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**EDUCATION AND WORKFORCE DEVELOPMENT CABINET
DEPARTMENT OF EDUCATION**

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May 21, 2015

Kentucky Association of School Councils
c/o/ Joyce Goodlett
PO Box 784; 217 South Fourth Street
Danville, KY 40423

Dear Joyce:

We are in receipt of the SBDM Alternative Training Module, Connecting Assessment and Accountability. Our review of the proposal, training materials, and supporting documents indicates compliance with Kentucky Department of Education's mission, vision and goals.

Attached is the review form with the composite notes from the review team. The EILA certificate attached covers any sessions from today, to June 30, 2015. New certificates for all of the SBDM sessions, those developed by KDE and those from other organizations, will be requested for all sessions in June and will be sent upon delivery to us.

Please contact me if you have questions.

Sincerely,

Judy Littleton

Planning Branch Manager
Office of Next Generation Schools and Districts
Kentucky Department of Education
502-564-3791
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SBDM Alternative Training Module Proposal Review

Proposals are being accepted for school districts, organizations or individuals who wish to develop and facilitate SBDM Training Modules beyond the KDE approved sessions. Modules submitted and approved are for the 2015 Training Season (up to December 31, 2015) only. School districts, organizations or individuals may submit up to two (2) proposals.

Module Title:	Connecting Assessment and Accountability
Agency Submitting Proposal:	KY Association of School Councils
Contact Person:	Joyce Goodlett
Address:	PO Box 784; 217 S. Fourth Street, Danville, KY 40423
Phone:	859-238-2188
Email:	training@kasc.net

KDE’s mission is to prepare all Kentucky students for next generation learning, work, and citizenship by engaging schools, districts, families, and communities through excellent leadership, service and support. KRS 160.345(2)(c)1 requires school councils to set school policies consistent with district policies which “shall provide an environment to enhance the students’ achievement.” Modules submitted will need to be aligned with the Kentucky Department of Education’s vision and mission and fulfill the statutory requirements in KRS 160.345(2)(c)1.

Kentucky Department of Education’s Vision, Mission and Goals	Module components that address KDE Vision, Mission and Goals	Meets/ Does Not Meet
Vision: Every child proficient and prepared for success.	The focus is on KBE Goals for student achievement.	meets
Mission: The Kentucky Department of Education’s mission is to prepare all Kentucky students for next-generation learning, work and citizenship by engaging schools, districts, families and communities through excellent leadership, service and		meets

Kentucky Department of Education's Vision, Mission and Goals	Module components that address KDE Vision, Mission and Goals	Meets/ Does Not Meet
support.		
Graduation Rate: to increase the average freshman graduation rate from 76% to 90% by 2015	Activities include filling-in blanks.	meets
Proficiency: Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017	Activities include determining weights and subject assessed and calculating achievement points. Available calculators (and formula) will be needed to complete the activities.	meets
College and Career Readiness: Increase the percentage of students who are college-and-career ready from 24% to 68% by 2015	Activities include reading and chart analysis	meets
Gap: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017	Activities include filling-in blanks.	meets
Professional Growth and Effectiveness: Increase the percentage of effective principals and teachers from _____% in 2015 to _____% in 2020	Eluded to PGES	n/a

Concerns/Comments

The module as written is very intense and is written "above the head" of the average teacher and parent. As a note: Assessment is not a required policy area. However, monitoring and evaluation of instructional programs is a duty of the school council as a part of their Planning and Resolution of Issues Regarding Instructional Practices policy. This is where possibly the facilitator could focus and intertwine assessment with school councils. Since school councils are not involved in the day-to-day operation of the school nor can they review individual student records or assessment scores (due to FERPA), they would not be involved in direct daily instruction of students who are struggling to assist in improving their assessment score from novice to apprentice or beyond. Their role lies in setting up processes and procedures to where students can receive additional interventions as needed (e.g., setting up an effective master schedule as part of the Schedule of the Day or Week policy, making decisions on how flexible grouping is organized, setting up the process for program evaluation in the Program Appraisal policy and as part of improvement planning). The module has activities centered on the determining student growth through teacher attitude toward individual student achievement with limited connections to school council authority areas or responsibilities.

The module is highly engrossed in the mechanics of assessment scores, including higher level math skills. Presenters of this module would need to be experts in the Unbridled Learning System. I would encourage this module to be used in small setting to where participants, especially parent council members, would not be intimidated by the content.

Other items (pages noted are from participant's booklet):

- Page 6 has a notation of 'state department'. The KY Department of Education is not known as a

“state department”. It can be as simple as education department or as formal as KY Department of Education.

- Page 7 has a list of novice reduction target groups. These should include all accountability groups. Asian and Two-or-more races are not listed.
- Page 15 notes ASSIST. ASSIST is an acronym and is capitalized.

Follow-up

We encourage you to do a complete formal grammar check and to ensure that all citations are complete including any tables or charts.

Final Determination

The SBDM Alternative Training Module, Connecting Assessment and Achievement, does meet the requirements set forth in the application.

Judy Littleton

May 21, 2015

Date

EILA number (if applicable): 15 EIL 1503