Completing and Submitting Program Review Reports
About This Guide

This guide has been developed specifically for Kentucky schools and districts. It provides an overview of ASSIST and step-by-step instructions for completing and submitting Program Review Reports in ASSIST.

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Exhibit A: School Executive Summary Content
Exhibit B: School System Executive Summary Content
ASSIST Overview

What is ASSIST?

The Adaptive System of School Improvement Support Tools (ASSIST™) is a state-of-the-art, web-based platform designed to broaden and sharpen thinking about continuous improvement, performance and accreditation.

Through a partnership, AdvancED and the Kentucky Department of Education (KDE) have customized ASSIST to guide and support a common, statewide improvement planning process for all Kentucky schools and districts. All Kentucky schools and districts have access to ASSIST.

ASSIST is designed to guide and streamline the improvement planning process and help eliminate duplication of effort!

Learn more at: www.advanc-ed.org/kde

ASSIST Basics

- ASSIST was the tool used to submit Program Reviews in the spring of 2012 and all KY schools and districts now have access.
- ASSIST is a fully web-based system that does not have any specific network or system requirements. We recommend using the most recent versions of the following internet browsers for the best user experience: Mozilla Firefox, Apple Safari, Internet Explorer or Google Chrome.
- If your institution is required to submit a report in ASSIST, a task will be set and the Head of Institution (Principal, Superintendent, etc.) and the primary contact listed in ASSIST will receive an email notification.

ASSIST Terminology

ASSIST (Adaptive System of School Improvement Support Tools)
A web-based school improvement platform used by schools, districts and Independent School Districts (ISD) and Educational Service Agencies (ESAs) around the world to facilitate improvement planning and streamline compliance, accountability and accreditation reporting requirements.

Diagnostics
Tools designed to help schools and districts self-assess strengths and areas in need of improvement related to organizational effectiveness, performance and stakeholder perceptions in order to support ongoing improvement processes and practice.

NOTE: Diagnostics always are available for self-activation in ASSIST. You no longer have to wait for them to be activated. (The following diagnostics are referenced in this guide for the purpose of improvement planning: Executive Summary, Improvement Plan Stakeholder Involvement, School Data Analysis, Title I Schoolwide, Title I Targeted Assistance, Additional Requirements, Program Evaluation and Health & Safety)

Assurances
Compliance and/or accountability statements or questions that require a Yes or No certification response. Completion of assurances in ASSIST also will support the upload of documentation as well as narrative comments.
ASSIST Components
Requirements assigned to an institution that identify which reports need to be completed by a specified date. The components are requirements that are defined and assigned by MDE or AdvancED/NCA CASI. NOTE: The head of institution and primary contact listed in the system will receive an email notification when a new ASSIST task has been assigned for their institution.

ASSIST Navigation
The primary navigation of ASSIST takes place using a series of tabs across the top of the screen. Specific tools are provided within each tab. The following diagram provides a basic overview of the ASSIST tabs and what is located within each.

<table>
<thead>
<tr>
<th>Portfolio</th>
<th>Profile</th>
<th>Diagnostics &amp; Surveys</th>
<th>Assurances</th>
<th>Goals &amp; Plans</th>
<th>Actions &amp; Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due dates for required tasks - upcoming, past due and completed.</td>
<td>Basic institution, demographic, affiliation, accreditation and accountability status information (e.g., Priority, Focus, Title I)</td>
<td>Tools to facilitate the collection and analysis of data and information to inform the improvement planning process. <strong>School Diagnostics:</strong></td>
<td>Yes/No Certification Questions – AdvancED and MDE state and federal assurances</td>
<td>Build and manage goals and improvement plans</td>
<td>SACS CASI Accreditation - Scheduled External Reviews and Required Actions</td>
</tr>
<tr>
<td>Contains task/document submission and review and approval workflow. EXAMPLES: • School Improvement Plan • District Improvement Plan</td>
<td>Performance section is currently blank</td>
<td><strong>School Diagnostics:</strong> • Executive Summary • Self Assessment • Interim Self Assessment • Title I Schoolwide • Title I Targeted Assistance • Student Performance • Stakeholder Feedback • School Data Analysis</td>
<td></td>
<td></td>
<td>Tools to facilitate a process of checks and balances to ensure appropriate goals and strategies are in place.</td>
</tr>
<tr>
<td>Document Components</td>
<td>Diagnostic</td>
<td>Assurances</td>
<td>Goal</td>
<td>Diagnostic</td>
<td>Document Components</td>
</tr>
</tbody>
</table>

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Logging in
Log Directly Into ASSIST at
www.advanc-ed.org/assist

Enter your email address and password and select Login. This would be the same email and password used to access other AdvancED online systems.

If you have not created an AdvancED account, select Create New Account link on the right and complete the account creation steps.

You will need your institution’s access code in order to complete the account set-up process. If you need to obtain an access code, contact your AdvancED state office or contactus@advanc-ed.org.
Program Reviews

Program Review diagnostics are rubric based and can be completed at any time. Each school is required to complete a diagnostic for each of the following program areas:

- Arts and Humanities
- Practical Living and Career Studies
- Writing
- K-3*

*Required for those school who have any combination of grades K – 3

The program reviews are intended to guide schools to analyze systematically their comprehensive school programs in the areas of Arts and Humanities, Practical Living/Career Studies, Writing and K-3. This final step is to analyze the findings from each program review to determine how the school will make recommendations to improve and sustain each program. This diagnostic is narrative in format and is required to be completed as part of the Program Review Report submission. Exhibit A (attached) contains the Program Review Next Steps Diagnostic Content.

Kentucky is committed to ensuring that every student reaches proficiency and graduates from high school ready for college and/or career. A strategy for comprehensive college and career advising, connecting students to adults that may advise them on college and career options is integral to reaching this goal. This diagnostic can be used by schools to determine the level of implementation of a Comprehensive College and Career Advising Program and can be used in conjunction with Program Review for Practical Living/Career Studies. This diagnostic is rubric based and it is optional for Program Review Report submission. (attached) contains the Career Advising Diagnostic content.

Getting Started

Program Reviews are included as a component of the Unbridled Learning System. A Program Review Report will be assigned to every Kentucky School by October 2013. The Program Review is displayed on the Portfolio Overview page along with the due date of June 1, 2014. Selecting the document name will display the specific components required for your district’s submission.

If you do not see a task, but believe you should have one, please contact customerservice@advanc-ed.org.
Viewing Task Details

The Document Details page identifies the components that must be included for the Program Review Report submission.

Review the list of diagnostics that need to be completed by your school, and select the icon within the Components section to create or select a diagnostic.

If no components have been started, select Add New. Any component with the check box marked will be added to your report.

The Components column identifies what needs to be submitted. This column is blank when nothing has been attached.

Selecting the name of the diagnostic will take you to the Diagnostic page to begin work on the specific component.

When on the page of the diagnostic, select (Edit) to give the component a unique name with a date to differentiate reports from year-to-year. Select Update when complete.
Completing a Diagnostic

All diagnostics in ASSIST have a similar format for ease of use. Regardless of which diagnostic your school is completing, the navigation and page layouts are almost identical.

Blue section headings are provided for each section within the diagnostic. Red progress bars provide a visual of section completedness.

Select the section heading to view and/or respond to the items within each section.

A table provides the required items within each section. Items without a checkmark have not received a response, whereas those with a checkmark have been completed. ASSIST does not check for accuracy of information, so it is important to review all responses prior to completion.

You can return to the Diagnostic Summary to view a different section or overall progress.

Select an item with the Respond link.

Each item in the diagnostic requires a response.

You may be required to select a rubric or Likert Scale response, enter a narrative text response or upload supporting documentation.

Once the item has a response, select Save and Continue.

At any time you can return to the Standard Summary to view a different item or overall diagnostic progress.
ASSIST automatically takes you to the next item in the diagnostic.

Spellcheck is not available in ASSIST, but some browsers (e.g., Firefox and Safari) highlight spelling and punctuation errors.

You can copy and paste text from a text editor or Microsoft Word document. ASSIST does not support special formatting, images or tables.

Complete all questions in the diagnostic and confirm completion by selecting the Yes Complete in the pop-up window.

NOTE: The diagnostic will be locked from editing and available to add to the Program Review Report for submission once it is marked Complete.

Select Reopen to make additional changes to the diagnostic prior to submission, if necessary.

You also have the ability to copy previous diagnostics by going to the individual diagnostic and selecting Copy.

Give the copied diagnostic a unique description and select Copy to be taken to the diagnostic. From there, complete any necessary changes.
Completing and Submitting the Program Review Report

Select the **Portfolio** tab at the top of the page, and open the Program Review Report.

Select the blue pencil icon in the **Components** column. This opens a window that allows you to select the component to attach by checking the box and selecting **Save Selection**.

The component name now appears in the **Components** Column. Select the name to view/edit the diagnostic results.

Once all of the completed components have been added to the Program Review, select **Submit** and confirm submission in the pop-up window.

All completed components have a checkmark in the **completed** column.

**Note:** You can view a PDF of the complete document at any time during the process by selecting **View PDF**. The PDF will be shown as **DRAFT** until it is submitted.
Once the Program Review Report is submitted, it can be reopened at any time to make changes and resubmit. Select Reopen at the bottom of the Program Review Components page.

Each time the Program Review Report is submitted, a copy of the document is archived. You always can open an achieved document to view a previously submitted version.

District Review and Approval of Program Review Reports

Upon submission of the Program Review Report by the school, the Head of Institution and primary contact (as listed in the district’s profile screen in ASSIST) will receive an email.
For any districts that need to approve a Program Review Report, use the search engine to find a list of schools within your district.

Select the school for which you want to review a report.

Upon selecting the school account, you should see a report listed for that school.

Select the document name to view the submitted plan.

If the school submitted the plan, there will be a link to the archived report at the bottom of the page. This link, or the View PDF button will give you access to the full report.

If the plan needs additional work, select Reopen, and provide comments when prompted.

If you are satisfied with the plan, select Approve.

The school’s principal, as well as the primary contact listed in the school’s ASSIST Profile, will receive an email when the report is approved or reopened.

Note: If a plan has been reopened and submitted multiple times, each submission is archived along with the comment history provided by the reviewer.
Appendix

Exhibit A

Program Review Next Steps Diagnostic Content

The program reviews are intended to guide schools to systematically analyze their comprehensive school programs in the areas of Arts and Humanities, Practical Living/Career Studies, Writing and K-3. This final step is to analyze the findings from each program review to determine how the school will make recommendations to improve and sustain each program.

In-Depth Review
Identify the programs given an in-depth review during the school year. You may select more than one.

Arts and Humanities Program Review
1. **Areas of Strength**: What areas have been identified as strengths in the Arts & Humanities Program? What is being done to sustain these strengths?
2. **Areas for Improvement**: What areas have been identified that need to be improved in the Arts & Humanities Program?
3. **Next steps for sustainability and improvement**: What steps need to be taken to improve the Arts & Humanities Program?

Practical Living and Career Studies Program Review
1. **Areas of Strength**: What areas have been identified as strengths in the Practical Living/Career Studies Program? What is being done to sustain these strengths?
2. **Areas for Improvement**: What areas have been identified that need to be improved in the Practical Living/Career Studies Program?
3. **Next steps for sustainability and improvement**: What steps need to be taken to improve the Practical Living/Career Studies Program?

Writing Program Review
1. **Areas of Strength**: What areas have been identified as strengths in the Writing Program? What is being done to sustain these strengths?
2. **Areas for Improvement**: What areas have been identified that need to be improved in the Writing Program?
3. **Next steps for sustainability and improvement**: What steps need to be taken to improve the Writing Program?

K-3 Program Review
1. **Areas of Strength**: What areas have been identified as strengths in the K-3 Program? What is being done to sustain these strengths?
2. **Areas for Improvement**: What areas have been identified that need to be improved in K-3 Program?
3. **Next steps for sustainability and improvement**: What steps need to be taken to improve the K-3 Program?
Career Advising Diagnostic

Kentucky is committed to ensuring that every student reaches proficiency and graduates from high school ready for college and/or career. A strategy for comprehensive college and career advising, connecting students to adults that may advise them on college and career options is integral to reaching this goal. This diagnostic can be used by schools to determine the level of implementation of a Comprehensive College and Career Advising Program and can be used in conjunction with Program Reviews for Practical Living/Career Studies. A Comprehensive College and Career Advising Program should:

1. Be school-wide;
2. Implement or employ the Individual Learning Plan (ILP) as the core component of college and career advising and exploration;
3. Unite students, staff, parents, the community, businesses and higher education; and
4. Aim to reduce dropout rates, raise graduation rates and help pave the way for students to seek post-secondary pursuits after high school (Hodges, 2010; Schanfield, 2010).

To be most effective schools should create a School Counseling Program Advisory Council, as recommended by the American School Counselor Association National Model (3rd ed.) (ASCA, 2012). In order to effectively meet the needs of all students the Advisory Council should be diverse and consist of representatives from school staff, students, parents and the community. The involvement of many stakeholders ensures program continuity and broadens the scope of content knowledge, skill development and the formation of habits necessary for students to be successful in adulthood. Role and Responsibilities of a School Counsel Program Advisory Council The Advisory Council helps develop the Comprehensive College and Career Advising plan, which includes interventions that target the unique academic, career and personal/social needs of students as identified through needs assessments, grades, ILP reporting, EPAS scores, Student Gallup Poll results and other school-related data. (3rd ed.) (ASCA, 2012).

Evidence-based monitoring is the responsibility of the school counseling program advisory council to ensure that relevant objectives are met and reached. Revisions of the program are intentional, timely and responsive to student and school needs. Data analysis is used to set priorities for services to address academics, behavior, attendance, retention, and acceleration needs. Further, as described by ASCA ASCA National Model, data are used “to measure the results of the program as well as to promote systemic changes within the school system so every student graduates college- and career-ready” (2012).

The School Counseling Program Advisory Council should prioritize services that address the school’s Comprehensive Improvement Plan concerning college and career readiness, proficiency for all students and eliminating achievement gaps. In addition to including ALL students, the advising program must be scheduled to occur at regular intervals throughout the school year and be structured to include frequent updating of student ILPs. Imbedding the ILP into the advising system is critical to: supporting students to set and meet goals, helping teachers building relationships with students and empowering schools to meet the needs of all students. References: American School Counselor Association National Model (3 ed.). (2012). Alexandria, VA: American School Counseling Association.