Pflugerville Independent School District

District Improvement Plan

2021-2022

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: October 21, 2021

Mission Statement

The mission of Pflugerville ISD is to provide an inspiring, engaging, and relevant education that empowers students to reach their full potential as productive members of a diverse global community.

Vision

Pflugerville ISD...Passionately Serving the Best Interests of Students

Core Beliefs

We Believe

- Diversity is our strength
- All individuals have worth
- Relationships are foundational to success
- A safe and nurturing environment is non-negotiable
- All students have the right to diverse educational opportunities
- Social-emotional learning is as critical as academic focus
- Civic-mindedness must be explicitly cultivated in our students
- Community partnerships and high expectations improve student outcomes
- Innovation and a strong work ethic ensure excellence

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Pflugerville Independent School District, founded in 1902, is a fast-growth district located in Northeast Travis County. The District encompasses approximately ninety-five square miles and includes all or part of six municipalities including Pflugerville, Austin, Coupland, Hutto, Manor and Round Rock. More than seven major institutions of higher education surround Pflugerville ISD, including The University of Texas at Austin, Concordia University, Huston-Tillotson University, St. Edward's University, Southwestern University, Texas State University, and the Austin Community College system.

District enrollment as of fall 2021 was 25,428 students across 34 campuses, which is a slight decrease from the prior year as anticipated as a result of the pandemic. The district has 21 elementary schools, 7 middle schools, 4 comprehensive high schools, an alternative high school program (PACE) located at a campus that also houses the district's 18+ program for students continuing their IEP for graduation, as well as a separate DAEP campus (the Opportunity Center). PfISD allows for both intra-district and out-of-district student transfers to designated open campuses during an annual application process.

District Enrollment Over Time in Pflugerville ISD						
(Source: TEA TAPR 2016-2020, OnDataSuite Fall PEIMS 2020, 2021)						
2015-2016	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
24,070	24,562	25,269	25,361	26,400	25,436	**25,428**

With a new elementary school, Carpenter ES, and a new middle school, Bohls MS, opening during the 2021-2022 school year, the boundary committee convened again during 2020-2021 resulting in adjustments to campus attendance zones to both alleviate overcrowded schools and set boundaries for the new campuses. Elementary School #22 has a planned opening for the 2022-2023 school year.

Students

PfISD's student population is demographically diverse, and this variety of backgrounds provide a myriad of experiences and learning opportunities for students, staff, and community. Student race and ethnicity demographics have remained relatively consistent over the past seven years, with the most significant changes being a nearly 1.5% decrease in the African American student group, and steady increases in both the Asian and Two or More Races student groups each year for the past seven years.

Student Race/Ethnicity Changes Over Time in Pflugerville ISD							
(Source: TEA TAPR 2016-2020, OnDataSuite Fall PEIMS 2020, 2021)							
	Black - African American	**Hispanic - Latino**	**White**	**American Indian/ Alaskan Native**	**Asian**	**Native Hawaiian/ Pacific Islander**	**Two or More Races**
2015-2016	16.9%	47.8%	23.3%	0.2%	7.7%	0.2%	3.8%
2016-2017	16.3%	48.6%	23.0%	0.2%	7.7%	0.2%	4.2%

Student Race/Ethnicity Changes Over Time in Pflugerville ISD							
(Source: TEA TAPR 2016-2020, OnDataSuite Fall PEIMS 2020, 2021)							
2017-2018	15.8%	48.6%	23.0%	0.2%	7.9%	0.1%	4.3%
2018-2019	15.3%	48.6%	23.1%	0.2%	8.0%	0.2%	4.5%
2019-2020	15.5%	48.5%	23.0%	0.2%	8.1%	0.2%	4.6%
2020-2021	15.4%	48.2%	22.9%	0.2%	8.3%	0.2%	4.8%
2021-2022	**15.4%**	**48.4%**	**22.5%**	**0.2%**	**8.5%**	**0.2%**	**4.8%**

The percentage of students identified as economically disadvantaged has decreased by 5.6% since the 2019-2020 school year. Some causes for this decrease can be attributed to fewer families completing the free/reduced meal application for reasons including participation in remote virtual learning and access to meals via means other than the school district, especially during the 2020-2021 school year. With school lunch available free of cost to all students, many families likely don't see the need to complete the school lunch application. The district serves a total of 24 schools (15 elementary, 6 middle, and 3 high schools) as Title I Schoolwide campuses to provide high-quality education to enable all students to meet the state performance standards.

Students identified as English Learners (ELs) speak over 56 different languages, representing more than 56 unique cultural identities. The number of students identified as ELs so far for the 2021-2022 school year has remained relatively unchanged from the previous year.

Over the last five years, there has been a steady increase in the number of immigrant students (born outside of the U.S. and have attended U.S. schools for 3 years or less) enrolled in the district. The Multilingual Department provides additional supplemental targeted support through the utilization of Title III-Immigrant funds with a focus on parent outreach and community resource support.

Student Demographic Changes Over Time in Pflugerville ISD							
(Source: TEA TAPR 2016-2020, OnDataSuite Fall PEIMS 2020, 2021)							
	Economically Disadvantaged	English Learners (ELs)	Immigrant	At-Risk	Homeless	Migrant	Students with Disciplinary Placements (at DAEP or JJAEP in prior year)
2015-2016	49.7%	21.7%	0.9%	48.8%	0.8%	0.02%	1.6%
2016-2017	48.4%	21.8%	1.3%	50.5%	1.1%	0.02%	1.5%
2017-2018	42.5%*	22.1%	1.6%	50.9%	1.1%	0.06%	1.4%
2018-2019	51.0%	22.3%	2.3%	48.9%	0.8%	0.06%	1.5%
2019-2020	50.5%	22.2%	2.8%	51.6%	1.0%	0.00%	1.6%
2020-2021	47.8%	23.5%	2.4%	51.5%	0.9%	0.00%	not yet available
2021-2022	**44.9%**	**23.2%**	**2.0%**	**50.1%**	**0.8%**	**0.00%**	**not yet available**

An error in reporting of Fall 2017 PEIMS data of economically disadvantaged student numbers was identified. The actual percentage of identified students was higher than reported.

Staff

As of fall 2021, PfISD employs approximately 3,450 staff, of which 1,514 are teachers. While there has been a steady decrease in the number of African American students enrolled in the district, there has been an increase in the number of African American teachers over the past seven years. The largest change in teacher demographics is a 4.5% decrease in White teachers over the past seven years with a shift to a higher percentage of teachers identifying as African American, Hispanic and Asian. When comparing teacher demographic representation to the district's student demographic representation, 33% of teachers identify as African American or Hispanic compared to 64% of the student population.

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
Teachers by Race/Ethnicity in Pflugerville ISD							
(Source: TEA TAPR 2016-2020, OnDataSuite Fall PEIMS 2020, 2021)							
2015-2016	6.5%	21.9%	66.7%	0.3%	1.6%	0.1%	2.8%
2016-2017	7.1%	23.7%	64.4%	0.3%	1.5%	0.1%	2.9%
2017-2018	7.1%	25.3%	62.7%	0.3%	1.7%	0.2%	2.9%
2018-2019	7.9%	25.0%	62.3%	0.2%	1.6%	0.2%	2.9%
2019-2020	7.9%	24.9%	62.6%	0.2%	1.9%	0.3%	2.3%
2020-2021	8.7%	25.6%	61.2%	0.4%	2.0%	0.3%	1.9%
2021-2022	**8.9%**	**24.2%**	**62.2%**	**0.4%**	**2.2%**	**0.3%**	**1.8%**

Demographics Strengths

- More than seven major institutions of higher education surround Pflugerville ISD
- PfISD's student population is demographically diverse, and this variety of backgrounds provide a myriad of experiences and learning opportunities for students, staff, and community.
- English Learners speak over 56 different languages, representing more than 56 unique cultural identities
- The race/ethnicity demographics of teachers has become more diverse over the past 7 years

Problem Statements Identifying Demographics Needs

Problem Statement 1: When comparing teacher demographic representation to the district's student demographic representation, only 33% of teachers identify as African American or Hispanic compared to 64% of the student population. There are achievement gaps for students in the African American, Hispanic, and Economically Disadvantaged student groups. **Root Cause:** Teachers need more targeted training in specific practices and structures to meet the needs of an ethnically and culturally diverse student population.

Student Learning

Student Learning Summary

As a result of the worldwide COVID-19 pandemic, Governor Abbott closed all Texas schools from mid-March to the end of the 2019-2020 school year resulting in students and teachers transitioning to completing the year with nine weeks of remote learning. Teaching and learning was conducted using teleconferencing, online resources, and hard-copy instructional packets. All spring 2020 STAAR tests were cancelled, and reporting of TELPAS assessments became optional for districts with students who were unable to complete all domains prior to school closure.

During the 2020-2021 school year, families had the option of having their children participate in either remote learning or in-person instruction. Student participation in spring 2021 STAAR and TELPAS tests became optional as there was no remote/virtual participation opportunity provided.

Accountability Ratings for 2019-2020 and 2020-2021

For state accountability ratings for both the 2019-2020 and 2020-2021 school years, TEA assigned labels of "Not Rated: Declared State of Disaster" for all districts and campuses.

Closing the Gaps: Federal Accountability Interventions

For federal accountability labels assigned as a result of Closing the Gaps outcomes, the USDE approved that intervention labels that were assigned to schools in the 2019-2020 school year (Comprehensive, Targeted, Additional Targeted Support) continued into the 2020-2021 school year as a second year of support for schools. For the 2021-2022 school year, these labels were again continued for a third year with an option to participate in school improvement requirements provided to districts. During both the 2020-2021 and 2021-2022 school years, PfISD continues to support campuses through years two and three of the Effective Schools Framework (ESF) process of school improvement.

For 2018-2019 performance, 9 campuses received the federal intervention requirement label of Additional Targeted Support based on missing a high number of Closing the Gaps indicators within one or more individual student groups. Another 6 campuses received the intervention label of Targeted Support & Improvement for missing three or more of the same indicators for the same student group(s) for 3 consecutive years. One campus was identified at the highest level of federal intervention, Comprehensive Support & Improvement School, due to Closing the Gaps performance being ranked in the lowest 5% of performance across the state. These 16 schools engaged in the Effective Schools Framework (ESF) process for continuous school improvement through the development, implementation, and monitoring of Targeted Improvement Plans starting in the 2019-2020 school year and continuing through the 2021-2022 school year until new federal accountability labels are assigned in August 2022.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Goals

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 1: By November 2022, 100% of eligible teachers will earn a recognized designation or higher through our TIA system.

Evaluation Data Sources: TIA designations

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 2: By June 2022, 100% of teachers will report that the professional development available to them helps them improve their teaching.

Evaluation Data Sources: Upbeat survey results, student performance data (CBA, Screeners, and STAAR) results

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 3: By June 2022, the district climate and culture survey will indicate an 85% or higher positive engagement score.

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 4: By September 2022, PfISD's teacher retention rate will remain above the State's retention rate.

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 1: By June 2022, performance in grades 3-10 grade for all students, across all student groups; specifically, AA, HIS, EL, and SPED students will make academic growth in math by at least 8% at the "Meets Grade Level" to meet Closing the Gaps targets as compared to 18-19 STAAR data. The percent of all 3rd-grade students that score meets grade level or above on STAAR Math will increase to 49% by June 2022 and to 51% by June 2024.

HB3 Goal

Evaluation Data Sources: Math progress monitoring with Star 360
STAAR 2021 math results compared to STAAR 2019 math results
2022 Accountability Closing the Gaps math results

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 2: By June 2022, performance in grades 3-10 grade for all students, across all student groups; specifically, AA, HIS, EL, and SPED students will make academic growth in reading by at least 6% at the "Meets Grade Level" to meet Closing the Gaps targets as compared to 18-19 STAAR data. The percent of ALL 3rd-grade students that score meets grade level or above on STAAR Reading will increase to 50% by June 2022 and to 52% by June 2024.

HB3 Goal

Evaluation Data Sources: Reading progress monitoring with Star 360
STAAR 2021 reading results compared to STAAR 2019 reading results
2021 Accountability Closing the Gaps reading results

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 3: By June 2022, performance in all subject areas (math, reading, science, and social studies) will increase by 6% for all students, across all student groups, as evaluated in Closing the Gaps Student Success Status (and in Domain 1 STAAR Performance).

Evaluation Data Sources: TEA Interim Assessments probability results in reading, math, science, social studies
2021 Accountability Closing the Gaps Student Success Status results
2021 Accountability Domain 1 STAAR Performance results

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 4: By June 2022, performance in Kindergarten, for all students, across all student groups; specifically, AA, HIS, EL, and SPED students who score on grade level or above in Reading (Emergent Literacy) on the Ready, Set, K! assessment will increase by 5% as compared to 18-19 data.

HB3 Goal

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 5: By June 2022, performance in PreKindergarten, for all students, across all student groups; specifically, AA, HIS, EL, and SPED students who score on grade level or above in math on the Ready, Set, K! assessment will increase by 5% as compared to 18-19 data.

HB3 Goal

Goal 2: PfISD will build a foundation of reading and math.

    Performance Objective 6: By June 2022, performance in Kindergarten, for all students, across all student groups; specifically, AA, HIS, EL, and SPED students that score on grade level or above in math and Reading on the TX-KEA assessment will increase by 10% as compared to 20-21.

        HB3 Goal

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 7: By June 2022, performance in grades 1st-3rd, for all students, across all student groups; specifically, AA, HIS, EL, and SPED students who score on grade level or above in math on the STAAR and Star 360 Mathematics assessments will increase by 10% as compared to 20-21 performance data.

> **HB3 Goal**

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 8: By June 2022, performance in grades 1st-3rd, for all students, across all student groups; specifically, AA, HIS, EL, and SPED students that score on grade level or above in Reading on the TPRI, Tejas LEE, Star 360, and STAAR Reading assessments will increase by 6% as compared to 20-21 data.

HB3 Goal

Goal 3: PfISD will connect high school to career and college.

Performance Objective 1: The percentage of graduates that meet the criteria for CCMR will increase to 72% by August 2022 and to 75% by August 2024.

HB3 Goal

Evaluation Data Sources: Campus tracking of CCMRs
August 2022 TEA Accountability reports for CCMRs

Goal 3: PfISD will connect high school to career and college.

Performance Objective 2: By June 2022, graduation rates for EL and SPED students will increase by 5%.

Evaluation Data Sources: STAAR EOC 2021 results for students receiving special education services meeting Results Driven Accountability (RDA) targets

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: All PfISD schools will receive a 2021-2022 state accountability rating of C (Acceptable Performance) or higher in all domains. All schools with an overall rating of A (Exemplary Performance) or B (Recognized Performance) for 2018-2019 performance will maintain that rating for the 2021-2022 school year.

Evaluation Data Sources: August 2021 TEA Accountability Ratings

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: By June 2022, family engagement rates will increase from 14% favorable to 30% favorable.

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: By June 2022, students' (in grades 6-12) sense of belonging will increase from 48% to 60%.

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: By June 2022, how well students regulate their emotions will increase from 44% to 60% favorable.

Evaluation Data Sources: Panorama Data

Goal 4: PfISD will improve low performing schools.

Performance Objective 5: By Nov 2022, disproportionality rates for DAEP, OSS, and ISS placement rates for AA, HIS, and SPED students will decrease by 5%.

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE - District

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	LEGAL REFERENCES	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	PERSON RESPONSIBLE FOR MONITORING	EVALUATION DATE
1. **Bullying** • Prevention, identification, response to and reporting of bullying or-bully-like behavior	TEC 11.252(a)(3)(E)	Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FOD, FO, and FNG	Executive Director of Student Affairs	Spring 2022
2. **Coordinated Health Program** • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators	TEC 11.253(d) Board Policy FFA(Local)	Board Policies: FFA, EHAA	Chief Academic & Innovation Officer	Spring 2022
3. **DAEP Requirements** • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Board Policies: FO, FOCA, FOC, FOD, FOE, FFB, FOA, FODA	Area Executive Director	Spring 2022

MANDATE	LEGAL REFERENCES	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	PERSON RESPONSIBLE FOR MONITORING	EVALUATION DATE
4. **District's Decision-Making and Planning Policies** • Evaluation – every two years	TEC 11.252(d)	Board Policy: BQ, BQA	Chief Academic & Innovation Officer	Spring 2022
5. **Dropout Prevention**	TEC 11.252	Board Policy: FED, EHBC, FFC	Chief Academic & Innovation Officer	Spring 2022
6. **Dyslexia Treatment Programs** • Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	Board Policy EHB, EKC, FB, EIE, EHBC, EKB	Executive Director of Special Programs	Spring 2022
7. **Migrant Plan (Title I, Part C)** • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data	P.L. 107-110, Section 1415(b)	Board Policy: EHBAA, FEC	Director of Federal & State Programs	Spring 2022
8. **Pregnancy Related Services** • District-wide procedures for campuses, as applicable	Title IX	Board Policy: EHAC, EHBC, FED, FNE	Executive Director of Health, Safety, and Emergency Management	Spring 2022
9. **Post-Secondary Preparedness/Higher Ed Information/Career Education**	TEC 11.252(4) TEC 11.252(3)(G)	Board Policy: EEL, EHBF, EHAD, EHDD, FEA	Executive Director of Special Programs	Spring 2022

MANDATE	LEGAL REFERENCES	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	PERSON RESPONSIBLE FOR MONITORING	EVALUATION DATE
• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: o Higher education admissions and financial aid, including sources of information o TEXAS grant program o Teach for Texas grant programs o The need to make informed curriculum choices for beyond high school o Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers	ESSA	Board Policy: DC	Chief Human Resources Officer	Spring 2022
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Board Policies: BBD, BJCB, DMA, FFG	Executive Director of Health, Safety, and	Spring 2022

MANDATE	LEGAL REFERENCES	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	PERSON RESPONSIBLE FOR MONITORING	EVALUATION DATE
			Emergency Management	

12. **Student Welfare: Crisis Intervention Programs & Training**
• District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:
   o Early mental health intervention
   o Mental health promotion and positive youth development
   o Substance abuse prevention
   o Substance abuse intervention
   o Suicide prevention and suicide prevention parent/ guardian notification procedures
• Training for teachers, school counselors, principals and all other appropriate personnel.
	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)
	
	TEC 11.252(3)(B)(i)
	
	TEC 38.351
	
	Board Policy FFB(Legal)
	Board Policy DMA(Legal)
		Board Policies: FFB, FFBA, FFB, FFEB, EHAA, FFAE, DMA	Executive Director of Health, Safety, and Emergency Management	Spring 2022

13. **Student Welfare: Discipline/Conflict/Violence Management** (DIP)
• Methods for addressing
   o Suicide prevention including parent/guardian notification procedure
   o Conflict resolution programs
   o Violence prevention and intervention programs
   o Unwanted physical or verbal aggression
   o Sexual harassment
   o Harassment and dating violence
	TEC 11.252(a)(3)(E)
	TEC 11.252(3)(B)
	TEC 11.252(3)(B)
	TEC 11.253(d)(8)
	
	TEC 37.001
	Family Code 71.0021
	TEC 37.0831
		Board Policies: CKC, DMA, EHAA, FFEA, FFB, FFEB,	Executive Director of Student Affairs	Spring 2022

MANDATE	LEGAL REFERENCES	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	PERSON RESPONSIBLE FOR MONITORING	EVALUATION DATE
14. **Texas Behavior Support Initiative (TBSI)** • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) Board Policy DMA(Legal)	Board Policy DMA	Executive Director of Special Programs	Spring 2022
15. **Technology Integration in Instructional and Administrative Programs**	TEC 11.252(a)(3)(D) TEC 28.001	Board Policies: EHAA, EHAB, EHBC, EHAC, CKC	Chief Technology Officer	Spring 2022
16. **Law Enforcement Duties of Peace Officers, School Resource Officers, and Security Personnel**	TEC 37.081	Board Policy: CKE	Superintendent	Spring 2022