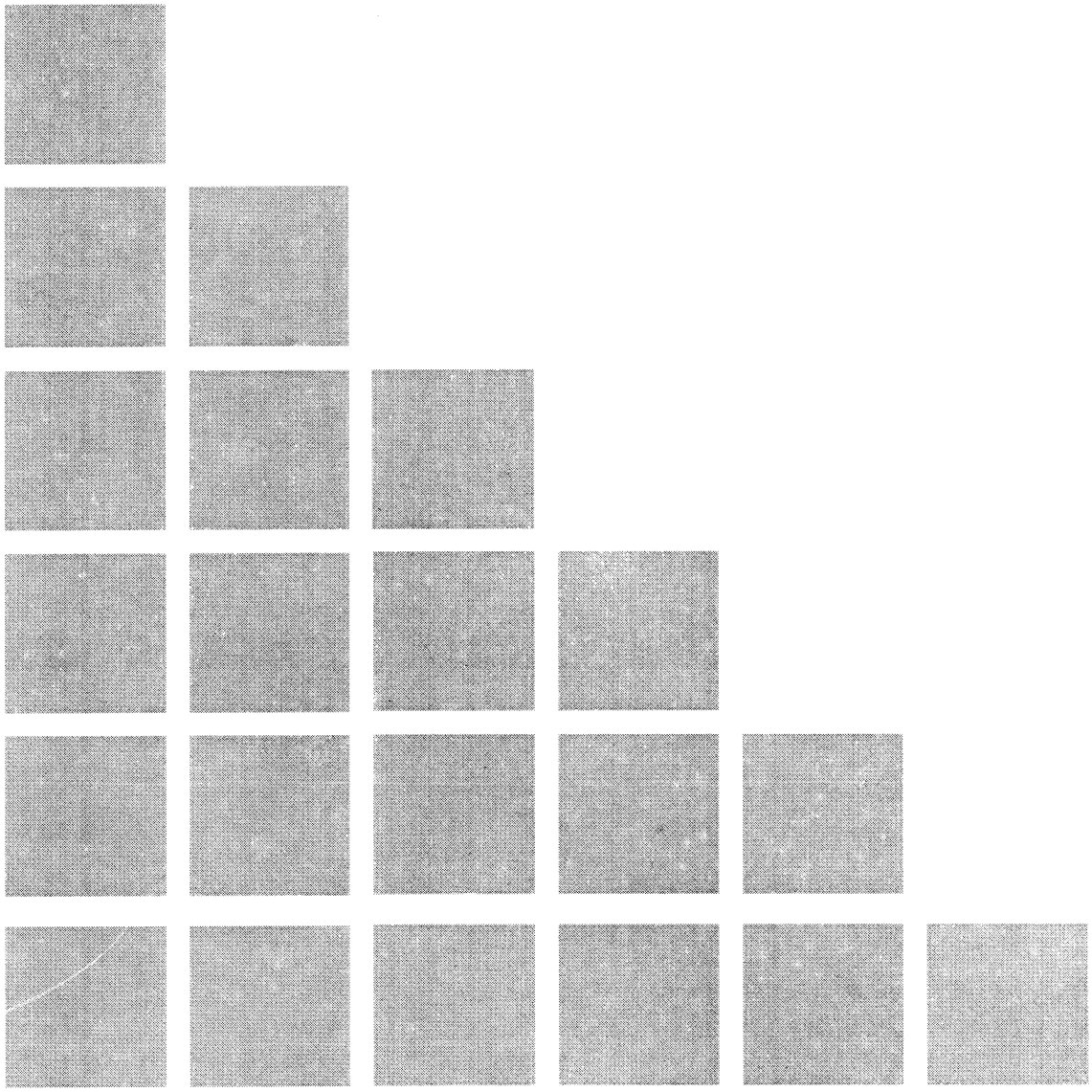
Office of Education Accountability

ANNUAL REPORT



KENTUCKY GENERAL ASSEMBLY

1998

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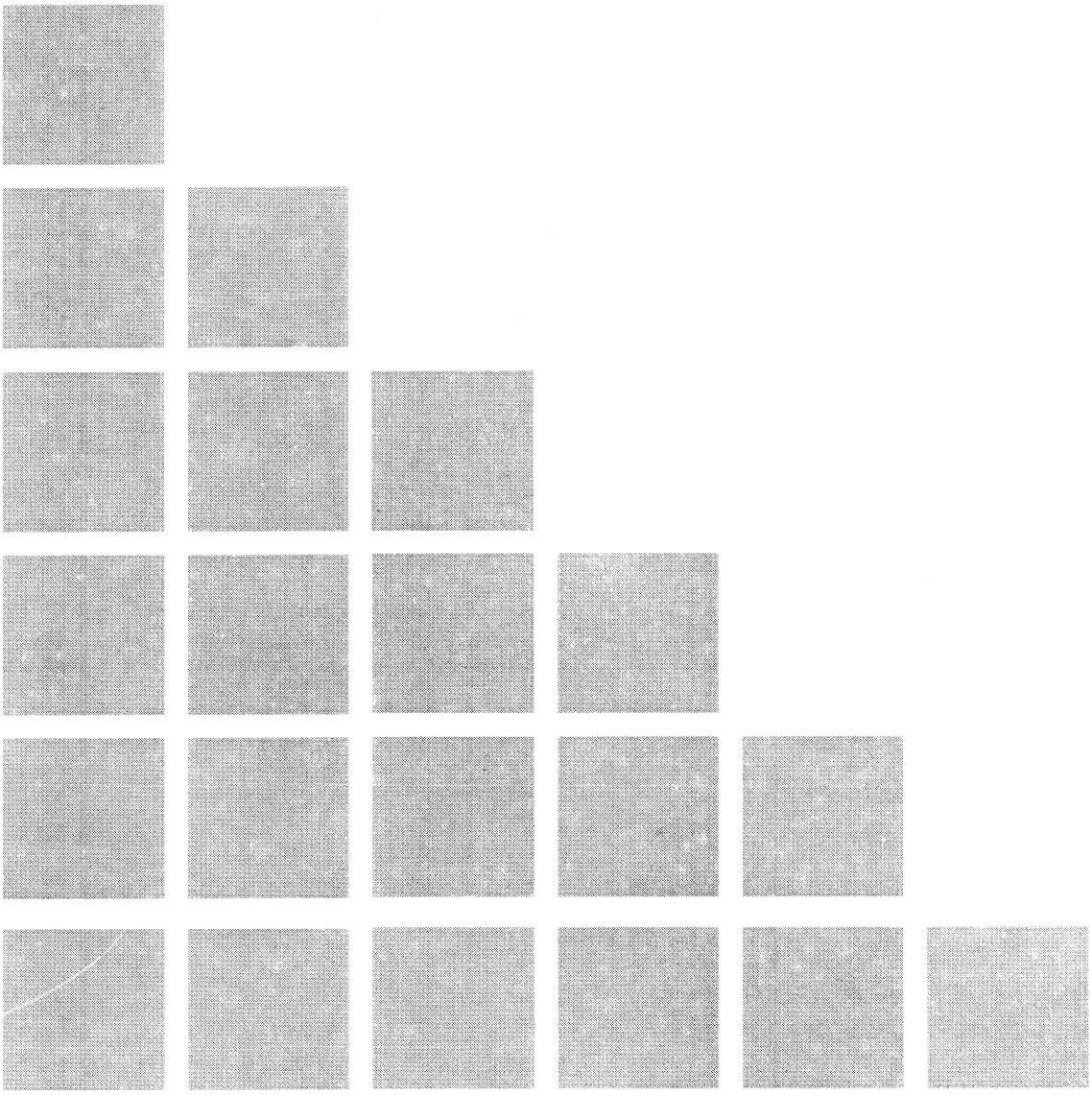

KENTUCKY GENERAL ASSEMBLY

1998

KENTUCKY GENERAL ASSEMBLY
OFFICE OF EDUCATION ACCOUNTABILITY

ANNUAL REPORT

DECEMBER 1998

PRINTED WITH STATE FUNDS

This eighth 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 admirable 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 issues for further review. This year's report, due to the fact that it is being submitted during an interim year, offers issues for futher review. 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 Kentucky General Assembly under the auspices of KRS 7.410. We offer our findings and recommendations for futher review 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 specific recommendations pertaining to issues for further review. This approach is intended to help the reader find and briefly scan the issues pertaining to areas of interest. It is not intended as a final reading pertaining to specific issues. Readers are urged to turn to sections dealing with specific topics they are interested in to view the data and supporting evidence.

ASSESSMENT. Although the Office of Education Accountability's (OEA) primary responsibility vis-à-vis assessment is oversight of the implementation of the program, there are several issues that deserve close scrutiny as the Commonwealth Accountability Testing System (CATS) is finalized and implemented. First, the design of the new accountability formula along with its accompanying rewards and sanctions should be shepherded through the process with open debate and great care. Many of the problems associated with the KIRIS program centered on this critical component. Framers of the revised system for accountability should pay careful attention to the expectations for improvement set for schools to ensure that progress is made but also that expectations are not set at unrealistic levels. A major problem with the KIRIS system was that expectations for improvement were set without first considering the distribution of performance among schools in the state. Certainly the need to have a system in place for accountability moved the framers of the system toward implementation, and the data needed for study of the distribution of scores were nonexistent. There are, however, several years of data available now to consider when conceiving a new design for the accountability formula.

Second, several nationally respected experts on assessment have cited excessive or inflated gains on KIRIS assessments as problematic in terms of the decisions (rewards or sanctions) and interpretation of results. These inflated gains are most often linked to the performance standards set for scoring the assessments. Great care should be taken as standards are set for the new CATS program assessments to ensure that gains on the assessments actually reflect gains in student learning. The standards should also be viewed in light of the their interpretation and use in high stakes decisions (rewards or sanctions) so as to facilitate the use of data for decision

making. The setting of standards and the accountability formula are inextricably linked, and one cannot be well done without the other also being well conceived and constructed.

Third, much recent national attention has focused on state performance standards. In Kentucky these take the form of Goals and Academic Expectations, and these, in turn, form the basis for the Core Content for Assessment. Kentucky's Goals and Academic Expectations have been in place for several years now, and some review of these standards would seem logical as the redesign of the system moves forward.

Finally, the design and implementation of the School Report Card mandated by House Bill 53 can lead to improved school performance if care is taken to place and highlight data on the report card that prove useful to programmatic refinement at the school level. The research literature that examines these efforts in other states will provide a great deal of guidance on the design of these instruments as framers develop the Kentucky School Report Card.

DISTINGUISHED EDUCATOR PROGRAM. The Kentucky General Assembly funded 70 highly skilled educators (HSE) for the 1998-2000 biennium. House Bill 53 also called for voluntary utilization of these resources over that time. The Office of Education Accountability (OEA) will monitor the work of the HSEs so that the agency can make recommendations to the next session of the Kentucky General Assembly concerning the appropriate numbers of HSEs and the most efficient use of their time and expertise.

Since the number of HSEs is an issue, perhaps some consideration of the formula for salary stipends would be appropriate. Current salary stipends up to 130 percent of the HSEs base salary are allowed. If the percentage of the stipend were reduced, then a proportionate number of HSEs could be added to the cadre of HSEs available for assignment. Such an approach, coupled with increased funding, could help provide closer to a 1:1 ratio of HSEs to schools in need of assistance.

EDUCATION PROFESSIONAL STANDARDS BOARD. 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 certified without achieving a defendable cutoff score.

With the out-of-field issue in the forefront, a study should be conducted to determine the number of classes being taught by teachers not certified in that field.

A study of the areas in which there are teacher shortages (i.e., special education, technology, science, and math) should be undertaken to determine how severe this shortage is in Kentucky and what actions can be taken to resolve the problem.

With increased demand on teacher preparation in both content and curriculum, a review of the five-year master's level preparation program at the University of Louisville and for secondary students at the University of Kentucky should be reviewed. If the students from these programs are better prepared when they begin their career, then these programs could become the pattern for all preparation programs throughout the state.

If we believe that diversity is learned by modeling as well as curriculum, it would appear appropriate to conduct an in-depth study of the 75 school districts that have no certified minority employees.

If the Education Professional Standards Board is to be the leader for teacher education, it needs to be a separate entity from the Kentucky Department of Education (KDE) and needs to broaden the representation of its board to include all segments of the state.

EXCEPTIONAL CHILDREN SERVICES. Several administrative recommendations contained in the OEA study remain unaddressed and are still considered important. Chief among these recommendations are:

KDE could enhance state-level support available to address special education issues. The Division of Exceptional Childrens (DECS) staff are expected to serve new populations in the correctional system, direct increased attention to programs at the Kentucky Schools for the Deaf and Blind, and improve services to emotionally and behaviorally disabled students, as well as low-incidence students. Special education students who have highly individualized plans developed

with the students' participation still suffer a dropout rate 200 percent higher than that for general education students. In view of these sobering facts, it appears appropriate to direct additional resources to this area, either through the addition of direct staff or the provision of funds sufficient to outsource certain important functions, using a competitive process for awarding projects.

DECS could initiate aggressive efforts to identify and remedy the situation in those districts where over-identification of minority students is a problem. While OEA is hesitant to recommend yet another initiative to be addressed by the resource-poor DECS, this is a critical issue. If minority students are being inappropriately placed in special education because they are not being successful in the general education classroom, these students need to be immediately transitioned back into the general education classroom and teacher training becomes a critical issue that needs to be addressed.

A tiered monitoring process needs to be developed, based on objective data indicating the likelihood that districts substantially comply with state and federal legal requirements. The intensity of monitoring would vary by district, depending upon existing data reflecting the likelihood of compliance in the district.

DECS should continue its established effort to ensure the provision of appropriate services for all students in correctional and residential settings. Because education is not the first focus of correctional and juvenile justice facilities, it is important that DECS continue to carefully review the provision of services for these students.

EXTENDED SCHOOL SERVICES. There is concern that the early literacy grants to be offered by the enactment of Senate Bill 186 can be matched with extended school services (ESS) funds and be expended during the school day, contradicting the ESS regulation, 704 KAR 3:390, that prohibits ESS funds from being used during the school day.

There continues to be a need for an ESS student-level reporting system that mirrors the state accountability system. With the inception of a new regulation dictating school accountability, the

timing is right to make the ESS program reporting more aligned with individual level CATS reporting.

School assessment results, vis-à-vis KIRIS and other indicators such as the recent CTBS scores at the state level, continue to demonstrate that poverty-stricken school districts are performing at lower levels than wealthier districts, even with additional resources now provided through ESS, family resource and youth services centers (FRYSC), preschool, and others. These data may indicate the need to review the ESS formula for granting funds to school districts, possibly giving economic deprivation (percentage of free lunch) a larger percentage in the formula. The current formula only dictates that about one-sixth of grants be determined by economic deprivation. However, the federal budget recently enacted provides for funds for new teachers to be determined by a formula of 80 percent economic deprivation and 20 percent enrollment.

In order for the "systemic" reform in Kentucky we have undertaken to be successful, there exists a need for ESS to collaborate more with other KERA initiatives. Examples are FRYSC, in the operation of mandated after-school child care programs, and preschool, in the identification of at-risk families for early intervention.

FAMILY RESOURCE AND YOUTH SERVICES CENTERS. Centers remaining to be funded - The Kentucky General Assembly should consider means to allocate funds for all schools eligible for FRYSCs if at all possible.

Adjustment for inflation – The Kentucky General Assembly should consider an adjustment in the per-student allocation for FRYSC grants to offset the impact of inflation and other budgetary increases.

Improved accuracy in determining eligibility for funding purposes - Districts and schools, especially high schools, are losing significant funds ($200 per eligible student) that could be used to supplement existing programs if students were not reluctant to fill out free-lunch applications. Both Social Insurance and Social Services programs in local communities have extensive databases on family income which may be available to schools for generating requests for funding.

School districts are also losing the at-risk 15 percent of SEEK base funds (approximately $430 per eligible pupil) when this information is not forthcoming.

Improved evaluation system - The Cabinet for Families and Children, with the assistance of national experts, has efforts currently underway to develop an evaluation system that will capture both quantitative and qualitative information so that documentation can be available to justify continued funding.

MULTICULTURAL EDUCATION. A continued effort to recruit culturally diverse teachers and administrators should be a paramount priority.

The Multicultural Branch needs to continue to press schools and districts to expand their cultural horizons. We have a significant number of culturally homogenous school districts in Kentucky who do not see the advantage of including representatives of other cultures in their educational programs.

PRESHOOL. From its inception, this program has been labeled as one of the most effective and efficient of all KERA initiatives and has, for the most part, operated high quality programming that continues to improve and expand. Most early childhood research to date predicts that a dollar spent in preschool will save seven to ten dollars later as states deal with the costs of remedial education and social ills. However, continued budget shortfalls may inhibit districts ability to absorb the program costs. The 1998-2000 budget does allow for some increase in per-child allocation plus some increase in numbers served. However, the preschool program should continue to be a high priority. Governor Paul Patton has recently announced the creation of the Office of Early Childhood Development to further focus on the need for increased attention to Kentucky's youngest children, which should complement existing services.

PRIMARY SCHOOL. New regulation to determine "successful completion of primary" - Since the inception of the statutory requirement of primary school, language has been used in 703 KAR 4:040 (Interim Methods for Verifying Successful Completion of Primary Program) to guide exit decisions. This regulation identifies 18 student performance indicators that provide eligibility criteria for exiting primary. The latest Program of Studies developed by KDE requires new

regulatory language to dictate student performance to exit. It is vitally important that schools receive notice of this important policy change as early as possible in the 1998-99 school year.

Technology use in primary - Anecdotal observations by OEA indicate under-utilization of technology in the elementary grades. This data, in conjunction with KDE's recent study of technology usage, could be used to encourage a review of school policies on student exposure to instructional technology.

PROFESSIONAL DEVELOPMENT. Districts should study the issue of alternative uses of allocated time (1,050 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 KDE must be available to local districts by April 1. Additionally, the 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.

Schools should provide school-based decision making 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.

Under KDE's reorganization plan, the Division of Professional Development has been replaced by the Office of Academic and Professional Development. We would hope that the focus on professional development will not be lost in the restructuring. The overwhelming need for professional development in both instruction and content across the state needs a focal point at KDE.

Many have suggested that Kentucky teachers have "outgrown" the professional development offerings available to them. If this is the case, then educational cooperatives working in consortia

with others need to move to the forefront of finding and/or developing appropriate professional development activities for teachers throughout the state.

REGIONAL SERVICE CENTERS. The reorganization of regional service centers (RSC) without a school-based decision making (SBDM) consultant is a concern. This may curtail services that help SBDM council members develop the skills needed to function as a decision-making team. In addition, the ability of KDE to monitor and provide quality control services to the SBDM trainer's network may be significantly limited. The SBDM staff at KDE will now be required to provide their normal services as well as those services formerly provided at the RSC level. This would appear to significantly increase response time. KDE should consider a means to ensure that staff time and resources are not impacted in such a way as to reduce services to school councils.

Anecdotal observations by OEA suggest little use of technology in the elementary grades. A more scientific study should be considered by KDE to review school policies on student exposure to instructional uses of technology.

KDE should consider requiring use of the Kentucky Early Learning Profile on a statewide basis.

SCHOOL-BASED DECISION MAKING. Councils that have the opportunity to select a new principal could benefit from training specifically targeted for that purpose. This should be required.

The process for determining who provides SBDM training at the local level should be reviewed and monitored more closely. Councils should take a more active role in determining the kind of training needed and the training provider to be utilized for SBDM training.

The availability of assistance to school councils at the regional and local level needs to be investigated. Currently, free assistance is extremely limited.

SUPERINTENDENT/PRINCIPAL TRAINING AND ASSESSMENT. KDE needs to address the issue of those superintendents who do not complete the training/assessment process within the specified

timeframe and determine how many times a candidate can take the test for each of the five modules.

If the content and materials used in the superintendent training program were incorporated into the superintendent preparation programs, the assessments would be the only financial obligation of KDE. This would allow for assessment on demand and eliminate the need for first-year superintendents to set aside 15 days (3 days for five training/assessment modules) out of their district.

SUPERINTENDENT SCREENING COMMITTEES. Based upon the foregoing review of the most recent screening committee survey results, it appears that the provisions of KRS 160.352 are being followed by those districts hiring superintendents. All districts appointed their screening committee within the 30- and 90-day timelines mandated by the statute. While the statute does not mandate minimum timeframes for the work of those committees, past surveys indicated that most districts allowed two months or more to complete the process and report to the board. This year 12 of the 33 responding districts reported that their committees had timeframes of two months or less and 4 of these had less than one month to complete their task. There appears to be some cause for concern regarding those districts whose boards allowed their committees less than one month to complete their task. Since five district boards rejected all the recommendations of their committees and two committees eliminated all of the applicants responding to their superintendent vacancy, next year's survey data should be closely reviewed to determine if a trend is developing. While neither of these actions is in any way violative of the controlling statute, both are striking departures from what has been the norm in past surveys. All screening committees, except the two mentioned above, reduced large fields of applicants to a manageable number for the consideration of their boards of education and 28 of the boards hired from the list of finalists recommended by the committees. There appears to be no real bias in favor of in-district candidates at the screening committee level or at the board level with out-of-district candidates being hired in over 50 percent of the districts. The hiring of five female applicants this year is a significant departure from past years and should encourage other qualified female educators to apply for these superintendent positions.

The fact that 14 districts considered the screening and hiring process to be of sufficient significance to expend funds for consultants to assist them in this most important process can be viewed only as a favorable and positive trend.

INVESTIGATIONS. The Investigative Division will continue to carefully assess all complaints and allegations, and address as many of the meritorious allegations that time and resources allow. It is our policy to conduct all investigations with an open mind and in a fair and impartial manner, reaching no conclusions and making no recommendations until all the available facts and sources have been ascertained. It will remain the goal of this division to attempt to resolve all issues with as little impact upon the normal operations of the district as is possible under the circumstances.

FINANCE.

- **Some KERA strands (i.e. preschool education, extended school services and professional development) should be rolled into the SEEK program.** When the SEEK program was first developed, it was recommended that these categorical programs be blended into the SEEK formula much like the current adjustments (i.e., at-risk, special education) to the SEEK calculated base. Once folded in, these funds could be expended without discretion so long as program requirements are met.

- **Amended KRS 160.470 to permit school districts to levy a tax rate on real and personal property that will at least guarantee a 4 percent increase in revenue.** Some districts are unable to levy a 4 percent tax increase due to the ceiling imposed by Subsection 2 of KRS 160.470. This ceiling or cap on tax rates was established back in 1978 as an outgrowth of House Bill 44.

- **Develop a Professional Compensation Plan per KRS 157.390(7).** In 1990 the Finance Committee of the Task Force on Education Reform recommended adoption of a new approach to paying teachers which would reward skill and performance in addition to academic achievement and length of service. (The state continues to operate under a minimum statewide salary schedule based solely on rank and experience.) In 1998, the Kentucky General Assembly directed the Kentucky Board of Education (KBE) through

House Bill 321 (the budget bill) to create a compensation plan which would 'recognize a teacher's professional competency, skills, and knowledge.' To date, KBE has initiated this process through consultation with national experts and the selection of a pilot school district to help with implementation of such a plan.

- **Increase the allotment for Capital Outlay.** The SEEK formula currently provides $100 per pupil (funded ADA) for capital outlay, an amount based on a level of funding established twenty years ago. School districts that have experienced declining enrollment will suffer a corresponding reduction in capital outlay funds.

TECHNOLOGY. Many school district administrators and state managers are concerned about future funding of technology after the infrastructure is in place. Consideration should be given to future funding of routine maintenance requirements, necessary upgrades to existing hardware, and, perhaps most importantly, replacement of outdated computers and other technical devices. Since the unmet need will theoretically have been reduced to zero by the year 2000, perhaps a new funding mechanism will need to be developed.

K.E.R.A. INITIATIVES

OVERVIEW.

When the Kentucky General Assembly passed the Kentucky Education Reform Act of 1990, it put into place a comprehensive assessment and accountability program that it envisioned would drive instructional practices in the Commonwealth in positive directions. Ultimately, the Kentucky General Assembly anticipated that new academic goals and expectations coupled with the KIRIS assessment and accountability program would require students to think critically, solve problems, communicate effectively, and apply knowledge in new settings.

KIRIS data were aggregated into a single school score to be used to measure growth of cohorts of students biennially. Over testing cycles 1 and 2, several changes were made in the form and function of the KIRIS tests and the accountability formula was also adjusted, thus leading to questions as to the accuracy and fairness of the system.

Major problems were encountered with the testing contractor, Advanced Systems in Measurement and Evaluation (ASME) during 1997, and Commissioner Wilmer Cody cancelled the testing contract effective August 30, 1997. Arrangements were made with subcontractors to finish out the testing, scoring, and reporting for the 1997-98 academic year.

At its March 1997 meeting, the Interim Joint Committee on Education directed the Office of Education Accountability (OEA) in conjunction with the Finance and Administration Cabinet and the Kentucky Department of Education (KDE) to conduct a fiscal and management audit of the entire assessment program from its inception. Primary among the objectives of the audit was the determination of whether the state was due reimbursement from ASME, whether KDE's actions in the administration of the ASME contract had been proper, and whether the KIRIS test was of sufficient psychometric quality.

A Request for Proposals (RFP) was issued for the audit, and Coopers & Lybrand, L.L.P., was chosen as the prime contractor. Coopers & Lybrand subcontracted with Dr. James Catterall to conduct the test quality review. A final report from the audit, Report on Consulting Engagement

Concerning the Kentucky Department of Education's ("KDE") Performance Based Assessment Program was issued December 31, 1997, in which Coopers & Lybrand identified several areas of concern vis-à-vis the management of the contract with ASME, but were unable to ascertain whether the Commonwealth was due reimbursement for work not performed. However, the Catterall report on test quality, Kentucky Instructional Results Information System: A Technical Review, stimulated a great deal of debate during the 1998 Legislative Session as various approaches to strengthening the testing and accountability program were considered.

During the 1998 Legislative Session, the Senate and the House of Representatives each passed separate bills to revamp the testing and accountability program. Senate Bill 243 was passed on February 19 with a vote of 35-1. House Bill 627 was passed on March 6 with a vote of 62-33. Neither bill was called in committee in the other chamber, and members of the Senate and House arrived at a compromise bill, House Bill 53, which was ultimately passed on April 1 and signed into law by the Governor on April 14.

CURRENT STATUS.

Assessment. The Kentucky General Assembly created a new assessment system in House Bill 53. Those sections of the law that make significant changes in assessment and accountability procedures are listed below.

The law assigns specific responsibilities to OEA and creates three groups as part of the input and review process for developing and implementing the system. These are the Education Assessment and Accountability Review Subcommittee (EAARS); the School Curriculum, Assessment, and Accountability Council (SCAAC); and the National Technical Advisory Panel on Assessment and Accountability (NTAPAA). Members of these new groups are listed in Appendix L.

Section 2, Subsections 1 and 2 describe the responsibilities of EAARS as follows:

(1) A permanent subcommittee of the Legislative Research Commission to be known as the Education Assessment and Accountability Review Subcommittee is hereby created. The subcommittee shall be composed of eight (8) members, no more than five (5) of whom shall be members of the same political party. The Legislative Research Commission shall appoint from the membership of the General Assembly, the members of the subcommittee for terms of

two (2) years, and the members so appointed shall elect one (1) of their number to serve as chair. Any vacancy that may occur in the membership of the subcommittee shall be filled by the Legislative Research Commission at its next regularly scheduled meeting after the occurrence of the vacancy.

(2) The subcommittee shall review administrative regulations and advise the Kentucky Board of Education concerning the implementation of the state system of assessment and accountability, established in Sections 11, 12, and 14 of this Act.

The structure and responsibilities of SCAAC are described in Section 5, Subsections 1, 2, and 3 of House Bill 53:

(1) A School Curriculum, Assessment, and Accountability Council is hereby created to study, review, and make recommendations concerning Kentucky's system of setting academic standards, assessing learning, holding schools accountable for learning, and assisting schools to improve their performance. The council shall advise the Kentucky Board of Education and the Legislative Research Commission on issues related to the development and communication of the academic expectations and core content for assessment, the development and implementation of the statewide assessment and accountability program, the distribution of rewards and imposition of sanctions, and assistance for schools to improve their performance under Sections 11, 12, 13, and 14 of this Act.

(2) The School Curriculum, Assessment, and Accountability Council shall be composed of seventeen (17) voting members appointed by the Governor. On making appointments to the council, the Governor shall assure broad geographical representation and representation of elementary, middle, and secondary school levels; assure equal representation of the two (2) sexes, inasmuch as possible; and assure that appointments reflect the minority racial composition of the Commonwealth. The members shall serve terms of two (2) years with no member serving more than two (2) consecutive terms, except that seven (7) of the initial appointments shall be for four (4) year terms. The members shall be appointed as follows:

(a) Two (2) parents from recommendations submitted by organizations representing school councils and parents;

(b) Two (2) teachers from recommendations submitted by organizations representing teachers;

(c) Two (2) superintendents from recommendations submitted by organizations representing superintendents;

(d) Two (2) principals from organizations representing school administrators;

(e) Two (2) local school board members from recommendations submitted by organizations representing school boards;

(f) Two (2) school district assessment coordinators from recommendations submitted by organizations representing district assessment coordinators;

(g) Two (2) employers in the state from recommendations submitted by organizations representing business and industry;

(h) Two (2) university professors with expertise in assessment and measurement; and

(i) One (1) at-large member.

(3) The School Curriculum, Assessment, and Accountability Council shall elect a chair annually from its membership.

Section 6 of House Bill 53 states the structure and responsibilities of NTAPAA:

> The Legislative Research Commission shall appoint a National Technical Advisory Panel on Assessment and Accountability composed of no fewer than three (3) professionals with a variety of expertise in education testing and measurement. The panel shall advise the Commission, and, upon approval of the director of the Commission, the Kentucky Board of Education and the Department of Education, in the implementation of Sections 11 and 12 of this Act. The Commission is authorized to contract for the services and expenses of the panel members.

Section 11 of the legislation describes the system as follows:

(1) The Kentucky Board of Education shall be responsible for creating and implementing a statewide assessment program to be known as the Commonwealth Accountability Testing System to ensure school accountability for student achievement of the goals set forth in KRS 158.645 and 158.6451. The board shall seek the advice of the Office of Education Accountability; the School Curriculum, Assessment, and Accountability Council; and the National Technical Advisory Panel on Assessment and Accountability in the development of the program. The statewide assessment program shall not include measurement of a student's ability to become a self-sufficient individual or to become a responsible member of a family, work group, or community.

(2) The assessment program shall include the following components:

(a) A customized or commercially available norm-referenced test that measures, to the extent possible, the core content for assessment. The test shall provide valid and reliable results for individual students;

(b) Open-response or multiple-choice items, or both, to assess student skills in reading, mathematics, science, social studies, the arts, the humanities, and practical living and vocational studies; and an on-demand assessment of student writing. These assessments shall measure, to the extent possible, the core content for assessment;

(c) Writing portfolios consisting of samples of student work. After receiving the advice of the Writing Advisory Committee, the Kentucky Board of Education shall, by September 1 following the effective date of the Act, file a notice of intent to promulgate an administrative regulation which reduces the teacher and student time involved in preparing a writing portfolio. Time reduction strategies included in the administrative regulation may include, but are not limited to, limiting the time spent on a single portfolio entry, limiting the number of revisions, or collecting entries at different grade levels;

(d) Performance assessment events for schools that have students enrolled in performing arts organizations sponsoring sanctioned events with an established protocol for adjudication; and

(e) A technically sound longitudinal comparison of the assessment results for the same students.

(3) Kentucky teachers shall have a significant role in the design of the assessments. The assessments shall be designed to:

(a) Measure grade appropriate core academic content, basic skills, and higher-order thinking skills and their application. The assessment shall measure the core content for assessment used by the Department of Education during the 1997-98 school year. Any revisions to the core content for assessment shall be developed through a public process involving parents; educators at the elementary, secondary, and postsecondary education levels; professional education advocacy groups and organizations; and business and civic leaders and shall be distributed to all public schools;

(b) Provide valid and reliable scores for schools. If scores are reported for students individually, they shall be valid and reliable; and

(c) Minimize the time spent by teachers and students on assessment.

(4) Results from the state assessment under this section shall be reported to the school districts and schools no later than September 15 of the following school year.

(5) The Department of Education shall gather information to establish the validity of the assessment and accountability program. It shall develop a biennial plan for validation studies that shall include, but not be limited to, the consistency of student results across multiple measures, the congruence of school scores with documented improvements in instructional practice and the school learning environment, and the potential for all scores to yield fair, consistent, and accurate student performance level and school accountability decisions. Validation activities shall take place in a timely manner and shall include a review of the accuracy of scores assigned to students and schools, as well as of the testing materials. The plan shall be submitted to the Commission by July 1 the first year of each biennium. A summary of the findings shall be submitted to the Legislative Research Commission by September 1 of the second year of the biennium.

(6) In addition to statewide testing for the purpose of determining school success, the board shall have the responsibility of assisting local school districts and schools in developing and using continuous assessment strategies needed to assure student progress. The continuous assessment shall provide diagnostic information to improve instruction to meet the needs of individual students.

(7) The Kentucky Board of Education, after the Department of Education has received advice from the Office of Education Accountability; the School Curriculum, Assessment, and Accountability Council; and the National Technical Advisory Panel on Assessment and Accountability, shall promulgate an administrative regulation under KRS Chapter 13A to establish the components of a school report card that clearly communicates with parents and the public about school performance. The school report card shall be sent to the parents of the students of the districts, and a summary of the results for the district shall be published in the newspaper with the largest circulation in the county. It shall include, but not be limited to, the following components reported by race, gender, and disability when appropriate:

(a) Student academic achievement, including the results from each of the assessments administered under this section;

(b) Nonacademic achievement, including the school's attendance, retention, dropout rates, and student transition to adult life; and

(c) School learning environment, including measures of parental involvement.

The immediate necessity was to determine the assessment system for the 1998-99 school year. All three groups, OEA, SCAAC, and NTAPAA, developed recommendations for the assessment system. On June 15, the Kentucky Board of Education (KBE), in special session, approved an RFP for the assessment system. The successful bidder was a group of organizations with CTB McGraw-Hill as the principal contractor, and included WestEd and Data Recognition Corporation as subcontractors. CTB McGraw-Hill will provide the norm-referenced test component of the system, the CTBS-5 test. This test will be administered in the spring to third, sixth, and ninth grade students and cover the areas of reading, language arts, and mathematics. WestEd will be responsible for developing the multiple-choice, open-response, and on-demand writing items for the Kentucky-only portion of the assessment. Data Recognition will print and package the Kentucky-only assessment, and will score the multiple-choice items and develop reports on this component of the assessment. The contract was accepted by KBE on October 6, and approved on October 13 by the Legislative Research Contract Review Subcommittee.

KBE also approved some operational procedures related to the assessment program. The schedule for testing below the high school will be: 1) third grade: CTBS; 2) fourth grade: reading, science, on-demand writing, and writing portfolio; 3) fifth grade: mathematics, social studies, arts and humanities, practical living, and vocational studies; 4) sixth grade: CTBS; 5) seventh grade: reading, science, on-demand writing, and writing portfolio; and 6) eighth grade: mathematics, social studies, arts and humanities, practical living, and vocational studies. After much discussion and review of different models, KBE approved spring testing at the high school level with the schedule to be: 1) ninth grade: CTBS; 2) tenth grade: reading and practical living/vocational studies; 3) eleventh grade: mathematics, science, social studies, and arts and humanities; and 4) twelfth grade: on-demand writing and writing portfolio.

KBE further approved changes in the writing portfolio procedures. Beginning in the spring of 1999, there will be four pieces in the fourth grade portfolio and five in the seventh and twelfth grade portfolios. Guidelines were established concerning the amount of class time that should be spent on portfolio development and the number of portfolios any one teacher should score.

The issue of the school report card has not yet been thoroughly studied or refined. The various groups that are to provide recommendations to KBE are still developing their positions. While an important matter, this aspect of the system does not have as critical a timeframe as does the assessment program.

Accountability. House Bill 53 also describes the accountability system to be developed for CATS. The mandated changes are stated in Section 12 of the legislation:

(1) After receiving the advice of the Office of Education Accountability; the School Curriculum, Assessment, and Accountability Council; and the National Technical Advisory Panel on Assessment and Accountability, the Kentucky Board of Education shall promulgate administrative regulations in conformity with Sections 3 and 4 of this Act and KRS Chapter 13A to establish a system for identifying and rewarding successful schools.... The Kentucky Board of Education shall identify reports, paperwork requirements, and administrative regulations from which high performing schools shall be exempt.

(2) ...(establishing) the formula for a school accountability index to classify schools every two (2) years based on whether they have met their threshold level for school improvement, with school years 1998-2000 serving as the baseline....

(3) ...to establish appropriate consequences for schools failing to meet their threshold. The consequences shall be designed to improve teaching and learning and may include, but not be limited to:

(a) A scholastic audit process under subsection (4) of this section to determine the appropriateness of a school's classification and to recommend needed assistance;

(b) School improvement plans;

(c) Eligibility to receive Commonwealth school improvement funds under Section 13 of this Act;

(d) Education assistance from highly skilled certified staff under Section 14 of this Act;

(e) Evaluation of school personnel; and

(f) Student transfer to successful schools.

(4) (a) ...establishing the guidelines for conducting scholastic audits, which shall include the process for:

1. Appointing and training team members. The team shall include at least a highly skilled certified educator under Section 14 of this Act, a teacher, a principal or other local district administrator, a parent, and a university faculty member;
2. Reviewing a school's learning environment, efficiency, and academic performance of students;
3. Evaluating each certified staff member assigned to the school. Only certified members of the audit team shall evaluate personnel; and
4. Making a recommendation to the Kentucky Board of Education about the appropriateness of a school's classification and a recommendation concerning the assistance required by the school to improve teaching and learning.

(b) For information purposes, the board shall also conduct scholastic audits in a sample of schools that achieved their goal.

(5) (a) Notwithstanding subsections (2), (3), and (4) of this section and KRS 158.645 to 158.805, the Kentucky Board of Education, after receiving the advice of the Office of Education Accountability; the School Curriculum, Assessment, and Accountability Council; and the National Technical Advisory Panel on Assessment and Accountability, shall promulgate an administrative regulation in conformity with the provisions of Sections 3 and 4 of this Act and in accordance with KRS Chapter 13A, establishing a formula for school accountability and a school improvement goal for each school for the 1998-1999 and 1999-2000 school years, with the 1996-97 and 1997-98 school years serving as the baseline. The formula shall be based on the academic and nonacademic components that are administered in a consistent manner during the four (4) year period.

(b) 1. The Kentucky Board of Education shall reward schools that exceed their improvement goal and have an annual average dropout rate below eight percent (8%).

2. Schools failing to improve as identified by the board shall be reviewed by a scholastic audit team appointed by the state board under subsection (4) of this section. The audit shall not include a formal evaluation of each certified staff member. The team shall determine whether the school shall have highly skilled education assistance for advisory purposes. All schools failing to achieve their goal shall develop a school improvement plan and shall be eligible for school improvement funds under Section 13 of this Act.

(6) After receiving the advice of the Office of Education Accountability; the School Curriculum, Assessment, and Accountability Council; and the National Technical Advisory Panel on Assessment and Accountability, the Kentucky Board of Education may promulgate by administrative regulation in conformity with Sections 3 and 4 of this Act and KRS Chapter 13A, a system of district accountability that includes establishing a formula for accountability, goals for improvement over a two (2) year period, rewards for leadership in improving teaching and learning in the district, and consequences that address the problems and provide assistance when the district fails to achieve its goals set by the board.

(7) After receiving the advice of the Office of Education Accountability; the School Curriculum, Assessment, and Accountability Council; and the National Technical Advisory Panel on Assessment and Accountability, the Kentucky Board of Education shall promulgate administrative regulations in conformity with Sections 3 and 4 of this Act and KRS Chapter 13A, to establish a process whereby a school shall be allowed to appeal a performance judgment which it considers grossly unfair. Upon appeal, an administrative hearing shall be conducted in accordance with KRS Chapter 13B. The state board may adjust a performance judgment on appeal when evidence of highly unusual circumstances warrants the conclusion that the performance judgment is based on fraud or a mistake in computations, is arbitrary, is lacking any reasonable basis, or when there are significant new circumstances occurring during the biennial assessment period which are beyond the control of the school.

OEA is currently developing suggestions concerning these sections of House Bill 53. As is deemed appropriate, these suggestions will be forwarded to KDE. These recommendations, along with those of SCAAC and NTAPAA, will make up the advice that KBE will review when it determines the regulations it will promulgate concerning the CATS program. OEA has observed the meetings of KBE, SCAAC, and meetings between KDE staff and the contractors for the assessment program. OEA staff have also participated in meetings of NTAPAA. This activity will continue as the assessment program moves forward, as the accountability system is developed, and as CATS is implemented.

House Bill 53 also reconceives the role of the "distinguished educator" program and the assistance provided to schools that fail to meet growth expectations. See the Distinguished Educator section of this report for detailed discussion of these changes.

Reporting. House Bill 53 established reporting requirements for KDE. These are included in Section 17 of the act:

> The Department of Education shall develop a plan for implementing the state assessment and accountability system created under Sections 11 and 12 of this Act and shall report quarterly to the Interim Joint Committee on Education on its progress in the following areas:

(1) Establishing a consistent structure of test components, grade-level testing distribution, and test administration procedures;

(2) Beginning a new cycle of equating procedures for which their adequacy and precision can be tested rigorously and conducting appropriate equating analyses to accommodate the new accountability system;

(3) Publishing more complete and informative guides for interpreting school accountability index score changes that include information about the estimated error of the accountability index, as well as information about the connections between index score changes and estimated changes in student performance levels;

(4) Reviewing school accountability classifications to assure their construct validity in all cases where they are applied;

(5) Maintaining and strengthening the annual audit of portfolio scores in ways that serve to minimize the differences between teacher-produced scores and audit-generated scores;

(6) Developing and implementing a validity research plan as required under Section 11 of this Act;

(7) Establishing additional routine audits of key processes in the assessment and accountability program;

(8) Maintaining and cataloging a library of technical documents related to the assessment and accountability program for internal and external review purposes. In addition, the department shall produce an annual technical report for audiences that include educators, testing coordinators, parents, and legislators; and

(9) Maintaining a vigorous ongoing program of research and documentation of the effects of the assessment and accountability system on Kentucky schools.

A principal responsibility of OEA is monitoring the activities of KDE. Staff will collect and review those materials KDE develops in meeting its mandate in House Bill 53.

Through House Bill 53, OEA's role relating to assessment and accountability has been redefined. The Kentucky Education Reform Act of 1990 established the office and assigned it oversight responsibilities, including the method in which KDE implements various education reform initiatives. House Bill 53 requires OEA to provide procedural recommendations concerning programs the agency oversees. OEA will provide advice to KBE and KDE during the formative stages of the development of CATS. After that system is in place, OEA will monitor the way KDE manages what is taking place.

Issues for Further Review.

Although OEA's primary responsibility vis-à-vis assessment is oversight of the implementation of the program, there are several issues that deserve close scrutiny as CATS is finalized and implemented. First, the design of the new accountability formula along with its accompanying rewards and sanctions should be shepherded through the process with open debate and great care. Many of the problems associated with the KIRIS program centered on this critical component. Framers of the revised system for accountability should pay careful attention to the expectations for improvement set for schools to ensure that progress is made but also that expectations are not set at unrealistic levels. A major problem with the KIRIS system was that expectations for improvement were set without first considering the distribution of performance among schools in the state. Certainly the need to have a system in place for accountability moved the framers of the system toward implementation, and the data needed for study of the distribution of scores were nonexistent. There are, however, several years of data available now to consider when conceiving a new design for the accountability formula.

Second, several nationally respected experts on assessment have cited excessive or inflated gains on KIRIS assessments as problematic in terms of the decisions (rewards or sanctions) and interpretation of results. These inflated gains are most often linked to the performance standards set for scoring the assessments. Great care should be taken as standards are set for the new

CATS program assessments to ensure that gains on the assessments actually reflect gains in student learning. The standards should also be viewed in light of the their interpretation and use in high stakes decisions (rewards or sanctions) so as to facilitate the use of data for decision making. The setting of standards and the accountability formula are inextricably linked, and one cannot be well done without the other also being well conceived and constructed.

Third, much recent national attention has focused on state performance standards. In Kentucky these take the form of Goals and Academic Expectations, and these, in turn, form the basis for the Core Content for Assessment. Kentucky's Goals and Academic Expectations have been in place for several years now, and some review of these standards would seem logical as the redesign of the system moves forward.

Finally, the design and implementation of the School Report Card mandated by House Bill 53 can lead to improved school performance if care is taken to place and highlight data on the report card that prove useful to programmatic refinement at the school level. The research literature that examines these efforts in other states will provide a great deal of guidance on the design of these instruments as framers develop the Kentucky School Report Card.

OVERVIEW.

As part of the omnibus Kentucky Education Reform Act of 1990, assistance to schools declining or failing to improve sufficiently on KIRIS tests was provided via funds from the Commonwealth School Improvement Fund and also via the assignment of a distinguished educator to provide leadership and guidance. The Kentucky Department of Education was to identify persons with extra skills and experience who would be available to assist low-performing schools in the implementation of an improvement plan and with other interventions intended to improve school performance. The distinguished educator was given significant authority over the operation of the school and the evaluation of school personnel. This authority has been a controversial issue in the education reform effort. Additionally, the lack of a sufficient number of distinguished educators has also led to criticism. In its change of the accountability system through House Bill 53, the Kentucky General Assembly in 1998 changed the designation of "distinguished educator" to "highly skilled educator" (HSE) and has scaled back the authority of HSEs in the area of school management.

CURRENT STATUS.

This past year the Office of Education Accountability (OEA) conducted a study of the distinguished educator program. The study resulted from a request by the Interim Joint Committee on Education at its December 1997 meeting. OEA staff developed a survey in consultation with school personnel who had been in a school that participated in the School Transformation Assistance and Renewal (STAR) program. Surveys were mailed to each school that had received the services of a distinguished educator based on Cycle 2 results. Personnel who were on staff during that time were asked to complete the survey; 3,232 were returned. Surveys were also sent to 49 distinguished educators who served during Cycle 2, and 37 of those were returned.

Analyses were performed on the data collected from the surveys. Major findings in the data revealed a moderate rating of the distinguished educator program by teachers. Non-teachers (administrators, etc.) serving in schools in which distinguished educators were assigned rated the program a bit more favorably than did teachers, and distinguished educators themselves rated the program highly.

Shortcomings identified in the data indicate the following:

- Too few distinguished educators were available for assignment, thus negatively impacting the ability of the program to carry out its mission.
- Many distinguished educators were asked to serve too many schools, creating a situation in which the distinguished educators may have had too little time to develop a full understanding of the unique characteristics of the schools they served.
- Distinguished educator assignments often did not match the school's cycles, thereby creating a situation in which more than one distinguished educator served a school. This created problems in terms of differing approaches and highlighted problems associated with the unique characteristics of individual schools.

Overall, the program seemed to contribute to improved learning results as measured by KIRIS. Some questions remain as to whether the learning results were a product of the process engaged in or if the influence of a leader from outside the local school was the primary force leading to improved KIRIS scores. The report recommended that further study of this issue be undertaken to determine if local leaders could be developed with similar or better results.

The report further recommended the continued process of aiding schools that did not meet learning growth expectations. It was pointed out that extensive self-examination and planning is critical to continuous improvement, and the distinguished educator program had provided a sound framework for engagement of the entire school staff in the self-examination and planning process.

The Kentucky General Assembly made major changes in the accountability system with the passage of House Bill 53 during the 1998 Regular Session. Since the distinguished educator program was tied to the accountability system, changes were made in this program as well.

The law reads, "...the Kentucky Board of Education shall promulgate administrative regulations ...to set forth the guidelines for providing highly skilled education assistance to schools and school districts. The program shall be designed to support improved teaching and learning and may include, but not be limited to, establishing the following:

(a) Criteria for identifying successful strategies of assistance;

(b) Policies and procedures for providing education assistance, which may include training, making assignments, employing certified personnel, and setting salaries that may include supplements; and

(c) Duties of those providing education assistance, which may include personnel evaluation and recommendations concerning retention, dismissal, or transfer of personnel."

One of the findings of the OEA report was that a significant part of the effort distinguished educators were making was to improve scores on the KIRIS assessment. The new legislation represents a new emphasis on improved teaching and learning as the long-term solution to improved performance. This change redirects the focus of HSEs away from the improvement of test scores toward those components of the school program that generate learning results.

The specific responsibilities of the HSE are being developed by the various groups designated by House Bill 53 to make recommendations to the Kentucky Board of Education concerning the new accountability system. OEA is responsible for making recommendations, and is developing those recommendations as the process of creating the accountability system moves forward.

Another part of the new accountability system is the call for an audit process to check the appropriateness of a school's accountability designation and to determine what the school should do to improve its level of performance. The role of the HSE in the audit process has not yet been established. There is a presumption that the HSE will take a role in implementing the recommendations that come from the audit, but the details are still under development.

Issues for Further Review.

The Kentucky General Assembly funded 70 HSEs for the 1998-2000 biennium. House Bill 53 also called for voluntary utilization of these resources over that time. OEA will monitor the work

of the HSEs so that the agency can make recommendations to the next session of the Kentucky General Assembly concerning the appropriate numbers of HSEs and the most efficient use of their time and expertise.

Since the number of HSEs is an issue, perhaps some consideration of the formula for salary stipends would be appropriate. Current salary stipends up to 130 percent of the HSEs base salary are allowed. If the percentage of the stipend were reduced, then a proportionate number of HSEs could be added to the cadre of HSEs available for assignment. Such an approach, coupled with increased funding, could help provide closer to a 1:1 ratio of HSEs to schools in need of assistance.

OVERVIEW.

In January of this year, the Education Professional Standards Board (EPSB) voted to change the status of Dr. Susan Leib from interim to permanent executive secretary. EPSB has one new member, Jack Rose, appointed in September. There is currently one vacancy on the 17-member board.

EPSB has dealt with a variety of issues during this past year including the expansion of alternative certification as a result of Senate Bill 265, a review of teacher assessments for certification, and the associated cutoff scores. Special education certification has also been reviewed with regard to separating behavioral disorders from the broader learning behavioral disorders certificate. Additionally, EPSB has reviewed the following issues: 1) a high school certificate for Visual and Performing Arts and Humanities; 2) the preparation program for Interdisciplinary Early Childhood Education, birth to primary, and the individuals who are currently filling these positions in local school districts; and 3) the shortage of substitute teachers brought to them by local superintendents.

EPSB staff have been reviewing the manner in which they provide services to teachers and school districts. Due to the small number of employees in this unit, their ability to provide services is limited. To this end, staff have visited other states to try and find a more efficient manner of providing services, especially in the area of better utilization of technology.

CURRENT STATUS.

EPSB has promulgated 704 KAR 20:022 for Rank II and 704 KAR 20:015 for Rank I (to implement a portion of House Bill 305 of the 1996 Regular Session of the Kentucky General Assembly), which identify 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.

EPSB has promulgated a number of administrative regulations during the past year. 704 KAR 20:710 makes the principal preparation program a master's level program and the certificate is for all grades. 704 KAR 20:210 allows five school districts to pilot programs using high school graduates, age 25 or older, to serve as substitute teachers. The five districts have been chosen and are implementing the program for the current school year. To address the significant shortage of technology-prepared teachers for Kentucky classrooms, 704 KAR 20:475 provides for a probationary certificate for teachers of technology education.

Between July 13, 1996 and May 2, 1998 there were 238 first-time test takers for math-content knowledge, only 108 or 45 percent passed. As a result of the large number of unsuccessful candidates, EPSB requested their staff to review the cutoff score. Staff did a thorough review of the assessment and transcripts of the unsuccessful candidates. This review revealed that those students enrolled in rigorous mathematics courses were successful, while those pursuing a less vigorous path were not. EPSB believes that lowering their standards was not the solution and the cutoff score was not changed.

EPSB staff have reviewed professional staff data forms to determine if there were individuals holding certified positions without valid certificates. Staff indicated that there were none. However, staff did identify persons teaching out of their field (instructing in classes for which they did not have a teaching certificate). The problem is more acute in small school districts that try to offer a wide variety of courses, many of which are single offerings. The issue of out-of-field teaching also has surfaced in a recent Southern Regional Education Board (SREB) report, "Education Benchmarks, 1998," especially in the areas of math and science. The report states that in Kentucky, 20 percent of math and 45 percent of science teachers in secondary schools do not have a major in that field.

During the 1998 Regular Session of the Kentucky General Assembly, additional opportunities for alternative certification were instituted under Senate Bill 265. This bill provided that persons with

exceptional work experience could qualify for a teaching certificate based on the recommendation of a local school district. EPSB promulgated an emergency regulation to move this process forward. Seven individuals have been certified under the act through September 30, 1998. There are now five routes for alternative certification under the EPSB (Appendix A).

Minority Educator Recruitment and Retention (MERR). The MERR office, with a budget of $680,000, designates $424,600 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:

Eastern Kentucky University.....Minority Teacher Education Program
Jefferson County Public Schools.....Escorts to Success
Morehead State University .....Minority Teacher Education Program
University of Kentucky.....TeacherBridge
University of Louisville.....TeacherBridge
Western Kentucky University .....Administrative Leadership Institute

Programs offered fall into two categories: academic enrichment and career awareness and teacher education/preparation.

Academic Enrichment/Career Awareness: 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. Each program provides daily activities that include guest speakers on topics of interest, field trips, and 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's program involves potential 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.

A new program for 1998-99 is the Administrative Leadership Institute at Western Kentucky University, focusing on the preparation and certification of minority educators to become principals and administrators. There are currently 12 persons enrolled in this program. MERR also expects to implement a program through the University of Kentucky that will prepare and certify minority educators to become superintendents. This program is scheduled to start in January 1999.

MERR has begun a collaboration with the Kentucky Alliance of Black School Educators to expand early identification programs by reaching minority parents. Three workshops have been held to encourage young people to enter the teaching profession: 160 parents and community members participated in Paducah, 200 in Hopkinsville, and 200 in Lexington.

Since 1992-93, the number of minorities graduating from teacher education programs at Kentucky public universities has risen from 25 (1992-93) to 178 (1997-98). Additionally, Kentucky universities report a total of 969 minority students enrolled in teacher education.

MERR also oversees alternative certification. During the past four years, 106 teacher trainees were admitted to the alternative certification program. To date, 80 have successfully completed the training, passed the National Teacher Exam, and are in classrooms; 11 are still in the program; and 12 have just started the program.

MERR works with local school districts to gather information pertaining to minority hiring. In 1997-98, there were 484 minority applicants for certified teacher positions of which 261 were hired. There were 154 minority applicants for administrative positions and 35 of those applicants

were hired. This brings the number of minority teachers to 1,862 in 1998 or 4.1 percent of the teaching staff. In 1997-98 the Office of Education Accountability monitored 23 districts and found 6 percent of administrators and 3 percent of teachers were minorities. These data were skewed due to the fact that there were 17 minority administrators in two districts, while five had no minority administrators. Only two of the districts did not have minority teachers or administrators. Kentucky Department of Education (KDE) student data report 80,979 (12.5 percent) students identified as a minority of the 645,874 students in the Commonwealth. These figures demonstrate the continued need for certified minority employees if Kentucky's teacher workforce is to be proportionate to its student population. Further, it should be noted that 75 of the 176 school districts have no minority employees.

Revocation. During the period from July 1, 1997 to August 1, 1998, there were 135 initial reports filed with EPSB and 140 character/fitness reviews. During the past fiscal year, EPSB has reviewed 142 cases for probable cause and sent 67 cases on for investigation and hearings (19 were dismissed and 44 were dismissed without prejudice). EPSB reviewed 119 cases for character/fitness and denied 9 applications for certification. As of August 1, 1998, there were 57 open character/fitness reviews and initial report reviews and 44 open cases for hearing or settlement.

To facilitate the handling of its caseload, 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. While the number of cases reported has increased, the revocation process continues to improve as indicated by the decrease in carryover cases.

ISSUES FOR FURTHER REVIEW.

1. 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 certified without achieving a defendable cutoff score.

2. With the out-of-field issue in the forefront, a study should be conducted to determine the number of classes being taught by teachers not certified in that field.

3. A study of the areas in which there are teacher shortages (i.e., special education, technology, science, and math) should be undertaken to determine how severe this shortage is in Kentucky and what actions can be taken to resolve the problem.

4. With increased demand on teacher preparation in both content and curriculum, a review of the five-year master's level preparation program at the University of Louisville and for secondary students at the University of Kentucky should be reviewed. If the students from these programs are better prepared when they begin their career, then these programs could become the pattern for all preparation programs throughout the state.

5. If we believe that diversity is learned by modeling as well as curriculum, it would appear appropriate to conduct an in-depth study of the 75 school districts that have no certified minority employees.

6. If the EPSB is to be the leader for teacher education, it needs to be a separate entity from KDE and needs to broaden the representation of its board to include all segments of the state.

OVERVIEW.

The Kentucky Department of Education (KDE) Division for Exceptional Children Services (DECS) is to be praised for its cooperative and collaborative efforts to improve educational services for students with disabilities. The Office of Teacher Education and Certification and the Education Professional Standards Board have initiated commendable efforts to identify and address teacher preparation issues related to educational services for students with disabilities. The Office of Education Accountability (OEA) completed and presented to the Interim Joint Education Committee a Special Education Resolution Study in December 1997. These matters will be discussed in greater depth in the "Current Status" section. Numerous legislative changes were made in the 1998 Kentucky General Assembly, and regulatory changes affecting special education will be drafted in 1999. These matters are summarized below.

Legislation. The 1998 Kentucky General Assembly enacted several bills that may affect educational services for special education students:

- Senate Bill 37 requires licensure for interpreters for the deaf and hard of hearing, effective July 1, 2003, and creates the Kentucky Board of Interpreters.
- House Bill 519 establishes the Kentucky Special Education Mentor Program to assign highly-skilled educators in special education to work with local districts experiencing significant compliance problems. The bill further authorizes KDE to withhold SEEK add-ons as a compliance measure, contains professional development provisions, and extends the definition of developmentally disabled to include students to age 8. Additionally, OEA is required to conduct a study of paperwork related to special education with consideration to the role technology might play in ameliorating the burden. The bill is designed to simplify certification procedures for out-of-state teachers and contains provisions related to drop-out prevention and reporting of data.
- House Bill 447 expands the definition of state agency children and provides the possibility for additional funding for local districts. Additionally, the bill indexes increases in state agency funding to increases in SEEK.

- House Bill 321, the budget bill which remains in effect during the 1998-2000 biennium, makes the Kentucky Schools for the Blind and Deaf fully eligible to participate in the Kentucky Education Technology System in a manner that takes into account the special needs of the students.

- House Bill 237 establishes the Kentucky Schools for the Blind and Deaf as statewide educational resource centers.

- House Bill 189 provides for a task force to study the nature and extent of the provision of health care services to children in public school and requires an interim report in 1999 and a final report for the 2000 Regular Session of the Kentucky General Assembly.

Regulations. As a result of the 1997 reauthorization of the federal Individuals with Disabilities Education Act (IDEA), it is necessary for Kentucky to rewrite many of its regulations related to special education. However, the process of amending federal regulations to reflect the statutory changes has not been completed, delaying the redrafting of state regulations. This is a matter with which DECS will have to deal with during 1999. Although most of the federal statutory changes are clear and need little interpretation, there are some highly controversial areas where regulations are necessary. In these areas, DECS and the local districts could benefit from federal guidance.

DECS has created a focus group to review existing regulations to determine whether some current provisions are redundant or unnecessary. The group has made recommendations to DECS, and it is anticipated that it will continue over time, although the membership will be rotated to provide input from a variety of sources.

There are some regulatory issues where it is not necessary or beneficial for KDE to await federal regulations, and it is the intent of KDE to begin promulgation of regulations in these areas. These include regulations dealing with the special education cooperatives and the special education mentor program.

CURRENT STATUS.

Although historically this section has contained an analysis of DECS' monitoring visits, complaints handled by DECS, and due process hearing requests, those issues will not be discussed in this annual report. Rather, the report will focus on issues addressed in OEA's Special Education Resolution Study, requested by the Kentucky General Assembly's Interim Joint Education

Committee. The report, copies of which are available through OEA, addresses the following specific issues: 1) Whether students with disabilities statewide are being provided an adequate education; 2) Whether students' individual education programs are being implemented to the fullest extent; 3) Whether students with disabilities are dropping out of school at increasing rates; 4) Whether students with disabilities are being provided access to the core curriculum and courses leading to a diploma to the extent possible; and 5) Whether these students are being provided services by properly certified teachers.

DECS Monitoring Data were used to assess Questions 1 and 2. These data reflect compliance with procedural requirements of state and federal law; the data do not attempt to quantify the separate issue of the degree to which students are being provided meaningful access to Kentucky's core curriculum. Based on the data, it was concluded that the majority of students who remain in school in a majority of districts receive an adequate education. The data also indicate, however, that many students fail to receive adequate educations, many individual education programs (IEPs) omit necessary services, and additional efforts are required to ensure that all students receive the benefits intended by the Kentucky Education Reform Act.

With respect to Question 3, it was determined that special education students were dropping out at higher rates than regular education students and the rate was increasing. In 1995-96, the last year for which the necessary data were available for the study, the dropout rate was at least 10.1 percent, using calculations comparable to those used for accountability purposes for all students. This "event rate" recalculated as the "cohort rate" (the measurement of a single group of students over a period of time; e.g., the 1993 ninth grade class until graduation) indicates that 34 percent of any given ninth grade class of special education students will drop out prior to graduation. This rate could be as high as 37 percent. The data are particularly alarming for seriously emotionally disturbed students with a cohort rate of 62 percent.

OEA was unable to obtain sufficient data during the allowed time-span of the study to draw firm conclusions about whether students with disabilities were being provided access to the core curriculum. However, the limited information obtained, linked with additional but limited

anecdotal information, raised serious concern that many students with disabilities in resource and self-contained classrooms were not receiving meaningful access to the core curriculum.

It was concluded that a continued review of educational services for students in juvenile treatment, detention facilities, and adult correctional facilities might be appropriate. Additionally, consistent with data found nationally, it appears that over-identification of African-American students is a substantial problem in some districts.

Current KDE initiatives that could impact some of the problem areas discussed in the study follow:

- DECS has begun the process of promulgating regulations for the special educator mentor program.
- KDE is refocusing its efforts to reduce dropouts, and DECS is involved in this department-wide effort.
- DECS is expanding the number of districts that are monitored utilizing school-specific corrective action plans (CAP). The number of districts receiving such plans is still small, and limited staffing in DECS hampers this effort.
- The DECS director is directly involved in efforts by the Office of Teacher Education and Certification and the Education Professional Standards Board to address the standards and requirements for general-education-certified and learning and behavior disorder-certified teachers, as well as emergency- and probationary-certified teachers. The Office of Teacher Education and Certification and the Education Professional Standards Board are to be commended for their assertive and proactive efforts to address teacher preparation issues related to educational services for students with disabilities. Some of these efforts were initiated before the OEA study was finalized, and all efforts appear focused on obtaining tangible improvements in an expeditious manner.
- DECS staff have been intimately involved in the drafting of the Kentucky Program of Studies and Implementation Manual so that these documents reflect methods by which students with disabilities can access general education curriculum in a variety of ways. Practitioners participated in developing general education instructional models with specific extensions for students with disabilities. DECS also conducted professional development on core content, assessment, and IEPs at four conferences; conducted training for special educational cooperatives on the core content; and has undertaken additional professional development efforts to ensure that practitioners are aware that all special education students' programs are to be developed around the core content.

- KDE is to be commended for its renewed effort to include DECS staff in department-wide initiatives. At the time the OEA study was initiated, it appeared that DECS was somewhat isolated in the KDE bureaucracy. Thus information about "general education" issues that was equally important to students with disabilities was not always communicated to DECS. More importantly, it does not appear that DECS input was always obtained with regard to some of these issues, even though special education students would be directly affected by decisions made. Even before the OEA study was finalized, it appeared that this situation was improving, and DECS input with regard to the Program of Studies and Implementation Manual and dropout prevention efforts provides concrete evidence of the inclusion of DECS in major policy initiatives.

- The Community-Based Work Transition Program (Job Coach program) has expanded, with approximately 850 students served during 1997-98. This program, funded in part at the local district level through the Department of Vocational Rehabilitation, resulted in approximately 57 percent of the participating students with disabilities being placed in employment settings prior to exiting school. The largest group of students served was mildly mentally disabled students, but all disability areas were served.

- DECS continues its work with the Department of Corrections to ensure that students with disabilities in adult correctional facilities have access to appropriate educational services. The correctional system has developed an identification and tracking system to identify inmates of student age who may need specially-designed educational services. This previously unserved population is presently the subject of a CAP developed by the Department of Corrections for KDE. Additionally, DECS monitored educational programs in the 13 residential treatment centers covered by the Department of Justice Consent Decree and under the administration of the Department of Juvenile Justice (DJJ). CAPS were developed for each of these programs. In addition to the individual facility CAPs, a CAP was developed with DJJ. These CAPs continue to be monitored.

- With regard to low-incidence disabilities, DECS funded a two-week summer institute at Eastern Kentucky University designed to enhance the skill level of 39 educational interpreters currently practicing in Kentucky's schools. DECS has provided technical assistance to enhance the skills of individuals working with students with autism.

ISSUES FOR FURTHER REVIEW.

Several administrative recommendations contained in the OEA study remain unaddressed and are still considered important. Chief among these recommendations are:

1. KDE could enhance state-level support available to address special education issues. DECS staff are expected to serve new populations in the correctional system, direct increased attention to programs at the Kentucky Schools for the Deaf and Blind, and improve services

to emotionally and behaviorally disabled students, as well as low-incidence students. Special education students who have highly individualized plans developed with the students' participation still suffer a dropout rate 200 percent higher than that for general education students. In view of these sobering facts, it appears appropriate to direct additional resources to this area, either through the addition of direct staff or the provision of funds sufficient to outsource certain important functions, using a competitive process for awarding projects.

2. DECS could initiate aggressive efforts to identify and remedy the situation in those districts where over-identification of minority students is a problem. While OEA is hesitant to recommend yet another initiative to be addressed by the resource-poor DECS, this is a critical issue. If minority students are being inappropriately placed in special education because they are not being successful in the general education classroom, these students need to be immediately transitioned back into the general education classroom and teacher training becomes a critical issue that needs to be addressed.

3. A tiered monitoring process needs to be developed, based on objective data indicating the likelihood that districts substantially comply with state and federal legal requirements. The intensity of monitoring would vary by district, depending upon existing data reflecting the likelihood of compliance in the district.

4. DECS should continue its established effort to ensure the provision of appropriate services for all students in correctional and residential settings. Because education is not the first focus of correctional and juvenile justice facilities, it is important that DECS continue to carefully review the provision of services for these students.

OVERVIEW.

KRS 158.070 mandates all school districts provide additional instructional time outside the school day in an attempt to close the achievement gap for low-performing students who may need additional time to achieve expected outcomes. The governing regulation, 704 KAR 3:390, specifies the program must meet one of the following criteria:

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

The 1991-92 budget for this program was $21.4 million and increased in the 1997-98 biennium to $34 million per year. In the 1998 Regular Session, the Kentucky General Assembly appropriated $34 million to the Kentucky Department of Education (KDE) for 1998-99 and $37 million for 1999-2000 for the operation of the extended school services (ESS) program. Budget language in 1999-2000 includes direction to establish at least three community-based after-school programs.

Annual grants are made to school districts using a formula based on 50 percent average daily attendance; the remaining 50 percent comes from KIRIS scores, dropout rates, and a percentage of free lunch eligibility. The redesign of the assessment and accountability model will offer a new opportunity to redesign the funding formula for ESS grants. 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.

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 per-pupil cost for these grants range from $24 to $385 with only anecdotal data to support. The original intent of this program was to serve as a model 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.

Through its continued support, the Kentucky General Assembly remains confident that the ESS program is providing funds to allow districts and schools enough latitude for designing effective models to close the achievement gaps between high- and low-performing students. However, given the variables that exist which affect learning, the value added by ESS is difficult to determine. KDE continues to collect student level data which is not a significant part of school level accountability indicators such as classroom grades. Short of student level data that is comparable with school accountability indices, it is uncertain how much student achievement toward the state's learning goals and academic expectations is being effectuated by time spent in ESS programs. Since the state's new Commonwealth Accountability and Testing System (CATS) will be more reliable at the student level, the time is right to develop an ESS reporting system that will mirror CATS.

ESS has become particularly popular for school districts that have moved to an "alternative calendar," providing funds for student assistance during interim periods. As more districts move to a modified schedule, this could become the prevailing model for student assistance.

Senate Bill 186, passed during the 1998 Regular Session, created a competitive grant to fund early literacy programs to assist elementary schools in teaching reading and literacy. The provisions of Senate Bill 186 require school councils receiving grants to provide matching funds and allow councils to use professional development and/or ESS funds for the matching portion. The provision of allowing ESS funds to be used for matching literacy programs during the school day is in conflict with 704 KAR 3:390, the regulation that dictates ESS programming.

A persistent concern regarding the ESS program has been low participation by middle and high school students identified as needing the service. As a result, an ESS Secondary Task Force was formed to identify positive elements in secondary programs throughout the state and to explore ways to increase attendance of students in middle and high schools. The group identified four major concerns related to attendance and effective programming: referral policies/procedures, instructional strategies, general barriers to attendance, and amount of instructional time.

CURRENT STATUS.

KDE data indicate that 156,665 students were served in the ESS program at some time during the 1997-98 school year. Eighty-one percent of these students who attended six or more days improved at least one letter grade in the primary and secondary subjects during or after ESS participation. At the time of entering the program, 10 percent of the students who served six or more days had entry grades of A or B in the primary subject of focus, but 36 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. In addition to the 81 percent who improved at least one letter grade, 17 percent were able to maintain their prior grade. This is an important finding since one of the criteria for participation in the program is to serve "students who are at risk of falling behind." It is also interesting to note that approximately 90 percent of students who entered the program with a C or less improved by at least one letter grade.

TABLE 1. STUDENT ACHIEVEMENT LEVEL FOR ESS LEARNING GOALS

Regular Term 1997-98	F	D	C	B	A
Subject 1 Entry Grade	22	49	19	9	1
Subject 1Exit Grade	3	14	47	28	8
Subject 2 Entry Grade	19	53	19	8	1
Subject 2 Exit Grade	3	14	51	26	6

Numbers represent percentage of students served six or more days.

In addition to grade letter improvement, additional qualitative impact data were gathered on students who attended ESS programs six or more days. Teachers reported that 22,040 students were noted to have been promoted or to have graduated on time as the result of having participated in ESS. The referring teachers for ESS students also note significant qualitative changes in the areas of completing homework, increased class participation, and improved attendance.

TABLE 2. OTHER GOALS ACHIEVED

	Percentage of Students
Graduated from High School	2
Promoted to Next Grade Level	22
Improved Attendance	5
Completing More Homework	38
Increased Class Participation	41

As stated earlier, data gathered during the 1997-98 regular school term indicates that 156,665 students were served by ESS programs throughout the state. This is an increase of approximately 11,000 students from the 1996-97 regular term. Increases in the number of students served were noted at all grade levels with the exception of the eighth grade. Approximately 51 percent of all students served are found in primary through Grade 6, while 26 percent and 23 percent respectively were served in Grades 7-9 and 10-12.

TABLE 3. ESS GRADE LEVEL PARTICIPATION

Grade Level	Number of Students Regular Term 1997-98
Primary (P1-P4)	31,726
4	19,309
5	15,442
6	11,607
7	14,270
8	11,857
9	14,643
10	13,611
11	12,314
12	9,533
Other Ungraded	2,353
Total	*156,665*

Demographic data collected during the regular school term indicate that 52 percent of all students served were male, while 48 percent were female students. Ethnic status data indicate that 86 percent of students served were Caucasian, while 14 percent were minority students. The number of students being transported by ESS programs was 65,657, which represents an increase over the previous year; however, the total percentage remained constant at 42 percent.

Reading, mathematics, and written language constitute the majority of goals for students being addressed by ESS programs throughout the state. Significant highlights of goal-related data include the following:

- 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 (26 percent), the major emphasis shifted to written language (44 percent) where the most frequently listed type of assistance provided was noted to be portfolio development.

- Written language was noted to be the primary subject focus for students in Grades 4 and 7.

- As was noted during the 1996-97 regular term, mathematics became the major goal of emphasis in Grade 5 and remained the priority goal through high school with the exception of Grade 7.

Academic remediation continues to be the major type of assistance provided to students followed by homework assistance (the same students may receive several types of assistance).

TABLE 4. TYPES OF ASSISTANCE PROVIDED TO STUDENTS

Assistance Provided	Percentage
Academic Remediation	76
Homework Assistance	53
Study Skills Instruction	37
Portfolio Development	25
Performance Events	10
Counseling	2

OEA staff monitored 23 school districts during the 1997-98 school year in an attempt to collect information on how the various KERA initiatives were being implemented. The ESS portion of the visits included interviews with the district ESS coordinator and various building level coordinators. The following table provides a snapshot of various data that were collected (letters are used in lieu of district names to provide anonymity).

TABLE 5. ESS PROGRAM INTERVIEW RESULTS

District	Grant Amount	Program Type	Total ESS Enrollment at Time of Visit	Teacher/Student Ratio	Teacher Pay Per Hour	Percentage of Students Improved with "D" Entry Grade	Percentage of Students Improved with "F" Entry Grade
A	$125,163	BS,AS, Summer	553	1:8	$18	80%	79%
B	$163,859	AS	1,505	1:8	$20	81%	91%
C	$ 37,938	AS	62	1:10	$20	82%	79%
D	$ 83,745	Summer	82	1:10	$20	51%	76%
E	$ 78,151	AS,BS, Summer	221	1:8	$20	53%	81%
F	$112,141	AS	408	1:8	$20	90%	89%
G	$ 48,506	AS, BS, Evening	227	1:8	$25	99%	95%
H	$217,662	AS	1,000	1:10	$17-$20	71%	93%
I	$173,858	AS, BS, Summer	1,101	1:13	$20-$25	75%	91%
J	$362,864	AS, Summer	1,413	1:10	$16-$20	56%	85%
K	$ 41,351	AS	132	1:11	$17	73%	68%

AS = after-school and BS = before-school

District	Grant Amount	Program Type	Total ESS Enrollment at Time of Visit	Teacher/Student Ratio	Teacher Pay Per Hour	Percentage of Students Improved with "D" Entry Grade	Percentage of Students Improved with "F" Entry Grade
L	$225,135	AS, BS	1,625	1:10	$20	79%	86%
M	$ 81,031	AS, BS, Saturday	483	1:10	$18-$22	55%	91%
N	$ 43,699	AS, Summer	263	1:8	$19-$23	55%	90%
O	$283,468	AS, BS, Summer	1,283	1:10	$20	67%	89%
P	$ 59,988	AS, Summer	144	1:8	$20	75%	100%
Q	$167,701	AS, Summer	494	1:10	$18.50	82%	94%
R	$148,434	AS, Summer	890	1:10	$20	86%	100%
S	$ 93,669	AS, BS, Summer	762	1:5	$17-$28	70%	85%
T	$102,615	AS, Saturday	300	1:6	$24	49%	91%
U	$491,488	AS, Summer	1,444	1:10	$35	78%	77%
V	$ 85,165	AS	340	1:10	$19.85-$27.50	83%	78%
W	$171,654	AS	2,406	1:8	$16-$28	85%	90%

The average grant among the 23 districts is $147,795, while the average enrollment at the time of the visit was 745 students. Twenty-two districts provide after-school tutoring, while eight provide before-school tutoring. Twelve districts offer summer programs and only two provide Saturday programs. Evening classes are only offered in one district. The average teacher/pupil ratio in the districts is 1:9. Teacher compensation for providing ESS instruction averages about $20 per hour, although some provide much higher compensation. KDE encourages prudence in this area; however, there is no guideline except the regulation requires that no one shall be paid more than their regular salary per hour.

OEA staff collected data both from KDE and sample districts regarding student grade performance improvement as a result of participation in ESS during the 1996-97 school year. The average percentage of grade improvement from students who entered ESS with a "D" and improved at least to a "C" in the primary subject was 73 percent. Eighty-seven percent of students from these 23 districts who entered the ESS program with an "F" in the primary subject improved as well. These findings are consistent with KDE's findings as collected from student data sheets reported from districts.

The evidence presented here both from KDE and OEA indicates a strong cost-benefit ratio for the ESS program in terms of letter-grade improvement. Although summer school data is not yet available, if regular term benefits were factored by the program's total cost ($34 million), the cost per pupil would amount to $217.03. This cost per pupil should be lowered even further when summer school data is factored, even though a large percentage of attendees during the summer session may be duplicate counts.

ISSUES FOR FURTHER REVIEW.

1. There is concern that the early literacy grants to be offered by the enactment of Senate Bill 186 can be matched with ESS funds and be expended during the school day, contradicting the ESS regulation, 704 KAR 3:390, that prohibits ESS funds from being used during the school day.

2. There continues to be a need for an ESS student-level reporting system that mirrors the state accountability system. With the inception of a new regulation dictating school accountability, the timing is right to make the ESS program reporting more aligned with individual level CATS reporting.

3. School assessment results, vis-à-vis KIRIS and other indicators such as the recent CTBS scores at the state level, continue to demonstrate that poverty-stricken school districts are performing at lower levels than wealthier districts, even with additional resources now provided through ESS, FRYSC, preschool, and others. These data may indicate the need to review the ESS formula for granting funds to school districts, possibly giving economic deprivation (percentage of free lunch) a larger percentage in the formula. The current formula only dictates that about one-sixth of grants be determined by economic deprivation. However, the federal budget recently enacted provides for funds for new teachers to be determined by a formula of 80 percent economic deprivation and 20 percent enrollment.

4. In order for the "systemic" reform in Kentucky we have undertaken to be successful, there exists a need for ESS to collaborate more with other KERA initiatives. Examples are FRYSC, in the operation of mandated after-school child care programs, and preschool, in the identification of at-risk families for early intervention.

OVERVIEW.

The family resource and youth services centers (FRYSC) initiative of the Kentucky Education Reform Act has received strong public support in its seven-year history. The intent of the legislation codified in KRS 156.497 is "to provide services which will enhance students' abilities to succeed in school." Although program growth has been slowed recently, currently 601 centers are serving 957 schools, with total enrollment of 442,410. Of those being served, 48 percent (213,588) are free-lunch eligible. FRYSCs have continued to serve as an important adjunct to the instructional program, albeit, 182 eligible schools remain to be funded. Biennial funding for 1998-2000 will provide monies for an additional 40-43 centers; although, due to the fact that some centers serve multiple schools, it is uncertain how many schools will remain unfunded. The Cabinet for Families and Children (CFC), the administrative authority for this program, plans to request full funding for the remaining schools in the 2000 Legislative Session.

Centers are funded via grants ranging from $11,800 to $90,000 (averaging $70,000) awarded on a competitive basis to schools where more than 20 percent of the total enrollment are eligible for free lunch as defined by the National School Lunch Program income guidelines. The centers are typically located in or near participating schools and operate as a referral center to the health and social services that exist in a community.

CURRENT STATUS.

The program is still experiencing growing pains. CFC is faced with training challenges for new staff and is also faced with adjusting to new economic and environmental conditions of students being served. According to the 1998 National KIDS COUNT Data Book, an annual state-by-state report on child well-being, Kentucky's ranking slipped from 38th in 1997 to 40th this year. This represents Kentucky's lowest ranking since the National KIDS COUNT report was first issued in 1990. Twenty-six percent of Kentucky children live in poverty, defined as total income for a family of four of less than $16,050. Nearly 43 percent of Kentucky's students in public schools qualified for a free or reduced price lunch in March 1997. Fifteen percent more

children in Kentucky qualified for food stamps in 1996 than 1994. Child abuse and neglect numbers were also dramatically higher in 1996 than in 1990. Reported child physical abuse cases increased 42.4 percent and reported child neglect cases increased 28.1 percent in the same time period.

Administratively, CFC is undergoing a transition of governance from the original Interagency Task Force enacted in statute in 1990 to the Commission on Human Services Collaboration. It is anticipated that CFC will be placed ultimately under the Council for State and Local Collaboration.

Per-pupil funding has been static since 1990 at $200 per free-lunch pupil in the schools. CFC has plans to request an increase in the year 2000 up to $204 per eligible pupil, hopefully to offset inflation and other normal budgetary increases,.

Although each center is expected to operate within the core components identified in the statute, implicit in the legislation and the philosophy of CFC is the latitude allowed each center to serve its own unique student body with optional components. Core services for a family resource center as mandated by KRS 156.497 include:

- Assistance with full-time preschool child care for children ages 2 and 3.
- Assistance with after-school child care for children ages 4 through 12.
- 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 daycare 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.

Centers are permitted to develop programming through optional components to meet the needs of their particular clientele. The following are examples of optional services for a family resource center that serves elementary students up to age 12: 1) recreation programs; 2) assessing child and family needs such as housing, social services, and financial management; and 3) information clearinghouses, as well as other services deemed necessary for family maintenance. These optional components at a youth services center serving middle and high school students would tend to focus on the needs of adolescence and adulthood: 1) peer tutoring or mediation; 2) paving the way for students to access school officials regarding discipline and behavior problems; and 3) developing job banks and volunteer or recreation programs.

The Office of Education Accountability (OEA) monitored 23 school districts during the 1997-98 school year. Staff visited all FRYSCs in these districts and interviewed staff in each center to glean information to be used in the OEA Annual Report. Letters are assigned to districts to protect anonymity as promised by staff in interviews. Free and reduced lunch rates calculated by the Kentucky Department of Education (KDE) in October 1997 ranged from a low of 6 percent in District C to a high of 92 percent in District P. The average percentage of free and reduced lunch participation in the 23 districts was 47.04 percent, approximately equivalent to the state average of 47.4 percent. Staff interviewed coordinators using a 17-item questionnaire that covered most of the issues surrounding implementation of centers from a percentage of free and reduced lunch students in districts/schools to whether or not coordinators could demonstrate that services were making a difference in academic achievement. Three items were pulled from the questionnaire, and the following table reflects districts' responses. Staff interviewed the district FRYSC coordinator, if one existed, and then interviewed each center coordinator as to his/her issues with center operations.

TABLE 6. FRYSC COORDINATOR INTERVIEW RESULTS

DISTRICT	% FREE AND REDUCED LUNCH	BARRIERS TO FULL MAXIMIZATION	MAKING A DIFFERENCE IN ACADEMIC ACHIEVEMENT
A	58	Preschool services for all. Transportation.	Yes, pre-test and post-test. Also, observation.
B	39	Time and money.	Yes, all indicators are on the rise.
C	6	N/A.	N/A.
D	49	Support of building supervisors — they don't see the real significance of YSC work.	No evidence. Program focuses on nurturing, self-esteem, and after-school enrichment.
E	77	Community culture — resistance to welfare reform initiatives.	Yes, the focus is having children in school and removing barriers to learning.
F	53	Lack of resources.	Yes, 90% improvement from students who were tutored by Americorp program.
G	59	Funding and transportation.	Yes, records kept on attendance, dropout, etc.
H	37	Transportation.	Yes, KIRIS and CTBS scores are up on participating students.
I	58	Lack of funding and program core components are at cross purposes with community survey results.	Yes, pre- and post-evaluation in addition to frequent conversations with teachers of students under case management.
J	42	Lack of funding.	Yes, but only measured anecdotally.
K	32	Lack of funding.	Yes, gut feelings.
L	32	Not enough hours in the day.	Parents would say that it is making a difference, but they do not have statistics to prove.
M	41	None.	Yes, KIRIS, ACT, CTBS scores.
N	62	Facilities and financing.	Yes, but can't really measure until students who were served the first year have graduated.
O	46	Superintendent feels the county has been cheated by application process.	Schools served by FRYSCs are more successful on KIRIS classifications.
P	92	Transportation.	Yes, elementary school is in rewards and high school is on the threshold of rewards.

District	% Free and Reduced Lunch	Barriers to Full Maximization	Making a Difference in Academic Achievement
Q	62	Lack of funds to keep center open longer.	Yes, according to needs assessment.
R	34	Lack of funding, managed health care, low-income area, and physicians.	Yes, on an individual basis, but difficult to gauge.
S	52	More funding for counseling.	Yes, but no documentation.
T	49	Funding - this center serves 2,000 children with only a staff of four.	Yes, several examples cited on individual basis.
U	36	Lack of parent involvement and funding.	Yes, academic forms validate.
V	46	Funding for all schools.	Yes, schools do not keep separate records, but notice improved attendance, etc.
W	20	None.	Grades and better attendance.

The question "What are the barriers to full maximization?" yielded many different responses, however. Thirteen out of twenty-three mentioned the lack of funding as the primary barrier to the center being able to fully maximize services that were needed. The lack of time to do the job properly was mentioned in three cases, and transportation issues were mentioned four times.

Other issues mentioned as barriers to full maximization included the lack of preschool services for all, community culture (low expectations), and the lack of support from the building supervisors. Most of the barriers to full maximization identified from interviews cluster around the lack of proper financial resources to carry out the needed services identified by centers. However, many of the centers have used grants to leverage large in-kind contributions and outside grants. One center from a county with 59 percent free and reduced lunch participation had used the $90,000 state FRYSC grant to leverage $250,000 annually in external support and another had been successful in generating an additional $100,000 with a $90,000 FRYSC grant.

The question posed "Has the program made a difference in academic achievement?" yielded positive responses in 21 of the 22 districts that operated FRYSCs. This, of course, is measured in different ways such as parent reviews, KIRIS school classifications, CTBS scores, ACT scores, and pre- and post-testing among others. Almost unilaterally, coordinators and other FRYSC staff cite anecdotal evidence that program continuation is imperative to schools' success in high stakes accountability. They see the program as one of the components the Kentucky General Assembly enacted to attempt to "level the playing field" so that lower socioeconomic status, health problems, and other social problems do not hamper a child's chances to be successful.

ISSUES FOR FURTHER REVIEW.

1. Centers remaining to be funded - The Kentucky General Assembly should consider means to allocate funds for all schools eligible for FRYSCs if at all possible.

2. Adjustment for inflation – The Kentucky General Assembly should consider an adjustment in the per-student allocation for FRYSC grants to offset the impact of inflation and other budgetary increases.

3. Improved accuracy in determining eligibility for funding purposes - Districts and schools, especially high schools, are losing significant funds ($200 per eligible student) that could be used to supplement existing programs if students were not reluctant to fill out free-lunch applications. Both Social Insurance and Social Services programs in local communities have extensive databases on family income which may be available to schools for generating requests for funding. School districts are also losing the at-risk 15 percent of SEEK base funds (approximately $430 per eligible pupil) when this information is not forthcoming.

4. Improved evaluation system – CFC, with the assistance of national experts, has efforts currently underway to develop an evaluation system that will capture both quantitative and qualitative information so that documentation can be available to justify continued funding.

OVERVIEW.

The Kentucky Department of Education (KDE), through its Multicultural Opportunities Branch in the Division of Professional Development, provides technical assistance to schools and school districts in the areas of multicultural education, equity, and diversity. In the fall of 1996, KDE established an Education Equity Task Force representing the various geographical regions and population diversities of the state. Membership on the task force included parents, professional partners in education, community and business leaders, and educators. Their purpose was to explore options for ensuring the existence of equitable environments for both students and educators, espousing a firm belief that conditions of inequity adversely affect the learning potential of students and the employment of culturally diverse educators. Specifically, the task force was requested to identify specific equity issues which relate to student learning and the employment of culturally diverse educators; make recommendations and identify strategies that would ensure equity for both students and educators; develop an education equity plan that includes an organization framework for the continuing work of the task force; and demonstrate that ensuring equity is possible while improving learning and academic achievement for all students.

The Multicultural Opportunities Branch has 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.

CURRENT STATUS.

At its July 1998 meeting, the Kentucky Board of Education received the education equity plan of action that is designed to address the following: 1) articulating the board's and the department's position on education equity; 2) expanding parent, citizen, and professional involvement in the Education Equity Task Force; 3) developing a consolidated data collection system that incorporates requirements from proposed Senate Bill 332 of the 1998 Regular Session of the

Kentucky General Assembly; 4) improving the recruitment, hiring, and retention of culturally diverse educators; and 5) infusing multicultural education across the curriculum. This plan was designed to focus on communication, community involvement, consolidated data collection and analysis, culturally diverse personnel, and curriculum and instruction. For each of these five components, KDE has developed objectives, each of which has a timeline.

The Multicultural Branch has continued its support of high school student cultural diversity clubs at Paul Blazer High School (Ashland Independent), Berea High School (Berea Independent), and Central High School (Jefferson County). The students participate in peer mediation, conflict resolution, sensitivity training, and cultural events. They also serve as cultural diversity ambassadors within their communities, participate in regional programs, and have made presentations at statewide and national meetings.

The Branch has taken a lead in gender equity issues. It co-sponsored a "Diversity of Science" program for females at Morehead State University during July 1998 and seminars for local schools on compliance with Title IX in high school athletics.

The Branch has also facilitated teams of teachers from two Kentucky schools to participate in a week-long workshop at the Simon Wiesentahl Center Museum of Tolerance in California. The workshop, Teaching Steps to Tolerance, provides educators with the time, resources, and expertise to plan lessons that integrate tolerance with the curriculum at their home school. The two schools sending teams from Kentucky are from Louisville and Bowling Green.

The Branch is developing an interactive CD-ROM that can be used as a resource by school and district staff to assess and address equity. The Branch supports the Equitable Schools Institute which provides mini-grants and technical assistance for regional and school teams to identify and prioritize needs, goals, and objectives that support equity education. There are 19 schools and districts with 12-14 representatives for each team (Appendix B).

In data collected by the Office of Education Accountability staff visits to 23 school districts, a very small number of minority administrators and a declining number of minority teachers were

found. These numbers are even smaller if the few large school districts visited were eliminated from the sample. Many of the smaller districts have no minority administrators.

ISSUES FOR FURTHER REVIEW.

1. A continued effort to recruit culturally diverse teachers and administrators should be a paramount priority.

2. The Multicultural Branch needs to continue to press schools and districts to expand their cultural horizons. We have a significant number of culturally homogenous school districts in Kentucky who do not see the advantage of including representatives of other cultures in their educational programs.

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 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.

According to the September 1998 Kentucky Department of Education (KDE) Preschool Report, the state preschool program was serving 15,550 preschool age children as of December 1, 1997, up 42 from the previous year's count. However, a total of 16,347 children received services throughout the year, up 92 from the previous year. Of the 15,550 children served, 7,900 were children who were three- and four-year-olds with disabilities and the remaining 7,650 were at-risk four-year-olds without disabilities. Although over the past four years statewide growth has been only about 6 percent, during 1997-98 one-third (63 districts, 608 children) of the districts experienced growth in enrollment of more than 5 percent, despite limited funds being available for growth.

For 1998-99, per-child rates will increase 1.8 percent over 1997-98 rates; however, this increase is less than the 4 percent SEEK base increase and continues to leave school districts in the position of having to fund actual costs of the program from local resources. As a comparison, 1998-99 state reimbursement rates are about $1,500 less per child than federal Head Start reimbursement. It is possible that preschool services already experiencing funding shortages will be further stressed by the potential for significant enrollment increases due to federal welfare reform initiatives.

The preschool per-child funding rates were held constant from 1993 to 1995 and did not follow the annual increases to the SEEK base. In 1995-96, preschool rates were reduced below the 1992-93 rates, and then reduced even more in 1996-97 to a level below the rates for the first year of the program in 1990-91 (Appendix C - Attachment B).

The preschool program did not undergo programmatic changes during the 1998 Legislative Session. The Parent and Child Education Program (PACE), a corollary program, had slight language changes enacted through House Bill 86 -- restrictive language was removed to ensure flexibility to meet local needs and the name was changed to Parent and Child Education for Family Independence.

Despite funding shortages, the preschool program has continued to expand with local districts serving an additional 2,563 children who were not eligible for state preschool, PACE, or Head Start funding. This is a reflection of the state requirement to serve as many other four-year-old children as placements will allow. Funding for these children is derived from general funds, tuition, or other funds such as Title I, corporate, or foundations. Collaboration has continually increased among school districts, Head Start programs, and other public and private providers, maximizing services to children and families.

The University of Kentucky has been conducting annual evaluations of the preschool program and a longitudinal review of cohorts since the 1990-91 school year. Conclusively, in both cases, 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 most recent data reveal two important findings. First, children who are further behind at the beginning of preschool make more progress during the year than their peers who are doing better at the beginning of preschool. The second finding is that, regardless of the magnitude of their progress during preschool, both groups continue to do as well as their peers who were not eligible for the preschool program. However, another recent finding indicates that children who were eligible for the program, but did not attend, are doing as well in the area of language and readiness to learn as their peers who did attend. This finding is inconsistent with previous years and is receiving further analysis. The

major findings from the most recent evaluation are found in the executive summary. (Appendix C - Attachment F)

CURRENT STATUS.

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. Over the last four years, the annual shortfall in growth funds for children served was $2.1 million in 1994-95, $2.7 million in 1995-96, $2 million in 1996-97, and $1.4 million in 1997-98. The 1996 Budget Bill allowed for reassignment of funds to preschool from SEEK after all calculations were made. In 1996-97, there were no available funds for this transfer to preschool, but in 1997-98, $200,000 was available and distributed at $12.50 per child.

Local districts estimated their contribution to be $11.6 million of additional funds, which amounts to $709 per state-funded child. This places about 23 percent of the financial burden for operating preschool programs at the local level. The size and extent of this local contribution is part of the real cost of the program, and demonstrates the popularity and demand of the program at the local level as well as the extensive local commitment of resources.

Funding shortages are also placing stress upon program equipment and resources utilized in preschool programs:

- 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 a lack of certified personnel. Classified paraprofessionals now make up 37 percent of all preschool lead teachers, up from 35 percent in past years.

KERA Preschool State-Funded Enrollment. Attachment D (Appendix C) provides school district information from December 1997 enrollment. The first five columns of the printout include a breakout of the groups used in the weighted formula for preschool and the remaining columns provide additional information on enrollment statistics. The following table is a summary of the 1997-98 printout with data from three years ago (1994-95) in italics for comparison purposes.

TABLE 7. 1997-98 STATE-FUNDED ENROLLMENT

December 1 Preschool Count			15,550 *(14,901)*
At-risk 4s w/o disabilities			7,650 *(7,827)*
Disabled 3- and 4-year-olds			7,900 *(7,074)*
Speech/language	3,773	*(3,431)*	
Developmental delay	3,844	*(3,267)*	
Severe disabilities	283	*(376)*	
Disabled 3s entering > December 1			797 *(514)*
Total 4s who are free-lunch eligible			10,624 *(10,616)*
Without disabilities	7,650	*(7,827)*	
With disabilities	2,974	*(2,789)*	

Trends.

- In 1997-98, when growth statewide was almost flat, approximately one-third of districts experienced growth of more than 5 percent (63 districts, 608 children), despite budget shortfalls and limited funds for growth.
- State-funded enrollment of income-eligible four-year-old children has leveled between 1994 and 1998.
- Of the income-eligible children, there are increasing numbers and percentages of children who have developmental delays or disabilities.
- The number and percentage of three-year-old children with disabilities who are served in state-funded programs remains high at 22 percent of total enrollment. This reflects an increase in infant and toddler services operated through First Steps (Kentucky's early intervention system for infants and toddlers with disabilities administered by the Cabinet for Health Services).

- Overall, 53 percent of total enrollment of children served with state funds have disabilities. This represents increasing numbers and percentages.

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 must be reviewed together in order to determine trends and project future enrollment. Although both 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. In 1997-98, state funds served 51 percent of all eligible children and 83 percent of all children with disabilities.

TABLE 8. HEAD START ENROLLMENT

	1997-98	1994-95
December 1 Count	14,154	13,212
State-eligible	10,303	9,227
Others not state-eligible	3,851	3,985
3s and 4s with disabilities	2,009	2,062

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. An important note here is that the Head Start per-pupil expenditure exceeds the Kentucky preschool expenditure by $1,500. This reflects Head Start initiatives toward full-day, full-year programs and welfare-to-work. It also reflects collaborative efforts with school districts to counterbalance state preschool budget limitations for children eligible for both programs.

Although an estimated 4,000 to 5,000 eligible four-year-olds still remain unserved by either KERA preschool or Head Start, there are currently no income-eligible children on waiting lists. Approximately 80 percent of all income-eligible four-year-olds statewide are being served.

Categories of Services. All children served through Kentucky preschool funds received the following services outlined in state preschool regulations.

TABLE 9. KENTUCKY PRESCHOOL-FUNDED SERVICES

Type of Program	1997-98 (1,381 Daily Sessions)	1994-95 (1,336 Daily Sessions)
Half-day (3-3.5 hours)	568	630
3.5 hour sessions (Head Start minimum)	283	374
Three-quarter day (4-6 hours)	146	150
Full-day (6 or more hours)	384	184

The trend reflects a move toward more full-day programs.

The following table represents percentages of participants receiving health screenings (hearing, vision, growth and general health, immunizations) and appropriate health information as part of the curriculum.

TABLE 10. HEALTH SCREENING PARTICIPATION

Health Service	1997-98	1994-95
Immunizations	98%	95%
Physical Exams	96%	95%
Hearing	98%	95%
Vision	96%	95%

Changes reflect an improved enrollment process and a focus on reducing physical barriers to learning.

Collaboration. Maximizing services to children and families through blended funding has been the cornerstone of the KERA preschool program, whereby children are mixed in classrooms under various funding sources. In blended classrooms, costs are prorated to appropriate sources, and the classroom is operated meeting the highest program standard if the fund source requirements

are different. Blended classroom funding sources are coordinated either through contract (transfer of funds) or cost-sharing. "Cost-sharing" means that a school district operates a Kentucky preschool classroom jointly with Head Start, PACE, or other funding sources by sharing proportional costs without any exchange of funds; i.e., each program pays certain costs for the total operation. The various configurations of blended programs are shown below.

TABLE 11. BLENDED PROGRAMS

Number of Districts Blending *Total*	1997-98 *123*	1994-95 *109*
Blend with Head Start	76	86
Blend with local district funds	49	36
Blend with tuition/fee-based programs	34	20
Blend with Title I federal funds	15	7
Other (corporate, donation, etc.)	2	0

In general, blending with Head Start and other programs is frequent and widespread, and is increasing with local, tuition, and other fund sources. There does exist 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 budget shortfall on programming.

National Association for the Education of Young Children (NAEYC). NAEYC accreditation is a rigorous process whereby centers undergo a lengthy quality review from the National Academy of Early Childhood Programs (the program accreditation arm of the NAEYC). NAEYC now reports 126 centers in Kentucky which hold current national certification. This is an increase of 36 centers since last year and a growth of more than 2.5 times the number of centers accredited four years ago. Of the 36 new centers, 69 percent are part of the public school Head Start network. Of the total accredited, 76 percent are part of the public school Head Start system.

Transportation. Transportation is required as a related service if needed for a child with disabilities and is an optional service for at-risk four-year-olds. 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 following table represents numbers of children transported by school districts.

TABLE 12. PRESCHOOL TRANSPORTATION SERVICES

Total State-Funded Enrollment 12-1-97	**15,550 children**
Total transported	15,507
Total not transported	43
Others including PACE transported	2,653
Head Start-funded children transported by districts (51 percent of Head Start enrollment)	6,617
Total preschoolers transported by districts	24,777

Head Start does not require programs to transport children or to provide transportation to all children when it is provided for some. As part of the collaborative efforts to ensure full utilization of Head Start, 51 percent of all school districts (89 of 176) provide transportation for Head Start children. Based on local agreements, districts generally provide this service at a reduced cost to the Head Start program, absorbing most of the actual cost through the general funds of the district. Since Head Start programs must have a local match of 20 percent of funds from non-federal sources, transportation is often used as part of the match to generate the Head Start funds. There is a provision in state regulations that allows districts to receive state preschool funds for transporting Head Start children if funds are available.

ISSUES FOR FURTHER REVIEW.

From its inception, this program has been labeled as one of the most effective and efficient of all KERA initiatives and has, for the most part, operated high quality programming that continues to improve and expand. Most early childhood research to date predicts that a dollar spent in preschool will save seven to ten dollars later as states deal with the costs of remedial education and social ills. However, continued budget shortfalls may inhibit districts ability to absorb the program costs. The 1998-2000 budget does allow for some increase in per-child allocation plus some increase in numbers served. However, the preschool program should continue to be a high priority. Governor Paul Patton has recently announced the creation of the Office of Early Childhood Development to further focus on the need for increased attention to Kentucky's youngest children, which should complement existing services.

OVERVIEW.

In the 1998 Regular Session, House Bill 484 codified into statute budget language (enacted in the 1996 session) clarifying guidelines for schools in the operation of the primary program. This legislation kept intact the seven critical attributes originally enacted but allowed school councils some latitude in the organization of their primary program, including the extent to which multi-age grouping is necessary to meet individual student needs. The bill allows some grouping flexibility for kindergarten or first-year primary students who attend part-time and allows grouping which is deemed "developmentally appropriate" for beginning students, as opposed to full-time multi-age grouping. In reaction to concerns that retention is on the increase, the bill requires school districts to collect data on the number of students who take five years to complete primary school and requires data to be reported in the Annual Performance Report.

Senate Bill 186, also passed during the 1998 Regular Session, establishes the Early Literacy Incentive fund which provides grants to schools to implement successful reading programs, improving the reading skills of primary program students reading at low levels. The bill requires the Kentucky Board of Education to establish by regulation an application process and the criteria for funding grants, which are on a matching basis. A total of $4.1 million will be awarded to schools during the biennium.

Twenty-eight percent of the 1,381 preschool sessions daily are offering full-day sessions, although state funds only pay for one-half day. An additional 11 percent provided an educational program between four to six hours.

CURRENT STATUS.

The Office of Education Accountability (OEA) monitored primary school programs in 22 school districts during the 1997-98 school year and, as part of those visits, conducted classroom observations and interviews with central office instructional supervisors, principals, and teachers. The following table represents data collected on the implementation of three of the seven critical

attributes from these sources in the district (letters are used to represent the districts to protect anonymity).

TABLE 13. CLASSROOM OBSERVATION RESULTS

DISTRICT	MULTI-AGE, MULTI-ABILITY GROUPING	DEVELOPMENTALLY APPROPRIATE PRACTICES	AUTHENTIC ASSESSMENT
A	Dual-age, six family groups, children follow same teacher throughout primary.	AIMS (Activities in Math and Science).	KELP performances, but district is developing a new assessment to reflect core content.
B	Dual-age.	DWOK (Different Ways of Knowing), also thematic units.	District has developed own using a blend of performances and skills.
C	Mostly single-age.	High expectations of all students.	Writing samples and work projects.
D	P-1 and P-2 self-contained and five families with P-3 and P-4 with three to four teachers each.	Thematic units unique with each family.	KELP, plus lots of anecdotal note taking entered in student folders.
E	Single-age.	Flexibility to meet individual student needs.	Weekly reporting to parents and each grade has own method.
F	Four-age family grouping.	Planning done by each teacher.	KELP, district curriculum sets performance expectations for each grade.
G	Dual-age, three families in three grades.	Skills-based.	KELP learning descriptions.
H	Dual- and triple-age grouping.	DWOK, interdisciplinary curriculum.	Folders kept in writing and mathematics.
I	Dual-age.	High expectations for all through interdisciplinary curriculum.	Lesson plans connected to academic expectations, most were writing products.

District	Multi-Age, Multi-Ability Grouping	Developmentally Appropriate Practices	Authentic Assessment
J	Dual-age through P-5.	DWOK and strong cultural awareness emphasis.	Strictly KELP, but one school developed assessment on Interim Regulation.
K	Dual-age classes.	Skills emphasis since intermediate teachers complained.	Reporting on KELP continuum, but measures skills.
L	Single-age grades with some dual-age integration.	DWOK and thematic units.	KELP in science, writing and mathematics.
M	Traditional single-age grouping was council decision.	Basic skill emphasis with some integration.	KELP, but instruction is more traditional.
N	Single-age.	All doing same.	Basic skills only, but moving toward more anecdotal and authentic.
O	Mostly dual-age.	DWOK, learning centers with science and social studies emphasis — AIMS, Activity Center Elementary Science (ACES).	KELP slightly modified with strong district support.
P	Dual-age.	Focus on continuous progress for individual.	KELP through thematic units, report skills also.
Q	Dual- and triple-age.	Lesson plans reflect individual students' needs.	KELP.
R	Some single-age, but grouped in families.	Eclectic, theme-based interdisciplinary curriculum.	KELP and writing samples.
S	Dual-age, although still referred to as 1st, 2nd grades, etc.	Skills oriented, depending on teacher, strong reading program.	KELP and skills checklist.
T	Dual- and triple-age.	DWOK implementation varies by school.	KELP, folders and portfolios.
U	Single-age grouping.	Low skills based.	Writing samples.
V	Dual- and triple-age.	Thematic-based curriculum aligned with core content.	KELP-like.

Multi-age grouping appears to be fully implemented although many variations exist. Only 3 districts of the 22 were following traditional single-age grouping, while all others were grouping at least two ages together for most of the day. Data were not collected regarding multi-ability grouping, but all districts were able to provide assurances that tracking was not occurring.

Developmentally appropriate practices means providing curriculum and instruction that address the physical, social, emotional, intellectual, and aesthetic/artistic needs of young learners and permits them to progress through an integrated curriculum at their own rate. Two of the three districts that reported to be doing single-age grouping were also primarily emphasizing a skills-based curriculum. All others were focused on interdisciplinary, thematic units that integrated content areas and focused on individual needs (a prerequisite to continuous progress, another of the critical attributes).

Authentic assessment is evaluation that occurs daily within the context of the learning environment and reflects actual learning experiences that can be documented through observation, anecdotal records, journals, logs, work samples, conferences, and other methods. The Kentucky Early Learning Profile (KELP) is the document developed by the Kentucky Department of Education (KDE) to effectuate this critical attribute. KELP is used with students from the time they enter the primary program until they are promoted to the fourth grade. The purposes of this instrument include:

- Verifying successful completion of the primary program.
- Documenting student learning, growth, and development throughout the primary program.
- Communicating with and involving parents.
- Supporting appropriate curriculum and instruction in the primary program.
- Constituting a staff development program on gathering, interpreting, and using authentic assessment data.

All districts reported using KELP or KELP-like instruments that chronicled student growth, although many were only using the learning descriptions portion to report student growth on the learning continuum with "snapshot" descriptors of beginning, developing, competent, and expanding. Most districts cluster content performance around the "competent" descriptor in order to facilitate a determination pertaining to student promotion. KELP performance is only one of several criteria to determine successful completion of primary. Authentic assessment may be the most critical of all seven characteristics in preparing students for the standards-based performance assessment that will follow in the fourth grade.

OEA staff conducted 53 elementary classroom observations in the 22 districts, observing whether instruction was aligned with learning goals, academic expectations, and technology usage and if activity-based teaching and learning were occurring. The observations lasted for a period of 30-45 minutes and included an interview with the teacher. The instrument contains a 20-item checklist (see Appendix D), whereby the observer marked the most appropriate box: yes, no, or not observed. The following table indicates the "yes" percentages in the various traits observed.

FIGURE 1. **CLASSROOM OBSERVATIONS**

Observations revealed that on the average, 95 percent of all classrooms were conducting lessons that fit one of the six learning goals or 57 academic expectations. Only 32 percent of lessons observed were using a textbook as the primary resource, while 87 percent were student/teacher interactive. Approximately 16 percent of the classrooms were using technology assisted instruction.

At least two of three classrooms observed were either using open-response questions, portfolio entries, or performance-event simulated real-life activities in which students applied knowledge. Integration of knowledge was observed in 57 percent of the cases and corroborated the interdisciplinary findings in previously reported interviews. Authentic assessment (students evaluated in the context of daily activities) was occurring 68 percent of the time which also corroborates previous findings. If instruction was standards-based, the observer would determine whether rubrics or standards were employed that identified certain performance levels in student work.

Observations pertaining to the amount of instruction involving "thinking and problem solving" revealed that this was prevalent 77 percent of the time. The teacher was acting as a facilitator in 91 percent of the cases, while instruction appeared "developmentally appropriate" in 94 percent of the cases. Cooperative learning was observed in 47 percent of the cases.

Core Content for Assessment and Transformations were both being referenced in lesson plans in over half the cases. Many districts and schools have developed a curriculum that embodies both these documents that were essential to success on the KIRIS test.

Observers found that the classroom could be classified as KIRIS-like in two of three cases. Evaluation and reflection of lessons were observed 85 percent of the time. Overall, the results of interviews and observations were encouraging.

ISSUES FOR FURTHER REVIEW.

1. New regulation to determine "successful completion of primary" -- Since the inception of the statutory requirement of primary school, language has been used in 703 KAR 4:040 (Interim

Methods for Verifying Successful Completion of Primary Program) to guide exit decisions. This regulation identifies 18 student performance indicators that provide eligibility criteria for exiting primary. The latest Program of Studies developed by KDE requires new regulatory language to dictate student performance to exit. It is vitally important that schools receive notice of this important policy change as early as possible in the 1998-99 school year.

2. Technology use in primary -- Anecdotal observations by OEA indicate under-utilization of technology in the elementary grades. This data, in conjunction with KDE's recent study of technology usage, could be used to encourage a review of school policies on student exposure to instructional technology.

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 3,000 (10 percent of the teaching force) new teachers enter the workforce each year and must receive appropriate professional development. The 1998 Regular Session of the Kentucky General Assembly continued the appropriation for professional development at $23 per student in average daily attendance for each year of the biennium. KRS 158.070 allows school calendars to be revised, but they must contain the equivalent of 175 six-hour days (1,050 hours). Districts may now reconfigure their allotment of the minimum 1,050 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 in or provides professional development activities. These cooperatives broker a variety of other services to their member districts. Some of the large cooperatives are also brokering services to the other cooperatives in an effort to help school districts hold down their costs.

CURRENT STATUS.

Samples of school and district professional development plans were 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 (as it relates to block scheduling and the instructional strategies for its implementation), school-to-work, learning styles and multiple intelligences, school-based decision making councils, instructional strategies, and conflict resolution. Curriculum alignment continues to play a major role in professional development with

the new core content guidelines. 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 97 teachers in the 23-district sample during this past year as to professional development and its impact on instruction. Teachers interviewed were positive about the professional development opportunities in which they had participated, and the vast majority of these teachers reported a positive impact on their instruction. They reported many of the best activities were presented by content-focused state and national organizations. Teachers across the spectrum reported the need for more professional development in writing and technology. Several teachers reported that they believed presenters need to better model participatory learning in their professional development presentations; a small number reported that there is too much emphasis on portfolios.

The Partnership for Kentucky Schools and the Prichard Committee for Academic Excellence have 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.
- More promising models of professional development involving intensive collegial experiences are emerging.
- Promising options for professional development are difficult to implement in many schools because of schedules, available time, and the belief by teachers that they should always be with the students.

Kentucky's professional development represents a significant step in the right direction. Now the goals are to improve the quality of choices, educate and motivate people to make better choices, and encourage workplace conditions that support ongoing teacher learning about the subjects they teach and how they teach them. We look forward to the completion of this study and an opportunity to review its implications.

The Kentucky Department of Education (KDE) has provided cooperatives, districts, and others the updated technical assistance manual for implementation of the 1998-2000 Cycle for Effective Institutional Leadership. The manual has three purposes: 1) assisting local education leaders in the development of an effective plan; 2) assisting districts in the implementation of their plans; and 3) assisting providers to deliver effective programs. This manual aligns the focus of leadership programs with core competencies and standards for effective leadership.

KDE has initiated the Kentucky Leadership Academy for superintendents, principals, and central office administrators. This training is based on proven educational best practices and lasts a total of 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.

The 1998 Regular Session of the Kentucky General Assembly passed several pieces of legislation which have impacted professional development. House Bill 536 provides amendments to KRS 156.095 to broaden the duties of the district professional development coordinator. The duties now include dissemination of materials, planning, and evaluation assistance. KDE will promulgate regulations to define these duties. The bill also broadens the responsibility of KDE to provide training for planning and evaluation of professional development activities. KDE will provide or facilitate professional development programs "based on statewide needs of teachers, administrators, and other educational personnel." House Bill 536 also amended KRS 158.070 to provide for flexible in-service for teachers.

House Bill 519 created a new section of KRS 157 to provide that all students identified under KRS 157.200 as "exceptional children" shall have an individual education program. The Kentucky Board of Education (KBE) is to promulgate administrative regulations to establish these procedures. House Bill 519 also amends KRS 156.095 to have KBE "conduct an intensive statewide professional development program to address the characteristic and instructional needs of exceptional students and students at risk of school failure." These programs are to be for certified and classified personnel.

ISSUES FOR FURTHER REVIEW.

1. Districts should study the issue of alternative uses of allocated time (1,050 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 KDE must be available to local districts by April 1. Additionally, the 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 school-based decision making 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.

3. Under KDE's reorganization plan, the Division of Professional Development has been replaced by the Office of Academic and Professional Development. We would hope that the focus on professional development will not be lost in the restructuring. The overwhelming need for professional development in both instruction and content across the state needs a focal point at KDE.

4. Many have suggested that Kentucky teachers have "outgrown" the professional development offerings available to them. If this is the case, then educational cooperatives working in consortia with others need to move to the forefront of finding and/or developing appropriate professional development activities for teachers throughout the state.

OVERVIEW.

Regional service centers (RSC) continue to serve as a link between local school districts and the Kentucky Department of Education (KDE) by providing technical assistance, information, and training. During 1997-98, each RSC provided time and resources to local schools and districts in the development of their consolidated plans. Each RSC submits an annual action plan and a subsequent evaluation of such to KDE. A review of these plans and their evaluations demonstrates that the RSCs believe they are accomplishing their plans. With emphasis on assisting Category II Improving Schools, each RSC reported helping their schools move forward during the year.

CURRENT STATUS.

KDE has reorganized staffing at the RSCs effective 1998-99. Each RSC now has a director and support staff, plus consultants for social studies, science, primary, language arts, mathematics, accelerated language, writing, and exceptional children. In addition to these, there are consultants for technology and family resource and youth services centers as well as a KETS engineer.

Since RSCs are now focusing significant personnel resources to assist Category II Improving Schools, they have shifted from collecting, analyzing, and using technical assistance data to collecting, analyzing, and using performance data. During the 1997-98 school year, there was no requirement to do customer surveys as had been done in the past. However, RSCs did an analysis of the improvement, or lack thereof, for the schools they served. This was broken down into content areas (reading, math, science, social studies, arts/humanities, practical living/vocational, and writing). Each RSC measured the change from 1996 to 1997 KIRIS results for elementary, middle, and high schools: in elementary schools, 3 scores were lower and 39 had improved scores; in middle schools, 4 had lower scores while 52 had progressed; and in high schools, 3 had lower scores and 53 scores had improved.

In the Office of Education Accountability's (OEA) monitoring staff visits to the 23-district sample, 19 districts reported average to above-average support received from their RSCs; 2 of which reported outstanding RSC assistance (even though located geographically further from the RSC). Three districts reported poor service from their RSC, and one district reported it does not use any aid from its service center. Fifteen of the districts sampled reported a strong working relationship between their cooperative and their RSC.

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. RSC staff informed OEA that "unless the school or district requests assistance, they cannot get involved," even though the RSC has been alerted to nonimplementation of the primary program in a particular school. Only 268 of 803 elementary schools are required by their district to implement the Kentucky Early Learning Profile, the state-provided method to document progress of primary-age students

District technology staff were generally complimentary of the support provided by the RSCs, particularly the regional engineers. They reported such support had allowed their districts to move much closer to full implementation of their technology plans.

ISSUES FOR FURTHER REVIEW.

1. The reorganization of RSCs without a school-based decision making (SBDM) consultant is a concern. This may curtail services that help SBDM council members develop the skills needed to function as a decision-making team. In addition, the ability of KDE to monitor and provide quality control services to the SBDM trainer's network may be significantly limited. The SBDM staff at KDE will now be required to provide their normal services as well as those services formerly provided at the RSC level. This would appear to significantly increase response time. KDE should consider a means to ensure that staff time and resources are not impacted in such a way as to reduce services to school councils.

2. Anecdotal observations by OEA suggest little use of technology in the elementary grades. A more scientific study should be considered by KDE to review school policies on student exposure to instructional uses of technology.

3. KDE should consider requiring use of the Kentucky Early Learning Profile on a statewide basis.

OVERVIEW.

Eight years following the passage of the education reform act, most schools throughout the state of Kentucky are participating in school-based decision making (SBDM). We are beginning to see glimpses of SBDM as the accepted institutionalized method for decision making in the schools of Kentucky. While there appears to be a slight increase in the number of complaints filed with the Office of Education Accountability (OEA), this is probably explained by an accompanying increase in the number of schools participating in SBDM. Implementing SBDM in almost 1,200 schools has been an extremely challenging task for all stakeholders; however, it has probably met with less resistance than anticipated. While it has meant new roles for teachers, principals, school administrators, school board members, and parents, most have approached the task with an open mind and an eagerness to learn their new role. The incidences of blatant resistance have been minimal, and the anticipated conflict between school boards and school councils has been almost nonexistent. Commitment of school officials and advocates at the local, regional, and state level has resulted in remarkable progress in decentralizing the governance structure of education in Kentucky. The strong will of the Kentucky General Assembly in maintaining the basic legal structure, while demonstrating a willingness to make minor statutory changes that have enhanced the SBDM process, has been critical to SBDM success. With the proper support systems in place, school councils appear to be more involved in formalized planning and data-driven analysis of student learning than ever before. School councils are more engaged in the sophisticated areas of curriculum planning, programmatic analysis, and instructional delivery.

CURRENT STATUS.

Currently, there are 1,172 schools participating in the SBDM process. Eight schools are exempt from this requirement due to being the only school in the district. An additional 76 schools are exempt from this process due to performance scores.

Of the 1,172 schools currently participating in SBDM, 61 are functioning with an alternative model. Over half of the alternative models have someone other than the principal serving as chairperson of the council.

During the 1998 Regular Session of the Kentucky General Assembly, KRS 160.345 was amended to allow a parent representative on school councils to be an employee of another school or a relative of an employee of another school. Also, the statute was amended to make Kentucky teachers who are nonresidents eligible to serve on school councils. This should expand even further the level of participation among stakeholders. An additional amendment to KRS 160.345 requires councils to adopt a more detailed policy to assist them in consultation in the selection of personnel by the principal. The procedure, at minimum, shall address meetings, timelines, interviews, review of written application, and review of references.

To meet the needs of the increasing level of sophistication of school councils, the Kentucky Department of Education (KDE) continues to expand resources available to assist councils. The following technical assistance documents have been developed and are now available through KDE's Division of Instructional Leadership Development:

- Commonwealth Elementary School Bylaws.
- Revised Principal Hiring Handbook.
- Back issues of "Common Agenda."
- Summary report of research on Teacher Empowerment.
- Minority Recruitment Handbook.

Other initiatives developed by KDE to assist in the successful implementation of SBDM include:

- An update of the SYNERGY School Council Handbook.
- Development of a "Tip Back System" that makes technical assistance documents available for download through e-mail.
- Revision of the "Training Standards and Procedures Manual" that is provided to all SBDM trainers.

- Creation of the SBDM Academic Village Homepage via the Internet.
- Assistance in the Program of Studies Rollout.
- Training to all regional service center staff in the legal roles and responsibilities of school councils.
- Legislative updates pertaining to SBDM in all eight regions of the state.
- Ongoing technical assistance through written and phone correspondence.

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 violation, 5) council member elections, and 6) school council allocations. While the nature of complaints continue to generally fall in the categories listed above, the number of complaints in the area of school council allocations has decreased and the number of complaints pertaining to the principal selection process has increased.

OEA continues to receive numerous phone calls and written correspondence related to SBDM situations across the state. SBDM staff at OEA received and/or generated approximately 2,000 phone calls and several hundred pieces of written correspondence associated with SBDM concerns during this past year. From October 1997 through September 1998, OEA received 42 written SBDM complaints that required in-depth review and/or intervention. Of the 42 complaints, 22 required on-site investigations. OEA continues to monitor situations that were resolved through on-site investigations.

The number of principal vacancies has increased consistently each year; approximately 200 school councils selected new principals in 1998-99. Each year OEA conducts a study of the principal selection process, and this report will be forthcoming in a separate document. The survey questionnaire utilized in this study is available in Appendix F.

ISSUES FOR FURTHER REVIEW.

Maintaining the basic structure of SBDM is critical to its success. However, minor changes that enhance the process continue to surface. We believe the following issues deserve further study:

1. Councils that have the opportunity to select a new principal could benefit from training specifically targeted for that purpose. This should be required.

2. The process for determining who provides SBDM training at the local level should be reviewed and monitored more closely. Councils should take a more active role in determining the kind of training needed and the training provider to be utilized for SBDM training.

3. The availability of assistance to school councils at the regional and local level needs to be investigated. Currently, free assistance is extremely limited.

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, and curriculum and assessment. After training, examinations must be successfully completed in each content area. All but one current superintendent completed this process as of July 1, 1998. This superintendent was granted an extension for circumstances beyond his control. In addition, the statute requires that anyone employed after July 1, 1994 as a first-time Kentucky superintendent shall complete the assessment center process within the first year of employment. The Kentucky Board of Education is required to establish a continuing professional development program for all superintendents effective July 1, 1994.

The superintendent training program and assessment center process was developed and piloted in the 1992-93 school year. A minimum score of 80 percent is required for each of the five training modules. During 1997-98, 34 persons completed the superintendent assessment center process. The superintendents interviewed by the Office of Education Accountability staff indicated that the information received during the training was worthwhile. However, they expressed concern about being out of their district for 15 days (3 days each for five components) during their first year.

Principal Assessment. To date, the Kentucky Department of Education (KDE) has identified and trained 1,419 principals who served as assessors through the 1995-96 school year. The 1996 Regular Session of the Kentucky 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's 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 493 principal candidates during 1997-98. The required 85 percent score was achieved on the test by 434 candidates. The remaining 12 percent must retake the exam until they are successful.

The internship program for principals, served during the initial year of employment, is another component of Kentucky's administrative certification process. For the 1997-98 school year, 196 principals served in an internship program and all were successful.

ISSUES FOR FURTHER REVIEW.

1. KDE needs to address the issue of those superintendents who do not complete the training/assessment process within the specified timeframe and determine how many times a candidate can take the test for each of the five modules.

2. If the content and materials used in the superintendent training program were incorporated into the superintendent preparation programs, the assessments would be the only financial obligation of KDE. This would allow for assessment on demand and eliminate the need for first-year superintendents to set aside 15 days (3 days for five training/assessment modules) out of their district.

OVERVIEW.

During the 1998 Regular Session of the Kentucky General Assembly both of the statutes involved with the superintendent selection process were amended. KRS 160.350 was amended to allow a local board of education to select, as its new superintendent, the person appointed to serve during the period of time between the departure of the previous superintendent and the completion of the selection process for the new superintendent. In the past, several boards discovered, after appointing an interim superintendent they believed was the best choice for the position, KRS 160.350 prevented consideration of that person for the permanent position. This prohibition no longer exists under the amended KRS 160.350. The statute remains the same in all other respects.

The amendment to KRS 160.352 adds one classified employee member to the superintendent screening committee, to be elected by the classified employees of the district. This action recognizes and addresses the need for the representation of the classified employees on the superintendent screening committee, which was omitted in the original statute of 1990. KRS 160.352 remains the same in all other respects.

The provisions of KRS 160.352 are as follows:

- A superintendent screening committee must be established within 30 days of a determination of a superintendent vacancy unless that determination is more than six months in the future, in which case the committee shall be established at least 90 days prior to the proposed filling of the position.
- This committee is composed of two teachers elected by the teachers of the district, one board of education member appointed by the board chair, one principal elected by the district's principals, one classified employee elected by the classified employees of the district, and one parent elected by the presidents of the PTOs of the district.
- Eight percent or more of minority enrollment in the district mandates minority representation on the selection committee.

- While the board of education must consider the recommendations of the committee, they are not bound by its recommendations.

CURRENT STATUS.

This is the eighth year of the Office of Education Accountability (OEA) superintendent screening committee survey. We have received over 225 responses to our survey questionnaire over this period and have assessed these responses in an effort to determine if the mandate of KRS 160.352 has been adhered to in the hiring practices of the responding school districts. We have found, in all but a limited number of isolated cases, the screening committee process has been followed, and we have received only an insignificant number of complaints regarding the process or efforts to subvert the process. The survey provides OEA with statistical information regarding the number and gender of applicants, the time allotted for the committee's work, the number of applicants eliminated and recommended, in-district vs. out-of-district preferences of the committee and the boards, the extent of the board's consideration of the recommendations of the committee, etc.

This report covers a period of time from October 1, 1997 through October 1, 1998. This year there were 38 superintendents hired in the Commonwealth. As in past years, we did not experience 100 percent participation in the survey but did obtain responses from all but three hiring districts. Some of the districts responding failed to fully answer the survey so there are some discrepancies in the numbers used in the report, but it is sufficiently accurate and complete to make the observations set forth. The 1997 report had 38 districts hiring new superintendents, but 5 of those districts failed to fully or clearly respond causing our review of the figures to be based on the remaining 33 districts. This year there were also 38 districts hiring superintendents, but with 3 failures to respond and other incomplete survey forms the statistics considered will be based on 35 districts in some areas and 33 in others.

Based on the information developed during the eight years of this survey, there are approximately 30 superintendents hired each year statewide. This is an average of about 18 percent of the districts hiring superintendents each year. This year almost 22 percent of the 176 districts hired

new superintendents, which is about 25 percent above the average number of hirings over the eight-year period.

All 35 districts surveyed reported the establishment of a screening committee in compliance with KRS 160.352. Four districts allowed their committees less than one month to complete their task of reviewing applications and making recommendations to their boards. One district had a committee working for more than four months. Eight districts had committees that worked for one to two months, 5 districts were in the three- to four-month range, and the remaining 15 worked two to three months prior to making recommendations. Two districts did not respond clearly and a time period could not be assigned to their work. Last year only six districts reported that their screening committees had less than two months to complete their work. This year there were 12 committees with less than two months to complete their work, 4 of which had less than one month.

While there were 38 districts hiring superintendents, failure of 3 districts to respond and the lack of clear answers by 2 other districts will reduce all of the following discussions to information provided by 33 districts, the same number used in last year's report. In these 33 districts there were 763 applicants, 669 males and 94 females. This is a decrease of about 100 applicants for the same number of superintendent vacancies experienced last year. Two districts had as few as 9 total applicants and two districts had 55 or more. The average number of applicants per district was about 23.

- Two districts reported 10 or fewer applicants.
- Sixteen districts reported 11 to 20 applicants.
- Eight districts reported 21 to 30 applicants.
- Two districts reported 31 to 40 applicants.
- Three districts reported 41 to 50 applicants.
- One district reported 55 applicants.
- One district reported 60 applicants.

These screening committees reduced the 763 applicants to 142 finalists, approximately 18.6 percent of the total field of applicants, recommended to their boards. Last year the 865 total applicants were reduced to 160 finalists, 18.5 percent of the total. This year two district screening committees rejected fields of 11 and 14 applicants and recommended no applicant to their board. One committee recommended only 1 applicant from a field of 16 and the board hired that recommended applicant. The largest number of applicants recommended this year was 7 and it occurred in two districts where the total field of applicants were 60 and 43. The percentage of recommended finalists made to local boards by the screening committees ranged from 0 percent to 46 percent. Last year the range was 6 percent to 100 percent. The average number of finalists recommended to the local boards this year was about four compared with five last year.

The 763 applicants for this year's 33 superintendent positions were made up of 94 female applicants and 669 male applicants. The 12.3 percent female and 87.7 percent male applicants this year mirrors the 12.5 percent female to 87.5 percent male ratios of last year even though the total number of applicants were 100 fewer this year. Twenty percent, or 19 of the 94 female candidates, became finalists and 123 of the male candidates, or 18 percent, became finalists. Females comprised 13 percent of the finalist pool and males made up the other 87 percent. This year 5 districts hired female superintendents and 28 hired males. Last year two female superintendents were hired.

(Note: Due to the procedures and record keeping utilized by districts in the initial seeking of applicants, it is not possible to determine, with any degree of accuracy, the minority participation in the entire hiring process. As a result, the OEA survey form will be revised to track minority participation at the finalist level forward through hiring where accurate data is available.)

Last year in the review of the 33 districts hiring superintendents, only 1 board of education hired a candidate who was not one of the finalists recommended by the screening committee. This year 5 of the 33 district boards opted to hire an individual who was not recommended by their committee. Without additional information from the districts involved, it would be grossly unfair to draw any conclusion from these rejections of the committees' recommendations.

It would also be wrong, without additional information, to assume anything negative regarding the two screening committees that rejected all the applicants and recommended no finalists to their boards. It is, however, noteworthy that in each of the districts where no finalists were recommended the screening committees had timeframes of only 42 days and 28 days to complete their work. A review of next year's survey results should help to determine if these two situations are simply deviations from the norm or the beginning of a trend.

Since the average number of applicants per hiring district is over 20, it is clear that there would have to be more out-of-district applicants than in-district. As a result, the screening committees recommended about two out-of-district applicants for every one in-district candidate. Boards of education, however, continue to hire at very close to a 50/50 rate: 45 percent in-district hires last year and 48 percent this year. Local boards of education would logically feel more comfortable hiring as superintendent someone they have known and worked with successfully for some period of time. Actually, the fact that boards of education consistently hire a slightly higher percentage of out-of-district candidates is an indication of the unbiased and evenhanded execution of their responsibilities.

After the question regarding the use of consultants was added to the OEA survey, 24 of the 33 districts received the survey. The purpose of this additional question was to determine what percentage of districts used the Kentucky School Boards Association or other consulting groups to aid them in their advertising, screenings, and hiring processes. Of the 24 districts responding, 14 districts did use outside consulting services and indicated the services provided by these consultants were very helpful and enhanced the screening and selection process in their districts.

Issues for Further Review.

Based upon the foregoing review of the most recent screening committee survey results, it appears that the provisions of KRS 160.352 are being followed by those districts hiring superintendents. All districts appointed their screening committee within the 30- and 90-day timelines mandated by the statute. While the statute does not mandate minimum timeframes for the work of those committees, past surveys indicated that most districts allowed two months or

more to complete the process and report to the board. This year 12 of the 33 responding districts reported that their committees had timeframes of two months or less and 4 of these had less than one month to complete their task. There appears to be some cause for concern regarding those districts whose boards allowed their committees less than one month to complete their task. Since five district boards rejected all the recommendations of their committees and two committees eliminated all of the applicants responding to their superintendent vacancy, next year's survey data should be closely reviewed to determine if a trend is developing. While neither of these actions is in any way violative of the controlling statute, both are striking departures from what has been the norm in past surveys. All screening committees, except the two mentioned above, reduced large fields of applicants to a manageable number for the consideration of their boards of education and 28 of the boards hired from the list of finalists recommended by the committees. There appears to be no real bias in favor of in-district candidates at the screening committee level or at the board level with out-of-district candidates being hired in over 50 percent of the districts. The hiring of five female applicants this year is a significant departure from past years and should encourage other qualified female educators to apply for these superintendent positions.

The fact that 14 districts considered the screening and hiring process to be of sufficient significance to expend funds for consultants to assist them in this most important process can be viewed only as a favorable and positive trend.

INVESTIGATIONS

RESULTS OF INVESTIGATIONS.

In previous reports, it has been pointed out that most of the inquiries conducted by the Investigative Division are limited in scope and while correcting an irregularity through correspondence or conference, have a limited impact upon the district. There are other inquiries and investigations of a more serious nature that do have a significant and serious impact upon the district. These issues make up less than 10 percent of the matters handled by this division, but consume a much larger percentage of the time and resources of the division. This year was no exception. One comprehensive review spanned an eight-month period, using more than 50 percent of the division's time and resources during that period, and resulted in a significant impact upon the district involved with the resignation of the superintendent during the review.

In addition to the departure of the district's superintendent, three board members were charged by the Chief State School Officer under the provisions of KRS 156.132. Most of the charges against these three board members involved violations of KRS 160.180 and failures to fulfill their duties under KRS 160.290. Prior to an adjudication of these charges before the Kentucky Board of Education (KBE), two board members resigned and the third accepted a lengthy suspension with conditions.

During this reporting period, a board member resigned following an Office of Education Accountability (OEA) investigation of allegations involving violations of KRS 160.180 (2)(i) and KRS 160.380 (2)(f), both of which address nepotism. This resignation occurred only after a request was made to the Office of the Attorney General by OEA to initiate ouster proceedings against this board member under the provisions of KRS 415.050 and KRS 415.060.

As reported in previous years, OEA's referrals to the Chief State School Officer recommending charges and requests of the Attorney General's Office for ouster actions were found to be warranted, and both agencies responded positively to these recommendations and requests.

Two additional administrators in two other districts resigned their positions after the findings of OEA investigations or inquiries were furnished to district officials.

The investigation of financial irregularities in two other districts resulted in the return of over $10,000 to the general funds of these districts, reimbursing previous inappropriate expenditures.

During the eight years of the Investigative Division operations, over 600 matters have been opened in the miscellaneous and investigative files for some level of inquiry or investigation. Most of these matters are resolved by voluntary corrective action initiated by the district involved or action taken by the district based upon a recommendation of this office. In about 25 of these 600 matters, it has been necessary to refer our investigative findings to the Chief State School Officer with recommendations for removal charges or request that the Attorney General's Office initiate ouster proceedings under KRS 415.050 and KRS 415.060. Over the last eight years, the Investigative Division has been able to obtain a satisfactory explanation or achieve an appropriate resolution without recommendation for punitive action in all but about 5 percent of the matters investigated.

Since the passage of the Kentucky Education Reform Act, 10 superintendents have resigned or have been removed as a result of OEA investigations. Similarly, 4 board members have been removed by action of the Chief State School Officer and KBE, 3 have been reprimanded and/or suspended, and 14 have resigned after charges were filed. Several other board members have resigned during or after an investigation but prior to charges being filed or ouster actions being initiated.

During the same period of time, other board members have simply resigned upon notification that they were in violation of pertinent statutes. Most of the board members in this last category were not guilty of any intentional wrongdoing, but simply found themselves ineligible for continued service on the board due to operation of the law.

LIAISON.

The Investigative Division maintains an active liaison program with several state government agencies in order to assure timely exchange of information, referral of complaints to the appropriate agency, and to prevent unnecessary and wasteful duplication of effort.

Close contact is maintained with the Kentucky Department of Education's (KDE) Legal Services Office, the Division of Management Assistant Programs, the Division of District Finances, and the Education Professional Standards Board (EPSB). Periodic contact is maintained with the Auditor of Public Accounts and the Special Investigations Units of the Kentucky State Police. During the past year, it has been necessary to refer several issues to law enforcement agencies or recommend that the district involved make the referral. Two of these referrals have resulted in ongoing investigations which are likely to result in indictments. In one district, a referral made by the district resulted in the resignation of a school official and the return of a multiple-defendant indictment. In a fourth referral, a law enforcement investigation was discontinued at the resignation of a district official. A referral to law enforcement, made in a previous year, has resulted in a multiple-count indictment and is pending prosecution. Three of OEA's recent investigations have resulted in referrals to EPSB for a determination regarding the suspension or removal of teaching and/or administrative certificates.

CASELOAD, CASE OPENING PROCESS, ORIGIN OF ALLEGATIONS.

Approximately 40 active investigations were carried forward from the previous year and 66 new matters were opened during the year for some level of inquiry. As of October 15, 1998, about 45 cases remain under review, indicating that about 60 cases were brought to resolution. The carryover of 40-60 cases has remained constant since 1994, as has the overall resolution rate of about 90 percent. Over the eight-year period, over 600 cases have been opened for review with about 550 brought to resolution.

Before any inquiry is conducted, a complaint is carefully assessed to determine whether it is a matter that is appropriately addressed by OEA, and whether the information provided warrants investigative action by this office. Some of the complaints received by this office for our

consideration are more appropriately addressed by other agencies with primary responsibility. These matters are referred to the proper agency with a notification to the complainant if the complaint is signed. The referral agency is requested to advise what action, if any, it intends to take in the matter and a follow-up procedure is initiated in OEA files.

If it is determined the complaint is within the mandate of this office, it is then assessed to determine if the information provided warrants OEA intervention. This assessment is based upon specificity, seriousness of the allegation, possible impact upon the district, origin of the information, the existence of similar allegations, and other pertinent factors. Following a determination that an allegation warrants some action by the Investigative Division, a level of inquiry is established and an estimated date of closure is set. The level of inquiry could be as limited as a letter requesting information from the district or as comprehensive as a series of on-site visits consisting of document reviews and interviews of district personnel. The date of closure is based upon the best estimate of the time it will take to resolve the issue. This date is, of necessity, only an estimate, as it is difficult to determine what additional information may come to light during an inquiry and require further investigation. Due to the limited resources of the Investigative Division, the last step in this process is to prioritize this new matter and place it on the schedule of investigations.

The origin of complaints and allegations received by the Investigative Division are numerous and diverse. OEA receives letters every week alleging irregularities at all levels in school districts. Most of these letters come from parents of students, employees of the district, and members of the community. Many of these letters are unsigned or the writer has requested confidentiality. While it is certainly preferable to know the identity of complainants, OEA will act upon anonymous complaints applying the same assessment criteria to both anonymous and signed allegations. In addition to letters, other sources of information are personal visits, hotline calls, newspaper articles, referrals from other agencies, school board members, school superintendents, legislators, etc.

STATUTES.

The irregularities investigated by the Investigative Division cover a wide range of activities and practices prohibited by various statutes found primarily in KRS Chapters 156 through 162. However, the majority of OEA reviews and those in which charges against superintendents and board members have been filed, involve only a limited number of statutes.

KRS 160.170 is the oath of office for members of school boards in the Commonwealth of Kentucky. KRS 160.180 involves the qualifications necessary to be elected and serve on a board of education. For purposes of OEA investigations, any act violating the oath of office also violates KRS 160.180 eligibility requirements. KRS 160.180 sets forth the residence and educational requirements for board service, deals with incompatible offices and conflicts of interests, prohibits board members doing business with the school district, and defines and prohibits nepotism. It also sets continuing residency requirements, effectively removes board members from almost all personnel matters, and sets continuing educational requirements for sitting board members. KRS 160.370 and 160.390, in defining the duties of the superintendent, reinforce KRS 160.180 in prohibiting the involvement of board members in personnel matters. The provisions of KRS 160.180 involving nepotism, personnel, and residency have been the basis of numerous allegations against board members and have resulted in the removal or resignation of a significant number of board members.

KRS 160.160 and 160.290 enumerate the powers, duties, and authority of the school board. These statutes convey broad powers to the boards of education with some limitations, which involve the approval of KDE for financing, bonds, leases, etc. Among these powers are the rights to sue and be sued, to make and enter into contracts, to purchase and sell property, to issue bonds to build and construct improvements, etc. These provisions also charge the board with the responsibility for the control and management of all school property and funds, the hiring of the superintendent, and the fixing of compensation for the district's employees. The boards are empowered to make rules and regulations for the conduct of its business, for the management of schools and school property, for the qualifications and duties of its employees, and the conduct of its pupils.

While these two statutes are comprehensive in scope, the allegations received based upon these statutes usually involve the provisions granting the board full control of the property and funds of the district. These allegations generally state that the board has failed to properly control and use the property of the district or are improperly expending the funds of the district under their control. There have been other allegations indicating that superintendents have usurped the authority of the board in matters of property use and control of expenditures. There have also been some complaints regarding contracts being entered into without board authority. While the board is prohibited from involving itself in staffing positions, it does have the power to create and abolish positions under KRS 160.290. Numerous inquiries have been based upon allegations that administrators have staffed positions in the district that have not been created by board action.

KRS 160.370 defines the superintendent as the executive agent of the board and sets forth his duties. The superintendent is to see that all laws and regulations relating to schools are carried into effect, as well as the rules, bylaws, and policies of his board. The superintendent is to be the professional advisor to the board in all matters and has general supervision, subject to board control, of the general conduct of the schools, the course of instruction, the discipline of pupils, and the management of business affairs. His exclusive control over the hiring and dismissal of all personnel is granted in this statute.

KRS 160.390 directs the superintendent to devote himself exclusively to his duties and holds him responsible for the condition of the schools in his district. He is responsible for the preparation of budgets, salary schedules, and reports required by KBE. This statute also places responsibility for personnel matters exclusively with the superintendent, requiring only that he report his actions to the board. Allegations and investigations, based upon these statutes, generally involve the failure of the superintendent to adequately execute one or more of his duties to the board, the district, or KBE. These allegations have included failure to keep boards adequately advised of the financial condition of the district, failure to provide sufficiently detailed reports regarding expenditures, and failure to keep boards sufficiently advised of the physical condition and maintenance of the schools in the district. These two statutes, as well as KRS 160.170 and 160.180, are often cited in complaints of board members attempting to or influencing personnel decisions.

KRS 160.380 addresses nepotism, as it relates to superintendents, principals, and board members; defines vacancies in school positions and the procedures to be followed in staffing those vacancies; prohibits employment of certain criminal offenders; and mandates criminal record checks prior to employment in a school district. Allegations based upon KRS 160.380 involve improper employment practices, failure to properly post (advertise) vacant positions, hiring of unqualified applicants, political influence or favoritism in hiring, and nepotism relating to superintendents, principals, and board members.

KRS 157.200 through 157.290 are the statutes that address special education requirements in the Commonwealth. These laws are complimented by Title 707 Kentucky Administrative Regulations (KAR) 1:015 through 1:260, spanning 34 two-column pages in KAR. In addition to Kentucky's statutes and regulations, there are also federal laws and regulations that are pertinent to special education in Kentucky school districts. OEA receives numerous complaints regarding failures of districts to abide by these laws and regulations and expends a considerable amount of its time and resources to the review and resolution of these complaints.

KRS 45A.300-45A.990 is the Kentucky Model Procurement Code and controls the procedures for purchasing equipment, supplies, etc. in districts that have adopted it as their method of purchasing. Those districts that have chosen not to adopt the Model Procurement Code remain bound by the provisions of KRS 424.260, commonly referred to as the bidding law. Both of these statutes are the subjects of numerous complaints received and reviewed by the Investigative Division.

There are numerous other statutes that have been the basis of OEA's investigations, and their omission here is not meant to diminish their importance or significance to the Kentucky Education Reform Act. The only qualifications for the inclusion of the ten statutes discussed were volume of complaints received and investigations initiated. These ten statutes, the KARs flowing from them, and the resultant board policies based upon these statutes and regulations simply cover such a wide range of district duties and responsibilities that the bulk of complaints and allegations to OEA regarding district operations involve these statutes. As a result, a significant amount of the

Investigative Division's time and resources are dedicated to the investigation of violations of these statutes.

During these investigations, it has been noted that board members and school administrators in several districts were not sufficiently familiar with these statutes to carry out the duties and responsibilities assigned to them. This situation can and has resulted in action by the Chief State School Officer, with a significant impact upon the district involved. It is clear to OEA's investigative staff that it is imperative for all board members and all district administrators to have a clear understanding of these basic statutes that relate to the day-to-day operations of the district.

CONCLUSION/SUMMARY.

The Investigative Division will continue to carefully assess all complaints and allegations, and address as many of the meritorious allegations that time and resources allow. It is our policy to conduct all investigations with an open mind and in a fair and impartial manner, reaching no conclusions and making no recommendations until all the available facts and sources have been ascertained. It will remain the goal of this division to attempt to resolve all issues with as little impact upon the normal operations of the district as is possible under the circumstances.

SCHOOL FINANCE

OVERVIEW.

The Kentucky Education Reform Act (KERA) of 1990 completely overhauled Kentucky's system of elementary and secondary education including its method of funding schools. The new funding formula called the Support Education Excellence in Kentucky (SEEK) program establishes a basic level of per pupil funding which requires a minimum local tax effort, increases support to local schools, and distributes state funds on a more equitable basis.

In addition, the Facilities Support Program in Kentucky (FSPK) provides equalized funding for capital construction. Other state funding is provided in the form of categorical grants including but not limited to preschool education, extended school services, professional development, technology, and family resource and youth services centers for students and their families.

In keeping with its statutory mandate, the Office of Education Accountability (OEA) has conducted the required review and analysis of the new finance system. This report will illustrate the extent to which the formula has reduced the funding gap between Kentucky's rich and poor school districts. To achieve this goal, data were examined for fiscal years 1989-90 through 1997-98 and presented by wealth quintile. The report also includes analyses of actual revenue data for the years 1989-90 through 1996-97.

It should be noted that the Kentucky Department of Education (KDE) began implementation of a new accounting/management system (MUNIS) during the 1994-95 fiscal year which mandated a comprehensive new chart of accounts based on Federal Handbook 2, Revised. Until all 176 school districts began reporting under the new MUNIS chart of accounts in 1997-98, many districts continued to submit their annual financial reports under the old account code structure. Not surprisingly, the new reporting system included certain revenues not reported under the old system such as **cash from the sale of school meals and interest from the building fund, capital outlay, and technology accounts.** Thus, in order to achieve comparability of data reported prior to MUNIS, staff were required to retrieve the previously unreported revenue from

school district audit reports and update existing revenue totals. This was done after consultation with KDE finance staff.

EQUITY. 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 Commonwealth Accountability Testing System (CATS). The next step is utilizing CATS 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 significantly 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).

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

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

For example, using the at-risk factor, suppose a school district has 2,000 students and 1,000 are approved for free lunch. Each student approved for free lunch generates $413 (i.e., the 1997-98 base amount of $2,756 times .15) for a total of $413,000 ($413 times 1,000 approved students). This $413,000 is then spread across the entire student population to generate an amount per pupil. In this example, the at-risk factor is $207 per pupil ($413,000 divided by 2,000 and rounded). Similar calculations are made for the other adjustment factors.

2. Tier I. Tier I, the second component of the SEEK program, is optional and allows local school districts to generate additional revenue of up to 15 percent of the adjusted base guarantee. School districts whose per pupil property wealth is less than 150 percent of the statewide average per pupil property wealth (e.g., $365,000 in 1997-98) 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 1997-98, 161 districts participated at the maximum level in Tier I. The remaining 15 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 1997-98, 160 school districts participated at some level in Tier II that generated $206,293,191.

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 14 illustrates the state and local funds provided for Kentucky school districts from 1989-90 through 1997-98. 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 70.8 percent ($1.420 billion). The state effort increased by 60.0 percent ($937.1 million) while the local effort increased by 108.7 percent ($482.8 million).

Further review of the data reveals that by 1997-98 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 20.9 percent in 1997-98. 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 KDE Final SEEK Circulars (1990-91 through 1997-98) and Kentucky Biennial Budgets (1988-90 through 1996-1998).

Total state funds available to local school districts are comprised of the SEEK adjusted base guarantee, Tier 1, FSPK, and the categorical programs. Table 15 provides a comparison of these

TABLE 14.

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

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

**Grant programs in FY1989-90 include such programs as gifted/talented, remediation, professional development, writing grants, etc. Grant programs for FY1990-91 through FY1997-98 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 FY1997-98 for school rewards and education technology (KETS) are placed in escrow accounts.

TABLE 14. STATE AND LOCAL REVENUES PROVIDED FOR KENTUCKY SCHOOL DISTRICTS

Revenue Source	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	Percent Change 92-93 93-94
State								
Formula	$1,495,506,150	55.0%	$50,413,037	3.5%	$1,515,522,340	53.1%	$20,016,190	1.3%
Capital/Debt*	71,705,350	2.6%	566,440	0.8%	71,730,260	2.5%	24,910	0.0%
Grant Programs**	120,119,200	4.4%	-13,632,800	-10.2%	151,682,500	5.3%	31,563,300	26.3%
Health/Life	136,961,200	5.0%	20,712,300	17.8%	158,271,900	5.5%	21,310,700	15.6%
KTRS	185,400,000	6.8%	-43,551,600	-19.0%	193,000,000	6.8%	7,600,000	4.1%
School Rewards***	5,000,000	0.2%	-10,000,000	-66.7%	10,000,000	0.4%	5,000,000	100.0%
Technology (KETS)***	5,000,000	0.2%	-28,000,000	-84.8%	10,000,000	0.4%	5,000,000	100.0%
SFCC	52,710,000	1.9%	0	0.0%	55,785,300	2.0%	3,075,300	5.8%
Total State	2,072,401,900	76.2%	-23,492,623	-1.1%	2,165,992,300	75.9%	93,590,400	4.5%
Total Local	646,866,406	23.8%	47,804,531	8.0%	688,818,013	24.1%	41,951,607	6.5%
Total State & Local	$2,719,268,306	100.0%	$24,311,908	0.9%	$2,854,810,313	100.0%	$135,542,007	5.0%

*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 FY1997-98 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 FY1997-98 for school rewards and education technology (KETS) are placed in escrow accounts.

TABLE 14. STATE AND LOCAL REVENUES PROVIDED FOR KENTUCKY SCHOOL DISTRICTS

Revenue Source	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	$1,560,125,871	51.8%	$44,603,531	2.9%	$1,595,588,492	50.7%	$35,462,621	2.3%
Capital/Debt*	85,556,247	2.8%	13,825,987	19.3%	85,305,643	2.7%	-250,604	-0.3%
Grant Programs**	162,960,000	5.4%	11,277,500	7.4%	174,853,000	5.6%	11,893,000	7.3%
Health/Life	162,125,000	5.4%	3,853,100	2.4%	176,491,100	5.6%	14,366,100	8.9%
KTRS	202,000,000	6.7%	9,000,000	4.7%	208,000,000	6.6%	6,000,000	3.0%
School Rewards***	0	0.0%	-10,000,000	-100.0%	10,000,000	0.3%	10,000,000	100.0%
Technology (KETS)***	20,000,000	0.7%	10,000,000	100.0%	20,000,000	0.6%	0	0.0%
SFCC	56,933,000	1.9%	1,147,700	2.1%	58,357,000	1.9%	1,424,000	2.5%
Total State	2,249,700,118	74.6%	83,707,818	3.9%	2,328,595,235	74.0%	78,895,117	3.5%
Total Local	764,459,932	25.4%	75,641,919	11.0%	820,205,966	26.0%	55,746,034	7.3%
Total State & Local	$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 FY1997-98 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 FY1997-98 for school rewards and education technology (KETS) are placed in escrow accounts.

TABLE 14.

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	1997-98	Percent Total State/Local	Amount Change 96-97 97-98	Percent Change 96-97 97-98	Amount Change 89-90 97-98	Percent Change 89-90 97-98
State										
Formula	$1,641,108,090	49.8%	$45,519,598	2.9%	$1,688,727,030	49.3%	$47,618,940	2.9%	$509,584,030	43.2%
Capital/Debt*	$96,058,110	2.9%	$10,752,467	12.6%	93,955,470	2.7%	-2,102,640	-2.2%	$37,864,470	67.5%
Grant Programs**	$181,093,600	5.5%	$6,240,600	3.6%	185,728,000	5.4%	4,634,400	2.6%	$152,047,000	451.4%
Health/Life	$194,642,900	5.9%	$18,151,800	10.3%	210,541,700	6.1%	15,898,800	8.2%	$125,852,700	148.6%
KTRS	$218,600,000	6.6%	$10,600,000	5.1%	225,726,900	6.6%	7,126,900	3.3%	$57,328,900	34.0%
School Rewards***	$10,000,000	0.3%	$0	0.0%	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	0.6%	0	0.0%	$20,000,000	100.0%
SFCC	$60,144,000	1.8%	$1,787,000	3.1%	63,755,200	1.9%	3,611,200	6.0%	$24,462,200	62.3%
Total State	$2,421,646,700	73.5%	$93,051,465	4.0%	2,498,434,300	72.9%	76,787,600	3.2%	$937,139,300	60.0%
Total Local	$874,526,371	26.5%	$54,320,405	6.6%	927,066,277	27.1%	52,539,906	6.0%	$482,828,559	108.7%
Total State & Local	$3,296,173,071	100.0%	$147,371,870	4.7%	$3,425,500,577	100.0%	$129,327,506	3.9%	$1,419,967,859	70.8%

*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 FY1997-98 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 FY1997-98 for school rewards and education technology (KETS) are placed in escrow accounts.

TABLE 15.

PUPIL WEIGHTED AVERAGES FOR REVENUE BY WEALTH QUINTILE

Quintile	Funded ADA	Property Wealth Per Pupil	Average Local Revenue PerPupil	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	$355	$2,310	$540	$2,665	$3,205
2	114,190	105,467	549	2,243	402	2,792	3,193
3	118,119	138,954	687	2,197	323	2,884	3,207
4	106,632	179,714	1,038	2,163	292	3,201	3,493
5	121,119	280,727	2,103	2,121	361	4,224	4,584
Statewide	**575,134**	**$156,254**	**$956**	**$2,206**	**$384**	**$3,163**	**$3,547**
1995-96							
1	114,936	$113,902	$859	$3,963	$753	$4,822	$5,575
2	114,767	158,720	1,137	3,579	561	4,715	5,276
3	116,275	203,231	1,375	3,321	454	4,696	5,150
4	109,635	273,034	1,898	2,888	407	4,787	5,194
5	120,298	383,316	3,103	2,620	566	5,722	6,288
Statewide	**575,911**	**$227,438**	**$1,685**	**$3,272**	**$549**	**$4,957**	**$5,506**
1996-97							
1	114,764	$119,513	$1,025	$4,228	$861	$5,253	$6,114
2	115,076	169,753	1,316	3,812	632	5,128	5,760
3	115,470	214,715	1,533	3,539	511	5,072	5,583
4	109,368	293,621	2,063	2,991	400	5,053	5,453
5	120,576	412,182	3,352	2,627	551	5,979	6,531
Statewide	**575,254**	**$243,118**	**$1,870**	**$3,436**	**$592**	**$5,306**	**$5,898**

totals for 1989-90, 1995-96, and 1996-97 by wealth quintile. Each quintile includes approximately 20 percent of the state's students. The average state revenue increased by 55.8 percent from $2,206 in 1989-90 to $3,436 in 1996-97.

Table 15 shows that the average local revenue increased by 95.6 percent from $956 in 1989-90 to $1,870 in 1996-97. Positive results are evident when comparing combined state and local revenues. The difference between the lowest and highest wealth quintiles has decreased by 53.4 percent from $1,559 in 1989-90 to $726 in 1996-97. Figure 2 demonstrates how the difference in state/local revenues between the highest and lowest wealth quintiles have narrowed from 1989-90 to 1996-97. Table 15 shows that total revenues (state, local, and federal) increased by 66.3 percent from $3,547 in 1989-90 to $5,898 in 1996-97.

Tables 20 through 24 (Appendix G) illustrate local, state, federal, state/local, and total per pupil revenues from 1989-90 through 1996-97 by school district. Also, Tables 25 and 26 (Appendix G) show end of the year adjusted average daily attendance (AADA) and per pupil property wealth by district. The data presented in these tables are based on information from KDE Receipts and Expenditures Reports (1989-90 through 1993-94), Minimum Foundation Program Circular (1989-90), Final SEEK Allocation Circulars (1990-91 through 1997-98), Attendance Reports (1988-89 through 1997-98), School District Annual Financial Reports (1994-95 through 1996-97), and School District Audits (1989-90 through 1996-97).

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 1997-98 per pupil state, local, and state/local effort by district in FY 1997-98 dollars. For information purposes, data are presented in both actual and FY 1997-98 constant dollars.

FIGURE 2. PUPIL WEIGHTED AVERAGES FOR STATE & LOCAL REVENUE

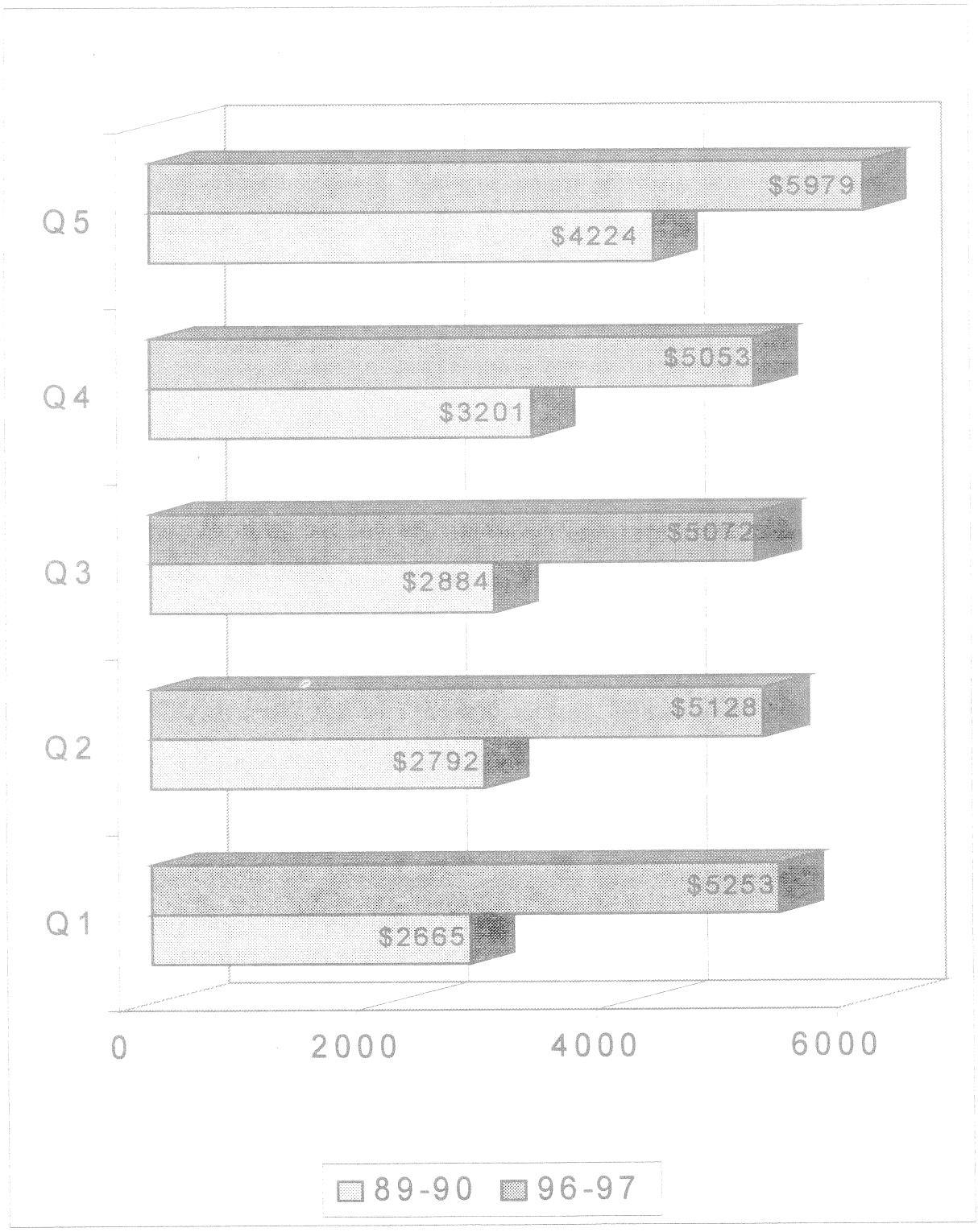


Table 16 illustrates local, state, and state/local (funding formula dollars only) effort per pupil from 1989-90 and 1995-96 through 1997-98 by wealth quintile in actual dollars. Additionally, Table 17 shows local, state, and state/local (formula dollars only) effort per pupil for the same years by wealth quintile in FY 1997-98 constant dollars. Table 16 (actual dollars) demonstrates from 1989-90 to 1997-98 the average local effort increased by 109.2 percent from $772 to $1,615; state effort increased by 43.6 percent from $2,119 to $3,043; and state/local effort increased by 61.1 percent from $2,891 to $4,657. Table 17 (FY 1997-98 constant dollars) shows from 1989-90 to 1997-98 the average local effort increased by 69.6 percent from $952 to $1,615; state effort increased by 16.5 percent from $2,612 to $3,043; and state/local effort increased by 30.6 percent from $3,565 to $4,657. Figure 3 illustrates the change for state/local effort from 1989-90 to 1997-98 in actual and FY 1997-98 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 1997-98). In addition, these Fixed Weighted Price Index for State and Local Government Purchases multipliers were utilized: FY 1989-90, 1.233; FY 1990-91, 1.181; FY 1991-92, 1.155; FY 1992-93, 1.128; FY 1993-94, 1.103; FY 1994-95, 1.072; FY 1995-96, 1.044; FY 1996-97, 1.020; and FY 1997-98, 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.

TABLE 16.

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

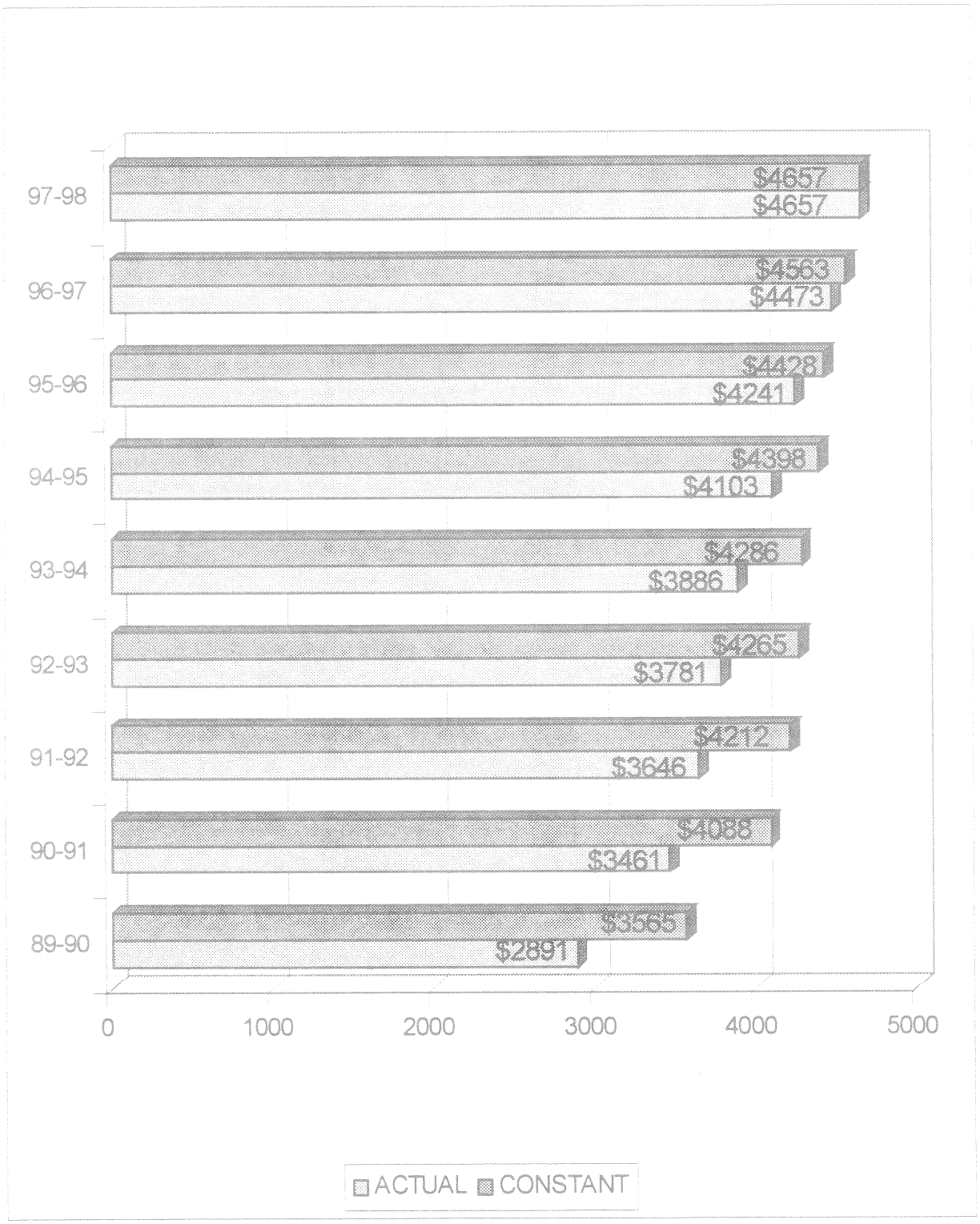
Quintile	Funded ADA	Local Per Pupil	State Per Pupil	State/Local Per Pupil
1989-90				
1	115,074	$233	$2,200	$2,433
2	114,190	393	2,158	2,551
3	118,119	476	2,121	2,597
4	106,632	791	2,083	2,874
5	121,119	1,914	2,034	3,949
Statewide	**575,134**	**$772**	**$2,119**	**$2,891**
1995-96				
1	114,936	$639	$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**
1997-98				
1	114,752	$703	$3,745	$4,448
2	113,727	1,023	3,345	4,368
3	114,130	1,241	3,113	4,354
4	110,425	1,787	2,643	4,430
5	121,188	3,226	2,392	5,618
Statewide	**574,222**	**$1,615**	**$3,043**	**$4,657**

TABLE 17.

PUPIL WEIGHTED AVERAGES FOR STATE AND LOCAL EFFORT (FY 1997-98 CONSTANT DOLLARS)

Quintile	Funded ADA	Local Per Pupil	State Per Pupil	State/Local Per Pupil
1989-90				
1	115,074	$287	$2,712	$2,999
2	114,190	485	2,661	3,146
3	118,119	587	2,615	3,202
4	106,632	976	2,568	3,544
5	121,119	2,361	2,508	4,869
Statewide	**575,134**	**$952**	**$2,612**	**$3,565**
1995-96				
1	114,936	$667	$3,568	$4,234
2	114,767	909	3,221	4,130
3	116,275	1,176	2,979	4,155
4	109,635	1,640	2,582	4,222
5	120,298	2,983	2,366	5,348
Statewide	**575,911**	**$1,487**	**$2,941**	**$4,428**
1996-97				
1	114,764	$677	$3,678	$4,355
2	115,076	972	3,321	4,293
3	115,470	1,182	3,082	4,264
4	109,368	1,709	2,638	4,347
5	120,576	3,144	2,354	5,498
Statewide	**575,254**	**$1,551**	**$3,012**	**$4,563**
1997-98				
1	114,752	$703	$3,745	$4,448
2	113,727	1,023	3,345	4,368
3	114,130	1,241	3,113	4,354
4	110,425	1,787	2,643	4,430
5	121,188	3,226	2,392	5,618
Statewide	**574,222**	**$1,615**	**$3,043**	**$4,657**

FIGURE 3. PUPIL WEIGHTED AVERAGES FOR STATE AND LOCAL EFFORT (ACTUAL AND FY 1997-98 CONSTANT DOLLARS)



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 Kentucky General Assembly.
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 1996-97. (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 1996-97), School District Annual Financial Reports (1994-95 through 1996-97), and School District Audit Reports (1989-90 through 1996-97).

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).

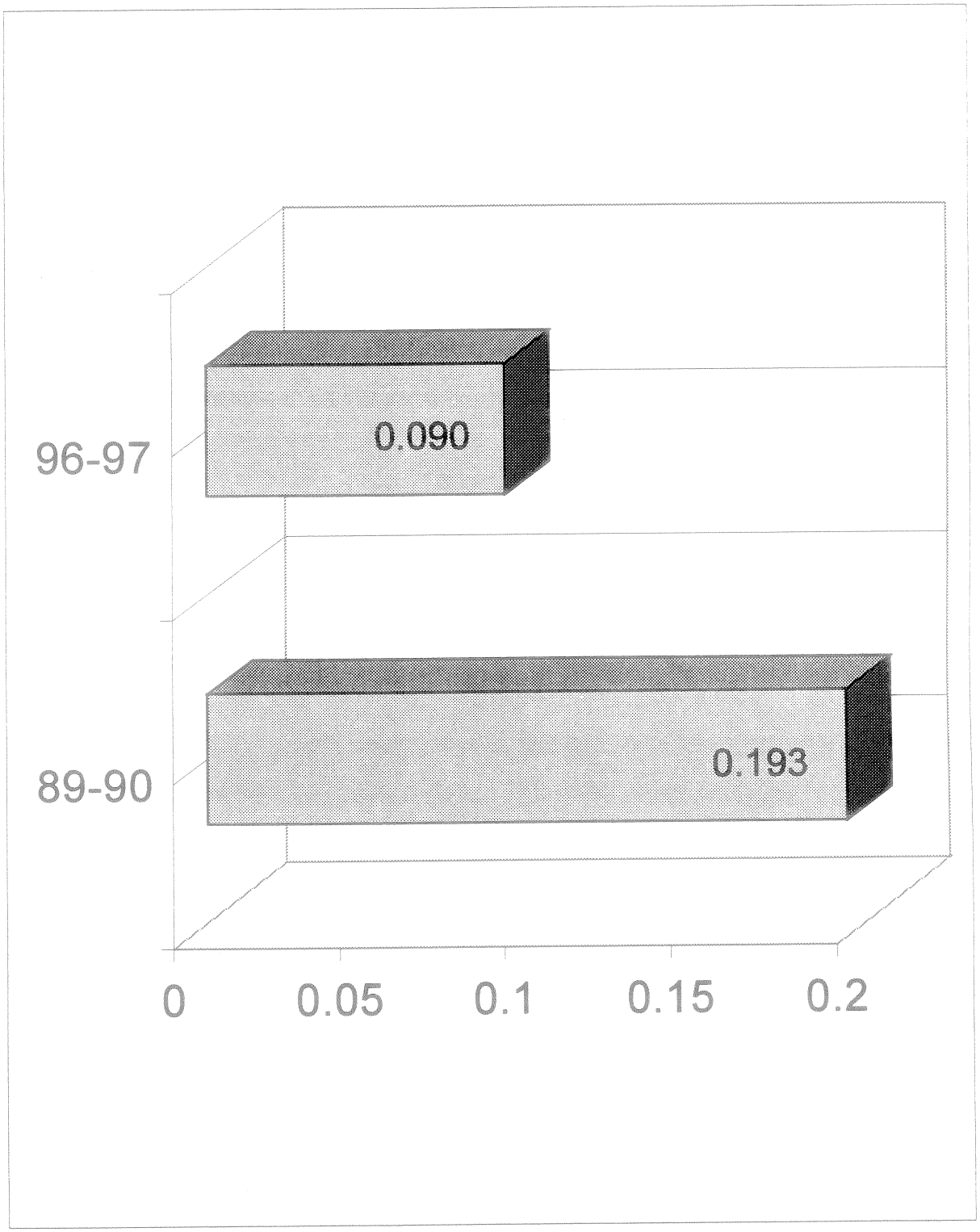
A measure of horizontal equity is the *coefficient of variation*, defined as the standard deviation divided by the mean. The closer the coefficient of variation is to 0 the more equitable the distribution of revenues. Funded ADA and state, local, federal, state/local, and total revenues (minus Capital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

Table 18 shows the coefficient of variation by wealth quintile for 1989-90 and 1995-96 through 1996-97. An examination of the data reveals that the coefficient of variation for local revenue decreased from .689 in 1989-90 to .475 in 1996-97, state revenue increased from .057 to .175, and total revenue decreased from .170 to .100. **Additionally, Table 18 shows that the coefficient of variation for state/local revenue (i.e., the SEEK program) decreased from .193 in 1989-90 to .090 in 1996-97. The coefficient of variation has decreased by 53.4 percent, which indicates substantial improvement in horizontal equity caused by the SEEK program.** Figure 4 illustrates the coefficient of variation for state/local revenue from 1989-90 to 1996-97.

TABLE 18. 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	$346	0.435	$2,213	0.055	$540	0.276	$2,559	0.077	$3,099	0.079
2	114,190	533	0.343	2,146	0.048	402	0.270	2,679	0.086	3,080	0.075
3	118,119	663	0.286	2,101	0.037	323	0.282	2,764	0.066	3,087	0.059
4	106,632	983	0.260	2,066	0.046	292	0.479	3,049	0.093	3,341	0.110
5	121,119	1,967	0.156	2,020	0.046	361	0.276	3,986	0.081	4,348	0.090
Statewide	**575,134**	**$908**	**0.689**	**$2,109**	**0.057**	**$384**	**0.382**	**$3,016**	**0.193**	**$3,401**	**0.170**
1995-96											
1	114,936	$802	0.313	$3,771	0.071	$753	0.265	$4,573	0.064	$5,326	0.077
2	114,767	1,058	0.197	3,405	0.045	561	0.237	4,463	0.047	5,023	0.054
3	116,275	1,274	0.127	3,168	0.051	454	0.284	4,442	0.051	4,896	0.065
4	109,635	1,762	0.208	2,766	0.075	407	0.496	4,528	0.081	4,934	0.094
5	120,298	2,911	0.091	2,520	0.048	566	0.314	5,430	0.053	5,996	0.069
Statewide	**575,911**	**$1,571**	**0.508**	**$3,124**	**0.155**	**$549**	**0.379**	**$4,695**	**0.101**	**$5,244**	**0.107**
1996-97											
1	114,764	$965	0.301	$4,006	0.071	$861	0.277	$4,971	0.068	$5,832	0.085
2	115,076	1,231	0.200	3,614	0.050	632	0.234	4,846	0.059	5,477	0.066
3	115,470	1,425	0.172	3,364	0.051	511	0.324	4,789	0.050	5,300	0.064
4	109,368	1,916	0.165	2,856	0.094	400	0.480	4,771	0.061	5,171	0.081
5	120,576	3,146	0.097	2,527	0.063	551	0.253	5,673	0.056	6,224	0.066
Statewide	**575,254**	**$1,748**	**0.475**	**$3,270**	**0.175**	**$592**	**0.399**	**$5,019**	**0.090**	**$5,611**	**0.100**

FIGURE 4. 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 53.4 percent from .193 in 1989-90 to .090 in 1996-97. Since a coefficient of variation of 0 represents perfect horizontal equity, the SEEK program demonstrates significant 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 5 and 6 illustrate the distribution of state funds in 1989-90 (prior to SEEK) and 1996-97 (SEEK's seventh year). Figure 6 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 19 shows two salary categories, "185-day average salary" and "total average salary," for certified personnel from 1989-90 through 1997-98. 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 19 illustrates certified personnel characteristics by wealth quintile. For example, in 1989-90 the "average 185-day salary" for the lowest wealth quintile was $23,935 and $29,100 for the highest wealth quintile. The difference between the lowest and highest wealth quintiles in 1989-90 was $5,165. In 1997-98 the average 185-day salary for the lowest wealth quintile was $33,445 and $36,964 for the highest wealth quintile. The difference between the lowest and

FIGURE 5. 1989-90 STATE FUNDS DISTRIBUTION (PRIOR TO SEEK)

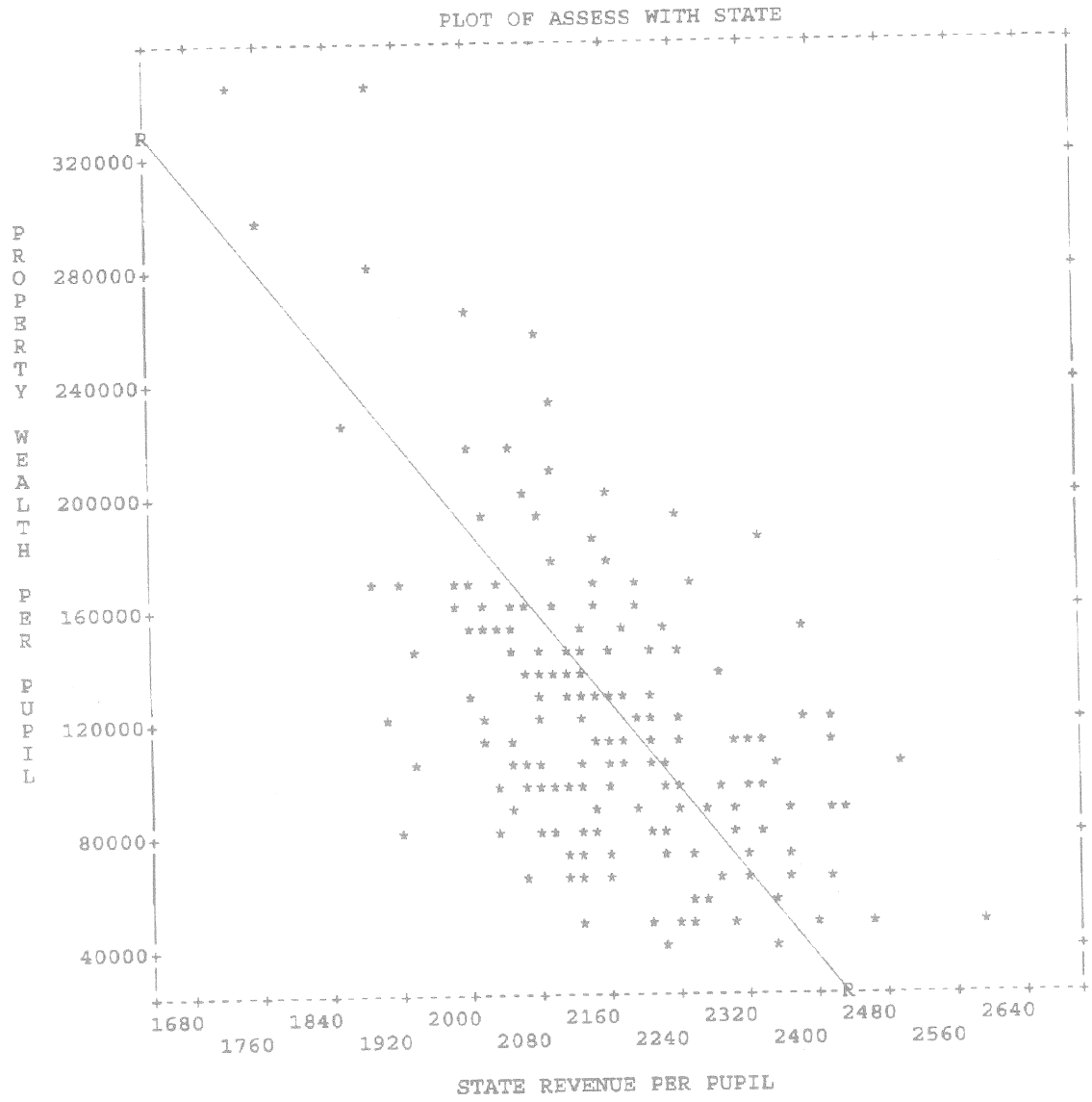


FIGURE 6. 1996-97 STATE FUNDS DISTRIBUTION (SEEK'S 7TH YEAR)

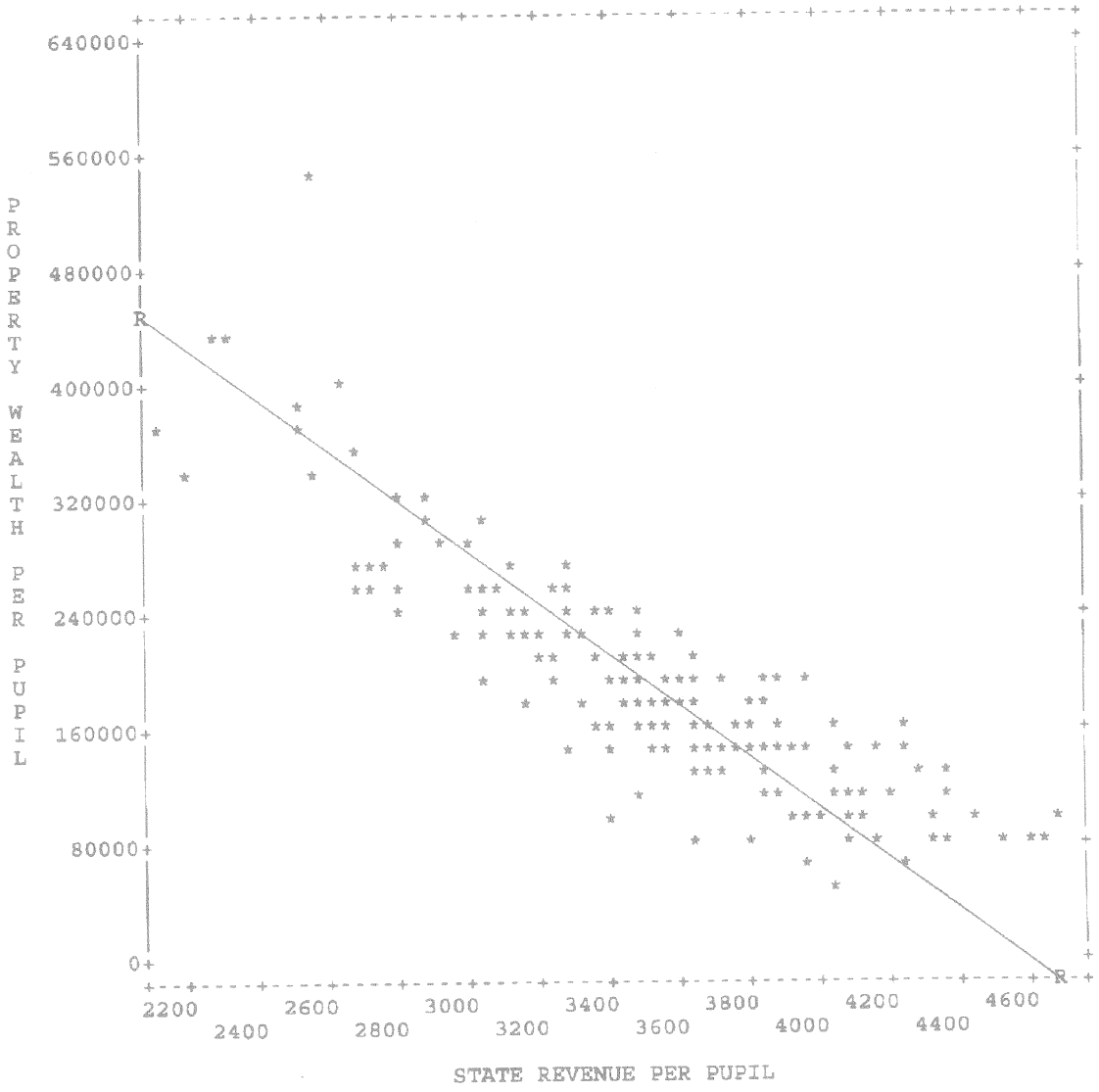


TABLE 19. PUPIL WEIGHTED AVERAGES FOR CERTIFIED PERSONNEL CHARACTERISTICS BY WEALTH QUINTILE

Quintile	Average Salary	Total Average Salary
1989-90		
1	$23,935	$26,098
2	24,481	26,642
3	25,063	27,105
4	25,785	27,900
5	29,100	31,239
Statewide	**$25,706**	**$27,829**
1995-96		
1	$31,893	$33,887
2	31,910	34,142
3	32,184	34,378
4	32,558	34,835
5	35,368	37,794
Statewide	**$32,808**	**$35,032**
1996-97		
1	$32,930	$34,985
2	32,745	35,057
3	33,116	35,391
4	33,340	35,684
5	36,004	38,423
Statewide	**$33,664**	**$35,934**
1997-98		
1	$33,445	$35,397
2	33,402	35,700
3	34,157	36,211
4	34,205	36,423
5	36,964	39,251
Statewide	**$34,467**	**$36,629**

highest wealth quintiles in 1997-98 was $3,519. The average 185-day salary for the lowest wealth quintile increased by 39.7 percent ($9,510) from 1989-90 to 1997-98. The average 185-day salary for the highest wealth quintile increased by 27.0 percent (7,864) from 1989-90 to 1997-98.

Additionally, the salary difference between the lowest and highest wealth quintiles was reduced by 31.9 percent ($1,646) from 1989-90 to 1997-98. 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 19 shows that the "average total salary" in 1989-90 for the lowest wealth quintile was $26,098 and $31,239 for the highest wealth quintile. The difference between the lowest and highest wealth quintiles in 1989-90 was $5,141. In 1997-98 the average total salary for the lowest wealth quintile was $35,397 and $39,251 for the highest wealth quintile. The difference between the lowest and highest wealth quintiles in 1997-98 was $3,854. The average total salary for the lowest wealth quintile increased by 35.6 percent ($9,299) from 1989-90 to 1997-98. The average total salary for the highest wealth quintile increased by 25.6 percent ($8,012) from 1989-90 to 1997-98. Also, the salary difference between the lowest and highest wealth quintiles was reduced by 25.0 percent ($1,287) from 1989-90 to 1997-98. 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 27 (Appendix G) shows the number of classroom teachers by district from 1989-90 through 1997-98. Also, Table 28 (Appendix G) illustrates the average classroom teacher's salaries by district from 1989-90 through 1997-98. 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.

CURRENT STATUS.

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 more than half.
- The salary difference between the lowest and highest property wealth districts was reduced by 25 percent.

ISSUES FOR FURTHER REVIEW.

- **Some KERA strands (i.e. preschool education, extended school services and professional development) should be rolled into the SEEK program.** When the SEEK program was first developed, it was recommended that these categorical programs be blended into the SEEK formula much like the current adjustments (i.e., at-risk, special education) to the SEEK calculated base. Once folded in, these funds could be expended without discretion so long as program requirements are met.

- **Amended KRS 160.470 to permit school districts to levy a tax rate on real and personal property that will at least guarantee a 4 percent increase in revenue.** Some districts are unable to levy a 4 percent tax increase due to the ceiling imposed by Subsection 2 of KRS 160.470. This ceiling or cap on tax rates was established back in 1978 as an outgrowth of House Bill 44.

- **Develop a Professional Compensation Plan per KRS 157.390(7).** In 1990 the Finance Committee of the Task Force on Education Reform recommended adoption of a new approach to paying teachers which would reward skill and performance in addition to academic achievement and length of service. (The state continues to operate under a minimum statewide salary schedule based solely on rank and experience.) In 1998, the Kentucky General Assembly directed the Kentucky Board of Education (KBE) through House Bill 321 (the budget bill) to create a compensation plan which would 'recognize a teacher's professional competency, skills, and knowledge.' To date, KBE has initiated this process through consultation with national experts and the selection of a pilot school district to help with implementation of such a plan.

- **Increase the allotment for Capital Outlay.** The SEEK formula currently provides $100 per pupil (funded ADA) for capital outlay, an amount based on a level of funding established twenty years ago. School districts that have experienced declining enrollment will suffer a corresponding reduction in capital outlay funds.

OVERVIEW.

Kentucky's vision for a world class technology program is largely driven by the Master Plan for Education Technology under the authority of the Kentucky Board of Education (KBE). The plan establishes the criteria for funding and describes in detail how technology can be used effectively to improve instruction. Since the plan was adopted in 1992, Kentucky has invested approximately $325.5 million of local and state funds in the Kentucky Education Technology System (KETS). With the infusion of $127.3 million in new state dollars for the 1998-2000 biennium, many of the goals set forth in the Master Plan could be realized by the year 2000. However, one caveat to this accomplishment is the fact that a portion of the new state money will go unused if school districts can't meet the local matching requirement.

KETS UPDATE AND STATUS REPORT.

The following information provided by the Kentucky Department of Education's Office of Education Technology contains excerpts from the 1998 Master Plan Update approved by KBE.

> Implementation of *Kentucky's Master Plan for Education Technology* began in 1992 after formal adoption by the Kentucky Board of Education and the state's General Assembly. In 1993, the total *Master Plan* cost was placed at just over $553 million to reflect the actual total cost of taking the network into every classroom. Just over five years into implementation, with the 1998/2000 Biennial Update, $68 million biennial recurring cost is introduced to cover operational costs, equipment replacement, and incremental upgrades to increase computing and telecommunications capacity in the schools. This is a cost shared equally by the state and local districts.
>
> The *Master Plan* describes how technology will be used to improve teaching and learning for every Kentucky child as a component of a much broader systemic education reform:
>
> - To ensure equal access to technology for all students, teachers, and administrators
> - To enable students to use technology to become independent life-long learners
> - To empower teachers to use technology as a tool
> - To develop a network for voice, video, and data that will connect all computers in every classroom, school, and district to global networks
> - To prepare Kentucky's children to work in the Information Age

These visionary principles, which formed the foundation for the Master Plan in 1992, have been widely adapted today and are found in the technology plans of most states. Kentucky's goals for technology in the schools are fairly straight-forward. While deployment is easy to measure, impact is not. The continual challenge for all stakeholders is the articulation of local, state, and national strategies which will effectively and continually assess, refine, and sustain technology's role as a vital component of school reform.

Equity and Equitable Access

The equity standards prescribed by the Kentucky Master Plan for Education Technology (KRS 156.666, KRS 156.670(1) and KRS 156.670(7) define specific objectives for access to technology which apply to every student enrolled in public schools in the Commonwealth.

These standards apply equally to the entire population of teachers, learners, and administrators in Kentucky's public schools:

- 600,000 students
- 40,800 teachers
- 1369 P-12 schools
- 176 district offices
- 54 Area Technology Centers
- 700 Family Resource Centers
- Eight Regional Service Centers
- Kentucky Department of Education

The primary objectives for equity and equitable access are:

- One high-performance, networked computer for every six students
- One high-performance, networked computer for every teacher and an ability to access the network from home
- All teachers will have training and support
- Every school with a building-wide, full-function local area network
- Every classroom with at least four to six active network drops delivering data services, Internet and email
- A cordless phone in every classroom
- Video in every classroom
- Instructional software available to every desktop from the network
- Every school directly connected to the wide area network
- Every district office with complete local and wide area networking
- Every district using a standard, fund-based accounting system

As is true for every other aspect of the reform in Kentucky, each school district is held to these same high standards for using technology effectively to support teaching and learning. Schools and districts compare the progress of their technology programs not so much with each other, as with progress toward the equity objectives and their own objectives for improved student performance and improved school administration.

State and local technology procurements are directly related to these statewide standards. State technology funds must be spent to reduce the access gap and bring all schools to achievement of the equity objectives.

Currently, Kentucky school districts are relatively uniform in their level of implementation of education technology. Historic technology access gaps between highest and lowest income districts are closing. The extent to which districts are progressing is no longer a function of their relative wealth or poverty.

Equity Measures

Access to Funds

Every district receives an equitable share of state technology funds based on average daily attendance as long as an unmet need for technology exists.

Access to Buying Power

Contracts are negotiated by the Department for all schools based on the "state-as-one-customer" principle. Contract pricing, payment schedules, and all other contract terms are the same for every school, regardless of volume or location. For instance:

- The cost to connect schools to the statewide network is a flat, fixed cost which is neither mileage nor usage sensitive; and,
- Statewide contracts for instructional software average about 85% below standard pricing for the most commonly used office product tools.

Access to Services

Every district and school has access to the same state-provided support services at no local cost, including 1-800 Help Desk, network management, network engineering consulting, instructional technology consulting, and professional development.

Access to Networks

Since 1995, at least one site in every Kentucky district has been directly connected to the state backbone network at no local cost.

Network connection delivers state-funded Internet access, email, and a range of other services to the district.

Dial-in service is available at no cost to any school without a direct network connection through a statewide 1-800 service or through their local district office.

Seventy-three (73%) of the state's schools are fully wired and directly connected to the wide area network.

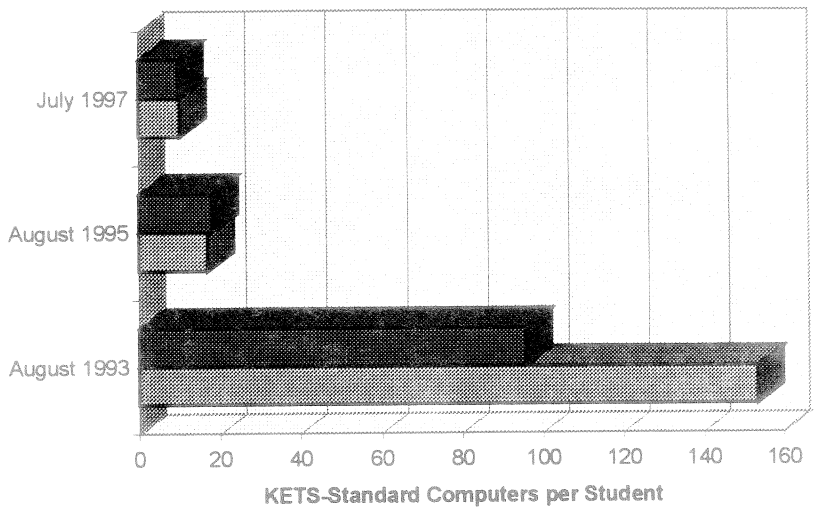
Forty-nine (49%) of the state's classrooms are wired and have access to the Internet.

Access to Computers

Statewide, the average student to computer ratio is 1:8.8.; the teacher computer ratio is just under 1:2.

The average ratio of KETS-standard computers in the highest income districts is 1 per 9.4 students. The average in the lowest income districts has been reduced to 1 per 10.

As is illustrated in the accompanying chart, since August 1993 the equity provisions within KETS have worked directly and effectively to reduce the technology gaps among districts.



The computer access gap between low and high income districts has been reduced to an average of less than one workstation. In 1993, the gap was a factor of 58.

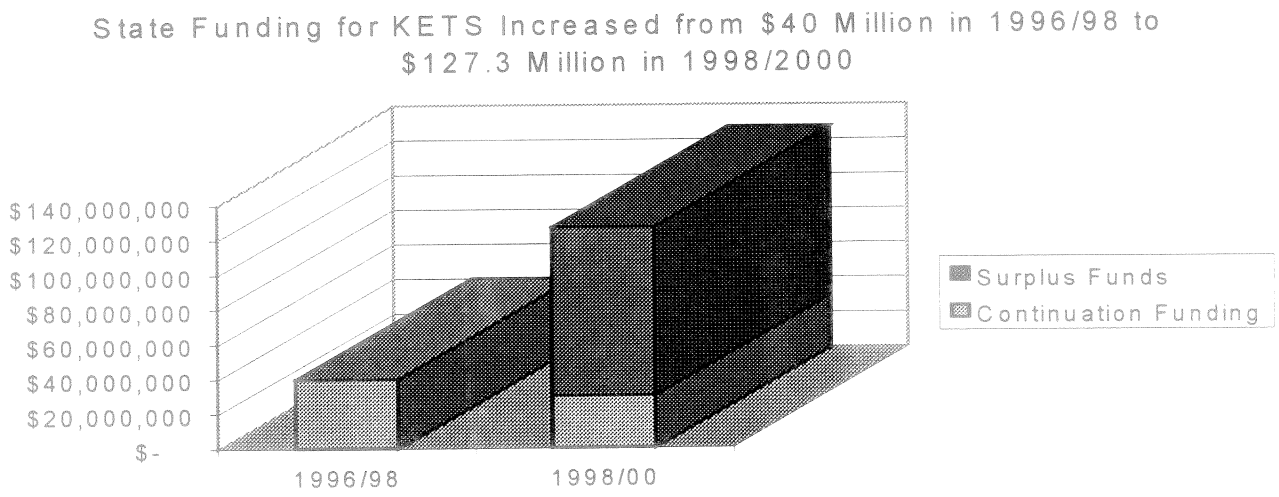
Access for Individuals with Disabilities

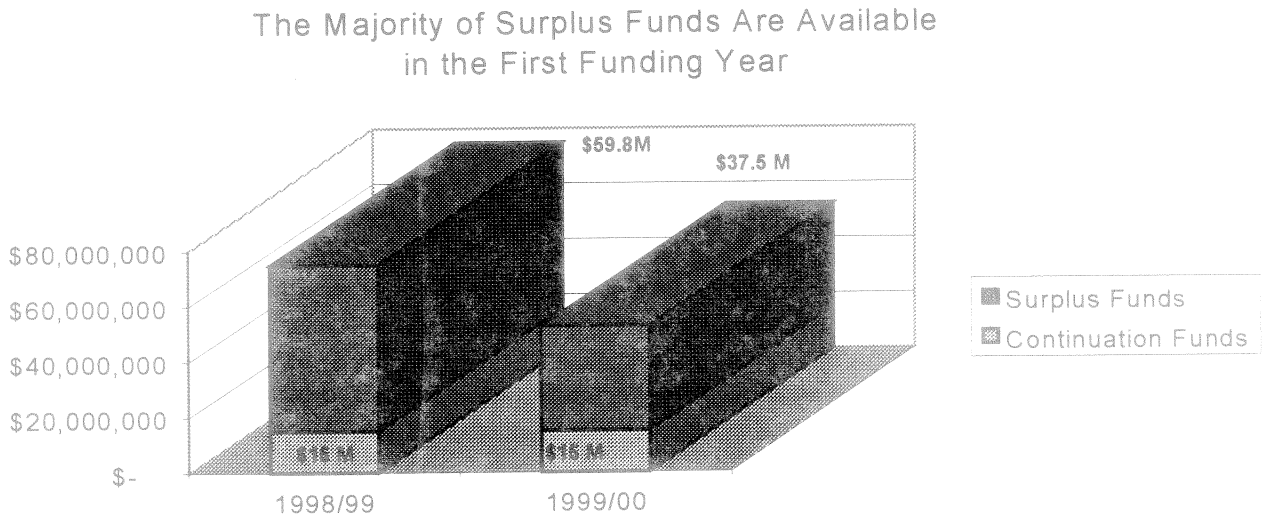
In 1993, Kentucky adopted changes to the *Master Plan for Education Technology* which enabled the expenditure of state technology funds on assistive and adaptive technology. Since that time, the Department has actively participated with advocacy groups for the disabled to ensure that all schools are fully cognizant of their responsibility to provide equal educational opportunity as they procure learning technologies.

Funding and Investment

Funding for the Kentucky Education Technology System comes from three sources: the Offers of Assistance state and local match program; 100% state funding; and, 100% local funding. The Education Technology Trust Fund is the source of state funds for the Offers to districts and for 100% state funding.

Through the 1996/1998 biennium, state appropriations to the Trust Fund totaled $143 million. An additional $127.3 million in state funds was made available for the 1998/2000 biennium, for a total of $270.3 million.

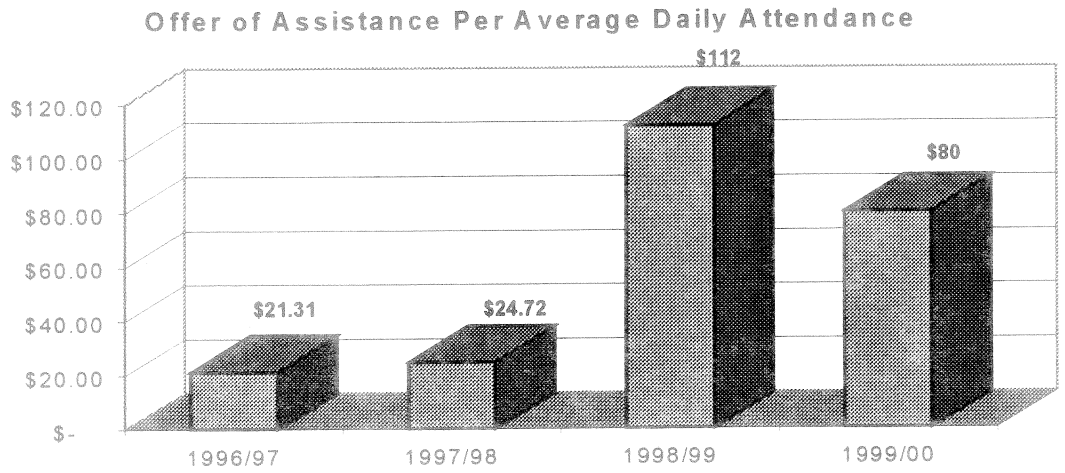




Offers of Assistance

The Offers of Assistance program is the vehicle through which state dollars are distributed from the Education Technology Trust Fund to local districts. Offers of Assistance are distributed to school districts based on Average Daily Attendance (ADA). In each fiscal year, the Department divides the total amount available in the Trust Fund for the Offers of Assistance program by the statewide Average Daily Attendance for the last month of the preceding school year. The result of that calculation is the amount available to all districts per ADA as the Offer. A school district, therefore, is eligible to receive the amount per ADA times the total district ADA each year, as long as an equal or greater amount of unmet need exists.

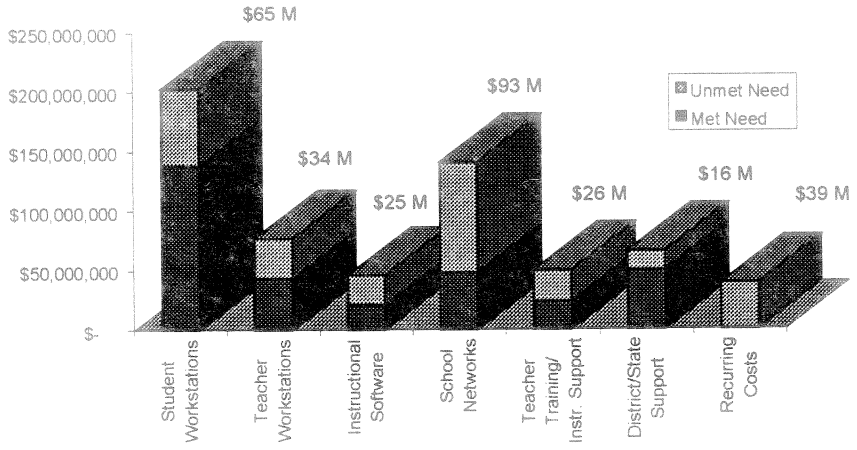
Levels of Funding Through the Offers of Assistance Program



Through the first three biennia of Master Plan implementation, the Offers of Assistance ranged from $34.85 per Average Daily Attendance to $21.31 per ADA. The 1997/98 Offer per ADA was $24.72. The 1998/99 offer, for districts who qualify for a complete offer, is $112 per ADA.

Fully Funding the Master Plan by the Year 2000

Full funding of the Master Plan requires that funds be available to achieve 100% reduction of the unmet need in all categories in every district. When the unmet need for any given Master Plan component is reduced to zero and the current KETS standard for deployment has been met the school district is no longer eligible to receive or spend offers of assistance in that category. At the beginning of the 1998/200 biennium, the total unmet need was about $298 million. The $127.3 million appropriated by the 1998 General Assembly, when combined with local match and other sources of funding, will fully fund the Master Plan by the year 2000.



Teaching and Learning with Technology

Professional Development: Teachers as Learners and Teachers as Leaders

Kentucky is making a significant investment of time and money to prepare teachers to integrate technology into daily instruction for every child. The Kentucky Education Reform Act makes it clear that the preparation of teachers to use technologies effectively is a long-term, recurring obligation shared by state, district and school leadership. The preparation and support of teachers is critical. The enlightened and appropriate use of technology in every classroom, in every area of the curriculum, and with every age level is not an option but a responsibility.

In order to reach the majority of educators, local districts must take responsibility in their 1998/2000 Consolidated Plans to incorporate appropriate technology training as a requirement for every single teacher and administrator. To that end, the Master Plan budget was amended to require that the need for professional development be budgeted on a per teacher/administrator basis; the expectation is that the annual investment in teacher training will be at least $4 million. This strategy will form the basis for a set of professional development standards against which school and district progress can be monitored on a more meaningful basis.

The Department of Education will base 1998-2000 activities on gaining widespread support for the adoption of emerging technology competency standards for teachers. This will include re-focusing of existing programs and the identification of model professional development programs so that schools can adapt them to their own use.

Expectations for Teachers and Administrators

The Master Plan for Education Technology anticipated a time when all new teachers and administrators would come to the school with basic technology skills and the burden of building those skills would not fall to the local district. A few local districts, Anderson and Jefferson chief among them, have taken the lead on this issue by developing their own performance standards and requiring new hires to prove that they have basic skills, and the commitment to use them, as a condition of employment. This is an approach which the Department supports but the issue is much broader. The fact is that most certified staff still do not graduate from post secondary institutions having learned basic technology skills. Moreover, if they do not have these basics their understanding of the relationship between reformed instructional practice and the use of technology is purely academic and largely untested.

More effort is needed at the state level to address the desperate need for teachers and administrators prepared to use technology well. The Kentucky Association of Technology Coordinators (KATC), a statewide professional organization, is working with the Education Professional Standards Board to adopt technology-related standards for both new and experienced teachers. The major responsibility for upgrading the skills of new and experienced teachers lies with the state's post secondary institutions who are currently engaged in a major reform initiative.

Research

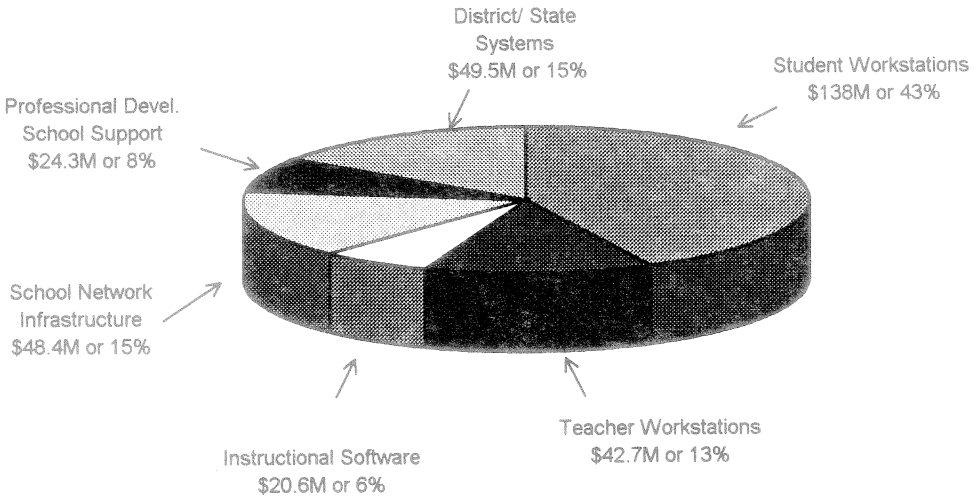
The Department is currently engaged in a research study on KETS in the classroom and will pursue others during the biennium as called for in 1998 HB 321. At the national level, the body of research is building to support the fact that technology can significantly and positively impact teaching and learning. The most substantive questions for Kentucky are those which ask "Is technology positively impacting teaching and learning" statewide? in any given school? or in any given content area? And why? Or why not? The answers to these questions require examination of instructional strategies, teacher capacities, and how technology implementation is or is not aligned with curriculum.

These issues relate to the basic issue of equity. With large scale deployment of KETS equitable access to technology is definitely being achieved; the more important challenge going forward is to ensure equitable access to teachers who are prepared to use the technology well.

The Investment

The total state and local investment in the Master Plan for Education Technology is $323.5 million. This includes local effort above the required match, but does not include federal categorical funds such as the Technology Literacy Challenge Fund:

- $93.5 million in state funds to Offers of Assistance
- $93.5 million in local funds to match state Offers
- $49.5 million in state level expenditures
- $87 million in local expenditures above the required match



1998-99 KETS IMPLEMENTATION PLAN.

In October 1998, KBE approved the 1998-99 KETS Implementation Plan which serves as a blueprint for how technology funds will be spent during the current fiscal year. For the 1998-99 fiscal year, $74.8 million is appropriated to the Education Technology Trust Fund which includes $15 million in continuation funds and $59.8 million from the Governor's surplus expenditure plan. This means that offers of assistance to school districts will rise to $112 per average daily attendance (ADA), an increase of 467 percent over the previous fiscal year. Pending availability of surplus funds, the trust fund will receive an additional $15 million in continuation funds and an additional $37.5 million from the surplus expenditure plan.

The 1998-99 plan provides for increased state funding for the following services to school districts:

- Increased labor cost.
- Implementation of Senate Bill 230 dealing with sexually explicit material.
- Funding for a series of research studies on KETS mandated by House Bill 321.
- Continued MUNIS implementation.
- Year 2000 (Y-2K) requirements.
- Continual support of KETS help desk.

Funding is also provided for certain shared services to school districts such as consulting services, professional development, and various other technical services.

Further details regarding the KETS budget and project services are contained in the executive summary that appears in Appendix H.

Technology Survey. During the course of the 22 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 131 schools with a combined average ADA of 58,884.5. Of the 727 surveys distributed, 549 were returned; a return rate of 75.5 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 22 districts with a 95.5 percent return. The survey instrument and aggregated responses can be found in Appendix H.

The DTCs reported 10,971 computers currently deployed in their districts. Of the 21 DTCs reporting, only 10 (47.6 percent) worked full-time in their position. Computer software currently being used in district classrooms was rated good to excellent as a tool to improve instruction by 16 respondents, and 13 (59.1 percent) respondents rated current software good to excellent in its compatibility with Kentucky's Curriculum Framework. Of those surveyed, 59 percent rated the quality of professional development in the area of technology as good. All but one of the DTCs considered their experience with the 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 7,179 computers available to students and teachers in their schools.

Classroom Teacher Survey. Of the 574 surveys distributed to elementary, middle, and high school teachers, 426 were returned or 74.2 percent. Classroom teachers reported 1,333 student workstations and 437 teacher workstations in use in their classrooms. Teachers surveyed also reported 66 phones available in the classroom (15.5 percent), 355 VCRs (83.3 percent), 86 videodiscs (20.2 percent), and 249 CD-ROM outlets (58.5 percent). Of those reporting, 215 or 50.5 percent had access to the Internet. Teachers also reported that technology is available to 71.4 percent of their students as part of their everyday classwork. Also, 88.7 percent of respondents reported using technology routinely for instruction. On the other hand, 46 percent of classroom teachers could exchange ideas via e-mail in their buildings. Of those reporting, 63.1 percent used a computer in making lesson plans, while 55.2 percent used a computer for grade keeping and progress reports. Only 22.1 percent of respondents reported using technology

for classroom attendance, and almost 74.6 percent reported their students had access to a computer lab on at least a weekly basis.

In response 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, Internet browsing, basic math and writing skills, and reading comprehension in elementary schools; keyboarding, problem solving, word processing, portfolio development, research skills, reading comprehension, and computer graphics in middle schools; and accounting, graphs, research skills, resume preparation, word processing and spreadsheets, and data research in high schools.

ISSUES FOR FURTHER REVIEW.

Many school district administrators and state managers are concerned about future funding of technology after the infrastructure is in place. Consideration should be given to future funding of routine maintenance requirements, necessary upgrades to existing hardware, and, perhaps most importantly, replacement of outdated computers and other technical devices. Since the unmet need will theoretically have been reduced to zero by the year 2000, perhaps a new funding mechanism will need to be developed.

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Catterall, J., Mehrens, W., Ryan, J., Flores, E., & Rubin, P., Kentucky Instructional Results Information System: A Technical Review, January 1998.

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KDE Preschool Report to OEA, September 1998.

McDiarmid, G., David, J., Kannapel, P., Corcoran, T., & Coe, P., Professional Development Under KERA: Meeting the Challenge, June 1997.

SREB, Educational Benchmarks 1998.

APPENDIX A

Education Professional Standards Board
CURRENT ROUTES TO ALTERNATIVE CERTIFICATION
January 22, 1998

I. Local District Alternative Certification Program:

A. KRS 161.048 – To participate, a candidate must:

- have bachelor's degree with 2.5 GPA or 2.0 GPA with "exceptional life experience related to teaching and [have] completed the bachelor's degree at least five years prior to submitting an application to the program"
- pass written tests of general knowledge, communication skills, and knowledge in the specific teaching field (must have completed 30-hour major or have five years experience in the field)
- have been offered employment in a school district which has an alternative certification program approved by EPSB

B. KRS 161.049 – Each local district alternative training program shall include:

- a full-time seminar and practicum of no less than eight weeks' duration prior to the time the candidate assumes responsibility for a classroom
- an 18-week period of classroom supervision while the candidate assumes responsibility on a half-time basis for the classroom, including weekly visits by the professional support team, and three formal evaluations
- an 18-week period of supervision while the candidate assumes full responsibility for the classroom, including monthly visits and at least two evaluations by the professional support team
- at least 250 hours of formal instruction
- a comprehensive evaluation report by the chair of the support team, including a recommendation as to whether the candidate should be issued a one-year certificate of eligibility to complete the internship

C. 704 KAR 20:600 (middle and secondary) and 704 KAR 20:610 (primary) – The district plan for operating an alternative certification program must include:

- written evidence that the district has sought sponsorship of the program with an accredited college
- the four-member professional support team (school principal, experienced teacher, instructional supervisor, and college/university faculty member)
- the persons who will provide the 250 hours formal instruction
- the training program for the support team
- the training program for the candidate
- a budget, not to exceed five years' duration
- a program director
- an appeals process for the candidate(s)
- roles and expectations for the professional support team

II. Certificates for College Faculty

A. KRS 161.048 – Alternative certification at the secondary level may be granted to persons who:

- hold a master's or doctoral degree in the academic subject area for which certification is sought
- have a minimum of five years of full-time teaching experience, or its equivalent, in the academic subject area for which certification is sought in a regionally or nationally accredited institution of higher education
- have successfully completed the teacher internship requirement

B. 704 KAR 20:550 – Persons receiving the Professional School Certificate for College Faculty:

- shall be certified for a period *not exceeding one year*, with renewal contingent upon the recommendation of the school superintendent and the appropriate college or university president
- shall not be employed in the place of a fully-certified teacher who is available for assignment
- shall be supervised and evaluated by the building principal or other appropriate administrator in the school district
- shall not use the teaching experience acquired while serving with this certificate to satisfy the beginning teacher testing and internship requirements

C. 704 KAR 20:555 – College faculty applying for the Professional School Certificate for College Faculty, Secondary Education:

- shall, contingent upon meeting the requirements of KRS 161.048 (4a and b), be issued a Statement of Eligibility valid for five years
- shall, contingent upon confirmation of employment, be issued a *Provisional Teaching Certificate*
- shall, contingent upon successful completion of the internship program, be issued the *Professional Certificate* valid for an additional four years
- may renew the Professional Certificate for additional five-year periods contingent upon three years' successful teaching experience or six semester hours of additional graduate credit

III. Adjunct Instructor Certificate

A. KRS 161.046 – Adjunct instructors are those persons who:

- have training or experience in a subject area where there is a critical teacher shortage on a statewide or local district basis
- are employed on an *annual contract basis* and shall not be eligible for continuing service status or retirement provisions

- may contract with local school boards for part-time services on an hourly, daily, or other periodic basis
- shall not fill positions for which qualified teachers with regular certificates are available at the time of the signing of the contract
- shall be provided an orientation program developed and implemented for adjunct instructors by the local school board

B. 704 KAR 20:300 – Adjunct instructors:

- shall be "of good moral character" and be at least 18 years of age (KRS 161.040)
- if employed for departmentalized instruction in grades 7-12, shall hold a bachelor's degree from a regionally accredited institutions with an overall minimum GPA of 2.5 and a major, minor, or area of concentration in the subject to be taught with a minimum GPA of 2.5
- if employed for grades K-8, shall hold a bachelor's degree from a regionally accredited institution with a minimum overall GPA of 2.5
- if employed for vocational education, shall be a high school graduate and shall have at least four years of appropriate occupational experience for the specialty to be taught
- shall be classified *no higher than a Rank IV*

IV. Minority Recruitment Program

A. KRS 161.165 – Institutions may develop programs in accordance with the alternative certification legislation or on an experimental basis to "identify, recruit, and prepare as teachers minority persons who already have earned college degrees in other job fields"

V. Troops to Teachers

A. A teacher/teacher aide placement assistance program operated under the auspices of the Department of Defense (DOD), the purpose being to help improve the quality of American education by assisting military and civilian personnel who have been affected by the DOD reduction in force to begin a second career as a teacher or teacher's aide

APPENDIX B

Equitable Schools Institute

Region 1	Fulton County Elementary School Murray Independent School District Hopkinsville Middle School (Christian County)
Region 2	Elizabethtown Independent School District Hardinsburg Elementary School (Breckinridge County) Logan County School District
Region 3	Jefferson County Team A (Atherton High School and Iroquois High School) Jefferson County Team B (Brown School and King Elementary School)
Region 4	Kenton County School District Lloyd Memorial High School (Erlanger-Elsmere Independent)
Region 5	Henry Clay High School (Fayette County) Scott County High School Woodford County High School
Region 6	Berea Community School (Berea Independent) Northern Middle School (Pulaski County) Turner Intermediate School (Wayne County)
Region 7	Argillite Elementary School (Greenup County) Paul Blazer High School (Ashland Independent) Fleming County High School

APPENDIX C

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 $2420), plus a Class-Size Factor and an At-Risk/Disability Support Factor	$1815	$1889	$2420	$3205
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	$1300
STATE CONTRIBUTION 1992-1995	$2025 no transportation $2285 with transportation	$2401	$3100	$5198
STATE CONTRIBUTION 1995-96 (Reduced)	$1936 no transportation $2182 with transportation	$2293	$2961	$4964
STATE CONTRIBUTION 1996-97 (Reduced)	$1910 no transportation $2170 with transportation	$2280	$2945	$4938
STATE CONTRIBUTION 1997-98 (Increased but not to 1992-95 level)	$1946 no transportation $2206 with transportation	$2319	$2993	$5016
***PROPOSED* STATE CONTRIBUTION 1998-99 (Increased but not to 1992-95 level)**	$1986 no transportation $2246 with transportation	$2361	$3055	$5128

KENTUCKY DEPARTMENT OF EDUCATION

Preschool Enrollment Disaggregated Data

ATR Only	=	At-risk 4-year-olds (free-lunch eligible) who do not have a disability enrolled 12-1-97
DIS 4's	=	4-year-olds with a disability (both income eligible and not) enrolled 12-1-97
DIS ATR 4's	=	4-year-olds who are at risk and also have a disability enrolled 12-1-97
DIS 3's	=	3-year-olds with a disability enrolled 12-1-97
TOTAL DIS	=	3- (DIS 3's) and 4- (DIS 4's) year-old children with disabilities enrolled 12-1-97
12-1-97 TOTAL	=	State-funded children enrolled 12-1-97 (ATR + TOTAL DIS)
OTHERS	=	Other preschoolers (not state, Head Start, or PACE) served in the district on 12-1-97
SUPPLEM 3's	=	Incoming 3-year-olds with disabilities who turned 3 and were enrolled in 1997-98 after 12-1-97
SPL	=	3- or 4-year-olds with speech/language disabilities
DD	=	3- or 4-year-olds with developmental delays
SEV	=	3- or 4-year-olds with severe/multiple disabilities

OEA Report

DISTRICT	ATR	DIS 4's	DIS ATR 4's	DIS 3's	TOTAL DIS	12/1/97 TOTAL	OTHERS	SUPPLEM 3's	SPL	DD	SEV
Adair County	43	13	10	9	22	65	7	0	9	13	0
Allen County	16	14	5	1	15	31	0	2	8	7	0
Anchorage Independent	0	2	0	2	4	4	0	1	3	1	0
Anderson County	12	108	18	76	184	196	45	10	41	143	0
Ashland Independent	9	15	5	16	31	40	0	9	17	13	1
Augusta Independent	3	8	2	5	13	16	0	0	5	8	0
Ballard County	8	56	26	48	104	112	0	2	14	90	0
Barbourville Independent	4	12	3	1	13	17	0	0	4	9	0
Bardstown Independent	36	9	5	6	15	51	63	2	6	7	2
Barren County	22	17	17	16	33	55	0	0	11	19	3
Bath County	14	27	25	7	34	48	19	1	11	23	0
Beechwood Independent	0	3	0	0	3	3	0	0	0	3	0
Bell County	24	2	9	11	13	37	37	3	8	5	0
Bellevue Independent	8	27	12	19	46	54	0	3	8	37	1
Berea Independent	9	22	8	19	41	50	16	1	13	27	1
Boone County	50	147	19	93	240	290	4	24	82	152	6
Bourbon County	51	28	19	17	45	96	52	0	35	10	0
Bowling Green Independent	32	21	18	8	29	61	0	3	4	25	0
Boyd County	7	20	8	11	31	38	15	5	9	22	0
Boyle County	23	67	19	31	98	121	17	5	34	62	2
Bracken County	5	24	14	8	32	37	0	2	2	29	1
Breathitt County	29	61	37	41	102	131	0	24	11	91	0
Breckinridge County	5	7	3	10	17	22	0	7	10	7	0
Bullitt County	172	60	26	42	102	274	3	9	59	38	5
Burgin & Harrodsburg Inds	0	0	0	0	0	0	0	0	0	0	0
Butler County	22	13	11	2	15	37	0	1	4	10	1
Caldwell County	58	16	12	13	29	87	0	6	23	6	0
Calloway County	44	55	26	43	98	142	12	2	12	86	0
Campbell County	23	30	15	18	48	71	0	9	29	18	1
Campbellsville Independent	10	14	5	14	28	38	0	1	18	10	0
Carlisle County	2	10	3	8	18	20	0	1	3	15	0
Carroll County	5	3	0	7	10	15	0	4	6	2	2
Carter County	102	50	37	1	51	153	135	2	34	15	2
Casey County	11	28	17	4	32	43	0	0	23	8	1
Caverna Independent	23	12	11	14	26	49	8	4	3	23	0
Christian County	182	104	245	86	190	372	6	19	143	38	9
Clark County	33	23	25	15	38	71	2	4	16	18	4
Clay County	41	26	19	7	33	74	40	2	20	12	1
Clinton County	3	27	5	19	46	49	0	0	24	21	1

OEA Report

DISTRICT	ATR	DIS 4's	DIS ATR 4's	DIS 3's	TOTAL DIS	12/1/97 TOTAL	OTHERS	SUPPLEM 3's	SPL	DD	SEV
Cloverport Independent	4	9	2	7	16	20	0	2	2	14	0
Corbin Independent	23	10	5	4	14	37	8	5	12	1	1
Covington Independent	179	51	31	36	87	266	42	10	67	13	7
Crittenden County	14	13	8	12	25	39	0	3	16	9	0
Cumberland County	14	4	4	2	6	20	0	1	3	3	0
Danville Independent	38	16	18	5	21	59	15	3	5	14	2
Daviess County	157	44	10	15	59	216	0	15	34	22	3
Dawson Springs Ind	23	12	9	7	19	42	0	3	1	17	1
Dayton Independent	22	24	12	14	38	60	29	0	8	30	0
East Bernstadt Independent	21	7	7	2	9	30	8	1	3	6	0
Edmonson County	40	12	11	2	14	54	0	0	12	1	1
Elizabethtown Independent	11	12	10	16	28	39	0	4	16	10	2
Elliott County	2	2	1	4	6	8	0	0	1	4	1
Eminence Independent	24	3	0	2	5	29	6	0	5	0	0
Erlanger-Elsmere Ind	10	22	7	5	27	37	0	2	22	5	0
Estill County	37	28	19	2	30	67	61	1	15	14	1
Fairview Independent	14	9	6	1	10	24	23	2	7	2	1
Fayette County	384	171	64	90	261	645	0	33	185	63	13
Fleming County	11	9	9	0	9	20	0	0	4	5	0
Floyd County	64	23	11	16	39	103	0	6	29	9	1
Frankfort Independent	3	26	26	11	37	40	0	4	14	23	0
Franklin County	17	49	24	34	83	100	0	7	24	55	4
Ft. Thomas Independent	2	10	2	7	17	19	5	3	13	3	1
Fulton County	5	11	14	7	18	23	4	1	2	14	2
Fulton Independent	16	14	24	11	25	41	0	3	11	14	0
Gallatin County	36	9	7	8	17	53	0	1	7	9	1
Garrard County	43	32	21	8	40	83	6	5	22	14	4
Glasgow Independent	11	13	12	8	21	32	1	2	12	9	0
Grant County	0	0	0	0	0	0	0	0	0	0	0
Graves County	35	39	21	17	56	91	0	4	26	30	0
Grayson County	30	18	11	8	26	56	0	0	17	7	2
Green County	0	0	0	0	0	0	0	0	0	0	0
Greenup County	10	12	6	9	21	31	0	6	11	9	1
Hancock County	4	12	3	7	19	23	1	1	14	5	0
Hardin County	179	114	64	60	174	353	18	27	53	118	3
Harlan County	78	52	40	21	73	151	0	8	67	2	4
Harlan Independent	7	6	7	8	14	21	65	1	12	2	0
Harrison County	26	18	9	8	26	52	0	0	18	7	1
Harrodsburg Independent	14	25	12	4	29	43	0	1	14	15	0

OEA Report

DISTRICT	ATR	DIS 4's	DIS ATR 4's	DIS 3's	TOTAL DIS	12/1/97 TOTAL	OTHERS	SUPPLEM 3's	SPL	DD	SEV
Hart County	34	13	7	9	22	56	0	3	9	9	4
Hazard Independent	20	17	9	6	23	43	0	2	13	8	2
Henderson County	80	68	33	31	99	179	0	10	71	26	2
Henry County	55	8	2	1	9	64	0	3	9	0	0
Hickman County	5	10	8	10	20	25	0	8	8	12	0
Hopkins County	101	80	58	38	118	219	0	13	90	27	1
Jackson County	2	17	15	10	27	29	0	1	19	7	1
Jackson Independent	7	3	2	7	10	17	0	0	9	1	0
Jefferson County	1576	462	187	331	793	2369	1259	100	264	485	44
Jenkins Independent	6	5	5	1	6	12	0	3	6	0	0
Jessamine County	109	32	13	19	51	160	0	6	34	15	2
Johnson County	11	35	12	6	41	52	0	2	31	6	4
Kenton County	62	104	32	79	183	245	5	12	74	102	7
Knott County	25	47	34	34	81	106	9	8	61	18	2
Knox County	54	43	14	24	67	121	0	4	19	45	3
Larue County	18	13	1	7	20	38	0	0	19	1	0
Laurel County	17	15	11	9	24	41	0	5	10	9	5
Lawrence County	79	15	10	2	17	96	0	0	10	6	1
Lee County	0	1	1	0	1	1	0	0	0	1	0
Leslie County	98	19	28	11	30	128	27	0	13	17	0
Letcher County	61	36	39	4	40	101	10	3	34	6	0
Lewis County	9	10	6	1	11	20	0	0	8	2	1
Lincoln County	0	66	27	48	114	114	46	1	12	102	0
Livingston County	13	8	2	8	16	29	0	0	14	2	0
Logan County	51	68	34	50	118	169	0	8	39	79	0
Ludlow Independent	12	12	3	7	19	31	25	0	11	6	2
Lyon County	5	14	4	0	14	19	0	2	12	2	0
Madison County	125	77	55	29	106	231	0	9	63	33	10
Magoffin County	1	3	2	6	9	10	0	3	8	0	1
Marion County	33	20	9	10	30	63	28	6	18	10	2
Marshall County	40	50	27	22	72	112	6	4	62	10	0
Martin County	4	1	1	8	9	13	0	2	8	0	1
Mason County	31	24	14	25	49	80	0	4	8	38	3
Mayfield Independent	18	3	3	3	6	24	0	0	3	3	0
McCracken County	51	87	54	22	109	160	0	5	53	48	8
McCreary County	106	42	34	20	62	168	27	1	8	54	0
McLean County	20	13	9	3	16	36	0	1	14	1	1
Meade County	57	30	22	14	44	101	2	7	33	10	1
Menifee County	9	0	2	1	1	10	0	6	0	1	0

OEA Report

DISTRICT	ATR	DIS 4's	DIS ATR 4's	DIS 3's	TOTAL DIS	12/1/97 TOTAL	OTHERS	SUPPLEM 3's	SPL	DD	SEV
Mercer County	10	33	6	9	42	52	1	0	21	20	1
Metcalfe County	41	20	46	7	27	68	0	0	23	4	0
Middlesboro Independent	23	10	9	12	22	45	8	6	8	14	0
Monroe County	34	20	9	15	35	69	0	2	24	11	0
Montgomery County	67	38	30	14	52	119	0	0	35	11	6
Monticello Independent	19	11	7	2	13	32	0	0	12	0	1
Morgan County	9	14	11	2	16	25	0	1	16	0	0
Muhlenberg County	61	49	37	18	67	128	0	2	24	41	2
Murray Independent	5	15	9	8	23	28	7	3	6	17	0
Nelson County	16	52	22	18	70	86	0	3	38	32	0
Newport Independent	26	13	8	7	20	46	0	2	12	6	2
Nicholas County	24	4	4	0	4	28	0	0	3	0	1
Ohio County	50	46	35	29	75	125	0	3	39	35	1
Oldham County	31	50	20	30	80	111	0	10	56	21	3
Owen County	25	9	9	5	14	39	0	1	5	9	0
Owensboro Independent	77	54	44	32	86	163	11	11	72	9	5
Owsley County	4	3	3	1	4	8	2	0	0	4	0
Paducah Independent	19	17	10	11	28	47	0	15	4	24	0
Paintsville Independent	0	3	0	0	3	3	0	0	3	0	0
Paris Independent	21	6	6	6	12	33	24	4	2	9	1
Pendleton County	31	56	20	24	80	111	0	5	30	50	0
Perry County	121	65	47	20	85	206	53	8	45	34	6
Pike County	53	23	9	20	43	96	75	17	33	8	2
Pikeville Independent	16	3	3	0	3	19	0	0	3	0	0
Pineville Independent	20	1	0	0	1	21	0	0	1	0	0
Powell County	12	12	5	11	23	35	0	2	17	5	1
Providence Independent	11	12	10	13	25	36	0	5	25	0	0
Pulaski County	178	40	26	19	59	237	4	8	43	12	4
Raceland Independent	2	2	1	1	3	5	0	0	0	3	0
Robertson County	2	2	2	3	5	7	0	1	2	3	0
Rockcastle County	59	11	8	5	16	75	40	9	6	9	1
Rowan County	45	28	45	22	50	95	1	2	12	38	0
Russell County	34	21	16	8	29	63	14	2	18	10	1
Russell Independent	11	8	2	0	8	19	0	1	8	0	0
Russellville Independent	20	15	12	28	43	63	36	4	15	28	0
Science Hill Independent	17	9	6	1	10	27	9	0	6	3	1
Scott County	74	42	25	27	69	143	3	11	24	41	4
Shelby County	50	33	16	10	43	93	0	0	18	23	2
Silver Grove Independent	2	20	11	5	25	27	1	0	5	20	0

OEA Report

DISTRICT	ATR	DIS 4's	DIS ATR 4's	DIS 3's	TOTAL DIS	12/1/97 TOTAL	OTHERS	SUPPLEM 3's	SPL	DD	SEV
Simpson County	30	40	23	19	59	89	0	10	32	24	3
Somerset Independent	14	12	10	6	18	32	0	1	6	10	2
Southgate Independent	1	3	2	6	9	10	12	1	8	1	0
Spencer County	27	46	13	26	72	99	2	3	20	51	1
Taylor County	32	29	18	21	50	82	1	11	15	32	3
Todd County	22	72	31	61	133	155	0	8	17	116	0
Trigg County	27	32	22	15	47	74	0	3	43	0	4
Trimble County	0	0	0	0	0	0	0	0	0	0	0
Union County	33	45	37	16	61	94	0	4	19	41	1
Walton Verona Independent	12	17	5	13	30	42	0	1	10	18	2
Warren County	151	41	24	38	79	230	0	11	63	16	0
Washington County	23	14	8	3	17	40	42	2	3	10	4
Wayne County	44	32	23	15	47	91	23	5	17	29	1
Webster County	46	13	7	5	18	64	0	2	17	0	1
West Point Independent	17	4	4	3	7	24	0	5	5	0	2
Whitley County	64	21	19	19	40	104	47	4	30	10	0
Williamsburg Independent	9	1	0	4	5	14	18	3	1	3	1
Williamstown Independent	13	19	6	5	24	37	0	2	13	8	3
Wolfe County	5	7	7	6	13	18	2	3	0	13	0
Woodford County	6	14	11	9	23	29	0	5	17	5	1
	7650	5025	2974	2875	7900	15550	2653	797	3773	3844	283

KENTUCKY DEPARTMENT OF EDUCATION

Summary Report of 1997-1998 Findings

August 17, 1998

The 1997-1998 evaluation of the Kentucky Preschool Program for children considered at-risk due to the economic status of their family and children with disabilities addressed four objectives. The major findings are reported as they relate to each of the objectives of the 1997-1998 study.

Objective 1

The first objective was to conduct a case study in five classrooms in order to study the quality of the programs, the developmental progress of Kentucky preschool participants, and the factors that support their progress. This study was exploratory in nature and was designed to provide information on key variables that could be used in subsequent studies to examine the relationship between program quality and child outcomes. Some of the findings are as follows.

- When the classrooms were evaluated using the Early Childhood Environmental Rating Scale (Harms & Clifford, 1980), classroom quality was rated within the average to high-average range. The classrooms were rated highest in the area of gross and fine motor activities. The presence of creative activities was also rated highly. Across the five sites, activities fostering the development of personal care were rated lowest.

- A measure of teacher-child interaction (Arnett, 1989) also was used. These data indicated that positive interactions between teachers and children were observed across the classrooms. The teachers were warm and nurturing in their interactions with the children and exhibited sensitivity to the needs and choices of the students.

The following findings were based on biweekly observations that were conducted in each of the classrooms as well as interviews that were conducted with program staff, administrators, and parents.

- Programs were more child-centered when classroom staff developed the curriculum.

- While diversity is reflected in classroom enrollment, it is often not reflected in the curriculum.

- Parent involvement is limited to planned classroom activities. The programs did not utilize parent volunteers in the classroom.
- Links with other programs (e.g., family resource center and kindergarten) exist on paper but are weak in practice.
- Teaching assistants are utilized in preschool programs to provide instruction. However, they are often omitted from critical discussions surrounding curriculum development, individual education plans, and student assessment.
- The quality of special education services was more dependent on the degree of collaboration between the special education staff and preschool staff than on the special education teacher being in the preschool classroom.
- Collaboration emerged as an important classroom issue. Some programs lacked collaboration and communication among staff.

The Battelle Developmental Inventory (Newborg, Stock, & Wnek, 1988) was administered in the above five classrooms to all children who had parent permission. Children made significant gains across all developmental domains except expressive communication.

Summary

These findings indicate that the programs are of average to high quality in terms of both physical (e.g., arrangement of the classroom, presence of materials) and social (e.g., supervision, teacher-child interactions) aspects of the environment. In addition, children's progress in most areas exceeded that which would be expected based on their progress prior to entry into the program. While we have reported some initial findings related to classroom variables that may impact child outcomes (e.g., role of the classroom assistant, collaboration with other programs in the school), we are still analyzing data to identify possible relationships between program variables and child progress.

Objective 2

The second objective was to determine the effects of participation in the Kentucky Preschool Program on children's readiness to learn and language skills as they enter the primary program. Three instruments were used to address this objective: the Preschool Language Scale

(PLS-3) (Zimmerman, Steiner, & Pond, 1992), the Pupil Behavior Inventory (Weikart, Delorie, Lawson, & Weigerink, 1993), and the Elementary Teacher Questionnaire on Transition from Preschool to Primary (Peisner, Bryant, & Clifford, 1988). The findings indicated that:

- Children who had participated in the preschool program had significantly better auditory comprehensive and language skills than their peers who were eligible for but who did not participate in the preschool program. In addition, there were no significant differences between the children who participated in the preschool program and their peers who were not eligible for the preschool programs.

- When teachers were asked to rate how prepared children are academically (e.g., pre-literacy skill development) and behaviorally (e.g., joins in activities), there were very few significant differences between groups of children. While it is encouraging that these children are doing as well as their peers who were not eligible for the program, the data also indicate that they are not necessarily doing better than their peers who were eligible for the program but who did not attend. These data are not consistent with data from previous years. We are conducting further analyses on these data to determine if there are differences between the groups (e.g., age, educational background of family) that might account for the inconsistency of these findings.

Objective 3

The third objective was to measure the long-term effects of participation in the preschool program on former participants in the first seven cohorts (1990-1991 to 1996-1997). Two surveys were used to address this objective: the Social Skills Rating Scale (SSRS) (Gresham & Elliott, 1990) and the Primary, Elementary, Middle Teacher Surveys (PTS, ETS, MTS) (teacher ratings of academic performance in comparison to peers). The findings from these surveys are as follows:

- No significant differences were found between the participants and the comparison children on teacher ratings of social skills, academic motivation, or problem behaviors.

- No significant differences were found between participant and comparison groups on the PTS.

- Writing was scored lowest for both groups on the PTS. Teachers rated communication and math skills high for both groups of students.

- Primary and elementary teachers expected participants to have the same chance of moving to the next grade and completing high school as most children in their class.

- Middle school teachers had higher expectations for participants than for comparison students in the following areas: completion of high school, entrance into college, post-secondary training, and transfer to a job. Specifically, middle school teachers expected 85 percent of participant students to complete high school compared to 76 percent of comparison students. They expected 61 percent of participant students to go to college compared to 49 percent of comparison students.

- Middle school participants had higher combined percentages of As and Bs in language arts, mathematics, social studies, and science in the most recent report period than did comparison students.

The progress of 20 third graders (end of primary) was studied in order to assess the impact of the preschool program in greater depth. Ten children in each of two groups were studied. Children who made the smallest gains during the preschool year will be referred to as Group 1 and children who made the greatest gains during preschool will be referred to as Group 2. The preliminary findings are as follows:

- The children who made the greatest gains during preschool (Group 2) were significantly more behind at pretest than the children who made the smallest gains. Because Group 2 made greater gains, there were only minimum differences between the two groups at posttest. This finding is critical to understanding the following results.

- In third grade, children who had made the greatest gains in preschool had stronger math/problem-solving skills than skills in other areas, while the other children's strengths evenly dispersed across all areas.

- In third grade, both groups of children were performing as well as or better than their peers in overall school performance.

- Over half of the teachers of both groups reported that children got along with their peers better than other children in the class.

- There were no differences between groups on ratings of social skills, problem behaviors, or academic motivation.

- Overall, the data suggest that there are more similarities than differences between the two groups of children. Given that the children were similar at the end of preschool, this finding is not surprising.

Summary

Two sets of data were used to examine the longitudinal effects of the preschool program: a) survey data on all children in the previous cohorts and b) data on two groups of children in third grade including interviews as well as surveys. The first set of data is similar to findings that have been reported for the last several years. These findings indicate that when there are differences between groups (e.g., letter grades, teacher expectations for high school completion), the differences favor the preschool participants over the comparison students. The second set of data reveals two important findings. First, children who are further behind at the beginning of preschool make more progress during the year than their peers who are doing better at the beginning of preschool. The second finding is that, regardless of the magnitude of their progress during preschool, both groups continue to do as well as their peers who were not eligible for the preschool program. Given that these data represent only 20 children, these findings should be considered exploratory.

Taken in combination, the longitudinal data suggest that the progress children make during preschool is dependent on their status as they enter preschool and is sufficient for providing them with a foundation that appears to support them as they move through the primary grades. Regardless of how much progress children make during preschool, preschool participants, at least through the primary grades, continue to be rated as doing as well as or better than their peers who were not eligible for the programs when they were in preschool.

Objective 4

The fourth objective was to disseminate information on an ongoing basis about the evaluation and practical applications of that research. To this end, several activities were planned and implemented. First, four reports were planned. The reports have been or will be reviewed by an eight-member editorial board that includes practitioners and administrators.

- Report 1: Differential Effects of the Kentucky Preschool Program. The topic was requested by Kentucky's Early Childhood Advisory Board and is in final edit stages following review by the board. The review process resulted in the need for additional analyses.

- Report 2: A Qualitative Study of Five Preschool Classrooms. The research team completed two condensed, 20-page reports summarizing the findings. These reports are in the final edit stage and will be sent to the review board within the next week.

- Report 3: Readiness Findings. This report is completed in draft form and is being sent to the review board.

- Report 4: Longitudinal Findings. Analysis of the third grade study and the parent and teacher surveys is complete. The fifth grade student survey analysis is in the process.

A fifth report is being planned as the result of some additional data analyses that have been conducted. The data from the evaluation across years were aggregated in order to look at the overall impact of the preschool program. This was recommended by Dr. Larry Schweinhart of the High/Scope Foundation who has consulted with the project for several years. These data were recently presented to the project advisory board and will be summarized in an additional report.

Several other activities have occurred in an effort to disseminate information related to the study's findings.

1. Five meetings were held in coordination with the Early Childhood Regional Training Centers. Meetings took place in Bowling Green, Prestonsburg, Murray, Lexington, and at Cumberland Falls State Park. Project faculty and staff presented a summary of the project findings to teachers and administrators. Participants were then given the opportunity to provide input or comments related to the project. Some of the input/comments/questions that were provided by the group included the following:

- The evaluation findings appear to be consistent with what teachers see in classrooms, especially that children progress across domains with the exception of expressive language.

- The participants asked if the project will look more closely at family factors, such as literacy and collaboration with teachers.

- They also ask for information on the impact of the ungraded primary.

- They indicated that the RTC training has resulted in better qualified teachers.

2. A one-day forum was sponsored and organized by the project to discuss the process of conducting effective evaluations of state level preschool programs. Administrators and researchers from Michigan, Ohio, Georgia, Virginia, North Carolina, and West Virginia participated. Barriers and solutions to issues concerning financing, comparison groups, appropriate instruments, family factors, and teacher impact were discussed. Forum proceedings were prepared and mailed to all participants.

3. Project findings were presented at the third annual Head Start Research Conference held in Washington, D.C.

4. The project was invited to be on a panel at a National Symposium on State Preschool Programs sponsored by the High/Scope Foundation.

5. The project participated in a national meeting on preschool evaluation sponsored by the National Early Childhood Technical Assistance System.

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APPENDIX D

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

SAMPLE

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 E

Regional Service Centers

REGION 1

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

REGION 2

Jamie Key, Director
Western Kentucky University
113 Jones-Jaggers Hall
325 University Boulevard
Bowling Green, KY 42101
Phone: (502) 745-6550
Fax: (502) 745-6503

REGION 3

Shirley Anderson, Director
JCPS/Gheens Academy
4425 Preston Highway
Louisville, KY 40213
Phone: (502) 485-3931
Fax: (502) 485-3724

REGION 4

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

REGION 5

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

REGION 6

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

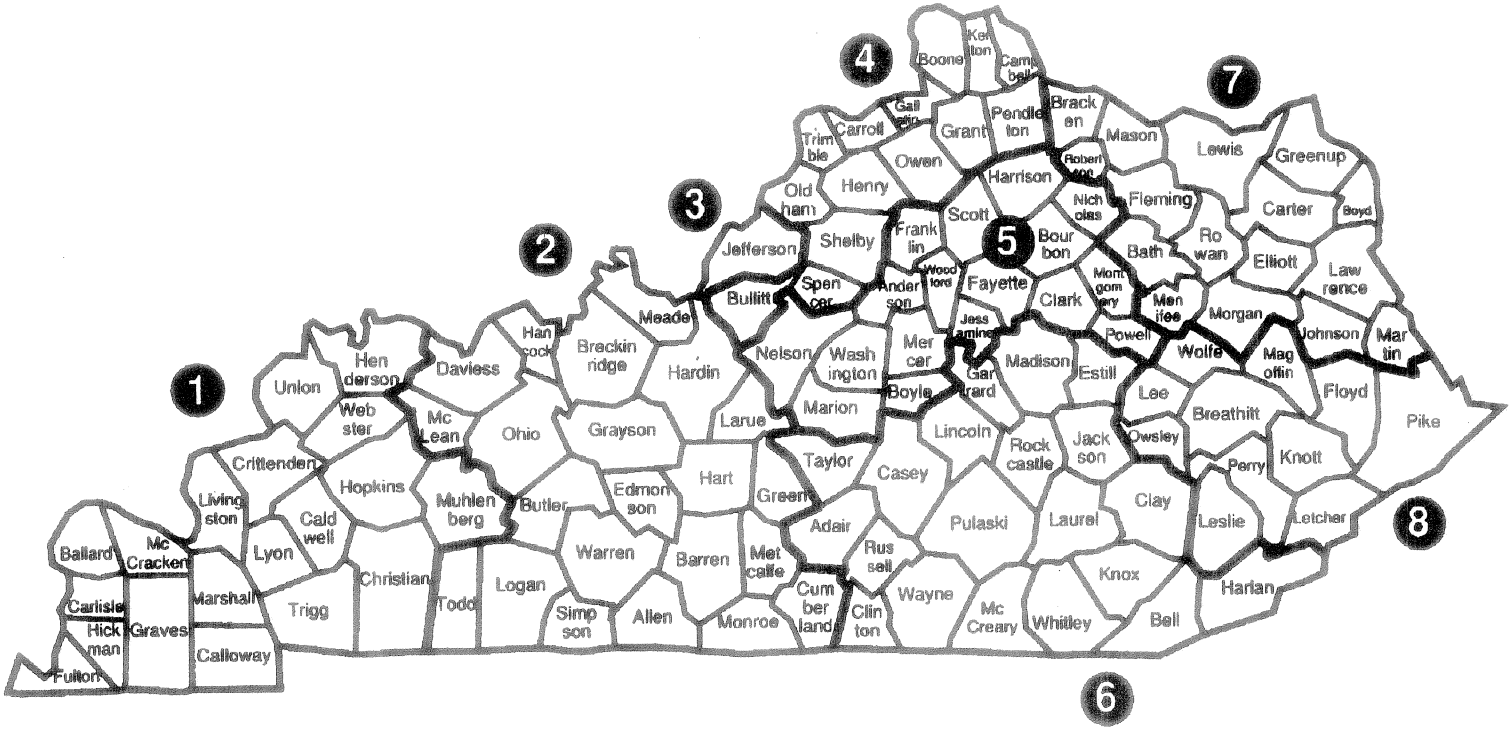
REGION 7

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

REGION 8

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

Service Center Regions



APPENDIX F

1998 SBDM Principal Selection Survey

DISTRICT _____ **SCHOOL** _____

NAME _____ **PARENT OR TEACHER MEMBER**
(Please circle)

1. How many terms have you served on the council?

2. How many principal applicants did the superintendent initially send to the council?

3. How many of the initial applicants sent by the superintendent were minority applicants (do not include gender)?

4. How many of the initial applicants were interviewed by the council?

5. If applicable, how many of the minority applicants were interviewed by the council?

6. Did the council request additional applicants from the superintendent? *(Please circle)*

   Yes **No**

   If yes, how many were sent? _____

7. Did the council ultimately select a permanent principal? *(Please circle)*

   Yes **No**

   If yes, principal's name. _____

8. What is the principal's race and gender? (For data analysis purposes only)

9. Did your central office provide assistance in the principal selection process? *(Please circle)*

Yes **No**

If yes, please rate on a scale of 1 to 10 (1 being least helpful and 10 being most helpful) the value of the assistance provided.

(1 2 3 4 5 6 7 8 9 10)

10. During the principal selection process did you receive specialized training from a source outside the school district? *(Please circle)*

Yes **No**

If yes, please rate on a scale of 1 to 10 (1 being least helpful and 10 being most helpful) the value of the training.

(1 2 3 4 5 6 7 8 9 10)

11. Did the council receive any assistance (phone assistance, resource materials, on-site technical assistance, etc.) from the Kentucky Department of Education? *(Please circle)*

Yes **No**

If yes, please rate on a scale of 1 to 10 (1 being least helpful and 10 being most helpful) the value of the assistance provided.

(1 2 3 4 5 6 7 8 9 10)

12. In addition to council members, were other teachers and parents involved in any way in the selection process (i.e. public forums, developing selection criteria, surveys, etc.)? *(Please circle)*

Yes **No**

13. Did the council encounter any interference in the selection process? *(Please circle)*

Yes **No**

If yes, by whom? (role) _____

14. The final decision on the selection of the principal was reached by: *(Please circle)*

Vote **Consensus**

15. As an individual council member please estimate the number of hours spent:

Reviewing applications and resumes _____
Gathering input from faculty and parents _____
Interviewing applicants _____

APPENDIX G

TABLE 20. 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	1996-97 Local Revenue Per Pupil	Percent Change 89-90 96-97
ADAIR CO.	$421	$682	$809	$827	$838	$888	$1,117	$1,063	152.49%
ALLEN CO.	652	715	723	574	881	893	1,043	1,117	71.32%
ANCHORAGE	4,031	4,025	4,595	5,396	5,860	6,361	6,875	6,864	70.28%
ANDERSON CO.	595	1,119	1,240	1,137	1,275	1,661	1,626	1,793	201.34%
ASHLAND	1,000	1,225	1,289	1,391	1,460	1,570	1,394	1,533	53.30%
AUGUSTA	584	643	751	762	1,267	1,124	1,141	1,479	153.25%
BALLARD CO.	799	950	966	997	1,084	1,176	1,311	1,468	83.73%
BARBOURVILLE	749	876	661	615	649	779	795	816	8.95%
BARDSTOWN	1,097	1,474	1,614	1,531	1,888	1,967	2,451	2,306	110.21%
BARREN CO.	533	743	938	970	1,183	1,352	1,627	1,728	224.20%
BATH CO.	394	474	662	645	829	841	919	1,087	175.89%
BEECHWOOD	2,055	1,903	1,911	1,994	2,094	2,349	2,505	2,675	30.17%
BELL CO.	252	438	500	589	646	901	648	1,265	401.98%
BELLEVUE	1,150	1,197	1,249	1,281	1,306	1,361	1,516	1,619	40.78%
BEREA	843	1,117	1,095	1,175	1,203	1,219	1,334	1,419	68.33%
BOONE CO.	1,326	1,678	1,845	1,913	1,973	2,302	2,558	2,823	112.90%
BOURBON CO.	572	993	1,113	1,078	1,092	1,376	1,354	1,514	164.69%
BOWLING GREEN	1,391	1,604	1,678	1,656	1,797	1,894	2,099	2,623	88.57%
BOYD CO.	708	977	1,234	1,261	1,376	1,653	1,712	1,760	148.59%
BOYLE CO.	807	974	1,131	1,153	1,219	1,313	1,398	1,438	78.19%
BRACKEN CO.	539	614	662	577	579	618	972	1,010	87.38%
BREATHITT CO.	389	428	574	557	675	789	719	793	103.86%
BRECKINRIDGE CO.	622	777	864	886	933	1,010	1,104	1,367	119.77%
BULLITT CO.	502	577	672	753	1,000	1,130	1,258	1,366	172.11%
BURGIN	955	1,135	1,308	1,375	1,405	1,490	1,534	1,627	70.37%
BUTLER CO.	444	546	553	608	723	795	725	994	123.87%
CALDWELL CO.	540	758	946	931	1,011	1,043	1,114	1,184	119.26%
CALLOWAY CO.	648	968	1,015	1,089	1,161	1,252	1,391	1,926	197.22%
CAMPBELL CO.	1,169	1,618	1,661	1,703	1,819	2,117	2,324	2,479	112.06%
CAMPBELLSVILLE	617	797	873	871	986	1,008	1,106	1,358	120.10%
CARLISLE CO.	442	647	700	738	765	939	876	1,032	133.48%
CARROLL CO.	1,042	1,264	1,353	1,483	1,508	1,668	1,893	2,100	101.54%
CARTER CO.	269	458	591	578	640	725	785	891	231.23%
CASEY CO.	353	523	683	712	773	793	991	1,050	197.45%
CAVERNA	704	796	871	874	954	1,059	1,550	1,292	83.52%
CHRISTIAN CO.	479	628	688	685	801	967	1,081	1,162	142.59%
CLARK CO.	713	1,010	1,037	1,062	1,208	1,320	1,130	1,643	130.43%
CLAY CO.	263	346	389	397	622	565	744	653	148.29%
CLINTON CO.	202	357	445	550	682	799	1,214	981	385.64%
CLOVERPORT	495	419	473	450	438	530	882	820	65.66%
CORBIN	731	918	1,025	1,017	1,024	1,160	1,265	1,456	99.18%
COVINGTON	1,009	1,166	1,340	1,362	1,451	1,693	1,803	1,856	83.94%
CRITTENDEN CO.	445	766	848	874	916	980	1,008	1,182	165.62%
CUMBERLAND CO.	396	517	642	640	776	846	884	1,134	186.36%
DANVILLE	1,258	1,289	1,527	1,561	1,702	1,733	2,019	2,202	75.04%
DAVIESS CO.	936	1,106	1,123	1,090	1,241	1,411	1,555	1,713	83.01%
DAWSON SPRINGS	790	798	798	811	868	972	1,114	990	25.32%
DAYTON	465	537	620	613	662	689	737	805	73.12%
EAST BERNSTADT	234	309	425	468	433	424	521	433	85.04%
EDMONSON CO.	357	470	557	552	711	754	856	969	171.43%
ELIZABETHTOWN	1,119	1,121	1,286	1,189	1,342	1,351	1,474	1,654	47.81%
ELLIOTT CO.	129	374	355	750	598	854	624	682	428.68%
EMINENCE	932	1,049	984	1,051	1,173	1,225	1,444	1,481	58.91%
ERLANGER	1,322	1,359	1,608	1,638	1,716	1,702	1,977	1,953	47.73%
ESTILL CO.	354	518	616	570	600	648	781	811	129.10%
FAIRVIEW	802	929	926	920	936	1,042	1,084	1,120	39.65%
FAYETTE CO.	2,377	2,444	2,560	2,777	2,885	3,083	3,261	3,693	55.36%
FLEMING CO.	487	588	714	733	840	863	898	1,152	136.55%
FLOYD CO.	291	515	662	608	757	896	1,170	966	231.96%

TABLE 20. 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	1996-97 Local Revenue Per Pupil	Percent Change 89-90 96-97
FT. THOMAS	1,610	1,628	1,820	2,000	2,064	2,171	2,256	2,579	60.19%
FRANKFORT	1,371	1,500	1,791	1,928	1,775	1,909	1,927	2,236	63.09%
FRANKLIN CO.	911	1,164	1,403	1,434	1,534	1,886	1,735	1,894	107.90%
FULTON CO.	485	800	928	851	855	918	1,029	1,269	161.65%
FULTON	1,160	1,141	1,230	1,240	1,318	1,424	1,419	1,848	59.31%
GALLATIN CO.	650	732	1,015	1,034	1,046	1,120	1,555	1,522	134.15%
GARRARD CO.	558	1,030	1,116	1,157	1,170	1,221	1,390	1,504	169.53%
GLASGOW	974	999	1,188	1,094	1,213	1,292	1,447	1,808	85.63%
GRANT CO.	792	685	833	869	896	944	1,098	1,196	51.01%
GRAVES CO.	606	739	730	800	929	1,017	1,094	1,256	107.26%
GRAYSON CO.	412	541	624	605	834	974	1,074	1,137	175.97%
GREEN CO.	469	668	783	788	847	890	938	1,209	157.78%
GREENUP CO.	456	510	601	678	800	900	890	954	109.21%
HANCOCK CO.	1,147	1,314	1,375	1,325	1,397	1,833	1,786	2,027	76.72%
HARDIN CO.	535	923	1,091	974	1,068	1,159	1,244	1,398	161.31%
HARLAN CO.	390	506	559	502	702	530	728	1,027	163.33%
HARLAN	578	682	695	647	676	321	788	1,267	119.20%
HARRISON CO.	614	732	815	860	943	1,044	946	1,513	146.42%
HARRODSBURG	789	948	1,024	1,005	1,007	1,194	1,233	1,461	85.17%
HART CO.	358	601	726	730	837	1,012	1,048	1,075	200.28%
HAZARD	864	875	913	889	836	1,236	1,187	1,089	26.04%
HENDERSON CO.	990	1,117	1,264	1,261	1,313	1,468	1,470	1,739	75.66%
HENRY CO.	809	1,026	1,058	1,068	1,199	1,316	1,328	1,432	77.01%
HICKMAN CO.	609	922	1,022	1,012	1,044	1,109	1,214	1,402	130.21%
HOPKINS CO.	809	850	1,090	1,070	1,110	1,238	1,270	1,457	80.10%
JACKSON CO.	190	266	384	434	462	463	615	686	261.05%
JACKSON	424	507	611	483	644	703	704	826	94.81%
JEFFERSON CO.	2,129	2,284	2,376	2,485	2,542	2,888	3,099	3,280	54.06%
JENKINS	538	504	548	602	292	1,088	948	1,694	214.87%
JESSAMINE CO.	749	1,094	1,192	1,161	1,239	1,443	1,588	1,801	140.45%
JOHNSON CO.	336	370	654	471	530	459	780	950	182.74%
KENTON CO.	1,247	1,605	1,642	1,651	1,753	1,916	2,116	2,441	95.75%
KNOTT CO.	253	410	473	565	851	1,022	917	1,854	632.81%
KNOX CO.	245	419	491	591	669	706	909	1,049	328.16%
LARUE CO.	463	753	816	777	844	864	1,011	1,111	139.96%
LAUREL CO.	426	741	930	828	862	882	1,039	1,145	168.78%
LAWRENCE CO.	385	485	545	545	698	774	831	945	145.45%
LEE CO.	365	465	570	520	586	647	800	861	135.89%
LESLIE CO.	508	704	614	608	504	865	950	1,253	146.65%
LETCHER CO.	270	447	515	487	342	1,150	962	1,098	306.67%
LEWIS CO.	326	419	565	536	576	607	808	709	117.48%
LINCOLN CO.	373	593	753	759	772	836	971	990	165.42%
LIVINGSTON CO.	617	942	1,020	1,127	1,168	1,201	1,270	1,800	191.73%
LOGAN CO.	630	676	724	882	954	1,101	1,380	1,279	103.02%
LUDLOW	878	924	924	975	1,032	1,086	1,149	1,270	44.65%
LYON CO.	789	1,069	1,322	1,340	1,381	666	2,821	2,238	183.65%
MADISON CO.	549	835	1,014	1,050	1,113	1,193	1,402	1,638	198.36%
MAGOFFIN CO.	216	373	429	420	541	1,108	830	1,011	368.06%
MARION CO.	513	611	846	918	989	1,057	1,310	1,345	162.18%
MARSHALL CO.	769	834	1,021	1,011	1,072	1,356	1,669	1,509	96.23%
MARTIN CO.	499	654	644	611	888	936	867	1,222	144.89%
MASON CO.	845	1,081	1,277	1,447	1,575	1,661	1,722	2,111	149.82%
MAYFIELD	1,341	1,353	1,425	1,368	1,537	1,542	1,662	1,886	40.64%
McCRACKEN CO.	650	919	1,018	1,022	1,080	1,134	1,124	1,717	164.15%
McCREARY CO.	205	289	341	334	395	465	524	546	166.34%
McLEAN CO.	507	705	802	810	998	1,039	1,134	1,264	149.31%
MEADE CO.	717	706	740	712	779	795	1,062	1,116	55.65%
MENIFEE CO.	237	336	483	552	550	831	638	747	215.19%
MERCER CO.	729	914	1,146	893	1,165	1,246	1,349	1,562	114.27%

TABLE 20. LOCAL REVENUES BY DISTRICT

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METCALFE CO.	346	565	792	981	920	939	1,178	1,166	236.99%
MIDDLESBORO	673	919	1,044	1,047	1,068	1,154	1,309	1,433	112.93%
MONROE CO.	637	625	726	789	865	942	953	1,116	75.20%
MONTGOMERY CO.	589	706	757	799	869	943	1,081	1,308	122.07%
MONTICELLO	259	373	434	474	499	771	664	657	153.67%
MORGAN CO.	273	474	532	541	523	682	789	760	178.39%
MUHLENBURG CO.	1,059	1,211	1,310	1,291	1,434	1,784	1,648	1,759	66.10%
MURRAY	1,331	1,327	1,496	1,468	1,522	2,868	1,999	2,036	52.97%
NELSON CO.	601	812	1,024	1,028	1,073	1,224	1,269	1,375	128.79%
NEWPORT	1,047	1,009	1,021	1,053	1,283	1,384	1,930	1,984	89.49%
NICHOLAS CO.	431	696	785	784	816	867	914	1,200	178.42%
OHIO CO.	496	697	770	752	872	1,007	1,138	1,195	140.93%
OLDHAM CO.	1,125	1,231	1,301	1,321	1,429	1,772	2,094	2,200	95.56%
OWEN CO.	635	653	846	887	924	990	1,073	1,153	81.57%
OWENSBORO	1,719	1,703	1,773	1,754	1,776	1,968	2,156	2,329	35.49%
OWSLEY CO.	326	536	520	539	591	630	670	891	173.31%
PADUCAH	1,420	1,511	1,638	1,702	1,906	1,831	2,391	2,310	62.68%
PAINTSVILLE	1,244	973	1,325	1,177	1,199	688	1,697	2,959	137.86%
PARIS	779	962	1,040	1,131	1,198	1,336	1,510	1,655	112.45%
PENDLETON CO.	501	581	609	772	852	843	1,106	1,008	101.20%
PERRY CO.	314	522	668	679	699	1,062	960	1,347	328.98%
PIKE CO.	425	611	839	791	891	926	973	1,529	259.76%
PIKEVILLE	1,599	1,675	1,730	1,662	1,888	774	2,660	2,132	33.33%
PINEVILLE	629	656	677	665	825	608	684	916	45.63%
POWELL CO.	336	406	578	560	304	585	634	621	84.82%
PROVIDENCE	494	588	570	588	607	617	954	687	39.07%
PULASKI CO.	431	747	825	865	892	1,047	1,176	1,289	199.07%
RACELAND	1,011	1,036	1,169	1,016	1,028	1,180	1,431	1,267	25.32%
ROBERTSON CO.	536	1,040	1,073	1,071	1,207	967	1,044	1,563	191.60%
ROCKCASTLE CO.	339	495	601	643	626	678	748	835	146.31%
ROWAN CO.	543	732	902	891	950	1,013	1,291	1,280	135.73%
RUSSELL CO.	375	732	831	950	926	930	1,188	1,175	213.33%
RUSSELL	1,082	1,234	1,310	1,307	1,301	1,513	1,569	1,619	49.63%
RUSSELLVILLE	936	976	1,073	1,178	1,286	1,351	1,584	1,497	59.94%
SCIENCE HILL	542	693	571	637	574	600	702	658	21.40%
SCOTT CO.	862	1,620	1,459	1,562	1,912	3,844	2,388	2,323	169.49%
SHELBY CO.	708	1,428	1,583	1,582	1,727	1,971	2,028	2,146	203.11%
SILVER GROVE	902	928	1,943	1,128	1,182	1,113	1,958	2,310	156.10%
SIMPSON CO.	719	914	1,098	1,126	1,195	1,297	1,409	1,627	126.29%
SOMERSET	1,054	1,151	1,232	1,303	1,359	2,700	1,558	1,892	79.51%
SOUTHGATE	1,151	1,516	1,719	1,716	1,798	1,864	1,942	2,074	80.19%
SPENCER CO.	644	759	886	884	907	954	1,079	1,278	98.45%
TAYLOR CO.	466	781	954	959	1,008	772	1,456	1,252	168.67%
TODD CO.	454	536	524	557	667	594	972	1,055	132.38%
TRIGG CO.	575	710	784	819	858	905	1,646	1,718	198.78%
TRIMBLE CO.	1,041	1,082	1,308	1,437	1,381	1,393	1,429	1,517	45.73%
UNION CO.	639	783	1,004	1,143	1,238	1,352	1,329	1,510	136.31%
WALTON-VERONA	1,357	1,311	1,430	1,515	1,701	1,831	2,046	2,183	60.87%
WARREN CO.	862	1,031	1,179	1,204	1,329	1,438	1,871	1,985	130.28%
WASHINGTON CO.	553	811	880	974	937	976	1,062	1,282	131.83%
WAYNE CO.	275	363	481	582	694	832	1,036	1,156	320.36%
WEBSTER CO.	593	932	1,163	1,149	1,319	1,542	1,375	1,568	164.42%
WEST POINT	554	590	894	772	1,092	786	881	1,414	155.23%
WHITLEY CO.	234	465	654	606	670	718	325	1,035	342.31%
WILLIAMSBURG	469	681	824	777	794	938	1,070	1,117	138.17%
WILLIAMSTOWN	1,073	1,197	1,255	1,241	1,306	1,366	1,630	1,593	48.46%
WOLFE CO.	502	678	394	387	446	484	504	1,183	135.66%
WOODFORD CO.	959	1,539	1,714	1,626	1,745	1,774	2,130	2,399	150.16%

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ADAIR CO.	$2,327	$2,952	$3,157	$3,281	$3,398	$3,689	$3,780	$3,921	68.50%
ALLEN CO.	2,385	2,872	3,113	3,118	3,117	3,492	3,591	3,757	57.53%
ANCHORAGE	1,822	1,827	2,018	2,033	2,052	2,350	2,051	2,648	45.33%
ANDERSON CO.	2,169	2,471	2,586	2,790	2,928	2,971	3,038	3,213	48.13%
ASHLAND	2,116	2,566	2,714	2,806	2,898	3,025	3,230	3,327	57.23%
AUGUSTA	2,487	3,090	3,585	3,558	3,721	3,764	4,161	4,485	80.34%
BALLARD CO.	2,528	2,945	3,079	3,258	3,382	3,738	3,757	4,053	60.32%
BARBOURVILLE	1,996	2,282	2,647	3,120	3,218	3,561	3,405	3,635	82.11%
BARDSTOWN	2,193	2,467	2,454	2,556	2,609	2,732	2,796	2,786	27.04%
BARREN CO.	2,218	2,721	2,859	2,954	2,895	3,118	3,285	3,461	56.04%
BATH CO.	2,400	2,989	3,277	3,526	3,658	3,776	3,923	4,356	81.50%
BEECHWOOD	1,851	1,930	1,996	2,022	2,126	2,136	2,176	2,231	20.53%
BELL CO.	2,346	3,092	3,575	3,784	3,836	4,125	4,221	4,550	93.95%
BELLEVUE	2,102	2,347	2,508	2,738	3,016	3,152	3,178	3,431	63.23%
BEREA	2,440	3,276	3,234	3,410	3,336	3,374	3,628	3,885	59.22%
BOONE CO.	1,980	2,118	2,156	2,163	2,193	2,325	2,404	2,360	19.19%
BOURBON CO.	2,234	2,656	2,885	3,008	3,168	3,438	3,483	3,667	64.15%
BOWLING GREEN	2,198	2,552	2,693	2,759	2,799	2,898	3,046	3,200	45.59%
BOYD CO.	2,246	2,603	2,798	2,863	2,901	2,967	3,091	3,423	52.40%
BOYLE CO.	2,234	2,681	2,908	2,874	2,982	3,159	3,187	3,644	63.12%
BRACKEN CO.	2,406	2,732	2,920	2,898	3,142	3,378	3,396	3,708	54.11%
BREATHITT CO.	2,305	3,089	3,412	3,648	3,800	4,046	4,351	4,569	98.22%
BRECKINRIDGE CO.	2,277	2,762	2,938	3,039	3,168	3,503	3,476	3,836	68.47%
BULLITT CO.	2,223	2,696	2,794	2,844	2,976	3,226	3,311	3,768	69.50%
BURGIN	2,248	2,533	2,714	2,653	2,808	2,926	2,861	2,881	28.16%
BUTLER CO.	2,342	2,963	3,044	3,026	3,209	3,761	3,668	4,052	73.01%
CALDWELL CO.	2,340	2,857	3,191	3,218	3,389	3,553	3,596	3,829	63.63%
CALLOWAY CO.	2,331	2,762	2,939	3,012	3,036	3,426	3,447	3,558	52.64%
CAMPBELL CO.	2,151	2,341	2,448	2,428	2,448	2,500	2,679	2,600	20.87%
CAMPBELLSVILLE	2,182	2,749	2,938	2,985	3,136	3,407	3,565	3,699	69.52%
CARLISLE CO.	2,530	2,902	3,138	3,171	3,127	3,285	3,327	3,676	45.30%
CARROLL CO.	2,187	2,608	2,768	2,712	2,875	3,035	3,185	3,123	42.80%
CARTER CO.	2,426	3,224	3,533	3,522	3,593	3,844	3,962	4,258	75.52%
CASEY CO.	2,202	2,857	3,286	3,395	3,512	3,731	3,916	4,030	83.02%
CAVERNA	2,265	2,881	3,165	3,334	3,425	3,661	3,499	4,024	77.66%
CHRISTIAN CO.	2,249	2,767	2,945	3,029	3,203	3,435	3,535	3,818	69.76%
CLARK CO.	2,071	2,481	2,626	2,724	2,774	2,962	3,050	3,205	54.76%
CLAY CO.	2,359	3,121	3,530	3,638	3,762	4,184	4,235	4,665	97.75%
CLINTON CO.	2,459	3,240	3,429	3,553	3,614	3,682	3,808	4,285	74.26%
CLOVERPORT	2,713	3,260	3,450	3,519	3,900	4,248	4,185	4,493	65.61%
CORBIN	2,143	2,619	2,777	2,959	3,069	3,212	3,424	3,671	71.30%
COVINGTON	2,307	3,027	3,300	3,329	3,523	3,690	3,692	4,023	74.38%
CRITTENDEN CO.	2,303	2,817	2,920	3,083	3,202	3,437	3,509	3,762	63.35%
CUMBERLAND CO.	2,421	3,039	3,203	3,235	3,414	3,828	3,811	4,049	67.24%
DANVILLE	2,117	2,671	2,901	3,083	2,861	2,943	2,986	3,027	42.99%
DAVIESS CO.	2,193	2,461	2,627	2,722	2,846	2,945	3,161	3,429	56.36%
DAWSON SPRINGS	2,423	3,024	3,262	3,337	3,443	3,718	3,752	4,029	66.28%
DAYTON	2,373	3,209	3,456	3,704	3,855	4,036	4,238	4,382	84.66%
EAST BERNSTADT	2,332	2,755	3,384	3,504	3,805	4,107	4,075	4,313	84.95%
EDMONSON CO.	2,355	3,108	3,354	3,509	3,494	3,749	3,751	3,967	68.45%
ELIZABETHTOWN	2,210	2,555	2,763	2,823	2,887	2,974	3,069	3,234	46.33%
ELLIOTT CO.	2,397	3,216	3,622	3,791	3,950	4,450	4,440	4,775	99.21%
EMINENCE	2,337	2,835	2,861	3,002	3,105	3,482	3,475	3,797	62.47%
ERLANGER	2,147	2,437	2,557	2,609	2,646	2,801	2,850	2,864	33.40%
ESTILL CO.	2,330	3,102	3,419	3,578	3,734	4,040	4,160	4,363	87.25%
FAIRVIEW	2,164	2,738	2,938	3,006	3,179	3,302	3,479	3,841	77.50%
FAYETTE CO.	1,987	2,179	2,295	2,258	2,330	2,456	2,474	2,418	21.69%
FLEMING CO.	2,487	2,927	3,129	3,382	3,378	3,669	3,756	3,884	56.17%
FLOYD CO.	2,149	2,811	3,076	3,142	3,428	3,485	3,643	3,898	81.39%

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FT. THOMAS	1,946	2,063	2,192	2,232	2,222	2,307	2,248	2,306	18.50%
FRANKFORT	2,446	3,007	3,203	3,392	3,368	3,530	3,489	3,834	56.75%
FRANKLIN CO.	2,170	2,444	2,595	2,635	2,656	2,694	2,706	2,911	34.15%
FULTON CO.	2,420	3,257	3,524	3,456	3,618	3,823	3,899	4,088	68.93%
FULTON	2,240	2,690	3,009	3,354	3,070	3,326	3,676	3,832	71.07%
GALLATIN CO.	2,182	2,701	2,823	3,002	3,038	3,302	3,456	3,382	55.00%
GARRARD CO.	2,298	2,732	2,847	3,024	3,189	3,442	3,522	3,592	56.31%
GLASGOW	2,235	2,538	2,605	2,769	2,776	2,980	3,019	3,134	40.22%
GRANT CO.	2,232	2,863	2,972	3,066	3,236	3,400	3,767	3,591	60.89%
GRAVES CO.	2,259	2,641	2,783	2,786	2,844	3,147	3,219	3,408	50.86%
GRAYSON CO.	2,304	2,824	2,997	3,037	3,046	3,385	3,547	3,751	62.80%
GREEN CO.	2,223	2,835	2,998	3,051	3,054	3,307	3,446	3,621	62.89%
GREENUP CO.	2,193	2,838	3,158	3,184	3,269	3,529	3,553	3,882	77.02%
HANCOCK CO.	2,217	2,592	2,801	2,772	2,801	2,972	2,971	3,194	44.07%
HARDIN CO.	2,151	2,679	2,776	2,942	3,087	3,345	3,459	3,591	66.95%
HARLAN CO.	2,177	2,914	3,179	3,471	3,656	3,829	3,858	4,071	87.00%
HARLAN	2,218	3,103	3,350	3,392	3,400	3,679	3,717	3,919	76.69%
HARRISON CO.	2,214	2,820	2,974	3,056	3,156	3,540	3,462	3,788	71.09%
HARRODSBURG	2,274	2,810	3,059	3,149	3,516	3,609	3,677	4,148	82.41%
HART CO.	2,399	3,171	3,228	3,383	3,510	3,661	3,831	4,457	85.79%
HAZARD	2,032	2,635	2,778	2,969	3,207	3,140	3,263	3,549	74.66%
HENDERSON CO.	2,081	2,502	2,616	2,727	2,866	3,045	3,138	3,423	64.49%
HENRY CO.	2,223	2,748	2,922	3,048	3,124	3,186	3,230	3,651	64.24%
HICKMAN CO.	2,344	2,775	2,971	3,098	3,229	3,342	3,503	3,707	58.15%
HOPKINS CO.	2,131	2,553	2,679	2,838	3,045	3,243	3,325	3,660	71.75%
JACKSON CO.	2,338	3,154	3,512	3,695	3,852	4,111	4,275	4,540	94.18%
JACKSON	2,171	3,129	3,230	3,455	3,491	4,055	4,077	4,312	98.62%
JEFFERSON CO.	2,186	2,440	2,564	2,587	2,615	2,682	2,703	2,738	25.25%
JENKINS	2,226	2,934	3,380	3,600	3,783	3,876	3,889	4,227	89.89%
JESSAMINE CO.	2,084	2,468	2,592	2,676	2,820	2,935	3,089	3,236	55.28%
JOHNSON CO.	2,212	2,917	3,328	3,544	3,758	4,071	3,846	4,599	107.91%
KENTON CO.	2,103	2,296	2,421	2,441	2,456	2,502	2,609	2,610	24.11%
KNOTT CO.	2,214	2,911	3,278	3,357	3,501	3,784	3,877	4,144	87.17%
KNOX CO.	2,247	2,963	3,376	3,564	3,775	3,998	4,209	4,416	96.53%
LARUE CO.	2,243	2,751	2,854	3,066	3,231	3,480	3,594	3,824	70.49%
LAUREL CO.	2,102	2,837	2,889	3,110	3,302	3,454	3,606	3,707	76.36%
LAWRENCE CO.	2,432	3,037	3,258	3,290	3,411	3,781	3,871	4,146	70.48%
LEE CO.	2,201	2,854	3,191	3,349	3,472	4,045	4,013	4,267	93.87%
LESLIE CO.	2,186	2,935	3,481	3,469	3,437	3,992	4,101	4,441	103.16%
LETCHER CO.	2,116	2,758	3,105	3,374	3,626	3,689	3,921	4,071	92.39%
LEWIS CO.	2,312	3,047	3,263	3,283	3,457	3,607	3,688	3,907	68.99%
LINCOLN CO.	2,290	3,012	3,213	3,345	3,518	3,772	3,918	4,025	75.76%
LIVINGSTON CO.	2,296	2,681	2,898	2,912	2,929	3,026	3,099	3,313	44.29%
LOGAN CO.	2,184	2,659	2,776	2,908	3,061	3,279	3,409	3,631	66.25%
LUDLOW	2,015	2,547	2,864	3,048	3,201	3,473	3,401	3,711	84.17%
LYON CO.	2,253	2,487	2,555	2,558	2,623	2,670	2,659	2,604	15.58%
MADISON CO.	2,170	2,770	2,964	3,115	3,138	3,254	3,361	3,504	61.47%
MAGOFFIN CO.	2,495	3,195	3,719	4,020	4,160	4,329	4,343	4,600	84.37%
MARION CO.	2,303	2,888	3,060	3,154	3,373	3,693	3,595	3,622	57.27%
MARSHALL CO.	2,240	2,492	2,669	2,688	2,734	2,854	2,888	3,164	41.25%
MARTIN CO.	2,098	2,762	2,832	2,905	2,997	3,290	3,403	3,835	82.79%
MASON CO.	2,174	2,486	2,741	2,775	2,865	3,405	3,096	3,149	44.85%
MAYFIELD	2,213	2,738	2,933	3,037	3,142	3,477	3,545	3,720	68.10%
McCRACKEN CO.	2,110	2,344	2,480	2,588	2,623	2,728	2,901	2,846	34.88%
McCREARY CO.	2,454	3,331	3,672	3,925	4,196	4,499	4,609	4,755	93.77%
McLEAN CO.	2,204	2,560	2,712	2,734	2,791	3,116	3,305	3,592	62.98%
MEADE CO.	2,136	2,649	2,898	3,070	3,250	3,428	3,548	3,765	76.26%
MENIFEE CO.	2,256	2,892	3,141	3,192	3,308	3,590	3,682	4,115	82.40%
MERCER CO.	2,136	2,559	2,751	2,796	2,895	3,120	3,202	3,202	49.91%

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METCALFE CO.	2,472	3,061	3,290	3,388	3,412	3,599	3,747	4,021	62.66%
MIDDLESBORO	2,179	2,910	3,167	3,338	3,562	3,500	3,571	3,757	72.42%
MONROE CO.	2,375	3,108	3,408	3,515	3,594	3,839	3,855	4,113	73.18%
MONTGOMERY CO.	2,456	3,036	3,407	3,487	3,513	3,672	3,835	3,787	54.19%
MONTICELLO	2,313	2,944	3,406	3,609	3,681	3,993	4,112	4,193	81.28%
MORGAN CO.	2,514	3,370	3,558	3,699	3,792	4,228	4,062	4,340	72.63%
MUHLENBURG CO.	2,095	2,546	2,824	2,825	2,937	3,311	3,368	3,776	80.24%
MURRAY	2,158	2,431	2,551	2,592	2,668	2,575	2,612	2,925	35.54%
NELSON CO.	2,214	2,549	2,791	2,816	2,915	3,075	3,178	3,355	51.54%
NEWPORT	2,534	3,191	3,376	3,452	3,456	3,741	4,048	3,905	54.10%
NICHOLAS CO.	2,265	2,849	3,017	3,225	3,360	3,567	3,638	3,748	65.47%
OHIO CO.	2,195	2,770	2,892	2,983	3,128	3,449	3,499	3,727	69.79%
OLDHAM CO.	2,101	2,383	2,467	2,521	2,599	2,691	2,768	2,922	39.08%
OWEN CO.	2,245	2,893	3,194	3,341	3,486	3,663	3,591	3,835	70.82%
OWENSBORO	2,347	2,687	2,836	2,917	3,021	3,052	3,137	3,503	49.25%
OWSLEY CO.	2,449	3,258	3,836	4,079	4,113	4,519	4,572	4,842	97.71%
PADUCAH	2,357	2,703	2,897	2,975	3,076	3,149	3,035	3,402	44.34%
PAINTSVILLE	2,042	2,438	2,568	2,666	2,684	2,781	2,586	2,942	44.07%
PARIS	2,235	2,741	3,010	3,007	3,024	3,137	3,423	3,531	57.99%
PENDLETON CO.	2,176	2,820	2,978	3,094	3,262	3,514	3,361	3,721	71.00%
PERRY CO.	2,151	2,906	3,236	3,504	3,623	3,781	3,949	4,295	99.67%
PIKE CO.	2,130	2,851	3,015	3,208	3,292	3,526	3,608	3,794	78.12%
PIKEVILLE	2,009	2,332	2,452	2,642	2,714	2,730	2,720	2,970	47.83%
PINEVILLE	2,243	2,867	3,061	3,212	3,466	3,880	3,960	4,166	85.73%
POWELL CO.	2,383	3,020	3,257	3,378	3,686	3,923	3,858	4,322	81.37%
PROVIDENCE	2,234	2,731	3,141	3,402	3,627	3,781	3,906	4,177	86.97%
PULASKI CO.	2,173	2,803	2,939	3,060	3,225	3,297	3,393	3,552	63.46%
RACELAND	2,101	2,436	2,573	2,687	3,017	3,002	3,047	3,488	66.02%
ROBERTSON CO.	2,607	3,149	3,275	3,273	3,301	3,674	3,729	3,845	47.49%
ROCKCASTLE CO.	2,220	2,876	3,427	3,558	3,639	3,925	4,061	4,332	95.14%
ROWAN CO.	2,279	2,951	3,119	3,297	3,479	3,666	3,732	3,987	74.95%
RUSSELL CO.	2,252	2,956	3,142	3,178	3,361	3,564	3,532	4,230	87.83%
RUSSELL	1,979	2,251	2,348	2,436	2,620	2,503	2,713	2,825	42.75%
RUSSELLVILLE	2,331	2,829	3,010	3,227	3,330	3,471	3,569	3,761	61.35%
SCIENCE HILL	2,009	2,429	2,883	3,108	3,235	3,630	3,675	3,893	93.78%
SCOTT CO.	2,147	2,513	2,710	2,759	2,809	2,892	3,136	3,256	51.65%
SHELBY CO.	2,182	2,608	2,732	2,946	3,166	2,857	2,852	2,988	36.94%
SILVER GROVE	2,555	3,107	3,406	3,358	3,458	3,762	3,820	4,073	59.41%
SIMPSON CO.	2,266	2,609	2,737	2,917	3,019	3,199	3,234	3,304	45.81%
SOMERSET	2,499	2,857	3,145	3,195	3,208	6,649	3,348	3,292	31.73%
SOUTHGATE	2,276	2,521	2,868	2,863	2,922	3,311	2,965	2,944	29.35%
SPENCER CO.	2,444	3,108	3,373	3,274	3,429	3,735	3,722	3,897	59.45%
TAYLOR CO.	2,284	2,720	2,932	2,961	3,092	3,349	3,424	3,654	59.98%
TODD CO.	2,326	2,859	3,144	3,159	3,239	3,731	3,628	3,969	70.64%
TRIGG CO.	2,394	2,743	2,915	2,890	3,047	3,218	3,201	3,374	40.94%
TRIMBLE CO.	2,289	2,559	2,605	2,726	2,758	3,073	3,105	3,216	40.50%
UNION CO.	2,335	2,682	2,923	2,912	3,244	3,440	3,453	3,656	56.57%
WALTON-VERONA	2,349	2,724	2,967	3,027	3,132	3,283	3,302	3,576	52.23%
WARREN CO.	2,148	2,536	2,631	2,783	2,822	2,936	3,093	3,039	41.48%
WASHINGTON CO.	2,302	2,840	2,960	2,980	3,113	3,293	3,312	3,640	58.12%
WAYNE CO.	2,222	2,954	3,410	3,468	3,479	3,868	3,992	4,162	87.31%
WEBSTER CO.	2,279	2,687	2,985	2,949	2,995	3,214	3,304	3,604	58.14%
WEST POINT	2,379	3,112	3,523	3,937	4,063	4,299	4,745	4,908	106.31%
WHITLEY CO.	2,469	2,915	3,521	3,772	3,857	4,214	4,062	4,291	73.80%
WILLIAMSBURG	2,235	2,942	3,117	3,288	3,488	3,596	3,664	3,904	74.68%
WILLIAMSTOWN	2,276	2,757	2,986	3,175	3,253	3,318	3,338	3,366	47.89%
WOLFE CO.	2,569	3,432	3,757	4,001	4,087	4,363	4,649	4,862	89.26%
WOODFORD CO.	2,099	2,295	2,371	2,379	2,414	2,554	2,652	2,680	27.68%

TABLE 22. 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	1996-97 Federal Revenue Per Pupil	Percent Change 89-90 96-97
ADAIR CO.	$527	$533	$615	$765	$617	$709	$553	$735	39.47%
ALLEN CO.	280	304	445	491	431	395	411	534	90.71%
ANCHORAGE	83	76	80	93	77	257	164	139	67.47%
ANDERSON CO.	293	301	338	331	379	524	398	501	70.99%
ASHLAND	595	629	684	752	716	774	524	670	12.61%
AUGUSTA	678	538	574	474	488	608	641	419	-38.20%
BALLARD CO.	311	407	421	346	596	477	497	515	65.59%
BARBOURVILLE	347	331	357	401	383	492	416	650	87.32%
BARDSTOWN	384	432	526	439	537	455	515	471	22.66%
BARREN CO.	266	364	390	458	401	398	433	560	110.53%
BATH CO.	499	538	624	670	756	837	762	842	68.74%
BEECHWOOD	92	97	52	144	91	61	88	88	-4.35%
BELL CO.	600	715	846	862	859	908	1,002	979	63.17%
BELLEVUE	222	285	315	335	284	373	342	384	72.97%
BEREA	593	594	444	487	532	502	653	470	-20.74%
BOONE CO.	135	132	133	193	157	164	186	157	16.30%
BOURBON CO.	399	361	610	587	648	722	656	636	59.40%
BOWLING GREEN	433	488	652	918	886	564	480	461	6.47%
BOYD CO.	282	359	447	449	401	603	726	482	70.92%
BOYLE CO.	291	305	368	333	493	452	344	403	38.49%
BRACKEN CO.	429	442	497	543	637	537	515	653	52.21%
BREATHITT CO.	694	696	815	1,073	861	974	1,026	1,084	56.20%
BRECKINRIDGE CO.	432	512	511	623	692	883	833	867	100.69%
BULLITT CO.	231	267	296	282	293	311	354	348	50.65%
BURGIN	254	316	377	464	283	360	145	248	-2.36%
BUTLER CO.	329	350	355	516	490	549	472	533	62.01%
CALDWELL CO.	231	233	255	311	395	435	375	547	136.80%
CALLOWAY CO.	533	548	622	567	607	622	597	637	19.51%
CAMPBELL CO.	156	165	182	89	286	194	198	220	41.03%
CAMPBELLSVILLE	355	369	453	464	425	633	591	710	100.00%
CARLISLE CO.	367	409	423	458	447	536	377	412	12.26%
CARROLL CO.	397	389	575	657	542	756	909	1,029	159.19%
CARTER CO.	405	447	501	628	595	484	756	643	58.77%
CASEY CO.	631	720	825	920	913	811	624	830	31.54%
CAVERNA	383	395	473	497	389	561	359	742	93.73%
CHRISTIAN CO.	467	523	647	619	644	698	646	646	38.33%
CLARK CO.	283	317	369	359	406	489	431	459	62.19%
CLAY CO.	694	782	953	987	978	958	712	1,034	48.99%
CLINTON CO.	781	886	1,040	1,014	1,034	1,207	849	1,223	56.59%
CLOVERPORT	832	1,072	1,290	1,329	1,110	1,316	1,477	1,788	114.90%
CORBIN	193	204	242	265	423	445	446	588	204.66%
COVINGTON	470	507	603	644	701	749	841	859	82.77%
CRITTENDEN CO.	317	355	406	406	439	461	390	432	36.28%
CUMBERLAND CO.	555	582	631	690	733	650	575	701	26.31%
DANVILLE	311	381	448	500	649	639	631	666	114.15%
DAVIESS CO.	184	200	184	285	290	371	330	294	59.78%
DAWSON SPRINGS	235	335	396	400	424	464	391	741	215.32%
DAYTON	470	508	505	531	468	688	566	576	22.55%
EAST BERNSTADT	276	284	285	336	467	562	507	621	125.00%
EDMONSON CO.	343	377	461	463	483	595	743	539	57.14%
ELIZABETHTOWN	260	301	351	364	368	424	341	204	-21.54%
ELLIOTT CO.	575	780	789	744	651	798	713	859	49.39%
EMINENCE	257	321	376	413	441	673	672	720	180.16%
ERLANGER	235	225	255	269	252	223	186	299	27.23%
ESTILL CO.	455	512	549	579	728	662	581	784	72.31%
FAIRVIEW	194	278	300	407	283	267	291	334	72.16%
FAYETTE CO.	259	279	329	310	345	372	373	484	86.87%
FLEMING CO.	426	522	501	605	638	708	705	822	92.96%
FLOYD CO.	408	482	565	487	547	648	789	721	76.72%

TABLE 22. 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	1996-97 Federal Revenue Per Pupil	Percent Change 89-90 96-97
FT. THOMAS	95	118	118	118	142	152	132	143	50.53%
FRANKFORT	389	443	576	553	522	539	541	629	61.70%
FRANKLIN CO.	201	193	232	242	231	250	354	308	53.23%
FULTON CO.	621	705	875	844	785	850	781	854	37.52%
FULTON	380	441	519	602	764	1,039	838	1,046	175.26%
GALLATIN CO.	244	232	419	360	424	380	350	385	57.79%
GARRARD CO.	346	358	478	460	384	581	501	448	29.48%
GLASGOW	250	245	321	369	363	345	441	327	30.80%
GRANT CO.	303	283	325	341	367	439	444	509	67.99%
GRAVES CO.	208	278	271	289	394	420	404	418	100.96%
GRAYSON CO.	422	395	596	558	503	518	522	492	16.59%
GREEN CO.	422	383	363	524	529	387	441	505	19.67%
GREENUP CO.	375	460	461	517	531	571	527	658	75.47%
HANCOCK CO.	262	279	407	367	399	416	562	504	92.37%
HARDIN CO.	338	377	444	435	466	428	426	495	46.45%
HARLAN CO.	562	605	771	684	788	791	875	900	60.14%
HARLAN	499	459	529	621	710	487	595	585	17.23%
HARRISON CO.	309	342	401	439	434	421	490	493	59.55%
HARRODSBURG	278	405	475	727	543	548	603	731	162.95%
HART CO.	408	493	586	627	649	509	671	826	102.45%
HAZARD	292	354	356	440	403	514	545	600	105.48%
HENDERSON CO.	233	277	283	312	348	340	345	468	100.86%
HENRY CO.	375	364	384	520	602	658	487	665	77.33%
HICKMAN CO.	391	453	486	493	497	484	719	681	74.17%
HOPKINS CO.	328	397	416	427	483	520	489	489	49.09%
JACKSON CO.	746	659	832	792	723	873	942	970	30.03%
JACKSON	555	779	744	894	747	700	704	864	55.68%
JEFFERSON CO.	428	592	601	602	748	631	686	630	47.20%
JENKINS	333	354	292	304	456	574	598	692	107.81%
JESSAMINE CO.	280	265	270	276	240	304	249	338	20.71%
JOHNSON CO.	539	516	555	671	670	654	656	1,041	93.14%
KENTON CO.	170	148	211	180	225	241	223	230	35.29%
KNOTT CO.	581	611	664	699	720	794	903	977	68.16%
KNOX CO.	702	741	871	943	906	972	882	1,010	43.87%
LARUE CO.	305	308	409	527	520	394	542	530	73.77%
LAUREL CO.	490	502	552	541	596	577	625	653	33.27%
LAWRENCE CO.	447	479	620	644	714	635	829	1,093	144.52%
LEE CO.	594	645	747	832	783	872	711	1,085	82.66%
LESLIE CO.	499	619	805	781	826	696	851	1,316	163.73%
LETCHER CO.	582	613	747	545	967	726	410	1,060	82.13%
LEWIS CO.	490	600	748	785	702	581	872	830	69.39%
LINCOLN CO.	462	493	613	721	683	807	870	888	92.21%
LIVINGSTON CO.	494	545	671	651	672	644	663	458	-7.29%
LOGAN CO.	338	360	605	474	521	495	502	457	35.21%
LUDLOW	257	269	298	311	347	275	359	362	40.86%
LYON CO.	587	578	656	700	741	607	382	414	-29.47%
MADISON CO.	296	349	434	427	410	532	388	579	95.61%
MAGOFFIN CO.	696	372	500	856	762	866	839	1,131	62.50%
MARION CO.	458	480	566	639	691	644	640	757	65.28%
MARSHALL CO.	322	332	357	371	444	419	440	349	8.39%
MARTIN CO.	415	500	607	643	641	727	834	842	102.89%
MASON CO.	365	414	505	537	548	664	539	543	48.77%
MAYFIELD	357	384	450	461	564	642	514	527	47.62%
McCRACKEN CO.	388	403	504	469	450	522	484	360	-7.22%
McCREARY CO.	634	787	835	943	934	1,005	942	949	49.68%
McLEAN CO.	303	303	399	445	497	502	478	454	49.83%
MEADE CO.	295	274	289	328	319	352	322	381	29.15%
MENIFEE CO.	456	502	533	678	593	661	582	691	51.54%
MERCER CO.	235	237	253	309	329	317	288	175	-25.53%

TABLE 22. 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	1996-97 Federal Revenue Per Pupil	Percent Change 89-90 96-97
METCALFE CO.	547	582	675	752	630	719	645	716	30.90%
MIDDLESBORO	464	488	728	671	754	789	787	742	59.91%
MONROE CO.	610	618	745	777	690	717	916	885	45.08%
MONTGOMERY CO.	333	366	480	486	595	675	588	708	112.61%
MONTICELLO	537	545	668	700	690	609	587	618	15.08%
MORGAN CO.	496	581	672	592	683	693	792	857	72.78%
MUHLENBURG CO.	263	300	359	391	416	540	429	488	85.55%
MURRAY	251	827	1,101	904	1,755	137	362	347	38.25%
NELSON CO.	274	350	357	435	333	405	321	423	54.38%
NEWPORT	586	554	726	717	850	750	1,021	854	45.73%
NICHOLAS CO.	438	386	489	453	446	1,289	600	652	48.86%
OHIO CO.	294	267	414	447	487	484	591	565	92.18%
OLDHAM CO.	178	215	214	193	194	234	259	246	38.20%
OWEN CO.	286	344	361	436	388	399	419	505	76.57%
OWENSBORO	677	731	805	824	928	930	1,022	1,040	53.62%
OWSLEY CO.	1,520	1,898	1,894	2,036	1,893	2,119	1,749	2,012	32.37%
PADUCAH	602	646	828	607	724	885	745	1,193	98.17%
PAINTSVILLE	281	342	383	377	360	337	336	344	22.42%
PARIS	336	343	603	525	536	469	660	745	121.73%
PENDLETON CO.	318	360	386	479	449	435	358	596	87.42%
PERRY CO.	396	411	548	609	564	694	692	895	126.01%
PIKE CO.	499	468	447	464	466	532	492	581	16.43%
PIKEVILLE	270	327	366	366	380	459	405	490	81.48%
PINEVILLE	638	614	752	773	836	773	724	765	19.91%
POWELL CO.	449	467	625	639	610	590	678	668	48.78%
PROVIDENCE	281	270	314	369	624	553	691	746	165.48%
PULASKI CO.	398	409	505	497	477	545	634	662	66.33%
RACELAND	181	151	170	171	245	242	329	280	54.70%
ROBERTSON CO.	502	571	617	643	617	536	535	596	18.73%
ROCKCASTLE CO.	520	614	704	750	679	686	614	662	27.31%
ROWAN CO.	462	539	593	574	656	602	703	779	68.61%
RUSSELL CO.	530	659	803	753	757	719	555	650	22.64%
RUSSELL	170	172	201	206	202	250	268	256	50.59%
RUSSELLVILLE	514	397	479	482	470	592	670	542	5.45%
SCIENCE HILL	270	276	302	314	321	314	379	361	33.70%
SCOTT CO.	276	235	277	288	378	417	452	533	93.12%
SHELBY CO.	279	312	329	345	330	398	425	434	55.56%
SILVER GROVE	202	241	312	313	357	337	361	409	102.48%
SIMPSON CO.	388	412	427	419	502	623	544	610	57.22%
SOMERSET	323	344	375	447	448	755	323	442	36.84%
SOUTHGATE	185	263	275	296	344	381	370	655	254.05%
SPENCER CO.	302	339	436	540	520	548	740	651	115.56%
TAYLOR CO.	240	262	336	381	449	391	281	406	69.17%
TODD CO.	423	459	520	540	499	591	588	546	29.08%
TRIGG CO.	612	659	689	769	655	643	532	527	-13.89%
TRIMBLE CO.	312	393	474	524	570	635	680	740	137.18%
UNION CO.	294	356	417	518	332	483	545	590	100.68%
WALTON-VERONA	204	233	197	182	265	266	349	352	72.55%
WARREN CO.	162	232	191	278	294	342	313	431	166.05%
WASHINGTON CO.	605	627	636	700	654	568	518	546	-9.75%
WAYNE CO.	507	592	689	770	724	789	780	1,013	99.80%
WEBSTER CO.	289	304	377	404	366	364	361	302	4.50%
WEST POINT	452	567	610	409	478	499	847	739	63.50%
WHITLEY CO.	660	632	808	908	943	758	824	1,092	65.45%
WILLIAMSBURG	397	503	575	641	634	619	704	823	107.30%
WILLIAMSTOWN	403	609	716	849	840	1,136	1,121	1,059	162.78%
WOLFE CO.	602	695	696	713	842	813	677	777	29.07%
WOODFORD CO.	253	214	303	304	285	346	258	269	6.32%

TABLE 23. 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	1996-97 Loc & St Revenue Per Pupil	Percent Change 89-90 96-97
ADAIR CO.	$2,748	$3,635	$3,967	$4,108	$4,236	$4,577	$4,897	$4,984	81.37%
ALLEN CO.	3,037	3,587	3,836	3,692	3,998	4,385	4,633	4,874	60.49%
ANCHORAGE	5,853	5,852	6,612	7,429	7,912	8,711	8,927	9,512	62.51%
ANDERSON CO.	2,764	3,589	3,826	3,928	4,203	4,632	4,663	5,006	81.11%
ASHLAND	3,116	3,791	4,004	4,196	4,358	4,596	4,623	4,860	55.97%
AUGUSTA	3,071	3,732	4,336	4,319	4,989	4,888	5,302	5,964	94.20%
BALLARD CO.	3,327	3,895	4,045	4,255	4,467	4,914	5,068	5,521	65.95%
BARBOURVILLE	2,745	3,158	3,309	3,734	3,868	4,340	4,200	4,452	62.19%
BARDSTOWN	3,290	3,941	4,068	4,087	4,498	4,699	5,247	5,092	54.77%
BARREN CO.	2,751	3,464	3,797	3,924	4,078	4,470	4,912	5,189	88.62%
BATH CO.	2,794	3,463	3,940	4,172	4,487	4,618	4,842	5,444	94.85%
BEECHWOOD	3,906	3,834	3,907	4,016	4,220	4,484	4,682	4,905	25.58%
BELL CO.	2,597	3,530	4,076	4,372	4,481	5,026	4,869	5,814	123.87%
BELLEVUE	3,252	3,545	3,757	4,019	4,322	4,512	4,694	5,050	55.29%
BEREA	3,283	4,394	4,329	4,585	4,540	4,593	4,962	5,304	61.56%
BOONE CO.	3,307	3,797	4,001	4,076	4,166	4,627	4,961	5,184	56.76%
BOURBON CO.	2,806	3,649	3,998	4,086	4,260	4,813	4,836	5,181	84.64%
BOWLING GREEN	3,588	4,156	4,371	4,414	4,597	4,792	5,145	5,823	62.29%
BOYD CO.	2,954	3,579	4,032	4,123	4,278	4,620	4,803	5,183	75.46%
BOYLE CO.	3,041	3,654	4,039	4,027	4,200	4,472	4,585	5,083	67.15%
BRACKEN CO.	2,944	3,345	3,581	3,475	3,721	3,995	4,368	4,718	60.26%
BREATHITT CO.	2,694	3,517	3,986	4,205	4,475	4,835	5,070	5,362	99.03%
BRECKINRIDGE CO.	2,899	3,539	3,802	3,925	4,101	4,513	4,580	5,202	79.44%
BULLITT CO.	2,725	3,272	3,467	3,596	3,976	4,357	4,569	5,135	88.44%
BURGIN	3,203	3,668	4,022	4,028	4,212	4,417	4,394	4,508	40.74%
BUTLER CO.	2,786	3,509	3,597	3,634	3,931	4,556	4,393	5,046	81.12%
CALDWELL CO.	2,880	3,615	4,138	4,149	4,400	4,596	4,711	5,013	74.06%
CALLOWAY CO.	2,978	3,730	3,954	4,101	4,197	4,678	4,838	5,484	84.15%
CAMPBELL CO.	3,321	3,960	4,110	4,131	4,267	4,618	5,004	5,079	52.94%
CAMPBELLSVILLE	2,799	3,546	3,811	3,856	4,123	4,415	4,671	5,057	80.67%
CARLISLE CO.	2,972	3,549	3,838	3,909	3,892	4,224	4,202	4,707	58.38%
CARROLL CO.	3,229	3,873	4,121	4,195	4,383	4,703	5,078	5,223	61.75%
CARTER CO.	2,695	3,682	4,125	4,101	4,233	4,568	4,747	5,148	91.02%
CASEY CO.	2,555	3,380	3,969	4,107	4,285	4,524	4,907	5,080	98.83%
CAVERNA+A65	2,969	3,677	4,036	4,208	4,379	4,719	5,049	5,317	79.08%
CHRISTIAN CO.	2,728	3,395	3,633	3,713	4,004	4,402	4,615	4,980	82.55%
CLARK CO.	2,784	3,492	3,663	3,786	3,982	4,283	4,180	4,848	74.14%
CLAY CO.	2,621	3,467	3,918	4,035	4,383	4,749	4,978	5,317	102.86%
CLINTON CO.	2,661	3,597	3,874	4,104	4,296	4,481	5,023	5,266	97.90%
CLOVERPORT	3,208	3,679	3,922	3,969	4,338	4,779	5,068	5,313	65.62%
CORBIN	2,874	3,538	3,803	3,976	4,093	4,372	4,689	5,127	78.39%
COVINGTON	3,315	4,192	4,639	4,692	4,975	5,382	5,495	5,878	77.32%
CRITTENDEN CO.	2,747	3,583	3,768	3,957	4,118	4,417	4,517	4,944	79.98%
CUMBERLAND CO.	2,817	3,556	3,845	3,875	4,190	4,674	4,695	5,183	83.99%
DANVILLE	3,375	3,959	4,428	4,644	4,564	4,675	5,005	5,229	54.93%
DAVIESS CO.	3,129	3,567	3,750	3,812	4,087	4,356	4,716	5,142	64.33%
DAWSON SPRINGS	3,212	3,821	4,060	4,149	4,311	4,690	4,867	5,020	56.29%
DAYTON	2,838	3,746	4,076	4,317	4,518	4,724	4,975	5,187	82.77%
EAST BERNSTADT	2,566	3,064	3,809	3,972	4,238	4,531	4,596	4,746	84.96%
EDMONSON CO.	2,712	3,578	3,911	4,061	4,205	4,503	4,607	4,936	82.01%
ELIZABETHTOWN	3,329	3,676	4,049	4,013	4,229	4,325	4,543	4,888	46.83%
ELLIOTT CO.	2,526	3,590	3,977	4,541	4,548	5,304	5,064	5,456	115.99%
EMINENCE	3,269	3,884	3,845	4,053	4,278	4,707	4,919	5,278	61.46%
ERLANGER	3,469	3,797	4,165	4,247	4,362	4,503	4,826	4,817	38.86%
ESTILL CO.	2,684	3,620	4,035	4,148	4,334	4,689	4,941	5,174	92.77%
FAIRVIEW	2,966	3,667	3,864	3,926	4,116	4,344	4,563	4,961	67.26%
FAYETTE CO.	4,364	4,624	4,855	5,035	5,215	5,539	5,734	6,111	40.03%
FLEMING CO.	2,973	3,515	3,843	4,115	4,218	4,532	4,654	5,036	69.39%
FLOYD CO.	2,440	3,326	3,738	3,751	4,185	4,380	4,814	4,864	99.34%

TABLE 23. 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	1996-97 Loc & St Revenue Per Pupil	Percent Change 89-90 96-97
FT. THOMAS	3,556	3,691	4,013	4,233	4,286	4,478	4,505	4,885	37.37%
FRANKFORT	3,817	4,508	4,994	5,320	5,143	5,439	5,417	6,070	59.03%
FRANKLIN CO.	3,080	3,608	3,997	4,069	4,191	4,580	4,441	4,806	56.04%
FULTON CO.	2,905	4,057	4,451	4,307	4,473	4,740	4,928	5,357	84.41%
FULTON	3,400	3,830	4,239	4,594	4,388	4,751	5,095	5,680	67.06%
GALLATIN CO.	2,832	3,433	3,838	4,036	4,084	4,423	5,011	4,904	73.16%
GARRARD CO.	2,856	3,762	3,963	4,181	4,360	4,662	4,911	5,095	78.40%
GLASGOW	3,209	3,537	3,793	3,862	3,989	4,272	4,466	4,941	53.97%
GRANT CO.	3,024	3,549	3,806	3,935	4,132	4,344	4,864	4,787	58.30%
GRAVES CO.	2,865	3,380	3,513	3,586	3,774	4,165	4,313	4,664	62.79%
GRAYSON CO.	2,715	3,365	3,621	3,642	3,880	4,359	4,621	4,888	80.04%
GREEN CO.	2,692	3,504	3,781	3,839	3,901	4,197	4,384	4,830	79.42%
GREENUP CO.	2,648	3,348	3,758	3,862	4,069	4,428	4,443	4,837	82.67%
HANCOCK CO.	3,364	3,907	4,176	4,096	4,199	4,806	4,757	5,221	55.20%
HARDIN CO.	2,687	3,602	3,867	3,916	4,155	4,504	4,703	4,989	85.67%
HARLAN CO.	2,567	3,420	3,738	3,973	4,358	4,359	4,586	5,098	98.60%
HARLAN	2,796	3,784	4,046	4,039	4,076	4,000	4,505	5,186	85.48%
HARRISON CO.	2,828	3,552	3,788	3,917	4,098	4,584	4,408	5,301	87.45%
HARRODSBURG	3,064	3,758	4,083	4,155	4,523	4,803	4,910	5,609	83.06%
HART CO.	2,757	3,772	3,954	4,114	4,347	4,674	4,879	5,531	100.62%
HAZARD	2,895	3,510	3,691	3,857	4,043	4,376	4,449	4,639	60.24%
HENDERSON CO.	3,071	3,619	3,880	3,988	4,179	4,513	4,607	5,162	68.09%
HENRY CO.	3,032	3,774	3,980	4,116	4,323	4,502	4,558	5,084	67.68%
HICKMAN CO.	2,953	3,697	3,993	4,110	4,273	4,450	4,717	5,109	73.01%
HOPKINS CO.	2,940	3,403	3,769	3,908	4,155	4,481	4,594	5,116	74.01%
JACKSON CO.	2,528	3,420	3,896	4,128	4,314	4,575	4,890	5,226	106.72%
JACKSON	2,594	3,636	3,841	3,938	4,135	4,758	4,781	5,138	98.07%
JEFFERSON CO.	4,315	4,724	4,941	5,072	5,156	5,570	5,801	6,019	39.49%
JENKINS	2,764	3,438	3,929	4,202	4,075	4,964	4,837	5,921	114.22%
JESSAMINE CO.	2,834	3,561	3,784	3,836	4,059	4,378	4,677	5,036	77.70%
JOHNSON CO.	2,547	3,288	3,982	4,014	4,288	4,530	4,626	5,549	117.86%
KENTON CO.	3,350	3,901	4,063	4,092	4,209	4,418	4,725	5,051	50.78%
KNOTT CO.	2,467	3,321	3,751	3,922	4,352	4,806	4,795	5,998	143.13%
KNOX CO.	2,492	3,382	3,867	4,155	4,444	4,703	5,119	5,465	119.30%
LARUE CO.	2,706	3,504	3,669	3,843	4,074	4,344	4,605	4,935	82.37%
LAUREL CO.	2,529	3,578	3,819	3,939	4,164	4,337	4,645	4,852	91.85%
LAWRENCE CO.	2,816	3,522	3,803	3,835	4,109	4,555	4,702	5,090	80.75%
LEE CO.	2,565	3,319	3,760	3,869	4,058	4,692	4,813	5,128	99.92%
LESLIE CO.	2,694	3,640	4,095	4,078	3,941	4,858	5,051	5,694	111.36%
LETCHER CO.	2,386	3,205	3,620	3,861	3,969	4,839	4,884	5,169	116.64%
LEWIS CO.	2,638	3,466	3,828	3,819	4,034	4,214	4,495	4,616	74.98%
LINCOLN CO.	2,663	3,605	3,966	4,104	4,290	4,608	4,889	5,015	88.32%
LIVINGSTON CO.	2,914	3,623	3,918	4,039	4,096	4,227	4,369	5,113	75.46%
LOGAN CO.	2,814	3,335	3,500	3,790	4,015	4,381	4,790	4,910	74.48%
LUDLOW	2,893	3,471	3,789	4,022	4,233	4,559	4,550	4,982	72.21%
LYON CO.	3,042	3,556	3,878	3,898	4,005	3,336	5,480	4,842	59.17%
MADISON CO.	2,719	3,606	3,978	4,165	4,251	4,446	4,763	5,141	89.08%
MAGOFFIN CO.	2,711	3,568	4,148	4,440	4,701	5,437	5,173	5,611	106.97%
MARION CO.	2,817	3,499	3,905	4,072	4,362	4,750	4,905	4,967	76.32%
MARSHALL CO.	3,009	3,325	3,690	3,699	3,806	4,211	4,557	4,672	55.27%
MARTIN CO.	2,598	3,416	3,475	3,516	3,885	4,226	4,270	5,058	94.69%
MASON CO.	3,018	3,567	4,019	4,222	4,440	5,067	4,819	5,260	74.29%
MAYFIELD	3,554	4,090	4,358	4,405	4,680	5,019	5,208	5,607	57.77%
McCRACKEN CO.	2,761	3,264	3,498	3,610	3,703	3,862	4,024	4,563	65.27%
McCREARY CO.	2,659	3,620	4,014	4,259	4,591	4,965	5,133	5,302	99.40%
McLEAN CO.	2,711	3,265	3,514	3,544	3,789	4,155	4,439	4,856	79.12%
MEADE CO.	2,853	3,355	3,639	3,782	4,029	4,223	4,610	4,881	71.08%
MENIFEE CO.	2,494	3,228	3,625	3,744	3,859	4,422	4,320	4,863	94.99%
MERCER CO.	2,865	3,473	3,897	3,689	4,060	4,366	4,551	4,764	66.28%

TABLE 23. 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	1996-97 Loc & St Revenue Per Pupil	Percent Change 89-90 96-97
METCALFE CO.	2,818	3,626	4,081	4,369	4,331	4,538	4,925	5,187	84.07%
MIDDLESBORO	2,852	3,829	4,211	4,385	4,630	4,653	4,879	5,190	81.98%
MONROE CO.	3,011	3,733	4,134	4,304	4,459	4,781	4,809	5,229	73.66%
MONTGOMERY CO.	3,045	3,742	4,163	4,286	4,382	4,615	4,916	5,094	67.29%
MONTICELLO	2,572	3,316	3,841	4,083	4,181	4,764	4,777	4,851	88.61%
MORGAN CO.	2,787	3,844	4,089	4,241	4,316	4,910	4,851	5,101	83.03%
MUHLENBURG CO.	3,154	3,757	4,134	4,115	4,371	5,095	5,016	5,535	75.49%
MURRAY	3,488	3,757	4,047	4,060	4,190	5,443	4,611	4,960	42.20%
NELSON CO.	2,815	3,361	3,815	3,845	3,988	4,299	4,447	4,730	68.03%
NEWPORT	3,581	4,200	4,397	4,505	4,740	5,124	5,978	5,889	64.45%
NICHOLAS CO.	2,696	3,544	3,802	4,008	4,175	4,434	4,551	4,947	83.49%
OHIO CO.	2,691	3,468	3,662	3,736	4,000	4,456	4,637	4,922	82.91%
OLDHAM CO.	3,226	3,613	3,768	3,842	4,028	4,463	4,862	5,121	58.74%
OWEN CO.	2,880	3,545	4,040	4,228	4,410	4,653	4,663	4,988	73.19%
OWENSBORO	4,066	4,390	4,610	4,671	4,796	5,019	5,293	5,832	43.43%
OWSLEY CO.	2,776	3,793	4,356	4,618	4,703	5,149	5,242	5,733	106.52%
PADUCAH	3,776	4,214	4,535	4,677	4,981	4,980	5,426	5,712	51.27%
PAINTSVILLE	3,286	3,411	3,893	3,843	3,883	3,469	4,284	5,900	79.55%
PARIS	3,014	3,703	4,050	4,138	4,222	4,473	4,933	5,185	72.03%
PENDLETON CO.	2,676	3,402	3,587	3,865	4,114	4,357	4,466	4,729	76.72%
PERRY CO.	2,464	3,428	3,905	4,183	4,321	4,843	4,909	5,642	128.98%
PIKE CO.	2,555	3,462	3,854	3,999	4,184	4,452	4,581	5,323	108.34%
PIKEVILLE	3,609	4,007	4,182	4,304	4,602	3,504	5,380	5,102	41.37%
PINEVILLE	2,873	3,522	3,739	3,876	4,290	4,489	4,644	5,082	76.89%
POWELL CO.	2,718	3,426	3,835	3,938	3,990	4,508	4,492	4,943	81.86%
PROVIDENCE	2,728	3,320	3,711	3,990	4,234	4,398	4,859	4,865	78.34%
PULASKI CO.	2,604	3,550	3,764	3,925	4,117	4,344	4,569	4,841	85.91%
RACELAND	3,111	3,472	3,742	3,702	4,045	4,182	4,478	4,755	52.84%
ROBERTSON CO.	3,143	4,189	4,348	4,344	4,507	4,641	4,773	5,408	72.06%
ROCKCASTLE CO.	2,559	3,370	4,028	4,201	4,265	4,603	4,809	5,168	101.95%
ROWAN CO.	2,821	3,682	4,022	4,187	4,430	4,679	5,023	5,267	86.71%
RUSSELL CO.	2,628	3,688	3,973	4,127	4,287	4,494	4,719	5,405	105.67%
RUSSELL	3,061	3,485	3,658	3,743	3,921	4,016	4,282	4,443	45.15%
RUSSELLVILLE	3,267	3,805	4,083	4,405	4,616	4,821	5,154	5,258	60.94%
SCIENCE HILL	2,551	3,123	3,454	3,745	3,809	4,230	4,376	4,551	78.40%
SCOTT CO.	3,008	4,133	4,168	4,321	4,721	6,735	5,523	5,580	85.51%
SHELBY CO.	2,890	4,037	4,314	4,529	4,894	4,828	4,880	5,134	77.65%
SILVER GROVE	3,458	4,035	5,349	4,486	4,640	4,875	5,777	6,383	84.59%
SIMPSON CO.	2,985	3,523	3,835	4,043	4,214	4,496	4,643	4,931	65.19%
SOMERSET	3,553	4,008	4,377	4,498	4,567	9,349	4,906	5,183	45.88%
SOUTHGATE	3,427	4,037	4,587	4,579	4,720	5,175	4,907	5,018	46.43%
SPENCER CO.	3,088	3,867	4,260	4,158	4,336	4,690	4,801	5,175	67.58%
TAYLOR CO.	2,750	3,500	3,886	3,919	4,100	4,121	4,880	4,906	78.40%
TODD CO.	2,780	3,394	3,668	3,715	3,906	4,325	4,600	5,024	80.72%
TRIGG CO.	2,969	3,453	3,700	3,709	3,905	4,123	4,847	5,091	71.47%
TRIMBLE CO.	3,330	3,641	3,914	4,163	4,140	4,466	4,534	4,732	42.10%
UNION CO.	2,974	3,464	3,927	4,055	4,482	4,792	4,782	5,165	73.67%
WALTON-VERONA	3,706	4,035	4,397	4,542	4,833	5,114	5,349	5,758	55.37%
WARREN CO.	3,009	3,567	3,810	3,987	4,151	4,374	4,964	5,024	66.97%
WASHINGTON CO.	2,855	3,651	3,840	3,955	4,050	4,268	4,373	4,922	72.40%
WAYNE CO.	2,497	3,317	3,891	4,051	4,174	4,700	5,028	5,318	112.98%
WEBSTER CO.	2,872	3,619	4,147	4,098	4,314	4,756	4,679	5,172	80.08%
WEST POINT	2,932	3,702	4,416	4,709	5,155	5,086	5,626	6,322	115.62%
WHITLEY CO.	2,703	3,380	4,175	4,378	4,527	4,933	4,386	5,326	97.04%
WILLIAMSBURG	2,705	3,623	3,941	4,065	4,282	4,533	4,734	5,021	85.62%
WILLIAMSTOWN	3,349	3,954	4,241	4,417	4,559	4,684	4,969	4,960	48.10%
WOLFE CO.	3,070	4,110	4,151	4,388	4,533	4,846	5,153	6,045	96.91%
WOODFORD CO.	3,059	3,834	4,085	4,004	4,159	4,328	4,782	5,079	66.03%

TABLE 24. 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	1996-97 Total Revenue Per Pupil	Percent Change 89-90 96-97
ADAIR CO.	$3,275	$4,168	$4,582	$4,873	$4,853	$5,285	$5,450	$5,719	74.63%
ALLEN CO.	3,317	3,891	4,281	4,183	4,430	4,780	5,044	5,408	63.04%
ANCHORAGE	5,936	5,927	6,692	7,522	7,989	8,968	9,091	9,651	62.58%
ANDERSON CO.	3,057	3,890	4,164	4,258	4,582	5,156	5,061	5,507	80.14%
ASHLAND	3,711	4,420	4,687	4,948	5,075	5,370	5,147	5,530	49.02%
AUGUSTA	3,749	4,270	4,910	4,794	5,477	5,496	5,943	6,383	70.26%
BALLARD CO.	3,638	4,302	4,466	4,601	5,063	5,391	5,565	6,036	65.92%
BARBOURVILLE	3,091	3,489	3,666	4,135	4,250	4,832	4,616	5,101	65.03%
BARDSTOWN	3,675	4,374	4,594	4,526	5,035	5,154	5,762	5,563	51.37%
BARREN CO.	3,016	3,828	4,186	4,382	4,479	4,868	5,345	5,749	90.62%
BATH CO.	3,293	4,001	4,563	4,842	5,243	5,455	5,603	6,285	90.86%
BEECHWOOD	3,998	3,931	3,959	4,160	4,312	4,545	4,770	4,993	24.89%
BELL CO.	3,198	4,245	4,922	5,235	5,340	5,934	5,871	6,793	112.41%
BELLEVUE	3,474	3,829	4,072	4,354	4,605	4,885	5,037	5,433	56.39%
BEREA	3,875	4,988	4,773	5,072	5,071	5,095	5,614	5,774	49.01%
BOONE CO.	3,442	3,929	4,134	4,269	4,323	4,791	5,148	5,341	55.17%
BOURBON CO.	3,206	4,010	4,608	4,673	4,908	5,535	5,492	5,818	81.47%
BOWLING GREEN	4,021	4,643	5,023	5,332	5,483	5,356	5,625	6,285	56.30%
BOYD CO.	3,236	3,938	4,479	4,572	4,679	5,223	5,529	5,665	75.06%
BOYLE CO.	3,333	3,959	4,407	4,361	4,694	4,924	4,929	5,486	64.60%
BRACKEN CO.	3,373	3,788	4,079	4,018	4,358	4,533	4,883	5,371	59.24%
BREATHITT CO.	3,388	4,213	4,801	5,278	5,335	5,809	6,096	6,446	90.26%
BRECKINRIDGE CO.	3,331	4,051	4,313	4,548	4,793	5,397	5,413	6,069	82.20%
BULLITT CO.	2,956	3,539	3,763	3,878	4,269	4,667	4,923	5,482	85.45%
BURGIN	3,457	3,983	4,399	4,492	4,495	4,777	4,539	4,757	37.60%
BUTLER CO.	3,115	3,859	3,951	4,150	4,421	5,105	4,865	5,579	79.10%
CALDWELL CO.	3,110	3,848	4,393	4,460	4,795	5,031	5,086	5,560	78.78%
CALLOWAY CO.	3,512	4,277	4,576	4,668	4,804	5,300	5,435	6,121	74.29%
CAMPBELL CO.	3,476	4,124	4,291	4,220	4,552	4,812	5,202	5,298	52.42%
CAMPBELLSVILLE	3,154	3,915	4,264	4,320	4,548	5,048	5,262	5,767	82.85%
CARLISLE CO.	3,339	3,958	4,261	4,367	4,339	4,760	4,579	5,119	53.31%
CARROLL CO.	3,626	4,262	4,696	4,853	4,925	5,459	5,987	6,252	72.42%
CARTER CO.	3,100	4,129	4,626	4,729	4,828	5,053	5,502	5,791	86.81%
CASEY CO.	3,186	4,099	4,793	5,027	5,198	5,335	5,531	5,910	85.50%
CAVERNA	3,352	4,072	4,509	4,706	4,768	5,281	5,408	6,059	80.76%
CHRISTIAN CO.	3,194	3,918	4,280	4,332	4,648	5,100	5,262	5,625	76.11%
CLARK CO.	3,067	3,809	4,033	4,146	4,388	4,772	4,611	5,307	73.04%
CLAY CO.	3,315	4,249	4,872	5,022	5,361	5,706	5,690	6,352	91.61%
CLINTON CO.	3,442	4,484	4,914	5,118	5,330	5,688	5,872	6,489	88.52%
CLOVERPORT	4,040	4,751	5,212	5,298	5,448	6,095	6,545	7,101	75.77%
CORBIN	3,067	3,741	4,045	4,241	4,516	4,817	5,135	5,715	86.34%
COVINGTON	3,785	4,699	5,242	5,335	5,675	6,132	6,337	6,737	77.99%
CRITTENDEN CO.	3,064	3,938	4,174	4,363	4,557	4,879	4,906	5,377	75.49%
CUMBERLAND CO.	3,372	4,138	4,476	4,565	4,924	5,324	5,270	5,884	74.50%
DANVILLE	3,686	4,340	4,876	5,144	5,213	5,314	5,636	5,895	59.93%
DAVIESS CO.	3,313	3,767	3,934	4,097	4,376	4,728	5,046	5,436	64.08%
DAWSON SPRINGS	3,447	4,157	4,456	4,549	4,735	5,154	5,258	5,760	67.10%
DAYTON	3,307	4,254	4,581	4,848	4,986	5,413	5,541	5,763	74.27%
EAST BERNSTADT	2,842	3,348	4,094	4,309	4,705	5,093	5,103	5,366	88.81%
EDMONSON CO.	3,055	3,955	4,372	4,524	4,688	5,098	5,350	5,475	79.21%
ELIZABETHTOWN	3,589	3,978	4,401	4,376	4,597	4,749	4,885	5,092	41.88%
ELLIOTT CO.	3,102	4,371	4,766	5,285	5,199	6,102	5,777	6,315	103.58%
EMINENCE	3,526	4,205	4,221	4,465	4,718	5,380	5,592	5,998	70.11%
ERLANGER	3,704	4,022	4,420	4,516	4,614	4,726	5,012	5,116	38.12%
ESTILL CO.	3,139	4,132	4,584	4,727	5,062	5,350	5,522	5,958	89.81%
FAIRVIEW	3,160	3,946	4,164	4,333	4,399	4,611	4,853	5,296	67.59%
FAYETTE CO.	4,622	4,903	5,185	5,345	5,560	5,911	6,107	6,595	42.69%
FLEMING CO.	3,399	4,037	4,344	4,720	4,855	5,240	5,360	5,858	72.34%
FLOYD CO.	2,848	3,808	4,303	4,238	4,732	5,028	5,603	5,585	96.10%

TABLE 24. 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	1996-97 Total Revenue Per Pupil	Percent Change 89-90 96-97
FT. THOMAS	3,651	3,809	4,131	4,351	4,428	4,630	4,636	5,029	37.74%
FRANKFORT	4,206	4,951	5,570	5,873	5,665	5,978	5,958	6,699	59.27%
FRANKLIN CO.	3,282	3,800	4,230	4,311	4,422	4,831	4,795	5,113	55.79%
FULTON CO.	3,526	4,762	5,327	5,151	5,258	5,590	5,709	6,211	76.15%
FULTON	3,779	4,272	4,758	5,196	5,153	5,789	5,933	6,726	77.98%
GALLATIN CO.	3,076	3,665	4,257	4,396	4,509	4,802	5,360	5,290	71.98%
GARRARD CO.	3,202	4,120	4,441	4,641	4,744	5,244	5,412	5,543	73.11%
GLASGOW	3,459	3,782	4,114	4,232	4,352	4,617	4,907	5,269	52.33%
GRANT CO.	3,327	3,832	4,131	4,276	4,500	4,783	5,308	5,296	59.18%
GRAVES CO.	3,073	3,658	3,784	3,875	4,168	4,585	4,717	5,082	65.38%
GRAYSON CO.	3,137	3,759	4,217	4,200	4,384	4,878	5,143	5,379	71.47%
GREEN CO.	3,114	3,887	4,144	4,362	4,430	4,583	4,825	5,335	71.32%
GREENUP CO.	3,023	3,808	4,219	4,378	4,600	4,999	4,969	5,495	81.77%
HANCOCK CO.	3,626	4,186	4,583	4,463	4,598	5,222	5,319	5,725	57.89%
HARDIN CO.	3,025	3,979	4,310	4,351	4,621	4,932	5,129	5,484	81.29%
HARLAN CO.	3,130	4,025	4,509	4,657	5,146	5,150	5,461	5,998	91.63%
HARLAN	3,295	4,243	4,575	4,660	4,787	4,487	5,100	5,771	75.14%
HARRISON CO.	3,138	3,894	4,190	4,355	4,532	5,005	4,898	5,794	84.64%
HARRODSBURG	3,342	4,163	4,559	4,882	5,066	5,351	5,513	6,340	89.71%
HART CO.	3,165	4,265	4,541	4,740	4,996	5,182	5,550	6,358	100.88%
HAZARD	3,188	3,863	4,047	4,297	4,446	4,890	4,995	5,239	64.34%
HENDERSON CO.	3,305	3,897	4,164	4,300	4,527	4,853	4,952	5,630	70.35%
HENRY CO.	3,406	4,138	4,364	4,636	4,925	5,160	5,045	5,748	68.76%
HICKMAN CO.	3,344	4,150	4,479	4,603	4,770	4,934	5,436	5,791	73.18%
HOPKINS CO.	3,268	3,801	4,184	4,336	4,638	5,001	5,083	5,605	71.51%
JACKSON CO.	3,274	4,079	4,727	4,920	5,036	5,448	5,831	6,196	89.25%
JACKSON	3,149	4,415	4,585	4,832	4,881	5,458	5,485	6,002	90.60%
JEFFERSON CO.	4,743	5,316	5,542	5,674	5,904	6,200	6,487	6,649	40.19%
JENKINS	3,098	3,793	4,221	4,506	4,531	5,538	5,435	6,613	113.46%
JESSAMINE CO.	3,113	3,827	4,054	4,113	4,299	4,682	4,926	5,374	72.63%
JOHNSON CO.	3,086	3,804	4,537	4,685	4,958	5,185	5,282	6,590	113.55%
KENTON CO.	3,520	4,049	4,274	4,272	4,433	4,659	4,948	5,280	50.00%
KNOTT CO.	3,048	3,931	4,415	4,621	5,072	5,600	5,697	6,976	128.87%
KNOX CO.	3,194	4,124	4,738	5,098	5,350	5,675	6,000	6,475	102.72%
LARUE CO.	3,011	3,812	4,078	4,370	4,594	4,738	5,147	5,465	81.50%
LAUREL CO.	3,019	4,080	4,371	4,480	4,760	4,914	5,270	5,505	82.35%
LAWRENCE CO.	3,263	4,001	4,423	4,480	4,823	5,190	5,531	6,184	89.52%
LEE CO.	3,159	3,965	4,507	4,701	4,841	5,564	5,524	6,213	96.68%
LESLIE CO.	3,194	4,259	4,900	4,858	4,768	5,553	5,901	7,010	119.47%
LETCHER CO.	2,968	3,818	4,367	4,406	4,935	5,565	5,294	6,229	109.87%
LEWIS CO.	3,128	4,066	4,576	4,604	4,735	4,795	5,368	5,446	74.10%
LINCOLN CO.	3,125	4,098	4,579	4,825	4,973	5,415	5,759	5,903	88.90%
LIVINGSTON CO.	3,407	4,168	4,589	4,690	4,768	4,871	5,032	5,571	63.52%
LOGAN CO.	3,152	3,695	4,105	4,265	4,536	4,875	5,292	5,368	70.30%
LUDLOW	3,150	3,740	4,087	4,333	4,580	4,834	4,909	5,344	69.65%
LYON CO.	3,629	4,134	4,534	4,598	4,746	3,943	5,862	5,256	44.83%
MADISON CO.	3,015	3,955	4,412	4,591	4,662	4,979	5,151	5,720	89.72%
MAGOFFIN CO.	3,406	3,940	4,648	5,296	5,463	6,303	6,013	6,742	97.94%
MARION CO.	3,275	3,979	4,472	4,711	5,053	5,394	5,545	5,724	74.78%
MARSHALL CO.	3,331	3,658	4,046	4,070	4,250	4,630	4,997	5,022	50.77%
MARTIN CO.	3,013	3,917	4,082	4,159	4,526	4,953	5,104	5,900	95.82%
MASON CO.	3,384	3,981	4,523	4,759	4,988	5,731	5,358	5,802	71.45%
MAYFIELD	3,910	4,474	4,808	4,866	5,243	5,661	5,722	6,133	56.85%
McCRACKEN CO.	3,149	3,667	4,002	4,079	4,153	4,385	4,509	4,924	56.37%
McCREARY CO.	3,293	4,407	4,849	5,203	5,525	5,970	6,075	6,251	89.83%
McLEAN CO.	3,014	3,568	3,913	3,990	4,286	4,657	4,917	5,309	76.14%
MEADE CO.	3,148	3,629	3,928	4,111	4,348	4,575	4,932	5,263	67.19%
MENIFEE CO.	2,950	3,730	4,157	4,422	4,452	5,083	4,902	5,553	88.24%
MERCER CO.	3,101	3,710	4,150	3,998	4,389	4,683	4,839	4,938	59.24%

TABLE 24. 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	1996-97 Total Revenue Per Pupil	Percent Change 89-90 96-97
METCALFE CO.	3,365	4,208	4,757	5,121	4,961	5,257	5,570	5,904	75.45%
MIDDLESBORO	3,317	4,317	4,939	5,056	5,384	5,442	5,666	5,932	78.84%
MONROE CO.	3,621	4,351	4,879	5,081	5,148	5,499	5,725	6,114	68.85%
MONTGOMERY CO.	3,378	4,108	4,643	4,772	4,978	5,289	5,505	5,803	71.79%
MONTICELLO	3,109	3,861	4,509	4,784	4,870	5,373	5,364	5,469	75.91%
MORGAN CO.	3,284	4,425	4,762	4,833	4,999	5,603	5,643	5,958	81.43%
MUHLENBURG CO.	3,417	4,057	4,493	4,507	4,787	5,635	5,445	6,023	76.27%
MURRAY	3,739	4,584	5,147	4,964	5,945	5,580	4,973	5,308	41.96%
NELSON CO.	3,089	3,711	4,171	4,280	4,321	4,704	4,768	5,153	66.82%
NEWPORT	4,166	4,754	5,123	5,222	5,590	5,875	6,999	6,742	61.83%
NICHOLAS CO.	3,134	3,930	4,290	4,462	4,621	5,722	5,152	5,599	78.65%
OHIO CO.	2,984	3,735	4,077	4,182	4,488	4,941	5,228	5,486	83.85%
OLDHAM CO.	3,403	3,828	3,983	4,035	4,222	4,697	5,121	5,367	57.71%
OWEN CO.	3,165	3,890	4,401	4,663	4,799	5,052	5,082	5,493	73.55%
OWENSBORO	4,743	5,121	5,415	5,494	5,724	5,950	6,314	6,872	44.89%
OWSLEY CO.	4,295	5,691	6,251	6,654	6,596	7,268	6,991	7,745	80.33%
PADUCAH	4,378	4,859	5,363	5,285	5,705	5,864	6,172	6,905	57.72%
PAINTSVILLE	3,567	3,753	4,276	4,220	4,243	3,806	4,620	6,244	75.05%
PARIS	3,350	4,047	4,653	4,663	4,758	4,942	5,593	5,930	77.01%
PENDLETON CO.	2,995	3,761	3,973	4,345	4,563	4,792	4,825	5,325	77.80%
PERRY CO.	2,861	3,839	4,453	4,792	4,885	5,537	5,602	6,537	128.49%
PIKE CO.	3,054	3,930	4,301	4,463	4,649	4,985	5,073	5,904	93.32%
PIKEVILLE	3,879	4,335	4,548	4,670	4,982	3,964	5,786	5,592	44.16%
PINEVILLE	3,510	4,137	4,491	4,650	5,127	5,262	5,368	5,847	66.58%
POWELL CO.	3,168	3,893	4,460	4,577	4,600	5,098	5,170	5,611	77.11%
PROVIDENCE	3,009	3,590	4,025	4,359	4,857	4,951	5,551	5,611	86.47%
PULASKI CO.	3,001	3,959	4,269	4,422	4,595	4,889	5,202	5,503	83.37%
RACELAND	3,293	3,622	3,912	3,873	4,290	4,425	4,807	5,035	52.90%
ROBERTSON CO.	3,644	4,760	4,965	4,987	5,124	5,176	5,308	6,004	64.76%
ROCKCASTLE CO.	3,078	3,984	4,732	4,951	4,944	5,289	5,423	5,830	89.41%
ROWAN CO.	3,284	4,221	4,614	4,761	5,085	5,281	5,726	6,047	84.14%
RUSSELL CO.	3,157	4,347	4,777	4,880	5,044	5,213	5,275	6,055	91.80%
RUSSELL	3,231	3,657	3,859	3,949	4,123	4,267	4,551	4,700	45.47%
RUSSELLVILLE	3,781	4,202	4,562	4,887	5,086	5,413	5,824	5,800	53.40%
SCIENCE HILL	2,821	3,399	3,757	4,059	4,130	4,543	4,755	4,912	74.12%
SCOTT CO.	3,284	4,369	4,446	4,609	5,099	7,153	5,975	6,113	86.14%
SHELBY CO.	3,169	4,348	4,643	4,874	5,223	5,226	5,305	5,568	75.70%
SILVER GROVE	3,660	4,276	5,661	4,799	4,997	5,212	6,138	6,792	85.57%
SIMPSON CO.	3,373	3,935	4,262	4,462	4,716	5,119	5,187	5,542	64.30%
SOMERSET	3,876	4,352	4,752	4,945	5,015	10,103	5,229	5,626	45.15%
SOUTHGATE	3,612	4,300	4,862	4,875	5,064	5,556	5,277	5,673	57.06%
SPENCER CO.	3,390	4,206	4,695	4,699	4,856	5,237	5,541	5,827	71.89%
TAYLOR CO.	2,990	3,762	4,222	4,300	4,549	4,512	5,161	5,313	77.69%
TODD CO.	3,203	3,854	4,189	4,255	4,405	4,915	5,188	5,570	73.90%
TRIGG CO.	3,581	4,112	4,388	4,478	4,560	4,766	5,379	5,618	56.88%
TRIMBLE CO.	3,642	4,034	4,388	4,687	4,710	5,101	5,214	5,472	50.25%
UNION CO.	3,268	3,821	4,344	4,573	4,814	5,275	5,327	5,756	76.13%
WALTON-VERONA	3,910	4,268	4,594	4,724	5,098	5,380	5,698	6,111	56.29%
WARREN CO.	3,172	3,799	4,002	4,265	4,445	4,716	5,277	5,454	71.94%
WASHINGTON CO.	3,460	4,278	4,476	4,654	4,704	4,837	4,891	5,468	58.03%
WAYNE CO.	3,004	3,909	4,580	4,821	4,898	5,488	5,808	6,331	110.75%
WEBSTER CO.	3,161	3,923	4,524	4,502	4,680	5,119	5,040	5,474	73.17%
WEST POINT	3,384	4,268	5,026	5,118	5,632	5,585	6,473	7,061	108.66%
WHITLEY CO.	3,363	4,011	4,983	5,286	5,470	5,690	5,210	6,419	90.87%
WILLIAMSBURG	3,102	4,126	4,516	4,706	4,916	5,152	5,438	5,844	88.39%
WILLIAMSTOWN	3,752	4,563	4,957	5,265	5,399	5,820	6,090	6,019	60.42%
WOLFE CO.	3,672	4,805	4,847	5,101	5,375	5,659	5,830	6,822	85.78%
WOODFORD CO.	3,311	4,048	4,389	4,308	4,444	4,674	5,040	5,348	61.52%

TABLE 25.

END OF 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	1997-98 EOY AADA	Change 89-90 97-98
ADAIR CO	2,371.0	2,370.3	2,384.6	2,422.1	2,413.2	2,378.1	2,439.2	2,410.6	2,395.0	1.01%
ALLEN CO	2,412.6	2,417.9	2,438.8	2,465.9	2,540.5	2,592.1	2,598.0	2,646.3	2,701.2	11.96%
ANCHORAGE	364.0	379.7	367.8	355.5	355.6	338.3	352.2	376.7	389.8	7.09%
ANDERSON CO	2,490.7	2,493.4	2,573.2	2,645.1	2,713.2	2,731.6	2,787.2	2,823.1	2,909.9	16.83%
ASHLAND	3,288.6	3,297.0	3,331.1	3,344.6	3,363.2	3,340.6	3,262.5	3,236.7	3,210.4	-2.38%
AUGUSTA	251.3	259.4	235.7	251.4	260.1	268.9	270.1	270.9	264.8	5.37%
BALLARD CO	1,330.6	1,340.8	1,326.5	1,332.7	1,315.9	1,293.5	1,288.5	1,281.2	1,265.9	-4.86%
BARBOURVILLE	491.2	531.8	599.3	645.5	639.3	614.3	639.3	655.9	620.9	26.40%
BARDSTOWN	1,357.2	1,374.9	1,431.4	1,425.3	1,441.5	1,407.1	1,410.3	1,462.0	1,549.6	14.18%
BARREN CO	2,918.4	2,902.2	2,900.0	2,952.1	2,993.1	3,055.5	3,073.7	3,228.0	3,288.7	12.69%
BATH CO	1,635.8	1,616.3	1,657.5	1,680.3	1,658.9	1,668.4	1,642.8	1,701.0	1,729.3	5.72%
BEECHWOOD	705.4	775.6	841.8	874.3	906.7	921.0	915.1	908.9	941.7	33.50%
BELL CO	3,674.9	3,555.0	3,350.6	3,384.1	3,162.7	3,150.8	3,017.8	2,941.0	2,896.1	-21.19%
BELLEVUE	825.8	853.0	867.2	899.0	903.2	922.3	904.7	838.0	852.4	3.22%
BEREA	803.2	815.3	844.0	835.7	887.0	933.5	964.3	959.7	966.4	20.32%
BOONE CO	8,565.4	8,949.2	9,374.3	9,714.3	9,977.2	10,115.7	10,403.8	10,560.9	10,874.9	26.96%
BOURBON CO	2,412.0	2,425.5	2,435.7	2,548.7	2,547.3	2,481.7	2,440.6	2,432.2	2,485.4	3.04%
BOWLING GREEN	3,254.8	3,231.0	3,157.2	3,147.2	3,112.4	3,107.4	3,058.6	3,050.5	3,062.8	-5.90%
BOYD CO	3,970.4	3,849.5	3,728.7	3,629.5	3,492.7	3,458.8	3,446.1	3,375.3	3,286.6	-17.22%
BOYLE CO	2,352.5	2,326.9	2,329.4	2,397.6	2,435.6	2,364.3	2,357.7	2,369.5	2,427.4	3.18%
BRACKEN CO	1,022.9	1,033.6	1,034.7	1,060.4	1,092.5	1,113.0	1,143.6	1,115.3	1,083.6	5.93%
BREATHITT CO	2,697.0	2,637.2	2,532.5	2,498.2	2,386.3	2,357.7	2,369.0	2,359.7	2,333.6	-13.47%
BRECKINRIDGE CO	2,377.1	2,397.1	2,468.5	2,550.7	2,563.8	2,556.1	2,592.6	2,550.3	2,559.0	7.65%
BULLITT CO	8,810.1	8,843.4	9,070.1	9,093.6	8,939.2	8,904.2	8,959.4	9,081.2	9,218.7	4.64%
BURGIN	358.3	374.9	363.5	371.8	373.3	366.0	371.0	357.2	336.4	-6.11%
BUTLER CO	2,024.4	2,022.1	2,094.6	2,135.6	2,169.5	2,181.6	2,172.7	2,147.8	2,155.9	6.50%
CALDWELL CO	2,030.1	1,971.6	1,988.0	1,956.3	1,965.1	1,957.4	1,970.6	1,944.7	1,909.4	-5.95%
CALLOWAY CO	2,777.7	2,737.1	2,781.1	2,924.8	2,965.4	3,001.2	3,001.0	2,937.1	2,924.8	5.30%
CAMPBELL CO	3,705.5	3,808.1	3,892.0	4,096.9	4,111.3	4,283.5	4,357.4	4,396.2	4,429.4	19.54%
CAMPBELLSVILLE	1,323.3	1,334.4	1,324.5	1,363.2	1,380.5	1,381.6	1,356.4	1,324.4	1,307.9	-1.16%
CARLISLE CO	814.0	783.3	790.3	797.1	794.1	793.8	800.8	800.5	815.1	0.14%
CARROLL CO	1,661.7	1,639.7	1,670.4	1,703.1	1,697.2	1,664.7	1,632.8	1,599.8	1,579.1	-4.97%
CARTER CO	4,562.8	4,453.0	4,469.2	4,402.6	4,381.8	4,364.9	4,305.3	4,285.3	4,251.5	-6.82%
CASEY CO	2,359.7	2,340.8	2,356.9	2,381.4	2,345.6	2,249.7	2,217.7	2,200.3	2,209.6	-6.36%
CAVERNA	950.5	942.6	936.5	896.6	867.3	889.1	886.8	856.4	854.0	-10.15%
CHRISTIAN CO	8,018.8	7,924.6	8,203.8	8,394.3	8,385.3	8,145.2	8,045.8	8,035.9	7,928.8	-1.12%
CLARK CO	4,856.4	4,849.6	4,915.2	4,884.0	4,835.6	4,783.5	4,862.0	4,771.2	4,727.9	-2.65%
CLAY CO	4,300.3	4,255.5	4,175.7	4,167.2	4,152.5	4,092.7	4,038.4	3,969.2	3,921.4	-8.81%
CLINTON CO	1,522.5	1,490.1	1,479.4	1,463.6	1,448.9	1,410.4	1,428.6	1,390.9	1,354.9	-11.01%
CLOVERPORT	295.2	288.7	322.0	322.0	323.6	325.3	305.7	304.9	295.4	0.07%
CORBIN	1,881.6	1,872.9	1,867.6	1,890.0	1,851.7	1,806.7	1,769.7	1,716.1	1,735.1	-7.79%
COVINGTON	5,012.0	4,906.7	4,917.7	4,900.8	4,756.6	4,668.1	4,624.9	4,532.0	4,405.4	-12.10%
CRITTENDEN CO	1,409.5	1,397.7	1,419.8	1,456.8	1,444.8	1,440.9	1,441.0	1,422.3	1,459.5	3.55%
CUMBERLAND CO	1,070.5	1,084.6	1,081.7	1,072.6	1,078.2	1,086.1	1,078.7	1,104.4	1,096.8	2.46%
DANVILLE	1,738.5	1,712.3	1,726.9	1,739.5	1,738.1	1,692.7	1,685.8	1,657.2	1,627.6	-6.38%
DAVIESS CO	8,440.6	8,469.7	8,735.1	9,129.3	9,221.0	9,247.2	9,416.0	9,311.8	9,333.1	10.57%
DAWSON SPRINGS	561.9	575.5	593.5	621.9	633.0	625.1	630.6	615.4	607.7	8.15%
DAYTON	1,221.2	1,214.9	1,210.1	1,211.6	1,243.1	1,217.7	1,218.9	1,217.1	1,126.2	-7.78%
EAST BERNSTADT	324.6	344.8	364.2	359.6	375.3	373.5	390.2	417.6	435.7	34.23%
EDMONSON CO	1,821.2	1,775.9	1,769.9	1,725.8	1,680.9	1,698.5	1,714.6	1,724.0	1,721.6	-5.47%
ELIZABETHTOWN	1,835.4	1,793.2	1,817.2	1,871.2	1,885.9	1,901.8	1,903.7	1,886.8	1,992.3	8.55%
ELLIOTT CO	1,236.9	1,232.2	1,244.5	1,255.0	1,233.1	1,226.5	1,217.1	1,168.3	1,116.1	-9.77%
EMINENCE	472.3	484.7	507.9	491.8	501.9	502.9	502.1	474.4	471.7	-0.13%
ERLANGER-ELSMERE	1,971.9	1,970.9	1,961.2	1,935.4	1,997.9	1,995.6	2,070.3	2,073.3	2,058.0	4.37%
ESTILL CO	2,604.9	2,530.5	2,540.4	2,540.6	2,513.5	2,473.2	2,465.2	2,447.9	2,398.7	-7.92%
FAIRVIEW	675.3	671.3	676.5	681.6	662.6	666.9	660.1	617.3	615.1	-8.91%
FAYETTE CO	27,781.3	28,122.0	28,729.2	29,019.1	29,105.6	28,933.2	29,123.3	29,256.3	29,205.8	5.13%
FLEMING CO	2,071.3	2,087.6	2,113.1	2,112.0	2,088.4	2,220.3	2,216.3	2,176.5	2,204.8	6.45%
FLOYD CO	8,046.5	7,792.3	8,020.8	7,525.1	7,509.1	7,303.8	7,143.6	6,985.4	6,744.8	-16.18%

TABLE 25.

END OF 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	1997-98 EOY AADA	Change 89-90 97-98
FT THOMAS	1,972.5	2,040.3	2,033.2	2,042.2	2,134.2	2,197.3	2,205.8	2,220.1	2,221.5	12.62%
FRANKFORT	752.0	745.4	740.1	759.8	785.4	812.9	814.7	831.1	821.5	9.24%
FRANKLIN CO	5,671.2	5,676.8	5,670.4	5,667.3	5,534.2	5,475.5	5,431.9	5,346.3	5,341.1	-5.82%
FULTON CO	781.9	783.7	792.4	786.7	812.1	815.9	792.7	797.8	794.5	1.61%
FULTON	564.5	570.1	608.5	551.5	542.6	561.6	536.4	537.5	492.1	-12.83%
GALLATIN CO	949.3	961.2	961.7	974.1	1,021.9	1,041.1	1,090.1	1,131.9	1,215.8	28.07%
GARRARD CO	1,741.0	1,755.4	1,785.0	1,796.2	1,854.6	1,883.1	1,925.9	1,968.9	2,025.4	16.34%
GLASGOW	2,128.0	2,089.9	2,118.4	2,113.5	2,087.5	2,039.9	2,086.4	2,035.8	1,990.1	-6.48%
GRANT CO	2,461.5	2,528.4	2,578.1	2,697.2	2,749.7	2,881.9	2,986.2	3,057.6	3,146.9	27.84%
GRAVES CO	3,750.4	3,817.0	3,822.3	3,891.9	3,921.3	3,911.9	4,021.0	4,064.0	4,082.0	8.84%
GRAYSON CO	3,612.5	3,601.0	3,656.5	3,713.4	3,706.8	3,656.2	3,700.8	3,732.0	3,741.0	3.56%
GREEN CO	1,609.7	1,581.5	1,578.3	1,578.9	1,577.2	1,605.5	1,590.7	1,582.0	1,579.9	-1.85%
GREENUP CO	3,514.4	3,420.0	3,331.8	3,251.1	3,239.3	3,235.8	3,167.3	3,142.9	3,094.9	-11.94%
HANCOCK CO	1,501.8	1,491.5	1,483.8	1,475.7	1,445.6	1,413.8	1,460.5	1,436.8	1,423.2	-5.23%
HARDIN CO	11,276.9	11,316.3	11,745.4	12,183.2	12,347.5	12,382.7	12,249.0	12,162.2	11,924.6	5.74%
HARLAN CO	5,904.8	5,889.7	5,822.8	5,768.4	5,626.6	5,443.5	5,242.2	5,134.1	4,985.7	-15.57%
HARLAN	928.4	949.2	886.8	867.6	864.8	830.0	834.6	839.8	828.6	-10.75%
HARRISON CO	2,844.4	2,874.1	2,903.7	2,950.9	2,856.6	2,880.7	2,871.9	2,905.7	2,936.0	3.22%
HARRODSBURG	856.7	843.3	838.8	840.2	839.8	838.9	847.8	826.3	882.1	2.96%
HART CO	2,129.4	2,111.4	2,065.6	2,086.9	2,119.9	2,115.2	2,078.7	2,093.1	2,121.4	-0.38%
HAZARD	1,154.6	1,175.2	1,197.3	1,167.2	1,172.4	1,181.0	1,124.6	1,043.9	1,023.2	-11.38%
HENDERSON CO	6,928.1	7,019.7	7,132.9	7,288.4	7,145.5	7,006.0	6,944.3	6,848.5	6,716.3	-3.06%
HENRY CO	1,731.0	1,764.2	1,805.9	1,855.6	1,819.7	1,813.6	1,844.5	1,870.5	1,881.1	8.67%
HICKMAN CO	841.9	824.8	828.2	823.8	813.4	804.3	793.4	806.4	783.8	-6.90%
HOPKINS CO	7,263.4	7,272.2	7,276.0	7,171.5	7,011.1	6,837.5	6,778.0	6,690.8	6,659.3	-8.32%
JACKSON CO	2,182.3	2,224.4	2,246.0	2,302.5	2,235.8	2,210.0	2,177.6	2,153.4	2,217.8	1.63%
JACKSON	293.8	281.8	308.6	319.1	330.9	336.6	330.3	323.2	325.6	10.82%
JEFFERSON CO	80,174.3	80,214.7	80,556.4	82,309.9	81,401.8	80,568.9	80,313.8	80,552.0	80,562.8	0.48%
JENKINS	876.8	866.9	857.3	837.3	774.3	706.1	675.8	596.9	564.5	-35.62%
JESSAMINE CO	5,115.8	5,227.4	5,323.1	5,461.2	5,481.5	5,427.5	5,459.8	5,593.0	5,687.0	11.17%
JOHNSON CO	3,968.4	3,847.9	3,823.4	3,758.6	3,746.4	3,671.0	3,621.4	3,482.1	3,517.8	-11.35%
KENTON CO	9,966.2	10,154.9	10,272.1	10,637.8	10,816.6	10,898.0	10,862.5	10,846.4	10,867.9	9.05%
KNOTT CO	3,413.5	3,347.7	3,248.5	3,258.3	3,253.4	3,129.2	3,056.1	2,977.3	2,887.7	-15.40%
KNOX CO	4,628.6	4,570.6	4,520.8	4,435.2	4,390.4	4,204.4	4,136.2	4,163.1	4,210.0	-9.04%
LARUE CO	1,944.4	1,977.9	2,054.3	2,109.8	2,111.0	2,108.1	2,094.5	2,094.8	2,163.4	11.26%
LAUREL CO	7,334.3	7,414.4	7,552.8	7,748.3	7,720.1	7,705.1	7,629.5	7,504.3	7,441.5	1.46%
LAWRENCE CO	2,566.0	2,543.2	2,517.0	2,505.0	2,495.0	2,436.4	2,458.6	2,456.1	2,491.3	-2.91%
LEE CO	1,376.9	1,385.0	1,403.5	1,429.3	1,397.1	1,343.7	1,319.0	1,302.3	1,267.9	-7.92%
LESLIE CO	2,681.6	2,624.2	2,647.5	2,563.2	2,560.9	2,427.4	2,316.4	2,270.6	2,178.1	-18.78%
LETCHER CO	4,507.6	4,531.9	4,457.1	4,328.2	4,170.0	4,043.0	3,914.3	3,802.8	3,654.2	-18.93%
LEWIS CO	2,544.2	2,475.1	2,457.7	2,463.1	2,432.3	2,273.7	2,307.7	2,271.9	2,281.3	-10.33%
LINCOLN CO	3,479.4	3,439.1	3,440.6	3,481.2	3,477.5	3,502.7	3,512.2	3,504.7	3,516.1	1.05%
LIVINGSTON CO	1,362.0	1,318.4	1,321.7	1,344.8	1,368.2	1,343.9	1,330.8	1,340.5	1,347.1	-1.09%
LOGAN CO	2,825.2	2,782.0	2,815.6	2,887.2	2,888.9	2,868.4	2,901.7	2,930.5	2,989.1	5.80%
LUDLOW	910.4	937.9	941.9	949.4	931.6	953.3	940.1	929.0	929.0	2.04%
LYON CO	780.4	787.3	815.9	854.1	843.0	870.1	865.3	873.2	893.5	14.49%
MADISON CO	7,499.1	7,560.4	7,629.1	7,745.7	7,777.0	7,723.3	7,725.6	7,703.1	7,840.3	4.55%
MAGOFFIN CO	2,764.3	2,755.1	2,727.9	2,691.0	2,648.2	2,581.4	2,511.1	2,517.5	2,426.6	-12.22%
MARION CO	2,675.1	2,660.9	2,725.2	2,687.5	2,722.1	2,648.2	2,649.5	2,696.6	2,742.6	2.52%
MARSHALL CO	4,198.2	4,235.2	4,309.1	4,352.4	4,391.6	4,340.2	4,423.0	4,434.7	4,411.2	5.07%
MARTIN CO	2,730.0	2,742.9	2,775.9	2,785.9	2,692.6	2,653.7	2,578.2	2,544.1	2,474.2	-9.37%
MASON CO	2,633.0	2,610.2	2,586.3	2,572.5	2,568.4	2,567.2	2,536.5	2,521.5	2,462.8	-6.46%
MAYFIELD	1,357.2	1,361.1	1,390.4	1,317.2	1,296.9	1,283.1	1,279.0	1,274.4	1,238.4	-8.75%
MCCRACKEN CO	6,118.3	6,088.9	6,167.8	6,269.9	6,358.4	6,350.3	6,327.7	6,241.4	6,158.4	0.66%
MCCREARY CO	3,170.0	3,141.3	3,124.0	3,117.2	3,074.3	3,078.9	3,068.6	2,980.4	2,944.6	-7.11%
MCLEAN CO	1,669.1	1,620.8	1,605.8	1,580.1	1,569.4	1,565.7	1,528.4	1,528.2	1,517.2	-9.10%
MEADE CO	3,436.7	3,463.7	3,588.5	3,688.2	3,740.3	3,840.4	3,966.8	4,023.7	4,073.2	18.52%
MENIFEE CO	894.2	878.7	863.6	873.9	907.1	903.7	928.5	942.3	970.6	8.54%
MERCER CO	1,923.8	1,909.0	1,908.9	1,875.0	1,866.8	1,900.5	1,908.2	1,933.8	1,922.8	-0.05%

TABLE 25.

END OF 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	1997-98 EOY AADA	Change 89-90 97-98
METCALFE CO	1,522.3	1,499.8	1,461.3	1,474.0	1,491.9	1,465.5	1,486.3	1,466.6	1,485.7	-2.40%
MIDDLESBORO	1,854.3	1,813.3	1,746.2	1,703.8	1,639.5	1,622.9	1,562.0	1,524.8	1,498.0	-19.21%
MONROE CO	1,935.2	1,935.7	1,971.3	1,989.6	1,958.6	1,926.8	1,919.6	1,877.3	1,837.3	-5.06%
MONTGOMERY CO	3,580.7	3,412.8	3,403.2	3,363.8	3,331.0	3,319.0	3,328.8	3,390.0	3,362.8	-6.09%
MONTICELLO	752.0	735.3	753.0	745.0	706.7	722.2	762.8	753.7	762.7	1.42%
MORGAN CO	2,076.0	2,077.0	2,144.0	2,159.7	2,198.3	2,170.1	2,177.1	2,120.3	2,127.1	2.46%
MUHLENBERG CO	5,404.8	5,267.2	5,255.0	5,204.0	5,153.6	5,052.9	4,983.2	4,936.7	4,827.8	-10.68%
MURRAY	1,199.3	1,205.1	1,191.3	1,223.3	1,230.1	1,238.9	1,245.8	1,250.3	1,256.4	4.76%
NELSON CO	3,472.6	3,521.6	3,605.0	3,734.0	3,848.0	3,885.1	3,999.6	4,142.9	4,219.6	21.51%
NEWPORT	2,690.6	2,648.4	2,711.4	2,680.0	2,663.6	2,658.9	2,539.2	2,501.1	2,450.0	-8.94%
NICHOLAS CO	1,164.2	1,171.5	1,182.2	1,200.3	1,183.8	1,159.0	1,134.5	1,104.1	1,081.4	-7.11%
OHIO CO	3,788.7	3,773.8	3,748.1	3,771.1	3,760.4	3,715.2	3,673.2	3,716.0	3,663.3	-3.31%
OLDHAM CO	6,288.2	6,449.6	6,638.7	6,766.7	6,840.7	6,771.6	6,844.6	6,996.9	7,239.0	15.12%
OWEN CO	1,600.0	1,652.3	1,646.9	1,662.9	1,654.2	1,686.6	1,647.9	1,688.2	1,715.5	7.22%
OWENSBORO	4,046.9	4,044.8	4,045.3	4,077.9	4,123.0	4,027.1	3,974.8	3,938.1	3,843.1	-5.04%
OWSLEY CO	888.9	885.9	893.4	909.7	904.2	873.4	824.9	828.1	822.7	-7.45%
PADUCAH	3,426.2	3,362.8	3,393.0	3,256.4	3,146.5	3,007.6	2,963.9	2,932.5	2,985.0	-12.88%
PAINTSVILLE	856.8	853.4	849.7	859.0	862.7	837.4	788.7	781.3	745.5	-12.99%
PARIS	977.8	952.2	895.4	865.5	788.0	753.2	776.9	731.1	689.6	-29.47%
PENDLETON CO	2,260.5	2,281.4	2,283.8	2,308.7	2,531.0	2,439.4	2,461.2	2,469.7	2,500.4	10.61%
PERRY CO	5,205.9	5,148.8	5,152.6	5,111.1	5,031.7	4,836.6	4,713.5	4,538.8	4,387.2	-15.73%
PIKE CO	12,828.8	12,575.0	12,313.3	11,848.2	11,609.0	11,213.9	10,752.8	10,444.2	10,166.6	-20.75%
PIKEVILLE	1,267.0	1,276.3	1,291.7	1,264.0	1,240.6	1,231.5	1,237.3	1,207.5	1,223.6	-3.43%
PINEVILLE	483.2	476.1	469.0	462.2	440.6	530.4	533.6	511.3	556.5	15.17%
POWELL CO	2,292.4	2,295.3	2,332.7	2,391.4	2,403.3	2,400.5	2,371.8	2,366.7	2,373.0	3.52%
PROVIDENCE	539.9	546.9	546.8	523.5	508.4	499.4	494.7	480.5	460.3	-14.74%
PULASKI CO	6,404.9	6,391.0	6,367.5	6,533.2	6,460.4	6,396.4	6,415.2	6,474.7	6,650.4	3.83%
RACELAND	839.9	828.6	876.5	888.6	876.5	857.6	865.8	895.8	881.2	4.92%
ROBERTSON CO	326.9	329.1	319.0	328.7	313.9	324.8	320.2	323.2	356.7	9.12%
ROCKCASTLE CO	2,636.1	2,675.7	2,680.6	2,655.5	2,669.5	2,646.8	2,661.0	2,712.6	2,669.4	1.26%
ROWAN CO	2,793.2	2,829.4	2,866.5	2,877.6	2,868.6	2,829.6	2,825.3	2,848.0	2,834.1	1.46%
RUSSELL CO	2,313.4	2,316.7	2,341.8	2,403.3	2,433.7	2,487.8	2,504.7	2,517.6	2,588.1	11.87%
RUSSELL	2,354.1	2,331.7	2,279.8	2,304.9	2,254.7	2,176.4	2,145.7	2,151.4	2,136.4	-9.25%
RUSSELLVILLE	1,353.1	1,394.6	1,395.0	1,396.9	1,398.5	1,383.0	1,304.5	1,270.4	1,228.6	-9.20%
SCIENCE HILL	273.0	279.4	301.1	345.0	335.5	356.2	365.4	382.3	380.7	39.45%
SCOTT CO	4,173.2	4,198.7	4,253.8	4,335.8	4,363.9	4,386.2	4,511.2	4,533.2	4,729.3	13.33%
SHELBY CO	3,969.2	3,992.0	4,063.8	4,075.6	4,120.8	4,153.7	4,170.5	4,216.0	4,286.9	8.00%
SILVER GROVE	240.1	244.0	249.2	228.8	239.2	252.4	242.0	233.6	233.6	-2.71%
SIMPSON CO	2,557.0	2,594.2	2,605.7	2,609.6	2,609.4	2,599.7	2,644.0	2,610.9	2,641.7	3.31%
SOMERSET	1,578.2	1,634.9	1,634.2	1,578.0	1,598.9	1,650.8	1,607.8	1,595.0	1,537.0	-2.61%
SOUTHGATE	194.2	185.0	165.4	173.2	175.5	176.5	190.3	197.1	184.3	-5.10%
SPENCER CO	1,254.3	1,247.1	1,260.3	1,330.5	1,371.5	1,459.7	1,511.7	1,557.0	1,580.1	25.97%
TAYLOR CO	2,144.7	2,151.2	2,209.4	2,248.2	2,283.6	2,315.3	2,364.2	2,356.4	2,346.7	9.42%
TODD CO	1,759.7	1,753.7	1,770.5	1,773.3	1,759.8	1,711.1	1,692.3	1,738.8	1,753.0	-0.38%
TRIGG CO	1,599.6	1,597.4	1,618.5	1,632.8	1,635.4	1,656.4	1,680.9	1,709.0	1,767.1	10.47%
TRIMBLE CO	1,055.8	1,074.9	1,121.0	1,104.2	1,116.8	1,157.5	1,193.5	1,207.4	1,266.9	19.99%
UNION CO	2,743.7	2,761.4	2,753.5	2,760.8	2,659.1	2,590.0	2,551.7	2,473.1	2,397.8	-12.61%
WALTON VERONA	780.8	843.6	852.2	849.7	853.3	860.2	873.1	894.9	904.8	15.88%
WARREN CO	8,872.0	8,965.0	9,073.4	9,160.8	9,353.2	9,304.6	9,504.9	9,490.5	9,512.0	7.21%
WASHINGTON CO	1,605.2	1,638.4	1,634.4	1,626.4	1,647.0	1,615.7	1,636.3	1,645.8	1,624.8	1.22%
WAYNE CO	2,504.1	2,451.5	2,443.5	2,507.5	2,542.4	2,506.8	2,498.4	2,473.8	2,488.7	-0.61%
WEBSTER CO	1,991.3	1,928.7	1,924.2	1,899.6	1,892.0	1,912.2	1,905.8	1,893.7	1,814.4	-8.88%
WEST POINT	221.0	246.5	227.5	207.3	187.4	181.2	182.4	158.1	151.0	-31.67%
WHITLEY CO	3,552.7	3,588.0	3,575.2	3,663.9	3,721.9	3,666.9	3,821.1	3,835.7	3,842.3	8.15%
WILLIAMSBURG	889.3	894.6	902.1	902.4	893.6	846.1	803.5	784.2	743.9	-16.35%
WILLIAMSTOWN	544.4	534.4	563.1	568.6	579.1	607.1	601.2	620.2	626.6	15.10%
WOLFE CO	1,276.8	1,318.1	1,383.1	1,359.0	1,317.7	1,269.3	1,247.9	1,232.1	1,231.4	-3.56%
WOODFORD CO	3,255.8	3,303.9	3,364.9	3,336.0	3,458.9	3,392.5	3,455.4	3,446.0	3,446.8	5.87%

TABLE 26. PER PUPIL PROPERTY WEALTH BY DISTRICT

District	1989-90 Per Pupil Property Wealth	1990-91 Per Pupil Property Wealth	1991-92 Per Pupil Property Wealth	1992-93 Per Pupil Property Wealth	1993-94 Per Pupil Property Wealth	1994-95 Per Pupil Property Wealth	1995-96 Per Pupil Property Wealth	1996-97 Per Pupil Property Wealth	1997-98 Per Pupil Property Wealth	Percent Change 89-90 97-98
ADAIR CO.	$104,642	$114,297	$114,409	$118,182	$123,340	$136,959	$144,301	$150,366	$156,046	49.12%
ALLEN CO.	96,733	106,134	111,579	117,724	120,253	124,508	143,632	146,331	152,918	58.08%
ANCHORAGE	343,822	376,218	421,121	466,987	496,487	542,406	560,352	537,310	585,780	70.37%
ANDERSON CO.	162,314	187,153	195,909	195,474	213,232	221,625	248,691	251,335	276,190	70.16%
ASHLAND	161,524	169,322	174,948	180,018	191,091	201,586	212,035	216,558	238,187	47.46%
AUGUSTA	84,383	89,773	106,058	113,165	109,180	115,192	128,154	128,493	141,316	67.47%
BALLARD CO.	120,023	138,738	140,827	149,848	167,519	176,426	191,251	198,902	213,064	77.52%
BARBOURVILLE	119,069	105,468	92,608	91,919	96,169	101,108	104,186	100,610	99,290	-16.61%
BARDSTOWN	233,939	240,713	243,821	253,752	274,224	290,223	331,918	345,529	352,611	50.73%
BARREN CO.	131,969	142,604	155,155	163,663	185,159	198,262	218,369	226,915	230,810	74.90%
BATH CO.	90,876	94,132	97,628	100,179	131,318	127,839	135,133	143,035	143,167	57.54%
BEECHWOOD	295,181	290,876	269,137	307,909	302,540	308,408	362,207	372,993	371,667	25.91%
BELL CO.	59,645	66,739	65,282	77,247	74,362	89,056	90,743	98,961	101,650	70.43%
BELLEVUE	148,503	156,023	159,302	161,183	164,933	177,761	187,335	189,772	221,690	49.28%
BEREA	96,667	108,987	112,753	114,053	117,402	133,186	136,295	137,731	151,459	56.68%
BOONE CO.	281,433	310,331	329,170	342,713	360,077	353,674	401,948	435,698	459,747	63.36%
BOURBON CO.	151,388	163,867	178,724	173,049	168,900	179,224	201,812	220,437	230,497	52.26%
BOWLING GREEN	156,068	177,928	178,354	189,227	205,400	221,090	230,983	262,052	275,007	76.21%
BOYD CO.	159,054	166,596	189,677	217,630	220,095	242,275	258,910	273,758	273,416	71.90%
BOYLE CO.	140,492	149,640	181,734	196,441	189,877	206,522	229,183	245,996	285,183	102.99%
BRACKEN CO.	114,208	123,956	127,976	131,182	134,156	135,284	142,592	154,651	165,147	44.60%
BREATHITT CO.	76,233	85,504	90,580	90,949	97,732	107,239	110,309	107,549	118,043	54.85%
BRECKINRIDGE CO.	130,724	135,964	137,077	139,952	145,007	160,297	167,717	177,940	189,866	45.24%
BULLITT CO.	107,479	121,435	131,786	150,390	157,774	181,567	209,192	221,398	232,825	116.62%
BURGIN	185,939	184,380	190,431	200,846	218,330	226,813	244,979	263,068	303,384	63.16%
BUTLER CO.	88,129	94,719	97,793	98,174	103,010	114,919	123,944	131,854	139,161	57.91%
CALDWELL CO.	112,393	122,757	129,506	139,756	143,424	156,580	169,131	177,670	190,873	69.83%
CALLOWAY CO.	149,478	164,184	170,704	172,379	178,944	197,171	216,863	239,638	270,450	80.93%
CAMPBELL CO.	214,693	240,566	258,070	268,853	286,868	324,064	347,038	373,162	390,792	82.02%
CAMPBELLSVILLE	118,764	124,892	131,109	136,365	148,656	151,354	163,456	172,001	197,386	66.20%
CARLISLE CO.	111,322	120,223	123,699	133,385	136,998	147,749	166,318	172,685	174,753	56.98%
CARROLL CO.	211,173	194,678	203,376	215,081	223,310	242,809	274,471	295,087	312,541	48.00%
CARTER CO.	66,314	76,254	83,074	85,426	106,535	110,403	117,993	125,484	129,183	94.81%
CASEY CO.	95,952	100,691	105,404	114,465	119,251	126,630	138,132	148,858	149,387	55.69%
CAVERNA	94,822	108,828	110,980	121,369	132,414	145,913	154,617	170,335	197,319	108.09%
CHRISTIAN CO.	114,195	129,947	135,471	136,333	143,471	156,191	180,528	195,245	204,606	79.17%
CLARK CO.	162,062	168,552	170,739	181,405	193,450	218,049	233,723	245,154	273,247	68.61%
CLAY CO.	59,297	66,829	69,885	80,861	83,693	87,618	92,007	93,533	96,401	62.57%
CLINTON CO.	65,358	73,328	81,163	126,793	133,577	136,887	143,682	145,442	156,904	140.07%
CLOVERPORT	51,549	53,678	52,130	53,802	54,746	61,368	65,331	69,818	76,269	47.95%
CORBIN	110,870	129,848	129,276	127,397	133,214	148,052	154,614	155,075	171,734	54.90%
COVINGTON	107,213	136,112	142,709	148,681	150,968	174,305	182,372	186,040	195,251	82.12%
CRITTENDEN CO.	116,300	128,007	134,606	137,039	142,165	151,526	168,890	171,505	181,166	55.77%
CUMBERLAND CO.	96,722	102,518	109,232	119,098	126,488	131,688	144,545	145,272	150,297	55.39%
DANVILLE	194,504	208,304	227,264	237,343	239,188	256,100	272,392	308,144	312,305	60.56%
DAVIESS CO.	179,159	189,497	191,317	187,483	191,209	215,305	227,714	237,388	252,696	41.05%
DAWSON SPRINGS	74,571	77,749	72,710	71,156	70,098	75,352	83,208	73,656	74,439	-0.18%
DAYTON	45,225	57,486	59,676	61,238	61,526	65,913	80,550	80,813	85,623	89.33%
EAST BERNSTADT	41,720	42,597	41,639	50,833	54,136	50,185	49,217	40,924	42,637	2.20%
EDMONSON CO.	71,969	77,821	81,817	89,180	126,108	132,943	140,234	151,435	167,687	133.00%
ELIZABETHTOWN	143,770	150,416	165,164	163,463	168,182	178,937	184,954	195,341	199,037	38.44%
ELLIOTT CO.	45,923	73,636	72,326	72,171	72,712	75,914	80,017	85,464	91,250	98.70%
EMINENCE	120,109	136,127	123,300	137,347	154,616	156,170	176,571	186,293	188,217	56.71%
ERLANGER	171,578	185,184	206,145	214,809	222,154	225,254	256,076	265,419	277,144	61.53%
ESTILL CO.	69,547	78,082	79,666	84,284	86,209	94,691	102,460	107,128	113,124	62.66%
FAIRVIEW	105,406	101,046	108,427	105,224	108,529	120,969	125,679	122,536	140,549	33.34%
FAYETTE CO.	342,758	364,305	374,786	359,708	366,609	392,135	417,030	434,839	452,868	32.12%
FLEMING CO.	122,161	127,037	123,150	128,250	134,163	138,437	144,218	151,285	160,521	31.40%
FLOYD CO.	85,364	92,955	98,537	92,745	110,522	130,420	137,317	141,116	149,788	75.47%

TABLE 26. PER PUPIL PROPERTY WEALTH BY DISTRICT

District	1989-90 Per Pupil Property Wealth	1990-91 Per Pupil Property Wealth	1991-92 Per Pupil Property Wealth	1992-93 Per Pupil Property Wealth	1993-94 Per Pupil Property Wealth	1994-95 Per Pupil Property Wealth	1995-96 Per Pupil Property Wealth	1996-97 Per Pupil Property Wealth	1997-98 Per Pupil Property Wealth	Percent Change 89-90 97-98
FT. THOMAS	221,503	246,262	253,747	289,817	280,822	308,472	308,554	328,030	334,357	50.95%
FRANKFORT	181,714	190,128	222,892	220,169	202,126	208,321	215,939	214,499	211,928	16.63%
FRANKLIN CO.	192,893	209,922	231,454	243,472	254,689	283,702	303,239	317,241	335,896	74.14%
FULTON CO.	110,824	124,200	126,929	132,756	132,198	139,295	146,433	160,353	169,751	53.17%
FULTON	119,197	124,355	126,477	120,956	138,743	144,648	150,771	161,815	172,952	45.10%
GALLATIN CO.	124,508	134,094	145,354	152,386	154,711	153,800	183,731	203,757	202,527	62.66%
GARRARD CO.	141,154	158,267	160,832	167,900	167,050	172,405	185,135	192,229	198,299	40.48%
GLASGOW	124,068	140,834	155,949	160,894	163,943	183,580	205,795	220,940	230,053	85.42%
GRANT CO.	98,049	106,468	113,939	119,671	125,453	138,819	146,815	162,422	169,356	72.73%
GRAVES CO.	127,672	130,117	137,254	139,714	151,057	164,190	182,567	195,451	204,753	60.37%
GRAYSON CO.	102,569	109,084	116,932	125,417	128,129	145,704	155,809	160,714	174,280	69.91%
GREEN CO.	100,401	110,630	116,288	127,560	132,545	136,196	147,993	150,243	161,477	60.83%
GREENUP CO.	92,341	96,196	102,296	112,319	129,158	140,950	147,684	154,232	162,213	75.67%
HANCOCK CO.	145,866	149,452	168,310	176,877	208,750	219,700	234,849	254,378	256,458	75.82%
HARDIN CO.	138,562	149,683	157,009	150,708	157,990	170,696	183,141	198,655	212,819	53.59%
HARLAN CO.	79,813	79,122	82,589	81,717	79,651	95,547	111,339	119,892	123,641	54.91%
HARLAN	73,098	77,247	78,343	87,691	90,757	108,560	128,288	132,573	122,648	67.79%
HARRISON CO.	124,758	127,566	132,827	133,071	137,873	156,883	168,448	171,495	176,331	41.34%
HARRODSBURG	131,770	142,194	147,893	154,161	157,247	182,870	193,332	189,813	191,757	45.52%
HART CO.	82,334	93,319	104,116	112,401	127,730	141,532	150,521	160,114	166,687	102.45%
HAZARD	106,567	113,969	113,465	115,466	118,468	153,345	149,418	164,054	173,498	62.81%
HENDERSON CO.	157,884	167,966	181,491	184,043	191,465	197,523	211,751	215,699	228,406	44.67%
HENRY CO.	133,544	143,258	144,585	149,478	158,493	176,963	188,055	193,444	203,767	52.58%
HICKMAN CO.	122,952	134,259	133,544	144,724	150,668	172,721	192,004	204,369	208,351	69.46%
HOPKINS CO.	155,060	157,027	157,927	165,508	164,643	175,133	193,369	201,353	211,520	36.41%
JACKSON CO.	47,967	56,440	58,892	68,031	69,729	76,434	83,017	86,249	91,014	89.74%
JACKSON	65,813	80,684	86,870	76,254	81,574	80,511	85,565	79,260	84,027	27.68%
JEFFERSON CO.	259,483	288,657	286,119	309,366	316,190	348,636	368,006	400,221	418,312	61.21%
JENKINS	49,224	50,044	54,446	52,387	60,098	77,770	97,003	99,848	101,852	106.92%
JESSAMINE CO.	170,807	177,563	189,161	190,370	193,195	212,469	231,777	253,726	271,309	58.84%
JOHNSON CO.	60,758	62,275	66,437	68,556	71,278	86,322	117,537	123,771	131,060	115.71%
KENTON CO.	213,438	225,752	242,855	261,422	285,747	304,155	333,953	370,435	408,863	91.56%
KNOTT CO.	74,413	84,513	91,255	93,755	112,271	121,948	129,856	144,052	154,805	108.03%
KNOX CO.	68,572	74,803	78,823	83,879	99,445	105,476	112,802	119,095	122,875	79.19%
LARUE CO.	110,717	115,934	119,099	119,000	124,602	137,927	146,227	157,440	162,932	47.16%
LAUREL CO.	110,674	119,612	121,118	122,002	132,551	145,699	157,838	177,419	196,715	77.74%
LAWRENCE CO.	83,656	95,450	98,947	106,354	118,592	129,875	137,530	144,103	141,987	69.73%
LEE CO.	66,817	80,863	86,096	88,014	94,887	98,221	104,212	108,825	112,388	68.20%
LESLIE CO.	82,349	90,397	97,927	112,565	128,206	122,266	132,979	144,507	154,056	87.08%
LETCHER CO.	76,030	78,942	86,022	82,248	94,280	109,303	118,198	121,440	127,671	67.92%
LEWIS CO.	77,034	81,456	85,512	92,118	97,324	108,588	119,791	126,108	132,710	72.27%
LINCOLN CO.	87,841	96,290	102,122	108,920	118,302	124,011	140,832	144,365	152,378	73.47%
LIVINGSTON CO.	158,460	164,880	180,315	203,765	210,493	216,943	236,759	244,339	259,226	63.59%
LOGAN CO.	140,135	146,224	154,739	156,122	164,868	184,040	212,434	201,299	206,175	47.13%
LUDLOW	83,366	90,336	83,089	87,991	87,512	98,654	102,741	105,080	107,098	28.47%
LYON CO.	199,781	221,194	241,281	256,297	267,041	286,224	348,402	377,592	391,587	96.01%
MADISON CO.	139,587	149,411	153,433	162,928	178,232	193,902	213,767	226,120	237,044	69.82%
MAGOFFIN CO.	46,504	56,342	56,253	61,624	71,480	77,114	81,784	86,173	86,851	86.76%
MARION CO.	110,080	115,061	125,814	139,323	145,192	156,987	175,460	183,612	202,988	84.40%
MARSHALL CO.	168,457	181,235	195,131	201,553	212,037	226,753	238,011	256,856	282,928	67.95%
MARTIN CO.	121,605	121,749	125,758	119,878	125,263	127,588	135,008	147,578	150,897	24.09%
MASON CO.	194,202	203,912	212,323	232,430	242,301	252,655	284,568	310,257	321,709	65.66%
MAYFIELD	125,147	128,150	131,245	134,728	143,093	154,030	157,513	168,934	178,312	42.48%
McCRACKEN CO.	153,092	168,509	176,975	183,816	197,121	219,573	242,585	264,610	285,494	86.49%
McCREARY CO.	38,031	47,185	46,569	53,232	60,850	64,993	71,965	79,600	84,736	122.81%
McLEAN CO.	134,078	140,916	151,063	155,837	159,670	168,094	176,350	191,053	203,472	51.76%
MEADE CO.	102,718	107,581	109,262	111,467	120,917	125,714	133,895	141,872	147,683	43.78%
MENIFEE CO.	66,850	74,629	90,090	99,664	100,104	106,834	110,875	112,822	118,449	77.19%
MERCER CO.	143,919	150,032	165,882	166,875	167,620	183,642	211,465	231,893	244,236	69.70%

TABLE 26. PER PUPIL PROPERTY WEALTH BY DISTRICT

District	1989-90 Per Pupil Property Wealth	1990-91 Per Pupil Property Wealth	1991-92 Per Pupil Property Wealth	1992-93 Per Pupil Property Wealth	1993-94 Per Pupil Property Wealth	1994-95 Per Pupil Property Wealth	1995-96 Per Pupil Property Wealth	1996-97 Per Pupil Property Wealth	1997-98 Per Pupil Property Wealth	Percent Change 89-90 97-98
METCALFE CO.	90,001	103,836	106,659	119,496	142,122	143,261	151,461	160,941	168,990	87.76%
MIDDLESBORO	100,401	128,682	131,473	135,382	150,767	165,803	170,998	187,566	194,537	93.76%
MONROE CO.	88,011	97,629	102,225	104,815	108,652	118,817	128,866	136,883	143,006	62.49%
MONTGOMERY CO.	107,274	119,220	123,116	124,258	138,635	154,725	178,124	185,900	206,822	92.80%
MONTICELLO	47,031	47,124	47,049	55,208	70,653	73,787	80,085	68,694	72,050	53.20%
MORGAN CO.	66,783	76,092	73,212	78,425	84,939	88,603	94,913	98,626	103,299	54.68%
MUHLENBURG CO.	126,149	132,307	138,260	138,913	140,455	149,950	166,590	169,393	173,968	37.91%
MURRAY	196,428	202,926	203,118	206,390	214,828	232,237	257,830	265,511	263,319	34.05%
NELSON CO.	147,826	156,659	165,383	168,596	171,240	195,588	205,182	218,279	219,803	48.69%
NEWPORT	90,661	100,203	101,567	106,378	111,519	122,037	127,841	138,493	147,334	62.51%
NICHOLAS CO.	105,600	113,449	115,267	118,332	120,612	129,897	144,736	159,006	169,288	60.31%
OHIO CO.	133,637	132,476	137,166	138,291	140,877	149,556	159,227	176,467	183,636	37.41%
OLDHAM CO.	166,078	182,974	192,571	205,202	218,679	253,007	281,451	292,982	310,272	86.82%
OWEN CO.	113,629	117,678	119,646	121,905	128,338	147,663	161,157	166,698	173,045	52.29%
OWENSBORO	191,097	195,527	194,449	194,703	194,583	222,354	232,745	239,584	242,977	27.15%
OWSLEY CO.	56,544	62,072	67,810	63,403	66,118	71,307	77,534	83,508	84,238	48.98%
PADUCAH	169,113	181,833	183,437	199,756	209,106	231,621	252,721	257,452	263,612	55.88%
PAINTSVILLE	142,285	139,144	137,580	139,755	161,481	188,556	223,259	245,815	259,310	82.25%
PARIS	104,525	121,770	122,943	134,105	138,282	160,462	176,374	179,613	194,743	86.31%
PENDLETON CO.	92,072	97,472	109,322	119,978	119,010	124,118	142,959	151,779	159,327	73.05%
PERRY CO.	98,166	100,544	107,296	107,093	111,193	130,778	140,960	137,849	147,241	49.99%
PIKE CO.	97,333	97,972	106,277	113,176	117,563	140,210	149,929	172,849	185,922	91.02%
PIKEVILLE	171,060	190,501	183,532	173,777	187,466	226,629	233,905	249,579	264,487	54.62%
PINEVILLE	88,755	94,903	94,411	93,242	83,542	76,388	85,520	94,097	87,974	-0.88%
POWELL CO.	63,020	74,597	74,765	75,067	86,981	91,309	101,273	108,222	112,080	77.85%
PROVIDENCE	78,396	82,914	85,473	92,581	92,012	93,417	96,728	90,970	96,649	23.28%
PULASKI CO.	121,159	135,430	140,931	148,356	161,047	182,548	198,100	215,514	218,210	80.10%
RACELAND	128,501	138,192	134,194	136,994	119,745	153,524	157,055	149,982	158,632	23.45%
ROBERTSON CO.	107,204	121,014	123,791	127,802	135,689	139,302	149,295	159,164	153,763	43.43%
ROCKCASTLE CO.	74,453	77,390	79,614	85,196	89,913	97,174	99,899	107,019	108,990	46.39%
ROWAN CO.	115,648	126,556	129,101	134,793	139,364	156,842	172,081	182,658	196,198	69.65%
RUSSELL CO.	104,542	123,283	128,328	135,304	140,020	156,490	161,366	167,399	180,053	72.23%
RUSSELL	165,436	185,457	186,845	190,795	194,713	229,687	247,224	249,945	256,253	54.90%
RUSSELLVILLE	101,287	113,347	110,545	115,235	116,067	135,332	147,128	155,177	178,554	76.29%
SCIENCE HILL	79,580	80,543	73,996	72,789	79,050	79,163	85,709	79,036	86,724	8.98%
SCOTT CO.	160,089	175,260	172,519	194,711	206,790	233,950	249,648	270,730	283,968	77.38%
SHELBY CO.	193,037	214,628	224,798	239,652	256,018	261,978	306,587	320,412	358,275	85.60%
SILVER GROVE	86,345	88,965	100,613	106,973	108,711	99,018	108,271	122,604	124,542	44.24%
SIMPSON CO.	140,466	157,610	165,617	173,305	181,297	195,882	210,655	224,763	242,588	72.70%
SOMERSET	155,459	168,726	171,297	183,654	195,550	203,258	223,187	236,982	247,798	59.40%
SOUTHGATE	175,857	210,747	233,249	223,912	246,008	258,071	308,347	312,281	330,667	88.03%
SPENCER CO.	111,009	118,021	128,545	128,756	137,951	144,204	169,235	184,684	199,604	79.81%
TAYLOR CO.	117,001	126,053	132,972	137,742	144,169	151,843	164,163	174,220	176,490	50.84%
TODD CO.	94,503	105,000	109,096	119,501	132,291	143,572	155,599	160,214	168,715	78.53%
TRIGG CO.	137,729	152,339	166,395	178,266	190,012	205,156	232,416	248,118	261,706	90.02%
TRIMBLE CO.	168,240	179,285	198,458	198,063	217,423	208,698	221,168	225,504	226,134	34.41%
UNION CO.	147,508	151,622	156,118	163,351	168,718	175,963	194,757	203,713	217,484	47.44%
WALTON-VERONA	94,664	88,092	102,713	115,817	131,218	135,991	150,642	163,337	177,666	87.68%
WARREN CO.	154,825	168,435	176,944	183,949	200,301	224,713	254,624	290,540	312,444	101.80%
WASHINGTON CO.	130,233	138,697	139,360	148,486	158,097	169,170	181,416	187,944	193,029	48.22%
WAYNE CO.	67,646	79,956	85,921	98,096	124,308	133,886	144,373	151,998	162,533	140.27%
WEBSTER CO.	153,023	160,123	175,705	188,662	193,493	194,389	202,087	196,725	195,786	27.95%
WEST POINT	53,885	55,736	57,429	68,992	72,756	79,601	101,637	100,375	111,623	107.15%
WHITLEY CO.	74,655	76,777	78,957	87,290	84,304	92,215	91,190	102,323	106,402	42.52%
WILLIAMSBURG	83,344	102,278	115,205	103,313	103,538	109,556	124,747	128,092	138,853	66.60%
WILLIAMSTOWN	129,991	141,743	135,744	154,980	144,912	153,329	170,447	183,542	188,479	44.99%
WOLFE CO.	51,033	61,991	62,560	66,379	71,779	80,037	84,315	87,398	93,336	82.89%
WOODFORD CO.	266,872	271,047	288,167	291,448	287,915	294,253	318,861	336,020	353,883	32.60%

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ADAIR CO.	160.4	172.0	177.0	181.0	181.0	177.0	179.0	181.0	166.7	3.93%
ALLEN CO.	135.0	145.0	151.0	156.8	158.0	157.0	155.0	160.2	161.1	19.33%
ANCHORAGE	29.0	29.3	29.7	27.0	30.1	33.3	32.1	34.4	36.3	25.17%
ANDERSON CO.	141.0	145.5	150.0	152.0	157.3	165.6	169.4	175.4	186.2	32.06%
ASHLAND	204.7	209.9	216.0	224.7	224.5	224.7	222.5	215.0	212.7	3.91%
AUGUSTA	16.4	18.3	20.3	20.0	16.8	18.4	18.6	18.7	19.1	16.46%
BALLARD CO.	93.6	98.0	98.4	98.0	97.5	97.0	97.3	80.0	92.3	-1.39%
BARBOURVILLE	30.3	33.4	36.5	37.5	37.0	39.5	40.0	39.5	37.8	24.75%
BARDSTOWN	88.0	87.9	89.4	90.5	90.5	88.0	88.0	91.0	100.4	14.09%
BARREN CO.	182.0	185.5	194.5	193.0	189.7	191.1	198.6	210.1	215.1	18.19%
BATH CO.	107.8	112.0	114.0	116.6	119.5	121.7	121.0	119.5	116.0	7.61%
BEECHWOOD	49.1	50.2	51.9	54.1	54.0	56.9	57.9	56.8	58.1	18.33%
BELL CO.	239.0	248.1	236.3	234.4	229.6	228.0	231.0	232.0	212.9	-10.92%
BELLEVUE	53.9	53.3	54.6	55.5	58.9	59.8	60.8	61.1	55.7	3.34%
BEREA	62.0	64:8	65.3	66.3	67.3	70.3	68.3	71.3	69.5	12.10%
BOONE CO.	514.3	535.9	570.0	597.4	588.3	605.5	634.5	669.8	698.8	35.87%
BOURBON CO.	148.8	152.5	154.0	164.6	165.8	172.3	171.3	166.8	171.3	15.12%
BOWLING GREEN	218.0	217.0	219.5	212.1	212.5	207.5	209.0	208.0	206.4	-5.32%
BOYD CO.	240.0	244.6	237.2	229.5	223.9	226.2	241.7	238.2	231.6	-3.50%
BOYLE CO.	153.5	157.0	158.4	164.5	163.9	163.3	165.0	169.3	172.2	12.18%
BRACKEN CO.	61.0	62.6	63.1	65.0	66.6	68.0	66.0	72.0	64.3	5.41%
BREATHITT CO.	172.2	171.1	177.0	178.1	167.1	168.0	172.0	173.0	175.8	2.09%
BRECKINRIDGE CO.	145.0	149.0	154.5	157.0	147.0	147.0	152.0	156.0	146.0	0.69%
BULLITT CO.	506.9	507.5	522.5	527.0	545.0	454.0	542.5	549.2	578.0	14.03%
BURGIN	25.4	27.6	25.2	26.3	27.6	25.5	24.0	25.0	25.0	-1.57%
BUTLER CO.	128.9	130.0	133.5	138.4	141.9	147.5	140.0	147.8	147.3	14.27%
CALDWELL CO.	129.2	130.3	126.8	125.0	124.9	130.0	120.8	135.4	123.9	-4.10%
CALLOWAY CO.	170.3	175.7	184.3	187.7	186.9	193.1	196.8	199.6	208.7	22.55%
CAMPBELL CO.	226.5	235.5	243.5	252.0	249.5	260.1	269.5	274.0	283.1	24.99%
CAMPBELLSVILLE	79.9	80.7	84.5	82.3	81.9	83.7	80.2	78.9	79.2	-0.88%
CARLISLE CO.	54.5	53.5	54.5	55.0	53.0	54.0	50.0	53.0	53.3	-2.20%
CARROLL CO.	109.0	110.0	109.3	110.7	118.7	119.0	115.2	102.1	105.3	-3.39%
CARTER CO.	320.0	319.0	313.0	310.1	305.6	270.0	288.2	308.2	281.2	-12.13%
CASEY CO.	156.0	167.0	172.7	170.9	171.9	155.0	166.0	172.0	173.0	10.90%
CAVERNA	66.0	68.0	68.0	68.0	66.5	68.7	63.0	64.0	62.7	-5.00%
CHRISTIAN CO.	475.6	486.7	512.4	519.4	520.7	537.1	536.5	532.8	535.4	12.57%
CLARK CO.	288.0	297.0	301.0	300.0	306.4	310.0	304.2	305.9	309.0	7.29%
CLAY CO.	283.0	293.0	314.0	306.0	304.1	307.0	302.0	311.0	298.7	5.55%
CLINTON CO.	111.0	113.0	114.8	115.3	116.8	88.0	95.0	102.5	102.4	-7.75%
CLOVERPORT	25.0	21.9	22.4	25.3	21.7	25.7	24.7	23.0	22.9	-8.40%
CORBIN	104.4	111.0	108.0	111.0	117.5	114.0	119.6	113.5	113.7	8.91%
COVINGTON	351.6	351.1	364.5	352.6	354.6	351.9	349.0	340.2	325.9	-7.31%
CRITTENDEN CO.	91.1	95.5	94.0	95.0	97.6	99.4	99.5	97.0	94.0	3.18%
CUMBERLAND CO.	73.0	78.0	78.0	79.0	76.2	80.7	76.7	80.0	76.9	5.34%
DANVILLE	119.8	117.7	122.0	120.0	123.6	126.5	123.4	123.4	120.5	0.58%
DAVIESS CO.	498.4	506.2	526.7	548.5	560.7	575.7	575.9	580.7	578.1	15.99%
DAWSON SPRINGS	39.1	39.4	37.0	40.0	39.0	40.0	40.9	43.0	40.6	3.84%
DAYTON	79.0	87.0	87.5	88.5	86.3	89.3	83.3	91.3	92.0	16.46%
EAST BERNSTADT	18.0	20.5	22.4	23.9	24.0	24.0	24.3	23.9	24.5	36.11%
EDMONSON CO.	110.2	114.7	114.7	118.2	121.2	115.7	109.7	113.7	114.2	3.63%
ELIZABETHTOWN	109.8	109.8	109.2	114.7	113.5	112.0	115.0	114.0	122.3	11.38%
ELLIOTT CO.	85.0	88.0	88.0	93.0	93.0	85.0	98.0	97.0	87.4	2.82%
EMINENCE	34.0	37.0	36.7	37.7	36.8	36.8	36.8	35.8	35.9	5.59%
ERLANGER	135.6	138.1	137.7	143.0	138.0	136.5	140.1	143.4	142.3	4.94%
ESTILL CO.	170.3	175.1	186.1	191.2	190.4	187.1	194.0	194.1	195.3	14.68%
FAIRVIEW	44.0	43.0	43.5	43.0	41.5	40.5	43.0	37.5	37.8	-14.09%
FAYETTE CO.	1,984.2	1,973.3	2,040.3	2,000.7	2,044.7	2,091.4	2,132.9	2,101.0	2,154.3	0.09
FLEMING CO.	136.0	136.0	137.0	143.0	140.0	146.0	148.0	135.5	142.7	4.93%
FLOYD CO.	482.6	496.5	486.5	515.8	502.9	512.3	493.0	468.5	427.5	-11.42%

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FT. THOMAS	129.3	132.1	135.4	134.5	137.8	139.3	144.3	148.2	145.6	12.61%
FRANKFORT	54.8	55.9	58.4	58.8	60.0	61.6	64.3	64.6	63.2	15.33%
FRANKLIN CO.	356.1	362.2	364.2	367.2	365.2	364.5	359.0	360.7	363.7	2.13%
FULTON CO.	56.5	53.0	55.0	57.0	60.0	63.0	67.0	60.0	58.0	2.65%
FULTON	38.9	39.5	41.0	38.5	39.5	39.0	38.9	38.8	39.7	2.06%
GALLATIN CO.	57.5	60.5	63.8	66.8	70.8	71.1	69.1	74.0	78.0	35.65%
GARRARD CO.	109.0	113.0	120.2	123.0	125.5	126.5	126.0	131.0	138.5	27.06%
GLASGOW	139.0	138.0	139.0	137.8	135.8	137.0	134.8	133.7	135.8	-2.30%
GRANT CO.	147.5	159.5	160.0	163.7	172.0	154.0	175.5	178.9	180.6	22.44%
GRAVES CO.	203.2	211.7	211.7	210.7	213.2	220.5	224.6	232.0	234.5	15.40%
GRAYSON CO.	221.0	228.0	236.5	231.8	228.8	227.2	234.2	246.6	249.4	12.85%
GREEN CO.	103.0	105.5	105.5	105.0	104.0	104.0	100.0	106.0	99.2	-3.69%
GREENUP CO.	204.2	212.0	205.3	211.7	210.5	212.8	214.9	216.0	205.7	0.73%
HANCOCK CO.	89.0	87.5	82.5	84.5	86.2	91.5	97.0	99.6	95.0	6.74%
HARDIN CO.	643.0	672.7	715.5	736.7	762.1	775.1	764.6	760.9	758.5	17.96%
HARLAN CO.	371.0	371.8	371.2	391.3	393.5	384.0	402.0	401.2	332.0	-10.51%
HARLAN	66.1	72.0	67.7	69.4	66.5	63.7	56.5	58.0	56.0	-15.28%
HARRISON CO.	177.0	176.6	181.1	182.5	185.5	187.0	189.6	193.7	194.8	10.06%
HARRODSBURG	57.8	57.7	55.2	55.8	55.6	55.5	56.5	59.0	56.8	-1.73%
HART CO.	135.6	138.4	139.7	150.4	144.6	146.0	144.0	156.4	152.3	12.32%
HAZARD	73.8	72.7	76.8	77.6	77.6	77.6	78.7	74.7	75.0	1.63%
HENDERSON CO.	384.0	386.5	395.5	412.0	424.0	417.9	414.8	406.0	411.3	7.11%
HENRY CO.	115.0	116.8	115.2	119.4	118.0	119.1	121.3	120.3	126.4	9.91%
HICKMAN CO.	56.0	57.0	60.0	57.0	56.0	56.0	54.9	54.0	54.9	-1.96%
HOPKINS CO.	456.1	460.5	454.1	458.0	445.8	456.7	445.6	457.7	434.8	-4.67%
JACKSON CO.	148.0	159.5	160.0	160.5	159.4	156.7	168.0	160.0	160.2	8.24%
JACKSON	22.0	18.1	20.2	21.7	21.4	21.7	20.0	21.1	22.0	0.00%
JEFFERSON CO.	5,207.8	5,189.3	5,212.0	5,297.2	5,331.8	5,270.1	5,287.0	5,295.7	5,152.3	-1.07%
JENKINS	53.0	55.0	52.0	53.0	50.6	55.0	51.0	52.0	48.8	-7.92%
JESSAMINE CO.	318.9	321.7	327.5	337.1	342.2	339.7	345.9	355.5	378.1	18.56%
JOHNSON CO.	221.5	234.7	244.0	249.0	248.7	250.5	240.5	240.5	236.0	6.55%
KENTON CO.	658.3	646.2	652.0	652.5	651.3	657.1	662.1	651.1	649.3	-1.37%
KNOTT CO.	221.1	225.2	230.2	235.7	217.2	220.7	226.1	229.4	225.8	2.13%
KNOX CO.	288.0	289.0	305.0	306.0	313.0	314.0	321.0	295.1	281.5	-2.26%
LARUE CO.	118.0	122.0	125.0	132.0	133.0	137.0	140.0	139.0	142.1	20.42%
LAUREL CO.	429.5	453.8	460.2	484.9	479.3	480.6	476.9	457.1	475.1	10.62%
LAWRENCE CO.	166.8	166.7	171.3	170.0	170.1	171.8	175.8	181.7	172.2	3.24%
LEE CO.	80.0	84.1	84.6	88.6	88.6	88.4	87.4	87.5	89.5	11.88%
LESLIE CO.	152.5	161.8	175.8	179.9	178.0	173.0	169.0	163.5	164.0	7.54%
LETCHER CO.	274.9	300.0	311.7	303.4	293.2	283.5	260.0	255.5	267.3	-2.76%
LEWIS CO.	160.5	161.5	167.5	171.5	167.0	162.0	156.3	155.0	151.5	-5.61%
LINCOLN CO.	217.0	222.5	230.5	232.0	234.3	238.0	243.7	252.0	246.9	13.78%
LIVINGSTON CO.	88.0	86.0	84.0	83.9	83.0	87.2	87.2	89.2	90.3	2.61%
LOGAN CO.	178.0	183.5	184.2	183.0	184.0	184.0	188.0	196.0	186.2	4.61%
LUDLOW	51.5	51.5	53.5	57.5	57.5	58.1	58.5	61.8	64.4	25.05%
LYON CO.	50.0	50.3	50.1	54.7	50.7	52.8	51.0	49.4	50.1	0.20%
MADISON CO.	448.4	474.8	496.6	514.9	519.6	534.4	527.6	523.9	523.2	16.68%
MAGOFFIN CO.	169.3	186.1	193.9	200.7	196.8	194.0	186.1	180.0	173.3	2.36%
MARION CO.	171.4	175.3	181.9	190.4	196.8	197.1	191.4	192.2	187.2	9.22%
MARSHALL CO.	258.7	267.9	268.3	274.0	272.5	279.5	290.7	296.4	290.8	12.41%
MARTIN CO.	171.0	165.0	166.0	172.0	178.0	176.0	177.7	179.0	165.0	-3.51%
MASON CO.	170.6	172.5	173.6	174.6	175.1	179.9	183.7	181.7	185.5	8.73%
MAYFIELD	88.9	88.0	94.0	92.6	90.6	91.2	88.6	89.6	90.1	1.35%
McCRACKEN CO.	342.5	350.8	353.6	361.3	362.1	365.5	363.0	365.1	387.0	12.99%
McCREARY CO.	207.3	216.3	219.1	224.5	225.8	229.7	234.7	212.0	224.0	8.06%
McLEAN CO.	116.0	113.8	113.8	110.2	108.7	109.5	104.2	105.7	102.2	-11.90%
MEADE CO.	187.5	203.5	208.5	219.0	222.5	235.0	243.5	248.6	244.3	30.29%
MENIFEE CO.	59.2	67.2	65.0	64.0	66.7	70.2	68.9	70.7	71.9	21.45%
MERCER CO.	113.0	112.9	114.6	117.3	117.2	120.1	122.0	124.0	125.7	11.24%

TABLE 27. 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	1997-98 Number of Teachers	Percent Change 89-90 96-97
METCALFE CO.	100.9	103.5	105.0	106.5	106.5	107.8	109.0	106.0	93.2	-7.63%
MIDDLESBORO	122.5	127.0	128.5	126.5	122.5	118.5	115.5	105.0	113.9	-7.02%
MONROE CO.	131.4	138.9	143.9	145.4	148.4	150.7	147.2	144.0	136.7	4.03%
MONTGOMERY CO.	243.0	242.5	245.8	236.8	240.7	238.7	237.3	236.1	243.7	0.29%
MONTICELLO	46.7	47.9	50.2	48.0	49.0	51.0	52.0	52.0	53.0	13.49%
MORGAN CO.	140.0	148.0	147.0	156.0	161.1	162.0	164.0	168.0	153.2	9.43%
MUHLENBURG CO.	333.2	353.3	354.7	357.1	360.9	359.0	364.8	359.2	344.3	3.33%
MURRAY	85.9	84.0	82.3	83.0	82.3	80.4	82.3	86.2	83.6	-2.68%
NELSON CO.	209.7	213.7	219.0	227.0	233.1	239.0	241.8	252.0	248.1	18.31%
NEWPORT	204.9	209.0	211.8	211.6	204.2	206.0	197.2	195.8	186.4	-9.03%
NICHOLAS CO.	67.0	72.5	74.5	75.0	76.5	75.1	75.0	81.0	74.5	11.19%
OHIO CO.	215.3	216.6	224.6	224.6	225.2	225.6	226.8	229.0	233.2	8.31%
OLDHAM CO.	368.4	375.2	389.6	399.9	409.8	412.5	422.3	444.6	465.2	26.28%
OWEN CO.	101.7	106.0	106.0	107.4	106.7	115.0	113.9	115.2	108.6	6.78%
OWENSBORO	301.2	309.3	303.0	296.3	296.8	306.1	308.6	298.2	296.4	-1.59%
OWSLEY CO.	60.5	61.5	64.4	69.7	68.7	68.6	67.6	66.6	67.6	11.74%
PADUCAH	244.5	245.2	250.3	249.3	232.6	211.4	200.9	211.1	210.2	-14.03%
PAINTSVILLE	53.5	54.6	54.6	53.6	54.6	53.9	56.8	54.8	52.6	-1.68%
PARIS	78.1	79.0	80.5	67.0	52.5	48.0	53.0	55.0	52.9	-32.27%
PENDLETON CO.	134.0	135.0	138.0	141.0	145.0	152.0	150.0	155.6	159.8	19.25%
PERRY CO.	309.5	318.0	328.0	334.5	341.7	345.5	345.0	347.5	341.2	10.24%
PIKE CO.	772.0	810.0	819.0	823.0	809.0	770.0	727.0	720.0	660.0	-14.51%
PIKEVILLE	82.0	81.6	83.1	84.9	80.6	82.0	80.8	79.8	74.5	-9.15%
PINEVILLE	34.0	36.0	35.0	34.0	34.0	36.2	39.0	40.8	41.0	20.59%
POWELL CO.	128.2	137.3	138.4	145.0	147.0	153.9	156.0	164.0	167.9	30.97%
PROVIDENCE	34.8	37.5	38.0	39.5	39.0	38.0	37.0	36.0	35.5	2.01%
PULASKI CO.	386.9	392.9	391.7	412.3	421.5	419.0	439.0	430.0	424.3	9.67%
RACELAND	49.0	49.3	50.5	50.5	52.0	52.0	51.5	47.0	50.3	2.65%
ROBERTSON CO.	23.3	21.6	22.1	22.6	23.0	23.0	22.0	21.5	22.4	-3.86%
ROCKCASTLE CO.	169.6	176.5	175.5	175.5	167.5	182.2	179.5	187.5	186.1	9.73%
ROWAN CO.	171.5	187.8	200.1	208.0	210.4	198.8	196.8	204.7	209.4	22.10%
RUSSELL CO.	165.7	171.5	172.5	179.0	185.1	191.2	191.0	189.0	177.9	7.36%
RUSSELL	128.9	125.7	126.7	129.2	130.2	129.7	126.7	126.0	125.1	-2.95%
RUSSELLVILLE	91.0	91.0	95.0	91.0	94.0	95.0	96.5	92.0	82.8	-9.01%
SCIENCE HILL	13.5	14.6	14.4	16.7	19.0	19.5	21.1	22.6	23.0	70.37%
SCOTT CO.	253.4	263.6	276.9	284.7	292.8	302.6	317.9	332.9	336.5	32.79%
SHELBY CO.	238.0	246.5	256.7	256.4	259.1	258.2	262.6	262.6	269.7	13.32%
SILVER GROVE	20.0	20.1	23.8	23.6	21.7	23.8	24.4	23.4	22.4	12.00%
SIMPSON CO.	169.0	170.3	171.0	168.5	168.0	175.0	172.0	172.5	159.4	-5.68%
SOMERSET	113.1	113.6	115.3	115.5	114.0	96.2	103.9	99.1	97.8	-13.53%
SOUTHGATE	12.0	12.4	11.8	11.4	11.4	12.4	12.4	14.9	15.2	26.67%
SPENCER CO.	76.5	85.3	86.9	90.3	91.1	98.4	102.0	98.0	104.8	36.99%
TAYLOR CO.	125.5	127.5	136.5	140.0	145.0	153.0	161.5	158.5	154.8	23.35%
TODD CO.	105.3	111.1	114.6	117.2	114.5	114.7	117.0	119.5	112.6	6.93%
TRIGG CO.	103.4	106.0	107.3	109.1	109.0	116.6	108.3	111.0	117.7	13.83%
TRIMBLE CO.	65.5	64.0	68.0	65.5	66.5	64.7	70.8	71.8	73.5	12.21%
UNION CO.	166.5	169.0	174.9	174.9	174.3	175.3	178.7	170.7	173.4	4.14%
WALTON-VERONA	50.7	51.0	54.5	56.0	55.0	56.9	58.0	60.7	62.8	23.87%
WARREN CO.	515.0	539.0	544.7	546.7	552.0	571.6	601.5	609.5	609.0	18.25%
WASHINGTON CO.	101.0	101.0	105.2	109.2	106.9	105.3	106.1	106.7	103.0	1.98%
WAYNE CO.	159.5	163.0	170.0	163.0	165.0	166.5	168.5	169.0	168.8	5.83%
WEBSTER CO.	123.0	125.0	123.0	122.0	118.0	122.0	125.0	122.0	121.1	-1.54%
WEST POINT	16.6	14.5	13.0	13.0	11.0	10.0	11.0	11.0	7.0	-57.83%
WHITLEY CO.	211.0	218.0	226.0	238.0	242.0	243.0	245.2	251.0	254.2	20.47%
WILLIAMSBURG	55.4	59.7	59.5	59.1	52.1	54.3	56.2	57.0	54.3	-1.99%
WILLIAMSTOWN	37.1	39.0	38.0	39.0	40.0	39.4	40.0	43.0	42.2	13.75%
WOLFE CO.	84.8	91.5	93.1	97.4	95.2	91.3	99.0	98.7	97.6	15.09%
WOODFORD CO.	203.7	212.2	214.2	219.2	215.4	216.9	218.2	221.6	225.4	10.65%

TABLE 28. 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	1997-98 Average Teacher Salary	Percent Change 89-90 97-98
ADAIR CO.	$25,779	$27,714	$30,002	$30,069	$29,819	$30,971	$31,371	$32,233	$32,224	25.00%
ALLEN CO.	25,480	27,825	29,139	29,645	30,635	31,410	31,770	32,364	33,440	31.24%
ANCHORAGE	28,736	31,003	32,966	34,826	34,901	36,072	36,410	36,854	38,196	32.92%
ANDERSON CO.	24,692	27,390	29,186	29,901	30,513	31,309	31,977	32,711	33,443	35.44%
ASHLAND	27,422	30,155	31,395	31,792	32,745	33,207	33,117	34,216	34,945	27.43%
AUGUSTA	24,111	27,017	28,967	28,930	28,217	28,173	28,944	29,465	28,984	20.21%
BALLARD CO.	25,795	28,074	29,267	28,958	29,336	30,870	31,545	32,757	33,223	28.80%
BARBOURVILLE	23,219	25,851	27,880	28,735	29,761	31,014	31,055	32,440	34,271	47.60%
BARDSTOWN	26,715	29,315	30,897	30,599	31,454	32,982	33,464	34,365	34,006	27.29%
BARREN CO.	25,032	28,179	30,288	30,653	30,635	31,223	31,538	32,064	33,025	31.93%
BATH CO.	25,768	28,081	29,615	29,383	30,023	30,137	30,011	31,354	30,852	19.73%
BEECHWOOD	26,675	28,433	29,353	28,979	29,542	29,195	30,437	31,834	34,851	30.65%
BELL CO.	25,183	29,650	31,701	31,787	32,040	32,205	33,197	33,700	32,898	30.64%
BELLEVUE	26,827	28,784	30,317	30,997	31,854	32,928	33,137	34,650	34,270	27.74%
BEREA	25,777	27,930	29,364	29,611	30,810	30,982	31,817	32,011	33,372	29.46%
BOONE CO.	27,141	29,687	31,394	31,595	32,608	32,319	33,790	34,687	35,636	31.30%
BOURBON CO.	26,198	28,852	31,573	31,286	31,886	32,217	32,569	33,708	35,469	35.39%
BOWLING GREEN	26,626	29,470	31,526	31,666	32,190	32,876	33,454	34,344	35,084	31.77%
BOYD CO.	26,338	29,671	31,408	32,026	33,006	33,434	33,472	34,823	35,774	35.83%
BOYLE CO.	25,540	28,246	30,259	30,538	31,266	31,641	32,319	32,966	34,345	34.48%
BRACKEN CO.	26,408	28,845	29,733	29,723	29,843	30,258	31,162	32,038	34,270	29.77%
BREATHITT CO.	24,965	28,680	31,059	31,421	32,760	33,484	34,177	35,295	34,078	36.50%
BRECKINRIDGE CO.	25,732	28,017	30,207	30,447	31,758	32,265	33,191	34,067	34,574	34.36%
BULLITT CO.	25,783	28,649	29,955	30,007	31,504	34,529	34,556	35,679	37,018	43.58%
BURGIN	24,439	26,727	28,739	29,292	28,827	28,536	28,323	29,333	29,579	21.03%
BUTLER CO.	23,868	27,699	28,877	29,149	29,287	30,488	31,037	32,033	33,322	39.61%
CALDWELL CO.	25,941	28,311	29,960	29,856	30,577	30,166	30,126	31,075	31,384	20.98%
CALLOWAY CO.	25,843	28,981	30,556	30,998	31,512	32,292	33,236	33,765	35,164	36.07%
CAMPBELL CO.	26,782	29,289	30,871	31,013	31,105	31,779	32,081	32,370	31,786	18.68%
CAMPBELLSVILLE	24,523	26,959	29,015	29,150	29,633	30,672	31,001	32,724	33,961	38.49%
CARLISLE CO.	25,699	28,354	29,266	28,718	29,161	28,942	30,810	31,962	32,290	25.65%
CARROLL CO.	26,329	30,095	31,367	32,470	32,932	33,028	34,039	34,502	35,684	35.53%
CARTER CO.	24,258	27,719	30,028	31,010	31,206	32,612	31,950	32,843	32,831	35.34%
CASEY CO.	24,158	26,058	28,488	28,595	28,727	30,583	30,747	32,004	32,775	35.67%
CAVERNA+A65	24,529	26,919	28,973	29,668	29,740	30,934	31,078	32,101	32,647	33.10%
CHRISTIAN CO.	26,174	28,776	30,045	30,058	29,894	31,016	32,045	32,603	33,437	27.75%
CLARK CO.	25,379	28,004	29,934	30,235	31,192	31,870	32,901	33,791	34,649	36.53%
CLAY CO.	25,341	29,100	29,848	29,705	29,333	30,432	31,432	32,413	33,031	30.35%
CLINTON CO.	24,749	28,488	30,548	30,572	30,316	31,222	31,070	32,047	32,750	32.33%
CLOVERPORT	23,735	26,608	27,283	28,068	28,148	28,824	30,037	31,894	32,738	37.93%
CORBIN	25,407	28,976	31,086	31,768	31,107	31,800	32,056	33,047	33,910	33.47%
COVINGTON	24,627	27,803	29,452	30,248	30,601	31,157	31,726	32,088	32,632	32.50%
CRITTENDEN CO.	24,034	26,748	28,210	28,174	28,937	30,094	29,913	31,072	31,888	32.68%
CUMBERLAND CO.	24,743	26,646	28,040	28,431	28,713	30,058	31,291	32,402	33,304	34.60%
DANVILLE	27,022	30,280	31,533	31,565	32,008	31,637	32,233	33,086	33,990	25.79%
DAVIESS CO.	27,905	30,584	31,674	31,624	32,119	33,055	33,076	33,631	33,970	21.73%
DAWSON SPRINGS	25,466	27,260	28,975	29,288	30,435	31,180	31,234	32,551	35,454	39.22%
DAYTON	24,920	27,665	29,088	30,328	31,225	31,745	33,319	34,222	35,787	43.61%
EAST BERNSTADT	24,465	27,631	29,355	29,884	30,351	31,736	33,275	34,544	34,993	43.03%
EDMONSON CO.	24,386	26,752	28,749	29,110	29,499	30,689	31,634	32,387	32,665	33.95%
ELIZABETHTOWN	27,064	29,389	31,058	30,369	31,534	32,782	33,045	33,067	33,543	23.94%
ELLIOTT CO.	23,417	25,924	28,373	27,348	28,259	29,639	29,738	31,303	33,096	41.33%
EMINENCE	26,158	27,782	29,373	30,274	30,422	31,362	31,996	33,203	33,723	28.92%
ERLANGER	24,740	26,537	28,510	28,843	29,619	30,391	31,169	32,273	33,068	33.66%
ESTILL CO.	24,141	26,288	28,800	30,019	30,579	31,569	32,295	33,499	33,381	38.28%
FAIRVIEW	25,692	28,306	29,715	29,504	30,188	30,459	31,495	31,618	32,948	28.24%
FAYETTE CO.	30,379	33,404	34,379	34,615	34,896	35,227	35,129	35,405	36,687	20.76%
FLEMING CO.	25,641	28,974	30,636	30,310	31,103	32,069	32,698	33,471	33,520	30.73%
FLOYD CO.	24,121	28,309	31,514	30,984	30,892	31,740	31,957	33,000	33,450	38.68%

TABLE 28. 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	1997-98 Average Teacher Salary	Percent Change 89-90 97-98
FT. THOMAS	28,680	30,836	32,642	33,666	33,706	34,445	34,877	34,859	35,860	25.03%
FRANKFORT	26,053	28,955	29,499	29,728	29,589	29,676	29,735	31,176	32,255	23.81%
FRANKLIN CO.	25,876	28,206	29,203	29,201	29,665	30,382	31,042	32,051	32,915	27.20%
FULTON CO.	25,621	28,054	30,353	30,280	30,432	31,043	31,548	32,890	32,687	27.58%
FULTON	25,194	27,232	29,513	29,230	29,403	30,020	29,900	30,479	31,084	23.38%
GALLATIN CO.	23,302	25,480	26,657	26,127	27,275	28,162	28,839	29,891	30,317	30.10%
GARRARD CO.	25,154	26,979	28,676	29,282	29,559	30,144	31,164	32,487	33,120	31.67%
GLASGOW	26,656	29,587	31,628	31,616	32,281	33,002	33,499	34,626	35,400	32.80%
GRANT CO.	24,156	26,778	27,942	28,876	29,399	30,217	29,764	31,448	32,545	34.73%
GRAVES CO.	25,895	28,326	29,880	29,634	30,256	30,691	31,848	32,851	33,496	29.35%
GRAYSON CO.	24,971	27,610	29,630	29,587	30,425	30,823	32,456	32,965	33,536	34.30%
GREEN CO.	25,304	28,214	29,583	29,275	29,235	29,794	30,809	31,914	32,556	28.66%
GREENUP CO.	24,765	27,527	29,479	29,738	30,889	31,587	32,165	32,371	33,164	33.91%
HANCOCK CO.	26,999	29,519	31,905	31,026	32,053	31,877	31,648	32,208	32,936	21.99%
HARDIN CO.	25,750	28,325	29,922	30,011	30,687	31,621	32,163	33,256	33,927	31.76%
HARLAN CO.	24,868	27,935	30,329	30,669	31,233	32,053	31,649	32,345	32,982	32.63%
HARLAN	23,874	27,292	29,624	30,258	30,393	31,615	32,915	33,427	33,487	40.27%
HARRISON CO.	24,360	27,006	29,155	30,177	30,697	31,410	32,085	32,863	33,220	36.37%
HARRODSBURG	25,953	27,794	29,558	29,419	29,431	30,249	30,334	30,400	31,494	21.35%
HART CO.	24,670	27,131	29,325	29,109	29,436	30,811	30,757	32,014	32,262	30.77%
HAZARD	23,597	26,864	29,222	30,861	31,318	32,074	33,120	35,016	35,673	51.18%
HENDERSON CO.	26,464	29,076	30,337	30,641	30,717	31,964	32,440	33,503	34,021	28.56%
HENRY CO.	24,487	27,065	29,765	29,831	30,150	31,481	31,796	33,030	34,568	41.17%
HICKMAN CO.	24,700	26,891	29,505	30,382	30,739	30,951	31,599	32,104	33,819	36.92%
HOPKINS CO.	25,739	28,656	30,141	30,302	30,476	31,540	31,809	32,529	33,130	28.72%
JACKSON CO.	23,511	27,043	28,502	28,789	30,936	31,866	32,781	33,017	32,986	40.30%
JACKSON	24,177	26,660	26,658	26,362	28,143	29,860	30,243	34,625	31,601	30.71%
JEFFERSON CO.	29,267	31,971	33,589	33,557	34,261	35,391	35,795	36,448	36,886	26.03%
JENKINS	23,805	27,899	30,537	31,488	32,049	31,209	31,344	32,490	32,806	37.81%
JESSAMINE CO.	24,407	27,706	29,160	29,046	29,765	30,358	30,747	31,743	32,465	33.02%
JOHNSON CO.	24,442	27,386	29,502	29,843	29,672	30,930	32,030	33,110	34,044	39.28%
KENTON CO.	26,109	28,707	30,321	31,545	32,365	33,454	33,665	34,146	34,828	33.39%
KNOTT CO.	24,029	27,927	29,749	29,477	29,656	31,203	32,079	34,028	35,138	46.23%
KNOX CO.	25,523	29,410	30,677	31,423	31,611	32,456	32,875	34,358	34,842	36.51%
LARUE CO.	26,364	29,191	30,624	30,012	30,572	30,907	30,630	31,579	31,823	20.71%
LAUREL CO.	24,607	27,086	30,002	30,631	31,030	31,926	33,242	34,695	35,715	45.14%
LAWRENCE CO.	23,834	26,888	28,519	28,791	29,385	29,911	30,090	30,934	31,994	34.24%
LEE CO.	23,934	27,496	28,944	29,313	29,684	30,691	31,607	32,972	33,447	39.75%
LESLIE CO.	24,504	27,963	29,447	30,073	29,712	30,978	30,685	32,589	34,006	38.78%
LETCHER CO.	24,681	28,486	30,326	31,387	31,040	31,846	32,767	33,873	34,428	39.49%
LEWIS CO.	24,670	27,659	29,849	29,450	29,723	30,503	31,179	32,083	32,026	29.82%
LINCOLN CO.	25,203	27,499	29,111	29,925	29,583	29,991	29,967	30,875	31,665	25.64%
LIVINGSTON CO.	24,233	26,989	28,785	28,936	29,136	30,850	31,200	31,616	31,859	31.47%
LOGAN CO.	24,765	27,265	28,888	29,328	29,910	30,529	31,082	31,983	32,607	31.67%
LUDLOW	25,931	29,403	31,126	31,642	32,494	33,187	33,849	35,104	35,522	36.99%
LYON CO.	25,110	27,998	28,834	28,435	29,394	29,663	30,568	31,737	32,406	29.06%
MADISON CO.	25,699	27,937	30,820	30,761	31,450	32,617	33,413	34,618	35,692	38.88%
MAGOFFIN CO.	24,209	26,302	28,881	30,148	30,703	31,386	33,148	34,412	34,545	42.69%
MARION CO.	25,208	27,889	29,098	29,285	29,764	30,916	31,038	31,845	32,668	29.59%
MARSHALL CO.	26,015	28,579	30,276	30,424	30,642	31,833	31,788	32,981	33,810	29.96%
MARTIN CO.	23,393	27,030	29,795	29,364	29,846	30,432	30,964	34,171	34,464	47.33%
MASON CO.	26,887	29,812	31,556	33,367	35,076	36,771	38,083	39,031	39,704	47.67%
MAYFIELD	26,842	29,526	30,922	30,632	30,734	31,946	32,969	32,921	33,869	26.18%
McCRACKEN CO.	28,726	31,564	33,171	33,267	33,184	34,481	34,676	35,427	36,246	26.18%
McCREARY CO.	24,587	27,498	30,557	31,646	32,329	32,325	32,889	33,688	34,040	38.45%
McLEAN CO.	25,028	27,813	28,983	29,498	30,182	30,996	31,140	31,643	31,571	26.14%
MEADE CO.	26,724	29,004	30,219	29,852	30,617	31,471	31,878	32,669	33,673	26.00%
MENIFEE CO.	23,055	25,210	26,735	27,116	27,882	28,965	29,484	30,241	30,724	33.26%
MERCER CO.	24,298	26,796	28,595	28,696	29,121	29,780	30,362	31,356	31,772	30.76%

TABLE 28. 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	1997-98 Average Teacher Salary	Percent Change 89-90 97-98
METCALFE CO.	24,712	27,583	29,208	29,048	30,254	29,761	30,246	30,028	30,100	21.80%
MIDDLESBORO	26,429	30,218	33,343	33,550	33,647	34,091	35,464	35,737	35,585	34.64%
MONROE CO.	25,117	27,437	28,809	29,028	28,815	29,400	29,808	30,517	31,289	24.57%
MONTGOMERY CO.	25,408	28,718	29,838	30,152	30,665	31,184	31,334	32,242	33,379	31.37%
MONTICELLO	24,225	26,824	28,373	27,718	29,232	29,408	30,653	31,900	32,399	33.74%
MORGAN CO.	25,576	27,870	30,031	29,111	29,402	29,874	29,949	31,297	31,267	22.25%
MUHLENBURG CO.	26,908	29,947	31,438	31,629	32,018	32,807	33,362	34,583	35,132	30.56%
MURRAY	26,380	29,280	31,236	31,317	31,549	32,487	31,973	32,784	33,177	25.77%
NELSON CO.	25,519	28,338	29,831	30,431	30,954	31,112	32,060	33,231	32,904	28.94%
NEWPORT	26,258	29,097	30,460	30,986	31,946	32,561	33,192	35,017	35,630	35.69%
NICHOLAS CO.	25,684	27,462	29,101	29,683	30,393	32,072	32,328	32,161	33,234	29.40%
OHIO CO.	25,072	27,312	29,292	29,388	29,548	30,958	31,509	32,131	32,645	30.21%
OLDHAM CO.	25,952	28,815	30,330	31,034	31,344	32,389	32,900	33,913	35,162	35.49%
OWEN CO.	23,121	25,527	27,574	29,997	31,819	31,509	31,786	32,459	32,255	39.51%
OWENSBORO	28,359	30,472	31,795	31,254	31,618	32,372	32,012	33,834	33,701	18.84%
OWSLEY CO.	25,949	29,946	31,427	31,168	31,512	34,272	33,643	34,407	34,658	33.56%
PADUCAH	27,992	30,744	31,970	32,354	32,825	32,374	34,779	35,227	36,389	30.00%
PAINTSVILLE	26,368	29,143	30,427	31,015	31,572	32,082	31,557	32,463	32,436	23.01%
PARIS	24,559	27,975	29,223	29,637	31,021	32,075	33,119	34,027	33,441	36.17%
PENDLETON CO.	23,978	27,223	28,838	30,016	30,724	32,263	32,307	33,817	33,515	39.77%
PERRY CO.	23,479	26,819	30,084	30,680	30,761	31,075	31,989	33,216	33,261	41.66%
PIKE CO.	24,536	29,292	31,976	33,096	33,012	33,275	34,491	35,779	36,268	47.82%
PIKEVILLE	27,536	30,602	33,181	34,872	36,410	37,650	38,107	39,239	38,898	41.26%
PINEVILLE	25,090	28,776	30,273	31,385	30,429	31,588	30,668	32,352	32,117	28.01%
POWELL CO.	24,537	26,300	29,098	29,442	29,669	30,404	31,165	31,866	32,501	32.46%
PROVIDENCE	24,687	26,423	27,629	28,314	29,240	29,492	29,642	30,741	30,119	22.00%
PULASKI CO.	24,447	27,001	29,287	29,046	30,146	30,955	31,076	32,217	32,585	33.29%
RACELAND	27,634	29,996	32,013	31,484	31,542	31,454	32,419	33,087	33,582	21.52%
ROBERTSON CO.	26,316	28,626	28,241	28,361	28,997	30,864	31,460	31,916	30,473	15.80%
ROCKCASTLE CO.	24,161	26,797	29,514	30,009	30,662	31,265	31,742	32,908	33,410	38.28%
ROWAN CO.	25,333	27,784	29,373	29,490	29,852	30,341	30,761	31,543	32,575	28.59%
RUSSELL CO.	24,788	27,371	30,214	29,903	30,571	31,203	32,408	32,734	33,010	33.17%
RUSSELL	29,310	32,284	34,530	35,440	35,052	35,644	36,719	37,355	38,081	29.92%
RUSSELLVILLE	25,152	28,545	29,807	30,106	30,172	31,399	31,314	32,779	33,314	32.45%
SCIENCE HILL	21,718	25,527	27,600	27,243	27,418	28,983	30,498	30,627	32,620	50.20%
SCOTT CO.	25,330	28,241	29,825	30,079	31,327	32,210	32,689	33,260	33,859	33.67%
SHELBY CO.	25,165	27,910	30,193	31,000	31,760	32,653	33,539	34,713	35,002	39.09%
SILVER GROVE	24,035	24,868	25,932	26,932	27,830	28,431	28,753	29,809	29,205	21.51%
SIMPSON CO.	25,487	27,959	30,257	30,599	31,085	30,624	31,733	32,452	33,253	30.47%
SOMERSET	25,541	28,668	30,401	30,522	31,167	32,562	33,031	34,643	35,445	38.78%
SOUTHGATE	25,036	25,656	27,882	29,089	30,571	28,754	29,513	29,217	29,164	16.49%
SPENCER CO.	24,997	27,834	30,177	30,655	32,129	32,355	33,345	34,499	34,778	39.13%
TAYLOR CO.	25,388	27,695	28,655	28,140	29,221	29,774	30,053	31,067	31,942	25.82%
TODD CO.	24,912	27,142	28,180	27,852	28,346	29,556	30,183	30,485	30,715	23.29%
TRIGG CO.	26,651	29,197	30,634	30,221	31,157	29,771	32,274	33,199	33,524	25.79%
TRIMBLE CO.	24,011	26,645	28,367	30,040	30,718	31,816	32,937	33,243	33,727	40.46%
UNION CO.	26,622	29,646	30,887	31,653	31,851	32,928	32,755	33,850	33,263	24.95%
WALTON-VERONA	26,881	29,694	31,133	31,873	32,924	34,283	35,430	35,058	35,974	33.83%
WARREN CO.	24,836	27,271	29,321	29,359	29,971	31,038	31,797	32,657	33,586	35.23%
WASHINGTON CO.	25,542	29,548	30,636	31,221	32,058	32,522	32,767	33,386	33,889	32.68%
WAYNE CO.	24,916	27,100	29,521	30,108	30,409	30,880	32,230	32,498	33,171	33.13%
WEBSTER CO.	25,641	28,546	29,580	29,722	29,956	30,480	31,001	32,478	33,892	32.18%
WEST POINT	24,890	27,325	28,788	28,499	29,524	30,234	31,687	32,596	33,547	34.78%
WHITLEY CO.	24,780	28,364	29,823	30,432	30,692	32,007	32,248	33,533	33,414	34.84%
WILLIAMSBURG	24,550	28,318	30,403	31,718	32,273	32,940	33,259	34,300	33,238	35.39%
WILLIAMSTOWN	24,483	26,630	28,811	29,296	30,071	30,052	30,822	32,025	33,400	36.42%
WOLFE CO.	25,299	27,977	30,143	31,041	31,280	32,274	31,703	31,493	31,578	24.82%
WOODFORD CO.	25,450	27,883	30,627	30,625	30,988	31,304	31,292	32,639	33,562	31.87%

APPENDIX H

1998/99 Kentucky Education Technology System Implementation Plan as presented to Kentucky Board of Education October 1998 Executive Summary

The 1998/99 Kentucky Education Technology System (KETS) Implementation Plan reflects continuation of direct 100% state-funded services provided to districts in previous years, resources to achieve compliance with 1998 legislative mandates, and expansion of certain services to accommodate unprecedented growth in school implementations which will occur as a result of 1998/00 funding levels. Implementation is expected to proceed during the next year at a rate five times that of previous years. Funding for the program increased from $40 million in 1996/98 to $127.3 million in 1998/00, which is 364% of the previous funding level. In fiscal year 1998/99, $74.8 million is appropriated to the Education Technology Trust Fund; $15 million in continuation funds and $59.8 million from the Governor's Surplus Expenditure Plan. Under the proposed Implementation Plan, Offers of Assistance to districts will increase from $24 in 1997/98 to about $112 per Average Daily Attendance in 1998/99, which is 467% of the previous year's offer. If surplus funds are available in the second year of the biennium as projected, the Education Technology Trust Fund will receive an additional $15 million in continuation funds and an additional $37.5 million from the Surplus Expenditure Plan.

State-funded activities under the 1997/98 KETS Implementation Plan were $7.8 million. The Department is requesting approval under the 1998/99 Implementation Plan to spend $8.5 million to provide state-funded services to districts. This represents an increase of $700,000 and growth of 9%. The increase in cost is driven by:

- A five (5) percent increase in labor costs to continue current staffing levels;
- Implementation of 1998 SB 230, An Act Relating to School Technology, requires the Kentucky Department of Education to promulgate administrative regulations to prevent sexually explicit material from being transmitted via education technology systems; directs the Department to make available at no local cost and requires each school to use the latest available filtering technology to ensure that sexually explicit material is not made available to students; and requires each local school district to establish a policy regarding student Internet access. The cost of the proxy software, training of district staff, labor for engineering and installation, and support after installation may be as high as $800,000. The Department is aggressively negotiating software license fees and training costs to reduce the actual cost of implementation;
- 1998 HB 321, Budget Bill, requires the Department to conduct a series of research studies on the impact of the Kentucky Education Technology System. Funds in the amount of $150,000 are included in the Implementation Plan for this purpose;
- To continue MUNIS implementation as outlined in the Master Plan, funding is provided for each district to select and implement one additional MUNIS module during the upcoming year at a budgeted cost of $375,000;
- Year 2000 requirements may result in system software upgrades; and,
- Costs for the 1-800 KETS Help Desk are increased by $250,000 to support the rapid growth of implementation in districts.

If the Department is successful in reducing the cost of implementing SB230, and of achieving other cost efficiencies, funds will be directed to increasing the speed of data lines into districts, providing technical training for staff, and increasing the level of direct service regional engineers provide to districts. Because implementation of SB230 and the research requirements HB321 are statutory mandates, the cost of carrying out those activities has priority over increasing levels of service. If actual implementation costs are higher, discretionary services and activities will be reduced accordingly.

State-Funded Shared Services Provided to Districts

The following are the primary 100% state-funded services, as specified in the Master Plan for Education Technology budget, which are shared by all districts equitably. These expenditures are authorized annually by the Kentucky Board of Education as part of the KETS Implementation Plan. All of these shared services are necessary to KETS success. If responsibility for funding what are now shared services were transferred to the districts, the probability is high that some districts would decide not to make the service available at all. Also, the total cost to the program of providing each shared service as a separately contracted service would be significantly higher:

- Instructional technology consulting services and support;
- Professional development opportunities for teachers and administrators;
- Summer institutes for intensive training on technology and curriculum integration;
- Program development and technical assistance to support Student Technology Leadership Program and related student enrichment activities;
- Proxy services to support faster response and more reliable Internet access to all schools;
- Procurement, contract and vendor management;
- High-speed data lines to every district;
- Internet access and fees for every school, unlimited use and unlimited users;
- Statewide electronic mail services;
- Network engineering and management;
- Performance monitoring and network problem intervention;
- Engineering consulting services and support;
- 1-800 KETS Help Desk available to every school;
- MUNIS licensing, implementation and support services, including MUNIS Help Desk;
- Databank licensing, implementation and support services, including Help Desk;
- Administrative systems training and consulting services; and
- Technology research, testing, evaluation and briefing services.

As a result of the large infusion of funding in the upcoming biennium, the rate of new implementations will rise dramatically. Almost as many new users and new devices will become part of KETS during the next eighteen months as have been implemented during the previous five years.

Projected Expenditures and Available Funds

	Labor	Operating	Total
Project 01: Issue Offers of Assistance/ District Plans	$199,980	$64,841,584	$65,041,564
Project 02 - Instructional Technology & Prof. Devel.	$306,284	$345,000	$651,284
Project 03 - Network Infrastructure and Management	$1,659,816	$3,002,500	$4,662,316
Project 04 - Administrative Systems	$1,402,296	$1,582,115	$2,984,411
TOTAL	$3,568,376	$69,771,199	$73,339,575

Approximately $950,000 remains in escrow from the previous year's Trust Fund appropriation. The total interest accrued to the Trust Fund in the previous fiscal year is not known at this time. The 1998/99 appropriations to the Trust Fund total $74,980,000. Non-budgeted 1998/99 funds will be held as a balance in the Trust Fund.

Project Overview

Project 01- Issue Offers of Assistance

- The amount issued to districts as Offers of Assistance is increased from $14,000,000 to $64,000,000 which will generate at least $128,000,000 in new funds for technology.

Project 02 - Instructional Technology, Professional Development, and Planning

- Initial integration of technology planning into the Consolidated Planning process has been completed. This 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. A preliminary review of district technology plans indicates that among districts' top ten areas of need for technical assistance, technology integration across the curriculum usually ranks second or third and the need to expand the number of teachers with basic technology skills ranks fifth or sixth. This information sets a clear agenda for KETS professional development.

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 Department submitted applications for every Kentucky district to receive substantial discounts on telecommunications services and wiring under the Universal Service Fund. The application process ended 15 April 1998. The total pre-discount cost of the services requested for 1998 totaled $74.9 million. Of that amount $50.1 million was requested for wiring projects; $24 million was requested for recurring telecommunications services (data and voice lines). The federal authority expects to begin notifying applicants in late September of the status of their applications. Funding for this program was reduced in June 1998 by the Federal Communications Commission and the impact on Kentucky is not yet known. It is likely that each district will receive discounts on telecommunications services, but that only about half the districts will receive discounts on wiring projects. The Department applied for discounts on the 100% state-funded telecommunications services provided to districts under Project 03.

Project 04 - Continue Implementation of the District Administrative Systems

- With the exception of Jefferson County, all districts are using MUNIS as their single district administrative system. Jefferson is planning for implementation in 2000.
- Extensive support is still needed for those in the all phases of MUNIS implementation; accounting support and advanced training services are routinely used by the majority of districts.
- Implementation of the district attendance accumulator, Databank, continues. Support is provided for installation, training, and problem resolution.
- The project requires recurring costs for software licenses and maintenance.

Project Descriptions and Proposed Expenditure Levels

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 99 Offers will be approximately $112.00, or about $88.00 per ADA more than FY 98.	$0	$63,885,584	$63,885,584
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	$950,000	$950,000
3)	District Technology Planning and Implementation District plan data is collected and analyzed to support decision making. In response to plans and plan data, the Department provides extensive technical assistance to all districts. This project funds a project manager who coordinates activities across the entire Implementation Plan and with external service providers.	$199,980	$6,000	$205,980
		Labor	Operating	Total
	Project 01 Totals	$199,980	$64,841,584	$65,041,564

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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. The research studies required by HB 321 are funded within this project.

		Labor	Operating	Total
1)	**Instructional Technology Leaders** Intensive training on technology integration across the curriculum is provided to 175 teacher Instructional Technology Leaders during a summer institute. This cadre also received training and support which prepares them to transfer new information and skills to teachers in their region, including special activities at the Kentucky Education Technology Conference.	$0	$35,000	$35,000
2)	**School Technology Coordinators (STCs)** STCs will participate in regional programming coordinated by the Instructional Technology Leaders; this year's thematic focus will be responding to the needs for technology integration and basic skills as presented in the Consolidated Plans.	$0	$80,000	$80,000
3)	**District Technology Coordinators (DTCs)** State funding will support Kentucky Association of Technology Coordinators professional development activities, including their two annual statewide conferences.	$0	$10,000	$10,000
4)	**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
5)	**Education Administrators** At least two major statewide professional development activities in the use of instructional technology for administrators will be conducted. The focus of this year's efforts will be principals.	$0	$15,000	$15,000
6)	**Assistive/Adapative Technologies** Guidelines are updated annually which help districts select and use assistive/adaptive technologies in the KETS network. This project also supports the participation of disability advocates groups at KETC.	$0	$10,000	$10,000
7)	**Research** This sub-project will fund independent research studies called for by HB321. In addition, the Department is selectively participating in national studies on education technology sponsored by the federal government, universities, and private foundations.	$0	$150,000	$150,000

		Labor	Operating	Total
8)	Student Technology Leadership Program STLPs are active in over 500 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.	$0	$20,000	$20,000
9)	Web Resources Two (2) web design and development specialists transfer materials	$56,745	$0	$56,745
10)	Instructional Technology Consultants An Instructional Technology Consultant, or KETS Coordinator, is assigned to each of the eight Regional Service Centers where they work in conjunction with the RSC team to support districts. In addition, four Instructional Technology Consultants work with all regions to support implementation of the programs and initiatives within this project.	$249,539	$10,000	$259,539
		Labor	Operating	Total
	Project 02 Totals	$306,284	$345,000	$651,284

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 continues support for the Education Technology Assistance Center as the learning, demonstration, and testing center for KETS. Implementation of proxy software in every district, to achieve compliance with the internet filtering provisions of SB 230 will be carried out under this project.

		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 will be significantly impacted by final FCC action on discounts requested under the Universal Services Fund.	$0	$875,000	$875,000
2)	Education Technology Assistance Center Center will continue functioning as the primary learning, demonstration center, research facility, and testing lab for KETS.	$130,000	$305,000	435,000

		Labor	Operating	Total
3)	**Help Desk** The 1-800 KETS Help Desk is available to every KETS site under a contractual agreement with a third party. Budgeted funds reflect an increase of $250,000 from the previous year to accommodate the increase in demand for services as the remaining schools are brought online and hundreds of classrooms are wired.	$0	$900,000	$900,000
4)	**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.	$912,600	$48,000	$960,600
5)	**Instructional Technology Research, Testing and Implementation Services** Five (5) engineers are assigned to research and evaluation of instructional technologies: 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. This sub-project supports implementation of proxy services in every school per SB230.	$500,175	$717,500	$1,217,615
6)	**Network Management & Security** Two (2) 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.	227,021	$159,000	$386,021
		Labor	Operating	Total
	Project 03 Totals	$1,659,816	$3,002,500	$4,662,316

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)	Continue Implementation of District Accumulator As school-based attendance software vendors provide extract programs, installation team will coordinate the installation of NCS databank software.	$68,250	$135,780	$204,030
2)	Statewide Reporting and Information Mgmt. (SRIM) Continue to expand and maintain the enterprise data model consistent with the Kentucky Board of Education strategic plan, Consolidated Planning and Consolidated Reporting.	$51,760	$0	$51,760
3)	Software Licenses and Fees Continue statewide license for district administrative system and associated database management systems.	$0	$581,835	$581,835
4)	MUNIS Project Leadership	$56,271	$0	$56,271
5)	Finance Team Accounting specialists provide direct technical assistance to districts on MUNIS.	$110,000	$0	$110,000
6)	Technical Support Three (3) Engineers provide direct technical support to districts on hardware, server and network configurations to support MUNIS and the district attendance accumulator.	$321,480	$21,600	$343,080
7)	Training Team Four (4) financial systems training specialists deliver beginning, advanced and intermediate MUNIS training to district staff.	$345,900	$10,800	$356,700
8)	Documentation Team Two (2) systems analysts maintain MUNIS systems documentation.	$155,820	$0	$155,820
9)	Application Support Three (3) systems analysts handle MUNIS problem diagnosis and resolution.	$243,960	$0	$243,960

		Labor	Operating	Total
10)	Users Group MUNIS users group meetings are held in each region at least once a year.	$0	$7,000	$7,000
11)	MUNIS Training Facility	$0	$85,200	$85,200
12)	MUNIS Help Desk MUNIS Help Desk services are available to all districts. The Help Desk is outsourced to the financial systems vendor.	$0	$414,200	$414,200l
13)	Optional Modules Continue to expand and maintain the enterprise data model consistent with the Kentucky Board of Education strategic plan.	$48,855	$325,700	$374,555
		Labor	Operating	Total
	Project 04 Totals	$1,402,296	$1,582,115	$2,984,411

Technology Offers of Assistance FY 1997-98

District No.	District Name	Amount of Offer	Amount Wired	Amount Escrowed
1	Adair County	59,593	11,161	48,432
5	Allen County	65,417	65,417	0
6	Anchorage Independent	9,312	9,312	0
11	Anderson County	69,787	69,787	0
12	Ashland Independent	80,011	80,011	0
13	Augusta Independent	6,697	6,697	0
15	Ballard County	31,674	31,674	0
16	Barbourville Independent	16,214	16,214	0
17	Bardstown Independent	36,143	36,143	0
21	Barren County	79,799	79,799	0
25	Bath County	42,051	42,051	0
26	Beechwood Independent	22,470	22,470	0
31	Bell County	72,699	72,699	0
32	Bellevue Independent	20,808	20,808	0
34	Berea Independent	23,726	23,726	0
35	Boone County	261,063	261,063	0
41	Bourbon County	60,126	60,126	0
42	Bowling Green Independent	75,408	75,408	0
45	Boyd County	83,440	83,440	0
51	Boyle County	58,574	58,574	0
55	Bracken County	27,573	27,573	0
61	Breathitt County	58,334	54,487	3,847
65	Breckinridge County	63,043	63,043	0
71	Bullitt County	224,490	224,490	0
72	Burgin Independent	8,830	8,830	0
75	Butler County	53,091	53,091	0
81	Caldwell County	48,073	48,073	0
85	Calloway County	72,605	72,605	0
91	Campbell County	108,672	108,672	0
92	Campbellsville Independent	32,737	32,737	0
95	Carlisle County	19,788	19,788	0
101	Carroll County	39,547	39,547	0
105	Carter County	105,933	105,933	0
111	Casey County	54,391	54,391	0
113	Caverna Independent	21,170	21,170	0
115	Christian County	198,647	198,647	0
121	Clark County	117,947	117,947	0
125	Clay County	98,124	98,124	0
131	Clinton County	34,381	34,381	0
132	Cloverport Independent	7,540	7,540	0
133	Corbin Independent	42,420	42,420	0
134	Covington Independent	112,034	112,034	0
135	Crittenden County	35,159	35,159	0
141	Cumberland County	27,301	27,301	0
143	Danville Independent	40,968	40,968	0
145	Daviess County	230,188	230,188	0
146	Dawson Springs Independent	15,213	15,213	0
147	Dayton Independent	30,087	30,087	0
149	East Bernstadt Independent	10,323	10,323	0

School Facilities Construction Commission
Finance Administration Cabinet

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Technology Offers of Assistance FY 1997-98

District No.	District Name	Amount of Offer	Amount Wired	Amount Escrowed
151	Edmonson County	42,617	42,617	0
152	Elizabethtown Independent	46,639	46,639	0
155	Elliott County	28,880	28,880	0
156	Eminence Independent	11,727	11,727	0
157	Erlanger-Elsmere Independent	51,252	51,252	0
161	Estill County	60,515	60,515	0
162	Fairview Independent	15,262	15,262	0
165	Fayette County	723,216	723,216	0
171	Fleming County	53,801	53,801	0
175	Floyd County	172,672	0	172,672
176	Fort Thomas Independent	54,881	54,881	0
177	Frankfort Independent	20,547	20,547	0
181	Franklin County	132,161	132,161	0
185	Fulton County	19,722	19,722	0
186	Fulton Independent	13,287	13,287	0
191	Gallatin County	27,981	27,981	0
195	Garrard County	48,671	48,671	0
197	Glasgow Independent	50,325	50,325	0
201	Grant County	75,584	75,584	0
205	Graves County	100,462	100,462	0
211	Grayson County	92,258	92,258	0
215	Green County	39,105	39,105	0
221	Greenup County	77,688	77,688	0
225	Hancock County	35,518	35,518	0
231	Hardin County	300,652	300,652	0
235	Harlan County	126,922	0	126,922
236	Harlan Independent	20,760	6,896	13,864
241	Harrison County	71,829	71,829	0
242	Harrodsburg Independent	20,426	20,426	0
245	Hart County	51,741	51,741	0
246	Hazard Independent	25,805	0	25,805
251	Henderson County	169,297	169,297	0
255	Henry County	46,239	46,239	0
261	Hickman County	19,934	19,934	0
265	Hopkins County	165,397	165,397	0
271	Jackson County	53,230	50,085	3,145
272	Jackson County	7,990	7,990	0
275	Jefferson County	1,991,248	1,991,248	0
276	Jenkins Independent	15,543	15,543	0
281	Jessamine County	138,261	138,261	0
285	Johnson County	87,388	87,388	0
291	Kenton County	268,118	268,118	0
295	Knott County	73,599	73,599	0
301	Knox County	102,914	102,914	0
305	LaRue County	51,783	51,783	0
311	Laurel County	185,504	185,504	0
315	Lawrence County	60,715	60,715	0
321	Lee County	32,193	32,193	0
325	Leslie County	56,127	56,127	0

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Technology Offers of Assistance FY 1997-98

District No.	District Name	Amount of Offer	Amount Wired	Amount Escrowed
341	Lincoln County	86,636	86,636	0
345	Livingston County	33,137	33,137	0
351	Logan County	72,439	72,439	0
354	Ludlow Independent	22,965	22,965	0
361	Lyon County	21,583	21,583	0
365	Madison County	190,418	190,418	0
371	Magoffin County	62,233	62,233	0
375	Marion County	66,657	66,657	0
381	Marshall County	109,628	109,628	0
385	Martin County	62,888	62,888	0
391	Mason County	62,334	62,334	0
392	Mayfield Independent	31,501	31,501	0
395	McCracken County	154,290	154,290	0
401	McCreary County	73,673	73,673	0
405	McLean County	37,777	37,777	0
411	Meade County	99,471	99,471	0
415	Menifee County	23,294	23,294	0
421	Mercer County	47,801	47,801	0
425	Metcalfe County	36,254	36,254	0
426	Middlesboro Independent	37,696	35,926	1,770
431	Monroe County	46,404	46,404	0
435	Montgomery County	83,801	83,801	0
436	Monticello Independent	18,631	18,631	0
441	Morgan County	52,411	52,411	0
445	Muhlenberg County	122,033	122,033	0
446	Murray Independent	30,907	30,907	0
451	Nelson County	102,412	102,412	0
452	Newport Independent	61,832	61,832	0
455	Nicholas County	27,293	27,293	0
461	Ohio County	91,860	91,860	0
465	Oldham County	172,961	172,961	0
471	Owen County	41,732	41,732	0
472	Owensboro Independent	97,355	97,355	0
475	Owsley County	20,471	20,471	0
476	Paducah Independent	72,496	72,496	0
477	Paintsville Independent	19,311	19,311	0
478	Paris Independent	18,075	18,075	0
481	Pendleton County	61,049	61,049	0
485	Perry County	112,197	112,197	0
491	Pike County	258,181	258,181	0
492	Pikeville Independent	29,849	29,849	0
493	Pineville Independent	12,642	12,642	0
495	Powell County	58,505	58,505	0
496	Providence Independent	11,875	11,875	0
501	Pulaski County	160,055	160,055	0
502	Raceland Independent	22,144	22,144	0
505	Robertson County	7,990	7,990	0

Technology Offers of Assistance FY 1997-98

District No.	District Name	Amount of Offer	Amount Wired	Amount Escrowed
511	Rockcastle County	67,053	67,053	0
515	Rowan County	70,398	70,398	0
521	Russell County	62,235	0	62,235
522	Russell Independent	53,183	53,183	0
523	Russellville Independent	31,404	31,404	0
524	Science Hill Independent	9,450	9,450	0
525	Scott County	112,061	112,061	0
531	Shelby County	0	0	0
533	Silver Grove Independent	5,775	5,775	0
535	Simpson County	64,539	64,539	0
536	Somerset Independent	39,428	39,428	0
537	Southgate Independent	4,872	4,872	0
541	Spencer County	38,489	38,489	0
545	Taylor County	58,248	58,248	0
551	Todd County	42,983	42,983	0
555	Trigg County	42,244	42,244	0
561	Trimble County	29,847	29,847	0
565	Union County	61,138	0	61,138
567	Walton Verona Independent	22,122	22,122	0
571	Warren County	234,608	234,608	0
575	Washington County	40,682	40,682	0
581	Wayne County	61,150	0	61,150
585	Webster County	46,810	46,810	0
586	West Point Independent	3,911	3,911	0
591	Whitley County	94,819	94,819	0
592	Williamsburg Independent	19,385	19,385	0
593	Williamstown Independent	15,331	15,331	0
595	Wolfe County	30,460	30,460	0
601	Woodford County	85,185	85,185	0
	TOTALS	13,997,131	13,416,151	580,980

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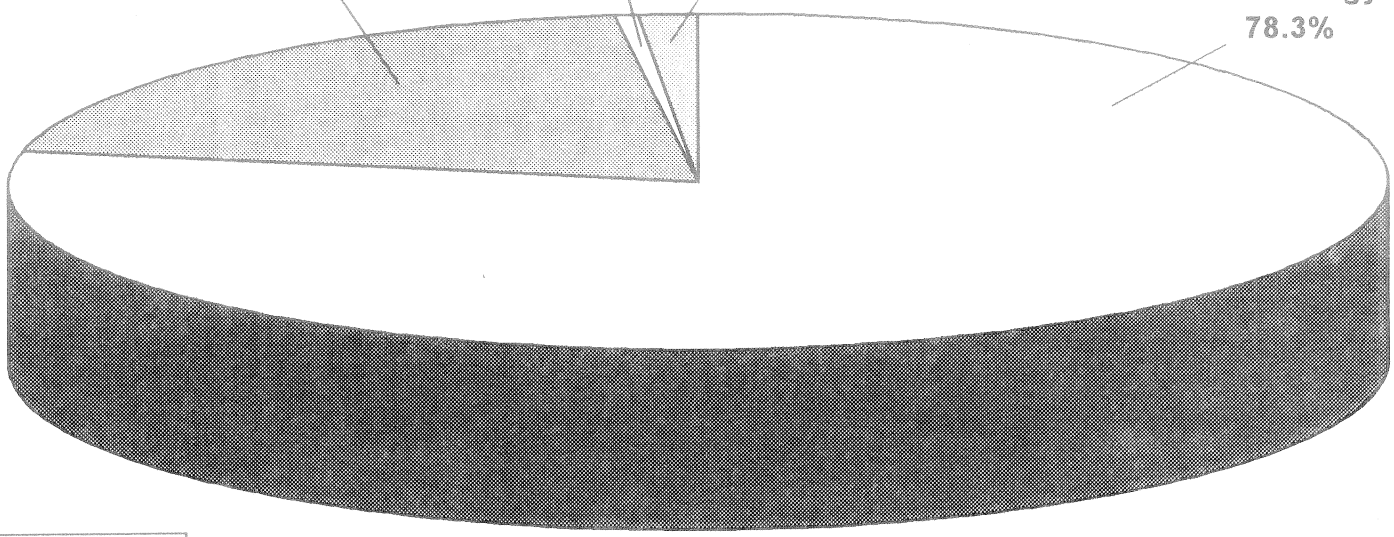
KENTUCKY EDUCATION TECHNOLOGY SYSTEM

Distribution of $187 Million State and Local Instructional Funds



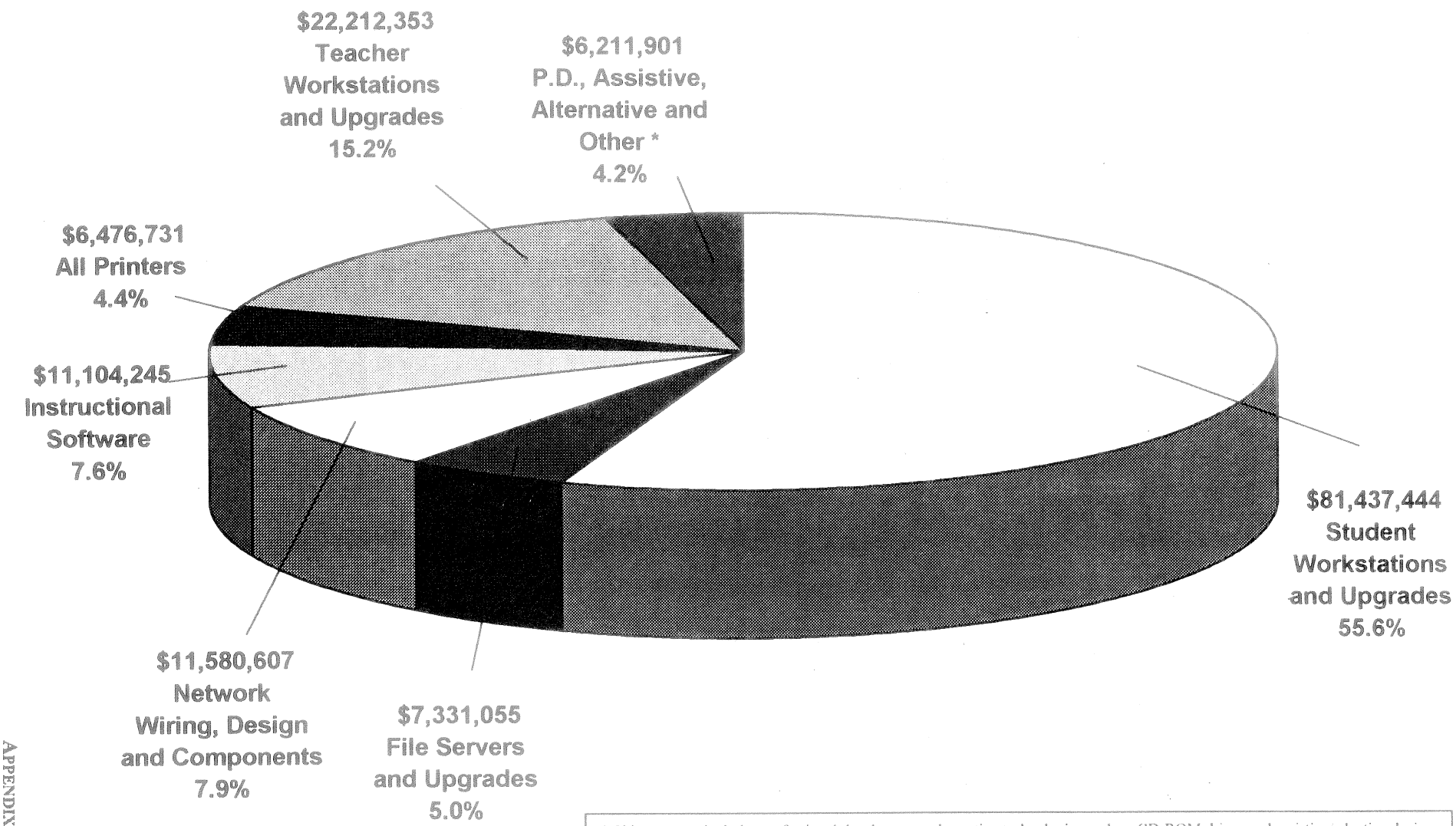
In Escrow With SFCC	
1992-93 - $	-0-
1993-94 - $	-0-
1994-95 - $	-0-
1995-96 - $	276,172
1996-97 - $	697,296
1997-98 -	$1,408,952
Total	$2,382,420

State and Local Investment	
1992-93 -	$40.0 Million
1993-94 -	$40.0 Million
1994-95 -	$27.4 Million
1995-96 -	$27.4 Million
1996-97 -	$24.2 Million
1997-98 -	$28.0 Million
Total	$187.0 Million

6/4/98

KENTUCKY EDUCATION TECHNOLOGY SYSTEM

Distribution of $146.4 Million Reported Instructional Technology Purchases



* This category includes professional development, alternative technologies such as CD-ROM drives and assistive/adaptive devices that enable people with disabilities to benefit from the technology available in the school. Other non-KETS funds are also available for professional development.

6/4/98

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? 10,971

2. Please identify the configuration(s) of classrooms in your school district:

stand-alone computer units with individual software	752
computers connected to a local area network	2,439
computers connected to a districtwide area network	2,864
computers connected to the statewide area network	1,168
other configuration	30

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
23.8%	52.4%	23.8%	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 63.2% No 36.8%

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
10.0%	55.0%	35.0%	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	9.5%	47.6%	42.9%	0%
Software	19.0%	61.9%	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
38.1%	42.9%	19.0%	0%

9. In your school district, do you work full-time as the district technology coordinator?
Yes 47.6% No 52.4%

10. What is your overall assessment of your experience with the KETS program?

Excellent	Good	Fair	Poor
47.6%	47.6%	4.8%	0%

OFFICE OF EDUCATION ACCOUNTABILITY
SCHOOL TECHNOLOGY COORDINATOR SURVEY

1. Computer distribution (number available)

classroom computers	3,873
in computer labs	3,239
"roving" stations	254
teacher workstations	1,110
computers available for home use/check out (by students or teachers)	283

2. Network

drops per classroom	3.6
drops per lab	24.6

3. Administrative use of network:

student data transfer to/from central office	Yes 56.8%	No 43.2%
e-mail within and outside building	Yes 88.9%	No 11.1%

4. Teacher use of network

lesson plans, resources in central location for sharing	Yes 46.1%	No 53.9%
e-mail within building	Yes 66.3%	No 33.7%
e-mail with parents	Yes 34.4%	No 65.6%
internet e-mail	Yes 70.0%	No 30.0%
class web/homework posting	Yes 6.4%	No 93.6%
other		

5. Student use of network

e-mail	Yes 26.3%	No 73.7%
computer-assisted instruction (CAI [drill and practice])	Yes 84.5%	No 15.5%
computer managed instruction (CMI [individualized learning])	Yes 78.8%	No 21.2%
integrated learning systems (ILS [managed learning in core subjects])	Yes 64.9%	No 35.1%
computer-enriched instruction (CEI [CEI simulation])	Yes 80.0%	No 20.0%

OFFICE OF EDUCATION ACCOUNTABILITY
ELEMENTARY SCHOOL CLASSROOM SURVEY

1. Classroom computers (number available)

student stations	906
teacher workstation	137

2. Check if available in classroom

phone	8.4%
VCR	81.0%
videodisc	14.2%
CD-ROM	60.6%
LAN connections	21.2%
Internet access	50.4%

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 80.3% No 19.7%

4. Do students work in cooperative groups using computers? Yes 69.6% No 30.4%

5. Do students work on cross curricular projects using technology? Yes 70.4% No 29.6%

6. Do you use technology routinely for instruction (e.g., overhead projections, video, videodisc, etc.)? Yes 87.3% No 12.7%

7. Do you collaborate with colleagues in your building via e-mail? Yes 47.1% No 52.9%

8. Do you participate in listervs or other on-line discussions about teaching or technology in the classroom? Yes 19.6% No 80.4%

9. Do you use technology to:

gather resources on-line	Yes	No
prepare lessons	Yes 61.0%	No 39.0%
grade keeping/progress reports	Yes 45.5%	No 54.5%
portfolio assessment	Yes 31.2%	No 68.8%
classroom attendance	Yes 18.8%	No 81.2%

10. How often do students have access to a computer lab?

daily	41.9%
weekly	42.3%
monthly	1.5%
seldom	1.9%
never	12.5%

OFFICE OF EDUCATION ACCOUNTABILITY
MIDDLE SCHOOL CLASSROOM SURVEY

1. Classroom computers (number available)

student stations	216
teacher workstation	117

2. Check if available in classroom

phone	23.2%
VCR	89.3%
videodisc	30.4%
CD-ROM	55.4%
LAN connections	26.8%
Internet access	46.4%

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 52.7% No. 47.3%

4. Do students work in cooperative groups using computers? Yes 37.7% No 62.3%

5. Do students work on cross curricular projects using technology? Yes 54.5% No 45.5%

6. Do students use classroom, lab, or library technology for research (e.g., Internet, CD-ROM)?
   Yes 87.3% No 12.7%

7. How often do students have access to a computer lab?

daily	41.5%
weekly	22.6%
monthly	11.3%
seldom	20.8%
never	3.8%

8. Do you use technology routinely for instruction (e.g., overhead projections, video, videodisc, etc.)? Yes 98.2% No 1.8%

9. Do you collaborate with colleagues in your building via e-mail? Yes 35.7% No 64.3%

10. Do you participate in listervs or other on-line discussions about teaching or technology in the classroom? Yes 1.8% No 98.2%

11. Do you use technology to:

gather resources on-line	Yes 61.1%	No 38.9%
prepare lessons	Yes 64.8%	No 35.2%
grade keeping/progress reports	Yes 67.9%	No 32.1%
portfolio assessment	Yes 29.6%	No 70.4%
classroom attendance	Yes 35.8%	No 64.2%

OFFICE OF EDUCATION ACCOUNTABILITY
HIGH SCHOOL SCHOOL CLASSROOM SURVEY

1. Classroom computers (number available)

student stations	211
teacher workstation	183

2. Check if available in classroom

phone	31.3%
VCR	86.5%
videodisc	37.3%
CD-ROM	54.2%
LAN connections	22.9%
Internet access	53.1%

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 59.8% No 40.2%

4. Do students use classroom, lab, or library technology for research (Internet, CD-ROM)? Yes 88.2% No 11.8%

5. Do students work cooperatively on projects using technology (e.g., English, science, social studies, math, foreign language, etc.)? Yes 71.4% No 28.6%

6. Do students work on cross curricular projects using technology? Yes 59.8% No 40.2%

7. Do you use technology routinely for instruction (e.g., overhead projections, video, videodisc, etc.)? Yes 88.4% No 11.6%

8. Do you collaborate with colleagues in your building via e-mail? Yes 49.0% No 51.0%

9. Do you participate in listervs or other on-line discussions pertaining to the use of technology in the classroom? Yes 10.5% No 89.5%

10. Do you use technology to:

gather resources on-line	Yes 77.4%	No 22.6%
prepare lessons	Yes 73.0%	No 27.0%
grade keeping/progress reports	Yes 79.8%	No 20.2%
portfolio assessment	Yes 36.3%	No 63.7%
classroom attendance	Yes 28.3%	No 71.7%

11. How often do students have access to a computer lab?

daily	50.6%
weekly	18.0%
monthly	12.4%
seldom	18.0%
never	1.1%

APPENDIX I

Office of Education Accountability Hotline

As a continuing service to the general public, parents of school-age children, and school district personnel, the Office of Education Accountability (OEA) provides a toll-free telephone hotline. Through this resource, OEA maintains communications pertaining to concerns with the various individuals interested in the educational process in the Commonwealth. Comments received via the hotline range from compliments for the Kentucky educational system to complaints concerning specific situations or programs. Written follow-up confirmation of the verbal communication is solicited from callers who are advised that anonymously submitted information will be accepted. Upon receipt of this written statement, a review of the matter is initiated by OEA.

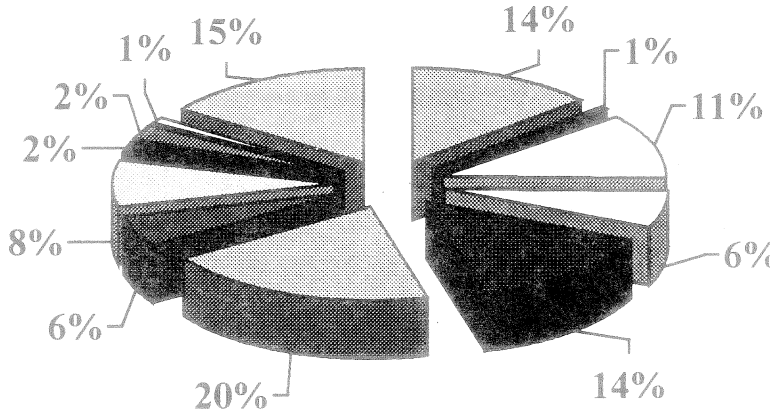
In response to specific allegations, OEA investigative staff conduct extensive fact-finding activities to determine the underlying facts pertaining to the complaint and to discover any remedies that should be put into place. On occasion, investigations lead to referral to the Kentucky Board of Education for charges for removal, suspension, or sanctions against specific personnel in the district. The primary focus of this hotline service and the actions initiated through this process is to facilitate an expeditious resolution of complaints or concerns relative to schools in the state.

During the past year, the personnel operating the hotline received reports related to a wide variety of components of the educational system including, but not necessarily limited to, the following: school-based decision making, special education, instructional practices, and testing issues. In addition, other concerns receiving attention through hotline reports include nepotism in local school district hiring and personnel practices; school district and individual school governance issues; alleged conflict of interest of board members; inadequate educational programs; insufficient or misappropriated revenues; and various problems involving local district policies. Further, staff receive calls for OEA publications and the Citizen's Handbook.

Since the inception of the hotline, OEA has received over 5,451 reports from concerned persons. In 1998 the number of calls to the hotline totaled 309, a net decrease from the total annual calls received in prior years. While the number of calls has decreased, the complexity of the issues

presented has increased significantly. The OEA staff has found that many key issues raised via the hotline require a substantial effort in the fact-finding and resolution phases.

1998 Hotline Calls



SBDM - 14%	**Special Education - 14%**	**Transportation - 2%**
Nepotism - 1%	**Personnel - 20%**	**Facilities/Health - 2%**
Instruction -11%	**Supt./Board - 6%**	**Testing - 1%**
Finance - 6%	**Discipline - 8%**	**Other - 15%**

In addition to verbal reports obtained from the hotline, OEA receives a considerable volume of written communications from all parts of the Commonwealth that raise many important issues and concerns that need to be addressed. Each issue is reviewed, and when the correspondence is not sent anonymously, a written response is sent from OEA to the complainant. The responses required from OEA are diverse, depending on the gravity of the issue being addressed and the necessity for a follow-up investigation or reconcilable action. One response may be as simple as answering a question which does not require outside information. Another response may involve the district reviewing an issue and reporting their finding to OEA, while yet another may dictate a full on-site investigation of an alleged violation of statute or policy.

Through these various means for receiving comments from concerned citizens of the Commonwealth, OEA endeavors to provide a viable pathway toward correction of problems and the promotion of a quality educational environment across the Commonwealth. Communication is the most important tool, and OEA utilizes this tool in effective and progressive ways to achieve its assigned mission.

APPENDIX J

Office of Education Accountability
Standard Complaint Form

Please use the form below to file a complaint with the Office of Education Accountability (OEA). Note that you are not required to sign the form or provide any contact information, but if you choose to do so, your identity will be held confidential, and any information that might lead to your identity as the complainant will not be released. KRS 7.410 states: ". . . the testimony, work products, and records of the Office of Education Accountability. . . shall be 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 or discovery, disclosure, or production upon the order or subpoena of a court of other agency with subpoena power." Contact information will be helpful should OEA need to contact you to develop more specific information and will allow us to contact you to acknowledge receipt of your complaint and to notify you of the disposition of your complaint..

Should you need to discuss this form with staff, please call 1-800-242-0520.

Date Complaint Filed:

Complaint (Use additional pages if needed and please be as specific as possible. Include all names, dates, and details that you think are important. Also, please include any specific statutes, regulations, or policies you think may have been violated.):

Prior Steps Taken to Attempt Resolution Locally:

Other Parties with Information that OEA Should Contact:

Contact Information (Optional):

Name: _____

Address: _____

_____

_____

Telephone(Day): (____) _____

Telephone (Evening: (____) _____

Mail your completed form to: Dr. Kenneth J. Henry
Office of Education Accountability
015 Capitol Annex
Frankfort, KY 40601

Or fax to: 502-564-8322
Attention: Dr. Kenneth J. Henry

An online version of this form may be completed and submitted at http://162.114.4.22/oea

APPENDIX K

HIGH SCHOOL RESTRUCTURING

OVERVIEW.

In February 1997, the Kentucky Board of Education (KBE) approved 704 KAR 3:305, a new regulation concerning graduation requirements to begin 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

The Kentucky Department of Education (KDE) has not prescribed a specific format for how the history and appreciation of visual and performing arts credit is to be taught. They are allowing schools/districts to develop the course at the local level, using persons certified in the arts, history, and language arts to teach the class.

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.

CURRENT STATUS.

Gold Star Schools is KDE's current project in helping schools develop a stronger curriculum. The Partnership for Kentucky Schools is a supporting partner in this effort. The program is designed to develop a model for moving away from the Carnegie unit to a performance-based model. The following measurable goals will accomplish this: 1) conduct a "gap analysis" with ACT to ensure alignment with Kentucky content standards; 2) produce a database of performance standards on student work from across the state; and 3) produce a compendium of performance standards, work tasks, and samples of student work. The group is using national performance standards from various national content groups. Assessment will be determined by local school districts. The following is a list of potential Gold Star Schools and/or school districts:

Bardstown High School	Grant County High School
Eminence High School	Jefferson County Central Office
East Jessamine County High School	West Jessamine County High School
Fayette County Central Office	Williamsburg High School

In addition to this project, at least two school districts – Madison and Laurel Counties – have been pursuing a similar project. The expectation is that students will exit high school with skills and abilities needed for the 21st Century workplace.

KDE has recently completed a revision of the Program of Studies. The Program of Studies has an accompanying manual with instructional models, ideas on how to develop individual graduation plans, etc. All of this is available to school districts for use in the 1998-99 school year.

During 1997-98, the Office of Education Accountability (OEA) monitoring division staff visited 23 school districts which had 28 high schools. The demographics of these schools range from small rural to large urban and those in rewards to those in decline. Twenty-two of these schools use block scheduling, twelve are involved in technology preparation, thirteen are involved in the school-to-work program, nine have initiated an individual graduation plan, and twelve have an advisor/advisee program. Strong leadership from the principal and school council are

characteristic of successful schools. Several of the in-decline schools believe that this "tag" was undeserved, but have viewed it as an opportunity to rethink strategies needed for success. Classroom observations provided OEA staff an opportunity to see outstanding instruction across all academic areas.

OEA staff observed a direct focus on Kentucky's Learning Goals and Academic Expectations in the 25 high school classrooms and 19 middle school classrooms in our sample across the state. Lessons were observed in writing for open-response items, portfolios, or on-demand writing in 5 high school classes and 10 middle school classes. The integration of subject matter was observed in 22 high school classes and 17 middle school classes. Authentic assessment was observed in 21 high school classes and 18 middle school classes. Cooperative learning activities were observed in 18 high school classes and 12 middle school classes. The use of multiple-choice tests was observed in 2 high school classes and 3 middle school classes. Evaluation and reflection on the skills and concepts covered in the lessons observed took place in all the classes.

ISSUES FOR FURTHER REVIEW.

In the reorganization of KDE, the high school restructuring consultant has been reassigned. There is now no specific place to take high school-related questions. KDE may want to consider the creation of a Division of Secondary Education to serve as the focal point for high school and middle school curriculum issues. With regional service centers now housing content specialists, it would appear more critical to have a focal point for all secondary issues to prevent greater division among content lines.

APPENDIX L

EDUCATION ASSESSMENT AND ACCOUNTABILITY REVIEW SUBCOMMITTEE

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Senator David Karem

Senator Dan Kelly

Representative Mary Lou Marzian

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Subcommittee Jurisdiction: Review administrative regulations and advise the Kentucky Board of Education concerning the implementation of the state's system of education assessment and accountability.

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KENTUCKY DISTINGUISHED EDUCATORS PROGRAM

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

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