

**KENTUCKY GENERAL ASSEMBLY
OFFICE OF EDUCATION ACCOUNTABILITY**

ANNUAL REPORT

December 1996

PRINTED WITH STATE FUNDS



INTRODUCTION

Each Office of Education Accountability Annual Report is prepared to fulfill the mandate of KRS 7.410, to provide the Kentucky General Assembly an annual report on the state of education and the implementation of the Kentucky Education Reform Act. Additionally, the agency is to report on the equity effort of the school funding formula. As a result, our intended audience is Kentucky legislators. Through the years, other audiences developed an interest in the Annual Report: teachers, school administrators, school board members, citizens, researchers, and university faculty. Last year, nearly one thousand copies were distributed to this diverse audience. The Annual Report has been cited in national studies and reports, and is used in several university graduate classes.

No matter how large our audience grows, we are mindful it is the Kentucky General Assembly, representing the citizens of the Commonwealth, who must be the primary beneficiaries of this reporting effort. As a result, upon completing the sixth year of the reform effort, it was determined that the focus of the 1996 Office of Education Accountability Annual Report would be a status update on the many initiatives comprising the Kentucky Education Reform Act. The 1995 Report endeavored to provide an exhaustive, comprehensive update on each initiative. Such an all encompassing effort, it was determined this year, would prove repetitive.

Additionally, rather than offering recommendations, in this report we present "Areas for Discussion/Action." This change we deemed appropriate for the Interim, a time in which discussion and review occurs in preparation for the Regular Session. This also allows the Office of Education Accountability to assist, hopefully in framing the discussion, rather than having anyone assume this is just an "OEA says. . ."

The Annual Report is a cooperative effort to which all staff add extra effort to get the job done. However, it is the incredibly hard work, organizational skills, and enduring patience of Tammy Daniel, Darlene Morris, and Shelley Purvis that make the Report a reality.

We hope you will find the Report useful, thoughtful, and a springboard to discussion. That is our intent.



OEA STAFF OVERVIEW

K. Penney Sanders, Ph.D.
Director, Office of Education Accountability

Phil Austin
Assistant Director
Division of Investigations

Rejena Briscoe
Administrative Secretary

Dudley Cotton
Program Analyst
Division of Finance

Ava Crow
OEA Counsel
Division of Investigations

Tammy Daniel
Administrative Assistant
Division of Investigations

Valerie Forti
Assistant Director
Division of Program Oversight

Don Hines
Program Analyst
Division of Program Oversight

Sue Mahoney
Administrative Assistant
Division of Program Oversight

Darlene Morris
Administrative Assistant
Division of Finance

Rosemary Oaken
Administrative Assistant
Division of Program Oversight

Shelley Purvis
Administrative Assistant
to Dr. Sanders

Bill Stearns
Legislative Analyst III
Division of Program Oversight

Sara Sutherland
Legislative Analyst
Division of Investigations

Doug Terry
Research Analyst
Division of Program Oversight

Bob Wagoner
Assistant Director
Division of Finance

Cooper Whitt
Legislative Analyst
Division of Finance



TABLE OF CONTENTS

INTRODUCTION	i
STAFF OVERVIEW	iii
LIST OF ILLUSTRATIONS	ix
EXECUTIVE SUMMARY	1
SUMMARY OF RECOMMENDATIONS	3
KERA INITIATIVES	
Assessment	23
Distinguished Educator Program	31
Education Professional Standards Board	33
Exceptional Children	35
Extended School Services	43
Family Resource/Youth Services Centers	49
Multicultural Education	53
Preschool Program	55
Primary School	65
Professional Development	69
Regional Service Centers	73
School-Based Decision Making	75
Superintendent/Principal Training and Assessment	79
Superintendent Screening Committees	81
INVESTIGATIVE DIVISION	87

FINANCE

Finance	95
Technology	141

REFERENCES	159
------------------	-----

APPENDIX A

Kentucky Distinguished Educators Program.....	163
---	-----

APPENDIX B

Eligible Schools Not Serviced by Family Resource and Youth Services Centers	169
Educational Outcomes Associated with Participation in the Family Resource and Youth Services Center Program.....	173

APPENDIX C

Major Findings of UK Study	189
Preschool Data Attachments	191

APPENDIX D

Regional Service Centers	209
--------------------------------	-----

APPENDIX E

OEA Project Report - Principals Selected by SBDM Councils.....	213
--	-----

APPENDIX F

Superintendent Screening Committee Process	219
--	-----

APPENDIX G

Finance Tables 20-29 (See List of Illustrations).....	223
---	-----

APPENDIX H

OEA School Technology Survey.....	273
OEA District Technology Survey	275
Kentucky Department of Education Questionnaire	279
Kentucky Department of Education Response(s).....	291

APPENDIX I

OEA Hotline.....	305
------------------	-----

APPENDIX J

High School Restructuring	309
---------------------------------	-----

APPENDIX K

KRS 7.410. Office of Education Accountability	317
---	-----

APPENDIX L

Commission on High School Graduation Requirements.....	323
Education Equity Task Force Members.....	327
Education Professional Standards Board	329
Interagency Task Force on Family Resource and Youth Services Centers.....	331
Kentucky Board of Education	333



LIST OF ILLUSTRATIONS

TABLE 1	Number and Percent of Schools in Each Accountability Category by Grade, Accountability Cycle 2 (1992-93 TO 1995-96).....	23
TABLE 2	State Accountability Index Scores by Content Area, by Grade Level, by Year Accountability Cycle 2 (1992-93 To 1995-96).....	25
TABLE 3	Type of Service Model.....	45
TABLE 4	ESS Learning Goal	46
TABLE 5	Other Services Received.....	47
TABLE 6	Kentucky Preschool Program.....	56
TABLE 7	State and Local Revenues Provided for Kentucky School Districts	100
TABLE 8	Pupil Weighted Averages for Revenue by Wealth Quintile.....	103
TABLE 9	Pupil Weighted Averages for State and Local Effort (Actual Dollars)	106
TABLE 10	Pupil Weighted Averages for State and Local Efforts (FY 1995-96 Constant Dollars)	107
TABLE 11	Horizontal Equity - Coefficient of Variation	113
TABLE 12	Equal Opportunity Equity - Simple Correlation	116
TABLE 13	Vertical Equity - Averaged Implicit Weight.....	120
TABLE 14	Pupil Weighted Averages for Certified Personnel Characteristics by Wealth Quintile	124
TABLE 15	Pupil Weighted Averages for Certified and Classified Personnel Per 1000 Pupils by Wealth Quintile	126
TABLE 16	Different Advanced Placement Courses Offered in 1995-96.....	132
TABLE 17	Comparison of Elementary and Secondary Education Per Pupil Total Expenditures with Other States, Selected Years	133

TABLE 18	Comparison of Elementary and Secondary Education Per Pupil Total Revenue with Other States, Selected Years	134
TABLE 19	Comparison of Elementary and Secondary Teachers Estimated Salaries with Other States, Selected Years.....	135
TABLE 20	Local Revenues by District.....	223
TABLE 21	State Revenues by District.....	228
TABLE 22	Federal Revenues by District	233
TABLE 23	Local and State Revenues by District	238
TABLE 24	Total Revenues by District	243
TABLE 25	End of the Year Adjusted Average Daily Attendance by District.....	248
TABLE 26	Per Pupil Property Wealth by District.....	253
TABLE 27	Classroom Teachers by District	258
TABLE 28	Average Classroom Teacher Salaries by District.....	263
TABLE 29	OEA Salary Survey 1996-97 Pay Increases	268
FIGURE 1	Grade Level of ESS Students	44
FIGURE 2	State/Local Revenue Differences Between High (Q5) and Low (Q1) Wealth Quintiles.....	104
FIGURE 3	Pupil Weighted Averages for State and Local Effort (Actual and FY 1995-96 Constant Dollars)	108
FIGURE 4	Coefficient of Variation State/Local Revenue	115
FIGURE 5	Simple Correlation State/Local Revenue	118
FIGURE 6	Averaged Implicit Weight State/Local Revenue.....	121
FIGURE 7	1989-90 State Funds Distribution (Prior to SEEK).....	123
FIGURE 8	1994-95 State Funds Distribution (SEEK's 5th Year)	123

FIGURE 9	Total Statewide Expenditures.....	129
FIGURE 10	Total Statewide Expenditures Per Pupil.....	130
FIGURE 11	1995-96 Advanced Placement Courses by Wealth Quintile	132
FIGURE 12	Additional Money Districts Feel They Could Match and Use Effectively	147
FIGURE 13	Full-time Equivalent Technical Staff Devoted to Technology.....	148
FIGURE 14	Full-time Equivalent Curriculum Staff Devoted to Technology	148
FIGURE 15	Help Desk Calls	150
FIGURE 16	Help Desk Resolutions	151
FIGURE 17	Local District Money Spent Above State Match Requirements Since 1991	152
FIGURE 18	District Utilization of KETS Funds for Transformation Plans.....	153
FIGURE 19	District Estimate of When Unmet Need will be Eliminated.....	154
FIGURE 20	Districts Able to Maintain Technology Infrastructure Without State Funding After Eliminating Unmet Need.....	155



EXECUTIVE SUMMARY

As stated in the Introduction, we have not made recommendations, but rather have offered "Areas for Discussion/Action." These reflect the field observations of Office of Education Accountability staff, interviews with educators, comments from the public, and research findings. While all the issues identified are worthy of discussion, several can be identified as priorities. These include:

Assessment. Measuring what students know and can do, coupled with school accountability, are the foundations of Kentucky's assessment program. While Kentucky has led the nation in restructuring its statewide testing program, it is time to begin discussion as to how we make changes in KIRIS to improve the program, strengthen the accountability measures, and add student accountability to the process.

Professional Development. Continued commitment to developing new skills and updating old ones for the education profession is required. Certainly, the commitment of resources is essential. However, as identified by teachers and administrators, time seems to be the critical element. Serious discussion must occur on this issue so that changes might be made to accommodate the continued professional development needs of educators.

Management Assistance. For several years, we have identified the lack of resources for the Kentucky Department of Education's Division of Management Assistance as a serious problem hampering the effectiveness of both the Kentucky Department of Education and the Office of Education Accountability to deal with districts that fail to uphold the law, demonstrate incompetence, and generally fail to serve the needs of children. The need for fiscal and human resources in this division has become critical.

Fiscal Equity. As noted in the report, Kentucky has made tremendous strides in the equity effort. While various issues related to school finance need discussion, including the special needs of growth districts, the discussions must be conducted with the full understanding that equity continues to be the mandate from the Supreme Court and that any changes in the SEEK program must be consistent with maintaining the equity effort.

Technology. The classroom component of the Kentucky Educational Technology System project has the potential to revolutionize instruction. To date, progress has been impressive. To complete the first phase of this effort, all teachers must have their own workstations. When every

classroom teacher has his/her own computer, the real potential of instructional technology can be realized. The computer joins the chalkboard, overhead projector, and textbook as an essential tool of the trade.

Kentucky's commitment to improving its public schools has received national attention. Much has been accomplished. The task for educators and policy makers is to continually evaluate progress, make necessary adjustments, but most importantly, maintain our commitment to a quality education for all the children of the Commonwealth.



AREAS FOR DISCUSSION/ACTION

Assessment

Kentucky has led the nation in the effort to transform a traditional testing system into one that seeks to measure "what it is students know and are able to do." While Kentucky's program, KIRIS, has been the subject of much comment, it has allowed the state to focus on classroom instruction and school accountability.

At this time, with the completion of two accountability cycles, it seems appropriate to discuss what adjustments might be made in Kentucky's program to ensure our commitment to and improvement of measures of accountability.

The issues identified in this section represent those we have heard from teachers, school administrators, parents, and citizens during Office of Education Accountability district visits. Additionally, issues reflect current discussions from researchers, psychometricians, and others interested in tests and measurement.

- ◆ The puzzling patterns and the "bounce effect" (difference from Cycle 1 to Cycle 2) raise the following questions that need to be discussed by policy makers, educators, and measurement specialists:
 - Is the "bounce effect" a problem with test comparability across years? Is it a problem with equating? Did the removal of performance events from the Cycle 2 index influence the "bounce"? Are the patterns related to changes in the math portfolios? Are they the result of adding arts/humanities and practical living/vocational studies to the test?
 - KIRIS in 1991-92 measured only 29 of the 75 academic expectations, now it measures all 57. Could this change be a factor in the variations from cycle to cycle?
- ◆ According to the Cycle 2 results, 185 schools are to be assigned a distinguished educator. Additional distinguished educators are needed to ensure that schools have this necessary resource to begin work on improving their test scores.

- ◆ The declines in performance (1995-96) at both Grades 8 and 11/12 (11 out of 14 cognitive indicators declined) are matters of concern. What happened here? Questions for discussion include:

- Was the decline in 1995-96 student scores, as compared to 1994-95, due to lack of ability or did instruction not change sufficiently to meet their needs?
- Was the test significantly more difficult in 1995-96 than in 1994-95?
 - 270 of 341 (79 percent) eighth grade schools declined between 1994-95 and 1995-96.
 - 140 of 232 (60 percent) high schools declined between 1994-95 and 1995-96.
 - 491 of 792 (62 percent) elementary schools declined between 1994-95 and 1995-96.
- Is there an equating problem?

Answers must be found to explain this phenomenon, so that changes can be made to ensure future student/school improvement.

- ◆ Because of the fluctuations in school scores between Cycle 1 and Cycle 2 and from 1994-95 to 1995-96, should there be an independent review of the scores so that policy makers, teachers, and others can feel confident about the distribution of rewards and sanction designations?
- ◆ There has been much discussion regarding the appropriateness of monetary rewards to schools and sanctions. While popular with policy makers and the public, "high stakes" (rewards and sanctions) have not been popular with teachers and may stress the test unnecessarily. Are "rewards and sanctions" still how we want to hold our schools accountable? Are there other ways to assure student performance and school accountability? Should the reward moneys be given to schools, rather than to individual teachers and staff members? Should parents and community members be involved in the decision making about rewards?
- ◆ Maintaining the credibility of the testing process and investigating allegations of inappropriate testing practice are an important part of the work of the Kentucky Department of Education's Division of Assessment and Accountability. So that this division can investigate all allegations of improper testing practices, additional resources (both fiscal and human) are needed.
- ◆ The recent Cycle 2 results indicate that there is a small decrease in the noncognitive indicators: retention, attendance, and promotion rates, especially at the high school level.

While these changes are not significant at this point, they merit scrutiny to ensure that graduation rates do not decrease or retention and absenteeism do not increase.

- ◆ Nationally, some researchers are discussing the use of multiple measures as indicators of school accountability. As noted before, KIRIS is used for high stakes and as a result, stress is placed on the technical quality of the test. It may be time for the Kentucky Board of Education, the Kentucky Department of Education, and others to discuss utilizing additional indicators that would strengthen KIRIS and perhaps provide a better measure of a school's accountability. Some suggestions include: increased weighting of noncognitive indicators (attendance, retention, graduation rates), performance on the ACT or SAT, and performance on national tests (NAEP, CTBS, etc.).

Distinguished Educator Program

- ◆ A budget increase for additional distinguished educators to help serve the 185 schools is needed. It is suggested that there be one distinguished educator for each school in crisis and one distinguished educator for three schools in decline and Category 2. These changes would require an additional 27 distinguished educators (for a total of 68) at an annual increased cost of \$2.5 million.

Education Professional Standards Board

- ◆ The shortage in principal candidates at all levels continues. It is particularly acute at the secondary level. Several programs have been initiated to address the problem, most notably the University of Louisville/Jefferson County Schools project and the Kentucky Valley Educational Cooperative/Morehead University/Eastern Kentucky University/University of Kentucky initiative. The Education Professional Standards Board and the Kentucky General Assembly should encourage the creation of other programs, as well as other solutions to the principal shortage.
- ◆ The recruitment and retention of minorities is still a problem. The Minority Educator Recruitment and Retention office should work with all school districts to collect more accurate data on minority candidates. Additionally, the Minority Educator Recruitment and Retention office needs to promulgate regulations for KRS 160.380.

Extended School Services

- ◆ Transportation continues to be a problem for extended school services programs. Some districts expend up to one-third of their grant for transportation, while others incur no costs. The Kentucky Department of Education should explore the creation of a special fund for extended school services transportation costs.
- ◆ Office of Education Accountability monitoring visits noted that in some extended school services programs, teachers were spending time supervising snacks and homework. Districts should examine their program to ensure that students are in programs that focus on instructional results and improvement rather than "after-school daycare." The Kentucky Department of Education may wish to develop guidelines regarding appropriate extended school services practices.
- ◆ In 1990, John Augenblick, Finance Task Force consultant, proposed that by 1995, policy makers should review the effectiveness of extended school services as a stand-alone program versus "rolling the funding into the SEEK formula or the 'at-risk' add on." Using data collected over six years, the merits of extended school services as a "stand-alone program" should be reviewed.

Exceptional Children

- ◆ The Office of Education Accountability in its 1995 annual report referenced concerns about the Division for Exceptional Children Services' staffing and services for emotional-behavioral disability students. The Office of Education Accountability continues to review these two issues. Currently existing vacancies in the Division for Exceptional Children Services are being filled, including the critical position of division director, and constructive efforts are being made to maximize its resources in the face of reduced staff. In the area of services for emotional-behavioral disability students, Kentucky continues to play catch-up for 15 years of neglect. Although identification has reportedly improved (40 percent from 1990 to 1995), there appears to still be a serious under-identification issue. Failure to provide services for emotional-behavioral disability students is an invitation to disaster.
- ◆ The federal Office of Special Education Programs' monitoring report presents several additional issues for discussion. The Kentucky Department of Education was cited for its failure to exercise "its general supervisory responsibility in a manner that ensured that all

age-eligible individuals with disabilities . . . are . . . provided a free appropriate public education." In support of this conclusion, the Office of Special Education Programs stated:

At the time of OSEP's 1992 monitoring Report, KDE acknowledged that it had not monitored the Kentucky School for the Deaf and the School for the Blind for approximately 10 years . . . OSEP's 1992 report had cited KDE for failure to exercise general supervisory authority over these programs. During OSEP's 1995 monitoring visit, KDE administrators acknowledged that they had failed to exercise their general supervisory responsibility for these programs in that the Kentucky School for the Deaf has not yet been monitored by KDE . . . The Kentucky School for the Blind had received an on-site monitoring visit in March 1995 and a follow-up visit in September 1995 (but) at the time of OSEP's visit (in September 1995) KDE could not provide OSEP with documentation to verify that special education programs . . . in these schools meet State and Federal Requirements. (emphasis added)

Also in support of its citation, the Office of Special Education Programs further stated:

KDE was cited in OSEP's 1992 monitoring Report for failure to exercise general supervisory responsibility over Department of Corrections educational programs for youth with disabilities, but KDE has yet to provide or establish a system to ensure provision of special education and related services to eligible youth in these facilities. KDE informed OSEP that . . . (it) has not yet taken steps to ensure compliance with (federal special education law) at these institutions. (emphasis added)

It is dismaying that significant problems identified in 1992 by a federal agency with the power to withhold substantial federal money from the state were not addressed in the intervening three years. Since the 1995 Office of Special Education Programs visit, monitoring visits have been made to the Kentucky School for the Blind, the Kentucky School for the Deaf, and to four adult correctional facilities. It is the Office of Education Accountability's belief that these efforts reflect a new direction in the Division for Exceptional Children Services and that personnel changes made within the agency during 1996 will contribute to remediating these basic problems identified by the Office of Special Education Programs. The Office of Education Accountability will continue to monitor these issues.

- ◆ The Office of Special Education Programs also cited Kentucky for its failure to ensure that placement is made in the least restrictive setting, based on a student's individualized needs. Although Kentucky has an excellent state regulation governing placement decisions, the Office of Special Education Programs found that it was not followed in three of the four districts it visited. Students with functional mental disabilities were placed in

segregated/self-contained classes based on, inter alia, regular education teachers' "attitudes" toward teaching students with disabilities, determinations of whether the students would need support in the regular classroom setting, parental preferences, and individual teachers' initiatives in seeking out regular education placements. Of similar concern to the Office of Education Accountability in this general area but not identified by the Office of Special Education Programs is the practice in some districts of "going full inclusion" in a particular school. Although perhaps a well-intentioned effort to fully integrate special education students into the mainstream environment, the results have been chaos and poor services in some districts visited by the Office of Education Accountability. Both state and federal law require that placement be an individualized decision for each special education student, and not result from administrative decisions about what is best for students within a particular category of disability or for all disabled students. The Kentucky Department of Education's continued efforts to monitor implementation of its placement regulation are of great significance.

- ◆ An alarming finding by the Office of Special Education Programs was that after 16 years of federal special education law, Kentucky still has teachers who are unable to write an individualized education plan which conforms to federal law. The Division for Exceptional Children Services is encouraged to continue and strengthen its efforts to work with teacher preparation programs to improve teacher skills in this area.
- ◆ The Office of Special Education Programs' findings regarding Kentucky's failure to provide transition planning for its students is an area of concern. The areas of noncompliance were very basic, including failure to provide statements of needed transition services, failure to inform parents and students that transition planning was to be considered at a meeting, and failure to invite to meetings agencies likely to be responsible for providing or paying for transition services. While efforts to foster cooperation at the state level have apparently been successful, little of this has trickled down to local agencies. Enhanced efforts at transition planning are critical if exceptional students are to become productive adult citizens of the Commonwealth.

Family Resource and Youth Services Centers

- ◆ Family resource and youth services center coordinators often need to transport students. As a result, they need to purchase special insurance riders. The reasonable cost for these riders

should be reimbursed by either the family resource youth services center grant or the local school board. Centers and boards need to develop appropriate policies in this matter.

- ◆ The three new liaisons who will provide technical assistance to local coordinators must be hired as soon as possible. In 1991, when there were 125 family resource and youth services centers, there were seven liaisons. In 1996, 565 centers are served by five coordinators. The money is available to hire these people. The excuses for not hiring have varied, but the need is obvious.
- ◆ All schools should have individual family resource and youth services centers or, at a minimum, each school in a consortia center should each have an office and a full-time staff member. Family resource and youth services centers, currently configured as consortia centers, should be allowed to apply for individual center status without fear of losing their consortia grant if they are not selected as an individual center.
- ◆ Allowing nearly \$400,000 to revert to the general fund is indicative of poor fiscal management. Much greater oversight needs to be exercised by the Interagency Task Force, Cabinet for Families and Children, and Kentucky Department of Education. Three hundred schools who are eligible still do not have centers. Failure to efficiently manage resources, when so much need still exists, is a problem.
- ◆ The transition from the Interagency Task Force to the Kentucky Commission of Human Services should be monitored closely by the Kentucky Department of Education and the Office of Education Accountability to ensure that family resource and youth services centers governance and management improves. Meanwhile, the Interagency Task Force must continue to review and provide guidance on the following:
 - Provide fiscal oversight and guidance for centers.
 - Move family resource and youth services centers from an annual to a biennial budget and staff plan.
 - Provide advice to family resource and youth services center coordinators and school district staff regarding employee contracts and benefits.
 - Review and improve the quality of professional development for family resource and youth services coordinators.

- ◆ The Cabinet for Families and Children needs to focus on monitoring and managing this essential program. The current levels of technical assistance and leadership must be improved.

Finance

In a society where a dominant belief is that a child's future chances in life should not be unduly constrained by parent wealth and influence, the equitable provision of education is a necessity. During the past six years, Kentucky has made significant strides toward educational equity for the state's children. The SEEK program has reduced revenue differences between high and low property wealth districts by approximately half. The issues in this section have been identified by various stakeholders and represent current discussion about the SEEK program.

- ◆ *Confusion exists regarding state SEEK revenue growth.* The Minimum Foundation Program distributed state funds with no regard for property wealth variation among school districts. The SEEK program makes state revenues sensitive to a school district's property wealth. Low property wealth school districts have received relatively large increases in state aid from the SEEK program. Hold harmless districts continue to receive state aid at their 1991-92 per pupil levels. The SEEK program has not reduced any district's per pupil state revenue. What has happened in districts concerning state SEEK revenue growth? Where has the state SEEK revenue growth gone?
- ◆ *School districts are having difficulty predicting SEEK program revenues.* The SEEK program has used current year assessments since its inception. Current year assessments frequently are not finalized until late in the school year. The local school district budgeting process is already difficult. Accurate tentative SEEK calculations are critical to the local school district budgeting process. What adjustments would enhance school districts ability to finalize their budgets quicker? How can the accuracy of tentative SEEK calculations be improved?
- ◆ *Reassessment of real property at 100 percent fair market value is changing school district state aid.* The SEEK program requires a minimum local tax effort from all school districts. Revenue produced by the SEEK program comes from a combination of state and local revenue sources. Statutory provisions require a quadrennial review of all properties in the Commonwealth. These provisions specify that all properties be assessed at 100 percent fair market value, and rigid performance standards for local Property Valuation Administrators were established. Accurate property assessments are necessary for the SEEK program to

function properly. What has been the effect of reassessing real property at 100 percent fair market value? How has this affected state aid to school districts?

- ◆ *The SEEK program does not provide enough support for capital outlay and debt service needs.* The SEEK program provides \$100 per pupil (Funded Average Daily Attendance) for capital outlay. Facilities Support Program of Kentucky provides both local and state (districts must qualify) debt service funds. SEEK's capital outlay per pupil funding level has not changed since the program's inception. How do we increase support for capital outlay and debt services needs?
- ◆ *Several school districts in the state are "growth districts"; SEEK seems to penalize them.* A school district that demonstrates an increase in average daily attendance on its second month growth factor report receives additional state funds for the current school year. A school district that shows a decline in average daily attendance on its second month growth factor report does not suffer a reduction in state funds for the current school year. Enrollment increases appear to be creating fiscal pressure in some school districts in a number of areas including capital needs. The court decision binds us to equity. How do we maintain our commitment to equity and allow for growth in special situations?
- ◆ *The SEEK program is too responsive to upward changes in local property wealth and downward changes in eligible pupil counts. If property wealth increases are dramatic, it seems that a school district is hit twice because of the conflict between KRS 160.470 and KRS 157.440.* Large increases in local property wealth can cause a school district to lose state aid and not be able to totally recover it locally during the same fiscal year because of KRS 160.470 limitations. Some districts are unable to levy the four percent increase due to Subsection 2 constraints per KRS 160.470(2)(a). A breach of the Tier II cap will compromise the SEEK program's ability to achieve fiscal equity. The SEEK program delays the funding impact caused by decline in a school district's Funded Average Daily Attendance for one year. How do we alleviate these situations for school districts?
- ◆ *Some argue that the SEEK program does not provide enough revenue to properly compensate teachers.* The Finance Committee of the Task Force on Education Reform in 1990 recommended developing a new approach to pay teachers. The state continues to operate a statewide minimum salary schedule. In 1993 the Kentucky Department of Education proposed a Performance Assessment Plan to the Kentucky Board of Education, who took no action to adopt it. As a result, the 1994 Regular Session of the General

Assembly ended with no change in Kentucky's teacher compensation structure. Research is evolving that supports skill-based pay, team and school performance awards, and other pay structure changes. How do we build a compensation package without usurping local control or negatively impacting equity?

- ◆ *Some reform strands (i.e., extended school services, preschool, professional development) should be rolled into the SEEK program.* When the SEEK program was developed, it was recommended that categorical programs be blended with the SEEK program after five years because these programs can negatively affect the equity of a state's school funding program. These strands could continue to require districts to provide particular services. These programs could become additional factors similar to the current adjustments to the SEEK calculated base. Once strand funds are folded in, districts could use them in whatever way they desire provided programmatic requirements are met. What is the impact of rolling these reform strands into the SEEK program? Can monies and program initiatives get lost?
- ◆ *The SEEK program is a multi-tiered school finance system designed around a series of fundamental premises.* These premises, discussed earlier, provide the parameters that drive the SEEK program's allocation of state aid. Various reports (e.g., Odden, 1993; Adams, 1994; Goetz and Debertin, 1996; Office of Education Accountability, 1991-1996) all suggest that the SEEK program is working as designed and is accomplishing the goal of reducing variations in per pupil revenues and tax rates that existed prior to 1990-91. Some high property wealth school districts are voicing concern that the SEEK program is constraining their ability to address the educational needs of students. Are the SEEK program's fundamental premises still valid? Is it time to discuss adequacy?

High School Restructuring

- ◆ The Commissioner of Education and Kentucky Board of Education should move forward with the recommendations of the Commission on High School Graduation Requirements. The Kentucky Board of Education has both the High School Task Force Report (June 1993) and the Commission Report (October 1996). After 3½ years, it is critical that an implementation plan, with a timeline, be adopted. High schools are asking for and need direction.
- ◆ The Commissioner of Education should establish a Division for Secondary Education with the Kentucky Department of Education to coordinate all high school restructuring efforts and

activities. A Division for Secondary Education could be a resource for all curricular matters, as well as the link to the Kentucky High School Athletic Association.

- ◆ The role of the high school principal must be redefined. Local boards of education, who are responsible for developing job descriptions, should redefine this role with the focus on instructional leadership.

Investigative Division

- ◆ Since the Investigative Division of the Office of Education Accountability began operations in February of 1991, it has worked closely with the Division of Management Assistance Programs of the Kentucky Department of Education. Each year the workload of Management Assistance has increased significantly. Currently, this division has five permanent professional staff including the director and two support personnel. There are five part-time contractors whose services are limited to 100 days per year as per Kentucky Teachers' Retirement System regulations.

In addition to the resolution of allegations and complaints, the Division of Management Assistance Programs is responsible for conducting comprehensive audits of identified troubled districts; the development and implementation of corrective action plans for those districts following the comprehensive audit; and for providing state management services when directed to do so. The Management Assistance Division also reviews district annual performance reports and has the responsibility for district compliance with posting and class size regulations.

Currently the Management Assistance Program is monitoring the implementation of corrective action plans in two districts and developing both short- and long-term plans for a third district, which will require a lengthy period of implementation and monitoring. There is one additional district that will require a comprehensive audit and the development of short- and long-term corrective action plans. In three other districts where corrective action plans have been completed, the division has to maintain a reduced, but continuing, presence to assure that these districts do not return to the poor practices of the past.

Additional fiscal resources were added to the Division of Management Assistance Programs budget during the 1996 Regular Session of the General Assembly. This will alleviate some of

the more pressing fiscal and staffing needs. However, the division's responsibilities and workload continue to increase.

During the interim, there needs to be a discussion/action regarding resources and responsibilities of the Management Assistance Program.

Multicultural Education

- ◆ The Multicultural Education Branch needs to develop a specific budget since a major source of this funding, U.S. Title IV (\$203,832), is no longer in the federal budget.

Preschool Program

- ◆ 1996-97 is the year that preschoolers who began the program in 1991-92 enter fourth grade. The Kentucky Department of Education should request the contractor for third-party evaluation to investigate the relationship between 1991-92 participants' performance on KIRIS to those who did not have the preschool experience. Although the participation was limited in 1991-92, hopefully data could be collected on several hundred participants.
- ◆ Continued progress is evident in the collaboration between school districts and other public/private agencies. There is occasional resistance primarily where independent and county districts overlap. The Kentucky Department of Education should identify these areas and promote improved cooperation.
- ◆ Districts have made an effort to ensure that all four-year-olds, regardless of at-risk eligibility, are served. The Kentucky Department of Education should encourage this practice. The biennial budget language should support expanded preschool service.
- ◆ As more four-year-olds complete preschool programs, districts will receive increased pressure to expand kindergarten from half to full day. The Kentucky Department of Education should gather data regarding the effectiveness and costs of full-day kindergarten for all students.

Primary School

- ◆ Legislators, Kentucky Department of Education staff, and school councils need to provide support for the continuation of multi-age/multi-ability grouping while encouraging local decision making at the school council level that "best fits" the students' needs. Emphasis should be placed on local flexibility within current regulations for the inclusion of *five-year-olds*. KRS 158.160(b) provides broad latitude for schools/councils, and regulations encourage "flexible grouping and regrouping for learning needs of students."
- ◆ The Kentucky Department of Education should develop a timetable for schools to adopt either Kentucky Early Learning Profile or an alternative model and require schools to provide evidence that the alternative measures the criteria as required by 703 KAR 4:040. The alternative model should also include a qualitative reporting system to parents as well as skills attainment. In all cases, the Kentucky Early Learning Profile learning descriptions should provide the framework for the curriculum because it is a standards-based continuous progress model.
- ◆ The Kentucky Department of Education should develop a Division of Elementary Programs. This would encourage a smooth transition between primary and Grades 4 and 5. The "turnover problem" within the Primary Division, the loss of funding for elementary resource teachers, and frustration in the regional service centers seems to indicate that a complete review of service delivery is appropriate.

Professional Development

- ◆ Office of Education Accountability review of school budgets indicates that many schools have carryover funds from their professional development allocations. As a result, the Kentucky Department of Education should undertake a review of the professional development activities and budget for the in-decline, improving Category 2, and in-crisis schools to determine how professional development funds are being used.
- ◆ Districts should study the issue of alternative uses of allocated time (1050 minimum hours) to provide opportunities for professional development activities. If the school day, week, or year is reconfigured, then teachers will have additional opportunities for professional development activities during the year which would not require the use of a substitute. School calendars must be responsive to the needs of the professional staff. Although adding additional days for

professional development is certainly desirable, the cost for each of these days is such that less costly alternatives should be studied.

- ◆ Schools should provide site-based council training for all staff and include all interested parents. If everyone has the same training, faculty and parent participation on committees, as well as the council, would be increased.

Regional Service Centers

- ◆ The Kentucky Department of Education should consider developing field offices in larger, geographically dispersed regional service center areas. This is consistent with the Office of Education Accountability's 1995 Annual Report recommendation that the Kentucky Department of Education continue to decentralize. This seems particularly appropriate because some districts are two hours away from their regional service center.
- ◆ Rigorous training for both regional service staff and district staff should be implemented in technology and school-based decision making. Office of Education Accountability monitoring staff heard frequent concerns regarding these two areas. More staff should be deployed in these areas from Frankfort to reduce the ratio of technical assistance personnel to school districts served.

School-Based Decision Making

- ◆ School councils need more than a periodic dose of training! To acquire the skills needed to effectively implement school-based decision making, councils should consider a "technical assistance model" for acquisition of the needed skills. Councils need to forge an "on-going," long-term relationship with technical assistance providers who can help analyze the unique circumstances of their school and chart a course that fulfills the promises of school-based decision making. Principals need more opportunities for professional development in the area of facilitative leadership.
- ◆ New statutory language clarifying the role for councils in the hiring process should be enacted during the 1998 Regular Session of the General Assembly. This would eliminate the confusion that currently exists regarding the principal's duty to consult other council members before selecting personnel.

- ◆ The Kentucky Department of Education should initiate a comprehensive technical assistance effort for all stakeholders involved in the school council allocation process. In addition, school councils should direct resources from professional development funds toward training in the budgeting process.
- ◆ Superintendents should include "information sharing" as a component of the principal's performance evaluation. State and regional education agencies should include school councils in their information dissemination network. Superintendents should structure leadership meetings that include council members from each school within the district.

Superintendent/Principal Training and Assessment

- ◆ The Kentucky Department of Education needs to address the issue of those superintendents who do not complete the training/assessment within the specified time frame and determine how many times a candidate can take the test for each of the five modules.
- ◆ Principal preparation programs need to include an assessment center process. This will allow identification of strengths and weaknesses for the candidates. This could serve as preparation for the performance assessments for principals being developed by the Educational Testing Service for the Interstate School Leaders Licensure Consortium, of which Kentucky is a member.
- ◆ If the content and materials used in the superintendent training program were incorporated into the superintendent preparation, the assessments would be the only financial obligation of the Kentucky Department of Education. This would allow for assessment on demand and eliminate the need for a first-year superintendent to set aside 15 days (three days for five training/assessment modules) out of his/her district.

Superintendent Screening Committee

While the surveys indicate that both the screening committee and the superintendent selection processes have been successful, the following is submitted for discussion.

- ◆ The superintendent selection process requires a significant amount of time and effort; therefore, districts should be encouraged to take advantage of the available training and guidance provided by the Kentucky School Boards Association and other consultants.

Consultants provide expertise and experience in the selection of a new superintendent that a school board must have to make the best possible selection. The Kentucky Department of Education should develop a program advisory identifying available resources to assist boards in this process.

- ◆ Districts are required to post superintendent vacancies with the Kentucky Department of Education. While this assures at least statewide notification, districts should be encouraged to utilize broad-based advertising of the vacancy: state, surrounding states, and if desired, nationally.
- ◆ Information received from sources outside of the survey process indicates there has been some confusion regarding the definition of "teacher" as used in the section of the statute that directs all district teachers to elect two teachers to the screening committee. The most frequent question is whether teachers must be assigned classroom duties to be elected or to vote for the election of teacher representatives to the committee. In the past, some districts have insisted that only classroom teachers could vote, while others have allowed all certified personnel to vote as teachers regardless of how they are employed in the district. Legislative clarification of this matter should be considered.
- ◆ Parents have only one representative, and the business community and classified staff of the district have no representation. It would seem that parents, classified staff, and the business community should be entitled to more representation than is currently mandated. If this balance was achieved, then consideration might be given to making the screening committees' decision stronger than mere recommendations.

Technology

- ◆ KETS funding has been and continues to be an unresolved issue. Under the current funding constraints, the original KETS vision of six students to one workstation will not be achieved by 1998. Vocational schools and family resource youth services centers appear to be receiving minimal KETS funds. District personnel indicated they could match an additional \$10M of state dollars. This request seems reasonable and merits consideration.
- ◆ The 1992 KETS Master Plan and subsequent updates expire June 30, 1998. To ensure an adequate plan is in place to guide KETS' future, the Council on Education Technology per KRS 156.666, KRS 156.670(1), and KRS 156.670(7), or the KETS Steering Committee

should develop a new Master Plan. The plan must focus on combining funding realities with an appropriate vision. The continued success of KETS will require the cooperation of many governmental agencies. Work on the plan should begin immediately so the 1998 deadline can be met.

- ◆ As noted in the report, districts lack adequate technical expertise. Many districts do not have a full-time technology coordinator. There are a myriad of technology problems facing districts: computer viruses, health risks, environmental maintenance, inventory control, software copyright compliance, and insurance. Districts must direct resources to provide full-time employees for technical infrastructure support as well as instructional applications.
- ◆ Although required by the Master Plan, only 31.4 percent of districts have a policy regarding administrative records storage. While the Kentucky Department of Education has provided guidelines on the Privacy Act (95-KETS-152), they need to ensure compliance from local districts.

K.E.R.A.
INITIATIVES



Overview. Kentucky Instructional Results Information System (KIRIS) results from Cycle 2 released on October 23, 1996 indicated that all schools, when averaged together, had achieved 87 percent of the goal for the biennium. Grade 4 produced 127 percent of the goal; Grade 8, 53 percent of the goal; and Grade 11/12, 82 percent of the goal.

The average index achieved by all schools at the end of Cycle 2 was 44.3 toward the KIRIS improvement goal of 45.1 for that cycle. The long-term goal is that all schools will reach 100 (or proficiency) by the year 2012.

Table 1 provided by the Kentucky Department of Education (KDE) shows the number and percent of schools in each accountability category by grade at the end of Cycle 2:

TABLE 1

**NUMBER AND PERCENT OF SCHOOLS IN EACH
ACCOUNTABILITY CATEGORY BY GRADE,
ACCOUNTABILITY CYCLE 2 (1992-93 TO 1995-96)**

SCHOOLS WITH:	REWARD	SUCCESSFUL*	IMPROVING	IMPROVING CATEGORY 2	DECLINE	CRISIS	TOTAL
Grade 4	377	97	184	9	19	2	688
Number							
Percent	54.80%	14.10%	26.74%	1.31%	2.76%	0.29%	100.00%
Grades 4 & 8	37	19	38	4	6	0	104
Number							
Percent	35.58%	18.27%	36.54%	3.85%	5.77%	0.00%	100.00%
Grade 8	27	17	89	36	38	5	212
Number							
Percent	12.74%	8.02%	41.98%	16.98%	17.92%	2.36%	100.00%
Grades 8 & 11/12	8	1	14	7	3	0	33
Number							
Percent	24.24%	3.03%	42.42%	21.21%	9.09%	0.00%	100.00%
Grade 11/12	53	23	69	32	22	2	210
Number							
Percent	26.37%	11.44%	34.33%	15.92%	10.95%	1.00%	100.00%
Total Number	502	157	394	88	88	9	1238
Total Percent	40.55%	12.68%	31.83%	7.11%	7.11%	0.73%	100.00%

*Includes Successful-Year 2 schools, which reached or surpassed their improvement goal the last year of the accountability cycle, although their average growth index did not meet their improvement goal.

As shown in Table 1, 659 schools (53.23 percent) were successful or in rewards, while 394 (31.83 percent) were improving (between baseline and goal). Eighty-eight schools (7.11 percent) were categorized as Improving Category 2 (not having met original threshold across two bienniums). These 88 schools would have been labeled "in decline" had the Kentucky Board of Education (KBE) not promulgated 703 KAR 3:060, deferring decline status.

Another 88 schools are truly "in decline" based on Cycle 2 data (defined as falling less than five points below baseline). Nine schools (.73 percent) face the most severe consequences outlined in KRS 158.645 Subsection 5, "in crisis."

These results could be viewed as 1) promising, since over half the schools are either in rewards or successful; or 2) puzzling, since of the 562 schools that missed the goal this cycle, 380 (68 percent) were either successful or in rewards at the end of the first cycle. Eight of the nine schools in crisis at the end of Cycle 2 were either successful or in rewards at the end of the first cycle. The ninth was not classified at the end of the first cycle due to a reconfiguration.

The puzzle of how schools can move from rewards/success to crisis is compounded by the fact that in most cases the school staff have essentially remained the same with no change in leadership. Economics statewide have remained stable (unemployment and median family income has not declined since 1994).

Additionally, the drop in 13 of 21 cognitive indices (seven content areas by three grade levels) since 1994 also needs analysis. As noted in Table 2, in the eight cognitive indices where gains were shown, five were at Grade 4, one at Grade 8, and two at Grade 11/12. The "bounce effect," drastic changes in a school's KIRIS scores from Cycle 1 to Cycle 2, was also troublesome.

Even more puzzling is the decline in scores from 1995 to 1996. As noted in Table 2, Grade 4 scores declined in six of seven areas (only reading showed an increase). Grade 8 declined in five of seven areas (increases in math and reading). Grades 11/12 declined in five areas (improvement in math and writing).

TABLE 2

**STATE ACCOUNTABILITY INDEX SCORES BY CONTENT AREA, BY
GRADE LEVEL, BY YEAR ACCOUNTABILITY CYCLE 2 (1992-93 TO 1995-96)**

	READING	MATH	SCIENCE	SOCIAL STUDIES	ARTS & HUMANITIES	PRAC. LVG VOC. STD.	WRITING	NONCOG	ACCOUNT INDEX
Grade 4									
1993	32.3820	22.2980	18.1640	27.6380	8.394	19.1820	31.0180	96.2560	35.7
1994	39.8240	34.1640	22.3960	32.7020	9.1620	21.6680	37.6140	96.3840	40.9
1995	55.2020	41.6840	32.3620	38.7900	11.7880	24.0200	40.3280	96.3840	47.1
1996	56.4560	38.8460	29.7920	35.8920	6.1820	18.7100	39.3060	96.0680	45.2
Grade 8									
1993	38.3840	22.8008	19.8920	28.9380	20.3420	15.9760	28.0880	97.2940	37.4
1994	46.8100	31.3698	20.7200	38.0520	19.6440	19.0020	31.4380	97.2200	41.8
1995	45.3900	39.9866	24.0900	42.9400	23.0680	22.2360	31.7580	97.2200	44.5
1996	45.4720	40.5568	18.5980	35.8640	18.8940	8.7860	27.4520	97.0440	41.0
Grade 11/12									
1993	20.1940	22.2360	27.1020	23.3960	14.2860	11.8280	41.0980	93.7318	34.9
1994	34.1600	30.4026	36.8300	41.1660	23.7500	24.9180	39.5620	94.1783	43.3
1995	33.8040	36.2174	40.8840	40.0540	17.2260	25.3320	38.6480	94.1783	44.6
1996	33.3420	36.3618	40.6720	34.4640	16.7780	19.7100	38.8540	93.7843	43.3

Observations from Monitoring Visits. Office of Education Accountability (OEA) staff, in monitoring visits to 27 school districts during the 1995-96 school year, posed the question to superintendents, principals, and teachers, "Is KIRIS an adequate measure of school success?" The majority, 25/27 superintendents interviewed, indicated they had little confidence in KIRIS as an appropriate measure of school success. Many teachers and principals noted that KIRIS had improved instruction; teachers were doing more with the writing process and generally students were writing "more and better." Also, they reported more hands-on activities were occurring and students were required to apply knowledge in more meaningful ways.

Many reported that the changes planned for the 1996-97 school year would improve KIRIS as a measure of schools with the exception of the removal of performance events. The majority felt that deleting math portfolios would allow more time for teachers to spend on skills development. Many were disappointed that multiple-choice items carried no weight in the index for the next two years except for building the baseline for future bienniums.

Changes for 1996-97 include reduced testing time in Grades 4 and 8 (from about fourteen hours to seven hours), with half the test moved from Grade 4 to 5 and from Grade 8 to 7. Principals report that this "spreading out" of accountability will improve performance. Adding the CTBS/5 Norm-Referenced Test in reading and mathematics (administered in Grades P-4, 6, and 9) will

provide teachers and parents comparison data of Kentucky students with a sample of students from other states. This data, however, will not be factored into the accountability index.

Writing Portfolios. For 1996-97, the writing portfolios remain at Grade 4, shift from Grade 8 to 7, and remain in Grade 12. Beginning in 1996-97, their "weight" will be reduced from 14 percent to 10.5 percent with the remaining 3.5 percent shifted to an on-demand writing prompt in Grades 4, 8, and 11. Benchmarking Grade 7 writing portfolios and equating these precisely to Grade 8 standards will be an important activity during Cycle 3.

The 1995-96 contract with Advanced Systems included a requirement for a scoring accuracy audit of 1995-96 portfolios. As a result, 98 schools were audited; 49 schools purposeful (where low correlations occurred between writing portfolios and other content areas); and 49 randomly selected.

The audit was conducted by Advanced Systems, with KDE staff training the scorers and monitoring their work daily for quality assurance. The audit consisted of rescoring 6592 portfolios which were read to resolution (meaning if there was a discrepancy between the original school score and the audit score, a second audit reader scored the portfolio). The two scores that agreed then became the score of record.

The results were as follows:

	Original-Audit Score Agreement	Mean Change in Writing Cognitive Index
Purposeful	73%	- 10.87
Random	77%	- 5.09

While this is an improvement over the 1993 audit, error rate in a high-stakes assessment program remains a concern. As a result of the audit, 78 of the 98 schools audited had their scores lowered; 35 of which had scores lowered more than ten points.

Areas for Discussion/Action

Kentucky has led the nation in the effort to transform a traditional testing system into one that seeks to measure "what it is students know and are able to do." While Kentucky's program,

KIRIS, has been the subject of much comment, it has allowed the state to focus on classroom instruction and school accountability.

At this time, with the completion of two accountability cycles, it seems appropriate to discuss what adjustments might be made in Kentucky's program to ensure our commitment to and improvement of measures of accountability.

The issues identified in this section represent those we have heard from teachers, school administrators, parents, and citizens during Office of Education Accountability district visits. Additionally, issues reflect current discussions from researchers, psychometricians, and others interested in tests and measurement.

1. The puzzling patterns and the "bounce effect" (difference from Cycle 1 to Cycle 2) raise the following questions that need to be discussed by policy makers, educators, and measurement specialists:
 - Is the "bounce effect" a problem with test comparability across years? Is it a problem with equating? Did the removal of performance events from the Cycle 2 index influence the "bounce"? Are the patterns related to changes in the math portfolios? Are they the result of adding arts/humanities and practical living/vocational studies to the test?
 - KIRIS in 1991-92 measured only 29 of the 75 academic expectations, now it measures all 57. Could this change be a factor in the variations from cycle to cycle?
2. According to the Cycle 2 results, 185 schools are to be assigned a distinguished educator. Additional distinguished educators are needed to ensure that schools have this necessary resource to begin work on improving their test scores.
3. The declines in performance (1995-96) at both Grades 8 and 11/12 (11 out of 14 cognitive indicators declined) are matters of concern. What happened here? Questions for discussion include:
 - Was the decline in 1995-96 student scores, as compared to 1994-95, due to lack of ability or did instruction not change sufficiently to meet their needs?

- Was the test significantly more difficult in 1995-96 than in 1994-95?
 - 270 of 341 (79 percent) eighth grade schools declined between 1994-95 and 1995-96.
 - 140 of 232 (60 percent) high schools declined between 1994-95 and 1995-96.
 - 491 of 792 (62 percent) elementary schools declined between 1994-95 and 1995-96.
- Is there an equating problem?

Answers must be found to explain this phenomenon, so that changes can be made to ensure future student/school improvement.

4. Because of the fluctuations in school scores between Cycle 1 and Cycle 2 and from 1994-95 to 1995-96, should there be an independent review of the scores so that policy makers, teachers, and others can feel confident about the distribution of rewards and sanction designations?
5. There has been much discussion regarding the appropriateness of monetary rewards to schools and sanctions. While popular with policy makers and the public, "high stakes" (rewards and sanctions) have not been popular with teachers and may stress the test unnecessarily. Are "rewards and sanctions" still how we want to hold our schools accountable? Are there other ways to assure student performance and school accountability? Should the reward moneys be given to schools, rather than to individual teachers and staff members? Should parents and community members be involved in the decision making about rewards?
6. Maintaining the credibility of the testing process and investigating allegations of inappropriate testing practice are an important part of the work of the Kentucky Department of Education's Division of Assessment and Accountability. So that this division can investigate all allegations of improper testing practices, additional resources (both fiscal and human) are needed.
7. The recent Cycle 2 results indicate that there is a small decrease in the noncognitive indicators: retention, attendance, and promotion rates, especially at the high school level. While these changes are not significant at this point, they merit scrutiny to ensure that graduation rates do not decrease or retention and absenteeism do not increase.
8. Nationally, some researchers are discussing the use of multiple measures as indicators of school accountability. As noted before, KIRIS is used for high stakes and as a result, stress is

placed on the technical quality of the test. It may be time for the Kentucky Board of Education the Kentucky Department of Education and others to discuss utilizing additional indicators that would strengthen KIRIS and perhaps provide a better measure of a school's accountability. Some suggestions include: increased weighting of noncognitive indicators (attendance, retention, graduation rates), performance on the ACT or SAT, and performance on national tests (NAEP, CTBS, etc.).



DISTINGUISHED EDUCATOR PROGRAM

Overview. KRS 158.782 creates the position of "Kentucky Distinguished Educator." The statute describes the distinguished educator's role as:

- Serving as teaching ambassadors to spread the message that teaching is an important and fulfilling profession.
- Assisting the Kentucky Department of Education (KDE) with research projects and staff development efforts.
- Accepting assignments in schools whose percentage of successful students declined as described in KRS 158.6455. The assignment shall require the educator to:
 1. Work in a school on a full-time or part-time basis for a designated period of time to assist the school staff with implementing its school improvement plan. The educator shall have the authority in a school in crisis to make decisions previously made by the school staff.
 - The school improvement plan currently used by distinguished educators is the School Transformation, Assistance, and Renewal (STAR) project. This program is designed as a high quality planning and assistance process combining fiscal resources (Commonwealth School Improvement Fund) and the distinguished educator. It contains both an internal and external review component. STAR, as defined by KDE in their Kentucky Education Reform, The First Five Years, 1990-1995, is as follows:

STAR emphasizes both the necessary school consensus for change and the design for long-term capacity, not continued dependency. The project is focused on student performance, strategic planning, staff and community participation, intense professional development, and continuous analysis of student performance. Results form the basis of monthly reports to the school-based council, the district, and the Kentucky Department of Education.
 2. Help to increase the effectiveness of the staff, parents, the civic and business community, and government and private agencies in improving the school's performance.
 3. Evaluate and make recommendations on the retention, dismissal, or transfer of certified staff in a "school in crisis."

Thirty additional Kentucky educators were named distinguished educators in September 1996, bringing the total designated to 120 (See Appendix A). Of the 120, 41 positions have been

funded to work with 185 schools. Based on their KIRIS scores, these 185 schools are categorized as follows: 9 in crisis, 88 in decline, and 88 Improving Category 2 schools. KRS 158.782(2)(d) provides that, "Kentucky distinguished educators assigned to an unsuccessful school shall receive a salary supplement of 35 percent of his annual salary for each year in that capacity." (This was changed from 50 percent to 35 percent by action of the 1996 Regular Session of the General Assembly.) The budget for the program is \$3,900,000 for each year of the biennium.

Each distinguished educator helps their assigned school(s) develop and implement a transformation plan and institute the STAR project for the school. The transformation plan is a 2-3 year process that emphasizes "bottom-up" planning -- school-by-school to district-level. The plan, based on a comprehensive needs assessment, should detail resources and expertise to address the identified needs.

In Office of Education Accountability staff visits to schools assigned distinguished educators, the response from faculty was very positive. Having an additional person to work with staff in the areas of curriculum and instruction was a benefit to these schools. School personnel reported that they believed this positive impact on staff would translate into gains on their KIRIS scores.

Training for new distinguished educators consisted of six sessions that varied in length from 1½ to 5 days. The sessions covered topics mandated by KRS 158.782: personnel evaluation, school organization, school-based curriculum development, and KIRIS assessment. Also included were principal assessment from the National Association of Secondary School Principals, school finance, school-based decision making councils, STAR, and general informational materials.

The first full year for schools to have a distinguished educator assigned to them was 1995-96. The success of the program is evidenced by the fact that no schools with a distinguished educator remain in decline.

Areas for Discussion/Action

A budget increase for additional distinguished educators to help serve the 185 schools is needed. It is suggested that there be one distinguished educator for each school in crisis and one distinguished educator for three schools in-decline and Category 2. These changes would require an additional 27 distinguished educators (for a total of 68) at an annual increased cost of \$2.5 million.



EDUCATION PROFESSIONAL STANDARDS BOARD

Overview. The Education Professional Standards Board (EPSB) continues their work with the passage of House Bill 327 in the 1996 Regular Session of the General Assembly which amended KRS 161.028. It provides that EPSB is to submit a plan for independent operation from the Kentucky Department of Education by June 1997 to the Governor and to the Legislative Research Commission. This legislation also adds two additional members to EPSB; one teacher and one chief academic officer from an independent not-for-profit college or university. This legislation further permits charging for certificates by EPSB; thus EPSB has filed an intent to promulgate to set these fees. House Bill 305, amending KRS 157.390, allows any teacher meeting the requirements for Rank II to be granted Rank I status if they hold a current certification from the National Board for Professional Teaching Standards (NBPTS). Kentucky currently has one person with NBPTS certification.

In addition to the two new positions added to EPSB, five new members were appointed. The Board also selected a new chair, Rosa Weaver, for 1996-97 (See Appendix K).

EPSB promulgated a number of regulations during 1996. Among these are 704 KAR 20:690 which completes the revision of the Kentucky Teacher Intern Program and revisions to five other regulations. EPSB filed a regulation, 704 KAR 20:475 (probationary certificate for teachers of technology education), to help ease the shortage of instructors in this rapidly growing field.

EPSB has filed an intent to promulgate 704 KAR 20:710 (professional certificate for instructional leadership -- school principal) which will make the certificate a master's level program. As a result, there will be only one certificate for principal. When approved, this may ease the growing shortage of applicants for principalships, especially at the secondary level.

Additionally, EPSB has filed an intent to promulgate 704 KAR 20:695 (standards for accreditation of teacher education programs). This will continue to mandate the National Council for Accreditation of Teacher Education standards for all institutions in Kentucky. The changes to this regulation will create a committee, the Accreditation Audit Committee, to review documents for each site and report to EPSB's Program and Technical Assistance Committee to support EPSB decisions concerning college/university education program accreditation.

Minority Educator Recruitment and Retention (MERR). The MERR office, with a budget of \$650,000, designates \$477,328 for grants and scholarships. Scholarships are provided to institutions for minority candidates in teacher preparation programs. Grants are made to school

districts for programs designed to encourage minority students to pursue a career in teaching. For the current year, grants were awarded to Christian County and Jefferson County. MERR also oversees alternative certification. During the past three years, 85 teacher trainees were admitted to the alternative certification program. To date, 10 have withdrawn; 1 is on medical leave; 5 are repeating; 1 has to retake the National Teacher Exam (NTE); and 49 have successfully completed the training, passed the NTE, and are in classrooms.

MERR works with local school districts to gather information on minority hiring. They report that for 1994-95 there were 434 identifiable minority applicants for the 3021 certificated positions filled. One hundred thirty-four (4.4 percent) of these positions were filled by minorities. Twenty-one districts that had not hired a minority candidate the previous year, hired at least one minority for a certified position in 1994-95.

Revocation. During the period from July 1, 1995 to August 1, 1996, there were 113 initial reports filed with EPSB and 142 character/fitness reviews. These resulted in 8 revocations, 3 suspensions, and 5 agreed orders. As of September 6, 1996, the status of open cases was 20 character/fitness reviews, 47 initial report reviews, and 48 cases for hearing. EPSB has assigned one full-time and two part-time prosecutors, two part-time investigators, a legal advisor from the Attorney General's Office, and hearing officers assigned as needed by the Attorney General's Office. The revocation process continues to improve as indicated by the decrease in carryover cases, while cases reported increased.

Areas for Discussion/Action

1. The shortage in principal candidates at all levels continues. It is particularly acute at the secondary level. Several programs have been initiated to address the problem, most notably the University of Louisville/Jefferson County Schools project and the Kentucky Valley Educational Cooperative/Morehead University/Eastern Kentucky University/University of Kentucky initiative. The Education Professional Standards Board and the Kentucky General Assembly should encourage the creation of other programs, as well as other solutions to the principal shortage.
2. The recruitment and retention of minorities is still a problem. The Minority Educator Recruitment and Retention office should work with all school districts to collect more accurate data on minority candidates. Additionally, the Minority Educator Recruitment and Retention office needs to promulgate regulations for KRS 160.380.



Overview. *Legislative.* Although the Individuals with Disabilities Education Act (IDEA) was to be reauthorized during 1996, it did not occur. However, as a result of an omnibus appropriations bill, state special education grants were increased by approximately \$800 million for fiscal year 1997. Kentucky will receive a proportionate share of these additional funds.

At the state level, several statutory changes affecting special education were made by the Kentucky General Assembly in 1996:

- An amendment to KRS 160.345 exempts certain district-wide schools, including segregated special education schools, from the requirements of school-based decision making.
- Senate Resolution 105 directs the Kentucky Board of Education (KBE) to review all statutes and regulations to determine whether they clearly establish programmatic and fiscal responsibilities of local school districts for all students, including students with disabilities who are placed in facilities by parents or the state. Findings and recommendations for legislation are to be submitted to the Legislative Research Commission by February 1, 1997.
- An amendment to KRS 167.170 allows KBE to delegate to a three-member panel of the board the power to expel a student from the Kentucky School for the Blind (KSB) or Kentucky School for the Deaf (KSD).
- An amendment to KRS 157.360 allots SEEK home and hospital instruction funds to local school districts based on prior year average daily attendance.
- An amendment to KRS 334A.190 establishes caseload limits for speech-language pathologists in the public schools. Those limits are 75 pupils in 1997-98, 70 pupils in 1998-99, and 65 pupils in 1999-00. The total caseload of speech-language pathologists who supervise assistants may be increased by no more than half of the applicable limit.

- Numerous juvenile justice statutes were amended. The Department of Youth Services (DYS) was created with a Division of Education Services to be responsible for educational services to students in facilities under DYS jurisdiction, effective July 1, 1997. KRS 158.153 permits a school principal to take action deemed necessary to provide a safe school environment and contains appeal rights for the student and parent. KRS 610.345 and amendments to KRS 610.320 authorize juvenile court to provide information to schools regarding students who have been adjudicated guilty of certain offenses.
- Numerous administrative hearing procedure statutes were amended to conform to the uniform state Administrative Hearing Procedures Act (KRS 13B). This has resulted in some changes to the state's due process hearing procedure.

Administrative. The United States Department of Education's Office of Special Education Programs (OSEP) completed its Kentucky monitoring visit in September 1995. "Commendable Initiatives" identified by OSEP include efforts to enhance professional collaboration between special and regular education and the inclusion of students with disabilities in Kentucky Instructional Results Information System (KIRIS). Areas of noncompliance included:

- OSEP found that the Kentucky Department of Education (KDE) failed to provide general supervision to ensure that a free, appropriate public education is available to all eligible students with disabilities who are incarcerated in adult correctional facilities or enrolled at KSB and KSD.
- Areas of noncompliances were found in KDE's efforts to ensure that a free, appropriate public education based on the unique needs of individual children with disabilities is provided. OSEP indicated that some local districts failed to accurately specify the needed special education and related services on students' individual education plans (IEPs) and failed to provide occupational and physical therapy in a timely fashion.
- OSEP found that KDE did not consistently meet its responsibility to ensure that students are educated in the least restrictive environment. Specifically, OSEP noted that students were removed from regular education without first determining whether they could be appropriately served in that setting. Additionally, students with disabilities were not always given the opportunity to participate in nonacademic and extracurricular activities to the maximum extent appropriate.

- Noncompliances were found in the state's provision of transition services for students. Some IEPs did not include statements of needed transition services; and in some cases, neither students nor representatives of agencies likely to provide transition services were invited to meetings where these services were considered.
- OSEP found that teachers were not sufficiently trained to write IEPs which complied with federal requirements. Additionally, parental participation requirements were not always met.

A corrective action plan has been prepared and submitted to OSEP by KDE, and steps have been taken to fully implement the corrective action plan.

In addition to issues surrounding the OSEP visit, numerous other administrative matters in the Division for Exceptional Children Services (DECS) have the potential for dramatically affecting educational services for children with disabilities. A Consent Decree signed by the then-secretary of the Cabinet for Human Resources and the United States Department of Justice contains specific provisions for providing educational services to children in juvenile treatment facilities operated by the Cabinet for Families and Children (CFC, previously Cabinet for Human Resources). Many of the youth housed in these facilities are students with disabilities and the Consent Decree provisions regarding educational services will affect these students. Although KDE was not a party to this agreement, it is ensuring implementation of the provisions related to educational services in the 21 CFC juvenile treatment facilities located in 14 school districts. Additionally, as a result of other litigation in Northern Kentucky, KDE is also providing educational services to students in a holding facility in Northern Kentucky.

Comments/Observations: Forty-one of the fifty-one districts which identified no emotional-behavioral disability (EBD) in 1990 now report at least a few identified students. In most districts, the identification rate is substantially below that which might be expected, based on the most conservative national incidence estimates, but progress has been made. DECS is promoting early screening and intervention for children at risk for emotional and behavioral problems, providing intensive professional development through its summer EBD/Behavior Institute, and expanding the availability of consultation services through training of identified consultants.

Legislation enacted during the 1994 Kentucky General Assembly, permitting local school districts to become Medicaid providers, has been implemented. Because of problems with the state's computerized Medicaid claims service, implementation is proceeding slowly; however local districts are now retroactively billing for services provided.

Teacher shortages continue to plague special education. Five of the nine certification areas in Kentucky identified by the United States Department of Education are in special education -- educably mentally disabled, emotionally disturbed, learning disabled, physically disabled, and trainably mentally disabled.

In August 1996, a new director was employed for DECS. In addition, KDE continues to fill other DECS vacancies as they occur, although new staff are not being added.

During 1995-96, DECS processed 45 formal complaints -- up slightly from the previous year. Only two of the complaints were reportedly handled within the mandatory 60-day deadline, and only eight complaints resulted in on-site visits. There were 55 due process hearings requested; 9 resulted in hearing decisions, 13 are still pending, 7 were administratively appealed, and the rest were settled or canceled for other reasons.

A Task Force on State Share Restricted Funds has recommended restructuring the special education cooperative network to reduce duplication and increase efficiency.

DECS is to be commended for its collaborative approach to numerous administrative and substantive issues. As noted above, Kentucky has received national recognition from OSEP for its collaborative efforts in professional development, including its annual conference which was co-sponsored in 1996 by eight KDE divisions. After the OSEP monitoring visit, advocacy agencies, the State Advisory Panel for Exceptional Children, parents, local school district staff, and others were provided an opportunity to comment on Kentucky's corrective action plan prior to its submission to the United States Department of Education. Representatives from advocacy groups, the Kentucky School Boards Association, the State Advisory Panel for Exceptional Children, and others were permitted to participate in the interview process for the new director of DECS. The Task Force on State Share Restricted Funds had members representing the cooperatives and local district personnel. A task force created to provide recommendations to KBE on residency issues contained advocacy, local district, and CFC representatives. These efforts at participatory involvement are unprecedented and noteworthy. Such efforts could serve as a model for other educational initiatives within KDE.

Areas for Discussion/Action

1. The Office of Education Accountability in its 1995 annual report referenced concerns about the Division for Exceptional Children Services' staffing and services for emotional-behavioral disability students. The Office of Education Accountability continues to review these two issues. Currently existing vacancies in the Division for Exceptional Children Services are being filled, including the critical position of division director, and constructive efforts are being made to maximize its resources in the face of reduced staff. In the area of services for emotional-behavioral disability students, Kentucky continues to play catch-up for 15 years of neglect. Although identification has reportedly improved (40 percent from 1990 to 1995), there appears to still be a serious under-identification issue. Failure to provide services for emotional-behavioral disability students is an invitation to disaster.
2. The federal Office of Special Education Programs' monitoring report presents several additional issues for discussion. The Kentucky Department of Education was cited for its failure to exercise "its general supervisory responsibility in a manner that ensured that all age-eligible individuals with disabilities . . . are . . . provided a free appropriate public education." In support of this conclusion, the Office of Special Education Programs stated:

At the time of OSEP's 1992 monitoring Report, KDE acknowledged that it had not monitored the Kentucky School for the Deaf and the School for the Blind for approximately 10 years . . . OSEP's 1992 report had cited KDE for failure to exercise general supervisory authority over these programs. During OSEP's 1995 monitoring visit, KDE administrators acknowledged that they had failed to exercise their general supervisory responsibility for these programs in that the Kentucky School for the Deaf has not yet been monitored by KDE . . . The Kentucky School for the Blind had received an on-site monitoring visit in March 1995 and a follow-up visit in September 1995 (but) at the time of OSEP's visit (in September 1995) KDE could not provide OSEP with documentation to verify that special education programs . . . in these schools meet State and Federal Requirements. (emphasis added)

Also in support of its citation, the Office of Special Education Programs further stated:

KDE was cited in OSEP's 1992 monitoring Report for failure to exercise general supervisory responsibility over Department of Corrections educational programs for youth with disabilities, but KDE has yet to provide or establish a system to ensure provision of special education and related services to eligible youth in these facilities. KDE informed OSEP that . . . (it) has not yet taken steps to ensure compliance with (federal special education law) at these institutions. (emphasis added)

It is dismaying that significant problems identified in 1992 by a federal agency with the power to withhold substantial federal money from the state were not addressed in the intervening three years. Since the 1995 Office of Special Education Programs visit, monitoring visits have been made to the Kentucky School for the Blind, the Kentucky School for the Deaf, and to four adult correctional facilities. It is the Office of Education Accountability's belief that these efforts reflect a new direction in the Division for Exceptional Children Services and that personnel changes made within the agency during 1996 will contribute to remediating these basic problems identified by the Office of Special Education Programs. The Office of Education Accountability will continue to monitor these issues.

3. The Office of Special Education Programs also cited Kentucky for its failure to ensure that placement is made in the least restrictive setting, based on a student's individualized needs. Although Kentucky has an excellent state regulation governing placement decisions, the Office of Special Education Programs found that it was not followed in three of the four districts it visited. Students with functional mental disabilities were placed in segregated/self-contained classes based on, inter alia, regular education teachers' "attitudes" toward teaching students with disabilities, determinations of whether the students would need support in the regular classroom setting, parental preferences, and individual teachers' initiatives in seeking out regular education placements. Of similar concern to the Office of Education Accountability in this general area but not identified by the Office of Special Education Programs is the practice in some districts of "going full inclusion" in a particular school. Although perhaps a well-intentioned effort to fully integrate special education students into the mainstream environment, the results have been chaos and poor services in some districts visited by the Office of Education Accountability. Both state and federal law require that placement be an individualized decision for each special education student, and not result from administrative decisions about what is best for students within a particular category of disability or for all disabled students. The Kentucky Department of Education's continued efforts to monitor implementation of its placement regulation are of great significance.
4. An alarming finding by the Office of Special Education Programs was that after 16 years of federal special education law, Kentucky still has teachers who are unable to write an individualized education plan which conforms to federal law. The Division for Exceptional Children Services is encouraged to continue and strengthen its efforts to work with teacher preparation programs to improve teacher skills in this area.

5. The Office of Special Education Programs' findings regarding Kentucky's failure to provide transition planning for its students is an area of concern. The areas of noncompliance were very basic, including failure to provide statements of needed transition services, failure to inform parents and students that transition planning was to be considered at a meeting, and failure to invite to meetings agencies likely to be responsible for providing or paying for transition services. While efforts to foster cooperation at the state level have apparently been successful, little of this has trickled down to local agencies. Enhanced efforts at transition planning are critical if exceptional students are to become productive adult citizens of the Commonwealth.



EXTENDED SCHOOL SERVICES

Overview. KRS 158.070 mandates all school districts to provide additional instructional time in an attempt to close the achievement gap for low-performing students who may need additional time to achieve expected outcomes. 704 KAR 3:090 specifies that the program must meet one of the following criteria:

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

The 1991-92 year budget for this program was \$21.4 million and increased in the 1994-96 biennium to \$33 million per year. The 1996-97 school year appropriation was \$33.9 million.

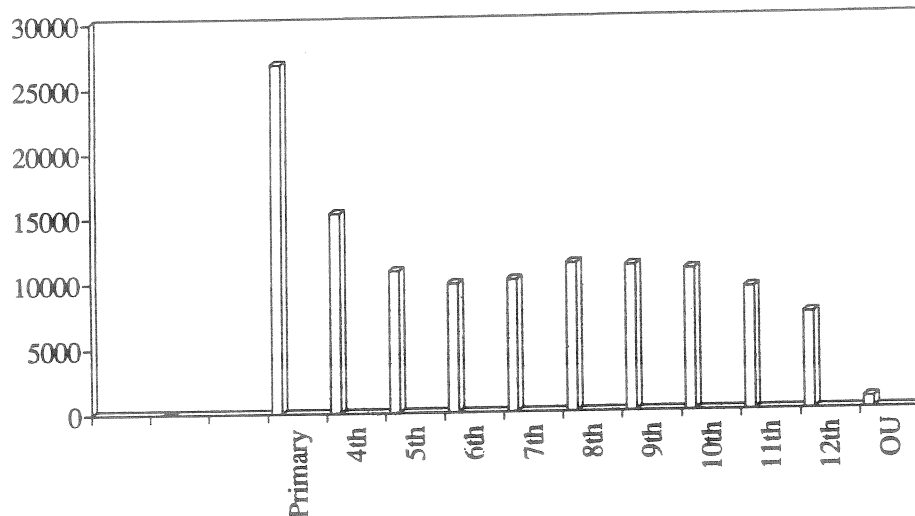
Annual grants are made to school districts using a formula based on 50 percent average daily attendance and the remaining 50 percent from Kentucky Instructional Results Information System (KIRIS) scores, dropout rates, and percent of free lunch eligibility. The Kentucky Board of Education (KBE) adopted 704 KAR 3:390, setting a permanent formula. In 1996-97 annual adjustments ceased.

While after-school tutoring and summer school are the prevailing models, innovation has been encouraged. Up to 5 percent of the total appropriation is set aside each year for innovative grants that encourage alternative methods for enhancing student success. Approximately \$1.2 million was allocated in 1994-95 to 34 districts for innovative programs. KIRIS results from these districts indicated that 9 were in rewards, 3 were successful, and 22 did not meet their goal. Some of the alternative models include portfolios, summer preparation programs, transition, expeditionary learning, and accelerated learning.

Program Results FY 96. Evaluation data for 1995-96 were gathered through student level data sheets, visitations to school districts, and district self-studies. The following is an analysis prepared by the Kentucky Department of Education (KDE):

FIGURE 1

Grade Level of ESS Students



During the regular school term, 123,523 students were served by extended school services (ESS) programs statewide. This is an increase of approximately 12,000 students from the 1994-95 regular school term. Fifty-one percent of all students served were in Grades Primary through 6, while 27 percent and 22 percent respectively were served in Grades 7-9 and 10-12. Although slight increases in the number of students served were noted in Grades K-6, the most significant increases occurred in Grades 6-12. These increases appear to be the result of an effort by school districts to better meet the needs of middle and high school students.

Demographic data indicate that 53 percent of all students served were male, while 47 percent were female students. A further analysis of data indicates that a slightly larger number of female students were served on a short-term basis (1-5 days) than male students. Male students were most frequently referred for reading, math, and written language respectively; while female students were most frequently referred for math, reading, and written language respectively. Ethnic data indicate that 86 percent of all students were Caucasian, while 14 percent were minority students. This represents a slight increase in the number of minority students served. The number of students transported by ESS programs (51,167 students) is significantly higher than prior years, although the overall percentage (41 percent) of students transported by ESS programs represents a slight decrease.

As noted in Table 3, after-school programs continue to constitute the majority of all ESS program models, although a slight increase was noted in the number of students served in before school, evening, and Saturday programs.

TABLE 3

TYPE OF SERVICE MODEL

	Percentage of Students
Before School	6
After School	89
Evening	1
Saturday	3

As in the past, improvement in reading, mathematics, and written language constitute the majority of goals for students in ESS programs throughout the state. However, science goals show a slight, but significant increase. Highlights of goal-related data include:

- Approximately 76 percent of all students served at the primary program level were referred for assistance in reading.
- Although reading continued to be a major emphasis in Grade 4 (31 percent), it shifted to written language (46 percent) and the provision of short-term assistance with writing skills and portfolio development. It should be noted that the development of writing skills has been one of the priorities of ESS innovative grants for the past two years.
- Written language was also noted to be the primary or secondary priority identified at Grades 8 and 12.
- Mathematics became the major goal in Grade 5 and remained the priority goal through high school.

TABLE 4**ESS LEARNING GOAL**

	Subject 1	Subject 2
Reading	32*	14
Mathematics	29	41
Written Language	22	26
Science	8	9
Social Studies	4	5
Arts and Humanities	1	2
Vocational Studies	2	1
Practical Living	1	2

* Numbers represent percentages of students

Data on the number of days students attended ESS programs demonstrate the diversity of programs designed to meet both the short- and long-term needs of students. Slightly more than one-third of all students were served 5 or less days, while 45 percent were served 6 to 25 days, and 18 percent of all students were served 26 or more days. A change towards shorter service periods may indicate that students are exited from the program once their needs have been met. A significant shift from long-term to short-term student attendance was noted beginning in Grade 4 and continuing through middle school and high school. At Grade 12 the number of students attending 40 or more days increased slightly in an apparent attempt to meet graduation requirements.

Based on KDE data, significant changes were noted in letter grade achievement for students attending ESS programs for six or more days. Upon entering their program, less than 8 percent of students had entry grades of A or B in the primary subject of focus, but 34 percent had A or B grades at the end of the school term. Conversely, 76 percent had entry grades of D or F in the primary subject, while only 20 percent had D or F grades at the end of the school term. As a result, 81 percent of all students attending ESS programs six or more days improved one or more letter grades in their primary subject, while 17 percent maintained their entry grade.

In addition to improved letter grades, 19,426 students were promoted or graduated on time as the result of participating in ESS programs. The referring teachers for ESS students noted significant

qualitative changes in homework completed, increased class participation, and improved attendance.

In addition to state-funded ESS programs, Table 5 identifies the number of students served by federal or state remediation programs.

TABLE 5

OTHER SERVICES RECEIVED

	Number of Students
Title I	24,780
Migrant Education	737
Special Education	6,454
ESL	299

1996 Summer Term ESS Program. Preliminary data gathered on the 1996 ESS summer program indicate that more than 40,000 students were served. Final results were not available in time for this report.

Observations. This program is cited by most school district teachers and administrators as the "most effective among all initiatives set out by KERA." The cost per pupil served by the program has ranged from \$317 in 1991-92 to \$201 per pupil in 1995-96*. This represents a "good value" for the Commonwealth when one realizes that 99,000 students improved their grades from Ds and Fs upon exiting the program.

KDE's Extended School Services Branch initiated a research project with the Office of Assessment and Accountability to evaluate program participants based on KIRIS results and letter grades. This research should provide more information regarding the program's effectiveness as it relates to the learning goals and academic expectations. Evaluating the program based solely on letter grade improvements may not be an indicator of how students' are performing KIRIS components.

* This represents total number of students served including summer school. Duplication may occur when students attend both regular and summer terms.

Evidence gathered from the Office of Education Accountability visits to ESS programs and interviews suggests that the \$1.2 million expended for Innovative Programs may be better spent subsidizing transportation since many districts are utilizing up to one-third of their grant transporting students. Districts with a large geographical area to serve may be at a disadvantage when compared to urban or independent districts where transportation routes are shorter or public transportation is available.

Areas for Discussion/Action

1. Transportation continues to be a problem for extended school services programs. Some districts expend up to one-third of their grant for transportation, while others incur no costs. The Kentucky Department of Education should explore the creation of a special fund for extended school services transportation costs.
2. Office of Education Accountability monitoring visits noted that in some extended school services programs, teachers were spending time supervising snacks and homework. Districts should examine their program to ensure that students are in programs that focus on instructional results and improvement rather than "after-school daycare." The Kentucky Department of Education may wish to develop guidelines regarding appropriate extended school services practices.
3. In 1990, John Augenblick, Finance Task Force consultant, proposed that by 1995, policy makers should review the effectiveness of extended school services as a stand-alone program versus "rolling the funding into the SEEK formula or the 'at-risk' add on." Using data collected over six years, the merits of extended school services as a "stand-alone program" should be reviewed.



FAMILY RESOURCE AND YOUTH SERVICES CENTERS

Overview. In family resource and youth services centers (FRYSCs), hundreds of center coordinators strive to meet the needs of children and their families and to help these children be more successful in school. In 1995-96, 32,976 students were served. In the dozens of centers visited by the Office of Education Accountability (OEA) staff during 1996, differences in community needs and coordinator management styles were distinctly evident. FRYSC coordinators try to find a balance between providing services for children and their families and working to empower families to self-sufficiency. Most coordinators are dedicated, concerned, and by observation, successfully integrating FRYSCs into the school and community.

The 1996-98 budget mandates 33 new FRYSCs for the biennium. To date, only one new center has been created. On June 30, 1996, approximately \$400,000 of FRYSC money reverted to the general fund, indicating that the Cabinet for Families and Children (CFC) did not utilize all available resources.

During the 1996 Regular Session of the Kentucky General Assembly, the CFC administration made a commitment to hire three new state liaisons, bringing the total number of FRYSC liaisons in the state to eight. As of November 1996, no new liaisons have been hired.

KRS 156.497(7) stipulates that the current Interagency Task Force on Family Resource Centers and Youth Services Centers sunsets December 31, 1997. An Interagency Task Force membership list may be found in Appendix K. CFC has developed a plan to transition the governance to Kentucky Commission on Human Services Collaboration. This Commission, created by an executive order signed in June 1996, is attached to the newly formed CFC for staffing and management purposes. The new Commission will have a broad focus on services to families and children.

It is difficult to measure the direct impact of the FRYSCs on the success of children in school. Coordinators struggle with the goal of accountability as an intangible, but necessary task. Of the seven capacities identified by KERA, FRYSCs are intended to impact all seven.

Observations. OEA staff visited FRYSCs in over 30 school districts last year to monitor center operations. Center coordinators, school administrators, parents, and teachers continue to be positive about the impact centers are making on children and families. Coordinators continue to

indicate concern about the administration of the program by CFC. Several coordinators complained that CFC staff do not relay information to the FRYSC state liaisons in a timely manner and information is inconsistent. Administrative turmoil continues in this program at the state level, creating distrust and confusion at the local level.

Schools with at least *20 percent of the student population eligible for free school meals* may compete for FRYSC grants ranging from \$10,000 to \$90,000 annually, based on the number of eligible students. In fiscal year 1997, Kentucky will have 560 FRYSCs serving 912 schools, approximately 80 percent of all eligible schools. They will serve a total student population in excess of 418,000. There are 391 centers in rural locations, 102 in urban locations, and 67 in suburban locations. There are 301 family resource centers (serving children up to age 12), 148 youth services centers (serving children over 12), and 111 combined family resource and youth services centers. (See Appendix B)

Despite the apparent lack of direction from the CFC, local coordinators are involved in a wide variety of programs helping students and their families. Referrals and coordination of actual services for health needs is a primary function of the coordinators. Other frequently observed activities include educational and recreational summer camps, anti-drug and alcohol seminars, parenting skills training, employment and career counseling, pregnancy prevention programs, child care services, and family crisis counseling.

The abstract of a 1996 research report by Robert Ilbeck and John Kalafat states:

"This report summarizes emerging findings concerning educational outcomes associated with participation in FRYSCs. Elementary-level participants (ages 3-11) are more likely than secondary-level participants (ages 12-20) to experience positive gains in global variables such as achievement, academic proficiency, and risk of dropping out of school. Adolescents confront cumulative problems of learning and behavior and these may be more difficult to overcome within a time-limited intervention, lending support to the importance of early intervention.

Both elementary- and secondary-level students appear to experience strong positive gains in important classroom variables such as completing class work and homework, following directions, obeying school rules, and remaining on task. Similar positive gains are seen for social and emotional variables such as relating appropriately, having friends, participating in activities, and cooperating with others, again for both elementary and secondary students. Level of program involvement (minimal, moderate, extensive) does not appear to be associated with differential gains. Especially with respect to classroom and social

competence variables, children and youth served by FRYSCs at all levels appear to improve.

Gains are less pronounced, in general, for students who are extensively served by centers, probably reflecting severity of need. FRYSC interventions, when considered alone, are probably insufficient to overcome the complex problems of children and youth with extensive needs; change for this group should be evaluated over a longer period of time and in the context of all of KERA elements working in concert." (See Appendix B)

Areas for Discussion/Action

1. Family resource and youth services center coordinators often need to transport students. As a result they need to purchase special insurance riders. The reasonable cost for these riders should be reimbursed by either the family resource youth services center grant or the local school board. Centers and boards need to develop appropriate policies in this matter.
2. The three new liaisons who will provide technical assistance to local coordinators must be hired as soon as possible. In 1991, when there were 125 family resource and youth services centers, there were seven liaisons. In 1996, 565 centers are served by five coordinators. The money is available to hire these people. The excuses for not hiring have varied, but the need is obvious.
3. All schools should have individual family resource and youth services centers or, at a minimum, each school in a consortia center should each have an office and a full-time staff member. Family resource and youth services centers, currently configured as consortia centers, should be allowed to apply for individual center status without fear of losing their consortia grant if they are not selected as an individual center.
4. Allowing nearly \$400,000 to revert to the general fund is indicative of poor fiscal management. Much greater oversight needs to be exercised by the Interagency Task Force, Cabinet for Families and Children, and Kentucky Department of Education. Three hundred schools who are eligible still do not have centers. Failure to efficiently manage resources, when so much need still exists, is a problem.
5. The transition from the Interagency Task Force to the Kentucky Commission of Human Services should be monitored closely by the Kentucky Department of Education and the Office of Education Accountability to ensure that family resource and youth services centers

governance and management improves. Meanwhile, the Interagency Task Force must continue to review and provide guidance on the following:

- Provide fiscal oversight and guidance for centers.
 - Move family resource and youth services centers from an annual to a biennial budget and staff plan.
 - Provide advice to family resource and youth services center coordinators and school district staff regarding employee contracts and benefits.
 - Review and improve the quality of professional development for family resource and youth services coordinators.
6. The Cabinet for Families and Children needs to focus on monitoring and managing this essential program. The current levels of technical assistance and leadership must be improved.



MULTICULTURAL EDUCATION

Overview. The Multicultural Education Branch provides assistance to schools/school districts for implementation of multicultural education at all grade levels. During 1995-96, the Branch developed five 9-hour summer institutes for school personnel. This training was designed to address the planning and application of multicultural education strategies at the early childhood (preschool and primary) levels, and is composed of three parts:

Part 1: *Finding Common Ground* examines the status of implementation within the classroom, school, and district through a needs assessment survey, and establishes common understandings among participants regarding multicultural education.

Part 2: *Different and the Same* (Family Communications, Inc., 1995) provides training in the use of a video series that helps children identify and prevent prejudice, and suggestions on how to incorporate this program into different aspects of the curriculum.

Part 3: *Making Cultural Connections* highlights the importance of storytelling as a tool to increase children's knowledge and appreciation of their own and other cultures.

Approximately 270 educators and parents participated in these activities.

The Branch awarded competitive grants to 35 schools selected from 75 districts submitting applications. These grants were for professional development activities related to the "instructional implementation of multicultural issues" that could be replicated for use in other districts. In addition to the grants, these sites also received technical assistance from the Branch.

A needs assessment instrument, developed by the Branch, was pretested during the spring of 1995 and distributed to school districts during 1996. The resulting data are being analyzed by Western Kentucky University and reported by the end of 1996.

A data gathering instrument focusing on anti-racist education was made available to school districts. This instrument was developed and copyrighted by Dr. Karen Donaldson of Iowa State University. The findings are being provided to each participating district.

The Task Force on Multicultural Education, appointed in March 1995, has three subcommittees: preservice, professional development, and community awareness and support. The Task Force report now being compiled is expected to provide direction for the Kentucky Department of Education Equity Task Force that was formed in October 1996 (See Appendix K). The general purposes of that Task Force are:

1. Examine the environment of learners and educators, hiring practices that preclude the employment of culturally diverse educators, and the operations of the Kentucky Department of Education to determine those equity issues needing to be addressed.
2. Identify strategies and make recommendations for removing barriers to progress for students and educators.
3. Demonstrate that it is possible to improve learning, increase academic and personal success, and ensure equity for all.
4. Develop an operational plan that includes an organizational framework for the Task Force to accomplish identified tasks.

The Branch expanded communication with schools and the public with their "Tapestry" newsletter. Published four times each year, it provides information on events and initiatives that support culturally-sensitive materials and strategies.

Working with the Workforce Development Cabinet, the Branch provides sensitivity training to regional training centers and Kentucky Tech Centers. Three hundred participants from five Kentucky Tech Centers have been trained to date.

The Branch sponsored the annual statewide equity conference, "Tapestry, Weaving the Threads of Unity and Diversity Through Collaborative Empowerment," in September 1996. The conference featured nationally recognized speakers and provided 80 plus mini-sessions spanning a wide range of topics.

Areas for Discussion/Action

The Multicultural Education Branch needs to develop a specific budget since a major source of this funding, U.S. Title IV (\$203,832), is no longer in the federal budget.



PRESCHOOL PROGRAM

Overview. KRS 157.3175 requires school districts to provide a half-day developmentally appropriate preschool program for four-year-old children considered at risk of educational failure. "Children who are at risk shall be identified based on the federal school lunch program eligibility criteria for free lunch." Preschool programs are comprehensive early childhood educational delivery systems, providing developmentally appropriate practices to children, integrated services to families, and interdisciplinary and interagency collaboration among organizations serving young children in Kentucky.

Collaboration has continually increased among school districts, Head Start programs, and other public and private providers which maximizes services to children and families. In a few areas of the state, private providers have complained that the free public school programs have hurt their business. School districts express concern about the lack of accountability for quality and services from some private providers. The issues surrounding quality and accountability standards for preschools remain a statewide and nationwide problem. The general public remains supportive of the public school preschool program.

Since 1992 the University of Kentucky has been involved in a longitudinal study of sample of 1990-91 participants through primary school as well as continuing the cross-sectional review. In both cases, the conclusions are that participants in the program continue to out perform the control group who may or may not have had a preschool education experience. The major findings from the most recent round of analyses are found in Appendix C.

Comments/Observations. 1995-96 Budget. The Kentucky Preschool Program was allocated \$37,000,000 in state funds in each year of the 1994-96 biennium. This is the same state allocation as provided in 1993-94. However, more eligible children were enrolled and served each year. No per pupil funding increase has been given from 1992-95.

In 1995-96, the Kentucky Board of Education (KBE) reduced the preschool per-child rates below the 1992-93 level. In addition, it continued to limit the funds for increased enrollment of eligible children. The savings recognized by "capping" the funds covered a shortfall of \$2.7 million at the 1995-96 reduced rates.

For the current biennium, the 1996-97 state preschool allocation was increased by 3 percent (\$1.1 million) to \$38,110,100. However, based on the number of eligible children enrolled in 1995-96, this state allocation was not sufficient to continue the current preschool per-child rates. Consequently, in April 1996, KBE reduced the rates again. Funds set aside for actual growth are again "capped." It is not known at this time what the 1996-97 shortfall will be, as it is based on the December 1 enrollment count. To help compensate for the shortfall, 40 percent of *all* excess SEEK allocation will be distributed directly to preschool programs based on a December 1, 1996 child count.

TABLE 6

KENTUCKY PRESCHOOL PROGRAM

	1989-90	1990-91 <i>Year 1</i>	1991-92 <i>Year 2</i>	1992-93 <i>Year 3</i>	1993-94 <i>Year 4</i>	1994-95 <i>Year 5</i>	1995-96 <i>Year 6</i>
Number of State-Funded Children	N/A	5,659	11,922	12,945	13,904	14,896	16,018
Total Eligible Children Served (State and Head Start Funds)	8,344	14,019	22,762	24,102	25,499	26,754	29,348
Percentage of State-Eligible Children Served (State or Head Start Funds)							
a. Free lunch eligible 4s (with or without disabilities)	31%	53%	67%	69%	71%	74%	74%
b. 3-4 year olds with disabilities	17%	27%	73%	82%	85%	91%	90%
Percentage of State-Funded Children Receiving Health Services	N/A	No data	No data				
a. Immunizations				94%	95%	96%	97.2%
b. Screening				94%	93%	94%	97.9%
c. Health Follow-up				82%	93%	94%	
d. Vision Follow-up				58%	81%	85%	96.5%
e. Hearing Follow-up				55%	85%	88%	97.7%
Percentage of State-Funded Children with Parents Actually Involved in Their Education:	N/A	No data	No data				
a. Parent Volunteers				39%	41%	43%	45.7%
b. Parent receiving extra parent education				40%	43%	45%	48%

Preschool Attachment A (See Appendix C) identifies the following on each district's preschool program (1995-96):

- Tentative award for 1995-96, based on the 1994-1995 enrollment (at reduced rates) and offset adjustment for the 1994-1995 (\$36.1 million).
- The amount of additional funds the district was eligible for (at reduced rates), based on growth of more than 5 percent in enrollment in 1995-96 (\$3.2 million).
- The total amount actually awarded with reduced rates and limited growth (\$36,516,127).
- The negative adjustment (offset) to be deducted in 1996-97 for districts where enrollment decreased by more than 5 percent during 1995-96.
- Transportation add-on at the reduced rate of \$248 per child. Since this amount is included in the preschool grant, it is deducted from the general transportation calculation of the district.
- District's estimate of the amount of local and general funds they contribute to the operation of the preschool program. This totals \$9,365,117 of additional funds, beyond the \$37 million state preschool funds, needed to operate the program on its current level.

Preschool Attachment B (See Appendix C) provides a summary of the Preschool Per-Child Rates from 1992 to present.

Number of Students Served by Districts. Preschool Attachment D (See Appendix C) is the December 1, 1995 Kentucky Preschool Enrollment Count by school district. The first five columns of the printout identify categories used for the weighted formula for preschool. The following is a summary of the 1995-96 data compared with 1994-1995 data (*in italics*):

Total 12-1-95 State Preschool Count: 15,348 children (<i>14,901</i>)		
At-Risk 4's without disabilities:	7,676 children	(<i>7,827</i>)
Disabled 3- and 4-year-olds:	7,672 children	(<i>7,074</i>)
Speech/language: 3,661		(<i>3,431</i>)
Developmental delay: 3,631		(<i>3,267</i>)
Severe disabilities: 375		(<i>376</i>)
<u>Disabled 3's Entering After 12-1-95:</u>	670 children	(<i>514</i>)
TOTAL STATE-FUNDED CHILDREN	16,018 children	*(<i>15,415</i>)

*NOTE: Children who become three years old after December 1 and have developmental delays are eligible for Kentucky preschool services on their third birthday, as required by federal law.

These children are reported on a supplemental enrollment count submitted on May 30, 1996 with districts' 1996-97 Preschool Proposal. Funds for these additional children are part of the 1996-97 award.

The following reflect continuing trends in preschool:

- There is a 21 percent increase in three-year-olds served in the state-funded program, all of whom have disabilities.
- There is a 60 percent decrease in the number of four-year-olds who are eligible, without any disabilities, served in state-funded programs.
- There is a 50 percent increase in the number of the children with disabilities served through state funds.

In response to KRS 157.3175, requiring service to serve other four-year-olds as placements become available, on December 1, 1995, school districts served 2531 additional children who were not eligible for state preschool, PACE, or Head Start funding. Funding sources districts use for these other children include: state funds, local funds, parent fees (tuition), Title I, corporate, foundation or other donations, and any other sources *outside* state education, PACE, or federal Head Start. The growth in this area is noted below:

<u>Year</u>	<u>Number of "Other"4s</u>	<u>Percentage of Enrollment</u>	<u>Number of Districts Involved</u>	<u>Percentage of Districts Involved</u>
1993-94	1,337	10%	52	30%
1994-95	2,453	14%	68	39%
1995-96	2,531	15%	71	40%

On December 1, 1995, Head Start programs provided an enrollment report by district, showing the number of children funded through Head Start (*1994-95 data in italics*):

TOTAL STATE-FUNDED CHILDREN (12-1-95)	13,330	(13,212)
State-eligible/Head Start funded:	9,639	(9,277)
Funded only by Head Start:	8,557	(8,335)
Funded by state with Head Start supplement ("KERA enhanced"):	1,082	(892)
Others not eligible for state preschool funding:	3,691	(3,985)

The following are trends in Head Start enrollment, relative to the state-funded program:

- The number of state-eligible children who are at-risk (three- and four-year-old income-eligible with and without disabilities) and served totally through Head Start funds has held constant over the last six years.
- In 1995-96, Head Start enrollment increased by less than 100 children, continuing a trend of marginal growth since 1993-94.
- There had been an increase in Head Start enrollment of three-year-olds without disabilities over the last few years. However, this trend seems to have reversed in 1995-96, with fewer of these children enrolled.
- In 1995-96, small shifts in Head Start enrollment patterns resulted in enrolling more income-eligible four-year-olds without disabilities and serving them through supplemental services (enhancement) rather than full Head Start funding.

In summary, services to state-eligible children are provided by a partnership between state and Head Start funds. State-funded and Head Start enrollment data must be reviewed together to determine trends and project future enrollment. Although both state-funded programs and Head Start serve income-eligible children and children with disabilities, state funds increasingly serve a much higher number and percentage of the children who are eligible due to disabilities.

Enrollment Data Summary

- 100 percent of all state eligible children = 21,647
- State preschool funding = 64 percent
- Head Start funding = 36 percent

Categories: (A) At-risk 4-year-olds - state preschool funding = 58 percent
Head Start funding = 42 percent
(B) Disabled 3- and 4-year-old children; state preschool funding = 78 percent
Head Start funding = 22 percent

Note the trend to longer sessions:

	<u>1995-96 (for 1996-97)</u>	<u>1994-95 (for 1995-96)</u>
Total # of sessions:	1,327 sessions	1,338 sessions
# of minimum 3 hr. sessions:	480 sessions (36 percent)	630 sessions (47 percent)
# of 3.5 hr. sessions:	330 sessions (25 percent)	374 sessions (28 percent)
# of 4-6 hr. sessions:	150 sessions (11 percent)	150 sessions (11 percent)
# of 6 or more hr. sessions:	367 sessions (28 percent)	184 sessions (14 percent)

Categories of Services. All children served with Kentucky preschool funds received the following services as required by in state preschool regulations.

- **At least one meal and appropriate nutrition information as part of the curriculum** - all children received at least one meal, generally with an additional snack. Sixty-four percent received two meals, generally in sessions over three hours.
- **Complementary parent education, with a minimum of two home visits and opportunities for other involvement** - 46 percent of the children had a parent who volunteered in the classroom; 48 percent of the children had a parent who participated in other types of parent education services, in addition to the minimum home visits.
- **Health screening (hearing, vision, growth and general health, immunizations) and appropriate health information as part of the curriculum** - 97.2 percent of participants were immunized; 97.9 percent received health screening/entry physical exam; 97.7 percent received hearing screening; 96.5 percent received vision screening. Changes reflect an improved enrollment process and a focus on reducing physical barriers to learning.
- **Developmental screening (cognitive, communication, self-help, motor and social-emotional skills)** - 8.7 percent of all Kentucky 3- and 4-year-olds were screened, evaluated, and provided special education services through state programs or Head Start.
- **Coordination with medical, health, mental health and social services agencies to meet the comprehensive needs for children** - 92.9 percent received follow up to health screening/physical exam; 79.2 percent received hearing screening follow up; 75.7 percent received vision screening follow up; 91.1 percent received social services follow up. Changes reflect an improved focus on reducing physical barriers to learning.

All data were compiled from the 1995-96 and 1996-97 Kentucky Preschool Proposals.

Number of Contracted, Blended and Direct Provider Programs. *Number of Contracted Programs.* "Contract" means that state preschool funds were paid to another agency for an educational placement of one or more state-funded preschool children, i.e., transfer of state funds.

	<u>1995-1996</u>	<u>1994-1995</u>
Outside agency operates the total program:	32 districts (18 percent)	33 districts (19 percent)
Combination contract and direct provision:	<u>26 districts (15 percent)</u>	<u>29 districts (16 percent)</u>
TOTAL	58 districts contracting (33 percent)	62 districts contracting (35 percent)

Most contracting continues to be with Head Start and not-for-profit child development centers. While contracting appears down slightly since 1994-95 (2 percent), contracting in 1994-95 was up 9 percent over 1993-94. This suggests there is no substantial change area, simply annual fluctuations.

Blended operations may coordinate different funding sources either through contract (transfer of funds) or cost sharing. "Cost sharing" means that a school district operates a Kentucky preschool classroom jointly with Head Start, PACE, or other funding sources by sharing proportional costs without any exchange of funds, i.e., each program pays certain costs for the total operation.

Break-out of Blended Preschool Programs

- 141 districts (80 percent) operated blended programs with *one or more* of the following sources.
- 82 districts (47 percent) blend with Head Start funded programs.
- 46 districts (26 percent) blend with local district funds supporting additional children.
- 31 districts (18 percent) blend with district tuition/fee based programs.
- 8 districts (4.5 percent) blend with district federal Title I programs.
- 13 out of the 37 districts with a PACE component blend with PACE (37 percent).
- 17 districts (10 percent) blend with other fund sources (corporate, donation, etc.).

In general, blending with Head Start and PACE is frequent and has continued at a constant level.

Number of Direct Provider Programs. As noted above, school districts have a variety of arrangements with Head Start, PACE, and other preschool education programs to operate the state-funded Kentucky Preschool Program. As a result, only 35 districts (20 percent) operate separate classes serving only state-funded children.

• Programs without any direct district operation:	34
• Districts without any state-funded children:	2
• Districts with total program contracted:	32
• Programs with direct district operation:	142
• Districts with some district operations:	72
• Cost share arrangements (other than with local funds or tuition):	46
• Partial contracting:	26
• Districts with only direct operation:	70
• Only state, local, and tuition sources:	35
• Stand-alone with state funded only:	35

Accreditation. *Number of Accredited Programs Recognized by the Kentucky Board of Education.* Five private preschool/kindergartens applied to the Kentucky Board of Education (KBE) and were recognized for their exceptional education programs, i.e., curriculum, materials, teacher credentials. No applications for accreditation by KBE are pending as of September 6, 1996.

Number of NAEYC Accredited Programs. The National Association for the Education of Young Children (NAEYC) reports 78 centers in Kentucky holding current national accreditation. This is an increase of 35 percent from the 58 centers accredited in 1994-95. These accredited centers are associated programs identified below. Some of these programs have more than one building accredited, so the numbers below do not total 78. For example, 8 of the 78 centers accredited by NAEYC are state-funded preschool classrooms in 8 different elementary schools in Fayette County, reported below as "1" school district accredited program:

• School district Kentucky Preschool programs:	11
• State preschool/Head Start blended programs:	12
• Other Head Start programs:	6
• District or Head Start child care funded programs:	3
• University lab programs:	4
• Military child development programs:	3
• Private programs contracting with districts:	11
• Other private programs:	11

In addition to the 23 school districts with state-funded NAEYC accredited programs, another 19 districts report using the NAEYC Self-Study as a component of the local preschool program

evaluation. Altogether, 42 school districts (24 percent) are accredited by or involved in self-study of NAEYC accreditation. Eighty-two percent of all NAEYC accredited programs in Kentucky are operated by schools or affiliated with schools through Head Start partnership or private contracting. Preschool Attachment E (See Appendix C) provides the names of the districts, Head Start programs, and private contractors holding NAEYC accreditation.

Transportation. Transportation is required as a related service if needed for a child with disabilities and is an optional service for at-risk four-year-olds. Only six school districts do not offer this option to at-risk four-year-olds. Only 92 at-risk children are enrolled in those districts without this service.

<u>Total State-Funded Preschool Enrollment (12-1-95):</u>	15,348 children
Transportation not available:	92 children
State-funded children transported:	15,256 children
<u>Other preschool children served in district (12-1-95)</u>	
Not funded through state, Head Start, PACE	2,531 children
Head Start funded children transported by districts	6,492 children
Total preschool age children transported by districts:	24,279 children

Head Start does not require programs to transport children, nor to provide transportation to all children when transportation is provided to some. As part of the collaborative efforts to assure full utilization of Head Start, 53 percent of all school districts (94 out of 176) provide transportation for Head Start children. This is a 50 percent increase in the numbers of districts providing this service, up from 88 districts in 1994-95. Based on local agreements, districts generally provide this service at free or reduced cost to the Head Start program, absorbing the actual cost of transportation through other sources. Since Head Start programs must have a 20 percent fund match from non-federal sources in order to receive the federal Head Start funds, transportation is often used as a part of this match to generate the Head Start funds.

Kentucky has had an excellent safety record in transporting preschool age children, both in the high standards for vehicles and the use of driver assistants (bus monitors) on each bus. At this time, KBE has proposed an amendment to the current preschool transportation regulation (702 KAR 5:150) that would allow school districts to use the front and back seats of the bus for preschool children. This proposal is based on further study of vehicle safety, changes in the construction of buses since 1990, and the desire to have preschoolers seated next to the driver rather than mid-bus. The proposed amendment would also allow school districts to use, at local

discretion, middle or junior high school students as monitors. This latter proposal reflects concerns from local programs having difficulty finding high school students or adults to serve on routes where one preschool child is on a regular transportation route, especially when an older sibling is riding the same bus.

Areas for Discussion/Action

1. 1996-97 is the year that preschoolers who began the program in 1991-92 enter fourth grade. The Kentucky Department of Education should request the contractor for third-party evaluation to investigate the relationship between 1991-92 participants' performance on KIRIS to those who did not have the preschool experience. Although the participation was limited in 1991-92, hopefully data could be collected on several hundred participants.
2. Continued progress is evident in the collaboration between school districts and other public/private agencies. There is occasional resistance primarily where independent and county districts overlap. The Kentucky Department of Education should identify these areas and promote improved cooperation.
3. Districts have made an effort to ensure that all four-year-olds, regardless of at-risk eligibility, are served. The Kentucky Department of Education should encourage this practice. The biennial budget language should support expanded preschool service.
4. As more four-year olds complete preschool programs, districts will receive increased pressure to expand kindergarten from half to full day. The Kentucky Department of Education should gather data regarding the effectiveness and costs of full-day kindergarten for all students.



Overview. The 1996 budget language reiterated changes made in 1994 to KRS 158.160(b) which allowed schools more flexibility in multi-age groupings. This language gave schools great flexibility. While maintaining that multi-age grouping is still required, the Kentucky Department of Education's (KDE) directive to schools is clear, "organize instruction in ways that foster continuous progress. Flexible grouping and regrouping to meet the needs of every child in a developmentally appropriate setting is best practice."

The majority of schools visited by the Office of Education Accountability (OEA) during the 1995-96 and 1996-97 school years appeared to more clearly understand current requirements. OEA staff, while attending several task force hearings throughout the state in the fall of 1996, noted that some resistance still exists, largely attributed to misinformation as to what regulations require. The majority of primary school criticism noted in the hearings centered around parents and teachers in upper primary (P-3 and P-4) complaining that primary programs did not provide basic skills attainment.

During the 1995-96 school year, OEA became interested in determining whether classroom transformation was occurring at the primary level. Using a 15-item checklist, the following data were compiled from 14 classroom observations. Twelve (86 percent) of the classes observed were focused on at least one learning goal or academic expectation, which were usually Goals 1 or 2. Textbooks were used as a resource in 64 percent of the classes. Large group activities were observed in 28 percent of the classes with interactive student participation in another 64 percent. Thirty-six percent of the classes used technology.

During the visits, OEA staff reviewed portfolio work and Kentucky Early Learning Profile (KELP) documentation. Integration of subject matter was evident in thematic units in 50 percent of the cases. Performance levels were posted through rubrics or standards in 36 percent of the cases. The lesson was characterized as "rich in content," engaging, and requiring thinking and problem solving in the same 36 percent of classes where levels of performance were posted. Staff observed in 71 percent of the cases that the lesson was "developmentally appropriate for the age of the students."

The role of the teacher was characterized as facilitator in 50 percent of the observations with facilitation observed at least some time during the visit in the other 50 percent. Thirty-six percent

of the classes were characterized as being performance-based, while another 28 percent were showing signs of a performance curriculum some time during the visit.

Although the visits were merely "snapshots," the evidence is "promising" that most of these schools are making the change to a learning environment that reflects primary school philosophy.

Kentucky Early Learning Profile. KELP still lacks meaning for many teachers. Developed by KDE, with assistance from Advanced Systems, it is used by teachers to chronicle a child's cognitive growth through primary school. KELP consists of four parts:

- Part A Conversations: 1) Parent/Teacher Conversations - Insight is gained from knowing what and how the child has been learning out of school. 2) Teacher/Student Conversation - The teacher will better understand how the child views herself/himself as a learner.
- Part B Diary of Observations: Teachers become "Kid Watchers" recording those observations which could provide significant insight or understanding of the whole student.
- Part C Types of Performances: The types of performances show or demonstrate what we expect children to know and be able to do as they progress through the primary program and are ready to move into Grade 4. These have recently been finalized and are available for purchase by schools. They provide an excellent resource for teachers.
- Part D Learning Description Summary: These are developed for teachers to use in documenting continuous progress in core content areas. These are also useful in authentic assessment and qualitative reporting.

KELP fulfills all the criteria for verifying successful completion of the primary school as stipulated in 703 KAR 4:040.

KDE data indicates that 244 of 837 elementary schools fully implement KELP. Another 402 schools are in various stages of implementation. Based on interviews and classroom observations in 27 districts, OEA staff found that those in various stages of KELP implementation appear to be unclear as to the timeline for its full implementation.

While KERP is not mandated, KDE has stated that schools must use KERP or another reporting system that provides a measure of the 18-criteria prescribed in 703 KAR 4:040; that verifies successful completion of primary school. It appears no one is monitoring the schools *not* using KERP to determine if they are using an approved alternative. Regional services center consultants seem responsive to problem areas brought to their attention. However, in many instances, state they cannot find time to monitor KERP use. Additionally, the loss of funding for elementary resources has also slowed implementation and "troubleshooting."

Areas for Discussion/Action

1. Legislators, Kentucky Department of Education staff, and school councils need to provide support for the continuation of multi-age/multi-ability grouping while encouraging local decision making at the school council level that "best fits" the students' needs. Emphasis should be placed on local flexibility within current regulations for the inclusion of *five-year-olds*. KRS 158.160(b) provides broad latitude for schools/councils and regulations encourage "flexible grouping and regrouping for learning needs of students."
2. The Kentucky Department of Education should develop a timetable for schools to adopt either Kentucky Early Learning Profile or an alternative model and require schools to provide evidence that the alternative measures the criteria as required by 703 KAR 4:040. The alternative model should also include a qualitative reporting system to parents as well as skills attainment. In all cases, the Kentucky Early Learning Profile learning descriptions should provide the framework for the curriculum because it is a standards-based continuous progress model.
3. The Kentucky Department of Education should develop a Division of Elementary Programs. This would encourage a smooth transition between primary and Grades 4 and 5. The "turnover problem" within the Primary Division, the loss of funding for elementary resource teachers, and frustration in the regional service centers seems to indicate that a complete review of service delivery is appropriate.



Overview. Professional development continues to be the key to education reform. Opportunities for relearning and acquiring new skills are critical to changing education in Kentucky. The 34,000 teaching professionals continue to seek professional activities that will keep them prepared for today's classrooms. In addition, approximately 3000 or 10 percent new teachers enter the workforce each year, and must receive appropriate professional development. The 1996 Regular Session of the General Assembly continued the appropriation for professional development at \$23 per student in average daily attendance for each year of the biennium. However, there was no renewal of the five instructional days for professional development that had been granted in the preceding four years. KRS 158.070 was amended to allow school calendars to be revised, but they must contain the equivalent of 175 six-hour days (1050 hours). Districts may now reconfigure their allotment of the minimum 1050 instructional hours to meet their needs.

Legislation requiring school districts' membership in a consortia has expired. However, most school districts now belong to a cooperative which assists or provides needed professional development. These cooperatives also broker a variety of other services to their member districts.

A sample of school and district professional development plans was reviewed by the Office of Education Accountability (OEA) staff. These plans reflect more focused professional development activities and fewer one-day seminars. The activities continue to reflect reform-related issues such as technology, portfolios, curriculum alignment, Kentucky Early Learning Profile, high school restructuring, school-to-work, learning styles, site-based council, instructional strategies, and conflict resolution. In OEA interviews with district and school personnel, teachers expressed the need for more time for training and for interaction with other professionals after their training.

The Kentucky Department of Education (KDE) staff reported the following objectives for 1995-96:

Objectives

1. By June 30, 1996, a series of KDE-sponsored professional development and technical assistance initiatives based on state and local needs assessments will be implemented which:

- Emphasize consolidation and coordination of time and resources.
 - Assist local professional development coordinators to use standards and processes to support relevant, school-based professional development.
 - Provide technical assistance materials for distribution through technology and written media.
2. By June 30, 1996, a leadership development program approved by the Kentucky Board of Education in April 1995 will be fully operational to include:
- New principal institutes.
 - Assessment of all new principals hired during 1995-96.
 - "For principal only" seminars.
 - Technology networks and other principal networks.
 - Aspiring principal pilot.
 - Revised evaluation training.
 - The study and development of systems leadership.
 - Selected National Association of Secondary School Principals training programs offered on an optional basis.
3. By June 30, 1996, expand training cadres and networks of teachers.

A review of materials submitted by KDE staff indicates that Objectives 2 and 3 have been completed and Objective 1 has been substantially completed.

Areas for Discussion/Action

1. Office of Education Accountability review of school budgets indicates that many schools have carryover funds from their professional development allocations. As a result, the Kentucky Department of Education should undertake a review of the professional development activities and budget for the in-decline, improving Category 2, and in-crisis schools to determine how professional development funds are being used.
2. Districts should study the issue of alternative uses of allocated time (1050 minimum hours) to provide opportunities for professional development activities. If the school day, week, or year is reconfigured, then teachers will have additional opportunities for professional development activities during the year which would not require the use of a substitute. School calendars

must be responsive to the needs of the professional staff. Although adding additional days for professional development is certainly desirable, the cost for each of these days is such that less costly alternatives should be studied.

3. Schools should provide site-based council training for all staff and include all interested parents. If everyone has the same training, faculty and parent participation on committees, as well as the council, would be increased.



REGIONAL SERVICE CENTERS

Overview. Regional service centers (RSC) continue to play an important role in professional development. Local school districts understand the RSC function and rely upon RSC staff expertise and resources. RSCs provide technical assistance, training, and troubleshooting; helping districts build capacity for change.

Discrepancies in service delivery continue; districts which are in close proximity to an RSC receive frequent and timely service. Those districts which are an hour or more from an RSC may receive sporadic service. Although RSCs are quick to defend their record, districts continue to ask for more support. Office of Education Accountability (OEA) staff have heard this same concern during monitoring visits over the past several years, and noted them in previous OEA annual reports. This concern was also expressed at the public hearings on education, held around the state in September and October 1996.

RSC primary, preschool, and curriculum specialists have received excellent comments across the state during OEA monitoring visits. The Kentucky Department of Education (KDE) may wish to consider further decentralization of the existing KDE Primary Branch into RSC field offices. Because of continuing problems with primary program leadership, it would be a logical initiative for full decentralization. Concerns were expressed about lack of technology and school-based decision making expertise at individual RSCs and the need for assistance in these two areas.

With the number of consortia decreasing, the role of the RSC has expanded. The remaining consortia and the RSCs have created a cooperative process for professional development and service delivery. The need for training and technical assistance exceeds their combined capacity and "turf issues" seem to have abated.

Areas for Discussion/Action

1. The Kentucky Department of Education should consider developing field offices in larger, geographically dispersed regional service center areas. This is consistent with the Office of Education Accountability's 1995 Annual Report recommendation that the Kentucky Department of Education continue to decentralize. This seems particularly appropriate because some districts are two hours away from their regional service center.

2. Rigorous training for both regional service staff and district staff should be implemented in technology and school-based decision making. Office of Education Accountability monitoring staff heard frequent concerns regarding these two areas. More staff should be deployed in these areas from Frankfort to reduce the ratio of technical assistance personnel to school districts served.



SCHOOL-BASED DECISION MAKING

Overview. As a result of the July 1, 1996 deadline, requiring all schools to implement school-based decision making (SBDM) except those exempt, there are currently 1184 schools participating in SBDM. Seven schools are exempt because they are one-school districts and an additional 91 schools are exempt based on their performance on KIRIS (KRS 160.345).

Of the 1184 schools participating, 54 operate with an alternative membership model. Of these, 32 have someone other than the principal serving as chair of the council. A total of 375 SBDM schools have 8 percent or more minority student population. According to available estimates, 600 minority members currently serve on school councils.

The Kentucky Department of Education (KDE) has a total of 160 persons or groups endorsed to provide training to school council members. New language in KRS 160.345 requires three hours of training annually for veteran council members and six hours for newly elected council members. The required training must include information on the authority, duties, and responsibilities of council members.

The school council allocation regulation (702 KAR 3:245) has been revised for the 1996-97 school year. It has been simplified and clarified in several areas.

Over 500 school councils have now selected principals since 1990. This represents approximately 40 percent of schools now served by principals who were selected by councils. The Office of Education Accountability (OEA) has included in Appendix E the annual survey regarding the principal selection process.

OEA received approximately 1200 calls related to SBDM issues during the past calendar year. In addition, OEA received and/or generated over 700 pieces of written correspondence related to SBDM situations during the same period.

As provided in KRS 160.345(9), OEA receives complaints regarding alleged interference with the implementation of SBDM. Most SBDM complaints received at OEA fall into one of the following categories: (1) council role in personnel selection, (2) school council allocations, (3) implementation of council policy, (4) misinformation/lack of information, and (5) open meetings violations.

Based upon monitoring visits, hotline calls, and written correspondence, OEA offers the following observations as a means of generating thoughtful discussion regarding a number of continuing challenges with the implementation of SBDM.

Observations

SBDM Training. While the SBDM statute now requires three hours of training for veteran members and six hours for new members, there is much to learn about the group decision making process and its impact on new roles and relationships for all stakeholders. In addition, transforming the education process is difficult and complex work and requires new attitudes and skills for everyone involved.

Council Role In Personnel Selection. There continues to be a significant degree of confusion among school council members as to their role in the hiring of teachers and classified personnel. In some instances, teacher and parent council members play a significant role in the selection process; in others, the role for teacher and parent council members is a superficial one.

School Council Allocations. While the school council allocation regulation (702 KAR 3:245) was revised for the 1996-97 school year, there continued to be significant confusion among stakeholders regarding the implementation of the regulation. There were examples of inappropriate amounts allocated to councils; allocations not being made in a timely manner; and unacceptable staffing policies submitted to KDE. The Kentucky Board of Education (KBE) has directed KDE staff to conduct a study to identify problems with implementation of the regulation. KDE staff are to report the study results at the December 1996 KBE meeting.

Information Sharing. Parent and teacher council members need current and pertinent information before they can make sound educational decisions. Due to the nature of top/down communications, there is an over-reliance on the school principal for information. For teacher and parent council members to become full partners in the decision making process, they must be brought into the communications loop by district and school administrators.

Summary. As anticipated, the full implementation of SBDM is a long-term proposition. It takes time to transform a governance structure that has existed for several decades. It also takes time to empower teachers, parents, and principals with the skills and fortitude to tackle the many challenging curriculum, instructional, and governance issues that emerge throughout the

transition. All stakeholders have had to adopt new attitudes and learn new skills. Parents have not been easy to convince that their voice is real and their input needed.

The SBDM statute has been improved in every session of the Kentucky General Assembly since the inception of the Kentucky Education Reform Act in 1990. Much assistance has been provided by state, regional and local agencies, and groups interested in the successful implementation of this initiative. Over 80 percent of Kentucky's schools are now participating in SBDM. This effort is unmatched by any other reform initiative in the country.

Areas for Discussion/Action

1. School councils need more than a periodic dose of training! To acquire the skills needed to effectively implement school-based decision making, councils should consider a "technical assistance model" for acquisition of the needed skills. Councils need to forge an "on-going," long-term relationship with technical assistance providers who can help analyze the unique circumstances of their school and chart a course that fulfills the promises of school-based decision making. Principals need more opportunity for professional development in the area of facilitative leadership.
2. New statutory language clarifying the role for councils in the hiring process should be enacted during the 1998 Regular Session of the Kentucky General Assembly. This would eliminate the confusion that currently exists regarding the principal's duty to consult other council members before selecting personnel.
3. The Kentucky Department of Education should initiate a comprehensive technical assistance effort for all stakeholders involved in the school council allocation process. In addition, school councils should direct resources from professional development funds toward training in the budgeting process.
4. Superintendents should include "information sharing" as a component of the principal's performance evaluation. State and regional education agencies should include school councils in their information dissemination network. Superintendents should structure leadership meetings that include council members from each school within the district.



Overview. Superintendent Training. The superintendent training program and assessment center process (KRS 156.111) requires superintendents to successfully complete core programs in management, school-based decision making, school law, finance, curriculum, and assessment. After training, examinations must be successfully completed in each content area. All current superintendents completed this process as of July 1, 1996. In addition, the statute requires that anyone employed after July 1, 1994, as a first-time Kentucky superintendent, shall complete the assessment center process within the first year of employment. The Kentucky Board of Education is required to establish a continuing professional development program for all superintendents effective July 1, 1994.

The superintendent training program and assessment center process were developed and piloted in the 1992-93 school year. Eighty percent was determined as the required score for each of the five training modules. During 1995-96, 18 persons completed the superintendent assessment center process. The superintendents interviewed by the Office of Education Accountability staff indicated that the information received during the training was worthwhile. However, they expressed concern about being out of their district for 15 days (3 days each for five components) during their first year.

Principal Assessment. To date, the Kentucky Department of Education has identified and trained 1419 principals who served as assessors through the 1995-96 school year. Utilizing the National Association of Secondary School Principals assessment, approximately 122 new applicants were evaluated in 1995-96. All principals serving in Kentucky have completed the assessor or assessment process as of June 30, 1996. The 1996 Regular Session of the General Assembly repealed KRS 156.105, and as a result, completing the principal assessment center process is no longer mandated.

Although not required, the Learning Early Assessment Program (LEAP) has been used by some universities and school districts as an instrument for principals to plan their professional development program. LEAP was used by the Kentucky Valley Educational Cooperative leadership development program as a pretest instrument.

The Kentucky Specialty Test of Instructional and Administrative Practices for principal certification was administered to 187 principal candidates during 1995-96. One hundred fifty

candidates achieved the required 85 percent score. The remaining 20 percent must retake the exam until they are successful.

The internship program for principals, served during the initial year of employment, is another component of Kentucky's administrative process. For the 1995-96 school year, 109 principals served an internship.

Areas for Discussion/Action

1. The Kentucky Department of Education needs to address the issue of those superintendents who do not complete the training/assessment within the specified time frame and determine how many times a candidate can take the test for each of the five modules.
2. Principal preparation programs need to include an assessment center process. This will allow identification of strengths and weaknesses for the candidates. This could serve as preparation for the performance assessments for principals being developed by the Educational Testing Service for the Interstate School Leaders Licensure Consortium, of which Kentucky is a member.
3. If the content and materials used in the superintendent training program were incorporated into the superintendent preparation, the assessments would be the only financial obligation of the Kentucky Department of Education. This would allow for assessment on demand and eliminate the need for a first-year superintendent to set aside 15 days (3 days for five training/assessment modules) out of his/her district.



SUPERINTENDENT SCREENING COMMITTEES

Overview. KRS 160.352 mandates a screening committee process whenever a Kentucky school district finds it necessary to select a new school superintendent. This statute calls for the establishment of a screening committee within 30 days of a determination of a superintendent vacancy unless that determination is more than six months in the future, in which case the committee must be established at least 90 days prior to the proposed filling of the position. This committee is composed of two teachers elected by the teachers in the district; one board of education member appointed by the chairman of the board; one principal elected by the district's principals; and one parent elected by the presidents of the PTOs of the district. Provisions are made for minority representation in all districts having 8 percent or more minority enrollment. The board of education must consider the recommendation of the committee, but is not bound by its recommendation.

Screening Committee Survey. Since 1991, the Office of Education Accountability (OEA) has conducted a survey of the screening process in all districts where a new superintendent has been hired. To date, 163 districts have responded to the survey. The survey indicates that in all but a few cases, the screening committee and superintendent selection process, as envisioned by the statute, has been closely adhered to by all districts. In nearly every instance, the boards of education have accepted the recommendations of the screening committee and selected a superintendent from the list of screening committee finalists.

The OEA survey is a two-page questionnaire (See Appendix F) requesting certain information indicating that the appropriate process has been followed by the district. The questionnaire was updated and expanded during the spring of 1996. This expanded format allows OEA to gather more information regarding the number of applications forwarded to the board for final selection and additional information on the background of the applicants screened and recommended. During 1997, OEA's questionnaire will be further expanded to include questions regarding the districts use of contracted consultants or agencies to assist in the search process, as well as professional development for both screening committees and boards of education.

From a review of this year's survey of 30 districts selecting superintendents and a review of the previous 133 reports, it can be concluded that:

1. The procedures set forth in KRS 160.352 have been followed in the selection and appointment of screening committee members.
2. Screening committees, in almost all cases, have made every effort to fulfill their responsibilities under the statute.
3. Boards of education have accepted the findings of the screening committees and have made the final selection from the committees' recommendations over 95 percent of the time.

Areas for Discussion/Action

While the surveys indicate that both the screening committee and the superintendent selection processes have been successful, the following is submitted for discussion.

1. The superintendent selection process requires a significant amount of time and effort; therefore, districts should be encouraged to take advantage of the available training and guidance provided by the Kentucky School Boards Association and other consultants. Consultants provide expertise and experience in the selection of a new superintendent that a school board must have to make the best possible selection. The Kentucky Department of Education should develop a program advisory identifying available resources to assist boards in this process.
2. Districts are required to post superintendent vacancies with the Kentucky Department of Education. While this assures at least statewide notification, districts should be encouraged to utilize broad-based advertising of the vacancy: state, surrounding states, and if desired, nationally.
3. Information received from sources outside of the survey process indicates there has been some confusion regarding the definition of "teacher" as used in the section of the statute that directs all district teachers to elect two teachers to the screening committee. The most frequent question is whether teachers must be assigned classroom duties to be elected or to vote for the election of teacher representatives to the committee. In the past, some districts have insisted that only classroom teachers could vote, while others have allowed all certified personnel to vote as teachers regardless of how they are employed in the district. Legislative clarification of this matter should be considered.

4. Parents have only one representative and the business community and classified staff of the district have no representation. It would seem that parents, classified staff, and the business community should be entitled to more representation than is currently mandated. If this balance was achieved, then consideration might be given to making the screening committees' decision stronger than mere recommendations.

*INVESTIGATIVE
DIVISION*



INVESTIGATIVE DIVISION

Staffing: The Office of Education Accountability (OEA) investigative staff has remained constant since 1993 when the last part-time investigator was added. While the total number of full-time and part-time employees has been maintained at a minimum level, it has been sufficient to meet our obligations and should continue to be as long as we are selective and carefully prioritize our work.

The staff of the Investigative Division includes two full-time attorneys/investigators, who also act as the assistant director of the Investigative Division and general counsel for OEA. While these administrative and legal responsibilities require a significant expenditure of time, they have not hampered the ability of the Investigative Division to address its statutorily mandated investigative responsibilities.

The balance of the full-time staff is comprised of one legislative analyst and one administrative assistant, both of whom have other administrative, investigative, and programmatic responsibilities. While this diverse combination of responsibilities and duties does cause some conflict and inconvenience, all obligations at all levels have been met. Again, this is accomplished through prioritization, careful planning, and coordination with other staff members.

The part-time staff of the Investigative Division also remains unchanged at four permanent part-time investigators and one contract Certified Public Accountant. The use of part-time and contract personnel has enabled OEA to employ highly skilled and experienced people, whose services are used on an "as need" basis resulting in an efficient and cost effective operation. It does not appear that further staffing of the Investigative Division's full-time or part-time personnel is necessary to meet the statutory mandate placed upon this office.

Investigative Inquiries: Since the last annual report, the Investigative Division has opened 83 new investigative matters and initiated some level of inquiry or review. Fifty-four of these matters have been resolved and 29 remain under review. There are also approximately 10 additional investigative matters that remain under review that were initiated prior to the current reporting period. This year-end total of approximately 40 active cases has been consistent over the past two years. In the six years since the division's inception, over 500 investigative matters have been initiated in which some form of inquiry has been conducted, and over 90 percent of these matters have been successfully resolved.

It is important to note that the vast majority of these matters are resolved in a relatively short time period and do not involve a lengthy on-site review in school districts. Some of these issues are resolved by an exchange of correspondence wherein district officials provide information clearly establishing that the complaint was a result of a misunderstanding of the facts or the law on the part of the complainant. Others are resolved by corrective action taken by the district upon notification of the irregularity. Matters that are more complex or where the facts or an interpretation of the law are in dispute usually take further correspondence or meetings with district officials to arrive at resolution.

Investigative matters requiring on-site reviews over a protracted time period generally involve multiple allegations over a broad spectrum of district operations. Prior to committing to a comprehensive review, the original allegations must have been proven to be founded in fact during our initial inquiries and must be sufficiently significant and serious to warrant such a commitment. These cases are among those requiring referral to the Chief State School Officer for consideration of removal charges under KRS 156.132. In the previous five years, it has been necessary to refer findings regarding superintendents and/or board members in 12 investigations.

Referrals to the Chief State School Officer. During this reporting period, investigative findings were reported to the Chief State School Officer, which resulted in charges being filed for removal of a superintendent under the provisions of KRS 156.132. These comprehensive charges included violation of public trust, failure to properly manage personnel matters of the district, failure to provide proper fiscal management of the district, health and safety violations, mismanagement of preschool and head start programs, failure to provide acceptable special education programs, failure to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, mismanagement of the homebound program, failure to ensure appropriate management of students and to provide appropriate expulsion procedures, and failure to maintain a legal and appropriate professional relationship with the board. The filing of these charges resulted in the resignation of the superintendent prior to a removal hearing.

As a result of this same review, investigative findings were referred to the Chief State School Officer regarding two board members. Based upon this information, charges for removal under the provisions of KRS 156.132 were filed against these board members. These charges included violation of the public trust and vacating elective office, and nonfeasance in their responsibilities as board members, as defined in KRS 160.290, 160.180, 160.500, 157.224, etc. Both board members resigned prior to scheduled removal hearing dates. During the investigation of this district, three other board members resigned prior to the completion of the review.

OEA's 1995 Annual Report referenced a board member's removal hearing that had not been decided prior to the printing of that report. In that case, charges were filed by the Chief State School Officer based upon an OEA investigation charging the board member with violations of KRS 160.180(3). The Kentucky Board of Education found the board member guilty of misconduct in office and suspended the board member for the balance of the 1995-96 school year, a period of approximately seven and one-half months.

In late 1996, a superintendent was found to be in violation of KRS 160.380 in the employment of a relative who did not qualify for continuing employment under the exceptions listed in KRS 160.380(2)(e). In this case, the superintendent voluntarily retired within two weeks of notification, requiring no referral to the Chief State School Officer.

In a decision rendered on December 21, 1995, the Supreme Court of Kentucky declined to expand the nepotism exceptions set forth in KRS 160.180(2)(i). This case involved a district employee who became the daughter-in-law of an incumbent board member. This employee was initially hired during this board member's tenure, but was not a relative at that time. In its decision, the court ruled that it was of no importance when the district employee became a board member's relative, it was only important that the district employee was a relative. This decision caused that individual to be ineligible to continue as a board member.

Following that decision, OEA advised a board member in another district, who found himself in the same situation as the board member in the Supreme Court case, that he was no longer eligible to serve as a board member due the holding in that case. When no resignation was forthcoming, the matter was referred to the Chief State School Officer who immediately advised the board member of his ineligibility and secured his resignation prior to the filing of charges for removal.

Two additional matters are currently under review by the Investigative Division involving violations of KRS 160.180 and KRS 160.380(2)(f). Upon completion of these reviews and barring unforeseen developments, both of these matters should be referred to the Chief State School Officer for consideration of removal charges under KRS 156.132.

Liaison. As noted in previous reports, the OEA Investigative Division continues to enjoy close working relationships with government agencies involved in education and law enforcement, as well as education-related organizations. These include the Office of the Attorney General, the Auditor of Public Accounts, the Kentucky State Police, the Legal Services Office of the Kentucky Department of Education (KDE), Division of Management Assistance Programs of KDE,

Department for Social Services of the Cabinet for Human Resources, Protection and Advocacy Division of Public Protection and Regulation Cabinet, Education Professional Standards Board, Kentucky School Boards Association, Kentucky Education Association, and the Kentucky Youth Advocates. This liaison effort allows the exchange of information and assures that the limited resources of these agencies are not diluted by unnecessary duplication of effort.

The Investigative Division considers the continuation of these relationships to be essential to the efficient operation of the division and is appreciative of the assistance and cooperation rendered to this office during previous years.

Summary. A review of this year's operations and those of past years indicates that while the matters opened for some form of inquiry and the matters brought to resolution have steadily increased, our active caseload has remained relatively constant for the past two reporting periods. This is considered significant as it indicates the Investigative Division is able to review and resolve an increasing number of issues without creating a backlog of unaddressed matters. It is the goal of the Investigative Division to address an increasing number of issues through improvements in administration, expertise, and technique and not by simply increasing staff.

Areas for Discussion/Action

In previous reports, the Investigative Division has offered several issues for discussion and possible action. This year, one item is identified.

1. Since the Investigative Division of the Office of Education Accountability began operations in February of 1991, it has worked closely with the Division of Management Assistance Programs of the Kentucky Department of Education. Each year the workload of Management Assistance has increased significantly. Currently, this division has five permanent professional staff including the director and two support personnel. There are five part-time contractors whose services are limited to 100 days per year as per Kentucky Teachers' Retirement System regulations.

In addition to the resolution of allegations and complaints, the Division of Management Assistance Programs is responsible for conducting comprehensive audits of identified troubled districts; the development and implementation of corrective action plans for those districts following the comprehensive audit; and for providing state management services when directed to do so. The Management Assistance Division also reviews district annual

performance reports and has the responsibility for district compliance with posting and class size regulations.

Currently the Management Assistance Program is monitoring the implementation of corrective action plans in two districts and developing both short- and long-term plans for a third district, which will require a lengthy period of implementation and monitoring. There is one additional district that will require a comprehensive audit and the development of short- and long-term corrective action plans. In three other districts where corrective action plans have been completed, the division has to maintain a reduced, but continuing presence, to assure that these districts do not return to the poor practices of the past.

Additional fiscal resources were added to the Division of Management Assistance Programs budget during the 1996 Regular Session of the General Assembly. This will alleviate some of the more pressing fiscal and staffing needs. However, the division's responsibilities and workload continue to increase.

During the interim, there needs to be a discussion/action regarding resources and responsibilities of the Management Assistance Program.

FINANCE



Overview. 1996 marked the sixth year of Kentucky's education reform effort. This legislation redesigned the Commonwealth's public school system, a major tenet of which was the creation of a new school finance program. Known as the Support Education Excellence in Kentucky (SEEK) program, it requires a minimum local tax effort, increases support to local schools, and alters the distribution of state educational dollars among school districts.

Also, the Facilities Support Program of Kentucky (FSPK) provides equalized aid for capital construction but requires an additional local tax effort. Other finance reforms include: categorical programs that support preschool, extended school services, technology, professional development, school rewards and sanctions, and family resource and youth services centers for students and their families.

This report is the sixth review of the SEEK program by the Office of Education Accountability (OEA). The scope of this study has been expanded from previous years. For example, three different quantitative measures are used to assess the progress Kentucky has made concerning the equitable distribution of education revenues. Data are presented not only by wealth quintiles, but also by school district for fiscal years (FY) 1989-90 through 1995-96. Revenue and expenditure data, however, are presented only through FY 1994-95. Additionally, comparison data with other southern states for revenues, expenditures, and teacher salaries are included.

Finally, the following questions concerning the SEEK program are discussed.

1. What are the basic policy issues addressed by SEEK?
2. What changes in school finance equity have occurred for the state from 1989-90 through 1994-95?
3. How have school districts used revenues from 1989-90 through 1994-95?
4. What are areas for discussion concerning the SEEK program?

Policy Issues. The following is a summary of policy issues addressed by the SEEK program:

- *Equity* - In a state's school finance system, equity is based on the fair treatment of individual students. Conceptually, it is three dimensional (i.e., horizontal, equal opportunity, and vertical). The SEEK program's design embraces these equity principles.

- *Horizontal equity* - Occurs when all students in the state are fairly treated in accordance with the constitution and statutes of the state. Horizontal equity usually refers to equal treatment of equals. This equity principle is based upon the democratic concept that all persons are of equal worth, and that each individual person is of great worth. Therefore, when it comes to public education, all students are worthy of both equal and adequate treatment. The SEEK program's per pupil base amount, which is set by the legislature, is the same for every student in Kentucky, therefore, assuring horizontal equity.
- *Equal Opportunity equity* - Is defined as the condition when all students in the state have equal opportunity to participate in quality educational programs. This occurs when students with equal educational needs have equal amounts of revenue to purchase educational services regardless of their location within the state. The SEEK program establishes the minimum property wealth behind each student in the Commonwealth at 150 percent of the statewide average per pupil property wealth for Tier I and FSPK, thereby, making sure there is equity of opportunity.
- *Vertical equity* - Refers to unequal treatment of unequals. Some students bring with them handicapping or disabling conditions which require a greater investment. Therefore, increased financial resources may be needed to provide some students with educational services needed to help them reach their potential for independence and achievement. To achieve vertical equity, the SEEK program provides adjustment factors for exceptional children, at-risk pupils, and home and hospital.
- *Adequacy* - Is obtaining the maximum amount of student achievement from a given amount of expenditures from a state's funding for public education. Kentucky's 1990 education reform is designed to increase the levels of pupil performance measured by the statewide assessment program, the Kentucky Instructional Results Information System (KIRIS). The next step is utilizing KIRIS as the "measuring stick" and conducting costing studies of districts who consistently score in the Rewards category to determine if funding is "adequate."
- *Stability* - Occurs when the combined state and local revenues for school districts do not fluctuate widely from year to year. The SEEK program's "hold harmless" provision provides stability of state aid to districts which might otherwise generate less state revenue per pupil through the SEEK program than they did in 1991-92.

- *Responsiveness* - Is achieved when a state's finance system provides for increased state aid when local revenues decrease and vice versa. The SEEK program reacts annually to changes in per pupil property wealth and increases in average daily attendance (ADA).
- *Efficiency* - Is measured in part by the amount of revenue required to maintain equity in a state equalization program for funding education. The SEEK program has reduced the range of revenues per pupil between the lower and higher wealth quintiles. This reduction of the range of revenues has been accomplished by bringing up the revenues per pupil of the lower wealth quintiles while not decreasing the revenues per pupil of the higher wealth quintiles.

SEEK. The SEEK program is a "tiered" system composed of three distinct but closely related components. These are:

1. Adjusted Base Guarantee. The adjusted base guarantee is the first component of the SEEK program. It is a guaranteed amount of revenue per pupil to be provided for each school district adjusted by a series of factors that affect the cost of providing services to students. The base amount is adjusted by four factors - exceptional children, transportation, at-risk pupils, and pupils receiving services in a home and/or hospital situation. The following adjustments are a means of directing additional state funds to students and districts with special and varying needs.

- The adjustment for exceptional children is a weighted calculation that considers the number of identified children with various exceptionalities.
- The adjustment for transportation is determined by applying the formula contained in KRS 157.370.
- The adjustment for at-risk pupils is determined by applying a factor of .15 for each pupil approved for free lunch under the National School Lunch Program.
- The adjustment for students who are unable to attend regular school sessions because of short-term health impairments (referred to as home and hospital) is determined by applying a formula found in KRS 157.270.

KRS 160.470 requires that each local school district levy a minimum Equivalent Tax Rate (ETR) of 30 cents per \$100 of assessed property value. This required "local effort" is the local contribution to the adjusted base guarantee. The difference between the local effort and the adjusted base represents the state SEEK contribution to the local school district.

The base amount is set biennially by the Kentucky General Assembly and is the only amount in the SEEK program that is constant for all districts. Each of the adjustments will vary depending on the needs of the student population in each school district; the local effort will also vary from district to district depending on the property wealth of the district. Additionally, when calculating the SEEK program, all calculations are made on a per pupil basis and the calculated amounts apply to each pupil in the district.

For example, using the at-risk factor, suppose a school district has 2,000 students and 1,000 are approved for free lunch. Each student approved for free lunch generates \$389 (i.e., the 1995-96 base amount of \$2,593 times .15) for a total of \$389,000 (\$389 times 1,000 approved students). This \$389,000 is then spread across the entire student population to display an amount per pupil. In this example, the at-risk factor is \$195 per pupil (\$389,000 divided by 2,000 and rounded). Similar calculations are made for the other adjustment factors.

2. Tier I. Tier I, the second component of the SEEK program, is optional and allows local school districts to generate additional revenue of up to 15 percent of the adjusted base guarantee. School districts whose per pupil property wealth is less than 150 percent of the statewide average per pupil property wealth (e.g., \$295,000 in 1995-96) receive state equalization funds (if they choose to levy this additional tax). Districts may participate at any level up to 15 percent, and the state provides equalization funds to guarantee that any participating district will receive the same revenue per pupil if they make the same tax effort. The tax rate levied by a local school board under Tier I is not subject to the public hearing and recall provisions contained in KRS 160.470. In 1995-96, 143 districts participated at the maximum level in Tier I. The remaining 33 districts participated to some degree in Tier I.

3. Tier II. Tier II, the third component of the SEEK program, is also optional. Tier II allows school districts to generate additional revenue up to 30 percent of the amount generated by the adjusted base guarantee and Tier I. These funds are not equalized by the state, and hearing and recall provisions of KRS 160.470 do apply. Tier II is designed to maintain a cap on the amount of revenue a local school district can generate, thereby, maintaining some control over the disparity in per pupil revenues that might be available in local school districts. In districts with similar needs and student population, the disparity in revenues will not exceed 49.5 percent (1.15 times 1.30). House Bill 940 mandated that no school district would be required to levy an ETR lower than the rate levied during 1989-90. This "grandfathering" does make it possible for a school district to have a tax rate higher than that permissible under Tier II. In 1995-96, 140 school districts participated at some level in Tier II.

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

Table 7 illustrates the state and local funds provided for Kentucky school districts from 1989-90 through 1995-96. The columns identify the source, amount, percent of total state and local, the dollar amount change from the prior year, and percent change from prior year. Since 1989-90, the total amount of state and local funds provided for school districts has increased 57.0 percent (\$1.143 billion). The state effort increased by 49.1 percent (\$767.3 million) while the local effort increased by 84.6 percent (\$375.9 million).

Additional data review reveals that by 1995-96 the percentage of state and local funds provided for school districts outside of the state's finance program increased from 16.2 percent in 1989-90 to 20.6 percent in 1995-96. At issue are the extended school services program, the preschool program, family resource and youth services centers, gifted and talented, and other categoricals that remain outside the SEEK program. In 1991, John Augenblick (consultant to the Finance Task Force), recommended that funding for these programs be blended with the SEEK program after five years because categorical programs can negatively affect the equity of a state's school funding program. The data presented in this table are based on information from Kentucky Department of Education (KDE) Final SEEK Circulars (1990-91 through 1995-96) and Kentucky Biennial Budgets (1988-90 through 1994-96).

Total state funds available to local school districts are comprised of the SEEK adjusted base guarantee, Tier 1, and the categorical programs. Table 8 provides a review of these totals from 1989-90 through 1994-95 by wealth quintile. Each quintile includes approximately 20 percent of the state's students. The average state revenue increased by 45.1 percent from \$2,206 in 1989-90 to \$3,202 in 1994-95.

Table 8 shows that the average local revenue increased by 69.5 percent from \$842 in 1989-90 to \$1,427 in 1994-95. Positive results are evident when comparing combined state and local revenues. The difference between the lowest and highest wealth quintiles has decreased by 47.1 percent from \$1,511 in 1989-90 to \$800 in 1994-95. Figure 2 demonstrates how the difference in state/local revenues between the highest and lowest wealth quintiles have narrowed from 1989-90 to 1994-95. Table 8 shows that total revenues (state, local, and federal) increased by 51.1 percent from \$3,410 in 1989-90 to \$5,154 in 1994-95.

TABLE 7
STATE AND LOCAL REVENUES PROVIDED FOR KENTUCKY SCHOOL DISTRICTS

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

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

**Grant programs in FY1989-90 include such programs as gifted/talented, remediation, professional development, writing grants, etc. Grant programs for FY1990-91 through FY1995-96 include those continued from FY1989-90 plus new programs such as extended school services and pre-school. Funds for the operation of the Kentucky Department of Education, the Kentucky School for the Deaf, the Kentucky School for the Blind and Kentucky Educational Television are not included in any year.

***Funds appropriated in FY1989-90 through FY1995-96 for school rewards and education technology (KETs) are placed in escrow accounts.

TABLE 7
STATE AND LOCAL REVENUES PROVIDED FOR KENTUCKY SCHOOL DISTRICTS

Revenue Source	1992-93	Amount		Percent		Amount		Percent		Amount		Percent		Amount		Percent	
		Change		91-92		92-93		91-92		92-93		91-92		92-93		91-92	
		Total	State/Local	Total	State/Local	Total	State/Local	Total	State/Local	Total	State/Local	Total	State/Local	Total	State/Local	Total	State/Local
State																	
Formula	\$1,495,506,150			55.0%		\$50,413,037		3.5%		\$1,515,522,340		53.1%		\$20,016,190		1.3%	\$1,560,125,871
Capital/Debt*	71,705,350			2.6%		566,440		0.8%		71,730,260		2.5%		24,910		0.0%	85,556,247
Grant Programs**	120,119,200			4.4%		-13,632,800		-10.2%		151,682,500		5.3%		31,563,300		26.3%	162,960,000
Health/Life	136,961,200			5.0%		20,712,300		17.8%		158,271,900		5.5%		21,310,700		15.6%	162,125,000
KTRS	185,400,000			6.8%		-43,551,600		-19.0%		193,000,000		6.8%		7,600,000		4.1%	202,000,000
School Rewards***	5,000,000			0.2%		-10,000,000		-66.7%		10,000,000		0.4%		5,000,000		100.0%	0
Technology (KETS)**	5,000,000			0.2%		-28,000,000		-84.8%		10,000,000		0.4%		5,000,000		100.0%	20,000,000
SFCC	52,710,000			1.9%		0		0.0%		55,785,300		2.0%		3,075,300		5.8%	56,933,000
Total State	2,072,401,900			76.2%		-23,492,623		-1.1%		2,165,992,300		75.9%		93,590,400		4.5%	2,249,700,118
Total Local	646,866,406			23.8%		47,804,531		8.0%		688,818,013		24.1%		41,951,607		6.5%	764,477,000
Total State & Local	\$2,719,268,306			100.0%		\$24,311,908		0.9%		\$2,854,810,313		100.0%		\$135,542,007		5.0%	\$3,014,177,118

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

**Grant programs in FY1989-90 include such programs as gifted/talented, remediation, professional development, writing grants, etc. Grant programs for FY1990-91 through FY1995-96 include those continued from FY1989-90 plus new programs such as extended school services and pre-school. Funds for the operation of the Kentucky Department of Education, the Kentucky School for the Deaf, the Kentucky School for the Blind and Kentucky Educational Television are not included in any year.

***Funds appropriated in FY1989-90 through FY1995-96 for school rewards and education technology (KETS) are placed in escrow accounts.

TABLE 7 STATE AND LOCAL REVENUES PROVIDED FOR KENTUCKY SCHOOL DISTRICTS

Revenue Source	Amount		Percent		Amount		Percent		Amount		Percent	
	Percent Total	Change 93-94	Change 94-95	1995-96	Change 94-95	Change 95-96	Total	State/Local	Change 94-95	Change 95-96	Change 94-95	Change 95-96
State												
Formula	51.8%	\$44,603,531		\$1,595,588,492	\$35,462,621		50.7%			\$416,445,492	2.3%	35.3%
Capital/Debt*	2.8%	13,825,987		85,305,643	-250,604		2.7%			29,214,643	-0.3%	52.1%
Grant Programs**	5.4%	11,277,500		174,853,000	11,893,000		5.6%			141,172,000	7.3%	419.1%
Health/Life	5.4%	3,853,100		176,491,100	14,366,100		5.6%			91,802,100	8.9%	108.4%
KTRS	6.7%	9,000,000		208,000,000	6,000,000		6.6%			39,602,000	3.0%	23.5%
School Rewards***	0.0%	-10,000,000		10,000,000	10,000,000		0.3%			10,000,000	100.0%	100.0%
Technology (KETS)***	0.7%	10,000,000		20,000,000	20,000,000	0	0.6%			20,000,000	0.0%	100.0%
SFCC	1.9%	1,147,700		58,357,000	1,424,000		1.9%			19,064,000	2.5%	48.5%
Total State	74.6%	83,707,818		2,328,595,235	78,895,117		74.0%			767,300,235	3.5%	49.1%
Total Local	25.4%	75,658,987		820,205,966	55,728,966		26.0%			375,968,248	7.3%	84.6%
Total State & Local	100.0%	\$159,366,805		\$3,148,801,201	\$134,624,083		100.0%			\$1,143,268,483	4.5%	57.0%

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

**Grant programs in FY1989-90 include such programs as gifted/talented, remediation, professional development, writing grants, etc. Grant programs for FY1990-91 through FY1995-96 include those continued from FY1989-90 plus new programs such as extended school services and pre-school. Funds for the operation of the Kentucky Department of Education, the Kentucky School for the Deaf, the Kentucky School for the Blind and Kentucky Educational Television are not included in any year.

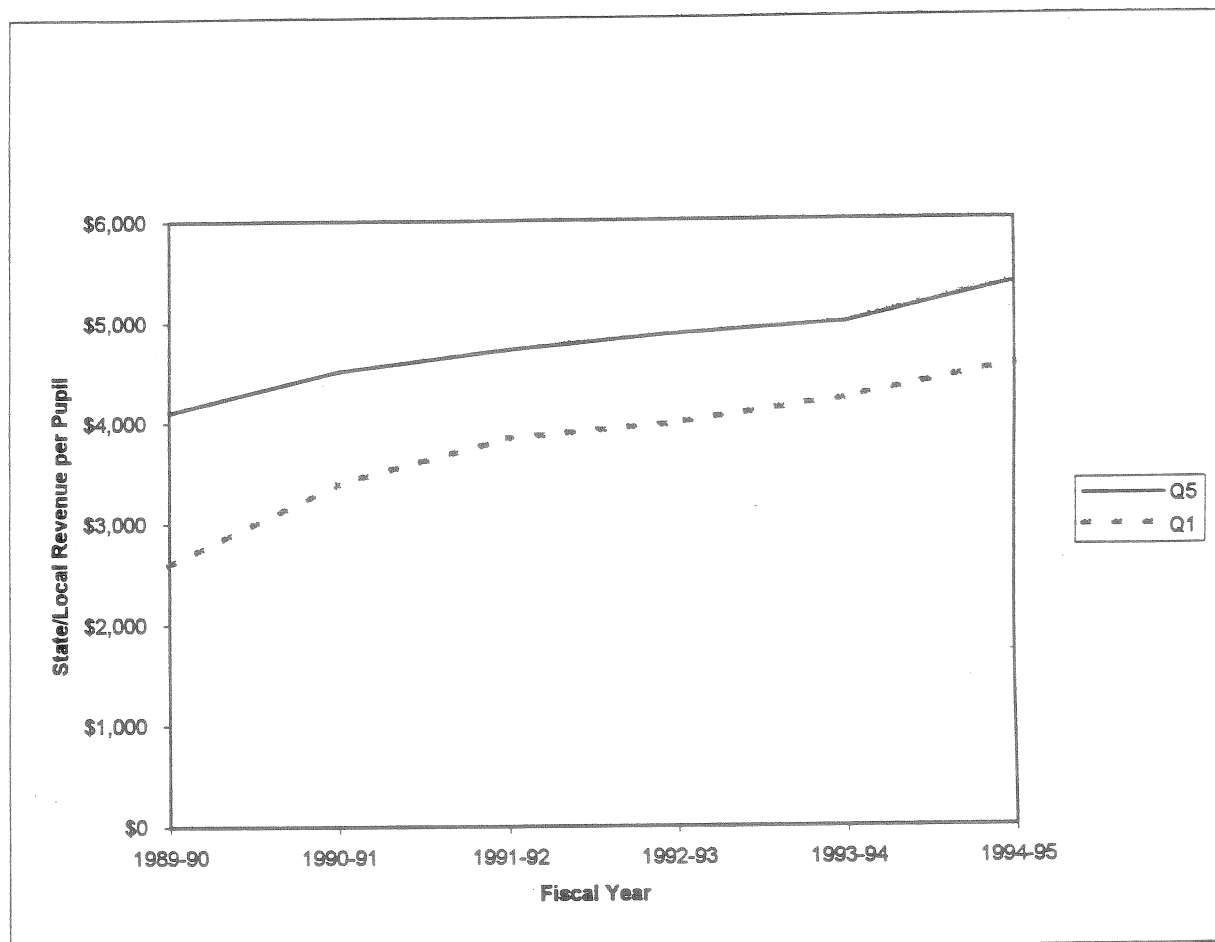
***Funds appropriated in FY1989-90 through FY1995-96 for school rewards and education technology (KETS) are placed in escrow accounts.

TABLE 8

**PUPIL WEIGHTED AVERAGES FOR REVENUE
BY WEALTH QUINTILE**

Quintile	Funded ADA	Property Wealth Per Pupil	Average Local Revenue Per Pupil	Average State Revenue Per Pupil	Average Federal Revenue Per Pupil	Average Local/State Revenue Per Pupil	Average Total Revenue Per Pupil
1989-90							
1	115,074	\$71,665	\$279	\$2,310	\$538	\$2,590	\$3,127
2	114,190	105,467	442	2,243	348	2,685	3,069
3	118,119	138,954	568	2,197	323	2,765	3,088
4	106,632	179,714	890	2,163	287	3,053	3,340
5	121,119	280,727	1,980	2,121	275	4,101	4,376
Statewide	575,134	\$156,254	\$842	\$2,206	\$361	\$3,049	\$3,410
1990-91							
1	112,587	\$78,561	\$392	\$3,006	\$577	\$3,398	\$3,975
2	115,851	114,895	590	2,846	426	3,435	3,861
3	112,858	148,272	786	2,675	368	3,461	3,829
4	113,154	194,504	1,132	2,465	311	3,598	3,908
5	118,398	308,585	2,162	2,348	478	4,511	4,989
Statewide	572,848	\$170,087	\$1,022	\$2,666	\$432	\$3,688	\$4,120
1991-92							
1	115,196	\$82,965	\$501	\$3,344	\$681	\$3,846	\$4,527
2	115,319	120,827	695	3,016	480	3,711	4,191
3	117,366	156,688	945	2,825	419	3,770	4,189
4	105,660	204,520	1,225	2,610	371	3,835	4,206
5	122,849	310,508	2,254	2,463	492	4,718	5,210
Statewide	576,390	\$176,331	\$1,137	\$2,851	\$490	\$3,987	\$4,478
1992-93							
1	115,975	\$87,359	\$512	\$3,478	\$692	\$3,990	\$4,683
2	116,562	126,068	717	3,136	531	3,853	4,384
3	112,531	161,312	906	2,929	461	3,834	4,295
4	116,281	215,672	1,263	2,686	351	3,949	4,300
5	120,705	324,663	2,401	2,472	497	4,874	5,371
Statewide	582,054	\$184,253	\$1,171	\$2,936	\$507	\$4,108	\$4,614
1993-94							
1	114,884	\$94,901	\$616	\$3,617	\$697	\$4,233	\$4,930
2	115,874	133,320	781	3,271	567	4,052	4,620
3	117,604	169,907	1,004	3,040	448	4,044	4,492
4	112,221	227,846	1,374	2,738	401	4,112	4,513
5	121,719	332,362	2,468	2,511	601	4,979	5,580
Statewide	582,302	\$192,952	\$1,260	\$3,031	\$544	\$4,291	\$4,835
1994-95							
1	115,477	\$104,767	\$695	\$3,867	\$718	\$4,563	\$5,281
2	114,974	146,018	903	3,511	584	4,413	4,997
3	117,044	185,497	1,129	3,241	481	4,370	4,851
4	112,117	249,158	1,580	2,812	422	4,392	4,814
5	121,110	360,086	2,767	2,597	427	5,363	5,789
Statewide	580,722	\$210,329	\$1,427	\$3,202	\$526	\$4,628	\$5,154

FIGURE 2 **STATE/LOCAL REVENUE DIFFERENCES**
BETWEEN HIGH (Q5) AND LOW (Q1) WEALTH QUINTILES



Tables 20 through 24 (Appendix G) illustrate local, state, federal, state/local, and total per pupil revenues from 1989-90 through 1994-95 by school district. Also, Tables 25 and 26 (Appendix G) show end of the year adjusted average daily attendance (AADA) and per pupil property wealth by district. The data presented in these tables are based on information from KDE Receipts and Expenditures Reports (1989-90 through 1993-94), Minimum Foundation Program Circular (1989-90), Final SEEK Allocation Circulars (1990-91 through 1995-96), Attendance Reports (1988-89 through 1994-95), and School District Annual Financial Reports (1994-95).

After six years, it is important to learn what "real" funding changes occurred in Kentucky's local school districts through the SEEK program. This requires converting "actual dollars" to "constant dollars," thereby, removing the effects of inflation. Since there are no Kentucky specific price indices, nor education expenditures indices, the U.S. Department of Commerce's "Fixed Weighted Price Index for State and Local Government Purchases" was utilized. This index more closely resembles the "basket of goods" school districts purchase than other indices (e.g., Consumer Price Index). Multipliers were used to compute the 1989-90 through 1995-96 per pupil state, local, and state/local effort by district in FY 1995-96 dollars. For information purposes, data are presented in both actual and FY 1995-96 constant dollars.

Table 9 lists local, state, and state/local effort per pupil from 1989-90 through 1995-96 by wealth quintile in actual dollars. Additionally, Table 10 shows local, state, and state/local effort per pupil from 1989-90 through 1995-96 by wealth quintile in FY 1995-96 constant dollars. Table 9 (actual dollars) demonstrates from 1989-90 to 1995-96 the average local effort increased by 97.2 percent from \$722 to \$1,424; state effort increased by 32.9 percent from \$2,119 to \$2,817; and, state/local effort increased by 46.7 percent from \$2,891 to \$4,241. Table 10 (FY 1995-96 constant dollars) shows from 1989-90 to 1995-96 the average local effort increased by 57.7 percent from \$903 to \$1,424; state effort increased by 13.7 percent from \$2,477 to \$2,817; and, state/local effort increased by 25.5 percent from \$3,380 to \$4,241. Figure 3 illustrates the change for state/local effort from 1989-90 to 1995-96 in actual and FY 1995-96 constant dollars. Both methodologies demonstrate significant increases in funding for Kentucky's schools. The data presented in these tables are based on information from KDE Minimum Foundation Program Circular (1989-90), and Final SEEK Allocation Circulars (1990-91 through 1995-96). In addition, these Fixed Weighted Price Index for State and Local Government Purchases multipliers were utilized: FY 1989-90, 1.169; FY 1990-91, 1.120; FY 1991-92, 1.096; FY 1992-93, 1.070; FY 1993-94, 1.054; FY 1994-95, 1.030; and, FY 1995-96, 1.000.

TABLE 9

**PUPIL WEIGHTED AVERAGES FOR
STATE AND LOCAL EFFORT
(ACTUAL DOLLARS)**

Quintile	Funded ADA	Local Per Pupil	State Per Pupil	State/Local Per Pupil
1989-90				
1	115,074	\$233	\$2,200	\$2,433
2	114,190	393	2,158	2,551
3	118,119	476	2,121	2,597
4	106,632	791	2,083	2,874
5	121,119	1,914	2,034	3,949
Statewide	575,134	\$722	\$2,119	\$2,891
1990-91				
1	112,587	\$392	\$2,770	\$3,162
2	115,851	568	2,635	3,203
3	112,858	731	2,485	3,216
4	113,154	1,045	2,292	3,337
5	118,398	2,162	2,188	4,350
Statewide	572,848	\$989	\$2,472	\$3,461
1991-92				
1	115,196	\$443	\$3,031	\$3,474
2	115,319	615	2,763	3,378
3	117,366	807	2,588	3,395
4	105,660	1,120	2,402	3,522
5	122,849	2,150	2,258	4,408
Statewide	576,390	\$1,039	\$2,607	\$3,646
1992-93				
1	115,975	\$484	\$3,163	\$3,647
2	116,562	650	2,852	3,502
3	112,531	858	2,663	3,521
4	116,281	1,193	2,428	3,622
5	120,705	2,317	2,257	4,574
Statewide	582,054	\$1,111	\$2,669	\$3,781
1993-94				
1	114,884	\$546	\$3,228	\$3,773
2	115,874	701	2,910	3,610
3	117,604	925	2,710	3,635
4	112,221	1,259	2,439	3,698
5	121,719	2,424	2,246	4,670
Statewide	582,302	\$1,183	\$2,703	\$3,886
1994-95				
1	115,477	\$588	\$3,351	\$3,938
2	114,974	803	3,046	3,849
3	117,044	1,030	2,823	3,853
4	112,117	1,409	2,461	3,870
5	121,110	2,690	2,269	4,959
Statewide	580,722	\$1,316	\$2,787	\$4,103
1995-96				
1	114,936	\$639	\$3,417	\$4,056
2	114,767	871	3,085	3,956
3	116,275	1,126	2,853	3,980
4	109,635	1,571	2,473	4,044
5	120,298	2,856	2,266	5,123
Statewide	575,911	\$1,424	\$2,817	\$4,241

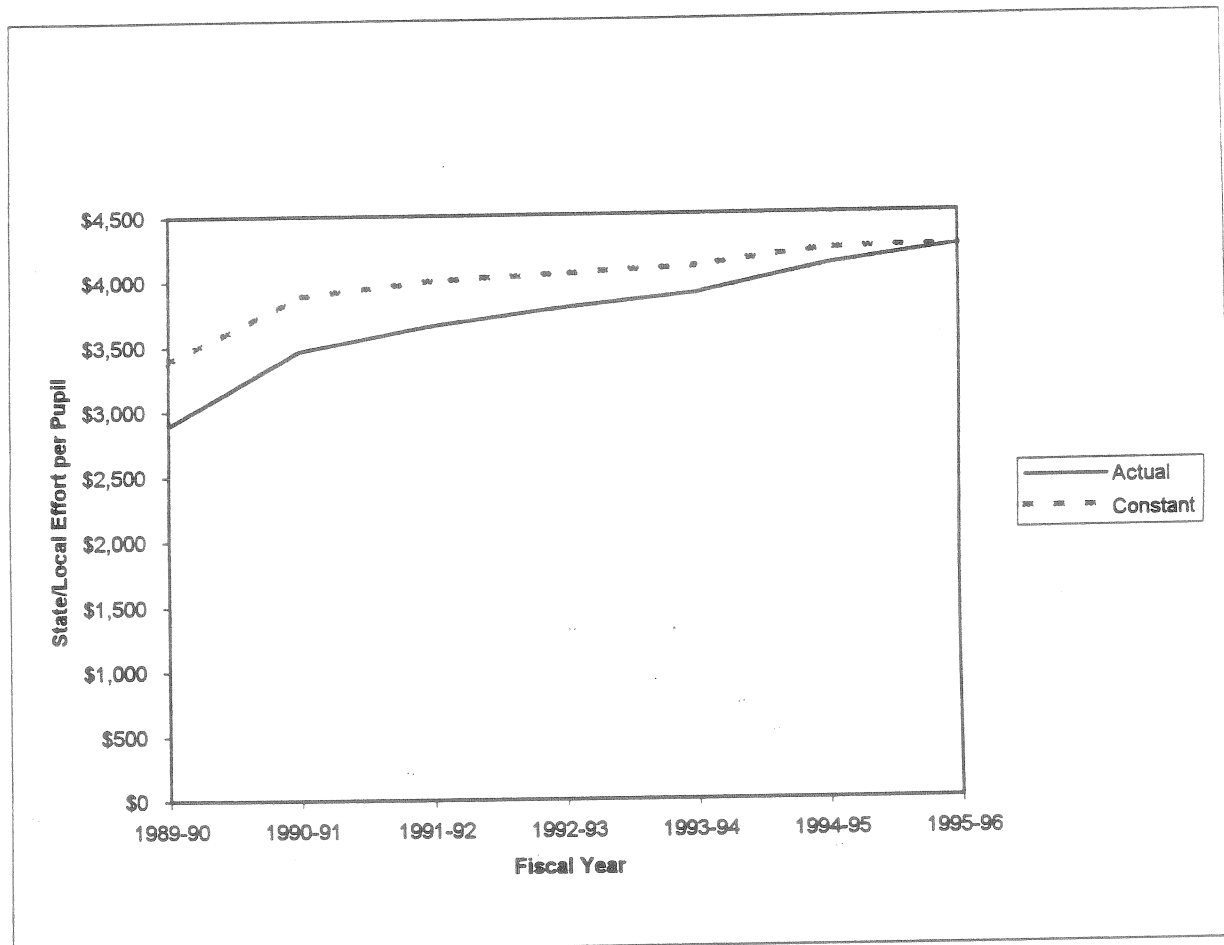
TABLE 10

**PUPIL WEIGHTED AVERAGES FOR
STATE AND LOCAL EFFORT
(FY 1995-96 CONSTANT DOLLARS)**

Quintile	Funded ADA	Local Per Pupil	State Per Pupil	State/Local Per Pupil
1989-90				
1	115,074	\$272	\$2,571	\$2,844
2	114,190	460	2,523	2,983
3	118,119	557	2,479	3,036
4	106,632	925	2,435	3,360
5	121,119	2,238	2,378	4,617
Statewide	575,134	\$903	\$2,477	\$3,380
1990-91				
1	112,587	\$440	\$3,102	\$3,542
2	115,851	636	2,952	3,587
3	112,858	819	2,783	3,602
4	113,154	1,170	2,568	3,738
5	118,398	2,421	2,451	4,872
Statewide	572,848	\$1,108	\$2,769	\$3,877
1991-92				
1	115,196	\$486	\$3,321	\$3,807
2	115,319	674	3,028	3,702
3	117,366	885	2,836	3,721
4	105,660	1,227	2,633	3,860
5	122,849	2,356	2,475	4,831
Statewide	576,390	\$1,139	\$2,857	\$3,996
1992-93				
1	115,975	\$517	\$3,384	\$3,902
2	116,562	696	3,051	3,747
3	112,531	918	2,849	3,767
4	116,281	1,277	2,598	3,875
5	120,705	2,480	2,415	4,895
Statewide	582,054	\$1,189	\$2,856	\$4,045
1993-94				
1	114,884	\$575	\$3,402	\$3,977
2	115,874	738	3,067	3,805
3	117,604	975	2,856	3,831
4	112,221	1,327	2,570	3,897
5	121,719	2,554	2,368	4,922
Statewide	582,302	\$1,247	\$2,849	\$4,095
1994-95				
1	115,477	\$605	\$3,451	\$4,056
2	114,974	827	3,137	3,964
3	117,044	1,061	2,907	3,968
4	112,117	1,451	2,535	3,986
5	121,110	2,771	2,337	5,107
Statewide	580,722	\$1,356	\$2,870	\$4,226
1995-96				
1	114,936	\$639	\$3,417	\$4,056
2	114,767	871	3,085	3,956
3	116,275	1,126	2,853	3,980
4	109,635	1,571	2,473	4,044
5	120,298	2,856	2,266	5,123
Statewide	575,911	\$1,424	\$2,817	\$4,241

FIGURE 3

**PUPIL WEIGHTED AVERAGES FOR
STATE AND LOCAL EFFORT
(ACTUAL AND FY 1995-96 CONSTANT DOLLARS)**



Context For Equity Analysis. In June 1989, the Kentucky Supreme Court (Rose v. Council for Better Education) declared the education system unconstitutional. This decision substantially expanded the scope of the Franklin Circuit Court's 1988 decision in the Council for Better Education, Inc. v. Wilkinson (Corn's decision) declaring the state's school finance system to be in violation of the Kentucky Constitution's education clause, which requires that: "the Kentucky General Assembly shall provide for an efficient system of common schools throughout the state."

The Circuit Court found that there was marked variation in the property wealth of school districts; the allocation of state aid did not compensate for the variation in wealth; there was a wide disparity in the per pupil revenue of school districts; and, the quality of education was contingent on available revenue. Also, the Circuit Court concluded that an efficient school finance system required "substantial uniformity" and "substantial equality" of financial resources. Additionally, the Circuit Judge, Ray Corns, stated that the current system of school financing was inefficient and discriminatory.

The Supreme Court further determined that the essential and minimal characteristics of an efficient system of common schools should include these provisions:

1. Its establishment, maintenance, and funding are the sole responsibility of the Legislature.
2. It is free to all.
3. It is available to all Kentucky children.
4. It is substantially uniform throughout the state.
5. It provides equal educational opportunities to all Kentucky children.
6. It is monitored by the Kentucky General Assembly to assure there is no waste, no duplication, no mismanagement, and no political influence.
7. Schools are operated under the premise that an adequate education is a constitutional right.
8. Sufficient funding provides each child an adequate education.

Although the Supreme Court's decision neither identifies nor mandates the criteria for ascertaining the equity of the state's school finance system, items 3, 4, 5, and 8 identified previously infer the need to see that revenues are distributed fairly among Kentucky's children. Horizontal, equal opportunity, and vertical equity principles are generally recognized among school finance researchers as appropriate standards. Therefore, their use is appropriate to determine if the distribution of revenues is equitable among Kentucky's local school districts. Additionally, quantitative measures will assess the degree of horizontal, equal opportunity, and vertical equity accomplished by the state's school finance program from 1989-90 through 1994-95.

Equity Analysis Procedures. Equity is the concept of fair treatment of individual students. Funds are allocated to local school districts for delivering educational services to students. Therefore, students not school districts are the subjects of equity analysis. Since school districts serve students, they are used as data sources. Data are based on revenues which each district receives minus Capital Outlay and FPSK funds. Variables used in the analyses include:

- Funded ADA (previous year's end of the year AADA plus current year's second month growth factor).
- State, local, federal, state/local and total revenues per pupil by Funded ADA (minus Capital Outlay and FPSK funds).
- Property wealth per pupil by Funded ADA.
- End of First Month Membership Counts.
- State, local, federal, state/local and total revenues per pupil by end of first month membership (minus Capital Outlay and FPSK funds).
- December 1 Special Education Child Counts.

The data used in the analyses are based on information from KDE Receipts and Expenditure Reports (1989-90 through 1993-94), Minimum Foundation Program Circular (1989-90), Final SEEK Allocation Circulars (1990-91 through 1995-96), School Data files (1989-90 through 1994-95), December 1 Special Education Child Counts (1988-89 through 1989-90), and School District Annual Financial Reports (1994-95).

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

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

The pupil counts used in the equity calculations are Funded ADA, end of first month membership counts, and December 1 Special Education Child Counts. The pupil is the unit of analysis for all equity calculations. Calculations are weighted based on the district's Funded ADA or are sensitive to its membership counts. Therefore, all calculations are based on the number of students, not the number of school districts.

The variable used to indicate a school district's wealth is property wealth per pupil by Funded ADA. Revenue generated by the SEEK program for school districts is the sum of local and state effort. The primary reason for using revenues rather than expenditures is that revenues can be examined by source: state, local, and federal. By removing Capital Outlay and FSPK funds, state and local revenues become acceptable input cost measures.

The Kentucky system for financing public education may be studied from the horizontal, equal opportunity, and vertical equity viewpoints. This OEA analysis reports from all three perspectives. The primary variables when data is analyzed from the horizontal equity viewpoint are pupils (Funded ADA) and revenue per pupil. When data is analyzed from an equal opportunity equity viewpoint, the primary variables are property wealth per pupil (Funded ADA) and revenue per pupil. The primary variables when data is analyzed from the vertical equity viewpoint are pupils (non-special education and special education student enrollment) and revenue per pupil. The statistics used to measure SEEK's equity are: Coefficient of Variation, Simple Correlation, and Averaged Implicit Weight.

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

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

A measure of horizontal equity is the *coefficient of variation*, defined as the standard deviation divided by the mean. The closer the coefficient of variation is to 0 the more equitable the distribution of revenues. Funded ADA and state, local, federal, state/local, and total revenues (minus Capital Outlay and FSPK funds) are the variables used to compute this statistic.

Table 11 shows the coefficient of variation by wealth quintile for 1989-90 through 1994-95. An examination of the data reveals that the coefficient of variation for local revenue decreased from .771 in 1989-90 to .576 in 1994-95 and state revenue increased from .057 to .156; and, total revenue decreased from .166 to .112. Additionally, Table 11 shows that coefficient of variation for state/local revenue (i.e., the SEEK program) decreased from .196 in 1989-90 to .114 in 1994-95. The coefficient of variation has decreased by 41.8 percent, which indicates improvement in horizontal equity caused by the SEEK program. Figure 4 illustrates the coefficient of variation for state/local revenue from 1989-90 to 1994-95.

Equal Opportunity Equity. The SEEK program is designed to provide equal opportunity equity. This principle incorporates the belief that a relationship should not exist between the objects (i.e., revenues) and certain characteristics (i.e., property wealth) in a state's school finance system. Equity can be assessed by measuring the relationship between two variables.

A measure of equal opportunity equity is the *simple correlation*, defined as the measurement of the relationship between two variables. The closer the simple correlation is to 0, the less influence the variables have on each other. The simple correlation ranges from -1 to +1 and records the direction of the relationship as well as the strength. State, local, federal, state/local, and total revenues (minus Capital Outlay and FSPK funds) and property wealth per pupil by Funded ADA are the variables used to compute this statistic.

Table 12 shows the simple correlation by wealth quintile for 1989-90 through 1994-95. An examination of the data reveals that the simple correlation for local revenue increased from .911 in 1989-90 to .916 in 1994-95 and state revenue decreased from -.592 to -.900; and, total revenue decreased from .741 to .300. Additionally, Table 12 shows that the simple correlation for state/local revenue (i.e., the SEEK program) decreased from .854 in 1989-90 to .541 in 1994-95. The simple correlation has decreased by 36.7 percent, which indicates improvement in equal opportunity equity caused by the SEEK program. Figure 5 illustrates the simple correlation for state/local revenue from 1989-90 to 1994-95.

Vertical Equity. The SEEK program as designed, is to provide unequal treatment of unequals (vertical equity). This principle recognizes that students are different and asserts the positive requirement that unequals receive appropriately unequal treatment through a state's school finance system. Equity can be assessed by using a ratio measure to determine the differences in the average level of per pupil objects (i.e., revenue) across different groups (i.e., special education, non-special education).

TABLE 11

HORIZONTAL EQUITY - COEFFICIENT OF VARIATION

Quintile	Funded ADA	Average Local Revenue Per Pupil	Coefficient of Variation	Average State Revenue Per Pupil	Coefficient of Variation	Average Federal Revenue Per Pupil	Coefficient of Variation	Average Local/State Revenue Per Pupil	Coefficient of Variation	Average Total Revenue Per Pupil	Coefficient of Variation
1989-90											
1	115,074	\$270	0.454	\$2,213	0.055	\$538	0.280	\$2,484	0.071	\$3,021	0.078
2	114,190	426	0.404	2,146	0.048	384	0.269	2,572	0.085	2,956	0.082
3	118,119	544	0.332	2,101	0.037	323	0.282	2,645	0.066	2,968	0.059
4	106,632	835	0.292	2,066	0.046	287	0.536	2,901	0.095	3,188	0.117
5	121,119	1,843	0.170	2,020	0.046	275	0.170	3,864	0.087	4,139	0.089
Statewide	575,134	\$793	0.771	\$2,109	0.057	\$361	0.414	\$2,902	0.196	\$3,264	0.166
1990-91											
1	112,587	\$362	0.290	\$2,866	0.054	\$577	0.311	\$3,228	0.044	\$3,805	0.063
2	115,851	549	0.253	2,717	0.047	426	0.271	3,266	0.061	3,692	0.072
3	112,858	756	0.202	2,564	0.049	368	0.245	3,320	0.056	3,688	0.062
4	113,154	1,083	0.230	2,358	0.058	311	0.516	3,441	0.083	3,752	0.102
5	118,398	2,162	0.102	2,248	0.061	478	0.354	4,411	0.063	4,889	0.085
Statewide	572,848	\$992	0.673	\$2,548	0.104	\$432	0.400	\$3,541	0.142	\$3,973	0.142
1991-92											
1	115,196	\$460	0.307	\$3,193	0.060	\$681	0.290	\$3,653	0.054	\$4,334	0.072
2	115,319	635	0.227	2,876	0.055	480	0.280	3,512	0.062	3,992	0.073
3	117,366	866	0.213	2,706	0.058	419	0.291	3,572	0.067	3,991	0.074
4	105,660	1,123	0.213	2,504	0.070	371	0.553	3,627	0.079	3,998	0.107
5	122,849	2,099	0.115	2,363	0.062	492	0.324	4,462	0.070	4,955	0.089
Statewide	576,390	\$1,049	0.591	\$2,727	0.123	\$490	0.400	\$3,776	0.117	\$4,266	0.123
1992-93											
1	115,975	\$468	0.253	\$3,335	0.071	\$692	0.313	\$3,803	0.060	\$4,496	0.087
2	116,562	655	0.265	3,000	0.061	531	0.279	3,655	0.065	4,186	0.074
3	112,531	825	0.209	2,803	0.061	461	0.257	3,628	0.073	4,089	0.083
4	116,281	1,155	0.209	2,574	0.075	351	0.551	3,729	0.075	4,080	0.103
5	120,705	2,240	0.118	2,372	0.071	497	0.310	4,611	0.068	5,108	0.083
Statewide	582,054	\$1,079	0.618	\$2,813	0.138	\$507	0.400	\$2,892	0.118	\$4,399	0.124

TABLE 11

HORIZONTAL EQUITY - COEFFICIENT OF VARIATION

Quintile	Funded ADA	Average Local Revenue Per Pupil	Coefficient of Variation	Average State Revenue Per Pupil	Coefficient of Variation	Average Federal Revenue Per Pupil	Coefficient of Variation	Average Local/State Revenue Per Pupil	Coefficient of Variation	Average Total Revenue Per Pupil	Coefficient of Variation
1993-94											
1	114,884	\$568	0.342	\$3,473	0.069	\$697	0.293	\$4,041	0.050	\$4,738	0.072
2	115,874	715	0.245	3,136	0.055	567	0.260	3,851	0.047	4,419	0.058
3	117,604	919	0.177	2,913	0.063	448	0.284	3,832	0.064	4,281	0.078
4	112,221	1,260	0.206	2,627	0.083	401	0.601	3,887	0.083	4,288	0.110
5	121,719	2,302	0.124	2,411	0.064	601	0.361	4,712	0.069	5,314	0.089
Statewide	582,302	\$1,164	0.572	\$2,908	0.145	\$544	0.403	\$4,072	0.105	\$4,616	0.119
1994-95											
1	115,477	\$643	0.257	\$3,676	0.077	\$718	0.300	\$4,319	0.065	\$5,037	0.087
2	114,974	830	0.208	3,339	0.053	584	0.257	4,170	0.043	4,753	0.055
3	117,044	1,036	0.213	3,087	0.059	481	0.272	4,124	0.065	4,605	0.078
4	112,117	1,455	0.349	2,689	0.083	422	0.453	4,145	0.127	4,567	0.131
5	121,110	2,587	0.103	2,497	0.051	427	0.217	5,083	0.063	5,510	0.071
Statewide	580,722	\$1,322	0.576	\$3,054	0.156	\$526	0.373	\$4,376	0.114	\$4,901	0.112

FIGURE 4

**COEFFICIENT OF VARIATION
STATE/LOCAL REVENUE**

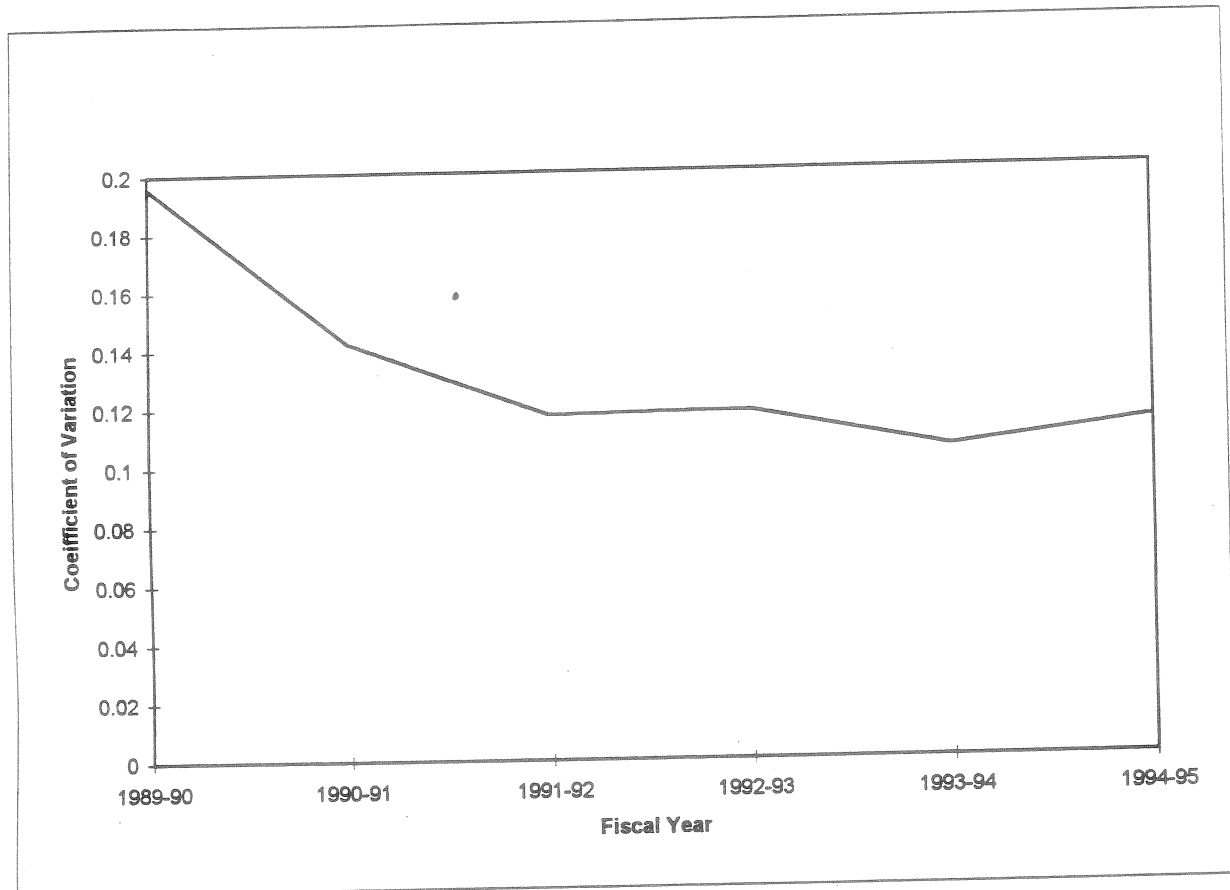


TABLE 12
EQUAL OPPORTUNITY EQUITY - SIMPLE CORRELATION

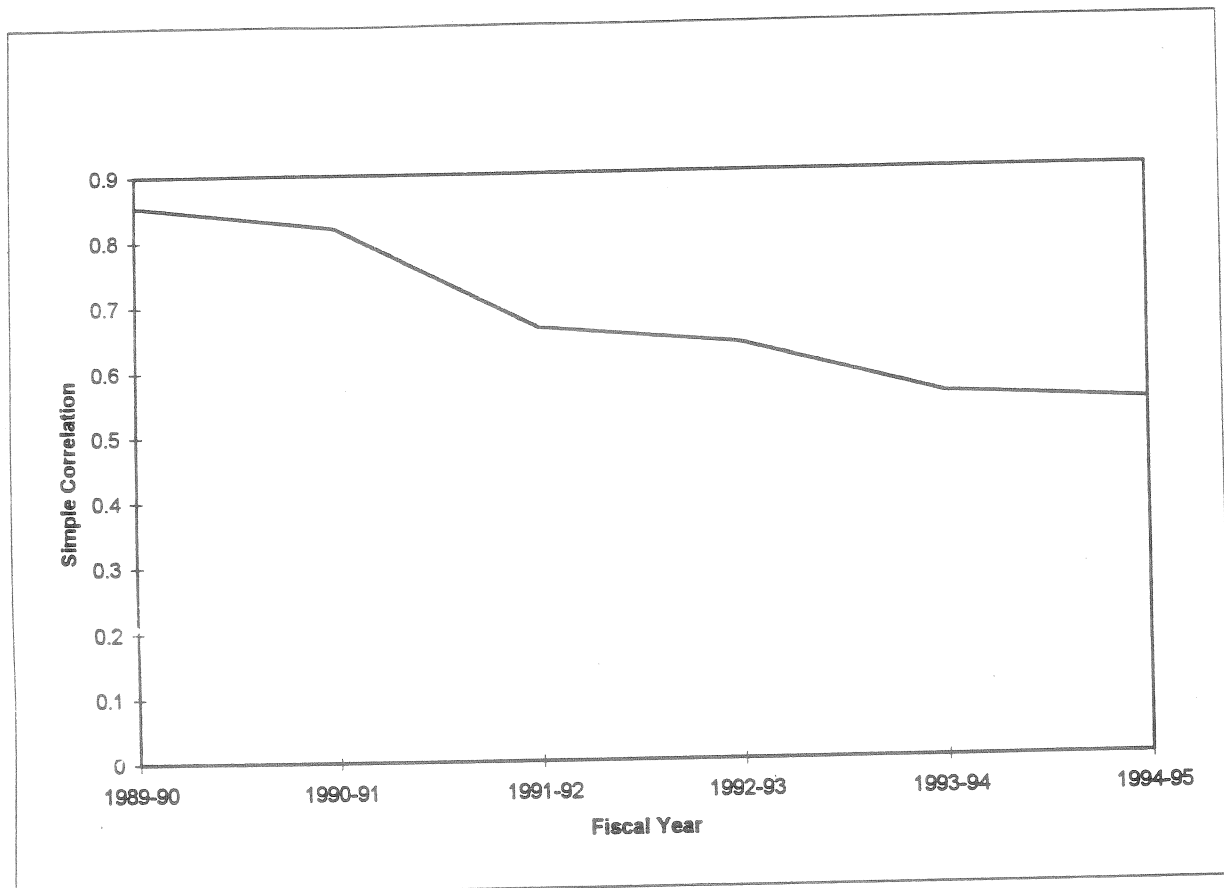
Quintile	Property Wealth Per Pupil	Average Local			Average State			Average Federal			Average Local/State			Average Total		
		Revenue	Simple Correlation	Simple Correlation	Revenue	Simple Correlation	Simple Correlation	Revenue	Simple Correlation	Simple Correlation	Revenue	Simple Correlation	Simple Correlation	Revenue	Simple Correlation	Simple Correlation
		Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil	Per Pupil
1989-90																
1	\$71,665	\$270	0.446	-0.336	\$2,213	-0.336	-0.403	\$538	-0.403	-0.403	\$2,484	0.078	\$3,021	-0.198		
2	105,467	426	0.140	0.224	2,146	0.224	-0.058	384	-0.058	-0.058	2,572	0.214	2,956	0.169		
3	138,954	544	0.230	-0.182	2,101	-0.182	-0.195	323	-0.195	-0.195	2,645	0.157	2,968	0.057		
4	179,714	835	0.305	-0.118	2,066	-0.118	-0.265	287	-0.265	-0.265	2,901	0.229	3,188	0.059		
5	280,727	1,843	0.290	-0.887	2,020	-0.887	-0.384	275	-0.384	-0.384	3,864	0.025	4,139	-0.026		
Statewide	\$156,254	\$793	0.911	-0.592	\$2,109	-0.592	-0.541	\$361	-0.541	-0.541	\$2,902	0.854	\$3,264	0.747		
1990-91																
1	\$78,561	\$362	0.491	-0.444	\$2,866	-0.444	-0.340	\$577	-0.340	-0.340	\$3,228	-0.120	\$3,805	-0.326		
2	114,895	549	0.266	-0.211	2,717	-0.211	-0.122	426	-0.122	-0.122	3,266	0.049	3,692	-0.016		
3	148,272	756	0.186	-0.402	2,564	-0.402	0.017	368	0.017	0.017	3,320	-0.120	3,688	-0.090		
4	194,504	1,083	0.592	-0.421	2,358	-0.421	-0.288	311	-0.288	-0.288	3,441	0.315	3,752	0.114		
5	308,585	2,162	0.293	-0.821	2,248	-0.821	-0.786	478	-0.786	-0.786	4,411	-0.170	4,889	-0.435		
Statewide	\$170,087	\$992	0.951	-0.845	\$2,548	-0.845	-0.197	\$432	-0.197	-0.197	\$3,541	0.819	\$3,973	0.667		
1991-92																
1	\$82,965	\$460	0.513	-0.608	\$3,193	-0.608	-0.222	\$681	-0.222	-0.222	\$3,653	-0.221	\$4,334	-0.281		
2	120,827	635	0.056	-0.263	2,876	-0.263	0.053	480	0.053	0.053	3,512	-0.154	3,992	-0.091		
3	156,688	866	0.364	-0.473	2,706	-0.473	-0.289	419	-0.289	-0.289	3,572	-0.298	3,991	-0.144		
4	204,520	1,123	0.557	-0.414	2,504	-0.414	-0.376	371	-0.376	-0.376	3,627	0.211	3,998	-0.038		
5	310,508	2,099	0.219	-0.844	2,363	-0.844	-0.784	492	-0.784	-0.784	4,462	-0.226	4,955	-0.442		
Statewide	\$176,331	\$1,049	0.932	-0.850	\$2,727	-0.850	-0.324	\$490	-0.324	-0.324	\$3,776	0.663	\$4,266	0.436		
1992-93																
1	\$87,359	\$468	0.566	-0.661	\$3,335	-0.661	-0.336	\$692	-0.336	-0.336	\$3,803	-0.397	\$4,496	-0.419		
2	126,068	655	0.211	-0.512	3,000	-0.512	-0.176	531	-0.176	-0.176	3,655	-0.243	4,186	-0.271		
3	161,312	825	0.328	-0.523	2,803	-0.523	0.087	461	0.087	0.087	3,628	-0.125	4,089	-0.067		
4	215,672	1,155	0.603	-0.578	2,574	-0.578	-0.307	351	-0.307	-0.307	3,729	0.125	4,080	-0.580		
5	324,663	2,240	0.366	-0.928	2,372	-0.928	-0.913	497	-0.913	-0.913	4,611	-0.188	5,108	-0.474		
Statewide	\$184,253	\$1,079	0.944	-0.870	\$2,813	-0.870	-0.358	\$507	-0.358	-0.358	\$2,892	0.637	\$4,399	0.401		

TABLE 12
EQUAL OPPORTUNITY EQUITY - SIMPLE CORRELATION

Quintile	Property Wealth Per Pupil	Average			Average			Average			Average		
		Local		Simple Correlation	State		Federal		Local/State		Simple Correlation	Total	
		Revenue Per Pupil	Revenue Per Pupil		Revenue Per Pupil	Revenue Per Pupil	Revenue Per Pupil	Revenue Per Pupil	Revenue Per Pupil	Revenue Per Pupil			
1993-94													
1	\$94,901	\$568	0.640	\$3,473	-0.772	\$697	-0.465	\$4,041	-0.300	\$4,738	-0.454		
2	133,320	715	0.402	3,136	-0.184	567	0.046	3,851	0.213	4,419	0.176		
3	169,907	919	0.385	2,913	-0.483	448	-0.217	3,832	-0.103	4,281	-0.158		
4	227,846	1,260	0.515	2,627	-0.598	401	-0.320	3,887	0.012	4,288	-0.156		
5	332,362	2,302	0.344	2,411	-0.938	601	-0.933	4,712	-0.143	5,314	-0.528		
Statewide	\$192,952	\$1,164	0.936	\$2,908	-0.893	\$544	-0.212	\$4,072	0.577	\$4,616	0.363		
1994-95													
1	\$104,767	\$643	0.429	\$3,676	-0.792	\$718	-0.398	\$4,319	-0.548	\$5,037	-0.547		
2	146,018	830	0.128	3,339	-0.350	584	-0.012	4,170	-0.224	4,753	-0.159		
3	185,497	1,036	0.420	3,087	-0.474	481	-0.165	4,124	0.023	4,605	-0.430		
4	249,158	1,455	0.237	2,689	-0.673	422	-0.496	4,145	-0.567	4,567	-0.208		
5	360,086	2,587	0.583	2,497	-0.652	427	-0.404	5083	0.229	5,510	0.091		
Statewide	\$210,329	\$1,322	0.916	\$3,054	-0.900	\$526	-0.529	\$4,376	0.541	\$4,901	0.300		

FIGURE 5

**SIMPLE CORRELATION
STATE/LOCAL REVENUE**



A measure of vertical equity is the *averaged implicit weight*. This measure is calculated by dividing the average per pupil revenues for special education students by the average per pupil revenues for non-special education students. If the resulting averaged implicit weight is greater than 1, then a state's school finance system meets the vertical equity criteria of "unequal treatment of unequals." Caution, however, must be exercised when examining the results of this vertical equity test. The averaged implicit weight measure only identifies that a difference in funding for non-special education and special education students does or does not exist in a state's school finance system, it implies nothing about what the revenue differences are or should be between these groups. State, local, federal, state/local, and total revenues (minus Capital Outlay and FSPK funds), end of first month membership counts, and December 1 Special Education child counts are the variables used to compute this statistic.

Table 13 shows the averaged implicit weight by wealth quintile for 1989-90 through 1994-95. An examination of the data reveals that the averaged implicit weight for local revenue was 1.03 in 1989-90 and 1.01 in 1994-95; state revenue was 1.01 in 1989-90 and 1.01 in 1994-95; and, total revenue was 1.01 in 1989-90 and 1.01 in 1994-95. Additionally, Table 13 shows that the averaged implicit weight for state/local revenue (i.e., the SEEK program) was 1.01 in 1989-90 and 1.01 in 1994-95. The averaged implicit weight is above 1, which demonstrates the SEEK program meets the vertical equity principle of "unequal treatment of unequals." Figure 6 illustrates the averaged implicit weight for state/local revenue from 1989-90 to 1994-95.

Summary. As indicated previously, the Supreme Court's decision neither identifies nor mandates the criteria for ascertaining the equity of the state's school finance system. It does, however, infer the need to see that revenues are distributed fairly among Kentucky's children. Thus, horizontal, equal opportunity, and vertical equity principles were selected as the standards to guide the analyses described above. The SEEK program's coefficient of variation (horizontal equity) measure has decreased by 41.8 percent from .196 in 1989-90 to .114 in 1994-95. Since a coefficient of variation of 0 represents perfect horizontal equity, the SEEK program demonstrates positive improvement towards meeting the goal of "equal treatment of equals."

Additionally, the SEEK program's simple correlation (equal opportunity equity) measure has decreased by 36.7 percent from .854 in 1989-90 to .541 in 1994-95. Since a simple correlation of 0 represents perfect equal opportunity equity, the SEEK program shows positive improvement towards removing the direct relationship between revenues and property wealth that existed in Kentucky prior to 1990-91. The state's previous school finance system distributed state funds with no regard for property wealth variation among school districts. The SEEK program has

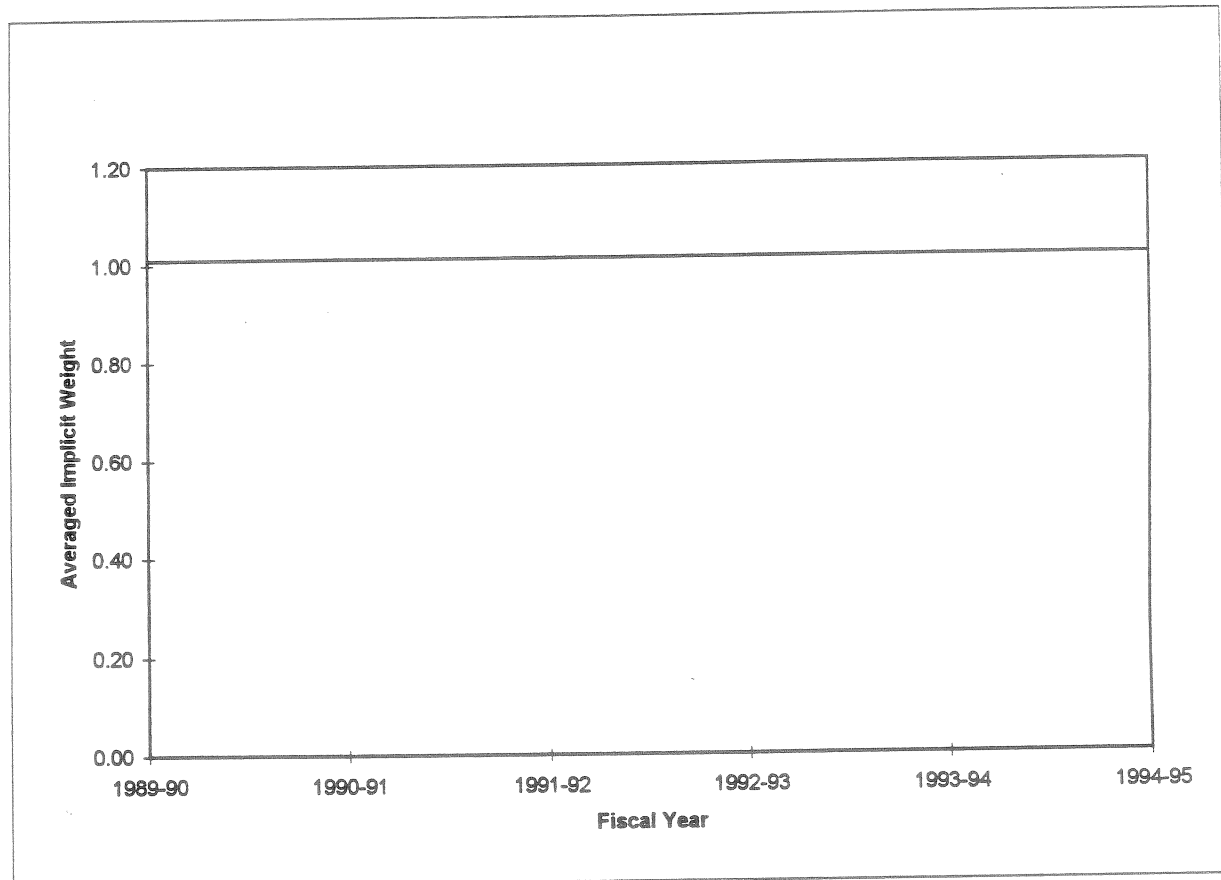
TABLE 13

VERTICAL EQUITY - AVERAGED IMPLICIT WEIGHT

Quintile	Number of Non-Special Education Pupils	Number of Special Education Pupils	Averaged Implicit Weight Local Revenue	Averaged Implicit Weight State Revenue	Averaged Implicit Weight Federal Revenue	Averaged Implicit Weight State/Local Revenue	Averaged Implicit Weight Total Revenue
1989-90							
1	111,473	17,767	1.07	1.01	1.01	1.02	1.02
2	110,571	13,185	1.05	1.01	1.01	1.02	1.02
3	113,139	13,991	0.98	1.01	1.03	1.00	1.00
4	103,887	12,922	1.02	1.01	1.06	1.00	1.01
5	120,556	16,197	1.01	1.00	1.01	1.00	1.01
Statewide	559,626	71,062	1.03	1.01	1.02	1.01	1.01
1990-91							
1	110,040	15,836	1.02	1.01	1.00	1.01	1.01
2	113,966	14,451	1.02	1.00	1.01	1.01	1.01
3	110,554	14,631	0.99	1.01	1.03	1.00	1.01
4	102,712	13,204	1.02	1.01	1.06	1.01	1.01
5	118,785	15,912	1.01	1.00	1.03	1.01	1.01
Statewide	556,057	74,034	1.00	1.01	1.03	1.01	1.01
1991-92							
1	108,827	16,243	1.01	1.01	1.01	1.01	1.01
2	113,047	13,807	1.01	1.01	1.01	1.01	1.01
3	112,978	14,796	0.99	1.01	1.02	1.00	1.01
4	101,942	12,913	1.02	1.01	1.09	1.01	1.02
5	123,548	15,997	1.00	1.00	1.02	1.00	1.01
Statewide	560,342	73,756	0.99	1.01	1.04	1.01	1.01
1992-93							
1	112,530	16,537	0.99	1.01	1.02	1.01	1.01
2	114,358	14,455	0.10	1.01	1.01	1.00	1.01
3	110,623	14,126	1.01	1.01	1.02	1.01	1.01
4	106,597	13,053	1.02	1.01	1.06	1.01	1.02
5	122,143	16,055	1.01	1.01	1.03	1.01	1.01
Statewide	566,251	74,226	1.00	1.01	1.04	1.01	1.01
1993-94							
1	112,998	15,496	0.96	1.02	1.05	1.01	1.01
2	115,333	15,118	1.01	1.01	1.01	1.01	1.01
3	116,279	14,556	1.00	1.00	1.03	1.00	1.01
4	99,067	11,919	1.02	1.01	1.03	1.01	1.01
5	122,346	16,421	1.01	1.01	1.04	1.01	1.01
Statewide	566,023	73,510	1.00	1.01	1.04	1.01	1.01
1994-95							
1	112,337	15,756	0.10	1.01	1.02	1.01	1.01
2	111,542	13,569	1.00	1.00	1.01	1.00	1.00
3	111,384	13,993	1.01	1.01	1.03	1.01	1.01
4	109,063	12,574	1.02	1.01	1.03	1.01	1.01
5	120,396	16,285	1.00	1.00	1.01	1.00	1.00
Statewide	564,722	72,177	1.01	1.01	1.03	1.01	1.01

FIGURE 6

**AVERAGED IMPLICIT WEIGHT
STATE/LOCAL REVENUE**



corrected this problem. It makes state revenues sensitive to a school district's property wealth. Figures 7 and 8 illustrate the distribution of state funds in 1989-90 (prior to SEEK) and 1994-95 (SEEK's fifth year). Figure 8 clearly demonstrates that more state revenue now flows to property poor school districts. Thus, accomplishing a major SEEK program goal, altering the distribution of state educational dollars among school districts.

Finally, the SEEK program's averaged implicit weight (vertical equity) measure remains above 1. As mentioned previously, this principle recognizes that students are different and asserts the positive requirement that unequals receive appropriately unequal treatment. One must exercise caution, however, when examining the result of this vertical equity test. It must be understood that the averaged implicit weight measure only identifies that a difference in funding for non-special education and special education students does or does not exist in a state's school finance system. This test implies nothing about what the revenue differences are or should be between these groups. Therefore, the SEEK program meets the vertical equity principle of providing "unequal treatment of unequals."

Local Districts. A cornerstone of Kentucky's reform was to return significant decision making to local schools and school districts, including to a great extent how money is spent. This section provides a limited overview of district spending with particular attention to personnel expenditures. Salaries for personnel comprise more than 70 percent of local districts budgets. Table 14 shows two salary categories for certified personnel from 1989-90 through 1995-96: "185 day average salary" and "total average salary." It is important to note that the total average salary category includes additional pay for extended days worked and additional duties performed by certified personnel.

Also, Table 14 illustrates certified personnel characteristics by wealth quintile. For example, in 1989-90 the "average 185 day salary" for the lowest wealth quintile was \$23,935 and \$29,100 for the highest wealth quintile. The difference between the lowest and highest wealth quintiles in 1989-90 was \$5,165. In 1995-96 the average 185 day salary for the lowest wealth quintile was \$31,893 and \$35,368 for the highest wealth quintile. The difference between the lowest and highest wealth quintiles in 1995-96 was \$3,475. The average 185 day salary for the lowest wealth quintile increased by 33.2 percent (\$7,958) from 1989-90 to 1995-96. The average 185 day salary for the highest wealth quintile increased by 21.5 percent (\$6,268) from 1989-90 to 1995-96. Additionally, the salary difference between the lowest and highest wealth quintiles was reduced by 32.7 percent (\$1,690) from 1989-90 to 1995-96. Although the disparity reduction in

FIGURE 7 1989-90 STATE FUNDS DISTRIBUTION
(PRIOR TO SEEK)

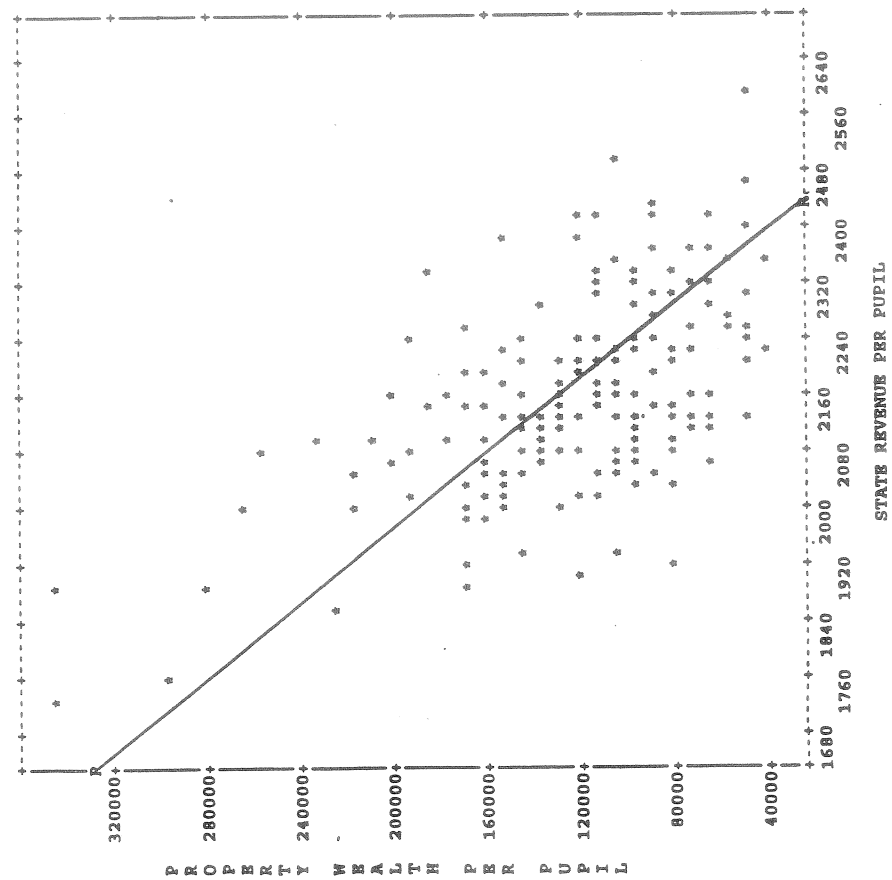


FIGURE 8 1994-95 STATE FUNDS DISTRIBUTION
(SEEK'S 5TH YEAR)

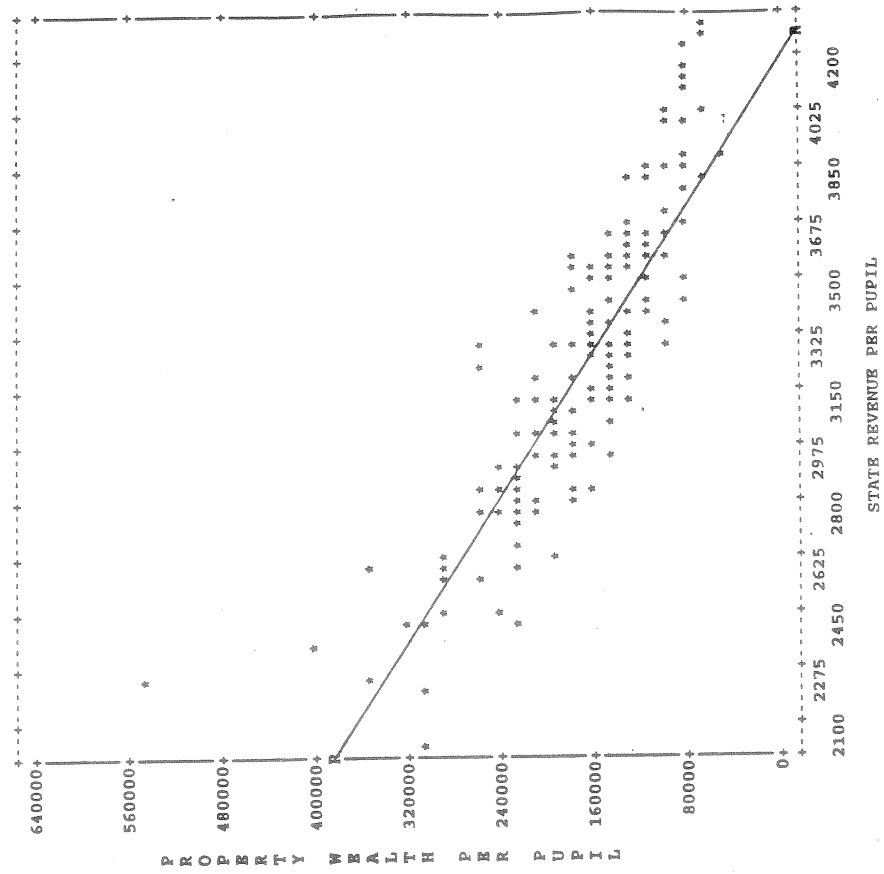


TABLE 14

**PUPIL WEIGHTED AVERAGES FOR CERTIFIED
PERSONNEL CHARACTERISTICS BY WEALTH QUINTILE**

Quintile	Average Salary	Total Average Salary	Percent Rank 1	Percent Rank 2	Percent Rank 3
1989-90					
1	\$23,935	\$26,098	34.39%	42.62%	23.12%
2	24,481	26,642	34.41%	45.30%	20.41%
3	25,063	27,105	34.32%	47.12%	19.04%
4	25,785	27,900	32.41%	49.26%	19.22%
5	29,100	31,239	29.24%	54.14%	17.28%
Statewide	\$25,706	\$27,829	32.93%	47.73%	19.79%
1990-91					
1	\$27,116	\$29,464	34.38%	42.59%	23.35%
2	27,371	29,781	34.94%	44.57%	20.67%
3	27,677	29,977	34.19%	47.43%	18.95%
4	28,481	30,713	33.11%	49.29%	18.47%
5	31,919	34,346	30.16%	54.49%	16.26%
Statewide	\$28,540	\$30,885	33.33%	47.73%	19.51%
1991-92					
1	\$29,091	\$31,651	34.97%	42.11%	23.37%
2	29,255	31,841	34.69%	44.98%	20.60%
3	29,363	31,741	34.90%	46.81%	18.77%
4	30,147	32,604	33.23%	49.59%	18.26%
5	33,331	35,806	30.55%	54.10%	16.36%
Statewide	\$30,276	\$32,768	33.64%	47.57%	19.45%
1992-93					
1	\$30,230	\$32,083	34.10%	42.12%	23.79%
2	30,054	32,087	35.59%	44.10%	20.31%
3	30,251	32,253	34.19%	46.29%	19.52%
4	30,518	32,630	33.06%	49.25%	17.69%
5	33,512	35,481	30.65%	53.30%	16.05%
Statewide	\$30,937	\$33,005	33.49%	47.06%	19.45%
1993-94					
1	\$30,319	\$32,810	33.53%	43.22%	23.49%
2	29,531	32,199	36.10%	44.20%	20.09%
3	30,349	32,874	34.82%	46.56%	19.11%
4	30,812	33,271	32.99%	50.03%	17.91%
5	34,086	36,474	31.07%	53.52%	16.57%
Statewide	\$31,051	\$33,556	33.69%	47.56%	19.41%
1994-95					
1	\$31,452	\$33,429	34.21%	43.09%	22.70%
2	31,134	33,250	34.95%	45.23%	19.82%
3	31,585	33,723	34.40%	46.53%	19.08%
4	32,213	34,389	32.02%	49.87%	18.11%
5	35,025	37,364	30.60%	52.89%	16.51%
Statewide	\$32,308	\$34,459	33.22%	47.56%	19.22%
1995-96					
1	\$31,893	\$33,877	33.63%	43.84%	22.53%
2	31,910	34,142	34.88%	45.87%	19.25%
3	32,184	34,378	33.64%	46.16%	20.21%
4	32,558	34,835	30.89%	49.85%	19.26%
5	35,368	37,794	30.44%	52.46%	17.11%
Statewide	\$32,808	\$35,032	32.69%	47.66%	19.65%

the "average 185 day salary" category between the lowest and highest wealth quintiles since 1989-90 is encouraging, a significant difference remains.

Additionally, Table 14 shows that the "average total salary" in 1989-90 for the lowest wealth quintile was \$26,098 and \$31,239 for the highest wealth quintile. The difference between the lowest and highest wealth quintiles in 1989-90 was \$5,141. In 1995-96 the average total salary for the lowest wealth quintile was \$33,877 and \$37,794 for the highest wealth quintile. The difference between the lowest and highest wealth quintiles in 1995-96 was \$3,917. The average total salary for the lowest wealth quintile increased by 29.8 percent (\$7,779) from 1989-90 to 1995-96. The average total salary for the highest wealth quintile increased by 21.0 percent (\$6,555) from 1989-90 to 1995-96. Also, the salary difference between the lowest and highest wealth quintiles was reduced by 23.8 percent (\$1,224) from 1989-90 to 1995-96. A significant difference, however, remains between the lowest and highest wealth quintiles in the "average total salary" category, even though the disparity reduction since 1989-90 is encouraging.

Table 14 contains data relative to the rank of certified personnel by wealth quintile for 1989-90 through 1995-96. Rank 3 personnel are those with a four-year college degree, Rank 2 requires a master's degree, while Rank 1 consists of those personnel with a master's degree plus an additional 30 hours of approved graduate work. While differences do exist among the wealth quintiles, it is interesting to note that in 1995-96 the highest wealth quintile had the lowest percentage of Rank 1 personnel at 30.44 percent. An inverse relationship exists between the lowest and highest wealth quintiles when comparing Rank 2 personnel. Certified personnel in the highest wealth quintile are comprised of 52.46 percent Rank 2, while the lowest wealth quintile has 43.84 percent. Concerning Rank 3 personnel, the lowest wealth quintile has the highest percentage at 22.53 percent, while the highest wealth quintile has the lowest at 17.11 percent. The data presented in this table are based on information from KDE Professional Staff Data files (1989-90 through 1995-96).

Table 15 shows the average number of certified personnel from 1989-90 through 1995-96. The average number of school administrators increased from 2.96 in 1989-90 to 3.31 in 1995-96 per thousand students. Other categories showing increases were: school guidance counselors from 1.77 to 2.23, librarians from 1.89 to 1.98, central office staff from 3.29 to 4.05, and teachers from 62.22 to 66.74. Note that for Table 15, school administrators are defined as principals and assistant principals. Guidance counselors and librarians are staff who are assigned to a particular school. The central office staff category includes superintendents, assistant superintendents, directors of transportation, coordinators, supervisors, and various other certified personnel.

TABLE 15

**PUPIL WEIGHTED AVERAGES FOR CERTIFIED AND CLASSIFIED PERSONNEL
PER 1000 PUPILS BY WEALTH QUINTILE**

Quintile	School Administrators		School Guidance Counselors		Central Office Staff		Teachers		Aides		Secretaries		Lunchroom Personnel		Custodial Maintenance		Transportation		Other		Total
	1989-90	1990-91	1991-92	1992-93	1989-90	1990-91	1991-92	1992-93	1989-90	1990-91	1991-92	1992-93	1989-90	1990-91	1991-92	1992-93	1989-90	1990-91	1991-92	1992-93	
1	3.12	3.25	3.33	3.32	1.30	1.49	1.64	1.68	1.90	2.01	2.05	2.10	3.95	4.35	4.49	4.45	61.98	64.43	66.27	66.35	9.11
2	2.91	3.14	3.18	3.28	1.54	1.76	1.83	1.81	1.91	2.03	2.05	2.09	3.32	3.67	3.69	3.95	60.64	63.62	63.97	64.79	7.70
3	2.93	3.02	3.01	3.06	1.54	1.80	1.93	2.00	1.89	1.89	1.89	1.89	3.01	3.09	3.23	3.41	60.13	62.28	62.85	62.50	7.64
4	3.02	3.06	3.01	2.96	1.80	1.95	2.11	2.17	1.86	1.91	1.85	1.88	2.81	2.68	3.00	2.99	62.21	62.69	62.86	62.34	8.33
5	2.82	2.79	2.81	2.74	2.62	2.60	2.60	2.57	1.87	1.86	1.86	1.83	3.29	3.56	3.62	3.65	65.97	65.89	65.72	65.10	9.94
Statewide	2.96	3.05	3.07	3.07	1.77	1.93	2.03	2.07	1.89	1.94	1.94	2.00	3.29	3.47	3.62	3.69	62.22	63.80	64.37	64.24	8.56
1	14.56	15.47	15.16	15.40	13.53	13.97	14.06	14.43	5.43	5.58	6.01	6.28	13.53	13.97	14.06	14.43	10.15	12.12	15.07	16.75	9.11
2	13.52	13.93	14.27	14.94	13.17	13.41	13.11	13.34	5.20	5.39	5.80	5.96	13.17	13.41	13.11	13.34	10.42	12.12	13.62	16.38	7.70
3	12.42	12.77	13.54	11.96	11.82	12.24	12.66	12.02	5.44	6.14	6.01	6.52	11.82	12.24	12.66	12.02	9.56	11.91	14.96	16.08	7.64
4	10.65	10.80	10.78	11.30	12.52	12.47	12.16	12.34	5.83	5.92	6.158	6.42	12.52	12.47	12.16	12.34	9.98	11.22	13.29	13.43	8.33
5	8.43	8.90	8.62	8.38	8.74	8.85	8.57	8.52	9.56	9.94	10.07	10.42	8.74	8.85	8.57	8.52	15.26	16.84	17.46	18.21	9.94
Statewide	11.91	12.35	12.45	12.37	11.93	12.16	12.07	12.10	6.33	6.62	6.87	7.15	11.93	12.16	12.07	12.10	11.13	12.88	14.94	16.19	8.56
1	2.10	2.10	2.78	2.32	2.10	2.01	2.05	2.10	2.01	2.03	2.05	2.10	4.35	4.35	4.49	4.45	64.43	64.43	66.27	66.35	9.48
2	1.14	1.14	1.50	1.28	1.31	1.31	1.31	1.31	1.31	1.31	1.31	1.31	13.41	13.41	13.11	13.34	12.12	12.12	13.62	16.38	7.81
3	1.25	1.25	2.39	2.86	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	12.24	12.24	12.66	12.02	11.91	11.91	14.96	16.08	7.75
4	1.47	1.47	1.61	3.28	1.47	1.47	1.47	1.47	1.47	1.47	1.47	1.47	12.47	12.47	12.16	12.34	11.22	11.22	13.29	13.43	8.43
5	5.14	5.14	5.50	5.91	8.90	8.90	8.62	8.38	9.94	9.94	10.07	10.42	8.85	8.85	8.57	8.52	16.84	16.84	17.46	18.21	9.84
Statewide	2.24	2.24	2.81	3.45	12.35	12.35	12.45	12.37	6.62	6.62	6.87	7.15	12.16	12.16	12.07	12.10	12.88	12.88	14.94	16.19	8.67
1	2.78	2.78	2.78	2.32	2.78	2.78	2.78	2.32	2.78	2.78	2.78	2.32	14.06	14.06	14.06	14.43	15.07	15.07	16.75	16.75	9.10
2	1.50	1.50	1.50	1.28	1.50	1.50	1.50	1.28	1.50	1.50	1.50	1.28	13.11	13.11	13.11	13.34	13.62	13.62	16.38	16.38	7.88
3	2.39	2.39	2.39	2.86	2.39	2.39	2.39	2.86	2.39	2.39	2.39	2.86	12.66	12.66	12.66	12.02	14.96	14.96	16.08	16.08	8.37
4	1.61	1.61	1.61	3.28	1.61	1.61	1.61	3.28	1.61	1.61	1.61	3.28	12.16	12.16	12.16	12.34	13.29	13.29	13.43	13.43	8.59
5	5.50	5.50	5.50	5.91	8.62	8.62	8.62	8.38	10.07	10.07	10.07	10.42	8.57	8.57	8.57	8.52	17.46	17.46	17.46	18.21	9.50
Statewide	2.81	2.81	2.81	3.45	12.45	12.45	12.45	12.37	6.87	6.87	6.87	7.15	12.07	12.07	12.07	12.10	14.94	14.94	16.75	16.75	8.87
1	2.32	2.32	2.78	2.32	2.32	2.32	2.32	2.32	2.32	2.32	2.32	2.32	14.43	14.43	14.43	14.43	16.75	16.75	16.75	16.75	9.94
2	2.79	2.79	2.79	1.28	2.79	2.79	2.79	1.28	2.79	2.79	2.79	1.28	13.34	13.34	13.34	13.34	16.38	16.38	16.38	16.38	8.72
3	2.86	2.86	2.86	2.86	2.86	2.86	2.86	2.86	2.86	2.86	2.86	2.86	12.02	12.02	12.02	12.02	16.08	16.08	16.08	16.08	7.82
4	3.28	3.28	3.28	3.28	3.28	3.28	3.28	3.28	3.28	3.28	3.28	3.28	12.34	12.34	12.34	12.34	13.43	13.43	13.43	13.43	8.73
5	5.91	5.91	5.91	5.91	8.38	8.38	8.38	8.38	10.42	10.42	10.42	10.42	8.52	8.52	8.52	8.52	18.21	18.21	18.21	18.21	9.50
Statewide	3.45	3.45	3.45	3.45	12.37	12.37	12.37	12.37	7.15	7.15	7.15	7.15	12.10	12.10	12.10	12.10	16.19	16.19	16.19	16.19	8.95

**TABLE 15 PUPIL WEIGHTED AVERAGES FOR CERTIFIED AND CLASSIFIED PERSONNEL
PER 1000 PUPILS BY WEALTH QUINTILE**

Quintile	School		School		Central		Lunchroom		Custodial		Other	Total
	Administrators	Guidance	Counselors	Librarians	Office Staff	Teachers	Aides	Secretaries	Personnel	Maintenance		
1993-94												
1	3.51	1.74		2.21	4.77	68.00	17.70	6.79	13.99	10.69	16.05	2.98 148.43
2	3.23	1.98		2.04	4.46	64.77	18.64	6.52	13.44	8.56	15.54	3.47 142.65
3	2.98	2.07		1.86	3.43	62.31	16.83	7.13	12.73	8.29	12.92	3.23 133.78
4	2.97	2.21		1.91	3.22	62.70	15.62	6.31	12.03	8.35	11.52	4.59 131.43
5	2.77	2.56		1.81	3.40	64.95	20.44	10.43	8.96	8.69	8.59	7.04 139.64
Statewide	3.09	2.12		1.96	3.85	64.55	17.88	7.47	12.20	8.91	12.88	4.29 139.20
1994-95												
1	3.62	1.77		2.11	4.81	68.98	19.53	6.92	14.26	10.16	15.37	6.23 153.76
2	3.31	2.08		2.07	4.47	65.23	19.50	6.73	13.43	9.39	15.84	3.34 145.39
3	3.09	2.18		1.94	3.66	63.46	19.26	7.33	12.81	8.34	13.30	4.37 139.74
4	3.01	2.17		1.87	3.30	62.69	16.93	6.65	12.15	8.58	11.41	4.17 132.93
5	2.85	2.56		1.78	3.70	66.29	22.07	11.18	8.97	9.51	9.01	8.50 146.42
Statewide	3.17	2.16		1.95	3.99	65.35	19.50	7.80	12.29	9.20	12.96	5.36 143.73
1995-96												
1	3.80	1.98		2.18	4.75	70.80	20.77	7.54	14.45	11.43	16.37	7.56 161.63
2	3.38	2.07		2.08	4.18	66.63	21.31	6.99	13.19	9.15	15.24	4.80 149.02
3	3.20	2.26		1.97	3.80	63.98	20.82	7.66	13.14	8.98	13.54	4.98 144.33
4	3.17	2.23		1.89	3.17	64.43	18.38	6.87	12.35	8.56	11.39	4.94 137.38
5	2.99	2.56		1.78	4.28	67.72	26.14	11.28	8.93	9.68	9.29	8.60 153.25
Statewide	3.31	2.23		1.98	4.05	66.74	21.56	8.11	12.39	9.58	13.15	6.21 149.31

Table 15 shows the average number of classified personnel from 1989-90 through 1995-96. The average number of aides increased from 11.13 in 1989-90 to 21.56 in 1995-96 per thousand students. Increase in other categories were: secretaries from 6.33 to 8.11, lunchroom personnel from 11.93 to 12.39, custodial/maintenance personnel from 8.56 to 9.58, transportation personnel from 11.91 to 13.15, and others from 1.77 to 6.21. Note that for Table 15, aides include aides to teachers, nurses, librarians, and administrators. Lunchroom personnel include managers and workers. The custodial/maintenance category is comprised of custodians, maids, maintenance personnel, and school plant supervisors/operators. Transportation includes bus maintenance, drivers, and transportation supervisors.

Table 15 demonstrates a significant change in the total number of certified and classified personnel per 1,000 students. School district personnel have increased by 20.7 percent from 123.74 per 1,000 students in 1989-90 to 149.31 in 1995-96. This suggests that school districts have used much of their new resources since 1989-90 to hire additional certified and classified personnel. The data presented in this table are based on information from KDE Central Office Data files (1989-90 through 1995-96) and School Data files (1989-90 through 1995-96).

Figure 9 illustrates total statewide expenditures for these years: 1989-90, \$2.184 million; 1990-91, \$2.564 million; 1991-92, \$2.820 million; 1992-93, \$2.918 million; 1993-94, \$3.101 million; and, 1994-95, \$3.233 million. Additionally, Figure 10 demonstrates that the average statewide total expenditure per pupil increased by 46.6 percent from \$3,797 in 1989-90 to \$5,566 in 1994-95. The data presented in these graphs are based on information from KDE Receipts and Expenditures Reports (1989-90 through 1993-94 and School District Annual Financial Reports (1994-95).

Table 27 (Appendix G) shows the number of classroom teachers by district from 1989-90 through 1995-96. Also, Table 28 (Appendix G) illustrates the average classroom teachers salaries by district from 1989-90 through 1995-96. These tables demonstrate the changes that have occurred in each Kentucky school district concerning the number of teachers and the average salary paid since 1989-90. In addition, Table 29 (Appendix G) lists the 1996-97 certified staff across the board salary increases (excluding rank and step increases) which ranged from 0 percent to 7.0 percent. Based on OEA's survey, 17 districts did not grant the 1996 Kentucky General Assembly's suggested 2.6 percent or \$909 minimum pay increase. Nine of the 17 districts granted no across the board salary increases. The remaining eight districts granted raises under the

FIGURE 9

TOTAL STATEWIDE EXPENDITURES

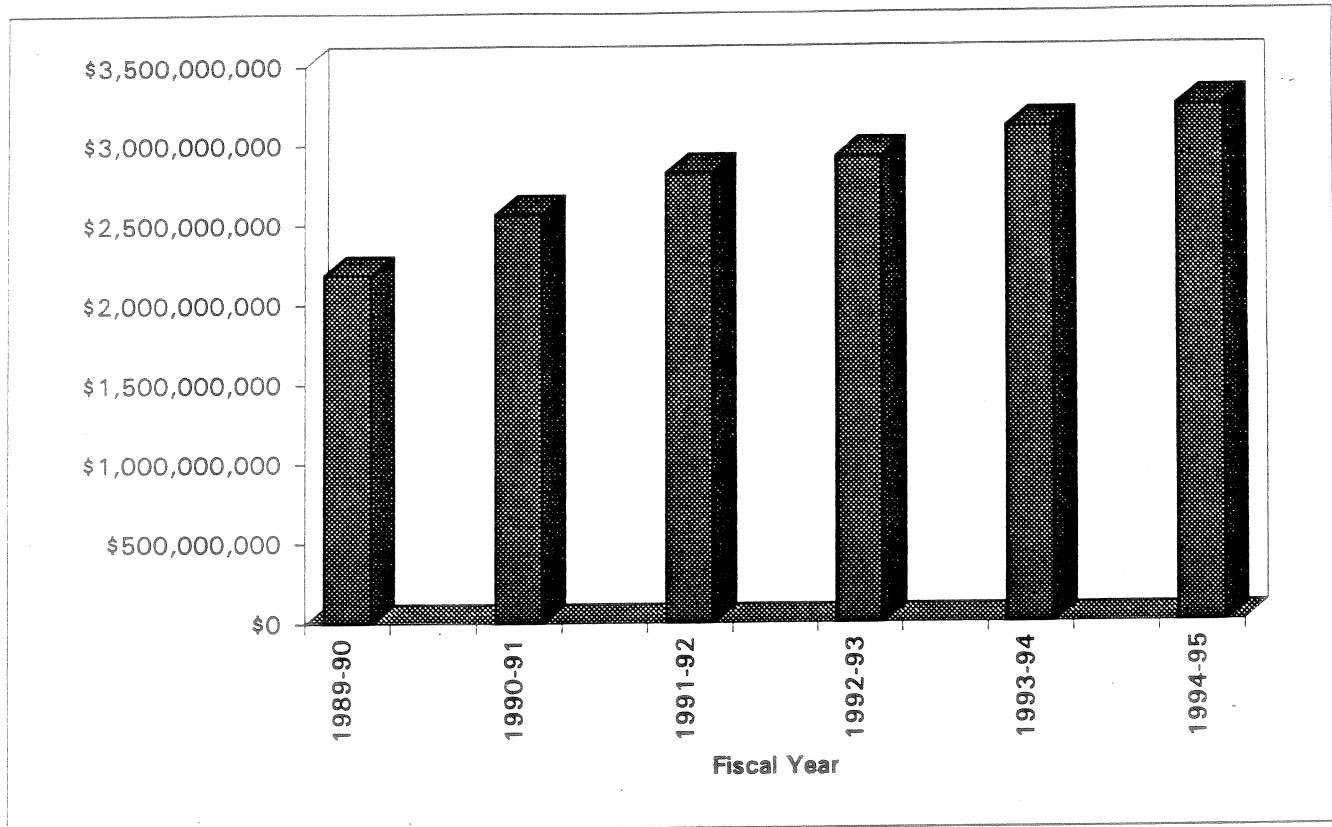
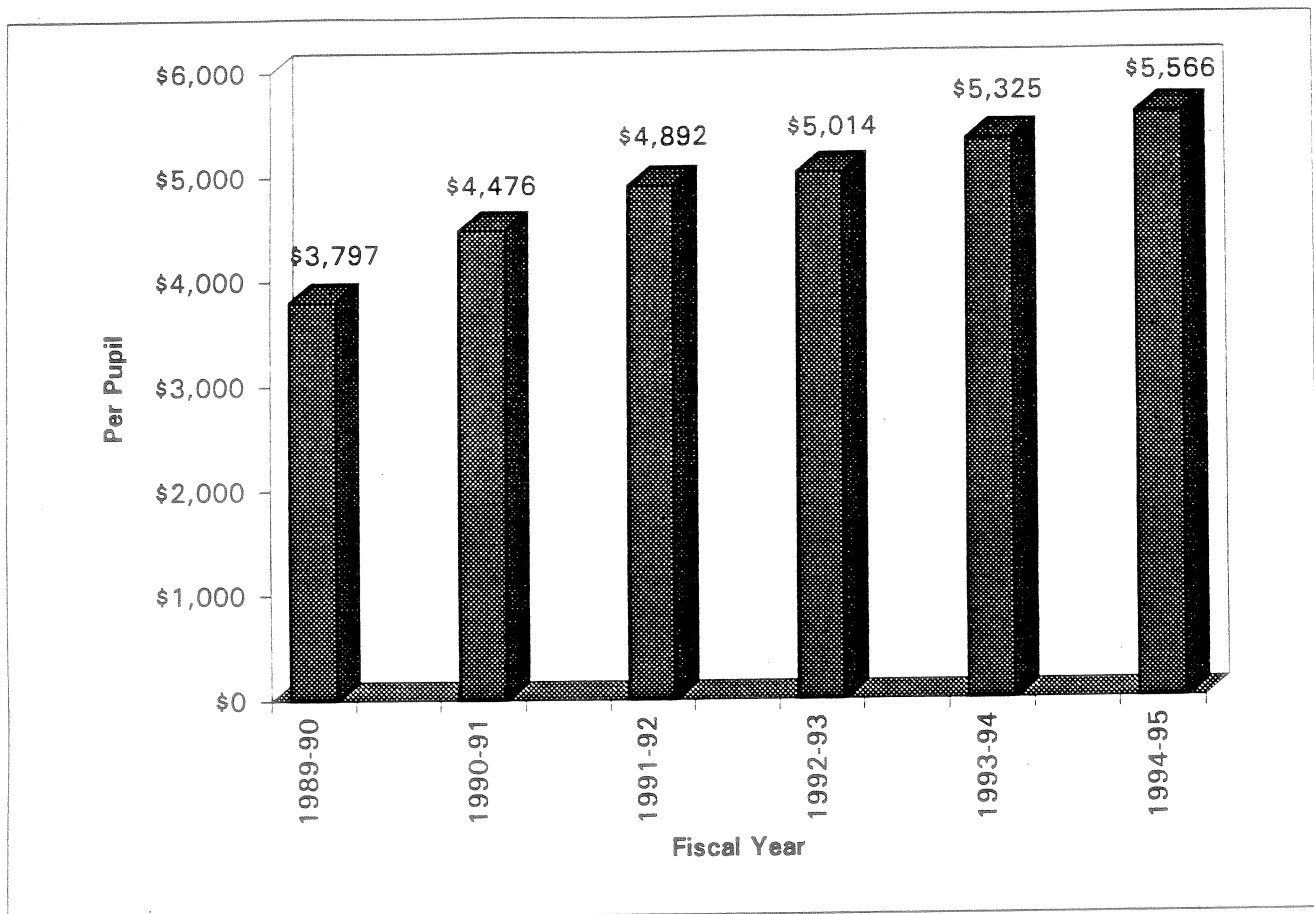


FIGURE 10

**TOTAL STATEWIDE EXPENDITURES
PER PUPIL**



suggested 2.6 percent or \$909 minimum. Two possible causes are: some districts are having fiscal difficulties; and, some local boards of education determined their 1996-97 SEEK increase (state and local) was not sufficient to grant the suggested increases in a fiscally responsible manner. The data presented in these tables are based on information from KDE Salaries Bulletin Information (1989-90 through 1995-96), and OEA School District Salary Survey (1996-97).

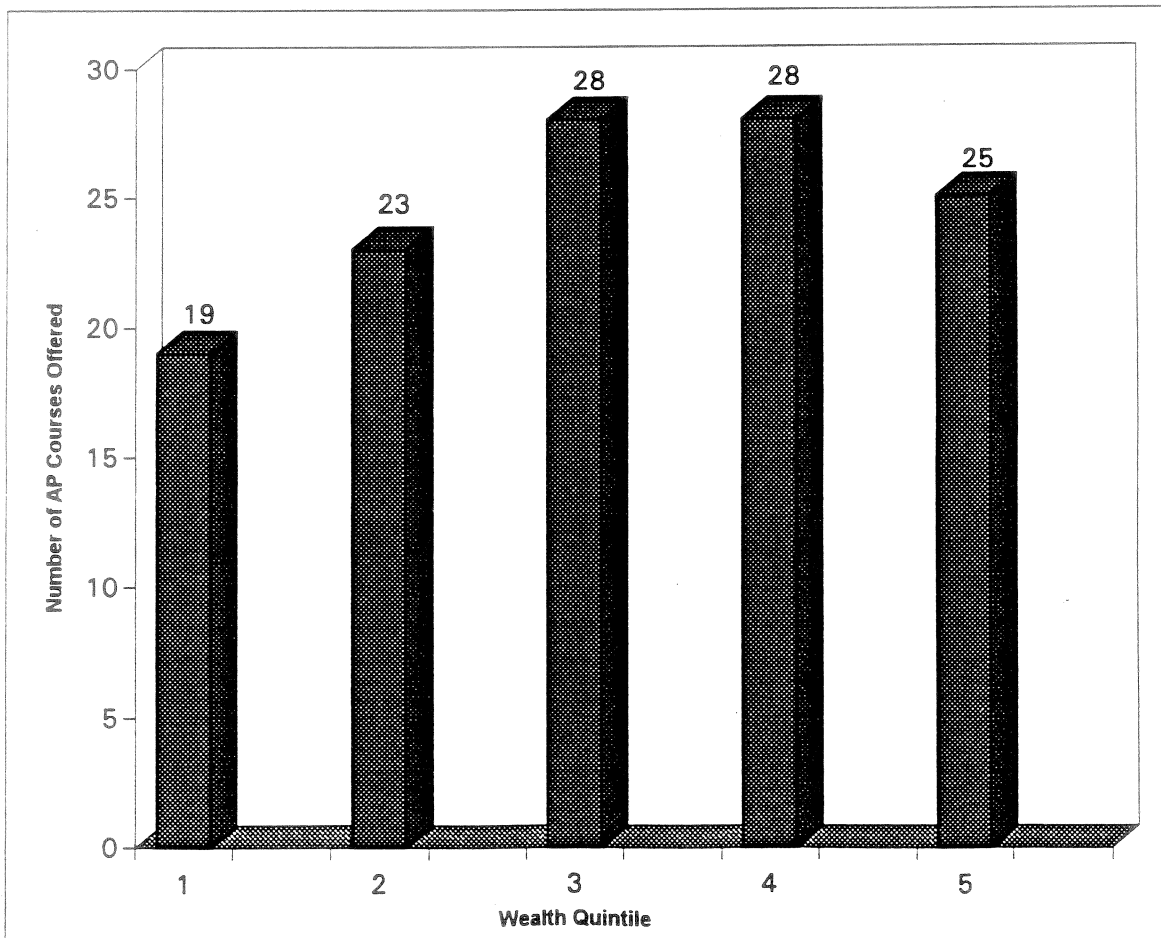
Another expenditure pattern observation is to examine the number of different Advanced Placement (AP) courses available to Kentucky's students by wealth quintile. Table 16 shows the number of different AP courses by academic area offered in 1995-96. The lowest wealth quintile offered 19 while the highest wealth quintile offered 25 or 31.6 percent more. This observation merits watching to see if the difference increases or decreases over time. Figure 11 illustrates the total number of different AP courses offered in 1995-96 by wealth quintile. The data presented in this table and graph are based on information from KDE Professional Staff Data file (1995-96).

Comparison. The southern states provide a convenient comparison group for the Commonwealth's finance reform efforts. For example, Table 17 illustrates Kentucky's total per pupil expenditures with other southern states from 1989-90 through 1992-93. In 1989-90, Kentucky ranked 12th, but its ranking improved to 8th by 1992-93. Table 18 shows total per pupil revenue for the same group; Kentucky ranked 15th in 1989-90 but improved to 6th in 1992-93. Table 19 demonstrates the estimated average classroom teachers salaries for the comparison group from 1989-90 through 1994-95. Kentucky's ranking improved from 9th in 1989-90 to 5th in 1994-95. The data presented in these tables are based on information from the United States Department of Education's National Center for Education Statistics (NCES) Digest of Education Statistics (1993, 1995).

TABLE 16

DIFFERENT ADVANCED PLACEMENT COURSES OFFERED IN 1995-96

Quintile	Computer Education	Social Studies	Language Arts	Foreign Language	Science	Math	Art	Music	Total Courses
1	2	3	2	3	3	2	3	0	19
2	2	4	2	5	3	2	2	1	23
3	1	6	2	7	3	2	3	1	28
4	2	5	2	5	3	2	3	2	28
5	2	5	2	2	3	2	3	1	25
Statewide	2	7	2	6	3	2	3	2	27

FIGURE 11 1995-96 ADVANCED PLACEMENT COURSES
BY WEALTH QUINTILE

**TABLE 17 COMPARISON OF ELEMENTARY AND SECONDARY EDUCATION
PER PUPIL TOTAL EXPENDITURES WITH OTHER STATES,
SELECTED YEARS**

State	1989-90		1990-91		1991-92		1992-93	
	Per Pupil Expenditures	Rank	Per Pupil Expenditures	Rank	Per Pupil Expenditures	Rank	Per Pupil Expenditures	Rank
Alabama	\$3,758	14	\$4,019	14	\$3,973	14	\$4,201	14
Arkansas	3,869	13	4,111	13	4,512	11	4,596	12
Florida	6,194	2	6,614	2	6,501	2	6,433	2
Georgia	4,985	4	5,201	7	5,116	8	5,428	7
Kentucky	3,918	12	4,688	9	5,079	9	5,281	8
Louisiana	4,305	9	4,544	10	5,031	10	4,840	10
Maryland	6,884	1	7,206	1	7,247	1	7,400	1
Mississippi	3,381	15	3,497	15	3,601	15	3,744	15
North Carolina	4,943	5	5,321	5	5,445	6	5,585	6
Oklahoma	3,924	11	4,227	12	4,484	12	4,695	11
South Carolina	4,805	7	5,120	8	5,117	7	5,247	9
Tennessee	4,153	10	4,280	11	4,273	13	4,459	13
Texas	4,920	6	5,321	6	5,660	4	6,079	4
Virginia	5,327	3	5,642	3	5,521	5	5,675	5
West Virginia	4,628	8	5,331	4	5,765	3	6,269	3
United States	\$5,611		\$5,958		\$6,187		\$6,416	

TABLE 18

**COMPARISON OF ELEMENTARY AND SECONDARY EDUCATION
PER PUPIL TOTAL REVENUE WITH OTHER STATES,
SELECTED YEARS**

State	1989-90 Per Pupil Revenue	Rank	1990-91 Per Pupil Revenue	Rank	1991-92 Per Pupil Revenue	Rank	1992-93 Per Pupil Revenue	Rank
Alabama	\$3,740	14	\$3,963	13	\$4,141	13	\$4,297	14
Arkansas	3,956	11	4,032	12	4,450	12	4,682	12
Florida	5,824	2	6,076	2	6,085	2	6,254	3
Georgia	4,928	4	5,036	5	4,852	9	5,329	6
Kentucky	3,944	12	4,792	9	5,119	6	5,300	7
Louisiana	4,206	9	4,442	10	4,610	10	4,830	11
Maryland	6,876	1	7,164	1	7,183	1	7,362	1
Mississippi	3,305	15	3,374	15	3,594	15	3,748	15
North Carolina	4,627	7	4,933	8	5,033	8	5,174	9
Oklahoma	4,000	10	4,297	11	4,565	11	4,942	10
South Carolina	4,732	5	4,984	7	5,041	7	5,261	8
Tennessee	3,817	13	3,952	14	3,994	14	4,318	13
Texas	4,535	8	4,993	6	5,320	5	5,388	5
Virginia	5,157	3	5,400	3	5,432	4	5,589	4
West Virginia	4,680	6	5,331	4	5,761	3	6,260	2
United States	\$5,496		\$5,799		\$6,021		\$6,280	

TABLE 19

**COMPARISON OF ELEMENTARY AND SECONDARY TEACHERS
ESTIMATED SALARIES WITH OTHER STATES,
SELECTED YEARS**

State	1989-90		1990-91		1991-92		1992-93		1993-94		1994-95	
	Average Salary	Rank	Average Salary	Rank	Average Salary	Rank	Average Salary	Rank	Average Salary	Rank	Average Salary	Rank
Alabama	\$24,828	10	\$26,874	10	\$26,971	12	\$26,953	12	\$28,705	11	\$31,144	9
Arkansas	22,352	15	23,611	15	27,070	11	27,433	11	28,098	12	28,409	12
Florida	28,803	3	30,555	3	31,070	3	31,172	3	31,944	3	32,588	4
Georgia	28,006	4	29,172	5	29,372	5	30,223	6	30,712	5	32,828	3
Kentucky	26,292	9	29,115	6	30,870	4	31,115	4	31,625	4	32,257	5
Louisiana	24,300	11	26,240	11	25,963	13	26,102	13	26,285	14	26,574	15
Maryland	36,319	1	38,728	1	38,728	1	38,753	1	39,453	1	40,636	1
Mississippi	24,292	12	24,366	14	24,367	15	24,367	15	24,153	15	26,910	14
North Carolina	27,883	5	29,276	4	28,791	7	29,315	8	29,728	9	31,079	10
Oklahoma	23,070	13	24,457	13	25,339	14	25,918	14	27,009	13	27,971	13
South Carolina	27,217	7	28,301	8	28,068	9	29,224	9	29,566	10	30,341	11
Tennessee	27,052	8	28,248	9	28,621	8	28,960	10	30,514	8	31,270	8
Texas	27,496	6	28,321	7	29,041	6	29,935	7	30,519	7	31,310	7
Virginia	30,938	2	32,239	2	31,764	2	33,212	2	33,009	2	33,753	2
West Virginia	22,842	14	25,967	12	27,366	10	30,301	5	30,549	6	31,923	6
United States	\$31,367		\$33,114		\$34,063		\$35,029		\$35,819		\$36,933	

Areas for Discussion/Action. In a society where a dominant belief is that a child's future chances in life should not be unduly constrained by parent wealth and influence, the equitable provision of education is a necessity. During the past six years, Kentucky has made significant strides toward educational equity for the state's children. The SEEK program has reduced revenue differences between high and low property wealth districts by approximately half. The issues in this section have been identified by various stakeholders and represent current discussion about the SEEK program.

1. *Confusion exists regarding state SEEK revenue growth.* The Minimum Foundation Program distributed state funds with no regard for property wealth variation among school districts. The SEEK program makes state revenues sensitive to a school district's property wealth. Low property wealth school districts have received relatively large increases in state aid from the SEEK program. Hold harmless districts continue to receive state aid at their 1991-92 per pupil levels. The SEEK program has not reduced any district's per pupil state revenue. What has happened in districts concerning state SEEK revenue growth? Where has the state SEEK revenue growth gone?
2. *School districts are having difficulty predicting SEEK program revenues.* The SEEK program has used current year assessments since its inception. Current year assessments frequently are not finalized until late in the school year. The local school district budgeting process is already difficult. Accurate tentative SEEK calculations are critical to the local school district budgeting process. What adjustments would enhance school districts ability to finalize their budgets quicker? How can the accuracy of tentative SEEK calculations be improved?
3. *Reassessment of real property at 100 percent fair market value is changing school district state aid.* The SEEK program requires a minimum local tax effort from all school districts. Revenue produced by the SEEK program comes from a combination of state and local revenue sources. Statutory provisions require a quadrennial review of all properties in the Commonwealth. These provisions specify that all properties be assessed at 100 percent fair market value, and rigid performance standards for local Property Valuation Administrators were established. Accurate property assessments are necessary for the SEEK program to function properly. What has been the effect of reassessing real property at 100 percent fair market value? How has this affected state aid to school districts?

4. *The SEEK program does not provide enough support for capital outlay and debt service needs.* The SEEK program provides \$100 per pupil (Funded Average Daily Attendance) for capital outlay. Facilities Support Program of Kentucky provides both local and state (districts must qualify) debt service funds. SEEK's capital outlay per pupil funding level has not changed since the program's inception. How do we increase support for capital outlay and debt services needs?
5. *Several school districts in the state are "growth districts"; SEEK seems to penalize them.* A school district that demonstrates an increase in average daily attendance on its second month growth factor report receives additional state funds for the current school year. A school district that shows a decline in average daily attendance on its second month growth factor report does not suffer a reduction in state funds for the current school year. Enrollment increases appear to be creating fiscal pressure in some school districts in a number of areas including capital needs. The court decision binds us to equity. How do we maintain our commitment to equity and allow for growth in special situations?
6. *The SEEK program is too responsive to upward changes in local property wealth and downward changes in eligible pupil counts. If property wealth increases are dramatic, it seems that a school district is hit twice because of the conflict between KRS 160.470 and KRS 157.440.* Large increases in local property wealth can cause a school district to lose state aid and not be able to totally recover it locally during the same fiscal year because of KRS 160.470 limitations. Some districts are unable to levy the 4 percent increase due to Subsection 2 constraints per KRS 160.470(2)(a). A breach of the Tier II cap will compromise the SEEK program's ability to achieve fiscal equity. The SEEK program delays the funding impact caused by decline in a school district's Funded Average Daily Attendance for one year. How do we alleviate these situations for school districts?
7. *Some argue that the SEEK program does not provide enough revenue to properly compensate teachers.* The Finance Committee of the Task Force on Education Reform in 1990 recommended developing a new approach to pay teachers. The state continues to operate a statewide minimum salary schedule. In 1993 the Kentucky Department of Education proposed a Performance Assessment Plan to the Kentucky Board of Education, who took no action to adopt it. As a result, the 1994 Regular Session of the General Assembly ended with no change in Kentucky's teacher compensation structure. Research is evolving that supports skill-based pay, team and school performance awards, and other pay

structure changes. How do we build a compensation package without usurping local control or negatively impacting equity?

8. *Some reform strands (i.e., extended school services, preschool, professional development) should be rolled into the SEEK program.* When the SEEK program was developed, it was recommended that categorical programs be blended with the SEEK program after five years because these programs can negatively affect the equity of a state's school funding program. These strands could continue to require districts to provide particular services. These programs could become additional factors similar to the current adjustments to the SEEK calculated base. Once strand funds are folded in, districts could use them in whatever way they desire provided programmatic requirements are met. What is the impact of rolling these reform strands into the SEEK program? Can monies and program initiatives get lost?
9. *The SEEK program is a multi-tiered school finance system designed around a series of fundamental premises.* These premises, discussed earlier, provide the parameters that drive the SEEK program's allocation of state aid. Various reports (e.g., Odden, 1993; Adams, 1994; Goetz and Debertin, 1996; Office of Education Accountability, 1991-1996) all suggest that the SEEK program is working as designed and is accomplishing the goal of reducing variations in per pupil revenues and tax rates that existed prior to 1990-91. Some high property wealth school districts are voicing concern that the SEEK program is constraining their ability to address the educational needs of students. Are the SEEK program's fundamental premises still valid? Is it time to discuss adequacy?

TECHNOLOGY



TECHNOLOGY

Overview. To assess the Kentucky Educational Technology System (KETS) project, the Office of Education Accountability (OEA), rather than relying on third party information sources, surveyed School Technology Coordinators (STCs) and District Technology Coordinators (DTCs), regarding KETS. Also, a questionnaire was prepared for the Kentucky Department of Education (KDE). KDE's response(s) can be found in Appendix H.

This report is based largely on findings from the school and district surveys. The school technology survey was sent to the STC in every Kentucky school, with a response rate of 29.5 percent. The survey instrument is in Appendix H. Some survey questions were deleted because the ambiguity of the schools' answers disallowed quantitative analysis. Since each respondent was promised anonymity, the survey responses are aggregated at the state level.

The district technology survey was sent to the DTC in every school district, with a response rate of 79.5 percent. Each DTC who failed to respond initially, was telephoned requesting that the survey be completed and returned. The survey instrument and aggregated responses are in Appendix H. Some survey questions were deleted because the ambiguity of the districts' answers disallowed quantitative analysis. Since each respondent was promised anonymity, the survey results are discussed from both a statewide and wealth quintile perspective.

School Technology Survey. Respondents reported 33,374 workstations in use. However, it was noted that 36.8 percent or 12,274 did not meet KETS Architectural Standards. Since purchase of these workstation types has been prohibited since 1992, these workstations are at least five years old. Internet connection was reported as: 27.0 percent dial-up, 9.5 percent 56 KB, and 8.6 percent T1. No Internet connection was available in 54.9 percent of the responding schools.

An important KETS vision was empowering the classroom teacher through technology. KDE indicates the current teacher to workstation ratio is 2.7 to 1. If the computer is to become a useful instructional tool, each teacher must have his/her own workstation. Respondents reported that currently 4.8 percent of the schools have automated attendance in the classroom. Approximately 60 percent reported having automated attendance in the school office.

Statewide there are five Certified Novell Administrators (CNAs) and three Certified Novell Engineers (CNEs) in the schools responding to the survey. CNAs perform necessary tasks like

adding users, managing printers, etc. No Microsoft certified staff were identified. There is a need for more certified trained staff at the school level. Responding schools indicated that 0.6 percent have three Full-Time Equivalents (FTEs) supporting technology, 3.5 percent have two FTEs, 22.7 percent have one FTE, and 73.2 percent have none. It is impossible to support any initiative based on purely voluntary support.

Respondents indicated that 9,906 certified personnel each received approximately 9 hours of Professional Development related to implementing technology into the school's curriculum. Also, 3,252 certified personnel received approximately 12 hours of training on implementing and maintaining technology. While it is appropriate to train certified personnel to implement technology into the school's curriculum, it may be too much to expect certified personnel to maintain technology as well. School survey responses indicated that 1,539 calls were placed to the KETS Help Desk during the 1995-96 school year, with 88.9 percent of those calls successfully resolved.

One of the most innovative and promising KETS initiatives is distance learning. An important element is interactive video, known in Kentucky as the Kentucky TeleLinking Network (KTLN). During the 1995-96 school year, 6 percent of the students participated in at least one KTLN session.

The school survey identified that secondary vocational schools and family resource and youth services centers (FRYSCs) have not received KETS funding. In 1993, the KETS Master Plan budget was increased by \$140M to purchase required necessary network components and expand the Master Plan's scope to include secondary vocational education, FYRSCs, assistive and adaptive technologies, and KDE. Network components are purchased currently through the normal procurement for networking as required. OEA has received comments indicating that secondary vocational schools are receiving minimal KETS funding. KDE acknowledges that less than one percent of all KETS funds have been spent on assistive and adaptive technologies. OEA has not ascertained how much KETS funding has been received by family resource and youth services centers. Since 1993, all KDE staff have been equipped with workstations that are 100 percent KETS compliant.

District Technology Survey. The responses from the district technology survey indicated more than 69 percent of districts have copies of the Master Plan, Implementation Plan, Architectural Standards, and KETS price list. Also, districts were asked how much additional money from the

state could they match and implement effectively. The results in Figure 12 indicate that an additional \$10M per year of state funds could be used.

Figure 13 illustrates the district level FTE Staff designated for technical concerns varied from less than 0.4 FTE per 1,000 students in the 1st wealth quintile to more than 0.8 FTE per 1,000 students in the 5th wealth quintile. While the difference is of concern, a desired ratio is 10 to 20 FTEs per 1,000 users in most environments. Figure 14 shows the number of FTEs per 1,000 students designated to implementing technology in the curriculum was 0.2 FTEs per 1,000 students statewide. There is little difference across wealth quintiles.

Figure 15 illustrates the variation in the number of calls to the KETS Help Desk. The 1st wealth quintile sought assistance approximately 20 times per 1,000 students, while the 5th wealth quintile sought assistance one time per 1,000 students. This may reflect the fact that the 5th wealth quintile has more technical staff available than the 1st wealth quintile. Figure 16 demonstrates that the satisfactory resolution of Help Desk calls was approximately 90 percent statewide and appears to reflect evenly across all wealth quintiles.

Figure 17 illustrates the money spent since 1991 by responding districts above the required state match. It demonstrates the 5th wealth quintile spent nearly twice as much as the 1st wealth quintile. The 5th wealth quintile spent \$327,000 per 1,000 students; the 4th, \$112,000; the 3rd, \$189,000; the 2nd, \$218,000; and, the 1st, \$122,000. The statewide average was \$203,000 per 1,000 students. Figure 18 shows that 50 percent of the districts designate some KETS money specifically for Transformation Plans.

DTCs were asked to provide a "best guess" as to what year their district might eliminate its unmet need based on current funding (Figure 19). Three percent of the districts indicated they would achieve this by 1997, while 12 percent indicated they would never make it based on current funding. Sixty-four percent indicated they will eliminate their unmet need by the year 2006. Approximately 10 percent (Figure 20) of all districts indicated they would be able to maintain their technology infrastructure once unmet need was eliminated.

More than 67 percent of the respondents indicated they understood how unmet need is calculated for their district, and believe they can make the necessary long-term financial obligations for their district in the technology area. When asked if they felt their district was able to achieve maximum purchasing potential for their district using KETS price contracts, 42.1 percent of the respondents indicated they were.

More than 70 percent of the districts indicated the KDE-provided data channel for Internet access was sufficient and trouble-free. The bandwidth must be upgraded in 69 percent of the districts before the 1998 school year to provide adequate Internet access.

Workstations and servers are scanned for viruses daily in 27.1 percent of the responding districts, weekly in 22.0 percent, monthly in 23.0 percent, annually in 7.0 percent, and seldom in 22.0 percent. Also, workstations and servers are reviewed for compliance with software licensing and copyright requirements at least daily in 5.1 percent of the districts, weekly in 1.4 percent, monthly in 9.4, annually in 59.4 percent, and seldom in 24.6 percent. In 35 percent of the districts, all students and personnel sign a software violation policy. KDE has stressed compliance in this area.

Survey responses revealed that 1.4 percent of the districts have an approved plan to minimize health risks such as carpal tunnel syndrome, eye and neck strain, spinal damage, or other such risks caused by poor ergonomic implementation. Additionally, twenty percent of the districts have addressed hygiene issues such as the sharing of headphones, microphones, keyboards, and mice.

Approximately 31 percent of the responding districts have a policy requiring all administrative records to be stored on hardware that is physically separated from hardware containing student accessible instructional software. Twelve percent of the districts indicate enforcement of such a policy. This policy was mandated in the KETS Master Plan. KETS Program Review 95-KETS-152 has made it clear that maintaining compliance with the Privacy Act is a local district responsibility.

Prolonging the hardware life cycle is a priority for districts. Minimal funding will require districts to use equipment longer than computer equipment is normally used. This necessitates districts taking proper precautions to maintain their investment. For example, 32 percent of the respondents stated that asset/inventory tags are affixed to computer components in their district. Of those using asset/inventory tags, 22 percent maintain a maintenance log. Insurance is maintained on computer equipment in 75 percent of the districts. Surge suppression is installed on computer equipment in 41 percent of the districts. Static reduction (e.g., static mats, carpet treatment) is used in 16 percent of the districts. A temperature and humidity controlled environment, 24 hours a day, 365 days a year, is provided in 27 percent of the districts.

Policies for reviewing technology and how it might improve KIRIS test scores as reflected in Transformation Plan development exist in 43 percent of the districts. Eighty-four percent of the respondents identified technology as instrumental in improving test scores in their districts. Fifty-six percent indicated they have supporting evidence. Additionally, 66 percent of the respondents are in the process of implementing consistent district-wide administrative software (e.g., student grade reporting, immunization records, demographics information, food services, transportation). Of the 34 percent not in the process, 27 percent indicated they are waiting on guidance and/or pricing contracts from KDE.

The district survey identified 25 Certified Novell Administrators (CNA), 20 Certified Novell Engineers (CNE), as well as one Enterprise Novell Engineer (ENE). While this indicates some available expertise, the desired goal is at least one CNE in every district and several CNAs. The district survey also indicated there was one MCPS (Microsoft Certified Product Specialist).

Summary. The instructional component of KETS has the potential to revolutionize instruction and to date, progress has been impressive. To complete this effort, all teachers must have their own workstation. When every classroom teacher has his/her own computer, the real potential of instructional technology can be realized. At that juncture, the computer will join the chalkboard, overhead projector, and textbook as an essential tool of the trade.

The school and district technology surveys indicate that nearly 50 percent of the districts have policies that direct implementation of technology in their Transformation Plans. Nearly 85 percent feel that technology has improved their KIRIS scores and 56 percent have indicated they have supporting evidence. KETS as envisioned is working to change classrooms.

Areas for Discussion/Action

1. KETS funding has been and continues to be an unresolved issue. Under the current funding constraints, the original KETS vision of six students to one workstation will not be achieved by 1998. Vocational schools and family resource and youth services centers appear to be receiving minimal KETS funds. District personnel indicated they could match an additional \$10M of state dollars. This request seems reasonable and merits consideration.
2. The 1992 KETS Master Plan and subsequent updates expire June 30, 1998. To ensure an adequate plan is in place to guide KETS' future, the Council on Education Technology per KRS 156.666, KRS 156.670(1), and KRS 156.670(7), or the KETS Steering Committee

should develop a new Master Plan. The plan must focus on combining funding realities with an appropriate vision. The continued success of KETS will require the cooperation of many governmental agencies. Work on the plan should begin immediately so the 1998 deadline can be met.

3. As noted in the report, districts lack adequate technical expertise. Many districts do not have a full-time technology coordinator. There are a myriad of technology problems facing districts: computer viruses, health risks, environmental maintenance, inventory control, software copyright compliance, and insurance. Districts must direct resources to provide full-time employees for technical infrastructure support as well as instructional applications.
4. Although required by the Master Plan, only 31.4 percent of districts have a policy regarding administrative records storage. While the Kentucky Department of Education has provided guidelines on the Privacy Act (95-KETS-152), they need to ensure compliance by local districts.

FIGURE 12

**ADDITIONAL MONEY DISTRICTS FEEL THEY
COULD MATCH AND USE EFFECTIVELY**

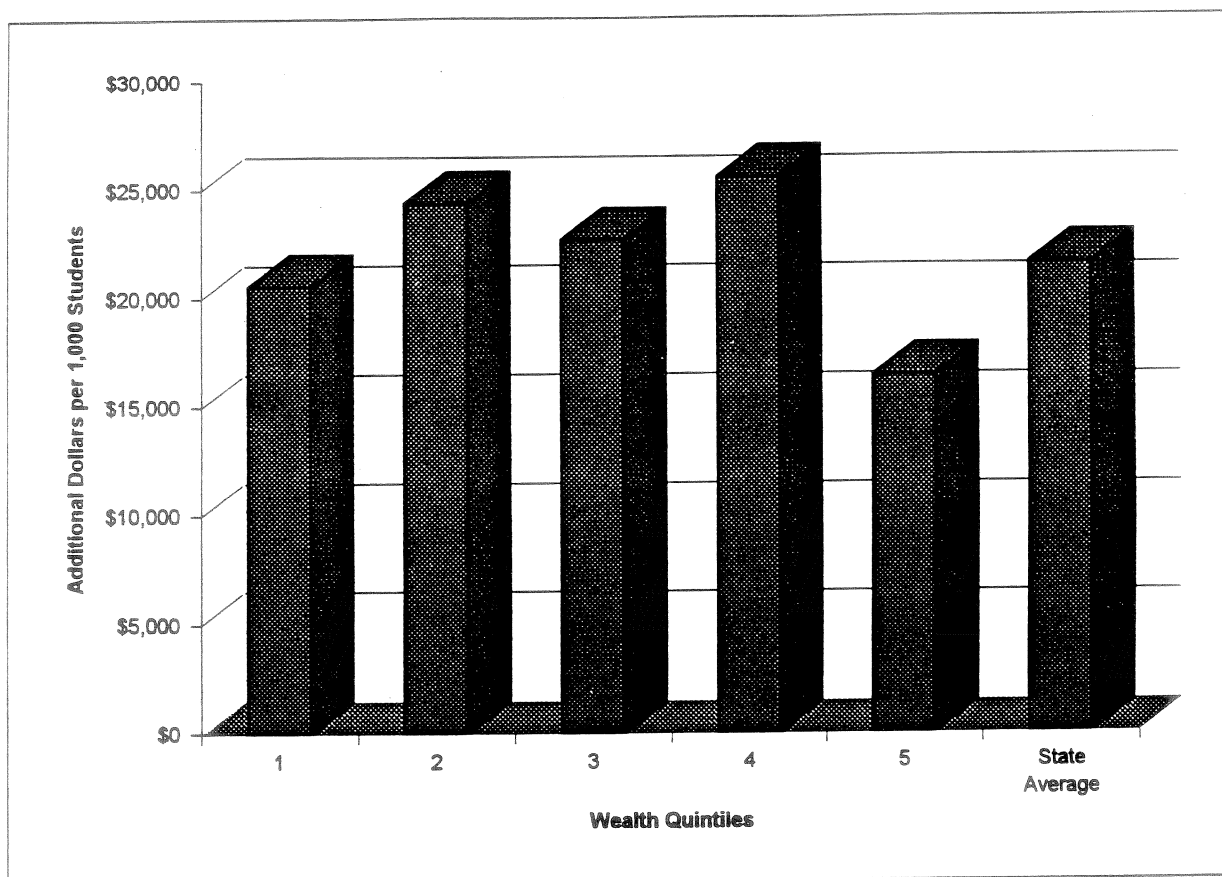


FIGURE 13

FULL-TIME EQUIVALENT TECHNICAL STAFF
DEVOTED TO TECHNOLOGY

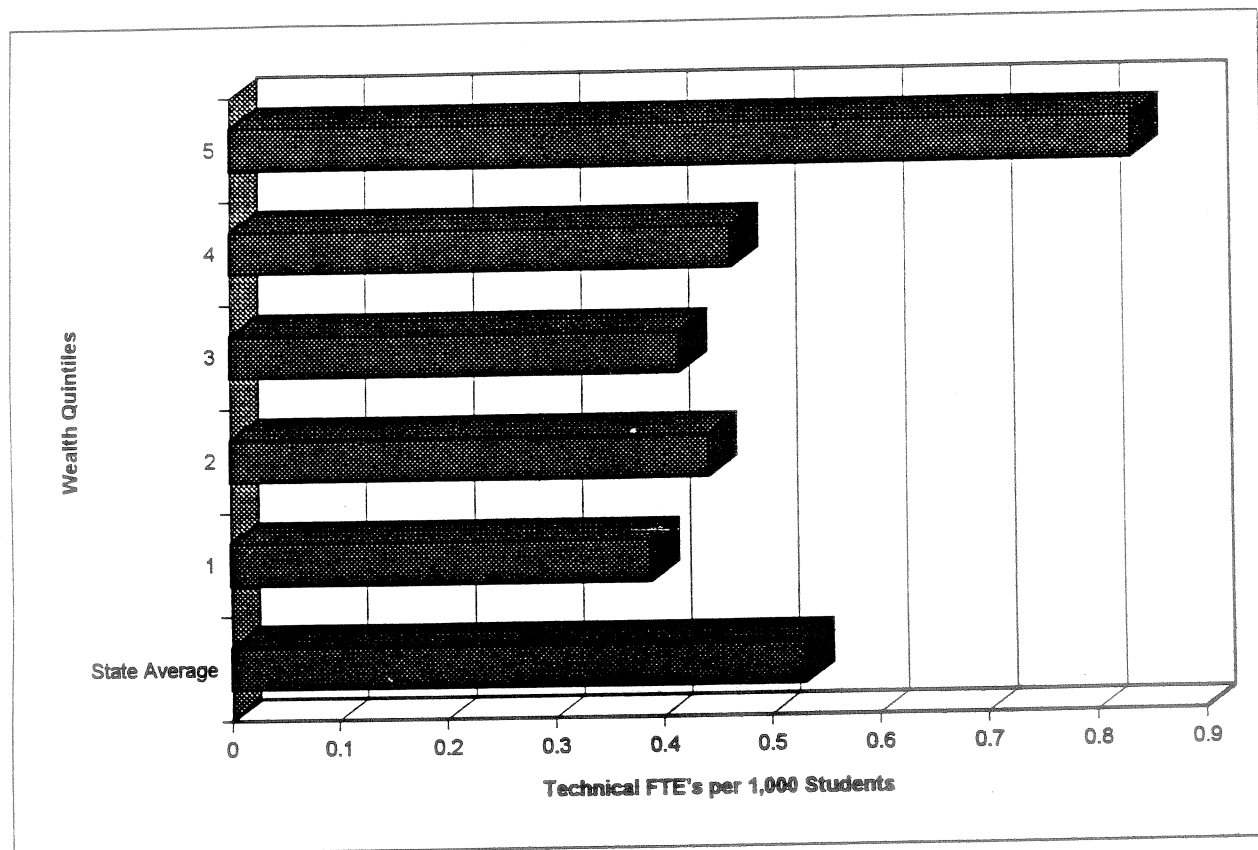


FIGURE 14

**FULL-TIME EQUIVALENT CURRICULUM STAFF
DEVOTED TO TECHNOLOGY**

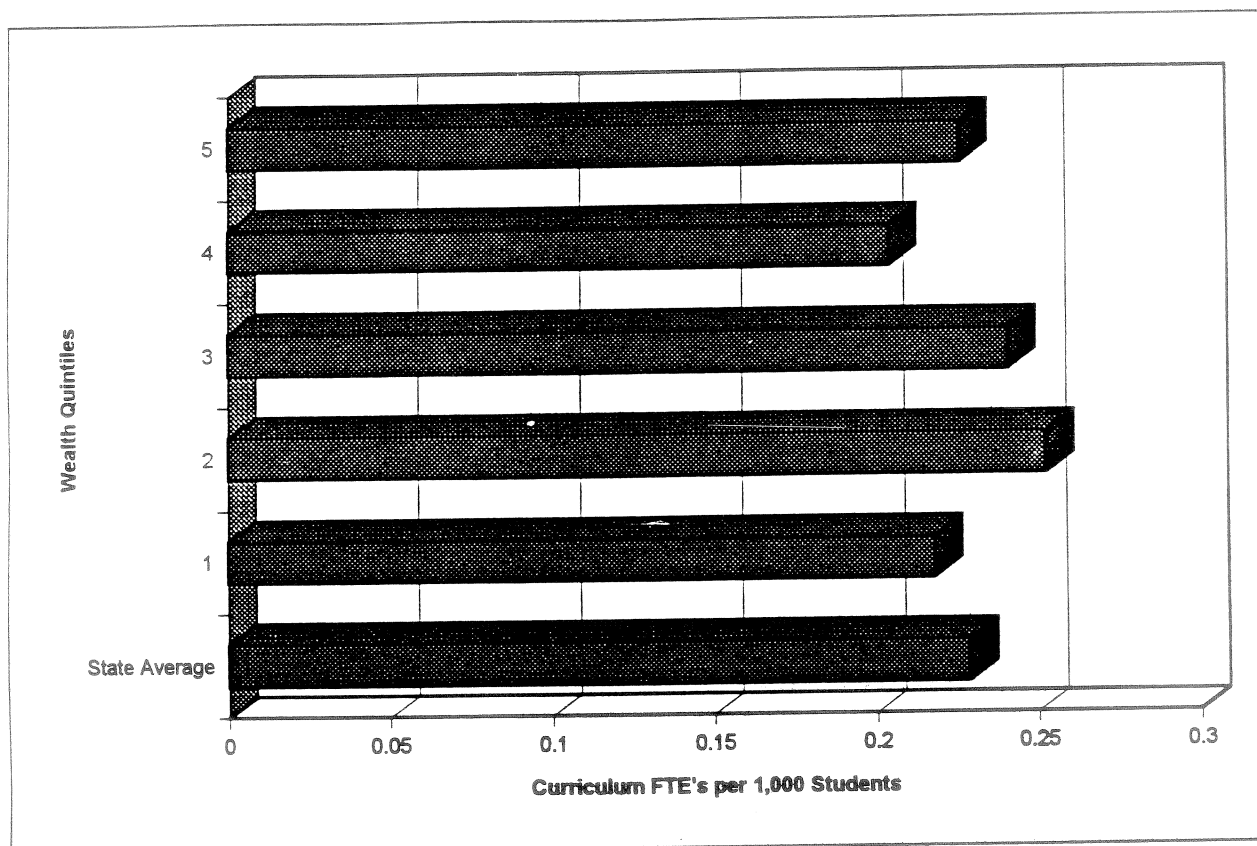


FIGURE 15

HELP DESK CALLS

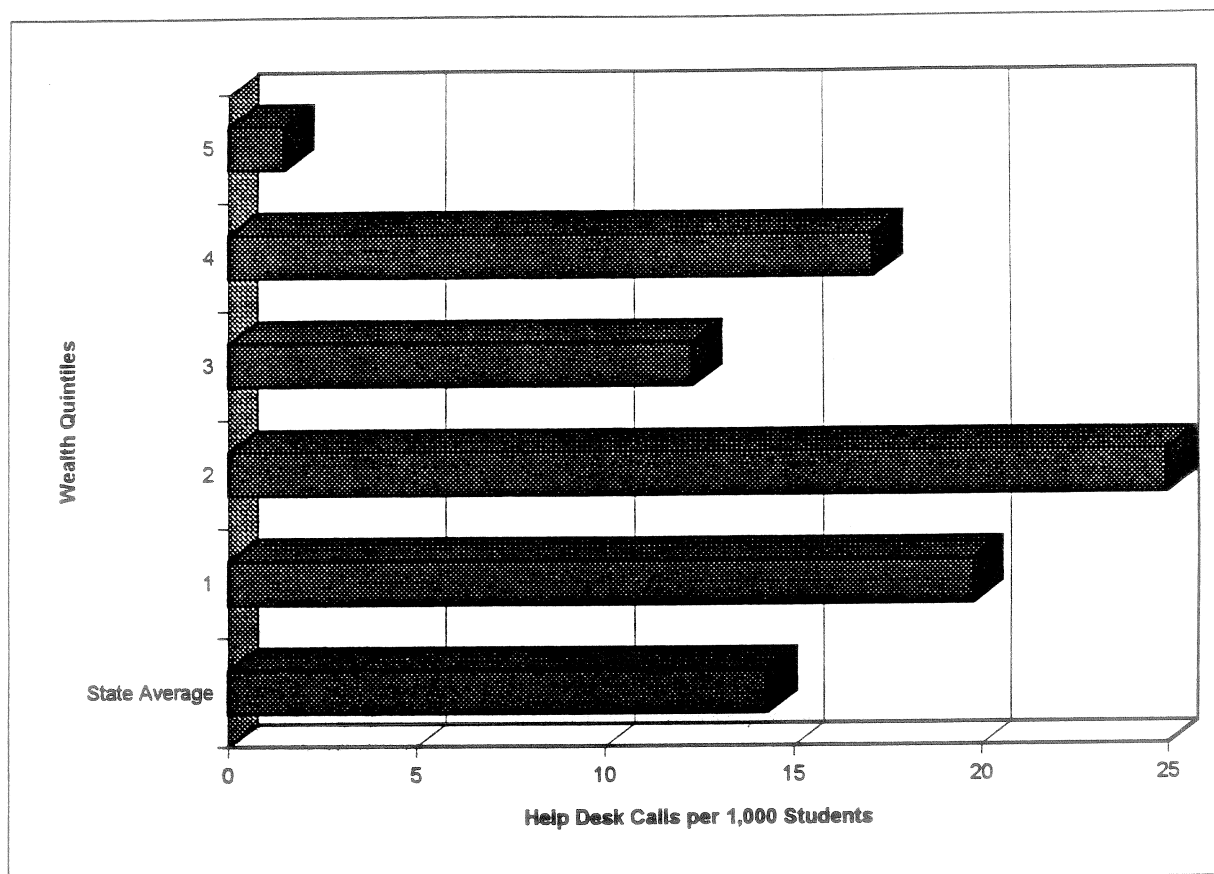


FIGURE 16

HELP DESK RESOLUTIONS

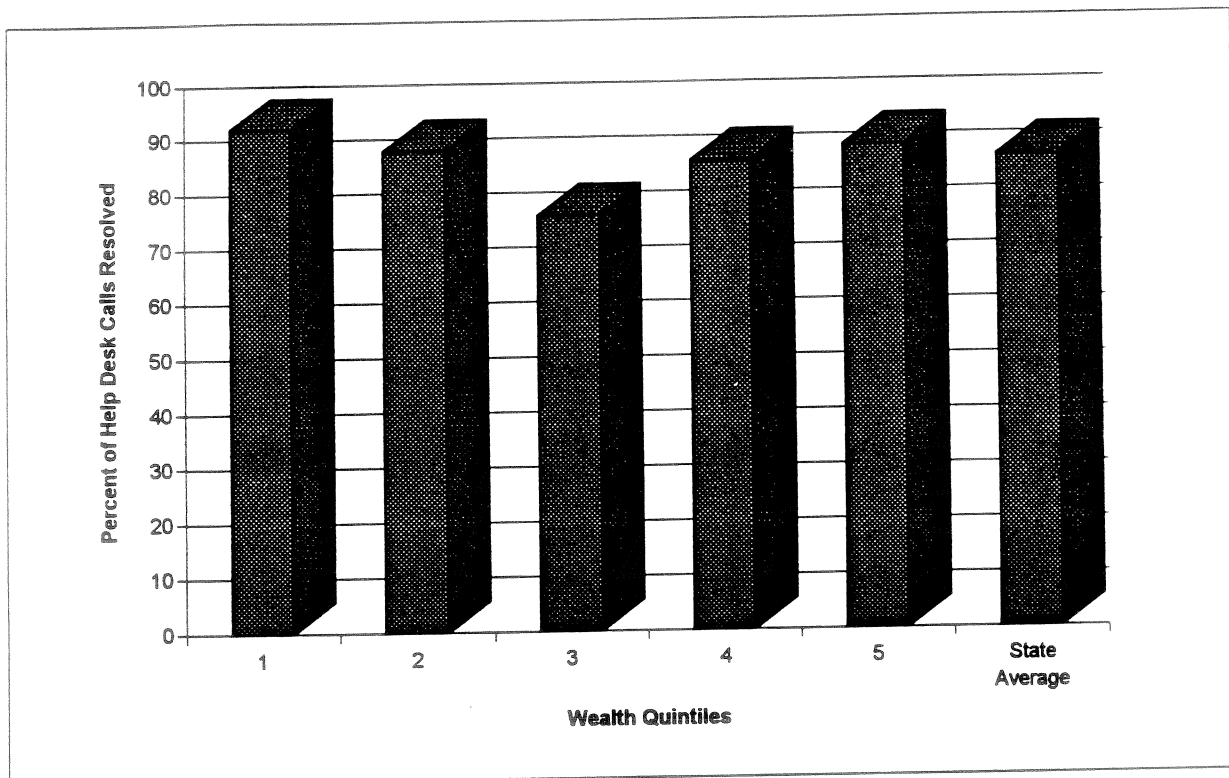


FIGURE 17

**LOCAL DISTRICT MONEY SPENT ABOVE
STATE MATCH REQUIREMENTS SINCE 1991**

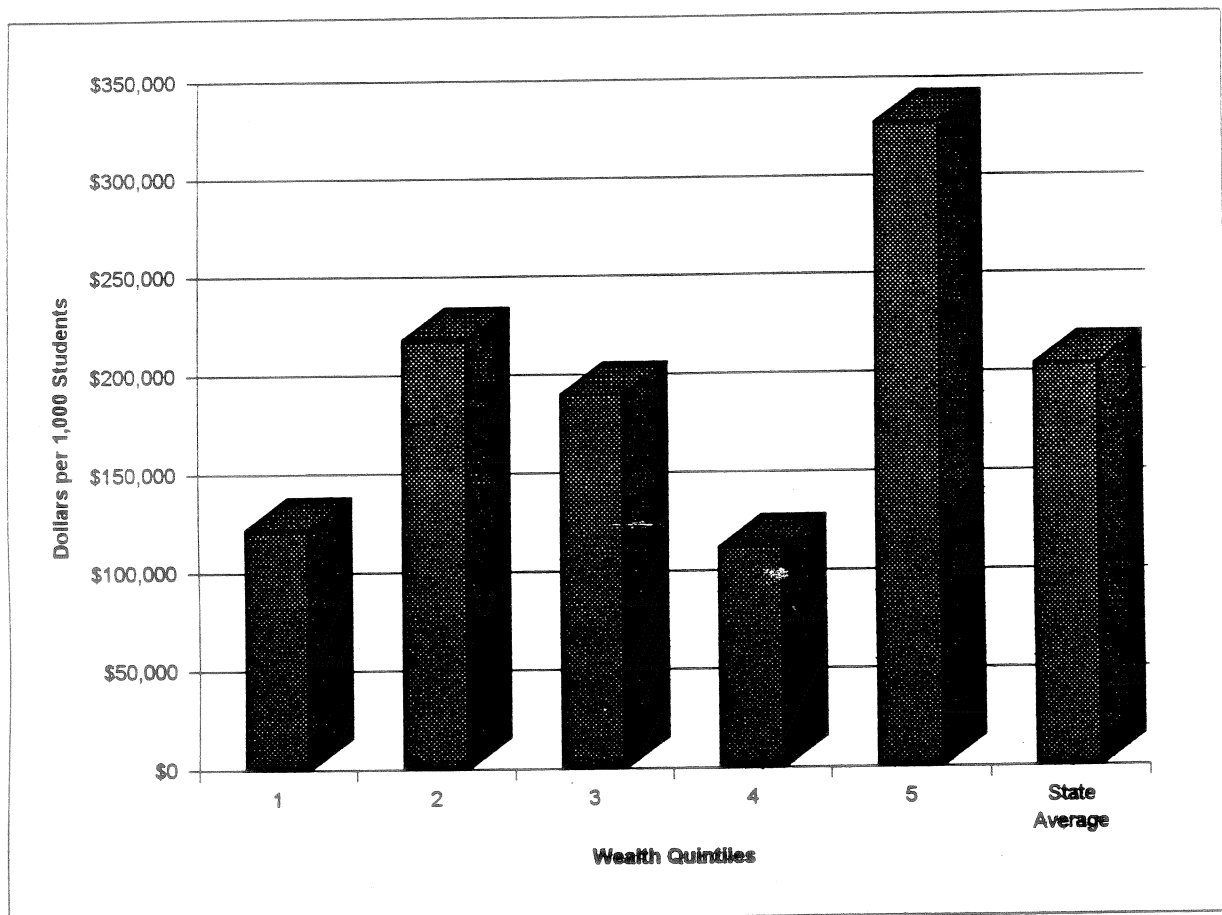


FIGURE 18

DISTRICT UTILIZATION OF KETS FUNDS
FOR TRANSFORMATION PLANS

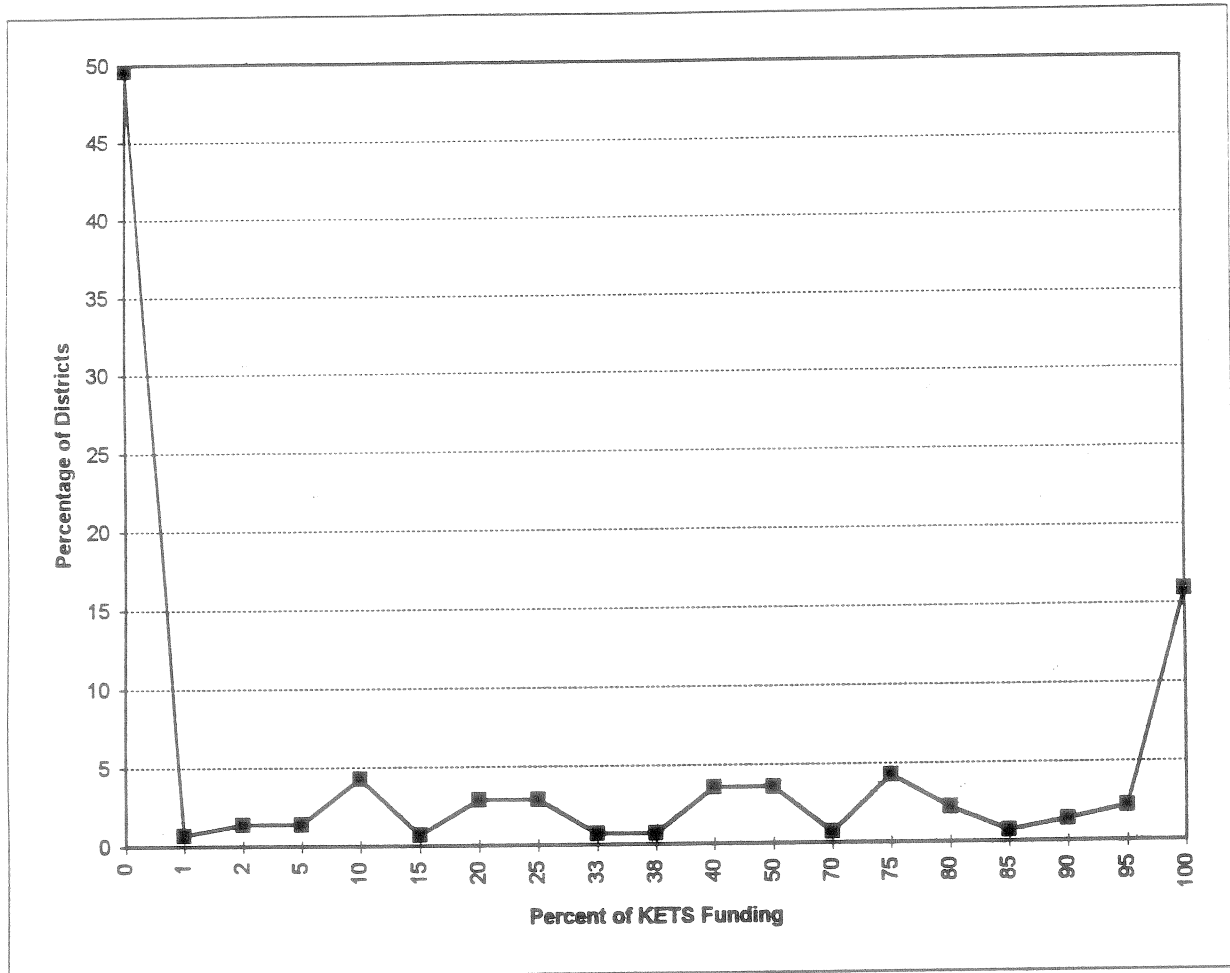


FIGURE 19

**DISTRICT ESTIMATE OF WHEN UNMET
NEED WILL BE ELIMINATED**

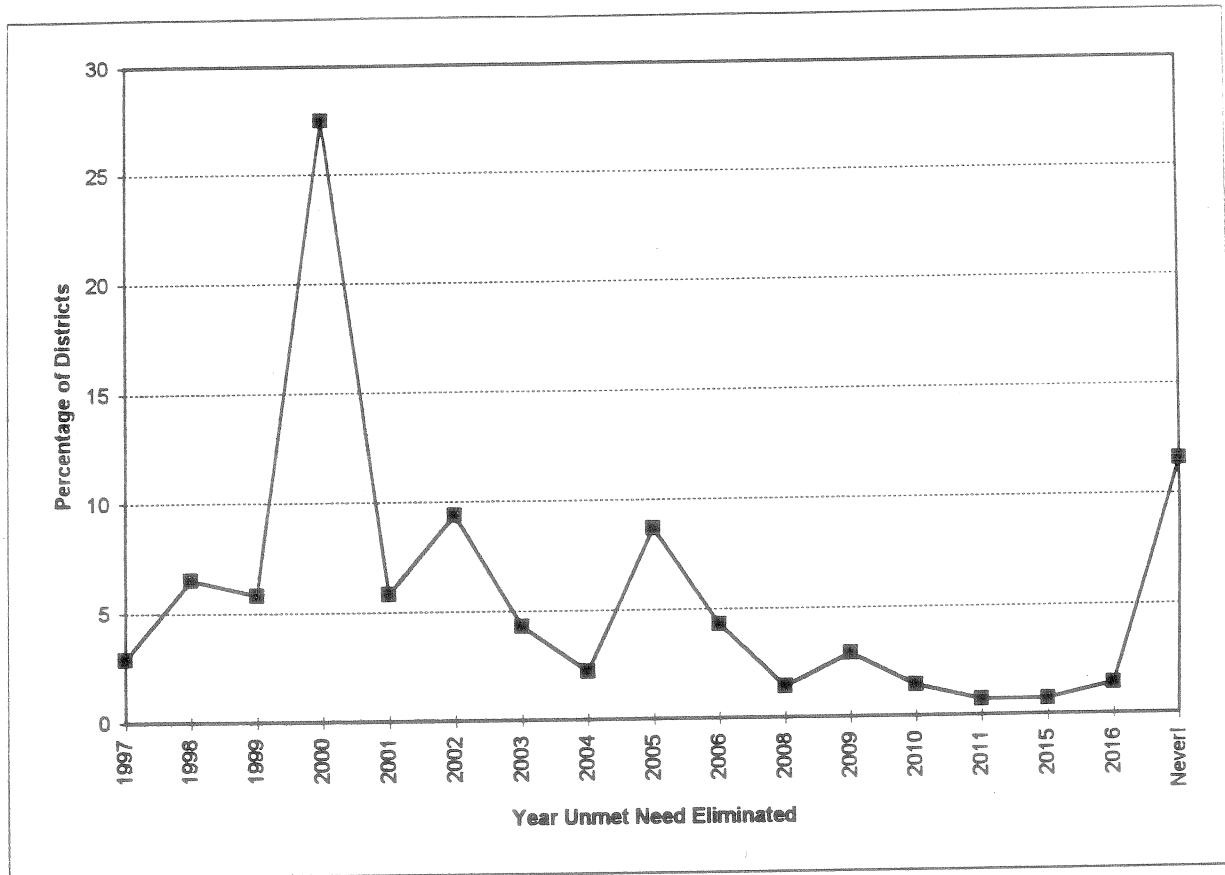
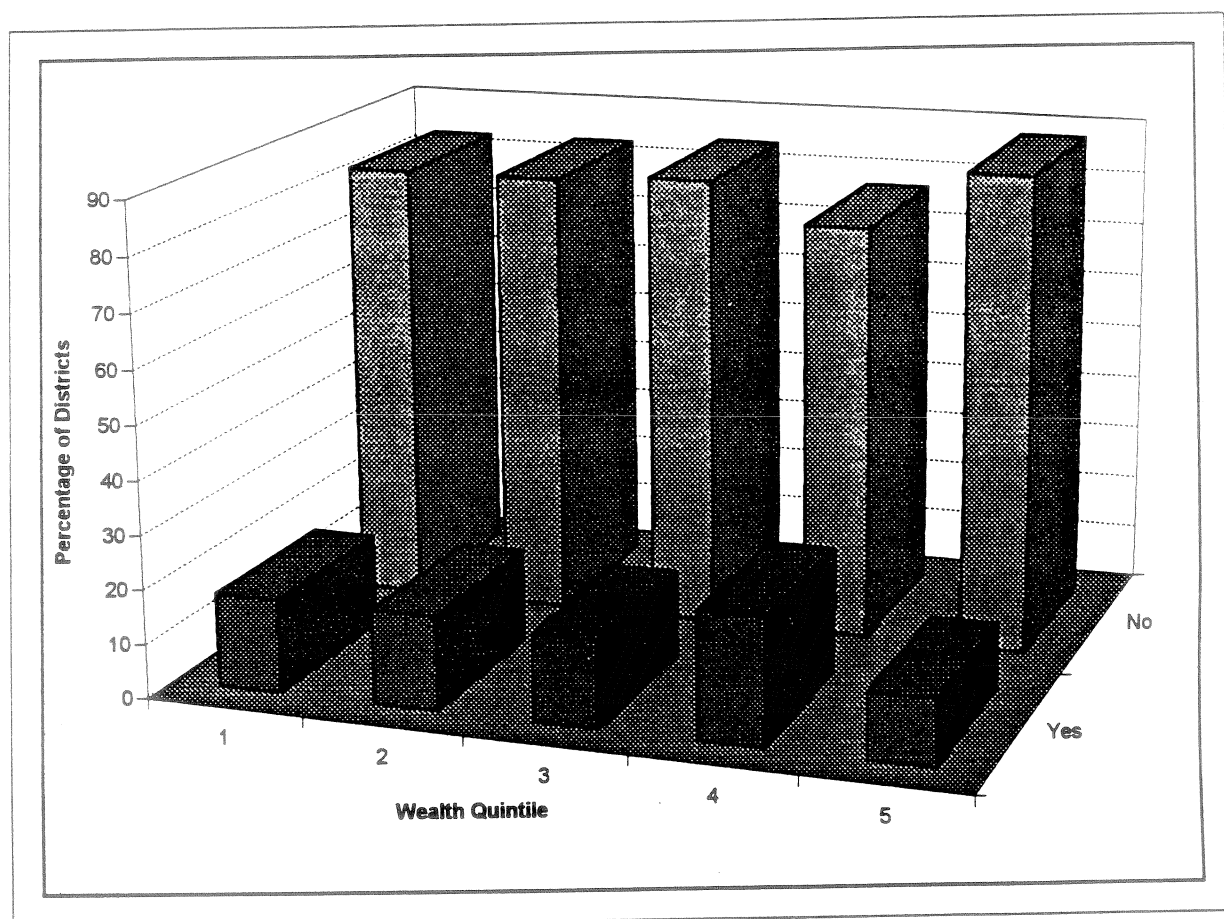


FIGURE 20

DISTRICTS ABLE TO MAINTAIN TECHNOLOGY
INFRASTRUCTURE WITHOUT STATE FUNDING
AFTER ELIMINATING UNMET NEED



REFERENCES



REFERENCES

- Adams, J., School District Size and State Educational Costs in Kentucky. Lexington, KY: The Prichard Committee for Academic Excellence, 1994.
- Augenblick, J., An Evaluation of the Impact of Changes in Kentucky's School Finance System: The SEEK program: Its Structure and Effects. Frankfort, KY: Department of Education: Augenblick, Van de Water & Associates, 1991.
- Berne, R. & Stiefel, L., The Measurement of Equity in School Finance. Baltimore: The Johns Hopkins University Press, 1984.
- Goetz, S. & Debertin, D., "School Finance Reform." A Review of Research on the Kentucky Education Reform Act (KERA). Frankfort, KY: The Kentucky Institute for Education Research, 1996.
- Illback, R. & Kalafat, J., "Evaluation Studies of the Kentucky Family Resource and Youth Services Centers Program." Compendium of Current Reports. Louisville, KY. R.E.A.C.H. of Louisville, Inc. 1996.
- Kentucky General Assembly 1990. House Bill 940.
- Odden, A., "School Finance Reform in Kentucky, New Jersey and Texas." Journal of Education Finance. 18, Spring 1993, p. 293-317.
- Rose v. Council for Better Education, Inc., KY, 790 S.W. 2d 186 (1989).
- The Council for Better Education, Inc. v. Wilkinson, Civil Action #85-CI-1759 (Franklin Circuit Court 1988).

APPENDIX A

KENTUCKY DISTINGUISHED EDUCATORS PROGRAM
NOVEMBER 18, 1996

<u>DE</u>	<u>Round</u>	<u>District</u>	<u>Level</u>	<u>Role</u>
Burnett, Camillah	1	Retired	EL	Teacher
Clarke, Vicki	1	OVEC	EL	Teacher
Guerrant, Bessie	1	UK/Prism	EL	Teacher
Johnson, Judy	1	Fayette Co.	HS	Teacher
Lincks, Diana	1	Pineville Ind.	C/O	Superintendent
Pack, Gary	1	Simpson Co.	C/O	Superintendent
Privett, Nawanna	1	Retired	C/O	
Biehle, Jo	2	Worthington	EL	Teacher
Brock, Cynthia	2	JCPS	HS	Teacher
Brown, Ann	2	Todd Co.	HS	Teacher
Brown, Maralyn	2	JCPS	EL	Counselor
Bryan, Ron	2	Hardin Co.	C/O	Asst. Supt.
Buecker, Harrie	2	JCPS	MS	Teacher
Cates, Debra	2	Carlisle Co.	HS	Teacher
Chedester, Cheryl	2	Pineville	C/O	Supervisor
Cornett, Elwood	2	KVEC	C/O	Director
Datillo, Diana	2	Campbellsville Ind.	EL	Teacher
DeSensi, Frank	2	JCPS	MS	Principal
Fankhauser, Robin	2	Fayette Co.	EL	Principal
Fox, Betty	2	Union Co.	EL	Principal
Harris, Jane	2	Fayette Co.	C/O	Supervisor
Hines, Floyd	2	Retired		
Hughes, Earl	2	Kenton Co.	LE	Principal
Hunt, Tom	2	Montgomery Co.	HS	Teacher
Key, Jamie	2	Warren Co.	EL	Teacher
King, Don	2		HS	Teacher
King, Faye	2	Powell Co.	EL	Principal
Laferty, Stan	2	Campbell Co.	HS	Teacher
Lyons, Barb	2	Bath Co.	EL	Principal
Mann, Kent	2	OVEC	C/O	
McDonald, Deborah	2	Madison	MS	Teacher
Napier, Ruby	2	Retired	EL	Principal
Perkins, Gary	2	Whitley Co.	MS	Principal
Pettit, Bob	2	Daviess Co.	C/O	Asst. Supt.
Petty, Bill	2	Retired	HS	Teacher
Powell, Sylvia	2	Retired	EL	Principal
Reed, Ken	2	Butler Co.	C/O	Supervisor
Ronay, Kathy	2	Oldham Co.	EL	Teacher

<u>DE</u>	<u>Round</u>	<u>District</u>	<u>Level</u>	<u>Role</u>
Rucker, Harry	2	Retired	HS	Principal
Smith, Kay	2	Russell Ind.	EL	Teacher
Smith, Lisa	2	Bell Co.	EL	Teacher
Stevens, Christine	2	Bullitt Co.	MS	Teacher
Stone, Jim	2	JCPS	MS	Principal
Suttles, Mike	2	JCPS	MS	Principal
Townsend, Angela	2	Warren Co.	HS	Teacher
Tucker, E. Carolyn	2	Webster Co.	EL	Teacher
Twyman, Bill	2	Glasgow Ind.	MS	Principal
Wells, Beverly	2	Fayette Co.	EL	Teacher
Wells, Zella	2	Johnson Co.	C/O	Asst. Supt.
Whitlock, Nancy	2	Spencer Co.	EL	Teacher
Williamson, Wallace	2	Retired	HS	Teacher
Wyatt, Linda	2	McCracken Co.	EL	Counselor
Barton, Truleen	3	Knox Co.	EL	Teacher
Benningfield, Matt	3	JCPS	EL	Principal
Collins, Anna	3	Clay Co.	HS	Teacher
Davis, Margaret	3	Fayette Co.	C/O	
Deats, Connie	3	Grant Co.	MS	Principal
Higgins, Pat	3	Shelby Co.	EL	Principal
Ingram, Diana	3	Johnson Co.	EL	Principal
Lafferty, Jerry	3	Floyd Co.	HS	Teacher
Magruder, Patti	3	Fayette Co.	C/O	
Martin, Carolyn	3	Fayette Co.	C/O	
McGown, Brenda	3	Warren Co.	HS	Principal
McKinney, Betty Jo	3	OVEC	HS	Teacher
Tucker, Jack	3	Bourbon Co.	HS	Principal
Weidinger, Ken	3	Kenton Co.	MS	Counselor
Wilson, Karen	3	Trimble Co.	HS	Teacher
Yandell, Marjorie	3	Retired	HS	Teacher
Carter, Joe	4	Hardin Co.	C/O	
Cheser, Karen	4	Campbell Co.	EL	Teacher
Clark, Gail	4	Fayette Co.	MS	Principal
Courtney, Michael	4		HS	Principal
Hall, J.D.	4	Pike Co.	HS	Teacher
Hanner, Tim	4	Kenton Co.	C/O	
Hawkins, Jeff	4	Letcher Co.	HS	Teacher
Hendrix, Glen	4	Leslie Co.	C/O	
Higdon, Carol	4	Graves Co.	EL	Principal
Jackson, Garry	4	Kenton Co.	MS	Principal
Juengling, Barb	4	Kenton Co.	HS	Principal

<u>DE</u>	<u>Round</u>	<u>District</u>	<u>Level</u>	<u>Role</u>
Maze, Dennis	4	Lawrence Co.	C/O	
Murray, Pat	4	Boone Co.	HS	Teacher
Napier, Debbie	4	Leslie Co.	EL	Teacher
Scott, Tommy	4	Graves Co.	C/O	
Sinor, Liz	4	Franklin Co.	C/O	
Woods, Diana	4	Fayette Co.	HS	Principal
Adkins, Pauline	5	Perry Co.	EL	Principal
Akers, Jon	5	Fayette Co.	HS	Principal
Bell, Debby	5	Fayette Co.	MS	Teacher
Bentley, Cessie	5	Knott Co.	EL	Principal
Blackburn, Brenda	5	Johnson Co.	HS	Teacher
Bowlds, Nancy	5	JCPS	MS	Principal
Burks, Jim	5	Bourbon Co.	C/O	
Clemons, Vikkie	5	Campbell Co.	C/O	
Cowles, Peggy	5	Warren Co.	HS	Principal
Doyle, Lucian	5	JCPS	HS	Teacher
Farris, Elaine	5	Clark Co.	HS	Principal
Hanna, Twyla	5	Retired	C/O	
Hazelton, Blake	5	Oldham	C/O	Superintendent
Hewlitt, Joe	5	Lawrence Co.	C/O	
Hottman, Nancy	5	JCPS	MS	Principal
Ison, Donna	5	Perry Co.	C/O	Supervisor
Jones, Chrissy	5	Shelby Co.	MS	Principal
Knight, Robert	5	JCPS	MS	Principal
Lewis, Marvinna	5	JCPS	HS	Teacher
Lindsey, Janet	5	Barren Co.	MS	Teacher
Matthews, Brad	5	JCPS	C/O	
May, Jeff	5	Pike Co.	MS	Teacher
Miller, Michael	5	Fayette Co.	EL	Teacher
Moats, Steven	5	Warren Co.	EL	Teacher
Morris, Margarette	5	Pike Co.	HS	Teacher
Owens, Herb	5	Fayette Co.	HS	Teacher
Phillips, Jeannette	5	Crittenden Co.	MS	Teacher
Seiber, Patricia	5	Murray Ind.	MS	Principal
Smith-Anderson, Sheila	5	Paducah Ind.	EL	Principal
Stevenson, Lynda	5	Carroll Co.	MS	Teacher
Sutton, Nancy	5	Hazard Ind.	EL	Principal
Thurmond, Wayne	5	Lincoln Co.	EL	Principal
Vater, Ray	5	Somerset Ind.	HS	Principal
Waldrop, Joy	5	Calloway Co.	EL	Teacher
Waltman, Mary Ann	5	Paducah Ind.	HS	Teacher

APPENDIX B

**ELIGIBLE SCHOOLS (as of 12/1/95) NOT SERVED BY
FAMILY RESOURCE AND YOUTH SERVICES CENTERS**

Barren County

Austin Tracy Elementary
Temple Hill Elementary

Boone County

Collins Elementary
Goodridge Elementary
RA Jones Middle School

Bowling Green Independent

Bowling Green High School

Breathitt County

Marie Roberts-Caney Elementary
Rousseau Elementary

Bullitt County

Nicholas Elementary
Old Mill Elementary
Hebron Middle School
Bullitt Central High School

Butler County

Butler County Middle School
Butler County High School

Campbell County

Cline Middle School
Cold Spring Elementary

Carlisle County

Carlisle Elementary
Carlisle County Middle School

Casey County

Douglas Elementary
Garrett Elementary
Phelps Elementary

Christian County

N. Drive Middle School
Pembroke Elementary
S. Christian Elementary

Clark County

Clark Middle School
George Rogers Clark Elementary
McClure Elementary
Pilot View Elementary
Strode Station Elementary
Trapp Elementary
Belmont High School

Corbin Independent

Corbin High School

Covington Independent

Latonia Elementary
Holmes Sr. High School

Daviess County

Daviess County Middle School

Fairview Independent

Pine Acres Elementary
Renfore Elementary
Fairview High School

Fayette County

Harrison Elementary
Jessie Clark Middle
Maxwell Elementary
Southern Middle
Tates Creek Middle

Fleming County

Ewing Elementary
Flemingsburg Elementary

Franklin County

Bridgeport Elementary
Collins Lane Elementary

Gallatin County

Gallatin County Elementary

Glasgow Independent

EB Terry Elementary
S. Green Elementary
Glasgow Middle

Grant County

Crittenden-Mt. Zion Elementantary
Dry Ridge Elementary
Mason-Corinth Elementary
Grant County Middle
Grant County High

Graves County

Farmington Elementary
Sedalia Elementary

Grayson County

Lawler Elementary
Grayson County High

Hardin County

N. Hardin High
Central Hardin High
Bluegreass Middle
E. Hardin Middle
Alton Middle
Lincoln Trail Elementary

Harlan County

Cumberland High
Cumberland Elementary
Cumberland Middle
Wallins Elementary

Hopkins County

W. Hopkins High

Jenkins Independent

Burdine Elementary
McRoberts Elementary
Jenkins Middle School
Jenkins High

Jefferson County

Bloom Elementary
Blue Lick Elementary
Brown Elementary
Camp Taylor Elementary

Jefferson County(Cont'd)

Field Elementary
Goldsmith Lane Elementary
Greenwood Elementary
Hawthorne Elementary
Hite Elementary
Kenwood Elementary
Klondike Lane Elementary
Laukhuf Elementary
Luhr Elementary
Male Education Center
McFerran Elemetnary
Medora Elementary
Sanders Elementary
Stonestreet Elementary
Watterson Elementary
Wilt Elemetnary
Bruce Middle
Carrithers Middle
Conway Middle
Crosby Middle
Highland Middle
Knight Middle
Myers Middle
Valley Transitional Middle
Westport Middle
Central High
Doss High
Fern Creek High
Jefferson County High
Jeffersontown High
Seneca High
Southern High
Valley High
Waggener High
Ackerley/Bingham High
Alfred Binet School
Buechel Metropolitan High
Mayhurst High

Johnson County

Johnson County Middle

Kenton County

Beechgrove Elementary
Caywood Elementary
Ft. Wright Elementary
River Ridge Intermediate

Knott County

Jones Fork Elementary

Letcher County

Campbell's Branch Elementary

Whitesburg Middle

Whitesburg High

Lincoln County

Stanford Elementary

McKinney Elementary

Hustonville Elementary

Logan County

Logan County High

Ludlow Independent

Ludlow High

Livingston County

Grand Rivers Elementary

Ledbetter Elementary

Livingston Central High

Livingston Middle

N. Livingston Elementary

Smithland Elementary

Madison County

Daniel Boone Elementary

Marshall County

Benton Elementary

Calvert City Elementary

Central Elementary

Sharpe Elementary

Martin County

Sheldon Clark High

Inez Middle

Warfield Middle

Grassy Elementary

Tomahawk Elementary

McCracken County

Hendron Elementary

Lone Oak Elementary

McLean County

McLean County High

Meade County

Stuart Pepper Middle

Metcalf County

Edmonton Elementary

Summer Shade Elementary

Morgan County

Cannel City Elementary

West Liberty Elementary

Muhlenberg County

Bremen Elementary

Central City Elementary

Greenville Elementary

Hughes Kirk Elementary

Lake Malone Elementary

Muhlenberg North Middle

Muhlenberg South Middle

Muhlenberg South High

Nelson County

Bloomfield Middle

Boston Elementary

Chaplin Elementary

Eli Brown Elementary

New Haven School

Oldham County

Buckner Alternative

Owensboro Independent

Owensboro 5-6 Center

Paintsville Independent

Paintsville Elementary

Paintsville Middle

Perry County

Robinson Elementary

Pike County

Greasy Creek Elementary

Millard High

Pikeville Independent
Pikeville Independent

Pulaski County
Burnside Elementary
Eubank Elementary
Nancy Elementary
Oak Hill Elementary
Pulaski Elementary
Shopville Elementary
Woodstock Elementary
Pulaski Central Alternative
Pulaski High
Southwestern High

Raceland Independent
Campbell Elementary
Raceland High
Worthington Elementary

Robertson County
Deming School

Russell Independent
Advance Elementary
McDowell Elementary
Central Elementary

Science Hill Independent
Science Hill Elementary

Shelby County
East Middle
Cropper Day Treatment

Simpson County
Franklin-Simpson High

Somerset Independent
Somerset High

Taylor County
Mannsville Elementary
Taylor County Elementary
Taylor County Middle

Trimble County
Bedford Elementary
Milton Elementary
Trimble County Middle
Trimble County High

Walton Verona Independent
Walton Verona Elementary

Washington County
Washington County Elementary
Washington County High

Wayne County
Bell Elementary
Turner Intermediate

Whitley County
Whitley County Middle

Williamstown Independent
Williamstown High

EDUCATIONAL OUTCOMES ASSOCIATED WITH PARTICIPATION IN THE FAMILY RESOURCE AND YOUTH SERVICES CENTER PROGRAM

The Family Resource and Youth Services Centers program is deemed an essential component of the Kentucky Education Reform Act of 1990. The primary goal espoused by the program is that children and youth will come to school more ready to learn. FRYSCs are expected to keep this goal in focus in planning and delivering services on behalf of children, youth, and families. This paper summarizes emerging evaluative findings regarding the question: **Are students who participate in FRYSC activities perceived by teachers as having made positive educational and social gains.**

A prior evaluation report (Illback, 1992) described global trends in teacher perceptions of change, but did not actually compare individual-level changes because the FRYSC program was in its formative stages and there were insufficient reliable data. Now, a much larger and more reliable database exists, allowing for more sophisticated analyses. Specifically, pre- and post-intervention data are analyzed using paired samples t-tests, in which individual scores over time are tested for mean differences. For the period 1992 through 1995, sufficient cases (and comparisons) are available to enable confidence in the results of this analysis. The following sections describe findings for a range of educational outcomes with respect to both age/program level and levels of program involvement (minimal, moderate, extensive).

Outcomes by Age and Program Level (Elementary/Secondary)

Data in **Table 1** show changes in teacher ratings of student performance on a number of education-related dimensions. These represent pre- and post-intervention data for targeted children and youth, based on a teacher rating scale administered at the outset and conclusion of the FRYSC intervention program. These data relate specifically to persons for whom there is an expectation that activities of the center will directly impact schooling and family support variables (FRYSCs engage in many other group and community activities that are not individually-oriented, and more preventive in nature). The average duration for these interventions was found to be 228 days for the group as a whole, with younger children in Family Resource Centers (3-11 year olds) receiving interventions of 237 days duration on the average, and youth in Youth Service Centers (12-20 year olds) being served an average of 212 days.

Table 1 portrays change for groups of outcome variables, as follows: (1) global educational outcomes (e.g., achievement, attendance); (2) educational risk variables (e.g., drop-out, retention); (3) classroom functioning variables; and, (4) peer relations variables. For each, the number of valid pairs compared (both pre- and post-intervention scores available), as well as the t-value, level of statistical significance, and an indication of the direction of change (improved, no change, deterioration) is provided. Positive and negative valence of t-values should be ignored; interpretation depends on how the question was worded and how the analysis was performed. T-values do, however, provide some indication of the magnitude of change over time; higher values indicate greater significance. The criterion used to assess whether a change is significant is the .01 level, a fairly stringent statistical test. It can be seen that significant change is noted for a number of variables, as summarized below.

Summary of Findings

Global Variables

- Teacher judgments show a decrease in perceived **school attendance** for the adolescent group, with no overall changes noted for the younger (elementary-age) group.
- In developmental performance (**school achievement**), improvement is seen for elementary-age students, but no overall change seen for secondary students.
- For **academic proficiency** (KERA levels: novice, apprentice, proficient, distinguished), positive change is noted within the younger group, but not for adolescents.
- Significant changes are not seen for either groups in regard to **grades**.

Risk Variables

- Teacher judgments about the potential for a student to **drop out** appear to improve for the younger portion of the sample, with no change noted for adolescents.
- Teacher judgments regarding **retention risk** deteriorate for elementary-age youngsters.
- Teacher judgments about overall **education risk** status also deteriorates over time for the younger group.

Classroom Variables

- For both groups, strong positive changes are noted in teacher judgments (over time) about the extent to which students are **completing classwork**.
- For both groups, strong positive changes are noted in teacher judgments about the extent to which students **complete homework**.

- No changes are noted in teacher judgments about the extent to which students **attend class regularly**.
- For both groups, strong positive changes are noted in teacher judgments about the extent to which students **follow directions** in class.
- For both groups, strong positive changes are noted in teacher judgments about the extent to which students **obey school rules**.
- For both groups, strong positive changes are noted in teacher judgments about the extent to which students **remain on task** in the classroom.
- No changes are noted in teacher judgments about the extent to which students are **tardy** (in class on time).

Peer Variables

- For both groups, strong positive changes are noted in teacher judgments about the extent to which students **relate appropriately** with peers in the classroom.
- For both groups, strong positive changes are noted in teacher judgments about the extent to which students **have friends**.
- For both groups, strong positive changes are noted in teacher judgments about the extent to which students **participate in activities** in the classroom.
- For both groups, strong positive changes are noted in teacher judgments about the extent to which students **cooperate with others** in the classroom.

Discussion

It appears that global variables such as attendance and achievement are not as sensitive to the effects of the FRYSC intervention program as are more proximal classroom variables. At the same time, it does appear that there is a greater likelihood of positive change in these long-term aspects for elementary-level students. It may be that adolescents confront cumulative problems of learning and behavior, and these may be more difficult to overcome within a time-limited intervention. In addition to requiring longer and different interventions, cumulative problems of adolescence are probably more complex than those faced by elementary students. **This finding lends support to the importance of early intervention.**

The pattern of findings in the area of risk assessment is interesting. **Perceived drop-out risk diminishes for the younger group, perhaps indicating that elementary teachers are more hopeful about the long-term drop-out potential for these students.** At the same time, they are less hopeful regarding both retention risk and overall educational risk. It may be

that dropping out of school is perceived as one of the most severe outcomes, and teachers are encouraged enough to not fear this as much, but remain highly concerned about educational risks related to learning and school adjustment. In contrast, secondary-level teachers perceive no change in these risk dimensions, which may, of course, mean that they remain highly concerned across all dimensions. In both instances, **it appears that cumulative and long-term issues are at work, perceptions of which take much longer to overcome.** It seems probable also that **FRYSC interventions, when considered alone, are insufficient to overcome these complex problems; change in these elements should be evaluated over time in the context of all of the KERA components working in concert.**

More proximal classroom variables are far more encouraging. These dimensions seem more likely to be sensitive to the kinds of intervention activity that occurs within the program. In these areas, **all groups assessed (total group, elementary, secondary) demonstrated strong positive perceived change, including the variables of completing classwork and homework, following directions, obeying rules, and remaining on task.** These are all behaviors shown in the literature to be associated with learning and school adjustment. **Over time, it can be expected that these trends may contribute to more global cumulative changes.** These findings are most encouraging because they reflect teacher judgments.

Strong evidence of positive student change is also seen in the data regarding peer relationships. These dimensions were included in the rating scale because they are indicators of social and emotional adjustment, as well as of potential for citizenship. **All four variables (relating appropriately, having friends, participating, and cooperating) register positive gains for elementary and secondary levels.**

It should be noted that the above findings cannot be directly attributed to the FRYSC program. They may also reflect contributions of other KERA elements or developmental events. However, these youngsters are targeted by the program and change is assessed over a defined interval, lending support to the view that the pattern and level of changes seen here reflect program successes. **Positive change is occurring. The essential goal of the program, improving school readiness, appears to be well-supported by these findings.**

Outcomes by Level of Program Involvement

Table 2 portrays these same educational outcome variables by level of involvement. When serving targeted students, centers are asked to designate the extent to which they provide

services. Limited involvement, generally means that the center is not extensively involved in the day-to-day intervention program, but perhaps coordinates with another agency to which a referral is made. Moderate involvement implies a more active role, perhaps involving resource identification, linking, advocacy, and follow-up. Extensive involvement, as the name implies, indicates that a substantial amount of time and effort is expended by the center, possibly including activities such as targeted "case management" and on-going counseling services. Centers are expected to allocate resources flexibly, so that it is not surprising that there appears to be a relatively equal distribution of cases across these three levels. **All have in common that there is an identified student for whom readiness to learn is an important dimension.**

Summary of Findings

Global Variables

- Teachers perceive no change in school attendance patterns for any of the levels of involvement (minimal, moderate, extensive).
- In developmental performance (**school achievement**), improvement is noted for the minimal group, but not for the moderate or extensive groups.
- Regarding **academic proficiency** (KERA levels: novice, apprentice, proficient, distinguished), positive change is noted for the moderate, but not for the minimal or extensive groups.
- Significant changes are not seen for any of the level of involvement groups in regard to **grades**.

Risk Variables

- Teacher judgments about the potential for a student to **drop out** improve for the minimal involvement group, but not for the moderate or extensive involvement groups.
- Teacher judgments regarding **retention risk** deteriorate for the extensively involved group, with no change seen for minimal or moderate involvement groups.
- Teacher judgments about overall **education risk** status deteriorate over time for both minimal and extensive involvement groups, but not for the moderate group.

Classroom Variables

- Strong positive changes are noted in teacher judgments about the extent to which students at all levels of involvement are **completing classwork**.
- Strong positive changes are noted in teacher judgments about the extent to which students at minimal and extensive levels of involvement are **completing homework**, but this finding does not extend to the moderate involvement group.

- No changes are noted in teacher judgments about the extent to which students **attend class regularly** by level of involvement.
- Strong positive changes are noted in teacher judgments about the extent to which students at all levels of involvement are **following directions** in class.
- Strong positive changes are noted in teacher judgments about the extent to which students at all levels of involvement are **obeying school rules**.
- Strong positive changes are noted in teacher judgments about the extent to which students at all levels of involvement are **remaining on task** in the classroom.
- No changes are noted in teacher judgments about the extent to which students are **tardy** (in class on time).

Peer Relations

- Strong positive changes are noted in teacher judgments about the extent to which students at all levels of involvement **relate appropriately** with peers in the classroom.
- Strong positive changes are noted in teacher judgments about the extent to which students at all levels of involvement **have friends**.
- Strong positive changes are noted in teacher judgments about the extent to which students at all levels of involvement **participate in activities** in the classroom.
- Strong positive changes are noted in teacher judgments about the extent to which students at all levels of involvement **cooperate with others** in the classroom.

Discussion

Level of involvement may be a "proxy" for a number of other variables. For example, in one sense, it can be seen as representative of the "dosage" level of the FRYSC program. If this were entirely accurate, differential outcomes based on amount of service might be anticipated. However, level of involvement also probably reflects severity or extent of need, and there is presumably a relationship between dosage and need; that is, coordinators are expected to serve children and youth with the least amount of resources appropriate to their need. Therefore, in another sense, **outcomes associated with this variable can be seen as an indicator of the coordinators judgment in targeting and implementing services judiciously.**

Consistent with findings described previously, levels of involvement findings are quite positive. Interestingly, **there are few systematic differences across levels; that is, outcomes appear to be reasonably consistent irrespective of which level of service is utilized.** This is

true for most of the classroom variables, with the exception of completing homework in the moderate group. It is also the case for all of the peer relations variables.

For the global and risk variables, a different interpretation seems necessary, in that there are some differences across levels. School achievement improves for the minimal service group, but not for the moderate and severe group. Academic proficiency diminishes for the moderate group. Drop-out risk assessment improves for the minimal group, but not for moderate and severe groups. In contrast, the extensive involvement group deteriorates over time with respect to both retention and educational risk. Only the moderate involvement group experiences no change in overall educational risk, with the remainder deteriorating. **In general, it appears that global and risk variables reflect the severity of problems and needs that correspond to the amount of time and effort expended for them.** As discussed earlier, it seems probably also FRYSC interventions, when considered alone, are insufficient to overcome the complex problems of children and youth with extensive needs; change in these dimensions should be evaluated over time in the context of all of the KERA elements working in concert.

In sum, level of involvement does not appear to be associated with differential gains, for the most part. **Especially with respect to classroom and social competence variables, children and youth served by Family Resource and Youth Services Centers at all levels appear to improve.**

TABLE 1

**Change in Education-Related Variables: Paired Sample t-tests
For Total Sample and By Age Range (1992-95)**

Note

I = Improvement
D = Deterioration
NC = No Change
* = Significant at .01 level

<u>Variable</u>	<u># of Pairs</u>	<u>t-value</u>	<u>2-tail Signif</u>	<u>Direction of Change</u>
<u>Global Variables</u>				
Attendance				
Total	11,137	-2.38	.018	NC
3-11	7,260	.08	.934	NC
12-21	3,869	-3.43	.001*	D
Developmental Performance				
Total	10,769	4.37	.000*	I
3-11	6,901	3.84	.000*	I
12-21	3,860	2.35	.019	NC
Academic Proficiency				
Total	6,842	-2.68	.007*	I
3-11	4,567	-3.32	.001*	I
12-21	2,274	.04	.970	NC
Grades				
Total	10,351	-2.36	.019	NC
3-11	6,501	-1.70	.089	NC
12-21	3,842	-1.64	.101	NC
<u>Risk Variables</u>				
Drop-Out Risk				
Total	9,827	-3.22	.001*	I
3-11	6,065	-5.46	.000*	I
12-21	3,757	1.73	.084	NC

Retention Risk					
Total	9,079	3.97	.000*		D
3-11	5,668	3.83	.000*		D
12-21	3,405	1.61	.108		NC
Education Risk					
Total	6,989	4.52	.000*		D
3-11	4,608	4.01	.000*		D
12-21	2,377	2.22	.027		NC
<u>Classroom Variables</u>					
Complete Classwork					
Total	10,938	-9.39	.000*		I
3-11	7,129	-7.14	.000*		I
12-21	3,801	-6.15	.000*		I
Complete Homework					
Total	10,518	-6.47	.000*		I
3-11	6,759	-4.70	.000*		I
12-21	3,751	-4.60	.000*		I
Attend Regularly					
Total	11,001	.60	.550		NC
3-11	7,228	-.21	.832		NC
12-21	3,765	1.07	.283		NC
Follow Directions					
Total	10,960	-7.34	.000*		I
3-11	7,206	-6.15	.000*		I
12-21	3,746	-4.14	.000*		I
Obey School Rules					
Total	10,931	-6.15	.000*		I
3-11	7,185	-4.18	.000*		I
12-21	3,738	-4.80	.000*		I
Remain On-Task					
Total	10,943	-8.09	.000*		I
3-11	7,181	-6.04	.000*		I
12-21	3,754	-5.50	.000*		I

Tardiness					
Total	7,155	-1.82	.070	NC	
3-11	4,759	-1.71	.088	NC	
12-21	2,392	- .73	.463	NC	

Peer Relations

Relate Appropriately					
Total	10,756	-7.58	.000*	I	
3-11	6,950	-5.40	.000*	I	
12-21	3,798	-5.49	.000*	I	
Have Friends					
Total	10,757	-7.83	.000*	I	
3-11	6,956	-6.33	.000*	I	
12-21	3,793	-4.64	.000*	I	
Participate in Activities					
Total	10,751	-9.10	.000*	I	
3-11	6,952	-7.76	.000*	I	
12-21	3,791	-5.08	.000*	I	
Cooperate with Others					
Total	10,734	-7.32	.000*	I	
3-11	6,930	-4.68	.000*	I	
12-21	3,796	-6.18	.000*	I	

TABLE 2

**Change in Education-Related Variables: Paired Sample t-tests
By Level of Involvement (1992-95)**

Note

I = Improvement

D = Deterioration

NC = No Change

* = Significant at .01 level

<u>Variable</u>	<u># of Pairs</u>	<u>t-value</u>	<u>2-tail Signif</u>	<u>Direction of Change</u>
<u>Global Variables</u>				
Attendance				
Minimal	3,796	- .77	.441	NC
Moderate	3,497	- .08	.937	NC
Extensive	2,717	-2.36	.018	NC
Developmental Performance				
Minimal	3,731	3.35	.001*	I
Moderate	3,376	3.13	.002*	NC
Extensive	2,611	.56	.578	NC
Academic Proficiency				
Minimal	2,527	- .58	.563	NC
Moderate	2,049	-3.03	.002*	I
Extensive	1,570	- .44	.657	NC
Grades				
Minimal	3,630	-1.00	.318	NC
Moderate	3,242	.33	.740	NC
Extensive	2,513	-1.90	.058	NC
<u>Risk Variables</u>				
Drop-Out Risk				
Minimal	3,426	- .61	.539	I
Moderate	3,111	- .84	.399	NC
Extensive	2,414	- .94	.345	NC

Retention Risk				
Minimal	3,162	2.46	.014	NC
Moderate	2,897	1.86	.063	NC
Extensive	2,241	4.17	.000*	D
Education Risk				
Minimal	2,614	2.72	.007*	D
Moderate	2,078	2.55	.011	NC
Extensive	1,534	3.79	.000	D
<u>Classroom Variables</u>				
Complete Classwork				
Minimal	3,761	-6.43	.000*	I
Moderate	3,415	-5.42	.000*	I
Extensive	2,682	-4.39	.000*	I
Complete Homework				
Minimal	3,647	-6.85	.000*	I
Moderate	3,300	-1.41	.159	NC
Extensive	2,582	-3.77	.000*	I
Attend Regularly				
Minimal	3,785	- .66	.506	NC
Moderate	3,425	-1.21	.226	NC
Extensive	2,671	1.47	.142	NC
Follow Directions				
Minimal	3,767	-4.34	.000*	I
Moderate	3,411	-4.11	.000*	I
Extensive	2,667	-3.33	.001*	I
Obey School Rules				
Minimal	3,747	-4.21	.000*	I
Moderate	3,414	-3.89	.000*	I
Extensive	2,671	-3.68	.000*	I
Remain On-Task				
Minimal	3,755	-6.07	.000*	I
Moderate	3,418	-4.38	.000*	I
Extensive	2,671	-4.67	.000*	I

Tardiness				
Minimal	2,580	- .58	.564	NC
Moderate	2,149	- .96	.337	NC
Extensive	1,654	- .38	.707	NC

Peer Relations

Relate Appropriately				
Minimal	3,709	-5.48	.000*	I
Moderate	3,368	-5.13	.000*	I
Extensive	2,625	-5.17	.000*	I

Have Friends				
Minimal	3,714	-6.38	.000*	I
Moderate	3,364	-4.75	.000*	I
Extensive	2,614	-3.93	.000*	I

Participate in Activities				
Minimal	3,704	-5.73	.000*	I
Moderate	3,365	-5.39	.000*	I
Extensive	2,617	-3.90	.000*	I

Cooperate with Others				
Minimal	3,692	-5.66	.000*	I
Moderate	3,364	-4.72	.000*	I
Extensive	2,616	-3.04	.002*	I

APPENDIX C

MAJOR FINDINGS OF UK STUDY

1. The overall rate of development for economically at-risk KERA preschool participants was significantly higher than that of a comparison group of income eligible peers who did not participate in the KERA preschool program.
2. Economically at-risk preschool children continue to demonstrate significant gains in the areas of social development. As a result of participation in KERA preschool programs, these children enhance the skills necessary for their successful functioning in the social world of the classroom. Both parent and teachers note particular improvements in children's development of self-control. As their social skills develop, the children's problem behaviors are observed less often.
3. Economically at-risk KERA preschool participants made significant gains in pretest and posttest in important early literacy skills, such as the ability to recognize and write the letters of the alphabet and in their knowledge of print concepts necessary for learning to read.
4. Economically at-risk KERA preschool participants made greater gains on measures of early literacy than their income eligible peers; however, these gains were not significantly higher.
5. African-American economically at-risk preschool participants achieved gains on all measures that equaled or exceeded white preschool participants, thus indicating that the KERA preschool program is meeting their needs, as well as those of their white counterparts.
6. Longitudinal research investigating the social skills, academic competence, and behavioral adjustment of former KERA economically at-risk preschoolers during the primary years has consistently shown that participants do as well as or better than their same age classmates. Behavioral adjustment during the transitional year from preschool into kindergarten generally appears to be a position for economically at-risk KERA preschoolers as for their peers from various socioeconomic backgrounds. Some evidence suggest that attention and aggression could be potential areas of difficulty for at-risk children, leading to difference from their classmates over time, and may warrant additional study in future evaluations.
7. When teachers of former KERA preschool participants were asked to rate the children's academic performance and their expectations for the children's future success in high school graduation and successful transition to work, the military, or post-secondary education, their

ratings indicated they expected these children to do as well or better than a comparison group of children from their classes.

8. Positive gains were observed across all groups of children with disabilities. The changes were most consistent for the children with development delays and speech delays as compared to the children with severe disabilities. The lack of a control group limits these findings. However, given that these children had significant delays prior to attending the KERA preschool program, the finding that some are gaining one month per month in intervention is important.
9. The oldest group of children who were in the KERA preschool program during the first year of implementation (1990-1991) continue to receive less favorable ratings on academic and social measures than a comparison group of randomly selected children. Longitudinal research is needed to determine whether this finding represents a fade out effect of the positive effects of preschool participation or simply the fact that the newly implemented program was of lower quality in 1990-1991 than in subsequent years.
10. In the parent survey, parents reported that a variety of activities were available to them and their family. Secondly, parents reported a high level of satisfaction with the KERA preschool programs in terms of the effect of the program on their children's development.

DISTRICT	ADJUSTED TENTATIVE	ELIGIBLE GROWTH	ELIGIBLE AWARD	TOTAL FINAL DISBURSED W/ PRORATA	COST OF PRORATA	(95-96 NEG. ADJMT.) ENROLLMENT DECREASE 96-97 DEDUCT	TRANSPORTATION COMPONENT	OTHER CONTRIBUTIONS
Adair County	\$ 133,912	\$ 7,946	\$ 141,858	\$ 134,746	\$ 7,112	\$ -	\$ 14,384	\$ 93,295
Allen County	\$ 86,897	\$ -	\$ 86,897	\$ 86,897	\$ -	\$ -	\$ 9,872	\$ 24,293
Anchorage Independent	\$ (1,365)	\$ 5,439	\$ 4,074	\$ -	\$ 4,074	\$ -	\$ 496	\$ 9,808
Anderson County	\$ 249,304	\$ 46,587	\$ 295,891	\$ 254,198	\$ 41,695	\$ -	\$ 29,512	\$ 15,000
Ashland Independent	\$ 85,168	\$ 13,428	\$ 98,594	\$ 86,578	\$ 12,018	\$ -	\$ 10,416	\$ 32,500
Augusta Independent	\$ 41,990	\$ -	\$ 41,990	\$ 41,990	\$ -	\$ -	\$ 3,968	\$ 6,000
Ballard County	\$ 300,990	\$ -	\$ 287,407	\$ 297,407	\$ -	\$ (37,120)	\$ 22,816	\$ 36,420
Barbourville Independent	\$ 38,677	\$ -	\$ 38,677	\$ 38,677	\$ -	\$ -	\$ 4,216	\$ 9,000
Bardstown Independent	\$ 187,514	\$ -	\$ 187,514	\$ 187,514	\$ -	\$ (17,487)	\$ 15,824	\$ 50,000
Barren County	\$ 150,183	\$ 18,030	\$ 168,213	\$ 152,076	\$ 16,137	\$ -	\$ 18,848	\$ 50,000
Bath County	\$ 187,459	\$ -	\$ 187,459	\$ 187,459	\$ -	\$ (12,344)	\$ 15,624	\$ 20,000
Beechwood Independent	\$ 6,863	\$ 3,919	\$ 10,782	\$ 7,274	\$ 3,508	\$ -	\$ 744	\$ 647
Beil County	\$ 118,801	\$ -	\$ 118,801	\$ 118,801	\$ -	\$ -	\$ 13,640	\$ 43,478
Bellvue Independent	\$ 170,949	\$ -	\$ 170,949	\$ 170,949	\$ -	\$ (32,579)	\$ 8,928	\$ -
Berea Independent	\$ 101,446	\$ -	\$ 101,446	\$ 101,446	\$ -	\$ (10,289)	\$ 10,168	\$ 12,240
Boone County	\$ 886,308	\$ 105,883	\$ 792,201	\$ 697,427	\$ 94,774	\$ -	\$ 78,368	NO DATA
Bourbon County	\$ 203,687	\$ -	\$ 203,687	\$ 203,687	\$ -	\$ -	\$ 22,072	\$ 125,000
Bowling Green Independent	\$ 154,117	\$ -	\$ 154,117	\$ 154,117	\$ -	\$ -	\$ 17,856	\$ 59,464
Boyd County	\$ 108,654	\$ 30,251	\$ 138,905	\$ 109,830	\$ 27,075	\$ -	\$ 16,864	\$ 10,865
Boyle County	\$ 287,458	\$ 27,659	\$ 325,315	\$ 300,361	\$ 24,934	\$ -	\$ 34,472	\$ 23,000
Bracken County	\$ 96,889	\$ -	\$ 96,889	\$ 96,889	\$ -	\$ (12,684)	\$ 7,440	\$ 6,500
Breathitt County	\$ 275,291	\$ 24,634	\$ 299,925	\$ 277,878	\$ 22,047	\$ -	\$ 29,016	\$ 8,278
Breckinridge County	\$ 63,331	\$ -	\$ 63,331	\$ 63,331	\$ -	\$ -	\$ 6,696	\$ 104,950
Bullitt County	\$ 661,595	\$ -	\$ 661,595	\$ 661,595	\$ -	\$ -	\$ 75,144	\$ 42,840
Burgin Independent	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	N/A
Butler County	\$ 74,913	\$ -	\$ 74,913	\$ 74,913	\$ -	\$ (4,876)	\$ 1,736	\$ 1,000
Caldwell County	\$ 197,502	\$ -	\$ 197,502	\$ 197,502	\$ -	\$ -	\$ 20,336	\$ 20,000
Calloway County	\$ 281,410	\$ 67,893	\$ 349,103	\$ 286,516	\$ 60,585	\$ -	\$ 37,696	\$ 20,000
Campbell County	\$ 182,533	\$ -	\$ 182,533	\$ 182,533	\$ -	\$ -	\$ 17,808	\$ 85,000
Campbellsville Independent	\$ 86,351	\$ 18,401	\$ 104,752	\$ 90,073	\$ 14,679	\$ -	\$ 14,136	\$ 15,000
Carlisle County	\$ 52,829	\$ -	\$ 52,829	\$ 52,829	\$ -	\$ -	\$ 5,458	\$ 5,000
Carroll County	\$ 27,711	\$ 13,162	\$ 40,873	\$ 29,093	\$ 11,780	\$ -	\$ 3,720	\$ 16,200
Carter County	\$ 340,163	\$ 46,372	\$ 386,555	\$ 345,052	\$ 41,503	\$ -	\$ 44,392	\$ 128,867
Casey County	\$ 94,329	\$ -	\$ 94,329	\$ 94,329	\$ -	\$ -	\$ 10,684	\$ 20,000
Caveana Independent	\$ 144,475	\$ -	\$ 144,475	\$ 144,475	\$ -	\$ -	\$ 13,144	\$ 25,000
Christian County	\$ 865,219	\$ 147,301	\$ 1,012,520	\$ 880,686	\$ 131,834	\$ -	\$ 109,368	\$ 310,000

	ADJUSTED TENTATIVE	ELIGIBLE GROWTH	ELIGIBLE AWARD	TOTAL FINAL		COST OF PRORATA	(95-96 NEG-ADJMT.) ENROLLMENT DECREASE 96-97 DEDUCT	TRANSPORTATION		OTHER CONTRIBUTIONS
				DISBURSED W/ PRORATA	PRORATA			COMPONENT		
DISTRICT										
Clark County	\$ 197,186	\$ 8,362	\$ 205,548	\$ 198,064	\$ 7,484	\$ -	\$ -	\$ 24,552	\$ 5,000	
Clay County	\$ 215,382	\$ 28,636	\$ 244,018	\$ 216,369	\$ 25,629	\$ -	\$ -	\$ 25,296	\$ 220,736	
Clinton County	\$ 119,978	\$ 11,930	\$ 118,520	\$ 107,843	\$ 10,677	\$ -	\$ -	\$ 14,136	\$ 28,000	
Cloverport Independent	\$ 45,586	\$ -	\$ 45,586	\$ 45,586	\$ -	\$ -	(9,840)	\$ 2,976	\$ 14,681	
Corbin Independent	\$ 79,688	\$ -	\$ 79,688	\$ 79,688	\$ -	\$ -	(1,419)	\$ 9,176	\$ 60,000	
Covington Independent	\$ 624,645	\$ -	\$ 624,645	\$ 624,645	\$ -	\$ -	\$ -	\$ 70,432	\$ 65,840	
Crittenden County	\$ 69,609	\$ -	\$ 69,609	\$ 69,609	\$ -	\$ -	\$ -	\$ 2,728	\$ 82,800	
Cumberland County	\$ 19,431	\$ 31,724	\$ 51,155	\$ 22,762	\$ 28,393	\$ -	\$ -	\$ 4,960	\$ 40,000	
Danville Independent	\$ 82,358	\$ 130,098	\$ 212,456	\$ 96,018	\$ 116,438	\$ -	\$ -	\$ 22,320	\$ 69,948	
Davless County	\$ 458,451	\$ -	\$ 458,451	\$ 456,451	\$ 25,327	\$ -	(40,467)	\$ 47,864	\$ 100,384	
Dawson Springs Independent	\$ 81,711	\$ 28,298	\$ 110,009	\$ 84,682	\$ 25,327	\$ -	\$ -	\$ 10,416	\$ 5,800	
Dayton Independent	\$ 175,483	\$ -	\$ 175,483	\$ 175,483	\$ -	\$ -	\$ -	\$ 19,344	\$ 15,000	
East Bernstadt Independent	\$ 69,799	\$ -	\$ 69,799	\$ 69,799	\$ -	\$ -	\$ -	\$ 6,696	\$ 2,500	
Edmonson County	\$ 143,269	\$ -	\$ 143,269	\$ 143,269	\$ -	\$ -	(30,386)	\$ 13,840	\$ 6,086	
Elizabethtown Independent	\$ 80,533	\$ -	\$ 80,533	\$ 80,533	\$ -	\$ -	(767)	\$ 7,440	\$ 10,000	
Elliott County	\$ (16,933)	\$ -	\$ (16,933)	\$ -	\$ (16,933)	\$ -	(236)	\$ 1,736	\$ 5,150	
Eminence Independent	\$ 56,954	\$ -	\$ 56,954	\$ 56,954	\$ -	\$ -	\$ -	\$ 8,446	\$ 12,000	
Erlanger-Elsmere Independent	\$ 84,085	\$ 16,263	\$ 80,348	\$ 65,793	\$ 14,555	\$ -	\$ -	\$ 8,680	\$ 25,000	
Estill County	\$ 127,505	\$ 65,700	\$ 193,205	\$ 134,404	\$ 58,802	\$ -	\$ -	\$ 20,336	\$ 302,377	
Fairview Independent	\$ 82,465	\$ -	\$ 82,465	\$ 82,465	\$ -	\$ -	\$ -	\$ 9,424	\$ 4,000	
Fayette County	\$ 1,516,481	\$ 242,134	\$ 1,760,615	\$ 1,543,905	\$ 216,710	\$ -	\$ -	\$ 193,936	\$ 782,000	
Fleming County	\$ 85,410	\$ -	\$ 85,410	\$ 65,410	\$ -	\$ -	(12,919)	\$ 5,952	\$ 1,500	
Floyd County	\$ 242,722	\$ -	\$ 242,722	\$ 242,722	\$ -	\$ -	\$ -	\$ 28,040	\$ 66,100	
Frankfort Independent	\$ 96,020	\$ -	\$ 96,020	\$ 96,020	\$ -	\$ -	(12,302)	\$ 8,680	\$ 151,961	
Franklin County	\$ 245,756	\$ 54,982	\$ 300,738	\$ 251,529	\$ 49,208	\$ -	\$ -	\$ 31,000	\$ 50,334	
Ft. Thomas Independent	\$ 57,271	\$ -	\$ 57,271	\$ 57,271	\$ -	\$ -	\$ -	\$ 7,440	\$ 30,000	
Fulton County	\$ 63,409	\$ 12,284	\$ 75,693	\$ 64,689	\$ 10,994	\$ -	\$ -	\$ 7,192	\$ 2,500	
Fulton Independent	\$ 52,005	\$ 44,424	\$ 96,429	\$ 56,670	\$ 39,759	\$ -	\$ -	\$ 11,904	\$ 24,000	
Gallatin County	\$ 113,277	\$ -	\$ 113,277	\$ 113,277	\$ -	\$ -	(22,352)	\$ 10,416	\$ 2,500	
Garrard County	\$ 184,785	\$ -	\$ 184,785	\$ 184,785	\$ -	\$ -	(10,369)	\$ 21,576	\$ 4,058	
Glasgow Independent	\$ 91,728	\$ -	\$ 91,728	\$ 91,728	\$ -	\$ -	\$ -	\$ 10,664	\$ 20,000	
Grant County	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	N/A	
Graves County	\$ 256,475	\$ -	\$ 256,475	\$ 256,475	\$ -	\$ -	(18,038)	\$ 23,580	\$ 5,500	
Grayson County	\$ 121,870	\$ 36,447	\$ 158,317	\$ 125,697	\$ 32,620	\$ -	\$ -	\$ 18,848	\$ 30,000	
Green County	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	N/A	
Greenup County	\$ 73,507	\$ -	\$ 73,507	\$ 73,507	\$ -	\$ -	(1,278)	\$ 7,936	\$ 110,000	

DISTRICT	ADJUSTED TENTATIVE	ELIGIBLE GROWTH	ELIGIBLE AWARD	TOTAL FINAL DISBURSED W/ PRORATA	COST OF PRORATA	(95-96 NEG.ADJMT.)		TRANSPORTATION COMPONENT	OTHER CONTRIBUTIONS
						ENROLLMENT DECREASE 96-97 DEDUCT			
Hancock County	\$ 33,362	\$ 19,829	\$ 53,281	\$ 35,455	\$ 17,836	\$ -	\$ -	\$ 5,704	\$ 35,000
Hardin County	\$ 930,766	\$ -	\$ 930,766	\$ 930,766	\$ -	\$ -	\$ -	\$ 103,416	\$ 84,574
Harlan County	\$ 317,816	\$ -	\$ 317,816	\$ 317,816	\$ -	\$ -	\$ -	\$ 36,704	\$ 60,000
Harlan Independent	\$ 59,313	\$ -	\$ 59,313	\$ 59,313	\$ -	\$ -	\$ -	\$ 6,944	\$ 20,000
Harrison County	\$ 123,107	\$ -	\$ 123,107	\$ 123,107	\$ -	\$ -	\$ -	\$ 13,888	\$ 43,736
Harrodsburg/Burgin Independent	\$ 96,549	\$ 20,608	\$ 117,157	\$ 98,713	\$ 18,444	\$ -	\$ -	\$ 11,658	NO DATA
Hart County	\$ 141,037	\$ 10,652	\$ 151,689	\$ 142,155	\$ 9,534	\$ -	\$ -	\$ 15,624	\$ 50,000
Hazard Independent	\$ 112,624	\$ -	\$ 112,624	\$ 112,624	\$ -	\$ -	\$ -	\$ 18,120	\$ 10,565
Henderson County	\$ 449,825	\$ -	\$ 437,340	\$ 437,340	\$ -	\$ -	\$ (54,845)	\$ 43,896	\$ 58,452
Henry County	\$ 163,869	\$ -	\$ 163,869	\$ 163,869	\$ -	\$ -	\$ -	\$ 22,072	\$ 75,000
Hickman County	\$ 94,031	\$ 16,350	\$ 110,381	\$ 95,748	\$ 14,633	\$ -	\$ -	\$ 9,176	\$ 10,000
Hopkins County	\$ 407,267	\$ -	\$ 407,267	\$ 407,267	\$ -	\$ -	\$ -	\$ 44,640	\$ 155,605
Jackson County	\$ (6,726)	\$ 29,903	\$ 21,177	\$ -	\$ 21,177	\$ -	\$ -	\$ 3,472	\$ 50,000
Jackson Independent	\$ 33,951	\$ -	\$ 33,951	\$ 33,951	\$ -	\$ -	\$ -	\$ 3,720	\$ 8,000
Jefferson County	\$ 5,877,837	\$ -	\$ 5,877,837	\$ 5,877,837	\$ -	\$ -	\$ -	\$ 636,864	\$ 801,644
Jenkins Independent	\$ 30,943	\$ -	\$ 30,943	\$ 30,943	\$ -	\$ -	\$ -	\$ 3,968	\$ 39,958
Jessamine County	\$ 381,236	\$ -	\$ 381,236	\$ 381,236	\$ -	\$ -	\$ -	\$ 42,408	\$ 46,129
Johnson County	\$ 114,323	\$ -	\$ 114,323	\$ 114,323	\$ -	\$ -	\$ (42,865)	\$ 7,936	\$ 81,377
Kenton County	\$ 519,208	\$ 213,771	\$ 732,978	\$ 541,654	\$ 191,325	\$ -	\$ -	\$ 74,648	\$ 49,420
Knox County	\$ 216,254	\$ 41,847	\$ 258,101	\$ 220,648	\$ 37,453	\$ -	\$ -	\$ 30,752	\$ 50,000
Knox County	\$ 282,822	\$ -	\$ 282,822	\$ 282,822	\$ -	\$ -	\$ -	\$ 27,776	\$ 258,195
Larue County	\$ 87,209	\$ 11,528	\$ 98,737	\$ 88,419	\$ 10,318	\$ -	\$ -	\$ 11,408	\$ 7,000
Laurel County	\$ 96,228	\$ 19,035	\$ 101,164	\$ 84,148	\$ 17,036	\$ -	\$ -	\$ 13,144	\$ 28,475
Lawrence County	\$ 200,884	\$ -	\$ 200,884	\$ 200,884	\$ -	\$ -	\$ -	\$ 22,568	\$ 24,500
Lee County	\$ 6,863	\$ 2,961	\$ 11,844	\$ 8,194	\$ 2,650	\$ -	\$ -	\$ 992	\$ -
Leslie County	\$ 228,098	\$ 81,820	\$ 280,918	\$ 235,589	\$ 55,329	\$ -	\$ -	\$ 32,240	\$ 50,000
Leitcher County	\$ 165,747	\$ -	\$ 165,747	\$ 165,747	\$ -	\$ -	\$ (13,146)	\$ 16,864	\$ 1,610
Lewis County	\$ 21,113	\$ -	\$ 21,113	\$ 21,113	\$ -	\$ -	\$ -	\$ 5,952	\$ 11,500
Lincoln County	\$ 385,969	\$ 40,729	\$ 426,698	\$ 380,246	\$ 36,452	\$ -	\$ -	\$ 36,888	\$ 86,000
Livingston County	\$ 69,906	\$ -	\$ 69,906	\$ 69,906	\$ -	\$ -	\$ -	\$ 7,936	\$ 8,000
Logan County	\$ 450,448	\$ 45,782	\$ 496,210	\$ 455,253	\$ 40,957	\$ -	\$ -	\$ 44,888	\$ 33,000
Ludlow Independent	\$ 58,028	\$ -	\$ 58,028	\$ 58,028	\$ -	\$ -	\$ -	\$ 3,968	\$ 30,000
Lyon County	\$ (5,233)	\$ 49,278	\$ 44,045	\$ -	\$ 44,045	\$ -	\$ -	\$ 5,704	\$ 29,735
Madison County	\$ 678,997	\$ -	\$ 678,997	\$ 678,997	\$ -	\$ -	\$ (112,873)	\$ 58,528	\$ 64,758
Magoffin County	\$ 15,855	\$ 37,327	\$ 53,182	\$ 19,774	\$ 33,408	\$ -	\$ -	\$ 7,688	\$ 6,631
Marion County	\$ 167,969	\$ -	\$ 167,969	\$ 167,969	\$ -	\$ -	\$ (9,350)	\$ 18,368	\$ 50,000

DISTRICT	ADJUSTED TENTATIVE	ELIGIBLE GROWTH	ELIGIBLE AWARD	TOTAL FINAL		COST OF PRORATA	ENROLLMENT DECREASE 96-97 DEDUCT	TRANSPORTATION COMPONENT	OTHER CONTRIBUTIONS
				DISBURSED W/ PRORATA	PRORATA				
Marshall County	\$ 214,838	\$ 36,821	\$ 251,259	\$ 218,483	\$ 32,776	\$ -	\$ -	\$ 27,032	\$ 220,638
Marlin County	\$ 8,827	\$ 31,395	\$ 40,222	\$ 12,123	\$ 28,099	\$ -	\$ -	\$ 6,200	NO DATA
Mason County	\$ 191,712	\$ 13,622	\$ 205,334	\$ 193,142	\$ 12,192	\$ -	\$ -	\$ 19,344	\$ 60,166
Mayfield Independent	\$ 27,821	\$ 48,828	\$ 74,849	\$ 32,738	\$ 41,911	\$ -	\$ -	\$ 8,432	\$ 18,937
McCracken County	\$ 332,012	\$ -	\$ 331,970	\$ 331,970	\$ -	\$ -	\$ -	\$ 36,456	NO DATA
McCreary County	\$ 512,677	\$ -	\$ 512,677	\$ 512,677	\$ -	\$ -	\$ -	\$ 53,320	\$ 500
McLean County	\$ 85,358	\$ -	\$ 85,358	\$ 85,358	\$ -	\$ -	\$ (15,304)	\$ 8,928	\$ 30,000
Meade County	\$ 234,401	\$ 33,044	\$ 265,309	\$ 235,735	\$ 29,574	\$ -	\$ -	\$ 26,520	\$ 14,514
Menifee County	\$ 22,275	\$ -	\$ 22,275	\$ 22,275	\$ -	\$ -	\$ (10,842)	\$ 1,240	\$ 10,000
Mercer County	\$ 128,771	\$ -	\$ 128,771	\$ 128,771	\$ -	\$ -	\$ -	\$ 12,152	\$ 5,000
Metcalfe County	\$ 141,817	\$ -	\$ 141,817	\$ 141,817	\$ -	\$ -	\$ -	\$ 14,880	\$ 45,908
Middlesboro Independent	\$ (53,137)	\$ 50,080	\$ (3,057)	\$ -	\$ (3,057)	\$ -	\$ (3,057)	\$ 12,400	NO DATA
Monroe County	\$ 155,326	\$ 24,787	\$ 180,093	\$ 157,927	\$ 22,166	\$ -	\$ -	\$ 18,352	\$ 10,000
Montgomery County	\$ 306,893	\$ -	\$ 306,893	\$ 306,893	\$ -	\$ -	\$ (32,792)	\$ 30,256	\$ 80,000
Monticello Independent	\$ 53,745	\$ 20,071	\$ 73,816	\$ 55,852	\$ 17,964	\$ -	\$ -	\$ 7,936	\$ 15,425
Morgan County	\$ 81,327	\$ -	\$ 81,327	\$ 81,327	\$ -	\$ -	\$ (44,293)	\$ 4,712	\$ 2,250
Muhlenberg County	\$ 397,828	\$ 78,082	\$ 476,920	\$ 406,133	\$ 70,787	\$ -	\$ -	\$ 58,296	\$ 79,566
Murray Independent	\$ 33,648	\$ -	\$ 33,648	\$ 33,648	\$ -	\$ -	\$ -	\$ 4,464	\$ 24,769
Nelson County	\$ 234,276	\$ 35,457	\$ 269,733	\$ 237,999	\$ 31,734	\$ -	\$ -	\$ 26,040	\$ 15,392
Newport Independent	\$ 97,121	\$ 23,037	\$ 120,158	\$ 99,540	\$ 20,618	\$ -	\$ -	\$ 13,840	\$ 8,000
Nicholas County	\$ 59,802	\$ -	\$ 59,802	\$ 59,802	\$ -	\$ -	\$ -	\$ 8,944	\$ 15,000
Ohio County	\$ 277,305	\$ -	\$ 277,298	\$ 277,298	\$ -	\$ -	\$ -	\$ 28,512	\$ 215,000
Oldham County	\$ 213,831	\$ -	\$ 213,831	\$ 213,831	\$ -	\$ -	\$ -	\$ 22,588	\$ 58,000
Owen County	\$ 124,769	\$ -	\$ 124,769	\$ 124,769	\$ -	\$ -	\$ (14,509)	\$ 12,152	\$ 5,979
Owensboro Independent	\$ 355,243	\$ -	\$ 355,101	\$ 355,101	\$ -	\$ -	\$ -	\$ 44,392	\$ 50,000
Owsley County	\$ (28,725)	\$ -	\$ (28,725)	\$ -	\$ (28,725)	\$ -	\$ (28,725)	\$ 1,736	\$ 8,000
Padaucah Independent	\$ (28,122)	\$ 109,605	\$ 83,483	\$ -	\$ 83,483	\$ -	\$ -	\$ 18,600	\$ 175,000
Paintsville Independent	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	N/A
Paris Independent	\$ 82,128	\$ -	\$ 82,128	\$ 82,128	\$ -	\$ -	\$ -	\$ 8,184	\$ 31,000
Pendleton County	\$ 194,198	\$ 50,967	\$ 245,163	\$ 199,548	\$ 45,615	\$ -	\$ -	\$ 25,286	\$ 2,000
Perry County	\$ 464,121	\$ -	\$ 464,121	\$ 464,121	\$ -	\$ -	\$ -	\$ 49,600	\$ 40,000
Pike County	\$ 6,455	\$ 86,806	\$ 95,061	\$ 15,759	\$ 79,302	\$ -	\$ -	\$ 11,160	\$ 452,000
Pikeville Independent	\$ 46,073	\$ 12,151	\$ 58,224	\$ 47,349	\$ 10,875	\$ -	\$ -	\$ 7,888	\$ 280
Pineville Independent	\$ 40,610	\$ -	\$ 40,610	\$ 40,610	\$ -	\$ -	\$ (1,057)	\$ 4,216	\$ 26,184
Powell County	\$ 55,961	\$ 36,307	\$ 94,268	\$ 59,983	\$ 34,285	\$ -	\$ -	\$ 10,416	\$ 19,471
Providence Independent	\$ 90,429	\$ -	\$ 90,429	\$ 90,429	\$ -	\$ -	\$ (5,017)	\$ 8,928	\$ 8,000

DISTRICT	ADJUSTED TENTATIVE	ELIGIBLE GROWTH	ELIGIBLE AWARD	DISBURSED W/ PRORATA	COST OF PRORATA	(95-96 NEG. ADJMT.) ENROLLMENT DECREASE 96-97 DEDUCT	TRANSPORTATION COMPONENT	OTHER CONTRIBUTIONS
Pulaski County	\$ 488,576	\$ -	\$ 488,576	\$ 488,576	\$ -	\$ -	\$ 52,576	\$ 314,519
Raceland Independent	\$ 6,516	\$ -	\$ 6,516	\$ 6,516	\$ -	\$ -	\$ 1,240	\$ 30,539
Robertson County	\$ 31,613	\$ 3,243	\$ 34,856	\$ 31,954	\$ 2,902	\$ -	\$ 2,976	\$ 6,400
Rockcastle County	\$ 212,976	\$ 34,157	\$ 247,133	\$ 216,562	\$ 30,571	\$ -	\$ 28,272	NO DATA
Rowan County	\$ 237,369	\$ -	\$ 237,369	\$ 237,369	\$ -	\$ -	\$ 24,552	\$ 10,000
Russell County	\$ 165,179	\$ 33,086	\$ 198,265	\$ 168,653	\$ 29,612	\$ -	\$ 21,328	\$ 80,000
Russell Independent	\$ 61,276	\$ -	\$ 61,276	\$ 61,276	\$ -	\$ -	\$ 7,192	\$ 1,000
Russellville Independent	\$ 159,763	\$ -	\$ 159,763	\$ 159,763	\$ -	(769)	\$ 15,624	\$ 40,000
Science Hill Independent	\$ 32,192	\$ 26,311	\$ 58,503	\$ 34,955	\$ 23,546	\$ -	\$ 5,704	\$ 15,000
Scott County	\$ 263,318	\$ 145,966	\$ 429,284	\$ 298,644	\$ 130,640	\$ -	\$ 46,128	\$ 42,000
Shelby County	\$ 241,601	\$ -	\$ 241,601	\$ 241,601	\$ -	\$ -	\$ 28,272	\$ 68,783
Silver Grove Independent	\$ 65,002	\$ 10,237	\$ 75,239	\$ 66,077	\$ 9,162	\$ -	\$ 6,696	\$ 500
Simpson County	\$ 165,340	\$ -	\$ 165,340	\$ 165,340	\$ -	\$ -	\$ 20,832	\$ 23,000
Somerset Independent	\$ 75,367	\$ -	\$ 75,367	\$ 75,367	\$ -	\$ -	\$ 7,936	\$ 15,927
Southgate Independent	\$ 26,802	\$ 10,971	\$ 37,773	\$ 27,954	\$ 9,819	\$ -	\$ 2,480	\$ -
Spencer County	\$ 151,176	\$ 84,946	\$ 236,022	\$ 160,065	\$ 75,937	\$ -	\$ 23,560	\$ 30,000
Taylor County	\$ 278,823	\$ -	\$ 278,823	\$ 278,823	\$ -	(27,614)	\$ 21,080	\$ 23,800
Todd County	\$ 436,526	\$ -	\$ 436,526	\$ 436,526	\$ -	\$ -	\$ 36,936	\$ 10,000
Trigg County	\$ 115,299	\$ 54,406	\$ 169,707	\$ 121,012	\$ 48,695	\$ -	\$ 20,338	\$ 15,000
Trimble County	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	NIA
Union County	\$ 272,363	\$ -	\$ 272,363	\$ 272,363	\$ -	(57,252)	\$ 21,578	\$ 59,589
Walton-Verona Independent	\$ 61,266	\$ 24,945	\$ 106,211	\$ 63,885	\$ 22,326	\$ -	\$ 10,416	\$ 6,300
Warren County	\$ 497,317	\$ 70,166	\$ 567,485	\$ 504,685	\$ 62,800	\$ -	\$ 63,984	\$ 50,000
Washington County	\$ 70,065	\$ 40,871	\$ 110,936	\$ 74,356	\$ 36,580	\$ -	\$ 13,888	\$ 25,735
Wayne County	\$ 252,724	\$ 24,480	\$ 277,214	\$ 255,295	\$ 21,919	\$ -	\$ 27,032	\$ 50,000
Webster County	\$ 206,417	\$ -	\$ 206,417	\$ 206,417	\$ -	(20,714)	\$ 19,840	\$ 175,000
West Point Independent	\$ 44,255	\$ 22,291	\$ 66,546	\$ 46,596	\$ 19,950	\$ -	\$ 5,208	\$ 5,000
Whitley County	\$ 222,533	\$ -	\$ 222,533	\$ 222,533	\$ -	\$ -	\$ 23,560	\$ 200,000
Williamsburg Independent	\$ 75,336	\$ -	\$ 75,336	\$ 75,336	\$ -	\$ -	\$ 8,432	NO DATA
Williamstown Ind/Grant County	\$ 96,641	\$ -	\$ 96,641	\$ 96,641	\$ -	(3,499)	\$ 10,664	\$ 49,960
Wolfe County	\$ 53,288	\$ 530	\$ 53,828	\$ 53,354	\$ 474	\$ -	\$ 4,960	\$ 16,000
Woodford County	\$ 104,522	\$ -	\$ 104,522	\$ 104,522	\$ -	(1,323)	\$ 10,912	\$ 68,000
	\$ 36,112,675	\$ 3,187,867	\$ 39,254,679	\$ 36,516,127	\$ 2,738,552	(794,102)	\$ 4,155,488	\$ 9,365,117

PRESCHOOL ATTACHMENT A
Finance Data

ADJUSTED TENTATIVE	=	Tentative Award less 1994-95 Negative Adjustment
ELIGIBLE GROWTH	=	Eligible increase due to an increased 12-1-95 count
ELIGIBLE AWARD	=	Adjusted Tentative plus Eligible Growth less any offset from 1994-95
TOTAL FINAL DISBURSED WITH PRORATA	=	Eligible Award prorated by 10.5%
COST OF PRORATA	=	Eligible Award subtracted from Total Final Disbursed with Prorata
(95-96 NEG. ADJUSTMENT) ENROLLMENT DECREASE 96-97 DEDUCT	=	Amount to be deducted from award in 1996-97 due to decreased enrollment on the 12/1/95 count form
TRANSPORTATION COMPONENT	=	Amount each district received per child for transporting preschool children
OTHER CONTRIBUTIONS	=	Non-State (local and general) funds used to support the preschool program

PRESCHOOL ATTACHMENT B

Preschool Rates

<u>Preschool Rates for 1996-97</u>		<u>Reduction</u> <u>(from 1995-96)</u>	<u>1995-96</u> <u>Rates</u>	<u>Net Decrease</u> <u>(from 1992)</u>
At-Risk Children	\$2,170	- \$12	\$2,182	- \$115
Speech/Language	\$2,280	- \$13	\$2,293	- \$121
Developmental Delays	\$2,945	- \$16	\$2,961	- \$155
Severe Disabilities	\$4,938	- \$26	\$4,964	- \$260

COMPONENT	AT-RISK INCOME ELIGIBLE 4'S WITHOUT DISABILITIES	DISABILITIES (3's and 4's)		
		SPEECH ONLY	DEVEL. DELAY	SEVERE
<u>Instructional Subtotal:</u> To provide a half-day program (half the SEEK basic grant of \$2,420), plus a Class-Size Factor and an At-Risk/ Disability Support Factor	\$1,815	\$1,889	\$2,420	\$3,205
<u>Social/Health Add-on:</u> To provide related services beyond the basic instructional program	\$210	\$252	\$420	\$693
<u>Transportation Add-on:</u> To assist in operational costs, particularly bus monitors and special needs	\$260	\$260	\$260	\$1,300
STATE CONTRIBUTION 1992-1995	\$2,025 no transportation \$2,285 with transportation	\$2,401	\$3,100	\$5,198
STATE CONTRIBUTION 1995-96 (Reduced)	\$1,936 no transportation \$2,182 with transportation	\$2,293	\$2,961	\$4,964
STATE CONTRIBUTION 1996-97 (Reduced)	\$1,910 no transportation \$2,170 with transportation	\$2,280	\$2,945	\$4,938

PRESCHOOL ATTACHMENT D
Local School District Data

ATR Only	=	Free lunch eligible 4-year olds without disabilities enrolled on 12-1-95
SPL	=	3- or 4-year olds with speech/language disability enrolled on 12-1-95
DD	=	3- or 4-year olds with developmental delays or other categories of mild to moderate disabilities enrolled on 12-1-95
SEV	=	3- or 4-year olds with categories of severe disabilities enrolled on 12-1-95
TOTAL DISAB	=	all disabled children enrolled on 12-1-95 (SPL+DD+SEV)
TOTAL KERA	=	all children enrolled on 12-1-95 (ATR ONLY+SPL+DD+SEV)
SUPPL 3's	=	disabled children turning 3 and enrolled after 12-1-95 (estimate; Spring 1995 figures)
TOTAL ATR 4's	=	includes free lunch eligible 4's without disabilities, as well as free-lunch 4's with disabilities who are reported in the disability count
TOTAL KERA 4's	=	all at-risk and disabled 4's enrolled on 12-1-95
DISAB 3's	=	all disabled 3-year olds enrolled on 12-1-95 (does not include those with late birthdays enrolled after 12-1-95)
TOTAL 3's	=	all disabled 3's enrolled on or after 12-1-95 (DISAB 3's + SUPPL 3's)
OTHERS	=	other preschool children enrolled 12-1-95 but not funded through KERA, Head Start or PACE
TOTAL CHILDREN	=	all KERA-funded children plus others not in Head Start or PACE (TOTAL KERA + SUPPL 3's + OTHERS)

DISTRICT	ATR	SPL	DD	SEV	TOTAL DISAB	TOTAL KERA	SUPPL 3S	ATR 4'S	TOTAL KERA 4'S	DISAB 3'S	TOTAL 3'S	OTHERS	TOTAL CHILDREN
Adair County	27	21	10	0	31	58	0	43	53	5	5	11	69
Allen County	18	5	11	1	17	35	3	27	32	3	6	0	38
Anchorage Independent	0	1	1	0	2	2	1	0	0	0	2	3	3
Anderson County	15	59	40	1	100	115	5	25	85	30	35	7	127
Ashland Independent	13	11	8	2	21	34	2	26	27	7	9	0	36
Augusta Independent	6	1	9	0	10	16	0	6	11	5	5	0	16
Ballard County	9	6	77	0	83	92	3	38	73	19	22	0	95
Barbourville Independent	4	2	11	0	13	17	0	5	13	4	4	0	17
Bardstown Independent	47	8	8	0	16	63	4	54	61	2	6	57	124
Barren County	22	8	21	5	34	56	1	38	43	13	14	0	57
Bath County	9	8	46	0	54	63	2	34	45	18	20	19	84
Beechwood Independent	0	0	3	0	3	3	1	0	0	3	4	0	4
Bell County	30	8	7	2	17	47	0	38	43	4	4	32	79
Bellevue Independent	18	7	29	0	36	54	2	29	45	9	11	0	56
Berea Independent	11	7	13	2	22	33	2	22	28	5	7	24	59
Boone County	57	78	146	7	231	288	19	78	222	66	85	16	323
Bourbon County	51	28	10	0	38	89	1	71	76	13	14	52	142
Bowling Green Independent	35	3	24	2	29	64	2	54	59	5	7	0	66
Boyd County	11	14	18	5	37	48	14	28	36	12	26	18	80
Boyle County	28	35	51	5	91	119	3	55	94	25	28	17	139
Bracken County	5	0	25	0	25	30	0	10	17	13	13	0	30
Breathitt County	44	26	47	0	73	117	10	74	94	23	33	38	165
Breckinridge County	8	16	5	0	21	27	1	12	25	2	3	0	28
Bullitt County	202	42	24	7	73	275	15	238	253	22	37	7	297
Burgin Ind. w/Harrodsburg Ind.	0	0	0	0	0	0	0	0	0	0	0	0	0
Butler County	26	5	2	0	7	33	1	31	33	0	1	0	34
Caldwell County	48	19	10	1	30	78	8	56	63	15	23	1	87
Calloway County	44	16	57	7	80	124	12	66	82	42	54	24	160
Campbell County	30	30	11	0	41	71	1	34	59	12	13	0	72
Campbellsville Independent	7	16	9	5	30	37	0	14	18	19	19	0	37
Carlisle County	2	12	8	0	20	22	0	9	16	6	6	0	22
Carroll County	5	9	1	0	10	15	2	7	9	6	8	0	17
Carter County	110	36	8	5	49	159	0	125	146	13	13	135	294

DISTRICT	ATR ONLY	SPL	DD	SEV	TOTAL DISAB	TOTAL KERA	SUPPL 3S	ATR 4'S	TOTAL KERA 4'S	DISAB 3'S	TOTAL 3'S	OTHERS	TOTAL CHILDREN
Casey County	10	19	9	1	29	39	0	29	32	7	7	1	40
Cavema Independent	18	8	22	1	31	49	1	39	42	7	8	13	63
Christian County	213	172	26	6	204	417	25	277	324	93	118	8	450
Clark County	31	16	22	6	44	75	10	45	57	18	28	3	88
Clay County	61	26	15	0	41	102	2	82	94	8	10	33	137
Clinton County	16	39	2	0	41	57	0	18	47	10	10	3	60
Cloverport Independent	0	2	10	0	12	12	4	2	9	3	7	0	16
Corbin Independent	13	12	2	2	16	29	2	16	21	8	10	0	31
Covington Independent	188	55	16	5	76	264	9	224	238	26	35	42	315
Crittenden County	15	8	3	0	11	26	1	22	23	3	4	0	27
Cumberland County	11	3	6	0	9	20	1	18	18	2	3	0	21
Danville Independent	38	11	26	3	40	78	0	58	66	12	12	13	91
Davless County	112	54	2	5	61	173	5	146	157	16	21	0	178
Dawson Springs Independent	24	3	15	0	18	42	4	39	35	7	11	0	46
Dayton Independent	19	27	17	3	47	66	0	46	54	12	12	33	99
East Bernstadt Independent	21	4	2	0	6	27	2	25	26	1	3	9	38
Edmonson County	29	16	0	2	18	47	0	70	46	1	1	0	47
Elizabethtown Independent	9	10	11	0	21	30	3	15	18	12	15	0	33
Elliott County	3	3	1	0	4	7	1	3	4	3	4	0	8
Eminence Independent	22	4	0	0	4	28	0	25	26	0	0	8	34
Erlanger-Elsmere Independent	12	13	5	1	19	31	5	15	20	11	16	0	36
Estill County	43	16	18	1	35	78	0	62	76	2	2	45	123
Fairview Independent	22	2	9	1	12	34	0	31	33	1	1	16	50
Fayette County	461	156	75	18	249	710	33	537	599	111	144	0	743
Fleming County	6	7	6	1	14	20	0	15	17	3	3	0	20
Floyd County	62	34	9	0	43	105	6	87	93	12	18	0	111
Frankfort Independent	7	8	15	1	24	31	2	30	30	1	3	0	33
Franklin County	23	36	46	4	86	109	4	58	83	26	30	0	113
Fl. Thomas Independent	5	14	1	2	17	22	0	8	18	4	4	2	24
Fulton County	11	5	13	0	18	29	2	28	24	5	7	7	38
Fulton Independent	18	6	9	3	18	36	1	36	29	7	8	0	37
Gallatin County	27	8	2	1	11	38	1	35	32	6	7	0	39
Garrard County	31	34	7	3	44	75	5	57	61	14	19	26	106

DISTRICT	ATR		SPL	DD	SEV	TOTAL		TOTAL		TOTAL		TOTAL		OTHERS	TOTAL
	ONLY					DISAB	KERA	SUPPL	ATR 4'S	KERA 4'S	DISAB	3'S			
Glasgow Independent	24	9	5	1	15	39	3	38	34	5	8	0	42		
Grant Co./w Williamstown	0	0	0	0	0	0	0	0	0	0	0	0	0		
Graves County	27	23	40	1	64	91	8	45	76	15	23	3	102		
Grayson County	40	17	4	3	24	64	0	47	54	10	10	0	64		
Green County	0	0	0	0	0	0	0	0	0	0	0	0	0		
Greenup County	17	5	5	1	11	28	5	22	24	4	9	0	33		
Hancock County	6	17	0	0	17	23	1	12	19	4	5	0	24		
Hardin County	235	68	84	6	158	393	21	296	331	62	83	15	429		
Harlan County	95	36	7	2	45	140	4	123	131	9	13	0	144		
Harlan Independent	10	10	8	0	18	28	2	18	22	6	8	47	77		
Harrison County	19	22	5	2	29	48	1	30	42	6	7	0	49		
Harrodsburg Independent	9	13	20	1	34	43	1	29	35	8	9	0	44		
Hart County	28	13	17	1	31	59	3	54	46	13	16	0	62		
Hazard Independent	18	18	4	5	27	45	0	34	39	6	6	0	45		
Henderson County	78	56	18	5	79	157	8	110	129	28	36	0	165		
Henry County	67	11	1	2	14	81	2	76	77	4	6	4	87		
Hickman County	4	4	29	0	33	37	0	15	18	19	19	0	37		
Hopkins County	74	77	19	2	98	172	6	108	137	35	41	0	178		
Jackson County	7	1	6	0	7	14	3	10	11	3	6	27	44		
Jackson Independent	8	6	1	0	7	15	1	11	12	3	4	1	17		
Jefferson County	1412	270	581	61	912	2324	70	1611	1911	413	483	1139	3533		
Jenkins Independent	7	4	0	1	5	12	4	11	11	1	5	0	16		
Jessamine County	110	45	16	0	61	171	17	134	154	17	34	0	188		
Johnson County	7	15	5	1	21	28	9	27	27	1	10	0	37		
Kenton County	91	71	104	7	182	273	12	117	205	68	80	3	288		
Knott County	30	52	12	6	70	100	7	55	68	32	39	2	109		
Knox County	41	14	52	1	67	108	2	68	94	14	16	0	110		
Larue County	30	11	0	1	12	42	3	33	38	4	7	0	45		
Laurel County	16	10	12	3	25	41	4	22	27	14	18	0	45		
Lawrence County	64	15	7	1	23	87	1	83	82	5	6	0	88		
Lee County	0	0	4	0	4	4	0	0	1	3	3	0	4		
Leslie County	97	17	6	2	25	122	0	110	115	7	7	50	172		
Letcher County	47	13	3	1	17	64	0	62	61	3	3	7	71		

DISTRICT	ATR						TOTAL		TOTAL		TOTAL		TOTAL		TOTAL		TOTAL	
	ONLY	SPL	DD	SEV	DISAB	KERA	3S	ATR 4'S	KERA 4'S	DISAB 3'S	3'S	OTHERS	TOTAL CHILDREN					
Lewis County	13	3	3	1	7	20	0	14	15	5	5	0	20					
Lincoln County	15	22	109	2	133	148	3	57	101	47	50	40	191					
Livingston County	10	12	5	1	18	28	0	18	22	6	6	0	28					
Logan County	20	21	130	2	153	173	19	72	130	43	62	4	186					
Ludlow Independent	10	12	4	0	16	26	0	13	19	7	7	33	59					
Lyon County	12	10	1	0	11	23	0	15	19	4	4	0	23					
Madison County	113	64	49	2	115	228	12	168	178	50	62	1	241					
Magoffin County	4	5	2	4	11	15	0	7	8	7	7	0	15					
Marion County	32	13	16	1	30	62	5	39	52	10	15	55	122					
Marshall County	32	57	10	2	69	101	5	58	81	20	25	2	108					
Marlin County	0	10	0	3	13	13	2	1	2	11	13	0	15					
Mason County	30	8	40	0	48	78	1	42	54	24	25	0	79					
Mayfield Independent	19	5	5	1	11	30	0	27	27	3	3	0	30					
McCracken County	56	40	26	5	71	127	14	77	106	21	35	4	145					
McCreary County	140	6	54	3	63	203	10	203	180	23	33	17	230					
McLean County	20	5	1	2	8	28	1	23	27	1	2	0	29					
Meade County	55	23	22	3	48	103	4	68	83	20	24	0	107					
Menifee County	4	1	0	0	1	5	0	5	5	0	0	0	5					
Mercer County	6	21	22	0	43	49	0	20	39	10	10	2	51					
Metcalfe County	33	22	5	0	27	60	0	42	50	10	10	0	60					
Middlesboro Independent	20	5	10	3	18	38	5	21	36	2	7	18	61					
Monroe County	31	30	13	0	43	74	5	55	62	12	17	5	84					
Montgomery County	48	40	19	3	62	110	2	83	86	24	26	0	112					
Monticello Independent	20	12	0	0	12	32	0	32	28	4	4	0	32					
Morgan County	4	10	0	1	11	15	1	15	11	4	5	0	16					
Muhlenberg County	32	120	25	10	155	187	5	113	137	50	55	0	192					
Murray Independent	0	5	8	1	14	14	2	0	4	10	12	4	20					
Nelson County	36	27	42	0	69	105	1	56	83	22	23	4	110					
Newport Independent	26	16	3	2	21	47	2	30	35	12	14	0	49					
Nicholas County	18	10	0	0	10	28	0	24	24	4	4	0	28					
Ohio County	42	36	31	2	69	111	2	81	94	17	19	0	113					
Oldham County	38	30	13	2	45	83	5	45	61	22	27	0	88					
Owen County	34	3	7	1	11	45	2	42	44	1	3	0	47					

DISTRICT	ATR ONLY	SPL	DD	SEV	TOTAL DISAB	TOTAL KERA	SUPPL 3S	ATR 4'S	TOTAL KERA 4'S	DISAB 3'S	TOTAL 3'S	OTHERS	TOTAL CHILDREN
Owensboro Independent	96	44	9	6	59	155	6	116	128	27	33	0	161
Owsley County	0	0	2	1	3	3	0	1	3	0	0	0	3
Paducah Independent	25	2	13	7	22	47	11	33	34	13	24	0	58
Paintsville Independent	0	0	0	0	0	0	0	0	0	0	0	0	0
Paris Independent	14	3	11	1	15	29	13	28	26	3	16	16	58
Pendleton County	34	26	32	2	60	94	7	47	72	22	29	0	101
Perry County	97	45	33	5	83	180	8	162	169	11	19	68	256
Pike County	34	1	0	2	3	37	0	34	37	0	0	53	90
Pikeville Independent	13	3	0	3	6	19	1	16	17	2	3	0	20
Pineville Independent	12	4	1	0	5	17	0	15	15	2	2	9	26
Powell County	23	10	4	1	15	38	1	25	30	8	9	0	39
Providence Independent	17	19	0	0	19	36	0	26	31	5	5	2	38
Pulaski County	119	51	12	6	69	188	6	153	164	24	30	2	196
Raceland Independent	2	2	1	0	3	5	0	4	4	1	1	0	5
Robertson County	1	0	11	0	11	12	0	4	4	4	8	0	12
Rockcastle County	50	12	27	5	44	94	7	73	83	11	18	32	133
Rowan County	54	12	28	1	41	95	4	89	86	9	13	2	101
Russell County	56	13	12	1	28	82	0	72	80	2	2	0	82
Russell Independent	18	10	1	0	11	29	1	24	28	1	2	0	30
Russellville Independent	17	12	29	1	42	59	3	31	39	20	23	25	87
Science Hill Independent	14	2	7	0	9	23	0	19	23	0	0	6	29
Scott County	96	39	31	4	74	170	6	112	141	29	35	0	176
Shelby County	55	13	21	5	39	94	1	71	88	6	7	0	95
Silver Grove Independent	4	3	20	0	23	27	0	10	21	6	6	4	31
Simpson County	27	36	21	0	57	84	4	53	67	17	21	0	88
Somerset Independent	21	3	8	0	11	32	0	28	29	3	3	0	32
Southgate Independent	7	9	1	0	10	17	1	12	14	3	4	0	18
Spencer County	40	19	31	1	51	91	0	49	75	16	16	0	91
Taylor County	28	11	46	0	57	85	7	49	69	16	23	1	93
Todd County	22	14	121	0	135	157	2	67	90	67	69	0	159
Trigg County	19	46	2	3	51	70	2	48	55	15	17	0	72
Trimble County	0	0	0	0	0	0	0	0	0	0	0	0	0
Union County	28	24	30	1	55	83	4	57	66	17	21	4	91

DISTRICT	ATR ONLY	SPL	DD	SEV	TOTAL DISAB	TOTAL KERA	SUPPL 3S	ATR 4'S	TOTAL KERA 4'S	DISAB 3'S	TOTAL 3'S	OTHERS	TOTAL CHILDREN
Walton-Verona Independent	15	20	7	0	27	42	0	23	33	9	9	0	42
Warren County	169	53	11	5	69	238	7	198	216	22	29	0	245
Washington County	19	4	13	4	21	40	6	29	37	3	9	49	95
Wayne County	54	17	38	0	55	109	2	83	95	14	16	33	144
Webster County	31	35	9	1	45	76	3	49	63	13	16	0	79
West Point Independent	16	4	2	3	9	25	0	25	19	6	6	0	25
Whitley County	74	12	9	0	21	95	1	84	87	8	9	0	96
Williamsburg Independent	9	5	15	1	21	30	0	43	28	2	2	18	48
Williamstown Independent	16	6	11	2	19	35	2	19	28	7	9	0	37
Wolfe County	6	2	12	0	14	20	0	14	17	3	3	0	20
Woodford County	12	5	17	2	24	36	4	32	28	8	12	0	40
	7676	3668	3631	375	7672	15348	670	10647	12686	2662	3332	2531	18549

PRESCHOOL ATTACHMENT E

NATIONAL ASSOCIATION FOR THE EDUCATION
OF YOUNG CHILDREN ACCREDITATION
MAY 1996

**KENTUCKY PRESCHOOL
PROGRAMS**

Anderson County
Bardstown Independent
Berea Independent
Bowling Green Independent
Boyle County
Campbell County
Covington Independent
Danville Independent
McCreary County
Shelby County
Warren County

**KENTUCKY PRESCHOOL/HEAD
START BLENDED PROGRAMS**

Carroll County Head Start
Graves County/Murray Head Start
Harrison County Head Start/Pre-K
Lincoln County/Head Start
Marshall County/Murray Head Start
Mayfield Independent/Murray Head Start
McCracken County/Murray Head Start
Murray Preschool/Murray Head Start
Nicholas County Head Start/Pre K
Oldham County Preschool

Head Start Programs

Audubon Area Head Start (Hopkinsville & Owensboro)
Breckinridge-Grayson Head Start (Leitchfield)
Community Action Head Start (Lexington)
L.K.L.P. Head Start (Yeadiss & Blackley)
Southern Kentucky Head Start (Cave City & Butler County)
WKU Head Start (Bowling Green)

Private Programs Contracting with School Districts

Burrier Child Development Center (EKU)
Cathedral Child Development Center (Covington)
The Chance School (Louisville)
California Area Family Development Center (Louisville)
Clark County Early Childhood Development Center (Winchester)
Du Valle Child Care Center (Louisville)
Early Childhood Lab (UK)
Christian Appalachian Project Child Development Center (Berea)
Family Life Child Development Center (Mt. Vernon)
Jefferson Community College Early Childhood Development Center (Louisville)

APPENDIX D

REGIONAL SERVICE CENTERS

REGION 1

Doralyn Lanier, Director
Murray State University
205 Stewart Stadium
1 Murray Street
Post Office Box 9
Murray, KY 42071-0009
Phone: (502) 762-3217
Fax: (502) 762-3216

REGION 3

Jim Metcalf, Team Leader
DeWayne Westmoreland, Team Leader
JCPS/Gheens Academy
4425 Preston Highway
Louisville, KY 40213
Phone: (502) 485-3931
Fax: (502) 485-3724

REGION 5

Susan Nichols, Team Leader
University of Kentucky
Alumni Gym Complex, Room 6
Corner of Limestone & Euclid
Lexington, KY 40506-0029
Phone: (606) 257-4907
Fax: (606) 323-2802

REGION 7

Karen Hamilton, Director
Morehead State University
Post Office Box 1373
150 University Boulevard
Morehead, KY 40351-1689
Phone: (606) 783-5372
Fax: (606) 783-5375

REGION 2

Penelope Masden, Team Leader
Western Kentucky University
113 Jones-Jaggers Hall
325 University Boulevard
Bowling Green, KY 42101
Phone: (502) 745-6550
Fax: (502) 745-6503

REGION 4

Robert Denny, Director
Northern Kentucky University
Covington Campus
1401 Dixie Highway
Covington, KY 41011
Phone: (606) 572-6930 or 6936
Fax: (606) 572-6392

REGION 6

Gary Perkins, Director
529 Masters Street
Corbin, KY 40701
Phone: (606) 523-9821
Fax: (606) 528-0847

REGION 8

Carol Stumbo, Director
100 Resource Drive, Suite A
Prestonsburg, KY 41653
Phone: (606) 886-0205
Fax: (606) 886-1509

APPENDIX E

OFFICE OF EDUCATION ACCOUNTABILITY PROJECT REPORT

Principals Selected by SBDM Councils 1996-97 School Year

Background

As of July 1, 1996, Kentucky schools are required to participate in the school-based decision making (SBDM) process. However, there are exceptions for schools performing above their threshold level requirement, as determined by the Kentucky Department of Education (KDE) pursuant to KRS 158.6455. Schools may apply to the Kentucky Board of Education (KBE) for an exemption from the requirement to implement SBDM. There are currently 1184 Kentucky schools participating in SBDM and a total of 91 that have been granted exemptions by KBE. One of the primary responsibilities assigned to school councils is the selection of a principal when a vacancy occurs. To date, over 500 councils have exercised this responsibility.

Purpose

Annually, the Office of Education Accountability (OEA) conducts a study of councils that select principals to determine how effectively the process works. This project represents an effort to gather quantitative and qualitative data for policy makers and training providers at the local, regional, and state level regarding the selection process.

To accomplish this task, staff from OEA constructed a 17-item questionnaire and selected one council member to interview at each of the 79 SBDM schools that selected permanent principals at the beginning of the 1996-97 school year.

Results

Of the 95 principal vacancies existing at SBDM schools for the 1996-97 school year, councils selected 82 permanent principals. OEA staff interviewed council members at 79 of those schools, 34 parent members and 45 teacher representatives.

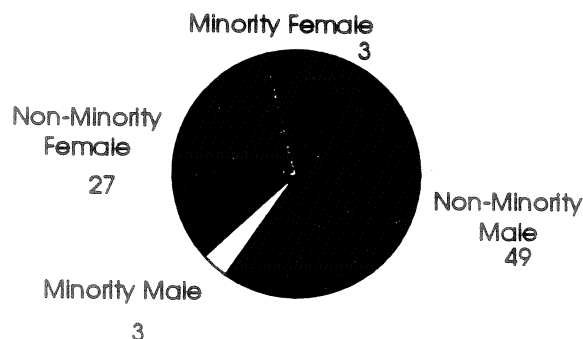
The following chart depicts information learned from interview results:

Average number of applications initially sent to the council	4.9
Average number of applicants interviewed by the council	3.7
Number of councils receiving minority applications	11
Number of councils interviewing minority applicants	11
Number of councils requesting additional applicants	16
Number of councils indicating final selection by consensus	62
Number of councils indicating final selection by vote	17
Number of councils receiving training in the principal selection process	49
Number of councils seeking assistance from KDE and/or RSC	26
Number of councils reporting that central office provided assistance	59
Number of councils reporting interference	5
Number of councils reporting no interference	74
Average number of hours spent in the principal selection process	25

In seven cases, an interim principal was appointed while councils continued the selection process. In six cases, the superintendent appointed a principal after council members were elected, but before their terms of office began.

Concern has been expressed regarding minority principal applicants receiving serious consideration by councils for principalships. OEA data indicates that of the 11 councils that received minority applicants, 6 councils selected minority principals.

Permanent Principals Hired for 1996-97 School Year



The questionnaire provided an opportunity for council members to indicate any needed statutory changes in the principal selection process. The responses were as follows:

- ♦ 55 respondents reported no changes needed
- ♦ 10 respondents indicated that the superintendent should be required to send all applicants to the council
- ♦ 3 respondents indicated the council should have training in the principal selection process
- ♦ 3 respondents indicated that there should be a required time line available for this process
- ♦ 8 people offered no response to this question

In addition, the questionnaire allowed respondents to express their comments about the process. They are as follows:

- ♦ 68 respondents indicated that it was a good process that worked well
- ♦ 2 respondents stated that they would like more choices than made available by the superintendent
- ♦ 2 respondents indicated that more guidance would have been helpful
- ♦ 2 respondents indicated that they could have used more time, felt rushed
- ♦ 2 respondents believe that applications should be sent directly to the council
- ♦ 1 respondent expressed concern that the council is unable to evaluate the principal after hiring
- ♦ 2 respondents indicated that specific training in the area of hiring principals was needed

Summary

Overall, the principal selection process appears to be working effectively. The selection of a principal is one of the most important responsibilities undertaken by councils and therefore, is taken very seriously. The number of hours council members are willing to commit to this responsibility provides evidence of their dedication to the task.

Councils also recognize the need for assistance in the principal selection process as evidenced by the increasing number who rely on the central office and/or receive training for this task. Additionally, there appears to be a high level of cooperation from all stakeholders as evidenced by the reporting of minimal interference. Additionally, in nearly all cases, the final decision is made by consensus of the council.

The statutory language for the principal selection process appears to be working well. This is evidenced by an overwhelming majority reporting satisfaction with the process and reporting that no statutory changes are needed.

For the 1997-98 school year, OEA will again survey parent and teacher council members. Additional surveys will be conducted with principals and superintendents.

APPENDIX F

SUPERINTENDENT SCREENING COMMITTEE PROCESS

SCHOOL DISTRICT

1. On what date was a vacancy declared by the board of education for the position of local school superintendent? Please attach board minutes which reflect that declaration.

DATE: _____

2. On what date was the superintendent screening committee established? Please attach board minutes which reflect that action.

DATE: _____

3. Please provide the date the Board of Education member was appointed to the screening committee and the Board Order recording that appointment.

DATE: _____

4.
 - (a) Please identify the representatives elected to serve on the Superintendent Screening Committee and the person to chair this screening committee. Additionally, attach a brief description of the elections for teacher, principal, and parent representatives to the screening committee. Please include the date notice was given to the participants and the date those elections were held. Please include a copy of the ballot used, the letter sent to parents, ads in the newspaper, or any other supporting material.
 - (b) If the district has a minority population of eight percent (8%) or more, please include documentation that reflects a minority member served on the screening committee as required.
5.
 - (a) Please provide the total number of applications received by the district, the number of applicants provided to the Board by the screening committee, and the date the screening committee presented its recommendations to the Board.

NUMBER OF APPLICATIONS: _____

NUMBER OF APPLICANTS RECOMMENDED TO THE BOARD: _____

DATE SCREENING COMMITTEE PRESENTED RECOMMENDATIONS: _____

- (b) If available, please provide the number of minority applicants, the number of male applicants, and the number of female applicants.

NUMBER OF MINORITY APPLICANTS: _____

NUMBER OF MALE APPLICANTS: _____

NUMBER OF FEMALE APPLICANTS: _____

- (c) By job description (superintendent, assistant superintendent, principal, other) state the most recent position of each applicant and the number of candidates from within the district, out-of-district but in state, and out-of-state.

MOST RECENT POSITIONS HELD BY APPLICANTS: SUPERINTENDENT _____;

ASST. SUPERINTENDENT _____; PRINCIPAL _____;

OTHER _____

NUMBER OF CANDIDATES WITHIN THE DISTRICT: _____

NUMBER OF CANDIDATES OUT-OF-DISTRICT, BUT IN STATE: _____

NUMBER OF CANDIDATES OUT-OF-STATE: _____

6. Of the finalists selected by the screening committee, list the number of minority finalists, female finalists, male finalists, and the number of in-district finalists, in-state finalists, and out-of-state finalists.

NUMBER OF MINORITY FINALISTS: _____

NUMBER OF FEMALE FINALISTS: _____

NUMBER OF MALE FINALISTS: _____

NUMBER OF IN-DISTRICT FINALISTS: _____

NUMBER OF OUT-OF-STATE FINALISTS: _____

7. Identify the candidate hired by the Board and whether he/she was among the finalists selected by the screening committee.

CANDIDATE HIRED BY BOARD: _____

WAS HE/SHE AMONG FINALISTS CHOSEN BY THE SCREENING COMMITTEE: _____

APPENDIX G

TABLE 20

LOCAL REVENUES BY DISTRICT

District	1989-90			1990-91			1991-92			1992-93			1993-94			1994-95		
	Local Revenue	Per Pupil	Percent Change	Local Revenue	Per Pupil	Percent Change	Local Revenue	Per Pupil	Percent Change	Local Revenue	Per Pupil	Percent Change	Local Revenue	Per Pupil	Percent Change	Local Revenue	Per Pupil	Percent Change
ADAIR CO.	\$312			\$566		81.41%	\$697		23.14%	\$715		2.58%	\$735		2.80%	\$774		5.31%
ALLEN CO.	487		8.21%	527		8.21%	529		0.38%	513		-3.02%	734		43.08%	727		-0.95%
ANCHORAGE	3,867		0.47%	3,885		0.47%	4,472		15.11%	5,221		16.75%	5,672		8.64%	6,141		8.27%
ANDERSON CO.	480		106.46%	991		106.46%	1,116		12.61%	1,006		-9.86%	1,134		12.72%	1,444		27.34%
ASHLAND	901		23.86%	1,116		23.86%	1,183		6.00%	1,272		7.52%	1,348		5.97%	1,837		36.28%
AUGUSTA	501		8.98%	546		8.98%	649		18.86%	609		-6.16%	1,145		88.01%	964		-15.81%
BALLARD CO.	646		20.59%	779		20.59%	798		2.44%	836		4.76%	919		9.93%	1,005		9.36%
BARBOURVILLE	694		20.61%	837		20.61%	630		-24.73%	585		-7.14%	620		5.98%	744		20.00%
BARDSTOWN	991		36.53%	1,353		36.53%	1,486		9.83%	1,481		-0.34%	1,718		16.00%	1,809		5.30%
BARREN CO.	397		50.88%	599		50.88%	795		32.72%	817		2.77%	1,041		27.42%	1,158		11.24%
BATH CO.	281		20.64%	339		20.64%	507		49.56%	509		0.39%	702		37.92%	711		1.28%
BEECHWOOD	1,758		-1.82%	1,726		-1.82%	1,725		-0.06%	1,792		3.88%	1,886		5.25%	2,136		13.26%
BELL CO.	215		83.72%	395		83.72%	461		16.71%	534		15.84%	592		10.86%	775		30.91%
BELLEVUE	974		7.08%	1,043		7.08%	1,085		4.03%	1,128		3.96%	1,153		2.22%	1,207		4.68%
BEREA	757		35.40%	1,025		35.40%	1,009		-1.56%	1,098		8.82%	1,124		2.37%	1,132		0.71%
BOONE CO.	1,154		30.59%	1,507		30.59%	1,683		11.68%	1,753		4.16%	1,811		3.31%	2,134		17.84%
BOURBON CO.	484		86.36%	902		86.36%	1,019		12.97%	988		-3.04%	1,000		1.21%	1,267		26.70%
BOWLING GREEN	1,306		14.40%	1,494		14.40%	1,536		2.81%	1,598		4.04%	1,689		5.69%	1,725		2.13%
BOYD CO.	611		39.93%	855		39.93%	1,106		29.36%	1,152		4.16%	1,259		9.29%	1,408		11.83%
BOYLE CO.	696		23.42%	859		23.42%	1,016		18.28%	1,036		1.97%	1,099		6.08%	1,191		8.37%
BRACKEN CO.	438		15.07%	504		15.07%	542		7.54%	469		-13.47%	474		1.07%	504		6.33%
BREATHITT CO.	308		18.51%	365		18.51%	521		42.74%	503		-3.45%	614		22.07%	734		19.54%
BRECKINRIDGE CO.	502		28.29%	644		28.29%	702		9.01%	762		8.55%	799		4.86%	874		9.39%
BULLITT CO.	371		26.42%	469		26.42%	534		13.86%	609		14.04%	857		40.72%	980		14.35%
BURGIN	797		22.58%	977		22.58%	1,142		16.89%	1,197		4.82%	1,237		3.34%	1,322		6.87%
BUTLER CO.	349		21.49%	424		21.49%	437		3.07%	480		9.84%	604		25.83%	669		10.76%
CALDWELL CO.	447		47.65%	660		47.65%	814		23.33%	796		-2.21%	876		10.05%	897		2.40%
CALLOWAY CO.	471		65.39%	779		65.39%	833		6.93%	915		9.84%	986		7.76%	1,075		9.03%
CAMPBELL CO.	1,029		43.05%	1,472		43.05%	1,517		3.06%	1,546		1.91%	1,673		8.21%	1,939		15.90%
CAMPBELLSVILLE	510		37.65%	702		37.65%	774		10.26%	762		-1.55%	871		14.30%	906		4.02%
CARLISLE CO.	352		53.98%	542		53.98%	595		9.78%	623		4.71%	653		4.82%	829		26.95%
CARROLL CO.	936		22.44%	1,146		22.44%	1,233		7.59%	1,363		10.54%	1,380		1.25%	1,520		10.14%
CARTER CO.	255		391	391		53.33%	527		34.78%	512		-2.85%	570		11.33%	645		13.16%
CASEY CO.	285		64.21%	468		64.21%	623		33.12%	624		0.16%	688		10.26%	700		1.74%
CAVERNA IND.	632		11.23%	703		11.23%	766		8.96%	775		1.17%	858		10.71%	946		10.26%
CHRISTIAN CO.	402		34.33%	540		34.33%	597		10.56%	596		-0.17%	713		19.63%	872		22.30%
CLARK CO.	635		892	892		40.47%	958		7.40%	956		-0.21%	1,107		15.79%	1,217		9.94%

TABLE 20

LOCAL REVENUES BY DISTRICT

District	1989-90			1990-91			1991-92			1992-93			1993-94			1994-95		
	Local Revenue	Per Pupil	Percent Change	Local Revenue	Per Pupil	Percent Change	Local Revenue	Per Pupil	Percent Change	Local Revenue	Per Pupil	Percent Change	Local Revenue	Per Pupil	Percent Change	Local Revenue	Per Pupil	Percent Change
CLAY CO.	196	282	43.88%	326	15.60%	328	0.61%	557	69.82%	501	-10.05%	155.61%						
CLINTON CO.	188	271	44.15%	361	33.21%	468	29.64%	593	26.71%	712	20.07%	278.72%						
CLOVERPORT	396	316	-20.20%	373	18.04%	343	-8.04%	334	-2.62%	417	24.85%	5.30%						
CORBIN	585	750	28.21%	857	14.27%	844	-1.52%	859	1.78%	965	12.34%	64.96%						
COVINGTON	929	1,076	15.82%	1,248	15.99%	1,269	1.68%	1,360	7.17%	1,593	17.13%	71.47%						
CRITTENDEN CO.	331	643	94.26%	725	12.75%	732	0.97%	767	4.78%	844	10.04%	154.98%						
CUMBERLAND CO.	321	410	27.73%	548	33.66%	552	0.73%	691	25.18%	763	10.42%	137.69%						
DANVILLE	1,145	1,167	1.92%	1,391	19.19%	1,420	2.08%	1,534	8.03%	1,572	2.48%	37.29%						
DAVISS CO.	756	916	21.16%	939	2.51%	912	-2.88%	1,065	16.78%	1,178	10.61%	55.82%						
DAWSON SPRINGS	670	700	4.48%	700	0.00%	694	-0.86%	754	8.65%	854	13.26%	27.46%						
DAYTON	364	434	19.23%	490	12.90%	499	1.84%	545	9.22%	589	8.07%	61.81%						
EAST BERNSTADT	144	223	54.86%	319	43.05%	364	14.11%	344	-5.49%	339	-1.45%	135.42%						
EDMONSON CO.	262	361	37.79%	440	21.88%	433	-1.59%	586	35.33%	613	4.61%	133.97%						
ELIZABETHTOWN	988	993	0.51%	1,147	15.51%	1,050	-8.46%	1,204	14.67%	1,214	0.83%	22.87%						
ELLIOTT CO.	78	244	212.82%	296	21.31%	687	132.09%	548	-20.23%	781	42.52%	901.28%						
EMINENCE	785	886	12.87%	851	-3.95%	902	5.99%	991	9.87%	1,049	5.85%	33.63%						
ERLANGER	1,200	1,231	2.58%	1,468	19.25%	1,492	1.63%	1,571	5.29%	1,556	-0.95%	29.67%						
ESTILL CO.	273	432	58.24%	533	23.38%	492	-7.69%	523	6.30%	552	5.54%	102.20%						
FAIRVIEW	688	795	15.55%	777	-2.26%	782	0.64%	796	1.79%	885	11.18%	28.63%						
FAYETTE CO.	2,238	2,309	3.17%	2,434	5.41%	2,643	8.59%	2,747	3.93%	2,941	7.06%	31.41%						
FLEMING CO.	413	514	24.46%	641	24.71%	663	3.43%	757	14.18%	774	2.25%	87.41%						
FLOYD CO.	225	433	92.44%	555	28.18%	537	-3.24%	669	24.58%	792	18.39%	252.00%						
FT. THOMAS	1,451	1,468	1.17%	1,654	12.67%	1,827	10.46%	1,885	3.17%	1,989	5.52%	37.08%						
FRANKFORT	1,316	1,425	8.28%	1,691	18.67%	1,827	8.04%	1,687	-7.66%	1,779	5.45%	35.18%						
FRANKLIN CO.	779	1,018	30.68%	1,243	22.10%	1,287	3.54%	1,389	7.93%	1,556	12.02%	99.74%						
FULTON CO.	413	723	75.06%	835	15.49%	756	-9.46%	759	0.40%	805	6.06%	94.92%						
FULTON	1,081	1,054	-2.50%	1,144	8.54%	1,158	1.22%	1,221	5.44%	1,312	7.45%	21.37%						
GALLATIN CO.	515	585	13.59%	874	49.40%	901	3.09%	910	1.00%	982	7.91%	90.68%						
GARRARD CO.	514	873	69.84%	963	10.31%	995	3.32%	1,019	2.41%	1,059	3.93%	106.03%						
GLASGOW IND.	776	831	7.09%	1,017	22.38%	922	-9.34%	1,048	13.67%	1,097	4.68%	41.37%						
GRANT CO.	489	533	9.00%	681	27.77%	701	2.94%	755	7.70%	796	5.43%	62.78%						
GRAVES CO.	463	520	12.31%	556	6.92%	549	-1.26%	737	34.24%	810	9.91%	74.95%						
GRAYSON CO.	312	436	39.74%	509	16.74%	493	-3.14%	718	45.64%	856	19.22%	174.36%						
GREEN CO.	324	540	66.67%	649	20.19%	655	0.92%	729	11.30%	759	4.12%	134.26%						
GREENUP CO.	360	411	14.17%	503	22.38%	576	14.51%	701	21.70%	796	13.55%	121.11%						
HANCOCK CO.	1,072	1,164	8.58%	1,228	5.50%	1,180	-3.91%	1,256	6.44%	1,525	21.42%	42.26%						
HARDIN CO.	422	795	88.39%	965	21.38%	838	-13.16%	925	10.38%	997	7.78%	136.26%						

TABLE 20

LOCAL REVENUES BY DISTRICT

District	1989-90			1990-91			1991-92			1992-93			1993-94			1994-95		
	Local Revenue	Per Pupil	Percent Change	Local Revenue	Per Pupil	Percent Change	Local Revenue	Per Pupil	Percent Change	Local Revenue	Per Pupil	Percent Change	Local Revenue	Per Pupil	Percent Change	Local Revenue	Per Pupil	Percent Change
HARLAN CO.	334	437	30.84%				487	11.44%		434	-10.88%		621	43.09%		560	-9.82%	67.66%
HARLAN	511	614	20.16%				625	1.79%		568	-9.12%		605	6.51%		709	17.19%	38.75%
HARRISON CO.	477	602	26.21%				661	9.80%		730	10.44%		790	8.22%		872	10.38%	82.81%
HARRODSBURG	620	798	28.71%				904	13.28%		885	-2.10%		886	0.11%		1,027	15.91%	65.65%
HART CO.	274	500	82.48%				623	24.60%		623	0.00%		739	18.62%		929	25.71%	239.05%
HAZARD	647	699	8.04%				740	5.87%		774	4.59%		729	-5.81%		1,088	49.25%	68.16%
HENDERSON CO.	811	930	14.67%				1,084	16.56%		1,084	0.00%		1,138	4.98%		1,281	12.57%	57.95%
HENRY CO.	649	834	28.51%				880	5.52%		890	1.14%		994	11.69%		1,100	10.66%	69.49%
HICKMAN CO.	483	744	54.04%				852	14.52%		860	0.94%		894	3.95%		957	7.05%	98.14%
HOPKINS CO.	699	720	3.00%				942	30.83%		922	-2.12%		972	5.42%		1,101	13.27%	57.51%
JACKSON CO.	148	216	45.95%				333	54.17%		378	13.51%		410	8.47%		430	4.88%	190.54%
JACKSON	391	444	13.55%				554	24.77%		418	-24.55%		557	33.25%		603	8.26%	54.22%
JEFFERSON CO.	2,019	2,179	7.92%				2,275	4.41%		2,380	4.62%		2,434	2.27%		2,770	13.80%	37.20%
JENKINS	480	444	-7.50%				493	11.04%		549	11.36%		243	-55.74%		1,038	327.16%	116.25%
JESSAMINE CO.	657	985	49.92%				1,084	10.05%		1,062	-2.03%		1,139	7.25%		1,340	17.65%	103.96%
JOHNSON CO.	254	288	13.39%				418	45.14%		391	-6.46%		439	12.28%		696	58.54%	174.02%
KENTON CO.	1,026	1,399	36.35%				1,445	3.29%		1,455	0.69%		1,556	6.94%		1,685	8.29%	64.23%
KENTON CO.	207	354	71.01%				416	17.51%		507	21.88%		789	55.62%		944	19.55%	356.04%
KNOTT CO.	209	384	83.73%				452	17.71%		556	23.01%		632	13.67%		656	3.80%	213.88%
KNOX CO.	346	631	82.37%				699	10.78%		664	-5.01%		723	8.89%		731	1.11%	111.27%
LARUE CO.	336	641	90.77%				831	29.64%		726	-12.64%		763	5.10%		779	2.10%	131.85%
LAUREL CO.	303	357	17.82%				456	27.73%		421	-7.68%		606	43.94%		671	10.73%	121.45%
LAWRENCE CO.	296	402	35.81%				485	20.65%		467	-3.71%		539	15.42%		591	9.65%	99.66%
LEE CO.	261	411	57.47%				558	35.77%		552	-1.08%		429	-22.28%		800	86.48%	206.51%
LESLIE CO.	210	377	79.52%				456	20.95%		436	-4.39%		266	-38.99%		1,032	287.97%	391.43%
LETCHER CO.	260	333	28.08%				447	34.23%		429	-4.03%		464	8.16%		494	6.47%	90.00%
LEWIS CO.	272	490	80.15%				623	27.14%		638	2.41%		653	2.35%		713	9.19%	162.13%
LINCOLN CO.	467	770	64.88%				855	11.04%		961	12.40%		999	3.95%		1,028	2.90%	120.13%
LIVINGSTON CO.	496	542	9.27%				595	9.78%		750	26.05%		822	9.60%		960	16.79%	93.55%
LOGAN CO.	720	755	4.86%				761	0.79%		802	5.39%		851	6.11%		890	4.58%	23.61%
LUDLOW	584	880	50.68%				1,131	28.52%		1,138	0.62%		1,201	5.54%		1,235	2.83%	111.47%
LYON CO.	466	771	65.45%				945	22.57%		969	2.54%		1,043	7.64%		1,113	6.71%	138.84%
MADISON CO.	141	291	106.38%				349	19.93%		355	1.72%		471	32.68%		891	89.17%	531.91%
MAGOFFIN CO.	419	511	21.96%				742	45.21%		798	7.55%		869	8.90%		933	7.36%	122.67%
MARION CO.	560	681	21.61%				867	27.31%		866	-0.12%		923	6.58%		1,201	30.12%	114.46%
MARSHALL CO.	392	541	38.01%				528	-2.40%		497	-5.87%		779	56.74%		806	3.47%	105.61%
MARTIN CO.	779	1,005	29.01%				1,178	17.21%		1,349	14.52%		1,475	9.34%		1,374	-6.85%	76.38%
MASON CO.																		

TABLE 20

LOCAL REVENUES BY DISTRICT

District	1989-90			1990-91			1991-92			1992-93			1993-94			1994-95		
	Local Revenue	Per Pupil	Percent Change	Local Revenue	Per Pupil	Percent Change	Local Revenue	Per Pupil	Percent Change	Local Revenue	Per Pupil	Percent Change	Local Revenue	Per Pupil	Percent Change	Local Revenue	Per Pupil	Percent Change
MAYFIELD	1,164	1,192	2.41%	1,258	1,198	-4.77%	1,377	1,377	14.94%	1,387	1,387	0.73%	1,387	1,387	0.73%	1,387	1,387	19.16%
MCCRACKEN CO.	495	753	52.12%	847	849	0.24%	901	901	6.12%	947	947	5.11%	947	947	5.11%	947	947	91.31%
MCCREARY CO.	173	248	43.35%	301	293	-2.66%	344	344	17.41%	413	413	20.06%	413	413	20.06%	413	413	138.73%
MCLEAN CO.	385	564	46.49%	663	665	0.30%	852	852	28.12%	893	893	4.81%	893	893	4.81%	893	893	131.95%
MEADE CO.	482	569	18.05%	605	600	-0.83%	665	665	10.83%	676	676	1.65%	676	676	1.65%	676	676	40.25%
MENIFEE CO.	183	275	50.27%	425	490	15.29%	501	501	2.24%	505	505	0.80%	505	505	0.80%	505	505	175.96%
MERCER CO.	550	689	25.27%	963	800	-16.93%	997	997	24.63%	1,055	1,055	5.82%	1,055	1,055	5.82%	1,055	1,055	91.82%
METCALFE CO.	267	464	73.78%	675	728	7.85%	821	821	12.77%	830	830	1.10%	830	830	1.10%	830	830	210.86%
MIDDLESBORO	578	797	37.89%	952	942	-1.05%	971	971	3.08%	1,027	1,027	5.77%	1,027	1,027	5.77%	1,027	1,027	77.68%
MONROE CO.	524	506	-3.44%	600	661	10.17%	746	746	12.86%	805	805	7.91%	805	805	7.91%	805	805	53.63%
MONTGOMERY CO.	506	606	19.76%	655	692	5.65%	769	769	11.13%	820	820	6.63%	820	820	6.63%	820	820	62.06%
MONTICELLO	210	329	56.67%	374	384	2.67%	418	418	8.85%	519	519	24.16%	519	519	24.16%	519	519	147.14%
MORGAN CO.	201	393	95.52%	469	470	0.21%	442	442	-5.96%	590	590	33.48%	590	590	33.48%	590	590	193.53%
MUHLENBURG CO.	956	1,069	11.82%	1,163	1,144	-1.63%	1,278	1,278	11.71%	1,349	1,349	5.56%	1,349	1,349	5.56%	1,349	1,349	41.11%
MURRAY	1,161	1,166	0.43%	1,337	1,328	-0.67%	1,374	1,374	3.46%	2,515	2,515	83.04%	2,515	2,515	83.04%	2,515	2,515	116.62%
NELSON CO.	481	686	42.62%	897	895	-0.22%	934	934	4.36%	1,073	1,073	14.88%	1,073	1,073	14.88%	1,073	1,073	123.08%
NEWPORT	863	916	6.14%	940	974	3.62%	1,176	1,176	20.74%	1,246	1,246	5.95%	1,246	1,246	5.95%	1,246	1,246	44.38%
NICHOLAS CO.	360	623	73.06%	686	671	-2.19%	707	707	5.37%	750	750	6.08%	750	750	6.08%	750	750	108.33%
OHIO CO.	396	591	49.24%	668	642	-3.89%	763	763	18.85%	848	848	11.14%	848	848	11.14%	848	848	114.14%
OLDHAM CO.	970	1,070	10.31%	1,151	1,178	2.35%	1,282	1,282	8.83%	1,624	1,624	26.68%	1,624	1,624	26.68%	1,624	1,624	67.42%
OWEN CO.	514	518	0.78%	700	731	4.43%	765	765	4.65%	826	826	7.97%	826	826	7.97%	826	826	60.70%
OWENSBORO	1,500	1,578	5.20%	1,647	1,641	-0.36%	1,663	1,663	1.34%	1,856	1,856	11.61%	1,856	1,856	11.61%	1,856	1,856	23.73%
OWSLEY CO.	246	310	26.02%	419	422	0.72%	444	444	5.21%	482	482	8.56%	482	482	8.56%	482	482	95.93%
PADUCAH	1,306	1,406	7.66%	1,509	1,584	4.97%	1,765	1,765	11.43%	1,712	1,712	-3.00%	1,712	1,712	-3.00%	1,712	1,712	31.09%
PAINTSVILLE	1,070	900	-15.89%	1,257	1,116	-11.22%	1,137	1,137	1.88%	1,575	1,575	38.52%	1,575	1,575	38.52%	1,575	1,575	47.20%
PARIS	715	901	26.01%	956	1,060	10.88%	1,117	1,117	5.38%	1,213	1,213	8.59%	1,213	1,213	8.59%	1,213	1,213	69.65%
PENDLETON CO.	374	451	20.59%	462	629	36.15%	697	697	10.81%	681	681	-2.30%	681	681	-2.30%	681	681	82.09%
PERRY CO.	255	453	77.65%	598	606	1.34%	635	635	4.79%	996	996	56.85%	996	996	56.85%	996	996	290.59%
PIKE CO.	360	537	49.17%	755	692	-8.34%	874	874	26.30%	958	958	9.61%	958	958	9.61%	958	958	166.11%
PIKEVILLE	1,373	1,449	5.54%	1,575	1,487	-5.59%	1,714	1,714	15.27%	1,660	1,660	-3.15%	1,660	1,660	-3.15%	1,660	1,660	20.90%
PINEVILLE	549	569	3.64%	580	566	-2.41%	539	539	-4.77%	508	508	-5.75%	508	508	-5.75%	508	508	-7.47%
POWELL CO.	267	341	27.72%	515	448	-13.01%	225	225	-49.78%	502	502	123.11%	502	502	123.11%	502	502	88.01%
PROVIDENCE	416	460	10.58%	520	518	-0.38%	535	535	3.28%	542	542	1.31%	542	542	1.31%	542	542	30.29%
PULASKI CO.	356	666	87.08%	739	781	5.68%	795	795	1.79%	840	840	5.66%	840	840	5.66%	840	840	135.96%
RACELAND	918	925	0.76%	1,035	890	-14.01%	902	902	1.35%	1,045	1,045	15.85%	1,045	1,045	15.85%	1,045	1,045	13.83%
ROBERTSON CO.	405	684	68.89%	750	923	23.07%	1,070	1,070	15.93%	829	829	-22.52%	829	829	-22.52%	829	829	104.69%
ROCKCASTLE CO.	257	416	61.87%	521	560	7.49%	544	544	-2.86%	595	595	9.38%	595	595	9.38%	595	595	131.52%

TABLE 20

LOCAL REVENUES BY DISTRICT

TABLE 20

District	1989-90			1990-91			1991-92			1992-93			1993-94			1994-95			Percent Change		
	Local Revenue	Per Pupil	Percent Change	Local Revenue	Per Pupil	Percent Change	Local Revenue	Per Pupil	Percent Change	Local Revenue	Per Pupil	Percent Change	Local Revenue	Per Pupil	Percent Change	Local Revenue	Per Pupil	Percent Change	Local Revenue	Per Pupil	Percent Change
ROWAN CO.	466			651		39.70%	826		26.88%	812		-1.69%	861		6.03%	931		8.13%	99.79%		
RUSSELL CO.	281			612		117.79%	707		15.52%	838		18.53%	822		-1.91%	823		0.12%	192.88%		
RUSSELL	843			1,020		21.00%	1,115		9.31%	1,138		2.06%	1,145		0.62%	1,353		18.17%	60.50%		
RUSSELLVILLE	831			873		5.05%	964		10.42%	1,061		10.06%	1,172		10.46%	1,233		5.20%	48.38%		
SCIENCE HILL	375			565		50.67%	474		-16.11%	546		15.19%	486		-10.99%	499		2.67%	33.07%		
SCOTT CO.	725			1,475		103.45%	1,311		-11.12%	1,407		7.32%	1,750		24.38%	3,675		110.00%	406.90%		
SHELBY CO.	559			1,262		125.76%	1,423		12.76%	1,420		-0.21%	1,563		10.07%	1,621		3.71%	189.98%		
SILVER GROVE	774			767		-0.90%	1,820		137.29%	980		-46.15%	1,010		3.06%	946		-6.34%	22.22%		
SIMPSON CO.	599			782		30.55%	968		23.79%	997		3.00%	1,069		7.22%	1,166		9.07%	94.66%		
SOMERSET	970			1,061		9.38%	1,168		10.08%	1,175		0.60%	1,236		5.19%	1,292		4.53%	33.20%		
SOUTHGATE	1,040			1,390		33.65%	1,582		13.81%	1,570		-0.76%	1,651		5.16%	1,694		2.60%	62.88%		
SPENCER CO.	426			641		50.47%	759		18.41%	761		0.26%	785		3.15%	815		3.82%	91.31%		
TAYLOR CO.	321			632		96.88%	797		26.11%	811		1.76%	860		6.04%	920		6.98%	186.60%		
TODD CO.	326			395		21.17%	421		6.58%	427		1.43%	529		23.89%	590		11.53%	80.98%		
TRIGG CO.	447			578		29.31%	668		15.57%	699		4.64%	735		5.15%	770		4.76%	72.26%		
TRIMBLE CO.	868			941		8.41%	1,174		24.76%	1,145		-2.47%	1,254		9.52%	1,256		0.16%	44.70%		
UNION CO.	515			649		26.02%	870		34.05%	1,014		16.55%	1,106		9.07%	1,212		9.58%	135.34%		
WALTON-VERONA	1,166			1,122		-3.77%	1,228		9.45%	1,313		6.92%	1,494		13.79%	1,639		9.71%	40.57%		
WARREN CO.	735			893		21.50%	1,024		14.67%	1,041		1.66%	1,171		12.49%	1,266		8.11%	72.24%		
WASHINGTON CO.	431			689		59.86%	758		10.01%	851		12.27%	816		-4.11%	847		3.80%	96.52%		
WAYNE CO.	234			318		35.90%	421		32.39%	524		24.47%	635		21.18%	768		20.94%	228.21%		
WEBSTER CO.	502			808		60.96%	1,033		27.85%	1,009		-2.32%	1,182		17.15%	1,334		12.86%	165.74%		
WEST POINT	487			533		9.45%	776		45.59%	664		-14.43%	689		3.77%	741		7.55%	52.16%		
WHITLEY CO.	227			419		84.58%	596		42.24%	547		-8.22%	605		10.60%	641		5.95%	182.38%		
WILLIAMSBURG	391			582		48.85%	725		24.57%	672		-7.31%	688		2.38%	757		10.03%	93.61%		
WILLIAMSTOWN	955			1,081		13.19%	1,127		4.26%	1,192		5.77%	1,197		0.42%	1,246		4.09%	30.47%		
WOLFE CO.	179			280		56.42%	347		23.93%	337		-2.88%	400		18.69%	425		6.25%	137.43%		
WOODFORD CO.	837			1,417		69.30%	1,585		11.86%	1,594		0.57%	1,609		0.94%	1,659		3.11%	98.21%		

TABLE 21

STATE REVENUES BY DISTRICT

District	1989-90		1990-91		1991-92		1992-93		1993-94		1994-95	
	State Revenue	Per Pupil	State Revenue	Per Pupil	State Revenue	Per Pupil	State Revenue	Per Pupil	State Revenue	Per Pupil	State Revenue	Per Pupil
	Percent Change 89-90		Percent Change 90-91		Percent Change 91-92		Percent Change 92-93		Percent Change 93-94		Percent Change 94-95	
ADAIR CO.	\$2,327	\$2,952	26.86%		\$3,157	6.94%	\$3,281	3.93%	\$3,398	3.57%	\$3,689	8.56%
ALLEN CO.	2,385	2,872	20.42%		3,113	8.39%	3,118	0.16%	3,117	-0.03%	3,492	12.03%
ANCHORAGE	1,822	1,827	0.27%		2,018	10.45%	2,033	0.74%	2,052	0.93%	2,350	14.52%
ANDERSON CO.	2,169	2,471	13.92%		2,586	4.65%	2,790	7.89%	2,928	4.95%	3,229	10.28%
ASHLAND	2,116	2,566	21.27%		2,714	5.77%	2,806	3.39%	2,898	3.28%	2,925	0.93%
AUGUSTA	2,487	3,090	24.25%		3,585	16.02%	3,558	-0.75%	3,721	4.58%	3,764	1.16%
BALLARD CO.	2,528	2,945	16.50%		3,079	4.55%	3,258	5.81%	3,382	3.81%	3,738	10.53%
BARBOURVILLE	1,996	2,282	14.33%		2,647	15.99%	3,120	17.87%	3,218	3.14%	3,561	10.66%
BARDSTOWN	2,193	2,467	12.49%		2,454	-0.53%	2,556	4.16%	2,609	2.07%	2,732	4.71%
BARREN CO.	2,218	2,721	22.68%		2,859	5.07%	2,954	3.32%	2,895	-2.00%	3,151	8.84%
BATH CO.	2,400	2,989	24.54%		3,277	9.64%	3,526	7.60%	3,658	3.74%	3,776	3.23%
BEECHWOOD	1,851	1,930	4.27%		1,996	3.42%	2,022	1.30%	2,126	5.14%	2,136	0.47%
BELL CO.	2,346	3,092	31.80%		3,575	15.62%	3,784	5.85%	3,836	1.37%	4,195	9.36%
BELLEVUE	2,102	2,347	11.66%		2,508	6.86%	2,738	9.17%	3,016	10.15%	3,152	4.51%
BEREA	2,440	3,276	34.26%		3,234	-1.28%	3,410	5.44%	3,336	-2.17%	3,374	1.14%
BOONE CO.	1,980	2,118	6.97%		2,156	1.79%	2,163	0.32%	2,193	1.39%	2,325	6.02%
BOURBON CO.	2,234	2,656	18.89%		2,885	8.62%	3,008	4.26%	3,168	5.32%	3,438	8.52%
BOWLING GREEN	2,198	2,552	16.11%		2,693	5.53%	2,759	2.45%	2,799	1.45%	2,898	3.54%
BOYD CO.	2,246	2,603	15.89%		2,798	7.49%	2,863	2.32%	2,901	1.33%	2,967	2.28%
BOYLE CO.	2,234	2,681	20.01%		2,908	8.47%	2,874	-1.17%	2,982	3.76%	3,159	5.94%
BRACKEN CO.	2,406	2,732	13.55%		2,920	6.88%	2,898	-0.75%	3,142	8.42%	3,378	7.51%
BREATHITT CO.	2,305	3,089	34.01%		3,412	10.46%	3,648	6.92%	3,800	4.17%	4,046	6.47%
BRECKINRIDGE CO.	2,277	2,762	21.30%		2,938	6.37%	3,039	3.44%	3,168	4.24%	3,503	10.57%
BULLITT CO.	2,223	2,696	21.28%		2,794	3.64%	2,844	1.79%	2,976	4.64%	3,226	8.40%
BURGIN	2,248	2,533	12.68%		2,714	7.15%	2,653	-2.25%	2,808	5.84%	2,926	4.20%
BUTLER CO.	2,342	2,963	26.52%		3,044	2.73%	3,026	-0.59%	3,209	6.05%	3,761	17.20%
CALDWELL CO.	2,340	2,857	22.09%		3,191	11.69%	3,218	0.85%	3,389	5.31%	3,553	4.84%
CALLOWAY CO.	2,331	2,762	18.49%		2,939	6.41%	3,012	2.48%	3,036	0.80%	3,426	12.85%
CAMPBELL CO.	2,151	2,341	8.83%		2,448	4.57%	2,428	-0.82%	2,448	0.82%	2,500	2.12%
CAMPBELLSVILLE	2,182	2,749	25.99%		2,938	6.88%	2,985	1.60%	3,136	5.06%	3,407	8.64%
CARLISLE CO.	2,530	2,902	14.70%		3,138	8.13%	3,171	1.05%	3,127	-1.39%	3,285	5.05%
CARROLL CO.	2,187	2,608	19.25%		2,768	6.13%	2,712	-2.02%	2,875	6.01%	3,035	5.57%
CARTER CO.	2,426	3,224	32.89%		3,533	9.58%	3,522	-0.31%	3,593	2.02%	3,844	6.99%
CASEY CO.	2,202	2,857	29.75%		3,286	15.02%	3,395	3.32%	3,512	3.45%	3,731	6.24%
CAVERNA IND.	2,265	2,881	27.20%		3,165	9.86%	3,334	5.34%	3,425	2.73%	3,661	6.89%
CHRISTIAN CO.	2,249	2,767	23.03%		2,945	6.43%	3,029	2.85%	3,203	5.74%	3,435	7.24%
CLARK CO.	2,071	2,481	19.80%		2,626	5.84%	2,724	3.73%	2,774	1.84%	2,962	6.78%

TABLE 21

STATE REVENUES BY DISTRICT

District	1989-90			1990-91			1991-92			1992-93			1993-94			1994-95		
	State Revenue	Per Pupil	Percent Change	State Revenue	Per Pupil	Percent Change	State Revenue	Per Pupil	Percent Change	State Revenue	Per Pupil	Percent Change	State Revenue	Per Pupil	Percent Change	State Revenue	Per Pupil	Percent Change
CLAY CO.	2,359	3,121	32.30%	3,530	13.10%	3.638	3,762	3.06%	3,762	3.41%	4,184	11.22%	4,184	11.22%	77.36%	4,184	11.22%	77.36%
CLINTON CO.	2,459	3,240	31.76%	3,429	5.83%	3,553	3,614	3.62%	3,614	1.72%	3,682	1.88%	3,682	1.88%	49.74%	3,682	1.88%	49.74%
CLOVERPORT	2,713	3,260	20.16%	3,450	5.83%	3,519	3,900	2.00%	3,900	10.83%	4,248	8.92%	4,248	8.92%	56.58%	4,248	8.92%	56.58%
CORBIN	2,143	2,619	22.21%	2,777	6.03%	2,959	3,069	6.55%	3,069	3.72%	3,212	4.66%	3,212	4.66%	49.88%	3,212	4.66%	49.88%
COVINGTON	2,307	3,027	31.21%	3,300	9.02%	3,329	3,523	0.88%	3,523	5.83%	3,690	4.74%	3,690	4.74%	59.95%	3,690	4.74%	59.95%
CRITTENDEN CO.	2,303	2,817	22.32%	2,920	3.66%	3,083	3,202	5.58%	3,202	3.86%	3,437	7.34%	3,437	7.34%	49.24%	3,437	7.34%	49.24%
CUMBERLAND CO.	2,421	3,039	25.53%	3,203	5.40%	3,235	3,414	1.00%	3,414	5.53%	3,828	12.13%	3,828	12.13%	58.12%	3,828	12.13%	58.12%
DANVILLE	2,117	2,671	26.17%	2,901	8.61%	3,083	2,861	6.27%	2,861	-7.20%	2,943	2.87%	2,943	2.87%	39.02%	2,943	2.87%	39.02%
DAVIESS CO.	2,193	2,461	12.22%	2,627	6.75%	2,722	2,846	3.62%	2,846	4.56%	2,943	3.41%	2,943	3.41%	34.20%	2,943	3.41%	34.20%
DAWSON SPRINGS	2,423	3,024	24.80%	3,262	7.87%	3,337	3,443	2.30%	3,443	3.18%	3,718	7.99%	3,718	7.99%	53.45%	3,718	7.99%	53.45%
DAYTON	2,373	3,209	35.23%	3,456	7.70%	3,704	3,855	7.18%	3,855	4.08%	4,036	4.70%	4,036	4.70%	70.08%	4,036	4.70%	70.08%
EAST BERNSTADT	2,332	2,755	18.14%	3,384	22.83%	3,504	3,805	3.55%	3,805	8.59%	4,107	7.94%	4,107	7.94%	76.11%	4,107	7.94%	76.11%
EDMONSON CO.	2,355	3,108	31.97%	3,354	7.92%	3,509	3,494	4.62%	3,494	-0.43%	3,749	7.30%	3,749	7.30%	59.19%	3,749	7.30%	59.19%
ELIZABETHTOWN	2,210	2,555	15.61%	2,763	8.14%	2,823	2,887	2.17%	2,887	2.27%	2,974	3.01%	2,974	3.01%	34.57%	2,974	3.01%	34.57%
ELLIOTT CO.	2,397	3,216	34.17%	3,622	12.62%	3,791	3,950	4.67%	3,950	4.19%	4,450	12.66%	4,450	12.66%	85.65%	4,450	12.66%	85.65%
EMINENCE	2,337	2,835	21.31%	2,861	0.92%	3,002	3,105	4.93%	3,105	3.43%	3,482	12.14%	3,482	12.14%	48.99%	3,482	12.14%	48.99%
ERLANGER	2,147	2,437	13.51%	2,557	4.92%	2,609	2,646	2.03%	2,646	1.42%	2,801	5.86%	2,801	5.86%	30.46%	2,801	5.86%	30.46%
ESTILL CO.	2,330	3,102	33.13%	3,419	10.22%	3,578	3,734	4.65%	3,734	4.36%	4,040	8.19%	4,040	8.19%	73.39%	4,040	8.19%	73.39%
FAIRVIEW	2,164	2,738	26.52%	2,938	7.30%	3,006	3,179	2.31%	3,179	5.76%	3,302	3.87%	3,302	3.87%	52.59%	3,302	3.87%	52.59%
FAYETTE CO.	1,987	2,179	9.66%	2,295	5.32%	2,258	2,330	-1.61%	2,330	3.19%	2,456	5.41%	2,456	5.41%	23.60%	2,456	5.41%	23.60%
FLEMING CO.	2,487	2,927	17.69%	3,129	6.90%	3,382	3,378	8.09%	3,378	-0.12%	3,669	8.61%	3,669	8.61%	47.53%	3,669	8.61%	47.53%
FLOYD CO.	2,149	2,811	30.81%	3,076	9.43%	3,142	3,428	2.15%	3,428	9.10%	3,485	1.66%	3,485	1.66%	62.17%	3,485	1.66%	62.17%
FT. THOMAS	1,946	2,063	6.01%	2,192	6.25%	2,232	2,222	1.82%	2,222	-0.45%	2,307	3.83%	2,307	3.83%	18.55%	2,307	3.83%	18.55%
FRANKFORT	2,446	3,007	22.94%	3,203	6.52%	3,392	3,368	5.90%	3,368	-0.71%	3,530	4.81%	3,530	4.81%	44.32%	3,530	4.81%	44.32%
FRANKLIN CO.	2,170	2,444	12.63%	2,595	6.18%	2,635	2,656	1.54%	2,656	0.80%	2,694	1.43%	2,694	1.43%	24.15%	2,694	1.43%	24.15%
FULTON CO.	2,420	3,257	34.59%	3,524	8.20%	3,456	3,618	-1.93%	3,618	4.69%	3,823	5.67%	3,823	5.67%	57.98%	3,823	5.67%	57.98%
FULTON	2,240	2,690	20.09%	3,009	11.86%	3,354	3,070	11.47%	3,070	-8.47%	3,326	8.34%	3,326	8.34%	48.48%	3,326	8.34%	48.48%
GALLATIN CO.	2,182	2,701	23.79%	2,823	4.52%	3,002	3,038	6.34%	3,038	1.20%	3,302	8.69%	3,302	8.69%	51.33%	3,302	8.69%	51.33%
GARRARD CO.	2,298	2,732	18.89%	2,847	4.21%	3,024	3,189	6.22%	3,189	5.46%	3,442	7.93%	3,442	7.93%	49.78%	3,442	7.93%	49.78%
GLASGOW IND.	2,235	2,538	13.56%	2,605	2.64%	2,769	2,776	6.30%	2,776	0.25%	2,980	7.35%	2,980	7.35%	33.33%	2,980	7.35%	33.33%
GRANT CO.	2,232	2,863	28.27%	2,972	3.81%	3,066	3,236	3.16%	3,236	5.54%	3,400	5.07%	3,400	5.07%	52.33%	3,400	5.07%	52.33%
GRAVES CO.	2,259	2,641	16.91%	2,783	5.38%	2,786	2,844	0.11%	2,844	2.08%	3,147	10.65%	3,147	10.65%	39.31%	3,147	10.65%	39.31%
GRAYSON CO.	2,304	2,824	22.57%	2,997	6.13%	3,037	3,046	1.33%	3,046	0.30%	3,385	11.13%	3,385	11.13%	46.92%	3,385	11.13%	46.92%
GREEN CO.	2,223	2,835	27.53%	2,998	5.75%	3,051	3,054	1.77%	3,054	0.10%	3,307	8.28%	3,307	8.28%	48.76%	3,307	8.28%	48.76%
GREENUP CO.	2,193	2,838	29.41%	3,158	11.28%	3,184	3,269	0.82%	3,269	2.67%	3,529	7.95%	3,529	7.95%	60.92%	3,529	7.95%	60.92%
HANCOCK CO.	2,217	2,592	16.91%	2,801	8.06%	2,772	2,801	-1.04%	2,801	1.05%	2,972	6.10%	2,972	6.10%	34.06%	2,972	6.10%	34.06%
HARDIN CO.	2,151	2,679	24.55%	2,776	3.62%	2,942	3,087	5.98%	3,087	4.93%	3,345	8.36%	3,345	8.36%	55.51%	3,345	8.36%	55.51%

TABLE 21

STATE REVENUES BY DISTRICT

District	1989-90			1990-91			1991-92			1992-93			1993-94			1994-95		
	State Revenue	Per Pupil	Change	State Revenue	Per Pupil	Change	State Revenue	Per Pupil	Change	State Revenue	Per Pupil	Change	State Revenue	Per Pupil	Change	State Revenue	Per Pupil	Change
HARLAN CO.	2,177			2,914		33.85%	3,179		9.09%	3,471		9.19%	3,656		5.33%	3,829		4.73%
HARLAN	2,218			3,103		39.90%	3,350		7.96%	3,392		1.25%	3,400		0.24%	3,679		8.21%
HARRISON CO.	2,214			2,820		27.37%	2,974		5.46%	3,056		2.76%	3,156		3.27%	3,540		12.17%
HARRODSBURG	2,274			2,810		23.57%	3,059		8.86%	3,149		2.94%	3,516		11.65%	3,609		2.65%
HART CO.	2,399			3,171		32.18%	3,228		1.80%	3,383		4.80%	3,510		3.75%	3,704		5.53%
HAZARD	2,032			2,635		29.68%	2,778		5.43%	2,969		6.88%	3,207		8.02%	3,140		-2.09%
HENDERSON CO.	2,081			2,502		20.23%	2,616		4.56%	2,727		4.24%	2,866		5.10%	3,045		6.25%
HENRY CO.	2,223			2,748		23.62%	2,922		6.33%	3,048		4.31%	3,124		2.49%	3,186		1.98%
HICKMAN CO.	2,344			2,775		18.39%	2,971		7.06%	3,098		4.27%	3,229		4.23%	3,342		3.50%
HOPKINS CO.	2,131			2,553		19.80%	2,679		4.94%	2,838		5.94%	3,045		7.29%	3,243		6.50%
JACKSON CO.	2,338			3,154		34.90%	3,512		11.35%	3,695		5.21%	3,852		4.25%	4,111		6.72%
JACKSON	2,171			3,129		44.13%	3,230		3.23%	3,455		6.97%	3,491		1.04%	4,055		16.16%
JEFFERSON CO.	2,186			2,440		11.62%	2,564		5.08%	2,587		0.90%	2,615		1.08%	2,682		2.56%
JENKINS	2,226			2,934		31.81%	3,380		15.20%	3,600		6.51%	3,783		5.08%	3,876		2.46%
JESSAMINE CO.	2,084			2,468		18.43%	2,592		5.02%	2,676		3.24%	2,820		5.38%	2,937		4.15%
JOHNSON CO.	2,212			2,917		31.87%	3,328		14.09%	3,544		6.49%	3,758		6.04%	4,071		8.33%
KENTON CO.	2,103			2,296		9.18%	2,421		5.44%	2,441		0.83%	2,456		0.61%	2,502		1.87%
KNOTT CO.	2,214			2,911		31.48%	3,278		12.61%	3,357		2.41%	3,501		4.29%	3,784		8.08%
KNOX CO.	2,247			2,963		31.86%	3,376		13.94%	3,564		5.57%	3,775		5.92%	3,998		5.91%
LARUE CO.	2,243			2,751		22.65%	2,854		3.74%	3,066		7.43%	3,231		5.38%	3,480		7.71%
LAUREL CO.	2,102			2,837		34.97%	2,889		1.83%	3,110		7.65%	3,302		6.17%	3,454		4.60%
LAWRENCE CO.	2,432			3,037		24.88%	3,258		7.28%	3,290		0.98%	3,411		3.68%	3,781		10.85%
LEE CO.	2,201			2,854		29.67%	3,191		11.81%	3,349		4.95%	3,472		3.67%	4,045		16.50%
LESLIE CO.	2,186			2,935		34.26%	3,481		18.60%	3,469		-0.34%	3,437		-0.92%	3,992		16.15%
LETCHER CO.	2,116			2,758		30.34%	3,105		12.58%	3,374		8.66%	3,626		7.47%	3,689		1.74%
LEWIS CO.	2,312			3,047		31.79%	3,263		7.09%	3,283		0.61%	3,457		5.30%	3,607		4.34%
LINCOLN CO.	2,290			3,012		31.53%	3,213		6.67%	3,345		4.11%	3,518		5.17%	3,772		7.22%
LIVINGSTON CO.	2,296			2,681		16.77%	2,898		8.09%	2,912		0.48%	2,929		0.58%	3,026		3.31%
LOGAN CO.	2,184			2,659		21.75%	2,776		4.40%	2,908		4.76%	3,061		5.26%	3,279		7.12%
LUDLOW	2,015			2,547		26.40%	2,864		12.45%	3,048		6.42%	3,201		5.02%	3,473		8.50%
LYON CO.	2,253			2,487		10.39%	2,555		2.73%	2,558		0.12%	2,623		2.54%	2,670		1.79%
MADISON CO.	2,170			2,770		27.65%	2,964		7.00%	3,115		5.09%	3,138		0.74%	3,254		3.70%
MAGOFFIN CO.	2,495			3,195		28.06%	3,719		16.40%	4,020		8.09%	4,160		3.48%	4,329		4.06%
MARION CO.	2,303			2,888		25.40%	3,060		5.96%	3,154		3.07%	3,373		6.94%	3,693		9.49%
MARSHALL CO.	2,240			2,492		11.25%	2,669		7.10%	2,688		0.71%	2,734		1.71%	2,854		4.39%
MARTIN CO.	2,098			2,762		31.65%	2,832		2.53%	2,905		2.58%	2,997		3.17%	3,290		9.78%
MASON CO.	2,174			2,486		14.35%	2,741		10.26%	2,775		1.24%	2,865		3.24%	3,405		18.85%

TABLE 21

STATE REVENUES BY DISTRICT

District	1989-90			1990-91			1991-92			1992-93			1993-94			1994-95		
	State Revenue	Per Pupil	Change	State Revenue	Per Pupil	Change	State Revenue	Per Pupil	Change	State Revenue	Per Pupil	Change	State Revenue	Per Pupil	Change	State Revenue	Per Pupil	Change
MAYFIELD	2,213	2,738	23.72%	2,933	7.12%	3,037	3.55%	3,142	3.46%	3,477	10.66%	57.12%						
McCRACKEN CO.	2,110	2,344	11.09%	2,480	5.80%	2,588	4.35%	2,623	1.35%	2,728	4.00%	29.29%						
McCREARY CO.	2,454	3,331	35.74%	3,672	10.24%	3,925	6.89%	4,196	6.90%	4,499	7.22%	83.33%						
McLEAN CO.	2,204	2,560	16.15%	2,712	5.94%	2,734	0.81%	2,791	2.08%	3,116	11.64%	41.38%						
MEADE CO.	2,136	2,649	24.02%	2,898	9.40%	3,070	5.94%	3,250	5.86%	3,428	5.48%	60.49%						
MENIFEE CO.	2,256	2,892	28.19%	3,141	8.61%	3,192	1.62%	3,308	3.63%	3,590	8.52%	59.13%						
MERCER CO.	2,136	2,559	19.80%	2,751	7.50%	2,796	1.64%	2,895	3.54%	3,120	7.77%	46.07%						
METCALFE CO.	2,472	3,061	23.83%	3,290	7.48%	3,388	2.98%	3,412	0.71%	3,599	5.48%	45.59%						
MIDDLESBORO	2,179	2,910	33.55%	3,167	8.83%	3,338	5.40%	3,562	6.71%	3,500	-1.74%	60.62%						
MONROE CO.	2,375	3,108	30.86%	3,408	9.65%	3,515	3.14%	3,594	2.25%	3,839	6.82%	61.64%						
MONTGOMERY CO.	2,456	3,036	23.62%	3,407	12.22%	3,487	2.35%	3,513	0.75%	3,672	4.53%	49.51%						
MONTICELLO	2,313	2,944	27.28%	3,406	15.69%	3,609	5.96%	3,681	2.00%	3,993	8.48%	72.63%						
MORGAN CO.	2,514	3,370	34.05%	3,558	5.58%	3,699	3.96%	3,792	2.51%	4,228	11.50%	68.18%						
MUHLNBURG CO.	2,095	2,546	21.53%	2,824	10.92%	2,825	0.04%	2,937	3.96%	3,130	6.57%	49.40%						
MURRAY	2,158	2,431	12.65%	2,551	4.94%	2,592	1.61%	2,668	2.93%	2,595	-2.74%	20.25%						
NELSON CO.	2,214	2,549	15.13%	2,791	9.49%	2,816	0.90%	2,915	3.52%	3,075	5.49%	38.89%						
NEWPORT	2,534	3,191	25.93%	3,376	5.80%	3,452	2.25%	3,456	0.12%	3,741	8.25%	47.63%						
NICHOLAS CO.	2,265	2,849	25.78%	3,017	5.90%	3,225	6.89%	3,360	4.19%	3,567	6.16%	57.48%						
OHIO CO.	2,195	2,770	26.20%	2,892	4.40%	2,983	3.15%	3,128	4.86%	3,449	10.26%	57.13%						
OLDHAM CO.	2,101	2,383	13.42%	2,467	3.52%	2,521	2.19%	2,599	3.09%	2,691	3.54%	28.08%						
OWEN CO.	2,245	2,893	28.86%	3,194	10.40%	3,341	4.60%	3,486	4.34%	3,663	5.08%	63.16%						
OWENSBORO	2,347	2,687	14.49%	2,836	5.55%	2,917	2.86%	3,021	3.57%	3,052	1.03%	30.04%						
OWSLEY CO.	2,449	3,258	33.03%	3,836	17.74%	4,079	6.33%	4,113	0.83%	4,519	9.87%	84.52%						
PADUCAH	2,357	2,703	14.68%	2,897	7.18%	2,975	2.69%	3,076	3.39%	3,149	2.37%	33.60%						
PAINTSVILLE	2,042	2,438	19.39%	2,568	5.33%	2,666	3.82%	2,684	0.68%	2,781	3.61%	36.19%						
PARIS	2,235	2,741	22.64%	3,010	9.81%	3,007	-0.10%	3,024	0.57%	3,137	3.74%	40.36%						
PENDLETON CO.	2,176	2,820	29.60%	2,978	5.60%	3,094	3.90%	3,262	5.43%	3,514	7.73%	61.49%						
PERRY CO.	2,151	2,906	35.10%	3,236	11.36%	3,504	8.28%	3,623	3.40%	3,781	4.36%	75.78%						
PIKE CO.	2,130	2,851	33.85%	3,015	5.75%	3,208	6.40%	3,292	2.62%	3,526	7.11%	65.54%						
PIKEVILLE	2,009	2,332	16.08%	2,452	5.15%	2,642	7.75%	2,714	2.73%	2,730	0.59%	35.89%						
PINEVILLE	2,243	2,867	27.82%	3,061	6.77%	3,212	4.93%	3,466	7.91%	3,880	11.94%	72.98%						
POWELL CO.	2,383	3,020	26.73%	3,257	7.85%	3,378	3.72%	3,686	9.12%	3,923	6.43%	64.62%						
PROVIDENCE	2,234	2,731	22.25%	3,141	15.01%	3,402	8.31%	3,627	6.61%	3,781	4.25%	69.25%						
PULASKI CO.	2,173	2,803	28.99%	2,939	4.85%	3,060	4.12%	3,225	5.39%	3,339	3.53%	53.66%						
RACELAND	2,101	2,436	15.94%	2,573	5.62%	2,687	4.43%	3,017	12.28%	3,002	-0.50%	42.88%						
ROBERTSON CO.	2,607	3,149	20.79%	3,275	4.00%	3,273	-0.06%	3,301	0.86%	3,674	11.30%	40.93%						
ROCKCASTLE CO.	2,220	2,876	29.55%	3,427	19.16%	3,558	3.82%	3,639	2.28%	3,925	7.86%	76.80%						

TABLE 21

STATE REVENUES BY DISTRICT

District	1989-90			1990-91			1991-92			1992-93			1993-94			1994-95		
	State Revenue	Per Pupil	Change	State Revenue	Per Pupil	Change	State Revenue	Per Pupil	Change	State Revenue	Per Pupil	Change	State Revenue	Per Pupil	Change	State Revenue	Per Pupil	Change
ROWAN CO.	2,279		2,951	29.49%	3,119	5.69%	3,297	5.71%	3,479	5.52%	3,666	5.38%	3,666	5.38%	60.86%			
RUSSELL CO.	2,252		2,956	31.26%	3,142	6.29%	3,178	1.15%	3,361	5.76%	3,564	6.04%	3,564	6.04%	58.26%			
RUSSELL	1,979		2,251	13.74%	2,348	4.31%	2,436	3.75%	2,620	7.55%	2,503	-4.47%	2,503	-4.47%	26.48%			
RUSSELLVILLE	2,331		2,829	21.36%	3,010	6.40%	3,227	7.21%	3,330	3.19%	3,471	4.23%	3,471	4.23%	48.91%			
SCIENCE HILL	2,009		2,429	20.91%	2,883	18.69%	3,108	7.80%	3,235	4.09%	3,630	12.21%	3,630	12.21%	80.69%			
SCOTT CO.	2,147		2,513	17.05%	2,710	7.84%	2,759	1.81%	2,809	1.81%	2,892	2.95%	2,892	2.95%	34.70%			
SHELBY CO.	2,182		2,608	19.52%	2,732	4.75%	2,946	7.83%	3,166	7.47%	2,868	-9.41%	2,868	-9.41%	31.44%			
SILVER GROVE	2,555		3,107	21.60%	3,406	9.62%	3,358	-1.41%	3,458	2.98%	3,762	8.79%	3,762	8.79%	47.24%			
SIMPSON CO.	2,266		2,609	15.14%	2,737	4.91%	2,917	6.58%	3,019	3.50%	3,199	5.96%	3,199	5.96%	41.17%			
SOMERSET	2,499		2,857	14.33%	3,145	10.08%	3,195	1.59%	3,208	0.41%	3,325	3.65%	3,325	3.65%	33.05%			
SOUTHGATE	2,276		2,521	10.76%	2,868	13.76%	2,863	-0.17%	2,922	2.06%	3,311	13.31%	3,311	13.31%	45.47%			
SPENCER CO.	2,444		3,108	27.17%	3,373	8.53%	3,274	-2.94%	3,429	4.73%	3,735	8.92%	3,735	8.92%	52.82%			
TAYLOR CO.	2,284		2,720	19.09%	2,932	7.79%	2,961	0.99%	3,092	4.42%	3,349	8.31%	3,349	8.31%	46.63%			
TODD CO.	2,326		2,859	22.91%	3,144	9.97%	3,159	0.48%	3,239	2.53%	3,731	15.19%	3,731	15.19%	60.40%			
TRIGG CO.	2,394		2,743	14.58%	2,915	6.27%	2,890	-0.86%	3,047	5.43%	3,218	5.61%	3,218	5.61%	34.42%			
TRIMBLE CO.	2,289		2,559	11.80%	2,605	1.80%	2,726	4.64%	2,758	1.17%	3,073	11.42%	3,073	11.42%	34.25%			
UNION CO.	2,335		2,682	14.86%	2,923	8.99%	2,912	-0.38%	3,244	11.40%	3,440	6.04%	3,440	6.04%	47.32%			
WALTON-VERONA	2,349		2,724	15.96%	2,967	8.92%	3,027	2.02%	3,132	3.47%	3,283	4.82%	3,283	4.82%	39.76%			
WARREN CO.	2,148		2,536	18.06%	2,631	3.75%	2,783	5.78%	2,822	1.40%	2,936	4.04%	2,936	4.04%	36.69%			
WASHINGTON CO.	2,302		2,840	23.37%	2,960	4.23%	2,980	0.68%	3,113	4.46%	3,293	5.78%	3,293	5.78%	43.05%			
WAYNE CO.	2,222		2,954	32.94%	3,410	15.44%	3,468	1.70%	3,479	0.32%	3,868	11.18%	3,868	11.18%	74.08%			
WEBSTER CO.	2,279		2,687	17.90%	2,985	11.09%	2,949	-1.21%	2,995	1.56%	3,214	7.31%	3,214	7.31%	41.03%			
WEST POINT	2,379		3,112	30.81%	3,523	13.21%	3,937	11.75%	4,063	3.20%	4,299	5.81%	4,299	5.81%	80.71%			
WHITLEY CO.	2,469		2,915	18.06%	3,521	20.79%	3,772	7.13%	3,857	2.25%	4,214	9.26%	4,214	9.26%	70.68%			
WILLIAMSBURG	2,235		2,942	31.63%	3,117	5.95%	3,288	5.49%	3,488	6.08%	3,596	3.10%	3,596	3.10%	60.89%			
WILLIAMSTOWN	2,276		2,757	21.13%	2,986	8.31%	3,175	6.33%	3,253	2.46%	3,321	2.09%	3,321	2.09%	45.91%			
WOLFE CO.	2,569		3,432	33.59%	3,757	9.47%	4,001	6.49%	4,087	2.15%	4,363	6.75%	4,363	6.75%	69.83%			
WOODFORD CO.	2,099		2,295	9.34%	2,371	3.31%	2,379	0.34%	2,414	1.47%	2,554	5.80%	2,554	5.80%	21.68%			

TABLE 22

FEDERAL REVENUES BY DISTRICT

District	1989-90			1990-91			1991-92			1992-93			1993-94			1994-95		
	Federal Revenue	Per Pupil	Percent Change	Federal Revenue	Per Pupil	Percent Change	Federal Revenue	Per Pupil	Percent Change	Federal Revenue	Per Pupil	Percent Change	Federal Revenue	Per Pupil	Percent Change	Federal Revenue	Per Pupil	Percent Change
ADAIR CO.	\$527		1.14%	\$533		1.14%	\$615		15.38%	\$765		24.39%	\$617		-19.35%	\$709		14.91%
ALLEN CO.	280		8.57%	304		8.57%	445		46.38%	491		10.34%	431		-12.22%	395		-8.35%
ANCHORAGE	40		90.00%	76		90.00%	80		5.26%	93		16.25%	77		-17.20%	257		233.77%
ANDERSON CO.	293		2.73%	301		2.73%	338		12.29%	331		-2.07%	379		14.50%	471		24.27%
ASHLAND	595		5.71%	629		5.71%	684		8.74%	752		9.94%	716		-4.79%	714		-0.28%
AUGUSTA	678		-20.65%	538		-20.65%	574		6.69%	474		-17.42%	488		2.95%	608		24.59%
BALLARD CO.	311		30.87%	407		30.87%	421		3.44%	346		-17.81%	596		72.25%	477		-19.97%
BARBOURVILLE	347		-4.61%	331		-4.61%	357		7.85%	401		12.32%	383		-4.49%	492		28.46%
BARDSTOWN	384		12.50%	432		12.50%	526		21.76%	439		-16.54%	537		22.32%	455		-15.27%
BARREN CO.	266		36.84%	364		36.84%	390		7.14%	458		17.44%	401		-12.45%	398		-0.75%
BATH CO.	499		7.82%	538		7.82%	624		15.99%	670		7.37%	756		12.84%	837		10.71%
BEECHWOOD	92		5.43%	97		5.43%	52		-46.39%	144		176.92%	91		-36.81%	61		-32.97%
BELL CO.	600		19.17%	715		19.17%	846		18.32%	862		1.89%	859		-0.35%	908		5.70%
BELLEVUE	222		28.38%	285		28.38%	315		10.53%	335		6.35%	284		-15.22%	373		31.34%
BEREA	593		0.17%	594		0.17%	444		-25.25%	487		9.68%	532		9.24%	502		-5.64%
BOONE CO.	135		-2.22%	132		-2.22%	133		0.76%	193		45.11%	157		-18.65%	164		4.46%
BOURBON CO.	399		-9.52%	361		-9.52%	610		68.98%	587		-3.77%	648		10.39%	722		11.42%
BOWLING GREEN	433		12.70%	488		12.70%	652		33.61%	918		40.80%	886		-3.49%	564		-36.34%
BOYD CO.	282		27.30%	359		27.30%	447		24.51%	449		0.45%	401		-10.69%	606		51.12%
BOYLE CO.	291		4.81%	305		4.81%	368		20.66%	333		-9.51%	493		48.05%	452		-8.32%
BRACKEN CO.	429		3.03%	442		3.03%	497		12.44%	543		9.26%	637		17.31%	537		-15.70%
BREATHITT CO.	694		0.29%	696		0.29%	815		17.10%	1,073		31.66%	861		-19.76%	974		13.12%
BRECKINRIDGE CO.	432		18.52%	512		18.52%	511		-0.20%	623		21.92%	692		11.08%	883		27.60%
BULLITT CO.	231		15.58%	267		15.58%	296		10.86%	282		-4.73%	293		3.90%	311		6.14%
BULLITT CO.	254		24.41%	316		24.41%	377		19.30%	464		23.08%	283		-39.01%	360		27.21%
BURGIN	329		6.38%	350		6.38%	355		1.43%	516		45.35%	490		-5.04%	549		12.04%
BUTLER CO.	231		0.87%	233		0.87%	255		9.44%	311		21.96%	395		27.01%	435		10.13%
CALDWELL CO.	533		2.81%	548		2.81%	622		13.50%	567		-8.84%	607		7.05%	622		2.47%
CALLOWAY CO.	156		5.77%	165		5.77%	182		10.30%	89		-51.10%	286		221.35%	194		-32.17%
CAMPBELL CO.	355		3.94%	369		3.94%	453		22.76%	464		2.43%	425		-8.41%	633		48.94%
CAMPBELLSVILLE	367		11.44%	409		11.44%	423		3.42%	458		8.27%	447		-2.40%	536		19.91%
CARLISLE CO.	397		-2.02%	389		-2.02%	575		47.81%	657		14.26%	542		-17.50%	756		39.48%
CARROLL CO.	405		10.37%	447		10.37%	501		12.08%	628		25.35%	595		-5.25%	484		-18.66%
CARTER CO.	631		14.10%	720		14.10%	825		14.58%	920		11.52%	913		-0.76%	811		-11.17%
CASEY CO.	383		3.13%	395		3.13%	473		19.75%	497		5.07%	389		-21.73%	561		44.22%
CAVERNA IND.	467		11.99%	523		11.99%	647		23.71%	619		-4.33%	644		4.04%	698		8.39%
CHRISTIAN CO.	283		12.01%	317		12.01%	369		16.40%	359		-2.71%	406		13.09%	489		20.44%
CLARK CO.																		72.79%

TABLE 22

FEDERAL REVENUES BY DISTRICT

District	1989-90			1990-91			1991-92			1992-93			1993-94			1994-95		
	Federal Revenue	Per Pupil	Percent Change	Federal Revenue	Per Pupil	Percent Change	Federal Revenue	Per Pupil	Percent Change	Federal Revenue	Per Pupil	Percent Change	Federal Revenue	Per Pupil	Percent Change	Federal Revenue	Per Pupil	Percent Change
CLAY CO.	694	782	12.68%	953	21.87%	987	3.57%	978	-0.91%	958	-2.04%	38.04%						
CLINTON CO.	781	886	13.44%	1,040	17.38%	1,014	-2.50%	1,034	1.97%	1,207	16.73%	54.55%						
CLOVERPORT	832	1,072	28.85%	1,290	20.34%	1,329	3.02%	1,110	-16.48%	1,316	18.56%	58.17%						
CORBIN	193	204	5.70%	242	18.63%	265	9.50%	423	59.62%	445	5.20%	130.57%						
COVINGTON	470	507	7.87%	603	18.93%	644	6.80%	701	8.85%	749	6.85%	59.36%						
CRITTENDEN CO.	317	355	11.99%	406	14.37%	406	0.00%	439	8.13%	461	5.01%	45.43%						
CUMBERLAND CO.	555	582	4.86%	631	8.42%	690	9.35%	733	6.23%	650	-11.32%	17.12%						
DANVILLE	311	381	22.51%	448	17.59%	500	11.61%	649	29.80%	639	-1.54%	105.47%						
DAVIES CO.	184	200	8.70%	184	-8.00%	285	54.89%	290	1.75%	399	37.59%	116.85%						
DAWSON SPRINGS	235	335	42.55%	396	18.21%	400	1.01%	424	6.00%	464	9.43%	97.45%						
DAYTON	470	508	8.09%	505	-0.59%	531	5.15%	468	-11.86%	688	47.01%	46.38%						
EAST BERNSTADT	276	284	2.90%	285	0.35%	336	17.89%	467	38.99%	562	20.34%	103.62%						
EDMONSON CO.	343	377	9.91%	461	22.28%	463	0.43%	483	4.32%	595	23.19%	73.47%						
ELIZABETH TOWN	260	301	15.77%	351	16.61%	364	3.70%	368	1.10%	424	15.22%	63.08%						
ELLIOTT CO.	575	780	35.65%	789	1.15%	744	-5.70%	651	-12.50%	798	22.58%	38.78%						
EMINENCE	257	321	24.90%	376	17.13%	413	9.84%	441	6.78%	673	52.61%	161.87%						
ERLANGER	235	225	-4.26%	255	13.33%	269	5.49%	252	-6.32%	223	-11.51%	-5.11%						
ESTILL CO.	455	512	12.53%	549	7.23%	579	5.46%	728	25.73%	662	-9.07%	45.49%						
FAIRVIEW	194	278	43.30%	300	7.91%	407	35.67%	283	-30.47%	267	-5.65%	37.63%						
FAYETTE CO.	259	279	7.72%	329	17.92%	310	-5.78%	345	11.29%	372	7.83%	43.63%						
FLEMING CO.	426	522	22.54%	501	-4.02%	605	20.76%	638	5.45%	708	10.97%	66.20%						
FLOYD CO.	383	482	25.85%	565	17.22%	487	-13.81%	547	12.32%	648	18.46%	69.19%						
FT. THOMAS	95	118	24.21%	118	0.00%	118	0.00%	142	20.34%	152	7.04%	60.00%						
FRANKFORT	389	443	13.88%	576	30.02%	553	-3.99%	522	-5.61%	539	3.26%	38.56%						
FRANKLIN CO.	201	193	-3.98%	232	20.21%	242	4.31%	231	-4.55%	249	7.79%	23.88%						
FULTON CO.	621	705	13.53%	875	24.11%	844	-3.54%	785	-6.99%	850	8.28%	36.88%						
FULTON	380	441	16.05%	519	17.69%	602	15.99%	764	26.91%	1,039	35.99%	173.42%						
GALLATIN CO.	244	232	-4.92%	419	80.60%	360	-14.08%	424	17.78%	380	-10.38%	55.74%						
GARRARD CO.	346	358	3.47%	478	33.52%	460	-3.77%	384	-16.52%	581	51.30%	67.92%						
GLASGOW IND.	250	245	-2.00%	321	31.02%	369	14.95%	363	-1.63%	345	-4.96%	38.00%						
GRANT CO.	303	283	-6.60%	325	14.84%	341	4.92%	367	7.62%	439	19.62%	44.88%						
GRAVES CO.	208	278	33.65%	271	-2.52%	289	6.64%	394	36.33%	420	6.60%	101.92%						
GRAYSON CO.	422	395	-6.40%	596	50.89%	558	-6.38%	503	-9.86%	518	2.98%	22.75%						
GREEN CO.	422	383	-9.24%	363	-5.22%	524	44.35%	529	0.95%	387	-26.84%	-8.29%						
GREENUP CO.	375	460	22.67%	461	0.22%	517	12.15%	531	2.71%	571	7.53%	52.27%						
HANCOCK CO.	262	279	6.49%	407	45.88%	367	-9.83%	399	8.72%	335	-16.04%	27.86%						
HARDIN CO.	338	377	11.54%	444	17.77%	435	-2.03%	466	7.13%	428	-8.15%	26.63%						

TABLE 22

FEDERAL REVENUES BY DISTRICT

District	1989-90			1990-91			1991-92			1992-93			1993-94			1994-95		
	Federal Revenue	Per Pupil	Percent Change 89-90	Federal Revenue	Per Pupil	Percent Change 90-91	Federal Revenue	Per Pupil	Percent Change 91-92	Federal Revenue	Per Pupil	Percent Change 92-93	Federal Revenue	Per Pupil	Percent Change 93-94	Federal Revenue	Per Pupil	Percent Change 94-95
HARLAN CO.	562		7.65%	605		27.44%	771		27.44%	684		-11.28%	788		15.20%	791		0.38%
HARLAN	499		-8.02%	459		15.25%	529		15.25%	621		17.39%	710		14.33%	487		-31.41%
HARRISON CO.	309		10.68%	342		10.68%	401		17.25%	439		9.48%	434		-1.14%	421		-3.00%
HARRODSBURG	278		45.68%	405		45.68%	475		17.28%	727		53.05%	543		-25.31%	548		0.92%
HART CO.	408		20.83%	493		20.83%	586		18.86%	627		7.00%	649		3.51%	466		-28.20%
HAZARD	292		21.23%	354		21.23%	356		0.56%	440		23.60%	403		-8.41%	514		27.54%
HENDERSON CO.	233		18.88%	277		18.88%	283		2.17%	312		10.25%	348		11.54%	340		-2.30%
HENRY CO.	375		-2.93%	364		-2.93%	384		5.49%	520		35.42%	602		15.77%	658		9.30%
HICKMAN CO.	391		15.86%	453		15.86%	486		7.28%	493		1.44%	497		0.81%	484		-2.62%
HOPKINS CO.	328		21.04%	397		21.04%	416		4.79%	427		2.64%	483		13.11%	520		7.66%
JACKSON CO.	746		-11.66%	659		-11.66%	832		26.25%	792		-4.81%	723		-8.71%	873		20.75%
JACKSON	555		40.36%	779		40.36%	744		-4.49%	894		20.16%	747		-16.44%	700		-6.29%
JEFFERSON CO.	299		97.99%	592		97.99%	601		1.52%	602		0.17%	748		24.25%	480		-35.83%
JENKINS	333		6.31%	354		6.31%	292		-17.51%	304		4.11%	456		50.00%	630		38.16%
JESSAMINE CO.	280		-5.36%	265		-5.36%	270		1.89%	276		2.22%	240		-13.04%	302		25.83%
JOHNSON CO.	539		-4.27%	516		-4.27%	555		7.56%	671		20.90%	670		-0.15%	654		-2.39%
KENTON CO.	76		94.74%	148		94.74%	211		42.57%	180		-14.69%	225		25.00%	241		7.11%
KNOTT CO.	581		5.16%	611		5.16%	664		8.67%	699		5.27%	720		3.00%	794		10.28%
KNOX CO.	702		5.56%	741		5.56%	871		17.54%	943		8.27%	906		-3.92%	971		7.17%
LARUE CO.	305		0.98%	308		0.98%	409		32.79%	527		28.85%	520		-1.33%	394		-24.23%
LAUREL CO.	490		2.45%	502		2.45%	552		9.96%	541		-1.99%	596		10.17%	577		-3.19%
LAWRENCE CO.	447		7.16%	479		7.16%	620		29.44%	644		3.87%	714		10.87%	635		-11.06%
LEE CO.	594		8.59%	645		8.59%	747		15.81%	832		11.38%	783		-5.89%	872		11.37%
LESLIE CO.	499		24.05%	619		24.05%	805		30.05%	781		-2.98%	826		5.76%	696		-15.74%
LETCHER CO.	582		5.33%	613		5.33%	747		21.86%	545		-27.04%	967		77.43%	726		-24.92%
LEWIS CO.	490		22.45%	600		22.45%	748		24.67%	785		4.95%	702		-10.57%	581		-17.24%
LINCOLN CO.	462		6.71%	493		6.71%	613		24.34%	721		17.62%	683		-5.27%	807		18.16%
LIVINGSTON CO.	494		10.32%	545		10.32%	671		23.12%	651		-2.98%	672		3.23%	644		-4.17%
LOGAN CO.	338		6.51%	360		6.51%	605		68.06%	474		-21.65%	521		9.92%	495		-4.99%
LUDLOW	257		4.67%	269		4.67%	298		10.78%	311		4.36%	347		11.58%	275		-20.75%
LYON CO.	587		-1.53%	578		-1.53%	656		13.49%	700		6.71%	741		5.86%	607		-18.08%
MADISON CO.	296		17.91%	349		17.91%	434		24.36%	427		-1.61%	410		-3.98%	532		29.76%
MAGOFFIN CO.	696		-46.55%	372		-46.55%	500		34.41%	856		71.20%	762		-10.98%	866		13.65%
MARION CO.	458		4.80%	480		4.80%	566		17.92%	639		12.90%	691		8.14%	644		-6.80%
MARSHALL CO.	322		3.11%	332		3.11%	357		7.53%	371		3.92%	444		19.68%	419		-5.63%
MARTIN CO.	415		20.48%	500		20.48%	607		21.40%	643		5.93%	641		-0.31%	727		13.42%
MASON CO.	365		13.42%	414		13.42%	505		21.98%	537		6.34%	548		2.05%	604		10.22%

TABLE 22

FEDERAL REVENUES BY DISTRICT

District	1989-90			1990-91			1991-92			1992-93			1993-94			1994-95		
	Federal Revenue	Per Pupil	Percent Change	Federal Revenue	Per Pupil	Percent Change	Federal Revenue	Per Pupil	Percent Change	Federal Revenue	Per Pupil	Percent Change	Federal Revenue	Per Pupil	Percent Change	Federal Revenue	Per Pupil	Percent Change
MAYFIELD	357			384		7.56%	450		17.19%	461		2.44%	564		22.34%	642		13.83%
MCCRACKEN CO.	388			403		3.87%	504		25.06%	469		-6.94%	450		-4.05%	522		16.00%
MC CREARY CO.	634			787		24.13%	835		6.10%	943		12.93%	934		-0.95%	1,005		7.60%
MCLEAN CO.	303			303		0.00%	399		31.68%	445		11.53%	497		11.69%	502		1.01%
MEADE CO.	295			274		-7.12%	289		5.47%	328		13.49%	319		-2.74%	352		10.34%
MENIFEE CO.	456			502		10.09%	533		6.18%	678		27.20%	593		-12.54%	661		11.47%
MERCER CO.	235			237		0.85%	253		6.75%	309		22.13%	329		6.47%	317		-3.65%
METCALFE CO.	547			582		6.40%	675		15.98%	752		11.41%	630		-16.22%	719		14.13%
MIDDLESBORO	464			488		5.17%	728		49.18%	671		-7.83%	754		12.37%	789		4.64%
MONROE CO.	610			618		1.31%	745		20.55%	777		4.30%	690		-11.20%	717		3.91%
MONTGOMERY CO.	333			366		9.91%	480		31.15%	486		1.25%	595		22.43%	675		13.45%
MONTICELLO	537			545		1.49%	668		22.57%	700		4.79%	690		-1.43%	609		-11.74%
MORGAN CO.	496			581		17.14%	672		15.66%	592		-11.90%	683		15.37%	693		1.46%
MUHLINBURG CO.	263			300		14.07%	359		19.67%	391		8.91%	416		6.39%	478		14.90%
MURRAY	625			827		32.32%	1,101		33.13%	904		-17.89%	1,755		94.14%	359		-79.54%
NELSON CO.	274			350		27.74%	357		2.00%	435		21.85%	333		-23.45%	405		21.62%
NEWPORT	586			554		-5.46%	726		31.05%	717		-1.24%	850		18.55%	750		-11.76%
NICHOLAS CO.	438			386		-11.87%	489		26.68%	453		-7.36%	446		-1.55%	518		16.14%
OHIO CO.	294			267		-9.18%	414		55.06%	447		7.97%	487		8.95%	484		-0.62%
OLDHAM CO.	178			215		20.79%	214		-0.47%	193		-9.81%	194		0.52%	234		20.62%
OWEN CO.	286			344		20.28%	361		4.94%	436		20.78%	388		-11.01%	399		2.84%
OWENSBORO	677			731		7.98%	805		10.12%	824		2.36%	928		12.62%	930		0.22%
OWSLEY CO.	1,520			1,898		24.87%	1,894		-0.21%	2,036		7.50%	1,893		-7.02%	2,119		11.94%
PADUCAH	602			646		7.31%	828		28.17%	607		-26.69%	724		19.28%	885		22.24%
PAINTSVILLE	281			342		21.71%	383		11.99%	377		-1.57%	360		-4.51%	337		-6.39%
PARIS	336			343		2.08%	603		75.80%	525		-12.94%	536		2.10%	469		-12.50%
PENDLETON CO.	318			360		13.21%	386		7.22%	479		24.09%	449		-6.26%	435		-3.12%
PERRY CO.	396			411		3.79%	548		33.33%	609		11.13%	564		-7.39%	694		23.05%
PIKE CO.	350			468		33.71%	447		-4.49%	464		3.80%	466		0.43%	532		14.16%
PIKEVILLE	270			327		21.11%	366		11.93%	366		0.00%	380		3.83%	459		20.79%
PINEVILLE	583			614		5.32%	752		22.48%	773		2.79%	836		8.15%	773		-7.54%
POWELL CO.	449			467		4.01%	625		33.83%	639		2.24%	610		-4.54%	590		-3.28%
PROVIDENCE	281			270		-3.91%	314		16.30%	369		17.52%	624		69.11%	553		-11.38%
PULASKI CO.	398			409		2.76%	505		23.47%	497		-1.58%	477		-4.02%	545		14.26%
RACELAND	181			151		-16.57%	170		12.58%	171		0.59%	245		43.27%	242		-1.22%
ROBERTSON CO.	502			571		13.75%	617		8.06%	643		4.21%	617		-4.04%	536		-13.13%
ROCKCASTLE CO.	520			614		18.08%	704		14.66%	750		6.53%	679		-9.47%	686		1.03%

TABLE 22

FEDERAL REVENUES BY DISTRICT

District	1989-90			1990-91			1991-92			1992-93			1993-94			1994-95		
	Federal Revenue	Per Pupil	Percent Change	Federal Revenue	Per Pupil	Percent Change	Federal Revenue	Per Pupil	Percent Change	Federal Revenue	Per Pupil	Percent Change	Federal Revenue	Per Pupil	Percent Change	Federal Revenue	Per Pupil	Percent Change
ROWAN CO.	462		16.67%	539		10.02%	593		-3.20%	574		14.29%	656		-8.23%	602		30.30%
RUSSELL CO.	530		24.34%	659		21.85%	803		-6.23%	753		0.53%	757		-5.02%	719		35.66%
RUSSELL	170		1.18%	172		16.86%	201		2.49%	206		-1.94%	202		23.76%	250		47.06%
RUSSELLVILLE	514		22.76%	397		20.65%	479		0.63%	482		-2.49%	470		25.96%	592		15.18%
SCIENCE HILL	270		2.22%	276		9.42%	302		3.97%	314		2.23%	321		-2.18%	314		16.30%
SCOTT CO.	276		-14.86%	235		17.87%	277		4.86%	288		31.25%	378		10.32%	417		51.09%
SHELBY CO.	279		11.83%	312		5.45%	329		0.32%	345		-4.35%	330		76.06%	581		108.24%
SILVER GROVE	202		19.31%	241		29.46%	312		-1.87%	313		14.06%	357		-5.60%	337		66.83%
SIMPSON CO.	388		6.19%	412		3.64%	427		19.20%	419		0.22%	502		24.10%	623		60.57%
SOMERSET	323		6.50%	344		4.56%	375		7.64%	447		16.22%	448		10.76%	377		16.72%
SOUTHGATE	185		42.16%	263		12.25%	275		23.85%	296		-3.70%	344		5.38%	548		81.46%
SPENCER CO.	302		9.17%	339		8.51%	436		13.39%	540		17.85%	520		-12.92%	391		62.92%
TAYLOR CO.	240		8.51%	262		7.68%	336		3.85%	381		-7.59%	449		13.83%	568		34.28%
TODD CO.	423		25.96%	459		21.09%	520		11.61%	540		-14.82%	499		11.40%	643		5.07%
TRIGG CO.	612		14.22%	659		43.21%	689		24.22%	769		8.78%	655		11.40%	643		103.53%
TRIMBLE CO.	312		3.64%	393		-15.45%	474		-7.61%	524		35.91%	570		45.48%	635		64.29%
UNION CO.	294		16.77%	356		1.44%	417		10.06%	518		5.76%	332		-13.15%	483		111.11%
WALTON-VERONA	204		5.19%	233		24.01%	197		7.16%	182		-5.97%	265		0.38%	266		30.39%
WARREN CO.	162		25.44%	232		7.58%	191		32.95%	278		5.76%	294		-6.12%	342		16.33%
WASHINGTON CO.	605		16.77%	627		16.39%	636		11.76%	700		-5.97%	654		8.98%	568		55.62%
WAYNE CO.	507		5.19%	592		24.01%	689		7.16%	770		-9.41%	724		-0.55%	789		25.95%
WEBSTER CO.	289		25.44%	304		7.58%	377		12.38%	404		16.87%	366		4.39%	364		10.40%
WEST POINT	452		-4.24%	567		26.70%	610		11.48%	409		3.85%	478		-19.62%	499		14.85%
WHITLEY CO.	660		51.12%	632		15.45%	808		0.14%	908		-1.06%	943		34.88%	758		55.92%
WILLIAMSBURG	397		15.45%	503		-15.42%	575		0.33%	641		-6.25%	634		21.40%	619		36.76%
WILLIAMSTOWN	403			609			716			849			840			1,133		
WOLFE CO.	602			695			696			713			842			813		
WOODFORD CO.	253			214			303			304			285			346		

TABLE 23

LOCAL AND STATE REVENUES BY DISTRICT

District	1989-90			1990-91			1991-92			1992-93			1993-94			1994-95		
	Loc & St Revenue	Per Pupil	Change	Loc & St Revenue	Per Pupil	Change	Loc & St Revenue	Per Pupil	Change	Loc & St Revenue	Per Pupil	Change	Loc & St Revenue	Per Pupil	Change	Loc & St Revenue	Per Pupil	Change
ADAIR CO.	\$2,640	\$3,519	33.30%	\$3,855	\$3,996	9.55%	\$3,642	\$3,631	3.66%	\$4,133	\$4,463	7.98%	\$4,463	\$4,463	7.98%	\$4,463	\$4,463	69.05%
ALLEN CO.	2,872	3,399	18.35%	3,642	3,631	7.15%	6,490	7,254	-0.30%	3,851	4,219	9.56%	3,851	4,219	9.56%	4,219	4,219	46.90%
ANCHORAGE	5,689	5,712	0.40%	6,490	7,254	13.62%	3,703	3,796	11.77%	7,725	8,491	9.92%	7,725	8,491	9.92%	8,491	8,491	49.25%
ANDERSON CO.	2,649	3,462	30.69%	3,703	3,796	6.96%	3,897	4,078	2.51%	4,062	4,674	15.07%	4,062	4,674	15.07%	4,674	4,674	76.44%
ASHLAND	3,017	3,682	22.04%	3,897	4,078	5.84%	3,897	4,078	4.64%	4,245	4,762	12.18%	4,245	4,762	12.18%	4,762	4,762	57.84%
AUGUSTA	2,988	3,636	21.69%	4,234	4,167	16.45%	4,234	4,167	-1.58%	4,866	4,728	-2.84%	4,866	4,728	-2.84%	4,728	4,728	58.23%
BALLARD CO.	3,174	3,723	17.30%	3,877	4,094	4.14%	3,877	4,094	5.60%	4,301	4,743	10.28%	4,301	4,743	10.28%	4,743	4,743	49.43%
BARBOURVILLE	2,690	3,119	15.95%	3,278	3,705	5.10%	3,278	3,705	13.03%	3,839	4,305	12.14%	3,839	4,305	12.14%	4,305	4,305	60.04%
BARDSTOWN	3,184	3,820	19.97%	3,941	4,038	3.17%	3,941	4,038	2.46%	4,328	4,541	4.92%	4,328	4,541	4.92%	4,541	4,541	42.62%
BARREN CO.	2,615	3,320	26.96%	3,654	3,771	10.06%	3,654	3,771	3.20%	3,936	4,309	9.48%	3,936	4,309	9.48%	4,309	4,309	64.78%
BATH CO.	2,681	3,327	24.10%	3,784	4,035	13.74%	3,784	4,035	6.63%	4,361	4,487	2.89%	4,361	4,487	2.89%	4,487	4,487	67.36%
BEECHWOOD	3,609	3,656	1.30%	3,721	3,815	1.78%	3,721	3,815	2.53%	4,012	4,272	6.48%	4,012	4,272	6.48%	4,272	4,272	18.37%
BELL CO.	2,561	3,487	36.16%	4,037	4,318	15.77%	4,037	4,318	6.96%	4,428	4,970	12.24%	4,428	4,970	12.24%	4,970	4,970	94.06%
BELLEVUE	3,077	3,391	10.20%	3,593	3,867	5.96%	3,593	3,867	7.63%	4,169	4,359	4.56%	4,169	4,359	4.56%	4,359	4,359	41.66%
BEREA	3,197	4,301	34.53%	4,243	4,508	-1.35%	4,243	4,508	6.25%	4,460	4,506	1.03%	4,460	4,506	1.03%	4,506	4,506	40.94%
BOONE CO.	3,134	3,626	15.70%	3,839	3,916	5.87%	3,839	3,916	2.01%	4,004	4,459	11.36%	4,004	4,459	11.36%	4,459	4,459	42.28%
BOURBON CO.	2,718	3,558	30.91%	3,904	3,996	9.72%	3,904	3,996	2.36%	4,168	4,705	12.88%	4,168	4,705	12.88%	4,705	4,705	73.11%
BOWLING GREEN	3,504	4,046	15.47%	4,229	4,357	4.52%	4,229	4,357	3.03%	4,488	4,623	3.01%	4,488	4,623	3.01%	4,623	4,623	31.93%
BOYD CO.	2,857	3,458	21.04%	3,905	4,015	12.93%	3,905	4,015	2.82%	4,161	4,375	5.14%	4,161	4,375	5.14%	4,375	4,375	53.13%
BOYLE CO.	2,930	3,539	20.78%	3,924	3,910	-0.36%	3,924	3,910	-0.36%	4,081	4,350	6.59%	4,081	4,350	6.59%	4,350	4,350	48.46%
BRACKEN CO.	2,844	3,235	13.75%	3,462	3,366	-2.77%	3,462	3,366	-2.77%	3,616	3,882	7.36%	3,616	3,882	7.36%	3,882	3,882	36.50%
BREATHITT CO.	2,613	3,454	32.19%	3,933	4,151	13.87%	3,933	4,151	5.54%	4,414	4,781	8.31%	4,414	4,781	8.31%	4,781	4,781	82.97%
BRECKINRIDGE CO.	2,779	3,406	22.56%	3,641	3,801	6.90%	3,641	3,801	4.39%	3,967	4,377	10.34%	3,967	4,377	10.34%	4,377	4,377	57.50%
BULLITT CO.	2,593	3,164	22.02%	3,328	3,453	5.18%	3,328	3,453	3.76%	3,833	4,206	9.73%	3,833	4,206	9.73%	4,206	4,206	62.21%
BURGIN	3,046	3,510	15.23%	3,856	3,850	-0.16%	3,856	3,850	-0.16%	4,045	4,249	5.04%	4,045	4,249	5.04%	4,249	4,249	39.49%
BUTLER CO.	2,691	3,387	25.86%	3,481	3,506	0.72%	3,481	3,506	0.72%	3,813	4,430	16.18%	3,813	4,430	16.18%	4,430	4,430	64.62%
CALDWELL CO.	2,786	3,518	26.27%	4,005	4,014	0.22%	4,005	4,014	0.22%	4,265	4,450	4.34%	4,265	4,450	4.34%	4,450	4,450	59.73%
CALLOWAY CO.	2,802	3,541	26.37%	3,772	3,928	6.52%	3,772	3,928	4.14%	4,022	4,501	11.91%	4,022	4,501	11.91%	4,501	4,501	60.64%
CAMPBELL CO.	3,180	3,814	19.94%	3,965	3,973	3.96%	3,965	3,973	0.20%	4,121	4,440	7.74%	4,121	4,440	7.74%	4,440	4,440	39.62%
CAMPBELLSVILLE	2,692	3,451	28.19%	3,712	3,748	7.56%	3,712	3,748	0.97%	4,008	4,313	7.61%	4,008	4,313	7.61%	4,313	4,313	60.22%
CARLISLE CO.	2,882	3,443	19.47%	3,734	3,794	8.45%	3,734	3,794	1.61%	3,780	4,114	8.84%	3,780	4,114	8.84%	4,114	4,114	42.75%
CARROLL CO.	3,123	3,754	20.20%	4,001	4,075	6.58%	4,001	4,075	1.85%	4,256	4,555	7.03%	4,256	4,555	7.03%	4,555	4,555	45.85%
CARTER CO.	2,681	3,615	34.84%	4,061	4,035	-0.64%	4,061	4,035	-0.64%	4,163	4,489	7.83%	4,163	4,489	7.83%	4,489	4,489	67.44%
CASEY CO.	2,487	3,324	33.66%	3,909	4,019	17.60%	3,909	4,019	2.81%	4,199	4,430	5.50%	4,199	4,430	5.50%	4,430	4,430	78.13%
CAVERNA IND.	2,897	3,584	23.71%	3,931	4,109	9.68%	3,931	4,109	4.53%	4,283	4,607	7.56%	4,283	4,607	7.56%	4,607	4,607	59.03%
CHRISTIAN CO.	2,650	3,307	24.79%	3,541	3,625	2.37%	3,541	3,625	2.37%	3,916	4,307	9.98%	3,916	4,307	9.98%	4,307	4,307	62.53%
CLARK CO.	2,706	3,373	24.65%	3,584	3,681	2.71%	3,584	3,681	2.71%	3,881	4,180	7.70%	3,881	4,180	7.70%	4,180	4,180	54.47%

TABLE 23

LOCAL AND STATE REVENUES BY DISTRICT

District	1989-90			1990-91			1991-92			1992-93			1993-94			1994-95		
	Loc & St	Loc & St	Percent	Loc & St	Loc & St	Percent	Loc & St	Loc & St	Percent	Loc & St	Loc & St	Percent	Loc & St	Loc & St	Percent	Loc & St	Percent	
	Revenue	Revenue	Change	Revenue	Revenue	Change	Revenue	Revenue	Change	Revenue	Revenue	Change	Revenue	Revenue	Change	Revenue	Change	
	Per Pupil	Per Pupil		Per Pupil	Per Pupil		Per Pupil	Per Pupil		Per Pupil	Per Pupil		Per Pupil	Per Pupil		Per Pupil		
CLAY CO.	2,555	3,402	33.15%	3,856	3,967	13.35%	3,967	2.88%	4,319	4,685	8.87%	4,685	8.47%	83.37%				
	2,647	3,511	32.64%	3,791	4,021	7.97%	4,021	6.07%	4,207	4,394	4.63%	4,394	4.44%	66.00%				
	3,108	3,576	15.06%	3,822	3,862	6.88%	3,862	1.05%	4,234	4,665	9.63%	4,665	10.18%	50.10%				
CLOVERPORT	2,728	3,369	23.50%	3,634	3,803	7.87%	3,803	4.65%	3,928	4,177	6.34%	4,177	6.34%	53.12%				
	3,235	4,102	26.80%	4,548	4,598	10.87%	4,598	1.10%	4,884	5,283	8.17%	5,283	8.17%	63.31%				
	2,634	3,460	31.36%	3,645	3,815	5.35%	3,815	4.66%	3,969	4,281	7.86%	4,281	7.86%	62.53%				
CRITTENDEN CO.	2,742	3,449	25.78%	3,752	3,787	8.79%	3,787	0.93%	4,106	4,592	11.84%	4,592	11.84%	67.47%				
	3,262	3,838	17.66%	4,291	4,503	5.60%	4,503	4.94%	4,396	4,515	2.71%	4,515	2.71%	38.41%				
	2,949	3,377	14.51%	3,566	3,634	6.39%	3,634	1.91%	3,911	4,121	5.37%	4,121	5.37%	39.74%				
DAVIESS CO.	3,092	3,724	20.44%	3,962	4,032	8.32%	4,032	1.77%	4,197	4,572	8.93%	4,572	8.93%	47.87%				
	2,737	3,643	33.10%	3,946	4,203	6.51%	4,203	6.51%	4,401	4,625	5.09%	4,625	5.09%	68.98%				
	2,476	2,978	20.27%	3,703	3,868	4.46%	3,868	4.46%	4,149	4,445	7.13%	4,445	7.13%	79.52%				
DAWSON SPRINGS	2,617	3,469	32.56%	3,794	3,942	9.37%	3,942	3.90%	4,080	4,362	6.91%	4,362	6.91%	66.68%				
	3,197	3,548	10.98%	3,911	3,873	-0.97%	3,873	-0.97%	4,090	4,187	2.37%	4,187	2.37%	30.97%				
	2,475	3,460	39.80%	3,918	4,478	14.29%	4,478	14.29%	4,498	5,230	16.27%	5,230	16.27%	111.31%				
EAST BERNSTADT	3,122	3,721	19.19%	3,712	3,904	-0.24%	3,904	5.17%	4,096	4,531	10.62%	4,531	10.62%	45.13%				
	3,346	3,668	9.62%	4,025	4,101	9.73%	4,101	1.89%	4,217	4,357	3.32%	4,357	3.32%	30.22%				
	2,603	3,534	35.77%	3,953	4,070	11.86%	4,070	2.96%	4,257	4,593	7.89%	4,593	7.89%	76.45%				
FLEMING CO.	2,851	3,533	23.92%	3,715	3,788	5.15%	3,788	1.97%	3,975	4,187	5.33%	4,187	5.33%	46.86%				
	4,224	4,489	6.27%	4,729	4,901	5.35%	4,901	3.64%	5,078	5,396	6.26%	5,396	6.26%	27.75%				
	2,899	3,441	18.70%	3,770	4,045	9.56%	4,045	7.29%	4,135	4,442	7.42%	4,442	7.42%	53.23%				
FLOYD CO.	2,374	3,244	36.65%	3,632	3,679	1.29%	3,679	1.29%	4,098	4,277	4.37%	4,277	4.37%	80.16%				
	3,397	3,531	3.94%	3,847	4,059	8.95%	4,059	5.51%	4,106	4,296	4.63%	4,296	4.63%	26.46%				
	3,762	4,433	17.84%	4,894	5,219	10.40%	5,219	6.64%	5,055	5,309	5.02%	5,309	5.02%	41.12%				
FRANKFORT	2,948	3,461	17.40%	3,838	3,923	10.89%	3,923	2.21%	4,046	4,251	5.07%	4,251	5.07%	44.20%				
	2,833	3,981	40.52%	4,359	4,212	-3.37%	4,212	-3.37%	4,377	4,627	5.71%	4,627	5.71%	63.33%				
	3,321	3,743	12.71%	4,153	4,512	10.95%	4,512	8.64%	4,292	4,638	8.06%	4,638	8.06%	39.66%				
FRANKLIN CO.	2,697	3,286	21.84%	3,697	3,904	5.66%	3,904	5.60%	3,948	4,284	8.51%	4,284	8.51%	58.84%				
	2,812	3,606	28.24%	3,810	4,019	5.49%	4,019	5.49%	4,208	4,500	6.94%	4,500	6.94%	60.03%				
	3,011	3,369	11.89%	3,622	3,691	1.91%	3,691	1.91%	3,825	4,077	6.59%	4,077	6.59%	35.40%				
GLASSBORO	2,721	3,396	24.81%	3,654	3,767	7.60%	3,767	3.09%	3,991	4,196	5.14%	4,196	5.14%	54.21%				
	2,722	3,161	16.13%	3,339	3,335	-0.12%	3,335	-0.12%	3,581	3,957	10.50%	3,957	10.50%	45.37%				
	2,615	3,260	24.67%	3,506	3,530	0.68%	3,530	0.68%	3,764	4,242	12.70%	4,242	12.70%	62.22%				
GRAYSON CO.	2,547	3,375	32.51%	3,647	3,706	1.62%	3,706	1.62%	3,784	4,066	7.45%	4,066	7.45%	59.64%				
	2,553	3,249	27.26%	3,661	3,760	2.70%	3,760	2.70%	3,971	4,325	8.91%	4,325	8.91%	69.41%				
	3,289	3,756	14.20%	4,029	3,951	-1.94%	3,951	-1.94%	4,058	4,498	10.84%	4,498	10.84%	36.76%				
HARDIN CO.	2,574	3,474	34.97%	3,741	3,780	1.04%	3,780	1.04%	4,012	4,342	8.23%	4,342	8.23%	68.69%				

TABLE 23

LOCAL AND STATE REVENUES BY DISTRICT

District	1989-90		1990-91		1991-92		1992-93		1993-94		1994-95		Percent Change	
	Loc & St Revenue	Per Pupil	Loc & St Revenue	Per Pupil	Loc & St Revenue	Per Pupil	Loc & St Revenue	Per Pupil	Loc & St Revenue	Per Pupil	Loc & St Revenue	Per Pupil	93-94	94-95
	Change	90-91	Change	89-90	Change	90-91	Change	91-92	Change	92-93	Change	93-94	Change	89-90
HARLAN CO.	2,512	3,351	33.40%	3,666	9.40%	3,905	6.52%	4,277	9.53%	4,389	2.62%	74.72%		
HARLAN	2,729	3,716	36.17%	3,976	7.00%	3,960	-0.40%	4,005	1.14%	4,388	9.56%	60.79%		
HARRISON CO.	2,691	3,422	27.16%	3,635	6.22%	3,786	4.15%	3,945	4.20%	4,411	11.81%	63.92%		
HARRODSBURG	2,894	3,608	24.67%	3,963	9.84%	4,035	1.82%	4,402	9.10%	4,636	5.32%	60.19%		
HART CO.	2,674	3,671	37.28%	3,851	4.90%	4,007	4.05%	4,249	6.04%	4,633	9.04%	73.26%		
HAZARD	2,679	3,334	24.45%	3,518	5.52%	3,743	6.40%	3,935	5.13%	4,228	7.45%	57.82%		
HENDERSON CO.	2,892	3,433	18.71%	3,700	7.78%	3,811	3.00%	4,004	5.06%	4,326	8.04%	49.59%		
HENRY CO.	2,872	3,582	24.72%	3,803	6.17%	3,938	3.55%	4,118	4.57%	4,287	4.10%	49.27%		
HICKMAN CO.	2,827	3,519	24.48%	3,822	8.61%	3,958	3.56%	4,123	4.17%	4,299	4.27%	52.07%		
HOPKINS CO.	2,830	3,273	15.65%	3,621	10.63%	3,760	3.84%	4,017	6.84%	4,344	8.14%	53.50%		
JACKSON CO.	2,486	3,370	35.56%	3,845	14.09%	4,072	5.90%	4,262	4.67%	4,541	6.55%	82.66%		
JACKSON	2,561	3,573	39.52%	3,784	5.91%	3,873	2.35%	4,048	4.52%	4,659	15.09%	81.92%		
JEFFERSON CO.	4,205	4,620	9.87%	4,839	4.74%	4,968	2.67%	5,049	1.63%	5,452	7.98%	29.66%		
JENKINS	2,706	3,379	24.87%	3,873	14.62%	4,149	7.13%	4,026	-2.96%	4,915	22.08%	81.63%		
JESSAMINE CO.	2,741	3,453	25.98%	3,676	6.46%	3,738	1.69%	3,959	5.91%	4,276	8.01%	56.00%		
JOHNSON CO.	2,465	3,205	30.02%	3,747	16.91%	3,935	5.02%	4,197	6.66%	4,768	13.60%	93.43%		
KENTON CO.	3,129	3,695	18.09%	3,866	4.63%	3,896	0.78%	4,012	2.98%	4,187	4.36%	33.81%		
KNOTT CO.	2,421	3,265	34.86%	3,694	13.14%	3,865	4.63%	4,290	11.00%	4,728	10.21%	95.29%		
KNOX CO.	2,456	3,347	36.28%	3,828	14.37%	4,119	7.60%	4,407	6.99%	4,654	5.60%	89.50%		
LARUE CO.	2,589	3,382	30.63%	3,552	5.03%	3,730	5.01%	3,953	5.98%	4,210	6.50%	62.61%		
LAUREL CO.	2,439	3,478	42.60%	3,721	6.99%	3,837	3.12%	4,065	5.94%	4,233	4.13%	73.55%		
LAWRENCE CO.	2,734	3,394	24.14%	3,714	9.43%	3,712	-0.05%	4,016	8.19%	4,452	10.86%	62.84%		
LEE CO.	2,497	3,256	30.40%	3,676	12.90%	3,816	3.81%	4,011	5.11%	4,637	15.61%	85.70%		
LESLIE CO.	2,447	3,346	36.74%	4,039	20.71%	4,021	-0.45%	3,867	-3.83%	4,792	23.92%	95.83%		
LETCHER CO.	2,326	3,135	34.78%	3,561	13.59%	3,810	6.99%	3,892	2.15%	4,721	21.30%	102.97%		
LEWIS CO.	2,572	3,379	31.38%	3,710	9.80%	3,711	0.03%	3,921	5.66%	4,101	4.59%	59.45%		
LINCOLN CO.	2,562	3,502	36.69%	3,836	9.54%	3,983	3.83%	4,171	4.72%	4,485	7.53%	75.06%		
LIVINGSTON CO.	2,763	3,452	24.94%	3,753	8.72%	3,873	3.20%	3,928	1.42%	4,054	3.21%	46.72%		
LOGAN CO.	2,680	3,201	19.44%	3,371	5.31%	3,658	8.51%	3,883	6.15%	4,239	9.17%	58.17%		
LOGAN CO.	2,736	3,302	20.69%	3,625	9.78%	3,850	6.21%	4,052	5.25%	4,362	7.65%	59.43%		
LUDLOW	2,837	3,367	18.68%	3,686	9.47%	3,696	0.27%	3,824	3.46%	3,905	2.12%	37.65%		
LYON CO.	2,637	3,541	34.28%	3,908	10.36%	4,084	4.50%	4,182	2.40%	4,367	4.42%	65.60%		
MADISON CO.	2,636	3,486	32.25%	4,068	16.70%	4,375	7.55%	4,631	5.85%	5,220	12.72%	98.03%		
MAGOFFIN CO.	2,722	3,399	24.87%	3,802	11.86%	3,953	3.97%	4,242	7.31%	4,626	9.05%	69.95%		
MARION CO.	2,801	3,173	13.28%	3,536	11.44%	3,554	0.51%	3,657	2.90%	4,055	10.88%	44.77%		
MARSHALL CO.	2,490	3,303	32.65%	3,360	1.73%	3,402	1.25%	3,776	10.99%	4,096	8.47%	64.50%		
MARTIN CO.	2,953	3,491	18.22%	3,919	12.26%	4,124	5.23%	4,340	5.24%	4,779	10.12%	61.84%		

TABLE 23

LOCAL AND STATE REVENUES BY DISTRICT

District	1989-90			1990-91			1991-92			1992-93			1993-94			1994-95		
	Loc & St Revenue	Per Pupil	Change	Loc & St Revenue	Per Pupil	Change	Loc & St Revenue	Per Pupil	Change	Loc & St Revenue	Per Pupil	Change	Loc & St Revenue	Per Pupil	Change	Loc & St Revenue	Per Pupil	Change
MAYFIELD	3,376	3,930	16.41%	4,191	4,235	1.05%	4,191	4,235	1.05%	4,235	4,235	1.05%	4,519	4,519	6.71%	4,864	4,864	7.63%
McCRACKEN CO.	2,605	3,097	18.89%	3,327	3,436	3.28%	3,327	3,436	3.28%	3,436	3,436	3.28%	3,523	3,523	2.53%	3,675	3,675	4.31%
McCREARY CO.	2,627	3,579	36.24%	3,973	4,218	6.17%	3,973	4,218	6.17%	4,218	4,218	6.17%	4,540	4,540	7.63%	4,912	4,912	8.19%
McLEAN CO.	2,589	3,124	20.66%	3,375	3,399	0.71%	3,375	3,399	0.71%	3,399	3,399	0.71%	3,643	3,643	7.18%	4,009	4,009	10.05%
MEADE CO.	2,618	3,218	22.92%	3,504	3,669	4.71%	3,504	3,669	4.71%	3,669	3,669	4.71%	3,915	3,915	6.70%	4,105	4,105	4.85%
MENIFEE CO.	2,440	3,167	29.80%	3,566	3,682	3.25%	3,566	3,682	3.25%	3,682	3,682	3.25%	3,809	3,809	3.45%	4,095	4,095	7.51%
MERCER CO.	2,686	3,248	20.92%	3,714	3,596	-3.18%	3,714	3,596	-3.18%	3,596	3,596	-3.18%	3,892	3,892	8.23%	4,175	4,175	7.27%
METCALFE CO.	2,738	3,526	28.78%	3,964	4,116	3.83%	3,964	4,116	3.83%	4,116	4,116	3.83%	4,233	4,233	2.84%	4,429	4,429	4.63%
MIDDLESBORO	2,757	3,707	34.46%	4,119	4,280	3.91%	4,119	4,280	3.91%	4,280	4,280	3.91%	4,532	4,532	5.89%	4,527	4,527	-0.11%
MONROE CO.	2,899	3,615	24.70%	4,008	4,176	4.19%	4,008	4,176	4.19%	4,176	4,176	4.19%	4,340	4,340	3.93%	4,645	4,645	7.03%
MONTGOMERY CO.	2,963	3,642	22.92%	4,062	4,179	2.88%	4,062	4,179	2.88%	4,179	4,179	2.88%	4,282	4,282	2.46%	4,491	4,491	4.88%
MONTICELLO	2,523	3,273	29.73%	3,780	3,993	5.63%	3,780	3,993	5.63%	3,993	3,993	5.63%	4,100	4,100	2.68%	4,512	4,512	10.05%
MORGAN CO.	2,716	3,763	38.55%	4,026	4,170	3.58%	4,026	4,170	3.58%	4,170	4,170	3.58%	4,234	4,234	1.53%	4,818	4,818	13.79%
MUHLENBURG CO.	3,052	3,615	18.45%	3,988	3,969	-0.48%	3,988	3,969	-0.48%	3,969	3,969	-0.48%	4,215	4,215	6.20%	4,479	4,479	6.26%
MURRAY	3,319	3,597	8.38%	3,888	3,920	0.82%	3,888	3,920	0.82%	3,920	3,920	0.82%	4,042	4,042	3.11%	5,111	5,111	26.45%
NELSON CO.	2,694	3,235	20.08%	3,688	3,711	0.62%	3,688	3,711	0.62%	3,711	3,711	0.62%	3,850	3,850	3.75%	4,148	4,148	7.74%
NEWPORT	3,397	4,107	20.90%	4,316	4,426	2.55%	4,316	4,426	2.55%	4,426	4,426	2.55%	4,633	4,633	4.68%	4,987	4,987	7.64%
NICHOLAS CO.	2,625	3,472	32.27%	3,702	3,896	5.24%	3,702	3,896	5.24%	3,896	3,896	5.24%	4,067	4,067	4.39%	4,317	4,317	6.15%
OHIO CO.	2,591	3,361	29.72%	3,560	3,625	1.83%	3,560	3,625	1.83%	3,625	3,625	1.83%	3,891	3,891	7.34%	4,298	4,298	10.46%
OLDHAM CO.	3,071	3,453	12.44%	3,618	3,699	2.24%	3,618	3,699	2.24%	3,699	3,699	2.24%	3,881	3,881	4.92%	4,315	4,315	11.18%
OWEN CO.	2,759	3,410	23.60%	3,894	4,072	4.57%	3,894	4,072	4.57%	4,072	4,072	4.57%	4,251	4,251	4.40%	4,489	4,489	5.60%
OWENSBORO	3,848	4,265	10.84%	4,483	4,558	1.67%	4,483	4,558	1.67%	4,558	4,558	1.67%	4,684	4,684	2.76%	4,907	4,907	4.76%
OWSLEY CO.	2,695	3,568	32.39%	4,256	4,501	5.76%	4,256	4,501	5.76%	4,501	4,501	5.76%	4,556	4,556	1.22%	5,001	5,001	9.77%
PADUCAH	3,663	4,109	12.18%	4,406	4,560	3.50%	4,406	4,560	3.50%	4,560	4,560	3.50%	4,841	4,841	6.16%	4,861	4,861	0.41%
PAINTSVILLE	3,111	3,338	7.30%	3,825	3,782	-1.12%	3,825	3,782	-1.12%	3,782	3,782	-1.12%	3,821	3,821	1.03%	4,356	4,356	14.00%
PARIS	2,949	3,642	23.50%	3,966	4,066	2.52%	3,966	4,066	2.52%	4,066	4,066	2.52%	4,141	4,141	1.84%	4,350	4,350	5.05%
PENDLETON CO.	2,549	3,271	28.32%	3,440	3,723	8.23%	3,440	3,723	8.23%	3,723	3,723	8.23%	3,959	3,959	6.34%	4,195	4,195	5.96%
PERRY CO.	2,406	3,359	39.61%	3,834	4,110	7.20%	3,834	4,110	7.20%	4,110	4,110	7.20%	4,258	4,258	3.60%	4,777	4,777	12.19%
PIKE CO.	2,490	3,388	36.06%	4,027	3,900	-3.45%	4,027	3,900	-3.45%	3,900	3,900	-3.45%	4,166	4,166	6.82%	4,484	4,484	7.63%
PIKEVILLE	3,383	3,781	11.76%	3,641	4,129	2.53%	3,641	4,129	2.53%	4,129	4,129	2.53%	4,428	4,428	7.24%	4,390	4,390	-0.86%
PINEVILLE	2,792	3,436	23.07%	3,773	3,778	0.13%	3,773	3,778	0.13%	3,778	3,778	0.13%	4,005	4,005	6.01%	4,388	4,388	9.56%
POWELL CO.	2,650	3,361	26.83%	3,661	3,826	4.46%	3,661	3,826	4.46%	3,826	3,826	4.46%	3,910	3,910	2.20%	4,425	4,425	13.17%
PROVIDENCE	2,651	3,191	20.37%	3,661	3,920	7.07%	3,661	3,920	7.07%	3,920	3,920	7.07%	4,162	4,162	6.17%	4,323	4,323	3.87%
PULASKI CO.	2,529	3,469	37.17%	3,678	3,842	4.46%	3,678	3,842	4.46%	3,842	3,842	4.46%	4,019	4,019	4.61%	4,180	4,180	4.01%
RACELAND	3,019	3,361	11.33%	3,608	3,576	-0.89%	3,608	3,576	-0.89%	3,576	3,576	-0.89%	3,919	3,919	9.59%	4,047	4,047	3.27%
ROBERTSON CO.	3,012	3,833	27.26%	4,025	4,196	4.25%	4,025	4,196	4.25%	4,196	4,196	4.25%	4,371	4,371	4.17%	4,503	4,503	3.02%
ROCKCASTLE CO.	2,477	3,292	32.90%	3,948	4,117	4.28%	3,948	4,117	4.28%	4,117	4,117	4.28%	4,182	4,182	1.58%	4,520	4,520	8.08%

TABLE 23

LOCAL AND STATE REVENUES BY DISTRICT

District	1989-90			1990-91			1991-92			1992-93			1993-94			1994-95		
	Loc & St Revenue	Per Pupil	Change	Loc & St Revenue	Per Pupil	Change	Loc & St Revenue	Per Pupil	Change	Loc & St Revenue	Per Pupil	Change	Loc & St Revenue	Per Pupil	Change	Loc & St Revenue	Per Pupil	Change
ROWAN CO.	2,745	3,602	31.22%	3,945	9.52%	4,109	4.16%	4,340	5.62%	4,597	5.92%	67.47%	4,387	4.90%	73.19%	4,387	4.90%	73.19%
RUSSELL CO.	2,533	3,568	40.86%	3,849	7.88%	4,016	4.34%	4,182	4.13%	4,387	4.90%	73.19%	4,387	4.90%	73.19%	4,387	4.90%	73.19%
RUSSELL	2,822	3,271	15.91%	3,463	5.87%	3,574	3.21%	3,765	5.34%	3,856	2.42%	36.64%	3,856	2.42%	36.64%	3,856	2.42%	36.64%
RUSSELLVILLE	3,162	3,702	17.08%	3,974	7.35%	4,288	7.90%	4,502	4.99%	4,704	4.49%	48.77%	4,704	4.49%	48.77%	4,704	4.49%	48.77%
SCIENCE HILL	2,384	2,995	25.63%	3,357	12.09%	3,654	8.85%	3,721	1.83%	4,129	10.96%	73.20%	4,129	10.96%	73.20%	4,129	10.96%	73.20%
SCOTT CO.	2,872	3,988	38.86%	4,021	0.83%	4,165	3.58%	4,558	9.44%	6,567	44.08%	128.66%	6,567	44.08%	128.66%	6,567	44.08%	128.66%
SHELBY CO.	2,741	3,870	41.19%	4,154	7.34%	4,366	5.10%	4,729	8.31%	4,489	-5.08%	63.77%	4,489	-5.08%	63.77%	4,489	-5.08%	63.77%
SILVER GROVE	3,330	3,874	16.34%	5,226	34.90%	4,338	-16.99%	4,468	3.00%	4,708	5.37%	41.38%	4,708	5.37%	41.38%	4,708	5.37%	41.38%
SIMPSON CO.	2,866	3,391	18.32%	3,705	9.26%	3,914	5.64%	4,088	4.45%	4,364	6.75%	52.27%	4,364	6.75%	52.27%	4,364	6.75%	52.27%
SOMERSET	3,469	3,918	12.94%	4,313	10.08%	4,370	1.32%	4,444	1.69%	4,616	3.87%	33.06%	4,616	3.87%	33.06%	4,616	3.87%	33.06%
SOUTHGATE	3,315	3,912	18.01%	4,450	13.75%	4,433	-0.38%	4,573	3.16%	5,004	9.42%	50.95%	5,004	9.42%	50.95%	5,004	9.42%	50.95%
SPENCER CO.	2,870	3,749	30.63%	4,133	10.24%	4,035	-2.37%	4,214	4.44%	4,550	7.97%	58.54%	4,550	7.97%	58.54%	4,550	7.97%	58.54%
TAYLOR CO.	2,604	3,352	28.73%	3,729	11.25%	3,772	1.15%	3,952	4.77%	4,269	8.02%	63.94%	4,269	8.02%	63.94%	4,269	8.02%	63.94%
TODD CO.	2,652	3,254	22.70%	3,565	9.56%	3,585	0.56%	3,767	5.08%	4,321	14.71%	62.93%	4,321	14.71%	62.93%	4,321	14.71%	62.93%
TRIGG CO.	2,841	3,321	16.90%	3,583	7.89%	3,589	0.17%	3,782	5.38%	3,988	5.45%	40.37%	3,988	5.45%	40.37%	3,988	5.45%	40.37%
TRIMBLE CO.	3,156	3,500	10.90%	3,779	7.97%	3,872	2.46%	4,012	3.62%	4,330	7.93%	37.20%	4,330	7.93%	37.20%	4,330	7.93%	37.20%
UNION CO.	2,851	3,331	16.84%	3,793	13.87%	3,926	3.51%	4,350	10.80%	4,652	6.94%	63.17%	4,652	6.94%	63.17%	4,652	6.94%	63.17%
WALTON-VERONA	3,514	3,846	9.45%	4,195	9.07%	4,341	3.48%	4,626	6.57%	4,922	6.40%	40.07%	4,922	6.40%	40.07%	4,922	6.40%	40.07%
WARREN CO.	2,883	3,429	18.94%	3,655	6.59%	3,824	4.62%	3,993	4.42%	4,202	5.23%	45.75%	4,202	5.23%	45.75%	4,202	5.23%	45.75%
WASHINGTON CO.	2,733	3,529	29.13%	3,718	5.36%	3,831	3.04%	3,929	2.56%	4,140	5.37%	51.48%	4,140	5.37%	51.48%	4,140	5.37%	51.48%
WAYNE CO.	2,456	3,272	33.22%	3,831	17.08%	3,993	4.23%	4,114	3.03%	4,636	12.69%	88.76%	4,636	12.69%	88.76%	4,636	12.69%	88.76%
WEBSTER CO.	2,782	3,495	25.63%	4,017	14.94%	3,958	-1.47%	4,176	5.51%	4,547	8.88%	63.44%	4,547	8.88%	63.44%	4,547	8.88%	63.44%
WEST POINT	2,866	3,644	27.15%	4,299	17.97%	4,601	7.02%	4,752	3.28%	5,040	6.06%	75.85%	5,040	6.06%	75.85%	5,040	6.06%	75.85%
WHITLEY CO.	2,696	3,333	23.63%	4,117	23.52%	4,319	4.91%	4,462	3.31%	4,855	8.81%	80.08%	4,855	8.81%	80.08%	4,855	8.81%	80.08%
WILLIAMSBURG	2,626	3,524	34.20%	3,842	9.02%	3,960	3.07%	4,176	5.45%	4,352	4.21%	65.73%	4,352	4.21%	65.73%	4,352	4.21%	65.73%
WILLIAMSTOWN	3,231	3,838	18.79%	4,113	7.17%	4,367	6.18%	4,450	1.90%	4,568	2.65%	41.38%	4,568	2.65%	41.38%	4,568	2.65%	41.38%
WOLFE CO.	2,748	3,711	35.04%	4,104	10.59%	4,338	5.70%	4,487	3.43%	4,787	6.69%	74.20%	4,787	6.69%	74.20%	4,787	6.69%	74.20%
WOODFORD CO.	2,936	3,712	26.43%	3,956	6.57%	3,972	0.40%	4,023	1.28%	4,213	4.72%	43.49%	4,213	4.72%	43.49%	4,213	4.72%	43.49%

TABLE 24

TOTAL REVENUES BY DISTRICT

District	1989-90		1990-91		1991-92		1992-93		1993-94		1994-95	
	Total Revenue	Percent Change	Total Revenue	Percent Change	Total Revenue	Percent Change	Total Revenue	Percent Change	Total Revenue	Percent Change	Total Revenue	Percent Change
	Per Pupil		Per Pupil		Per Pupil		Per Pupil		Per Pupil		Per Pupil	
ADAIR CO.	\$3,167		\$4,052	27.94%	\$4,470	10.32%	\$4,761	6.51%	\$4,750	-0.23%	\$5,172	8.88%
ALLEN CO.	3,152		3,704	17.51%	4,087	10.34%	4,122	0.86%	4,283	3.91%	4,614	7.73%
ANCHORAGE	5,729		5,788	1.03%	6,569	13.49%	7,347	11.84%	7,801	6.18%	8,748	12.14%
ANDERSON CO.	2,942		3,763	27.91%	4,041	7.39%	4,127	2.13%	4,441	7.61%	5,145	15.85%
ASHLAND	3,612		4,311	19.35%	4,581	6.26%	4,829	5.41%	4,962	2.75%	5,476	10.36%
AUGUSTA	3,665		4,174	13.89%	4,808	15.19%	4,641	-3.47%	5,354	15.36%	5,336	-0.34%
BALLARD CO.	3,486		4,130	18.47%	4,298	4.07%	4,440	3.30%	4,897	10.29%	5,220	6.60%
BARBOURVILLE	3,036		3,450	13.64%	3,635	5.36%	4,106	12.96%	4,221	2.80%	4,797	13.65%
BARDSTOWN	3,569		4,253	19.17%	4,467	5.03%	4,476	0.20%	4,865	8.69%	4,996	2.69%
BARREN CO.	2,881		3,684	27.87%	4,044	9.77%	4,228	4.55%	4,336	2.55%	4,707	8.56%
BATH CO.	3,180		3,865	21.54%	4,408	14.05%	4,705	6.74%	5,117	8.76%	5,325	4.06%
BEECHWOOD	3,701		3,753	1.41%	3,773	0.53%	3,959	4.93%	4,103	3.64%	4,333	5.61%
BELL CO.	3,161		4,203	32.96%	4,883	16.18%	5,181	6.10%	5,287	2.05%	5,878	11.18%
BELLEVUE	3,299		3,675	11.40%	3,908	6.34%	4,202	7.52%	4,453	5.97%	4,732	6.27%
BEREA	3,789		4,896	29.22%	4,687	-4.27%	4,995	6.57%	4,992	-0.06%	5,009	0.34%
BOONE CO.	3,269		3,758	14.96%	3,972	5.69%	4,109	3.45%	4,160	1.24%	4,623	11.13%
BOURBON CO.	3,118		3,919	25.69%	4,515	15.21%	4,583	1.51%	4,816	5.08%	5,427	12.69%
BOWLING GREEN	3,937		4,534	15.16%	4,881	7.65%	5,275	8.07%	5,374	1.88%	5,187	-3.48%
BOYD CO.	3,139		3,817	21.60%	4,352	14.02%	4,464	2.57%	4,562	2.20%	4,981	9.18%
BOYLE CO.	3,221		3,844	19.34%	4,292	11.65%	4,243	-1.14%	4,574	7.80%	4,803	5.01%
BRACKEN CO.	3,272		3,678	12.41%	3,959	7.64%	3,910	-1.24%	4,253	8.77%	4,419	3.90%
BREATHITT CO.	3,306		4,150	25.53%	4,748	14.41%	5,224	10.03%	5,275	0.98%	5,754	9.08%
BRECKINRIDGE CO.	3,211		3,918	22.02%	4,152	5.97%	4,424	6.55%	4,659	5.31%	5,261	12.92%
BULLITT CO.	2,825		3,431	21.45%	3,625	5.65%	3,735	3.03%	4,126	10.47%	4,517	9.48%
BURGIN	3,300		3,826	15.94%	4,233	10.64%	4,314	1.91%	4,328	0.32%	4,609	6.49%
BUTLER CO.	3,021		3,736	23.67%	3,836	2.68%	4,022	4.85%	4,303	6.99%	4,979	15.71%
CALDWELL CO.	3,017		3,751	24.33%	4,260	13.57%	4,325	1.53%	4,661	7.77%	4,885	4.81%
CALLOWAY CO.	3,335		4,088	22.58%	4,394	7.49%	4,494	2.28%	4,629	3.00%	5,123	10.67%
CAMPBELL CO.	3,336		3,978	19.24%	4,147	4.25%	4,063	-2.03%	4,407	8.47%	4,633	5.13%
CAMPBELLSVILLE	3,047		3,820	25.37%	4,165	9.03%	4,212	1.13%	4,433	5.25%	4,946	11.57%
CARLISLE CO.	3,249		3,852	18.56%	4,156	7.89%	4,252	2.31%	4,227	-0.59%	4,649	9.98%
CARROLL CO.	3,520		4,143	17.70%	4,576	10.45%	4,732	3.41%	4,798	1.39%	5,311	10.69%
CARTER CO.	3,086		4,063	31.66%	4,562	12.28%	4,663	2.21%	4,758	2.04%	4,973	4.52%
CASEY CO.	3,118		4,044	29.70%	4,733	17.04%	4,940	4.37%	5,112	3.48%	5,242	2.54%
CAVERNA IND.	3,279		3,979	21.35%	4,404	10.68%	4,606	4.59%	4,672	1.43%	5,168	10.62%
CHRISTIAN CO.	3,117		3,829	22.84%	4,188	9.38%	4,244	1.34%	4,560	7.45%	5,005	9.76%
CLARK CO.	2,989		3,690	23.45%	3,953	7.13%	4,040	2.20%	4,287	6.11%	4,669	8.91%

TABLE 24

TOTAL REVENUES BY DISTRICT

District	1989-90			1990-91			1991-92			1992-93			1993-94			1994-95		
	Total	Revenue	Per Pupil	Total	Revenue	Per Pupil	Total	Revenue	Per Pupil	Total	Revenue	Per Pupil	Total	Revenue	Per Pupil	Total	Revenue	Per Pupil
	Change	Percent	Change	Percent	Change	Percent	Change	Percent	Change	Percent	Change	Percent	Change	Percent	Change	Percent	Change	Percent
CLAY CO.	3,249	4,184	28.78%	4,809	4,954	14.94%	5,296	5,642	6.90%	5,296	5,642	6.53%	5,296	5,642	6.53%	5,296	5,642	6.53%
CLINTON CO.	3,427	4,397	28.30%	4,831	5,035	9.87%	5,241	5,601	4.09%	5,241	5,601	6.87%	5,241	5,601	6.87%	5,241	5,601	6.87%
CLOVERPORT	3,940	4,648	17.97%	5,112	5,190	9.98%	5,344	5,981	2.97%	5,344	5,981	11.92%	5,344	5,981	11.92%	5,344	5,981	11.92%
CORBIN	2,920	3,573	22.36%	3,876	4,068	8.48%	4,351	4,622	6.96%	4,351	4,622	6.23%	4,351	4,622	6.23%	4,351	4,622	6.23%
COVINGTON	3,705	4,609	24.40%	5,151	5,242	11.76%	5,585	6,032	8.00%	5,585	6,032	8.00%	5,585	6,032	8.00%	5,585	6,032	8.00%
CRITTENDEN CO.	2,951	3,815	29.28%	4,051	4,221	6.19%	4,408	4,742	7.58%	4,408	4,742	7.58%	4,408	4,742	7.58%	4,408	4,742	7.58%
CUMBERLAND CO.	3,297	4,031	22.26%	4,383	4,477	2.14%	4,839	5,242	8.33%	4,839	5,242	8.33%	4,839	5,242	8.33%	4,839	5,242	8.33%
DANVILLE	3,573	4,219	18.08%	4,739	5,003	5.57%	5,045	5,154	2.16%	5,045	5,154	2.16%	5,045	5,154	2.16%	5,045	5,154	2.16%
DAVISS CO.	3,132	3,577	14.21%	3,750	3,919	4.51%	4,200	4,520	7.62%	4,200	4,520	7.62%	4,200	4,520	7.62%	4,200	4,520	7.62%
DAWSON SPRINGS	3,327	4,059	22.00%	4,358	4,432	1.70%	4,621	5,036	8.98%	4,621	5,036	8.98%	4,621	5,036	8.98%	4,621	5,036	8.98%
DAYTON	3,207	4,151	29.44%	4,451	4,734	6.36%	4,869	5,314	9.14%	4,869	5,314	9.14%	4,869	5,314	9.14%	4,869	5,314	9.14%
EAST BERNSTADT	2,752	3,263	18.57%	3,988	4,205	5.44%	4,616	5,008	8.49%	4,616	5,008	8.49%	4,616	5,008	8.49%	4,616	5,008	8.49%
EDMONSON CO.	2,960	3,846	29.93%	4,255	4,405	3.53%	4,563	4,957	8.63%	4,563	4,957	8.63%	4,563	4,957	8.63%	4,563	4,957	8.63%
ELIZABETHTOWN	3,457	3,850	11.37%	4,262	4,237	-0.59%	4,459	4,611	3.41%	4,459	4,611	3.41%	4,459	4,611	3.41%	4,459	4,611	3.41%
ELLIOTT CO.	3,050	4,240	39.02%	4,707	5,222	10.94%	5,149	6,028	17.07%	5,149	6,028	17.07%	5,149	6,028	17.07%	5,149	6,028	17.07%
EMINENCE	3,379	4,042	19.62%	4,088	4,317	5.60%	4,536	5,204	14.73%	4,536	5,204	14.73%	4,536	5,204	14.73%	4,536	5,204	14.73%
ERLANGER	3,581	3,894	8.74%	4,280	4,370	2.10%	4,469	4,580	2.48%	4,469	4,580	2.48%	4,469	4,580	2.48%	4,469	4,580	2.48%
ESTILL CO.	3,057	4,047	32.38%	4,501	4,649	3.29%	4,985	5,255	5.42%	4,985	5,255	5.42%	4,985	5,255	5.42%	4,985	5,255	5.42%
FAIRVIEW	3,045	3,811	25.16%	4,015	4,195	4.48%	4,258	4,454	4.60%	4,258	4,454	4.60%	4,258	4,454	4.60%	4,258	4,454	4.60%
FAYETTE CO.	4,483	4,768	6.36%	5,059	5,211	3.00%	5,423	5,768	6.36%	5,423	5,768	6.36%	5,423	5,768	6.36%	5,423	5,768	6.36%
FLEMING CO.	3,325	3,963	19.19%	4,272	4,650	8.85%	4,772	5,151	7.94%	4,772	5,151	7.94%	4,772	5,151	7.94%	4,772	5,151	7.94%
FLOYD CO.	2,757	3,726	35.15%	4,197	4,167	-0.71%	4,644	4,925	6.05%	4,644	4,925	6.05%	4,644	4,925	6.05%	4,644	4,925	6.05%
FT. THOMAS	3,491	3,649	4.53%	3,965	4,178	5.37%	4,249	4,448	4.68%	4,249	4,448	4.68%	4,249	4,448	4.68%	4,249	4,448	4.68%
FRANKFORT	4,151	4,876	17.47%	5,470	5,772	5.52%	6,165	6,448	4.68%	6,165	6,448	4.68%	6,165	6,448	4.68%	6,165	6,448	4.68%
FRANKLIN CO.	3,149	3,654	16.04%	4,070	4,165	2.33%	4,276	4,500	5.24%	4,276	4,500	5.24%	4,276	4,500	5.24%	4,276	4,500	5.24%
FULTON CO.	3,455	4,685	35.60%	5,234	5,056	-3.40%	5,161	5,477	6.12%	5,161	5,477	6.12%	5,161	5,477	6.12%	5,161	5,477	6.12%
FULTON	3,701	4,184	13.05%	4,672	5,114	9.46%	5,056	5,677	12.28%	5,056	5,677	12.28%	5,056	5,677	12.28%	5,056	5,677	12.28%
GALLATIN CO.	2,941	3,518	19.62%	4,116	4,264	3.60%	4,372	4,664	6.68%	4,372	4,664	6.68%	4,372	4,664	6.68%	4,372	4,664	6.68%
GARRARD CO.	3,158	3,963	25.49%	4,288	4,479	4.45%	4,592	5,081	10.65%	4,592	5,081	10.65%	4,592	5,081	10.65%	4,592	5,081	10.65%
GLASGOW IND.	3,262	3,614	10.79%	3,943	4,060	2.97%	4,187	4,423	5.64%	4,187	4,423	5.64%	4,187	4,423	5.64%	4,187	4,423	5.64%
GRANT CO.	3,024	3,680	21.69%	3,979	4,108	3.24%	4,359	4,635	6.33%	4,359	4,635	6.33%	4,359	4,635	6.33%	4,359	4,635	6.33%
GRAVES CO.	2,929	3,439	17.41%	3,610	3,624	0.39%	3,975	4,377	10.11%	3,975	4,377	10.11%	3,975	4,377	10.11%	3,975	4,377	10.11%
GRAYSON CO.	3,037	3,654	20.32%	4,102	4,088	-0.34%	4,268	4,760	11.53%	4,268	4,760	11.53%	4,268	4,760	11.53%	4,268	4,760	11.53%
GREEN CO.	2,968	3,758	26.62%	4,009	4,230	5.51%	4,313	4,453	3.25%	4,313	4,453	3.25%	4,313	4,453	3.25%	4,313	4,453	3.25%
GREENUP CO.	2,928	3,708	26.64%	4,121	4,277	3.79%	4,501	4,896	8.78%	4,501	4,896	8.78%	4,501	4,896	8.78%	4,501	4,896	8.78%
HANCOCK CO.	3,552	4,036	13.63%	4,436	4,318	-2.66%	4,457	4,832	8.41%	4,457	4,832	8.41%	4,457	4,832	8.41%	4,457	4,832	8.41%
HARDIN CO.	2,912	3,851	32.25%	4,185	4,215	0.72%	4,478	4,770	6.52%	4,478	4,770	6.52%	4,478	4,770	6.52%	4,478	4,770	6.52%

TABLE 24

TOTAL REVENUES BY DISTRICT

District	1989-90			1990-91			1991-92			1992-93			1993-94			1994-95		
	Total Revenue	Per Pupil	Percent Change	Total Revenue	Per Pupil	Percent Change	Total Revenue	Per Pupil	Percent Change	Total Revenue	Per Pupil	Percent Change	Total Revenue	Per Pupil	Percent Change	Total Revenue	Per Pupil	Percent Change
HARLAN CO.	3,074	3,957	28.72%	4,437	4,589	3.43%	5,064	5,180	2.29%	5,064	5,180	2.29%	5,064	5,180	2.29%	5,180	5,180	68.51%
HARLAN	3,228	4,175	29.34%	4,505	4,581	1.69%	4,715	4,874	3.37%	4,715	4,874	3.37%	4,715	4,874	3.37%	4,874	4,874	50.99%
HARRISON CO.	3,001	3,764	25.42%	4,036	4,225	4.68%	4,379	4,832	10.34%	4,379	4,832	10.34%	4,379	4,832	10.34%	4,832	4,832	61.01%
HARRODSBURG	3,172	4,013	26.51%	4,438	4,762	7.30%	4,945	5,184	4.83%	4,945	5,184	4.83%	4,945	5,184	4.83%	5,184	5,184	63.43%
HART CO.	3,081	4,164	35.15%	4,437	4,633	4.42%	4,898	5,099	4.10%	4,898	5,099	4.10%	4,898	5,099	4.10%	5,099	5,099	65.50%
HAZARD	2,971	3,688	24.13%	3,874	4,183	7.98%	4,338	4,742	9.31%	4,338	4,742	9.31%	4,338	4,742	9.31%	4,742	4,742	59.61%
HENDERSON CO.	3,125	3,710	18.72%	3,984	4,123	3.49%	4,352	4,666	7.22%	4,352	4,666	7.22%	4,352	4,666	7.22%	4,666	4,666	49.31%
HENRY CO.	3,246	3,946	21.57%	4,187	4,459	6.50%	4,720	4,944	4.75%	4,720	4,944	4.75%	4,720	4,944	4.75%	4,944	4,944	52.31%
HICKMAN CO.	3,218	3,972	23.43%	4,308	4,452	3.34%	4,620	4,782	3.51%	4,620	4,782	3.51%	4,620	4,782	3.51%	4,782	4,782	48.60%
HOPKINS CO.	3,157	3,671	16.28%	4,037	4,188	3.74%	4,500	4,864	8.09%	4,500	4,864	8.09%	4,500	4,864	8.09%	4,864	4,864	54.07%
JACKSON CO.	3,232	4,029	24.66%	4,677	4,865	4.02%	4,985	5,415	8.63%	4,985	5,415	8.63%	4,985	5,415	8.63%	5,415	5,415	67.54%
JACKSON	3,116	4,352	39.67%	4,528	4,767	5.28%	4,795	5,358	11.74%	4,795	5,358	11.74%	4,795	5,358	11.74%	5,358	5,358	71.95%
JEFFERSON CO.	4,504	5,211	15.70%	5,440	5,570	2.39%	5,797	5,931	2.31%	5,797	5,931	2.31%	5,797	5,931	2.31%	5,931	5,931	31.68%
JENKINS	3,039	3,733	22.84%	4,166	4,452	6.87%	4,482	5,544	23.69%	4,482	5,544	23.69%	4,482	5,544	23.69%	5,544	5,544	82.43%
JESSAMINE CO.	3,021	3,718	23.07%	3,946	4,014	1.72%	4,199	4,578	9.03%	4,199	4,578	9.03%	4,199	4,578	9.03%	4,578	4,578	51.54%
JOHNSON CO.	3,004	3,721	23.87%	4,302	4,606	7.07%	4,867	5,422	11.40%	4,867	5,422	11.40%	4,867	5,422	11.40%	5,422	5,422	80.49%
KENTON CO.	3,205	3,843	19.91%	4,078	4,076	-0.05%	4,237	4,428	4.51%	4,237	4,428	4.51%	4,237	4,428	4.51%	4,428	4,428	38.16%
KNOTT CO.	3,002	3,875	29.08%	4,358	4,564	4.73%	5,009	5,521	10.22%	5,009	5,521	10.22%	5,009	5,521	10.22%	5,521	5,521	83.91%
KNOX CO.	3,158	4,089	29.48%	4,699	5,062	7.73%	5,312	5,625	5.89%	5,312	5,625	5.89%	5,312	5,625	5.89%	5,625	5,625	78.12%
LARUE CO.	2,894	3,690	27.51%	3,961	4,257	7.47%	4,473	4,605	2.95%	4,473	4,605	2.95%	4,473	4,605	2.95%	4,605	4,605	59.12%
LAUREL CO.	2,929	3,979	35.85%	4,272	4,378	2.48%	4,661	4,811	3.22%	4,661	4,811	3.22%	4,661	4,811	3.22%	4,811	4,811	64.25%
LAWRENCE CO.	3,181	3,873	21.75%	4,334	4,356	0.51%	4,730	5,087	7.55%	4,730	5,087	7.55%	4,730	5,087	7.55%	5,087	5,087	59.92%
LEE CO.	3,091	3,902	26.24%	4,423	4,647	5.06%	4,794	5,509	14.91%	4,794	5,509	14.91%	4,794	5,509	14.91%	5,509	5,509	78.23%
LESLIE CO.	2,946	3,965	34.59%	4,844	4,802	-0.87%	4,693	5,488	16.94%	4,693	5,488	16.94%	4,693	5,488	16.94%	5,488	5,488	86.29%
LETCHER CO.	2,908	3,748	28.89%	4,308	4,355	1.09%	4,859	5,446	12.08%	4,859	5,446	12.08%	4,859	5,446	12.08%	5,446	5,446	87.28%
LEWIS CO.	3,062	3,980	29.98%	4,458	4,497	0.87%	4,623	4,682	1.28%	4,623	4,682	1.28%	4,623	4,682	1.28%	4,682	4,682	52.91%
LINCOLN CO.	3,024	3,995	32.11%	4,449	4,704	5.73%	4,854	5,292	9.02%	4,854	5,292	9.02%	4,854	5,292	9.02%	5,292	5,292	75.00%
LIVINGSTON CO.	3,257	3,997	22.72%	4,423	4,523	2.26%	4,600	4,698	2.13%	4,600	4,698	2.13%	4,600	4,698	2.13%	4,698	4,698	44.24%
LOGAN CO.	3,018	3,561	17.99%	3,975	4,133	3.97%	4,404	4,733	7.47%	4,404	4,733	7.47%	4,404	4,733	7.47%	4,733	4,733	56.83%
LUDLOW	2,993	3,571	19.31%	3,923	4,161	6.07%	4,399	4,637	5.41%	4,399	4,637	5.41%	4,399	4,637	5.41%	4,637	4,637	54.93%
LYON CO.	3,424	3,945	15.22%	4,343	4,396	1.22%	4,565	4,512	-1.16%	4,565	4,512	-1.16%	4,565	4,512	-1.16%	4,512	4,512	31.78%
MADISON CO.	2,932	3,890	32.67%	4,343	4,511	3.87%	4,592	4,899	6.69%	4,592	4,899	6.69%	4,592	4,899	6.69%	4,899	4,899	67.09%
MAGOFFIN CO.	3,332	3,858	15.79%	4,568	5,231	14.51%	5,393	6,086	12.85%	5,393	6,086	12.85%	5,393	6,086	12.85%	6,086	6,086	82.65%
MARION CO.	3,180	3,879	21.98%	4,368	4,591	5.11%	4,933	5,270	6.83%	4,933	5,270	6.83%	4,933	5,270	6.83%	5,270	5,270	65.72%
MARSHALL CO.	3,122	3,506	12.30%	3,893	3,926	0.85%	4,101	4,474	9.10%	4,101	4,474	9.10%	4,101	4,474	9.10%	4,474	4,474	43.31%
MARTIN CO.	2,906	3,803	30.87%	3,967	4,045	1.97%	4,417	4,823	9.19%	4,417	4,823	9.19%	4,417	4,823	9.19%	4,823	4,823	65.97%
MASON CO.	3,318	3,905	17.69%	4,424	4,661	5.36%	4,888	5,383	10.13%	4,888	5,383	10.13%	4,888	5,383	10.13%	5,383	5,383	62.24%

TABLE 24

TOTAL REVENUES BY DISTRICT

District	1989-90			1990-91			1991-92			1992-93			1993-94			1994-95		
	Total	Revenue	Percent Change	Total	Revenue	Percent Change	Total	Revenue	Percent Change	Total	Revenue	Percent Change	Total	Revenue	Percent Change			
	Per Pupil	Per Pupil	89-90	Per Pupil	Per Pupil	90-91	Per Pupil	Per Pupil	91-92	Per Pupil	Per Pupil	92-93	Per Pupil	Per Pupil	93-94	Per Pupil	Per Pupil	94-95
MAYFIELD	3,733		4,314	15.56%	4,641	7.58%	4,696	1.19%	5,083	8.24%	5,507	8.34%	47.52%					
MCCRACKEN CO.	2,994		3,500	16.90%	3,831	9.46%	3,905	1.93%	3,974	1.77%	4,197	5.61%	40.18%					
MC CREARY CO.	3,262		4,366	33.84%	4,809	10.15%	5,161	7.32%	5,474	6.06%	5,917	8.09%	81.39%					
MCLEAN CO.	2,892		3,427	18.50%	3,774	10.13%	3,844	1.85%	4,140	7.70%	4,510	8.94%	55.95%					
MEADE CO.	2,914		3,492	19.84%	3,793	8.62%	3,998	5.40%	4,234	5.90%	4,457	5.27%	52.95%					
MENIFEE CO.	2,896		3,669	26.69%	4,099	11.72%	4,360	6.37%	4,403	0.99%	4,756	8.02%	64.23%					
MERCER CO.	2,922		3,485	19.27%	3,966	13.80%	3,906	-1.51%	4,221	8.06%	4,492	6.42%	53.73%					
METCALFE CO.	3,286		4,108	25.02%	4,640	12.95%	4,868	4.91%	4,862	-0.12%	5,148	5.88%	56.66%					
MIDDLESBORO	3,222		4,195	30.20%	4,847	15.54%	4,951	2.15%	5,286	6.77%	5,316	0.57%	64.99%					
MONROE CO.	3,508		4,233	20.67%	4,753	12.28%	4,953	4.21%	5,030	1.55%	5,362	6.60%	52.85%					
MONTGOMERY CO.	3,295		4,008	21.64%	4,542	13.32%	4,665	2.71%	4,877	4.54%	5,166	5.93%	56.78%					
MONTICELLO	3,060		3,817	24.74%	4,448	16.53%	4,693	5.51%	4,789	2.05%	5,121	6.93%	67.35%					
MORGAN CO.	3,212		4,344	35.24%	4,699	8.17%	4,762	1.34%	4,917	3.25%	5,511	12.08%	71.58%					
MUHLNBURG CO.	3,315		3,915	18.10%	4,347	11.03%	4,360	0.30%	4,631	6.22%	4,957	7.04%	49.53%					
MURRAY	3,944		4,423	12.15%	4,989	12.80%	4,824	-3.31%	5,797	20.17%	5,470	-5.64%	38.69%					
NELSON CO.	2,969		3,586	20.78%	4,045	12.80%	4,146	2.50%	4,182	0.87%	4,553	8.87%	53.35%					
NEWPORT	3,983		4,661	17.02%	5,042	8.17%	5,143	2.00%	5,483	6.61%	5,737	4.63%	44.04%					
NICHOLAS CO.	3,063		3,858	25.95%	4,191	8.63%	4,349	3.77%	4,513	3.77%	4,835	7.13%	57.85%					
OHIO CO.	2,885		3,628	25.75%	3,975	9.56%	4,072	2.44%	4,379	7.54%	4,782	9.20%	65.75%					
OLDHAM CO.	3,249		3,668	12.90%	3,833	4.50%	3,892	1.54%	4,075	4.70%	4,549	11.63%	40.01%					
OWEN CO.	3,044		3,755	23.36%	4,255	13.32%	4,507	5.92%	4,640	2.95%	4,887	5.32%	60.55%					
OWENSBORO	4,525		4,996	10.41%	5,288	5.84%	5,381	1.76%	5,612	4.29%	5,838	4.03%	29.02%					
OWSLEY CO.	4,215		5,465	29.66%	6,150	12.53%	6,537	6.29%	6,449	-1.35%	7,120	10.40%	68.92%					
PADUCAH	4,265		4,755	11.49%	5,234	10.07%	5,167	-1.28%	5,564	7.68%	5,745	3.25%	34.70%					
PAINTSVILLE	3,392		3,680	8.49%	4,208	14.35%	4,159	-1.16%	4,181	0.53%	4,693	12.25%	38.35%					
PARIS	3,286		3,985	21.27%	4,569	14.65%	4,591	0.48%	4,677	1.87%	4,819	3.04%	46.65%					
PENDLETON CO.	2,868		3,631	26.60%	3,826	5.37%	4,202	9.83%	4,408	4.90%	4,630	5.04%	61.44%					
PERRY CO.	2,802		3,770	34.55%	4,382	16.23%	4,719	7.69%	4,822	2.18%	5,471	13.46%	95.25%					
PIKE CO.	2,840		3,856	35.77%	4,216	9.34%	4,364	3.51%	4,632	6.14%	5,017	8.31%	76.65%					
PIKEVILLE	3,653		4,108	12.46%	4,393	6.94%	4,494	2.30%	4,808	6.99%	4,850	0.87%	32.77%					
PINEVILLE	3,375		4,050	20.00%	4,394	8.49%	4,551	3.57%	4,841	6.37%	5,161	6.61%	52.92%					
POWELL CO.	3,099		3,828	23.52%	4,398	14.89%	4,465	1.52%	4,520	1.23%	5,015	10.95%	61.83%					
PROVIDENCE	2,932		3,461	18.04%	3,975	14.85%	4,289	7.90%	4,785	11.56%	4,876	1.90%	66.30%					
PULASKI CO.	2,927		3,878	32.49%	4,183	7.86%	4,338	3.71%	4,497	3.67%	4,725	5.07%	61.43%					
RACELAND	3,200		3,512	9.75%	3,778	7.57%	3,747	-0.82%	4,164	11.13%	4,290	3.03%	34.06%					
ROBERTSON CO.	3,513		4,405	25.39%	4,642	5.38%	4,839	4.24%	4,987	3.06%	5,039	1.04%	43.44%					
ROCKCASTLE CO.	2,997		3,905	30.30%	4,652	19.13%	4,867	4.62%	4,862	-0.10%	5,206	7.08%	73.71%					

TABLE 24

TOTAL REVENUES BY DISTRICT

District	1989-90			1990-91			1991-92			1992-93			1993-94			1994-95		
	Total	Revenue	Percent Change	Total	Revenue	Percent Change	Total	Revenue	Percent Change	Total	Revenue	Percent Change	Total	Revenue	Percent Change	Total	Revenue	Percent Change
	Per Pupil	Per Pupil	90-91	Per Pupil	Per Pupil	91-92	Per Pupil	Per Pupil	92-93	Per Pupil	Per Pupil	93-94	Per Pupil	Per Pupil	94-95	Per Pupil	Per Pupil	95-96
ROWAN CO.	3,207	4,141	29.12%	4,538	4,682	9.59%	4,996	6.71%	5,199	4.06%	62.11%							
RUSSELL CO.	3,063	4,228	38.03%	4,653	4,769	10.05%	4,939	3.56%	5,106	3.38%	66.70%							
RUSSELL	2,992	3,443	15.07%	3,664	3,780	6.42%	3,967	4.95%	4,106	3.50%	37.23%							
RUSSELLVILLE	3,676	4,099	11.51%	4,453	4,770	8.64%	4,972	4.23%	5,296	6.52%	44.07%							
SCIENCE HILL	2,654	3,271	23.25%	3,659	3,968	11.86%	4,042	1.86%	4,442	9.90%	67.37%							
SCOTT CO.	3,148	4,223	34.15%	4,298	4,453	1.78%	4,937	10.87%	6,984	41.46%	121.86%							
SHELBY CO.	3,020	4,182	38.48%	4,483	4,712	7.20%	5,059	7.36%	5,070	0.22%	67.88%							
SILVER GROVE	3,532	4,115	16.51%	5,538	4,651	34.58%	4,825	3.74%	5,045	4.56%	42.84%							
SIMPSON CO.	3,254	3,802	16.84%	4,132	4,333	8.68%	4,590	5.93%	4,988	8.67%	53.29%							
SOMERSET	3,792	4,262	12.39%	4,688	4,817	10.00%	4,892	1.56%	4,993	2.06%	31.67%							
SOUTHGATE	3,501	4,175	19.25%	4,726	4,728	13.20%	4,916	3.98%	5,385	9.54%	53.81%							
SPENCER CO.	3,173	4,088	28.84%	4,568	4,575	11.74%	4,734	3.48%	5,098	7.69%	60.67%							
TAYLOR CO.	2,844	3,613	27.04%	4,065	4,153	12.51%	4,401	5.97%	4,660	5.89%	63.85%							
TODD CO.	3,075	3,713	20.75%	4,085	4,125	10.02%	4,267	3.44%	4,889	14.58%	58.99%							
TRIGG CO.	3,453	3,979	15.23%	4,271	4,358	7.34%	4,437	1.81%	4,631	4.37%	34.12%							
TRIMBLE CO.	3,469	3,893	12.22%	4,253	4,396	9.25%	4,583	4.25%	4,965	8.34%	43.12%							
UNION CO.	3,145	3,687	17.23%	4,210	4,444	14.18%	4,682	5.36%	5,135	9.68%	63.28%							
WALTON-VERONA	3,718	4,079	9.71%	4,391	4,523	7.65%	4,891	8.14%	5,188	6.07%	39.54%							
WARREN CO.	3,045	3,661	20.23%	3,846	4,102	5.05%	4,287	4.51%	4,544	5.99%	49.23%							
WASHINGTON CO.	3,338	4,156	24.51%	4,354	4,531	4.76%	4,582	1.13%	4,708	2.75%	41.04%							
WAYNE CO.	2,963	3,865	30.44%	4,520	4,763	16.95%	4,838	1.57%	5,424	12.11%	83.06%							
WEBSTER CO.	3,071	3,799	23.71%	4,394	4,362	15.66%	4,542	4.13%	4,911	8.12%	59.92%							
WEST POINT	3,318	4,211	26.91%	4,909	5,010	16.58%	5,230	4.39%	5,539	5.91%	66.94%							
WHITLEY CO.	3,356	3,965	18.15%	4,925	5,227	24.21%	5,405	3.41%	5,613	3.85%	67.25%							
WILLIAMSBURG	3,023	4,027	33.21%	4,417	4,600	9.68%	4,810	4.57%	4,971	3.35%	64.44%							
WILLIAMSTOWN	3,634	4,447	22.37%	4,828	5,216	8.57%	5,290	1.42%	5,700	7.75%	56.85%							
WOLFE CO.	3,349	4,406	31.56%	4,800	5,051	8.94%	5,330	5.52%	5,600	5.07%	67.21%							
WOODFORD CO.	3,189	3,926	23.11%	4,260	4,277	8.51%	4,308	0.72%	4,560	5.85%	42.99%							

TABLE 25 END OF THE YEAR ADJUSTED AVERAGE DAILY ATTENDANCE BY DISTRICT

District	1989-90		1990-91		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
	EOY	AADA	EOY	AADA	EOY	AADA	EOY	AADA	EOY	AADA	EOY	AADA	EOY	AADA	EOY	AADA
ADAIR CO	2371.0	2370.3	-0.03%		2384.6	2384.6	0.60%		2422.1	2413.2	-0.37%		2378.1	2439.2	2.57%	2.88%
ALLEN CO	2412.6	2417.9	0.22%		2438.8	2438.8	0.86%		2465.9	2540.5	3.03%		2592.1	2598.0	0.23%	7.68%
ANCHORAGE	364.0	379.7	4.31%		367.8	367.8	-3.13%		355.5	355.6	0.03%		338.3	352.2	4.11%	-3.24%
ANDERSON CO	2490.7	2493.4	0.11%		2573.2	2573.2	3.20%		2645.1	2713.2	2.57%		2731.6	2787.2	2.04%	11.90%
ASHLAND	3288.6	3297.0	0.26%		3331.1	3331.1	1.03%		3344.6	3363.2	0.56%		3340.6	3262.5	-2.34%	-0.79%
AUGUSTA	251.3	259.4	3.22%		235.7	235.7	-9.14%		251.4	260.1	3.46%		268.9	270.1	0.45%	7.48%
BALLARD CO	1330.6	1340.8	0.77%		1326.5	1326.5	-1.07%		1332.7	1315.9	-1.26%		1293.5	1288.5	-0.39%	-3.16%
BARBOURVILLE	491.2	531.8	8.27%		599.3	599.3	12.69%		645.5	639.3	-0.96%		614.3	639.3	4.07%	30.15%
BARDSTOWN	1357.2	1374.9	1.30%		1431.4	1431.4	4.11%		1425.3	1441.5	1.14%		1407.1	1410.3	0.23%	3.91%
BARREN CO	2918.4	2902.2	-0.56%		2900.0	2900.0	-0.08%		2952.1	2993.1	1.39%		3055.5	3073.7	0.60%	5.32%
BATH CO	1635.8	1616.3	-1.19%		1657.5	1657.5	2.55%		1680.3	1658.9	-1.27%		1668.4	1642.8	-1.53%	0.43%
BEECHWOOD	705.4	775.6	9.95%		841.8	841.8	8.54%		874.3	906.7	3.71%		921.0	915.1	-0.64%	29.73%
BELL CO	3674.9	3555.0	-3.26%		3350.6	3350.6	-5.75%		3384.1	3162.7	-6.54%		3150.8	3017.8	-4.22%	-17.88%
BELLEVUE	825.8	853.0	3.29%		867.2	867.2	1.66%		899.0	903.2	0.47%		922.3	904.7	-1.91%	9.55%
BEREA	803.2	815.3	1.51%		844.0	844.0	3.52%		835.7	887.0	6.14%		933.5	964.3	3.30%	20.06%
BOONE CO	8565.4	8949.2	4.48%		9374.3	9374.3	4.75%		9714.3	9977.2	2.71%		10115.7	10403.8	2.85%	21.46%
BOURBON CO	2412.0	2425.5	0.56%		2435.7	2435.7	0.42%		2548.7	2547.3	-0.05%		2481.7	2440.6	-1.66%	1.19%
BOWLING GREEN	3254.8	3231.0	-0.73%		3157.2	3157.2	-2.28%		3147.2	3112.4	-1.11%		3107.4	3058.6	-1.57%	-6.03%
BOYD CO	3970.4	3849.5	-3.05%		3728.7	3728.7	-3.14%		3629.5	3492.7	-3.77%		3458.8	3446.1	-0.37%	-13.21%
BOYLE CO	2352.5	2326.9	-1.09%		2329.4	2329.4	0.11%		2397.6	2435.6	1.58%		2364.3	2357.7	-0.28%	0.22%
BRACKEN CO	1022.9	1033.6	1.05%		1034.7	1034.7	0.11%		1060.4	1092.5	3.03%		1113.0	1143.6	2.75%	11.80%
BREATHITT CO	2697.0	2637.2	-2.22%		2532.5	2532.5	-3.97%		2498.2	2386.3	-4.48%		2357.7	2369.0	0.48%	-12.16%
BRECKINRIDGE CO	2377.1	2397.1	0.84%		2468.5	2468.5	2.98%		2550.7	2563.8	0.51%		2556.1	2592.6	1.43%	9.07%
BULLITT CO	8810.1	8843.4	0.38%		9070.1	9070.1	2.56%		9093.6	8939.2	-1.70%		8904.2	8959.4	0.62%	1.69%
BURGIN	358.3	374.9	4.63%		363.5	363.5	-3.04%		371.8	373.3	0.40%		366.0	371.0	1.37%	3.54%
BUTLER CO	2024.4	2022.1	-0.11%		2094.6	2094.6	3.59%		2135.6	2169.5	1.59%		2181.6	2172.7	-0.41%	7.33%
CALDWELL CO	2030.1	1971.6	-2.88%		1988.0	1988.0	0.83%		1956.3	1965.1	0.45%		1957.4	1970.6	0.67%	-2.93%
CALLOWAY CO	2777.7	2737.1	-1.46%		2781.1	2781.1	1.61%		2924.8	2965.4	1.39%		3001.2	3001.0	-0.01%	8.04%
CAMPBELL CO	3705.5	3808.1	2.77%		3892.0	3892.0	2.20%		4096.9	4111.3	0.35%		4283.5	4357.4	1.73%	17.59%
CAMPBELLVILLE	1323.3	1334.4	0.84%		1324.5	1324.5	-0.74%		1363.2	1380.5	1.27%		1381.6	1356.4	-1.82%	2.50%
CARLISLE CO	814.0	783.3	-3.77%		790.3	790.3	0.89%		797.1	794.1	-0.38%		793.8	800.8	0.88%	-1.62%
CARROLL CO	1661.7	1639.7	-1.32%		1670.4	1670.4	1.87%		1703.1	1697.2	-0.35%		1664.7	1632.8	-1.92%	-1.74%
CARTER CO	4562.8	4453.0	-2.41%		4469.2	4469.2	0.36%		4402.6	4381.8	-1.49%		4364.9	4305.3	-1.37%	-5.64%
CASEY CO	2359.7	2340.8	-0.80%		2356.9	2356.9	0.69%		2381.4	2345.6	-1.50%		2249.7	2217.7	-1.42%	-6.02%
CAVERNA	950.5	942.6	-0.83%		936.5	936.5	-0.65%		896.6	867.3	-3.27%		889.1	886.8	-0.26%	-6.70%
CHRISTIAN CO	8018.8	7924.6	-1.17%		8203.8	8203.8	3.52%		8394.3	8385.3	-0.11%		8145.2	8045.8	-1.22%	0.34%
CLARK CO	4856.4	4849.6	-0.14%		4915.2	4915.2	1.35%		4884.0	4835.6	-0.99%		4783.5	4862.0	1.64%	0.12%

TABLE 25

END OF THE YEAR ADJUSTED AVERAGE DAILY ATTENDANCE BY DISTRICT

District	1989-90		1990-91		1991-92		1992-93		1993-94		1994-95		1995-96		Percent Change	
	EOY	AADA	EOY	AADA	EOY	AADA	EOY	AADA	EOY	AADA	EOY	AADA	EOY	AADA	94-95	95-96
CLAY CO	4300.3	4255.5	-1.04%	4175.7	-1.88%	4167.2	-0.20%	4152.5	-0.35%	4092.7	-1.44%	4038.4	-1.33%	4038.4	-1.33%	-6.09%
CLINTON CO	1522.5	1490.1	-2.13%	1479.4	-0.72%	1463.6	-1.07%	1448.9	-1.00%	1410.4	-2.66%	1428.6	1.29%	1428.6	1.29%	-6.17%
CLOVERPORT	295.2	288.7	-2.20%	322.0	11.53%	322.0	0.00%	323.6	0.50%	325.3	0.53%	305.7	-6.03%	305.7	-6.03%	3.56%
CORBIN	1881.6	1872.9	-0.46%	1867.6	-0.28%	1890.0	1.20%	1851.7	-2.03%	1806.7	-2.43%	1769.7	-2.05%	1769.7	-2.05%	-5.95%
COVINGTON	5012.0	4906.7	-2.10%	4917.7	0.22%	4900.8	-0.34%	4756.6	-2.94%	4668.1	-1.86%	4624.9	-0.93%	4624.9	-0.93%	-7.72%
CRITTENDEN CO	1409.5	1397.7	-0.84%	1419.8	1.58%	1456.8	2.61%	1444.8	-0.82%	1440.9	-0.27%	1441.0	0.01%	1441.0	0.01%	2.23%
CUMBERLAND CO	1070.5	1084.6	1.32%	1081.7	-0.27%	1072.6	-0.84%	1078.2	0.52%	1086.1	0.73%	1078.7	-0.68%	1078.7	-0.68%	0.77%
DANVILLE	1738.5	1712.3	-1.51%	1726.9	0.85%	1739.5	0.73%	1738.1	-0.08%	1692.7	-2.61%	1685.8	-0.41%	1685.8	-0.41%	-3.03%
DAVIESS CO	8440.6	8469.7	0.34%	8735.1	3.13%	9129.3	4.51%	9221.0	1.00%	9247.2	0.28%	9416.0	1.83%	9416.0	1.83%	11.56%
DAWSON SPRINGS	561.9	575.5	2.42%	593.5	3.13%	621.9	4.79%	633.0	1.78%	625.1	-1.25%	630.6	0.88%	630.6	0.88%	12.23%
DAYTON	1221.2	1214.9	-0.52%	1210.1	-0.40%	1211.6	0.12%	1243.1	2.60%	1217.7	-2.04%	1218.9	0.10%	1218.9	0.10%	-0.19%
EAST BERNSTADT	324.6	344.8	6.22%	364.2	5.63%	359.6	-1.26%	375.3	4.37%	373.5	-0.48%	390.2	4.47%	390.2	4.47%	20.21%
EDMONSON CO	1821.2	1775.9	-2.49%	1769.9	-0.34%	1725.8	-2.49%	1680.9	-2.60%	1698.5	1.05%	1714.6	0.95%	1714.6	0.95%	-5.85%
ELIZABETHTOWN	1835.4	1793.2	-2.30%	1817.2	1.34%	1871.2	2.97%	1885.9	0.79%	1901.8	0.84%	1903.7	0.10%	1903.7	0.10%	3.72%
ELLIOTT CO	1236.9	1232.2	-0.38%	1244.5	1.00%	1255.0	0.84%	1233.1	-1.75%	1226.5	-0.54%	1217.1	-0.77%	1217.1	-0.77%	-1.60%
EMINENCE	472.3	484.7	2.63%	507.9	4.79%	491.8	-3.17%	501.9	2.05%	502.9	0.20%	502.1	-0.16%	502.1	-0.16%	6.31%
ERLANGER-ELSMER	1971.9	1970.9	-0.05%	1961.2	-0.49%	1935.4	-1.32%	1997.9	3.23%	1995.6	-0.12%	2070.3	3.74%	2070.3	3.74%	4.99%
ESTILL CO	2604.9	2530.5	-2.86%	2540.4	0.39%	2540.6	0.01%	2513.5	-1.07%	2473.2	-1.60%	2465.2	-0.32%	2465.2	-0.32%	-5.36%
FAIRVIEW	675.3	671.3	-0.59%	676.5	0.77%	681.6	0.75%	662.6	-2.79%	666.9	0.65%	660.1	-1.02%	660.1	-1.02%	-2.25%
FAYETTE CO	27781.3	28122.0	1.23%	28729.2	2.16%	29019.1	1.01%	29105.6	0.30%	28933.2	-0.59%	29123.3	0.66%	29123.3	0.66%	4.83%
FLEMING CO	2071.3	2087.6	0.79%	2113.1	1.22%	2112.0	-0.05%	2088.4	-1.12%	2220.3	6.32%	2216.3	-0.18%	2216.3	-0.18%	7.00%
FLOYD CO	8046.5	7792.3	-3.16%	8020.8	2.93%	7525.1	-6.18%	7509.1	-0.21%	7303.8	-2.73%	7143.6	-2.19%	7143.6	-2.19%	-11.22%
FT THOMAS	1972.5	2040.3	3.44%	2033.2	-0.35%	2042.2	0.44%	2134.2	4.50%	2197.3	2.96%	2205.8	0.39%	2205.8	0.39%	11.83%
FRANKFORT	752.0	745.4	-0.88%	740.1	-0.71%	759.8	2.66%	785.4	3.37%	812.9	3.50%	814.7	0.22%	814.7	0.22%	8.34%
FRANKLIN CO	5671.2	5676.8	0.10%	5670.4	-0.11%	5667.3	-0.05%	5534.2	-2.35%	5475.5	-1.06%	5431.9	-0.80%	5431.9	-0.80%	-4.22%
FULTON CO	781.9	783.7	0.23%	792.4	1.11%	786.7	-0.72%	812.1	3.23%	815.9	0.47%	792.7	-2.84%	792.7	-2.84%	1.38%
FULTON	564.5	570.1	0.99%	608.5	6.74%	551.5	-9.37%	542.6	-1.61%	561.6	3.50%	536.4	-4.49%	536.4	-4.49%	-4.98%
GALLATIN CO	949.3	961.2	1.25%	961.7	0.05%	974.1	1.29%	1021.9	4.91%	1041.1	1.88%	1090.1	4.71%	1090.1	4.71%	14.83%
GARRARD CO	1741.0	1755.4	0.83%	1785.0	1.69%	1796.2	0.63%	1854.6	3.25%	1883.1	1.54%	1925.9	2.27%	1925.9	2.27%	10.62%
GLASGOW	2128.0	2089.9	-1.79%	2118.4	1.36%	2113.5	-0.23%	2087.5	-1.23%	2039.9	-2.28%	2086.4	2.28%	2086.4	2.28%	-1.95%
GRANT CO	2461.5	2528.4	2.72%	2578.1	1.97%	2697.2	4.62%	2749.7	1.95%	2881.9	4.81%	2986.2	3.62%	2986.2	3.62%	21.32%
GRAVES CO	3750.4	3817.0	1.78%	3822.3	0.14%	3891.9	1.82%	3921.3	0.76%	3911.9	-0.24%	4021.0	2.79%	4021.0	2.79%	7.22%
GRAYSON CO	3612.5	3601.0	-0.32%	3656.5	1.54%	3713.4	1.56%	3706.8	-0.18%	3656.2	-1.37%	3700.8	1.22%	3700.8	1.22%	2.44%
GREEN CO	1609.7	1581.5	-1.75%	1578.3	-0.20%	1578.9	0.04%	1577.2	-0.11%	1605.5	1.79%	1590.7	-0.92%	1590.7	-0.92%	-1.18%
GREENUP CO	3514.4	3420.0	-2.69%	3331.8	-2.58%	3251.1	-2.42%	3239.3	-0.36%	3235.8	-0.11%	3167.3	-2.12%	3167.3	-2.12%	-9.88%
HANCOCK CO	1501.8	1491.5	-0.69%	1483.8	-0.52%	1475.7	-0.55%	1445.6	-2.04%	1413.8	-2.20%	1460.5	3.30%	1460.5	3.30%	-2.75%
HARDIN CO	11276.9	11316.3	0.35%	11745.4	3.79%	12183.2	3.73%	12347.5	1.35%	12382.7	0.29%	12249.0	-1.08%	12249.0	-1.08%	8.62%

TABLE 25 **END OF THE YEAR ADJUSTED AVERAGE DAILY ATTENDANCE BY DISTRICT**

District	1989-90		1990-91		1991-92		1992-93		1993-94		1994-95		1995-96		Percent Change	
	EOY	AADA	EOY	AADA	EOY	AADA	EOY	AADA	EOY	AADA	EOY	AADA	EOY	AADA	94-95	95-96
HARLAN CO	5904.8	5889.7	-0.26%		5822.8	-1.14%	5768.4	-0.93%	5626.6	-2.46%	5443.5	-3.25%	5242.2	-3.70%	-11.22%	
HARLAN	928.4	949.2	2.24%		886.8	-6.57%	867.6	-2.17%	864.8	-0.32%	830.0	-4.02%	834.6	0.55%	-10.10%	
HARRISON CO	2844.4	2874.1	1.04%		2903.7	1.03%	2950.9	1.63%	2856.6	-3.20%	2880.7	0.84%	2871.9	-0.31%	0.97%	
HARRODSBURG	856.7	843.3	-1.56%		838.8	-0.53%	840.2	0.17%	839.8	-0.05%	838.9	-0.11%	847.8	1.06%	-1.04%	
HART CO	2129.4	2111.4	-0.85%		2065.6	-2.17%	2086.9	1.03%	2119.9	1.58%	2115.2	-0.22%	2078.7	-1.73%	-2.38%	
HAZARD	1154.6	1175.2	1.78%		1197.3	1.88%	1167.2	-2.51%	1172.4	0.45%	1181.0	0.73%	1124.6	-4.78%	-2.60%	
HENDERSON CO	6928.1	7019.7	1.32%		7132.9	1.61%	7288.4	2.18%	7145.5	-1.96%	7006.0	-1.95%	6944.3	-0.88%	0.23%	
HENRY CO	1731.0	1764.2	1.92%		1805.9	2.36%	1855.6	2.75%	1819.7	-1.93%	1813.6	-0.34%	1844.5	1.70%	6.56%	
HICKMAN CO	841.9	824.8	-2.03%		828.2	0.41%	823.8	-0.53%	813.4	-1.26%	804.3	-1.12%	793.4	-1.36%	-5.76%	
HOPKINS CO	7263.4	7272.2	0.12%		7276.0	0.05%	7171.5	-1.44%	7011.1	-2.24%	6837.5	-2.48%	6778.0	-0.87%	-6.68%	
JACKSON CO	2182.3	2224.4	1.93%		2246.0	0.97%	2302.5	2.52%	2235.8	-2.90%	2210.0	-1.15%	2177.6	-1.47%	-0.22%	
JACKSON	293.8	281.8	-4.08%		308.6	9.51%	319.1	3.40%	330.9	3.70%	336.6	1.72%	330.3	-1.87%	12.42%	
JEFFERSON CO	80174.3	80214.7	0.05%		80556.4	0.43%	82309.9	2.18%	81401.8	-1.10%	80568.9	-1.02%	80313.8	-0.32%	0.17%	
JENKINS	876.8	866.9	-1.13%		857.3	-1.11%	837.3	-2.33%	774.3	-7.52%	706.1	-8.81%	675.8	-4.29%	-22.92%	
JESSAMINE CO	5115.8	5227.4	2.18%		5323.1	1.83%	5461.2	2.59%	5481.5	0.37%	5427.5	-0.99%	5459.8	0.60%	6.72%	
JOHNSON CO	3968.4	3847.9	-3.04%		3823.4	-0.64%	3758.6	-1.69%	3746.4	-0.32%	3671.0	-2.01%	3621.4	-1.35%	-8.74%	
KENTON CO	9966.2	10154.9	1.89%		10272.1	1.15%	10637.8	3.56%	10816.6	1.68%	10898.0	0.75%	10862.5	-0.33%	8.99%	
KNOTT CO	3413.5	3347.7	-1.93%		3248.5	-2.96%	3258.3	0.30%	3253.4	-0.15%	3129.2	-3.82%	3056.1	-2.34%	-10.47%	
KNOX CO	4628.6	4570.6	-1.25%		4520.8	-1.09%	4435.2	-1.89%	4390.4	-1.01%	4204.4	-4.24%	4136.2	-1.62%	-10.64%	
LARUE CO	1944.4	1977.9	1.72%		2054.3	3.86%	2109.8	2.70%	2111.0	0.06%	2108.1	-0.14%	2094.5	-0.65%	7.72%	
LAUREL CO	7334.3	7414.4	1.09%		7552.8	1.87%	7748.3	2.59%	7720.1	-0.36%	7705.1	-0.19%	7629.5	-0.98%	4.02%	
LAWRENCE CO	2566.0	2543.2	-0.89%		2517.0	-1.03%	2505.0	-0.48%	2495.0	-0.40%	2436.4	-2.35%	2458.6	0.91%	-4.19%	
LEE CO	1376.9	1385.0	0.59%		1403.5	1.34%	1429.3	1.84%	1397.1	-2.25%	1343.7	-3.82%	1319.0	-1.84%	-4.21%	
LESLIE CO	2681.6	2624.2	-2.14%		2647.5	0.89%	2563.2	-3.18%	2560.9	-0.09%	2427.4	-5.21%	2316.4	-4.57%	-13.62%	
LETCHER CO	4507.6	4531.9	0.54%		4457.1	-1.65%	4328.2	-2.89%	4170.0	-3.66%	4043.0	-3.05%	3914.3	-3.18%	-13.16%	
LEWIS CO	2544.2	2475.1	-2.72%		2457.7	-0.70%	2463.1	0.22%	2432.3	-1.25%	2273.7	-6.52%	2307.7	1.50%	-9.30%	
LINCOLN CO	3479.4	3439.1	-1.16%		3440.6	0.04%	3481.2	1.18%	3477.5	-0.11%	3502.7	0.72%	3512.2	0.27%	0.94%	
LIVINGSTON CO	1362.0	1318.4	-3.20%		1321.7	0.25%	1344.8	1.75%	1368.2	1.74%	1343.9	-1.78%	1330.8	-0.97%	-2.29%	
LOGAN CO	2825.2	2782.0	-1.53%		2815.6	1.21%	2887.2	2.54%	2888.9	0.06%	2868.4	-0.71%	2901.7	1.16%	2.71%	
LUDLOW	910.4	937.9	3.02%		941.9	0.43%	949.4	0.80%	931.6	-1.87%	953.3	2.33%	940.1	-1.38%	3.26%	
LYON CO	780.4	787.3	0.88%		815.9	3.63%	854.1	4.68%	843.0	-1.30%	870.1	3.21%	865.3	-0.55%	10.88%	
MADISON CO	7499.1	7560.4	0.82%		7629.1	0.91%	7745.7	1.53%	7777.0	0.40%	7723.3	-0.69%	7725.6	0.03%	3.02%	
MAGOFFIN CO	2764.3	2755.1	-0.33%		2727.9	-0.99%	2691.0	-1.35%	2648.2	-1.59%	2581.4	-2.52%	2511.1	-2.72%	-9.16%	
MARION CO	2675.1	2660.9	-0.53%		2725.2	2.42%	2687.5	-1.38%	2722.1	1.29%	2648.2	-2.71%	2649.5	0.05%	-0.96%	
MARSHALL CO	4198.2	4235.2	0.88%		4309.1	1.74%	4352.4	1.00%	4391.6	0.90%	4340.2	-1.17%	4423.0	1.91%	5.35%	
MARTIN CO	2730.0	2742.9	0.47%		2775.9	1.20%	2785.9	0.36%	2692.6	-3.35%	2653.7	-1.44%	2578.2	-2.85%	-5.56%	
MASON CO	2633.0	2610.2	-0.87%		2586.3	-0.92%	2572.5	-0.53%	2568.4	-0.16%	2567.2	-0.05%	2536.5	-1.20%	-3.67%	

TABLE 25

END OF THE YEAR ADJUSTED AVERAGE DAILY ATTENDANCE BY DISTRICT

District	1989-90		1990-91		1991-92		1992-93		1993-94		1994-95		1995-96		Percent Change	
	EOY	AADA	EOY	AADA	EOY	AADA	EOY	AADA	EOY	AADA	EOY	AADA	EOY	AADA	94-95	95-96
MAYFIELD	1357.2	1361.1	0.29%		1390.4	2.15%	1317.2	-5.26%	1296.9	-1.54%	1283.1	-1.06%	1279.0	-0.32%	-0.32%	-5.76%
MCCRACKEN CO	6118.3	6088.9	-0.48%		6167.8	1.30%	6269.9	1.66%	6358.4	1.41%	6350.3	-0.13%	6327.7	-0.36%	-0.36%	3.42%
MCCREARY CO	3170.0	3141.3	-0.91%		3124.0	-0.55%	3117.2	-0.22%	3074.3	-1.38%	3078.9	0.15%	3068.6	-0.33%	-0.33%	-3.20%
MCLEAN CO	1669.1	1620.8	-2.89%		1605.8	-0.93%	1580.1	-1.60%	1569.4	-0.68%	1565.7	-0.24%	1528.4	-2.38%	-2.38%	-8.43%
MEADE CO	3436.7	3463.7	0.79%		3588.5	3.60%	3688.2	2.78%	3740.3	1.41%	3840.4	2.68%	3966.8	3.29%	3.29%	15.42%
MENIFEE CO	894.2	878.7	-1.73%		863.6	-1.72%	873.9	1.19%	907.1	3.80%	903.7	-0.37%	928.5	2.74%	2.74%	3.84%
MERCER CO	1923.8	1909.0	-0.77%		1908.9	-0.01%	1875.0	-1.78%	1866.8	-0.44%	1900.5	1.81%	1908.2	0.41%	0.41%	-0.81%
METCALFE CO	1522.3	1499.8	-1.48%		1461.3	-2.57%	1474.0	0.87%	1491.9	1.21%	1465.5	-1.77%	1486.3	1.42%	1.42%	-2.36%
MIDDLESBORO	1854.3	1813.9	-2.21%		1746.2	-3.70%	1703.8	-2.43%	1639.5	-3.77%	1622.9	-1.01%	1562.0	-3.75%	-3.75%	-15.76%
MONROE CO	1935.2	1935.7	0.03%		1971.3	1.84%	1989.6	0.93%	1958.6	-1.56%	1926.8	-1.62%	1919.6	-0.37%	-0.37%	-0.81%
MONTGOMERY CO	3580.7	3412.8	-4.69%		3403.2	-0.28%	3363.8	-1.16%	3331.0	-0.98%	3319.0	-0.36%	3328.8	0.30%	0.30%	-7.03%
MONTICELLO	752.0	735.3	-2.22%		753.0	2.41%	745.0	-1.06%	706.7	-5.14%	722.2	2.19%	762.8	5.62%	5.62%	1.44%
MORGAN CO	2076.0	2077.0	0.05%		2144.0	3.23%	2159.7	0.73%	2198.3	1.79%	2170.1	-1.28%	2177.1	0.32%	0.32%	4.87%
MUHLENBERG CO	5404.8	5267.2	-2.55%		5255.0	-0.23%	5204.0	-0.97%	5153.6	-0.97%	5052.9	-1.95%	4983.2	-1.38%	-1.38%	-7.80%
MURRAY	1199.3	1205.1	0.48%		1191.3	-1.15%	1223.3	2.69%	1230.1	0.56%	1238.9	0.72%	1245.8	0.56%	0.56%	3.88%
NELSON CO	3472.6	3521.6	1.41%		3605.0	2.37%	3734.0	3.58%	3848.0	3.05%	3885.1	0.96%	3999.6	2.95%	2.95%	15.18%
NEWPORT	2690.6	2648.4	-1.57%		2711.4	2.38%	2680.0	-1.16%	2663.6	-0.61%	2658.9	-0.18%	2539.2	-4.50%	-4.50%	-5.63%
NICHOLAS CO	1164.2	1171.5	0.63%		1182.2	0.91%	1200.3	1.53%	1183.8	-1.37%	1159.0	-2.09%	1134.5	-2.11%	-2.11%	-2.55%
OHIO CO	3788.7	3773.8	-0.39%		3748.1	-0.68%	3771.1	0.61%	3760.4	-0.28%	3715.2	-1.20%	3673.2	-1.13%	-1.13%	-3.05%
OLDHAM CO	6288.2	6449.6	2.57%		6638.7	2.93%	6766.7	1.93%	6840.7	1.09%	6771.6	-1.01%	6844.6	1.08%	1.08%	8.85%
OWEN CO	1600.0	1652.3	3.27%		1646.9	-0.33%	1662.9	0.97%	1654.2	-0.52%	1686.6	1.96%	1647.9	-2.29%	-2.29%	2.99%
OWENSBORO	4046.9	4044.8	-0.05%		4045.3	0.01%	4077.9	0.81%	4123.0	1.11%	4027.1	-2.33%	3974.8	-1.30%	-1.30%	-1.78%
OWSLEY CO	888.9	885.9	-0.34%		893.4	0.85%	909.7	1.82%	904.2	-0.60%	873.4	-3.41%	824.9	-5.55%	-5.55%	-7.20%
PADUCAH	3426.2	3362.8	-1.85%		3393.0	0.90%	3256.4	-4.03%	3146.5	-3.37%	3007.6	-4.41%	2963.9	-1.45%	-1.45%	-13.49%
PAINTSVILLE	856.8	853.4	-0.40%		849.7	-0.43%	859.0	1.09%	862.7	0.43%	837.4	-2.93%	788.7	-5.82%	-5.82%	-7.95%
PARIS	977.8	952.2	-2.62%		895.4	-5.97%	865.5	-3.34%	788.0	-8.95%	753.2	-4.42%	776.9	3.15%	3.15%	-20.55%
PENDLETON CO	2260.5	2281.4	0.92%		2283.8	0.11%	2308.7	1.09%	2531.0	9.63%	2439.4	-3.62%	2461.2	0.89%	0.89%	8.88%
PERRY CO	5205.9	5148.8	-1.10%		5152.6	0.07%	5111.1	-0.81%	5031.7	-1.55%	4836.6	-3.88%	4713.5	-2.55%	-2.55%	-9.46%
PIKE CO	12828.8	12575.0	-1.98%		12313.3	-2.08%	11848.2	-3.78%	11609.0	-2.02%	11213.9	-3.40%	10752.8	-4.11%	-4.11%	-16.18%
PIKEVILLE	1267.0	1276.3	0.73%		1291.7	1.21%	1264.0	-2.14%	1240.6	-1.85%	1231.5	-0.73%	1237.3	0.47%	0.47%	-2.34%
PINEVILLE	483.2	476.1	-1.47%		469.0	-1.49%	462.2	-1.45%	440.6	-4.67%	530.4	20.38%	533.6	0.60%	0.60%	10.43%
POWELL CO	2292.4	2295.3	0.13%		2332.7	1.63%	2391.4	2.52%	2403.3	0.50%	2400.5	-0.12%	2371.8	-1.20%	-1.20%	3.46%
PROVIDENCE	539.9	546.9	1.30%		546.8	-0.02%	523.5	-4.26%	508.4	-2.88%	499.4	-1.77%	494.7	-0.94%	-0.94%	-8.37%
PULASKI CO	6404.9	6391.0	-0.22%		6367.5	-0.37%	6533.2	2.60%	6460.4	-1.11%	6396.4	-0.99%	6415.2	0.29%	0.29%	0.16%
RACELAND	839.9	828.6	-1.35%		876.5	5.78%	888.6	1.38%	876.5	-1.36%	857.6	-2.16%	865.8	0.96%	0.96%	3.08%
ROBERTSON CO	326.9	329.1	0.67%		319.0	-3.07%	328.7	3.04%	313.9	-4.50%	324.8	3.47%	320.2	-1.42%	-1.42%	-2.05%
ROCKCASTLE CO	2636.1	2675.7	1.50%		2680.6	0.18%	2655.5	-0.94%	2669.5	0.53%	2646.8	-0.85%	2661.0	0.54%	0.54%	0.94%

TABLE 25 END OF THE YEAR ADJUSTED AVERAGE DAILY ATTENDANCE BY DISTRICT

District	1989-90		1990-91		1991-92		1992-93		1993-94		1994-95		1995-96		Percent	Percent	Percent
	EOY	AADA	EOY	AADA	EOY	AADA	EOY	AADA	EOY	AADA	EOY	AADA	EOY	AADA	Change 89-90	Change 94-95	Change 95-96
ROWAN CO	2793.2	2829.4	1.30%	2866.5	1.31%	2877.6	0.39%	2868.6	-0.31%	2829.6	-1.36%	2825.3	-0.15%	1.15%			
RUSSELL CO	2313.4	2316.7	0.14%	2341.8	1.08%	2403.3	2.63%	2433.7	1.26%	2487.8	2.22%	2504.7	0.68%	8.27%			
RUSSELL	2354.1	2331.7	-0.95%	2279.8	-2.23%	2304.9	1.10%	2254.7	-2.18%	2176.4	-3.47%	2145.7	-1.41%	-8.85%			
RUSSELLVILLE	1353.1	1394.6	3.07%	1395.0	0.03%	1396.9	0.14%	1398.5	0.11%	1383.0	-1.11%	1304.5	-5.68%	-3.59%			
SCIENCE HILL	273.0	279.4	2.34%	301.1	7.77%	345.0	14.58%	335.5	-2.75%	356.2	6.17%	365.4	2.58%	33.85%			
SCOTT CO	4173.2	4198.7	0.61%	4253.8	1.31%	4335.8	1.93%	4363.9	0.65%	4386.2	0.51%	4511.2	2.85%	8.10%			
SHELBY CO	3969.2	3992.0	0.57%	4063.8	1.80%	4075.6	0.29%	4120.8	1.11%	4153.7	0.80%	4170.5	0.40%	5.07%			
SILVER GROVE	240.1	244.0	1.62%	249.2	2.13%	228.8	-8.19%	239.2	4.55%	252.4	5.52%	242.0	-4.12%	0.79%			
SIMPSON CO	2557.0	2594.2	1.45%	2605.7	0.44%	2609.6	0.15%	2609.4	-0.01%	2599.7	-0.37%	2644.0	1.70%	3.40%			
SOMERSET	1578.2	1634.9	3.59%	1634.2	-0.04%	1578.0	-3.44%	1598.9	1.32%	1650.8	3.25%	1607.8	-2.60%	1.88%			
SOUTHGATE	194.2	185.0	-4.74%	165.4	-10.59%	173.2	4.72%	175.5	1.33%	176.5	0.57%	190.3	7.82%	-2.01%			
SPENCER CO	1254.3	1247.1	-0.57%	1260.3	1.06%	1330.5	5.57%	1371.5	3.08%	1459.7	6.43%	1511.7	3.56%	20.52%			
TAYLOR CO	2144.7	2151.2	0.30%	2209.4	2.71%	2248.2	1.76%	2283.6	1.57%	2315.3	1.39%	2364.2	2.11%	10.23%			
TODD CO	1759.7	1753.7	-0.34%	1770.5	0.96%	1773.3	0.16%	1759.8	-0.76%	1711.1	-2.77%	1692.3	-1.10%	-3.83%			
TRIGG CO	1599.6	1597.4	-0.14%	1618.5	1.32%	1632.8	0.88%	1635.4	0.16%	1656.4	1.28%	1680.9	1.48%	5.08%			
TRIMBLE CO	1055.8	1074.9	1.81%	1121.0	4.29%	1104.2	-1.50%	1116.8	1.14%	1157.5	3.64%	1193.5	3.11%	13.04%			
UNION CO	2743.7	2761.4	0.65%	2753.5	-0.29%	2760.8	0.27%	2659.1	-3.68%	2590.0	-2.60%	2551.7	-1.48%	-7.00%			
WALTON VERONA	780.8	843.6	8.04%	852.2	1.02%	849.7	-0.29%	853.3	0.42%	860.2	0.81%	873.1	1.50%	11.82%			
WARREN CO	8872.0	8965.0	1.05%	9073.4	1.21%	9160.8	0.96%	9353.2	2.10%	9304.6	-0.52%	9504.9	2.15%	7.13%			
WASHINGTON CO	1605.2	1638.4	2.07%	1634.4	-0.24%	1626.4	-0.49%	1647.0	1.27%	1615.7	-1.90%	1636.3	1.27%	1.94%			
WAYNE CO	2504.1	2451.5	-2.10%	2443.5	-0.33%	2507.5	2.62%	2542.4	1.39%	2506.8	-1.40%	2498.4	-0.34%	-0.23%			
WEBSTER CO	1991.3	1928.7	-3.14%	1924.2	-0.23%	1899.6	-1.28%	1892.0	-0.40%	1912.2	1.07%	1905.8	-0.33%	-4.29%			
WEST POINT	221.0	246.5	11.54%	227.5	-7.71%	207.3	-8.88%	187.4	-9.60%	181.2	-3.31%	182.4	0.66%	-17.47%			
WHITLEY CO	3552.7	3588.0	0.99%	3575.2	-0.36%	3663.9	2.48%	3721.9	1.58%	3666.9	-1.48%	3821.1	4.21%	7.55%			
WILLIAMSBURG	889.3	894.6	0.60%	902.1	0.84%	902.4	0.03%	893.6	-0.98%	846.1	-5.32%	803.5	-5.03%	-9.65%			
WILLIAMSTOWN	544.4	534.4	-1.84%	563.1	5.37%	568.6	0.98%	579.1	1.85%	607.1	4.84%	601.2	-0.97%	10.43%			
WOLFE CO	1276.8	1318.1	3.23%	1383.1	4.93%	1359.0	-1.74%	1317.7	-3.04%	1269.3	-3.67%	1247.9	-1.69%	-2.26%			
WOODFORD CO	3255.8	3303.9	1.48%	3364.9	1.85%	3336.0	-0.86%	3458.9	3.68%	3392.5	-1.92%	3455.4	1.85%	6.13%			

TABLE 26

PER PUPIL PROPERTY WEALTH BY DISTRICT

District	1989-90			1990-91			1991-92			1992-93			1993-94			1994-95			1995-96		
	Per Pupil Property	Per Pupil Wealth	Percent Change	Per Pupil Property	Per Pupil Wealth	Percent Change	Per Pupil Property	Per Pupil Wealth	Percent Change	Per Pupil Property	Per Pupil Wealth	Percent Change	Per Pupil Property	Per Pupil Wealth	Percent Change	Per Pupil Property	Per Pupil Wealth	Percent Change	Per Pupil Property	Per Pupil Wealth	Percent Change
ADAIR CO.	\$104,642	\$114,297	9.23%		\$114,409	0.10%		\$118,182	3.30%		\$123,340	4.36%		\$136,959	11.04%		\$144,301	5.36%			37.90%
ALLEN CO.	96,733	106,134	9.72%		111,579	5.13%		117,724	5.51%		120,253	2.15%		124,508	3.54%		143,632	15.36%			48.48%
ANCHORAGE	343,822	376,218	9.42%		421,121	11.94%		466,987	10.89%		496,487	6.32%		542,406	9.25%		560,352	3.31%			62.98%
ANDERSON CO.	162,314	187,153	15.30%		195,909	4.68%		195,474	-0.22%		213,232	9.08%		221,625	3.94%		248,691	12.21%			53.22%
ASHLAND	161,524	169,322	4.83%		174,948	3.32%		180,018	2.90%		191,091	6.15%		201,586	5.49%		212,035	5.18%			31.27%
AUGUSTA	84,383	89,773	6.39%		106,058	18.14%		113,165	6.70%		109,180	-3.52%		115,192	5.51%		128,154	11.25%			51.87%
BALLARD CO.	120,023	138,738	15.59%		140,827	1.51%		149,848	6.41%		167,519	11.79%		176,426	5.32%		191,251	8.40%			59.35%
BARBOURVILLE	119,069	105,468	-11.42%		92,608	-12.19%		91,919	-0.74%		96,169	4.62%		101,108	5.14%		104,186	3.04%			-12.50%
BARDSTOWN	233,939	240,713	2.90%		243,821	1.29%		253,752	4.07%		274,224	8.07%		290,223	5.83%		331,918	14.37%			41.88%
BARREN CO.	131,969	142,604	8.06%		155,155	8.80%		163,663	5.48%		185,159	13.13%		198,262	7.08%		218,369	10.14%			65.47%
BATH CO.	90,876	94,132	3.58%		97,628	3.71%		100,179	2.61%		131,318	31.08%		127,839	-2.65%		135,133	5.71%			48.70%
BEECHWOOD	295,181	290,876	-1.46%		269,137	-7.47%		307,909	14.41%		302,540	-1.74%		308,408	1.94%		362,207	17.44%			22.71%
BELL CO.	59,645	66,739	11.89%		65,282	-2.18%		77,247	18.33%		74,362	-3.73%		89,056	19.76%		90,743	1.89%			52.14%
BELLEVUE	148,503	156,023	5.06%		159,302	2.10%		161,183	1.18%		164,933	2.33%		177,761	7.78%		187,335	5.39%			26.15%
BEREA	96,667	108,987	12.74%		112,753	3.46%		114,053	1.15%		117,402	2.94%		133,186	13.44%		136,295	2.33%			40.99%
BOONE CO.	281,433	310,331	10.27%		329,170	6.07%		342,713	4.11%		360,077	5.07%		353,674	-1.78%		401,948	13.65%			42.82%
BOURBON CO.	151,388	163,867	8.24%		178,724	9.07%		173,049	-3.18%		168,900	-2.40%		179,224	6.11%		201,812	12.60%			33.31%
BOWLING GREEN	156,068	177,928	14.01%		178,354	0.24%		189,227	6.10%		205,400	8.55%		221,090	7.64%		230,983	4.47%			48.00%
BOYD CO.	159,054	166,596	4.74%		189,677	13.85%		217,630	14.74%		220,095	1.13%		242,275	10.08%		258,910	6.87%			62.78%
BOYLE CO.	140,492	149,640	6.51%		181,734	21.45%		196,441	8.09%		189,877	-3.34%		206,522	8.77%		229,183	10.97%			63.13%
BRACKEN CO.	114,208	123,956	8.54%		127,976	3.24%		131,182	2.51%		134,156	2.27%		135,284	0.84%		142,592	5.40%			24.85%
BREATHITT CO.	76,233	85,504	12.16%		90,580	5.94%		90,949	0.41%		97,732	7.46%		107,239	9.73%		110,309	2.86%			44.70%
BRECKINRIDGE CO.	130,724	135,964	4.01%		137,077	0.82%		139,952	2.10%		145,007	3.61%		160,297	10.54%		167,717	4.63%			28.30%
BULLITT CO.	107,479	121,435	12.98%		131,786	8.52%		150,390	14.12%		157,774	4.91%		181,567	15.08%		209,192	15.21%			94.64%
BURGIN	185,939	184,380	-0.84%		190,431	3.28%		200,846	5.47%		218,330	8.71%		226,813	3.89%		244,979	8.01%			31.75%
BUTLER CO.	88,129	94,719	7.48%		97,793	3.25%		98,174	0.39%		103,010	4.93%		114,919	11.56%		123,944	7.85%			40.64%
CALDWELL CO.	112,393	122,757	9.22%		129,506	5.50%		139,756	7.91%		143,424	2.62%		156,580	9.17%		169,131	8.02%			50.48%
CALLOWAY CO.	149,478	164,184	9.84%		170,704	3.97%		172,379	0.98%		178,944	3.81%		197,171	10.19%		216,863	9.99%			45.08%
CAMPBELL CO.	214,693	240,566	12.05%		258,070	7.28%		268,853	4.18%		286,868	6.70%		324,064	12.97%		347,038	7.09%			61.64%
CAMPBELLSVILLE	118,764	124,892	5.16%		131,109	4.98%		136,365	4.01%		148,656	9.01%		151,354	1.81%		163,456	8.00%			37.63%
CARLISLE CO.	111,322	120,223	8.00%		123,699	2.89%		133,385	7.83%		136,998	2.71%		147,749	7.85%		166,318	12.57%			49.40%
CARROLL CO.	211,173	194,678	-7.81%		203,376	4.47%		215,081	5.76%		223,310	3.83%		242,809	8.73%		274,471	13.04%			29.97%
CARTER CO.	66,314	76,254	14.99%		83,074	8.94%		85,426	2.83%		106,535	24.71%		110,403	3.63%		117,993	6.87%			77.93%
CASEY CO.	95,952	100,691	4.94%		105,404	4.68%		114,465	8.60%		119,251	4.18%		126,630	6.19%		138,132	9.08%			43.96%
CAVERNA IND.	94,822	108,828	14.77%		110,980	1.98%		121,369	9.36%		132,414	9.10%		145,913	10.19%		154,617	5.97%			63.06%
CHRISTIAN CO.	114,195	129,947	13.79%		135,471	4.25%		136,333	0.64%		143,471	5.24%		156,191	8.87%		180,528	15.58%			58.09%
CLARK CO.	162,062	168,552	4.00%		170,739	1.30%		181,405	6.25%		193,450	6.64%		218,049	12.72%		233,723	7.19%			44.22%

TABLE 26

PER PUPIL PROPERTY WEALTH BY DISTRICT

District	1989-90		1990-91		1991-92		1992-93		1993-94		1994-95		1995-96		Percent Change	
	Per Pupil Property Wealth	Change	Per Pupil Property Wealth	Change	Per Pupil Property Wealth	Change	Per Pupil Property Wealth	Change	Per Pupil Property Wealth	Change	Per Pupil Property Wealth	Change	Per Pupil Property Wealth	Change	89-90	95-96
CLAY CO.	59,297	12.70%	66,829	12.70%	69,885	4.57%	80,861	15.71%	83,693	3.50%	87,618	4.69%	92,007	5.01%	55.16%	
CLINTON CO.	65,358	12.19%	73,328	12.19%	81,163	10.68%	126,793	56.22%	133,577	5.35%	136,887	2.48%	143,682	4.96%	119.84%	
CLOVERPORT	51,549	4.13%	53,678	4.13%	52,130	-2.88%	53,802	3.21%	54,746	1.75%	61,368	12.10%	65,331	6.46%	26.74%	
CORBIN	110,870	17.12%	129,848	17.12%	129,276	-0.44%	127,397	-1.45%	133,214	4.57%	148,052	11.14%	154,614	4.43%	39.46%	
COVINGTON	107,213	26.95%	136,112	26.95%	142,709	4.85%	148,681	4.18%	150,968	1.54%	174,305	15.46%	182,372	4.63%	70.10%	
CRITTENDEN CO.	116,300	10.07%	128,007	10.07%	134,606	5.16%	137,039	1.81%	142,165	3.74%	151,526	6.58%	168,890	11.46%	45.22%	
CUMBERLAND CO.	96,722	5.99%	102,518	5.99%	109,232	6.55%	119,098	9.03%	126,488	6.20%	131,688	4.11%	144,545	9.76%	49.44%	
DANVILLE	194,504	7.09%	208,304	7.09%	227,264	9.10%	237,343	4.43%	239,188	0.78%	256,100	7.07%	272,392	6.36%	40.04%	
DAVIESS CO.	179,159	5.77%	189,497	5.77%	191,317	0.96%	187,483	-2.00%	191,209	1.99%	215,305	12.60%	227,714	5.76%	27.10%	
DAWSON SPRINGS	74,571	4.26%	77,749	4.26%	72,710	-6.48%	71,156	-2.14%	70,098	-1.49%	75,352	7.50%	83,208	10.43%	11.58%	
DAYTON	45,225	27.11%	57,486	27.11%	59,676	3.81%	61,238	2.62%	61,526	0.47%	65,913	7.13%	80,550	22.21%	78.11%	
EAST BERNSTADT	41,720	2.10%	42,597	2.10%	41,639	-2.25%	50,833	22.08%	54,136	6.50%	50,185	-7.30%	49,217	-1.93%	17.97%	
EDMONSON CO.	71,969	8.13%	77,821	8.13%	81,817	5.13%	89,180	9.00%	126,108	41.41%	132,943	5.42%	140,234	5.48%	94.85%	
ELIZABETH TOWN	143,770	4.62%	150,416	4.62%	165,164	9.80%	163,463	-1.03%	168,182	2.89%	178,937	6.39%	184,954	3.36%	28.65%	
ELLIOTT CO.	45,923	60.35%	73,636	60.35%	72,326	-1.78%	72,171	-0.21%	72,712	0.75%	75,914	4.40%	80,017	5.40%	74.24%	
EMINENCE	120,109	13.34%	136,127	13.34%	123,300	-9.42%	137,347	11.39%	154,616	12.57%	156,170	1.01%	176,571	13.06%	47.01%	
ERLANGER	171,578	7.93%	185,184	7.93%	206,145	11.32%	214,809	4.20%	222,154	3.42%	225,254	1.40%	256,076	13.68%	49.25%	
ESTILL CO.	69,547	12.27%	78,082	12.27%	79,666	2.03%	84,284	5.80%	86,209	2.28%	94,691	9.84%	102,460	8.20%	47.32%	
FAIRVIEW	105,406	-4.14%	101,046	-4.14%	108,427	7.30%	105,224	-2.95%	108,529	3.14%	120,969	11.46%	125,679	3.89%	19.23%	
FAYETTE CO.	342,758	6.29%	364,305	6.29%	374,786	2.88%	359,708	-4.02%	366,609	1.92%	392,135	6.96%	417,030	6.35%	21.67%	
FLEMING CO.	122,161	3.99%	127,037	3.99%	123,150	-3.06%	128,250	4.14%	134,163	4.61%	138,437	3.19%	144,218	4.18%	18.06%	
FLOYD CO.	85,364	8.89%	92,955	8.89%	98,537	6.01%	92,745	-5.88%	110,522	19.17%	130,420	18.00%	137,317	5.29%	60.86%	
FT. THOMAS	221,503	11.18%	246,262	11.18%	253,747	3.04%	289,817	14.21%	280,822	-3.10%	308,472	9.85%	308,554	0.03%	39.30%	
FRANKFORT	181,714	4.63%	190,128	4.63%	222,892	17.23%	220,169	-1.22%	202,126	-8.20%	208,321	3.06%	215,939	3.66%	18.83%	
FRANKLIN CO.	192,893	8.83%	209,922	8.83%	231,454	10.26%	243,472	5.19%	254,689	4.61%	283,702	11.39%	303,239	6.89%	57.21%	
FULTON CO.	110,824	12.07%	124,200	12.07%	126,929	2.20%	132,756	4.59%	132,198	-0.42%	139,295	5.37%	146,433	5.12%	32.13%	
FULTON	119,197	4.33%	124,355	4.33%	126,477	1.71%	120,956	-4.37%	138,743	14.71%	144,648	4.26%	150,771	4.23%	26.49%	
GALLATIN CO.	124,508	7.70%	134,094	7.70%	145,354	8.40%	152,386	4.84%	154,711	1.53%	153,800	-0.59%	183,731	19.46%	47.57%	
GARRARD CO.	141,154	12.12%	158,267	12.12%	160,832	1.62%	167,900	4.39%	167,050	-0.51%	172,405	3.21%	185,135	7.38%	31.16%	
GLASGOW IND.	124,068	13.51%	140,834	13.51%	155,949	10.73%	160,894	3.17%	163,943	1.90%	183,580	11.98%	205,795	12.10%	65.87%	
GRANT CO.	98,049	8.59%	106,468	8.59%	113,939	7.02%	119,671	5.03%	125,453	4.83%	138,819	10.65%	146,815	5.76%	49.74%	
GRAVES CO.	127,672	1.92%	130,117	1.92%	137,254	5.49%	139,714	1.79%	151,057	8.12%	164,190	8.69%	182,567	11.19%	43.00%	
GRAYSON CO.	102,569	6.35%	109,084	6.35%	116,932	7.19%	125,417	7.26%	128,129	2.16%	145,704	13.72%	155,809	6.94%	51.91%	
GREEN CO.	100,401	10.19%	110,630	10.19%	116,288	5.11%	127,560	9.69%	132,545	3.91%	136,196	2.75%	147,993	8.66%	47.40%	
GREENUP CO.	92,341	4.17%	96,196	4.17%	102,296	6.34%	112,319	9.80%	129,158	14.99%	140,950	9.13%	147,684	4.78%	59.93%	
HANCOCK CO.	145,866	2.46%	149,452	2.46%	168,310	12.62%	176,877	5.09%	208,750	18.02%	219,700	5.25%	234,849	6.90%	61.00%	
HARDIN CO.	138,562	8.03%	149,683	8.03%	157,009	4.89%	150,708	-4.01%	157,990	4.83%	170,696	8.04%	183,141	7.29%	32.17%	

TABLE 26

PER PUPIL PROPERTY WEALTH BY DISTRICT

District	1989-90			1990-91			1991-92			1992-93			1993-94			1994-95			1995-96			Percent Change		
	Per Pupil Property	Change	Percent	Per Pupil Property	Change	Percent	Per Pupil Property	Change	Percent	Per Pupil Property	Change	Percent	Per Pupil Property	Change	Percent	Per Pupil Property	Change	Percent	Per Pupil Property	Change	Percent	Change		
HARLAN CO.	79,813	79,122	-0.87%	82,589	4.38%		81,717	-1.06%		79,651	-2.53%		95,547	19.96%		111,339	16.53%		111,339	16.53%		39.50%		
	73,098	77,247	5.68%	78,343	1.42%		87,691	11.93%		90,757	3.50%		108,560	19.62%		128,288	18.17%		128,288	18.17%		75.50%		
HARRISON CO.	124,758	127,566	2.25%	132,827	4.12%		133,071	0.18%		137,873	3.61%		156,883	13.79%		168,448	7.37%		168,448	7.37%		35.02%		
	131,770	142,194	7.91%	147,893	4.01%		154,161	4.24%		157,247	2.00%		182,870	16.29%		193,332	5.72%		193,332	5.72%		46.72%		
HARRODSBURG	82,334	93,319	13.34%	104,116	11.57%		112,401	7.96%		127,730	13.64%		141,532	10.81%		150,521	6.35%		150,521	6.35%		82.82%		
	106,567	113,969	6.95%	113,465	-0.44%		115,466	1.76%		118,468	2.60%		153,345	29.44%		149,418	-2.56%		149,418	-2.56%		40.21%		
HAZARD	157,884	167,966	6.39%	181,491	8.05%		184,043	1.41%		191,465	4.03%		197,523	3.16%		211,751	7.20%		211,751	7.20%		34.12%		
	133,544	143,258	7.27%	144,585	0.93%		149,478	3.38%		158,493	6.03%		176,963	11.65%		188,055	6.27%		188,055	6.27%		40.82%		
HENDERSON CO.	122,952	134,259	9.20%	133,544	-0.53%		144,724	8.37%		150,668	4.11%		172,721	14.64%		192,004	11.16%		192,004	11.16%		56.16%		
	155,060	157,027	1.27%	157,927	0.57%		165,508	4.80%		164,643	-0.52%		175,133	6.37%		193,369	10.41%		193,369	10.41%		24.71%		
HICKMAN CO.	47,967	56,440	17.66%	58,892	4.34%		68,031	15.52%		69,729	2.50%		76,434	9.62%		83,017	8.61%		83,017	8.61%		73.07%		
	65,813	80,684	22.60%	86,870	7.67%		76,254	-12.22%		81,574	6.98%		80,511	-1.30%		85,565	6.28%		85,565	6.28%		30.01%		
JEFFERSON CO.	259,483	288,657	11.24%	286,119	-0.88%		309,366	8.12%		316,190	2.21%		348,636	10.26%		368,006	5.56%		368,006	5.56%		41.82%		
	49,224	50,044	1.67%	54,446	8.80%		52,387	-3.78%		60,098	14.72%		77,770	29.41%		97,003	24.73%		97,003	24.73%		97.06%		
JENKINS	170,807	177,563	3.96%	189,161	6.53%		190,370	0.64%		193,195	1.48%		212,469	9.98%		231,777	9.09%		231,777	9.09%		35.70%		
	60,758	62,275	2.50%	66,437	6.68%		68,556	3.19%		71,278	3.97%		86,322	21.11%		117,537	36.16%		117,537	36.16%		93.45%		
JESSAMINE CO.	213,438	225,752	5.77%	242,855	7.58%		261,422	7.65%		285,747	9.30%		304,155	6.44%		333,953	9.80%		333,953	9.80%		56.46%		
	74,413	84,513	13.57%	91,255	7.98%		93,755	2.74%		112,271	19.75%		121,948	8.62%		129,856	6.48%		129,856	6.48%		74.51%		
KNOX CO.	68,572	74,803	9.09%	78,823	5.37%		83,879	6.41%		99,445	18.56%		105,476	6.06%		112,802	6.95%		112,802	6.95%		64.50%		
	110,717	115,934	4.71%	119,099	2.73%		119,000	-0.08%		124,602	4.71%		137,927	10.69%		146,227	6.02%		146,227	6.02%		32.07%		
LAUREL CO.	110,674	119,612	8.08%	121,118	1.26%		122,002	0.73%		132,551	8.65%		145,699	9.92%		157,838	8.33%		157,838	8.33%		42.62%		
	83,656	95,450	14.10%	98,947	3.66%		106,354	7.49%		118,592	11.51%		129,875	9.51%		137,530	5.89%		137,530	5.89%		64.40%		
LAWRENCE CO.	66,817	80,863	21.02%	86,096	6.47%		88,014	2.23%		94,887	7.81%		98,221	3.51%		104,212	6.10%		104,212	6.10%		55.97%		
	82,349	90,397	9.77%	97,927	8.33%		112,565	14.95%		128,206	13.90%		122,266	-4.63%		132,979	8.76%		132,979	8.76%		61.48%		
LEE CO.	76,030	78,942	3.83%	86,022	8.97%		82,248	-4.39%		94,280	14.63%		109,303	15.93%		118,198	8.14%		118,198	8.14%		55.46%		
	77,034	81,456	5.74%	85,512	4.98%		92,118	7.73%		97,324	5.65%		108,588	11.57%		119,791	10.32%		119,791	10.32%		55.50%		
LINCOLN CO.	87,841	96,290	9.62%	102,122	6.06%		108,920	6.66%		118,302	8.61%		124,011	4.83%		140,832	13.56%		140,832	13.56%		60.33%		
	158,460	164,880	4.05%	180,315	9.36%		203,765	13.01%		210,493	3.30%		216,943	3.06%		236,759	9.13%		236,759	9.13%		49.41%		
LIVINGSTON CO.	140,135	146,224	4.35%	154,739	5.82%		156,122	0.89%		164,868	5.60%		184,040	11.63%		212,434	15.43%		212,434	15.43%		51.59%		
	83,366	90,336	8.36%	83,089	-8.02%		87,991	5.90%		87,512	-0.54%		98,654	12.73%		102,741	4.14%		102,741	4.14%		23.24%		
LOGAN CO.	199,781	221,194	10.72%	241,281	9.08%		256,297	6.22%		267,041	4.19%		286,224	7.18%		348,402	21.72%		348,402	21.72%		74.39%		
	139,587	149,411	7.04%	153,433	2.69%		162,928	6.19%		178,232	9.39%		193,902	8.79%		213,767	10.24%		213,767	10.24%		53.14%		
LUDLOW	46,504	56,342	21.16%	56,253	-0.16%		61,624	9.55%		71,480	15.99%		77,114	7.88%		81,784	6.06%		81,784	6.06%		75.86%		
	110,080	115,061	4.52%	125,814	9.35%		139,323	10.74%		145,192	4.21%		156,987	8.12%		175,460	11.77%		175,460	11.77%		59.39%		
MADISON CO.	168,457	181,235	7.59%	195,131	7.67%		201,553	3.29%		212,037	5.20%		226,753	6.94%		238,011	4.96%		238,011	4.96%		41.29%		
	121,605	121,749	0.12%	125,758	3.29%		119,878	-4.68%		125,263	4.49%		127,588	1.86%		135,008	5.82%		135,008	5.82%		11.02%		
MAGOFFIN CO.	194,202	203,912	5.00%	212,323	4.12%		232,430	9.47%		242,301	4.25%		252,655	4.27%		284,568	12.63%		284,568	12.63%		46.53%		

TABLE 26

PER PUPIL PROPERTY WEALTH BY DISTRICT

District	1989-90		1990-91		1991-92		1992-93		1993-94		1994-95		1995-96		Percent Change	
	Per Pupil Property	Wealth	Per Pupil Property	Wealth	Per Pupil Property	Wealth	Per Pupil Property	Wealth	Per Pupil Property	Wealth	Per Pupil Property	Wealth	Per Pupil Property	Wealth	94-95	95-96
MAYFIELD	125,147	128,150	131,245	134,728	143,093	154,030	157,513	25.86%	7.64%	2.26%	25.86%	157,513	2.26%	25.86%	2.26%	25.86%
McCRACKEN CO.	153,092	168,509	176,975	183,816	197,121	219,573	242,585	58.46%	11.39%	10.48%	58.46%	242,585	10.48%	58.46%	10.48%	58.46%
McCREARY CO.	38,031	47,185	46,569	53,232	60,850	64,993	71,965	89.23%	6.81%	10.73%	89.23%	71,965	10.73%	89.23%	10.73%	89.23%
McLEAN CO.	134,078	140,916	151,063	155,837	159,670	168,094	176,350	31.53%	5.28%	4.91%	31.53%	176,350	4.91%	31.53%	4.91%	31.53%
MEADE CO.	102,718	107,581	109,262	111,467	120,917	125,714	133,895	30.35%	3.97%	6.51%	30.35%	133,895	6.51%	30.35%	6.51%	30.35%
MENIFEE CO.	66,850	74,629	90,090	99,664	100,104	106,834	110,875	65.86%	0.44%	3.78%	65.86%	110,875	3.78%	65.86%	3.78%	65.86%
MERCER CO.	143,919	150,032	165,882	166,875	167,620	183,642	211,465	46.93%	0.45%	15.15%	46.93%	211,465	15.15%	46.93%	15.15%	46.93%
METCALFE CO.	90,001	103,836	15,379	119,496	142,122	143,261	151,461	68.29%	12.04%	5.72%	68.29%	151,461	5.72%	68.29%	5.72%	68.29%
MIDDLESBORO	100,401	128,682	131,473	135,382	150,767	165,803	170,998	70.32%	2.97%	3.13%	70.32%	170,998	3.13%	70.32%	3.13%	70.32%
MONROE CO.	88,011	97,629	102,225	104,815	108,652	118,817	128,866	46.42%	11.36%	8.46%	46.42%	128,866	8.46%	46.42%	8.46%	46.42%
MONTGOMERY CO.	107,274	119,220	123,116	124,258	138,635	154,725	178,124	66.05%	0.93%	15.12%	66.05%	178,124	15.12%	66.05%	15.12%	66.05%
MONTICELLO	47,031	47,124	47,049	55,208	70,653	73,787	80,085	70.28%	17.34%	4.44%	70.28%	80,085	4.44%	70.28%	4.44%	70.28%
MORGAN CO.	66,783	76,092	73,212	78,425	84,939	88,603	94,913	42.12%	7.12%	7.12%	42.12%	94,913	7.12%	42.12%	7.12%	42.12%
MUHLENBURG CO.	126,149	132,307	138,260	138,913	140,455	149,950	166,590	32.08%	0.47%	11.10%	32.08%	166,590	11.10%	32.08%	11.10%	32.08%
MURRAY	196,428	202,926	203,118	206,390	214,828	232,237	257,830	31.26%	1.61%	11.02%	31.26%	257,830	11.02%	31.26%	11.02%	31.26%
NELSON CO.	147,826	156,659	165,383	168,596	171,240	195,588	205,182	38.80%	1.94%	4.91%	38.80%	205,182	4.91%	38.80%	4.91%	38.80%
NEWPORT	90,661	100,203	101,567	106,378	111,519	122,037	127,841	41.01%	4.74%	4.76%	41.01%	127,841	4.76%	41.01%	4.76%	41.01%
NICHOLAS CO.	105,600	113,449	115,267	118,332	120,612	129,897	144,736	37.06%	2.66%	11.42%	37.06%	144,736	11.42%	37.06%	11.42%	37.06%
OHIO CO.	133,637	132,476	137,166	138,291	140,877	149,556	159,227	19.15%	0.82%	6.47%	19.15%	159,227	6.47%	19.15%	6.47%	19.15%
OLDHAM CO.	166,078	182,974	192,571	205,202	218,679	253,007	281,451	69.47%	6.56%	11.24%	69.47%	281,451	11.24%	69.47%	11.24%	69.47%
OWEN CO.	113,629	117,678	119,646	121,905	128,338	147,663	161,157	41.83%	1.89%	9.14%	41.83%	161,157	9.14%	41.83%	9.14%	41.83%
OWENSBORO	191,097	195,527	194,449	194,703	194,583	222,354	232,745	21.79%	0.13%	4.67%	21.79%	232,745	4.67%	21.79%	4.67%	21.79%
OWSLEY CO.	56,544	62,072	67,810	63,403	66,118	71,307	77,534	37.12%	-6.50%	8.73%	37.12%	77,534	8.73%	37.12%	8.73%	37.12%
PADUCAH	169,113	181,833	183,437	199,756	209,106	231,621	252,721	49.44%	8.90%	9.11%	49.44%	252,721	9.11%	49.44%	9.11%	49.44%
PAINTSVILLE	142,285	139,144	137,580	134,105	138,282	160,462	176,374	56.91%	1.58%	18.40%	56.91%	176,374	18.40%	56.91%	18.40%	56.91%
PARIS	104,525	121,770	122,943	134,105	138,282	160,462	176,374	68.74%	9.08%	9.92%	68.74%	176,374	9.92%	68.74%	9.92%	68.74%
PENDLETON CO.	92,072	97,472	109,322	119,978	119,010	124,118	142,959	55.27%	-0.81%	15.18%	55.27%	142,959	15.18%	55.27%	15.18%	55.27%
PERRY CO.	98,166	100,544	107,296	107,093	111,193	130,778	140,960	43.59%	3.83%	7.79%	43.59%	140,960	7.79%	43.59%	7.79%	43.59%
PIKE CO.	97,333	97,972	106,277	113,176	117,563	140,210	149,929	54.04%	6.49%	6.93%	54.04%	149,929	6.93%	54.04%	6.93%	54.04%
PIKEVILLE	171,060	190,501	183,532	173,777	187,466	226,629	233,905	36.74%	-5.32%	3.21%	36.74%	233,905	3.21%	36.74%	3.21%	36.74%
PINEVILLE	88,755	94,903	94,411	93,242	83,542	76,388	85,520	-3.64%	-1.24%	11.95%	-3.64%	85,520	11.95%	-3.64%	11.95%	-3.64%
POWELL CO.	63,020	74,597	74,765	75,067	86,981	91,309	101,273	60.70%	0.40%	10.91%	60.70%	101,273	10.91%	60.70%	10.91%	60.70%
PROVIDENCE	78,396	82,914	85,473	92,581	92,012	93,417	96,728	23.38%	8.32%	3.54%	23.38%	96,728	3.54%	23.38%	3.54%	23.38%
PULASKI CO.	121,159	135,430	140,931	148,356	161,047	182,548	198,100	63.50%	5.27%	8.52%	63.50%	198,100	8.52%	63.50%	8.52%	63.50%
RACELAND	128,501	138,192	134,194	136,994	119,745	153,524	157,055	22.22%	2.09%	2.30%	22.22%	157,055	2.30%	22.22%	2.30%	22.22%
ROBERTSON CO.	107,204	121,014	123,791	127,802	135,689	139,302	149,295	39.26%	3.24%	7.17%	39.26%	149,295	7.17%	39.26%	7.17%	39.26%
ROCKCASTLE CO.	74,453	77,390	79,614	85,196	89,913	97,174	99,899	34.18%	7.01%	2.80%	34.18%	99,899	2.80%	34.18%	2.80%	34.18%

TABLE 26

PER PUPIL PROPERTY WEALTH BY DISTRICT

District	1989-90		1990-91		1991-92		1992-93		1993-94		1994-95		1995-96		Percent Change	
	Per Pupil Property Wealth	Percent Change	Per Pupil Property Wealth	Percent Change	Per Pupil Property Wealth	Percent Change	Per Pupil Property Wealth	Percent Change	Per Pupil Property Wealth	Percent Change	Per Pupil Property Wealth	Percent Change	Per Pupil Property Wealth	Percent Change	94-95	95-96
ALCO.	115,648	9.43%	126,556	9.43%	129,101	2.01%	134,793	4.41%	139,364	3.39%	156,842	12.54%	172,081	9.72%	48.80%	
ARSENE CO.	104,542	17.93%	123,283	17.93%	128,328	4.09%	135,304	5.44%	140,020	3.49%	156,490	11.76%	161,366	3.12%	54.36%	
RUSSELL	165,436	12.10%	185,457	12.10%	186,845	0.75%	190,795	2.11%	194,713	2.05%	229,687	17.96%	247,224	7.64%	49.44%	
RUSSELLVILLE	101,287	11.91%	113,347	11.91%	110,545	-2.47%	115,235	4.24%	116,067	0.72%	135,332	16.60%	147,128	8.72%	45.26%	
SCIENCE HILL	79,580	1.21%	80,543	1.21%	73,996	-8.13%	72,789	-1.63%	79,050	8.60%	79,163	0.14%	85,709	8.27%	7.70%	
SCOTT CO.	160,089	9.48%	175,260	9.48%	172,519	-1.56%	194,711	12.86%	206,790	6.20%	233,950	13.13%	249,648	6.71%	55.94%	
SHELBY CO.	193,037	11.18%	214,628	11.18%	224,798	4.74%	239,652	6.61%	256,018	6.83%	261,978	2.33%	306,587	17.03%	58.82%	
SILVER GROVE	86,345	3.03%	88,965	3.03%	100,613	13.09%	106,973	6.32%	108,711	1.62%	99,018	-8.92%	108,271	9.34%	25.39%	
SIMPSON CO.	140,466	12.21%	157,610	12.21%	165,617	5.08%	173,305	4.64%	181,297	4.61%	195,882	8.04%	210,655	7.54%	49.97%	
SOMERSET	155,459	8.53%	168,726	8.53%	171,297	1.52%	183,654	7.21%	195,550	6.48%	203,258	3.94%	223,187	9.80%	43.57%	
SOUTHGATE	175,857	19.84%	210,747	19.84%	233,249	10.68%	223,912	-4.00%	246,008	9.87%	258,071	4.90%	308,347	19.48%	75.34%	
SPENCER CO.	111,009	6.32%	118,021	6.32%	128,545	8.92%	128,756	0.16%	137,951	7.14%	144,204	4.53%	169,235	17.36%	52.45%	
TAYLOR CO.	117,001	7.74%	126,053	7.74%	132,972	5.49%	137,742	3.59%	144,169	4.67%	151,843	5.32%	164,163	8.11%	40.31%	
TODD CO.	94,503	11.11%	105,000	11.11%	109,096	3.90%	119,501	9.54%	132,291	10.70%	143,572	8.53%	155,599	8.38%	64.65%	
TRIGG CO.	137,729	10.61%	152,339	10.61%	166,395	9.23%	178,266	7.13%	190,012	6.59%	205,156	7.97%	232,416	13.29%	68.75%	
TRIMBLE CO.	168,240	6.57%	179,285	6.57%	198,458	10.69%	198,063	-0.20%	217,423	9.77%	208,698	-4.01%	221,168	5.98%	31.46%	
UNION CO.	147,508	2.79%	151,622	2.79%	156,118	2.97%	163,351	4.63%	168,718	3.29%	175,963	4.29%	194,757	10.68%	32.03%	
WALTON-VERONA	94,664	-6.94%	88,092	-6.94%	102,713	16.60%	115,817	12.76%	131,218	13.30%	135,991	3.64%	150,642	10.77%	59.13%	
WARREN CO.	154,825	8.79%	168,435	8.79%	176,944	5.05%	183,949	3.96%	200,301	8.89%	224,713	12.19%	254,624	13.31%	64.46%	
WASHINGTON CO.	130,233	6.50%	138,697	6.50%	139,360	0.48%	148,486	6.55%	158,097	6.47%	169,170	7.00%	181,416	7.24%	39.30%	
WAYNE CO.	67,646	18.20%	79,956	18.20%	85,921	7.46%	98,096	14.17%	124,308	26.72%	133,886	7.71%	144,373	7.83%	113.42%	
WEBSTER CO.	153,023	4.64%	160,123	4.64%	175,705	9.73%	188,662	7.37%	193,493	2.56%	194,389	0.46%	202,087	3.96%	32.06%	
WEST POINT	53,885	3.44%	55,736	3.44%	57,429	3.04%	68,992	20.13%	72,756	5.46%	79,601	9.41%	101,637	27.68%	88.62%	
WHITLEY CO.	74,655	2.84%	76,777	2.84%	78,957	2.84%	87,290	10.55%	84,304	-3.42%	92,215	9.38%	91,190	-1.11%	22.15%	
WILLIAMSBURG	83,344	22.72%	102,278	22.72%	115,205	12.64%	103,313	-10.32%	103,538	0.22%	109,556	5.81%	124,747	13.87%	49.68%	
WILLIAMSTOWN	129,991	9.04%	141,743	9.04%	135,744	-4.23%	154,980	14.17%	144,912	-6.50%	153,329	5.81%	170,447	11.16%	31.12%	
WOLFE CO.	51,033	21.47%	61,991	21.47%	62,560	0.92%	66,379	6.10%	71,779	8.14%	80,037	11.50%	84,315	5.35%	65.22%	
WOODFORD CO.	266,872	1.56%	271,047	1.56%	288,167	6.32%	291,448	1.14%	287,915	-1.21%	294,253	2.20%	318,861	8.36%	19.48%	

TABLE 27

CLASSROOM TEACHERS BY DISTRICT

District	1989-90 Number of Teachers	1990-91 Number of Teachers	Percent Change 89-90	1991-92 Number of Teachers	Percent Change 90-91	1992-93 Number of Teachers	Percent Change 91-92	1993-94 Number of Teachers	Percent Change 92-93	1994-95 Number of Teachers	Percent Change 93-94	1995-96 Number of Teachers	Percent Change 94-95	Percent Change 89-90	Percent Change 95-96
ADAIR CO.	160.4	172.0	7.23%	177.0	2.91%	181.0	2.26%	181.0	0.00%	177.0	-2.21%	179.0	1.13%	11.60%	
ALLEN CO.	135.0	145.0	7.41%	151.0	4.14%	156.8	3.84%	158.0	0.77%	157.0	-0.63%	155.0	-1.27%	14.81%	
ANCHORAGE	29.0	29.3	1.03%	29.7	1.37%	27.0	-9.09%	30.1	11.48%	33.3	10.63%	32.1	-3.60%	10.69%	
ANDERSON CO.	141.0	145.5	3.19%	150.0	3.09%	152.0	1.33%	157.3	3.49%	165.6	5.28%	169.4	2.29%	20.14%	
ASHLAND	204.7	209.9	2.54%	216.0	2.91%	224.7	4.03%	224.5	-0.09%	224.7	0.09%	222.5	-0.98%	8.70%	
AUGUSTA	16.4	18.3	11.59%	20.3	10.93%	20.0	-1.48%	16.8	-16.00%	18.4	9.52%	18.6	1.09%	13.41%	
BALLARD CO.	93.6	98.0	4.70%	98.4	0.41%	98.0	-0.41%	97.5	-0.51%	97.0	-0.51%	97.3	0.31%	3.95%	
BARBOURVILLE	30.3	33.4	10.23%	36.5	9.28%	37.5	2.74%	37.0	-1.33%	39.5	6.76%	40.0	1.27%	32.01%	
BARDSTOWN	88.0	87.9	-0.11%	89.4	1.71%	90.5	1.23%	90.5	0.00%	88.0	-2.76%	88.0	0.00%	0.00%	
BARREN CO.	182.0	185.5	1.92%	194.5	4.85%	193.0	-0.77%	189.7	-1.71%	191.1	0.74%	198.6	3.92%	9.12%	
BATH CO.	107.8	112.0	3.90%	114.0	1.79%	116.6	2.28%	119.5	2.49%	121.7	1.84%	121.0	-0.58%	12.24%	
BEECHWOOD	49.1	50.2	2.24%	51.9	3.39%	54.1	4.24%	54.0	-0.18%	56.9	5.37%	57.9	1.76%	17.92%	
BELL CO.	239.0	248.1	3.81%	236.3	-4.76%	234.4	-0.80%	229.6	-2.05%	228.0	-0.70%	231.0	1.32%	-3.35%	
BELLEVUE	53.9	53.3	-1.11%	54.6	2.44%	55.5	1.65%	58.9	6.13%	59.8	1.53%	60.8	1.67%	12.80%	
BEREA	62.0	64.8	4.52%	65.3	0.77%	66.3	1.53%	67.3	1.51%	70.3	4.46%	68.3	-2.84%	10.16%	
BOONE CO.	514.3	535.9	4.20%	570.0	6.36%	597.4	4.81%	588.3	-1.52%	605.5	2.92%	634.5	4.79%	23.37%	
BOURBON CO.	148.8	152.5	2.49%	154.0	0.98%	164.6	6.88%	165.8	0.73%	172.3	3.92%	171.3	-0.58%	15.12%	
BOWLING GREEN	218.0	217.0	-0.46%	219.5	1.15%	212.1	-3.37%	212.5	0.19%	207.5	-2.35%	209.0	0.72%	-4.13%	
BOYD CO.	240.0	244.6	1.92%	237.2	-3.03%	229.5	-3.25%	223.9	-2.44%	226.2	1.03%	241.7	6.85%	0.71%	
BOYLE CO.	153.5	157.0	2.28%	158.4	0.89%	164.5	3.85%	163.9	-0.36%	163.3	-0.37%	165.0	1.04%	7.49%	
BRACKEN CO.	61.0	62.6	2.62%	63.1	0.80%	65.0	3.01%	66.6	2.46%	68.0	2.10%	66.0	-2.94%	8.20%	
BREATHITT CO.	172.2	171.1	-0.64%	177.0	3.45%	178.1	0.62%	167.1	-6.18%	168.0	0.54%	172.0	2.38%	-0.12%	
BRECKINRIDGE CO.	145.0	149.0	2.76%	154.5	3.69%	157.0	1.62%	147.0	-6.37%	147.0	0.00%	152.0	3.40%	4.83%	
BULLITT CO.	506.9	507.5	0.12%	522.5	2.96%	527.0	0.86%	545.0	3.42%	454.0	-16.70%	542.5	19.49%	7.02%	
BURGIN	25.4	27.6	8.66%	25.2	-8.70%	26.3	4.37%	27.6	4.94%	25.5	-7.61%	24.0	-5.88%	-5.51%	
BUTLER CO.	128.9	130.0	0.85%	133.5	2.69%	138.4	3.67%	141.9	2.53%	147.5	3.95%	140.0	-5.08%	8.61%	
CALDWELL CO.	129.2	130.3	0.85%	126.8	-2.69%	125.0	-1.42%	124.9	-0.08%	130.0	4.08%	120.8	-7.08%	-6.50%	
CALLOWAY CO.	170.3	175.7	3.17%	184.3	4.89%	187.7	1.84%	186.9	-0.43%	193.1	3.32%	196.8	1.92%	15.56%	
CAMPBELL CO.	226.5	235.5	3.97%	243.5	3.40%	252.0	3.49%	249.5	-0.99%	260.1	4.25%	269.5	3.61%	18.98%	
CAMPBELLSVILLE	79.9	80.7	1.00%	84.5	4.71%	82.3	-2.60%	81.9	-0.49%	83.7	2.20%	80.2	-4.18%	0.38%	
CARLISLE CO.	54.5	53.5	-1.83%	54.5	1.87%	55.0	0.92%	53.0	-3.64%	54.0	1.89%	50.0	-7.41%	-8.26%	
CARROLL CO.	109.0	110.0	0.92%	109.3	-0.64%	110.7	1.28%	118.7	7.23%	119.0	0.25%	115.2	-3.19%	5.69%	
CARTER CO.	320.0	319.0	-0.31%	313.0	-1.88%	310.1	-0.93%	305.6	-1.45%	270.0	-11.65%	288.2	6.74%	-9.94%	
CARTER CO.	156.0	167.0	7.05%	172.7	3.41%	170.9	-1.04%	171.9	0.59%	155.0	-9.83%	166.0	7.10%	6.41%	
CASEY CO.	66.0	68.0	3.03%	68.0	0.00%	68.0	0.00%	66.5	-2.21%	68.7	3.31%	63.0	-8.30%	-4.55%	
CAVERNA IND.	475.6	486.7	2.33%	512.4	5.28%	519.4	1.37%	520.7	0.25%	537.1	3.15%	536.5	-0.11%	12.80%	
CHRISTIAN CO.															

TABLE 27

CLASSROOM TEACHERS BY DISTRICT

District	1989-90 Number of Teachers	1990-91		1991-92		1992-93		1993-94		1994-95		1995-96		Percent Change	
		Number of Teachers	Percent Change 89-90	Number of Teachers	Percent Change 90-91	Number of Teachers	Percent Change 91-92	Number of Teachers	Percent Change 92-93	Number of Teachers	Percent Change 93-94	Number of Teachers	Percent Change 94-95	Number of Teachers	Percent Change 95-96
CLARK CO.	288.0	297.0	3.13%	301.0	1.35%	300.0	-0.33%	306.4	2.13%	310.0	1.17%	304.2	-1.87%	304.2	5.63%
CLAY CO.	283.0	293.0	3.53%	314.0	7.17%	306.0	-2.55%	304.1	-0.62%	307.0	0.95%	302.0	-1.63%	302.0	6.71%
CLINTON CO.	111.0	113.0	1.80%	114.8	1.59%	115.3	0.44%	116.8	1.30%	88.0	-24.66%	95.0	7.95%	95.0	-14.41%
CLOVERPORT	25.0	21.9	-12.40%	22.4	2.28%	25.3	12.95%	21.7	-14.23%	25.7	18.43%	24.7	-3.89%	24.7	-1.20%
CORBIN	104.4	111.0	6.32%	108.0	-2.70%	111.0	2.78%	117.5	5.86%	114.0	-2.98%	119.6	4.91%	119.6	14.56%
COVINGTON	351.6	351.1	-0.14%	364.5	3.82%	352.6	-3.26%	354.6	0.57%	351.9	-0.76%	349.0	-0.82%	349.0	-0.74%
CRITTENDEN CO.	91.1	95.5	4.83%	94.0	-1.57%	95.0	1.06%	97.6	2.74%	99.4	1.84%	99.5	0.10%	99.5	9.22%
CUMBERLAND CO.	73.0	78.0	6.85%	78.0	0.00%	79.0	1.28%	76.2	-3.54%	80.7	5.91%	76.7	-4.96%	76.7	5.07%
DANVILLE	119.8	117.7	-1.75%	122.0	3.65%	120.0	-1.64%	123.6	3.00%	126.5	2.35%	123.4	-2.45%	123.4	3.01%
DAVIESS CO.	498.4	506.2	1.57%	526.7	4.05%	548.5	4.14%	560.7	2.22%	575.7	2.68%	575.9	0.03%	575.9	15.55%
DAWSON SPRINGS	39.1	39.4	0.77%	37.0	-6.09%	40.0	8.11%	39.0	-2.50%	40.0	2.56%	40.9	2.25%	40.9	4.60%
DAYTON	79.0	87.0	10.13%	87.5	0.57%	88.5	1.14%	86.3	-2.49%	89.3	3.48%	83.3	-6.72%	83.3	5.44%
EAST BERNSTADT	18.0	20.5	13.89%	22.4	9.27%	23.9	6.70%	24.0	0.42%	24.0	0.00%	24.3	1.25%	24.3	35.00%
EDMONSON CO.	110.2	114.7	4.08%	114.7	0.00%	118.2	3.05%	121.2	2.54%	115.7	-4.54%	109.7	-5.19%	109.7	-0.45%
ELIZABETH TOWN	109.8	109.8	0.00%	109.2	-0.55%	114.7	5.04%	113.5	-1.05%	112.0	-1.32%	115.0	2.68%	115.0	4.74%
ELLIOTT CO.	85.0	88.0	3.53%	88.0	0.00%	93.0	5.68%	93.0	0.00%	85.0	-8.60%	98.0	15.29%	98.0	15.29%
EMINENCE	34.0	37.0	8.82%	36.7	-0.81%	37.7	2.72%	36.8	-2.39%	36.8	0.00%	36.8	0.00%	36.8	8.24%
ERLANGER	135.6	138.1	1.84%	137.7	-0.29%	143.0	3.85%	138.0	-3.50%	136.5	-1.09%	140.1	2.64%	140.1	3.32%
ESTILL CO.	170.3	175.1	2.82%	186.1	6.28%	191.2	2.74%	190.4	-0.42%	187.1	-1.73%	194.0	3.69%	194.0	13.92%
FAIRVIEW	44.0	43.0	-2.27%	43.5	1.16%	43.0	-1.15%	41.5	-3.49%	40.5	-2.41%	43.0	6.17%	43.0	-2.27%
FAYETTE CO.	1984.2	1973.3	-0.55%	2040.3	3.40%	2000.7	-1.94%	2044.7	2.20%	2091.4	2.28%	2132.9	1.98%	2132.9	7.49%
FLEMING CO.	136.0	136.0	0.00%	137.0	0.74%	143.0	4.38%	140.0	-2.10%	146.0	4.29%	148.0	1.37%	148.0	8.82%
FLOYD CO.	482.6	496.5	2.88%	486.5	-2.01%	515.8	6.02%	502.9	-2.50%	512.3	1.87%	493.0	-3.77%	493.0	2.15%
FT. THOMAS	129.3	132.1	2.17%	135.4	2.50%	134.5	-0.68%	137.8	2.45%	139.3	1.09%	144.3	3.59%	144.3	11.60%
FRANKFORT	54.8	55.9	2.01%	58.4	4.47%	58.8	0.68%	60.0	2.04%	61.6	2.67%	64.3	4.38%	64.3	17.34%
FRANKLIN CO.	356.1	362.2	1.71%	364.2	0.55%	367.2	0.82%	365.2	-0.54%	364.5	-0.19%	359.0	-1.51%	359.0	0.81%
FULTON CO.	56.5	53.0	-6.19%	55.0	3.77%	57.0	3.64%	60.0	5.26%	63.0	5.00%	67.0	6.35%	67.0	18.58%
FULTON	38.9	39.5	1.54%	41.0	3.80%	38.5	-6.10%	39.5	2.60%	39.0	-1.27%	38.9	-0.26%	38.9	0.00%
GALLATIN CO.	57.5	60.5	5.22%	63.8	5.45%	66.8	4.70%	70.8	5.99%	71.1	0.42%	69.1	-2.81%	69.1	20.17%
GARRARD CO.	109.0	113.0	3.67%	120.2	6.37%	123.0	2.33%	125.5	2.03%	126.5	0.80%	126.0	-0.40%	126.0	15.60%
GLASGOW IND.	139.0	138.0	-0.72%	139.0	0.72%	137.8	-0.86%	135.8	-1.45%	137.0	0.88%	134.8	-1.61%	134.8	-3.02%
GRANT CO.	147.5	159.5	8.14%	160.0	0.31%	163.7	2.31%	172.0	5.07%	154.0	-10.47%	175.5	13.96%	175.5	18.98%
GRAVES CO.	203.2	211.7	4.18%	211.7	0.00%	210.7	-0.47%	213.2	1.19%	220.5	3.42%	224.6	1.86%	224.6	10.53%
GRAYSON CO.	221.0	228.0	3.17%	236.5	3.73%	231.8	-1.99%	228.8	-1.29%	227.2	-0.70%	234.2	3.08%	234.2	5.97%
GREEN CO.	103.0	105.5	2.43%	105.5	0.00%	105.0	-0.47%	104.0	-0.95%	104.0	0.00%	100.0	-3.85%	100.0	-2.91%
GREENUP CO.	204.2	212.0	3.82%	205.3	-3.16%	211.7	3.12%	210.5	-0.57%	212.8	1.09%	214.9	0.99%	214.9	5.24%

TABLE 27

CLASSROOM TEACHERS BY DISTRICT

District	1989-90 Number of Teachers	1990-91		1991-92		1992-93		1993-94		1994-95		1995-96		Percent Change 89-90		Percent Change 94-95		Percent Change 95-96	
		Number	Percent Change	Number	Percent Change	Number	Percent Change	Number	Percent Change	Number	Percent Change	Number	Percent Change	94-95	95-96	94-95	95-96	94-95	95-96
HANCOCK CO.	89.0	87.5	-1.69%	82.5	-5.71%	84.5	2.42%	86.2	2.01%	91.5	6.15%	97.0	6.01%	89.9%		97.0	6.01%	89.9%	
HARDIN CO.	643.0	672.7	4.62%	715.5	6.36%	736.7	2.96%	762.1	3.45%	775.1	1.71%	764.6	-1.35%	18.91%		764.6	-1.35%	18.91%	
HARLAN CO.	371.0	371.8	0.22%	371.2	-0.16%	391.3	5.41%	393.5	0.56%	384.0	-2.41%	402.0	4.69%	8.36%		402.0	4.69%	8.36%	
HARLAN	66.1	72.0	8.93%	67.7	5.97%	69.4	2.51%	66.5	-4.18%	63.7	-4.21%	56.5	-11.30%	-14.52%		56.5	-11.30%	-14.52%	
HARRISON CO.	177.0	176.6	-0.23%	181.1	2.55%	182.5	0.77%	185.5	1.64%	187.0	0.81%	189.6	1.39%	7.12%		189.6	1.39%	7.12%	
HARRODSBURG	57.8	57.7	-0.17%	55.2	-4.33%	55.8	1.09%	55.6	-0.36%	55.5	-0.18%	56.5	1.80%	-2.25%		56.5	1.80%	-2.25%	
HART CO.	135.6	138.4	2.06%	139.7	0.94%	150.4	7.66%	144.6	-3.86%	146.0	0.97%	144.0	-1.37%	6.19%		144.0	-1.37%	6.19%	
HAZARD	73.8	72.7	-1.49%	76.8	5.64%	77.6	1.04%	77.6	0.00%	77.6	0.00%	78.7	1.42%	6.64%		78.7	1.42%	6.64%	
HENDERSON CO.	384.0	386.5	0.65%	395.5	2.33%	412.0	4.17%	424.0	2.91%	417.9	-1.44%	414.8	-0.74%	8.02%		414.8	-0.74%	8.02%	
HENRY CO.	115.0	116.8	1.57%	115.2	-1.37%	119.4	3.65%	118.0	-1.17%	119.1	0.93%	121.3	1.85%	5.48%		121.3	1.85%	5.48%	
HICKMAN CO.	56.0	57.0	1.79%	60.0	5.26%	57.0	-5.00%	56.0	-1.75%	56.0	0.00%	54.9	-1.96%	-1.96%		54.9	-1.96%	-1.96%	
HOPKINS CO.	456.1	460.5	0.96%	454.1	-1.39%	458.0	0.86%	445.8	-2.66%	456.7	2.45%	445.6	-2.43%	-2.30%		445.6	-2.43%	-2.30%	
JACKSON CO.	148.0	159.5	7.77%	160.0	0.31%	160.5	0.31%	159.4	-0.69%	156.7	-1.69%	168.0	7.21%	13.51%		168.0	7.21%	13.51%	
JACKSON	22.0	18.1	-17.73%	20.2	11.60%	21.7	7.43%	21.4	-1.38%	21.7	1.40%	20.0	-7.83%	-9.09%		20.0	-7.83%	-9.09%	
JEFFERSON CO.	5207.8	5189.3	-0.36%	5212.0	0.44%	5297.2	1.63%	5331.8	0.65%	5270.1	-1.16%	5287.0	0.32%	1.52%		5287.0	0.32%	1.52%	
JENKINS	53.0	55.0	3.77%	52.0	-5.45%	53.0	1.92%	50.6	-4.53%	55.0	8.70%	51.0	-7.27%	-3.77%		51.0	-7.27%	-3.77%	
JESSAMINE CO.	318.9	321.7	0.88%	327.5	1.80%	337.1	2.93%	342.2	1.51%	339.7	-0.73%	345.9	1.83%	8.47%		345.9	1.83%	8.47%	
JOHNSON CO.	221.5	234.7	5.96%	244.0	3.96%	249.0	2.05%	248.7	-0.12%	250.5	0.72%	240.5	-3.99%	8.58%		240.5	-3.99%	8.58%	
KENTON CO.	658.3	646.2	-1.84%	652.0	0.90%	652.5	0.08%	651.3	-0.18%	657.1	0.89%	662.1	0.76%	0.58%		662.1	0.76%	0.58%	
KNOTT CO.	221.1	225.2	1.85%	230.2	2.22%	235.7	2.39%	217.2	-7.85%	220.7	1.61%	226.1	2.45%	2.26%		226.1	2.45%	2.26%	
KNOX CO.	288.0	289.0	0.35%	305.0	5.54%	306.0	0.33%	313.0	2.29%	314.0	0.32%	321.0	2.23%	11.46%		321.0	2.23%	11.46%	
LARUE CO.	118.0	122.0	3.39%	125.0	2.46%	132.0	5.60%	133.0	0.76%	137.0	3.01%	140.0	2.19%	18.64%		140.0	2.19%	18.64%	
LAUREL CO.	429.5	453.8	5.66%	460.2	1.41%	484.9	5.37%	479.3	-1.15%	480.6	0.27%	476.9	-0.77%	11.04%		476.9	-0.77%	11.04%	
LAWRENCE CO.	166.8	166.7	-0.06%	171.3	2.76%	170.0	-0.76%	170.1	0.06%	171.8	1.00%	175.8	2.33%	5.40%		175.8	2.33%	5.40%	
LEE CO.	80.0	84.1	5.12%	84.6	0.59%	88.6	4.73%	88.6	0.00%	88.4	-0.23%	87.4	-1.13%	9.25%		87.4	-1.13%	9.25%	
LESLIE CO.	152.5	161.8	6.10%	175.8	8.65%	179.9	2.33%	178.0	-1.06%	173.0	-2.81%	169.0	-2.31%	10.82%		169.0	-2.31%	10.82%	
LETCHER CO.	274.9	300.0	9.13%	311.7	3.90%	303.4	-2.66%	293.2	-3.36%	283.5	-3.31%	260.0	-8.29%	-5.42%		260.0	-8.29%	-5.42%	
LEWIS CO.	160.5	161.5	0.62%	167.5	3.72%	171.5	2.39%	167.0	-2.62%	162.0	-2.99%	156.3	-3.52%	-2.62%		156.3	-3.52%	-2.62%	
LINCOLN CO.	217.0	222.5	2.53%	230.5	3.60%	232.0	0.65%	234.3	0.99%	238.0	1.58%	243.7	2.39%	12.30%		243.7	2.39%	12.30%	
LIVINGSTON CO.	88.0	86.0	-2.27%	84.0	-2.33%	83.9	-0.12%	83.0	-1.07%	87.2	5.06%	87.2	0.00%	-0.91%		87.2	0.00%	-0.91%	
LOGAN CO.	178.0	183.5	3.09%	184.2	0.38%	183.0	-0.65%	184.0	0.55%	184.0	0.00%	188.0	2.17%	5.62%		188.0	2.17%	5.62%	
LOGAN	51.5	51.5	0.00%	53.5	3.88%	57.5	7.48%	57.5	0.00%	58.1	1.04%	58.5	0.69%	13.59%		58.5	0.69%	13.59%	
LUDLOW	50.0	50.3	0.60%	50.1	-0.40%	54.7	9.18%	50.7	-7.31%	52.8	4.14%	51.0	-3.41%	2.00%		51.0	-3.41%	2.00%	
LYON CO.	448.4	474.8	5.89%	496.6	4.59%	514.9	3.69%	519.6	0.91%	534.4	2.85%	527.6	-1.27%	17.66%		527.6	-1.27%	17.66%	
MADISON CO.	169.3	186.1	9.92%	193.9	4.19%	200.7	3.51%	196.8	-1.94%	194.0	-1.42%	186.1	-4.07%	9.92%		186.1	-4.07%	9.92%	
MAGOFFIN CO.	171.4	175.3	2.28%	181.9	3.76%	190.4	4.67%	196.8	3.36%	197.1	0.15%	191.4	-2.89%	11.67%		191.4	-2.89%	11.67%	
MARION CO.																			

TABLE 27

CLASSROOM TEACHERS BY DISTRICT

District	1989-90 Number of Teachers	1990-91 Number of Teachers	Percent Change 89-90	1991-92 Number of Teachers	Percent Change 90-91	1992-93 Number of Teachers	Percent Change 91-92	1993-94 Number of Teachers	Percent Change 92-93	1994-95 Number of Teachers	Percent Change 93-94	1995-96 Number of Teachers	Percent Change 94-95	Percent Change 89-90	Percent Change 95-96
MARSHALL CO.	258.7	267.9	3.56%	268.3	0.15%	274.0	2.12%	272.5	-0.55%	279.5	2.57%	290.7	4.01%	12.37%	
MARTIN CO.	171.0	165.0	-3.51%	166.0	0.61%	172.0	3.61%	178.0	3.49%	176.0	-1.12%	177.7	0.97%	3.92%	
MASON CO.	170.6	172.5	1.11%	173.6	0.64%	174.6	0.58%	175.1	0.29%	179.9	2.74%	183.7	2.11%	7.68%	
MAYFIELD	88.9	88.0	-1.01%	94.0	6.82%	92.6	-1.49%	90.6	-2.16%	91.2	0.66%	88.6	-2.85%	-0.34%	
MCCRACKEN CO.	342.5	350.8	2.42%	353.6	0.80%	361.3	2.18%	362.1	0.22%	365.5	0.94%	363.0	-0.68%	5.99%	
MCCREARY CO.	207.3	216.3	4.34%	219.1	1.29%	224.5	2.46%	225.8	0.58%	229.7	1.73%	234.7	2.18%	13.22%	
McLEAN CO.	116.0	113.8	-1.90%	113.8	0.00%	110.2	-3.16%	108.7	-1.36%	109.5	0.74%	104.2	-4.84%	-10.17%	
MEADE CO.	187.5	203.5	8.53%	208.5	2.46%	219.0	5.04%	222.5	1.60%	235.0	5.62%	243.5	3.62%	29.87%	
MENIFEE CO.	59.2	67.2	13.51%	65.0	-3.27%	64.0	-1.54%	66.7	4.22%	70.2	5.25%	68.9	-1.85%	16.39%	
MERCER CO.	113.0	112.9	-0.09%	114.6	1.51%	117.3	2.36%	117.2	-0.09%	120.1	2.47%	122.0	1.58%	7.96%	
METCALFE CO.	100.9	103.5	2.58%	105.0	1.45%	106.5	1.43%	106.5	0.00%	107.8	1.22%	109.0	1.11%	8.03%	
MIDDLESBORO	122.5	127.0	3.67%	128.5	1.18%	126.5	-1.56%	122.5	-3.16%	118.5	-3.27%	115.5	-2.53%	-5.71%	
MONROE CO.	131.4	138.9	5.71%	143.9	3.60%	145.4	1.04%	148.4	2.06%	150.7	1.55%	147.2	-2.32%	12.02%	
MONTEGOMERY CO.	243.0	242.5	-0.21%	245.8	1.36%	236.8	-3.66%	240.7	1.65%	238.7	-0.83%	237.3	-0.59%	-2.35%	
MONTICELLO	46.7	47.9	2.57%	50.2	4.80%	48.0	-4.38%	49.0	2.08%	51.0	4.08%	52.0	1.96%	11.35%	
MORGAN CO.	140.0	148.0	5.71%	147.0	-0.68%	156.0	6.12%	161.1	3.27%	162.0	0.56%	164.0	1.23%	17.14%	
MUHLENBURG CO.	333.2	353.3	6.03%	354.7	0.40%	357.1	0.68%	360.9	1.06%	359.0	-0.53%	364.8	1.62%	9.48%	
MURRAY	85.9	84.0	-2.21%	82.3	-2.02%	83.0	0.85%	82.3	-0.84%	80.4	-2.31%	82.3	2.36%	-4.19%	
NELSON CO.	209.7	213.7	1.91%	219.0	2.48%	227.0	3.65%	233.1	2.69%	239.0	2.53%	241.8	1.17%	15.31%	
NEWPORT	204.9	209.0	2.00%	211.8	1.34%	211.6	-0.09%	204.2	-3.50%	206.0	0.88%	197.2	-4.27%	-3.76%	
NICHOLAS CO.	67.0	72.5	8.21%	74.5	2.76%	75.0	0.67%	76.5	2.00%	75.1	-1.83%	75.0	-0.13%	11.94%	
OHIO CO.	215.3	216.6	0.60%	224.6	3.69%	224.6	0.00%	225.2	0.27%	225.6	0.18%	226.8	0.53%	5.34%	
OLDHAM CO.	368.4	375.2	1.85%	389.6	3.84%	399.9	2.64%	409.8	2.48%	412.5	0.66%	422.3	2.38%	14.63%	
OWEN CO.	101.7	106.0	4.23%	106.0	0.00%	107.4	1.32%	106.7	-0.65%	115.0	7.78%	113.9	-0.96%	12.00%	
OWENSBORO	301.2	309.3	2.69%	303.0	-2.04%	296.3	-2.21%	296.8	0.17%	306.1	3.13%	308.6	0.82%	2.46%	
OWSLEY CO.	60.5	61.5	1.65%	64.4	4.72%	69.7	8.23%	68.7	-1.43%	68.6	-0.15%	67.6	-1.46%	11.74%	
PADUCAH	244.5	245.2	0.29%	250.3	2.08%	249.3	-0.40%	232.6	-6.70%	211.4	-9.11%	200.9	-4.97%	-17.83%	
PAINTSVILLE	53.5	54.6	2.06%	54.6	0.00%	53.6	-1.83%	54.6	1.87%	53.9	-1.28%	56.8	5.38%	6.17%	
PARIS	78.1	79.0	1.15%	80.5	1.90%	67.0	-16.77%	52.5	-21.64%	48.0	-8.57%	53.0	10.42%	-32.14%	
PENDLETON CO.	134.0	135.0	0.75%	138.0	2.22%	141.0	2.17%	145.0	2.84%	152.0	4.83%	150.0	-1.32%	11.94%	
PERRY CO.	309.5	318.0	2.75%	328.0	3.14%	334.5	1.98%	341.7	2.15%	345.5	1.11%	345.0	-0.14%	11.47%	
PIKE CO.	772.0	810.0	4.92%	819.0	1.11%	823.0	0.49%	809.0	-1.70%	770.0	-4.82%	727.0	-5.58%	-5.83%	
PIKEVILLE	82.0	81.6	-0.49%	83.1	1.84%	84.9	2.17%	80.6	-5.06%	82.0	1.74%	80.8	-1.46%	-1.46%	
PINEVILLE	34.0	36.0	5.88%	35.0	-2.78%	34.0	-2.86%	34.0	0.00%	36.2	6.47%	39.0	7.73%	14.71%	
POWELL CO.	128.2	137.3	7.10%	138.4	0.80%	145.0	4.77%	147.0	1.38%	153.9	4.69%	156.0	1.36%	21.68%	
PROVIDENCE	34.8	37.5	7.76%	38.0	1.33%	39.5	3.95%	39.0	-1.27%	38.0	-2.56%	37.0	-2.63%	6.32%	

TABLE 27

CLASSROOM TEACHERS BY DISTRICT

District	1989-90 Number of Teachers	1990-91		1991-92		1992-93		1993-94		1994-95		1995-96		Percent Change 89-90	
		Number of Teachers	Percent Change 89-90	Number of Teachers	Percent Change 90-91	Number of Teachers	Percent Change 91-92	Number of Teachers	Percent Change 92-93	Number of Teachers	Percent Change 93-94	Number of Teachers	Percent Change 94-95	Number of Teachers	Percent Change 95-96
PULASKI CO.	386.9	392.9	1.55%	391.7	-0.31%	412.3	5.26%	421.5	2.23%	419.0	-0.59%	439.0	4.77%	439.0	13.47%
RACELAND	49.0	49.3	0.61%	50.5	2.43%	50.5	0.00%	52.0	2.97%	52.0	0.00%	51.5	-0.96%	51.5	5.10%
ROBERTSON CO.	23.3	21.6	-7.30%	22.1	2.31%	22.6	2.26%	23.0	1.77%	23.0	0.00%	22.0	-4.35%	22.0	-5.58%
ROCKCASTLE CO.	169.6	176.5	4.07%	175.5	-0.57%	175.5	0.00%	167.5	-4.56%	182.2	8.78%	179.5	-1.48%	179.5	5.84%
ROWAN CO.	171.5	187.8	9.50%	200.1	6.55%	208.0	3.95%	210.4	1.15%	198.8	-5.51%	196.8	-1.01%	196.8	14.75%
RUSSELL CO.	165.7	171.5	3.50%	172.5	0.58%	179.0	3.77%	185.1	3.41%	191.2	3.30%	191.0	-0.10%	191.0	15.27%
RUSSELL	128.9	125.7	-2.48%	126.7	0.80%	129.2	1.97%	130.2	0.77%	129.7	-0.38%	126.7	-2.31%	126.7	-1.71%
RUSSELLVILLE	91.0	91.0	0.00%	95.0	4.40%	91.0	-4.21%	94.0	3.30%	95.0	1.06%	96.5	1.58%	96.5	6.04%
SCIENCE HILL	13.5	14.6	8.15%	14.4	-1.37%	16.7	15.97%	19.0	13.77%	19.5	2.63%	21.1	8.21%	21.1	56.30%
SCOTT CO.	253.4	263.6	4.03%	276.9	5.05%	284.7	2.82%	292.8	2.85%	302.6	3.35%	317.9	5.06%	317.9	25.45%
SHELBY CO.	238.0	246.5	3.57%	256.7	4.14%	256.4	-0.12%	259.1	1.05%	258.2	-0.35%	262.6	1.70%	262.6	10.34%
SILVER GROVE	20.0	20.1	0.50%	23.8	18.41%	23.6	-0.84%	21.7	-8.05%	23.8	9.68%	24.4	2.52%	24.4	22.00%
SIMPSON CO.	169.0	170.3	0.77%	171.0	0.41%	168.5	-1.46%	168.0	-0.30%	175.0	4.17%	172.0	-1.71%	172.0	1.78%
SOMERSET	113.1	113.6	0.44%	115.3	1.50%	115.5	0.17%	114.0	-1.30%	96.2	-15.61%	103.9	8.00%	103.9	-8.13%
SOUTHGATE	12.0	12.4	3.33%	11.8	-4.84%	11.4	-3.39%	11.4	0.00%	12.4	8.77%	12.4	0.00%	12.4	3.33%
SPENCER CO.	76.5	85.3	11.50%	86.9	1.88%	90.3	3.91%	91.1	0.89%	98.4	8.01%	102.0	3.66%	102.0	33.33%
TAYLOR CO.	125.5	127.5	1.59%	136.5	7.06%	140.0	2.56%	145.0	3.57%	153.0	5.52%	161.5	5.56%	161.5	28.69%
TODD CO.	105.3	111.1	5.51%	114.6	3.15%	117.2	2.27%	114.5	-2.30%	114.7	0.17%	117.0	2.01%	117.0	11.11%
TRIGG CO.	103.4	106.0	2.51%	107.3	1.23%	109.1	1.68%	109.0	-0.09%	116.6	6.97%	108.3	-7.12%	108.3	4.74%
TRIMBLE CO.	65.5	64.0	-2.29%	68.0	6.25%	65.5	-3.68%	66.5	1.53%	64.7	-2.71%	70.8	9.43%	70.8	8.09%
UNION CO.	166.5	169.0	1.50%	174.9	3.49%	174.9	0.00%	174.3	-0.34%	175.3	0.57%	178.7	1.94%	178.7	7.33%
WALTON-VERONA	50.7	51.0	0.59%	54.5	6.86%	56.0	2.75%	55.0	-1.79%	56.9	3.45%	58.0	1.93%	58.0	14.40%
WARREN CO.	515.0	539.0	4.66%	544.7	1.06%	546.7	0.37%	552.0	0.97%	571.6	3.55%	601.5	5.23%	601.5	16.80%
WASHINGTON CO.	101.0	101.0	0.00%	105.2	4.16%	109.2	3.80%	106.9	-2.11%	105.3	-1.50%	106.1	0.76%	106.1	5.05%
WAYNE CO.	159.5	163.0	2.19%	170.0	4.29%	163.0	-4.12%	165.0	1.23%	166.5	0.91%	168.5	1.20%	168.5	5.64%
WEBSTER CO.	123.0	125.0	1.63%	123.0	-1.60%	122.0	-0.81%	118.0	-3.28%	122.0	3.39%	125.0	2.46%	125.0	1.63%
WEST POINT	16.6	14.5	-12.65%	13.0	-10.34%	13.0	0.00%	11.0	-15.38%	10.0	-9.09%	11.0	10.00%	11.0	-33.73%
WHITLEY CO.	211.0	218.0	3.32%	226.0	3.67%	238.0	5.31%	242.0	1.68%	243.0	0.41%	245.2	0.91%	245.2	16.21%
WILLIAMSBURG	55.4	59.7	7.76%	59.5	-0.34%	59.1	-0.67%	52.1	-11.84%	54.3	4.22%	56.2	3.50%	56.2	1.44%
WILLIAMSTOWN	37.1	39.0	5.12%	38.0	-2.56%	39.0	2.63%	40.0	2.56%	39.4	-1.50%	40.0	1.52%	40.0	7.82%
WOLFE CO.	84.8	91.5	7.90%	93.1	1.75%	97.4	4.62%	95.2	-2.26%	91.3	-4.10%	99.0	8.43%	99.0	16.75%
WOODFORD CO.	203.7	212.2	4.17%	214.2	0.94%	219.2	2.33%	215.4	-1.73%	216.9	0.70%	218.2	0.60%	218.2	7.12%

AVERAGE CLASSROOM TEACHER SALARIES BY DISTRICT

TABLE 28

District	1989-90 Average Teacher Salary	1990-91 Average Teacher Salary	Percent Change 89-90	1991-92 Average Teacher Salary	Percent Change 90-91	1992-93 Average Teacher Salary	Percent Change 91-92	1993-94 Average Teacher Salary	Percent Change 92-93	1994-95 Average Teacher Salary	Percent Change 93-94	1995-96 Average Teacher Salary	Percent Change 94-95	Percent Change 95-96
ADAIR CO.	\$25,779	\$27,714	7.51%	\$30,002	8.26%	\$30,069	0.22%	\$29,819	-0.83%	\$30,971	3.86%	\$31,371	1.29%	21.69%
ALLEN CO.	25,480	27,825	9.20%	29,139	4.72%	29,645	1.74%	30,635	3.34%	31,410	2.53%	31,770	1.15%	24.69%
ANCHORAGE	28,736	31,003	7.89%	32,966	6.33%	34,826	5.64%	34,901	0.22%	36,072	3.36%	36,410	0.94%	26.71%
ANDERSON CO.	24,692	27,390	10.93%	29,186	6.56%	29,901	2.45%	30,513	2.05%	31,309	2.61%	31,977	2.13%	29.50%
ASHLAND	27,422	30,155	9.97%	31,395	4.11%	31,792	1.26%	32,745	3.00%	33,207	1.41%	33,117	-0.27%	20.77%
AUGUSTA	24,111	27,017	12.05%	28,967	7.22%	28,930	-0.13%	28,217	-2.46%	28,173	-0.16%	28,944	2.74%	20.04%
BALLARD CO.	25,795	28,074	8.84%	29,267	4.25%	28,958	-1.06%	29,336	1.31%	30,870	5.23%	31,545	2.19%	22.29%
BARBOURVILLE	23,219	25,851	11.34%	27,880	7.85%	28,735	3.07%	29,761	3.57%	31,014	4.21%	31,055	0.13%	33.75%
BARDSTOWN	26,715	29,315	9.73%	30,897	5.40%	30,599	-0.96%	31,454	2.79%	32,982	4.86%	33,464	1.46%	25.26%
BARREN CO.	25,032	28,179	12.57%	30,288	7.48%	30,653	1.21%	30,635	-0.06%	31,223	1.92%	31,538	1.01%	25.99%
BATH CO.	25,768	28,081	8.98%	29,615	5.46%	29,383	-0.78%	30,023	2.18%	30,137	0.38%	30,011	-0.42%	16.47%
BEECHWOOD	26,675	28,433	6.59%	29,353	3.24%	28,979	-1.27%	29,542	1.94%	29,195	-1.17%	30,437	4.25%	14.10%
BELL CO.	25,183	29,650	17.74%	31,701	6.92%	31,787	0.27%	32,040	0.80%	32,197	0.51%	33,197	3.08%	31.82%
BELLEVUE	26,827	28,784	7.29%	30,317	5.33%	30,997	2.24%	31,854	2.76%	32,928	3.37%	33,137	0.63%	23.52%
BEREA	25,777	27,930	8.35%	29,364	5.13%	29,611	0.84%	30,810	4.05%	30,982	0.56%	31,817	2.70%	23.43%
BOONE CO.	27,141	29,687	9.38%	31,394	5.75%	31,595	0.64%	32,608	3.21%	32,319	-0.89%	33,790	4.55%	24.50%
BOURBON CO.	26,198	28,852	10.13%	31,573	9.43%	31,286	-0.91%	31,886	1.92%	32,217	1.04%	32,569	1.09%	24.32%
BOWLING GREEN	26,626	29,470	10.68%	31,526	6.98%	31,666	0.44%	32,190	1.65%	32,876	2.13%	33,454	1.76%	25.64%
BOYD CO.	26,338	29,671	12.65%	31,408	5.85%	32,026	1.97%	33,006	3.06%	33,434	1.30%	33,472	0.11%	27.09%
BOYLE CO.	25,540	28,246	10.60%	30,259	7.13%	30,538	0.92%	31,266	2.38%	31,641	1.20%	32,319	2.14%	26.54%
BRACKEN CO.	26,408	28,845	9.23%	29,733	3.08%	29,723	-0.03%	29,843	0.40%	30,258	1.39%	31,162	2.99%	18.00%
BREATHITT CO.	24,965	28,680	14.88%	31,059	8.29%	31,421	1.17%	32,760	4.26%	33,484	2.21%	34,177	2.07%	36.90%
BRECKINRIDGE CO.	25,732	28,017	8.88%	30,207	7.82%	30,447	0.79%	31,827	4.53%	32,265	1.38%	33,191	2.87%	28.99%
BULLITT CO.	25,783	28,649	11.12%	29,955	4.56%	30,007	0.17%	31,504	4.99%	34,529	9.60%	34,556	0.08%	34.03%
BURGIN	24,439	26,727	9.36%	28,739	7.53%	29,292	1.92%	28,827	-1.59%	28,536	-1.01%	28,323	-0.75%	15.89%
BUTLER CO.	23,868	27,699	16.05%	28,877	4.25%	29,149	0.94%	29,287	0.47%	30,488	4.10%	31,037	1.80%	30.04%
CALDWELL CO.	25,941	28,311	9.14%	29,960	5.82%	29,856	-0.35%	30,577	2.41%	30,166	-1.34%	30,126	-0.13%	16.13%
CALLOWAY CO.	25,843	28,981	12.14%	30,556	5.43%	30,998	1.45%	31,512	1.66%	32,292	2.48%	33,236	2.92%	28.61%
CAMPBELL CO.	26,782	29,289	9.36%	30,871	5.40%	31,013	0.46%	31,105	0.30%	31,779	2.17%	32,081	0.95%	19.79%
CAMPBELLSVILLE	24,523	26,959	9.93%	29,015	7.63%	29,150	0.47%	29,633	1.66%	30,672	3.51%	31,001	1.07%	26.42%
CARLISLE CO.	25,699	28,354	10.33%	29,266	3.22%	28,718	-1.87%	29,161	1.54%	28,942	-0.75%	30,810	6.45%	19.89%
CARROLL CO.	26,329	30,095	14.30%	31,367	4.23%	32,470	3.52%	32,932	1.42%	33,028	0.29%	34,039	3.06%	29.28%
CARTER CO.	24,258	27,719	14.27%	30,028	8.33%	31,010	3.27%	31,206	0.63%	32,612	4.51%	31,950	-2.03%	31.71%
CASEY CO.	24,158	26,058	7.86%	28,488	9.33%	28,595	0.38%	28,727	0.46%	30,583	6.46%	30,747	0.54%	27.27%
CAVERNA IND.	24,529	26,919	9.74%	28,973	7.63%	29,668	2.40%	29,740	0.24%	30,934	4.01%	31,078	0.47%	26.70%
CHRISTIAN CO.	26,174	28,776	9.94%	30,045	4.41%	30,058	0.04%	29,894	-0.55%	31,016	3.75%	32,045	3.32%	22.43%

TABLE 28

AVERAGE CLASSROOM TEACHER SALARIES BY DISTRICT

District	1989-90 Average Teacher Salary	1990-91 Average Teacher Salary	Percent Change 89-90	1991-92 Average Teacher Salary	Percent Change 90-91	1992-93 Average Teacher Salary	Percent Change 91-92	1993-94 Average Teacher Salary	Percent Change 92-93	1994-95 Average Teacher Salary	Percent Change 93-94	1995-96 Average Teacher Salary	Percent Change 94-95	Percent Change 95-96
CLARK CO.	25,379	28,004	10.34%	29,934	6.89%	30,235	1.01%	31,192	3.17%	31,870	2.17%	32,901	3.24%	29.64%
CLAY CO.	25,341	29,100	14.83%	29,848	2.57%	29,705	-0.48%	29,333	-1.25%	30,432	3.75%	31,432	3.29%	24.04%
CLINTON CO.	24,749	28,488	15.11%	30,548	7.23%	30,572	0.08%	30,316	-0.84%	31,222	2.99%	31,070	-0.49%	25.54%
CLOVERPORT	23,735	26,608	12.10%	27,283	2.54%	28,068	2.88%	28,148	0.29%	28,824	2.40%	30,037	4.21%	26.55%
CORBIN	25,407	28,976	14.05%	31,086	7.28%	31,768	2.19%	31,107	-2.08%	31,800	2.23%	32,056	0.81%	26.17%
COVINGTON	24,627	27,803	12.90%	29,452	5.93%	30,248	2.70%	30,601	1.17%	31,157	1.82%	31,726	1.83%	28.83%
CRITTENDEN CO.	24,034	26,748	11.29%	28,210	5.47%	28,174	-0.13%	28,937	2.71%	30,094	4.00%	29,913	-0.60%	24.46%
CUMBERLAND CO.	24,743	26,646	7.69%	28,040	5.23%	28,431	1.39%	28,713	0.99%	30,058	4.68%	31,291	4.10%	26.46%
DANVILLE	27,022	30,280	12.06%	31,533	4.14%	31,565	0.10%	32,008	1.40%	31,637	-1.16%	32,233	1.88%	19.28%
DAVIES CO.	27,905	30,584	9.60%	31,674	3.56%	31,624	-0.16%	32,119	1.57%	33,055	2.91%	33,076	0.06%	18.53%
DAWSON SPRING	25,466	27,260	7.04%	28,975	6.29%	29,288	1.08%	30,435	3.92%	31,180	2.45%	31,234	0.17%	22.65%
DAYTON	24,920	27,665	11.02%	29,088	5.14%	30,328	4.26%	31,225	2.96%	31,745	1.67%	33,319	4.96%	33.70%
EAST BERNSTADT	24,465	27,631	12.94%	29,355	6.24%	29,884	1.80%	30,351	1.56%	31,736	4.56%	33,275	4.85%	36.01%
EDMONSON CO.	24,386	26,752	9.70%	28,749	7.46%	29,110	1.26%	29,499	1.34%	30,689	4.03%	31,634	3.08%	29.72%
ELIZABETHTOWN	27,064	29,389	8.59%	31,058	5.68%	30,369	-2.22%	31,534	3.84%	32,782	3.96%	33,045	0.80%	22.10%
ELLIOTT CO.	23,417	25,924	10.71%	28,373	9.45%	27,348	-3.61%	28,259	3.33%	29,639	4.88%	29,738	0.33%	26.99%
EMINENCE	26,158	27,782	6.21%	29,373	5.73%	30,274	3.07%	30,422	0.49%	31,362	3.09%	31,996	2.02%	22.32%
ERLANGER	24,740	26,537	7.26%	28,510	7.43%	28,843	1.17%	29,619	2.69%	30,391	2.61%	31,169	2.56%	25.99%
ESTILL CO.	24,141	26,288	8.89%	28,800	9.56%	30,019	4.23%	30,579	1.87%	31,569	3.24%	32,295	2.30%	33.78%
FAIRVIEW	25,692	28,306	10.17%	29,715	4.98%	29,504	-0.71%	30,188	2.32%	30,459	0.90%	31,495	3.40%	22.59%
FAYETTE CO.	30,379	33,404	9.96%	34,379	2.92%	34,615	0.69%	34,896	0.81%	35,227	0.95%	35,129	-0.28%	15.64%
FLEMING CO.	25,641	28,974	13.00%	30,636	5.74%	30,310	-1.06%	31,103	2.62%	32,069	3.11%	32,698	1.96%	27.52%
FLOYD CO.	24,121	28,309	17.36%	31,514	11.32%	30,984	-1.68%	30,892	-0.30%	31,740	2.75%	31,957	0.68%	32.49%
FT. THOMAS	28,680	30,836	7.52%	32,642	5.86%	33,666	3.14%	33,706	0.12%	34,445	2.19%	34,877	1.25%	21.61%
FRANKFORT	26,053	28,955	11.14%	29,499	1.88%	29,728	0.78%	29,589	-0.47%	29,676	0.29%	29,735	0.20%	14.13%
FRANKLIN CO.	25,876	28,206	9.00%	29,203	3.53%	29,201	-0.01%	29,665	1.59%	30,382	2.42%	31,042	2.17%	19.96%
FULTON CO.	25,621	28,054	9.50%	30,353	8.19%	30,280	-0.24%	30,432	0.50%	31,043	2.01%	31,548	1.63%	23.13%
FULTON	25,194	27,232	8.09%	29,513	8.38%	29,230	-0.96%	29,403	0.59%	30,020	2.10%	29,900	-0.40%	18.68%
GALLATIN CO.	23,302	25,480	9.35%	26,657	4.62%	26,127	-1.99%	27,275	4.39%	28,162	3.25%	28,839	2.40%	23.76%
GARRARD CO.	25,154	26,979	7.26%	28,676	6.29%	29,282	2.11%	29,559	0.95%	30,144	1.98%	31,164	3.38%	23.89%
GLASGOW IND.	26,656	29,587	11.00%	31,628	6.90%	31,616	-0.04%	32,281	2.10%	33,002	2.23%	33,499	1.51%	25.67%
GRANT CO.	24,156	26,778	10.85%	27,942	4.35%	28,876	3.34%	29,399	1.81%	30,217	2.78%	29,764	-1.50%	23.22%
GRAVES CO.	25,895	28,326	9.39%	29,880	5.49%	29,634	-0.82%	30,256	2.10%	30,691	1.44%	31,848	3.77%	22.99%
GRAYSON CO.	24,971	27,610	10.57%	29,630	7.32%	29,587	-0.15%	30,425	2.83%	30,823	1.31%	32,456	5.30%	29.97%
GREEN CO.	25,304	28,214	11.50%	29,583	4.85%	29,275	-1.04%	29,235	-0.14%	29,794	1.91%	30,809	3.41%	21.76%
GREENUP CO.	24,765	27,527	11.15%	29,479	7.09%	29,738	0.88%	30,889	3.87%	31,587	2.26%	32,165	1.83%	29.88%

TABLE 28

AVERAGE CLASSROOM TEACHER SALARIES BY DISTRICT

District	1989-90 Average Teacher Salary	1990-91 Average Teacher Salary	Percent Change 89-90	1991-92 Average Teacher Salary	Percent Change 90-91	1992-93 Average Teacher Salary	Percent Change 91-92	1993-94 Average Teacher Salary	Percent Change 92-93	1994-95 Average Teacher Salary	Percent Change 93-94	1995-96 Average Teacher Salary	Percent Change 94-95	Percent Change 89-90 95-96
HANCOCK CO.	26,999	29,519	9.33%	31,905	8.08%	31,026	-2.76%	32,053	3.31%	31,877	-0.55%	31,648	-0.72%	17.22%
HARDIN CO.	25,750	28,325	10.00%	29,922	5.64%	30,011	0.30%	30,687	2.25%	31,621	3.04%	32,163	1.71%	24.90%
HARLAN CO.	24,868	27,935	12.33%	30,329	8.57%	30,669	1.12%	31,233	1.84%	32,053	2.63%	31,649	-1.26%	27.27%
HARLAN	23,874	27,292	14.32%	29,624	8.54%	30,258	2.14%	30,393	0.45%	31,615	4.02%	32,915	4.11%	37.87%
HARRISON CO.	24,360	27,006	10.86%	29,155	7.96%	30,177	3.51%	30,697	1.72%	31,410	2.32%	32,085	2.15%	31.71%
HARRODSBURG	25,953	27,794	7.09%	29,558	6.35%	29,419	-0.47%	29,431	0.04%	30,249	2.78%	30,334	0.28%	16.88%
HART CO.	24,670	27,131	9.98%	29,325	8.09%	29,109	-0.74%	29,436	1.12%	30,811	4.67%	30,757	-0.18%	24.67%
HAZARD	23,597	26,864	13.84%	29,222	8.78%	30,861	5.61%	31,318	1.48%	32,074	2.41%	33,120	3.26%	40.36%
HENDERSON CO.	26,464	29,076	9.87%	30,337	4.34%	30,641	1.00%	30,717	0.25%	31,964	4.06%	32,440	1.49%	22.58%
HENRY CO.	24,487	27,065	10.53%	29,765	9.98%	29,831	0.22%	30,150	1.07%	31,481	4.41%	31,796	1.00%	29.85%
HICKMAN CO.	24,700	26,891	8.87%	29,505	9.72%	30,382	2.97%	30,739	1.18%	30,951	0.69%	31,599	2.09%	27.93%
HOPKINS CO.	25,739	28,656	11.33%	30,141	5.18%	30,302	0.53%	30,476	0.57%	31,540	3.49%	31,809	0.85%	23.58%
JACKSON CO.	23,511	27,043	15.02%	28,502	5.40%	28,789	1.01%	30,936	7.46%	31,866	3.01%	32,781	2.87%	39.43%
JACKSON	24,177	26,660	10.27%	26,658	-0.01%	26,362	-1.11%	28,143	6.76%	29,860	6.10%	30,243	1.28%	25.09%
JEFFERSON CO.	29,267	31,971	9.24%	33,589	5.06%	33,557	-0.10%	34,261	2.10%	35,391	3.30%	35,795	1.14%	22.30%
JENKINS	23,805	27,899	17.20%	30,537	9.46%	31,488	3.11%	32,049	1.78%	31,209	-2.62%	31,344	0.43%	31.67%
JESSAMINE CO.	24,407	27,706	13.52%	29,160	5.25%	29,046	-0.39%	29,765	2.48%	30,358	1.99%	30,747	1.28%	25.98%
JOHNSON CO.	24,442	27,386	12.04%	29,502	7.73%	29,843	1.16%	29,672	-0.57%	30,930	4.24%	32,030	3.56%	31.04%
KENTON CO.	26,109	28,707	9.95%	30,321	5.62%	31,545	4.04%	32,365	2.60%	33,454	3.36%	33,665	0.63%	28.94%
KNOTT CO.	24,029	27,927	16.22%	29,749	6.52%	29,477	-0.91%	29,656	0.61%	31,203	5.22%	32,079	2.81%	33.50%
KNOX CO.	25,523	29,410	15.23%	30,677	4.31%	31,423	2.43%	31,611	0.60%	32,456	2.67%	32,875	1.29%	28.81%
LARUE CO.	26,364	29,191	10.72%	30,624	4.91%	30,012	-2.00%	30,572	1.87%	30,907	1.10%	30,630	-0.90%	16.18%
LAUREL CO.	24,607	27,086	10.07%	30,002	10.77%	30,631	2.10%	31,030	1.30%	31,926	2.89%	33,242	4.12%	35.09%
LAWRENCE CO.	23,834	26,888	12.81%	28,519	6.07%	28,791	0.95%	29,385	2.06%	29,911	1.79%	30,090	0.60%	26.25%
LEE CO.	23,934	27,496	14.88%	28,944	5.27%	29,313	1.27%	29,684	1.27%	30,691	3.39%	31,607	2.98%	32.06%
LESLIE CO.	24,504	27,963	14.12%	29,447	5.31%	30,073	2.13%	29,712	-1.20%	30,978	4.26%	30,685	-0.95%	25.22%
LETCHER CO.	24,681	28,486	15.42%	30,326	6.46%	31,387	3.50%	31,040	-1.11%	31,846	2.60%	32,767	2.89%	32.76%
LEWIS CO.	24,670	27,659	12.12%	29,849	7.92%	29,450	-1.34%	29,723	0.93%	30,503	2.62%	31,179	2.22%	26.38%
LINCOLN CO.	25,203	27,499	9.11%	29,111	5.86%	29,925	2.80%	29,583	-1.14%	29,991	1.38%	29,967	-0.08%	18.90%
LIVINGSTON CO.	24,233	26,989	11.37%	28,785	6.65%	28,936	0.52%	29,136	0.69%	30,850	5.88%	31,200	1.13%	28.75%
LOGAN CO.	24,765	27,265	10.09%	28,888	5.95%	29,328	1.52%	29,910	1.98%	30,529	2.07%	31,082	1.81%	25.51%
LUDLOW	25,931	29,403	13.39%	31,126	5.86%	31,642	1.66%	32,494	2.69%	33,187	2.13%	33,849	1.99%	30.53%
LYON CO.	25,110	27,998	11.50%	28,834	2.99%	28,435	-1.38%	29,394	3.37%	29,663	0.92%	30,568	3.05%	21.74%
MADISON CO.	25,699	27,937	8.71%	30,820	10.32%	30,761	-0.19%	31,450	2.24%	32,617	3.71%	33,413	2.44%	30.02%
MAGOFFIN CO.	24,209	26,302	8.65%	28,881	9.81%	30,148	4.39%	30,703	1.84%	31,386	2.22%	33,148	5.61%	36.92%
MARION CO.	25,208	27,889	10.64%	29,098	4.34%	29,285	0.64%	29,764	1.64%	30,916	3.87%	31,038	0.39%	23.13%

TABLE 28

AVERAGE CLASSROOM TEACHER SALARIES BY DISTRICT

District	1989-90		1990-91		1991-92		1992-93		1993-94		1994-95		1995-96		Percent Change	
	Average Teacher Salary	Percent Change	Average Teacher Salary	Percent Change	Average Teacher Salary	Percent Change	Average Teacher Salary	Percent Change	Average Teacher Salary	Percent Change	Average Teacher Salary	Percent Change	Average Teacher Salary	Percent Change	89-90	95-96
MARSHALL CO.	26,015		28,579	9.86%	30,276	5.94%	30,424	0.49%	30,642	0.72%	31,833	3.89%	31,788	-0.14%	22.19%	
MARTIN CO.	23,393		27,030	15.55%	29,795	10.23%	29,364	-1.45%	29,846	1.64%	30,432	1.96%	30,964	1.75%	32.36%	
MASON CO.	26,887		29,812	10.88%	31,556	5.85%	33,367	5.74%	35,076	5.12%	36,771	4.83%	38,083	3.57%	21.84%	
MAYFIELD	26,842		29,526	10.00%	30,922	4.73%	30,632	-0.94%	30,734	0.33%	31,946	3.94%	32,969	3.20%	42.63%	
McCRACKEN CO.	28,726		31,564	9.88%	33,171	5.09%	33,267	0.29%	33,184	-0.25%	34,481	3.91%	34,676	0.57%	20.71%	
McCREARY CO.	24,587		27,498	11.84%	30,557	11.12%	31,646	3.56%	32,329	2.16%	32,325	-0.01%	32,889	1.74%	33.77%	
McLEAN CO.	25,028		27,813	11.13%	28,983	4.21%	29,498	1.78%	30,182	2.32%	30,996	2.70%	31,140	0.46%	24.42%	
MEADE CO.	26,724		29,004	8.53%	30,219	4.19%	29,852	-1.21%	30,617	2.56%	31,471	2.79%	31,878	1.29%	19.29%	
MENIFEE CO.	23,055		25,210	9.35%	26,735	6.05%	27,116	1.43%	27,882	2.82%	28,965	3.88%	29,484	1.79%	27.89%	
MERCER CO.	24,298		26,796	10.28%	28,595	6.71%	28,696	0.35%	29,121	1.48%	29,780	2.26%	30,362	1.95%	24.96%	
METCALFE CO.	24,712		27,583	11.62%	29,208	5.89%	29,048	-0.55%	30,254	4.15%	29,761	-1.63%	30,246	1.63%	22.39%	
MIDDLESBORO	26,429		30,218	14.34%	33,343	10.34%	33,550	0.62%	33,647	0.29%	34,091	1.32%	35,464	4.03%	34.19%	
MONROE CO.	25,117		27,437	9.24%	28,809	5.00%	29,028	0.76%	28,815	-0.73%	29,400	2.03%	29,808	1.39%	18.68%	
MONTGOMERY CC	25,408		28,718	13.03%	29,838	3.90%	30,152	1.05%	30,665	1.70%	31,184	1.69%	31,334	0.48%	23.32%	
MONTICELLO	24,225		26,824	10.73%	28,373	5.77%	27,718	-2.31%	29,232	5.46%	29,408	0.60%	30,653	4.23%	26.53%	
MORGAN CO.	25,576		27,870	8.97%	30,031	7.75%	29,111	-3.06%	29,402	1.00%	29,874	1.61%	29,949	0.25%	17.10%	
MUHLENBURG CO	26,908		29,947	11.29%	31,438	4.98%	31,629	0.61%	32,018	1.23%	32,807	2.46%	33,362	1.69%	23.99%	
MURRAY	26,380		29,280	10.99%	31,236	6.68%	31,317	0.26%	31,549	0.74%	32,487	2.97%	31,973	-1.58%	21.20%	
NELSON CO.	25,519		28,338	11.05%	29,831	5.27%	30,431	2.01%	30,954	1.72%	31,112	0.51%	32,060	3.05%	25.63%	
NEWPORT	26,258		29,097	10.81%	30,460	4.68%	30,986	1.73%	31,946	3.10%	32,561	1.93%	33,192	1.94%	26.41%	
NICHOLAS CO.	25,684		27,462	6.92%	29,101	5.97%	29,683	2.00%	30,393	2.39%	32,072	5.52%	32,328	0.80%	25.87%	
OHIO CO.	25,072		27,312	8.93%	29,292	7.25%	29,388	0.33%	29,548	0.54%	30,958	4.77%	31,509	1.78%	25.67%	
OLDHAM CO.	25,952		28,815	11.03%	30,330	5.26%	31,034	2.32%	31,344	1.00%	32,389	3.33%	32,900	1.58%	26.77%	
OWEN CO.	23,121		25,527	10.41%	27,574	8.02%	29,997	8.79%	31,819	6.07%	31,509	-0.97%	31,786	0.88%	37.48%	
OWENSBORO	28,359		30,472	7.45%	31,795	4.34%	31,254	-1.70%	31,618	1.16%	32,372	2.38%	32,012	-1.11%	12.88%	
OWSLEY CO.	25,949		29,946	15.40%	31,427	4.95%	31,168	-0.82%	31,512	1.10%	34,272	8.76%	33,643	-1.84%	29.65%	
PADUCAH	27,992		30,744	9.83%	31,970	3.99%	32,354	1.20%	32,825	1.46%	32,374	-1.37%	34,779	7.43%	24.25%	
PAINTSVILLE	26,368		29,143	10.52%	30,427	4.41%	31,015	1.93%	31,572	1.80%	32,082	1.62%	31,557	-1.64%	19.68%	
PARIS	24,559		27,975	13.91%	29,223	4.46%	29,637	1.42%	31,021	4.67%	32,075	3.40%	33,119	3.25%	34.85%	
PENDLETON CO.	23,978		27,223	13.53%	28,838	5.93%	30,016	4.08%	30,724	2.36%	32,263	5.01%	32,307	0.14%	34.74%	
PERRY CO.	23,479		26,819	14.23%	30,084	12.17%	30,680	1.98%	30,761	0.26%	31,075	1.02%	31,989	2.94%	36.25%	
PIKE CO.	24,536		29,292	19.38%	31,976	9.16%	33,096	3.50%	33,012	-0.25%	33,275	0.80%	34,491	3.65%	40.57%	
PIKEVILLE	27,536		30,602	11.13%	33,181	8.43%	34,872	5.10%	36,410	4.41%	37,650	3.41%	38,107	1.21%	38.39%	
PINEVILLE	25,090		28,776	14.69%	30,273	5.20%	31,385	3.67%	30,429	-3.05%	31,588	3.81%	30,668	-2.91%	22.23%	
POWELL CO.	24,537		26,300	7.19%	29,098	10.64%	29,442	1.18%	29,669	0.77%	30,404	2.48%	31,165	2.50%	27.01%	
PROVIDENCE	24,687		26,423	7.03%	27,629	4.56%	28,314	2.48%	29,240	3.27%	29,492	0.86%	29,642	0.51%	20.07%	

TABLE 28

AVERAGE CLASSROOM TEACHER SALARIES BY DISTRICT

District	1989-90		1990-91		1991-92		1992-93		1993-94		1994-95		1995-96		Percent Change	
	Average Teacher Salary	Percent Change 89-90	Average Teacher Salary	Percent Change 90-91	Average Teacher Salary	Percent Change 91-92	Average Teacher Salary	Percent Change 92-93	Average Teacher Salary	Percent Change 93-94	Average Teacher Salary	Percent Change 94-95	Average Teacher Salary	Percent Change 95-96	Percent Change 89-90	Percent Change 95-96
PULASKI CO.	24,447	10.45%	27,001	29,287	8.47%	29,046	30,146	-0.82%	30,955	3.79%	31,076	2.68%	31,076	0.39%	27.12%	
RACELAND	27,634	8.55%	29,996	32,013	6.72%	31,484	31,542	-1.65%	31,454	0.18%	32,419	-0.28%	32,419	3.07%	17.32%	
ROBERTSON CO.	26,316	8.78%	28,626	28,241	-1.34%	28,361	28,997	0.42%	30,864	2.24%	31,460	6.44%	31,460	1.93%	19.55%	
ROCKCASTLE CO.	24,161	10.91%	26,797	29,514	10.14%	30,009	30,662	1.68%	31,265	2.18%	31,742	1.97%	31,742	1.53%	31.38%	
ROWAN CO.	25,333	9.68%	27,784	29,373	5.72%	29,490	29,852	0.40%	30,341	1.23%	30,761	1.64%	30,761	1.38%	21.43%	
RUSSELL CO.	24,788	10.42%	27,371	30,214	10.39%	29,903	30,571	-1.03%	31,203	2.23%	32,408	2.07%	32,408	3.86%	30.74%	
RUSSELL	29,310	10.15%	32,284	34,530	6.96%	35,440	35,052	2.64%	35,644	-1.09%	36,719	1.69%	36,719	3.02%	25.28%	
RUSSELLVILLE	25,152	13.49%	28,545	29,807	4.42%	30,106	30,172	1.00%	31,399	0.22%	31,314	4.07%	31,314	-0.27%	24.50%	
SCIENCE HILL	21,718	17.54%	25,527	27,600	8.12%	27,243	27,418	-1.29%	28,983	0.64%	30,498	5.71%	30,498	5.23%	40.43%	
SCOTT CO.	25,330	11.49%	28,241	29,825	5.61%	30,079	31,327	0.85%	32,210	4.15%	32,689	2.82%	32,689	1.49%	29.05%	
SHELBY CO.	25,165	10.91%	27,910	30,193	8.18%	31,000	31,760	2.67%	32,653	2.45%	33,539	2.81%	33,539	2.71%	33.28%	
SILVER GROVE	24,035	3.47%	24,868	25,932	4.28%	26,932	27,830	3.86%	28,431	3.33%	28,753	2.16%	28,753	1.13%	19.63%	
SIMPSON CO.	25,487	9.70%	27,959	30,257	8.22%	30,599	31,085	1.13%	30,624	1.59%	31,733	-1.48%	31,733	3.62%	24.51%	
SOMERSET	25,541	12.24%	28,668	30,401	6.05%	30,522	31,167	0.40%	32,562	2.11%	33,031	4.48%	33,031	1.44%	29.33%	
SOUTHGATE	25,036	2.48%	25,656	27,882	8.68%	29,089	30,571	4.33%	28,754	5.09%	29,513	-5.94%	29,513	2.64%	17.88%	
SPENCER CO.	24,997	11.35%	27,834	30,177	8.42%	30,655	32,129	1.58%	32,355	4.81%	33,345	0.70%	33,345	3.06%	33.40%	
TAYLOR CO.	25,388	9.09%	27,695	28,655	3.47%	28,140	29,221	-1.80%	29,774	3.84%	30,053	1.89%	30,053	0.94%	18.37%	
TODD CO.	24,912	8.95%	27,142	28,180	3.82%	27,852	28,346	-1.16%	29,556	1.77%	30,183	4.27%	30,183	2.12%	21.16%	
TRIGG CO.	26,651	9.55%	29,197	30,634	4.92%	30,221	31,157	-1.35%	29,771	3.10%	32,274	-4.45%	32,274	8.41%	21.10%	
TRIMBLE CO.	24,011	10.97%	26,645	28,367	6.46%	30,040	30,718	5.90%	31,816	2.26%	32,937	3.57%	32,937	3.52%	37.17%	
UNION CO.	26,622	11.36%	29,646	30,887	4.19%	31,653	31,851	2.48%	32,928	0.63%	32,755	3.38%	32,755	-0.53%	23.04%	
WALTON-VERONA	26,881	10.46%	29,694	31,133	4.85%	31,873	32,924	2.38%	34,283	3.30%	35,430	4.13%	35,430	3.35%	31.80%	
WARREN CO.	24,836	9.80%	27,271	29,321	7.52%	29,359	29,971	0.13%	31,038	2.08%	31,797	3.56%	31,797	2.45%	28.03%	
WASHINGTON CO.	25,542	15.68%	29,548	30,636	3.68%	31,221	32,058	1.91%	32,522	2.68%	32,767	1.45%	32,767	0.75%	28.29%	
WAYNE CO.	24,916	8.77%	27,100	29,521	8.93%	30,108	30,409	1.99%	30,880	1.00%	32,230	1.55%	32,230	4.37%	29.35%	
WEBSTER CO.	25,641	11.33%	28,546	29,580	3.62%	29,722	29,956	0.48%	30,480	0.79%	31,001	1.75%	31,001	1.71%	20.90%	
WEST POINT	24,890	9.78%	27,325	28,788	5.35%	28,499	29,524	-1.00%	30,234	3.60%	31,687	2.40%	31,687	4.81%	27.31%	
WHITLEY CO.	24,780	14.46%	28,364	29,823	5.14%	30,432	30,692	2.04%	32,007	0.85%	32,248	4.28%	32,248	0.75%	30.14%	
WILLIAMSBURG	24,550	15.35%	28,318	30,403	7.36%	31,718	32,273	4.33%	32,940	1.75%	33,259	2.07%	33,259	0.97%	35.47%	
WILLIAMSTOWN	24,483	8.77%	26,630	28,811	8.19%	29,296	30,071	1.68%	30,052	2.65%	30,822	-0.06%	30,822	2.56%	25.89%	
WOLFE CO.	25,299	10.59%	27,977	30,143	7.74%	31,041	31,280	2.98%	32,274	0.77%	31,703	3.18%	31,703	-1.77%	25.31%	
WOODFORD CO.	25,450	9.56%	27,883	30,627	9.84%	30,625	30,988	-0.01%	31,304	1.19%	31,292	1.02%	31,292	-0.04%	22.95%	

OEASALARY SURVEY 1996-97 PAY INCREASES

TABLE 29

District	1996-97 Certified Amount	1996-97 Certified Percent	Notes	District	1996-97 Certified Amount	1996-97 Certified Percent	Notes
Adair		3.000%		Clay		3.500%	
Allen		3.500%		Clinton		4.000%	
Anchorage		2.600%		Cloverport		2.500%	
Anderson		2.600%		Corbin		2.600%	
Ashland	\$900			Covington		1.845%	
Augusta		3.000%		Crittenden		2.600%	
Ballard		3.000%		Cumberland		3.000%	
Barbourville		2.600%		Danville	\$950		
Bardstown	\$1,000			Davless		2.600%	
Barren		3.000%	per cell	Dawson Springs		2.600%	
Bath		4.000%		Dayton		3.500%	
Beechwood	\$1,000		whichever is greater	East Bernstadt		3.000%	
Bell		3.000%		Edmonson		2.800%	
Bellevue				Elizabethtown		2.600%	
Berea	\$909			Elliott		2.600%	
Boone		3.300%		Eminence		2.600%	
Bourbon		2.600%		Erlanger		3.000%	
Bowling Green		3.000%		Estill	\$909		
Boyd		3.000%		Fairview		3.000%	
Boyle		3.000%		Fayette		2.600%	
Bracken		2.800%		Fleming		2.600%	
Breathitt		3.000%		Floyd		2.600%	
Breckinridge		2.600%		Ft. Thomas		1.000%	
Bullitt		2.600%		Frankfort Ind		3.600%	
Burgin		2.600%		Franklin		2.600%	
Butler		4.000%		Fulton Co		2.000%	
Caldwell		3.000%		Fulton		3.000%	
Calloway		2.000%		Gallatin		2.600%	
Campbell	\$334		per cell	Garrard	\$909-\$999		range
Campbellsville		3.000%		Glasgow		3.000%	
Carlisle		2.600%		Grant		5.000%	
Carrall		0.000%		Graves		3.500%	
Carter		3.100%		Grayson		2.600%	
Casey		3.000%		Green		2.600%	
Cavema		2.600%		Greenup		3.000%	
Christian		2.600%		Hancock		3.600%	
Clark		2.600%		Hardin	\$909		

TABLE 29

**OEA SALARY SURVEY
1996-97 PAY INCREASES**

District	1996-97 Certified Amount	1996-97 Certified Percent	Notes	District	1996-97 Certified Amount	1996-97 Certified Percent	Notes	District	1996-97 Certified Amount	1996-97 Certified Percent	Notes
Harlan Co		2.600%		Mayfield		3.000%		Rowan		2.600%	
Harlan Ind		2.600%		McCracken		3.000%		Russell Co		0.000%	
Harrison		2.600%		McCreary		2.600%		Russell Ind		2.000%	
Harrodsburg		3.000%		McLean		2.600%		Russellville		4.000%	
Hart		4.000%		Meade		3.000%		Sciencce Hill		2.600%	
Hazard		2.600%		Menifee	\$909			Scott		2.600%	
Henderson		2.600%		Mercer		3.000%		Shelby		2.600%	
Henry		3.000%		Metcalfe		0.000%		Silver Grove	\$909		
Hickman		3.000%		Middlesboro		3.000%		Simpson		3.000%	
Hopkins		2.600%		Monroe		2.600%		Somerset	\$909		
Jackson Co		0.000%		Montgomery		3.600%		Southgate		2.600%	
Jackson Ind		2.600%		Monticello		2.600%		Spencer		2.600%	
Jefferson		2.500%		Morgan		1.400% - 3.700%	range	Taylor		3.000%	
Jenkins		1.500%		Muhlenberg		3.000%		Todd		1.500%	
Jessamine		3.200%		Murray		3.000%		Trigg		2.600%	
Johnson		3.000%		Nelson		3.000%		Trimble		2.640%	
Kenton		3.000%		Newport		1.580%		Union		2.600%	
Knott		5.000%		Nicholas		0.000%		Walton-Vernon		3.000%	
Knox		2.600%		Ohio		3.000%		Warren		3.000%	
LaRue		2.600%		Oldham		3.763%		Washington		3.000%	
Laurel		3.250%		Owen		2.600%		Wayne		0.000%	
Lawrence		4.000%		Owensboro		3.000%		Webster		3.790%	
Lee	\$909		per cell	Owsley		0.000%		West Point		0.000%	
Leslie		2.600%		Paducah		3.100%		Whitley		2.700%	
Letcher		2.600%		Paintsville		2.600%		Williamsburg		2.600%	
Lewis		2.600%		Paris		3.500%		Williamstown		2.600%	
Lincoln		3.000%		Pendleton	\$909			Wolfe		2.870%	
Livingston		3.000%		Perry		1.900% - 3.600%	range	Woodford		2.600%	
Logan		2.600%		Pike		3.000%					
Ludlow		3.000%		Pikeville		2.600%					
Lyon		2.600%		Pineville		2.600%					
Madison		3.000%		Powell		3.000%					
Magoffin		2.000%		Providence		2.650%					
Marion		3.000%		Pulaski		2.600%					
Marshall		3.250%		Raceland		3.000%					
Martin		7.000%		Robertson		3.000%					
Mason	\$900-\$1,100		range	Rockcastle		3.000%					

APPENDIX H

**Office of Education Accountability
School Technology Survey**

Note: All answers to these questions are the aggregate numbers from the respondent schools.

1. Of the Workstations (PCs) in use at your school, approximately how many are:

		Intel	Apple	Other
Teacher Workstations	Meet KETS Architectural Standards	2,733	982	223
	Do not meet KETS Architectural Standards	468	233	31
Student Workstations	Meet KETS Architectural Standards	11,933	4,183	1,447
	Do not meet KETS Architectural Standards	5,383	2,440	1,586
Administrative Workstations	Meet KETS Architectural Standards	1,094	175	143
	Do not meet KETS Architectural Standards	237	52	31

2. How does your school access the Internet?

Dial up connection	56 KB data line	T1 or greater	Does not
27%	9.5%	8.6%	54.9%

3. Does your school use an automated attendance package?

Administrative Office only **56.2%** Classroom level **4.8%** Does not **39.1%**

If you use a package, please identify: **Software from 14 different vendors.**

4. How many personnel at your school hold current certifications in the following, using only the highest level for each person?

CNA **5** CNE **3** ECNE **0** MCPS **0** MCSD **0** MCSE **0**

5. Approximately how much money have you invested in electronic media for your library?

Include only state-of-art media such as periodicals on CD ROM multimedia, laser discs, etc. Do not include the cost of the equipment required.

\$1.4M

6. Approximately how much money has your school invested in Adaptive/Assistive Technology? **70.6% of all respondents have spent \$0.**

\$311,000

7. How may FTE (full time equivalent) positions support technology in your school? Do not include district personnel.

73.2 % have no FTEs 22.7 % have 1 FTE 3.5 % have 2 FTEs
.6 % have 3 FTEs

8. Approximately how many times in the 1995-96 school year were your students a part of a KTLN session? **Students from 6% of the respondent schools were at a KTLN session at least once.**

- | | | |
|-----|---|--------------|
| 9. | How many calls have you placed to the KETS Help Desk?
How many of these calls were resolved successfully by the KETS Help Desk? | 463
38.7% |
| 10. | Approximately how many certified personnel have received Professional Development pertaining to technology (e.g., Curriculum Framework)? | 9,906 |
| 11. | Approximately how many hours each? Average training time was 9 hours per person. | |
| 12. | Approximately how many certified/classified personnel have received technical training specifically for implementing and maintaining your technology purchases? | 3,252 |
| 13. | Approximately how many hours each? Average training time was 12 hours per person. | |

**Office of Education Accountability
District Technology Coordinator Survey**

	<u>Yes</u>	<u>No</u>
1. Do you have a current (1995-96 or 1996-97) copy of the following:		
• The state KETS Master Plan	86.4%	13.6%
• The state KETS Implementation Plan	79.3%	20.7%
• The complete state Architectural Standards	69.3%	30.7%
• A price list of all KETS components and vendors	92.8%	7.2%
2. In your opinion, does your district achieve maximum purchasing power by buying from the KETS price contracts?	42.1%	57.9%
3. How frequently is each workstation and server in your district scanned for viruses?		
Daily 27.1% Weekly 22.1% Monthly 22.1% Annually 7.1% Seldom 21.4%		
4. How frequently is each workstation and server in your district reviewed for compliance with all software licensing and copyright requirements (e.g., appropriate number of workstations using network software and correct allotment of single user copies installed on workstations)?		
Daily 5.0% Weekly 1.4% Monthly 10.0% Annually 58.6% Seldom 25.0%		
5. In your opinion, do you understand how the "unmet need" calculations are derived for your district?	91.4%	8.6%
6. In your opinion, has your district been given enough information about how "unmet need" calculations are derived, state funding, and the long-term future of the KETS project?	70.7%	29.3%
7. Can you make adequate forecasts of long-term financial obligations for your district and how to prepare for them?	67.1%	32.9%
8. Has the KDE-provided data channel for Internet access provided sufficient bandwidth for your district and remained trouble-free?	70.7%	29.3%
9. In your opinion, will the data bandwidth for Internet access between your Central Office and Frankfort need to be upgraded before the 1998 school year?	69.3%	30.7%

	<u>Yes</u>	<u>No</u>
10. Does your district have an approved plan by appropriate medical authorities to ensure that all computer equipment is installed with ergonomic consideration to minimize health risks: carpal tunnel syndrome, eye and neck strain, spinal damage, etc.?	1.4%	98.6%
11. Is there a plan that addresses hygiene habits: use of headphones, microphones, keyboards, mice, etc., by multiple students?	20.0%	80.0%
12. When designing the Wide Area Network (WAN) for your district, have you adequately considered combining data, voice and video in the same physical media?	75.0%	25.0%
13. Do you have a software violation policy in your district that has been signed by all personnel and students?	35.0%	65.0%
14. Do you have a policy in your district requiring all administrative records be stored on computer hardware that is physically separated from instructional hardware as is required in the KETS Master Plan?	31.4%	68.6%
15. Is this policy enforced?	11.9%	88.1%
16. Do you affix asset/inventory tags to all computer components?	32.1%	67.9%
17. Do you maintain a log of all maintenance performed on hardware and track it by the asset/inventory tags mentioned above?	22.1%	77.9%
18. Does your district have all computer equipment and software insured?	75.0%	25.0%
19. Does your district install surge protection for every piece of computer hardware?	41.4%	58.6%
20. Does your district have static reduction equipment and procedures in place for computer hardware?	15.7%	84.3%
21. Does your district provide temperature and humidity control for your computer hardware twenty-four hours a day, 365 days a year?	27.1%	72.9%
22. Does your district have a policy to review how technology may help improve KIRIS test scores when preparing your Transformation Plans?	43.6%	56.4%

	<u>Yes</u>	<u>No</u>
23. In your opinion, has technology been instrumental in improving test scores in your district?	83.6%	16.4%
24. In your opinion, could you provide evidence showing that technology has been instrumental in improving test scores in your district?	56.4%	43.6%
25. Has your district, or is your district in the process of providing consistent district-wide software for administration for student grade reporting, immunization records, demographic information, food services, transportation, etc.?	65.7%	34.3%
26. If your answer to #35 was No, are you waiting for guidance and/or pricing contracts from KDE?	26.8%	73.2%
27. How many paid Full Time Equivalent (FTE) positions support the technology infrastructure in your district? (Do not include positions devoted to supporting the curriculum framework nor school level personnel.) See Figure 13.		
28. How many paid FTE positions are devoted to integrating technology in the district's curriculum framework vision (Do not include school level personnel.) See Figure 14.		
29. Approximately how many calls have you or other district personnel placed to the KETS Help Desk? (Do not include school personnel.) See Figure 15.		
30. What percentage of these calls were resolved successfully by the KETS Help Desk? See Figure 16.		
31. Based on your "best guess," what year do you think your district will comply with all KETS basic requirements (e.g., one computer per six students, one computer per teacher, all students will have access to the Internet, etc.,). See Figure 19.		
32. Will Your district be able to maintain its technology infrastructure if no state funds are made available after you have reduced your unmet need to zero? See Figure 20.		
33. How much additional state money could your district effectively use annually? (Consider that your district must be able to match this amount from local fund;s and, therefore the amount you state would actually be doubled.) See Figure 12.		
34. Approximately how much money has your district spent on technology above the required match since 1991? See Figure 17.		
35. What percentage of your KETS budget is targeted to be used for your Transformation Plans? See Figure 18.		



Kentucky General Assembly

Office of Education Accountability

K. Penney Sanders, Ph.D.
Director

015 Capitol Annex
Frankfort, Kentucky 40601

MEMORANDUM

TO: Wilmer Cody, Commissioner
Kentucky Department of Education

FROM: K. Penney Sanders, Director
Office of Education Accountability *KPS*

DATE: November 4, 1996

SUBJECT: Data Request

On August 27, 1996, this office submitted a memorandum requesting that specific data be forwarded to us for review for inclusion in our 1996 Annual Report. Also, I noted that requests for additional KETS information would be submitted as needed.

Therefore, I am requesting that the enclosed document be completed by the appropriate personnel and returned to our office by Wednesday, November 13, 1996.

dm

enclosure

**Office of Education Accountability
Kentucky Department of Education Questionnaire**

A. KETS Management

1. How many times during the 1995-96 fiscal/school year (ending June 30, 1996), did the State Board for Elementary and Secondary Education (SBESE) consult with the Council for Education Technology (CET)? _____
2. How many times during the 1995-96 fiscal year did the CET meet? _____
3. How many times during the 1995-96 fiscal year did the CET consult with Instructional Technology Applications Advisory Committee (ITAAC)? _____
4. How many times during the 1995-96 fiscal year did the ITAAC meet? _____
5. How many times during the 1995-96 fiscal year did the CET consult with the Management Technology Applications Advisory Committee (MTAAC)? _____
6. How many times during the 1995-96 fiscal year did the MTAAC meet? _____
7. How many times during the 1995-96 fiscal year did the CET consult with the Departmental Technology Application Advisory Committee (DTAAC)? _____
8. How many times during the 1995-96 fiscal year did the DTAAC meet? _____
9. How many times during the 1995-96 fiscal year did the Technology Advisory Council (TAC) meet? _____
10. How many times during the 1995-96 fiscal year did the Architectural Standards Working Group (ASWG) meet? _____
11. How many times during the 1995-96 fiscal year did the SBESE formally solicit advice from Local Education Agencies (LEA's)? _____
12. How many times during the 1995-96 fiscal year did KDE meet with the Department of Information Systems (DIS) for KETS planning? _____
13. How many times during the 1995-96 fiscal year did KDE meet with state universities for KETS technical planning? _____
14. How many times during the 1995-96 fiscal year did KDE meet with Higher Education for evaluation and research into KETS impact and approaches to learning? _____

15. How many times during the 1995-96 fiscal year did KDE meet with Kentucky Education Television (KET) for KETS planning? _____
16. How many times during the 1995-96 fiscal year did KDE meet with the Communications Advisory Council (CAC) for statewide communications backbone planning? _____
17. How many times during the 1995-96 fiscal year did KDE meet with Parent Teachers Associations (PTA's) for local planning? _____
18. How many times during the 1995-96 fiscal year did KDE or SBESE meet with Foundations for fund-raising? _____
19. How many times during the 1995-96 fiscal year did KDE meet with the Workforce Development Cabinet to plan the impact of KETS on vocational education training? _____
20. How many times during the 1995-96 fiscal year did KDE or SBESE meet with federal officials to seek additional funding? _____
21. How many times during the 1995-96 fiscal year did KDE meet with Finance and Administration Cabinet (FAC) officials to review better procurement procedures for KETS technology? _____
22. How many times during the 1995-96 fiscal year did KDE consult with the Council for Education Technology Subcommittee on Technology Standards (CETST)? _____
23. How many times during the 1995-96 fiscal year did the CETST meet? _____
24. How many times during the 1995-96 fiscal year did KDE consult with the Technology Vendors' Advisory Council (TVAC)? _____
25. How many times during the 1995-96 fiscal year did the TVAC meet? _____
26. Is the Memorandum of Understanding (MOA) dated July 18, 1994, the current MOA between KDE and the Finance and Administration Cabinet (FAC)? If not, please provide a copy of the current MOA. _____
27. If KDE relies on support from committees not mentioned above, provide a list of those committees, members of each, purpose, frequency of meetings and minutes of the last meeting.

28. Provide a complete organizational chart showing all KETS positions and the personnel filling the positions as well as identifying the origin of the employee (KDE, DIS, SCB, etc.). _____

B. Pilot Site

1. Has **every** new release of the MUNIS financial software been tested at the Pilot Site (Shelby County) **before** installation in any other district? Yes ____ No ____
2. Has every new release of the Databank attendance software been tested at the Pilot Site before installation in any other district? Yes ____ No ____
3. As the Pilot Site, Shelby County received their total allocation to reduce unmet need in a shortened timetable, thus becoming the first district to receive complete KETS funding. Was Shelby County's unmet need of hardware and software of **all** line items in the Master Plan eliminated at the same time they received and matched their total unmet need allocation? Yes ____ No ____

C. Funding

Provide the per unit dollar allocation used for unmet need calculations for the following years:

	Pre KETS	1992-93	1993-94	1994-95	1995-96
Intel Student Workstations:					
Level I	_____	_____	_____	_____	_____
Level II	_____	_____	_____	_____	_____
Level III	_____	_____	_____	_____	_____
Apple Student Workstations:					
Level I	_____	_____	_____	_____	_____
Level II	_____	_____	_____	_____	_____
Level III	_____	_____	_____	_____	_____
Intel Staff Workstations:					
Level I	_____	_____	_____	_____	_____

Level II _____

Level III _____

Apple Staff Workstations:

Level I _____

Level II _____

Level III _____

Intel Staff Portable Workstations:

Level I _____

Level II _____

Apple Staff Portable Workstations:

Level I _____

Level II _____

D. District Administrative Software

1. How many districts had successfully installed MUNIS and were relying on it totally for their financial administration on June 30, 1996? _____
2. How many districts had successfully installed Databank and were relying on it totally for their attendance accumulation on June 30, 1996? _____
3. How many districts prepared **all** KDE required financial reports using **only** MUNIS software for the 1995-96 fiscal year? _____
4. How many districts transmitted **all** of their KDE required financial reports to KDE electronically via the Educational Communications Network (ECN) and thus were not required to send paper copies during the 1995-96 fiscal year? _____
5. How many districts created **all** of their KDE required attendance reports using only Databank for the 1995-96 fiscal year? _____

6. How many districts transmitted **all** of their KDE required attendance reports to KDE electronically via the ECN and thus were not required to send paper copies during the 1995-96 fiscal year? _____
7. How many districts that had begun implementation of MUNIS prior to June 30, 1995, were not able to file Annual Audit Reports by November 1, 1995? _____
8. How many districts that had begun implementation of MUNIS prior to June 30, 1996, were not able to file Annual Audit Reports by November 1, 1996? _____
9. On average, how many days lapse between the date a new version of MUNIS is released before it is successfully installed as the current version in use at all districts using MUNIS software? _____
10. On average, how many days lapse between the date a new version of Databank is released before it is successfully installed as the current version in at all districts using Databank software? _____
11. On average, how many days lapse between the date a new version of Novell is released before it is installed at all sites using Novell? _____
12. On average, how many days lapse between the date a new version of AIX is released before it is installed at all sites using AIX? _____
13. On average, how many days lapse between the date a new version of SCO UNIX is released before it is installed at all sites using SCO UNIX? _____
14. On average, how many days lapse between the date a new version of Informix is released before it is installed at all sites using Informix? _____
15. On average, how many days lapse between the date a new version of IQ is released before it is installed at all sites using IQ? _____
16. Is it possible to use the current account code structure in MUNIS and roll up all 176 districts into one MUNIS database, maintaining district and school detail information? _____
17. Is it possible to roll up attendance information from all 176 districts into one Databank database, maintaining district and school detail information? _____
18. What percentages of districts currently have installed MUNIS using terminal emulation on client workstations? _____

19. KDE regularly sends diskettes to districts for district personnel to input data and return these diskettes to KDE. Has the KDE ensured that **all** departments of KDE comply with the requirement that all administrative software must be supported on both Intel and Apple platforms and that no such diskettes are sent out that will only run on one platform? _____
20. Provide the dates that KETS Architectural Standards Working Group (ASWG) approved the specifications for the following items and the date a purchasing contract became available. If an item is no longer a part of the intended implementation, indicate by placing an X in the Date field followed by the date that the SBESE approved its deletion from the Master Plan.

ASWG	Contract	
Wide Area Network File Servers	_____	_____
Administrative/Clerical Workstations	_____	_____
Laser Printers	_____	_____
Network Control Systems	_____	_____
Public Access Workstations	_____	_____
Local Area Network File Servers	_____	_____
PBX's	_____	_____
Key systems	_____	_____
Telephones	_____	_____
Teacher Workstations	_____	_____
Student Workstations	_____	_____
Large Screen Video	_____	_____
Assist Technology	_____	_____
Voice Mail and Messaging	_____	_____
Electronic Mail	_____	_____
Personal Productivity	_____	_____

	ASWG	Contract
Desktop Publishing	_____	_____
Values Outcomes	_____	_____
Curriculum Frameworks	_____	_____
Instructional Modules	_____	_____
Library Resources and Databases	_____	_____
Assessment Systems (Software)	_____	_____
Classroom Management	_____	_____
Distributed Database Management Systems	_____	_____
News & Bulletin Board	_____	_____
Office Management	_____	_____
Student/School Management Systems	_____	_____
Network Management	_____	_____
School Event Calendars	_____	_____
Student Schedules	_____	_____
Student Attendance	_____	_____
Classroom Management	_____	_____
Purchasing/Budget	_____	_____
Management	_____	_____
Inventory/Warehouse	_____	_____
Fixed Assets	_____	_____
Transportation Software	_____	_____
School Food Services	_____	_____

	ASWG	Contract
Facilities Planning/Management	_____	_____
Energy Management	_____	_____
Opinion Research	_____	_____
Legislative Bill Tracking/Monitoring	_____	_____
Instructional Materials Distribution	_____	_____
Network Asset Management Software	_____	_____
Common Access Front End	_____	_____

E. Kentucky Department of Education

1. What percentage of KDE employees currently have KETS compliant workstations? _____
2. What percentage of the KETS compliant workstations in use at KDE have been purchased since July 1, 1992? _____
3. What percentage of the workstations in use at KDE purchased since July 1, 1992, were purchased from the KETS contracts that school districts purchase from? _____
4. Of the workstations purchased since July 1, 1992, provide the distribution by percentage for type and level: _____

	INTEL	APPLE	OTHER
Staff Level I	_____	_____	_____
Staff Level II	_____	_____	_____
Staff Level III	_____	_____	_____
Staff Level I (Portable)	_____	_____	_____
Staff Level II (Portable)	_____	_____	_____
Exceeds KETS Levels	_____	_____	_____

F. Finance

1. Provide a copy of the 1996-97 KETS SBESE approved budget including line items for all sub-projects.
2. How much money did districts spend through the waiver process in 1995-96? _____
3. How much money was in local district bank accounts as of June 30, 1996? _____

G. Network

1. What was the network availability percentage for 1995-96? _____
2. How many hours are required to upgrade the equipment at one district office supporting ten schools to increase the bandwidth from 56 KB to T1? _____
3. What will the hardware and software cost to increase the bandwidth in one district office supporting ten schools from 56 KB to T1? _____

H. Kudos

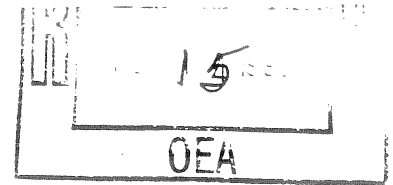
Provide copies of any press releases, presentations, or other types of positive reporting on the KETS project that KDE feels would be appropriate to include.

I. Statewide Reporting and Information System

Provide the status as of June 30, 1996, for the final version for each of the following items within SRIM. If a component is no longer a part of the intended implementation, indicate by placing an X in the percentage complete status. Note that the completed status includes distribution and implementation of the software and hardware to all intended recipients.

	Percent Complete
Extended School Services	_____
Finance	_____
Personnel	_____
Preschool	_____
Primary Program	_____
Technology	_____

	Percent Complete
Family Resources/Youth Services Centers	_____
School-Based Decision Making	_____
Exceptional Children	_____
Vocational Education	_____
Regional Service Center	_____
Superintendent/Principal Assessment Centers	_____
Student Assessment (KIRIS)	_____
Migrant Program	_____
Textbooks	_____



KENTUCKY DEPARTMENT OF EDUCATION

CAPITAL PLAZA TOWER 500 MERO STREET FRANKFORT, KENTUCKY 40601

Wilmer S. Cody, Commissioner

MEMORANDUM

TO: K. Penney Sanders, Director
Office of Education Accountability

FROM: Wilmer S. Cody
Commissioner *W. S. Cody*

DATE: 13 November 1996

SUBJECT: Request for Information

Attached please find the Department's response to your memorandum of 4 November.

Please note that on certain questions it was necessary to comment, ask for further clarification, or respond that the data was not maintained by the Department and therefore not available.

Enclosure

A. KETS Management

- 1 - 8 The answer to questions 1 - 8 is "0." The Council for Education Technology discontinued activity in 1993 after it fulfilled its statutory obligation to develop and have adopted the original Master Plan for Education Technology. As you will recall, this decision was made by the Governor, the Secretary of the Education, Arts & Humanities Cabinet, and the Secretary of the Finance and Administration Cabinet in consultation with legislative leadership.

As explained in the Master Plan, the Instructional Technology Applications Advisory Committee and the Management Technology Applications Advisory Committee were established to be advisory to the Department of Education. Their role was to assist with development of the original KETS design and standards.

9. 2
10. The ASWG is chaired by the School Facilities Construction Commission.
11. 67
12. 45
13. 23
14. 10
15. 22
16. 12
17. Please clarify.
18. Please clarify.
19. 10
20. Please clarify.
21. 3
22. 0 (see item 1)
23. 0 (see item 1)
24. 2
25. 2
26. Yes.
27. Please clarify.
28. Please clarify.

B. Pilot Site

1. No
2. No
3. Yes. The district has not expended all of their technology funds. They do, however, have enough funding in their technology account and in escrow to eliminate all of their unmet need.

C. Funding

Intel Student Workstations

	Pre KETS	92-93	93-94	94-95	95-96
Level I	N/A	\$1700	\$1698	\$1698	\$1397
Level II	N/A	1700	1698	1698	1763
Level III	N/A	1700	1698	1698	2042

Apple Student Workstations

	Pre KETS	92-93	93-94	94-95	95-96
Level I	N/A	\$1700	\$1698	\$1698	\$1219
Level II	N/A	1700	1698	1698	1919
Level III	N/A	1700	1698	1698	2971

Intel Staff Workstations

	Pre KETS	92-93	93-94	94-95	95-96
Level I	N/A	\$1750	\$1735	\$1735	\$1397
Level II	N/A	1750	1735	1735	1763
Level III	N/A	1700	1698	1698	2042

Apple Staff Workstations

	Pre KETS	92-93	93-94	94-95	95-96
Level I	N/A	\$1750	\$1735	\$1735	\$1219
Level II	N/A	1750	1735	1735	1919
Level III	N/A	1750	1735	1735	2971

Intel Staff Portable Workstations

	Pre KETS	92-93	93-94	94-95	95-96
Level I	N/A	\$1750	\$1735	\$1735	\$2010
Level II	N/A	1750	1735	1735	3197

Apple Staff Portable Workstations

	Pre KETS	92-93	93-94	94-95	95-96
Level I	N/A	\$1750	\$1735	\$1735	\$2594
Level II	N/A	1750	1735	1735	3355

D. District Administrative Software

1. [To be provided by Division of Finance]
2. 3
3. [To be provided by Division of Finance]
4. [To be provided by Division of Finance]
5. 1
6. 0 via network; 176 via diskette

7. [To be provided by Division of Finance]
8. [To be provided by Division of Finance]
9. 90
10. 15
11. N/A. Installation schedule is district option.
12. N/A No new versions have been installed.
13. N/A. Installation schedule is district option.
14. N/A No new versions have been installed.
15. N/A No new versions have been installed.
16. Yes
17. Yes
18. 100%
19. No
20. Data is not provided for Architectural Standards Working Group. The School Facilities Construction Commission chairs and maintains meeting notes of that group.

Contract dates are as follows:

All File Servers	9/93
All Workstations	5/93
All Printers	5/93
All Office Productivity & Email	5/94
Student/School Mgmt Systems	3/15/95
	4/1/95
	5/1/95
Student Schedules	3/15/95
	4/1/95
	5/1/95
Student Attendance	3/15/95
	4/1/95
	5/1/95
Classroom Mgmt	No Contract
Purchasing/Budget	9/15/94
Management	9/15/94
Inventory/Warehouse	9/15/94
Fixed Assets	9/15/94
Transportation	No Contract
School Food Services	No Contract
Facilities Planning	No Contract
Energy Management	No Contract

E. Kentucky Department of Education

1. 100%
2. 100%
3. 97%
- 4.

Intel	Apple	Other
-------	-------	-------

Level I	51%	12%	N/A
Level II	14%	3%	N/A
Level III	7%	2%	N/A
Level I Portable	4%	1%	N/A
Level II Portable	4%	1%	N/A
Exceeds KETS Levels	N/A	N/A	N/A

F. Finance

1. This is the 1996/97 KETS Implementation Plan which has been supplied previously.
2. Less than 1%
3. Please clarify.

G. Network

1. 99%
2. 30 minutes
3. \$1300

H. See enclosed.

I. Statewide Reporting

1. [The question is reworded for clarity:]

Is information on the following contained in the SRIM database?

Extended School Service	No
Finance	No
Personnel	Yes
Preschool	Yes
Primary Program	No
Technology	No
FRYSC	No
SBDM	Yes
Exceptional Children	No
Voc Ed	No
Regional Service Cntr.	Yes
Sup/ Principal Assessment	No
KIRIS	Yes
Migrant	Yes
Textbooks	No

Wagoner, Bob

From: Graves, Bob
To: Wagoner, Bob
Subject: FW: Response to OEA Questionnaire
Date: Tuesday, November 19, 1996 5:52PM
Priority: High

From: Coffman, Don - OET KETS
To: Graves, Bob (LRCANX2)
Cc: Koch, Kyna - Finance; Kimbrough, Randy - Mgt. Suppor; Pittenger, Linda - OET/KETS
Subject: FW: Response to OEA Questionnaire
Date: Tuesday, November 19, 1996 2:54PM
Priority: High

Bob: Linda has prepared the additional responses or revisions to OEA's November 4, 1996 questionnaire.

Kyna Koch will forward, via email, responses to items D3, D4, D7, D8 and D16 before the COB today.

From: Pittenger, Linda - OET/KETS
Sent: Tuesday, November 19, 1996 11:53 AM
To: Coffman, Don - OET KETS
Subject: Response to OEA Questionnaire

Bob- Per our conversation of last evening, here are additional responses to questions from the survey. Thank you for clarifying the intent of these questions.

10. The Architectural Standards Work Group is chaired by Dr. Bob Tarvin, Finance and Administration Cabinet.
17. The Department meets with Parent Teacher Associations, and other local groups, on numerous occasions to discuss the education technology program. The Department makes every effort to respond positively to all requests for meeting participation or information. In addition, the Department actively seeks opportunities to present information about the education technology program to such groups.
18. The Department maintains contact with many Foundations as well as related education technology projects funded by private and/or public funds. The objective of these contacts is to secure additional funding for KETS, and to identify opportunities to combine funding from several sources to further education technology implementation in the schools. The Department
19. see 17 and 18 above
27. The Department maintains close contact with the Kentucky Association of School Technology Coordinators. To support collaborative planning and issues investigation with the Department, KATC has elected two of its members formal liaisons to the KETS program. The Department meets with those individuals regularly.
28. In the interest of time:
 - * KETS is under the authority of the Kentucky Board of Education
 - * The point of direct accountability for the project is Don Coffman, Associate Commissioner for Education Technology. Mr. Coffman reports to Randy Kimbrough, Deputy Commissioner to Dr. Cody for Management Support Services.
 - * Mr. Coffman's management team is composed of three Division Directors and one Principal Assistant. Each of these persons has direct responsibilities for KETS projects and/or sub-projects as defined by the annual Implementation Plan.
 - * Each of the Division Directors has staff assigned to perform work under the Implementation Plan

although the majority of these staff are not billable to KETS; they are paid from general funds.

- * Staffing is as follows:

- * Associate Commissioner's Office: 4; none KETS billable

- * Customer Support Services: 8; four KETS billable

- * Integration Services: 9; 3 KETS billable

- * KDE staff are supplemented by contracted services from the Department of Information Systems and third party firms working under state price contracts established by the Finance and Administration Cabinet.

Currently, two DIS employees work full time on KETS under the direction of KDE Division Directors; they are KETS billable. Currently, twenty-two contracted staff work under the direction of KDE Division Directors; they are KETS billable. Details of hours worked and rates can be found in the monthly financial reports.

- * The Division of Financial Services, Office of the Associate Commissioner for District Support Services, currently has four staff billable to KETS on a full-time basis. These staff report to the Division Director.

F.3. The following summarizes the status of \$134.8 Million Instructional Funds made available to through June 1996:

- * In Escrow \$1.7 M

- * Transfer in Process \$.2 M

- * Encumbered or Committed \$18.8 M

- * Purchases \$114.1M

Wagoner, Bob

From: Graves, Bob
To: Wagoner, Bob
Subject: FW: Response to OEA Questionnaire
Date: Tuesday, November 19, 1996 5:59PM
Priority: High

From: Koch, Kyna - Finance
To: Graves, Bob (LRCANX2); Sanders, Penny (LRCANX2)
Cc: Kimbrough, Randy - Mgt. Suppor; Willis, Tom - ODSS; Coffman, Don - OET KETS; Pittenger, Linda - OET/KETS
Subject: Response to OEA Questionnaire
Date: Tuesday, November 19, 1996 4:56PM
Priority: High

Don Coffman asked that I respond to the following questions:

3. How many districts prepared all KDE required financial reports using only MUNIS software for the 1995-96 fiscal year?

I can only respond for the financial reports required by the Division of Finance. If you need responses from all federal and state programs requiring financial reports, please advise.

The Division of Finance requires five financial reports annually: Tentative Working Budget; General Budget; Final Working Budget; Annual Financial Report; and, Certification of Allocations to School Councils. The General Budget and Certification of Allocations to School Councils are not MUNIS reports. The answer to the question is, therefore, none. It should be noted, however, that forty three (43) districts submitted 1995-96 Final Working Budgets and eighty (80) districts submitted 1995-96 Annual Financial Reports using MUNIS software.

4. How many districts transmitted all of their KDE required financial reports to KDE electronically via the Educational Communications Network (ECN) and thus were not required to send paper copies during the 1995-96 fiscal year?

I can only respond for the financial reports required by the Division of Finance. If you need responses from all federal and state programs requiring financial reports, please advise.

The Division of Finance requires five financial reports annually: Tentative Working Budget; General Budget; Final Working Budget; Annual Financial Report; and, Certification of Allocations to School Councils. The General Budget and Certification of Allocations to School Councils are not MUNIS reports. The answer to the question is, therefore, none. It should be noted, however, that forty three (43) districts submitted 1995-96 Final Working Budgets and eighty (80) districts submitted 1995-96 Annual Financial Reports using MUNIS software. All MUNIS reports are required to be submitted electronically via the ECN as well as in hard copy.

7. How many districts that had begun implementation of MUNIS prior to June 30, 1995 were not able to file Annual Audit Reports by November 1, 1995?

Forty (40) districts had begun implementation of MUNIS prior to June 30, 1995. However, only thirteen (13) districts closed the 1994-95 fiscal year using MUNIS. Nine (9) of the thirty seven (37) requests for audit extensions were from auditors of districts that closed the fiscal year using MUNIS.

8. How many districts that had begun implementation of MUNIS prior to June 30, 1996 were not able to file Annual Audit Reports by November 1, 1996?

Ninety-seven (97) districts had begun implementation of MUNIS prior to June 30, 1996. However, only eighty (80) of these closed the 1995-96 fiscal year using MUNIS. Twenty four (24) of the thirty seven (37) requests for audit extensions were from auditors of districts that closed the fiscal year using MUNIS.

It is my understanding that the response to number 16 was provided in the original response to OEA. Should you have questions or desire additional information, please feel free to contact me.

A list of KDE provided press releases, presentations, and other types of positive reporting on the KETS project.

"Waiting in line to go on-line," The State Journal, August 25, 1995.

"All school districts now linked to Internet," The Lexington Herald-Leader, September 10, 1995.

"Internet links completed to all 176 school districts," The Kentucky New Era, September 11, 1995.

"School districts sport access to the Internet," The Paducah Sun, September 11, 1995.

Correspondence from Representative Anne Northrup to Mr. William R. Sawran, Vice-President and Chief Information Officer of Ashland, Inc., January 11, 1996.

"Bridgeport Kids Day planned," The State Journal, February 15, 1996.

"Smithsonian honors technology," The State Journal, February 15, 1996.

KDE press release recognizing KETS being considered for Smithsonian Award, February 15, 1996.

Correspondence from William Parent, Executive Director of the Innovations in American Government Awards Program of the Ford Foundation and Harvard University, to Governor Paul Patton concerning KETS semifinalist status. April 25, 1996.

"Technology on the front lines," Governing, May 1996.

"A tale of two reform efforts," The Charleston Gazette, June 10, 1996.

"Once-impoverished school now seeing results," The Charleston Gazette, June 10, 1996.

"Schooled in technology," The Courier-Journal, June 12, 1996.

KDE press release announcing Technology Student Association National Conference dates. June 17, 1996.

National Association of State Information Resource Executives press release recognizing the KETS project, July 2, 1996.

"Schools Confront Internet Costs," Government Technology, July 1996.

"To break the silence of the keyboard," IT/IS Back Office, September 1996.

"Learning in the library of the world," Kentucky Living, September 1996.

"Anderson classrooms give lesson on schools for African visitors," The State Journal, date unknown.

"Kentucky Schoolchildren Break Speed Limit On Internet," Around the Globe, date unknown.

"A Whole New World in Kentucky," date unknown.

APPENDIX I

OFFICE OF EDUCATION ACCOUNTABILITY HOTLINE

The Office of Education Accountability (OEA) has maintained a toll-free hotline service since January 1991, adding a second line in the spring of 1992, to receive concerns and complaints from citizens, parents, and school district employees. When a complaint is received, staff endeavor to obtain specific information related to the complaint. The caller is asked to follow up the complaint in writing to the OEA office. Callers are told that they do not have to sign their name if they wish to remain anonymous. Calls on the hotline, when followed up with the requested documentation, result in a review of the matter.

Concerns reported this year include: school-based decision making, special education, Kentucky Instructional Results Information System testing, nepotism, governance issues, conflict of interest of board members, inadequate educational programs, and various problems involving local district policies. While all calls are logged and follow-up requested, we find that some people "shop" for a response and are unhappy if they do not hear what they want. Other callers do not follow up with requested information.

To date, OEA has received 4704 calls; 634 of them during 1996. While the number of calls has decreased, the complexity of the problems presented has increased significantly. Many calls require a great deal of time on the part of staff. In addition to the hotline, OEA receives approximately 3500 letters a year from concerned citizens in the state. All signed letters receive a response. OEA responses vary, depending on the severity of the issue; it may be as simple as responding to a question not requiring outside information; we may ask the district to review the issue and share their findings with OEA; or a full on-site investigation may be needed.

APPENDIX J

HIGH SCHOOL RESTRUCTURING

Overview. The high school restructuring initiative moved into another phase this year with the appointment of the Commission on High School Graduation Requirements (See Appendix L). Thirty-two members were appointed by the Commissioner of Education. The Commission was charged to respond to the following:

1. Do the current minimum graduation requirements address the 6 Learning Goals and 57 Academic Expectations for all Kentucky students?
 - (a) If yes, how?
 - (b) If no, what graduation requirements would address the 6 Learning Goals and 57 Academic Expectations?
2. The current system of accountability is holding schools and districts accountable for student achievement. What is the student's role?

The Commission had its initial session on March 15, 1996. Meeting monthly, they delivered their report to the Commissioner in July 1996 with the following recommendations:

- Define a new program of studies for Kentucky.
- Create a new assessment and accountability system focused on the individual student.
- Redesign and expand the high school transcript.

Define a new program of studies for Kentucky. This recommendation is a direct response to the Commission's charge. The present minimum graduation requirements do not address the six learning goals set forth in KRS 158.6451, therefore, a revised program of studies is needed to fulfill this legislative mandate. The recommendation encompasses the academic areas addressing Learning Goals 1 and 2 and are incorporated in Goals 5 and 6. These four goals are assessed by the Kentucky Instructional Results Information System (KIRIS). Goals 3 and 4, while not measured by KIRIS, would be addressed by locally-developed curriculum with support from the Kentucky Department of Education, providing the opportunity to tailor this portion of the curriculum to local district needs, while maintaining a state-prescribed academic core.

The Commission further recommended that the state review the manner in which attendance is addressed. Flexible programs, many of which would have students off-site, appear not to meet current attendance regulations.

Create a new assessment and accountability system focused on the individual student. This recommendation calls for individual student accountability through demonstration of basic knowledge. This would include the successful completion of a test of minimum competency in communication and math skills in order to receive a high school diploma. This could either be a part of the eighth grade KIRIS assessment or another test. Those students not demonstrating competency would plan their high school program to include work to help them pass the exam. Once competency is demonstrated, additional enhancements to the diploma could be a Certificate of Initial Mastery (CIM) and a Certificate of Advanced Mastery (CAM). The requirements for the CIM and CAM are yet to be specified.

Redesign and expand the high school transcript. The third recommendation is for an expanded transcript that would accurately reflect students' skills. This will be significant if employers and postsecondary institutions review the transcript prior to hiring or admission.

While the High School Restructuring Task Force became the Commission, the 27 developmental sites continued the second year of their evaluation and piloted some or all of the five recommendations of the Task Force on High School Restructuring. Those were:

- Individual graduation plan
- Integrated academic portfolios
- Exit review
- Student-initiated culminating project
- School-sponsored and approved activities

Office of Education Accountability (OEA) staff visited all 27 sites during 1994-96. The status of the Task Force recommendations at these sites is as follows:

1. *Individual Graduation Plan* requires students to develop individual plans for achieving the state's learning goals and academic expectations. All 27 principals strongly endorsed this concept, and 25 of the principals recommended that it be required statewide.
2. *Integrated Academic Profile* requires each student to maintain a portfolio of academic work, test scores, awards, and other pieces that demonstrate achievement of the learning goals. This concept was implemented in 18 of 27 schools. Nineteen of the principals supported this concept as a requirement for all students.
3. *School Sponsored and Approved Activities* -- Seven schools formally implemented this concept, which requires each student to participate yearly in a least one activity approved by the school council or school board: specific service learning, school service, work-based

learning, or student-initiated enrichment opportunities. All 27 principals said they saw value in the concept and all noted their schools had expanded extra- and co-curricular opportunities. Several expressed concern related to liability and recordkeeping. Eleven principals supported the recommendation.

4. *Culminating Project* requires each student, prior to the senior year, to design a project with prescribed written and performance components to demonstrate knowledge and skills acquisition. Nineteen schools required some form of culminating project. Ten principals supported the recommendation.
5. *Exit Review* -- A formal exit review was implemented in 10 of 27 schools. The review requires school officials to verify that each graduating student has met minimum requirements for graduation and document achievements related to the state learning goals and academic expectations. Twenty principals recommend that an exit review be required.

The 27 developmental sites have had varying degrees of success on the KIRIS assessment. For Cycle 2, 8 were rewards, 2 successful, 1 successful year two, 8 improving, 4 improving Category 2, 3 in-decline, and 1 in-crisis.

Developmental Sites

Allen High School	Heath High School	Model Lab High School
Belfry High School	Henderson High School	Montgomery Co. High School
Bell Co. High School	Iroquois High School	North Laurel High School
Brown High School	Jackson Co. High School	Pendleton Co. High School
Butler Co. High School	Jessamine Co. High School	Pineville High School
Calloway Co. High School	Johnson Central High School	Reidland High School
Carroll Co. High School	Lee Co. High School	South Laurel High School
Fairdale High School	Lynn Camp High School	West Carter High School
Frankfort High School	Madison Southern High School	Western High School

The following are examples of restructuring efforts:

South Laurel High School, Laurel County -- An individual graduation plan and integrated academic profile for each student, extracurricular activities are required, and a culminating project for graduation for the class of 1997 required. (In the second year their pilot project involved 100 community members in the student projects.)

Belfry High School, Pike County -- Professional staff were empowered and assisted by the building administration to restructure their school. Each of the five components had a faculty committee which developed an implementation plan. The student body has become involved in community service as something "you do."

Calloway County High School, Calloway County -- Involves parents in the high school on a daily basis; 14 percent of their parents work in a volunteer capacity at the school. Their site-based council has 24 standing committees, and each committee has two parent members. These 48 persons represent an unduplicated number.

Other examples include:

North Laurel High School, Laurel County -- Interdisciplinary units and expansion of curriculum especially in the area of mathematics.

Johnson Central High School, Johnson County -- Continues to adjust their program to meet the needs of their students.

Madison Southern High School, Madison County -- Improving their efforts in grade analysis and assessment correlation.

Jackson County High School, Jackson County -- Developing extra/co-curricular activities and community activities in a small community.

It should be noted that a number of schools in addition to the 27 development sites are involved in restructuring to meet student needs. Additionally, more than one-third of the schools involved in the restructuring initiative expressed concern that the Kentucky Board of Education has taken no action to support their efforts, leaving them with the impression that they are on their own.

Areas for Discussion/Action

1. The Commissioner of Education and Kentucky Board of Education should move forward with the recommendations of the Commission on High School Graduation Requirements. The Kentucky Board of Education has both the High School Task Force Report (June 1993) and the Commission Report (October 1996). After three and one-half years, it is critical that an implementation plan, with a timeline, be adopted. High schools are asking for and need direction.
2. The Commissioner of Education should establish a Division for Secondary Education with the Kentucky Department of Education to coordinate all high school restructuring efforts and activities. A Division for Secondary Education could be a resource for all curricular matters, as well as the link to the Kentucky High School Athletic Association.
3. The role of the high school principal must be redefined. Local boards of education, who are responsible for developing job descriptions, should redefine this role with the focus on instructional leadership.

APPENDIX K

KRS 7.410. OFFICE OF EDUCATION ACCOUNTABILITY

DEPUTY DIRECTOR OF THE LEGISLATIVE RESEARCH COMMISSION TO ADMINISTER DUTIES OF OFFICE RELATIONS WITH OTHER ENTITIES CONFIDENTIALITY OF TESTIMONY, WORK PRODUCTS, AND RECORDS.

- (1) It is the intent of the General Assembly to provide an efficient system of common schools which shall be operated without waste, duplication, mismanagement, and political influence. The system of schools shall have the goal of providing all students with at least the seven (7) capacities referred to in KRS 158.645.
- (2) (a) An Office of Education Accountability is hereby created and shall be under the direction of the Legislative Research Commission.

(b) The Office of Education Accountability shall be administered by a deputy director appointed by the Legislative Research Commission upon recommendation of the director of the Legislative Research Commission. The deputy shall have the qualifications set by the Commission. The salary of the deputy director shall be set by the Commission. The Commission shall have exclusive jurisdiction over the employment of personnel necessary to carry out the provisions of this section. The deputy director shall be subject to the direction of and report to the director of the Legislative Research Commission.

(c) The Office of Education Accountability shall have the following duties and responsibilities:
 1. Monitor the education system and implementation of the provisions of the Kentucky Education Reform Act of 1990, 1990 Ky. Acts ch. 476, including actions taken by the State Board for Elementary and Secondary Education, the Education Professional Standards Board, the chief state school officer, the Department of Education, local school districts, and vocational and higher education as affected by the Kentucky Education Reform Act of 1990, 1990 Ky. Acts ch. 476.
 2. Establish a Division of School Finance which shall conduct an ongoing review of the finance system. The review shall include an analysis of the level of equity achieved by the funding system and whether adequate funds are available to all school districts; a review of the weights of various education program components, which are to be developed by the Department of Education no later than October 1, 1991. The division shall develop recommendations for the base per pupil funding for the support

education excellence in Kentucky program and a statewide salary schedule. It shall conduct studies of other finance issues identified as needing further study, including a review of the transportation formula required in KRS 157.360. The division shall submit an annual report of its activities, findings, and recommendations to the Governor, the Legislative Research Commission, and the State Board for Elementary and Secondary Education no later than October 1 each year.

3. Verify the accuracy of reports of school, district, and state performance by conducting, contracting for, or requesting periodic program and fiscal audits as necessary. The Office of Education Accountability may request an audit from the State Committee for School District Audits as established in KRS 156.265.
 4. Investigate allegations of wrongdoing of any person or agency, including, but not limited to, waste, duplication, mismanagement, political influence, and illegal activity at the state, regional, or school district level which have not been resolved or satisfactorily explained by the local superintendent, local board of education, the chief state school officer, or the State Board for Elementary and Secondary Education, and make recommendations for action to the Legislative Research Commission.
 5. Conduct studies and analyze available data on the efficiency of the system of schools and whether progress is being made toward attaining the goal of providing students with the seven (7) capacities as required by KRS 158.645.
 6. Make periodic reports to the Legislative Research Commission as directed by the Commission.
 7. Prepare an annual report on the implementation of the provisions of the Kentucky Education Reform Act of 1990, 1990 Ky. Acts ch. 476, including recommendations for improvement which shall be submitted to the Governor, the Legislative Research Commission, and the State Board for Elementary and Secondary Education.
- (d) The Office of Education Accountability shall have access to all public records and information on oath as provided in KRS 7.110. The office shall also have access to otherwise confidential records, meetings, and hearings regarding local school district personnel matters. However, the office shall not disclose any information contained in or derived from the records, meetings, and hearings that would enable the discovery of the specific identification of any individual who is the focus or subject of the personnel matter.
- (e) In compliance with KRS 48.800, 48.950, and 48.955, the Finance and Administration Cabinet and the Governor's Office for Policy and Management shall provide to the Office of Education Accountability access to all information and records, other than preliminary work papers, relating to allotment of funds, whether by usual allotment or by other means,

to the Department of Education, local school districts, and to other recipients of funds for educational purposes.

- (f) Any state agency receiving a complaint or information which if accurate may identify a violation of the Kentucky Education Reform Act of 1990, 1990 Ky. Acts ch. 476, shall notify the office of the complaint or information.
 - (g) The Office of Education Accountability may contract for services as approved by the Legislative Research Commission pursuant to KRS 7.090(7).
- (3) The provisions of KRS 61.878 or any other statute, including Acts of the 1992 Regular Session of the General Assembly to the contrary notwithstanding, the testimony of investigators, work products, and records of the Office of Education Accountability relating to duties and responsibilities under subsection (2) of this section shall be privileged and confidential during the course of an ongoing investigation or until authorized, released, or otherwise made public by the Office of Education Accountability and shall not be subject to discovery, disclosure, or production upon the order or subpoena of a court or other agency with subpoena power.

APPENDIX L

COMMISSION ON HIGH SCHOOL GRADUATION REQUIREMENTS
03/13/96

Project Leadership and Support

Bob Lumsden, KDE
Pat Hurt, KDE
Harry Owen, KDE

Richard Hughes, Superintendent
Montgomery Co. Public Schools
640 Woodford Drive
Mt. Sterling, KY 40353
606/497-8760
FAX 606/497-8780

Facilitator

Bob Polaich
Education Commission on States (ECS)
707 17th Street, Suite 2700
Denver, Colorado 80202-3427
303/299-3600
FAX 303/296-8332

Sue Williams, Assistant Superintendent
Henderson Co. Public Schools
1805 Second Street
Henderson, KY 42420
502/831-5000
FAX 502/831-5009

School Board Member

John Smith
Henry Co. Board Member
P.O. Box 447
New Castle, KY 40050
502/845-2405

Instructional Supervisors

Pat Nickell
Fayette Co. Public Schools
701 E. Main Street
Lexington, KY 40502
606/281-0100
FAX 606/281-0106

Superintendents/Asst. Superintendents

David Baird, Superintendent
Eminence Ind. Schools
P.O. Box 146
Eminence, KY 40019
502/845-4788
FAX 502/845-2339

Fred Simpson
Owensboro Ind. Schools
P.O. Box 249
Owensboro, KY 42302
502/686-1000
FAX 502/684-5756

David Barnett, Assistant Superintendent
Rowan Co. Public Schools
121 E. Second Street
Morehead, KY 40351
606/784-8928
FAX 606/783-1011

Lucian Yates
Jefferson Co. Public Schools
P.O. Box 34020
Louisville, KY 40232
502/485-3251
FAX 502/485-3991

Principals

Bill Bond
Heath High School
4330 Metropolis Lake
West Paducah, KY 42086
502/488-3126

Roger Marcum
S. Laurel High School
201 S. Laurel Road
London, KY 40741
606/864-7371

Sam Watkins
Lee Co. High School
P.O. Box 97
Beattyville, KY 41311
606/464-5005

Counselors

Carol Wheat
Wayne Co. High School
2 Kenny David Blvd.
Monticello, KY 42633
606/348-9884

Don Schmeid
Owensboro High School
1800 Frederica Street
Owensboro, KY 42301
502/686-1110
FAX 502/686-1019

Teachers

Diane Johnson
Lewis Co. High School
P.O. Box 99
Vanceburg, KY 41179
606/796-2823

Sally Kalb
Business Technology Teacher
Bracken Co. High School
P.O. Box 128
Brooksville, KY 41004
606/735-3153

Barbara Logan
Newport High School
Newport, KY

Rodney Rhodus
Language Arts/Social Studies Teacher
Model Lab High School
Eastern KY University
Richmond, KY 40475
606/622-3766

Students

Lisa Belmar
Central High Magnet Career Academy
1130 W. Chestnut
Louisville, KY 40203
502/485-8226

Allison Cobb
Franklin Co. High School
1100 E. Main Street
Frankfort, KY 40601
502/695-6750

Michelle Kerr (College Student)
329 S. Mill Street, Apt. 2
Lexington, KY 40508
606/252-3850

Parents

Kathy Adams
Murray, KY

Sherry Adams
5334 Stevin Drive
Paducah, KY 42001
(H) 502/554-5006
(W) 502/554-6845
FAX 502/554-6848

Karen Jones
135 Hwy. 70 W.
Eubank, KY 42567

2 & 4 Year Colleges

Ben W. Carr, Chancellor
U.K. Community College System
Breckinridge Hall
Lexington, KY 40506-0056
606/257-8607

Ben Oldham, Dean
College of Education
Georgetown College
Georgetown, KY 40324

Kenneth Siple
Morehead State University
201 Howell-McDowell Adm. Bldg.
Morehead, KY 40351-1689
606/783-2221

Kentucky Tech

Sherry Baber, Principal
Henderson Co. Area Tech Center
2440 Zion Road
Henderson, KY 42420
502/827-3810

Employer/"Big Business"

Gary Mielcarek
United Parcel Service
1400 Hurstbourne Lake
Louisville, KY 40223
502/329-6522

Employer/"Small Business"

Billy Harper, CEO
Harper Industries
616 Northview
Paducah, KY 42001
502/442-2753
FAX 502/443-9154

Other

Don Hines
OEA
Capitol Annex
Frankfort, KY 40601
502/564-8167

Susan Leib
Council on Higher Ed.
1024 Capital Center Drive
Frankfort, KY 40601
502/573-1555

Gerald H. Lunney
KY Association of Independent Colleges
P.O. Box 46
Danville, KY 40423

EDUCATION EQUITY TASK FORCE MEMBERS

Roy Adkins
790 Winston Road
Pikeville, KY 41501
606/434-0390

Juliet Banks
2719 Apache Drive
Bowling Green, KY 42104
502/842-3541

J.E. Barlow
P.O. Box 585
Madisonville, KY 42431
502/825-4118

Andrew Baskin
Berea College
105 Cherry Road
Berea, KY 40403
606/986-1430

Reverend Charlene Boone
St. John AME Church
210 Clinton Street
Frankfort, KY 40601
502/223-5752

Dan Boycott
3513 Ramsgate Court
Lexington, KY 40503
606/224-8071

Janet Carrico, President
KY Education Association
401 Capitol Avenue
Frankfort, KY 40601
502/875-2889

Dr. Cleophus Charles
Berea College
101 Chestnut Street
Berea, KY 40404
606/986-9341

Carmencita Dyer, Supt.
Carter County Schools
228 Carol Malone
Grayson, KY 41143
606/474-6696

Tim Feeley
P.O. Box 64
Crestwood, KY 40014
502/241-7472

Arnold Gaither, Exec. Director
Mayor's Training Center
258 Clark Street
Lexington, KY 40507
606/258-3141

Michele Cammers Goodwin
192 High Street
Versailles, KY 40383
606/879-1747

Dr. Jerry Gore
Morehead State University
201 Howell-McDowell Building
Morehead, KY 40351
606/783-2668

Reverend Kilen K. Gray
Shelby County Schools
P.O. Box 159
Shelbyville, KY 40065
502/633-1988

Cindy Heine
Prichard Committee
P.O. Box 1658
Lexington, KY 40592
606/233-9849

Clinton G. Hewan
Northern KY University
217 Landrum Hall
Highland Heights, KY 41099
606/572-5378

Gary G. Hurt
7803 Old Tree Run
Louisville, KY 40222
502/423-8035

Sherron Jackson
Council on Higher Education
1024 Capital Center Dr., Suite 320
Frankfort, KY 40601-8204
502/573-1555

Karen Jones, Exec. Director
KY Congress of Parents and Teachers
P.O. Box 654
Frankfort, KY 40601
502/564-4378

Dr. Deneese L. Jones
University of Kentucky
Dickey Hall #313
Lexington, KY 40506-0017
606/257-2939

Dr. Jean Kerney
703 Oak Court
Paducah, KY 42001
502/554-9256

Galen Martin, Exec. Director
Fair Housing Council
835 West Jefferson
Louisville, KY 40202

Debra Miller
KY Youth Advocates
624 Shelby Street
Frankfort, KY 40601
502/875-4865

Anna Davis-Nall
R.R. 1, Box 277
Providence, KY 42450
502/667-6255

Darrell D. Payne
Northern KY University
Highland Heights, KY 41099
606/572-5569

Kaye Jones Ratliff
Gateway Juvenile Diversion Proj.
29 North Maysville
Mt. Sterling, KY 40353
606/498-9892

Dr. Qaisar Sultana
Eastern KY University
Wallace #245
Richmond, KY 40475
606/622-4442

J. Maynard Thomas
4113 Shopes Creek Road
Catlettsburg, KY 41129
606/739-4519

Alene L. Tudor
816 West Main
Richmond, KY 40475
606/623-4271

Christopher Wagnor, Director
Western KY University
Education Leadership, Tate-Page Hall
1 Big Red Way
Bowling Green, KY 42101
502/745-4662

Chi Wang
University of Louisville
Department of Math
Louisville, KY 40292
502/852-6826

Beverly Watts, Exec. Director
KY Commission on Human Rights
332 West Broadway, 7th floor
Louisville, KY 40202
502/595-4024

Daisey M. Wood
General Electric Company
AP3-235
Louisville, KY 40225
502/452-7532

EDUCATION PROFESSIONAL STANDARDS BOARD

Jean Clemons, Vice Chair
Teacher, Slaughter Elementary
Jefferson County Schools

Wilmer S. Cody (Ex-Officio)
Commissioner
(Lois Adams-Rodgers, Official
Representative)
Kentucky Department of Education

Gary S. Cox (Ex-Officio)
Council on Higher Education
(Susan Leib, Official Representative)

Tim Dedman
Teacher, Arlington Elementary
Fayette County Schools

Joseph Early
Chief Academic Officer
Cumberland College

Daniel Greene
The David School

Sandra Harris
Teacher, Wellington Elementary
Jefferson County Schools

Cheryl Hayes
Teacher, Drakes Creek Middle School
Warren County Schools

Carl Martray
Dean, College of Education
Western Kentucky University

Gregory McClellan
Board Member
Madison County Board of Education

Ray Nystrand
Dean, College of Education
University of Louisville

Barbara Risner
Teacher, Eastern High school
Jefferson County Schools

Frances Steenbergen
Teacher, Barren County High School
Barren County Schools

Imogene Stein
Teacher, Paul G. Blazer High School
Ashland Independent Schools

Rosa Weaver, Chair
Principal, R. C. Hinsdale Elementary
Kenton County Schools

Zella Wells
Assistant Superintendent
Johnson County Schools

Carole Youngblood
Teacher
Woodford Campus School

INTERAGENCY TASK FORCE ON FAMILY RESOURCE & YOUTH SERVICES CENTERS

KRS 156.497

Membership Requirements. Governor appoints 21 members - 1 representative from each of the following agencies or their designees: Department of Employment Services, Health Services, Mental Health & Mental Retardation Services, Social Services, Social Insurance, Justice Cabinet, Workforce Development Cabinet, Governor's Office, local school boards, local school administrators, local community mental health/mental retardation programs, local health departments, local community action agencies, teachers, a family resource & youth services coordinator, 3 representatives from the Department of Education and 3 parent representatives. Chair selected by membership.

Jelsma, Sherry
Capitol
Frankfort, KY 40601

Governor's Office Representative

Cody, Wilmer S. Ph.D.
Commissioner
KY Dept. of Education
Frankfort, KY 40601

Department of Education Representative

Lavender, Frank
4619 Westchester Avenue
Louisville, KY 40211

Parent Representative

Hale, Veralyn G.
532 Greenup Avenue
Raceland, KY 41169

Parent Representative

Schumacher, Debbie
KY Dept. of Education
Frankfort, KY 40601

Department of Education Representative

Willis, Tom
KY Dept. Of Education
Frankfort, KY 40601

Department of Education Representative

Lainhart, Carolyn Lower
3711 Jacqueline Drive
Erlanger, KY 41018

Family Resource & Youth Services Representative

Patton, Shauna L. 4400 Kentucky Highway 3387 Stambaugh, KY 41257	Teacher Representative
Leach, Rice C. M.D. Department for Public Health Frankfort, KY 40601	Chairman
Gibson, Anna Lee P. O. Box 1556 Harlan, KY 40831-1556	Community Action Agencies Representative
Voinderhaar, Bill 400 East Gray Louisville, KY 40202	Local Health Department Representative
Freedman, Alvin R. Ph.D. 1000 Industrial Drive Owensboro, KY 42301	Mental Health/Mental Retardation Representative
Mason, Ann 1290 Delaplain Road Georgetown, KY 40324	Local School Boards Representative
Terrett, Charles P. O. Box 50 Hickman, KY 42050	Local School Administrators Representative
Wheatley, Gleason L. 804 Sullivan Lane Frankfort, KY 40601	Parent Representative

KENTUCKY BOARD OF EDUCATION

Dr. Wilmer S. Cody, Commissioner
Kentucky Department of Education
1st Floor - Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601

Alcie Ann Combs {At Large}
102 Hickory Knoll
Pikeville, KY 41501

Laken Cosby, Jr. {District 4}
233 West Broadway, Suite 526
Louisville, KY 40202

Dr. Gary Cox {Ex Officio}
Executive Director
Council on Higher Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601

Thomas E. Gish {District 7}
Post Office Box 808
367B Hazard Road
Whitesburg, KY 41858

Joseph Kelly {District 5}
3140 Frankfort Pike
Georgetown, KY 40324

Jeffrey C. Mando {At Large}
Adams, Brooking, Stepner
Woltermann & Dusing
Post Office Box 861
421 Garrard Street
Covington, Ky 41012-0861

Helen Mountjoy {District 2}
449 Browns Valley Road
Utica, KY 42376

Margaret Pope {District 1}
450 Friedman Lane
Paducah, KY 42001

Dr. Samuel Robinson {At Large}
233 West Broadway, Suite 120
Louisville, KY 40202

Martha Dell Sanders {At Large}
142 Locust Hill Drive
Frankfort, KY 40601-4824

Craig True {District 6}
Price-Waterhouse
2200 Cherved Center
225 East Fifth Street
Cincinnati, OH 45202

Jane Adams Venters {District 3}
Adams & Adams - Attorneys at Law
35 Public Square
Post Office Box 35
Somerset, KY 42502

..

