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?

- ○ District Level Certified Staff
- ○ 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 disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	○	○	○	○

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

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	○	○	○	○

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 disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	○	○	○	○

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

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	○	○	○	○

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

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	○	○	○	○

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	○	○	○	○
Building Level	○	○	○	○

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

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	○	○	○	○
Building Level	○	○	○	○

LC3. We believe all students can achieve high standards.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	○	○	○	○
Building Level	○	○	○	○

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

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	○	○	○	○
Building Level	○	○	○	○

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

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	○	○	○	○
Building Level	○	○	○	○

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	○	○	○	○
Building Level	○	○	○	○

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

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	○	○	○	○
Building Level	○	○	○	○

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

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	○	○	○	○
Building Level	○	○	○	○

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

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	○	○	○	○
Building Level	○	○	○	○

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

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	○	○	○	○
Building Level	○	○	○	○

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 disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	○	○	○	○
Building Level	○	○	○	○

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 disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	○	○	○	○
Building Level	○	○	○	○

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

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	○	○	○	○
Building Level	○	○	○	○

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

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	○	○	○	○
Building Level	○	○	○	○

FS5. We provide purposeful career awareness and guidance.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	○	○	○	○
Building Level	○	○	○	○

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	○	○	○	○
Building Level	○	○	○	○

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

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	○	○	○	○
Building Level	○	○	○	○

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	○	○	○	○
Building Level	○	○	○	○

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

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	○	○	○	○
Building Level	○	○	○	○

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

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	○	○	○	○
Building Level	○	○	○	○

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	○	○	○	○
Building Level	○	○	○	○

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

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	○	○	○	○
Building Level	○	○	○	○

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	○	○	○	○
Building Level	○	○	○	○

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

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	○	○	○	○
Building Level	○	○	○	○

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

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	○	○	○	○
Building Level	○	○	○	○

CIA4. Our teachers consistently demonstrate high quality instruction.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	○	○	○	○
Building Level	○	○	○	○

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

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	○	○	○	○
Building Level	○	○	○	○

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

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
District Level	○	○	○	○
Building Level	○	○	○	○

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