAND	34,746	\$36,236	36,775
AUGUSTA	29,022	\$30,969	31,546
BALLARD CO	33,223	\$33,158	33,772
BARBOURVILLE	34,390	\$34,858	36,094
BARDSTOWN	33,966	\$34,705	35,794
BARREN CO	33,075	\$34,435	35,107
BATH CO	30,789	\$31,965	31,966
BEECHWOOD	34,071	\$36,034	35,528
BELL CO	32,860	\$33,346	34,761
BELLEVUE	34,446	\$32,724	34,291
BEREA	32,280	\$33,905	34,295
BOONE CO	35,801	\$35,303	37,073
BOURBON CO	35,521	\$35,649	36,574
BOWLING GREEN	34,924	\$35,181	35,460
BOYD CO	35,819	\$36,593	36,898
BOYLE CO	34,425	\$35,524	36,187
BRACKEN CO	34,296	\$35,437	36,036
BREATHITT CO	34,085	\$35,380	35,506
BRECKINRIDGE CO	34,170	\$35,642	36,673
BULLITT CO	35,434	\$38,504	39,586
BURGIN	29,562	\$28,448	28,982
BUTLER CO	33,345	\$34,480	35,549
CALDWELL CO	31,438	\$33,083	34,580
CALLOWAY CO	35,180	\$36,018	36,823
CAMPBELL CO	31,857	\$32,744	33,861
CAMPBELLSVILLE	33,894	\$34,165	34,567
CARLISLE CO	32,372	\$33,635	33,863
CARROLL CO	35,460	\$35,523	36,395
CARTER CO	32,846	\$34,085	34,886
CASEY CO	32,791	\$34,387	35,592
CAVERNA	32,647	\$33,442	33,587
CHRISTIAN CO	33,273	\$35,061	35,269
CLARK CO	34,713	\$35,579	35,943
CLAY CO	33,038	\$33,835	34,378
CLINTON CO	32,939	\$34,111	34,110
CLOVERPORT	32,462	\$33,194	35,239
CORBIN	33,912	\$34,627	35,623
COVINGTON	32,583	\$34,844	36,049

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SCHOOL DISTRICT	1997-98	1998-99	1999-00
CRITTENDEN CO	31,941	\$33,185	35,267
CUMBERLAND CO	33,174	\$34,043	34,850
DANVILLE	33,978	\$34,882	35,011
DAVIESS CO	34,051	\$34,863	35,865
DAWSON SPGS	34,455	\$35,528	34,832
DAYTON	35,967	\$37,354	38,395
E BERNSTADT	34,993	\$38,647	36,782
EDMONSON CO	32,808	\$33,834	34,414
ELIZABETHTOWN	33,618	\$34,327	34,897
ELLIOTT CO	33,087	\$33,547	33,361
EMINENCE	33,700	\$32,709	33,369
ERLANGER	33,024	\$35,310	35,125
ESTILL CO	33,442	\$34,954	35,654
FAIRVIEW	32,336	\$33,903	34,391
FAYETTE CO	36,293	\$36,967	37,054
FLEMING CO	33,628	\$34,127	35,018
FLOYD CO	33,474	\$34,197	35,339
FT THOMAS	35,834	\$36,332	37,305
FRANKFORT	32,346	\$33,889	36,198
FRANKLIN CO	32,056	\$32,597	33,597
FULTON CO	32,687	\$33,693	35,386
FULTON	31,111	\$32,595	33,903
GALLATIN CO	30,252	\$30,600	30,983
GARRARD CO	33,071	\$33,834	34,041
GLASGOW	35,400	\$36,469	37,580
GRANT CO	32,432	\$32,421	33,039
GRAVES CO	33,497	\$34,642	35,037
GRAYSON CO	33,569	\$34,439	35,368
GREEN CO	32,431	\$33,475	33,285
GREENUP CO	33,228	\$34,385	35,033
HANCOCK CO	32,819	\$33,760	34,766
HARDIN CO	33,908	\$34,908	36,591
HARLAN CO	32,968	\$34,233	35,146
HARLAN	33,531	\$33,375	34,339
HARRISON CO	33,190	\$34,061	34,739
HARRODSBURG	31,436	\$31,227	32,255
HART CO	32,335	\$34,037	35,655
HAZARD	35,673	\$36,959	37,764
HENDERSON CO	34,110	\$33,978	34,626
HENRY CO	34,464	\$35,848	36,772
HICKMAN CO	33,819	\$34,992	35,833
HOPKINS CO	33,166	\$33,672	34,345
JACKSON CO	32,998	\$34,235	35,439
JACKSON	31,601	\$34,795	35,360
JEFFERSON CO	37,162	\$38,843	40,311
JENKINS	32,768	\$34,135	34,782

Appendix B

SCHOOL DISTRICT	1997-98	1998-99	1999-00
JESSAMINE CO	32,493	\$33,050	34,008
JOHNSON CO	34,482	\$35,512	36,236
KENTON CO	34,927	\$35,516	36,146
KNOTT CO	35,035	\$35,847	37,368
KNOX CO	35,136	\$35,766	35,492
LARUE CO	32,054	\$32,402	34,149
LAUREL CO	35,824	\$36,560	36,972
LAWRENCE CO	31,992	\$33,143	34,008
LEE CO	33,388	\$33,519	34,197
LESLIE CO	34,044	\$35,115	36,109
LETCHER CO	34,411	\$35,499	36,211
LEWIS CO	31,979	\$32,909	33,039
LINCOLN CO	31,765	\$32,788	33,064
LIVINGSTON CO	31,759	\$33,119	34,105
LOGAN CO	32,562	\$33,604	34,471
LUDLOW	35,570	\$36,724	37,862
LYON CO	32,434	\$32,912	34,267
MADISON CO	35,803	\$36,467	37,424
MAGOFFIN CO	34,524	\$34,960	34,661
MARION CO	32,676	\$34,048	35,288
MARSHALL CO	33,831	\$34,303	35,497
MARTIN CO	34,414	\$35,396	36,004
MASON CO	39,660	\$40,702	40,796
MAYFIELD	34,009	\$35,354	35,621
MCCRACKEN CO	36,208	\$37,478	38,702
MCCREARY CO	33,834	\$35,690	36,742
MCLEAN CO	31,630	\$32,386	33,212
MEADE CO	33,719	\$34,181	36,001
MENIFEE CO	30,677	\$32,047	32,700
MERCER CO	31,924	\$33,058	33,910
METCALFE CO	30,287	\$31,135	32,139
MIDDLESBORO	35,585	\$36,437	37,187
MONROE CO	31,243	\$32,215	32,971
MONTGOMERY CO	33,546	\$34,405	36,060
MONTICELLO	32,399	\$33,866	33,695
MORGAN CO	30,928	\$32,001	32,799
MUHLENBERG CO	35,178	\$35,932	36,666
MURRAY	33,058	\$33,315	34,205
NELSON CO	33,035	\$33,805	35,327
NEWPORT	35,649	\$36,909	37,828
NICHOLAS CO	33,502	\$33,529	34,795
OHIO CO	32,727	\$33,420	33,860
OLDHAM CO	35,123	\$35,608	36,717
OWEN CO	32,443	\$34,150	34,542
OWENSBORO	33,768	\$33,999	34,467
OWSLEY CO	34,311	\$35,106	34,820

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SCHOOL DISTRICT	1997-98	1998-99	1999-00
PADUCAH	36,469	\$37,386	37,708
PAINTSVILLE	32,439	\$34,320	35,488
PARIS	33,634	\$34,758	34,298
PENDLETON CO	33,766	\$34,113	34,543
PERRY CO	33,308	\$34,703	35,937
PIKE CO	36,685	\$36,612	37,438
PIKEVILLE	38,867	\$39,599	40,450
PINEVILLE	32,117	\$34,599	35,406
POWELL CO	32,478	\$32,711	33,621
PROVIDENCE	30,119	\$33,033	33,627
PULASKI CO	32,725	\$32,797	34,034
RACELAND	33,625	\$34,543	35,020
ROBERTSON CO	30,623	\$30,969	32,087
ROCKCASTLE CO	33,472	\$34,265	34,691
ROWAN CO	33,172	\$34,059	35,343
RUSSELL CO	33,164	\$33,758	33,676
RUSSELL	38,085	\$38,303	39,413
RUSSELLVILLE	33,312	\$33,179	35,497
SCIENCE HILL	32,620	\$33,686	36,356
SCOTT CO	34,028	\$34,883	35,920
SHELBY CO	34,967	\$35,633	36,982
SILVER GROVE	29,218	\$29,736	30,945
SIMPSON CO	33,161	\$33,942	34,412
SOMERSET	35,307	\$36,617	35,994
SOUTHGATE	29,162	\$30,599	30,264
SPENCER CO	34,874	\$36,114	36,262
TAYLOR CO	31,900	\$32,724	33,862
TODD CO	30,780	\$32,226	33,154
TRIGG CO	33,595	\$34,518	34,657
TRIMBLE CO	33,548	\$34,932	36,362
UNION CO	33,322	\$34,537	35,051
WALTON VERONA	35,390	\$36,734	37,870
WARREN CO	33,654	\$34,138	34,953
WASHINGTON CO	34,155	\$34,666	34,715
WAYNE CO	33,191	\$34,123	34,692
WEBSTER CO	33,900	\$34,312	34,462
WEST POINT	31,678	\$28,898	28,908
WHITLEY CO	33,440	\$34,189	35,161
WILLIAMSBURG	33,238	\$34,777	36,081
WILLIAMSTOWN	33,400	\$33,625	35,435
WOLFE CO	31,685	\$31,413	31,702
WOODFORD CO	33,570	\$33,806	34,677
STATE AVERAGE	\$34,442	\$35,383	\$36,255

CERTIFIED SALARIES BY RANK FY 1999-2000

	RANK 1		RANK 2		RANK 3		RANK 4		RANK 5	
	Low	High	Low	High	Low	High	Low	High	Low	High
Adair	30,258	39,199	27,142	36,068	23,998	32,910	20,731	20,731	19,146	19,146
Allen	31,801	42,630	28,747	40,018	25,384	37,258	21,410	21,410	0	0
Anderson	30,384	45,482	27,215	42,256	24,048	38,796	0	0	0	0
Anchorage Ind	32,439	52,401	28,496	48,658	24,953	47,286	17,850	17,850	16,500	16,500
Ashland Ind	31,971	46,257	28,308	42,444	24,715	38,706	20,428	20,428	19,229	19,229
Augusta Ind	29,161	38,493	26,163	35,412	23,110	32,254	19,957	19,957	17,888	17,888
Ballard	30,634	40,581	27,444	37,452	24,320	34,317	21,114	21,114	19,500	19,500
Barbourville Ind	30,780	42,940	27,715	38,615	24,495	35,235	22,980	22,980	19,940	19,940
Bardstown Ind	32,768	48,741	29,435	44,446	26,126	39,286	17,150	17,150	15,810	15,810
Barren	31,423	42,762	28,118	39,488	24,997	36,058	20,199	20,199	0	0
Bath	30,180	40,000	27,110	36,830	23,940	33,660	0	0	0	0
Beechwood Ind	31,815	47,058	28,644	41,943	25,370	37,851	20,000	20,000	18,500	18,500
Bell	27,488	41,516	25,196	38,288	22,317	35,036	0	0	0	0
Bellevue Ind	30,164	46,295	27,270	43,149	24,512	40,056	20,710	20,710	17,301	17,301
Berea Ind	31,139	40,390	28,049	37,217	24,850	33,880	21,544	21,544	15,810	15,810
Boone	30,934	50,139	28,086	47,292	25,242	44,447	20,846	20,846	17,742	17,742
Bourbon	31,842	44,067	28,443	40,670	25,047	37,270	21,641	21,641	19,985	19,985
Bowling Green Ind	32,106	42,574	28,080	38,871	24,978	34,983	18,910	18,910	17,440	17,440
Boyd	30,866	43,959	27,744	40,553	24,497	37,111	21,254	21,254	19,643	19,643
Boyle	30,653	44,252	27,484	40,843	24,304	37,357	19,022	19,022	16,529	16,529
Bracken	31,797	42,702	28,484	39,130	25,170	35,897	21,818	21,818	20,154	20,154
Breathitt	33,089	43,481	29,631	40,009	26,144	36,504	22,520	22,520	20,760	20,760
Breckinridge	30,522	42,011	27,344	38,022	24,113	34,581	18,289	18,289	16,860	16,860
Bullitt	33,269	49,469	29,808	44,669	26,285	41,023	22,585	22,585	20,821	20,821
Burgin Ind	29,560	40,706	26,481	37,770	23,353	34,083	20,113	20,113	18,549	18,549
Butler	31,252	43,207	28,083	39,827	25,133	36,406	22,405	22,405	20,700	20,700
Caldwell	30,831	40,409	28,300	37,263	25,152	34,104	19,425	19,425	17,500	17,500
Calloway	30,878	43,705	27,906	40,261	24,818	36,793	19,618	19,618	18,120	18,120
Campbell	30,574	46,272	27,434	42,086	24,295	37,900	17,836	17,836	16,442	16,442
Campbellsville Ind	30,710	39,890	27,545	36,700	24,335	33,400	20,180	20,180	18,610	18,610
Carlisle	30,684	40,143	27,613	37,034	24,480	33,912	21,219	21,219	19,684	19,684
Carroll	32,100	46,250	28,200	41,450	24,950	36,925	24,950	24,950	16,480	16,480
Carter	28,672	42,255	25,794	38,398	22,694	34,477	19,548	29,698	18,021	27,377
Casey	31,563	40,880	28,311	37,615	25,031	34,320	21,626	21,626	19,980	19,980
Caverna Ind	29,991	41,170	26,867	38,148	23,743	34,089	19,828	19,828	18,310	18,310
Christian	31,645	42,553	28,573	39,482	25,486	36,394	21,381	21,381	19,777	19,777
Clark	31,075	43,411	27,838	40,104	24,581	35,885	20,528	20,528	18,932	18,932
Clay	31,080	40,450	27,820	37,190	24,690	34,060	20,360	20,360	18,795	18,795
Clinton	31,058	40,788	27,937	37,529	24,871	34,243	21,571	21,571	19,921	19,921
Cloverport Ind	30,294	41,800	27,138	38,700	23,932	36,500	17,150	17,150	15,810	15,810
Corbin	30,853	40,361	27,592	37,163	24,553	33,932	20,990	20,990	15,810	15,810
Covington Ind	30,500	48,050	27,750	43,950	25,000	39,850	20,500	24,000	15,810	15,810
Crittenden	31,500	40,600	28,300	38,000	25,200	34,300	20,613	20,613	19,007	19,007
Cumberland	31,433	40,727	28,204	37,474	24,924	34,193	21,530	21,530	19,890	19,890
Danville Ind	29,188	42,354	26,364	39,531	23,541	36,707	17,150	17,150	15,810	15,810
Daviess	29,910	44,891	26,806	41,010	24,098	35,388	19,676	19,676	18,146	18,146
Dawson Springs Ind	29,791	43,018	26,706	39,742	23,882	36,443	18,783	18,783	17,315	17,315
Dayton Ind	30,584	47,448	28,487	43,546	25,218	40,066	20,243	20,243	18,678	18,678
East Bernstadt Ind	32,868	43,620	29,482	40,136	26,066	36,622	22,519	22,519	20,796	20,796
Edmonson	31,112	40,746	27,873	37,529	24,761	34,162	21,750	21,750	20,161	20,161
Elizabethtown Ind	29,967	45,187	27,103	41,553	24,991	39,137	0	0	0	0

2001 OEA Annual Report

	RANK 1		RANK 2		RANK 3		RANK 4		RANK 5	
	Low	High	Low	High	Low	High	Low	High	Low	High
Elliott	30,345	42,013	27,179	38,847	24,052	35,720	20,833	20,833	19,240	19,240
Eminence Ind	30,679	44,471	27,213	40,763	24,319	37,647	21,440	21,440	19,668	19,668
Erlanger Ind	30,569	47,883	27,504	44,816	25,426	41,749	20,481	20,481	18,880	18,880
Estill	31,217	41,916	28,067	38,727	24,865	35,537	20,500	20,500	19,000	19,000
Fairview Ind	30,994	42,938	27,716	39,495	24,748	36,239	23,100	32,393	20,525	24,027
Fayette	29,455	46,938	26,831	42,202	24,441	37,992	0	0	0	0
Fleming	31,733	42,598	28,302	39,167	24,872	36,022	21,728	21,728	20,298	20,298
Floyd	32,359	41,712	29,099	38,436	25,809	35,133	22,054	22,054	15,810	15,810
Ft. Thomas Ind	30,983	50,682	27,990	46,707	25,000	43,198	20,467	20,467	18,869	18,869
Frankfort Ind	30,250	42,500	27,250	38,750	24,500	35,500	17,975	26,100	0	0
Franklin	31,240	44,630	27,670	41,060	24,525	38,650	22,000	22,000	15,810	15,810
Fulton	30,451	39,585	27,279	36,387	24,057	33,165	15,103	15,103	0	0
Fulton Ind	31,570	41,040	28,279	37,725	24,938	34,382	21,481	21,481	19,811	19,811
Gallatin	30,893	41,619	27,676	38,356	24,412	35,087	24,412	24,412	20,567	20,567
Garrard	31,629	41,160	28,473	37,960	25,290	34,733	21,772	21,772	20,176	20,176
Glasgow Ind	31,529	43,932	28,305	40,674	25,486	37,392	17,150	17,150	15,810	15,810
Grant	31,197	45,869	27,976	42,496	24,695	39,280	20,641	20,641	19,074	19,074
Graves	31,617	42,344	28,501	39,077	25,423	35,768	22,223	22,223	20,672	20,672
Grayson	30,786	42,407	27,579	39,131	24,320	36,112	17,922	17,922	16,552	16,552
Green	30,243	39,186	27,138	36,058	23,982	32,901	18,432	18,432	16,992	16,992
Greenup	30,287	44,645	27,493	41,755	24,699	38,865	22,645	22,645	0	0
Hancock	30,600	44,010	27,343	40,727	24,043	35,219	17,150	17,150	15,810	15,810
Hardin	30,855	46,766	28,050	42,514	25,500	38,649	20,496	20,496	18,971	18,971
Harlan	30,870	43,022	27,643	39,824	24,556	36,752	20,868	20,868	19,632	19,632
Harlan Ind	30,432	42,378	27,027	38,703	23,784	35,189	20,325	31,730	18,756	30,161
Harrison	30,892	41,537	27,773	38,235	24,399	34,907	21,019	21,019	19,384	19,384
Harrodsburg Ind	30,670	41,230	27,490	38,105	24,340	34,755	19,290	19,290	17,100	17,100
Hart	31,284	43,040	28,123	39,186	25,048	35,655	21,710	21,710	20,172	20,172
Hazard Ind	32,650	42,220	29,240	38,812	25,962	35,533	22,684	22,684	21,111	21,111
Henderson	31,120	44,630	27,883	40,883	24,760	35,915	19,746	19,746	18,230	18,230
Henry	30,924	44,617	27,707	41,105	24,432	37,580	22,485	22,485	19,345	19,345
Hickman	31,333	40,735	28,069	37,442	24,754	34,128	21,320	21,320	19,662	19,662
Hopkins	29,299	48,999	26,195	42,909	24,070	40,250	19,323	19,323	17,826	17,826
Jackson	32,596	42,277	28,989	38,856	25,753	35,461	24,253	30,987	15,810	15,810
Jackson Ind	32,812	42,655	27,354	39,205	23,878	35,743	22,330	22,330	20,586	20,586
Jefferson	32,389	51,574	28,652	47,837	24,915	44,100	22,323	29,124	0	0
Jenkins Ind	31,089	40,548	27,859	37,364	25,185	34,165	17,150	17,150	15,810	15,810
Jessamine	29,968	43,579	26,934	40,546	23,901	37,512	17,903	17,903	15,914	15,914
Johnson	33,209	43,421	29,802	39,987	26,334	36,516	20,088	20,088	18,559	18,559
Kenton	30,229	47,582	27,088	43,923	25,193	40,062	17,150	17,150	15,810	15,810
Knott	33,252	43,828	29,840	40,362	26,484	36,868	22,942	22,942	21,186	21,186
Knox	30,169	41,448	27,029	38,136	23,833	34,796	21,000	30,659	15,810	15,810
Larue	30,737	43,937	27,570	40,771	24,400	37,570	20,687	20,687	19,071	19,071
Laurel	32,220	41,739	28,901	38,408	25,554	35,041	22,072	22,072	20,385	20,385
Lawrence	30,958	41,119	27,645	37,793	24,532	34,437	21,389	21,389	19,796	19,796
Lee	31,999	41,375	28,803	38,166	25,579	34,930	22,231	22,231	20,103	20,103
Leslie	32,265	41,799	28,942	38,461	25,587	35,093	21,462	21,462	19,821	19,821
Letcher	33,312	42,765	30,070	39,450	26,691	36,125	22,495	22,495	20,767	20,767
Lewis	28,366	42,312	25,439	39,040	22,457	35,737	18,839	18,839	17,365	17,365
Lincoln	31,120	40,254	27,938	37,053	24,714	33,839	20,339	20,339	17,794	17,794
Livingston	31,773	41,053	28,536	37,802	25,275	34,527	21,884	21,884	20,237	20,237
Logan	30,564	40,969	27,380	37,814	24,628	34,662	20,005	20,005	18,440	18,440
Ludlow Ind	31,440	47,430	27,480	41,510	25,800	36,380	20,880	20,880	18,690	18,690

Appendix B

	RANK 1		RANK 2		RANK 3		RANK 4		RANK 5	
	Low	High	Low	High	Low	High	Low	High	Low	High
Lyon	31,328	40,489	28,132	37,282	24,910	34,044	21,561	21,561	19,939	19,936
Madison	32,753	44,071	29,449	40,658	26,147	37,226	21,070	21,070	19,503	19,503
Magoffin	31,275	41,472	28,150	38,487	25,022	35,279	20,124	20,124	19,023	19,023
Marion	31,911	43,274	28,565	39,758	25,200	36,276	21,287	21,287	19,632	19,632
Marshall	31,859	42,464	28,775	39,263	25,651	35,908	19,555	19,555	0	0
Martin	32,628	43,449	29,348	40,059	26,057	36,541	18,160	18,160	16,740	16,740
Mason	33,896	46,330	30,560	42,845	27,010	39,360	17,150	17,150	15,810	15,810
Mayfield Ind	31,427	41,473	28,207	38,190	24,923	34,900	20,871	20,871	19,240	19,240
McCracken	33,228	46,205	29,983	42,831	26,726	38,998	24,608	24,869	21,060	24,191
McCreary	32,763	43,194	29,287	39,718	25,943	36,643	21,838	21,838	20,140	20,140
McLean	28,973	38,859	26,053	35,984	23,186	32,750	17,150	17,150	15,810	15,810
Meade	32,103	45,424	28,587	41,792	25,076	38,008	21,750	21,750	20,085	20,085
Menifee	30,100	40,500	27,100	37,500	24,200	34,600	21,500	21,500	19,900	19,900
Mercer	30,378	41,039	27,245	37,826	24,101	34,601	21,356	31,351	20,330	30,295
Metcalfe	32,100	39,560	26,500	36,575	23,400	33,600	19,250	19,250	18,000	18,000
Middlesboro Ind	30,899	42,442	27,845	39,298	24,792	36,153	17,150	17,150	15,810	15,810
Monroe	29,605	38,900	26,430	35,775	23,405	32,430	18,020	18,020	16,615	16,615
Montgomery	30,182	43,873	27,045	40,378	23,845	36,961	20,155	20,155	18,934	18,934
Monticello Ind	31,703	41,069	28,438	37,792	25,145	34,482	21,719	21,719	20,059	20,059
Morgan	25,780	43,431	23,099	38,967	22,200	35,320	17,150	17,150	15,810	15,810
Muhlenberg	31,911	42,330	28,693	38,995	25,448	35,650	17,150	17,150	15,810	15,810
Murray Ind	31,340	41,933	28,085	38,320	24,889	34,363	0	0	0	0
Nelson	32,074	45,921	28,635	42,351	25,798	39,000	0	0	0	0
Newport Ind	31,848	48,643	28,637	44,924	25,507	42,244	19,881	19,881	18,506	18,506
Nicholas	30,046	42,622	26,747	39,467	24,121	36,302	17,150	17,150	15,810	15,810
Ohio	31,093	41,919	27,933	39,155	24,732	35,298	18,741	18,741	17,276	17,276
Oldham	31,317	49,257	27,488	45,083	24,320	41,198	20,845	20,845	15,810	15,810
Owen	30,546	44,150	27,725	40,711	24,376	37,560	21,416	21,416	19,783	19,783
Owensboro Ind	29,845	44,824	26,596	40,903	23,720	32,332	20,199	20,199	18,625	18,625
Owsley	29,089	41,245	26,352	37,936	23,300	34,593	21,311	21,311	19,683	19,683
Paducah Ind	33,808	46,781	30,536	42,816	27,389	38,399	21,667	21,667	19,982	19,982
Paintsville Ind	30,645	40,373	27,547	37,280	24,456	34,181	20,055	20,055	18,442	18,442
Paris Ind	30,529	41,594	27,389	38,452	24,220	35,164	19,376	28,131	15,810	15,810
Pendleton	31,057	45,591	27,956	42,196	24,828	38,768	21,141	21,141	19,572	19,572
Perry	32,234	43,125	28,833	39,643	25,431	36,132	22,031	22,584	20,304	20,818
Pike	34,485	44,480	31,032	41,027	27,524	37,416	12,025	12,025	15,810	15,810
Pikeville Ind	36,426	47,161	32,766	43,506	28,798	38,800	17,150	17,150	15,810	15,810
Pineville Ind	29,474	41,377	26,437	38,200	23,375	34,991	17,150	17,150	15,810	15,810
Powell	30,719	44,591	27,558	40,954	24,363	36,010	19,845	19,845	18,328	18,328
Providence Ind	27,874	38,894	25,002	35,692	22,023	32,875	17,150	17,150	15,810	15,810
Pulaski	29,618	41,762	26,569	38,425	23,490	35,061	20,699	22,087	19,183	20,469
Raceland Ind	31,760	43,185	28,532	40,060	25,507	36,953	20,364	28,322	18,777	26,713
Robertson	29,900	39,000	26,800	35,900	23,600	32,800	20,400	20,400	18,800	18,800
Rockcastle	32,188	41,699	28,874	38,368	25,528	35,008	22,053	22,053	20,368	20,368
Rowan	29,947	42,202	27,206	39,086	24,332	35,964	21,195	21,195	19,683	19,683
Russell	30,449	39,446	27,314	36,295	24,149	33,119	20,862	20,862	19,266	19,266
Russell Ind	33,229	47,234	29,753	43,467	26,495	40,035	17,150	17,150	15,810	15,810
Russellville Ind	30,950	41,000	27,800	37,850	24,650	34,700	20,070	20,070	18,500	18,500
Science Hill Ind	33,521	43,578	30,032	40,058	26,483	36,510	22,809	22,809	21,035	21,035
Scott	31,529	45,265	28,218	41,534	24,940	37,798	21,245	21,245	19,183	19,183
Shelby	31,170	44,621	27,976	41,346	24,759	38,053	21,029	21,029	19,386	19,386
Silver Grove Ind	30,854	44,923	27,746	41,730	24,582	38,132	20,432	20,432	18,812	18,812
Simpson	29,878	41,152	26,765	37,591	24,026	34,282	20,142	20,142	18,567	18,567

2001 OEA Annual Report

	RANK 1		RANK 2		RANK 3		RANK 4		RANK 5	
	Low	High	Low	High	Low	High	Low	High	Low	High
Somerset Ind	32,075	41,867	28,873	38,603	25,642	35,313	22,642	22,642	0	0
Southgate Ind	29,567	39,185	26,504	36,072	23,383	33,490	17,150	17,150	15,810	15,810
Spencer	31,602	45,411	28,384	41,891	25,238	38,345	20,513	20,513	18,910	18,910
Taylor	30,720	39,890	27,550	36,700	24,340	33,410	20,180	20,180	15,810	15,810
Todd	30,246	40,385	27,152	37,212	24,227	33,991	20,128	20,128	15,810	15,810
Trigg	31,506	41,281	28,318	38,079	25,034	34,500	21,208	21,208	19,590	19,590
Trimble	31,802	46,050	28,496	41,820	25,125	38,601	21,109	21,109	19,466	19,466
Union	29,188	41,582	26,154	38,026	23,061	34,274	19,299	19,299	18,311	18,311
Walton Verona Ind	31,183	49,080	28,054	43,505	25,639	38,181	17,150	17,150	15,810	15,810
Warren	31,839	41,566	28,584	38,254	25,329	34,909	19,976	19,976	18,414	18,414
Washington	31,422	42,093	28,257	38,854	25,040	35,615	19,796	19,796	18,243	18,243
Wayne	30,613	40,759	27,354	37,587	24,235	34,390	20,996	20,996	19,390	19,390
Webster	29,721	41,966	27,000	39,140	24,175	35,896	20,000	20,000	15,810	15,810
West Point Ind	27,494	39,939	24,865	36,934	22,031	33,481	17,150	17,150	15,810	15,810
Whitley	32,093	42,362	28,788	38,979	25,454	35,567	21,989	22,404	20,306	20,691
Williamsburg Ind	30,733	41,426	27,479	38,135	24,440	34,829	19,080	19,080	17,589	17,589
Williamstown Ind	30,379	45,148	27,146	41,930	23,981	38,710	18,981	33,710	15,810	15,810
Wolfe	31,662	41,018	28,401	37,743	25,112	34,438	21,062	21,062	19,451	19,451
Woodford	30,098	42,381	27,058	39,302	24,075	34,797	19,479	19,479	17,951	17,951

**KENTUCKY
SCHOOL COMMUNITY FREE/REDUCED REPORT
FOR OCTOBER 2000**

DISTRICT	At Risk Percent Free	Percent Reduced	Total
ADAIR COUNTY BOE	46.9%	11.2%	58.1%
ALLEN CO. BOE	32.0%	9.7%	41.6%
ANCHORAGE IND BOE	0.9%	0.0%	0.9%
ANDERSON CO. BOE	19.3%	6.6%	25.9%
ASHLAND IND. BOE	39.1%	4.4%	43.5%
AUGUSTA IND. BOE	45.6%	11.9%	57.4%
BALLARD COUNTY BOE	32.9%	11.6%	44.5%
BARBOURVILLE IND BOE	36.9%	11.7%	48.5%
BARDSTOWN IND. BOE	38.1%	12.6%	50.7%
BARREN CO. BOE	32.6%	7.3%	39.9%
BATH COUNTY BOE	53.1%	7.5%	60.6%
BEECHWOOD IND. BOE	3.5%	1.1%	4.7%
BELL CO. BOE	67.6%	10.8%	78.4%
BELLEVUE IND BOE	31.2%	13.5%	44.7%
BEREA IND BOE	29.9%	9.1%	39.1%
BOONE CO BOE	11.5%	6.4%	17.9%
BOURBON CO BOE	26.3%	10.2%	36.5%
BOWLING GREEN IND BOE	46.2%	5.6%	51.8%
BOYD CO BOE	38.5%	9.1%	47.6%
BOYLE CO BOE	20.6%	5.7%	26.3%
BRACKEN CO. BOE	27.2%	12.2%	39.3%
BREATHITT CO BOE	67.5%	9.5%	77.0%
BRECKINRIDGE CO. BOE	41.4%	14.3%	55.6%
BULLITT CO. BOE	23.5%	9.7%	33.1%
BURGIN IND BOE	17.4%	5.3%	22.7%
BUTLER COUNTY BOE	38.7%	13.8%	52.5%
CALDWELL COUNTY BOE	34.8%	5.6%	40.4%
CALLOWAY COUNTY BOE	33.4%	11.8%	45.2%
CAMPBELL COUNTY BOE	15.1%	7.1%	22.2%
CAMPBELLSVILLE IND BOE	52.6%	8.2%	60.7%
CARLISLE COUNTY BOE	39.2%	10.0%	49.2%
CARROLL COUNTY BOE	45.0%	8.2%	53.1%
CARTER COUNTY BOE	48.6%	10.3%	58.9%
CASEY COUNTY BOE	46.5%	14.9%	61.4%
CAVERNA IND BOE	48.5%	8.6%	57.0%
CHRISTIAN COUNTY BOE	45.8%	14.1%	59.9%
CLARK COUNTY BOE	31.2%	10.1%	41.3%
CLAY COUNTY BOE	68.2%	8.1%	76.3%
CLINTON COUNTY BOE	55.0%	13.8%	68.9%
CLOVERPORT IND BOE	51.7%	10.3%	62.0%
CORBIN IND BOE	30.8%	12.2%	43.0%
COVINGTON IND BOE	64.5%	10.8%	75.3%
CRITTENDEN COUNTY BOE	36.5%	7.2%	43.6%
CUMBERLAND COUNTY BOE	52.2%	12.5%	64.6%
DANVILLE IND BOE	38.3%	6.8%	45.1%
DAVIESS COUNTY BOE	24.0%	9.3%	33.3%
DAWSON SPRING IND BOE	45.4%	9.6%	55.0%
DAYTON IND BOE	52.5%	11.9%	64.4%
EAST BERNSTADT IND BOE	50.0%	10.7%	60.7%

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DISTRICT	At Risk Percent Free	Percent Reduced	Total
EDMONSON COUNTY BOE	39.3%	8.5%	47.8%
ELIZABETHTOWN IND BOE	31.3%	6.2%	37.5%
ELLIOTT COUNTY BOE	61.7%	8.5%	70.2%
EMINENCE IND BOE	45.8%	11.7%	57.4%
ERLANGER ELSMERE IND BOE	21.4%	7.6%	29.0%
ESTILL COUNTY BOE	42.7%	9.1%	51.9%
FAIRVIEW IND BOE	34.4%	10.1%	44.5%
FAYETTE COUNTY BOE	29.4%	7.2%	36.6%
FLEMING COUNTY BOE	39.0%	14.2%	53.2%
FLOYD COUNTY BOE	61.6%	9.4%	71.0%
FT THOMAS IND BOE	1.8%	1.9%	3.7%
FRANKFORT IND BOE	54.3%	9.5%	63.8%
FRANKLIN COUNTY BOE	23.9%	7.8%	31.8%
FULTON COUNTY BOE	67.8%	8.3%	76.1%
FULTON IND BOE	62.5%	7.0%	69.4%
GALLATIN COUNTY BOE	40.3%	11.1%	51.4%
GARRARD COUNTY BOE	34.9%	10.2%	45.1%
GLASGOW IND BOE	33.2%	5.7%	39.0%
GRANT COUNTY BOE	30.9%	11.4%	42.3%
GRAVES COUNTY BOE	27.1%	9.6%	36.7%
GRAYSON COUNTY BOE	35.8%	11.6%	47.4%
GREEN COUNTY BOE	40.2%	11.5%	51.7%
GREENUP COUNTY BOE	44.6%	9.6%	54.2%
HANCOCK COUNTY BOE	23.9%	8.8%	32.7%
HARDIN COUNTY BOE	29.1%	14.3%	43.4%
HARLAN CO BOE	66.1%	13.0%	79.1%
HARLAN IND BOE	47.6%	5.0%	52.6%
HARRISON COUNTY BOE	34.0%	9.4%	43.5%
HARRODSBURG IND BOE	50.3%	9.9%	60.2%
HART COUNTY BOE	45.5%	11.4%	57.0%
HAZARD IND BOE	37.5%	5.8%	43.3%
HENDERSON COUNTY BOE	31.7%	8.9%	40.6%
HENRY COUNTY BOE	30.9%	10.4%	41.3%
HICKMAN COUNTY BOE	46.9%	8.6%	55.5%
HOPKINS COUNTY BOE	37.2%	8.9%	46.1%
JACKSON COUNTY BOE	64.6%	14.8%	79.3%
JACKSON IND BOE	53.7%	11.1%	64.8%
JEFFERSON COUNTY BOE	40.9%	8.4%	49.3%
JENKINS IND BOE	64.7%	7.7%	72.3%
JESSAMINE COUNTY BOE	30.6%	8.9%	39.5%
JOHNSON COUNTY BOE	55.7%	10.2%	65.9%
KENTON COUNTY BOE	16.1%	6.9%	23.0%
KNOTT COUNTY BOE	61.4%	11.0%	72.3%
KNOX COUNTY BOE	68.1%	11.3%	79.4%
LARUE COUNTY BOE	32.9%	9.9%	42.8%
LAUREL COUNTY BOE	41.9%	9.8%	51.7%
LAWRENCE COUNTY BOE	63.5%	8.9%	72.4%
LEE COUNTY BOE	65.6%	10.3%	75.9%
LESLIE COUNTY BOE	66.8%	10.5%	77.3%
LETCHER COUNTY BOE	56.3%	10.6%	66.9%
LETCHER COUNTY BOE	56.3%	10.6%	66.9%
LEWIS COUNTY BOE	53.3%	11.2%	64.5%
LINCOLN COUNTY BOE	40.8%	12.7%	53.5%

Appendix B

DISTRICT	At Risk Percent Free	Percent Reduced	Total
LIVINGSTON COUNTY BOE	33.2%	10.4%	43.6%
LOGAN COUNTY BOE	28.7%	11.0%	39.8%
LUDLOW IND BOE	23.0%	15.5%	38.5%
LYON COUNTY BOE	25.8%	5.9%	31.8%
MADISON COUNTY BOE	37.9%	9.1%	47.0%
MAGOFFIN COUNTY BOE	66.2%	11.2%	77.4%
MARION COUNTY BOE	38.1%	15.5%	53.6%
MARSHALL COUNTY BOE	24.7%	7.1%	31.8%
MARTIN COUNTY BOE	63.7%	6.5%	70.2%
MASON COUNTY BOE	39.2%	7.2%	46.3%
MAYFIELD IND BOE	57.9%	7.7%	65.6%
MCCRACKEN COUNTY BOE	27.2%	6.5%	33.7%
MCCREARY COUNTY BOE	75.4%	9.6%	85.0%
MCLEAN COUNTY BOE	34.0%	9.0%	43.0%
MEADE COUNTY BOE	26.3%	12.8%	39.2%
MENIFEE COUNTY BOE	51.1%	12.5%	63.5%
MERCER COUNTY BOE	16.9%	8.0%	25.0%
METCALFE COUNTY BOE	51.0%	11.6%	62.6%
MIDDLESBORO IND BOE	59.4%	10.5%	69.8%
MONROE COUNTY BOE	47.4%	12.0%	59.4%
MONTGOMERY COUNTY BOE	43.1%	9.2%	52.4%
MONTICELLO IND BOE	55.8%	10.6%	66.4%
MORGAN COUNTY BOE	57.9%	11.4%	69.3%
MUHLENBERG COUNTY BOE	36.9%	9.0%	45.9%
MURRAY IND BOE	24.0%	6.9%	30.9%
NELSON COUNTY BOE	27.3%	9.1%	36.4%
NEWPORT IND BOE	62.4%	9.5%	71.9%
NICHOLAS COUNTY BOE	40.9%	10.5%	51.4%
OHIO COUNTY BOE	38.5%	11.9%	50.5%
OLDHAM COUNTY BOE	9.6%	3.2%	12.8%
OWEN COUNTY BOE	37.6%	6.8%	44.3%
OWENSBORO IND BOE	48.1%	8.7%	56.8%
OWSLEY COUNTY BOE	86.9%	6.5%	93.5%
PADUCAH IND BOE	60.7%	5.3%	66.0%
PAINTSVILLE IND BOE	45.4%	4.4%	49.7%
PARIS IND BOE	40.1%	12.7%	52.8%
PENDLETON COUNTY BOE	32.3%	9.9%	42.2%
PERRY COUNTY BOE	58.5%	10.0%	68.5%
PIKE COUNTY BOE	53.2%	12.8%	65.9%
PIKEVILLE IND BOE	29.8%	5.1%	34.9%
PINEVILLE IND BOE	58.5%	9.4%	67.9%
POWELL COUNTY BOE	47.1%	11.3%	58.5%
PROVIDENCE IND BOE	66.3%	9.9%	76.1%
PULASKI COUNTY BOE	52.8%	12.0%	64.8%
RACELAND-WORT IND BOE	24.2%	8.0%	32.1%
ROBERTSON COUNTY BOE	43.6%	7.3%	50.9%
ROCKCASTLE COUNTY BOE	48.1%	15.4%	63.4%
ROWAN COUNTY BOE	37.7%	12.3%	50.0%
RUSSELL COUNTY BOE	44.2%	12.0%	56.2%
RUSSELL IND BOE	18.8%	4.2%	23.0%
RUSSELLVILLE IND BOE	44.3%	9.4%	53.7%
SCIENCE HILL IND BOE	33.6%	11.1%	44.7%
SCOTT COUNTY BOE	23.0%	5.8%	28.9%

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DISTRICT	At Risk Percent Free	Percent Reduced	Total
SHELBY COUNTY BOE	25.1%	7.4%	32.5%
SILVER GROVE IND BOE	37.8%	19.0%	56.8%
SIMPSON COUNTY BOE	25.0%	10.7%	35.7%
SOMERSET IND BOE	36.7%	8.3%	45.1%
SOUTHGATE IND BOE	24.4%	8.9%	33.3%
SPENCER COUNTY BOE	23.9%	8.6%	32.5%
TAYLOR COUNTY BOE	25.0%	9.0%	34.0%
TODD COUNTY BOE	37.2%	11.9%	49.0%
TRIGG COUNTY BOE	35.5%	12.1%	47.6%
TRIMBLE COUNTY BOE	31.9%	13.3%	45.3%
UNION COUNTY BOE	37.5%	10.2%	47.6%
WALTON VERONA IND BOE	11.6%	5.9%	17.5%
WARREN COUNTY BOE	30.9%	7.9%	38.9%
WASHINGTON COUNTY BOE	32.0%	10.6%	42.6%
WAYNE COUNTY BOE	56.3%	14.9%	71.1%
WEBSTER COUNTY BOE	30.9%	8.2%	39.1%
WEST POINT IND BOE	58.5%	13.4%	72.0%
WHITLEY COUNTY BOE	60.6%	12.0%	72.6%
WILLIAMSBURG IND BOE	41.1%	11.3%	52.3%
WOLFE COUNTY BOE	75.8%	8.5%	84.4%
WOODFORD COUNTY BOE	15.5%	4.6%	20.0%

Appendix C

E DUCATION PROFESSIONAL STANDARDS BOARD. The General Assembly, in its 2001 Session, approved House Bill 78, which confirmed the Executive Order of Governor Paul E. Patton of July 1, 2000. The legislative act provided that all members appointed by the Governor to the Board would be subject to confirmation by the Senate and House of Representatives. In January 1999 the EPSB approved six goals and accompanying initiatives. Those goals and the current status of each are:

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

Report Card

- On-going*
- A. Define, in collaboration with the Council on Postsecondary Education (CPE) and the Association of Independent Kentucky Colleges and Universities (AIKCU), measures of acceptable program quality, and issue an educator preparation report card to include the following:
- State report card format, emphasizing output measures (e.g., PRAXIS scores, internship results, and student/employer satisfaction surveys) approved by EPSB in May 2001. **COMPLETED**
 - Development of web page for state report card due to be completed August 2001, with first state report card scheduled for release in September 2001 (draft to EPSB in August 2001).
 - Development of student/employer satisfaction surveys to begin July 2001, with first surveys to be conducted in October 2001.
 - Quality Point Index under development and scheduled for inclusion on 2002 report card.
 - Federal Title II report card format, including definitions of “low performing” and “at risk of becoming low performing” approved by EPSB in May 2001; instructional reports received in April 2001, with federal report card scheduled for release in September 2001. **COMPLETED**
 - Database being redesigned to eliminate need for Educational Testing Service’s calculating institutions’ PRAXIS pass rates for Title II report, and to use exit data reports for Title II cohort reporting, thereby eliminating duplicative institutional reports.
 - Poverty schools and teachers with emergency certification (federal requirements) identified. **COMPLETED**

Accreditation

- New NCATE (National Council for Accreditation of Teacher Education) 2000 performance-based accreditation standards adopted by EPSB; EPSB/NCATE partnership renewed. **COMPLETED**
- State accreditation requirements revised to include quality indicators delineated in Senate Bill 77 (KRS 161.028[1]) and state report card information. **COMPLETED**
- Use of PRAXIS II and KTIP/KPIP results in Board of Examiner (BOE) recommendations and EPSB accreditation decisions implemented. **COMPLETED**

On-going

B. Provide technical assistance to meet the established criteria.

- Campus technical assistance visits to Cumberland College, Transylvania University, University of Louisville, Eastern Kentucky University, and Murray State University, Mid-Continent College, Kentucky State University, Indiana Wesleyan University, Lincoln Memorial University, and Lindsey Wilson College. Assistance provided to the University of Kentucky in re-establishing its certification program in social work. Additional technical assistance provided to all institutions.

On-going

C. Assess whether the criteria are being met by each institution's program, and approve/disapprove program continuation in collaboration with CPE and AIKCU.

- Accreditation and/or status reports on Bellarmine College, Brescia University, Midway College, Berea College, Morehead State University, and Mid-Continent College, including staff recommendations, presented for board review.
- Staff and EPSB members participating in the Teacher Education Agenda Group, i.e. deans/chairs and chief academic officers from public/independent institutions, which deals with issues regarding teacher quality. The group met in June 2001 and will meet again in the fall 2001, at which time representatives from the colleges of arts and sciences also will be in attendance.
- Program review forms redesigned with assistance of Reading Committee to align with new NCATE 2000/state standards. **COMPLETED**
- Institutions submitting new program documents in accordance with changes in certifications (704 KAR 20:670).
- BOE training on NCATE 2000 standards held in May 2001. **COMPLETED**
- Pursuant to KRS 164.097, EPSB certified to CPE that Eastern Kentucky University, Morehead State University, Murray State University, and Western Kentucky University met all conditions necessary for receiving trust funds from CPE for teacher education or model programs of teaching and learning. **COMPLETED**

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On-going D. Require all university/college faculty members in the colleges/departments of education who are responsible for the training of teachers and administrators to serve on KTIP/KPIP committees or related internships at least once within each accreditation cycle.

- Under discussion by the Teacher Education Agenda Group

GOAL II: Increase the number of minority teachers and administrators in Kentucky.

On-going A. Support the activities of the Division of Minority Educator Recruitment and Retention (MERR).

- Participated in joint EPSB/MERR review of alternative route to certification programs.
- Participated in MERR-sponsored Kentucky Alliance of Black School Educators January 2001 Conference.
- Participated in MERR-sponsored workshop at Kentucky State University in April 2001.
- Actively promoting development of high quality alternative route to certification programs at college/universities, which are an excellent recruitment tools for minority teachers and administrators.

On-going B. Support the activities of the Division of Equity.

- On-going meetings with Division of Equity staff to share information, specifically regarding issues of compliance, cultural diversity, inclusion, and equity.

C. Collaborate with the Kentucky Department of Education (KDE), CPE, and other agencies in their development and implementation of a statewide minority recruitment and retention plan.

- KDE/EPSB Teacher Quality Cross-Agency Team developed statewide, multi-dimensional recruitment and retention plan mandated in KRS 161.167, which ensured commitment of \$200,000 to colleges/universities for the development and implementation of alternative routes to certification, with additional emphases in on-line job posting and applications, marketing strategies, early identification, and retention.

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

On-going A. Review existing programs to ensure that they require sufficient preparation in content and content-specific pedagogy.

- In July 2001, retired teachers to begin a review of all program documents to ensure sufficient preparation in content and content-specific pedagogy, as well as integration of special topics across the curriculum (e.g., school safety, literacy, economic education, and environmental education).

B. Eliminate instances of persons teaching out-of-field.

- Instances of out-of-field teaching have increased because of: (1) state and national teacher shortages, (2) expanded definition of “out-of-field,” (3) allowing emergency certified teachers to be paid at their original rank, and (4) the improved data system, which more accurately identifies those persons not appropriately and/or adequately certified. Concomitantly, a new EPSB policy of approving waivers for teachers of exceptional children contingent upon KDE recommendation has reduced the number of out-of-field exceptional education teachers. Also, the number of out-of-field teachers, particularly in math, science, and foreign language, will decrease as districts increasingly use alternative routes to certification.
- Additional alternative routes to certification (i.e., institutional/agency, military) for both teachers and administrators implemented, with programs being established at most public universities and several independent colleges/universities; record number of candidates from workforce, college faculty, and military applying.
- Districts given more flexibility in placement of teachers.
- New Local Educator Assignment Data (LEAD) reporting implemented with 2000-01 report presented to EPSB and Commissioner of Education in May 2001.

C. Significantly reduce the number of persons teaching on emergency and probationary certificates.

- Staff working with colleges/universities, private contractor, KDE, and Kentucky Virtual University (KYVU) to develop and implement alternative training programs, thereby reducing need for emergency and probationary certified teachers. Programs approved by EPSB for Eastern Kentucky University, Northern Kentucky University, Murray State University, Spalding University, Union College, and the University of Louisville. Program applications near completion at Morehead State University and Western Kentucky University. Collaborative program offered by KDE and college/universities for Highly Skilled Educators seeking certification as principals and/or supervisors of instruction endorsed by the EPSB.
- EPSB approved amendments to 704 KAR 20:120 and 510 regarding professional development requirements for emergency and probationary certified special education teachers to facilitate obtaining continuing education. **COMPLETED**
- Staff studying possible use of Continuing Education Option (CEO) as one means of reducing the number of emergency and probationary special education teachers.
- Memorandum of Agreement (MOA) signed with KYVU to develop a web site to offer professional development modules and preparation/remediation for PRAXIS.

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- D. Monitor the validity of teacher and administrator assessments, and continually evaluate appropriate levels of competency.
- All PRAXIS tests reviewed, validated as appropriate, and recommendations made to EPSB regarding tests needing updating; PRAXIS tests in Speech/Media Communication, Theater, Earth Science, and Principles of Learning and Teaching approved by the EPSB in May and June 2001. **COMPLETED**
 - Kentucky Principal Test (old Kentucky Specialty Test of Administrative Practices) revised, and its study guide updated and placed on web with hyperlinks to references. **COMPLETED**
 - EPSB/KYVU web site also to entail offering on-line the Kentucky Principal Test and the Interdisciplinary Early Childhood Education (IECE) test (both to provide immediate results and automated registration and scoring), as well as to facilitate on-line professional development modules, initially in Kentucky-specific content (e.g. school-based decision making, exceptional children, assessment) for alternative route and out-of-state candidates who may not be familiar with this information; scheduled for implementation in January 2002.
- E. Review existing programs to ensure that all teachers are prepared to work with students with special needs.
- EPSB and KDE staff, together with representatives of higher education, attended the Special Education Symposium in Washington, D.C. in May 2001. Team developed plan for establishing advisory group to assist EPSB, KDE, and colleges/universities in addressing critical issues regarding special education. Advisory group will be extension of Special Education Task Force established by EPSB in 1998-99, which made its report to EPSB and KDE in March 1999.
- F. Devise, implement, and promote alternative routes to certification.
- These are addressed in Goal II.A. and C. and Goal III.B., C., & D.
- G. Provide greater flexibility within the certification system. **COMPLETED**
- 704 KAR 20:670 (certification regulation expanding types of certificates [e.g., restricted, extensions]) become effective March 2001. **COMPLETED**

GOAL IV: Every beginning teacher, principal, and assistant principal shall successfully complete a guided transition into the profession.

- A. Establish levels of performance for KTIP/KIP and revise the assessment instruments.
- KTIP redesigned for 2001-02 using New Teacher Standards benchmarks developed and field-tested by Benchmark Committee and approved by EPSB in January 2001. Benchmarks to be incorporated into KTIP in the fall 2001, with generated data providing better information regarding how prospective teachers are meeting the standards. All college/university and school district KTIP personnel (2000+) being retrained during the summer 2001.

Appendix C

- Electronic data system being developed to track KTIP/KPIP participants; scheduled for implementation in the fall 2001.
 - EPSB and KDE staff working collaborative on revising IECE standards (see Goal III.D. above) and will begin benchmarking the standards in the fall 2001.
 - Staff working with representatives of First Step (birth to primary intervention) to develop a process whereby developmental interventionists can participate in KTIP. Slated for inclusion in EPSB's 2002-04 budget request.
- B. Increase the pool of KTIP/KPIP committee applicants from schools and colleges/universities.
- Kentucky Advisory Council for Internship discussed in March 2001 and requested that staff inform teachers of new incentives for resource teachers approved by the 2000 General Assembly (i.e., stipend increase; free college credit; KDE professional development fund). This was accomplished via regional meetings in April 2001. **COMPLETED**
 - KTIP/KPIP college/university and school district personnel surveyed regarding suggestions on how to improve internship training and program; results shared with Benchmark Committee and during regional meetings.
- C. Increase the number of minority resource teachers and principal mentors.
- Kentucky Advisory Council for Internship discussed in March 2001 and determined that minority teachers already are serving as resource teachers—the problem is that there are not enough minorities being recruited into teaching. More emphasis needs to be placed on recruitment and retention. Also scheduled for discussion by the Teacher Education Agenda Group.
 - Kentucky Association of Colleges of Teacher Education collaborating with EPSB staff in development of a minority recruitment plan.
- D. Work with CPE, AIKCU, and higher education faculty and administrators in departments of education toward recognition of service on KTIP/KPIP committees as a factor in class load calculation.
- Under discussion by Teacher Education Agenda Group, many independent institutions already do this, as well as recognize service to the schools in tenure and promotion decisions.
- E. Seek funding for a second year of new teacher mentoring.
- Slated for inclusion in EPSB's 2002-04 budget request.

GOAL V: Every teacher and administrator shall maintain the standards of the profession.

- A. Work toward having at least one NBPTS-certified teacher in every school.

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- Forty-two teachers received NBPTS certification in 2000-01, bringing total number in Kentucky to 75. Additional 128 teachers currently in pipeline, with another 200+ applications already submitted for 2001-02.
 - Staff administering Teachers' National Certification Incentive Trust Fund established in House Bill 25 (2000 General Assembly), with more than \$300,000 disbursed during 2000-01; processes to award incentives for certified and prospective NBPTS teachers and system to track teachers' progress implemented.
 - Staff working with NBPTS regarding possible national private grant money being used in Kentucky to help EPSB meet its goal.
 - Staff promoting NBPTS awareness at regional meetings across the state and at educational conferences.
 - Staff exploring regional NBPTS mentoring sites and ways to use EPSB/KYVU web site to facilitate candidate preparation and mentoring.
- B. Develop or adopt standards for all certified positions.
- Working with NCATE on revision of national standards from professional organizations to ensure that they are performance based.
 - Working with representatives of guidance counseling and interdisciplinary early childhood education regarding adoption of national standards.
- C. Encourage effective continuous professional growth.
- Current active participation in the CEO program is approximately 300 teachers, with 80 successful candidates during 2000.
 - CEO continuing to be publicized via newsletter, regional orientation sessions, and EPSB web site.
 - Jessamine County Schools district-wide CEO program implemented. **COMPLETED**
 - Staff working with Northern Kentucky Educational Cooperative regarding development and immediate implementation of CEO. Other regional CEO programs operated via the educational cooperatives are under study.
 - EPSB partnership with KYVU will facilitate on-line professional development.
- D. Receive and process disciplinary actions in a fair, efficient, and consistent manner.
- Presentation of case materials for board reorganized and restructured to facilitate review; new electronic case tracking system and database designed and implemented. **COMPLETED**
 - Training sessions for EPSB members conducted. **COMPLETED**

- KRS 161.120 streamlined and new definitions of “suspension” and “revocation” added. **COMPLETED**
- Quarterly training for Commonwealth Accountability Testing System (CATS) offenses in collaboration with KDE.
- Format for Agreed Orders standardized. **COMPLETED**
- Format for witness interviews standardized. **COMPLETED**
- Staff attorney dedicated to managing case processing hired on full-time basis. **COMPLETED**

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

A. Expand research efforts.

- Requests for Proposals (contingent upon 2001-02 budget) will be promulgated for researchers to assist staff in reviewing the following:
 - ❖ The CEO program (scheduled to begin October 2001).
 - ❖ Emergency and probationary certified special education teachers (December 2001).
 - ❖ Middle school teachers’ preparation (December 2001).
 - ❖ The Emergency Non-Certified School Personnel Program (December 2001).
 - ❖ Relationship between high-performing/low-performing schools and teacher preparation (December 2001).
 - ❖ KTIP/KPIP (June 2002).
 - ❖ Principals’ preparation (June 2002).
 - ❖ Longitudinal study of alternative routes to certification.

B. Conduct supply and demand studies with the following emphasis:

- Currently in process by Dr. Steve Clements, University of Kentucky.
 - ❖ Teachers of exceptional children, including how to increase the number and retain those who are currently practicing.
 - ❖ Teachers in specific content areas.
 - ❖ Teachers in specific grade levels.
 - ❖ Substitute teachers.

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- C. Seek additional funding through grants and state support for research staff and activities.
 - Slated for inclusion in EPSB's 2002-04 budget request.
- D. Conduct a longitudinal study of new teachers through their fifth year on the job.
 - Research design completed June 2001 and RFP promulgated July 2001; study to begin August 2001.
- E. Evaluate the effectiveness of new teachers' and new principals' participation in KTIP/KPIP.
- F. Conduct a longitudinal study of the efficacy of the new principal preparation program at the master's level.
- G. Evaluate the effectiveness of preparation programs' implementation of continuous assessment and infusion of on-demand tasks.
 - On-demand tasks developed by EPSB and those developed by institutions implemented in teacher preparation programs as part of continuous assessment process, which is reviewed annually by Continuous Assessment Review Committee (CARC).
 - CARC workshop for institutions on using data to review and revise programs held April 2001, with focus on aggregating and analyzing data, and the federal and state report cards.
 - CARC developing rubric for evaluating continuous assessment plans, and will begin reviewing each institution's plan before its accreditation visit.
- H. Conduct a longitudinal study of alternative routes to certification for both teachers and administrators.
- I. Study the linkages between preparation programs and PRAXIS scores, teaching success, and student performance on the CATS assessment.

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

Agency Support

- EPSB separated from KDE and created as independent agency attached to the Office of the Governor by Executive Order #2000-851, effective 7/1/00, and confirmed by the 2001 General Assembly. All financial and personnel records transferred to the Office of Management and Budget (OMB). Additional resources and 18 additional staff positions (10 filled to date, including a certified public accountant) provided via 2000 budget bill. Six agency divisions created aligned with EPSB goals.

Appendix C

- Additional space for agency anticipated by September 2001. In the interim, temporary space leased to house staff and consultants working on creating interagency enterprise portal database.
- Working with Governor's Office of Policy and Management and OMB to realign budget accounts with actual spending needs and EPSB goals.
- Accounting, Personnel, and Operating Procedures Manual developed to increase effectiveness and efficiency of internal operations.
- Key staff trained and given access to Management Analysis Reporting System to facilitate personnel and financial reporting among state agencies.
- Schedule implemented for bi-weekly meetings for leadership staff and quarterly meetings for all staff. Professional development and shadowing opportunities provided for staff, and evaluation coaching sessions held biannually.
- All evaluations of leadership staff by Executive Director completed by July 2001.

Technological Support

- Professional Staff Data (PSD) course assignments transferred from KDE and new LEAD system implemented statewide, with 2000-01 data report given to EPSB and Commissioner of Education in May 2001. **COMPLETED**
- Two districts successfully piloted LEAD system via STI program (KDE-approved software) during 2000-01. Districts to have option of using STI or old reporting system during 2001-02 with all districts using STI in 2002-03.
- New EPSB database on Oracle server designed, with first application scheduled for May 2001; new EPSB NT domain designed.
- New system to gather information on out-of-field teaching designed.
- Information Resources Plan endorsed by EPSB in March 2001. **COMPLETED**
- Assisting in development of joint EPSB/KDE portal and reengineering project, including implementation of metadata database and data collection tool; consultants hired to work on projects.
- Working with Southern Regional Educational Board and National Commission on Teaching and America's Future on joint cross-state teacher data projects.
- Initiating teacher supply and demand study.

In 1996 the General Assembly provided in House Bill 305 that teachers could achieve rank change by programs other than degree programs. This provided teachers an opportunity to use their professional development as a means of achieving rank change. The EPSB has promulgated

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two regulations, 702 KAR 20:015 and 704 KAR 20:022, to provide the process for this to occur. EPSB staff has conducted regional meetings to explain the process to interested teachers. The program is growing rapidly, and as stated in Goal V.C., the board is seeking regional partners for this program. There are 355 teachers in the program, and 156 completed their rank change through this route.

Many persons are seeking certification through the various alternative routes now available. There have been 40 candidates who have been certified by the Exceptional Work Experience route since 1998 as established in 704 KAR 20:720. Since 1996 legislation allowing certification for college faculty members, 97 candidates have been issued certificates by this route, plus another 28 have been certified by the university-based option as provided in House Bill 77. There have been 14 persons certified by the retired military route, and there have been 95 persons since 1990 who were certified through the local district training option.

The EPSB is responsible for receiving complaints related to certified staff in Kentucky Schools. To facilitate this, the EPSB has one Legal Services Division Director, one staff attorney, two contract prosecutors, two contract investigators, and hearing officers as appointed by the Attorney General's Office. There is one full-time administrative support person for this area.

In the area of certificate revocation, 97 cases were handled from July 1, 2000 through June 30, 2001. There are 137 revocation and character/fitness cases pending. During the 2000-01 reporting period, the Office of Teacher Education and Certification received 112 reports of alleged misconduct.

The EPSB has been reviewing PSD forms (now called LEAD forms) submitted by local school districts. These forms report teacher and administrator assignments in their respective districts. This year EPSB staff were able to determine that there were 23 persons with expired certificates, 15 persons with no certificates, and 10 persons employed with a certificate of eligibility but not in an intern program. In addition to this, there were 268 persons teaching out of their field. This information has been referred to the Commissioner of Education 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 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. For the 2000-01 school year, the EPSB approved applications for the participation of 35 school districts in the program.

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 364 principal candidates during the 2000-01 school year. The required 85 percent score was achieved on the test by 287 candidates. The remaining 21 percent must retake the exam before becoming eligible for principal certification.

The internship program for principals, completed during the initial year of employment, is another component of Kentucky's administrative certification process. For the 2000-01 school year, 254 principals served in an internship program. Only one principal intern was unsuccessful.

RECOMMENDATIONS. EPSB's Goal I.D., requiring all university/college faculty members involved in teacher training to serve on a KTIP/KPIP committee, needs more emphasis. This practical experience in school settings is invaluable for higher education faculty, many of whom are from out-of-state or are several years removed from public school teaching.

Appendix D

SUPERINTENDENT SCREENING COMMITTEE. KRS 160.352, which creates the superintendent screening committee and makes it an integral component of the superintendent hiring process, was initially passed in 1990, and has been amended four times since its passage. A detailed discussion of these amendments can be found in the 1999 Office of Education Accountability (OEA) Annual Report.

The current statute 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 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. As part of OEA's statutory mandate in KRS 7.410, an annual survey of all districts hiring superintendents was undertaken. The purpose of the survey

was to comply with our duty to “(M)onitor the education system and implementation of the provisions of the Kentucky Education Reform Act of 1990 . . .” A byproduct of this monitoring and compliance effort was the emergence of a database relating to many aspects of the superintendent hiring process. The purpose of this report is to review and analyze the information developed in the responses to the questionnaires submitted by this office to the hiring districts. This is the 11th year of the survey and OEA has reviewed 293 completed questionnaires.

Each year there are districts that have hired a superintendent, but have not replied to the questionnaire in time to be included in the report. This year is no exception. There were 22 districts hiring superintendents since the last report and all but 1 have hired a new superintendent. As of August 31, 2001, only 13 have replied to the questionnaire, so the focus of this report will be the responses of those 13 districts which have fully reported, except as noted.

Over the past ten years the average number of districts hiring superintendents has been about 27. That is about 16 percent of the 176 school districts per year. Since 1999, the number per year has trended somewhat below that average.

<i>1999</i>	20 hiring districts
<i>2000</i>	27 hiring districts
<i>2001</i>	22 hiring districts

These three years yield an average of 23 hiring districts per year or 13 percent of the districts per year. However, if the 76 hiring districts from 1997 and 1998 reports are added to the past three years, the average is about 29 hirings per year (16.4 percent). It will be necessary to look at the next year or two to determine if a downward trend is beginning to appear.

Interim Superintendents – 1998 Amendment to KRS 160.350. Past reports have included discussions of the 1998 amendment to KRS 160.350 which allowed school boards to hire as superintendent the person they had employed to act as interim superintendent. This situations occurs when there is a period of time between the departure of the old superintendent and the hiring of the new superintendent. It was originally thought that school boards, if allowed to hire a person they had placed as an interim superintendent, would use the process to circumvent the full superintendent selection process. It was also thought that the person placed as an interim superintendent would have an unfair advantage over other qualified applicants. After eight years the original prohibition

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was removed by amendment to the statute after three school districts unintentionally violated the statute and attention was called to the situation. It was then recognized that the interim situation does not regularly occur and when it does, school boards tended to place the best immediately available person in the position, not realizing they were inadvertently disqualifying that person from further consideration.

This year there were 22 districts seeking new superintendents. All but 1 have hired superintendents and only 3 of the 21 actually hired the interim superintendent, although 5 districts had interim superintendents in place. In the previous two years, 1999 and 2000, only 3 of the 47 hiring districts hired their interim superintendent. That is less than 9 percent over the three-year period since the amendment. This is not considered to be a significant percentage, but this issue will remain under review and be discussed in future reports.

Timelines/KRS 160.352. During this reporting period, 22 districts sought new superintendents. As of August 31, 2001, all but 1 district had hired a new superintendent, but only 13 districts have responded to the superintendent selection process survey questionnaire. KRS 160.352 requires that a superintendent screening process be in place within 30 days of the notice of the vacancy, except when the vacancy will not occur for a considerable period of time. In those cases, the district is required to have the screening committee and process in place 90 days prior to the actual date the office of superintendent will be vacant. The purpose of the 30- and 90-day rules is to assure that the screening committee has sufficient time to conduct a meaningful screening process.

The most common hiring process occurs when the current superintendent in the last year of his contract announces his intention not to seek a new contract 5-6 months prior to the June 30 end of contract date. This can also happen when the board announces its intention to not renew the current superintendent's contract in the last 5-6 months of the contract period. This provides ample time for the district to establish its screening committee, advertise the position, screen the applications, and make recommendations to the board long before the traditional July 1 new contract date.

This 5-6 month lead-time situation does not always occur due to any number of factors. This causes a situation where the screening time must be compressed and the entire process shortened. The other option available to boards in these situations is to hire an interim superintendent and extend the

search and screening process, rather than rush through a hiring process at a time when a large field of candidates is not available.

The purpose of this section of the OEA survey is to determine if districts are responding to vacancy announcements in a timely fashion and to further determine if boards are giving the screening committee sufficient time to complete a competent and thorough screening process. During this reporting period, all 13 of the districts responding had their screening committees in place within 30 days of the notice of the vacancy. Two of these districts had sufficient advance notice of a vacancy to avail themselves of the 90-day rule, but opted to immediately set up their screening committees.

No definite time frame has been established as the norm or ideal. The legislature in establishing the 90-day rule must have reasoned that this was sufficient time for the screening process, but circumstances do not always grant a district the luxury of a prolonged and leisurely screening and hiring time period. The surveys have demonstrated that many committees can do a thorough screening and make excellent recommendations in less than 30 days, if necessary.

It would appear that an attempt to give the committees 30-90 days to complete their work is evidence of a good faith effort on the part of the board to give the committees sufficient time to do a meaningful screening job. Of the 13 districts which have responded this year, none has allowed less than one month for its screening committee's work. This is completely in line with results of previous years. While one district reported that its committee was in existence for seven months, it only met once, eliminated all but one applicant, and reported to the board. The board nevertheless considered all the applicants (less than 10) and hired the interim superintendent.

YEAR 2001 DISTRICTS	TIME TO COMPLETE
0	Less Than 30 Days
8	1-2 Months
2	2-3 Months
1	5 Months
1	6-7 Months
1	Over 7 Months

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During the last four reporting periods, 8 of the 79 total districts allowed less than 30 days for their screening committee (10 percent). This section of the survey continues to indicate that boards are allowing their screening committees sufficient time to complete their duties.

<i>YEAR</i>	DISTRICTS ALLOWING LESS THAN 30 DAYS	TOTAL DISTRICTS REPORTING	PERCENTAGE OF TOTAL DISTRICTS
<i>1998</i>	4	35	11.5
<i>1999</i>	1	12	8.0
<i>2000</i>	3	19	16.0
<i>2001</i>	0	13	0.0

Applicants/Finalists. The 13 districts that have completed their hiring processes and responded to the survey had a total of 319 applicants. The number of applicants per district ranged from 6-37.

YEAR 2001 DISTRICTS	NUMBER OF APPLICANTS
1	Less Than 10
3	11-20
5	21-30
4	31-40

The average for 2001 was 24.5 applicants per district, which is in line with past years as demonstrated in the following chart. The average number of applicants per district over the last five reporting periods has been 24.4.

<i>YEAR</i>	AVERAGE NUMBER APPLICANTS PER DISTRICT	PERCENTAGE OF FINALISTS PER DISTRICT
<i>1997</i>	26.0	18.5
<i>1998</i>	23.0	18.6
<i>1999</i>	24.0	20.0
<i>2000</i>	24.5	18.5
<i>2001</i>	24.5	21.3

This year's 13 committees reduced the 319 applicants to 68 finalists, which is a rate of 21.3 percent and slightly above the finalist rates for the past four years. The average number of finalists per district for the 2001 reporting period was 5.2. This is slightly above the past three-year average that has ranged between 4 and 5. This year 1 committee recommended only 1 finalist and 2 committees

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recommended 8. No committee rejected all applicants put before them this year; however, in 1998, 2 committees rejected all the applicants.

This year 319 applicants were comprised of 273 males (85.6 percent) and 46 females (14.4 percent). This is in keeping with the percentages since 1997.

<i>YEAR</i>	TOTAL APPLICANTS	PERCENTAGE OF MALE APPLICANTS	PERCENTAGE OF FEMALE APPLICANTS
<i>1997</i>	865	87.5	12.5
<i>1998</i>	763	87.7	12.3
<i>1999</i>	283	86.2	13.8
<i>2000</i>	415	84.5	15.8
<i>2001</i>	319	85.6	14.4

Of the 46 female applicants, the screening committees recommended 9 as finalists or 19.6 percent of the total female applicant pool. These same committees recommended 63 of the 273 male applicants or 23 percent. Last year these percentages were 26.4 percent and 17.3 percent respectively.

In this pool of 72 finalists, 9 were female and 63 were male (12.5 percent female and 87.5 percent male). As the chart below demonstrates, this is a reversal of a yearly increase in the percentage of female finalists over the past three years. In fact, it is the lowest percentage of female finalists in the past five reporting periods.

<i>YEAR</i>	TOTAL FINALISTS	PERCENTAGE OF MALE FINALISTS	PERCENTAGE OF FEMALE FINALISTS
<i>1997</i>	160	83.8	16.3
<i>1998</i>	142	87.0	13.0
<i>1999</i>	57	84.2	15.8
<i>2000</i>	86	79.0	21.0
<i>2001</i>	72	87.5	12.5

As previously stated, 13 districts have fully responded to the OEA superintendent screening committee survey, but the identities of all but one of the new superintendents is known. One of the districts has not completed its survey and has hired a female superintendent, as has one other district which had completed the survey. Of the 21 districts that have hired superintendents, 2 hired females (9.5 percent) and 19 hired males (90.5 percent).

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YEAR	DISTRICTS	MALE SUPERINTENDENTS HIRED		FEMALE SUPERINTENDENTS HIRED	
		NUMBER	PERCENTAGE	NUMBER	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
2001	21	19	90.5	2	9.5

During this reporting period, 14 females were serving as district superintendents in the Commonwealth's 176 districts (7.9 percent). Two (2) of those 14 departed during this hiring cycle, but 2 new female superintendents were then hired, so the 7.9 percent remains the same.

There was only one minority applicant this year who was a committee recommended finalist (1.4 percent of the finalist pool). However, no minorities were hired as superintendents this year. Three (3) of the 13 hiring districts were required by KRS 160.352(2)(f) to have minority representation on the screening committees due to 8 percent or more minority population. All 3 districts complied with the law.

Screening Committee Recommendations/Board Decisions. With the inclusion of this year's 13 districts, 116 boards have hired superintendents over the past five years. Only 10 boards have rejected the recommendations of their screening committee during this time and hired a superintendent who was not a committee recommended finalist. That is a five-year rejection rate of only 8.6 percent. This appears to indicate that this vast majority of the Kentucky school boards consider the work of the screening committee to be an integral and significant part of the hiring process.

In-District/Out-of-District Finalists/Hiring. In the 2000 Annual Report it was noted that prior to 1999, screening committees had recommended out-of-district candidates 2 to 1 over in-district candidates and boards had hired on about a 1 to 1 basis. In 1999, committees recommended out-of-district candidates 5 to 1 over in-district and the board hired out-of-district finalists 2 to 1 over in-district. That trend continued into 2000 with out-of-district finalists at 4.5 to 1 for screening committees and boards favoring out-of-district finalists 3 to 1.

This year screening committees continued to recommend out-of-district candidates over in-district, but at a rate of less than 4 to 1. This year only 4 of the 13 districts hired out-of-district candidates

and 9 hired in-district candidates. That is a 2001 hiring ratio of 2.25 to 1 in favor of in-district candidates. While this is a significant break with the past, it is nevertheless based on only the 13 districts which have fully responded to the survey. A review of the remaining 9 districts for this reporting period indicates at least 4 more out-of-district finalists were hired, 2 more in-district, with 2 remaining unknown. In those 20 districts the hiring ratio is 11 to 9 in favor of in-district candidates, which is still a significant shift over the past several years.

Use of Consultants. Since the screening and hiring of the district superintendent is probably the most important single decision that a school board will make, it is imperative that the board approach this process diligently and professionally. Because of four-year contracts and turnover of board members, few boards possess experience or expertise in the selection of superintendents. The use of consultants in this process can provide that experience and expertise.

Over the past three years, 58 percent of the hiring districts availed themselves of the services of a consultant. This year 8 of the 13 districts used consultants (61.5 percent). As in past years, responding districts that used consultants considered their performance to be most helpful and indicated they would use consultants in the future.

Conclusions. Based upon the district responses received and reviewed over the past 11 years, some facts can be noted and some conclusions can be drawn.

- 1) The vast majority of school districts establish their screening committees within 30 days after the notification of a superintendent vacancy.
- 2) More than 90 percent of districts responding have allowed their screening committees more than one month to complete the screening process.
- 3) Over the past five years, the screening committees reduced an average of about 25 candidates per vacancy to about 4.5 finalists. Of the 116 hiring districts over this time span, only 10 boards of education have opted to hire an applicant who was not a screening committee finalist.
- 4) Although there was a change in the in-district/out-of-district hiring preference of boards this year, the out-of-district hiring preference remains. Screening committees continue to

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recommend out-of-district finalists over in-district, but that is to be expected due to the much larger number of out-of-district applicants presented to them.

From paragraphs 1 and 2, it appears safe to conclude that Kentucky school boards are complying with the timelines set out in KRS 160.352, giving their committees sufficient time to conduct a competent and complete screening process. Paragraph 3 indicates that the boards respect the work of the committees and have hired from the committee recommended finalist list over 90 percent of the time. It can also be concluded that there is no in-district applicant bias on the part of the screening committees or the boards of education.

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