Superintendents Advisory Council

Sept. 21, 2022

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Inflationary Impact on School Construction Projects

Chay Ritter, Director, Division of District Support, Office of Finance and Operations, Kentucky Department of Education

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Funding for School Facilities

- Local taxes restricted for facilities
  - "Nickels"
  - Each district is required to have one nickel which restricts local tax revenue for facilities construction or renovations, but some will have additional nickels.
- State equalization
- School Facilities Construction Commission (SFCC) Offers of Assistance
- SFCC Special Offers of Assistance
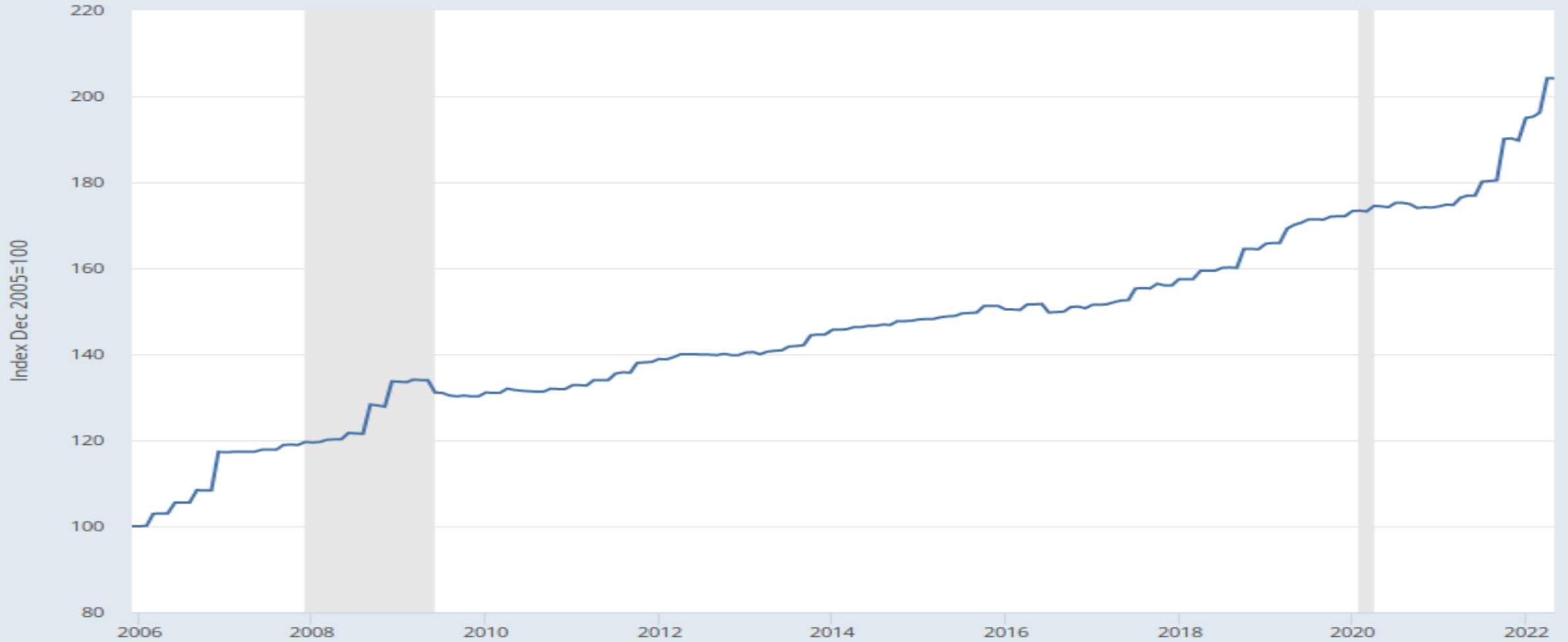
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Financing

- Districts typically issue bonds to pay for projects or pay cash.
- Bonding capacity = borrowing power
  - This is impacted by interest rates, credit rating(s) and existing debt service
- A district may have a gap in funding which may result in a phased project done over a longer time period or a reduction in project scope (i.e., removing items from the project).

Kentucky Facilities Inventory Classification System (KFICS)

- KFICS consists of four components used in providing a Kentucky School Score. Asset Planner is the software tool that districts use to provide:
  - Audits (age and condition)
  - Space Planner (floor plans and inventory of rooms) Survey
  - CPTED (Crime Prevention Through Environmental Design) Survey
  - Site Survey
- All school buildings receiving a Kentucky School Score are included in the Ranked Report which is provided to the legislature.

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HB 678 (2022 Regular Session)

- Until June 30, 2024, a local school board may adopt a resolution which allows them to conduct new construction of renovations under provisions of HB 678.

- If operating under HB 678, a district may commence funding, financing, design, construction, renovation or modification of district facility projects without prior approval from KDE.

- A district may spend restricted funds on extracurricular facilities.

- There are 139 districts currently operating under HB 678.

- Speeds up several processes which can benefit districts.

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Producer Price Index by Industry: New School Building Construction

Source: U.S. Bureau of Labor Statistics

myf.red/g/Rt9U

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Producer Price Index by Industry: New School Building Construction

Source: U.S. Bureau of Labor Statistics

myf.red/g/Rtap

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Menifee County

- Board Office (New Construction)

- Initial estimates in August 2021 were $2.0-$2.5 million. Revised estimates in May 2022 were $3.5 million.

- Basement/storage construction was removed from project to save money.

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Rowan County

- Rodburn Elementary Renovation and Addition
- Initial estimates in November of 2021 were $5.5 million. Revised estimates in March 2022 were $6.2 million.
- Districts expects future revisions to estimates to increase the costs as well

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Christian County Schools

- Consolidated High School Project

- Initial estimate of $107 million in November 2021, $117 million in February 2022 and $137 million in May 2022.

- District expects that the entire project may now exceed $137 million and reduction in scope of work is possible.

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Woodford County

- New high school
- Initial estimates in July 2019 were $36 million. Three years later, bids came in at $73 million.

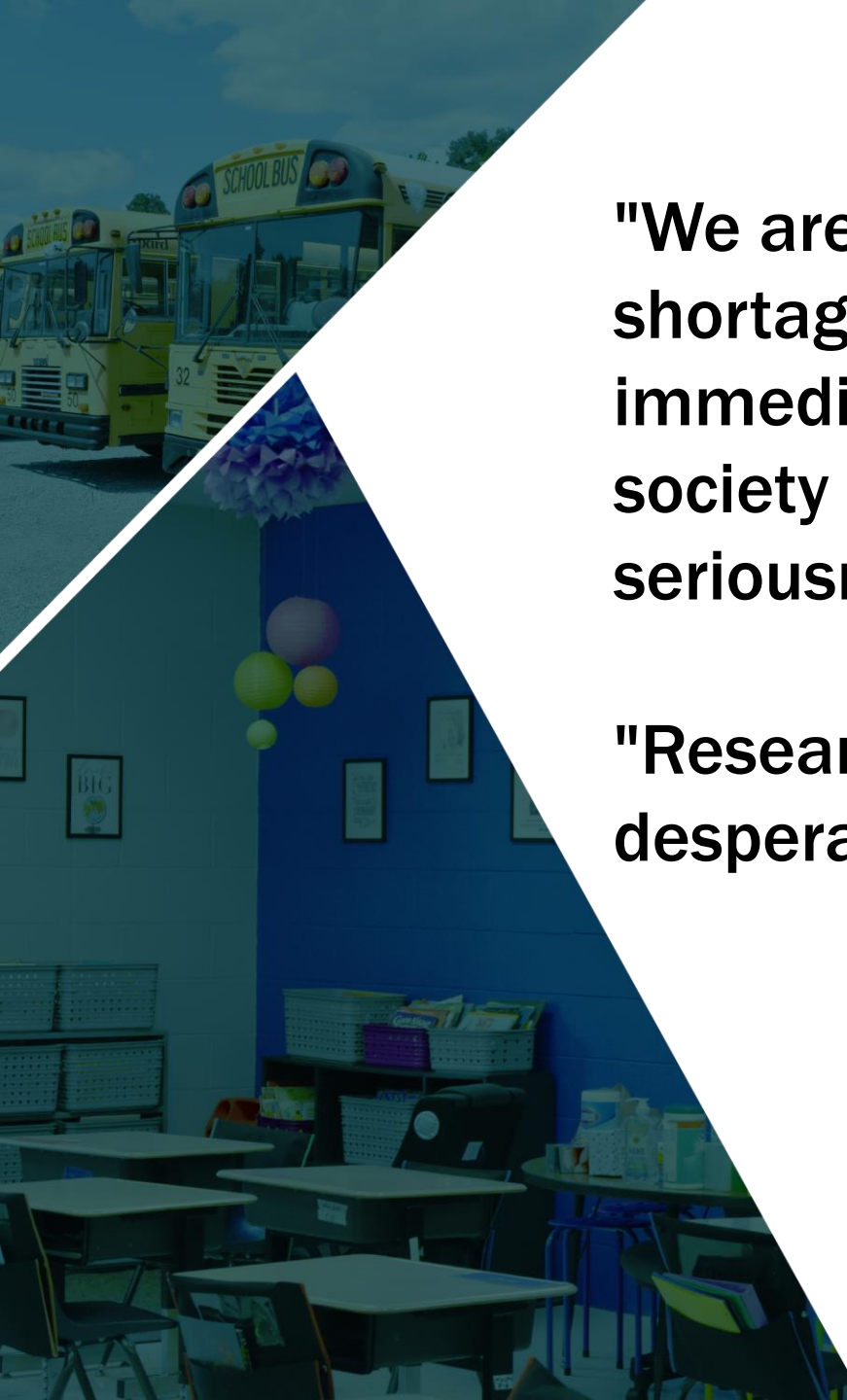Kentucky Department of
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Issues

- Construction costs may exceed bonding potential.

- Districts may reduce the scope of the project, do the project in phases over a longer time or shelve the project all together.

- Districts are putting in significant "local effort" but unable to reach facility-related goals.

- It is important to note that "your mileage may vary." Not all projects are experiencing the same increases as every project is different. Location, materials, availability of labor and many other factors may impact the project cost.

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Overview, Outlook and Projection of Fully Certified Teachers

Byron Darnall, Associate Commissioner, Office of Educator Licensure and Effectiveness, Kentucky Department of Education

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"We are faced with an alarming shortage of teachers. This shortage is bound to become more acute in the immediate future and will be disastrous to our democratic society in the years to come unless everyone realizes the seriousness of the situation."

"Research on recruitment (retention) problems is desperately needed."

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Student Teaching Participation by Year
Last 5 years (Fall 2017- Spring 2022)
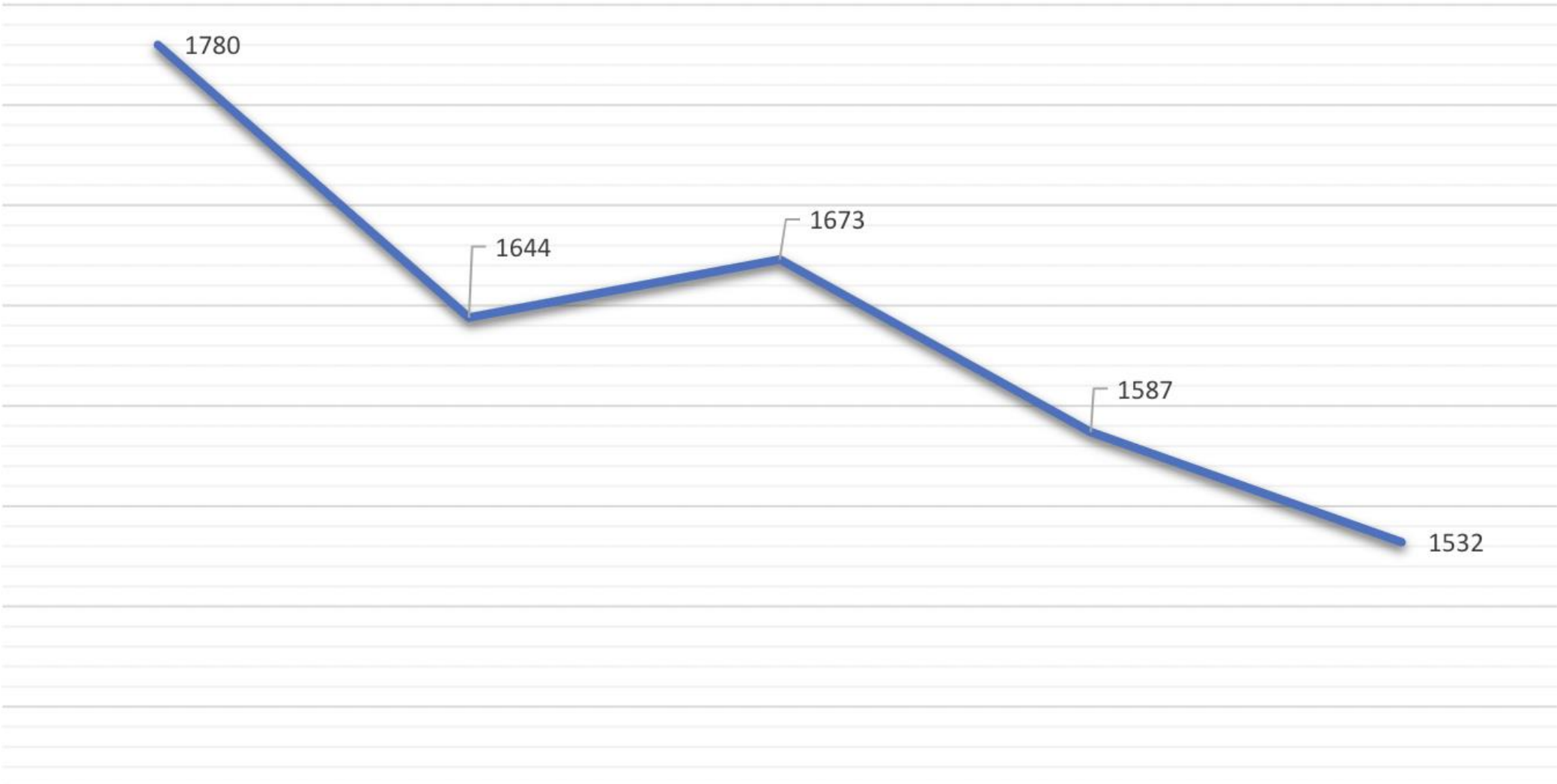
	2017-18	2018-19	2019-20	2020-21	2021-22
# of Student Teachers	1780	1644	1673	1587	1532

Student Teaching Participation by Semester

Fall and Spring totals for the last 5 years
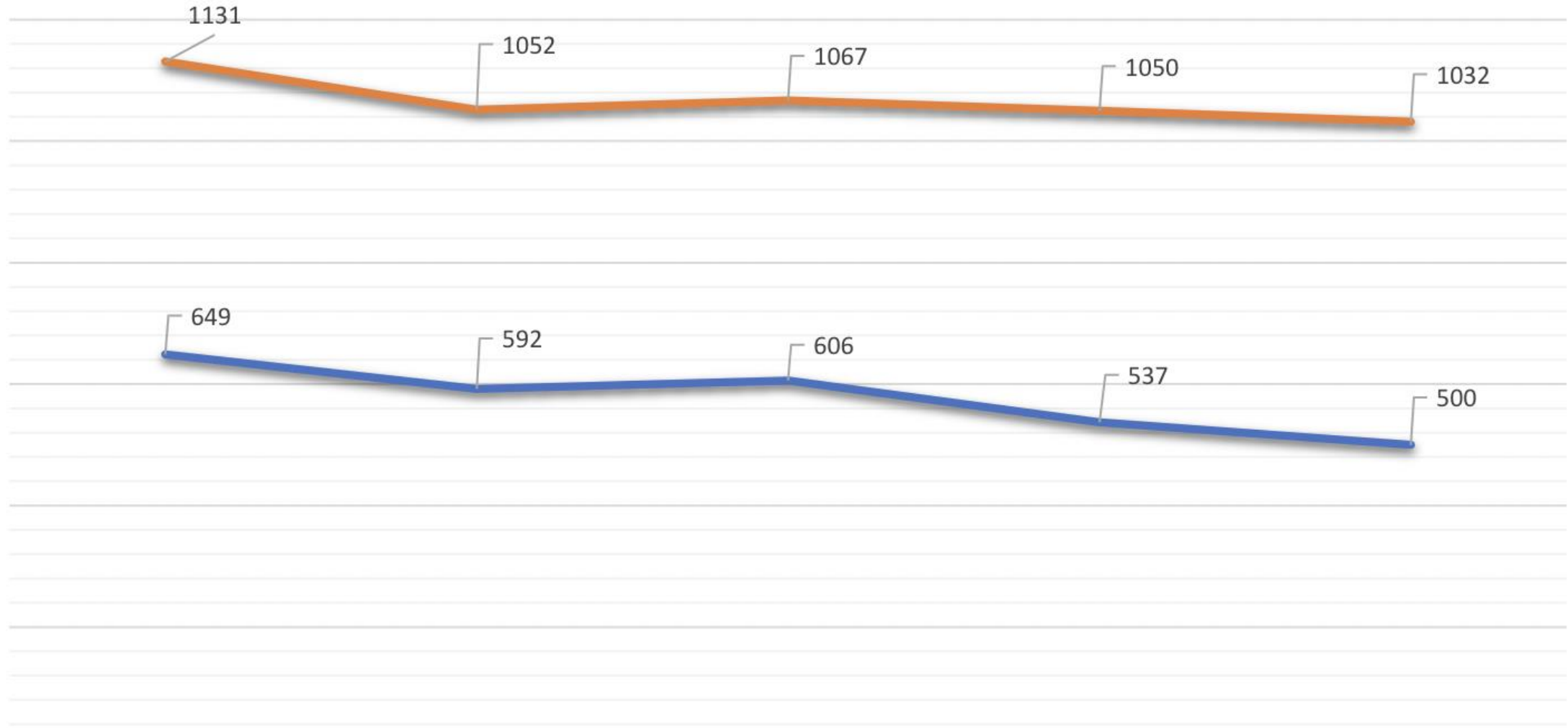
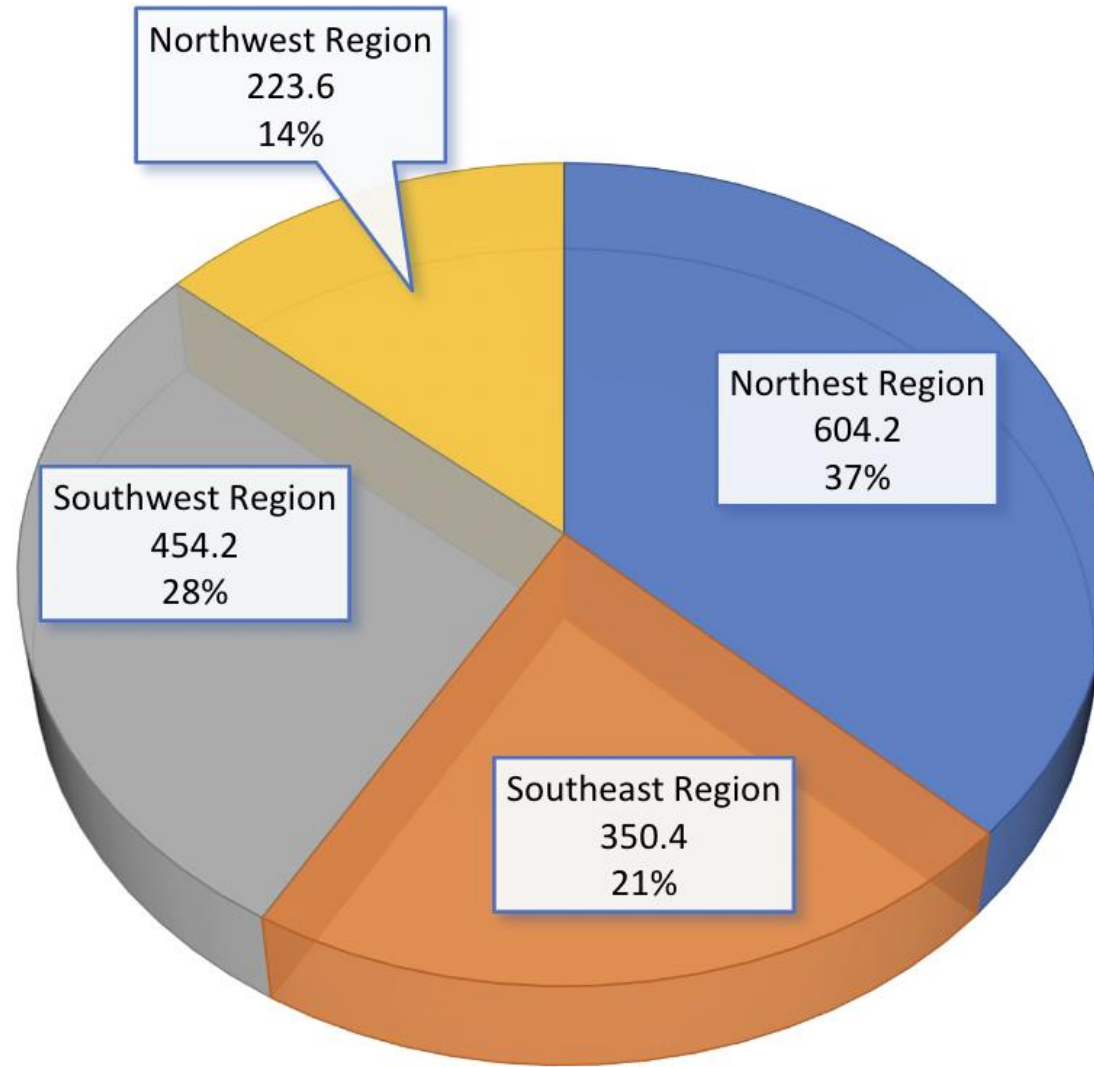|	2017-18	2018-19	2019-20	2020-21	2021-22
Fall Semester	649	592	606	537	500
Spring Semester	1131	1052	1067	1050	1032

STUDENT TEACHER PARTICIPATION BY REGION
YEARLY AVERAGE OVER THE LAST 5 YEARS (FALL 2017- SPRING 2022)

Northwest Region

- Bellarmine University
- Boyce College
- Brescia University
- Kentucky State University
- Kentucky Wesleyan College
- Midway University
- Spalding University
- Univeristy of Louisville

Northeast Region

- Asbury Univeristy
- Georgetown College
- Kentucky Christian University
- Morehead State University
- Northern Kentucky University
- Thomas More University
- Translvania University
- University of Kentucky

Southwest Region

- Campbellsville University
- Murray State University
- Western Kentucky University

Southeast Region

- Alice Lolyd College
- Berea College
- Eastern Kentucky University
- Lindsey Wilson College
- Union College
- Univerity of Pikeville

Northwest Region
223.6
14%

Northest Region
604.2
37%

Southwest Region
454.2
28%

Southeast Region
350.4
21%

CERTIFICATE	2016-17	2017-18	2018-19	2019-20	2020-21	Total Certifications 2016-21
Option 1 - Exceptional Work Experience	27	16	31	14	20	108
Option 2 - Local District Training	8	6	-	-	-	14
Option 3 - College Faculty	63	48	33	26	23	193
Option 4 - Adjunct Instructor	73	82	94	92	92	433
Option 5 - Veteran of the Armed Forces	12	45	39	84	47	227
Option 6 - University Based	1,217	1,375	1,326	1,393	1,694	7,005
Option 7 - University Institute	-	1	-	-	-	1
Option 8 - Teach for America	55	63	54	33	38	243
Proficiency	-	-	-	83	156	239
Total Annual Certifications by Year	1,455	1,636	1,577	1,725	2,070	8,463

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Emergency Certifications

Total Emergency Certifications Issued
All Emergency Certifications Excluding Substitutes
2016 To 2022

Bar chart — Total Emergency Certifications by Year:
- 2016: 643
- 2017: 659
- 2018: 665
- 2019: 763
- 2020: 890
- 2021: 621
- 2022: 1,127
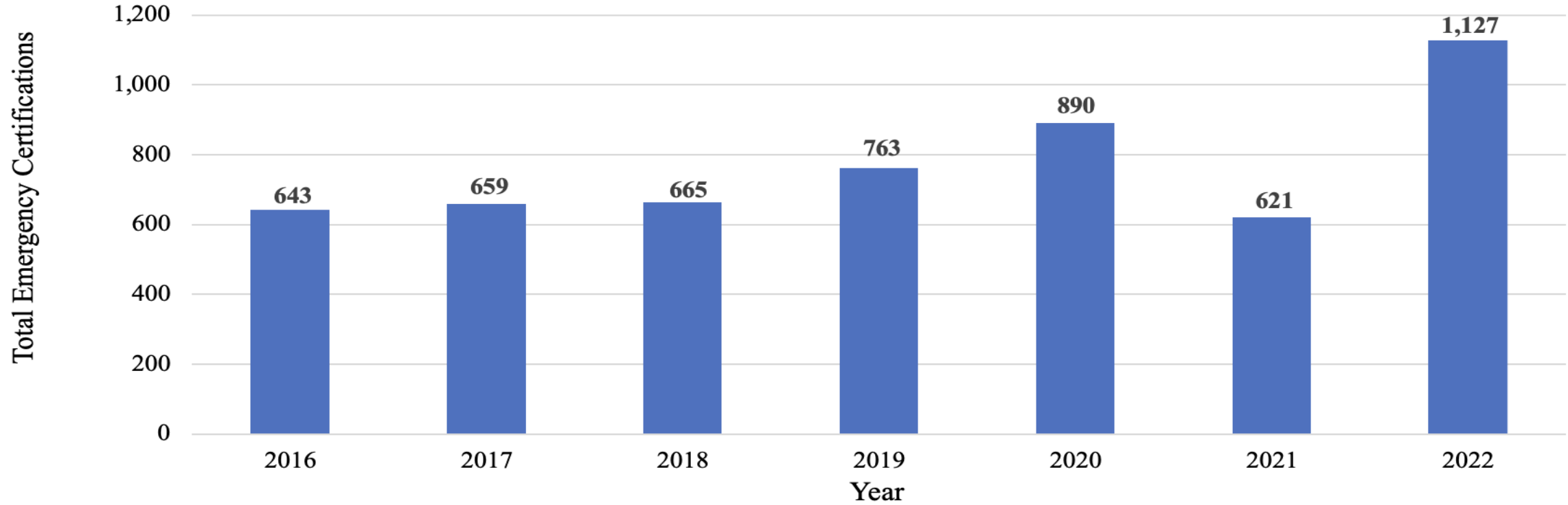
Legend: ■ Emergency Certifications - All Excluding Emergency Substitute

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Accelerating Accomplished Teaching in Kentucky

- 100 early career educators will be supported through the process
- NBCTs from across Kentucky will provide coaching and support
- Learning experiences will include asynchronous opportunities to reflect, assess, and explore teaching practices
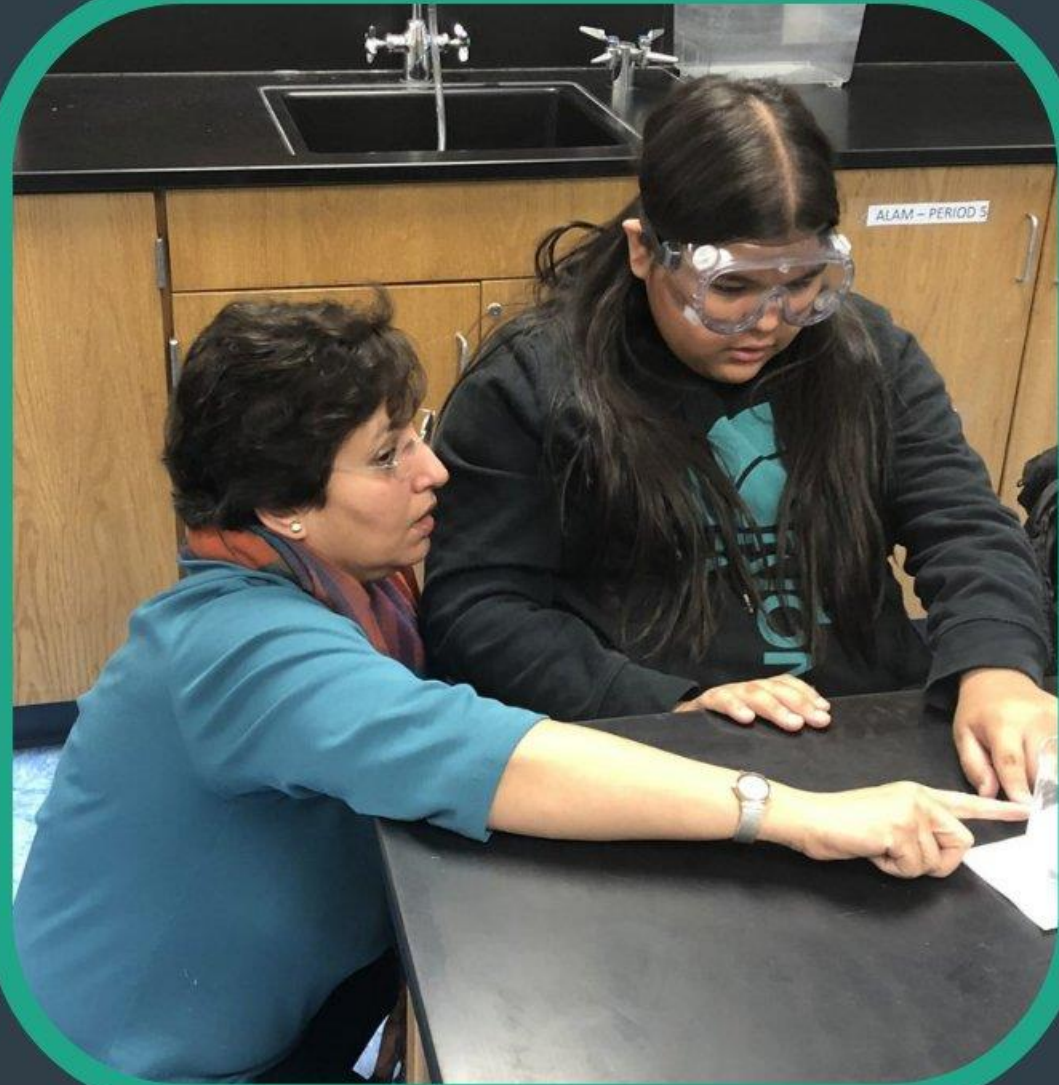
NATIONAL
BOARD
for Professional
Teaching Standards®

NBCT Early-Entry Pilot

Timeline:

- Early September 2022: Applications Open
- Late September 2022: Applications Closed
- October - December 2022: Pre-Candidacy
- December 2022: Registration w/NBPTS
- December 2022: Training of Coaches
- January 2023: Professional Learning Starts
- Contact Jocelyne Waddle for information.

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New Teacher Support Funds

- $2.8M shared amongst eight coops
- Coops and EPPs collaborate to serve new teachers

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Substitute Teacher Requirements Update

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Read to Succeed and the Kentucky Reading Academies

Christie Biggerstaff, Director of Early Literacy, Office of Teaching and Learning, Kentucky Department of Education

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Guiding Question

How might we support districts to engage in a systemic approach to the Kentucky Reading Academies to address student outcomes in reading?

K-PREP Proficiency Results

Year	Percent Proficient and Distinguished
2015	54.3%
2016	53.7%
2017	55.8%
2018	52.3%
2019	52.7%
2020	NO TESTING due to Federal Waiver/ Covid-19 Emergency
2021	29.8%

Why Early Literacy? (1)

Significance of 3rd-Grade Reading Proficiency

- More likely to have continued academic success

- Less likely to have problems with attendance, dropout rate and juvenile crime

- More likely to feel higher self-esteem and feelings of adequacy

- More likely to break the cycle of intergenerational poverty

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Why Early Literacy? (2)

We urge district leaders **to think unconventionally and innovatively to serve all students because** conventional methods clearly have not yielded the results we need.

Kentucky Department of Education. (2020). *Kentucky Board of Education Resolution Affirming Its Commitment to Racial Equity in Kentucky Public Schools.*

Subgroup	Percent novice	Percent apprentice	Total percentage below proficiency
Black	45.1%	25.2%	70.3%
Economically Disadvantaged	29.5%	26.1%	55.6%
English Learners	39.2%	31%	70.2%
Hispanic	32.8%	27.9%	60.7%
Students With Disabilities (IEP)	40.1%	25.2%	65.3%

Kentucky Department of Education. (2019). Kentucky School Report Card. Retrieved from: https://www.kyschoolreportcard.com/organization/20/academic_performance/assessment

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Read to Succeed Act
2022 Regular Session: Senate Bill (SB) 9

Comprehensive actions to improve early literacy outcomes:

- Fully funded Read to Achieve grant

- State Professional Learning Support Strategies

- Early Intervention and Instruction

- Reading Improvement Plan

- Family and Community Engagement

- Teacher Certification

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Early Literacy Screener Assessments

Per SB 9 (2022), **by Jan. 1, 2023**, each superintendent shall select:

- At least one reliable and valid universal screener for reading administered to all students in grades K-3; and

- At least one reliable and valid reading diagnostic assessment administered as part of a multi-tiered system of supports for students in grades K-3.

- All teachers of students in K-3 shall be trained on any reading diagnostic assessment and universal screener selected by the superintendent prior to administration of the assessment in the 2023-2024 school year.

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Early Literacy Screener Assessments (2)

- To support the selection of valid and reliable universal screeners and diagnostics, the Kentucky Department of Education (KDE) has compiled a list of approved **universal screeners** for district review.

- The KDE recommends beginning with the "at-a-glance" comparison chart which provides high-level details about each approved assessment. One-pagers providing further information about each assessment and the selection criteria utilized to select assessments are also available.

- All materials can be found on the [Early Literacy Screening Assessments webpage](#).

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Resources to Support Implementation

- [Senate Bill 9 Guidance on the Read to Succeed Act](#)
- [Valid and Reliable Early Literacy Assessment Screeners](#)

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Kentucky Reading Academies

The purpose of the [Kentucky Reading Academies](#) is to **increase the reading outcomes** for elementary students by providing high-quality, job-embedded professional learning on how students learn to read to K-5 teachers and administrators.
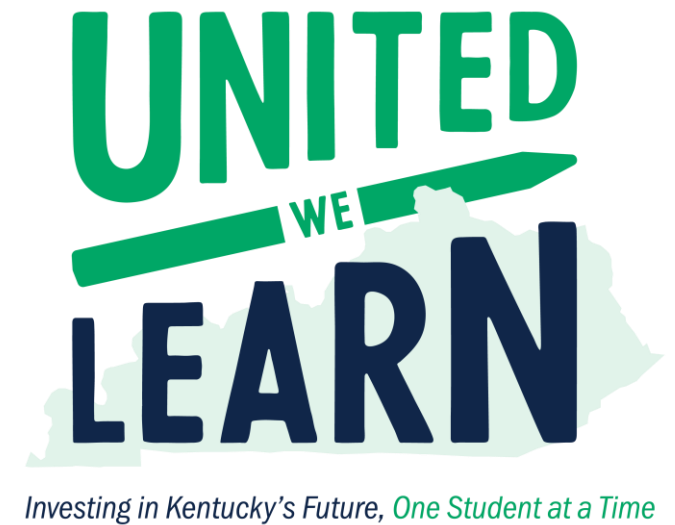
What makes the Kentucky Reading Academies unique?

- Removes financial barriers to create equitable access statewide

- Invests in people, not programs

- Comprehensive and evidence-based

- Transferrable to align with the local curriculum

- Proactive and sustainable

- Live, virtual unit meetings to support, encourage and nurture learning

What is LETRS?

- Determine *WHAT* to teach to increase student success

- Recognize the reasons *WHY* some students struggle and learn evidence-based strategies for addressing those struggles

- Know and understand *HOW* students learn to read and write

Register now for the **KENTUCKY READING ACADEMIES!**

Lexia **LETRS**

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Why are we so excited?

- Over 1,900 educators, administrators and university partners are participating in Phase 1
- Kentucky educators see the need and are opting-in to learn this coursework for the betterment of their students and themselves
- Phase 2 will begin in the fall 2023
- The impact of LETRS has already been documented in Kentucky with districts that began the professional learning earlier
- Successful implementation is seen in other states, i.e., Mississippi

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What feedback do you have?

How might we support districts to engage in a systemic approach to the Kentucky Reading Academies to address student outcomes in reading?

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Questions

Christie Biggerstaff

Director of Early Literacy

Office of Teaching and Learning

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Trauma-Informed Plans

Christina Weeter, Director, Division of Student Success,
Office of Continuous Improvement and Support,
Kentucky Department of Education

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Trauma-Informed Plans

- Pursuant to KRS 158.4416, each local board of education must develop a plan for implementing a trauma-informed approach in its schools by July 1, 2021. At a minimum, the plan shall include strategies for:
  - Enhancing trauma awareness throughout the school community;
  - Conducting an assessment of the school climate, including but not limited to inclusiveness and respect for diversity;
  - Developing trauma-informed discipline policies;
  - Collaborating with the Department of Kentucky State Police, the local sheriff and the local chief of police to create procedures for notification of trauma-exposed students; and
  - Providing services and programs designed to reduce the negative impact of trauma, support critical learning and foster a positive and safe school environment for every student.
- Local boards of education may use their own discretion when determining the format, goals and procedures for their plans.
- Similarly, local boards of education may establish their own timelines for implementing and monitoring their plans. *KDE strongly encourages districts to update their trauma-informed to stay current with the needs of their school community.*
- KDE's Trauma-Informed Toolkit provides resources to help identify appropriate strategies to address the required plan elements.

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Trauma-Informed Teams

Trauma-Informed Teams

- Team focused on integrating trauma-informed practices across all areas of school functioning, including but not limited to school climate and culture, academics and learning, disciplinary responses, drop-out prevention and reengagement, social and emotional learning, Positive Behavioral Interventions and Supports (PBIS), multi-tiered system of supports (MTSS), staff resilience and retention and school-family connectedness.

[Trauma-Informed Teams Guide](#)

Requirements of Trauma-Informed Teams

- Trauma-Informed Teams shall be facilitated by a school counselor or mental health services provider and "provide a training, guidance and assistance" to other school personnel on recognizing signs of trauma exposure, intervention strategies to support students who have experienced trauma, and develop a plan by July 1, 2021, for "implementing a trauma-informed approach."

- School Safety and Threat Assessment Teams shall be established at each school "to identify and respond to students exhibiting behavior that indicates a potential threat to school safety or security." *KDE encourages these teams to work collaboratively for a cohesive approach.*

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