



Equity Diagnostic Frequently Asked Questions

Q. How does the district and/or school upload the completed equity data into the Adaptive System of School Improvement Support Tools (ASSIST) program?

A. Districts and schools should “download attachment” (equity data chart) from ASSIST, complete, and save the chart. On the same page as “download attachment,” select “add attachment,” and then select “choose a file.” This will allow you to upload the completed data chart into ASSIST.

Q. Are districts and schools required to complete the equity data chart and submit it to KDE?

A. Each district and school is asked to complete the data chart as part of the needs assessment related to equitable access to effective educators. While the data in the chart is not all encompassing, it is a good place to start. However, if a district or school has completed a similar data analysis protocol related to equitable access in another format, the results may be submitted rather than completing the form provided by the KDE in ASSIST. The instructions for uploading a district- or school-developed equity data analysis document are the same as described above.

Q. Where should my district or school get the data to complete the equity data chart?

A. Districts and schools use the most current data available. Sources may include:

- Infinite Campus (IC) for student information
- MUNIS for teacher data
- District and School Report Card
- Educator-reported years of experience

Q. What are the “self-selected indicators”?

A. “Self-selected indicators” are data sources that may identify inequities not included in the equity data chart. Districts and schools select at least one “self-selected indicator” that is relevant to their needs.

Examples of indicators may include:

- Principal, teacher, or student demographic data
- Percentage and/or number of National Board Certified Teachers
- Percentage and/or number of educators with advanced degrees
- Effectiveness data
- TELL results
- Teacher attendance rates

Q. When writing the equity goals, what measures do the district and/or school use as the baseline?

A. Equity goals are based on the five measures in the equity tab of the School Report Card (SRC). The baseline for setting goals is the data from the 2015-2016 SRC equity tab. The district and schools are asked to set goals for the next three school years.

Q. The equity tab in the SRC at the school level reports N/A for overall student growth and teacher effectiveness. Where do schools find this data in order to set equity goals?

A. To set goals for overall student growth and teacher effectiveness, the school reviews its 2015-16 overall student growth and teacher effectiveness data in EDS/CIITS.

Q. Has the United States Department of Education or the KDE set any standards regarding what is considered to be a high rate of teacher turnover?

A. No. There have been no percentages set for any of the equity measures. Districts and schools review their data and set realistic goals that demonstrate their efforts to achieve equitable access to effective educators for all students, particularly those most at risk.

Q. Who should schools include in the number and percentage of staff? Should it include itinerate or shared teachers?

A. Include all certified teachers who work with students in the school.

Q. Is there a suggested goal/target for growth? Should it be 100 percent?

A. Goals should be set for three years and be realistic and attainable. For example, if a school anticipates higher turnover at the end of this year, this should be reflected in the goals, and 100 percent retention rates are not consistently realistic. Use appropriate data to identify red flags and root causes to develop equity goals that address concerns.

Q. Is the goal to reduce the percentage of Kentucky Teacher Internship Program (KTIP) teachers and overall turnover each year?

A. The goal is to recruit and retain effective teachers.