



Highly Skilled Educator Program Follow-up Report

Research Report No. 391

Prepared by

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Highly Skilled Educator Program Follow-up Report

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Highly Skilled Educator Program Follow-up Report

**Program Review and Investigations Committee
Adopted December 10, 2009**

Abstract

Through the highly skilled educator (HSE) program, the Kentucky Department of Education assigns teachers and administrators to schools and districts that have low accountability test scores. The primary purpose of the program is to improve test scores at those schools and districts. The department selects HSEs from the applicants to the program and provides training. A 2006 Program Review report indicated that schools receiving assistance from only an HSE generally performed no better than schools that did not have an HSE. Schools receiving certain combinations of assistance that included an HSE improved their annual accountability index score by up to 3.5 points more than schools that did not receive such assistance. For the additional 2 years examined in this follow-up report, schools receiving assistance from an HSE—either alone or in combination with other types of assistance—did no better than schools without an HSE. The HSE program may provide benefits that would not be accounted for in schools' index scores, however.

Foreword

The authors of the report thank the staff of the Kentucky Department of Education, especially Sally Sugg, associate commissioner, and Connie Lester, director, Division of Scholastic Assistance, for providing helpful and timely information about the highly skilled educator program. Appreciation is also extended to staff of the Legislative Research Commission Office of Education Accountability and Interim Joint Committee on Education for their advice and guidance.

Robert Sherman
Director

Legislative Research Commission
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Summary

At its November 2008 meeting, the Program Review and Investigations Committee voted to initiate a follow-up study to its 2006 report *Highly Skilled Educator Program*. The purpose of the follow-up is to describe the status of recommendations from the 2006 report, summarize changes to the highly skilled educator (HSE) program since 2006, and update the statistical analysis of HSEs' impact on school accountability test scores.

The General Assembly created the Highly Skilled Educator program in 1998. The program's primary purpose was to improve low Commonwealth Accountability Test System scores at certain schools by assigning an HSE to help improve teaching and learning strategies. Highly skilled educators are specially trained teachers and administrators.

The 2006 report adopted by the Program Review and Investigations committee had nine recommendations. Six of the nine have been fully implemented, one has been partially implemented, and two no longer apply.

Recent legislative activity and changes at the Kentucky Department of Education have altered the nature of the HSE program. Legislation enacted in 2009 eliminated accountability classifications, which were used to identify schools that were in need of assistance from an HSE. To determine which schools will be offered assistance now, the department considers achievement gaps and the percentages of proficient and distinguished students in math and reading at a school. The department also changed the structure of the HSE program. Instead of assigning an HSE directly to a school, the department now has HSEs work with district staff and may assign other education professionals to work as a team with the HSE. This means that the HSE program as it now exists cannot be compared with the HSE program that serves as the basis of analysis for this report.

The 2006 report concluded that schools receiving certain combinations of assistance that included an HSE had statistically significant annual improvements of up to 3.5 points in their accountability index scores. Schools receiving assistance from only an HSE, however, generally performed no better than schools that did not receive assistance from an HSE. For the additional 2 years examined for this report, schools receiving assistance from an HSE—either alone or in combination with other types of assistance—did no better than schools without an HSE. The HSE program may provide other benefits that cannot be analyzed statistically.

Highly Skilled Educator Program Follow-up

This follow-up to a 2006 Program Review study describes the status of recommendations from the earlier report, summarizes recent changes to the highly skilled educator (HSE) program, and updates the statistical analysis of HSEs' impact on school accountability test scores.

The General Assembly created the highly skilled educator program in 1998. The program's primary purpose was to improve low Commonwealth Accountability Test System scores at certain schools by assigning an HSE to help improve teaching and learning strategies.

In 2006, the Program Review and Investigations Committee adopted the report *Highly Skilled Educator Program* (Commonwealth). At its November 2008 meeting, the committee voted to initiate a follow-up study that would describe the status of recommendations from the earlier report, summarize changes to the highly skilled educator (HSE) program, and update the statistical analysis of HSEs' impact on school accountability test scores.

The General Assembly created the highly skilled educator program in 1998. The program's primary purpose was to improve low Commonwealth Accountability Test System (CATS) scores at certain schools by assigning an HSE to help improve teaching and learning strategies.

HSEs are specially trained teachers and administrators. An educator who wishes to become an HSE applies to the Kentucky Department of Education (KDE). The department selects and trains HSE candidates and assigns them to schools or school districts.

The 2006 report concluded that schools receiving assistance from only an HSE generally performed no better or worse than schools that did not receive such assistance. Schools receiving certain combinations of assistance that included an HSE, however, showed statistically significant annual improvements of up to 3.5 points in their accountability index scores.

In this follow-up report, an additional 2 years of data were examined. Again, schools that received assistance from only an HSE performed no differently than schools that did not receive assistance from an HSE. No other combinations of assistance that included an HSE proved to be statistically significant for these 2 years.

Status of Recommendations From 2006 Report

Program Review's 2006 report contained nine recommendations. Six of the nine have been fully implemented, one has been partially implemented, and two no longer apply.

The 2006 *Highly Skilled Educator Program* report adopted by the Program Review and Investigations Committee contained nine recommendations. Six of the nine have been fully implemented, one has been partially implemented, and two no longer apply. Each recommendation and its status is provided below.

Recommendation 2.1

Under the authority established in KRS 158.6455 (4) to promulgate administrative regulations, the Kentucky Department of Education should clearly define “threshold” as it is used in this statutory section. This would clarify the type of schools to which a highly skilled educator may be assigned.

The recommendation has been implemented. “Threshold” is no longer a part of KRS 158.6455; it was removed in one instance and changed to “accountability measures” in another by Senate Bill 1 of the 2009 Regular Session.

Recommendation 2.2

The Kentucky Department of Education should work with the General Assembly to establish definitive policies that specify the amount of HSE compensation and the process for determining such compensation. This could be accomplished through changes in statute or regulation or through budget language.

The recommendation has been implemented. 703 KAR 5:170 states that

the salary for participation in the highly skilled educator program shall be 135 percent of the local educator’s total district salary but shall not be more than the average principal salary in the school district with the highest average principal salary. However, an educator who continues in the program beyond the first year shall be eligible for any salary increases the educator would have received as a certified employee in the school district in which the educator was employed when the educator entered the program.

Recommendation 2.3

The Board of Education should provide, as directed by KRS 158.782 (1), “guidelines for providing highly skilled education assistance to schools and school districts.”

The recommendation has been implemented. KDE established a process and guidelines for identifying which schools and school districts may need state assistance, including assistance from an HSE.

Recommendation 2.4

Because HSEs appear to have an inconsistent understanding of how long they may serve, the Kentucky Department of Education should provide detailed descriptions and/or training to highly skilled educators to clarify the current practice of limiting service to three years.

The recommendation has been implemented. The department continues to cover tenure and contracts in HSE training. HSEs also continue to receive and sign an *HSE Oath* that states, in part, “I understand that as an HSE...I will be working under a one-year contract renewable for a possible 2nd year, and then for a possible 3rd year. This contract may not be renewed without cause.”

Recommendation 2.5

The Kentucky Department of Education should establish a formal process for school administrators, faculty, parents, and others to comment about the performance of HSEs currently assigned to schools.

The recommendation has been partially implemented. KDE staff are still working on setting up a mechanism to get feedback from parents about HSE performance. Department staff receive district-level feedback online.

Recommendation 2.6

The Kentucky Department of Education should provide more on-site HSE reviews and maintain and regularly update a database that includes HSE school assignments, the amount of time HSEs work at each school, HSE compensation, and HSE home school district information.

The recommendation has been implemented. According to KDE staff, each HSE was visited once in the fall and once in the spring of school year 2009.¹ During these visits, department staff met with the HSE and the principal of the school where the HSE was assigned. KDE staff provided Program Review staff with information identifying HSE school assignments, compensation, and home school districts for the most recent period. HSEs are now required to submit a monthly report to the department specifying the number of days they worked at each assigned school.

¹The 2009 school year began in 2008 and ended in 2009. The same format for referring to school years will be used throughout this report.

Recommendation 3.1

The Kentucky Department of Education should compile and produce annual school-level reports of Commonwealth School Improvement Fund expenditures. The department should ensure that school districts comply with all financial reporting requirements.

This recommendation has been implemented. KDE now has annual reports that describe Commonwealth School Improvement Fund grant expenditures.

Recommendation 3.2

The Kentucky Board of Education and the Kentucky Department of Education should review and report on the statutory or regulatory authority to provide Commonwealth School Improvement Funds to schools not classified as In Need of Assistance based on their accountability index scores.

Recommendation 3.3

The Kentucky Board of Education and the Kentucky Department of Education should develop and use a formal process, preferably through administrative regulation, that identifies and ranks which schools are eligible for targeted assistance Commonwealth School Improvement Fund grants.

Recommendations 3.2 and 3.3 are no longer applicable. According to KDE staff, the department no longer provides Commonwealth School Improvement Fund grants to schools that are not identified as In Need of Assistance.

Highly Skilled Educators

Several changes have been made to the HSE program in recent years. These include how HSEs work with school and district personnel and which schools are identified as needing assistance.

Until school year 2008, HSEs typically worked alone or only with school personnel such as the principal. HSEs now work with a team of district, school, and other education professionals.

Until school year 2008, HSEs typically worked alone or only with school personnel such as the principal. Now, HSEs work more collaboratively with district and other school staff. According to KDE staff, once assigned, HSEs work with a team of district, school, and possibly other education professionals to improve student performance. Monthly reports are submitted to KDE detailing the participants and the types of activities and decisions made by these teams.

Through school year 2009, HSEs provided assistance to schools that had low accountability index scores and that were unable to meet improvement goals. School performance, or how well a school was preparing its students, was measured by these accountability index scores. Each school’s score was based on how well its students did on various tests and other nonacademic factors including dropout and retention rates. Schools were then classified into three general categories: meeting goals, progressing, or needing assistance. Those identified as meeting goals or progressing usually did not receive state assistance. Schools identified as needing assistance frequently received help, including assistance from an HSE.

Schools identified as needing assistance were divided into three groups, or levels. Level 1 schools were the closest to moving out of assistance; Level 3 schools were the furthest. All schools classified as Level 3 were required to receive assistance from an HSE. For all other schools, HSE assistance was optional.

Table 1 shows the number of Level 1, 2, and 3 schools that received assistance from an HSE. Overall, Level 1 schools received assistance from an HSE less frequently than Level 2 schools. Although every Level 3 school received assistance from an HSE, some HSEs were assigned to an entire school district, usually because the district had several low-performing schools. HSEs assigned to school districts are not included in Table 1.

Schools not classified as needing assistance could request assistance from an HSE. The department evaluated those requests on a case-by-case basis.

Table 1
Schools Receiving HSE Assistance by Assistance Classification
School Year 2003 to School Year 2008

Assistance Classification	HSE Assistance	2003	2004	2005	2006	2007	2008
Level 1	Yes	1	1	12	9	8	7
	No	27	27	4	7	6	7
Level 2	Yes	9	26	15	13	12	12
	No	22	5	0	2	2	2
Level 3*	Yes	29	28	15	14	11	9
	No	0	1	0	1	2	4

Note: HSEs assigned to school districts are not included.

*Each Level 3 school had an assigned HSE or received assistance from an HSE assigned to the district.

Source: Program Review staff analysis of data provided by KDE.

Legislative changes made to the state's accountability testing system in 2009 changed how schools are identified as needing assistance. HSE assistance is no longer mandatory.

Legislative changes made to the state's accountability testing system in 2009 effectively eliminated accountability classifications and, therefore, the requirement that all Level 3 schools receive assistance from an HSE. KDE now uses a different method to identify schools that may need assistance.

To determine which schools will be offered assistance, the department considers achievement gaps and the percentage of proficient and distinguished math and reading students at a school. HSE assistance is no longer mandatory.²

According to KDE staff, schools offered assistance must formally accept or decline that assistance. For schools accepting assistance, the school principal and district superintendent must sign a memorandum of understanding with KDE that states they will work in a collaborative manner to, among other things, ensure equitable allocation of resources and faithfully use assistance from KDE. For schools that decline assistance, the principal and superintendent must still sign a memorandum of understanding which states that they will, among other things, develop, implement, and monitor a school improvement plan.

Appendix A lists each school and district that received HSE assistance from school year 2000 to school year 2008.

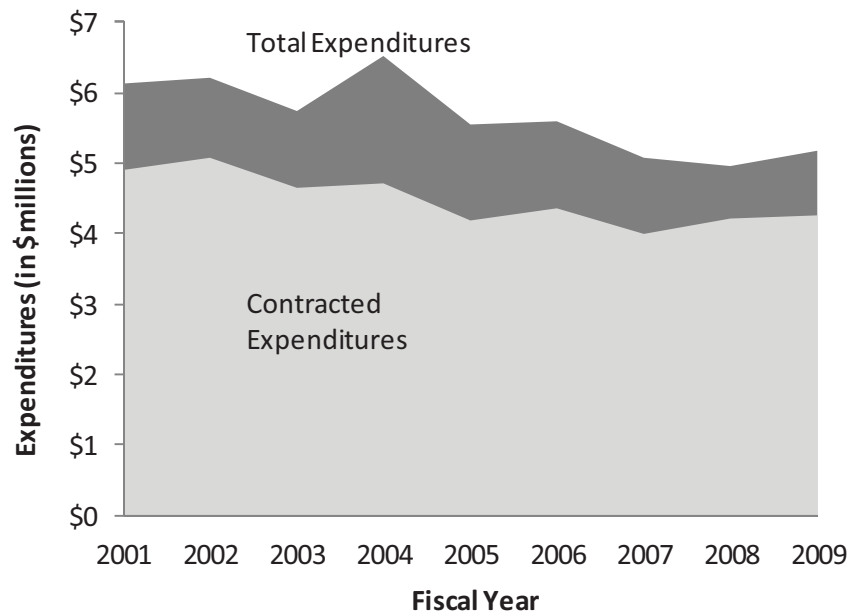
²According to KDE staff, the agency is working to revise its administrative regulations related to the assignment of HSEs.

Annual HSE Program Spending Is About \$5 Million

HSE program's expenditures have declined from \$6.1 million in fiscal year 2001 to \$5.2 million in FY 2009.

The HSE program is funded by the general fund. Total program expenditures have declined in recent years due to declining appropriations. In fiscal year 2001, the HSE program spent \$6.1 million, but that fell to \$5.2 million in FY 2009. Contracted expenditures, which are primarily used to pay for HSEs, accounted for about 80 percent of program spending during this period. Figure A shows total and contracted expenditures for the HSE program by fiscal year.

Figure A
Total and Contracted Expenditures for the HSE Program
Fiscal Year 2001 to Fiscal Year 2009



Source: Program Review staff analysis of adopted biennial budget documents from various years and information retrieved from eMars.

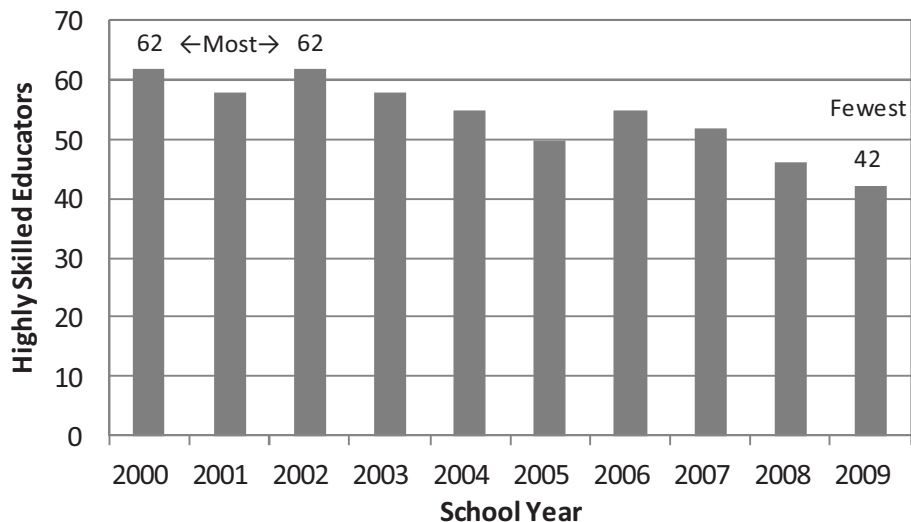
Other major expenditures during this period include

- travel reimbursement for HSEs averaging \$520,000 per year,
- salaries and benefits of KDE staff averaging \$305,000 per year, and
- computer hardware averaging \$38,000 per year.

The Number of HSEs Is Declining

Figure B shows that the number of HSEs per school year has also been declining. The school years with the most HSEs were 2000 and 2002 when KDE contracted with 62 HSEs. For school year 2009, 42 HSEs had contracts.

Figure B
Highly Skilled Educators
School Year 2000 to School Year 2009



Source: Program Review staff analysis of data provided by KDE.

Current Average HSE Compensation Is About \$85,000

HSEs are currently paid 135 percent of their daily district rate up to the average principal salary in the school district with the highest average principal salary (703 KAR 5:170).

Highly skilled educators are currently paid 135 percent of their daily district rate up to the average principal salary in the school district with the highest average principal salary (703 KAR 5:170). For school year 2010, the maximum salary that an HSE could earn in the first year is \$107,000.³ After the first year, the salary cap may be exceeded if an HSE would have received an increase from the home school district had he or she not been an HSE (703 KAR 5:170).

Previously, HSE salaries were not tied to average principal salary. HSEs received a 135 percent increase that could not exceed \$90,000 in the first year. That cap was raised to \$100,000 for school year 2009.

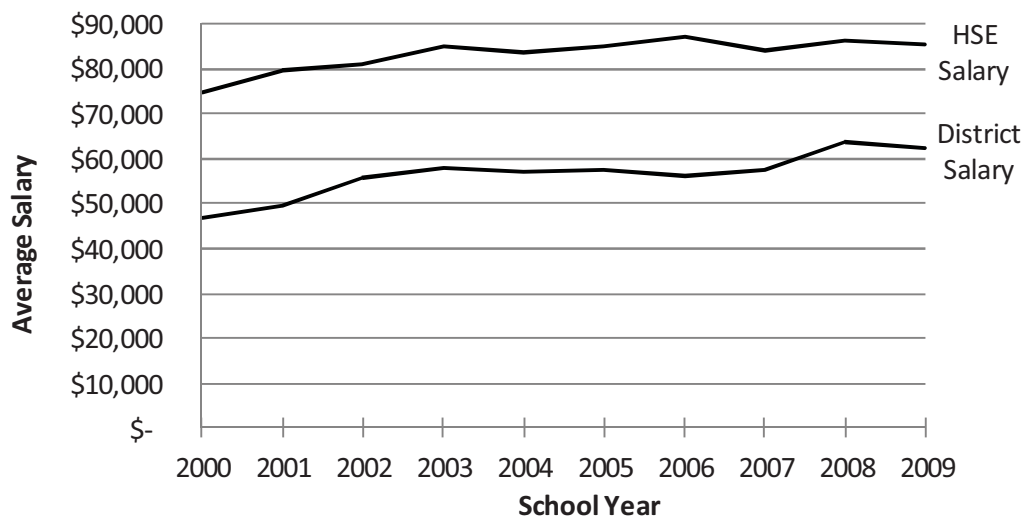
³ A salary cap is not incorporated in administrative regulation. It is a policy decision of the Department of Education.

The average HSE salary in school year 2009 was \$85,427.

Figure C shows the average annual salaries of HSEs and the average district salaries the educators would have earned had they not become HSEs. Average HSE salary has increased from \$74,954 in school year 2000 to \$85,427 in school year 2009.

For school year 2000, HSEs earned 60 percent more than they did in their district positions, but that difference decreased to 37 percent by school year 2009. According to data provided by KDE, one reason for this change is that relatively more teachers than administrators were initially hired as HSEs. Because teachers generally have 180-day contracts in their district but 240-day contracts as HSEs, their total HSE salaries are much larger than their teacher salaries. Administrators typically already work under 240-day contracts; becoming an HSE does not add work days for them. Also, administrators' salaries are typically higher than teachers' salaries, so their salaries typically increase less because they are closer to the maximum HSE salary.

Figure C
Average Salaries of HSEs Compared to Their District Salaries
School Year 2000 to School Year 2009



Source: Program Review staff analysis of data provided by KDE.

Scholastic Audits and Commonwealth School Improvement Fund Grants

Scholastic audits identify problems in schools. Commonwealth School Improvement Fund (CSIF) grants provide money to schools to help them implement solutions to the problems identified in the audits.

Scholastic audits and Commonwealth School Improvement Fund (CSIF) grants are complementary programs. Scholastic audits identify problems in schools. CSIF grants provide money to schools to help them implement solutions to the problems

identified by the audits. Among other purposes, schools can use CSIF grants to pay for professional development, consultants, reading and assessment materials, software, and certain travel expenses. A school may not use CSIF grants to pay the salary of an existing teacher or to pay for more than 20 percent of equipment costs, such as computers (KRS 158.805(4)).

CSIF appropriations declined from \$2.7 million in FY 2001 to \$1.5 million in FY 2008. In FY 2009, the Kentucky Department of Education chose to use its CSIF appropriation to fund scholastic audits instead of providing grants to schools.

State appropriations to the CSIF program have declined in recent years. In FY 2001, CSIF appropriations were \$2.7 million, but they fell to \$1.1 million, a 59 percent decrease, by FY 2009. Although most CSIF grants were used by schools, some grants were not entirely expended, and unused balances lapsed to the state's general fund. In FY 2009, KDE chose to use its CSIF appropriation to fund scholastic audits instead of providing grants to schools.

Appendix B identifies the schools that received CSIF grants and the amounts they received from FY 2003 to FY 2008.

Evaluation of HSEs' Impact on Accountability Index Scores

A simple comparison of the change in annual accountability index scores between schools that receive assistance from an HSE and schools that do not is incomplete because other factors are not accounted for.

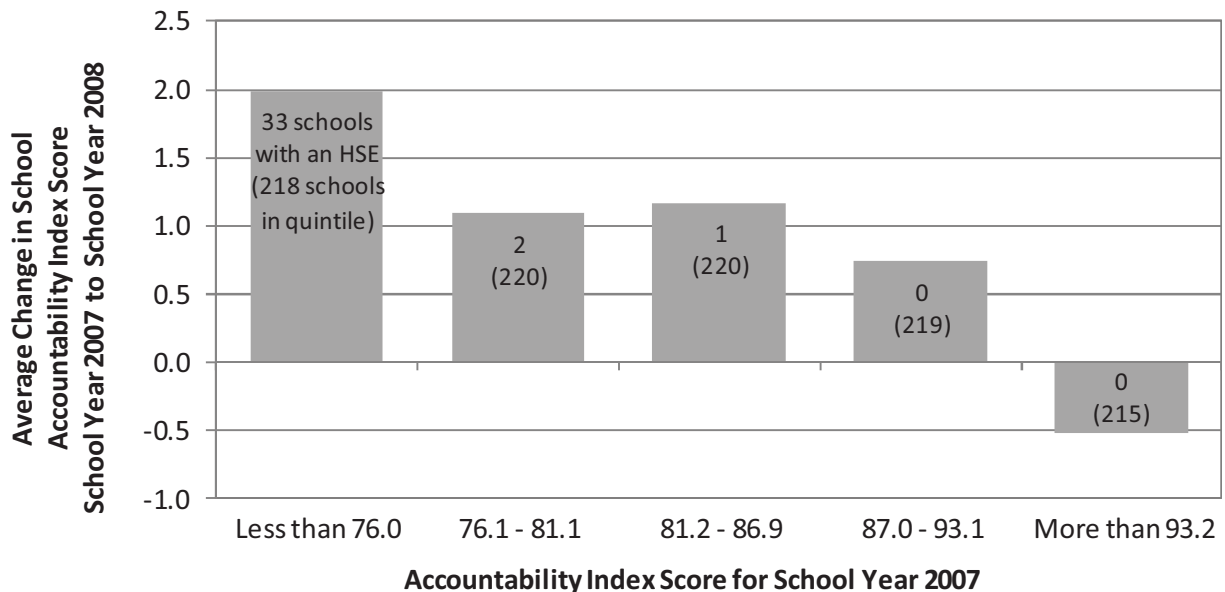
One way HSEs' impact on school performance has been measured is a simple comparison of the change in annual accountability index scores of schools that receive assistance from an HSE and schools that do not. This type of analysis is incomplete because it does not account for other factors that might also affect the annual change in a school's accountability index score. For example, characteristics of students, parents, teachers, and schools vary and may have an impact.

A school's accountability index score prior to the arrival of an HSE should also be taken into account. For the analysis shown in Figure D, schools were divided into quintiles based on their accountability index scores for school year 2007.⁴ The figure shows that schools with higher accountability index scores had smaller changes in their index scores from school year 2007 to school year 2008 compared to schools with lower accountability index scores. For example, schools with accountability index scores of 87.0 to 93.1 (out of 140) for school year 2007 showed, on

⁴Some schools had the same index score. The cut-off points were adjusted to avoid having schools with the same score placed in different quintiles, so the number of schools in each quintile is not exactly one-fifth of total schools. There are 5 fewer schools in the smallest quintile compared to the largest quintile out of a total of 1,092 schools.

average, a 0.7 point increase in their index scores the following year. Schools with index scores below 76.0 had, on average, a 2.0 point increase. This pattern of smaller average gains for schools with high index scores and larger average gains for schools with low index scores consistently appears in data for other years. There are several potential explanations for this pattern.

Figure D
Average Change in Accountability Index Scores by Quintile
School Year 2007 to School Year 2008



Source: Program Review staff analysis of KDE data.

Schools with higher index scores may have more difficulty improving their scores than schools with lower scores.

Schools with higher index scores may have more difficulty improving their scores than schools with lower scores, perhaps because the school has already implemented many positive changes. Schools with low accountability scores, on the other hand, may not have implemented the easier, less expensive, or less controversial changes, such as practice tests, necessary to improve index scores. As a result, scores for schools with low index scores may rise by a larger amount than scores for other schools. Since HSEs are predominantly assigned to schools with low accountability index scores, an evaluation of their impact must consider the school's starting index score.

Statistical Analysis

A regression analysis was performed to determine whether HSEs have a statistically significant impact on the annual change in schools' accountability index scores. This statistical test considered HSEs' impact while controlling for other factors including

characteristics of schools, parents, teachers, and students. A complete list of factors is provided in Appendix C.

Table 2 provides a summary of the results of the statistical analysis for school years 2003 to 2008. Results through 2006 were originally reported in the 2006 Program Review report. Because some factors used in that report were no longer available and some new factors were considered in this follow-up report, the analysis was updated using a consistent set of factors for each year. The results shown in Table 2 may not be identical to those found in the 2006 report. The results do retain the same level and direction of statistical significance. Appendix C has the full results.

Schools that received assistance from only an HSE did not show any statistically significant gains in their annual accountability index scores compared to other schools. Schools that received assistance in the form of a CSIF grant and a scholastic audit, however, did occasionally show statistically significant improvement. The same was true for schools that received a combination of assistance that included a CSIF grant, scholastic audit, and HSE.

For each year examined in this report, schools that received assistance from only an HSE performed no better than schools that did not have an HSE when controlling for other factors.

For schools that received a CSIF grant and a scholastic audit, the change in annual accountability index scores was 2.3 points greater than other schools for school year 2003 and 2.6 points greater for school year 2005 but no better in any other year examined.

Schools that received a CSIF grant, a scholastic audit, and assistance from an HSE had gains of 3.7 points for school year 2003 and 2.6 points for school year 2005. However, they had no statistically significant change for school year 2008, the only other year when this combination of assistance was made.⁵

For school year 2007 only, schools that received a scholastic audit, but not assistance from an HSE or a CSIF grant, improved by 2.9 points more than other schools.

⁵ Part of the reason might be due to limited numbers of schools receiving these types of assistance. For example, only five schools received a CSIF grant and assistance from an HSE for school year 2008.

Table 2
Statistical Results for Annual Improvement in School Accountability
Index Scores by Type of Assistance Received
School Year 2003 to School Year 2008

Assistance	2003		2004		2005		2006		2007		2008	
	Schools	Score Change	Schools	Score Change	Schools	Score Change	Schools	Score Change	Schools	Score Change	Schools	Score Change
HSE only	15	—	20	—	11	—	12	—	13	—	10	—
CSIF only	8	—	28	1.6	26	—	51	—	2	—	7	—
Audit only	51	—	20	—	23	—	10	—	14	2.9	3	—
HSE and CSIF	1	—	52	—	8	—	34	—	0	—	28	—
HSE and audit	3	—	0	—	1	—	1	—	0	—	0	—
CSIF and audit	33	2.3	0	—	20	2.1	1	—	4	—	0	—
HSE, CSIF, and audit	34	3.7	0	—	31	2.6	0	—	29	—	0	—
With assistance	145		120		120		109		62		48	
No assistance	953		979		977		991		1,021		1,023	
Total	1,098		1,099		1,097		1,100		1,083		1,071	

Note: “—” indicates that the factor was not statistically significant at the 0.05 confidence level. “CSIF” is Commonwealth School Improvement Fund. Appendix C shows results with all factors included.

Source: Program Review staff analysis of data provided by KDE.

Limitations of This Research

Although the statistical analysis previously described reaches some general conclusions about the impact HSEs have on changes in school accountability index scores, there are several important limitations.

First, the statistical model used here explained less than 15 percent of the variance in annual school accountability index scores. This suggests that other factors may better explain why annual school accountability index scores change by different amounts.

Second, for the years included in this analysis, all Level 3 schools were required to receive assistance from an HSE. Because assistance was not optional, it is difficult to determine whether the assignment of an HSE to a Level 3 school or unique characteristics of those schools were responsible for changes in annual accountability index scores.⁶

Third, recent legislative actions substantially changed the state’s testing system. For example, the types of tests students take and

⁶ The statistical analysis was performed with and without Level 3 schools. The results were similar.

when they take them were changed by Senate Bill 130 from the 2006 General Assembly. To account for the fact that these changes may make historic comparisons of school index scores invalid, KDE prepared tables that adjusted index scores correspondingly. According to department staff, this allows for some historic integrity in the data. Index scores from school years 2007 and 2008 may still not be directly comparable with data from previous years, however.

Other Potential Benefits

HSEs may provide other benefits not accounted for in the statistical analysis.

Although statistical evidence is lacking, the HSE program may provide and HSEs may receive various other benefits. These potential benefits were identified from interviews conducted by Program Review staff and from published reports.

First, persons trained as HSEs may gain valuable skills. According to the seven HSEs interviewed by Program Review staff for the 2006 report, the HSE training provided by KDE was intensive and helped HSEs improve their teaching and leadership skills.

Second, the training provided by the HSE program may help HSEs complete their certification as principals or superintendents. It is unclear what impact this might have on subsequent school accountability index scores.

Third, HSEs may help some number of individual students improve their performance on the CATS assessments. However, KDE cannot associate individual student performance with specific efforts of HSEs.

Fourth, it has been suggested that HSEs help improve school curriculum, instructional coordination, school leadership, professional development, and morale. These factors cannot be readily assessed in terms of how they might affect changes in annual school accountability index scores.

Similar Programs in Other States

Other states operate programs similar to Kentucky's highly skilled educator program. For this report, Alabama, Georgia, Louisiana, North Carolina, South Carolina, and Tennessee were examined.

Other states operate programs similar to Kentucky's highly skilled educator program. For this report, six southeastern states were examined: Alabama, Georgia, Louisiana, North Carolina, South Carolina, and Tennessee. Each state has implemented a specialized school assistance program that involves sending teachers or other trained personnel into low-performing school to help improve test scores. Each state identifies schools that are more likely to benefit from additional assistance, but school performance is determined and defined differently in each state.

Alabama

The Alabama Department of Education assigns one full-time special service teacher to certain poorly performing schools. These teachers collaborate with a regional state team leader to find help for these schools. The department also contracts with mentors to principals who regularly visit a selected set of schools. The department also assigns a full-time chief academic officer and a full-time chief administrative officer to help low-performing schools improve (SERVE).

According to department staff, the school improvement program has a \$3 million budget, which is approximately \$2 million less than before recent budget reductions.

Salaries for school-based team members average \$69,000 with benefits plus a \$5,000 incentive. The number of school-based team members fluctuates based on district data and has ranged from 10 to 25 team members. Salaries for district-level team members average \$88,400 with benefits plus a \$7,000 incentive. Alabama has 11 district-level team members.

According to department staff, surveys asking about perceptions and anecdotal evidence have been collected and used to examine the program's effectiveness. A quantitative analysis is being developed.

Georgia

Failing schools in Georgia receive assistance from an instructional care team provided by a regional educational service agency. Each instructional team includes up to five experienced teachers, one experienced principal, and one reading specialist. A more intensive and directed level of assistance is provided through state-mandated school improvement intervention teams, which consist of team leaders who work in the assigned school every day (SERVE).

Louisiana

Poorly performing schools are required to receive on-site technical assistance from the state through its distinguished educator program. Distinguished educators are trained and assigned to a particular school for 2 years. Their main responsibilities include assisting schools in the development of improvement plans, facilitating the development of a school curriculum aligned with state tests, working with the school to involve parents and community members, and assisting with professional development (Council). Louisiana's program was modeled after Kentucky's program.

According to staff from Louisiana's Department of Education, the distinguished educator program has a \$2.1 million budget.

Louisiana employs 17 distinguished educators with salaries of \$80,000. These positions also entail expenditures for travel and professional development.

North Carolina

According to staff from the North Carolina Department of Public Instruction, the state provides assistance to six low-performing school districts. Each district receives assistance from a transformation leader. Schools within the district, after an evaluation, may receive assistance from school transformation coaches and instructional coaches. As of 2009, there were 13 school transformation coaches and about 25 instructional coaches.

School transformation coaches must have principal experience. They are compensated according to the state's salary grade system, which, for many school transformation coaches, pays less than for comparable principal positions.

Because providing transformation leaders and coaches to districts and schools began just 2 years ago, evidence of the program's effectiveness is limited.

South Carolina

In 1998, South Carolina created the teacher specialist on-site program. Among other tasks, teacher specialists presented best practices for teaching and learning, demonstrated effective teaching, identified needed changes in classroom instructional strategies, and supported teachers in acquiring new skills (SERVE). Schools received assistance based on students' test scores.

Teacher specialists, according to staff from the South Carolina Department of Education, were paid the average salary of teachers in South Carolina, plus a 50 percent premium based on the average salary of teachers in the southeast.

According to department staff, the state-funded teacher specialist program ended in 2009. In its place, schools were given the option to pay for their own teacher specialists using state and local funds, but few did.

Tennessee

The Tennessee Department of Education provides assistance to high-priority schools through its exemplary educator program. Exemplary educators are veteran teachers, principals, or superintendents selected and trained by the department. They work with schools to help improve student achievement (State of Tennessee). The program is administered by a nonprofit organization.

For school year 2005, there were 120 exemplary educators. A study completed the following year determined that 75 percent of schools receiving assistance from an exemplary educator achieved adequate yearly progress under the federal No Child Left Behind Act (Edvantia).

Major Conclusions

This report has three main conclusions.

KDE has fully implemented six of the nine recommendations made in the 2006 report, and one has been partially implemented. Two other recommendations no longer apply.

Recent legislative activity and department changes have significantly altered the nature of the HSE program. As a result, it is difficult to compare the current HSE program with the HSE program that served as the basis for the 2006 Program Review report.

Expanding on the original statistical analysis in the 2006 report, it appears that HSE assistance in conjunction with a CSIF grant and a scholastic audit may sometimes have a statistically significant positive effect. Schools receiving assistance from only an HSE, however, continue to show no statistically significant impact on the change in a school's annual accountability index score.

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Appendix A

Schools With HSEs School Year 2000 to School Year 2008

District and School	2000	2001	2002	2003	2004	2005	2006	2007	2008
Augusta Independent									
Augusta Elementary						■	■		
Augusta Independent						■			
Augusta High						■	■		
Barbourville Independent									
Barbourville Elementary				■	■				
Bell County									
Lone Jack Center	■								
Rightfork Center	■								
Bellevue Independent									
Bellevue High						■			
Berea Independent									
Berea Community High						■	■		
Bourbon County									
Millersburg Elementary				■	■				
Bowling Green Independent									
Dishman McGinnis Elementary				■	■	■			
L C Curry Elementary				■					
Parker Bennett Curry Elem.					■				
Boyd County									
Boyd County High				■	■				
Catlettsburg Elementary						■	■		
Boyle County									
Junction City Elementary						■			
Breathitt County									
Breathitt County High				■	■				
L B J Elementary	■								
Marie Roberts-Caney Elem.		■	■						
Rousseau Elementary	■								
Sebastian Middle	■	■	■						
Breckinridge County									
Breckinridge County Middle					■	■	■		
Custer Elementary					■				

District and School	2000	2001	2002	2003	2004	2005	2006	2007	2008
Bullitt County									
Bernheim Middle		■						■	■
Hebron Middle						■	■		
Mount Washington Elementary						■			
Nichols Elementary					■		■		
Campbellsville Independent									
Campbellsville Elementary				■	■				
Campbellsville High					■		■		
Campbellsville Middle				■	■				
Carroll County									
Carroll County Middle	■				■				
Caverna Independent									
Caverna High								■	■
Christian County									
Christian County High								■	■
Christian County Middle		■							
Crofton Elementary	■								
Highland Elementary	■	■		■	■	■	■		
Hopkinsville Middle								■	■
Indian Hills Elementary	■								
North Drive Middle		■	■	■		■	■	■	■
Pembroke Elementary				■	■				
Clark County									
Hannah McClure Elementary					■				
Clay County									
Burning Springs Elementary		■	■						
Clay County	■	■							
Clay County Middle			■						
Goose Rock Elementary		■	■						
Paces Creek Elementary		■	■						
Cloverport Independent									
Frederick Fraize High						■	■	■	■
William H Natcher Elementary						■	■		
Corbin Independent									
Corbin Independent		■		■					
Covington Independent									
First District Middle	■	■	■						
Glenn O Swing Elementary		■	■						
Holmes Junior High		■	■	■	■				
Holmes Junior Senior High						■	■		

District and School	2000	2001	2002	2003	2004	2005	2006	2007	2008
Covington Independent cont.									
Holmes High		■		■	■	■			
John G Carlisle Elementary		■	■						
Latonia Elementary				■	■	■	■		
Ninth District Elementary		■	■						
Two Rivers Middle						■	■		
Sixth District Elementary		■							
Crittenden County									
Crittenden County Middle								■	■
Danville Independent									
Danville High						■	■		
Elliott County									
Elliott County High								■	■
Fairview Independent									
Pine Acres Elementary	■								
Renfro Elementary	■								
Fayette County									
Academy at Lexington Elem.				■	■				
Arlington Elementary						■	■	■	■
Bryan Station High						■	■	■	■
Bryan Station Traditional Magnet						■	■	■	
Cardinal Valley Elementary				■	■	■		■	
Crawford Middle	■	■						■	■
Deep Springs Elementary								■	
Dixie Elementary Magnet						■	■		
Harrison Elementary	■							■	■
Johnson Elementary								■	■
Leestown Middle	■	■	■	■	■			■	■
Madeline M Breckinridge Elem.				■	■	■	■		
Mary Todd Elementary							■	■	
Russell Cave Elementary								■	■
Southern Middle								■	
Tates Creek Elementary				■	■				
Tates Creek Middle				■	■				
Winburn Middle		■				■	■	■	
Yates Elementary				■	■				
Fleming County									
Ewing Elementary				■	■				

District and School	2000	2001	2002	2003	2004	2005	2006	2007	2008
Floyd County									
Allen Central Middle		■	■						
Betsy Layne Elementary				■					
J M Stumbo Elementary		■	■	■	■			■	■
James A Duff Elementary	■								
South Floyd Middle		■	■						
Franklin County									
Bondurant Middle								■	■
Elkhorn Middle				■	■				
Peaks Mill Elementary								■	■
Fulton County									
Fulton County Elementary				■	■	■	■		
Fulton County High				■	■			■	■
Fulton Independent									
Fulton City High					■	■	■		
Gallatin County									
Gallatin County Middle		■							
Gallatin County Upper Elem.		■	■						
Garrard County									
Camp Dick Robinson Elem.				■					
Green County									
Green County High				■	■				
Greenup County									
Greenup County High				■	■				
Wurtland Middle	■					■	■		
Hardin County									
Bluegrass Middle					■				
Parkway Elementary				■	■				
Radcliff Middle		■							
Harlan County									
Black Mountain Elementary	■								
Evarts High	■	■	■						
Green Hills Elementary		■	■						
Hall Elementary			■						
James A Cawood High					■				
Loyall Elementary	■								
Verda Elementary		■							
Wallins Elementary	■								
Harrodsburg Independent									
Harrodsburg High						■	■		
Harrodsburg Middle	■			■	■	■	■		

District and School	2000	2001	2002	2003	2004	2005	2006	2007	2008
Hart County									
Bonnieville Elementary		■	■						
Munfordville Elementary					■				
Henderson County									
South Heights Elementary		■	■						
Hickman County									
Hickman County Elementary					■				
Hopkins County									
Madisonville North Hopkins High					■				
Jackson County									
Jackson County High				■	■	■	■	■	■
Jefferson County									
Atherton High				■	■				
Atkinson Elementary	■					■	■	■	■
Byck Elementary	■		■						
Camp Taylor Elementary	■								
Central High						■	■		
Chenoweth Elementary				■					
Conway Middle	■								
Hawthorne Elementary				■	■				
Hazelwood Elementary	■			■	■				
Iroquois High Magnet Career Academy		■	■	■	■				
Iroquois Middle		■	■	■	■	■	■	■	■
Jacob Elementary		■	■	■					
Kenwood Elementary		■	■						
Lassiter Middle	■	■	■			■	■		
Lincoln Elementary		■	■						
Minors Lane Elementary								■	■
Moore Traditional High		■							
Okolona Elementary				■	■				
Portland Elementary				■	■				
Rangeland Elementary		■	■						
Robert Frost Middle	■	■	■		■	■	■	■	■
Roosevelt Perry Elementary	■								
Semple Elementary		■	■			■	■	■	■
Shawnee High Magnet Career Academy		■	■			■	■		
Shelby Elementary	■	■	■						
Slaughter Elementary	■								
Southern Leadership Academy	■	■	■	■	■	■	■	■	■

District and School	2000	2001	2002	2003	2004	2005	2006	2007	2008
Jefferson County cont.									
Stonestreet Elementary				■	■				
Thomas Jefferson Middle	■			■	■	■	■		
Valley Traditional High								■	■
Western Middle	■	■	■	■				■	■
Western MST Magnet High		■	■	■					
Westport Traditional Middle & Fine Arts Academy								■	■
Wilkerson Traditional Elem.		■	■						
Jessamine County									
East Jessamine High					■				
Hattie C Warner Elementary					■				
Knott County									
Beckham Combs Elementary		■	■						
Caney Creek Elementary		■	■						
Cordia High	■			■	■	■			
Knox County									
Artemus Elementary	■								
Boone Elementary	■								
Dewitt Elementary	■	■	■	■	■				
Flat Lick Elementary	■								
Girdler Elementary	■								
Knox Central High				■	■				
Knox County Middle						■			
Lynn Camp High								■	■
Laurel County									
London Elementary						■	■	■	
Lawrence County									
Blaine Elementary									■
Fallsburg Elementary	■								
Lawrence County High	■			■	■	■	■		
Louisa Elementary	■								
Louisa Middle	■								■
Lee County									
Lee County Middle				■	■	■			
Leslie County									
Beech Fork Elementary	■								
Hayes Lewis Elementary						■	■		
Leslie County Middle		■	■						

District and School	2000	2001	2002	2003	2004	2005	2006	2007	2008
Letcher County									
Arlie Boggs Elementary	■								
Beckham Bates Elementary		■	■						
Fleming Neon Elementary	■								
Fleming Neon High	■								
Letcher Elementary	■								
Letcher High					■				
Lewis County									
Lewis County Middle		■	■						
Lincoln County									
Kings Mountain Elementary				■	■				
Lincoln County High								■	■
McKinney Elementary		■	■						
Livingston County									
Livingston Central High					■				
Livingston County Middle	■								
Ludlow Independent									
Ludlow High						■			
Madison County									
Mayfield Elementary						■	■		
Magoffin County									
Herald Whitaker Middle		■							
John T Arnett Elementary			■	■	■				
Middle Fork Elementary		■	■						
Prater Borders Elementary					■				
Marion County									
Lebanon Middle		■							
Martin County									
Grassy Elementary	■	■	■						
Inez Middle	■			■	■				
Mouth of Pigeon Roost Elem.					■				
Sheldon Clark High	■							■	■
Warfield Elementary		■	■			■			
Warfield Middle	■	■			■	■	■		
McCreary County									
McCreary Central High						■			
Pine Knot Middle		■	■						
Whitley City Elementary		■	■						
Whitley City Middle		■	■						

District and School	2000	2001	2002	2003	2004	2005	2006	2007	2008
Menifee County									
Menifee County High	■								
Mercer County									
Mercer County Senior High								■	
Metcalfe County									
Metcalfe County Middle		■							
Middlesboro Independent									
Middlesboro Middle	■								
Newport Independent									
Newport Middle		■							
Nicholas County									
Nicholas County Elementary	■								
Owen County									
Bowling Middle				■	■	■	■	■	■
Owsley County									
Owsley County High						■	■		
Paducah Independent									
Cooper Whiteside Elementary	■								
Paducah Middle								■	■
Perry County									
A B Combs Elementary					■				
Buckhorn Elementary				■	■				
Buckhorn High					■		■	■	■
Leatherwood Elementary	■								
Lost Creek Elementary				■	■				
Perry County Central High						■			
Viper Elementary	■								
Willard Elementary		■							
Pike County									
Blackberry Elementary						■	■		
Majestic Knox Creek Elem.				■	■				
Phelps High		■							
Providence Independent									
Broadway Elementary	■	■		■	■				
Providence High				■	■	■	■		
Pulaski County									
Northern Middle					■				
Shopville Elementary	■								
Southern Middle	■	■							
Russellville Independent									
Russellville Middle					■			■	■

District and School	2000	2001	2002	2003	2004	2005	2006	2007	2008
Shelby County									
Shelby County East Middle							■		
Shelby County West Middle							■		
Wright Elementary					■				
Trigg County									
Trigg County Middle				■	■				
Union County									
Morganfield Elementary					■	■	■		
Uniontown Elementary					■				
Warren County									
Warren East High	■								
Warren East Middle	■								
Wayne County									
A J Lloyd Middle	■							■	
Wayne County Middle								■	
Webster County								■	
Providence Broadway Elem.								■	
Sebree Elementary					■				
West Point Independent									
West Point Elementary		■	■						
Whitley County									
Whitley County Middle	■								

Appendix B

Commonwealth School Improvement Fund Grants Fiscal Year 2003 to Fiscal Year 2008

District and School	2003	2004	2005	2006	2007	2008
Anderson County						
Emma B Ward Elementary	\$31,786	\$31,608				
Ashland Independent						
George M Verity Middle	29,786	28,790				
Augusta Independent						
Augusta Elementary			\$13,521	\$13,521		
Augusta High			13,137	13,137		
Ballard County						
Ballard Memorial High			11,624	3,413		
Barbourville Independent						
Barbourville Elementary	16,368	13,974				
Barren County						
Barren County Middle	31,242	30,842				
Temple Hill Elementary	14,893	11,895				
Bell County						
Yellow Creek Center			6,434	3,013		
Bellevue Independent						
Bellevue High			20,335	20,335		
Berea Independent						
Berea Community High			18,095	18,095		
Bourbon County						
Millersburg Elementary	12,427	8,420				
Bowling Green Independent						
Dishman McGinnis Elem.	14,388	11,183			\$14,880	\$14,880
L C Curry Elementary	14,116	10,800				
Parker Bennett Curry Elem.					16,414	16,414
Boyd County						
Boyd County High	34,873	35,958				
Catlettsburg Elementary			17,536	17,536		
Boyle County						
Junction City Elementary			17,553	17,553		
Breathitt County						
Sebastian Middle			21,328	2,791		

District and School	2003	2004	2005	2006	2007	2008
Breckinridge County						
Breckinridge County Middle	\$31,902	\$31,772	\$31,201	\$31,201		
Custer Elementary	13,165	9,460				
Bullitt County						
Bernheim Middle			17,098	4,408	\$20,258	\$20,258
Hebron Middle			40,839	40,839		
Lebanon Junction Elementary			11,207	2,536		
Mount Washington Elem.			31,742	31,742		
Caldwell County						
Caldwell County Elementary	40,688	42,107				
Campbell County						
Donald E Cline Elementary	18,698	17,257				
Campbellsville Independent						
Campbellsville Elementary	22,902	21,136				
Campbellsville High	21,893	19,713				
Campbellsville Middle	27,300	25,288				
Carlisle County						
Carlisle County Middle	13,708	10,226				
Carroll County						
Carroll County High			21,835	3,855		
Carter County						
East Carter Middle			17,430	5,106		
Olive Hill Elementary			12,390	5,021		
West Carter Middle			17,211	4,646		
Casey County						
Liberty Elementary	16,271	13,837				
Caverna Independent						
Caverna High					14,643	14,643
Christian County						
Christian County High					45,720	45,720
Crofton Elementary			6,008	2,119		
Highland Elementary			15,418	15,418		
Hopkinsville Middle					34,425	34,425
North Drive Middle			39,098	39,098	26,726	26,726
Pembroke Elementary	21,524	19,193				
Clark County						
Hannah McClure Elementary	14,757	11,703				
Cloverport Independent						
Frederick Fraize High			11,960	11,960	11,620	11,620
William H Natcher Elem.			13,735	13,735		

District and School	2003	2004	2005	2006	2007	2008
Covington Independent						
Covington Independent			\$68,644	\$68,644	\$43,883	\$43,883
John G Carlisle Elementary			6,183	2,485		
Latonia Elementary	\$28,951	\$27,613	20,398	20,398		
Crittenden County						
Crittenden County Middle			28,853	28,853	16,932	16,932
Cumberland County						
Cumberland County High			6,134	2,383		
Danville Independent						
Danville High			37,240	37,240		
Jennie Rogers Elementary	14,990	12,032				
Dawson Springs Independent						
Dawson Springs High	13,844	10,417				
Elliott County						
Elliott County High					19,955	19,955
Fayette County						
Arlington Elementary			16,578	16,578		
Bryan Station High					45,633	45,633
Cardinal Valley Elementary	20,951	20,431				
Crawford Middle			18,503	7,361		
Dixie Elementary Magnet	19,048	17,750	32,886	32,886		
Johnson Elementary			5,830	1,745	14,405	14,405
Leestown Middle					26,812	26,812
Lexington Traditional Middle Magnet					27,784	27,784
Madeline M Breckinridge Elementary	18,931	17,586	28,269	28,269		
Russell Cave Elementary					15,010	15,010
Tates Creek Elementary	19,009	17,695				
Tates Creek Middle	39,737	40,767				
Yates Elementary	16,873	14,686				
Fleming County						
Ewing Elementary	15,145	12,251				
Floyd County						
Allen Central High			11,434	3,013		
Betsy Layne Elementary			12,677	5,625		
JM Stumbo Elementary					17,256	17,256
Prestonsburg High			22,272	4,774		
South Floyd High			11,401	2,944		
Frankfort Independent						
Frankfort High	20,922	18,345				

District and School	2003	2004	2005	2006	2007	2008
Franklin County						
Bondurant Middle	\$31,223	\$30,814			\$27,827	\$27,827
Elkhorn Elementary	25,446	24,720				
Elkhorn Middle	37,931	38,222	\$17,831	\$5,948		
Peaks Mill Elementary					24,351	24,351
Fulton County						
Fulton County Elementary	20,844	18,236	16,390	16,390		
Fulton County High	19,466	16,293	15,907	1,906	14,837	14,837
Fulton Independent						
Fulton City High	14,369	11,156	25,338	25,338		
Garrard County						
Camp Dick Robinson Elem.	22,922	21,163				
Grayson County						
Grayson County Middle			23,848	8,085		
Green County						
Green County High	20,213	19,392	16,989	4,178		
Hardin County						
Bluegrass Middle	32,582	32,730				
Parkway Elementary	25,892	25,349				
Radcliff Middle			17,037	4,281		
Harlan County						
Evarts High			6,442	3,030		
Hall Elementary			6,652	3,472		
Harrodsburg Independent						
Harrodsburg High			15,713	15,713		
Harrodsburg Middle	19,136	15,828	20,219	20,219		
Hart County						
Munfordville Elementary	18,019	16,300				
Henry County						
New Castle Elementary	21,990	19,850				
Hickman County						
Hickman County Elementary	17,572	15,671				
Hopkins County						
Madisonville North Hopkins High	44,338	47,251				
Jackson County						
Jackson County High	27,310	27,347	40,644	40,644	27,892	27,892

District and School	2003	2004	2005	2006	2007	2008
Jefferson County						
Atherton High	\$43,931	\$46,676				
Bates Elementary	22,980	21,245				
Central High			\$40,366	\$40,366		
Chenoweth Elementary	29,825	28,844				
Hawthorne Elementary	26,893	24,713				
Hazelwood Elementary	16,834	14,631				
Iroquois Middle			39,431	39,431	\$27,028	\$27,028
Lassiter Middle			38,551	38,551		
Minors Lane Elementary					17,062	17,062
Okolona Elementary	18,019	16,300				
Robert Frost Middle			26,411	26,411		
Semple Elementary			22,266	22,266		
Southern Leadership Academy	29,523	30,466	32,771	32,771	25,613	25,613
Stonestreet Elementary	27,980	26,245				
Stuart Middle			24,921	10,340		
Thomas Jefferson Middle	46,086	49,713	53,729	53,729		
Valley Traditional High					35,829	35,829
Western Middle					20,560	20,560
Western MST Magnet High			12,673	5,617		
Westport Traditional Middle and Fine Arts					38,485	38,485
Jessamine County						
East Jessamine High	36,776	38,639				
Hattie C Warner Elementary	23,893	22,531				
Kenton County						
James A Caywood Elem.	17,009	14,877				
Simon Kenton High	48,688	53,380				
Taylor Mill Elementary	20,465	19,747				
Knott County						
Cordia High	13,359	9,733				
Knott County Central High			17,365	4,970		
Knox County						
Flat Lick Elementary			5,806	1,693		
Knox Central High			18,139	6,595		
Lynn Camp High					22,158	22,158
Laurel County						
London Elementary			26,563	26,563		
Lawrence County						
Louisa Middle			22,037	4,281		

District and School	2003	2004	2005	2006	2007	2008
Lee County						
Lee County Middle	\$16,116	\$13,619				
Leslie County						
Big Creek Elementary			\$5,332	\$698		
Hayes Lewis Elementary	13,029	9,268	14,080	14,080		
Leslie County Middle			16,328	2,791		
Lincoln County						
Kings Mountain Elementary	12,912	9,104				
Lincoln County High					\$42,826	\$42,826
Livingston County						
Livingston Central High	17,553	15,643				
Livingston County Middle			16,008	2,119		
Ludlow Independent						
Ludlow High			17,439	17,439		
Madison County						
Mayfield Elementary			17,584	17,584		
Magoffin County						
John T Arnett Elementary	11,961	7,763				
Millard Hensley Elementary	14,136	10,828	14,960	14,960		
Prater Borders Elementary	12,155	8,037	12,698	12,698		
Marshall County						
Benton Elementary	23,640	22,175				
Martin County						
Inez Middle	21,563	19,248	11,397	2,936		
Sheldon Clark High					32,763	32,763
Warfield Middle			15,890	15,890		
Menifee County						
Botts Elementary			15,440	15,440		
Metcalfe County						
North Metcalfe Elementary	13,184	9,487				
Summer Shade Elementary	13,029	9,268				
Muhlenberg County						
Bremen Elementary	17,766	15,944				
Greenville Elementary	21,427	19,056				
Nelson County						
Bloomfield Elementary					17,364	17,364
Old Kentucky Home Intermediate					14,880	14,880
Owen County						
Bowling Middle	24,009	22,695	32,344	32,344	19,027	19,027

District and School	2003	2004	2005	2006	2007	2008
Owsley County						
Owsley County High			\$19,076	\$19,076		
Paducah Independent						
Paducah Middle					\$33,324	\$33,324
Pendleton County						
Pendleton County High			18,357	7,055		
Perry County						
A B Combs Elementary	\$19,475	\$18,352				
Buckhorn Elementary	14,233	10,965				
Buckhorn High					14,211	14,211
Lost Creek Elementary	12,505	8,530				
Perry County Central High			44,546	44,546		
Pike County						
Blackberry Elementary			14,677	14,677		
Majestic Knox Creek Elem.	13,631	10,116				
Providence Independent						
Broadway Elementary	15,145	12,251			15,096	15,096
Providence High			12,953	12,953	12,181	12,181
Pulaski County						
Northern Middle	34,601	35,575				
Russellville Independent						
R E Stevenson Elementary	29,145	27,887				
Russellville Independent Joint					25,484	25,484
Russellville Middle	31,951	29,795				
Scott County						
Georgetown Middle			17,228	4,681		
Shelby County						
Wright Elementary	25,426	24,693				
Todd County						
South Todd Elementary			6,592	3,344		
Trigg County						
Trigg County Elementary	38,222	38,632				
Trigg County Middle	38,164	38,550				
Trimble County						
Trimble County Middle			11,511	3,174		
Union County						
Morganfield Elementary	27,359	25,370	25,886	25,886		
Union County Middle			22,017	4,238		
Uniontown Elementary	13,767	10,308				
Washington County						
Washington County Middle			5,842	1,770		

District and School	2003	2004	2005	2006	2007	2008
Wayne County						
AJ Lloyd Middle					\$23,379	\$23,379
Webster County						
Sebree Elementary	\$15,495	\$12,743				
Whitley County						
Whitley County Middle			\$17,742	\$5,761		
Total	\$2,054,200	\$1,908,700	\$1,764,000	\$1,343,200	\$944,534	\$944,534

Note: Totals per year are not exact sums of the numbers in each column because grant amounts per school are rounded to the nearest dollar.

Appendix C

Regression Analysis Estimates

The dependent variable in the following table is the change in a school's accountability index score. The independent (explanatory) variables are listed below. In the statistical model, the variables that are types of assistance are coded as 1 or 0. For example, the value for each school with "CSIF only" in a specific year is 1, otherwise the value is 0. For assistance types that are combinations, the value for each school in a specific year is 1 if the school received all types of assistance in the combination, for example, an HSE and audit.

Types of Assistance

HSE only; CSIF only; audit only; HSE and CSIF; HSE and audit; CSIF and audit; HSE, CSIF, and audit; HSE in the prior year; HSE 2 years prior

Characteristics of Schools

Prior year's index score, total enrollment, student-teacher ratio

Characteristics of Students

Percentage of students eligible for free or reduced-price school lunch, percentage of students retained, percentage of African American students, percentage of Asian students, percentage of Hispanic students

Characteristics of Teachers

Percentage of teachers with a master's degree

Characteristics of Parents

Percentage of parents attending at least one parent-teacher conference, hours volunteered per student enrolled

	School Year					
	2003	2004	2005	2006	2007	2008
Types of Assistance—Current						
HSE only	0.92	-1.51	1.38	-0.82	0.03	0.94
CSIF only	1.98	1.60	1.91	0.42	-1.24	-1.12
Audit only	0.01	0.59	-0.36	1.79	2.87	-2.53
HSE and CSIF	6.86	0.21	1.12	2.17	n/a	-0.74
HSE and audit	-0.38	n/a	4.65	0.23	n/a	n/a
CSIF and audit	2.29	n/a	2.10	-2.73	-1.48	n/a
HSE, CSIF, and audit	3.66	n/a	2.64	n/a	0.55	n/a
Types of Assistance—Previous						
HSE Prior Year	-0.90	0.40	-0.01	-0.89	1.02	2.12
HSE 2 Years Prior	-0.77	1.26	-1.82	-1.10	-0.39	0.02
Characteristics of Schools						
Prior year's index score	-0.12	-0.09	-0.13	-0.12	-0.22	-0.11
Total enrollment	0.00	0.00	0.00	0.00	0.00	0.00
Student-teacher ratio	-0.11	-0.12	0.02	-0.03	-0.15	-0.16
Characteristics of Students						
% eligible for free/reduced lunch	-0.01	0.01	-0.02	0.01	-0.05	0.00
% retained	-0.29	-0.21	-0.01	-0.24	-0.15	-0.21
% African American	-0.03	-0.02	-0.02	-0.02	-0.04	-0.06
% Hispanic	-0.09	0.00	-0.06	-0.10	0.04	-0.03
% Asian	0.25	0.04	0.03	0.33	0.21	0.04
Characteristics of Teachers						
% with master's degree	0.01	0.01	0.04	0.01	-0.03	-0.02
Characteristics of Parents						
% attending 1 or more parent-teacher conference	0.01	0.03	0.00	0.02	0.02	0.01
Hours volunteered per enrolled student	0.02	0.00	0.02	0.02	0.12	0.04
Adjusted R-squared	0.12	0.08	0.11	0.09	0.14	0.11
F value	8.26	5.69	6.81	5.49	8.50	6.84
Prob > F	<0.0001	<0.0001	<0.0001	<0.0001	<0.0001	<0.0001
Durbin-Watson D	1.85	1.81	1.98	1.87	1.84	1.99
Number of schools	1,098	1,099	1,097	1,100	1,083	1,071

Statistics in bold are significant at the 0.05 level.