

The State of School Psychology In Kentucky - 2010

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Introduction

This report was compiled to serve as a resource for school psychologists as to the state of the profession in Kentucky in 2010. The goal of this report is four-fold. First, this data can be used by school psychologists in Kentucky to advocate for better pay, better student to school psychologist ratios, and to have a clearer picture of the state of school psychologists in their region. Second, KAPS can use the information as a needs assessment that will make the organization better aware of needs and also serve as a guide for future advocacy. Third, students who are training to be school psychologists will find the report useful as it gives the clearest picture yet of the typical school psychologist’s job duties, salary, and certification issues. Fourth, school psychologists who are moving into Kentucky can get a better idea of who to contact for certification and where most school psychologists work.

The primary data source for the report was a survey of 171 school psychologists who responded to an online survey in late 2010. The survey focuses on topics such as years of experience, licensing and certification, salary levels, qualifications and classification criteria, percentage of time spent performing activities, professional organization membership, and the Response to Intervention service delivery model. The data collected was broken down into both state and regional numbers. The table below shows participation rates based on KAPS membership and according to region (see Table 1). Other sources of information came from National Association of School Psychologists (NASP), Kentucky Department of Education, and state universities. Limitations are noted at the end of the report.

Table 1: KAPS Survey Breakdown by Regions

KAPS Regions	Members Responding to KAPS Survey	KAPS Members in Regions	Percentage of KAPS Members Responding to Survey
WKEC	21	21	100
CESC	6	22	27.3
Jefferson	21	33	63.6
NKCES	17	23	73.9
CKSEC	25	45	55.6
UCSEC	10	13	76.9
Big East/KVEC*	12	11	109.1**
WTEC	12	14	85.7
OVEC-ECS	16	22	72.7
RRSEC	16	19	84.2
Total	171	223	76.7

*The Big East Cooperative and Kentucky Valley Cooperative were combined.

**One respondent must have incorrectly identified him/herself as part of the Big East/KVEC Cooperative.

I hope that everyone finds some benefit to this report.

Sincerely,
 Dan Florell, Ph.D., NCSP
 KAPS Online Communications Chairperson, 2010-2011

Training to be a School Psychologist

In order to become a school psychologist, a graduate degree in school psychology is required. There are two degrees, Specialist and Doctoral, which qualify. The typical entry level of education for a school psychologist is the Specialist degree. A Specialist degree requires three years of graduate education which includes a yearlong school-based internship. Kentucky has three universities which offer this type of training. The Doctoral degree typically runs from four to seven years and includes a yearlong internship. The University of Kentucky is the only institution in Kentucky that offers a doctoral degree in school psychology. Another way to practice as a school psychologist is to have a Master's degree and attend a certification program, such as the one offered at Murray State University.

School Psychology Training Programs in Kentucky

The state of Kentucky has four school psychology training programs which include Eastern Kentucky University, Western Kentucky University, University of Kentucky, and Murray State University. Below is a brief description of the four school psychology training programs in the state and their contact information according to their websites.

Eastern Kentucky University:

Eastern Kentucky University (EKU) is located in Richmond, Kentucky. The School Psychology Program at EKU is designed to prepare professional psychologists to effectively meet the diverse psychological and educational needs of children. The program is typically completed in two (2) calendar years - plus a year's internship (71 total credit hours). This program meets the eligibility requirements for taking the Kentucky school psychology certification examination and has full National Council for Accreditation in Teacher Education (NCATE)/ National Association of School Psychologists (NASP) accreditation. The School Psychology Program at EKU offers a Specialist Degree in Psychology (Psy. S. Degree). Dr. Andrea Strait is the coordinator of the School Psychology Program at EKU. More information about the School Psychology Program at EKU can be obtained at their website: <http://www.psychology.eku.edu/school-psychology-program>.

Western Kentucky University:

Western Kentucky University (WKU) is located in Bowling Green, Kentucky. The School Psychology Program at WKU is fully approved by the National Association of School Psychologists (NASP). The program contains a total of 75 graduate hours which consist of lecture courses, practica, an internship, and a specialist project. All courses required by this program are designed to fulfill certification requirements as set forth by the Kentucky Department of Education and accreditation requirements as specified by NASP and NCATE. The School Psychology Program at WKU offers a Specialist in Education (Ed. S. Degree). Dr. Carl Myers is the coordinator of the School Psychology Program at WKU. More information about the School Psychology Program at WKU can be found at their website: http://www.wku.edu/psychology/programs/graduate/eds_school/index.php.

University of Kentucky:

The University of Kentucky is located in Lexington, Kentucky. The School Psychology programs are offered in the Department of Educational and Counseling Psychology within the College of Education. An Educational Specialist program and a Doctoral Program are offered at UK.

Educational Specialist Program:

The Educational Specialist program is a three-year program with two years of coursework on campus and a yearlong internship. In the Ed.S. Program, students typically earn a Master of Science (MS) Degree after the first year of coursework. Students with a master's degree may transfer in credit, but they must meet the same overall requirements. The Ed. S. program is fully accredited by NASP and NCATE. Graduates of the Ed.S. program are eligible for certification as a school psychologist in the state of Kentucky and should meet certification standards in most other states. Program completion also partially fulfills requirements for certification as a Psychological Associate by the Kentucky Board of Examiners of Psychology.

Doctoral Program:

The Doctoral program in its entirety represents approximately a five-year course of study, including a yearlong internship. Students are accepted into this program at the bachelor's, master's, and specialist levels. The first two years of the Ph.D. program roughly parallel the specialist program and students without an advanced degree also typically earn a MS degree after the first year of the program. The Ph.D. program is fully accredited by the American Psychological Association (APA) and NASP. The doctoral program also yields school psychology certification and is designed to qualify graduates for licensure as a psychologist. More information about the School Psychology Programs at UK can be obtained at their website: <http://www.uky.edu/Education/NCATE/progmesspp.html>.

Murray State University:

Murray State University (MSU) is located in Murray, Kentucky. MSU offers a School Psychology 6th Year Certification (P – 12, Rank I) Program within the College of Education. The Certification Program in School Psychology provides a provisional certificate for students after successful completion of 51 semester-hours of coursework and a passing score on the PRAXIS Specialty Area examination in School Psychology. Graduation from the program with standard certification is obtained after a 12 semester-hour internship of at least one academic year (1200 clock hours) of supervised experience, of which at least 600 hours are completed in a school setting. Applicants must have a Master's degree in a related field to enter the program. MSU also offers an Ed.S. degree that consists of 66 credit hours for student coming in with an undergraduate degree in a related field. Dr. Marty Dunham is the Coordinator for the program. More information about the Certification Program in School Psychology at Murray State can be found at this website:

<http://www.murraystate.edu/Academics/CollegesDepartments/CollegeOfEducation/EducationalStudiesLeadershipandCounseling/SchoolPsychology1.aspx>.

Practicing as a School Psychologist in Kentucky

This section will review the procedure a school psychologist needs to go through to become certified to practice in the state of Kentucky. It explains the two methods of meeting certification requirement through the national certification route or the state route. There is information on where to go to get the certification information and what the difference is between certification and licensure. The information was provided by the Kentucky Department of Education, Kentucky Board of Psychology, and NASP.

Certification

For school psychologists to practice in Kentucky schools, they must receive certification from the Department of Education. There are two types of certifications for school psychologists. The first type is a *provisional certification* which is provided to individuals on internship who complete their graduate coursework (at least 48-semester hours of graduate credit) and a minimum score of 161 on PRAXIS Series II exam. Individuals must also have a job offer in Kentucky to receive this type of certification. For more information, visit the following website: <http://www.ets.org/praxis/ky/requirements/>.

The second type of certification is the *standard certificate* which is issued for 5-year periods after the completion of internship and must be renewed every 5 years. People who have completed all university requirements including the internship hours and the PRAXIS Series II exam, may apply for the five-year standard certificate for school psychologist. Individuals holding the National Certification for School Psychologists (NCSP) from NASP meet all state requirements for certification (see NCSP section below for more details). A minimum score of 165 on PRAXIS Series II is required for national certification.

The TC-1 application form is used for both types of certification. It is available at www.kyepsb.net Click on Certification, then on Certification Applications, highlight and print TC-1. Read the form and follow its instructions.

Renewal of the *standard certificate* requires completion of *three* years of school psychologist experience and 72 hours of professional development or *six* semester hours of graduate credit.

Further questions regarding certification can be found at the Kentucky Department of Education website at <http://www.kde.state.ky.us/> .

National Certified School Psychologist (NCSP)

NASP has credentialed qualified school psychologists through its NCSP program since 1988. Presently, 30 states including Kentucky use the NCSP as part of their standard for certification.

According to the KAPS survey data, 35.8% are Nationally Certified School Psychologists (NCSP). Twenty-four percent (24.5%) of school psychologists report that NCSP is recognized in their district.

In order to become an NCSP, go to the NASP Website and find instructions on becoming an NCSP (http://www.nasponline.org/certification/becoming_NCSP.aspx) and the application process.

NCSP Certification Standards Overview

Coursework Requirement: Completion of a 60 graduate semester/90 quarter hours of study through an organized program of study that is officially titled "School Psychology." At least 54 graduate semester/81 graduate quarter hours must have been exclusive of credit for the supervised internship experience.

Internship: Successful completion of a 1200-hour internship in school psychology, of which at least 600 hours must be in a school setting. The internship must be recognized through institutional (transcript) documentation.

Examination: Applicants must achieve a passing score (165) on the National School Psychology Examination administered by the Educational Testing Service. Test scores remain valid for nine (9) years after the test. Test scores older than nine (9) years are considered expired and would require the re-taking of the examination. The School Psychologist test, code 10401, is administered through the Praxis Series of Educational Testing Service.

There are a couple of study guides available for the examination. ETS's *Tests at a Glance* contains content outlines, sample questions with rationale for the best answers, and test-taking strategies. For more information, visit <http://www.ets.org/praxis/prepare/materials/0401>. The other is Peter Thompson's *The School Psychology Licensure Exam Guide* (2004).

Renewing NCSP

The NCSP must be renewed every three years with 75 hours of continuing professional development (CPD) activities. The hours are contact hours and there are a variety of ways to earn these hours. Detailed information is listed in the certification renewal packet. It is expected that school psychologists will enhance their skills in a variety of areas. Although activities covering specific skill areas are not required for the NCSP renewal, expanding one's knowledge in less familiar areas is an important aspect of professional growth. Continuing professional development should involve a variety of learning activities covering a wide range of topics. One way to ensure effective use of continuing education opportunities is to take the NASP self-assessment survey based on *Model for Comprehensive and Integrated School Psychological Services*.

The survey is at: <http://www.nasponline.org/standards/survey/self-assessment-intro.aspx>

Scope of Practice and Title Protection for School Psychologists in Kentucky:

There are frequently questions regarding the scope of practice for certified school psychologists. The Educational Professional Standards Board writes, "School psychologists, certified by the state Department of Education, are restricted to practice in the schools (cannot be independent contractors) and cannot use title "school psychologist" outside of employment".

If school psychologists are interested in working outside of a school system, they must become licensed by the Board of Psychology.

Licensing

There are three levels of licenses available in Kentucky dependent upon the type of graduate degree that is held and the level of performance on the Examination for Professional Practice of Psychology (EPPP). More information on the EPPP can be found at the Association of State and Provincial Psychology Boards (<http://www.asppb.net>).

1. Psychological Associate - requires 600 hours of supervised experience and passing score of 400 on EPPP. Requires supervision by a licensed psychologist.
2. Psychological Practitioner - requires master's degree plus an additional 16 graduate hours in psychology, 5 years full-time supervised experience as a Psychological Associate, and passing score of 500 on EPPP. No supervision required.
3. Psychologist - requires doctoral degree, 2 years supervised experience by a licensed psychologist (1 year, 2000 hours pre-doctoral and 1 year, 1800 hour post-doctoral), and passing score of 500 on EPPP.

In the KAPS survey, 18.4% of school psychologists indicate they are licensed psychologists. This number is likely inflated as respondents often confuse licensure with certification. The likely number of school psychologists that are licensed psychologists is much less.

Renewal of the *psychological license* requires documenting the completion of at least 39 continuing education hours approved by the board within each three (3) year renewal period. The continuing education shall: (a) provide specific content planned and evaluated to improve the credential holder's professional competence; (b) make possible the acquisition of new skills and knowledge required to maintain competence; (c) strengthen the habits of critical inquiry and balanced judgment; and (d) include a minimum of three (3) hours in either ethical practice or risk management. A licensed psychologist who provides supervision shall include as part of the 39 hours of continuing education a minimum of three (3) continuing education hours in the area of supervision theory or techniques.

Further information regarding psychological licensure can be found at the *Psychology Licensing Board* website at <http://psy.ky.gov/> or contacted by phone at (502) 564-3296, ext. 225.

The Job of a School Psychologist

Job description

In a review of the literature, Fagan and Wise (2000) reported that school psychologists reported spending 52-55% of their time in psycho-educational assessment, 21-26% in interventions (e.g., counseling and remediation), 19-22% in consultation, and 1-2% in research and evaluation.

On the KAPS 2005 Survey, Kentucky school psychologists reported that they spent the least amount of time in the area of Medicaid billing and the most amount of time in the area of assessment. School psychologists reported spending 1.1% of time in Medicaid billing, 2.4% in supervision of practicum/intern students, 3.2% in research/creating professional development, and 5.7% in counseling. School psychologists also reported spending 8.8% of time in teacher/student assistance team meetings, 10.3% in intervention/ behavior management, and 10.5% of time in consultation (see Table 2).

Table 2: KAPS Survey Percentages of Time Spent in Activities in 2005:

Activity (n = 120)	Percentage of Time Spent
Medicaid billing	1.1%
Supervision of practicum/intern students	2.4%
Research/creating professional development	3.2%
Counseling	5.7%
Teacher/student assistance team meetings	8.8%
Intervention/behavior management	10.3%
Consultation	10.5%
Assessment	60.5%

*percentages in this section may not add up to 100% due to individual self reports of time often adding up to over 100%

On the KAPS 2010 Survey, Kentucky school psychologists reported that they spent the least amount of time in the area of supervision and the most amount of time in the area of assessment. School psychologists reported spending 0.8% in supervision of practicum/intern students, 4.5% in research/creating professional development, and 5.8% in counseling. School psychologists also reported spending 9.1% of time in teacher/student assistance team meetings, 9.4% in intervention/ behavior management, and 13.8% of time in consultation (see Table 3).

On average, school psychologists reported spending the greatest amount of time in assessment, which includes testing, gathering records, and writing reports, with 56.7% of the time spent in assessment duties. This compares significantly higher than the 47% reported nationally in 2010 (Castillo et al., 2011). However, the reported percentage of time spent in assessment in Kentucky from 2005 to 2010 has decreased by 3.8%. This reflects a change in the role of Kentucky school psychologists who filled traditional assessment roles in the schools. This change is likely due to the emphasis on Response to Intervention (RTI) models that have been encouraged since 2004 as part of the IDEA reauthorization. RTI emphasizes a more consultative role and this is seen with time spent in consultation increasing 3.3% in the past five years.

Furthermore, 41% of school psychologists reported that their school districts employ diagnosticians to aid in the assessment process. School psychologists in the state report a mean of 79.3 (median of 80) assessment cases per academic year. This continues to be substantially more assessments than reported nationally in 2010 (60.6 cases). School psychologists in the state also report attending a mean of 108.1 (median of 100) ARC meetings per academic year.

Table 3: KAPS Survey Percentages of Time Spent in Activities in 2010:

Activity (n = 171)	Percentage of Time Spent
Supervision of practicum/intern students	0.8%
Research/creating professional development	4.5%
Counseling	5.8%
Teacher/student assistance team meetings	9.1%
Intervention/behavior management	9.4%
Consultation	13.8%
Assessment	56.7%

*percentages in this section may not add up to 100% due to individual self reports of time often adding up to over 100% *Medicaid billing was not addressed in the 2010 survey

The NASP 2010 Membership Survey had slightly different categories from those used in the KAPS Survey. However, the time spent on the activities mirrored those indicated by KAPS members. The main activity of school psychologists nationally was initial special education evaluations and re-evaluations (47%). Consultation regarding students (10.44%) and organizations (5.84%) was the second most frequently occurring activity. Participation in special education focused teams (11.37%) and general education problem solving teams (8.14%) were the next most common activities. Individual (5.75%) and group (3.06%) counseling occurred less frequently. The least frequent activities included in-service training for school staff (2.79%) and presentations for parents (.76%).

The changes in time spent on various activities in Kentucky mirrors what is happening nationally as the full implementation of RTI in the schools is being felt. It is likely that this change will continue to lessen the assessment role for school psychologists as they see more time spent on consultation.

What School Psychologists Get Paid

Salary Ranges

Salaries appear to range widely as a function of length of contract, experience, teacher versus non-teacher pay schedules, and degree level. There is not typically a large difference between Specialist (Ed.S and Psy. S) and doctoral-level salary schedules. Starting salaries for a beginning school psychologist range from \$25,000 to \$45,000.

Salaries have increased over the past decade across the state. The 2005 KAPS Survey of KAPS member (n = 106) reported a mean salary of \$45,108. In 2010, KAPS members (n=156) reported a mean salary of \$57,487 or \$291.41 per day. This appears to be a 21.6% increase in salary over the last five years. However, this large increase in salary is likely due to the fact that the 2005 survey included a significant number of interns who typically earn less than school psychologists who are fully certified. This data compares to school psychologists nationally reporting a mean salary of \$56,262 in 2005 and \$64,168 (\$356.49 per day) in 2010 based on a 180-day contract (2005 & 2010 NASP Membership Survey).

Pay Rank and Classification

Kentucky school psychologists were surveyed by KAPS on information regarding contract length, classification, and pay scales according to districts. Fifty-five percent of school psychologists report being classified as administrators in their district, and 41.4% report that school psychologists in their district receive administrator pay.

Only 27.7% of Kentucky school psychologists report that there is recognition in the pay schedule of their district for the Specialist degree, while 90% report that the pay scale for their district is based on Master's +30 credit hours. Also, 50% of school psychologists reported that there is recognition in the pay schedule of the doctoral degree.

Eighty percent (80%) of school psychologists in the state report that extended days are offered in their districts and the average number of extended days worked is 15.7. The typical school psychologist is contracted to work an average of 197.6 days (median of 187).

The Grass is Greener - Cost of Living Index Comparisons:

Though Kentucky salaries tend to appear lower than those of other surrounding states, the cost of living can be an unaccounted factor. The following cost of living comparisons were calculated by using a salary calculator found on the following website:

<http://cgi.money.cnn.com/tools/costofliving/costofliving.html>. The cities used for the cost of living in Table 4 were selected based on the cities in that state that were available for comparison. The cost of living for each of the selected cities was compared to a city in each of the seven states surrounding Kentucky. The cost of living for each of the selected cities was also compared to New York City and Sacramento, California. The money amount used in the cost of living comparison is the mean salary amount reported in the KAPS survey for each of the selected regions. For example, Warren County is part of the Caveland Educational Support Center (CESC) and the mean salary amount as reported by school psychologists in the districts of CESC is \$49,760. According to the salary calculator, \$49,760 in Bowling Green, KY is equivalent to \$50,858 in Charleston, WV. Therefore, in order to have the same quality of living in each of

these areas, a school psychologist’s salary in Charleston would have to be higher than in Bowling Green, KY.

Table 4: Cost of Living Comparison of Cities in Kentucky to Cities in Other States:

<i>Salary Amount</i>	CESC (Warren County)— \$49,760.00 Bowling Green	Jefferson (Jefferson County)— \$75,088.71 Louisville	NKCES (Kenton County)— \$56,908.35 Covington	CKSEC (Fayette County)— \$55,992.86 Lexington
Fort Wayne, IN	51,792	80,831	61,121	56,897
Dayton, OH	50,199	78,345	59,241	55,147
Charleston, WV	50,858	79,373	60,019	55,871
Richmond, VA	57,339	89,488	67,667	62,991
Nashville, TN	48,826	76,202	57,620	53,638
St. Louis, MO	49,650	77,488	58,593	54,543
Peoria, IL	52,835	82,459	62,352	58,043
<i>Sacramento, CA</i>	63,765	99,517	75,250	70,050
<i>Manhattan, NY</i>	118,852	185,491	140,260	130,567

Average Salary by Region

The average salary is impacted by the region the school psychologist is employed. The highest salaries are in Louisville and the far eastern portion of the state (see Table 5).

Table 5: Average Salary by Region* (KAPS 2010 Survey)

Region	Mean Salary Amount
WKEC (n=21)	\$51,207.95
CESC (n=6)	\$49,760.00
Jefferson (n=21)	\$75,088.71
NKCES (n=17)	\$56,908.35
CKSEC (n=25)	\$55,992.86
UCSEC (n=10)	\$55,558.10
Big East (n=6)	\$56,584.67
KVEC (n=6)	\$59,002.00
WTEC (n=12)	\$54,772.73
OVEC (n=16)	\$53,017.93
RRSEC (n=16)	\$55,961.85

* see Table of Contents for special education co-operative region names

KAPS Membership in Other Professional Organizations

According to the KAPS survey, many of the school psychologists surveyed (n = 171) reported that they belong to professional organizations in addition to KAPS. Some of the other professional organizations that KAPS members reported membership in included: 73.3% in the National Association of School Psychologists (NASP), 3.5% in the American Psychological Association (APA), 10.5% in the Kentucky Psychological Association (KPA), 10.5% in the Kentucky Association of School Administrators (KASA), and 37.7% in other organizations. Some brief information about other Kentucky organizations is included below.

The Kentucky Psychological Association (KPA) has represented the interests of psychologists in the Commonwealth of Kentucky since 1932. Members include doctoral and master's level psychologists with a variety of training experiences and work placements. Activities of Kentucky Psychologists include: university based research and teaching; provision of direct clinical services in private practice or within community care centers; work in psychiatric hospitals and medical centers; consultations to government agencies and the business sector; and, the provision of expert testimony in the legal system. More information about KPA can be found at their website: <http://www.kpa.org/>.

The Kentucky Association of School Administrators (KASA) is an organization dedicated to serving school administrators throughout Kentucky through advocacy, professional development, research and leadership. The main focus of KASA is on the continuous improvement of education through professional development of strong leaders, advocacy for the welfare of children, and effective participation in shaping education policy. More information about KASA can be found at their website: <http://www.kasa.org/>.

Location of School Psychologists in Kentucky

School psychologists' job descriptions are often dictated by the type of setting the district is located in. KAPS members reported that most are employed rural (42.7%) or mixed (21.6%) settings while fewer work in urban (18.7%) or suburban (9.9%) setting. Nationally, NASP members indicated that more school psychologists work in suburban (43.4%) and urban (26.5%) settings with fewer working in rural (24%) or combination (6.1%) settings (Castillo et al., 2011). The different setting locations can have a significant impact on the description of job practice as more rural settings typically lack resources that are available in urban and suburban areas.

The distribution of school psychologists around the state has been relatively consistent over the past five years. School psychologists tend to be concentrated in the central portion of the state while the far eastern and western portions of the state have fewer. Special Education data produced by the Kentucky Department of Education was used to determine the location of school psychologists within the 176 school districts in Kentucky. This was a different method from that used in 2005 where school districts were contacted directly via e-mail or phone. The different methods could account for some of the differences in the findings reported below.

Each school district has an average of 2.16 school psychologists which is an increase from the 1.92 school psychologists reported in 2005. However, this is deceiving as 15.9% of all districts in the state do not employ any school psychologists (see Table 6) though it is a notable improvement from 2005 when 40.4% of all districts reported not employing any school psychologists. Part of this is due to small school districts with limited resources. Many of the school districts that were coded as having no school psychologists contract out for school psychological services with their region co-op or other agencies. Other factors that could explain this are difficulty attracting school psychologists to the area or school districts not seeing the value in services provided by school psychologists.

Table 6: Number of School Psychologists Employed by School Districts

Region	School Psychologists Employed (District Report)	No School Psychologists in the District (District Report)
WKEC	41.46	3
CESC	30.2	4
Jefferson	41.5	0
NKCES	26.15	1
CKSEC	93.7	1
UCSEC	33.8	4
Big East	16.65	5
KVEC	11.2	6
WTEC	19.02	3
OVEC	29.87	0
RRSEC	36.7	1
Total	380.25	28

The recommended NASP ratio of school psychologists to student population is 1:1000. The ratio in Kentucky is 1:1484 for 2010 which is a more desirable ratio than 1:2192 in Kentucky that was reported by NASP in 2005. It should be noted that the NASP ratio was based on 18 respondents from Kentucky.

Job Descriptions of School Psychologists by Region

In this section job descriptions and salaries are broken down by regions. This allows comparison of job expectations across regions. Although the percentage of time school psychologists spend conducting assessments has decreased over the past five years across the state, school psychologists in some regions of the state spend more time conducting assessments than school psychologists in other regions. The percentages of time school psychologists spend conducting assessments range from 39.8% in CESC to 78.8% in KVEC (see Table 7). As the time spent on assessment increases, time spent in other areas like intervention/behavior management and consultation decrease.

Table 7: Percentages of Time Spent According to Cooperative:

Region	Supervision of practicum/intern students	Research/creating professional development	Counseling	Teacher/student assistance team meetings	Intervention/behavior management	Consultation	Assessment
WKEC (n=21)	.07	4.4	6.13	13.2	11.2	15.2	49.8
CESEC (n=6)	3.0	5.4	16.8	12.0	11.0	12.0	39.8
Jefferson (n=21)	0.8	2.0	4.7	7.5	7.0	18.7	59.3
NKCES (n=17)	0.2	3.4	6.0	12.1	9.5	14.1	54.7
CKSEC (n=25)	1.5	4.5	11.5	10.9	9.2	18.6	44.2
UCSEC (n=10)	1.1	5.3	1.2	5.6	8.9	9.8	68.1
Big East (n=6)	0.0	8.5	1.3	10.8	12.8	11.5	55.0
KVEC (n=6)	0.0	3.8	2.5	1.3	6.3	7.5	78.8
WTEC (n=12)	1.2	10.9	6.6	5.1	13.4	11.2	51.6
OVEC (n=16)	0.1	4.3	3.1	7.2	5.7	10.3	69.3
RRSEC (n=16)	1.0	1.7	2.2	10.9	11.3	10.1	63.0

*percentages in this section may not add up to 100% due to individual self reports of time often adding up to over 100%

The assessment focus of most Kentucky school psychologists is reflected by the number of assessments conducted and number of ARC meetings attended. Table 8 makes it apparent that some school psychologists do not attend ARC meetings of students where they have completed assessments whereas others attend many ARC meetings that are not related to assessments they have completed.

Table 8: Average Number of Assessments and ARC Meetings by Region (KAPS Survey)

Region	Number of Assessment Cases Per Year (mean)	ARC Meetings Attended Per Year (mean)
WKEC (n=21)	68.6	113.1
CESC (n=6)	103.0	190.0
Jefferson (n=21)	78.0	98.2
NKCES (n=17)	78.8	124.0
CKSEC (n=25)	58.3	86.2
UCSEC (n=10)	90.0	76.2
Big East (n=6)	77.5	63.3
KVEC (n=6)	135.8	36.0
WTEC (n=12)	71.0	99.5
OVEC (n=16)	88.0	162.5
RRSEC (n=16)	87.5	134.6

Response to Intervention

Over the course of the last five years, a great deal has changed in the field of school psychology due to the implementation of the Response to Intervention (RTI) service delivery model. Throughout the many school districts in Kentucky, the level of implementation in each special education cooperative varies. Overall, school psychologists reported that most of their schools are in the piloting phase or have district-wide implementation of RTI. As for the level of RTI implementation for the entire state, 4.2% of school psychologists reported that their school districts are in the beginning stages of discussion, 4.9% have a plan of implementation but haven't started, 44.8% are piloting their RTI process, and 46.2% have a district-wide implementation of RTI.

Table 9: Level of RTI Implementation

Level of Implementation	Percentage
We are in the beginning stages of discussion	4.2%
We have a plan of implementation but haven't started	4.9%
We are piloting our RTI process	44.8%
We have a district-wide implementation of RTI	46.2%

The areas of implementation in regards to subject areas also vary in the level of implementation. The most common areas of implementation are Reading and Math. In fact, 97.9% of school psychologists indicated that their school districts are implementing RTI in Reading, 84.5% in Math, 38.0% in Writing, 6.3% in Oral Expression, 5.6% in Listening Comprehension, 59.9% in Behavior, 8.5% in other areas, and 1.4% in no areas.

Table 10: Academic Areas of Implementation

Area of Implementation	Percentage
Reading	97.9%
Math	84.5%
Writing	38.0%
Oral Expression	6.3%
Listening Comprehension	5.6%
Behavior	59.9%
Other	8.5%
None	1.4%

In addition to the subject areas of implementation, RTI has been implemented mainly in the elementary grades with the exception of Pre-K. Overall, 59.6% of school psychologists reported that their schools districts implement RTI in PreK, 88.4% in Kindergarten, 98.6% in grades 1-3, 94.2% in grades 4-5, 76.1% in grades 6-8, and 59.4% in grades 9-12, while 2.1% do not implement RTI in any grade level.

Table 11: Grades RTI Implemented

Grade(s) Implemented	Percentage
PreK	59.6%
K	88.4%
1-3	98.6%
4-5	94.2%
6-8	76.1%
9-12	59.4%
None	2.1%

Other Issues School Psychologists Face

Guest vs. Integrated

Many school psychologists work from a centrally located office and travel to schools whereas others work in the schools. An issue that arises for all school psychologists, but especially for those who are working from a central office, is whether or not he/she feels integrated into the school or as if he/she is a guest in the school. On a scale from 1 (guest) to 7 (integrated), the average rating was 5.09, which indicates that most school psychologists feel integrated into the schools where they are working.

Burnout

As with any profession, school psychologists often experience burnout. When asked if they are experiencing burnout on a scale from 1 (no) to 7 (yes), the average rating was 3.95. This rating indicates that many school psychologists are experiencing burnout to some degree. There is a sizable minority (26.4%) of school psychologists who indicated significant burnout (6 or 7 on scale) which is roughly the same number (28.4%) who indicated no burnout (1 or 2 on scale). Some common causes of burnout include: high caseload, paperwork, lack of respect, changing regulations, lack of administrative support, frustration with administrative policies and procedures, majority of time spent on assessments and report writing, and too many duties that are unrelated to training. The fact that greater than a quarter of school psychologist report feelings of burnout indicates that this issue needs to be addressed and school administrators made aware of the issue.

Job Satisfaction

Although it appears that most school psychologists are experiencing some degree of burnout, school psychologists are generally satisfied with their jobs. On a scale from 1 (no) to 7 (yes), the average rating for job satisfaction was 4.98, which indicates that most school psychologists are satisfied with their jobs. Forty-six percent of school psychologists indicated the highest level of satisfaction (6 or 7 on scale) with their job while only 12.2% were dissatisfied (1 or 2 on scale).

Professional Development

School psychologists are required to complete a specific number of continuing education hours each school year. When asked about which areas school psychologists need to pursue professional development in, some common areas include the following: RTI, counseling, behavioral interventions, Autism, neuropsychology, and crisis intervention.

REGION MAPS AND INFORMATION

In this final section, each KAPS region is presented with its job description, salary information, district populations, and school psychologists to student ratios.

West Kentucky Special Education Cooperative (WKEC)



School psychologists in this region report spending a mean of 0.07% in supervision of practicum/intern students, 4.4% in research/creating professional development, and 13.2% in teacher/student assistance team meetings. School psychologists also report spending a mean of 6.1% of time in counseling, 11.2% in intervention/behavior management, and 15.2% of time in consultation.

School psychologists in this region report spending most of their time in assessment, with a mean of 49.8% of time in assessment duties. Additionally, school psychologists in this region report a mean of 68.6 assessment cases per academic year (SD =33.7). School psychologists in this region also report attending a mean of 113.1 ARC meetings per academic year (SD =63.3).

Table 12: Distribution of time in WKEC

(n = 21)	Percentage of Time Spent
Supervision of practicum/intern students	.07
Research/creating professional development	4.4
Counseling	6.1
Teacher/student assistance team meetings	13.2
Intervention/behavior management	11.2
Consultation	15.2
Assessment	49.8

*percentages in this section may not add up to 100% due to individual self reports of time often adding up to over 100%

In the West Kentucky Special Education Cooperative (WKEC), school psychologists (n = 21) report an average salary amount of \$51,207.95. The average school psychologist to student ratio was 1:1356.

Table 13: County student and special education enrollment and school psychologist to student ratios for WKEC.

WKEC	Special Education Enrollment	End of Year Total Enrollment	% of All Students Enrolled in Special Education	Number of School Psychologists	Ratio of Special Education Students to School Psychologists	Ratio of Total Students to School Psychologists
Ballard County	239	1386	17.2	1.00	1:239	1:1386
Caldwell County	276	2037	13.5	0.00	*	*
Calloway County	496	3214	15.4	2.00	1:248	1:1607
Carlisle County	135	817	16.5	0.10	1:13.5	1:81.7
Christian County	1,336	9571	14	8.00	1:167	1:1196.4
Crittenden County	216	1348	16	0.33	1:71.3	1:444.8
Dawson Springs Ind.	172	687	25	0.30	1:51.6	1:206.1
Fulton County	108	559	19.3	1.00	1:108	1:559
Fulton Ind.	102	444	23	0.00	*	*
Graves County	663	4707	14.1	1.80	1:368.3	1:2615
Henderson County	1,106	7216	15.3	4.00	1:276.5	1:1804
Hickman County	187	746	25.1	0.10	1:18.7	1:74.6
Hopkins County	1,533	7016	21.8	7.00	1:219	1:1002.3
Livingston County	190	1288	14.8	1.00	1:190	1:1288
Lyon County	119	889	13.4	0.33	1:39.3	1:293.4
Marshall County	661	4869	13.6	2.00	1:330.5	1:2434.5
Mayfield Ind.	278	1527	18.2	1.00	1:278	1:1527
McCracken County	801	7315	11	2.00	1:400.5	1:3657.5
Muhlenburg County	775	5268	14.7	4.00	1:193.8	1:1317
Murray Ind.	215	1448	14.8	1.00	1:215	1:1448
Paducah Ind.	438	2842	15.4	1.00	1:438	1:2842
Trigg County	228	2080	11	0.00	*	*
Union County	437	2466	17.7	2.00	1:218.5	1:1233
Webster County	359	2204	16.3	1.50	1:239.3	1:1469.3
TOTAL	11070	71994		41.46		

Response to Intervention

Throughout the many school districts in WKEC, the level of RTI implementation varies. As for the level of RTI implementation for the WKEC, 12.5% have a plan of implementation but haven't started, 37.5% are piloting their RTI process, and 50.0% have a district-wide implementation of RTI.

Table 14: Level of RTI Implementation

Level of Implementation	Percentage
We are in the beginning stages of discussion	0.0
We have a plan of implementation but haven't started	12.5
We are piloting our RTI process	37.5
We have a district-wide implementation of RTI	50.0

The areas of implementation in regards to subject areas also vary in the level of implementation. In WKEC, 100.0% of school districts are implementing RTI in Reading, 86.7% in Math, 26.7% in Writing, 13.3% in Oral Expression, 6.7% in Listening Comprehension, 93.3% in Behavior, and 20.0% in other areas. All districts in the WKEC implement RTI in at least one area.

Table 15: Areas Implemented

Area of Implementation	Percentage
Reading	100.0
Math	86.7
Writing	26.7
Oral Expression	13.3
Listening Comprehension	6.7
Behavior	93.3
Other	20.0
None	0.0

In addition to the subject areas of implementation, the grade levels that RTI is implemented in vary. As for the differences in implementation of RTI by grade level in WKEC, 80.0% of schools districts implement RTI in PreK, 100.0% in Kindergarten, 100.0% in grades 1-3, 100.0% in grades 4-5, 93.3% in grades 6-8, and 80.0% in grades 9-12. All districts in the WKEC implement RTI in at least one grade level.

Table 16: Grades Implemented

Grade(s)	Percentage
PreK	80.0
K	100.0
1-3	100.0
4-5	100.0
6-8	93.3
9-12	80.0
None	0.0

Caveland Educational Support Center (CESC)



School psychologists in this region report spending a mean of 5.4% in research/creating professional development, 3.0% in supervision of practicum/intern students, and 12.0% in teacher/student assistance team meetings. School psychologists also report spending a mean of 16.8% of time in counseling, 11.0% in intervention/behavior management, and 12.0% of time in consultation.

School psychologists in this region report spending most of their time in assessment, with a mean of 39.8% of time in assessment duties. Additionally, school psychologists in this region report a mean of 103.0 assessment cases per academic year ($SD = 43.0$). School psychologists in this region also report attending a mean of 190.0 ARC meetings per academic year ($SD = 65.2$).

Table 17: Distribution of Time in CESC

(n =6)	Percentage of Time Spent
Supervision of practicum/intern students	3.0
Research/creating professional development	5.4
Counseling	16.8
Teacher/student assistance team meetings	12.0
Intervention/behavior management	11.0
Consultation	12.0
Assessment	39.8

*percentages in this section may not add up to 100% due to individual self reports of time often adding up to over 100%

In the Caveland Educational Support Center (CESC), school psychologists (n =6) report an average salary amount of \$49,760. The average school psychologist to student ratio was 1:1337.

Table 18: County student and special education enrollment and school psychologist to student ratios for CESC.

CESC	Special Education Enrollment	End of Year Total Enrollment	% of All Students Enrolled in Special Education	Number of School Psychologists	Ratio of Special Education Students to School Psychologists	Ratio of Total Students to School Psychologists
Allen County	345	3028	11.4	2.00	1:172.5	1:1514
Barren County	723	4694	15.4	3.00	1:241	1:1564.7
Bowling Green Ind.	471	4003	11.8	4.50	1:104.7	1:889.6
Butler County	350	2097	16.7	1.00	1:350	1:2097
Caverna Ind.	183	757	24.2	0.50	1:91.5	1:1514
Cumberland County	211	1049	20.1	0.40	1:84.4	1:419.6
Edmonson County	362	2082	17.4	0.30	1:108.6	1:624.6
Glasgow Ind.	341	1974	17.2	1.00	1:341	1:1974
Green County	260	1719	15.1	0.00	*	*
Hart County	418	2322	18	2.00	1:209	1:1161
Logan County	624	3612	17.3	3.00	1:208	1:1204
Metcalfe County	295	1716	17.2	0.00	*	*
Monroe County	284	1964	14.5	0.00	*	*
Russellville Ind.	180	1077	16.7	0.00	*	*
Simpson County	454	3073	14.8	2.00	1:227	1:1536.5
Todd County	449	2067	21.7	1.50	1:299.3	1:1378
Warren County	1782	13568	13.1	9.00	1:198	1:1507.6
TOTAL	7732	50802		30.2		

Response to Intervention

Throughout the many school districts in CESC, the level of RTI implementation varies. As for the level of RTI implementation for the CESC, 20.0% of school districts are in the beginning stages of discussion, 20.0% have a plan of implementation but haven't started, and 60.0% are piloting their RTI process.

Table 19: Level of RTI Implementation

Level of Implementation	Percentage
We are in the beginning stages of discussion	20.0
We have a plan of implementation but haven't started	20.0
We are piloting our RTI process	60.0
We have a district-wide implementation of RTI	0.0

The areas of implementation in regards to subject areas also vary in the level of implementation. In CESC, 80.0% of school districts are implementing RTI in Reading, 40.0% in Math, 20.0% in Writing, 0.0% in Oral Expression and Listening Comprehension, and 40.0% in Behavior. Some districts (20.0%) within the CESC are not implementing RTI in any area.

Table 20: Areas Implemented

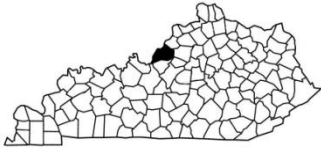
Area of Implementation	Percentage
Reading	80.0
Math	40.0
Writing	20.0
Oral Expression	0.0
Listening Comprehension	0.0
Behavior	40.0
Other	0.0
None	20.0

In addition to the areas of implementation, the grade levels that RTI is implemented in vary. As for the differences in implementation of RTI by grade level in CESC, 80.0% of schools districts implement RTI in PreK, 80.0% in Kindergarten, 80.0% in grades 1-3, 80.0% in grades 4-5, 40.0% in grades 6-8, and 0.0% in grades 9-12. All districts in the CESC implement RTI in at least one grade level.

Table 21: Grades Implemented

Grade(s)	Percentage
PreK	80.0
K	80.0
1-3	80.0
4-5	80.0
6-8	40.0
9-12	0.
None	0.0%

Jefferson County



School psychologists in this region report spending a mean of 2.0% in research/creating professional development, 0.8% in supervision of practicum/intern students, and 7.5% in teacher/student assistance team meetings. School psychologists also report spending a mean of 4.7% of time in counseling, 7.0% in intervention/behavior management, and 18.7% of time in consultation.

School psychologists in this region report spending most of their time in assessment, with a mean of 59.3% of time in assessment duties. Additionally, school psychologists in this region report a mean of 78.0 assessment cases per academic year (SD = 18.2). School psychologists in this region also report attending a mean of 98.2 ARC meetings per academic year (SD = 26.2).

Table 22: Distribution of Time in Jefferson County

(n =21)	Percentage of Time Spent
Supervision of practicum/intern students	0.8
Research/creating professional development	2.0
Counseling	4.7
Teacher/student assistance team meetings	7.5
Intervention/behavior management	7.0
Consultation	18.7
Assessment	59.3

*percentages in this section may not add up to 100% due to individual self reports of time often adding up to over 100%

In Jefferson County, school psychologists (n =21) report an average salary amount of \$75,088.71. The average school psychologist to student ratio was 1:2416.

Table 23: County student and special education enrollment and school psychologist to student ratios for Jefferson County.

Jefferson County	Special Education Enrollment	End of Year Total Enrollment	% of All Students Enrolled in Special Education	Number of School Psychologists	Ratio of Special Education Students to School Psychologists	Ratio of Total Students to School Psychologists
Jefferson County	13882	97852	14.2	40.5	1:342.8	1:2416.1
Kentucky School for the Blind	64	*	*	1.00	1:64	*
<i>TOTAL</i>	<i>13946</i>			<i>41.5</i>		

Response to Intervention

Throughout the many schools in Jefferson County, the level of RTI implementation varies. As for the level of RTI implementation for the Jefferson County, 5.3% of schools are in the beginning stages of discussion, 57.9% are piloting their RTI process, and 36.8% have a district-wide implementation of RTI.

Table 24: Level of RTI Implementation

Level of Implementation	Percentage
We are in the beginning stages of discussion	5.3
We have a plan of implementation but haven't started	0.0
We are piloting our RTI process	57.9
We have a district-wide implementation of RTI	36.8

The areas of implementation in regards to subject areas also vary in the level of implementation. In Jefferson County, 94.7% of schools are implementing RTI in Reading, 68.4% in Math, 15.8% in Writing, 0.0% in Oral Expression and Listening Comprehension, and 57.9% in Behavior. Some schools (5.3%) within Jefferson County are not implementing RTI in any area.

Table 25: Areas Implemented

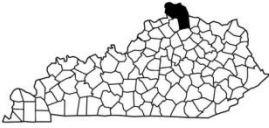
Area of Implementation	Percentage
Reading	94.7
Math	68.4
Writing	15.8
Oral Expression	0.0
Listening Comprehension	0.0
Behavior	57.9
Other	0.0
None	5.3

In addition to the subject areas of implementation, the grade levels that RTI is implemented in vary. As for the differences in implementation of RTI by grade level in Jefferson County, 33.3% of schools implement RTI in PreK, 66.7% in Kindergarten, 100.0% in grades 1-3, 94.4% in grades 4-5, and 61.1% in grades 6-8, 44.4% in grades 9-12, while 5.3% do not implement RTI in any grade level.

Table 26: Grades Implemented

Grade(s)	Percentage
PreK	33.3
K	66.7
1-3	100.0
4-5	94.4
6-8	61.1
9-12	44.4
None	5.3

Northern Kentucky Cooperative for Educational Services (NKCES)



School psychologists in this region report spending a mean of 3.4% in research/creating professional development, 0.2% in supervision of practicum/intern students, and 12.1% in teacher/student assistance team meetings. School psychologists also report spending a mean of 6.0% of time in counseling, 9.5% in intervention/behavior management, and 14.1% of time in consultation.

School psychologists in this region report spending most of their time in assessment, with a mean of 54.7% of time in assessment duties. Additionally, school psychologists in this region report a mean of 78.8 assessment cases per academic year ($SD = 22.6$). School psychologists in this region also report attending a mean of 124.0 ARC meetings per academic year ($SD = 60.6$).

Table 27: Distribution of Time in NKCES

(n =17)	Percentage of Time Spent
Supervision of practicum/intern students	0.2
Research/creating professional development	3.4
Counseling	6.0
Teacher/student assistance team meetings	12.1
Intervention/behavior management	9.5
Consultation	14.1
Assessment	54.7

*percentages in this section may not add up to 100% due to individual self reports of time often adding up to over 100%

In the Northern Kentucky Cooperative for Educational Services, school psychologists ($n = 17$) report an average salary amount of \$56,908.35. The average school psychologist to student ratio was 1:711.

Table 28: County student and special education enrollment and school psychologist to student ratios for NKCES.

NKCES	Special Education Enrollment	End of Year Total Enrollment	% of All Students Enrolled in Special Education	Number of School Psychologists	Ratio of Special Education Students to School Psychologists	Ratio of Total Students to School Psychologists
Beechwood Ind.	125	1112	11.2	0.30	1:37.5	1:333.6
Bellevue Ind.	145	790	18.4	0.10	1:14.5	1:79
Boone County	2594	19409	13.4	10.00	1:259.4	1:1940.9
Campbell County	958	4999	19.2	3.00	1:319.3	1:1666.3
Covington Ind.	859	3828	22.4	0.00	*	*
Dayton Ind.	218	920	23.7	0.10	1:21.8	1:92
Erlanger Ind.	484	2403	20.1	0.30	1:145.2	1:720.9
Ft. Thomas Ind.	244	2584	9.4	1.00	1:244	1:2584
Kenton County	2330	14227	16.4	10.00	1:233	1:1422.7
Ludlow Ind.	170	878	19.4	0.10	1:17	1:87.8
Newport Ind.	318	1974	16.1	0.20	1:63.6	1:392.8
Pendleton County	501	2649	18.9	0.20	1:100.2	1:529.8
Silver Grove Ind.	67	240	27.9	0.15	1:10.1	1:36
Southgate Ind.	74	224	33	0.10	1:7.4	1:22.4
Walton-Verona Ind.	186	1521	12.2	0.40	1:74.4	1:608.4
Williamstown Ind.	124	862	14.4	0.20	1:24.8	1:172.4
TOTAL	9397	58620		26.15		

Response to Intervention

Throughout the many school districts in NKCES, the level of RTI implementation varies. As for the level of RTI implementation for the NKCES, 7.1% of school districts are in the beginning stages of discussion, 28.6% are piloting their RTI process, and 64.3% have a district-wide implementation of RTI.

Table 29: Level of RTI Implementation

Level of Implementation	Percentage
We are in the beginning stages of discussion	7.1
We have a plan of implementation but haven't started	0.0
We are piloting our RTI process	28.6
We have a district-wide implementation of RTI	64.3

The areas of implementation in regards to subject areas also vary in the level of implementation. In NKCES, 100.0% of school districts are implementing RTI in Reading, 71.4% in Math, 21.4%

in Writing, 7.1% in Oral Expression, 7.1% in Listening Comprehension, 42.9% in Behavior, and 7.1% in some other area. All districts in the NKCES implement RTI in at least one area.

Table 30: Areas Implemented

Area of Implementation	Percentage
Reading	100.0
Math	71.4
Writing	21.4
Oral Expression	7.1
Listening Comprehension	7.1
Behavior	42.9
Other	7.1
None	0.0

In addition to the subject areas of implementation, the grade levels that RTI is implemented in vary. As for the differences in implementation of RTI by grade level in NKCES, 42.9% of schools districts implement RTI in PreK, 100.0% in Kindergarten, 100.0% in grades 1-3, 100.0% in grades 4-5, and 57.1% in grades 6-8, 42.9% in grades 9-12, while 7.1% do not implement RTI in any grade level.

Table 31: Grades Implemented

Grade(s)	Percentage
PreK	42.9
K	100.0
1-3	100.0
4-5	100.0
6-8	57.1
9-12	42.9
None	7.1

Central Kentucky Special Education Cooperative (CKSEC)



School psychologists in this region report spending a mean of 4.5% in research/creating professional development, 1.5% in supervision of practicum/intern students, and 10.9% in teacher/student assistance team meetings. School psychologists also report spending a mean of 11.5% of time in counseling, 9.2% in intervention/behavior management, and 18.6% of time in consultation.

School psychologists in this region report spending most of their time in assessment, with a mean of 44.2% of time in assessment duties. Additionally, school psychologists in this region report a mean of 58.3 assessment cases per academic year ($SD = 19.2$). School psychologists in this region also report attending a mean of 86.2 ARC meetings per academic year ($SD = 39.6$).

Table 32: Distribution of Time in CKSEC

(n =25)	Percentage of Time Spent
Supervision of practicum/intern students	1.5
Research/creating professional development	4.5
Counseling	11.5
Teacher/student assistance team meetings	10.9
Intervention/behavior management	9.2
Consultation	18.6
Assessment	44.2

*percentages in this section may not add up to 100% due to individual self reports of time often adding up to over 100%

In the Central Kentucky Special Education Cooperative, school psychologists (n =25) report an average salary amount of \$55,992.86. The average school psychologist to student ratio was 1:1219.

Table 33: County student and special education enrollment and school psychologist to student ratios for CKSEC.

CKSEC	Special Education Enrollment	End of Year Total Enrollment	% of All Students Enrolled in Special Education	Number of School Psychologists	Ratio of Special Education Students to School Psychologists	Ratio of Total Students to School Psychologists
Anderson County	738	3913	18.9	6.00	1:123	1:652.2
Bardstown Ind.	418	2468	16.9	2.00	1:209	1:1234
Bourbon County	377	2622	14.4	3.00	1:125.7	1:874
Boyle County	569	2712	21	3.50	1:162.6	1:774.9
Burgin Ind.	84	457	18.4	0.00	*	*
Clark County	771	5580	13.8	4.00	1:192.8	1:1395
Danville Ind.	373	1765	21.1	2.00	1:186.5	1:882.5
Fayette County	3924	37498	10.5	30.40	1:129.1	1:1233.5
Frankfort Ind.	132	785	16.8	2.00	1:66	1:392.5
Franklin County	816	6074	13.4	6.20	1:131.6	1:979.7
Harrison County	490	3181	15.4	1.00	1:490	1:3181
Jessamine County	1165	7626	15.3	6.00	1:194.2	1:1271
Marion County	583	3245	18	1.50	1:388.7	1:2163.3
Mercer County	526	3168	16.6	3.00	1:175.3	1:1056
Montgomery County	669	4684	14.3	2.00	1:334.5	1:2342
Nelson County	793	4742	16.7	8.00	1:99.1	1:592.8
Nicholas County	172	1183	14.5	0.10	1:17.2	1:118.3
Paris Ind.	94	777	12.1	1.00	1:94	1:777
Powell County	500	2534	19.7	2.00	1:250	1:1267
Scott County	1360	8236	16.5	6.00	1:226.7	1:1372.7
Washington County	342	1680	20.4	1.00	1:342	1:1680
Woodford County	543	4057	13.4	3.00	1:181	1:1352.3
TOTAL	15439	108987		93.7		

Response to Intervention

Throughout the many school districts in CKSEC, the level of RTI implementation varies. As for the level of RTI implementation for the CKSEC, 9.5% of school districts are in the beginning stages of discussion, 4.8% have a plan of implementation but haven't started yet, 71.4% are piloting their RTI process, and 14.3% have a district-wide implementation of RTI.

Table 34: Level of RTI Implementation

Level of Implementation	Percentage
We are in the beginning stages of discussion	9.5
We have a plan of implementation but haven't started	4.8
We are piloting our RTI process	71.4
We have a district-wide implementation of RTI	14.3

The areas of implementation in regards to subject areas also vary in the level of implementation. In CKSEC, 100.0% of school districts are implementing RTI in Reading, 100.0% in Math, 47.6% in Writing, 9.5% in Oral Expression and Listening Comprehension, 71.4% in Behavior, and 4.8% in some other area. All districts in CKSEC implement RTI in at least one area.

Table 35: Areas Implemented

Area of Implementation	Percentage
Reading	100.0
Math	100.0
Writing	47.6
Oral Expression	9.5
Listening Comprehension	9.5
Behavior	71.4
Other	4.8
None	0.0

In addition to the subject areas of implementation, the grade levels that RTI is implemented in vary. As for the differences in implementation of RTI by grade level in CKSEC, 71.4% of schools districts implement RTI in PreK, 94.7% in Kindergarten, 100.0% in grades 1-3, 94.7% in grades 4-5, and 89.5% in grades 6-8, 78.9% in grades 9-12, while 4.8% do not implement RTI in any grade level.

Table 36: Grades Implemented

Grade(s)	Percentage
PreK	71.4
K	94.7
1-3	100.0
4-5	94.7
6-8	89.5
9-12	78.9
None	4.8

Upper Cumberland Special Education Cooperative (UCSEC)



School psychologists in this region report spending a mean of 5.3% in research/creating professional development, 1.1% in supervision of practicum/intern students, and 5.6% in teacher/student assistance team meetings. School psychologists also report spending a mean of 1.2% of time in counseling, 8.9% in intervention/behavior management, and 9.8% of time in consultation.

School psychologists in this region report spending most of their time in assessment, with a mean of 68.1% of time in assessment duties. Additionally, school psychologists in this region report a mean of 90.0 assessment cases per academic year (SD = 46.6). School psychologists in this region also report attending a mean of 76.2 ARC meetings per academic year (SD = 58.7).

Table 37: Distribution of Time in UCSEC

(n =10)	Percentage of Time Spent
Supervision of practicum/intern students	1.1
Research/creating professional development	5.3
Counseling	1.2
Teacher/student assistance team meetings	5.6
Intervention/behavior management	8.9
Consultation	9.8
Assessment	68.1

*percentages in this section may not add up to 100% due to individual self reports of time often adding up to over 100%

In the Upper Cumberland Special Education Cooperative, school psychologists (n =10) report an average salary amount of \$55,558.10. The average school psychologist to student ratio was 1:1731.

Table 38: County student and special education enrollment and school psychologist to student ratios for UCSEC.

UCSEC	Special Education Enrollment	End of Year Total Enrollment	% of All Students Enrolled in Special Education	Number of School Psychologists	Ratio of Special Education Students to School Psychologists	Ratio of Total Students to School Psychologists
Barbourville Ind.	75	639	11.7	0.30	1:22.5	1:191.7
Bell County	536	3082	17.4	1.00	1:536	1:3082
Clay County	720	3582	20.1	5.00	1:144	1:716.4
Corbin Ind.	352	2751	12.8	1.50	1:234.7	1:1834
E. Bernstadt Ind.	103	528	19.5	0.00	*	*
Harlan County	800	4224	18.9	3.00	1:266.7	1:1408
Harlan Ind.	198	855	23.2	0.00	*	*
Jackson County	561	2257	24.9	1.00	1:516	1:2257
Knox County	957	4791	20	1.00	1:957	1:4791
Laurel County	1633	9581	17	6.00	1:272.2	1:1596.8
McCreary County	644	3293	19.6	2.00	1:322	1:1646.5
Middlesboro Ind.	300	1558	19.3	0.00	*	*
Pineville Ind.	89	545	16.3	0.00	*	*
Pulaski County	1261	8198	15.4	7.00	1:180.1	1:1171.1
Rockcastle County	653	2965	22	2.00	1:326.5	1:1482.5
Whitley County	929	4665	19.9	3.00	1:309.7	1:1555
Williamsburg Ind.	138	765	18	1.00	1:138	1:765
TOTAL	9949	54279		33.8		

Response to Intervention

Throughout the many school districts in UCSEC, the level of RTI implementation varies. As for the level of RTI implementation for the UCSEC, 11.1% are piloting their RTI process and 88.9% have a district-wide implementation of RTI.

Table 39: Level of RTI Implementation

Level of Implementation	Percentage
We are in the beginning stages of discussion	0.0
We have a plan of implementation but haven't started	0.0
We are piloting our RTI process	11.1
We have a district-wide implementation of RTI	88.9

The areas of implementation in regards to subject areas also vary in the level of implementation. In UCSEC, 100.0% of school districts are implementing RTI in Reading, 88.9% in Math, 66.7% in Writing, 11.1% in Oral Expression and Listening Comprehension, 77.8% in Behavior. All districts in the UCSEC implement RTI in at least one area.

Table 40: Areas Implemented

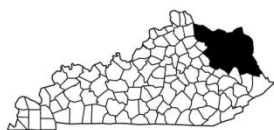
Area of Implementation	Percentage
Reading	100.0
Math	88.9
Writing	66.7
Oral Expression	11.1
Listening Comprehension	11.1
Behavior	77.8
Other	0.0
None	0.0

In addition to the subject areas of implementation, the grade levels that RTI is implemented in vary. As for the differences in implementation of RTI by grade level in UCSEC, 77.8% of schools districts implement RTI in PreK, 88.9% in Kindergarten, 88.9% in grades 1-3, 88.9% in grades 4-5, 77.8% in grades 6-8, and 88.9% in grades 9-12. All districts in the UCSEC implement RTI in at least one grade level.

Table 41: Grades Implemented

Grade(s)	Percentage
PreK	77.8
K	88.9
1-3	88.9
4-5	88.9
6-8	77.8
9-12	88.9
None	0.0

Big East Educational Cooperative



School psychologists in this region report spending a mean of 8.5% in research/creating professional development, 0.0% in supervision of practicum/intern students, and 10.8% in teacher/student assistance team meetings. School psychologists also report spending a mean of 1.3% of time in counseling, 12.8% in intervention/behavior management, and 11.5% of time in consultation.

School psychologists in this region report spending most of their time in assessment, with a mean of 55.0% of time in assessment duties. Additionally, school psychologists in this region report a mean of 77.5 assessment cases per academic year ($SD = 43.6$). School psychologists in this region also report attending a mean of 63.3 ARC meetings per academic year ($SD = 46.4$).

Table 42: Distribution of Time in Big East

(n =6)	Percentage of Time Spent
Supervision of practicum/intern students	0.0
Research/creating professional development	8.5
Counseling	1.3
Teacher/student assistance team meetings	10.8
Intervention/behavior management	12.8
Consultation	11.5
Assessment	55.0

*percentages in this section may not add up to 100% due to individual self reports of time often adding up to over 100%

In the Big East Educational Cooperative, school psychologists (n =6) report an average salary amount of \$56,584.67. The average school psychologist to student ratio was 1:1555.

Table 43: County student and special education enrollment and school psychologist to student ratios for Big East.

Big East	Special Education Enrollment	End of Year Total Enrollment	% of All Students Enrolled in Special Education	Number of School Psychologists	Ratio of Special Education Students to School Psychologists	Ratio of Total Students to School Psychologists
Ashland Ind.	523	3230	16.2	1.00	1:523	1:3230
Augusta Ind.	41	302	13.6	0.10	1:4.1	1:30.2
Bath County	251	2034	12.3	0.20	1:50.2	1:406.8
Boyd County	614	3368	18.2	0.75	1:460.5	1:2526
Bracken County	197	1237	15.9	0.20	1:39.4	1:247.4
Carter County	838	4875	17.2	0.40	1:335.2	1:1950
Elliot County	157	1144	13.7	0.00	*	*
Fairview Ind.	116	815	14.2	1.00	1:116	1:815
Fleming County	383	2406	16	1.00	1:383	1:2406
Greenup County	455	3104	14.7	1.00	1:455	1:3104
Johnson County	718	3813	18.8	2.00	1:359	1:1906.5
Lawrence County	464	2512	18.5	1.00	1:464	1:2512
Lewis County	301	2410	12.5	1.00	1:301	1:2410
Martin County	448	2212	20.3	0.00	*	*
Mason County	528	2888	18.3	2.00	1:264	1:1444
Menifee County	222	1320	16.8	1.00	1:222	1:1320
Morgan County	431	2125	20.3	1.00	1:431	1:2125
Paintsville Ind.	118	952	12.4	0.00	*	*
Raceland Ind.	92	1109	8.3	0.00	*	*
Robertson County	69	364	17.9	0.00	*	*
Rowan County	617	3237	19.1	2.00	1:308.5	1:1618.5
Russell Ind.	341	2299	14.8	1.00	1:341	1:2299
TOTAL	7924	47756		16.65		

Response to Intervention

Throughout the many school districts in the Big East, the level of RTI implementation varies. As for the level of RTI implementation for the Big East, 16.7% have a plan of implementation but haven't started, 33.3% are piloting their RTI process, and 50.0% have a district-wide implementation of RTI.

Table 44: Level of RTI Implementation

Level of Implementation	Percentage
We are in the beginning stages of discussion	0.0
We have a plan of implementation but haven't started	16.7
We are piloting our RTI process	33.3
We have a district-wide implementation of RTI	50.0

The areas of implementation in regards to subject areas also vary in the level of implementation. In the Big East, 100.0% of school districts are implementing RTI in Reading, 100.0% in Math, 33.3% in Writing, 0.0% in Oral Expression and Listening Comprehension, 16.7% in Behavior, and 16.7% in other areas. All districts in the Big East implement RTI in at least one area.

Table 45: Areas Implemented

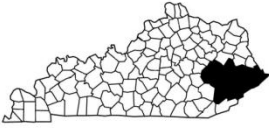
Area of Implementation	Percentage
Reading	100.0
Math	100.0
Writing	33.3
Oral Expression	0.0
Listening Comprehension	0.0
Behavior	16.7
Other	16.7
None	0.0

In addition to the subject areas of implementation, the grade levels that RTI is implemented in vary. As for the differences in implementation of RTI by grade level in the Big East, 50.0% of schools districts implement RTI in PreK, 83.3% in Kindergarten, 100.0% in grades 1-3, 50.0% in grades 4-5, 50.0% in grades 6-8, and 33.3% in grades 9-12. All districts in the Big East implement RTI in at least one grade level.

Table 46: Grades Implemented

Grade(s)	Percentage
PreK	50.0
K	83.3
1-3	100.0
4-5	50.0
6-8	50.0
9-12	33.3
None	0.0

Kentucky Valley Special Education Cooperative (KVEC)



School psychologists in this region report spending a mean of 3.8% in research/creating professional development, 0.0% in supervision of practicum/intern students, and 1.3% in teacher/student assistance team meetings. School psychologists also report spending a mean of 2.5% of time in counseling, 6.3% in intervention/behavior management, and 7.5% of time in consultation.

School psychologists in this region report spending most of their time in assessment, with a mean of 78.8% of time in assessment duties. Additionally, school psychologists in this region report a mean of 135.8 assessment cases per academic year ($SD = 34.1$). School psychologists in this region also report attending a mean of 36.0 ARC meetings per academic year ($SD = 47.6$).

Table 47: Distribution of Time in KVEC

(n =6)	Percentage of Time Spent
Supervision of practicum/intern students	0.0
Research/creating professional development	3.8
Counseling	2.5
Teacher/student assistance team meetings	1.3
Intervention/behavior management	6.3
Consultation	7.5
Assessment	78.8

*percentages in this section may not add up to 100% due to individual self reports of time often adding up to over 100%

In the Kentucky Valley Special Education Cooperative, school psychologists (n =6) report an average salary amount of \$59,002.00. The average school psychologist to student ratio was 1:1592.

Table 48: County student and special education enrollment and school psychologist to student ratios for KVEC.

KVEC	Special Education Enrollment	End of Year Total Enrollment	% of All Students Enrolled in Special Education	Number of School Psychologists	Ratio of Special Education Students to School Psychologists	Ratio of Total Students to School Psychologists
Breathitt County	549	2302	23.8	1.00	1:549	1:2302
Floyd County	1302	6354	20.4	3.00	1:434	1:2118
Hazard Ind.	174	949	18.3	0.10	1:17.4	1:94.9
Jackson Ind.	83	405	20.5	1.00	1:83	1:405
Jenkins Ind.	136	588	23.1	0.00	*	*
Knott County	411	2555	16.1	0.00	*	*
Lee County	177	1141	15.5	0.00	*	*
Leslie County	398	1809	22	0.40	1:159.2	1:723.6
Letcher County	749	3304	22.7	1.00	1:749	1:3304
Magoffin County	465	2294	20.3	1.00	1:465	1:2294
Owsley County	156	785	19.9	0.00	*	*
Perry County	828	4314	19.2	0.00	*	*
Pike County	1470	9958	14.8	3.50	1:420	1:2845.1
Pikeville Ind.	169	1207	14	0.20	1:33.8	1:241.4
Wolfe County	316	1319	22.7	0.00	*	*
TOTAL	7383	39284		11.2		

Response to Intervention

Throughout the many school districts in KVEC, the level of RTI implementation varies. As for the level of RTI implementation for KVEC, 100.0% of school districts are piloting their RTI process.

Table 49: Level of RTI Implementation

Level of Implementation	Percentage
We are in the beginning stages of discussion	0.0
We have a plan of implementation but haven't started	0.0
We are piloting our RTI process	100.0
We have a district-wide implementation of RTI	0.0

The areas of implementation in regards to subject areas also vary in the level of implementation. In KVEC, 100.0% of school districts are implementing RTI in Reading, 100.0% in Math, 0.0% in Writing, Oral Expression, and Listening Comprehension, and 25.0% in Behavior. All districts in KVEC implement RTI in at least one area.

Table 50: Areas Implemented

Area of Implementation	Percentage
Reading	100.0
Math	100.0
Writing	0.0
Oral Expression	0.0
Listening Comprehension	0.0
Behavior	25.0
Other	0.0
None	0.0

In addition to the subject areas of implementation, the grade levels that RTI is implemented in vary. As for the differences in implementation of RTI by grade level in KVEC, 25.0% of schools districts implement RTI in PreK, 50.0% in Kindergarten, 100.0% in grades 1-3, 100.0% in grades 4-5, 100.0% in grades 6-8, and 75.0% in grades 9-12. All districts in KVEC implement RTI in at least one grade level.

Table 51: Grades Implemented

Grade(s)	Percentage
PreK	25.0
K	50.0
1-3	100.0
4-5	100.0
6-8	100.
9-12	75.0
None	0.0

Wilderness Trail Educational Cooperative (WTEC)



School psychologists in this region report spending a mean of 10.9% in research/creating professional development, 1.2% in supervision of practicum/intern students, and 5.1% in teacher/student assistance team meetings. School psychologists also report spending a mean of 6.6% of time in counseling, 13.4% in intervention/behavior management, and 11.2% of time in consultation.

School psychologists in this region report spending most of their time in assessment, with a mean of 51.6% of time in assessment duties. Additionally, school psychologists in this region report a mean of 71.0 assessment cases per academic year ($SD = 21.3$). School psychologists in this region also report attending a mean of 99.5 ARC meetings per academic year ($SD = 49.5$).

Table 52: Distribution of Time in WTEC

(n =12)	Percentage of Time Spent
Supervision of practicum/intern students	1.2
Research/creating professional development	10.9
Counseling	6.6
Teacher/student assistance team meetings	5.1
Intervention/behavior management	13.4
Consultation	11.2
Assessment	51.6

*percentages in this section may not add up to 100% due to individual self reports of time often adding up to over 100%

In the Wilderness Trail Educational Cooperative, school psychologists (n =12) report an average salary amount of \$54,772.73. The average school psychologist to student ratio was 1:1642.

Table 53: County student and special education enrollment and school psychologist to student ratios for WTEC.

WTEC	Special Education Enrollment	End of Year Total Enrollment	% of All Students Enrolled in Special Education	Number of School Psychologists	Ratio of Special Education Students to School Psychologists	Ratio of Total Students to School Psychologists
Adair County	412	2634	15.6	1.00	1:412	1:2634
Berea Ind.	173	1109	15.6	1.00	1:173	1:1109
Campbellsville Ind.	219	1108	19.8	1.00	1:219	1:1108
Casey County	457	2372	19.3	0.00	*	*
Clinton County	293	1768	16.6	0.50	1:146.5	1:884
Estill County	351	2511	14	2.00	1:175.5	1:1255.5
Garrard County	458	2546	18	2.00	1:229	1:1273
Lincoln County	750	4134	18.1	1.00	1:750	1:4134
Madison County	1900	10862	17.5	8.00	1:237.5	1:1357.8
Monticello Ind.	126	862	14.6	0.02	1:2.5	1:17.24
Richmond Model						
Russell County	470	3000	15.7	0.00	*	*
Science Hill Ind.	52	452	11.5	0.00	*	*
Somerset Ind.	228	1468	15.5	0.50	1:114	1:734
Taylor County	346	2697	12.8	1.00	1:346	1:2697
Wayne County	409	2497	16.4	1.00	1:409	1:2497
TOTAL	6644	40020		19.02		

Response to Intervention

Throughout the many school districts in WTEC, the level of RTI implementation varies. As for the level of RTI implementation for WTEC, 12.5% are in the beginning stages of discussion and 87.5% are piloting their RTI process.

Table 54: Level of RTI Implementation

Level of Implementation	Percentage
We are in the beginning stages of discussion	12.5
We have a plan of implementation but haven't started	0.0
We are piloting our RTI process	87.5
We have a district-wide implementation of RTI	0.0

The areas of implementation in regards to subject areas also vary in the level of implementation. In WTEC, 87.5% of school districts are implementing RTI in Reading, 87.5% in Math, 75.0% in Writing, 0.0% in Oral Expression and Listening Comprehension, 75.0% in Behavior, and 12.5% in other areas. All districts in WTEC implement RTI in at least one area.

Table 55: Areas Implemented

Area of Implementation	Percentage
Reading	87.5
Math	87.5
Writing	75.0
Oral Expression	0.0
Listening Comprehension	0.0
Behavior	75.0
Other	12.5
None	0.0

In addition to the subject areas of implementation, the grade levels that RTI is implemented in vary. As for the differences in implementation of RTI by grade level in WTEC, 37.5% of schools districts implement RTI in PreK, 100.0% in Kindergarten, 100.0% in grades 1-3, 100.0% in grades 4-5, 85.7% in grades 6-8, and 42.9% in grades 9-12. All districts in WTEC implement RTI in at least one grade level.

Table 56: Grades Implemented

Grade(s)	Percentage
PreK	37.5
K	100.0
1-3	100.0
4-5	100.0
6-8	85.7
9-12	42.9
None	0.0

Ohio Valley Cooperative-Exceptional Children Services (OVEC-ECS)



School psychologists in this region report spending a mean of 4.3% in research/creating professional development, 0.1% in supervision of practicum/intern students, and 7.2% in teacher/student assistance team meetings. School psychologists also report spending a mean of 3.1% of time in counseling, 5.7% in intervention/behavior management, and 10.3% of time in consultation.

School psychologists in this region report spending most of their time in assessment, with a mean of 69.3% of time in assessment duties. Additionally, school psychologists in this region report a mean of 88.0 assessment cases per academic year ($SD = 12.2$). School psychologists in this region also report attending a mean of 162.5 ARC meetings per academic year ($SD = 61.5$).

Table 57: Distribution of Time in OVEC-ECS

(n = 16)	Percentage of Time Spent
Supervision of practicum/intern students	0.1
Research/creating professional development	4.3
Counseling	3.1
Teacher/student assistance team meetings	7.2
Intervention/behavior management	5.7
Consultation	10.3
Assessment	69.3

*percentages in this section may not add up to 100% due to individual self reports of time often adding up to over 100%

In the Ohio Valley Cooperative-Exceptional Children Services, school psychologists ($n = 16$) report an average salary amount of \$53, 017.93. The average school psychologist to student ratio was 1:1460.

Table 58: County student and special education enrollment and school psychologist to student ratios for OVEC-ECS.

OVEC-ECS	Special Education Enrollment	End of Year Total Enrollment	% of All Students Enrolled in Special Education	Number of School Psychologists	Ratio of Special Education Students to School Psychologists	Ratio of Total Students to School Psychologists
Anchorage Ind.	60	380	15.8	0.17	1:10.2	1:64.6
Bullitt County	1688	12874	13.1	9.00	1:187.6	1:1430.4
Carroll County	248	1991	12.5	1.00	1:248	1:1991
Eminence Ind.	75	773	9.7	0.20	1:15	1:154.6
Gallatin County	292	1654	17.7	1.00	1:292	1:1654
Grant County	539	3939	13.7	2.00	1:269.5	1:1969.5
Henry County	315	2216	14.2	1.00	1:315	1:2216
Oldham County	1761	11931	14.8	6.50	1:270.9	1:1835.5
Owen County	232	1898	12.2	1.00	1:232	1:1898
Shelby County	1164	6603	17.6	5.00	1:232.8	1:1302.6
Spencer County	422	2813	15	2.00	1:211	1:1406.5
Trimble County	203	1593	12.7	1.00	1:203	1:1593
TOTAL	6999	48665		29.87		

Response to Intervention

Throughout the many school districts in OVEC, the level of RTI implementation varies. As for the level of RTI implementation for OVEC, 6.7% have a plan of implementation but haven't started yet, 13.3% are piloting their RTI process, and 80.0% have a district-wide implementation of RTI.

Table 59: Level of RTI Implementation

Level of Implementation	Percentage
We are in the beginning stages of discussion	0.0
We have a plan of implementation but haven't started	6.7
We are piloting our RTI process	13.3
We have a district-wide implementation of RTI	80.0

The areas of implementation in regards to subject areas also vary in the level of implementation. In OVEC, 100.0% of school districts are implementing RTI in Reading, 93.3% in Math, 40.0% in Writing, 0.0% in Oral Expression and Listening Comprehension, 40.0% in Behavior, and 6.7% in other areas. All districts in OVEC implement RTI in at least one area.

Table 60: Areas Implemented

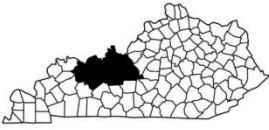
Area of Implementation	Percentage
Reading	100.0
Math	93.3
Writing	40.0
Oral Expression	0.0
Listening Comprehension	0.0
Behavior	40.0
Other	6.7
None	0.0

In addition to the subject areas of implementation, the grade levels that RTI is implemented in vary. As for the differences in implementation of RTI by grade level in OVEC, 60.0% of schools districts implement RTI in PreK, 80.0% in Kindergarten, 100.0% in grades 1-3, 93.3% in grades 4-5, 80.0% in grades 6-8, and 53.3% in grades 9-12. All districts in OVEC implement RTI in at least one grade level.

Table 61: Grades Implemented

Grade(s)	Percentage
PreK	60.0
K	80.0
1-3	100.0
4-5	93.3
6-8	80.0
9-12	53.3
None	0.0

River Region Special Education Cooperative (RRSEC)



School psychologists in this region report spending a mean of 1.7% in research/creating professional development, 1.0% in supervision of practicum/intern students, and 10.9% in teacher/student assistance team meetings. School psychologists also report spending a mean of 2.2% of time in counseling, 11.3% in intervention/behavior management, and 10.1% of time in consultation.

School psychologists in this region report spending most of their time in assessment, with a mean of 63.0% of time in assessment duties. Additionally, school psychologists in this region report a mean of 87.5 assessment cases per academic year ($SD = 29.1$). School psychologists in this region also report attending a mean of 134.6 ARC meetings per academic year ($SD = 73.8$).

Table 62: Distribution of Time in RRSEC

(n =16)	Percentage of Time Spent
Supervision of practicum/intern students	1.0
Research/creating professional development	1.7
Counseling	2.2
Teacher/student assistance team meetings	10.9
Intervention/behavior management	11.3
Consultation	10.1
Assessment	63.0

*percentages in this section may not add up to 100% due to individual self reports of time often adding up to over 100%

In the River Region Special Education Cooperative, school psychologists (n =16) report an average salary amount of \$55,961.85. The average school psychologist to student ratio was 1:1305.

Table 63: County student and special education enrollment and school psychologist to student ratios for RRSEC.

RRSEC	Special Education Enrollment	End of Year Total Enrollment	% of All Students Enrolled in Special Education	Number of School Psychologists	Ratio of Special Education Students to School Psychologists	Ratio of Total Students to School Psychologists
Breckinridge County	405	2744	14.8	2.00	1:202.5	1:1372
Cloverport Ind.	85	332	25.6	0.10	1:8.5	1:33.2
Daviess County	2142	11024	19.4	7.00	1:306	1:1574.9
Elizabethtown Ind.	305	2350	13	0.00	*	*
Grayson County	695	4299	16.2	2.00	1:347.5	1:2149.5
Hancock County	262	1677	15.6	1.00	1:262	1:1677
Hardin County	2582	14872	17.4	10.40	1:248.3	1:1430
LaRue County	455	2426	18.8	1.00	1:455	1:2426
McLean County	285	1632	17.5	1.00	1:285	1:1632
Meade County	758	5041	15	4.70	1:161.3	1:1072.6
Ohio County	548	3923	14	3.00	1:182.7	1:1307.7
Owensboro Ind.	904	4135	21.9	4.30	1:210.2	1:961.6
West Point Ind.	12	107	11.2	0.20	1:2.4	1:21.4
TOTAL	9438	54562		36.7		

Response to Intervention

Throughout the many school districts in RRSEC, the level of RTI implementation varies. As for the level of RTI implementation for RRSEC, 6.7% have a plan of implementation but haven't started yet, 13.3% are piloting their RTI process, and 80.0% have a district-wide implementation of RTI.

Table 64: Level of RTI Implementation

Level of Implementation	Percentage
We are in the beginning stages of discussion	0.0
We have a plan of implementation but haven't started	6.7
We are piloting our RTI process	13.3
We have a district-wide implementation of RTI	80.0

The areas of implementation in regards to subject areas also vary in the level of implementation. In RRSEC, 100.0% of school districts are implementing RTI in Reading, 93.3% in Math, 73.3% in Writing, 20.0% in Oral Expression and Listening Comprehension, 80.0% in Behavior, and 20.0% in other areas. All districts in RRSEC implement RTI in at least one area.

Table 65: Areas Implemented

Area of Implementation	Percentage
Reading	100.0
Math	93.3
Writing	73.3
Oral Expression	20.0
Listening Comprehension	20.0
Behavior	80.0
Other	20.0
None	0.0

In addition to the subject areas of implementation, the grade levels that RTI is implemented in vary. As for the differences in implementation of RTI by grade level in RRSEC, 93.3% of schools districts implement RTI in PreK, 100.0% in Kindergarten, 100.0% in grades 1-3, 100.0% in grades 4-5, 93.3% in grades 6-8, and 93.3% in grades 9-12. All districts in RRSEC implement RTI in at least one grade level.

Table 66: Grades Implemented

Grade(s)	Percentage
PreK	93.3
K	100.0
1-3	100.0
4-5	100.0
6-8	93.3
9-12	93.3
None	0.0

Limitations

There are limitations to this report as is frequently the case when relying upon self-reports and data from various agencies and organizations. In this section, an effort is made to identify some of these shortcomings.

The first limitation of the report is that it contains dated material. The report is meant to be a snapshot of the school psychology profession in 2010. The data that was collected was the most current available. However, this information can become quickly outdated or inaccurate.

Second, the findings presented in this report may not be truly representative of the field of school psychology in each Special Education Cooperative due to low response rates for some areas. The data that is broken down by Cooperative may not be as representative as the data for the entire state. Therefore, some caution must be used when interpreting and generalizing the data from individual Cooperatives.

Third, some information for the report was obtained using website information. Examples include program descriptions for school psychology training programs and cost of living calculators. While we believe these to be accurate instruments, there may be outdated or inaccurate information contained on those websites. The website URL's are posted in the report for readers to check if they believe the information is inaccurate.

A fourth limitation is the reliance on survey data from KAPS members for a bulk of job description and salary information. Self-report data can be inaccurate as survey respondents may not know the exact information requested. As a result, respondents make educated guesses. One example of this occurring can be seen in the identification of school district and special education cooperative, which is reflected in a higher number of respondents from a region than the actual number of KAPS members from that region. Another caveat regarding the survey responders is that some KAPS members did not identify a school district, which meant that the respondent's answers could only be included in the analysis of statewide data rather than within a specific region as well.

The final limitation is in regards to the school district breakdown of general student population, special education population, number of school psychologists, and the ratios of school psychologists to general student population and special education population. The general student population, special education population, and number of school psychologists was gathered from the Kentucky Department of Education's database.

APPENDIX A

Special Education Cooperatives in Kentucky

West Kentucky Special Education Cooperative

Member Districts:

- Ballard County
- Caldwell County
- Calloway County
- Carlisle County
- Christian County
- Crittenden County
- Dawson Springs Independent
- Fulton County
- Fulton Independent
- Graves County
- Henderson County
- Hickman County
- Hopkins County
- Livingston County
- Lyon County
- Marshall County
- Mayfield Independent
- McCracken County
- Muhlenberg County
- Murray Independent
- Paducah Independent
- Trigg County
- Union County
- Webster County

Caveland Educational Cooperative

Member Districts:

- Allen County
- Barren County
- Bowling Green Independent
- Butler County
- Caverna Independent
- Cumberland County
- Edmonson County
- Glasgow Independent
- Green County
- Hart County
- Logan County
- Metcalfe County
- Monroe County
- Russellville Independent
- Simpson County
- Todd County
- Warren County

Jefferson County Exceptional Child Education Services

Member Districts:

- Jefferson County
- Kentucky School for the Blind

Northern Kentucky Cooperative for Educational Services

Member Districts:

- Beechwood Independent
- Bellevue Independent
- Boone County
- Campbell County
- Covington Independent
- Dayton Independent
- Erlanger-Elsmere
- Ft. Thomas Independent
- Kenton County
- Ludlow Independent
- Newport Independent
- Pendleton County
- Silver Grove Independent
- Southgate Independent
- Walton-Verona Independent
- Williamstown Independent

Central Kentucky Special Education Cooperative

Member Districts:

- Anderson County
- Bardstown Independent
- Bourbon County
- Boyle County
- Burgin Independent
- Clark County
- Danville Independent
- Fayette County
- Frankfort Independent
- Franklin County
- Harrison County
- Jessamine County
- Marion County
- Mercer County
- Montgomery County
- Nelson County
- Nicholas County
- Paris Independent
- Powell County
- Scott County
- Washington County
- Woodford County
- Kentucky School for the Deaf

Upper Cumberland Special Education Cooperative

Member Districts:

- Barbourville Independent
- Bell County
- Clay County
- Corbin Independent
- East Bernstadt Independent
- Harlan County
- Harlan Independent
- Jackson County
- Knox County
- Laurel County
- McCreary County
- Middlesboro Independent
- Pineville Independent
- Pulaski County
- Rockcastle County
- Whitley County
- Williamsburg Independent

Big East Educational Cooperative

Member Districts:

- Ashland Independent
- August Independent
- Bath County
- Boyd County
- Bracken County
- Carter County
- Elliot County
- Fairview Independent
- Fleming County
- Greenup County
- Johnson County
- Lawrence County
- Lewis County
- Martin County
- Mason County
- Menifee County
- Morgan County
- Paintsville Independent
- Raceland Independent
- Robertson County
- Rowan County
- Russell Independent

Kentucky Valley Educational Cooperative

Member Districts:

- Breathitt County
- Floyd County
- Hazard Independent
- Jackson Independent
- Jenkins Independent
- Knott County
- Lee County
- Leslie County
- Letcher County
- Magoffin County
- Owsley County
- Perry County
- Pike County
- Pikeville Independent
- Wolfe County

Wilderness Trail Special Education Cooperative

Member Districts:

- Adair County
- Berea Independent
- Campbellsville Independent
- Casey County
- Clinton County
- Estill County
- Garrard County
- Lincoln County
- Madison Coun
- Monticello Independent
- Russell County
- Science Hill Independent
- Somerset Independent
- Taylor County
- Wayne County

Ohio Valley Educational Cooperative Exceptional Children Services

Member Districts:

- Anchorage Independent
- Bullitt County
- Carroll County
- Eminence Independent
- Gallatin County
- Grant County
- Henry County
- Oldham County
- Owen County
- Shelby County
- Spencer County
- Trimble County

River Region Cooperative

Member District:

- Breckinridge County
- Cloverport Independent
- Daviess County
- Elizabethtown Independent
- Grayson County
- Hancock County
- Hardin County
- LaRue County
- McLean County
- Meade County
- Ohio County
- Owensboro Independent
- West Point Independent

