School Profile Report
Collection Tool Guidance

The annual School Profile Report highlights programs offered in schools, as well as how schools implement standards-based instruction for Health Education and Physical Education, Career and Technical Education (Career Studies), Visual and Performing Arts, and World Languages (Foreign Language). Beginning with the 2025-2026 school year, only A1, A2, A3, A5, A8, B1, and D1 classified schools need to complete the School Profile Report.

Reporting is in accordance with KRS 158.6453 Section 3 (20) as amended in Senate Bill 1 (2017). An advisory committee made up of certified teachers and specialists from Kentucky's public schools and postsecondary institutions in these subject areas identified the process and method for collecting the information necessary to demonstrate program *length and time, courses offered, staffing, resources and facilities* for each of the subject areas.

The following are some guidelines and examples that may be used when responding to the items for the School Profile Report. These guidelines will apply to each of the content areas of Visual and Performing Arts, Health Education and Physical Education, World Languages and Career Studies.

The School Report Card –Collection Items summary document includes specifics for School Profile Reporting collection items beyond the general guidance offered here. Each subject area includes collection items that can highlight your program offerings.

1.) Program Overview
    a. The Overview section asks you to **identify all programs that your school offers for Visual and Performing Arts, Health Education and Physical Education, Career and Technical Education (Career Studie) and World Language/Immersion programs.** If your school does not offer a program in a content area, "program not offered" should be chosen.

    b. Additionally, **include a link to your school webpage that highlights each of the program content areas.**

2.) The next two questions refer to the facilities available to teachers of each of the specific content areas.
    a. **Identify if the classrooms of the teachers in the content area are equitable to classrooms in other content areas (yes or no).** If the health teacher moves from room to room, the appropriate response would "No".

    b. **Identify all the facilities that the teachers of the specific content areas have access to.** Example: if the physical education teacher provides instruction in a gymnasium with appropriate equipment to teach the standards, click both "Gymnasium" and "Classrooms/gymnasiums with access to designated resources necessary for student success in physical education programs (i.e., PE equipment, audio visual, written curriculum, etc.)."

3.) The Resources section will require responses to the following questions:

a. ***What percentage of the school budget is allocated to the _____ program?***
This percentage should be determined by using the SBDM program allocation or school budget. This does not include the use of MUNIS, teacher salaries or additional funds allocated to the program outside of the SBDM program allocation. If your school does not have an SBDM, please use your allocated school budget to determine this percentage.

Example:
The school receives $20,000 to allocate to program budgets and resources.

The school offers music and art with each receiving an allocated budget of $500.

500 x 2 ÷ 20,000 = 0.05

The overall percentage of the budget allocated to the Visual and Performing Arts program is 5%.

b. ***How many hours of (content area) related professional development are offered to ____ teachers instructing in _____ courses?***

Indicate the total number of content-specific professional development hours provided to teachers instructing the identified content. These should be determined by each individual professional learning opportunity, NOT by the total number of teachers attending.

Example: If the school has three teachers in Visual and Performing Arts and a one-day professional learning consisting of 6 hours is offered, the correct response would be 6 hours. This number should reflect the number of hours offered to content-specific professional learning opportunities.

c. ***Please list the number of instructional minutes students have access to each discipline area weekly:***
The number of instructional minutes should be determined using the master schedule and the courses offered to students. While students may not have daily classes, it should reflect the average number of minutes per week students have access to the content courses.

Examples:
Elementary
Students are on a one-day-a-week rotation for physical education classes. Each class is 60 minutes. **This means students have an average of 60 minutes instruction for physical education.**

Middle School

Scenario 1: Students are on a 9-week rotation for Career Exploration classes with instructional time of 50 minutes each day. Because the school year is made up of 36 weeks, students receive instruction ¼ of the year.

50 min x 5 days = 250 min
9 weeks ÷ 36 weeks in a school year = .25
250 x .25 = 62.5

Students receive an average of 62.5 minutes of instruction for Career Exploration each week.

Scenario 2: Students receive Health instruction every other day (3 days one week/2 days the next week). Each class is 50 minutes long.

Week 1 – 150 minutes
Week 2 – 100 minutes
Each 2 week period, students receive 250 minutes of Health instruction.
250 ÷ 2 = 125

Students receive an average of 125 minutes of Health instruction each week.

High School
Students are offered three non-duplicated World Language classes for each semester (Spanish I, Spanish II, Spanish III). All classes are on a 55-minute block.

55 minutes x 3 classes x 5 days = 825 minutes of instruction available each week.