KENTUCKY

The Information Edge

Using Data to Accelerate Achievement

About this Report

This year marks the ninth edition of *Technology Counts*. For this report, the Editorial Projects in Education Research Center has surveyed the states to assess the status of K-12 educational technology across the nation. *Technology Counts 2006* explores the inroads states have made in developing computerized systems for managing student and teacher data and in using that information to support instructional decisionmaking. As in previous years, *Technology Counts 2006* continues to track state progress in several critical areas of technology policy and practice – access, use, and capacity. For the first time, this year's report also assigns grades to the states for their performance in those three categories.

This new *State Technology Report* assembles key findings in an accessible format that allows readers to examine a particular state's performance on this year's indicators. For most indicators, national results are also provided as a benchmark against which the state can be compared.

STATE TECHNOLOGY REPORT CARD 2006

	Kentucky	How did the average state score?
Access to technology	**C**	C+
Use of technology	**A-**	C+
Capacity to use technology	**A**	C
Overall grade	**B**	C+

Grading the States

For *Technology Counts 2006*, the EPE Research Center awarded grades for technology leadership to the 50 states and the District of Columbia. Grading is based on 14 individual indicators spanning three core areas of state policy and practice: access to instructional technology, use of technology, and capacity to effectively use educational technology.

Information on technology use and capacity was obtained from a nation-wide survey of state technology officials conducted by the EPE Research Center. Indicators related to educational technology access were derived from annual school surveys conducted by Market Data Retrieval, a research company that tracks the use of educational technology.

The EPE Research Center evaluated each indicator, assigning a certain number of points to each. States received credit for an indicator only if they could document that the respective policy or practice was in place. Points were tallied within each of the three technology categories, producing scores on a 100-point scale. To generate an overall score, the research center computed the average of the three category scores and then converted that total score to a letter grade.

Technology Counts Grading Breakdown

This table reports the detailed scoring behind the grades for the three major areas of state policy examined in *Technology Counts*.

Access to Technology

Number of students per …	Kentucky average	National average
Instructional computer	**3.8**	3.8
Instructional computer in a classroom	**7.4**	7.6
High-speed Internet-connected computer	**4.1**	3.9
Internet-connected computer in a classroom	**8.0**	8.0

Use of Technology

	Does state have policy?	Number of states with policy
Student standards include technology	**Yes**	48
State tests students on technology	**No**	4
State has established a virtual school	**Yes**	22
State offers computer-based assessments	**Yes**	22

Capacity to Use Technology

State includes technology in its …	Does state have policy?	Number of states with policy
Teacher standards	**Yes**	40
Administrator standards	**Yes**	33
Initial teacher license requirements	**Yes**	21
Initial administrator license requirements	**No**	9
Teacher recertification requirements	**Yes**	9
Administrator recertification requirements	**Yes**	6

Overall Technology Score

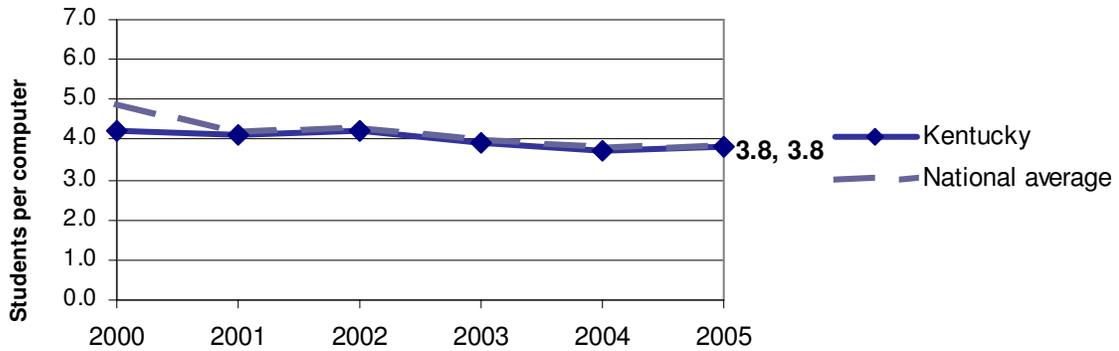|	Kentucky points awarded	Average state points awarded
Access to technology	**72.5**	76.8
Use of technology	**89.8**	78.3
Capacity to use technology	**93.2**	74.8
Total score (average of three categories)	**85.1**	**76.6**

Grading Curve A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (63-66), D- (60-62), F (0-59)

Technology Access

Note: Indicators of access to technology capture the number of students who share computers used for instructional purposes. Lower values on these measures indicate greater levels of access.
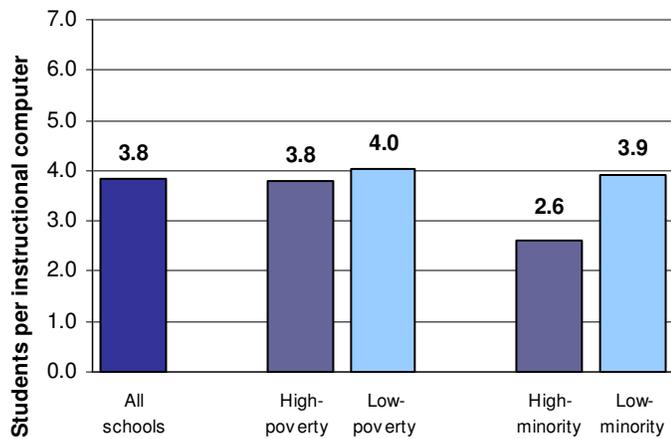
Trends in access

This chart tracks student access to instructional computers over time.

Students per computer

7.0
6.0
5.0
4.0
3.0
2.0
1.0
0.0

2000 2001 2002 2003 2004 2005

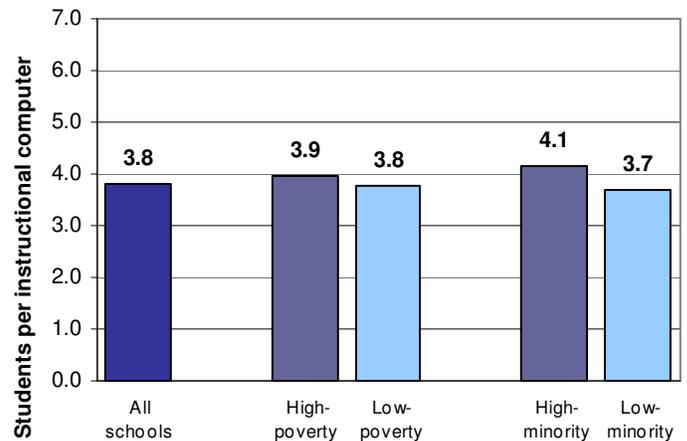**3.8, 3.8**

— Kentucky
— — National average

Students per instructional computer

These charts show the average number of students sharing access to each computer available for instructional purposes for public schools in your state and the nation as a whole during the 2004-05 school year.
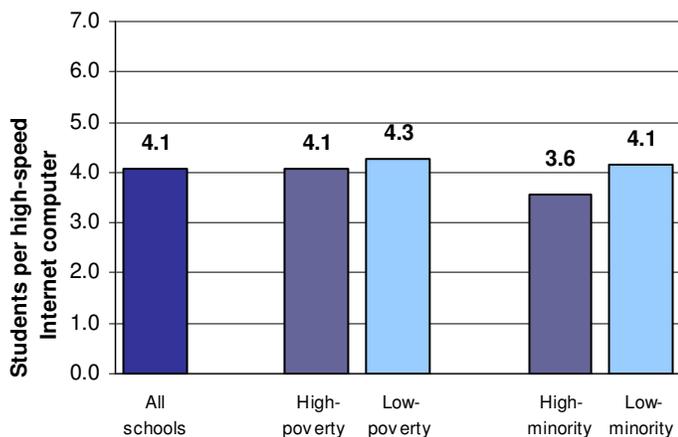
Kentucky

Students per instructional computer

All schools	High-poverty	Low-poverty	High-minority	Low-minority
3.8	3.8	4.0	2.6	3.9

U.S. Average

Students per instructional computer

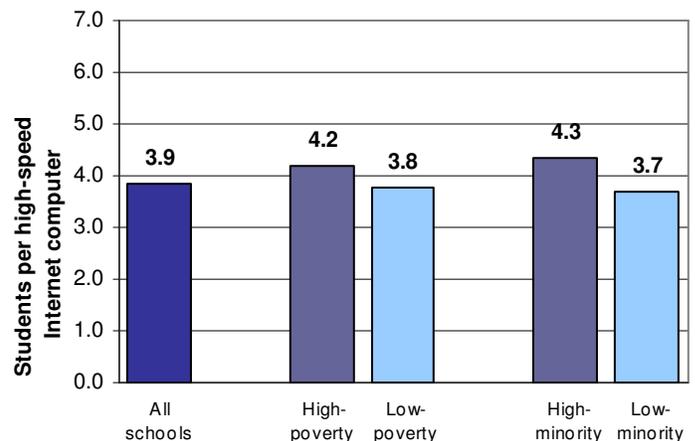| All schools	High-poverty	Low-poverty	High-minority	Low-minority
3.8	3.9	3.8	4.1	3.7

Students per high-speed Internet computer

These charts show the average number of students sharing access to each instructional computer with high-speed Internet access for public schools in your state and the nation as a whole during the 2004-05 school year.

Kentucky

Students per high-speed Internet computer

All schools	High-poverty	Low-poverty	High-minority	Low-minority
4.1	4.1	4.3	3.6	4.1

U.S. Average

Students per high-speed Internet computer

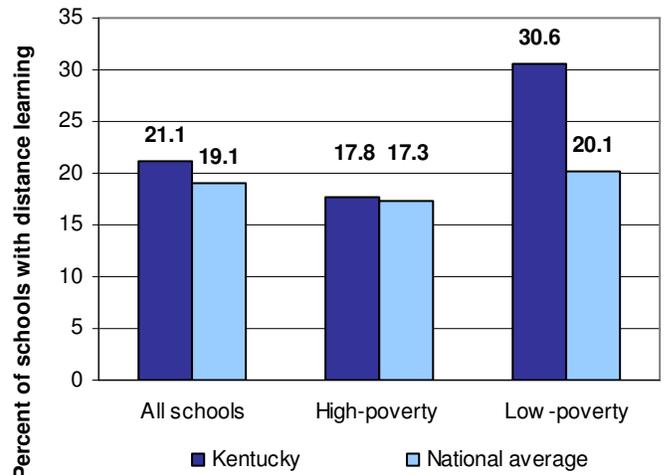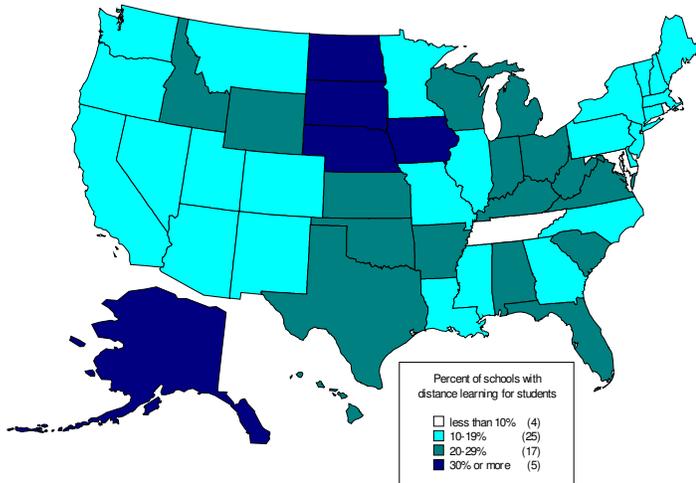| All schools	High-poverty	Low-poverty	High-minority	Low-minority
3.9	4.2	3.8	4.3	3.7

Distance Learning

These charts report the percent of public schools offering distance learning for students during the 2004-05 school year.

National Snapshot

Percent of schools with distance learning for students

- ☐ less than 10% (4)
- ☐ 10-19% (25)
- ☐ 20-29% (17)
- ☐ 30% or more (5)

State vs. U.S. Comparison

Percent of schools with distance learning

	All schools	High-poverty	Low-poverty
Kentucky	21.1	17.8	30.6
National average	19.1	17.3	20.1

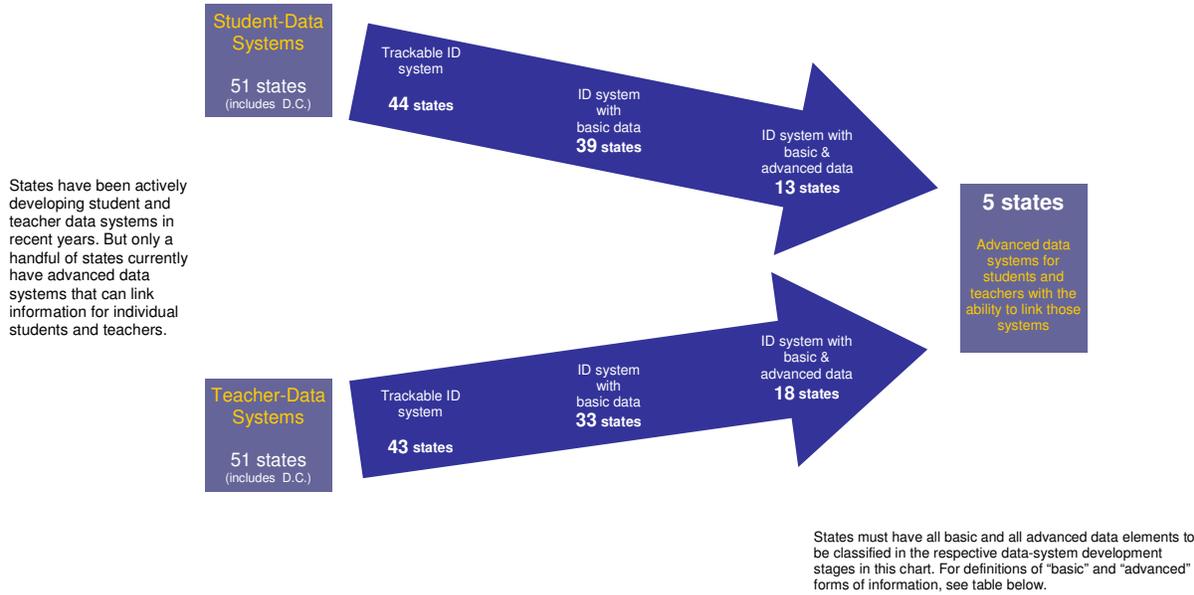■ Kentucky ☐ National average

Data Access and Analysis Tools

The EPE Research Center asked state technology officials about the kinds of access educators have to information on student and school performance as well as tools to help analyze data.

	Does Kentucky provide the data or analysis resource?	Number of states with data or analysis resource
Provides educators with access to school performance data and analysis tools		
Interactive school-level database for analysis	No	34
Interactive data system to compare own school to similar ones	No	20
Educators can access more data and analysis tools than the public	Yes	36
Provides educators with access to different types of student-level data through a centralized portal or system		
Student demographic data	No	24
Program participation data	No	23
Current state assessment results	No	29
Current state assessment subscale or item results	No	24
Performance data over time	No	27
Provides educators with resources to assist in the analysis and use of data		
Capacity to download state data files	Yes	45
Capacity to upload local data to state system	No	6
Templates for analysis or graphing	No	21
Guides for data analysis	No	26
Training in use of data for instruction	No	27

State Data Systems

The EPE Research Center asked state technology officials to describe their statewide data systems. They provided information about the ability of these systems to track individual students and teachers over time as well as the types of information collected.

National Perspective

States have been actively developing student and teacher data systems in recent years. But only a handful of states currently have advanced data systems that can link information for individual students and teachers.

Student-Data Systems
51 states (includes D.C.)

Trackable ID system
44 states

ID system with basic data
39 states

ID system with basic & advanced data
13 states

Teacher-Data Systems
51 states (includes D.C.)

Trackable ID system
43 states

ID system with basic data
33 states

ID system with basic & advanced data
18 states

5 states
Advanced data systems for students and teachers with the ability to link those systems

States must have all basic and all advanced data elements to be classified in the respective data-system development stages in this chart. For definitions of "basic" and "advanced" forms of information, see table below.

Characteristics of Kentucky's Data System

	Student data system		Teacher data system
Unique identifiers			
State has a system of unique identification codes able to track individual students over time as they move within the state.	Yes	State has a system of unique identification codes able to track individual teachers over time as they move within the state.	No
Basic forms of information linked to identifiers			
Demographic characteristics	Yes	Teaching assignment	No
Program participation	Yes	Demographic characteristics	No
Assessment results	No	Education background	No
		Certification status	No
Advanced forms of information linked to identifiers			
Attendance data	Yes	Years of experience	No
High school dropout or completion status	No	"Highly qualified" status for NCLB	No
Transcript information	Yes	Salary information	No
Linking student and teacher data			
Information from statewide student- and teacher-data systems can be linked using identification codes.			
No			

Notes and Sources

Technology Counts 2006

For *Technology Counts 2006*, the Editorial Projects in Education Research Center surveyed the states to assess the status of K-12 educational technology across the nation. As in the past, the report continues to track state progress in several critical aspects of technology policy and practice: access, use, and capacity. For the first time, this year's report assigns grades to the states for their performance in those three areas. *Technology Counts 2006* also explores the inroads states have made in developing computerized student- and teacher-data systems that can be used to support data-driven decisionmaking. *Technology Counts 2006* can be accessed online at http://www.edweek.org/tc06.

The *State Technology Reports* assemble key findings in an accessible format that allows readers to examine a particular state's performance on this year's indicators. For most indicators, national results are also provided as a benchmark against which the state can be compared.

State Technology Indicators

Most of the state policy indicators reported in *Technology Counts* are obtained through an original policy survey conducted annually by the Editorial Projects in Education Research Center. The research center sent surveys to the chief state technology officers in all 50 states and to the superintendent of the District of Columbia public schools. Respondents provided information on policy indicators related to educational technology, statewide data systems, and supports for accessing and analyzing data. Every state response was carefully verified using additional evidence provided by the state, such as documentation describing a state statute or administrative rule.

For a subset of indicators on access to technology, the EPE Research Center obtained information from Market Data Retrieval, or MDR, a research organization in Shelton, Conn., that tracks trends in educational technology.

Grading the States

For *Technology Counts 2006*, the EPE Research Center graded state leadership in the areas of technology access, use, and capacity, based on data compiled for 14 individual indicators of state policy and practice. Each indicator was evaluated and assigned a certain number of points, with some indicators receiving greater weight than others. States were not awarded credit for an indicator unless they were able to document that the respective policy was in place.

The research center tallied points within each of the three policy categories on a 100-point scale. These three subscores were averaged to produce an overall technology score, which was then converted to a letter grade. A detailed explanation of the grading methodology can be found in the full edition of *Technology Counts 2006*.

Technology Access

Students per instructional computer: Market Data Retrieval, "The K-12 Technology Review 2005," and unpublished tabulations from MDR's Public School Technology Surveys (2000-2005).

Students per high-speed Internet-connected computer: Market Data Retrieval, "The K-12 Technology Review 2005" and unpublished tabulations from MDR's 2004-05 Public School Technology Survey.

For the purposes of this report, high-poverty schools are those in which more than half of students are eligible for the federal free or reduced-price lunch program. High-minority schools are those in which more than half the students belong to minority racial or ethnic groups.

Distance Learning

Percent of schools that offer distance learning for students: Market Data Retrieval, "The K-12 Technology Review 2005."

Data Access & Analysis Tools

Editorial Projects in Education Research Center annual state technology survey, 2006. Survey respondents were asked about the extent to which the state provides educators with access to information on student and school performance and to tools for data analysis. States received credit for an indicator only when they were able to provide clear evidence that the respective policy or practice was currently in place.

State Data Systems

Editorial Projects in Education Research Center annual state technology survey, 2006. The research center asked respondents to describe the structure and content of their statewide data systems. Specifically, respondents provided information about the ability of these systems to track individual students and teachers over time as well as the types of information collected. States received credit for an indicator only when they were able to provide clear evidence that the respective data-system feature was currently in place.

About Editorial Projects in Education

Editorial Projects in Education (EPE) is a nonprofit, tax-exempt organization based in Bethesda, Md. Our primary mission is to help raise the level of awareness and understanding among professionals and the public of important issues in American education. We cover local, state, national, and international news and issues from preschool through the 12th grade. Editorial Projects in Education Inc. publishes *Education Week*, America's newspaper of record for precollegiate education, *Teacher Magazine*, edweek.org, and the Agent K-12 employment resource. We also produce periodic special reports on issues ranging from technology to textbooks, as well as books of special interest to educators.

The **EPE Research Center** conducts annual policy surveys, collects data, and performs analyses that appear in the *Quality Counts* and *Technology Counts* annual reports. The center also produces independent research reports and contributes original data and analysis to special coverage in *Education Week*, *Teacher Magazine*, and edweek.org.

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Technology Counts 2006: The Information Edge

➢ *Technology Counts 2006* – This year's full report investigates state progress in developing computerized systems for managing student and teacher data and in using that information to support instructional decisionmaking. For the first time, *Technology Counts* grades the states in three critical areas of technology leadership: providing access to technology, use of technology, and capacity to use technology effectively.

➢ *State Technology Reports* – Individualized reports featuring state-specific findings from the 2006 *Technology Counts* report are available for all 50 states and the District of Columbia.

➢ *Education Counts* – This online database contains hundreds of state-level indicators on K-12 education collected over the past decade for *Education Week*'s annual *Technology Counts* and *Quality Counts* reports. Use the Custom Table Builder feature to create graphs, tables, or maps for specific indicators.
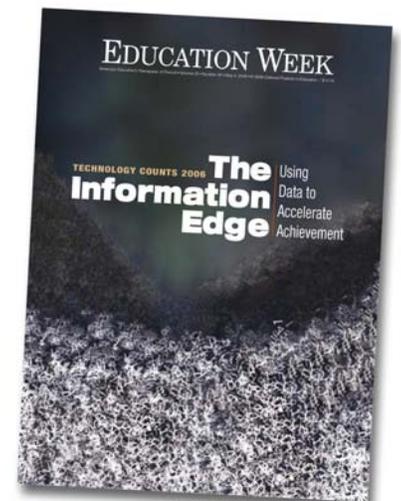
You can access *Technology Counts* online at www.edweek.org/tc06