

Pflugerville Independent School District
Hendrickson High School
Campus Improvement Plan
2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 15, 2020
Public Presentation Date: September 24, 2020

Mission Statement

Hendrickson is a safe and nurturing high school that will be an effective, relevant, and inspiring learning environment for all.

Vision

HHS will create a safe and nurturing environment by:

- promoting and maintaining a strong anti-bullying message across the campus
- building a strong, positive staff presence of available, approachable adults
- consistently using a system of cooperative behavior redirection and positive behavior reinforcement

HHS will promote effective learning by

- expecting, valuing and teaching a strong sense of teamwork and collaboration
- setting high expectations with intentional support for achievement
- analyzing data collectively to inform instructional decisions

HHS will promote relevant learning by

- fostering and maintaining positive relationships
- making connections between content and student lives, present and future
- purposefully designing instruction to extend learning beyond the classroom

HHS will promote inspirational learning by

- empowering students to ask questions, voice opinions, and explore deeper into the content
- creating a sense of "Hawk Community" that contributes and serves beyond the walls of HHS

Value Statement

Improve **student learning** in every demographic, with an intentional plan for our most disadvantaged learners.

Critically read, write, and assess to measure learning and increase rigor.

Collaborate to intentionally build a **culture of success** in Hawk Nation.

Comprehensive Needs Assessment

Revised/Approved: September 25, 2020

Demographics

Demographics Summary

Hendrickson High School enrollment has decreased by over 1000 students from 2016-2017 to 2019-2020 as a result of the opening of PfISD's fourth high school. The transition has affected the campus in terms of the demographics of the student body served by our staff.

Examples include the percentage decrease of students receiving free or reduced lunch (34% in 16-17 to 25% in 19-20), a percentage decrease in our Hispanic population (40% in 16-17 to 35% in 19-20) compared to slight percentage increases in all race areas, a percentage decrease in our Limited English Proficient population (7% in 16-17 to 4% in 19-20), and a percentage decrease of students identified as At Risk (37% in 16-17 to 27% in 19-20).

Our staff has decreased in response to student enrollment shifts from 185 in 2017-2018 to 152 in 2019-2020. Within that time frame and demographic change, the percentage of African-American and Hispanic staff members has increased.

HHS ENROLLMENT AND DEMOGRAPHICS	2019-2020		2018-2019		2017-2018		2016-2017	
	ENROLLMENT							
STUDENT TOTAL	2,123	100%	2,395	100%	2,618	100%	3,258	100%
9TH GRADE	571	26.90%	537	22.42%	532	20.32%	981	30.11%
10th GRADE	539	25.39%	533	22.25%	547	20.89%	880	27.01%
11th GRADE	523	24.64%	514	21.46%	856	32.70%	701	21.52%
12th GRADE	490	23.08%	811	33.86%	683	26.09%	696	21.36%
	GENDER							
FEMALE	1,057	49.79%	1,163	48.56%	1,269	48.47%	1,559	47.85%
MALE	1,066	50.21%	1,232	51.44%	1,349	51.53%	1,699	52.15%
	ETHNICITY							
Hispanic-Latino	748	35.23%	859	35.87%	988	37.74%	1,315	40.36%
	RACE							
American Indian - Alaskan Native	7	0.33%	7	0.29%	4	0.15%	6	0.18%
Asian	157	7.40%	178	7.43%	172	6.57%	215	6.60%
Black - African American	362	17.05%	405	16.91%	433	16.54%	540	16.57%
Native Hawaiian - Pacific Islander	2	0.09%	4	0.17%	7	0.27%	11	0.34%
White	713	33.58%	800	33.40%	877	33.50%	1,021	31.34%
Two-or-More	134	6.31%	142	5.93%	137	5.23%	150	4.60%

TEACHER ETHNICITY	19-20		18-19		17-18	
<i>ASIAN</i>	2	1%	3	2%	0	0%
<i>AFRICAN AMERICAN</i>	13	9%	9	5%	11	6%
<i>HISPANIC</i>	33	22%	30	18%	35	19%
<i>AMERICAN INDIAN</i>	1	1%	1	1%	2	1%
<i>WHITE</i>	99	65%	114	69%	132	71%
<i>TWO OR MORE RACES</i>	4	2%	7	5%	5	3%
TOTAL	152	100%	164	100%	185	100%

Demographics Strengths

We have increased the diversity of our staff over the last two years with the result that our faculty more closely reflect the diversity of our student population.

Despite the shift in student enrollment numbers we have managed to retain diversity in our student demographics.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The ethnicity/race representation of our staff is skewed compared to our student population demographics **Root Cause:** The campus hiring practices currently in place do not allow for a more thoughtful and intentional consideration of recruiting candidates for teaching positions

Student Learning

Student Learning Summary

Due to school closures related to public health crisis in the Spring of 2020, the STAAR/EOC data available is from 2018-2019. Student passing rates per department for 2019-2020 used as measure of academic performance, with passing rates in specific STAAR/EOC courses (Eng 1, Eng 2, Biology, US History, Algebra 1) considered as well.

Hendrickson High School received a rating of "A:Exemplary Performance" from the State based on student performance on the 2018-2019 STAAR/EOC assessments, College, Career & Military Readiness (CCMR) indicators for Class of 2018 graduates and their overall graduation rates. The campus also received distinctions for performance in Social Studies and in Academic Achievement.

HHS students performed at a level of 88% Approaches for All Subjects, with 74% performing at the Meets performance level and 35% performing at the Masters performance level. Students performed at the Approaches level 90% or higher in Math (90%), Science (96%) and Social Studies (96%). Student performance at the Approaches level in ELA/Reading was 80%.

Areas of focus include gaps between the ELA/Reading performance of our Asian student group compared to other students groups on the campus. As well, the growth status of our Special Education students fell short

Additionally, the graduation rate of our White student group did not meet the federal graduation rate target in Closing the Gaps.

HHS met the targets for all student groups graduating with one more more College, Career and/or Military Readiness indicators.

A three year comparison of our PSAT performance data demonstrates that the performance of our 11th graders consistently lags behind the performance of our 10th graders on the PSAT/NMSQT. Our math performance by both grade levels in the area of math indicates a greater need compared to their performance on English Reading and Writing (ERW).

HHS 2019-2020 COURSE CONTENT PASSING RATE BY DEPARTMENT			
DEPT	TOTAL STUDENTS	PASSING GRADES	PASSING RATE
MATH	1925	1820	95%
SCI	1940	1889	97%
ELA	2040	1930	95%
SS	1893	1784	94%
LOTE	980	873	89%
CTE	2056	1926	94%
PE/HEALTH/SPORTS	786	757	96%

STUDENT TESTED AREA SUBJECT PASSING RATE: 2019-2020			
COURSE	TOTAL STUDENTS	PASSING GRADES	PASSING RATE
ALG 1	384	364	95%
BIO	533	504	95%
ENG 1	609	590	97%
ENG 2	539	514	95%
US HIST	504	487	97%

HHS 2018-2019 STAAR Performance Data															
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Approaches	88%	80%	86%	92%	100%	94%	*	89%	79%	57%	76%	53%	93%	90%	81%
Meets	74%	62%	71%	82%	100%	83%	*	75%	59%	25%	52%	32%	67%	77%	64%
Masters	35%	23%	29%	43%	40%	52%	*	33%	22%	6%	17%	9%	22%	37%	25%
ELA/Reading															
Approaches	80%	70%	78%	86%	*	89%	-	82%	67%	41%	64%	38%	86%	83%	71%
Meets	65%	52%	61%	76%	*	71%	-	66%	48%	17%	42%	20%	57%	68%	56%
Masters	17%	10%	13%	23%	*	30%	-	10%	9%	2%	5%	4%	10%	18%	11%
Mathematics															
Approaches	90%	81%	89%	93%	*	100%	-	95%	83%	86%	93%	67%	*	92%	85%
Meets	73%	61%	74%	74%	*	100%	-	80%	62%	41%	67%	42%	*	75%	69%
Masters	41%	31%	38%	44%	*	69%	-	60%	33%	27%	38%	16%	*	43%	36%
Science															
Approaches	96%	92%	96%	97%	*	100%	-	95%	92%	70%	87%	72%	100%	96%	94%
Meets	82%	74%	78%	89%	*	93%	-	82%	71%	37%	66%	47%	62%	85%	72%
Masters	38%	19%	31%	51%	*	63%	-	42%	26%	0%	23%	12%	8%	40%	31%
Social Studies															
Approaches	96%	92%	96%	97%	-	98%	*	97%	89%	76%	86%	70%	100%	96%	93%
Meets	87%	79%	84%	94%	-	91%	*	85%	71%	32%	57%	43%	86%	89%	77%
Masters	70%	54%	68%	79%	-	78%	*	65%	48%	8%	31%	15%	71%	73%	54%

HHS 2019 Closing the Gaps														
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Academic Achievement Status														
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%
Target Met	Y	Y	Y	Y		N		Y	Y	Y	Y		Y	Y
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%
Target Met	Y	Y	Y	Y					Y	Y	Y		Y	Y
Growth Status														
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67
Target Met	Y	Y	Y	Y				Y	Y	Y	N		Y	N
Total Tests	477	87	167	168	-	21	-	34	135	48	45	11	393	84
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70
Target Met	Y	Y	Y	Y					Y	Y	Y		Y	Y
Graduation Rate Status ***														
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%			
Target Met	Y	Y	Y	N		Y			Y	Y	Y			
2017 % Graduated	97.2%	93.4%	96.9%	100.0%	-	95.7%	-	97.1%	96.3%	92.6%	80.9%			
2018 % Graduated	98.0%	95.5%	97.6%	99.1%	*	100.0%	*	100.0%	96.7%	95.2%	92.9%			
2018 # Graduated	675	106	283	220	*	38	*	24	231	60	39			
2018 Total in Class	689	111	290	222	*	38	*	24	239	63	42			
English Language Proficiency Status														
Target										36%				
Target Met										N				

HHS PSAT DATA									
PSAT/NMSQT (11th GRADE)	Number of Test Takers	# Test Takers Met ERW	% Test Takers Met ERW	# Test Takers Met Math	% Test Takers Met Math	# Test Takers Met Both	% Test Takers Met Both	# Test Takers Met No	% Test Takers Met No
2019-2020	481	303	63%	167	35%	160	33%	171	36%
2018-2019	67	64	96%	63	94%	62	93%	2	3%
2017-2018	800	499	62%	292	37%	278	35%	287	36%
PSAT/NMSQT (10th Grade)	Number of Test Takers	# Test Takers Met ERW	% Test Takers Met ERW	# Test Takers Met Math	% Test Takers Met Math	# Test Takers Met Both	% Test Takers Met Both	# Test Takers Met No	% Test Takers Met No
2019-2020	480	340	71%	226	47%	211	44%	125	26%
2018-2019	486	351	72%	228	47%	212	44%	119	24%
2017-2018	483	354	73%	235	49%	227	47%	121	25%
PSAT 8/9 (9th Grade)	Number of Test Takers	# Test Takers Met ERW	% Test Takers Met ERW	# Test Takers Met Math	% Test Takers Met Math	# Test Takers Met Both	% Test Takers Met Both	# Test Takers Met No	% Test Takers Met No
2019-2020	223	193	87%	183	82%	170	76%	17	8%
2018-2019	208	190	91%	182	88%	175	84%	11	5%
2017-2018	189	169	89%	143	76%	135	71%	12	6%

AP Participation and Score Comparisons for 2017-2018 & 2018-2019; 2018-2019 & 2019-2020													
Subject	Depart	2018		2019		2018 to 2019 Difference		2019		2020		2019 to 2020 Difference	
		Participation	3+ Performance	Participation	3+ Performance	Participation	3+ Performance	Participation	3+ Performance	Participation	3+ Performance	Participation	3+ Performance
Biology	SCI	44	65.90%	32	68.80%	-12	2.90%	32	68.80%	49	63.30%	17	-5.50%
Cal AB	MATH	63	31.70%	42	38.10%	-21	6.40%	42	38.10%	33	54.50%	-9	16.40%
Cal BC	MATH	50	70%	63	55.60%	13	-14.40%	63	55.60%	29	82.80%	-34	27.20%
Chem	SCI	93	73.10%	64	60.90%	-29	-12.20%	64	60.90%	55	52.70%	-9	-8.20%
Comp Sci A	COMP	6	33.30%	14	28.60%	8	-4.70%	14	28.60%	15	46.70%	1	18.10%
Comp Sci Prin	COMP	19	73.70%	28	50%	9	-23.70%	28	50%	34	71%	6	20.60%
Eng. Lang	ENG	158	56.30%	139	54.70%	-19	-1.60%	139	54.70%	99	77.80%	-40	23.10%
Eng. Lit	ENG	81	80.20%	76	80.30%	-5	0.10%	76	80.30%	95	77.90%	19	-2.40%
Envir Sci.	SCI	41	68.30%	36	27.80%	-5	-40.50%	36	27.80%	41	48.80%	5	21.00%
Euro Hist	SS	1	100%	10	80%	9	-20.00%	10	80%	11	82%	1	1.80%
French	LOTE	4	25%	6	33.30%	2	8.30%	6	33.30%	0	0.00%	-6	-33.30%
German	LOTE	3	33.30%	5	100%	2	66.70%	5	100%	4	25%	-1	-75.00%
Human Geo	SS	161	54.70%	226	39.80%	65	-14.90%	226	39.80%	141	63.10%	-85	23.30%
Marco	SS	100	70%	129	56.60%	29	-13.40%	129	56.60%	77	53.20%	-52	-3.40%
Physics I	SCI	99	31.30%	101	42.60%	2	11.30%	101	42.60%	82	39.00%	-19	-3.60%
Physics II	SCI	14	57.10%	20	70%	6	12.90%	20	70%	11	73%	-9	2.70%
Physics C E & M	SCI	19	73.70%	40	50%	21	-23.70%	40	50%	28	43%	-12	-7.10%
Physics C M	SCI	18	72.20%	40	67.50%	22	-4.70%	40	67.50%	28	82.10%	-12	14.60%
Psychology	SS	36	38.90%	48	45.80%	12	6.90%	48	45.80%	43	81.40%	-5	35.60%
Research	SS	10	90%	11	90.90%	1	0.90%	11	90.90%	19	78.90%	8	-12.00%
Seminar	SS	18	94.40%	62	87.10%	44	-7.30%	62	87.10%	30	93.30%	-32	6.20%
Spanish Lang	LOTE	25	56%	18	72.20%	-7	16.20%	18	72.20%	22	72.70%	4	0.50%
Spanish Lit	LOTE	14	50%	8	62.50%	-6	12.50%	8	62.50%	5	100.00%	-3	37.50%
Stats	MATH	62	67.70%	28	78.60%	-34	10.90%	28	78.60%	51	56.90%	23	-21.70%
Gov.	SS	101	61.80%	123	64.20%	22	2.40%	123	64.20%	107	61.70%	-16	-2.50%
APUSH	SS	241	48.50%	169	53.30%	-72	4.80%	169	53.30%	131	51.10%	-38	-2.20%
WHAP	SS	NA	NA	148	64.90%	NA	NA	148	64.90%	176	42.60%	28	-22.30%

Student Learning Strengths

The passing rate for all STAAR/EOC tested areas was above 95% for the 2019-2020 school year.

For 2018-2019, student STAAR/EOC performance and Class of 2018 CCMR and graduation rates has established HHS as an "A-Exemplary Performance" rated campus by the State.

For 2018-2019, HHS received distinctions from the State in Social Studies and Student Achievement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The Special Education student group did not meet the Closing the Gaps federal performance target for growth in reading/ELA.

Root Cause: Inclusion support for students with high needs enrolled in grade level English Language Arts classes requires staff with specialized literacy training and skills.

Problem Statement 2: Our English Learners did not meet the Closing the Gaps federal performance target for English Language Proficiency Status as measured by TELPAS composite proficiency level progress. Also, performance for ELs in ENG 1 decreased from 52.7% in Spring 2018 (55 students) to 38.7% in Spring 2019 (31 students), while of the 17 ELs who failed ENG 1 in 2018, 12 also failed ENG 2 in 2019. **Root Cause:** Teacher instructional practice requires proficient levels of second language acquisition knowledge translated into specific instructional strategies.

Problem Statement 3: Students who did not achieve Approaches level of performance on STAAR/EOC ENG assessments demonstrate Lexile levels below 1100 for ENG 1 and below 1145 for ENG 2. **Root Cause:** Direct reading instruction targeted at reading level improvement is not available in the English Language Arts classroom.

Problem Statement 4: While Algebra 1 scores at the Approaches level of performance increased by 3.3% since Spring 2016, the performance of the Black/African American, Two or More Races, and Male student groups decreased from Spring 2018 performance levels. **Root Cause:** A lack of intentional middle to high school transitional practices slows the process of identifying and intervening highest need students at the start of the 9th grade school year

Problem Statement 5: While Biology performance for English Learners at the Meets and Masters levels has steadily increased over the last three years, no ELs have ever achieved Masters level performance. **Root Cause:** Specific strategies for students acquiring English language targeting content knowledge development not in place.

Problem Statement 6: US History STAAR EOC performance for the special education student group has decreased over the last three years from 83.3% in Spring 2017 to 71.9% in Spring 2019. **Root Cause:** While differentiation strategies are available to student groups, individualized approaches customized to specific student need are not as consistently available.

Problem Statement 7: Advanced Placement participation/performance and college entrance exam performance is in the fourth quartile of our statewide comparison group. **Root Cause:** Lack of consistent and comprehensive program planning and communication in our Advanced Academic program between campus and department regarding career pathways.

Problem Statement 8: 11th grade students regularly perform at lower standards than 10th grade students on the PSAT/NMSQT. **Root Cause:** 11th grade students are not prepared by the campus to perform at their highest levels prior to the fall administration of the PSAT/NMSQT

School Processes & Programs

School Processes & Programs Summary

Due to decreases in overall student enrollment over the last several years, we have seen a percentage decrease of English Learners at HHS (4% in 2019-2020 compared to 7% in 2016-2017). Also of significance is the fact that student groups qualifying for Special Education or 504 services have both seen percentage increases despite overall campus enrollment decreases within the same time period (SPED at 8% and 504 at 8% in 2016-2017 compared to SPED at 10% and 504 at 11% in 2019-2020).

A comparison of HHS campus discipline data between 2017-2018 and March of 2019-2020 documents percentage decreases in the occurrences of in-school suspensions (ISS) and out-of-school suspensions (OSS). Within the same time period, the number of district alternative education placements (DAEP) increased. Campus percentage decreases regarding ISS placement occurred in White, Hispanic and African-American student groups, with the greatest decrease demonstrated among African-Americans (4% decrease). The change is attributed to an embrace of restorative-practice perspectives across the campus.

Community participation in campus planning and programming is reflected by the participation of 40 community business representatives in the HHS Career Fair. However, our Campus Academic Advisory Committee (CAAC) has made little progress on job internship and job-shadowing experiences.

Our PowerWalk data demonstrates that we have established Fundamental Five performances that meet the minimum district expectations; however, we need to make more progress in strategies that can directly benefit English Learners (Frequent Talk).

Data associated with our Instructional Rounds initiative suggests that students continue to have difficulty specifically identifying their progress/achievement levels with daily lessons. While they can identify progress in vague and general terms (e.g., "good", "pretty good", "OK", etc) they cannot provide a more specific and reflective answer (e.g., "I understand X, but I still have questions about Y).

Our attendance for 2019-2020 was at 96.7%, which is an increase from 2018-2020 (95.75%)

HHS PROGRAM ENROLLMENT	2019-2020		2018-2019		2017-2018		2016-2017	
	ENROLLMENT							
	PROGRAM							
Bilingual	0	0.00%	0	0.00%	0	0.00%	0	0.00%
English as a Second Language (ESL)	77	3.63%	112	4.68%	144	5.50%	234	7.18%
Career and Technical Education (CTE)	1,704	80.26%	1,872	78.16%	2,134	81.51%	2,656	81.52%
Free Lunch Participation	388	18.28%	522	21.80%	482	18.41%	843	25.87%
Reduced Lunch Participation	143	6.74%	170	7.10%	175	6.68%	256	7.86%
Other Economically Disadvantaged	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Gifted and Talented	240	11.30%	245	10.23%	268	10.24%	341	10.47%
Special Education (SPED)	220	10.36%	230	9.60%	221	8.44%	253	7.77%
Title I Participation	12	0.57%	8	0.33%	21	0.80%	32	0.98%
Dyslexia	66	3.11%	67	2.80%	85	3.25%	73	2.24%
Homeless Status Total	12	0.57%	18	0.75%	21	0.80%	32	0.98%
Shelter	0	0.00%	0	0.00%	0	0.00%	1	0.03%
Doubled Up	12	0.57%	15	0.63%	20	0.76%	31	0.95%
Unsheltered	0	0.00%	1	0.04%	1	0.04%	0	0.00%
Hotel/Motel	0	0.00%	2	0.08%	0	0.00%	0	0.00%
At-Risk	565	26.61%	825	34.45%	1,017	38.85%	1,195	36.68%
Economically Disadvantaged	531	25.01%	692	28.89%	657	25.10%	1,099	33.73%
Title I Homeless	12	0.57%	8	0.33%	21	0.80%	32	0.98%
Immigrant	22	1.04%	27	1.13%	25	0.95%	48	1.47%
Limited English Proficient (LEP)	82	3.86%	115	4.80%	146	5.58%	241	7.40%
Migrant	0	0.00%	0	0.00%	0	0.00%	1	0.03%
Military Connected	51	2.40%	39	1.63%	21	0.80%	38	1.17%
Foster Care	3	0.14%	5	0.21%	7	0.27%	8	0.25%
CTE Single Parent/Pregnant Teen	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Section 504	232	10.93%	233	9.73%	242	9.24%	248	7.61%
Intervention Indicator	96	4.52%	148	6.18%	NA	NA	NA	NA
IEP Continuer	5	0.24%	10	0.42%	15	0.57%	0	0.00%

HHS 2019-2020 DISCIPLINE DATA																
	Number of Students				ISS Percent				OSS Percent				DAEP Percent			
	DISTRICT: 2019-2020	CAMPUS: 2019-2020 (03/31)	CAMPUS: 2018-2019	CAMPUS: 2017-2018	DISTRICT: 2019-2020	CAMPUS: 2019-2020 (03/31)	CAMPUS: 2018-2019	CAMPUS: 2017-2018	DISTRICT: 2019-2020	CAMPUS: 2019-2020 (03/31)	CAMPUS: 2018-2019	CAMPUS: 2017-2018	DISTRICT: 2019-2020	CAMPUS: 2019-2020 (03/31)	CAMPUS: 2018-2019	CAMPUS: 2017-2018
All	27,783	2,194	2,496	2,741	7.26%	4.42%	5.41%	6.53%	2.58%	2.64%	2.64%	3.21%	1.12%	2.14%	1.96%	1.93%
Asian	2,204	156	185	182	2.09%	1.92%	4.32%	0.55%	0.64%	1.28%	0.00%	0.55%	0.18%	0.64%	0.54%	0.00%
Black or African American	4,424	382	428	463	12.95%	7.59%	11.68%	10.80%	5.38%	4.97%	4.21%	5.18%	1.94%	3.93%	2.57%	2.81%
Hispanic/Latino	13,476	774	898	1,036	7.82%	4.78%	5.12%	7.24%	2.53%	2.97%	2.78%	3.86%	1.21%	2.45%	2.34%	2.90%
American Indian or Alaska Native	60	*	*	*	8.33%	*	*	*	5.00%	*	*	*	3.33%	*	*	*
Native Hawaiian or Other Pacific Islander	44	*	*	*	6.82%	*	*	*	4.55%	*	*	*	0.00%	*	*	*
Two or More Races	1,294	137	150	140	6.26%	5.84%	5.33%	5.71%	2.32%	3.65%	2.67%	1.43%	1.39%	3.65%	2.00%	0.00%
White	6,281	735	824	909	4.08%	2.59%	2.79%	4.95%	1.42%	1.09%	2.31%	2.31%	0.59%	0.82%	1.58%	1.10%
Female	13,414	1,089	1,210	1,340	4.96%	2.20%	2.98%	4.63%	1.71%	1.65%	1.98%	2.09%	0.76%	1.74%	1.57%	1.49%
Male	14,369	1,105	1,286	1,401	9.42%	6.61%	7.70%	8.35%	3.40%	3.62%	3.27%	4.28%	1.45%	2.53%	2.33%	2.36%
Special Education - Summer	3,549	235	247	239	12.00%	9.79%	13.77%	11.30%	5.21%	6.81%	5.67%	8.37%	1.80%	4.26%	2.83%	5.44%
Economic Disadvantage - Fall	13,344	531	692	657	10.02%	6.97%	10.26%	11.11%	3.78%	3.95%	4.48%	5.02%	1.48%	2.82%	2.89%	3.04%
Economic Disadvantage - Summer	13,968	580	792	936	10.04%	7.24%	9.97%	9.29%	3.84%	4.66%	4.42%	4.59%	1.52%	3.10%	3.03%	3.31%
At Risk	13,622	565	825	1,017	10.65%	9.20%	10.91%	12.59%	4.06%	5.13%	4.85%	6.98%	1.78%	4.07%	3.76%	4.33%
Bilingual	2,435	0	0	0	0.57%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
ESL	3,142	77	112	144	11.23%	7.79%	7.14%	9.03%	3.56%	6.49%	3.57%	4.17%	1.65%	1.30%	1.79%	4.17%

Indicator #6 DAEP placement rate for Black or African American students	13-14	14-15	15-16	16-17	17-18	18-19	19-20
Campus number of discretionary DAEP placements of Black or African American students	<u>18</u>	<u>10</u>	<u>5</u>	<u>14</u>	<u>4</u>	<u>2</u>	<u>6</u>
Campus number of Black or African American students in attendance	<u>548</u>	<u>529</u>	<u>562</u>	<u>582</u>	<u>466</u>	<u>433</u>	<u>384</u>
Campus Black or African American discretionary DAEP placement rate	3.1021%	1.7013%	0.8896%	2.2336%	0.6437%	0.2309%	1.3020%

AVERAGE TEACHER EXPERIENCE						
	19-20		18-19		17-18	
OVER 20 YEARS	30	20%	33	20%	41	22%
11-20 YEARS	38	25%	41	25%	42	23%
6-10 YEARS	30	20%	32	20%	41	22%
1-5 YEARS	47	31%	47	29%	43	23%
BEGINNING	6	4%	10	6%	18	10%
TOTAL	151	100%	163	100%	185	100%

HHS 2019-2020 CAREER FAIR DATA	
Number of Business Representatives	40
Number of Small Group Presentations	23
Number of Student Participants per Small Group Presentation	20-25

HHS JOB INTERNSHIP/SHADOWING EXPERIENCES	2018-2019	2019-2020
Internships	01	0
Job Shadowing	0	0

HHS 2019-2020 POWER WALK: Fundamental Five	
CATEGORY	PERCENTAGE
Lesson Framing	78%
Power Zone	64%
Small Group Purposeful Talk	21%
Recognition and Reinforcement	20%
Critical Writing	15%

HHS 2019-2020 PowerWalk Data: Instructional Rigor	
Instrucitonal Level	Percentage Observed
Remembering	22%
Understanding	43%
Applying	43%
Analyzing	10%
Evaluating	3%
Creating	6%

2019-2020 CAMPUS IMPROVEMENT PLAN

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

STRATEGY	EXPECTED RESULTS	FORMATIVE REVIEW		
		MONTHS	RATING	EVIDENCE OF PROGRESS
The CAAC will establish a plan to replicate the current internship model that took place in 2018-2019 involving one of our business representatives so that we will have two internship opportunities available for the 2019-2020 school year	At least two HHS students will benefit from extended internship placement with members of the HHS business community	NOVEMBER	Some progress	This strategy has been paired with the job shadowing strategy stated below. The CAAC would like to continue this strategy in addition to the job shadowing strategy due to potential for more formal internships to develop as the year progresses.
		JANUARY	No progress	Development of this project paused until the career fair is completed.
		MARCH	No progress	NA
		JUNE	Continue/modify	NA
By the close of the 2019-2020 school year, the CAAC will develop a plan for providing job shadowing experience for HHS students in 2020-2021	Job shadowing opportunities will be part of the 2020-2021 school year	NOVEMBER	Some progress	This will be re-branded to "job shadowing" and approaching speakers who will be associate with our job fair.
		JANUARY	No progress	Project on hold until after the career fair.
		MARCH	No progress	NA
		JUNE	Continue/modify	NA

HHS 2019-2020 INSTRUCTIONAL ROUNDS	
EQ3: HOW DO STUDENTS IDENTIFY/DEFINE/DESCRIBE THEIR LEVEL OF UNDERSTANDING REGARDING NEW CONTENT AND WHAT THEY CAN DO TO INCREASE THEIR UNDERSTANDING/MASTERY?	
Total # of student	36
WHY DID YOU RATE YOURSELF AT THE LEVEL YOU DID (EQ 3)?	
Could not	4%
Vague/general	71%
Specific/reflective	25%

HHS STUDENT ATTENDANCE			
Grade	2019-2020 ADA	2018-2019 ADA	2017-2018 ADA
12th Grade	96.4%	95.09%	93.50%
11th Grade	96.7%	95.67%	95.67%
9th Grade	97.4%	96.60%	96.54%
10th Grade	96.2%	96.63%	95.57%
8th Grade	NA	99.81%	NA
Total	96.7%	95.75%	95.25%

CAREER/COLLEGE/MILITARY READINESS - HENDRICKSON HS													
Yearly Target Goals													
2020	2021	2022	2023	2024									
76%	78%	80%	82%	84%									
Yearly Target Goals -- by Student Group													
(Student Achievement 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	65%	74%	81%	n/a	89%	n/a	79%	52%	67%	n/a	56%	n/a	n/a
2021	67%	76%	83%	n/a	90%	n/a	81%	54%	69%	n/a	58%	n/a	n/a
2022	69%	78%	85%	n/a	91%	n/a	83%	56%	71%	n/a	60%	n/a	n/a
2023	71%	80%	87%	n/a	92%	n/a	85%	58%	73%	n/a	62%	n/a	n/a
2024	73%	82%	89%	n/a	93%	n/a	87%	60%	75%	n/a	64%	n/a	n/a

School Processes & Programs Strengths

The percentage of teachers with 6 or more years of experience has remained relatively the same despite the decrease in staff numbers (67% in 2017-2018; 65% in 2019-2020).

HHS has decreased percentages of ISS and OSS use as disciplinary actions.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our CAAC has established providing students with job internship and job shadowing experiences as an area of need/focus for two years with little development or success as determined by our the monitoring of the 2019-2020 campus improvement plan and based on the number of internships (one) and job shadowing experiences (none) provided to students since the 2018-2019 school year. **Root Cause:** The CAAC has concentrated on the development of the Campus Career Fair without providing attention to the development of internships and job shadowing experiences

Problem Statement 2: Percentage comparisons for District Alternative Educational Placement (DAEP) placement has remained at 2% while percentage comparisons of ISS and OSS have decreased over the last three years **Root Cause:** While the use of ISS and OSS is used more judiciously as a discipline action, a systematic approach for the development of culturally relevant instruction and restorative practice initiatives and practices hasn't been organized for the campus.

Problem Statement 3: When asked, students are not able to articulate their level of mastery/understanding of the day's lesson in specific and reflective terms. **Root Cause:** Students do not have a clear point of reference regarding what is expected to be learned and how they are progressing toward those expectations.

Problem Statement 4: While our overall campus attendance increased from 2018-2019, our 12th grade class continues to rank lowest in attendance ratings for all four grade levels. **Root Cause:** Seniors do not attend school at the rate commensurate with the rest of the student body due to motivation.

Problem Statement 5: The following groups perform below 70% regarding CCMR yearly targeted goals as measured by each student group evaluated in Closing the Gap within Domain 1 of Student Achievement: African-Americans; Special Education; Economic Disadvantaged; English Learners **Root Cause:** Intentional systems have historically not been in place to assist students with understanding CCMR measures or achieving CCMR standards.

Problem Statement 6: Observed instruction at evaluation and creation levels are below 10% (3% for evaluation and 6% for creation) **Root Cause:** Teachers do not have strategies for developing instruction at evaluation and creation levels

Perceptions

Perceptions Summary

Within the HHS 2019-2020 Upbeat Campus Climate survey, the category of Teacher Autonomy received high positive responses (85%) at a rate that surpassed the district average by 8.6%. The category of Conscientiousness received the highest positive responses (94%) at a level commensurate with the district.

The category of Conscientiousness (94%), which identifies how each teacher characterizes themselves regarding individual performance, and the category of Teacher Collaboration (84%), which identifies trust and respect between teachers, both received high positive responses. This stands in strong contrast to how teachers perceive colleagues in terms of enforcing school rules (33%), which was one of the lowest rated items in the survey and registered significantly below (by 25%) the district average.

Concerns over the enforcement of school rules is also documented through low positive responses attributed to administrative enforcement of school rules (62%) which is 13% below the district average.

HHS 2019-2020 UPBEAT CAMPUS CLIMATE					
OVERALL CATEGORY		POSITIVE	NEUTRAL	NEGATIVE	DISTRICT COMPARISON
	<i>High Academic Expectations</i>	82	0	18	-3.4
	<i>Teachers' Care & Commitment</i>	89	0	11	1.7
	<i>Parent/Teacher Communication</i>	73	0	27	-1.1
	<i>Meaningful Work</i>	90	0	10	-4.1
	<i>High Quality Professional Development</i>	77	0	23	1
	<i>Teacher Autonomy</i>	85	0	15	8.6
	<i>Teacher Influence in School Administration</i>	63	0	37	-6.9
	<i>Principal/Teacher Trust</i>	78	0	22	0.3
	<i>Instructional Leadership</i>	73	0	27	-5.6
	<i>School Safety & Order</i>	77	1	22	-5.8
	<i>Teacher Appreciation</i>	64	0	36	-2.1
	<i>Teacher Collaboration</i>	84	7	10	3.8
	<i>Work/Life Balance</i>	82	2	16	6
	<i>Distance</i>	47	0	53	-1.6
	<i>Career Path</i>	55	0	45	1
	<i>Satisfaction</i>	85	0	15	4.4
	<i>Conscientiousness</i>	94	0	6	-1.7
	<i>Resources & Facilities</i>	83	0	17	-1.8
	<i>Self-Efficacy</i>	87	0	13	-3
	<i>Teacher Evaluation</i>	84	0	16	1.8
	<i>Teacher Hiring and Onboarding</i>	72	0	28	2
SPECIFIC CATEGORIES		POSITIVE	NEUTRAL	NEGATIVE	DISTRICT COMPARISON
CONSCIENTIOUSNESS		94	0	6	-1.7
	<i>I persist in the face of a challenge.</i>	97	0	3	-0.6
	<i>I work hard to accomplish my goals.</i>	95	0	5	-2.3
	<i>When I make a commitment, I can always be counted on to follow through.</i>	96	0	4	-1.6
	<i>I strive for excellence in everything I do.</i>	94	0	6	-3.6

HHS 2019-2020 UPBEAT CAMPUS CLIMATE					
	<i>I am very well organized.</i>	89	0	11	1.5
TEACHER COLLABORATION		84	7	10	3.8
	<i>Teachers at my school trust and respect each other.</i>	90	0	10	10.5
SCHOOL SAFETY & ORDER		77	1	22	-5.8
	<i>Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes</i>	33	0	67	-24.2
INSTRUCTIONAL LEADERSHIP		73	0	27	-5.6
	<i>My Principal enforces school rules for student conduct and backs me up when I need it.</i>	62	0	38	-12.6

HHS Website Statistics

Total visits to the HHS website for the 2019-2020 school year are displayed below.

- TOTAL VISITS
60,665
- TOTAL PAGE VIEWS
94,965
- TOTAL TARGETED VISITS
49,278

Perceptions Strengths

Staff feel empowered in their professional position as evidenced by high positive survey results regarding teacher care and commitment, meaningful work, and conscientiousness.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers do not feel supported by administrators or colleagues in the enforcement of school rules. **Root Cause:** High levels of teacher autonomy mitigates the enforcement of uniform campus expectations as developed/defined by administrators.

Problem Statement 2: According to our fall 2019-2020 Upbeat Survey data, Teacher Hiring and Onboarding (72%) is 13% below Teacher Autonomy

(85%), while Teacher Influence with Administration (63%) is 22% below Teacher Autonomy and is 7% below the district average. **Root Cause:** Teachers do not feel that they have as much input regarding the process of hiring and onboarding new staff members.

Problem Statement 3: Our campus website is currently the only source of information available to the public about campus programs and logistics. **Root Cause:** We do not have content/topic specific websites/blogs that can assist the community with detailed information about programs, events and initiatives

Pflugerville Independent School District

Hendrickson High School

HB3 EC-LM and CCMR Plans

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Goals

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

Performance Objective 5: By the end of the 2020-2021 school year, student achievement data related to College, Career and Military Readiness (CCMR) for all evaluated student groups (African-American, Hispanic, White, Asian, Two or More Races, Special Education, Economic Disadvantaged, English Learners) will increase by at least 2% from our current level of 76% to move the campus toward the goal of achieving our overall 2024 goal of 84%.

HB3 Goal

Evaluation Data Sources: Closing the Gap measures within Domain 1 of Student Achievement

Summative Evaluation: None

Strategy 1: By the close of the 2020-2021 school year, students in the 11th grade who have not met exemptions status as a result of SAT/ACT scores will take the TSI. Getting 11th graders TSI tested in Spring of 11th grade year who have not met by SAT/ACT scores; place students in TALON for 12th grade that need support in improving performance to move us from our current CCMR College Ready performance level of 67% to our our 2024 goal of 75%.

<p>Strategy's Expected Result/Impact: All students groups measured with College Readiness criteria (annual graduates, student achievement- domain 1) will increase by at least 2%</p> <hr/> <p>Staff Responsible for Monitoring: Administrators; Counselors; College and Career Readiness staff</p> <hr/> <p>Problem Statements: School Processes & Programs 5</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	<p>Formative</p> <p>Nov November Evidence of Progress</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>
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Strategy 2: By the close of the 2020-2021 school year, students who demonstrate need for additional assistance in meeting standard on TSI will be scheduled in Tier II TALONS to move us from our current CCMR College Ready performance level of 67% to our our 2024 goal of 75%.

<p>Strategy's Expected Result/Impact: All students groups measured with College Readiness criteria (annual graduates, student achievement- domain 1) will increase by at least 2%</p> <hr/> <p>Staff Responsible for Monitoring: Administrators; Counselors; College and Career Readiness staff</p> <hr/> <p>Problem Statements: School Processes & Programs 5</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	<p>Formative</p> <p>Nov November Evidence of Progress</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>
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Strategy 3: By the close of the 2020-2021 school year, at least 5% of students who enrolled in CTE courses with possible certification outcomes will be recruited and retained and supported by teachers in completing the course of study and sitting for the certification exam affiliated with the course to move us from our current CCMR Career Ready performance level of 28% to our our 2024 goal of 36%

<p>Strategy's Expected Result/Impact: All students groups measured with College Readiness criteria (annual graduates, student achievement- domain 1) will increase by at least 2%</p> <hr/> <p>Staff Responsible for Monitoring: Administrators, Counselors, CTE Dept Chair, CTE teachers</p> <hr/> <p>Problem Statements: School Processes & Programs 5</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	<p>Formative</p> <p>Nov November Evidence of Progress</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>
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Strategy 4: By the close of the 2020-2021 school year, a remote Career and Technology Fair will be developed and made available to students and families to encourage recruitment and retention within specific career and technology areas of study to move us from our current CCMR Career Ready performance level of 28% to our our 2024 goal of 36%

Strategy's Expected Result/Impact: Students and families will have a better understanding of career paths and certifications available to recruits who continue along a specific career path throughout their high school career.

Staff Responsible for Monitoring: Administrators, CTE teachers, CTE department chair

Problem Statements: None

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Formative

Nov November Evidence of Progress

Jan January Evidence of Progress

Mar March Evidence of Progress

Summative

June June Evidence of Progress

Strategy 5: By the close of the 2020-2021 school year, students who are scheduled to take the ASVAB will be scheduled into Tier II Talons for coaching/support prior to sitting for the exam using ASVAB designated online programs/materials to move us from our current CCMR Military Ready performance level of 3.2% to our our 2024 goal of 5.5%.

Strategy's Expected Result/Impact: All students groups measured with College Readiness criteria (annual graduates, student achievement- domain 1) will increase by at least 2%

Staff Responsible for Monitoring: Administrators, Counselors, ROTC staff

Problem Statements:
School Processes & Programs 5

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Formative

Nov November Evidence of Progress

Jan January Evidence of Progress

Mar March Evidence of Progress

Summative

June June Evidence of Progress

Strategy 6: By the close of the 2020-2021 school year, students who have completed the ASVAB will review their results with a representative of the local military recruitment office to move us from our current CCMR Military Ready performance level of 3.2% to our 2024 goal of 5.5%.

Strategy's Expected Result/Impact: All students groups measured with College Readiness criteria (annual graduates, student achievement- domain 1) will increase by at least 2%

Staff Responsible for Monitoring: Administrators, Counselors, ROTC staff

Problem Statements:
School Processes & Programs 5

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Formative

Nov November Evidence of Progress


Jan January Evidence of Progress


Mar March Evidence of Progress

Summative

June June Evidence of Progress

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Pflugerville Independent School District

Hendrickson High School

Performance Objectives

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Goals

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

Performance Objective 1: Over the course of the 2020-2021 academic year, teacher recruitment practice and protocol will maintain staff with over five years of experience at greater than 60% and will continue to demonstrate 3% growth in African-American and Hispanic hires to better match student demographics

Performance Objective 2: By the close of the 2020-2021 school year, development of teacher certification in the areas of Advanced Placement, Career and Technology, and English Language Learning will enhance the expertise of our instructional staff.

Performance Objective 3: By the close of the 2020-2021 school year, professional development opportunities will enhance campus effectiveness in delivering instruction at the evaluation and creation levels through the use of instructional technology, more efficient planning of instruction within a fluctuating master schedule framework, and a flexible remote/physical student classroom enrollment

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

Performance Objective 1: Hendrickson High School will improve STAAR/EOC performance in Eng 1 and Eng 2 for Approaches, Meets and Masters by at least 4% at each performance level for Spring 2021 as compared to Spring 2019.

Performance Objective 2: By Spring 2021, Hendrickson High School will improve student performance results for the Algebra 1 STAAR EOC to exceed 94% at Approaches, 74% at Meets, and 42% at the Masters level of performance.

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

Performance Objective 1: By Spring 2021, Hendrickson High School will improve student performance results for the U.S. History STAAR EOC to at least 98% at Approaches, 90% at Meets, and 75% at the Masters level of performance.

Performance Objective 2: By Spring 2021, Hendrickson High School will improve student performance results for the Biology STAAR EOC to at least 97% at Approaches, 85% at Meets, and 40% at the Masters level of performance.

Performance Objective 3: By the close of the 2020-2021 school year, the HHS Campus Academic Advisory Committee (CAAC) will have sponsored at least one campus event providing students an opportunity to visit with local business representatives and develop at least five opportunities for students for community business internships and/or job shadowing.

Performance Objective 4: By the close of the first semester of 2020-2021 school year, PSAT performance for 11th grade students meeting both benchmarks on the assessment will increase by at least 25%

Performance Objective 5: By the end of the 2020-2021 school year, student achievement data related to College, Career and Military Readiness (CCMR) for all evaluated student groups (African-American, Hispanic, White, Asian, Two or More Races, Special Education, Economic Disadvantaged, English Learners) will increase by at least 2% from our current level of 76% to move the campus toward the goal of achieving our overall 2024 goal of 84%.

HB3 Goal

Summative Evaluation: None

Next Year's Recommendation: None

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By the close of the 2020-2021 school year, Hendrickson High School will be able to document a campus attendance rate of at least 97%.

Performance Objective 2: By the close of the 2020-2021 school year, our TELPAS advanced-high performance levels in 'speaking' will have increased to at least 20%.

Performance Objective 3: By the close of the 2020-2021 school year, the percentage rate of student placement at the District Alternative Education Placement (DAEP) setting will be at 1.2% (district average) or below.

Performance Objective 4: By the close of the 2020-2021 school year, when asked to identify what is being taught in the class today and the extent to which the presented content is understood, at least 90% of students will be able to respond by referring to the posted lesson frame in the classroom and reference a schoolwide rubric to help them clearly articulate their level of understanding regarding their mastery of content covered within the daily lesson.

Performance Objective 5: By the close of the 2020-2021 school year, teachers will indicate that their colleagues and school administrators support their discipline efforts in their classrooms as measured.

Performance Objective 6: By the close of the 2020-2021 school year, HHS will maintain at least three specific public-event/media-communication strategies focused on parent/family engagement.