Pflugerville Independent School District

Connally High School

2022-2023 Connally HS - Board Approved

Accountability Rating: C

Board Approval Date: October 20, 2022
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Mission Statement

The mission of John B. Connally High School is to provide quality learning experiences and to ensure that students are college and career ready while developing personal responsibility and values that will empower them to achieve to their fullest potential.

Vision

The vision of John B. Connally High School is realized through excellence in teaching and leadership by enabling:
Students to participate in 21st century blended academic opportunities that allow all students to become contributing citizens in an ever-changing world.
Students to be empowered with high expectations that allow all students to take personal responsibility for their actions and the resulting consequences.
Students to graduate with postsecondary personal, academic, career, and financial skills to accomplish their goals.

Value Statement

In collaboration with our families and community, we value:
Children, first and foremost
Safety and security
Uniqueness and diversity
High expectations
College and career readiness
Learning as a lifelong process
Equal access to a quality education

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Students

John B. Connally High School is located in North Austin and currently serves approximately 1,789 students in grades 9-12. The student population is approximately 59% Hispanic, 20% African American, 11% Asian, 8% White, and 2% Two or More Races.

While our diverse population is dynamic - and continually changes with the mobility of students - our Hispanic population has increased by almost 5% over the last 5 years.

Student Demographics - Connally High School (Source: TAPR & OnDataSuite)						
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total Enrollment	**1,881**	**1,857**	**1,731**	**1,782**	**1,761**	**1,789**
African American	21.2%	20.6%	18.7%	19.0%	18.4%	19.5%
Hispanic	54.9%	55.3%	57.0%	58.6%	59.6%	59.3%
White	8.6%	8.6%	7.6%	8.0%	7.5%	8.1%
American Indian	0.4%	0.4%	0.2%	0.1%	0.1%	0.1%
Asian	12.2%	11.8%	13.9%	11.8%	12.3%	11.2%
Pacific Islander	0.3%	0.3%	0.2%	0.2%	0.2%	0.2%
Two or More Races	2.4%	3.0%	2.4%	2.2%	1.9%	1.5%

Connally High School is a Title I Schoolwide campus with 62.2% of students identified as economically disadvantaged. Emergent Bilingual students comprise 33.4% of students which is a 3% increase from the prior year. 15.9% of students receive special education services and 8.4% of students are identified for Gifted and Talented. 75.4% of students are identified as At-Risk of dropping out of school. Over the last five years there have been steady increases in Emergent Bilingual students, Special Education, Gifted & Talented, Dyslexia, and Section 504.

Student Special Program Identification/Participation - Connally High School (Source: TAPR & OnDataSuite)						
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Economically Disadvantaged	64.9%	57.6%	69.3%	70.5%	65.3%	62.2%
Emergent Bilingual Students	19.3%	21.2%	22.9%	25.1%	30.4%	33.4%
At-Risk	64.8%	68.6%	69.3%	63.8%	66.4%	75.4%
Special Education	11.1%	11.6%	12.3%	13.1%	14.3%	15.9%
Gifted & Talented	6.6%	7.5%	8.3%	8.7%	9.2%	8.4%

Dyslexia	1.3%	1.2%	2.0%	2.7%	3.6%	3.4%
Section 504	4.3%	4.6%	5.3%	6.8%	7.9%	7.6%
Immigrant	3.9%	4.7%	5.3%	6.2%	4.6%	5.4%
Homeless	1.5%	1.5%	1.4%	1.3%	1.3%	1.1%
Migrant	0.2%	0.0%	0.1%	0.0%	0.0%	0.0%

Staff Demographics

Role ID	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	Two or More Races	White	Male	Female	Total
Assistant Principal/Principal	0	1	1	0	0	0	5	3	4	7
Counselor	0	2	1	0	0	0	3	1	5	6
Educational Aide	1	10	4	0	0	1	10	12	14	26
Teacher	4	15	20	0	0	3	103	73	72	145
Other	0	3	7	0	0	0	7	2	15	17

Connally High School has even distribution of teachers among genders. We continue to work on our diversity of staff and are currently more diverse than the national average.

While our student population is overwhelmingly diverse, our teacher population is not; as of 2020-2021, our White population of students was at 7.5% whereas our White population of teachers was 72.4%. Our population of Hispanic students, our largest student group for the 2020-2021 school year was 59.6% whereas our Hispanic teacher population for the same year was 10.8%. Our next largest student group, which is African American students, was 18.4% whereas we only had 11.3% African American teachers. This trend is similar among all groups. Thus, it is critical that we diversify our faculty/staff, which is a process we began during the 2020-2021 school year.

Teacher Demographics - Connally High School (Source: TAPR)						
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total Teachers	**136.7**	**132.9**	**134.4**	**129.7**	**176.1**	**155**
African American	12.2%	11.9%	11.8%	11.5%	11.3%	
Hispanic	11.2%	11.4%	12.8%	14.%	10.8%	
White	71.7%	72.5%	70.3%	69.1%	72.4%	
American Indian	0.7%	0.8%	0.0%	0.0%	0.0%	
Asian	0.4%	1.1%	2.2%	3.0%	3.1%	
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	
Two or More Races	3.7%	2.3%	3.0%	2.3%	2.1%	
Female	52.4%	54.9%	55.3%	49.8%	50.9%	
Male	47.6%	45.1%	44.7%	50.2%	49.1%	

Connally High School has a range of experienced teachers. The percentage of beginning teachers and those with 1-5-years of experience have decreased over the last 5 years by approximately 4%, whereas the percentage of teachers with 6-10-years of experience and over 20 years of experience has increased significantly; in 2020-2021, CHS hired several beginning to 5-years-of-experience teachers.

Teachers by Years of Experience - Connally HS (Source: TAPR)						
	2016-2017	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
Beginning Teachers	6.9%	7.7%	7.4%	3.1%	4.4%	
1-5 Years Experience	28.1%	28.2%	24.5%	24.2%	29.4%	
6-10 Years Experience	29.1%	24.3%	29.1%	31.5%	26.7%	
11-20 Years Experience	24.0%	24.3%	24.7%	23.1%	24.9%	
Over 20 Years Experience	12.0%	15.4%	14.2%	18.1%	14.5%	

Connally High School has had a staff retention rate under 80% for the last four years.

Staff Retention Rate for 2016, 2017, 2018, 2019, 2020 By Count						
	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020-2021
227904003 - John B Connally H S	81.2%	73.2%	79.7%	75.6%	79.3%	

Demographics Strengths

- Connally High School has a range of experienced teachers.
- Support for new teachers (0-3 years) includes weekly talks with the instructional coaches which encompasses reflections and trainings to specifically support new teachers and their experiences which increases the ability for collaboration between experienced and novice teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): CHS teacher demographics do not match the student population demographics. **Root Cause:** There is a lack of interested people to the profession and hiring is at an all-time low.

Student Learning

Student Learning Summary

John B. Connally High School is a Targeted Support & Improvement School due to missing all except one Closing the Gaps targets for the Special Education student group for 3 consecutive years. These indicators are Graduation Rate, Academic Achievement (Meets Grade Level or Above) in ELA and in Algebra I. During the 2022-2023 school year, CHS will engage in the Effective Schools Framework (ESF) process for school improvement that includes the development and implementation of a Targeted Improvement Plan (TIP).

2021-2022 Student Performance

Assessment data from the 2021-2022 school year includes PSAT, AP exams, and TEA Interim Assessments.

When PSAT results from 2020-2021 are compared to 2021-2022, we see an increase in the number of students tested, yet a decrease in performance outcomes.

CHS PSAT DATA (2019-2022)					
PSAT/NMSQT (11th GRADE)	Number of Test Takers	% Test Takers Met ERW	% Test Takers Met Math	% Test Takers Met Both	% Test Takers Met No
2021-2022	350	40%	18%	17%	4%
2020-2021	172	53%	22%	20%	0%
2019-2020	343	43%	22%	20%	55%
2018-2019	274	47%	23%	22%	51%
PSAT/NMSQT (10th Grade)	Number of Test Takers	% Test Takers Met ERW	% Test Takers Met Math	% Test Takers Met Both	% Test Takers Met No
2021-2022	344	36%	13%	11%	6%
2020-2021	186	54%	32%	39%	
2019-2020	385	36%	17%	15%	62%
2018-2019	384	45%	24%	23%	54%
PSAT 8/9 (9th Grade)	Number of Test Takers	% Test Takers Met ERW	% Test Takers Met Math	% Test Takers Met Both	% Test Takers Met No
2021-2022	137	55%	42%	32%	0%
2020-2021	73	64%	51%	40%	
2019-2020	118	66%	56%	47%	25%
2018-2019	116	69%	62%	57%	26%

When AP exam results from 2020-2021 are compared to 2021-2022, we see a decrease in the number of courses tested, yet an increase of overall performance outcomes.

	2020			2021			2022		
AP Exams	Number of AP Exams	Average AP Score	**Percent of Exams with Scores of 3 or Higher**	Number of Exams	Average Score	**Percent of Exams with Scores of 3 or Higher**	Number of AP Exams	Average AP Score	**Percent of Exams with Scores of 3 or Higher**
Total AP Exams	943	2.2	**32%**	617	2.205	**36.8%**	570	2.32	**53.0%**

Algebra 1 TEA Interim Assessment comparison results from 2020-2021 to 2021-2022 shows a decrease in all areas of performance, but a 41% increase in the number of tests taken.

	2021-2022 Interim Algebra 1 EOC Assessment			
	Total Students	**Probability of Achieving Approaches Grade Level**	**Probability of Achieving Meets Grade Level**	**Probability of Achieving Masters Grade Level**
CHS - All Students	318	24%	3%	1
Economic Disadvantage	213	25%	3%	1%
EB/EL	130	22%	2%	1%
Special Ed	53	19%	1%	1%

	2020-2021 Interim Algebra 1 EOC Assessment			
	Total Students	**Probability of Achieving Approaches Grade Level**	**Probability of Achieving Meets Grade Level**	**Probability of Achieving Masters Grade Level**
CHS - All Students	187	38%	15%	4%
Economic Disadvantage	138	35%	12%	4%
EB/EL	77	38%	17%	6%
Special Ed	34	12%	1%	1%

	2019-2020 Interim Algebra 1 EOC Assessment			
	Total Students	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
CHS - All Students	318	32%	4%	1%
Economic Disadvantage	266	32%	4%	1%
EB/EL	158	27%	3%	1%
Special Ed	55	24%	2%	1%

English 1 TEA Interim Assessment comparison results from 2020-2021 to 2021-2022 shows a decrease in all areas of performance except for Special Education. There was almost a 20% increase in tests taken though.

	2021-2022 Interim English 1 EOC Assessment			
	Total Students	**Probability of Achieving Approaches Grade Level**	**Probability of Achieving Meets Grade Level**	**Probability of Achieving Masters Grade Level**
CHS - All Students	375	37%	24%	3
Economic Disadvantage	232	37%	22%	2%
EB/EL	154	16%	9%	1%
Special Ed	26	15%	8%	1%

	2020-2021 Interim English 1 EOC Assessment			
	Total Students	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
CHS - All Students	301	49%	33%	4%
Economic Disadvantage	212	43%	25%	3%
EB/EL	113	36%	18%	2%
Special Ed	20	12%	6%	1%

	2019-2020 Interim English 1 EOC Assessment			
	Total Students	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
CHS - All Students	445	35%	21%	2%
Economic Disadvantage	358	32%	18%	2%
EB/EL	187	15%	6%	1%
Special Ed	49	10%	3%	1%

English 2 comparison 2020-2021 to 2021-2022 shows a decrease in all areas of performance, except for the Special Education student group.

	2021-2022 Interim English 2 EOC Assessment			
	Total Students	**Probability of Achieving Approaches Grade Level**	**Probability of Achieving Meets Grade Level**	**Probability of Achieving Masters Grade Level**
CHS - All Students	293	40%	25%	2
Economic Disadvantage	178	32%	18%	2%
EB/EL	104	21%	9%	1%
Special Ed	27	12%	6%	1%

	2020-2021 Interim English 2 EOC Assessment- Opportunity 2			
	Total Students	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
CHS - All Students	296	51.76%	37.30%	4.06%
Economic Disadvantage	208	47%	33.69%	3.54%
EB/EL	93	27.29%	14.60%	1.18%
Special Ed	22	4.09%	0.95%	0.95%
	2019-2020 Interim English 2 EOC Assessment- Opportunity 2			
	Total Students	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
CHS - All Students	384	45%	31%	3%
Economic Disadvantage	282	41%	28%	3%
EB/EL	101	17%	8%	1%
Special Ed	33	7%	4%	1%

The 2020-2021 scores compared to the 2021-2022 scores in Biology show a drop in performance across all areas of performance.

	2021-2022 Interim Biology EOC Assessment			
	Total Students	**Probability of Achieving Approaches Grade Level**	**Probability of Achieving Meets Grade Level**	**Probability of Achieving Masters Grade Level**
CHS - All Students	312	67%	36%	8
Economic Disadvantage	200	67%	33%	6%
EB/EL	98	55%	19%	3%
Special Ed	30	34%	13%	2%

	2020-2021 Interim Biology Assessment- Opportunity 2			
	Total Students	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
CHS - All Students	332	71%	40%	10%
Economic Disadvantage	229	67%	33%	7%
EB/EL	125	60%	26%	6%
Special Ed	40	40%	12%	1%

The 2020-2021 scores compared to the 2021-2022 scores in Biology show a drop in performance across all areas of performance except Special Education.

	2021-2022 Interim US History EOC Assessment			
	Total Students	**Probability of Achieving Approaches Grade Level**	**Probability of Achieving Meets Grade Level**	**Probability of Achieving Masters Grade Level**
CHS - All Students	326	77%	49%	22
Economic Disadvantage	215	76%	46%	19%
EB/EL	117	65%	27%	7%
Special Ed	38	48%	11%	4%
	2021-2022 Interim US History EOC Assessment			
	Total Students	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
CHS - All Students	332	83%	53%	24%
Economic Disadvantage	229	80%	47%	19%
EB/EL	73	59%	23%	7%
Special Ed	31	60%	23%	6%

Connally High School's areas of needs are: CCMR readiness rate to meet or surpass the district rate, and increase in Meets Grade Level and Masters level performance in Algebra 1, English 1, and English 2, and Biology STAAR EOC.

2022 STAAR Results compared to 2019 and 2022

	Participation	**Approaches Grade Level**	**Meets Grade Level**	**Masters Grade Level**
CHS English 1 - 2019	100%	52%	35%	6%
CHS English 1 - 2021	82%	47%	33%	3%
CHS English 1 - 2022	95%	43%	30%	3%

	Participation	Approaches Grade Level	Meets Grade Level	Masters Grade Level
CHS English 2 - 2019	100%	57%	41%	7%
CHS English 2 - 2021	85%	53%	38%	5%
CHS English 2 - 2022	95%	50%	34%	3%

2022 Closing the Gaps

Connally HS was rated 'Not Rated' (64-D) in the Closing the Gaps domain. Targets that were met or missed in each area of Closing the Gaps by each student group is summarized below:

Definitions:

- *Academic Achievement* = Results at Meets Grade Level or Above
- *School Quality* = College and Career Readiness (CCMRs) for Class of 2021 Graduates (a year behind)

Indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	**1**	20	**5%**	50%	2.5
Graduation Status	**2**	8	**25%**	10%	2.5
ELP Status	**0**	1	**0%**	10%	0
School Quality Status	**3**	10	**30%**	30%	9
Closing the Gaps Score					**14**

CHS missed 33 of 39 Closing the Gaps targets:

- Academic Achievement Status targets (performance at Meets Grade Level or above): **Missed 9 out of 10 targets for ELA**, by 9% for the All Students group.
- Academic Achievement Status targets (performance at Meets Grade Level or above): **Missed 10 out of 10 targets for Math**, by 33% for the All Students group.
- Graduation Rate Status targets: **Missed targets for 6 out of 8 student groups,** by 1.1% for the All Students group. The 90% federal graduation rate target was missed for the African American, Hispanic, Eco Dis, EL, and SPED student groups.
- Student Success Status targets were **missed for all student groups**, by 13 points for the All Students group.
- School Quality Status: **7 out of 10 indicators were missed.**
- CHS missed the English Language Proficiency Status target of 36% with only 34% of Emergent Bilingual students making progress in their TELPAS composite rating from Spring 2021 to Spring 2022.

	Academic Achievement				
Student Group	ELA/Reading	Mathematics	Graduation Rate	English Language Proficiency	School Quality
% of Targets Met	5% (1 out of 20)		25% (2 out of 8)	0% (0 out of 1)	30% (3 out of 10)
All Students	✗	✗	✗	n/a	✗
African American	✗	✗	✗	n/a	✓
Hispanic	✗	✗	✗	n/a	✗
White	✓	✗	✓	n/a	✗
American Indian	n/a	n/a	n/a	n/a	n/a
Asian	✗	✗	✓	n/a	✗
Pacific Islander	n/a	n/a	n/a	n/a	n/a
Two or More Races	n/a	n/a	n/a	n/a	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	n/a	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.

Student Learning Strengths

CHS students are hard working and supportive of their peers. Because of these strenghts CHS will implement a peer tutoring program to help students get back on track. One grant winner in the CTE department will do peer tutoring while serving students breakfast.

The National Honor Society will also implement a tutoring/study help program for students after school.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): On the 2022 Algebra 1 EOC test, 6% of CHS students performed at the Meets Grade Level standard, which is below the state average. **Root Cause:** CHS lacked consistency with a full time highly qualified teacher of record in some of it's Algebra classes. Newcomers who are in their first year in the country also have to take Algebra 1 STAAR in a language that is not their native language.

Problem Statement 2 (Prioritized): At Meets Grade Level of performance, outcomes on the 2022 English I EOC was at 30%, and at 34% on the English II EOC, which are below the state averages. **Root Cause:** A significant opportunity gap exists for 9th and 10th grade Emergent Bilingual (EB/EL) students. Similarly, many students are transitioning to high school with limited literacy skills and exposure. In the past, we have failed to provide significant intervention to close these gaps.

Problem Statement 3 (Prioritized): A very limited number of students take industry-based certification exams. **Root Cause:** Communication and preparation for industry-based certification exams are lacking.

Problem Statement 4 (Prioritized): Emergent Bilingual (EB/EL) student performance across 2022 STAAR EOC exams was significantly lower than the performance of other student groups. **Root Cause:** A significant opportunity gap exists for 9th and 10th grade Emergent Bilingual (EB/EL) students. Similarly, many students are transitioning to high school with limited literacy skills and exposure. The COVID interruptions have caused a continuous struggle for our students as we try to close the learning gaps.

Problem Statement 5 (Prioritized): Overall student performance on the 2022 Biology EOC shows slight improvement, though performance was below the state average. **Root Cause:** A significant opportunity gap exists for 9th and 10th grade Emergent Bilingual (EB/EL) students. Similarly, many students are transitioning to high school with limited literacy skills and exposure.

Problem Statement 6 (Prioritized): Special Education student performance on Reading and Math Closing the Gaps targets were missed for 3 consecutive years which identifies Connally HS for Targeted Support and Improvement to be addressed during the 2022-2023 school year. **Root Cause:** CHS staff is in need of professional development on how to appropriately serve all SPED students. CHS SPED department has struggled with staffing needs in previous years.

Problem Statement 7 (Prioritized): Our Economically Disadvantaged student group missed the Math targets for 3 consecutive years in Closing the Gaps. **Root Cause:** Many students are transitioning to high school with limited literacy skills and exposure. The COVID interruptions have caused a continuous struggle for our students as we try to close the learning gaps. In addition, our Eco Dis students may work to help their families which results in poor attendance and engagement issues.

School Processes & Programs

School Processes & Programs Summary

The teaching staff at Connally High School is highly qualified and certified. Supports are in place to retain teachers. Connally High School offers a new teacher mentoring program, new teacher PLC sessions, and new teacher orientation. The campus instructional coaches meet regularly with all teachers, and administrators regularly to offer feedback to teachers from walkthrough data. The campus instructional coaches and district support staff are available to assist teachers with improving student performance and increasing teacher effectiveness.

CHS provides bi-weekly job-embedded professional development for staff based on data obtained from walkthroughs and classroom observations. An additional focus is strategies to support Emergent Bilingual (EB/EL) students.

The Leadership Team meets the first Thursday of each month to formatively evaluate our processes and programs to improve systems.

CHS will implement an Advisory period, provide before and after school tutoring sessions, as well as Saturday school.

The Advisory time will focus on social emotional learning, building relationships, and closing learning gaps. Small group and individual tutoring will be offered during advisory, before and after school, and on Saturdays to meet the needs of HB 4545.

Late buses will run on Wednesdays and possibly more days of the week as necessary.

Professional Learning Communities

PLC collaboration enables teachers to dive into data together and create lesson designs that help all students succeed.

Core area PLCs meet two times a week on block schedule. During this time they address the 4 PLC questions:

- 1. What do we want our students to learn?
- 2. How will we know if each student has learned it?
- 3. How will we respond when they do not learn it?
- 4. How will we respond when some students already know it?

Academy meetings (by grade level) are held once a month to disseminate campus information, talk about student success, teacher needs, student data, and celebrations.

Technology: All students now have access to a 1x1 initiative with the district distribution of Chromebooks as a response to virtual learning requirements. All teachers have district-assigned laptops.

School Processes & Programs Strengths

Connally High School has a school improvement monitoring calendar in place that allows our campus to revisit strategies through a formative assessment process and make mid-course adjustments. Through this process, Connally High School utilizes input and feedback from classroom walkthroughs conducted by our Campus Leadership Team on an ongoing basis. In addition, our campus provides the opportunity for mid-course adjustments. These processes include Campus Academic Advisory Council meetings, Professional Development Leadership Team meetings, and Professional Learning Committee team meetings.

Our campus has common planning time and/or PLC time available for content areas during common planning periods and/or meeting times before and after school. The instructional

planning expectations include a focus on creating and analyzing data from common assessments. Each PLC has a teacher designated as the PLC lead teacher who facilitates the work done by the PLC's members.

Teachers at Connally High School have a voice in decision-making and school practices through our Leadership Team, Instructional Coaches, PLC meetings, and by voicing their feedback through the use of campus and district feedback surveys.

The school map and physical environment reveal that academic course classroom placement is focused on instruction. All of the academic and core classes are located in close proximity to one another. In addition, all of the freshman academic classes are in the same hallway and academic class for grades 10 through 12 are arranged by PLC to facilitate planning and collaboration.

CHS will offer tutoring in the morning, after-school, and during advisory class, as well as, implement a Saturday school beginning in September to provide small group tutoring and instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There are about 351 students that will qualify for accelerated instruction on our campus as a result of either not taking or an unsuccessful attempt on one or more EOC exams. **Root Cause:** The challenges of attendance and virtual learning resulted in fewer tests taken and a decrease in grades and earning credits.

Perceptions

Perceptions Summary

Teacher Retention

New teacher mentors receive district support and new teacher support meetings are a regular occurrence on the Connally High School campus.

Student Discipline & Behavior Support Team

CHS utilizes a modified restorative discipline approach in which the campus discipline coordinator, administrators, in-school suspension teacher and detention monitor implement restorative and reflective strategies to ensure students are restoring and repairing relationships which have been damaged within the course of a disciplinary incident.

The CHS social worker engages with students to minimize their anxiety and conflict, and to serve as a mentor and mediator.

Counselors have open door policy and engage with students to minimize anxiety and conflict.

Culture & Climate

Rules and expectations are clear and teachers believe in them.

Based on our **Upbeat Data Report,** in the category of Instructional Leadership, Connally High School is at 86% (+ 1.8 compared to the district). This includes teacher support of: campus communication, discipline, and knowledge of students. Other categories decreased slightly, but student engagement compared to 2021 increased 17.7%.

According to the 2021 Panorama Student Experience Survey results, Connally High School is in the 80 - 90th percentile in **classroom climate** and classroom **teacher-student relationships** are up by 10%.

Perceptions Strengths

Collaboration in PLC teams includes:

- Interactions of teachers and focus on student growth as we share instructional strategies and analyze our data.
- Sharing of information and strategies with new teachers.
- Building common assessments.

Students receive academic and social-emotional support from teachers and staff. Counselors and support staff work with students regularly and check on students progress.

CHS offers a behavior support team to assist students.

Based on the 2021 Panorama Student Experience Survey, perceptions of the quality of teaching and amount of learning students experience from a particular teacher was up in all categories - 90% favorable. Classroom climate and Teacher-Student relationships increased by 9%and 10% respectively.

2021 Panorama Family Engagement survey results showed the greatest increase in School Safety by 17% points.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): CHS disciplinary data shows that truancy generates the greatest number of student referrals on campus. **Root Cause:** The students' lack of ability to connect with or access the teacher's lessons as well as a struggle to build resilience and a basic lack of school spirit and engagement.

Problem Statement 2 (Prioritized): Students, staff, and parents lack a sense of belonging and pride for our campus. **Root Cause:** Lack of stakeholder involvement, student voice and choice, and physical environment.

Problem Statement 3 (Prioritized): Staff and student perceptions and beliefs are that students do not have the desire to achieve college readiness. **Root Cause:** Students and some staff that hold negative perceptions of their school, and teachers are not trained to build student confidence and address bias.

Priority Problem Statements

Problem Statement 8: CHS teacher demographics do not match the student population demographics.

Root Cause 8: There is a lack of interested people to the profession and hiring is at an all-time low.

Problem Statement 8 Areas: Demographics

Problem Statement 1: On the 2022 Algebra 1 EOC test, 6% of CHS students performed at the Meets Grade Level standard, which is below the state average.

Root Cause 1: CHS lacked consistency with a full time highly qualified teacher of record in some of it's Algebra classes. Newcomers who are in their first year in the country also have to take Algebra 1 STAAR in a language that is not their native language.

Problem Statement 1 Areas: Student Learning

Problem Statement 11: There are about 351 students that will qualify for accelerated instruction on our campus as a result of either not taking or an unsuccessful attempt on one or more EOC exams.

Root Cause 11: The challenges of attendance and virtual learning resulted in fewer tests taken and a decrease in grades and earning credits.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 9: CHS disciplinary data shows that truancy generates the greatest number of student referrals on campus.

Root Cause 9: The students' lack of ability to connect with or access the teacher's lessons as well as a struggle to build resilience and a basic lack of school spirit and engagement.

Problem Statement 9 Areas: Perceptions

Problem Statement 2: At Meets Grade Level of performance, outcomes on the 2022 English I EOC was at 30%, and at 34% on the English II EOC, which are below the state averages.

Root Cause 2: A significant opportunity gap exists for 9th and 10th grade Emergent Bilingual (EB/EL) students. Similarly, many students are transitioning to high school with limited literacy skills and exposure. In the past, we have failed to provide significant intervention to close these gaps.

Problem Statement 2 Areas: Student Learning

Problem Statement 7: Students, staff, and parents lack a sense of belonging and pride for our campus.

Root Cause 7: Lack of stakeholder involvement, student voice and choice, and physical environment.

Problem Statement 7 Areas: Perceptions

Problem Statement 10: A very limited number of students take industry-based certification exams.

Root Cause 10: Communication and preparation for industry-based certification exams are lacking.

Problem Statement 10 Areas: Student Learning

Problem Statement 12: Staff and student perceptions and beliefs are that students do not have the desire to achieve college readiness.

Root Cause 12: Students and some staff that hold negative perceptions of their school, and teachers are not trained to build student confidence and address bias.

Problem Statement 12 Areas: Perceptions

Problem Statement 4: Emergent Bilingual (EB/EL) student performance across 2022 STAAR EOC exams was significantly lower than the performance of other student groups.

Root Cause 4: A significant opportunity gap exists for 9th and 10th grade Emergent Bilingual (EB/EL) students. Similarly, many students are transitioning to high school with limited literacy skills and exposure. The COVID interruptions have caused a continuous struggle for our students as we try to close the learning gaps.

Problem Statement 4 Areas: Student Learning

Problem Statement 6: Overall student performance on the 2022 Biology EOC shows slight improvement, though performance was below the state average.

Root Cause 6: A significant opportunity gap exists for 9th and 10th grade Emergent Bilingual (EB/EL) students. Similarly, many students are transitioning to high school with limited literacy skills and exposure.

Problem Statement 6 Areas: Student Learning

Problem Statement 5: Special Education student performance on Reading and Math Closing the Gaps targets were missed for 3 consecutive years which identifies Connally HS for Targeted Support and Improvement to be addressed during the 2022-2023 school year.

Root Cause 5: CHS staff is in need of professional development on how to appropriately serve all SPED students. CHS SPED department has struggled with staffing needs in previous years.

Problem Statement 5 Areas: Student Learning

Problem Statement 3: Our Economically Disadvantaged student group missed the Math targets for 3 consecutive years in Closing the Gaps.

Root Cause 3: Many students are transitioning to high school with limited literacy skills and exposure. The COVID interruptions have caused a continuous struggle for our students as we try to close the learning gaps. In addition, our Eco Dis students may work to help their families which results in poor attendance and engagement issues.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: Throughout the 2022-2023 school year, CHS teachers will continue in professional learning opportunities designed to support students' academic performance by meeting 100% of Closing the Gaps targets.

High Priority

Evaluation Data Sources: Sign-in sheet, meeting agenda, professional learning session surveys, increase in teacher performance based on PowerWalk data and classroom visits with feedback.
August 2023 Accountability reports (Closing the Gaps)

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

Performance Objective 2: Connally High School will recruit a diverse group of faculty and staff for the 2022-2023 school year to more closely represent our student population as open positions become available.

Evaluation Data Sources: Faculty and Staff demographic data compared to student demographic data

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

Performance Objective 3: During 2022-2023, Connally High School will implement practices that promote a minimum 85% retention rate of faculty and staff into the 2023-2024 school year.

Evaluation Data Sources: Faculty and Staff Retention Rate from 79% to 85%.

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

Performance Objective 1: During 2022-2023, Connally High School will improve Algebra I STAAR EOC results to reflect:

90% at Approaches Grade Level
60% at Meets Grade Level
30% at Masters Grade Level

Algebra I will meet the targets for 9 of the 10 missed Closing the Gaps indicators.

Evaluation Data Sources: STAAR EOC results
District Assessment Data
Common Assessment Data
August 2023 TEA Accountability report for Closing the Gaps

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

Performance Objective 2: During 2022-2023, Connally High School will improve English I and English II STAAR EOC results to reflect:

90% at Approaches Grade Level
60% at Meets Grade Grade Level
30% at Masters Grade Level

English I and English II will meet the targets for all student groups within the Closing the Gaps domain.

Evaluation Data Sources: English I and English II EOC results
August 2023 TEA Accountability report for Closing the Gaps

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

Performance Objective 3: By May 2023, Connally High School will improve U.S. History STAAR EOC performance to 70% at Meets Grade Level and 40% at Masters Grade Level performance.

Evaluation Data Sources: STAAR results
Common Formative Assessments
District Assessments

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

Performance Objective 4: By May 2023, Connally High School will improve Biology STAAR EOC results to reflect:

90% at Approaches Grade Level
60% at Meets Grade Level
30% at Masters Grade Level

Evaluation Data Sources: STAAR EOC results
District Assessment Data
Common Assessment Data

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

Performance Objective 5: CHS has established Board-approved goals for every graduating class through 2024, working toward the state goals of College,
Career and Military Readiness outlined in HB3. The percentage of Class of 2022 graduates that meet the criteria for CCMR will increase to 63% (by August 2022), to 64% for the Class of 2023 (by August 2023), and to 65% for the Class of 2024 (by August 2024).

HB3 Goal

Evaluation Data Sources: August 2023 TEA Accountability reports for Class of 2022 CCMR results
August 2024 TEA Accountability reports for Class of 2023 CCMR results
August 2025 TEA Accountability reports for Class of 2024 CCMR results
(results for graduates are reported a year behind the year)

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

Performance Objective 1: During 2022-2023, the teachers at Connally High School will utilize AVID strategies across all courses to increase the percentage of College, Career, and/or Military Readiness graduates from year to year.

HB3 Goal

Evaluation Data Sources: PowerWalk data
Walkthrough data from AVID leaders
Lesson Plans

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

Performance Objective 2: The percent of CHS CCMR graduates that meet the threshold as COLLEGE-READY will increase to 46% for the Class of 2022 (by August 2022), to 48% for the Class of 2023 (by August 2023), and to 50% for the Class of 2024 (by August 2024).

HB3 Goal

Evaluation Data Sources: August 2023 TEA Accountability reports for Class of 2022 CCMR results
August 2024 TEA Accountability reports for Class of 2023 CCMR results
August 2025 TEA Accountability reports for Class of 2024 CCMR results
(results for graduates are reported a year behind the year)

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

Performance Objective 3: The percent of CHS CCMR graduates that meet the threshold as CAREER-READY will increase to 35% for the Class of 2022 (by August 2022), to 38% for the Class of 2023 (by August 2023) and to 41% for the Class of 2024 (by August 2024).

HB3 Goal

Evaluation Data Sources: August 2023 TEA Accountability reports for Class of 2022 CCMR results
August 2024 TEA Accountability reports for Class of 2023 CCMR results
August 2025 TEA Accountability reports for Class of 2024 CCMR results
(results for graduates are reported a year behind the year)

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

Performance Objective 4: The percent of CHS CCMR graduates that meet the threshold as MILITARY-READY will increase to 0.2% for the Class of 2022 (by August 2022), to 0.3% for the Class of 2023 (by August 2023), and to 0.5% for the Class of 2024 (by August 2024).

HB3 Goal

Evaluation Data Sources: August 2023 TEA Accountability reports for Class of 2022 CCMR results
August 2024 TEA Accountability reports for Class of 2023 CCMR results
August 2025 TEA Accountability reports for Class of 2024 CCMR results
(results for graduates are reported a year behind the year)

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

Performance Objective 5: 100% of eligible students in the Class of 2023 will take the ACCUPLACER exam (TSI).

Evaluation Data Sources: TSI Data

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: Connally High School will decrease truancy rates and increase attendance rates for students to meet or exceed a 96% attendance rate for 2022-2023.

Evaluation Data Sources: Attendance Rates
Disciplinary Data

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: Connally High School will improve the graduation rates for the 2021-2022 school year to a 4-year graduation rate of 98% for the Class of 2023.

Evaluation Data Sources: Graduation Rates
Decrease in credits for students

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: Throughout the 2022-2023 school year, Connally High School will improve parent resources and parent involvement and track the results through the 2023 Panorama Family Survey.

Evaluation Data Sources: Increased parent support on campus
Increased parent knowledge

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: During 2022-2023, Connally High School will improve success of long term EB/ELs in the areas of: acquiring credits, exiting EB/EL status, and success on EOC tests according to results of TELPAS, EOC scores, and end of year transcript checks.

Evaluation Data Sources: TELPAS results
Transcript auditing of EB/EL students
EOC scores

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 Connally HS - Board Approved:

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

Texas Education Agency
2021-22 Preliminary School Report Card
JOHN B CONNALLY H S (227904003)

Accountability Rating

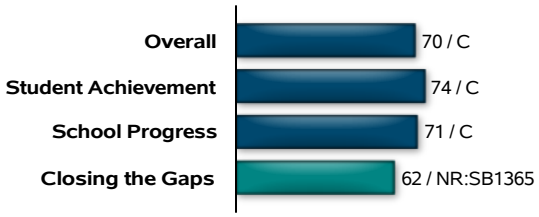
JOHN B CONNALLY H S earned a C (70-79) for acceptable performance by serving many students well but needs to provide additional academic support to many more students.

School Information

District Name:	**PFLUGERVILLE ISD**
Campus Type:	**High School**
Total Students:	**1,780**
Grade Span:	**09 - 12**

For more information about this campus, see: https://TXSchools.gov

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for JOHN B CONNALLY H S. Scores are scaled from 0 to 100 to align with letter grades.



Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations, or awards for outstanding performance.

- X ELA/Reading
- X Science
- X Comparative Academic Growth
- X Postsecondary Readiness
- X Mathematics
- X Social Studies
- X Comparative Closing the Gaps

Texas Education Agency

2022 Identification of Schools for Improvement

JOHN B CONNALLY H S (227904003) - PFLUGERVILLE ISD - TRAVIS COUNTY

This campus is identified for targeted support and improvement.

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)
Count of Indicators Missed for Three Consecutive Years* A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.										
	1	**2**	**-**	**-**	**-**	**-**	**-**	**1**	**1**	**3**
Academic Achievement (Percent at Meets Grade Level or Above)										
Reading Target	**32%**	**37%**	**60%**	**43%**	**74%**	**45%**	**56%**	**33%**	**29%**	**19%**
2018	28%	30%	44%	-	51%	-	39%	29%	22%	8%
2019	38%	35%	53%	-	59%	-	-	35%	29%	13%
2022	27%	29%	60%	-	58%	-	-	30%	25%	14%
Mathematics Target	**31%**	**40%**	**59%**	**45%**	**82%**	**50%**	**54%**	**36%**	**40%**	**23%**
2018	2%	11%	21%	-	37%	-	-	11%	9%	7%
2019	20%	20%	-	-	-	-	-	22%	27%	11%
2022	8%	8%	13%	-	51%	-	-	11%	6%	8%
Graduation (Federal Graduation Rate)										
Target	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**	**90%**
2018	91.8%	95.0%	100.0%	-	98.2%	-	-	95.0%	91.1%	88.2%
2019	98.9%	96.0%	87.8%	-	97.9%	-	-	95.1%	97.6%	83.3%
2022	85.1%	86.1%	94.6%	-	98.4%	-	-	85.7%	88.4%	71.4%
School Quality (College, Career, and Military Readiness Performance)										
Target	**31%**	**41%**	**58%**	**42%**	**76%**	**39%**	**53%**	**39%**	**30%**	**27%**
2018	25%	41%	49%	-	73%	-	-	39%	36%	13%
2019	54%	55%	61%	-	88%	-	-	56%	47%	55%
2022	36%	35%	36%	-	63%	-	-	35%	19%	43%

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

* Student groups must meet the minimum size requirements in order to be considered when evaluating for targeted support and improvement identification.

Texas Education Agency

2022 Closing the Gaps

JOHN B CONNALLY H S (227904003) - PFLUGERVILLE ISD - TRAVIS COUNTY

Calculation Report

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	1	20	5%	50%	2.5
Graduation Status	2	8	25%	10%	2.5
ELP Status	0	1	0%	10%	0.0
School Quality Status	3	10	30%	30%	9.0
Closing the Gaps Score					**14**

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	**No**	**No**	**No**	**Yes**		**No**			**No**	**No**	**No**		**No**	**No**		
% at Meets GL Standard or Above	35%	27%	29%	60%	*	58%	*	60%	30%	25%	14%	50%	40%	27%		
# at Meets GL Standard or Above	425	65	226	56	*	66	*	9	233	145	31	7	297	128		
Total Tests (Adjusted)	1,225	238	769	93	*	113	*	15	775	581	223	14	745	483		
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**		
% at Meets GL Standard or Above	13%	8%	8%	13%	*	51%	*	8%	11%	6%	8%	17%	16%	8%		
# at Meets GL Standard or Above	82	11	32	6	*	32	*	1	44	15	8	1	62	20		
Total Tests (Adjusted)	651	141	390	45	*	63	*	12	419	257	106	6	390	261		
Total Indicators															**1**	**20**
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**	**No**		**Yes**	**Yes**		
Academic Growth Score	70%	66%	68%	73%	*	81%	*	*	71%	68%	47%	*	71%	69%		
Growth Points	212.5	33.5	119.0	19.0	*	36.5	*	*	123.5	87.5	24.0	*	153.0	59.5		
Total Tests	302	51	174	26	*	45	*	*	173	128	51	*	216	86		
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**		
Academic Growth Score	21%	19%	19%	21%	-	40%	-	*	22%	16%	16%	*	20%	22%		
Growth Points	38.0	7.5	22.0	3.0	-	**	-	*	27.0	14.5	6.0	*	22.5	15.5		
Total Tests	183	39	117	14	-	**	-	*	125	91	38	*	113	70		
Total Indicators															**9**	**18**

Texas Education Agency

2022 Closing the Gaps

JOHN B CONNALLY H S (227904003) - PFLUGERVILLE ISD - 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	**No**	**No**	**No**	**Yes (1)**		**Yes (1)**			**No**	**No**	**No**					
2020 % Graduated	93.9%	92.0%	94.2%	87.9%	-	100.0%	-	-	92.2%	93.8%	86.7%					
2021 % Graduated	88.9%	85.1%	86.1%	94.6%	-	98.4%	*	92.3%	85.7%	88.4%	71.4%					
2021 # Graduated	338	57	173	35	-	60	*	**	192	84	30					
2021 Total in Class	380	67	201	37	-	61	*	**	224	95	42					
Total Indicators															**2**	**8**
English Language Proficiency Status																
Target										**36%**						
Target Met										**No**						
TELPAS Progress Rate										34%						
TELPAS Progress										142						
TELPAS Total										416						
Total Indicators															**0**	**1**
Student Success Status																
Target	**47**	**36**	**41**	**58**	**46**	**73**	**48**	**55**	**38**	**37**	**23**	**43**	**48**	**45**		
Target Met	**No**	**No**	**No**	**No**		**No**		**No**	**No**	**No**	**No**	**No**	**No**	**No**		
STAAR Component Score	34	27	30	49	33	57	67	41	32	27	16	32	38	28		
% at Approaches GL Standard or Above	58%	48%	54%	73%	67%	82%	100%	68%	55%	50%	29%	52%	63%	49%		
% at Meets GL Standard or Above	35%	27%	30%	55%	33%	64%	71%	43%	32%	26%	18%	37%	40%	27%		
% at Masters GL Standard	9%	5%	7%	20%	0%	26%	29%	13%	8%	5%	2%	7%	11%	7%		
Total Tests	2,799	528	1,722	213	6	277	7	40	1,795	1,264	479	27	1,755	1,044		
Total Indicators															**0**	**12**
School Quality Status																
Target	**47%**	**31%**	**41%**	**58%**	**42%**	**76%**	**39%**	**53%**	**39%**	**30%**	**27%**	**43%**	**50%**	**31%**		
Target Met	**No**	**Yes**	**No**	**No**		**No**			**No**	**No**	**Yes**		**No**	**Yes**		
% Students Meeting CCMR	41%	36%	35%	36%	-	63%	*	62%	35%	19%	43%	*	42%	37%		
# Students Meeting CCMR	165	24	76	15	-	41	*	**	84	23	20	*	127	38		
Total Students	406	67	218	42	-	65	*	**	238	120	46	*	304	102		
Total Indicators															**3**	**10**
Participation 2020-21																
Target	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**		
ELA/Reading																
% Participation	86%	84%	85%	84%	*	95%	*	87%	86%	87%	82%	80%	88%	82%		

Texas Education Agency

2022 Closing the Gaps

JOHN B CONNALLY H S (227904003) - PFLUGERVILLE ISD - 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
# Participants	1,131	182	736	65	*	128	*	13	787	614	168	8	698	433		
Total Tests	1,319	217	868	77	*	135	*	15	910	709	206	10	793	526		
Mathematics																
% Participation	87%	81%	85%	92%	*	98%	*	100%	87%	87%	82%	*	92%	79%		
# Participants	494	88	289	49	*	54	*	11	337	200	75	*	319	175		
Total Tests	569	108	339	53	*	55	*	11	388	231	92	*	348	221		
Participation 2021-22																
Target	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**		
ELA/Reading																
% Participation	95%	96%	93%	96%	*	99%	*	100%	94%	95%	94%	95%	95%	94%		
# Participants	1,490	257	969	99	*	136	*	18	896	810	240	18	851	639		
Total Tests	1,574	268	1,037	103	*	137	*	18	949	855	256	19	895	679		
Mathematics																
% Participation	88%	82%	88%	96%	*	97%	*	85%	89%	91%	86%	83%	92%	84%		
# Participants	656	129	400	46	*	65	*	11	417	278	100	5	388	268		
Total Tests	743	158	452	48	*	67	*	13	467	306	116	6	423	320		

* 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.

CCMR Plan Campus Goal - CONNALLY HS

The percentage of graduates that meet the criteria for CCMR will increase from 61% to 65% by August 2024.

Yearly Target Goals

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

Yearly Target Goals -- by Student Group

(Student Achivement Domain 1 Calcualtions 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	**54%**	**57%**	**61%**	n/a	**89%**	n/a	**75%**	**63%**	**58%**	n/a	**42%**	n/a	n/a
2021	**56%**	**58%**	**62%**	n/a	**90%**	n/a	**76%**	**63%**	**58%**	n/a	**45%**	n/a	n/a
2022	**58%**	**60%**	**63%**	n/a	**91%**	n/a	**77%**	**63%**	**60%**	n/a	**48%**	n/a	n/a
2023	**60%**	**62%**	**64%**	n/a	**92%**	n/a	**78%**	**64%**	**62%**	n/a	**51%**	n/a	n/a
2024	**61%**	**64%**	**65%**	n/a	**93%**	n/a	**79%**	**65%**	**64%**	n/a	**53%**	n/a	n/a

Data Source for Yearly Target Goals 2020: From TEA Campus 2018-2019 TAPR pg. 12 for Class of 2018 College, Career, and Military Ready Graduates (Student Achievement - Domain 1)

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

CCMR Progress Measure 1 - CONNALLY HS

The percent of CCMR graduates that meet the threshold as COLLEGE-READY will increase from 46% to 50% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
46%	46%	46%	48%	50%

Yearly Target Goals -- by Student Group

(Student Achivement Domain 1 Calcualtions 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	**36%**	**41%**	**43%**	n/a	**87%**	n/a	**50%**	**3%**	**42%**	n/a	**22%**	n/a	n/a
2021	**36%**	**43%**	**44%**	n/a	**88%**	n/a	**51%**	**9%**	**42%**	n/a	**26%**	n/a	n/a
2022	**36%**	**45%**	**45%**	n/a	**89%**	n/a	**52%**	**15%**	**44%**	n/a	**30%**	n/a	n/a
2023	**39%**	**47%**	**47%**	n/a	**90%**	n/a	**53%**	**21%**	**46%**	n/a	**34%**	n/a	n/a
2024	**42%**	**49%**	**49%**	n/a	**91%**	n/a	**54%**	**26%**	**48%**	n/a	**38%**	n/a	n/a

Data Source for Yearly Target Goals 2020: From TEA Campus 2018-2019 TAPR pg. 12 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 - CONNALLY HS

The percent of CCMR graduates that meet the threshold as CAREER-READY will increase from 29% to 41% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
29%	32%	35%	38%	41%

Yearly Target Goals -- by Student Group

(Student Achivement Domain 1 Calcualtions 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	**27%**	**27%**	**31%**	n/a	**37%**	n/a	**50%**	**63%**	**30%**	n/a	**25%**	n/a	n/a
2021	**30%**	**30%**	**31%**	n/a	**37%**	n/a	**51%**	**63%**	**33%**	n/a	**29%**	n/a	n/a
2022	**33%**	**33%**	**33%**	n/a	**39%**	n/a	**52%**	**63%**	**36%**	n/a	**33%**	n/a	n/a
2023	**36%**	**36%**	**35%**	n/a	**41%**	n/a	**53%**	**64%**	**39%**	n/a	**37%**	n/a	n/a
2024	**39%**	**39%**	**37%**	n/a	**43%**	n/a	**54%**	**65%**	**42%**	n/a	**41%**	n/a	n/a

Data Source for Yearly Target Goals 2020: From TEA Campus 2018-2019 TAPR pg. 12 for Class of 2018 Career/Military Ready 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 - CONNALLY HS

The percent of CCMR graduates that meet the threshold as MILITARY-READY will increase from 0.0% to 0.5% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
0.0%	0.1%	0.2%	0.3%	0.5%

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	**0.0%**	**0.0%**	**0.0%**	n/a	**0.0%**	n/a	**0.0%**	**0.0%**	**0.0%**	n/a	**0.0%**	n/a	n/a
2021	**0.1%**	**0.1%**	**0.1%**	n/a	**0.1%**	n/a	**0.1%**	**0.1%**	**0.1%**	n/a	**0.1%**	n/a	n/a
2022	**0.2%**	**0.2%**	**0.2%**	n/a	**0.2%**	n/a	**0.2%**	**0.2%**	**0.2%**	n/a	**0.2%**	n/a	n/a
2023	**0.3%**	**0.30%**	**0.3%**	n/a	**0.3%**	n/a	**0.3%**	**0.3%**	**0.3%**	n/a	**0.3%**	n/a	n/a
2024	**0.5%**	**0.5%**	**0.5%**	n/a	**0.5%**	n/a	**0.5%**	**0.5%**	**0.5%**	n/a	**0.5%**	n/a	n/a

Data Source for Yearly Target Goals 2020: From TEA Campus 2018-2019 TAPR pg. 13 for Class of 2018 U.S. Armed Forces Enlistment (Annual Graduates; Student Achievement - Domain 1)

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

CCMR Targeted Professional Development Plan

Connally High School has added ROTC for the 2020-2021 school year.

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)