



PRIORITY 1: STUDENT SUCCESS

SYSTEM SCORECARD

Killeen Independent School District





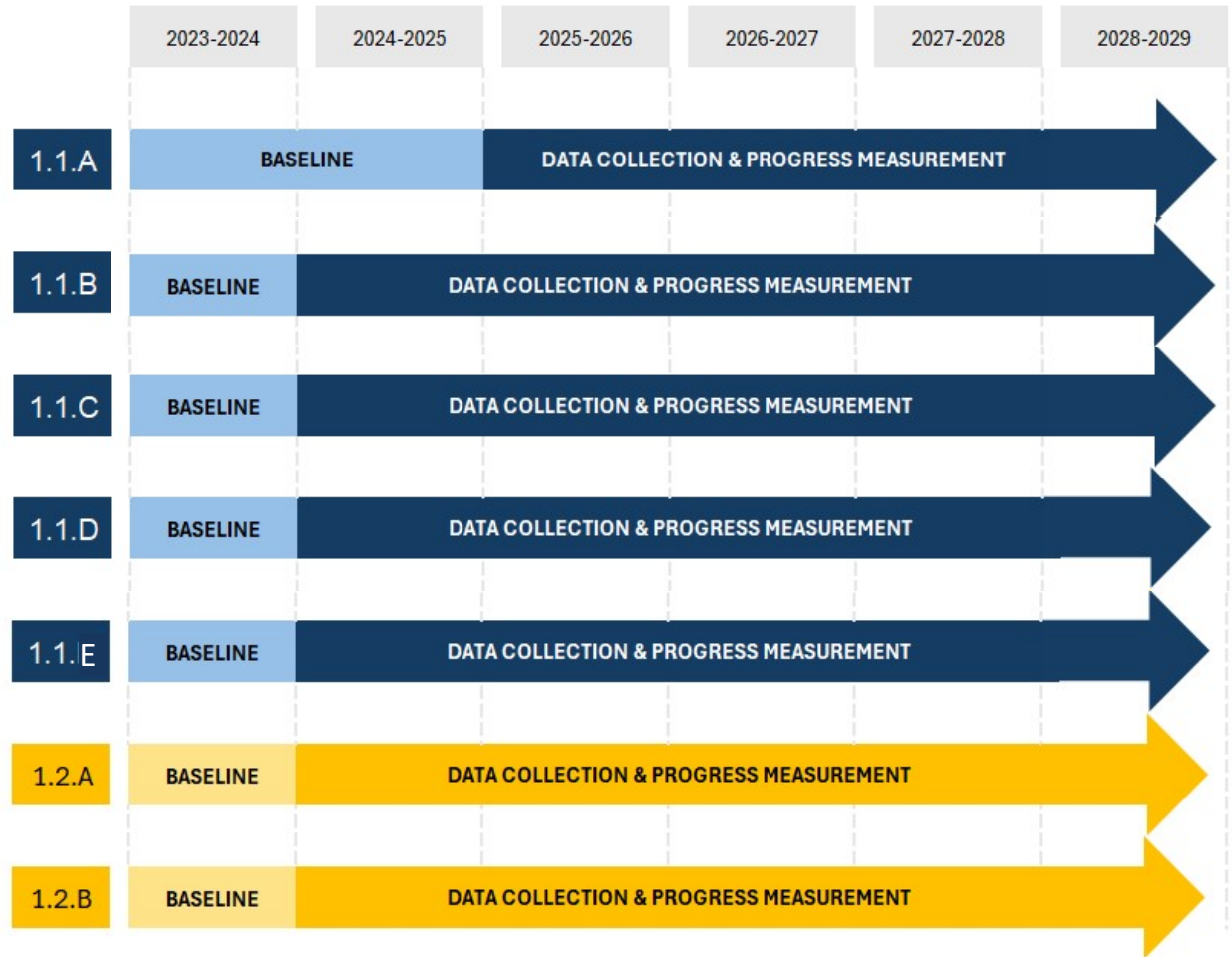
Priority 1: Student Success

District Goals

- 1.1** Pathways for ALL students to **build connections**
- 1.2** ALL students will **meet or exceed** the Texas **grade-level standards** in reading and writing
- 1.3** ALL students will **meet or exceed** the Texas **grade-level standards** in mathematics
- 1.4** All students will **graduate** from high school ready to enroll in postsecondary education, enlist in the military, or enter the workforce

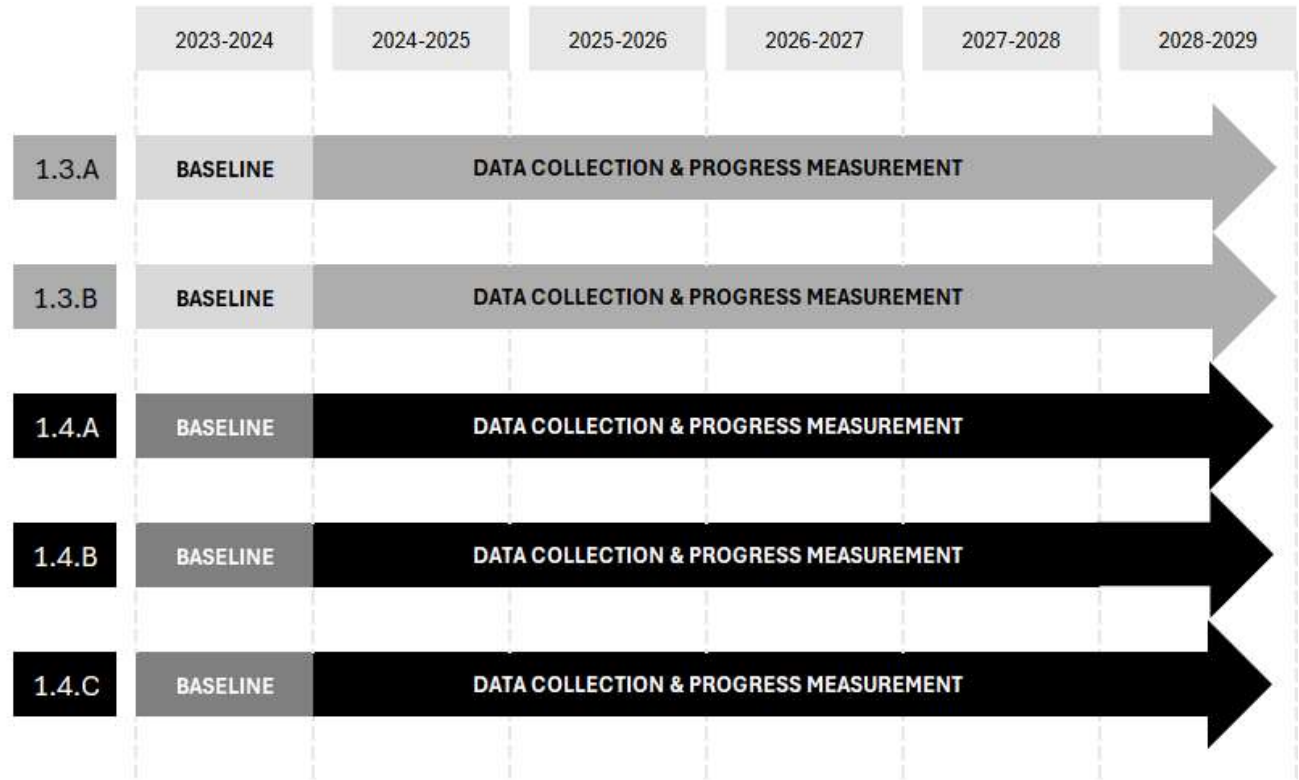


General Timeline for Priority 1 Strategic Action Rollout





General Timeline for Priority 1 Strategic Action Rollout



PRIORITY #.#. A

Key Strategic Action - Build and systematically sustain a culture of strong and supportive relationships

WHAT IS THE PROBLEM?

The challenge we are trying to solve through ongoing data monitoring and implementation of initiatives or strategies.

WHY?

The root causes we identified for why the problem exists.

PROPOSED PROGRESS MEASURES

Data points we have identified that will **predict progress** towards the long-term desired outcome and can be **directly influenced**. A lead measure.

LONG-TERM DESIRED OUTCOME(S):

The final result we are trying to achieve. A lag measure. It cannot be influenced once we measure it.



DISTRICT GOAL – PRIORITY #.#.A

Key Strategic Action

Build and systematically sustain a culture of strong and supportive relationships

SPOTLIGHTS & NEXT STEPS

Work Underway in the 2024–25 School Year

- Projects, initiatives, or strategies that were implemented in the 2024–25 SY and are complete.
- Projects, initiatives, or strategies that will be initiated in the 2024–25 SY, but have not begun.
- Projects, initiatives, or strategies that have been initiated in the 2024–25 SY and remain in progress.



1.1



Pathways for ALL students
to build **connections**



Board Reports



Key Strategic Actions

1.1.A Build and systematically sustain a culture of strong and supportive relationships

1.1.B Build and systematically sustain a culture of high expectations and safe learning environments

1.1.C Recruit and retain students in Fine Arts, Athletics, and scholastic events, including clubs and extracurricular activities

1.1.D Recruit and retain students in Advanced Academics

1.1.E Expand innovative Career & Technical Education opportunities and outcomes



PRIORITY 1.1.A

Build and systematically sustain a culture of strong and supportive relationships

LONG-TERM DESIRED OUTCOME(S):

By June 2029, End-of-Year Capturing Kids Hearts Implementation and Culture/Climate survey scores will meet or exceed 4.3 out of 5.

WHAT IS THE PROBLEM?

Campus culture does not consistently foster positive relationships resulting in increased discipline referrals and alternative education placements as well as lower attendance rates, impacting student experiences and achievement.

WHY?

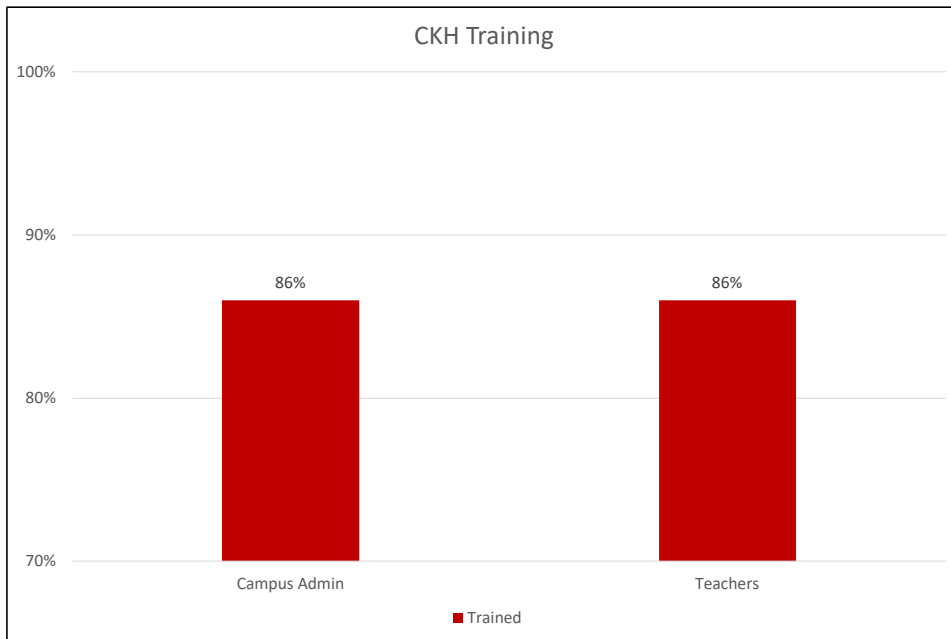
- Lack of relational capacity between students, staff, parents, and other stakeholders
- Inconsistent discipline strategies
- Lack of coaching for campus administrators on the importance of prioritizing relationships to positively impact the campus culture

PROPOSED PROGRESS MEASURES

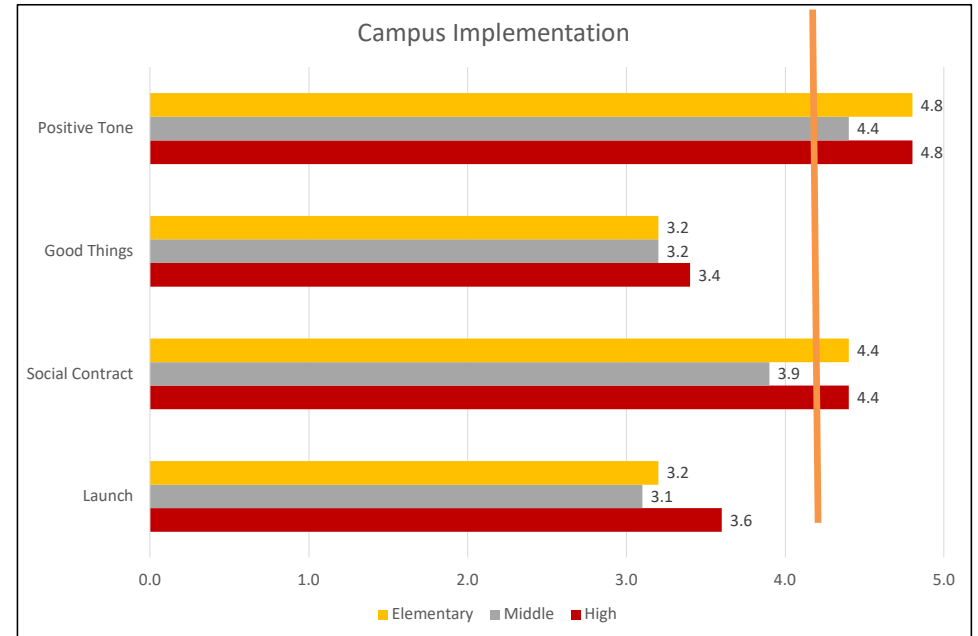
- Middle-of-Year scores on Capturing Kids Hearts surveys
- Percent of teachers trained in CKHI professional development

PRIORITY 1.1.A

Build and systematically sustain a culture of strong and supportive relationships



CKH baseline data from beginning of the 2024-25 SY



LONG-TERM DESIRED OUTCOME(S):

By June 2029, End-of-Year Capturing Kids Hearts Implementation and Culture/Climate survey scores will meet or exceed 4.3 out of 5.



STUDENT SUCCESS – PRIORITY 1.1.A

Build and systematically sustain a culture of strong and supportive relationships

SPOTLIGHTS & NEXT STEPS

Work Underway in the 2024-25 School Year

- Selected Capturing Kids Hearts (CKH) as the culture building program for Killeen ISD
- Provided CKH professional learning to Board of Trustees, campus, and non-campus personnel prior to first day of school to ensure districtwide culture alignment
- Visited campuses on the first day of school to identify and celebrate evidence of implementation
- Assigned CKH strategists to conduct half-day site visits in the fall and spring to collect implementation evidence
- Identified Process Champions training to support teachers who are struggling to implement CKH
- Utilize CKH feedback to coach administrators on achieving greater success
- Survey campuses to evaluate levels of understanding and implementation
- Identify Rising Star campuses and help KISD become recognized as a Rising Star district
- Utilize the EXCEL model as the framework for districtwide communication

PRIORITY 1.1.B

Build and systematically sustain a culture of high expectations and safe learning environments

WHAT IS THE PROBLEM?

Inconsistencies in establishing expectations and maintaining safe learning environments contribute to high rates of absenteeism, disciplinary actions, academic success, and overall school climate.

WHY?

- Lack of clear, consistent expectations for behavior and attendance
- Limited support for addressing root causes of absenteeism and behavior issues
- Inconsistent implementation of positive learning practices

PROPOSED PROGRESS MEASURES

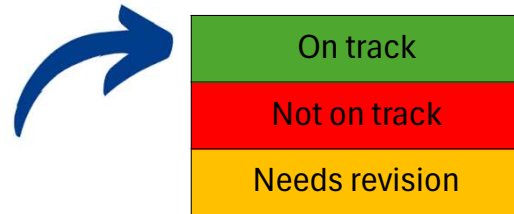
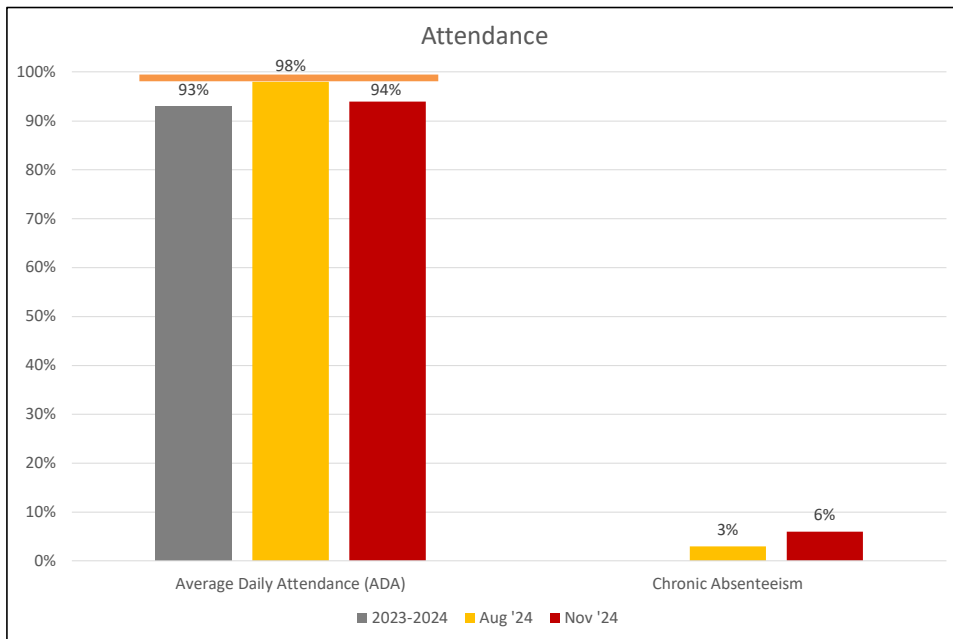
- Percent of students chronically absent by campus
- Number of discipline referrals by campus
- Total number of referrals in major categories
- Number of students who return to DAEP

LONG-TERM DESIRED OUTCOME(S):

By June 2029, student attendance rate will be at 98%, discretionary and mandatory Disciplinary Alternative Education Program (DAEP) placements will drop to 524 and 700 respectively, and In School Suspension (ISS) placements will drop to 13,524.

PRIORITY 1.1.B

Build and systemically sustain a culture of high expectations and safe learning environments



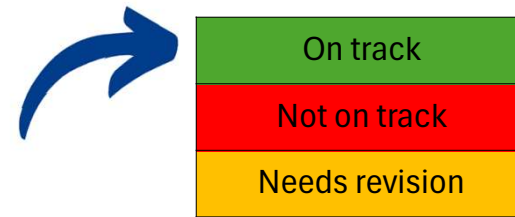
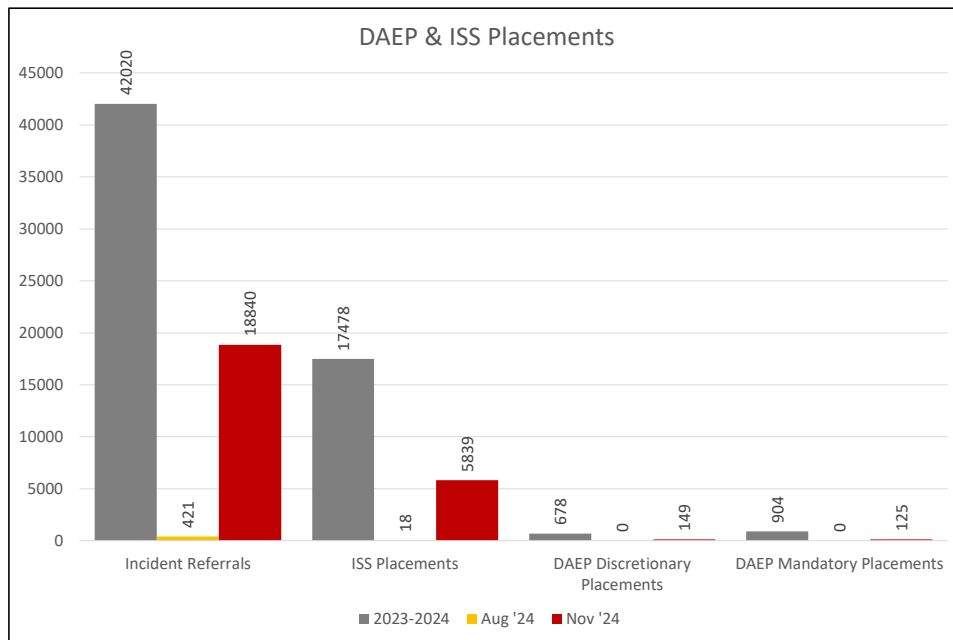
Above goal	6% or more
At goal	0% - 5%
Near goal	-1% to -5%
Below goal	-6% or more

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By June 2029, student attendance rate will be at 98%, discretionary and mandatory Disciplinary Alternative Education Program (DAEP) placements will drop to 524 and 700 respectively, and In School Suspension (ISS) placements will drop to 13,524.

PRIORITY 1.1.B

Build and systemically sustain a culture of high expectations and safe learning environments



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STUDENT SUCCESS – PRIORITY 1.1.B

Build and systemically sustain a culture of high expectations and safe learning environments

SPOTLIGHTS & NEXT STEPS

Work Underway in the 2024–25 School Year

- Use RaaWee as the centralized database to track daily attendance district-wide
- Revise the leveled consequences flowchart
- Conduct monthly training sessions for attendance secretaries
- Organize parent and community meetings to explain district expectations around attendance and behavior and gather feedback
- Provide training on attendance and behavioral reports and interventions
- Hold monthly data review meetings with the District Conduct Committee (DCC) to analyze trends and develop intervention strategies
- Conduct weekly meetings with Attendance Officers to discuss trends and patterns
- Establish partnerships with community organizations, social services, and mental health providers to support students and families
- Offer ongoing training focused on creating an inclusive classroom environment that respects diversity and fosters a sense of belonging
- Implement mentorship and peer support programs to offer additional emotional and academic support to students
- Conduct regular check-ins and feedback loops to assess staff understanding and application of training content

PRIORITY 1.1.C

Recruit and retain students in Fine Arts, Athletics, and scholastic events, including clubs and extracurricular activities

LONG-TERM DESIRED OUTCOME(S):

By December 2029, 50% of secondary students will participate in Fine Arts programs, 33% of secondary students will participate in Athletics, 50% of secondary campuses will offer 10 or more clubs that are available to all students.

WHAT IS THE PROBLEM?

Students not engaged in school activities feel disconnected, leading to isolation, decreased motivation, and a lack of belonging, which negatively impacts their academic performance and behavior.

WHY?

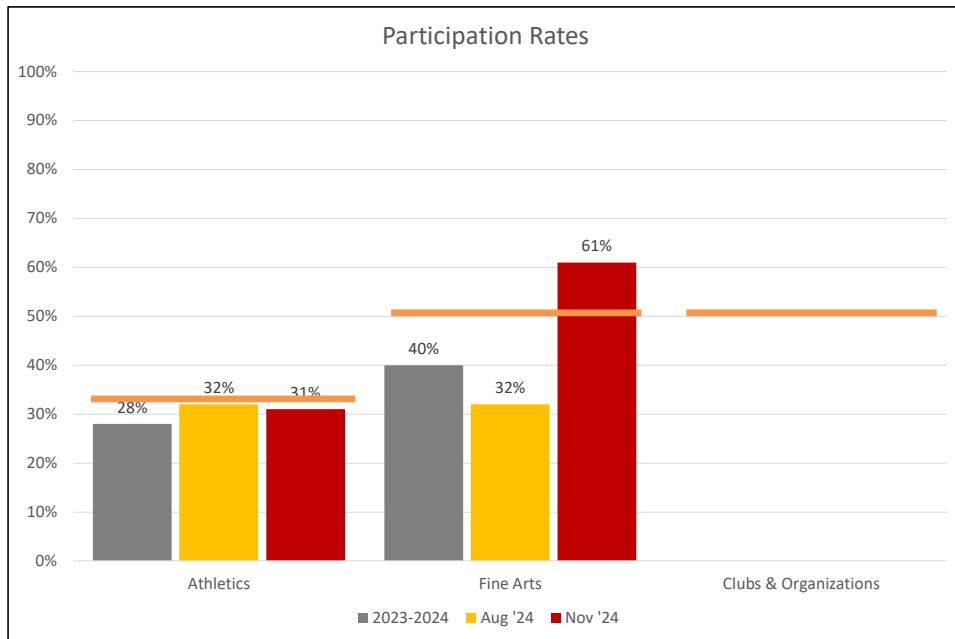
- Lack of awareness or interest
- Competing priorities
- Accessibility based on scheduling

PROPOSED PROGRESS MEASURES

- Number of recruitment visits to middle school and elementary campuses
- Number of students in University Interscholastic League (UIL) programs who are academically ineligible

PRIORITY 1.1.C

Recruit and retain students in Fine Arts, Athletics, and scholastic events, including clubs and extracurricular activities



On track
Not on track
Needs revision



Above goal	6% or more
At goal	0% - 5%
Near goal	-1% to -5%
Below goal	-6% or more

LONG-TERM DESIRED OUTCOME(S):

By December 2029, 50% of secondary students will participate in Fine Arts programs, 33% of secondary students will participate in Athletics, 50% of secondary campuses will offer 10 or more clubs that are available to all students.



STUDENT SUCCESS – PRIORITY 1.1.C

Recruit and retain students in Fine Arts, Athletics, and scholastic events, including clubs and extracurricular activities

SPOTLIGHTS & NEXT STEPS

Work Underway in the 2024–25 School Year

- Streamlined 5th grade elective selection process in collaboration with counselors and Fine Arts teachers
- Designated areas at Open House to provide parents/students detailed information about program offerings
- Ensured active connections between incoming 5th graders and middle school band/choir directors
- Created intervention periods at middle & high schools to provide targeted support during school day to eliminate the loss of electives for secondary students
- Promote awareness of extracurricular, club, Fine Arts, Athletic offerings, and tryouts
- Develop a plan for positive promotion of Fine Arts, sporting, and club activities and events
- Provide training and set expectation for monitoring student participation
- Develop a method for documenting students participating in clubs and organizations
- Implement a system to identify student outliers who are not participating in any extracurricular activities
- Establish Academic UIL for elementary students that mirrors middle school UIL and Science Olympiad

PRIORITY 1.1.D

Recruit and retain students in Advanced Academics

LONG-TERM DESIRED OUTCOME(S):

By December 2029, 57% of secondary students will enroll in Advanced Academic courses and 51% of students in Advanced Placement (AP) courses will earn a 3 or higher on AP exams.

WHAT IS THE PROBLEM?

Student participation in Advanced Academics programs is stagnant or declining.

WHY?

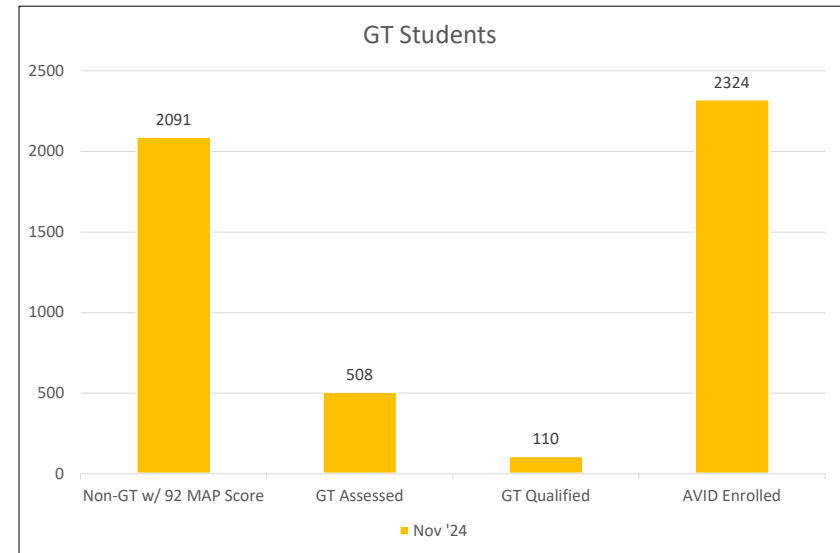
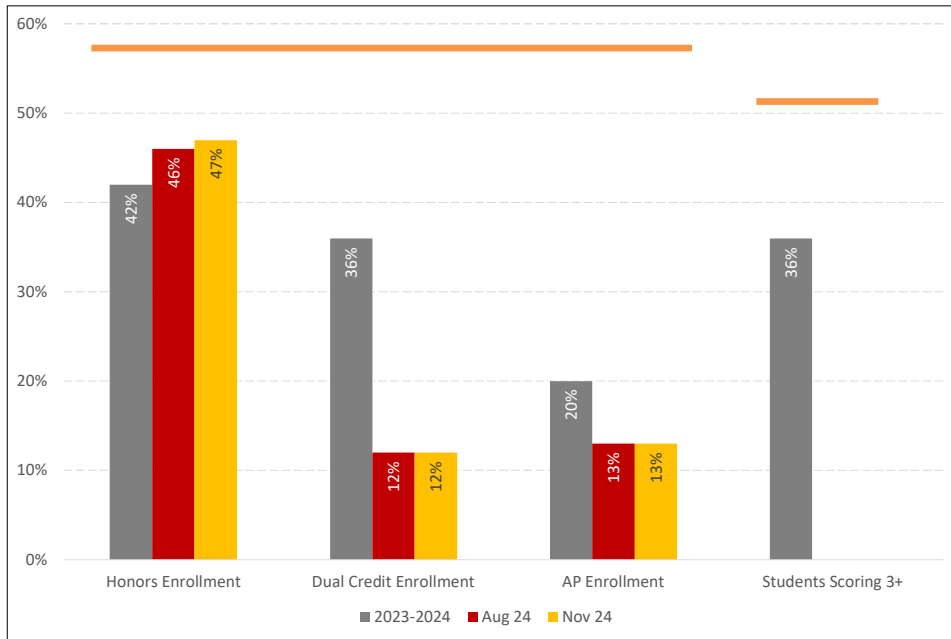
- Lack of awareness about the benefits of advanced courses
- Perceived difficulty of the curriculum
- Limited access to resources and support systems

PROPOSED PROGRESS MEASURES

- Number of students enrolled in Advancement Via Individual Determination (AVID)
- Number of students scoring at 92 percentile on Measures of Academic Progress (MAP) and not currently identified as Gifted and Talented (GT)
- Number of students assessed and qualifying for Gifted and Talented (GT)

PRIORITY 1.1.D

Recruit and retain students in Advanced Academics



LONG-TERM DESIRED OUTCOME(S):

By December 2029, 57% of secondary students will enroll in Advanced Academic courses and 51% of students in Advanced Placement (AP) courses will earn a 3 or higher on AP exams.



STUDENT SUCCESS – PRIORITY 1.1.D

Recruit and retain students in Advanced Academics

SPOTLIGHTS & NEXT STEPS

Work Underway in the 2024–25 School Year

- Organized cross-divisional collaboration
- Meet with neighboring colleges and universities to discuss current practices and improvement efforts
- Create Advanced Placement task force to:
 - Develop training procedures
 - Improve staff professional learning opportunities
 - Create guidelines for Advanced Academics courses
 - Design academic pathways
 - Ensure fiscal responsibility
- Revise campus identification processes to ensure inclusivity for Advanced Academic courses
- Re-engineer GT admission and documentation process
- Upgrade program promotion – website, banners, promotional materials and events, parent/student education, community culture
- Increase student recognition and celebrations
- Collaborate with counselors to develop recruitment strategies

PRIORITY 1.1.E

Expand innovative Career & Technical Education (CTE) opportunities and outcomes

LONG-TERM DESIRED OUTCOME(S):

By June 2029, 65% of Career and Technical Education (CTE) students will complete three or more classes in their program of study and 75% of CTE students will engage in work-based learning.

WHAT IS THE PROBLEM?

The workforce is underprepared to meet the needs of the local economy, particularly high wage, high skill and in-demand jobs.

WHY?

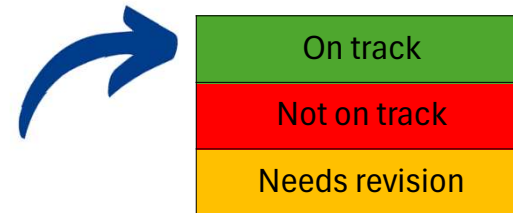
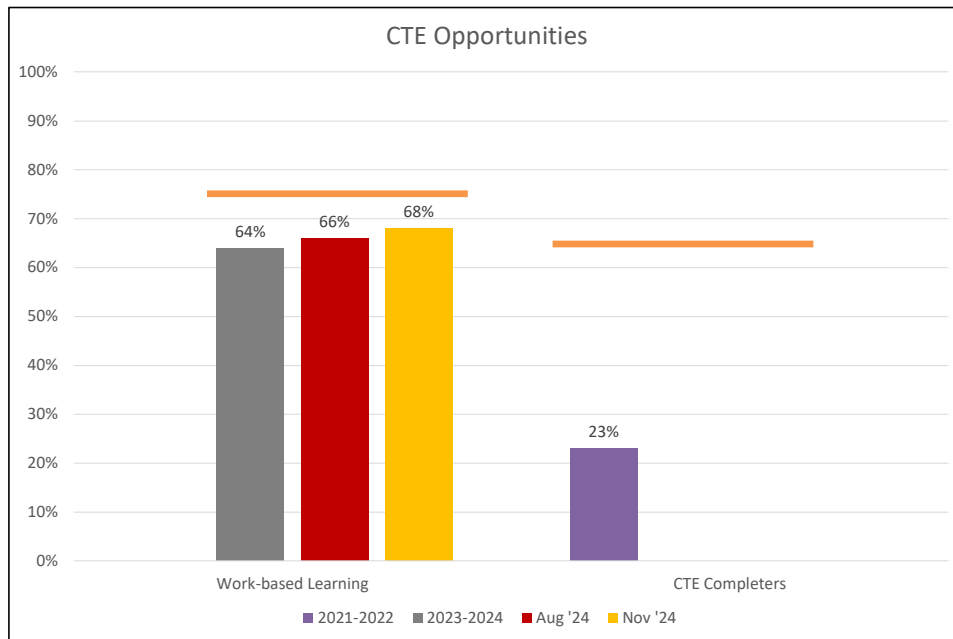
- Lack of student awareness of the valuable opportunities CTE programs offer
- Limited intentional connections for students between education, employment, and long-term career goals
- Lack of alignment between the student's program of study and career or college readiness goal

PROPOSED PROGRESS MEASURES

- Enrollment in practicum courses
- Percentage of practicum students engaged in an opportunity with industry partners
- Number of work-based learning opportunities available with industry partners
- Percentage of students who pass certification tests

PRIORITY 1.1.E

Expand innovative Career & Technical Education opportunities and outcomes



Above goal	6% or more
At goal	0% - 5%
Near goal	-1% to -5%
Below goal	-6% or more

LONG-TERM DESIRED OUTCOME(S):

By June 2029, 65% of Career and Technical Education (CTE) students will complete three or more classes in their program of study and 75% of CTE students will engage in work-based learning.



STUDENT SUCCESS – PRIORITY 1.1.E

Expand innovative Career & Technical Education opportunities and outcomes

SPOTLIGHTS & NEXT STEPS

Work Underway in the 2024–25 School Year

- Revised CTE program of study frameworks
- Provide Academic Planning Fairs in the fall and spring
- Facilitate four-year course planning with 8th graders
- Attend and host Career Cluster Advisory Board meetings
- Collaborate with the Texas Workforce liaison to provide occupational awareness and experiences for elementary and secondary students
- Ensure alignment between work-based learning opportunities and student interest
- Increase KISD and local business partnerships for work-based learning opportunities
- Expand opportunities for community partners to participate in district and campus career planning events
- Collaborate with district and local business partners to increase work-based learning opportunities



1.2

ALL students will **meet**
or exceed the Texas
grade-level standards in
reading and writing



Key Strategic Actions

1.2.A Ensure a vertically aligned, guaranteed viable curriculum is taught and assessed in all Reading Language Arts (RLA) classrooms

1.2.B Leverage data-driven instructional practices to enhance student achievement



PRIORITY 1.2.A

Ensure a vertically aligned, guaranteed viable curriculum is taught and assessed in all Reading Language Arts (RLA) classrooms

WHAT IS THE PROBLEM?

Inconsistent curriculum alignment and delivery of instruction across grade levels in Reading Language Arts (RLA) classrooms

WHY?

- Lack of standardized resources to implement state standards
- Varied interpretations of the rigor of grade level standards and instruction
- Inconsistent integration of reading and writing across all content areas

PROPOSED PROGRESS MEASURES

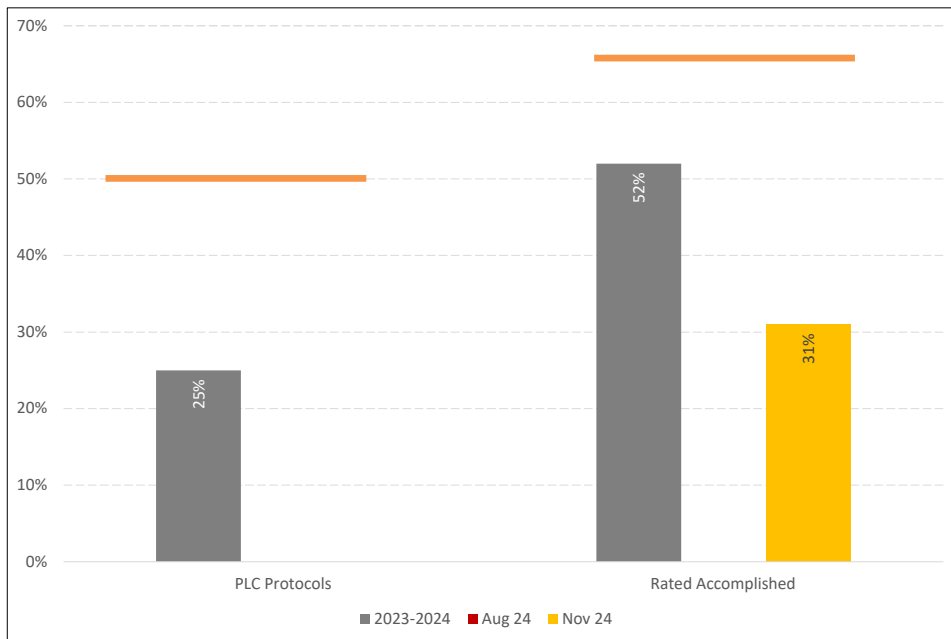
- Percentage of campuses/teams using the lesson internalization protocol during PLC
- Percentage of campuses/teams using the data analysis protocol during PLC
- Percentage of campuses/teams using the student work protocol during PLC
- Number of Teacher Incentive Allotment (TIA) designated teachers

LONG-TERM DESIRED OUTCOME(S):

By June 2029, the district Professional Learning Communities (PLC) protocols will be used in at least 50% of instructional planning sessions, and at least 66% of teachers will earn a rating of Accomplished or above on 50% of the dimensions in the Texas Teacher Evaluation and Support System (T-TESS) Domains 1, 2 and 3.

PRIORITY 1.2.A

Ensure a vertically aligned, guaranteed viable curriculum is taught and assessed in all Reading Language Arts (RLA) classrooms



LONG-TERM DESIRED OUTCOME(S):

By June 2029, the district Professional Learning Communities (PLC) protocols will be used in at least 50% of instructional planning sessions, and at least 66% of teachers will earn a rating of Accomplished or above on 50% of the dimensions in the Texas Teacher Evaluation and Support System (T-TESS) Domains 1, 2 and 3.



STUDENT SUCCESS – PRIORITY 1.2.A

Ensure a vertically aligned, guaranteed viable curriculum is taught and assessed in all Reading Language Arts (RLA) classrooms

SPOTLIGHTS & NEXT STEPS

Work Underway in the 2024–25 School Year

- Standardized instructional resources K-12
- Included Writable in 3-5 and continue Writeable in 6-12 for cross curricular instruction
- Pilot Amplify (TEA supported instructional resource) at four campuses
- Monitor and coach staff on the implementation of required K-12 resources with fidelity
- Provide professional learning on research based instructional strategies for reading/writing instruction
- Train administrators on Get Better Faster to provide coaching and feedback cycles to teachers
- Utilize District Instructional Specialists to support Campus Instructional Specialists/Campus Instructional Coaches /Deans of Instruction/Lead Teachers with reading language arts content
- Coach Campus Instructional Specialists/Campus Instructional Coaches /Deans of Instruction/Lead Teachers on ways to support teachers in the use of internalization, data, and student work protocols during campus visits
- Provide “learn & turn” professional learning sessions on future/past RLA TEKS
- Monitor effective implementation of Amplify
- Train administrators on Leverage Leadership 2.0 to provide a framework for school improvement

PRIORITY 1.2.B

Leverage data-driven instructional practices to enhance student achievement

LONG-TERM DESIRED OUTCOME(S):

By June 2029, 60% of students will be at or above grade level on STAAR 3-8 and End-of Course (EOC) assessments.

WHAT IS THE PROBLEM?

Inconsistent use of data to drive instruction and determine interventions

WHY?

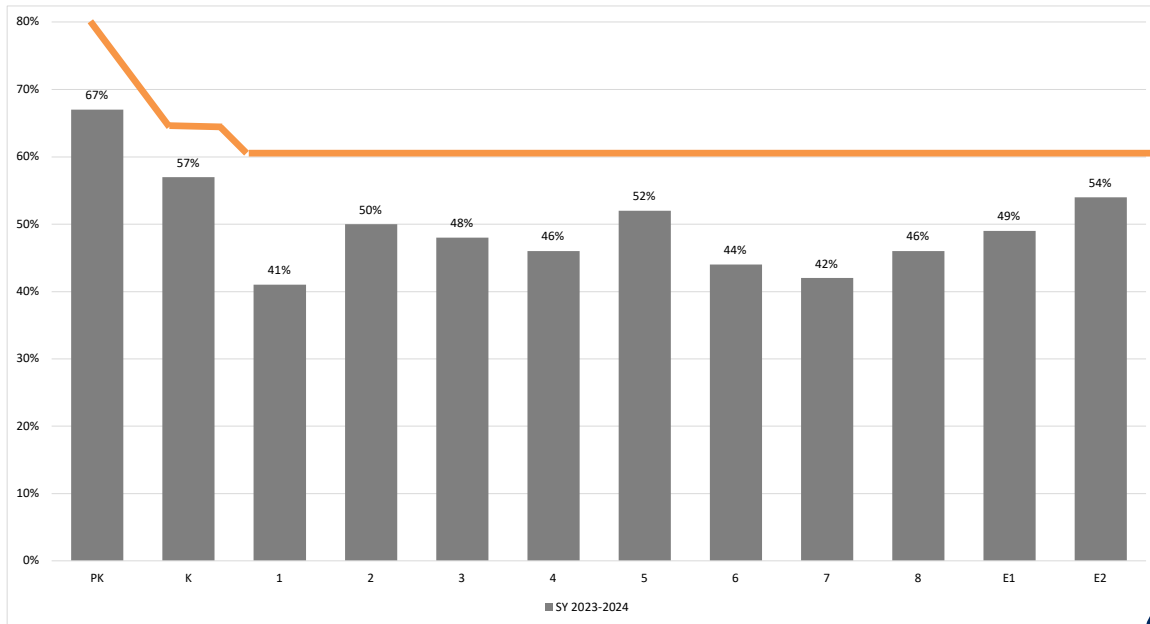
- Traditional instructional methods fail to meet the diverse needs of learners
- Lack of structured time for data discussions, insights or strategies
- Limited insight into how to appropriately identify and address individual student needs

PROPOSED PROGRESS MEASURES

- MAP achievement data
- MAP fluency data
- Usage and growth data from Tier 2 and Tier 3 intervention programs
- Performance of special education and emerging bilingual students on district benchmark assessments

PRIORITY 1.2.B

Leverage data-driven instructional practices to enhance student achievement



LONG-TERM DESIRED OUTCOME(S):

By June 2029, 60% of students will be at or above grade level on STAAR 3-8 and End-of Course (EOC) assessments.



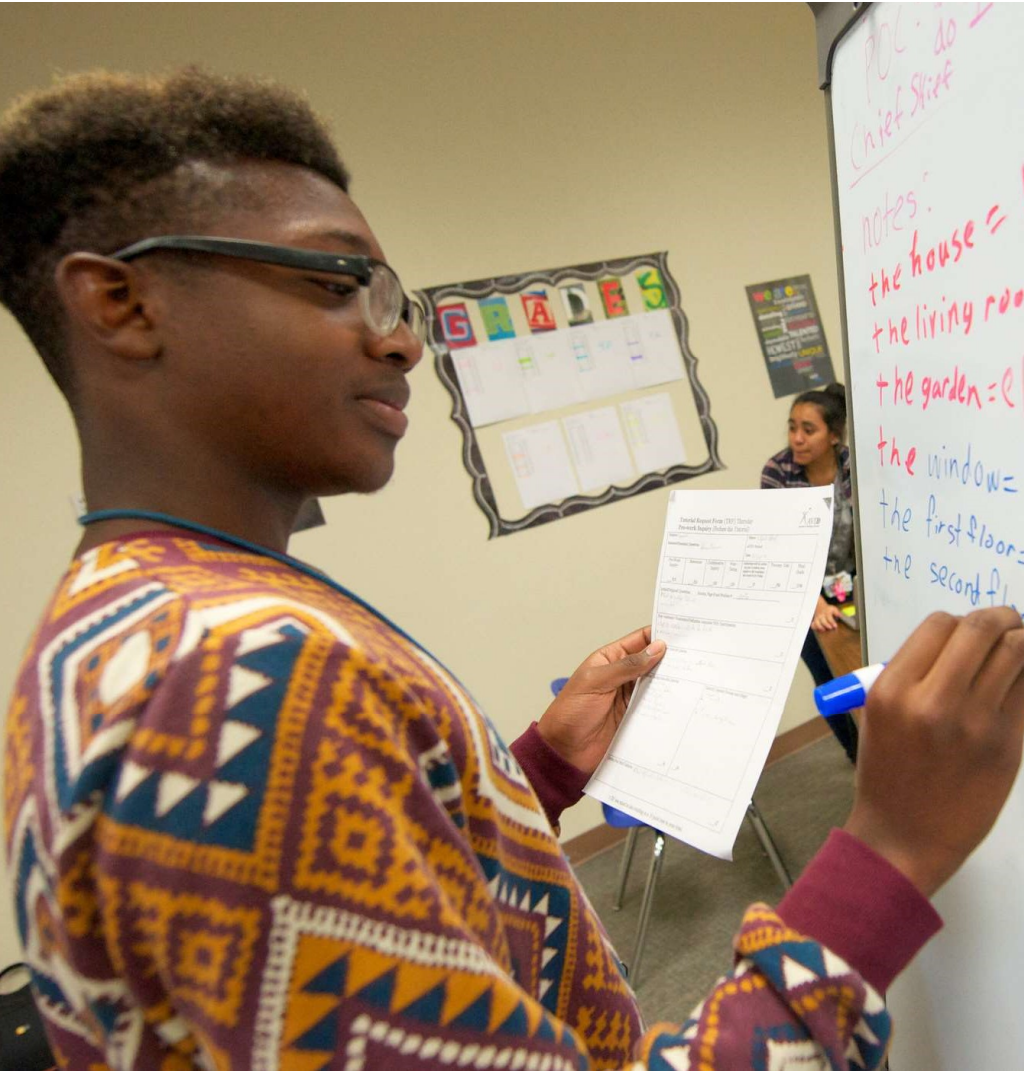
STUDENT SUCCESS – PRIORITY 1.2.B

Leverage data-driven instructional practices to enhance student achievement

SPOTLIGHTS & NEXT STEPS

Work Underway in the 2024-25 School Year

- Ensured interventionists attended content specific professional learning
- Trained interventionists on intervention platforms, utilizing data reports, and appropriately grouping students
- Access, analyze, and share data with leaders to make curricular and instructional adjustments
- Practice lesson internalization and data protocols with CIS/CIC/Deans/Lead Teachers during PLCs
- Monitor and coach staff on the implementation of required K-12 resources with fidelity
- Utilize DISs to support CIS/CIC/Deans/Lead Teachers with reading language arts content
- Visit campuses to coach CIS/CIC/Deans/Lead Teachers on ways to support teachers in the use of internalization, data, and student work protocols during campus visits
- Provide “learn & turn” professional learning sessions on redline reading language arts TEKS for each nine weeks
- Pilot iReady (TEA supported instructional resource) at nine elementary and six middle schools



1.3



ALL students will **meet**
or exceed the Texas
grade-level standards in
mathematics



Key Strategic Actions

1.3.A Ensure a vertically aligned, guaranteed viable curriculum is taught and assessed in all math classrooms

1.3.B Leverage data-driven instructional practices to enhance student achievement



PRIORITY 1.3.A

Ensure a vertically aligned, guaranteed viable curriculum is taught and assessed in all math classrooms

WHAT IS THE PROBLEM?

Inconsistent curriculum alignment and delivery of instruction across grade levels in mathematics classrooms

WHY?

- Lack of foundational understanding of mathematical concepts
- Lack of standardized resources to implement state standards
- Varied interpretations of the rigor of grade level standards

PROPOSED PROGRESS MEASURES

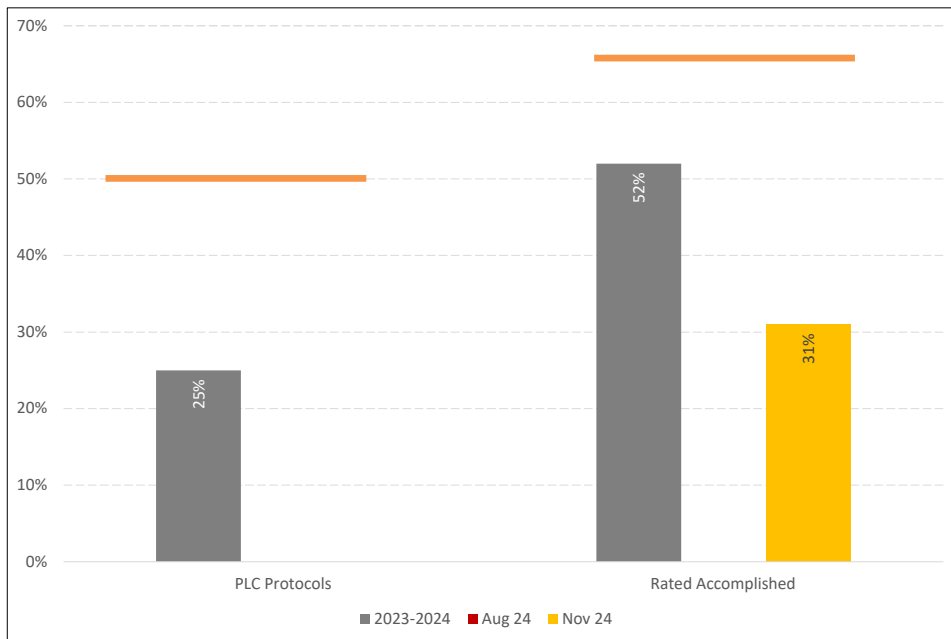
- Percentage of campus/teams using the lesson internalization protocol during PLC
- Percentage of campus/teams using the data analysis protocol during PLC
- Percentage of campus/teams using the student work protocol during PLC
- Number of Teacher Incentive Allotment (TIA) designated teachers

LONG-TERM DESIRED OUTCOME(S):

By June 2029, the district Professional Learning Communities (PLC) protocols will be used in at least 50% of instructional planning sessions, and at least 66% of teachers will earn a rating of Accomplished or above on 50% of the dimensions in the Texas Teacher Evaluation and Support System (T-TESS) Domains 1, 2 and 3.

PRIORITY 1.3.A

Ensure a vertically aligned, guaranteed viable curriculum is taught and assessed in all math classrooms



LONG-TERM DESIRED OUTCOME(S):

By June 2029, the district Professional Learning Communities (PLC) protocols will be used in at least 50% of instructional planning sessions, and at least 66% of teachers will earn a rating of Accomplished or above on 50% of the dimensions in the Texas Teacher Evaluation and Support System (T-TESS) Domains 1, 2 and 3.



STUDENT SUCCESS – PRIORITY 1.3.A

Ensure a vertically aligned, guaranteed viable curriculum is taught and assessed in all math classrooms

SPOTLIGHTS & NEXT STEPS

Work Underway in the 2024–25 School Year

- Standardized instructional resources K–12
- Utilized Carnegie in 6–8 and Algebra I in 8th grade
- Monitor and coach staff on the implementation of required K–12 resources with fidelity
- Provide professional learning on research based instructional strategies for math instruction
- Train administrators on Get Better Faster to provide coaching and feedback cycles to teachers
- Utilize DISs to support CIS/CIC/Deans/Lead Teachers with math content (use of internalization protocols)
- Coach CIS/CIC/Deans/Lead Teachers on ways to support teachers in the use of internalization, data, and student work protocols during campus visits
- Provide “learn & turn” professional learning sessions on future/past math TEKS
- Train administrators on Leverage Leadership 2.0 to provide framework for school improvement

PRIORITY 1.3.B

Leverage data-driven instructional practices to enhance student achievement

LONG-TERM DESIRED OUTCOME(S):

By June 2029, 60% of students will be at or above grade level on STAAR 3-8 and End-of Course (EOC) assessments.

WHAT IS THE PROBLEM?

Inconsistent use of data to drive instruction and determine interventions

WHY?

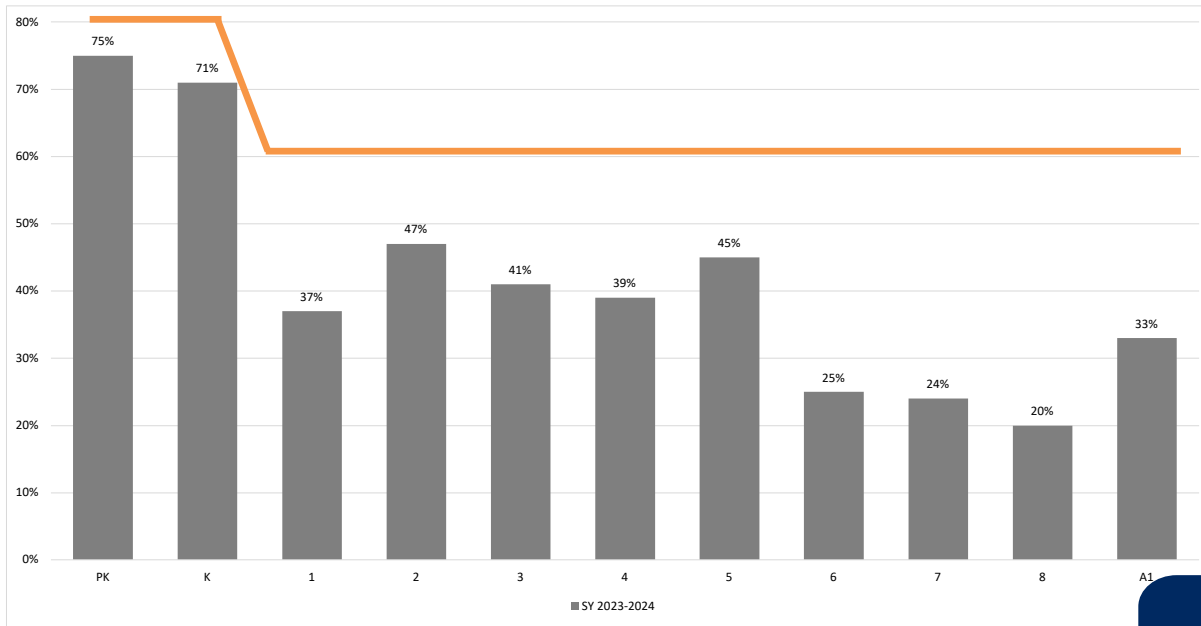
- Traditional instructional methods fail to meet the diverse needs of learners
- Lack of structured time for data discussions, insights or strategies
- Limited insight into how to appropriately identify and address individual student needs

PROPOSED PROGRESS MEASURES

- MAP achievement data
- MAP fluency data
- Usage and growth data from Tier 2 and Tier 3 intervention programs
- Performance of special education students on district benchmark assessments

PRIORITY 1.3.B

Leverage data-driven instructional practices to enhance student achievement



LONG-TERM DESIRED OUTCOME(S):

By June of 2029, 60% of students will be at or above grade level on STAAR 3-8 and EOC assessment.



STUDENT SUCCESS – PRIORITY 1.3.B

Leverage data-driven instructional practices to enhance student achievement

SPOTLIGHTS & NEXT STEPS

Work Underway in the 2024–25 School Year

- Ensured interventionists attended content specific professional learning
- Trained interventionists on interventions, utilizing data reports, and appropriately grouping students
- Access, analyze, and share data with leaders to make curricular and instructional adjustments
- Practice lesson internalization and data protocols with CIS/CIC/Deans/Lead Teachers during PLCs
- Monitor and coach staff on the implementation of required K-12 resources with fidelity
- Utilize DISs to support CIS/CIC/Deans/lead teachers with math content
- Coach CIS/CIC/Deans/lead teachers on ways to support teachers in the use of internalization, data, and student work protocols during campus visits
- Provide “learn & turn” professional learning sessions on redline math TEKS for each nine weeks



1.4



All students will **graduate** from high school ready to enroll in postsecondary education, enlist in the military, or enter the workforce



Key Strategic Actions

1.4.A Implement an early-warning and strategic monitoring system for graduation rate and CCMR

1.4.B Enhance opportunities and outcomes in Dual Credit courses

1.4.C Build and sustain CCMR awareness and data literacy with internal and external stakeholders



PRIORITY 1.4.A

Implement an early-warning and strategic monitoring system for graduation rate and College, Career, and Military Readiness (CCMR)

LONG-TERM DESIRED OUTCOME(S):

By June 2029, at least 94% of KISD students will graduate within four years and at least 88% of graduating students will meet standards for College, Career, or Military Readiness (CCMR).

WHAT IS THE PROBLEM?

The district lacks a monitoring system to track graduation and CCMR readiness indicators, limiting identification of at-risk students and hindering data-driven interventions to support graduation and readiness goals.

WHY?

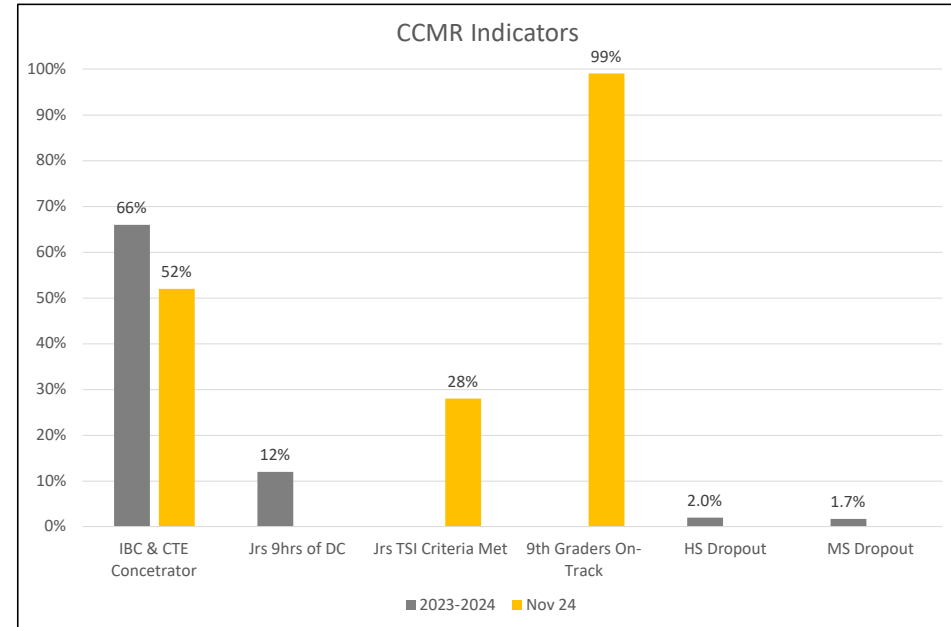
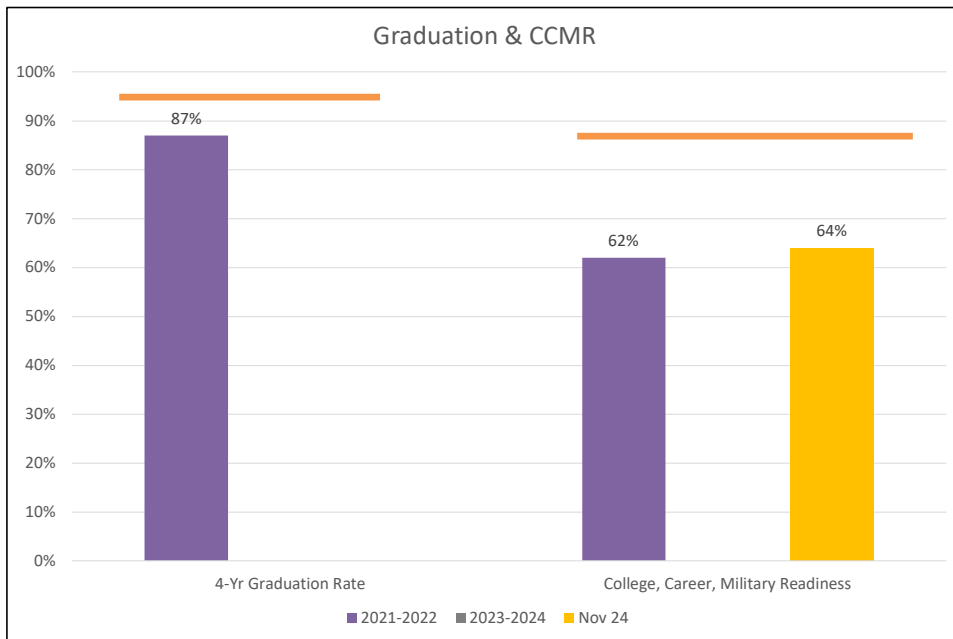
- Current systems are fragmented and fail to integrate critical metrics and CCMR indicators
- Without real-time tracking, students may fall significantly behind before support is offered
- Teachers and students lack access to unified data that can inform proactive planning and intervention

PROPOSED PROGRESS MEASURES

- Middle school and high school dropout rate (Leaver code 98)
- Percentage of 9th grade students who earn the required number of credits to stay on track for graduation
- Percentage of students who meet Texas Success Initiative (TSI) criteria in Reading, Writing, and Math (junior year)
- Percentage of students who earn nine hours of dual credit (junior year)
- Percentage of students who successfully complete one English or Math dual credit course (junior year)
- Percentage of students who earn a 3 or higher on an AP course
- Percentage of students with an allowable industry-based certification and designation as CTE concentrator

PRIORITY 1.4.A

Implement an early-warning and strategic monitoring system for graduation rate and College, Career, and Military Readiness (CCMR)



LONG-TERM DESIRED OUTCOME(S):

By June 2029, at least 94% of KISD students will graduate within four years and at least 88% of graduating students will meet standards for College, Career, or Military Readiness.



STUDENT SUCCESS – PRIORITY 1.4.A

Implement an early-warning and strategic monitoring system for graduation rate and CCMR

SPOTLIGHTS & NEXT STEPS

Work Underway in the 2024–25 School Year

- Collaborated with Assessment & Accountability and Information Technology to create and generate reports for campuses in On Data Suite and SQR Server Reporting Services (SSRS) to identify CCMR status
- Trained counselors on On Data Suite on how to access CCMR reports
- Implement academic labs on each high school campus, providing early credit recovery options
- Offer evening academy options for students needing credit recovery after hours
- Host informational workshops for families on available resources, including academic labs, Pathways campus, and at-risk counseling services
- Provide counseling and monitoring support through campus counselors and Social Emotional Learning (SEL) Specialists
- Offer online, self-paced credit recovery option through Pathways Academic Campus for students significantly behind in credits

PRIORITY 1.4.B

Enhance opportunities and outcomes in dual credit courses

LONG-TERM DESIRED OUTCOME(S):

By May 2029, 30% of annual graduates will meet the CCMR indicator by completing a dual credit course, and 10% of annual graduates will meet the CCMR indicator by earning an associate's degree.

WHAT IS THE PROBLEM?

Student participation and success in dual credit courses are driven by access challenges, insufficient preparation for rigorous coursework, and suboptimal retention and completion rates.

WHY?

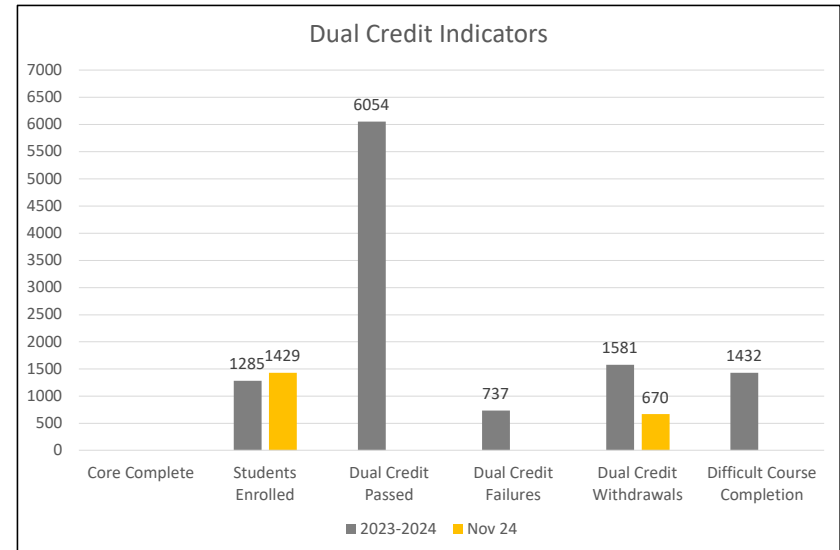
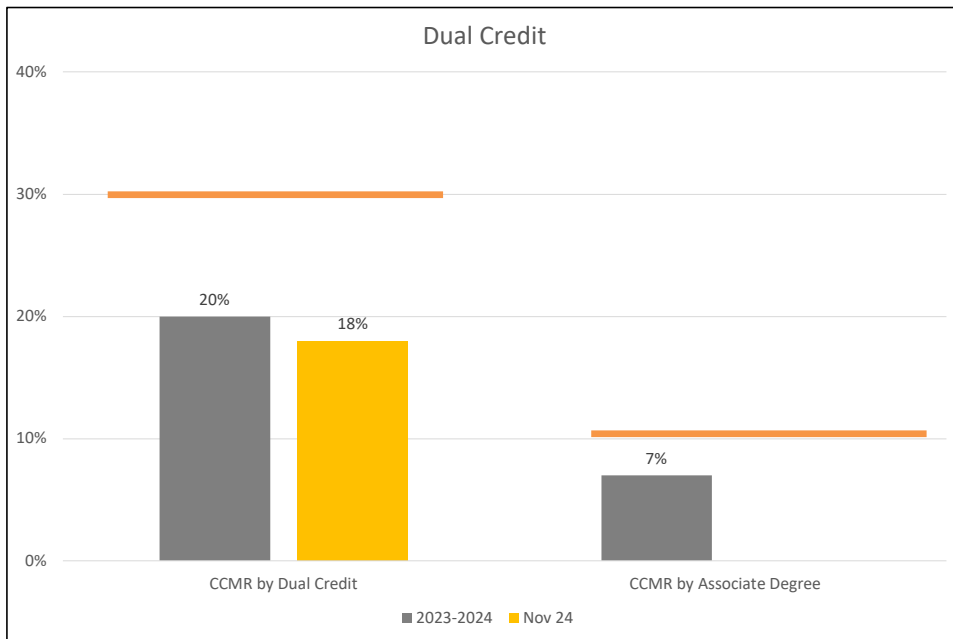
- Students are unprepared for dual credit coursework due to inadequate foundational skills (e.g., TSI readiness)
- Several courses have higher withdrawal rates, indicating a possible need for targeted support and resources
- Limited resource alignment between KISD and college partners restricts the ability to offer dual credit courses effectively across campuses

PROPOSED PROGRESS MEASURES

- Number of students enrolled in dual credit courses
- Number of dual credit courses in which students did/did not earn credit
- Number of dual credit courses in which students withdrew from course
- Number of students passing college Algebra, English III, English IV, and Economics
- Number of students who are Core Complete by the end of their junior year

PRIORITY 1.4.B

Enhance opportunities and outcomes in Dual Credit courses



LONG-TERM DESIRED OUTCOME(S):

By May 2029, 30% of annual graduates will meet the CCMR indicator by completing a dual credit course, and 10% of annual graduates will meet the CCMR indicator by earning an associate's degree.



STUDENT SUCCESS – PRIORITY 1.4.B

Enhance opportunities and outcomes in dual credit courses

SPOTLIGHTS & NEXT STEPS

Work Underway in the 2024-25 School Year

- Organized cross-divisional collaboration
- Upgraded program promotion – website, banners, promotional materials and events, parent/student education, community culture
- Collaborated with counselors to develop recruitment strategies
- Meet with neighboring colleges and universities to discuss current practices and improvement efforts
- Investigate additional collegiate options for advanced scholars
- Formalize ES & MS STEM as a readiness-pipeline for dual credit programs
- Refine infrastructure and support for administrative processes associated with dual credit

PRIORITY 1.4.C

Build and sustain CCMR awareness and data literacy with internal and external stakeholders

LONG-TERM DESIRED OUTCOME(S):

By June 2029, 90% of middle school families will report awareness of or participation in KISD CCMR events and resources and campus leaders will engage in quarterly CCMR and A-F Accountability professional development.

WHAT IS THE PROBLEM?

The workforce is underprepared to meet the needs of the local economy, particularly high wage, high skill and in-demand jobs.

WHY?

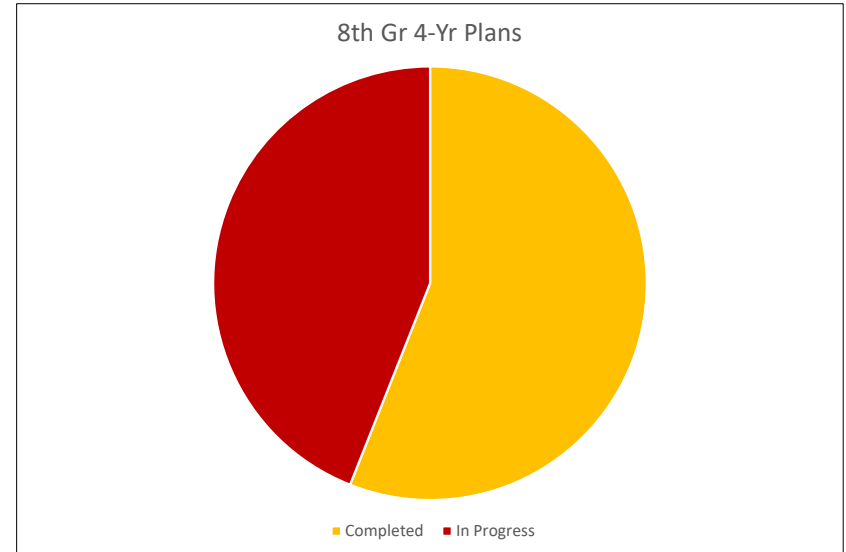
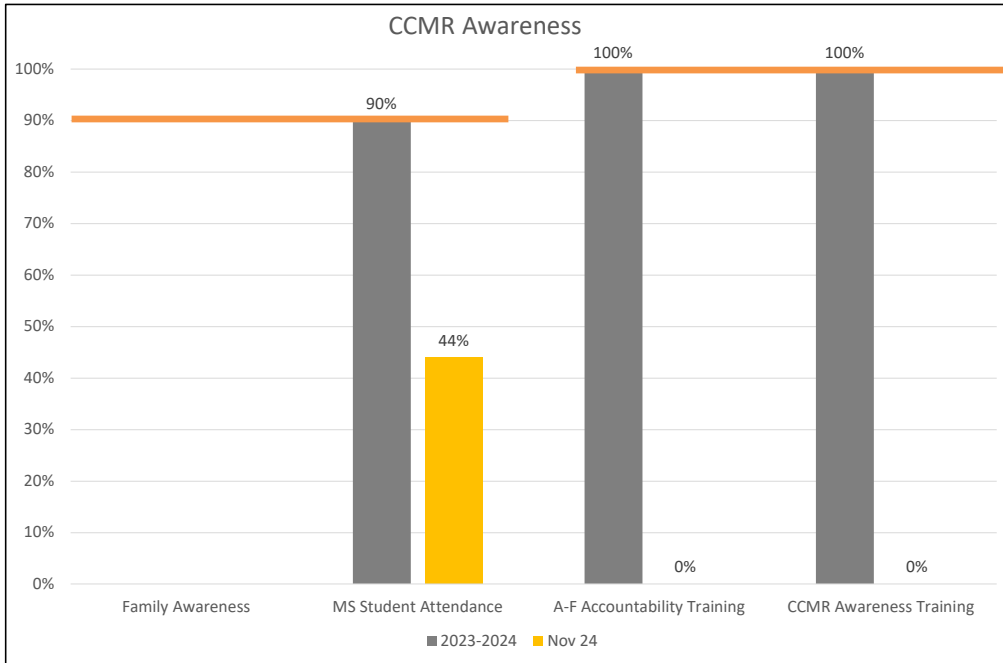
- Lack of student awareness of the valuable opportunities CTE programs offer
- Limited intentional connections for students between education, employment, and long-term career goals
- Lack of alignment between the student's program of study and career or college readiness goal

PROPOSED PROGRESS MEASURES

- Percentage of middle school students attending CCMR events
- Percentage of 8th grade students who complete a 4-year plan
- Percentage of campus leaders completing A-F accountability training
- Percentage of campus leaders completing quarterly CCMR awareness trainings

PRIORITY 1.4.C

Build and sustain CCMR awareness, partnerships, and data literacy with internal and external stakeholders



LONG-TERM DESIRED OUTCOME(S):

By June 2029, 90% of middle school families will report awareness of or participation in KISD CCMR events and resources and campus leaders will engage in quarterly CCMR and A-F Accountability professional development.



STUDENT SUCCESS – PRIORITY 1.4.C

Build and sustain CCMR awareness and data literacy with internal and external stakeholders

SPOTLIGHTS & NEXT STEPS

Work Underway in the 2024–25 School Year

- Collaborated with Communications Department to provide CCMR information to parents about events and resources
- Extended invitations to underrepresented student populations to attend college and career readiness workshops
- Conduct middle school tours for 7th graders to the KISD Career Center
- Coordinate with Communications Department to attach CCMR resources to campus websites for easy access
- Design a Career Exploration Fair for elementary and middle school students prior to middle school course planning
- Conduct CCMR and A-F Accountability trainings for leaders in PLC meetings