**Year Five** - **System**

* Year Five Welcome
1. Tell Your Story…
	* Reflecting on the full cycle of continuous improvement work, use this space to update your OVT Chair/Team and ARC with any information about strengths and struggles that they should be aware of that might not appear elsewhere in the report.
2. Compliance – this comes from KSDE input (would be prepopulated)
	* If no compliance issues, old or new, are present for a system in a given year, this area should say “No compliance issues noted.” And there should be no entry boxes, or other information.
3. Foundational Structures
	* Foundational Structures refer to the underlying programs and services within your system. Please describe your system’s improvement for each of the Foundational Structures since Year 1 of your KESA continuous improvement process.
		+ Tiered Framework of Supports
		+ Family, Business, and Community Partnerships
		+ Diversity, Equity, and Access
		+ Communication and Basic Skills
		+ Civic and Social Engagement
		+ Physical and Mental Health
		+ Arts and Cultural Appreciation
		+ Postsecondary and Career Preparation
4. Needs Assessment and Goals
	* Reflect on your current data and responses to this section in previous years, summarize:
		+ The progress being made toward the goal.
		+ The impact on the system.
		+ The impact on buildings.
	* Based on current needs assessment data, discuss any potential new goals identified for the upcoming cycle.
5. Sustainability of the Improvement Process
	* In each of the following areas, explain your system’s progress during the current KESA cycle, as well as plans for continuity into the next cycle:
		+ Lessons learned about how to involve and invest staff in the KESA continuous improvement process.
		+ The influence of the KESA continuous improvement process on your system’s ability to sustain core values, mission, and/or vision.
		+ Support of your local governing body/board for the KESA continuous improvement process.
		+ Adjustment of resource allocations to create change in the KESA process. (fiscal, human, facility, technology, etc.)

1. Kansas Vision for Education and State Board Outcomes
	* Social Emotional Growth
* Focusing on the local growth measures from year 1, what improvements have been seen in social-emotional growth over the full KESA cycle?
* How have policy, resourcing and staffing decisions prioritized Social-Emotional Growth and contributed to your results?
* How have the practices implemented for staff affected the data concerning their social-emotional health, and wellbeing?
* What does your data indicate about needs and strategies for your next KESA cycle?
	+ Kindergarten Readiness
* Focusing on the early childhood care and education programs and Kindergarten Readiness Snapshot tool measures from year-1, what improvements have been seen in Kindergarten Readiness over the full KESA cycle? (Include the percentage of kindergarten students in each building who participate in the Kindergarten Readiness Snapshot, the ASQ-3 and the ASQ:SE-2, unless the teacher collaborates with the family to determine that the ASQ should not be used.)
* What practices developed over the full KESA cycle will be sustained as you move into KESA cycle two?
* What does your data indicate regarding needs that might influence strategies to improve Kindergarten Readiness in KESA cycle two?
	+ Individual Plans of Study
		- Explain the growth and development of the system IPS process over the 5-year KESA cycle.
		- Provide evidence demonstrating students have multiple postsecondary exploration experiences and knowledge of all postsecondary opportunities?
		- Detail the review process for each student’s growth and/or graduation electronic portfolios.
		- Describe any changes/modifications made to the system’s IPS program based on the Year 4 report and Annual IPS Survey
	+ High School Graduation
		- What does the updated graduation data below tell you about your trend **across the full KESA continuous improvement cycle?**
		- How do you see this data impacting your goals and process for the next KESA cycle?
		- Until data is available for a given year, the report should read “Data not yet available” in the place where the data would be imported.
	+ Postsecondary Success
		- What does the updated postsecondary success data below tell you about your trend **across the full KESA continuous improvement cycle?**
		- How do you see this data impacting your goals and process for the next KESA cycle?
		- Until data is available for a given year, the report should read “Data not yet available” in the place where the data would be imported.
1. Definition of a High School Graduate
	* Reflect on how your system and its continuous improvement process promoted the characteristics of successful high school graduates across the full KESA cycle.
		+ Academic Preparation
		+ Cognitive Preparations
		+ Technical Skills
		+ Employability
		+ Civic Engagement
2. Stakeholder Involvement
	* Reflect and describe the lessons learned about how to involve and invest stakeholders in the KESA continuous improvement process.
	* Describe any stakeholder groups not involved in this cycle that should be considered for your next cycle. Include a discussion about how the group(s) might be involved.
3. KESA Fidelity of Implementation
	* Prepopulate the data from these questions for years 1-4. The current year will be added to the data table..
		+ Did you complete and submit your System Yearly Update report (this document) at least one month prior to the scheduled OVT visit? Yes or No answer
		+ On what date was or will this System Yearly Update be shared with the local board of education/governing body? Date formatted/selection
		+ On what date did you share last year’s OVT summary report with your local board of education/governing body? Date format/selection
	* Summarize how the system responded to feedback (comments, suggestions, etc.) from the OVT during the KESA cycle.
4. Explain Your Next Steps
	* Use this space to describe what needs to be done to prepare for the next KESA continuous improvement cycle.
5. Assurances