



EPSB

**Education Professional
Standards Board**

2014-2015
Annual Report



EDUCATION PROFESSIONAL STANDARDS BOARD

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Steven L. Beshear
Governor

James W. Adams
Acting Executive Director

I am pleased to present the Kentucky Education Professional Standards Board (EPSB) 2014-2015 annual report. This report details the progress made on the Board's goals from July 1, 2014, through June 30, 2015. While it is a multifaceted reflection of the ongoing responsibilities of the EPSB, the report documents significant changes and successful implementation of important board policy.

Throughout the past year EPSB members, the staff, and our educational partners have made progress toward improving educator preparation through participation in the multi-state pilot of the Council of Chief State School Officers Network to Transform Educator Preparation (NTEP). This work is based on the report, *Our Responsibility, Our Promise - Transforming Educator Preparation and Entry into the Profession*. We continue to make advancement in meeting goals not only of the NTEP initiative, but also on the EPSB's Strategic Plan.

Fulfilling the goal of aligning the Kentucky Teacher Internship Program with the Professional Growth and Effectiveness System, implementing the Online Educator Complaint System, and beginning the development of our Kentucky Educator Preparation Accountability System all assists us in the expansion and development of data systems for more accurate reporting at both the state and national levels.

The EPSB, the Kentucky Education Association, and the Kentucky Department of Education continued its partnership with the National Board for Professional Teaching Standards (NBPTS) to implement NBPTS' US Department of Education's Supporting Effective Educator Development (SEED) grant. The grant priorities include increasing the presence of National Board teachers in high priority schools and STEM areas. This grant also focuses on increasing leadership opportunities for National Board teachers while allowing them to stay in the classroom.

In spite of current budgetary constraints, the agency has continued to be innovative and efficient. Most importantly, we are committed to meeting the needs of the Commonwealth's education community. Utilizing all general funds available, the EPSB continues to promote high levels of student achievement with rigorous professional standards that develop educators who not only understand their content knowledge at a deep level, but who are skilled, student-centered instructors.

I continue to remain impressed with the partnerships within the education groups of Kentucky and our culture of collaboration and cooperation. It is this culture that I believe allows Kentucky to remain at the forefront of innovation in education in this country.

Respectfully submitted,

James W. Adams,
Acting Executive Director

EPSB Goals and Strategies Annual Report

July 1, 2014 - June 30, 2015

Vision Statement

Every public school teacher and administrator in Kentucky is an accomplished professional committed to helping all children become productive members of a global society.

Mission Statement

The Education Professional Standards Board, in full collaboration and cooperation with its education partners, promotes high levels of student achievement by establishing and enforcing rigorous professional standards for preparation, certification, and responsible and ethical behavior of all professional educators in Kentucky.

Goal 1:

Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Strategy 1.1. Maintain regular and rigorous reviews of all program quality indicators.

1.1.1. Approved teacher leader master's programs as of June 2015:

- Asbury University
- Bellarmine University
- Brescia University
- Campbellsville University
- Eastern Kentucky University
- Georgetown College
- Lindsey Wilson College
- Midway University
- Morehead State University
- Murray State University
- Northern Kentucky University
- Spalding University
- Thomas More College
- Union College
- University of Kentucky (Educational Leadership, IECE, and Special Education)
- University of Pikeville
- University of the Cumberlands
- University of Louisville
- Western Kentucky University

1.1.2. Approved principal redesign programs as of July 2015:

- Asbury University
- Bellarmine University

Approved principal redesign programs as of July 2015:

- Eastern Kentucky University
- Morehead State University
- Murray State University
- Northern Kentucky University
- Spalding University
- University of Kentucky
- University of Louisville
- University of the Cumberlands
- Western Kentucky University

1.1.3. Accreditation visits fall 2014:

- Transylvania University (continuing NCATE/state visit)

1.1.4. Accreditation visits spring 2015:

- Asbury University (continuing NCATE/state visit)
- Union College (first NCATE/state visit)
- University of the Cumberlands (first NCATE/state visit)

1.1.5. Program activity for June 2014- July 2015

| Institution | Program | Action | Date |
|------------------------------|--|-------------------------|----------------|
| Alice Lloyd College | LBD P-12 | Approved | February 2015 |
| Asbury University | LBD 8-12 Endorsement | Closed upon IHE request | November 2014 |
| | School Principal for Rank I Non- degree (Traditional and Option 6 routes) | | |
| Bellarmino University | School Superintendent | Approved | August 2014 |
| Centre College | All programs | Approved | June 2015 |
| Georgetown College | MSD P-12 (Initial Grad; Traditional and Option 6) | Approved | December 2014 |
| Morehead State University | MSD P-12 (Initial Grad; Traditional and Option 6) | Closed upon IHE request | September 2014 |
| Murray State University | MSD P-12 (Certification Only Option 6) | Closed upon IHE request | October 2014 |
| Northern Kentucky University | Planned Program for Rank I (Specialist) | Approved | May 2015 |
| | MSD P-12 (Certification Only Option 6) | Approved | September 2014 |
| Union College | ESL P-12 Endorsement (MA) | Approved | June 2015 |
| | Gifted P-12 Endorsement (MA) | Approved | October 2014 |
| University of Kentucky | Visually Impaired P-12 (Initial Grad Certification Only and Option 6) | Approved | October 2014 |
| | CTE Principal P-12 (Certification Only, Master's and Rank I non-degree); Elementary (Rank I Master's); School Media Librarian (Initial Master's) | Closed upon IHE request | March 2015 |

| | | | |
|-------------------------|---|-------------------------|----------------|
| University of Kentucky | Teacher Leader in IECE (Rank I Non-degree); Teacher Leader in Special Ed (Rank I Non-degree); Middle School (Certification Only Option 6) | Closed upon IHE request | March 2015 |
| | Initial Grad: Option 6: 8-12: Biology, Chemistry, Earth Science, Math, ; Business and Marketing , Family and Consumer Sciences (Initial and Advanced) 5-12; Communication Disorders P-12; Director of Special Ed (Rank I Master's and Certification Only) | Closed upon IHE request | September 2014 |
| University of Pikeville | Teacher Leader (MA, Rank I Non-degree, Endorsement Only) | Approved | December 2014 |

Strategy 1.2. Document and publish information on the quality of each preparation program.

1.2.1. The Accreditation Audit Committee (AAC) completed biennial reviews for fifteen (15) institutions:

- Asbury University
- Bellarmine University
- Berea College
- Campbellsville University
- Centre College
- Eastern Kentucky University
- Kentucky Christian University
- Kentucky Wesleyan College
- Midway College
- Morehead State University
- Spalding University
- St. Catharine College
- Thomas More College
- University of Louisville
- Western Kentucky University

1.2.2. Program approval recommendations were reviewed by the appropriate committees:

- Teacher Leader proposals – Master's Review Committee
- Principal proposals – Principal Review Committee
- Superintendent proposals – Superintendent Review Committee
- Base, restricted base, and endorsement program proposals – Content Area Program Review Committee and Reading Committee
- Conceptual Frameworks and Continuous Assessment Plans – Continuous Assessment Review Committee and Reading Committee

- 1.2.3. Accreditation recommendations were presented to the EPSB from the Accreditation Audit Committee:
 - August 2014 – Brescia University, Georgetown College, Kentucky State University, University of the Cumberlands Option 6 Investigation
 - June 2015 – Transylvania University
- 1.2.4. The Kentucky Educator Preparation Program (KEPP) Report Card was updated for all institutions during the spring semester following submission of Annual Reports and includes contact and accreditation information.
- 1.2.5. Institutions conducted first NCATE/state joint accreditation visit:
 - University of the Cumberlands – March 22 – 25, 2015
 - Union College – March 15 – 18, 2015
- 1.2.6. The Division of Educator Preparation (DEP) staff continued work with Information Technology (IT) staff to refine the Teacher Preparation Data Dashboard providing demographic and performance information. Substantial progress has been made on developing more detailed reports as additional data become available through other state agencies.
- 1.2.7. DEP staff continued work with the Program and Accreditation Review Committee (PARC) to develop the Kentucky Educator Preparation Accountability System (KEPAS).

Strategy 1.3. Provide technical assistance to support program improvement.

- 1.3.1. Technical assistance was provided to institutions of higher education (IHE) regarding program revisions, program submissions, and accreditation issues.
- 1.3.2. Technical assistance regarding accreditation and program approval was provided to all institutions that requested support. Much of that support is provided via telephone calls and e-mails. Campus visits and EPSB office visits were made for twelve (12) institutions: Bellarmine University, Brescia University, Georgetown College, Kentucky State University, Morehead State University, Northern Kentucky University, Spalding University, St. Catharine College, Transylvania University, University of Kentucky, University of Louisville and University of the Cumberlands.
- 1.3.3. Technical assistance was provided to institutions requesting assistance with Continuous Assessment Plans based on the Continuous Assessment Review Committee (CARC) review feedback.
- 1.3.4. Technical assistance was provided to IHEs regarding the online Cooperating Teacher Program computer application.
- 1.3.5. Interpretation and implementation of state regulations related to student teacher placement in the Cooperating Teacher Program were provided by EPSB staff.
- 1.3.6. Guidance was provided to IHE personnel to ensure that each Kentucky student teacher is placed with a qualified supervising teacher through the Cooperating Teacher Program.
- 1.3.7. Assistance was provided to cooperating teachers seeking tuition waivers for their service as cooperating teachers.
- 1.3.8. Technical assistance was provided with admission and exit data reports.
- 1.3.9. Assistance was provided to IHEs regarding completion of the Higher Education Opportunity Act Title II report.

- 1.3.10. An Option 6 Camp was jointly conducted by Division of Educator Preparation and Division of Certification to all IHEs with Option 6 programs to clarify regulatory requirements and respond to IHE questions and concerns.
- 1.3.11. Staff provided assistance related to IHEs, P-12 teachers, and others via e-mails and telephone calls.
- 1.3.12. Staff provided training and assistance related to the Kentucky Field Experience Tracking System.
- 1.3.13. DEP staff continued work with Information Technology (IT) staff to develop the KEPAS which includes web-enabled program submission and annual reporting components.

Strategy 1.4. Utilize research to inform program improvements.

- 1.4.1. EPSB staff participated in webinars on the CAEP Standards, Title II Reporting, Accountability, and Technology.
- 1.4.2. EPSB staff received feedback from IHEs on program submission requirements, reporting, and review processes; feedback shaped program approval and reporting template development to emphasize inclusion and review of candidate data.
- 1.4.3. EPSB continued collaboration with KDE, CPE, and outside experts to develop metrics for evaluating program effectiveness at both the initial and advanced levels.
- 1.4.4. Staff attended the Association of American Colleges for Teacher Education (AACTE) Annual Meeting.
- 1.4.5. Staff attended the annual CAEP State Clinic to share and gather information from other states regarding state/provider-level strategies being implement to ensure education preparation program improvement.
- 1.4.6. Staff attended the CAEP Site Visitor Training in Louisville and provided assistance to CAEP staff during the training in June 2015.

Strategy 1.5. Review programs to ensure focus on student learning.

- 1.5.1. The EPSB-appointed committees review programs and meet on an as-needed basis. In August 2014, 14 new appointments and 2 reappointments were made to the Reading Committee that reviewed 101 program submissions in October 2014 and 42 programs in June 2015.
- 1.5.2. The Teacher Leader's Masters Review Committee continues to meet to verify program impact and quality.
- 1.5.3. PARC is evaluating the program review and accreditation processes and will make recommendations to the board to strengthen those processes. Multiple templates have been developed for program proposals. PARC is developing rubrics for the evaluation processes of the program submissions.
- 1.5.4. LPAC completed submission guidelines and templates to be implemented to ensure that every secondary preparation program prepares all teachers to address literacy across content areas.

Strategy 1.6. Maintain a focus on continuous improvement of all preparation programs.

- 1.6.1. PARC continued work on procedures and protocols to reflect the new accreditation and program approval procedure options.

- 1.6.2. Staff members continue to participate in NCATE's transition to CAEP to ensure that the EPSB and Kentucky's educator preparation providers are aware of the changes.
- 1.6.3. The DEP director presented an update on the division's activities and regulatory changes, including higher admission standards and enhanced clinical experiences, to participants in the KACTE conferences and meetings.
- 1.6.4. The DEP director presented an update on the division's activities and regulatory changes, including higher admission standards and enhanced clinical experiences, to participants in the Kentucky Association of Teacher Educators (KATE) fall conference.

Strategy 1.7. Provide accurate and reliable data to support decision making.

- 1.7.1. Institutional and program information is updated regularly on the EPSB website.
- 1.7.2. The DEP collects data and presents to the EPSB the annual Cooperating Teacher Data Report summarizing the EPSB's payments to P-12 teachers who host student teachers.
- 1.7.3. In the 2014-2015 reporting period, 2,505 cooperating teachers were paid slightly over \$598,840 for supervision of 1,939 student teachers.
- 1.7.4. In the 2014-2015 reporting period, 189 student teachers were placed outside Kentucky.
- 1.7.5. DEP staff work directly with educator preparation providers on a daily basis to ensure accurate and complete data are provided by and to educator preparation providers, e.g., ensuring that admitted candidate data are accurate so certificate issuance is streamlined.
- 1.7.6. DEP staff and the EPSB information technology (IT) staff collaborated to improve the functionality and utility of the Admissions and Exits System application.
- 1.7.7. The DEP continued to ensure collaboration between the Kentucky Center for Education and Workforce Statistics (KCEWS) and educator preparation programs by sharing information among the partners and engaging KCEWS attendance at KACTE meetings.
- 1.7.8. The DEP and IT staff continued collaboration with KDE, KITEP (KACTE's technology work group), and other education partners to refine and provide additional training on a state-of-the-art online system linking Kentucky's Infinite Campus student and classroom data to pre-service field experience reporting. The system, the Kentucky Field Experience Tracking System (KFETS), is accessible to institutions and candidates completing field experiences as a component of an educator preparation course. KFETS will help ensure consistent reporting for all candidates and programs. The KFETS system is the first of its kind and will provide a real-time, portable record of candidates' completion of field experiences required by the EPSB. The data will also be shared with the state P-20 longitudinal data system at the Kentucky Center for Education and Workforce Statistics for use in ongoing policy research.

Goal 2:

Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Strategy 2.1. Document every assignment of educators in Kentucky public schools.

- 2.1.1. Noncertified teachers and those teaching out of their appropriate areas are identified in the Local Educator Assignment Data (LEAD) report, conducted by EPSB staff each fall and spring. Overall, the percentage of teachers who are clearing the report has increased from 99.90% in fall 2006 to our most recent report, fall 2014, where 99.92% of teachers cleared. Of the 40,986 teachers audited in the fall 2014 report, only 50 were “flagged” due to an issue with certification for all or (usually) part of their teaching schedule. Of those 50 “flagged,” 24 were vacant teaching positions at the time of reporting. These issues were sent to KDE staff for possible corrective action, and no SEEK funding was withheld during the 2014-2015 school year due to LEAD reporting errors.
- 2.1.2. Discrepancies between educator credentials and the educator’s job classification dropped from over 950 when first checked in fall 2005 to only 18 unresolved issues in the fall of 2014. The MUNIS information, received from KDE annually in the fall, is used by EPSB staff to assist in the examination of non-teaching positions. Because EPSB staff has suggested corrective action during each LEAD report, it is anticipated that districts will continue to maintain a high compliance rate during the 2015-2016 school year. Many of these problems stem from the misapplication of MUNIS job class categories compared to certifications held, and they can be resolved upon discovery.
- 2.1.3. Teacher and Principal Count

| School Year | Teachers | Principals and Assistant Principals | Ratio of All Teachers to All Principals |
|-------------|----------|-------------------------------------|---|
| 2004-2005 | 42,325 | 2,035 | 21:1 |
| 2005-2006 | 44,790 | 2,079 | 22:1 |
| 2006-2007 | 44,789 | 2,118 | 21:1 |
| 2007-2008 | 44,608 | 2,124 | 21:1 |
| 2008-2009 | 43,620 | 2,156 | 20:1 |
| 2009-2010 | 42,796 | 2,186 | 20:1 |
| 2010-2011 | 42,708 | 2,205 | 19:1 |
| 2011-2012 | 42,582 | 2,259 | 19:1 |
| 2012-2013 | 41,965 | 2,314 | 18:1 |
| 2013-2014 | 41,346 | 2,326 | 18:1 |
| 2014-2015 | 41,735 | 2,358 | 18:1 |

- 2.1.4. Total applications processed by the Division of Certification

| School Year | Total |
|-------------|--------|
| 2010-2011 | 27,328 |
| 2011-2012 | 31,334 |
| 2012-2013 | 35,396 |
| 2013-2014 | 33,032 |
| 2014-2015 | 37,836 |

Strategy 2.2. Document the highly qualified status of all Kentucky teachers as required under NCLB.

2.1.5. The Highly Qualified Teacher (HQT) Report as required by the No Child Left Behind Act (NCLB) was completed in the spring of 2015. Based upon data entry by the local school districts, Kentucky has 99.5% of its teachers who meet highly qualified status in core academic areas as defined by NCLB. This figure is compared to a 99.7% % HQ rate reported for 2013-2014. The complete state-wide HQ teacher report is available by grade range and poverty status at: <http://www.epsb.ky.gov/Reports/hqreports.asp>

Strategy 2.3. Monitor the validity and reliability of teacher and administrator assessments.

2.3.1. Effective September 1, 2015, the Board adopted the following new assessments and corresponding cut scores:

| Test Title | Test # | Qualifying Score |
|---|--------|------------------|
| Agriculture | 5701 | 147 |
| Early Childhood: Content Knowledge | 5025 | 156 |
| Elementary Education: Multiple Subjects | 5001 | |
| Reading and Language Arts Subtest | 5002 | 157 |
| Mathematics Subtest | 5003 | 157 |
| Social Studies Subtest | 5004 | 155 |
| Science Subtest | 5005 | 159 |
| Family and Consumer Sciences | 5122 | 153 |
| Gifted Education | 5358 | 157 |
| Health and Physical Education: Content Knowledge | 5857 | 160 |
| Middle School Science | 5440 | 150 |
| School Psychologist | 5402 | 147 |
| Speech-Language Pathology | 5331 | 162 |

2.3.2. Praxis Core tests are currently offered continuously, providing faster results for decision making and increased testing availability for candidates to meet their needs. Additional tests moving to continuous testing in September, 2015 include Kentucky Specialty Test of Instructional & Administration Practices (6015), Music: Content Knowledge (5113), and Speech Communication: Content Knowledge (5221).

Strategy 2.4. Document and publish the results of all assessments required of new teachers and new administrators.

2.4.1. Number of people taking Praxis I Tests (Praxis I was replaced with CASE September 1, 2014)

| School Year | Number of people in Kentucky who took a Praxis I test | Number of people outside of Kentucky who sent their Praxis I scores to Kentucky | Number of Praxis I tests administered in Kentucky |
|------------------|---|---|---|
| 2006-2007 | 1,020 | 77 | 2,678 |
| 2007-2008 | 1,111 | 73 | 3,045 |
| 2008-2009 | 912 | 98 | 2,603 |
| 2009-2010 | 992 | 70 | 2,936 |
| 2010-2011 | 883 | 57 | 2,546 |
| 2011-2012 | 1,257 | 66 | 3,984 |
| 2012-2013 | 3,204 | 238 | 10,986 |
| 2013-2014 | 3,800 | 338 | 13,124 |

2.4.2. Number of people taking the Core Academic Skills for Educators Test (CASE)

| School Year | Number of people in Kentucky who took a CASE test | Number of people outside of Kentucky who sent their CASE scores to Kentucky | Number of CASE tests administered in Kentucky |
|-------------|---|---|---|
| 2013-2014 | 188 | 6 | 508 |
| *2014-2015 | 3,115 | 300 | 9,810 |

2.4.3. Number of people taking Praxis II Tests

| School Year | Number of Praxis II test takers who took the test in Kentucky | Number of people outside of Kentucky who sent their Praxis II scores to Kentucky | Number of Praxis II tests administered in Kentucky |
|-------------|---|--|--|
| 2003-2004 | 5,627 | 626 | 11,843 |
| 2004-2005 | 6,134 | 683 | 13,130 |
| 2005-2006 | 6,212 | 561 | 12,905 |
| 2006-2007 | 5,894 | 592 | 11,980 |
| 2007-2008 | 5,879 | 808 | 12,100 |
| 2008-2009 | 6,013 | 965 | 11,948 |
| 2009-2010 | 6,470 | 958 | 12,811 |
| 2010-2011 | 6,658 | 942 | 12,553 |
| 2011-2012 | 6,965 | 734 | 12,526 |
| 2012-2013 | 5,709 | 909 | 13,724 |
| **2013-2014 | 5,079 | 822 | 13,192 |
| *2014-2015 | 3,742 | 739 | 09,925 |

2.4.4. Number of School Leader Licensure Assessment (SLLA) Tests

| School Year | Number of SLLA test takers who took the test in Kentucky | Number of SLLA test takers who took the test outside of Kentucky but requested scores be sent to Kentucky | Number of SLLA tests administered in Kentucky |
|-------------|--|---|---|
| 2005-2006 | 364 | 34 | 364 |
| 2006-2007 | 293 | 16 | 295 |
| 2007-2008 | 390 | 57 | 398 |
| 2008-2009 | 377 | 30 | 378 |
| 2009-2010 | 708 | 222 | 708 |
| 2010-2011 | 336 | 46 | 367 |
| 2011-2012 | 345 | 73 | 353 |
| 2012-2013 | 403 | 135 | 418 |
| 2013-2014 | 318 | 59 | 332 |
| *2014-2015 | 243 | 40 | 245 |

2.4.5. Number of Kentucky Principal Tests (KYPT)

| School Year | Number taking KYPT administered by Kentucky |
|-------------|---|
| 2004-2005 | 486 |
| 2005-2006 | 382 |
| 2006-2007 | 321 |
| 2008-2009 | 398 |
| 2009-2010 | 531 |
| 2010-2011 | 546 |

| School Year | Number of KYPT test takers who took the test in Kentucky | Number of KYPT test takers who took the test outside of Kentucky but requested scores be sent to Kentucky | Number of KYPT tests administered in Kentucky |
|-------------|--|---|---|
| 2011-2012 | 661 | 61 | 664 |
| 2012-2013 | 428 | 30 | 441 |
| 2013-2014 | 312 | 40 | 321 |
| *2014-2015 | 250 | 49 | 258 |

Notes:

Counts include any examinee who took a test regardless of whether the score was reported or not.

* The School Year runs from September to August. 2014-2015 data listed includes test dates through July 20, 2015.

**2013-2014 Praxis II numbers were revised to correct for CORE numbers that were inadvertently included.

- 2.4.6. Pass rates on specific assessments may be found at the Kentucky Educator Preparation Report Card (KEPP) website. The results may be viewed for a specific preparation program or overall statewide. The KEPP Report Card is available at:
<https://wd.kyepsb.net/EPSB.WebApps/KEPPReportCard/Public/default.aspx>

Strategy 2.5. Maintain a focus on continuous improvement of all traditional and alternative route certification procedures and processes.

- 2.5.1. The Division of Certification continued to refine certification processing during 2014-2015. All communication with applicants, formerly done via USPS mail, is now being done via email, which has increased processing time and saves the agency in printing and postage costs. The division also sends emails to applicants as soon as their certificate is processed, providing an immediate communication with the applicant when processing is complete.
- 2.5.2. The EPSB’s issuance of the online TC-4 application for Emergency Substitute certificate ensures that all such teachers undergo the nationwide background check via the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse, and it allows the EPSB to more closely examine any character and fitness issues.
- 2.5.3. Experienced teachers gaining additional certification through TC-HQ since its inception:

| Subject Area | Number Certified |
|------------------------------|------------------|
| Biology 8-12 | 50 |
| Chemistry 8-12 | 67 |
| Earth Science 8-12 | 15 |
| English 8-12 | 68 |
| French | 8 |
| German | 1 |
| Health | 25 |
| Mathematics 8-12 | 67 |
| Middle Grades English | 229 |
| Middle Grades Mathematics | 189 |
| Middle Grades Science | 168 |
| Middle Grades Social Studies | 212 |
| Physical Education | 4 |
| Physics 8-12 | 20 |
| Social Studies 8-12 | 59 |
| Spanish | 10 |

Strategy 2.6. Provide accurate and reliable data to support decision making.

- 2.6.1. The certification data system (Web E03) allows the Division of Certification director to view reports on the number of certificate transactions occurring daily. This reporting was expanded in 2014 to allow certification consultants access to this data as well. This is especially useful during the peak season to make changes in how the division utilizes personnel in responding to certification inquiries.
- 2.6.2. Besides the array of data gathered internally, the certification division director and staff continued to expand trainings with constituent groups and gather information relative to the division’s services as well as possible needs of districts. These efforts included meeting with and/or presenting to human resources directors, university personnel, and other school district personnel.
- 2.6.3. The number of emergency, probationary, and alternative route certificates is also a data element which is requested often for decision and policy making, especially outside the agency. Emergency certificate numbers slightly increased during the past year, from 153 for 2013-2014 to 157 in 2014-2015. Many of these emergency-certified teachers do hold other types of full professional Kentucky teaching certifications or statements of eligibility in other teaching areas. This indicates that many of these emergency certifications are being requested to cover a partial schedule or one class only, and the teacher is fully trained (and often experienced) in pedagogy. It should be noted that the number of probationary certificates rose from 136 in 2013-2014 to 157 in 2014-2015. (See table in 2.6.4)

2.6.4. Emergency and Probationary Certificates (Five-Year Count)

| School Year | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|---------------------|-----------|-----------|-----------|-----------|-----------|
| Emergency | 265 | 191 | 118 | 153 | 244 |
| Probationary | 202 | 186 | 154 | 136 | 157 |

- 2.6.5. The 2014-2015 year reflected a decrease in the number of Kentucky teachers using an alternative route to acquire certification. This is likely attributed to the overall hiring of fewer new teachers during the year across the state. In 2011, the Kentucky General Assembly passed legislation for Option 8, which allows the Teach For America (TFA) organization to begin work preparing teachers for those eastern Kentucky districts who have contracted with TFA. Seventy-four (74) teachers worked under the TFA certificate during 2013-2014 and sixty (60) during the 2014-2015 year.

2.6.6. Alternative Routes to Certification (Five-Year Count)

| Description | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|---|-----------|-----------|-----------|-----------|-----------|
| Option 1 - Exceptional Work Experience | 23 | 27 | 13 | 18 | 11 |
| Option 2 - Local District Training | 16 | 22 | 18 | 1 | 1 |
| Option 3 - College Faculty | 34 | 67 | 48 | 35 | 55 |
| Option 4 - Adjunct Instructor | 54 | 66 | 66 | 71 | 68 |
| Option 5 - Veteran of the Armed Forces | 11 | 27 | 26 | 17 | 21 |
| Option 6 - University Based | 1,412 | 1,313 | 1,148 | 942 | 829 |
| Option 7 - University Institute | 2 | 6 | 2 | 1 | 0 |
| Option 8 - Teach For America | - | 21 | 46 | 74 | 60 |
| Grand Totals by School Year | 1,552 | 1,549 | 1,367 | 1,159 | 1,045 |

Goal 3:

Every credentialed educator exemplifies behaviors that maintain the dignity and integrity of the profession by adhering to established law and EPSB Code of Ethics.

Strategy 3.1. Promote awareness of the EPSB Code of Ethics.

- 3.1.1. The Code of Ethics is included in the Kentucky Program Guidelines and is included in the review of all preparation programs.
- 3.1.2. The Code of Ethics is a part of the accreditation process for educator preparation institutions.
- 3.1.3. An electronic copy of the Professional Code of Ethics brochure is posted on the EPSB website and Code of Ethics cards are mailed to school districts and educator preparation institutions requesting them to ensure that each teacher has access to a copy of the code.
- 3.1.4. The Spanish translation of the Professional Code of Ethics and the procedures for filing a complaint are provided on the EPSB's website for Spanish-speaking individuals.
- 3.1.5. The Division of Legal Services continues to provide ethics seminars for student teachers and practicing teachers at school districts, colleges, and universities throughout the state. Seminars took place at the following locations during the 2014-2015 school year:
 - Alice Lloyd College - Two (2) visits
 - Asbury University - Two (2) visits
 - Breathitt County Schools
 - Brescia University
 - Centre College
 - Eastern Kentucky University- Two (2) visits
 - Kentucky Association of School Administrators – Education Law & Finance Institute
 - Kentucky Association of School Administrators - Leadership Institute
 - Kentucky Association of School Administrators – New Superintendent Training
 - Kentucky Christian University
 - Kentucky State University
 - Kentucky Wesleyan University
 - Madisonville Community College
 - Montessori High School
 - Murray State University
 - St. Catherine's College
 - SESC Educational Cooperative
 - Thomas More College
 - Todd County Schools
 - Union College - Four (4) visits
 - University of Kentucky- Three (3) visits
 - University of Louisville – Five (5) visits
 - University of Pikeville- Two (2) visits
 - Western Kentucky University - Three (3) visits
 - Whitley County Attorney's Office

Strategy 3.2. Maintain an accurate data base of misconduct and character and fitness cases.

- 3.2.1. The EPSB Division of Legal Services continues to utilize and refine the Legal Case Tracking System (LCTS) that became active in 2007. Developed by the EPSB Information Technology (IT) Branch, the LCTS replaced the previous Microsoft Access data system which had been in use since January of 2000. The LCTS system is designed to aid in increasing the overall efficiency of Legal Services, as well as to collect data to better advise the Board on issues relating to teacher misconduct.
- 3.2.2. In 2011, the Division of Certification, the Division of Legal Services, and the Information Systems Branch began the TC-4 online pilot project with Jefferson County Public Schools and Fayette County Public Schools. This project requires all emergency substitutes used in the district to apply for certification online through the EPSB. This allows school districts and the EPSB to review applicants for emergency substitute certification against past disciplinary cases and the NASDTEC clearinghouse. All 173 school districts have been using this system since the 2012-2013 school year.
- 3.2.3. IT staff has developed an online reporting system for school districts to report misconduct. Superintendents now have access to the system and have the ability to assign a person within the district (e.g., a human resource director) to be her/his designee to submit information.

Strategy 3.3. Present in a timely manner all cases for review to the EPSB.

- 3.3.1. The Division of Legal Services received 748 complaints involving allegations of teacher misconduct during 2014. A disciplinary case is opened against a teacher when a complaint contains credible allegations that the educator violated either the Professional Code of Ethics for Certified Personnel or KRS 161.120. Pursuant to that standard, 294 disciplinary cases were initiated in the 2014 calendar year.
- 3.3.2. As of August 25, 2015, 454 disciplinary complaints have been received and 171 disciplinary cases have been opened for the current calendar year.
- 3.3.3. The EPSB reviewed 380 disciplinary cases during 2014. The EPSB dismissed 82 cases (21.57%), voted to hear 190 cases (50%), and deferred 51 cases (13.4%) for training or more information. The EPSB voted to admonish 57 educators (15%).
- 3.3.4. As of August 25, 2015, there are 332 pending cases referred by the EPSB to a hearing.
- 3.3.5. 256 educator applications were presented to the EPSB in 2014 for character and fitness review. The EPSB approved 202 of those applications, denied 47 applications, and deferred 7.
- 3.3.6. In 2014, the EPSB revoked 26 certificates and 27 were suspended. There were 147 agreed orders presented to the Board and all but one (1) were accepted. The EPSB issued three (3) final orders permanently revoking a certificate.
- 3.3.7. As part of the Strategic Plan for The EPSB, regular meetings of the board were set to be held on the second Monday of even number months to establish consistent meeting dates to ensure timely presentation of disciplinary cases to board.

Strategy 3.4. Maintain a focus on continuous improvement of all hearing procedures.

- 3.4.1. In October of 2014, five (5) of the EPSB attorneys attended the National Association of State Directors of Teacher Education and Certification (NASDTEC) Professional Practices Institute in Newport, Rhode Island.
- 3.4.2. In March 2015, three (3) of the EPSB attorneys attended the Kentucky Association of School Administrators' Education Law & Finance Institute. In June 2015, two (2) of the EPSB attorneys attended administrative hearing training sponsored by the Kentucky Office of the Attorney General, Division of Administrative Hearings. In addition to these trainings, the EPSB attorneys have also attended various continuing legal education seminars in order to become better versed in the state and federal laws governing education.
- 3.4.3. The Division of Legal Services began implementation of the recommendations adopted by the Board in September of 2013 from the Committee to Ensure an Ethical Educator Workforce (CEEEW). The newly adopted Character and Fitness questionnaire has been promulgated into regulation as a part of newly designed application forms, and became effective January 1, 2015. Additionally, the Board has adopted a regular meeting schedule of the second Monday of every even numbered month to ensure that disciplinary cases and applications are reviewed in a timely manner.
- 3.4.4. The full-time staff of the Division of Legal Services continuously reviews internal procedures to ensure that all educators are treated fairly during the disciplinary process. Staff attends administrative hearing process training on an annual basis when fiscally permissible.

Strategy 3.5. Provide accurate and reliable data to support decision making.

- 3.5.1. The EPSB Kentucky Educator Certification Inquiry (KECI) allows the public to view the suspension or revocation status of an educator's certificate. The website to access KECI can be found at: <https://wd.kyepsb.net/EPSB.WebApps/KECI>.
- 3.5.2. At the June 8, 2015 meeting, the Board voted to suspend the practice of noting whether a disciplinary case is currently pending against an educator in KECI. Previously this notation permitted administrators responsible for personnel within each district to view whether a disciplinary case was currently pending against an educator.
- 3.5.3. In compliance with the EPSB's August 2004 policy change, individuals whose certificates are revoked or suspended continue to submit their certificates to the EPSB. Any certificate subsequently issued to anyone whose certificate was previously revoked or suspended now includes "Revoked" or "Suspended" and the relevant timeframe on the face of the certificate. This assists district authorities in making well-informed hiring decisions.

Goal 4:

Every credentialed educator participates in a high quality induction into the profession and approved educational advancement programs that support effectiveness in helping all students achieve.

Strategy 4.1. Develop and utilize reliable measures of teacher effectiveness and student achievement that may be used in evaluation of induction and professional advancement activities.

4.1.1 As part of the Strategic Plan for the EPSB, work was piloted in 2014-2015 to redesign the Kentucky Teacher Internship Program (KTIP) to reflect the Teacher Professional Growth and Effectiveness System (PGES). Redesign work is complete and the new KTIP is being implemented in a statewide pilot during the 2015-2016 school year.

Strategy 4.2. Ensure that every new teacher and principal has a high quality induction experience while demonstrating knowledge and skills that support student learning.

4.2.1. The online KTIP homework assignment required as a prerequisite to the face-to-face KTIP committee training continues to be part of the training process. The homework consists of several assessments used to indicate the committee member’s understanding of the KTIP process and governing regulations. The KTIP face-to-face session includes practice rating with observation that intern committee members must complete to demonstrate their understanding of the framework and their ability to mentor the intern to successful completion.

4.2.2. KRS 161.030 mandates that resource teachers spend 50 out-of-class hours in consultation with the interns. However, the 2014-2016 Executive Branch budget bill allows the EPSB flexibility to reduce the number of out-of-class hours, thus providing additional funds to increase the number of interns admitted in KTIP. Currently, due to budget constraints, spring interns are not approved for the internship program unless districts volunteer to cover the costs for the intern. The following table represents the number of interns for the last five (5) years.

| Number of KTIP Interns | | | | | |
|-------------------------------|------------------|------------------|--------------------|--------------|-----------------------------|
| Year | Fall Only | Full-Year | Spring Only | Total | Full-Year Equivalent |
| 2010-2011 | 26 | 2,437 | 331 | 2,794 | 2,615.5 |
| 2011-2012 | 316 | 2,234 | 0 | 2,550 | 2,392 |
| 2012-2013 | 15 | 2,423 | 1 | 2,439 | 2,431 |
| 2013-2014 | 19 | 2,369 | 1 | 2,389 | 2,379 |
| 2014-2015 | 17 | 2,459 | 1 | 2,477 | 2,468 |

4.2.3. Due to budget constraints, some new teachers were denied entry into the internship program. Regulatory changes allow those who were hired after the October 15 date and who did not have the required minimum 140 instructional days for an internship to receive Provisional Internship Certificates in the fall, thereby classifying them as highly qualified. The following table represents the number of interns denied admission due to budget for the last four (4) years.

| Denied Admission to KTIP Due to Budget | | | | |
|---|-------------|---------------|------------------|--------------|
| Year | Fall | Spring | Full Year | Total |
| 2011-2012 | 1 | 265 | 78 | 272 |
| 2012-2013 | 1 | 197 | 126 | 324 |
| 2013-2014 | 0 | 216 | 102 | 318 |
| 2014-2015 | 1 | 188 | 267 | 456 |

4.2.4. Five-Year Unsuccessful and Resigned Interns Count

| Year | Unsuccessful | Resignations | Total | % of Total |
|------------------------|---------------------|---------------------|--------------|-------------------|
| 2010-2011 | 12 | 46 | 58 | 2% |
| 2011-2012 | 19 | 36 | 55 | 2% |
| 2012-2013 | 24 | 47 | 71 | 3% |
| 2013-2014 | 17 | 29 | 46 | 2% |
| 2014-2015 | 18 | 36 | 54 | 2% |
| Five-Year Total | 90 | 194 | 284 | 2% |

Strategy 4.3. Ensure that high quality mentoring and support services are provided for teachers seeking National Board for Professional Teaching Standards certification.

4.3.1. Kentucky has 3,181 teachers who have earned National Board Certification.

4.3.2. Kentucky ranked sixth nationally in the number of new National Board Certified Teachers (NBCTs) in 2015 and ranks 9th in the total number of NBCTs over time.

4.3.3. The following link provides annual data updates to the total number of NBCTs by district: http://boardcertifiedteachers.org/sites/default/files/State_Profile_2014_KY.pdf

4.3.4. Five-year results on successful NBPTS Candidates

| National Board Certified Teachers | | |
|--|---|--|
| Year | Number of Kentucky NB Candidates | Number of Kentucky Teachers Achieving NBPTS Certification |
| 2009-2010 | 585 | 316 |
| 2010-2011 | 535 | 289 |
| 2011-2012 | 608 | 268 |
| 2012-2013 | 493 | 227 |
| 2013-2014 | 437 | 199 |
| Five-Year Total | 2,658 | 1,299 |

4.3.5. The EPSB, along with the Kentucky Department of Education (KDE) and the Kentucky Educator Association (KEA) were named as site partners and recipients of the United States Department of Education Supporting Effective Educator Development (SEED) grant. The goal of the SEED grant is to increase the number of nationally board certified teachers in low performing schools and to expand the opportunities for NBCTs to take on leadership roles.

Strategy 4.4. Ensure that the Continuing Education Option for rank change program maintains appropriate rigor while demonstrating advanced knowledge and skills that support student learning.

4.4.1. The Continuing Education Option (CEO) has 31 new candidates currently enrolled in the revised program. The EPSB has 3 sponsor agreements with education agencies that contract for coaching services for CEO candidates.

4.4.2. CEO completion numbers

| Year Completed | Total |
|-----------------------|--------------|
| 1999-2000 | 30 |
| 2000-2001 | 104 |
| 2001-2002 | 49 |
| 2002-2003 | 59 |
| 2003-2004 | 24 |
| 2004-2005 | 41 |
| 2005-2006 | 22 |
| 2006-2007 | 50 |
| 2007-2008 | 117 |
| 2008-2009 | 103 |
| 2009-2010 | 64 |
| 2010-2011 | 32 |
| 2011-2012 | 7 |
| 2012-2013 | 28 |
| 2013-2014 | 16 |
| 2014-2015 | 10 |
| Total | 756 |

Goal 5

The EPSB shall be managed for both effectiveness and efficiency, fully complying with all statutes, regulations and established federal, state, and agency policies.

Strategy 5.1. Maintain a qualified and diverse EPSB workforce.

5.1.1. The agency currently employs 26 full-time, 1 federally funded time limited (FFTL), and 5 interim state employees with 6 positions vacant. The EPSB uses the services of 5 full-time and 8 part-time contract staff. Of the 26 full-time state employees, there are 4 males and 22 females. Currently, 11.5% of the EPSB state employees are minorities.

Strategy 5.2. Ensure that all personnel are experiencing life-long learning and professional experiences that support their professional growth.

5.2.1. Staff attended:

- AACTE Data Privacy Training
- American Association of Colleges of Teacher Education (AACTE) Annual Conference
- American Youth Policy Forum Study Tour for Deeper Learning
- CAEP Site Visitor Training
- CAEP State Alliance For Clinical Preparation And Partnerships
- CAEP webinars
- Center for American Progress-Improving Teacher Quality
- Commonwealth Collaborative of School Leadership Programs (CCSLP)
- Co-Teaching in Student Teaching Workshops
- Council for the Accreditation of Educator Preparation (CAEP) State Partnership Conferences
- Council on Postsecondary Education Student Success Summit
- Education Law & Policy Symposium
- Educational Testing Service (ETS) Client Conferences
- E-MARS training
- ETS multi-state standard setting study
- ETS Title II State Report Card webinars
- Gates Foundation Teaching is Learning Conference
- Gifted and Talented Advisory Committee meetings
- Governor's Opportunity Youth Summit --Labor and Workforce Conference
- International Literacy Association Cultivating Literacy Achievement Through Quality Teacher Preparation webinar
- KACTE KITEP Data Institute
- KACTE Spring Conference
- KDE Institution of Higher Education Consortium Meetings
- Kentucky Association for Assessment Coordinators (KAAC)
- Kentucky Association of Administrative Attorneys
- Kentucky Association of Colleges of Education (KACTE) Fall Leadership Retreat
- Kentucky Association of Government Communicators fall and spring conferences
- Kentucky Association of School Administrators Annual Summit
- Kentucky Association of School Administrators Education Law & Finance Institute
- Kentucky Association of Teacher Educators (KATE) fall conference

Staff attended:

- Kentucky Board of Education Meetings
- Kentucky Career and Technical Education Conference
- Kentucky Governmental Services Professional Development Workshops and Seminars
- Kentucky Leadership Academy
- Kentucky Leads the Nation Statewide Summits
- Kentucky Legislative Review Training
- Kentucky Office of the Attorney General Administrative Hearings Training
- Kentucky Public Procurement Association Conference
- Kentucky School Boards Association FERPA Conference
- Lynda.com software training
- Monthly meetings of all eight (8) Kentucky education cooperatives
- NASDTEC National Conference and Professional Practices Institute
- National Board Teaching and Learning Conference
- NCATE Board of Examiners (BOE) Visits
- NCATE/CAEP webinars on accreditation/program review options
- Network for Transforming Educator Preparation (NTEP) Meetings
- Prichard Committee Annual Conference
- Prichard Committee Team on Teacher Effectiveness
- Principal and Teacher Effectiveness Committees
- *ProEthica*® Program Protecting the Profession: Discussing the Complexities of Educator Ethics webinar
- REL Appalachia-Appalachia Hirer Education Consortium (AHEC)
- Shaping Our Appalachian Region Summit (SOAR)
- State Consortium of Educator Effectiveness SCEE webinars
- Unbridled Learning Guiding Coalition
- US Department of Education/Privacy Technical Assistance Center (PTAC) Data and Security Training
- Westat Title II webinars

5.2.2. Presentations were made by various EPSB staff members to the following:

- Alice Lloyd College
- American Association of Colleges of Teacher Education National Conference and Partnerships
- Appalachian Higher Education Consortium
- Asbury University
- Breathitt County Schools
- Brescia University
- CAEP Spring Conference
- Centre College
- Council for Accreditation of Educator Preparation (CAEP) State Alliance for Clinical Preparation
- Council for Chief State School Officers (CCSSO)
- Eastern Kentucky University
- IHE Consortium Meeting

Presentations were made by various EPSB staff members to the following:

- Infinite Campus Interchange
- Kentucky Association of Colleges for Teacher Education spring and fall conferences
- Kentucky Association of School Administrators Annual Institute
- Kentucky Association of School Administrators Education Law and Finance Institute
- Kentucky Association of School Administrators New Superintendent Training
- Kentucky Association of School Business Officials fall and spring conferences
- Kentucky Association of School Human Resource Managers Annual Conference
- Kentucky Association of School Superintendents
- Kentucky Association of Teacher Educators (KATE) fall conference
- Kentucky Board of Education
- Kentucky Christian University
- Kentucky Department of Education Superintendent Summit
- Kentucky State University
- Kentucky Teacher Internship Program/PGES Pilot Training
- Kentucky Wesleyan University
- Local Educator Assignment Data Training for Kentucky School Districts
- Madisonville Community College
- Montessori High School
- Monthly meetings of all eight (8) Kentucky education cooperatives
- Murray State University
- NASDTEC National Conference and Professional Practices Institute
- National Board meeting on Supporting Effective Educator Development
- Network for Transforming Educator Preparation (NTEP) meetings and webinars
- Pearson Education Conference
- Professional Educator Standards Boards Association (PESBA)
- Professionals in Personnel
- Program Approval and Accreditation Process Orientation
- SESC Educational Cooperative
- Southeast Southcentral Education Cooperative
- St. Catherine's College
- Thomas More College
- Todd County Schools
- Unbridled Learning Guiding Coalition
- Union College
- University of Louisville
- University of Kentucky
- University of Pikeville
- Western Kentucky University
- Whitley County Attorney's Office

5.2.3. Staff served in the following national or state organizations:

- Deputy Executive Director served as a member of the National Association of State Directors of Teacher Education and Certification (NASDTEC) South Region Technology Committee
- Deputy Executive Director served as a member of the KY Rising Workgroup
- Director of Educator Preparation served as a member of the Council for Mathematics Achievement
- Deputy Executive Director served as a member of the Kentucky Association for Assessment Coordinators
- Deputy Executive Director served as a member of the Kentucky Association for School Administrators Principal Design Team
- Deputy Executive Director served as a member of the Kentucky NT3 Steering Committee
- Director of Certification served Kentucky Advisory Council on Autism Spectrum Disorders
- Director of Certification served as a judge for the Student Technology Leadership Program (STLP)
- Director of Educator Preparation was appointed to and began serving on the CAEP Continuous Improvement Commission and the CAEP Accreditation Council
- Director of Legal Services was a national member of the NCATE Board of Examiners
- Director of Professional Learning and Assessment was a national member of the NCATE Board of Examiners
- Executive Director serves on the Board of the Kentucky Center for Education and Workforce Statistics (KCEWS)
- Executive Director serves on the Unbridled Learning Guiding Coalition
- Executive Director represents Kentucky on the Professional Educator Standards Boards Association (PESBA)
- Executive Director served as a member on the TELL Advisory Committee
- Executive Director served as a member of the Advisory Council on Autism
- Executive Director served as a member of the KY Rising Steering Committee
- Executive Director served as a member of the Kentucky NT3 Advisory Board
- Executive Director was a national member of the NCATE Board of Examiners

Strategy 5.3. Seek full funding for all EPSB operations, personnel, and programs through an approved biennium budget request.

- 5.3.1. In the FY 2015 enacted budget the EPSB's general fund budget of \$7,307,100 of which 99.99% (all but \$44) was expended. The funding request for FY 2015 for restoring full funding to KTIP was not granted.
- 5.3.2. Because of the significant reduction in our general fund appropriation, the EPSB excluded the National Board Certification (NBC) program from general fund allocations, thus eliminating mentoring, reimbursements for substitute teachers and stipends. However, 201 new NBC candidates were reimbursed 75% of their out-of-pocket costs for application fees from the NB Incentive Trust Fund upon successful completion of National Board Certification. All funds in the NB Incentive Trust Fund have been expended with no current source of new funding.
- 5.3.3. \$90,000 was granted to EPSB for KTIP in FY 2014-2015 by the Department of Career and Technical Education, which allowed the admission of additional new Career and Technical teachers into this certification program.

Strategy 5.4. Provide semiannual budget reports to the EPSB

5.4.1 A semiannual report on operating results was presented to the EPSB at the August 2014 and the February 2015 meetings, detailing the expenditures to date of each division and program.

Strategy 5.5. Maintain facilities, equipment, and agency technology that support efficient and productive agency operations.

5.5.1. Technology enhancements include:

- Continuation of expansion of the EPSB Data Dashboard
- The EPSB is participating in a grant program from the Institute of Education Sciences (IES) State Longitudinal Data System (SLDS). Through the grant, provided by the U.S. DOE, Institute of Education Sciences (IES), KDE, CPE and the EPSB are working together to expand and enhance postsecondary, educator preparation, and workforce data linked to the states existing P-20 longitudinal data system. The SLDS grant will help expand the data collection of student teachers placed out of state or out of the country; redesign the 11 year old EPSB Praxis test score load program and convert it to a web application; and assist in the expansion of the admission and exit data system to collect program data on advanced graduate programs and automation of college recommendations. These systems modifications will improve the quality and efficiency of data being collected and reduce the amount of paper the EPSB receives, as well as collecting additional information for the program review and accreditation processes.
- The Admissions and Exits data system was updated to reflect changes suggested by the PARC committee.
- Development of reports for the Proportional Accountability System continues.
- Business model for the Kentucky Educator Preparation Accountability System has been developed with programing to occur in the 2016 fiscal year.
- Development of the Legal Dashboard reporting system continues.
- The Online Educator Complaint System (OCES) was completed and is fully operational with district training taking place currently.
- The Intern Management System (IMS) was updated to accommodate for the newly aligned KTIP to PGES system.



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