

CONTINUOUS IMPROVEMENT PLAN

KAUKAUNA AREA SCHOOL DISTRICT



LEARNING & ACADEMICS

STATE REPORT CARD

CATEGORY WEIGHTING

| | |
|------------------------------------|------------|
| State Report Card | 45% |
| College Credit or Work Experience | 25% |
| K-8 Reading Growth | 10% |
| K-8 Math Growth | 10% |
| Foundational Early Literacy Skills | 5% |
| ACT Composite | 5% |

DEFINITION

The Department of Public Instruction (DPI) produces annual report cards for every publicly-funded school and district in Wisconsin as part of the Wisconsin State Accountability System.

SCORE

Exceeds Expectations



RATING SYSTEM

| | | | | |
|--|---|---|---|--|
| | | | | |
| Fails To Meet Expectations | Developing | Meets Expectations | Exceeds Expectations | Significantly Exceeds Expectations |
| 0-47.9 score on District State Report Card | 48-57.9 score on District State Report Card | 58-69.9 score on District State Report Card | 70-82.9 score on District State Report Card | 83-100 score on District State Report Card |

WHY THIS MATTERS

The DPI district report card includes data on multiple indicators over multiple years across four priority areas (Student Achievement, Growth, Target Group Outcomes, and On-Track to Graduate and Post-Secondary Success). The publicly shared report card rating is an indicator of overall student achievement and engagement.

HOW THIS IS MEASURED

District State Report Card

CONTINUOUS IMPROVEMENT PLAN

KAUKAUNA AREA SCHOOL DISTRICT



LEARNING & ACADEMICS

COLLEGE CREDIT OR WORK EXPERIENCE

CATEGORY WEIGHTING

| | |
|--|------------|
| State Report Card | 45% |
| College Credit or Work Experience | 25% |
| K-8 Reading Growth | 10% |
| K-8 Math Growth | 10% |
| Foundational Early Literacy Skills | 5% |
| ACT Composite | 5% |

DEFINITION

KASD prepares our students to be successful in the real world after graduation. One of the important ways we do that is by providing students with post-secondary experiences during high school such as AP, CAPP, and dual credit coursework, attainment of industry-recognized certifications, Youth Apprenticeships, and work-based learning experiences.

SCORE



RATING SYSTEM

| ★☆☆☆☆ | ★★☆☆☆ | ★★★☆☆ | ★★★★☆ | ★★★★★ |
|---|--|--|--|--|
| Fails To Meet Expectations | Developing | Meets Expectations | Exceeds Expectations | Significantly Exceeds Expectations |
| Less than 59.9% of students participate in at least one AP, CAPP, or dual credit course OR a Youth Apprenticeship or credit-bearing work experience prior to graduation | 60-69.9% of students participate in at least one AP, CAPP, or dual credit course OR a Youth Apprenticeship or credit-bearing work experience prior to graduation | 70-79.9% of students participate in at least one AP, CAPP, or dual credit course OR a Youth Apprenticeship or credit-bearing work experience prior to graduation | 80-98.9% of students participate in at least one AP, CAPP, or dual credit course OR a Youth Apprenticeship or credit-bearing work experience prior to graduation | 99%-100% of students participate in at least one AP, CAPP, or dual credit course OR a Youth Apprenticeship or credit-bearing work experience prior to graduation |

WHY THIS MATTERS

Standardized test scores do not always provide an accurate representation of students' potential and life goals. Participation in AP or dual credit courses is one indicator of academic rigor and is a component of college readiness. Additionally, work-based learning is key to readiness and these experiences expose students to different types of careers and attainment of industry-recognized certifications.

HOW THIS IS MEASURED

Percentage of students who participate in at least one AP, CAPP, or dual credit course OR a Youth Apprenticeship or credit-bearing work experience prior to graduation

CONTINUOUS IMPROVEMENT PLAN

KAUKAUNA AREA SCHOOL DISTRICT



LEARNING & ACADEMICS

K-8 READING GROWTH

CATEGORY WEIGHTING

| | |
|------------------------------------|------------|
| State Report Card | 45% |
| College Credit or Work Experience | 25% |
| K-8 Reading Growth | 10% |
| K-8 Math Growth | 10% |
| Foundational Early Literacy Skills | 5% |
| ACT Composite | 5% |

DEFINITION

KASD has set rigorous reading goals in order to establish high expectations and create a culture of literacy throughout the District. The District uses i-Ready as a tool to monitor reading progress and help to identify areas of strength and areas for growth for each student. These assessments are given three times per year.

SCORE

Exceeds Expectations



RATING SYSTEM

| ★☆☆☆☆ | ★★☆☆☆ | ★★★☆☆ | ★★★★☆ | ★★★★★ |
|---|--|--|--|---|
| Fails To Meet Expectations | Developing | Meets Expectations | Exceeds Expectations | Significantly Exceeds Expectations |
| Less than 39% of students meet Typical Growth on the spring iReady Reading diagnostic | 40-49% of students meet Typical Growth on the spring iReady Reading diagnostic | 50-59% of students meet Typical Growth on the spring iReady Reading diagnostic | 60-79% of students meet Typical Growth on the spring iReady Reading diagnostic | 80-100% of students meet Typical Growth on the spring iReady Reading diagnostic |

WHY THIS MATTERS

Local assessment data is used to drive classroom instruction and inform District decisions related to professional development, adjustments to instructional resources and/or practices, and strategies for student interventions.

HOW THIS IS MEASURED

Percentage of students in grades K-8 who meet Typical Growth on the Spring iReady Reading diagnostic

CONTINUOUS IMPROVEMENT PLAN

KAUKAUNA AREA SCHOOL DISTRICT



LEARNING & ACADEMICS

K-8 MATH GROWTH

CATEGORY WEIGHTING

| | |
|------------------------------------|------------|
| State Report Card | 45% |
| College Credit or Work Experience | 25% |
| K-8 Reading Growth | 10% |
| K-8 Math Growth | 10% |
| Foundational Early Literacy Skills | 5% |
| ACT Composite | 5% |

DEFINITION

KASD has set rigorous goals and high expectations for students as they learn math throughout the District. KASD uses i-Ready as a tool to monitor math progress and help to identify areas of strength and areas for growth for each student. These assessments are given three times per year.

SCORE

Exceeds Expectations



RATING SYSTEM

| ★☆☆☆☆ | ★★☆☆☆ | ★★★☆☆ | ★★★★☆ | ★★★★★ |
|--|---|---|---|--|
| Fails To Meet Expectations | Developing | Meets Expectations | Exceeds Expectations | Significantly Exceeds Expectations |
| Less than 39% of students meet Typical Growth on the spring iReady Math diagnostic | 40-49% of students meet Typical Growth on the spring iReady Math diagnostic | 50-59% of students meet Typical Growth on the spring iReady Math diagnostic | 60-79% of students meet Typical Growth on the spring iReady Math diagnostic | 80-100% of students meet Typical Growth on the spring iReady Math diagnostic |

WHY THIS MATTERS

Local assessment data is used to drive classroom instruction and inform District decisions related to professional development, adjustments to instructional resources and/or practices, and strategies for student interventions.

HOW THIS IS MEASURED

Percentage of students in grades K-8 who meet Typical Growth on the Spring iReady Math diagnostic

CONTINUOUS IMPROVEMENT PLAN

KAUKAUNA AREA SCHOOL DISTRICT



LEARNING & ACADEMICS

FOUNDATIONAL EARLY LITERACY SKILLS

CATEGORY WEIGHTING

| | |
|---|-----------|
| State Report Card | 45% |
| College Credit or Work Experience | 25% |
| K-8 Reading Growth | 10% |
| K-8 Math Growth | 10% |
| Foundational Early Literacy Skills | 5% |
| ACT Composite | 5% |

DEFINITION

KASD uses three local assessments in order to monitor progress in foundational early literacy skills. These assessments, which are given to all 4K students three times per year, measure student proficiency on letter sounds, letter identification, and phonemic awareness.

SCORE

Developing



RATING SYSTEM

| ★☆☆☆☆ | ★★☆☆☆ | ★★★☆☆ | ★★★★☆ | ★★★★★ |
|--|---|---|---|---|
| Fails To Meet Expectations | Developing | Meets Expectations | Exceeds Expectations | Significantly Exceeds Expectations |
| Less than 59.9% of students scored Proficient on all three of the District's 4K Spring Foundational Early Literacy assessments | 60-69.9% of students scored Proficient on all three of the District's 4K Spring Foundational Early Literacy assessments | 70-79.9% of students scored Proficient on all three of the District's 4K Spring Foundational Early Literacy assessments | 80-99.9% of students scored Proficient on all three of the District's 4K Spring Foundational Early Literacy assessments | 100% of students scored Proficient on all three of the District's 4K Spring Foundational Early Literacy assessments |

WHY THIS MATTERS

KASD recognizes that foundational early literacy skills are an important predictor for future success in reading and writing.

HOW THIS IS MEASURED

Percentage of students who scored Proficient on all three of the District's 4K Spring Foundational Early Literacy assessments (Letter Sounds, Letter Identification, and Phonemic Awareness).

CONTINUOUS IMPROVEMENT PLAN

KAUKAUNA AREA SCHOOL DISTRICT



LEARNING & ACADEMICS

ACT COMPOSITE

CATEGORY WEIGHTING

| | |
|------------------------------------|-----------|
| State Report Card | 45% |
| College Credit or Work Experience | 25% |
| K-8 Reading Growth | 10% |
| K-8 Math Growth | 10% |
| Foundational Early Literacy Skills | 5% |
| ACT Composite | 5% |

DEFINITION






The American College Test (ACT) is a college entrance exam taken by over 1.3 million students annually. The ACT is designed to measure skills that are most important for success in post-secondary education and are attained in high school courses. The score range for each of the four multiple choice tests is 1-36 with the composite score being the average of the four tests.

SCORE

Exceeds Expectations



RATING SYSTEM

|  |  |  |  |  |
|---|---|---|---|---|
| Fails To Meet Expectations | Developing | Meets Expectations | Exceeds Expectations | Significantly Exceeds Expectations |
| 0-14.9 average composite score on the statewide ACT test | 15-16.9 average composite score on the statewide ACT test | 17-19.9 average composite score on the statewide ACT test | 20-23.9 average composite score on the statewide ACT test | 24-33 average composite score on the statewide ACT test |

WHY THIS MATTERS

The ACT is one indicator of post-secondary readiness for students.

HOW THIS IS MEASURED

Kaukauna High School average composite score on the statewide ACT test

CONTINUOUS IMPROVEMENT PLAN

KAUKAUNA AREA SCHOOL DISTRICT



FINANCE, OPERATIONS & FACILITIES

FINANCIAL AUDIT

CATEGORY WEIGHTING

| | |
|------------------------|------------|
| Financial Audit | 20% |
| Fund Balance | 20% |
| MOD Rate | 20% |
| Open Enrollment | 20% |
| Facility Plan - 5 Year | 10% |
| Tech Plan - 5 Year | 10% |

DEFINITION

KASD is required by state statute to provide the Board of Education and the public with an annual audited report of the District's finances. The management letter is where the District's third-party auditor describes areas that may need more scrutiny or improved processes to meet all audit requirements.

SCORE

Significantly Exceeds Expectations



RATING SYSTEM

| | | | | |
|--|--|--|--|--|
| | | | | |
| Fails To Meet Expectations | Developing | Meets Expectations | Exceeds Expectations | Significantly Exceeds Expectations |
| Management letter indicates District's finances are not in order | Management letter has more than 4 findings and indicates reason for management concern | Management Letter has 3-4 findings and no significant concerns | Management Letter has 2 findings and no significant concerns | Management Letter has 0-1 findings and no significant concerns |

WHY THIS MATTERS

The community should expect and know that the District's finances are maintained according to the Generally Accepted Accounting Principles (GAAP) and that the oversight of the District's finances is sound and in order.

HOW THIS IS MEASURED

This category is measured using a 3rd party auditor who thoroughly assesses the district's finances and then reports out on significant concerns from their findings.

CONTINUOUS IMPROVEMENT PLAN

KAUKAUNA AREA SCHOOL DISTRICT



FINANCE, OPERATIONS & FACILITIES

FUND BALANCE

CATEGORY WEIGHTING

| | |
|------------------------|------------|
| Financial Audit | 20% |
| Fund Balance | 20% |
| MOD Rate | 20% |
| Open Enrollment | 20% |
| Facility Plan - 5 Year | 10% |
| Tech Plan - 5 Year | 10% |

DEFINITION

The KASD fund balance is used for cash flow purposes as much of the District's revenue from state aid and property tax is received in the second half of the fiscal year. This indicator demonstrates the amount of fund balance KASD has left at the end of the fiscal year.

SCORE

Developing



RATING SYSTEM

| ★☆☆☆☆ | ★★☆☆☆ | ★★★☆☆ | ★★★★☆ | ★★★★★ |
|--|--|---|---|---|
| Fails To Meet Expectations | Developing | Meets Expectations | Exceeds Expectations | Significantly Exceeds Expectations |
| Fund balance is less than 9% of operating budget | Fund balance is 9%-14.9% of operating budget | Fund balance is 15%-17.9% of operating budget | Fund balance is 18%-19.9% of operating budget | Fund balance is higher than 20% of operating budget |

WHY THIS MATTERS

Maintaining a favorable fund balance provides financial stability to the District to cover critical or emergency expenses, avoid short-term borrowing, and maintain a favorable credit rating.

HOW THIS IS MEASURED

Fund balance as a percentage of overall District operating budget

CONTINUOUS IMPROVEMENT PLAN

KAUKAUNA AREA SCHOOL DISTRICT



FINANCE, OPERATIONS & FACILITIES

MOD RATE

CATEGORY WEIGHTING

| | |
|------------------------|------------|
| Financial Audit | 20% |
| Fund Balance | 20% |
| MOD Rate | 20% |
| Open Enrollment | 20% |
| Facility Plan - 5 Year | 10% |
| Tech Plan - 5 Year | 10% |

DEFINITION

The experience modification (MOD) rate is a numeric representation of an organization's worker claim history as compared to other similar organizations (other school districts) in the same state. The MOD rate is applied to all experience-rated workers' compensation policies.

SCORE

Developing



RATING SYSTEM

| ★☆☆☆☆ | ★★☆☆☆ | ★★★☆☆ | ★★★★☆ | ★★★★★ |
|--|---|---|---|--|
| Fails To Meet Expectations | Developing | Meets Expectations | Exceeds Expectations | Significantly Exceeds Expectations |
| MOD rate is 1.25 or higher (significantly riskier than other schools in the state) | MOD rate is 1.10 - 1.24 (riskier than other schools in the state) | MOD rate is 0.95 - 1.09 (no more or no less risky than most other schools in the state) | MOD rate is 0.80 - 0.94 (safer than average schools in the state) | MOD rate is 0.79 or lower (significantly safer than most schools in the state) |

WHY THIS MATTERS

Student and staff safety is essential. The MOD rate in numerical form demonstrates how the District is doing with on-site injuries and helps to determine areas of improvement with staff safety. Additionally, districts that better manage their workers' compensation claims benefit from lower premiums.

HOW THIS IS MEASURED

Experience Modification Rate (worker claim history as compared to other school districts)

CONTINUOUS IMPROVEMENT PLAN

KAUKAUNA AREA SCHOOL DISTRICT



FINANCE, OPERATIONS & FACILITIES

CATEGORY WEIGHTING

| | |
|------------------------|------------|
| Financial Audit | 20% |
| Fund Balance | 20% |
| MOD Rate | 20% |
| Open Enrollment | 20% |
| Facility Plan - 5 Year | 10% |
| Tech Plan - 5 Year | 10% |

OPEN ENROLLMENT

DEFINITION

Open enrollment allows families to apply for their child or children to attend public school in a school district other than the one in which they reside.

SCORE

Fails to Meet Expectations



RATING SYSTEM

| Fails To Meet Expectations | Developing | Meets Expectations | Exceeds Expectations | Significantly Exceeds Expectations |
|---|--|--|--|--|
| -0.1% or lower | 0% - 1.5% | 1.6% - 3% | 3.1% - 4.5% | 4.6% or higher |
| In the current school year, the percentage of 4K public school students who reside within the district boundaries and attend KASD schools is lower than the previous 5 year average | In the current school year, the percentage of 4K public school students who reside within the district boundaries and attend KASD schools is between 0% - 1.5% higher than the previous 5 year average | In the current school year, the percentage of 4K public school students who reside within the district boundaries and attend KASD schools is between 1.6% - 3% higher than the previous 5 year average | In the current school year, the percentage of 4K public school students who reside within the district boundaries and attend KASD schools is between 3.1% - 4.5% higher than the previous 5 year average | In the current school year, the percentage of 4K public school students who reside within the district boundaries and attend KASD schools is at least 4.6% higher than the previous 5 year average |

WHY THIS MATTERS

When students enter the open enrollment program in the state model, school funding is impacted. When a student open enrolls out of the district, KASD loses \$8,000-\$9,000 in state funding. Conversely, the district gains \$8,000-\$9,000 in revenue from the state when a student open enrolls in to KASD.

HOW THIS IS MEASURED

This metric is calculated by measuring the difference between the percentage of 4K students who reside within the district boundaries and attend KASD schools, with the previous 5-year average.

$(4K \text{ public school students attending in KASD} + 4K \text{ students who open enrolled out} - 4K \text{ students who open enrolled in}) = \text{Number of 4K public school students residing in KASD boundaries.}$

$4K \text{ students who open enrolled out} / 4K \text{ students residing in KASD boundaries} = \% \text{ of 4K students residing in KASD boundaries who choose to open enroll out of the district.}$

CONTINUOUS IMPROVEMENT PLAN

KAUKAUNA AREA SCHOOL DISTRICT



FINANCE, OPERATIONS & FACILITIES

CATEGORY WEIGHTING

| | |
|-------------------------------|------------|
| Financial Audit | 20% |
| Fund Balance | 20% |
| MOD Rate | 20% |
| Open Enrollment | 20% |
| Facility Plan - 5 Year | 10% |
| Tech Plan - 5 Year | 10% |

FACILITY PLAN - 5 YEAR

DEFINITION

This indicator focuses on how we are maintaining and creating strategy around our largest and most costly assets, such as our buildings, fields, and other facilities. Preventative maintenance is laid out in a deliberate operating timeline and covers standard items such as roof surfaces, asphalt, turf field maintenance, as well as long term building projects for the future of the district.

SCORE

Exceeds Expectations



RATING SYSTEM



Fails To Meet Expectations

Developing

Meets Expectations

Exceeds Expectations

Significantly Exceeds Expectations

There is no plan in place

A 5-year plan has not been fully completed. Decisions to address facilities needs are made without an articulated comprehensive plan

A 5-year plan is in place, but the required action is prioritized with all other District needs

A 5-year plan is in place, is reviewed and adjusted annually, and is followed depending on other budget needs

A 5-year plan is in place, is reviewed and adjusted annually, and is followed each year

WHY THIS MATTERS

KASD needs to safeguard its assets and follow preventative maintenance or replacement plans on a set schedule in order to avoid more costly repairs in the future.

HOW THIS IS MEASURED

Development and implementation of a 5-year Facilities Plan

CONTINUOUS IMPROVEMENT PLAN

KAUKAUNA AREA SCHOOL DISTRICT



FINANCE, OPERATIONS & FACILITIES

TECH PLAN - 5 YEAR

CATEGORY WEIGHTING

| | |
|---------------------------|------------|
| Financial Audit | 20% |
| Fund Balance | 20% |
| MOD Rate | 20% |
| Open Enrollment | 20% |
| Facility Plan - 5 Year | 10% |
| Tech Plan - 5 Year | 10% |

DEFINITION

This indicator focuses on how KASD is maintaining our technology infrastructure and all related components. Preventative maintenance or replacement is specified in a deliberate plan with a timeline, and it covers all buildings.

SCORE

Exceeds Expectations



RATING SYSTEM



Fails To Meet Expectations

Developing

Meets Expectations

Exceeds Expectations

Significantly Exceeds Expectations

There is no plan in place and no components of the Future Ready Framework

A 5-year plan has not been fully completed. Decisions to address technology needs are made without an articulated comprehensive plan. 1 to 2 components of the Future Ready Framework are followed

A 5-year plan is in place, is funded, and follows a replacement cycle. 3 of the components of the Future Ready Framework are followed

A 5-year plan is in place, is funded, and follows a replacement cycle. 4 to 6 components of the Future Ready Framework are followed

A 5-year plan is in place, is funded, and follows a replacement cycle. All seven components of the Future Ready Framework are followed

WHY THIS MATTERS

KASD safeguards the technology assets of the District and follows preventative maintenance or replacement work on a set schedule to ensure that all users have access to needed technology.

HOW THIS IS MEASURED

Development and implementation of a 5-year Technology Plan

CONTINUOUS IMPROVEMENT PLAN

KAUKAUNA AREA SCHOOL DISTRICT



SAFE & HEALTHY SCHOOLS

CATEGORY WEIGHTING

| | |
|---------------------------|------------|
| School Safety | 25% |
| Student Behavior | 25% |
| Student Mental Well-Being | 25% |
| Staff Well-Being | 25% |

SCHOOL SAFETY

DEFINITION

KASD has a comprehensive safety plan that reflects the state requirements to complete safety drills and school safety evaluations, provide relevant professional development and training, and collaborate with local law enforcement and emergency management agencies. A school safety plan is to be reviewed by the Board of Education annually.

SCORE



RATING SYSTEM

| ★☆☆☆☆ | ★★☆☆☆ | ★★★☆☆ | ★★★★☆ | ★★★★★ |
|--|---|--|--|--|
| Fails To Meet Expectations | Developing | Meets Expectations | Exceeds Expectations | Significantly Exceeds Expectations |
| No safety plan exists; safety audit items and drills are not completed | A safety plan exists but has not been reviewed; safety audit items and drills are partially completed | A safety plan exists and is reviewed annually; safety audit items and drills are partially completed | A safety plan exists and is reviewed annually; safety audit items and all drills are completed | A safety plan exists and is reviewed and adapted annually; all safety audit items and drills are completed |

WHY THIS MATTERS

Having safety plans to prevent the entry of outside intruders, to know what to do during a medical or natural emergency, and to stay calm during a time of crisis helps students and staff be prepared and feel safe, so they are able to focus on teaching and learning. Strong school safety plans allow stakeholders to focus on maintaining a safe school environment for optimal learning.

HOW THIS IS MEASURED

Development and implementation of an annual Safety Plan

CONTINUOUS IMPROVEMENT PLAN

KAUKAUNA AREA SCHOOL DISTRICT



SAFE & HEALTHY SCHOOLS

CATEGORY WEIGHTING

School Safety 25%

Student Behavior 25%

Student Mental Well-Being 25%

Staff Well-Being 25%

STUDENT BEHAVIOR

DEFINITION

At KASD, we recognize student behavior as a form of communication. This communication can include the expression of emotions, needs, cultural backgrounds, past experiences, and external factors through both verbal and non-verbal signals.

SCORE

Developing



RATING SYSTEM



Fails To Meet Expectations

An average score from all responses of 1 - 1.99



Developing

An average score from all responses of 2 - 2.74



Meets Expectations

An average score from all responses of 2.75 - 3.49



Exceeds Expectations

An average score from all responses of 3.5 - 4.24



Significantly Exceeds Expectations

An average score from all responses of 4.25 - 5

WHY THIS MATTERS

Recognizing student behavior as a form of communication empowers us to respond to students' needs empathetically, fostering a supportive atmosphere where students feel safe, valued, and motivated to learn. This approach highlights the importance of comprehending the emotions and needs driving behavior, while promoting self-regulation, empathy, and positive relationships within our classroom community. Through clear expectations, consistent practices, and positive reinforcement, teachers cultivate a safe and respectful learning environment that encourages collaboration and fosters students' overall growth and success.

HOW THIS IS MEASURED

KASD Staff will complete a survey to measure the implementation and effectiveness of our behavior system and its impact on student behavior.

CONTINUOUS IMPROVEMENT PLAN

KAUKAUNA AREA SCHOOL DISTRICT



SAFE & HEALTHY SCHOOLS

CATEGORY WEIGHTING

| | |
|----------------------------------|------------|
| School Safety | 25% |
| Student Behavior | 25% |
| Student Mental Well-Being | 25% |
| Staff Well-Being | 25% |

STUDENT MENTAL WELL-BEING

DEFINITION

Student mental well-being refers to the overall state of a student's psychological and emotional health. It encompasses various factors, including their ability to cope with stress, manage emotions, maintain healthy relationships, and adapt to academic and social challenges. Key components of student mental well-being include: emotional regulation, coping skills, social connectedness, self-esteem, and resilience.

SCORE

Developing



RATING SYSTEM

| ★☆☆☆☆ | ★★☆☆☆ | ★★★☆☆ | ★★★★☆ | ★★★★★ |
|---|--|--|--|--|
| Fails To Meet Expectations | Developing | Meets Expectations | Exceeds Expectations | Significantly Exceeds Expectations |
| An average score on the District Mental Health Quality Assessment of 0- 1.4 | An average score on the District Mental Health Quality Assessment of 1.5 - 2.4 | An average score on the District Mental Health Quality Assessment of 2.5 - 3.4 | An average score on the District Mental Health Quality Assessment of 3.5 - 4.4 | An average score on the District Mental Health Quality Assessment of 4.5 - 5 |

WHY THIS MATTERS

KASD is committed to supporting every student's academic growth, as well as their social, emotional, and behavioral growth. Part of the District's shared goals for students is for them to be able to regulate their emotions, develop positive relationships, and make responsible choices. The District has been focused on expanding its social emotional learning and mental health support for students at all grade levels.

HOW THIS IS MEASURED

The School Health Assessment and Performance Evaluation System (SHAPE) is used to assess the comprehensiveness of the District's mental well-being system and identify priority areas for improvement. The composite score on the District Mental Health Quality Assessment has been converted from a six-point scale to a five-point scale for the District Continuous Improvement Plan.

CONTINUOUS IMPROVEMENT PLAN

KAUKAUNA AREA SCHOOL DISTRICT



SAFE & HEALTHY SCHOOLS

CATEGORY WEIGHTING

| | |
|---------------------------|------------|
| School Safety | 25% |
| Student Behavior | 25% |
| Student Mental Well-Being | 25% |
| Staff Well-Being | 25% |

STAFF WELL-BEING

DEFINITION

Staff well-being refers to an overall sense of purpose, meaning, happiness, balance, and job satisfaction.

SCORE

Developing



RATING SYSTEM

| ★☆☆☆☆ | ★★☆☆☆ | ★★★☆☆ | ★★★★☆ | ★★★★★ |
|----------------------------|---|--|--|---|
| Fails To Meet Expectations | Developing | Meets Expectations | Exceeds Expectations | Significantly Exceeds Expectations |
| There is no plan in place | A plan has not been fully completed. Decisions to address staff well-being and workplace needs are made without an articulated comprehensive plan and/or without gathering staff feedback | A plan to address staff well-being and workplace needs is in place and most action steps are implemented with fidelity. Action steps are not directly tied to staff feedback | A plan to address staff well-being and workplace needs is in place and action steps were created in response to staff feedback. All action steps in the plan are implemented with fidelity | A differentiated plan to address staff well-being and workplace needs is in place and action steps were created in response to staff feedback. All action steps in the plan are implemented with fidelity. The plan is dynamically reviewed and adapted to meet changing needs throughout the school year |

WHY THIS MATTERS

While KASD places a priority on students' social, emotional, and psychological well-being, the District also recognizes the importance of maintaining a healthy and balanced working environment for our staff. By actively taking steps to mitigate work-based stressors and cultivating awareness around how we think, behave, and feel in the workplace in order to maintain a state of well-being, our staff can be their best for our students.

HOW THIS IS MEASURED

Development and implementation of an annual plan that works to mitigate work-based stressors and continually cultivate a working environment that places a priority on the well-being of our staff.

CONTINUOUS IMPROVEMENT PLAN

KAUKAUNA AREA SCHOOL DISTRICT



ENGAGEMENT & CONNECTEDNESS

CATEGORY WEIGHTING

| | |
|----------------------------|------------|
| Student Involvement | 25% |
| Staff Engagement | 25% |
| Attendance | 20% |
| Staff Retention | 15% |
| Stakeholder Satisfaction | 15% |

STUDENT INVOLVEMENT

DEFINITION

KASD recognizes the importance of student involvement in school. Student involvement is defined as active participation in a school-recognized or school-sponsored club or activity.

SCORE

Meets Expectations



RATING SYSTEM

| ★☆☆☆☆ | ★★☆☆☆ | ★★★☆☆ | ★★★★☆ | ★★★★★ |
|--|--|--|--|---|
| Fails To Meet Expectations | Developing | Meets Expectations | Exceeds Expectations | Significantly Exceeds Expectations |
| Under 50% of middle and high school students participate in a school-sponsored or school-recognized club or activity | 50%-59% of middle and high school students participate in a school-sponsored or school-recognized club or activity | 60%-79% of middle and high school students participate in a school-sponsored or school-recognized club or activity | 80%-89% of middle and high school students participate in a school-sponsored or school-recognized club or activity | 90%-100% of middle and high school students participate in a school-sponsored or school-recognized club or activity |

WHY THIS MATTERS

High levels of student engagement lead to better academic performance and a stronger sense of belonging in the school community.

HOW THIS IS MEASURED

Percentage of middle and high school students who participate in a school-sponsored or school-recognized club or activity

CONTINUOUS IMPROVEMENT PLAN

KAUKAUNA AREA SCHOOL DISTRICT



ENGAGEMENT & CONNECTEDNESS

CATEGORY WEIGHTING

| | |
|--------------------------|------------|
| Student Involvement | 25% |
| Staff Engagement | 25% |
| Attendance | 20% |
| Staff Retention | 15% |
| Stakeholder Satisfaction | 15% |

STAFF ENGAGEMENT

DEFINITION

Employee engagement is the connection an employee feels toward his or her work environment, along with their commitment to the organization and its goals.

SCORE

Meets Expectations



RATING SYSTEM

| | | | | |
|-----------------------------------|----------------------------|----------------------------|-----------------------------|---|
| | | | | |
| Fails To Meet Expectations | Developing | Meets Expectations | Exceeds Expectations | Significantly Exceeds Expectations |
| Less than 25% of staff engaged | 25% - 34% of staff engaged | 35% - 49% of staff engaged | 50% - 64% of staff engaged | Greater than 64% of staff engaged |

WHY THIS MATTERS

Staff engagement is a leading indicator of student achievement. Organizations and teams with higher employee engagement and lower active disengagement perform at higher levels.

HOW THIS IS MEASURED

KASD uses the Gallup Q12 Employee Engagement Survey to measure staff engagement.

CONTINUOUS IMPROVEMENT PLAN

KAUKAUNA AREA SCHOOL DISTRICT



ENGAGEMENT & CONNECTEDNESS

CATEGORY WEIGHTING

| | |
|---------------------------|------------|
| Student Involvement | 25% |
| Staff Engagement | 25% |
| Student Attendance | 20% |
| Staff Retention | 15% |
| Stakeholder Satisfaction | 15% |

STUDENT ATTENDANCE

DEFINITION

Regular school attendance is a key factor in student achievement. KASD considers a student a regular attendee if he or she has an attendance rate that is 90% or higher.

SCORE

Meets Expectations



RATING SYSTEM

| ★☆☆☆☆ | ★★☆☆☆ | ★★★☆☆ | ★★★★☆ | ★★★★★ |
|--|---|---|---|--|
| Fails To Meet Expectations | Developing | Meets Expectations | Exceeds Expectations | Significantly Exceeds Expectations |
| Less than 80% of students in the District are considered regular attendees | 80 - 84.9% of students in the District are considered regular attendees | 85 - 89.9% of students in the District are considered regular attendees | 90 - 94.9% of students in the District are considered regular attendees | 95 - 100% of students in the District are considered regular attendees |

WHY THIS MATTERS

Attending school consistently and on time is a key factor that can impact student success in school. Over 8 million students in the United States miss nearly a month of school each year. Poor attendance in Kindergarten and 1st grade leads to reduced reading proficiency in third grade. By 6th grade, chronic absenteeism becomes the leading indicator that students will drop out of high school.

HOW THIS IS MEASURED

Percentage of students who are considered regular attendees (at least 90% attendance rate)

CONTINUOUS IMPROVEMENT PLAN

KAUKAUNA AREA SCHOOL DISTRICT



ENGAGEMENT & CONNECTEDNESS

CATEGORY WEIGHTING

| | |
|--------------------------|------------|
| Student Involvement | 25% |
| Staff Engagement | 25% |
| Attendance | 20% |
| Staff Retention | 15% |
| Stakeholder Satisfaction | 15% |

STAFF RETENTION

DEFINITION

Staff retention refers to an organization's ability to prevent voluntary employee turnover, or the number of people who choose to leave their job to pursue other opportunities. KASD develops and implements strategies and processes to reduce staff turnover and retain its critical talent. Retirements are not included in this indicator because the District has a limited ability to impact that component of staff retention.

SCORE

Exceeds Expectations



RATING SYSTEM

| ★☆☆☆☆ | ★★☆☆☆ | ★★★☆☆ | ★★★★☆ | ★★★★★ |
|--|--|---|---|--|
| Fails To Meet Expectations | Developing | Meets Expectations | Exceeds Expectations | Significantly Exceeds Expectations |
| Greater than 2% increase in voluntary turnover as compared to the 5-year average | .9 - 2% increase in voluntary turnover as compared to the 5-year average | 1% increase - .9% decrease in voluntary turnover compared to the 5-year average | 1% - 1.9% decrease in voluntary turnover compared to the 5-year average | 2% or greater decrease in voluntary turnover as compared to the 5-year average |

WHY THIS MATTERS

Organizations need to keep their best employees in order to thrive. In KASD, attracting and retaining high-quality staff has a direct impact on the District's ability to advance its goals for student success, growth, and achievement. Staff retention has a direct and positive impact on student learning and engagement.

HOW THIS IS MEASURED

This KPI is measured by comparing the amount of voluntary turnover in the previous year to the average voluntary turnover in KASD in the preceding 5 years.

CONTINUOUS IMPROVEMENT PLAN

KAUKAUNA AREA SCHOOL DISTRICT



ENGAGEMENT & CONNECTEDNESS

CATEGORY WEIGHTING

| | |
|---------------------------------|------------|
| Student Involvement | 25% |
| Staff Engagement | 25% |
| Attendance | 20% |
| Staff Retention | 15% |
| Stakeholder Satisfaction | 15% |

STAKEHOLDER SATISFACTION

DEFINITION

KASD will measure our community's perceptions and satisfaction with the District by using a Net Promoter Score survey. The survey asks the question: "On a scale from 0-10 how likely are you to recommend the Kaukauna Area School District to friends or family?"

SCORE

Exceeds Expectations



RATING SYSTEM

| | | | | |
|---|---|--|---|--|
| | | | | |
| Fails To Meet Expectations | Developing | Meets Expectations | Exceeds Expectations | Significantly Exceeds Expectations |
| Greater than 25% Detractors on the Net Promoter Score | 1% - 25% Detractors on the Net Promoter Score | 0% - 25% Promoters on the Net Promoter Score | 26% - 49% Promoters on the Net Promoter Score | 50% - 100% Promoters on the Net Promoter Score |

WHY THIS MATTERS

Parents/guardians and the community are key partners in education with KASD, and their engagement is critical to the District's overall success and continuous improvement. Additionally, the reputation of the District in the eyes of the community impacts new family growth and financial support.

HOW THIS IS MEASURED

The Net Promoter Score Survey asks the question: "On a scale from 0-10, how likely are you to recommend the Kaukauna Area School District to friends or family?" The Net Promoter Score groups feedback into three categories: Promoters (those who respond with a score of 9 or 10), Passives (those who respond with a score of 7 or 8), and Detractors (those who respond with a score of 0-6). A final Net Promoter Score is calculated by subtracting the percentage of Detractors from the percentage of Promoters.