Pflugerville Independent School District

District Improvement Plan

2022-2023

Accountability Rating: B

Board Approval Date: October 20, 2022
Public Presentation Date: October 20, 2022

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

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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 2022 is 25,498 students across 34 campuses, remaining stable compared to the prior year. 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 transfer application process.

There are no new campuses opening for the 2022-2023 school year. The opening of Hidden Lake Elementary School (Elementary School #22) has been delayed until Fall 2023.

District Enrollment Over Time in Pflugerville ISD (Source: TEA TAPR 2016-2021; OnDataSuite Fall PEIMS 2021-2022; Skyward Fall 2022)							
2015-2016	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**
24,070	24,562	25,269	25,361	26,400	25,436	25,486	25,498

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 six years.

Student Race/Ethnicity Changes Over Time in Pflugerville ISD
(Source: TEA TAPR 2016-2021; OnDataSuite Fall PEIMS 2021-2022; Skyward Fall 2022)

	Black - African American	Hispanic - Latino	White	American Indian/ Alaskan Native	Asian	Native Hawaiian/ Pacific Islander	Two or More Races
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%
2022-2023	**15.4%**	**48.2%**	**22.5%**	**0.2%**	**9.1%**	**0.2%**	**4.8%**

As the general population of Pflugerville ISD shifts, particularly in response to the cost of living and property values in Travis County, the number of National School Lunch Program (NSLP) eligible students (identified as economically disadvantaged) may shift in new and different patterns, as seen in an overall 6% decrease since the 2018-2019 school year. There has been stagnant and, in some cases, declining student enrollment at some campuses that historically have had a strong majority of its students identified as eligible for the NSLP. Conversely, PfISD also shows enrollment growth at campuses that typically have had fewer than 40% of its students eligible for NSLP. During 2022-2023, the district will serve a total of 22 schools (15 elementary, 5 middle, and 2 high schools) as Title I Schoolwide campuses to provide high-quality education to enable all students to meet the state performance standards.

By the end of the 2021-2022 school year, nearly 6,400 students (25%) were identified as Emergent Bilingual (EB) including an unprecedented number of more than 100 recent immigrant students across all campuses, including at the Newcomer Academy at Connally HS. With 73 different spoken languages identified, EB students come from diverse cultural and linguistic backgrounds and require teachers who are bilingual or ESL-certified to provide appropriate, accommodated instruction.

There has been a steady increase in students participating in the special education program by almost 2% over the past 5 years, as the district ensures that all students receive the appropriate support and access to the instructional program.

The number of students identified with dyslexia has doubled over the last 5 years, as the State has expanded identification and support through required screeners and the addition of an annual dyslexia funding allotment through HB3.

The district continues to expand access to existing CTE programs and explore the addition of new programs to graduate higher numbers of career-ready students.

Student Demographic & Program Enrollment Over Time in Pflugerville ISD
(Source: TEA TAPR 2016-2021; OnDataSuite Fall PEIMS 2021, 2022)

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Economically Disadvantaged	42.5%*	51.0%	50.5%	47.8%	**44.9%**
At-Risk	50.9%	48.9%	51.6%	51.5%	**50.1%**
Emergent Bilingual (EB/EL)	22.1%	22.3%	22.2%	23.5%	**23.2%**
Special Education	10.6%	11.1%	12.3%	12.2%	**12.4%**
Section 504	8.0%	7.7%	8.3%	9.0%	**9.3%**
Students with Dyslexia	2.7%	3.3%	4.1%	4.7%	**5.3%**
Career & Technical Education	26.2%	25.4%	26.4%	26.0%	**28.4%**

Gifted & Talented Education	7.4%	7.5%	7.3%	7.9%	**7.6%**
Foster Care	0.2%	0.4%	0.3%	0.3%	**0.3%**
Homeless	1.1%	0.8%	1.0%	0.9%	**0.8%**
Immigrant	1.6%	2.3%	2.8%	2.4%	**2.0%**
Migrant	0.06%	0.06%	0.00%	0.00%	**0.00%**
Military-Connected	0.8%	1.1%	1.4%	4.9%	**3.5%**
Students with Disciplinary Placements (at DAEP or JJAEP in prior year)	1.4%	1.5%	1.6%	1.3%	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

For the 2020-2021 school year, PfISD teachers' average years of experience mirrors that of the State at 11.1 and 11.2 years respectively. The district had 66 beginning-year teachers in 2020-2021, down from 102 the year before. The district provides a mentoring program for its new-to-profession teachers, an annual New Teacher Orientation for its new-to-district teachers, supports the work environment through Professional Learning Communities (PLCs), and offers ongoing, embedded professional learning.

	Teachers – Years of Experience (Source: TEA TAPR 2020-2021 - Latest)							
	Beginning Teachers	1-5 Years	6-10 Years	11-20 Years	21-30 Years	Over 30 Years	Average Years	Average Years Experience in the District (Retention in District)
PfISD	3.5%	29.3%	21.7%	30.8%	12.1%	2.6%	11.1	6.0 years
State	6.7%	27.8%	20.3%	29.1%	13.0%	3.1%	11.2	7.2 years

Equity Plans: Teacher experience related to teaching students of low-income and students of color

In 2017-2018, the district followed the then newly implemented Texas Equity Plan process as required under ESSA for all districts receiving Title I funds to create and submit plans describing how the district will decrease gaps as they relate to low-income students and students of color being taught at higher rates than other students by inexperienced, out-of-field, and ineffective teachers. The plans are used by TEA and districts to better understand and address the challenges faced in providing equitable access to excellent teachers for low-income and minority students and to identify effective strategies that can help shrink equity gaps and improve student learning for all. The results of the district's evaluation reveal that there was an equity gap between the percentage of experienced teachers at high poverty/high minority schools as compared to low poverty/low minority schools across the district. Conclusions from the 2017-2018 data indicate that there was an 11% gap of inexperienced teachers at high-poverty campuses as compared to low-poverty campuses, which was lower than the state average of 14%. There was also a 10% gap of inexperienced teachers at high-minority campuses as compared to lower minority campuses, which is higher than the state average of 3%. The district reviews these Equity Plans annually.

As of fall 2021, PfISD employed approximately 3,450 staff, of which 1,514 were teachers. There has been an increase in the number of African American and Asian teachers over the

past five years. Teacher demographics underrepresent nearly all student group demographics at a ratio of about 2:1. Of 48% Hispanic students, 24% of teachers identify as Hispanic; 15% African American students are represented by 9% teachers; and 9% Asian students are represented by 2% teachers. The district's 23% of White students are overrepresented by 62% of teachers identifying as White.

Teachers by Race/Ethnicity in Pflugerville ISD (Source: TEA TAPR 2016-2021, OnDataSuite Fall PEIMS 2021-2022)							
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
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	8.1%	22.8%	64.4%	0.2%	1.7%	0.4%	2.3%
2021-2022	8.9%	24.2%	62.2%	0.4%	2.2%	0.3%	1.8%

For PfISD campus leadership in 2020-2021, both the average years of experience and continued employment with the district are at or above the State rates. For the 2022-2023 school year, there are 2 new elementary school Principals who both previously served as Assistant Principals in the district, and 1 middle school Interim Principal.

Across program areas, resource management and compliance at the campus level is designated to the campus principal. At least 11 current principals are within their first few years or are a newer principal to PfISD which poses challenges given the abundance of tasks and responsibilities principals must learn and manage.

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	7.5	6.4
Average Years Experience of Principals with District	6.5	5.5
Average Years Experience of Assistant Principals	6.2	5.5
Average Years Experience of Assistant Principals with District	4.8	4.8

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.

- Census data used by TEA to determine PfISD's Title I, Part A entitlement indicates a reduction in the population identified as low-income.

- In 2021-2022, 100% of Spanish-English Dual Language classrooms were staffed with highly qualified, bilingual-certified teachers. All Dual Language teachers receive training and direct support from dual language specialists.

- In CTE programs, there is strong representation among male, African American, and Emergent Bilingual students.

- With an average of 11 years experience, current classroom teachers are often tech savvy with popular technologies and willing to implement innovative practices to enhance and improve instruction.

Problem Statements Identifying Demographics Needs

Problem Statement 1: As fewer students are identified as low-income, PfISD will see a decline in its federal entitlement funds (Title I, II, III, IV). **Root Cause:** Fewer families identified in the U.S. Census poverty counts will shift the level of federal ESSA funding proportionally allocated to PfISD.

Problem Statement 2: African American students are disproportionately identified for special education services, over-served with special education minutes, and receiving a disproportionate number of referrals for discipline. **Root Cause:** There are gaps in culturally responsive teaching and responsiveness to student behaviors.

Problem Statement 3: Teacher demographics do not match the student demographics. **Root Cause:** With a limited pool of applicants, there are even fewer qualified and diverse candidates available who represent PfISD's diverse student demographics.

Problem Statement 4: At the beginning of the 2021-2022 school year, 61 English Language Arts teachers of Emergent Bilingual students did not hold required ESL certification. **Root Cause:** PfISD hires between 250 and 350 teachers every year, many of whom don't have their ESL certification either because they are in alternative education programs or because their university education program does not require it.

Problem Statement 5: In CTE programs, there is under-representation among female, Hispanic, White, and Special Education students. **Root Cause:** Lack of awareness regarding CTE programs and related postsecondary/employment opportunities.

Student Learning

Student Learning Summary

2022 Accountability Ratings

Letter grade rating labels of A, B or C were assigned to each district and campus for 2021-2022 school year performance. Under SB 1365, accountability outcomes that calculate to an overall D or F rating have been assigned the rating label of Not Rated for the 2021-2022 school year only. Any TEA-required accountability interventions will still apply to Not Rated campuses in the same manner as if they had received a rating of D or F.

Accountability ratings were based on student performance toward meeting targets in each of the following three domains: (1) Student Achievement; (2) School Progress (a) Academic Growth, (b) Relative Performance; and (C) Closing the Gaps.

For the 2021-2022 school year, as in the 2018-2019 school year, the district received ratings of B: Recognized Performance for each of the three domains, as well as for the overall rating. Ratings for campuses are distributed as follows (**see addendums for complete campus accountability rating details for each domain**):

Overall Campus Ratings: 2019 Compared to 2022								
	A: Exemplary Performance		**B: Recognized Performance**		**C: Acceptable Performance**		**Not Rated (SB 1365)** D: Needs Improvement F: Unacceptable Performance	
	2019	**2022**	2019	**2022**	2019	**2022**	2019	**2022**
Elementary Schools	4	**4**	8	**11**	5	**4**	2	**2**
Middle Schools	0	**1**	3	**1**	2	**4**	1	**1**
High Schools	1	**0**	3	**2**	0	**2**	0	**0**

Of PfISD's 22 Title I campuses being served in the 2022-2023 year, 11 earned an overall rating of B, eight earned a C, one earned a D, and two earned an F.

2022 Distinction Designations

Distinction Designations are awarded to campuses based on advanced level performance measures and other indicators when ranked within the top quartile within a group of forty comparison campuses.

PfISD campuses earned a total of 16 Distinction Designations with River Oaks Elementary and Pflugerville High School earning five each, Copperfield Elementary earning three, and Parmer Lane Elementary, Pflugerville Middle, and Hendrickson High each earning one distinction.

2022 Accountability - District Opportunities for Improvement

The **Closing the Gaps** domain of the accountability system evaluates the performance in achieving Meets Grade Level or above performance on STAAR math and reading, growth in STAAR math and reading, graduation rates, College, Career, and Military Readiness (CCMRs), of specific student groups (racial/ethnic groups, economically disadvantaged,

Emergent Bilingual, student receiving or formerly receiving special education services, and continuously enrolled and non-continuously enrolled students), and English Language Proficiency progress of Emergent Bilingual students. All missed targets in Closing the Gaps must be addressed through District and Campus Improvement Plans. A summary of the district's 2022 Closing the Gaps outcomes is below.

- For reading, 96% of targets were met across growth and outcomes at Meets Grade Level or above performance. Only one reading target was missed for the Asian student group.

- For math, all targets were missed across all student groups for growth as well as for performance at Meets Grade level or above.

- Targets for the average performance across all grade level and subject area STAAR tests (Student Success Status) were missed for 50% of evaluated student groups: Hispanic, Asian, Two or More Races, Economically Disadvantaged, EB, and Current Special Education students

- CCMR targets were met for all student groups except for the Asian student group and for students formerly receiving special education services

- Federal 4-year (Class of 2021) graduation rate targets of:

  ○ 90% were missed for 2 out of 9 student groups: Emergent Bilingual (88.1%) and Current Special Education (77.8%)

  ○ required improvement once the initial 90% target is reached were missed for 4 out of 9 student groups (Class of 2021 rate from Class of 2020 rate): African American (93.3% from 95.0%), Hispanic (93.9% from 95.7%), Asian (94.8% from 98.8%), Economically Disadvantaged (92.1% from 94.5%)

- As state-calculated 4-year graduation rates decrease, annual dropout rates have increased

2022 Closing the Gaps Summary

Student Group	Academic Achievement		Graduation Rate	English Language Proficiency	School Quality
	ELA/Reading	Mathematics			
% of Targets Met	48% (13 out of 27)		33% (3 out of 9)	100% (1 out of 1)	83% (10 out of 12)
All Students	✓	✗	✓	n/a	✓
African American	✓	✗	✗	n/a	✓
Hispanic	✓	✗	✗	n/a	✓
White	✓	✗	✓	n/a	✓
American Indian	✓	✗	n/a	n/a	n/a
Asian	✗	✗	✗	n/a	✗
Pacific Islander	✓	n/a	n/a	n/a	n/a
Two or More Races	✓	✗	✓	n/a	✓
Economically Disadvantaged	✓	✗	✗	n/a	✓
Emergent Bilingual (EB) / English Learners (EL)	✓	✗	✗	✓	✓
Receiving Special Education Services	✓	✗	✗	n/a	✓
Formerly Receiving Special Education Services	✓	✗	n/a	n/a	✗
Continuously Enrolled	✓	✗	n/a	n/a	✓
Non-Continuously Enrolled	✓	✗	n/a	n/a	✓

n/a Indicates data reporting is not applicable for this group or minimum size requirements were not met.

2022 Campuses Identified for School Improvement Interventions

Campuses are also identified for school improvement interventions based on either a domain rating equating to a D or F, or for not meeting student group performance targets in the Closing the Gaps domain. Identified campuses will engage in the Effective Schools Framework (ESF) system for school improvement and develop and implement a Targeted Improvement Plan (TIP) for the 2022-2023 school year. For 2022 performance, 9 campuses have been identified based on state or federal accountability intervention requirements with 2 additional schools with a single-domain rating of Not Rated that will also be included as ESF Schools for the 2022-2023 school year. This is a decrease from 18 ESF Schools in 2018-2019.

Campuses Identified for School Improvement Interventions ("ESF Schools")			
	Comprehensive Support & Improvement Schools (Requires TEA Progress Monitoring)	Targeted Support & Improvement Schools	Not Rated (SB 1365) in Any Domain or Overall D: Needs Improvement F: Unacceptable Performance
Delco Elementary			✓ (district-identified ESF)
Dessau Elementary	✓		✓

Dessau Elementary		✓	✓
Northwest Elementary		✓	✓
Ruth Barron Elementary			✓ (district-identified ESF)
Spring Hill Elementary			✓
Timmerman Elementary		✓	
Dessau Middle	✓		✓
Pflugerville Middle		✓	✓
Westview Middle		✓	✓
Connally High		✓	✓
Weiss High		✓	

2023-2024 Public Education Grant (PEG) List: Dessau Elementary and Westview Middle

In 1995, the Texas Legislature created the Public Education Grant (PEG) program (TEC §§29.201– 29.205). The PEG program permits a parent whose child attends a school on the PEG list to request a transfer to another school within their home district or to a school in a different district.

Campuses that received an overall scaled score below 60 (equating to an overall F rating) in 2022 are placed on the 2023–2024 PEG List. Both Dessau Elementary School and Westview Middle School are on the 2023-2024 PEG List. By February 1, districts must notify each parent assigned to a school on the PEG List. Parents may then request a transfer for the 2023-2024 school year.

2021-2022 District Assessment Outcomes

Prekindergarten students made significant progress throughout the year with 74% performing at Kindergarten readiness levels in math and 55% in reading by the end of the year.

Prekindergarten Results: Ready, Set, K! (RSK!)			
(Levels '3-Set' & '4-Go' Indicating Readiness)			
Mathematics		Emergent Literacy	
BOY	EOY	BOY	EOY
37%	**74%**	20%	**55%**

Kindergarten Readiness Results: TX-KEA Math & Reading								
(Level 'On Track' Indicating Readiness)								
Math		Reading						
		Vocabulary/ Vocabulario		Letter Names/ Nombres de las Letras		Spelling/ Ortografía		
BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
47%	64%	72%	65%	63%	64%	51%	57%

Students in grades 1-9 are assessed at BOY, MOY and EOY with the Star360 math assessments as a universal screener to identify students who are at-risk for math readiness, or who need math intervention. The following chart shows progress from BOY to EOY at the highest outcome (At/Above Benchmark), and at the lowest outcome (Urgent Intervention) for each grade level. The goal is for the percentage of students scoring At/Above Benchmark to increase, coupled with a decrease for students needing Urgent Intervention from the beginning to the end of the school year.

MATH: Star360 Results 2021-2022				
	At/Above Benchmark		Urgent Intervention	
	BOY	EOY	BOY	EOY
1st Grade	70%	82%	7%	5%
2nd Grade	51%	69%	17%	13%
3rd Grade	62%	76%	13%	9%
4th Grade	65%	75%	12%	9%
5th Grade	61%	71%	12%	10%
6th Grade	59%	60%	13%	14%
7th Grade	56%	58%	13%	14%
8th Grade	55%	57%	12%	15%
9th Grade	41%	44%	17%	28%

- At 1st-9th grade, there was improvement at the At/Above Benchmark level from the BOY to EOY of 1-18%.
- At the same time, there were decreases at the Urgent Intervention level across grades 1-5
- However, there were increases from BOY to EOY at the Urgent Intervention level across grades 6-9

For reading, students in grades 1-9 are assessed at BOY, MOY and EOY with TPRI & Tejas LEE (grades 1-2) and with Star360 reading assessments (grades 3-9) as universal screeners to identify students who are at-risk for reading readiness, or who need reading intervention.

READING Results 2021-2022 1st & 2nd Grade: TPRI & Tejas LEE 3rd - 9th Grade: Star360				
	At/Above Benchmark or No Intervention Needed		Urgent Intervention or Significant Intervention Needed	
	BOY	EOY	BOY	EOY
1st Grade	28%	66%	34%	9%

2nd Grade	35%	65%	31%	14%
3rd Grade	46%	57%	25%	21%
4th Grade	52%	58%	23%	18%
5th Grade	45%	52%	22%	19%
6th Grade	49%	46%	19%	23%
7th Grade	47%	43%	21%	25%
8th Grade	39%	40%	23%	23%
9th Grade	39%	39%	26%	25%

- At 1st - 5th & 8th grade, there was improvement at the At/Above Benchmark/No Intervention Needed level from the BOY to EOY of 1-38%. However, there were decreases at this level by the EOY in 6th & 7th grade by 3-4% respectively.
- For the interventions needed levels, there were decreases across 1st-5th & 9th grade by 1-25%. However, there were 4% increases at this level by the EOY in both 6th and 7th grade.

Bilingual & ESL Education Outcomes

One of the goals of the Multilingual Department is for students to read on grade-level and acquire Advanced High levels of English proficiency. Most students in dual language classes read on grade-level according to the bilingual trajectories. In contrast, there is a large number of students who have been in U.S. schools for multiple years, but have not yet attained Advanced High levels of English proficiency.

CTE Participation & Outcomes

CTE course participation at the High School level is above 90%, but does not exceed 31% at the Middle School level. CTE program completion, industry-based certification and college credit attainment is low.

Graduation Rates (State & Federal Rates)

State-calculated 4-year graduation rates across PfISD high schools and the PACE program have decreased over the past two years, while still remaining higher than the overall Region 13 and State graduation rates. Declines in graduation rates are seen across all student groups, with the exception of the White student group, from Class of 2020 to Class of 2021.

Graduation Rates: 4-Year Longitudinal					
(Source: TEA TAPR 2016-2021 -Graduation rates reported in TAPR are a year behind the year; TEA Accountability Reports Class 2021) Official Class of 2022 Graduation Rates will be finalized and reported in Spring 2023					
	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021
State	89.7%	90.0%	90.0%	90.3%	not yet available
Region 13	92.0%	92.6%	92.6%	92.1%	not yet available

PfISD – All Students	97.8%	97.4%	97.9%	96.9%	96.0%
African American	97.4%	97.1%	98.3%	97.1%	**94.8%**
Hispanic	96.8%	97.2%	98.2%	96.6%	**94.9%**
White	99.2%	97.8%	97.4%	96.3%	**98.1%**
Asian	99.3%	98.5%	99.4%	98.8%	**97.6%**
Two or More Races	97.1%	96.2%	92.1%	98.4%	**97.6%**
Special Education	91.9%	86.3%	85.0%	91.0%	**89.4%**
Economically Disadvantaged	96.7%	96.4%	96.9%	95.4%	**93.7%**
Emergent Bilingual	91.2%	97.7%	97.4%	94.2%	**90.0%**

Coupled with the decrease in 4-year graduation rates, are increases in annual dropout rates for students in grades 7-12. Though district dropout rates remain at or below those of the State and Region 13, they have doubled from the prior year at grades 7-8, and have more than tripled at grades 9-12.

Dropout Rates
(Source: TEA TAPR 2016-2021 -Graduation rates reported in TAPR are a year behind the year; TEA Accountability Reports Class 2021)

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Grades 7-8					
State	0.3%	0.4%	0.4%	0.5%	not yet available
Region 13	0.2%	0.1%	0.2%	0.3%	not yet available
PfISD	0.0%	0.1%	0.2%	0.5%	1.0%
Grade 9-12					
State	1.9%	1.9%	1.9%	1.6%	not yet available
Region 13	1.4%	1.3%	1.4%	1.5%	not yet available
PfISD	0.3%	0.1%	0.3%	0.4%	1.3%

Two different graduation rate calculations are used in the accountability system. In the Student Achievement domain, whichever rate is higher from the State-calculated 4-year, 5-year extended, or 6-year extended graduation rate is used in the calculation and comprises 20% of the domain score for high school and districts.

- The state accountability graduation rate calculation excludes students who are court-ordered to attend a high school equivalency certificate program but is not a TxCHSE recipient, a student previously reported as having dropped out, a students whose initial enrollment in U.S. schools in grades 7-12 was as an unschooled refugee or asylee, or a student who is incarcerated in a state jail or federal penitentiary as an adult, is 18 years or older and enrolled and receiving IEP services (IEP Continuers), and students in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district.

However, in the Closing the Gaps domain for federal accountability, only 4-year graduates are considered which only excludes students who are in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district.

- The federal graduation rate interim target is 90% for all student groups
- Once the 90% interim target is met, improvement of 0.1% over the prior year rate must be achieved, or
- Once the 94% long-term target is met, improvement of 0.1% over the Class of 2015 statewide baseline rate must be met

	All Students	African American	Hispanic	White	Asian	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)
Graduation Rate Status (4-Year Federal Rate Calculation: Closing the Gaps)									
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Yes (1)	No	No	Yes (1)	No	Yes (1)	No	No	No
2020 % Graduated	95.9%	95.0%	95.7%	95.3%	98.8%	98.4%	94.5%	92.2%	83.4%
2021 % Graduated	**94.8%**	**93.3%**	**93.9%**	**96.9%**	**94.8%**	**97.6%**	**92.1%**	**88.1%**	**77.8%**
2021 # Graduated	1,717	291	765	409	165	80	666	207	126
2021 Total in Class	1,812	312	815	422	174	82	723	235	162

College, Career, and Military Readiness (CCMRs)

Below are the CCMR outcomes for the Pflugerville ISD graduating Class of 2021.

College, Career, and Military Readiness Details

CCMR Criteria	This District	State
Total credit for CCMR criteria	**61%**	**65%**
Scored at or above the college ready standard on SAT, ACT, TSIA, or earned credit for a college prep course	48%	41%
Met criterion score on AP/IB exam(s)	31%	21%
Earned college credit for a dual credit course	8%	26%
Earned an industry-based certification	6%	19%
Earned a level I or level II certificate	0%	1%
Earned an associate degree	0%	3%
Completed an OnRamps course and qualified for college credit	2%	4%
Graduated with completed individualized education program (IEP) and workforce readiness	3%	2%
Graduated under an advanced diploma plan and identified as a current special education student	4%	4%

2020-2021 Results Driven Accountability (RDA)

The district continues to be engaged in continuous improvement efforts based on the most recently received 2020-2021 RDA results in which the district has been assigned the overall determination level of 2-Needs Assistance for all three evaluated program areas of Special Education, Bilingual & ESL Education, and Other Special Programs (Foster Care, Homeless, and Military-Connected students).

- For students receiving special education services, STAAR outcomes for all subjects (math, reading, science, social studies) at grades 3-8 and EOCs for Algebra I, Biology, English I and English II fell below the RDA state cut-points. Significant disportionality in disciplinary removal rates African American students receiving special education services has also been identified.

- For Emergent Bilingual students, STAAR EOC passing rates fell below the RDA state cut-points for all subjects (Algebra I, Biology, English I, English II, U.S. History).

- For Other Special Programs, STAAR outcomes in grades 3-8 in math and writing fell below the RDA state cut-points.

Student Learning Strengths

- In 2022 accountability, Closing the Gaps,
  - **In reading, 100% of growth targets were met,** and only 1 target at Meets Grade Level or above performance was missed (for the the Asian student group)
  - **Meets Grade Level or Above performance in ELA/Reading: All but one target was exceeded** by a range of 1 - 20%
  - **Growth in ELA/Reading: ALL student group growth targets were exceeded** by a range of 5 - 13%
  - Emergent Bilingual students' **English language proficiency progress target was exceeded by 4%**
  - **College & Career (CCMR) targets for Class of 2021 graduates were met or exceeded across 10 out of 12 student groups.** Targets were exceeded by the highest range by:
    - **the African American student group by 17%**
    - **the Special Education student group by 33%**

- Three of the four Title I campuses that earned a B in Relative Performance (achievement of all students measured relative to economically disadvantaged campus percentages across the state of Texas) also earned Distinction Designations

- 7 fewer campuses are identified for ESF school improvement interventions for the 2022-2023 school year compared to identified campuses in 2018-2019

- Most students in the Dual Language program read on grade-level. Highland Park, which earned the highest overall score for 2022 accountability, is a Dual Language campus. Eight of our 11 Dual Language campuses obtained an overall accountability rating of A or B.

- In 2021-2022, about 30 high school students in the Newcomer Academy were consistently on the A/B Honor Roll.

- Students receiving special education services are provided opportunities that push them to be a part of all aspects of the learning community. The department staff continues to support campus staff with use of best practices for students of disabilities.

- CTE Learners in PfISD outperform PfISD Non-CTE Learners in all federal indicators.

- Students have demonstrated growth in areas such as computational thinking, pattern recognition, decomposition, and algorithms from integrated lessons that focus on computational thinking as observed in daily problem-solving scenarios.

- PfISD campuses earned a total of 16 Distinction Designations based on advanced level performance measures and other indicators when ranked in the top quartile within a group of 40 comparison schools in 2021-2022.

	Distinction Designations						
	Academic Achievement ELA/Rdg	Academic Achievement Math	Academic Achievement Science	Academic Achievement Social Studies	Top 25%: Academic Growth	Top 25% Closing the Gaps	Postsecondary Readiness
Copperfield ES			★			★	★
Parmer Lane ES			★				
River Oaks ES	★		★		★	★	★
Pflugerville MS				★			
Hendrickson HS					★		
Pflugerville HS	★	★	★	★			★

Problem Statements Identifying Student Learning Needs

Problem Statement 1: For Math growth and Math results at Meets Grade Level performance on STAAR (grades 3-8 & Algebra I), all student group targets were missed at the district level for 2021-2022 (Accountability Domain 3: Closing the Gaps). **Root Cause:** Math outcomes have been lagging district-wide for multiple years. Lack of consistency in teaching and learning from school closures and low attendance rates over the recent years have compounded learning loss and and widened achievement gaps in Math.

Problem Statement 2: As state 4-year Graduation Rates have decreased over the last two years, dropout rates for 7th-12th graders have at least doubled. Additionally, Federal 4-year (Class of 2021) Graduation Rate targets were missed for 6 out of 9 evaluated student groups. The Emergent Bilingual student group and the Special Education student group had graduation rates below the 90% target. **Root Cause:** Many students did not consistently attend school, were not engaged, or left PfISD campuses and were not recovered the year following statewide school closures in Spring 2020.

Problem Statement 3: Historically, the achievement gap is widening for students with disabilities on district and state assessments. **Root Cause:** Students may not have access to the general education curriculum for a variety of reasons, and implementation of the curriculum and interventions is not done with fidelity.

Problem Statement 4: There is a lack of consistency in implementation of instructional practices which negatively impacts Emergent Bilingual students' growth in English proficiency and limits their academic success. **Root Cause:** There is a deficit of knowledge and understanding of the language development process, and a subsequent lack of accountability.

Problem Statement 5: The achievement gap across all grades and subjects between the African American and White student groups continues to widen. **Root Cause:** Staff lacks high-quality resources and curriculum to reach the needs of African American students (physical resources, culturally responsive pedagogy, and understanding equity).

Problem Statement 6: Within Accountability Relative Performance, 18 of 22 Title I-served campuses received a C rating or lower, with seven rated D and four rated F. Similarly, only two of 22 Title I schools were rated B in Closing the Gaps, while 16 were rated C and four received Not Rated labels (D or F). **Root Cause:** The general trend in Relative Performance and Closing the Gaps for Title I-served campuses indicates that the use of the additional funds may not have yielded the expected student achievement outcomes.

Problem Statement 7: CTE course participation is very high, but outcomes like industry-based certification, college credit, and program completion lag. **Root Cause:** Based on the high enrollment but low CTE program completion rates represented in the data, there may be issues with data integrity between systems (Schoolinks, Skyward, PEIMS) and system inefficiencies in 4-year planning, course selection, and scheduling. Course completion is related to industry-based certification and college credit attainment in most programs.

District Processes & Programs

District Processes & Programs Summary

Organizational Structure

With a district focus on customer service and a commitment to continuously improve efficiency and systems to better meet the needs of campuses, the district's central organizational structure is regularly evaluated for adjustment. In summer 2022 under the leadership of a new district Chief of Staff and a new Chief Academic and Innovation Officer, the prior organization of four campus learning communities under the leadership of Area Executive Directors was restructured to three Executive Directors supporting principal leadership; two for elementary schools and one for secondary schools.

The district is currently experiencing challenges in finding qualified, diverse candidates to hire and retain in teaching positions as fewer candidates are entering or staying in the teaching profession.

Professional Practices

PfISD believes that comprehensive, on-going professional learning is central to school improvement and student success. High-quality professional learning in PfISD is research-based, data driven, provides follow-up, is flexible to meet learners' needs, and is continuously evaluated for its effectiveness. The district's professional learning plan is supplemented with Title II funds. The district's Professional Learning Steering Committee provides recommendations for the structure of designated professional learning days.

To increase focus on student learning, PfISD began implementing Professional Learning Communities (PLCs) district-wide in all its campuses in 2012-2013. Composed of a collaborative team where teachers work interdependently to achieve common goals linked to the purpose of learning for all students, teachers tailor instruction to ensure that all students master the skills needed before moving on. Teachers collaborate with their campus peers to share best teaching practices, experiences and methods that have proven to be effective.

PfISD has an active site-based decision-making committee known as the District Academic Advisory Council (DAAC), chaired by the Chief Academic and Innovation Officer, with membership consisting of teachers, parents, community members, and business members to provide input and advisory on such requirements as the District Improvement Plan, the district's professional learning plan, the review of dropout rates and dropout prevention, waiver requests to the State, and the district's Parent and Family Engagement Plan (ESSA). Every campus is also supported by their own site-based decision-making committees, termed the Campus Academic Advisory Council (CAAC).

Teacher Incentive Allotment (TIA)

PfISD launched the district-designed system for TEA's Teacher Incentive Allotment (TIA) program with the intent to continue to improve student growth outcomes and teacher effectiveness while providing the opportunity for teachers to earn a monetary incentive. The 2021-2022 school year was PfISD's data collection year where 10 pilot campuses were selected to include TIA-eligibility for their PK-9th grade math and reading teachers to potentially earn a TIA designation of Recognized, Exemplary or Master with an accompanying monetary incentive. For the 2022-2023 school year, campuses identified as TIA-eligible are extended to all PfISD schools.

Curriculum & Instruction

PfISD provides an aligned system of student-first planning that incorporates curriculum, instruction, assessment, and professional learning. The district's commitment to a fully-staffed curriculum and instruction team provides for an appropriate level of campus support to better meet teachers' and students' needs.

PfISD has an internally-developed, aligned and viable curriculum that specifically addresses the unique needs of PfISD students. Through the curriculum management plan, ongoing review and refinement of the curriculum is practice. Within the curriculum, there are vertical alignment documents, year-at-a-glance documents, and unit maps to help teachers and campuses plan their work effectively. Teachers with students needing specialized support can look to the curriculum documents for recommended instructional strategies and materials, including differentiation strategies, as well as alignment of Pre-Advanced Placement courses with Advanced Placement courses. District Formative Assessments aligned to the district curriculum are administered on a 9-week basis to inform refinement of the district curriculum. Additional features are continuously added to district assessments to provide greater accessibility to meet students' needs. The aligned system of accountability, curriculum & instruction and assessment supports the continuous school improvement model.

PfISD's Integration Services Department has joined the Curriculum & Innovation team to better support teaching and learning through instructional technology training and best practices, and collaborative planning with classroom teachers and PLCs to support the implementation of district-maintained technologies and to ensure that the Technology TEKS are taught at every grade level. The team also provides lesson planning support and modeling/co-teaching of curriculum-based technology integration activities, delivery of campus-based professional learning on the integration of digital literacy tools into the curriculum, and incorporation of computational thinking within the content to develop students' computer science knowledge and concepts.

District Assessment System

The Curriculum & Innovation Department reviews the district assessment system annually in response to campus feedback and to streamline assessment tools used, while still meeting state requirements to assess and report the readiness of students in PK - 3rd grade, and of 7th graders who did not pass 6th grade STAAR reading. The need to utilize assessment tools that are aligned across grade levels and designed for screening to identify students who meet at-risk criteria to provide supplemental tiered instructional supports and progress monitoring for students in the PSST/RtI process led to the district-wide implementation of Commissioner-approved math and reading Universal Screeners and readiness assessments across grades PK-9.

Students Identified as At-Risk

PfISD follows the State's fourteen criteria for identifying PK-12 grade students as at-risk for dropping out of school and utilizes State Compensatory Education (SCE) funds to provide supplemental resources to support the reduction in any disparity in performance on assessment instruments or in the rates of high school completion between economically disadvantaged students, at-risk students, and all other students. A change for the 2019-2020 school year as part of HB3 expanded the allowable use of SCE funds and services, no longer restricting the program to only to students who meet one or more of the fourteen state at-risk eligibility criteria, but also now allows use for students who are eligible for the National School Lunch Program as educationally disadvantaged or who are enrolled at a Title I Schoolwide campus.

The district utilizes SCE funds for high school accelerated instruction to support students in passing STAAR EOC exams for graduation, as well as support for the RtI program by allocating intervention teachers to campuses. Principals also receive discretionary SCE funds in their campus budgets to support identified at-risk students, which is generally used for supplemental pay for teachers to provide supplemental accelerated instruction outside of the regular school day to meet students' HB4545 hours, as well as for bus service following extended-day learning. During Spring 2018, campus staffing guidelines, which included allocations for supplemental SCE-funded interventionist positions, were reviewed and adjusted to provide equitable support to campuses. Additionally, many Title I schools utilize their Title I allocations for additional interventionist positions to supplement the district's staffing allocations.

School Social Workers

In many situations when students are at-risk of dropping out of school, it is essential to address social emotional needs for student success. The district's social workers provide families and students with support by mobilizing available resources, fostering positive relationships between family, school and community and developing opportunities for students

to prosper in their educational experiences and beyond. An area of need that school social workers have identified is to address the increase in substance use referrals across the district which has led to an increase in the number of students placed at the DAEP (OC), or who opt to attend at the PACE campus. Campus intervention specific to substance use is minimal for students and families who have been identified as needing intervention, though the smaller learning environments at the OC and PACE campuses allows for the opportunity to achieve school connectedness, which is one of the most important protective factors, in which students believe that adults and peers in their school care about their learning about about them as people.

Special Education

The Special Education Department's processes and procedures are rooted in IDEA, including student's access to a free and appropriate public education. The district's special education programs provide inclusive environments with high quality instruction and support services that enable all students to achieve their full potential in the least restrictive environment. All students in PfISD are served in general education settings to the greatest extent appropriate, receiving appropriately differentiated grade level instruction with research-based, best practice supports and services, bridging students' access to the general education curriculum. All staff facilitate and support instruction and learning of all students and participate in regular professional learning opportunities. The Special Education Department maintains guidelines for student placements (HID, LID, Speech impairment, etc.) and provides ongoing learning for staff. Parents are key members of their child's team and experience proactive, collaborative communication about their student's needs, services, and progress.

Multilingual Instruction

All PfISD campuses offer the English as a Second Language (ESL) program for eligible Emergent Bilingual (EB) students in grade EE-12. Intensive English language instruction is provided by teachers trained in recognizing and working with language differences using the academic and cultural experience of each student as a platform with a focus on learning English for effective participation in other classes. Bilingual education programs are designed to allow English learners who share a common home language to access the State's general curriculum and improve their proficiency of both English and of their native language. PfISD has implemented State-recognized one-way and two-way Spanish-English dual language programs at 11 elementary campuses. The PfISD Vietnamese-English bilingual language program provided at one elementary campus promotes oral language development, and biculturalism for participating students. PfISD utilizes Title III funds for supplemental district-level dual language program specialist positions to provide additional program support at campuses. The district strives to ensure that all teachers are appropriately certified to teach in the respective ESL or bilingual program.

PfISD has welcomed a large number of students from other countries during the past year. High school students have the option to attend the Newcomer Academy at Connally HS. 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.

Gifted and Talented

The district's Gifted and Talented program identifies and supports potentially high academic students and provides them with opportunities that promote academic rigor, depth, and breadth, acceleration and college preparation, independent research, and social and emotional development to nurture the development of their full academic potential.

Advanced Academics

PfISD is committed to the belief that equitable access for all students to advanced academic coursework in a rigorous and challenging curriculum in preparation for postsecondary success should be provided. Based on this premise, all students are highly encouraged to enroll in Advanced, Accelerated, Advanced Placement (AP), Austin Community College (ACC) Dual Credit, and the University of Texas (UT) OnRamps courses offered at their campus. The district continues to seek opportunities to increase the number of students

participating in advanced courses to improve equity of program participation for all students.

PfISD offers accelerated mathematics on all of its middle school campuses through the Accelerated Math Pathway. These courses allow students to be on a track of coursework that research has shown will better prepare them for postsecondary education opportunities and entering the workforce. Students enrolled in Pre-AP Math 6 and Pre-AP Math 7 courses will master all math concepts from the 6th, 7th and 8th grades so that during their final year of middle school, students begin their first high school math course of Algebra I which allows students to enroll in additional, more rigorous math courses during their time in high school. Research shows that students in Central Texas who take higher levels of math coursework have better chances at earning a living wage and completing a postsecondary degree.

Career and Technical Education

PfISD's Career and Technical Education provides career and postsecondary preparation for about 28% of students with CTE programming available at all high schools and middle schools. Students can explore careers in 12 career clusters such as Health Science, Engineering, Automotive Technology, Agriculture, and Information Technology. CTE programs provide students with opportunities to engage with industry experts and/or simulate industry environments while building academic and technical skills, including employability skills. One way that students are connected to the local business community is through the REAL World Pflugerville Career Connection event hosted in the early spring semester when businesses are invited to set up a display and share with small groups of students more about their organization and preparing for success in the industry.

With a continued increase in need for employees in many industries in the region, the goal is to implement programs that are developed through collaboration with postsecondary and industry partners so that all students graduate ready for their next steps and employers have a work-ready pool of candidates in Central Texas. To support this goal and through the continued expansion of course offerings and work-based learning opportunities aligned to industry standards, a P-TECH model for specific courses has been implemented. Through P-TECH, students have the opportunity to earn a high school diploma, an industry-recognized associate degree, and gain relevant work experience in a growing field while enrolled in high school. Providing the opportunity for students to develop specific skills and competencies through P-TECH courses directly translates to the employment needs in high-growth industries in Central Texas, providing a pathway to immediate career opportunities for students.

CTE is complex with compliance, progress monitoring, reporting, funding, and learning outcome components that add to teacher and administrator workload. The CTE leadership team implements communication practices and reporting features that help campuses track students' status and achievement. Forecasting staff, facility, equipment needs, instructional materials, etc. is very challenging based on current district practices for course selection and data tracking.

Fine Arts

PfISD is dedicated to providing all students the opportunity to participate in a highly competitive and comprehensive fine arts extracurricular program by employing dedicated professionals and providing appropriate funding through fairly administered and conducted activities. The district believes that extracurricular activities are a microcosm of society and that through participation in our programs, students will inherently learn life skills enabling them to be productive members of society, capable of managing time, striving to set and obtain goals, and developing an enhanced self-discipline. PfISD is dedicated to the goal of being recognized as a premier fine arts extracurricular program in the state of Texas through the commitments of increasing participation in all activities, offering activities to meet students' needs, providing adequate and equitable funding for all programs, affording all students the opportunity to try out/audition for all activities, recruiting and hiring the best directors/sponsors possible and encouraging continual development, exhibiting outstanding sportsmanship in victory and defeat, developing lifelong skills needed in a competitive society, stressing the importance of excellence in the classroom, as well as in competition, and fielding competitive teams in each category. Elementary music and art are provided across all elementary campuses, with secondary school offerings for band, choir, dance, orchestra, theatre, and visual arts.

Athletics

As an integral part of a successful school program, the PfISD athletics program plays a vital contributing part in the total education system. Athletics programs provide a way for

students to develop into responsible members of society. Participation in athletics develops the bodies and minds of students to high levels of efficiency as well as developing self-confidence and a sense of personal accomplishment through work ethic, teamwork, sportsmanship, integrity, and sacrifice. Numerous sports are offered to secondary students including football, basketball, cheerleading, dance, soccer, powerlifting, cross country, golf, softball, strength & conditioning, tennis, track & field, volleyball, wrestling, baseball, athletic training, ROTC, and swimming & diving. All coaches work within the guidelines of the athletic department to help every athlete succeed and are certified to have completed trainings in Rules Compliance, CPR/AED, and Concussion and Safety per UIL rule. The district stadium has secured a number of business sponsors supporting PfISD's athletics program.

Extended Day Program

PfISD offers the Extended Day Program (EDP) as a tuition-based, licensed childcare operation that services each elementary campus within the district. This campus-based program allows for a seamless transition from the classroom to after school care for students in grades PK-5. The intent of the Extended Day Program is to not only provide a safe environment, but also an atmosphere in which the school experience of the student is enhanced. EDP is owned and operated by the school district and employees of the program work for PfISD.

Summer Programs

PfISD provides State-required summer school programs including PK/K Bilingual & ESL summer school, Extended School Year (ESY) for students receiving special education services, and STAAR EOC accelerated instruction summer school EOCs for graduation, as well as JumpStart programs as supplemental acceleration learning opportunities to close learning gaps. Additionally, middle school course recovery, high school credit recovery, AVID Bridge, and other opportunities are provided as summer programming.

Food and Child Nutrition Services

The district contracts with an external provider for food services. The food services department helps to nurture students' well-being, improve their overall dining experience, and adopt healthy lifestyles by providing nutritious menus, innovative dining environments, and wellness-based education and promotions.

Transportation

PfISD's in-house Transportation Department operates a fleet of air-conditioned buses equipped with seatbelts to ensure that students are transported safely and securely. Each bus is equipped with GPS and cameras, which allows each vehicle to be tracked and monitored at all times. This fleet is also equipped with the latest engine technology, which has allowed PfISD to reduce its carbon footprint through reduced carbon emissions.

Various Department Practices

During the 2017-2018 school year, PfISD school administrators, staff, students, parents, and community members collaborated to create a strategic plan that was approved by the Board of Trustees in May 2018 to guide the district from 2018-2023. Strategies and action plans were identified for the focused areas of teaching and learning, human resources, funding and finance, facilities, and communication. During the 2022-2023 school year, the current plan will be evaluated and a new 5-year strategic plan will be developed.

PfISD's technology infrastructure is robust and continuously enhanced to meet the needs of the district including increased instructional technology integration and a greater number

of assessments administered online. During the 2016-2017 school year, the district deployed several thousand student devices across all campuses to improve instructional opportunities for students. Students gain access to technology through the use of iPads in grades PK-2nd, laptops in grades 3rd-12th, desktops in classrooms, individual student devices, shared labs, and other resources. Many campuses supplement these locally-funded devices with additional laptop carts using their campus Title I funds. During the spring 2020 when teaching and learning shifted to remote means, the district technology department shifted into overdrive to ensure that staff and students were equipped with laptops, training and support for successful online learning and working remotely. Several thousand additional student devices were subsequently purchased including district-issued laptops to all teachers for the first time.

During the 2020-2021 school year, the district replaced both its Student Information System and Business Information System.

To support student transitions from elementary to middle school, and from middle to high school, opportunities are provided for students and parents to visit their future campus to meet with staff and learn about course offerings and campus expectations.

PfISD plans the academic calendar to exceed the state's instructional minutes requirement of 75,600 minutes to ensure a buffer if built in for unanticipated closures due to weather or other emergencies.

PfISD's Health Services Department assists students, staff, and the community in achieving and maintaining optimal health through health promotion and education, disease prevention, and intervention of specific health conditions. Under HB496, the Health & Safety Department in coordination with the PfISD Police Department is working to ensure that district staff receive Stop the Bleed training, as legislatively mandated in response to violent school shootings across the country.

The district's Safety & Emergency Management Department is responsible for mitigation, preparedness, response, and recovery programs. PfISD has emergency preparedness and operations plans, and continually conducts drills and training with staff and students. Partnering with local and regional first responders and emergency management personnel, the district ensures preparedness to provide exceptional service before, during, and after any emergency conditions. Emergency Operations Plans are reviewed annually and updated as necessary. Fire evacuation drills, tornado/severe weather drills, lock-out, and lock-down drills are conducted in accordance with TEC guidelines and Fire Department regulations. Recent safety and security upgrades have been made to the entry vestibules at several campuses. Required intruder audits are being conducted at all campuses.

PfISD is environmentally conscious as evidenced through the use of solar panels, recycling, and the reduction in water usage and electricity.

District Processes & Programs Strengths

- PfISD has a wide range and scope of curriculums, interventions and supports. The professional staff bases curriculum recommendations and supports around research-based practices to meet student needs.

- By participating in campus PLCs, providing coaching in blended learning, and establishing regular needs assessment meetings with the Tech Apps team, the Integrations Services team has facilitated the integration of technology-based lessons in the classroom. K-12 teachers across the district contact the team on a regular basis to establish curriculum planning support.

- The Special Education Department views students as individuals and their program and support is based around their individual needs, as general education students first.

- High school students who are recent immigrants are enrolled at the Newcomer Academy. They receive appropriate instruction and are awarded as many credits as possible based on school records from their home country.

- The new CTE Google Site, campus administrator tracking spreadsheets, and resources for communicating with families and partners help all stakeholders stay updated and engaged in CTE programming and tasks.

- With the implementation of the ARP ESSER grant program in July 2021, the Federal & State Programs department implemented a department tracking & filing system that provides historical and current information about use of funds and their allowability with grant guidelines.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: The district is currently experiencing challenges in finding qualified, diverse candidates to hire and retain in teaching positions. **Root Cause:** Fewer candidates are entering into or staying in the teaching profession.

Problem Statement 2: Campus implementation of departmental processes and procedures is problematic across the district. Though training, guidance and recommendations are given to campus staff, often the staff choose a different approach that is not recommended or best practice. **Root Cause:** Access to campus administrators and teaching staff is limited. It has been difficult to review and train campus staff on processes and procedures developed at the district level. There is little to no accountability for campus staff when they don't follow guidance and/or recommendations.

Problem Statement 3: The amount of professional learning that directly impacts best practices, and research-based supports, tools and strategies that foster student growth is extremely limited. When district staff have an opportunity to provide professional learning, it is limited and time-constrained. **Root Cause:** Access to campus staff is limited. Calendaring more professional learning days for campus staff throughout the year is an expressed need across multiple departments.

Problem Statement 4: Special education teachers do not have the same professional learning content as general education teachers. While special education teachers must support students at the highest levels of intervention through both content and instructional strategies, they receive the least training to be simultaneously successful at both. **Root Cause:** Access to teaching staff to provide quality professional learning is limited. Limitations require department staff need to be creative in scheduling access for professional learning and training.

Problem Statement 5: Not all teachers are familiar with and/or implement the Technology TEKS that are required to be taught at their grade level. Though tools and resources are provided to teach the Technology TEKS, integration of technology in classroom instruction is lacking. **Root Cause:** Teachers need engagement in learning experiences that model technology integration, to then transfer it to their teaching practice.

Problem Statement 6: The CTE Department has concerns about data integrity and the systems in place for 4-year planning and career readiness outcomes (course selection). **Root Cause:** Likely inaccurate data in Skyward, impacting state and federal reporting for program completion. Inefficient use of systems for 4-year planning, postsecondary advising, and course enrollment.

Problem Statement 7: Upon enrollment, Emergent Bilingual students are not always placed at the appropriate campus or grade level in a timely manner. **Root Cause:** There is no centralized authority and location to efficiently enroll and place newcomer students.

Problem Statement 8: Federal program grant management relies heavily on other district departments including Finance and Human Resources. Changes in staffing within those departments challenges timely internal control systems to function at full capacity. **Root Cause:** Some areas of grant program management are people-dependent rather than system dependent.

Problem Statement 9: Communication remains a challenge when teachers are faced with increasing demands on their time. Being purposeful, concise, and timely with relevant resources is a priority but we lack an effective, far-reaching communication method. **Root Cause:** The Integration Services Department has only one primary avenue for disseminating information to campuses through the Campus Digital Literacy Lead (DLL) who, in turn, distributes the communication to their campus staff. Our team needs to establish multiple outlets to reach campus administration and staff.

Perceptions

Perceptions Summary

Student Attendance

Student attendance rates have declined over the past three years. In 2021-2022, grade levels with the lowest overall attendance rates at or below 90% were EE/PK and 9-12. PfISD staffs district-level attendance specialists to support campus staff and leaver teams with student attendance issues including home visits to locate and recover students who have left school.

Student Attendance Rates (Source: TEA TAPR 2016-2021; OnDataSuite Summer PEIMS 2021-2022)						
	2016-2017	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
PfISD	**95.9%**	**95.6%**	**95.7%**	**97.8%**	**95.6%**	**91.8%**
Region 13	95.7%	95.4%	95.6%	98.4%	Not yet available	Not yet available
State	95.7%	95.4%	95.4%	98.3%	Not yet available	Not yet available

Disciplinary Placements - Disproportionality

The district is engaged in continuous improvement efforts within two accountability systems that have identified rates of disproportionality in disciplinary removals among student groups:

- Results Driven Accountability (RDA):
    - African American students receiving special education services: Disciplinary removal rate (to ISS, OSS, OC - DAEP)
        - 2018-2019: First year identified with removals significantly higher than the RDA cut-point of 10%. In PfISD, 74.2% of total special education student disciplinary removals were African American students
        - 2019-2020: The rate reduced to 66.9%
        - 2020-2021: The rate further reduced to 46.3%

- Discipline Data Validation & Monitoring:
    - African American students: Discretionary placements at OC (DAEP) compared to the All Students group rate

There is a disproportionate rate of discretionary DAEP placements for African American students as compared to the All Students group. Over the past nine years, African American students have received discretionary OC placements at a rate of 2.0 to 2.5 times higher that of All Students with about half of the placements due to fighting and the other half due to various Student Code of Conduct violations. Accompanying this disproportionate placement rate, there is also a disproportionate rate of overall disciplinary referrals of African American students compared to the All Students rate.

Discretionary DAEP (OC) Placement Rate in Pflugerville ISD
(Source: TEA DVM Discipline Reports 2012-2019)

	African American	All Students	Disproportionality Rate
2013-2014	3.0%	1.3%	2.3
2014-2015	2.1%	0.9%	2.3
2015-2016	1.0%	0.5%	2.0
2016-2017	1.2%	0.5%	2.4
2017-2018	1.1%	0.4%	2.5
2018-2019	1.2%	0.5%	2.3
2019-2020	0.9%	0.4%	2.5
2020-2021	0.05% (5 or fewer students)	0.02% (5 or fewer students)	2.6 Not identified due to small numbers
2021-2022	1.0%	0.4%	2.6

Compliance and data reviews are conducted annually as required by TEA with continuous improvement efforts to address these disproportionality rates.

Continuous improvement includes the district-wide Positive Behavior Interventions and Supports (PBIS) system with ongoing monitoring and refinement, additional training for consistent implementation of PBIS across campuses, defining and improving the Tier I level of the district-wide behavior support system, training in the development of Behavior Intervention Plans (BIPs), work toward better addressing students' social/emotional needs, implementation of restorative discipline practices at the DAEP and across campuses, and improving systems for documentation retention.

The district continuously works to improve procedures and training to reduce overuse of discipline practices that remove students from the classroom. PfISD staffs district-level behavior specialist positions to support campuses with PBIS systems including social, emotional, communication and behavioral skills, as well as academics. Every campus in PfISD also has a designated Campus Behavior Coordinator.

Staff Engagement

During the fall of the 2019-2020 school year, the district engaged with Upbeat to survey staff district-wide on climate and culture perceptions. Campus principals and district department leaders received the survey results to review, reflect, and create action plans to address areas of need. There was an overall 77% survey participation rate among faculty district-wide. There were 70% or higher positive responses to 15 of the 21 categories surveyed.

Most positive responses:

- 95% Meaningful Work (positive impact on students, society, and colleagues)
- 95% Conscientiousness (personal persistence, working hard, following through, striving for excellence)
- 89% Teachers' Care & Commitment (care about students social and academic wellbeing, continually learning and seeking new ideas, devoted to a high level of instruction)
- 89% Self-Efficacy (feeling successful, ability to deal with challenging or unmotivated students)
- 86% High Academic Expectations (high standards for student work, prioritize helping students meeting challenges and learning goals)

Least positive responses:

Category	Item with Lowest Positive Response
Teacher Influence in School Administration (69%)	56% responded that teachers have influence over hiring of professional staff
Teaching Hiring & Onboarding (66%)	54% responded in agreement that "only really good teachers get hired to work at my school"
Teacher Appreciation (63%)	51% responded in agreement that teachers are fairly rewarded for taking on extra responsibilities at my school
Career Path (57%)	65% responded that they could earn a better salary in a nearby school or school district for doing the same job
Distance (48%)	26% responded that the school where you work is within an hour's drive of where they grew up

Teacher Turnover Rate

The district's teacher turnover rate tends to be higher than the State rate, with the exception of the 2017-2018 school year.

Teacher Turnover Rate for Pflugerville ISD Compared to State (Source: TEA TAPR 2013-2019)								
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Rate – **PfISD**	17.6%	19.2%	18.2%	16.5%	15.2%	17.5%	18.0%	15.1%
Rate - **State**	16.2%	16.6%	16.5%	16.4%	16.6%	16.5%	16.8%	14.3%

Parents/Guardians, Families, and Community Engagement

PfISD provides a wide variety of opportunities for parent, family, and community participation. The Special Education, Multilingual, Advanced Academics, and Student Health Services Departments provide opportunities for parents to connect through advisory groups, support meetings, and transition fairs. The Multilingual Department also utilizes Title III funds to support parents of elementary school students through The Latino Family Literacy Project which teaches parents the importance of establishing a family reading routine with their children and it helps both parents and their children learn English vocabulary together as a family.

The Community Relations Department communicates with a variety of PfISD stakeholders, including parents, students, community members, PfISD staff and more through a strong social media presence, email, texting and call-outs, direct mail, and local news media along with increased video production and publications to promote district events to the greater community. The district's Multilingual Department also supports communications by providing translations in Spanish and Vietnamese.

PfISD develops strong partnerships with a variety of community groups including the Pflugerville Chamber of Commerce, the Pflugerville Community Development Corporation, the Pflugerville Fire Department ESD 2, and others. The district continues its partnerships with various businesses across the area including A+ Credit Union, who offer credit union branches within two of the district's campuses that provide for student employment. The Pflugerville Education Foundation is an integral partner for the success of innovative

district initiatives whose donors include a wide variety of businesses, families, and individuals.

Perceptions Strengths

- 95% of staff survey respondents find their work to be meaningful with a positive impact on students, society, and colleagues

- PfISD provides a wide variety of opportunities for parent, family, and community participation supported at the district level with the continuation of the district Title-IV funded Parent & Family Engagement Coordinator position.

- Among teaching staff, PfISD has a variety of backgrounds and levels of experience resulting in a wide base of content knowledge and expertise.

- PfISD is engaged in a multiple-year plan for training, implementation, and support for Restorative Practices to decrease disciplinary referrals and to address the disproportionality within the current discipline practices to ensure a positive and safe school environment for all students.

- The district's Integration Services Department is adept at sharing information and resources that empower students and staff resulting in an increased level of teacher engagement in the areas of computational thinking and blended learning. Over the past 2 years, there has been increased teacher participation rates in the department's professional learning sessions, department initiatives, and increased requests for instructional technology support.

- By working as a unified team to continuously support students' participation in the Least Restrictive Environment and maintaining access to the general education curriculum, the district's Special Education Department collectively responds to perceptions that students receiving special education services need to be removed from their campus.

- In some schools, there is a campus climate conducive to serving recent immigrants who have a beginner level of English proficiency.

- CTE teachers appreciate the level of district support, collaboration, and student recognition opportunities. Most CTE teachers report good to excellent support at the district level when requesting clarity on communication, who to contact for assistance, and curriculum.

- The Federal & State Programs Department is service-oriented, direct, and compliance-driven.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student attendance rates have declined over the past three years. In 2021-2022, grade levels with the lowest overall attendance rates at or below 90% were EE/PK and 9-12. **Root Cause:** Many students did not consistently attend school since Spring 2020. The district response to student absences became more flexible and tolerant during the height of the pandemic as required for the health and safety of students and staff.

Problem Statement 2: Across two accountability systems, disproportionality in the disciplinary removal rates of African American students has been identified for multiple years. Overall disciplinary referral rates for African American students are also disproportionate to those of other student groups. **Root Cause:** Preemptive, proactive behavior supports are needed. Staff needs support in responding to student behaviors. There may be bias in response to various student behaviors. For African American students receiving special education services, many individual students have multiple removals.

Problem Statement 3: Some campuses and classrooms do not have a culture and climate that is responsive to the needs of Emergent Bilingual (EB) students who are at the Beginner level of English language proficiency. **Root Cause:** Some campuses and teachers are not prepared to provide culturally responsive teaching and believe EB students should be placed and served in isolation (such as EB self-contained classrooms).

Problem Statement 4: Facilities, learning outcomes, work-based learning opportunities, and support at the campus level for CTE programs and teachers varies by campus leading to

inequities. **Root Cause:** Access to campus-level administration and CCA/counseling teams to provide training and support for CTE programs and teachers has been limited.

Problem Statement 5: Most teachers perceive that the Technology Department is able to address all technology-related issues and that once the hardware/software is working, there is not a need to purposefully integrate technology to improve the quality of instruction. We need to shift this plug-and-play mindset to meaningfully and purposefully teaching technology skills and how they are used in the real world. **Root Cause:** Most teachers don't have the experience or training in blended learning. There is a lack of exposure to examples of effective technology integration through blended learning. Current district professional learning focuses on instruction and assessment of core subject areas, but there is little to no inclusion of blended learning resources that target those focus areas.

Problem Statement 6: The Federal & State Programs can be direct and seem inflexible when implementing compliance driven requirements and documentation. **Root Cause:** Coordination across multiple district departments is inconsistent in implementing and following federal compliance requirements from public notices to procurement because of the nuance and differences between local procedures and federal requirements.

Problem Statement 7: The Special Education Department appears to be reactive in their responses, and it has been challenging to be on the front-end of concerns that arise. **Root Cause:** Building capacity at the campus level is needed.

Goals

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

Performance Objective 1: By February 2023, PfISD's system of the Teacher Incentive Allotment (TIA) program will be fully approved by TEA. As a result, by September 2023, eligible pilot-year teachers who are identified through PfISD's TIA system will be awarded designations of Recognized, Exemplary or Master by TEA. Additionally, National Board Certified teachers will also earn a Recognized designation by TEA.

Evaluation Data Sources: TIA Designation Report (Sept/Oct 2023)

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

Performance Objective 2: By August 2023, 100% of teachers will provide professional development feedback and 80% of teachers will demonstrate evidence of implementation of professional learning practices.

Evaluation Data Sources: Upbeat staff survey results, professional learning survey results, walkthrough data reports, student performance data

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

Performance Objective 3: By June 2023, the district's culture and climate survey will indicate an 85% or better positive employee engagement score.

Evaluation Data Sources: Upbeat survey results, increased staff retention rate

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

Performance Objective 4: By August 2023, the PfISD teacher retention rate will exceed the State of Texas' teacher retention rate.

Evaluation Data Sources: Human resources data sets, Texas Education Agency teacher retention data sets

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

Performance Objective 1: By June 2023, all student groups will demonstrate a 12% increase in Meets Grade Level performance and meet all Closing the Gaps Academic Achievement targets in STAAR Math tests across 3rd-8th grade and Algebra I EOC.

Improved STAAR outcomes at each performance level will be:
-Approaches: 78%
-Meets: 50%
-Masters: 25%

The percent of 3rd grade students that score Meets Grade Level or above on STAAR Math will increase from 44% in Spring 2022 to 50% in June 2023 and to 51% by June 2024.

HB3 Goal

Evaluation Data Sources: 2023 STAAR math results
2023 Closing the Gaps outcomes

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

Performance Objective 2: By June 2023, all student groups will demonstrate a 7% increase in Meets Grade Level performance and meet all Closing the Gaps Academic Achievement targets in STAAR Reading Language Arts (RLA) tests across 3rd-8th grade and English I & English II EOCs .

Improved outcomes at each performance level will be:
-Approaches: 80%
-Meets: 60%
-Masters: 30%

The percent of 3rd grade students that score Meets Grade Level or above on STAAR Reading Language Arts tests will increase to 54% in June 2023 to 55% by June 2024. These goals are set above the Board-approved HB3 goals, as PfISD met the remaining goals with 53% of 3rd grade students at Meets Grade Level in June 2022.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Reading Language Arts (RLA) results
2023 Closing the Gaps outcomes

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

Performance Objective 3: By June 2023, STAAR Science achievement across 5th grade, 8th grade, and Biology EOC will reflect a 6% increase in Meets Grade Level performance.

Improved outcomes at each performance level will be:
-Approaches: 78%

-Meets: 51%
-Masters: 25%

> **Evaluation Data Sources:** 2023 STAAR science results

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

Performance Objective 4: By June 2023, STAAR Social Studies achievement across 8th grade & U.S. History EOC will reflect a 6% increase in Meets Grade Level performance.

Improved outcomes at each performance level will be:
-Approaches: 82%
-Meets: 56%
-Masters: 36%

> **Evaluation Data Sources:** 2023 STAAR social studies results

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

Performance Objective 1: The percentage of graduates that meet the criteria for College Career Military Readiness (CCMR) will increase to 72% by June 2023 and to 75% by June 2024.

> **HB3 Goal**
>
> **Evaluation Data Sources:** TEA 2023 accountability results (Class of 2022 CCMR graduates) (goal of 72%);
> TEA 2024 accountability results (Class of 2023 CCMR graduates) (goal of 75%)

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

Performance Objective 2: By September 2023, all student groups will meet or exceed federal 4-year Graduation Rate targets in Closing the Gaps, with an overall rate of 96%.

> **Evaluation Data Sources:** Texas Education Agency 2023 accountability results (for Class of 2022 4-year graduates)
>
> Specific student group outcomes expected for groups not meeting 90% target for Class of 2021 graduates:
> - Emergent Bilingual (Current & Monitored): 92.3%
> - Special Education (Current): 90%

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By September 2023, all Pflugerville ISD campuses will receive an accountability rating of C (acceptable performance) or better in all accountability domains and all Pflugerville ISD campuses earning a B or better in 2022 accountability domains will maintain or improve.

    Evaluation Data Sources: September 2023 Texas Education Agency Accountability Ratings

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: By June 2023, Pflugerville ISD will reduce the disproportionality rates in student group placements at the district alternative education program (DAEP), out of school suspension (OSS), and in school suspension (ISS).

    Evaluation Data Sources: Disciplinary placement/classroom removal rates
    TEA reports from Results Driven Accountability (RDA) and Discipline Data Reporting Compliance

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Completed By	Completed On
Bullying Prevention	Executive Director of Student Affairs	8/16/2022	Christy Fox	8/15/2022
Coordinated Health Program	Chief Academic & Innovation Officer	8/16/2022	Christy Fox	8/15/2022
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Affairs	8/16/2022	Christy Fox	8/15/2022
Decision-Making and Planning Policy Evaluation	Chief Academic & Innovation Officer	8/16/2022	Christy Fox	8/15/2022
Dropout Prevention	Executive Director of Secondary Schools	8/16/2022	Christy Fox	8/15/2022
Dyslexia Treatment Program	Executive Director of Special Programs	8/16/2022	Christy Fox	8/15/2022
Title I, Part C Migrant	Director of Federal & State Programs	8/16/2022	Christy Fox	8/15/2022
Pregnancy Related Services	Social Worker Coordinator	8/16/2022	Christy Fox	8/15/2022
Post-Secondary Preparedness	Chief Academic & Innovation Officer	8/16/2022	Christy Fox	8/15/2022
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	8/16/2022	Christy Fox	8/15/2022
Sexual Abuse and Maltreatment of Children	Chief Human Resources Officer	8/16/2022	Christy Fox	8/15/2022
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management.	8/16/2022	Christy Fox	8/15/2022
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Student Affairs	8/16/2022	Christy Fox	8/15/2022
Texas Behavior Support Initiative (TBSI)	Executive Director of Student Affairs	8/16/2022	Christy Fox	8/15/2022
Technology Integration	Chief Academic & Innovation Officer	8/16/2022	Christy Fox	8/15/2022
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	8/16/2022	Christy Fox	8/15/2022

Addendums

2022 ACTUAL TEA Accountability Ratings

	Student Achievement Domain (Domain 1)			School Progress, Academic Growth (Domain 2, Part A)			School Progress, Relative Performance (Domain 2, Part B)				Closing the Gaps (Domain 3)			Overall Rating		State Accountability Intervention Requirements	Federal Accountability Intervention Requirements	Academic Achievement ELA/Rdg	Academic Achievement Math	Academic Achievement Science	Academic Achievement Social Studies	Top 25%: Academic Growth	Top 25%: Closing the Gaps	Postsecondary Readiness
	Raw Score	Scaled Score	Rating	Raw Score	Scaled Score	Rating	Raw Score (from Domain 1)	% Eco Dis (Fall PEIMS)	Scaled Score	Rating	Raw Score	Scaled Score	Rating	Overall Score	Rating									
District		Overall: 87	B	Math: 66 Rdg: 76 71	82	B	54	45.7%	81	B	62	80	B	85	B									
STAAR Performance	47	79																						
CCMRs (Class 2021 - TEA CCMR Verifier)	61	90																						
Graduation Rate (6-yr Extended; Class 2019)	99.3	95																						
Brookhollow ES	49	77	C	Math: 73 Rdg: 85 79	86	B	49	46.5%	72	C	67	75	C	83	B									
Caldwell ES	42	71	C	Math: 77 Rdg: 81 79	86	B	42	58.9%	67	D - Not Rated: SB1365	74	77	C	83	B									
Carpenter ES	53	80	B	Math: 85 Rdg: 84 84	91	A	53	27.7%	63	D - Not Rated: SB1365	96	92	A	91	A									
Copperfield ES	44	72	C	Math: 83 Rdg: 76 80	88	B	44	86.0%	80	B	88	83	B	87	B				★				★	★
Dearing ES	52	79	C	Math: 57 Rdg: 87 72	75	C	52	52.5%	80	B	48	70	C	77	C									
Delco ES: ESF School	40	69	D - Not Rated: SB1365	Math: 79 Math: 79 79	86	B	40	92.5%	75	C	71	76	C	83	B	D in any Domain								
Dessau ES: ESF School PEG List Campus for 2023-2024 School Year	25	51	F - Not Rated: SB1365	Math: 59 Rdg: 64 61	58	F - Not Rated: SB1365	25	73.3%	51	F - Not Rated: SB1365	16	51	F - Not Rated: SB1365	56	F - Not Rated: SB1365	F in any Domain & F Overall	Comprehensive Support & Improvement							
Highland Park ES	63	91	A	Math: 78 Rdg: 78 78	85	B	63	34.7%	84	B	99	98	A	93	A									
Mott ES	53	80	B	Math: 84 Rdg: 85 84	89	B	53	18.4%	58	F - Not Rated: SB1365	92	87	B	88	B									
Murchison ES	67	92	A	Math: 77 Rdg: 91 84	91	A	67	11.6%	74	C	93	88	B	91	A									
Northwest ES: ESF School	37	64	D - Not Rated: SB1365	Math: 70 Rdg: 84 77	83	B	37	72.0%	63	D - Not Rated: SB1365	70	76	C	81	B	D in any Domain	Targeted Support & Improvement							
Parmer Lane ES	46	74	C	Math: 78 Rdg: 82 80	88	B	46	60.2%	75	C	79	78	C	85	B				★					
Pflugerville ES	45	73	C	Math: 80 Rdg: 87 83	91	A	45	57.4%	72	C	76	77	C	87	B									
Riojas ES	52	79	C	Math: 59 Rdg: 81 70	72	C	52	27.0%	60	D - Not Rated: SB1365	58	73	C	77	C									
River Oaks ES	46	74	C	Math: 90 Rdg: 82 86	92	A	46	79.2%	81	B	87	82	B	89	B			★		★		★	★	★
Rowe Lane ES	64	91	A	Math: 81 Rdg: 83 82	90	A	64	13.0%	70	C	97	94	A	92	A									
Ruth Barron ES: ESF School	33	58	F - Not Rated: SB1365	Math: 84 Rdg: 75 79	86	B	33	77.3%	58	F - Not Rated: SB1365	61	73	C	82	B	F in any Domain								
Spring Hill ES: ESF School	37	64	D - Not Rated: SB1365	Math: 73 Rdg: 58 66	65	D - Not Rated: SB1365	37	71.8%	63	D - Not Rated: SB1365	37	65	D - Not Rated: SB1365	65	D - Not Rated: SB1365	D in any Domain & D Overall								
Timmerman ES: ESF School	41	70	C	Math: 71 Rdg: 74 72	75	C	41	61.3%	67	D - Not Rated: SB1365	57	72	C	74	C		Targeted Support & Improvement							
Wieland ES	47	75	C	Math: 75 Rdg: 82 79	86	B	47	60.7%	77	C	83	79	C	84	B									
Windermere ES	48	76	C	Math: 71 Rdg: 79 75	80	B	48	52.8%	74	C	69	75	C	79	C									

Letter Grade Definitions: A = Exemplary Performance   B = Recognized Performance   C = Acceptable Performance   D = In Need of Improvement   F = Unacceptable Performance

2022 ACTUAL TEA Accountability Ratings

	Student Achievement Domain (Domain 1)			School Progress, Academic Growth (Domain 2, Part A)			School Progress, Relative Performance (Domain 2, Part B)				Closing the Gaps (Domain 3)			Overall Rating		State Accountability Intervention Requirements	Federal Accountability Intervention Requirements	**Distinction Designations**						
	Raw Score	Scaled Score	Rating	Raw Score	Scaled Score	Rating	Raw Score (from Domain 1)	% Eco Dis (Fall PEIMS)	Scaled Score	Rating	Raw Score	Scaled Score	Rating	Overall Score	Rating			Academic Achievement ELA/Rdg	Academic Achievement Math	Academic Achievement Science	Academic Achievement Social Studies	Top 25%: Academic Growth	Top 25% Closing the Gaps	Postsecondary Readiness
Bohls MS	46	77	C	Math: 65 Rdg: 78 71	79	C	46	44.1%	70	C	54	76	C	78	C									
Cele MS	62	91	A	Math: 77 Rdg: 82 79	89	B	62	20.7%	75	C	96	96	A	93	A									
Dessau MS: ESF School	31	59	F - Not Rated: SB1365	Math: 60 Rdg: 75 67	72	C	31	68.5%	58	F - Not Rated: SB1365	28	70	C	71	C	F in any Domain	Comprehensive Support & Improvement							
Kelly Lane MS	61	90	A	Math: 70 Rdg: 80 75	84	B	61	20.0%	72	C	77	84	B	88	B									
Park Crest MS	44	75	C	Math: 59 Rdg: 73 66	70	C	44	43.4%	63	D - Not Rated: SB1365	47	75	C	75	C									
Pflugerville MS: ESF School	40	72	C	Math: 58 Rdg: 70 64	66	D - Not Rated: SB1365	40	54.6%	66	D - Not Rated: SB1365	45	74	C	73	C	D in any Domain	Targeted Support & Improvement					⭐		
Westview MS: ESF School **PEG List Campus for 2023-2024 School Year**	30	58	F - Not Rated: SB1365	Math: 52 Rdg: 69 61	59	F - Not Rated: SB1365	30	76.3%	59	F - Not Rated: SB1365	26	68	D - Not Rated: SB1365	59	F - Not Rated: SB1365	D or F in any Domain & F Overall	Targeted Support & Improvement							
Hendrickson HS		Overall: 92	A	Math: 70 Rdg: 75 74	84	B	62	22.4%	76	C	73	81	B	89	B							⭐		
STAAR Performance	59	89																						
CCMRs (Class 2021 - TEA CCMR Verifier)	64	91																						
Graduation Rate (5-yr Extended; Class 2020)	100	100																						
Connally HS: ESF School		Overall: 74	C	Math: 21 Rdg: 70 52	57	F - Not Rated: SB1365	40	62.4%	71	C	14	62	D - Not Rated: SB1365	70	C	D in any Domain	Targeted Support & Improvement							
STAAR Performance	34	59																						
CCMRs (Class 2021 - TEA CCMR Verifier)	46	78																						
Graduation Rate (6-yr Extended; Class 2019)	98.8	95																						
Pflugerville HS		Overall: 87	B	Math: 42 Rdg: 74 67	76	C	57	45.4%	82	B	67	79	C	85	B			⭐	⭐	⭐	⭐			⭐
STAAR Performance	47	75																						
CCMRs (Class 2021 - TEA CCMR Verifier)	67	92																						
Graduation Rate (6-yr Extended; Class 2019)	100	100																						
Weiss HS: ESF School		Overall: 77	C	Math: 43 Rdg: 69 61	68	D - Not Rated: SB1365	53	36.6%	75	C	46	74	C	76	C		Targeted Support & Improvement							
STAAR Performance	44	72																						
CCMRs (Class 2021 - TEA CCMR Verifier)	61	90																						
Graduation Rate (4-yr; Class 2021)	87.0	60																						

Letter Grade Definitions:

A = Exemplary Performance B = Recognized Performance C = Acceptable Performance D = In Need of Improvement F = Unacceptable Performance

Texas Education Agency
2022 Closing the Gaps
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

Calculation Report

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	13	27	48%	50%	24.0
Graduation Status	3	9	33%	10%	3.3
ELP Status	1	1	100%	10%	10.0
School Quality Status	10	12	83%	30%	24.9
Closing the Gaps Score					**62**

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	**44%**	**32%**	**37%**	**60%**	**43%**	**74%**	**45%**	**56%**	**33%**	**29%**	**19%**	**36%**	**46%**	**42%**		
Target Met	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**No**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**		
% at Meets GL Standard or Above	53%	42%	45%	70%	50%	70%	64%	62%	38%	37%	20%	52%	56%	45%		
# at Meets GL Standard or Above	8,176	1,031	3,448	2,351	16	846	16	464	2,646	1,638	413	171	6,070	2,106		
Total Tests (Adjusted)	15,533	2,457	7,666	3,377	32	1,217	25	747	6,929	4,432	2,062	326	10,801	4,732		
Mathematics Target	**46%**	**31%**	**40%**	**59%**	**45%**	**82%**	**50%**	**54%**	**36%**	**40%**	**23%**	**44%**	**47%**	**45%**		
Target Met	**No**	**No**	**No**	**No**	**No**	**No**		**No**	**No**	**No**	**No**	**No**	**No**	**No**		
% at Meets GL Standard or Above	38%	24%	30%	54%	28%	67%	40%	46%	25%	31%	16%	41%	42%	29%		
# at Meets GL Standard or Above	4,895	479	1,892	1,523	7	682	8	301	1,483	1,116	268	110	3,764	1,131		
Total Tests (Adjusted)	12,841	1,998	6,280	2,838	25	1,020	20	653	5,835	3,630	1,709	271	8,966	3,875		
Total Indicators															**13**	**27**
Growth Status																
ELA/Reading Target	**66%**	**62%**	**65%**	**69%**	**67%**	**77%**	**67%**	**68%**	**64%**	**64%**	**59%**	**65%**	**66%**	**67%**		
Target Met	**Yes**	**Yes**	**Yes**	**Yes**		**Yes**		**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**		
Academic Growth Score	76%	75%	75%	79%	59%	82%	71%	76%	73%	75%	68%	77%	77%	75%		
Growth Points	5,941.0	879.0	2,809.0	1,419.0	9.5	535.0	8.5	280.0	2,459.5	1,613.5	677.0	130.0	4,351.0	1,590.0		
Total Tests	7,781	1,179	3,761	1,794	16	649	12	368	3,381	2,164	1,000	169	5,656	2,125		
Mathematics Target	**71%**	**67%**	**69%**	**74%**	**71%**	**86%**	**74%**	**73%**	**68%**	**68%**	**61%**	**70%**	**71%**	**70%**		
Target Met	**No**	**No**	**No**	**No**		**No**		**No**	**No**	**No**	**No**	**No**	**No**	**No**		
Academic Growth Score	66%	64%	63%	69%	61%	79%	68%	69%	62%	64%	57%	69%	66%	64%		
Growth Points	4,624.0	674.0	2,220.0	1,065.5	8.5	415.5	7.5	230.5	2,039.5	1,407.0	557.0	104.5	3,332.5	1,291.5		
Total Tests	7,035	1,059	3,547	1,539	14	528	11	334	3,275	2,207	984	152	5,021	2,014		
Total Indicators															**12**	**24**

Texas Education Agency
2022 Closing the Gaps
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met	Yes (1)	No	No	Yes (1)		No		Yes (1)	No	No	No					
2020 % Graduated	95.9%	95.0%	95.7%	95.3%	-	98.8%	-	98.4%	94.5%	92.2%	83.4%					
2021 % Graduated	94.8%	93.3%	93.9%	96.9%	*	94.8%	*	97.6%	92.1%	88.1%	77.8%					
2021 # Graduated	1,717	291	765	409	*	165	*	80	666	207	126					
2021 Total in Class	1,812	312	815	422	*	174	*	82	723	235	162					
Total Indicators															3	9
English Language Proficiency Status																
Target										36%						
Target Met										Yes						
TELPAS Progress Rate										40%						
TELPAS Progress										1,884						
TELPAS Total										4,734						
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	Yes	Yes	No	Yes	Yes	No	Yes	No	No	No	No	Yes	Yes	No		
STAAR Component Score	47	37	40	61	48	65	52	54	35	36	20	50	50	40		
% at Approaches GL Standard or Above	72%	61%	66%	85%	74%	87%	86%	79%	61%	61%	36%	78%	75%	64%		
% at Meets GL Standard or Above	46%	35%	38%	63%	48%	68%	54%	55%	32%	33%	19%	47%	50%	38%		
% at Masters GL Standard	22%	14%	16%	35%	22%	41%	17%	28%	13%	14%	6%	24%	25%	17%		
Total Tests	38,095	6,084	18,722	8,246	81	3,000	65	1,868	16,990	10,607	5,027	774	26,561	11,534		
Total Indicators															7	14
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	Yes	Yes	Yes	Yes		No		Yes	Yes	Yes	Yes	No	Yes	Yes		
% Students Meeting CCMR	57%	48%	51%	69%	*	69%	*	65%	47%	30%	60%	33%	60%	43%		
# Students Meeting CCMR	1,075	154	430	306	*	126	*	54	362	91	119	11	921	154		
Total Students	1,885	320	851	442	*	182	*	83	766	299	197	33	1,528	357		
Total Indicators															10	12
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	80%	76%	82%	79%	69%	84%	70%	74%	82%	88%	78%	83%	81%	80%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
# Participants	13,224	1,962	6,733	2,845	25	1,073	23	558	6,476	4,383	1,677	212	8,980	4,244		
Total Tests	16,440	2,570	8,181	3,588	36	1,271	33	756	7,922	4,999	2,152	256	11,146	5,294		
Mathematics																
% Participation	79%	76%	81%	79%	73%	82%	68%	75%	80%	84%	77%	81%	79%	79%		
# Participants	10,748	1,616	5,328	2,455	22	814	19	491	5,236	3,288	1,346	167	7,302	3,446		
Total Tests	13,556	2,127	6,611	3,102	30	996	28	659	6,509	3,919	1,751	205	9,187	4,369		
					Participation 2021-22											
Target	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**		
ELA/Reading																
% Participation	98%	98%	98%	98%	100%	100%	100%	99%	98%	99%	97%	98%	99%	98%		
# Participants	16,799	2,606	8,446	3,521	33	1,349	26	787	7,363	5,149	2,207	359	11,176	5,623		
Total Tests	17,090	2,663	8,594	3,590	33	1,355	26	797	7,508	5,212	2,267	365	11,340	5,750		
Mathematics																
% Participation	98%	98%	98%	99%	100%	99%	100%	99%	98%	99%	98%	99%	99%	98%		
# Participants	13,655	2,121	6,726	2,959	26	1,093	20	687	6,063	3,961	1,791	297	9,124	4,531		
Total Tests	13,904	2,172	6,857	3,004	26	1,105	20	697	6,196	4,020	1,835	300	9,262	4,642		

*   Indicates results are masked due to small numbers to protect student confidentiality.

**   When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

\+   Ever HS EB/ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

-    Indicates there are no students in the group.

Early Childhood Literacy Board Outcome Goal - DISTRICT

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 48% to 52% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
48%	49%	50%	51%	52%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	31%	42%	62%	n/a	57%	n/a	58%	23%	35%	31%	40%	51%	38%
2021	32%	43%	63%	n/a	58%	n/a	59%	24%	36%	32%	41%	52%	39%
2022	35%	44%	64%	n/a	59%	n/a	60%	26%	37%	35%	43%	53%	40%
2023	38%	46%	65%	n/a	60%	n/a	61%	30%	39%	38%	45%	54%	43%
2024	42%	48%	66%	n/a	61%	n/a	62%	34%	42%	42%	48%	55%	46%

Data Source: TAPR 2018-19 District STAAR Performance Report - Grade 3 Reading at Meets Grade Level or Above - District accountability subset

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

Early Childhood Literacy Progress Measure 1 - DISTRICT

The percent of PreK students that score on grade level or above in Reading (Emergent Literacy) on the Ready, Set, K! assessment will increase from 47% to 51% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
47%	48%	49%	50%	51%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	52%	41%	60%	n/a	51%	n/a	41%	25%	47%	n/a	44%	n/a	n/a
2021	53%	42%	61%	n/a	52%	n/a	42%	26%	48%	n/a	45%	n/a	n/a
2022	54%	43%	62%	n/a	53%	n/a	43%	28%	49%	n/a	46%	n/a	n/a
2023	55%	45%	63%	n/a	54%	n/a	45%	30%	50%	n/a	48%	n/a	n/a
2024	56%	47%	65%	n/a	55%	n/a	47%	34%	51%	n/a	50%	n/a	n/a

Data Source: Ready, Set, K! 2019-20 3rd Nine Weeks Assessment - Emergent Literacy Domain - Average Score per Domain - Raw Score of 3 and above meets competency - All students tested (where they were view)
Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

Early Childhood Literacy Progress Measure 2

The percent of Kindergarten students that score on grade level or above in Reading on the TX-KEA assessment will increase from 65% to 69% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
65%	66%	67%	68%	69%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	56%	60%	79%	n/a	78%	n/a	71%	38%	57%	n/a	57%	n/a	n/a
2021	57%	61%	80%	n/a	79%	n/a	72%	39%	58%	n/a	58%	n/a	n/a
2022	58%	62%	81%	n/a	80%	n/a	73%	40%	59%	n/a	59%	n/a	n/a
2023	60%	64%	82%	n/a	81%	n/a	75%	42%	60%	n/a	60%	n/a	n/a
2024	62%	66%	83%	n/a	82%	n/a	76%	45%	62%	n/a	62%	n/a	n/a

Data Source: MOY Star Early Literacy At/Above Benchmark level averaged with TejasLEE Band 1 or 2 levels pulled for Eduphoria - All students tested (where they were view)
Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

Early Childhood Literacy Progress Measure 3

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the TPRI, Tejas LEE, Star 360, and STAAR Reading assessments will increase from 61% to 65% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
61%	62%	63%	64%	65%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	49%	56%	71%	n/a	72%	n/a	68%	25%	50%	n/a	56%	n/a	n/a
2021	50%	57%	72%	n/a	73%	n/a	69%	26%	51%	n/a	57%	n/a	n/a
2022	51%	58%	73%	n/a	74%	n/a	70%	28%	52%	n/a	58%	n/a	n/a
2023	53%	60%	74%	n/a	75%	n/a	71%	30%	55%	n/a	60%	n/a	n/a
2024	55%	62%	75%	n/a	76%	n/a	72%	34%	58%	n/a	62%	n/a	n/a

Data Source: Eduphoria - Grade 3 Reading STAAR, Eng & Sp versions combined, district accountability subset - Grade 1 & 2 MOY Star 360 Reading, all students tested - Grade 1 & 2 MOY TejasLEE, all students tested (where they were view)
Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

Early Childhood Math Board Outcome Goal - DISTRICT

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 47% to 51% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
47%	48%	49%	50%	51%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	29%	38%	64%	n/a	69%	n/a	58%	26%	32%	29%	40%	51%	37%
2021	30%	39%	65%	n/a	70%	n/a	59%	27%	31%	30%	41%	52%	38%
2022	31%	40%	66%	n/a	71%	n/a	60%	28%	32%	31%	42%	53%	39%
2023	34%	42%	67%	n/a	72%	n/a	61%	31%	35%	34%	44%	54%	41%
2024	37%	44%	68%	n/a	73%	n/a	62%	34%	38%	37%	46%	55%	43%

Data Source: TAPR 2018-19 District STAAR Performance Report - Grade 3 Mathematics at Meets Grade Level or Above - District accountability subset
Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a'

Early Childhood Math Progress Measure 1

The percent of PreK students that score on grade level or above in math on the Ready, Set, K! assessment will increase from 67% to 71% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
67%	68%	69%	70%	71%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	73%	63%	74%	n/a	70%	n/a	74%	54%	67%	n/a	63%	n/a	n/a
2021	74%	64%	75%	n/a	71%	n/a	75%	58%	68%	n/a	64%	n/a	n/a
2022	75%	65%	76%	n/a	72%	n/a	76%	62%	69%	n/a	65%	n/a	n/a
2023	76%	67%	77%	n/a	73%	n/a	77%	66%	71%	n/a	66%	n/a	n/a
2024	77%	69%	78%	n/a	74%	n/a	78%	70%	73%	n/a	67%	n/a	n/a

Data Source: Ready, Set, K! 2019-20 3rd Nine Weeks Assessment - Mathematics Domain - Average Score per Domain - Raw Score of 3 and above meets competency - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

Early Childhood Math Progress Measure 2

The percent of Kindergarten students that score on grade level or above in math on the TX-KEA assessment will increase from 51% to 55% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
51%	52%	53%	54%	55%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	41%	44%	65%	n/a	61%	n/a	57%	26%	42%	n/a	41%	n/a	n/a
2021	42%	45%	66%	n/a	62%	n/a	58%	27%	43%	n/a	42%	n/a	n/a
2022	43%	46%	67%	n/a	63%	n/a	59%	28%	44%	n/a	43%	n/a	n/a
2023	45%	47%	68%	n/a	64%	n/a	60%	31%	46%	n/a	45%	n/a	n/a
2024	48%	49%	69%	n/a	65%	n/a	61%	33%	48%	n/a	48%	n/a	n/a

Data Source: 2020 MOY Star Early Literacy (Early Numeracy) averaged with TEMI-PM levels pulled for Eduphoria - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

Early Childhood Math Progress Measure 3

The percent of 1st through 3rd grade students that score on grade level or above in math on the STAAR and Star 360 Mathematics assessments will increase from 69% to 73% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
69%	70%	71%	72%	73%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	59%	62%	79%	n/a	84%	n/a	74%	40%	58%	n/a	63%	n/a	n/a
2021	60%	63%	80%	n/a	85%	n/a	75%	41%	59%	n/a	64%	n/a	n/a
2022	61%	64%	81%	n/a	86%	n/a	76%	42%	60%	n/a	65%	n/a	n/a
2023	63%	66%	82%	n/a	87%	n/a	77%	44%	61%	n/a	66%	n/a	n/a
2024	65%	68%	83%	n/a	88%	n/a	78%	46%	62%	n/a	67%	n/a	n/a

Data Source: Eduphoria - Grade 3 Math STAAR, Eng & Sp versions combined, district accountability subset - Grade 1 & 2 MOY Star 360 Math, all students tested - Grade 1 TEMP-PM, all students tested (2nd Grade did not take the TEMI-PM. They took Star 360 in English for Math) (where they were view)

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

CCMR Board Outcome Goal - DISTRICT

The percentage of graduates that meet the criteria for CCMR will increase from 69% to 75% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
69%	70%	71%	72%	75%

Yearly Target Goals -- by Student Group
(Student Achivement Domain 1 Calculations for Each Student Group Evaluated in Closing the Gaps)

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL (Current)	Cont. Enrolled	Non-Cont. Enrolled
2020	59%	65%	78%	70%	87%	n/a	77%	51%	60%	n/a	45%	n/a	n/a
2021	60%	66%	79%	71%	88%	n/a	78%	52%	61%	n/a	46%	n/a	n/a
2022	61%	67%	80%	72%	89%	n/a	79%	53%	62%	n/a	47%	n/a	n/a
2023	63%	69%	81%	73%	90%	n/a	80%	56%	64%	n/a	51%	n/a	n/a
2024	65%	71%	82%	74%	91%	n/a	81%	59%	66%	n/a	55%	n/a	n/a

Data Source for Yearly Target Goals 2020: From TEA PfISD District 2018-2019 TAPR pg. 17 for Class of 2018 College, Career, and Military Ready Graduates (Student Achievement - Domain 1), rounded to the nearest whole number

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

CCMR Progress Measure 1 - DISTRICT

The percent of CCMR graduates that meet the threshold as COLLEGE-READY will increase from 58% to 63% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
58%	59%	60%	61%	63%

Yearly Target Goals -- by Student Group
(Student Achivement Domain 1 Calculations for Each Student Group Evaluated in Closing the Gaps)

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL (Current)	Cont. Enrolled	Non-Cont. Enrolled
2020	44%	52%	70%	60%	84%	n/a	70%	5%	48%	n/a	27%	n/a	n/a
2021	45%	53%	71%	61%	85%	n/a	71%	12%	49%	n/a	28%	n/a	n/a
2022	46%	54%	72%	62%	86%	n/a	72%	19%	50%	n/a	29%	n/a	n/a
2023	48%	56%	73%	63%	87%	n/a	73%	26%	52%	n/a	30%	n/a	n/a
2024	51%	58%	74%	64%	88%	n/a	74%	33%	54%	n/a	33%	n/a	n/a

Data Source for Yearly Target Goals 2020: From TEA PfISD District 2018-2019 TAPR pg. 17 for Class of 2018 College Ready Graduates (Annual Graduates; Student Achievement - Domain 1), rounded to the nearest whole number

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

CCMR Progress Measure 2 - DISTRICT

The percent of CCMR graduates that meet the threshold as CAREER-READY will increase from 26% to 36% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
26%	28%	30%	33%	36%

Yearly Target Goals -- by Student Group
(Student Achivement Domain 1 Calculations for Each Student Group Evaluated in Closing the Gaps)

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL (Current)	Cont. Enrolled	Non-Cont. Enrolled
2020	26%	25%	25%	20%	35%	n/a	28%	50%	25%	n/a	23%	n/a	n/a
2021	28%	28%	28%	24%	38%	n/a	31%	51%	28%	n/a	27%	n/a	n/a
2022	30%	30%	30%	28%	41%	n/a	34%	52%	30%	n/a	31%	n/a	n/a
2023	33%	33%	33%	31%	44%	n/a	38%	54%	33%	n/a	35%	n/a	n/a
2024	36%	36%	36%	35%	47%	n/a	42%	56%	36%	n/a	39%	n/a	n/a

Data Source for Yearly Target Goals 2020: From TEA PfISD District 2018-2019 TAPR pg. 17 for Class of 2018 Career/Military Reading Graduates with Military-Ready Graduates subtracted (Annual Graduates; Student Achievement - Domain 1); rounded to the nearest whole number

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

CCMR Progress Measure 3 - DISTRICT

The percent of CCMR graduates that meet the threshold as MILITARY-READY will increase from 1.6% to 5% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
1.6%	2.45%	3.30%	4.15%	5%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL (Current)	Cont. Enrolled	Non-Cont. Enrolled
2020	1.6%	1.6%	1.8%	0.0%	0.8%	n/a	0.0%	0.8%	1.0%	n/a	0.0%	n/a	n/a
2021	2.45%	2.45%	2.60%	1.25%	1.85%	n/a	1.25%	1.85%	2.00%	n/a	1.25%	n/a	n/a
2022	3.30%	3.30%	3.40%	2.50%	1.05%	n/a	2.50%	1.05%	3.00%	n/a	2.50%	n/a	n/a
2023	4.15%	4.15%	4.20%	3.75%	3.95%	n/a	3.75%	3.95%	4.00%	n/a	3.75%	n/a	n/a
2024	5.00%	5.00%	5.00%	5.00%	5.00%	n/a	5.00%	5.00%	5.00%	n/a	5.00%	n/a	n/a

Data Source for Yearly Target Goals 2020: From TEA PfISD District 2018-2019 TAPR pg. 18 for Class of 2018 U.S Armed Forces Enlistment (Annual Graduates) (Annual Graduates; Student Achievement - Domain 1)

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

STAAR Performance Standards

Approaches Grade Level **is defined as the minimum passing standard**

Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level

Did Not Meet Grade Level	This performance category applies to students scoring below Approaches Grade Level. **Students at this level <u>have</u> <u>not</u> <u>passed</u>** since performance at this level indicates a **student is unlikely to succeed in the next grade or course without significant, ongoing academic intervention**. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.
Approaches Grade Level	A student achieving Approaches Grade Level is **likely to succeed in the next grade or course with targeted academic intervention**. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. Students at this level have <u>met the assessment requirements</u> for purposes of Student Success Initiative grade promotion and graduation and are considered to have met at least the **MINIMUM PASSING STANDARD**.
Meets Grade Level	**Students at this performance level have a high likelihood of success** in the next grade or course but **may still need some short-term, targeted academic intervention**. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.
Masters Grade Level	TEA expects students at Masters Grade Level to **succeed in the next grade or course with little or no academic intervention**. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

2022 Final Math & Reading STAAR Results – Grade 3

All results included with the exception of STAAR Alt-2
Source: TEA Analytic Portal (https://txreports.emetric.net/)

Grade 3 MATH

	Math - 2018			Math - 2019				Math - 2021			Math - 2022		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approx. Participation	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	77%	45%	22%	78%	47%	24%		61%	29%	14%	70%	41%	20%
Region 13	77%	48%	24%	78%	49%	27%		61%	31%	15%	71%	43%	22%
District - PfISD	77%	47%	23%	78%	46%	24%	81%	62%	29%	14%	71%	44%	23%
Brookhollow ES	77%	45%	32%	64%	29%	6%	67%	49%	17%	4%	65%	42%	22%
Caldwell ES	72%	31%	16%	83%	50%	28%	89%	59%	29%	19%	69%	44%	20%
Carpenter ES											90%	70%	38%
Copperfield ES	80%	48%	14%	82%	55%	23%	81%	62%	21%	10%	71%	30%	14%
Dearing ES	84%	60%	16%	83%	50%	16%	89%	62%	31%	21%	71%	40%	30%
Delco ES							96%	56%	19%	9%	70%	29%	3%
Dessau ES	60%	29%	14%	56%	23%	6%	82%	46%	14%	3%	56%	19%	9%
Highland Park ES	90%	74%	49%	92%	70%	41%	92%	86%	50%	28%	85%	68%	39%
Mott ES	75%	50%	25%	80%	47%	22%	80%	67%	32%	10%	75%	44%	27%
Murchison ES	97%	71%	48%	90%	69%	42%	74%	80%	51%	24%	90%	67%	42%
Northwest ES	65%	32%	7%	68%	33%	18%	88%	54%	21%	10%	52%	31%	7%
Parmer Lane ES	72%	46%	24%	72%	30%	14%	89%	66%	25%	11%	68%	34%	18%
Pflugerville ES	85%	56%	26%	77%	40%	20%	82%	43%	15%	4%	66%	36%	16%
Riojas ES	95%	64%	35%	88%	64%	39%	81%	72%	43%	24%	80%	57%	37%
River Oaks ES	74%	29%	17%	71%	38%	15%	65%	42%	6%	0%	79%	43%	16%
Rowe Lane ES	88%	59%	26%	89%	64%	39%	67%	86%	53%	30%	78%	56%	32%
Ruth Barron ES	88%	55%	25%	76%	31%	15%	92%	28%	6%	2%	54%	28%	8%
Spring Hill ES	57%	32%	14%	74%	33%	15%	78%	48%	16%	10%	55%	33%	16%
Timmerman ES	72%	37%	17%	67%	39%	20%	90%	41%	16%	7%	58%	26%	11%
Wieland ES	82%	50%	30%	71%	39%	26%	81%	67%	22%	13%	80%	48%	26%
Windermere ES	69%	36%	10%	82%	49%	25%	72%	66%	27%	16%	50%	27%	7%

Grade 3 READING

	Reading - 2018			Reading - 2019			Approx. Participation	Reading - 2021			Reading - 2022		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level		Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	76%	41%	24%	75%	43%	27%		66%	37%	19%	75%	50%	30%
Region 13	78%	45%	28%	76%	47%	31%		69%	43%	24%	78%	54%	35%
District - PfISD	79%	45%	27%	77%	47%	30%	81%	69%	41%	22%	76%	53%	33%
Brookhollow ES	73%	43%	31%	78%	29%	15%	67%	62%	30%	15%	78%	54%	37%
Caldwell ES	68%	40%	29%	80%	48%	33%	89%	62%	32%	17%	75%	51%	20%
Carpenter ES											81%	65%	42%
Copperfield ES	70%	32%	19%	79%	53%	45%	81%	69%	41%	21%	67%	41%	25%
Dearing ES	86%	51%	26%	74%	44%	25%	89%	66%	39%	23%	82%	63%	42%
Delco ES							99%	61%	26%	15%	56%	24%	16%
Dessau ES	67%	29%	16%	54%	22%	10%	84%	61%	24%	13%	47%	28%	11%
Highland Park ES	89%	59%	42%	85%	58%	41%	93%	87%	58%	37%	92%	71%	47%
Mott ES	78%	44%	29%	84%	53%	38%	80%	82%	53%	25%	86%	58%	34%
Murchison ES	92%	62%	39%	91%	69%	51%	71%	78%	56%	34%	93%	74%	48%
Northwest ES	60%	17%	8%	62%	32%	24%	88%	56%	40%	14%	62%	36%	21%
Parmer Lane ES	80%	54%	34%	80%	47%	20%	89%	75%	47%	25%	72%	48%	37%
Pflugerville ES	93%	53%	32%	84%	52%	26%	82%	57%	30%	8%	61%	41%	17%
Riojas ES	93%	76%	46%	90%	65%	45%	81%	84%	48%	30%	85%	63%	43%
River Oaks ES	74%	32%	17%	59%	29%	16%	65%	52%	24%	12%	79%	46%	31%
Rowe Lane ES	94%	61%	45%	90%	65%	44%	67%	95%	70%	39%	86%	68%	48%
Ruth Barron ES	82%	39%	19%	65%	34%	19%	90%	50%	17%	8%	65%	36%	16%
Spring Hill ES	73%	41%	24%	74%	43%	25%	78%	51%	31%	20%	65%	41%	30%
Timmerman ES	75%	34%	18%	63%	35%	21%	89%	49%	26%	11%	72%	44%	30%
Wieland ES	76%	44%	24%	71%	44%	31%	83%	51%	26%	9%	86%	66%	42%
Windermere ES	75%	35%	20%	79%	45%	30%	71%	78%	49%	18%	66%	41%	22%

2022 Final Math & Reading STAAR Results – Grade 4

All results included with the exception of STAAR Alt-2
Source: TEA Analytic Portal (https://txreports.emetric.net/)

Grade 4 MATH

	Math - 2018			Math - 2019				Math - 2021			Math - 2022		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approx. Participation	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	77%	47%	26%	74%	46%	27%		58%	34%	21%	68%	41%	22%
Region 13	77%	48%	28%	74%	48%	30%		59%	35%	21%	68%	42%	25%
District - PfISD	78%	49%	27%	73%	46%	29%	81%	56%	33%	20%	66%	42%	23%
Brookhollow ES	70%	40%	21%	55%	31%	17%	74%	56%	31%	21%	71%	28%	5%
Caldwell ES	72%	37%	17%	67%	34%	18%	86%	40%	13%	6%	61%	35%	16%
Carpenter ES											77%	61%	34%
Copperfield ES	61%	31%	12%	68%	36%	19%	75%	32%	14%	6%	59%	42%	17%
Dearing ES	75%	35%	17%	71%	42%	21%	79%	74%	46%	26%	62%	39%	23%
Delco ES							97%	49%	24%	8%	53%	19%	8%
Dessau ES	63%	25%	12%	59%	25%	14%	82%	29%	5%	3%	31%	11%	4%
Highland Park ES	91%	82%	58%	91%	78%	58%	84%	71%	46%	29%	85%	64%	45%
Mott ES	87%	64%	37%	78%	53%	32%	82%	53%	28%	18%	80%	59%	34%
Murchison ES	93%	71%	48%	93%	73%	59%	77%	79%	62%	44%	75%	54%	37%
Northwest ES	64%	29%	16%	46%	23%	11%	93%	26%	6%	3%	53%	25%	11%
Parmer Lane ES	87%	56%	31%	81%	54%	32%	92%	54%	27%	18%	61%	35%	15%
Pflugerville ES	77%	48%	27%	83%	56%	33%	92%	62%	33%	13%	68%	37%	14%
Riojas ES	87%	54%	28%	83%	53%	30%	76%	72%	41%	24%	69%	47%	26%
River Oaks ES	73%	39%	16%	74%	39%	30%	71%	57%	27%	16%	64%	38%	17%
Rowe Lane ES	94%	67%	42%	91%	69%	48%	63%	76%	55%	40%	87%	64%	38%
Ruth Barron ES	84%	48%	22%	84%	59%	29%	97%	32%	14%	4%	62%	35%	6%
Spring Hill ES	75%	47%	21%	56%	31%	17%	83%	48%	27%	11%	45%	20%	7%
Timmerman ES	58%	30%	10%	44%	19%	13%	82%	64%	33%	16%	46%	20%	9%
Wieland ES	84%	57%	32%	66%	41%	25%	89%	52%	37%	26%	55%	27%	18%
Windermere ES	81%	59%	36%	83%	50%	36%	75%	62%	53%	38%	84%	62%	37%

Grade 4 READING

	Reading - 2018			Reading - 2019				Reading - 2021			Reading - 2022		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approx. Participation	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	71%	44%	23%	73%	42%	21%		62%	35%	17%	76%	52%	28%
Region 13	74%	48%	27%	75%	46%	25%		63%	38%	20%	77%	56%	32%
District - PfISD	77%	49%	25%	75%	45%	24%	81%	59%	34%	17%	74%	53%	31%
Brookhollow ES	83%	48%	16%	69%	31%	15%	74%	62%	29%	14%	79%	60%	32%
Caldwell ES	75%	45%	22%	62%	36%	11%	85%	48%	24%	10%	64%	40%	23%
Carpenter ES											76%	60%	34%
Copperfield ES	71%	36%	17%	73%	36%	17%	74%	43%	17%	8%	64%	45%	28%
Dearing ES	72%	41%	14%	71%	37%	23%	79%	71%	35%	17%	82%	66%	41%
Delco ES							97%	60%	28%	11%	71%	38%	19%
Dessau ES	60%	30%	12%	54%	23%	9%	79%	30%	8%	7%	47%	28%	12%
Highland Park ES	89%	73%	47%	87%	67%	42%	82%	77%	51%	22%	87%	72%	46%
Mott ES	79%	48%	24%	82%	59%	29%	82%	59%	35%	14%	86%	67%	35%
Murchison ES	89%	66%	38%	93%	71%	49%	76%	78%	56%	36%	85%	67%	52%
Northwest ES	64%	25%	15%	55%	20%	7%	93%	33%	17%	3%	70%	53%	21%
Parmer Lane ES	85%	64%	30%	84%	57%	32%	92%	61%	41%	16%	78%	53%	33%
Pflugerville ES	75%	56%	30%	82%	53%	26%	92%	52%	29%	15%	70%	38%	21%
Riojas ES	90%	60%	31%	86%	56%	26%	76%	70%	48%	18%	86%	62%	36%
River Oaks ES	72%	35%	18%	76%	39%	18%	69%	49%	37%	16%	66%	44%	27%
Rowe Lane ES	89%	62%	37%	96%	65%	40%	62%	74%	43%	29%	90%	75%	43%
Ruth Barron ES	83%	43%	21%	72%	37%	17%	96%	42%	15%	8%	57%	30%	13%
Spring Hill ES	70%	47%	17%	66%	34%	17%	83%	61%	26%	15%	42%	18%	11%
Timmerman ES	70%	42%	15%	58%	25%	14%	84%	61%	24%	11%	59%	43%	18%
Wieland ES	76%	52%	27%	73%	43%	23%	85%	61%	41%	27%	63%	37%	18%
Windermere ES	82%	58%	37%	82%	50%	26%	73%	66%	41%	26%	80%	62%	40%

2022 Final Math, Reading & Science STAAR Results – Grade 5

All results included with the exception of STAAR Alt-2
Source: TEA Analytic Portal (https://txreports.emetric.net/)

Grade 5 MATH	Math - 2018			Math - 2019				Math – 2021			Math - 2022		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approx. Participation	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	84%	56%	29%	83%	55%	35%		69%	42%	24%	75%	46%	24%
Region 13	85%	57%	31%	83%	57%	37%		69%	44%	25%	74%	45%	24%
District - PfISD	86%	57%	32%	85%	57%	36%	84%	67%	42%	25%	72%	40%	20%
Brookhollow ES	87%	63%	28%	89%	49%	37%	78%	72%	45%	30%	79%	33%	16%
Caldwell ES	91%	51%	27%	88%	63%	37%	85%	70%	42%	26%	63%	29%	10%
Carpenter ES											69%	40%	21%
Copperfield ES	73%	45%	21%	76%	42%	22%	81%	65%	32%	20%	72%	50%	26%
Dearing ES	92%	60%	38%	76%	50%	33%	82%	68%	42%	25%	73%	30%	18%
Delco ES							100%	62%	37%	19%	85%	54%	22%
Dessau ES	75%	42%	23%	70%	36%	19%	93%	34%	9%	2%	43%	16%	4%
Highland Park ES	88%	60%	37%	87%	62%	36%	95%	77%	57%	33%	83%	57%	30%
Mott ES	92%	54%	26%	92%	67%	41%	85%	69%	44%	23%	72%	37%	18%
Murchison ES	92%	77%	57%	95%	80%	63%	81%	90%	76%	56%	90%	68%	45%
Northwest ES	63%	22%	10%	72%	36%	21%	90%	49%	22%	18%	40%	17%	5%
Parmer Lane ES	94%	67%	32%	94%	45%	26%	92%	50%	16%	5%	68%	36%	16%
Pflugerville ES	94%	65%	32%	91%	53%	41%	88%	86%	51%	28%	74%	44%	19%
Riojas ES	97%	80%	52%	98%	78%	55%	84%	85%	59%	34%	77%	29%	8%
River Oaks ES	82%	50%	30%	87%	52%	28%	86%	45%	25%	10%	70%	36%	22%
Rowe Lane ES	95%	74%	46%	96%	91%	65%	73%	92%	65%	44%	85%	61%	35%
Ruth Barron ES	75%	40%	13%	89%	53%	30%	96%	40%	13%	5%	63%	31%	16%
Spring Hill ES	82%	61%	34%	88%	58%	31%	86%	68%	39%	22%	74%	44%	16%
Timmerman ES	78%	39%	12%	72%	36%	17%	70%	45%	34%	15%	65%	39%	19%
Wieland ES	87%	54%	27%	82%	52%	35%	81%	56%	42%	21%	75%	42%	21%
Windermere ES	91%	58%	35%	81%	45%	24%	65%	64%	33%	16%	57%	23%	7%

Grade 5 READING

	Reading - 2018			Reading - 2019			Reading - 2021				Reading - 2022		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approx. Participation	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	78%	51%	25%	77%	51%	28%		72%	45%	30%	80%	56%	36%
Region 13	80%	56%	30%	79%	55%	33%		75%	50%	34%	81%	59%	40%
District - PfISD	83%	58%	28%	81%	55%	30%	84%	74%	48%	31%	80%	56%	36%
Brookhollow ES	85%	67%	30%	87%	51%	33%	78%	73%	48%	31%	87%	54%	33%
Caldwell ES	77%	52%	21%	81%	57%	34%	85%	72%	41%	28%	73%	47%	30%
Carpenter ES											86%	61%	40%
Copperfield ES	78%	48%	21%	78%	42%	20%	81%	69%	43%	25%	63%	42%	18%
Dearing ES	84%	58%	27%	74%	50%	26%	81%	71%	45%	21%	91%	59%	39%
Delco ES							100%	66%	43%	19%	84%	53%	26%
Dessau ES	74%	41%	18%	63%	36%	14%	93%	40%	14%	5%	66%	38%	22%
Highland Park ES	91%	60%	40%	90%	68%	43%	94%	84%	58%	38%	90%	70%	43%
Mott ES	89%	71%	33%	89%	62%	41%	85%	81%	57%	44%	82%	58%	36%
Murchison ES	91%	76%	43%	92%	72%	49%	81%	91%	78%	60%	94%	82%	60%
Northwest ES	59%	34%	14%	58%	30%	13%	90%	62%	32%	22%	60%	43%	18%
Parmer Lane ES	86%	71%	43%	94%	74%	45%	92%	78%	52%	21%	89%	61%	32%
Pflugerville ES	97%	71%	35%	87%	62%	34%	88%	80%	49%	37%	86%	62%	42%
Riojas ES	91%	68%	38%	88%	67%	31%	84%	84%	60%	39%	85%	62%	44%
River Oaks ES	73%	52%	28%	66%	41%	13%	86%	63%	31%	20%	65%	45%	33%
Rowe Lane ES	93%	72%	36%	96%	73%	45%	72%	89%	67%	46%	88%	68%	53%
Ruth Barron ES	73%	41%	15%	87%	51%	21%	96%	53%	26%	13%	63%	30%	13%
Spring Hill ES	78%	50%	23%	79%	39%	15%	85%	68%	32%	15%	71%	48%	25%
Timmerman ES	77%	49%	14%	71%	44%	21%	73%	59%	35%	14%	74%	51%	30%
Wieland ES	83%	45%	25%	78%	55%	27%	81%	65%	40%	23%	81%	54%	35%
Windermere ES	85%	65%	36%	85%	56%	35%	75%	84%	53%	37%	72%	54%	38%

Grade 5 SCIENCE

	Science - 2018			Science - 2019			Science - 2021				Science - 2022		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approx. Participation	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	75%	39%	16%	73%	47%	23%		60%	29%	12%	65%	37%	17%
Region 13	76%	42%	18%	73%	48%	24%		63%	33%	14%	66%	38%	18%
District - PfISD	76%	42%	17%	74%	47%	23%	84%	62%	31%	13%	62%	34%	15%
Brookhollow ES	85%	54%	24%	79%	56%	33%	77%	73%	33%	14%	75%	40%	18%
Caldwell ES	79%	40%	19%	77%	51%	26%	86%	66%	37%	14%	57%	31%	8%
Carpenter ES											58%	29%	9%
Copperfield ES	73%	36%	11%	75%	41%	17%	82%	57%	25%	15%	59%	24%	10%
Dearing ES	77%	34%	13%	68%	36%	19%	79%	53%	27%	9%	66%	39%	15%
Delco ES							97%	39%	10%	1%	64%	21%	4%
Dessau ES	61%	24%	11%	56%	25%	6%	94%	34%	7%	1%	29%	5%	1%
Highland Park ES	84%	51%	24%	82%	50%	20%	92%	68%	35%	16%	74%	49%	23%
Mott ES	79%	40%	12%	80%	53%	23%	84%	72%	37%	15%	67%	40%	18%
Murchison ES	86%	53%	19%	90%	76%	51%	82%	91%	64%	37%	90%	63%	36%
Northwest ES	62%	24%	7%	47%	22%	11%	90%	41%	14%	8%	36%	20%	5%
Parmer Lane ES	86%	56%	29%	82%	57%	25%	91%	41%	14%	4%	55%	27%	16%
Pflugerville ES	75%	46%	12%	82%	56%	28%	86%	65%	30%	10%	63%	30%	17%
Riojas ES	82%	54%	24%	83%	58%	29%	84%	81%	49%	16%	65%	30%	11%
River Oaks ES	68%	42%	21%	63%	36%	19%	86%	33%	10%	4%	48%	22%	12%
Rowe Lane ES	93%	60%	24%	91%	71%	43%	73%	89%	56%	28%	82%	53%	27%
Ruth Barron ES	65%	29%	8%	78%	39%	15%	96%	37%	9%	2%	37%	7%	2%
Spring Hill ES	60%	35%	15%	66%	33%	6%	85%	54%	14%	5%	64%	29%	11%
Timmerman ES	73%	30%	6%	55%	28%	6%	79%	53%	30%	15%	66%	34%	18%
Wieland ES	67%	29%	8%	72%	39%	26%	78%	52%	18%	8%	50%	29%	15%
Windermere ES	81%	55%	29%	70%	43%	21%	77%	69%	34%	15%	57%	34%	21%

2022 Final Math & Reading STAAR Results – Grade 6

All results included with the exception of STAAR Alt-2
Source: TEA Analytic Portal (https://txreports.emetric.net/)

Grade 6 MATH

	Math - 2018			Math - 2019			Approx. Participation	Math - 2021			Math - 2022		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level		Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	76%	43%	17%	79%	45%	20%		66%	34%	14%	72%	37%	15%
Region 13	76%	44%	19%	79%	46%	21%		65%	34%	13%	71%	38%	16%
District - PfISD	76%	44%	17%	81%	48%	21%	76%	66%	33%	11%	72%	39%	15%
Bohls MS											69%	32%	11%
Cele MS	80%	50%	20%	86%	48%	17%	81%	74%	41%	14%	88%	61%	26%
Dessau MS	66%	24%	7%	66%	33%	10%	72%	50%	17%	3%	59%	24%	3%
Kelly Lane MS	91%	65%	25%	89%	66%	37%	83%	79%	50%	21%	87%	59%	31%
Park Crest MS	79%	47%	18%	89%	61%	26%	69%	67%	31%	8%	73%	33%	9%
Pflugerville MS	72%	38%	15%	77%	41%	17%	64%	65%	28%	7%	70%	36%	10%
Westview MS	61%	27%	6%	72%	29%	9%	83%	50%	17%	3%	51%	16%	7%
*Windermere ES	100%	100%	86%	100%	100%	95%	80%	100%	100%	92%	100%	94%	83%

WES students tested in 6th grade math: 22 in 2018; 21 in 2019; 12 in 2021; 18 in 2022

Grade 6 READING

	Reading - 2018			Reading - 2019			Approx. Participation	Reading - 2021			Reading - 2022		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level		Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	66%	36%	18%	66%	35%	17%		61%	31%	14%	69%	42%	22%
Region 13	68%	41%	22%	68%	40%	20%		63%	34%	17%	70%	45%	26%
District - PfISD	67%	39%	18%	68%	38%	17%	76%	63%	31%	15%	70%	44%	24%
Bohls MS											71%	45%	26%
Cele MS	73%	45%	20%	75%	42%	19%	81%	74%	38%	19%	85%	60%	39%
Dessau MS	50%	21%	8%	45%	18%	5%	71%	43%	15%	5%	51%	24%	13%
Kelly Lane MS	86%	58%	29%	83%	51%	25%	86%	77%	44%	26%	90%	67%	38%
Park Crest MS	72%	39%	19%	77%	45%	20%	68%	60%	32%	15%	73%	42%	21%
Pflugerville MS	64%	37%	17%	63%	36%	17%	66%	62%	26%	14%	63%	36%	16%
Westview MS	50%	26%	9%	58%	28%	9%	84%	50%	19%	6%	50%	24%	11%

2022 Final Math & Reading STAAR Results – Grade 7

All results included with the exception of STAAR Alt-2
Source: TEA Analytic Portal (https://txreports.emetric.net/)

Grade 7 MATH

	Math - 2018			Math - 2019				Math - 2021			Math - 2022		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approx. Participation	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	71%	38%	17%	73%	41%	16%		54%	25%	11%	59%	29%	12%
Region 13	67%	35%	15%	69%	36%	12%		49%	22%	9%	56%	26%	11%
District - PfISD	63%	24%	4%	58%	17%	1%	70%	31%	6%	1%	42%	13%	3%
Bohls MS											48%	16%	2%
Cele MS	79%	41%	8%	72%	22%	2%	66%	47%	9%	1%	77%	37%	9%
Dessau MS	44%	9%	2%	43%	9%	1%	61%	29%	4%	0%	29%	2%	0%
Kelly Lane MS	77%	33%	6%	73%	29%	2%	88%	49%	14%	4%	69%	27%	6%
Park Crest MS	71%	28%	5%	64%	23%	2%	57%	16%	1%	0%	35%	10%	3%
Pflugerville MS	65%	25%	3%	50%	12%	1%	71%	17%	1%	0%	31%	7%	2%
Westview MS	37%	3%	0%	47%	7%	1%	77%	12%	0%	0%	24%	5%	1%

Grade 7 READING

	Reading - 2018			Reading - 2019				Reading - 2021			Reading - 2022		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approx. Participation	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	72%	45%	27%	74%	47%	28%		68%	44%	25%	78%	54%	37%
Region 13	73%	50%	32%	74%	50%	32%		68%	45%	27%	79%	58%	41%
District - PfISD	72%	48%	28%	73%	47%	27%	66%	65%	42%	25%	78%	55%	38%
Bohls MS											81%	63%	43%
Cele MS	77%	54%	31%	81%	57%	32%	65%	75%	52%	26%	91%	76%	59%
Dessau MS	52%	31%	15%	56%	26%	10%	66%	52%	32%	16%	65%	33%	19%
Kelly Lane MS	88%	64%	44%	88%	66%	43%	79%	78%	53%	35%	92%	74%	58%
Park Crest MS	81%	58%	35%	79%	53%	30%	49%	61%	43%	29%	77%	55%	33%
Pflugerville MS	66%	40%	21%	68%	41%	23%	65%	60%	39%	21%	73%	43%	31%
Westview MS	59%	33%	18%	60%	33%	16%	75%	46%	22%	13%	66%	39%	21%

2022 Final Math, Reading, Science & Social Studies STAAR Results – Grade 8

All results included with the exception of STAAR Alt-2
Source: TEA Analytic Portal (https://txreports.emetric.net/)

Grade 8 MATH

	Math - 2018			Math - 2019			Approx. Participation	Math - 2021			Math - 2022		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level		Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	78%	49%	15%	81%	55%	16%		60%	35%	10%	70%	38%	13%
Region 13	81%	56%	21%	83%	60%	24%		61%	37%	12%	72%	43%	18%
District - PfISD	83%	54%	16%	84%	54%	15%	70%	55%	30%	8%	67%	35%	12%
Bohls MS											74%	41%	14%
Cele MS	88%	67%	23%	91%	66%	17%	73%	61%	37%	7%	86%	61%	24%
Dessau MS	60%	23%	2%	67%	32%	4%	79%	41%	19%	4%	56%	19%	2%
Kelly Lane MS	91%	65%	21%	93%	65%	27%	76%	74%	48%	16%	81%	50%	21%
Park Crest MS	88%	56%	12%	92%	63%	13%	48%	57%	26%	7%	61%	26%	7%
Pflugerville MS	87%	59%	19%	77%	49%	17%	60%	41%	19%	4%	55%	23%	8%
Westview MS	75%	46%	13%	76%	38%	7%	87%	38%	14%	3%	43%	15%	2%

Grade 8 READING

	Reading - 2018			Reading - 2019			Approx. Participation	Reading - 2021			Reading - 2022		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level		Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	76%	46%	25%	77%	53%	27%		72%	45%	21%	82%	56%	37%
Region 13	79%	52%	31%	80%	58%	34%		71%	46%	23%	82%	59%	40%
District - PfISD	78%	50%	26%	80%	56%	30%	60%	69%	42%	21%	80%	55%	36%
Bohls MS											82%	63%	39%
Cele MS	83%	55%	32%	85%	61%	31%	77%	75%	49%	25%	89%	66%	46%
Dessau MS	62%	37%	16%	67%	40%	18%	57%	59%	26%	9%	71%	42%	23%
Kelly Lane MS	87%	63%	34%	90%	73%	45%	74%	79%	58%	33%	91%	69%	46%
Park Crest MS	85%	55%	28%	85%	62%	34%	27%	69%	39%	18%	78%	53%	33%
Pflugerville MS	76%	46%	22%	73%	46%	20%	55%	64%	36%	17%	75%	50%	33%
Westview MS	66%	38%	20%	72%	43%	22%	86%	61%	35%	14%	64%	34%	20%

Grade 8 SCIENCE

	Science - 2018			Science – 2019			Science - 2021				Science - 2022		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approx. Participation	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	74%	50%	27%	79%	49%	24%		67%	42%	23%	73%	43%	22%
Region 13	77%	56%	34%	81%	55%	31%		67%	45%	27%	74%	47%	27%
District - PfISD	78%	54%	32%	81%	54%	31%	69%	67%	43%	25%	69%	40%	22%
Bohls MS											68%	35%	14%
Cele MS	83%	65%	40%	88%	72%	46%	80%	77%	59%	36%	87%	65%	42%
Dessau MS	61%	31%	15%	70%	34%	15%	77%	46%	25%	13%	48%	19%	7%
Kelly Lane MS	92%	75%	52%	92%	72%	49%	80%	83%	58%	37%	83%	56%	36%
Park Crest MS	85%	63%	35%	86%	56%	30%	42%	65%	36%	18%	71%	37%	18%
Pflugerville MS	73%	40%	18%	71%	37%	16%	49%	57%	36%	20%	65%	32%	16%
Westview MS	66%	38%	19%	69%	37%	15%	82%	54%	27%	10%	48%	22%	8%

Grade 8 SOCIAL STUDIES

	Social Studies - 2018			Social Studies - 2019			Social Studies - 2021				Social Studies - 2022		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approx. Participation	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	64%	34%	20%	67%	35%	20%		56%	27%	13%	59%	29%	17%
Region 13	68%	40%	26%	70%	40%	25%		58%	31%	16%	62%	34%	22%
District - PfISD	70%	41%	25%	70%	41%	26%	68%	60%	31%	15%	60%	29%	16%
Bohls MS											57%	19%	6%
Cele MS	76%	42%	24%	76%	48%	31%	79%	67%	35%	17%	78%	39%	23%
Dessau MS	50%	21%	10%	59%	24%	15%	75%	36%	15%	5%	35%	11%	3%
Kelly Lane MS	84%	58%	41%	86%	60%	42%	73%	76%	46%	26%	77%	46%	28%
Park Crest MS	79%	53%	31%	80%	52%	34%	42%	64%	28%	12%	59%	26%	15%
Pflugerville MS	62%	36%	21%	54%	26%	16%	53%	63%	36%	18%	63%	33%	19%
Westview MS	61%	27%	15%	57%	21%	9%	83%	49%	19%	8%	39%	14%	7%

2022 Spring Final STAAR EOC Results

Spring Administration Only, First-Time Testers & Retesters
Source: TEA Analytic Portal (https://txreports.emetric.net/)

ALGEBRA I	Algebra I - 2018			Algebra I - 2019				Algebra I - 2021			Algebra I - 2022		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approx. Participation	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	83%	56%	34%	84%	62%	39%		72%	41%	23%	74%	46%	30%
Region 13	83%	56%	35%	81%	58%	37%		70%	38%	22%	70%	43%	29%
District - PfISD	82%	58%	36%	80%	59%	38%	79%	57%	26%	14%	61%	33%	20%
Hendrickson HS	89%	65%	30%	90%	75%	42%	91%	62%	24%	10%	67%	34%	19%
Connally HS	54%	14%	3%	56%	24%	10%	76%	22%	1%	0%	27%	6%	2%
Pflugerville HS	78%	45%	19%	76%	47%	22%	65%	43%	13%	5%	51%	16%	7%
Weiss HS	78%	42%	17%	63%	35%	17%	78%	42%	10%	3%	45%	16%	6%
Bohls MS											95%	73%	52%
Cele MS	100%	93%	79%	100%	95%	77%	90%	89%	59%	36%	97%	79%	52%
Dessau MS	100%	84%	50%	92%	72%	45%	92%	81%	51%	36%	95%	54%	30%
Kelly Lane MS	100%	94%	75%	100%	95%	79%	90%	91%	62%	40%	99%	83%	63%
Park Crest MS	100%	100%	91%	100%	99%	88%	86%	83%	56%	32%	98%	70%	56%
Pflugerville MS	100%	99%	93%	100%	94%	64%	55%	73%	34%	19%	85%	52%	29%
Westview MS	94%	79%	45%	98%	83%	56%	95%	74%	25%	8%	78%	39%	19%

BIOLOGY

	Biology - 2018			Biology - 2019			Biology - 2021				Biology - 2022		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approx. Participation	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	87%	60%	24%	88%	63%	26%		81%	54%	22%	82%	57%	23%
Region 13	88%	65%	31%	89%	68%	32%		83%	59%	26%	83%	61%	28%
District - PfISD	90%	67%	28%	90%	71%	29%	82%	80%	54%	19%	80%	58%	23%
Hendrickson HS	94%	78%	38%	96%	84%	39%	91%	91%	71%	32%	90%	74%	38%
Connally HS	81%	54%	19%	83%	55%	19%	81%	69%	39%	11%	70%	44%	12%
Pflugerville HS	91%	64%	21%	89%	68%	24%	70%	79%	52%	18%	82%	57%	19%
Weiss HS	94%	72%	30%	90%	70%	28%	83%	78%	51%	15%	79%	55%	22%

U.S. HISTORY

	U.S. History - 2018			U.S. History - 2019			U.S. History - 2021				U.S. History - 2022		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approx. Participation	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	92%	72%	42%	93%	75%	47%		88%	69%	43%	89%	71%	44%
Region 13	92%	75%	46%	93%	78%	51%		90%	73%	48%	90%	73%	50%
District - PfISD	94%	80%	51%	95%	80%	55%	89%	87%	69%	44%	88%	70%	48%
Hendrickson HS	96%	88%	61%	97%	89%	72%	97%	93%	81%	56%	94%	83%	62%
Connally HS	88%	63%	31%	91%	66%	38%	84%	80%	52%	28%	81%	60%	36%
Pflugerville HS	96%	83%	52%	98%	84%	55%	86%	88%	73%	45%	89%	70%	48%
Weiss HS				94%	79%	49%	87%	85%	66%	43%	86%	66%	44%

ENGLISH I

	English I - 2018			English I - 2019			Approx. Participation	English I - 2021			English I - 2022		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level		Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	60%	44%	7%	63%	49%	12%		66%	50%	12%	63%	48%	11%
Region 13	63%	48%	11%	64%	51%	15%		68%	54%	15%	65%	52%	13%
District - PfISD	65%	49%	9%	65%	52%	13%	82%	65%	49%	10%	61%	47%	11%
Hendrickson HS	77%	59%	11%	81%	71%	21%	89%	79%	67%	17%	81%	69%	21%
Connally HS	50%	33%	5%	52%	35%	6%	82%	47%	33%	3%	43%	30%	3%
Pflugerville HS	67%	53%	12%	65%	53%	11%	78%	67%	49%	10%	63%	46%	10%
Weiss HS	69%	50%	10%	63%	51%	12%	79%	64%	47%	9%	60%	46%	10%

ENGLISH II

	English II - 2018			English II - 2019			Approx. Participation	English II - 2021			English II - 2022		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level		Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	66%	50%	8%	67%	51%	8%		70%	57%	11%	71%	57%	9%
Region 13	70%	56%	12%	71%	57%	12%		73%	62%	13%	72%	60%	11%
District - PfISD	68%	55%	10%	70%	55%	10%	81%	70%	56%	9%	67%	54%	8%
Hendrickson HS	78%	67%	15%	82%	69%	15%	87%	82%	71%	15%	82%	74%	15%
Connally HS	50%	37%	4%	57%	41%	7%	85%	53%	38%	5%	50%	34%	3%
Pflugerville HS	71%	54%	11%	69%	55%	10%	73%	72%	57%	7%	69%	53%	6%
Weiss HS	78%	67%	11%	72%	56%	7%	80%	71%	57%	8%	65%	53%	7%

2020-21 Texas Academic Performance Report (TAPR)

District Name: PFLUGERVILLE ISD

District Number: 227904

2021 Accountability Rating: Not Rated: Declared State of Disaster

2021 Special Education Determination Status:

   Needs Assistance

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Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	70%	**71%**	59%	64%	82%	*	85%	*	79%	39%	71%	73%	65%	58%	66%
	2019	76%	77%	**78%**	66%	73%	88%	-	86%	100%	83%	45%	67%	79%	73%	69%	72%
At Meets Grade Level or Above	2021	39%	44%	**43%**	29%	35%	62%	*	47%	*	49%	21%	46%	44%	38%	28%	32%
	2019	45%	49%	**48%**	31%	42%	62%	-	57%	33%	58%	23%	31%	51%	38%	35%	40%
At Masters Grade Level	2021	19%	24%	**22%**	14%	17%	35%	*	25%	*	23%	7%	25%	23%	19%	12%	15%
	2019	27%	32%	**30%**	16%	25%	42%	-	43%	17%	41%	10%	24%	33%	23%	20%	23%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	63%	**63%**	46%	57%	79%	*	82%	*	59%	40%	75%	66%	56%	50%	61%
	2019	79%	79%	**79%**	66%	74%	88%	-	94%	100%	83%	48%	69%	80%	74%	70%	74%
At Meets Grade Level or Above	2021	31%	32%	**31%**	19%	23%	45%	*	47%	*	32%	19%	42%	33%	24%	18%	26%
	2019	49%	50%	**47%**	29%	38%	64%	-	69%	50%	58%	26%	29%	51%	37%	32%	40%
At Masters Grade Level	2021	14%	16%	**14%**	5%	9%	24%	*	27%	*	18%	7%	21%	17%	8%	6%	11%
	2019	25%	27%	**24%**	10%	17%	38%	-	41%	0%	29%	9%	14%	27%	17%	14%	18%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	64%	**60%**	48%	56%	75%	*	70%	*	66%	30%	62%	62%	57%	49%	54%
	2019	75%	76%	**76%**	73%	70%	88%	*	86%	*	81%	43%	80%	81%	69%	67%	68%
At Meets Grade Level or Above	2021	36%	39%	**35%**	21%	29%	52%	*	45%	*	41%	16%	31%	36%	31%	23%	26%
	2019	44%	47%	**46%**	38%	38%	63%	*	71%	*	50%	18%	49%	51%	39%	34%	38%
At Masters Grade Level	2021	17%	20%	**17%**	7%	14%	29%	*	24%	*	15%	7%	15%	18%	14%	9%	12%
	2019	22%	25%	**24%**	15%	19%	37%	*	45%	*	23%	5%	27%	28%	19%	14%	17%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	60%	**57%**	40%	52%	76%	*	70%	*	63%	26%	54%	61%	49%	45%	52%
	2019	75%	75%	**75%**	62%	71%	86%	*	93%	*	79%	43%	73%	80%	67%	65%	74%
At Meets Grade Level or Above	2021	36%	37%	**34%**	19%	27%	53%	*	50%	*	37%	17%	27%	37%	27%	22%	27%
	2019	48%	49%	**48%**	29%	43%	62%	*	75%	*	55%	23%	51%	54%	39%	35%	44%
At Masters Grade Level	2021	21%	22%	**20%**	11%	14%	37%	*	30%	*	19%	8%	19%	23%	15%	10%	13%
	2019	28%	31%	**30%**	15%	24%	44%	*	63%	*	30%	8%	41%	35%	23%	20%	26%
Grade 4 Writing																	

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	55%	**53%**	42%	46%	69%	*	68%	*	55%	23%	67%	56%	45%	39%	45%
	2019	67%	68%	**69%**	59%	66%	75%	*	89%	*	70%	27%	63%	73%	61%	61%	68%
At Meets Grade Level or Above	2021	27%	29%	**28%**	17%	22%	43%	*	44%	*	28%	13%	26%	30%	23%	17%	20%
	2019	35%	38%	**40%**	28%	38%	49%	*	62%	*	35%	14%	32%	45%	32%	33%	41%
At Masters Grade Level	2021	8%	10%	**7%**	2%	6%	13%	*	9%	*	6%	1%	4%	9%	4%	4%	5%
	2019	11%	13%	**14%**	8%	13%	19%	*	22%	*	11%	2%	12%	17%	10%	11%	17%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	75%	**74%**	57%	70%	87%	-	84%	*	81%	39%	82%	76%	70%	66%	68%
	2019	86%	87%	**89%**	83%	88%	95%	100%	96%	*	90%	56%	82%	91%	87%	85%	88%
At Meets Grade Level or Above	2021	46%	51%	**49%**	31%	42%	66%	-	60%	*	63%	17%	56%	49%	47%	38%	39%
	2019	54%	57%	**58%**	41%	52%	73%	80%	73%	*	65%	26%	53%	61%	51%	46%	53%
At Masters Grade Level	2021	30%	35%	**31%**	14%	23%	49%	-	44%	*	45%	6%	32%	32%	29%	21%	21%
	2019	29%	33%	**31%**	17%	24%	44%	60%	52%	*	37%	7%	15%	33%	26%	21%	27%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	70%	**68%**	45%	62%	85%	-	88%	*	72%	36%	76%	72%	60%	57%	64%
	2019	90%	90%	**92%**	86%	91%	96%	100%	98%	*	94%	69%	91%	94%	89%	89%	93%
At Meets Grade Level or Above	2021	44%	45%	**43%**	25%	35%	62%	-	68%	*	44%	21%	50%	46%	37%	30%	37%
	2019	58%	59%	**59%**	43%	54%	72%	80%	86%	*	69%	26%	62%	65%	50%	48%	57%
At Masters Grade Level	2021	25%	26%	**25%**	11%	18%	40%	-	46%	*	25%	8%	38%	27%	20%	15%	20%
	2019	36%	38%	**37%**	20%	31%	49%	60%	66%	*	46%	9%	35%	42%	28%	27%	37%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	64%	**63%**	44%	55%	85%	-	79%	*	70%	32%	61%	65%	59%	50%	52%
	2019	75%	75%	**75%**	59%	71%	88%	100%	87%	*	80%	35%	68%	79%	68%	66%	71%
At Meets Grade Level or Above	2021	31%	35%	**32%**	19%	22%	54%	-	47%	*	33%	13%	30%	34%	28%	19%	18%
	2019	49%	49%	**48%**	30%	40%	66%	100%	67%	*	60%	22%	44%	53%	39%	34%	39%
At Masters Grade Level	2021	13%	15%	**13%**	4%	8%	26%	-	24%	*	17%	3%	9%	15%	10%	6%	6%
	2019	24%	25%	**23%**	12%	16%	39%	80%	41%	*	31%	7%	24%	26%	18%	13%	17%
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	64%	**64%**	56%	57%	81%	*	84%	*	68%	28%	74%	68%	55%	50%	50%
	2019	68%	70%	**70%**	65%	61%	84%	100%	85%	86%	82%	21%	62%	74%	62%	57%	60%

2020-21 STAAR Performance (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

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	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	32%	36%	**32%**	23%	25%	49%	*	56%	*	38%	12%	43%	35%	25%	19%	19%
	2019	37%	41%	**39%**	31%	30%	55%	40%	62%	71%	47%	10%	32%	44%	30%	26%	30%
At Masters Grade Level	2021	15%	18%	**15%**	12%	10%	28%	*	29%	*	14%	4%	9%	18%	10%	7%	6%
	2019	18%	21%	**17%**	13%	12%	27%	20%	28%	14%	20%	2%	12%	20%	11%	9%	12%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	67%	**67%**	54%	63%	80%	*	86%	*	71%	34%	91%	72%	58%	55%	59%
	2019	81%	80%	**82%**	74%	78%	91%	100%	94%	86%	89%	40%	85%	85%	77%	74%	77%
At Meets Grade Level or Above	2021	36%	36%	**35%**	21%	27%	53%	*	68%	*	34%	17%	41%	39%	25%	22%	25%
	2019	47%	48%	**49%**	38%	39%	66%	60%	79%	86%	60%	15%	47%	55%	38%	34%	41%
At Masters Grade Level	2021	15%	14%	**12%**	5%	7%	22%	*	29%	*	14%	2%	23%	14%	6%	5%	5%
	2019	21%	22%	**22%**	13%	15%	32%	0%	48%	29%	28%	3%	24%	25%	16%	11%	16%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	69%	**66%**	59%	59%	78%	100%	91%	*	71%	29%	63%	71%	57%	55%	60%
	2019	76%	76%	**75%**	60%	71%	86%	*	88%	*	87%	32%	65%	79%	65%	65%	69%
At Meets Grade Level or Above	2021	45%	47%	**44%**	34%	36%	58%	40%	74%	*	52%	18%	38%	48%	34%	30%	34%
	2019	49%	52%	**49%**	34%	42%	66%	*	66%	*	68%	18%	45%	53%	42%	35%	37%
At Masters Grade Level	2021	25%	28%	**25%**	17%	18%	36%	40%	48%	*	34%	6%	38%	27%	20%	14%	16%
	2019	29%	33%	**28%**	18%	20%	43%	*	42%	*	48%	4%	19%	31%	20%	15%	18%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	51%	**33%**	23%	31%	48%	*	33%	*	24%	18%	18%	34%	30%	27%	28%
	2019	75%	71%	**61%**	47%	60%	72%	*	78%	*	73%	36%	53%	65%	54%	55%	56%
At Meets Grade Level or Above	2021	27%	24%	**7%**	6%	5%	14%	*	6%	*	12%	9%	0%	8%	6%	5%	4%
	2019	43%	39%	**20%**	15%	17%	28%	*	33%	*	30%	18%	11%	22%	17%	15%	15%
At Masters Grade Level	2021	12%	10%	**1%**	2%	1%	1%	*	6%	*	0%	1%	0%	1%	1%	1%	0%
	2019	17%	13%	**2%**	1%	2%	0%	*	10%	*	6%	5%	0%	3%	1%	2%	2%
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	64%	**62%**	53%	53%	81%	*	83%	*	74%	27%	44%	66%	54%	48%	48%
	2019	70%	71%	**65%**	53%	59%	77%	*	78%	*	86%	24%	59%	68%	56%	53%	56%
At Meets Grade Level or Above	2021	33%	36%	**30%**	22%	22%	46%	*	47%	*	34%	11%	28%	33%	24%	17%	21%
	2019	42%	45%	**36%**	26%	28%	50%	*	55%	*	57%	15%	28%	39%	31%	24%	26%

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	10%	12%	**10%**	2%	5%	19%	*	26%	*	17%	2%	17%	12%	6%	3%	3%
	2019	18%	20%	**14%**	6%	9%	21%	*	33%	*	22%	3%	3%	14%	12%	8%	10%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	72%	**70%**	62%	64%	82%	*	91%	*	65%	27%	69%	72%	65%	60%	60%
	2019	86%	87%	**86%**	80%	84%	93%	100%	93%	*	87%	44%	97%	88%	81%	80%	80%
At Meets Grade Level or Above	2021	46%	47%	**43%**	34%	36%	59%	*	69%	*	39%	11%	38%	45%	38%	32%	29%
	2019	55%	60%	**57%**	50%	49%	74%	20%	78%	*	56%	17%	69%	61%	48%	43%	42%
At Masters Grade Level	2021	21%	23%	**21%**	12%	15%	34%	*	35%	*	24%	3%	0%	23%	15%	12%	11%
	2019	28%	34%	**30%**	20%	23%	45%	20%	49%	*	34%	4%	24%	33%	24%	18%	19%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	63%	**56%**	49%	46%	71%	*	81%	*	70%	20%	71%	59%	46%	43%	42%
	2019	88%	88%	**89%**	81%	87%	95%	100%	97%	*	91%	53%	94%	90%	85%	83%	86%
At Meets Grade Level or Above	2021	36%	39%	**30%**	20%	23%	44%	*	61%	*	42%	12%	29%	33%	24%	18%	22%
	2019	57%	62%	**56%**	37%	49%	70%	67%	84%	*	68%	21%	45%	59%	48%	43%	48%
At Masters Grade Level	2021	11%	13%	**8%**	3%	4%	13%	*	33%	*	10%	4%	18%	9%	4%	3%	4%
	2019	17%	25%	**16%**	7%	11%	25%	17%	38%	*	21%	5%	12%	18%	12%	8%	9%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	69%	**68%**	58%	58%	86%	*	88%	*	80%	28%	62%	71%	60%	54%	50%
	2019	81%	82%	**82%**	75%	77%	93%	100%	93%	*	87%	44%	89%	85%	74%	72%	73%
At Meets Grade Level or Above	2021	43%	47%	**44%**	32%	34%	65%	*	72%	*	51%	12%	31%	48%	35%	29%	26%
	2019	51%	57%	**55%**	41%	46%	76%	60%	77%	*	59%	18%	64%	60%	44%	39%	38%
At Masters Grade Level	2021	24%	28%	**26%**	17%	18%	40%	*	50%	*	33%	7%	23%	28%	20%	14%	11%
	2019	25%	32%	**31%**	18%	22%	52%	40%	55%	*	39%	6%	39%	36%	21%	16%	18%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	60%	**62%**	56%	52%	78%	*	86%	*	71%	22%	67%	65%	55%	48%	45%
	2019	69%	71%	**71%**	64%	64%	87%	100%	85%	*	76%	31%	82%	75%	63%	59%	59%
At Meets Grade Level or Above	2021	28%	32%	**32%**	22%	23%	49%	*	55%	*	40%	10%	42%	34%	27%	18%	16%
	2019	37%	42%	**42%**	31%	32%	64%	80%	66%	*	40%	16%	43%	46%	34%	26%	28%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

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	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	14%	17%	**16%**	8%	11%	27%	*	32%	*	17%	4%	17%	17%	11%	7%	6%
	2019	21%	26%	**27%**	18%	18%	46%	80%	47%	*	23%	5%	29%	30%	20%	13%	16%
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	69%	**65%**	51%	60%	80%	*	81%	*	80%	26%	70%	68%	57%	55%	48%
	2019	68%	72%	**69%**	59%	65%	82%	80%	84%	*	76%	29%	70%	74%	59%	58%	56%
At Meets Grade Level or Above	2021	50%	53%	**48%**	31%	41%	67%	*	68%	*	68%	14%	43%	51%	41%	35%	27%
	2019	50%	57%	**52%**	40%	45%	69%	60%	72%	*	62%	14%	30%	57%	40%	39%	37%
At Masters Grade Level	2021	12%	14%	**9%**	5%	6%	17%	*	15%	*	18%	1%	7%	11%	6%	4%	2%
	2019	11%	12%	**12%**	7%	8%	21%	20%	31%	*	15%	1%	0%	14%	7%	6%	4%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	74%	**70%**	61%	63%	85%	80%	85%	*	79%	22%	70%	72%	62%	57%	46%
	2019	68%	72%	**73%**	66%	69%	85%	*	81%	*	74%	26%	79%	77%	64%	63%	59%
At Meets Grade Level or Above	2021	57%	61%	**55%**	46%	47%	77%	20%	72%	*	64%	13%	53%	58%	48%	41%	27%
	2019	49%	55%	**56%**	46%	49%	72%	*	67%	*	58%	13%	57%	61%	44%	42%	35%
At Masters Grade Level	2021	11%	13%	**9%**	6%	5%	18%	0%	22%	*	8%	3%	7%	10%	7%	4%	1%
	2019	8%	11%	**10%**	6%	6%	18%	*	18%	*	10%	3%	5%	12%	5%	5%	3%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	71%	**59%**	47%	51%	74%	*	84%	*	66%	29%	54%	60%	54%	47%	47%
	2019	85%	84%	**81%**	75%	78%	88%	*	96%	*	87%	48%	72%	85%	73%	72%	76%
At Meets Grade Level or Above	2021	41%	39%	**26%**	18%	19%	38%	*	55%	*	29%	13%	19%	28%	22%	17%	18%
	2019	61%	61%	**59%**	48%	51%	76%	*	87%	*	59%	24%	53%	64%	47%	43%	49%
At Masters Grade Level	2021	23%	22%	**13%**	7%	9%	20%	*	33%	*	16%	1%	15%	14%	11%	7%	8%
	2019	37%	32%	**37%**	27%	29%	53%	*	70%	*	37%	8%	22%	41%	28%	23%	30%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	83%	**80%**	75%	74%	92%	*	90%	*	85%	43%	96%	82%	74%	72%	66%
	2019	88%	89%	**91%**	86%	89%	96%	*	95%	*	94%	63%	100%	93%	85%	85%	82%
At Meets Grade Level or Above	2021	55%	60%	**53%**	40%	45%	72%	*	78%	*	59%	19%	68%	56%	46%	41%	35%
	2019	62%	67%	**71%**	62%	63%	85%	*	85%	*	81%	28%	68%	76%	57%	57%	54%

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At Masters Grade Level	2021	22%	26%	**19%**	14%	13%	28%	*	37%	*	23%	4%	14%	20%	14%	11%	8%
	2019	25%	31%	**29%**	16%	21%	45%	*	52%	*	38%	6%	13%	31%	22%	18%	13%
End of Course U.S. History																	
At Approaches Grade Level or Above	2021	88%	90%	**86%**	81%	83%	95%	*	93%	*	91%	51%	92%	88%	80%	80%	68%
	2019	93%	93%	**95%**	93%	95%	98%	*	93%	*	96%	77%	100%	96%	91%	92%	85%
At Meets Grade Level or Above	2021	69%	73%	**68%**	61%	60%	85%	*	85%	*	79%	32%	88%	71%	59%	58%	41%
	2019	73%	78%	**81%**	73%	77%	92%	*	86%	*	82%	43%	67%	85%	69%	71%	60%
At Masters Grade Level	2021	43%	48%	**42%**	30%	34%	63%	*	60%	*	51%	11%	54%	44%	36%	33%	16%
	2019	45%	51%	**55%**	41%	49%	71%	*	64%	*	64%	14%	48%	59%	41%	40%	31%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	95%	**97%**	93%	97%	97%	*	99%	*	96%	*	*	97%	94%	94%	86%
At Meets Grade Level or Above	2021	69%	76%	**72%**	49%	63%	85%	*	88%	*	69%	*	*	73%	59%	59%	36%
At Masters Grade Level	2021	14%	22%	**12%**	1%	8%	18%	*	18%	*	8%	*	*	12%	0%	7%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	69%	**66%**	55%	60%	81%	75%	83%	73%	72%	31%	70%	70%	58%	54%	54%
	2019	78%	79%	**78%**	70%	74%	88%	96%	90%	94%	84%	41%	77%	82%	71%	70%	72%
At Meets Grade Level or Above	2021	41%	45%	**41%**	29%	32%	58%	43%	62%	36%	46%	16%	42%	44%	33%	27%	26%
	2019	50%	53%	**51%**	40%	44%	67%	68%	72%	62%	59%	20%	46%	56%	42%	38%	41%
At Masters Grade Level	2021	18%	21%	**17%**	10%	12%	29%	12%	31%	2%	21%	4%	19%	19%	13%	10%	9%
	2019	24%	27%	**25%**	15%	19%	37%	37%	44%	13%	30%	5%	20%	28%	18%	15%	18%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	70%	**68%**	56%	62%	81%	78%	84%	90%	74%	30%	71%	70%	61%	56%	56%
	2019	75%	77%	**77%**	68%	72%	87%	93%	87%	93%	82%	36%	75%	80%	70%	68%	69%
At Meets Grade Level or Above	2021	45%	48%	**44%**	32%	37%	62%	43%	62%	33%	52%	15%	45%	47%	38%	31%	29%
	2019	48%	53%	**51%**	40%	44%	67%	57%	68%	63%	58%	17%	45%	55%	42%	38%	39%
At Masters Grade Level	2021	18%	21%	**18%**	10%	13%	30%	13%	28%	0%	23%	5%	17%	19%	15%	10%	10%
	2019	21%	24%	**22%**	13%	17%	34%	25%	38%	11%	28%	4%	15%	25%	16%	13%	16%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	66%	**62%**	47%	55%	78%	70%	82%	65%	66%	30%	66%	66%	52%	49%	53%
	2019	82%	81%	**81%**	71%	78%	89%	96%	94%	96%	86%	48%	78%	84%	75%	73%	78%

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	37%	39%	**34%**	21%	26%	50%	40%	59%	41%	37%	16%	34%	37%	25%	21%	24%
	2019	52%	53%	**50%**	36%	43%	65%	65%	77%	67%	60%	22%	44%	55%	41%	37%	44%
At Masters Grade Level	2021	18%	19%	**14%**	6%	10%	24%	0%	31%	6%	16%	5%	22%	16%	10%	7%	10%
	2019	26%	28%	**26%**	15%	20%	37%	26%	51%	17%	30%	7%	23%	29%	19%	16%	21%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	59%	**57%**	47%	49%	75%	57%	73%	*	63%	24%	58%	61%	49%	43%	46%
	2019	68%	69%	**67%**	56%	62%	76%	*	82%	*	77%	26%	62%	71%	59%	57%	62%
At Meets Grade Level or Above	2021	30%	32%	**29%**	19%	22%	45%	14%	45%	*	30%	12%	27%	32%	23%	17%	20%
	2019	38%	41%	**38%**	27%	33%	50%	*	58%	*	46%	15%	30%	42%	32%	28%	34%
At Masters Grade Level	2021	9%	11%	**8%**	2%	6%	16%	0%	16%	*	11%	1%	9%	10%	5%	3%	4%
	2019	14%	17%	**14%**	7%	11%	20%	*	28%	*	16%	3%	8%	16%	11%	9%	13%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	73%	**71%**	61%	64%	88%	100%	86%	70%	78%	35%	74%	74%	65%	60%	57%
	2019	81%	82%	**83%**	75%	78%	92%	100%	92%	100%	87%	47%	86%	86%	75%	74%	75%
At Meets Grade Level or Above	2021	44%	48%	**44%**	32%	34%	64%	80%	66%	40%	48%	15%	45%	47%	36%	30%	27%
	2019	54%	58%	**58%**	46%	50%	76%	77%	77%	29%	67%	22%	59%	64%	46%	43%	43%
At Masters Grade Level	2021	20%	23%	**19%**	12%	13%	31%	20%	36%	0%	23%	4%	14%	21%	14%	10%	8%
	2019	25%	29%	**28%**	15%	19%	45%	62%	50%	0%	35%	6%	24%	31%	20%	16%	16%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	77%	**76%**	72%	69%	88%	80%	90%	*	84%	39%	83%	79%	68%	66%	56%
	2019	81%	82%	**83%**	79%	78%	93%	100%	89%	100%	86%	50%	90%	86%	75%	74%	67%
At Meets Grade Level or Above	2021	49%	56%	**53%**	47%	44%	68%	60%	74%	*	64%	23%	72%	56%	43%	40%	28%
	2019	55%	59%	**61%**	53%	53%	78%	86%	77%	83%	61%	27%	53%	65%	49%	47%	38%
At Masters Grade Level	2021	29%	35%	**31%**	22%	24%	46%	60%	50%	*	38%	8%	42%	34%	24%	22%	11%
	2019	33%	38%	**40%**	30%	32%	58%	86%	55%	33%	44%	9%	37%	45%	29%	25%	21%

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

\+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	Region13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Twoor More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
						School Progress Domain - Academic Growth Score by Grade and Subject											
Grade 4 ELA/Reading	2019	61	62	**61**	60	56	67	*	75	*	59	51	70	63	57	54	57
	2018	63	65	**63**	61	62	65	*	71	*	67	65	69	63	63	60	67
Grade 4 Mathematics	2019	65	66	**68**	55	67	73	*	83	*	64	65	68	70	64	63	71
	2018	65	64	**64**	59	62	69	*	75	*	63	60	61	64	66	60	62
Grade 5 ELA/Reading	2019	81	81	**81**	77	79	84	*	88	*	79	73	77	80	81	80	82
	2018	80	80	**82**	85	83	79	*	84	*	83	78	77	82	82	83	84
Grade 5 Mathematics	2019	83	84	**84**	82	83	83	*	92	*	87	81	85	84	83	83	86
	2018	81	81	**81**	80	81	82	*	82	*	82	82	79	82	78	79	80
Grade 6 ELA/Reading	2019	42	43	**38**	33	33	48	*	45	17	40	27	35	40	33	30	33
	2018	47	49	**48**	42	43	57	*	60	*	45	38	63	49	46	42	44
Grade 6 Mathematics	2019	54	54	**52**	52	45	61	*	74	83	54	32	59	53	50	44	44
	2018	56	57	**55**	48	51	58	*	76	*	62	51	52	55	54	49	51
Grade 7 ELA/Reading	2019	77	76	**76**	75	72	81	*	83	*	91	64	81	78	72	72	75
	2018	76	76	**77**	75	74	78	100	90	*	77	69	82	78	74	74	75
Grade 7 Mathematics	2019	62	61	**58**	61	55	57	*	75	*	67	47	50	59	56	57	55
	2018	67	66	**63**	57	63	67	*	71	-	69	60	75	64	62	61	63
Grade 8 ELA/Reading	2019	77	79	**77**	71	78	79	70	82	*	76	65	73	77	78	77	79
	2018	79	80	**80**	80	79	79	*	81	*	88	74	74	79	81	80	79
Grade 8 Mathematics	2019	82	78	**72**	72	73	68	100	71	*	72	65	71	71	74	71	71
	2018	81	78	**72**	77	71	72	*	70	*	70	73	56	71	75	76	72
End of Course English II	2019	69	70	**68**	68	65	69	*	74	*	72	54	73	68	67	65	67
	2018	67	67	**69**	64	68	74	*	72	80	74	56	65	70	66	64	65
End of Course Algebra I	2019	75	71	**72**	67	66	83	*	91	*	76	43	60	75	63	61	64
	2018	72	72	**74**	65	70	81	*	85	*	81	37	90	76	67	65	65
All Grades Both Subjects	2019	69	69	**68**	65	65	72	67	78	61	70	56	67	69	65	63	66
	2018	69	70	**69**	67	67	72	79	77	79	72	62	70	70	68	66	67
All Grades ELA/Reading	2019	68	69	**67**	64	65	71	68	75	53	69	57	68	68	65	63	66
	2018	69	70	**70**	68	68	72	78	77	69	73	64	72	71	68	67	69
All Grades Mathematics	2019	70	69	**68**	65	66	72	66	82	71	71	56	67	69	66	64	66
	2018	70	70	**69**	65	67	72	82	78	92	72	61	68	69	67	65	66

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 13	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	69%	**66%**	54%	*	78%	71%	52%	-	45%	55%	41%	40%	49%	71%	47%	87%
	2019	78%	79%	**78%**	76%	-	89%	79%	75%		58%	66%	55%		64%		63%	
At Meets Grade Level or Above	2021	41%	45%	**41%**	26%	*	40%	33%	24%	-	18%	24%	16%	20%	22%	46%	20%	60%
	2019	50%	53%	**51%**	43%	-	68%	50%	41%		22%	31%	20%		28%		29%	
At Masters Grade Level	2021	18%	21%	**17%**	11%	*	15%	18%	11%	-	5%	10%	3%	0%	3%	21%	7%	24%
	2019	24%	27%	**25%**	21%	-	51%	25%	20%		6%	12%	4%		13%		11%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	70%	**68%**	60%	*	80%	74%	58%	-	45%	59%	41%	*	54%	72%	49%	90%
	2019	75%	77%	**77%**	74%	-	91%	71%	74%		53%	66%	49%		61%		60%	
At Meets Grade Level or Above	2021	45%	48%	**44%**	31%	*	40%	36%	30%	-	18%	25%	16%	*	25%	50%	22%	68%
	2019	48%	53%	**51%**	43%	-	66%	45%	41%		20%	29%	17%		29%		27%	
At Masters Grade Level	2021	18%	21%	**18%**	15%	*	9%	23%	15%	-	5%	11%	3%	*	0%	21%	7%	23%
	2019	21%	24%	**22%**	21%	-	46%	22%	20%		5%	12%	3%		15%		10%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	66%	**62%**	56%	*	74%	74%	54%	-	44%	57%	39%	-	40%	65%	48%	81%
	2019	82%	81%	**81%**	80%	-	94%	89%	79%		68%	73%	66%		71%		72%	
At Meets Grade Level or Above	2021	37%	39%	**34%**	26%	*	46%	38%	25%	-	17%	29%	13%	-	16%	37%	20%	49%
	2019	52%	53%	**50%**	44%	-	77%	54%	42%		29%	38%	25%		31%		34%	
At Masters Grade Level	2021	18%	19%	**14%**	12%	*	29%	19%	11%	-	6%	14%	2%	-	4%	16%	8%	21%
	2019	26%	28%	**26%**	24%	-	69%	31%	22%		10%	17%	6%		13%		15%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	59%	**57%**	37%	-	67%	64%	35%	-	39%	50%	32%	-	56%	62%	39%	94%
	2019	68%	69%	**67%**	73%	-	89%	71%	73%		42%	50%	39%		50%		54%	
At Meets Grade Level or Above	2021	30%	32%	**29%**	16%	-	33%	21%	15%	-	13%	20%	8%	-	28%	33%	14%	57%
	2019	38%	41%	**38%**	47%	-	56%	47%	46%		14%	23%	10%		10%		27%	
At Masters Grade Level	2021	9%	11%	**8%**	5%	-	0%	7%	5%	-	2%	3%	1%	-	0%	10%	3%	13%
	2019	14%	17%	**14%**	22%	-	22%	24%	22%		3%	4%	2%		5%		10%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	73%	**71%**	52%	-	89%	67%	49%	-	47%	42%	48%	-	56%	76%	48%	89%
	2019	81%	82%	**83%**	68%	-	79%	90%	67%		61%	58%	62%		71%		63%	
At Meets Grade Level or Above	2021	44%	48%	**44%**	17%	-	22%	22%	16%	-	18%	10%	21%	-	25%	50%	18%	61%
	2019	54%	58%	**58%**	35%	-	64%	60%	33%		23%	20%	24%		29%		27%	
At Masters Grade Level	2021	20%	23%	**19%**	5%	-	0%	11%	4%	-	4%	4%	4%	-	6%	23%	4%	27%
	2019	25%	29%	**28%**	12%	-	43%	10%	11%		5%	8%	4%		0%		7%	
All Grades Social Studies																		

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 13	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	77%	**76%**	-	-	-	-	-	-	43%	46%	43%	*	43%	81%	43%	86%
	2019	81%	82%	**83%**	*	-	*	-	-		48%	80%	47%		71%		48%	
At Meets Grade Level or Above	2021	49%	56%	**53%**	-	-	-	-	-	-	19%	31%	18%	*	29%	60%	19%	55%
	2019	55%	59%	**61%**	*	-	*	-	-		15%	40%	15%		57%		16%	
At Masters Grade Level	2021	29%	35%	**31%**	-	-	-	-	-	-	6%	15%	6%	*	14%	36%	6%	31%
	2019	33%	38%	**40%**	*	-	*	-	-		5%	0%	5%		43%		6%	

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

2020-21 STAAR Participation (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	77%	**79%**	76%	81%	79%	69%	82%	67%	74%	77%	81%	80%	79%	80%	85%
Included in Accountability	83%	73%	**75%**	72%	76%	76%	64%	77%	58%	71%	73%	77%	78%	70%	77%	78%
Not Included in Accountability: Mobile	3%	3%	**3%**	4%	3%	2%	5%	2%	8%	3%	3%	2%	1%	7%	2%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	0%	3%	0%	0%	2%	2%	1%	2%	2%	4%
Not Tested	12%	23%	**21%**	24%	19%	21%	31%	18%	33%	26%	23%	19%	20%	21%	20%	15%
Absent	2%	5%	**4%**	4%	4%	4%	9%	1%	4%	6%	4%	4%	3%	5%	4%	3%
Other	10%	18%	**17%**	20%	16%	17%	22%	17%	29%	20%	18%	15%	17%	17%	16%	13%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	99%	100%	100%	99%	100%	100%	99%	100%	99%	100%	99%	100%	100%
Included in Accountability	94%	94%	**93%**	93%	92%	96%	96%	93%	88%	93%	92%	93%	96%	87%	92%	89%
Not Included in Accountability: Mobile	4%	4%	**4%**	7%	4%	3%	1%	4%	3%	6%	4%	4%	1%	10%	5%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	0%	3%	0%	1%	3%	9%	0%	4%	2%	2%	2%	3%	7%
Not Tested	1%	1%	**0%**	1%	0%	0%	1%	0%	0%	1%	0%	1%	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	1%	0%	0%	1%	0%	1%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.4%	**97.8%**	97.5%	97.5%	98.1%	95.3%	99.1%	98.1%	98.0%	96.8%	97.4%	97.9%
2018-19	95.4%	95.6%	**95.7%**	95.5%	95.3%	96.1%	94.5%	97.6%	96.7%	96.0%	94.4%	95.1%	96.0%
Chronic Absenteeism													
2019-20	6.7%	6.9%	**7.2%**	9.4%	8.2%	5.4%	21.4%	2.0%	4.5%	6.4%	12.1%	9.3%	6.7%
2018-19	11.4%	10.5%	**10.4%**	12.4%	11.9%	8.2%	13.0%	3.9%	6.7%	10.0%	15.4%	13.5%	9.9%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.3%	**0.5%**	1.0%	0.5%	0.2%	0.0%	0.3%	0.0%	0.0%	0.8%	0.8%	0.6%
2018-19	0.4%	0.2%	**0.2%**	0.0%	0.4%	0.0%	0.0%	0.6%	0.0%	0.0%	0.4%	0.4%	0.7%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.5%	**0.4%**	0.6%	0.5%	0.2%	0.0%	0.1%	0.0%	0.0%	0.6%	0.7%	0.9%
2018-19	1.9%	1.4%	**0.3%**	0.4%	0.2%	0.2%	0.0%	0.0%	0.0%	0.9%	0.3%	0.4%	0.2%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	92.1%	**96.9%**	97.1%	96.6%	96.3%	*	98.8%	100.0%	98.4%	91.0%	95.4%	94.2%
Received TxCHSE	0.4%	0.3%	**0.1%**	0.0%	0.0%	0.3%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Continued HS	3.9%	3.6%	**1.8%**	1.3%	2.3%	1.8%	*	1.2%	0.0%	0.0%	7.6%	2.4%	2.9%
Dropped Out	5.4%	4.0%	**1.2%**	1.6%	1.1%	1.6%	*	0.0%	0.0%	1.6%	1.4%	2.1%	2.9%
Graduates and TxCHSE	90.7%	92.3%	**97.0%**	97.1%	96.6%	96.6%	*	98.8%	100.0%	98.4%	91.0%	95.4%	94.2%
Graduates, TxCHSE, and Continuers	94.6%	96.0%	**98.8%**	98.4%	98.9%	98.4%	*	100.0%	100.0%	98.4%	98.6%	97.9%	97.1%
Class of 2019													
Graduated	90.0%	92.6%	**97.9%**	98.3%	98.2%	97.4%	87.5%	99.4%	*	92.1%	85.0%	96.9%	97.4%
Received TxCHSE	0.5%	0.4%	**0.1%**	0.0%	0.1%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.1%	0.0%
Continued HS	3.7%	3.0%	**1.4%**	1.4%	1.2%	2.2%	0.0%	0.6%	*	3.2%	12.8%	1.7%	1.9%
Dropped Out	5.9%	4.0%	**0.6%**	0.3%	0.5%	0.5%	12.5%	0.0%	*	4.8%	2.3%	1.2%	0.6%
Graduates and TxCHSE	90.4%	93.0%	**97.9%**	98.3%	98.3%	97.4%	87.5%	99.4%	*	92.1%	85.0%	97.0%	97.4%
Graduates, TxCHSE, and Continuers	94.1%	96.0%	**99.4%**	99.7%	99.5%	99.5%	87.5%	100.0%	*	95.2%	97.7%	98.8%	99.4%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	93.8%	**99.3%**	99.7%	99.4%	99.5%	87.5%	100.0%	*	95.1%	97.6%	98.6%	99.4%
Received TxCHSE	0.5%	0.5%	**0.1%**	0.0%	0.1%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.1%	0.0%
Continued HS	1.3%	1.4%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.1%	4.2%	**0.6%**	0.3%	0.5%	0.5%	12.5%	0.0%	*	4.9%	2.4%	1.2%	0.6%
Graduates and TxCHSE	92.6%	94.4%	**99.4%**	99.7%	99.5%	99.5%	87.5%	100.0%	*	95.1%	97.6%	98.8%	99.4%
Graduates, TxCHSE, and Continuers	93.9%	95.8%	**99.4%**	99.7%	99.5%	99.5%	87.5%	100.0%	*	95.1%	97.6%	98.8%	99.4%

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2018													
Graduated	92.2%	94.0%	**99.1%**	100.0%	99.1%	98.4%	100.0%	99.2%	*	98.1%	94.7%	98.5%	99.2%
Received TxCHSE	0.6%	0.6%	**0.1%**	0.0%	0.0%	0.3%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	1.1%	**0.3%**	0.0%	0.1%	0.3%	0.0%	0.8%	*	1.9%	3.5%	0.6%	0.0%
Dropped Out	6.1%	4.2%	**0.6%**	0.0%	0.7%	1.1%	0.0%	0.0%	*	0.0%	1.8%	1.0%	0.8%
Graduates and TxCHSE	92.8%	94.7%	**99.2%**	100.0%	99.1%	98.6%	100.0%	99.2%	*	98.1%	94.7%	98.5%	99.2%
Graduates, TxCHSE, and Continuers	93.9%	95.8%	**99.4%**	100.0%	99.3%	98.9%	100.0%	100.0%	*	100.0%	98.2%	99.0%	99.2%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	94.2%	**99.4%**	100.0%	99.3%	98.6%	100.0%	100.0%	*	100.0%	98.2%	99.0%	99.2%
Received TxCHSE	0.7%	0.7%	**0.1%**	0.0%	0.0%	0.3%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	0.6%	0.8%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.1%	4.3%	**0.6%**	0.0%	0.7%	1.1%	0.0%	0.0%	*	0.0%	1.8%	1.0%	0.8%
Graduates and TxCHSE	93.3%	95.0%	**99.4%**	100.0%	99.3%	98.9%	100.0%	100.0%	*	100.0%	98.2%	99.0%	99.2%
Graduates, TxCHSE, and Continuers	93.9%	95.7%	**99.4%**	100.0%	99.3%	98.9%	100.0%	100.0%	*	100.0%	98.2%	99.0%	99.2%
Class of 2017													
Graduated	92.4%	93.9%	**99.1%**	99.0%	99.0%	99.7%	*	99.3%	*	97.1%	97.5%	98.6%	96.8%
Received TxCHSE	0.7%	0.8%	**0.1%**	0.0%	0.0%	0.3%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	0.6%	0.8%	**0.1%**	0.0%	0.1%	0.0%	*	0.0%	*	1.5%	1.6%	0.1%	0.0%
Dropped Out	6.3%	4.5%	**0.7%**	1.0%	0.9%	0.0%	*	0.7%	*	1.5%	0.8%	1.3%	3.2%
Graduates and TxCHSE	93.2%	94.7%	**99.2%**	99.0%	99.0%	100.0%	*	99.3%	*	97.1%	97.5%	98.6%	96.8%
Graduates, TxCHSE, and Continuers	93.7%	95.5%	**99.3%**	99.0%	99.1%	100.0%	*	99.3%	*	98.5%	99.2%	98.7%	96.8%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	92.1%	**95.9%**	95.0%	95.7%	95.3%	*	98.8%	100.0%	98.4%	83.4%	94.5%	90.3%
Class of 2019	90.0%	92.6%	**96.8%**	96.6%	97.1%	96.2%	87.5%	99.4%	*	92.1%	75.5%	95.8%	96.2%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	18.8%	*	*	-	-	-	-	-	-	*	*	-
Class of 2019	73.3%	15.4%	*	*	*	-	-	*	-	-	-	*	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	4.6%	**0.8%**	0.7%	1.2%	0.3%	*	0.6%	0.0%	1.6%	7.0%	1.3%	3.8%
Class of 2019	4.2%	2.1%	**1.1%**	1.1%	1.2%	1.7%	0.0%	0.0%	*	0.0%	2.0%	0.8%	1.4%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	83.5%	83.7%	**93.5%**	90.4%	92.4%	95.1%	*	98.8%	100.0%	96.8%	63.6%	90.6%	82.3%
Class of 2019	83.5%	87.3%	**91.1%**	90.6%	89.5%	90.4%	85.7%	98.9%	*	96.6%	37.3%	89.4%	80.7%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	87.8%	88.1%	**94.3%**	90.8%	93.6%	95.4%	*	99.4%	100.0%	98.4%	70.0%	91.7%	86.2%
Class of 2019	87.6%	89.1%	**92.3%**	91.7%	90.7%	92.1%	85.7%	98.9%	*	96.6%	39.2%	90.2%	82.3%
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	4.7%	**0.0%**	*	-	*	-	*	-	*	0.0%	*	*
2018-19	32.7%	7.5%	**0.0%**	*	0.0%	*	-	*	-	-	0.0%	0.0%	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	4.8%	**0.9%**	0.6%	1.1%	0.5%	*	1.2%	*	1.6%	6.7%	1.4%	3.7%
2018-19	4.4%	2.1%	**1.2%**	1.0%	1.3%	1.7%	0.0%	0.0%	*	0.0%	1.9%	0.8%	1.4%
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	82.2%	**92.4%**	89.0%	91.4%	94.7%	*	97.0%	*	93.8%	56.4%	89.5%	81.5%
2018-19	82.1%	86.0%	**90.6%**	89.5%	88.8%	90.2%	85.7%	98.9%	*	96.5%	36.2%	88.7%	81.1%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	85.9%	**92.9%**	89.1%	92.5%	94.2%	*	97.6%	*	93.8%	59.9%	90.8%	84.6%
2018-19	85.9%	87.2%	**91.2%**	90.2%	89.5%	91.0%	85.7%	98.3%	*	96.5%	34.5%	88.9%	82.4%

	District Count	District Percent	State Count	State Percent
Graduates (2019-20 Annual Graduates)				
Total Graduates	1,721	100.0%	360,220	100.0%
By Ethnicity:				
African American	311	18.1%	44,729	12.4%
Hispanic	787	45.7%	184,060	51.1%
White	382	22.2%	105,215	29.2%
American Indian	4	0.2%	1,226	0.3%
Asian	168	9.8%	17,126	4.8%
Pacific Islander	4	0.2%	557	0.2%
Two or More Races	65	3.8%	7,307	2.0%
By Graduation Type:				
Minimum H.S. Program	8	0.5%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	952	0.3%
Foundation H.S. Program (No Endorsement)	115	6.7%	49,535	13.8%
Foundation H.S. Program (Endorsement)	16	0.9%	15,689	4.4%
Foundation H.S. Program (DLA)	1,582	91.9%	292,532	81.2%
Special Education Graduates	157	9.1%	29,018	8.1%
Economically Disadvantaged Graduates	737	42.8%	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	136	7.9%	29,639	8.2%
At-Risk Graduates	652	37.9%	148,836	41.3%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

Academic Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	71.1%	**77.3%**	68.8%	74.6%	85.3%	*	83.9%	*	87.7%	84.7%	71.1%	59.6%
2018-19	72.9%	78.3%	**78.1%**	71.8%	74.5%	83.1%	85.7%	88.8%	*	87.7%	76.6%	71.8%	62.8%
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	63.7%	**70.4%**	57.6%	67.7%	80.4%	*	81.0%	*	76.9%	14.0%	62.1%	46.3%
2018-19	53.0%	63.5%	**65.0%**	55.0%	59.6%	71.9%	57.1%	82.7%	*	84.2%	6.3%	56.1%	36.2%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	72.8%	**86.9%**	80.4%	85.5%	91.4%	*	93.5%	*	90.8%	47.1%	82.6%	66.2%
2018-19	60.7%	72.2%	**81.1%**	78.4%	77.8%	83.5%	71.4%	90.5%	*	93.0%	33.6%	77.1%	63.8%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	62.3%	**71.1%**	60.5%	68.2%	79.8%	*	81.5%	*	76.9%	17.2%	62.8%	48.5%
2018-19	48.6%	61.8%	**67.0%**	59.8%	60.6%	73.1%	57.1%	86.6%	*	84.2%	6.3%	58.2%	38.2%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	58.3%	**67.7%**	55.6%	64.2%	78.3%	*	79.8%	*	73.8%	12.7%	58.5%	41.2%
2018-19	44.2%	57.9%	**62.1%**	54.0%	54.5%	70.7%	57.1%	81.6%	*	82.5%	4.7%	51.9%	30.9%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	30.3%	**30.0%**	14.8%	23.1%	46.6%	*	53.0%	*	27.7%	1.9%	22.3%	13.2%
2018-19	21.1%	31.2%	**29.8%**	14.4%	25.9%	38.7%	42.9%	50.8%	*	26.3%	1.6%	24.5%	13.2%
Associate Degree (Annual Graduates)													
2019-20	2.1%	1.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2018-19	1.9%	0.8%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	22.4%	**7.4%**	5.1%	6.7%	10.2%	*	7.1%	*	10.8%	0.0%	4.9%	0.0%
2018-19	23.1%	19.2%	**6.8%**	5.8%	6.0%	8.2%	0.0%	7.8%	*	8.8%	0.0%	5.3%	0.0%
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	11.2%	**1.6%**	1.9%	0.8%	1.6%	*	5.4%	*	1.5%	0.0%	1.2%	0.0%
2018-19	2.3%	8.8%	**5.6%**	3.8%	4.5%	7.5%	0.0%	10.1%	*	3.5%	0.0%	3.8%	1.3%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	17.5%	**11.9%**	13.5%	11.7%	10.7%	*	11.9%	*	13.8%	84.7%	13.4%	16.9%
2018-19	40.4%	37.8%	**34.3%**	36.1%	32.3%	38.1%	28.6%	34.6%	*	24.6%	75.4%	32.0%	35.5%
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	11.4%	**4.2%**	1.3%	3.9%	5.2%	*	9.5%	*	1.5%	0.6%	3.5%	0.7%

Academic Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	10.8%	**4.2%**	4.5%	2.1%	6.8%	0.0%	8.4%	*	0.0%	0.8%	2.5%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.2%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2018-19	0.6%	0.1%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	2.6%	**3.3%**	5.5%	3.0%	2.9%	*	1.2%	*	4.6%	36.3%	4.1%	6.6%
2018-19	2.3%	2.4%	**3.0%**	4.8%	3.4%	2.4%	14.3%	0.0%	*	0.0%	39.8%	3.6%	9.2%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	4.1%	**5.5%**	8.7%	5.7%	3.7%	*	1.2%	*	9.2%	59.9%	7.1%	10.3%
2018-19	2.7%	3.2%	**2.3%**	2.7%	2.6%	2.4%	0.0%	0.6%	*	1.8%	31.3%	2.8%	5.9%

	Academic Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	35.6%	**24.8%**	22.2%	25.4%	21.7%	*	31.5%	*	27.7%	3.2%	25.5%	5.1%
	2018-19	33.4%	40.9%	**41.0%**	42.6%	40.0%	37.0%	28.6%	45.3%	*	59.6%	9.4%	40.8%	13.2%
Mathematics	2019-20	21.2%	29.4%	**32.6%**	27.0%	31.4%	33.8%	*	43.5%	*	38.5%	2.5%	30.0%	17.6%
	2018-19	24.7%	33.8%	**40.0%**	39.5%	38.3%	33.2%	28.6%	56.4%	*	63.2%	3.9%	38.7%	24.3%
Both Subjects	2019-20	16.4%	20.6%	**14.8%**	10.6%	14.6%	13.9%	*	23.8%	*	18.5%	0.0%	13.6%	3.7%
	2018-19	18.8%	25.4%	**27.6%**	25.8%	26.1%	22.3%	28.6%	41.3%	*	50.9%	2.3%	27.5%	9.2%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	8.7%	**41.1%**	45.3%	45.1%	33.5%	*	32.1%	*	43.1%	42.0%	45.9%	61.8%
	2018-19	5.1%	5.1%	**24.2%**	24.7%	29.8%	14.3%	28.6%	23.5%	*	22.8%	23.4%	31.4%	52.0%
Mathematics	2019-20	9.7%	8.6%	**19.4%**	23.8%	24.0%	11.3%	*	6.5%	*	23.1%	14.0%	23.2%	33.1%
	2018-19	7.3%	6.7%	**11.1%**	14.8%	14.3%	5.3%	0.0%	3.4%	*	17.5%	3.1%	14.0%	13.8%
Both Subjects	2019-20	4.2%	2.8%	**12.8%**	14.5%	16.1%	7.1%	*	6.0%	*	13.8%	9.6%	15.3%	27.2%
	2018-19	2.6%	1.6%	**4.8%**	6.2%	7.0%	1.2%	0.0%	1.7%	*	7.0%	1.6%	6.7%	11.2%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	28.8%	**31.2%**	19.0%	24.1%	43.9%	33.3%	56.9%	37.5%	32.7%	2.2%	23.0%	7.5%
	2019	25.2%	32.0%	**33.8%**	22.3%	28.8%	40.0%	30.0%	67.0%	30.0%	27.7%	1.6%	29.3%	12.7%
English Language Arts	2020	12.7%	16.7%	**20.1%**	11.0%	15.1%	28.1%	33.3%	41.1%	37.5%	19.2%	1.0%	15.0%	2.2%
	2019	14.5%	19.3%	**21.6%**	13.4%	17.8%	25.1%	10.0%	48.3%	20.0%	17.5%	0.3%	18.2%	3.2%
Mathematics	2020	6.4%	10.6%	**10.3%**	5.7%	5.9%	16.0%	11.1%	27.6%	12.5%	7.7%	0.7%	6.5%	1.4%
	2019	7.4%	12.3%	**13.0%**	6.1%	9.6%	15.7%	30.0%	36.8%	0.0%	8.0%	0.5%	11.3%	4.0%
Science	2020	9.4%	13.8%	**17.1%**	8.0%	11.6%	26.0%	22.2%	39.3%	12.5%	17.3%	0.5%	11.8%	2.5%
	2019	10.4%	14.5%	**18.8%**	11.0%	13.1%	22.7%	30.0%	52.9%	20.0%	14.6%	0.0%	15.4%	5.2%
Social Studies	2020	12.4%	15.7%	**19.8%**	12.7%	13.1%	30.3%	11.1%	38.7%	25.0%	21.8%	1.0%	13.8%	2.8%
	2019	13.9%	17.4%	**21.0%**	15.6%	15.2%	27.3%	30.0%	45.7%	10.0%	16.8%	0.3%	16.2%	2.9%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	72.0%	**65.0%**	55.3%	56.1%	73.0%	*	72.7%	*	66.7%	55.6%	56.3%	48.1%
	2019	51.0%	64.6%	**54.2%**	35.2%	45.9%	69.3%	*	57.9%	*	68.4%	50.0%	43.5%	54.5%
English Language Arts	2020	50.1%	65.0%	**56.3%**	45.1%	45.0%	68.9%	*	62.9%	*	46.7%	*	42.6%	0.0%
	2019	41.2%	56.8%	**43.7%**	23.5%	33.6%	63.5%	*	45.8%	*	50.0%	*	26.9%	0.0%
Mathematics	2020	56.5%	67.7%	**58.9%**	32.4%	50.0%	71.2%	*	58.5%	*	75.0%	*	45.0%	40.0%
	2019	52.2%	62.9%	**43.9%**	33.3%	32.5%	59.2%	*	46.1%	-	45.5%	*	33.7%	21.4%
Science	2020	47.6%	61.6%	**49.2%**	36.5%	39.6%	59.1%	*	54.5%	*	33.3%	*	40.9%	44.4%
	2019	40.6%	55.9%	**36.7%**	21.4%	28.1%	52.7%	*	34.8%	*	55.0%	-	23.8%	5.6%

	Academic Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	68.7%	**57.4%**	51.2%	45.3%	65.4%	*	61.4%	*	73.5%	*	42.9%	50.0%
	2019	46.3%	59.7%	**50.9%**	34.3%	44.0%	62.1%	*	56.0%	*	52.2%	*	39.2%	20.0%
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	84.3%	**100.0%**	100.0%	100.0%	100.0%	*	95.8%	*	100.0%	82.8%	100.0%	100.0%
	2018-19	75.0%	79.0%	**99.7%**	100.0%	99.1%	97.3%	100.0%	100.0%	*	100.0%	79.7%	99.1%	96.1%
At/Above Criterion for All Examinees	2019-20	35.7%	48.1%	**37.2%**	21.4%	27.7%	58.2%	60.0%	64.0%	40.0%	38.2%	3.1%	24.1%	3.4%
	2018-19	36.1%	48.9%	**32.4%**	20.1%	22.1%	50.7%	28.6%	54.7%	*	33.3%	0.0%	21.2%	3.4%
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	1066	**1006**	932	960	1107	1098	1123	1040	1041	782	941	808
	2018-19	1027	1089	**1088**	1008	1056	1143	*	1170	*	1090	769	1040	921
English Language Arts and Writing	2019-20	513	537	**506**	473	482	559	584	553	542	531	392	473	399
	2018-19	517	547	**544**	509	530	573	*	568	*	555	383	520	438
Mathematics	2019-20	506	529	**500**	459	478	548	514	569	498	510	390	469	408
	2018-19	510	542	**544**	499	525	570	*	602	*	535	386	520	483
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20	23	**22**	18	20	24	-	25	-	22	15	20	13
	2018-19	21	22	**19**	17	17	21	17	21	*	19	13	17	14
English Language Arts	2019-20	20	23	**21**	18	19	23	-	25	-	23	14	19	11
	2018-19	20	22	**18**	16	17	21	16	20	*	19	12	16	12
Mathematics	2019-20	20	23	**22**	19	20	23	-	25	-	21	16	19	15
	2018-19	20	22	**19**	17	18	21	19	22	*	19	14	18	16
Science	2019-20	21	23	**22**	19	20	24	-	25	-	22	14	20	13
	2018-19	21	22	**19**	17	18	21	18	22	*	19	13	18	15

	Academic Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	48.9%	**48.7%**	41.4%	41.7%	59.7%	52.4%	73.2%	41.7%	48.8%	9.8%	39.9%	21.8%
	2018-19	44.6%	48.4%	**46.7%**	36.6%	40.1%	56.8%	28.6%	72.6%	53.8%	53.8%	8.6%	36.8%	19.9%
English Language Arts	2019-20	18.2%	20.8%	**16.8%**	13.6%	13.2%	22.5%	25.0%	27.5%	25.0%	16.6%	1.0%	12.9%	1.9%
	2018-19	17.8%	21.3%	**16.1%**	13.7%	14.0%	17.4%	5.6%	30.0%	41.7%	11.8%	1.6%	13.7%	2.3%
Mathematics	2019-20	20.7%	22.8%	**19.4%**	15.0%	15.4%	26.1%	15.8%	33.3%	16.7%	19.4%	2.1%	14.4%	5.2%
	2018-19	20.4%	22.9%	**19.3%**	14.4%	15.4%	24.4%	26.3%	37.1%	22.2%	16.9%	1.1%	15.0%	6.9%
Science	2019-20	22.4%	23.8%	**20.9%**	17.3%	17.3%	26.0%	25.0%	34.6%	25.0%	18.8%	3.8%	17.2%	5.8%
	2018-19	21.7%	21.7%	**19.4%**	14.1%	14.6%	24.9%	17.6%	39.2%	33.3%	20.4%	2.6%	14.4%	5.7%
Social Studies	2019-20	24.6%	27.3%	**29.4%**	21.6%	22.3%	39.8%	31.6%	56.2%	33.3%	32.7%	2.0%	20.7%	5.5%
	2018-19	23.6%	28.0%	**30.4%**	23.2%	22.9%	39.8%	21.1%	56.9%	27.3%	38.2%	1.3%	21.3%	5.0%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	57.1%	**41.5%**	39.2%	43.1%	38.0%	*	42.9%	*	49.2%	35.0%	38.3%	41.2%
	2018-19	59.0%	53.9%	**53.0%**	52.9%	51.2%	55.2%	28.6%	58.7%	*	47.4%	46.1%	48.9%	50.7%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	51.8%	**54.2%**	57.0%	45.1%	58.1%	42.9%	79.3%	*	56.1%	18.0%	47.7%	31.6%
	2017-18	53.4%	51.9%	**52.2%**	56.6%	41.9%	54.7%	40.0%	85.5%	*	64.2%	21.1%	45.3%	26.8%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	46.7%	**61.3%**	72.0%	66.7%	43.3%	-	88.9%	*	40.0%	-	62.5%	*
	2017-18	60.7%	73.8%	**72.0%**	55.8%	68.8%	83.6%	*	85.3%	*	67.7%	4.0%	63.0%	27.8%

	----------- Membership -----------				------------ Enrollment ------------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	25,408	100.0%	5,359,040	100.0%	25,436	100.0%	5,371,586	100.0%
Students by Grade:								
Early Childhood Education	164	0.6%	13,855	0.3%	187	0.7%	20,991	0.4%
Pre-Kindergarten	710	2.8%	196,560	3.7%	711	2.8%	197,093	3.7%
Kindergarten	1,713	6.7%	360,865	6.7%	1,713	6.7%	361,349	6.7%
Grade 1	1,809	7.1%	380,973	7.1%	1,809	7.1%	381,403	7.1%
Grade 2	1,722	6.8%	379,725	7.1%	1,723	6.8%	380,122	7.1%
Grade 3	1,731	6.8%	380,802	7.1%	1,732	6.8%	381,135	7.1%
Grade 4	1,837	7.2%	385,090	7.2%	1,837	7.2%	385,364	7.2%
Grade 5	1,964	7.7%	395,436	7.4%	1,965	7.7%	395,649	7.4%
Grade 6	1,869	7.4%	414,197	7.7%	1,869	7.3%	414,357	7.7%
Grade 7	1,903	7.5%	421,222	7.9%	1,903	7.5%	421,347	7.8%
Grade 8	1,972	7.8%	422,386	7.9%	1,972	7.8%	422,505	7.9%
Grade 9	2,082	8.2%	436,396	8.1%	2,082	8.2%	436,523	8.1%
Grade 10	2,050	8.1%	420,502	7.8%	2,050	8.1%	420,705	7.8%
Grade 11	1,944	7.7%	388,143	7.2%	1,944	7.6%	388,443	7.2%
Grade 12	1,938	7.6%	362,888	6.8%	1,939	7.6%	364,600	6.8%
Ethnic Distribution:								
African American	3,920	15.4%	680,285	12.7%	3,922	15.4%	681,401	12.7%
Hispanic	12,249	48.2%	2,835,771	52.9%	12,259	48.2%	2,840,982	52.9%
White	5,814	22.9%	1,418,789	26.5%	5,825	22.9%	1,424,251	26.5%
American Indian	50	0.2%	18,712	0.3%	51	0.2%	18,755	0.3%
Asian	2,107	8.3%	253,856	4.7%	2,109	8.3%	254,163	4.7%
Pacific Islander	49	0.2%	8,259	0.2%	49	0.2%	8,271	0.2%
Two or More Races	1,219	4.8%	143,368	2.7%	1,221	4.8%	143,763	2.7%
Sex:								
Female	12,291	48.4%	2,620,239	48.9%	12,301	48.4%	2,624,722	48.9%
Male	13,117	51.6%	2,738,801	51.1%	13,135	51.6%	2,746,864	51.1%
Economically Disadvantaged	12,143	47.8%	3,229,178	60.3%	12,146	47.8%	3,233,417	60.2%
Non-Educationally Disadvantaged	13,265	52.2%	2,129,862	39.7%	13,290	52.2%	2,138,169	39.8%
Section 504 Students	2,287	9.0%	387,490	7.2%	2,287	9.0%	387,622	7.2%
EB Students/EL	5,966	23.5%	1,108,207	20.7%	5,966	23.5%	1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	374	1.3%	66,833	1.2%				
Students w/ Dyslexia	1,191	4.7%	241,070	4.5%	1,192	4.7%	241,197	4.5%
Foster Care	83	0.3%	17,033	0.3%	83	0.3%	17,090	0.3%

	----------- Membership -----------				------------ Enrollment ------------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Homeless	239	0.9%	57,709	1.1%	239	0.9%	57,811	1.1%
Immigrant	620	2.4%	108,025	2.0%	620	2.4%	108,092	2.0%
Migrant	0	0.0%	16,657	0.3%	0	0.0%	16,733	0.3%
Title I	17,995	70.8%	3,457,855	64.5%	18,017	70.8%	3,464,887	64.5%
Military Connected	1,236	4.9%	144,596	2.7%	1,236	4.9%	144,683	2.7%
At-Risk	13,107	51.6%	2,634,284	49.2%	13,108	51.5%	2,636,849	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	5,963	23.5%	1,123,936	21.0%	5,963	23.4%	1,124,413	20.9%
Gifted and Talented Education	2,005	7.9%	443,781	8.3%	2,005	7.9%	443,849	8.3%
Special Education	3,078	12.1%	595,885	11.1%	3,104	12.2%	605,043	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	3,078		595,885					
By Type of Primary Disability								
Students with Intellectual Disabilities	1,306	42.4%	253,352	42.5%				
Students with Physical Disabilities	700	22.7%	127,106	21.3%				
Students with Autism	472	15.3%	83,737	14.1%				
Students with Behavioral Disabilities	547	17.8%	122,624	20.6%				
Students with Non-Categorical Early Childhood	53	1.7%	9,066	1.5%				
Mobility (2019-20):								
Total Mobile Students	2,743	11.0%	726,083	13.8%				
By Ethnicity:								
African American	630	2.5%	148,832	2.8%				
Hispanic	1,392	5.6%	372,491	7.1%				
White	461	1.9%	160,748	3.1%				
American Indian	12	0.0%	2,944	0.1%				
Asian	120	0.5%	18,370	0.4%				
Pacific Islander	2	0.0%	1,484	0.0%				
Two or More Races	126	0.5%	21,214	0.4%				
Count and Percent of Special Ed Students who are Mobile	415	13.0%	102,036	16.5%				
Count and Percent of EB Students/EL who are Mobile	618	11.8%	137,410	13.6%				
Count and Percent of Econ Dis Students who are Mobile	1,770	13.9%	508,900	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	3,589	17.4%	700,130	16.6%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.6%	1.4%	1.6%	4.8%
Grade 1	0.9%	1.9%	1.8%	3.2%
Grade 2	0.3%	1.0%	0.5%	1.4%
Grade 3	0.2%	0.5%	0.4%	0.6%
Grade 4	0.0%	0.3%	0.7%	0.4%
Grade 5	0.1%	0.2%	0.0%	0.3%
Grade 6	0.2%	0.2%	0.0%	0.3%
Grade 7	0.1%	0.3%	0.0%	0.3%
Grade 8	0.2%	0.2%	0.0%	0.4%
Grade 9	0.4%	4.7%	0.0%	7.8%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	15	0.1%	6,039	0.2%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	District	State
Elementary:		
Kindergarten	17.5	17.7
Grade 1	17.6	18.0
Grade 2	17.9	18.0
Grade 3	18.9	18.2
Grade 4	19.0	18.3
Grade 5	20.4	19.8
Grade 6	18.7	19.4
Secondary:		
English/Language Arts	15.2	15.7
Foreign Languages	18.4	17.8
Mathematics	17.7	16.9
Science	18.9	17.9
Social Studies	19.8	18.3

Staff Information	----- District -----		------- State -------	
	Count	Percent	Count	Percent
Total Staff	3,602.2	100.0%	745,316.3	100.0%
Professional Staff:	2,485.9	69.0%	479,219.1	64.3%
Teachers	1,903.0	52.8%	369,395.4	49.6%
Professional Support	419.9	11.7%	78,787.8	10.6%
Campus Administration (School Leadership)	102.9	2.9%	22,378.5	3.0%
Central Administration	60.1	1.7%	8,657.4	1.2%
Educational Aides:	405.3	11.3%	79,348.7	10.6%
Auxiliary Staff:	710.9	19.7%	186,748.5	25.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	31.0	n/a	4,290.0	n/a
Part-time Librarians	0.0	n/a	582.0	n/a
Full-time Counselors	61.0	n/a	13,211.0	n/a
Part-time Counselors	5.0	n/a	1,126.0	n/a
Total Minority Staff:	1,530.3	42.5%	384,122.4	51.5%
Teachers by Ethnicity:				
African American	154.2	8.1%	41,186.3	11.1%
Hispanic	434.6	22.8%	104,985.0	28.4%
White	1,225.7	64.4%	210,367.3	56.9%
American Indian	4.5	0.2%	1,261.0	0.3%
Asian	33.0	1.7%	6,656.1	1.8%
Pacific Islander	7.0	0.4%	618.8	0.2%
Two or More Races	44.0	2.3%	4,320.9	1.2%
Teachers by Sex:				
Males	453.9	23.9%	88,006.1	23.8%
Females	1,449.1	76.1%	281,389.3	76.2%
Teachers by Highest Degree Held:				
No Degree	69.8	3.7%	4,422.7	1.2%
Bachelors	1,297.2	68.2%	269,818.0	73.0%
Masters	524.2	27.5%	92,432.5	25.0%
Doctorate	11.9	0.6%	2,722.3	0.7%
Teachers by Years of Experience:				
Beginning Teachers	65.8	3.5%	24,880.4	6.7%
1-5 Years Experience	557.7	29.3%	102,753.7	27.8%
6-10 Years Experience	412.7	21.7%	74,854.8	20.3%
11-20 Years Experience	587.0	30.8%	107,653.1	29.1%

Staff Information	----- District -----		------- State -------	
	Count	Percent	Count	Percent
21-30 Years Experience	230.1	12.1%	47,975.4	13.0%
Over 30 Years Experience	49.7	2.6%	11,278.0	3.1%
Number of Students per Teacher	13.4	n/a	14.5	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	7.5	6.4
Average Years Experience of Principals with District	6.5	5.5
Average Years Experience of Assistant Principals	6.2	5.5
Average Years Experience of Assistant Principals with District	4.8	4.8
Average Years Experience of Teachers:	11.1	11.2
Average Years Experience of Teachers with District:	6.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$55,645	$50,849
1-5 Years Experience	$52,921	$53,288
6-10 Years Experience	$54,713	$56,282
11-20 Years Experience	$58,228	$59,900
21-30 Years Experience	$63,766	$64,637
Over 30 Years Experience	$67,672	$69,974
Average Actual Salaries (regular duties only):		
Teachers	$56,737	$57,641
Professional Support	$67,814	$68,030
Campus Administration (School Leadership)	$82,397	$83,424
Central Administration	$93,117	$109,662
Instructional Staff Percent:	70.9%	64.6%
Turnover Rate for Teachers:	15.1%	14.3%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,136.9
Educational Aides	0.0	194.8
Auxiliary Staff	0.0	397.5
Contracted Instructional Staff:	0.0	5,731.4

	------ District -----		------- State -------	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Teachers by Program (population served):				
Bilingual/ESL Education	193.9	10.2%	22,870.6	6.2%
Career and Technical Education	80.3	4.2%	18,987.7	5.1%
Compensatory Education	31.1	1.6%	10,226.9	2.8%
Gifted and Talented Education	45.9	2.4%	6,558.4	1.8%
Regular Education	1,284.1	67.5%	262,447.1	71.0%
Special Education	263.5	13.8%	34,862.5	9.4%
Other	4.2	0.2%	13,442.2	3.6%

-    Indicates there are no students in the group.

*   Indicates results are masked due to small numbers to protect student confidentiality.

**   When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

?   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report
   (To open link in a new window, press the "Ctrl" key and click on the link.)

Policies, Procedures, and Requirements

Bullying Prevention – page 33

Coordinated Health Program

Disciplinary Alternative Education Program (DAEP) campus wesbsite

Disciplinary Alternative Education Program (DAEP) handbook information

Decision-Making & Planning Policy Evaluation – evaluation to be completed during 2022-23 school year

Dropout Prevention – PACE

Dyslexia Treatment Program

Title I, Part C Migrant

Pregnancy Related Services – page 6

Post-Secondary Preparedness

Recruiting Teachers & Paraprofessionals

Sexual Abuse & Maltreatment of Children – page 61

Student Welfare: Crisis Intervention Programs & Training – page 70

Student Welfare: Discipline/Conflict/Violence Management – page 47

Texas Behavior Support Initiative (TBSI)

Technology Integration

Job Description for Peace Officers, Resource Officers, & Security Personnel (TEC 11.252 & Board Policy CKE (Legal))

> Security Officer
>
> Police Department Positions (Chief, Dispatcher, Records Clerk, Lieutenant, Detective, Officer, Sergeant)

Priority for Service (PFS) Action Plan
for Migratory Students-Shared Service Arrangement District

As part of Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394] (d)].

The Priority for Service Report on Tx-NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12,	• Who have made a qualifying move within the previous 1-year period;
Ungraded (UG) or Out of School (OS)	**AND**
	• Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period;
	AND
	• Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or
	• For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

School District:

Region: ESC Region 13, Migrant Shared Service Arrangement

Priority for Service (PFS) Action Plan

Filled Out By:
Marlen Gonzalez

Date:
September 16, 2022

School Year: 2022 - 2023

Note: *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).*

Goal(s): To ensure that identified Priority for Service (PFS) migratory students in Region 13 Migrant Shared Service Arrangement districts receive interventions in order to succeed in school.

Objective(s): Region 13 MEP and the Shared Service Arrangement (SSA) contact will assess the specific academic needs of Migrant PFS students and address each need with targeted instructional and support services.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.	September 2022- June 2023	Region 13 MEP Staff	NGS PFS Reports
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	August-September 2022	Region 13 MEP Staff	PFS Action Plan District
Additional Activities			

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migratory students.			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	September 2022 – July 2023	Region 13 MEP Staff SSA District Contact	PFS Action Plan NGS PFS Reports PFS Criteria

- During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria.

| | September 2022 – July 2023 | Region 13 MEP Staff | PFS Criteria, Student PFS Progress -Review Forms, Home visits, Parent communication |

- During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.

| | September 2022 – July 2023 | Region 13 MEP Staff | Student Progress Report, Student PFS Progress Review Forms, Home Visits, Phone Call logs, Communication logs |

Additional Activities

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Provide services to PFS migratory students.

- The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.

| | September 2022 – July 2023 | SSA District Contact Region 13 MEP Staff | NGS Report, PFS Criteria, PFS Student Progress Review Forms, Sign-in sheets/logs, Email communication |

- The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.

| | September 2022 – July 2023 | SSA District Contact Region 13 MEP Staff | NGS Report, PFS Criteria, PFS Student Progress Review Forms, Sign-in sheets/logs, Email communication, Supplemental Services Form |

- The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.

| | September 2022 – July 2023 | Region 13 MEP Staff | NGS Report, PFS Criteria, PFS Student Progress Review Forms, Sign-in sheets/logs, Email communication, ESSA Supplement vs Supplant criteria, PFS Criteria |

Additional Activities

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ESC Signature

Date Completed 9/19/22

LEA Signature Christy Fox

Date Received 10/5/2022