

Pflugerville Independent School District
District Improvement Plan
2023-2024 Board Approved



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Mission Statement

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

Vision

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

Core Beliefs

We Believe

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

District enrollment as of fall 2023 is 25,178 across 35 campuses, down from 25,445 in fall 2022. The district has 22 elementary schools, 7 middle schools, 4 comprehensive high schools, an alternative high school (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). The newest elementary school, Hidden Lake ES opened in fall 2023 after opening was delayed for a year.

PfISD allows for both intra-district and out-of-district student transfers to designated open campuses during an annual transfer application process.

District Enrollment Over Time in Pflugerville ISD					
<i>(Source: TEA TAPR 2017-2023; OnDataSuite Fall PEIMS 2023-2024)</i>					
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
25,361	26,400	25,436	25,486	25,445	25,178

Students

PfISD’s student population is demographically diverse, and this variety of backgrounds provide a myriad of experiences and learning opportunities for students, staff, and community. Student race and ethnicity demographics have remained relatively consistent over the past six years.

Student Race/Ethnicity Changes Over Time in Pflugerville ISD							
<i>(Source: TEA TAPR 2017-2023; OnDataSuite Fall PEIMS 2023-2024)</i>							
	Black - African American	Hispanic - Latino	White	American Indian/ Alaskan Native	Asian	Native Hawaiian/ Pacific Islander	Two or More Races
2018-2019	15.3%	48.6%	23.1%	0.2%	8.0%	0.2%	4.5%
2019-2020	15.5%	48.5%	23.0%	0.2%	8.1%	0.2%	4.6%
2020-2021	15.4%	48.2%	22.9%	0.2%	8.3%	0.2%	4.8%
2021-2022	15.5%	48.5%	22.4%	0.2%	8.5%	0.2%	4.8%
2022-2023	15.4%	48.4%	22.0%	0.3%	9.1%	0.1%	4.8%
2023-2024	15.2%	48.8%	21.6%	0.2%	9.2%	0.2%	4.9%

As the general population of Pflugerville ISD shifts, particularly in response to the cost of living and property values in Travis County, the number of National School Lunch Program (NSLP) eligible students (identified as economically disadvantaged) may shift in new and different patterns, as seen in an overall 5.4% decrease since the 2018-2019 school year. During 2023-2024, the district will serve a total of 22 schools (15 elementary, 5 middle, and 2 high schools) as Title I Schoolwide campuses to provide high-quality education to enable all students to meet the state

performance standards.

As of fall 2023, 7,088 students (28%) are identified as Emergent Bilingual (EB) including an unprecedented number of more than 1,000 recent immigrant students across all campuses, including at the Newcomer Academy at Westview MS and Connally HS. There is also a high number (40%) of long-term EB students who have been in U.S. schools for 5+ years who have not yet acquired advanced high English language proficiency needed to be exited from the program. With 103 different spoken languages identified (with Spanish, Vietnamese and Arabic being the top three languages served), EB students come from diverse cultural and linguistic backgrounds and require teachers who are bilingual or ESL-certified to provide appropriate, accommodated instruction.

There has been a steady increase in students participating in the special education program by 2.3% over the past 6 years, as the district ensures that all students receive the appropriate support and access to the instructional program. PflSD serves 3,300 students in special education and 2,300 students through Section 504. There have been over 100 students transfer into the district with special education services at the start of this school year.

The number of students identified with dyslexia has increased by 2.5% over the last 6 years, as the State has expanded identification and support through required screeners and the addition of an annual dyslexia funding allotment through HB3.

Student Demographic & Program Enrollment Over Time in Pflugerville ISD						
<i>(Source: TEA TAPR 2017-2022; OnDataSuite Fall PEIMS 2023-2024)</i>						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024 (as of 9/26/23)
Economically Disadvantaged	51.0%	50.5%	47.8%	45.6%	45.6%	*37.5%*
At-Risk	48.9%	51.6%	51.5%	60.7%	59.3%	52.0%
Emergent Bilingual (EB/EL)	22.3%	22.2%	23.5%	25.3%	27.4%	28.2%
Special Education	11.1%	12.3%	12.2%	12.4%	12.6%	13.4%
Section 504	7.7%	8.3%	9.0%	9.3%	9.5%	9.1%
Students with Dyslexia	3.3%	4.1%	4.7%	5.3%	5.7%	5.8%
Gifted & Talented Education	7.5%	7.3%	7.9%	7.6%	8.4%	8.4%
Foster Care	0.4%	0.3%	0.3%	0.3%	0.3%	0.3%
Unhoused/Homeless	0.8%	1.0%	0.9%	1.0%	0.7%	0.7%
Immigrant	2.3%	2.8%	2.4%	2.5%	3.3%	4.1%
Migrant	0.06%	0.00%	0.00%	0.00%	0.01%	0.00%
Military-Connected	1.1%	1.4%	4.9%	3.5%	5.1%	4.7%
Students with Disciplinary Placements (at DAEP or JJAEP in prior year)	1.5%	1.6%	1.3%	0.4%	not yet available	not yet available

*Campuses are in the process of collecting Free & Reduced Lunch applications for the 2023-2024 school year. This number will be updated based on the PEIMS Snapshot count (as of October 27, 2023), which will be the percentage used in accountability reporting, etc. for the 2023-2024 school year.

Staff

For the 2021-2022 school year, PflSD teachers' average years of experience mirrors that of the State at 11.1 years. In 2019-2020, the district had 102 beginning-year teachers, which declined to 66 the following year, then nearly doubled to 123 in 2021-2022, representing nearly 7% of all teachers. The district provides a mentoring program for its new-to-profession teachers within their first three years, an annual New Teacher Orientation for its new-to-district teachers, supports the work environment through Professional Learning Communities (PLCs), and offers ongoing, embedded professional learning.

Teachers - Years of Experience

(Source: TEA TAPR 2020-2021 and 2021-2022 - Latest)

	Beginning Teachers		1-5 Years		6-10 Years		11-20 Years		21-30 Years		Over 30 Years		Average Years		Average Years Experience in the District (Retention in District)	
	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022
PfISD	3.5%	6.6%	29.3%	26.6%	21.7%	21.0%	30.8%	30.2%	12.1%	12.7%	2.6%	2.8%	11.1	11.1	6.0 yrs	6.1 yrs
State	6.7%	7.9%	27.8%	26.7%	20.3%	20.6%	29.1%	28.6%	13.0%	13.2%	3.1%	2.9%	11.2	11.1	7.2 yrs	7.2 yrs

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

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

As of fall 2022, PfISD employed approximately 3,546 staff, of which 1,831 were teachers. There has been an increase in the number of African American, Hispanic and Asian teachers over the past five years. Teacher demographics underrepresent the Asian and Two or More Races students groups by a ratio of 3.4:1. The representation of both African American and Hispanic teachers to students of the same race/ethnicity has improved from the 2021-2022 school year to a ratio below 2:1. The district's 23% of White students are overrepresented by 59% of teachers identifying as White.

Teachers by Race/Ethnicity in Pflugerville ISD

(Source: TEA TAPR 2017-2022, OnDataSuite Fall PEIMS 2023-2024)

	African American 1.6	Hispanic 1.8	White 2.65	American Indian	Asian 3.4	Pacific Islander	Two or More Races 3.4
2018-2019	7.9%	25.0%	62.3%	0.2%	1.6%	0.2%	2.9%
2019-2020	7.9%	24.9%	62.6%	0.2%	1.9%	0.3%	2.3%
2020-2021	8.1%	22.8%	64.4%	0.2%	1.7%	0.4%	2.3%
2021-2022	8.3%	21.3%	65.5%	0.3%	2.0%	0.3%	2.3%
2022-2023	9.9%	26.8%	58.5%	0.3%	2.7%	0.3%	1.4%
2023-2024							

For PfISD campus leadership in 2021-2022, both the average years of experience and continued employment with the district are at or above State rates. For the 2023-2024 school year, campus principal leadership has remained relatively stable. There is 1 new Acting Principal who previously served as the Assistant Principal of the campus, as well as 1 Principle who moved from another PfISD elementary and 1 new Principal from another district. At the secondary level, there is 1 new middle school Principal who previously served as a high school Associate Principal, 1 high school Principal returning to PfISD, and 1 new high school principal from another district. Across program areas, resource management and compliance at the campus level is designated to the campus principal. At least 12 current principals are within their first few years or are a newer principal to PfISD which poses challenges given the abundance of tasks and responsibilities principals must learn and manage.

PflISD values the continuous development of our employees and recognizes that developing leaders in all aspects of our organization is vital to student growth, achievement, and success.

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	6.4	6.3
Average Years Experience of Principals with District	5.4	5.4
Average Years Experience of Assistant Principals	6.6	5.5
Average Years Experience of Assistant Principals with District	5.0	4.8

Demographics Strengths

- More than seven major institutions of higher education surround Pflugerville ISD.
- 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.
- With 103 different spoken languages identified, PflISD students come from diverse cultural and linguistic backgrounds.
- With an average of 11 years experience, current classroom teachers are often tech savvy with popular technologies and willing to implement innovative practices to enhance and improve instruction.
- To increase focus on developing leaders, PflISD created the Department of Leadership Development in January, 2023 to support, expand, and create continuous professional learning opportunities for aspiring and current leaders.

Problem Statements Identifying Demographics Needs

Problem Statement 1: African American students are disproportionately identified for special education services, over-served with special education minutes, and receiving a disproportionate number of referrals for discipline. **Root Cause:** There are gaps in culturally responsive teaching and responsiveness to student behaviors.

Problem Statement 2: An equity gap, above the state average, of inexperienced teachers at high-minority campuses exists. This gap impacts students with higher needs, including EB students, who are instructed by teachers with less experience. **Root Cause:** There is a teacher shortage and lack of incentives to work in high-need (high poverty, high minority) schools.

Problem Statement 3: The district continues to experience challenges in finding qualified, diverse candidates to hire and retain in leadership positions. **Root Cause:** Unprecedented local and regional demands have resulted in an increased number of higher resignations and retirements than have been historically typical in our surrounding area and across the state. Fewer candidates are entering into or staying in leadership and/or leadership positions in the profession of education.

Problem Statement 4: The district continues to have vacancies in special education teaching positions, specifically LID and ECSE. Of the positions filled, many are within their first 3 years of teaching. **Root Cause:** There is a high turnover rate in the field of education. Teachers in special education require additional supports but also have additional duties than general education teachers (case management, IEP paperwork, intensive students needs).

Problem Statement 5: Teacher demographics do not match the student demographics. **Root Cause:** With a limited pool of applicants, there are even fewer qualified and diverse candidates available who represent PflISD's diverse student demographics.

Problem Statement 6: In CTE programs, 17 teachers are within first 2 years, with 13 of those being Teacher Facilitators (uncertified). **Root Cause:** There is a high turnover rate and teacher shortage, especially in specialized teaching assignments.

Student Learning

Student Learning Summary

2023 Accountability Ratings

TEA is delaying the issuance of 2023 Accountability Ratings until late October/early November following a reanalysis of cut scores for student growth targets used in Domain 2A School Progress and in Domain 3 Closing the Gaps. Following the issuance of rating, campuses identified for school improvement would then engage in the Effective Schools Framework (ESF) process and develop a Targeted Improvement Plan.

Based on internally-calculated accountability outcomes, PflISD is projected to have 12-15 campuses in school improvement which includes potentially 8 overall D-rated campuses and 3 overall F-rated campuses.

2022-2023 BOY to EOY: Universal Screener Results

Prekindergarten Results: Ready, Set, K! (RSK!) <i>(Levels '3-Set' & '4-Go' Indicating Readiness)</i>			
Mathematics		Emergent Literacy	
BOY	EOY	BOY	EOY
37%	82%	12%	67%

Prekindergarten students made significant progress throughout the year with 82% performing at Kindergarten readiness levels in math and 67% in reading by the end of the year.

Kindergarten Readiness Results: TX-KEA Math & Reading <i>(Level 'On Track' Indicating Readiness)</i>							
Math		Reading					
		Vocabulary/ Vocabulario		Letter Names/ Nombres de las Letras		Spelling/ Ortografía	
BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
50%	68%	62%	72%	63%	67%	56%	64%

Students in Kindergarten showed an increase in both math and reading throughout the 2022-2023 school year. There was 18% increase in math and 4-10% growth across the three reading subtests from BOY to EOY.

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

MATH: Star360 Results 2022-2023	
At/Above Benchmark	Urgent Intervention

	At/Above Benchmark		Urgent Intervention	
	BOY	EOY	BOY	EOY
1st Grade	72%	78%	5%	6%
2nd Grade	59%	71%	12%	11%
3rd Grade	63%	77%	15%	8%
4th Grade	66%	77%	12%	8%
5th Grade	70%	74%	10%	9%
6th Grade	58%	56%	15%	17%
7th Grade	53%	58%	14%	16%
8th Grade	50%	61%	13%	13%
9th Grade	44%	46%	23%	23%

- In 1st - 5th grade math, there was improvement in the At/Above Benchmark level from the BOY to EOY of 4-14% with decreases at the Urgent Intervention level across grades 2-5. There was also an improvement in 7th - 9th grade of 2-11%.
- However, in 6th grade math, there was a decrease in the number of students in the At/Above Benchmark level from BOY to EOY of 2%.
- There were increases from BOY to EOY at the Urgent Intervention level across grades 1, 6 and 7 and no change in 8-9th grades.

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

READING Results 2022-2023				
1st & 2nd Grade: TPRI & Tejas LEE				
3rd - 9th Grade: Star360				
	At/Above Benchmark or No Intervention Needed		Urgent Intervention or Significant Intervention Needed	
	BOY	EOY	BOY	EOY
1st Grade	23%	59%	42%	15%
2nd Grade	33%	60%	36%	18%
3rd Grade	46%	60%	27%	21%
4th Grade	50%	56%	24%	20%
5th Grade	51%	54%	20%	19%
6th Grade	44%	42%	23%	25%
7th Grade	41%	40%	25%	26%
8th Grade	37%	38%	27%	27%
9th Grade	39%	39%	24%	27%

- At 1st - 5th & 8th grade, there was improvement at the At/Above Benchmark/No Intervention Needed level from the BOY to EOY of 1-36%. However, there were decreases at this level by the EOY in 6th & 7th grade by 1-2% respectively. 9th grade showed no change.
- For the interventions needed levels, there were decreases across 1st - 5th grade by 1-27%. However, there were 1-3% increases at this level by the EOY in 6th, 7th, and 9th grade. 8th grade showed no change.

When comparing math and reading screener results, students performed higher on math than reading by the EOY 2023, overall.

2023 STAAR Results (included in the plan addendums)

When comparing elementary math and RLA STAAR outcomes, performance was maintained or improved across more campuses and grade levels in math than in RLA, which was also found in EOY screener results below. It is difficult to compare 2023 RLA performance to prior years with the introduction of redesigned assessments, with generally lower 2023 outcomes, especially at the Meets and Masters performance levels.

District-level elementary STAAR performance was at or above the state outcomes at Meets Grade Level performance for all grades/subjects, except 4th grade math and 5th grade science. However, at 5th grade science, Meets Grade Level performance increased from the prior year at 18 out of 21 schools. At 6th grade math, there were no improvements in Meets Grade Level performance where results were maintained at 1 school and decreased at the other 6 schools. High school EOC results improved from the prior year at the Approaches level across all 5 subject area EOCs, across all secondary campuses.

2023 TELPAS Results

EB students continue to demonstrate slow progress in language proficiency, particularly in the Speaking and Writing domains as measured by TELPAS (11% AH in TELPAS Speaking and 9% AH in TELPAS Writing). There is a need to elevate the level of academic discourse across content areas.

College, Career, and Military Readiness (CCMRs) Graduates

Below are the CCMR outcomes for the Pflugerville ISD graduating Class of 2022 compared to the prior year.

	Class of 2021	Class of 2022
Total CCMR Graduates	61%	57%
Scored at or above the college ready standard on SAT, ACT, TSIA, or earned credit for college prep course (in both RLA and math)	48%	43%
Met criterion score on AP exams	31%	28%
Earned college credit for a dual credit course	8%	11%
Earned industry-based certification	6%	6%
Earned a level I or level II certificate	0%	0%
Earned an associate degree	0%	0%
Completed an OnRamps course and qualified for college credit	2%	3%
Graduated with completed IEP and workforce readiness	3%	2%
Graduated under an advanced diploma plan and identified as a current special education student	4%	5%

Graduation Rates

State-calculated 4-year graduation rates across PflISD high schools and the PACE program have decreased over the past three years, while still remaining higher than the overall Region 13 and State graduation rates. Declines in graduation rates are seen across all student groups, with the exception of the Asian student group, from Class of 2021 to Class of 2022.

Graduation Rates: 4-Year Longitudinal

*(Source: TEA TAPR 2016-2021 -Graduation rates reported in TAPR are a year behind the year;
TEA Accountability Reports Class 2022)*

Official Class of 2023 Graduation Rates will be finalized and reported in Spring 2024

	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022
State	90.0%	90.0%	90.3%	90.0%	not yet available
Region 13	92.6%	92.6%	92.1%	91.7%	not yet available
PfISD – All Students	97.4%	97.9%	96.9%	96.0%	93.3%
<i>African American</i>	97.1%	98.3%	97.1%	94.8%	92.3%
<i>Hispanic</i>	97.2%	98.2%	96.6%	94.9%	91.0%
<i>White</i>	97.8%	97.4%	96.3%	98.1%	97.0%
<i>Asian</i>	98.5%	99.4%	98.8%	97.6%	98.8%
<i>Two or More Races</i>	96.2%	92.1%	98.4%	97.6%	94.3%
<i>Special Education</i>	86.3%	85.0%	91.0%	89.4%	80.6%
<i>Economically Disadvantaged</i>	96.4%	96.9%	95.4%	93.7%	90.0%
<i>Emergent Bilingual</i>	97.7%	97.4%	94.2%	90.0%	83.4%

Coupled with the decrease in 4-year graduation rates, are increases in annual dropout rates for students in grades 9-12. Though district dropout rates remain at or below those of the State and Region 13, they have quadrupled from 2019-2020 at grades 9-12. Dropout rates for grades 7-8 have recovered below the 2019-2020 rate.

Dropout Rates

(Source: TEA TAPR 2016-2021 -Graduation rates reported in TAPR are a year behind the year; TEA Accountability Reports Class 2022)

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Grades 7-8					
State	0.4%	0.4%	0.5%	0.9%	not yet available
Region 13	0.1%	0.2%	0.3%	0.6%	not yet available
PfISD	0.1%	0.2%	0.5%	1.0%	0.4%
Grade 9-12					
State	1.9%	1.9%	1.6%	2.4%	not yet available
Region 13	1.3%	1.4%	1.5%	2.0%	not yet available
PfISD	0.1%	0.3%	0.4%	1.3%	1.6%

Student Learning Strengths

- Prekindergarten students made significant progress throughout the year with 82% performing at Kindergarten readiness levels in math and 67% in reading by the end of the year on the universal screener.
- Kindergarten students showed an increase in math with an 18% increase and in reading with 4-10% increases in the three reading subtests (Vocabulary, Letter Names, and Spelling)

from BOY to EOY.

- In 1st - 5th grade math, there was improvement in the At/Above Benchmark level from the BOY to EOY of 4-14% with decreases at the Urgent Intervention level across grades 2-5. There was also an improvement in 7th - 9th grade of 2-11%.
- At 1st - 5th & 8th grade, there was improvement at the At/Above Benchmark/No Intervention Needed level from the BOY to EOY of 1-36% and decreases across 1st - 5th grade outcomes at the intervention needed levels by 1-27%.
- 2023 STAAR results were improved over the prior year at every campus, across every performance level (Approaches, Meets, Masters) for 8th grade math, English I and English II.
- High school EOC results improved from the prior year at the Approaches level across all 5 subject area EOCs, across all secondary campuses.
- STAAR results for EB students have been on a positive trend for the last 3 years (improvement in percent of students at Approaches Grade Level or above in all assessments except for grades 3 and 7 RLA and Math).

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 33% of PK students did not demonstrate Kindergarten readiness in Emergent Literacy as measured by the 2023 EOY PK screener.

Problem Statement 2: Fewer than 70% of Kindergarten students are "On Track" in math, letter names, and spelling with 72% "On Track" in vocabulary, as measured by the 2023 EOY TX-KEA screener.

Problem Statement 3: Across 1st-9th grade reading, 40%-62% of students performed below the At/Above Benchmark or at levels needing intervention and 15%-27% performed at Urgent or Significant Intervention levels as measured by the 2023 EOY reading screeners. When comparing math and reading screener results, students performed lower in reading than in math by EOY.

Problem Statement 4: Across 6th-9th grade math, 39%-54% of students performed below the At/Above Benchmark level and 13%-23% performed at the Urgent Intervention level as measured by the 2023 EOY Star360 Math screeners.

Problem Statement 5: 2023 Algebra I STAAR EOC results at Meets Grade Level did not improve from the prior year at 5 of 11 campuses. District-level results lag behind State and Region outcomes by 9%. 2023 outcomes lag behind 2019 by a range of 20-41% across all high schools and 8-47% across all middle schools, with a 23% gap overall at the district level.

Problem Statement 6: CCMR Graduation rates declined from the Class of 2021 to the Class of 2022 from 61% to 57% while TEA has increased the requirements for campuses to receive an "A" rating for CCMRs to 88%.

Problem Statement 7: 4-year Graduation Rates have declined over the last 5 years, at the lowest rate of 93.3% for the Class of 2022.

Problem Statement 8: EB students lack the language required to excel in academic settings. Only 20% of students with 5+ years in US schools scored Advanced High in TELPAS Composite 2023. **Root Cause:** Lack of ample opportunities provided to use academic language through structured conversations and structured writing activities.

Problem Statement 9: The academic achievement gap in all grades and subjects between African American and White students continues to grow. **Root Cause:** Staff lacks high quality resources and curriculum to reach needs of African American students (physical resources and culturally responsive pedagogy, understanding equity).

Problem Statement 10: Students still face an academic and social gap in terms of learning and interacting with peers and adults. **Root Cause:** Isolation issues have caused students to lose some of the practical learning and studying skill they once had and are now having to re-learn strategies for success.

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. During the 2022-2023 school year, campuses were reorganized under the leadership of two Assistant Superintendents to support campus leadership.

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

Leadership Development

Pflugerville ISD is committed to developing strong leaders at all levels in a variety of organizational capacities to effectively serve our students, parents, staff, and community. PfISD understands great leaders impact student achievement and increase success. For this reason, PfISD offers a tiered Leadership Academy Framework. The academies are held on an annual basis starting in September and continue throughout the school year. These leadership academy opportunities allow for PfISD to build our aspiring and current leaders to be their best. These opportunities also support PfISD's goal of attracting, recruiting, developing, supporting, and retaining staff. PfISD believes developing leaders is vital to our success as a district. To increase focus on developing leaders, PfISD created the Department of Leadership Development in January, 2023. The purpose of this department is to support, expand, and create continuous professional learning opportunities for aspiring and current leaders. Additionally, the Department of Leadership Development partners with Human Resources to develop employees to maximize and realize their full potential as future and current leaders.

Professional Practices

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

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

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

Teacher Incentive Allotment (TIA)

PfISD launched the district-designed system for TEA's Teacher Incentive Allotment (TIA) program with the intent to reward our highest performing teachers with salary incentives, enabling recruitment and retention of highly-effective teachers in our schools. In February 2023, PfISD received full 5-year system approval starting with the first Data Capture Year 2021-2022 through 2025-2026 with application for system renewal due in April 2026 to continue system implementation. PfISD successfully designated the first cohort of 92 teachers from the 2021-2022 school year.

Curriculum & Instruction

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

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

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

District Assessment System

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

Students Identified as At-Risk

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

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

Social Work

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 enroll at PACE. 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.

Counseling and Guidance

The Counseling and Guidance Department has developed a comprehensive plan for student success emotionally and academically. Emotionally, our Healthy Students Healthy Schools Handbook provides preventative lessons for counselors to deliver to all grade levels as well as staff presentations in the Fall and Spring that allow them to help every student. Academically, we are advocating for a Kindergarten to Year 14 (postsecondary) career development approach that allows students and parents to explore all options after high school. Some of these options include 4-year/2-year college attendance, military careers, apprenticeship programs, specialist tech degrees, technical school, and the world of work. The Counseling and Guidance program has identified student mental health and wellbeing as the primary goal for 2023-2024. Students continue to struggle adapting to school in the post-covid environment.

Special Education

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

Multilingual Instruction

All PfISD campuses offer the English as a Second Language (ESL) program for eligible Emergent Bilingual (EB) students in grade EE-12. Intensive English language instruction is provided by teachers trained in recognizing and working with language differences using the academic and cultural experience of each student as a platform with a focus on learning English for effective participation in other classes. Bilingual education programs are designed to allow English learners who share a common home language to access the State's general curriculum and improve

their proficiency of both English and of their native language. PflSD has implemented State-recognized one-way and two-way Spanish-English dual language programs at 11 elementary campuses. The PflSD Vietnamese-English bilingual language program provided at one elementary campus promotes oral language development, and biculturalism for participating students. PflSD utilizes Title III funds for supplemental district-level dual language program specialist positions to provide additional program support at campuses. The district strives to ensure that all teachers are appropriately certified to teach in the respective ESL or bilingual program.

PflSD has welcomed a large number of students from other countries during the past year. High school students have the option to attend the Newcomer Academy at Westview MS & Connally HS. The Multilingual Department provides additional supplemental targeted support through the utilization of Title III-Immigrant funds with a focus on parent outreach and community resource support.

Gifted and Talented

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

Advanced Academics

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

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

Career and Technical Education

PflSD's Career and Technical Education has more than 50 industry and postsecondary partners and provides career and postsecondary preparation for over 8,000 students (~32%) with CTE programming available at all high schools and middle schools. Students can explore careers across 22 programs of study such as Health Science, Engineering, Automotive Technology, Agriculture, and Information Technology. CTE programs provide students with opportunities to engage with industry experts and/or simulate industry environments while building academic and technical skills, including employability skills. One way that students are connected to the local business community is through the REAL World Pflugerville Career Connection event hosted in the early spring semester when businesses are invited to set up a display and share with small groups of students more about their organization and preparing for success in the industry.

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

CTE is complex with compliance, progress monitoring, reporting, funding, and learning outcome components that add to teacher and administrator workload. The CTE leadership team implements communication practices and reporting features that help campuses track students' status and achievement. The ability to forecast staff, facility, equipment needs, instructional materials, etc. remains a challenge with frequent counselor turnover, TEA updates, and student schedule changes that do not align to their graduation plan; however, this is expected to improve with continued implementation of SchoolLinks for course planning, 6-year individual graduation plans, and additional campus staff training to use the resource effectively.

Fine Arts

PflSD 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. PflSD 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, theater, and visual arts.

Athletics

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

Extended Day Program

PflSD 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 PflSD.

Summer Programs

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

Food and Child Nutrition Services

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

Transportation

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

Procedures

During the 2017-2018 school year, PflSD school administrators, staff, students, parents, and community members collaborated to create a strategic plan that was approved by the Board of Trustees in May 2018 to guide the district from 2018-2023. Strategies and action plans were identified for the focused areas of teaching and learning, human resources, funding and finance, facilities, and communication. During the 2023-2024 school year, the current plan will be evaluated and a new 5-year strategic plan will be developed.

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

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

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

PflSD 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.

PflSD'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 PflSD 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. PflSD has emergency preparedness and operations

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

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

District Processes & Programs Strengths

- PfISD has a wide range and scope of curriculums, interventions and supports. The professional staff bases curriculum recommendations and supports around research-based practices to meet student needs.
- By participating in campus PLCs, providing coaching in blended learning, and establishing regular needs assessment meetings with the Tech Apps team, the Integrations Services team has facilitated the integration of technology-based lessons in the classroom. K-12 teachers across the district contact the team on a regular basis to establish curriculum planning support.
- The Special Education Department views students as individuals and their program and support is based around their individual needs, as general education students first.
- High school students who are recent immigrants are enrolled at the Newcomer Academy. They receive appropriate instruction and are awarded as many credits as possible based on school records from their home country.
- The CTE Google Site, campus administrator tracking spreadsheets, and resources for communicating with families and partners help all stakeholders stay updated and engaged in CTE programming and tasks.
- The Department of Leadership Development revised and expanded the Leadership Academy Framework to include three Leadership Academy Opportunities: Aspiring Leadership Academy, Leadership Academy Institute – Level I, and Leadership Academy Institute – Level II. Our Leadership Academy Framework centers our focus on the belief that effective leadership matters as it relates to our students and community at large.
- PfISD has a professional approach to support mental health issues, student placement in classes and solid preparation for appropriate post-secondary options.
- PfISD has a comprehensive K-14 approach to emotional and academic planning.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Special education teachers do not have the same professional learning content as general education teachers. While special education teachers must support students at the highest levels of intervention through both content and instructional strategies, they receive the least training to be simultaneously successful at both. **Root Cause:** Access to teaching staff to provide quality professional learning is limited. Limitations require department staff need to be creative in scheduling access for professional learning and training.

Problem Statement 2: There is a lack of consistent program framework implementation for EB students. **Root Cause:** There are obstacles to creating sustainable systems.

Problem Statement 3: Advising of students related to postsecondary goals, program and course enrollment and persistence is incomplete; this leads to missed opportunities for students to achieve relevant, meaningful CCMR outcomes. **Root Cause:** Possibly a lack of awareness/training of counselors and CCAs, need for better tracking systems, not enough counseling staff to meet regularly with all students to hold meaningful conversations.

Problem Statement 4: Not all teachers are familiar with and/or implement the Technology TEKS that are required to be taught at their grade level. Though tools and resources are provided to teach the Technology TEKS, integration of technology in classroom instruction is lacking. **Root Cause:** Teachers need engagement in learning experiences that model technology integration, to then transfer it to their teaching practice.

Problem Statement 5: Revisiting our current processes and aligning them with new legislative updates in a timely manner, followed by provided required training to campus staff is challenging. **Root Cause:** There is a lengthy process through TEA rulemaking before districts receive guidance on the implementation of new requirements.

Problem Statement 6: For CTE, there is a need to improve student outcomes in program completion, industry certification and work-based learning.

Perceptions

Perceptions Summary

Student Attendance

Following a 3-year decline, student attendance rates increased by 1% in the last year. PfISD staffs district-level attendance specialists to support campus staff and leaver teams with student attendance issues including home visits to locate and recover students who have left school.

Student Attendance Rates						
<i>(Source: TEA TAPR 2016-2021; OnDataSuite Summer PEIMS 2021-2023)</i>						
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
PfISD	95.6%	95.7%	97.8%	95.6%	91.8%	92.8%
Region 13	95.4%	95.6%	98.4%	95.5%	Not yet available	Not yet available
State	95.4%	95.4%	98.3%	95.0%	Not yet available	Not yet available

Disciplinary Placements - Disproportionality

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

- **Results Driven Accountability (RDA)**
 - **African American students receiving special education services: Disciplinary removal rate (to ISS, OSS, OC - DAEP)**
 - 2018-2019: First year identified with removals significantly higher than the RDA cut-point of 10%. In PfISD, 74.2% of total special education student disciplinary removals were African American students
 - 2019-2020: The rate reduced to 66.9%
 - 2020-2021: The rate further reduced to 46.3%
 - 2021-2022: The rate further reduced to 10.4%
- **Discipline Data Validation & Monitoring:**
 - **African American students: Discretionary placements at OC (DAEP) compared to the All Students group rate**

There is a disproportionate rate of discretionary DAEP placements for African American students as compared to the All Students group. Over the past 10+ years, African American students have received discretionary OC placements at a rate of 2.0 to 2.6 times higher that of All Students with about half of the placements due to fighting and the other half due to various Student Code of Conduct violations. Accompanying this disproportionate placement rate, there is also a disproportionate rate of overall disciplinary referrals of African American students compared to the All Students rate.

Discretionary DAEP (OC) Placement Rate in Pflugerville ISD			
<i>(Source: TEA DVM Discipline Reports 2012-2019)</i>			
	African American	All Students	Disproportionality Rate
2013-2014	3.0%	1.3%	2.3
2014-2015	2.1%	0.9%	2.3
2015-2016	1.0%	0.5%	2.0
2016-2017	1.2%	0.5%	2.4
2017-2018	1.1%	0.4%	2.5
2018-2019	1.2%	0.5%	2.3
2019-2020	0.9%	0.4%	2.5
2020-2021	0.05% (5 or fewer students)	0.02% (5 or fewer students)	2.6 Not identified due to small numbers
2021-2022	1.0%	0.4%	2.6

2022-2023	1.1%	0.5%	2.4
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Compliance and data reviews are conducted annually as required by TEA with continuous improvement efforts to address these disproportionality rates. Continuous improvement includes the district-wide Positive Behavior Interventions and Supports (PBIS) system with ongoing monitoring and refinement, additional training for consistent implementation of PBIS across campuses, defining and improving the Tier I level of the district-wide behavior support system, training in the development of Behavior Intervention Plans (BIPs), work toward better addressing students' social/emotional needs, implementation of restorative discipline practices at the DAEP and across campuses, and improving systems for documentation retention. The district continuously works to improve procedures and training to reduce overuse of discipline practices that remove students from the classroom. 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.

The processes and procedures for addressing disciplinary incidents can be inconsistent from campus to campus. There are additional pressures with recent legislation requiring disciplinary placements for e-cigs and requiring an evaluation for special education services be offered when moving to the DAEP and when transitioning back to the home campus.

Staff Engagement

For several years, the district has 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 69% survey participation rate among employees district-wide.

Strengths:

- 93% of teachers reported that opportunities are accessible to all teachers in their school regardless of their race, ethnicity, culture or other aspects of their personal identity.
- 92% of teachers reported that they feel successful at supporting their students' academic development.
- 88% of teachers reported that teachers at their school care about the wellbeing of students.

Areas for Improvement:

- 52% of teachers report that rules for student behavior are consistently enforced by teachers, even for students who are not in their classes.
- 57% of teachers report that the workload expected of teachers at their school is reasonable.
- 58% of teachers report that the professional development available to them is a good use of their time.

The district is engaged in continuous efforts to build district-wide organizational leadership capacity for aspiring and current leaders. By providing continuous learning opportunities as outlined in PflISD's Leadership Academy Framework, staff members in a variety of positions from multiple departments in our learning organization feel invested in and valued as they explore future leadership pathways.

Teacher Turnover Rate

The district's teacher turnover rate tends to be higher than the State rate, with the exception of the 2017-2018 school year. There was a significant increase in the PflISD teacher turnover rate of 4% over the last two reported years.

Teacher Turnover Rate for Pflugerville ISD Compared to State						
<i>(Source: TEA TAPR 2017-2022)</i>						
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Rate – PflISD	15.2%	17.5%	18.0%	15.1%	19.1%	Not yet reported
Rate - State	16.6%	16.5%	16.8%	14.3%	17.7%	Not yet reported

Parents/Guardians, Families, and Community Engagement

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

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

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

Perceptions Strengths

- 93% of teachers reported that opportunities are accessible to all teachers in their school regardless of their race, ethnicity, culture or other aspects of their personal identity.
- 92% of teachers reported that they feel successful at supporting their students' academic development.
 - 88% of teachers reported that teachers at their school care about the wellbeing of students.
 - 81% of interviewed secondary ESL students state they do feel like their language and culture is respected in the ESL classroom (Fall 2022 student survey)
- PfISD provides a wide variety of opportunities for parent, family, and community participation supported at the district level with the continuation of the district Title-IV funded Parent & Family Engagement Coordinator position.
- Among teaching staff, PfISD has a variety of backgrounds and levels of experience resulting in a wide base of content knowledge and expertise.
- PfISD is engaged in a multiple-year plan for training, implementation, and support for Restorative Practices to decrease disciplinary referrals and to address the disproportionality within the current discipline practices to ensure a positive and safe school environment for all students.
- The district's Integration Services Department is adept at sharing information and resources that empower students and staff resulting in an increased level of teacher engagement in the areas of computational thinking and blended learning. Over the past several years, there has been increased teacher participation rates in the department's professional learning sessions, department initiatives, and increased requests for instructional technology support.
- By working as a unified team to continuously support students' participation in the Least Restrictive Environment and maintaining access to the general education curriculum, the district's Special Education Department collectively responds to perceptions that students receiving special education services need to be removed from their campus.
- CTE teachers appreciate the level of district support, collaboration, and student recognition opportunities. Most CTE teachers report good to excellent support at the district level when requesting clarity on communication, who to contact for assistance, and curriculum.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 52% of teachers report that rules for student behavior are consistently enforced by teachers, even for students who are not in their classes. **Root Cause:** Staff needs support in responding to student behaviors. There may be bias in response to various student behaviors.

Problem Statement 2: 57% of teachers report that the workload expected of teachers at their school is reasonable.

Problem Statement 3: 58% of teachers report that the professional development available to them is a good use of their time.

Problem Statement 4: 31% of interviewed secondary ESL students stated that they do not feel like their language and culture is respected at school (Fall 2022 student survey) **Root Cause:** There is a lack of understanding of culturally responsive teaching.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

Goals

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

Performance Objective 1: By August 2024, the PfISD teacher retention rate will exceed the State of Texas' teacher retention rate.

Evaluation Data Sources: Human resources data sets, TEA teacher retention data sets

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

Performance Objective 2: To increase the PfISD teacher retention rate, PfISD will continue to implement the Teacher Incentive Allotment Program, as approved by TEA. In October 2023, PfISD will submit the 2023 TIA Data Collection evidencing correlation between T-TESS ratings and student growth outcomes to meet TIA system standards of a valid and reliable district TIA system. As a result, by May 2024, TEA will approve PfISD-proposed designations for 2022-2023 cohort teachers.

Evaluation Data Sources: TIA Data Collection Correlation checks (Aug - Oct 2023), TTU/TEA validity and reliability report (Feb 2024), TEA-Award of Designations (May 2024), Receive TIA Allotment (May 2024), TIA Annual Program Report (August 31, 2024)

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

Performance Objective 3: By August 2024, 100% of teachers will provide professional development feedback and 80% of teachers will demonstrate evidence of implementation of professional learning practices.

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

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

Performance Objective 4: By June 2024, the district's culture and climate survey will indicate an 85% or better positive employee engagement score.

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

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

Performance Objective 1: By June 2024, all student groups will demonstrate an increase in Meets Grade Level performance on STAAR Math tests across grades 3-8 and Algebra I, with an 8% increase for the All Students group.

Improved STAAR outcomes at each performance level will be:

-Approaches: 78%

-Meets: 50%

-Masters: 25%

The percent of 3rd grade students that score Meets Grade Level or above on STAAR Math will increase from 47% in Spring 2023 to 51% by June 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR math results

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

Performance Objective 2: By June 2024, all student groups will demonstrate an increase in Meets Grade Level performance on STAAR Reading Language Arts (RLA) tests across grades 3-8 and English I & English II EOCs, with a 5% increase for the All Students group.

Improved outcomes at each performance level will be:

-Approaches: 80%

-Meets: 60%

-Masters: 30%

The percent of 3rd grade students that score Meets Grade Level or above on STAAR RLA tests will increase from 53% in June 2023 to 58% by June 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR RLA results

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

Performance Objective 3: By June 2024, all student groups will demonstrate an increase in Meets Grade Level performance on STAAR Science tests across grades 5, 8 and Biology EOC, with a 5% increase for the All Students group.

Improved outcomes at each performance level will be:

-Approaches: 82%

-Meets: 54%

-Masters: 25%

Evaluation Data Sources: 2024 STAAR science results

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

Performance Objective 4: By June 2024, all student groups will demonstrate an increase in Meets Grade Level performance on STAAR Social Studies tests across grade 8 and U.S. History EOC, with a 6% increase for the All Students group.

Improved outcomes at each performance level will be:

-Approaches: 84%

-Meets: 58%

-Masters: 36%

Evaluation Data Sources: 2024 STAAR social studies results

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

Performance Objective 1: The percentage of Class of 2024 Graduates who meet the criteria for College Career Military Readiness (CCMR) will increase to 72% from 57% for Class of 2022, and to 75% for Class of 2025 Graduates.

Outcome: Class of 2022 CCMR Graduates (2023 Accountability): 57% (989 Graduates with CCMR out of 1751 Graduates)

HB3 Goal

Evaluation Data Sources: TEA 2025 accountability results (Class of 2024 CCMR Graduates goal of 72%)

TEA 2026 accountability results (Class of 2025 CCMR Graduates goal of 75%)

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

Performance Objective 2: By September 2024, all student groups will meet or exceed federal 4-year Graduation Rate targets of 90% or higher, with an overall rate of 96%.

Evaluation Data Sources: TEA 2024 accountability results (for Class of 2023 4-year graduates)

Specific student group outcomes expected for groups not meeting 90% target for Class of 2022 graduates:

- Emergent Bilingual (Current & Monitored): 90%

- Special Education (Current): 90%

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By August 2024, all PfISD campuses will receive an accountability rating of C (acceptable performance) or better in all accountability domains and all campuses that earned a B or better in 2023 accountability domains will maintain or improve.

Evaluation Data Sources: August 20234 TEA Accountability Ratings

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: By June 2024, PfISD will reduce the disproportionality rates in student group placements at the district alternative education program (DAEP), out of school suspension (OSS), and in school suspension (ISS).

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

Addendums



2023 STAAR RESULTS: 3-8 & EOC

Four-Year Trend Data at Approaches, Meets, and Masters Levels of Performance

All results with the exception of STAAR Alt-2; Source: TEA Summary Reports

STAAR Performance Standards

Approaches Grade Level is defined as the minimum passing standard

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

2023 RESULTS - Math & Reading/RLA STAAR – Grade 3

Source: TEA Summary Reports Received 8/11/23
All results included with the exception of STAAR Alt-2

Grade 3 MATH													
	Math - 2019			Approx. Participation	Math - 2021			Math - 2022			Math - 2023		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level		Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	78%	47%	24%		61%	29%	14%	70%	41%	20%	72%	43%	18%
Region 13	78%	49%	27%		61%	31%	15%	71%	43%	22%	73%	45%	21%
District - PfISD	78%	46%	24%	81%	62%	29%	14%	71%	44%	23%	73%	47%	24%
Brookhollow ES	64%	29%	6%	67%	49%	17%	4%	65%	42%	22%	53%	22%	8%
Caldwell ES	83%	50%	28%	89%	59%	29%	19%	69%	44%	20%	75%	45%	24%
Carpenter ES								90%	70%	38%	92%	63%	26%
Copperfield ES	82%	55%	23%	81%	62%	21%	10%	71%	30%	14%	59%	26%	9%
Dearing ES	83%	50%	16%	89%	62%	31%	21%	71%	40%	30%	76%	61%	31%
Delco ES				96%	56%	19%	9%	70%	29%	3%	64%	34%	12%
Dessau ES	56%	23%	6%	82%	46%	14%	3%	56%	19%	9%	36%	11%	2%
Highland Park ES	92%	70%	41%	92%	86%	50%	28%	85%	68%	39%	83%	62%	31%
Mott ES	80%	47%	22%	80%	67%	32%	10%	75%	44%	27%	89%	60%	35%
Murchison ES	90%	69%	42%	74%	80%	51%	24%	90%	67%	42%	91%	69%	36%
Northwest ES	68%	33%	18%	88%	54%	21%	10%	52%	31%	7%	69%	39%	16%
Parmer Lane ES	72%	30%	14%	89%	66%	25%	11%	68%	34%	18%	74%	46%	26%
Pflugerville ES	77%	40%	20%	82%	43%	15%	4%	66%	36%	16%	69%	43%	31%
Riojas ES	88%	64%	39%	81%	72%	43%	24%	80%	57%	37%	80%	64%	40%
River Oaks ES	71%	38%	15%	65%	42%	6%	0%	79%	43%	16%	69%	39%	21%
Rowe Lane ES	89%	64%	39%	67%	86%	53%	30%	78%	56%	32%	86%	63%	35%
Ruth Barron ES	76%	31%	15%	92%	28%	6%	2%	54%	28%	8%	51%	20%	8%
Spring Hill ES	74%	33%	15%	78%	48%	16%	10%	55%	33%	16%	67%	29%	13%
Timmerman ES	67%	39%	20%	90%	41%	16%	7%	58%	26%	11%	69%	35%	12%
Wieland ES	71%	39%	26%	81%	67%	22%	13%	80%	48%	26%	60%	40%	18%
Windermere ES	82%	49%	25%	72%	66%	27%	16%	66%	27%	16%	73%	46%	16%

Grade 3 READING/RLA

	Reading - 2019			Approx. Participation	Reading - 2021			Reading - 2022			RLA - 2023		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level		Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	75%	43%	27%		66%	37%	19%	75%	50%	30%	75%	48%	19%
Region 13	76%	47%	31%		69%	43%	24%	78%	54%	35%	76%	52%	23%
District - PfISD	77%	47%	30%	81%	69%	41%	22%	76%	53%	33%	77%	53%	24%
Brookhollow ES	78%	29%	15%	67%	62%	30%	15%	78%	54%	37%	68%	40%	22%
Caldwell ES	80%	48%	33%	89%	62%	32%	17%	75%	51%	20%	81%	48%	21%
Carpenter ES								81%	65%	42%	88%	63%	19%
Copperfield ES	79%	53%	45%	81%	69%	41%	21%	67%	41%	25%	67%	33%	17%
Dearing ES	74%	44%	25%	89%	66%	39%	23%	82%	63%	42%	83%	62%	38%
Delco ES				99%	61%	26%	15%	56%	24%	16%	72%	46%	17%
Dessau ES	54%	22%	10%	84%	61%	24%	13%	47%	28%	11%	54%	15%	4%
Highland Park ES	85%	58%	41%	93%	87%	58%	37%	92%	71%	47%	80%	67%	40%
Mott ES	84%	53%	38%	80%	82%	53%	25%	86%	58%	34%	87%	64%	30%
Murchison ES	91%	69%	51%	71%	78%	56%	34%	93%	74%	48%	90%	75%	42%
Northwest ES	62%	32%	24%	88%	56%	40%	14%	62%	36%	21%	65%	37%	12%
Parmer Lane ES	80%	47%	20%	89%	75%	47%	25%	72%	48%	37%	74%	43%	13%
Pflugerville ES	84%	52%	26%	82%	57%	30%	8%	61%	41%	17%	76%	47%	16%
Riojas ES	90%	65%	45%	81%	84%	48%	30%	85%	63%	43%	86%	72%	42%
River Oaks ES	59%	29%	16%	65%	52%	24%	12%	79%	46%	31%	61%	47%	24%
Rowe Lane ES	90%	65%	44%	67%	95%	70%	39%	86%	68%	48%	91%	72%	31%
Ruth Barron ES	65%	34%	19%	90%	50%	17%	8%	65%	36%	16%	55%	25%	11%
Spring Hill ES	74%	43%	25%	78%	51%	31%	20%	65%	41%	30%	73%	41%	10%
Timmerman ES	63%	35%	21%	89%	49%	26%	11%	72%	44%	30%	68%	40%	16%
Wieland ES	71%	44%	31%	83%	51%	26%	9%	86%	66%	42%	67%	47%	13%
Windermere ES	79%	45%	30%	71%	78%	49%	18%	66%	41%	22%	79%	54%	19%

2023 RESULTS - Math & Reading/RLA STAAR – Grade 4

Source: TEA Summary Reports Received 8/11/23
All results included with the exception of STAAR Alt-2

Grade 4 MATH													
	Math - 2019			Approx. Participation	Math - 2021			Math - 2022			Math - 2023		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level		Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	74%	46%	27%		58%	34%	21%	68%	41%	22%	69%	46%	21%
Region 13	74%	48%	30%		59%	35%	21%	68%	42%	25%	69%	47%	23%
District - PfISD	73%	46%	29%	81%	56%	33%	20%	66%	42%	23%	66%	44%	22%
Brookhollow ES	55%	31%	17%	74%	56%	31%	21%	71%	28%	5%	58%	30%	13%
Caldwell ES	67%	34%	18%	86%	40%	13%	6%	61%	35%	16%	71%	57%	21%
Carpenter ES								77%	61%	34%	93%	82%	49%
Copperfield ES	68%	36%	19%	75%	32%	14%	6%	59%	42%	17%	57%	37%	13%
Dearing ES	71%	42%	21%	79%	74%	46%	26%	62%	39%	23%	62%	39%	22%
Delco ES				97%	49%	24%	8%	53%	19%	8%	61%	17%	7%
Dessau ES	59%	25%	14%	82%	29%	5%	3%	31%	11%	4%	33%	13%	3%
Highland Park ES	91%	78%	58%	84%	71%	46%	29%	85%	64%	45%	79%	55%	32%
Mott ES	78%	53%	32%	82%	53%	28%	18%	80%	59%	34%	78%	60%	34%
Murchison ES	93%	73%	59%	77%	79%	62%	44%	75%	54%	37%	85%	66%	37%
Northwest ES	46%	23%	11%	93%	26%	6%	3%	53%	25%	11%	33%	7%	0%
Parmer Lane ES	81%	54%	32%	92%	54%	27%	18%	61%	35%	15%	64%	39%	8%
Pflugerville ES	83%	56%	33%	92%	62%	33%	13%	68%	37%	14%	55%	34%	9%
Riojas ES	83%	53%	30%	76%	72%	41%	24%	69%	47%	26%	77%	50%	28%
River Oaks ES	74%	39%	30%	71%	57%	27%	16%	64%	38%	17%	60%	31%	12%
Rowe Lane ES	91%	69%	48%	63%	76%	55%	40%	87%	64%	38%	81%	64%	37%
Ruth Barron ES	84%	59%	29%	97%	32%	14%	4%	62%	35%	6%	70%	38%	15%
Spring Hill ES	56%	31%	17%	83%	48%	27%	11%	45%	20%	7%	67%	41%	16%
Timmerman ES	44%	19%	13%	82%	64%	33%	16%	46%	20%	9%	36%	18%	4%
Wieland ES	66%	41%	25%	89%	52%	37%	26%	55%	27%	18%	67%	35%	13%
Windermere ES	83%	50%	36%	75%	62%	53%	38%	84%	62%	37%	48%	32%	23%

Grade 4 READING/RLA

	Reading - 2019			Approx. Participation	Reading - 2021			Reading - 2022			RLA - 2023		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level		Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	73%	42%	21%		62%	35%	17%	76%	52%	28%	76%	46%	21%
Region 13	75%	46%	25%		63%	38%	20%	77%	56%	32%	78%	52%	27%
District - PfISD	75%	45%	24%	81%	59%	34%	17%	74%	53%	31%	76%	50%	23%
Brookhollow ES	69%	31%	15%	74%	62%	29%	14%	79%	60%	32%	77%	47%	19%
Caldwell ES	62%	36%	11%	85%	48%	24%	10%	64%	40%	23%	76%	43%	12%
Carpenter ES								76%	60%	34%	85%	63%	32%
Copperfield ES	73%	36%	17%	74%	43%	17%	8%	64%	45%	28%	65%	38%	14%
Dearing ES	71%	37%	23%	79%	71%	35%	17%	82%	66%	41%	77%	52%	19%
Delco ES				97%	60%	28%	11%	71%	38%	19%	63%	32%	5%
Dessau ES	54%	23%	9%	79%	30%	8%	7%	47%	28%	12%	40%	16%	2%
Highland Park ES	87%	67%	42%	82%	77%	51%	22%	87%	72%	46%	87%	61%	35%
Mott ES	82%	59%	29%	82%	59%	35%	14%	86%	67%	35%	84%	63%	31%
Murchison ES	93%	71%	49%	76%	78%	56%	36%	85%	67%	52%	91%	67%	41%
Northwest ES	55%	20%	7%	93%	33%	17%	3%	70%	53%	21%	51%	22%	4%
Parmer Lane ES	84%	57%	32%	92%	61%	41%	16%	78%	53%	33%	82%	48%	25%
Pflugerville ES	82%	53%	26%	92%	52%	29%	15%	70%	38%	21%	66%	38%	11%
Riojas ES	86%	56%	26%	76%	70%	48%	18%	86%	62%	36%	83%	67%	38%
River Oaks ES	76%	39%	18%	69%	49%	37%	16%	66%	44%	27%	75%	45%	19%
Rowe Lane ES	96%	65%	40%	62%	74%	43%	29%	90%	75%	43%	84%	66%	34%
Ruth Barron ES	72%	37%	17%	96%	42%	15%	8%	57%	30%	13%	73%	42%	14%
Spring Hill ES	66%	34%	17%	83%	61%	26%	15%	42%	18%	11%	74%	39%	14%
Timmerman ES	58%	25%	14%	84%	61%	24%	11%	59%	43%	18%	63%	32%	11%
Wieland ES	73%	43%	23%	85%	61%	41%	27%	63%	37%	18%	78%	50%	20%
Windermere ES	82%	50%	26%	73%	66%	41%	26%	80%	62%	40%	73%	52%	29%

2023 RESULTS – Math, Reading/RLA, Science STAAR – Grade 5

Source: TEA Summary Reports Received 8/11/23
All results included with the exception of STAAR Alt-2

Grade 5 MATH													
	Math - 2019			Approx. Participation	Math - 2021			Math - 2022			Math - 2023		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level		Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	83%	55%	35%		69%	42%	24%	75%	46%	24%	79%	47%	21%
Region 13	83%	57%	37%		69%	44%	25%	74%	45%	24%	78%	51%	24%
District - PfISD	85%	57%	36%	84%	67%	42%	25%	72%	40%	20%	81%	51%	22%
Brookhollow ES	89%	49%	37%	78%	72%	45%	30%	79%	33%	16%	93%	53%	16%
Caldwell ES	88%	63%	37%	85%	70%	42%	26%	63%	29%	10%	87%	49%	20%
Carpenter ES								69%	40%	21%	92%	59%	29%
Copperfield ES	76%	42%	22%	81%	65%	32%	20%	72%	50%	26%	91%	69%	27%
Dearing ES	76%	50%	33%	82%	68%	42%	25%	73%	30%	18%	81%	59%	27%
Delco ES				100%	62%	37%	19%	85%	54%	22%	56%	14%	6%
Dessau ES	70%	36%	19%	93%	34%	9%	2%	43%	16%	4%	49%	18%	2%
Highland Park ES	87%	62%	36%	95%	77%	57%	33%	83%	57%	30%	89%	69%	29%
Mott ES	92%	67%	41%	85%	69%	44%	23%	72%	37%	18%	83%	55%	27%
Murchison ES	95%	80%	63%	81%	90%	76%	56%	90%	68%	45%	97%	75%	49%
Northwest ES	72%	36%	21%	90%	49%	22%	18%	40%	17%	5%	61%	29%	14%
Parmer Lane ES	94%	45%	26%	92%	50%	16%	5%	68%	36%	16%	93%	58%	17%
Pflugerville ES	91%	53%	41%	88%	86%	51%	28%	74%	44%	19%	91%	57%	18%
Riojas ES	98%	78%	55%	84%	85%	59%	34%	77%	29%	8%	86%	60%	20%
River Oaks ES	87%	52%	28%	86%	45%	25%	10%	70%	36%	22%	71%	29%	8%
Rowe Lane ES	96%	91%	65%	73%	92%	65%	44%	85%	61%	35%	94%	70%	37%
Ruth Barron ES	89%	53%	30%	96%	40%	13%	5%	63%	31%	16%	70%	39%	7%
Spring Hill ES	88%	58%	31%	86%	68%	39%	22%	74%	44%	16%	72%	40%	17%
Timmerman ES	72%	36%	17%	70%	45%	34%	15%	65%	39%	19%	62%	25%	12%
Wieland ES	82%	52%	35%	81%	56%	42%	21%	75%	42%	21%	80%	57%	24%
Windermere ES	81%	45%	24%	65%	64%	33%	16%	57%	23%	7%	83%	42%	18%

Grade 5 READING/RLA

	Reading - 2019			Approx. Participation	Reading - 2021			Reading - 2022			RLA - 2023		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level		Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	77%	51%	28%		72%	45%	30%	80%	56%	36%	80%	55%	28%
Region 13	79%	55%	33%		75%	50%	34%	81%	59%	40%	81%	58%	33%
District - PfISD	81%	55%	30%	84%	74%	48%	31%	80%	56%	36%	81%	58%	31%
Brookhollow ES	87%	51%	33%	78%	73%	48%	31%	87%	54%	33%	93%	71%	33%
Caldwell ES	81%	57%	34%	85%	72%	41%	28%	73%	47%	30%	76%	51%	27%
Carpenter ES								86%	61%	40%	83%	68%	39%
Copperfield ES	78%	42%	20%	81%	69%	43%	25%	63%	42%	18%	80%	48%	25%
Dearing ES	74%	50%	26%	81%	71%	45%	21%	91%	59%	39%	83%	62%	24%
Delco ES				100%	66%	43%	19%	84%	53%	26%	69%	33%	11%
Dessau ES	63%	36%	14%	93%	40%	14%	5%	66%	38%	22%	52%	22%	7%
Highland Park ES	90%	68%	43%	94%	84%	58%	38%	90%	70%	43%	88%	70%	43%
Mott ES	89%	62%	41%	85%	81%	57%	44%	82%	58%	36%	87%	63%	30%
Murchison ES	92%	72%	49%	81%	91%	78%	60%	94%	82%	60%	91%	73%	44%
Northwest ES	58%	30%	13%	90%	62%	32%	22%	60%	43%	18%	70%	49%	19%
Parmer Lane ES	94%	74%	45%	92%	78%	52%	21%	89%	61%	32%	90%	75%	46%
Pflugerville ES	87%	62%	34%	88%	80%	49%	37%	86%	62%	42%	84%	55%	18%
Riojas ES	88%	67%	31%	84%	84%	60%	39%	85%	62%	44%	91%	77%	45%
River Oaks ES	66%	41%	13%	86%	63%	31%	20%	65%	45%	33%	59%	31%	16%
Rowe Lane ES	96%	73%	45%	72%	89%	67%	46%	88%	68%	53%	93%	80%	50%
Ruth Barron ES	87%	51%	21%	96%	53%	26%	13%	63%	30%	13%	63%	33%	11%
Spring Hill ES	79%	39%	15%	85%	68%	32%	15%	71%	48%	25%	70%	36%	16%
Timmerman ES	71%	44%	21%	73%	59%	35%	14%	74%	51%	30%	75%	52%	21%
Wieland ES	78%	55%	27%	81%	65%	40%	23%	81%	54%	35%	78%	57%	22%
Windermere ES	85%	56%	35%	75%	84%	53%	37%	72%	54%	38%	89%	70%	48%

Grade 5 SCIENCE

	Science - 2019			Approx. Participation	Science - 2021			Science - 2022			Science - 2023		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level		Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	73%	47%	23%		60%	29%	12%	65%	37%	17%	63%	34%	15%
Region 13	73%	48%	24%		63%	33%	14%	66%	38%	18%	65%	37%	17%
District - PfISD	74%	47%	23%	84%	62%	31%	13%	62%	34%	15%	62%	32%	14%
Brookhollow ES	79%	56%	33%	77%	73%	33%	14%	75%	40%	18%	78%	49%	24%
Caldwell ES	77%	51%	26%	86%	66%	37%	14%	57%	31%	8%	53%	24%	6%
Carpenter ES								58%	29%	9%	73%	43%	19%
Copperfield ES	75%	41%	17%	82%	57%	25%	15%	59%	24%	10%	78%	41%	19%
Dearing ES	68%	36%	19%	79%	53%	27%	9%	66%	39%	15%	63%	34%	9%
Delco ES				97%	39%	10%	1%	64%	21%	4%	31%	11%	3%
Dessau ES	56%	25%	6%	94%	34%	7%	1%	29%	5%	1%	28%	4%	1%
Highland Park ES	82%	50%	20%	92%	68%	35%	16%	74%	49%	23%	80%	47%	24%
Mott ES	80%	53%	23%	84%	72%	37%	15%	67%	40%	18%	65%	26%	7%
Murchison ES	90%	76%	51%	82%	91%	64%	37%	90%	63%	36%	83%	52%	23%
Northwest ES	47%	22%	11%	90%	41%	14%	8%	36%	20%	5%	40%	17%	9%
Parmer Lane ES	82%	57%	25%	91%	41%	14%	4%	55%	27%	16%	71%	39%	17%
Pflugerville ES	82%	56%	28%	86%	65%	30%	10%	63%	30%	17%	61%	30%	9%
Riojas ES	83%	58%	29%	84%	81%	49%	16%	65%	30%	11%	70%	30%	10%
River Oaks ES	63%	36%	19%	86%	33%	10%	4%	48%	22%	12%	33%	16%	4%
Rowe Lane ES	91%	71%	43%	73%	89%	56%	28%	82%	53%	27%	85%	59%	34%
Ruth Barron ES	78%	39%	15%	96%	37%	9%	2%	37%	7%	2%	38%	7%	1%
Spring Hill ES	66%	33%	6%	85%	54%	14%	5%	64%	29%	11%	47%	21%	6%
Timmerman ES	55%	28%	6%	79%	53%	30%	15%	66%	34%	18%	51%	17%	8%
Wieland ES	72%	39%	26%	78%	52%	18%	8%	50%	29%	15%	55%	31%	16%
Windermere ES	70%	43%	21%	77%	69%	34%	15%	57%	34%	21%	73%	45%	21%

2023 RESULTS - Math & Reading/RLA STAAR – Grade 6

Source: TEA Summary Reports Received 8/11/23

All results included with the exception of STAAR Alt-2

Grade 6 MATH													
	Math - 2019			Approx. Participation	Math - 2021			Math - 2022			Math - 2023		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level		Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	79%	45%	20%		66%	34%	14%	72%	37%	15%	74%	38%	15%
Region 13	79%	46%	21%		65%	34%	13%	71%	38%	16%	74%	41%	17%
District - PflISD	81%	48%	21%	76%	66%	33%	11%	72%	39%	15%	72%	32%	10%
Bohls MS								69%	32%	11%	70%	28%	9%
Cele MS	86%	48%	17%	81%	74%	41%	14%	88%	61%	26%	81%	34%	8%
Dessau MS	66%	33%	10%	72%	50%	17%	3%	59%	24%	3%	65%	21%	2%
Kelly Lane MS	89%	66%	37%	83%	79%	50%	21%	87%	59%	31%	90%	59%	27%
Park Crest MS	89%	61%	26%	69%	67%	31%	8%	73%	33%	9%	76%	32%	8%
Pflugerville MS	77%	41%	17%	64%	65%	28%	7%	70%	36%	10%	61%	24%	5%
Westview MS	72%	29%	9%	83%	50%	17%	3%	51%	16%	7%	53%	14%	3%
*Windermere ES	100%	100%	95%	80%	100%	100%	92%	100%	94%	83%	100%	94%	78%

*WES students tested in 6th grade math: 21 in 2019; 12 in 2021; 18 in 2022; 18 in 2023

Grade 6 READING/RLA													
	Reading - 2019			Approx. Participation	Reading - 2021			Reading - 2022			RLA - 2023		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level		Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	66%	35%	17%		61%	31%	14%	69%	42%	22%	75%	51%	22%
Region 13	68%	40%	20%		63%	34%	17%	70%	45%	26%	76%	54%	26%
District - PflISD	68%	38%	17%	76%	63%	31%	15%	70%	44%	24%	75%	49%	20%
Bohls MS								71%	45%	26%	78%	56%	26%
Cele MS	75%	42%	19%	81%	74%	38%	19%	85%	60%	39%	82%	61%	28%
Dessau MS	45%	18%	5%	71%	43%	15%	5%	51%	24%	13%	71%	36%	9%
Kelly Lane MS	83%	51%	25%	86%	77%	44%	26%	90%	67%	38%	90%	68%	29%
Park Crest MS	77%	45%	20%	68%	60%	32%	15%	73%	42%	21%	80%	53%	23%
Pflugerville MS	63%	36%	17%	66%	62%	26%	14%	63%	36%	16%	65%	38%	16%
Westview MS	58%	28%	9%	84%	50%	19%	6%	50%	24%	11%	57%	26%	8%

2023 RESULTS - Math & Reading/RLA STAAR – Grade 7

Source: TEA Summary Reports Received 8/11/23

All results included with the exception of STAAR Alt-2

Grade 7 MATH													
	Math - 2019			Approx. Participation	Math - 2021			Math - 2022			Math - 2023		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level		Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	73%	41%	16%		54%	25%	11%	59%	29%	12%	61%	35%	10%
Region 13	69%	36%	12%		49%	22%	9%	56%	26%	11%	56%	30%	7%
District - PfISD	58%	17%	1%	70%	31%	6%	1%	42%	13%	3%	44%	20%	3%
Bohls MS								48%	16%	2%	44%	18%	1%
Cele MS	72%	22%	2%	66%	47%	9%	1%	77%	37%	9%	76%	43%	8%
Dessau MS	43%	9%	1%	61%	29%	4%	0%	29%	2%	0%	24%	5%	1%
Kelly Lane MS	73%	29%	2%	88%	49%	14%	4%	69%	27%	6%	71%	40%	5%
Park Crest MS	64%	23%	2%	57%	16%	1%	0%	35%	10%	3%	47%	19%	3%
Pflugerville MS	50%	12%	1%	71%	17%	1%	0%	31%	7%	2%	33%	11%	1%
Westview MS	47%	7%	1%	77%	12%	0%	0%	24%	5%	1%	28%	8%	1%

Grade 7 READING/RLA													
	Reading - 2019			Approx. Participation	Reading - 2021			Reading - 2022			RLA - 2023		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level		Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	74%	47%	28%		68%	44%	25%	78%	54%	37%	77%	52%	26%
Region 13	74%	50%	32%		68%	45%	27%	79%	58%	41%	77%	57%	32%
District - PfISD	73%	47%	27%	66%	65%	42%	25%	78%	55%	38%	77%	55%	27%
Bohls MS								81%	63%	43%	74%	54%	24%
Cele MS	81%	57%	32%	65%	75%	52%	26%	91%	76%	59%	95%	80%	50%
Dessau MS	56%	26%	10%	66%	52%	32%	16%	65%	33%	19%	66%	35%	11%
Kelly Lane MS	88%	66%	43%	79%	78%	53%	35%	92%	74%	58%	92%	78%	44%
Park Crest MS	79%	53%	30%	49%	61%	43%	29%	77%	55%	33%	82%	55%	29%
Pflugerville MS	68%	41%	23%	65%	60%	39%	21%	73%	43%	31%	65%	42%	14%
Westview MS	60%	33%	16%	75%	46%	22%	13%	66%	39%	21%	62%	33%	12%

2023 RESULTS – Math, Reading/RLA, Science & Social Studies STAAR – Grade 8

Source: TEA Summary Reports Received 8/11/23
All results included with the exception of STAAR Alt-2

Grade 8 MATH													
	Math - 2019			Approx. Participation	Math - 2021			Math - 2022			Math - 2023		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level		Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	81%	55%	16%		60%	35%	10%	70%	38%	13%	74%	44%	16%
Region 13	83%	60%	24%		61%	37%	12%	72%	43%	18%	76%	51%	24%
District - PfISD	84%	54%	15%	70%	55%	30%	8%	67%	35%	12%	74%	43%	17%
Bohls MS								74%	41%	14%	78%	50%	18%
Cele MS	91%	66%	17%	73%	61%	37%	7%	86%	61%	24%	89%	61%	32%
Dessau MS	67%	32%	4%	79%	41%	19%	4%	56%	19%	2%	56%	24%	6%
Kelly Lane MS	93%	65%	27%	76%	74%	48%	16%	81%	50%	21%	90%	64%	30%
Park Crest MS	92%	63%	13%	48%	57%	26%	7%	61%	26%	7%	77%	41%	14%
Pflugerville MS	77%	49%	17%	60%	41%	19%	4%	55%	23%	8%	70%	33%	12%
Westview MS	76%	38%	7%	87%	38%	14%	3%	43%	15%	2%	51%	15%	3%

Grade 8 READING/RLA													
	Reading - 2019			Approx. Participation	Reading - 2021			Reading - 2022			RLA - 2023		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level		Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	77%	53%	27%		72%	45%	21%	82%	56%	37%	82%	56%	27%
Region 13	80%	58%	34%		71%	46%	23%	82%	59%	40%	82%	59%	32%
District - PfISD	80%	56%	30%	60%	69%	42%	21%	80%	55%	36%	82%	55%	28%
Bohls MS								82%	63%	39%	82%	59%	27%
Cele MS	85%	61%	31%	77%	75%	49%	25%	89%	66%	46%	92%	76%	42%
Dessau MS	67%	40%	18%	57%	59%	26%	9%	71%	42%	23%	74%	40%	14%
Kelly Lane MS	90%	73%	45%	74%	79%	58%	33%	91%	69%	46%	94%	75%	46%
Park Crest MS	85%	62%	34%	27%	69%	39%	18%	78%	53%	33%	85%	55%	29%
Pflugerville MS	73%	46%	20%	55%	64%	36%	17%	75%	50%	33%	78%	45%	21%
Westview MS	72%	43%	22%	86%	61%	35%	14%	64%	34%	20%	61%	29%	12%

Grade 8 SCIENCE

	Science - 2019			Approx. Participation	Science - 2021			Science - 2022			Science - 2023		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level		Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	79%	49%	24%		67%	42%	23%	73%	43%	22%	72%	45%	16%
Region 13	81%	55%	31%		67%	45%	27%	74%	47%	27%	75%	51%	22%
District - PflISD	81%	54%	31%	69%	67%	43%	25%	69%	40%	22%	74%	48%	19%
Bohls MS								68%	35%	14%	71%	43%	13%
Cele MS	88%	72%	46%	80%	77%	59%	36%	87%	65%	42%	91%	71%	36%
Dessau MS	70%	34%	15%	77%	46%	25%	13%	48%	19%	7%	52%	20%	4%
Kelly Lane MS	92%	72%	49%	80%	83%	58%	37%	83%	56%	36%	90%	69%	34%
Park Crest MS	86%	56%	30%	42%	65%	36%	18%	71%	37%	18%	79%	55%	21%
Pflugerville MS	71%	37%	16%	49%	57%	36%	20%	65%	32%	16%	76%	44%	13%
Westview MS	69%	37%	15%	82%	54%	27%	10%	48%	22%	8%	47%	21%	5%

Grade 8 SOCIAL STUDIES

	Social Studies - 2019			Approx. Participation	Social Studies - 2021			Social Studies - 2022			Social Studies - 2023		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level		Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	67%	35%	20%		56%	27%	13%	59%	29%	17%	60%	31%	15%
Region 13	70%	40%	25%		58%	31%	16%	62%	34%	22%	64%	37%	20%
District - PflISD	70%	41%	26%	68%	60%	31%	15%	60%	29%	16%	60%	30%	15%
Bohls MS								57%	19%	6%	56%	27%	12%
Cele MS	76%	48%	31%	79%	67%	35%	17%	78%	39%	23%	73%	39%	17%
Dessau MS	59%	24%	15%	75%	36%	15%	5%	35%	11%	3%	37%	5%	1%
Kelly Lane MS	86%	60%	42%	73%	76%	46%	26%	77%	46%	28%	88%	59%	37%
Park Crest MS	80%	52%	34%	42%	64%	28%	12%	59%	26%	15%	64%	31%	15%
Pflugerville MS	54%	26%	16%	53%	63%	36%	18%	63%	33%	19%	59%	27%	12%
Westview MS	57%	21%	9%	83%	49%	19%	8%	39%	14%	7%	32%	12%	4%

2023 RESULTS: PERFORMANCE LEVELS – STAAR EOC

Spring Administration Only, First-Time Testers & Retesters

ALGEBRA I													
	Algebra I - 2019			Approx. Participation	Algebra I - 2021			Algebra I - 2022			Algebra I - 2023		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level		Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	84%	62%	39%		72%	41%	23%	74%	46%	30%	78%	45%	24%
Region 13	81%	58%	37%		70%	38%	22%	70%	43%	29%	75%	45%	27%
District - PflISD	80%	59%	38%	79%	57%	26%	14%	61%	33%	20%	70%	36%	17%
Hendrickson HS	90%	75%	42%	91%	62%	24%	10%	67%	34%	19%	75%	34%	14%
Connally HS	56%	24%	10%	76%	22%	1%	0%	27%	6%	2%	39%	4%	1%
Pflugerville HS	76%	47%	22%	65%	43%	13%	5%	51%	16%	7%	63%	25%	8%
Weiss HS	63%	35%	17%	78%	42%	10%	3%	45%	16%	6%	57%	13%	3%
Bohls MS								95%	73%	52%	95%	73%	40%
Cele MS	100%	95%	77%	90%	89%	59%	36%	97%	79%	52%	100%	87%	47%
Dessau MS	92%	72%	45%	92%	81%	51%	36%	95%	54%	30%	96%	64%	24%
Kelly Lane MS	100%	95%	79%	90%	91%	62%	40%	99%	83%	63%	100%	85%	51%
Park Crest MS	100%	99%	88%	86%	83%	56%	32%	98%	70%	56%	99%	84%	53%
Pflugerville MS	100%	94%	64%	55%	73%	34%	19%	85%	52%	29%	99%	72%	35%
Westview MS	98%	83%	56%	95%	74%	25%	8%	78%	39%	19%	81%	36%	17%

BIOLOGY

	Biology - 2019			Approx. Participation	Biology - 2021			Biology - 2022			Biology - 2023		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level		Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	88%	63%	26%		81%	54%	22%	82%	57%	23%	89%	57%	22%
Region 13	89%	68%	32%		83%	59%	26%	83%	61%	28%	89%	61%	27%
District - PfISD	90%	71%	29%	82%	80%	54%	19%	80%	58%	23%	89%	59%	23%
Hendrickson HS	96%	84%	39%	91%	91%	71%	32%	90%	74%	38%	98%	82%	41%
Connally HS	83%	55%	19%	81%	69%	39%	11%	70%	44%	12%	79%	39%	10%
Pflugerville HS	89%	68%	24%	70%	79%	52%	18%	82%	57%	19%	89%	58%	20%
Weiss HS	90%	70%	28%	83%	78%	51%	15%	79%	55%	22%	89%	55%	17%

U.S History

	U.S. History - 2019			Approx. Participation	U.S. History - 2021			U.S. History - 2022			U.S. History - 2023		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level		Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	93%	75%	47%		88%	69%	43%	89%	71%	44%	95%	71%	39%
Region 13	93%	78%	51%		90%	73%	48%	90%	73%	50%	95%	74%	45%
District - PfISD	95%	80%	55%	89%	87%	69%	44%	88%	70%	48%	94%	70%	42%
Hendrickson HS	97%	89%	72%	97%	93%	81%	56%	94%	83%	62%	97%	87%	65%
Connally HS	91%	66%	38%	84%	80%	52%	28%	81%	60%	36%	89%	57%	21%
Pflugerville HS	98%	84%	55%	86%	88%	73%	45%	89%	70%	48%	95%	68%	37%
Weiss HS	94%	79%	49%	87%	85%	66%	43%	86%	66%	44%	93%	67%	40%

English I

	English I - 2019			Approx. Participation	English I - 2021			English I - 2022			English I - 2023		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level		Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	63%	49%	12%		66%	50%	12%	63%	48%	11%	70%	54%	14%
Region 13	64%	51%	15%		68%	54%	15%	65%	52%	13%	72%	58%	19%
District - PfISD	65%	52%	13%	82%	65%	49%	10%	61%	47%	11%	70%	55%	16%
Hendrickson HS	81%	71%	21%	89%	79%	67%	17%	81%	69%	21%	89%	80%	31%
Connally HS	52%	35%	6%	82%	47%	33%	3%	43%	30%	3%	53%	36%	6%
Pflugerville HS	65%	53%	11%	78%	67%	49%	10%	63%	46%	10%	68%	51%	12%
Weiss HS	63%	51%	12%	79%	64%	47%	9%	60%	46%	10%	71%	55%	14%

English II

	English II - 2019			Approx. Participation	English II - 2021			English II - 2022			English II - 2023		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level		Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	67%	51%	8%		70%	57%	11%	71%	57%	9%	74%	56%	9%
Region 13	71%	57%	12%		73%	62%	13%	72%	60%	11%	75%	60%	12%
District - PfISD	70%	55%	10%	81%	70%	56%	9%	67%	54%	8%	74%	57%	11%
Hendrickson HS	82%	69%	15%	87%	82%	71%	15%	82%	74%	15%	88%	78%	17%
Connally HS	57%	41%	7%	85%	53%	38%	5%	50%	34%	3%	61%	41%	4%
Pflugerville HS	69%	55%	10%	73%	72%	57%	7%	69%	53%	6%	72%	53%	10%
Weiss HS	72%	56%	7%	80%	71%	57%	8%	65%	53%	7%	72%	57%	11%

Priority for Service (PFS) Action Plan for Migrant Students

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

The Priority for Service Report on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> ● Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> ● Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; <u>or</u> ● For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all the required components as described in Part 3 of the ESSA Consolidated Federal Grant Application, but allows room for districts to add additional activities. Each district’s PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

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

School District: Shared Service Arrangement Districts
Region: ESC Region 13

Priority for Service (PFS) Action Plan



School Year: 2023 - 2024

Completed By: Marlen Gonzalez - ESC 13 Natalie Weber - Elgin ISD Sibyl Lee - Round Rock ISD Rachelle Finck - Taylor ISD
Date: 10/20/2023

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

<p>Goal(s):</p> <p>To ensure that identified Priority for Service (PFS) migratory students in Region 13 Migrant Shared Service Arrangement districts receive supplemental educational support in order to succeed in school.</p>	<p>Objective(s):</p> <p>Region 13 MEP and the Shared Service Arrangement (SSA) contact will utilize a system such as MTSS: Multi - Tiered System of Support to assess the specific academic needs of Priority for Service (PFS) migratory students and address each need with targeted instructional and support services.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are PFS.			
<ul style="list-style-type: none"> Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. 	Monthly	NGS Specialist	Priority for Service (PFS) Reports
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for 	Fall & Spring	PFS Committee	Priority for Service (PFS) Action Plan

defining student success, including timelines for achieving stated goals and objectives.			
Additional Activities			
<ul style="list-style-type: none"> Perform monthly progress monitoring checks for Priority for Service Migratory students. 	Monthly	LEA Migrant Contact Region 13 MEP Staff	To be retained locally at the LEA and available upon request. PFS Spreadsheet, email communication
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports. 	Fall & Spring	Region 13 MEP Program Manager	PFS Action Plan email communications, PPT, PFS Criteria, PFS Student Progress Review Forms, sign-in sheets/logs
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria. 	Ongoing throughout the 23-24 school year.	Region 13 MEP Staff	TX-NGS PFS Reports, PFS Criteria, PFS Student Progress Review Forms, sign-in sheets, phone call logs
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children. 	Ongoing throughout the 23-24 school year.	Region 13 MEP Staff	TX-NGS Reports, PFS Criteria, PFS Student Progress Review Forms, sign-in sheets, phone call logs
Additional Activities			
<ul style="list-style-type: none"> During the academic year, the district's LEA Migrant contact will share progress reports, identifying information, and PFS information to campus staff, as needed. 	Ongoing throughout the 23-24 school year.	LEA Migrant Contact	TX-NGS PFS reports, Progress Review Forms, email communications
Provide services to PFS Migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C Migrant Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Ongoing throughout the 23-24 school year.	Region 13 MEP staff	TX-NGS PFS Report, PFS Student Progress Review Forms, sign-in sheets, phone call logs, email communications

<ul style="list-style-type: none"> • The district's Title I, Part C Migrant Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Ongoing throughout the 23-24 school year.	Region 13 MEP staff LEA Migrant Contact	TX-NGS PFS Report, PFS Student Progress Review Forms, sign-in sheets, phone call logs, email communication
<ul style="list-style-type: none"> • The district's Title I, Part C Migrant Coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Ongoing throughout the 23-24 school year.	Region 13 MEP staff LEA Migrant Contact	ESSA Supplement vs Supplant criteria, PFS Criteria, email communications
Additional Activities			
<ul style="list-style-type: none"> • During the academic year, the district's LEA Migrant contact will share any additional services provided at the district level to the PFS students. 	Ongoing throughout the 23-24 school year.	LEA Migrant Contact	PFS Progress Review Forms, email communications
<ul style="list-style-type: none"> • Perform an individualized case action plan for all PFS students. 	Fall Semester & Spring Semester	Region 13 MEP team PFS Committee	Progress Review Forms Attendance records, STAAR Data, email communication, student action plan, supplemental instructional support spreadsheet

Ana Griffiths

LEA Signature

11/10/2023

Date Completed

Ana Segulin

ESC Signature

11/3/2023

Date Received

Policy Documents & Addendums

District Policies, Procedures and Requirements 2023-2024 PfISD District Improvement Plan

Bullying Prevention

- [Pflugerville ISD Student Handbook](#) (pg. 33)
- [FFI\(LOCAL\) Student Welfare: Freedom from Bullying](#)

Coordinated Health Program

- PfISD Coordinated Health Program:
 - [Elementary Health & PE](#)
 - [Middle School & High School PE](#)
 - [Middle School & High School Health](#)
- [School Health Advisory Council \(SHAC\)](#)
- [See FFA\(LOCAL\) Student Welfare: Wellness and Health Services](#)

Disciplinary Alternative Education Program (DAEP)

- [Pflugerville ISD Student Handbook](#) (pg. 17)
- [Provan Opportunity Center \(OC\)](#) - Campus Website
- Disproportionality Rates Addressed in Comprehensive Needs Assessment

Decision-Making and Planning Policy Evaluation

- [BQ\(LOCAL\) Planning and Decision-Making Process](#)

Dropout Prevention

- [Pflugerville Academic & Career Education \(PACE\)](#) - Campus Website
- Dropout Rates Addressed in Comprehensive Needs Assessment

Dyslexia Treatment Program

- [PfISD Dyslexia Handbook](#)

Title I, Part C Migrant

- [PfISD Department of Federal & State Programs Website](#)

Pregnancy Related Services

- [PfISD Health Services Website](#)
- [PfISD Social Work Website](#)
- [PfISD Section 504 Administrative Guidelines](#) (pg. 6)

Post-Secondary Preparedness

- [PfISD Postsecondary Readiness Website](#)

Recruiting Teachers & Paraprofessionals

- [PfISD Human Resources – Careers Website](#)

Child Abuse & Neglect

- [PfISD Employee Handbook](#) - Reporting Suspected Child Abuse (pg. 64)
- [PfISD Employee Handbook](#) - Sexual Abuse & Maltreatment of Children (pg. 65)
- [FFG\(LOCAL\) – Student Welfare: Child Abuse and Neglect](#)
- [FFF\(LOCAL\) – Student Welfare: Student Safety](#)

Student Welfare: Crisis Intervention Programs and Training

- [Pflugerville ISD Student Handbook](#) (pg. 70)
 - Suicide prevention, intervention, and postvention (pg. 71)
 - Substance Abuse (pg. 71)
 - Mental Health promotion (pg. 71)
- [PfISD Social Work Website](#)
- [FFB\(LOCAL\) FFB – Student Welfare: Crisis Intervention](#)

Student Welfare: Discipline/Conflict/Violence Management

- [Pflugerville ISD Student Handbook](#) (pg. 47)
- [FO\(LOCAL\) — Student Discipline](#)
- [PfISD MTSS - Behavior Website](#)

Texas Behavior Support Initiative (TBSI)

- [Pflugerville ISD Student Handbook](#) – Positive Behavior Interventions & Supports (pg. 71)
- [PfISD MTSS - Behavior Website](#)
- [PfISD Special Education Website](#) – Behavior Support Services

Technology Integration

- [PfISD Technology Integration Website](#)

Job Description for Peace Officers, Resource Officers, & Security Personnel (TEC 11.252 & CKE(LEGAL))

- [Security Officer](#)
- [Police Department Positions](#) (Chief, Dispatcher, Records Clerk, Lieutenant, Detective, Officer, Sergeant)
- [CKE\(LOCAL\) — Safety Program/Risk Management: Security Personnel](#)

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Minimum Standards	In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	

Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action	
<i>Bullying</i>	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	<p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Wellness

The District shall support the general wellness of all students by implementing measurable goals to promote sound nutrition and student health and to reduce childhood obesity.

[See EHAA for information regarding the District's coordinated school health program.]

Development, Implementation, and Review of Guidelines and Goals

The local school health advisory council (SHAC), on behalf of the District, shall review and consider evidence-based strategies and techniques and shall develop nutrition guidelines and wellness goals as required by law. In the development, implementation, and review of these guidelines and goals, the SHAC shall permit participation by parents, students, representatives of the District's food service provider, physical education teachers, school health professionals, members of the Board, school administrators, and members of the public.

[See BDF for required membership of the SHAC.]

Wellness Plan

The SHAC shall develop a wellness plan to implement the District's nutrition guidelines and wellness goals. The wellness plan shall, at a minimum, address:

1. Strategies for soliciting involvement by and input from persons interested in the wellness plan and policy;
2. Objectives, benchmarks, and activities for implementing the wellness goals;
3. Methods for measuring implementation of the wellness goals;
4. The District's standards for foods and beverages provided, but not sold, to students during the school day on a school campus; and
5. The manner of communicating to the public applicable information about the District's wellness policy and plan.

The SHAC shall review and revise the plan on a regular basis and recommend revisions to the wellness policy when necessary.

Nutrition Guidelines

Foods and
Beverages Sold

The District's nutrition guidelines for reimbursable school meals and all other foods and beverages sold or marketed to students during the school day shall be designed to promote student health and reduce childhood obesity and shall be at least as restrictive as federal regulations and guidance, except when the District allows an exemption for fundraising activities as authorized by state and federal rules. [See CO and FJ]

Foods and
Beverages Provided

The District shall establish standards for all foods and beverages provided, but not sold, to students during the school day. These standards shall be addressed in the District's wellness plan.

Wellness Goals

Nutrition Promotion
and Education

The District shall implement, in accordance with law, a coordinated school health program with a nutrition education component. [See EHAA] The District's nutrition promotion activities shall encourage participation in the National School Lunch Program, the School Breakfast Program, and any other supplemental food and nutrition programs offered by the District.

The District establishes the following goals for nutrition promotion:

1. The District's food service staff, teachers, and other District personnel shall consistently promote healthy nutrition messages in cafeterias, classrooms, and other appropriate settings.
2. The District shall share educational nutrition information with families and the general public to promote healthy nutrition choices and positively influence the health of students.

The District establishes the following goals for nutrition education:

1. The District shall deliver nutrition education that fosters the adoption and maintenance of healthy eating behaviors.
2. The District shall make nutrition education a District-wide priority and shall integrate nutrition education into other areas of the curriculum, as appropriate.
3. The District shall provide professional development so that teachers and other staff responsible for the nutrition education program are adequately prepared to effectively deliver the program.

Physical Activity

The District shall implement, in accordance with law, a coordinated health program with physical education and physical activity components and shall offer at least the required amount of physical activity for all grades. [See BDF, EHAA, EHAB, and EHAC]

The District establishes the following goals for physical activity:

1. The District shall provide an environment that fosters safe, enjoyable, and developmentally appropriate fitness activities for all students, including those who are not participating in physical education classes or competitive sports.
2. The District shall provide appropriate staff development and encourage teachers to integrate physical activity into the academic curriculum where appropriate.

3. The District shall make appropriate before-school and after-school physical activity programs available and shall encourage students to participate.
4. The District shall make appropriate training and other activities available to District employees in order to promote enjoyable, lifelong physical activity for District employees and students.
5. The District shall encourage parents to support their children's participation, to be active role models, and to include physical activity in family events.
6. The District shall encourage students, parents, staff, and community members to use the District's recreational facilities, such as tracks, playgrounds, and the like, that are available outside of the school day. [See GKD]

Other School-Based Activities

The District establishes the following goals to create an environment conducive to healthful eating and physical activity and to promote and express a consistent wellness message through other school-based activities:

1. The District shall allow sufficient time for students to eat meals in cafeteria facilities that are clean, safe, and comfortable.
2. The District shall promote wellness for students and their families at suitable District and campus activities.
3. The District shall promote employee wellness activities and involvement at suitable District and campus activities.

Implementation

The Superintendent shall oversee the implementation of this policy and the development and implementation of the wellness plan and appropriate administrative procedures.

Evaluation

The District shall comply with federal requirements for evaluating this policy and the wellness plan.

Public Notification

The District shall annually inform and update the public about the content and implementation of the wellness policy, including posting on its website copies of the wellness policy, the wellness plan, and the required implementation assessment.

Records Retention

The District shall retain all the required records associated with the wellness policy, in accordance with law and the District's records management program. [See CPC and FFA(LEGAL)]

PLANNING AND DECISION-MAKING PROCESS

BQ
(LOCAL)

The Board shall approve and periodically review the District's vision, mission, and goals to improve student performance. The vision, mission, goals, and the approved District and campus objectives shall be mutually supportive and shall support the state goals and objectives under Education Code, Chapter 4. [See AE]

District Improvement Planning Process

The District's planning process to improve student performance includes the development of the District's educational goals, the legal requirements for the District and campus improvement plans, all pertinent federal planning requirements, and administrative procedures. The Board shall approve the process under which the educational goals are developed and shall ensure that input is gathered from the District-level committee. [See BQA]

Parent and Family Engagement Plan

The Board shall ensure that the District and campus improvement plans, as applicable, address all elements required by federal law for receipt of Title I, Part A funds, including elements pertaining to parent and family engagement. The District-level and campus-level committees shall involve parents and family members of District students in the development of such plans and in the process for campus review and improvement of student academic achievement and campus performance. [See EHBD]

Administrative Procedures and Reports

The Board shall ensure that administrative procedures are developed in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization; adequately reflect the District's planning process; and include implementation guidelines, time frames, and necessary resources. The District-level and campus-level committees shall be involved in the development of these procedures. [See BQA and BQB]

The Superintendent shall report periodically to the Board on the status of the planning process, including a review of the related administrative procedures, any revisions to improve the process, and progress on implementation of identified strategies.

Evaluation

The Board shall ensure that data are gathered and criteria are developed to undertake the required biennial evaluation to ensure that policies, procedures, and staff development activities related to planning and decision-making are effectively structured to positively impact student performance.

**Program to Address
Child Sexual Abuse,
Trafficking, and
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child
Abuse and Neglect**

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the [Texas Abuse Hotline Website](#)¹;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers.

[See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus princi-

pal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

Confidentiality

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

**Failing to Report
Suspected Child
Abuse or Neglect**

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

**Responsibilities
Regarding
Investigations**

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

¹ Texas Abuse Hotline Website: <http://www.txabusehotline.org>

The District shall notify a parent of a student with whom an educator is alleged to have engaged in misconduct, informing the parent:

1. As soon as feasible that the alleged misconduct may have occurred;
2. Whether the educator was terminated following an investigation of the alleged misconduct or resigned before completion of the investigation; and
3. Whether a report was submitted to the State Board for Educator Certification (SBEC) concerning the alleged misconduct.

For purposes of this policy, misconduct is defined as an educator's alleged abuse or commission of an otherwise unlawful act with the student or involvement in a romantic relationship, or soliciting or engaging in sexual contact with the student.

[See also FFG for reporting requirements related to child abuse and FFH for parental notification requirements regarding prohibited conduct as defined by that policy.]

**Threat Assessment
and Safe and
Supportive Team**

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Imminent Threats or
Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment
Process

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures, the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.
2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.
3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or
2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

Guidance to School
Community

The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

Reports

The team shall provide reports to the Texas Education Agency as required by law.

Student Code of Conduct

The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.

Rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and
2. Made available on the District's website and/or as a hard copy to students, parents, teachers, administrators, and others on request.

Revisions

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

Extracurricular Standards of Behavior

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property.

A student shall be informed of any extracurricular behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parent shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

“Parent” Defined

Throughout the Student Code of Conduct and discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

General Discipline Guidelines

A District employee shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student’s behavior, to maintain order, or to protect other students, school employees, or property.
2. A student shall be treated fairly and equitably. Discipline shall be based on an assessment of the circumstances of each case. Factors to consider shall include:
 - a. The seriousness of the offense;
 - b. The student’s age;
 - c. The frequency of misconduct;
 - d. The potential effect of the misconduct on the school environment;
 - e. Requirements of Chapter 37 of the Education Code; and
 - f. The Student Code of Conduct adopted by the Board.
3. Before a student under 18 is assigned to detention outside regular school hours, notice shall be given to the student’s parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Corporal Punishment

The Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or subjected to other physical force as a means of discipline for violations of the Student Code of Conduct.

Physical Restraint

Note: A District employee may restrain a student with a disability who receives special education services only in accordance with law. [See FOF(LEGAL)]

Within the scope of an employee’s duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury.
2. Obtain possession of a weapon or other dangerous object.

STUDENT DISCIPLINE

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3. Protect property from serious damage.
4. Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.

Video and Audio Monitoring

Video and audio recording equipment shall be used for safety purposes to monitor student behavior on District property.

The District shall post signs notifying students and parents about the District's use of video and audio recording equipment. Students shall not be notified when the equipment is turned on.

Use of Recordings

The principal shall review recordings as needed, and evidence of student misconduct shall be documented. A student found to be in violation of the District's Student Code of Conduct shall be subject to appropriate discipline.

Access to Recordings

Recordings shall remain in the custody of the District and shall be maintained as required by law. A parent or student who wishes to view a recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]

Pflugerville Independent School District - Job Description

Job Title/Position:	Security Officer	Department/School:	Health & Safety Services
Pay Information:	Clerical/Paraprofessional Compensation Plan	Supervised By:	Executive Director of Health & Safety or Designee
FLSA:	Non-Exempt	Date Revised:	January 2020

Primary Purpose:

Ensure the safety and well-being of all students and staff at assigned school site(s). Provide routine security duties and protection for students and vehicles in the student parking lot and provide first line of assistance/intervention in dealing with related issues. Assist school administration and staff in maintaining order, resolving conflicts, and ensuring that student school code of conduct and district local board policies are followed on school property.

Minimum Qualifications (Experience/Education/Certification):

High school diploma or GED; two (2) years of experience in security of schools, government, industry, military, or law enforcement; valid Driver's License and clean driving record; CPR certification; pass screening and DPS background checks.

Major Responsibilities:

1. Provide visibility, patrol interior and exterior of campus or district owned property, provide assistance, and be an emergency contact for all staff, students, faculty and guests of the school site.
2. Report all concerns related to health and safety to department administration, and incidents of misbehavior to the proper school authority.
3. Respond to all alarms, security situations, breaches, maintenance problems, and fire and building hazards, as requested.
4. Assist local law enforcement and other emergency response staff as requested.
5. Complete all documentation and incident reports as established by campus, department, or district administration.
6. Develop and maintain effective working relationships with all stakeholders within PfISD.
7. Assist in evacuations of students and staff during drills and emergency situations.
8. Respond to calls for service which may include theft, criminal mischief, and minor investigations, escorting students as requested, disturbances or disorders on school district sites.
9. Work overtime assignments as assigned on any campus within the district.
10. Maintain professional standards and a school environment that is safe and secure for all students and staff.
11. Maintain and follow all necessary rules and regulations to maintain Security officer license with Texas DPS.
12. Follow Educator Code of Conduct & all policies, procedures, laws and State/Federal regulations.
13. Perform other duties as assigned.

Special Knowledge/Skills:

- Supervise and direct students in a friendly, unemotional manner.
- Work cooperatively and effectively with faculty and staff.
- Interpret and enforce rules and regulations according to varying situations.
- Write complete and concise reports.
- Handle a variety of tasks and set priorities among them for timely completion.
- Perform well under pressure.
- Resolve matters with discretion and diplomacy.
- Exercise discretion in the dissemination of information.
- Ability to use two-way radios, computers, and body cameras.

Supervisory Responsibilities:

None

Working Conditions (Mental Demands/Physical Demands/Environmental Demands):

Exposure daily to possible adverse weather elements for extended periods of time. Must be able to push, pull, lift, and/or carry at least 40 lbs. Maintain emotional control under stress. May be subjected to hazardous conditions. Ability to endure continuous walking and standing.

The foregoing statements are intended to describe the general nature and level of work being performed by employees assigned to this job title. They are not intended to be construed as an exhaustive list of all responsibilities, duties, knowledge, skills, and abilities required.

Employee's Signature: _____ Date: _____

Employee's Printed Name: _____

Pflugerville Independent School District - Job Description

Job Title/Position:	Police Officer	Department/School:	Police Department/Assigned Campus(es)
Pay Information:	Police Department Compensation Plan	Supervised By:	Chief of Police
FLSA:	Non-Exempt	Date Revised:	January 2020

Primary Purpose:

Patrols district property to protect all students, personnel, and visitors from physical harm and prevent property loss due to theft or vandalism. Enforces all laws including municipal ordinances, county ordinances, and state laws. Works independently.

Minimum Qualifications (Experience/Education/Certification):

High school diploma or GED; Texas Peace Officer License issued by Texas Commission on Law Enforcement (TCOLE); clear and valid Texas driver's license; background in law enforcement or related work experience.

Major Responsibilities:

1. Perform daily operations of the district police department to ensure effective law enforcement.
2. Coordinate and collaborate enforcement activities with other department directors and campus principals and work cooperatively to develop and implement preventative policing, police programs, gang management plans, and other safety programs; collaborate with PD Leadership and the Executive Director of Health, Safety, Crisis and Emergency Management as appropriate.
3. Investigate and make recommendations on all complaints and accusations made against district police officers or staff as assigned by PD leadership.
4. Develop and present in-service training for department and PfISD employees as appropriate.
5. Ensure enforcement of all laws and ordinances within the scope of board policy and the jurisdiction of district.
6. Oversee investigation of criminal activities that occur within the district's jurisdiction and support other agencies conducting investigations.
7. Serve as district liaison to state and local law enforcement agencies and juvenile authorities and represent the district on assigned committees and task forces.
8. Patrol district property to protect all students, staff and visitors from physical harm and prevent property loss due to theft or vandalism.
9. Follow the district Emergency Response Guide and Emergency Operations Procedures (EOP).
10. Collaborate, communicate and coordinate with the PfISD HR Administrator as appropriate.
11. Compile, maintain, and file all reports, records, and other documents as required.
12. Communicate effectively with students, parents, staff, and the community.
13. Adhere to standards for the department based on accepted practices in each specific area of operation.
14. Follow Educator Code of Conduct & all policies, procedures, laws and State/Federal regulations.
15. Perform other duties as assigned.

Special Knowledge/Skills:

- General knowledge of criminal investigation, police report writing, and criminal laws
- Training and ability to subdue offenders, including use of firearms and handcuffs
- Bonded as required by Texas Education Code §37.081(h)
- Ability to pass required physical, psychiatric, and drug tests
- Ability to work well with youth and adults

Supervisory Responsibilities:

None

Working Conditions (Mental Demands/Physical Demands/Environmental Demands):

Tools/Equipment Used: District vehicle, firearms, handcuffs, security equipment, two-way radio, alarm system and other security equipment, fire extinguisher, and standard office equipment including computer and peripherals

Posture: Prolonged sitting and standing

Motion: Strenuous walking and climbing; frequent keyboarding/mouse, prolonged driving

Lifting: Moderate lifting and carrying (15–44 pounds)

Environment: Work inside and outside (moderate exposure to sun, heat, cold, and inclement weather), moderate exposure to noise, frequent districtwide travel

Other: Specific hearing and visual requirements; may be subject to adverse and hazardous working conditions including violent and armed confrontations; ability to control sudden violent or extreme physical acts of others and exhibit rapid mental and muscular coordination simultaneously

Mental Demands: Maintain emotional control under stress; prolonged hours; call back status for emergencies.

The foregoing statements are intended to describe the general nature and level of work being performed by employees assigned to this job title. They are not intended to be construed as an exhaustive list of all responsibilities, duties, knowledge, skills, and abilities required.

Employee's Signature: _____ Date: _____

Employee's Printed Name: _____

**District Police
Department**

To ensure sufficient security and protection of students, staff, and property, the Board authorizes the formation of a District police department and shall employ and commission police officers.

Supervisory
Authority

The chief of police shall be accountable to and shall report to the Superintendent. In accordance with law, the Superintendent shall not delegate this supervisory responsibility.

Jurisdiction

The jurisdiction of police officers shall include all territory within District boundaries, as well as all real and personal property outside the boundaries of the District that is owned, leased, or rented by the District, or is otherwise under the District's control. Officers shall have statewide jurisdiction while traveling for District events in accordance with the Texas Code of Criminal Procedure.

Police Authority

Police officers employed by the District shall have all the powers, privileges, and immunities of police officers on or off duty within the jurisdiction of the District. Subject to limitations in law, District police officers shall have the authority to:

1. Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District.
2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, District police officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure.
3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.
4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of all laws as necessary.
5. Enforce all laws and District policies, rules, and regulations on District property, in school zones, at bus stops, or at District functions.
6. Assist in investigating violations of District policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations.
7. Carry weapons as directed by the chief of police and approved by the Superintendent.

8. Carry out all other duties as directed by the chief of police or Superintendent.

District police officers shall not be assigned routine classroom discipline or administrative tasks. District police officers shall only be assigned duties relating to law enforcement intervention and shall not be tasked with behavioral or administrative duties better addressed by other District employees.

Temporary Assignment

District police officers shall enforce all laws, including municipal ordinances, county ordinances, and state laws within another law enforcement agency's jurisdiction while temporarily assigned to the other agency.

Limitations on Nonschool Employment

No officer commissioned under this policy shall provide law enforcement or security services for an outside employer without prior written approval from the chief of police.

Relationship with Outside Agencies

The District's police department and the law enforcement agencies with which it has overlapping jurisdiction shall enter into a memorandum of understanding that outlines reasonable communication and coordination efforts among the department and the agencies. The memorandum of understanding shall be approved by the Board.

Video Monitoring

If available, video equipment shall be used on a District police car for safety purposes whenever the flashing lights on the car are in use.

Access to Recordings

Recordings shall be considered law enforcement records, shall remain in the custody of the chief of police, and shall be maintained as required by the department regulations manual and law. A parent or student who wishes to view a video recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]

Body-Worn Cameras

District officers shall use body-worn cameras only when performing official law enforcement duties and in accordance with the provisions of the District police department's body-worn camera program. Officers shall receive training on the program, including proper use and operation of cameras. Any District employee who has access to data from body-worn cameras shall receive training on storage, retention, and release of recordings.

Training

All District officers shall receive at least the minimum amount of education and training required by law.

Department Regulations Manual

To carry out the provisions in this policy, the police department shall compile and maintain a manual that describes and sets forth operational procedures, rules, and regulations pertaining to the ad-

ministration of police services. The chief of police and the Superintendent shall review the manual annually and make any appropriate revisions.

Racial Profiling

The chief of police shall develop and implement regulations to ensure compliance with state law regarding racial profiling. Police officers employed by the District shall not initiate any law enforcement action based on an individual's race, ethnicity, or national origin.

Use of Force

The use of force, including deadly force, shall be authorized only when reasonable and necessary, as outlined in the department regulations manual.

High-Speed Pursuit

Officers shall not engage in high-speed chases in a motor vehicle when the immediate danger to the public or the officer created by the pursuit exceeds the immediate or potential danger presented by the offenders remaining at large. Guidelines for high-speed pursuits shall be addressed in the department regulations manual.

Complaints

Complaints against a District police officer shall be in writing on a form provided by the District and shall be signed by the person making the complaint. In accordance with law, the District shall provide to the police officer a copy of the complaint.

Appeals regarding this complaint process shall be filed in accordance with DGBA, FNG, or GF, as appropriate.

[See CKEA(LEGAL)]

School Marshals

Pursuant to its authority under state law, the Board may appoint an employee of the District to serve as a school marshal if the employee is certified as eligible by the Texas Commission on Law Enforcement (TCOLE). [See CKEB(LEGAL)]