**Year Three** - **System**

* Year Three Welcome
1. Tell Your Story (Optional)

While this work is ongoing, answering this topic is optional for the 2022-2023 school year.

* + Reflecting on the past year’s 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.
1. Compliance (Required)

This section is required and must be completed during the 2022-2023 school year if compliance issues are noted and appear here requiring a response. If you need support in completing this piece, please contact accreditation@ksde.org. If no issues are noted, you can move to the next section.

1. Foundational Structures (Optional)

While this work is ongoing, answering this topic is optional for the 2022-2023 school year.

* + 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
1. Needs Assessment and Goals (Required)

This section is required and must be completed in its entirety during the 2022-2023 school year. If you do not see goals already stated at the top of each goal drop-down, then you must go back to the year 1 report and complete the Needs Assessment and Goals section in its entirety. If you need support in completing this piece, please contact accreditation@ksde.org.

* + Describe and evaluate the progress being made toward the previously submitted goal:
		- In analyzing your data to evaluate this goal, what actionable conclusions can you draw to date?
		- What adjustments, if any, are needed? (Are you on track?)
* How do you know that building’s improvement goals and actions are impacting the system goals, and that no buildings are falling behind?
* Describe any new or changing data related to the state board outcomes that might indicate a need for changes to the system goals.
* Are there any new system goals that ongoing data and needs analysis has identified? If yes, “Add Goal”
* Professional Development and Training
	+ How do you know that the professional development around the system goals has been effective for staff?
	+ If you have new staff, how have they been trained and brought into the improvement plan?
	+ How are you ensuring fidelity and sustainability of the plan with all staff?
1. Sustainability of Improvement Process (Optional)

While this work is ongoing, answering this topic is optional for the 2022-2023 school year.

* + Describe how all staff are involved and invested in the KESA process.
	+ How is your KESA continuous improvement process informing changes to your system’s strategic plan?
	+ How has your local governing body/board supported the KESA continuous improvement process?
	+ How have you adjusted the use of resources to create change in the KESA process? (fiscal, human, facility, technology, etc.)
1. Kansas Vision for Education and State Board Outcomes (Optional)

While this work is ongoing, answering this topic is optional for the 2022-2023 school year. If you are interested in evaluating your current state as it relates to the State Board Outcomes, it is recommended that your system utilize the STAR Recognition rubrics as a means for determining your responses to the prompts below.

* Social-Emotional Growth
	+ Describe how the continuity of social-emotional practices assists students as they transition through your system. (e.g. Primary -> Intermediate -> Middle -> High)
	+ Focusing on the disaggregated local growth measures from year 1, what improvements have been seen in social-emotional growth? Does the data indicate a need to adjust strategies?
	+ What role are stakeholders (families, students, staff, etc.) playing in reviewing and improving Social Emotional Learning and school climate as a strategy for systemic improvement?
	+ How are social emotional practices being leveraged to impact instruction, engagement and academic achievement?
	+ What practices are in place to address the social-emotional health of staff?
* Kindergarten Readiness
* What does your 3-year disaggregated data tell you about the improved readiness level of students entering kindergarten?
* At the midpoint of your 5-year KESA cycle, have you identified any need to change/modify your existing strategies based on data you have collected? Please explain.
	+ Reflect on qualitative data from families, caregivers, community partners and teachers. What are you seeing and hearing from these stakeholders that demonstrates improved school readiness for the community, educational environments, families and children?
* Individual Plans of Study
	+ Describe how services and programs are inclusive and available to each student in the community on an equitable basis, including special populations.
	+ Describe your system’s Career Development and Guidance Curriculum
	+ Describe how student assessments, interest inventories and academic results are interpreted with families and students to discuss careers and the career exploration process.
	+ Describe any changes/modifications made to the system’s IPS program based on the Year 2 report and Annual IPS Survey
* High School Graduation
	+ What does the updated graduation data below tell you about your progress **since last year**, and how are you using it to adjust your continuous improvement cycle?
* Postsecondary Success
	+ What does the updated postsecondary success data below tell you about your progress **since last ye**ar, and how are you using it to adjust your continuous improvement cycle?.
1. Definition of a Successful High School Graduate (Optional)

While this work is ongoing, answering this topic is optional for the 2022-2023 school year.

* + Although answering this topic is optional this year, be prepared to address the definition of a successful high school graduate in detail during years 4 and 5. If you choose, you can provide any comments you have about this topic in the box below.
1. Stakeholder Involvement (Optional)

While this work is ongoing, answering this topic is optional for the 2022-2023 school year.

* + What evidence can you provide to show stakeholder engagement in the activities/strategies in your action plan(s).
	+ What stakeholder contributions appear to be making the most positive impact?
1. KESA Fidelity of Implementation (Optional)

While this work is ongoing, answering this topic is optional for the 2022-2023 school year.

* + - Did you complete and submit your System Yearly Update report (this document) at least one month prior to the scheduled OVT visit?
		- On what date was or will this System Yearly Update be shared with the local board of education/governing body?
		- On what date did you share last year’s OVT summary report with your local board of education/governing body?
	+ If applicable, explain any variation from the expected KESA activities this year.
	+ How are you ensuring that your system's continuous improvement process is being effectively implemented and evaluated?
	+ As a system, how are you ensuring that a continuous improvement process is being effectively implemented and evaluated in each building?
1. Explain Your Next Steps (Optional)

While this work is ongoing, answering this topic is optional for the 2022-2023 school year.

* Use this space to describe what needs to be done to prepare for the remainder of your accreditation cycle, and any questions you would like to share with your OVT Chair/Team for their input.
1. Assurances (Required)

This section is required and must be completed in its entirety during the 2022-2023 school year. If you need support in completing this piece, please contact accreditation@ksde.org.