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

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March 22, 2013

Kentucky Association of School Councils
Joyce Goodlett
217 South Fourth Street
Danville, KY 40422

Dear Ms. Goodlett:

We are in receipt of the SBDM Alternative Training Module, 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 April 29, 2013, after the final session for re-endorsement, to June 30, 2013. 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 2013 Training Season (up to December 31, 2013) only. School districts, organizations or individuals may submit up to two (2) proposals.

Module Title:	Assessment and Accountability
Agency Submitting Proposal:	Kentucky Association of School Councils
Contact Person:	Joyce Goodlett
Address:	217 South fourth Street, Danville, KY 40422
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.	This module focuses on the parts of the accountability model, Unbridled Learning.	Meets
Mission: 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.	The module focuses on the assessment system as a whole and not on data analysis for student achievement	Meets

Kentucky Department of Education's Vision, Mission and Goals	Module components that address KDE Vision, Mission and Goals	Meets/ Does Not Meet
Goals for Next-Generation Learners (College/Career Readiness) Increase the average freshman graduation rate from 76% to 90% by 2015 and to increase the percentage of students who are college- and career-ready from 34% to 68% by 2015.	College/Career Readiness is included in the module in a quick overview to show calculations and delivery targets. The facilitator guide notes that this is to be covered in 10 minutes.	Meets
Goals for Next-Generation Learners (Proficiency): to increase the average combined reading and math K-PREP scores for 3rd grade students from 46.1% in 2012 to 73.1% in 2016; to increase the percentage of children ready for kindergarten from 28.1% in 2012 to 64.1% in 2015-16; and to increase the averaged combined reading and math K-PREP scores for elementary and middle school students from 44% to 72% in 2017.	The module covers how to calculate the percentages to determine points. The module does not cover the role nor the relationship of the standards in early childhood and primary school education as a predictor to the state assessments that begin in grade 3. The only exception is the reference in Activity 1: to include assessment language in the SBDM Instruction Practices policy.	meets
Goal for Next-Generation Learners (Gap): to increase the average combined reading and math proficiency ratings from all students in the non-duplicated gap group (i.e., African-American, Hispanic, Native American, with Disability, Free/Reduced Price Meals, and Limited English Proficiency) from 33% in 2012 to 66.5% in 2017.	The module contains an activity on determining non-duplicated student counts. These calculations are completed at the state level. School council members do not have access to individual student reports nor do they have access to student identifications (i.e., FERPA). This activity has little to no effect on how a school council operates.	Does not meet
Goal for Next-Generation Support Systems (Proficiency): to increase the percentage of proficient programs in the arts and humanities, practical living/ career studies, and writing (baseline set with measure established with Program Reviews)	Program reviews are included in the session. Not included in the session is the requirement of including Program Reviews in ASSIST which is a requirement for all schools.	meets
Goal for Next-Generation Professionals: increase the percentage of effective teachers and principals as measured by teacher or principal effectiveness tools (baseline to be determined).	This is included and noted as still in draft format.	meets

Concerns/Comments

This module provides information as to the parts of Unbridled Learning. The module does not include analyzing state assessment data as part of the improvement planning process, which is a school council responsibility.

The presenters of this module need to be an expert in Unbridled Learning such as a district assessment coordinator (DAC). The presenter must be able to access information as it relates to assessment questions that arise from the participants.

This module as designed is very difficult for the average SBDM member especially parents that has no formal educational background past high school. It is recommended that this module be for principal and teachers as school council members since they have the most direct contact with the assessment system. Parents should be instructed on how to read the School Report Card and in analyzing school data for improvement. If this module is to be used with parent groups, a more parent-friendly language is deemed necessary.

Assessment is not a required policy area. KDE encourages school councils to include assessment as part of the Instructional Practices Policy as best practice.

The module does not include any reference to ASSIST or the requirements in 703 KAR 5:225 Section 9, the components of district or school improvement plan. The Delivery Targets as well and the Kentucky Board of Education goals are required to be included in this plan. All schools and districts must put their improvement plans in ASSIST.

The last activity (Activity 7) makes a reference to Priority Schools as one of the options, yet does not define it in the narrative.

Follow-up

A spell-check and grammar-check will need to be completed to correct errors in both the participant's booklet and the facilitator guide.

Final Determination

The SBDM Alternative Training Module, Assessment and Accountability, meets the requirements set forth in the application and is approved for use in the 2013 training season.

Laurie Cape

03-11-2013

SBDM Module Review Team Lead

Date

EILA # 13 EIL 0143
