Kentucky Teacher

November 2001

Schools make ‘dramatic’ changes after scholastic audits and reviews

By Faun S. Fishback

Kentucky Department of Education

People familiar with the growing list of Level 3 schools in Kentucky are beginning to doubt the ability of the state’s lowest-performing schools to improve. The doubts are not without merit. The number and scope of educational reforms proposed by school leaders in Level 3 districts have increased the past year, and yet, some of the schools continue to perform poorly. The question now is whether the schools are making the necessary changes to improve.

“Do they really have the key to make a difference?” asked Dr. Tom Peterson, associate commissioner for the Kentucky Department of Education’s Office of Leadership and School Improvement.

“Many of the schools and districts that exceeded their goals during the 2000-2001 accountability cycle received scholastic audits. All but two showed improvement,” he explained. “It’s like they’ve been given a road map for improvement.”

The Impact of Scholastic Audits

• 20 of the 46 Level 3 schools had scores on the spring 2001 KCCT that exceeded their goals for the 2001-2002 accountability cycle. Those two schools missed beating their own baselines by less than two points.

• Scores at the improving schools averaged 7.6 points above their baselines, while those at the non-improving schools averaged 3.4 points. One school posted an improvement of 25.3 points.

• Of the 48 schools in this second-lowest scoring group, 41 posted improved mid-cycle scores. Twenty-eight of the Level 1 schools exceeded their goals for the 2001-2002 accountability cycle by an average of 10.4 points above their baselines, while those at the non-improving schools averaged 3.4 points. One school posted an improvement of 29.9 points.

• The 46 schools at this lowest-performing level showed improvement on Kentucky Core Content Tests (KCCT) administered in spring 2000.

• Each one received a scholastic review and recommendation process considered the school’s progress in meeting its goals. The schools represent 15 school districts.

• Twenty-eight of the Level 1 schools exceeded their goals for the 2001-2002 accountability cycle by an average of 10.4 points above their baselines, while those at the non-improving schools averaged 3.4 points. One school posted an improvement of 29.9 points.

• Forty-eight schools were in the second-lowest scoring group, Level 2.

• Forty-one of these schools posted improved mid-cycle scores; 22 exceeded their goals for the 2001-2002 accountability cycle.

• At Level 3: Fifty schools with index scores that were higher than their goals for the 2001-2002 accountability cycle exceeded their 2001-2002 accountability goals.

• At Level 2: Four schools with index scores that were higher than their goals for the 2001-2002 accountability cycle exceeded their 2001-2002 accountability goals.

• At Level 1: Thirty-two schools with index scores that were higher than their goals for the 2001-2002 accountability cycle exceeded their 2001-2002 accountability goals.

At Level 3:

• All 46 schools at this lowest-performing level at the end of the 1998-2000 accountability cycle received scholastic audits. All but three showed improvement on Kentucky Core Content Tests (KCCT) administered in spring 2000.

• Those schools began treating their students differently than before.

• Fifty schools were in the second-lowest scoring group, Level 2.

• Twenty-eight of the Level 1 schools exceeded their goals for the 2001-2002 accountability cycle by an average of 10.4 points above their baselines, while those at the non-improving schools averaged 3.4 points. One school posted an improvement of 29.9 points.

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• At Level 1: Thirty-two schools with index scores that were higher than their goals for the 2001-2002 accountability cycle exceeded their 2001-2002 accountability goals.

At Level 2:

• Of the schools in this second-lowest scoring group, 41 posted improved mid-cycle scores; 22 exceeded their goals for the 2001-2002 accountability cycle.

• Those in the improving schools averaged 7.6 points above their baselines, while those at the non-improving schools averaged 3.4 points. One school posted an improvement of 25.3 points.

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• At Level 1: Thirty-two schools with index scores that were higher than their goals for the 2001-2002 accountability cycle exceeded their 2001-2002 accountability goals.

At Level 1:

• All 50 schools in this highest-performing group at the end of the 1998-2000 accountability cycle scored above their goals for the 2001-2002 accountability cycle.

• Those schools received scholastic audits. All but one showed improvement on Kentucky Core Content Tests (KCCT) administered in spring 2000.

• Those schools implemented positive changes in their educational programs. The schools represent 15 school districts.

• Thirty-two of the 48 schools in this second-lowest scoring group showed improvement on Kentucky Core Content Tests (KCCT) administered in spring 2000.

• The 46 schools at this lowest-performing level showed improvement on Kentucky Core Content Tests (KCCT) administered in spring 2000.

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The schools represent 15 school districts.

For more information about the scholastic audit and review process, contact Tom Peterson at (502) 564-2116, or tpeterso@kde.state.ky.us. Audit and review documents are available on the Department of Education’s Web site at www.kentuckyschools.org/audit.

Work feature issues of Kentucky Teacher for reviews about new school reform action, and articles about the impact of the scholastic audit process on schools after receiving scholastic audit or review recommendation.

Photo by Rick McComb

No Bones About It!

Photograph courtesy of Frank Spradlin and Robert Lawrence County 8th-graders Maynard study an X-ray skeletal system. Their school after receiving scholastic audit or review recommendation.
Elementary, improved by 25.3!
Elementary, up by 9.4; and Oneida with a 15.1 gain; Burning Springs improvement; Goose Rock Elementary
examples include Big Creek district range from 3.6 to 25.3. Specific elementary schools in the state.
audit and review teams' year after taking action based on the whole. The districtwide approach to for every school and the district as a required a scholastic audit or review
Clay County district, for example, travels, I've come across several happens in school buildings. In my administrators as active instructional function. I'm talking about district although that is certainly an important
more we delve into factors contributing to school successes and support from the district level. The standards, posted on the district's role is emphasized by our important function of meeting the bills and setting policies to the all-
Indicators for School Improvement. The standards, posted on the department's Web site, are
3 (the lowest-scoring category) for any district with a school at Level
Testing System will require an audit. The standards, posted on the district's role is emphasized by our important function of meeting the bills and setting policies to the all-
Indicators for School Improvement.

given to emphasize key indicators that we have identified as “leverage points” factors that are common to all successful schools and processes, identifying what makes and what doesn't. What are we doing now to improve indicators that we have identified as “leverage points” factors that are common to all successful schools and processes, identifying what makes and what doesn't. What are we doing now to improve

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Can a school become proficient without a proficient district staff?
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The Kentucky Board of Education is acting now to ensure the standards necessary to assure funding for the next two years for programs that will help schools move students toward proficiency. Specifically, the

The commissioner is asking for $28.4 million to add another instructional day.

Continued on Page 3

Continued on Page 3
By DeVona Hickerson, Teacher, Spencer County Elementary

KRP—Those three letters will forever change the way I teach.

I am talking about the Kentucky Reading Project, which is a program designed to help teachers manage a balanced literacy program. It is absolutely the most beneficial professional development I have ever experienced! I learned so many new strategies. In three months, I now have several strategies that I can use in my classroom, which I am implementing this year.

I also needed to have a literacy action plan developed to incorporate those new strategies. The Kentucky Reading Project is designed to help teachers implement a balanced literacy program, and help students achieve success.

This project is a collaborative opportunity for educators to work with students at any grade level to help them achieve academic success. We are working toward helping our Kentucky's children.

There are extra incentives for participating in the KRP: graduate credit, stipend money, increased reading skills at all levels; increased achievement in reading and writing; increased network and social networking; and access to literary resources. The greatest gains first priority to elementary schools, which apply for three hours of graduate credit; support through continued professional knowledge. I recommend participating in the Kentucky Reading Project.

For direct assistance, contact Rene Matthews, reading consultant at the Kentucky Department of Education, at (502) 564-1211 or rmatthew@kde.state.ky.us. Details and applications will be available after Jan. 5, 2002, from principals, regional service centers, the Kentucky Department of Education, or online at www.kentuckyliteracy.org. Participating teachers receive several benefits, including a $350 stipend and approximately $200 books and teaching materials. Kentucky Reading Project: Visit www.kentuckyliteracy.org for details.

State Board

Kentucky Teacher 2002

www.kentuckyschools.org

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Three educators win unexpected honors—and unrestricted cash

It's not every day that unexpected visitors drop by to offer congratulations and a $25,000 spend-any-way-you-want prize.

That's why Oct. 17 was a red-letter day for three Kentucky educators: Kirk Lattimore at Crosby Middle School in Jefferson County, Karen Branham at Glasgow (Independent) High School, and Sheila Duncan at Boyd County High. On that day, Education Commissioner Gene Wilhoit and Milken Senior Vice President for Education Thomas Boysen came to their schools to announce that the three educators had won the Milken Family Foundation National Educator Award.

The national program gives recognition and cash rewards to elementary and secondary school teachers, principals and other education professionals. The foundation started giving the awards in 1987, and Kentucky joined the program in 1993. This year's awards, sometimes called the nation's “academy award” or “hall of fame,” went to 120 educators from 44 states.

At the Milken Family Foundation National Education Conference in Los Angeles next June, each winner will receive a check for $25,000. There are no restrictions on the use of the award.

For details about the Milken Family Foundation National Educator Award, contact Donna Melton at (502) 564-3421 or dmelton@kde.state.ky.us.

SHELLE DUNCAN
Spanish Teacher
Boyd County High School

• Eight years in the education profession
• Bachelor’s degree in social work and Spanish from Murray State University; master’s in secondary education from Morehead State University
• Kentucky School Boards Association Teacher of the Year, 2000
• Kentucky School Board Association’s “Advisory Board” of school boards across Kentucky that selects the 12 finalists who are the state’s “most outstanding teachers of the year” to compete for a slot in the national competition. Duncan was named Kentucky’s top teacher in this competition.
• Spanish instructor for Kentucky Virtual High School and Ashland Community College
• Kentucky School Boards Association PEAK Award, 1999 (for her work with AVID, a program to motivate at-risk students to recognize their own potential)
• Spanish instructor for Kentucky Virtual High School and Ashland Community College
• 1999 Boyd County High School Teacher of the Year, 2000 Boyd County Teacher of the Year (Secondary)

“Sheila makes a big difference in the lives of underachieving students. ... She works to motivate them. She teaches note taking, study skills and other things that will help them be successful. She is personally responsible for several students going to college who otherwise wouldn’t have even thought about it.”

James Harper, assistant superintendent of Boyd County Schools

KIRK LATTIMORE
Principal
Crosby Middle School

• Eight years in the education profession
• Bachelor’s degree in social work and Spanish from Murray State University; master’s in secondary education from Morehead State University
• Kentucky School Board Association Teacher of the Year, 1998
• Kentucky School Board Association’s “Advisory Board” of school boards across Kentucky that selects the 12 finalists who are the state’s “most outstanding teachers of the year” to compete for a slot in the national competition. Duncan was named Kentucky’s top teacher in this competition.
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“Kirk, through his innovative and engaging teaching styles, has earned the respect of his students, faculty, and his peers. He has helped to shape the minds of countless students.”

Glenn Baete, principal of Doss High School and Lattimore’s professional colleague

KAREN BRANHAM
Science Teacher
Glasgow (Independent) High School

• 17 years in the education profession
• Bachelor’s degree in physical education and science from University of California at Davis; master’s in secondary education from Western Kentucky University
• California League of Middle Schools’ Educator of the Year, 1993
• 1995 Kentucky Outstanding Teacher Award from the Kentucky Science Teachers Association
• One of five national Catalyst Award winners for innovation in science teaching from the Chemical Manufacturers Association, 1995

“Karen demonstrates excellence in teaching by making the subject matter fun and easy to learn. ... She also provides a clear understanding of the importance of science education and the potential of children.”

Tommy L. Elliott, principal of Glasgow High School

www.kentuckyschools.org
When teacher Linda Cannon wanted her entry-level primary students at the Kentucky School for the Deaf to learn about Africa, one of the first orders of business was vocabulary. Student David Gonzalez learned to sign “rhinoceros” on his way to discovering more about the land, animals, people and culture of Africa.

David and his classmates—each a potential member of Kentucky’s high school graduating class of 2014—also experienced a native African food tasting party and a demonstration of African music by a native of Togo, Africa. Kentucky Arts Council artist-in-residence Yolantha Pace is getting students involved in African art, music and dance. Lesson plans tie to social studies expectations 2.16, 2.17 and 2.19 outlined in the Program of Studies for Kentucky Schools. The program defines goals for a curriculum that matches Kentucky’s social studies requirements:

**Primary:** Students will recognize language, music, art, culture, food, literature and customs as elements of culture. They will use tools such as maps, globes, charts, graphs and compasses to understand surroundings.

**Grade 5:** Students will understand how culture in the United States has been influenced by languages, literature, art, music and behaviors of diverse groups. Students will examine social interactions among diverse groups.

**Grade 8:** Students will analyze social interactions among diverse groups in United States history. Students will explore reasons behind patterns of human settlement across the United States and modern-day differences in behavior.

**High School:** Students will explore how people and cultures of many countries, races and religious traditions have contributed to the American experience. Students will explore various belief systems, knowledge, social systems and technology and how they have influenced social interactions among diverse groups.

For more about what Kentucky students are learning, refer to “Program of Studies for Kentucky Schools.” The document is available free of charge online (go to www.kentuckyschools.org and select “Program of Studies”). It is also available for purchase from the KDE Bookstore. Select “Bookstore” on the department’s Web site or contact Windy Newton at (502) 564-3421 or wnewton@kde.state.ky.us.
Where can I learn to troubleshoot computer problems?

New to the 'Net Lesson 2.3

Have you ever been bewildered by computer jargon? Have you been unable to get technical help when you needed it? If so, you may benefit from learning a few basics for identifying and fixing a problem as quickly as you want it?

Step 1: Identify the problem

If your problem concerns the computer you are using, is it an Intel or a Macintosh? If your problem concerns other software, what product and version are you using? (Microsoft Exchange or Microsoft Outlook 97, 98 or 2000?)

Step 2: Identify symptoms

The more comfortable you become with technology, the more easily you can identify symptoms. The more comfortable you become with troubleshooting, the more comfortable you’re likely to become with technology. The more comfortable you are with technology, the more comfortable you’re likely to become with troubleshooting. Many sites on the World Wide Web offer online help with troubleshooting.

Step 3: Check your computer

• If your problem concerns the computer you are using (Intel or Macintosh), what operating system is it (Windows 95, Windows 98 or Windows 2000? If you are using a Mac, what is the “OS” number? (To find out, click under the Apple logo and select “About This Mac” on your desktop, pull down the menu item: “About This Mac” and select “More Info.”)

• If your problem concerns the software, what software are you using (Microsoft Office 97, 98 or 2000?)

• If your problem concerns the hardware, which hardware are you using (Dell or Gateway or Acer or HP or Sony or IBM)?

Step 4: Check for electrical connections

When you troubleshoot, check all electrical connections to be sure that electrical power is reaching the computer.

Step 5: Power your computer

• If you are using an Intel computer (or directly connected to the KETS network, make sure the green or amber light on the network device is on.

• If you are using a Macintosh, check the power-on extension (on the back of the computer) is plugged in.
What are children learning in Lawrence County classrooms?

Teachers spent many hours during the 2000-01 school year preparing course syllabi to deliver to parents at the beginning of the 2001-02 school year. Each syllabus gives parents a course description; an outline of what students need to know and be able to do by the time the course ends; a list of instructional materials; instructional strategies; course requirements; and an overview of how teachers evaluate student work. Here in Lawrence County, we think communicating student expectations to parents is a key to holding students to high standards.

Additionally, groups of content-area teachers representing all district schools used the first part of their summer to address curriculum transition issues: students moving from level to level, grade to grade and school to school. Keeping in mind how students demonstrate mastery of state and local standards in each course, teachers clarified each curriculum statement (primary through grade 12) in the Lawrence County curriculum.

Middle-level science teacher Rita Jane Shelton summed it up: “Once this phase of curriculum development is complete, the transitions will be smoother, and we will see progress in student achievement.”

For details about this district’s curriculum alignment process and the initiative for communicating with parents, contact Toni V. Armstrong at (606) 638-9671 or by e-mail through the KETS global list or tarmstro@lawrence.k12.ky.us.
In four districts, ‘Power Pact’ strategy gains 8th-graders a running start on planning ahead

By Joy Barr

Kentucky Department of Education

Parents to appreciate the Power Pact sessions. “I think the program is wonderful,” one parent said. “It’s a real positive and when schools work together, students are better served.”

Kentucky’s high school graduation requirements have changed.

Beginning with the Class of 2002, each Kentucky high school student must complete an Individual Graduation Plan (IGP). The four-year curricular plan specifically addresses career development and describes high school programs and courses that will help students meet graduation requirements. Students and their parents face a daunting challenge in planning for the four years needed to complete an IGP.

Parents want to see students graduate,” said Kathy Vockery, counselor at McNabb Middle School. “They want to have better prepared students who have a realistic goal of success.”

“Many students are not aware of the needs of the world,” said McNabb counselor Gay Warren. “When students agree to complete the IGP, they learn about their own needs and their capabilities.”

“Students also learn about their abilities and are challenged to reach their potential,” said Kathy Vockery.

“Students need to know where they are going. They need to have a plan,” said Vockery. “IGPs represent the goals and expectations of all the interested parties – the parents, students and teachers.”

IGPs are a vehicle for students to make informed career decisions that will provide a rich background for postsecondary education or career opportunities. The IGP is a dynamic process that changes as necessary.

IGPs: Individual Graduation Plans

By Karin R. Frick

Kentucky Department of Education

Madison students ‘MAP’ the future; Montgomery teachers help students consider career paths

By Faun S. Fishback

Kentucky Department of Education

For more information about GEAR UP contact the office of Dr. Gail D. Zulauf in 422 Loop in Columbus 422 Loop (606) 783-5351 or lcannady@meade.k12.ky.us. To find out more information about Power Pact, contact school counselor Maryellen Gelliott at Montgomery High School 400 S. Main St. Phone: 606-852-7530. To find out more information about MAP contact school counselor Gail D. Zulauf at Madison County High School. Phone: 606-852-7530. For more information about GEAR UP visit: www.kentuckyschools.org/oapd/hsreadiness.asp. For more information about Power Pact visit: www.kentuckyschools.org/oapd/powerpact.asp. For more information about MAP visit: www.kentuckyschools.org/oapd/map.asp.

For more information about GIAPs visit: www.kentuckyschools.org/oapd/hsreadiness.asp. For more information about IGPs visit: www.kentuckyschools.org/oapd/hsreadiness.asp. For more information about MAP visit: www.kentuckyschools.org/oapd/map.asp.
From Rest Stop to Launching Pad

The problems of America’s high school system go deeper than "senioritis" and require a comprehensive rethinking of all levels of education. So states, high school, and senior year need to be beefed up. The National Commission on the High School Senior Year urges the nation to "Invest in high-quality early childhood education," "Make a ‘college-preparatory-like’ curriculum the default learning track for all students," and "Establish more (and more rigorous) alternatives to the traditional classroom-centered senior year."

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Montgomery students have a farm, ee-i-ee-i-o!

With a moo-moo here and a neigh-neigh there, this district makes ‘field experience’ a daily event

By Joy Barr
Kentucky Department of Education

The autumn sun was shining, the air was crisp and the leaves were changing color. In that postcard setting, students from Montgomery County High School, in the small town of Monterey, Kentucky, were enjoying a big farm before the school bell rang.

Their classroom was the Chenault Agricultural Center, a farm about two miles down the road from Montgomery County High School. This agricultural learning facility gives students hands-on experience working on a farm. The school district developed the center to serve as a learning resource for all grade levels.

In 1997, the district used trust fund proceeds to buy a 174-acre farm. Eventually, the high school’s agriculture department at the high school. Farm components at the building, the agriculture center, became open to the community as a learning resource for all grade levels in the county.

For more information about the Montgomery County High School’s Agriculture Department and the Chenault Agricultural Center, contact Joe Myers at (859) 585-0150 or jmyers@montgomery.k12.ky.us (or through the KETS global list). 1050 or jmyers@montgomery.k12.ky.us

The potential appears to be unlimited as the center enables area students to learn about farm production, nursery, dairy production, beef production, wheat production, soybean production, and corn production. Area production and local agribusiness professionals are assisting the school district in developing the center.

Students at the Chenault Agricultural Center are learning about farm safety, land judging, animal husbandry, labor laws, farm management, hay production, wheat production, tobacco production, nursery production, and vegetable gardening. A practicing veterinarian went to the center to teach about artificial insemination, embryo transplantation, and other veterinary skills. They have seen the birth of a calf. They have discovered how to estimate the age of a horse. They have learned about pollination, seed production, growing crops such as tobacco and tobacco.

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Most teachers will tell you that the most frustrating situation they face is knowing that a student can succeed but doesn’t. For many of these students, getting off to a good start at a critical time can make the difference. That’s the idea behind the Freshman Academy at Franklin County’s Western Hills High School.

“Our freshman retention rate was just way too high,” said counselor Greg Roush, referring to the number of freshmen who did not move on to the sophomore year. Roush and others at Western Hills knew something had to be done to help these students succeed.

Working on a committee with other teachers and parents, Roush investigated programs in other schools. “We visited Henry County and Oldham County to see what they were doing and talked to people from other schools,” Roush said.

What the committee brought to the school-based decision making council was a program that combined several ideas that committee members thought would work at Western Hills. “Some of the things we saw just weren’t possible because of space and time constraints,” Roush explained. “What we came up with was something we thought we could do and would make a difference for the students.”

The first step was to identify the students who would qualify as candidates for the Freshman Academy. Roush turned to Bondurant Middle School counselor Kate Higgs for help. “We were looking for students who had shown they were capable of academic success but, for whatever reason, hadn’t done well,” Higgs explained. “Many of these students had shown potential but didn’t make the grade.”

Once Roush had a list of candidates, his next step was to contact parents and find out if there was interest in the program. “I didn’t have a single parent tell me no,” he said. “They all thought the academy would help their children make it through the freshman year.”

The students in the academy are a mix of students who did well in middle school but became problems in the classroom, students who chose to remain in the program instead of students moving from class to class, teachers whose students to whom they had shown they were capable of academic success but, for whatever reason, hadn’t done well, and students who would make it through the school year. “We do what we can for these students,” Roush said.

One of these students is Dustie Standifur, who came to the academy because she needed to take a second semester of English to graduate. “I’m glad my teacher recommended the academy,” she said. “I really needed to succeed.”

The students in the academy spend their school days together, all taking the same courses at the same times. Instead of the students moving from class to class, the teachers come to the academy. During the second semester, Roush said, the students’ school days became important for the academic success of the students. “Most of these kids come to get up and move around a lot. That would be very disruptive in a regular classroom.”

“The approach is teaching here is a little different,” explained Janet Alberson, who teaches English at the academy. “We have a relaxed atmosphere in the academy, because it’s a smaller class size—only eight students for more one-on-one teaching.”

Another difference in the academy is the academic courses the students take. “Some of the courses are taught differently than in the regular classroom,” Roush said. “Loreen Shade and Bryan Edwards, two of our math teachers, work with character education and how to be academically successful.”

“Most of these kids don’t like to change in the class,” Roush said. “We try to get each kid off to a good start.”

A good start is exactly what these academy students need, said Ray Jackson, the district’s executive director of secondary curriculum and instruction. “This project really has shown the most students who drop out of high school and trouble making the transition to high school.”

Study after study has shown that most students who drop out of high school had trouble making the transition to high school. “We get these kids in middle school, but have trouble getting them to high school. By helping these kids learn the start, we’re increasing the chances that they’ll graduate.”

Hope Broughton, Cheryl Sexton and Dustie Standifur complete a writing assignment at Western Hills High School in Franklin County. The three are among 18 students participating in the school’s Freshman Academy, a program designed to lower 9th-grade retention rates and increase the chances that capable but formerly underachieving students will stay in school and graduate.
Showcases will preview instructional resources

A series of showcases from December through February will give Kentucky educators an opportunity to preview state-recommended instructional resources and supplementary instructional resources. Representatives of educational publishers will display their printed and electronic products in science and social studies content areas.

District textbook coordinators may attend 30-minute regional meetings in conjunction with some showcases. The showcase schedule includes these 2001-2002 dates and locations:

- Nov. 14 – Jamestown Middle School, Mayfield, 4-6:30 p.m. EST
- Nov. 15 – Hopkins County Central High School, New Harmony, 4-6:30 p.m. EST
- Nov. 29 – Brandenburg High School, Brandenburg, 4-6:30 p.m. EST
- Dec. 10 – Christian County High School, Hopkinsville, 4-6:30 p.m. EST
- Jan. 7 – Russell County High School, Corbin, 4-6:30 p.m. EST
- Jan. 15 – West Jessamine High School, Danville, 4-6:30 p.m. EST
- Jan. 22 – Rockcastle County High School, Cariri, 4-6:30 p.m. EST
- Jan. 28 – Nelson County High School, Bardstown, 4-6:30 p.m. EST
- Jan. 30 – Johnson Central High School, Paintsville, 4-6:30 p.m. EST
- Feb. 1 – Rowan County High School, Morehead, 4-6:30 p.m. EST
- Feb. 5 – Nelson County High School, Bardstown, 4-6:30 p.m. EST
- Feb. 7 – Tates Creek High School, Lexington, 4-6:30 p.m. EST
- Feb. 12 – River Ridge Elementary School, Villa Hills, 4-6:30 p.m. EST
- Feb. 20 – Pulaski County High School, Somerset, 4-6:30 p.m. EST
- Feb. 21 – Lynn Camp High School, Barbourville, 4-6:30 p.m. EST
- Feb. 25 – Hazard Community College, Hazard, 4-6:30 p.m. EST
- Feb. 26 – Pike County Central High School, Pikeville, 4-6:30 p.m. EST
- Mar. 14 – Daviess County Central High School, Owensboro, 4-6:30 p.m. EST
- Mar. 21 – Meade County High School, Brandenburg, 4-6:30 p.m. EST
- Mar. 25 – Maini County High School, Clarkson, 4-6:30 p.m. EST
- Apr. 1 – Warren County High School, Greenville, 4-6:30 p.m. EST
- Apr. 4 – Hardin County Central High School, Elizabethtown, 4-6:30 p.m. EST
- Apr. 11 – Todd County High School, Russellville, 4-6:30 p.m. EST
- Apr. 18 – Perry County Central High School, Stanford, 4-6:30 p.m. EST
- Apr. 22 – Casey County High School, Paris, 4-6:30 p.m. EST
- Apr. 25 – Southwestern High School, Cariri, 4-6:30 p.m. EST
- Apr. 29 – Barren County High School, Lebanon, 4-6:30 p.m. EST
- May 3 – Christian County High School, Hopkinsville, 4-6:30 p.m. EST

For more information, contact Martha R. Francis at (502) 564-7056 or mfrancis@kde.state.ky.us.
Science Center reaches students statewide

The Louisville Science Center is full of exhibits and hands-on activities that not all student groups can get to. Underway now for the center’s third year is a $10,000 exhibit that focuses on endangered primates.

Construction of the new exhibit and the human training required to care for the猩猩s in west Equatorial Africa. Students can also learn about the design and construction of the new exhibit and the human training required to care for the endangered primates.

“Kids and Conservation Program” helps teachers buy materials

According to national sources, teachers spend an average of $408 out-of-pocket per year for materials they want their students to have at school. The Adopt-A-Classroom program allows teachers to adopt classrooms as “adopters,” preferably those geographically close to the center, this non-profit institution offers educational programs originating from the center's construction. Fees range from $10 to $4,600, and the center provides information on how school districts can develop partnerships and small admission fees.

The center provides a technician to help educators train teachers and volunteers to be maximum benefit and graphic panels from the center's construction. Fees range from $10 to $4,600, and the center provides information on how school districts can develop partnerships and small admission fees.

For more information, visit www.adoptaclassroom.com on the Internet or phone (305) 674-4470; fax (305) 674-0665; info@adoptaclassroom.com.

To participate in Adopt-A-Classroom, a teacher must meet the following eligibility requirements:

• Must be a licensed teacher (not a substitute).
• Must teach at a U.S. public school established before Aug. 15, 2001;
• Must have a valid e-mail address.
• Must have a valid e-mail address.

Because the program receives support from foundations, businesses and individuals, the adopted classrooms get the full purchase power of $500 tax-deductible contributions, even specifying which classroom they choose. The program has received commitments to individual business “adopters,” probably those geographically close to the center.

The new exhibit will feature natural habitats of the four different species of primates. The exhibit will allow teachers to bring the students and make learning fun and affordable. This exhibit was created by the Center for Environmental Education and Research.

The exhibit will open on May 23, 2002, and will include endangered species from Africa, Asia, Australia, and South America.

For more information, visit www.adoptaclassroom.com on the Internet or phone (305) 674-4470; fax (305) 674-0665; info@adoptaclassroom.com.

The Halls of Learning

Sign up by Jan. 15 for the zoo’s Kids and Conservation Program

The Louisville Zoo’s Kids and Conservation Program is open for the first time for kids ages 6-12 who want to join in the fun. Students will learn about the importance of conservation and protection for endangered species.

The program will start on Jan. 23 and run through May 23, 2002. It includes two sessions at the zoo, each lasting for three weeks.

For more information, call the Louisville Zoo at (502) 426-0148, extension 6009.
The Bulletin Board

By Joy Barr
Department of Education

The Bulletin Board

Redesign makes USDE’s Web site easier to use

The U.S. Department of Education has redesigned its Web site to make it available and understandable to everyone. To view the new site, go to www.ed.gov.

Web site helps teach nutrition

The Food and Nutrition Information Center of the National Agricultural Library has a Web site for teachers to use in teaching nutrition. The site contains current information on the connection between nutrition and learning plus activities and ideas for science fair projects. Visit www.nal.usda.gov/fnic.

Training available on integrating economics into the classroom

The Kentucky Council on Economic Education offers schools a six-hour staff development classroom-based program that teaches how to integrate economics into the school curriculum. The program's three sessions cover understanding and teaching grade-appropriate economic concepts, high-quality K-12 curriculum, and consolidated planning strategies. For more information, contact Jan Mester at the Kentucky Council on Economic Education at jan@econky.win.net.

Department offers new WebQuest on flag etiquette

The recent surge of patriotism underscores the value of knowing the proper way to display the American flag. The Kentucky Department of Education has posted a new WebQuest resource teachers and students can use to discover facts about flag etiquette.

To use the WebQuests, contact the author at the Kentucky Department of Education at education.ky.gov.
ON THEIR WAY – Freddy and Kennedy Burch enjoy the fall color s as they walk past the grounds of Liberty Hall, a historic house museum in Frankfort. Freddy and Kennedy, who attend Franklin County’s Hearn Elementary, are among more than 630,000 students enrolled in Kentucky public K-12 schools this year.

"I know that teachers and schools cannot achieve this goal [of proficiency and beyond] on their own. They must have leadership and support from the district level. The more we delve into factors contributing to school successes and failures, the more we recognize how district-level actions – and inactions – contribute to school performance."

Education Commissioner Gene Wilhoit, on the importance of district-level administrators as instructional leaders. See Page 2.