

FACT SHEET



Using Your Component Baseline Analysis Data

CBA Data – General Overview

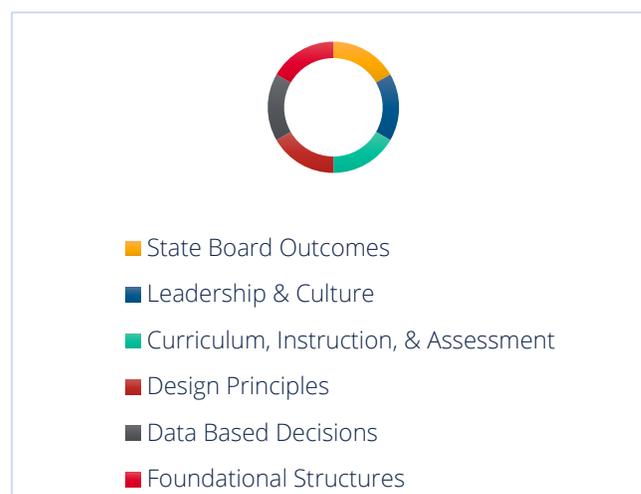
The Component Baseline Analysis is a *perception* survey that was created by the KSDE Accreditation and Design Team in partnership with Kansas MTSS and our Educational Service Centers. The purpose of the CBA is to identify district and building-level perception data in six key component areas of continuous school improvement.

District level staff respond to each item for the district only; whereas building level staff provide their perception for their building and the district for each item.

Data Connections – Internal Survey Validation

While the survey is divided into six sections, there are also themes that carry throughout the survey. For example, there are multiple items related to general topics like instruction, SEL, etc. In order to support systems in analyzing their data, internal survey connections are outlined below. Use these ‘lenses’ as a way to create a broader picture of how staff perceive the system. These item connections can also serve as a way to validate survey feedback.

While these are not all of the connections that could be made within/throughout the survey, the connections stated here are representative of the Kansas vision for education.



Social Emotional Learning – SBO1, FS2, FS7, DP5, CIA6

Family/Community Connection & Engagement – SBO2, SBO3, LC5, FS4, DP1, DP2

Graduation/Post-Secondary – SBO3, SBO4, SBO5, FS6, DP4

Personalized Learning - DP3, DP5, FS4, CIA2

Rigorous Learning Environments - LC3, DBDM4, FS1, DP4, DP5, CIA1, CIA3, CIA4, CIA5

Note, one activity protocol your team can use to review this data is the ORID protocol. Learn how to do that [here](#).



The CBA & Your Comprehensive Needs Assessment

The KESA Guidance Document describes the Data Analysis phase of the continuous improvement process as follows:

A needs assessment starts with a vision and end goal(s) in mind, and it attempts to align the needs based on data and stakeholder perceptions. A needs assessment changes system by determining underlying root causes that prevent improvement. This process helps a system identify challenges and areas needing improvement. It is the identification of gaps that exist between the status of a system and its vision. For KESA, the needs assessment process is twofold: building-level and system-level. The needs assessments should be designed to collect data for all the initiatives within the organization.

The CBA is an opportunity for systems to gather perception data from internal stakeholders on key components of education in Kansas. This data should then be used by the system to inform the goals that are created as part of your ongoing strategic plan and your plan for systemic

continuous improvement (i.e. the goals embedded in your KESA plan).

Note, this feedback can also be used by buildings to help inform completion of your legislated [Building Needs Assessment](#). While you are not required to use the state provided template, the CBA feedback would prove relevant as building teams work to respond to the various sections.

Data Analysis – Phase Resources

On the KESA page, you can access training resources for the KESA Process by going to the [‘KESA System Information & Training’](#) page.

Activity 4 under ‘Data Analysis’ walks through how to compare ‘perception’ data to your ‘reality’ data. As you work through data analysis in full, activity 4 will allow for use of the CBA data as part of that process.

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