CBAS

KENTON COUNTY SCHOOL DISTRICT COMMUNITY BASED ACCOUNTABILITY SYSTEM
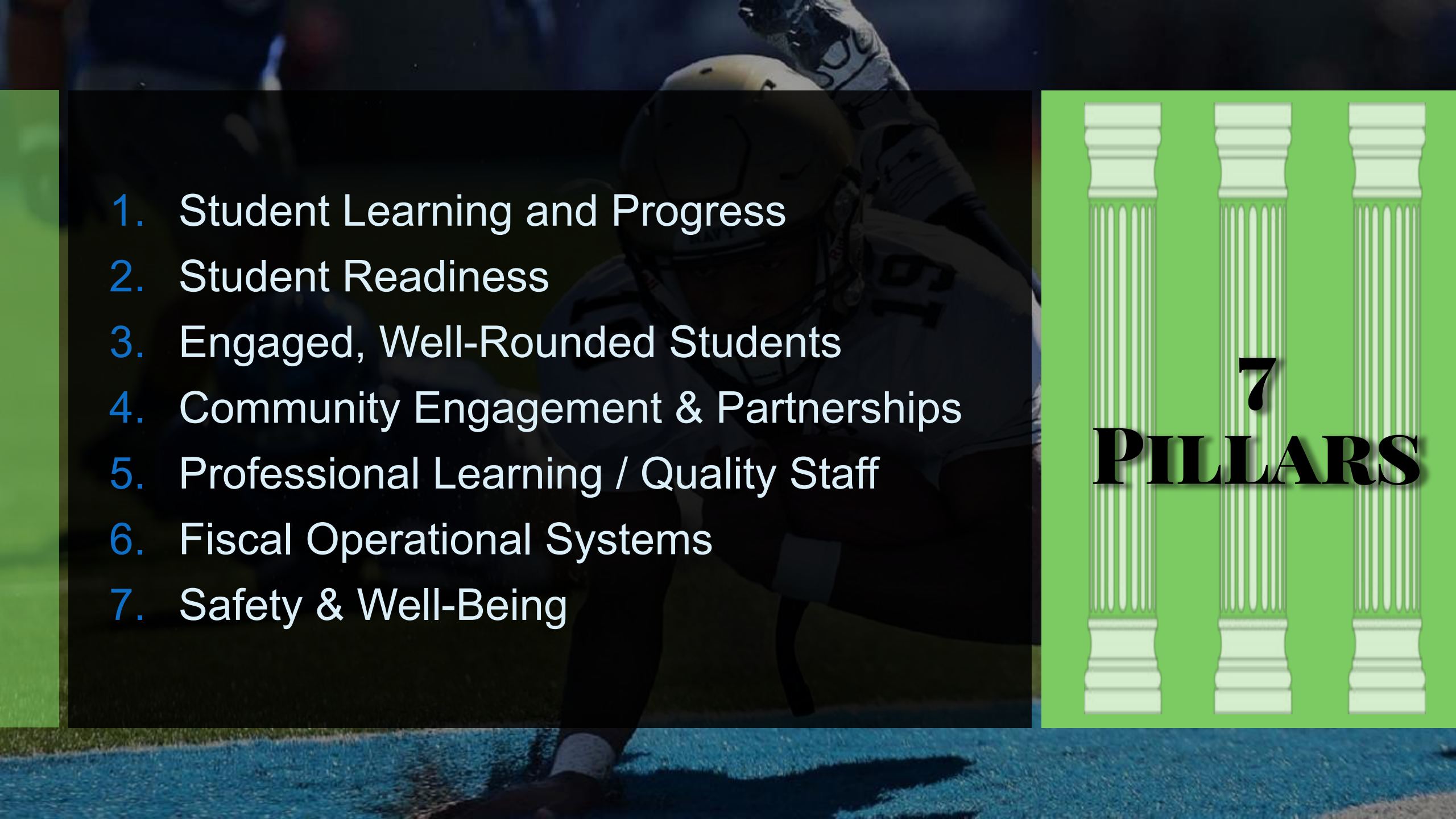
KCSD

Kenton County School District | It's about ALL kids

District Motto:

It's About ALL Kids

The Operational Decisions are Guided by our District Mission, Beliefs, Goals and our Expectations that Every Child is Transition Ready and Prepared for the 21st Century Economy

1. Student Learning and Progress
2. Student Readiness
3. Engaged, Well-Rounded Students
4. Community Engagement & Partnerships
5. Professional Learning / Quality Staff
6. Fiscal Operational Systems
7. Safety & Well-Being

7 PILLARS

KEY QUESTIONS

1. To what degree are we retaining high quality staff?
2. To what degree are we able to fill positions?
3. To what degree are staff engaged in high quality professional growth?
4. To what degree are new staff provided necessary supports to grow and become high quality staff?
5. To what degree are struggling staff provided necessary support to grow and become high quality staff?

Pillar 5 Data Dashboard

CBAS PILLAR 5
Professional Learning/Quality Staff: Ensure that every student has quality teachers and adults that promote the learning and well-being of all students.

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		Nov	Feb	May	May-Sept/ 12 mo avg
5.1 To what degree are we retaining high quality staff?					
% retained high quality staff (excluding retirees/promotions)	2021-22	99.31%	99.17%	97.06%	94.8%/ 96.83%
	2022-23	99.61%	98.50%	96.83%	
5.2 To what degree are we able to fill positions with high quality staff?					
HR Hiring System Data- % positions filled within 60 days	2021-22	97.28%*	84.68%	85.03%	n/a
	2022-23	95%	88.86%	90.10%	
5.3 To what degree are staff engaged in high quality professional growth?					
% on track with prorated amount	2021-22	100.00%	98.60%	97.70%	n/a
	2022-23	100.00%	100%	98.98%	
5.4 To what degree are new staff provided necessary supports to grow and become high quality staff?					
% new staff receiving systemic supports	2021-22	100%	100%	100%	n/a
	2022-23	100%	100%	100%	
% needing & receiving targeted supports	2021-22	96.15%	96.97%	100%	n/a
	2022-23	95%	86%	87.50%	
5.5 To what degree are struggling staff provided necessary support to grow and become high quality staff?					
% identified struggling staff receiving targeted supports	2021-22	94.23%	98.55%	100%	n/a
	2022-23	93.75%	95.45%	91.67%	

* Data Calculations for this time frame were calculated differently and should not be used as a frame of reference with other data sets

5.1- To what degree are we retaining high quality staff?

- % retained high quality staff (excluding retirees/promotions)- 96.83%

- 5.1 related information Feb-May 2023: 96.83%
  - 76: not retained per definition
  - 33: accepting promotions
  - 32: retirees

5.1– To what degree are we retaining high quality staff?

Job Type	Sept-Nov	Nov-Feb	Feb-May % of 76 / % of position	May-Sept
Building Ops 2021-22	43.75%	21.05%	8.70%	4.09%
2022-23	22.22%	17.65%	13.16%/ 10.10%	
Bus Driver 2021-22	12.5%	21.05%	13.04%	9.01%
2022-23	22.22%	8.82%	1.32%/ 1.11%	
Student Nutrition 2021-22	12.5%	21.05%	8.70%	9.84%
2022-23	33.33%	17.65%	7.89%/ 5.61%	
Bus Monitor 2021-22	0%	0%	1.45%	3.28%
2022-23	11.11%	11.76%	2.63%/ 7.41%	
Substitutes (all) 2021-22	0%	0%	0%	6.6%
2022-23	11.11%	0%	9.21%/ 1.57%	
IA 2021-22	12.5%	10.53%	5.80%	10.66%
2022-23	0%	14.71%	10.53%/ 6.45%	
Cafe Monitor 2021-22	12.5%	0%	4.35%	2.46%
2022-23	0%	5.88%	1.32%/ 16.67%	

Job Type	Sept-Nov	Nov-Feb	Feb-May % of 76 / % of position	May-Sept
Admin Asst 2021-22	6.25%	5.26%	1.45%	2.46%
2022-23	0%	11.76%	3.95%/ 4.69%	
RBTL Int. 2021-22	0%	10.53%	0%	0%
2022-23	0%	0%	0%/ 0%	
Teacher 2021-22	0%	10.53%	47.83%	45%
2022-23	0%	8.82%	42.10%/ 3.93%	
Principal 2021-22	0%	0%	1.45%	0.82%
2022-23	0%	0%	0%/ 0%	
Mechanic 2021-22	0%	0%	1.45%	0.82%
2022-23	0%	0%	0%/ 0%	
Maintenance 2021-22	0%	0%	1.45%	0.82%
2022-23	0%	2.94%	0%/ 0%	
Interpreter 2021-22	0%	0%	1.45%	0.82%
2022-23	0%	0%	1.32% / 100%	

Job Type	Sept-Nov	Nov-Feb	Feb-May % of 76 / % of position	May-Sept
OT/PT 2021-22	0%	0%	1.45%	0.82%
2022-23	0%	0%	0%/ 0%	
Counselor 2021-22	0%	0%	1.45%	0.82%
2022-23	0%	0%	0%/ 0%	
Dist. Consultant 2021-22	0%	0%	0%	0.82%
2022-23	0%	0%	0%/ 0%	
FRYSC 2021-22	0%	0%	0%	1.64%
2022-23	0%	0%	0%/ 0%	
Speech/Language 2021-22	0%	0%	0%	0.82%
2022-23	0%	0%	0%/ 0%	
District Administrator 2022-23	0%	0%	1.32%/ 3.45%	
School Psychologist 2022-23	0%	0%	2.63%/ 25%	
Social Worker 2022-23	0%	0%	2.63%/ 20%	

5.1- To what degree are we retaining high quality staff?

Location	Sept-Nov	Nov-Feb	Feb-May	May-Sept
Building Ops 2021-22	43.75%	21.05%	8.70%	4.09%
2022-23	22.22%	17.65%	13.16%	
Transportation 2021-22	12.5%	21.05%	15.94%	13.11%
2022-23	33.33%	20.59%	3.95%	
Student Nutrition 2021-22	12.5%	21.05%	8.70%	9.84%
2022-23	33.33%	17.65%	7.89%	
CO/District-Wide 2021-22	6.25%	10.53%	2.90%	4.92%
2022-23	11.11%	2.94%	14.47%	
DX 2021-22	0%	15.79%	2.90%	0%
2022-23	0%	8.82%	3.95%	
SK 2021-22	0%	10.53%	5.80%	4.92%
2022-23	0%	2.94%	1.32%	
SC 2021-22	0%	0%	4.35%	9.02%
2022-23	0%	0%	9.21%	

Location	Sept-Nov	Nov-Feb	Feb-May	May-Sept
TF 2021-22	6.25%	0%	2.90%	6.56%
2022-23	0%	0%	2.63%	
WD 2021-22	0%	0%	8.70%	4.92%
2022-23	0%	0%	1.32%	
TW 2021-22	0%	0%	5.80%	2.46%
2022-23	0%	5.88%	1.32%	
SVA 2021-22	0%	0%	14.50%	9.02%
2022-23	0%	5.88%	6.58%	
PN 2021-22	0%	0%	1.45%	0%
2022-23	0%	2.94%	0%	
KE 2021-22	12.5%	0%	1.45%	3.28%
2022-23	0%	0%	5.26%	
WT 2021-22	0%	0%	1.45%	4.09%
2022-23	0%	0%	0%	

Location	Sept-Nov	Nov-Feb	Feb-May	May-Sept
RY 2021-22	0%	0%	0%	0%
2022-23	0%	0%	1%	
TM 2021-22	0%	0%	4.35%	4.09%
2022-23	0%	8.82%	7.89%	
FW 2021-22	6.25%	0%	4.35%	1.64%
2022-23	0%	0%	0%	
RR 2021-22	0%	0%	1.45%	6.56%
2022-23	0%	5.88%	2.63%	
RCH 2021-22	0%	0%	0%	0%
2022-23	0%	0%	2.63%	
CA 2021-22	0%	0%	0%	4.09%
2022-23	0%	0%	2.63%	
BG 2021-22	0%	0%	5.80%	5.74%
2022-23	0%	0%	6.58%	
NKYDC 2021-22	0%	0%	0%	0.82%
2022-23	0%	0%	1.32%	
Ignite 2022-23			1.32%	

5.1– To what degree are we retaining high quality staff?

o Major/Moderate Factors:

	Sept-Nov	Nov-Feb	Feb-May	May-Sept
Personal Family Needs	66.67%	52.94%	73.68%	
Insufficient Training to Feel Effective	0%	17.65%	18.42%	
Dissatisfied with reassignment	11.11%	2.94%	5.26%	
Culture of worksite	0%	17.65%	34.21%	
Pay	22.22%	29.41%	32.89%	
Lacking a Shared Vision w/ Admin	0%	8.82%	17.11%	
Dissatisfied with Profession	11.11%	20.59%	31.58%	
Opportunity for Advancement	22.22%	14.71%	27.63%	
Childcare	11.11%	2.94%	13.16%	
Schedule Conflicts	44.44%	17.65%	13.16%	

o What next:

	Sept-Nov	Nov-Feb	Feb-May	May-Sept
Choosing a different profession	77.78%	70.59%	50%	
Choosing different school within district	22.22%	17.65%	19.74%	
Leaving district for similar position	0%	2.94%	30.26%	

5.1- To what degree are we retaining high quality staff?

KCSD Action Plan: (Action Plan Strategies Highlighted Green)

- Continued implementation of HR dashboard - By Location (% retention)- By Job-Type (% retention)
  - Data for Supervisor review and individual planning 3x/year
- Implement exit surveys for all staff leaving the district
  - Trends monitored and individual meeting with Assistant Superintendents & Principals/Supervisors for planning and adjustments
  - Intentional monitoring for retaining in alternative field
  - Monitor (and increased) pay/benefits/stipends- 2023/24 pay raise 2.5% plus step approved

Kenton County School District Salary Rankings-Certified Staff (Source-KDE)

STATE	Year		0	5	10	15	20	25	29	
	Rank	I	5th	6th	15th	10th	7th	5th	4th	
		II	4th	6th	14th	8th	8th	5th	4th	
		III	1st	2nd	9th	9th	7th	7th	5th	(Until recently year 11 and beyond was not important in KY)

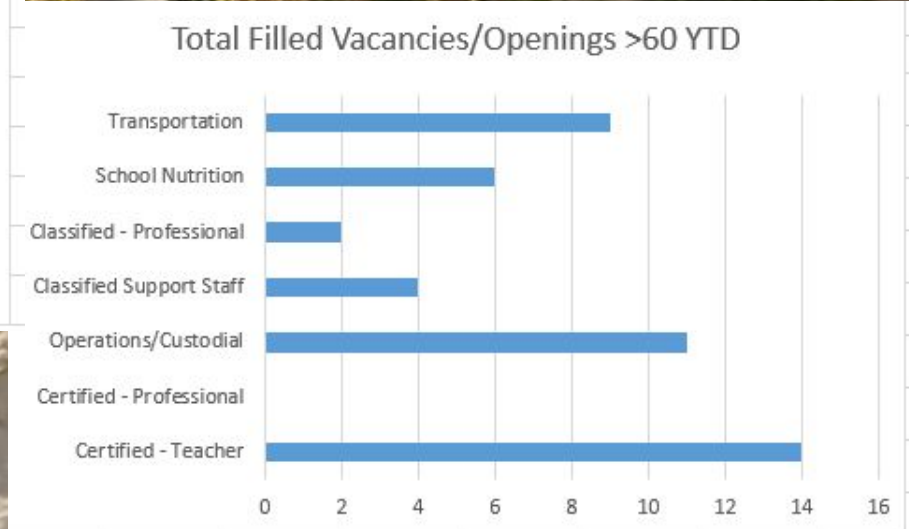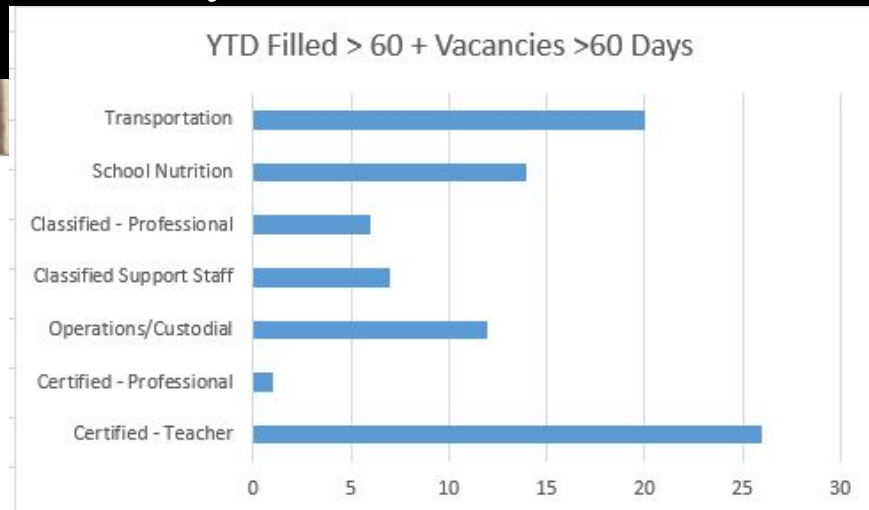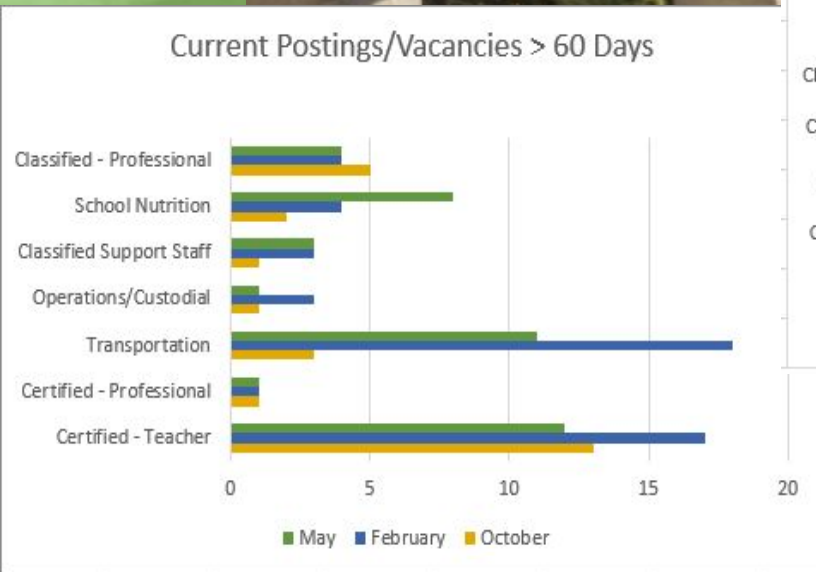| REGION	Year		0	5	10	15	20	25	29	
	Rank	I	1st	1st	2nd	3rd	2nd	1st	1st	
		II	1st	1st	2nd	2nd	2nd	1st	1st	
		III	1st	1st	1st	2nd	3rd	3rd	2nd	(Until recently year 11 and beyond was not important in KY)

- Implement stay surveys for all remaining staff
  - PD Plan Differentiation The KCSD PD Catalog and The Professional Learning Landing Page
  - KCNET w/mentoring Progress Monitoring
  - Resources Plan Instructional Resource Process for KCSD, Comprehensive Resource Plan Board Approval
  - Awareness of available resources KCSD Approved Instructional Resources
- 3 HR Support & Assistance Mtgs per year w/supervisors
  - Deep dive into supporting needs for the purpose of growing high quality staff for retention
  - Supervisor Training in Professional growth and learning

5.2- To what degree are we able to fill positions?

- 5.2 related information
  - Total filled 7/1/22-present: 463
  - Unfilled within 60 days: 46 now filled YTD ; 40 still posted
  - Filled within 60 days YTD: 90.1%

Current Postings/Vacancies > 60 Days

YTD Filled > 60 + Vacancies >60 Days

Total Filled Vacancies/Openings >60 YTD

5.2- To what degree are we able to fill positions?

KCSD Action Plan (Action Plan Strategies Highlighted Green)
- Expansion of posting positions on external job boards
    - Indeed
    - Kentucky Career Center
    - Social Media
    - Newspapers
- Continue headhunter searches
- Continued development of prospective employment "Why KCSD" landing page
    - https://www.kenton.kyschools.us/kcsd-careers
    - Videos featuring employees in transportation, building operations and teaching
    - Staff Achievements
- Exploring alternative certification avenues
    - Meetings with current employees who qualify for alternative certification
    - New Option 9 MOA with NKU for Teacher Certification Cohort
    - Guidance offered for non-employees seeking certification and employment (with our University partners)
- Establishing additional university partnerships
    - Active members of the NKU Employer Advisory Council
    - Attended the Southwest Ohio/ NKY Education Career Fair
    - Attended NKU Educator Diversity Job Fair
    - Increase in both KY and out of state partnerships (17 Total/ 6 out of state)
    - Expansion at NKU to include:
        - Table Talks in Education Building
        - Speaker with Undeclared Majors
        - Recurring Mock Interviewer
        - Recurring role on Student Teacher Panel (2 Principals and Asst. Superintendent)
        - Advertisement on campus/tutoring center
        - Rounding with student teachers (Thomas More as well)
        - Sponsor for graduating teacher gifts (Thomas More as well)

(Action Plan Strategies Highlighted Green)

- <mark>Other/Community Outreach</mark>
  - Laura Cole volunteers as a career coach with the Northern Kentucky Accountability Group at the Kenton County Library to mentor professionals interested in a career change in education: https://www.kentonlibrary.org/nkyag/meet-nkyag-volunteer-coaches/
  - Annual Teacher Job Fair hosted by KCSD
  - Campbell County Library Job Fair
  - Updated application to track Ignite Education students will continue further conversations to interview all Ignite Students
  - 5% salary increase for 2022-2023 school year (See current rankings on previous slide) and 2.5% in 2023-24 approved
  - Independence Neighborhood Magazine featuring a transportation employee and her experience with KCSD
  - Billboard advertisements for classified positions
  - NAACP Career Fair
  - Veterans Career Fair: DAV in Erlanger (June 2023)
  - Member representation on the Coalition to Sustain the Education Profession with KASA: Update that a version of KCNET is being presented to legislators for support state-wide (proposed name: K-NET) :)
  - KCSD "Welcome-In-Wednesday" weekly recruitment fairs every Wednesday in Summer 2023

5.3- To what degree are staff engaged in high quality professional growth?

- **5.3 related information**
  - ○ 98.98% May 2023 (Deadline is not until May 17)
  - ○ 11 individuals

KCSD Action Plan: (Action Plan Strategies Highlighted Green)

- Implement stay surveys for all remaining staff (inclusive of training related questions)
  - ○ PD Plan Differentiation The KCSD PD Catalog and The Professional Learning Landing Page
  - ○ KCNET w/mentoring Progress Monitoring
- 3 HR Support & Assistance Mtgs per year w/supervisors
  - ○ Deep dive into supporting needs for the purpose of growing high quality staff for retention
- Supervisor Training in professional growth and learning
  - ○ Hours beyond traditional professional learning requirements
  - ○ Including individualized and situational training around:
    - ■ Systemic Supports for all
    - ■ Informal Supports
    - ■ Formal Supports

5.4– To what degree are new staff provided necessary supports to grow & become high quality staff?

New employee feedback survey results: ~~58 responses Fall~~ ; ~~47 Winter~~ ; 38 Spring / ~~38 Fall~~ ; ~~33 Winter~~ ; 22 Spring teachers / ~~4 Fall~~ ; ~~4 Winter~~; 5 Spring IAs/ ~~16 Fall~~ ; ~~10 Winter~~ ; 11 Spring varied other job groups

Agree/Strongly Agree with the following:	1 month	1 semester	1 year
I feel as if I have the ability in my role to make a positive difference	96.55%	89.36%	92.11%
Professional learning/ training opportunities offered have been valuable in the ability to perform my job successfully	74.14%	65.96%	78.95%
I have received feedback (whether formal or informal) from my supervisor	81.03%	89.36%	97.37%
I am comfortable asking questions about my job duties and performance	87.93%	85.11%	94.74%
I feel as if my supervisor supports me in being successful in my role	91.38%	89.36%	78.95%
I have the resources I need to be successful	79.31%	61.70%	78.95%
I have built professional connections with my co-workers	87.93%	89.36%	97.37%
I feel connected to my school/work location in my new role as a member of Team Kenton	84.48%	74.47%	89.47%

- 5.4 related information
  - New Teachers (KCNET)- 100% receiving systemic supports
  - All Certified New Staff-100% needing/receiving systemic supports through monthly Walks w/feedback
  - Struggling NEW HIRES identified all locations
  - 87.5% with targeted support documented

5.5- To what degree are struggling staff provided necessary supports to grow & become high quality staff?

- 5.5 related information
  - Struggling employees identified all locations
  - Of those needing targeted supports, 91.67% receiving documented targeted supports

5.4 & 5.5- To what degree are New staff & struggling staff provided necessary supports to grow & become high quality staff?

KCSD Action Plan: (Action Plan Strategies Highlighted Green)

- KCNET Progress Monitoring

- Implement new-staff surveys and existing-staff stay surveys for all remaining staff (inclusive of training related questions)
  - PD Plan Differentiation The KCSD PD Catalog and The Professional Learning Landing Page
- 3 HR Support & Assistance Mtgs per year w/supervisors
  - Deep dive into supporting needs for the purpose of growing high quality staff for retention
- Supervisor Training in professional growth and learning
  - Hours beyond traditional 6 hours
  - Including individualized and situational training around:
    - Systemic Supports
    - Informal Supports
    - Formal Supports

Time to Signal

	Key Question	November	February
	Pillar 1 - Student Learning & Progress		
1.1	To what degree do ALL KCSD learners demonstrate academic growth and achievement?	----------	---------
1.1a	To what degree are all students demonstrating instructional benchmarks on assessments for and of learning in math and reading?	(green)	(green)
1.1b	To what degree are all schools demonstrating growth on instructional benchmarks on assessments for learning and of learning?	(green)	(green)
1.1c	To what degree are we closing achievement gaps for students with disabilities and English Learners?	(blue)	(light blue)
1.1d	To what degree are we increasing English proficiency for English Learner Students?	(green)	(green)
1.2	To what degree are KCSD students provided opportunities to participate in accelerated/advanced coursework?	(green)	(green)
1.3	To what degree do all KCSD schools implement the Multi-Tiered System of Supports (MTSS) with fidelity for ALL students?	(green)	(green)
	Pillar 2 - Student Readiness		
2.1	To what degree are students Transition Ready (college and/or career) exiting High School?	(green)	(green)
2.2	To what degree are students Transition Ready exiting Middle School?	N/A	(green)
2.3	To what degree are students Transition Ready exiting Elementary School?	N/A	(green)
	Pillar 3 - Engaged, Well-Rounded Students		
3.1	To what degree are KCSD students provided with opportunities and participating in clubs, extra, and/or co-curricular activities?	(green)	(green)
3.2	To what degree are KCSD students provided with opportunities in related arts classes (including elective classes)?	(green)	(green)
3.3	To what degree do students have positive school experiences?	(green)	(green)
	Pillar 4 - Community Engagement and Partnerships		
4.1	To what degree does the district provide opportunities for families and the community to support student academic and SEL success?	(green)	(green)
4.2	To what degree do our schools engage families and the community to support academic and SEL success?	(green)	(green)
4.3	To what degree do our schools engage families of at risk students to support academic and SEL success?	(green)	(green)

	Key Question		
	Pillar 5 - Professional Learning and Quality Staff		
5.1	To what degree are we retaining high quality staff?	(green)	(green)
5.2	To what degree are we able to fill positions with high quality staff?	(green)	(green)
5.3	To what degree are staff completing annual professional learning plans?	(green)	(green)
5.4	To what degree are new staff provided necessary supports to grow and become high quality staff?	(green)	(green)
5.5	To what degree are struggling staff provided necessary supports to grow and become high quality staff?	(green)	(green)
	Pillar 6 - Fiscal and Operational Systems		
6.1	To what degree does KCSD financially support the action plan and remain fiscally solvent?	(green)	(green)
6.2	To what degree does the district plan for and practice good stewardship of our current and future facilities and capital assets?	(green)	(green)
6.3	To what degree is the district able to assess and solve/address needs in transportation regarding fleet size, condition, and associated repair costs?	(green)	(green)
6.4	To what degree is the KCSD Food Service Department meeting student nutritional needs and preferences to create a healthy learning community?	(light blue)	(light blue)
6.5	To what degree does KCSD design and maintain energy efficient buildings?	(green)	(green)
	Pillar 7 - Safety and Well-Being		
7.1	To what degree do we monitor and address the social, emotional, behavioral, and physical wellbeing of each student?	(green)	(green)
7.2	To what degree do students perceive themselves in a positive mindset as it relates to their social, emotional, behavioral, and physical wellbeing?	(green)	(green)
7.3	To what degree do we monitor and address the social, emotional, behavioral, and physical wellbeing of each student?	(green)	(green)
7.4	To what degree are students provided with safe learning spaces/facilities?	(green)	(green)
7.5	To what degree are we prepared to both mitigate and effectively respond to crisis situations?	(green)	(green)

Legend:
- (green) Maintain - Satisfied with current progress
- (light blue) Maintain - consider a change
- (blue) Minor change needed - 12 to 18 months, no $$
- (red) Major change - 18+ months and/or $$$