

Pflugerville Independent School District

Dessau Middle School

2025-2026

Accountability Rating: C



Board Approval Date: October 16, 2025
Public Presentation Date: October 2, 2025

Mission Statement

The mission of Dessau Middle School is to build a **respectful** and **inclusive** learning community that **empowers** leadership and ensures **success** for all.

Vision

Diamondbacks **RISE** everyday.

Respectful

Inclusive

Successful

Empowered

Value Statement

At Dessau Middle School, we value:

- the **Diversity** of our learning community.
- **Inclusivity** within our learning community.
- the **Safety** of all members within our learning community.
- the **Pride** and **Strength** within our learning community.
- the **Determination** of Diamondbacks to **RISE everyday?**

Dessau Proud, Dessau Strong, Dessau RISING!

Comprehensive Needs Assessment

Demographics

Demographics Summary

Students

Dessau Middle is a 6th-8th grade campus with a current enrollment of 596 students. We are an open-enrollment campus that serves the Pflugerville and Austin area. The ethnicity of our students is comprised of 68% Hispanic-Latino. Our African-American student population is the second largest at 13.8%, which has increased slightly from the prior year. The third-largest population of our enrolled students is our Asian student group at 8.5%, followed by our White student population at 7.4%, Two or More Races at 2.7%, and American Indian/Alaska Native at 0.34%. Our male and female enrollment is 51.51% and 48.49% respectively.

Student Demographics - Dessau Middle School (Source: TAPR & OnDataSuite; Skyward for 2024-2025)						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Enrollment	795	799	727	681	669	596
African American	16.9%	17.3%	14.7%	12.8%	13.8%	13.76%
Hispanic	65.4%	68.1%	70.0%	71.1%	68.2%	67.79%
White	6.9%	5.8%	5.9%	4.9%	5.65%	7.38%
American Indian	0.3%	0.3%	0.1%	0.4%	0.2%	.34%
Asian	9.1%	7.4%	6.1%	8.7%	9.3%	8.05%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	1.5%	1.3%	2.4%	2.2%	2.7%	2.68%

Dessau Middle School is a Title I campus with 80.4% of our students identified as economically disadvantaged. Emergent Bilingual students comprise 53.52% of our student population. Our students classified as At-Risk has increased from 81% to 85%, primarily for not underperforming on STAAR tests and core subject area classes. Our special education student group is 18.6% (which is a 1.3% higher than the prior year), and 9.9% of students are identified for Gifted and Talented. DMS currently has no migrant students, 2% immigrant students, and 10 students experiencing homelessness.

Student Special Program Identification/Participation - Dessau Middle School (Source: TAPR & OnDataSuite; Skyward for 2024-2025)						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Economically Disadvantaged	82.0%	73.1%	68.4%	65.2%	82.9%	80.37%
Emergent Bilingual Students	39.5%	46.1%	54.5%	57.4%	56.5%	53.52%
At-Risk	65.3%	67.6%	78.7%	80.2%	80.8%	85.40%

Student Special Program Identification/Participation - Dessau Middle School (Source: TAPR & OnDataSuite; Skyward for 2024-2025)						
Special Education	15.1%	15.0%	16.8%	15.4%	17.3%	18.62%
Gifted & Talented	5.7%	5.4%	6.2%	8.6%	8.6%	9.90%
Dyslexia	1.8%	4.3%	6.1%	7.5%	8.6%	8.39%
Section 504	7.6%	6.8%	8.5%	10.8%	11.0%	10.40%
Immigrant	2.1%	2.1%	4.7%	4.1%	4.1%	2.01%
Homeless	1.1%	1.5%	0.8%	1.3%	0.9%	1.68%
Migrant	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Campus Mobility Rate (for prior year)	13.7%	14.9%	11.3%	not yet reported	not yet reported	not yet reported

Staff

The teacher demographics at DMS are not reflective of the student demographics. Dessau Middle School administration has strategically attended recruiting opportunities to recruit a diverse staff and qualified staff. Although the 68.2% of our students are Hispanic, our Hispanic teacher population is 17.6% (which is nearly a 4% increase from the prior year).

Teacher Demographics - Dessau Middle School					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Total Teachers	61.5	66	59.7	60.9	59.8
African American	13.60%	12.00%	12.8%	23.4%	28.9%
Hispanic	20.80%	17.70%	16.7%	13.1%	17.6%
White	59.20%	64.20%	63.8%	60.2%	48.2%
American Indian	1.60%	1.50%	1.7%	1.6%	1.7%
Asian	0.00%	0.00%	0.0%	0%	1.9%
Pacific Islander	0.00%	0.00%	0.0%	0%	0.0%
Two or More Races	4.90%	4.50%	5.0%	1.6%	1.7%

The majority of teachers at Dessau Middle School, 43.7%, have been teachers for 1-5 years, with 10% of the teachers being in their first year of teaching, which is 14% decrease from last year. Additionally, Dessau Middle School has 8 teacher facilitators. Of the 9 teacher facilitators, 3 of these teacher facilitators teach in core content areas, while the remaining 6 teacher facilitators teach electives.

Teachers by Years of Experience - Dessau MS (Source: TAPR)							
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Beginning Teachers	14.8%	5.7%	3.8%	4.5%	4.2%	24.3%	9.9%
1-5 Years Experience	39.0%	51.0%	45.0%	43.4%	32.7%	27.8%	43.7%
6-10 Years Experience	13.0%	14.9%	16.5%	23.4%	28.8%	19%	18.0%
11-20 Years Experience	25.2%	19.7%	23.5%	21.5%	21.6%	19.1%	16.2%
Over 20 Years Experience	8.1%	8.7%	11.3%	7.2%	12.7%	9.8%	12.2%

Demographics Strengths

Dessau Middle School has a diverse student population. Our students' cultural backgrounds, beliefs, and languages contribute to a rich representation of the community the school serves. This cultural and ethnic diversity contributes to a rich school environment. At Dessau Middle School we work to create a place for students and staff to recognize and celebrate the diverse experiences of our students. This creates an opportunity for us to teach our students to understand and embrace diversity and develop a global learner mindset. Our students engage in many campus-based activities that promote student leadership, positive citizenship and collaboration from student to student and student to staff. Students from Dessau Middle School have been able to model these leadership skills in a variety of ways, such as school and community leadership opportunities such as presenting at the Annual TABSE Student Governance conference, performing at South Western University and mentoring at local elementary schools.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our Economically Disadvantaged student group makes up 80.4% of our overall enrollment. Additionally, our Emergent Bilingual population makes up over half of our student population at 53.5%. The majority of our students, 85.4%, are identified as At-Risk. Our students show gaps in learning on state assessments.

Root Cause: Our staff needs support and professional development in implementing culturally relevant ,high yield instructional strategies, high quality instructional materials, analyzing student data to drive planning and intervention, understanding new developments in curriculum, and meeting the social and emotional needs of the student population.

Problem Statement 2: The majority of the teachers at Dessau Middle School have been teaching for 1-5 years. With 43.7% of our teachers teaching for less than 5 years, there is a need to provide support for strong pedagogical practices., ongoing coaching, and meaningful evaluations.

Root Cause: Teachers at Dessau Middle School expressed the need for more effective and timely evaluation that will provide observation and feedback that supports the implementation of high yield instructional strategies and and pedagogical skills to support rigorous instructional practices. On the Spring 2025 UpBeat Survey, 23% of teachers had a negative perception of the evaluation process.

Problem Statement 3: DMS had a cumulative attendance rate of 92.3% for the 2023-2024 school year. For the 2024-2025 school DMS had a -0.4 decrease in the attendance rate, making the current attendance rate 91.9%. The Chronic Absenteeism rate increased from the prior year from 25.5% to 29.8%.

Root Cause: Dessau Middle School needs to strengthen its protocols and consistently implement procedures to respond to students with low attendance, in addition to written communication, home visits and increased opportunities for parent informational meetings.

Problem Statement 4: Based on a LEAPS survey completed in November 2024, a large percentage of students, in grades 6th -8th, feel that what they learn in the classroom is often not connected to their life outside of the classroom.

Root Cause: Cultural proficiency professional development for instructional staff remains an ongoing area of focus. Language and cultural barriers also inhibit school-to-home connections, or real world connections for students.

Student Learning

Student Learning Summary

MATH: Star360 Results 2024-2025				
	At/Above Benchmark		Urgent Intervention	
	BOY	EOY	BOY	EOY
6th Grade	68.65%	65.22%	9.73%	9.25%
7th Grade	48.28%	50.58%	23.56%	17.44%
8th Grade	49.25%	60.91%	18.91%	9.14%

- For math, there were increases in students performing *At/Above Benchmark* from BOY to EOY across all grade levels, with the exception of 6th grade.
- Across all grade levels, there were decreases in the overall percentage of students scoring at the *Urgent Intervention* level from BOY to EOY. In 8th grade the percentage of students in urgent need of intervention was cut in half, dropping from 18.9% to 9.14%.

READING: Star360 Results 2024-2025				
	At/Above Benchmark		Urgent Intervention	
	BOY	EOY	BOY	EOY
6th Grade	32.98%	50.8%	28.8%	8.56%
7th Grade	32.96%	41.99%	27.93%	16.02%
8th Grade	41.23%	46.53%	21.8%	16.83%

- For reading, across all grade levels, there were increases in the percentages of students performing *At/Above Benchmark* by the EOY (18% at 6th grade; 10% at 7th grade, and 5% at 8th grade) and significant decreases at *Urgent Intervention* by the end of the year (20% at 6th grade; 11% at 7th grade, and 5% at 8th grade).

STAAR Results: Spring 2021 through Spring 2025

MATH STAAR Results															
	2021			2022			2023			2024			*2025		
	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>
6th Grade	50%	17%	3%	59%	24%	3%	65%	21%	2%	50%	15%	3%	68%	26%	4%
7th Grade	29%	4%	0%	29%	2%	0%	24%	5%	1%	22%	8%	0%	23%	11%	0%

MATH STAAR Results															
8th Grade	41%	19%	4%	56%	19%	2%	56%	24%	6%	59%	17%	4%	65%	36%	7%
Algebra I	81%	51%	36%	95%	54%	30%	96%	64%	24%	94%	56%	26%	97%	81%	46%

* Early Results

READING STAAR Results															
	2021			2022			2023			2024			*2025		
	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>
6th Grade	43%	15%	5%	51%	24%	13%	71%	36%	9%	63%	31%	8%	78%	45%	18%
7th Grade	52%	32%	16%	65%	33%	19%	66%	35%	11%	58%	29%	11%	64%	34%	10%
8th Grade	59%	26%	9%	71%	42%	23%	74%	40%	14%	73%	46%	16%	78%	46%	22%

* Early Results

SCIENCE & SOCIAL STUDIES STAAR Results															
	2021			2022			2023			2024			*2025		
	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>
Science (8th Grade)	46%	25%	13%	48%	19%	7%	52%	20%	4%	49%	22%	3%	56%	25%	5%
Social Studies (8th Grade)	36%	15%	5%	35%	11%	3%	37%	5%	1%	44%	15%	5%	40%	18%	6%

* Early Results: There were no gains in Approaches for 8th grade social studies. Approached decreased for 4% from 44% to 40% at Approaches. Minimal gains were made in Meets (+3%) and Masters (+1%). The were slight increased in Approached (7% increase), Meets (10% increase) , and Masters (4% increase).

2025 TELPAS Results

For the Spring 2025 the Closing the Gaps English Language Proficiency target of 44% was exceeded and 4 out 4 possible points were earned. Most 6th and 7th graders are at Advanced in Listening and Advanced High in 8th grade. In Speaking, most 6th graders are intermediate, while the majority of 7th and 8th grade scored at Advanced. Overall, in the composite rating, most students have an Advanced rating.

	Listening				Speaking				Reading				Writing				Composite (Overall) Rating			
	BEG	INT	ADV	ADV H	BEG	INT	ADV	ADV H	BEG	INT	ADV	ADV H	BEG	INT	ADV	ADV H	BEG	INT	ADV	ADV H
6th Grade	5%	23%	40%	32%	17%	51%	30%	3%	7%	23%	39%	31%	10%	37%	43%	9%	4%	32%	56%	8%
7th Grade	6%	21%	39%	34%	16%	39%	41%	4%	10%	21%	34%	34%	8%	43%	42%	7%	3%	32%	47%	18%
8th Grade	3%	19%	26%	52%	8%	41%	47%	5%	3%	29%	36%	31%	9%	47%	37%	6%	1%	25%	58%	17%
All Students	4%	21%	35%	40%	13%	44%	39%	4%	7%	24%	37%	32%	9%	43%	41%	7%	3%	29%	54%	14%

Annual Dropout Rates (7th-8th Graders)			
	2020-2021	2021-2022	2022-2023
State	0.9%	0.7%	0.8%
District - PflSD	1.0%	0.4%	0.7%
All Students - DMS	1.8%	0.7%	1.0%

2025 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		78	C	
Student Achievement		67	D	0%
STAAR Performance	36	67		
College, Career and Military Readiness				
Graduation Rate				
School Progress		76	C	70%
Academic Growth	65	76	C	✓
Relative Performance (Eco Dis: 80.4%)		75	C	
Closing the Gaps	63	84	B	30%

Missed Closing the Gaps Targets

- **Academic Achievement in RLA: All Students**
- **Academic Achievement in Math: All Students, African American student group, Hispanic student group, High Focus student group**
- **Academic Growth in Math: All Students, African American student group, Hispanic student group, High Focus student group**
- **Student Success: All Students, African American student group, Hispanic student group, High Focus student group**

Student Learning Strengths

- For the Spring 2025 the Closing the Gaps English Language Proficiency target of 44% was exceeded and 4 out of 4 possible points were earned.
- There were gains in 8th grade science at Approaches (+7%) , Meets (+3), and Masters (+2).
- Our students continue to show progress RLA with all grade levels making significant gains. Our 8th grade students increased the percent of students at Approaches (+5) and Masters (+6) on the STAAR assessment. Similar results were seen at the 6th and 7th grade level. Our 6th score RLA scores increase from 63% to 78% at Approaches, from 31% to 45 % at Meets, and from 8% to 18% at Masters. Our 7th grade students increase at Approaches from 58% to 64%, and 29% to 34% at Meets.
- Star 360 also showed students' growth trending in the right direction with students increasing in At or Above Grade Level for all grade levels, from BOY to EOY. Data also showed a decrease in the percent of students in Urgent Intervention from BOY to EOY, in all grade levels.
- Algebra I demonstrated significant gains, with an increase from 56% to 81% in Meets and 26% to 46% at Masters. Gains were made in Approaches, Meets and Masters in 6th and 8th grade math.
- On Star 360 Math screener, 7th and 8th had an increase in **At/or Above Benchmark** from BOY to EOY and decrease in the percent of students at Urgent Intervention.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: From 2021 to 2025, the percentage of 8th grade students achieving at Meets on Science STAAR has been less than 30%. and less than 20% for the Social Studies STAAR.

Root Cause: Teacher turnover has contributed to this. Teachers need coaching on ways to deeply engage students in the learning, and integrating structured student conversations, using culturally relevant instructional strategies and that require high-order thinking skills as well as accommodations for students.

Problem Statement 2: 2025 Closing the Gaps targets for RLA at Meets Grade Level or Above were exceeded for African American, Hispanic, and High Focus group, and missed All Students by 2%. All RLA growth targets were missed and all but two RLA Meets Grade Level or Above targets were missed.

Root Cause: Missed targets for the All Students group and across all student groups indicates the need for improvement with Tier I foundation instruction and campus instructional systems.

Problem Statement 3: While dropout rates for DMS 7th and 8th graders have reduced since 2020-2021, the latest reported rates from 2022-2023 are higher than the prior year and above both the district and State rates.

Root Cause: Dessau Middle School has a high transient population. Families frequently move for various reasons. Communication between parents and the school registrar about reasons and plans after withdrawal are not always clear.

Problem Statement 4: There is a need to provide teachers with ongoing support in implementing high-quality instructional materials using high-yield, culturally relevant instructional strategies that allow students to make real-world connections to learning and their lives.

Root Cause: Dessau Middle School needs to foster more community involvement and plan activities to support building a strong knowledge about our families, community demographics, and student and family's lived experiences.

School Processes & Programs

School Processes & Programs Summary

We are implementing a targeted intervention plan to meet the requirements of HB1416 to provide supplemental accelerated instruction to students. Our interventions include:

- Increasing the length of our advisory period from 30 to 40 minutes daily
- Revamping the model for Advisory (Pfand)
- Using Lowan Education materials and IXL as a part of ongoing intervention and supplement learning and address achievement gaps (Pfand-advisory)
- Increased tutorial support after school Monday -Thursday, providing late bus transportation on Tuesdays & Thursdays
- Monthly Saturday School schedule to provide students with reteach and accelerated instruction on identified TEKS.
- Additionally, some students will be enrolled in courses taught by teachers with TIA distinctions in the areas in which they did not achieve Approaches or higher, where applicable.

Strategies are implemented with consistency and diligence as evidenced by persistent emphasis on PLC collaboration for backwards planning and data analysis and ensuing classroom execution of high yield instructional strategies.

- We will develop a PLC calendar to allow for efficient planning and addressing the learning needs of instructional staff and students.
- We will continue to implement high-yield instructional strategies from our campus playbook.
- We will ensure that all newly on boarded staff receive training on the strategies of the instructional playbook.

Our PBIS team meets regularly and has established a consistent routine in advisory where students receive academic support and SEL through Character Strong. Student will also receive weekly lessons on AVID strategies to promote student success through the developing skills such as focused note taking, setting SMART goals and tracking their academic data.

We will continue to submit our annual [PBIS survey](#) for our staff to generate feedback to inform our strategies.

Dessau Middle School is partnering with Transend, a program that helps increase technology-focused opportunities for student and foster computational thinking. The goal is to develop a plan to increase computer science learning opportunities and increase technology access and programming for our students.

Dessau Middle School uses the following programs to support student success:

- House System
- Classroom Leadership Model
- Restorative Practices
- AVID
- All PRO Dad Chapter
- Building Character Through Service (school-based student service program)
- Trauma Skill Schools (TSS)
- Character Strong SEL
- Fellow Christian Athletes (FCA)
- Girls' Mentorship Program
- Student Council/Principal's Student Leadership Team
- National Junior Honor Society (NJHS)

- Academic UIL
- Various Interest Clubs (Gardening, Crafting, Music, Tech)
- Boys' & Girls' Athletics
- Unified Champion School (UCS)
- Men of Excellence (hosted by feeder, Connally High school)

School Processes & Programs Strengths

- Dessau Middle School has a dedicated and gifted staff that are all encouraged to cultivate their unique perspective and approach while maintaining the professionalism to adhere to common standards.
- We have a very dedicated staff that is committed to engaging in culturally responsive practices notwithstanding the (understandably) existing gaps.
- We have a student population that wants to achieve success and engage in school-wide programs and are motivated to by positive school culture. Our students embrace the challenge to take on leadership opportunities.
- DMS implemented a house system in the Fall of 2021 which is now in the year 5th year of a successful house system. The house system creates a sense of belonging for all members of the Dessau learning community. It also fosters student leadership and character building opportunities for students.
- Teachers have been trained on the use of a classroom leadership model. This model provides students with rotating opportunities to take on leadership roles in the classroom.
- Dessau Middle School also had an award winning step team, Nyoka, that performs within the community and schools to promote unity, positivity and inspiration.
- In the Fall of 2023, we began a Peer Assisted Leadership Program (PALS). This group provide mentorship to feeder elementaries, services to the school community and peer-led tutoring.
- Dessau Middle School is a Unified Champion School (UCS). We have over 30 Unified Champion Ambassadors, general education peers who are dedication to inclusivity of all students.
- We are in our 5th year of utilizing Restorative Practices. This has been successful as it has provided our students with alternatives to resolving conflicts and reestablishing relationships.
- Dessau is still working towards re-validation as an AVID National Demonstration School. We have a strong site team supporting the implementation of our AVID initiatives campus-wide. With a new site coordinator, we launching new efforts to increase the number of students enrolling in advanced classes and increasing our use of WICOR and RACE writing strategies across curriculum.
- We have also established a male mentor group that participates in a leadership academy at our feeder high school (Connally High School), Men of Excellence where we discuss issues that young men commonly face, poste secondary endeavors, entrepreneurship, and leadership in an effort to guide them into better behavioral choices and actions.
- We are beginning a All Pro Dads Chapter at DMS that will engage fathers in partnering with our school to hold forums to discuss relevant issues and build community.
- Dessau has a new girls' leadership program, Ladies of Legacy (LOL). This leadership program cultivates leadership skills in young ladies to to leverage the power of positive influence and mentorship. Members engage in community service and other activities to help develop positive self image and build self efficacy.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Despite building a strong positive climate and culture on the campus, students still need intensive academic intervention to close learning gaps. Increased emphasis must be put on the use of high quality instructional materials, effective instruction strategies that engage students, fill in student understanding gaps, and ensure mastery of the SEs.

Root Cause: We must work to cultivate a commitment to strong instructional practices while guiding teachers and empowering them through encouragement as we reinforce the positive aspects of coaching and providing quality and relevant professional development.

Problem Statement 2: Many students demonstrate a lack of skills to retain and apply learning and/or test taking strategies on assessments.

Root Cause: Teachers have very little time to provide re-teach when students do not grasp concepts. It is a challenge to spiral TEKS to allow for ongoing review of content while

scaffolding for varied levels of need to support all learners.

Perceptions

Perceptions Summary

Although there was an increase in the engagement score and participation percent from Fall 2024 to Spring 2025, we did not reach our goals for engagement and participation percentage.

2024-2025 Upbeat Staff Climate Survey Results			
Overall Goals	Fall 2024	Spring 2025	Change
Engagement Score	76	Goal: 80 Actual: 78	increase by 2.1
Participation	59%	Goal: 70% Actual: 67%	increase by 8%

Areas of Strength: 2 areas of strength on which to build.

Although staff identified **Instructional Leadership** and **Inclusive Practices** as being strengths at Dessau Middle School, the score minimally changed in Instructional Leadership and the score remained unchanged in Inclusive Practices.

Category or Question	Fall 2024 Positive perception Score	May 2025 Positive perception Score	Change
Instructional Leadership	95	Goal: maintain 95 Actual:95	95 was maintained
Inclusive Practices	90	Goal: 100 Actual: 90	the score remained unchanged
Future Commitment	82	Goal: 85 Actual: 92	increased by 10

Targeted Areas: Our areas of growth were **Cultural Competence** and **Student Engagement**.

Category or Question	Fall 2022 Positive perception Score	May 2023 Positive perception Score	Change
Professional Development	80	Goal: 85 Actual: 77	regressed by 3 points and missed our goal by 8 points
School Safety & Order	80	Goal: 85 Actual: 79	regressed by 1 point and missed our goal by 6 points
Evaluation	80	Goal: 85 Actual: 77	regressed by 3 points and missed our goal by 8 points

Student LEAPS Survey

In an effort to gauge the students perceptions on technology and learning Dessau Middle School partnered with Transend to conduct a survey. With a 78% response rate, 62% of student reported the felt that they or their teachers could customize their learning. However, only 38% of students felt their learning was relevant to them and their lives.

Highest Leaps	Lowest Leaps
- Customization (62%) - Social Responsibility & Action (53%) - Rigorous Learning (52%)	- Active Self Direction (46%) - Anytime, Anywhere Learning (43%) - Relevance (39%)

HIGHEST & LOWEST QUESTIONS

At my school I have goals for my learning, and I have choices about how I pursue ...

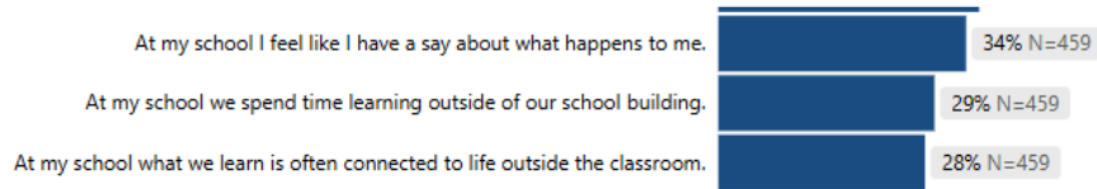
66% N=458

At my school I am able to catch up if I am behind.

64% N=458

At my school I do work that meets me where I am in my learning.

63% N=460



Parent Involvement on CAAC

Parent involvement in the DMS CAAC is low. Conversations with parents that attend have shared that regular attendance of CAAC meetings are challenging due to busy schedules, the need for accommodations for smaller children and later meeting times, language barriers, and the perception that the information is not relevant or helpful to them.

CAAC Year	Number of Parents	Number of Teachers	Number of Community Members
2020-2021	2-4	5	1
2021-2022	1	2	1
2022-2023	1	4	1
2023-2024	2	8	1
2024-2025	1	5	1

Disproportionality rates in out of placement:

A 23 point decrease in overall rate of sped removals and ratio cut in half for AA Sped removals (measured year to year)

Removal Rates for Special Education Students	SPED Removal Rate (Removals divided by Total Number Students Served) TEA Threshold Rate = 19%		# SPED Removals Number of Times Students Ages 3-21 Served in Special Education were Removed (ISS, OSS, OC, Expulsion)		# SPED Students Total Number of Students Ages 3-21 Served in Special Education		RISK RATIO: SPED African American Removals (Removals divided by Total Number Students Served) TEA Threshold Rate = 2.5		# Removals Number of Times African American Students Ages 3-21 Served in Special Education were Removed (ISS, OSS, OC, Expulsion)		# Students Total Number of African American Students Ages 3-21 Served in Special Education		Removal Rate African American Special Education Total Disciplinary Removals Rate (Age 3-21)	
	2022-2023	2023-2024 (as of 4.15.2024)	2022-2023	2023-2024 (as of 4.15.2024)	2022-2023	2023-2024 (as of 4.15.2024)	2022-2023	2023-2024 (as of 4.15.2024)	2022-2023	2023-2024 (as of 4.15.2024)	2022-2023	2023-2024 (as of 4.15.2024)	2022-2023	2023-2024 (as of 4.15.2024)
Dessau	109.8%	88.5%	134	116	122	131	4.6	2.2	71	42	24	27	295.80%	201.80%

Student Attendance

DMS had a cumulative attendance rate of 92.3% for the 2023-2024 school year, in line with the same rate for the prior year and below the overall district rate. The Chronic Absenteeism rate slightly reduced from the prior year but was still 5% higher than the district rate at 25.5% of students absent for 10% or more days.

	Attendance Rates						Chronic Absenteeism Rates The unduplicated number of K-12 students enrolled for at least 10 days and absent for 10% or more days.					
	2020-2021 (Reported in 2021-2022 TAPR)	2021-2022 (Reported in 2022-2023 TAPR)	2022-2023 (Reported in 2023-2024 TAPR)	2023-2024 (On Data Suite)	2024-2025 (On Data Suite - June 5, 2025)	Difference from Prior Year	2020-2021 (Reported in 2021-2022 TAPR)	2021-2022 (Reported in 2022-2023 TAPR)	2022-2023 (Reported in 2023-2024 TAPR)	2023-2024 - Approximate (On Data Suite Low Attendance/ Summer Dashboard Total Membership)	2024-2025 - Approximate (On Data Suite as of June 5, 2025) (On Data Suite Low Attendance/ Summer Dashboard Total Membership)	Difference from Prior Year
Dessau MS	93.6%	91.8%	92.3%	92.3%	91.9%	-0.4%	18.6%	28.0%	26.3%	25.5%	29.8%	4.3%

Perceptions Strengths

- The qualitative data from our Upbeat staff climate survey indicates that we have established a positive campus culture high a high future commitment from teachers to return the next school year.
- We have a very open and active relationship within our school community.
- Utilizing feedback and collaborating as a Guiding Coalition (Instructional leadership team), we have addressed areas such as professional development and individualized training and support.
- Based on the UpBeat data, the leadership team has been able to support staff in their need in the areas of instructional leadership, work/life balance, and professional development.
- Teachers have a high level of trust in the instructional leadership team.
- Teachers at DMS have high self-efficacy, Satisfaction and Purpose and sense of well-being and belonging and believe Dessau Middle School promotes inclusivity.
- At DMS 66% of students believe they have goals for learning an have choices about how they pursue those goals.
- At DMS 64% of students feel they are able to catch up on school work if they fall behind.
- At DMS 63% of students believe they receive work that meets them where they are in their learning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Based on a LEAPS survey completed in November 2024, a large percentage of students, in grades 6th -8th, feel that what they learn in the classroom is often not connected to their life outside of the classroom.

Root Cause: Cultural proficiency professional development for instructional staff remains an ongoing area of focus. Language and cultural barriers also inhibit school-to-home connections, or real world connections for students.

Problem Statement 2: While dropout rates for DMS 7th and 8th graders have reduced since 2020-2021, the latest reported rates from 2022-2023 are higher than the prior year and above both the district and State rates.

Root Cause: Dessau Middle School has has a high transient population. Families frequently move for various reasons. Communication between parents and the school registrar about reasons and plans after withdrawal are not always clear.

Problem Statement 3: Parent participation on the Campus Academic Advisory Committee (CAAC) has been consistently low over the past 5 years. This limits parents knowledge and input on school school funding, programs, campus goals and progress.

Root Cause: Many families have expressed busy schedules, the need for accommodations for smaller children and later meeting times, language barriers, and the presentation of complex or irrelevant information as inhibitors for attending.

Goals

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

Performance Objective 1: By May 15, 2026, 80% of Dessau Middle School staff members will express their intent to return to DMS via an EOY campus survey, unless they are moving out of the area, retiring or being promoted.

Evaluation Data Sources: Campus administered survey, staff survey responses for "Future Commitment"

Summative Evaluation: Met Objective

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

Performance Objective 1: By June 2026, there will be increases in both Growth and Achievement at all performance levels on STAAR 6-8 Math and Algebra I tests for all student groups to meet Closing the Gaps targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- Math Academic Growth from 58% to 68%
- Approaches from 61% to 70%
- Meets from 34% to 42%
- Masters from 9% to 18%

High Priority

Evaluation Data Sources: STAAR Math results, Unit Common Assessments, Progress Monitoring with Formative Assessments, Accountability ratings

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

Performance Objective 2: By June 2026, there will be increases in both Growth and Achievement at all performance levels on STAAR Reading Language Arts (RLA) tests for all student groups to meet Closing the Gaps targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- RLA Academic Growth from 65% to 72%
- Approaches from 75% to 78%
- Meets from 43% to 48%

-Masters from 17% to 25%

High Priority

Evaluation Data Sources: CBAs, STAAR results, Accountability ratings

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

Performance Objective 3: By June 2026, there will be increases at all performance levels on 8th grade STAAR Science tests for all student groups to meet Closing the Gaps Student Success Status targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

-Approaches from 57% to 67%

-Meets from 25% to 35%

-Masters from 5% to 20%

Evaluation Data Sources: STAAR results, Accountability results

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

Performance Objective 4: By June 2026, there will be increases at all performance levels on 8th grade STAAR Social Studies tests for all student groups to meet Closing the Gaps Student Success Status targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

-Approaches from 42% to 60%

-Meets from 19% to 30%

-Masters from 6% to 20%

Evaluation Data Sources: STAAR results, Accountability results

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

Performance Objective 1: The AVID Site Team will meet quarterly to plan and review data to foster a collaborative, data-driven, and culturally responsive environment that empowers students to achieve their academic and personal goals.

Evaluation Data Sources: Track the attendance and participation rates in team meetings. Evaluate the effectiveness of the site team leader and their ability to facilitate collaboration. Assess the quality and relevance of professional development opportunities for team members.

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

Performance Objective 2: The 8th grade team will collaborate to ensure 100% of all 8th grade students complete SchoolLinks intro activity, student inventory, and at least 2 activities before the end of March 2026.

Evaluation Data Sources: SchoolLinks survey results and completion reports.

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

Performance Objective 3: Dessau Middle School will host at least 1 parent informational session to provide parents the opportunity to learn about the benefits of advanced courses and high school pathways to promote increased enrollment in advanced core content courses and support future post-secondary endeavors.

High Priority

Evaluation Data Sources: Early 2026-2027 choice sheet selection for rising 7th and 8th grade students, scheduled parent information night(s).

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: Dessau Middle School's 2026 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:

- Overall Rating will improve from C to B or above
- Domain 1 Rating will improve from D to C or above
- Domain 2 Rating will improve from C to B or above
- Domain 3 Rating will improve from B to A or above

High Priority

Evaluation Data Sources: Accountability reports

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: During the 2025-2026 school year, to ensure Coordinated School Health for physical activity and social emotional health, DMS will continue to implement social emotional health activities and 100% of students will participate in daily physical activity.

Evaluation Data Sources: Campus developed surveys will show an increase in participation in the activities offered for positive school culture awareness.

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: DMS will have a 20% reduction in disciplinary removals (placements or suspensions) from 137 removals in the prior year down to no more than 110 removals.

Evaluation Data Sources: Disciplinary removal numbers and rates, PBIS strategies and rewards reports showing annual ISS placement days and/or OSS in comparison with the previous year. Evidence of CHAMPs strategies used consistently in classrooms through observations and Walk-throughs.

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: To support a positive culture and climate, Dessau MS will increase parental and community engagement through hosting at least two family outreach events. We want to increase parent CAAC attendance from an average of 3 parents to 15 parents at all CAAC Meetings. We want to partner with at least 2 community businesses/organizations to co-host our three major events; Annual Trunk-or-Treat, Family Night, and a Wellness event.

Evaluation Data Sources: Sign up sheets for parent engagement meetings, scheduled fall and spring event

Goal 4: PfISD will improve low performing schools.

Performance Objective 5: For the 2025-2026 school year, DMS will maintain a 93% attendance rate or higher for each grading period. The overall attendance rate for the 2025-2026 school year will increase by 5% to 97.3% and the Chronic Absenteeism Rate will reduce by 5% down to 20.5%.

Evaluation Data Sources: 9-week Attendance Rates, overall attendance rate, Chronic Absenteeism rate

Goal 4: PfISD will improve low performing schools.

Performance Objective 6: Dessau Middle School will reduce its current dropout rate of 1% to 0.5%.

Evaluation Data Sources: Annual Dropout report

Policies, Procedures, and Requirements

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

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Child Abuse and Neglect	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Coordinated Health Program	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Dating Violence Policy	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Decision-Making and Planning Policy Evaluation	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Dropout Prevention	Executive Director of Student Affairs, Assistant Superintendent	9/29/2025	Karen Shah	9/29/2025
Dyslexia Treatment Program	Executive Director of Special Education	9/29/2025	Karen Shah	9/29/2025
Title I, Part C Migrant	Director of Federal & State Programs	9/29/2025	Karen Shah	9/29/2025
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	9/29/2025	Karen Shah	9/29/2025
Post-Secondary Preparedness	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	9/29/2025	Karen Shah	9/29/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Texas Behavior Support Initiative (TBSI)	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Technology Integration	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Measure of Poverty	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025
2024-25 Title II Program Description	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025
2024-25 Title IV Program Description	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025