

**Pflugerville Independent School District**  
**District Improvement Plan**  
**Improvement Plan**  
**2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date:** October 15, 2020  
**Public Presentation Date:** September 21, 2020

# Mission Statement

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

## Vision

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

## Core Beliefs

We Believe

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

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

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

District enrollment as of fall 2019 was approximately 26,400 students across 32 campuses, which is an increase of about 10,000 students since the 2003-2004 school year. Enrollment is expected to increase to nearly 32,000 students within the next 8 years. The district has 20 elementary schools, 6 middle schools, 4 comprehensive high schools (the newest of which, Weiss High School, will have its first graduating class of 2020), an alternative high school program (PACE) located at a campus that also houses the district’s 18+ program for students continuing their IEP for graduation, as well as a separate DAEP campus (the Opportunity Center). PfISD allows for both intra-district and out-of-district student transfers to designated open campuses during an annual application process.

<b>District Enrollment Over Time in Pflugerville ISD</b>					
<b>(Source: TEA TAPR 2014-2019, OnDataSuite Fall PEIMS 2019-2020, 2020-2021)</b>					
<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
24,070	24,562	25,269	25,400	26,400	

While there are no new school buildings opening during the 2020-2021 school year, as a fast-growth school district, the boundary committee convened during 2019-2020 resulting in adjustments to campus attendance zones to alleviate overcrowded schools, specifically for Mott Elementary and Cele Middle Schools. This adjustment also includes a relocation of the Spanish-English Dual Language program from Mott Elementary to Riojas Elementary for the 2020-2021 school year. Ground-breaking for the construction of an additional elementary school and middle school to both open for the 2021-2022 school year is expected in fall 2020.

### Students

PfISD’s student population is demographically diverse, and this variety of backgrounds provide a myriad of experiences and learning opportunities for students, staff, and community. Student race/ethnicity demographics have remained fairly consistent over the past five years, with the most significant changes being a prior steady decrease in the African American student group until the slight increase of 0.2% for the 2019-2020 school year.

<b>Student Race/Ethnicity Changes Over Time in Pflugerville ISD</b>							
<b>(Source: TEA TAPR 2014-2019, OnDataSuite Fall PEIMS 2019-2020)</b>							
	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian/ Alaskan Native</b>	<b>Asian</b>	<b>Native Hawaiian/ Pacific Islander</b>	<b>Two or More Races</b>

### Student Race/Ethnicity Changes Over Time in Pflugerville ISD

(Source: TEA TAPR 2014-2019, OnDataSuite Fall PEIMS 2019-2020)

2015-2016	16.9%	47.8%	23.3%	0.2%	7.7%	0.2%	3.8%
2016-2017	16.3%	48.6%	23.0%	0.2%	7.7%	0.2%	4.2%
2017-2018	15.8%	48.6%	23.0%	0.2%	7.9%	0.1%	4.3%
2018-2019	15.3%	48.6%	23.1%	0.2%	8.0%	0.2%	4.5%
<b>2019-2020</b>	<b>15.5%</b>	<b>48.5%</b>	<b>22.9%</b>	<b>0.2%</b>	<b>8.1%</b>	<b>0.2%</b>	<b>4.7%</b>

After a steady decline, the percentage of students identified as economically disadvantaged increased during the 2018-2019 school year, and remains just above 50%. The district serves a total of 23 schools (15 elementary, 5 middle, and 3 high schools) as Title I Schoolwide campuses to provide high-quality education that will enable all children to meet the state student performance standards.

Students identified as English Learners speak over 56 different languages, representing more than 56 unique cultural identities. The 2.7% increase in students identified as At-Risk based on meeting one or more of the State's 14 indicators, can be attributed to a change in the district procedures in fall 2019 for earlier identification of kindergarten students and the addition of prekindergarten students identified as being in need of early intervention for literacy and math.

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

### Student Demographic Changes Over Time in Pflugerville ISD

(Source: TEA TAPR 2014-2019, OnDataSuite for 2015-2018 Section 504 and Dyslexia counts and Fall PEIMS 2019-2020)

	<b>Economically Disadvantaged</b>	<b>English Learners</b>	<b>Immigrant</b>	<b>At-Risk</b>	<b>Homeless</b>	<b>Migrant</b>	<b>Students with Disciplinary Placements (at DAEP or JJAEP in prior year)</b>
2015-2016	49.7%	21.7%	0.9%	48.8%	0.8%	0.02%	1.6%
2016-2017	48.4%	21.8%	1.3%	50.5%	1.1%	0.02%	1.5%
2017-2018	42.5%*	22.1%	1.6%	50.9%	1.1%	0.06%	1.4%
2018-2019	51.0%	22.3%	2.3%	48.9%	0.8%	0.06%	1.5%
<b>2019-2020</b>	<b>50.6%</b>	<b>22.2%</b>	<b>2.8%</b>	<b>51.6%</b>	<b>1.0%</b>	<b>0.00%</b>	<b>not yet available</b>

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

### Staff

PfISD employs approximately 3,200 staff, of which just over 1,800 are teachers. While there has been a steady decrease in the number of African American students enrolled in

the district, there has been a steady increase in the number of African American teachers over the past five years. The largest change is a 6.7% decrease in White teachers over the past five years with a shift to a higher number of teachers identifying as Hispanic and African American. The race/ethnicity composition of teachers across the district has remained relatively unchanged over the past two years.

<b>Teachers by Race/Ethnicity in Pflugerville ISD</b>							
<b>(Source: TEA TAPR 2014-2019)</b>							
	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>
2014-2015	6.2%	19.8%	69.0%	0.2%	1.7%	0.2%	2.8%
2015-2016	6.5%	21.9%	66.7%	0.3%	1.6%	0.1%	2.8%
2016-2017	7.1%	23.7%	64.4%	0.3%	1.5%	0.1%	2.9%
2017-2018	7.1%	25.3%	62.7%	0.3%	1.7%	0.2%	2.9%
<b>2018-2019</b>	<b>7.9%</b>	<b>25.0%</b>	<b>62.3%</b>	<b>0.2%</b>	<b>1.6%</b>	<b>0.2%</b>	<b>2.9%</b>

### Demographics Strengths

- PflISD’s student population is demographically diverse, and this variety of backgrounds provide a myriad of experiences and learning opportunities for students, staff, and community.
- English Learners speak over 56 different languages, representing more than 56 unique cultural identities.
- More than seven major institutions of higher education surround Pflugerville ISD.
- The average years of experience of campus leadership is slightly higher than the State average.
- The district’s plan to realign campus attendance boundaries is anticipated to alleviate overcrowded schools in the 2020-2021 school year. Plans to open a new elementary school and middle school for the start of the 2021-2022 school year will additionally help to address the needs of the fast growth.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Attendance boundary changes were made for the 2020-2021 school year. Additional boundary changes will need to be made to address opening a new elementary school and middle school for the start of the 2021-2022 school year.

**Problem Statement 2:** When comparing teacher demographic representation to the district's student demographic representation, only 33% of teachers identify as African American or Hispanic compared to 64% of the student population. There are achievement gaps for students in the African American, Hispanic, and Economically Disadvantaged student groups. **Root Cause:** Teachers need more targeted training in specific practices and structures to meet the needs of an ethnically and culturally diverse student population.

# Student Learning

## Student Learning Summary

As a result of the worldwide COVID-19 pandemic, Governor Abbott closed all Texas schools from mid-March to the end of the 2019-2020 school year resulting in students and teachers transitioning to completing the year with nine weeks of remote learning. Teaching and learning was conducted using teleconferencing, online resources, and hard-copy instructional packets. Teachers provided feedback on student work and the district adopted adjusted grading guidelines for the spring 2020 semester, providing “Pass” or “Incomplete” grades for students in K-8, and numerical grades above 70% and “Incomplete” grades for high school courses.

All spring 2020 STAAR tests were cancelled, and reporting of TELPAS assessments became optional for districts with students who were unable to complete all domains prior to school closure.

## Accountability Ratings for 2019-2020

For state accountability ratings for the 2019-2020 school year, TEA will label all districts and campuses “Not Rated: Declared State of Disaster”.

## Closing the Gaps: Federal Accountability Intervention Labels for 2019-2020

For federal accountability labels assigned as a result of Closing the Gaps outcomes, the USDE approved that intervention labels that were assigned to schools in the 2019-2020 school year (Comprehensive, Targeted, Additional Targeted Support) will continue into the 2020-2021 school year as a second year of support for schools. During the 2020-2021 school year, the district will continue to support campuses through year two of the Effective Schools Framework (ESF) process.

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

Campuses and districts are required to address any missed Closing the Gaps indicators in the Campus or District Improvement Plan.

## 2019-2020 District Assessment Data: Universal Screeners

Students in grades K-9 are assessed with the Star Renaissance reading and math assessments as a universal screener to identify students who are at-risk for reading and/or math readiness, or who need intervention. Typically, students are assessed three times per year, at the BOY, MOY, and EOY, however, due to COVID-19 school closures, students were not assessed at the end of the 2019-2020 school year.

<b>Reading: Star Renaissance Results 2019-2020</b>				
	<b>At/Above Benchmark</b>		<b>Urgent Intervention</b>	
	<b>BOY</b>	<b>MOY</b>	<b>BOY</b>	<b>MOY</b>
<b>Kindergarten</b>	50%	62%	21%	15%
<b>1st Grade</b>	52%	59%	18%	13%
<b>2nd Grade</b>	52%	63%	23%	18%
<b>3rd Grade</b>	49%	58%	22%	17%
<b>4th Grade</b>	55%	58%	19%	15%
<b>5th Grade</b>	51%	56%	18%	13%
<b>6th Grade</b>	50%	49%	16%	18%
<b>7th Grade</b>	47%	47%	20%	19%
<b>8th Grade</b>	41%	42%	24%	24%
<b>9th Grade*</b>	43%	33%*	21%	29%*

*For 9th graders assessed in reading at MOY, 482 fewer students were assessed compared to BOY*

- For all K-5th grade students assessed in reading, there was improvement at the “At/Above Benchmark” level from the BOY to MOY of 3-12%.
- For all middle school students, there was no significant change in students performing “At/Above Benchmark” between the BOY and MOY in reading. Students who were identified in need of “Urgent Intervention” continued to need a high level of support through the school year.
- For 9th graders assessed in reading, the overall performance at each level cannot be compared from the BOY to MOY due to 482 fewer students being assessed at MOY compared to BOY.

<b>Math: Star Renaissance Results 2019-2020</b>				
	<b>At/Above Benchmark</b>		<b>Urgent Intervention</b>	
	<b>BOY</b>	<b>MOY</b>	<b>BOY</b>	<b>MOY</b>
<b>2nd Grade</b>	60%	76%	10%	6%
<b>3rd Grade</b>	69%	80%	8%	5%
<b>4th Grade</b>	74%	79%	7%	5%
<b>5th Grade</b>	76%	79%	6%	5%
<b>6th Grade</b>	70%	69%	7%	8%
<b>7th Grade</b>	63%	63%	11%	12%
<b>8th Grade</b>	60%	56%	12%	14%
<b>9th Grade*</b>	59%	46%*	10%	19%*

For 9th graders assessed in math at MOY, 525 fewer students were assessed compared to BOY

- For all 2nd-5th grade students assessed in math, there was improvement at the “At/Above Benchmark” level from the BOY to MOY of 3-16%.
- For all middle school students, there was no improvement in students performing “At/Above Benchmark” between the BOY and MOY in math. Instead, the number of students performing at “Urgent Intervention” increased in all grade levels from BOY to MOY.
- For 9th graders assessed in math, the overall performance at each level cannot be compared from the BOY to MOY due to 525 fewer students being assessed at MOY compared to BOY.

**2019-2020 District Assessment Data: TEA Interim Assessments**

The Texas Education Agency (TEA) has created online interim assessments that align to the Texas Essential Knowledge and Skills (TEKS). These assessments diagnose student learning and predict student performance on STAAR summative. Interim testing assesses students’ skills during intervals within the school year to help predict the likelihood of summative outcomes and helps educators tailor instructional practices to address student needs. Interim assessments have two windows for assessments but can be administered more than twice a year. The district required the 17 schools in the ESF cohort to administer the interim assessments and they were made optional for the other schools during the 2019-2020 school year. The tables below report the results of the opportunity 2 TEA interim assessments administered from January - March 2020.

<b>Reading/ELA: TEA Interim Assessments Opportunity 2 (January - March 2020)</b>			
<i>(English &amp; Spanish Versions Combined 3rd - 5th Results)</i>			
	<b>Probability of Achieving “Approaches Grade Level”</b>	<b>Probability of Achieving “Meets Grade Level”</b>	<b>Probability of Achieving “Masters Grade Level”</b>
<b>3rd Grade</b>	57%	30%	13%
<b>4th Grade</b>	71%	47%	27%
<b>5th Grade</b>	74%	49%	28%
<b>6th Grade</b>	65%	38%	19%
<b>7th Grade</b>	79%	55%	31%
<b>8th Grade</b>	69%	39%	19%
<b>English I</b>	54%	37%	5%
<b>English II</b>	52%	37%	4%

With a Closing the Gaps reading target for the All Students group of 44% performing at “Meets Grade Level”, based on the interim assessment probability, that target would have been missed for 3rd graders, 6th graders, 8th graders, and high school students taking English I and English II.

<b>Math: TEA Interim Assessments Opportunity 2 (January - March 2020)</b>			
<i>(English &amp; Spanish Versions Combined 3rd - 5th Results)</i>			
	<b>Probability of Achieving “Approaches Grade Level”</b>	<b>Probability of Achieving “Meets Grade Level”</b>	<b>Probability of Achieving “Masters Grade Level”</b>
<b>3rd Grade</b>	49%	21%	7%



**Math: TEA Interim Assessments Opportunity 2 (January - March 2020)**

*(English & Spanish Versions Combined 3rd - 5th Results)*

<b>4th Grade</b>	77%	47%	27%
<b>5th Grade</b>	69%	38%	19%
<b>6th Grade</b>	74%	45%	21%
<b>7th Grade</b>	41%	12%	3%
<b>8th Grade</b>	46%	20%	4%
<b>Algebra I</b>	61%	25%	9%

With a Closing the Gaps math target for the All Students group of 46% performing at “Meets Grade Level”, based on the interim assessment probability, that target would have been missed for 3rd graders, 5th graders, 6th graders, 7th graders, 8th graders, and students taking Algebra I.

**Science: TEA Interim Assessments Opportunity 2 (January - March 2020)**

*(English & Spanish Versions Combined 5th Grade Results)*

	<b>Probability of Achieving “Approaches Grade Level”</b>	<b>Probability of Achieving “Meets Grade Level”</b>	<b>Probability of Achieving “Masters Grade Level”</b>
<b>5th Grade</b>	42%	17%	6%
<b>8th Grade</b>	52%	29%	15%
<b>Biology</b>	75%	46%	16%

**Social Studies: TEA Interim Assessments Opportunity 2 (January - March 2020)**

	<b>Probability of Achieving “Approaches Grade Level”</b>	<b>Probability of Achieving “Meets Grade Level”</b>	<b>Probability of Achieving “Masters Grade Level”</b>
<b>8th Grade</b>	50%	25%	15%
<b>U.S. History</b>	84%	57%	27%

**Advanced Placement (AP) Performance**

Student participation and performance on AP exams has increased consistently over the past five years. In the past two years, half of the students taking an exam have earned a qualifying score, which is an improvement compared to the 41% passing rate five years prior. Student participation in AP classes is strong. Student desire to learn is evidenced by Saturday AP Prep Session attendance and in-class engagement.

## 2018-2019 Student Academic Achievement Data

The following 2018-2019 state assessment and accountability data is provided as the most recent results in lieu of 2019-2020 state assessment and accountability results.

2018-2019 marks the second implementation year of the State’s new three-domain system with phased-in A-F letter grade ratings assigned at the district level for the second consecutive year and at the campus level for the first year, replacing the rating labels of Met Standard and Required Improvement. The 2019 campus and district ratings are based on a system that uses various indicators to provide greater detail on the performance of a district or charter and individual campuses throughout the state. The overall design of the accountability system evaluates the performance according to three domains:

- Student Achievement Domain evaluates performance across all subjects for all students on STAAR assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.
- School Progress Domain measures district and campus outcomes in two areas:
  - Academic Growth: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and
  - Relative Performance: the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.
- Closing the Gaps Domain uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators included in this domain, as well as the domain’s construction, align the State accountability system with the Every Student Succeeds Act (ESSA) Federal accountability requirements.

The Texas Education Agency (TEA) assigned Pflugerville ISD with an overall accountability rating of B: Recognized Performance for the 2018-2019 school year, marking the second consecutive year receiving an overall “B” rating in the State accountability system. Overall ratings for campuses consisted of five A: Exemplary Performance ratings, fourteen B: Recognized Performance ratings, seven C: Acceptable Performance ratings, two D: In Need of Improvement ratings, and one F: Unacceptable Performance rating based on 2018-2019 performance.

## 2018-2019 Distinction Designations

Campuses receiving an overall accountability rating of A, B, C, or D were eligible for up to six distinction designations at elementary or seven at secondary. Distinction Designations are awarded for recognition of outstanding achievement in specific areas and are based on indicators of student performance in comparison to forty similar campuses. For 2018-2019, Distinction Designations were awarded in the areas of Academic Achievement in ELA/Reading, Academic Achievement in Math, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, and Postsecondary Readiness. At the district level, the Postsecondary Readiness Distinction Designation is the only one that is available. Fourteen campuses received one or more Distinction Designations, with a total of 38 awarded district-wide. Of the total distinctions earned, 17 were earned at elementary campuses, and 21 were earned at secondary campuses. All Pflugerville high schools each earned two or more distinctions.

## 2018-2019 Student Achievement: STAAR Performance

When reviewing a three-year comparison of STAAR results by grade level and subject area at the “Meets Grade Level” of performance, 2019 district level results decreased from the prior year in the following 10 areas:

Math		Reading		Writing	
3rd grade	-1%	4th grade	-4%	4th grade	-5%
4th grade	-3%	5th grade	-2%	7th grade	-4%

Math		Reading		Writing	
7th grade	-7%	6th grade	-1%		
8th grade	-1%	7th grade	-1%		

Results at the “Meets Grade Level” performance level increased from the prior year in the following 7 areas:

Math		Reading/ELA		Science	
6th grade	+4%	3rd grade	+2%	5th grade	+5%
Algebra I	+1%	8th grade	+6%	Biology	+4%
		English I	+3%		

Results at the “Masters Grade Level” of performance increased in 2019 from 2018 in the following 14 areas:

Math		Reading		Writing		Science		Social Studies	
3rd grade	+1%	3rd grade	+3%	7th grade	+1%	5th grade	+6%	8th grade	+1%
4th grade	+2%	5th grade	+2%			Biology	+1%	U.S. History	+4%
5th grade	+4%	8th grade	+4%						
6th grade	+4%	English I	+4%						
Algebra I	+2%								

For the Student Achievement accountability domain where the average of the percent of tests scoring at Approaches, Meets, and Masters is used, the scaled score earned by the district in this area was an 82 or “B” for overall STAAR Performance, which is one point lower than in 2018. The district’s average of Approaches, Meets, and Masters level of performance was

- 51% for all subjects combined (1% lower than 2018)
- 50% for ELA/reading (1% lower than 2018)
- 52% for math
- 40% for writing (1% lower than 2018)
- 54% for science (2% lower than 2018)
- 61% for social studies

For the Student Achievement: STAAR Performance result to increase, an increase in the number of students reaching the “Meets Grade Level” and “Masters Grade Level” performance levels needs to be obtained.

### 2018-2019 Student Achievement: College, Career, Military Readiness Indicators (CCMRs)

For the calculation of ratings for high schools and districts, 40% of the Student Achievement Domain score is determined from the number of prior-year graduates who met one or more of the eight College, Career, or Military readiness indicators (CCMRs). For the Class of 2018, used in 2018-2019 accountability, 69% of district-wide graduates met one or more CCMR indicator, which translated to a scaled score of 92 or “A” for CCMR outcomes, an improvement from an 86 (B) rating in 2018. Of these CCMR graduates students

were considered to be college-ready with:

- 55% met TSI criteria in both reading and math (6% increase from 2018),
- 29% scored 3 or higher on at least one AP exam (3% increase from 2018), and
- 7% earned dual course credit of at least 3 hours in reading or math or 9 hours in any other subject (1% increase from 2018),
- 3% completed a subject-area OnRamps course with eligibility to earn three hours of college credit (new indicator for Class of 2018)
- 3% of graduates served in special education earned an advanced high school diploma

For career-readiness indicators,

- 3% (53 graduates; 20 more than in 2018) earned an Industry-Based Certification (IBC) from TEA's approved list for accountability, and
- 7% of graduates completed CTE coherent-sequence coursework with at least one course aligned to an IBC (1% increase from 2018)

For military-readiness, districts are advised by TEA to implement a system to collect information from students regarding their military enlistment and self-report this information. There were 25 (2%; 9 more than in 2018) Class of 2018 graduates who were reported as military-ready.

### **2018-2019 Student Achievement: Graduation Rates**

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

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

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

For the 2019 Student Achievement domain, the 6-year extended graduation rate of 99.2% was used as the highest out of the 4-year, 5-year or 6-year overall district level rates, which equated to a scaled score of 95 or "A" for the graduation rate component.

### **2018-2019 School Progress: Academic Growth**

For the academic growth calculation that evaluates the number of students who grew at least one year (or are on track) academically from 2018 to 2019, only reading and math results (including Algebra I, English I, and English II) are used. Either full-point or half-point growth can be earned depending on how much growth a student made compared to their prior-year result. At the district level, 67 out of 100 growth points (3 points lower than 2018) were earned in reading and 68 were earned in math (1 point lower than 2018). These reading and math growth results are combined for a total of 68 reading/math points (1 point lower than 2018) which equates to a scaled score of 76 (C) (3 points lower than 2018) for School Progress: Academic Growth. This was the lowest-rated domain at the district level for the second consecutive year.

For academic growth earned in reading,

Earning 24% (1% less than in 2018) of the possible academic growth points in reading/ELA were 2,506 students who met or exceeded progress by reaching the Masters

Grade Level of performance in 2019 compared to their 2018 result

- Another 17% (2% less than in 2018) of reading/ELA growth points were earned by students who met or exceeded progress at the Meets Grade Level performance in 2019 from 2018,
- 13% (1% less than in 2018) at the Approaches level
- 7% met or exceeded progress even though they did not pass reading STAAR assessments in either 2018 or 2019

Academic growth in reading was not met for

- 6% (1% less than in 2018) of students who scored at the 2018 Masters level down to the 2019 Meets level,
- 8% (2% more than in 2018) at the 2018 Meets or Masters level down to the 2019 Approaches level, and
- 5% (1% more than in 2018) at the 2018 Approaches level who did not pass reading in 2019
- about 120 students (1%) scored at 2018 Meets or Masters levels, but did not pass reading/ELA in 2019

For academic growth earned in math,

- 26% (2% more than in 2018) of the possible points were earned by 2,212 students who met or exceeded progress by reaching the Masters Grade Level of performance in 2019 compared to their 2018 result
- Another 17% was earned by students who met or exceeded progress at the Meets Grade Level performance in 2019 from 2018,
- 14% at the Approaches level
- 5% met or exceeded progress even though they did not pass math STAAR assessments in either 2018 or 2019

Academic growth in math was not met for

- 5% (1% less than in 2018) of students who scored at the 2018 Masters level down to the 2019 Meets level,
- 7% at the 2018 Meets or Masters level down to the 2019 Approaches level, and
- 6% (1% more than in 2018) at the 2018 Approaches level who did not pass in 2019
- about 100 students (1%) scored at 2018 Meets or Masters levels, but did not pass math in 2019

### **2018-2019 School Progress: Relative Performance**

For the relative performance part of the School Progress domain, the achievement of all students is measured relative to districts with similar economically disadvantaged percentages. For this calculation, an overall district economically disadvantaged rate of 51.0%, as reported in Fall 2018 PEIMS, was compared against the district's Student Achievement results for STAAR and CCMRs, and measured relative to other districts with a similar percentage of economically disadvantaged students. The 2018-2019 district level result for School Progress: Relative Performance was a scaled score of 90 or a "A" (8 points higher than 2018).

### **2018-2019 Closing the Gaps**

This domain takes many of the calculations already included in the Student Achievement and the School Progress domains and evaluates that performance across potentially 14 different student groups, depending on enrollment and meeting the minimum size to be evaluated. Each indicator has set performance targets which vary for each student group, but all targets are expected to be met. Additionally, the categories in this domain carry different weights toward the overall domain score, with student performance in reading and math at the Meets Grade Level or above standards contributing 50% of the domain score, followed by 30% for CCMRs, and 10% each for federal graduation rates and English Language Proficiency Status (TELPAS progress from prior year).

The targets for Meets Grade Level or above performance in reading were met for 12 out of 13 evaluated student groups, and for 9 out of 12 student groups for math. 100% of the academic growth indicators evaluated in reading (12 out of 12) were met. Federal graduation rate targets of 90% were met for 8 out of the 9 evaluated student groups. For Student Success Status (the average performance of all STAAR tests taken), 12 out of 14 indicators were met, and for School Quality Status (CCMRs by student group), 10 out of 11 indicators were met. The English Language Proficiency Status indicator with a target of 42% evaluates the percentage of ELs who made one or more levels of progress in their TELPAS composite score from the prior year, which for PfISD, the target was exceeded with 54% of ELs making progress.

The district received an overall Closing the Gaps scaled score of 87 (B) (two points lower than 2018) based on meeting 58 of 85 indicators (which was 7 less indicators met in 2019 compared to 2018). All missed Closing the Gaps indicators are required to be addressed in the District Improvement Plan and include:

- Meets Grade Level or above performance in reading for the Asian student group (for the second consecutive year) and for the Current Special Education student group
- Meets Grade Level or above performance in math for the Asian, Current Special Education, and Non-continuously Enrolled student groups (for the second consecutive year for all three groups)
- Academic Growth in reading for the Asian, Economically Disadvantaged, Current Special Education, and Non-continuously Enrolled student groups (all reading growth indicators were met in 2018)
- All Academic Growth indicators in math were missed for all 12 evaluated student groups
- The Federal Graduation rate target of 90%, which is applied to all student groups, was missed for the Current Special Education student group with a Class of 2018 federal graduation rate of 83.6% (up from 83.1%, but this indicator was missed for the second consecutive year)
- Once a student group has met a Federal Graduation rate target of 90%, a 0.1% increase in the student's group graduation rate was then required to meet the graduation rate target for the next accountability year. Due to not making a 0.1% increase, the Federal Graduation rate indicator was missed for the White student group (Class 2018 rate 98.4%; Class 2017 rate 97.3%) and for the Two or More Races student group (Class 2018 rate 94.4%; Class 2017 rate 97.1%)
- Student Success Status (the average performance of all STAAR tests taken) targets were missed for the Asian and Non-continuously Enrolled student groups (for the second consecutive year), as well as for the Current Special Education student group

### **2018-2019 Results Driven Accountability (RDA)**

TEA's Performance-Based Monitoring Analysis System (PBMAS) has been renamed to Results Driven Accountability (RDA) starting in the 2019-2020 school year. The district continues to be engaged in improvement planning based on 2017-2018 and the most recently received 2018-2019 RDA results in which the district has been assigned the overall performance level of 1 for both years for Career and Technical Education (CTE) and Special Education. The RDA performance for Bilingual/ESL Education has improved from Stage 1 in 2017-2018 to an overall performance level of 0 for 2018-2019 performance.

For CTE, the performance indicators missed in both years were for students who participate in both CTE and special education who did not pass STAAR EOC exams for English I/II, Algebra I, and Biology. The performance indicators were also missed for CTE students who are identified as English Learners who did not pass STAAR EOC Algebra I for the past two years, as well as for not passing Biology and U.S. History STAAR EOCs in 2018-2019.

For the area of Bilingual/ESL Education, all of the indicators were Report Only for the 2018-2019 school year due to the change in the student group evaluated which excluded English Learners who are in their first year in U.S. Schools. Even though these indicators were Report Only, STAAR passing rates for students participating in the ESL program in grades 3-8 missed the targets for math, science, writing, and social studies. ELs taking Algebra I, Biology, and U.S. History EOC exams also missed the RDA performance indicators. Students in grades 3-8 who are identified as ELs but who are not being served in a language program missed the indicator for writing. Student achievement and classroom observation data indicate that there is an inconsistency in implementing the foundational elements of second language acquisition which is affecting both the English language development and academic achievement of English Learners.

For the Special Education program, RDA targets were missed for the past two years for students taking 3-8 grade STAAR assessments across every subject area and in writing for students who exited from special education services in the prior year. Targets were missed both years for students taking Algebra I, English I/II, and Biology EOCs.

## Student Learning Strengths

- For the 2018-2019 school year, TEA assigned PfISD with an overall accountability rating of B: Recognized Performance with a score of 89, which is one point higher than in the prior year.
- For 2018-2019 school year performance, 90% of PfISD campuses were assigned a rating of A: Exemplary Performance, B: Recognized Performance, or C: Acceptable Performance
- 2018-2019 results at the “Meets Grade Level” of performance increased from the prior year in seven grade level/subject areas. In the Closing the Gaps domain for “Meets Grade Level or Above” performance, 12 out of 14 student group reading targets were met and 9 out of 12 were met for math.
- 2018-2019 results at the “Masters Grade Level” of performance increased from the prior year in fourteen grade level/subject areas.
- For 2018-2019, fourteen campuses received one or more Distinction Designations, with a total of 38 awarded district-wide.
- For the Class of 2018 graduates evaluated in 2018-2019 accountability, In the Closing the Gaps domain, 100% of the School Quality Status indicators (CCMRs earned by student group) were met for all 11 evaluated student groups
- In 2019-2020 for reading, for all K-5th grade students assessed, there was improvement at the “At/Above Benchmark” level from the BOY to MOY of 3-12%.
- In 2019-2020 for math, for all 2nd-5th grade students assessed, there was improvement at the “At/Above Benchmark” level from the BOY to MOY of 3-16%.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** For 2018-2019 accountability, one campus received an overall "F: Unacceptable Performance" rating, two campuses were rated overall "D: In Need of Improvement," one campus received the federal accountability intervention label of "Comprehensive Support and Improvement School," six labeled "Targeted Support and Improvement School," and 9 labeled "Additional Targeted Support School."

**Problem Statement 2:** For 2018-2019 math performance, all Closing the Gaps Academic Growth indicators were missed for all 12 evaluated student groups. Closing the Gaps Meets Grade Level or above math performance targets were missed for the Asian, Current Special Education, and Non-continuously Enrolled student groups (for the second consecutive year for all three groups). **Root Cause:** Students are not receiving enough opportunities for talking, reading, and writing to process their thinking. District Power Walk data shows that students are engaged in purposeful talk or critical writing only about 30% of the time.

**Problem Statement 3:** In the 2019-2020 school year for math, for all middle school students assessed, there was no improvement in students performing "At/Above Benchmark" between the BOY and MOY. Instead, the number of students performing at "Urgent Intervention" increased in all grade levels from BOY to MOY.

**Problem Statement 4:** For 2018-2019 reading performance, Closing the Gaps Academic Growth indicators were missed for the Asian, Economically Disadvantaged, Current Special Education, and Non-continuously Enrolled student groups (all reading growth indicators were met in 2018). Closing the Gaps Meets Grade Level or above reading performance targets were missed for the Asian student group (for the second consecutive year) and for the Current Special Education student group. **Root Cause:** Students are not receiving enough opportunities for talking, reading, and writing to process their thinking. District Power Walk data shows that students are engaged in purposeful talk or critical writing only about 30% of the time.

**Problem Statement 5:** In the 2019-2020 school year for reading, for all middle school students assessed, there was no significant change in students performing "At/Above Benchmark" between the BOY and MOY. Students who were identified in need of "Urgent Intervention" continued to need a high level of support through the school year.

**Problem Statement 6:** In Results Driven Accountability (RDA) for 2018-2019 performance, both the CTE and Special Education programs were assigned overall performance levels of 1. All indicators were missed for the past two years for students served in special education taking 3-8 grade STAAR assessments across every subject area. For CTE, the performance indicators missed in both years were for students who participate in both CTE and special education who did not pass STAAR EOC exams for English I/II, Algebra I, and Biology.

**Problem Statement 7:** Students receiving special education services in a variety of instructional arrangement settings continue to perform considerably lower than the general education student population. **Root Cause:** Students receiving special education services are held to different/lower learning expectations than that of their nondisabled peers.

**Problem Statement 8:** Students receiving special education services and taking CTE classes perform considerably lower than general education students taking CTE courses. **Root Cause:** Students receiving special education services are held to different/lower learning expectations than that of their nondisabled peers.

**Problem Statement 9:** There is a need for consistency in instructional rigor when implementing best practices and high-yield strategies for all students while addressing their specific and individual needs by regularly reviewing interim and formative assessment data to design targeted instruction to close academic gaps.

**Problem Statement 10:** There is evidence of inconsistent implementation across the district in lowering the affective filter, making content comprehensible, and providing ELs with authentic opportunities to develop academic language through listening, speaking, reading, and writing, affecting both English language development and academic achievement. Not all ELs are exposed to the same level of rigorous second language acquisition instruction. **Root Cause:** Professional development on second language acquisition methods has been delivered inconsistently across the district and there has been a lack of monitoring of best practice implementation.

**Problem Statement 11:** Learning gaps may exist in fall 2020 as a result of 9 weeks of school closure and remote learning in spring 2020 due to COVID-19. There is the potential for additional remote-learning periods during the 2020-2021 school year. **Root Cause:** There was little planning and preparation time available to pivot to remote learning after spring break 2020 when schools were ordered to close in response to public health concerns.



# District Processes & Programs

## District Processes & Programs Summary

### Organizational Structure

With a district focus on customer service and a commitment to continuously improve efficiency and systems to better meet the needs of campuses, the district’s central organizational structure is regularly evaluated for adjustment. To more effectively provide teaching and learning support, campuses were organized into four learning communities generally following the campus feeder patterns starting in the 2018-2019 school year. Each learning community is supported by an Area Executive Director for Teaching and Learning, who are also the principals’ supervisors. In the 2019-2020 school year, the central support team for each learning community was expanded to each include an Area Teaching and Learning Coordinators and a General Education Behavior Specialist from the Curriculum & Innovation Department, a Special Education Behavior Specialist, and an Attendance Specialist from the Student Affairs Department. Learning community campus groups are evaluated for potential adjustment on an annual basis to account for campus-specific needs and district growth.

Two new supplemental Title I district-level positions, a Parent & Family Engagement Coordinator and a high school P-TECH Coordinator, were added for the 2019-2020 school year to provide guidance and support for campus programs. The Title I Parent & Family Engagement Coordinator position will continue for the 2020-2021 school year. However, the P-TECH Coordinator position will be funded locally through CTE for the 2020-2021 school year.

### Staff

For the 2018-2019 school year, PfISD teachers’ average years of experience mirrors that of the State at 11.0 and 11.1 years respectively. 50.4% of PfISD teachers have 1-10 years of experience and 45% have been in the profession for 11-20 or more years. The district had 84 beginning year teachers in 2018-2019. The district provides a mentoring program to its new-to-profession teachers, an annual New Teacher Orientation for its new-to-district teachers, supports the work environment through Professional Learning Communities (PLCs), and offers ongoing, embedded professional development. Through the mentoring program, each first-year teacher is assigned to a mentor teacher who, together, attend multiple training sessions over the course of the first semester and the beginning of the second semester, providing more targeted support to both members of the program. Training includes how to support teachers at different times of the year as demands and workloads change. For the 2020-2021 school year, a second year of mentor training is being added so teachers in their second year of teaching will also be assigned a mentor.

<b>Teachers – Years of Experience</b>							
<b>(Source: TEA TAPR 2018-2019)</b>							
	<b>Beginning Teachers</b>	<b>1-5 Years Experience</b>	<b>6-10 Years Experience</b>	<b>11-20 Years Experience</b>	<b>Over 20 Years Experience</b>	<b>Average Years Experience</b>	<b>Average Years Experience in the District (Retention in District)</b>
<b>PfISD</b>	4.7%	28.7%	21.7%	31.1%	13.9%	11.0 years	5.9 years
<b>State</b>	7.0%	28.9%	19.0%	29.3%	15.7%	11.1 years	7.2 years

In 2017-2018, the district followed the newly implemented Texas Equity Plan process as required under ESSA for all districts receiving Title I funds to create and submit plans describing how the district will decrease gaps as they relate to low-income students and students of color being taught at higher rates than other students by inexperienced, out-of-field, and ineffective teachers. The plans are used by TEA and districts to better understand and address the challenges faced in providing equitable access to excellent teachers

for low-income and minority students and to identify effective strategies that can help shrink equity gaps and improve student learning for all. The results of the district's evaluation reveal that there was an equity gap between the percentage of experienced teachers at high poverty/high minority schools as compared to low poverty/low minority schools across the district. Conclusions from the 2017-2018 data indicate that there was an 11% gap of inexperienced teachers at high-poverty campuses as compared to low-poverty campuses, which was lower than the state average of 14%. There was also a 10% gap of inexperienced teachers at high-minority campuses as compared to lower minority campuses, which is higher than the state average of 3%. For the 2019-2020 school year, TEA requires that districts review their previously developed Texas Equity Plan, but do not have to develop or submit a new plan this year.

The average years of experience of campus leadership for principals across the district is 7.1 years and 6.4 years for assistant principals, both of which are higher than the prior year for the district, and are also both higher than the State average. For the new elementary school and middle schools that will open for the 2021-2022 school year, principals have been hired from other district campuses to lead these schools. For the 2020-2021 school year, there will be new principals at 1 elementary school, 3 middle schools, and the Opportunity Center (the district's DAEP campus).

While some of the highest stipends in the area are offered to recruit and retain bilingual teachers, the district has had to apply for bilingual exceptions with TEA for six consecutive years, which include both Spanish-English and Vietnamese-English bilingual classroom exceptions to implement the state-required programs. PfISD also continues to apply for ESL waivers while training teachers toward earning the ESL certification as required to instruct students participating in the English as a Second Language Program.

## **Professional Practices**

PfISD believes that comprehensive, on-going professional learning is central to school improvement and student success. Professional Learning in PfISD promotes continuous professional growth in a supportive environment by enhancing the knowledge and skills of all staff, with the expectation that doing so will also raise the levels of student performance. High quality professional learning in PfISD is research-based, data driven, provides follow-up, is flexible to meet learners' needs, and is continuously evaluated for its effectiveness. Professional development in PfISD is supplemented with Title II funds. The district's Professional Learning Steering Committee provides recommendations for the structure of designated professional learning days.

In addition to student learning, teachers and district staff also continue the learning process by searching for new, innovative ways to reach students and provide relevant instruction. As a way to increase focus on student learning, PfISD began implementing Professional Learning Communities (PLCs) district-wide in all its campuses in 2012-2013. Decisions made at the district level focus on the impact to learning. At the campus level, a PLC is composed of a collaborative team where teachers work interdependently to achieve common goals linked to the purpose of learning for all students. Under the PLC model, teachers tailor instruction to ensure that all students master the skills needed before moving on. Additionally, teachers collaborate with their campus peers to share best teaching practices, experiences and methods that have proven to be effective.

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

## **Human Resources**

Pflugerville ISD's Department of Human Resources is a vital part of the organization, responsible for the recruiting, hiring, and retention of high quality candidates to meet the needs of our students and community. Managing the student population growth requires a regular and constant focus on staff quality, recruitment, and retention. PfISD commits its resources to provide competitive wages and benefits, including employee health insurance, and bilingual teacher stipends. With a commitment to provide excellent customer service and support to all employees, the Human Resources Department continually finds ways to streamline processes for efficiency to reduce onboarding time to better meet the needs of a growing number of employees hired throughout the year. While the district continues to grow its staff, the department is experiencing challenges in finding qualified,

diverse candidates to hire and retain in teaching positions as fewer candidates are entering or staying in the teaching profession.

### Programs and Opportunities for Students

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

Compared to the 2018-2019 school year, there was a 2.7% increase in the number of student identified as at-risk, which can be partially attributed to the addition of the district identifying kindergarten students based on beginning of year reading and math readiness assessments which were previously not evaluated for kindergarten at-risk identification until the MOY. Compared to 2018-2019, there was a 1.4% decrease in the number of English Learners participating in the Bilingual/ESL program in 2019-2020, though the number of students identified as English Learners remained almost unchanged from the prior year. There was a 1.2% increase in students participating in the special education program in 2019-2020 compared to the prior year, as the district ensures that all students receive the appropriate support and access to the instructional program. The district continues to expand access to existing CTE programs and explore the addition of new programs to graduate higher numbers of career-ready students. The district has experienced a steady increase in the number of students identified with dyslexia, as the State expands identification and support through required screeners and the addition of an annual dyslexia funding allotment through HB3.

<b>Student Program Enrollment Over Time in Pflugerville ISD</b>					
<b>(Source: TEA TAPR 2014-2019, OnDataSuite Fall PEIMS 2019-2020)</b>					
	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>Students Identified as At-Risk</b>	48.8%	50.5%	50.9%	48.9%	<b>51.6%</b>
<b>Bilingual/ESL Education</b>	21.3%	21.9%	22.3%	22.5%	<b>21.1%</b>
<b>Career &amp; Technical Education</b>	26.9%	25.8%	26.2%	25.4%	<b>26.4%</b>
<b>Gifted &amp; Talented Education</b>	7.7%	7.5%	7.4%	7.5%	<b>7.3%</b>
<b>Special Education</b>	10.0%	10.2%	10.6%	11.1%	<b>12.3%</b>
<b>Section 504 Students</b>	5.6%	5.7%	8.0%	7.7%	<b>8.3%</b>
<b>Students with Dyslexia</b>	2.1%	2.3%	2.7%	3.3%	<b>4.1%</b>

### Curriculum & Instruction

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

Through the collaboration between the Curriculum & Instruction and Technology Departments, teachers' needs for instructional technology training and best practices are supported. PflISD's Instructional Technology team supports teaching and learning through collaborative planning with classroom teachers, Instructional Coaches, and PLCs to support the implementation of district-maintained technologies. The team also provides lesson planning support and modeling/co-teaching of curriculum-based technology integration activities, delivery of campus-based staff development on the integration of digital literacy tools into the curriculum, and incorporation of computational thinking within the content to develop students' computer science knowledge and concepts.

During the 2018-2019 school year, there was a district-wide re-set of the implementation of the Fundamental Five as part of the district's core instructional methods. The Fundamental Five will continue to be monitored using classroom walk-throughs and documented in the Lead Your School Power Walk platform.

To further define the district's core instructional model, the district began an Instructional Rounds pilot during the 2018-2019 school year. Rounds are a disciplined way for educators to work together to improve instruction (City, Elmore, Fiarman, & Teitel, 2009). The practice combines three common elements of improvement: classroom observation, an improvement strategy, and a network of educators. Rounds are used by schools to enhance pedagogical skills and strengthen instructional practices throughout the district by looking for patterns, implementation of district initiatives and foundation practices. Rounds work is a part of our instructional model and is used to inform our collective teaching and learning. Within the next 3 years, all campuses will be trained and participate in Rounds work as a part of the continuous improvement process.

The 2018-2019 Instructional Rounds pilot included six campuses (Dearing Elementary School, Timmerman Elementary School, Wieland Elementary School, Park Crest Middle School, Connally High School, and Pflugerville High School), with three additional campuses (Spring Hill Elementary School, Hendrickson High School, and Weiss High School) joining the process during the 2019-2020 school year.

Through the work of the pilot, the following district goals were developed for Instructional Rounds:

- To learn with and through one another in a safe, supportive setting.
- To deepen our understanding of the instructional core and its impact on improving student achievement at scale.
- To have clarity around the district's language of instruction.

In the last two years, the district's elementary math program has been restructured to move away from a teacher-centered to a student-centered approach to math instruction through the implementation of Math Workshop in grades K-5. However, not all teachers have received training for the implementation of Math Workshop and use of Exemplars.

The areas of focus for Math Workshop have been:

- Problem Solving with multi-step problems,
- Numerical Fluency,
- Independent Skill Practice and Development,
- Guided Math,
- Small Group Instruction,
- Student Talk/Discourse,
- Assessment,
- Progress Monitoring,
- Professional Development and instructional resources for teachers

## **District Assessment System**

In recent years, PflISD began retooling the district assessment system, in response to campus feedback to reduce/condense assessment tools used, while still meeting state requirements to assess the readiness of students in PK - 3rd grade, and of 7th graders who did not pass 6th grade STAAR reading. The need to utilize assessment tools that are

aligned across grade levels and designed for screening to identify students who meet at-risk criteria to provide supplemental tiered instructional supports and progress monitoring for students in the PSST/RtI process led to the district-wide implementation of a single Universal Screener for students in kindergarten through grade nine.

All elementary schools began using the new PK assessment tool during the 2019-2020 school year for BOY, MOY, and EOY administration and reporting as required by TEA.

For the kindergarten BOY diagnostic assessments that are required by TEA, the state will begin implementation of a Commissioner-approved single statewide assessment during the 2020-2021 school year under HB3, rather than providing a Commissioner's list of approved assessments for districts to select from. This will require PfISD to change to the new assessment tool for kindergarten students, which will continue to be administered by the district at BOY, MOY, and EOY to progress-monitor readiness and supplemental support of at-risk identification and of the Early Reading Indicator (ERI). The assessment will fulfill PEIMS reporting requirements for kindergarten readiness and ERI.

The Texas Education Agency (TEA) has created optional online interim assessments that align to the Texas Essential Knowledge and Skills (TEKS) for reading, math, science, and social students for 3rd grade to high school EOCs. Test questions for the STAAR Interim Assessments are developed with Texas teachers and include some former STAAR items. During the 2019-2020 school year, all PfISD campuses that are identified ESF Cohort schools for school improvement will be required to administer these online interim assessments as part of the ESF framework. Administration of the assessments will be optional for all other PfISD schools.

To support districts with tools to measure student progress and identify potential learning gaps in light of COVID-19 remote teaching and learning, TEA has also developed optional EOY assessments for May 2020 and optional BOY assessments that can be administered in the fall 2020.

The district is also working to develop a teaching and learning plan for fall 2020, and upon physical return to school buildings, that would assess and adjust to the academic, social, and emotional needs of students and staff.

### **Students Identified as At-Risk**

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

The district utilizes SCE funds for high school accelerated instruction to support students in passing STAAR EOC exams for graduation, as well as support for the RtI program by allocating intervention teachers to campuses. Principals also receive discretionary SCE funds in their campus budgets to support identified at-risk students, which is generally used for supplemental pay for teachers to provide supplemental, timely interventions/tutorials outside of the regular school day, as well as for bus service following extended-day learning. In response to the identified need for more direct support and guidance for the RtI program at schools, the district recently reorganized the Curriculum & Innovation Department to designate a Student Success & RtI Coordinator. During Spring 2018, campus staffing guidelines, which included allocations for supplemental SCE-funded interventionist positions, were reviewed and adjusted to provide equitable support to campuses. Additionally, many Title I schools utilize their Title I allocations for additional interventionist positions to supplement the district's staffing allocations.

### **School Social Workers**

In many situations when students are at-risk of dropping out of school, it is essential to address social emotional needs for student success. The district's social workers provide families and students with support by mobilizing available resources, fostering positive relationships between family, school and community and developing opportunities for students to prosper in their educational experiences and beyond. An area of need that school social workers have identified is to address the increase in substance use referrals

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

## **Special Education**

The district's special education programs provide inclusive environments with high quality instruction and support services that enable all students to achieve their full potential. All students in PfISD are served in general education settings to the greatest extent appropriate, receiving appropriately differentiated grade level instruction with research-based, best practice supports and services. All staff facilitate and support instruction and learning of all students and participate in regular professional learning opportunities that facilitate and support quality instruction. Parents are key members of their child's team and experience proactive, collaborative communication about their student's needs, services, and progress.

## **Multilingual Instruction**

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

As an enrichment program, PfISD offers the Spanish Immersion Program at one elementary campus in which Non-Spanish speaking students participate in content instruction that is delivered in both Spanish and English. Emphasis is placed on the development of bilingualism in English and Spanish. Unlike the district's Spanish dual language and Vietnamese bilingual programs, the Spanish Immersion Program is not a State-recognized required bilingual program.

In the last three years, the district's multilingual programs have been evaluated and revised to better serve our English Learners. The program areas of focus for improvement include:

- Frameworks
- Curriculum
- Literacy Development
- Assessment
- Professional Development
- Resources
- Parental Involvement

## **Gifted and Talented**

The district's Gifted and Talented program identifies and supports potentially high academic students and provides them with opportunities that promote academic rigor, depth, and breadth, acceleration and college preparation, independent research, and social and emotional development to nurture full development of academic potential. The district has 6 Gifted & Talented Specialist positions that are used to support identified students and their teachers at all district elementary and middle schools.

### **Advanced Academics**

PfISD is committed to the belief that equitable access for all students to advanced academic coursework in a rigorous and challenging curriculum in preparation for postsecondary success should be provided. Based on this premise, all students are highly encouraged to enroll in Advanced, Pre-Advanced Placement, Advanced Placement (AP), Austin Community College (ACC) Dual Credit, and the University of Texas (UT) OnRamps and Chembridge courses offered at their campus. The district continues to seek opportunities to increase the number of students participating in advanced courses to improve equity of program participation for all students. The latest TEA-evaluated College, Career, or Military Readiness (CCMR) indicators are for the Class of 2018 graduates where

- 55% met TSI criteria in both reading and math (6% increase from Class of 2017),
- 29% scored 3 or higher on at least one AP exam (3% increase from Class of 2017), and
- 7% earned dual course credit of at least 3 hours in reading or math or 9 hours in any other subject (1% increase from Class of 2017),
- 3% completed a subject-area OnRamps course with eligibility to earn three hours of college credit (added indicator for Class of 2018)
- 3% of graduates served in special education earned an advanced high school diploma (added indicator for Class of 2018)

resulting in these students considered to be college-ready.

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

District leadership collaborates with campus counselor, teacher and administrative leadership to determine Advanced Academic needs, review data, and share instruction needs and strategies. In the 2019-2020 school year, the leadership group expanded with each subject area from each campus being represented by a range of veteran and newer teachers, collaborating to offer multiple points of view. Regularly scheduled meetings offer checkpoints and accountability for the group to share campus needs, problem solve, and plan for student needs.

With over half of PfISD students qualifying for free or reduced priced lunch, the Advanced Academics Department has identified that financial barriers exist for students who need access to accelerated test options that award college credit that can improve chances of students attaining a postsecondary degree.

### **Career and Technical Education**

PfISD's Career and Technical Education provides career and postsecondary preparation for about 26% of students with CTE programming available at all four comprehensive high schools and the six middle schools. Students can explore careers in 14 of the 16 national career clusters such as Health Science, Engineering, Automotive Technology, Agriculture, and Information Technology. CTE programs provide students with opportunities to engage with industry experts and/or simulate industry environments while building academic and technical skills, including employability skills. One way that students are connected to the local business community is through the REAL World Pflugerville Career Connection event hosted in the early spring semester when businesses are invited to set up a display and share with small groups of students more about their organization and preparing for success in the industry.

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

district has identified the need to continue the district-level P-TECH Coordinator position for year two of development and implementation of a P-TECH model by funding the position locally through CTE for the 2020-2021 school year instead of through district Title-I funds.

The latest TEA-evaluated College, Career, or Military Readiness (CCMR) indicators are for the Class of 2018 graduates where

- 3% (53 graduates; 20 more than for the Class of 2017) earned an Industry-Based Certification (IBC) from TEA's approved list for accountability, and
- 7% of graduates completed CTE coherent-sequence coursework with at least one course aligned to an IBC (1% increase from the Class of 2017)

resulting in these graduates being considered career-ready.

## **Fine Arts**

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

## **Athletics**

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

## **Extended Day Program**



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

### **Summer School Programs**

PfISD provides State-required summer school programs including PK/K Bilingual & ESL summer school, Extended School Year (ESY) for students receiving special education services, Student Success Initiative (SSI) and STAAR EOC accelerated instruction summer school for students who did not pass the 5th or 8th grade reading and/or math STAAR assessments or EOCs for graduation. Additionally, middle school course recovery, high school credit recovery, an AVID Bridge, Pre-AP Academy, accelerated credit courses, and an intensive English program for Newcomers are also offered during summer school. However, during the summer of 2020, in light of the cancellation of spring 2020 STAAR assessments due to COVID-19 school closures, 5th & 8th grade SSI and EOC summer school programs were not held, nor was middle school course recovery.

### **Food and Child Nutrition Services**

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

### **Transportation**

PfISD's in-house transportation department had a successful first year providing all services for the district during 2019-2020. One of the services that the district is able to provide for eligible students is transportation to and from students' home campuses or campuses at which they are enrolled for specialized district programs. PfISD's Transportation Department operates a fleet of air-conditioned buses equipped with seatbelts to ensure that students are transported safely and securely. Each bus is equipped with GPS and cameras, which allows each vehicle to be tracked and monitored at all times. This fleet is also equipped with the latest engine technology, which has allowed PfISD to reduce its carbon footprint through reduced carbon emissions.

### **Procedures**

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

PfISD's technology infrastructure is robust and continuously enhanced to meet the needs of the district including increased instructional technology integration and a greater number of assessments administered online. During the 2016-2017 school year, the district deployed several thousand student devices across all campuses to improve instructional opportunities for students. Students gain access to technology through the use of iPads in grades PK-2nd, laptops in grades 3rd-12th, desktops in classrooms, individual student devices, shared labs, and other resources. Many campuses supplement these locally-funded devices with additional laptop carts using their campus Title I funds. During the spring 2020 when teaching and learning shifted to remote means, the district technology department shifted into overdrive to ensure that staff and students were equipped with laptops, training and support for successful online learning and working remotely. Several thousand additional student devices will be purchased and every teacher

will also be issued a district laptop for the first time.

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

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

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

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

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

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

### **District Processes & Programs Strengths**

- PfISD is guided by a Board-approved five-year Strategic Plan (2018-2023).
- PfISD provides an aligned system of student-first planning that incorporates curriculum, instruction, assessment, and professional learning.
- PfISD commits its resources to provide competitive wages and benefits, including employee health insurance, and bilingual teacher stipends. With a commitment to provide excellent customer service and support to all employees, the Human Resources Department continually finds ways to streamline processes for efficiency to reduce onboarding time to better meet the needs of a growing number of employees hired throughout the year.
- Programs and opportunities for students are designed following State and Federal requirements, are research-based, and follow best practices.
- PfISD's technology infrastructure is robust and continuously enhanced to meet the needs of the district.
- District procedures for the health and safety of students and staff are in place and regularly evaluated and updated as necessary.

### **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1:** Teacher recruitment, development, and retention have been identified as a need in the district's strategic plan. Challenges are experienced in finding and recruiting qualified, diverse candidates to hire for teaching positions. **Root Cause:** There are fewer candidates entering or staying in the teaching profession and the need for a stronger mentoring program may at least be a partial cause for problems with teacher retention.

**Problem Statement 2:** The 2017-2018 Texas Equity Plan evaluation reveals that there was an equity gap between the percentage of experienced teachers at high poverty/high minority schools as compared to low poverty/low minority schools across the district. There was an 11% gap of inexperienced teachers at high-poverty campuses as compared to low-poverty campuses, which was lower than the state average of 14%. There was also a 10% gap of inexperienced teachers at high-minority campuses as compared to lower minority campuses, which is higher than the state average of 3%.

**Problem Statement 3:** 69% of Class of 2018 graduates were considered College-Reading, Career-Ready, or Military-Ready by meeting one or more CCMR indicators in the state accountability system. Preparing all students to graduate and be prepared for life after high school as College, Career or Military ready is a recognized need.

**Problem Statement 4:** To support employment needs in the region, the district needs to expand CTE course offerings and work-based learning and credentialing opportunities for students while enrolled in high school. The work to develop and implement a P-TECH model for specific courses began during the 2019-2020 school year and will continue in the 2020-2021 school year. **Root Cause:** There is a continued increase in need for employees in many industries in the Central Texas region, requiring a work-ready pool of candidates.

**Problem Statement 5:** With over half of PfISD students qualifying for free or reduced priced lunch, financial barriers exist for students who need access to accelerated test options that award college credit that can improve chances of students attaining a postsecondary degree. **Root Cause:** Families pay for Advanced Placement exams which often prevents students from testing in all subjects, forcing students to make choices about which tests they can afford versus having the opportunity to take all tests for the AP classes in which they are enrolled.

**Problem Statement 6:** Equitable access to program participation is a recognized need that is at the forefront of decision-making.

# Perceptions

## Perceptions Summary

### Student Engagement

The student attendance rate for the 2017-2018 school year, which is always reported a year behind in the TAPR, was 95.6% which was slightly higher than the State and Region 13 rates which were both at 95.4%, but lower than the district rate for 2016-2017 of 95.9%. The attendance rate for students participating in special education was lower than the overall district rate and the lowest rate across all student groups at 94.1%. PfISD staffs district-level attendance specialists to support campus staff with student attendance issues including home visits to locate and recover students who have left school.

Graduation rates for the three district high schools and the PACE program have remained high at 97.4% of the Class of 2018, slightly lower than the Class of 2017 with 97.8% students graduating within four years of starting ninth grade. For the Class of 2018, 99.4% of students either graduated, received a GED, or continued high school for a fifth year. Dropout rates remain low at 0.1% for high school students, and 0.1% for students in 7th and 8th grade.

The English Learner student group had the highest increase in graduation rate from the prior year by 6.5% resulting in a higher graduation rate than the overall district rate. However, the graduation rate for students in the special education student group at 86.3% had the highest decrease from the prior year across every student group with a 5.6% drop. The rate of 86.3% is below the federal graduation rate target of 90%.

<b>Graduation Rates: 4-Year Longitudinal</b>				
<b>(Source: TEA TAPR 2016-2019; Graduation rates reported in TAPR are a year behind the year)</b>				
	Class of 2015	Class of 2016	Class of 2017	Class of 2018
State	89.0%	89.1%	89.7%	90.0%
Region 13	92.3%	92.1%	92.0%	92.6%
<b>PfISD – All Students</b>	<b>97.4%</b>	<b>97.3%</b>	<b>97.8%</b>	<b>97.4%</b>
<i>African American</i>	97.6%	98.6%	97.4%	97.1%
<i>Hispanic</i>	97.8%	97.0%	96.8%	97.2%
<i>White</i>	96.5%	96.7%	99.2%	97.8%
<i>Asian</i>	99.1%	97.9%	99.3%	98.5%
<i>Two or More Races</i>	93.8%	94.9%	97.1%	96.2%
<b><i>Special Education</i></b>	<b>88.4%</b>	<b>85.9%</b>	<b>91.9%</b>	<b>86.3%</b>
<i>Economically Disadvantaged</i>	97.1%	97.4%	96.7%	96.4%
<b><i>English Learner</i></b>	<b>96.2%</b>	<b>95.8%</b>	<b>91.2%</b>	<b>97.7%</b>

There is a disproportionate rate of discretionary DAEP placements for African American students as compared to the All Students group. Over the past seven years, African

American students have received discretionary OC placements at a rate of 2.0 to 2.5 times higher than that of All Students with about half of the placements due to fighting and the other half due to student code of conduct violations. Accompanying this disproportionate placement rate, there is a disproportionate rate of overall disciplinary referrals of African American students compared to the All Students rate.

<b>Discretionary DAEP (OC) Placement Rate in Pflugerville ISD</b>			
<b>(Source: TEA DVM Discipline Reports 2012-2019)</b>			
	<b>African American</b>	<b>All Students</b>	<b>Disproportionality Rate</b>
<b>2013-2014</b>	3.0%	1.3%	2.3
<b>2014-2015</b>	2.1%	0.9%	2.3
<b>2015-2016</b>	1.0%	0.5%	2.0
<b>2016-2017</b>	1.2%	0.5%	2.4
<b>2017-2018</b>	1.1%	0.4%	2.5
<b>2018-2019</b>	1.2%	0.5%	2.3
<b>2019-2020 - Projected</b>	<b>0.7%</b>	<b>0.3%</b>	<b>2.3</b>

A compliance review was conducted in 2019-2020 as required by TEA to address this high disproportionality rate, which is required when the rate is 2.0 or higher. The district also submitted an improvement plan in 2017-2018 with included action for continuous improvement of the district-wide Positive Behavior Interventions and Supports (PBIS) system with ongoing monitoring and refinement, additional training for consistent implementation of PBIS and across campuses, defining and improving the Tier I level of the district-wide behavior support system, training in the development of Behavior Intervention Plans (BIPs), work toward better addressing students' social/emotional needs, implementation of restorative discipline practices at the DAEP, and improving systems for documentation retention. The district continuously works to improve procedures and training to reduce overuse of discipline practices that remove students from the classroom. PflISD staffs district-level behavior specialist positions to support campuses with PBIS systems including social, emotional, communication and behavioral skills, as well as academics. Every campus in PflISD also has a designated Campus Behavior Coordinator.

For Results Driven Accountability (RDA) for the 2018-2019 school year, the total disciplinary removal rate of special education students was at 74.2% (which is calculated as the number of times students served in special education were removed from class out of the total number of students served in special education), which is considerably higher than the state rate/RDA indicator cut-point of 10%, requiring this indicator to be addressed in the RDA improvement plan.

In recent years, the district has been exploring ways to decrease disciplinary referrals and to address the disproportionality within the current discipline practices. Several secondary administrators have attended Restorative Practice training through Region 13 and a few have attended training from other sources. Over the last few years, PflISD administrators have reduced the number of referrals, however the disproportionality has not changed. Campus climate and a recent survey of students through Panorama indicate a need for changes in how student behavior is addressed. Staff have indicated that they do not feel prepared to deal with the increase in student behavioral needs and challenges. This points to a need for teaching and learning to occur for all staff around classroom/school climate and student behavior. In alignment with the district's strategic plan, PflISD is ready to tie Restorative Practices into student discipline management, school and classroom climate, and every day ways of working with students to ensure a positive, safe school environment for all students. The language in the District Mission Statement, Beliefs, Values and Strategic Action Plan support moving forward with Restorative Practices. Principals, Assistant Principals and staff have requested district guidance and support to create a change to the discipline practices. Through a 3-year plan, campus teams will receive training and implementation support from the district for Restorative Practices at all PflISD campuses.

## Staff Engagement

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

Categories that received the most positive responses:

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

Categories and items within that received the least positive responses:

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

While the district's 2017-2018 teacher turnover rate was lower than the state rate for the first time in at least five years, this decrease did not trend into the 2018-2019 school year, where the district rate increased by 2.3% from the prior year to 17.5% which was 1.0% higher than the state rate.

Teacher Turnover Rate for Pflugerville ISD Compared to State						
(Source: TEA TAPR 2013-2019)						
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>Rate – PfISD</b>	17.6%	19.2%	18.2%	16.5%	15.2%	<b>17.5%</b>
<b>Rate - State</b>	16.2%	16.6%	16.5%	16.4%	16.6%	<b>16.5%</b>

## Parents/Guardians, Families, and Community Engagement

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

routine with their children and it helps both parents and their children learn English vocabulary together as a family.

Seven campuses utilize their Title I funds to staff Parent Liaisons who serve as a direct connection for support between parents and the campus. As the district grows and the number of campuses identifying the need for this support role increases, the district identified the need to add a district-level Parent & Family Engagement Coordinator position during the 2019-2020 school year to support parent and family connections to schools across the district. District Title-I funds will continue to be used to fund this position for the 2020-2021 school year.

Locally-funded full-day prekindergarten classrooms at all PfISD elementary campuses provide for high quality prekindergarten to all eligible students. For the second consecutive year, tuition-based PK will not be offered to the community for the 2020-2021 school year. A Prekindergarten Family Engagement Plan was developed during the 2016-2017 school year with annual updates that focuses on strategies in areas such as family to family support, equipping families with tools to enhance learning, and increasing family participation in decision-making.

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

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

## Parent Survey

Survey results revealed:

- Pflugerville ISD families felt more positively about their engagement with their child's school than most others nationally.
- Pflugerville ISD families felt less positive of school climate than the national average.
- Pflugerville ISD families believe more can be done surrounding school safety on our campuses.

Specially, parent/guardian data suggest that:

- 71 % feel unsafe at school
- 73% believe drugs to be a problem
- 61% feel likely to get bullied
- 63% believe it is difficult to get help from an adult when being bullied
- 51% of students enjoy school
- 55% believe the school values cultural differences
- 57% of respondents believe their children respect school staff
- 59% believe teachers respect their students
- 51% of respondents visited their students school in the past year
- 17% of respondents meet with their students teacher in person
- 19% of respondents have helped at their child's school this past year
- 28% of respondents have discussed the school with another parent/guardian

## Perceptions Strengths

- PflISD provides a wide variety of opportunities for parent, family, and community participation supported at the district level with the continuation of the district Title-I funded Parent & Family Engagement Coordinator position from the 2019-2020 school year.
- Graduation rates for the three district high schools and the PACE program have remained high at 97.4% of the Class of 2018 students graduating within four years of starting ninth grade. For the Class of 2018, 99.4% of students either graduated, received a GED, or continued high school for a fifth year.
- The English Learner student group had the highest increase in graduation rate from the prior year by 6.5% resulting in a higher graduation rate than the overall district rate.
- Dropout rates remain low at 0.1% for high school students, and 0.1% for students in 7th and 8th grade.
- Among teaching staff, PflISD has a variety of backgrounds and levels of experience resulting in a wide base of content knowledge and expertise.
- In alignment with the strategic plan, PflISD has developed a 3-year plan for training, implementation, and support for Restorative Practices to decrease disciplinary referrals and to address the disproportionality within the current discipline practices to ensure a positive, safe school environment for all students.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** There are seven parent liaison positions at schools throughout the district. As the need for this direct parent-school support position is identified by an increasing number of campuses, district-level support to make the most effective use of this position is a continued need. **Root Cause:** Campuses request supplemental Title-I funded parent liaison positions as needs arise and there has not been a district-level support for this position, or for overall parent engagement across the district, until the 2019-2020 school year.

**Problem Statement 2:** The graduation rate for students in the special education student group at 86.3% had the highest decrease from the prior year across every student group with a 5.6% drop. The rate of 86.3% is below the federal graduation rate target of 90%.

**Problem Statement 3:** There is a disproportionate rate of discretionary DAEP placements for African American students as compared to the All Students group. Over the past seven years, African American students have received discretionary OC placements at a rate of 2.0 to 2.5 times higher that of All Students with about half of the placements due to fighting and the other half due to student code of conduct violations. Accompanying this disproportionate placement rate, there is a disproportionate rate of overall disciplinary referrals of African American students compared to the All Students rate.

**Problem Statement 4:** As evaluated in RDA, the 2018-2019 total disciplinary removal rate of special education students was at 74.2% (which is calculated as the number of times students served in special education were removed from class out of the total number of students served in special education), which is considerably higher than the state rate/RDA indicator cut-point of 10%, requiring this indicator to be addressed in the RDA improvement plan.

**Problem Statement 5:** While the district's 2017-2018 teacher turnover rate was lower than the state rate for the first time in at least five years, this decrease did not trend into the 2018-2019 school year, where the district rate increased by 2.3% from the prior year to 17.5% which was 1.0% higher than the state rate.

**Problem Statement 6:** Benchmark Parent Survey data suggest that the majority of our parents, especially our secondary parents, are not actively engaged with their children's teachers or campus. **Root Cause:** Parents do not feel welcomed at our campuses due to a lack of communication.



# **Pflugerville Independent School District**

## **District Improvement Plan**

### **HB3 EC-LM and CCMR Plans**

**2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date:** October 15, 2020  
**Public Presentation Date:** September 21, 2020

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

**Performance Objective 5:** The percent of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 47% to 51% by June 2024.

**HB3 Goal**

**Evaluation Data Sources:** None

**Summative Evaluation:** None

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




**Performance Objective 1:** The percentage of graduates that meet the criteria for CCMR will increase from 69% to 73% by August 2024.

**HB3 Goal**

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

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Create or redesign system to effectively recruit, monitor, and evaluate programs in order to increase historically underrepresented student enrollment and successful completion in PreAP, AP, Dual Credit, and OnRamps courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase historically underrepresented student enrollment and successful completion in PreAP, AP, Dual Credit, and OnRamps courses.</p> <p><b>Staff Responsible for Monitoring:</b> None</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 3, 5, 6</p>	<p><b>Formative</b></p> <p><b>Nov</b>      <b>November Evidence of Progress</b></p> <hr/> <p><b>Jan</b>      <b>January Evidence of Progress</b></p> <hr/> <p><b>Mar</b>      <b>March Evidence of Progress</b></p> <hr/> <p><b>Summative</b></p> <p><b>June</b>      <b>June Evidence of Progress</b></p>
<p><b>Strategy 2:</b> Identify and implement opportunities to increase student access to advanced and accelerated mathematics courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student access to advanced and accelerated mathematics courses</p> <p><b>Staff Responsible for Monitoring:</b> None</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 3, 5, 6</p>	<p><b>Formative</b></p> <p><b>Nov</b>      <b>November Evidence of Progress</b></p> <hr/> <p><b>Jan</b>      <b>January Evidence of Progress</b></p> <hr/> <p><b>Mar</b>      <b>March Evidence of Progress</b></p> <hr/> <p><b>Summative</b></p> <p><b>June</b>      <b>June Evidence of Progress</b></p>

<p><b>Strategy 3:</b> Establish intervention materials and programs for students who have not reached college-ready benchmarks.</p> <p><b>Strategy's Expected Result/Impact:</b> Access to intervention resources/system</p> <p>Increased number of students achieving a CCMR indicator of college-readiness</p> <p><b>Staff Responsible for Monitoring:</b> None</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 3, 5, 6</p>	<p><b>Formative</b></p> <p><b>Nov</b>      <b>November Evidence of Progress</b></p> <hr/> <p><b>Jan</b>      <b>January Evidence of Progress</b></p> <hr/> <p><b>Mar</b>      <b>March Evidence of Progress</b></p> <hr/> <p><b>Summative</b></p> <p><b>June</b>      <b>June Evidence of Progress</b></p>
<p><b>Strategy 4:</b> Refine and expand CTE course offerings and work-based learning opportunities by evaluating current programs/pathways and providing supplemental resources and equipment that align with industry standards and credentialing opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Expanded career opportunities for students</p> <p><b>Staff Responsible for Monitoring:</b> Director of Career &amp; Technical Education</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 3, 4, 6 - Perceptions 2</p>	<p><b>Formative</b></p> <p><b>Nov</b>      <b>November Evidence of Progress</b></p> <hr/> <p><b>Jan</b>      <b>January Evidence of Progress</b></p> <hr/> <p><b>Mar</b>      <b>March Evidence of Progress</b></p> <hr/> <p><b>Summative</b></p> <p><b>June</b>      <b>June Evidence of Progress</b></p>
<p><b>Strategy 5:</b> Continue to develop and implement a P-TECH model for Information Technology and Health Sciences.</p> <p><b>Strategy's Expected Result/Impact:</b> Expanded career opportunities for students</p> <p>Increase number of students graduating career-ready</p> <p><b>Staff Responsible for Monitoring:</b> Director of Career &amp; Technical Education</p> <p>P-TECH Coordinator</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 3, 4 - Perceptions 2</p>	<p><b>Formative</b></p> <p><b>Nov</b>      <b>November Evidence of Progress</b></p> <hr/> <p><b>Jan</b>      <b>January Evidence of Progress</b></p> <hr/> <p><b>Mar</b>      <b>March Evidence of Progress</b></p> <hr/> <p><b>Summative</b></p> <p><b>June</b>      <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress              Accomplished               Continue/Modify               Discontinue       </p>	

**Performance Objective 1 Problem Statements:**

**Pflugerville Independent School District**  
**District Improvement Plan**  
**Performance Objectives**  
**2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date:** October 15, 2020  
**Public Presentation Date:** September 21, 2020

# Goals

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

**Performance Objective 1:** By September 2021, PfISD's teacher retention rate will increase by 2%.

**Performance Objective 2:** By June 2021, the disproportionate rates of disciplinary actions taken for the African American student group compared to the All Students group will decrease by 10% for referrals and reduce below the disproportionality rate of 2.0 for discretionary OC placements. Additionally, the total disciplinary removal rate of special education students will decrease by 10% from 74.2% to 64.2% to demonstrate improvement toward the RDA target of 10%.

**Performance Objective 3:** By June 2021, 60% of Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics.

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

**Performance Objective 1:** 72% of all students, across all student groups, will make Academic Growth in math and increase performance by 2% at "Meets Grade Level" to meet Closing the Gaps targets in math by June 2021.

**Performance Objective 2:** 68% of all students, across all student groups, will make Academic Growth in reading and increase performance by 2% at "Meets Grade Level" to meet Closing the Gaps targets in reading by June 2021.

**Performance Objective 3:** Increase performance in all subject areas (math, reading, writing, science, and social studies) by 2% for all students, across all student groups, as evaluated in Closing the Gaps Student Success Status (and in Domain 1 STAAR Performance) by June 2021.

**Performance Objective 4:** The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 30% to 38% by June 2024.

**HB3 Goal**

**Summative Evaluation:** None

**Next Year's Recommendation:** None

**Performance Objective 5:** The percent of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 47% to 51% by June 2024.

**HB3 Goal**

**Summative Evaluation:** None

**Next Year's Recommendation:** None

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

**Performance Objective 1:** The percentage of graduates that meet the criteria for CCMR will increase from 69% to 73% by August 2024.

**HB3 Goal**

**Summative Evaluation:** None

**Next Year's Recommendation:** None

**Performance Objective 2:** By September 2021, increase direct to college enrollment to 70%.

**Performance Objective 3:** Improve EOC passing rates in Algebra I , Biology, English I and English II for students receiving special education services while connecting high school to college, career, and military readiness to meet Results Driven Accountability targets by June 2021.



**Goal 4:** PfISD will improve low performing schools.

**Performance Objective 1:** All PfISD schools will receive a 2020-2021 state accountability rating of C (Acceptable Performance) or higher in all domains. All schools with an overall rating of A (Exemplary Performance) or B (Recognized Performance) for 2018-2019 performance will maintain that rating for the 2020-2021 school year.