

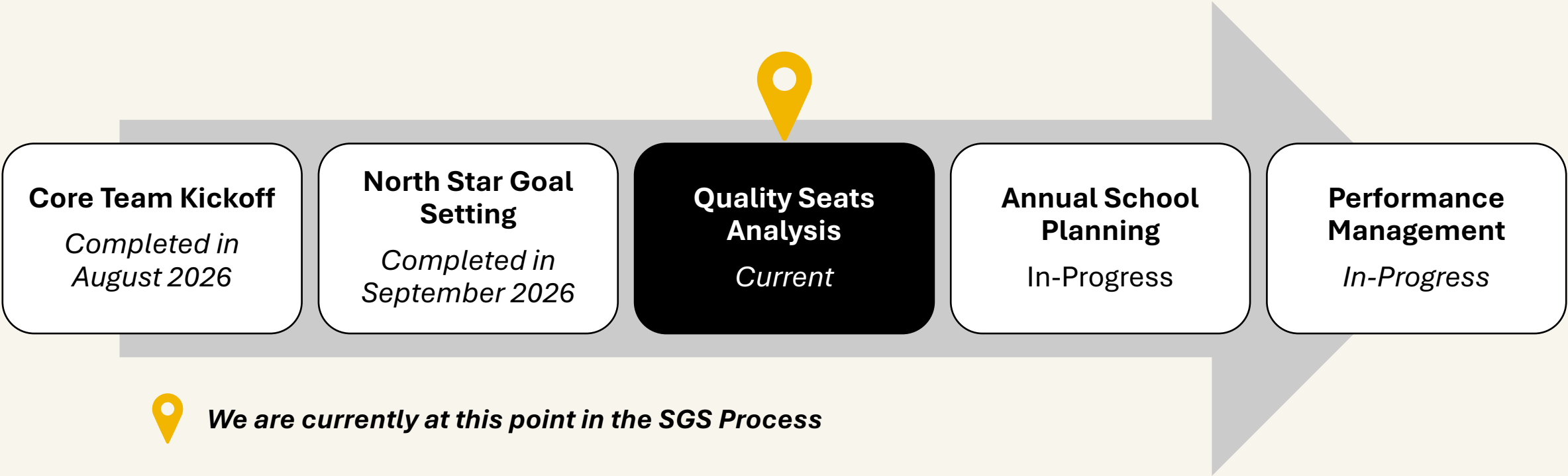
KISD Quality Seats Analysis

OCTOBER 2026



The QSA provides the fact base for KISD's annual school planning process

QSA INSIGHTS TRANSLATE INTO INFORMED SCHOOL-LEVEL STRATEGIES, SUPPORTS, AND PRIORITIES.



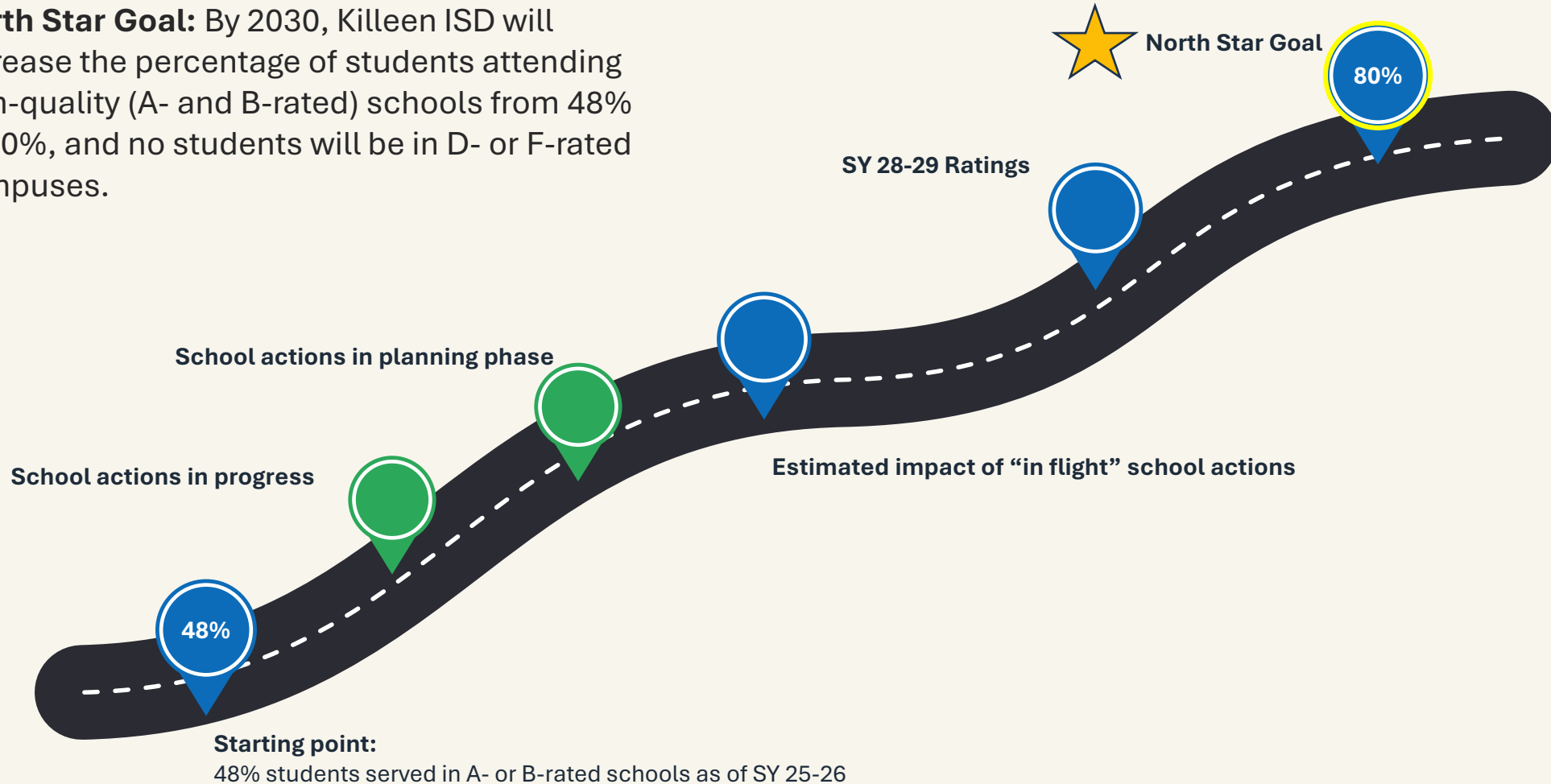
 **We are currently at this point in the SGS Process**

QSA supports the North Star, Annual School Plan, Strategy on a Page, and performance management.
It provides a repeatable annual fact base to inform decisions.

KISD's North Star sets a clear goal to expand access to A/B-rated schools



North Star Goal: By 2030, Killeen ISD will increase the percentage of students attending high-quality (A- and B-rated) schools from 48% to 80%, and no students will be in D- or F-rated campuses.



Three QSA Findings Define the Decisions Ahead

FINDINGS SHOW WHERE KISD IS STRONGEST AND WHERE THERE ARE AREAS FOR GROWTH OPPORTUNITY.

1. KISD has an immediate opportunity to expand access to stronger schools.

Nearly 15,000 open seats exist in A/B-rated campuses, creating an opportunity to evaluate targeted reassignment as part of district optimization.

2. A smaller group of campuses requires a different level of intervention.

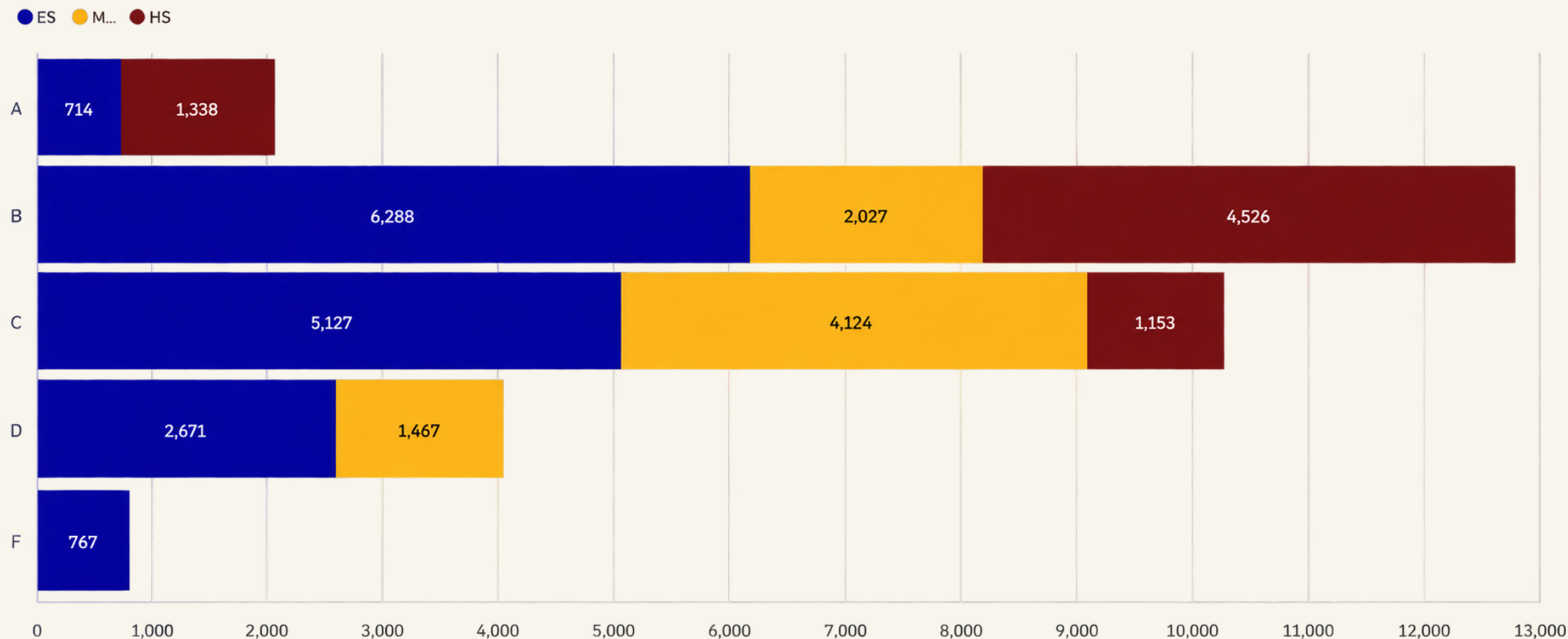
Persistent underperformance warrants screening 1-2 campuses for an intensive ACE or restart strategy rather than relying only on incremental improvement.

3. Decisions must account for where need and capacity exist.

Middle school performance, declining enrollment, geography, facilities, transportation, and receiving-school readiness should shape the Annual School Plan and optimization decisions.

KISD Has Substantial Open Capacity in A/B-Rated Schools

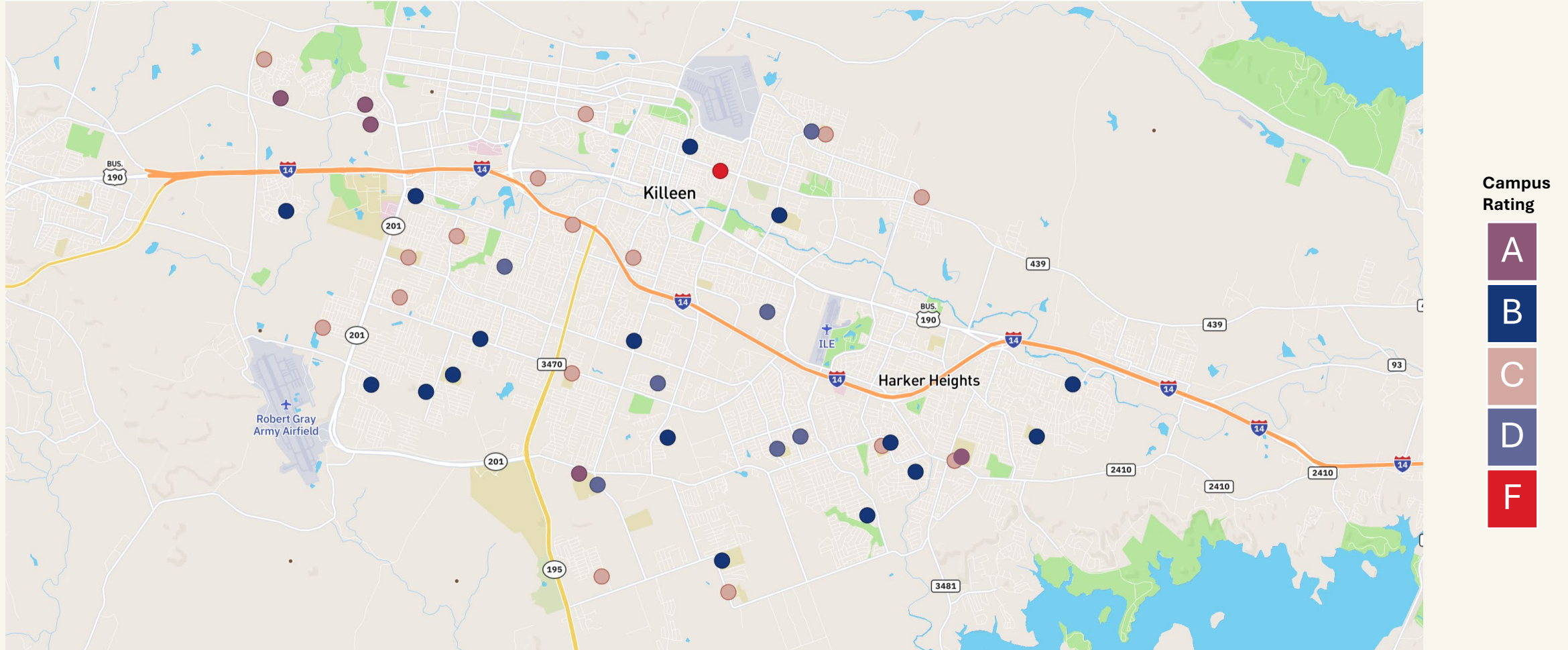
NEARLY 15,000 OPEN SEATS IN A/B-RATED CAMPUSES CREATE A MEANINGFUL OPPORTUNITY TO EXPAND ACCESS.



Key Takeaway
Nearly 15,000 open seats exist in A/B-rated campuses, creating a meaningful opportunity to expand access, although capacity alone does not determine where reassignment is feasible.

High-Quality Capacity Is Not Evenly Distributed Across the District

A-RATED CAMPUSES ARE GEOGRAPHICALLY CONCENTRATED, SO REASSIGNMENT MUST CONSIDER ACCESS, TRANSPORTATION, AND RECEIVING-CAMPUS READINESS.

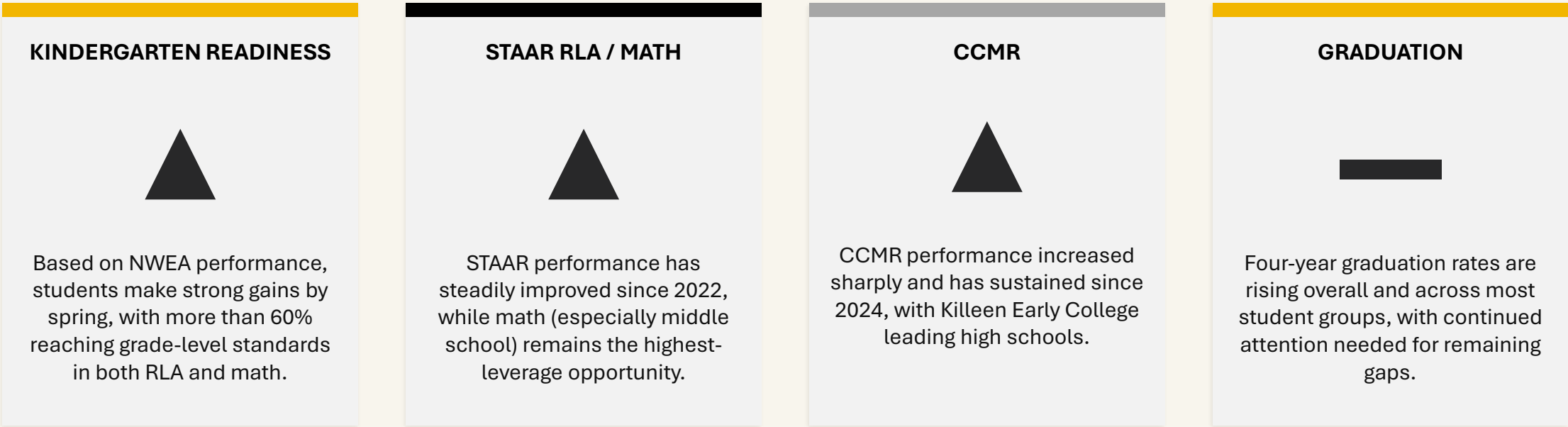


Key Takeaway

Access to KISD's highest-rated campuses is geographically uneven, with 3 of KISD's 5 A-rated campuses concentrated in the northwest portion of the district, making location an important consideration in expanding high-quality access.

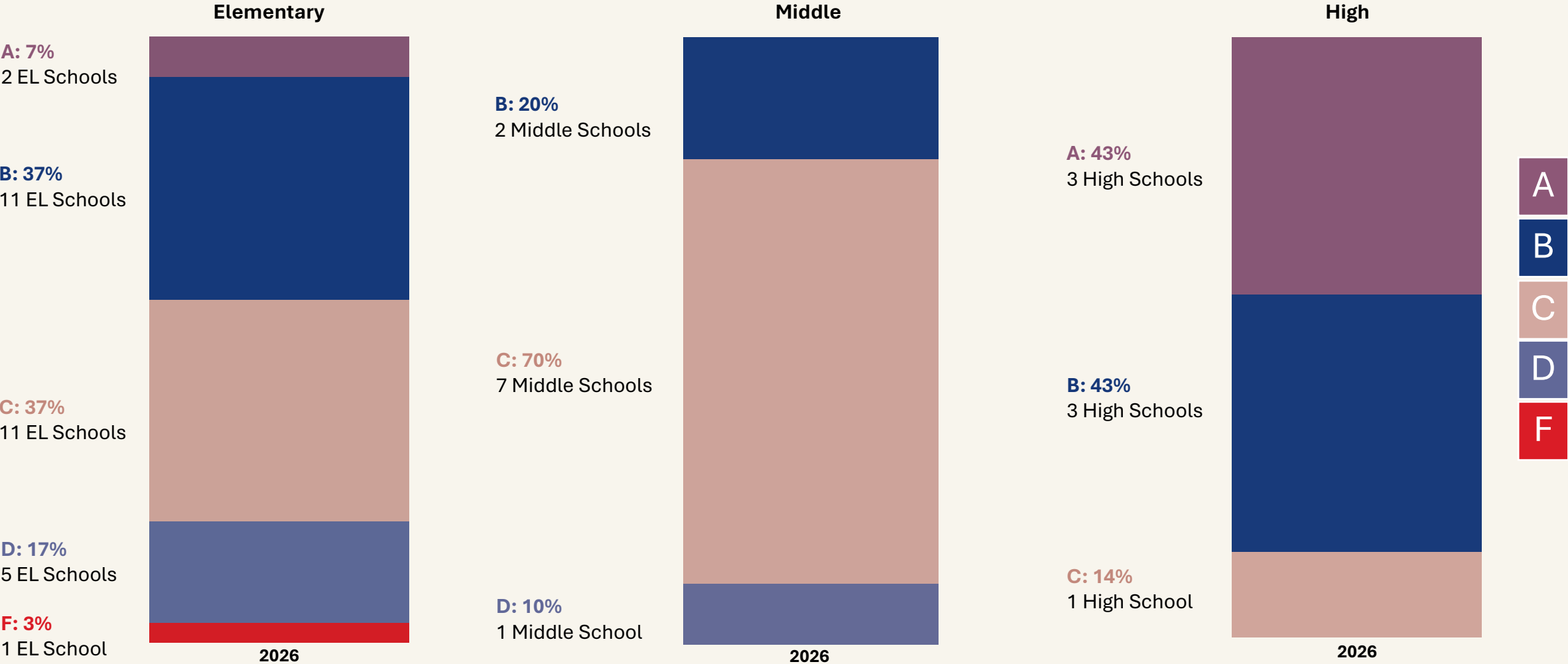
Student Outcomes Are Improving, With Middle School Math the Clearest Remaining Systemwide Gap

KISD HAS MADE PROGRESS ACROSS SEVERAL STUDENT OUTCOMES, BUT MIDDLE SCHOOL MATH REMAINS AN AREA FOR CONTINUED IMPROVEMENT



Middle School students have the lowest access to A/B-rated campuses

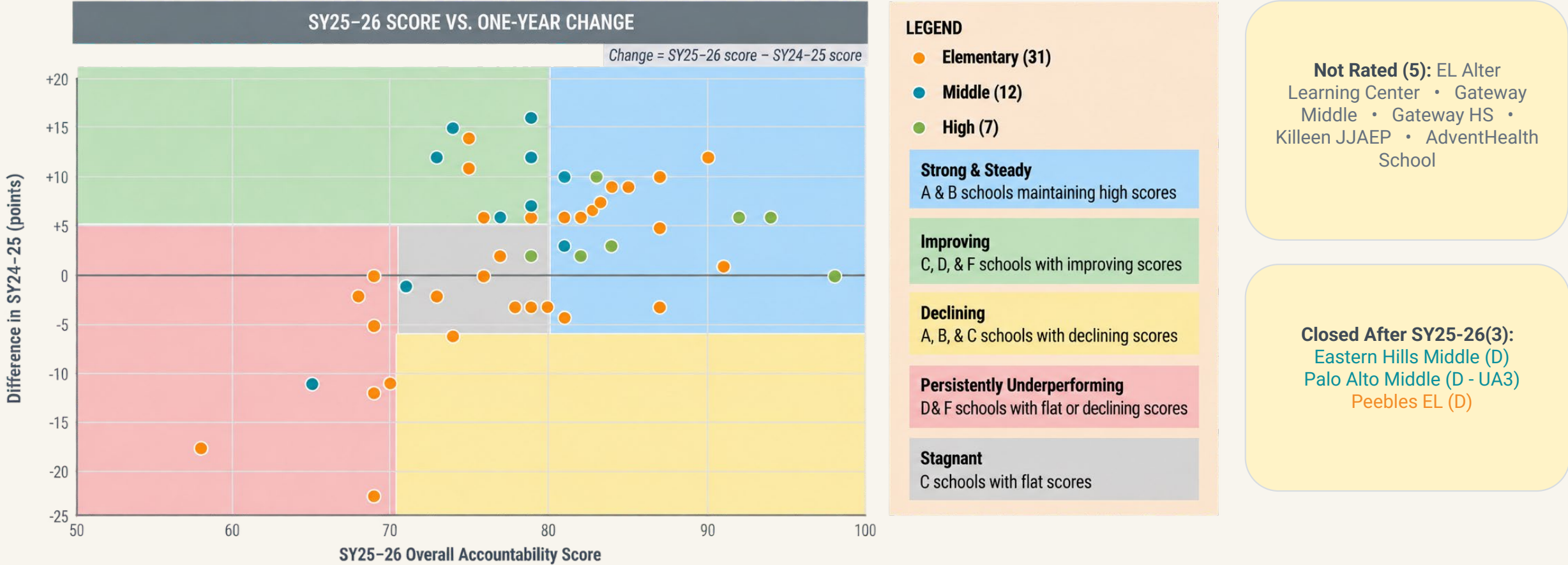
MORE THAN THREE-QUARTERS OF MIDDLE SCHOOL STUDENTS ARE NOT SERVED IN A/B-RATED SCHOOLS, REINFORCING THE NEED FOR TARGETED IMPROVEMENT AND SCHOOL ACTION



*Excludes closed schools (Peebles EL, Palo Alto ML, Eastern Hills ML) + schools not rated in SY25-26

Performance Is Improving, but Persistent Challenges Remain Concentrated

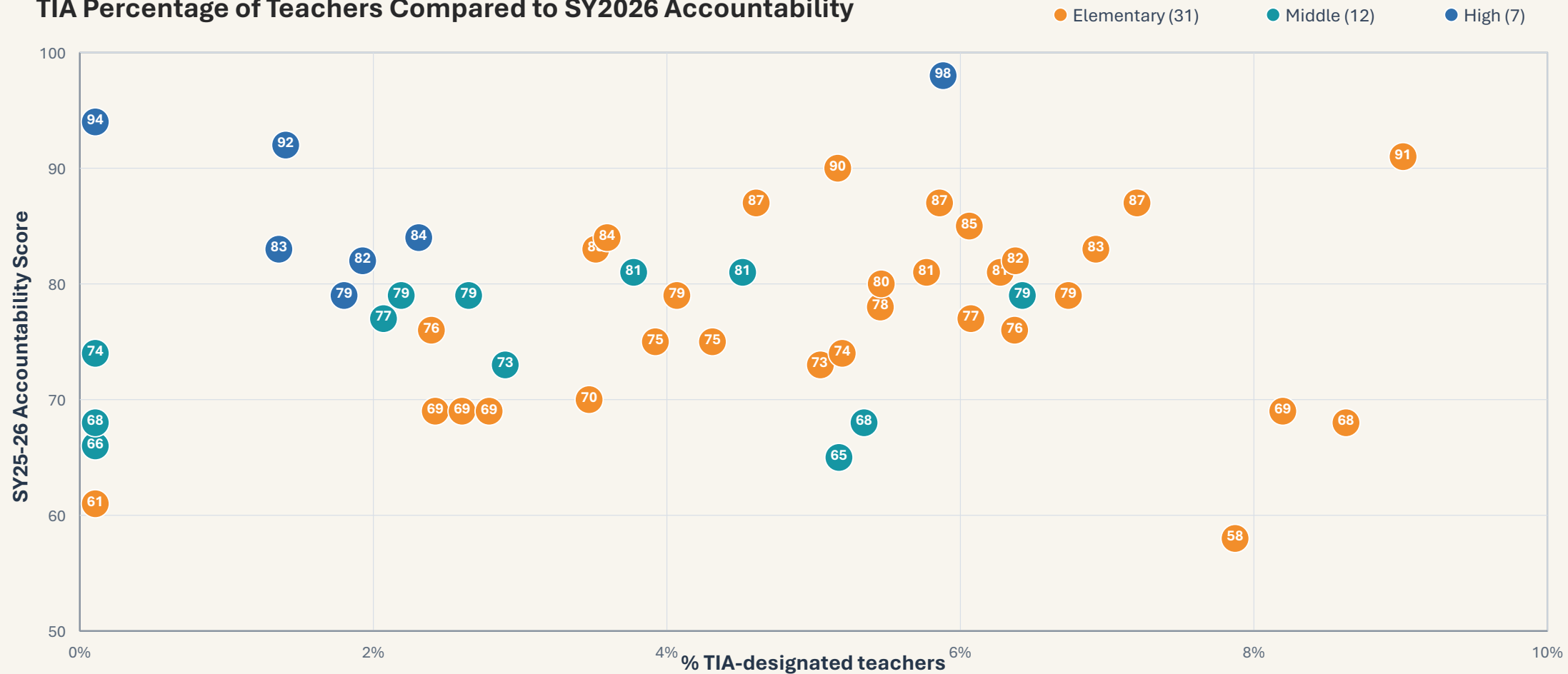
CAMPUS PERFORMANCE TRAJECTORIES VARY, REINFORCING THE NEED FOR DIFFERENTIATED RESPONSES.



TIA Concentration Is Not Yet Associated With Stronger Campus Accountability Performance

NO CLEAR RELATIONSHIP IS EVIDENT BETWEEN TIA DESIGNATION SHARE AND 2026 ACCOUNTABILITY PERFORMANCE, HIGHLIGHTING AN OPPORTUNITY TO BETTER ALIGN TIA WITH STUDENT OUTCOMES.

TIA Percentage of Teachers Compared to SY2026 Accountability



Key Takeaway

No clear relationship is evident between campus TIA designation share and 2026 accountability performance, reinforcing the opportunity to strengthen alignment between TIA designations and student outcomes.

Note: Not Rated campuses are excluded from the scatter plot because they do not have numeric 2026 accountability scores. Number on dot is campus's SY25-26 accountability score

Community Input Reinforces the Need for Consistency, Access, and Earlier Readiness

FAMILIES AND LEADERS REINFORCE THREE PRIORITIES: CONSISTENCY, ACCESS, AND STRONGER EARLY PREPARATION.



Different Campus Conditions Require Different Responses

KISD CAN CLASSIFY CAMPUSES WITH ONE OF THE FOUR PATHWAYS BELOW BASED ON PERFORMANCE, TRAJECTORY, STUDENT NEED, AND FEASIBILITY.



SUSTAIN & MONITOR

- Protect A/B seats



IMPROVE

- Move campuses with a credible improvement trajectory toward A/B.



REASSIGN

- Evaluate closing/reassigning students from a lower-performing campus into existing A/B capacity when facilities, transportation, receiving-school readiness, and access conditions support it.



ACE/RESTART

- Evaluate a whole-school instructional and talent reset for 1-2 persistently underperforming campuses where incremental improvement is unlikely to be sufficient.

Evidence Supports Evaluating Both Targeted Reassignment and Intensive Transformation

THE QSA SUPPORTS COMPLEMENTARY STRATEGIES: TARGETED REASSIGNMENT WHERE FEASIBLE, INTENSIVE TRANSFORMATION WHERE GREATER CHANGE IS NEEDED, STRENGTHENED INSTRUCTIONAL SYSTEMS SO STUDENTS ACCESS STRONG INSTRUCTION REGARDLESS OF CAMPUS

CURRENT POSITION

- 19,766 students, or 47.8%, attend A/B-rated campuses.
- Reaching the 80% North Star requires approximately 13,327 additional students to attend A/B-rated schools.

THE OPPORTUNITY

- Approximately 14,900 open seats already exist in A/B-rated campuses.
- Strengthen instructional systems across the district so all students have access to strong instruction regardless of campus
- Capacity is uneven geographically, so reassignment must be targeted rather than districtwide.

THE NEED

- A smaller group of campuses remains persistently low-performing or declining.
- These campuses should not all receive the same strategy.

IMPLICATION FOR THE ANNUAL SCHOOL PLAN

Match campus-level actions to each school's needs and context, while strengthening districtwide instructional systems so improvements extend beyond individual campuses and support consistently strong instruction for all students.

The Annual School Plan Will Translate QSA Findings Into Campus-Specific Decisions

1

Reassignment and district optimization feasibility

Identify lower-performing campuses where reassignment may improve access to stronger schools, considering A/B capacity, enrollment trends, facilities, transportation, receiving-campus readiness, utilization, and long-term facility use.

2

Intensive transformation

Screen 1–2 persistent D/F campuses for ACE or restart, prioritizing repeated unacceptable performance, significant decline, and evidence that incremental supports are insufficient.

3

Protect equitable access

For any reassignment, ensure transportation, program access, special education and emergent bilingual services, family engagement, and receiving-school capacity are addressed before a recommendation.

4

Bring campus-specific recommendations into the ASP

The Annual School Plan should name the appropriate strategy for each priority campus and identify the school action KISD will advance.