

CSIP FAQ 2016-2017

How do I get my account switched to my current school?

If a person has had an ASSIST account at a previous school, then we will need to contact Betsy Hehr at AdvancED (1-888-413-3669 x5783) to have it switched over. If someone needs access and has never had an account they can go to the login page (<https://cas.advanced.org/cas/login?service=http%3A%2F%2Fwww.advanc-ed.org%2Fassist%2Fs%2Fhome>) and enter the access codes. The principals should have the access code, but if not Deven can send it to them (typically we will give the access codes only to the principals).

Where can I find the CSIP PowerPoints (Timeline, Rubrics, etc...)

JCPS Homepage>Search for CSIP in the search bar→ Click on last link on the page that says “Comprehensive District Improvement Planning”

Or copy and paste this link

<https://www.jefferson.kyschools.us/node/1384>

When is it due?

We are asking everything to be completed for peer review process by Dec 9 (do not submit until after peer review and Assistant Supt’s have reviewed). Submit date is Dec 16 (technically not due until Dec 29, but we would like them all in before people leave for the break).

Title I Report (Title I schools only) is due Dec 16 as well (same technical deadline as CSIP).

What needs to be completed?

All items can be found on the portfolio tab (click on “KDE Comprehensive School Improvement Plan” in light blue)

CSIP Executive Summary (Copy feature available)
 Goals/Plans (Edit/Update/Create New Goals)
 KDE Compliance and Accountability – Schools (No Copy feature available)
 KDE Assurances – School (No Copy feature available)
 The Missing Piece (No Copy feature available)
 Improvement Plan Stakeholder Involvement (Copy feature available)
 School Safety Report (No Copy feature available)
 Equitable Access Diagnostic (New)

KDE Title I Report – Schoolwide Diagnostic (only need to complete the Schoolwide Diagnostic – there are no Targeted Assistance Schools in JCPS)

Is there any way to get what I put in last year into this year’s plan?

For items that do not have a copy feature available, some schools are using last year’s PDF, copying it to Word, and then copying it into the diagnostic. If you do this, be sure to update.

When should I do the KDE Compliance and Accountability Diagnostic?

For this diagnostic, it is better to wait until after you have updated all of your Goals, Objectives, Strategies, and Activities.

Where are the Assurances, I don't see it in the list of Diagnostics?

It actually has its own tab at the top of the page. Be sure to start the one that says KDE Assurances – School (this is a series of “Yes” and “No” questions).

What goals or objectives are required?

Most schools are using their 2019 KDE Delivery Targets as their goal and the 2017 targets as their objectives (from School Report Card)

- **Elementary**- All Proficiency (School Report Card) – all content, Gap Proficiency (School Report Card) – all content, Gap Novice Reduction (Goal Calculator in CASCADE) – Reading and Math only
- **Middle**- All Proficiency (School Report Card) – all content, Gap Proficiency (School Report Card) – all content, Gap Novice Reduction (Goal Calculator in CASCADE) – Reading and Math only, CCR goal is same as Proficiency goal
- **High** - All Proficiency (School Report Card) – all content, Gap Proficiency (School Report Card) – all content, Gap Novice Reduction (Goal Calculator in CASCADE) – Reading and Math only, CCR (School Report Card), and Graduation (School Report Card)

Not required but recommended:

- PGES
- Textbook/Instructional Resource
- Program Review

Do ES and MS need a science goal/objective since science is not part of accountability model?

We are recommending all school keep the science goal/objective and use CASCADE, MAP, or another measure. It is up to the schools to determine the goal (in general a 5-8% increase in Proficiency works well)

How do I phrase the Novice Reduction goal?

Who section - select all of your school's Reportable Gap populations

Proportion section – select “A percentage” from the dropdown and then type in your novice groups target percentage

What section – select either Reading or Math, “Collaborate to” from the dropdown, and type “meet Novice Reduction Targets”

Measured by – KPREP (or EOC)

By When – Select either May 31, 2017 or October 30, 2017

Preview should be something similar to: 20% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, and English Learners students collaborate to meet Novice Reduction Targets in Reading by May 31, 2017 as measured by KPREP.

Since the strategies and activities are very similar for the Gap – proficiency objective and the Gap – novice reduction objective do I need to have strategies and activities under both?

Yes, in order for the system to recognize the objective as complete, it must have at least one strategy and one activity attached to it. Unfortunately, you may have to duplicate at least one strategy and activity.

What should I say for my PGES goal?

Your principal should have baseline data from the summative evaluation ratings she gave last year to the teachers participating in PGES. However, given the limited number of teachers who participated last year across the district, you may not want to include this specific data. In fact, KDE indicated at the training on Monday that they won't include this data in the school report card until they have three years of data.

So, you could modify your goal to say something like: ****** will fully implement the Professional Growth and Effectiveness System (PGES). Data from the first three years of implementation, will be used to set targets for the 2017-18 school year.*

OR

You could tweak your current goal by addressing specific areas of PGES that you would like to focus on based on the baseline data you collected from the 1st year of implementation (i.e. professional growth plans, student growth goals, observations).

Where do I find the data for the Equitable Access Diagnostic spreadsheets?

There are two required spreadsheets to complete and upload to ASSIST for the Equitable Access Diagnostic:

- School Equity Diagnostic Spreadsheet and School Equity Diagnostic Goals
- School Equity Diagnostic Spreadsheet : <http://tinyurl.com/he9f7ef>
One self-selected indicator required
 - KDE Guidance:
 - Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover
- School Equity Diagnostic Goals can be found on the Equity Tab under Learning Environments on the School Report Card: <http://applications.education.ky.gov/SRC/>
- Frequently Asked Questions: <https://www.jefferson.kyschools.us/sites/default/files/KDEEquityDiagnosFAQ.pdf>

What should we put in our Equitable Access Diagnostic for school level recruitment and incentives?

I am looking at some of the schools that have this started. These schools mention things such as characteristics they look for in teachers, trying to hire staff that are the strongest fit for their student population, being intentional in hiring, etc...

For incentives, they list things they do to support teachers at the school level. Things like teacher autonomy, valuing teacher time, staff culture, supporting teachers in addressing student behavior, PLCs, mentoring groups for new teachers, etc... At least one school uses specific questions from their TELL survey to support their statements.

Who do I contact for additional assistance?

Please contact the JCPS Planning unit at 485-6254 or e-mail florence.chang@jefferson.kyschools.us