# KESA Update – Simple Qualitative Analysis

### Responses to the KESA Update Pause Survey were examined by one reviewer to develop common themes found among the open-ended and write-in responses. The item is listed below with the themes identified and examples of each listed. For the write-in clarification provided when respondents selected “Other”, we found limited consensus in the responses. The frequency of common responses is noted in parentheses along with the unique responses provided for these items.

**Item: What prompted your decision to Pause or Not-Pause your KESA Process for the 2020-2021 school year?** (N=147)

For this item, respondents did not identify specifically whether or not they paused their KESA cycle for the current 2020-2021 school year. The reviewer identified these groups based on the response to the item.

The overwhelming response for those systems that decided to pause included reducing the load of staff given the changes regarding COVID and to focus attention and time on meeting the needs (social-emotional and mental health) of students, staff and community. For those systems that decided to continue their KESA process, the most common response/theme was keeping up the momentum of progress. Below is a breakdown of the themes identified as well as some examples of responses that fit within these themes.

**Common themes for “pausers”**

1. **Lessen the burden:** The most commonly reported reason for pausing the KESA process fell under the theme of lessening the burden on staff given their new responsibilities regarding COVID; many expressed pausing to take one thing off the plate of an overwhelmed staff.

*“We were concerned the stress levels coming for the school year dealing with COVID-19. We were unsure of the changes, academic regression, and social/emotional state of our students and staff. Our district felt one less thing on our plates would be beneficial to be able to focus on the concerns listed above.”*

*“The stress of staff related to COVID19 instruction. As a district, any chance to take something off our plate is appreciated.”*

*“Staff already have a full plate due to COVID, Need to alleviate pressure and work load for staff, the inability for BLT/DLT to meet due to lack of subs, the inability to hold and OVT visit due to lack of subs”*

1. **Focus on addressing needs:** An apparent interest in addressing the needs of students and staff was a primary theme for pausing the process.

*“We paused due to the large amount of new work that needed to be done regarding our response to COVID. We do not have the staff resources to commit to KESA during this time. We wanted to focus on our staff and student needs and fulfilling those as soon as possible.”*

*“To slow down and reflect on our SE needs and academic needs of our students and to support our teachers during this transitional time.”*

*“We felt a greater need to focus our efforts on supporting our students, teachers, and families with the ever-changing pandemic and its impact on our responsive instruction models.”*

*“DLT felt the need to concentrate on mental health of students and thought it would be better to pause to meet that need.”*

1. **Staffing changes:** Many respondents noted changes in superintendents, principals and other staff as a reason they chose to pause their KESA process.

*“Transition of leadership in buildings. New superintendent, new principals and COVID.”*

*“Pause due to transition of district and building leadership during our accreditation year.”*

*“I am a new superintendent and our leadership team decided it was a good time for us to pause and ensure all new staff including myself are up to speed with our plans.”*

*“Both principals in our district are new this year and the pause was an opportunity to give the new admin a chance to get acclimated a bit more (especially with Covid added in).”*

1. **Data considerations:** Some respondents felt the data provided for this year would not be truly representative of the change occurring and others reported the inability to collect data given the changing learning environments.

*“We felt that because online learning has been a challenge for many students, that student data would not be a true reflection of the efforts that teachers and students are putting in.”*

*“Inability to adequately collect data at the end of 19/20 school year.”*

*“More Time to Collect and Analyze Data and closer alignment with District's Strategic Plan Timeline”*

*“Data Collection (a lot of the data we need to collect cannot be collected with students grouped into cohort classrooms).”*

**Common themes for “non-pausers”**

1. **Maintain momentum:** Respondents expressed interest in maintaining the momentum they have regarding their initiative and progress; they did not want to pause and risk falling behind.

*“We did not pause. We felt like we were making some progress in many areas and did not want that momentum to stall.”*

*“Our staff was ready and had good momentum to continue forward. When asked, they said they would much rather continue forward since things were going well.”*

1. **Continuing work toward improvement:** A common sentiment was expressed that COVID should not be a reason to stop working toward school improvement.

*“We felt that even through Covid we continue to progress positively with our students.”*

*“We felt that even though the data might not be complete and the process would be more challenging, it was important to continually work toward improvement.”*

*“We aren't going to stop working on our improvement process, just because of Covid. The students deserve to have us educators keep driving forward for their benefit.”*

1. **In-person benefit**: Some respondents recognized that their learning environment for the fall semester was in-person and that COVID introduced minimal disruptions to the improvement process.

*“We have been able to have students face to face this year and we wanted to continue to make progress in the improvement process.”*

*“We have been able to remain on-site since August 2020, thus remain on track for school improvement progress.”*

1. **KESA cycle advantages**: Respondents noted that they are nearing the end of their KESA cycle and would like to continue without a pause.

*“We feel that we are ready to complete the accreditation process because of data collected and the progress that we have made in the area of relationships and rigor.”*

*“The fact that we are in Year 4 and didn't want to extend the cycle for another year mostly because we have approved a new strategic plan.”*

**Item: Which data sources is your system using to measure academic performance? (Check all that apply) - Other (please specify)**

For those who selected “Other”, the following clarifications were given with the frequency reported in parentheses:

1. Accuplacer (2)
2. ACT Aspire (2)
3. District CBMs (2)

Many reported unique data sources including: Acadience, Aims Web Plus, annual assessments, IEP goals, benchmark assessments, Brigance for PK and K, Closegap, course grades, curriculum based measurements, Hegarty phonemic awareness and words their way spelling inventory, DRA-Directed Reading Inventory, QPS Quick Phonics Screeners, Number Sense Test Foundations, Exact Path, Reading Eggs, individualized instruction in core subjects, internal system of common assessments housed on ESGI and AMP, IXL, KELPA, Discipline data, chronic absenteeism data, attendance, SIT referrals, staff/student/parent survey data, Language Foundations, Lexia Core 5, Zearn, Edulastic Affirm, Moby Max, Pathways, PELI, Reading Plus, DreamBox, Read 180, System 44, Summit Learning Cognitive Skills, Reading Recovery Data, and Wilson Reading Assessments.

**Item: Which evidence-based curriculum are you using? (Check all that apply) - Other (please specify)**

For those respondents who selected “Other”, the following clarifications were given with the frequency reported in parentheses:

1. Character Strong (2)
2. Core Essentials (2)
3. Zones of Regulation (2)
4. Sanford Harmony (5)
5. School Connect (4)
6. Seven Mindset (2)
7. Leader in Me (3)

Other unique responses included: ACT Tessera, Behavior Basics, Boys Town, Champs, Common Sense Education, competent kids caring communities, Corwin, EMDR, individualized therapy, Friendzy, Keys to the Kingdom, Language Foundations, Creative Curriculum, mySabers, Paths, Purpose Prep, Signs of Suicide, Zero Reason Why, Angst, The Harbor, and Virtue based restorative discipline.

**Item: Please provide an example of how your system assesses/addresses culture and climate factors that impact staff social-emotional well-being**

Four themes emerged when reviewing the write-in responses, examples for each are given below.

1. **Morale enhancers**: adding more “dress down” days, snacks/food/treats for teachers, shortened days to provide more planning time, limited after hour meetings, efforts to praise and acknowledge their work, additional paid days off, support in classrooms to give teachers a break, providing technology and training to manage needs
2. **Surveys to assess/address needs**: KCTC Survey, locally developed staff climate surveys, surveys developed by Greenbush; using survey data to identify needs of staff and develop ways to address them.
3. **Focus on mental health:** Sending regular newsletters with self-care strategies, mental health professional development, wellness committee activities that focus on well-being, free online counseling platform
4. **Open discussion:** open door policy with leadership, daily check-ins and walk throughs, community circles, face-to-face time to share and address concerns

**Item: What data are you collecting to verify that you have effective interventions and supports for social-emotional well-being? (Check all that apply) - Other (please specify) - Text**

For those respondents who selected “Other”, the following clarifications were given with their frequency reported in parentheses.

1. mySAEBRS (4)
2. Absentee data/attendance (3)
3. Course grades (2)
4. Disciple/behavior records (3)
5. Leader in Me (2)
6. Student surveys (2)

Other unique responses included: Aims Web BASC, At-risk survey, College and Career Competency Wheel, Counseling referral system, Get Help Student System, Power BI, TASN district tool, tiered behavior support program, Youth Truth, currently looking for a tool.