



2013-2014
Annual Report



EDUCATION PROFESSIONAL STANDARDS BOARD

Steve Beshear
Governor

100 Airport Drive, 3rd Floor
Frankfort, Kentucky 40601
Phone (502) 564-4606
Fax (502) 564-7080
www.epsb.ky.gov

Robert L. Brown
Executive Director

I am pleased to present the Kentucky Education Professional Standards Board (EPSB) 2013-2014 annual report. This report details the progress made on the Board's goals from July 1, 2013, through June 30, 2014. 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. By participating in the multi-state pilot of the Network to Transform Educator Preparation (NTEP) based on the Council of Chief State School Officers report, *Our Responsibility, Our Promise, Transforming Educator Preparation and Entry into the Profession*, we are making progress in meeting goals not only of the NTEP initiative, but also the EPSB's Strategic Plan. NTEP priorities include a shared accountability model linking educator performance to preparation programs and professional contexts, the alignment of the Kentucky Teacher Internship Program with the Professional Growth and Effectiveness System, and expansion and development of data systems for more accurate reporting at both the state and national levels. Multiple presentations occurred at the state and national events to provide information and gather feedback around these initiatives.

Additionally, National Board for Professional Teaching Standards contracted with the EPSB, the Kentucky Education Association, and the Kentucky Department of Education to implement NBPTS's 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.

Kentucky maintains national attention due to its innovations to move education forward. We face a rising bar for success as the global educational landscape endlessly evolves. EPSB members, staff, and educational partners who serve on various committees are often called upon to provide information related to the Board's directives. Presentations to and conversations with members of national organizations who contact the EPSB staff is a testament to the goals of the Board that promote high levels of student achievement with rigorous professional standards. The EPSB is committed to standards that develop educators who not only understand their content knowledge at a deep level, but who are skilled, student-centered instructors.

Respectfully submitted,

Robert L. Brown
Executive Director

EPSB Goals and Strategies Annual Report

July 1, 2013 - June 30, 2014

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 2014:

- Asbury University
- Bellarmine University
- Brescia University
- Campbellsville University
- Eastern Kentucky University
- Georgetown College
- Lindsey Wilson College
- Midway College (approved April 2014)
- 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 the Cumberlands
- University of Louisville
- Western Kentucky University

1.1.2. Approved principal redesign programs as of July 2014:

- Asbury University
- Bellarmine University
- Eastern Kentucky University

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

1.1.3. Approved superintendent redesign programs as of July 2014:

- Eastern Kentucky University
- Morehead State University
- Murray State University
- Northern Kentucky University
- Western Kentucky University

1.1.4. Accreditation visits fall 2014:

- Transylvania University (continuing NCATE/state visit)

1.1.5. Accreditation decisions since July 2013:

- Bellarmine University
- Campbellsville University
- Kentucky Wesleyan College
- Berea College
- Kentucky Christian University
- Alice Lloyd College
- Boyce College
- Lindsey Wilson College (first NCATE/state)

1.1.6. Program activity for June 2013- July 2014

Institution	Program	Action	Date
Alice Lloyd College	LBD P-12	Under review	
Asbury University	Director of Pupil Personnel	Approved	April 2014
	Psychology	Closed	October 2013
	All programs (53)	Under review prior to Spring 2015 visit	
Bellarmine University	Superintendent	Approved	August 2014
	Physics 8-12 (MAT)	Added as option within MAT in Secondary Ed	September 2014
	Physics 8-12 Option 6 (MAT)	Added as option within MAT in Secondary Ed	September 2014
Brescia University	All programs (16)	Approved with Conditions	August 2014
Campbellsville University	MSD P-12	Approved	January 2014
	Director of Special Education	Approved	February 2014
	IECE; P-5 program revisions	Approved	August 2013
	Spanish P-12 program revisions	Approved	August 2013

Eastern Kentucky University	Principal P-12 (Ed.S.) Option 6	Approved	October 2013
	Superintendent Redesign	Approved	May 2014
	Superintendent Redesign Option 6	Approved	May 2014
Georgetown College	MSD P-12 (MAEd Initial)	Under review	
	MSD P-12 (MAEd.) Option 6	Under review	
	LBD P-12 Initial (MAEd.) program revisions	Approved	June 2014
	LBD P-12 Initial (MAEd.) Option 6	Approved	June 2014
	LBD P-12 Advanced (MAEd.)	Approved	June 2014
Kentucky State University	All programs (13)	Approved	August 2014
Mid-Continent University	Elementary P-5	Closed	June 2014
Midway College	Teacher Leader (MEd.)	Approved	April 2014
	All Initial Grad Level (MAT) (8)	Closed	March 2014
	All Option 6 (MAT) (8)	Closed	March 2014
Morehead State University	Literacy Specialist P-12	Approved	December 2013
	Earth Science 8-12 Initial Bachelor's	Closed	October 2013
	IECE advanced program revisions	Approved	June 2014
	IECE Option 6 program revisions	Approved	June 2014
	LBD P-12 Initial Grad (MA)	Closed	January 2014
	LBD P-12 Advanced	Closed	January 2014
	LBD P-12 Option 6	Closed	January 2014
	Superintendent Redesign	Approved	July 2014
Murray State University	Rank I in Secondary Ed (5-12, 8-12, P-12)	Closed	August 2013
	Rank I in Elementary Ed	Closed	August 2013
	Rank I in Middle School Ed	Closed	August 2013
	MSD P-12 Advanced Grad Level	Approved	January 2014
	Rank I for School Media Librarian	Closed	August 2013
	Superintendent Redesign	Approved	July 2014
	Superintendent Redesign Option 6	Approved	July 2014
Northern Kentucky University	Business and Marketing 5-12 (Bachelor's Level)	Closed	June 2014
	Business and Marketing 5-12 (Master's Level)	Closed	June 2014
	Business and Marketing 5-12 Option 6 (Master's Level)	Closed	June 2014
	Business and Marketing 5-12 Option 6 (Post-baccalaureate)	Closed	June 2014
	Superintendent Redesign	Approved	July 2014

<i>Spalding University</i>	Reading P-12 Endorsement	Approved	December 2013
	School Guidance Counselor	Approved	April 2014
	Elementary Option 6 (Bachelor's Level)	Closed	July 2013
	LBD P-12 Option 6 (Bachelor's Level)	Closed	July 2013
St. Catharine College	IECE B-P	Submitted then withdrew proposal	September 2013
Transylvania University	All programs (13)	Cleared for Fall 2014 Visit	January 2014
Union College	All programs (27)	Under review for Spring 2015 Visit	
	Reading P-12 Endorsement	Closed	February 2014
	Gifted P-12 Endorsement	Under review	
	ESL P-12 Endorsement	Under review	
University of Kentucky	Biology, Chemistry, Earth Science, Mathematics, and Physics Grades 8-12 (Bachelor's Level)	Approved	March 2014
University of Louisville	School Social Worker	Approved	June 2014
	Environmental Ed P-12 Endorsement	Awaiting program rejoinder	
University of Pikeville	Teacher Leader Master's	Under review	
University of the Cumberlands	All programs (40)	Under review for Spring 2015 Visit	
Western Kentucky University	Gifted Education P-12 (Master's Level)	Approved	February 2014
	Instrumental Music P-12 (Master's Level)	Closed	May 2014
	Instrumental Music P-12 Option 6 (Master's Level)	Closed	May 2014
	Integrated Music P-12 (Master's Level)	Closed	May 2014
	Integrated Music P-12 Option 6 (Master's Level)	Closed	May 2014
	Vocal Music P-12 (Master's Level)	Closed	May 2014
	Vocal Music P-12 Option 6 (Master's Level)	Closed	May 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 seven (7) institutions:

- St. Catharine College
- University of Kentucky
- Asbury University
- Berea College
- Centre College
- Kentucky Christian University
- Midway College

- Thomas More College
 - Western Kentucky University
- 1.2.2. Program approval recommendations were reviewed by the appropriate committees:
- Teacher Leader proposals - Master's Review Committee
 - Superintendent Redesign proposals – Superintendent Content Review Committee
 - Base, restricted base, and endorsement program proposals - Content Area Program Review Committee and Reading Committee
 - Conceptual Frameworks and Continuous Assessment Plan - Continuous Assessment Review Committee and Reading Committee
- 1.2.3. Accreditation recommendations were presented to the EPSB from the Accreditation Audit Committee:
- December 2013 – Lindsey Wilson College, Boyce College, Alice Lloyd College
 - July 2014 – Brescia University, Georgetown College, Kentucky State University
- 1.2.4. Two institutions are seeking their first NCATE accreditation:
- University of the Cumberlands - Spring 2015
 - Union College – Spring 2015
- 1.2.5. The Division of Educator Preparation (DEP) staff continue to 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.

Strategy 1.3. Provide technical assistance to support program improvement.

- 1.3.1. Technical assistance regarding accreditation and program revisions and initial approval was provided to all Institutions of Higher Education (IHEs) which requested support. Much of that support is provided via telephone calls and e-mails. Campus visits and EPSB office visits were completed for ten (10) institutions: Berea, University of Kentucky, Georgetown College, University of the Cumberlands, Spalding University, University of Louisville, Brescia University, Kentucky State University, Midway College, Morehead State University, Northern Kentucky University, and Transylvania University.
- 1.3.2. Technical assistance was provided to IHEs requesting assistance with Continuous Assessment Plans based on the Continuous Assessment Review Committee (CARC) review feedback.
- 1.3.3. Technical assistance was provided to IHEs regarding the online Cooperating Teacher Program computer application.
- 1.3.4. Interpretation and implementation technical assistance to IHEs and P-12 personnel regarding state regulations related to student teacher training and placement for P-12 cooperating teachers to ensure that every Kentucky student teacher is supervised by a qualified supervising teacher.
- 1.3.5. Technical assistance was provided to cooperating teachers seeking tuition waivers for their service as cooperating teachers.
- 1.3.6. Guidance and assistance was provided to IHEs regarding completion of the Higher Education Opportunity Act (HEOA) Title II report.
- 1.3.7. Staff provided assistance in response to inquiries from IHEs, P-12 teachers, and the public received via email and telephone calls.
- 1.3.8. Technical assistance was provided with IHE admission and exit data reports.

- 1.3.9. Technical assistance and support for the Kentucky Field Experience Tracking System (KFETS) were provided to educator preparation programs and the Kentucky Community and Technical College System.
- 1.3.10. Technical assistance and support regarding field experience requirements of 16 KAR 5:040 were provided to educator preparation programs and the Kentucky Community Technical College System.

Strategy 1.4. Utilize research to inform program improvements.

- 1.4.1. The EPSB continued to share results of a collaborative research project with the Kentucky Department of Education (KDE), Council on Postsecondary Education (CPE), and outside experts evaluating the impact of educator preparation on teachers' preparedness to teach writing; a research evaluation reporting the procedures, findings, analysis, and implications was revised for distribution and review within the research community, and the findings were used by the board-appointed Literacy Preparation Advisory Committee (LPAC). 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.
- 1.4.2. 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. The EPSB continued collaboration with KDE, CPE, and outside experts to develop metrics for evaluating educator preparation program effectiveness at both the initial and advanced levels.
- 1.4.4. Following endorsement by the board, a proportional accountability approach to shared accountability that incorporates inference-based evaluation, innovative public reporting, and a shared accountability model that links educator performance to preparation programs and professional contexts was shared with educator preparation programs and a national audience at the Council for the Accreditation of Educator Preparation (CAEP) Spring 2014 Conference.
- 1.4.5. The DEP director and other EPSB staff, IHE faculty and administrators, and P-12 educators hosted a meeting of the Council for the Accreditation of Educator Preparation Alliance for Clinical Teacher Preparation in Louisville. Attendees from 12 states along with representatives from SHEEO and CAEP engaged clinically-based preparation candidates in panel discussions and visited a school site to observe a clinically-based preparation program in operation.
- 1.4.6. Staff attended the Association of American Colleges for Teacher Education (AACTE) Annual Meeting to ensure current best practice research is utilized.
- 1.4.7. Staff attended the annual NCATE/CAEP State Clinic to share and gather information from other states regarding state/provider-level strategies being implemented to ensure education preparation program improvement.
- 1.4.8. The division director participated in planning webinars and meetings of both the state and national Network to Transform Educator Preparation (NTEP) participants.

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

- 1.5.1. The EPSB-appointed committee to review teacher leader master's degree programs met online reviewing one (1) program proposal.

- 1.5.2. The Program and Accreditation Review Committee (PARC) developed a template for program proposals and reviews as the basis for an online program submission and reporting system incorporating performance data to support continuous improvement.
- 1.5.3. PARC continued its overhaul of the accreditation process to include key quality indicators and will make recommendations to the board within the upcoming year, pending related decisions by the CAEP Board of Directors.
- 1.5.4. LPAC continued to consider recommendations 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 continued to actively monitor NCATE's consolidation with the Teacher Education Accreditation Council (TEAC) to form CAEP and ensure that the EPSB and Kentucky's educator preparation programs are aware of the consolidation's impact. The official date for consolidated operations, July 2013, will be followed by a transition through 2016 to the use of revised preparation standards for accreditation.
- 1.6.3. The DEP director presented an update on DEP activities and regulatory changes, including higher admission standards and enhanced clinical experiences, to participants attending the Kentucky Association of Colleges for Teacher Education (KACTE) spring conference.
- 1.6.4. The DEP director provided an update on the division's activities and regulatory changes, including higher admission standards and enhanced clinical experiences, for participants at the Kentucky Association of Teacher Educators (KATE) fall conference.
- 1.6.5. The DEP director initiated collaboration with the Kentucky Community and Technical College System to pursue seamless integration of education course requirements and candidate data; a KCTCS representative participated in the CAEP site visitor training in August 2013.
- 1.6.6. DEP director was appointed to and began serving on the CAEP Continuous Improvement Commission and the CAEP Accreditation Council, ensuring that Kentucky remains abreast of current issues and best practices in educator preparation at not only the state level but also the national and international levels.

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

- 1.7.1. 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. Annual HEOA Title II Report data were collected and presented to the EPSB in October 2012.
- 1.7.2. In the 2013-2014 reporting period, 3,221 cooperating teachers were paid slightly over \$490,000 for supervision of 2,376 student teachers.
- 1.7.3. In the 2013-2014 reporting period, 209 student teachers were placed outside Kentucky.
- 1.7.4. 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.
- 1.7.5. Annual HEOA Title II Report data were collected and presented to the EPSB in October 2013.
- 1.7.6. DEP staff and the EPSB information technology (IT) staff collaborated to improve the functionality and utility of the Cooperating Teacher System application. In 2013- 2014, these

improvements allowed the EPSB to refine required electronic reporting of all student teaching placements, ensuring data accuracy for monitoring and program improvement.

- 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 2013, where 99.96% of teachers cleared. Of the 40,686 teachers audited in the fall 2013 report, only 39 were “flagged” due to an issue with certification for all or (usually) part of their teaching schedule. Of those 52 “flagged,” 23 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 2013-2014 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 fewer than 20 unresolved issues each fall. The number of individuals with discrepancies was up slightly in fall 2013 to 26. 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 2014-2015 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

- 2.1.4. Total applications processed by the Division of Certification

School Year	Total
2005-2006	27,369
2006-2007	25,879
2007-2008	24,958
2008-2009	24,448
2009-2010	24,865
2010-2011	27,328
2011-2012	31,334
2012-2013	35,396
2013-2014	33,032

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

2.2.1. The Highly Qualified Teacher (HQT) Report as required by the No Child Left Behind Act (NCLB) was completed in the spring of 2014. Based upon data entry by the local school districts, Kentucky has 99.7% 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, representing a statistically insignificant change between the two school years. 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, 2014, the Board adopted the new assessments Core Academic Skills for Educators: Reading (5712) with a cut score of 156, Core Academic Skills for Educators: Writing (5722) with a cut score of 162, Core Academic Skills for Educators: Mathematics (5732) with a cut score of 150, English Language Arts: Content and Analysis (5039) with a cut score of 168, Mathematics: Content Knowledge (5161) with a cut score of 160, Middle School English Language Arts (5047) with a cut score of 164, Middle School Mathematics (5169) with a cut score of 165, and Physical Education: Content and Design (5095) with a cut score of 169.
- 2.3.2. Educational Testing Services (ETS) is providing computer-delivered testing for all approved assessments. These are included in <http://www.lrc.state.ky.us/kar/016/006/010.htm>. For the 2014-2015 year, the following test will remain paper-based by special administration only, School Psychology (0401), Middle School Science (0439), Gifted Education (0357) and Agriculture (0700).

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

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
2004-2005	1,402	102	3,917
2005-2006	1,141	86	3,401
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

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
2002-2003	5,374	710	11,272
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	5,249	828	13,701

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
2004-2005	412	41	412
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

2.4.5. Number of Kentucky Principal Tests (KYPT)

School Year	Number taking KYPT administered by Kentucky
2002-2003	458
2003-2004	461
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

Notes:

Counts include any examine that took a test regardless if the score was reported or not. The Academic Year runs from September to August

- 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>.

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 2013-2014. 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 online TC-4 application (Emergency Substitute certificate) process resulted in over 9,500 credentials for the 2013-2014 school year. The EPSB's issuance of these certificates 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	47
Chemistry 8-12	61
Earth Science 8-12	14
English 8-12	57
French	8
German	2
Health	25
Mathematics 8-12	63
Middle Grades English	220
Middle Grades Mathematics	182
Middle Grades Science	162
Middle Grades Social Studies	209
Physical Education	4
Physics 8-12	19
Social Studies 8-12	55
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 2013-2014 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. The EPSB website also allows interested parties to generate specific reports concerning the different types of alternative and emergency certificates issued throughout the year by district or subject areas.
- 2.6.2. Besides the array of data gathered internally, the certification division director and staff continued to expand trainings with constituent groups to 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 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 118 in 2012-2013 to 153 for 2013-2014. 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 also fell from 154 in 2012-2013 to 136 in 2013-2014. This decrease reflects the emphasis of the EPSB to eliminate such certificates. (See table in 2.6.5)

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

School Year	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Emergency	462	265	191	118	153
Probationary	160	202	186	154	136

- 2.6.5. The 2013-2014 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 and the easing of shortages for LBD special education teachers. 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, up from twenty-one (21) in the first year and forty-six (46) during the 2012-2013 year.

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

Description	09-10	10-11	11-12	12-13	13-14
Option 1 - Exceptional Work Experience	23	23	27	13	18
Option 2 - Local District Training	23	16	22	18	1
Option 3 - College Faculty	33	34	67	48	35
Option 4 - Adjunct Instructor	63	54	66	66	71
Option 5 - Veteran of the Armed Forces	18	11	27	26	17
Option 6 - University Based	1524	1412	1313	1148	942
Option 7 - University Institute	3	2	6	2	1
Option 8 - Teach For America	-	-	21	46	74
Grand Totals by School Year	1687	1552	1549	1367	1159

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 2013-2014 school year:
 - Alice Lloyd College - Two (2) visits
 - Asbury University - Two (2) visits
 - Berea College – Two (2) visits
 - Boone County Public Schools
 - Boyce College
 - Brescia University
 - Campbellsville University – Two (2) visits
 - Centre College
 - Council for School Board Attorneys - Summer Conference
 - Kentucky Association of Administrative Adjudicators - 2014 Conference
 - Kentucky Association of School Administrators - Law and Education Symposium
 - Kentucky Association of School Administrators - Leadership Institute
 - Kentucky Association of School Administrators – New Superintendent Training
 - Kentucky Christian University
 - Kentucky State University
 - Kentucky Wesleyan University
 - Laurel County Schools
 - Lyon County Schools
 - Madisonville Community College
 - Murray State University
 - St. Catherine's College
 - Thomas More College
 - Union College - Four (4) visits
 - University of Louisville - Five (5) visits
 - University of Pikeville
 - Western Kentucky University - Three (3) visits

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 the TC-4 Online System since the 2012-2013 school year.
- 3.2.3. IT staff is developing an online reporting system for school districts to report misconduct. The system is under pilot with the Jefferson County Public School System during Fall 2014.

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

- 3.3.1. The Division of Legal Services received 769 complaints involving allegations of teacher misconduct during 2013. 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, 297 disciplinary cases were initiated in the 2013 calendar year.
- 3.3.2. As of September 22, 2014, 532 disciplinary complaints have been received and 217 disciplinary cases have been opened for the current calendar year.
- 3.3.3. In 2013, 242 character and fitness cases were opened for the EPSB's review. As of September 22, 2014, 177 character and fitness cases have been opened for the current calendar year.
- 3.3.4. The EPSB reviewed 350 disciplinary cases during 2013. The EPSB dismissed 46 cases (13%), voted to hear 189 cases (54%), and deferred 44 cases (12.5%) for training or more information. The EPSB voted to admonish 62 educators (18%).
- 3.3.5. As of September 22, 2013, there are 335 pending cases referred by the EPSB to a hearing.
- 3.3.6. 257 educator applications were presented to the EPSB in 2013 for character and fitness review. The EPSB approved 195 of those applications, denied 57 applications, and deferred 5.
- 3.3.7. In 2013, the EPSB revoked 18 certificates and 35 were suspended. There were 156 agreed orders presented to the Board and all were accepted. The EPSB issued three (3) final orders permanently revoking a certificate
- 3.3.8. 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 meetings 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 2013, Director of Legal Services attended the National Association of State Directors of Teacher Education and Certification (NASDTEC) Professional Practices Institute in Boise, Idaho.

- 3.4.2. In January 2014, four (4) of the EPSB attorneys attended the Council of School Board Attorneys' Winter Meeting. In May 2014, three (3) of the EPSB attorneys attended administrative hearing training sponsored by the Kentucky Association of Administrative Attorneys (KAAA). In June 2014, three (3) of the EPSB attorneys attended the Kentucky Association of School Administrators' Education Law & Policy Symposium. Also, in June 2014, one (1) of the EPSB attorneys attended administrative hearing training sponsored by the Kentucky Office of the Attorney General, Division of Administrative Hearings. In July 2014, three (3) of the EPSB attorneys attended the Council of School Board Attorneys' Summer Conference addition to these trainings, attorneys have also attended various law and education continuing 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 (CEEWE). The newly adopted Character and Fitness questionnaire has been promulgated into regulation as a part of newly designed application forms. 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. KECI also permits administrators responsible for personnel within each district to view whether a disciplinary case is 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.

- 4.2.1 The Teacher Performance Assessment Tasks (TPA) have been incorporated into 16 KAR 5:040 as a requirement for successful completion of student teaching. This change ensures teacher candidates are familiar with using and analyzing data from pre-, formative, and summative assessments as required in Kentucky Teacher Internship Program (KTIP). Additionally, it provides for the use of the Common Core Standards as mandated by the 2009 Senate Bill 1/Unbridled Learning.
- 4.2.2 As part of the Strategic Plan for the EPSB, work was started on a pilot to redesign KTIP to reflect the Teacher Professional Growth and Effectiveness System (PGES). This pilot is currently underway involving twenty-two (22) districts and over two hundred (200) interns.

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 candidates' understanding of the KTIP process and governing regulations. The KTIP face-to-face session is designed with performance events that beginning teacher committee participants must complete to demonstrate their understanding of the task 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
2009-2010	32	2,399	17	2,448	2,423.5
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

- 4.2.3. Due to budget constraints, several 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 three (3) 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

- 4.2.4. Five-Year Unsuccessful and Resigned Interns Count

Year	Unsuccessful	Resignations	Total	% of Total
2009-2010	18	50	68	3%
2010-2011	12	46	58	2%
2011-2012	19	36	55	2%
2012-2013	24	47	71	3%
2013-2014	17	29	46	2%
Five-Year Total	90	208	298	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 2,980 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 2013 and ranks 10th 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:
www.epsb.ky.gov/documents/NationalBoard/2013Reports/NBCTS_District_Totals.xls
- 4.3.4. Five-year results on successful NBPTS Candidates

National Board Candidates & Certified Teachers		
Year	Number of Kentucky NB Candidates	Number of Kentucky Teachers Achieving NBPTS Certification
2008-2009	493	227
2009-2010	585	316
2010-2011	535	289
2011-2012	608	268
2008-2009	493	227
Five-Year Total	2,714	1,327

- 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 28 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
Total	746

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. EPSB began FY 2013-14 with two (2) key leadership vacancies; the Deputy Executive Director and the Division Director for Certification. The Deputy Executive Director position was filled by the EPSB on September 16, 2013 and the Division Director for Certification was filled on November 1, 2013.
- 5.1.2. The agency currently employs 32 full-time, 1 federally funded time limited (FFTL), and 5 interim state employees. The EPSB uses the services of 1 full-time and 8 part-time contract staff. Of the 32 full-time state employees, there are 6 males and 26 females. Currently, 6% 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:

- American Association of Colleges of Teacher Education (AACTE) Annual Conference
- California Alliance for Clinical Educator Preparation Webinars
- Carnegie Improvement Science Conference
- Career and Technical Teacher Education Conference
- Commonwealth Collaborative of School Leadership Programs (CCSLP)
- Core Stakeholder Team for Teacher and Principal Effectiveness
- Co-Teaching Train-the-Trainer Workshop
- Council for the Accreditation of Educator Preparation (CAEP) State Partnership Conference
- Council of School Board Attorneys' Winter & Summer Conference
- Education Law & Policy Symposium
- E-MARS training
- Educational Testing Service (ETS) Client Conferences
- ETS Ethics in Education Symposium
- ETS multi-state standard setting study
- Gates Foundation Teaching is Learning Conference
- Gifted and Talented Advisory Committee meetings
- Infinite Campus Annual Conference
- Kentucky Association of Colleges of Education (KACTE) Fall Leadership Retreat
- KACTE Spring Conference
- KDE Institution of Higher Education Consortium Meetings
- Kentucky Association of Administrative Attorneys (KAAA) Administrative Hearing Training
- Kentucky Association of Administrative Attorneys
- Kentucky Association of Government Communicators fall and spring conferences
- Kentucky Association of School Administrators Annual Summit
- Kentucky Association of School Administrators Education Law and Policy Symposium
- Kentucky Association of Teacher Educators (KATE) fall conference

- Kentucky Attorney General Administrative Hearings Before State Boards and Agencies
- Kentucky Continuous Improvement Summit
- Kentucky Education Action Team
- Kentucky Education Association/KDE Let's Talk Teacher Effectiveness Conference
- Kentucky Education Partners Meeting
- Kentucky Governmental Services Professional Development Workshops and Seminars
- Kentucky Leadership Academy
- Kentucky Leads the Nation Statewide Summits
- Kentucky Legislative Review Training
- Kentucky Libraries and Archives Training
- Kentucky Office of the Attorney General Administrative Hearings Training
- Kentucky Public Procurement Association conference
- Kentucky School Boards Association Education Legal Updates
- Legislative Research Commission Legislative Drafting for Attorneys
- Literacy Research Association 2012 Annual Conference
- Lynda.com software training
- Microsoft Excel Training
- Monthly meetings of all eight (8) Kentucky education cooperatives
- NASDTEC National Conference and Professional Practices Institute
- National Comprehensive Center for Teacher Quality webinars
- NCATE/CAEP Alliance for Clinical Educator Preparation
- NCATE Alliance webinars
- NCATE Board of Examiners (BOE) Visits
- NCATE Regional Conference
- NCATE/CAEP Fall Conference
- NCATE/CAEP State Partnership Meeting
- NCATE/CAEP webinars on accreditation/program review options
- Network for Transforming Educator Preparation (NTEP) Meetings
- Next Generation (NxGen) Superintendent Leadership Series Work Team
- Prichard Committee Annual Conference
- Prichard Committee Team on Teacher Effectiveness
- Principal and Teacher Effectiveness Committees
- School Improvement Network Webinar for the Common Core
- Shaping Our Appalachian Region Summit (SOAR)
- State Consortium of Educator Effectiveness SCEE Webinars
- Unbridled Learning Guiding Coalition
- Westat Title II Webinars

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

- American Association of Colleges of Teacher Education
- Alice Lloyd College
- Asbury University
- Berea College
- Boone County Public Schools

- Boyce College
- Brescia University
- Career and Technical Teacher Education Conference
- Campbellsville University
- Central Kentucky Professionals in Personnel
- Centre College
- Council for Accreditation of Educator Preparation State Alliance for Clinical Preparation and Partnerships
- Council for Accreditation of Educator Preparation Spring Conference
- Council for School Board Attorneys
- Council on Postsecondary Education
- Eastern Kentucky University
- Educational Testing Service (ETS) Ethics Conference
- Georgetown College
- GRREC PGES Summit
- IHE Consortium Meeting
- Kentucky Association of Administrative Adjudicators
- Kentucky Association of Colleges for Teacher Education spring and fall conferences
- Kentucky Association of College of Music Departments
- Kentucky Association of School Administrators Annual Institute
- Kentucky Association of School Administrators Law and Education Symposium
- Kentucky Association of School Business Officials fall and spring conferences
- Kentucky Association of School Human Resource Managers Annual Conference
- Kentucky Association of Teacher Educators
- Kentucky Board of Education
- Kentucky Christian University
- Kentucky Community Technical College System Education Faculty
- Kentucky State University
- Kentucky Teacher Internship Program/PGES Pilot Training
- Kentucky Wesleyan University
- Laurel County Schools
- Local Educator Assignment Data Training for Kentucky School Districts
- Lyon County Schools
- Madisonville Community College
- Murray State University
- Monthly meetings of all eight (8) Kentucky education cooperatives
- National Board meeting on Supporting Effective Educator Development
- National Independent Educator Standards Board Association (NIESBA)
- NCATE Alliance for Clinical Educator Preparation
- NASDTEC National Conference and Professional Practices Institute
- National Board for Professional Teaching Standards-Board of Directors' Meeting
- Network for Transforming Educator Preparation (NTEP) Meetings
- New Teacher Fairs
- Pearson Education Conference

- Program Approval And Accreditation Process Orientation
- St. Catherine's College
- Thomas More College
- Unbridled Learning Guiding Coalition
- Union College
- University of Kentucky
- University of Louisville
- University of Pikeville
- Western Kentucky University

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
- Director of Educator Preparation was a national member of the NCATE Board of Examiners
- 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 National Independent Educator Standards Board Association (NIESBA)
- Executive Director served as a member on the TELL Advisory Committee
- Executive Director served as a member of the Educational Testing Service (ETS) Teacher Licensure Advisory Council
- Executive Director was a national member of the NCATE Board of Examiners
- Executive Director served as member of Vanguard Advisory Panel
- Executive Director served as member of National Advisory Council for KVEC

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 2014 enacted budget the EPSB's general fund budget of \$7,170,700 of which 95.7% was expended. The EPSB requested a large portion of the remaining 4.3% be transferred to increase cooperating teacher pay, but was denied due to the state revenue shortfall. There was one budget increase adjustment from the Governor's office for \$7,800 to cover health insurance costs. The funding request for FY 2014 for restoring full funding to KTIP was not granted.
- 5.3.2. Because of the significant reduction in our general fund appropriation, EPSB excluded the National Board Certification (NBC) program from general fund allocations, thus eliminating mentoring, reimbursements for substitute teachers and stipends. However, 240 new NBC candidates were reimbursed 75% of their out-of-pocket costs for application fees from the NBC trust funds upon successful completion of National Board Certification.
- 5.3.3. \$90,000 was granted to EPSB for KTIP in FY 2013-2014 by the Department of Career and Technical Education, which allowed the admission of 60 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 2013 and the January 2014 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 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.
- Reclassification of the admission and exit data system due to changes suggested by the PARC committee and our Information Systems Manager.
- Development of reports for the Proportional Accountability System was started and continues.
- Finalizing the online education reporting tracking system.
- Development of the Legal Dashboard reporting system continues.