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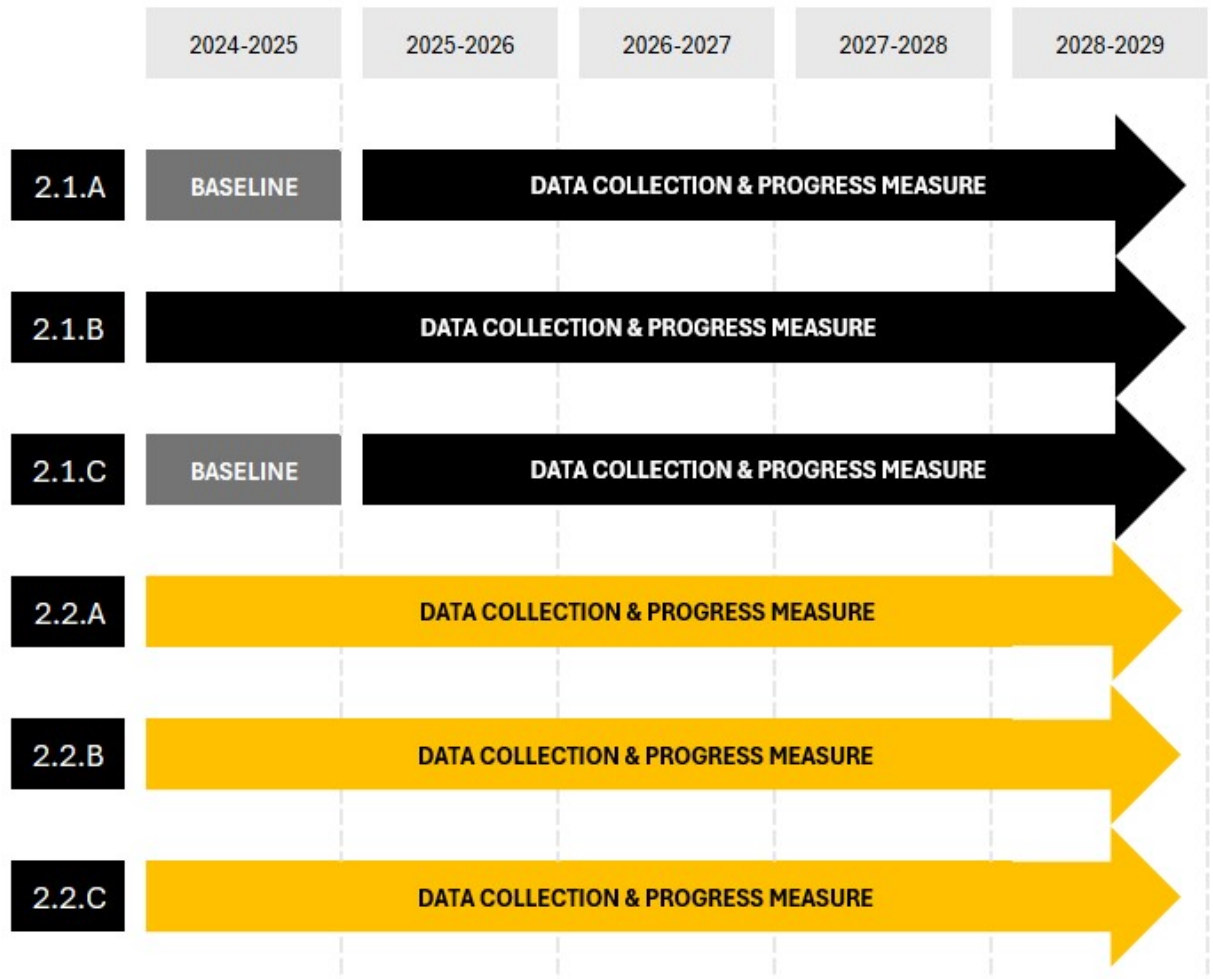
## PRIORITY 2: HUMAN CAPITAL

# SYSTEM SCORECARD

Killeen Independent School District



# GENERAL TIMELINE FOR PRIORITY 2 STRATEGIC ACTION ROLLOUT



# GENERAL TIMELINE FOR PRIORITY 2 STRATEGIC ACTION ROLLOUT





# 2.1

To recruit and retain staff, the district will promote a **positive work environment** and provide a **competitive compensation** and **benefits package**.



# Key Strategic Actions

**2.1.A** Propose a staff compensation plan in the top quarter of a comparative district group across all exempt paygrades

**2.1.B** Propose a staff compensation plan in the top quarter of a comparative district group across all non-exempt paygrades

**2.1.C** Implement an education program to increase awareness and utilization of well-being services available through employee benefits



PROGRESS  
MEASURES



## **PRIORITY 2.1.A**

Propose a staff compensation plan in the top quarter of a comparative district group across all exempt paygrades.

### **WHAT IS THE PROBLEM?**

A competitive market for attracting and retaining staff has necessitated Killeen ISD be a leader in compensation to fill exempt vacancies.

### **WHY?**

- Teacher turnover
- Shrinking pool of certified applicants, including teachers, entering the workforce
- Rising cost of living

### **PLAN OF ACTION**

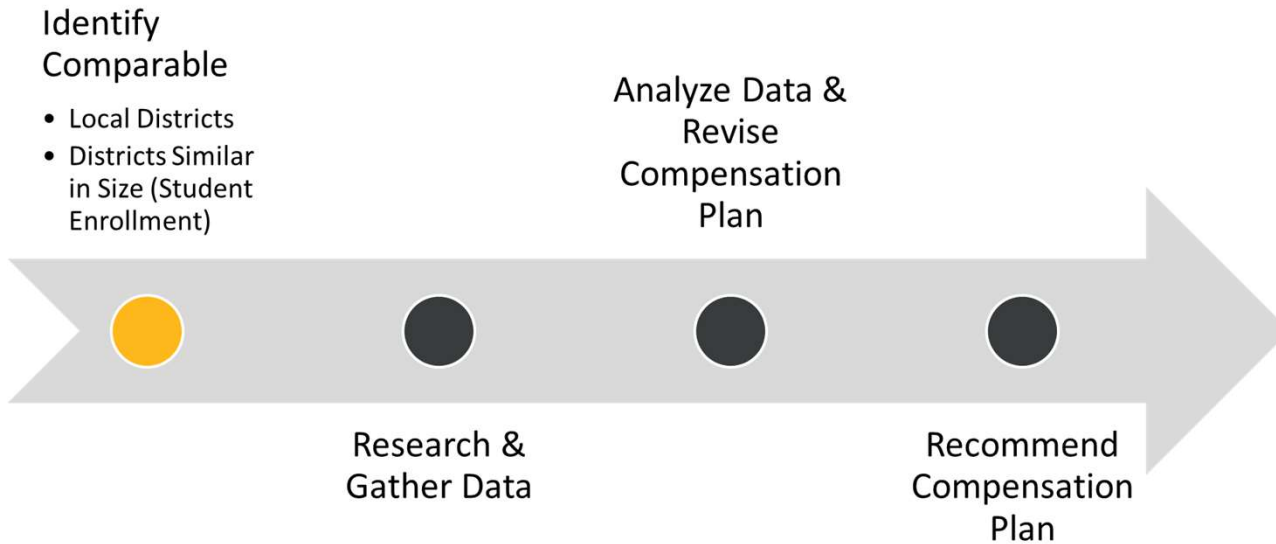
1. Identify a Comparative Group of Districts by Location and Student Enrollment
2. Conduct a Comparative Compensation Analysis
3. Revise Compensation Plan
4. Incentivize Retention for High-Need Roles
5. Promote the Revised Compensation Plan
6. Monitor and Adjust Based on Feedback

### **LONG-TERM DESIRED OUTCOME(S):**

**By August 2029, KISD will maintain a compensation plan in the top quartile of comparison districts.**

# PRIORITY 2.1.A

Propose a staff compensation plan in the top quarter of a comparative district groups across all exempt paygrades.



## LONG-TERM DESIRED OUTCOME(S):

By August 2029, KISD will maintain a compensation plan in the top quartile of comparison districts.

# PRIORITY 2.1.A

## Comparative Group of Districts

### Local Districts

Organization	ESC	Enrollment
Austin ISD	13	71,070
Belton ISD	12	13,644
Georgetown ISD	13	13,790
Lampasas ISD	12	3,631
Midway ISD	12	8,802
Pflugerville ISD	13	25,445
Temple ISD	12	8,615
Waco ISD	12	13,429

### Similar Size Districts

Organization	ESC	Enrollment
Alief ISD	04	38,482
Clear Creek ISD	04	40,693
United ISD	01	40,732
Leander ISD	13	42,368
Lamar CISD	04	42,461
Killeen ISD	12	43,935
San Antonio ISD	20	45,255
Socorro ISD	19	46,824
Round Rock ISD	13	47,016
Pasadena ISD	04	48,726
Humble ISD	04	48,758





# HUMAN CAPITAL - PRIORITY 2.1.A

Propose a staff compensation plan in the top quarter of a comparative district group across all exempt paygrades

## SPOTLIGHTS & NEXT STEPS

### Work Underway in the 2024 – 2025 School Year

- Identified local districts and districts with similar student enrollment to consider as comparison groups
- Gather compensation information for comparison ISDs
- Analyze data of comparison ISDs and determine where Killeen ISD ranks
- Recommend revisions to the Compensation Plan

## **PRIORITY 2.1.B**

Propose a staff compensation plan in the top quarter of a comparative group of local hiring entities across all non-exempt paygrades.

### **LONG-TERM DESIRED OUTCOME(S):**

**By August 2029, KISD will maintain a compensation plan in the top quartile for non-exempt staff, reducing turnover in these roles by 15%.**

## **WHAT IS THE PROBLEM?**

A competitive market for attracting and retaining staff has necessitated Killeen ISD be a leader in compensation to fill non-exempt vacancies.

## **WHY?**

- Staff turnover
- Shrinking pool of applicants entering the workforce
- Rising cost of living and competitive pay

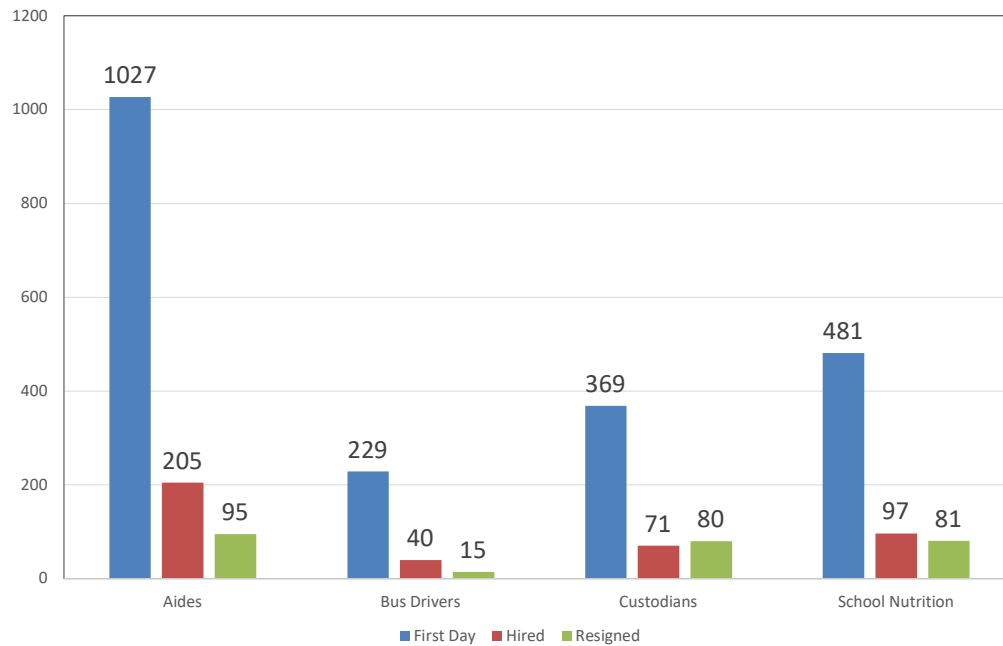
## **PLAN OF ACTION**

1. Identify a Comparative Group of District by Student Enrollment and Market
2. Conduct a Comparative Compensation Analysis
3. Revise Compensation Packages
4. Incentivize Retention for High-Need Roles
5. Promote the New Compensation and Benefits Plan
6. Monitor and Adjust Based on Feedback

# PRIORITY 2.1.B

Propose a staff compensation plan in the top quarter of a comparative group of local hiring entities across all non-exempt paygrades.

Hires/Resignations in Key Positions



Turnover Rates as of January 6, 2025

- Aides – 9.25%
- Bus Drivers – 6.55%
- Custodians – 21.68%
- School Nutrition – 16.83%

## LONG-TERM DESIRED OUTCOME(S):

By August 2029, KISD will maintain a compensation plan in the top quartile for non-exempt staff, reducing turnover in these roles by 15%.



# HUMAN CAPITAL - PRIORITY 2.1.B

Propose a staff compensation plan in the top quarter of a comparative group of local hiring entities across all non-exempt paygrades

## SPOTLIGHTS & NEXT STEPS

### Work Underway for the 2024 – 2025 School Year

- Identified local districts and districts with similar student enrollment to consider as comparison groups
- Gather compensation information for comparison market groups and comparison ISDs
- Analyze data of comparison market groups and comparison ISDs to determine where Killeen ISD ranks
- Recommend revisions to the Compensation Plan

## **PRIORITY 2.1.C**

Implement an education program to increase awareness and utilization of well-being services available through employee benefits.

### **LONG-TERM DESIRED OUTCOME(S):**

**By June 2029, employee participation in the Employee Assistance program will increase to 15% and participation in the TCG Region 10 Retirement Asset Management System will increase to 20%.**

## **WHAT IS THE PROBLEM?**

Current employee engagement with well-being services is low, as evidenced by underutilization of benefits programs and suboptimal attendance rates.

## **WHY?**

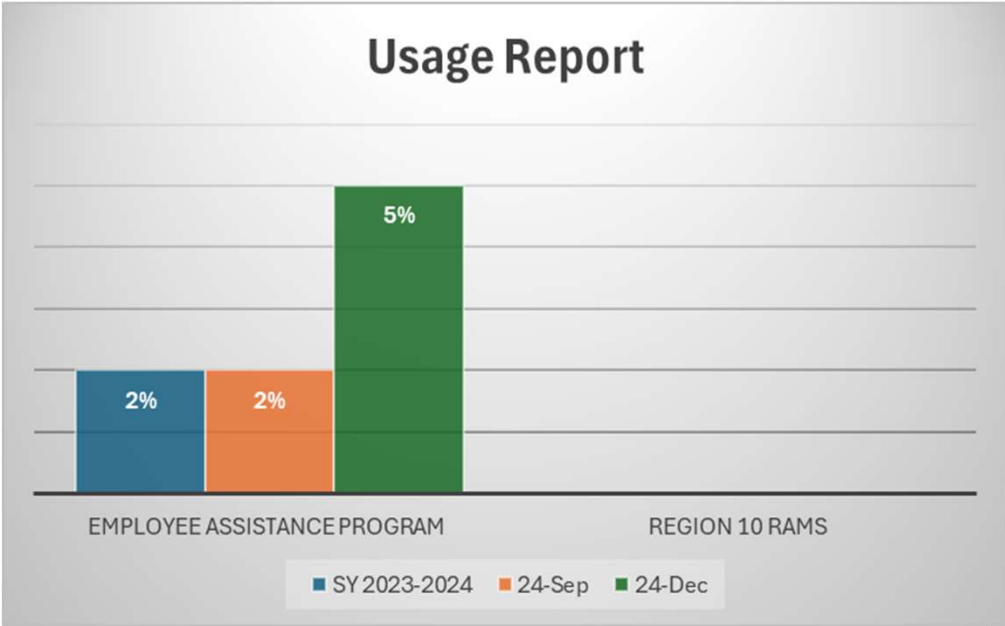
- Limited Awareness
- Perceived Complexity and Accessibility
- Cultural Stigma

## **PLAN OF ACTION**

1. Continue to develop communication materials and methods of communication that highlight the specific benefits of EAP and RAMS participation
2. Streamline the process for accessing EAP and RAMS services by providing clear, step-by-step instructions and personalized support through the benefits department
3. Host annual employee benefits fair providing support services and answer employee questions
4. Monitor participation rates in available resources

# PRIORITY 2.1.C

Implement an education program to increase awareness and utilization of well-being services available through employee benefits.



On Track	
Not On Track	
Need Revision	
Above Goal	>20%
At Goal	15-20%
Near Goal	10-15%
Below Goal	<10%

## LONG-TERM DESIRED OUTCOME(S):

By June 2029, employee participation in the Employee Assistance program will increase to 15% and participation in the TCG Region 10 Retirement Asset Management System will increase to 20%.



# HUMAN CAPITAL - PRIORITY 2.1.C

Implement an education program to increase awareness and utilization of well-being services available through employee benefits

## SPOTLIGHTS & NEXT STEPS

### Work Underway in the 2024 – 2025 School Year

- Employee Benefits hosted the first district sponsored Benefits Fair for employees to meet with vendors to explore benefit options
- A retirement planning and education training program calendar has been developed and implemented in conjunction with TCG to be presented at campuses throughout the district, online and in the evenings.
- Provide information & communication with step-by-step instructions to utilize the RAMS FinPath education tools.
- Information about the Employee Assistance Program (EAP) is presented to all new hires at onboarding. EAP reminders are included in the Staff Wellness newsletter sent out by the Guidance and Counseling department
- Grow attendance at the Benefits Fair to encourage employees to take advantage of all benefits offered
- Continue to Educate employees on FinPath financial education offered by TCG by hosting presentations for all district employees by offering evening sessions and virtual sessions.
- Monitor EAP reports to identify areas/services that employees are requesting and utilize information to provide online content that can be viewed from the privacy of the employee's home.



# 2.2

The District will implement effective standards and practices that will consistently and strategically **staff** campuses and departments.





# Key Strategic Actions

**2.2.A** Improve the effectiveness of retention strategies

**2.2.B** Enhance recruiting for fully certified teachers and develop pathways that accelerate current uncertified candidates into certified, highly qualified teachers

**2.2.C** Effectively staff special education professional and paraprofessional positions



PROGRESS  
MEASURES



## **PRIORITY 2.2.A**

Improve the effectiveness of retention strategies.

### **LONG-TERM DESIRED OUTCOME(S):**

**By August 2029, KISD will retain 85% of its teachers, aides and campus administrators as employees.**

### **WHAT IS THE PROBLEM?**

The challenge to retain staff disrupts the educational environment and increases demands on recruitment efforts.

### **WHY?**

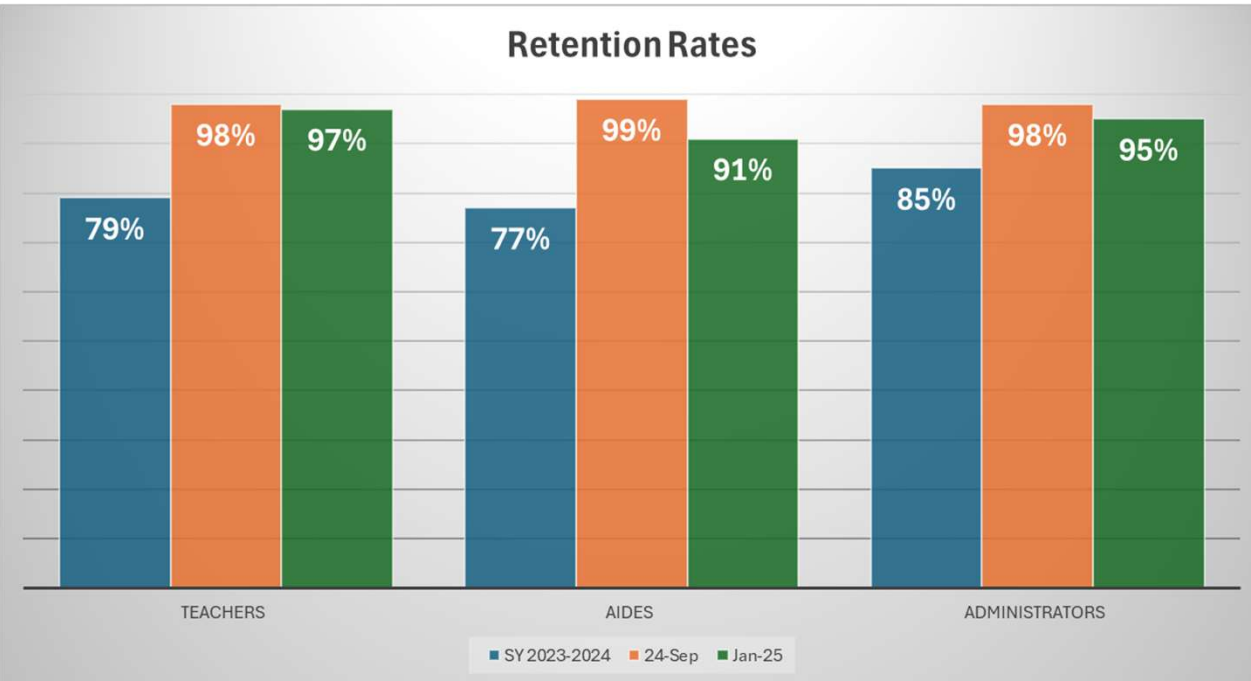
- Fewer students are graduating with traditional education degrees and teacher certification
- The district is experiencing turnover due to factors like relocation and retirement
- Teachers, nation-wide, express concerns with workload and demand on time

### **PLAN OF ACTION**

1. Use exit survey data to adjust strategies and address specific issues impacting retention
2. Develop retention plans, recognizing that different schools have different needs
3. Increase teacher recognition and rewards for success
4. Improve substitute fill rate

# PRIORITY 2.2.A

Improve the effectiveness of retention strategies.



On Track	
Not On Track	
Need Revision	
Above Goal	>85%
At Goal	85%
Near Goal	80-85%
Below Goal	<80%

**LONG-TERM DESIRED OUTCOME(S):**  
By August 2029, KISD will retain 85% of its teachers, aides and campus administrators as employees.



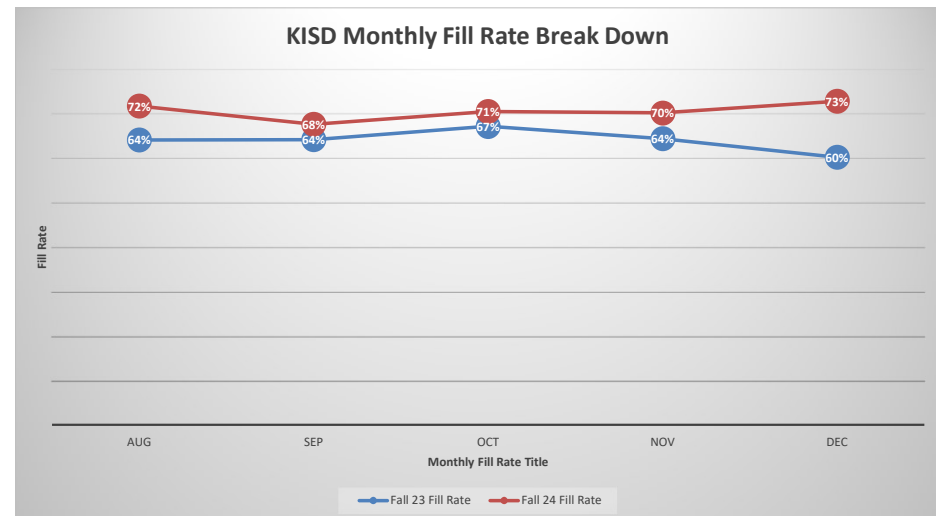
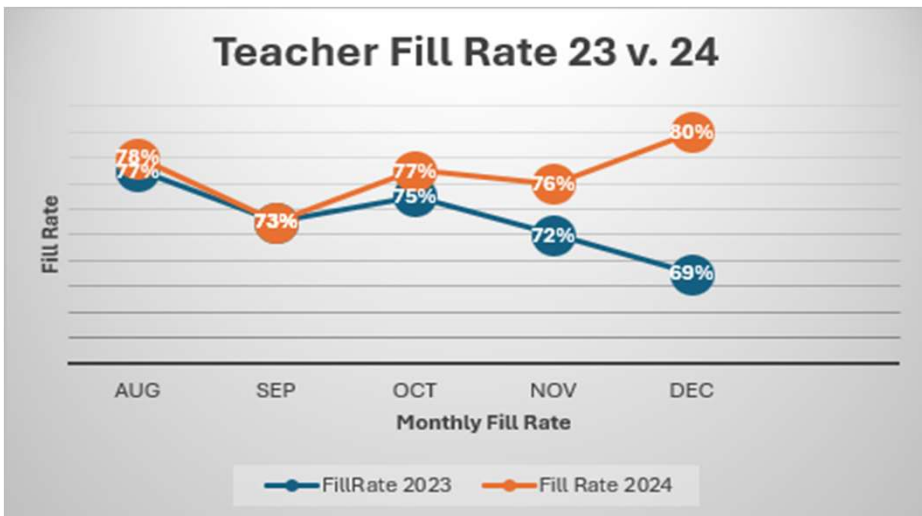
# 23/24 and 24/25 School Year Fill Rate Comparison Data

Teacher	Fill Rate 2023	Fill Rate 2024
Aug	77%	78%
Sep	73%	73%
Oct	75%	77%
Nov	72%	76%
Dec	69%	80%

**Fill Rates:**  
Teachers  
Only

Month	Fall 23 Fill Rate	Fall 24 Fill Rate
Aug	64%	72%
Sep	64%	68%
Oct	67%	71%
Nov	64%	70%
Dec	60%	73%

**Fill Rates:**  
Teachers  
Aides  
Secretaries





# HUMAN CAPITAL - PRIORITY 2.2.A

Improve the effectiveness of retention strategies.

## SPOTLIGHTS & NEXT STEPS

### Work Underway in the 2024 – 2025 School Year

- Utilize exit survey data to identify root cause of separation
- Provide critical need stipends
- Submission of 2023-2024 data for teacher designation under the Teacher Incentive Allotment program
- Create retention plans that align with individual campus needs.
- Analyze beta test data to determine courses to include in expansion of the Teacher Incentive Allotment program
- Develop and utilize data from an annual retention survey
- Proactively communicate years of service (longevity) incentives

## **PRIORITY 2.2.B**

Enhance recruiting for fully certified teachers and develop pathways that accelerate current uncertified candidates into certified, highly qualified teachers.

### **WHAT IS THE PROBLEM?**

The district's reliance on uncertified teachers through the District of Innovation program has raised concerns regarding teacher retention and student performance.

### **WHY?**

- Uncertified teachers may lack the formal pedagogical training that supports long-term student success
- Varying levels of teaching experience and preparation can lead to inconsistencies in instructional quality
- Retaining uncertified teachers can be challenging, as they often face greater obstacles in the classroom

### **PLAN OF ACTION**

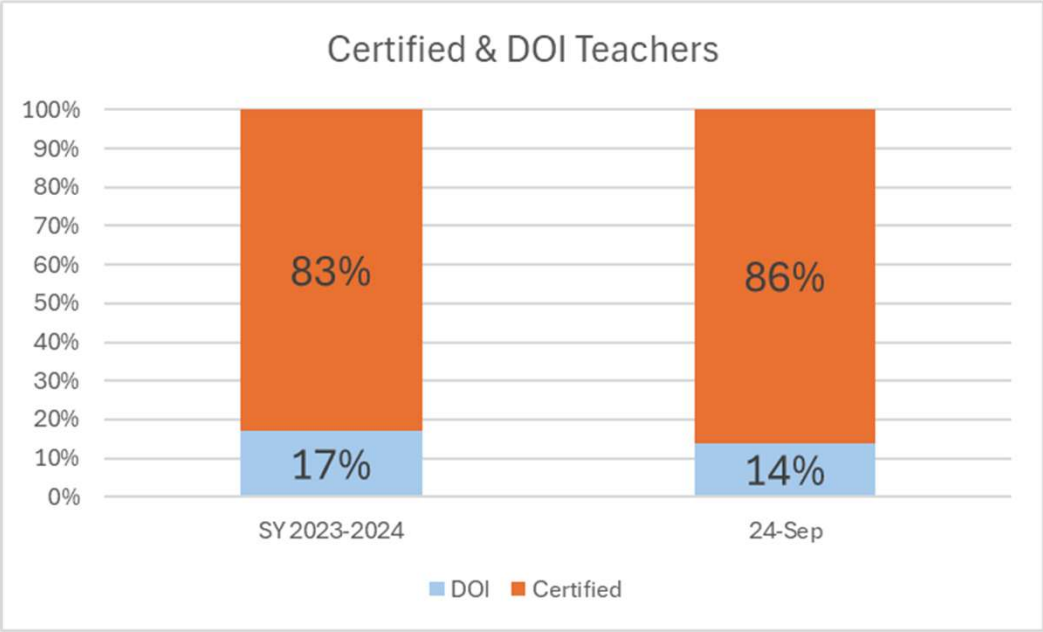
1. Launch targeted recruitment campaigns to attract fully certified teachers to high-need areas
2. Provide fast-tracked certification pathways for DOI and aide-to-teacher program candidates
3. Implement intensive mentorship and professional development programs to support DOI teachers
4. Track performance and certification progress to assess the impact of uncertified teachers

### **LONG-TERM DESIRED OUTCOME(S):**

**By August 2029, less than 7% of all teachers will be hired through the District of Innovation exception.**

# PRIORITY 2.2.B

Enhance recruiting for fully certified teachers and develop pathways that accelerate current uncertified candidates into certified, highly qualified teachers.



On Track	
Not On Track	
Need Revision	
Above Goal	<7%
At Goal	7%
Near Goal	8-10%
Below Goal	>10%

## LONG-TERM DESIRED OUTCOME(S):

By August 2029, less than 7% of all teachers will be hired through the District of Innovation exception.



# HUMAN CAPITAL - PRIORITY 2.2.B

Enhance recruiting for fully certified teachers and develop pathways that accelerate current uncertified candidates into certified, highly qualified teachers.

## SPOTLIGHTS & NEXT STEPS

### Work Underway in the 2024 – 2025 School Year

- Ongoing partnerships with alternative certification programs and universities are enabling DOI and aide-to-teacher candidates to fast-track their certification
- Mentorship initiatives are in place for DOI and uncertified teachers, pairing them with experienced, certified teachers
- Active recruitment campaigns are being launched at job fairs, teacher preparation programs, and through online platforms targeting fully certified teachers
- Increase recruitment efforts targeting certified teachers in high-need subject areas
- Training recruiters on recruiting platforms to optimize outreach with qualified candidates
- Create a real-time data tracker to monitor:
  - vacant positions and hiring needs
  - contact with and hiring of qualified candidates
  - DOI teacher progress toward certification
- Conduct quarterly reviews of the performance data comparing classroom outcomes between certified and uncertified teachers
- Utilize social media more effectively to advertise hiring events and campaigns



## **PRIORITY 2.2.C**

Effectively staff campus special education teacher and paraprofessional positions.

### **LONG-TERM DESIRED OUTCOME(S):**

**By August 2029, KISD will staff campus special education teacher and paraprofessional positions at a 90% fill rate.**

### **WHAT IS THE PROBLEM?**

- The district struggles to effectively staff campus special education teachers and paraprofessional positions.

### **WHY?**

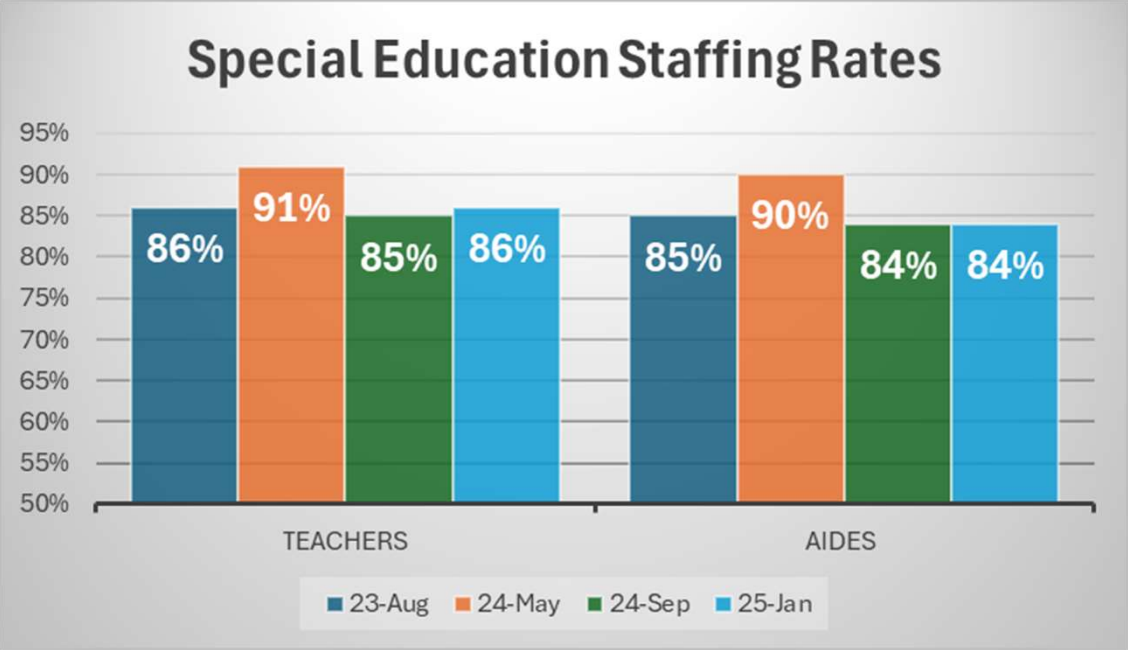
- There is a shortage of qualified candidates with specialized training in special education, making it difficult to fill these critical roles
- Current teacher development programs are not generating sufficient candidates for state-wide needs
- Special education positions often experience higher turnover than other instructional positions

### **PLAN OF ACTION**

1. Develop targeted recruitment efforts focused on special education, partnering with universities and organizations to attract a diverse pool of candidates
2. Offer ongoing professional development specifically for special education staff, focusing on best practices, behavior management, and individualized instruction techniques

# PRIORITY 2.2.C

Effectively staff special education professional and paraprofessional positions.



On Track	
Not On Track	
Need Revision	
Above Goal	>90%
At Goal	90%
Near Goal	80-90%
Below Goal	<80%

## LONG-TERM DESIRED OUTCOME(S):

By August 2029, KISD will staff special education professional and paraprofessional positions at a 90% fill rate.



# HUMAN CAPITAL - PRIORITY 2.2.C

Effectively staff special education professional and paraprofessional positions.

## SPOTLIGHTS & NEXT STEPS

### Work Underway in the 2024 – 2025 School Year

- Partnerships with universities and teacher cultural exchange programs
- Targeted hiring events, both virtual and face to face
- Paraprofessional academy
- Extend partnerships with universities, alternative certification programs, and cultural exchange programs
- Collaborate with Special Education to develop a process for Special Education strategic staffing



# 2.3



The District will identify and provide ongoing **training** and **coaching** needed for staff to build their professional capacity.



# Key Strategic Actions

**2.3.A** Develop and implement talent development pipelines for all employees

**2.3.B** Implement onboarding procedures to effectively prepare new employees for their assigned roles

**2.3.C** Create support systems for employees that provide opportunities for growth aligned to their potential



PROGRESS  
MEASURES



## **PRIORITY 2.3.A**

Create and implement talent development pipelines.

### **LONG-TERM DESIRED OUTCOME(S):**

**By August 2029, 85% of employees will report they are aware of steps required to advance within their campus or department.**

## **WHAT IS THE PROBLEM?**

There is a lack of consistent career development opportunities for career advancement within the district.

## **WHY?**

1. Lack of structured development pipelines for all positions.
2. Aspiring leaders lack clear career pathways within the district.

## **PLAN OF ACTION**

1. Provide opportunities for coaching and mentorship to high potential staff
2. Offer workshops tailored to career advancement and professional growth
3. Assess participant feedback for continuous improvement

# PRIORITY 2.3.A

Create and implement talent development pipelines.

## Teacher Resident Program

### Model?

The **released time support model** allows residents to progressively grow as educators while receiving real-time coaching and mentorship. Practical, hands-on experience in managing teaching responsibilities is a core element.

### Career Advancement for Residents

Teacher Residents commit to KISD for two years once they are hired as a fully certified teacher.

Teachers who completed a yearlong residency are significantly more likely to stay for a third year of teaching in Texas, in their initial hire district, and at their initial hire school.

*“Teacher residencies are emerging as a highly successful model of teacher preparation, developing candidates that are more diverse, more likely to stay in the classroom longer, and have a greater impact on student learning outcomes.”*

--  
CLIFTON TANABE, DEAN  
UTEP COLLEGE OF EDUCATION

# PRIORITY 2.3.A

Create and implement talent development pipelines.

## WORK VS. PAY RESPONSIBILITIES

Pay: \$15,000 annually

- Serves as a campus substitute
- Develops and implements plans to provide effective teaching strategies with teacher assistance.
- Develops, selects, and modifies instructional plans and materials to meet the needs of all students with teacher assistance.
- Discusses student's academic and behavioral attitudes and achievements with parents/guardians regularly with teacher assistance.



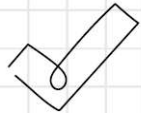
## MENTORSHIP



- Mentor access at all times.
- Immediate coaching.
- Access to campus/district curriculum.
- Campus/district Professional Development (free).
- Real life experiences while being coached with parent communication, behavioral management, professional learning communities, curriculum, teaching, intervening, and more.

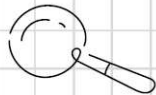
## STUDENT SUCCESS

- Students learn in small groups with feedback from two teachers.
- Teachers provide support both in the classroom and in other rooms.
- Flexible teaching approaches enhance student success.



## LEADERSHIP CAPACITY

- Host teachers develop leadership skills.
- Provide ongoing coaching to resident and other teachers.
- Observe, give feedback, and model teaching strategies.
- Serve as in-house mentors for resident teachers.



## PARENT ENGAGEMENT

- Residents connect with parents from the first day at meet-the-teacher events.
- Engage with parents throughout the year at:
  - Parent engagement nights.
  - Teacher conferences.
  - Fundraisers.
  - Award ceremonies.



## RELEASED TIME SUPPORT

- Released time support fosters residents' growth through progressive learning.
- Provides real-time understanding of teaching responsibilities.
- Offers hands-on training, practical experience, and coaching.



## ADMIN CORNER

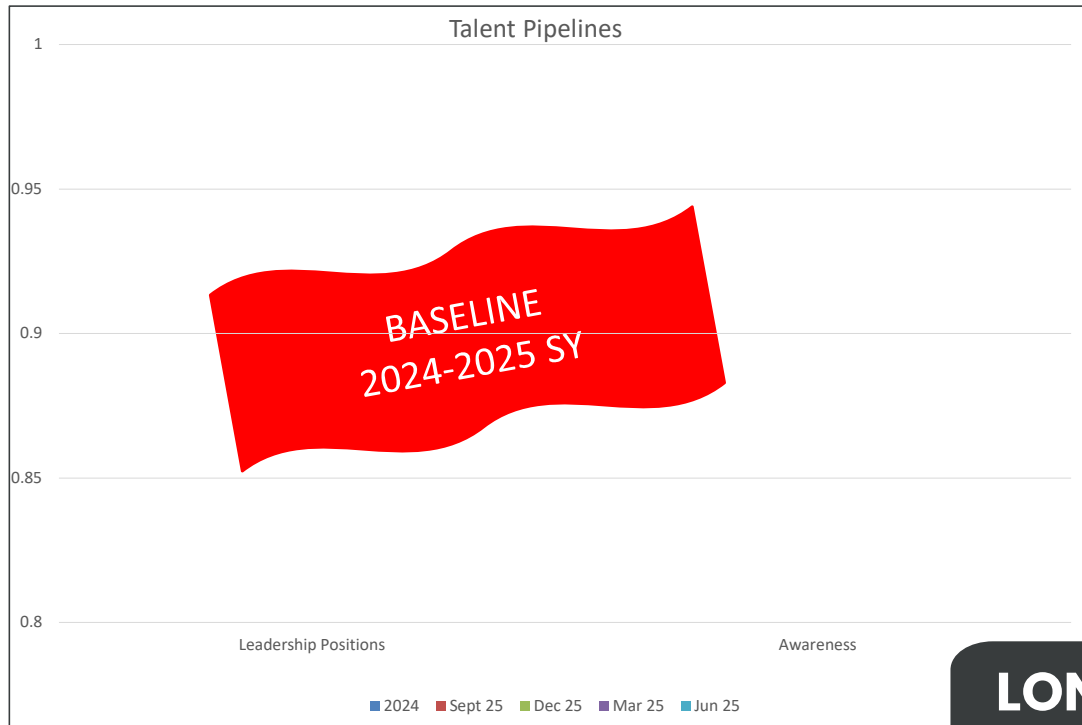


- Ira Cross Jr. Elementary benefits from the program in many positive ways.
- The program is cost-effective.
  - Duty time is not limited.
  - Participants build their capacity as effective teachers.
  - Host teachers gain leadership capacity.
  - Upon completing the year, residents:
    - Receive certification.
    - Are eligible for retention.
  - Residents gain an advantage over new teachers or instructors.



# PRIORITY 2.3.A

Develop and implement talent development pipelines for all employees.



On Track	
Not On Track	
Need Revision	
Above Goal	>90%
At Goal	90%
Near Goal	80-90%
Below Goal	<80%

## LONG-TERM DESIRED OUTCOME(S):

By August 2029, 85% of employees will report they are aware of steps required to advance within their campus or department.



# HUMAN CAPITAL - PRIORITY 2.3.A

Develop and implement talent development pipelines for all employees.

## SPOTLIGHTS & NEXT STEPS

### Work Underway in the 2024 – 2025 School Year

- Teacher apprentice program
- Leadership definition
- Manager in training
- Police Academy
- Bus Driver trainee
- Paraprofessional Academy
- Certification Prep courses (DOI)
- Teacher Residents
- Visiting International Teachers (VIT Program)
- Program and job satisfaction survey
- Develop role specific behaviors and readiness indicators for each position (a rubric for job readiness and baseline evaluation)
- Embed readiness survey that will prompt reflective practices to inform and help drive the annual self-evaluation process
- Multi-Classroom Leader (MCL)

## **PRIORITY 2.3.B**

Implement onboarding procedures to effectively prepare new employees for their assigned role.

### **LONG-TERM DESIRED OUTCOME(S):**

**By August 2029, 90% of new employees will report that their onboarding process has successfully prepared them for their job.**

## **WHAT IS THE PROBLEM?**

New employees often feel under-prepared for their roles, leading to higher turnover rates.

## **WHY?**

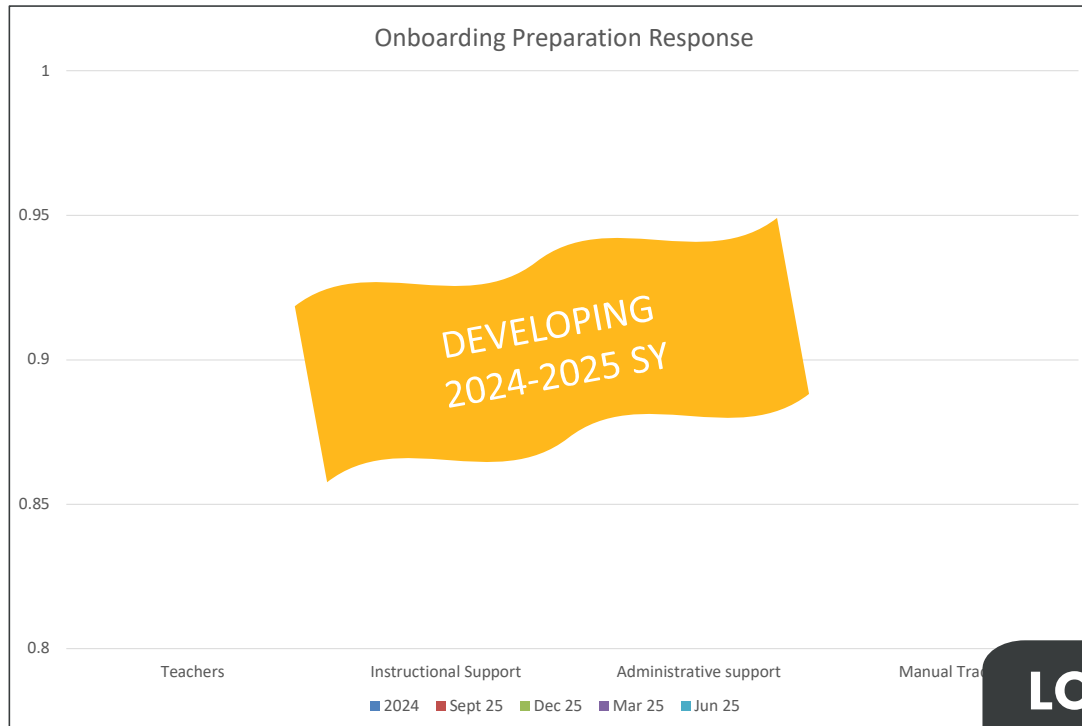
- Inconsistent onboarding processes across departments/campuses
- Lack of personalized, job specific training

## **PLAN OF ACTION**

1. Create a standardized onboarding process across all departments/campuses
2. Personalize training to match role-specific needs
3. Gather feedback from new hires to improve the onboarding process

# PRIORITY 2.3.B

Implement onboarding procedures to effectively prepare new employees for their assigned roles.



On Track	
Not On Track	
Need Revision	
Above Goal	>90%
At Goal	90%
Near Goal	80-90%
Below Goal	<80%

## LONG-TERM DESIRED OUTCOME(S):

By August 2029, 90% of new employees will report that their onboarding process has successfully prepared them for their job.



# HUMAN CAPITAL - PRIORITY 2.3.B

Implement onboarding procedures to effectively prepare new employees for their assigned roles.

## SPOTLIGHTS & NEXT STEPS

### Work Underway in the 2024 – 2025 School Year

- Onboard all new staff to KISD through traditional means
- Collaborate with departments for initial training prior to their first workday
- Collaborate with departments to effectively create an onboarding experience that prepares all employees for their position
- Create checklists for campuses to implement when onboarding new employees
- Create on-demand HR webpage (Public)

## **PRIORITY 2.3.C**

Create support systems for employees that provide opportunities for growth aligned to their potential.

### **LONG-TERM DESIRED OUTCOME(S):**

**By August 2029, 90% of employees will indicate tailored evaluations, ongoing feedback, and aligned professional development opportunities prepare them for their future goals and growth within the district.**

### **WHAT IS THE PROBLEM?**

Staff do not receive regular, constructive feedback or personalized evaluations, making it difficult to gauge their progress and access the targeted development opportunities needed to meet their professional growth goals.

### **WHY?**

- Standardized rather than tailored evaluation forms fail to capture specific strengths, challenges, and areas for development
- Generalized feedback prevents the identification of specific growth needs
- Professional goals aren't strategically aligned with organizational goals

### **PLAN OF ACTION**

1. Tailor evaluation tools for each role, aligned to KISD's leadership definition
2. Equip supervisors to provide specific, actionable, growth-focused feedback
3. Create a framework that connects professional development with both employee and district goals
4. Implement a system for ongoing check-ins to monitor progress and adjust goals

# PRIORITY 2.3.C

Create support systems for employees that provide opportunities for growth aligned to their potential.

## Conduct Needs Assessment

- Identify what is missing or ineffective in the current evaluation forms
- Survey Employees

Engage Key Stakeholders

Set Evaluation Objectives and Goals

Review current professional development opportunities

Review Best Practices

DEVELOPMENT  
2024-2025 SY

## LONG-TERM DESIRED OUTCOME(S):

By August 2029, 90% of employees will indicate tailored evaluations, ongoing feedback, and aligned professional development opportunities prepare them for their future goals and growth within the district.



# HUMAN CAPITAL - PRIORITY 2.3.C

Create support systems for employees that provide opportunities for growth aligned to their potential.

## SPOTLIGHTS & NEXT STEPS

### Work Underway in the 2024 – 2025 School Year

- Survey employees across all departments to understand their professional growth opportunities with employee potential.
- Identify what is missing or ineffective in the current evaluation forms. Understand specific needs for different roles department, and career levels.
- Review current professional development opportunities
- Review best practices
- Establish a diverse committee that includes representatives from various departments





# 2.4



All staff will have formal and informal **opportunities** to give and receive **feedback** regarding job satisfaction and performance.



# Key Strategic Actions

**2.4.A** Establish employee evaluation procedures tied to the District Leadership Definition

**2.4.B** Revise district procedures for gathering employee feedback to include satisfaction surveys and specific group input sessions



PROGRESS  
MEASURES



## **PRIORITY 2.4.A**

Establish employee evaluation procedures tied to the District Leadership Definition.

### **LONG-TERM DESIRED OUTCOME(S):**

**By August 2029, KISD will have evaluation instruments and procedures for each position tied to the leadership definition and role specific expectations.**

### **WHAT IS THE PROBLEM?**

The current evaluation tools do not accurately reflect the leadership framework or align with the specific expectations.

### **WHY?**

- Current evaluation instruments are not tied to the leadership definition
- Need for consistent development of expected qualities for leadership roles
- Lack of clear direction and standards

### **PLAN OF ACTION**

1. Define Leadership Expectations for All Roles
2. Develop Role-Specific Performance Instruments
3. Implement Consistent Feedback and Growth Cycles
4. Monitor, Evaluate, and Adjust

# PRIORITY 2.4.A

Establish employee evaluation procedures tied to the District Leadership Definition.

Create Leadership Definition

- Review current evaluation tools

Gather departmental data in order to define leadership qualities and expectations

Meet with focus group and monitor and adjust due to Feedback Sessions

Review Best Practices & Resources Available Within KISD (Eduphoria)



## LONG-TERM DESIRED OUTCOME(S):

By August 2029, KISD will have evaluation instruments and procedures for each position tied to the leadership definition and role specific expectations.



# HUMAN CAPITAL - PRIORITY 2.4.A

Establish employee evaluation procedures tied to the District Leadership Definition.

## SPOTLIGHTS & NEXT STEPS

### Work Underway in the 2024 – 2025 School Year

- Leadership definition is shared throughout the district and is included in departmental language
- Identify what is missing or ineffective in the current evaluation forms.
- Review current evaluation instruments
- Define leadership qualities and expectations for all roles
- Review and align Leadership Definition with Evaluation Tools
- Redesign evaluation performance instruments

## **PRIORITY 2.4.B**

Revise district procedures for gathering employee feedback to include satisfaction surveys and specific group input sessions.

### **LONG-TERM DESIRED OUTCOME(S):**

**By June 2029, KISD will have fully developed employee satisfaction surveys and input sessions for employees and employee participation in annual satisfaction surveys will increase to 70%.**

### **WHAT IS THE PROBLEM?**

Declining employment engagement and feedback within the system can affect turnover rates due to a lack of structured feedback opportunities.

### **WHY?**

- Employees feel their input is undervalued or that there isn't a reliable, safe way to consistently share feedback
- Instruments used to gather feedback are implemented inconsistently resulting in unreliable data

### **PLAN OF ACTION**

1. Develop and design clear targeted surveys, that are easy to understand that will utilize different types of questions to ensure a broad range of feedback
2. Create a culture of continuous feedback, making employees feel their voices are consistently valued
3. Analyze surveys and sessions to identify issues that need immediate attention
4. Communicate key findings to employees and outline the specific actions that will be taken to address their concerns

# PRIORITY 2.4.B

Revise district procedures for gathering employee feedback to include satisfaction surveys and specific group input sessions.

## Gather Data

- Examine current feedback mechanisms (Exit Survey, employee concerns, etc.)
- Conduct job satisfaction survey

## Research Best Practices



DEVELOPMENT  
2024-2025 SY

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# HUMAN CAPITAL - PRIORITY 2.4.B

Revise district procedures for gathering employee feedback to include satisfaction surveys and specific group input sessions.

## SPOTLIGHTS & NEXT STEPS

### Work Underway in the 2024 – 2025 School Year

- Planning and Research
  - Review existing data
  - Review existing feedback mechanisms
- Annual job satisfaction survey to seek continuous improvement that will help identify key issues or challenges faced by employees across different departments
- Meet with department heads and stakeholders to understand specific feedback needs
- Research best practices for surveying employees in various roles and levels