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| **Every Member Every Year** | | **KESA Form** | **2021-2022** |
| For KESA Guidance visit: <https://www.ksde.org/Portals/0/TLA/Accreditation/KESA%20Guidance.pdf?ver=2020-03-02-133349-300> | | | |
| **School / System** | | ***Please make responses in the white rows*** | |
|  | **Current KESA Measurable Goals**  ***(at least 2)*** | *Completed and updated annually.* Please be sure that your goals are written to include measurable language. Each year include progress toward reaching your identified metrics. | |
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|  | **Kansas Board of Education (KSBE) Outcomes** | *Completed annually.* Please provide a short narrative describing how you are demonstrating growth/progress for each outcome. Please note you do not have to retype the past years’ work, as each year’s form will be provided to the Accreditation Recommendation Council. | |
| * Social-Emotional Factors Measured Locally | | Please describe social emotional strategies and metrics showing improvements. *Examples*: curriculum changes, character/faith education programs, culture/climate survey data, adult social-emotional wellness, staff absenteeism rates, stakeholder engagement, PD leading to practices on social-emotional awareness ultimately resulting in academic achievement | |
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| * Kindergarten Readiness | | Schools with Grade K: Please provide your analysis of ASQ data and the impact of your strategies to improve it. *Examples*: improved readiness, increased access, community/family/caregiver partnerships/collaboration | |
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| * Individual Plan of Study (IPS) | | Grades 8-12: Please briefly describe your IPS system (see the 4 KSDE required components)   * Strength finders/career interest inventories to identify career clusters. * 8-12 course selections based on career interests. * A general postsecondary plan (workforce, military, certification, 2- or 4-year college. * A portable electronic portfolio and the percentage of students with an IPS.   K-7: Please provide actions you have taken that impact career exploration and awareness. | |
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| * High School Graduation | | High Schools: Please provide analysis of the graduation data provided by KSDE.  K-8: Please provide actions you have taken that impact high school graduation. Examples of data to track as indicators of high school dropouts: kindergarten absenteeism, chronic absenteeism, 3rd grade reading scores, 8th grade course failures, etc. | |
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| * Postsecondary Success | | High Schools: Please provide analysis of the postsecondary success data provided by KSDE.  K-8: No report required since reported in the previous two outcomes. | |
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|  | **KSBE Definition of a Successful High School Graduate** | *Answer only in the year you host your review.* *Explain your system’s data and its efforts in preparing students to be successful high school graduates.* | |
| * Academic Preparation | | Possessing foundational knowledge in areas of study with the ability to understand standards, competencies, and content related to Academic standards, Competencies, State Assessments, ACT/SAT/ASVAB/Work Keys  *Examples*: state assessments, standardized assessments, project rubrics, grades, etc. | |
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| * Cognitive Preparation | | Ability to formulate problems, conduct research, interpret and communicate information with precision and accuracy. Making connections of new learning to previous learning using Memory, Thinking, Imagination, Thinking about thinking  *Examples*: Surveys and inventories regarding Problem Solving skills; communication skills | |
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| * Technical Skills | | Having the abilities and knowledge needed to perform specific tasks such as hands-on skills and work-based experience(s)  *Examples*: use of technology, eleot ratings on digital, etc., | |
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| * Employability | | Having interpersonal and intrapersonal skills to thrive as an individual and within a team, such as Self-Regulation, Self-Efficacy, Self-Awareness, Assertiveness, Empathy, Conflict Management  *Examples*: career interest inventories, shadowing, career fairs, work study, etc. | |
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| * Civic Engagement | | Sharing skills and knowledge through actions intended to improve communities, states, nations, the world and themselves  Actions and attitudes associated with social participation - voting, volunteering and donating money *Examples*: clubs, teams, character education activities, students providing service in church or local activities, mock election voting, etc. on an ongoing basis | |
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|  | **KSDE Compliance Issues** | *Completed annually**if appropriate.* KSDE will provide systems with information on compliant issues. Look for these on the KESA application reported to you annually in November or April. When identified, please respond how your system is addressing these identified concerns. Click [here](https://www.ksde.org/Portals/0/TLA/Accreditation/KESA%20Resources/Compliance%20Areas%20and%20Contacts%20-%20Current.pdf?ver=2021-11-23-075005-793) for additional information. | |
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