

## **Purpose and Instructions**

CBA.

# **COMPONENT BASELINE ANALYSIS**

## **SURVEY PURPOSE:**

The purpose of the Component Baseline Analysis is to identify district and building-level perception data in these key components of continuous school improvement:

- State Board of Education Outcomes
- Leadership and Culture
- Data-based Decision Making
- Foundational Structures
- Design Principles
- Curriculum, Instruction, and Assessment

# SURVEY ANSWER GUIDE:

If you are **District Level Certified Staff**, please provide your perception of each statement at the **district level only**.

If you are **Building Level Certified Staff**, please provide your perception of each statement for **both your building and the district**. However, the **State Board Outcome** section will only ask for your perception of the **district**.

#### Demographics

*Q45.* Please choose your district and school. (If you work in more than one building, choose the building where you are best suited to provide feedback)

District		~
Building	~	

D3. What is your role?

- O District Level Certified Staff
- O Building Level Certified Staff

#### **State Board Outcomes**

SBO. State Board Outcomes

*SBO1.* Across the district, we consistently measure specific student social and emotional skills, as well as, provide instruction and intervention to help improve those skills.

	Strongly	Somewhat	Somewhat	Strongly
	disagree	disagree	agree	agree
District Level	0	0	0	0

*SBO2.* Across the district, we emphasize early childhood learning and make connections within our community, so our students enter Kindergarten ready to learn.

	Strongly	Somewhat	Somewhat	Strongly
	disagree	disagree	agree	agree
District Level	0	0	0	0

*SBO3.* Across the district, students, families, and the school work together as students move our schools to build, adjust, and implement individual plans of study.

	Strongly	Somewhat	Somewhat	Strongly
	disagree	disagree	agree	agree
District Level	0	0	0	0

*SBO4.* Across the district, graduating high school is a priority and goal for every student and staff member across our district.

	Strongly	Somewhat	Somewhat	Strongly
	disagree	disagree	agree	agree
District Level	0	0	0	0

*SBO5.* Across the district, we emphasize the importance of continuous growth beyond high school graduation.

	Strongly	Somewhat	Somewhat	Strongly
	disagree	disagree	agree	agree
District Level	0	0	0	0

#### Leadership and Culture

LC. Leadership and Culture

*LC1.* Our leaders establish and support collaborative structures where teachers work together as effective teams for the purpose of improvement.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	0	0	0	0
<b>Building Level</b>	0	0	0	0

*LC2.* We have a shared understanding of the vision/mission related to student success.

	Strongly	Somewhat	Somewhat	Strongly
	disagree	disagree	agree	agree
District Level	0	0	0	0
<b>Building Level</b>	0	0	0	0

*LC3.* We believe all students can achieve high standards.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	0	0	0	0
<b>Building Level</b>	0	0	0	0

LC4. We believe all staff have confidence in the capabilities of each other.

Qualtrics Survey Software

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	0	0	0	0
<b>Building Level</b>	0	0	0	0

*LC5.* We have a plan to engage all stakeholders in gathering input and providing feedback (families, students, staff, business, other community members).

	Strongly	Somewhat	Somewhat	Strongly
	disagree	disagree	agree	agree
District Level	0	0	0	0
<b>Building Level</b>	0	0	0	0

## **Data-Based Decision Making**

DBDM. Data-Based Decision Making

*DBDM1.* We review and disaggregate student data based on student and community demographics. (e.g. racial/ethnic diversity, gender, socioeconomic status, students with disabilities, English Language Learners, single families, etc.)

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	0	0	O	O
<b>Building Level</b>	0	0	0	0

DBDM2. We have a process in place for working with data to make decisions.

Qualtrics Survey Software

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	0	0	0	0
<b>Building Level</b>	0	0	0	0

*DBDM3.* We use the data to inform instruction. (We support the process of using data to inform instruction).

	Strongly	Somewhat	Somewhat	Strongly
	disagree	disagree	agree	agree
District Level	0	0	0	0
<b>Building Level</b>	0	0	0	0

*DBDM4.* We use real-time data to trigger instructional interventions for individual students.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	0	0	0	0
<b>Building Level</b>	0	0	0	0

*DBDM5.* Our data is openly shared, and implications for instruction are discussed at multiple levels within the school, with families, and the community.

	Strongly	Somewhat	Somewhat	Strongly
	disagree	disagree	agree	agree
District Level	0	0	0	0
<b>Building Level</b>	0	0	0	0

## **Foundational Structures**

#### FS. Foundational Structures

*FS1.* We utilize a tiered framework that includes targeted interventions to promote student growth for each student in the area of academics.

	Strongly	Somewhat	Somewhat	Strongly
	disagree	disagree	agree	agree
District Level	0	0	0	0
<b>Building Level</b>	0	0	0	0

*FS2.* We utilize a tiered framework that includes targeted interventions to promote student growth for each student in the area of behavior and social-emotional learning.

	Strongly	Somewhat	Somewhat	Strongly
	disagree	disagree	agree	agree
District Level	0	0	0	0
<b>Building Level</b>	0	0	0	0

*FS3*. We encourage community members, staff, and students to have a voice in continuous improvement.

	Strongly	Somewhat	Somewhat	Strongly
	disagree	disagree	agree	agree
District Level	0	0	0	0
<b>Building Level</b>	0	0	0	0

*FS4*. We support increased student appreciation of the arts and cultural heritage.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	0	0	0	0
<b>Building Level</b>	0	0	0	0

*FS5.* We provide purposeful career awareness and guidance.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	0	0	0	0
<b>Building Level</b>	0	0	0	0

*FS6.* We monitor and adjust policies and practices in order to provide a physically and emotionally safe climate/culture.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	0	0	0	0
<b>Building Level</b>	0	0	0	0

*FS7.* We provide a diverse, equitable, and inclusive education for all students.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	0	0	0	0
<b>Building Level</b>	0	0	0	0

## **Design Principles**

*DP.* Design Principles

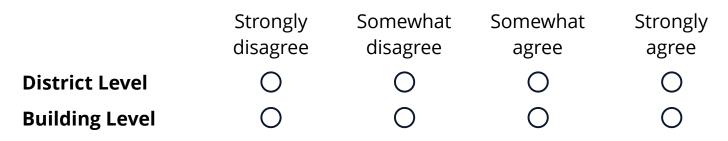
*DP1.* Our leadership team commits time, energy, and resources to building and strengthening partnerships with families.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	0	0	0	0
<b>Building Level</b>	0	0	0	0

*DP2.* Our leadership team commits time, energy, and resources to building and strengthening partnerships with businesses and communities.

	Strongly	Somewhat	Somewhat	Strongly
	disagree	disagree	agree	agree
District Level	0	0	0	0
<b>Building Level</b>	0	0	0	0

*DP3.* We support personalized learning for students by providing choice in time, place, path, pace and demonstration of learning.



*DP4.* We provide each student with multiple opportunities to apply their learning in real-world situations.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	0	0	0	0
<b>Building Level</b>	0	0	0	0

*DP5.* We support the continuous development and integration of both Academic and Social Emotional skills for all students.

	Strongly	Somewhat	Somewhat	Strongly
	disagree	disagree	agree	agree
District Level	0	0	0	0
<b>Building Level</b>	0	0	0	0

### **Curriculum, Instruction, and Assessment**

CIA. Curriculum, Instruction, and Assessment

*CIA1.* We implement a curriculum that is fully aligned with the current Kansas standards.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	0	0	0	0
<b>Building Level</b>	0	0	0	0

CIA2. We use standards as a platform to personalize learning for students.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	0	0	0	0
<b>Building Level</b>	0	0	0	0

*CIA3.* We utilize varied and effective evidence-based instructional practices in all classrooms.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	0	0	0	0
<b>Building Level</b>	0	0	0	0

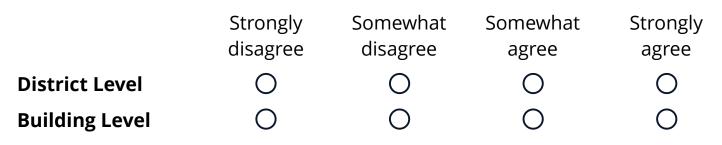
CIA4. Our teachers consistently demonstrate high quality instruction.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	0	0	0	0
<b>Building Level</b>	0	0	0	0

CIA5. We utilize a balanced and clearly defined assessment plan.

	Strongly	Somewhat	Somewhat	Strongly
	disagree	disagree	agree	agree
District Level	0	0	0	0
<b>Building Level</b>	0	0	0	0

CIA6. We provide direct instruction to support social and emotional skills.



Kansas State Department of Education | 900 S.W. Jackson Street, Suite 102 | Topeka, Kansas 66612-1212 | www.ksde.org

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