



EPSB

**Education Professional
Standards Board**

2015-2016
Annual Report



EDUCATION PROFESSIONAL STANDARDS BOARD

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Matthew G. Bevin
Governor

James W. Adams
Executive Director

August 15, 2016

I am pleased to present the Kentucky Education Professional Standards Board (EPSB) 2015-2016 annual report. This report details the progress made on the Board's goals from July 1, 2015, through June 30, 2016. 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.

The EPSB staff has worked diligently to accomplish the items set forth by the Board in both the Board Goals and Strategic Plan Goals. In addition to addressing these items, we have increased communication with the Board and worked to assemble a leadership team deep in experience and expertise, that understands the importance of the work of the EPSB, and that can work together effectively. Additionally, we focused efforts on the creation of a culture in which staff are empowered to collaborate in problem solving, improve our efficiency, and have the freedom to reach across divisions to better serve our educators, teacher candidates, and educator preparation programs.

Throughout the past year EPSB members, the staff, and our educational partners have made progress toward moving educator preparation forward through our Council for the Accreditation of Educator Preparation (CAEP) Partnership Agreement. We currently have two educator preparation programs that are preparing for accreditation site visits this fall. These will be the first site visits for Kentucky with the CAEP standards in place. The EPSB staff are working closely with the programs and CAEP staff for smooth visits and to anticipate any possible concerns. Additionally, the agency continues to work with the Program Approval and Recommendation Committee (PARC) on the development of the Kentucky Educator Program Approval System (KEPAS). The first draft reports from KEPAS are targeted to be produced in September 2016.

Refining the Kentucky Teacher Internship Program (KTIP) has enabled our new teachers to have a stronger, more productive, and supportive induction into the profession. The implementation and refinement the Online Educator Complaint System, along with the concentrated efforts of the EPSB staff have drastically reduced the backlog of educator complaints and disciplinary cases. Additionally, we have implemented a new, more detailed reporting system for educator ethics and discipline cases for the Board. As we continue to move forward, recognizing that length of case resolution is a bigger factor than the number of pending cases is vital. While we can't control the actions of every educator, we can process cases consistently and timely.

The EPSB, the Kentucky Education Association, and the Kentucky Department of Education continued its partnership with the National Board for Professional Teaching Standards (NBPTS) to implement NBPTS' US Department of Education's Supporting Effective Educator Development (SEED) grant, referred to as the Network to Transform Teaching (NT3). The grant priorities include increasing the presence of National Board Certified Teachers in high priority schools and STEM areas. This grant also focuses on increasing leadership opportunities for National Board Certified Teachers while allowing them to stay in the classroom.

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

The University Council for Educational Administration (UCEA) recognized the state of Kentucky in its report on the potential impact of the state on the quality of principal preparation. *A Policymaker's Guide: Research-Based Policy for Principal Preparation Program Approval and Licensure* offered the first research to comprehensively capture policies from primary sources across all 50 states and the District of Columbia. Kentucky ranked third in the country.

The National Center for Teacher Quality (NCTQ) 2015 State Teacher Policy Yearbook rated Kentucky higher than the previous reports of 2011 and 2013. However, the score is not where we would like it to be. As previously noted to the Board, the NCTQ reports are deemed by some to be controversial, but that doesn't negate the fact that we can learn from the reports.

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

Respectfully submitted,

James W. Adams,
Executive Director

EPSB Goals and Strategies Annual Report

July 1, 2015 - June 30, 2016

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 2016:

- Asbury University
- Bellarmine University
- Brescia University
- Campbellsville University
- Eastern Kentucky University
- Georgetown College
- Lindsey Wilson College
- Midway University
- Morehead State University
- Murray State University
- Northern Kentucky University
- Spalding University
- Thomas More College
- Union College
- University of the Cumberlands
- University of Kentucky
- University of Louisville
- University of Pikeville
- Western Kentucky University

1.1.2. Approved principal redesign programs as of July 2016:

- Asbury University
- Bellarmine University
- Eastern Kentucky University
- Georgetown College
- Morehead State University

Approved principal redesign programs as of July 2016:

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

1.1.3. Accreditation visits Fall 2015:

- University of Kentucky (continuing NCATE/state visit)

1.1.4. Accreditation visits Spring 2016:

- Brescia University (State only/probationary visit)

1.1.5. Program activity for July 2015 – June 2016

Institution	Program	Action	Date
Bellarmine University	Superintendent P-12 (Ed.D.)	Approved	August 2015
	School Principal for Rank I Non-degree (Traditional and Option 6 routes)	Approved	October 2015
Boyce College	Elementary P-5 (Initial Undergraduate)	Under Review	Submitted June 2016
Brescia University	LBD 8-12 Endorsement	Closed by IHE	September 2015
Campbellsville University	School Guidance Counselor P-12 (Rank I Master's)	Approved	October 2015
	8-12: Biological Science, Chemistry, English, Mathematics, Social Studies (Initial Graduate and Option 6)	Under Review	June 2016
	5-9: English, Math, Science Social Studies (Initial Graduate and Option 6)	Under Review	June 2016
	IECE (Initial Graduate and Option 6)	Under Review	June 2016
Eastern Kentucky University	Director of Special Ed (Specialist, Doctorate, Rank I Master's)	Closed by IHE	January 2016
	Gifted Education P-12 Endorsement	Closed by IHE	May 2016
	ESL P-12 Endorsement (Graduate Level)	Under Review; Awaiting rejoinder	July 2015
	School Media Librarian P-12 (Initial – Rank 2 Master's and Option 6)	Under Review; Awaiting rejoinder	July 2015
	Instructional Computer Technology P-12 Endorsement	Under Review; Awaiting rejoinder	July 2015
Georgetown College	Principal P-12 (Rank I Master's)	Approved	October 2015
Kentucky Christian University	8-12: English, Mathematics	Closed by IHE	May 2016
	Teacher Leader Master's	Under Review	June 2016
Kentucky Wesleyan College	P-12: Spanish	Closed by IHE	May 2016
Midway University	Environmental Education P-12 Endorsement	Approved	June 2016

Midway University	ESL P-12 Endorsement	Under Review; Awaiting rejoinder	July 2015
Murray State University	P-5 Elementary (Post Baccalaureate)	Closed by IHE	January 2016
	Mathematics (Advanced/Master's)	Closed by IHE	May 2016
	Reading P-12 (Rank II Master's/Rank I Master's)	Closed by IHE	April 2016
	Option 6: School Guidance Counselor P-12 (Rank II Master's, Rank I Master's, Specialist for Rank I, Certification Only, Rank I Non-degree)	Closed by IHE	January 2016
	All programs (54 Initial; 15 Advanced Teacher; 9 Other School Professionals)	Under Review	September 2015-present
Northern Kentucky University	IECE B-P (Certification Only and as Rank I)	Approved	April 2016
Thomas More College	All programs (14 Initial Undergraduate; 15 Initial Graduate and Option 6; 1 Advanced)	Under Review	Submitted February 2016
Union College	LBD P-12 (Bachelor's Level)	Closed by IHE	October 2015
	Option 6 LBD P-12	Closed by IHE	October 2015
University of Kentucky	Visual Impairment P-12 (Advanced)	Approved	August 2015
	Teacher Leader in STEM	Approved	April 2016
	Rank I Non-degree: Art, Biology, Chemistry, Earth Science, Elementary, English, Health, Instructional Systems Design, LBD, Middle School, MSD, PE, Physics, Social Studies	Closed by IHE	November 2015
	Reading P-12 (Rank II Master's)	Closed by IHE	October 2015
	School Principal P-12 (Ed.D.)	Closed by IHE	October 2015
University of Louisville	Health (Advanced – Certification Only)	Closed by IHE	December 2015
	All programs (50 Initial; 17 Advanced Teacher; 10 Other School Professional)	Under Review	September 2015-present
University of the Cumberlands	IECE (Initial Undergraduate)	Under Review	Rejoinder submitted June 2016
	LBD P-12 (Rank I with certification)	Under Review	Rejoinder submitted May 2016
	Rank I: Elementary, Middle, and Secondary	Under Review	Rejoinder submitted May 2016
	ESL P-12 Endorsement (Certification Only)	Under Review	Rejoinder submitted May 2016
	ESL P-12 (Initial Master's for Rank 2)	Under Review	Rejoinder submitted May 2016
	Director of Pupil Personnel P-12	Revision Submitted for Review	February 2016

University of the Cumberlands	Principal P-12	Revision Submitted for Review	February 2016
	Elementary (Advanced Graduate)	Revision Submitted for Review	August 2015
	Initial Graduate (MAT and Option 6 P-12): Art, Music, Health, PE	Revision Submitted for Review	February 2016
	Initial Graduate (MAT and Option 6): LBD P-12	Revision Submitted for Review	March 2016
	School Guidance Counselor P-12	Revision Submitted for Review	February 2016
	Supervisor of Instruction	Revision Submitted for Review	December 2015
Western Kentucky University	Communication Disorders P-12 (Master's Initial)	Closed by IHE	April 2016
	Individual Intellectual Assessment Endorsement	Closed by IHE	October 2015
	Arabic P-12 (Initial Undergraduate)	Under Review	Rejoinder submitted June 2016

1.1.6. Program and Accreditation Review Committee (PARC)

- The PARC group met more than twenty times during the last year.
- PARC created focus groups to study details on Program Reviews, Accreditation and Assessments.
 - The Program Review group reviewed and validated more than twelve procedures.
 - The Accreditation group reviewed and validated more than six procedures and defined one prospective new process.
 - The Assessment group reviewed and enhanced the assessment areas for the Initial Teachers and Advanced Teacher areas.
- PARC continues to meet on a regular schedule and is developing prospective recommendations.
- The Program Review templates are nearing completion. Nearly all Educator Preparation Programs (EPPs) have used the draft forms and several have started to use the new Council for the Accreditation of Educator Preparation (CAEP) oriented templates in preparation for their upcoming accreditation site visits.
- Work continues on evaluation criteria and scoring rubrics for the program reviews.
- PARC and the Kentucky Association of Colleges for Teacher Education (KACTE) are working with EPSB's Division of Educator Preparation (DEP) to reduce the amount of data collection and to improve data quality.
- PARC has identified areas to be developed in collaboration with all EPPS:
 - Quality Assurance Systems to meet the new CAEP Standards
 - Quality metrics and evaluation rubrics for the program review process
 - Potential new scorecard to provide transparency of EPP compliance to regulations
 - Technical guidance documentation to support the new templates
 - Training for new EPP Program Coordinators, Deans and/or Associate Deans
 - Various suggestions related to current EPSB/DEP regulations

1.1.7. Implementation of 16 KAR 5:060 (Literacy Program Requirements)

During November 2015, emails were sent to the EPPs with important submission information that included the June 1, 2016, deadline and the template to be used when submitting. EPPs were also informed the template and all supporting documents could be submitted as early as

January 2016. (An additional email reminder was sent to EPPs approximately three (3) weeks before the June 1, 2016, deadline. Further, during KACTE meetings held December 2015-June 2016, reminders were shared verbally regarding the Literacy regulation and the deadline for submitting documents and the template.) The current status reflects:

- Twenty-five EPPs have submitted the required Literacy regulation compliance documents for review. Only the JCPS ACES program has not submitted.
- Of the initial twenty-five Literacy regulation compliance templates submitted, it was necessary to return three to the EPPs for re-submission due to not meeting initial submission requirements. One of the three has been received and now meets initial submission requirements.
- All submitted have had an initial staff review completed as of July 6, 2016.
- All submitted have been assigned to three content reviewers who have been pre-screened to eliminate any potential conflicts of interest.
- Seventeen EPPs submitted the required documents either prior to or on the June 1, 2016, deadline date.
- Eight EPPs submitted the required documents after the June 1, 2016, deadline date.
- Thirty-one qualified individuals are serving as content reviewers.
- Sixteen EPPs have provided one or more content reviewers. (These include: Asbury University, Bellarmine University, Berea College, Brescia University, Campbellsville University, Eastern Kentucky University, Georgetown College, Midway University, Murray State University, NKU, Spalding University, Transylvania University, University of the Cumberlands, University of Louisville, University of Pikeville, and Western Kentucky University.)
- Six additional content reviewers come from the Kentucky Department of Education (KDE) or currently serve as P-12 classroom teachers.
- Twenty-three Literacy regulation compliance templates and supporting documents have been assigned to the content reviewers. The remaining two will be assigned after being re-submitted by the EPP.
- Twelve EPPs have received detailed feedback from staff (based on a compilation of findings from initial staff review and three content reviewers) and were asked to re-submit as a Rejoinder after addressing the concerns/findings.
- Four EPPs have re-submitted a Rejoinder addressing the concerns/findings.

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 four institutions:

- Georgetown College
- Lindsey Wilson College
- Northern Kentucky University
- University of Pikeville

- 1.2.2. Program approval recommendations were reviewed by the appropriate committees:
- Teacher Leader proposals – Master’s Review Committee
 - Principal proposals – Principal Review Committee
 - Superintendent proposals – Superintendent Review Committee
 - Base, restricted base, and endorsement program proposals – Content Area Program Review Committee and Reading Committee
 - Conceptual Frameworks and Continuous Assessment Plans – Continuous Assessment Review Committee and Reading Committee
- 1.2.3. Accreditation recommendations were presented to the EPSB from the Accreditation Audit Committee:
- August 2015 – Transylvania University
 - February 2016 – Asbury University, University of the Cumberlands
 - April 2016 – Union College
- 1.2.4. The Kentucky Educator Preparation Program (KEPP) Report Card was updated for all institutions during the spring semester following submission of Annual Reports and includes contact and accreditation information.
- 1.2.5. The division staff continued work with EPSB Information Technology (IT) staff to refine the Teacher Preparation section of the EPSB Data Dashboard providing demographic and performance information. Substantial progress has been made on developing more detailed reports as additional data become available through other state agencies.
- 1.2.6. DEP staff continued work with the Program and Accreditation Review Committee (PARC) to develop the Kentucky Educator Preparation Accountability System (KEPAS).

Strategy 1.3. Provide technical assistance to support program improvement.

- 1.3.1. Technical assistance was provided to EPPs regarding program revisions, program submissions, and accreditation issues.
- 1.3.2. Technical assistance regarding accreditation and program approval was provided to all institutions that requested support. Much of that support is provided via telephone calls and e-mails. Campus visits and EPSB office visits occurred for eighteen institutions: Asbury University, Boyce College, Brescia University, Campbellsville University, Eastern Kentucky University, Kentucky Christian University, Kentucky State University, Lindsey Wilson College, Midway University, Morehead State University, Murray State University, Northern Kentucky University, St. Catharine College, Thomas More College, University of Kentucky, University of Louisville and University of the Cumberlands.
- 1.3.3. Technical assistance was provided to IHEs regarding the online Cooperating Teacher Program computer application.
- 1.3.4. Interpretation and implementation of state regulations related to student teacher placement in the Cooperating Teacher Program were provided by EPSB staff.
- 1.3.5. Guidance was provided to EPP personnel to ensure that each Kentucky student teacher is placed with a qualified supervising teacher through the Cooperating Teacher Program.
- 1.3.6. Assistance was provided to cooperating teachers seeking tuition waivers for their service as cooperating teachers.

- 1.3.7. Technical assistance was provided to EPPs regarding the Admission and Exit report.
- 1.3.8. Assistance was provided to EPPs regarding completion of the Higher Education Opportunity Act Title II report.
- 1.3.9. Technical assistance was provided to EPPs regarding the CAEP Annual Report.
- 1.3.10. Staff provided assistance related to EPPs, P-12 teachers, and others via e-mails, presentations and telephone calls.
- 1.3.11. Staff provided training and assistance related to the Kentucky Field Experience Tracking System (KFETS).
- 1.3.12. DEP staff continued work with EPSB IT staff to develop the KEPAS which includes web-enabled program submission and annual reporting components.

Strategy 1.4. Utilize research to inform program improvements.

- 1.4.1. EPSB staff participated in webinars on the CAEP Standards, Title II Reporting, Accountability, and Technology.
- 1.4.2. EPSB staff received feedback from EPPs on program submission requirements, reporting, and review processes; feedback shaped program approval and reporting template development to emphasize inclusion; and review of candidate data.
- 1.4.3. EPSB continued collaboration with KDE, CPE, and outside experts to develop metrics for evaluating program effectiveness at both the initial and advanced levels.
- 1.4.4. Staff attended the Association of American Colleges for Teacher Education (AACTE) Annual Meeting.
- 1.4.5. Staff attended the annual CAEP State Clinic to share and gather information from other states regarding state/provider-level strategies being implemented to ensure education preparation program improvement.
- 1.4.6. Staff attended the CAEP Conference in Washington, D.C., in September 2015, to continue learning about the new standards, policies, and processes.
- 1.4.7. Staff attended the CAEP Spring Conference in San Diego, CA, in March 2016, to continue learning about the new standards, policies, and processes.

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

- 1.5.1. The EPSB-appointed committees review programs and meet on an as-needed basis. In October 2015, fourteen new appointments were made to the Reading Committee that reviewed thirty-four program submissions in Spring 2015 and 211 programs in Fall 2015.
- 1.5.2. The Teacher Leader Master's Review Committee continues to meet to verify program impact and quality.
- 1.5.3. PARC is evaluating the program review and accreditation processes and will make recommendations to the board to strengthen those processes. Multiple templates have been developed for program proposals. PARC is developing rubrics for the evaluation processes of the program submissions.
- 1.5.4. The Literacy regulation, 16 KAR 5:060 was implemented to ensure that every middle/secondary and other specified P-12 preparation program prepares all teachers to address literacy across content areas.

See section 1.1.7 of this report for additional details.

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

- 1.6.1. PARC continued work on procedures and protocols to reflect the new accreditation and program approval procedure options.
- 1.6.2. Staff members continue to participate in NCATE's transition to CAEP to ensure that the EPSB and Kentucky's educator preparation providers are aware of the changes.

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

- 1.7.1. Institutional and preparation program information is updated regularly on the EPSB website.
- 1.7.2. The DEP collects data and presents to the EPSB the annual Cooperating Teacher Data Report summarizing the EPSB's payments to P-12 teachers who host student teachers. In 2015-16, the DEP distributed \$604,850 in compensation to the 2,636 Cooperating Teachers for their supervisory work with the 1,901 student teachers.
- 1.7.3. In the 2015-2016 reporting period, 184 student teachers were placed outside Kentucky
- 1.7.4. The DEP works with EPPs to ensure cooperating teachers are trained in basic responsibilities of the cooperating teacher and best practice in supporting the student teacher.
- 1.7.5. In the 2015-2016 reporting period, 184 student teachers were placed outside Kentucky.
- 1.7.6. 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 admission and exit candidate data are accurate so certificate issuance is streamlined).
- 1.7.7. DEP staff and the EPSB IT staff collaborated to improve the functionality and utility of the Admissions and Exits System application.
- 1.7.8. The DEP continued to ensure collaboration between the Kentucky Center for Education and Workforce Statistics (KCEWS) and EPPs by sharing information among the partners and engaging KCEWS attendance at KACTE meetings.
- 1.7.9. The DEP and IT staff continued collaboration with KDE, KACTE Information Technology in Education Preparation (K-ITEP), 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, KFETS, is accessible to institutions and candidates completing field experiences as a component of an educator preparation course. KFETS helps ensure consistent reporting for all candidates and programs. The KFETS system is the first of its kind and provides 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 KCEWS 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. The percentage of teachers who are clearing the report for Fall 2015 was 99.83%. Of the 40,754 teachers audited in the Fall 2015 report, only 156 were “flagged” due to an issue with certification for all or (usually) part of their teaching schedule. Of those 156 “flagged,” thirteen 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 2015-2016 school year due to LEAD reporting errors.
- 2.1.2. There were 132 unresolved certification issues in Fall 2015. 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 2016-2017 school year. Many of these problems stem from the misapplication of MUNIS job class categories compared to certifications held, and they can be resolved upon discovery.
- 2.1.3. Teacher and Principal Count

School Year	Teachers	Principals and Assistant Principals	Ratio of All Teachers to All Principals
2004-2005	42,325	2,035	21:1
2005-2006	44,790	2,079	22:1
2006-2007	44,789	2,118	21:1
2007-2008	44,608	2,124	21:1
2008-2009	43,620	2,156	20:1
2009-2010	42,796	2,186	20:1
2010-2011	42,708	2,205	19:1
2011-2012	42,582	2,259	19:1
2012-2013	41,965	2,314	18:1
2013-2014	41,346	2,326	18:1
2014-2015	41,735	2,358	18:1
2015-2016	41,394	2,385	17:1

- 2.1.4. Total applications processed by the Division of Certification

School Year	Total
2011-2012	31,334
2012-2013	35,396
2013-2014	33,032
2014-2015	37,836
2015-2016	35,594

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

2.1.5. The Highly Qualified Teacher (HQT) Report as required by the No Child Left Behind Act (NCLB) was completed in the spring of 2016. Based upon data entry by the local school districts, Kentucky has 99.5% of its teachers who meet highly qualified status in core academic areas as defined by NCLB. This figure is compared to a 99.5% HQ rate reported for 2014-2015. 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. The Division of Professional Learning and Assessment (PLA) at the EPSB works closely with ETS who employs experts in research, test development, psychometrics, statistical analysis, linguistics and global assessment, and specialists in education policy. ETS has built a strong chain of validity evidence from assessment development through adoption and administration. The Division monitors statewide pass rates and conducts assessment reviews as needed.

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

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

School Year	Number of people in Kentucky who took a Praxis I test	Number of people outside of Kentucky who sent their Praxis I scores to Kentucky	Number of Praxis I tests administered in Kentucky
2009-2010	992	70	2,936
2010-2011	883	57	2,546
2011-2012	1,257	66	3,984
2012-2013	3,204	238	10,986
2013-2014	3,800	338	13,124

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

School Year	Number of people in Kentucky who took a CASE test	Number of people outside of Kentucky who sent their CASE scores to Kentucky	Number of CASE tests administered in Kentucky
2013-2014	188	6	508
2014-2015	3,115	300	9,810
*2015-2016	3,349	351	10,682

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
2011-2012	6,965	734	12,526
2012-2013	5,709	909	13,724
2013-2014	5,079	822	13,192
2014-2015	3,742	739	09,925
*2015-2016	4,075	850	10,086

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
2006-2007	293	16	295
2007-2008	390	57	398
2008-2009	377	30	378
2009-2010	708	222	708
2010-2011	336	46	367
2011-2012	345	73	353
2012-2013	403	135	418
2013-2014	318	59	332
2014-2015	243	40	245
*2015-2016	270	40	276

2.4.5. Number of Kentucky Principal Tests (KYPT)

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

School Year	Number of KYPT test takers who took the test in Kentucky	Number of KYPT test takers who took the test outside of Kentucky but requested scores be sent to Kentucky	Number of KYPT tests administered in Kentucky
2011-2012	661	61	664
2012-2013	428	30	441
2013-2014	312	40	321
2014-2015	250	49	258
*2015-2016	276	41	295

Notes: Counts include any examinee who took a test regardless of whether the score

* The School Year runs from September - August. 2015-2016 data listed includes test dates through July 18, 2016.

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

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

2.5.1. The Division of Certification continued to refine certification processing during 2015-2016. All communication with applicants, formerly done via USPS mail, is now being done via email, which has increased processing time and saves the agency in printing and postage costs. The division also sends emails to applicants as soon as their certificate is processed, providing an immediate communication with the applicant when processing is complete.

- 2.5.2. The EPSB’s issuance of the online CA-4 application for Emergency Substitute certificate ensures that all such teachers undergo a nationwide background check via the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse, and allows the EPSB to more closely examine any character and fitness issues.
- 2.5.3. Experienced teachers gaining additional certification through CA-HQ (formerly TC-HQ) since its inception:

Subject Area	Number Certified
Biology 8-12	51
Chemistry 8-12	68
Earth Science 8-12	16
English 8-12	70
French	8
German	1
Health	25
Mathematics 8-12	67
Middle Grades English	230
Middle Grades Mathematics	190
Middle Grades Science	168
Middle Grades Social Studies	212
Physical Education	4
Physics 8-12	20
Social Studies 8-12	59
Spanish	10

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

- 2.6.1. The certification data system (Web E03) allows the Division of Certification director and certification consultants to view reports on the number of certificate transactions occurring daily. This is especially useful during the peak summer season to make changes in how the division utilizes personnel in responding promptly to certification inquiries.
- 2.6.2. Besides the array of data gathered internally, the Certification Division continued to expand trainings with constituent groups and gather information relative to the division’s services as well as possible needs of districts. These efforts included meeting with and/or presenting to human resources directors, university personnel, and other school district personnel.
- 2.6.3. The number of emergency, probationary, and alternative route certificates is also a data element which is requested often for decision and policy making, especially outside the agency. There were 268 emergency certificates issued in 2015-2016. Many of these emergency-certified teachers do hold other types of full professional Kentucky teaching certifications or statements of eligibility in other teaching areas. This indicates that many of these emergency certifications are being requested to cover a partial schedule or one class only, and the teacher is fully trained (and often experienced) in pedagogy. It should be noted that the number of probationary certificates rose from 157 in 2014-2015 to 164 in 2015-2016. (See table in 2.6.4)

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

School Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Emergency	191	118	153	244	268
Probationary	186	154	136	157	164

2.6.5. The 2015-2016 year reflected an increase in the number of Kentucky teachers using an alternative route to acquire certification. This is likely attributed to the overall hiring of more new teachers during the year across the state. In 2011, the Kentucky General Assembly passed legislation for Option 8, which allowed the Teach For America (TFA) organization to prepare teachers for those Eastern Kentucky districts that have contracted with TFA. Sixty teachers worked under the TFA certificate during the 2014-2015 and 2015-2016 years.

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

Description	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Option 1 - Exceptional Work Experience	27	13	18	11	21
Option 2 - Local District Training	22	18	1	1	10
Option 3 - College Faculty	67	48	35	55	59
Option 4 - Adjunct Instructor	66	66	71	68	72
Option 5 - Veteran of the Armed Forces	27	26	17	21	16
Option 6 - University Based	1,313	1,148	942	829	987
Option 7 - University Institute	6	2	1	0	0
Option 8 - Teach For America	21	46	74	60	60
Grand Totals by School Year	1,549	1,367	1,159	1,045	1,225

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 for Spanish-speaking individuals on the EPSB's website.
- 3.1.5. The Division of Legal Services continues to provide ethics seminars for student teachers and practicing educators at school districts, colleges, and universities throughout the state. The Division of Legal Services was not fully staffed during the 2015-2016 school year and was unable to perform many onsite trainings. Staff did provide copies of PowerPoint presentations to anyone who requested training that staff was not available to perform onsite. Seminars took place at the following locations during the 2015-2016 school year:
 - Kentucky Association of School Administrators – Education Law & Finance Institute
 - Kentucky Association of School Administrators – New Superintendent Training
 - Madison Southern High School
 - SESC Educational Cooperative
 - University of Louisville

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 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. The Online Educator Complaint system is fully operational and allows school districts to report misconduct through the EPSB website. Superintendents now have access to the system and have the ability to assign a person within the district (e.g., a human resource director) to be her/his designee to submit information. Staff led three (3) webinars on the system and continue to supply instructions upon request.

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

- 3.3.1. The Division of Legal Services received 684 complaints involving allegations of educator misconduct during 2015 calendar year. 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. The Executive Director and two legal staff members review the complaints to make that determination. Pursuant to that standard, 300 disciplinary cases were initiated in the 2015 calendar year.

- 3.3.2. As of July 21, 2016, a total of 310 disciplinary complaints have been received and 131 disciplinary cases have been opened for the current calendar year.
- 3.3.3. The EPSB reviewed 330 disciplinary cases during 2015. The EPSB dismissed ninety-nine cases (30%), voted to hear 133 cases (40%), and deferred thirty cases (9%) for training or more information. The EPSB voted to admonish sixty-eight educators (21%).
- 3.3.4. As of July 21, 2016, there are 294 pending cases referred by the EPSB to a hearing.
- 3.3.5. In 2015 a total of 312 educator applications were presented to the EPSB for character and fitness review. The EPSB approved 241 of those applications, denied sixty-three applications and deferred eight.
- 3.3.6. In the 2015 calendar year, the EPSB revoked twenty-six certificates and thirty-four were suspended. There were 158 agreed orders presented to the Board and all were accepted. The EPSB issued four final orders.
- 3.3.7. As part of the Strategic Plan for the EPSB, regular meetings of the Board were held on the second Monday of even number months to establish consistent meeting dates to ensure timely presentation of disciplinary cases to the Board.

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

- 3.4.1. In October 2015, four of the EPSB staff members attended the National Association of State Directors of Teacher Education and Certification (NASDTEC) Professional Practices Institute in Atlanta, Georgia.
- 3.4.2. In March 2016, four of the EPSB attorneys attended the Kentucky Association of School Administrators' Education Law & Finance Institute. In addition to these trainings, the EPSB attorneys have also attended various continuing legal education seminars in order to become better versed on state and federal law.
- 3.4.3. At the June 13, 2016, EPSB Board meeting, the *Policy and Procedures relating to Board Action Against a Certificate Holder's Certificate* was presented to the Board as an information item. This policy and procedures was created to increase the efficiency in processing reports and complaints of educator misconduct. It also provides greater transparency by placing the entire process in a written procedure.
- 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. An official file is created and maintained for each complaint that results in a disciplinary case. Once the Board has taken final action on that case, the file is subject to Open Records.

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.

- 4.4.1. As part of the Strategic Plan for the EPSB, work was piloted in 2014-2015 to redesign the Kentucky Teacher Internship Program (KTIP) to reflect the Kentucky Framework for Teaching and the Teacher Professional Growth and Effectiveness System (TPGES). The Division of Professional Learning and Assessment (PLA) conducted stakeholder focus groups for initial input and then the Kentucky Advisory Council for Internship (KACI) recommended the revisions. Redesign work is complete and the new KTIP was implemented in a statewide pilot during the 2015-2016 school year. Regulation revisions to mirror the new program will be presented by the division to the Board for approval in August, 2016.
- 4.4.2. KTIP was the first of its kind in the country due to its depth and level of support for new teachers. During its thirty year span, various revisions have been made to keep it current with best practices. We celebrated “KTIP-30 Years Strong” during the 2015-16 school year.

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

- 4.2.1. The KTIP face-to-face training includes procedural information and observation rating practice that intern committee members (including principal, resource teacher, and teacher educator) must complete in order to demonstrate their understanding of the framework and their ability to mentor the intern to successful completion.
- 4.2.2. KRS 161.030 mandates that resource teachers spend fifty out-of-class hours in consultation with the interns. However, the 2014-2016 Executive Branch budget bill allowed 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. PLA monitors all timesheets of out-of-class hours. Due to current budget constraints, interns are not approved for KTIP in the spring unless districts volunteer to cover the costs for the intern. The following table represents the number of interns for the last five years.

Number of KTIP Interns					
Year	Fall Only	Full-Year	Spring Only	Total	Full-Year Equivalent
2011-2012	316	2,234	0	2,550	2,392
2012-2013	15	2,423	1	2,439	2,431
2013-2014	19	2,369	1	2,389	2,379
2014-2015	17	2,459	1	2,477	2,468
2015-2016	10	2,474	0	2,484	2,479

Due to annual budget constraints, some new teachers are denied entry into the internship program. Regulatory changes allow those who were hired after the deadline and did not have the required minimum 140 instructional days for KTIP to receive a Provisional Internship Certificate in the fall, thereby classifying them as highly qualified.

The following table represents the number of interns denied admission due to budget for the past five years.

Denied Admission to KTIP Due to Budget				
Year	Fall	Spring	Full Year	Total
2011-2012	1	265	78	272
2012-2013	1	197	126	324
2013-2014	0	216	102	318
2014-2015	1	188	267	456
2015-2016	2	193	137	332

4.2.3. Unsuccessful and Resigned Interns (Five-Year Count)

Year	Unsuccessful	Resignations	Total	% of Total
2011-2012	19	36	55	2%
2012-2013	24	47	71	3%
2013-2014	17	29	46	2%
2014-2015	18	36	54	2%
2015-2016	7	30	37	1%
Five-Year Total	85	178	263	2%

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

4.3.1. Kentucky has 3,273 teachers who have earned National Board Certification.

4.3.2. Kentucky honored eighty-eight new National Board Certified Teachers (NBCT) and ninety renewals this year at the Capitol Rotunda on March 8, 2016. Kentucky ranks sixth in the nation for the number of new NBCTs with over 700 teachers currently pursuing National Board Certification. Kentucky ranks ninth overall in the nation for the total number of National Board Certified Teachers.

4.3.3. The following link provides annual data updates to the total number of NBCTs by district:
http://www.boardcertifiedteachers.org/sites/default/files/state_profiles/State%20Profiles_2015_KY.pdf

4.3.4. National Board for Professional Certified Teaching Standards Candidates (Five-Year Count)

National Board Certified Teachers		
Year	Number of Kentucky NB Candidates	Number of Kentucky Teachers Achieving NBPTS Certification
2010-2011	535	289
2011-2012	608	268
2012-2013	493	227
2013-2014	437	199
2014-2015	*700	88
Five-Year Total	2773	1,071

*includes number through July 18, 2016

4.3.5. The EPSB, 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 National Board Certified Teachers in low performing schools, and to expand leadership opportunities for NBCTs.

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 thirty-two candidates currently enrolled in the program. The EPSB has three sponsor agreements with education agencies that contract for coaching services for CEO candidates. The program is monitored by the Division of Professional Learning and Assessment.

4.4.2. CEO completion numbers

Year Completed	Total
1999-2000	30
2000-2001	104
2001-2002	49
2002-2003	59
2003-2004	24
2004-2005	41
2005-2006	22
2006-2007	50
2007-2008	117
2008-2009	103
2009-2010	64
2010-2011	32
2011-2012	7
2012-2013	28
2013-2014	16
2014-2015	10
2015-2016	5
Total	756

Goal 5

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

Strategy 5.1. Maintain a qualified and diverse EPSB workforce.

5.1.1. The agency currently employs twenty-eight full-time, one federally funded time limited (FFTL), and four interim state employees with five positions vacant. The EPSB uses the services of eight full-time and seven part-time contract staff. Of the twenty-eight full-time state employees, there are six males and twenty-two females. Currently, 11% 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
- Council for the Accreditation of Educator Preparation (CAEP) Site Visitor Training
- CAEP State Alliance For Clinical Preparation And Partnerships
- CAEP webinars
- Center for American Progress-Improving Teacher Quality
- Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Cross State Convening
- Commonwealth Collaborative of School Leadership Programs (CCSLP)
- Co-Teaching in Student Teaching Workshops
- Council for the Accreditation of Educator Preparation (CAEP) State Partnership Conferences
- Council on Postsecondary Education Summit
- Council of State Governments National Conference
- Education Commission of the States (ECS) National Forum
- Educational Testing Service (ETS) Client Conferences
- E-MARS training
- ETS multi-state standard setting study
- ETS Title II State Report Card webinars
- Gates Foundation Teaching is Learning Conference
- Gifted and Talented Advisory Committee meetings
- Governor's Opportunity Youth Summit-Labor and Workforce Conference
- International Literacy Association Cultivating Literacy Achievement Through Quality Teacher Preparation webinar
- Kentucky Association of Colleges of Education (KACTE) Fall Leadership Retreat
- KACTE K-ITEP Data Institute
- KACTE Spring Conference
- KDE Institution of Higher Education Consortium Meetings
- Kentucky Association for Assessment Coordinators (KAAC)
- Kentucky Association of Government Communicators (KAGC) fall and spring conferences
- Kentucky Association of School Administrators (KASA) Annual Summit

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

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

- Activating Teacher Leadership Institute
- American Association of Colleges of Teacher Education (AACTE) National Conference and Partnerships
- Centre College
- Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Cross State Convening
- Collaborative for Teaching and Learning National Partners
- Council for Accreditation of Educator Preparation State Alliance for Clinical Preparation
- Council for Accreditation of Educator Preparation Spring Conference
- Council for Chief State School Officers (CCSSO)
- Education Commission of the States (ECS) National Forum
- IHE Consortium Meeting
- KEA NBCT Ambassadors
- Kentucky Association of Colleges for Teacher Education (KACTE) spring and fall conferences

- Kentucky Association of School Administrators
- Kentucky Association of School Administrators Annual Institute
- Kentucky Association of School Administrators Education Law and Finance Institute
- Kentucky Association of School Administrators New Superintendent Training
- Kentucky Association of School Business Officials fall and spring conferences
- Kentucky Association of School Councils
- Kentucky Association of School Human Resource Managers Annual Conference
- Kentucky Association of School Superintendents
- Kentucky Association of Teacher Educators (KATE) fall conference
- Kentucky Board of Education
- Kentucky NBCT Network
- Kentucky School Counselors Association
- KyNT3 Higher Education Conference
- Local Educator Assignment Data Training for Kentucky School Districts
- Madison Southern High School
- Monthly meetings of all eight Kentucky Education Cooperatives
- National Board Academy
- Network for Transforming Educator Preparation (NTEP) meetings and webinars
- Network to Transform Teaching (NT3) Learning Session
- Professional Educator Standards Boards Association (PESBA)
- Program Approval and Accreditation Process Orientation
- Regional Education Laboratory Appalachia
- University of Louisville

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

- Executive Director was elected to the Executive Board of the National Association of State Directors of Teacher Education and Certification (NASDTEC) as the representative from the South Region
- Executive Director served as a member of the NASDTEC South Region Technology Committee
- Executive Director served as a member of the KY Rising Steering Committee and Workgroup
- Executive Director served as a member of the Council for Mathematics Achievement
- Executive Director served as a member of the Kentucky Association for Assessment Coordinators
- Executive Director served as a member of the Kentucky Association for School Administrators Principal Design Team
- Executive Director served as a member of the Kentucky NT3 Steering Committee
- Executive Director served as a member of the Center for Educational Leadership through the Kentucky Association of School Administrators
- Executive Director served on the Board of the Kentucky Center for Education and Workforce Statistics (KCEWS)
- Executive Director served on the Unbridled Learning Guiding Coalition
- Executive Director represents Kentucky on the Professional Educator Standards Boards Association (PESBA)
- Executive Director served as a member on the Teaching, Empowering, Leading and Learning (TELL) Advisory Committee

- Director of Certification served as a judge for the Student Technology Leadership Program (STLP)
- Director of Educator Preparation served as a member of the Kentucky Advisory Council on Autism Spectrum Disorders
- Director of Professional Learning and Assessment served as member of Teacher Effectiveness Advisory Council
- Director of Professional Learning and Assessment was a national member of the NCATE Board of Examiners
- Director of Professional Learning and Assessment served as member of state department Teacher Effectiveness Advisory Council (TEAC)
- Director of Professional Learning and Assessment served as a Critical Friend on Teach to Lead Summit sponsored by the US Dept of Education

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 2016 enacted budget the EPSB's general fund budget of \$7,361,300. A budget reduction of 5.5% resulted in an end of the year budget of \$7,030,000 of which 99.89% (all but \$7,886) was expended. The funding request for FY 2016 for restoring full funding to KTIP was not granted.

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 2015 and the February 2016 Board 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:

- The Information Systems Branch has developed and is testing the online systems for the CA-1 and CA-TP applicants. It is planned to pilot these applications during the 2016 fiscal year. This system would also allow applicants to generate and download their own certificates electronically.
- Business requirements for the Kentucky Educator Preparation Accountability System (KEPAS) have been developed with programming to occur in the 2016 fiscal year.
- The Online Educator Complaint System (OCES) was completed and is fully operational.
- The Information Systems Branch has expanded the EPSB Data Dashboard to include a Certification section which now includes reports on Emergency and Probationary certificate issuances.
- The Information Systems Branch has expanded the IHE data reporting system to include a new report that allows the EPP's to download the KIP Cycle data of their program completers to be used for program improvements.
- The agency will be migrating its current website to a new SharePoint site maintained by Kentucky Interactive, LLC. We hope to have all content migrated by late 2016 fiscal year.
- The Commonwealth Office of Technology will be migrating agencies to Office 365 beginning fiscal year 2017.



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