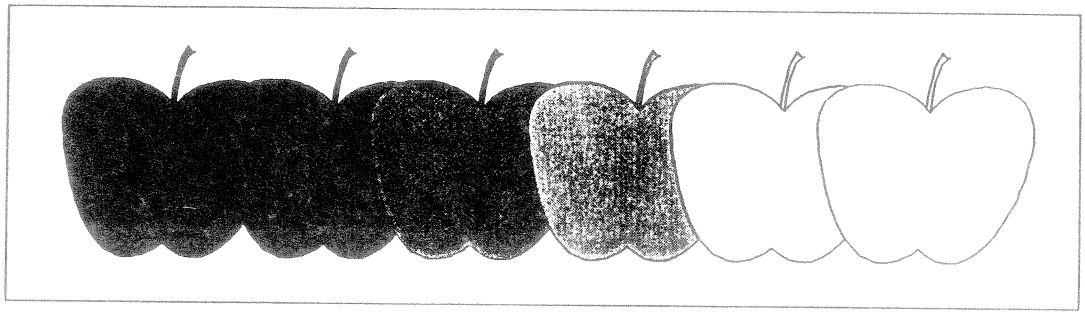

OFFICE OF EDUCATION ACCOUNTABILITY

1997 ANNUAL REPORT

KENTUCKY GENERAL ASSEMBLY

OFFICE OF EDUCATION ACCOUNTABILITY

ANNUAL REPORT

DISCUSSION DRAFT

This is a draft report prepared by the Kentucky General Assembly, Office of Education Accountability, and is subject to further revisions before it is released in final form. This draft is provided to you, in your official capacity, and is solely for your review and comment on errors of fact. Recipients of this draft are not authorized to make any further distribution or release of this information.

December 1997

INTRODUCTION

This seventh edition of the Office of Education Accountability's Annual Report is the culmination of efforts of the combined staff of the agency. These dedicated, hard working individuals have exerted a great deal of energy in the development, compilation, and assimilation of the information contained herein. I would be remiss in my duties if I failed to express my gratitude to the entire staff of the OEA for their wonderful work on this document.

It has been the approach of this office to submit an Annual Report in interim years that does not contain recommendations, but rather contains areas for discussion/action. This year's report, due to the fact that it is being submitted just prior to the biennial session of the Kentucky General Assembly, offers recommendations to the Legislature. These are offered based on a complete and thorough analysis of the data collected both during this year and in the previous years.

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

We take great pride in the document contained hereinunder. It is our sincere hope that the information is presented in such a way as to be informative and useful. And, as always, the OEA stands ready to serve.

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EXECUTIVE SUMMARY

The executive summary to follow focuses on the major recommendations pertaining to each section of the Annual Report. The intent of this executive summary is to provide thumbnail sketches of the various findings and recommendations so that readers may then access areas of interest to them.

Assessment. The KIRIS assessment program continues to be one of the most visible and controversial components of the Kentucky Education Reform Act. Such will always be the case with any "high-stakes" assessment program.

Statewide, growth expectations on the accountability index have not been met for either cycle 1 or 2 of the assessment program. In cycle 2 the average index for all Kentucky schools was 44.4 compared to the KIRIS improvement goal of 45.1.

Specific Recommendations Pertaining to Assessment

1. The Office of Education Accountability agrees with the recommendations forwarded by the Task Force on Assessment and Accountability and suggests the Legislature give serious consideration to modifying the SAI to be a fairer and more objective measure of school success. At the same time, the Legislature should consider "leveling the playing field" in at least a portion of the index to correct for factors beyond the control of the school through the development of a "school efficiency index."

2. The Kentucky Department of Education and the Kentucky Board of Education should consider subscaling the performance standards to give schools credit for moving students up the scale. The wide gap (60 points) between apprentice at .4 value and proficient at 1 value is unwieldy and unfair. Schools could conceivably move all students to .9 value on the scoring theta and only receive .4 value, or apprentice, when aggregated in the school accountability index.

3. The Office of Education Accountability recommends any redesign in the accountability index reflect Threshold Standards that recognize both high achievement and improvement, but with slightly different consequences. The following model suggests various consequences:

If a school's accountability index on a scale of 100 is:

- **less than 35,** there should be required assistance and state intervention, including review team visits and distinguished educator placements.
- **36-45,** improvement plans should be developed (rewards in the form of competitive mini-grants for exceptional improvement).
- **46-60,** maintenance provisions with no state intervention should be implemented (rewards for exceptional improvement in the form of competitive mini-grants for school improvement).
- **61>,** rewards and commendations with continued improvement expectations over time should be provided.

4. The Office of Education Accountability also supports continuation of high stakes for schools, teachers, districts, and students as impetus for continuing classroom transformation. There appears to be growing evidence that rewards (as a teacher bonus) may be too divisive to be productive for schools. Recent surveys conclude teachers are more driven by the fear of sanctions than by the potential for cash rewards. As a result, the Office of Education Accountability suggests there must remain an incentive for improvement, but the rewards should be couched in the form of school improvement rather than the current "teacher bonus" model. This could be achieved through legislation that would set an appropriation for schools who exceed their goals to write proposals for school improvement which could be in the form of additional technology, instructional supplies, teacher aides, playground equipment, and professional development.

Distinguished Educator Program. The need for additional distinguished educators has reached the crisis state. It is unreasonable to hold schools in decline or in crisis on the KIRIS accontability index responsible for not improving if a sufficient number of distinguished educators are not available.

Specific Recommendations Pertaining to the Distinguished Educator Program

1. The minimum ratio of distinguished educators for schools in crisis should be 1:1.

2. The minmum ratio of distinguished educators for schools in decline should be 3:1.

Education Professional Standards Board. The Education Professional Standards Board continues its groundbreaking work to promote professionalism, competence, and quality among teachers, administrators, and teacher and administrator preparation programs in Kentucky. The Education Professional Standards Board has worked diligently on several fronts including minority educator recruitment and retention, academic enrichment and career awareness, teacher and administrator preparation, and licensure revocation or suspension.

Specific Recommendations Pertaining to the Education Professional Standards Board

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, the Kentucky Valley Educational Cooperative/Morehead State University/Eastern Kentucky University/University of Kentucky, and Central Kentucky Cooperative initiatives. The Education Professional Standards Board should provide the lead in all studies seeking solutions to this problem and should encourage the creation of other programs, as well as other solutions to the principal shortage. Additionally, there are two doctoral students at the University of Kentucky identifying this problem a part of their dissertations.

2. It would seem appropriate to review the material from the validation panels for the middle school academic area tests being developed by the Educational Testing Service for appropriate passing scores. It appears to be most inappropriate to allow any group to be certificated without achieving a defendable cutoff score.

3. As the Education Professional Standards Board reviews the revised program of studies, it would seem necessary for the Board to set appropriate parameters for certification for elective classes developed by local school districts.

Exceptional Children. The reauthorization of the Individuals with Disabilities Act in 1997 necessitated numerous regulatory changes in Kentucky and may, in some instances, alter the focus of some statewide initiatives in special education. Some of the mandated changes are already in place in Kentucky, and this should be noted as a plus for leaders in the exceptional children program.

Specific Recommendations Pertaining to Exception Children

Recommendations related to special education will be contained in the report provided to the Interim Joint Education Committee on January 1, 1998.

Extended School Services. Extended School Services continue to be effective in reaching a wide range of students at risk for school failure. Many schools have also utilized innovative approaches to serve their students. The data on these programs, however, do not provide a clear picture of how effective they have been in improving students' learning. More evaluative data pertaining to the effectiveness of innovative programs are needed.

Specific Recommendations Pertaining to Extended School Services

1. The Kentucky Board of Education and the Kentucky Department of Education should consider revising the formula for grant allocations to allow low performing districts vis-à-vis KIRIS, CTBS, and ACT to receive a greater share of the ESS appropriation. At the same time, the Kentucky Department of Education's regional service center ESS consultants should devote a larger share of their workload to these same districts and perform a quality review of the extended school services programming in those districts. Failure of the under-performing districts to transform as per extended school services consultants recommendations, should result in the district being reported to the Office of Education Accountability for investigation of nonfeasance.

2. The Kentucky Department of Education should revise the evaluation of the extended school services program to show a district-by-district profile of trends over a five-year period on KIRIS, CTBS, ACT and other available cognitive and noncognitive data to reflect potential impact of extended school services.

3. The Office of Education Accountability recommends full funding of extended school services as per the Kentucky Department of Education's appropriation request.

Family Resource and Youth Services Centers. Overall, family resource and youth service centers (FRYSC) are one of the more popular of the Kentucky Education Reform Act initiatives. There is, however, a temptation to use FRYSCs for implementation of new federal welfare reform initiatives. This temptation must be resisted on all fronts to keep this program functioning as it was intended at its inception.

Specific Recommendations Pertaining to FRYSCs

1. The Cabinet for Families and Children should continue to make coordinators aware that this is an **educational program**, and all activities by the center should be focused toward an outcome that will improve students' chances to be successful in school.

2. The Cabinet for Families and Children should be cautious in using center coordinators and regional liaisons to supplant the work of their staff in implementation of federal welfare reform initiative requirements.

3. The Cabinet for Families and Children should carefully review staffing patterns of centers to ensure an excessive portion of the grant is not utilized to pay excessive staffing costs that may not yield appropriate returns on investment.

4. The Office of Education Accountability recommends full funding of the family resource and youth services centers' program to cover all eligible schools as per the Kentucky Department of Education appropriation request for the 1999-2000 biennium.

Multicultural Education. The Kentucky Department of Education has provided technical assistance to schools and districts in the areas of multicultural education, equity, and diversity via the Multicultural Opportunities Branch of the Division of Professional Development. Over the past two years several preparatory tasks have been accomplished including: (1) a statewide conference of educators, students and community members; (2) the publication of a newsletter highlighting important information and resources; (3) development of two training modules to address professional development; and (4) establishment of 37 professional development and instructional models for multicultural education.

Specific Recommendations Pertaining to Multicultural Education

1. Since Kentucky has such a diverse population from east to west, it would seem appropriate to begin a faculty exchange program from district to district. This could be patterned after the Student Ambassadors Program referenced above. As mobility increases, with persons moving from location to location to secure employment, this would allow teachers to help students new to their area feel comfortable.

Preshool Program. Collaboration has continually increased among school districts, Head Start programs, and other public and private providers maximizing services to children and families. In a few areas of the state, private providers have complained 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, especially in light of mandated welfare reform programs. Parents, teachers, and other stakeholders continue to praise the KERA Preschool Program as an essential component of the reform movement. However,

short of increased funding to cover the full cost of the program, districts may be required to scale back some critical elements of the program.

Specific Recommendations Pertaining to the Preschool Program

The Office of Education Accountability, after careful consideration, recommends the preschool program be fully funded as per the Kentucky Department of Education budget request. Growth through increased enrollment each year has forced districts to absorb the extra costs of serving the children outside the categorical appropriation. Budget language adopted in House Bill 379 attempted to provide more funds through stipulation that 40 percent of surplus SEEK funds be awarded to districts providing these services on a prorata basis. However, as a result of SEEK funds being fully utilized in 1996-97, no surplus was available and districts were required to absorb the anticipated surplus with no remuneration.

Primary School. The majority of schools visited by the Office of Education Accountability during the 1996-97 and 1997-98 school years appeared to more clearly understand current requirements. The Office of Education Accountability 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. Much of the 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 and lack of clarity regarding statutory requirements of multi-age grouping.

Specific Recommendations Pertaining to Primary School

1. The Kentucky Department of Education and the Kentucky Board of Education should consider requiring the use of KELP for all primary schools to ensure uniformity and continuity of curriculum, outcome expectations, and exit criteria.

2. The Kentucky General Assembly should consider permanently enacting into statute the language used in House Bill 379 to offer primary schools more latitude in making decisions regarding the level of multi-age grouping on a student-by-student basis.

3. The Kentucky General Assembly should offer more incentives in funding full-day kindergarten. An attempt was made in the current biennium budget bill to apportion a percentage of excess SEEK funds to districts that offered full-day kindergarten; however, due to no surplus being available, districts absorbed the funds locally.

4. The Kentucky Department of Education regional service center primary staff should more diligently monitor implementation practices of primary schools to ensure districts are not ignoring statutory and regulatory requirements. Although it is generally accepted that KIRIS is the measuring stick for schools, it is apparent some schools are ignoring major portions of the critical attributes and yet remaining successful vis-à-vis KIRIS.

Professional Development. 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 (10 percent of the teaching force) 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.

Specific Recommendations Pertaining to Professional Development

1. 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, teachers will have additional opportunities for professional development activities during the year which would not require the use of substitute teachers. School calendars must be responsive to the needs of the professional staff. However, in order to have this happen, a master list of activities from the Kentucky Department of Education must be available to local districts by April 1. Additionally, the recent Opinion of the Attorney General's Office (OAG 97-25) requiring all teacher calendars to be 185 days may provide additional time for professional development activities outside instructional time. 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.

2. 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, could be increased.

Regional Service Centers. Regional service centers (RSC) continue to serve as a link between local school districts and the Kentucky Department of Education (KDE). They provide technical assistance, information, and training for their districts for the implementation of reform.

Each RSC submits an annual action plan and a subsequent evaluation of such to KDE. A review of these plans and their evaluation demonstrates that the RSCs feel they are accomplishing their plans. A number of the recently submitted plans model consolidated planning and are in place for two years. As a result, many of these activities are ongoing and have not received a final evaluation.

Specific Recommendations Pertaining to Regional Service Centers

The Office of Education Accountability recommends that regional school-based decision making consultants be allowed to concentrate solely on providing technical assistance to school councils.

School-Based Decision Making. As intended by the Kentucky Education Reform Act of 1990, the plan to shift significant decision making to the school building level has fully evolved. Currently, there are 1184 schools participating in the school-based decision making process. Seven schools are exempt from this requirement due to being one-school districts. An additional 91 schools have requested and received an exemption due to exceeding performance thresholds on KIRIS. No other state in the nation has made such a comprehensive effort in decentralizing decision making.

Of the 1184 schools currently participating in the school-based decision making process, 60 are functioning with an alternative model. Thirty-five of the alternative models have someone other than the principal serving as chairperson of the council.

During the 1996 Regular Session of the General Assembly, KRS 160.345 was amended to require newly elected council members to receive six hours of school-based decision making training and experienced council members three hours of school-based decision making training. As a result, the Kentucky Department of Education has increased its efforts to expand the number of endorsed trainers in school-based decision making. There are currently 187 trainers statewide who are endorsed to provide the required training for council members.

Specific Recommendations Pertaining to School-Based Decision Making (offered by the Governor's Task Force on Public Education)

1. Amend KRS 160.345(2)(a) to increase the number of parents on school councils from two to three.

2. Amend KRS 160.345(2)(a) to allow a parent representative to serve on the council, unless the parent is an employee or a relative of an employee in a particular school, or an employee or a relative of an employee in the central office.

3. Create a new section of KRS Chapter 160 to require the public be fully informed regarding school-based council budget allocations, including the figures used to allocate the funds, the funds reserved by the school district, and the intended use of the district reserved funds.
4. Amend KRS 160.345(2)(h) to include a requirement for the council to develop procedures it will use for consultation in the selection of personnel.

5. Amend KRS 160.345(5) to require the district to report to the Kentucky Board of Education the parent and faculty vote when requesting an exemption of a school from having a council.

6. Amend KRS 160.345(9) to require the Office of Education Accountability to develop a uniform, confidential complaint process; to protect anyone bringing a complaint from punitive action or retribution; and requiring the Office of Education Accountability to resolve the complaint within six months or to forward the complaint to the Kentucky Board of Education.

7. Amend KRS 160.345(2)(b)1 to allow consecutive terms of school council members when the council adopts different terms of office.

8. Amend KRS 160.345(2)(b)1 to require the chair of the school council be elected by the council from its membership, rather than requiring the principal or head teacher serve as chair.

9. Amend KRS 156.101 to require the local district evaluation system include criteria relating to the evaluation of school principal's performance as a member of a school council and in implementation of the decisions of the council. Amend KRS 160.345 to require the local district establish procedures for gathering information from the council for consideration in the school principal's evaluation by the superintendent.

10. Request the Kentucky Department of Education and the appropriate subcommittee of the Interim Joint Committee on Education review the school council budget allocations and the process of professional development decision making within school districts.

11. Request the Task Force recommend to the Kentucky School Board Association that the school boards explore a more collaborative approach to the budget-making process that involves various community groups, teachers, parents, and school council representatives.

12. Amend KRS 160.345(2)(a) to remove the state residency requirement for teachers serving on school councils.

Superintendent/Principal Training and Assessment. The superintendent training program and assessment center process (KRS 156.111) requires superintendents to successfully complete core programs in management, school-based decision making, school law, finance, curriculum, and assessment. After training, examinations must be successfully completed in each content area. All but three current superintendents completed this process as of July 1, 1997. These three were granted extensions for circumstances beyond their control. In addition, the statute requires 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 1996-97, 18 persons completed the superintendent assessment center process. The superintendents interviewed by the Office of Education Accountability staff indicated 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 5 components) during their first year.

Specific Recommendations Pertaining to Superintendent/Principal Training and Assessment

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 5 training/assessment modules) out of his/her district.

Superintendent Screening Committees. KRS 160.352 calls for a specific procedure in the selection of a new superintendent and has as an integral part in the use of a screening committee. This committee is composed of two teachers elected by the teachers in the district; one board of education member appointed by the chairperson of the board; one principal elected by the district's principals; and one parent elected by the PTOs of the district. Additional provisions are made for minority representation in all districts having 8 percent or more minority enrollment. The board of education must consider the recommendations of the committee, but is not bound by its recommendations.

KRS 160.352(2) sets timelines for the establishment of a screening committee. These timelines allow 30 days to convene a committee after it is determined a vacancy has or will occur unless that vacancy will not occur within six months. In that case, it is not necessary to establish the screening committee until 90 days prior to the actual occurrence of the vacancy. There is no statutory set minimum or maximum time for the screening committee to complete its work, but it could be assumed by the 90-day wording in KRS 160.352(2) that the Legislature's intent, when there was ample notice of the vacancy and time constrictions were not an issue, 90 days would be sufficient for the screening committee to achieve its purpose. In reality other considerations come into play including short notice of vacancies, the necessity of hiring prior to the start of summer preparations for school openings, the size of the district, number of applications, the scope of the search, etc.

In the 33 districts responding to OEA's survey in the current year, there were a total of 865 applicants responding to the posting and advertising of these superintendent positions. The fewest number applicants per district were eight and this occurred three times. The largest

number of applicants for a single district was 64 and that occurred only once. The average number of applicants for all the districts was about 26.

- Five districts reported 10 or less applicants
- Eight districts reported 11-20 applicants
- Nine districts reported 21-30 applicants
- Six districts reported 31-40 applicants
- Three districts reported 41-50 applicants
- One district reported 51-60 applicants
- One district reported more than 61 applicants

Specific Recommendations Pertaining to Superintendent Screening Committees

1. In our previous report we encouraged school districts to seek assistance from consultants during their selection process. Since this selection and screening process is important and requires a significant investment in time and effort, we will again encourage districts to provide screening committees and boards of education ample time to complete their work and sufficient assets to engage those with the expertise and experience necessary to enhance their screening and selection process.

2. When a vacancy in the superintendent's office occurs, KRS 160.350 and OAG 97-35 be carefully reviewed prior to the appointment of an interim superintendent and the beginning of the screening process in KRS 160.352.

Investigative Division. In previous reports, it has been noted that the great majority of the work of the Investigative Division in resolving allegations of wrongdoing, etc., requires only minimum inquiry and some limited correspondence with the district involved. Some issues and allegations that are somewhat more complex may require one or two on-site reviews in the district. Most of these matters are also resolved at the district level by corrective action taken by the district after recommendations or suggestions by the Office of Education Accountability. In only 14 of the over 550 matters opened for review has it been necessary to refer our findings to the Chief State School Officer for consideration of charges to be adjudicated before the Kentucky Board of Education. It is noteworthy that in all of these 14 matters referred to the Kentucky Department of Education, the Commissioner and his staff agreed with the Office of Education Accountability's position and filed charges. This has occurred in considerably less than 5 percent of our investigative reviews and only where the evidence of waste, mismanagement, wrongdoing,

incompetence, etc., is so compelling that it is obvious and clear that no resolution can be achieved at the district level.

The determination of whether an allegation is worthy of inquiry or investigation is made only after a review and consideration of several factors. The factors considered are as follows: the quality of the information, the seriousness of the allegation, the specificity of the information, whether the complainant has firsthand knowledge or is simply repeating rumor and hearsay, whether there are other complainants or similar complaints regarding the same issues in the same district, the potential for damage to the district if true, and the provability of the allegations.

The sources of the allegations that lead to inquires or investigations are numerous. They include, but are not limited to, the following: hotline telephone calls; correspondence; personal visits; newspaper reviews; requests and referrals from other agencies; requests from school boards, superintendents and other school district employees. In many instances sources of allegations are fully identified. Some sources have requested confidentiality and others are simply anonymous.

It has been and will remain the policy of this office to accept, assess, and if necessary take action based upon anonymous information if it meets the previously discussed criteria for specificity, seriousness, provability, etc. While it would be preferable to have the sources of all information fully identified, the nature of the Investigative Division's work and the mind-set of some of those providing information compels this division to do otherwise. In the past this office has received follow-up letters or hotline calls from sources who have previously provided anonymous information complaining that nothing has been done in response to their concerns. Of course, there was no way to communicate to these complainants what action was or was not taken in response to their information and the rationale for the decision made by staff. In some cases contact has been made with the district and appropriate action was taken to resolve the issue, but the complainant is not aware of the charge. In other cases the information was found to be erroneous or the applicable law was misunderstood by the complainant. While this inability to communicate with an anonymous complainant is an inconvenience and at times a liability, it is still the belief of this office that the acceptance and assessment of anonymous information provides sufficient positive results to outweigh the negative factors. To refuse to consider anonymous information or fail to promise confidentiality would be unfair to those who have significant information to provide, but are truly afraid of being identified as the source of such information.

Since its inception, the Investigative Division has recognized the importance of maintaining a close relationship with other agencies of state government which are involved in endeavors that

are similar to the Office of Education Accountability's. The maintenance of these relationships facilitates the free flow of information between agencies and encourages referrals of complaints to and from these agencies so that the agency having the primary interest and jurisdiction will conduct whatever inquiry is appropriate. This exchange of information also reduces the possibility of duplication of efforts in those situations where complainants have sent similar complaints to several agencies, thus preventing the wasteful use of limited resources of the agencies involved. Periodic contact is maintained with several divisions of the Attorney General's Office, the Auditor of Public Accounts, and the Kentucky State Police Special Investigations Unit. The Investigative Division also maintains close contact with the Kentucky Department of Education's Legal Services Office, Division of District Finance, Division of Management Assistance Program, and the Education Professional Standards Board.

It will remain the policy of the Office of Education Accountability and its Investigative Division to aggressively and fairly respond to allegations of waste and mismanagement, political influence, improper nepotism, favoritism, misallocation of school monies, and such other matters that are deemed within our mandate. This, of course, will be undertaken only after careful review and analysis of the allegations presented and a recognition that honest mistakes are made and must be treated as such where the facts and circumstances indicate such a course of action. To operate under any other policy would be an affront to the Supreme Court of Kentucky and the Kentucky General Assembly and a disservice to the children and taxpayers of the Commonwealth.

Finance. The Kentucky Education Reform Act (KERA) of 1990 completely overhauled Kentucky's system of education the primary element of which was a new funding formula. The new formula, called the Support Education Excellence in Kentucky (SEEK) program, provides for a minimum local tax effort, increases support to local schools, and alters the distribution of state educational dollars.

In addition, the Facilities Support Program in Kentucky (FSPK) provides equalized funding for capital construction. Other state funding in the form of categorical grants include extended school services, preschool education, professional development, technology, school rewards, and family resource and youth services centers for students and their families.

Specific Recommendations Pertaining to Finance

As of this writing, recommendations for dealing with many of these issues are being finalized by the Finance and Management Issues group for presentation to the full task force in

December 1997. It should be noted the four most prominently debated issues were addressed by the OEA in its previous three annual reports:

- Including KERA strands such as professional development, extended school services and preschool in the SEEK formula.
- Development of a Professional Compensation plan per KRS 157.390(7).
- Amend KRS 160.470 to permit school districts to levy a tax rate on real and personal property that will generate a 4 percent increase in local revenue.
- Use prior year assessment rather than current year in the calculation of the SEEK formula.

Technology. Kentucky generally gets high marks in most national studies for its commitment of resources to educational technology. "Computers and Classrooms" rank Kentucky a little above the national average at 9.6 students per computer and slightly below the national average in students per multimedia computers. We also fall below the national average when it comes to the percentage of schools (50 percent) with internet access. Kentucky fairs better than the national average in percentage of schools (48 percent) with Local Area Networks, satellite technology (49 percent), and training (28 percent) for its teachers (at least 9 hours).

These are certainly impressive numbers as Kentucky gears up for the challenges of the 21st century. On the other hand, there is much yet to be done if we are to accomplish our goal of one computer for every six students in attendance.

Specific Recommendations Pertaining to Technology

1. Provide more funding for routine maintenance and trouble-shooting or at least reserve a portion of Kentucky Educational Technology System funds for that purpose. (Not permitted under current regulation.)

2. Increase school districts' share of the state appropriation for KETS. (Of the $20,000,000 appropriate for FY 1998 school districts are scheduled to receive only 70 percent or $14,000,000.)

3. Improve effectiveness of the regional service centers by allocating more technical staff to technology. (Apparently some regional service centers staff are being redirected into the Distinguished Educator program which greatly reduces technical assistance to school districts.)

4. Reduce redtape associated with purchasing off state price contract. (District Technology Coordinators say it sometimes takes weeks to receive an order; also, they could save a lot of time if purchase requests could be handled directly with Frankfort instead of going through the regional service centers.

K.E.R.A. INITIATIVES

ASSESSMENT

Overview. The Kentucky General Assembly, with the passage of House Bill 940 in 1990, envisioned an assessment program that would eventually change the way classroom instruction was delivered. The goal was a performance-based curriculum that would require students to think critically, solve problems, communicate, integrate, and apply knowledge as well as produce responsible and self-reliant individuals.

KRS 158.6453-55 mandated the Kentucky Board of Education (KBE) develop an interim assessment program that would move all public schools toward a primarily performance-based assessment program by July 1, 1996. The Kentucky Department of Education (KDE), in conjunction with a team of national experts, was required to develop a Request for Proposals (RFP) that would be issued to potential contractors; then review the proposals and recommend one to KBE for implementing the five-year interim assessment program. The enabling statute called for the assessment to measure school accountability, be "NAEP-like," and measure reading, writing, mathematics and social studies in Grades 4, 8, and 12 so that there could be national comparisons.

Advanced Systems in Measurement and Evaluation (ASME) of Dover, New Hampshire, was awarded the $29.5 million contract to develop, administer, score, and report assessment results for the five-year period. KDE and ASME jointly developed the Kentucky Instructional Results Information System (KIRIS) in the fall of 1991. The first assessments, administered in the 1991-92 school year, consisted of writing portfolios, performance events, open-response, and multiple choice items.

KRS 158.6455 and 704 KAR 4:010, the subsequent regulation promulgated by KBE, called for this data to be aggregated into a single-school score that would provide a baseline for schools to be measured against over two years. Schools would be rewarded or sanctioned based on an expected growth of 10 percent of the distance between the baseline score and 100. The regulation also defined four performance standards and their value: Novice (Value 0), Apprentice (Value .40), Proficient (Value 1.00), and Distinguished (Value 1.40). Individual student scores derived from the content areas of reading, mathematics, science, social studies, and writing were multiplied by one of these values to comprise five-sixth's of the school score. The remaining one-sixth was a compilation of various non-cognitive indicators that included school attendance, drop-out rate, retention, and transition to adult life for all high school graduates.

The 1991-92 assessment data for the baseline year indicated about 90 percent of the state's students scored either at the novice or apprentice levels. In 1992-93, KIRIS assessment data revealed scores had declined at Grade 12 with only 20 of 256 high schools making progress. Grade 8 scores showed slight progress, and Grade 4 scores indicated excellent progress. KDE attributed the low Grade 12 scores to schools not taking the test seriously ("senioritis" or low motivation). At this point, it became clear that testing students with no consequences attached was not a good indicator of a school's efforts.

In January 1994, then Commissioner of Education, Dr. Thomas Boysen, requested the Legislature delay until 1996 the "schools-in-crisis" sanctions. Additionally, he requested Grade 12 tests (after the 1993-94 school year) be moved to Grade 11.

Also, as part of these "mid-course corrections," Commissioner Boysen requested goals three and four ("self-sufficiency" and "responsible group membership") be removed from the assessment. Subsequently, KBE promulgated a regulation reducing the number of outcomes from 75 to 57 and changing the label to "Academic Expectations." All these requests were granted by the Kentucky General Assembly.

Results from the 1993-94 assessments indicated 95 percent of the state's schools made improvement, while less than 5 percent were in decline after year two of the biennium. Four hundred-eighty schools (38 percent) were eligible for rewards, while an additional 100 schools (8 percent) met threshold and were deemed successful. In year two of the biennium, 269 schools (22 percent) were categorized as "successful in year two" which exempted them from sanctions. An additional 349 schools, (28 percent) had an accountability index that fell somewhere between baseline and threshold and were classified as "improving." Fifty-three schools (4 percent) were classified "in-decline" and received assistance by a distinguished educator, since they fell below their baseline by virtue of KIRIS performance.

Twenty-six million dollars ($26,000,000) was distributed to schools as rewards for certified staff to determine how the money was to be used. Of the $26 million reward, initially $25,531,395 was distributed to 480 schools and 42 districts. Staff bonuses consumed 96 percent of the rewards.

KBE changes to 703 KAR 4:010 for Cycle 2 included the addition of arts/humanities and practical living/vocational studies for an additional one-seventh count. Math portfolios were

added to the school accountability index for Cycle 2, and performance events were deleted retroactively when they were deemed unreliable and therefore unusable.

KIRIS results from Cycle 2 released on October 23, 1996, indicated all schools, when averaged together, had achieved 88 percent of the goal for the biennium. Grade 4 produced 132 percent of the goal; Grade 8 produced 53 percent of the goal; and Grade 11/12 produced 82 percent of the goal. These results are similar to Cycle 1 when 88 percent of the goal was achieved. It is interesting to note if accountability by virtue of this index "flowed-up" to KDE and KBE, they would be deemed "in decline," since the state as a whole has not met its growth expectation for either Cycle 1 or 2.

The average index achieved by all schools at the end of Cycle 2 was 44.4 toward the KIRIS improvement goal of 45.1 for that cycle. The long-term goal is all schools will reach 100 (or proficiency) by the year 2012.

Table 1, provided by KDE, shows the number and percent of schools in each accountability category by grade at the end of Cycle 2.

As shown in Table 1, 695 schools (56.19 percent) were successful or in rewards while 365 (29.51 percent) were improving (between baseline and goal). Eighty-seven schools (7.03 percent) were categorized as Improving Category 2 (not having met original threshold across two biennium's). These 87 schools would have been labeled "in decline" had KBE not promulgated 703 KAR 3:060, deferring decline status. Another 81 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."

Current Status

Several changes enacted for the 1996-97 school year that would improve KIRIS as a measure of schools were the inclusion of multiple choice items, reduced testing time from 14 hours to about 7 hours with more grades involved, and the addition of a norm-referenced test at Grades 3, 6, and 9. The removal of performance events was viewed by many as a retreat from the goal of

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	Number	398	102	164	8	14	2	688
	Percent	57.85%	14.83%	23.84%	1.16%	2.83%	0.29%	100%
Grades	Number	40	19	35	4	6	0	104
4 & 8	Percent	38.46%	18.27%	33.65%	3.85%	5.77%	0.00%	100%
Grade 8	Number	33	18	83	36	36	5	211
	Percent	15.64%	8.53%	39.84%	17.06%	17.06%	2.37%	100%
Grades	Number	8	1	14	7	3	0	33
8 & 11/12	Percent	24.24%	3.03%	42.42%	21.21%	9.09%	0.00%	100
Grade	Number	55	21	69	32	22	2	201
11/12	Percent	27.36%	10.45%	34.33%	15.92%	10.95%	1.00%	100&
Total Number		**534**	**161**	**365**	**87**	**81**	9	**1237**
Total Percent		**43.17%**	**13.02%**	**29.51%**	**7.03%**	**6.55%**	**0.73%**	**100%**

*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.

becoming a primarily performance-based assessment program as required by statute by many teachers. However, the majority felt 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. It was also troubling to many that the data from the CTBS/5 reading and math tests would not be factored into the schools' index.

Year 1 of Cycle 3 (1996-97), could be described as a year of "tide-turning" with many important events occurring:

- In the 1996 Regular Session of the Kentucky General Assembly, SCR 94 was passed which called for the creation of a Task Force to review the implementation of the Kentucky Education Reform Act (KERA). During the fall of 1996, several hearings were

held around the state to allow public input regarding the implementation of the reform movement. The resounding message heard at the hearings was to modify KIRIS and make it a fairer and more accurate measure of school success.

- At the February 1997 Interim Joint Education Committee meeting, three task force subcommittees were created and members appointed which included legislators, governor appointees, and citizens to review: assessment and accountability, teaching and learning, and finance issues. These subcommittees would then make recommendations to the full Task Force which would then make recommendations to the Governor and the General Assembly for possible action by the 1998 Regular Session of the Kentucky General Assembly.

- In July 1996, KDE renewed its contract with ASME which included a four-year, $38-million-dollar commitment to administer the assessment program through year 2000, although the contract is renewable on an annual basis.

- In August 1996, KBE amended 703 KAR 4:010, through emergency provisions, to remove performance events retroactively from the Cycle 2 results. This action prompted an extended debate, whereby at least 100 schools were adversely impacted. Fourteen of those schools appealed their Cycle 2 KIRIS results claiming a violation of the due process "adequate notice" procedural requirement. KBE denied granting appeals on any of the performance events cases; however, the Attorney General's hearing officer granted all those schools' appeals based upon three of the four criteria established in KRS 158.6455 (8). These being that the decision was:
  - arbitrary.
  - lacking any reasonable basis.
  - highly unusual circumstances beyond the control of the school.

  Other actions at the August meeting included the passage of a regulation to enact a code of ethical testing practices and to give legitimate status to "Improving Category 2" schools. These schools are subject to the consequences of "decline" since after two successive bienniums, they had not met the original threshold.

- A writing portfolio scoring audit of the 1995-96 portfolios showed improvement from the previous audit done in 1993; however, critics argued since scores had to be lowered in

four of five schools, this was not credible for high-stakes decisions. This audit did not evaluate "authenticity" (whose work it is), but only corrected for scoring discrepancies.

Writing portfolio audit results released in September 1997 for the 1996-97 school year indicate scoring accuracy has improved slightly since the 1996 audit. From the total of 100 schools audited, 73 had scores lowered, 7 scores were unchanged, and 20 had scores adjusted upward.

- ACT statewide scores were released indicating Kentucky maintained a 20.1 average which had been consistent for five years. This is .9 below the national average of 21.

- National Assessment of Educational Progress (NAEP) scores, (sometimes referred to as the Nation's Report Card), were released indicating that Kentucky had made slight gains in fourth grade reading and eighth grade mathematics. Eighth grade NAEP scores were released in the fall of 1997 for science performance in Kentucky schools (first administered in 1996) which revealed Kentucky's performance was at the national average.

- CTBS/5 statewide scores were released at the August 1997 meeting of KBE. These appear to indicate Kentucky students in Grades 3, 6, and 9 were performing at about the national average in the survey version of this test in the areas of reading, language arts, and mathematics.

- As a result of continued concern regarding the removal of performance events from the accountability index in the fall of 1996, the Office of Education Accountability (OEA) was asked to investigate events surrounding this removal and report back to the Interim Joint Education Committee early in 1997. The report issued by OEA at the March 1997 committee meeting sparked further interest by reporting the state should be due at least a $1 million refund based upon the expenditure of over $3 million during the last biennium, when they were deemed "unusable."

- The Interim Joint Education Committee at its March meeting requested OEA, along with the Finance and Administration Cabinet and KDE, conduct a fiscal and management audit to review the entire assessment program from the beginning to determine whether the state was due remuneration from the contractor, and whether KDE's actions had been prudent and within model procurement guidelines in the administration of the contract.

- The Interim Joint Education Committee at its July 1997 meeting reaffirmed the intent of the audit through the passage of a resolution and charged LRC/OEA with the administration thereof. Coopers and Lybrand L.L.P. was chosen through an RFP process to conduct the management and fiscal audit. This firm subcontracted with Professor James Catterall and Associates (JSC&A) from UCLA to conduct the "test quality" review and determine whether the recommendations by Hambleton et al, in the June 1995 OEA Technical Quality Report had been implemented. Dr. Catterall is also required to write recommendations for improvement as part of his charge. Both parties began their work in late September 1997, and reports are due to LRC by December 31, 1997, in time for the Kentucky General Assembly to deliberate during the 1998 legislative session.

- Violations of KIRIS code of ethics were exposed in at least one school whereby scores were virtually zeroed as a result of inappropriate testing practices. This resulted in substantial media attention and prompted KDE to revise the system for dealing with testing irregularities. On August 4, 1997, Dr. Wilmer Cody, Commissioner of Education, implemented new and more rigorous procedures in investigating KIRIS allegations of inappropriate test practices. Late in October when newly appointed OEA director, Dr. Kenneth Henry, began his tenure, discussions about protocol of who should investigate these allegations began. It was concluded OEA should take a stronger role in these investigations. Discussions are continuing, as the code of ethics for appropriate testing practices is being revised through the regulation process to reflect the more rigorous protocol by KBE.

- At a special called KBE meeting on August 14, 1997, to approve subcontractors' continuation of work through the 1997-98 school year, Dr. Ed Reidy, Deputy Commissioner for Learning Results Services, announced his resignation. Dr. Reidy also announced school reports would be late as a result of errors committed by ASME in the calculation of elementary and middle school scores. In mid-October it was announced that November 19 was the projected date for school scores to be released, with student level scores coming sometime in December.

- Scoring errors by ASME were discovered by KDE officials in June 1997, affecting approximately one-third of the elementary and middle school arts/humanities and vocational studies/practical living scores. This revelation prompted the Commissioner of Education to cancel the contract effective August 30, 1997. This scoring error will cost the state an additional $1.5 million to pay additional rewards to deserving schools.

- Corrected scores also were released in September for schools who were affected by the error found in June 1997. As a result of the changes, 56 percent of Kentucky's schools met or exceeded their improvement goal for the two-year period.

  Other effects of the changes include:

  - 31 schools and 8 districts moved from "improving" to "successful."
  - 7 schools moved from "decline" to "improving" or "improving category 2."
  - 1 school moved from "improving category 2" to "improving."
  - 373 schools will be eligible to receive additional rewards money.

OEA Research. KRS 7.410(5) requires OEA to, "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." To comply with this requirement in the statute, OEA has established a Division of Program Oversight to monitor and review the intent and efficacy of the 15 program initiatives instituted by KERA.

In previous years, OEA has conducted 25 to 35 monitoring visits each year to a sampling of districts, collecting data for the purpose of reporting to the Legislature and Governor, primarily through the OEA annual report submitted each December. In the 1996-97 school year, OEA decided to embark upon a slightly different approach in an attempt to collect more refined data for possible analysis in making determinations about how efficient schools were in providing students with the seven capacities as mentioned in statute. In 1996-97, OEA endeavored to study fewer districts, but to conduct a more intensive review.

Seventeen districts were chosen, none of which had been previously visited by OEA, and were representative of the state in size, wealth, geography, urban/rural, county/independent, and KIRIS success. Each district was notified at least seven days prior to the visit. At the same time, an outline of the scope of the review and a detailed data request were faxed to the district, allowing adequate time for document preparation before the review team's arrival. Two to three days were spent in most districts collecting detailed data on each of the program initiatives coupled with several classroom observations. Entry and exit briefings were held by OEA on each visit, and careful consideration was given so as to be as unobtrusive as possible. OEA would like to commend all participating districts for extraordinary cooperation in this effort.

Several assumptions and limitations need to be stated:

1. The seven capacities are reflected vis-à-vis the six learning goals and fifty-seven academic expectations mentioned in regulation.

2. KIRIS does a sufficient job measuring the goals and expectations.

3. The School Accountability Index (SAI) is a fair representation of KIRIS success with its 10 percent biennial growth expectation.

4. A total of 130 classroom observations lasting 30 to 40 minutes were conducted in the 17 districts using a 20-item checklist developed by OEA (Appendix A). In districts where there were more than six schools, a sampling methodology was used.

5. Data used in this analysis were extracted from school districts' 1995-96 annual financial reports to OEA and KDE's 1996-97 SEEK calculations.

6. Some observations may have been conducted in classrooms where the principal felt the best quality of instruction was occurring, which would not indicate a representative sample.

In the summer of 1996, after careful study of the intention in KRS 7.410 in the area of efficiency of schools' students attaining "...at least the seven (7) capacities...," Doug Terry, legislative analyst in the Division of Program Oversight, and Dr. Robert Wagoner, former assistant director in the Division of Finance, contacted Dr. Stephan Goetz, University of Kentucky, Department of Economics, to further investigate the feasibility of creating an "efficiency index." Dr. Goetz had done extensive research using the "production-function" model of statistical analysis, primarily as it applies to business and economics. He had also become interested in KERA and KIRIS as they relate to these models of "inputs-outputs" statistical analyses. The two parties met and decided to pursue the idea of developing an index that would correct for disparity among school districts when making judgments about classifications.

Although the SEEK provisions of KERA provide school districts 15 percent additional money for free-lunch students (15 percent of SEEK base, $2673, in 1996-97=$400.95), this money does not (except in rare instances) follow the child, but is rather spread out across the district with no requirement existing in the law that it follow free-lunch participants. The disparity in Kentucky

among percentage of free-lunch participation in districts ranges between 2 percent and 90 percent; so the question becomes, should the expectations be the same for all?

In the fall of 1996, OEA supplied Dr. Goetz with extensive data files, including both fiscal and program information. By February, Dr. Goetz had produced a report that provided rankings of school districts showing differences in actual versus predicted rankings and SAI scores using regression analysis. During the same period, OEA staff was visiting in selected districts collecting data and conducting classroom observations to provide a qualitative overview of the efficiency scores generated by the statistical analysis.

Educational research has a long history of repeated findings that per capita wealth is strongly associated with academic achievement. In the quest for all students to become proficient by the year 2012, the question becomes: *Is it possible for poverty-stricken schools who are currently performing in the 30s to move all students toward proficiency by year 2012 given the additional challenge of possibly a 90 percent economic deprivation rate among its students when wealthier districts may only have a 2 percent economic deprivation rate and are performing at higher levels on the school accountability index?*

This disparity is compounded further by an accountability index requiring schools to improve the performance of different cohorts of students as opposed to a longitudinal model which would evaluate the school on its performance with the same set of students over time.

This model does not lower expectations for poverty-stricken schools; it only corrects for the disparity through a regression analysis that "levels the playing field" by statistically controlling for pertinent factors affecting student performance on tests. This analysis would predict where the school should score on KIRIS, given local resources, then provide the actual score that would place their performance above or below the predicted score. In cases where school districts perform above the predicted score (positive #), they would be classified as an "overachiever" and below the predicted score (negative #) an "underachiever."

The term "efficiency" connotes how well a district is using available resources to produce better learners. The KIRIS accountability index is constructed to expect growth toward a goal of 100 for all schools by the year 2012. Every school is expected to make biennial growth to close the gap 10 percent from where it is currently toward 100. Any district which exceeds its goal by at least one point qualifies for rewards. One problem with the current system is rewards and

sanctions are determined without regard to factors outside the control of the school which also affect performance.

The methodology chosen to study "efficiency" was a regression analysis which was overlaid by a qualitative review of each district. The dependent variable (outputs) analyzed was the district KIRIS96 accountability index, with several spending-related independent variables factored in. This analysis provided a "predicted score" for each district based upon the relationship of one district's resources when compared to all other 175 districts. The independent variables (inputs) included were:

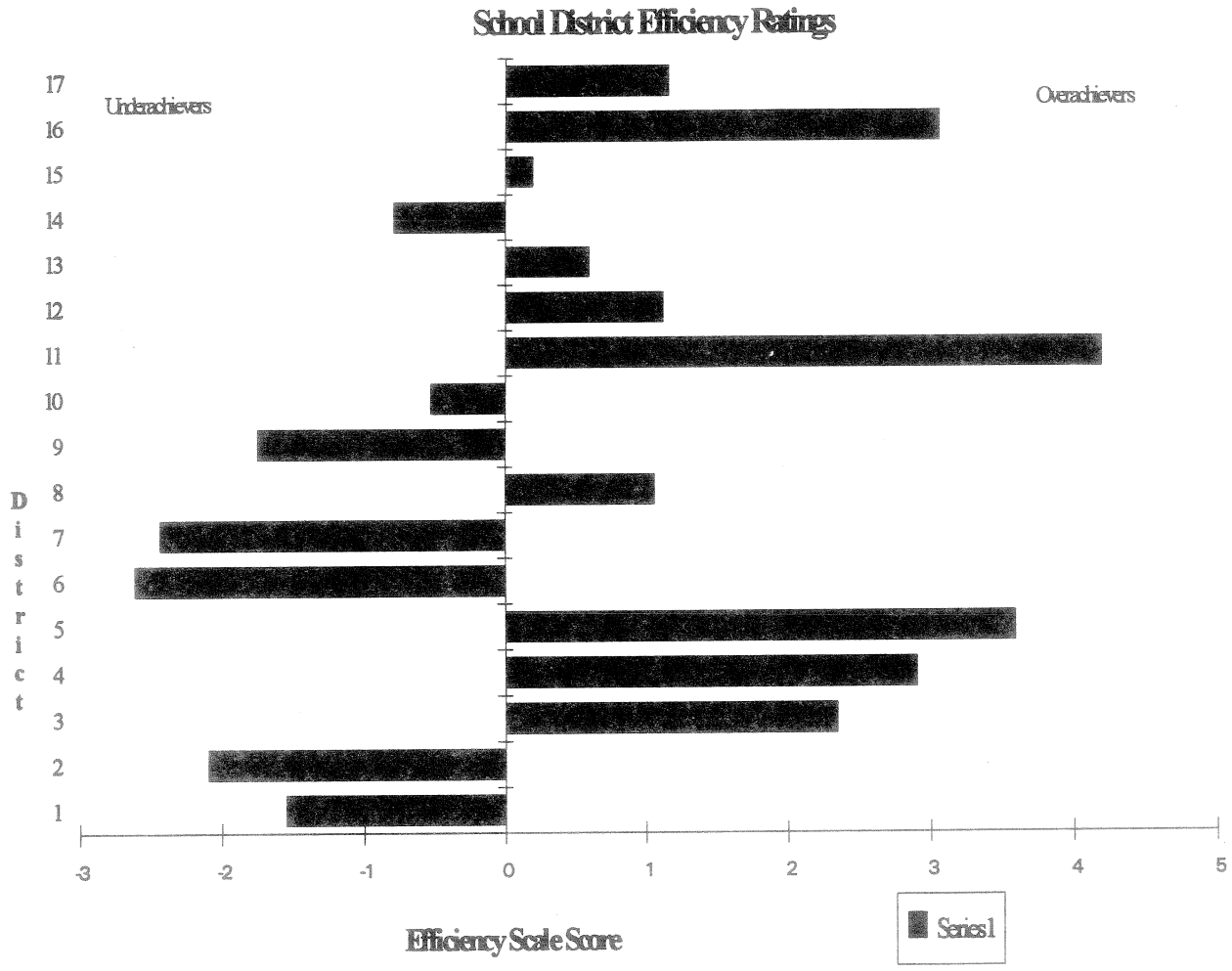
- baseline score
- administration spending per pupil
- class size
- ETR
- teacher salaries
- school size
- student poverty rates
- education of parents

In the fall of 1996, a "school efficiency index" was created using "linear regression analysis" which provided a predicted score for each district showing what its score should have been in 1995-96, based upon fiscal resources allocated by the district. The difference between actual KIRIS96 and KIRIS96 Predicted score creates the index rating as shown on Table 2. The dependent variable (output) was the KIRIS96 and the independent variables listed above were used to generate the predicted score.

TABLE 2

DISTRICT	KIRIS96	KIRIS96 PREDICTED ADJUSTED W/ REGRESSION	SCHOOL EFFICIENCY INDEX RATING
1.	44.8	46.35	-1.55
2.	44.7	46.8	-2.1
3.	50.1	47.75	2.35
4.	47.8	44.89	2.91
5.	51.8	48.2	3.6
6.	47.7	50.32	-2.62
7.	45.4	47.84	-2.44
8.	43.6	42.54	1.06
9.	40.7	42.45	-1.75
10.	41.6	42.13	-0.53
11.	46.3	42.1	4.2
12.	54.3	53.18	1.12
13.	43.1	42.5	0.6
14.	46.5	47.29	-0.79
15.	44.4	44.2	-0.2
16.	53.6	50.53	3.07
17.	44.6	43.44	1.16

FIGURE 1



The attempt to validate a district's efficiency index rating was done through a district visit by the OEA monitoring team reviewing data and conducting classroom observations. For the purpose of keeping a district's identity anonymous, numbers have been assigned to each of the 17 districts. However, a district profile (Table 3) is offered for each numbered district involving limited information such as range of district size, per pupil expenditure amount, and economic deprivation rate using free lunch.

Overall correlation in the 17 districts between KIRIS96 district accountability index and school efficiency index is positive .52 ($p=.034$). These data indicate districts who are using resources in a more efficient way are also performing better on the KIRIS SAI and are more successful in KIRIS classifications.

TABLE 3

SCHOOL DISTRICT PROFILES

District	ADA 1996-97	Free Lunch % of ADA	Pupil Teacher Ratio	1995-96 Per Pupil Spending	KIRIS96 Index	KIRIS96 Classification	School Efficiency Index Rating	Ranking Change KIRIS vs. Predicted	
1.	2325.7	25	14.5	$4821	44.8	improving	-1.55	137/125	+12
2.	4336.2	15	16.5	$4994	44.7	improving	-2.1	120/148	-28
3.	1783.4	36	15.8	$5118	50.1	reward	2.35	13/26	-13
4.	1437.0	30	14.5	$5046	47.8	reward	2.91	24/16	+8
5.	9355.5	23	16.1	$5354	51.8	reward	3.6	4/8	-4
6.	29,005.8	33	13.8	$6172	47.7	improving	-2.62	91/157	-66
7.	1840.5	43	15.2	$4977	45.4	improving	-2.44	158/152	+6
8.	1327.8	33	15.4	$5306	43.6	successful	1.06	58/54	+4
9.	2559.8	57	15.1	$5145	40.7	improving	-1.75	117/134	-17
10.	932.9	64	14.3	$5390	41.6	improving	-0.53	98/100	-2
11.	2052.8	51	12.8	$5707	46.3	reward	4.2	11/5	+6
12.	1245.5	27	15.4	$6272	54.3	improving	1.12	97/53	+44
13.	793.4	41	15.7	$5830	43.1	successful	0.6	59/77	-18
14.	2454.7	35	16.0	$5203	46.5	improving	-0.79	112/107	+5
15.	4491.3	30	14.5	$5905	44.4	improving	0.2	127/87	+38
16.	860.9	23	15.1	$5687	53.6	reward	3.07	7/14	-7
17.	1889.2	27	15.7	$5657	44.6	successful	1.16	57/50	+7

It is also interesting to note the district with the lowest pupil-teacher ratio had the highest SEI. Conversely, the next lowest district pupil-teacher ratio had the lowest rating on the SEI. These irregular patterns give impetus to investigating whether or not there is a common theme between successful and unsuccessful districts. There appears to be commonalties among the five highest scoring districts by virtue of the school efficiency index and the KIRIS classification. As illustrated in the following tables, all districts that have a positive rating on the efficiency index were classified in "rewards" and the five lowest performing districts were rated as "improving."

TABLE 4

FIVE DISTRICTS WITH THE HIGHEST EFFICIENCY RATINGS

District	SEI	SAI	KIRIS District Classification
11.	4.20	46.30	reward
5.	3.60	51.80	reward
16.	3.07	53.60	reward
4.	2.91	47.80	reward
3.	2.35	50.10	reward

TABLE 5

FIVE DISTRICTS WITH THE LOWEST EFFICIENCY RATINGS

District	SEI	SAI	KIRIS District Classification
6.	-2.62	47.70	improving
7.	-2.44	45.40	improving
2.	-2.10	44.70	improving
9.	-1.75	40.70	improving
1.	-1.55	44.80	improving

The initial premise of the SAI in KRS 158.6455 is districts and schools are rated on improvement not quality. This premise may be outdated since districts like Anchorage Independent, who is the highest in the state (62.9), are also rated "in decline" since they have apparently reached an optimum level of performance and find it difficult to improve to the proficiency level 10 percent more each year. Coincidentally, the school efficiency index for Anchorage Independent is 0.24 positive which indicates it was an "overachiever" when real resources were factored as compared to all other 175 districts. So the question becomes, *Is the accountability index expectation for growth unrealistic, once a certain performance level is reached?*

Evidence is mounting that the accountability index should be tiered to require more improvement at the lower levels. Schools performing at lower levels of 25 to 35 possibly should be required to retain the 10 percent expectation for improvement. As districts move up the scale to 45 or 55, considerable attention should be given to possibly lowering the expectation to a lower percentage. Further incremental lowering could then be invoked when the district index reaches 56, and so on

up the scale. KDE should revisit the reality of the premise that all schools reach proficiency by the year 2012. Unless the current accountability index is revised to reflect lowered improvement expectations as schools move toward 100, many more schools performing at the optimum level are likely to fall into decline or crisis through no fault of their own.

Free- and reduced-lunch rates for Kentucky students have risen from 38.8 percent in 1990 to 43.9 percent in 1996, which is a compelling reason to reconsider the ten percent improvement goal if the Legislature decides not to use methods to control for these such as the proposed school efficiency index.

Classroom Observations. Further investigation was done to determine whether or not there existed a common theme for success through classroom observations in 129 classrooms (53 elementary, 26 middle, and 21 high school) in the 17 districts. The hypothesis for this research was there would be higher success rates for school districts who exemplified instructional practices that were more reflective of KERA goals and expectations.

OEA staff used a 20-item checklist (Table 6) to make judgments in these classrooms about whether models of instruction were consistent with curriculum design espoused by Kentucky's Learning Goals, Academic Expectations, Transformations: Kentucky's Curriculum Frameworks, and reflective of Core Content for Assessment. Another reason for this activity was to investigate whether "opportunity to learn" conditions were somewhat consistent among districts.

TABLE 6

CLASSROOM OBSERVATION QUESTIONS AND RESULTING DATA

1.	Is the content focus directly related to at least one of Kentucky's Learning Goals?	Yes No Not Obs	99% 1% 0%
2.	Is there evidence that the lesson is directly related to at least one Academic Expectation?	Yes No Not Obs	99% 1% 0%
3.	Is the lesson textbook driven?	Yes No Not Obs	25% 74% 2%

4.	Are the instructional strategies designed to elicit interactive student participation?	Yes No Not Obs	89% 5% 5%
5.	Does the lesson involve the use of a computer?	Yes No Not Obs	21% 75% 4%
6.	Does the lesson require the use of other technology?	Yes No Not Obs	24% 67% 9%
7.	Does the lesson involve writing through either open-response items, portfolios, or on-demand writing?	Yes No Not Obs	64% 29% 6%
8.	Is there evidence of integration of subject matter?	Yes No Not Obs	88% 8% 5%
9.	Is there any evidence of authentic assessment (teachers evaluating students within the context of daily activities and documenting strengths and weaknesses)?	Yes No Not Obs	78% 4% 18%
10.	Are the students aware of expected levels of performance through rubrics or standards?	Yes No Not Obs	68% 3% 29%
11.	Is the lesson plan rich in content as well as engaging, requiring higher-level thinking and problem-solving?	Yes No Not Obs	84% 6% 9%
12.	Is the lesson developmentally appropriate for the age of the students? (At the elementary level)	Yes No Not Obs	59% 0% 41%
13.	Is the role of the teacher one of a facilitator that invites interaction by motivating, challenging, encouraging, inviting reflection, and giving feedback?	Yes No Not Obs	92% 2% 2%
14.	Is there evidence of cooperative learning?	Yes No Not Obs	67% 22% 12%
15.	Is there evidence of usage of *TRANSFORMATIONS*--Ky's Curriculum Frameworks?	Yes No Not Obs	67% 11% 22%
16	Is there evidence of usage of CORE CONTENT?	Yes No Not Obs	77% 5% 18%
17.	Is there evidence of multiple-choice test usage?	Yes No Not Obs	6% 83% 11%

18.	Can the classroom be categorized as one which espouses performance assessment as required by KIRIS?	Yes No Not Obs	82% 9% 9%
19	Is there any evidence of "curriculum narrowing" to accommodate a certain grade's test preparation?	Yes No Not Obs	9% 44% 47%
20.	Is there evaluation and reflection on the skills or concepts covered?	Yes No Not Obs	79% 3% 18%

Question: Did the classroom observation data reveal KERA/KIRIS-like instructional practices were more prevalent in the higher performing districts? YES

Questions 4, 7, 11, and 18 were selected from this checklist that most characterized whether or not classrooms were practicing KERA/KIRIS-like pedagogy. Tables 7 and 8 illustrate performance on these aforementioned questions.

The five districts with the highest KIRIS and SEI ratings and their resulting percentages of KERA/KIRIS-like classroom-practice indicators on the four questions.

TABLE 7

OVERACHIEVERS

District	SEI	SAI	KIRIS Classification	% Yes
11.	4.20	46.30	reward	87.50
5.	3.60	51.80	reward	91.50
16.	3.07	53.60	reward	81.50
4.	2.91	47.80	reward	86.25
3.	2.35	50.10	reward	90.00
Average	3.23	49.92		87.35%

TABLE 8

UNDERACHIEVERS

District	SEI	SAI	KIRIS Classification	% Yes
6.	-2.62	47.70	improving	80.50
7.	-2.44	45.40	improving	92.75
2.	-2.10	44.70	improving	84.75
9.	-1.75	40.70	improving	71.00
1.	-1.55	44.80	improving	62.75
Average	-2.09	44.66		78.35%

Correlation between the two groups on implementation of KERA/KIRIS-like instructional practices is -0.059. This evidence suggests the need for further study to determine the impact of quality instructional practices on school performance.

Summary

It is unfortunate that 1996-97 KIRIS data were not available at this writing; however, careful analysis will need to be performed to determine if trends continue downward for middle and high schools. The results of the KIRIS audit currently being conducted to determine whether the recommendations forwarded by the OEA technical panel in 1995 were implemented should play a major role in redesigning KIRIS. The audit will also assess KDE performance in managing the program and make recommendations for any needed changes in oversight. The audit results are due from Coopers and Lybrand L.L.P. on December 31, 1997.

The brief sketch presented here does not do justice to the many complexities inherent in a program that was designed to improve teaching and learning in the Commonwealth. The road has been "uphill and rocky" most of the time for KDE in implementing what is unequivocally the most ambitious effort in the country to transform education. KIRIS has undoubtedly improved the quality of teaching and raised the inquiry level of all educators, parents, and policy makers as to what students should know and be able to do by the time they graduate from Kentucky schools.

Recommendations

1. The Office of Education Accountability agrees with the recommendations forwarded by the Task Force on Assessment and Accountability and suggests the Legislature give serious consideration to modifying the SAI to be a fairer and more objective measure of school success. At the same time, the Legislature should consider "leveling the playing field" in at least a portion of the index to correct for factors beyond the control of the school through the development of a "school efficiency index."

2. The Kentucky Department of Education and the Kentucky Board of Education should consider subscaling the performance standards to give schools credit for moving students up the scale. The wide gap (60 points) between apprentice at .4 value, and proficient at 1 value is unwieldy and unfair. Schools could conceivably move all students to .9 value on the scoring theta and only receive .4 value, or apprentice, when aggregated in the school accountability index.

3. The Office of Education Accountability recommends any redesign in the accountability index reflect Threshold Standards that recognize both high achievement and improvement, but with slightly different consequences. The following model suggests various consequences:

   If a school's accountability index on a scale of 100 is:

   - **less than 35,** there should be required assistance and state intervention, including review team visits and distinguished educator placements.
   - **36-45,** improvement plans should be developed (rewards in the form of competitive mini-grants for exceptional improvement).
   - **46-60,** maintenance provisions with no state intervention should be implemented (rewards for exceptional improvement in the form of competitive mini-grants for school improvement).
   - **61>,** rewards and commendations with continued improvement expectations over time should be provided.

4. The Office of Education Accountability also supports continuation of high stakes for schools, teachers, districts, and students as impetus for continuing classroom transformation. There appears to be growing evidence that rewards (as a teacher bonus) may be too divisive to be productive for schools. Recent surveys conclude teachers are more driven by the fear of sanctions than by the potential for cash rewards. As a result, the Office of Education Accountability suggests there must remain an incentive for improvement, but the rewards should be couched in the form of school improvement rather than the current "teacher bonus" model. This could be achieved through legislation that would set an appropriation for schools who exceed their goals to write proposals for school improvement which could be in the form of additional technology, instructional supplies, teacher aides, playground equipment, and professional development.

DISTINGUISHED EDUCATOR PROGRAM

Overview. KRS 158.782 identifies 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 in the implementation of 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's publication, 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."

Fourteen additional Kentucky educators were named distinguished educators in 1996-97, bringing the total designated to 134. Of the 134, 48 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.

Each distinguished educator helps her/his 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 has not been as positive as in past years. The fact that distinguished educators have been spread so thinly during this past year has raised questions as to their effectiveness. Schools report seeing their distinguished educator once every two weeks and express concern over what impact the distinguished educator can have in such situations.

Training for new distinguished educators consisted of seven sessions. 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.

Recommendations

The need for additional distinguished educators seems to have reached the crisis stage. If distinguished educators are not available to schools in decline, can they be held accountable if they do not improve? We would maintain that a minimum ratio of distinguished educators for the 185 schools should be a 1:1 for schools in crisis and 3:1 for all other categories.

EDUCATION PROFESSIONAL STANDARDS BOARD

Overview. The Education Professional Standards Board (EPSB) has prepared a legislative program which will maintain their relationship as a part of the Kentucky Department of Education (KDE). Their proposal includes an item to have the EPSB president sit as a member of the Kentucky Board of Education as the Commissioner sits as a member of the EPSB.

EPSB has employed Dr. Susan Leib to serve as interim executive secretary while they conduct a search for a new executive secretary. EPSB has two new members: Doris S. Barlow and Beverly Lee Tomlin. Rosa Weaver and Ray Nystrand have been reappointed to serve an additional term.

EPSB has promulgated 704 KAR 20:555, professional certificate for college faculty: secondary education as required by KRS 161.048. This will allow college faculty to be certified for secondary education after completing an intern program.

EPSB has drafted an emergency regulation, 704 KAR 20:022 (to implement a portion of House Bill 305 of the 1996 Regular Session of the General Assembly), which identifies the procedures to be followed when a teacher chooses the continuing education alternative for certificate renewal and advancement in rank. This will involve the development of an individualized professional development plan which includes goals related to continuous growth on each of the Experienced Teacher Standards. Evidence of the accomplishment of this professional development plan will be reviewed and scored by a state team.

Minority Educator Recruitment and Retention (MERR). The MERR office, with a budget of $680,000, designates $424,400 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. MERR currently has the following summer programs:

Christian County Public Schools	STAMP Summer Institute
Eastern Kentucky University	Minority Teacher Education Program
Jefferson County Public Schools	Escorts to Success
Kentucky State University	Teacher Recruitment Leadership Institute
Morehead State University	Minority Teacher Education Program
Murray State University	Teacher Education Admission Prep Program
University of Kentucky	TeacherBridge
University of Louisville	TeacherBridge

Programs offered fall into two categories: (1) academic enrichment and career awareness, and (2) teacher education preparation.

Academic Enrichment/Career Awareness: Middle/High School Programs - Christian County Public Schools, Eastern Kentucky University, Jefferson County Public Schools, and Morehead State University each have developed programs to work with middle and high school students in addressing critical issues in academic achievement while encouraging the participants to consider the field of education as a possible career choice. Kentucky State University's TRLI Program has been funded by MERR over the past three years, but the institution does not have a program this summer.

Each program provides daily activities which include guest speakers on topics of interest and field trips along with skills enhancement in the areas of mathematics, English, computer science, and African American history and culture. MERR is actively involved in each of these programs and staff serve as guest speakers to inform the students about the programs and the MERR scholarship. Staff also observe daily classroom activities and assist in chaperoning field trips.

Teacher Education Preparation: Murray State University - Murray State University's program involves minority teacher education majors in preparation for the ACT examination as part of the teacher education admission process. The coordinator of the MERR Scholarship program found that many of the scholarship recipients did not have ACT scores at the level for admission to Murray's teacher education program. This hurdle prompted collaboration with the University's Continuing Education and Academic Outreach Program to provide these students with an opportunity to enhance their test-taking skills prior to ACT examination.

Since 1992-93, the number of minorities graduating from teacher education programs at our public universities has risen from 25 (1992-93) to 226 (1996-97). Additionally, our state universities report a total of 969 minority students enrolled in teacher education. MERR also oversees alternative certification. During the past four years, 93 teacher trainees were admitted to the alternative certification program. To date, 57 have successfully completed the training, passed the NTE, and are in classrooms; 15 are still in the program; and 21 have just started the program.

MERR works with local school districts to gather information on minority hiring. They report that for 1996-97 there were 409 minority applicants for certificated teacher positions, of which 159 were hired. There were 137 minority applicants for administrative positions, 35 of which were hired. This brings the number of minority teachers to 1,820 or 4 percent of the teaching

staff. KDE student data reports that there are 81,431 (12.6 percent) students identified as a minority of the 647,235 students in the Commonwealth. These figures demonstrate the continued need for certified minority employees if our teacher workforce is to ever come close to mirroring our students.

Revocation. During the period from July 1, 1996 to August 1, 1997, there were 129 initial reports filed with EPSB and 132 character/fitness reviews. These resulted in 18 revocations, 16 suspensions, and 23 other cases ordering training. As of September 6, 1996, the status of open cases was 47 character/fitness reviews, 47 initial report reviews, and 31 cases for hearing. EPSB has one full-time and one part-time prosecutor, 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.

Recommendations

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, the Kentucky Valley Educational Cooperative/Morehead State University/Eastern Kentucky University/University of Kentucky, and Central Kentucky Cooperative initiatives. The Education Professional Standards Board should provide the lead in all studies seeking solutions to this problem and should encourage the creation of other programs, as well as other solutions to the principal shortage. Additionally, there are two doctoral students at the University of Kentucky identifying this problem a part of their dissertations.

2. It would seem appropriate to review the material from the validation panels for the middle school academic area tests being developed by the Educational Testing Service for appropriate passing scores. It appears to be most inappropriate to allow any group to be certificated without achieving a defendable cutoff score.

3. As the Education Professional Standards Board reviews the revised program of studies, it would seem necessary for the Board to set appropriate parameters for certification for elective classes developed by local school districts.

EXCEPTIONAL CHILDREN

Overview. At its June 1997 meeting, the Interim Joint Education Committee directed the Office of Education Accountability to conduct a study of special education services in Kentucky, addressing the following specific issues:

1) To determine whether students with disabilities statewide are being provided an adequate education;
2) To determine whether student Individual Education Programs are being implemented to the fullest extent;
3) To determine whether students with disabilities are dropping out of school at increasing rates;
4) To determine whether students with disabilities are being provided access to the core curriculum and courses leading to a diploma to the extent possible; and
5) To determine whether these students are being provided services by properly certified teachers.

A comprehensive report will be provided to the Committee on January 1, 1998, and in view of that, this section of the Annual Report will be limited.

Legislative. The Individuals with Disabilities Education Act (IDEA) was reauthorized in 1997, with many of the amendments effective immediately. Numerous changes in the statute will require regulatory changes in Kentucky and may, in some instances, alter the focus of some Kentucky initiatives in special education. To Kentucky's credit, some mandated changes are already common practice in this state. For example, IDEA amendments require that students with disabilities must be included in statewide assessment programs, and the states were given until July 1, 2000, to develop alternate assessment protocols for students requiring those. In Kentucky, all children and youth with disabilities have been included in this state's assessment program since its inception. Kentucky also requires local districts to provide data on suspensions and expulsions of disabled students, a new reporting requirement contained in the 1997 IDEA amendments.

The 1997 amendments emphasize the importance of ensuring that students with disabilities participate in the general education curriculum to the maximum extent appropriate. Requirements for reevaluation of special education students, currently every three years, have been relaxed if no

additional information is needed to determine continued eligibility and the parents do not request additional assessment. The amended statute explicitly requires special consideration of the provision of Braille for blind or visually impaired students; the language needs of disabled students, particularly those with hearing impairments; the needs of disabled students who have limited English proficiency; and interventions, strategies, and supports including behavior management plans for students whose behavior adversely impacts their ability to learn. There is increased emphasis on mediation as a dispute resolution mechanism, and the statute explicitly addresses placement procedures in alternative educational settings for students who bring weapons to schools or are involved in activities related to illegal drugs.

Administrative. Several regulatory changes are necessary to bring Kentucky into compliance with the 1997 amendments. The Division of Exceptional Children Services (DECS) has identified most, if not all, of the regulations and will be taking appropriate action during the upcoming year.

Concern is expressed by advocates for students with disabilities that proposed changes to 704 KAR 3:305 increasing graduation requirements will negatively affect efforts to provide appropriate transition programs for these students and might increase the dropout rate.

DECS is also involved in task force work regarding the licensing and certification of educational interpreters for citizens who are deaf and hard of hearing, and regulations will be forthcoming in this matter.

Program Implementation. DECS continues to operate under a "Corrective Action Plan" with the United States Department of Education's Office of Special Education Programs (OSEP) as a result of the monitoring by OSEP conducted last year. Substantial steps in compliance have been taken. Kentucky School for the Blind and Kentucky School for the Deaf, as well as adult correctional facilities, have been monitored and corrective action plans have been drafted for those facilities. DECS continues its traineeship support of the vision impaired program. A technical assistance manual on occupational and physical therapy has been revised and distributed to districts. Further, DECS has initiated an occupational therapy/physical therapy scholarship program to assist students with college fees in return for commitments to provide services within the Kentucky educational system. DECS has addressed OSEP-identified issues regarding least restrictive environment, transition services, and Individual Education Programs (IEPs) with local districts. Monitoring of local districts in areas of transition requirements has been expanded.
DECS continues to provide training for staff working with students with emotional-behavioral disabilities (EBD) through its EBD institute. Further, identified schools in the state are receiving

training on school-wide approaches to prevention of behavior problems and early intervention as part of a model school project. DECS continues to monitor the identification rate in local districts for EBD students and to focus efforts on elementary screening and intervention of students who are high risk. A statewide consultant network has been developed consisting of individuals willing to provide technical assistance in districts experiencing problems serving identified students.

Although KDE was not a party to a Consent Decree between the Cabinet for Human Resources (now the Cabinet for Families and Children{CFC}) and the United States Department of Justice regarding services in juvenile treatment facilities, KDE has worked with the Department of Juvenile Justice (to whom the programs were transferred from CFC) and has provided special education monitoring in each facility. Substantial problems were located in some of these facilities. Corrective action plans will be drafted to address the problems. Additionally, DECS committed to providing workshops at statewide conferences to assist in training educational staff of these facilities.

In response to a study commissioned by DECS and funded by the Developmental Disabilities Advisory Council, DECS is devoting additional time and resources to address increasing dropout rates in local districts. Mini-grants of $3000 each have been sent to seven districts with high dropout rates, and DECS is engaging in efforts to develop and expand the number of districts providing special education initiatives in vocational programs.

Staffing at DECS has not substantially changed. Forty-one staff positions are assigned exclusively to exceptional children programs. These include 30 positions within the DECS central office, 8 exceptional children consultants located in the regional service centers, and 3 exceptional children staff working in the Office of Learning Programs Development. These three staff members devote their time to exceptional children issues within that office.

DECS received 72 formal complaints during the 1996-97 school year. Three of these complaints were withdrawn. Twenty-nine were resolved in an early resolution process developed by DECS wherein the district is informed of the complaint and given an opportunity to resolve it with the complainant prior to formal DECS intervention. Although problems have been experienced with one special education coordinator being inappropriately aggressive in attempting to force early resolution, the process otherwise seems to work well, resulting in expeditious resolutions. Four of the complaints were filed on behalf of classes. Corrective action plans were required in 26 of the complaints. Of the 32 reports issued by DECS in response to the complaints, 17 were filed more than 10 days after the 60-day deadline passed. This performance, however, is substantially

improved over the 1995-96 school year when only 2 of 60 complaints were processed within the mandatory 60-day deadline. Complaints continue to increase. During the last three years, 41, 45, and 72 complaints have been filed, by year, with DECS.

Forty-seven hearings were requested from DECS since July 2, 1996 for the 1996-97 school year. Eleven decisions have been rendered with seven still pending. Twenty-two hearings were cancelled, as settled or otherwise resolved. Of the total 119 formal complaints and hearings filed and requested, only 40 counties were involved. The vast majority of the counties were involved in only one proceeding. Five counties accounted for 33 of the complaints and hearing requests.

Recommendations

Recommendations related to special education will be contained in the report provided to the Interim Joint Education Committee on January 1, 1998.

EXTENDED SCHOOL SERVICES

Overview. KRS 158.070 mandates all school districts 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 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 they can perform at the appropriate age level.

The 1991-92 budget for this program was $21.4 million and increased in the 1997-98 biennium to $34 million per year. The 1996-97 school-year appropriation was $33.9 million. The Kentucky Department of Education's (KDE) appropriation request for the 1999-2000 biennium is $36 and $37 million per year.

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 can be set aside each year for innovative grants that encourage alternative methods for enhancing student success. Approximately $772,000 was allocated in 1997-98 to 33 schools representing 27 districts for innovative programs. KIRIS results from these districts indicated that four were in rewards, one was successful, and twenty-two did not meet their goal. Some of the alternative models include portfolios, summer preparation programs, transition, expeditionary learning, and accelerated learning. Table 16 illustrates that 4224 students participated in innovative programs.

The Office of Education Accountability (OEA) remains concerned that not enough evaluative data are being collected on the innovative programs to justify this expenditure. The original intent of this program was to serve as models for experimentation that could be replicated in other districts. Without having cost/benefit ratio information, it will be difficult for other districts to benefit from replication.

Program Results FY 96. Evaluation data for 1996-97 were gathered through student level data sheets, observations in schools, and district audits. The following is an analysis prepared by KDE.

Impact of Extended School Services (ESS) Programs: Significant changes were noted in letter grade achievement for students attending ESS programs for six or more days during the regular school term (Tables 9 and 15). At program entry, less than 10 percent of students served six or more days had entry grades of A or B in the primary subject of focus, but 37 percent had A or B grades at the end of the school term. Conversely, 71 percent had entry grades of D or F in the primary subject of focus, while only 17 percent had D or F grades at the end of the school term. [Eighty percent of all students attending ESS programs six or more days (89,436) improved one or more letter grades in their primary subject of focus, while 18 percent maintained their prior grade.] It is significant to note in both the primary and secondary subjects of focus, approximately 90 percent of students served six or more days, entered with grades of C or lower, which would seem to indicate ESS is serving primarily students at risk of failure.

TABLE 9

STUDENT ACHIEVEMENT LEVEL FOR ESS LEARNING GOALS
REGULAR TERM 1996-97

	F	D	C	B	A
Subject 1 Entry Grade	22*	49	19	9	1
Subject 1 Exit Grade	3	14	50	26	7

*Numbers represent percentage of students - (Based on 89,436 students).

In addition to letter grade improvement, additional qualitative impact data were gathered on students who attended ESS programs six or more days. Teachers reported 20,016 students were promoted or graduated on time as the result of having participated in ESS programs. The referring teachers for ESS students also note significant qualitative changes in the areas of completing homework, increased class participation, and improved attendance (Figure 2).

FIGURE 2

OTHER GOALS ACHIEVED

	Regular Term
Graduated From High School	1,790
Promoted To Next Grade Level	18,226
Improved Attendance	5,091
Completing More Homework	38,677
Increased Class Participation	33,960

ESS Program Demographics. Data gathered during the 1996-97 regular school term indicates 145,700 students were served by ESS programs throughout the state (Table 10). This is an increase of approximately 21,000 students from the 1995-96 regular school term. Increases in the number of students served were noted at all grade levels with the exception of Grade 8. Approximately 53 percent of all students served are found in primary grades through Grade 6, while 26 percent and 21 percent respectively were served in Grades 7-9 and 10-12.

As a result of KIRIS assessments covering more grades in 1996-97, the participation is more evenly distributed among all grades. However, in fourth grade the participation in the first year of KIRIS assessment is more profound.

TABLE 10

Grade Level	Number of Students	Percentage
PM (P1, P2, P3, P4)	31,801	21.8%
4	19,432	13.3%
5	13,957	9.6%
6	11,608	8%
7	13,277	9.1%
8	10,987	7.6%
9	12,727	8.7%
10	12,148	8.3%
11	10,835	7.5%
12	8,039	5.5%
OU	880	.6%
TOTAL	145,700	
K-6		53%
7-9		26%
10-12		21%

Demographic data collected during the regular school term indicate 51 percent of all students served were male while 49 percent were female (Table 12). There were significantly more male students than female students served at the primary and middle school level. Female students outnumbered male students at the secondary level. A further analysis of data indicates a slightly larger number of female students were served on a short-term basis (1-5 days) than male students. Eighty-seven percent of all students were Caucasian while 14 percent were minority students (Table 13). The number of students being transported by ESS programs (61,014 students) is significantly higher than prior years with a slight increase in the overall percentage (42 percent) of students transported by ESS programs (Table 14).

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.

A significant shift towards a shorter term program was noted with 38 percent of all students being served from 1-5 days, 31 percent served 6-15 days, 15 percent served 16-25 days, 9 percent served 26-40 days, and 7 percent served more than 40 days (Table 11). A further analysis indicates approximately 58 percent of all students served at the primary and Grade 4 level were served 6-25 days while the majority of students in Grades 6-12 were served 1-15 days.

TABLE 11

LEVEL OF ATTENDANCE

	Number of Students	Percentage of Students
1-5 Days	54,789	38%
6-15 Days	45,095	31%
16-25 Days	21,248	15%
26-40 Days	13,289	9%
40+ Days	9,804	7%

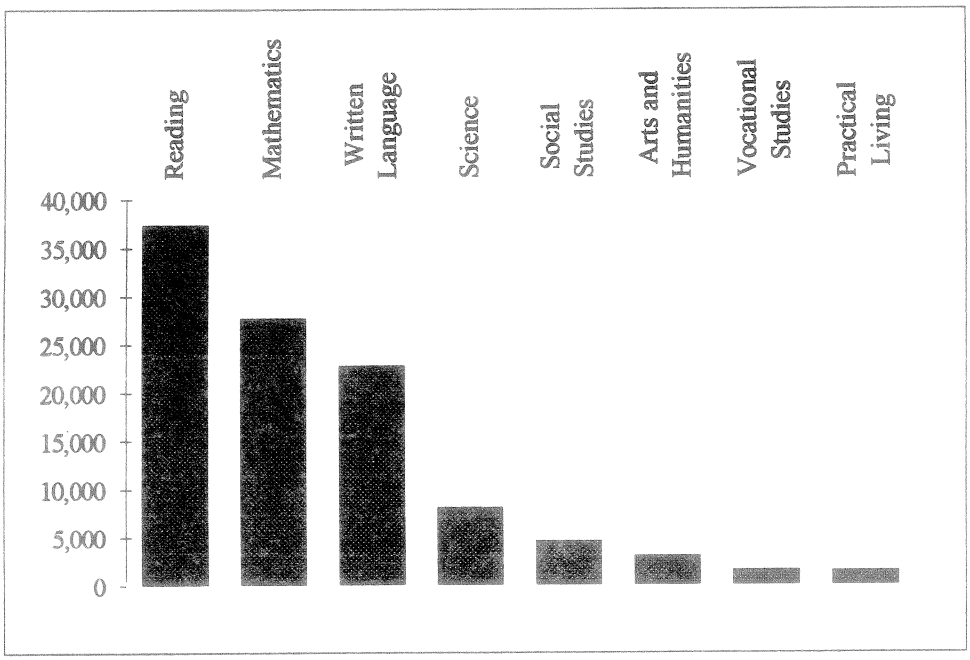
As has been the case in the past, reading, mathematics, and written language constitute the majority of goals for students being addressed by ESS programs throughout the state. However, goals in the area of science show a slight and encouraging increase (Figure 3).

Significant highlights of goal-related data include:

- Approximately 67 percent of all students served at the primary program level were referred for assistance in the area of reading.
- Although reading continued to be emphasized in Grade 4 (33 percent), the major emphasis shifted to written language (47 percent) where short-term assistance with portfolio development became a priority.
- Written Language was the primary subject of focus for students in Grades 7 and 12.
- Mathematics was the major goal of emphasis in Grade 5 and remained the priority goal through high school with the exception of Grades 7 and 12.

FIGURE 3

PRIMARY SUBJECT OF FOCUS



In terms of the types of assistance offered by ESS programs (Figure 4), academic remediation (67 percent) was the major type provided to students followed by homework assistance (47 percent), study skills instruction (34 percent), portfolio development (24 percent), performance events (9 percent), and counseling (3 percent). Academic remediation was listed as the primary type of assistance provided at the primary level and at Grades 5, 6, and 12. Students in Grades 7-11 primarily utilized homework assistance. Study skills instruction was listed as the

second priority for the primary level and Grade 5. Portfolio development was listed as the primary type of assistance provided at Grade 4 level. It is significant to note the majority of students were provided multiple types of assistance while being served by ESS programs throughout the state.

FIGURE 4

TYPES OF ASSISTANCE PROVIDED TO STUDENTS

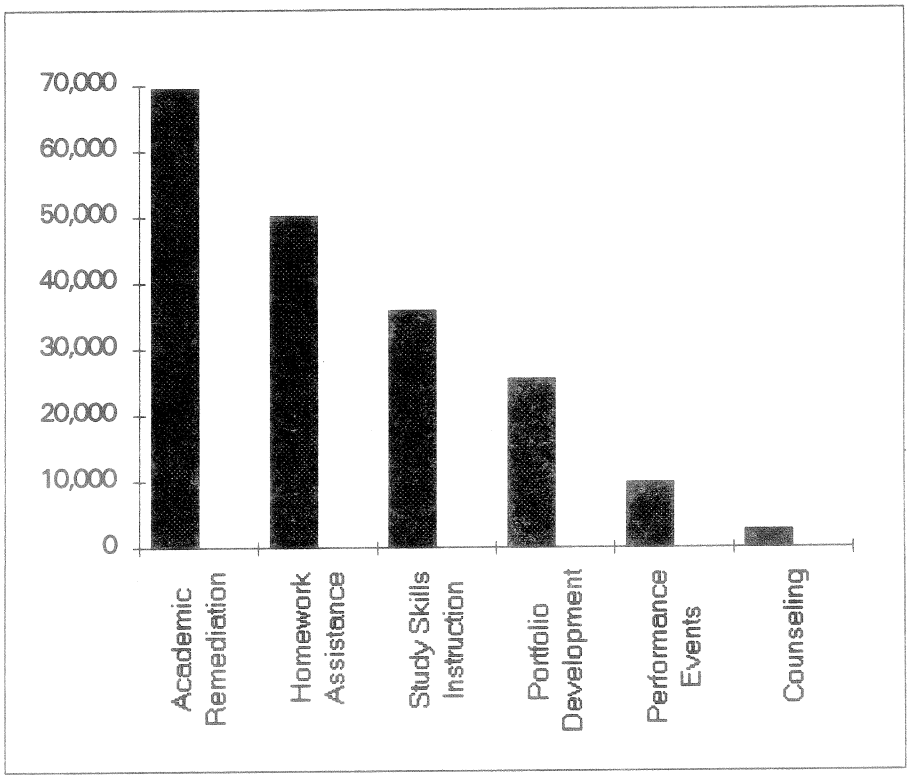


TABLE 12

ESS 1996-97 REGULAR TERM STUDENT DATA (1)

Sex	Percentage
Male	51%
Female	49%

TABLE 13

ESS 1996-97 REGULAR TERM STUDENT DATA (2)

Race	Percentage
Caucasian	87%
Black	12%
Hispanic	<1%
Asian	<1%
Other	<1%

TABLE 14

	Number of Students
ESS Students Transported by Program	61,014

TABLE 15

ENTRY AND EXIT GRADES FOR ESS STUDENTS

	F	D	C	B	A
Goal 1 Entry Grade	22*	49	19	9	1
Goal 1 Exit Grade	3	14	46	29	8
Goal 2 Entry Grade	19	53	19	8	1
Goal 2 Exit Grade	3	14	50	26	7

*Based on students served six or more days.

TABLE 16

Number of Students Also Participating in An Innovative Grant	4,224

Site Observations and Audit Reports. ESS consultants conduct on-site school visitations in the regular school term and/or the summer term in every district assigned to them. They periodically visit each innovative grant site in their region to ensure the program is developing on schedule and to provide assistance. Site visits include observations of classroom programs and interviews/surveys with students, staff members, and ESS teachers. Audits include a more detailed look at the financial records of the district. Each consultant provides a brief written report about site/audit visits. Technical assistance is provided to districts as necessary.

General observations from site/audit visits follows:

Observations	Comments
High schools are becoming dissatisfied with the summer school program. Many schools have offered second chance programs in which a student could come to summer school to make-up a half or full credit that had been failed. There is a general feeling this is becoming a crutch to secondary students and they are not trying enough during the regular school term because they think they can obtain the credit with less effort and time.	It is satisfying to observe that more schools are beginning to set higher standards for their summer programs. They are also offering smaller summer programs and targeting their funds to a more preventive model during the regular school term. Many are instituting policies to alleviate this concern. Some policies observed: 1) setting a limited amount of time a student may have to work on an "incomplete" grade, 2) limiting the number of make-up credits to one-half credit for the summer, 3) requiring the student to attend ESS during the regular term before he/she can attend a summer program, and 4) designing programs around a syllabus provided by the regular teacher.
ESS building-level coordinators are employed in most schools. Some teach ESS and also oversee the ESS program. In larger schools many are providing oversight to the program only. They are responsible for such things as calling parents if students are absent from ESS, handling referrals, keeping principals and councils informed of the ESS program, keeping records of student and staff attendance, overseeing student tutors, managing the bus schedule, handling student data forms, monitoring the expenditures of ESS funds, observing the ESS classrooms, and others.	This is a positive action. It has provided better communication within the school and between the school and central office. The coordinators also are good contacts between the ESS Branch and the ESS teachers in each school. Modules developed by the Branch have been targeted to the coordinators as a means to better inform ESS teachers and school councils of effective practices and important information. There are seven user-friendly modules which can be delivered by the coordinators or other consultants. The topics are needs assessment, legislative intent, major ESS resources, ESS recordkeeping, identifying the ESS student, ESS program evaluation, ESS program development, ESS financial reporting, and developing a job description. The coordinators also are effective ESS representatives to School Consolidation Planning.

Observations	Comments
A large percentage of districts are now allocating ESS funds directly to the school councils using some type of formula. Most formulas are various combinations of enrollment or average daily attendance, dropout rate, cognitive indices, and free and reduced lunch. Districts use those factors they deem most appropriate to them.	This movement encourages more involvement of the school councils in the ESS program. It makes the councils more aware of the potential impact of ESS on the school's instructional program. There has been some movement by councils to design ESS programs primarily around portfolio completion and KIRIS preparation for the grade levels being tested. The ESS Branch communicates on a regular basis with district and building coordinators to ensure other students at all grade levels who need academic help in the regular classroom aren't being overlooked.
Many schools are incorporating activities into ESS programs that are context driven in order to assist the student to better comprehend the subject-area material. Such activities can also be supportive of performance on KIRIS.	Authentic learning experiences allow the student to do more than memorize information, but allows him/her to understand the relationship between learned material and real life. At all times, teachers ensure that such experiences are designed around specific learning goals that are needed by the ESS students.
Many schools are unaware of important district policies which are an integral part of the ESS program. Many district policies are less than adequate for the purposes designed. Such policies that provide criteria for the employment of ESS staff, selection of ESS students, process for appeal of selection for ESS, and others are very important to the school and district.	The ESS Branch will be reviewing the policies in an upcoming meeting with district coordinators. The meeting will focus on the reason for the policies and the necessary elements in each. Follow-up activities will be provided to building level coordinators by ESS consultants.
As with other programs, ESS financial audits reveal many districts are struggling with the MUNIS system. ESS in particular has required some adjustment of codes due to the "beyond the school day" schedule of the program. In the past, district coordinators kept most ESS financial records.	MUNIS requires a closer collaboration among the district coordinator, the building level coordinators, and the finance personnel in the district to ensure appropriate coding and expenditures.

Observations	Comments
As more districts and schools move into the development of consolidated plans, it is apparent that school councils must be far more aware of the various programs within the schools. At times, inappropriate and/or illegal activities or expenditures are approved by a council because it was unaware of the parameters for various programs.	KDE is now planning integrated training opportunities for school districts in consolidated planning. Both central office and building level staff must be involved in training to ensure ample knowledge is present at the school level. ESS will continue to work on this issue with ESS Building Level Coordinators as well.

Summary. Overall, ESS has been rated one of the more positive KERA initiatives by school administrators and teachers during OEA's district monitoring visits. This is not a "one size fits all" program. Districts and schools are continually tailoring models for tutoring and instruction to meet the needs of individual students. The intent of the statute and regulations governing this program were intentionally designed to give latitude to schools in assisting students to meet expected outcomes.

Although this is a somewhat expensive program, the benefits are significant. At least four out of every five students who attend six or more days improve by at least one letter grade in the primary subject. OEA remains concerned, since KIRIS performance is the "measuring stick" for schools, that not enough congruence exists in the evaluation of ESS and KIRIS at the student and school level.

Recommendations

1. The Kentucky Board of Education and the Kentucky Department of Education should consider revising the formula for grant allocations to allow low performing districts vis-à-vis KIRIS, CTBS, and ACT to receive a greater share of the ESS appropriation. At the same time, the Kentucky Department of Education's regional service center ESS consultants should devote a larger share of their workload to these same districts and perform a quality review of ESS programming in those districts. Failure of the under-performing districts to transform as per ESS consultants' recommendations, should result in the district being reported to the Office of Education Accountability for investigation of nonfeasance.

2. The Kentucky Department of Education should revise the evaluation of the ESS program to show a district-by-district profile of trends over a five-year period on KIRIS, CTBS, ACT and other available cognitive and noncognitive data to reflect potential impact of extended school services.

3. The Office of Education Accountability recommends full funding of extended school services as per the Kentucky Department of Education's appropriation request.

FAMILY RESOURCE AND YOUTH SERVICES CENTERS

Overview. The family resource and youth services centers (FRYSC) program is a $39,626,000 initiative, currently serving 934 schools through 588 centers. Total enrollment in the schools served is 431,335, with 208,416 (48 percent) being free or reduced lunch eligible. The program is administered by the Cabinet for Families and Children (CFC) in a direct contractual arrangement with participating districts. Dr. Sandy Goodlett was hired in early 1997 as the director, and is assisted by Sissy Cawood. The intent of KRS 156.497(2) is, "The centers shall provide services which will enhance students' abilities to succeed in school."

FRYSC grants range from $10,800 to $90,000 (averaging $70,000) and are awarded on a competitive basis to schools where more than 20 percent of the total enrollment are eligible for free or reduced lunch enrollment as defined by the National School Lunch Program income guidelines. The centers are located in or near the participating schools and act as a referral center to the health and social services that exist in a community.

Implementation. During FY1997, three new field liaisons were hired to assist in the workload previously shared by five liaisons. The Kentucky Department of Education's (KDE) Biennial Budget Request for FY1999 includes $6,137,500 additional and the FY2000 request is for an additional $12,015,000 which would fund a center to serve all additional eligible schools.

The 588 centers are all unique in their programming and are encouraged to focus their efforts on issues confronting the particular constituency of students served. Core services for a family resource center as mandated by KRS 156.497 include:

- assistance with full-time preschool child care for children two and three years of age
- assistance with after-school child care for children ages four through twelve
- health and education services for new and expectant parents
- education to enhance parenting skills, including education for preschool parents together with their children
- support and training for child day care providers
- health services or referral to health services

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

- health services or referral to health services
- referrals to social services
- employment counseling, training, and placement for youth
- summer and part-time job development for youth
- substance abuse services or referral to substance abuse services
- family crisis and mental health services or referral to mental health services

In addition to core components required by legislation, centers choose to provide a variety of other complementary services. Examples of optional services for a FRYSC might include 1) recreation programs; 2) assessing child and family needs such as housing, social services, and financial management; and 3) information clearinghouse and other services deemed valid for family maintenance. At the middle and high school levels, the focus is on the needs of youth as they face the problems of adolescence and adulthood. These services might include 1) consulting with school officials regarding behavioral and discipline problems, 2) coordinating with the local legal system, and 3) developing recreational and volunteer programs.

The Office of Education Accountability (OEA), in visiting FRYSCs in 17 districts during the 1996-97 school year, observed improvements in the areas of CFC coordination between centers and local districts and better fiscal accounting procedures. Most coordinators were keenly aware of expenditure policies and guidelines that had been established during the previous fiscal year (FY1996). Some coordinators were feeling somewhat "disjointed" in they were unsure to whom they were accountable among CFC liaisons, school administrators, teachers, and central office supervisors.

Many centers' vision for the program have included accessing outside resources to couple with existing resources to broaden program goals. These include Americorp mini-grants, technology grants, after-school, and school-age child care programs.

Evaluation studies of the FRYSC programs as compiled by Ilbeck and Kalafat, consultants to the program, concluded, "FRYSCs provide cost-efficient, responsive, accessible services to families and schools." They go on to conclude services are provided in a manner that generally empowers families to address their ongoing needs by teaching about available school and community resources (and strategies for accessing them) and by increasing family self-efficacy (with some exceptions). Results further indicate the majority of centers visited are organized to "bridge

barriers" for families. Coordinators are generally well-connected in their community and, for the most part, serve as brokers who bring community services to schools.

OEA monitoring visits to centers and schools would further validate they are effective in bringing families into schools and acquainting parents with school environments and staff. The overwhelming majority of school principals interviewed claim FRYSCs provide an essential service to schools in bridging the barriers families encounter at all levels, thus enhancing students' abilities to succeed in school. However, the degree to which these services impact psychological, social, and economic barriers to children's readiness to learn needs to be more clearly established through further study.

Ilbeck and Kalafat also administered pre- and post-intervention surveys to teachers in schools where FRYSCs were located and asked teachers to rate student performance on a number of dimensions. The average duration for students receiving these evaluations were 228 days.

Table 17 portrays change for groups of global educational outcome 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:

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

TABLE 17

CHANGE IN EDUCATION-RELATED VARIABLES: PAIRED SAMPLE T-TESTS FOR TOTAL SAMPLE AND BY AGE RANGE (1992-95)

Global Variables

Variables	Number of Pairs	T- Value	2-Tail Significant	Direction of Change
Attendance				
Total	11,137	-2.38	.018	NC
3-11	7,260	. 08	.934	NC
12-21	3,869	-3.43	.001*	D
Variables	**Number of Pairs**	**T- Value**	**2-Tail Significant**	**Direction of Change**
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
Variables	**Number of Pairs**	**T- Value**	**2-Tail Significant**	**Direction of Change**
Academic Proficiency				
Total	6,842	-2.68	.007*	I
3-11	4,567	-3.32	. 001*	I
12-21	2,274	.04	.970	NC
Variables	**Number of Pairs**	**T- Value**	**2-Tail Significant**	**Direction of Change**
Grades				
Total	10,351	-2.36	.019	NC
3-11	6,501	-1.70	.089	NC
12-21	3,842	-1.64	.101	NC

* I-Improvement; D-Deterioration; NC - No Change; and *-Significant at .01 level

**Source: Evaluation Studies of FRYSC; Ilbeck and Kalafat

Summary. Overall, FRYSCs are one of the more popular of the Kentucky Education Reform Act initiatives from the perspective of teachers, principals, parents, and policy makers. CFC administration should exercise care to allow FRYSCs to operate as a program to foster

educational outcomes at the school level and not become overburdened with CFC's role in implementing the federal welfare reform initiatives.

FRYSC administrators should continue to find ways to document progress being facilitated by center intervention with families. The current methods for documenting the progress of students and families simply are not sufficient to justify continued funding, albeit most policy makers are very fond of what the program is accomplishing, at least in perception.

Recommendations

1. The Cabinet for Families and Children should continue to make coordinators aware that this is an **educational program**, and all activities by the center should be focused toward an outcome that will improve students' chances to be successful in school.

2. The Cabinet for Families and Children should be cautious in using center coordinators and regional liaisons to supplant the work of their staff in implementation of federal welfare reform initiative requirements.

3. The Cabinet for Families and Children should carefully review staffing patterns of centers to ensure an excessive portion of the grant is not utilized to pay excessive staffing costs that may not yield appropriate returns on investment.

4. The Office of Education Accountability recommends full funding of the family resource and youth services centers' program to cover all eligible schools as per the Kentucky Department of Education appropriation request for the 1999-2000 biennium.

MULTICULTURAL EDUCATION

Overview. The Kentucky Department of Education (KDE), through its Multicultural Opportunities Branch in the Division of Professional Development, has provided technical assistance to schools and school districts in the areas of multicultural education, equity, and diversity. Over the past two years, it has accomplished the following preparatory tasks: (1) sponsored a statewide conference that brought educators, students, and community members together to discuss and learn about issues in school equity, diversity, and multicultural education; (2) published a newsletter highlighting resources and promising practices and research disseminated to all schools throughout the state; (3) developed two training modules to address professional development at the orientation/awareness and planning/application levels in the specialized area; and (4) initiated the establishment of 37 professional development and instructional models for multicultural education in the schools and/or districts through mini-grants, monitoring, and technical assistance.

A needs assessment instrument, developed by the Branch, was pretested during the spring of 1995 and distributed to school districts during 1996. The needs assessment was conducted in the summer of 1996 at five sites during a training session. The report on this needs assessment suggests the following:

- Resource materials/persons reflecting human differences.
- Professional development opportunities in the area of instructional strategies responsive to human differences.
- School/district support for multicultural education. Regardless of what is actually occurring at the school/district level, respondents do not perceive support regarding multicultural issues. They report a lack of knowledge regarding school/district long-range plans pertaining to multicultural education.

A data gathering instrument focusing on anti-racist education, developed and copyrighted by Dr. Karen Donaldson of Iowa State University, was made available to school districts. The use of this instrument in the Todd County Schools concluded with a community-wide meeting in May 1997. This meeting led to a planning retreat involving school and community officials and officials from another county. This session produced a community plan to help deal with these needs.

The Task Force on Equity has produced a set of standards and indicators for local school districts to measure leadership support, curriculum and instruction, educational access and participation, school and classroom climate, family involvement and community outreach, employment, professional development, and student leadership. The Task Force also produced standards and indicators for KDE in the following areas: leadership support, curriculum and instruction, educational access and participation, KDE climate, involvement and community outreach, employment, and professional development. KDE staff is currently working on an instrument for assessment. This is expected to be ready in the spring of 1998.

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

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. KDE decided not to sponsor the conference in 1997.

The Branch's newest initiative is the Equitable Schools Program for local school districts. The program seeks to build capacity at the local educational level (districts and schools) to ensure equitable, high-quality educational services for all students regardless of differences in socio-economic status, gender, race, ethnicity, national origin, learning style, and ability.

KDE seeks to establish networks/teams of educators, parents, and students to address equity and diversity issues in schools. The primary focus of this change initiative involves the consolidated planning process which undergirds all program planning and implementation at the local (district and school) level. This team will address equity and diversity issues through the schools consolidated plan. This will create a forum that will support changes in the way school leadership initiates and supports policies and decisions for equity. Ultimately, it will impact the way teachers teach and students learn in school.

This is an ongoing (minimum of two years) professional development program. Nineteen teams from regions 1-7 were selected from an application process. Each team was paired with a member(s) of the Kentucky State Chapter of the National Association for Multicultural Education (NAME). The first session for these teams was in May 1997. The teams within regions are to

collaborate with a report due in June 1998. The teams include professional school staff members, community members, students, parents, and college partners.

The Student Ambassadors Program is an initiative to increase awareness including student diversity and equity clubs that train students in peer mediation, conflict resolution, sensitivity training, and cultural appreciation. The students act as ambassadors within their schools and participate in regional cultural exchanges between schools throughout the state. The students in three clubs (Paul Blazer High School, Berea Community High School, and Central High School of Louisville) have been the featured speakers at the National Committee for School Desegregation Conference. Three additional clubs (Lexington Henry Clay, Christian County, and Paducah Tilghman) have been formed and will become a part of these activities in the 1997-98 school year. The schools also work with middle and elementary school students on planned activities that explore bias, perceptions, and cultural appreciation.

Recommendations

Since Kentucky has such a diverse population from east to west, it would seem appropriate to begin a faculty exchange program from district to district. This could be patterned after the Student Ambassadors Program referenced above. As mobility increases, with persons moving from location to location to secure employment, this would allow teachers to help students new to their area feel comfortable.

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 maximizing services to children and families. In a few areas of the state, private providers have complained 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, especially in light of mandated welfare reform programs. Parents, teachers, and other stakeholders continue to praise the Kentucky Education Reform Act preschool program as an essential component of the reform movement. However, short of increased funding to cover the full cost of the program, districts may be required to scale back some critical elements of the program.

Since 1992, the University of Kentucky (UK) has been involved in an annual study of the program and a longitudinal review of a sample of 1990-91 and subsequent participants through primary school. In both cases, the conclusions are participants in the program continue to perform at about the same level as the comparison 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 the Executive Summary found in Attachment D (Appendix B). These data make a compelling case for full continued funding of the preschool program.

Implementation. From 1993-94 through 1995-96, the state preschool allotment was $37 million each year. In 1996-98, there was a 3 percent increase each year of the biennium to $38.1 million and $39.2 million respectively. However, since 1992-93 the state preschool budget has lacked sufficient funds to cover the number of eligible children served.

Per-Child Rates Reduced. From 1993-95, the preschool per-child rates were reduced below the 1992-93 rates, and then reduced more in 1996-97 to a level below the 1990-91 rates.

Capped Growth Funds. Despite limited per-child rates, additional strategies were required to avoid exceeding the state allotment. From 1994-97, districts received minimal growth funds to cover any increases for additional eligible children served during the year, although districts are required to make services available to these children.

Annual Shortfalls. Over the last three years, the annual shortfall in growth funds for eligible children served was $2.1 million in 1994-95, $2.7 million in 1995-96, and $2 million in 1996-97, all at rates already reduced. Although the 1996 budget bill allowed for reassignment of funds to preschool from SEEK after all SEEK calculations had been made, there were no available funds for this transfer to preschool in 1996-97.

Preschool Attachment A (Appendix B) shows a district printout with the following information for 1996-97:

- Adjusted Tentative: tentative award for 1996-97, confirmed at the beginning of the school year based on the previous year's enrollment ($37.5 million at reduced rates.)
- Eligible Growth: the amount of additional funds the district was eligible for based on enrollment growth of more than 5 percent in 1996-97 over the previous year ($2.2 million at reduced rates.)
- Eligible Award: the total award the district was eligible for in 1996-97 if funds had been available ($39.7 million at reduced rates.)
- Total Final Disbursement with Prorata: the total amount actually awarded with reduced rates and limited growth ($37.7 million.)
- Cost of Prorata: shortfall; funds the district was eligible for but did not receive ($2 million).
- (96-97NEG Adjustment) Enrollment Decrease 1997-98 Deduct: negative adjustment; offset to be deducted in 1997-98 for districts where enrollment decreased by more than 5 percent from 1995-96 to 1996-97.
- Transportation Component: the portion of the preschool award which is included as a transportation add-on, at the reduced rate of $246 per child ($4.2 million). Since this amount is included in the preschool grant, this amount is consequently deducted from the general transportation calculation for the district, handled by the Division of Pupil Transportation.

- Other Contributions: Local contributions, the district's estimate of the amount of local and general funds contributed to the operation of the preschool program (at least $10.1 million of additional funds, beyond the state preschool funds). This is an average of $624 per state-funded child, or about 21 percent of the real cost of operating the program. The size and extent of this local contribution is part of the real cost of the program and demonstrates the extensive local commitment to the program.

Preschool Attachment B (Appendix B) provides a summary of the Preschool Per-Child Allocation from 1992-93 through 1997-98. While there is a small increase in the 1997-98 per-child rates over 1996-97, this increase is not large enough to bring the rates back up to the 1992-93 rates and growth funds are still capped. The shortfall of funds since 1993 is having a cumulative effect on staffing patterns and services.

- Materials: Instructional items, toys, and materials purchased over five years ago need to be replaced.
- Classrooms: School districts experiencing population growth receive no start-up to equip additional classrooms and receive minimal growth funds although they must add teachers and staff.
- Teachers: When additional teachers have been needed, districts have been more likely to add classified early childhood paraprofessionals rather than certified teachers due to limited funds, not lack of certified personnel. Classified paraprofessionals now make up 42 percent of all preschool lead teachers, up from 35 percent in past years.

As discussed in the next section, there is potential for significant enrollment increases in 1997-98 and beyond, due to welfare reform.

Number of Students Served by Number of Districts. State-Funded Enrollment: Preschool Attachment C (Appendix B) is the December 1, 1996 Kentucky Preschool Enrollment Count by school district. The first five columns of the printout include a breakout of the groups used in the weighted formula for preschool. Other columns provide additional information on enrollment statistics. Figure 5 is a summary of the 1996-97 printout with data from two years ago in italics for comparison purposes (1994-95).

FIGURE 5

STATE-FUNDED ENROLLMENT

12-1-96 STATE PRESCHOOL COUNT: TOTAL			15,508 children *(14,901)*
At-Rise 4's without disabilities:		7674 children *(7827)*	
Disabled 3- and 4-year-olds:		7834 children *(7074)*	
Speech/language:	3645 *(3,431)*		
Developmental delay:	3816 *(3,267)*		
Severe disabilities:	373 *(376)*		
Disabled 3's Entering After 12-1-96:			747 children *(514)*
TOTAL 4's served who are free lunch eligible (12-1-96):			10,582 at-risk 4's *(10,616)*
Without disabilities:		7674 *(7827)*	
With disabilities:		2908 *(2789)*	

Table 18 shows the patterns and trends in state-funded enrollment over the last three years.

TABLE 18

ENROLLMENT TRENDS FOR STATE-FUNDED CHILDREN

Year	Total State Funded Children	State Preschool Count 12-1	At-Risk 4's without disabilities	Disabled 3- and 4-year-olds	Disabled 3's entering after 12-1	Speech/ language	Develop-mental delay	Severe Disabilities
FY95	15,415	14,901	7827	7074	514	3431	3267	376
FY96	16,018	15,348	7676	7672	670	3661	3631	375
FY97	16,255	15,508	7674	7834	747	3645	3816	373

Trends. The printout and table reflect the following trends regarding the state-funded children:

- There has been net continuous growth in enrollment statewide, with more than half of the districts experiencing growth in enrollment of more than 5 percent each year, despite the budget shortfall and limited funds available for growth.
- State-funded enrollment of income-eligible four-year-old children leveled off between 1994-97. As discussed later, this trend is expected to change in 1997-98, with enrollment increases in this group projected.

- Of the income-eligible children served in state-funded programs, there is a decreasing number and percentage who do not also have delays or disabilities.
- There is an increasing number and percentage of three-year-old children served in the state-funded program, all of whom have disabilities (22 percent). This reflects the increase in services to infants and toddlers with disabilities operated through First Steps, Kentucky's early intervention system administered by the Cabinet for Health Services.
- The main growth in state-funded children in the last three years has been in the number of children with disabilities, specifically developmental delays. The statewide evaluation of the program by UK verifies appropriate identification of preschool children generally. UK data also show on entry into preschool, the average developmental scores of children in each eligible group (at-risk, speech, developmental delay) have been lower each year. In short, there are more children with delays, and the delays they show as they enter the program are greater.
- Overall, an increasing number and percentage of the children served through state funds have disabilities (53 percent).

Additional Children. On December 1, 1996, school districts served 2355 additional children who were not eligible for state preschool, PACE, or Head Start funding (Table 19). This reflects the state requirement to serve other four-year-old children as placements are available. The major public concern about the state-funded preschool program is it is not available to all four-year old children. Sources districts use to support these other children include: general funds, local funds, parent fees (tuition), Title I, corporate foundation, or other donations; and any other sources besides state preschool, PACE, or federal Head Start funds. Over the last several years, there has been an increase in services to additional children. In 1996-97 this trend reversed, probably due to the impact of the preschool budget shortfall and subsequent overall limits in local resources to make placements available.

TABLE 19

ENROLLMENT OF OTHER CHILDREN

Year	Number Of Other 4s	Percentage of Enrollment	Number of Districts Involved	Percentage of Districts Involved
1993-94	1337	10%	52	30%
1994-95	2453	16%	68	39%
1995-96	2531	16%	71	40%
1996-97	2355	15%	60	34%

Head Start enrollment (federal funds). Services to state-eligible children are provided by a partnership between state and Head Start funds. State-funded and Head Start enrollment data must be reviewed together in order to determine trends and project future enrollment. Although both state funds and Head Start serve income-eligible children and children with disabilities, state funds increasingly serve a much higher number and percentage of the children who are eligible due to disabilities. Figure 6 and Table 20 reflect in 1996-97:

FIGURE 6

STATE AND HEAD START PARTNERSHIP

Head Start funded approximately 35 percent of all the state-eligible children served, 42 percent of the at-risk four-year-old children served, and 18 percent of the disabled three- and four-year-old children served.

State preschool funded approximately 65 percent of all the state-eligible children served, 58 percent of the at-risk four-year-old children served, and 82 percent of the disabled three- and four-year-old children served.

TABLE 20

STATE AND FEDERAL SERVICES

	State Eligible Children Served	At-Risk Four-Year-Olds Served	Disabled Three- and Four-Year-Olds Served
State	**65%**	**58%**	**82%**
Head Start	**35%**	**42%**	**18%**

Figure 7 indicates on December 1, 1996, Head Start programs provided an enrollment report by district, showing the number of children federally funded through Head Start *(1994-95 data in italics)*:

FIGURE 7

HEAD START FUNDED ENROLLMENT

TOTAL HEAD START ENROLLMENT (12-1-96):		**13,390 children *(13,212)***
State eligible/Head Start funded:		**9855 children *(9227)***
Funded only by Head Start:	**8524 children *(8335)***	
Funded by state with Head Start supplement ("KERA enhanced"):	**1331 children *(892)***	
Others not eligible for state:		**3535 children *(3985)***

Table 21 indicates children eligible for the Kentucky Preschool Program who are enrolled and funded by Head Start:

TABLE 21

NUMBER OF STATE-ELIGIBLE CHILDREN FEDERALLY FUNDED THROUGH HEAD START

Years	Total Head Start Enrollment	State Eligible/Head Start funded	State Eligible/funded only by Head Start	Already funded by State with Head Start supplement	Others not State Eligible
FY95	**13,222**	**9227**	**8335**	**892**	**3985**
FY96	**13,330**	**9639**	**8557**	**1082**	**3691**
FY97	**13,390**	**9855**	**8524**	**1331**	**3535**

FIGURE 8

AT-RISK FOUR'S AND DISABLED THREE'S-FOUR'S ENROLLED IN HEAD START

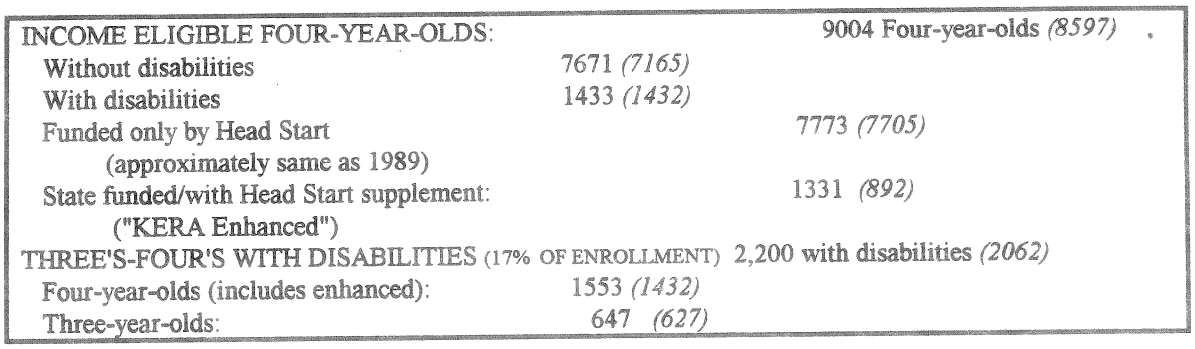


TABLE 22

AT-RISK FOUR'S ENROLLED AND FUNDED BY HEAD START

Year	Four's funded only by Head Start	Four's State Funded and Receiving Head Start Supplement	At-risk Four's with disabilities
FY95	7705	892	1432
FY96	7789	1089	1447
FY97	7773	1331	1433

Figure 8 and Table 22 reflect the following trends in Head Start enrollment, relative to the state-funded program:

- The number of state-eligible children who are four-year-olds, at-risk, and served totally through Head Start funds has held constant over the last seven years at a level only slightly higher than in 1989.
- In the last few years, Head Start's actual enrollment increased by less than 200 children, continuing a trend of marginal growth since 1993-94. However, there have been changes in which types of children are served within that overall total.
- After 1990, there had been an increase in Head Start enrollment of three-year-olds without disabilities. However, this trend reversed in 1995-96, and the decrease is continuing.
- In the last two years, shifts in Head Start enrollment patterns resulted in enrolling more income-eligible four-year-olds without disabilities. However, Head Start served these four-year-olds by providing more intense supplemental services ("enhancement") to

children already enrolled in the state-funded program, rather than serving additional unserved children: i.e., the children were unserved by Head Start, but were already receiving state preschool services.

- Generally, increases in federal Head Start funds over the last several years have resulted in more intensive services and other program improvements for children and families already served, rather than services to more unserved children in Kentucky. In part, this reflects Head Start initiatives toward full-day, full-year programs and welfare-to-work and/or collaborative efforts with school districts to counterbalance state preschool budget limitations for children eligible for both programs.

Projected Changes for 1997-98 and Beyond. There is strong potential for an increase in enrollment of at-risk four-year-olds in the state-funded program beginning in 1997-98 due to factors affecting parental choice in enrolling children. At present, there are no waiting lists in school districts or Head Start for at-risk four-year-olds. However, there are approximately 5000 to 6000 income-eligible four-year-old children not presently enrolled in state-funded preschool or Head Start because the parent has chosen not to seek enrollment. The following are two main reasons given by parents for this choice and the possible impact of welfare reform initiatives on those choices in the future:

1. The parent is out of work and wants the child home with her/him. Welfare reform initiatives may require these parents to go to work, leading to an increased demand for preschool as well as a demand for longer hours and more days.

2. The parent has the child enrolled in some other child care program which has been subsidized by federal child care funds through the Cabinet for Families and Children. The new state child care plan in support of Kentucky welfare reform does not allow parents to receive child care subsidy where public preschool or Head Start is available and accessible. This policy is likely to lead to an increased demand for preschool for eligible children as well as a demand for longer hours and more days.

At the federal level, Head Start is scheduled for expansion through competitive grants. While Kentucky will generally benefit from this expansion, there is no mechanism in the federal Head Start grant process for state input on locations of resource gaps or priority areas of need within a state. As in the past, these expansion grants may not be awarded to serve locations where Kentucky population growth spurts have occurred or where there is not already a significant level of services.

Categories of Services. All children served through Kentucky Preschool funds received the following services outlined in state preschool regulations *(1994-95 data in italics)*:

1. A half-day developmentally appropriate educational program. Out of the 1473 sessions serving state-funded preschool children *(1336)*: 57 percent *(85 percent)* were half-day preschool education programs (3 to 3.5 hours), 11 percent *(11 percent)* provided an educational program between 4-6 hours, and 32 percent *(11 percent)* were full-school-day education programs (6 hours or more.) Changes reflect a trend toward six-hour programs with approximately one-third of the sessions operating for a full school day.

2. At least one meal and appropriate nutrition information as part of the curriculum. All children received at least one meal, generally with an additional snack Many of the children (60 percent *[53 percent]*) received two meals, generally in sessions over three hours.

3. Complementary parent education with a minimum of two home visits and opportunities for other involvement: 54 percent *(47 percent)* of the children had a parent who volunteered in the classroom, 51 percent *(46 percent)* of the children had a parent who participated in other types of parent education services in addition to the minimum home visits. Changes reflect an emphasis on parent involvement.

4. Health screening (hearing, vision, growth, and general health immunizations) and appropriate health information as part of the curriculum: 99 percent *(95 percent)* of participants were immunized, 98 percent *(95 percent)* received health screening/entry physical exam, 99 percent *(95 percent)* received hearing screening, and 99 percent *(95 percent)* received vision screening. Changes reflect an improved enrollment process and a focus on reducing physical barriers to learning.

5. Developmental screening (cognitive, communication, adaptive, motor, and social-emotional skills): 8.9 percent *(8.2 percent)* of all Kentucky three- and four-year-olds were screened, evaluated, and provided special education services through state or Head Start; and 3491 *(4799)* other community children were screened and showed no significant delays and were not enrolled in public preschool or Head Start. Changes reflect a strong special needs component, one of the strongest in the country. With the growth in the First Steps (infant/toddler) program for younger children with disabilities administered through the

Cabinet for Health Services, more children are served before age three through First Steps, rather than found with delays through general community screening at age three.

6. Coordination with medical, health, mental health, and social services agencies to meet the comprehensive needs of children: 89 percent *(85 percent)* of those needing follow up to health screen/physical exam received this service, 91 percent *(79 percent)* of those needing hearing screening follow up received this service, and 78 percent *(67 percent)* of those needing vision screening follow up received this service.

All data were compiled from the 1996-97 and 1997-98 Kentucky Preschool Proposals.

Number of Contracted, Blended and Direct Provider Programs.

- Number of Contracted Programs. "Contract" means state preschool funds were paid to another agency for educational placement of one or more state-funded preschool children: i.e., transfer of state funds (Figure 9 [*1994-95 data in italics]*):

FIGURE 9

CONTRACTED PROGRAMS

Outside agency operates the total program:	37 school districts	(21%)*(33/19%)*
Combination contract and direct provision:	19 school districts contracting	(11%)*(19/16%)*
	56 school districts contracting	(32%)*(62/35%)*

Most contracting continues to be with Head Start and not-for-profit child development centers. While contracting appears slightly down since 1994-95 (by 3 percent), contracting in 1994-95 had been up 9 percent over 1993-94. Further, there are several more contracts this year for the whole program. This suggests annual fluctuations on fiscal relations with Head Start and fewer contracts for individual children with disabilities.

- Number of Blended Programs. "Blended" means children under various funding sources are mixed in classrooms, with the following conditions noted in Figure 10:

FIGURE 10

BLENDED PROGRAMS

131 districts (75%) operate blended programs with one or more of the following source	*(109/62%)*
79 districts (45%) blend with Head Start funded programs	*(86/49%)*
45 districts (26%) blend with local district funds supporting additional children	*(36/20%)*
31 districts (18%) blend with district tuition/fee-based programs	*(20/11%)*
12 districts (7%) blend with district federal Title I programs	*(7/4%)*
11 out of the 35 classes with PACE blend with PACE (31%)	*(10/28%)*
19 districts (10%) blend with other fund sources (corporate, donation, etc.)	

In general, blending with Head Start and PACE is frequent and widespread and is increasing with local, tuition, and other fund sources. There appears to be a small shift from mixing state-funded and Head Start children in the same classrooms. This may reflect Head Start initiatives in Welfare reform for longer days and more intensive services, in combination with the impact of the state preschool shortfall: i.e., districts may not be able to contribute a fair share toward jointly operating a program where Head Start is expanding to more and more intensive services. (Average Head Start funds per child in Kentucky are over $44,000, twice the state amount, and appear to be increasing as expansion funds are received.)

- Number of Direct Provider Programs. School districts have a wide variety of arrangements with Head Start, PACE, and other preschool education programs to operate the state-funded Kentucky Preschool Program. The result is only 37 districts (21 percent) operate separate classes serving only state-funded children (Figure 11 *[1994-95 data in italics]* and Figure 12):

FIGURE 11

DIRECT DISTRICT OPERATIONS

Programs Without Any Direct District Operation		39 districts(22%)	*(35/20%)*
Districts without any state-funded children:	2 *(2)*		
Districts with total program contracted:	37 *(33)*		
Programs with direct District Operation		37 districts(78%)	*(141/80%)*
Districts with some direct operation:	69 *(73)*		
Cost share arrangements (other than with local funds or tuition):	50 *(44)*		
Partial contracting:	19 *(29)*		
Districts with only direct operation:	68 *(68)*		
Only state, local, and tuition sources:	31		
Stand-alone with state-funded only:	37		

FIGURE 12

COLLABORATIVE PROGRAMS

Stand-alone (state only)	21 percent
No direct district operation (full contracts)	22 percent
Cost Share	28 percent
Blended with local or tuition	18 percent
Partially contracted	11 percent

Accreditation

- Number of Accredited Programs Recognized by the Kentucky Board of Education. A total of seven nonpublic school preschools and kindergartens have been recognized by the Kentucky Board of Education for their educational program: i.e., curriculum, materials, and teacher credentials (Figure 13). There are no applications pending as of August 15, 1997.

FIGURE 13

PROGRAMS RECOGNIZED BY THE KENTUCKY BOARD OF EDUCATION

Kentucky State University Rosenwald Center for Early Childhood Development (Frankfort)
Jefferson Community College Early Childhood Child Development Center (Louisville)
Centenary Early Childhood Center (Lexington)
Ecumenical Preschool, Inc. (Lexington)
Child Enrichment Center (Elizabethtown)
West Kentucky Easter Seal Center (Paducah)
PUSH Early Childhood Development Center (Frankfort)

- Number of NAEYC Accredited Programs. The National Academy of Early Childhood Programs, the program accreditation arm of the National Association for the Education of Young Children (NAEYC) reports 95 centers in Kentucky which hold current national accreditation (Figure 14). This is twice the number of centers (47) accredited three years ago. These accredited centers are associated with various types of programs, as identified below. Some of the programs have more than one building accredited, so the numbers below do not add up to 95. For example, 13 of the 95 centers accredited by NAEYC are state-funded preschool classrooms in different elementary schools in Fayette County, reported below as "1" school district accredited program.

FIGURE 14

TYPES OF NAEYC ACCREDITED PROGRAMS

School district Kentucky Preschool Programs:	12
State preschool/Head Start blended programs:	14
Other Head Start programs:	7
District or Head Start child care-funded programs:	3
University lab programs:	5
Military child development programs:	3
Private programs contracting with districts:	10
Other private programs:	14
Vocational (KY-TECH):	1

Most of the growth in accredited programs since last year has been in additional centers or buildings in the same school district or Head Start grantee.

Transportation Overview. Preschool Attachment A (Appendix B) includes the transportation add-on as it is calculated into the state preschool award by district. The transportation add-on comprises about 10 percent of the total state preschool allocation. This is based on a formula amount of $246 per child, as reduced in 1996-97 from the 1992-95 add-on amount of $260 per child. The amount of the preschool transportation add-on in the preschool grant is deducted in the school district's general transportation formula, as calculated by the Division of Pupil Transportation. The amount in Attachment A does not reflect actual cost.

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 five districts do not offer this option to at-risk four-year-olds. This leaves only 64 at-risk children enrolled in those districts without this service available (Figure 15 *[1994-95 data in italics]*):

FIGURE 15

PRESCHOOLS TRANSPORTED BY SCHOOL DISTRICTS

Total State-Funded Preschool Enrollment (12-1-96):		15,508 children
Transportation not available:		64 children
State-funded children transported:	*(up 609)*	15,444 children
Other preschool children served in district 12-1-96 not funded through state, Head Start, PACE):		2355 children
Head Start funded children transported by districts (49 percent of Head Start enrollment) *(46%):*	*(up 424)*	6621 children
TOTAL PRESCHOOL AGE CHILDREN TRANSPORTED BY DISTRICTS		**24,420 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, 50 percent of all school districts (88 out of 176) provide transportation for Head Start children. Based on local agreements, districts generally provide this service as reduced cost to the Head Start program, absorbing some of the actual cost of transportation through other sources. Since Head Start programs must have a match of

20 percent of funds from nonfederal sources in order to receive the federal Head Start funds, transportation is often used as a part of this match to generate the Head Start funds. There is a provision in state regulation allowing districts to receive state preschool funds for transporting Head Start children, if funds are available. The state preschool budget shortfall has prevented this possibility. 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.

Number of Full-Day Preschool Programs. A full-day preschool education program is a six or more hour day with the teacher and instructional staff present. Table 23 provides details about the length of sessions for the daily educational component, compared to the previous years. The figures do not reflect where after-school child care may be available to extend the school day to address family work schedules.

TABLE 23

LENGTH OF DAY FOR PRESCHOOL PROGRAMS

	1996-97 (for 1997-98)	1995-96 (for 1996-97)	1994-95 (for 1995-96)
Total Number of Sessions	1473 sessions	1327 sessions	1336 sessions
Number of 3-Hour Sessions (State minimum length)	590 sessions (40%)	480 sessions (36%)	630 sessions (47%)
Number of 3.5 hour sessions: (Head Start minimum)	252 sessions (17%)	330 sessions (25%)	347 sessions (28%)
Number of 4-6 hour sessions	157 sessions (11%)	150 sessions (11%)	150 sessions (11%)
Number of 6 or more hour sessions	474 sessions (32%)	367 sessions (28%)	184 sessions (14%)

When looking at both 3 and 3.5 hour days as half-day programs, there is a clear shift from half-day sessions to full school day sessions. The internal shift from 3.5 hour days to 3 hour days may reflect minor changes in blending classrooms with Head Start (Head Start minimum school day is 3.5 hours; the state minimum school day is 3 hours). In 1997-98, one-third of all sessions for state-funded preschoolers were full school day programs (Table 24).

TABLE 24

FULL DAY PRESCHOOL

1995-96	1996-97	1997-98
Full Day 16%	Full Day 28%	Full Day 32%
4-6 Hours 12%	4-6 Hours 11%	4-6 Hours 11%
Half-Day 72%	Half-Day 61%	Half-Day 57%

Number of Full-Day Kindergarten Programs. Figure 16 illustrates information provided through the Primary Program Demographic Survey as of August 18, 1997 (724 out of 828 elementary schools reporting):

FIGURE 16

LENGTH OF KINDERGARTEN SESSIONS

Total Number of Primary Classrooms:	**8138**
Total Number of Kindergarten Sessions:	**2388**

Full-Day Kindergarten Sessions: 1063 representing 13% of primary classrooms
Half-Day Kindergarten Sessions: 1325 representing 8% of primary classrooms

Recommendations

The Office of Education Accountability, after careful consideration, recommends the preschool program be fully funded as per the Kentucky Department of Education budget request. Growth through increased enrollment each year has forced districts to absorb the extra costs of serving the children outside the categorical appropriation. Budget language adopted in House Bill 379 attempted to provide more funds through stipulation that 40 percent of surplus SEEK funds be awarded to districts providing these services on a prorata basis. However, as a result of SEEK funds being fully utilized in 1996-97, no surplus was available and districts were required to absorb the anticipated surplus with no remuneration.

PRIMARY SCHOOL

Overview. With the passage of the reform act in 1990, public elementary schools in Kentucky dramatically changed the learning environment for children. Traditionally, Kentucky students in K-3 were grouped by age and often ability. This resulted in a 22 percent annual cumulative retention rate for those grades, meaning more than one out of every five children failed a grade before they reached the fourth grade. Common sense indicates with this many children stigmatized as "failures," many children are disenchanted with school.

Prior to the enactment of House Bill (HB) 940, research conducted on nongraded programs concluded that nongraded pupils fared better when compared to their peers in graded classrooms in the areas of academic achievement, mental health indicators, and overall improvement noted in a variety of at-risk populations.

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 increased latitude in the design of their primary classrooms. While maintaining 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 individual student needs in a developmentally appropriate setting is best practice."

Implementation. The majority of schools visited by the Office of Education Accountability (OEA) during the 1996-97 and 1997-98 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. Much of the 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 and lack of clarity regarding statutory requirements of multi-age grouping.

CTBS scores released in August 1997 indicated Kentucky schools in 1996-97 at the third grade (P-4) scored slightly below the national average at 49.7 percent with all students tested and slightly above the national average at 51.3 percent with students excluded who had 504 plans or IEPs. This affirmation that basic skills were not being abdicated, somewhat dissuaded critics who had previously made assertions that basic skills were being ignored in primary school curriculum. Correlation coefficient between KIRIS 96 and CTBS third grade in 17 districts visited by OEA

is .54. This indicates there is about a 30 percent overlap between these two measures of student testing. In other words, about 30 percent of the variance in KIRIS results in these districts can be accounted for in the CTBS results and vice versa.

KDE surveyed primary programs late in the 1996-97 school year in an attempt to collect key program data via a school mailing. Eighty-nine percent (714/803) of schools responded to the twelve-item checklist indicating their level of implementation of the critical attributes as well as other information regarding Kentucky Early Learning Profile (KELP) usage, school-based decision making (SBDM) involvement, and configuration map usage. This survey involved 7832 primary classrooms and 171,281 students. The average pupil/teacher ratio in this group was 21.86 to 1.

Of the 2437 classrooms with five-year-olds in this survey, 1116 (46 percent) offer full-day programs, while the others offer only half-day. HB 379 (the budget bill) at the end of the 1996 Regular Session, stipulated districts that offered a full-day entry-level program would receive 60 percent of surplus SEEK funds; however, none were available for distribution as a result of the 1996-97 enrollment.

The survey also revealed the most contentious aspect of primary school, **multi-age grouping,** is largely complied with as per the requirements of the statute and regulations. Six hundred thirty-nine (89 percent) of the 714 schools reporting claimed multi-age grouping was the predominant mode of grouping students for instruction. OEA findings in visits to 17 districts revealed only two districts were single-age grouping for instruction part of the day; however, most were dual-age grouping for the remainder of the time, as opposed to triple-age.

According to KDE survey data from the 714 schools, only 4,271 of 171,281 (2 percent) students spent a fifth year in primary. However, other KDE grade enrollment data file (SD-125R) for the fall 1996 school year indicates about 20,000 more students were enrolled in Grade 3 (P-4), the last year of primary, than other younger and older cohorts.

FALL 1996 Grade Cohort Enrollment

Kindergarten	(P1)	45,881
1st grade	(P2)	48,125
2nd grade	(P3)	46,684
3rd grade	**(P4)**	**68,560**
4th grade		47,462

If the latter is the case, Kentucky is approaching a 20 percent retention rate in primary, close to the 22 percent cumulative retention rate (K-3) prevalent in the state prior to the enactment of HB 940.

Only 244 of the 714 schools report a written SBDM policy on the implementation of primary school. This is an indication that primary school councils are relying heavily on the principals to enact KDE/KBE policy directives in the area of primary implementation.

Data from the survey regarding the rank order implementation of the seven critical attributes from most to least is as follows:

- Developmentally Appropriate Practices
- Continuous Progress
- Multi-age/Multi-ability
- Professional Teamwork
- Qualitative Reporting
- Positive Parent Involvement
- Authentic Assessment

These data indicate more professional development funds should be directed toward authentic assessment and qualitative reporting, both of which would be fulfilled if schools would adopt more widespread usage of KELP. This will become more crucial as schools attempt to raise the level of fourth graders toward proficiency on KIRIS.

Methods and tools used in reporting student progress include the following (n=714):

• Report Card	425	• KELP	276
• Anecdotal Records/notes	538	• Conferences	656
• Reporting document	377	• Other	82

This indicates, on average, that schools are using at least three methods or tools when reporting to parents. Short of analyzing each of these to determine the level of qualitative reporting required by statute and regulation, OEA found most schools are using an appropriate blend of narrative and skills-based reporting.

OEA Research. OEA staff conducted monitoring visits in 17 school districts during the 1996-97 school year. The purpose of these visits was to determine whether or not the Kentucky Education Reform Act initiatives were being implemented as per the letter and spirit of the statute. In the

case of primary school reviews, staff interviewed instructional supervisors, principals, and teachers in each school to make those determinations, as well as conducting classroom observations.

A total of 74 classroom observations were conducted in elementary schools. The observations lasted for a period of 30-45 minutes, including an interview with the teacher. The observation instrument did not attempt to make a determination about whether primary school was being implemented as per the critical attributes, but rather attempted to evaluate whether or not the lesson was being taught in the modality of "activity-based learning" and KERA/KIRIS-like practices. The following 20-item checklist was used for the observer to complete:

1.	Is the content focus directly related to at least one of Kentucky's Learning Goals?	99%	Yes
2.	Is there evidence that the lesson is directly related to at least one Academic Expectation?	99%	Yes
3.	Is the lesson text book driven?	15%	Yes
4.	Are the instructional strategies designed to elicit interactive student participation?	82%	Yes
5.	Does the lesson involve the use of a computer?	27%	Yes
6.	Does the lesson require the use of other technology?	19%	Yes
7.	Did the lesson involve writing through either open-response items, portfolios, or on-demand writing?	69%	Yes
8.	Was there evidence of integration of subject matter?	88%	Yes
9.	Was there any evidence of authentic assessment (teachers evaluating students within the context of daily activities and documenting strengths and weaknesses)?	68%	Yes
10.	Are the students aware of expected levels of performance through rubrics or standards?	74%	Yes
11.	Is the lesson plan rich in content as well as engaging, requiring higher-level thinking and problem-solving?	78%	Yes

12.	Is the lesson developmentally appropriate for the age of the students? (At the elementary level)	99%	Yes
13.	Is the role of the teacher one of a facilitator that invites interaction by motivating, challenging, encouraging, inviting reflection, and giving feedback	91%	Yes
14.	Was there evidence of cooperative learning?	62%	Yes
15.	Was there evidence of usage of *TRANSFORMATIONS--KY's Curriculum Frameworks*?	54%	Yes
16.	Was there evidence of usage of CORE CONTENT?	65%	Yes
17.	Is there evidence of multiple-choice test usage?	4%	Yes
18.	Could the classroom be categorized as one which espouses performance assessment as required by KIRIS?	78%	Yes
19	Is there any evidence of "curriculum narrowing" to accommodate a certain grade's test preparation?	11%	Yes
20.	Was there evaluation and reflection on the skills or concepts covered?	74%	Yes

Limitations of this research include:

- Advance notice was given to these schools that a visit could be expected by OEA on or about the day on which the observation was made.
- These data reflect observations made in K-5 elementary schools, which included all grades.
- This observation form does not attempt to measure multi-age/multi-ability grouping and positive parental involvement, two of the seven critical attributes; however, these were surveyed during interviews with principals and teachers.

Evidence from observations in these 74 classrooms indicate many schools are making the transition to an activity-based modality of instruction which is necessary to meet statutory requirements of KRS 158.160(b). Thematic units of instruction and family groupings were also prevalent.

KDE's survey data validates OEA's observation data placing an area of concern related to the implementation of authentic assessment. KDE's data places this priority near the bottom of

schools' implementation priority list and OEA observations conclude this was occurring in 68 percent of the cases. This represents an area of concern for OEA, since it has asserted for several years in its annual report that KDE should take a stronger position in this area and encourage more widespread use of KELP.

KELP, the chronological reporting document developed by Advanced Systems at a cost of over $200,000, was only mandated for use by the district in 268 schools according to KDE's survey. Current KDE policy dictates schools administer KELP or a KELP-like document of authentic assessment/continuous progress. This is problematic since there is no systematic method of evaluating the worthiness of KELP-like documentation. It is apparent from survey data by KDE and OEA's classroom observations and teacher interviews, this is the area needing the most improvement.

This is the only complete, fourth grade KIRIS-like methodology for chronologically assessing student progress from P-1 through P-4 (kindergarten-third grade). Schools who do not embark on a performance-type assessment measure in the early grades face a greater challenge when these students are exposed to the rigors of fourth grade KIRIS.

TABLE 25

DISTRICTS MONITORED KIRIS, SCHOOL EFFICIENCY INDEX, AND THIRD GRADE CTBS SCORES

KIRIS96	KIRIS96 PREDICTED ADJUSTED W/ REGRESSION	SCHOOL EFFICIENCY INDEX RATING	THIRD GRADE DISTRICT CTBS TOTAL BATTERY
44.8	46.35	-1.55	52.3
44.7	46.80	-2.10	57.3
50.1	47.75	2.35	53.1
47.8	44.89	2.91	56.9
51.8	48.20	3.60	55.3
47.7	50.32	-2.62	52.1
45.4	47.84	-2.44	46.8
43.6	42.54	1.06	52.8
40.7	42.45	-1.75	45.5
41.6	42.13	-0.53	46.3
46.3	42.10	4.20	58.8
54.3	53.18	1.12	60.1
43.1	42.50	0.60	49.0
46.5	47.29	-0.79	47.9
44.4	44.20	-0.20	52.8
53.6	50.53	3.07	50.4
44.6	43.44	1.16	46.2

Correlations

	Column 1	*Column 2*	*Column 3*	*Column 4*
Column 1	1			
Column 2	0.82993545	1		
Column 3	0.51695561	-0.048494703	1	
Column 4	0.53900521	0.338014061	0.446397	1

The correlation coefficient between KIRIS96 district accountability index and CTBS/5 district third grade mean score is positive .54. If KIRIS and CTBS were purporting to be measuring the same skills, these correlations would be less than desirable; however, CTBS reportedly measures

content/knowledge while KIRIS reportedly measures process/application. It is generally assumed students must possess strong basic skills in the content/knowledge domain in order to perform well on KIRIS.

Summary

KDE's survey data and OEA's qualitative reviews clearly corroborate each other in proffering the need to emphasize more use of authentic assessment and continuous progress strategies. Since there is no mandated process by which teachers determine if students have successfully completed the primary program, KDE/KBE should consider enacting a regulation that would bring uniformity to the criteria for exiting primary students to fourth grade. KBE enacted an "interim" regulation in December 1992 to serve as a guide for schools to make exit decisions about students. This regulation contained 18 specific criteria that students must exemplify before promotion should be granted. However, the "interim" continues five years later with no plans to revise the regulation to adopt KELP or any other official "gateway" skills document to determine successful completion of primary school.

KELP was designed by ASME to support appropriate curriculum and instruction, verify successful completion of the primary program, communicate with parents, and provide a document for implementing authentic assessment. It provides the schools with a KIRIS-like assessment program that emphasizes process/application and a continuum of skills measured by accompanying learning descriptions. Short of some uniform methodology controlled by the KBE/KDE regulatory process, disparity could continue to exacerbate between primary curriculum and fourth grade KIRIS assessment. Although 438 of 534 (82 percent) elementary schools who reached reward category in cycle two are fourth grade schools, the "concrete wall" is fast approaching for many unless the authentic assessment attribute is given more attention.

Mandating a uniform assessment for successful completion of primary school would accomplish consistency in curriculum on a statewide basis. It would also provide an excellent medium for accomplishing full implementation of continuous progress, authentic assessment, qualitative reporting, and positive parental involvement, four of the seven critical attributes in statute and regulation.

OEA remains concerned about the uncertainty of retention rates in primary schools. Recently KDE has undertaken a more diligent approach in arriving at these calculations which should improve the clarity of how many students are being retained. OEA visited a district in the fall of 1997 whereby the retention rate was 50 percent at the end of primary.

Recommendations

1. The Kentucky Department of Education and the Kentucky Board of Education should consider requiring the use of KELP for all primary schools to ensure uniformity and continuity of curriculum, outcome expectations, and exit criteria.

2. The Kentucky General Assembly should consider permanently enacting into statute the language used in House Bill 379 to offer primary schools more latitude in making decisions regarding the level of multi-age grouping on a student-by-student basis.

3. The Kentucky General Assembly should offer more incentives in funding full-day kindergarten. An attempt was made in the current biennium budget bill to apportion a percentage of excess SEEK funds to districts that offered full-day kindergarten; however, due to no surplus being available, districts absorbed the funds locally.

4. The Kentucky Department of Education regional service center primary staff should more diligently monitor implementation practices of primary schools to ensure districts are not ignoring statutory and regulatory requirements. Although it is generally accepted that KIRIS is the measuring stick for schools, it is apparent some schools are ignoring major portions of the critical attributes and yet remaining successful vis-à-vis KIRIS.

PROFESSIONAL DEVELOPMENT

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 (10 percent of the teaching force) 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 (operational and instructional), portfolios, Kentucky Early Learning Profile, high school restructuring, school-to-work, learning styles, site-based councils, instructional strategies, and conflict resolution. Curriculum alignment continues to play a major role in professional development as the new core content guidelines have been distributed to school districts. In reviewing the 17 districts visited by OEA staff as to those producing successful results on the KIRIS assessment and their rating on the "efficiency index" (developed by Dr. Stephen Goetz and referenced in the Assessment section of this report), a high correlation was found between those districts with a recently completed curriculum alignment and those districts with a positive efficiency rating. In addition to assisting schools to be successful, curriculum alignment activities have opened up dialogue for subject area teachers from primary to high school. This opportunity to examine what is happening and the expectation of what is to happen at each level has the potential to better focus instruction. In interviews, district and school personnel have expressed the need for more time for training and interaction with other

professionals after training. OEA staff interviewed approximately 130 teachers in the 17-district sample during this past year as to professional development and its impact on instruction. The five most common responses include the following: the professional activities raised awareness level and expectations regarding application of skills; activities were helpful and of high quality; a wide variety of opportunities were available; time was needed to use the materials and share with other teachers; and some of the best activities were those provided by their own professional organizations.

The Partnership for Kentucky Schools and the Prichard Committee for Academic Excellence has commissioned a study of professional development in Kentucky. The preliminary findings of this two-year study, "Professional Development Under KERA: Meeting the Challenges," indicate the following:

- Professional development, with teachers in charge, has increased and improved.
- Current policies -- including required hours that teachers must accumulate -- reinforce traditional views of professional development and limit the options that are considered.
- Current professional development activities are more focused on techniques and procedures rather than helping teachers extend their knowledge of curriculum content and how to teach it.
- Kentucky's assessment system (KIRIS) drives professional development planning at most study schools.
- More promising models of professional development involving intensive collegial experiences are emerging.
- Promising options for professional development are difficult to implement in many schools.

We look forward to the completion of this study and an opportunity to review its implications.

The Kentucky Department of Education has initiated the Kentucky Leadership Academy (KLA) for superintendents, principals, and central office administrators. This training is based on proven educational best practices and is for 30 days over a period of two years. The training is to deliver strategies, materials, and support to help districts remain focused on student achievement. It is very similar to the training provided for distinguished educators. There are 330 people participating from 75 county districts, 24 independent districts, and 11 consortia. This program should provide trained leaders to assist distinguished educators in schools/districts that have need,

or, alternatively, provide leadership skills to prevent the need for distinguished educators in a school/district.

Recommendations

1. 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, teachers will have additional opportunities for professional development activities during the year which would not require the use of substitute teachers. School calendars must be responsive to the needs of the professional staff. However, in order to have this happen, a master list of activities from the Kentucky Department of Education must be available to local districts by April 1. Additionally, the recent Opinion of the Attorney General's Office (OAG 97-25) requiring all teacher calendars to be 185 days may provide additional time for professional development activities outside instructional time. 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.

2. 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, could be increased.

REGIONAL SERVICE CENTERS

Overview. Regional service centers (RSC) continue to serve as a link between local school districts and the Kentucky Department of Education (KDE). They provide technical assistance, information, and training for their districts for the implementation of reform.

Each RSC submits an annual action plan and a subsequent evaluation of such to KDE. A review of these plans and their evaluation demonstrates that the RSCs feel they are accomplishing their plans. A number of the recently submitted plans model consolidated planning and are in place for two years. As a result, many of these activities are ongoing and have not received a final evaluation.

Each RSC conducts a survey sampling its customers regarding their perspective on the quality and importance of the service center work. Each RSC may add additional questions which they feel are appropriate. In a review of the compiled results for the common questions, we find that an average of 38.5 percent of the questionnaires were returned. In the category of RSC use, each center appears to have a significantly high percentage of users among the responders. The surveys indicate that 84 percent receive a personal contact regarding requested services. Eighty-seven percent of the respondents report that the delivery of services were timely and accurate. In the review of this compilation of questionnaires it can be concluded that among the respondents, there is a strong belief that the RSCs are providing needed services to their districts/schools.

In the Office of Education Accountability's (OEA) monitoring staff visits to our 17 district sample, 16 districts report average to above average services received from their RSCs. Fifteen of these districts also report a strong working relationship between their cooperative and their RSC. The one negative report was due to the prohibitive distance from their center.

RSCs have provided valuable training and technical assistance to elementary schools in furthering primary school implementation. Each RSC has at least one full-time consultant who visits elementary schools on an ongoing basis to troubleshoot potential organizational and curriculum delivery problems. However, OEA has observed two troubling issues with RSCs' oversight of primary implementation: (1) RSCs have been alerted to nonimplementation of primary school in certain schools; however, RSC staff inform OEA that "unless the school or district requests assistance, they cannot get involved." (2) Only 268 of 803 elementary schools are required by the

district to implement the Kentucky Early Learning Profile (KELP), the state provided method to document progress of primary-age students. These policies should be reviewed by KDE/RSC staff.

District technology staff were generally complimentary of the support provided by the RSCs, particularly the regional engineers. However, several expressed concern that in some regions, top RSC staff were being recruited for the distinguished educator program thus reducing their availability to local districts for much needed technical assistance.

Recommendations

Pulling regional service center staff to assist Improving Category 2 schools has placed a severe drain on staff time. This has resulted in a lack of time to assist all schools with their continuing need. Particularly, the Office of Education Accountability is concerned that school councils are not receiving the technical assistance needed to successfully implement school-based decision making in their schools. Since the passage of the Kentucky Education Reform Act, regional school-based decision making consultants have played an important role in the success of this initiative. It appears that the duties of school-based decision making consultants have expanded into other areas to the detriment of the school-based decision making initiative. With almost 1200 school councils, the amount of assistance needed is overwhelming. The Office of Education Accountability recommends that regional school-based decision making consultants be allowed to concentrate solely on providing technical assistance to school councils.

SCHOOL-BASED DECISION MAKING

Overview. As intended by the Kentucky Education Reform Act of 1990, the plan to shift significant decision making to the school building level has fully evolved. Currently, there are 1184 schools participating in the school-based decision making (SBDM) process. Seven schools are exempt from this requirement due to being one-school districts. An additional 91 schools have requested and received an exemption due to exceeding performance thresholds on the Kentucky Instructional Results Information System (KIRIS). No other state in the nation has made such a comprehensive effort in decentralizing decision making.

Of the 1184 schools currently participating in the school-based decision making process, 60 are functioning with an alternative model. Thirty-five of the alternative models have someone other than the principal serving as chairperson of the council.

During the 1996 Regular Session of the General Assembly, KRS 160.345 was amended to require newly elected council members to receive six hours of SBDM training and experienced council members three hours of SBDM training. As a result, the Kentucky Department of Education (KDE) has increased its efforts to expand the number of endorsed trainers in school-based decision making. There are currently 187 trainers statewide who are endorsed to provide the required training for council members.

KDE has also developed the following strategies for providing support to councils:

- Handbook of Guidelines for Principal Selection
- Sample By-Laws for School Councils
- Technical Assistance upon request.
- School-Based Decision Making Advisory Committee
- Common Agenda Newsletter
- SYNERGY Handbook for Council Members

Approximately 700 school councils have now selected principals since 1990. The Office of Education Accountability (OEA) has included as Appendix D the annual survey results regarding the principal selection process.

Per KRS 160.345(9), OEA continues to receive complaints regarding interference with the implementation of SBDM. The complaints generally fall into the following categories: 1) council role in personnel selection, 2) implementation of school council policy, 3) misinformation/lack of information, 4) open meetings violations, 5) council member elections, and 6) school council allocations.

OEA received over 1300 phone calls regarding 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.

Based upon a review of hotline calls, written correspondence, and monitoring visits, OEA offers the following observations as a means of generating thoughtful discussions regarding the successful implementation of SBDM.

Progress to Date.

- SBDM has been adopted in schools throughout the state according to the legislated timeline.
- Most school councils further democratize the decision-making process by establishing committees that make recommendations regarding policy issues.
- There has been minimal conflict between school councils and school boards.
- Most school boards have adopted policies that facilitate the implementation of SBDM within their districts.
- Teachers and parents have a greater voice in decision making.
- The process for selecting principals appears to be more structured, systematic, and open.
- Most school councils are involved, in some manner, in analyzing and planning for educational improvement at the school level.
- Minority parents are more involved in decision making as a result of SBDM.
- School councils appear to be transitioning into more sophisticated areas of decision making that deal with curricular, programmatic, and instructional issues.
- More school funds are being spent on instructional materials and supplies than before SBDM.

Challenges Ahead.

- Finding opportunities to analyze, discuss, and plan for instructional change at times that accommodate all stakeholders involved in the SBDM process.
- Clarifying the council role in personnel selection.
- Clarifying the superintendent's role in transferring personnel into SBDM schools.
- Making relevant curricular, instructional, and governance information available to parent and teacher council members.
- Transitioning councils from event training to an ongoing technical assistance model for improving their unique circumstances and problems.
- Making parents full partners in the decision-making process.
- Improving communication among all stakeholders in the SBDM process.
- Increasing opportunities for councils to learn from each other.
- Facilitating the relationship between councils and central offices.
- Providing principals with the facilitation and mediation skills needed in an SBDM school.

Summary. Implementing SBDM in almost 1200 schools is an extremely challenging task. It requires new roles for parents, teachers, principals, central office personnel, superintendents, and school board members. The progress made to this point has been remarkable. The challenge for the Legislature is to keep the basic legal structure in place while making the necessary improvements that fulfill the promises of SBDM.

Recommendations

The members of the Governor's Task Force on Public Education have approved the following recommendations to the Legislature for the 1998 Regular Session of the General Assembly.

1. Amend KRS 160.345(2)(a) to increase the number of parents on school councils from two to three.

2. Amend KRS 160.345(2)(a) to allow a parent representative to serve on the council, unless the parent is an employee or a relative of an employee in a particular school, or an employee or a relative of an employee in the central office.

3. Create a new section of KRS Chapter 160 to require the public be fully informed regarding school-based council budget allocations, including the figures used to allocate the funds, the funds reserved by the school district, and the intended use of the district reserved funds.

4. Amend KRS 160.345(2)(h) to include a requirement for the council to develop procedures it will use for consultation in the selection of personnel.

5. Amend KRS 160.345(5) to require the district to report to the Kentucky Board of Education the parent and faculty vote when requesting an exemption of a school from having a council.

6. Amend KRS 160.345(9) to require the Office of Education Accountability to develop a uniform, confidential complaint process; to protect anyone bringing a complaint from punitive action or retribution; and requiring the Office of Education Accountability to resolve the complaint within six months or to forward the complaint to the Kentucky Board of Education.

7. Amend KRS 160.345(2)(b)1 to allow consecutive terms of school council members when the council adopts different terms of office.

8. Amend KRS 160.345(2)(b)1 to require the chair of the school council be elected by the council from its membership, rather than requiring the principal or head teacher serve as chair.

9. Amend KRS 156.101 to require the local district evaluation system include criteria relating to the evaluation of school principal's performance as a member of a school council and in implementation of the decisions of the council. Amend KRS 160.345 to require the local district establish procedures for gathering information from the council for consideration in the school principal's evaluation by the superintendent.

10. Request the Kentucky Department of Education and the appropriate subcommittee of the Interim Joint Committee on Education review the school council budget allocations and the process of professional development decision making within school districts.

11. Request the Task Force recommend to the Kentucky School Board Association that the school boards explore a more collaborative approach to the budget-making process that involves various community groups, teachers, parents, and school council representatives.

12. Amend KRS 160.345(2)(a) to remove the state residency requirement for teachers serving on school councils.

SUPERINTENDENT/PRINCIPAL TRAINING AND ASSESSMENT

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 but three current superintendents completed this process as of July 1, 1997. These three were granted extensions for circumstances beyond their control. In addition, the statute requires 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 1996-97, 18 persons completed the superintendent assessment center process. The superintendents interviewed by the Office of Education Accountability staff indicated 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 5 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. 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 called for in KRS 161.027 for principal certification was administered to 317 principal candidates during 1996-97. Two hundred sixty-four candidates achieved the required 85 percent score. The remaining 17 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 1996-97 school year, 55 principals served an internship, while 83 started their internship at various times during the year with completion to occur during this current school year.

Recommendations

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 5 training/assessment modules) out of his/her district.

SUPERINTENDENT SCREENING COMMITTEES

Overview. KRS 160.352 calls for a specific procedure in the selection of a new superintendent and has as an integral part in the use of a screening committee. This committee is composed of two teachers elected by the teachers in the district; one board of education member appointed by the chairperson of the board; one principal elected by the district's principals; and one parent elected by the PTOs of the district. Additional provisions are made for minority representation in all districts having 8 percent or more minority enrollment. The board of education must consider the recommendations of the committee, but is not bound by its recommendations.

KRS 160.352(2) sets timelines for the establishment of a screening committee. These timelines allow 30 days to convene a committee after it is determined a vacancy has or will occur unless that vacancy will not occur within six months. In that case, it is not necessary to establish the screening committee until 90 days prior to the actual occurrence of the vacancy. There is no statutory set minimum or maximum time for the screening committee to complete its work, but it could be assumed by the 90-day wording in KRS 160.352(2) that the Legislature's intent, when there was ample notice of the vacancy and time constrictions were not an issue, 90 days would be sufficient for the screening committee to achieve its purpose. In reality other considerations come into play including short notice of vacancies, the necessity of hiring prior to the start of summer preparations for school openings, the size of the district, number of applications, the scope of the search, etc.

Screening Committee Survey. Since early in the Office of Education Accountability's (OEA) operation, OEA has conducted a survey of the screening process in those districts in which a new superintendent has been hired. Last year we reported 163 districts had responded to our survey and from reviewing these survey results, we concluded the selection process, as mandated by KRS 160.352, had been closely adhered to in all but a few isolated instances.

Since the last report, some survey questions have been added and others modified to provide more information regarding the process. Since those changes were made, 33 districts have completed a superintendent selection procedure and have responded to the survey. The time period covered by this review is from approximately June 1, 1996 through mid-September 1997. There were a few additional districts in which the selection process was completed during this period of time, but they failed to fully or clearly respond to the survey. This occurred less than five times during the period.

It should also be noted that an additional 10-12 districts are in the process of selecting a superintendent at the time of this writing (September 1997) and four other districts have completed their process but have not, as yet, responded to the survey.

Based on those figures, slightly less than 50 of Kentucky's 176 school districts were in or are currently in the superintendent selection process during this period of time between June 1, 1996 and mid-September 1997. This represents about 28 percent of Kentucky's districts seeking new superintendents during a 15½ month period.

All of the 33 districts properly convened a superintendent selection committee to screen and evaluate the applications received pursuant to KRS 160.352. Under this process, it is expected the superintendent selection committee will reduce the field of applicants based upon qualifications and other factors and select a number of the best qualified applicants to recommend to the local school board. Having a group made up of a board member, a parent, teachers, and a principal tasked with a single mission of selecting and recommending the best candidates for the board's consideration, serves to involve the schools and community in the superintendent selection process and to reduce the burden upon the local board of education in the initial screening process.

For the balance of this review, we will be reporting only on the 33 districts that have completed the selection process and responded to our survey. It should also be noted the figures used in this review are not 100 percent accurate due to some minor errors and omissions in the completed surveys, but are sufficiently accurate to make observations, comments, and reach some conclusions.

In these 33 districts there were a total of 865 applicants responding to the posting and advertising of these superintendent positions. The fewest number applicants per district were eight and this occurred three times. The largest number of applicants for a single district was 64 and that occurred only once. The average number of applicants for all the districts was about 26.

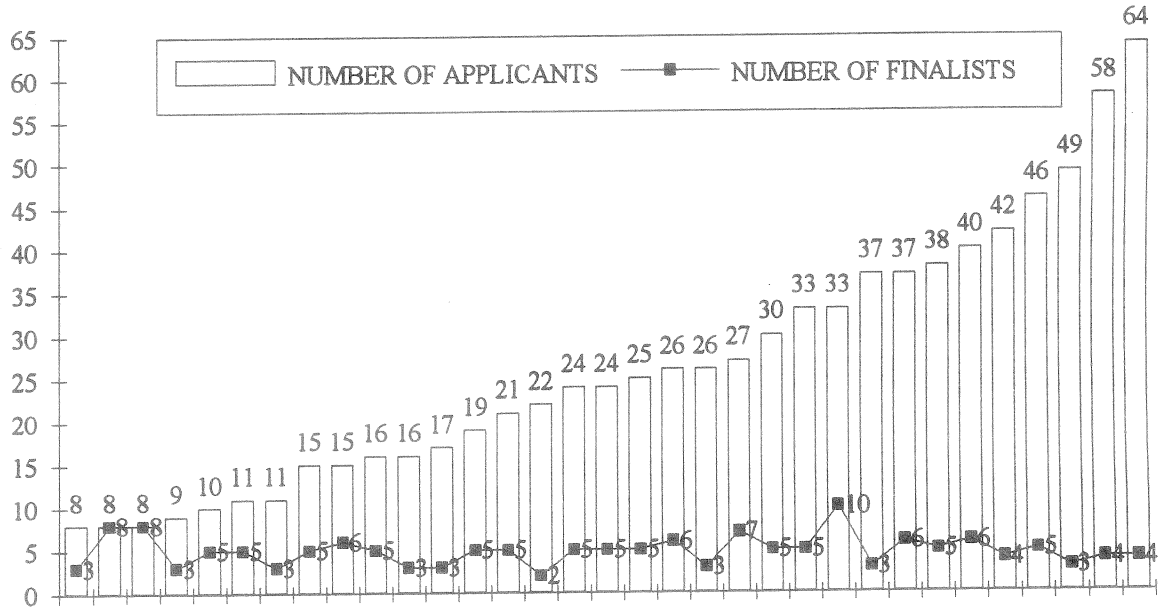
- Five districts reported 10 or less applicants
- Eight districts reported 11-20 applicants
- Nine districts reported 21-30 applicants
- Six districts reported 31-40 applicants
- Three districts reported 41-50 applicants

- One district reported 51-60 applicants
- One district reported more than 61 applicants

The following figure represents the total number of applicants for each of the 33 districts and the number of finalists selected by each screening committee.

FIGURE 17

33 SURVEY DISTRICTS



Overall these screening committees in the 33 districts reduced the approximately 865 applicants to 160 finalists that were recommended to the local boards or approximately 18.5 percent of the total field of applicants. These superintendent selection committees selected as few as two finalists to recommend to their local boards and in one case as many as ten. In two instances where the superintendent screening committee received eight total applications, they recommended all eight of the applicants to the board apparently finding it unnecessary to screen any of the field. In two other cases where 64 and 58 applications were received by the committees, both committees reduced the finalists to six or less. In one district 49 total applicants were reduced to three finalists. The range of recommended finalists made to the local boards by the superintendent screening committees were as low as 6 percent and as high as 100 percent.

The average number of finalists recommended to the local boards in these 33 instances was about five.

The 33 districts reported a total of ten minority applicants in their total candidate field, but it must be noted this is not a reliable or realistic figure. In the screening procedures used by most districts, the initial reductions of applicants involve only the review of résumés and there is no way to determine whether or not a particular résumé was from a minority applicant. As a result, many districts simply answered the minority question on the survey by writing in "unknown." Three of the thirty-three districts did report one minority member among their finalists.

Of the approximately 865 applicants applying for 33 superintendent positions, approximately 110 were female candidates accounting for about 12.5 percent of the total. The remaining 755 applicants were male accounting for approximately 87.5 percent of the total.

Approximately 160 finalists were recommended to the various boards of education for consideration. Twenty-six were female and one hundred and thirty-four were male, for approximately 16.25 percent and 83.75 percent respectively. Three minority finalists were reported accounting for less than 2 percent of the finalists.

Thirty-one males were selected as superintendent while only two females were hired (94 percent and 6 percent respectively). No minorities were hired as superintendent during this period.

Of the 33 districts reviewed, only one board of education hired a superintendent who was not one of the finalists recommended by the screening committee. In reviewing the 33 districts responding to the survey, all were able to establish and charge their screening committees within the timelines mandated by the statute. Several districts started the process immediately upon their determination that a vacancy would occur.

In this group of 33 districts convening screening committees, some had lives as short as three weeks and others as long as five months. Only six districts reported their screening committee was in operation less than two months. Seven districts reported their screening committee worked for three months or more. Nineteen other districts reported their screening process at approximately two months. (One district failed to report that item). Based upon these figures, it would appear in almost all cases the screening committees are given ample time to adequately and conscientiously meet their statutory obligation. This conclusion is supported by the fact that

during the past year OEA has not received any complaints from screening committee members regarding timelines.

Since only one of these 33 boards of education selected a superintendent who was not on the screening committee's recommended list, it would appear safe to conclude a clear majority of these boards of education embrace this screening process and respect the work and recommendations of their screening committees.

The last observations drawn from the review of these 33 selection processes involves the comparisons of the recommendations of in-district/out-of-district candidates. Of the approximately 160 finalists recommended to the local boards, 45 were in-district applicants. This is approximately 28 percent of the finalists and would appear to show little or no bias in favor of in-district candidates on the part of the screening committees. It is interesting to note that local boards of education seem to find a higher comfort level in hiring a superintendent with whom they are acquainted. While the superintendent screening committee recommended 28 percent in-district and 72 percent out-of-district candidates, the boards hired 45 percent in-district candidates and 55 percent out-of -district candidates.

Summary. Based upon the foregoing review, it appears the provisions of KRS 160.352 are being followed by the districts surveyed during this time period. All districts convened their superintendent screening committees within the mandated timelines. Twenty-six of the thirty-three districts granted their committees more than ample time to complete their screening process and only one of the remaining seven appeared to constrict their committee's work by giving it less than a month to complete its screening process. All but two of the thirty-three committees reduced large fields of applicants to a number of finalists that the local board could reasonably consider in their limited time. Finally, all but one of the 33 districts reviewed selected a superintendent from the list of finalists recommended by the screening committee. Overall it would appear the screening committee procedure, as envisioned by the Legislature in the passage of KRS 160.352, is being properly and successfully implemented in the school districts of the Commonwealth.

Areas for Discussion/Action

In our previous report we encouraged school districts to seek assistance from consultants during their selection process. Since this selection and screening process is important and requires a significant investment in time and effort, we will again encourage districts to provide screening

committees and boards of education ample time to complete their work and sufficient assets to engage those with the expertise and experience necessary to enhance their screening and selection process.

Recommendation

During the last two years, at least three school districts have found themselves in violation of KRS 160.350. This occurred when they hired as their new superintendent, the individual they had previously appointed as their acting or interim superintendent. It is the belief of this office these occurrences were inadvertent or based upon a misunderstanding of the statute. It has nevertheless caused each of these districts to go through the hiring process at the end of the school year, which is disruptive and expensive. On September 23, 1997, the Attorney General's Office issued OAG 97-35 that clearly construes KRS 160.350(1) to mean an acting superintendent appointed under this statute may not be appointed superintendent.

It is, therefore, suggested when a vacancy in the superintendent's office occurs, KRS 160.350 and OAG 97-35 be carefully reviewed prior to the appointment of an interim superintendent and the beginning of the screening process in KRS 160.352.

INVESTIGATIVE DIVISION

Supreme Court and Legislative History: In Rose v Council for Better Education; Inc., Ky., 790 SW 2nd 186 (1989), the Kentucky Supreme Court declared that education was a basic and fundamental right that was guaranteed by Section 183 of the Kentucky Constitution. Section 183 provides that:

> *The General Assembly shall, by appropriate legislation, provide for an efficient system of common schools throughout the state.*

The Kentucky Supreme Court then set forth nine characteristics that were essential and minimal to an efficient system of common schools. Among those nine items was the following passage:

> *Common schools shall be monitored by the Kentucky General Assembly to assure that they are operated with no waste, no duplication, no mismanagement, and with no political influence.*

Earlier in the same opinion the Court notes that the trial court stated:

> *An adequate school system must also include careful and comprehensive supervision at all levels to monitor personnel performance and minimize waste. If and where waste and mismanagement exist, included, but not limited to improper nepotism, favoritism, and misallocation of school monies, they must be eliminated through state intervention if necessary.*

In this landmark decision the Kentucky Supreme Court returned at several points in its opinion to its firm belief that the constitution of the Commonwealth mandated that the Kentucky General Assembly was solely responsible for the establishment of an efficient system of common schools and added that ". . . it must monitor it on a continuing basis so that it will always be maintained in a constitutional manner. The state must carefully supervise it, so that there is no waste, no duplication, no mismanagement, at any level."

During the 1990 Regular Session of the Kentucky General Assembly, a body of law, generally referred to as the Kentucky Education Reform Act, was passed and became effective July 13, 1990. Included in that body of law designed to establish an efficient system of common schools

was KRS 7.410. The first sentence of Section 1 of KRS 7.410 states the intent of the Legislature in its passage of KERA and echoes the opinion of the Kentucky Supreme Court:

> *(1) It is the intent of the Kentucky General Assembly to promote an efficient system of common schools which shall be operated without waste, duplication, mismanagement, and political influence.*

Section (2)(c) of KRS 7.410 sets out the duties and responsibilities of the Office of Education Accountability (OEA) under seven subsections. KRS 7.410(2)(c)4 again returns to the language of the Kentucky Supreme Court in the Rose decision in describing the office's responsibilities in the investigation and resolution of allegations of wrongdoing at all levels of the educational process in the Commonwealth of Kentucky:

> *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 Kentucky Board of Education, and make recommendations for action to the Legislative Research Commission.*

Establishment and Operations of the Investigative Division. In response to this statute, OEA was established in the Legislative Research Commission and on February 16, 1991 the Investigative Division of the office was put in place. At that time, the Investigative Division consisted of one person, the division director. Over the next two years full-time staff grew to two attorneys/investigators (who also acted as general counsel for OEA and division director) plus two administrative assistants (one of whom also acts as a legislative analyst). Four part-time investigators and one Certified Public Accountant (CPA) were added to the staff, but are used only on a part-time as-needed basis. This staff has remained level since mid-1993 and has been sufficient to meet the investigative mandate of KRS 7.410 while keeping costs to a minimum through the use of part-time and contract professionals. All the part-time investigators are retired federal investigators with well over 125 years of combined investigative experience. OEA's contract CPA has a broad base of experience in school finance and over 20 years of practice as.

Over 600 miscellaneous inquiries and investigative files have been opened since February 1991 based upon allegations of wrongdoing, waste, mismanagement, duplication, etc. Only a few of these files are administrative in nature. Almost 90 percent of these files are based upon

allegations of some irregularity that required some level of inquiry or investigation in order to reach a resolution as mandated by KRS 7.410. Currently less than 50 of those investigative matters remain under review and unresolved. Over the past 3-4 years, this number of active reviews has remained constant as has the opening of approximately 80-100 new matters per year that call for some level of inquiry or review.

In previous reports, it has been noted that the great majority of the work of the Investigative Division in resolving allegations of wrongdoing, etc., requires only minimum inquiry and some limited correspondence with the district involved. Some issues and allegations that are somewhat more complex may require one or two on-site reviews in the district. Most of these matters are also resolved at the district level by corrective action taken by the district after recommendations or suggestions by OEA. In only 14 of the over 550 matters opened for review has it been necessary to refer our findings to the Chief State School Officer for consideration of charges to be adjudicated before the Kentucky Board of Education (KBE). It is noteworthy that in all of these 14 matters referred to the Kentucky Department of Education (KDE), the Commissioner and his staff agreed with OEA's position and filed charges. This has occurred in considerably less than 5 percent of our investigative reviews and only where the evidence of waste, mismanagement, wrongdoing, incompetence, etc., is so compelling that it is obvious and clear that no resolution can be achieved at the district level.

The determination of whether an allegation is worthy of inquiry or investigation is made only after a review and consideration of several factors. The factors considered are as follows: the quality of the information, the seriousness of the allegation, the specificity of the information, whether the complainant has firsthand knowledge or is simply repeating rumor and hearsay, whether there are other complainants or similar complaints regarding the same issues in the same district, the potential for damage to the district if true, and the provability of the allegations.

The sources of the allegations that lead to inquires or investigations are numerous. They include, but are not limited to, the following: hotline telephone calls; correspondence; personal visits; newspaper reviews; requests and referrals from other agencies; requests from school boards, superintendents and other school district employees. In many instances sources of allegations are fully identified. Some sources have requested confidentiality and others are simply anonymous.

It has been and will remain the policy of this office to accept, assess, and if necessary take action based upon anonymous information if it meets the previously discussed criteria for specificity, seriousness, provability, etc. While it would be preferable to have the sources of all information

fully identified, the nature of the Investigative Division's work and the mind-set of some of those providing information compels this division to do otherwise. In the past this office has received follow-up letters or hotline calls from sources who have previously provided anonymous information complaining that nothing has been done in response to their concerns. Of course, there was no way to communicate to these complainants what action was or was not taken in response to their information and the rationale for the decision made by staff. In some cases contact has been made with the district and appropriate action was taken to resolve the issue, but the complainant is not aware of the charge. In other cases the information was found to be erroneous or the applicable law was misunderstood by the complainant. While this inability to communicate with an anonymous complainant is an inconvenience and at times a liability, it is still the belief of this office that the acceptance and assessment of anonymous information provides sufficient positive results to outweigh the negative factors. To refuse to consider anonymous information or fail to promise confidentiality would be unfair to those who have significant information to provide, but are truly afraid of being identified as the source of such information.

Liaison. Since its inception, the Investigative Division has recognized the importance of maintaining a close relationship with other agencies of state government which are involved in endeavors that are similar to OEA's. The maintenance of these relationships facilitates the free flow of information between agencies and encourages referrals of complaints to and from these agencies so that the agency having the primary interest and jurisdiction will conduct whatever inquiry is appropriate. This exchange of information also reduces the possibility of duplication of efforts in those situations where complainants have sent similar complaints to several agencies, thus preventing the wasteful use of limited resources of the agencies involved. Periodic contact is maintained with several divisions of the Attorney General's Office, the Auditor of Public Accounts, and the Kentucky State Police Special Investigations Unit. The Investigative Division also maintains close contact with KDE's Legal Services Office, Division of District Finance, Division of Management Assistance Program, and the Education Professional Standards Board.

Referrals to the Chief State School Officer. Since February 1991, information and suggested charges regarding seven district superintendents were referred to the Chief State School Officer for removal action under KRS 156.132. In each of these referrals, the Chief State School Officer presented removal charges against these superintendents to KBE. As a result, five superintendents resigned after charges were filed and two were removed by action of KBE following a hearing. One additional superintendent retired during a comprehensive review of his district that without question would have resulted in charges being filed. One other

superintendent retired when it was pointed out to him that he was in violation of KRS 160.380 (2)(e) and had been since the effective date of the statute, July 13, 1990.

During the same period, information and suggested charges regarding 19 board members were referred to the Chief State School Officer for consideration of removal. As a result of these referrals, four board members were removed by action of KBE and two were reprimanded and/or suspended. Twelve resigned subsequent to charges, but prior to any KBE action. Several other board members have resigned during ongoing reviews and prior to any charges being filed. Also during the past seven years, a significant number of board members have resigned when it was pointed out to them they were in violation of the provisions of KRS 160.180 (Eligibility Requirements), 160.380 (Nepotism Issues), and 61.080 (Incompatible Offices).

It has been the policy and practice of this office and division to recommend removal charges only when we have found and produced the same level of evidence that is required to convict in a criminal court. OEA has always refrained from suggesting charges for petty or inconsequential violations of school laws and have gone forward only where the evidence was clear and overwhelming that serious and repeated violations of a significant nature had occurred and that they had deleterious consequences for the district. To take any other stance in these matters would tend to indicate that this office did not consider the possible removal of individuals from superintendent's positions or elective office as the very serious business it is. Neither the Commissioner nor his legal staff have ever rejected our recommendations that charges be lodged before KBE, and KBE has never found any of our recommended charges to be without merit or our proof to be wanting.

Summary. It will remain the policy of OEA and its Investigative Division to aggressively and fairly respond to allegations of waste and mismanagement, political influence, improper nepotism, favoritism, misallocation of school monies, and such other matters that are deemed within our mandate. This, of course, will be undertaken only after careful review and analysis of the allegations presented and a recognition that honest mistakes are made and must be treated as such where the facts and circumstances indicate such a course of action. To operate under any other policy would be an affront to the Supreme Court of Kentucky and the Kentucky General Assembly and a disservice to the children and taxpayers of the Commonwealth.

FINANCE

FINANCE

Overview. The Kentucky Education Reform Act (KERA) of 1990 completely overhauled Kentucky's system of education the primary element of which was a new funding formula. The new formula, called the Support Education Excellence in Kentucky (SEEK) program, provides for a minimum local tax effort, increases support to local schools, and alters the distribution of state educational dollars.

In addition, the Facilities Support Program in Kentucky (FSPK) provides equalized funding for capital construction. Other state funding in the form of categorical grants include extended school services, pre school education, professional development, technology, school rewards, and family resource and youth services centers for students and their families.

One of the most important responsibilities of the Office of Education Accountability (OEA) is to 'conduct an ongoing review of the finance system which shall include an analysis of the level of equity achieved by the funding system.'

The following report, the seventh issued by OEA, will illustrate the degree to which the formula has reduced the funding gap between Kentucky's rich and poor districts. To accomplish this task, data are presented by wealth quintile for fiscal years 1989-90 through 1995-96. Revenue data by district are also presented for the same fiscal years.

The term equity is defined by Webster as 'the quality, state, or ideal of being just, fair, and impartial.' So perhaps the ultimate measure of the success of any formula is the element of fairness.

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

- *Horizontal equity* - Occurs when all students in the state are fairly treated in accordance with the constitution and statutes of the state. Horizontal equity usually refers to equal treatment of equals. This equity principle is based upon the democratic concept that all persons are of equal worth, and that each individual person is of great worth. Therefore,

when it comes to public education, all students are worthy of both equal and adequate treatment. The SEEK program's per pupil base amount, which is set by the Kentucky General Assembly, is the same for every student in Kentucky, therefore, assuring horizontal equity.

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

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

- *Adequacy* - Is obtaining the maximum amount of student achievement from a given amount of expenditures from a state's funding for public education. Kentucky's 1990 education reform is designed to increase the levels of pupil performance measured by the statewide assessment program, the 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 157.360(12)(a)(b). (The 1996 Kentucky General Assembly amended KRS 157.360(12)(a) which changed the calculation of add on funds for home and hospital instruction from current year to prior year ADA.)

KRS 160.470 requires each local school district levy a minimum Equivalent Tax Rate (ETR) of 30 cents per $100 of assessed property value. This required "local effort" 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 2000 students and 1000 are approved for free lunch. Each student approved for free lunch generates $401 (i.e., the 1996-97 base amount of $2673 times .15) for a total of $401,000 ($401 times 1000 approved students). This $401,000 is then spread across the entire student population to display an amount per pupil. In this example, the at-risk factor is $201 per pupil ($401,000 divided by 2000 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., $365,000 in 1996-97) 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 1996-97, 161 districts participated at the maximum level in Tier I. The remaining 14 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. House Bill 940 mandated 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 1996-97, 161 school districts participated at some level in Tier II which generated $195,218,048.

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 26 illustrates the state and local funds provided for Kentucky school districts from 1989-90 through 1996-97. 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 64.3 percent ($1.290 billion). The state effort increased by 55.1 percent ($859.7 million) while the local effort increased by 96.9 percent ($430.3 million).

Additional data review reveals that by 1996-97 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 20.8 percent in 1996-97. 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 1996-97) and Kentucky Biennial Budgets (1988-90 through 1996-98).

Total state funds available to local school districts are comprised of the SEEK adjusted base guarantee, Tier 1, FSPK, and the categorical programs. Table 27 provides a review of these totals from 1989-90 through 1995-96 by wealth quintile. Each quintile includes approximately 20 percent of the state's students. The average state revenue increased by 48.3 percent from $2206 in 1989-90 to $3272 in 1995-96.

Table 27 shows that the average local revenue increased by 85.3 percent from $842 in 1989-90 to $1560 in 1995-96. Positive results are evident when comparing combined state and local revenues. The difference between the lowest and highest wealth quintiles has decreased by 41.2 percent from $1511 in 1989-90 to $889 in 1995-96. Figure 18 demonstrates how the difference in state/local revenues between the highest and lowest wealth quintiles have narrowed from

TABLE 26 STATE AND LOCAL REVENUES PROVIDED FOR KENTUCKY SCHOOL DISTRICTS

Revenue Source	1989-90	Percent Total State/Local	1990-91	Percent Total State/Local	Amount Change 89-90 90-91	Percent Change 89-90 90-91	1991-92	Percent Total State/Local	Amount Change 90-91 91-92
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
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
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
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
KTRS	168,398,000	8.4%	224,808,200	9.2%	56,410,200	33.5%	228,951,600	8.5%	4,143,400
School Rewards***	0	0.0%	15,000,000	0.6%	15,000,000	100.0%	15,000,000	0.6%	0
Technology (KETS)***	0	0.0%	15,000,000	0.6%	15,000,000	100.0%	33,000,000	1.2%	18,000,000
SFCC	39,293,000	2.0%	41,168,000	1.7%	1,875,000	4.8%	52,710,000	2.0%	11,542,000
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
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
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

*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 FY1996-97 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 FY1996-97 for school rewards and education technology (KETS) are placed in escrow accounts.

TABLE 26

STATE AND LOCAL REVENUES PROVIDED FOR KENTUCKY SCHOOL DISTRICTS

Revenue Source	Percent Change 90-91 91-92	1992-93	Percent Total State/Local	Amount Change 91-92 92-93	Percent Change 91-92 92-93	1993-94	Percent Total State/Local	Amount Change 92-93 93-94
State								
Formula	6.4%	$1,495,506,150	55.0%	$50,413,037	3.5%	$1,515,522,340	53.1%	$20,016,190
Capital/Debt*	5.7%	71,705,350	2.6%	566,440	0.8%	71,730,260	2.5%	24,910
Grant Programs**	105.7%	120,119,200	4.4%	-13,632,800	-10.2%	151,682,500	5.3%	31,563,300
Health/Life	21.1%	136,961,200	5.0%	20,712,300	17.8%	158,271,900	5.5%	21,310,700
KTRS	1.8%	185,400,000	6.8%	-43,551,600	-19.0%	193,000,000	6.8%	7,600,000
School Rewards***	0.0%	5,000,000	0.2%	-10,000,000	-66.7%	10,000,000	0.4%	5,000,000
Technology (KETS)**	120.0%	5,000,000	0.2%	-28,000,000	-84.8%	10,000,000	0.4%	5,000,000
SFCC	28.0%	52,710,000	1.9%	0	0.0%	55,785,300	2.0%	3,075,300
Total State	11.3%	2,072,401,900	76.2%	-23,492,623	-1.1%	2,165,992,300	75.9%	93,590,400
Total Local	5.7%	646,866,406	23.8%	47,804,531	8.0%	688,818,013	24.1%	41,951,607
Total State & Local	10.0%	$2,719,268,306	100.0%	$24,311,908	0.9%	$2,854,810,313	100.0%	$135,542,007

*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 FY1996-97 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 FY1996-97 for school rewards and education technology (KETS) are placed in escrow accounts.

TABLE 26

STATE AND LOCAL REVENUES PROVIDED FOR KENTUCKY SCHOOL DISTRICTS

Revenue Source	Percent Change 92-93 93-94	1994-95	Percent Total State/Local	Amount Change 93-94 94-95	Percent Change 93-94 94-95	1995-96	Percent Total State/Local	Amount Change 94-95 95-96	Percent Change 94-95 95-96
State									
Formula	1.3%	$1,560,125,871	51.8%	$44,603,531	2.9%	$1,595,588,492	50.7%	$35,462,621	2.3%
Capital/Debt*	0.0%	85,556,247	2.8%	13,825,987	19.3%	85,305,643	2.7%	-250,604	-0.3%
Grant Programs**	26.3%	162,960,000	5.4%	11,277,500	7.4%	174,853,000	5.6%	11,893,000	7.3%
Health/Life	15.6%	162,125,000	5.4%	3,853,100	2.4%	176,491,100	5.6%	14,366,100	8.9%
KTRS	4.1%	202,000,000	6.7%	9,000,000	4.7%	208,000,000	6.6%	6,000,000	3.0%
School Rewards***	100.0%	0	0.0%	-10,000,000	-100.0%	10,000,000	0.3%	10,000,000	100.0%
Technology (KETS)***	100.0%	20,000,000	0.7%	10,000,000	100.0%	20,000,000	0.6%	0	0.0%
SFCC	5.8%	56,933,000	1.9%	1,147,700	2.1%	58,357,000	1.9%	1,424,000	2.5%
Total State	4.5%	2,249,700,118	74.6%	83,707,818	3.9%	2,328,595,235	74.0%	78,895,117	3.5%
Total Local	6.5%	764,459,932	25.4%	75,641,919	11.0%	820,205,966	26.0%	55,746,034	7.3%
Total State & Local	5.0%	$3,014,160,050	100.0%	$159,349,737	5.6%	$3,148,801,201	100.0%	$134,641,151	4.5%

*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 FY1996-97 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 FY1996-97 for school rewards and education technology (KETS) are placed in escrow accounts.

TABLE 26

STATE AND LOCAL REVENUES PROVIDED FOR KENTUCKY SCHOOL DISTRICTS

Revenue Source	1996-97	Percent Total State/Local	Amount Change 95-96 96-97	Percent Change 95-96 96-97	Amount Change 89-90 96-97	Percent Change 89-90 96-97
State						
Formula	$1,641,108,090	49.8%	$45,519,598	2.9%	$461,965,090	39.2%
Capital/Debt*	$95,381,910	2.9%	$10,076,267	11.8%	$39,290,910	70.0%
Grant Programs**	$181,093,600	5.5%	$6,240,600	3.6%	$147,412,600	437.7%
Health/Life	$194,642,900	5.9%	$18,151,800	10.3%	$109,953,900	129.8%
KTRS	$218,600,000	6.6%	$10,600,000	5.1%	$50,202,000	29.8%
School Rewards***	$10,000,000	0.3%	$0	0.0%	$10,000,000	100.0%
Technology (KETS)***	$20,000,000	0.6%	$0	0.0%	$20,000,000	100.0%
SFCC	$60,144,000	1.8%	$1,787,000	3.1%	$20,851,000	53.1%
Total State	$2,420,970,500	73.5%	$92,375,265	4.0%	$859,675,500	55.1%
Total Local	$874,526,371	26.5%	$54,320,405	6.6%	$430,288,653	96.9%
Total State & Local	$3,295,496,871	100.0%	$146,695,670	4.7%	$1,289,964,153	64.3%

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

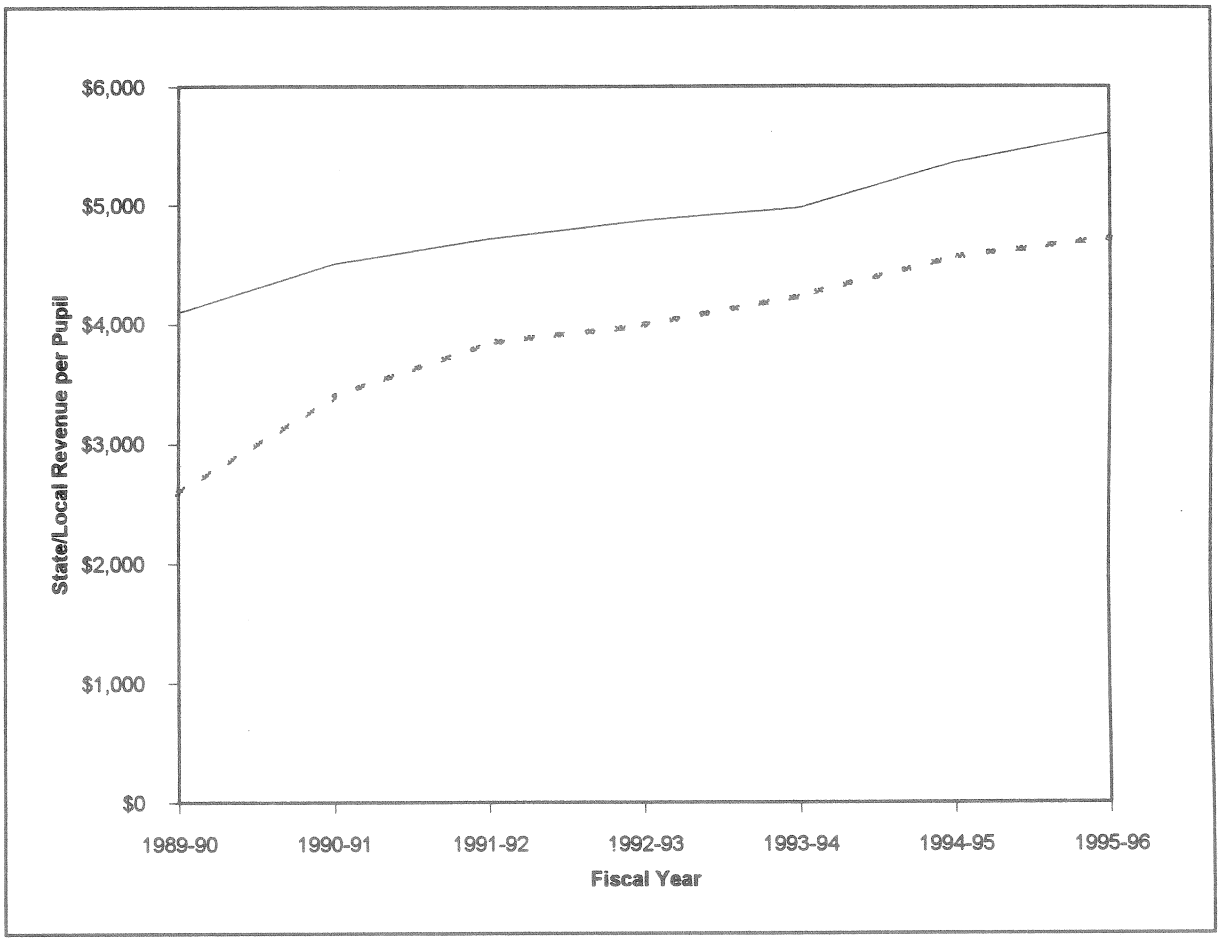
**Grant programs in FY1989-90 include such programs as gifted/talented, remediation, professional development, writing grants, etc. Grant programs for FY1990-91 through FY1996-97 include those continued from FY1989-90 plus new programs such as extended school services and pre-school. Funds for the operation 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 FY1996-97 for school rewards and education technology (KETS) are placed in escrow accounts.

TABLE 27 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	384	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
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	1,568	2,812	422	4,380	4,802
5	121,110	360,086	2,767	2,597	427	5,363	5,789
Statewide	580,722	$210,329	$1,424	$3,202	$526	$4,626	$5,152
1995-96							
1	114,936	$113,902	$756	$3,967	$754	$4,722	$5,477
2	114,767	158,720	1,010	3,575	559	4,585	5,144
3	116,275	203,231	1,236	3,319	451	4,555	5,006
4	109,635	273,034	1,749	2,894	407	4,644	5,051
5	120,298	383,316	2,992	2,620	566	5,611	6,177
Statewide	575,911	$227,438	$1,560	$3,272	$549	$4,832	$5,381

FIGURE 18 STATE/LOCAL REVENUE DIFFERENCES BETWEEN HIGH (Q5) AND LOW (Q1) WEALTH QUINTILES



1989-90 to 1995-96. Table 27 shows that total revenues (state, local, and federal) increased by 57.8 percent from $3410 in 1989-90 to $5381 in 1995-96.

Tables 32 through 36 (Appendix E) illustrate local, state, federal, state/local, and total per pupil revenues from 1989-90 through 1995-96 by school district. Also, Tables 37 and 38 (Appendix E) 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 1996-97), Attendance Reports (1988-89 through 1996-97), School District Annual Financial Reports (1995-96), and School District Audits (1995-96).

After seven 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 1996-97 per pupil state, local, and state/local effort by district in FY 1996-97 dollars. For information purposes, data are presented in both actual and FY 1996-97 constant dollars.

Table 28 lists local, state, and state/local effort per pupil from 1989-90 through 1996-97 by wealth quintile in actual dollars. Additionally, Table 29 shows local, state, and state/local effort per pupil from 1989-90 through 1996-97 by wealth quintile in FY 1996-97 constant dollars. Table 28 (actual dollars) demonstrates from 1989-90 to 1996-97 the average local effort increased by 96.9 percent from $772 to $1520; state effort increased by 39.4 percent from $2119 to $2953; and, state/local effort increased by 54.7 percent from $2891 to $4473. Table 29 (FY 1996-97 constant dollars) shows from 1989-90 to 1996-97 the average local effort increased by 60.8 percent from $945 to $1520; state effort increased by 13.9 percent from $2593 to $2953; and, state/local effort increased by 26.4 percent from $3539 to $4473. Figure 19 illustrates the change for state/local effort from 1989-90 to 1996-97 in actual and FY 1996-97 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 1996-97).

TABLE 28

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	$772	$2,119	$2,891
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
1996-97				
1	114,764	$664	$3,606	$4,270
2	115,076	953	3,256	4,209
3	115,470	1,159	3,022	4,181
4	109,368	1,676	2,586	4,262
5	120,576	3,082	2,308	5,390
Statewide	575,254	$1,520	2,953	$4,473

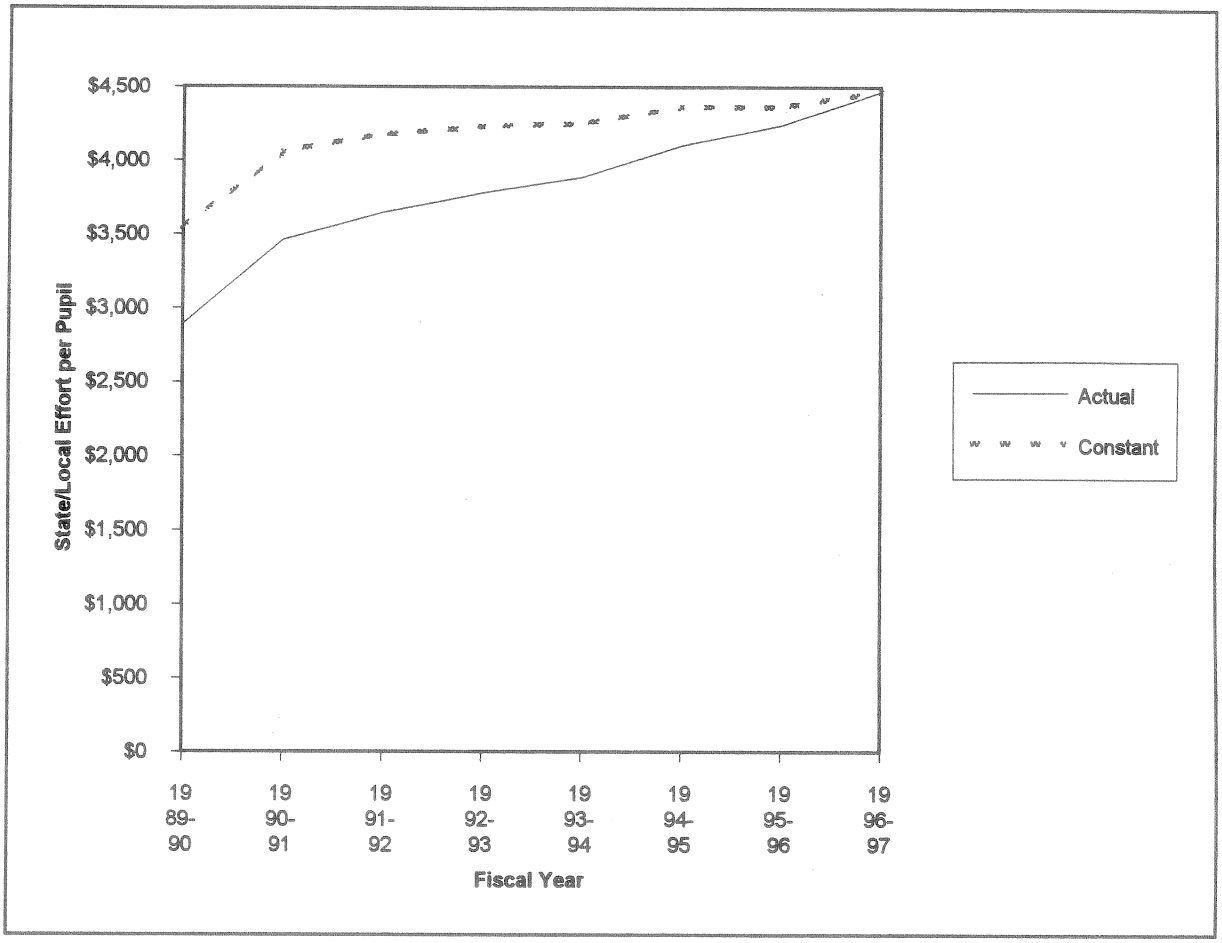
TABLE 29

PUPIL WEIGHTED AVERAGES FOR STATE AND LOCAL EFFORT (FY 1996-97 CONSTANT DOLLARS)

Quintile	Funded ADA	Local Per Pupil	State Per Pupil	State/Local Per Pupil
1989-90				
1	115,074	$285	$2,692	$2,977
2	114,190	481	2,642	3,123
3	118,119	583	2,596	3,179
4	106,632	969	2,549	3,518
5	121,119	2,344	2,489	4,833
Statewide	575,134	$945	$2,593	$3,539
1994-95				
1	115,477	$625	$3,565	$4,190
2	114,974	855	3,241	4,095
3	117,044	1,096	3,003	4,099
4	112,117	1,499	2,619	4,118
5	121,110	2,863	2,414	5,276
Statewide	580,722	$1,401	$2,965	$4,365
1995-96				
1	114,936	$657	$3,516	$4,174
2	114,767	896	3,175	4,071
3	116,275	1,159	2,936	4,095
4	109,635	1,616	2,545	4,162
5	120,298	2,940	2,332	5,272
Statewide	575,911	$1,465	$2,899	$4,364
1996-97				
1	114,764	$664	$3,606	$4,270
2	115,076	953	3,256	4,209
3	115,470	1,159	3,022	4,181
4	109,368	1,676	2,586	4,262
5	120,576	3,082	2,308	5,390
Statewide	575,254	$1,520	$2,953	$4,473

FIGURE 19

PUPIL WEIGHTED AVERAGES FOR STATE AND LOCAL EFFORT (ACTUAL AND FY 1996-97 CONSTANT DOLLARS)



In addition, these Fixed Weighted Price Index for State and Local Government Purchases multipliers were utilized: FY 1989-90, 1.224; FY 1990-91, 1.172; FY 1991-92, 1.146; FY 1992-93, 1.119; FY 1993-94, 1.094; FY 1994-95, 1.064; FY 1995-96, 1.029; and FY 1996-97, 1.000.

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. However, for purposes of this report, only horizontal equity principles will be used to assess the degree of equity accomplished by the state's school finance program from 1989-90 through 1995-96. (The quantitative measures for equal opportunity and vertical equity were presented in the 1996 OEA Annual Report.)

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 FSPK funds).
- Property wealth per pupil by Funded ADA.

The data used in the analyses are based on information from KDE Receipts and Expenditure Reports (1989-90 through 1993-94), Minimum Foundation Program Circular (1989-90), Final SEEK Allocation Circulars (1990-91) through (1995-96), School District Annual Financial Reports (1995-96), and School District Audit Reports (1995-96).

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. The pupil is the unit of analysis for all equity calculations. Calculations are weighted based on the district's Funded ADA. Therefore, all calculations are based on the number of students, not the number of school districts.

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

Equity Analysis Results. KRS 7.410 provides 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 30 shows the coefficient of variation by wealth quintile for 1989-90 through 1995-96. An examination of the data reveals that the coefficient of variation for local revenue decreased from .771 in 1989-90 to .551 in 1995-96, state revenue increased from .057 to .155, and total revenue decreased from .166 to .112. **Additionally, Table 30 shows the that coefficient of variation for state/local revenue (i.e., the SEEK program) decreased from .196 in 1989-90 to .105 in 1995-96. The coefficient of variation has decreased by 46.4 percent, which indicates improvement in horizontal equity caused by the SEEK program.** Figure 20 illustrates the coefficient of variation for state/local revenue from 1989-90 to 1995-96.

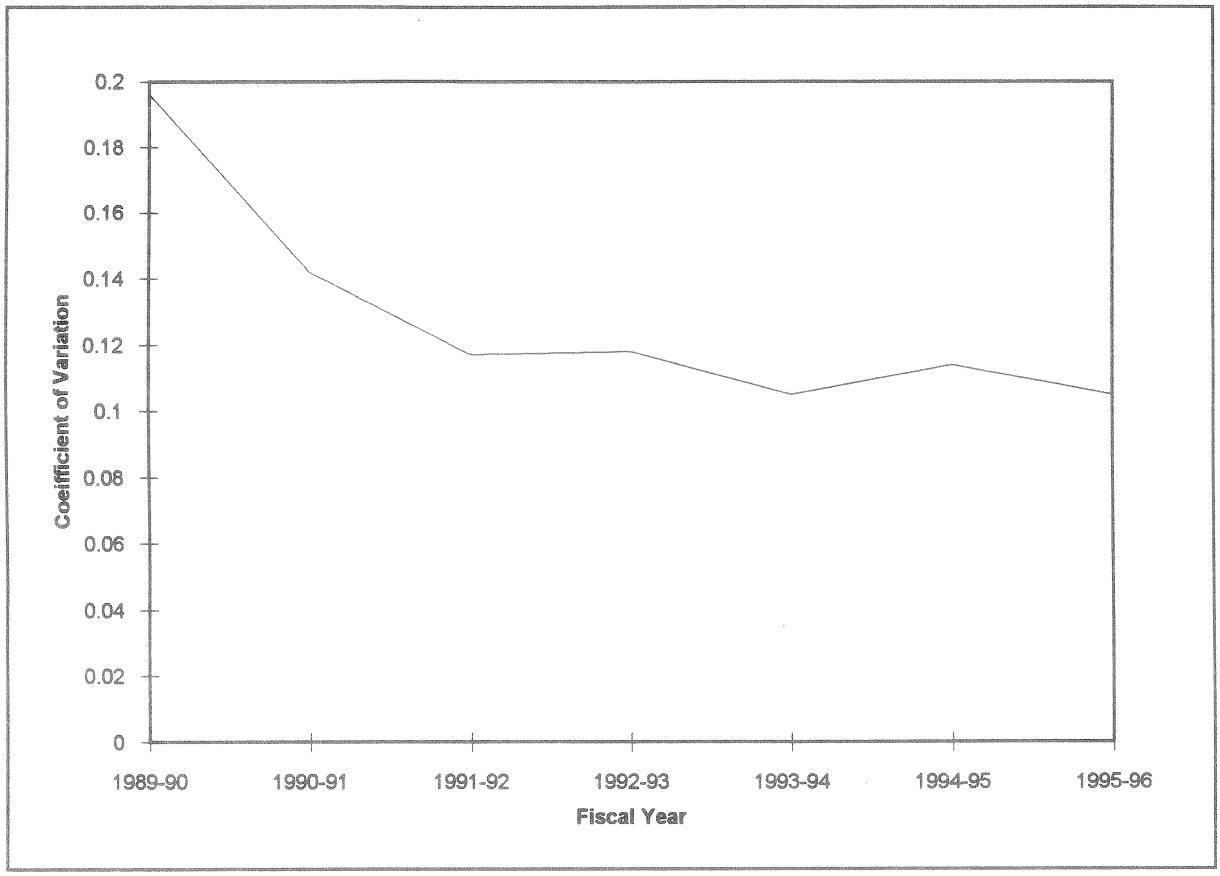
TABLE 30

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
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	1,444	0.345	2,689	0.083	422	0.453	4,133	0.126	4,555	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	$1,320	0.576	$3,054	0.156	$526	0.373	$4,374	0.114	$4,899	0.113
1995-96											
1	114,936	$699	0.352	$3,774	0.071	$754	0.263	$4,473	0.069	$5,227	0.079
2	114,767	932	0.201	3,401	0.046	559	0.235	4,333	0.046	4,892	0.056
3	116,275	1,135	0.140	3,166	0.051	451	0.283	4,301	0.053	4,752	0.067
4	109,635	1,613	0.232	2,772	0.076	407	0.496	4,385	0.084	4,792	0.097
5	120,298	2,801	0.085	2,520	0.048	566	0.314	5,320	0.049	5,886	0.067
Statewide	575,911	$1,446	0.551	$3,124	0.155	$549	0.379	$4,570	0.105	$5,119	0.112

FIGURE 20

COEFFICIENT OF VARIATION STATE/LOCAL REVENUE



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, the principle of horizontal equity was selected as the standard to guide the analyses described previously in this report. The SEEK program's coefficient of variation (horizontal equity) measure has decreased by 46.4 percent from .196 in 1989-90 to .105 in 1995-96. 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."

The state's previous school finance system distributed state funds with no regard for property wealth variation among school districts. The SEEK program has corrected this problem. It makes state revenues sensitive to a school district's property wealth. Figures 21 and 22 illustrate the distribution of state funds in 1989-90 (prior to SEEK) and 1995-96 (SEEK's sixth year). Figure 22 clearly demonstrates more state revenue now flows to property poor school districts. Thus, accomplishing a major SEEK program goal, altering the distribution of state educational dollars among school districts.

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 attention to certified personnel expenditures. Salaries for personnel comprise more than 70 percent of local districts budgets. Table 31 shows two salary categories for certified personnel from 1989-90 through 1996-97: "185 day average salary" and "total average salary." It is important to note the total average salary category includes additional pay for extended days worked and additional duties performed by certified personnel.

Also, Table 31 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 $5165. In 1996-97 the average 185 day salary for the lowest wealth quintile was $32,930 and $36,004 for the highest wealth quintile. The difference between the lowest and highest wealth quintiles in 1996-97 was $3074. The average 185 day salary for the lowest wealth quintile increased by 37.6 percent ($8995) from 1989-90 to 1996-97. The average 185 day salary for the highest wealth quintile increased by 23.7 percent ($6904) from 1989-90 to 1996-97.

FIGURE 21 **1989-90 STATE FUNDS DISTRIBUTION (PRIOR TO SEEK)**

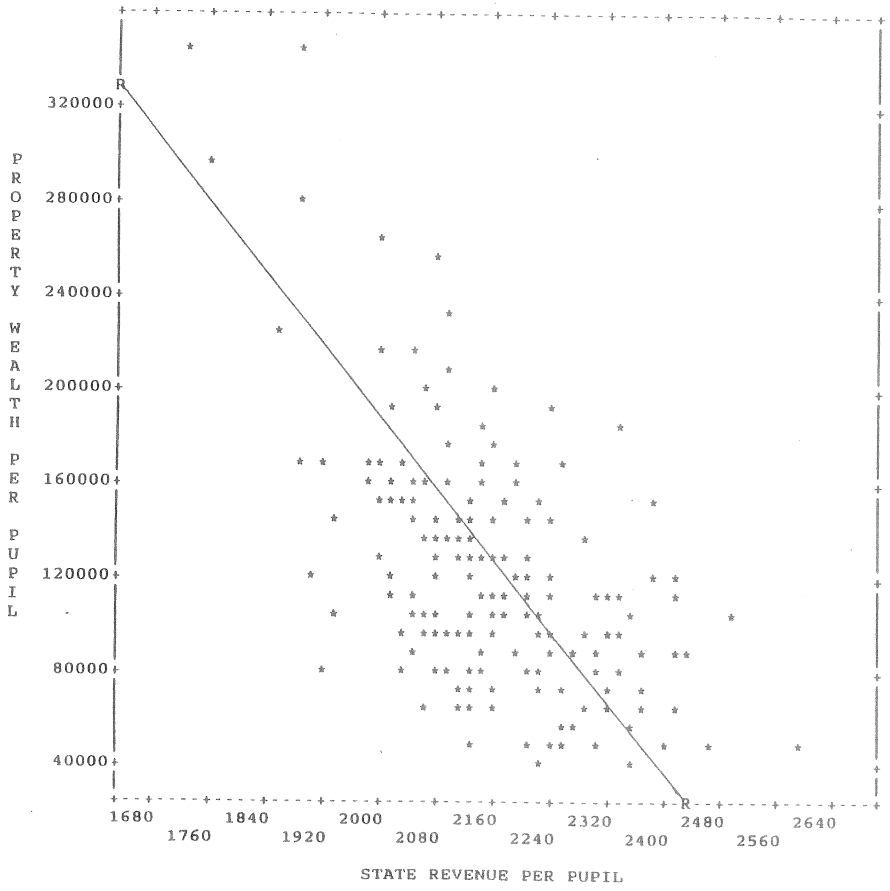


FIGURE 22 **1995-96 STATE FUNDS DISTRIBUTION (SEEK'S 6TH YEAR)**

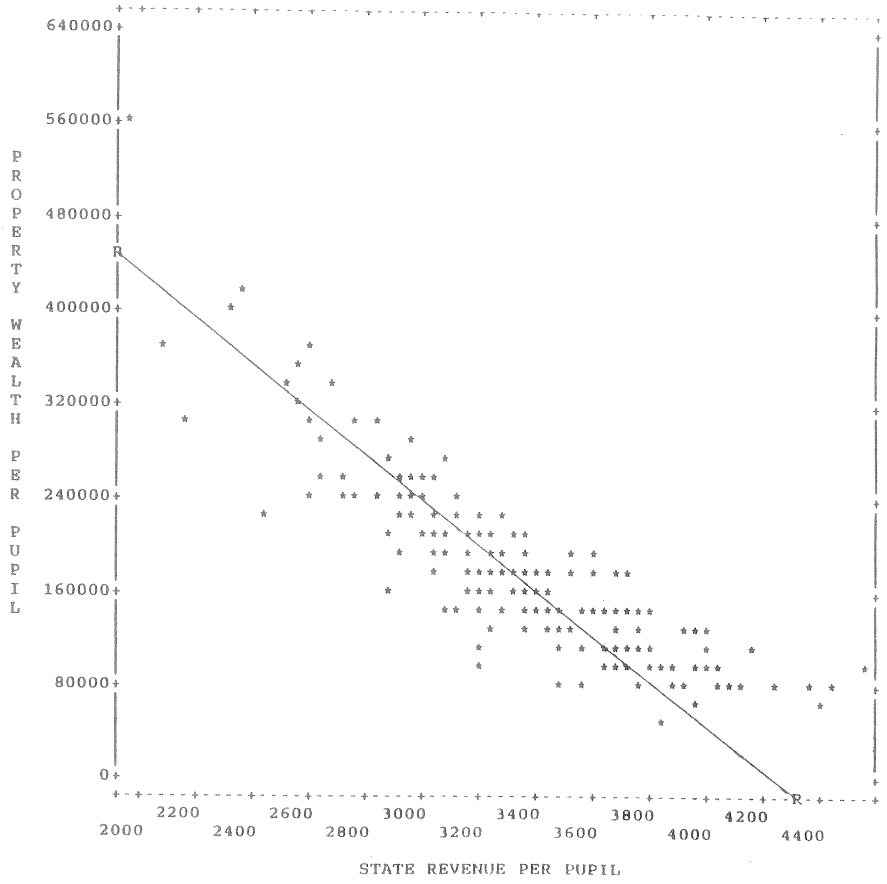


TABLE 31 PUPIL WEIGHTED AVERAGES FOR CERTIFIED PERSONNEL CHARACTERISTICS BY WEALTH QUINTILE

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%
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%
1996-97					
1	$32,930	$34,985	34.54%	44.35%	21.43%
2	32,745	35,057	34.59%	46.57%	18.91%
3	33,116	35,391	33.69%	46.65%	19.96%
4	33,340	35,684	30.46%	50.52%	19.79%
5	36,004	38,423	30.32%	53.22%	17.47%
Statewide	$33,664	$35,934	32.72%	48.29%	19.49%

Additionally, the salary difference between the lowest and highest wealth quintiles was reduced by 40.5 percent ($2091) from 1989-90 to 1996-97. Although the disparity reduction in the "average 185 day salary" category between the lowest and highest wealth quintiles since 1989-90 is encouraging, a significant difference remains.

Additionally, Table 31 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 $5141. In 1996-97 the average total salary for the lowest wealth quintile was $34,985 and $38,423 for the highest wealth quintile. The difference between the lowest and highest wealth quintiles in 1996-97 was $3438. The average total salary for the lowest wealth quintile increased by 34.1 percent ($8887) from 1989-90 to 1996-97. The average total salary for the highest wealth quintile increased by 23.0 percent ($7184) from 1989-90 to 1996-97. Also, the salary difference between the lowest and highest wealth quintiles was reduced by 33.1 percent ($1703) from 1989-90 to 1996-97. 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 31 contains data relative to the rank of certified personnel by wealth quintile for 1989-90 through 1996-97. 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 in 1996-97 the highest wealth quintile had the lowest percentage of Rank 1 personnel at 30.32 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 53.22 percent Rank 2, while the lowest wealth quintile has 44.35 percent. Concerning Rank 3 personnel, the lowest wealth quintile has the highest percentage at 21.43 percent, while the highest wealth quintile has the lowest at 17.47 percent. The data presented in this table are based on information from KDE Professional Staff Data files (1989-90 through 1996-97).

Table 39 (Appendix E) shows the number of classroom teachers by district from 1989-90 through 1996-97. Also, Table 40 (Appendix E) illustrates the average classroom teachers salaries by district from 1989-90 through 1996-97. 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.

Recommendations

Since the passage of KERA in 1990, Kentucky has made significant progress toward the goal of educational equity for its school children. The SEEK formula has reduced the funding gap between rich and poor school districts by almost half.

However, in spite of this noteworthy achievement, other facets of the school finance system may require fine tuning. SCR 94 impaneled the Task Force on Public Education to report findings and recommendations on the status of elementary and secondary education in the Commonwealth. Three subcommittees were then formed to address these major areas: Assessment and Accountability, Teaching and Learning, and Finance and Management.

The Finance and Management Issues group, chaired by Representative Joe Barrows, conducted a series of public hearings directed toward the following school finance issues: 1) the SEEK funding formula and Strands; 2) average daily membership versus average daily attendance; 3) revenue and taxation; 4) professional compensation; 5) school facilities; 6) management of local school districts; and 7) technology.

As of this writing, recommendations for dealing with many of these issues are being finalized by the Finance and Management Issues group for presentation to the full task force in December 1997. It should be noted the four most prominently debated issues were addressed by the OEA in its previous three annual reports:

- Including KERA strands such as professional development, extended school services and preschool in the SEEK formula.
- Development of a Professional Compensation plan per KRS 157.390(7).
- Amend KRS 160.470 to permit school districts to levy a tax rate on real and personal property that will generate a 4 percent increase in local revenue.
- Use prior year assessment rather than current year in the calculation of the SEEK formula.

TECHNOLOGY

TECHNOLOGY

Overview. Much has been written lately about the proliferation of technology in the Nation's schools and classrooms. According to a report issued by the Policy Information Center of the Educational Testing Service in Princeton, New Jersey, "there are 4.4 million computers in America's classrooms, with the typical school owning between 21 and 50." The authors also indicate that the "ratio of students to computers has declined from 125 students per computer in 1984 to the current ratio of 10 students per computer" and falling.

Also, according to the Testing Service publication, "Computers and Classrooms," the ratio of students to computers "decreases as the grade level increases. Elementary schools have a ratio of 11 to 1, middle/junior highs have a 9.7 to 1, and high schools have a ratio of 8.4 to 1."

Kentucky generally gets high marks in most national studies for its commitment of resources to educational technology. "Computers and Classrooms" rank Kentucky a little above the national average at 9.6 students per computer and slightly below the national average in students per multimedia computers. We also fall below the national average when it comes to the percentage of schools (50 percent) with internet access. Kentucky fairs better than the national average in percentage of schools (48 percent) with Local Area Networks, satellite technology (49 percent), and training (28 percent) for its teachers (at least 9 hours) . To see how Kentucky compares to the other 49 states in these categories, see Appendix F.

These are certainly impressive numbers as Kentucky gears up for the challenges of the 21st century. On the other hand, there is much yet to be done if we are to accomplish our goal of one computer for every six students in attendance.

Kentucky Education Technology System. (KETS) In response to a written request by the Office of Education Accountability (OEA), the Office of Education Technology, Kentucky Department of Education (KDE), provided the following progress report regarding the 1996-97 KETS implementation plan.

KENTUCKY EDUCATION TECHNOLOGY SYSTEM
Status Prepared for School Facilities Construction Commission

The Kentucky Education Technology System (KETS), as the technology strand of the 1990 Education Reform Act, is deploying voice, video, and data technology to each of the Commonwealth's 37,900 pre-school through grade 12 public school classrooms to increase student performance and school success. Implementation of KETS is guided by the Master Plan for Education Technology under the authority of the Kentucky Board of Education. Originally issued in 1992, the Master Plan was updated in October 1996 and is available on the Web at http://www.kde.state.ky.us/edtech/content.html.

Those impacted directly by this initiative are:

- 572,930 students enrolled in the P - 12 public school system;
- 39,056 teachers;
- 1,388 schools and school staff;
- 176 district offices and staff; and,
- 69 secondary vocational education schools, 700 Family Resource/Youth Services Centers, 8 Regional Service Centers, and the Department of Education.

The objective of the Kentucky Education Technology System is to deploy:

- One high-performance, networked computer for every six students
- One high-performance, networked computer for every teacher
- Four to six active network connections in every classroom
- A cordless phone in every classroom and video in every classroom
- A full-function local area network in every school
- Instructional software available to everyone from the network
- A direct, high speed connection from every school to the Information Highway
- A direct, high speed connection from every district to the Information Highway

EQUITY Statewide equity is the most unique and rigorous principle guiding Kentucky's education technology initiative. Equity means:

- Equal access to funds;
- Equal access to resources (networking, materials, training, and support);
- Equal buying power; and,
- Equal access to learning opportunity through technology.

To the computing and communications industries, for instance, Kentucky schools are one customer and schools pay the same price regardless of quantity. Typically, KETS contracts for instructional software result in an 80 - 90% discount off standard educational pricing; for hardware, discounts average 50 - 60% off standard educational pricing. All contracts include the same level of support regardless of where the customer is located.

Equity provisions are working in Kentucky. The technology disparity among the highest and lowest income districts is closing rapidly and approaching zero. Nationally, high income districts have an average of nine to ten times more technology than low income districts.

PROGRESS

Connection of Kentucky's schools to the Information Highway is a highly strategic component of the reform initiative. In August 1995, Kentucky completed the last links to bring 100% of her school districts online. All 176 district offices are now directly connected to the Information Highway, use a standard set of office and communications services, participate in the statewide electronic mail system, and have unlimited access to the Internet. The district office connection functions as the hub for connection of all the schools in the district.

Technology deployment in the school and classrooms is proceeding as follows:

	June 92	June 95	Jan 97
KETS-standard student workstations per students	1:154	1:12	1:8
KETS-standard teacher workstations per teacher	1:28	1:4	1:3
Classrooms with High, Speed Access to Info Highway	1%	21%	55%
Districts with unlimited, local access Internet and Email	0%	45%	100%
Classrooms with Broadcast Educational Video	89%	100%	100%
Districts with Interactive Video Sites	0%	14%	45%
Schools/Districts with Technology Coordinators	1%	100%	100%
Student Technology Leadership Programs	0	300	480

THE INVESTMENT

The Kentucky Education Technology Program is funded through a combination of state and local funds. Every two years, the General Assembly appropriates funds to a statutorily authorized, non-lapsing trust fund. To gain access to these funds, districts must establish and maintain a district-wide technology plan and must secure certification from the Kentucky Board of Education each year that they have an existing unmet need for education technology. Based on those qualifications, districts receive an annual allocation per Average Daily Attendance which they must match dollar for dollar. Districts are, in fact, matching on an average of $1.80 in capital expenditure for every $1.00 the state invests.

Total investment, 1992 - 1997, is as follows:

- $79.5 M in state funds to the matching program
- $79.5 M in local funds to the matching program
- $35.0 M in local funds above the required match
- $35.6 M spend directly from the state level

The total cost of Master Plan implementation was estimated in 1993 to be $560 million. Due to cost reduction and avoidance policies, proactive management of procurement strategies, and industry pricing trends, the total cost of the same plan was revised in 1996 to be just over $422 million.

1997/98 Implementation Plan

From a total appropriation of $20M, $14M will be issued as Offers of Assistance which will generate at least $28M in technology spending in the schools. The offer per Average Daily Attendance will be about $24 as compared to $21 for the first year of the biennium.

In June 1997, the Kentucky Board of Education (KBE) also approved the 1997-98 KETS Implementation plan (Appendix F) which is the fifth year of the five year program envisioned in the KETS Master Plan. Following are highlights of the plan:

- An increase in offers of assistance from $12,000,000 to $14,000,000 to schools or roughly $24 per child in average daily attendance (ADA).
- Integration of technology planning into the consolidated Planning process.
- Continued development of the cadre of technology leaders throughout the Commonwealth.
- Continued commitment of support to the existing network and maintenance of current service levels.
- Utilization of proposed new funding for networking and internet wiring via the Telecommunications act and the Universal Service fund. Districts could began receiving cost discounts as early as next spring.
- Continued implementation of MUNIS and other components of the District Administrative System (DAS) through 1997-98.

Also, in October 1997, the Office of Education Technology submitted to KBE a bimonthly status report to communicate its progress toward implementation plan of the 1997-98 (Appendix F).

Technology Survey. During the course of the 17 monitoring visits conducted this past school year, staff surveyed District Technology Coordinators (DTC), School Technology Coordinators (STC), and elementary, middle, and high school teachers regarding the use of technology in their schools and classrooms. This report is based on the results of that survey.

The districts selected for the survey comprise 118 schools with a combined average ADA of 68,692.4. Of the 660 surveys distributed, 558 were returned; a return rate of 84.5 percent. Some survey forms were disregarded due to improper or ambiguous responses.

District Technology Survey. The district technology survey was distributed to DTCs in each of the 17 districts with a 100 percent return. The survey instrument and aggregated responses can be found in Appendix F.

The DTCs reported 10,050 computers currently deployed in their districts. Of the 17 DTCs reporting, only 10 (58.8 percent) worked full-time in their position. All but one of the 17 DTCs rated the computer software currently being used in their district's classrooms good to excellent as

a tool to improve instruction. Fourteen of the seventeen (82 percent) respondents rated current software good to excellent in its compatibility with Kentucky's Curriculum Framework. Of those surveyed, 88 percent rated the quality of Professional Development in the area of technology as good. All DTCs considered their experience with KETS program to be good.

School Technology Coordinator Survey. Surveys were returned by 103 (87.3 percent) STCs out of 118 distributed. The STCs reported 7179 computers available to students and teachers in their schools.

Classroom Teacher Survey. Of the 525 surveys distributed to elementary, middle, and high school teachers, 438 were returned or 83.4 percent. Classroom teachers reported 1361.4 student workstations and 793 teacher workstations in use in their classrooms. Teachers surveyed also reported 151 phones available in the classroom (34.5 percent), 338 VCRs (77.2 percent), 92 Videodiscs (21 percent) and 202 CD-Rom outlets (46.1 percent). Of those reporting only 99 or 22.6 percent had access to the Internet. Teachers also reported that technology is available to 72 percent of their students as part of their everyday classwork. Also, 87 percent of respondents reported using technology routinely for instruction. On the other hand only 37 percent of classroom teachers could exchange ideas via e-mail in their buildings. Of those reporting, 58 percent used a computer in making lesson plans, while 50 percent used a computer for grade keeping and progress reports. Only 14 percent of respondents reported using technology for classroom attendance and almost 73 percent reported their students had access to a computer lab on at least a weekly basis.

Finally, in answer to a question concerning the types of skills being developed through use of instructional software programs, the most frequent responses included: keyboarding, word processing skills, introduction to web-browsing, problem-solving, basic math and writing skills, and reading comprehension in elementary schools; keyboarding, problem solving, word processing, portfolio development, research skills, reading comprehensive, and presentations (Power Point) in middle schools; and accounting, graphs, resume preparation, word processing, spreadsheets, and data bases in the high schools.

Summary. Because the sample is so small (17 districts, 118 schools) it is difficult to draw solid conclusions from the survey results. However, one can be encouraged by the fact a significant number of teachers are using technology routinely for lesson plans, grading, and classroom instruction. While much of the computerized instruction still occurs in computer labs, particularly

at the secondary level, some evidence exists that technology may now be finding its way into the classroom.

Recommendations

1. Provide more funding for routine maintenance and trouble-shooting or at least reserve a portion of Kentucky Educational Technology System funds for that purpose. (Not permitted under current regulation.)

2. Increase school districts' share of the state appropriation for KETS. (Of the $20,000,000 appropriate for FY 1998 school districts are scheduled to receive only 70 percent or $14,000,000.)

3. Improve effectiveness of the regional service centers by allocating more technical staff to technology. (Apparently some regional service centers staff are being redirected into the Distinguished Educator program which greatly reduces technical assistance to school districts.)

4. Reduce redtape associated with purchasing off state price contract. (District Technology Coordinators say it sometimes takes weeks to receive an order; also, they could save a lot of time if purchase requests could be handled directly with Frankfort instead of going through the regional service centers.

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REFERENCES

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APPENDIX A

Teacher's Name:
School/Classroom:
District Name:

Classroom Observation of KERA Learning Goals and Academic Expectations

A=*YES* **B**=*NO* **C**=*NOT OBSERVED*
(circle the most appropriate response)

1.	Is the content focus directly related to at least one of Kentucky's Learning Goals?	**A B C**
2.	Is there evidence that the lesson is directly related to at least one Academic Expectation?	**A B C**
3.	Is the lesson textbook driven?	**A B C**
4.	Are the instructional strategies designed to elicit interactive student participation?	**A B C**
5.	Does the lesson involve the use of a computer?	**A B C**
6.	Does the lesson require the use of other technology?	**A B C**
7.	Did the lesson involve writing through either open-response items, portfolios, or on-demand writing?	**A B C**
8.	Was there evidence of integration of subject matter?	**A B C**
9.	Was there any evidence of authentic assessment (teachers evaluating students within the context of daily activities and documenting strengths and weaknesses)?	**A B C**
10.	Are the students aware of expected levels of performance through rubrics or standards?	**A B C**
11.	Is the lesson plan rich in content as well as engaging, requiring higher-level thinking and problem-solving?	**A B C**
12.	Is the lesson developmentally appropriate for the age of the students? (At the elementary level)	**A B C**

Classroom Observation - Working Copy

13. Is the role of the teacher one of a facilitator that invites interaction by motivating, challenging, encouraging, inviting reflection, and giving feedback? **A B C**

14. Was there evidence of cooperative learning? **A B C**

15. Was there evidence of usage of *TRANSFORMATIONS*--**Ky's Curriculum Frameworks**? **A B C**

16. Was there evidence of usage of CORE CONTENT? **A B C**

17. Is there evidence of multiple-choice test usage? **A B C**

18. Could the classroom be categorized as one which espouses performance assessment as required by KIRIS? **A B C**

19 Is there any evidence of "curriculum narrowing" to accommodate a certain grade's test preparation? **A B C**

20. Was there evaluation and reflection on the skills or concepts covered? **A B C**

Exit Interview Questions:

1. Which of the following best describes your classroom in terms of the delivery of a performance-based curriculum:

   _____ A. I have totally made the transition to a performance-based curriculum.

   _____ B. I am in the process of making the transition, but need more support and training.

   _____ C. I am only beginning to make the transition.

   On what basis do you make this claim?

_____
_____
_____
_____
_____

2. What effect has your professional development had on your instruction?

3. Are you using or familiar with:

_____ A. Transformation Guide

_____ B. Core Content

_____ C. District Curriculum Alignment

4. General comments about class activity not covered above:

Kentucky General Assembly
Office of Education Accountability

Kenneth J. Henry, Ed.D.
Director, OEA
Deputy Director, LRC

015 Capitol Annex
Frankfort, Kentucky 40601

Dear Superintendent:

As you are aware, the Office of Education Accountability, Division of Program Review/Oversight, annually conducts monitoring visits in school districts across the Commonwealth. These visits are an opportunity for OEA staff to meet with local school administrators and teachers, as well as for us to observe KERA implementation. Much of the information we gather on these visits is published in our annual report in an aggregated format.

For the 1997-98 school year, our staff have selected a sample of school districts for review. Your district is included. **The visit is scheduled for** _____.

Our review will include classroom observations, as well as interviews with school council members and other staff. We would like to meet with you and central office staff to review our plans and gather comments regarding KERA Initiatives. However, we will not need your staff to accompany us nor adjust their already busy schedules to accommodate school visits.

We would like to have the requested information available for pickup during our visit. If you have any questions, please do not hesitate to contact our office at 1-800-242-0520. We look forward to meeting with you and your staff.

Sincerely,

Kenneth J. Henry, Ed.D., Director
Office of Education Accountability

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Enclosure

OFFICE OF EDUCATION ACCOUNTABILITY
1997-98 MONITORING VISITS

In order for representatives from the Office of Education Accountability to complete the district monitoring visit, we would like for the following information to be prepared for pickup during the visit to the district:

1. A copy of the 1996-97 Annual Performance Report.
2. District transformation plan. (if applicable)
3. Copy of district professional development plan.
4. Copy of each schools professional development plan.
5. Copy of the district minority recruitment plan.

   A Total number of teachers _____and administrators _____ in district.

   B. Number of minority teachers _____ and administrators _____in district.

   C. What curriculum initiative is the district undertaking to build multicultural awareness?

6 Copy of master schedule and bell schedule for all schools.

7. Copy of December child count.
8. Copy of local board of education school-based decision making policy.
9. Copies of three (3) most recent minutes of council meetings for each council within the district.
10. List each schools current council membership and home mailing addresses.
11. Current enrollment number at each grade level (P-12) in extended school services.
12. Number of home school students registered in district:

    _____ 1996-97
    _____ 1997-98

13. Copy of local Board of Education staffing policy for certified and classified personnel.
14. Map of district showing where all schools are located.

15. A copy of the district's school calendar.

16. Please list with specificity the Professional Development attended by special education staff during the last three years related to integrating the core curriculum and IEPs. If presentation outlines or other documentation of the content is available, please provide copies.

TECHNOLOGY ITEMS

1. Skills developed through using instructional software programs.

Elementary Schools

A.
B.
C.
D.
E.

Junior High/Middle Schools

A.
B.
C.
D.
E.

High Schools

A.
B.
C.
D.
E.

2. Identify the School Technology Coordinator for each school in your district.

APPENDIX B

PRESCHOOL FINANCE DATA LEGEND

ADJUSTED TENTATIVE	=	Tentative Award less 1995-96 Negative Adjustment
ELIGIBLE GROWTH	=	Eligible increase due to an increased 12-1-96 count
ELIGIBLE AWARD	=	Adjusted Tentative plus Eligible Growth less any offset from 1995-96
TOTAL FINAL DISBURSED WITH PRORATA	=	Eligible Award prorated by 10.5 percent
COST OF PRORATA	=	Eligible Award subtracted from Total Final Disbursed with Prorata
(96-97 NEG. ADJUSTMENT) ENROLLMENT DECREASE 97-98 DEDUCT	=	Amount to be deducted from award in 1997-98 due to decreased enrollment on the 12-1-96 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

1996-97 PRESCHOOL FINANCE DATA

ATTACHMENT A

DISTRICT	ADJUSTED TENTATIVE	ELIGIBLE GROWTH	ELIGIBLE AWARD	TOTAL FINAL DISBURSED W/ PRORATA	COST OF PRORATA	(96-97 NEG.ADJMT.) ENROLLMENT DECREASE 97-98 DEDUCT	TRANSPORTATION COMPONENT	OTHER CONTRIBUTIONS	
Adair County	$ 135,920	$ 18,300	$ 154,220	$ 137,842	$ 16,379	$ -	$ 15,990	$ 95,721	
Allen County	$ 91,159	$ -	$ 91,159	$ 91,159	$ -	$ (6,667)	$ 10,086	$ 27,200	
Anchorage Independent	$ 6,705	$ 5,225	$ 11,930	$ 7,254	$ 4,676	$ -	$ 984	$ 8,600	
Anderson County	$ 295,060	$ 125,397	$ 420,457	$ 308,227	$ 112,230	$ -	$ 38,376	$ 20,000	
Ashland Independent	$ 89,113	$ -	$ 89,113	$ 89,113	$ -	$ -	$ 8,364	$ 34,600	
Augusta Independent	$ 41,805	$ -	$ 41,805	$ 41,805	$ -	$ (1,285)	$ 3,690	$ 6,000	
Ballard County	$ 224,741	$ -	$ 224,741	$ 224,741	$ -	$ -	$ 35,916	$ 38,500	
Barbourville Independent	$ 45,635	$ -	$ 45,635	$ 45,635	$ -	$ -	$ 4,182	$ 1,000	
Bardstown Independent	$ 130,075	$ -	$ 130,075	$ 130,075	$ -	$ -	$ 16,236	$ 50,000	
Barren County	$ 153,088	$ -	$ 153,088	$ 153,088	$ -	$ (35,561)	$ 13,776	$ 50,000	
Bath County	$ 162,782	$ -	$ 162,782	$ 162,782	$ -	$ -	$ 14,760	$ 20,000	
Beechwood Independent	$ 10,315	$ 5,890	$ 16,205	$ 10,933	$ 5,272	$ -	$ 1,230	$ 26,800	
Bell County	$ 113,831	$ -	$ 113,831	$ 113,831	$ -	$ (23,606)	$ 9,840	$ 43,476	*
Bellevue Independent*	$ 105,386	$ -	$ 105,386	$ 105,386	$ -	$ -	$ 10,332	$ -	
Berea Independent	$ 79,182	$ 35,328	$ 114,510	$ 82,891	$ 31,619	$ -	$ 11,070	$ 24,935	
Boone County	$ 788,793	$ -	$ 788,793	$ 788,793	$ -	$ -	$ 79,950	$ 25,000	
Bourbon County	$ 204,700	$ -	$ 204,700	$ 204,700	$ -	$ -	$ 23,862	$ 125,000	*
Bowling Green Independent	$ 164,826	$ 17,029	$ 181,855	$ 166,614	$ 15,241	$ -	$ 17,712	$ 60,000	
Boyd County	$ 144,305	$ -	$ 144,305	$ 144,305	$ -	$ (45,484)	$ 10,578	$ 30,861	
Boyle County	$ 317,665	$ -	$ 317,665	$ 317,665	$ -	$ (33,081)	$ 29,028	$ 35,000	
Bracken County	$ 71,811	$ 36,224	$ 108,035	$ 75,615	$ 32,420	$ -	$ 9,348	$ 12,500	
Breathitt County	$ 302,867	$ 108,776	$ 411,643	$ 314,288	$ 97,355	$ -	$ 39,114	$ 8,278	*
Breckinridge County	$ 64,965	$ -	$ 64,965	$ 64,965	$ -	$ (17,845)	$ 4,920	$ 15,470	
Bullitt County	$ 651,664	$ 54,970	$ 706,634	$ 657,436	$ 49,198	$ -	$ 79,704	$ 42,840	
Burgin Ind. w/Harrodsburg Ind.	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Butler County*	$ 63,315	$ 17,327	$ 80,642	$ 65,134	$ 15,508	$ -	$ 4,182	$ 1,000	
Caldwell County	$ 187,932	$ 37,995	$ 225,927	$ 191,921	$ 34,006	$ -	$ 24,354	$ 20,000	
Calloway County	$ 344,584	$ 50,046	$ 394,630	$ 349,839	$ 44,791	$ -	$ 43,050	$ 34,000	
Campbell County	$ 167,375	$ -	$ 167,375	$ 167,375	$ -	$ (13,262)	$ 16,482	$ 85,000	*
Campbellsville Independent	$ 102,865	$ -	$ 102,865	$ 102,865	$ -	$ -	$ 11,562	$ 15,000	*
Carlisle County	$ 55,260	$ -	$ 55,260	$ 55,260	$ -	$ -	$ 8,364	$ 5,000	
Carroll County	$ 35,795	$ 3,390	$ 39,185	$ 36,151	$ 3,034	$ -	$ 3,936	$ 5,000	
Carter County	$ 369,030	$ -	$ 369,030	$ 369,030	$ -	$ -	$ 41,082	$ 170,195	
Casey County	$ 96,463	$ 10,938	$ 107,401	$ 97,611	$ 9,790	$ -	$ 12,300	$ 25,000	
Caverna Independent	$ 128,508	$ -	$ 128,508	$ 128,508	$ -	$ -	$ 15,252	$ 25,000	
Christian County	$ 986,877	$ -	$ 986,877	$ 986,877	$ -	$ (92,709)	$ 99,138	$ 293,818	
Clark County	$ 208,672	$ -	$ 208,672	$ 208,672	$ -	$ (18,161)	$ 21,156	$ 5,000	
Clay County	$ 237,305	$ -	$ 237,305	$ 237,305	$ -	$ -	$ 28,044	$ 220,738	*
Clinton County	$ 129,530	$ -	$ 129,530	$ 129,530	$ -	$ -	$ 13,284	$ 28,000	
Cloverport Independent	$ 30,090	$ 26,845	$ 56,935	$ 32,909	$ 24,026	$ -	$ 4,428	$ 16,681	
Corbin Independent	$ 71,636	$ 5,981	$ 77,617	$ 72,264	$ 5,353	$ -	$ 8,610	$ 60,000	
Covington Independent	$ 616,008	$ -	$ 616,008	$ 616,008	$ -	$ -	$ 70,110	$ 103,840	
Crittenden County*	$ 56,871	$ 11,730	$ 68,601	$ 58,103	$ 10,498	$ -	$ 4,428	$ 102,000	
Cumberland County	$ 49,526	$ -	$ 49,526	$ 49,526	$ -	$ -	$ 4,674	$ 40,000	
Danville Independent	$ 198,924	$ -	$ 198,924	$ 198,924	$ -	$ (55,860)	$ 16,974	$ 20,040	

1996-97 PRESCHOOL FINANCE DATA

ATTACHMENT A

DISTRICT	ADJUSTED TENTATIVE	ELIGIBLE GROWTH	ELIGIBLE AWARD	TOTAL FINAL DISBURSED W/ PRORATA	COST OF PRORATA	(96-97 NEG.ADJMT.) ENROLLMENT DECREASE 97-98 DEDUCT	TRANSPORTATION COMPONENT	OTHER CONTRIBUTIONS	
Daviess County	$ 362,789	$ 127,947	$ 490,736	$ 376,223	$ 114,513	$ -	$ 56,580	$ 90,366	
Dawson Springs Independent	$ 109,349	$ -	$ 109,349	$ 109,349	$ -	$ (3,299)	$ 11,562	$ 5,800	*
Dayton Independent	$ 167,669	$ -	$ 167,669	$ 167,669	$ -	$ -	$ 18,942	$ 15,000	
East Bernstadt Independent	$ 55,173	$ 23,725	$ 78,898	$ 57,664	$ 21,234	$ -	$ 8,118	$ 2,500	
Edmonson County	$ 78,898	$ 33,027	$ 111,925	$ 82,366	$ 29,559	$ -	$ 12,300	$ 5,642	
Elizabethtown Independent	$ 77,157	$ 6,880	$ 84,037	$ 77,879	$ 6,158	$ -	$ 8,856	$ 10,000	
Elliott County	$ 16,797	$ 3,958	$ 20,755	$ 17,213	$ 3,542	$ -	$ 1,968	$ 20,000	
Eminence Independent	$ 56,860	$ 4,675	$ 61,535	$ 57,351	$ 4,184	$ -	$ 6,888	$ 12,500	
Erlanger-Elsmere Independent	$ 81,001	$ 14,412	$ 95,413	$ 82,514	$ 12,899	$ -	$ 9,348	$ 25,000	
Estill County	$ 187,738	$ -	$ 187,738	$ 187,738	$ -	$ (7,587)	$ 19,680	$ 280,565	
Fairview Independent	$ 83,743	$ -	$ 83,743	$ 83,743	$ -	$ (31,090)	$ 6,150	$ 4,000	
Fayette County	$ 1,696,581	$ -	$ 1,696,581	$ 1,696,581	$ -	$ -	$ 194,094	$ 762,000	*
Fleming County	$ 38,669	$ -	$ 38,669	$ 38,669	$ -	$ -	$ 5,904	$ 1,500	
Floyd County	$ 245,536	$ -	$ 245,536	$ 245,536	$ -	$ -	$ 28,536	$ 68,100	
Frankfort Independent	$ 72,461	$ -	$ 72,461	$ 72,461	$ -	$ -	$ 8,364	$ 150,000	
Franklin County	$ 293,227	$ -	$ 293,227	$ 293,227	$ -	$ (21,145)	$ 28,290	$ 50,344	
Ft. Thomas Independent	$ 55,591	$ -	$ 55,591	$ 55,591	$ -	$ -	$ 6,150	$ 30,000	
Fulton County	$ 74,868	$ -	$ 74,868	$ 74,868	$ -	$ (7,792)	$ 7,134	$ 10,260	
Fulton Independent	$ 94,799	$ 28,299	$ 123,098	$ 97,770	$ 25,328	$ -	$ 12,546	$ 25,000	
Gallatin County	$ 66,046	$ 52,557	$ 118,603	$ 71,564	$ 47,039	$ -	$ 13,530	$ 3,000	
Garrard County	$ 176,343	$ 40,894	$ 217,237	$ 180,637	$ 36,600	$ -	$ 24,108	$ 6,023	
Glasgow Independent	$ 94,316	$ -	$ 94,316	$ 94,316	$ -	$ (16,428)	$ 7,380	$ 35,000	
Grant Co./w Williamstown	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Graves County	$ 224,754	$ -	$ 224,754	$ 224,754	$ -	$ (4,997)	$ 22,140	$ 12,000	
Grayson County	$ 152,154	$ 49,758	$ 201,912	$ 157,379	$ 44,533	$ -	$ 24,354	$ 35,000	
Green County	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Greenup County	$ 71,354	$ -	$ 71,354	$ 71,354	$ -	$ -	$ 9,102	$ 116,850	
Hancock County	$ 52,926	$ -	$ 52,926	$ 52,926	$ -	$ (6,417)	$ 5,412	$ 40,000	
Hardin County	$ 964,915	$ -	$ 964,915	$ 964,915	$ -	$ -	$ 96,186	$ 48,754	
Harlan County	$ 321,347	$ -	$ 321,347	$ 321,347	$ -	$ -	$ 37,638	$ 60,000	
Harlan Independent	$ 69,946	$ -	$ 69,946	$ 69,946	$ -	$ -	$ 8,856	$ 20,000	
Harrison County	$ 117,471	$ -	$ 117,471	$ 117,471	$ -	$ -	$ 13,284	$ 56,270	
Harrodsburg Independent	$ 113,748	$ -	$ 113,748	$ 113,748	$ -	$ (15,500)	$ 10,332	$ 27,131	
Hart County	$ 148,029	$ -	$ 148,029	$ 148,029	$ -	$ (14,390)	$ 14,268	$ 50,000	
Hazard Independent	$ 116,570	$ -	$ 116,570	$ 116,570	$ -	$ -	$ 11,070	$ 11,659	
Henderson County	$ 328,675	$ -	$ 328,675	$ 328,675	$ -	$ -	$ 42,066	$ 58,500	
Henry County	$ 184,604	$ -	$ 184,604	$ 184,604	$ -	$ (39,146)	$ 15,990	$ 50,000	
Hickman County	$ 103,205	$ -	$ 103,205	$ 103,205	$ -	$ (10,165)	$ 8,364	$ 10,000	
Hopkins County	$ 409,777	$ 60,849	$ 470,626	$ 416,166	$ 54,460	$ -	$ 49,200	$ 165,000	
Jackson County	$ 38,339	$ 2,675	$ 41,014	$ 38,620	$ 2,394	$ -	$ 3,936	$ 50,000	
Jackson Independent	$ 34,558	$ 3,675	$ 38,233	$ 34,944	$ 3,289	$ -	$ 4,182	$ 8,000	
Jefferson County	$ 5,761,964	$ -	$ 5,761,964	$ 5,761,964	$ -	$ -	$ 628,776	$ 1,306,000	
Jenkins Independent	$ 33,259	$ 952	$ 34,211	$ 33,359	$ 852	$ -	$ 3,198	$ 29,950	
Jessamine County	$ 410,047	$ -	$ 410,047	$ 410,047	$ -	$ -	$ 43,296	$ 49,526	
Johnson County	$ 36,954	$ 61,206	$ 98,160	$ 43,381	$ 54,779	$ -	$ 11,316	$ 81,377	*

1996-97 PRESCHOOL FINANCE DATA

ATTACHMENT A

DISTRICT	ADJUSTED TENTATIVE	ELIGIBLE GROWTH	ELIGIBLE AWARD	TOTAL FINAL DISBURSED W/ PRORATA	COST OF PRORATA	(96-97 NEG.ADJMT.) ENROLLMENT DECREASE 97-98 DEDUCT	TRANSPORTATION COMPONENT	OTHER CONTRIBUTIONS	
Kenton County	$ 712,537	$ -	$ 712,537	$ 712,537	$ -	$ (78,349)	$ 62,976	$ 98,541	
Knott County	$ 257,246	$ 20,537	$ 277,783	$ 259,402	$ 18,381	$ -	$ 32,226	$ 50,000	
Knox County	$ 281,188	$ 35,654	$ 316,842	$ 284,932	$ 31,910	$ -	$ 32,964	$ 100,000	
Larue County	$ 98,890	$ -	$ 98,890	$ 98,890	$ -	$ (7,133)	$ 9,348	$ 15,000	
Laurel County	$ 111,613	$ 37,159	$ 148,766	$ 115,509	$ 33,257	$ -	$ 18,696	$ 52,000	
Lawrence County	$ 200,113	$ -	$ 200,113	$ 200,113	$ -	$ (22,800)	$ 19,926	$ 24,500	
Lee County	$ 11,780	$ -	$ 10,214	$ 10,214	$ -	$ -	$ 984	$ 3,000	
Leslie County	$ 276,796	$ -	$ 276,796	$ 276,796	$ -	$ (14,205)	$ 29,766	$ 50,000	
Letcher County	$ 132,257	$ 48,982	$ 181,239	$ 137,400	$ 43,839	$ -	$ 21,894	$ 2,500	
Lewis County	$ 48,823	$ -	$ 48,823	$ 48,823	$ -	$ -	$ 7,872	$ 11,500	
Lincoln County	$ 418,293	$ -	$ 418,293	$ 418,293	$ -	$ (19,265)	$ 35,916	$ 46,000	
Livingston County	$ 68,723	$ -	$ 68,723	$ 68,723	$ -	$ -	$ 7,872	$ 8,000	
Logan County	$ 510,479	$ 19,300	$ 529,779	$ 512,506	$ 17,274	$ -	$ 47,970	$ 89,600	
Ludlow Independent*	$ 58,240	$ 5,360	$ 63,600	$ 58,803	$ 4,797	$ -	$ 3,690	$ 314,519	
Lyon County	$ 51,785	$ -	$ 51,785	$ 51,785	$ -	$ (9,190)	$ 4,428	$ 30,000	
Madison County	$ 443,571	$ 172,796	$ 616,367	$ 461,715	$ 154,652	$ -	$ 69,372	$ 64,758	*
Magoffin County	$ 45,722	$ -	$ 45,722	$ 45,722	$ -	$ (8,816)	$ 5,412	$ 11,431	
Marion County	$ 148,376	$ -	$ 148,376	$ 148,376	$ -	$ -	$ 14,514	$ 41,000	
Marshall County	$ 245,219	$ -	$ 245,219	$ 245,219	$ -	$ -	$ 29,274	$ 20,638	
Martin County	$ 39,906	$ 3,742	$ 39,229	$ 35,880	$ 3,349	$ -	$ 5,904	$ -	
Mason County	$ 201,880	$ 48,826	$ 250,706	$ 207,007	$ 43,699	$ -	$ 26,076	$ 60,168	*
Mayfield Independent	$ 72,293	$ -	$ 72,293	$ 72,293	$ -	$ (18,355)	$ 6,396	$ 10,000	
McCracken County	$ 334,651	$ 82,018	$ 416,669	$ 343,263	$ 73,406	$ -	$ 47,724	$ 12,000	
McCreary County	$ 502,663	$ -	$ 502,663	$ 502,663	$ -	$ (63,158)	$ 44,772	$ 500	
McLean County	$ 53,057	$ 36,779	$ 89,836	$ 56,919	$ 32,917	$ -	$ 11,316	$ 40,000	
Meade County	$ 256,312	$ 39,069	$ 295,381	$ 260,414	$ 34,967	$ -	$ 31,242	$ 14,514	
Menifee County	$ 118	$ 27,577	$ 27,695	$ 3,014	$ 24,681	$ -	$ 2,952	$ 10,000	*
Mercer County	$ 125,690	$ -	$ 125,690	$ 125,690	$ -	$ -	$ 12,546	$ 15,000	
Metcalfe County	$ 136,495	$ -	$ 136,495	$ 136,495	$ -	$ -	$ 14,268	$ 45,906	
Middlesboro Independent	$ 103,335	$ -	$ 103,335	$ 103,335	$ -	$ (15,609)	$ 8,856	$ 109,054	
Monroe County	$ 178,300	$ -	$ 178,300	$ 178,300	$ -	$ (14,900)	$ 16,728	$ 10,000	
Montgomery County	$ 235,963	$ -	$ 235,963	$ 235,963	$ -	$ -	$ 33,702	$ 80,000	
Monticello Independent	$ 70,760	$ 5,440	$ 76,200	$ 71,331	$ 4,869	$ -	$ 8,364	$ 12,000	
Morgan County	$ -	$ 78,172	$ 78,172	$ 2,815	$ 75,357	$ -	$ 8,118	$ 5,800	
Muhlenberg County	$ 471,202	$ -	$ 471,202	$ 471,202	$ -	$ (169,626)	$ 33,948	$ 79,566	
Murray Independent	$ 41,211	$ 24,802	$ 66,013	$ 43,815	$ 22,198	$ -	$ 5,904	$ 8,000	
Nelson County	$ 264,850	$ 28,450	$ 293,300	$ 267,837	$ 25,463	$ -	$ 29,520	$ 15,000	
Newport Independent	$ 113,330	$ 13,510	$ 126,840	$ 114,749	$ 12,091	$ -	$ 14,760	$ 8,000	
Nicholas County	$ 61,860	$ -	$ 61,860	$ 61,860	$ -	$ -	$ 6,888	$ 15,000	
Ohio County	$ 277,446	$ 19,552	$ 296,998	$ 279,499	$ 17,499	$ -	$ 30,996	$ 218,000	
Oldham County	$ 203,533	$ -	$ 203,533	$ 203,533	$ -	$ (10,542)	$ 21,648	$ 65,000	
Owen County	$ 93,956	$ 25,177	$ 119,133	$ 96,600	$ 22,533	$ -	$ 14,022	$ 6,279	
Owensboro Independent	$ 371,577	$ -	$ 371,577	$ 371,577	$ -	$ -	$ 39,606	$ 50,000	
Owsley County	$ -	$ -	$ -	$ -	$ -	$ (22,835)	$ 1,230	$ 8,000	
Paducah Independent	$ 145,577	$ 44,738	$ 190,315	$ 150,274	$ 40,041	$ -	$ 18,696	$ 180,000	

1996-97 PRESCHOOL FINANCE DATA

ATTACHMENT A

DISTRICT	ADJUSTED TENTATIVE	ELIGIBLE GROWTH	ELIGIBLE AWARD	TOTAL FINAL DISBURSED W/ PRORATA	COST OF PRORATA	(96-97 NEG.ADJMT.) ENROLLMENT DECREASE 97-98 DEDUCT	TRANSPORTATION COMPONENT	OTHER CONTRIBUTIONS	
Paintsville Independent	$ -	$ 6,840	$ 6,840	$ 718	$ 6,122	$ -	$ 738		
Paris Independent	$ 94,795	$ 7,972	$ 102,767	$ 95,632	$ 7,135	$ -	$ 8,364	$ 25,000	
Pendleton County	$ 244,720	$ 46,492	$ 291,212	$ 249,602	$ 41,610	$ -	$ 29,028	$ 2,000	
Perry County	$ 446,327	$ -	$ 446,327	$ 446,327	$ -	$ -	$ 47,478	$ 162,318	
Pike County	$ 85,936	$ 73,037	$ 158,973	$ 93,605	$ 65,368	$ -	$ 18,204	$ 230,000	
Pikeville Independent	$ 51,010	$ -	$ 51,010	$ 51,010	$ -	$ -	$ 6,888	$ 4,500	
Pineville Independent	$ 37,048	$ 20,032	$ 57,080	$ 39,151	$ 17,929	$ -	$ 6,396	$ 3,630	
Powell County	$ 90,669	$ -	$ 90,669	$ 90,669	$ -	$ (16,695)	$ 8,364	$ 9,318	
Providence Independent	$ 75,193	$ -	$ 75,193	$ 75,193	$ -	$ (8,443)	$ 7,380	$ 6,000	
Pulaski County	$ 444,491	$ 32,683	$ 477,174	$ 447,923	$ 29,251	$ -	$ 52,398	$ 314,519	*
Raceland Independent	$ 11,845	$ -	$ 11,845	$ 11,845	$ -	$ (3,675)	$ 738	$ 30,540	
Robertson County	$ 34,565	$ -	$ 34,565	$ 34,565	$ -	$ (15,390)	$ 1,722	$ 6,400	*
Rockcastle County	$ 245,890	$ -	$ 245,890	$ 245,890	$ -	$ -	$ 25,584	$ 67,260	
Rowan County	$ 234,898	$ -	$ 234,898	$ 234,898	$ -	$ -	$ 25,338	$ 10,000	
Russell County	$ 191,438	$ -	$ 191,438	$ 191,438	$ -	$ (56,357)	$ 15,990	$ 80,000	*
Russell Independent	$ 65,951	$ -	$ 65,951	$ 65,951	$ -	$ (24,755)	$ 4,428	$ 1,000	
Russellville Independent	$ 156,784	$ -	$ 156,784	$ 156,784	$ -	$ -	$ 17,712	$ 40,000	
Science Hill Independent	$ 55,555	$ -	$ 55,555	$ 55,555	$ -	$ -	$ 6,642	$ 10,000	
Scott County	$ 415,926	$ -	$ 415,926	$ 415,926	$ -	$ (23,045)	$ 42,804	$ 21,600	
Shelby County	$ 236,671	$ -	$ 236,671	$ 236,671	$ -	$ (24,314)	$ 23,616	$ 131,361	
Silver Grove Independent	$ 74,420	$ -	$ 74,420	$ 74,420	$ -	$ (7,950)	$ 5,904	$ 1,000	
Simpson County	$ 206,526	$ 19,221	$ 225,747	$ 208,544	$ 17,203	$ -	$ 24,108	$ 23,000	*
Somerset Independent	$ 75,970	$ 11,380	$ 87,350	$ 77,165	$ 10,185	$ -	$ 8,610	$ 15,388	
Southgate Independent*	$ 37,408	$ -	$ 37,408	$ 37,408	$ -	$ (16,677)	$ 2,460	$ -	
Spencer County	$ 226,353	$ -	$ 226,353	$ 226,353	$ -	$ (19,635)	$ 19,926	$ 30,000	
Taylor County	$ 204,724	$ -	$ 204,724	$ 204,724	$ -	$ -	$ 25,584	$ 35,000	
Todd County	$ 438,631	$ -	$ 438,631	$ 438,631	$ -	$ -	$ 38,868	$ 18,000	
Trigg County	$ 170,776	$ -	$ 170,776	$ 170,776	$ -	$ (10,525)	$ 18,942	$ 32,000	
Trimble County	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Union County	$ 154,715	$ 92,707	$ 247,422	$ 164,449	$ 82,973	$ -	$ 24,354	$ 75,000	
Walton-Verona Independent	$ 98,765	$ -	$ 98,765	$ 98,765	$ -	$ -	$ 11,316	$ 7,200	
Warren County	$ 550,313	$ -	$ 550,313	$ 550,313	$ -	$ -	$ 60,270	$ 50,000	
Washington County	$ 116,884	$ -	$ 116,884	$ 116,884	$ -	$ (29,006)	$ 13,038	$ 25,500	
Wayne County	$ 269,330	$ -	$ 269,330	$ 269,330	$ -	$ (65,294)	$ 21,894	$ 50,000	*
Webster County	$ 160,998	$ -	$ 160,998	$ 160,998	$ -	$ -	$ 19,434	$ 175,000	
West Point Independent	$ 60,384	$ -	$ 60,384	$ 60,384	$ -	$ (10,425)	$ 7,626	$ 5,000	*
Whitley County	$ 215,925	$ 26,831	$ 242,756	$ 218,742	$ 24,014	$ -	$ 27,552	$ 200,000	
Williamsburg Independent	$ 76,833	$ -	$ 76,833	$ 76,833	$ -	$ (14,590)	$ 7,626	$ 32,700	
Williamstown Independent	$ 91,134	$ 11,779	$ 102,913	$ 92,371	$ 10,542	$ -	$ 11,316	$ 45,767	
Wolfe County	$ 52,920	$ -	$ 52,920	$ 52,920	$ -	$ -	$ 4,674	$ 16,000	
Woodford County	$ 101,739	$ -	$ 101,739	$ 101,739	$ -	$ -	$ 11,808	$ 69,000	
TOTALS	$ 37,495,242	$ 2,253,494	$ 39,742,745	$ 37,720,475	$ 2,022,270	$ (1,343,036)	$ 4,166,256	$ 10,147,485	

* = figure used in 95-96

Kentucky Department of Education

Kentucky Preschool Allocation Formula
Preschool Per-Child Allocation
State Contribution

COMPONENT	AT-RISK INCOME ELIGIBLE 4'S WITHOUT DISABILITIES	SPEECH ONLY	DISABILITIES (3's and 4's) DEVELOP. DELAY	SEVERE
Instructional Subtotal: To provide a half-day program (half the 1992-93 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
Social/Health Add-on: To provide related services beyond the basic instructional program	$ 210	$ 252	$420	$693
Transportation Add-on: 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
STATE CONTRIBUTION 1997-98 (Increased but not to 1992-95 level)	$1,946 no transportation $2,206 with transportation	$2,319	$2,993	$5,016

PRESCHOOL STATE-FUNDED ENROLLMENT LEGEND

ATR ONLY	=	Free lunch eligible 4-year olds without disabilities enrolled on 12-1-96
SPL	=	3- or 4-year-olds with speech/language disability enrolled on 12-1-96
DD	=	3- or 4-year-olds with developmental delays or other categories of mild to moderate disabilities enrolled on 12-1-96
SEV	=	3- or 4-year-olds with categories of severe disabilities enrolled on 12-1-96
TOTAL DISAB	=	All disabled children enrolled on 12-1-96 (SPL+DD+SEV)
TOTAL KERA	=	All children enrolled on 12-1-96 (ATR ONLY+SPL+DD+SEV)
SUPPL3's	=	Disabled children turning 3 and enrolled after 12-1-96 (estimate; Spring 1997 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 12-1-96
DISAB 3's	=	All disabled 3-year-olds enrolled on 12-1-96 (does not include those with late birthdays enrolled after 12-1-96)
TOTAL 3's	=	All disabled 3's enrolled on or after 12-1-96 (DISAB 3's + SUPPL 3's)
OTHERS	=	Other preschool children enrolled 12-1-96, 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)

1996-97 PRESCHOOL STATE-FUNDED ENROLLMENT

ATTACHMENT C

DISTRICT	ATR ONLY	SPL	DD	SEV	TOTAL DISAB	TOTAL KERA	SUPPL 3S	TOTAL ATR 4'S	TOTAL KERA 4'S	DISAB 3'S	TOTAL 3'S	OTHERS	TOTAL CHILDREN
Adair County	42	7	16	0	23	65	0	49	56	9	9	11	76
Allen County	19	8	4	2	14	33	1	24	27	6	7	0	34
Anchorage Independent	0	2	2	0	4	4	1	0	4	0	1	0	5
Anderson County	9	56	91	0	147	156	10	50	82	74	84	17	183
Ashland Independent	13	13	8	0	21	34	6	17	25	9	15	0	40
Augusta Independent	3	2	10	0	12	15	0	10	13	2	2	0	15
Ballard County	9	8	54	15	77	86	1	25	57	29	30	0	87
Barbourville Independent	2	3	12	0	15	17	0	2	12	5	5	0	17
Bardstown Independent	42	8	11	1	20	62	3	49	56	6	9	58	123
Barren County	18	7	16	3	26	44	24	31	33	11	35	0	68
Bath County	16	12	32	0	44	60	1	39	42	18	19	20	81
Beechwood Independent	0	0	5	0	5	5	0	0	2	3	3	0	5
Bell County	27	10	3	0	13	40	1	30	32	8	9	28	69
Bellevue Independent*	11	8	34	0	42	53	5	21	34	19	24	0	58
Berea Independent	14	13	18	0	31	45	6	19	27	18	24	16	67
Boone County	40	68	177	8	253	293	23	74	198	95	118	1	317
Bourbon County	51	32	9	1	42	93	3	65	69	24	27	31	127
Bowling Green Independent	40	1	31	0	32	72	0	60	65	7	7	0	72
Boyd County	10	17	6	2	25	35	3	13	23	12	15	51	89
Boyle County	17	34	52	3	89	106	4	41	80	26	30	0	110
Bracken County	5	0	33	0	33	38	0	21	23	15	15	0	38
Breathitt County	50	12	87	2	101	151	15	96	111	40	55	2	168
Breckinridge County	5	13	2	0	15	20	1	10	16	4	5	0	21
Bullitt County	198	57	34	7	98	296	12	242	273	23	35	0	308
Burgin Ind. w/Harrodsburg Ind.	0	0	0	0	0	0	0	0	0	0	0	0	0
Butler County*	27	4	3	2	9	36	0	33	33	3	3	0	36
Caldwell County	61	22	11	1	34	95	7	79	88	7	14	0	102
Calloway County	45	12	73	9	94	139	8	69	107	32	40	28	175
Campbell County	21	28	13	1	42	63	1	29	48	15	16	0	64
Campbellsville Independent	7	22	8	2	32	39	1	16	19	20	21	0	40
Carlisle County	0	5	14	3	22	22	0	5	14	8	8	0	22
Carroll County	7	6	3	0	9	16	4	7	14	2	6	0	20
Carter County	96	37	24	2	63	159	0	136	145	14	14	98	257
Casey County	9	20	11	2	33	42	2	24	34	8	10	0	44
Caverna Independent	15	4	28	3	35	50	2	33	37	13	15	8	60
Christian County	193	137	33	8	178	371	29	264	305	66	95	10	410
Clark County	26	21	19	4	44	70	3	47	52	18	21	1	74
Clay County	56	26	17	3	46	102	0	85	97	5	5	42	144
Clinton County	6	17	31	0	48	54	0	15	42	12	12	1	55
Cloverport Independent	0	3	15	0	18	18	0	2	10	8	8	0	18

1996-97 PRESCHOOL STATE-FUNDED ENROLLMENT

ATTACHMENT C

DISTRICT	ATR ONLY	SPL	DD	SEV	TOTAL DISAB	TOTAL KERA	SUPPL 3S	TOTAL ATR 4'S	TOTAL KERA 4'S	DISAB 3'S	TOTAL 3'S	OTHERS	TOTAL CHILDREN
Corbin Independent	13	11	6	1	18	31	0	24	29	2	2	0	31
Covington Independent	188	57	10	6	73	261	11	223	220	41	52	42	314
Crittenden County*	10	7	11	0	18	28	1	18	20	8	9	0	29
Cumberland County	14	2	3	0	5	19	0	19	19	0	0	0	19
Danville Independent	38	2	14	3	19	57	3	48	55	2	5	13	73
Daviess County	132	63	10	5	78	210	4	172	189	21	25	0	214
Dawson Springs Independent	22	3	12	2	17	39	0	42	33	6	6	0	39
Dayton Independent	29	21	17	2	40	69	1	50	59	10	11	24	94
East Bernstadt Independent	21	5	7	0	12	33	0	32	32	1	1	6	39
Edmonson County	37	10	3	0	13	50	0	43	45	5	5	0	50
Elizabethtown Independent	13	8	10	1	19	32	6	19	24	8	14	0	38
Elliott County	2	3	3	0	6	8	0	4	5	3	3	0	8
Eminence Independent	27	0	1	0	1	28	0	28	28	0	0	10	38
Erlanger-Elsmere Independent	14	17	7	0	24	38	2	17	25	13	15	0	40
Estill County	42	5	23	2	30	72	4	58	69	3	7	77	153
Fairview Independent	11	4	5	1	10	21	0	13	19	2	2	0	21
Fayette County	431	189	74	19	282	713	48	477	587	126	174	0	761
Fleming County	8	4	7	1	12	20	0	17	17	3	3	0	20
Floyd County	55	15	31	3	49	104	2	78	90	14	16	0	106
Frankfort Independent	3	11	15	1	27	30	5	24	24	6	11	0	35
Franklin County	14	34	47	4	85	99	10	43	76	23	33	0	109
Ft. Thomas Independent	3	12	5	1	18	21	2	4	16	5	7	3	26
Fulton County	11	2	11	1	14	25	0	23	21	4	4	4	29
Fulton Independent	19	5	22	1	28	47	2	47	34	13	15	0	49
Gallatin County	40	5	5	1	11	51	1	44	48	3	4	0	52
Garrard County	48	17	18	3	38	86	18	55	70	16	34	27	131
Glasgow Independent	11	6	13	0	19	30	1	19	20	10	11	0	31
Grant Co./w Williamstown	0	0	0	0	0	0	0	0	0	0	0	0	0
Graves County	30	32	23	1	56	86	2	46	60	26	28	1	89
Grayson County	54	13	12	4	29	83	0	73	77	6	6	0	83
Green County	0	0	0	0	0	0	0	0	0	0	0	0	0
Greenup County	12	11	4	2	17	29	1	16	21	8	9	0	30
Hancock County	3	11	3	1	15	18	2	6	10	8	10	0	20
Hardin County	211	55	105	4	164	375	21	269	311	64	85	9	405
Harlan County	83	52	8	2	62	145	5	110	125	20	25	0	150
Harlan Independent	10	11	5	2	18	28	0	20	24	4	4	49	77
Harrison County	28	15	6	1	22	50	3	39	42	8	11	0	53
Harrodsburg Independent	10	13	14	1	28	38	0	48	34	4	4	0	38
Hart County	31	9	13	1	23	54	2	38	46	8	10	1	57
Hazard Independent	17	18	10	0	28	45	0	36	41	4	4	0	45

1996-97 PRESCHOOL STATE-FUNDED ENROLLMENT

ATTACHMENT C

DISTRICT	ATR ONLY	SPL	DD	SEV	TOTAL DISAB	TOTAL KERA	SUPPL 3S	TOTAL ATR 4'S	TOTAL KERA 4'S	DISAB 3'S	TOTAL 3'S	OTHERS	TOTAL CHILDREN
Henderson County	69	48	34	4	86	155	11	110	128	27	38	0	166
Henry County	55	7	3	0	10	65	1	60	61	4	5	1	67
Hickman County	4	6	24	0	30	34	3	21	24	10	13	0	37
Hopkins County	71	107	22	0	129	200	10	116	148	52	62	0	210
Jackson County	6	7	3	0	10	16	4	8	13	3	7	28	48
Jackson Independent	10	7	0	0	7	17	0	12	13	4	4	0	17
Jefferson County	1589	284	463	44	791	2380	63	1875	2103	277	340	1068	3511
Jenkins Independent	7	4	2	0	6	13	0	12	12	1	1	0	13
Jessamine County	103	36	27	2	65	168	9	127	147	21	30	0	177
Johnson County	19	6	6	3	15	34	5	32	23	11	16	0	39
Kenton County	77	50	109	4	163	240	14	107	182	58	72	4	258
Knott County	29	68	9	5	82	111	1	57	75	36	37	8	120
Knox County	45	9	60	4	73	118	1	72	95	23	24	0	119
Larue County	18	15	5	0	20	38	3	24	28	10	13	0	41
Laurel County	21	6	19	6	31	52	8	42	46	6	14	0	60
Lawrence County	64	5	7	1	13	77	1	74	75	2	3	0	78
Lee County	0	0	4	0	4	4	0	4	2	2	2	0	4
Leslie County	94	2	15	2	19	113	0	104	110	3	3	45	158
Letcher County	39	32	3	3	38	77	2	70	61	16	18	9	88
Lewis County	8	6	3	3	12	20	0	13	15	5	5	0	20
Lincoln County	1	23	112	2	137	138	5	45	91	47	52	46	189
Livingston County	9	14	4	1	19	28	1	15	26	2	3	0	29
Logan County	38	33	114	2	149	187	12	70	146	41	53	0	199
Ludlow Independent*	14	11	4	0	15	29	1	17	25	4	5	34	64
Lyon County	4	11	3	0	14	18	0	8	11	7	7	0	18
Madison County	113	89	40	8	137	250	5	126	193	57	62	0	255
Magoffin County	3	9	0	2	11	14	0	7	8	6	6	0	14
Marion County	29	11	19	0	30	59	7	38	48	11	18	0	66
Marshall County	39	51	9	4	64	103	4	45	76	27	31	2	109
Martin County	4	10	0	2	12	16	1	7	10	6	7	0	17
Mason County	49	7	40	2	49	98	6	60	79	19	25	0	104
Mayfield Independent	14	3	4	1	8	22	1	18	19	3	4	0	23
McCracken County	53	40	46	11	97	150	5	100	127	23	28	0	155
McCreary County	101	15	56	2	73	174	0	127	136	38	38	15	189
McLean County	26	10	0	2	12	38	0	30	33	5	5	0	38
Meade County	60	41	21	1	63	123	4	80	105	18	22	0	127
Menifee County	3	8	1	0	9	12	3	8	7	5	8	0	15
Mercer County	6	26	14	1	41	47	3	20	36	11	14	1	51
Metcalfe County	27	25	6	0	31	58	0	41	47	11	11	0	58
Middlesboro Independent	17	4	10	1	15	32	12	28	30	2	14	10	54

1996-97 PRESCHOOL STATE-FUNDED ENROLLMENT

ATTACHMENT C

DISTRICT	ATR ONLY	SPL	DD	SEV	TOTAL DISAB	TOTAL KERA	SUPPL 3S	TOTAL ATR 4'S	TOTAL KERA 4'S	DISAB 3'S	TOTAL 3'S	OTHERS	TOTAL CHILDREN
Monroe County	30	27	11	0	38	68	1	48	56	12	13	1	70
Montgomery County	47	38	17	7	62	109	0	88	90	19	19	0	109
Monticello Independent	12	22	0	0	22	34	0	27	31	3	3	0	34
Morgan County	8	23	2	0	25	33	2	25	30	3	5	0	35
Muhlenberg County	68	42	13	3	58	126	6	106	113	13	19	0	132
Murray Independent	6	2	16	0	18	24	2	12	15	9	11	3	29
Nelson County	52	32	36	0	68	120	0	74	99	21	21	0	120
Newport Independent	31	12	7	2	21	52	3	40	45	7	10	0	55
Nicholas County	22	6	0	0	6	28	0	27	27	1	1	0	28
Ohio County	56	36	29	1	66	122	2	92	99	23	25	0	124
Oldham County	25	33	15	3	51	76	18	38	55	21	39	0	94
Owen County	32	10	5	2	17	49	2	37	42	7	9	0	51
Owensboro Independent	87	53	6	3	62	149	14	110	119	30	44	0	163
Owsley County	0	0	0	1	1	1	0	1	1	0	0	0	1
Paducah Independent	7	19	35	3	57	64	4	42	46	18	22	0	68
Paintsville Independent	0	3	0	0	3	3	0	0	0	3	3	0	3
Paris Independent	21	2	11	0	13	34	11	28	30	4	15	16	61
Pendleton County	38	37	38	1	76	114	2	65	88	26	28	0	116
Perry County	108	45	20	4	69	177	7	147	154	23	30	68	252
Pike County	48	18	3	1	22	70	1	57	67	3	4	53	124
Pikeville Independent	16	2	0	2	4	20	0	19	20	0	0	0	20
Pineville Independent	20	6	0	0	6	26	0	23	24	2	2	0	26
Powell County	15	9	5	1	15	30	3	20	21	9	12	0	33
Providence Independent	15	15	0	0	15	30	1	21	24	6	7	0	31
Pulaski County	132	50	21	2	73	205	4	161	184	21	25	7	216
Raceland Independent	0	1	2	0	3	3	0	1	2	1	1	0	3
Robertson County	1	1	5	0	6	7	1	2	2	5	6	0	8
Rockcastle County	75	8	11	2	21	96	2	82	88	8	10	31	129
Rowan County	51	13	34	1	48	99	7	69	86	13	20	1	107
Russell County	32	18	5	2	25	57	5	45	51	6	11	0	62
Russell Independent	9	9	0	0	9	18	0	14	17	1	1	0	18
Russellville Independent	23	11	23	3	37	60	2	33	43	17	19	24	86
Science Hill Independent	9	0	13	1	14	23	0	17	20	3	3	9	32
Scott County	87	31	36	4	71	158	15	115	136	22	37	0	173
Shelby County	55	14	17	2	33	88	4	66	81	7	11	0	92
Silver Grove Independent	2	4	18	0	22	24	0	5	14	10	10	3	27
Simpson County	31	35	22	2	59	90	6	56	70	20	26	0	96
Somerset Independent	16	5	14	0	19	35	4	30	30	5	9	0	39
Southgate Independent*	2	5	0	1	6	8	0	5	7	1	1	0	8
Spencer County	19	11	46	1	58	77	9	34	53	24	33	0	86

1996-97 PRESCHOOL STATE-FUNDED ENROLLMENT

ATTACHMENT C

DISTRICT	ATR ONLY	SPL	DD	SEV	TOTAL DISAB	TOTAL KERA	SUPPL 3S	TOTAL ATR 4'S	TOTAL KERA 4'S	DISAB 3'S	TOTAL 3'S	OTHERS	TOTAL CHILDREN
Taylor County	26	25	33	4	62	88	9	38	66	22	31	5	102
Todd County	25	13	120	0	133	158	6	55	95	63	69	0	164
Trigg County	5	56	1	3	60	65	6	29	41	24	30	0	71
Trimble County	0	0	0	0	0	0	0	0	0	0	0	0	0
Union County	33	18	43	1	62	95	6	65	71	24	30	0	101
Walton-Verona Independent	6	10	20	2	32	38	2	7	29	9	11	0	40
Warren County	161	64	15	1	80	241	12	193	218	23	35	0	253
Washington County	8	3	7	7	17	25	3	12	20	5	8	53	81
Wayne County	43	10	26	2	38	81	3	69	73	8	11	45	129
Webster County	37	23	4	3	30	67	2	47	61	6	8	0	69
West Point Independent	9	4	3	3	10	19	2	14	14	5	7	0	21
Whitley County	71	21	10	2	33	104	1	88	94	10	11	65	170
Williamsburg Independent	24	1	1	1	3	27	2	32	27	0	2	10	39
Williamstown Independent	15	8	13	2	23	38	2	18	28	10	12	0	40
Wolfe County	6	1	12	0	13	19	0	14	16	3	3	1	20
Woodford County	4	21	8	3	32	36	13	15	28	8	21	0	49
	7674	3645	3816	373	7834	15508	747	10582	12745	2763	3510	2355	18610

UNIVERSITY OF KENTUCKY PRESCHOOL PROGRAM ANNUAL STUDY EXECUTIVE SUMMARY

The Kentucky Preschool Evaluation Project focused on the following five objectives during the 1996-97 school year.

Objective One: To assess the developmental levels of children entering Kentucky's preschool programs.

- What skills do children have when they enter the preschool program? Are there any differences between the low-income children and other four-year-old children? Are the low-income children actually behind in skills?

Children who are at risk as a result of poverty enter the preschool program with weaker skills than their peers from higher income families across the following areas: personal-social, adaptive, gross motor, fine motor, receptive communication, expressive communication, and cognition. Children from low-income families enter the preschool program with lower skills across all developmental areas, confirming their need for the program. Their largest gaps are in the areas of receptive communication and cognition. In terms of social skills and literacy skills, children from tuition-paying families scored highest, followed by children from low-income families, followed by children with disabilities.

- Do the children who are reported to have disabilities have real disabilities? Do districts serve children who do not have real delays?

Data confirm that children who enter the program with identified developmental delays, speech delays, and severe disabilities do indeed demonstrate delays and disabilities across developmental areas.

- Have there been any changes in the abilities of children? Are we serving the same types of children from year-to-year?

Based on our data, the program appears to be serving the same types of children from year-to-year. While our data across the years suggest that the children in more recent years are more delayed, that may be due to the fact that we have started testing them earlier in the academic year making them developmentally younger.

Objective Two: To study the impact of the preschool programs by examining children's readiness for P-1 (Kindergarten) and their language skills.

- What is the general readiness of "typical" five-year-old children starting school in Kentucky?

Overall, entering P-1 non-eligible children and preschool program participants demonstrate appropriate social and academic skills according to teacher ratings.

- What level of skills do the low-income children have when they leave preschool and start school?

Children who participate in the program catch up to their non-eligible peers according to teacher ratings of academic skills and language screening.

- Does the preschool program make a difference in school readiness for the low-income children?

The effectiveness of the preschool program was clearly demonstrated by teacher-rated readiness skills. There were no statistical differences between teacher ratings of low-income participants and non-eligible children (those who were not at-risk). Children who were eligible but who did not attend the program were rated significantly lower than low-income participants. The same pattern was found regarding children's social and behavioral readiness. There was no statistical differences between participants and children from the non-eligible group. However, the participants were rated higher than children from the eligible group.

- Do children make better gains in the program in some skills than in others? Are there skill areas where the preschool programs need to focus more attention?

The initial gains of participants appear to persist over time. The social and academic skills of over 1600 children (from P-1 to P-5) were rated by their teachers and parents. Scores demonstrate that former participants continue to do as well (in the eyes of their teachers and their parents) socially and academically as their non-eligible peers.

- Are there any differences in the groups as they get older?

The social and academic skills of children who are being followed are changing very little from group to group.

- Are there benefits in better attendance?

Teachers rate the social and academic skills of children with better attendance records more highly.

- Are there fewer referrals for special education services for low-income children who have participated in the program?

Special education referrals of participants are somewhat higher than their non-eligible peers at P-1, P-2, and P-3. Children who are at-risk continue to need additional school support. By third and fourth grade, fewer children who participated in the program are being referred to special education services.

Objective Four: To examine relationships between program quality and student outcomes.

- How well is the program being implemented? Is program quality consistent across the state?

A review of previous reports reveal that program quality has been found to be of high quality and fairly uniform across the twenty-four participating sites.

- Are there program areas where quality needs to be improved?

Low language and cognition scores continue to be areas of concern. Thus, programs should focus more systematically on activities that promote and facilitate language and cognitive skills.

- What program characteristics produce better results for children?

Numerous analyses of this year's data did not reveal specific program components which result in strong child outcomes. However, this may be due to the fact that there was little variability in quality across programs. The 1997-98 analysis is designed to identify possible factors related to children's progress, such as the quality of teacher-child interactions, school characteristics (such as family literacy involvement) and family factors (such as values and goals).

APPENDIX C

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Ballard
Carlisle
Hick man
Fulton
Mc Cracken
Graves
Calloway
Marshall
Living ston
Crittenden
Lyon
Trigg
Union
Cald well
Hopkins
Christian
Hen derson
Web ster
Mc Lean
Muhlen berg
Todd
Daviess
Ohio
Butler
Logan
Han cock
Breckin ridge
Grayson
Edmon son
Warren
Simp son
Meade
Hardin
Larue
Hart
Barren
Allen
Jefferson
Bullitt
Nelson
Green
Met calfe
Monroe
Spen cer
Wash ington
Marion
Taylor
Adair
Cum ber land
Old ham
Shelby
Casey
Rus sell
Clin ton
Trim ble
Henry
Boyle
Lincoln
Pulaski
Wayne
Carroll
Owen
Mer cer
Rock castle
Mc Creary
Gall atin
Frank lin
Ander son
Jess amine
Laurel
Whitley
Boone
Grant
Scott
Fayette
Madison
Jack son
Knox
Ken ton
Camp bell
Pendle ton
Harrison
Clark
Estill
Owsley
Clay
Bell
Brack en
Robert son
Nich olas
Bour bon
Powell
Lee
Leslie
Harlan
Mason
Fleming
Mont gom ery
Men ifee
Wolfe
Breathitt
Perry
Lewis
Ro wan
Bath
Morgan
Mag offin
Knott
Letcher
Greenup
Carter
Elliott
Floyd
Boyd
Law rence
Johnson
Mar tin
Pike

APPENDIX D

OFFICE OF EDUCATION ACCOUNTABILITY
PROJECT REPORT

Principals Selected by SBDM Councils
1997-98 School Year

BACKGROUND

There are currently 1184 schools participating in the school-based decision making (SBDM) process. One of the most important responsibilities faced by school councils is the selection of a principal to fill a vacancy. To date, approximately 700 schools have performed this task.

PURPOSE

Each year the Office of Education Accountability conducts a study to determine the effectiveness of the principal selection process. This project represents an effort to gather quantitative and qualitative data for policy makers and training providers at the local, regional, and state level.

To accomplish this task, OEA staff developed a 17-item questionnaire and selected either a teacher or parent council member from each of the 183 SBDM schools involved in the principal selection process for the 1997-98 school year. Questionnaires were mailed to 114 teacher council members, and 69 parent council members. OEA received 53 completed questionnaires from teacher council members, and 32 completed questionnaires from parent council members. This represents a return rate of approximately 46 percent.

SELECTION PROCEDURES

- The district superintendent forwarded an average of 5.2 [redacted] applications to the council for consideration. Councils interviewed an average of 3.4 [redacted] of these applicants.

- Fifteen of the 85 councils reported receiving minority (gender not included as minority) applicants. Twelve out of the 15 councils chose to interview minority applicants.

- Twenty-seven of the 85 councils involved in the selection process, requested additional applicants from the central office. Seventy-nine councils selected a permanent principal and in six situations, interim appointments were made.

One purpose of the survey was to ascertain the degree to which assistance was provided to councils in the principal selection process. Fifty-three of the councils reported having received specific training in the principal selection process. Fifty-nine of the councils reporting received technical assistance from the central office. The types of assistance provided included: training, answering questions, setting up and assisting in the interviews, reviewing applications, or merely providing a setting for the interviews to take place.

Twenty councils sought assistance from the Kentucky Department of Education, Division of School-Based Decision Making and/or their local Regional Service Center. Eighty councils reported to have involved other parents and teachers by means of surveying them for their opinion, forming committees, and through open forums. Seventy-six councils reported they were able to complete the process without encountering any type of interference.

Sixty two councils reported reaching the final decision by consensus with the remaining 23 deciding by vote. Three-fourths of the 85 councils reported that the process works well. The remaining councils indicated that more training and assistance is needed. Councils members indicated they had spent an average of 16 hours on the principal selection process.

SUMMARY

The selection of a principal is one of the most important responsibilities undertaken by councils, and therefore is taken very seriously. This is evidenced by the number of hours council members are willing to commit to the comprehensive process of hiring a principal. In addition, most councils appear to recognize the need to seek assistance from some source. There also appears to be minimal interference in the process and most councils involve other parents and teachers in some manner.

SCHOOL-BASED DECISION MAKING
HIRING PROCESS OF PRINCIPALS
QUESTIONNAIRE

1. How long have you served on the council?
2. How many applicants did the superintendent initially send to the council?
3. Were any of the initial applicants minority (do not include gender)? If so, how many?
4. How many of the initial applicants were interviewed?
5. If applicable, were any of the minority applicants interviewed?
6. Did the council request additional applicants? If so, how many were sent?
7. Did the council ultimately select a permanent principal? If not, how was an interim selected?
8. Did the council receive training specifically on the principal selection process? If so, who provided training?
9. Did the council seek assistance from KDE or regional service center?
10. Did the central office provide assistance in any way? If so, in what manner?
11. In what way did the council involve other teachers and parents in the selection process?
12. Did the council encounter interference in the selection process? If so, by whom and in what manner?
13. Was the final decision reached by a council vote or by consensus?
14. What is your overall reaction for councils having the authority to select principals?
15. Are there any statutory changes that could make this process better?
16. Any general comments or areas of concerns with SBDM?
17. How many hours would you estimate were spent by you in this process?

    reviewing applications and resumes _____
    interviewing applicants _____
    gathering input from faculty and parents _____

APPENDIX E

TABLE 32 LOCAL REVENUES BY DISTRICT

District	1989-90 Local Revenue Per Pupil	1990-91 Local Revenue Per Pupil	1991-92 Local Revenue Per Pupil	1992-93 Local Revenue Per Pupil	1993-94 Local Revenue Per Pupil	1994-95 Local Revenue Per Pupil	1995-96 Local Revenue Per Pupil	Percent Change 89-90 95-96
ADAIR CO.	$312	$566	$697	$715	$735	$774	$947	203.53%
ALLEN CO.	487	527	529	513	734	727	869	78.46%
ANCHORAGE	3,867	3,885	4,472	5,221	5,672	6,141	6,627	71.37%
ANDERSON CO.	480	991	1,116	1,006	1,134	1,444	1,461	204.42%
ASHLAND	901	1,116	1,183	1,272	1,348	1,837	1,333	47.97%
AUGUSTA	501	546	649	609	1,145	964	1,007	100.92%
BALLARD CO.	646	779	798	836	919	1,005	1,141	76.63%
BARBOURVILLE	694	837	630	585	620	744	724	4.37%
BARDSTOWN	991	1,353	1,486	1,481	1,718	1,809	2,295	131.56%
BARREN CO.	397	599	795	817	1,041	1,158	1,427	259.38%
BATH CO.	281	339	507	509	702	711	785	179.52%
BEECHWOOD	1,758	1,726	1,725	1,792	1,886	2,136	2,293	30.46%
BELL CO.	215	395	461	534	592	775	585	172.13%
BELLEVUE	974	1,043	1,085	1,128	1,153	1,207	1,359	39.57%
BEREA	757	1,025	1,009	1,098	1,124	1,132	1,236	63.29%
BOONE CO.	1,154	1,507	1,683	1,753	1,811	2,134	2,558	121.63%
BOURBON CO.	484	902	1,019	988	1,000	1,267	1,244	157.04%
BOWLING GREEN	1,306	1,494	1,536	1,598	1,689	1,725	2,003	53.41%
BOYD CO.	611	855	1,106	1,152	1,259	1,408	1,525	149.67%
BOYLE CO.	696	859	1,016	1,036	1,099	1,191	1,358	95.09%
BRACKEN CO.	438	504	542	469	474	504	854	94.95%
BREATHITT CO.	308	365	521	503	614	734	639	107.63%
BRECKINRIDGE CO.	502	644	702	762	799	874	964	92.08%
BULLITT CO.	371	469	534	609	857	980	1,102	197.00%
BURGIN	797	977	1,142	1,197	1,237	1,322	1,364	71.14%
BUTLER CO.	349	424	437	480	604	669	714	104.68%
CALDWELL CO.	447	660	814	796	876	897	972	117.46%
CALLOWAY CO.	471	779	833	915	986	1,075	1,215	157.95%
CAMPBELL CO.	1,029	1,472	1,517	1,546	1,673	1,939	2,170	110.92%
CAMPBELLSVILLE	510	702	774	762	871	906	982	92.47%
CARLISLE CO.	352	542	595	623	653	829	763	116.66%
CARROLL CO.	936	1,146	1,233	1,363	1,380	1,520	1,748	86.75%
CARTER CO.	255	391	527	512	570	645	701	174.78%
CASEY CO.	285	468	623	624	688	700	896	214.36%
CAVERNA IND.	632	703	766	775	858	946	1,404	122.12%
CHRISTIAN CO.	402	540	597	596	713	872	979	143.53%
CLARK CO.	635	892	958	956	1,107	1,217	1,023	61.14%

TABLE 32

LOCAL REVENUES BY DISTRICT

District	1989-90 Local Revenue Per Pupil	1990-91 Local Revenue Per Pupil	1991-92 Local Revenue Per Pupil	1992-93 Local Revenue Per Pupil	1993-94 Local Revenue Per Pupil	1994-95 Local Revenue Per Pupil	1995-96 Local Revenue Per Pupil	Percent Change 89-90 95-96
CLAY CO.	196	282	326	328	557	501	620	216.37%
CLINTON CO.	188	271	361	468	593	712	1,103	486.95%
CLOVERPORT	396	316	373	343	334	417	757	91.25%
CORBIN	585	750	857	844	859	965	1,023	74.95%
COVINGTON	929	1,076	1,248	1,269	1,360	1,593	1,700	82.97%
CRITTENDEN CO.	331	643	725	732	767	844	865	161.22%
CUMBERLAND CO.	321	410	548	552	691	763	799	148.78%
DANVILLE	1,145	1,167	1,391	1,420	1,534	1,572	1,827	59.54%
DAVIESS CO.	756	916	939	912	1,065	1,178	1,375	81.92%
DAWSON SPRINGS	670	700	700	694	754	854	970	44.73%
DAYTON	364	434	490	499	545	589	638	75.29%
EAST BERNSTADT	144	223	319	364	344	339	382	165.38%
EDMONSON CO.	262	361	440	433	586	613	681	159.96%
ELIZABETHTOWN	988	993	1,147	1,050	1,204	1,214	1,351	36.73%
ELLIOTT CO.	78	244	296	687	548	781	547	601.35%
EMINENCE	785	886	851	902	991	1,049	1,249	59.06%
ERLANGER	1,200	1,231	1,468	1,492	1,571	1,556	1,831	52.56%
ESTILL CO.	273	432	533	492	523	552	659	141.52%
FAIRVIEW	688	795	777	782	796	885	855	24.27%
FAYETTE CO.	2,238	2,309	2,434	2,643	2,747	2,941	3,117	39.29%
FLEMING CO.	413	514	641	663	757	774	811	96.32%
FLOYD CO.	225	433	555	537	669	792	1,053	367.85%
FT. THOMAS	1,451	1,468	1,654	1,827	1,885	1,989	2,057	41.78%
FRANKFORT	1,316	1,425	1,691	1,827	1,687	1,779	1,855	40.92%
FRANKLIN CO.	779	1,018	1,243	1,287	1,389	1,556	1,577	102.40%
FULTON CO.	413	723	835	756	759	805	914	121.27%
FULTON	1,081	1,054	1,144	1,158	1,221	1,312	1,419	31.28%
GALLATIN CO.	515	585	874	901	910	982	1,362	164.48%
GARRARD CO.	514	873	963	995	1,019	1,059	1,190	131.59%
GLASGOW IND.	776	831	1,017	922	1,048	1,097	1,274	64.18%
GRANT CO.	489	533	681	701	755	796	963	96.91%
GRAVES CO.	463	520	556	549	737	810	1,063	129.53%
GRAYSON CO.	312	436	509	493	718	856	942	201.98%
GREEN CO.	324	540	649	655	729	759	811	150.31%
GREENUP CO.	360	411	503	576	701	796	793	120.39%
HANCOCK CO.	1,072	1,164	1,228	1,180	1,256	1,525	1,634	52.45%
HARDIN CO.	422	795	965	838	925	997	1,085	157.17%

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HARLAN CO.	334	437	487	434	621	560	579	73.34%
HARLAN	511	614	625	568	605	709	717	40.26%
HARRISON CO.	477	602	661	730	790	872	790	65.63%
HARRODSBURG	620	798	904	885	886	1,027	1,072	72.92%
HART CO.	274	500	623	623	739	929	899	228.01%
HAZARD	647	699	740	774	729	1,088	1,048	61.92%
HENDERSON CO.	811	930	1,084	1,084	1,138	1,281	1,294	59.52%
HENRY CO.	649	834	880	890	994	1,100	1,131	74.25%
HICKMAN CO.	483	744	852	860	894	957	1,065	120.54%
HOPKINS CO.	699	720	942	922	972	1,101	1,147	64.05%
JACKSON CO.	148	216	333	378	410	430	527	256.19%
JACKSON	391	444	554	418	557	603	588	50.30%
JEFFERSON CO.	2,019	2,179	2,275	2,380	2,434	2,770	2,987	47.93%
JENKINS	480	444	493	549	243	1,038	894	86.35%
JESSAMINE CO.	657	985	1,084	1,062	1,139	1,340	1,460	122.22%
JOHNSON CO.	254	288	418	391	439	696	762	200.11%
KENTON CO.	1,026	1,399	1,445	1,455	1,556	1,685	2,116	106.21%
KNOTT CO.	207	354	416	507	789	944	822	297.29%
KNOX CO.	209	384	452	556	632	656	814	289.24%
LARUE CO.	346	631	699	664	723	731	865	149.86%
LAUREL CO.	336	641	831	726	763	779	924	174.85%
LAWRENCE CO.	303	357	456	421	606	671	737	143.38%
LEE CO.	296	402	485	467	539	591	739	149.77%
LESLIE CO.	261	411	558	552	429	800	886	239.39%
LETCHER CO.	210	377	456	436	266	1,032	863	310.86%
LEWIS CO.	260	333	447	429	464	494	661	154.35%
LINCOLN CO.	272	490	623	638	653	713	780	186.73%
LIVINGSTON CO.	467	770	855	961	999	1,028	1,113	138.30%
LOGAN CO.	496	542	595	750	822	960	1,228	147.60%
LUDLOW	720	755	761	802	851	890	967	34.28%
LYON CO.	584	880	1,131	1,138	1,201	1,235	2,623	349.13%
MADISON CO.	466	771	945	969	1,043	1,113	1,300	178.91%
MAGOFFIN CO.	141	291	349	355	471	891	738	423.37%
MARION CO.	419	511	742	798	869	933	1,156	175.92%
MARSHALL CO.	560	681	867	866	923	1,201	1,515	170.55%
MARTIN CO.	392	541	528	497	779	806	757	93.04%
MASON CO.	779	1,005	1,178	1,349	1,475	1,374	1,583	103.17%

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MAYFIELD	1,164	1,192	1,258	1,198	1,377	1,387	1,505	29.29%
McCRACKEN CO.	495	753	847	849	901	947	929	87.75%
McCREARY CO.	173	248	301	293	344	413	448	158.80%
McLEAN CO.	385	564	663	665	852	893	1,001	159.95%
MEADE CO.	482	569	605	600	665	676	928	92.49%
MENIFEE CO.	183	275	425	490	501	505	570	211.49%
MERCER CO.	550	689	963	800	997	1,055	1,169	112.58%
METCALFE CO.	267	464	675	728	821	830	1,034	287.24%
MIDDLESBORO	578	797	952	942	971	1,027	1,162	101.06%
MONROE CO.	524	506	600	661	746	805	810	54.66%
MONTGOMERY CO.	506	606	655	692	769	820	966	90.95%
MONTICELLO	210	329	374	384	418	519	563	168.25%
MORGAN CO.	201	393	469	470	442	590	644	220.42%
MUHLENBURG CO.	956	1,069	1,163	1,144	1,278	1,349	1,475	54.30%
MURRAY	1,161	1,166	1,337	1,328	1,374	1,466	1,751	50.82%
NELSON CO.	481	686	897	895	934	1,073	1,112	131.13%
NEWPORT	863	916	940	974	1,176	1,246	1,848	114.11%
NICHOLAS CO.	360	623	686	671	707	750	853	136.96%
OHIO CO.	396	591	668	642	763	848	1,034	161.21%
OLDHAM CO.	970	1,070	1,151	1,178	1,282	1,624	1,849	90.66%
OWEN CO.	514	518	700	731	765	826	874	69.98%
OWENSBORO	1,500	1,578	1,647	1,641	1,663	1,856	2,025	35.00%
OWSLEY CO.	246	310	419	422	444	482	515	109.43%
PADUCAH	1,306	1,406	1,509	1,584	1,765	1,712	2,267	73.58%
PAINTSVILLE	1,070	900	1,257	1,116	1,137	1,575	1,625	51.88%
PARIS	715	901	956	1,060	1,117	1,213	1,388	94.06%
PENDLETON CO.	374	451	462	629	697	681	941	151.62%
PERRY CO.	255	453	598	606	635	996	862	238.21%
PIKE CO.	360	537	755	692	874	958	956	165.60%
PIKEVILLE	1,373	1,449	1,575	1,487	1,714	1,660	2,490	81.38%
PINEVILLE	549	569	580	566	539	508	591	7.73%
POWELL CO.	267	341	515	448	225	502	551	106.45%
PROVIDENCE	416	460	520	518	535	542	866	108.18%
PULASKI CO.	356	666	739	781	795	840	1,071	200.79%
RACELAND	918	925	1,035	890	902	1,045	1,302	41.88%
ROBERTSON CO.	405	684	750	923	1,070	829	913	125.37%
ROCKCASTLE CO.	257	416	521	560	544	595	668	159.85%

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ROWAN CO.	466	651	826	812	861	931	1,116	139.50%
RUSSELL CO.	281	612	707	838	822	823	1,074	282.26%
RUSSELL	843	1,020	1,115	1,138	1,145	1,353	1,436	70.30%
RUSSELLVILLE	831	873	964	1,061	1,172	1,233	1,459	75.60%
SCIENCE HILL	375	565	474	546	486	499	572	52.46%
SCOTT CO.	725	1,475	1,311	1,407	1,750	3,675	2,224	206.71%
SHELBY CO.	559	1,262	1,423	1,420	1,563	1,621	1,838	228.82%
SILVER GROVE	774	767	1,820	980	1,010	946	1,786	130.75%
SIMPSON CO.	599	782	968	997	1,069	1,166	1,280	113.70%
SOMERSET	970	1,061	1,168	1,175	1,236	1,292	1,434	47.82%
SOUTHGATE	1,040	1,390	1,582	1,570	1,651	1,694	1,782	71.30%
SPENCER CO.	426	641	759	761	785	815	936	119.67%
TAYLOR CO.	321	632	797	811	860	920	1,155	259.75%
TODD CO.	326	395	421	427	529	590	812	149.06%
TRIGG CO.	447	578	668	699	735	770	1,508	237.41%
TRIMBLE CO.	868	941	1,174	1,145	1,254	1,256	1,257	44.82%
UNION CO.	515	649	870	1,014	1,106	1,212	1,190	131.16%
WALTON-VERONA	1,166	1,122	1,228	1,313	1,494	1,639	1,829	56.89%
WARREN CO.	735	893	1,024	1,041	1,171	1,266	1,675	127.92%
WASHINGTON CO.	431	689	758	851	816	847	1,011	134.46%
WAYNE CO.	234	318	421	524	635	768	945	304.00%
WEBSTER CO.	502	808	1,033	1,009	1,182	1,334	1,188	136.60%
WEST POINT	487	533	776	664	689	741	807	65.64%
WHITLEY CO.	227	419	596	547	605	641	230	1.43%
WILLIAMSBURG	391	582	725	672	688	757	941	140.55%
WILLIAMSTOWN	955	1,081	1,127	1,192	1,197	1,246	1,510	58.07%
WOLFE CO.	179	280	347	337	400	425	455	153.99%
WOODFORD CO.	837	1,417	1,585	1,594	1,609	1,659	1,986	137.27%

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ADAIR CO.	$2,327	$2,952	$3,157	$3,281	$3,398	$3,689	$3,794	63.03%
ALLEN CO.	2,385	2,872	3,113	3,118	3,117	3,492	3,591	50.55%
ANCHORAGE	1,822	1,827	2,018	2,033	2,052	2,350	2,051	12.57%
ANDERSON CO.	2,169	2,471	2,586	2,790	2,928	3,229	3,038	40.05%
ASHLAND	2,116	2,566	2,714	2,806	2,898	2,925	3,169	49.77%
AUGUSTA	2,487	3,090	3,585	3,558	3,721	3,764	4,161	67.31%
BALLARD CO.	2,528	2,945	3,079	3,258	3,382	3,738	3,757	48.63%
BARBOURVILLE	1,996	2,282	2,647	3,120	3,218	3,561	3,409	70.81%
BARDSTOWN	2,193	2,467	2,454	2,556	2,609	2,732	2,796	27.49%
BARREN CO.	2,218	2,721	2,859	2,954	2,895	3,151	3,285	48.11%
BATH CO.	2,400	2,989	3,277	3,526	3,658	3,776	3,923	63.45%
BEECHWOOD	1,851	1,930	1,996	2,022	2,126	2,136	2,176	17.56%
BELL CO.	2,346	3,092	3,575	3,784	3,836	4,195	4,221	79.93%
BELLEVUE	2,102	2,347	2,508	2,738	3,016	3,152	3,178	51.20%
BEREA	2,440	3,276	3,234	3,410	3,336	3,374	3,628	48.69%
BOONE CO.	1,980	2,118	2,156	2,163	2,193	2,325	2,404	21.41%
BOURBON CO.	2,234	2,656	2,885	3,008	3,168	3,438	3,483	55.89%
BOWLING GREEN	2,198	2,552	2,693	2,759	2,799	2,898	3,046	38.58%
BOYD CO.	2,246	2,603	2,798	2,863	2,901	2,967	3,164	40.87%
BOYLE CO.	2,234	2,681	2,908	2,874	2,982	3,159	3,188	42.70%
BRACKEN CO.	2,406	2,732	2,920	2,898	3,142	3,378	3,396	41.16%
BREATHITT CO.	2,305	3,089	3,412	3,648	3,800	4,046	4,351	88.76%
BRECKINRIDGE CO.	2,277	2,762	2,938	3,039	3,168	3,503	3,476	52.66%
BULLITT CO.	2,223	2,696	2,794	2,844	2,976	3,226	3,311	48.94%
BURGIN	2,248	2,533	2,714	2,653	2,808	2,926	2,861	27.26%
BUTLER CO.	2,342	2,963	3,044	3,026	3,209	3,761	3,668	56.61%
CALDWELL CO.	2,340	2,857	3,191	3,218	3,389	3,553	3,596	53.69%
CALLOWAY CO.	2,331	2,762	2,939	3,012	3,036	3,426	3,447	47.89%
CAMPBELL CO.	2,151	2,341	2,448	2,428	2,448	2,500	2,679	24.55%
CAMPBELLSVILLE	2,182	2,749	2,938	2,985	3,136	3,407	3,565	63.40%
CARLISLE CO.	2,530	2,902	3,138	3,171	3,127	3,285	3,327	31.48%
CARROLL CO.	2,187	2,608	2,768	2,712	2,875	3,035	3,186	45.68%
CARTER CO.	2,426	3,224	3,533	3,522	3,593	3,844	3,962	63.30%
CASEY CO.	2,202	2,857	3,286	3,395	3,512	3,731	3,916	77.83%
CAVERNA IND.	2,265	2,881	3,165	3,334	3,425	3,661	3,499	54.47%
CHRISTIAN CO.	2,249	2,767	2,945	3,029	3,203	3,435	3,535	57.17%
CLARK CO.	2,071	2,481	2,626	2,724	2,774	2,962	3,050	47.26%

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CLAY CO.	2,359	3,121	3,530	3,638	3,762	4,184	4,235	79.50%
CLINTON CO.	2,459	3,240	3,429	3,553	3,614	3,682	3,808	54.87%
CLOVERPORT	2,713	3,260	3,450	3,519	3,900	4,248	4,185	54.26%
CORBIN	2,143	2,619	2,777	2,959	3,069	3,212	3,424	59.80%
COVINGTON	2,307	3,027	3,300	3,329	3,523	3,690	3,687	59.83%
CRITTENDEN CO.	2,303	2,817	2,920	3,083	3,202	3,437	3,509	52.37%
CUMBERLAND CO.	2,421	3,039	3,203	3,235	3,414	3,828	3,811	57.42%
DANVILLE	2,117	2,671	2,901	3,083	2,861	2,943	2,986	41.06%
DAVIESS CO.	2,193	2,461	2,627	2,722	2,846	2,943	3,161	44.15%
DAWSON SPRINGS	2,423	3,024	3,262	3,337	3,443	3,718	3,752	54.86%
DAYTON	2,373	3,209	3,456	3,704	3,855	4,036	4,238	78.59%
EAST BERNSTADT	2,332	2,755	3,384	3,504	3,805	4,107	4,075	74.74%
EDMONSON CO.	2,355	3,108	3,354	3,509	3,494	3,749	3,751	59.28%
ELIZABETHTOWN	2,210	2,555	2,763	2,823	2,887	2,974	3,069	38.86%
ELLIOTT CO.	2,397	3,216	3,622	3,791	3,950	4,450	4,440	85.25%
EMINENCE	2,337	2,835	2,861	3,002	3,105	3,482	3,475	48.68%
ERLANGER	2,147	2,437	2,557	2,609	2,646	2,801	2,850	32.74%
ESTILL CO.	2,330	3,102	3,419	3,578	3,734	4,040	4,160	78.53%
FAIRVIEW	2,164	2,738	2,938	3,006	3,179	3,302	3,552	64.13%
FAYETTE CO.	1,987	2,179	2,295	2,258	2,330	2,456	2,474	24.50%
FLEMING CO.	2,487	2,927	3,129	3,382	3,378	3,669	3,756	51.02%
FLOYD CO.	2,149	2,811	3,076	3,142	3,428	3,485	3,643	69.54%
FT. THOMAS	1,946	2,063	2,192	2,232	2,222	2,307	2,248	15.53%
FRANKFORT	2,446	3,007	3,203	3,392	3,368	3,530	3,489	42.65%
FRANKLIN CO.	2,170	2,444	2,595	2,635	2,656	2,694	2,709	24.83%
FULTON CO.	2,420	3,257	3,524	3,456	3,618	3,823	3,899	61.13%
FULTON	2,240	2,690	3,009	3,354	3,070	3,326	3,676	64.11%
GALLATIN CO.	2,182	2,701	2,823	3,002	3,038	3,302	3,456	58.38%
GARRARD CO.	2,298	2,732	2,847	3,024	3,189	3,442	3,522	53.25%
GLASGOW IND.	2,235	2,538	2,605	2,769	2,776	2,980	3,019	35.07%
GRANT CO.	2,232	2,863	2,972	3,066	3,236	3,400	3,473	55.58%
GRAVES CO.	2,259	2,641	2,783	2,786	2,844	3,147	3,218	42.47%
GRAYSON CO.	2,304	2,824	2,997	3,037	3,046	3,385	3,548	53.98%
GREEN CO.	2,223	2,835	2,998	3,051	3,054	3,307	3,446	55.00%
GREENUP CO.	2,193	2,838	3,158	3,184	3,269	3,529	3,553	62.03%
HANCOCK CO.	2,217	2,592	2,801	2,772	2,801	2,972	2,971	34.01%
HARDIN CO.	2,151	2,679	2,776	2,942	3,087	3,345	3,453	60.53%

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HARLAN CO.	2,177	2,914	3,179	3,471	3,656	3,829	3,858	77.20%
HARLAN	2,218	3,103	3,350	3,392	3,400	3,679	3,717	67.58%
HARRISON CO.	2,214	2,820	2,974	3,056	3,156	3,540	3,462	56.36%
HARRODSBURG	2,274	2,810	3,059	3,149	3,516	3,609	3,677	61.69%
HART CO.	2,399	3,171	3,228	3,383	3,510	3,704	3,831	59.68%
HAZARD	2,032	2,635	2,778	2,969	3,207	3,140	3,263	60.57%
HENDERSON CO.	2,081	2,502	2,616	2,727	2,866	3,045	3,138	50.79%
HENRY CO.	2,223	2,748	2,922	3,048	3,124	3,186	3,230	45.30%
HICKMAN CO.	2,344	2,775	2,971	3,098	3,229	3,342	3,503	49.46%
HOPKINS CO.	2,131	2,553	2,679	2,838	3,045	3,243	3,325	56.01%
JACKSON CO.	2,338	3,154	3,512	3,695	3,852	4,111	4,280	83.07%
JACKSON	2,171	3,129	3,230	3,455	3,491	4,055	4,077	87.81%
JEFFERSON CO.	2,186	2,440	2,564	2,587	2,615	2,682	2,703	23.64%
JENKINS	2,226	2,934	3,380	3,600	3,783	3,876	3,889	74.71%
JESSAMINE CO.	2,084	2,468	2,592	2,676	2,820	2,937	3,089	48.22%
JOHNSON CO.	2,212	2,917	3,328	3,544	3,758	4,071	3,846	73.85%
KENTON CO.	2,103	2,296	2,421	2,441	2,456	2,502	2,609	24.07%
KNOTT CO.	2,214	2,911	3,278	3,357	3,501	3,784	3,877	75.13%
KNOX CO.	2,247	2,963	3,376	3,564	3,775	3,998	4,209	87.33%
LARUE CO.	2,243	2,751	2,854	3,066	3,231	3,480	3,594	60.23%
LAUREL CO.	2,102	2,837	2,889	3,110	3,302	3,454	3,606	71.55%
LAWRENCE CO.	2,432	3,037	3,258	3,290	3,411	3,781	3,871	59.17%
LEE CO.	2,201	2,854	3,191	3,349	3,472	4,045	4,013	82.30%
LESLIE CO.	2,186	2,935	3,481	3,469	3,437	3,992	4,105	87.80%
LETCHER CO.	2,116	2,758	3,105	3,374	3,626	3,689	3,921	85.31%
LEWIS CO.	2,312	3,047	3,263	3,283	3,457	3,607	3,731	61.39%
LINCOLN CO.	2,290	3,012	3,213	3,345	3,518	3,772	3,918	71.10%
LIVINGSTON CO.	2,296	2,681	2,898	2,912	2,929	3,026	3,099	34.99%
LOGAN CO.	2,184	2,659	2,776	2,908	3,061	3,279	3,409	56.11%
LUDLOW	2,015	2,547	2,864	3,048	3,201	3,473	3,401	68.78%
LYON CO.	2,253	2,487	2,555	2,558	2,623	2,670	2,659	18.03%
MADISON CO.	2,170	2,770	2,964	3,115	3,138	3,254	3,361	54.90%
MAGOFFIN CO.	2,495	3,195	3,719	4,020	4,160	4,329	4,343	74.07%
MARION CO.	2,303	2,888	3,060	3,154	3,373	3,693	3,595	56.11%
MARSHALL CO.	2,240	2,492	2,669	2,688	2,734	2,854	2,888	28.95%
MARTIN CO.	2,098	2,762	2,832	2,905	2,997	3,290	3,403	62.21%
MASON CO.	2,174	2,486	2,741	2,775	2,865	3,405	3,097	42.44%

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MAYFIELD	2,213	2,738	2,933	3,037	3,142	3,477	3,545	60.21%
McCRACKEN CO.	2,110	2,344	2,480	2,588	2,623	2,728	2,901	37.48%
McCREARY CO.	2,454	3,331	3,672	3,925	4,196	4,499	4,609	87.81%
McLEAN CO.	2,204	2,560	2,712	2,734	2,791	3,116	3,305	49.94%
MEADE CO.	2,136	2,649	2,898	3,070	3,250	3,428	3,548	66.10%
MENIFEE CO.	2,256	2,892	3,141	3,192	3,308	3,590	3,682	63.21%
MERCER CO.	2,136	2,559	2,751	2,796	2,895	3,120	3,202	49.91%
METCALFE CO.	2,472	3,061	3,290	3,388	3,412	3,599	3,747	51.59%
MIDDLESBORO	2,179	2,910	3,167	3,338	3,562	3,500	3,571	63.86%
MONROE CO.	2,375	3,108	3,408	3,515	3,594	3,839	3,855	62.33%
MONTGOMERY CO.	2,456	3,036	3,407	3,487	3,513	3,672	3,835	56.16%
MONTICELLO	2,313	2,944	3,406	3,609	3,681	3,993	4,112	77.79%
MORGAN CO.	2,514	3,370	3,558	3,699	3,792	4,228	4,064	61.65%
MUHLENBURG CO.	2,095	2,546	2,824	2,825	2,937	3,130	3,372	60.97%
MURRAY	2,158	2,431	2,551	2,592	2,668	2,595	2,768	28.28%
NELSON CO.	2,214	2,549	2,791	2,816	2,915	3,075	3,189	44.04%
NEWPORT	2,534	3,191	3,376	3,452	3,456	3,741	4,173	64.67%
NICHOLAS CO.	2,265	2,849	3,017	3,225	3,360	3,567	3,644	60.90%
OHIO CO.	2,195	2,770	2,892	2,983	3,128	3,449	3,499	59.40%
OLDHAM CO.	2,101	2,383	2,467	2,521	2,599	2,691	2,778	32.22%
OWEN CO.	2,245	2,893	3,194	3,341	3,486	3,663	3,591	59.96%
OWENSBORO	2,347	2,687	2,836	2,917	3,021	3,052	3,137	33.64%
OWSLEY CO.	2,449	3,258	3,836	4,079	4,113	4,519	4,572	86.68%
PADUCAH	2,357	2,703	2,897	2,975	3,076	3,149	3,035	28.77%
PAINTSVILLE	2,042	2,438	2,568	2,666	2,684	2,781	2,586	26.66%
PARIS	2,235	2,741	3,010	3,007	3,024	3,137	3,423	53.15%
PENDLETON CO.	2,176	2,820	2,978	3,094	3,262	3,514	3,366	54.67%
PERRY CO.	2,151	2,906	3,236	3,504	3,623	3,781	3,951	83.68%
PIKE CO.	2,130	2,851	3,015	3,208	3,292	3,526	3,608	69.39%
PIKEVILLE	2,009	2,332	2,452	2,642	2,714	2,730	2,720	35.40%
PINEVILLE	2,243	2,867	3,061	3,212	3,466	3,880	3,960	76.56%
POWELL CO.	2,383	3,020	3,257	3,378	3,686	3,923	3,858	61.88%
PROVIDENCE	2,234	2,731	3,141	3,402	3,627	3,781	3,910	75.02%
PULASKI CO.	2,173	2,803	2,939	3,060	3,225	3,339	3,393	56.15%
RACELAND	2,101	2,436	2,573	2,687	3,017	3,002	3,047	45.04%
ROBERTSON CO.	2,607	3,149	3,275	3,273	3,301	3,674	3,729	43.05%
ROCKCASTLE CO.	2,220	2,876	3,427	3,558	3,639	3,925	4,014	80.81%

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ROWAN CO.	2,279	2,951	3,119	3,297	3,479	3,666	3,754	64.74%
RUSSELL CO.	2,252	2,956	3,142	3,178	3,361	3,564	3,534	56.92%
RUSSELL	1,979	2,251	2,348	2,436	2,620	2,503	2,714	37.15%
RUSSELLVILLE	2,331	2,829	3,010	3,227	3,330	3,471	3,569	53.12%
SCIENCE HILL	2,009	2,429	2,883	3,108	3,235	3,630	3,675	82.91%
SCOTT CO.	2,147	2,513	2,710	2,759	2,809	2,892	3,136	46.05%
SHELBY CO.	2,182	2,608	2,732	2,946	3,166	2,868	2,852	30.72%
SILVER GROVE	2,555	3,107	3,406	3,358	3,458	3,762	3,820	49.50%
SIMPSON CO.	2,266	2,609	2,737	2,917	3,019	3,199	3,234	42.72%
SOMERSET	2,499	2,857	3,145	3,195	3,208	3,325	3,348	33.97%
SOUTHGATE	2,276	2,521	2,868	2,863	2,922	3,311	2,965	30.28%
SPENCER CO.	2,444	3,108	3,373	3,274	3,429	3,735	3,892	59.26%
TAYLOR CO.	2,284	2,720	2,932	2,961	3,092	3,349	3,424	49.90%
TODD CO.	2,326	2,859	3,144	3,159	3,239	3,731	3,628	55.97%
TRIGG CO.	2,394	2,743	2,915	2,890	3,047	3,218	3,204	33.83%
TRIMBLE CO.	2,289	2,559	2,605	2,726	2,758	3,073	3,107	35.74%
UNION CO.	2,335	2,682	2,923	2,912	3,244	3,440	3,453	47.88%
WALTON-VERONA	2,349	2,724	2,967	3,027	3,132	3,283	3,302	40.59%
WARREN CO.	2,148	2,536	2,631	2,783	2,822	2,936	3,107	44.67%
WASHINGTON CO.	2,302	2,840	2,960	2,980	3,113	3,293	3,312	43.86%
WAYNE CO.	2,222	2,954	3,410	3,468	3,479	3,868	3,992	79.67%
WEBSTER CO.	2,279	2,687	2,985	2,949	2,995	3,214	3,304	45.00%
WEST POINT	2,379	3,112	3,523	3,937	4,063	4,299	4,745	99.45%
WHITLEY CO.	2,469	2,915	3,521	3,772	3,857	4,214	4,062	64.50%
WILLIAMSBURG	2,235	2,942	3,117	3,288	3,488	3,596	3,664	63.95%
WILLIAMSTOWN	2,276	2,757	2,986	3,175	3,253	3,321	3,338	46.68%
WOLFE CO.	2,569	3,432	3,757	4,001	4,087	4,363	4,649	80.95%
WOODFORD CO.	2,099	2,295	2,371	2,379	2,414	2,554	2,652	26.37%

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ADAIR CO.	$527	$533	$615	$765	$617	$709	$553	4.91%
ALLEN CO.	280	304	445	491	431	395	411	46.82%
ANCHORAGE	40	76	80	93	77	257	164	310.75%
ANDERSON CO.	293	301	338	331	379	471	398	35.80%
ASHLAND	595	629	684	752	716	714	524	-12.00%
AUGUSTA	678	538	574	474	488	608	641	-5.44%
BALLARD CO.	311	407	421	346	596	477	497	59.94%
BARBOURVILLE	347	331	357	401	383	492	416	19.91%
BARDSTOWN	384	432	526	439	537	455	515	34.11%
BARREN CO.	266	364	390	458	401	398	433	62.63%
BATH CO.	499	538	624	670	756	837	762	52.61%
BEECHWOOD	92	97	52	144	91	61	88	-4.13%
BELL CO.	600	715	846	862	859	908	1,002	66.93%
BELLEVUE	222	285	315	335	284	373	342	54.10%
BEREA	593	594	444	487	532	502	653	10.08%
BOONE CO.	135	132	133	193	157	164	186	37.93%
BOURBON CO.	399	361	610	587	648	722	656	64.44%
BOWLING GREEN	433	488	652	918	886	564	480	10.95%
BOYD CO.	282	359	447	449	401	606	726	157.27%
BOYLE CO.	291	305	368	333	493	452	344	18.28%
BRACKEN CO.	429	442	497	543	637	537	515	19.98%
BREATHITT CO.	694	696	815	1,073	861	974	1,026	47.87%
BRECKINRIDGE CO.	432	512	511	623	692	883	834	92.94%
BULLITT CO.	231	267	296	282	293	311	354	53.16%
BURGIN	254	316	377	464	283	360	145	-42.95%
BUTLER CO.	329	350	355	516	490	549	472	43.47%
CALDWELL CO.	231	233	255	311	395	435	376	62.55%
CALLOWAY CO.	533	548	622	567	607	622	597	12.08%
CAMPBELL CO.	156	165	182	89	286	194	199	27.24%
CAMPBELLSVILLE	355	369	453	464	425	633	591	66.42%
CARLISLE CO.	367	409	423	458	447	536	377	2.62%
CARROLL CO.	397	389	575	657	542	756	909	129.04%
CARTER CO.	405	447	501	628	595	484	756	86.57%
CASEY CO.	631	720	825	920	913	811	624	-1.14%
CAVERNA IND.	383	395	473	497	389	561	359	-6.16%
CHRISTIAN CO.	467	523	647	619	644	698	646	38.42%
CLARK CO.	283	317	369	359	406	489	431	52.40%

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CLAY CO.	694	782	953	987	978	958	712	2.59%
CLINTON CO.	781	886	1,040	1,014	1,034	1,207	849	8.76%
CLOVERPORT	832	1,072	1,290	1,329	1,110	1,316	1,477	77.55%
CORBIN	193	204	242	265	423	445	446	130.98%
COVINGTON	470	507	603	644	701	749	841	79.02%
CRITTENDEN CO.	317	355	406	406	439	461	390	22.90%
CUMBERLAND CO.	555	582	631	690	733	650	575	3.55%
DANVILLE	311	381	448	500	649	639	631	102.80%
DAVIESS CO.	184	200	184	285	290	399	330	79.40%
DAWSON SPRINGS	235	335	396	400	424	464	391	66.47%
DAYTON	470	508	505	531	468	688	567	20.53%
EAST BERNSTADT	276	284	285	336	467	562	507	83.51%
EDMONSON CO.	343	377	461	463	483	595	743	116.50%
ELIZABETHTOWN	260	301	351	364	368	424	341	31.23%
ELLIOTT CO.	575	780	789	744	651	798	713	23.97%
EMINENCE	257	321	376	413	441	673	673	161.67%
ERLANGER	235	225	255	269	252	223	186	-21.06%
ESTILL CO.	455	512	549	579	728	662	581	27.78%
FAIRVIEW	194	278	300	407	283	267	291	49.90%
FAYETTE CO.	259	279	329	310	345	372	373	43.90%
FLEMING CO.	426	522	501	605	638	708	706	65.61%
FLOYD CO.	383	482	565	487	547	648	854	122.92%
FT. THOMAS	95	118	118	118	142	152	132	38.63%
FRANKFORT	389	443	576	553	522	539	542	39.20%
FRANKLIN CO.	201	193	232	242	231	249	354	76.22%
FULTON CO.	621	705	875	844	785	850	781	25.73%
FULTON	380	441	519	602	764	1,039	838	120.55%
GALLATIN CO.	244	232	419	360	424	380	350	43.24%
GARRARD CO.	346	358	478	460	384	581	501	44.80%
GLASGOW IND.	250	245	321	369	363	345	441	76.48%
GRANT CO.	303	283	325	341	367	439	444	46.44%
GRAVES CO.	208	278	271	289	394	420	404	94.04%
GRAYSON CO.	422	395	596	558	503	518	522	23.79%
GREEN CO.	422	383	363	524	529	387	441	4.57%
GREENUP CO.	375	460	461	517	531	571	527	40.43%
HANCOCK CO.	262	279	407	367	399	335	562	114.35%
HARDIN CO.	338	377	444	435	466	428	412	21.98%

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HARLAN CO.	562	605	771	684	788	791	875	55.73%
HARLAN	499	459	529	621	710	487	595	19.28%
HARRISON CO.	309	342	401	439	434	421	490	58.71%
HARRODSBURG	278	405	475	727	543	548	603	117.05%
HART CO.	408	493	586	627	649	466	671	64.44%
HAZARD	292	354	356	440	403	514	545	86.71%
HENDERSON CO.	233	277	283	312	348	340	345	47.98%
HENRY CO.	375	364	384	520	602	658	487	29.84%
HICKMAN CO.	391	453	486	493	497	484	719	83.86%
HOPKINS CO.	328	397	416	427	483	520	489	48.96%
JACKSON CO.	746	659	832	792	723	873	942	26.22%
JACKSON	555	779	744	894	747	700	704	26.76%
JEFFERSON CO.	299	592	601	602	748	480	686	129.36%
JENKINS	333	354	292	304	456	630	598	79.61%
JESSAMINE CO.	280	265	270	276	240	302	249	-11.18%
JOHNSON CO.	539	516	555	671	670	654	656	21.73%
KENTON CO.	76	148	211	180	225	241	223	193.95%
KNOTT CO.	581	611	664	699	720	794	903	55.37%
KNOX CO.	702	741	871	943	906	971	882	25.63%
LARUE CO.	305	308	409	527	520	394	542	77.61%
LAUREL CO.	490	502	552	541	596	577	625	27.51%
LAWRENCE CO.	447	479	620	644	714	635	829	85.46%
LEE CO.	594	645	747	832	783	872	711	19.68%
LESLIE CO.	499	619	805	781	826	696	851	70.48%
LETCHER CO.	582	613	747	545	967	726	410	-29.48%
LEWIS CO.	490	600	748	785	702	581	872	78.02%
LINCOLN CO.	462	493	613	721	683	807	870	88.31%
LIVINGSTON CO.	494	545	671	651	672	644	663	34.25%
LOGAN CO.	338	360	605	474	521	495	502	48.64%
LUDLOW	257	269	298	311	347	275	359	39.53%
LYON CO.	587	578	656	700	741	607	382	-34.91%
MADISON CO.	296	349	434	427	410	532	388	31.08%
MAGOFFIN CO.	696	372	500	856	762	866	839	20.60%
MARION CO.	458	480	566	639	691	644	640	39.69%
MARSHALL CO.	322	332	357	371	444	419	440	36.68%
MARTIN CO.	415	500	607	643	641	727	834	100.94%
MASON CO.	365	414	505	537	548	604	539	47.75%

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FEDERAL REVENUES BY DISTRICT

District	1989-90 Federal Revenue Per Pupil	1990-91 Federal Revenue Per Pupil	1991-92 Federal Revenue Per Pupil	1992-93 Federal Revenue Per Pupil	1993-94 Federal Revenue Per Pupil	1994-95 Federal Revenue Per Pupil	1995-96 Federal Revenue Per Pupil	Percent Change 89-90 95-96
MAYFIELD	357	384	450	461	564	642	514	44.03%
McCRACKEN CO.	388	403	504	469	450	522	484	24.85%
McCREARY CO.	634	787	835	943	934	1,005	942	48.56%
McLEAN CO.	303	303	399	445	497	502	478	57.72%
MEADE CO.	295	274	289	328	319	352	322	9.08%
MENIFEE CO.	456	502	533	678	593	661	582	27.59%
MERCER CO.	235	237	253	309	329	317	288	22.47%
METCALFE CO.	547	582	675	752	630	719	645	17.84%
MIDDLESBORO	464	488	728	671	754	789	787	69.57%
MONROE CO.	610	618	745	777	690	717	916	50.21%
MONTGOMERY CO.	333	366	480	486	595	675	588	76.70%
MONTICELLO	537	545	668	700	690	609	587	9.27%
MORGAN CO.	496	581	672	592	683	693	792	59.64%
MUHLENBURG CO.	263	300	359	391	416	478	429	63.04%
MURRAY	625	827	1,101	904	1,755	359	368	-41.15%
NELSON CO.	274	350	357	435	333	405	322	17.34%
NEWPORT	586	554	726	717	850	750	905	54.37%
NICHOLAS CO.	438	386	489	453	446	518	600	37.05%
OHIO CO.	294	267	414	447	487	484	591	100.88%
OLDHAM CO.	178	215	214	193	194	234	260	45.79%
OWEN CO.	286	344	361	436	388	399	419	46.54%
OWENSBORO	677	731	805	824	928	930	1,022	50.92%
OWSLEY CO.	1,520	1,898	1,894	2,036	1,893	2,119	1,749	15.09%
PADUCAH	602	646	828	607	724	885	745	23.82%
PAINTSVILLE	281	342	383	377	360	337	336	19.68%
PARIS	336	343	603	525	536	469	660	96.52%
PENDLETON CO.	318	360	386	479	449	435	358	12.67%
PERRY CO.	396	411	548	609	564	694	692	74.82%
PIKE CO.	350	468	447	464	466	532	492	40.60%
PIKEVILLE	270	327	366	366	380	459	405	50.07%
PINEVILLE	583	614	752	773	836	773	724	24.20%
POWELL CO.	449	467	625	639	610	590	678	51.07%
PROVIDENCE	281	270	314	369	624	553	691	145.98%
PULASKI CO.	398	409	505	497	477	545	618	55.23%
RACELAND	181	151	170	171	245	242	329	81.93%
ROBERTSON CO.	502	571	617	643	617	536	535	6.61%
ROCKCASTLE CO.	520	614	704	750	679	686	615	18.17%

TABLE 34 FEDERAL REVENUES BY DISTRICT

District	1989-90 Federal Revenue Per Pupil	1990-91 Federal Revenue Per Pupil	1991-92 Federal Revenue Per Pupil	1992-93 Federal Revenue Per Pupil	1993-94 Federal Revenue Per Pupil	1994-95 Federal Revenue Per Pupil	1995-96 Federal Revenue Per Pupil	Percent Change 89-90 95-96
ROWAN CO.	462	539	593	574	656	602	703	52.23%
RUSSELL CO.	530	659	803	753	757	719	555	4.79%
RUSSELL	170	172	201	206	202	250	268	57.82%
RUSSELLVILLE	514	397	479	482	470	592	670	30.41%
SCIENCE HILL	270	276	302	314	321	314	379	40.26%
SCOTT CO.	276	235	277	288	378	417	452	63.66%
SHELBY CO.	279	312	329	345	330	581	425	52.37%
SILVER GROVE	202	241	312	313	357	337	361	78.61%
SIMPSON CO.	388	412	427	419	502	623	544	40.21%
SOMERSET	323	344	375	447	448	377	323	0.00%
SOUTHGATE	185	263	275	296	344	381	370	99.73%
SPENCER CO.	302	339	436	540	520	548	572	89.47%
TAYLOR CO.	240	262	336	381	449	391	281	17.08%
TODD CO.	423	459	520	540	499	568	588	39.08%
TRIGG CO.	612	659	689	769	655	643	532	-13.15%
TRIMBLE CO.	312	393	474	524	570	635	647	107.24%
UNION CO.	294	356	417	518	332	483	545	85.37%
WALTON-VERONA	204	233	197	182	265	266	349	71.18%
WARREN CO.	162	232	191	278	294	342	314	93.52%
WASHINGTON CO.	605	627	636	700	654	568	518	-14.40%
WAYNE CO.	507	592	689	770	724	789	780	53.75%
WEBSTER CO.	289	304	377	404	366	364	361	24.84%
WEST POINT	452	567	610	409	478	499	847	87.39%
WHITLEY CO.	660	632	808	908	943	758	824	24.79%
WILLIAMSBURG	397	503	575	641	634	619	704	77.28%
WILLIAMSTOWN	403	609	716	849	840	1,133	1,121	178.24%
WOLFE CO.	602	695	696	713	842	813	677	12.38%
WOODFORD CO.	253	214	303	304	285	346	258	1.82%

TABLE 35 LOCAL AND STATE REVENUES BY DISTRICT

District	1989-90 Loc & St Revenue Per Pupil	1990-91 Loc & St Revenue Per Pupil	1991-92 Loc & St Revenue Per Pupil	1992-93 Loc & St Revenue Per Pupil	1993-94 Loc & St Revenue Per Pupil	1994-95 Loc & St Revenue Per Pupil	1995-96 Loc & St Revenue Per Pupil	Percent Change 89-90 95-96
ADAIR CO.	$2,640	$3,519	$3,855	$3,996	$4,133	$4,463	4,742	79.61%
ALLEN CO.	2,872	3,399	3,642	3,631	3,851	4,219	4,460	55.28%
ANCHORAGE	5,689	5,712	6,490	7,254	7,725	8,491	8,678	52.54%
ANDERSON CO.	2,649	3,462	3,703	3,796	4,062	4,674	4,499	69.83%
ASHLAND	3,017	3,682	3,897	4,078	4,245	4,762	4,502	49.23%
AUGUSTA	2,988	3,636	4,234	4,167	4,866	4,728	5,168	72.95%
BALLARD CO.	3,174	3,723	3,877	4,094	4,301	4,743	4,898	54.33%
BARBOURVILLE	2,690	3,119	3,278	3,705	3,839	4,305	4,134	53.67%
BARDSTOWN	3,184	3,820	3,941	4,038	4,328	4,541	5,091	59.88%
BARREN CO.	2,615	3,320	3,654	3,771	3,936	4,309	4,712	80.19%
BATH CO.	2,681	3,327	3,784	4,035	4,361	4,487	4,708	75.61%
BEECHWOOD	3,609	3,656	3,721	3,815	4,012	4,272	4,470	23.85%
BELL CO.	2,561	3,487	4,037	4,318	4,428	4,970	4,806	87.67%
BELLEVUE	3,077	3,391	3,593	3,867	4,169	4,359	4,538	47.47%
BEREA	3,197	4,301	4,243	4,508	4,460	4,506	4,864	52.15%
BOONE CO.	3,134	3,626	3,839	3,916	4,004	4,459	4,962	58.31%
BOURBON CO.	2,718	3,558	3,904	3,996	4,168	4,705	4,727	73.90%
BOWLING GREEN	3,504	4,046	4,229	4,357	4,488	4,623	5,050	44.11%
BOYD CO.	2,857	3,458	3,905	4,015	4,161	4,375	4,689	64.13%
BOYLE CO.	2,930	3,539	3,924	3,910	4,081	4,350	4,546	55.15%
BRACKEN CO.	2,844	3,235	3,462	3,366	3,616	3,882	4,250	49.44%
BREATHITT CO.	2,613	3,454	3,933	4,151	4,414	4,781	4,990	90.98%
BRECKINRIDGE CO.	2,779	3,406	3,641	3,801	3,967	4,377	4,440	59.78%
BULLITT CO.	2,593	3,164	3,328	3,453	3,833	4,206	4,413	70.19%
BURGIN	3,046	3,510	3,856	3,850	4,045	4,249	4,225	38.70%
BUTLER CO.	2,691	3,387	3,481	3,506	3,813	4,430	4,382	62.84%
CALDWELL CO.	2,786	3,518	4,005	4,014	4,265	4,450	4,568	63.98%
CALLOWAY CO.	2,802	3,541	3,772	3,928	4,022	4,501	4,662	66.39%
CAMPBELL CO.	3,180	3,814	3,965	3,973	4,121	4,440	4,850	52.50%
CAMPBELLSVILLE	2,692	3,451	3,712	3,748	4,008	4,313	4,547	68.90%
CARLISLE CO.	2,882	3,443	3,734	3,794	3,780	4,114	4,089	41.89%
CARROLL CO.	3,123	3,754	4,001	4,075	4,256	4,555	4,934	57.99%
CARTER CO.	2,681	3,615	4,061	4,035	4,163	4,489	4,662	73.91%
CASEY CO.	2,487	3,324	3,909	4,019	4,199	4,430	4,812	93.48%
CAVERNA IND.	2,897	3,584	3,931	4,109	4,283	4,607	4,903	69.23%
CHRISTIAN CO.	2,650	3,307	3,541	3,625	3,916	4,307	4,514	70.33%
CLARK CO.	2,706	3,373	3,584	3,681	3,881	4,180	4,073	50.52%

TABLE 35 LOCAL AND STATE REVENUES BY DISTRICT

District	1989-90 Loc & St Revenue Per Pupil	1990-91 Loc & St Revenue Per Pupil	1991-92 Loc & St Revenue Per Pupil	1992-93 Loc & St Revenue Per Pupil	1993-94 Loc & St Revenue Per Pupil	1994-95 Loc & St Revenue Per Pupil	1995-96 Loc & St Revenue Per Pupil	Percent Change 89-90 95-96
CLAY CO.	2,555	3,402	3,856	3,967	4,319	4,685	4,855	90.00%
CLINTON CO.	2,647	3,511	3,791	4,021	4,207	4,394	4,912	85.56%
CLOVERPORT	3,108	3,576	3,822	3,862	4,234	4,665	4,943	59.03%
CORBIN	2,728	3,369	3,634	3,803	3,928	4,177	4,448	63.05%
COVINGTON	3,235	4,102	4,548	4,598	4,884	5,283	5,387	66.52%
CRITTENDEN CO.	2,634	3,460	3,645	3,815	3,969	4,281	4,374	66.05%
CUMBERLAND CO.	2,742	3,449	3,752	3,787	4,106	4,592	4,610	68.12%
DANVILLE	3,262	3,838	4,291	4,503	4,396	4,515	4,813	47.54%
DAVIESS CO.	2,949	3,377	3,566	3,634	3,911	4,121	4,537	53.83%
DAWSON SPRINGS	3,092	3,724	3,962	4,032	4,197	4,572	4,722	52.72%
DAYTON	2,737	3,643	3,946	4,203	4,401	4,625	4,876	78.15%
EAST BERNSTADT	2,476	2,978	3,703	3,868	4,149	4,445	4,457	80.02%
EDMONSON CO.	2,617	3,469	3,794	3,942	4,080	4,362	4,432	69.36%
ELIZABETHTOWN	3,197	3,548	3,911	3,873	4,090	4,187	4,420	38.25%
ELLIOTT CO.	2,475	3,460	3,918	4,478	4,498	5,230	4,988	101.52%
EMINENCE	3,122	3,721	3,712	3,904	4,096	4,531	4,723	51.29%
ERLANGER	3,346	3,668	4,025	4,101	4,217	4,357	4,681	39.88%
ESTILL CO.	2,603	3,534	3,953	4,070	4,257	4,593	4,819	85.13%
FAIRVIEW	2,851	3,533	3,715	3,788	3,975	4,187	4,407	54.57%
FAYETTE CO.	4,224	4,489	4,729	4,901	5,078	5,396	5,591	32.36%
FLEMING CO.	2,899	3,441	3,770	4,045	4,135	4,442	4,567	57.52%
FLOYD CO.	2,374	3,244	3,632	3,679	4,098	4,277	4,696	97.81%
FT. THOMAS	3,397	3,531	3,847	4,059	4,106	4,296	4,305	26.74%
FRANKFORT	3,762	4,433	4,894	5,219	5,055	5,309	5,344	42.05%
FRANKLIN CO.	2,948	3,461	3,838	3,923	4,046	4,251	4,286	45.37%
FULTON CO.	2,833	3,981	4,359	4,212	4,377	4,627	4,813	69.90%
FULTON	3,321	3,743	4,153	4,512	4,292	4,638	5,095	53.42%
GALLATIN CO.	2,697	3,286	3,697	3,904	3,948	4,284	4,818	78.64%
GARRARD CO.	2,812	3,606	3,810	4,019	4,208	4,500	4,712	67.57%
GLASGOW IND.	3,011	3,369	3,622	3,691	3,825	4,077	4,293	42.57%
GRANT CO.	2,721	3,396	3,654	3,767	3,991	4,196	4,436	63.01%
GRAVES CO.	2,722	3,161	3,339	3,335	3,581	3,957	4,281	57.28%
GRAYSON CO.	2,615	3,260	3,506	3,530	3,764	4,242	4,490	71.70%
GREEN CO.	2,547	3,375	3,647	3,706	3,784	4,066	4,257	67.13%
GREENUP CO.	2,553	3,249	3,661	3,760	3,971	4,325	4,347	70.25%
HANCOCK CO.	3,289	3,756	4,029	3,951	4,058	4,498	4,605	40.02%
HARDIN CO.	2,574	3,474	3,741	3,780	4,012	4,342	4,538	76.31%

TABLE 35 LOCAL AND STATE REVENUES BY DISTRICT

District	1989-90 Loc & St Revenue Per Pupil	1990-91 Loc & St Revenue Per Pupil	1991-92 Loc & St Revenue Per Pupil	1992-93 Loc & St Revenue Per Pupil	1993-94 Loc & St Revenue Per Pupil	1994-95 Loc & St Revenue Per Pupil	1995-96 Loc & St Revenue Per Pupil	Percent Change 89-90 95-96
HARLAN CO.	2,512	3,351	3,666	3,905	4,277	4,389	4,437	76.62%
HARLAN	2,729	3,716	3,976	3,960	4,005	4,388	4,434	62.46%
HARRISON CO.	2,691	3,422	3,635	3,786	3,945	4,411	4,252	58.00%
HARRODSBURG	2,894	3,608	3,963	4,035	4,402	4,636	4,749	64.09%
HART CO.	2,674	3,671	3,851	4,007	4,249	4,633	4,729	76.87%
HAZARD	2,679	3,334	3,518	3,743	3,935	4,228	4,310	60.90%
HENDERSON CO.	2,892	3,433	3,700	3,811	4,004	4,326	4,432	53.24%
HENRY CO.	2,872	3,582	3,803	3,938	4,118	4,287	4,361	51.84%
HICKMAN CO.	2,827	3,519	3,822	3,958	4,123	4,299	4,569	61.61%
HOPKINS CO.	2,830	3,273	3,621	3,760	4,017	4,344	4,471	58.00%
JACKSON CO.	2,486	3,370	3,845	4,072	4,262	4,541	4,808	93.38%
JACKSON	2,561	3,573	3,784	3,873	4,048	4,659	4,665	82.16%
JEFFERSON CO.	4,205	4,620	4,839	4,968	5,049	5,452	5,690	35.30%
JENKINS	2,706	3,379	3,873	4,149	4,026	4,915	4,784	76.77%
JESSAMINE CO.	2,741	3,453	3,676	3,738	3,959	4,276	4,549	65.95%
JOHNSON CO.	2,465	3,205	3,747	3,935	4,197	4,768	4,608	86.93%
KENTON CO.	3,129	3,695	3,866	3,896	4,012	4,187	4,725	51.00%
KNOTT CO.	2,421	3,265	3,694	3,865	4,290	4,728	4,700	94.13%
KNOX CO.	2,456	3,347	3,828	4,119	4,407	4,654	5,023	104.52%
LARUE CO.	2,589	3,382	3,552	3,730	3,953	4,210	4,459	72.21%
LAUREL CO.	2,439	3,478	3,721	3,837	4,065	4,233	4,530	85.71%
LAWRENCE CO.	2,734	3,394	3,714	3,712	4,016	4,452	4,609	68.57%
LEE CO.	2,497	3,256	3,676	3,816	4,011	4,637	4,752	90.30%
LESLIE CO.	2,447	3,346	4,039	4,021	3,867	4,792	4,991	103.97%
LETCHER CO.	2,326	3,135	3,561	3,810	3,892	4,721	4,784	105.67%
LEWIS CO.	2,572	3,379	3,710	3,711	3,921	4,101	4,393	70.78%
LINCOLN CO.	2,562	3,502	3,836	3,983	4,171	4,485	4,698	83.38%
LIVINGSTON CO.	2,763	3,452	3,753	3,873	3,928	4,054	4,212	52.45%
LOGAN CO.	2,680	3,201	3,371	3,658	3,883	4,239	4,638	73.04%
LUDLOW	2,736	3,302	3,625	3,850	4,052	4,362	4,368	59.64%
LYON CO.	2,837	3,367	3,686	3,696	3,824	3,905	5,282	86.19%
MADISON CO.	2,637	3,541	3,908	4,084	4,182	4,367	4,661	76.76%
MAGOFFIN CO.	2,636	3,486	4,068	4,375	4,631	5,220	5,081	92.75%
MARION CO.	2,722	3,399	3,802	3,953	4,242	4,626	4,751	74.55%
MARSHALL CO.	2,801	3,173	3,536	3,554	3,657	4,055	4,404	57.21%
MARTIN CO.	2,490	3,303	3,360	3,402	3,776	4,096	4,160	67.06%
MASON CO.	2,953	3,491	3,919	4,124	4,340	4,779	4,680	58.47%

TABLE 35

LOCAL AND STATE REVENUES BY DISTRICT

District	1989-90 Loc & St Revenue Per Pupil	1990-91 Loc & St Revenue Per Pupil	1991-92 Loc & St Revenue Per Pupil	1992-93 Loc & St Revenue Per Pupil	1993-94 Loc & St Revenue Per Pupil	1994-95 Loc & St Revenue Per Pupil	1995-96 Loc & St Revenue Per Pupil	Percent Change 89-90 95-96
MAYFIELD	3,376	3,930	4,191	4,235	4,519	4,864	5,050	49.60%
McCRACKEN CO.	2,605	3,097	3,327	3,436	3,523	3,675	3,830	47.03%
McCREARY CO.	2,627	3,579	3,973	4,218	4,540	4,912	5,057	92.49%
McLEAN CO.	2,589	3,124	3,375	3,399	3,643	4,009	4,306	66.30%
MEADE CO.	2,618	3,218	3,504	3,669	3,915	4,105	4,476	70.95%
MENIFEE CO.	2,440	3,167	3,566	3,682	3,809	4,095	4,252	74.27%
MERCER CO.	2,686	3,248	3,714	3,596	3,892	4,175	4,371	62.74%
METCALFE CO.	2,738	3,526	3,964	4,116	4,233	4,429	4,781	74.62%
MIDDLESBORO	2,757	3,707	4,119	4,280	4,532	4,527	4,733	71.66%
MONROE CO.	2,899	3,615	4,008	4,176	4,340	4,645	4,666	60.95%
MONTGOMERY CO.	2,963	3,642	4,062	4,179	4,282	4,491	4,801	62.05%
MONTICELLO	2,523	3,273	3,780	3,993	4,100	4,512	4,676	85.32%
MORGAN CO.	2,716	3,763	4,026	4,170	4,234	4,818	4,708	73.34%
MUHLENBURG CO.	3,052	3,615	3,988	3,969	4,215	4,479	4,847	58.83%
MURRAY	3,319	3,597	3,888	3,920	4,042	4,062	4,519	36.17%
NELSON CO.	2,694	3,235	3,688	3,711	3,850	4,148	4,301	59.64%
NEWPORT	3,397	4,107	4,316	4,426	4,633	4,987	6,021	77.23%
NICHOLAS CO.	2,625	3,472	3,702	3,896	4,067	4,317	4,497	71.33%
OHIO CO.	2,591	3,361	3,560	3,625	3,891	4,298	4,533	74.96%
OLDHAM CO.	3,071	3,453	3,618	3,699	3,881	4,315	4,627	50.68%
OWEN CO.	2,759	3,410	3,894	4,072	4,251	4,489	4,465	61.83%
OWENSBORO	3,848	4,265	4,483	4,558	4,684	4,907	5,162	34.14%
OWSLEY CO.	2,695	3,568	4,256	4,501	4,556	5,001	5,087	88.76%
PADUCAH	3,663	4,109	4,406	4,560	4,841	4,861	5,302	44.74%
PAINTSVILLE	3,111	3,338	3,825	3,782	3,821	4,356	4,212	35.37%
PARIS	2,949	3,642	3,966	4,066	4,141	4,350	4,811	63.12%
PENDLETON CO.	2,549	3,271	3,440	3,723	3,959	4,195	4,307	68.96%
PERRY CO.	2,406	3,359	3,834	4,110	4,258	4,777	4,813	100.05%
PIKE CO.	2,490	3,388	3,770	3,900	4,166	4,484	4,564	83.30%
PIKEVILLE	3,383	3,781	4,027	4,129	4,428	4,390	5,211	54.02%
PINEVILLE	2,792	3,436	3,641	3,778	4,005	4,388	4,552	63.03%
POWELL CO.	2,650	3,361	3,773	3,826	3,910	4,425	4,409	66.37%
PROVIDENCE	2,651	3,191	3,661	3,920	4,162	4,323	4,776	80.15%
PULASKI CO.	2,529	3,469	3,678	3,842	4,019	4,180	4,464	76.50%
RACELAND	3,019	3,361	3,608	3,576	3,919	4,047	4,350	44.08%
ROBERTSON CO.	3,012	3,833	4,025	4,196	4,371	4,503	4,642	54.12%
ROCKCASTLE CO.	2,477	3,292	3,948	4,117	4,182	4,520	4,682	89.01%

TABLE 35 LOCAL AND STATE REVENUES BY DISTRICT

District	1989-90 Loc & St Revenue Per Pupil	1990-91 Loc & St Revenue Per Pupil	1991-92 Loc & St Revenue Per Pupil	1992-93 Loc & St Revenue Per Pupil	1993-94 Loc & St Revenue Per Pupil	1994-95 Loc & St Revenue Per Pupil	1995-96 Loc & St Revenue Per Pupil	Percent Change 89-90 95-96
ROWAN CO.	2,745	3,602	3,945	4,109	4,340	4,597	4,871	77.43%
RUSSELL CO.	2,533	3,568	3,849	4,016	4,182	4,387	4,608	81.91%
RUSSELL	2,822	3,271	3,463	3,574	3,765	3,856	4,150	47.06%
RUSSELLVILLE	3,162	3,702	3,974	4,288	4,502	4,704	5,029	59.03%
SCIENCE HILL	2,384	2,995	3,357	3,654	3,721	4,129	4,246	78.12%
SCOTT CO.	2,872	3,988	4,021	4,165	4,558	6,567	5,359	86.61%
SHELBY CO.	2,741	3,870	4,154	4,366	4,729	4,489	4,690	71.12%
SILVER GROVE	3,330	3,874	5,226	4,338	4,468	4,708	5,606	68.35%
SIMPSON CO.	2,866	3,391	3,705	3,914	4,088	4,364	4,514	57.51%
SOMERSET	3,469	3,918	4,313	4,370	4,444	4,616	4,782	37.84%
SOUTHGATE	3,315	3,912	4,450	4,433	4,573	5,004	4,747	43.19%
SPENCER CO.	2,870	3,749	4,133	4,035	4,214	4,550	4,828	68.22%
TAYLOR CO.	2,604	3,352	3,729	3,772	3,952	4,269	4,578	75.82%
TODD CO.	2,652	3,254	3,565	3,585	3,767	4,321	4,440	67.41%
TRIGG CO.	2,841	3,321	3,583	3,589	3,782	3,988	4,712	65.86%
TRIMBLE CO.	3,156	3,500	3,779	3,872	4,012	4,330	4,364	38.28%
UNION CO.	2,851	3,331	3,793	3,926	4,350	4,652	4,644	62.88%
WALTON-VERONA	3,514	3,846	4,195	4,341	4,626	4,922	5,132	46.04%
WARREN CO.	2,883	3,429	3,655	3,824	3,993	4,202	4,783	65.89%
WASHINGTON CO.	2,733	3,529	3,718	3,831	3,929	4,140	4,322	58.15%
WAYNE CO.	2,456	3,272	3,831	3,993	4,114	4,636	4,938	101.04%
WEBSTER CO.	2,782	3,495	4,017	3,958	4,176	4,547	4,492	61.47%
WEST POINT	2,866	3,644	4,299	4,601	4,752	5,040	5,552	93.71%
WHITLEY CO.	2,696	3,333	4,117	4,319	4,462	4,855	4,292	59.20%
WILLIAMSBURG	2,626	3,524	3,842	3,960	4,176	4,352	4,605	75.36%
WILLIAMSTOWN	3,231	3,838	4,113	4,367	4,450	4,568	4,848	50.05%
WOLFE CO.	2,748	3,711	4,104	4,338	4,487	4,787	5,103	85.71%
WOODFORD CO.	2,936	3,712	3,956	3,972	4,023	4,213	4,638	57.98%

TABLE 36 TOTAL REVENUES BY DISTRICT

District	1989-90 Total Revenue Per Pupil	1990-91 Total Revenue Per Pupil	1991-92 Total Revenue Per Pupil	1992-93 Total Revenue Per Pupil	1993-94 Total Revenue Per Pupil	1994-95 Total Revenue Per Pupil	1995-96 Total Revenue Per Pupil	Percent Change 89-90 95-96
ADAIR CO.	$3,167	$4,052	$4,470	$4,761	$4,750	$5,172	$5,295	67.18%
ALLEN CO.	3,152	3,704	4,087	4,122	4,283	4,614	4,871	54.53%
ANCHORAGE	5,729	5,788	6,569	7,347	7,801	8,748	8,842	54.34%
ANDERSON CO.	2,942	3,763	4,041	4,127	4,441	5,145	4,897	66.44%
ASHLAND	3,612	4,311	4,581	4,829	4,962	5,476	5,026	39.15%
AUGUSTA	3,665	4,174	4,808	4,641	5,354	5,336	5,809	58.49%
BALLARD CO.	3,486	4,130	4,298	4,440	4,897	5,220	5,396	54.78%
BARBOURVILLE	3,036	3,450	3,635	4,106	4,221	4,797	4,550	49.86%
BARDSTOWN	3,569	4,253	4,467	4,476	4,865	4,996	5,606	57.07%
BARREN CO.	2,881	3,684	4,044	4,228	4,336	4,707	5,145	78.57%
BATH CO.	3,180	3,865	4,408	4,705	5,117	5,325	5,470	72.00%
BEECHWOOD	3,701	3,753	3,773	3,959	4,103	4,333	4,558	23.15%
BELL CO.	3,161	4,203	4,883	5,181	5,287	5,878	5,808	83.74%
BELLEVUE	3,299	3,675	3,908	4,202	4,453	4,732	4,880	47.92%
BEREA	3,789	4,896	4,687	4,995	4,992	5,009	5,517	45.61%
BOONE CO.	3,269	3,758	3,972	4,109	4,160	4,623	5,148	57.47%
BOURBON CO.	3,118	3,919	4,515	4,583	4,816	5,427	5,383	72.63%
BOWLING GREEN	3,937	4,534	4,881	5,275	5,374	5,187	5,530	40.46%
BOYD CO.	3,139	3,817	4,352	4,464	4,562	4,981	5,415	72.50%
BOYLE CO.	3,221	3,844	4,292	4,243	4,574	4,803	4,890	51.82%
BRACKEN CO.	3,272	3,678	3,959	3,910	4,253	4,419	4,765	45.62%
BREATHITT CO.	3,306	4,150	4,748	5,224	5,275	5,754	6,017	81.99%
BRECKINRIDGE CO.	3,211	3,918	4,152	4,424	4,659	5,261	5,274	64.24%
BULLITT CO.	2,825	3,431	3,625	3,735	4,126	4,517	4,767	68.73%
BURGIN	3,300	3,826	4,233	4,314	4,328	4,609	4,370	32.41%
BUTLER CO.	3,021	3,736	3,836	4,022	4,303	4,979	4,854	60.68%
CALDWELL CO.	3,017	3,751	4,260	4,325	4,661	4,885	4,944	63.87%
CALLOWAY CO.	3,335	4,088	4,394	4,494	4,629	5,123	5,260	57.71%
CAMPBELL CO.	3,336	3,978	4,147	4,063	4,407	4,633	5,048	51.32%
CAMPBELLSVILLE	3,047	3,820	4,165	4,212	4,433	4,946	5,138	68.62%
CARLISLE CO.	3,249	3,852	4,156	4,252	4,227	4,649	4,466	37.45%
CARROLL CO.	3,520	4,143	4,576	4,732	4,798	5,311	5,843	66.00%
CARTER CO.	3,086	4,063	4,562	4,663	4,758	4,973	5,418	75.57%
CASEY CO.	3,118	4,044	4,733	4,940	5,112	5,242	5,436	74.33%
CAVERNA IND.	3,279	3,979	4,404	4,606	4,672	5,168	5,262	60.48%
CHRISTIAN CO.	3,117	3,829	4,188	4,244	4,560	5,005	5,160	65.55%
CLARK CO.	2,989	3,690	3,953	4,040	4,287	4,669	4,504	50.70%

TABLE 36

TOTAL REVENUES BY DISTRICT

District	1989-90 Total Revenue Per Pupil	1990-91 Total Revenue Per Pupil	1991-92 Total Revenue Per Pupil	1992-93 Total Revenue Per Pupil	1993-94 Total Revenue Per Pupil	1994-95 Total Revenue Per Pupil	1995-96 Total Revenue Per Pupil	Percent Change 89-90 95-96
CLAY CO.	3,249	4,184	4,809	4,954	5,296	5,642	5,567	71.33%
CLINTON CO.	3,427	4,397	4,831	5,035	5,241	5,601	5,761	68.11%
CLOVERPORT	3,940	4,648	5,112	5,190	5,344	5,981	6,420	62.94%
CORBIN	2,920	3,573	3,876	4,068	4,351	4,622	4,894	67.60%
COVINGTON	3,705	4,609	5,151	5,242	5,585	6,032	6,228	68.11%
CRITTENDEN CO.	2,951	3,815	4,051	4,221	4,408	4,742	4,763	61.41%
CUMBERLAND CO.	3,297	4,031	4,383	4,477	4,839	5,242	5,184	57.25%
DANVILLE	3,573	4,219	4,739	5,003	5,045	5,154	5,444	52.36%
DAVIESS CO.	3,132	3,577	3,750	3,919	4,200	4,520	4,867	55.38%
DAWSON SPRINGS	3,327	4,059	4,358	4,432	4,621	5,036	5,113	53.69%
DAYTON	3,207	4,151	4,451	4,734	4,869	5,314	5,443	69.71%
EAST BERNSTADT	2,752	3,263	3,988	4,205	4,616	5,008	4,964	80.37%
EDMONSON CO.	2,960	3,846	4,255	4,405	4,563	4,957	5,175	74.82%
ELIZABETHTOWN	3,457	3,850	4,262	4,237	4,459	4,611	4,761	37.72%
ELLIOTT CO.	3,050	4,240	4,707	5,222	5,149	6,028	5,700	86.90%
EMINENCE	3,379	4,042	4,088	4,317	4,536	5,204	5,396	59.69%
ERLANGER	3,581	3,894	4,280	4,370	4,469	4,580	4,866	35.88%
ESTILL CO.	3,057	4,047	4,501	4,649	4,985	5,255	5,400	76.66%
FAIRVIEW	3,045	3,811	4,015	4,195	4,258	4,454	4,698	54.27%
FAYETTE CO.	4,483	4,768	5,059	5,211	5,423	5,768	5,964	33.03%
FLEMING CO.	3,325	3,963	4,272	4,650	4,772	5,151	5,272	58.56%
FLOYD CO.	2,757	3,726	4,197	4,167	4,644	4,925	5,550	101.31%
FT. THOMAS	3,491	3,649	3,965	4,178	4,249	4,448	4,437	27.10%
FRANKFORT	4,151	4,876	5,470	5,772	5,577	5,848	5,885	41.78%
FRANKLIN CO.	3,149	3,654	4,070	4,165	4,276	4,500	4,640	47.34%
FULTON CO.	3,455	4,685	5,234	5,056	5,161	5,477	5,594	61.91%
FULTON	3,701	4,184	4,672	5,114	5,056	5,677	5,933	60.31%
GALLATIN CO.	2,941	3,518	4,116	4,264	4,372	4,664	5,167	75.70%
GARRARD CO.	3,158	3,963	4,288	4,479	4,592	5,081	5,213	65.08%
GLASGOW IND.	3,262	3,614	3,943	4,060	4,187	4,423	4,734	45.13%
GRANT CO.	3,024	3,680	3,979	4,108	4,359	4,635	4,879	61.35%
GRAVES CO.	2,929	3,439	3,610	3,624	3,975	4,377	4,685	59.95%
GRAYSON CO.	3,037	3,654	4,102	4,088	4,268	4,760	5,012	65.04%
GREEN CO.	2,968	3,758	4,009	4,230	4,313	4,453	4,698	58.29%
GREENUP CO.	2,928	3,708	4,121	4,277	4,501	4,896	4,873	66.43%
HANCOCK CO.	3,552	4,036	4,436	4,318	4,457	4,832	5,167	45.46%
HARDIN CO.	2,912	3,851	4,185	4,215	4,478	4,770	4,951	70.01%

TABLE 36 TOTAL REVENUES BY DISTRICT

District	1989-90 Total Revenue Per Pupil	1990-91 Total Revenue Per Pupil	1991-92 Total Revenue Per Pupil	1992-93 Total Revenue Per Pupil	1993-94 Total Revenue Per Pupil	1994-95 Total Revenue Per Pupil	1995-96 Total Revenue Per Pupil	Percent Change 89-90 95-96
HARLAN CO.	3,074	3,957	4,437	4,589	5,064	5,180	5,312	72.80%
HARLAN	3,228	4,175	4,505	4,581	4,715	4,874	5,029	55.79%
HARRISON CO.	3,001	3,764	4,036	4,225	4,379	4,832	4,742	58.02%
HARRODSBURG	3,172	4,013	4,438	4,762	4,945	5,184	5,352	68.74%
HART CO.	3,081	4,164	4,437	4,633	4,898	5,099	5,400	75.28%
HAZARD	2,971	3,688	3,874	4,183	4,338	4,742	4,856	63.43%
HENDERSON CO.	3,125	3,710	3,984	4,123	4,352	4,666	4,776	52.84%
HENRY CO.	3,246	3,946	4,187	4,459	4,720	4,944	4,848	49.35%
HICKMAN CO.	3,218	3,972	4,308	4,452	4,620	4,782	5,288	64.31%
HOPKINS CO.	3,157	3,671	4,037	4,188	4,500	4,864	4,960	57.11%
JACKSON CO.	3,232	4,029	4,677	4,865	4,985	5,415	5,749	77.88%
JACKSON	3,116	4,352	4,528	4,767	4,795	5,358	5,369	72.29%
JEFFERSON CO.	4,504	5,211	5,440	5,570	5,797	5,931	6,375	41.55%
JENKINS	3,039	3,733	4,166	4,452	4,482	5,544	5,382	77.08%
JESSAMINE CO.	3,021	3,718	3,946	4,014	4,199	4,578	4,798	58.81%
JOHNSON CO.	3,004	3,721	4,302	4,606	4,867	5,422	5,264	75.23%
KENTON CO.	3,205	3,843	4,078	4,076	4,237	4,428	4,948	54.39%
KNOTT CO.	3,002	3,875	4,358	4,564	5,009	5,521	5,603	86.63%
KNOX CO.	3,158	4,089	4,699	5,062	5,312	5,625	5,905	86.98%
LARUE CO.	2,894	3,690	3,961	4,257	4,473	4,605	5,000	72.78%
LAUREL CO.	2,929	3,979	4,272	4,378	4,661	4,811	5,154	75.97%
LAWRENCE CO.	3,181	3,873	4,334	4,356	4,730	5,087	5,438	70.94%
LEE CO.	3,091	3,902	4,423	4,647	4,794	5,509	5,463	76.73%
LESLIE CO.	2,946	3,965	4,844	4,802	4,693	5,488	5,842	98.30%
LETCHER CO.	2,908	3,748	4,308	4,355	4,859	5,446	5,194	78.62%
LEWIS CO.	3,062	3,980	4,458	4,497	4,623	4,682	5,265	71.94%
LINCOLN CO.	3,024	3,995	4,449	4,704	4,854	5,292	5,568	84.13%
LIVINGSTON CO.	3,257	3,997	4,423	4,523	4,600	4,698	4,875	49.69%
LOGAN CO.	3,018	3,561	3,975	4,133	4,404	4,733	5,140	70.31%
LUDLOW	2,993	3,571	3,923	4,161	4,399	4,637	4,726	57.91%
LYON CO.	3,424	3,945	4,343	4,396	4,565	4,512	5,664	65.43%
MADISON CO.	2,932	3,890	4,343	4,511	4,592	4,899	5,049	72.21%
MAGOFFIN CO.	3,332	3,858	4,568	5,231	5,393	6,086	5,920	77.68%
MARION CO.	3,180	3,879	4,368	4,591	4,933	5,270	5,391	69.53%
MARSHALL CO.	3,122	3,506	3,893	3,926	4,101	4,474	4,844	55.14%
MARTIN CO.	2,906	3,803	3,967	4,045	4,417	4,823	4,994	71.84%
MASON CO.	3,318	3,905	4,424	4,661	4,888	5,383	5,219	57.29%

TABLE 36 TOTAL REVENUES BY DISTRICT

District	1989-90 Total Revenue Per Pupil	1990-91 Total Revenue Per Pupil	1991-92 Total Revenue Per Pupil	1992-93 Total Revenue Per Pupil	1993-94 Total Revenue Per Pupil	1994-95 Total Revenue Per Pupil	1995-96 Total Revenue Per Pupil	Percent Change 89-90 95-96
MAYFIELD	3,733	4,314	4,641	4,696	5,083	5,507	5,565	49.07%
McCRACKEN CO.	2,994	3,500	3,831	3,905	3,974	4,197	4,315	44.10%
McCREARY CO.	3,262	4,366	4,809	5,161	5,474	5,917	5,999	83.89%
McLEAN CO.	2,892	3,427	3,774	3,844	4,140	4,510	4,783	65.40%
MEADE CO.	2,914	3,492	3,793	3,998	4,234	4,457	4,798	64.64%
MENIFEE CO.	2,896	3,669	4,099	4,360	4,403	4,756	4,834	66.91%
MERCER CO.	2,922	3,485	3,966	3,906	4,221	4,492	4,659	59.45%
METCALFE CO.	3,286	4,108	4,640	4,868	4,862	5,148	5,426	65.12%
MIDDLESBORO	3,222	4,195	4,847	4,951	5,286	5,316	5,519	71.30%
MONROE CO.	3,508	4,233	4,753	4,953	5,030	5,362	5,582	59.13%
MONTGOMERY CO.	3,295	4,008	4,542	4,665	4,877	5,166	5,390	63.58%
MONTICELLO	3,060	3,817	4,448	4,693	4,789	5,121	5,262	71.97%
MORGAN CO.	3,212	4,344	4,699	4,762	4,917	5,511	5,500	71.23%
MUHLENBURG CO.	3,315	3,915	4,347	4,360	4,631	4,957	5,276	59.16%
MURRAY	3,944	4,423	4,989	4,824	5,797	4,420	4,887	23.91%
NELSON CO.	2,969	3,586	4,045	4,146	4,182	4,553	4,622	55.68%
NEWPORT	3,983	4,661	5,042	5,143	5,483	5,737	6,925	73.87%
NICHOLAS CO.	3,063	3,858	4,191	4,349	4,513	4,835	5,098	66.43%
OHIO CO.	2,885	3,628	3,975	4,072	4,379	4,782	5,124	77.60%
OLDHAM CO.	3,249	3,668	3,833	3,892	4,075	4,549	4,887	50.41%
OWEN CO.	3,044	3,755	4,255	4,507	4,640	4,887	4,884	60.44%
OWENSBORO	4,525	4,996	5,288	5,381	5,612	5,838	6,183	36.65%
OWSLEY CO.	4,215	5,465	6,150	6,537	6,449	7,120	6,836	62.19%
PADUCAH	4,265	4,755	5,234	5,167	5,564	5,745	6,047	41.79%
PAINTSVILLE	3,392	3,680	4,208	4,159	4,181	4,693	4,548	34.07%
PARIS	3,286	3,985	4,569	4,591	4,677	4,819	5,471	66.49%
PENDLETON CO.	2,868	3,631	3,826	4,202	4,408	4,630	4,665	62.66%
PERRY CO.	2,802	3,770	4,382	4,719	4,822	5,471	5,506	96.49%
PIKE CO.	2,840	3,856	4,216	4,364	4,632	5,017	5,056	78.04%
PIKEVILLE	3,653	4,108	4,393	4,494	4,808	4,850	5,616	53.73%
PINEVILLE	3,375	4,050	4,394	4,551	4,841	5,161	5,276	56.32%
POWELL CO.	3,099	3,828	4,398	4,465	4,520	5,015	5,087	64.15%
PROVIDENCE	2,932	3,461	3,975	4,289	4,785	4,876	5,467	86.46%
PULASKI CO.	2,927	3,878	4,183	4,338	4,497	4,725	5,082	73.61%
RACELAND	3,200	3,512	3,778	3,747	4,164	4,290	4,679	46.22%
ROBERTSON CO.	3,513	4,405	4,642	4,839	4,987	5,039	5,177	47.37%
ROCKCASTLE CO.	2,997	3,905	4,652	4,867	4,862	5,206	5,296	76.72%

TABLE 36 TOTAL REVENUES BY DISTRICT

District	1989-90 Total Revenue Per Pupil	1990-91 Total Revenue Per Pupil	1991-92 Total Revenue Per Pupil	1992-93 Total Revenue Per Pupil	1993-94 Total Revenue Per Pupil	1994-95 Total Revenue Per Pupil	1995-96 Total Revenue Per Pupil	Percent Change 89-90 95-96
ROWAN CO.	3,207	4,141	4,538	4,682	4,996	5,199	5,574	73.80%
RUSSELL CO.	3,063	4,228	4,653	4,769	4,939	5,106	5,163	68.57%
RUSSELL	2,992	3,443	3,664	3,780	3,967	4,106	4,418	47.67%
RUSSELLVILLE	3,676	4,099	4,453	4,770	4,972	5,296	5,699	55.03%
SCIENCE HILL	2,654	3,271	3,659	3,968	4,042	4,442	4,625	74.27%
SCOTT CO.	3,148	4,223	4,298	4,453	4,937	6,984	5,811	84.60%
SHELBY CO.	3,020	4,182	4,483	4,712	5,059	5,070	5,116	69.39%
SILVER GROVE	3,532	4,115	5,538	4,651	4,825	5,045	5,967	68.93%
SIMPSON CO.	3,254	3,802	4,132	4,333	4,590	4,988	5,058	55.44%
SOMERSET	3,792	4,262	4,688	4,817	4,892	4,993	5,105	34.62%
SOUTHGATE	3,501	4,175	4,726	4,728	4,916	5,385	5,116	46.14%
SPENCER CO.	3,173	4,088	4,568	4,575	4,734	5,098	5,400	70.20%
TAYLOR CO.	2,844	3,613	4,065	4,153	4,401	4,660	4,859	70.86%
TODD CO.	3,075	3,713	4,085	4,125	4,267	4,889	5,028	63.52%
TRIGG CO.	3,453	3,979	4,271	4,358	4,437	4,631	5,244	51.86%
TRIMBLE CO.	3,469	3,893	4,253	4,396	4,583	4,965	5,011	44.44%
UNION CO.	3,145	3,687	4,210	4,444	4,682	5,135	5,189	64.98%
WALTON-VERONA	3,718	4,079	4,391	4,523	4,891	5,188	5,481	47.42%
WARREN CO.	3,045	3,661	3,846	4,102	4,287	4,544	5,096	67.36%
WASHINGTON CO.	3,338	4,156	4,354	4,531	4,582	4,708	4,840	45.00%
WAYNE CO.	2,963	3,865	4,520	4,763	4,838	5,424	5,717	92.95%
WEBSTER CO.	3,071	3,799	4,394	4,362	4,542	4,911	4,853	58.03%
WEST POINT	3,318	4,211	4,909	5,010	5,230	5,539	6,399	92.85%
WHITLEY CO.	3,356	3,965	4,925	5,227	5,405	5,613	5,115	52.43%
WILLIAMSBURG	3,023	4,027	4,417	4,600	4,810	4,971	5,309	75.61%
WILLIAMSTOWN	3,634	4,447	4,828	5,216	5,290	5,700	5,969	64.26%
WOLFE CO.	3,349	4,406	4,800	5,051	5,330	5,600	5,780	72.58%
WOODFORD CO.	3,189	3,926	4,260	4,277	4,308	4,560	4,896	53.53%

TABLE 37 THE YEAR ADJUSTED AVERAGE DAILY ATTENDANCE BY DISTRICT

District	1989-90 EOY AADA	1990-91 EOY AADA	1991-92 EOY AADA	1992-93 EOY AADA	1993-94 EOY AADA	1994-95 EOY AADA	1995-96 EOY AADA	1996-97 EOY AADA	Percent Change 89-90 96-97
ADAIR CO	2371.0	2370.3	2384.6	2422.1	2413.2	2378.1	2439.2	2410.6	1.67%
ALLEN CO	2412.6	2417.9	2438.8	2465.9	2540.5	2592.1	2598.0	2646.3	9.69%
ANCHORAGE	364.0	379.7	367.8	355.5	355.6	338.3	352.2	376.7	3.49%
ANDERSON CO	2490.7	2493.4	2573.2	2645.1	2713.2	2731.6	2787.2	2823.1	13.35%
ASHLAND	3288.6	3297.0	3331.1	3344.6	3363.2	3340.6	3262.5	3236.7	-1.58%
AUGUSTA	251.3	259.4	235.7	251.4	260.1	268.9	270.1	270.9	7.80%
BALLARD CO	1330.6	1340.8	1326.5	1332.7	1315.9	1293.5	1288.5	1281.2	-3.71%
BARBOURVILLE	491.2	531.8	599.3	645.5	639.3	614.3	639.3	655.9	33.53%
BARDSTOWN	1357.2	1374.9	1431.4	1425.3	1441.5	1407.1	1410.3	1462.0	7.72%
BARREN CO	2918.4	2902.2	2900.0	2952.1	2993.1	3055.5	3073.7	3228.0	10.61%
BATH CO	1635.8	1616.3	1657.5	1680.3	1658.9	1668.4	1642.8	1701.0	3.99%
BEECHWOOD	705.4	775.6	841.8	874.3	906.7	921.0	915.1	908.9	28.85%
BELL CO	3674.9	3555.0	3350.6	3384.1	3162.7	3150.8	3017.8	2941.0	-19.97%
BELLEVUE	825.8	853.0	867.2	899.0	903.2	922.3	904.7	838.0	1.48%
BEREA	803.2	815.3	844.0	835.7	887.0	933.5	964.3	959.7	19.48%
BOONE CO	8565.4	8949.2	9374.3	9714.3	9977.2	10115.7	10403.8	10560.9	23.30%
BOURBON CO	2412.0	2425.5	2435.7	2548.7	2547.3	2481.7	2440.6	2432.2	0.84%
BOWLING GREEN	3254.8	3231.0	3157.2	3147.2	3112.4	3107.4	3058.6	3050.5	-6.28%
BOYD CO	3970.4	3849.5	3728.7	3629.5	3492.7	3458.8	3446.1	3375.3	-14.99%
BOYLE CO	2352.5	2326.9	2329.4	2397.6	2435.6	2364.3	2357.7	2369.5	0.72%
BRACKEN CO	1022.9	1033.6	1034.7	1060.4	1092.5	1113.0	1143.6	1115.3	9.03%
BREATHITT CO	2697.0	2637.2	2532.5	2498.2	2386.3	2357.7	2369.0	2359.7	-12.51%
BRECKINRIDGE C	2377.1	2397.1	2468.5	2550.7	2563.8	2556.1	2592.6	2550.3	7.29%
BULLITT CO	8810.1	8843.4	9070.1	9093.6	8939.2	8904.2	8959.4	9081.2	3.08%
BURGIN	358.3	374.9	363.5	371.8	373.3	366.0	371.0	357.2	-0.31%
BUTLER CO	2024.4	2022.1	2094.6	2135.6	2169.5	2181.6	2172.7	2147.8	6.10%
CALDWELL CO	2030.1	1971.6	1988.0	1956.3	1965.1	1957.4	1970.6	1944.7	-4.21%
CALLOWAY CO	2777.7	2737.1	2781.1	2924.8	2965.4	3001.2	3001.0	2937.1	5.74%
CAMPBELL CO	3705.5	3808.1	3892.0	4096.9	4111.3	4283.5	4357.4	4396.2	18.64%
CAMPBELLSVILLE	1323.3	1334.4	1324.5	1363.2	1380.5	1381.6	1356.4	1324.4	0.08%
CARLISLE CO	814.0	783.3	790.3	797.1	794.1	793.8	800.8	800.5	-1.66%
CARROLL CO	1661.7	1639.7	1670.4	1703.1	1697.2	1664.7	1632.8	1599.8	-3.73%
CARTER CO	4562.8	4453.0	4469.2	4402.6	4381.8	4364.9	4305.3	4285.3	-6.08%
CASEY CO	2359.7	2340.8	2356.9	2381.4	2345.6	2249.7	2217.7	2200.3	-6.76%
CAVERNA	950.5	942.6	936.5	896.6	867.3	889.1	886.8	856.4	-9.90%
CHRISTIAN CO	8018.8	7924.6	8203.8	8394.3	8385.3	8145.2	8045.8	8035.9	0.21%

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CLARK CO	4856.4	4849.6	4915.2	4884.0	4835.6	4783.5	4862.0	4771.2	-1.75%
CLAY CO	4300.3	4255.5	4175.7	4167.2	4152.5	4092.7	4038.4	3969.2	-7.70%
CLINTON CO	1522.5	1490.1	1479.4	1463.6	1448.9	1410.4	1428.6	1390.9	-8.64%
CLOVERPORT	295.2	288.7	322.0	322.0	323.6	325.3	305.7	304.9	3.29%
CORBIN	1881.6	1872.9	1867.6	1890.0	1851.7	1806.7	1769.7	1716.1	-8.80%
COVINGTON	5012.0	4906.7	4917.7	4900.8	4756.6	4668.1	4624.9	4532.0	-9.58%
CRITTENDEN CO	1409.5	1397.7	1419.8	1456.8	1444.8	1440.9	1441.0	1422.3	0.91%
CUMBERLAND CO	1070.5	1084.6	1081.7	1072.6	1078.2	1086.1	1078.7	1104.4	3.17%
DANVILLE	1738.5	1712.3	1726.9	1739.5	1738.1	1692.7	1685.8	1657.2	-4.68%
DAVIESS CO	8440.6	8469.7	8735.1	9129.3	9221.0	9247.2	9416.0	9311.8	10.32%
DAWSON SPRING	561.9	575.5	593.5	621.9	633.0	625.1	630.6	615.4	9.52%
DAYTON	1221.2	1214.9	1210.1	1211.6	1243.1	1217.7	1218.9	1217.1	-0.34%
EAST BERNSTADT	324.6	344.8	364.2	359.6	375.3	373.5	390.2	417.6	28.65%
EDMONSON CO	1821.2	1775.9	1769.9	1725.8	1680.9	1698.5	1714.6	1724.0	-5.34%
ELIZABETHTOWN	1835.4	1793.2	1817.2	1871.2	1885.9	1901.8	1903.7	1886.8	2.80%
ELLIOTT CO	1236.9	1232.2	1244.5	1255.0	1233.1	1226.5	1217.1	1168.3	-5.55%
EMINENCE	472.3	484.7	507.9	491.8	501.9	502.9	502.1	474.4	0.44%
ERLANGER-ELSM	1971.9	1970.9	1961.2	1935.4	1997.9	1995.6	2070.3	2073.3	5.14%
ESTILL CO	2604.9	2530.5	2540.4	2540.6	2513.5	2473.2	2465.2	2447.9	-6.03%
FAIRVIEW	675.3	671.3	676.5	681.6	662.6	666.9	660.1	617.3	-8.59%
FAYETTE CO	27781.3	28122.0	28729.2	29019.1	29105.6	28933.2	29123.3	29256.3	5.31%
FLEMING CO	2071.3	2087.6	2113.1	2112.0	2088.4	2220.3	2216.3	2176.5	5.08%
FLOYD CO	8046.5	7792.3	8020.8	7525.1	7509.1	7303.8	7143.6	6985.4	-13.19%
FT THOMAS	1972.5	2040.3	2033.2	2042.2	2134.2	2197.3	2205.8	2220.1	12.55%
FRANKFORT	752.0	745.4	740.1	759.8	785.4	812.9	814.7	831.1	10.52%
FRANKLIN CO	5671.2	5676.8	5670.4	5667.3	5534.2	5475.5	5431.9	5346.3	-5.73%
FULTON CO	781.9	783.7	792.4	786.7	812.1	815.9	792.7	797.8	2.03%
FULTON	564.5	570.1	608.5	551.5	542.6	561.6	536.4	537.5	-4.78%
GALLATIN CO	949.3	961.2	961.7	974.1	1021.9	1041.1	1090.1	1131.9	19.24%
GARRARD CO	1741.0	1755.4	1785.0	1796.2	1854.6	1883.1	1925.9	1968.9	13.09%
GLASGOW	2128.0	2089.9	2118.4	2113.5	2087.5	2039.9	2086.4	2035.8	-4.33%
GRANT CO	2461.5	2528.4	2578.1	2697.2	2749.7	2881.9	2986.2	3057.6	24.22%
GRAVES CO	3750.4	3817.0	3822.3	3891.9	3921.3	3911.9	4021.0	4064.0	8.36%
GRAYSON CO	3612.5	3601.0	3656.5	3713.4	3706.8	3656.2	3700.8	3732.0	3.31%
GREEN CO	1609.7	1581.5	1578.3	1578.9	1577.2	1605.5	1590.7	1582.0	-1.72%
GREENUP CO	3514.4	3420.0	3331.8	3251.1	3239.3	3235.8	3167.3	3142.9	-10.57%

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HANCOCK CO	1501.8	1491.5	1483.8	1475.7	1445.6	1413.8	1460.5	1436.8	-4.33%
HARDIN CO	11276.9	11316.3	11745.4	12183.2	12347.5	12382.7	12249.0	12162.2	7.85%
HARLAN CO	5904.8	5889.7	5822.8	5768.4	5626.6	5443.5	5242.2	5134.1	-13.05%
HARLAN	928.4	949.2	886.8	867.6	864.8	830.0	834.6	839.8	-9.54%
HARRISON CO	2844.4	2874.1	2903.7	2950.9	2856.6	2880.7	2871.9	2905.7	2.16%
HARRODSBURG	856.7	843.3	838.8	840.2	839.8	838.9	847.8	826.3	-3.55%
HART CO	2129.4	2111.4	2065.6	2086.9	2119.9	2115.2	2078.7	2093.1	-1.70%
HAZARD	1154.6	1175.2	1197.3	1167.2	1172.4	1181.0	1124.6	1043.9	-9.59%
HENDERSON CO	6928.1	7019.7	7132.9	7288.4	7145.5	7006.0	6944.3	6848.5	-1.15%
HENRY CO	1731.0	1764.2	1805.9	1855.6	1819.7	1813.6	1844.5	1870.5	8.06%
HICKMAN CO	841.9	824.8	828.2	823.8	813.4	804.3	793.4	806.4	-4.22%
HOPKINS CO	7263.4	7272.2	7276.0	7171.5	7011.1	6837.5	6778.0	6690.8	-7.88%
JACKSON CO	2182.3	2224.4	2246.0	2302.5	2235.8	2210.0	2177.6	2153.4	-1.32%
JACKSON	293.8	281.8	308.6	319.1	330.9	336.6	330.3	323.2	10.01%
JEFFERSON CO	80174.3	80214.7	80556.4	82309.9	81401.8	80568.9	80313.8	80552.0	0.47%
JENKINS	876.8	866.9	857.3	837.3	774.3	706.1	675.8	596.9	-31.92%
JESSAMINE CO	5115.8	5227.4	5323.1	5461.2	5481.5	5427.5	5459.8	5593.0	9.33%
JOHNSON CO	3968.4	3847.9	3823.4	3758.6	3746.4	3671.0	3621.4	3482.1	-12.25%
KENTON CO	9966.2	10154.9	10272.1	10637.8	10816.6	10898.0	10862.5	10846.4	8.83%
KNOTT CO	3413.5	3347.7	3248.5	3258.3	3253.4	3129.2	3056.1	2977.3	-12.78%
KNOX CO	4628.6	4570.6	4520.8	4435.2	4390.4	4204.4	4136.2	4163.1	-10.06%
LARUE CO	1944.4	1977.9	2054.3	2109.8	2111.0	2108.1	2094.5	2094.8	7.74%
LAUREL CO	7334.3	7414.4	7552.8	7748.3	7720.1	7705.1	7629.5	7504.3	2.32%
LAWRENCE CO	2566.0	2543.2	2517.0	2505.0	2495.0	2436.4	2458.6	2456.1	-4.28%
LEE CO	1376.9	1385.0	1403.5	1429.3	1397.1	1343.7	1319.0	1302.3	-5.42%
LESLIE CO	2681.6	2624.2	2647.5	2563.2	2560.9	2427.4	2316.4	2270.6	-15.33%
LETCHER CO	4507.6	4531.9	4457.1	4328.2	4170.0	4043.0	3914.3	3802.8	-15.64%
LEWIS CO	2544.2	2475.1	2457.7	2463.1	2432.3	2273.7	2307.7	2271.9	-10.70%
LINCOLN CO	3479.4	3439.1	3440.6	3481.2	3477.5	3502.7	3512.2	3504.7	0.73%
LIVINGSTON CO	1362.0	1318.4	1321.7	1344.8	1368.2	1343.9	1330.8	1340.5	-1.58%
LOGAN CO	2825.2	2782.0	2815.6	2887.2	2888.9	2868.4	2901.7	2930.5	3.73%
LUDLOW	910.4	937.9	941.9	949.4	931.6	953.3	940.1	929.0	2.04%
LYON CO	780.4	787.3	815.9	854.1	843.0	870.1	865.3	873.2	11.89%
MADISON CO	7499.1	7560.4	7629.1	7745.7	7777.0	7723.3	7725.6	7703.1	2.72%
MAGOFFIN CO	2764.3	2755.1	2727.9	2691.0	2648.2	2581.4	2511.1	2517.5	-8.93%
MARION CO	2675.1	2660.9	2725.2	2687.5	2722.1	2648.2	2649.5	2696.6	0.80%

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MARSHALL CO	4198.2	4235.2	4309.1	4352.4	4391.6	4340.2	4423.0	4434.7	5.63%
MARTIN CO	2730.0	2742.9	2775.9	2785.9	2692.6	2653.7	2578.2	2544.1	-6.81%
MASON CO	2633.0	2610.2	2586.3	2572.5	2568.4	2567.2	2536.5	2521.5	-4.23%
MAYFIELD	1357.2	1361.1	1390.4	1317.2	1296.9	1283.1	1279.0	1274.4	-6.10%
MCCRACKEN CO	6118.3	6088.9	6167.8	6269.9	6358.4	6350.3	6327.7	6241.4	2.01%
MCCREARY CO	3170.0	3141.3	3124.0	3117.2	3074.3	3078.9	3068.6	2980.4	-5.98%
MCLEAN CO	1669.1	1620.8	1605.8	1580.1	1569.4	1565.7	1528.4	1528.2	-8.44%
MEADE CO	3436.7	3463.7	3588.5	3688.2	3740.3	3840.4	3966.8	4023.7	17.08%
MENIFEE CO	894.2	878.7	863.6	873.9	907.1	903.7	928.5	942.3	5.38%
MERCER CO	1923.8	1909.0	1908.9	1875.0	1866.8	1900.5	1908.2	1933.8	0.52%
METCALFE CO	1522.3	1499.8	1461.3	1474.0	1491.9	1465.5	1486.3	1466.6	-3.66%
MIDDLESBORO	1854.3	1813.3	1746.2	1703.8	1639.5	1622.9	1562.0	1524.8	-17.77%
MONROE CO	1935.2	1935.7	1971.3	1989.6	1958.6	1926.8	1919.6	1877.3	-2.99%
MONTGOMERY C	3580.7	3412.8	3403.2	3363.8	3331.0	3319.0	3328.8	3390.0	-5.33%
MONTICELLO	752.0	735.3	753.0	745.0	706.7	722.2	762.8	753.7	0.23%
MORGAN CO	2076.0	2077.0	2144.0	2159.7	2198.3	2170.1	2177.1	2120.3	2.13%
MUHLENBERG CO	5404.8	5267.2	5255.0	5204.0	5153.6	5052.9	4983.2	4936.7	-8.66%
MURRAY	1199.3	1205.1	1191.3	1223.3	1230.1	1238.9	1245.8	1250.3	4.25%
NELSON CO	3472.6	3521.6	3605.0	3734.0	3848.0	3885.1	3999.6	4142.9	19.30%
NEWPORT	2690.6	2648.4	2711.4	2680.0	2663.6	2658.9	2539.2	2501.1	-7.04%
NICHOLAS CO	1164.2	1171.5	1182.2	1200.3	1183.8	1159.0	1134.5	1104.1	-5.16%
OHIO CO	3788.7	3773.8	3748.1	3771.1	3760.4	3715.2	3673.2	3716.0	-1.92%
OLDHAM CO	6288.2	6449.6	6638.7	6766.7	6840.7	6771.6	6844.6	6996.9	11.27%
OWEN CO	1600.0	1652.3	1646.9	1662.9	1654.2	1686.6	1647.9	1688.2	5.51%
OWENSBORO	4046.9	4044.8	4045.3	4077.9	4123.0	4027.1	3974.8	3938.1	-2.69%
OWSLEY CO	888.9	885.9	893.4	909.7	904.2	873.4	824.9	828.1	-6.84%
PADUCAH	3426.2	3362.8	3393.0	3256.4	3146.5	3007.6	2963.9	2932.5	-14.41%
PAINTSVILLE	856.8	853.4	849.7	859.0	862.7	837.4	788.7	781.3	-8.81%
PARIS	977.8	952.2	895.4	865.5	788.0	753.2	776.9	731.1	-25.23%
PENDLETON CO	2260.5	2281.4	2283.8	2308.7	2531.0	2439.4	2461.2	2469.7	9.25%
PERRY CO	5205.9	5148.8	5152.6	5111.1	5031.7	4836.6	4713.5	4538.8	-12.81%
PIKE CO	12828.8	12575.0	12313.3	11848.2	11609.0	11213.9	10752.8	10444.2	-18.59%
PIKEVILLE	1267.0	1276.3	1291.7	1264.0	1240.6	1231.5	1237.3	1207.5	-4.70%
PINEVILLE	483.2	476.1	469.0	462.2	440.6	530.4	533.6	511.3	5.82%
POWELL CO	2292.4	2295.3	2332.7	2391.4	2403.3	2400.5	2371.8	2366.7	3.24%
PROVIDENCE	539.9	546.9	546.8	523.5	508.4	499.4	494.7	480.5	-11.00%

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PULASKI CO	6404.9	6391.0	6367.5	6533.2	6460.4	6396.4	6415.2	6474.7	1.09%
RACELAND	839.9	828.6	876.5	888.6	876.5	857.6	865.8	895.8	6.66%
ROBERTSON CO	326.9	329.1	319.0	328.7	313.9	324.8	320.2	323.2	-1.13%
ROCKCASTLE CO	2636.1	2675.7	2680.6	2655.5	2669.5	2646.8	2661.0	2712.6	2.90%
ROWAN CO	2793.2	2829.4	2866.5	2877.6	2868.6	2829.6	2825.3	2848.0	1.96%
RUSSELL CO	2313.4	2316.7	2341.8	2403.3	2433.7	2487.8	2504.7	2517.6	8.83%
RUSSELL	2354.1	2331.7	2279.8	2304.9	2254.7	2176.4	2145.7	2151.4	-8.61%
RUSSELLVILLE	1353.1	1394.6	1395.0	1396.9	1398.5	1383.0	1304.5	1270.4	-6.11%
SCIENCE HILL	273.0	279.4	301.1	345.0	335.5	356.2	365.4	382.3	40.04%
SCOTT CO	4173.2	4198.7	4253.8	4335.8	4363.9	4386.2	4511.2	4533.2	8.63%
SHELBY CO	3969.2	3992.0	4063.8	4075.6	4120.8	4153.7	4170.5	4216.0	6.22%
SILVER GROVE	240.1	244.0	249.2	228.8	239.2	252.4	242.0	233.6	-2.71%
SIMPSON CO	2557.0	2594.2	2605.7	2609.6	2609.4	2599.7	2644.0	2610.9	2.11%
SOMERSET	1578.2	1634.9	1634.2	1578.0	1598.9	1650.8	1607.8	1595.0	1.06%
SOUTHGATE	194.2	185.0	165.4	173.2	175.5	176.5	190.3	197.1	1.49%
SPENCER CO	1254.3	1247.1	1260.3	1330.5	1371.5	1459.7	1511.7	1557.0	24.13%
TAYLOR CO	2144.7	2151.2	2209.4	2248.2	2283.6	2315.3	2364.2	2356.4	9.87%
TODD CO	1759.7	1753.7	1770.5	1773.3	1759.8	1711.1	1692.3	1738.8	-1.19%
TRIGG CO	1599.6	1597.4	1618.5	1632.8	1635.4	1656.4	1680.9	1709.0	6.84%
TRIMBLE CO	1055.8	1074.9	1121.0	1104.2	1116.8	1157.5	1193.5	1207.4	14.36%
UNION CO	2743.7	2761.4	2753.5	2760.8	2659.1	2590.0	2551.7	2473.1	-9.86%
WALTON VERONA	780.8	843.6	852.2	849.7	853.3	860.2	873.1	894.9	14.61%
WARREN CO	8872.0	8965.0	9073.4	9160.8	9353.2	9304.6	9504.9	9490.5	6.97%
WASHINGTON CO	1605.2	1638.4	1634.4	1626.4	1647.0	1615.7	1636.3	1645.8	2.53%
WAYNE CO	2504.1	2451.5	2443.5	2507.5	2542.4	2506.8	2498.4	2473.8	-1.21%
WEBSTER CO	1991.3	1928.7	1924.2	1899.6	1892.0	1912.2	1905.8	1893.7	-4.90%
WEST POINT	221.0	246.5	227.5	207.3	187.4	181.2	182.4	158.1	-28.46%
WHITLEY CO	3552.7	3588.0	3575.2	3663.9	3721.9	3666.9	3821.1	3835.7	7.97%
WILLIAMSBURG	889.3	894.6	902.1	902.4	893.6	846.1	803.5	784.2	-11.82%
WILLIAMSTOWN	544.4	534.4	563.1	568.6	579.1	607.1	601.2	620.2	13.92%
WOLFE CO	1276.8	1318.1	1383.1	1359.0	1317.7	1269.3	1247.9	1232.1	-3.50%
WOODFORD CO	3255.8	3303.9	3364.9	3336.0	3458.9	3392.5	3455.4	3446.0	5.84%

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ADAIR CO.	$104,642	$114,297	$114,409	$118,182	$123,340	$136,959	$144,301	$150,366	43.70%
ALLEN CO.	96,733	106,134	111,579	117,724	120,253	124,508	143,632	146,331	51.27%
ANCHORAGE	343,822	376,218	421,121	466,987	496,487	542,406	560,352	537,310	56.28%
ANDERSON CO.	162,314	187,153	195,909	195,474	213,232	221,625	248,691	251,335	54.84%
ASHLAND	161,524	169,322	174,948	180,018	191,091	201,586	212,035	216,558	34.07%
AUGUSTA	84,383	89,773	106,058	113,165	109,180	115,192	128,154	128,493	52.27%
BALLARD CO.	120,023	138,738	140,827	149,848	167,519	176,426	191,251	198,902	65.72%
BARBOURVILLE	119,069	105,468	92,608	91,919	96,169	101,108	104,186	100,610	-15.50%
BARDSTOWN	233,939	240,713	243,821	253,752	274,224	290,223	331,918	345,529	47.70%
BARREN CO.	131,969	142,604	155,155	163,663	185,159	198,262	218,369	226,915	71.95%
BATH CO.	90,876	94,132	97,628	100,179	131,318	127,839	135,133	143,035	57.40%
BEECHWOOD	295,181	290,876	269,137	307,909	302,540	308,408	362,207	372,993	26.36%
BELL CO.	59,645	66,739	65,282	77,247	74,362	89,056	90,743	98,961	65.92%
BELLEVUE	148,503	156,023	159,302	161,183	164,933	177,761	187,335	189,772	27.79%
BEREA	96,667	108,987	112,753	114,053	117,402	133,186	136,295	137,731	42.48%
BOONE CO.	281,433	310,331	329,170	342,713	360,077	353,674	401,948	435,698	54.81%
BOURBON CO.	151,388	163,867	178,724	173,049	168,900	179,224	201,812	220,437	45.61%
BOWLING GREEN	156,068	177,928	178,354	189,227	205,400	221,090	230,983	262,052	67.91%
BOYD CO.	159,054	166,596	189,677	217,630	220,095	242,275	258,910	273,758	72.12%
BOYLE CO.	140,492	149,640	181,734	196,441	189,877	206,522	229,183	245,996	75.10%
BRACKEN CO.	114,208	123,956	127,976	131,182	134,156	135,284	142,592	154,651	35.41%
BREATHITT CO.	76,233	85,504	90,580	90,949	97,732	107,239	110,309	107,549	41.08%
BRECKINRIDGE CO	130,724	135,964	137,077	139,952	145,007	160,297	167,717	177,940	36.12%
BULLITT CO.	107,479	121,435	131,786	150,390	157,774	181,567	209,192	221,398	105.99%
BURGIN	185,939	184,380	190,431	200,846	218,330	226,813	244,979	263,068	41.48%
BUTLER CO.	88,129	94,719	97,793	98,174	103,010	114,919	123,944	131,854	49.61%
CALDWELL CO.	112,393	122,757	129,506	139,756	143,424	156,580	169,131	177,670	58.08%
CALLOWAY CO.	149,478	164,184	170,704	172,379	178,944	197,171	216,863	239,638	60.32%
CAMPBELL CO.	214,693	240,566	258,070	268,853	286,868	324,064	347,038	373,162	73.81%
CAMPBELLSVILLE	118,764	124,892	131,109	136,365	148,656	151,354	163,456	172,001	44.83%
CARLISLE CO.	111,322	120,223	123,699	133,385	136,998	147,749	166,318	172,685	55.12%
CARROLL CO.	211,173	194,678	203,376	215,081	223,310	242,809	274,471	295,087	39.74%
CARTER CO.	66,314	76,254	83,074	85,426	106,535	110,403	117,993	125,484	89.23%
CASEY CO.	95,952	100,691	105,404	114,465	119,251	126,630	138,132	148,858	55.14%
CAVERNA IND.	94,822	108,828	110,980	121,369	132,414	145,913	154,617	170,335	79.64%
CHRISTIAN CO.	114,195	129,947	135,471	136,333	143,471	156,191	180,528	195,245	70.98%
CLARK CO.	162,062	168,552	170,739	181,405	193,450	218,049	233,723	245,154	51.27%

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CLAY CO.	59,297	66,829	69,885	80,861	83,693	87,618	92,007	93,533	57.74%
CLINTON CO.	65,358	73,328	81,163	126,793	133,577	136,887	143,682	145,442	122.53%
CLOVERPORT	51,549	53,678	52,130	53,802	54,746	61,368	65,331	69,818	35.44%
CORBIN	110,870	129,848	129,276	127,397	133,214	148,052	154,614	155,075	39.87%
COVINGTON	107,213	136,112	142,709	148,681	150,968	174,305	182,372	186,040	73.52%
CRITTENDEN CO.	116,300	128,007	134,606	137,039	142,165	151,526	168,890	171,505	47.47%
CUMBERLAND CO.	96,722	102,518	109,232	119,098	126,488	131,688	144,545	145,272	50.20%
DANVILLE	194,504	208,304	227,264	237,343	239,188	256,100	272,392	308,144	58.43%
DAVIESS CO.	179,159	189,497	191,317	187,483	191,209	215,305	227,714	237,388	32.50%
DAWSON SPRINGS	74,571	77,749	72,710	71,156	70,098	75,352	83,208	73,656	-1.23%
DAYTON	45,225	57,486	59,676	61,238	61,526	65,913	80,550	80,813	78.69%
EAST BERNSTADT	41,720	42,597	41,639	50,833	54,136	50,185	49,217	40,924	-1.91%
EDMONSON CO.	71,969	77,821	81,817	89,180	126,108	132,943	140,234	151,435	110.42%
ELIZABETHTOWN	143,770	150,416	165,164	163,463	168,182	178,937	184,954	195,341	35.87%
ELLIOTT CO.	45,923	73,636	72,326	72,171	72,712	75,914	80,017	85,464	86.10%
EMINENCE	120,109	136,127	123,300	137,347	154,616	156,170	176,571	186,293	55.10%
ERLANGER	171,578	185,184	206,145	214,809	222,154	225,254	256,076	265,419	54.69%
ESTILL CO.	69,547	78,082	79,666	84,284	86,209	94,691	102,460	107,128	54.04%
FAIRVIEW	105,406	101,046	108,427	105,224	108,529	120,969	125,679	122,536	16.25%
FAYETTE CO.	342,758	364,305	374,786	359,708	366,609	392,135	417,030	434,839	26.86%
FLEMING CO.	122,161	127,037	123,150	128,250	134,163	138,437	144,218	151,285	23.84%
FLOYD CO.	85,364	92,955	98,537	92,745	110,522	130,420	137,317	141,116	65.31%
FT. THOMAS	221,503	246,262	253,747	289,817	280,822	308,472	308,554	328,030	48.09%
FRANKFORT	181,714	190,128	222,892	220,169	202,126	208,321	215,939	214,499	18.04%
FRANKLIN CO.	192,893	209,922	231,454	243,472	254,689	283,702	303,239	317,241	64.46%
FULTON CO.	110,824	124,200	126,929	132,756	132,198	139,295	146,433	160,353	44.69%
FULTON	119,197	124,355	126,477	120,956	138,743	144,648	150,771	161,815	35.75%
GALLATIN CO.	124,508	134,094	145,354	152,386	154,711	153,800	183,731	203,757	63.65%
GARRARD CO.	141,154	158,267	160,832	167,900	167,050	172,405	185,135	192,229	36.18%
GLASGOW IND.	124,068	140,834	155,949	160,894	163,943	183,580	205,795	220,940	78.08%
GRANT CO.	98,049	106,468	113,939	119,671	125,453	138,819	146,815	162,422	65.65%
GRAVES CO.	127,672	130,117	137,254	139,714	151,057	164,190	182,567	195,451	53.09%
GRAYSON CO.	102,569	109,084	116,932	125,417	128,129	145,704	155,809	160,714	56.69%
GREEN CO.	100,401	110,630	116,288	127,560	132,545	136,196	147,993	150,243	49.64%
GREENUP CO.	92,341	96,196	102,296	112,319	129,158	140,950	147,684	154,232	67.02%
HANCOCK CO.	145,866	149,452	168,310	176,877	208,750	219,700	234,849	254,378	74.39%
HARDIN CO.	138,562	149,683	157,009	150,708	157,990	170,696	183,141	198,655	43.37%

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HARLAN CO.	79,813	79,122	82,589	81,717	79,651	95,547	111,339	119,892	50.22%
HARLAN	73,098	77,247	78,343	87,691	90,757	108,560	128,288	132,573	81.36%
HARRISON CO.	124,758	127,566	132,827	133,071	137,873	156,883	168,448	171,495	37.46%
HARRODSBURG	131,770	142,194	147,893	154,161	157,247	182,870	193,332	189,813	44.05%
HART CO.	82,334	93,319	104,116	112,401	127,730	141,532	150,521	160,114	94.47%
HAZARD	106,567	113,969	113,465	115,466	118,468	153,345	149,418	164,054	53.94%
HENDERSON CO.	157,884	167,966	181,491	184,043	191,465	197,523	211,751	215,699	36.62%
HENRY CO.	133,544	143,258	144,585	149,478	158,493	176,963	188,055	193,444	44.85%
HICKMAN CO.	122,952	134,259	133,544	144,724	150,668	172,721	192,004	204,369	66.22%
HOPKINS CO.	155,060	157,027	157,927	165,508	164,643	175,133	193,369	201,353	29.85%
JACKSON CO.	47,967	56,440	58,892	68,031	69,729	76,434	83,017	86,249	79.81%
JACKSON	65,813	80,684	86,870	76,254	81,574	80,511	85,565	79,260	20.43%
JEFFERSON CO.	259,483	288,657	286,119	309,366	316,190	348,636	368,006	400,221	54.24%
JENKINS	49,224	50,044	54,446	52,387	60,098	77,770	97,003	99,848	102.84%
JESSAMINE CO.	170,807	177,563	189,161	190,370	193,195	212,469	231,777	253,726	48.55%
JOHNSON CO.	60,758	62,275	66,437	68,556	71,278	86,322	117,537	123,771	103.71%
KENTON CO.	213,438	225,752	242,855	261,422	285,747	304,155	333,953	370,435	73.56%
KNOTT CO.	74,413	84,513	91,255	93,755	112,271	121,948	129,856	144,052	93.58%
KNOX CO.	68,572	74,803	78,823	83,879	99,445	105,476	112,802	119,095	73.68%
LARUE CO.	110,717	115,934	119,099	119,000	124,602	137,927	146,227	157,440	42.20%
LAUREL CO.	110,674	119,612	121,118	122,002	132,551	145,699	157,838	177,419	60.31%
LAWRENCE CO.	83,656	95,450	98,947	106,354	118,592	129,875	137,530	144,103	72.26%
LEE CO.	66,817	80,863	86,096	88,014	94,887	98,221	104,212	108,825	62.87%
LESLIE CO.	82,349	90,397	97,927	112,565	128,206	122,266	132,979	144,507	75.48%
LETCHER CO.	76,030	78,942	86,022	82,248	94,280	109,303	118,198	121,440	59.73%
LEWIS CO.	77,034	81,456	85,512	92,118	97,324	108,588	119,791	126,108	63.70%
LINCOLN CO.	87,841	96,290	102,122	108,920	118,302	124,011	140,832	144,365	64.35%
LIVINGSTON CO.	158,460	164,880	180,315	203,765	210,493	216,943	236,759	244,339	54.20%
LOGAN CO.	140,135	146,224	154,739	156,122	164,868	184,040	212,434	201,299	43.65%
LUDLOW	83,366	90,336	83,089	87,991	87,512	98,654	102,741	105,080	26.05%
LYON CO.	199,781	221,194	241,281	256,297	267,041	286,224	348,402	377,592	89.00%
MADISON CO.	139,587	149,411	153,433	162,928	178,232	193,902	213,767	226,120	61.99%
MAGOFFIN CO.	46,504	56,342	56,253	61,624	71,480	77,114	81,784	86,173	85.30%
MARION CO.	110,080	115,061	125,814	139,323	145,192	156,987	175,460	183,612	66.80%
MARSHALL CO.	168,457	181,235	195,131	201,553	212,037	226,753	238,011	256,856	52.48%
MARTIN CO.	121,605	121,749	125,758	119,878	125,263	127,588	135,008	147,578	21.36%
MASON CO.	194,202	203,912	212,323	232,430	242,301	252,655	284,568	310,257	59.76%

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MAYFIELD	125,147	128,150	131,245	134,728	143,093	154,030	157,513	168,934	34.99%
McCRACKEN CO.	153,092	168,509	176,975	183,816	197,121	219,573	242,585	264,610	72.84%
McCREARY CO.	38,031	47,185	46,569	53,232	60,850	64,993	71,965	79,600	109.30%
McLEAN CO.	134,078	140,916	151,063	155,837	159,670	168,094	176,350	191,053	42.49%
MEADE CO.	102,718	107,581	109,262	111,467	120,917	125,714	133,895	141,872	38.12%
MENIFEE CO.	66,850	74,629	90,090	99,664	100,104	106,834	110,875	112,822	68.77%
MERCER CO.	143,919	150,032	165,882	166,875	167,620	183,642	211,465	231,893	61.13%
METCALFE CO.	90,001	103,836	106,659	119,496	142,122	143,261	151,461	160,941	78.82%
MIDDLESBORO	100,401	128,682	131,473	135,382	150,767	165,803	170,998	187,566	86.82%
MONROE CO.	88,011	97,629	102,225	104,815	108,652	118,817	128,866	136,883	55.53%
MONTGOMERY CO.	107,274	119,220	123,116	124,258	138,635	154,725	178,124	185,900	73.29%
MONTICELLO	47,031	47,124	47,049	55,208	70,653	73,787	80,085	68,694	46.06%
MORGAN CO.	66,783	76,092	73,212	78,425	84,939	88,603	94,913	98,626	47.68%
MUHLENBURG CO.	126,149	132,307	138,260	138,913	140,455	149,950	166,590	169,393	34.28%
MURRAY	196,428	202,926	203,118	206,390	214,828	232,237	257,830	265,511	35.17%
NELSON CO.	147,826	156,659	165,383	168,596	171,240	195,588	205,182	218,279	47.66%
NEWPORT	90,661	100,203	101,567	106,378	111,519	122,037	127,841	138,493	52.76%
NICHOLAS CO.	105,600	113,449	115,267	118,332	120,612	129,897	144,736	159,006	50.57%
OHIO CO.	133,637	132,476	137,166	138,291	140,877	149,556	159,227	176,467	32.05%
OLDHAM CO.	166,078	182,974	192,571	205,202	218,679	253,007	281,451	292,982	76.41%
OWEN CO.	113,629	117,678	119,646	121,905	128,338	147,663	161,157	166,698	46.70%
OWENSBORO	191,097	195,527	194,449	194,703	194,583	222,354	232,745	239,584	25.37%
OWSLEY CO.	56,544	62,072	67,810	63,403	66,118	71,307	77,534	83,508	47.69%
PADUCAH	169,113	181,833	183,437	199,756	209,106	231,621	252,721	257,452	52.24%
PAINTSVILLE	142,285	139,144	137,580	139,755	161,481	188,556	223,259	245,815	72.76%
PARIS	104,525	121,770	122,943	134,105	138,282	160,462	176,374	179,613	71.84%
PENDLETON CO.	92,072	97,472	109,322	119,978	119,010	124,118	142,959	151,779	64.85%
PERRY CO.	98,166	100,544	107,296	107,093	111,193	130,778	140,960	137,849	40.42%
PIKE CO.	97,333	97,972	106,277	113,176	117,563	140,210	149,929	172,849	77.59%
PIKEVILLE	171,060	190,501	183,532	173,777	187,466	226,629	233,905	249,579	45.90%
PINEVILLE	88,755	94,903	94,411	93,242	83,542	76,388	85,520	94,097	6.02%
POWELL CO.	63,020	74,597	74,765	75,067	86,981	91,309	101,273	108,222	71.73%
PROVIDENCE	78,396	82,914	85,473	92,581	92,012	93,417	96,728	90,970	16.04%
PULASKI CO.	121,159	135,430	140,931	148,356	161,047	182,548	198,100	215,514	77.88%
RACELAND	128,501	138,192	134,194	136,994	119,745	153,524	157,055	149,982	16.72%
ROBERTSON CO.	107,204	121,014	123,791	127,802	135,689	139,302	149,295	159,164	48.47%
ROCKCASTLE CO.	74,453	77,390	79,614	85,196	89,913	97,174	99,899	107,019	43.74%

TABLE 38 PER PUPIL PROPERTY WEALTH BY DISTRICT

District	1989-90 Per Pupil Property Wealth	1990-91 Per Pupil Property Wealth	1991-92 Per Pupil Property Wealth	1992-93 Per Pupil Property Wealth	1993-94 Per Pupil Property Wealth	1994-95 Per Pupil Property Wealth	1995-96 Per Pupil Property Wealth	1996-97 Per Pupil Property Wealth	Percent Change 89-90 96-97
ROWAN CO.	115,648	126,556	129,101	134,793	139,364	156,842	172,081	182,658	57.94%
RUSSELL CO.	104,542	123,283	128,328	135,304	140,020	156,490	161,366	167,399	60.13%
RUSSELL	165,436	185,457	186,845	190,795	194,713	229,687	247,224	249,945	51.08%
RUSSELLVILLE	101,287	113,347	110,545	115,235	116,067	135,332	147,128	155,177	53.21%
SCIENCE HILL	79,580	80,543	73,996	72,789	79,050	79,163	85,709	79,036	-0.68%
SCOTT CO.	160,089	175,260	172,519	194,711	206,790	233,950	249,648	270,730	69.11%
SHELBY CO.	193,037	214,628	224,798	239,652	256,018	261,978	306,587	320,412	65.98%
SILVER GROVE	86,345	88,965	100,613	106,973	108,711	99,018	108,271	122,604	41.99%
SIMPSON CO.	140,466	157,610	165,617	173,305	181,297	195,882	210,655	224,763	60.01%
SOMERSET	155,459	168,726	171,297	183,654	195,550	203,258	223,187	236,982	52.44%
SOUTHGATE	175,857	210,747	233,249	223,912	246,008	258,071	308,347	312,281	77.58%
SPENCER CO.	111,009	118,021	128,545	128,756	137,951	144,204	169,235	184,684	66.37%
TAYLOR CO.	117,001	126,053	132,972	137,742	144,169	151,843	164,163	174,220	48.90%
TODD CO.	94,503	105,000	109,096	119,501	132,291	143,572	155,599	160,214	69.53%
TRIGG CO.	137,729	152,339	166,395	178,266	190,012	205,156	232,416	248,118	80.15%
TRIMBLE CO.	168,240	179,285	198,458	198,063	217,423	208,698	221,168	225,504	34.04%
UNION CO.	147,508	151,622	156,118	163,351	168,718	175,963	194,757	203,713	38.10%
WALTON-VERONA	94,664	88,092	102,713	115,817	131,218	135,991	150,642	163,337	72.54%
WARREN CO.	154,825	168,435	176,944	183,949	200,301	224,713	254,624	290,540	87.66%
WASHINGTON CO.	130,233	138,697	139,360	148,486	158,097	169,170	181,416	187,944	44.31%
WAYNE CO.	67,646	79,956	85,921	98,096	124,308	133,886	144,373	151,998	124.70%
WEBSTER CO.	153,023	160,123	175,705	188,662	193,493	194,389	202,087	196,725	28.56%
WEST POINT	53,885	55,736	57,429	68,992	72,756	79,601	101,637	100,375	86.28%
WHITLEY CO.	74,655	76,777	78,957	87,290	84,304	92,215	91,190	102,323	37.06%
WILLIAMSBURG	83,344	102,278	115,205	103,313	103,538	109,556	124,747	128,092	53.69%
WILLIAMSTOWN	129,991	141,743	135,744	154,980	144,912	153,329	170,447	183,542	41.20%
WOLFE CO.	51,033	61,991	62,560	66,379	71,779	80,037	84,315	87,398	71.26%
WOODFORD CO.	266,872	271,047	288,167	291,448	287,915	294,253	318,861	336,020	25.91%

TABLE 39 CLASSROOM TEACHERS BY DISTRICT

District	1989-90 Number of Teachers	1990-91 Number of Teachers	1991-92 Number of Teachers	1992-93 Number of Teachers	1993-94 Number of Teachers	1994-95 Number of Teachers	1995-96 Number of Teachers	1996-97 Number of Teachers	Percent Change 89-90 96-97
ADAIR CO.	160.4	172.0	177.0	181.0	181.0	177.0	179.0	181.0	12.84%
ALLEN CO.	135.0	145.0	151.0	156.8	158.0	157.0	155.0	160.2	18.67%
ANCHORAGE	29.0	29.3	29.7	27.0	30.1	33.3	32.1	34.4	18.62%
ANDERSON CO.	141.0	145.5	150.0	152.0	157.3	165.6	169.4	175.4	24.40%
ASHLAND	204.7	209.9	216.0	224.7	224.5	224.7	222.5	215.0	5.03%
AUGUSTA	16.4	18.3	20.3	20.0	16.8	18.4	18.6	18.7	14.02%
BALLARD CO.	93.6	98.0	98.4	98.0	97.5	97.0	97.3	80.0	-14.53%
BARBOURVILLE	30.3	33.4	36.5	37.5	37.0	39.5	40.0	39.5	30.36%
BARDSTOWN	88.0	87.9	89.4	90.5	90.5	88.0	88.0	91.0	3.41%
BARREN CO.	182.0	185.5	194.5	193.0	189.7	191.1	198.6	210.1	15.44%
BATH CO.	107.8	112.0	114.0	116.6	119.5	121.7	121.0	119.5	10.85%
BEECHWOOD	49.1	50.2	51.9	54.1	54.0	56.9	57.9	56.8	15.68%
BELL CO.	239.0	248.1	236.3	234.4	229.6	228.0	231.0	232.0	-2.93%
BELLEVUE	53.9	53.3	54.6	55.5	58.9	59.8	60.8	61.1	13.36%
BEREA	62.0	64.8	65.3	66.3	67.3	70.3	68.3	71.3	15.00%
BOONE CO.	514.3	535.9	570.0	597.4	588.3	605.5	634.5	669.8	30.24%
BOURBON CO.	148.8	152.5	154.0	164.6	165.8	172.3	171.3	166.8	12.10%
BOWLING GREEN	218.0	217.0	219.5	212.1	212.5	207.5	209.0	208.0	-4.59%
BOYD CO.	240.0	244.6	237.2	229.5	223.9	226.2	241.7	238.2	-0.75%
BOYLE CO.	153.5	157.0	158.4	164.5	163.9	163.3	165.0	169.3	10.29%
BRACKEN CO.	61.0	62.6	63.1	65.0	66.6	68.0	66.0	72.0	18.03%
BREATHITT CO.	172.2	171.1	177.0	178.1	167.1	168.0	172.0	173.0	0.46%
BRECKINRIDGE C	145.0	149.0	154.5	157.0	147.0	147.0	152.0	156.0	7.59%
BULLITT CO.	506.9	507.5	522.5	527.0	545.0	454.0	542.5	549.2	8.34%
BURGIN	25.4	27.6	25.2	26.3	27.6	25.5	24.0	25.0	-1.57%
BUTLER CO.	128.9	130.0	133.5	138.4	141.9	147.5	140.0	147.8	14.66%
CALDWELL CO.	129.2	130.3	126.8	125.0	124.9	130.0	120.8	135.4	4.80%
CALLOWAY CO.	170.3	175.7	184.3	187.7	186.9	193.1	196.8	199.6	17.20%
CAMPBELL CO.	226.5	235.5	243.5	252.0	249.5	260.1	269.5	274.0	20.97%
CAMPBELLSVILLE	79.9	80.7	84.5	82.3	81.9	83.7	80.2	78.9	-1.25%
CARLISLE CO.	54.5	53.5	54.5	55.0	53.0	54.0	50.0	53.0	-2.75%
CARROLL CO.	109.0	110.0	109.3	110.7	118.7	119.0	115.2	102.1	-6.33%
CARTER CO.	320.0	319.0	313.0	310.1	305.6	270.0	288.2	308.2	-3.69%
CASEY CO.	156.0	167.0	172.7	170.9	171.9	155.0	166.0	172.0	10.26%
CAVERNA IND.	66.0	68.0	68.0	68.0	66.5	68.7	63.0	64.0	-3.03%
CHRISTIAN CO.	475.6	486.7	512.4	519.4	520.7	537.1	536.5	532.8	12.03%

TABLE 39 CLASSROOM TEACHERS BY DISTRICT

District	1989-90 Number of Teachers	1990-91 Number of Teachers	1991-92 Number of Teachers	1992-93 Number of Teachers	1993-94 Number of Teachers	1994-95 Number of Teachers	1995-96 Number of Teachers	1996-97 Number of Teachers	Percent Change 89-90 96-97
CLARK CO.	288.0	297.0	301.0	300.0	306.4	310.0	304.2	305.9	6.22%
CLAY CO.	283.0	293.0	314.0	306.0	304.1	307.0	302.0	311.0	9.89%
CLINTON CO.	111.0	113.0	114.8	115.3	116.8	88.0	95.0	102.5	-7.66%
CLOVERPORT	25.0	21.9	22.4	25.3	21.7	25.7	24.7	23.0	-8.00%
CORBIN	104.4	111.0	108.0	111.0	117.5	114.0	119.6	113.5	8.72%
COVINGTON	351.6	351.1	364.5	352.6	354.6	351.9	349.0	340.2	-3.24%
CRITTENDEN CO.	91.1	95.5	94.0	95.0	97.6	99.4	99.5	97.0	6.48%
CUMBERLAND CO.	73.0	78.0	78.0	79.0	76.2	80.7	76.7	80.0	9.59%
DANVILLE	119.8	117.7	122.0	120.0	123.6	126.5	123.4	123.4	3.01%
DAVIESS CO.	498.4	506.2	526.7	548.5	560.7	575.7	575.9	580.7	16.51%
DAWSON SPRING	39.1	39.4	37.0	40.0	39.0	40.0	40.9	43.0	9.97%
DAYTON	79.0	87.0	87.5	88.5	86.3	89.3	83.3	91.3	15.57%
EAST BERNSTADT	18.0	20.5	22.4	23.9	24.0	24.0	24.3	23.9	32.78%
EDMONSON CO.	110.2	114.7	114.7	118.2	121.2	115.7	109.7	113.7	3.18%
ELIZABETHTOWN	109.8	109.8	109.2	114.7	113.5	112.0	115.0	114.0	3.83%
ELLIOTT CO.	85.0	88.0	88.0	93.0	93.0	85.0	98.0	97.0	14.12%
EMINENCE	34.0	37.0	36.7	37.7	36.8	36.8	36.8	35.8	5.29%
ERLANGER	135.6	138.1	137.7	143.0	138.0	136.5	140.1	143.4	5.75%
ESTILL CO.	170.3	175.1	186.1	191.2	190.4	187.1	194.0	194.1	13.98%
FAIRVIEW	44.0	43.0	43.5	43.0	41.5	40.5	43.0	37.5	-14.77%
FAYETTE CO.	1984.2	1973.3	2040.3	2000.7	2044.7	2091.4	2132.9	2101.0	5.89%
FLEMING CO.	136.0	136.0	137.0	143.0	140.0	146.0	148.0	135.5	-0.37%
FLOYD CO.	482.6	496.5	486.5	515.8	502.9	512.3	493.0	468.5	-2.92%
FT. THOMAS	129.3	132.1	135.4	134.5	137.8	139.3	144.3	148.2	14.62%
FRANKFORT	54.8	55.9	58.4	58.8	60.0	61.6	64.3	64.6	17.88%
FRANKLIN CO.	356.1	362.2	364.2	367.2	365.2	364.5	359.0	360.7	1.29%
FULTON CO.	56.5	53.0	55.0	57.0	60.0	63.0	67.0	60.0	6.19%
FULTON	38.9	39.5	41.0	38.5	39.5	39.0	38.9	38.8	-0.26%
GALLATIN CO.	57.5	60.5	63.8	66.8	70.8	71.1	69.1	74.0	28.70%
GARRARD CO.	109.0	113.0	120.2	123.0	125.5	126.5	126.0	131.0	20.18%
GLASGOW IND.	139.0	138.0	139.0	137.8	135.8	137.0	134.8	133.7	-3.81%
GRANT CO.	147.5	159.5	160.0	163.7	172.0	154.0	175.5	178.9	21.29%
GRAVES CO.	203.2	211.7	211.7	210.7	213.2	220.5	224.6	232.0	14.17%
GRAYSON CO.	221.0	228.0	236.5	231.8	228.8	227.2	234.2	246.6	11.58%
GREEN CO.	103.0	105.5	105.5	105.0	104.0	104.0	100.0	106.0	2.91%
GREENUP CO.	204.2	212.0	205.3	211.7	210.5	212.8	214.9	216.0	5.78%

TABLE 39 CLASSROOM TEACHERS BY DISTRICT

District	1989-90 Number of Teachers	1990-91 Number of Teachers	1991-92 Number of Teachers	1992-93 Number of Teachers	1993-94 Number of Teachers	1994-95 Number of Teachers	1995-96 Number of Teachers	1996-97 Number of Teachers	Percent Change 89-90 96-97
HANCOCK CO.	89.0	87.5	82.5	84.5	86.2	91.5	97.0	99.6	11.91%
HARDIN CO.	643.0	672.7	715.5	736.7	762.1	775.1	764.6	760.9	18.34%
HARLAN CO.	371.0	371.8	371.2	391.3	393.5	384.0	402.0	401.2	8.14%
HARLAN	66.1	72.0	67.7	69.4	66.5	63.7	56.5	58.0	-12.25%
HARRISON CO.	177.0	176.6	181.1	182.5	185.5	187.0	189.6	193.7	9.44%
HARRODSBURG	57.8	57.7	55.2	55.8	55.6	55.5	56.5	59.0	2.08%
HART CO.	135.6	138.4	139.7	150.4	144.6	146.0	144.0	156.4	15.34%
HAZARD	73.8	72.7	76.8	77.6	77.6	77.6	78.7	74.7	1.22%
HENDERSON CO.	384.0	386.5	395.5	412.0	424.0	417.9	414.8	406.0	5.73%
HENRY CO.	115.0	116.8	115.2	119.4	118.0	119.1	121.3	120.3	4.61%
HICKMAN CO.	56.0	57.0	60.0	57.0	56.0	56.0	54.9	54.0	-3.57%
HOPKINS CO.	456.1	460.5	454.1	458.0	445.8	456.7	445.6	457.7	0.35%
JACKSON CO.	148.0	159.5	160.0	160.5	159.4	156.7	168.0	160.0	8.11%
JACKSON	22.0	18.1	20.2	21.7	21.4	21.7	20.0	21.1	-4.09%
JEFFERSON CO.	5207.8	5189.3	5212.0	5297.2	5331.8	5270.1	5287.0	5295.7	1.69%
JENKINS	53.0	55.0	52.0	53.0	50.6	55.0	51.0	52.0	-1.89%
JESSAMINE CO.	318.9	321.7	327.5	337.1	342.2	339.7	345.9	355.5	11.48%
JOHNSON CO.	221.5	234.7	244.0	249.0	248.7	250.5	240.5	240.5	8.58%
KENTON CO.	658.3	646.2	652.0	652.5	651.3	657.1	662.1	651.1	-1.09%
KNOTT CO.	221.1	225.2	230.2	235.7	217.2	220.7	226.1	229.4	3.75%
KNOX CO.	288.0	289.0	305.0	306.0	313.0	314.0	321.0	295.1	2.47%
LARUE CO.	118.0	122.0	125.0	132.0	133.0	137.0	140.0	139.0	17.80%
LAUREL CO.	429.5	453.8	460.2	484.9	479.3	480.6	476.9	457.1	6.43%
LAWRENCE CO.	166.8	166.7	171.3	170.0	170.1	171.8	175.8	181.7	8.93%
LEE CO.	80.0	84.1	84.6	88.6	88.6	88.4	87.4	87.5	9.38%
LESLIE CO.	152.5	161.8	175.8	179.9	178.0	173.0	169.0	163.5	7.21%
LETCHER CO.	274.9	300.0	311.7	303.4	293.2	283.5	260.0	255.5	-7.06%
LEWIS CO.	160.5	161.5	167.5	171.5	167.0	162.0	156.3	155.0	-3.43%
LINCOLN CO.	217.0	222.5	230.5	232.0	234.3	238.0	243.7	252.0	16.13%
LIVINGSTON CO.	88.0	86.0	84.0	83.9	83.0	87.2	87.2	89.2	1.36%
LOGAN CO.	178.0	183.5	184.2	183.0	184.0	184.0	188.0	196.0	10.11%
LUDLOW	51.5	51.5	53.5	57.5	57.5	58.1	58.5	61.8	20.00%
LYON CO.	50.0	50.3	50.1	54.7	50.7	52.8	51.0	49.4	-1.20%
MADISON CO.	448.4	474.8	496.6	514.9	519.6	534.4	527.6	523.9	16.84%
MAGOFFIN CO.	169.3	186.1	193.9	200.7	196.8	194.0	186.1	180.0	6.32%
MARION CO.	171.4	175.3	181.9	190.4	196.8	197.1	191.4	192.2	12.14%

TABLE 39 CLASSROOM TEACHERS BY DISTRICT

District	1989-90 Number of Teachers	1990-91 Number of Teachers	1991-92 Number of Teachers	1992-93 Number of Teachers	1993-94 Number of Teachers	1994-95 Number of Teachers	1995-96 Number of Teachers	1996-97 Number of Teachers	Percent Change 89-90 96-97
MARSHALL CO.	258.7	267.9	268.3	274.0	272.5	279.5	290.7	296.4	14.57%
MARTIN CO.	171.0	165.0	166.0	172.0	178.0	176.0	177.7	179.0	4.68%
MASON CO.	170.6	172.5	173.6	174.6	175.1	179.9	183.7	181.7	6.51%
MAYFIELD	88.9	88.0	94.0	92.6	90.6	91.2	88.6	89.6	0.79%
McCRACKEN CO.	342.5	350.8	353.6	361.3	362.1	365.5	363.0	365.1	6.60%
McCREARY CO.	207.3	216.3	219.1	224.5	225.8	229.7	234.7	212.0	2.27%
McLEAN CO.	116.0	113.8	113.8	110.2	108.7	109.5	104.2	105.7	-8.88%
MEADE CO.	187.5	203.5	208.5	219.0	222.5	235.0	243.5	248.6	32.59%
MENIFEE CO.	59.2	67.2	65.0	64.0	66.7	70.2	68.9	70.7	19.43%
MERCER CO.	113.0	112.9	114.6	117.3	117.2	120.1	122.0	124.0	9.73%
METCALFE CO.	100.9	103.5	105.0	106.5	106.5	107.8	109.0	106.0	5.05%
MIDDLESBORO	122.5	127.0	128.5	126.5	122.5	118.5	115.5	105.0	-14.29%
MONROE CO.	131.4	138.9	143.9	145.4	148.4	150.7	147.2	144.0	9.59%
MONTGOMERY C	243.0	242.5	245.8	236.8	240.7	238.7	237.3	236.1	-2.84%
MONTICELLO	46.7	47.9	50.2	48.0	49.0	51.0	52.0	52.0	11.35%
MORGAN CO.	140.0	148.0	147.0	156.0	161.1	162.0	164.0	168.0	20.00%
MUHLENBURG CO	333.2	353.3	354.7	357.1	360.9	359.0	364.8	359.2	7.80%
MURRAY	85.9	84.0	82.3	83.0	82.3	80.4	82.3	86.2	0.35%
NELSON CO.	209.7	213.7	219.0	227.0	233.1	239.0	241.8	252.0	20.17%
NEWPORT	204.9	209.0	211.8	211.6	204.2	206.0	197.2	195.8	-4.44%
NICHOLAS CO.	67.0	72.5	74.5	75.0	76.5	75.1	75.0	81.0	20.90%
OHIO CO.	215.3	216.6	224.6	224.6	225.2	225.6	226.8	229.0	6.36%
OLDHAM CO.	368.4	375.2	389.6	399.9	409.8	412.5	422.3	444.6	20.68%
OWEN CO.	101.7	106.0	106.0	107.4	106.7	115.0	113.9	115.2	13.27%
OWENSBORO	301.2	309.3	303.0	296.3	296.8	306.1	308.6	298.2	-1.00%
OWSLEY CO.	60.5	61.5	64.4	69.7	68.7	68.6	67.6	66.6	10.08%
PADUCAH	244.5	245.2	250.3	249.3	232.6	211.4	200.9	211.1	-13.66%
PAINTSVILLE	53.5	54.6	54.6	53.6	54.6	53.9	56.8	54.8	2.43%
PARIS	78.1	79.0	80.5	67.0	52.5	48.0	53.0	55.0	-29.58%
PENDLETON CO.	134.0	135.0	138.0	141.0	145.0	152.0	150.0	155.6	16.12%
PERRY CO.	309.5	318.0	328.0	334.5	341.7	345.5	345.0	347.5	12.28%
PIKE CO.	772.0	810.0	819.0	823.0	809.0	770.0	727.0	720.0	-6.74%
PIKEVILLE	82.0	81.6	83.1	84.9	80.6	82.0	80.8	79.8	-2.68%
PINEVILLE	34.0	36.0	35.0	34.0	34.0	36.2	39.0	40.8	20.00%
POWELL CO.	128.2	137.3	138.4	145.0	147.0	153.9	156.0	164.0	27.93%
PROVIDENCE	34.8	37.5	38.0	39.5	39.0	38.0	37.0	36.0	3.45%

TABLE 39 CLASSROOM TEACHERS BY DISTRICT

District	1989-90 Number of Teachers	1990-91 Number of Teachers	1991-92 Number of Teachers	1992-93 Number of Teachers	1993-94 Number of Teachers	1994-95 Number of Teachers	1995-96 Number of Teachers	1996-97 Number of Teachers	Percent Change 89-90 96-97
PULASKI CO.	386.9	392.9	391.7	412.3	421.5	419.0	439.0	430.0	11.14%
RACELAND	49.0	49.3	50.5	50.5	52.0	52.0	51.5	47.0	-4.08%
ROBERTSON CO.	23.3	21.6	22.1	22.6	23.0	23.0	22.0	21.5	-7.73%
ROCKCASTLE CO.	169.6	176.5	175.5	175.5	167.5	182.2	179.5	187.5	10.55%
ROWAN CO.	171.5	187.8	200.1	208.0	210.4	198.8	196.8	204.7	19.36%
RUSSELL CO.	165.7	171.5	172.5	179.0	185.1	191.2	191.0	189.0	14.06%
RUSSELL	128.9	125.7	126.7	129.2	130.2	129.7	126.7	126.0	-2.25%
RUSSELLVILLE	91.0	91.0	95.0	91.0	94.0	95.0	96.5	92.0	1.10%
SCIENCE HILL	13.5	14.6	14.4	16.7	19.0	19.5	21.1	22.6	67.41%
SCOTT CO.	253.4	263.6	276.9	284.7	292.8	302.6	317.9	332.9	31.37%
SHELBY CO.	238.0	246.5	256.7	256.4	259.1	258.2	262.6	262.6	10.34%
SILVER GROVE	20.0	20.1	23.8	23.6	21.7	23.8	24.4	23.4	17.00%
SIMPSON CO.	169.0	170.3	171.0	168.5	168.0	175.0	172.0	172.5	2.07%
SOMERSET	113.1	113.6	115.3	115.5	114.0	96.2	103.9	99.1	-12.38%
SOUTHGATE	12.0	12.4	11.8	11.4	11.4	12.4	12.4	14.9	24.17%
SPENCER CO.	76.5	85.3	86.9	90.3	91.1	98.4	102.0	98.0	28.10%
TAYLOR CO.	125.5	127.5	136.5	140.0	145.0	153.0	161.5	158.5	26.29%
TODD CO.	105.3	111.1	114.6	117.2	114.5	114.7	117.0	119.5	13.49%
TRIGG CO.	103.4	106.0	107.3	109.1	109.0	116.6	108.3	111.0	7.35%
TRIMBLE CO.	65.5	64.0	68.0	65.5	66.5	64.7	70.8	71.8	9.62%
UNION CO.	166.5	169.0	174.9	174.9	174.3	175.3	178.7	170.7	2.52%
WALTON-VERONA	50.7	51.0	54.5	56.0	55.0	56.9	58.0	60.7	19.72%
WARREN CO.	515.0	539.0	544.7	546.7	552.0	571.6	601.5	609.5	18.35%
WASHINGTON CO.	101.0	101.0	105.2	109.2	106.9	105.3	106.1	106.7	5.64%
WAYNE CO.	159.5	163.0	170.0	163.0	165.0	166.5	168.5	169.0	5.96%
WEBSTER CO.	123.0	125.0	123.0	122.0	118.0	122.0	125.0	122.0	-0.81%
WEST POINT	16.6	14.5	13.0	13.0	11.0	10.0	11.0	11.0	-33.73%
WHITLEY CO.	211.0	218.0	226.0	238.0	242.0	243.0	245.2	251.0	18.96%
WILLIAMSBURG	55.4	59.7	59.5	59.1	52.1	54.3	56.2	57.0	2.89%
WILLIAMSTOWN	37.1	39.0	38.0	39.0	40.0	39.4	40.0	43.0	15.90%
WOLFE CO.	84.8	91.5	93.1	97.4	95.2	91.3	99.0	98.7	16.39%
WOODFORD CO.	203.7	212.2	214.2	219.2	215.4	216.9	218.2	221.6	8.79%

TABLE 40 AVERAGE CLASSROOM TEACHER SALARIES BY DISTRICT

District	1989-90 Average Teacher Salary	1990-91 Average Teacher Salary	1991-92 Average Teacher Salary	1992-93 Average Teacher Salary	1993-94 Average Teacher Salary	1994-95 Average Teacher Salary	1995-96 Average Teacher Salary	1996-97 Average Teacher Salary	Percent Change 89-90 96-97
ADAIR CO.	$25,779	$27,714	$30,002	$30,069	$29,819	$30,971	$31,371	$32,233	25.04%
ALLEN CO.	25,480	27,825	29,139	29,645	30,635	31,410	31,770	32,364	27.02%
ANCHORAGE	28,736	31,003	32,966	34,826	34,901	36,072	36,410	36,854	28.25%
ANDERSON CO.	24,692	27,390	29,186	29,901	30,513	31,309	31,977	32,711	32.48%
ASHLAND	27,422	30,155	31,395	31,792	32,745	33,207	33,117	34,216	24.78%
AUGUSTA	24,111	27,017	28,967	28,930	28,217	28,173	28,944	29,465	22.21%
BALLARD CO.	25,795	28,074	29,267	28,958	29,336	30,870	31,545	32,757	26.99%
BARBOURVILLE	23,219	25,851	27,880	28,735	29,761	31,014	31,055	32,440	39.71%
BARDSTOWN	26,715	29,315	30,897	30,599	31,454	32,982	33,464	34,365	28.64%
BARREN CO.	25,032	28,179	30,288	30,653	30,635	31,223	31,538	32,064	28.09%
BATH CO.	25,768	28,081	29,615	29,383	30,023	30,137	30,011	31,354	21.68%
BEECHWOOD	26,675	28,433	29,353	28,979	29,542	29,195	30,437	31,834	19.34%
BELL CO.	25,183	29,650	31,701	31,787	32,040	32,205	33,197	33,700	33.82%
BELLEVUE	26,827	28,784	30,317	30,997	31,854	32,928	33,137	34,650	29.16%
BEREA	25,777	27,930	29,364	29,611	30,810	30,982	31,817	32,011	24.18%
BOONE CO.	27,141	29,687	31,394	31,595	32,608	32,319	33,790	34,687	27.80%
BOURBON CO.	26,198	28,852	31,573	31,286	31,886	32,217	32,569	33,708	28.67%
BOWLING GREEN	26,626	29,470	31,526	31,666	32,190	32,876	33,454	34,344	28.99%
BOYD CO.	26,338	29,671	31,408	32,026	33,006	33,434	33,472	34,823	32.22%
BOYLE CO.	25,540	28,246	30,259	30,538	31,266	31,641	32,319	32,966	29.08%
BRACKEN CO.	26,408	28,845	29,733	29,723	29,843	30,258	31,162	32,038	21.32%
BREATHITT CO.	24,965	28,680	31,059	31,421	32,760	33,484	34,177	35,295	41.38%
BRECKINRIDGE C	25,732	28,017	30,207	30,447	31,758	32,265	33,191	34,067	32.39%
BULLITT CO.	25,783	28,649	29,955	30,007	31,504	34,529	34,556	35,679	38.38%
BURGIN	24,439	26,727	28,739	29,292	28,827	28,536	28,323	29,333	20.03%
BUTLER CO.	23,868	27,699	28,877	29,149	29,287	30,488	31,037	32,033	34.21%
CALDWELL CO.	25,941	28,311	29,960	29,856	30,577	30,166	30,126	31,075	19.79%
CALLOWAY CO.	25,843	28,981	30,556	30,998	31,512	32,292	33,236	33,765	30.65%
CAMPBELL CO.	26,782	29,289	30,871	31,013	31,105	31,779	32,081	32,370	20.86%
CAMPBELLSVILLE	24,523	26,959	29,015	29,150	29,633	30,672	31,001	32,724	33.44%
CARLISLE CO.	25,699	28,354	29,266	28,718	29,161	28,942	30,810	31,962	24.37%
CARROLL CO.	26,329	30,095	31,367	32,470	32,932	33,028	34,039	34,502	31.04%
CARTER CO.	24,258	27,719	30,028	31,010	31,206	32,612	31,950	32,843	35.39%
CASEY CO.	24,158	26,058	28,488	28,595	28,727	30,583	30,747	32,004	32.48%
CAVERNA IND.	24,529	26,919	28,973	29,668	29,740	30,934	31,078	32,101	30.87%
CHRISTIAN CO.	26,174	28,776	30,045	30,058	29,894	31,016	32,045	32,603	24.56%

TABLE 40 AVERAGE CLASSROOM TEACHER SALARIES BY DISTRICT

District	1989-90 Average Teacher Salary	1990-91 Average Teacher Salary	1991-92 Average Teacher Salary	1992-93 Average Teacher Salary	1993-94 Average Teacher Salary	1994-95 Average Teacher Salary	1995-96 Average Teacher Salary	1996-97 Average Teacher Salary	Percent Change 89-90 96-97
CLARK CO.	25,379	28,004	29,934	30,235	31,192	31,870	32,901	33,791	33.15%
CLAY CO.	25,341	29,100	29,848	29,705	29,333	30,432	31,432	32,413	27.91%
CLINTON CO.	24,749	28,488	30,548	30,572	30,316	31,222	31,070	32,047	29.49%
CLOVERPORT	23,735	26,608	27,283	28,068	28,148	28,824	30,037	31,894	34.38%
CORBIN	25,407	28,976	31,086	31,768	31,107	31,800	32,056	33,047	30.07%
COVINGTON	24,627	27,803	29,452	30,248	30,601	31,157	31,726	32,088	30.30%
CRITTENDEN CO.	24,034	26,748	28,210	28,174	28,937	30,094	29,913	31,072	29.28%
CUMBERLAND CO	24,743	26,646	28,040	28,431	28,713	30,058	31,291	32,402	30.95%
DANVILLE	27,022	30,280	31,533	31,565	32,008	31,637	32,233	33,086	22.44%
DAVIESS CO.	27,905	30,584	31,674	31,624	32,119	33,055	33,076	33,631	20.52%
DAWSON SPRING	25,466	27,260	28,975	29,288	30,435	31,180	31,234	32,551	27.82%
DAYTON	24,920	27,665	29,088	30,328	31,225	31,745	33,319	34,222	37.33%
EAST BERNSTAD	24,465	27,631	29,355	29,884	30,351	31,736	33,275	34,544	41.20%
EDMONSON CO.	24,386	26,752	28,749	29,110	29,499	30,689	31,634	32,387	32.81%
ELIZABETHTOWN	27,064	29,389	31,058	30,369	31,534	32,782	33,045	33,067	22.18%
ELLIOTT CO.	23,417	25,924	28,373	27,348	28,259	29,639	29,738	31,303	33.68%
EMINENCE	26,158	27,782	29,373	30,274	30,422	31,362	31,996	33,203	26.93%
ERLANGER	24,740	26,537	28,510	28,843	29,619	30,391	31,169	32,273	30.45%
ESTILL CO.	24,141	26,288	28,800	30,019	30,579	31,569	32,295	33,499	38.76%
FAIRVIEW	25,692	28,306	29,715	29,504	30,188	30,459	31,495	31,618	23.07%
FAYETTE CO.	30,379	33,404	34,379	34,615	34,896	35,227	35,129	35,405	16.54%
FLEMING CO.	25,641	28,974	30,636	30,310	31,103	32,069	32,698	33,471	30.54%
FLOYD CO.	24,121	28,309	31,514	30,984	30,892	31,740	31,957	33,000	36.81%
FT. THOMAS	28,680	30,836	32,642	33,666	33,706	34,445	34,877	34,859	21.54%
FRANKFORT	26,053	28,955	29,499	29,728	29,589	29,676	29,735	31,176	19.66%
FRANKLIN CO.	25,876	28,206	29,203	29,201	29,665	30,382	31,042	32,051	23.86%
FULTON CO.	25,621	28,054	30,353	30,280	30,432	31,043	31,548	32,890	28.37%
FULTON	25,194	27,232	29,513	29,230	29,403	30,020	29,900	30,479	20.98%
GALLATIN CO.	23,302	25,480	26,657	26,127	27,275	28,162	28,839	29,891	28.28%
GARRARD CO.	25,154	26,979	28,676	29,282	29,559	30,144	31,164	32,487	29.15%
GLASGOW IND.	26,656	29,587	31,628	31,616	32,281	33,002	33,499	34,626	29.90%
GRANT CO.	24,156	26,778	27,942	28,876	29,399	30,217	29,764	31,448	30.19%
GRAVES CO.	25,895	28,326	29,880	29,634	30,256	30,691	31,848	32,851	26.86%
GRAYSON CO.	24,971	27,610	29,630	29,587	30,425	30,823	32,456	32,965	32.01%
GREEN CO.	25,304	28,214	29,583	29,275	29,235	29,794	30,809	31,914	26.12%
GREENUP CO.	24,765	27,527	29,479	29,738	30,889	31,587	32,165	32,371	30.71%

TABLE 40 AVERAGE CLASSROOM TEACHER SALARIES BY DISTRICT

District	1989-90 Average Teacher Salary	1990-91 Average Teacher Salary	1991-92 Average Teacher Salary	1992-93 Average Teacher Salary	1993-94 Average Teacher Salary	1994-95 Average Teacher Salary	1995-96 Average Teacher Salary	1996-97 Average Teacher Salary	Percent Change 89-90 96-97
HANCOCK CO.	26,999	29,519	31,905	31,026	32,053	31,877	31,648	32,208	19.29%
HARDIN CO.	25,750	28,325	29,922	30,011	30,687	31,621	32,163	33,256	29.15%
HARLAN CO.	24,868	27,935	30,329	30,669	31,233	32,053	31,649	32,345	30.07%
HARLAN	23,874	27,292	29,624	30,258	30,393	31,615	32,915	33,427	40.01%
HARRISON CO.	24,360	27,006	29,155	30,177	30,697	31,410	32,085	32,863	34.91%
HARRODSBURG	25,953	27,794	29,558	29,419	29,431	30,249	30,334	30,400	17.13%
HART CO.	24,670	27,131	29,325	29,109	29,436	30,811	30,757	32,014	29.77%
HAZARD	23,597	26,864	29,222	30,861	31,318	32,074	33,120	35,016	48.39%
HENDERSON CO.	26,464	29,076	30,337	30,641	30,717	31,964	32,440	33,503	26.60%
HENRY CO.	24,487	27,065	29,765	29,831	30,150	31,481	31,796	33,030	34.89%
HICKMAN CO.	24,700	26,891	29,505	30,382	30,739	30,951	31,599	32,104	29.98%
HOPKINS CO.	25,739	28,656	30,141	30,302	30,476	31,540	31,809	32,529	26.38%
JACKSON CO.	23,511	27,043	28,502	28,789	30,936	31,866	32,781	33,017	40.43%
JACKSON	24,177	26,660	26,658	26,362	28,143	29,860	30,243	34,625	43.21%
JEFFERSON CO.	29,267	31,971	33,589	33,557	34,261	35,391	35,795	36,448	24.54%
JENKINS	23,805	27,899	30,537	31,488	32,049	31,209	31,344	32,490	36.48%
JESSAMINE CO.	24,407	27,706	29,160	29,046	29,765	30,358	30,747	31,743	30.06%
JOHNSON CO.	24,442	27,386	29,502	29,843	29,672	30,930	32,030	33,110	35.46%
KENTON CO.	26,109	28,707	30,321	31,545	32,365	33,454	33,665	34,146	30.78%
KNOTT CO.	24,029	27,927	29,749	29,477	29,656	31,203	32,079	34,028	41.61%
KNOX CO.	25,523	29,410	30,677	31,423	31,611	32,456	32,875	34,358	34.62%
LARUE CO.	26,364	29,191	30,624	30,012	30,572	30,907	30,630	31,579	19.78%
LAUREL CO.	24,607	27,086	30,002	30,631	31,030	31,926	33,242	34,695	41.00%
LAWRENCE CO.	23,834	26,888	28,519	28,791	29,385	29,911	30,090	30,934	29.79%
LEE CO.	23,934	27,496	28,944	29,313	29,684	30,691	31,607	32,972	37.76%
LESLIE CO.	24,504	27,963	29,447	30,073	29,712	30,978	30,685	32,589	32.99%
LETCHER CO.	24,681	28,486	30,326	31,387	31,040	31,846	32,767	33,873	37.24%
LEWIS CO.	24,670	27,659	29,849	29,450	29,723	30,503	31,179	32,083	30.05%
LINCOLN CO.	25,203	27,499	29,111	29,925	29,583	29,991	29,967	30,875	22.51%
LIVINGSTON CO.	24,233	26,989	28,785	28,936	29,136	30,850	31,200	31,616	30.47%
LOGAN CO.	24,765	27,265	28,888	29,328	29,910	30,529	31,082	31,983	29.15%
LUDLOW	25,931	29,403	31,126	31,642	32,494	33,187	33,849	35,104	35.37%
LYON CO.	25,110	27,998	28,834	28,435	29,394	29,663	30,568	31,737	26.39%
MADISON CO.	25,699	27,937	30,820	30,761	31,450	32,617	33,413	34,618	34.71%
MAGOFFIN CO.	24,209	26,302	28,881	30,148	30,703	31,386	33,148	34,412	42.15%
MARION CO.	25,208	27,889	29,098	29,285	29,764	30,916	31,038	31,845	26.33%

TABLE 40 AVERAGE CLASSROOM TEACHER SALARIES BY DISTRICT

District	1989-90 Average Teacher Salary	1990-91 Average Teacher Salary	1991-92 Average Teacher Salary	1992-93 Average Teacher Salary	1993-94 Average Teacher Salary	1994-95 Average Teacher Salary	1995-96 Average Teacher Salary	1996-97 Average Teacher Salary	Percent Change 89-90 96-97
MARSHALL CO.	26,015	28,579	30,276	30,424	30,642	31,833	31,788	32,981	26.78%
MARTIN CO.	23,393	27,030	29,795	29,364	29,846	30,432	30,964	34,171	46.07%
MASON CO.	26,887	29,812	31,556	33,367	35,076	36,771	38,083	39,031	45.17%
MAYFIELD	26,842	29,526	30,922	30,632	30,734	31,946	32,969	32,921	22.65%
McCRACKEN CO.	28,726	31,564	33,171	33,267	33,184	34,481	34,676	35,427	23.33%
McCREARY CO.	24,587	27,498	30,557	31,646	32,329	32,325	32,889	33,688	37.02%
McLEAN CO.	25,028	27,813	28,983	29,498	30,182	30,996	31,140	31,643	26.43%
MEADE CO.	26,724	29,004	30,219	29,852	30,617	31,471	31,878	32,669	22.25%
MENIFEE CO.	23,055	25,210	26,735	27,116	27,882	28,965	29,484	30,241	31.17%
MERCER CO.	24,298	26,796	28,595	28,696	29,121	29,780	30,362	31,356	29.05%
METCALFE CO.	24,712	27,583	29,208	29,048	30,254	29,761	30,246	30,028	21.51%
MIDDLESBORO	26,429	30,218	33,343	33,550	33,647	34,091	35,464	35,737	35.22%
MONROE CO.	25,117	27,437	28,809	29,028	28,815	29,400	29,808	30,517	21.50%
MONTGOMERY C	25,408	28,718	29,838	30,152	30,665	31,184	31,334	32,242	26.90%
MONTICELLO	24,225	26,824	28,373	27,718	29,232	29,408	30,653	31,900	31.68%
MORGAN CO.	25,576	27,870	30,031	29,111	29,402	29,874	29,949	31,297	22.37%
MUHLENBURG C	26,908	29,947	31,438	31,629	32,018	32,807	33,362	34,583	28.52%
MURRAY	26,380	29,280	31,236	31,317	31,549	32,487	31,973	32,784	24.28%
NELSON CO.	25,519	28,338	29,831	30,431	30,954	31,112	32,060	33,231	30.22%
NEWPORT	26,258	29,097	30,460	30,986	31,946	32,561	33,192	35,017	33.36%
NICHOLAS CO.	25,684	27,462	29,101	29,683	30,393	32,072	32,328	32,161	25.22%
OHIO CO.	25,072	27,312	29,292	29,388	29,548	30,958	31,509	32,131	28.15%
OLDHAM CO.	25,952	28,815	30,330	31,034	31,344	32,389	32,900	33,913	30.68%
OWEN CO.	23,121	25,527	27,574	29,997	31,819	31,509	31,786	32,459	40.39%
OWENSBORO	28,359	30,472	31,795	31,254	31,618	32,372	32,012	33,834	19.31%
OWSLEY CO.	25,949	29,946	31,427	31,168	31,512	34,272	33,643	34,407	32.59%
PADUCAH	27,992	30,744	31,970	32,354	32,825	32,374	34,779	35,227	25.85%
PAINTSVILLE	26,368	29,143	30,427	31,015	31,572	32,082	31,557	32,463	23.12%
PARIS	24,559	27,975	29,223	29,637	31,021	32,075	33,119	34,027	38.55%
PENDLETON CO.	23,978	27,223	28,838	30,016	30,724	32,263	32,307	33,817	41.03%
PERRY CO.	23,479	26,819	30,084	30,680	30,761	31,075	31,989	33,216	41.47%
PIKE CO.	24,536	29,292	31,976	33,096	33,012	33,275	34,491	35,779	45.82%
PIKEVILLE	27,536	30,602	33,181	34,872	36,410	37,650	38,107	39,239	42.50%
PINEVILLE	25,090	28,776	30,273	31,385	30,429	31,588	30,668	32,352	28.94%
POWELL CO.	24,537	26,300	29,098	29,442	29,669	30,404	31,165	31,866	29.87%
PROVIDENCE	24,687	26,423	27,629	28,314	29,240	29,492	29,642	30,741	24.52%

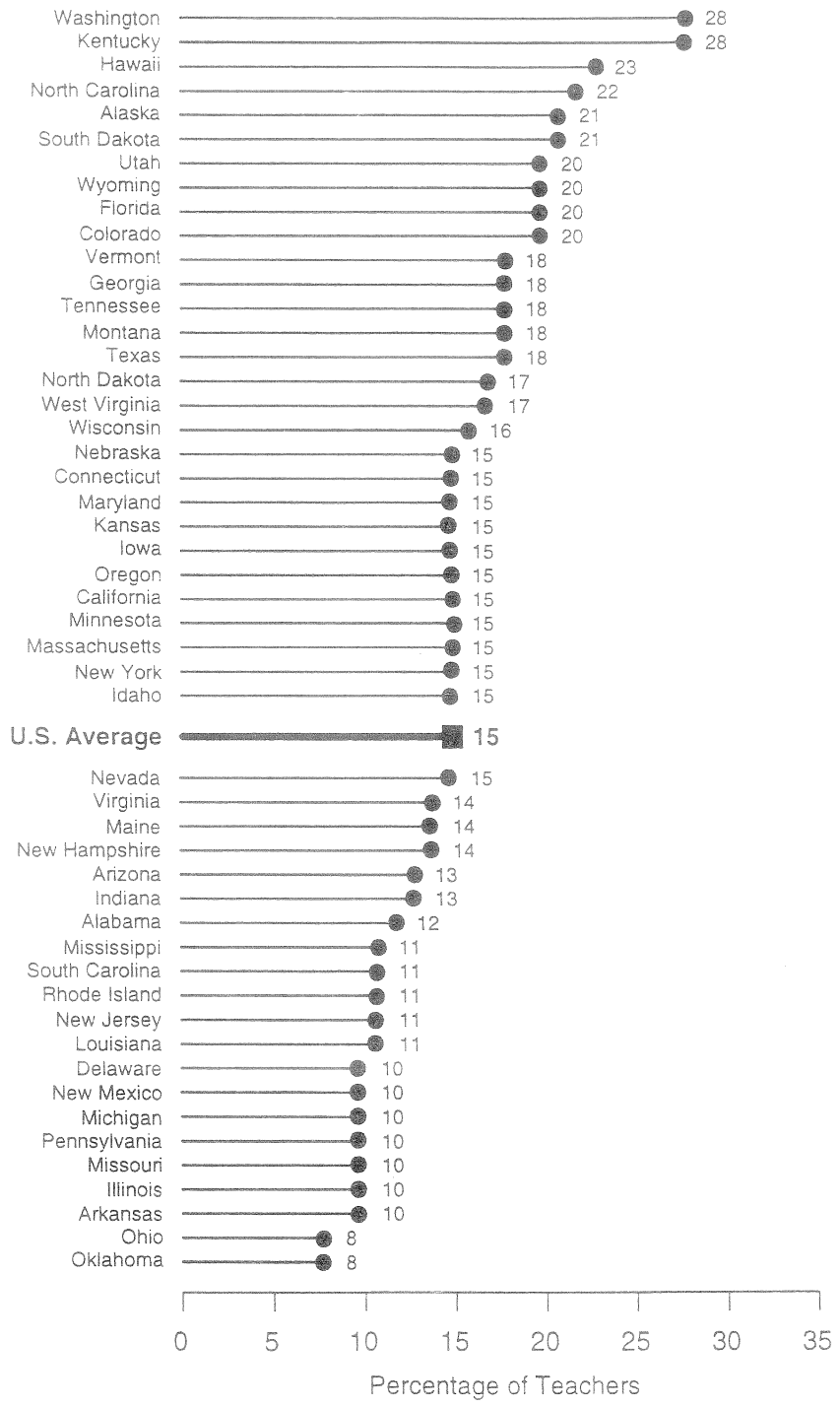
TABLE 40 AVERAGE CLASSROOM TEACHER SALARIES BY DISTRICT

District	1989-90 Average Teacher Salary	1990-91 Average Teacher Salary	1991-92 Average Teacher Salary	1992-93 Average Teacher Salary	1993-94 Average Teacher Salary	1994-95 Average Teacher Salary	1995-96 Average Teacher Salary	1996-97 Average Teacher Salary	Percent Change 89-90 96-97
PULASKI CO.	24,447	27,001	29,287	29,046	30,146	30,955	31,076	32,217	31.78%
RACELAND	27,634	29,996	32,013	31,484	31,542	31,454	32,419	33,087	19.73%
ROBERTSON CO.	26,316	28,626	28,241	28,361	28,997	30,864	31,460	31,916	21.28%
ROCKCASTLE CO	24,161	26,797	29,514	30,009	30,662	31,265	31,742	32,908	36.20%
ROWAN CO.	25,333	27,784	29,373	29,490	29,852	30,341	30,761	31,543	24.51%
RUSSELL CO.	24,788	27,371	30,214	29,903	30,571	31,203	32,408	32,734	32.06%
RUSSELL	29,310	32,284	34,530	35,440	35,052	35,644	36,719	37,355	27.45%
RUSSELLVILLE	25,152	28,545	29,807	30,106	30,172	31,399	31,314	32,779	30.32%
SCIENCE HILL	21,718	25,527	27,600	27,243	27,418	28,983	30,498	30,627	41.02%
SCOTT CO.	25,330	28,241	29,825	30,079	31,327	32,210	32,689	33,260	31.31%
SHELBY CO.	25,165	27,910	30,193	31,000	31,760	32,653	33,539	34,713	37.94%
SILVER GROVE	24,035	24,868	25,932	26,932	27,830	28,431	28,753	29,809	24.02%
SIMPSON CO.	25,487	27,959	30,257	30,599	31,085	30,624	31,733	32,452	27.33%
SOMERSET	25,541	28,668	30,401	30,522	31,167	32,562	33,031	34,643	35.64%
SOUTHGATE	25,036	25,656	27,882	29,089	30,571	28,754	29,513	29,217	16.70%
SPENCER CO.	24,997	27,834	30,177	30,655	32,129	32,355	33,345	34,499	38.01%
TAYLOR CO.	25,388	27,695	28,655	28,140	29,221	29,774	30,053	31,067	22.37%
TODD CO.	24,912	27,142	28,180	27,852	28,346	29,556	30,183	30,485	22.37%
TRIGG CO.	26,651	29,197	30,634	30,221	31,157	29,771	32,274	33,199	24.57%
TRIMBLE CO.	24,011	26,645	28,367	30,040	30,718	31,816	32,937	33,243	38.45%
UNION CO.	26,622	29,646	30,887	31,653	31,851	32,928	32,755	33,850	27.15%
WALTON-VERON	26,881	29,694	31,133	31,873	32,924	34,283	35,430	35,058	30.42%
WARREN CO.	24,836	27,271	29,321	29,359	29,971	31,038	31,797	32,657	31.49%
WASHINGTON C	25,542	29,548	30,636	31,221	32,058	32,522	32,767	33,386	30.71%
WAYNE CO.	24,916	27,100	29,521	30,108	30,409	30,880	32,230	32,498	30.43%
WEBSTER CO.	25,641	28,546	29,580	29,722	29,956	30,480	31,001	32,478	26.66%
WEST POINT	24,890	27,325	28,788	28,499	29,524	30,234	31,687	32,596	30.96%
WHITLEY CO.	24,780	28,364	29,823	30,432	30,692	32,007	32,248	33,533	35.32%
WILLIAMSBURG	24,550	28,318	30,403	31,718	32,273	32,940	33,259	34,300	39.71%
WILLIAMSTOWN	24,483	26,630	28,811	29,296	30,071	30,052	30,822	32,025	30.81%
WOLFE CO.	25,299	27,977	30,143	31,041	31,280	32,274	31,703	31,493	24.48%
WOODFORD CO.	25,450	27,883	30,627	30,625	30,988	31,304	31,292	32,639	28.25%

APPENDIX F

FIGURE 23

Figure 1: Percentage of Teachers Who Had at Least Nine Hours of Training in Education Technology in 1994



Source: Education Week, *Quality Counts: A Report Card on the Condition of Public Education in the 50 States*, January 22, 1997

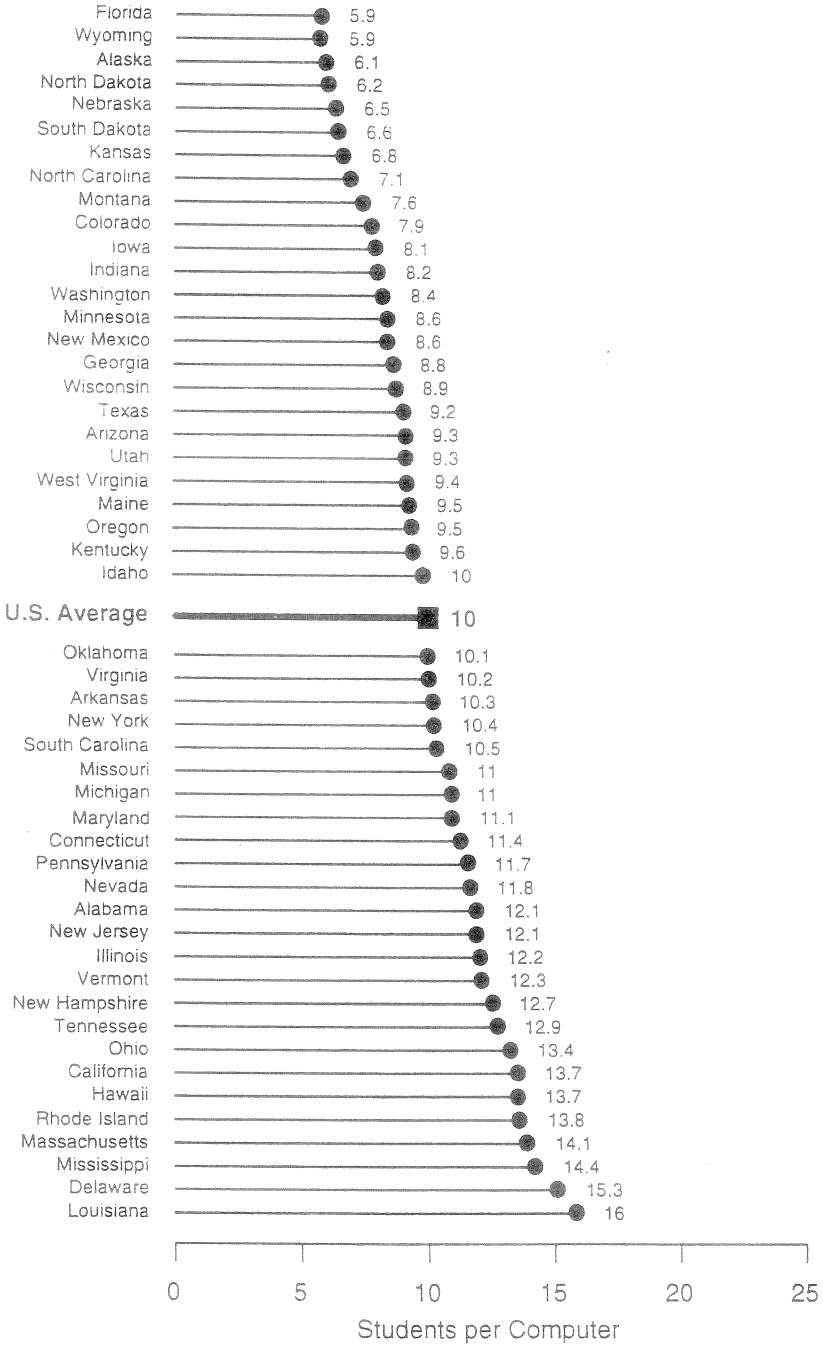
opportunities for teacher access to professional development through telecommunications.[3]

In 1995, the Office of Technology Assessment (OTA) conducted a comprehensive study of teachers and the effective use of technology in schools. The key findings of this study include:

- Most teachers have not had suitable training to prepare them to use technology in their teaching.
- In a majority of schools, there is no onsite support person officially assigned to coordinate or facilitate the use of technologies.
- To use technology effectively, teachers need more than just training about how to work the machines and technical support.
- Schools and school districts are using a number of different approaches for training teachers and implementing technology.
- Lessons from experienced implementation sites suggest that those who wish to invest in technology should plan to invest substantially in human resources.

FIGURE 24

Figure 5: Number of Students per Computer, by State



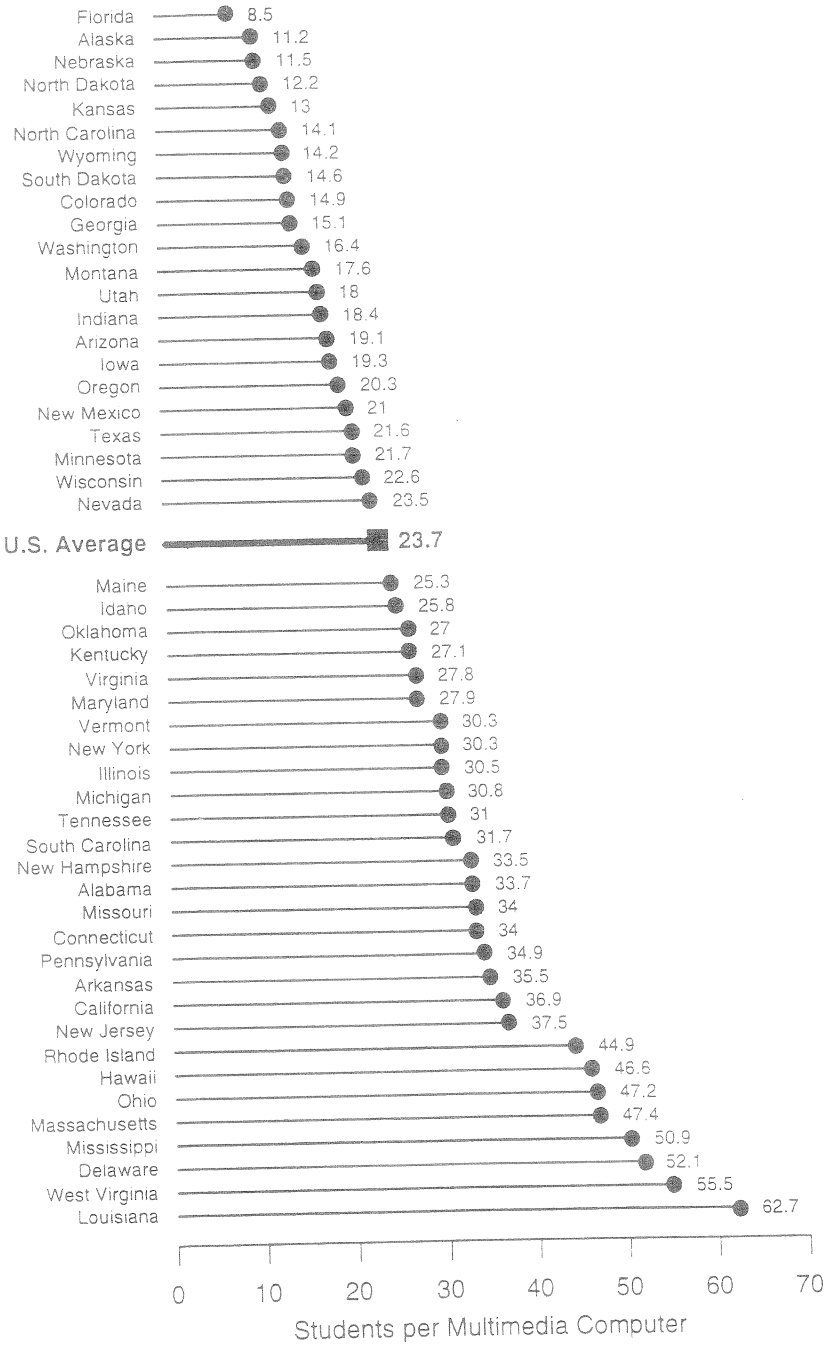
Source: QED, 1997.

This pattern of inequity is persistent in the data that will follow. Previous analyses have shown a positive relationship between the percentage of Title 1 students and computer availability.[5] The general trend was more technology in poorer schools. This no longer appears to be the case. While Title 1 funding is designed to help poor schools, these targeted resources are apparently ineffective in getting these schools up to par technologically with other schools. Since much of the technology that currently resides in poor schools is probably due to Title 1 funds, it is hard to imagine what the technology level in these schools would be like without this federal program.

Figure 5 shows the student-to-computer ratio for each state. While state averages can mask differences that exist among a state's school districts, averages can be useful in recognizing the differences that exist among the states. Florida, Wyoming, Alaska, North Dakota, Nebraska, South Dakota, and Kansas lead the states with about six students per computer, on average. At the other end, Massachusetts, Mississippi, Delaware, and Louisiana have student-to-computer ratios of 14 to one or more.

FIGURE 25

Figure 8: Number of Students per Multimedia Computer, by State



Source: QED, 1997.

are large. Florida leads all states with a ratio of students to multimedia computers of 8.5 to one, compared to ratios of more than 50 to one in Mississippi, Delaware, West Virginia, and Louisiana.

FIGURE 26

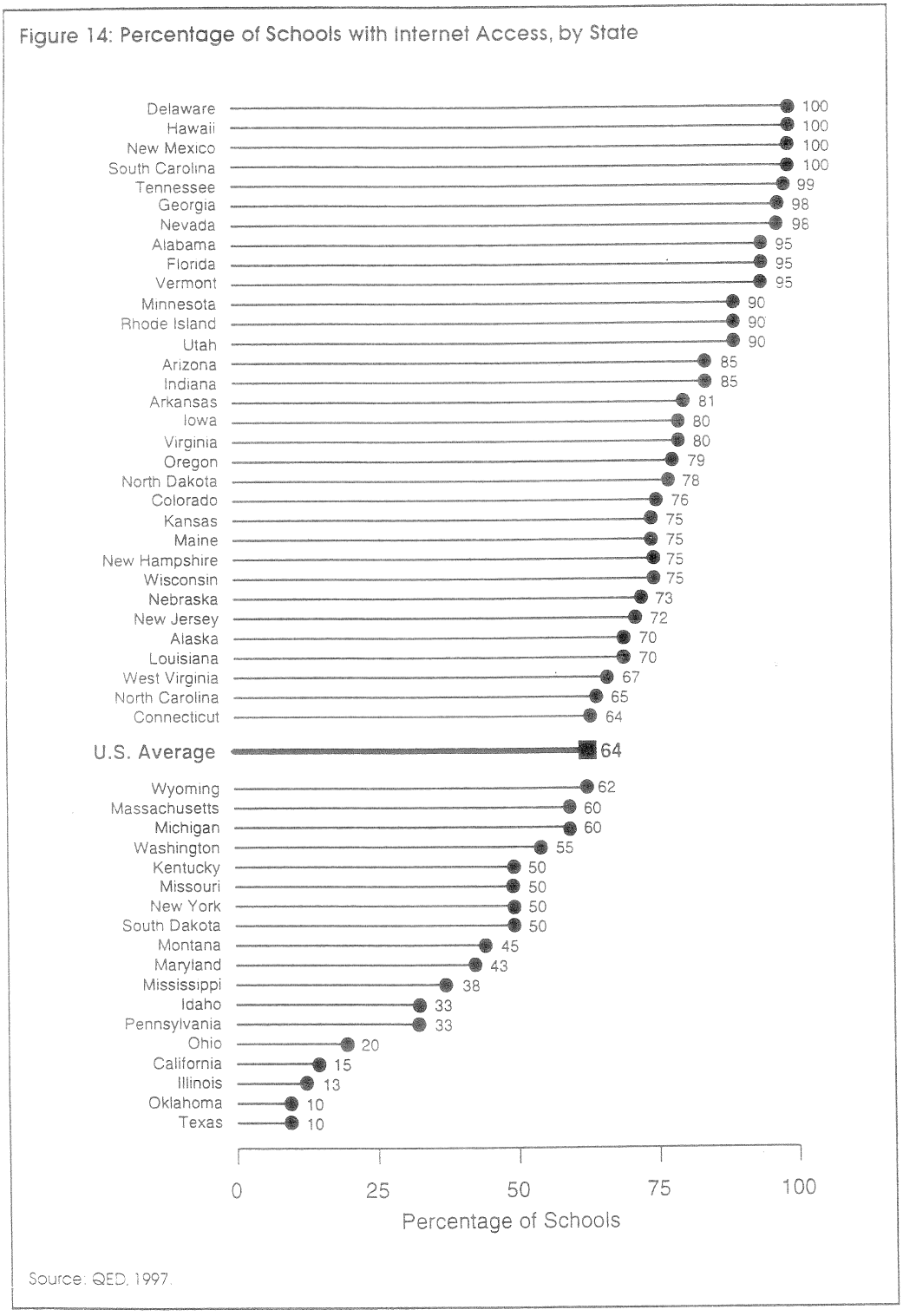
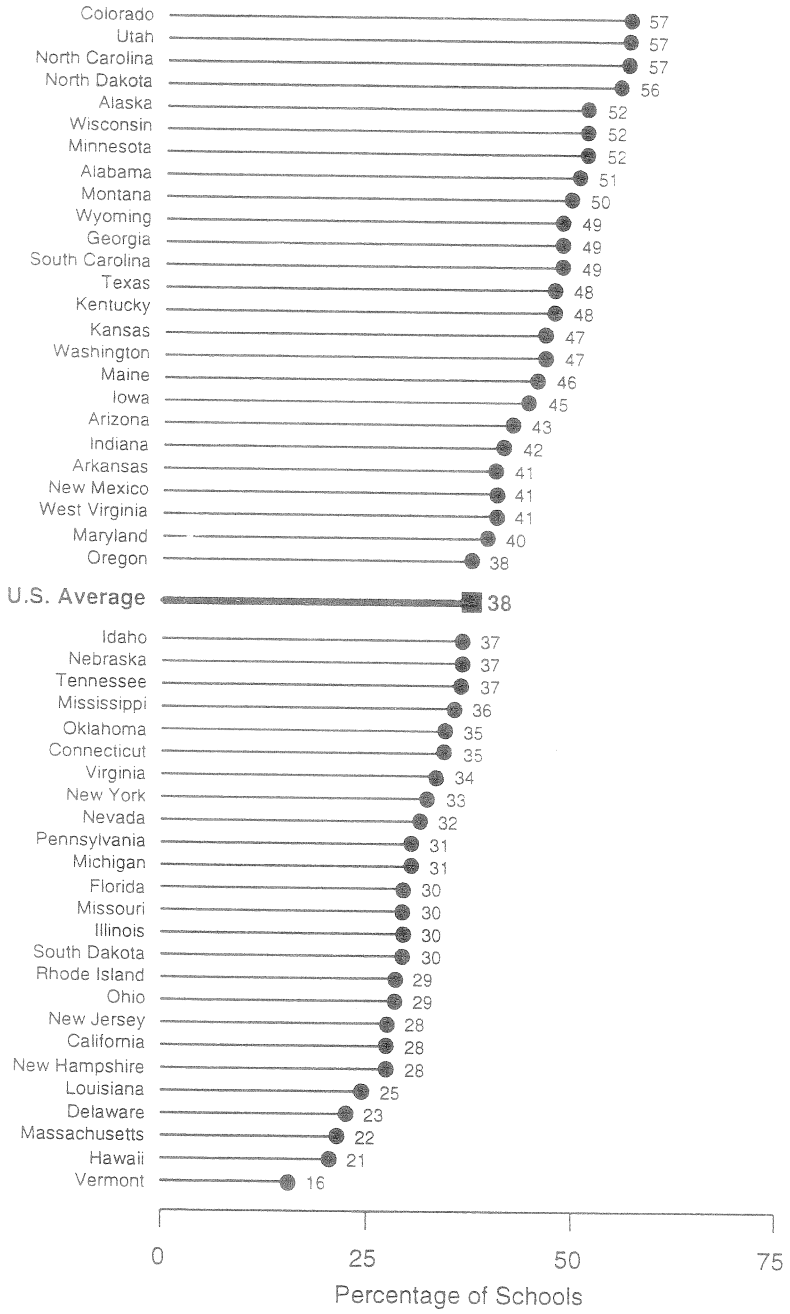


Figure 14: Percentage of Schools with Internet Access, by State
Delaware 100
Hawaii 100
New Mexico 100
South Carolina 100
Tennessee 99
Georgia 98
Nevada 98
Alabama 95
Florida 95
Vermont 95
Minnesota 90
Rhode Island 90
Utah 90
Arizona 85
Indiana 85
Arkansas 81
Iowa 80
Virginia 80
Oregon 79
North Dakota 78
Colorado 76
Kansas 75
Maine 75
New Hampshire 75
Wisconsin 75
Nebraska 73
New Jersey 72
Alaska 70
Louisiana 70
West Virginia 67
North Carolina 65
Connecticut 64
U.S. Average 64
Wyoming 62
Massachusetts 60
Michigan 60
Washington 55
Kentucky 50
Missouri 50
New York 50
South Dakota 50
Montana 45
Maryland 43
Mississippi 38
Idaho 33
Pennsylvania 33
Ohio 20
California 15
Illinois 13
Oklahoma 10
Texas 10
0
25
50
75
100
Percentage of Schools
Source: QED, 1997.

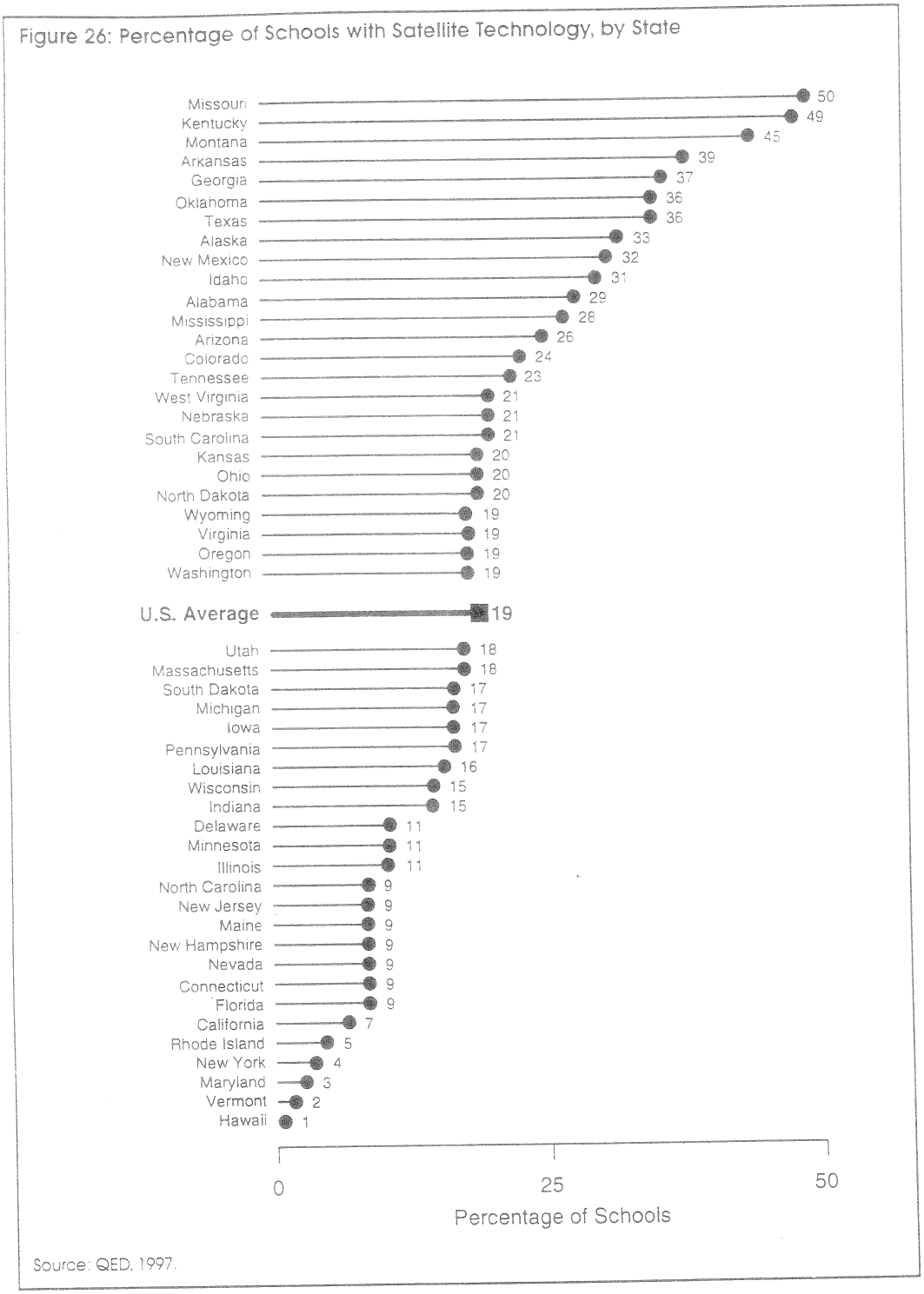
FIGURE 27

Figure 20: Percentage of Schools with Local Area Networks, by State



Source: QED, 1997.

FIGURE 28



Source: QED, 1997.

1 Most of the data in this section of the report is drawn from *Technology in Public Schools, 15th Edition: Installed Base Technology in U.S. Public Schools, Covering 1981-1996*. Denver, CO: Quality Education Data. This annual publication is a census study of public school ownership of educational technologies for student instruction. To order copies of the report, call QED at 1-800-525-5811, email qedinfo@qeddata.com, or visit http://www.qeddata.com.

2 There are some differences in the poverty and minority measures from one type of technology to another. For computers and multimedia computers, QED provides actual percentage groupings. For the other technologies, with the exception noted below, QED provides broader groupings of schools — poor, average, rich; and low, medium, and high minority. The data on Internet access are from two sources. The state data are from QED and the poverty and minority data are from the National Center for Education Statistics. For this measure, NCES defines poor students as those who are eligible for free or reduced-price lunch.

3 Thomas K. Glennan and Arthur Melmed, *Fostering the Use of Educational Technology: Elements of a National Strategy*, Santa Monica, CA: RAND, 1996.

4 U.S. Department of Education, *Getting America's Students Ready for the 21st Century: Meeting the Technology Literacy Challenge*, June 1996.

5 The state data on Internet access are from QED, 1997. The data for poor and minority students are from *Advanced Telecommunications in U.S. Public Elementary and Secondary Schools, Fall 1996*, U. S. Department of Education, National Center for Education Statistics, February 1997.

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

1997/98 Kentucky Education Technology System (KETS) Implementation Plan

Applicable Statute or Regulation:

KRS 166.670
KRS 156.690
KRS 157.665

Background and Major Policy Implications:

The Education Technology Trust Fund is established in the Finance and Administration Cabinet by KRS 157.655(1) to provide education technology for the public school system. Funds are appropriated to the Trust Fund in each biennial budget. All interest earned on money in the fund is retained for reinvestment in the fund. All money credited to the fund, including interest, is to be used for education technology as defined by the Kentucky Board of Education in the Master Plan for Education Technology and does not lapse (KRS 157.665(2)).

Monies are drawn from the Trust Fund through the KETS Implementation Plan which is established annually on a fiscal year basis. The Implementation Plan establishes expenditure levels for the offers of assistance program as well as all Kentucky Education Technology System projects administered directly from the state level. All expenditures from the Fund require the approval of the Kentucky Board of Education (KRS 157.655(3)); this approval is accomplished through Board approval of the Implementation Plan.

Contact Person:

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(502) 546-6900

Recommending Deputy

Commissioner of Education

Date:

June 1997

1997/98 Kentucky Education Technology Implementation Plan
as presented to Kentucky Board of Education, June 1997
Executive Summary

The 1997/98 KETS Implementation Plan, as presented, reflects continuation of major objectives established by the Kentucky Board of Education in previous years. As those objectives are being attained, the focus of state-level spending in the plan is changing from one supporting massive, new statewide implementations to one which supports the operation and continuous improvement of programs in place. The majority of state-directed expenditures, for instance, are for professional services and operating costs rather than needs assessment, design, and capital investment. District spending remains focused on securing hardware, software, networking, and professional development to achieve KETS objectives. The 1997/98 year is the last year of the five years of Kentucky Education Technology System Implementation projected in the Master Plan.

Projected Expenditures and Available Funds

	Labor	Operating	Total
Project 01 - Issue Offers of Assistance	$0	$15,238,914	$15,238,914
Project 02 - Instructional Technology & Prof. Devel.	$383,241	$424,900	$808,141
Project 03 - Network Infrastructure and Management	$1,603,697	$2,772,000	$4,375,697
Project 04 - Implementation of Administrative Systems	$1,416,700	$1,207,400	$2,624,100
TOTAL	**$3,403,637**	**$19,643,214**	**$23,046,851**

The general fund appropriation to the Education Technology Trust Fund for the 1997/98 fiscal year is $20,000,000. There is approximately $1,238,914 in escrow. The total interest accrued to the Trust Fund in the current fiscal year is an estimated $400,000. The estimated carry forward from state directed expenditures is approximately $1.4 m.

Project Overview

Project 01- Issue Offers of Assistance

- The amount issued to districts as Offers of Assistance is increased from $12,000,000 to $14,000,000 which will generate at least $28,000,000 in new funds for technology. $1,238,914 is being held in escrow for 14 districts.

Project 02 - Instructional Technology, Professional Development, and Planning

- Integration of technology planning into the Consolidated Planning process will ensure that planning for technology takes place within the context of instructional planning and will help districts identify all potential sources of funding for technology.
- The plan continues support of developing cadre of technology leaders at the school, district, and regional levels.

Project 03 - Network Infrastructure, Management, and Operations

- The plan supports the existing network and maintains current levels of service and quality as new locations come online. .
- The FCC Rulings on implementation of the Telecommunications Act and the Universal Service Fund, as well as the Kentucky Public Service Commission's response to the FCC rulings, may have substantial impact on the cost of the statewide network, the district's ability to connect schools, and the school's ability to complete building-wide local area networks.

Project 04 - Continue Implementation of the District Administrative Systems

- All districts will be in some phase of implementation by the beginning of the 97/98 fiscal year; project resources are being phased out as applicable.
- Extensive support is still needed for those in the early phases of implementation; accounting support and advanced training are still needed by many districts.
- The project requires recurring costs for software licenses and maintenance.

1997/98 Kentucky Education Technology Implementation Plan
as presented to
Kentucky Board of Education
for Discussion
June 1997

Project One: Issue Offers of Assistance to Local Districts

Districts are eligible to receive Education Technology Trust Funds annually. The following must occur before a district receives funds: the district secures approval of the District Technology Plan Update; the Department secures Kentucky Board of Education approval of the amount to be offered to the district; the Department requests that the School Facilities Construction Commission issue the offer to the district; and the district secures local board approval of the offer and proof of deposit of matching funds into a local interest bearing account. At that time, funds are wired to the district.

		Labor	Operating	Total
1)	**Issue Offers to Local Districts** FY 98 Offers will be approximately $24.50, or about $3.00 per ADA more than FY 97.	$0	$14,000,000	$14,000,000
2)	**Escrow from Previous Years** Districts may escrow funds for up to three years if they are unable to match all or any portion of an offer.	$0	$1,238,914	$1,238,914
		Labor	**Operating**	**Total**
	Project 01 Totals	**$0**	**$15,238,914**	**$15,238,914**

Project Two: Instructional Technology, Professional Development, and Planning

Improving the instructional process in ways that foster higher levels of student achievement is the first priority of the Master Plan for Education Technology. Implicit within that priority is the need to prepare teachers and administrators to select and use technology effectively.

	Labor	Operating	Total
1) **Manage Local District Planning and Certify Unmet Need** A significant activity for the upcoming year will be integration of the district technology plan into the new Consolidated Plan. Beginning with the FY 99 Offers, districts will no longer submit a separate funding application for Education Technology Trust Funds. Compliance with statutory requirements for reporting, review and accountability will be carried forward and integrated into the new planning process.	$50,000	$0	$50,000
2) **Provide Professional Development to Teachers and Administrators** Professional development is carried out through a systemic train-the-trainer model based on peer support, cross-disciplinary collaboration, and the practical application of new skills. This project coordinates needs assessment, develops and/or secures programming, directly trains and supports cadre of instructional technology leaders at the school, district, and regional levels. The project also provides support the annual Kentucky Education Technology Conference. All of these groups will participate in district-based team training on integrating technologies to support instructional objectives. Specific deliverables and services for the various cadre are described below:	$134,071	$306,900	$440,971
a) Instructional Technology Leaders (ITLs)	$0	$35,000	$35,000

- Continue intensive support to at least 40 districts in the instructional use of electronic mail. These districts serve as demonstration and training sites for their regions.
- Prepare ITLs to manage information resources in electronic formats
- ITLs will participate in at least one regional and two statewide training events and will plan, deliver and evaluate training locally
- ITLs admitted to the International Society for Technology Education Leadership Academy will be eligible to receive a $5,000 scholarship to defray the $10,000 expense.

	Labor	Operating	Total
b) School Technology Coordinators (STCs) • STCs will participate in regional programming coordinated by the Instructional Technology Leaders; this year's thematic focus will be Consolidated Planning	$0	$80,000	$80,000
c) District Technology Coordinators (DTCs) • State funding will support Kentucky Association of Technology Coordinators professional development activities	$0	$25,000	$25,000
d) Library Media Specialists (LMSs) • At least two LMS-specific professional development activities will be conducted in each region • LMSs will assist in the evaluation of electronic instructional materials	$0	$15,000	$15,000
e) Education Administrators • At least one major statewide professional development activity in the use of instructional technology for administrators will be conducted	$0	$5,000	$5,000
f) District Initiated Programming • Each district will receive $100 per School Technology Coordinator to support locally initiated professional development	$0	$136,900	$136,900
g) Technology Support for Disabled Individuals • Educators will be provided with training and technical assistance necessary to support increased access to KETS by individuals with disabilities	$0	$10,000	$10,000

	Labor	Operating	Total
3) Research The Department will support research studies investigating the impact of technology on student learning, on cooperative learning, on higher-order thinking skills, and related topics. The KETS research agenda is being coordinated with the Department's Research Specialist; this project should fund up to three studies. In addition, KIRIS data is being analyzed for use in the Needs Assessment Phase of Consolidated Planning, within the context of which comparisons may be sought among assessment data, status of technology implementation, teacher preparation, and models of technology integration.	$0	$30,000	$30,000

		Labor	Operating	Total
4)	**Student Technology Leadership Programs (STLPs)** STLPs are active in over 400 schools. This project will support existing programs and establish new ones as follows: support the STLP Council; the STLP Sponsors Institute; Student Technology Showcases as conferences; and web development work done by STLPs under contract with the Department for Academic Villages.	$54,385	$40,000	$94,385
5)	**Web Development and Academic Villages** Ten Academic Villages are established: Science and Math; Special Populations; Principals; Elementary; Student Services; Geography; Language Arts; Library Media Specialists; School-Based Decision Making; and School-to-Work. Four additional Villages will be added: Preservice Teachers; Middle Schools; Student Technology Leadership Program; and Milken Educators. This project also supports the selection of electronic instructional materials and web resources development.	$106,785	$40,000	$ 146,785
6)	**Provide Instructional Support In Each Region** A KETS Coordinator is assigned to each Regional Service Center. This project supports twenty-nine days of each year; the remainder is supported through the general fund.	$38,000	$8,000	$46,000
	Project 02 Totals	$383,241	$424,900	$808,141

Project 03: Network Infrastructure, Management, and Operations

This implementation plan continues the state's commitment to fund the cost of operating and supporting the state to district network. The project includes line charges, network management, Help Desk services, diagnostics, network engineering, and consulting support for integrated telecommunications. This project also supports the Education Technology Assistance Center as the learning, demonstration, and testing center for KETS.

		Labor	Operating	Total
1)	**Maintain State to District Network** The Education Technology Trust Fund pays 100% of the line charges to connect and support at least one point of presence in every district to the statewide network. The budget for this line item may be significantly impacted by FCC Rulings on implementation of the Telecommunications Act and the Kentucky Public Service Commission's response to those rulings. The cost of these lines may be higher or lower than that projected.	$0	$1,700,000	$1,700,000
		Labor	Operating	Total
2)	**Network Support Services**			
	a) **Education Technology Assistance Center** • Center will continue functioning as the primary learning, demonstration center, research facility, and testing lab for KETS. • During the upcoming year, new contracts will be awarded for most major components including workstations and fileservers.	$80,580	$230,000	$310,580
	b) **Help Desk** • The 1-800 KETS Help Desk is available to every KETS site under a contractual agreement with a third party. • Budgeted funds will maintain current levels of service at about 2,500 calls per month.	$0	$650,000	$650,000
	c) **Network Engineering Support in Each Region** • A KETS Engineer is assigned to each Regional Service Center to provide direct support to schools and districts in local and wide area network implementation.	$788,840	$40,000	$828,840
	d) **Issue Guidelines for Managing Instructional Resources in a Networked Environment** • Three Engineers are assigned to research and evaluation of instructional technologies in a network: capacity planning; access and retrieval tools; web development; electronic mail; and new technologies. • Architectural standards, technical specifications for contracts, implementation guidelines, and product evaluations are produced.	$337,840	$7,000	$344,840

		Labor	Operating	Total
3)	**Network Management** Five Engineers support management of the statewide network including design, reconfigurations, diagnostics, and capacity planning. The budget also funds technical training, licenses, and network management software.	$396,437	$145,000	$541,437

	Labor	Operating	Total
Project 03 Totals	$1,603,697	$2,772,000	$4,375,697

Project 04: Continue Implementation of the District Administrative Systems

Implementation of the following components of the District Administrative System will continue throughout the year:

- MUNIS - - the financial management and administrative software used in each district office
- NCD Databank - - software which accumulates attendance information in local district offices from the schools
- Statewide Reporting and Information Management System - - provides essential data about schools, districts, and personnel resources.

		Labor	Operating	Total
1)	**Project Management and Staffing**	**$1,265,000**	**$85,900**	**$1,350,900**
a)	Project Management Team	$89,900	$7,200	$97,100
b)	Finance Support and Accounting Team	$175,000	$35,000	$210,000
c)	Technical Support Team	$265,700	$21,600	$287,300
d)	Training and Post-Implementation Support Team	$275,400	$12,000	$287,400
e)	Documentation Team	$114,400	$1,100	$115,500
f)	Application Support Team	$344,600	9,000	$353,600

		Labor	Operating	Total
2)	**User Support Services**	**$0**	**$442,200**	**$442,200**
a)	Support Users Group	$0	$3,000	$3,000
b)	Maintain Frankfort Training Facility	$0	$85,200	$85,200
c)	Financial Systems Help Desk	$0	$354,000	$354,000

		Labor	Operating	Total
3)	**Maintain Software Contracts and Licenses**	**$0**	**$667,300**	**$667,300**
a)	On MUNIS and Informix	$0	$472,200	$472,200
b)	Contractual Obligations and License for Financial Systems	$0	$195,100	$195,100

		Labor	Operating	Total
4)	**Continue Implementation of District Accumulator**	**$151,700**	**$12,000**	**$163,700**

As school-based attendance software vendors provide extract programs, installation team will coordinate the installation of NCS databank software.

		Labor	Operating	Total
5)	**Continue Statewide Reporting Implementation**	**$53,100**	**$0**	**$53,100**

Continue to expand and maintain the enterprise data model consistent with the Kentucky Board of Education strategic plan.

	Labor	Operating	Total
Project 04 Totals	**$1,416,700**	**$1,207,400**	**$2,624,100**

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Information Item:

Kentucky Education Technology System (KETS) Status Report

Applicable Statute or Regulation:

KRS 157.665

Background and Major Policy Implications:

Kentucky Revised Statutes 157.665 (2) and (3) specifically provide to the Kentucky Board of Education the authority to define how Education Technology Trust Funds will be used as well as approval authority for all expenditures related to the Kentucky Education Technology System. The annual KETS Implementation Plan is the vehicle through which the expenditure of Trust Funds is authorized. On a bi-monthly basis, or at any time the Kentucky Board of Education requests, the Department prepares status reports to communicate progress toward the Implementation Plan.

The Kentucky Board of Education approved the 1997/98 KETS Implementation Plan at its June 1997 meeting.

Contact Person:

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Randy L. Kimbrough — Recommending Deputy

Wilmer J. Cody — Commissioner of Education

Date:

October 1997

Kentucky Education Technology System
1997/98 Implementation Plan Status
For December 1997 Meeting of the Kentucky Board of Education
(current as of September 9, 1997)

Project 01 Offers of Assistance

- Offers of Assistance:
  Districts continue to qualify for Offers of Assistance earlier in each fiscal year (see Staff Note on Offers of Assistance to LEAs for details.) The following represents the current status of the Offers of Assistance program for the 1997/98 year.

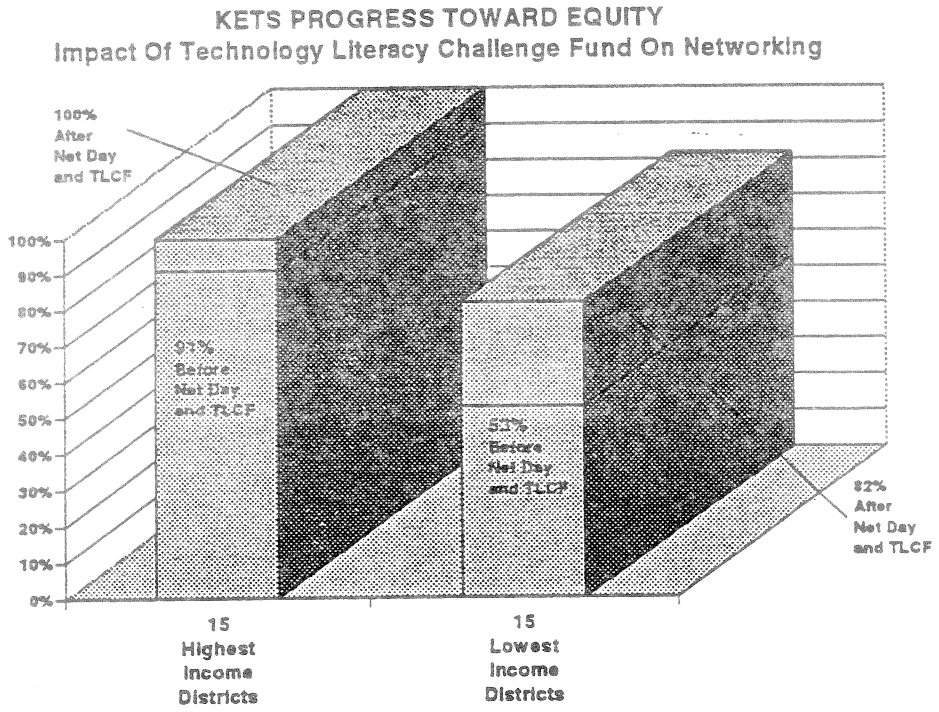
REGION 1 (25)	Meets Require.	Offer $23.00 * ADA	Amount Escrowed	Amount Wired
Total	13	$730,636	$88,106	$463,630
REGION 2 (30)				
Total	24	1,621,210	0	1,403,979
REGION 3 (1)				
Total	1	1,847,222	0	1,847,222
REGION 4 (28)				
Total	15	734,498	0	454,743
REGION 5 (23)				
Total	17	1,734,117	$0	612,858
REGION 6 (32)				
Total	14	976,299	92,883	357,510
REGION 7 (22)				
Total	9	392,842	0	105,563
REIGON 8 (15)				
Total	11	886,149	0	721,846
State Total	104	$8,922,974	$180,989	$5,967,351

- Technology Literacy Challenge Funds

  Kentucky received $3.52 million in June 1997 to be used for education technology in the K - 12 schools from the federal Technology Literacy Challenge Fund (TLCF), a GOALS 2000 program. Based on the latest information from the U. S. Department of Education, Kentucky is the only state making these funds available to every district on an equitable basis. Kentucky districts were also able to access the TLCF more rapidly than districts in the majority of states; the federal requirement for separate and lengthy TLCF applications from districts was waived in Kentucky based on the strength of the *Master Plan* and district Technology Plans. The following explains how TLCF are being used by districts:

Utilization as % of Total TLCF	
Instructional Management	1%
Presentation/ Web Technology	3%
Workstations/ File Servers	14%
Instructional Content	16%
Professional Development	17.5%
Networking	48.5%

As may be seen from the chart above, the majority of TLCF was spent on networking. The following depicts the combined impact of TLCF and Netday initiatives on network implementation in the public schools as regards the pursuit of equity:



- **Consolidated Planning**
  The Kentucky Education Technology Program has been incorporated into the new Consolidated Plan and Funding Application along with eighteen (18) other federal and state categorical programs. Inclusion of technology in this planning process will help districts and schools structure a much closer alignment of technology resources in direct support of instructional objectives.

  The fact that KETS technology has been deployed so widely throughout the state makes it possible for districts to use technology extensively to formulate, submit, and manage their Consolidated Plans.

- **Library Management Software**
  The Kentucky Education Technology System (KETS) has identified four library management software products through a competitive bid process which may be purchased with KETS funds. Demonstrations of and training for each of the products is available throughout the state.

- **Summer Professional Development Activities**
  Summer institutes and professional development camps were held for the various cadre groups: Instructional Technology Leaders; Student Technology Leadership Program; Library Media Specialists; and Geography Specialists. Most programs were hosted by state colleges or universities. Although each program was considered successful by participants attendance at all activities was disappointing. The Department is assessing reasons why districts and teachers may find it unfeasible or undesirable to attend intensive pofessional development activities in the summer. Strategies will be developed to increase participation in events which are directly responsive to local needs.

- **Kentucky Education Technology Conference '98**
  The conference is scheduled for March 5 through March 8, 1998 at the Commonwealth Convention Center in Louisville. This year's conference features sessions on Multiple Intelligences, Models of Professional Development, Student Achievement and Leadership, Administrative Issues, Business/Community Partnerships, Curriculum and Assessment, Distance Learning, Equity Issues, Ethics of Technology Use, Internet Issues, Product Demonstrations, Research Topics, Technical Issues and Technology of the Future. The sessions will be presented by educators, students and educational technology vendors.

- **Instructional Technology**
  With the Division of Secondary Vocational Education, the KETS program has developed a Computer Systems Pilot Course initiative in 14 schools distributed throughout the state. The purpose of this project is to introduce courses into the school curriculum which 1) provide students with professional technical skills which are in wide demand and 2) to provide students with the opportunity to achieve well-regarded professional certifications available in the computer and networking industries.

- State to District Network
  All 176 Kentucky districts remain online to the statewide network via 56KB or T1 lines (with a 95-97% availability rate) that are paid for in full directly from the Education Technology Trust Fund. District line capacity is upgraded on the basis of need as determined by: current utilization of available bandwidth and current utilization of bandwidth maximization strategies.

- Network Support Services
  The 1-800 KETS Help Desk continues to receive about 1200 calls per month with 95% of all software calls are resolved by first level support. Pilots are beginning which will allow Help Desk analysts to see the user's screen so that problems can be resolved more expediently. All categories of calls for support (Help Desk, Education Technology Assistance Center, vendors, etc.) continue to grow or remain at high levels as new sites join the network. In addition, KETS 1-800 dial-up service for access to email and the Internet for those who do not have a direct connection and for those who are traveling is increasing at about 200% a month.

- Implementation of New Technologies
  Many districts are being migrated to a new network architecture, called Frame Relay, through the Kentucky Information Highway vendors. This migration is a natural, planned progression to a network design which provides increased response time to the end-user at less cost. The upgrade began in September and will be completed in January.

  Migration to the more fully featured mail system, Microsoft Exchange, is underway or has been completed in 157 districts. Districts are experiencing an increase in functionality, response rates and reliability. The migration will be completed by December.

- Network Implementation
  By the end of September about 1,000 schools will be directly connected to the KETS statewide network (see discussion of Technology Literacy Challenge Fund in Project 01 for more information). The same data indicate that only about 35 - 40% of the classrooms have active network access. This reflects the large unmet need still existing for student and teacher workstations.

- Universal Service Fund
  The Federal Communications Commission is working on implementation of the 1996 federal Telecommunications Act which guarantees universal service and discounted telecommunications rates for schools and libraries. Kentucky schools should be eligible for a 60 - 70% discount on recurring line charges as well as the purchase costs of hardware and software necessary to make and sustain a wide area network connection. This federal program will have substantial impact on KETS and the long range funding issues associated with *Master Plan* implementation. The Office of Education Technology is active on national committees working with the FCC to influence how the program will be implemented.

- **MUNIS Implementation**
  One-hundred sixty (160) districts closed the 1996-97fiscal year using MUNIS. MUNIS is installed in all 176 public school district offices in Kentucky. During the 1997-98 Fiscal Year, 175 districts will manage their finances using MUNIS. MUNIS implementation plans for Jefferson County will be finalized upon completion of a needs assessment study during the 1997-98 Fiscal Year. Districts continue to receive all or most of the following services: accounting training; basic and intermediate MUNIS user training; AIX training; on-site implementation support; on-site financial support; help desk services; ad hoc report creation services; and, assistance with report generation.

- **District Accumulator**
  Sixty-three (63) districts have NCS Databank software installed in the central office. Implementation will continue as districts are identified with school-based attendance packages for which the attendance vendor has written a satisfactory interface.

- **Statewide Reporting and Information Management System**
  The focus of SRIM development and expansion for the upcoming fiscal year is the Consolidated Planning process and the data generated thereby which is needed for decision support related to the Strategic Action Plans adopted by the Kentucky Board of Education.

Office of Education Accountability
District Technology Coordinator Survey

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

1. How many computers are in your district's schools? **10,050**

2. Please identify the configuration(s) of classrooms in your school district:
   - Stand-alone computer units with individual software **423**
   - Computers connected to a local area network **604**
   - Computers connected to a districtwide area network **235**
   - Computers connected to the statewide area network **222**

3. Are the computers in your schools connected to printers? **Yes 100%**

4. How would you rate the ability of the computer software used in your school district to improve classroom instruction?

Excellent	Good	Fair	Poor
41.2%	52.9%	5.9%	0%

5. In your school district, is there a process which the schools use to select computer software to ensure that the software chosen correlates well with Kentucky's Academic Expectations? **Yes 75%** **No 25%**

6. How would you rate the instructional software used in your schools relative to its compatibility with Kentucky's Curriculum Frameworks?

Excellent	Good	Fair	Poor
23.5%	58.8%	17.6%	0%

7. How would you rate the Professional Development provided to your teachers relative to the computer hardware and software actually used in your schools?

	Excellent	Good	Fair	Poor
Hardware	17.6%	76.5%	5.9%	0%
Software	17.6%	70.6%	11.8%	0%

8. How would you rate the support that the Kentucky Department of Education has provided to enable you to be successful as a district technology coordinator?

Excellent	Good	Fair	Poor
29.4%	58.8%	11.8%	0%

9. In your school district, do you work full-time as the district technology coordinator?
   Yes 41.2% **No 58.8%**

10. What is your overall assessment of your experience with the KETS program?

Excellent	Good	Fair	Poor
29.4%	70.6%	0%	0%

Office of Education Accountability
School Technology Coordinator Survey

1. Computer Distribution (Number available):
   classroom computers **2,566**
   in computer labs **3,282**
   "roving" stations **117**
   teacher workstations **988**
   computers available for home use/check out (by students or teachers) **226**

2. Network:
   drops per classroom **1.7** per lab **6.5**

3. Administrative Use of Network:
   - student data transfer to/from central office **Yes 38.3%** **No 41.7 %**
   - e-mail within and outside building **Yes 71.7%** **No 28.3%**

4. Teacher Use of Network:

lesson plans, resources in central location for sharing	**Yes 26.4%**	**No 73.6%**
e-mail within building	**Yes 59.6%**	**No 40.4%**
e-mail with parents	**Yes 15.4%**	**No 84.6%**
internet e-mail	**Yes 50.0%**	**No 50.0%**
class web/homework posting	**Yes 5.2%**	**No 94.8%**
other		

5. Student Use of Network:
   - e-mail **Yes 24%** **No 76%**
   - computer-assisted instruction (CAI [drill and practice]) **Yes 85%** **No 15%**
   - computer managed instruction (CMI [individualized learning]) **Yes 71.1%** **No 28.9%**
   - integrated learning systems (ILS [managed learning in core subjects]) **Yes 55.8%** **No 44.2%**
   - computer-enriched instruction (CEI [CEI simulation]) **Yes 66%** **No 34%**

Office of Education Accountability
Elementary Classroom Teacher Survey

1. Classroom computers (Number available):
   student stations **802**
   teacher workstation **338**

2. Check if available in classroom:
   phone **(31.2%)** VCR **(78%)** videodisc **(15.2%)** CD-ROM **(48.9%)**
   LAN connections **(15.2%)** internet access **(18.8%)**

3. Is technology available to students in your classroom as part of their everyday work (e.g., writing/publishing, simulations, drill/practice, e-mail, research CD's, science probes, etc.)? **Yes 79%** **No 21%**

4. Do students work in cooperative groups using computers? **Yes 63.3%** **No 36.6%**

5. Do students work on cross curricular projects using technology? **Yes 60.5%** **No 39.5%**

6. Do you use technology routinely for instruction (e.g., overhead projection, video, videodisc, etc.)? **Yes 84.1%** **No 15.9%**

7. Do you collaborate with collegues in your building via e-mail? **Yes 35.2%** **No 64.8%**

8. Do you participate in listervs or other on-line discussions about teaching or technology in the classroom? **Yes 7%** **No 93%**

9. Do you use technology to:

A. Gather resources on-line	**Yes 27.5%**	**No 72.5%**
B. Prepare lessons	**Yes 49.5%**	**No 50.5%**
C. Grade keeping/Progress Reports	**Yes 36.8%**	**No 63.2%**
D. Portfolio assessment	**Yes 24.0%**	**No 76.0%**
E. Classroom attendance	**Yes 9.8%**	**No 90.2%**

10. How often do students have access to a computer lab?
    29.6% daily **51.4%** weekly **1%** monthly **1.5%** seldom **16.5%** never

Office of Education Accountability
High School Classroom Teacher Survey

1. Classroom computers (Number available):
   student stations **327.4**
   teacher workstation **150**

2. Check if available in classroom:
   phone **(44%)** VCR **(72.6%)** videodisc **(28.6%)** CD-ROM **(36.9%)**
   LAN connections **(22.6%)** internet access **(38.1%)**

3. Is technology available to students in your classroom as part of their everyday work (e.g., writing/publishing, simulations, drill/practice, databases, spreadsheets, e-mail, research CD's, science probes, etc.)? **Yes 61%** **No 39%**

4. Do students use classroom, lab, or library technology for research (internet, CD-ROM)? **Yes 84%** **No 16%**

5. Do students work cooperatively on projects using technology (e.g., English, science, social studies, math, foreign language, etc.)? **Yes 75.9%** **No 24.1%**

6. Do students work on cross curricular projects using technology? **Yes 59.7%** **No 40.3%**

7. Do you use technology routinely for instruction (overhead projection, video, videodisc, etc.)? **Yes 94%** **No 6%**

8. Do you collaborate with colleagues in your building via e-mail? **Yes 42.5%** **No 57.5%**

9. Do you participate in listervs or other on-line discussions pertaining to the use of technology in the classroom? **Yes 7.7%** **No 92.3%**

10. Do you use technology to:

A. Gather resources on-line	**Yes 61.5%**	**No 38.5%**
B. Prepare lessons	**Yes 77.1%**	**No 22.9%**
C. Grade keeping/Progress Reports	**Yes 76.8%**	**No 23.2%**
D. Portfolio assessment	**Yes 35.0%**	**No 65.0%**
E. Classroom attendance	**Yes 25%**	**No 75%**

11. How often do students have access to a computer lab?
    38.1% daily **11.9%** weekly **19%** monthly **11.9%** seldom **7.1%** never

Office of Education Accountability
Middle School Teacher Survey

1. Classroom computers (Number available):
   student stations **232**
   teacher workstation **305**

2. Check if available in classroom:
   phone **(36%)** VCR **(79.2%)** videodisc **(34.7%)** CD-ROM **(45.8%)**
   LAN connections **(18.1%)** internet access **(19.4%)**

3. Is technology available to students in your classroom as part of their everyday work (e.g., writing/publishing, simulations, drill/practice, e-mail, research CD's, science probes, etc.)? **Yes 55.6%** **No 44.4%**

4. Do students work in cooperative groups using computers? **Yes 55.6%** **No 44.4%**

5. Do students work on cross curricular projects using technology? **Yes 50.7%** **No 49.3%**

6. Do students use classroom, lab, or library technology for research (e.g., internet, CD-ROM)? **Yes 85.9%** **No 14.1%**

7. How often do students have access to a computer lab?
   37.1% daily **18.3%** weekly **18.3%** monthly **18.3%** seldom **8%** never

8. Do you use technology routinely for instruction (e.g., overhead projection, video, videodisc, etc.)? **Yes 91.7%** **No 8.3%**

9. Do you collaborate with colleagues in your building via e-mail? **Yes 35.2%** **No 64.8%**

10. Do you participate in listervs or other on-line discussions pertaining to the use of technology in the classroom? **Yes 14.3%** **No 85.7%**

11. Do you use technology to:

A. Gather resources on-line	**Yes 47.2%**	**No 52.8%**
B. Prepare lessons	**Yes 65.3%**	**No 34.7%**
C. Grade keeping/Progress Reports	**Yes 72%**	**No 28%**
D. Portfolio assessment	**Yes 29.2%**	**No 70.8%**
E. Classroom attendance	**Yes 17.8%**	**No 82.2%**

APPENDIX G

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 5142 calls; 438 of them during 1997. 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 a high volume of complaint letters from concerned citizens in the state. All letters are reviewed by staff and if signed, receive a written 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 H

HIGH SCHOOL RESTRUCTURING

In February 1997, the Kentucky Board of Education (KBE) approved a new regulation, 704 KAR 3:305, concerning requirements for graduation beginning with the Class of 2002. This regulation states that "each student in a common school shall complete an individual graduation plan which incorporates emphasis on career development and shall have a total of at least twenty-two (22) credits for high school graduation." The new requirements are:

4 - Language Arts
3 - Social Studies to incorporate U.S. History, Economics, Government, World Geography, and World History
3 Mathematics including Algebra I, and Geometry
3 - Science including Life Science, Physical Science, and Earth and Space Science
½ - Health
½ - Physical Education
1 - History and Appreciation of Visual and Performing Arts
7 - Electives

704 KAR 3:305 further provides that local boards of education must maintain a policy on high school graduation requirements and how these requirements address the six learning goals of KRS 158.6451(1)(b) and the 57 academic expectations of 703 KAR 4:060. The policy is to be developed by the school council or absent such, the local board.

The Kentucky Department of Education (KDE) is continuing to help schools develop a stronger curriculum. Their current project is Gold Star Schools. The Partnership for Kentucky Schools is a supporting partner in this effort. The purpose of this project is to develop a set of performance standards for the 15 required core courses. The goal is to look at standards of performance that will determine when a student has mastered the content of the course. Assessment will be determined by local school districts. The following is a list of potential Gold Star Schools and/or school districts:

Eminence High School
East Jessamine County High School
Grant County High School
Jefferson County Central Office
Lyon County Central Office
Oldham County Central Office
Rockcastle County High School
Scott County High School
Simon Kenton High School
South Floyd High School
West Jessamine County High School
Williamsburg High School

KDE is continuing to work on a revised program of studies. Staff plans to have a draft version for KBE to review at its December 1997 meeting. The program of studies will have an accompanying manual with instructional models, ideas on how to set up individual graduation plans, etc. All of this should be available to school districts for use in the 1998-99 school year.

During 1996-97, OEA monitoring division staff visited 17 school districts which had 22 high schools. The demographics of these schools range from small rural to large urban and those in rewards to those in decline. Fifteen of these schools use block scheduling, thirteen are involved in Tech Prep, and fifteen are involved in the School-to-Work program. Strong leadership from the principal and site-based council was characteristic of all successful schools. Several of the "in-decline" schools believes that this "tag" was undeserved but have viewed it as a wake-up call and are rethinking strategies needed for success. The classroom observations provided staff an opportunity to see outstanding instruction across all academic areas.

APPENDIX I

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 J

EDUCATION EQUITY TASK FORCE MEMBERS

Mr. Roy Adkins
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Bowling Green

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Madisonville

Mr. Andrew Baskin
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1024 Capital Center Drive, Suite 320
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KENTUCKY DISTINGUISHED EDUCATORS PROGRAM
NOVEMBER 1997

DE	Round	District	Level	Role
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

DE	Round	District	Level	Role
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

DE	Round	District	Level	Role
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, Marvina	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

DE	Round	District	Level	Role
Hewlette, Joe	6	Lawrence Co.	C/O	
Ingram, Diana	6	Johnson Co.	EL	Principal
Ison, Donna	6	Perry Co.	C/O	
Jones, Chrissy	6	Shelby Co.	MS	Principal
Magruder, Patti	6	Fayette Co.	C/O	
Matthews, Brad	6	Jefferson Co.	C/O	
Miller, Michael	6	Fayette Co.	EL	Teacher
Owens, Herb	6	Fayette Co.	HS	Teacher
Phillips, Jeanette	6	Crittenden Co.	MS	Teacher
Seiber, Pat	6	Murray Ind.	MS	Principal
Smith-Anderson, Sheila	6	Paducah Ind.	EL	Principal/Teacher
Stevenson, Lynda	6	Carroll Co.	EL	Teacher
Sutton, Nancy	6	Hazard Ind.	HS	Principal
Waldrop, Joy	6	Calloway Co.	EL	Teacher

Task Force on Public Education
(SCR 94)

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Representative Harry Moberly, Co-Chair

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Senator David Boswell
Representative Jim Callahan
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Senator Gerald Neal
Governor Paul E. Patton
Dr. Roy P. Peterson
Representative Frank Rasche
Mr. Allen Rose
Representative Katie Stine
Senator Gex Williams

Membership 18

Quorum 10

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(SCR 94)
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