As a system that voluntarily paused KESA this year (2020-2021), you are required to complete this survey. This survey will collect information on the academic and social-emotional needs of your students and staff during this current school year. Questions in the survey are broken down by building level (elementary, middle and high school), content areas and student subgroups.

To help you complete the survey, be sure your KESA District Leadership Team has met and reviewed the content carefully and, you have all the necessary data required for its completion.

District number (Drop down list)

Survey completer name: \_\_\_\_\_\_\_\_\_\_\_\_\_

Survey completer title (e.g., superintendent, principal, etc.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Survey completer email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Academic Needs**

What data sources is your system using to measure growth in student academic performance? (Check all that apply)

\_\_\_ KS Interims

\_\_\_ Fast Bridge

\_\_\_ NWEA MAP

\_\_\_ Mastery Connect

\_\_\_ ASQ

\_\_\_ Star

\_\_\_ Reading Horizons

\_\_\_ Lexia PowerUp

\_\_\_ IReady

\_\_\_ IStation

\_\_\_ QTS

\_\_\_ QRI

\_\_\_ Tera West

\_\_\_ Connect for Learning

\_\_\_Eureka

\_\_\_ Developmental Reading

\_\_\_ SRI Scholastic Reading

\_\_\_ Aims Web

\_\_\_ Dibels

\_\_\_ F&P Bas

\_\_\_ Pathways to Reading

\_\_\_ Read Naturally (QPS)

\_\_\_ PAST

\_\_\_ PSI/PASI

\_\_\_ PreACT

\_\_\_ ACT

\_\_\_ WorkKeys

\_\_\_ Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Considering the impact of the pandemic, what does the data tell you about student academic progress?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Maintained | Overall improvement | Overall decline | Some improvements and declines | We have not reviewed the data |
| Elementary students |  |  |  |  |  |
| Middle/junior high students |  |  |  |  |  |
| High school students |  |  |  |  |  |

**Elementary School students:** How has the academic progress of the following subgroups been impacted as a result of the pandemic?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Maintained | Overall improvement | Overall decline | Some improvements and declines | Not Applicable | We did not review this data |
| Hispanic students |  |  |  |  |  |  |
| White students |  |  |  |  |  |  |
| African American students |  |  |  |  |  |  |
| Asian students |  |  |  |  |  |  |
| American Indian or Alaska Native students |  |  |  |  |  |  |
| Native Hawaiian or Pacific Islander students |  |  |  |  |  |  |
| Multiracial students |  |  |  |  |  |  |
| English Language Learners (ELL students) |  |  |  |  |  |  |
| Students with disabilities |  |  |  |  |  |  |
| Students with free and/or reduced lunch status |  |  |  |  |  |  |

**Elementary School students:** How has the academic progress of elementary school students been impacted as a result of the pandemic in the following content areas?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Maintained | Overall improvement | Overall decline | Some improvements and declines | Not Applicable | We did not review this data |
| English Language Arts |  |  |  |  |  |  |
| Math |  |  |  |  |  |  |
| Science |  |  |  |  |  |  |
| History, Government and Social Studies |  |  |  |  |  |  |
| World Languages |  |  |  |  |  |  |
| Fine Arts |  |  |  |  |  |  |
| Computer Science |  |  |  |  |  |  |
| CTE |  |  |  |  |  |  |
| Other: \_\_\_\_\_\_ |  |  |  |  |  |  |

**Middle/Junior High School students:** How has the academic progress of the following subgroups been impacted as a result of the pandemic?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Maintained | Overall improvement | Overall decline | Some improvements and declines | Not Applicable | We did not review this data |
| Hispanic students |  |  |  |  |  |  |
| White students |  |  |  |  |  |  |
| African American students |  |  |  |  |  |  |
| Asian students |  |  |  |  |  |  |
| American Indian or Alaska Native students |  |  |  |  |  |  |
| Native Hawaiian or Pacific Islander students |  |  |  |  |  |  |
| Multiracial students |  |  |  |  |  |  |
| English Language Learners (ELL students) |  |  |  |  |  |  |
| Students with disabilities |  |  |  |  |  |  |
| Students with free and/or reduced lunch status |  |  |  |  |  |  |

**Middle/Junior High School students:** How has the academic progress of middle/junior high school students been impacted as a result of the pandemic in the following content areas?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Maintained | Overall improvement | Overall decline | Some improvements and declines | Not Applicable | We did not review this data |
| English Language Arts |  |  |  |  |  |  |
| Math |  |  |  |  |  |  |
| Science |  |  |  |  |  |  |
| History, Government and Social Studies |  |  |  |  |  |  |
| World Languages |  |  |  |  |  |  |
| Fine Arts |  |  |  |  |  |  |
| Computer Science |  |  |  |  |  |  |
| CTE |  |  |  |  |  |  |
| Other: \_\_\_\_\_\_ |  |  |  |  |  |  |

**High School students:** How has the academic progress of the following subgroups been impacted as a result of the pandemic?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Maintained | Overall improvement | Overall decline | Some improvements and declines | Not Applicable | We did not review this data |
| Hispanic students |  |  |  |  |  |  |
| White students |  |  |  |  |  |  |
| African American students |  |  |  |  |  |  |
| Asian students |  |  |  |  |  |  |
| American Indian or Alaska Native students |  |  |  |  |  |  |
| Native Hawaiian or Pacific Islander students |  |  |  |  |  |  |
| Multiracial students |  |  |  |  |  |  |
| English Language Learners (ELL students) |  |  |  |  |  |  |
| Students with disabilities |  |  |  |  |  |  |
| Students with free and/or reduced lunch status |  |  |  |  |  |  |

**High School students:** How has the academic progress of middle/junior high school students been impacted as a result of the pandemic in the following content areas?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Maintained | Overall improvement | Overall decline | Some improvements and declines | Not Applicable | We did not review this data |
| English Language Arts |  |  |  |  |  |  |
| Math |  |  |  |  |  |  |
| Science |  |  |  |  |  |  |
| History, Government and Social Studies |  |  |  |  |  |  |
| World Languages |  |  |  |  |  |  |
| Fine Arts |  |  |  |  |  |  |
| Computer Science |  |  |  |  |  |  |
| CTE |  |  |  |  |  |  |
| Other: \_\_\_\_\_\_ |  |  |  |  |  |  |

Based on your data, what are your **short term** (now through the start of the new school year) goals to address the immediate needs of your system in order to support academic progress?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Based on your data, what are your **long term** (now through the start of the new school year) goals to address the immediate needs of your system in order to support academic progress?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How have you used (or will you use) the lessons learned from the pandemic in continuous improvement to implement systemic changes to improve student learning?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Social-Emotional Needs**

How has your system addressed the social-emotional needs of **students**?

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| Our system has embedded social-emotional character development (SECD) standards across the curriculum |  |  |
| Our system uses an evidence-based social-emotional curriculum  |  |  |
| Our system assesses/addresses culture and climate factors that impact student social-emotional well-being |  |  |

**Answer only if you responded ‘Yes’ to Our system uses an evidence-based social-emotional curriculum.** Which evidence-based curriculum are you using? (Check all that apply)

\_\_\_ Kansans Can Competency Framework

\_\_\_ Second Step

\_\_\_ Panorama

\_\_\_ Positive Action

\_\_\_ Lions Quest

\_\_\_ Sanford Harmony

\_\_\_ Other (Please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Answer only if you responded ‘Yes’ to Our system assesses/addresses culture and climate factors that impact student social-emotional well-being.** Please provide an example of how your system assesses/addresses culture and climate factors that impact social-emotional well-being

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How has your system addressed the social-emotional needs of **staff**?

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| Our system has surveyed staff on their social-emotional well-being. |  |  |
| Our system developed opportunities to support staff mental health and well-being. |  |  |
| Our system assesses/addresses culture and climate factors that impact staff social-emotional well-being. |  |  |

**Answer only if you responded ‘Yes’ to Our system assesses/addresses culture and climate factors that impact staff social-emotional well-being.** Please provide an example of how your system assesses/addresses culture and climate factors that impact staff social-emotional well-being

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What data are you collecting to verify that you have effective interventions and supports for social-emotional well-being? (Check all that apply)

\_\_\_ Assessments from the chosen evidence-based SEL curriculum

\_\_\_ Universal behavior screeners

\_\_\_ Locally developed assessments/surveys

\_\_\_ Kansans Can Competency Framework assessments

\_\_\_ Kansas Communities that Care Survey (KCTC)

\_\_\_ Panorama

\_\_\_ Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Considering the impact of the pandemic, what does the data tell you about student social-emotional growth?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Maintained | Overall improvement | Overall decline | Some improvements and declines | We have not reviewed the data |
| Elementary students |  |  |  |  |  |
| Middle/junior high students |  |  |  |  |  |
| High school students |  |  |  |  |  |

Based on your data, what are your **short term** (now through the start of the new school year) goals to address the immediate needs of your system in order to support student social-emotional growth?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Based on your data, what are your **long term** (now through the start of the new school year) goals to address the immediate needs of your system in order to support student social-emotional growth?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How have you used (or will you use) the lessons learned from the pandemic in continuous improvement to implement systemic changes to improve student social-emotional growth?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_