

Pflugerville Independent School District

Connally High School

2025-2026

Accountability Rating: C



Board Approval Date: October 16, 2025
Public Presentation Date: September 24, 2025

Mission Statement

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

Vision

The vision of John B. Connally High School is realized through excellence in teaching and leadership by enabling:

Students to participate in 21st century blended academic opportunities that allow all students to become contributing citizens in an ever-changing world.

Students to be empowered with high expectations that allow all students to take personal responsibility for their actions and the resulting consequences.

Students to graduate with postsecondary personal, academic, career, and financial skills to accomplish their goals.

Value Statement

In collaboration with our families and community, we value:

Children, first and foremost

Safety and security

Uniqueness and diversity

High expectations

College and career readiness

Learning as a lifelong process

Equal access to a quality education

Comprehensive Needs Assessment

Demographics

Demographics Summary

TEACHER DEMOGRAPHICS

The teacher demographic data at John B Connally High School reveals a predominantly White teaching staff, with 82 teachers in 2024, comprising the majority. In contrast, the student body is significantly more diverse, with Hispanic-Latino students forming the largest ethnic group at 66% in the 2024-2025 school year. The African American student population is also notable, constituting 15%, while the Asian student population stands at 9%. This diversity among students is not equally reflected in the teaching staff, where only 16 African American, 20 Hispanic, and 4 Asian teachers were recorded in 2024. This discrepancy highlights a potential area for growth in teacher recruitment to better mirror the diverse student population, fostering an inclusive educational environment that resonates with all students.

Teacher Ethnicity							
	2021		2022		2023		2024
Asian	3	2%	4	3%	4	3%	4
African America	15	11%	14	11%	13	11%	16
Hispanic	14	11%	14	11%	14	12%	20
American Indian	0	0%	0	0%	0	0%	0
Pacific Islander	0	0%	0	0%	0	0%	0
White	97	74%	90	73%	88	73%	82
Two or More Races	2	2%	2	2%	2	2%	2
TOTAL	131	100%	124	100%	121	100%	124

Over the four-year period from 2021 to 2024, John B Connally High School has seen a notable trend in the ethnic diversity of its teaching staff. The percentage of White teachers has decreased from 74% in 2021 to 66% in 2024, indicating a shift towards a more diverse teaching body. Meanwhile, the percentage of Hispanic teachers has increased significantly, from 11% in 2021 to 16% in 2024, reflecting a positive trend towards greater representation. The percentage of African American teachers has shown a small increase from 11% to 13%. The representation of Asian teachers has remained steady at around 3%, while there has been no change in the representation of American Indian and Pacific Islander teachers, both remaining at 0%. The percentage of teachers identifying as Two or More Races has remained constant at 2%. These trends highlight a gradual movement towards increased diversity among the teaching staff, which can contribute to a more inclusive and representative school environment.

Teachers by Years of Experience								
	2021		2022		2023		2024	
Beginning	6	5%	11	9%	24	20%	4	3%
1-5 Years	39	29%	39	32%	25	21%	63	52%
6-10 Years	36	27%	25	20%	22	18%	11	9%
11-12 Years	33	25%	30	24%	33	28%	31	25%
21-30 Years	13	10%	12	10%	11	9%	8	7%
Over 30	6	5%	6	5%	5	4%	5	4%
TOTALS	133	100%	123	100%	120	100%	122	100%

In analyzing the teacher experience data at John B Connally High School from 2021 to 2024, several trends are evident. A significant shift is seen in the "Beginning" and "1-5 Years" categories. Teachers in their first year increased from 5% in 2021 to a peak of 20% in 2023 before dropping to 3% in 2024. Meanwhile, the "1-5 Years" group saw a decrease from 32% in 2022 to 21% in 2023, followed by a substantial rise to 52% in 2024, indicating a notable influx of newer teachers. Conversely, the proportion of teachers with "6-10 Years" of experience has steadily declined from 27% in 2021 to 9% in 2024. Similarly, the most experienced categories ("21-30 Years" and "Over 30") have remained relatively stable but small in percentage, reflecting a consistent but minimal presence of veteran teachers. These trends suggest a growing number of novice teachers at the school, which may have implications for mentorship programs and professional development initiatives.

Alternative Education Program Teacher Certification			
CAMPUS	TOTAL TEACHING STAFF	Current Enrollment	Percentage in Alt Ed Program
Connally HS	125	34	27%
Weiss HS	130	19	15%
Pflugerville HS	136	17	13%
Hendrickson HS	132	10	8%

The data provided indicates that Connally High School has a significantly higher percentage of teaching staff currently participating in an alternative education programs at 27%, compared to other schools in the district. Despite having a slightly smaller total teaching staff than the other schools, Connally HS has the largest proportion of its staff in these programs, which suggests a targeted effort to enhance teaching strategies through alternative education or an increased need for professional development in this area. This trend could reflect on the school's focus on innovative teaching methods or possibly indicate a need to address certain challenges faced by the teaching staff at Connally HS

Teacher Incentive Allotment			
Campus	Total Teaching Staff	TIA Designated	
Connally HS	125	8	6%
Hendrickson HS	132	13	10%
Pflugerville HS	136	10	7%
Weiss HS	130	5	4%

John B Connally High School has 8 teachers designated as participating in the TEA Teacher Allotment incentive program which represents 6% of its total teaching staff. Connally ranks third out of four high schools who patriated in the program for the number or TIA designated instructors.

STUDENT DEMOGRAPHICS												
Student Demographics												
	2024-2025		2023-2024		2022-2023		2021-2022		2020-2021		2019-2020	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Gender												
Female	911	46.15%	873	48.05%	804	48.35%	834	46.62%	852	48.38%	839	47.08%
Male	1,063	53.85%	944	51.95%	859	51.65%	955	53.38%	909	51.62%	943	52.92%
TOTAL	1974	100%	1817	100%	1663	100%	1789	100%	1761	100%	1782	100%
Ethnicity												
Hispanic-Latino	1,305	66.11%	1194	65.71%	992	59.65%	1061	59.31%	1049	59.62%	1043	58.53%
Race												
American Indian- Alaskan Native	7	0.35%	5	0.03%	4	0.24%	2	0.11%	2	0.11%	2	0.11%
Asian	179	9.07%	158	8.70%	176	10.58%	201	11.24%	216	12.27%	211	11.84%
Black-African American	295	14.94%	285	15.69%	316	19.00%	349	19.51%	324	18.40%	337	18.91%
Native Hawaiian-Pacific Islander	2	0.10%	3	0.17%	5	0.30%	4	0.22%	4	0.23%	4	0.22%
White	148	7.50%	148	8.15%	138	8.30%	145	8.11%	132	7.50%	1044	8.08%
Two-or-More	38	1.92%	24	1.32%	32	1.92%	27	1.51%	34	1.93%	41	2.30%

Over the past six years at John B Connally High School, there have been notable trends in student demographics. The gender distribution has remained relatively stable, with a slight increase in the percentage of male students, from 52.92% in 2019-2020 to 53.85% in 2024-2025. The Hispanic-Latino student population has consistently been the majority, growing from 58.53% in 2019-2020 to 66.11% in 2024-2025. Meanwhile, the percentage of Black-African American students has decreased from 18.91% to 14.94% in the same period. The Asian student population has seen a slight decline from 11.84% to 9.07%. The overall student body has grown, with an increase from 1,782 students in 2019-2020 to 1,974 in 2024-2025, reflecting a diverse and evolving student community.

Demographics Strengths

The overall student body has grown, with an increase from 1,782 students in 2019-2020 to 1,974 in 2024-2025, reflecting a diverse and evolving student community.

The percentage of Hispanic teachers has increased significantly, from 11% in 2021 to 16% in 2024, reflecting a positive trend towards greater representation.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Data demonstrates a growing number of novice teachers at the school, which may have implications for mentorship programs and professional development initiatives.

Root Cause: Teachers leaving the profession resulting in the need to recruit novice instructors coupled with the challenges of teaching

Problem Statement 2: While the percentage of Hispanic teachers has increased to 16% in 2024 from 12% in 2023, the number of Hispanic teachers continues to be much smaller than the student Hispanic population at 66%.

Root Cause: Teacher hiring practices continues to be very reactive rather than proactive in recruitment and outreach to potential candidates.

Problem Statement 3: Connally High School has a significantly higher percentage of teaching staff currently participating in an alternative education programs at 27%, compared to other schools in the district

Root Cause: Teachers with more experience choose to work at schools with fewer challenges.

Student Learning

Student Learning Summary

STAAR/EOC: Three Year Campus Comparison																	
Spring 2025 STAAR EOC, English I	Total Students	Total Percent Score	Approaches	Meets	Masters	Spring 2025 STAAR EOC, English I	Total Students	Total Percent Score	Approaches	Meets	Masters	Spring 2025 STAAR EOC, English I	Total Students	Total Percent Score	Approaches	Meets	Masters
Campus	749	43%	41%	27%	5%	Campus	672	43%	45%	28%	6%	Campus	602	46%	53%	36%	6%
Economic Disadvantage	574	41%	39%	24%	4%	Economic Disadvantage	442	42%	44%	26%	4%	Economic Disadvantage	359	44%	50%	31%	4%
Asian	75	54%	55%	49%	17%	Asian	30	46%	47%	23%	10%	Asian	45	60%	71%	60%	31%
Black/ African American	87	45%	48%	28%	5%	Black/ African American	99	45%	57%	32%	3%	Black/ African American	112	47%	52%	38%	4%
Hispanic	520	40%	36%	21%	2%	Hispanic	504	41%	42%	26%	5%	Hispanic	388	43%	48%	30%	3%
White	54	51%	56%	41%	13%	White	35	52%	54%	40%	20%	White	42	57%	74%	55%	10%
Currently Emergent Bilingual	522	38%	31%	17%	1%	Currently Emergent Bilingual	417	36%	31%	15%	1%	Currently Emergent Bilingual	301	36%	35%	16%	0%
Special Ed Indicator	83	31%	18%	6%	2%	Special Ed Indicator	66	34%	24%	12%	5%	Special Ed Indicator	73	32%	22%	10%	0%

Analyzing the English I STAAR/EOC data for John B Connally High School from 2023 to 2025 reveals several trends in overall performance and across different student groups. Over the three years, the total number of students tested increased, with the overall performance showing a downward trend in meeting the "Approaches," "Meets," and "Masters" grade levels. In 2025, the percentage of students reaching the "Approaches" level was 40.85%, a decline from 52.99% in 2023. The "Meets" level also saw a decrease from 36.21% in 2023 to 26.70% in 2025. Among student groups, Asian students consistently outperformed other groups, with a notable 71.11% reaching the "Approaches" level in 2023, although this decreased each year to 54.67% in 2025. The Economic Disadvantage group saw a drop in performance, with the percentage meeting the "Approaches" level decreasing from 50.14% in 2023 to 39.37% in 2025. African American and Hispanic students showed similar trends, with their performances declining over the years. The Special Education group consistently faced challenges, with the lowest percentage reaching the "Approaches" level across all groups. These trends indicate a need for targeted interventions to support underperforming groups and address the overall decline in performance at the school.

Spring 2025 STAAR EOC, English II	Total Students	Total Percent Score	Approaches	Meets	Masters	Spring 2025 STAAR EOC, English II	Total Students	Total Percent Score	Approaches	Meets	Masters	Spring 2025 STAAR EOC, English II	Total Students	Total Percent Score	Approaches	Meets	Masters
Campus	617	44%	48%	31%	3%	Campus	569	46%	51%	36%	3%	Campus	540	50%	61%	41%	4%
Economic Disadvantage	457	42%	43%	27%	2%	Economic Disadvantage	370	44%	49%	34%	1%	Economic Disadvantage	310	50%	62%	40%	4%
Asian	53	44%	51%	28%	4%	Asian	45	62%	71%	62%	18%	Asian	54	61%	72%	61%	11%
Black/ African American	70	47%	59%	39%	1%	Black/ African American	85	51%	65%	38%	2%	Black/ African American	93	47%	61%	32%	1%
Hispanic	452	43%	45%	29%	2%	Hispanic	385	42%	44%	31%	1%	Hispanic	336	47%	59%	37%	3%
White	38	49%	61%	47%	11%	White	41	48%	54%	34%	5%	White	46	60%	70%	61%	15%
Currently Emergent Bilingual	428	37%	36%	18%	0%	Currently Emergent Bilingual	305	35%	29%	16%	0%	Currently Emergent Bilingual	229	37%	36%	16%	0%
Special Ed Indicator	48	36%	35%	15%	4%	Special Ed Indicator	46	32%	22%	11%	0%	Special Ed Indicator	60	32%	22%	7%	0%

Between 2023 and 2025, the overall performance at John B Connally High School in the English II STAAR/EOC assessments shows a declining trend. The percentage of students approaching, meeting, and mastering grade level standards has decreased from 61.48%, 40.93%, and 4.26% in 2023 to 48.14%, 31.44%, and 2.59% in 2025, respectively. Among specific student groups, the percentage of students meeting grade level has notably declined across all demographics. The economic disadvantage group showed a decrease from 40.32% in 2023 to 27.35% in 2025, while the currently emergent bilingual group and the special education indicator group saw minor increases in the percentage approaching grade level but still fell short in meeting and mastering grade levels. Interestingly, the White student group maintained a relatively higher performance, with 47.37% meeting grade level in 2025, although this is a decrease from previous years. The Asian group also showed a significant decline in performance, with those meeting grade level dropping from 61.11% in 2023 to 28.30% in 2025. Overall, the data indicates a need for targeted interventions to support student performance across all groups, particularly focusing on increasing the percentage of students meeting and mastering grade level standards.

Spring 2025 STAAR EOC, Algebra I	Total Students	Total Percent Score	Approaches	Meets	Masters	Spring 2024 STAAR EOC, Algebra I	Total Students	Total Percent Score	Approaches	Meets	Masters	Spring 2023 STAAR EOC, Algebra I	Total Students	Total Percent Score	Approaches	Meets	Masters
Campus	556	34%	40%	10%	5%	Campus	446	32%	38%	4%	1%	Campus	428	32%	39%	4%	1%
Economic Disadvantage	430	33%	39%	9%	4%	Economic Disadvantage	296	32%	38%	4%	1%	Economic Disadvantage	263	32%	42%	4%	1%
Asian	40	40%	63%	20%	15%	Asian	15	32%	40%	0%	0%	Asian	26	37%	54%	4%	0%
Black/ African American	82	33%	40%	6%	1%	Black/ African American	89	32%	34%	3%	2%	Black/ African American	93	31%	33%	1%	1%
Hispanic	388	33%	38%	9%	3%	Hispanic	316	32%	39%	3%	1%	Hispanic	276	32%	39%	6%	1%
White	36	39%	44%	19%	8%	White	20	36%	40%	10%	5%	White	25	32%	48%	0%	0%
Currently Emergent Bilingual	364	34%	41%	11%	5%	Currently Emergent Bilingual	252	32%	38%	3%	1%	Currently Emergent Bilingual	205	31%	34%	3%	0%
Special Ed Indicator	80	31%	31%	6%	4%	Special Ed Indicator	61	31%	30%	3%	2%	Special Ed Indicator	61	29%	21%	2%	2%

Over the past three years, the Algebra I STAAR/EOC data for John B Connally High School indicates an overall improvement in student performance. The percentage of students achieving "Approaches Grade Level" increased from 39.25% in 2023 to 40.47% in 2025, while those meeting and mastering the grade level also showed gains, particularly in 2025. The Asian student group consistently outperformed others, with significant increases in both the "Meets" and "Masters" categories, reaching 35% cumulatively in 2025. Other groups, like the Economic Disadvantage and Currently Emergent Bilingual students, also demonstrated progress, with slight increases in their performance indicators. Conversely, the Special Ed Indicator group showed a slight improvement in the "Meets" category but remained lower compared to other demographics. The data suggests strategic focus areas could include targeted support for Black/African American and Hispanic groups, which, despite slight improvements,

continue to trail in higher performance categories. Overall, the data reflects a positive trend in performance and an increasing number of students achieving at higher levels.

Spring 2025 STAAR EOC, Biology	Total Students	Total Percent Score	Approaches	Meets	Masters	Spring 2025 STAAR EOC, Biology	Total Students	Total Percent Score	Approaches	Meets	Masters	Spring 2025 STAAR EOC, Biology	Total Students	Total Percent Score	Approaches	Meets	Masters
Campus	493	47%	81%	42%	10%	Campus	456	42%	84%	40%	8%	Campus	505	42%	79%	39%	10%
Economic Disadvantage	369	46%	78%	39%	8%	Economic Disadvantage	283	41%	84%	39%	6%	Economic Disadvantage	295	40%	77%	34%	7%
Asian	59	58%	90%	66%	24%	Asian	27	42%	89%	37%	7%	Asian	48	53%	85%	54%	31%
Black/African American	67	47%	85%	37%	6%	Black/African American	70	42%	93%	36%	7%	Black/African American	106	39%	81%	29%	7%
Hispanic	321	44%	77%	36%	5%	Hispanic	325	41%	81%	40%	7%	Hispanic	296	40%	76%	35%	6%
White	35	58%	89%	63%	26%	White	32	47%	94%	50%	16%	White	40	51%	83%	63%	18%
Currently Emergent Bilingual	308	43%	74%	33%	5%	Currently Emergent Bilingual	246	37%	75%	28%	2%	Currently Emergent Bilingual	200	33%	63%	20%	2%
Special Ed Indicator	48	37%	69%	15%	4%	Special Ed Indicator	51	34%	69%	20%	6%	Special Ed Indicator	69	31%	58%	13%	1%

Over the three-year period from 2023 to 2025, the Biology STAAR/EOC data for John B Connally High School shows a gradual improvement in overall student performance. The percentage of students achieving "Meets Grade Level" rose from 38.81% in 2023 to 41.78% in 2025, while those achieving "Masters Grade Level" increased from 10.30% to 9.53%, indicating a slight dip. The Asian student group consistently outperformed others, with marked improvement, especially in 2025, where 66.10% met the grade level and 23.73% mastered it. White students also showed strong performance, with significant gains in the "Meets" and "Masters" categories over the years. Economic Disadvantage and Black/African American students showed modest gains in meeting the grade level, although challenges remain in mastering the content. Hispanic and Currently Emergent Bilingual students displayed slight improvements, though they still lag behind other groups. Special Education students showed an increase in approaching grade level, but mastery remains low, emphasizing the need for targeted interventions to support these learners.

Spring 2025 STAAR EOC, US History	Total Students	Total Percent Score	Approaches	Meets	Masters	Spring 2024 STAAR EOC, US History	Total Students	Total Percent Score	Approaches	Meets	Masters	Spring 2023 STAAR EOC, US History	Total Students	Total Percent Score	Approaches	Meets	Masters
Campus	460	51%	89%	51%	27%	Campus	468	50%	90%	52%	23%	Campus	384	49%	89%	57%	22%
Economic Disadvantage	336	48%	88%	44%	21%	Economic Disadvantage	279	49%	90%	52%	21%	Economic Disadvantage	218	47%	90%	54%	17%
Asian	47	62%	96%	77%	49%	Asian	46	59%	91%	78%	37%	Asian	52	58%	96%	81%	40%
Black/African American	69	51%	91%	52%	25%	Black/African American	71	52%	90%	65%	23%	Black/African American	54	46%	85%	54%	17%
Hispanic	299	48%	87%	45%	22%	Hispanic	306	46%	90%	42%	16%	Hispanic	233	46%	87%	50%	13%
White	32	53%	94%	56%	34%	White	39	62%	97%	74%	54%	White	37	59%	97%	76%	51%
Currently Emergent Bilingual	245	44%	83%	34%	15%	Currently Emergent Bilingual	195	39%	82%	25%	6%	Currently Emergent Bilingual	164	41%	85%	38%	7%
Special Ed Indicator	29	41%	76%	28%	14%	Special Ed Indicator	43	36%	70%	19%	7%	Special Ed Indicator	39	34%	67%	15%	5%

The US History STAAR EOC data for John B Connally High School from Spring 2023 to Spring 2025 reveals several trends in overall performance and across different student groups. Overall, the school's performance has shown slight fluctuations, with a general improvement in the percentage of students meeting and mastering grade level from 2023 to 2025. Specifically, the Asian student group consistently outperformed others, achieving the highest percentage of mastering the grade level in all three years. The White student group also demonstrated strong performance, particularly noticeable in the 2025 data with a significant increase in the Masters level. Economic Disadvantage and Hispanic students showed consistent results, with a slight improvement in the approaches and meets categories over the years. Black/African American students saw an increase in the meets category by 2025. However, the data for Currently Emergent Bilingual and Special Ed Indicator groups indicate ongoing

challenges, as these groups show lower percentages in the meets and masters categories, though there is a slight upward trend in performance by 2025. Overall, the data suggests targeted interventions may be beneficial for underperforming groups to enhance equity and support across the student body.

STAAR/EOC: State, Region and District Comparison in Reading and Math															
ENGLISH 1	2021			2022			2023			2024			2025		
	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	Approaches Grade Level	Meets Grade Level	Masters Grade Level
STATE	66%	50%	12%	63%	48%	11%	70%	54%	14%	67%	54%	17%	NA	NA	NA
REGION 13	68%	54%	15%	67%	65%	67%	52%	13%	19%	67%	56%	21%	NA	NA	NA
DISTRICT	65%	49%	10%	68%	68%	61%	47%	11%	16%	67%	53%	20%	64%	51%	16%
CAMPUS	47%	33%	3%	43%	30%	3%	53%	36%	6%	45%	28%	6%	41%	27%	5%
ENGLISH 2	2021			2022			2023			2024			2025		
	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	Approaches Grade Level	Meets Grade Level	Masters Grade Level
STATE	70%	57%	11%	71%	57%	9%	74%	56%	9%	75%	60%	9%	NA	NA	NA
REGION 13	73%	62%	13%	72%	60%	11%	75%	60%	12%	74%	62%	12%	NA	NA	NA
DISTRICT	70%	56%	9%	67%	54%	8%	74%	57%	11%	73%	60%	11%	70%	56%	10%
CAMPUS	53%	38%	5%	50%	34%	3%	61%	41%	4%	51%	36%	3%	48%	31%	3%
ALGEBRA 1	2021			2022			2023			2024			2025		
	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	Approaches Grade Level	Meets Grade Level	Masters Grade Level
STATE	72%	41%	23%	74%	46%	30%	78%	45%	24%	79%	45%	25%	NA	NA	NA
REGION 13	70%	38%	22%	70%	43%	29%	75%	45%	27%	77%	45%	27%	NA	NA	NA
DISTRICT	57%	26%	14%	61%	33%	20%	70%	36%	17%	73%	39%	21%	68%	38%	21%
CAMPUS	22%	1%	0%	27%	6%	2%	39%	4%	1%	38%	4%	1%	40%	10%	5%

BIOLOGY	2021			2022			2023			2024			2025		
	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	Approaches Grade Level	Meets Grade Level	Masters Grade Level
STATE	81%	54%	22%	82%	57%	23%	89%	57%	22%	91%	58%	19%	NA	NA	NA
REGION 13	83%	59%	26%	83%	61%	28%	89%	61%	27%	91%	62%	25%	NA	NA	NA
DISTRICT	80%	54%	19%	80%	58%	23%	89%	59%	23%	91%	61%	20%	91%	64%	22%
CAMPUS	69%	39%	11%	70%	44%	12%	79%	39%	10%	84%	40%	8%	81%	42%	10%
US HISTORY	2021			2022			2023			2024			2025		
	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	Approaches Grade Level	Meets Grade Level	Masters Grade Level
STATE	88%	69%	43%	89%	71%	44%	95%	71%	39%	95%	69%	37%	NA	NA	NA
REGION 13	90%	73%	48%	90%	73%	50%	95%	74%	45%	95%	71%	42%	NA	NA	NA
DISTRICT	87%	69%	44%	88%	70%	48%	94%	70%	42%	*94%	*69%	*37%	93%	67%	40%
CAMPUS	80%	52%	28%	81%	60%	36%	89%	57%	21%	90%	52%	23%	89%	51%	27%
*Spring 2024 results include 51 first-time testers who participated in the December 2023 administration with results at 98% at Approaches, 96% at Meets, and 80% at Masters.															

In reviewing the Spring 2025 STAAR/EOC data for John B Connally High School, several trends emerge across various subjects. In English 1, there is a slight decline in all performance levels, with the percentage of students reaching the 'Approaches,' 'Meets,' and 'Masters' grade levels decreasing over the past five years, culminating in 2025 with the lowest percentages in each category. English 2 shows a similar downward trend, with a consistent decline in the percentage of students achieving 'Approaches' and 'Meets' levels, while the 'Masters' level remains stagnant. Algebra 1, however, shows a slight improvement from 2024 to 2025, particularly in the 'Meets' and 'Masters' categories, suggesting a modest gain in higher-level understanding. Biology performance has fluctuated, but the 'Approaches' level saw a decline in 2025, though there was a slight recovery in the 'Meets' and 'Masters' categories. US History results display a consistent performance, with only minor variations over the years, although there is a slight dip in 2025 across all levels. Overall, while certain areas show improvement, the general trend across most subjects is a decline or stagnation in performance, indicating areas for targeted intervention and support.

DOMAIN 2: Academic Growth							
YEAR	COURSE	# STUDENTS DEMONSTRATING GROWTH	TOTAL STUDENTS	PERCENT DEMONSTRATING GROWTH	TOTL GRWOTH	TOTAL STUDENTS	TOTAL PERCENT GROWTH
2023	MATH	115	239	48%	520	1017	51%
	RLA	405	778	52%			
2024	MATH	167	263	63%	600	1045	57%
	RLA	433	782	55%			

In analyzing the academic growth data of John B Connally High School for 2023 and 2024, a notable trend emerges in the gains between math and reading. In 2023, the percentage of students demonstrating growth in math was 48%, while in reading/ language arts (RLA), it was slightly higher at 52%. However, by 2024, the percentage demonstrating growth in math rose significantly to 63%, compared to a more modest increase in RLA to 55%. This indicates a more pronounced improvement in math performance over the two years, suggesting that interventions or teaching strategies in math have been particularly effective. While both subjects show growth, the steeper increase in math points to a closing gap between the two subjects, with math exhibiting a stronger upward trajectory in student growth.

TELPAS: Texas English Language Proficiency Assessment System																			
TELPAS		Total Students	TELPAS Composite Score	Listening Proficiency Rating				Speaking Proficiency Rating				Writing Proficiency Rating				Reading Proficiency Rating			
				Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
2024-2025	Grade 12	179	1.72	32%	25%	26%	16%	67%	17%	13%	3%	40%	32%	21%	8%	26%	41%	17%	15%
	Grade 11	241	1.87	36%	24%	24%	15%	57%	21%	18%	4%	46%	26%	22%	6%	31%	39%	17%	12%
	Grade 10	299	2.04	28%	21%	32%	18%	51%	18%	26%	5%	41%	30%	24%	5%	24%	40%	21%	15%
	Grade 9	295	2.13	32%	19%	33%	15%	52%	19%	22%	7%	34%	38%	25%	3%	13%	37%	25%	25%
2023-2024	Grade 12	162	1.95	28%	22%	33%	17%	52%	14%	26%	7%	38%	23%	23%	16%	30%	35%	22%	13%
	Grade 11	190	1.94	28%	27%	31%	14%	48%	22%	24%	6%	39%	23%	26%	11%	31%	39%	18%	11%
	Grade 10	216	1.92	31%	23%	29%	16%	52%	19%	25%	5%	44%	25%	22%	9%	35%	33%	19%	13%
	Grade 9	264	2.12	25%	19%	39%	17%	47%	19%	31%	3%	31%	42%	24%	2%	16%	33%	26%	25%

TELPAS		Total Students	TELPAS Composite Score	Listening Proficiency Rating				Speaking Proficiency Rating				Writing Proficiency Rating				Reading Proficiency Rating			
				Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
2022-2023	Grade 12	134	2.37	15%	27%	37%	22%	43%	12%	31%	15%	20%	29%	37%	14%	13%	35%	33%	19%
	Grade 11	183	2.17	23%	25%	32%	20%	40%	28%	20%	12%	35%	24%	33%	8%	24%	36%	23%	17%
	Grade 10	186	2.04	31%	26%	27%	16%	44%	24%	22%	11%	41%	27%	24%	8%	30%	39%	18%	13%
	Grade 9	190	2.23	25%	27%	34%	15%	35%	28%	25%	13%	38%	27%	25%	9%	24%	29%	22%	25%

The Texas English Language Proficiency Assessment System (TELPAS) data from John B Connally High School over the years 2022 to 2025 shows a notable trend of declining proficiency in English language skills among students in grades 9 through 12. Specifically, the TELPAS composite scores have shown a decreasing trend, with the most significant drop occurring from 2023 to 2025. In 2022-2023, Grade 12 students had a composite score of 2.37, which fell to 1.72 by 2024-2025. Listening and speaking proficiency ratings generally indicate a higher percentage of students in the beginning and intermediate levels, with a marked decrease in those achieving advanced or advanced high proficiency. Writing and reading proficiency ratings also reflect a similar trend, with the majority of students remaining at the intermediate level, and a decline in advanced proficiency ratings over time. This data suggests a need for targeted interventions to improve English language proficiency across all grades at the school.

Renaissance/Star 360 Universal Screener									
Renaissance/STAR 360									
	2022-2023		2023-2024		2024-2025				
	Fall	Spring	Fall	Spring	Fall	Spring			
Reading - at or above district benchmark	20%	25%	21%	34%	42%	56%			
Math- at or above district benchmark	22%	24%	38%	41%	46%	57%			

The basic skills universal screener data from Renaissance/STAR 360 for students at John B Connally High School reveals significant upward trends in both reading and math proficiency over the three academic years. In reading, the percentage of students scoring at or above the district benchmark increased from 20% in Fall 2022 to 56% in Spring 2025, showing a consistent improvement each year, particularly notable between Spring 2023 and Fall 2024. Similarly, math scores show a positive trend, with students meeting the benchmark rising from 22% in Fall 2022 to 57% in Spring 2025. The most substantial gains in math occurred between Fall 2023 and Spring 2025. These trends indicate a marked improvement in student performance, suggesting effective instructional strategies and interventions may be in place at the school.

COLLEGE BOARD

PSAT					
Year	Number of Test Takers	% Test Takers Met Both Benchmarks	% Test Takers Met ERW Benchmark	% Test Takers Met Math Benchmark	% Test Takers Met No Benchmarks
FALL 2025	804	14%	38%	15%	61%
FALL 2024	723	12%	34%	13%	64%
FALL 2023	601	14%	34%	16%	64%

Over the three-year period from Fall 2023 to Fall 2025, John B Connally High School experienced a consistent increase in the number of PSAT test takers, rising from 601 in 2023 to 804 in 2025. Despite the increase in participation, the percentage of students meeting both benchmarks remained relatively stable, with slight fluctuations: 14% in both 2023 and 2025, and a dip to 12% in 2024. The percentage of students meeting the Evidence-Based Reading and Writing (ERW) benchmark showed a modest upward trend, increasing from 34% in 2023 and 2024 to 38% in 2025. Meanwhile, the percentage of students who met the Math benchmark saw minimal change, with figures of 16% in 2023, 13% in 2024, and 15% in 2025. Finally, the percentage of students not meeting any benchmarks slightly decreased from 64% in 2023 and 2024 to 61% in 2025, indicating a marginal improvement in overall performance.

SAT									
	Number of Test Takers	# Test Takers Met Both Benchmarks	% Test Takers Met Both Benchmarks	# Test Takers Met ERW Benchmark	% Test Takers Met ERW Benchmark	# Test Takers Met Math Benchmark	% Test Takers Met Math Benchmark	# Test Takers Met No Benchmarks	% Test Takers Met No Benchmarks
Spring 2025	370	46	12%	134	36%	52	14%	230	62%
Spring 2024	381	41	11%	130	34%	49	13%	243	64%
Spring 2023	283	40	14%	99	35%	42	15%	182	64%

Over the past three years, SAT performance at John B Connally High School shows a slight fluctuation in key areas. The number of students meeting both the Evidence-Based Reading and Writing (ERW) and Math benchmarks has remained relatively low, with a slight increase from 11% in 2024 to 12% in 2025, though it was 14% in 2023. There is a steady improvement in students meeting the ERW benchmark, rising from 34% in 2024 to 36% in 2025, despite a dip from 35% in 2023. Conversely, the percentage meeting the Math benchmark decreased marginally from 15% in 2023 to 14% in 2025. A significant trend is the high percentage of students not meeting any benchmarks, consistently above 60%, peaking at 64% in 2023 and 2024 before slightly dropping to 62% in 2025. Overall, the data indicates a need for targeted interventions to improve both participation and performance in SAT benchmarks.

2025 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		72	C	
Student Achievement		71	C	0%
STAAR Performance	36	62		
College, Career and Military Readiness	86	88		
Graduation Rate	87.7	55		
School Progress		77	C	70%
Academic Growth	58	58	F	
Relative Performance (Eco Dis: 68.3%)		77	C	✓
Closing the Gaps	38	61	D	30%

Missed Closing the Gaps Targets

All student group targets for School Quality - students meeting CCMRs by 12th grade - were met in 2023-2024 for 2025 Accountability. The target for Progress in Achieving English Language Proficiency for Emergent Bilingual students was also met.

All other targets were missed and include:

- Academic Achievement in RLA: All Students, African American student group, Hispanic student group, High Focus student group
- Academic Achievement in Math: All Students, African American student group, Hispanic student group, High Focus student group
- Federal Graduation Rate Status: All Students, African American student group, Hispanic student group, High Focus student group

Identification for Comprehensive Support & Improvement - Progress

CHS is identified for Comprehensive Support & Improvement (CSI) based on low performance in Closing the Gaps outcomes that ranked the campus in the bottom 5% of among Title I high schools across the state of Texas in 2023-2024. Once identified, campuses must engage in school improvement requirements for two years. To exit from CSI, the campus must not rank in the bottom 5% of the Closing the Gaps domain for two consecutive years AND have a Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified. CHS met these criteria during the first year of identification, which moved the campus to CSI-Progress (progress toward exiting). The second successful year of meeting these criteria exits the campus from CSI.

CHS is required to develop and implement a Targeted Improvement Plan (TIP) during the 2025-2026 school year.

Closing the Gaps Component Goals

To meet Closing the Gaps targets in 2025-2026, CHS will meet the following component points goals:

- **Academic Achievement in RLA and Math** - from 4 out of 32 possible points (12.5 pts) to 10 out of 32 points (31.3 component pts) - demonstrating at least minimum growth toward meeting targets for both Math and RLA for all student groups and expected growth in RLA for the African American and High Focus student groups, where 2025 outcomes are closest to meeting the targets.
- **Federal Graduation Rate** - from 3 out of 16 possible points (18.8 pts) to 8 out of 16 possible points (50.0 component pts)- demonstrating at least expected growth toward meeting targets for all student groups.

- **Progress in Achieving English Language Proficiency (ELP) for Emergent Bilingual Students** - continue to meet interim target for 3 out of 4 possible points (75.0 component pts)
- **School Quality (CCMRs by 12th Grade)** - continue to meet all interim targets for 12 out of 16 possible points (75.0 component pts)

Meeting these goals during the 2025-2026 school year will increase the Closing the Gaps campus outcome from 38 points (scaled to 61 - D rating) to 50 points (scaled to 71 - C rating).

Student Learning Strengths

Over the past three years, the Algebra 1 STAAR/EOC data for John B Connally High School indicates an overall improvement in student performance.

Over the three-year period from 2023 to 2025, the Biology STAAR/EOC data for John B Connally High School shows a gradual improvement in overall student performance.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Across all subjects, Special Education students consistently scored lower than the overall student body, with particular challenges in achieving the "Meets Grade Level" and "Masters Grade Level" standards

Root Cause: Co-teaching strategies for inclusion settings are either not known, not well understood, or not followed

Problem Statement 2: In English I and II, the percentage of Emergent Bilingual students meeting or mastering grade level expectations was considerably lower compared to other demographic groups.

Root Cause: Second language challenges prevent students from performing at levels commensurate with native language speakers

Problem Statement 3: Across all tested subjects, students identified as Economic Disadvantage consistently scored below the overall school average in terms of scale scores and percentage scores .

Root Cause: Teachers are unclear or unskilled in developing and implementing differentiated instruction that can address gaps in learning that often characterize Economic Disadvantaged learners

Problem Statement 4: African American student performance at the 'meets' level in Algebra I was below the school average, with only 6.10% meeting the grade level

Root Cause: While efforts are being made to close gaps in math at lower levels, teachers need to develop strategies to help African American students excel in Math

Problem Statement 5: Over the years from 2021 to 2025, John B Connally High School's performance in the English 1 and English 2 STAAR/EOC exams consistently lags behind the State, Region 13, and District averages across all performance levels: Approaches, Meets, and Masters Grade Level.

Root Cause: Students with learning challenges related to language acquisition and opportunities to develop literacy skills at lower grade levels is augmented by teachers who are often new to the profession and lack the knowledge or expertise to assist with reading development

Problem Statement 6: Despite the upward trend in performance, scores in Algebra 1 highlight a need for targeted interventions in order to bridge an overall performance disparity that reflects a considerable gap compared to the District and State performance levels.

Root Cause: Weak prerequisite skills and limited development of numeracy skills during earlier grades results in challenges to build basic knowledge while introducing abstract Algebra concepts

Problem Statement 7: In the Spring 2025 STAAR EOC Biology and US History results for John B Connally High School, significant disparities are evident across Emergent Bilingual and Special Education groups at the 'meets' and 'masters' grade levels.

Root Cause: Teachers and students are familiar with only being asked to attain 'approaches' performance level.

Problem Statement 8: TELPAS composite scores have shown a decreasing trend since 2022, with the most significant drop occurring from 2023 to 2025

Root Cause: A significant increase in Emergent Bilingual students (from 30% in 2020-2021 to 50% in 2024-2025) places increased demands on services and intervention time.

Problem Statement 9: A significant trend in SAT performance is the high percentage of students not meeting any benchmarks, consistently above 60%, peaking at 64% in 2023 and 2024 before slightly dropping to 62% in 2025.

Root Cause: Students who do not see themselves engaging in post-secondary college directly out of high school do not regard the SAT as relevant

Problem Statement 10: Levels of performance on SAT and PSAT reflect low participation and performance levels on other College Board Assessments (AP exams)

Root Cause: Students have limited access to Advanced Placement exams that provide them with college oriented opportunities supported by SAT and PSAT performance

School Processes & Programs

School Processes & Programs Summary

STUDENT PROGRAMS												
STUDENT PROGRAMS												
	2024-2025		2023-2024		2022-2023		2021-2022		2020-2021		2019-2021	
	COUNT	PERCENT	COUNT	PERCENT	COUNT	PERCENT	COUNT	PERCENT	COUNT	PERCENT	COUNT	PERCENT
Bilingual/ESL												
Emergent Bilingual (EB)	<u>983</u>	49.8	833	46%	616	37%	598	33%	536	30%	448	25%
English as a Second Language (ESL)	<u>731</u>	37.03	545	30%	524	32%	519	29%	529	30%	445	25%
Alternative ESL Language Program	<u>246</u>	12.46	281	15%	84	5%	74	4%	0	0%	0	0%
Career and Technical Education (CTE)												
P-Tech	<u>53</u>	2.68	54	3%	56	3%	33	2%	0	0%	0	0%
Special Academic Programs												
Dyslexia	<u>98</u>	4.96	74	4%	67	4%	61	3%	64	4%	49	3%
Gifted and Talented	<u>139</u>	7.04	146	8%	150	9%	150	8%	162	9%	155	9%
Special Education (SPED)	<u>253</u>	12.82	234	13%	257	15%	285	16%	251	14%	234	13%
Section 504	<u>161</u>	8.16	159	9%	137	8%	136	8%	139	8%	122	7%
At Risk /Economically Disadvantaged												
At Risk	<u>1,512</u>	76.6	1,284	71%	1132	68%	1348	75%	1170	66%	1137	64%
Economic Disadvantage Total	<u>1,347</u>	68.24	1197	66%	980	59%	1113	62%	1149	65%	1256	70%
Homeless Status Total	<u>68</u>	3.44	21	1%	12	1%	20	1%	23	1%	24	1%
Intervention Indicator	<u>698</u>	35.36	607	33%	558	34%	93	5%	292	17%	279	16%

The student programs at John B Connally High School have shown significant growth and diversification over the years. In the 2024-2025 academic year, the Emergent Bilingual (EB) program includes 983 students, representing 49.8% of the student population, a substantial increase from 25% in 2019-2021. The English as a Second Language (ESL) program also expanded to accommodate 731 students, making up 37.03% of the students. The Alternative ESL Language Program, which was non-existent before 2020-2021, now serves 246 students. In Career and Technical Education, the P-Tech program remains relatively stable with a slight fluctuation around 2-3% of the student body. Special academic programs such as Dyslexia, Gifted and Talented, and Special Education have maintained a steady presence, with Special Education consistently serving over 12% of the students. The school has a significant number of students identified as At Risk, with a current count of 1,512 students, or 76.6% of the population, while Economic Disadvantage affects 68.24% of the students. The Homeless Status Total and Intervention Indicator have also seen changes, with the latter rising dramatically from 5% in 2021-2022 to 35.36% in 2024-2025.

TEXAS TEACHER EVALUATION AND SUPPORT SYSTEM: TTESS

Texas Teacher Evaluation and Support System (TTESS): 2024-2025

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed	Non-TESS Staff (no rating)
DOMAIN 1: PLANNING						
1.1 Standards & Alignment	6.25%	44.79%	30.21%	2.08%	0%	16.67%
1.2 Data & Assessment	4.17%	25.00%	46.88%	7.29%	0%	16.67%
1.3 Knowledge of Students	15.63%	36.46%	31.25%	0%	0%	16.67%
1.4 Activities	12.50%	28.13%	34.38%	8.33%	0%	16.67%
DOMAIN 2: INSTRUCTION						
2.1 Achieving Expectations	5.21%	37.50%	35.42%	3.13%	0%	18.75%
2.2 Content Knowledge & Expertise	9.38%	40.63%	29.17%	3.13%	0%	17.71%
2.3 Communication	9.38%	40.63%	29.17%	3.13%	0%	17.71%
2.4 Differentiation	4.17%	26.04%	43.75%	8.33%	0%	17.71%
2.5 Monitor & Adjust	3.13%	32.29%	39.58%	7.29%	0%	17.71%
DOMAIN 3: LEARNING ENVIRONMENT						
3.1 Classroom Environment, Routines & Procedures	10.42%	43.75%	26.04%	2.08%	0%	17.71%
3.2 Managing Student Behavior	10.42%	47.92%	21.88%	2.08%	0%	17.71%
3.3 Classroom Culture	19.79%	41.67%	18.75%	2.08%	0%	17.71%

The teacher evaluation data from the Texas Teacher Evaluation and Support System (TTESS) for the 2024-2025 academic year highlights several key trends across three domains: Planning, Instruction, and Learning Environment. In the Planning domain, the majority of teachers are rated as Accomplished or Proficient, with a notable strength in Standards & Alignment and Knowledge of Students. In the Instruction domain, teachers excel in Communication and Content Knowledge & Expertise, again with most ratings in the Accomplished and Proficient categories. Differentiation and Monitor & Adjust show room for growth, as evidenced by a higher percentage of Proficient ratings. The Learning Environment domain reveals strong performances in Classroom Environment, Routines & Procedures, and Managing Student Behavior, with significant percentages in the Accomplished category, while Classroom Culture also stands out with a high percentage of Distinguished ratings. Overall, these trends indicate that while John B Connally High School teachers are largely effective, there are opportunities for development, particularly in differentiation and adaptive instructional strategies.

SAFETY AND SECURITY

	Student Group	Number of Students	ISS Actions	ISS Students	ISS Percent	OSS Actions	OSS Students	OSS Percent	DAEP Actions	DAEP Students	DAEP Percent	JJAEP Actions	JJAEP Students	JJAEP Percent	Total Actions	Total Students	Total Percent
2024-2025	All	2,192	941	460	21%	311	200	9%	146	129	6%	0	0	0	1,398	515	23%
	Asian	197	31	16	8%	6	6	3%	6	6	3%	0	0	0	43	19	10%
	Black	335	183	89	27%	81	47	14%	30	25	7%	0	0	0	294	99	30%
	Hispanic/Latino	1,441	661	320	22%	184	129	9%	99	88	6%	0	0	0	944	356	25%
	American Indian	9	0	0	0%	6	2	22%	1	1	11%	0	0	0	7	2	22%
	Two/More Races	38	16	8	21%	6	3	8%	1	1	3%	0	0	0	23	9	24%
	White	170	50	27	16%	28	13	8%	9	8	5%	0	0	0	87	30	18%
	Female	1,019	351	175	17%	92	68	7%	46	44	4%	0	0	0	489	196	19%
	Male	1,173	590	285	24%	219	132	11%	100	85	7%	0	0	0	909	319	27%
	Male	955	303	149	16%	158	94	10%	69	58	6%	1	1	0%	531	174	18%

	Student Group	Number of Students	ISS Actions	ISS Students	ISS Percent	OSS Actions	OSS Students	OSS Percent	DAEP Actions	DAEP Students	DAEP Percent	JJAEP Actions	JJAEP Students	JJAEP Percent	Total Actions	Total Students	Total Percent
2023-2024	All	2,122	970	405	19%	332	185	9%	130	107	5%	0	0	0%	1,432	447	21%
	Asian	173	24	12	7%	8	7	4%	2	2	1%	0	0	0%	34	14	8%
	Black	335	250	103	31%	97	46	14%	35	30	9%	0	0	0%	382	109	33%
	Hispanic/Latino	1,420	643	265	19%	208	120	8%	84	69	5%	0	0	0%	935	297	21%
	American Indian	6	3	3	50%	1	1	17%	0	0	0%	0	0	0%	4	3	50%
	Two/More Races	28	8	3	11%	2	2	7%	0	0	0%	0	0	0%	10	3	11%
	White	157	42	19	12%	16	9	6%	9	6	4%	0	0	0%	67	21	13%
	Female	1,027	387	173	17%	150	80	8%	57	52	5%	0	0	0%	594	194	19%
	Male	1,095	583	232	21%	182	105	10%	73	55	5%	0	0	0%	838	253	23%

2022-2023	Student Group	Number of Students	ISS Actions	ISS Students	ISS Percent	OSS Actions	OSS Students	OSS Percent	DAEP Actions	DAEP Students	DAEP Percent	JJAEP Actions	JJAEP Students	JJAEP Percent	Total Actions	Total Students	Total Percent
	All	1,861	565	271	15%	281	170	9%	118	100	5%	1	1	0%	965	325	17%
	Asian	188	20	9	5%	1	1	1%	1	1	1%	0	0	0%	22	9	5%
	Black	365	211	78	21%	112	72	20%	51	42	12%	1	1	0%	375	100	27%
	Hispanic/Latino	1,101	289	160	15%	148	88	8%	59	52	5%	0	0	0%	496	191	17%
	American Indian	4	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
	Two/More Races	40	11	6	15%	1	1	3%	0	0	0%	0	0	0%	12	6	15%
	White	158	33	17	11%	19	8	5%	7	5	3%	0	0	0%	59	18	11%
	Female	906	262	122	13%	123	76	8%	49	42	5%	0	0	0%	434	151	17%
	Male	955	303	149	16%	158	94	10%	69	58	6%	1	1	0%	531	174	18%

Over the past three academic years at John B Connally High School, there has been a noticeable increase in total disciplinary actions. From 2022-2023 to 2024-2025, the overall number of students involved in disciplinary actions rose from 325 to 515, with In-School Suspension (ISS) percentages increasing from 14.56% to 20.99%. Notably, Black or African American students consistently exhibited the highest percentage of disciplinary actions across all categories, with a slight decrease in total percentage from 32.54% in 2023-2024 to 29.55% in 2024-2025. Hispanic/Latino students also saw an increase in ISS percentages over the years, from 14.53% to 22.21%. The gender breakdown reveals that male students consistently faced higher disciplinary actions compared to females, with a rise in total percentage from 18.22% to 27.20% over the same period. These trends indicate a growing need to address disciplinary strategies and support systems tailored to these specific student groups.

DISCIPLINE BY OFFENSE							
CODE	DESCRIPTON	2025 TOTAL		2024 TOTAL		2023 TOTAL	
		OCCUR	PERCENT	OCCUR	PERCENT	OCCUR	PERCENT
NC	SKIPPING/NOT IN ASSIGNED AREA	693	47%	857	48%	941	57%
TK	10 UNEXCUSED ABSENCE	140	9%	0	0%	0	0%
IE	INSUBORDINATION/FAIL TO COMPLY	93	6%	155	9%	161	10%
DB	DISRUPTIVE CLASSROOM BEHAVIOR	86	6%	125	7%	120	7%
PT	PSGUDUI MARIJUANA THC 37.006a2	79	5%	41	2%	0	0%
DC	DISRESPECT/RUDE COMMENTS/ACTIO	65	4%	59	3%	97	6%
LA	LEAVE SCHOOL GROUNDS W/OUT PERMISSION	39	3%	30	2%	36	2%
FF	FIGHTING/MUTUAL EXCL PENAL CD	30	2%	23	1%	28	2%
PV	PSGDU E-CIG TEC 37.006(a)(2)	30	2%	23	1%	0	0%

DISCIPLINE BY OFFENSE							
TG	TRUANCY	28	2%	104	6%	10	1%
EB	EXTREME/PERSISTENT DEFIANCE	26	2%	26	1%	7	0%
VK	VIOLATION OF SAFETY RULES	16	1%	69	4%	2	0%
EA	EXCESSIVE TARDINESS	15	1%	71	4%	49	3%
ID	INAPPROPRIATE LANGUAGE/ GESTURE	14	1%	17	1%	22	1%
PB	PHYSICAL AGRESSIVE BEHAVIOR	13	1%	21	1%	20	1%
VG	VERBAL ABUSE/THREATEN PHYSICAL ABUSE	10	1%	8	0%	18	1%
AH	ASSAULT AGNST NON SCHL EMPL/ VO	6	0%	10	1%	3	0%
	TOTAL	1478	1	1784	1	1664	1

Over the span of three years at John B Connally High School, there has been a notable trend in discipline incidents. The overall number of discipline cases has decreased from 1,664 in 2023 to 1,478 in 2025. The most significant decrease is seen in incidents of skipping or being not in the assigned area, dropping from 57% in 2023 to 47% in 2025. There is also a marked introduction and increase in the category of 10 unexcused absences, which appeared in 2025 at 9%. Instances of insubordination and disruptive classroom behavior have shown a steady decline over the years. Conversely, reports of PSGUDUI marijuana-related offenses have emerged and increased to 5% in 2025. Truancy has fluctuated, peaking in 2024 and then sharply declining in 2025. While some categories, such as excessive tardiness and violation of safety rules, have witnessed a reduction, others like physical aggression have remained relatively stable. This data suggests an overall improvement in behavior with specific areas requiring focused interventions.

PROFESSIONAL LEARNING COMMUNITIES

All courses at John B Connally high school were scheduled time to meet in Professional Learning Communities. Courses associated with STAAR/EOC assessments were scheduled once a week to meet with the campus principal. PLCs were provided individual PLC meeting notes that were completed and submitted each week.

TECHNOLOGY

Technology: All students now have access to a 1x1 initiative with the district distribution of Chromebooks as a response to virtual learning requirements. All Chromebooks were turned in at the close of the year in order for new Chromebooks to be distributed at the start of the 2024-2025 school year. Options were provided for students to purchase old Chromebooks at greatly reduced prices if they wanted.

All teachers have district-assigned laptops.

School Processes & Programs Strengths

The overall number of discipline cases has decreased from 1,664 in 2023 to 1,478 in 2025

Instances of insubordination and disruptive classroom behavior have shown a steady decline over the year

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teacher observation data (TTESS) demonstrates that Differentiation and Monitor & Adjust are areas of growth as evidenced by a higher percentage of

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Campus #227904003
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Proficient rating compared to Accomplished and Distinguished.

Root Cause: Teachers lack knowledge of differentiation strategies or lack skill in implementing differentiation strategies once presented with them

Problem Statement 2: Black or African American students consistently exhibit the highest percentage of disciplinary actions across all categories despite representing on 15% of the student population.

Root Cause: Non-minority instructors who represent 74% of the teaching staff have difficulty establishing authentic relationships with minority students.

Problem Statement 3: Hispanic/Latino students saw an increase in ISS percentages over the years, from 14.53% in 2022-2023 to 22.21% in 2024-2025

Root Cause: Students find the instruction in many of the classrooms as irrelevant and do not consider time outside of class as punishment

Problem Statement 4: Reports of marijuana-related offenses have increased to 5% in 2025

Root Cause: Ease of access to marijuana and ease of use on campus in bathrooms has resulted in increased use

Problem Statement 5: While 'skipping' as a discipline offense demonstrated a drop from 57% in 2023 to 47% in 2025, it remains the highest student offense for CHS

Root Cause: Many teachers and students have accepted a culture of being able to leave class as part of the acceptable norm of the daily class experience

Perceptions

Perceptions Summary

STUDENT ATTENDANCE

Attendance Rates						2024-2025 June 5, 2025	Difference from Prior Year
	2020-2021	2021-2022	2022-2023	2023-2024			
State	95%	92%	93%	NA	NA	NA	NA
Region 13	96%	92%	93%	NA	NA	NA	NA
Pflugerville ISD	96%	92%	93%	93%	93%	93%	1%
Connally HS	87%	83%	85%	84%	86%	86%	2%

Over the past five years, John B Connally High School has experienced fluctuations in its attendance rates, showing an overall upward trend in recent years. Initially, the school saw a significant drop from 87.3% in 2020-2021 to 82.7% in 2021-2022, which reflects the pandemic's impact on attendance. However, since then, the school has managed to gradually increase its attendance rates. In 2022-2023, the attendance rose to 84.9%, followed by a slight dip to 83.9% in 2023-2024. The most current data for 2024-2025 indicates a notable improvement, with the attendance rate reaching 86.2%, marking a 2.3% increase from the previous year. This upward trend is encouraging, suggesting that the strategies implemented to enhance student attendance are beginning to yield positive results.

Chronic Absenteeism Rates					
The unduplicated number of K-12 students					
2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 June 5, 2025	Difference from Prior Year
15%	26%	20%	NA	NA	NA
13%	27%	22%	NA	NA	NA
12%	25%	20%	20%	16%	-4%
30%	50%	43%	49%	45%	-4%

Chronic absenteeism at John B Connally High School has remained significantly higher than state and regional averages, peaking at 49.5% in 2021-2022 and showing a slight decline to 44.9% in 2024-2025, indicating persistent challenges in reducing absenteeism rates.

GRADUATION AND COLLEGE, CAREER, AND MILITARY READINESS (CCMR) AND DROP OUT RATES

Graduation Rate/CCMR/Drop Out Rate			
Class Year	Graduation Rate	CCMR Rate	Drop Out
2024	88%	85%	3.80%
2023	82%	60%	3.90%

Graduation Rate/CCMR/Drop Out Rate			
2022	87%	60%	3.90%

The attendance, College, Career, and Military Readiness (CCMR), and drop-out data for John B Connally High School reveal several trends over the past three years. The graduation rate shows an improvement from 82% in 2023 to 88% in 2024, indicating a positive trend in student completion. The CCMR rate significantly increased in 2024 to 85%, up from a consistent 60% in the two previous years (2022 and 2023), suggesting enhanced efforts in preparing students for post-secondary success. Meanwhile, the drop-out rate has slightly decreased from 3.90% in 2023 to 3.80% in 2024, following a stable rate of 3.90% in both 2022 and 2023.

STAFF SURVEY

UPBEAT TEACHER SURVEY: Spring 2025			
CATEGORY	SUMMARY		COMPARISON TO SPRING 2024
	POSITIVE	NEGATIVE	
Parent/Teacher Communication	65	35	5
Professional Development	63	37	1
Autonomy	83	17	-1
Principal/Teacher Trust	78	22	-7
Instructional Leadership	77	23	0
School Safety & Order	56	44	16
Appreciation	65	35	-2
Collaboration	78	22	-4
Work/Life Balance	77	23	4
Resources & Facilities	54	46	-9
Self-Efficacy	89	11	6
Evaluation	70	30	-9
Teacher Voice & Leadership	71	29	-2
Recruitment, Hiring & Onboarding	74	26	-4
Compensation & Career Path	48	52	4
Belonging & Wellbeing	86	14	2
Equal Opportunities	83	17	-10
Inclusive Practices	73	27	-1
Care & Commitment	78	22	5
Satisfaction & Purpose	91	9	8
Future Commitment	82	18	5

The Spring 2025 UPBEAT Teacher Survey at John B Connally High School reveals several key trends in teacher satisfaction and school environment. Notably, there is a strong sense of self-efficacy among teachers, with a high positive response rate of 89% and a noticeable improvement of 6% compared to Spring 2024. Also, categories like satisfaction and purpose (91% positive) and belonging and well-being (86% positive) show strong results, indicating high morale and a sense of community among staff. However, concerns are evident in areas like resources and facilities and evaluation, both showing a decline in positive sentiment, with resources and facilities witnessing a drop of 9%. The greatest drop is found in Equal Opportunities (-10%) There

are also gains in school safety and order (16% increase), suggesting improvements in the school's environment. Conversely, areas such as principal/teacher trust and equal opportunities have seen declines, highlighting potential areas for administrative focus. Overall, while there are clear strengths in teacher self-efficacy and purpose, attention to resources, facilities, and trust dynamics could improve the school's educational climate further.

COMMUNITY SURVEY											
QUESTION (108 English Responders; 82 Spanish Responders; 190 Total Responders)	RESPONSE LANGUAGE	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
The school makes me feel welcome and respected when I visit.	ENGLISH	24	30%	58	85%	16	76%	9	90%	1	100%
	SPANISH	57	70%	10	15%	5	24%	1	10%	0	0%
	TOTAL	81	100%	68	100%	21	100%	10	100%	1	100%
The school engages me as a partner in my student's learning.	ENGLISH	23	32%	41	75%	23	74%	14	88%	5	100%
	SPANISH	49	68%	14	25%	8	26%	2	13%	0	0%
	TOTAL	72	100%	55	100%	31	100%	16	100%	5	100%
My student feels safe while at school.	ENGLISH	16	26%	52	74%	27	77%	8	89%	2	100%
	SPANISH	46	74%	18	26%	8	23%	1	11%	0	0%
	TOTAL	62	100%	70	100%	35	100%	9	100%	2	100%
The school sends home information on academic services offered by the campus.	ENGLISH	23	29%	52	80%	15	75%	11	92%	3	100%
	SPANISH	55	71%	13	20%	5	25%	1	8%	0	0%
	TOTAL	78	100%	65	100%	20	100%	12	100%	3	100%
Information about campus activities and events is easily available.	ENGLISH	17	25%	43	74%	23	74%	19	100%	5	100%
	SPANISH	51	75%	15	26%	8	26%	0	0%	0	0%
	TOTAL	68	100%	58	100%	31	100%	19	100%	5	100%
Information about how parents can get involved in the campus is easily available.	ENGLISH	15	25%	34	67%	26	79%	23	92%	5	83%
	SPANISH	46	75%	17	33%	7	21%	2	8%	1	17%
	TOTAL	61	100%	51	100%	33	100%	25	100%	6	100%
My student mostly enjoys being at school.	ENGLISH	16	30%	49	71%	22	65%	11	85%	8	89%
	SPANISH	38	70%	20	29%	12	35%	2	15%	1	11%
	TOTAL	54	100%	69	100%	34	100%	13	100%	9	100%
The campus listens to community and parent feedback.	ENGLISH	12	21%	31	67%	33	79%	12	80%	5	83%
	SPANISH	46	79%	15	33%	9	21%	3	20%	1	17%
	TOTAL	58	100%	46	100%	42	100%	15	100%	6	100%
The social and emotional needs of my students are met at school.	ENGLISH	13	24%	43	68%	28	80%	12	71%	9	90%
	SPANISH	41	76%	20	32%	7	20%	5	29%	1	10%
	TOTAL	54	100%	63	100%	35	100%	17	100%	10	100%
I know who to contact at school when I have questions.	ENGLISH	24	38%	44	70%	19	70%	11	79%	7	78%
	SPANISH	40	63%	19	30%	8	30%	3	21%	2	22%
	TOTAL	64	100%	63	100%	27	100%	14	100%	9	100%

QUESTION (108 English Responders; 82 Spanish Responders; 190 Total Responders)	RESPONSE LANGUAGE	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
The campus responds appropriately to issues my student has at school.	ENGLISH	20	33%	45	64%	23	82%	9	90%	8	89%
	SPANISH	40	67%	25	36%	5	18%	1	10%	1	11%
	TOTAL	60	100%	70	100%	28	100%	10	100%	9	100%
The school is adequately preparing my student for the upcoming school year.	ENGLISH	16	26%	50	68%	22	85%	6	86%	7	100%
	SPANISH	45	74%	24	32%	4	15%	1	14%	0	0%
	TOTAL	61	100%	74	100%	26	100%	7	100%	7	100%
My child is being well prepared for their future at school.	ENGLISH	16	30%	45	62%	28	78%	5	83%	11	100%
	SPANISH	37	70%	28	38%	8	22%	1	17%	0	0%
	TOTAL	53	100%	73	100%	36	100%	6	100%	11	100%

The community response data from John B Connally High School reveals distinct differences in the perceptions between Spanish and English-speaking respondents. Spanish respondents consistently express stronger positive sentiments across various measures, such as feeling welcome and respected, being engaged as partners in their child's learning, and feeling that the school listens to feedback. For example, 70% of Spanish respondents strongly agree that the school makes them feel welcome, compared to only 30% of English respondents. Similarly, in areas such as the school meeting the social and emotional needs of students and preparing students for future academic years, Spanish speakers report high satisfaction with 76% and 74% strongly agreeing, respectively, in contrast to 24% and 26% of English speakers. This trend suggests a significant disparity in perception and satisfaction levels between the two groups, pointing to a need for the school to address and bridge these gaps to ensure equitable experiences for all community members.

STUDENT FOCUS GROUP SUMMARY

Region XIII ESF Student Focus Group Report Summary
General Learning Experience
At John B Connally High School, students experience a variety of instructional styles, with a significant portion of the day dedicated to listening to teachers, often with limited interaction. Advanced Placement (AP) classes are noted for their rigor, while on-level classes depend heavily on teacher engagement. Students express a preference for interactive, hands-on learning and value classrooms that foster structured, motivating, and inclusive environments. The most effective teachers are those who guide and support students personally, offering clear explanations and adapting to diverse learning needs. Challenges include a lack of clarity in instruction, rapid pacing, and insufficient opportunities for questions, which can be compounded by the abrupt transition to high school expectations from middle school. Students suggest that incorporating educational games, addressing classroom management issues, and fostering open communication would enhance engagement and learning. Respect and connection are strengthened when teachers demonstrate genuine care and create inclusive, supportive classrooms, while feelings of disrespect arise from inequitable treatment and lack of teacher intervention in disruptive behavior.
School Safety and Culture

Region XIII ESF Student Focus Group Report Summary

Students at John B Connally High School have mixed feelings about safety, with concerns primarily focused on specific areas where supervision is lacking, such as bathrooms, hallways, and the cafeteria. These areas often feel unsafe due to the presence of non-students, potential for fights, and insufficient adult oversight. In contrast, students feel secure in places where trusted adults are present, like the library, band hall, and classrooms with familiar teachers. The chaotic atmosphere during mornings and passing periods, characterized by overcrowded hallways and blocked pathways, exacerbates feelings of insecurity and contributes to a hectic environment. Despite these challenges, students are motivated to attend school for academic success, extracurricular activities, and social interactions. They value resources such as counselors, teachers, and after-school programs, and identify several staff members as trusted advisors. However, they express a need for enhanced academic guidance, increased safety measures, improved bathroom maintenance, and greater student engagement initiatives to foster a more supportive and inclusive campus environment.

General Course Offering

At John B Connally High School, students are actively engaged in a diverse array of extracurricular activities spanning fine arts, academic and career-oriented clubs, leadership and service organizations, cultural and identity-based groups, and athletics. These activities are well-received, with students appreciating the passion-driven involvement, peer and mentor support, and the social connections they foster, which enhance their overall school experience. Educational programs are perceived as beneficial for future preparation, offering leadership skills, responsibility, networking, and scholarship opportunities. Students recognize the importance of programs relevant to their career goals, particularly those aligned with Austin Community College. However, there is a desire for additional programs, such as FFA, Cosmetology, and several others, to better cater to diverse interests. Students have expressed a need for more effective guidance from counselors, especially regarding ACC programs and course selection, and have raised concerns about the rushed and unclear course request process.

Additional Feedback

Students at John B Connally High School have highlighted several key areas of concern that indicate major trends needing attention. In the realm of communication and scheduling, there is a notable dissatisfaction with inconsistent and last-minute updates, unequal information dissemination, and the lack of multilingual announcements, which are essential for better preparation, especially for incoming 8th graders. The removal of advisory without clear explanation has also been a point of contention, underscoring the need for stronger communication between administration, teachers, and students. In terms of learning experiences, students express a desire for more engaging and interactive instruction, particularly in math and science, and are frustrated by coaches who lack passion for teaching academic subjects. There is a significant concern over the inadequate support from counselors, both academically and emotionally. In the area of school climate and administration, behavior management is inconsistent, with In-School Suspension (ISS) perceived as ineffective. Students have observed that some teachers display disrespectful behavior and recommend random classroom walkthroughs for a more accurate evaluation of teaching practices.

REGION XIII CAMPUS AUDIT SUMMARY

REGION XIII ESF Campus Audit Summary

Guiding Question 1: Are we placing the strongest teachers with the highest-needs students?

Protocols Available Application Underway

The district's participation in the Teacher Incentive Allotment allows for strategic identification and retention of high-performing staff at Connally High School. Leadership opportunities and stipends are available to high-performing teachers at the campus and district level. Teacher placement is based on a variety of factors including teacher

REGION XIII ESF Campus Audit Summary

preference, department chair recommendations, the teacher's previous experience, and student performance data. Teacher placement adjustments are made when instruction or management concerns are evident and impacting student success.

Guiding Question 2: Are we creating the conditions for student learning?**Protocols Available Application Underway**

Clear school-wide expectations for students are established at the beginning of each semester during Cougar 101 for arrival, transitions, meals, and wearing an ID. Signage for student badge expectations can be found all throughout the building; however, there is no signage for any other school-wide expectations. Students adhere to the expectations for arrival and meals and demonstrate safe transitions during passing periods. Teachers have the autonomy to establish their own classroom rules, which leads to inconsistent expectations across the campus.

Guiding Question 3: Are the instructional materials high-quality?**N/A Application Underway**

The Lever 4 Academic Review determined that 44% of the assignments submitted in RLA and 16% assignments submitted in Math met the threshold for high quality assignments. While the goal for the academic reviews is 75%, it is important to note that percentages below this threshold do not necessarily indicate a lack of high-quality instructional materials. During the campus visit minimal use of the adopted curriculum was observed in ELA and math classes. Teachers meet twice a week with their content area teams to either plan lessons, internalize the curriculum, or review data; all dependent on which content they teach.

Guiding Question 4: Are research based instructional strategies being implemented?**Protocols Available Application Underway**

Math teachers have attended RBIS training and ELA teachers are scheduled to attend RBIS training. The Fundamental Five is the framework in use at Connally High School, with all teachers adhering to posting the lesson frame and most teachers incorporating student discourse; however, strategies that place the cognitive lift on the students such as wait time and requiring evidence to support claims are limited in practice.

Guiding Question 5: Is data being used to effectively analyze and monitor teacher progress?**Protocols Available Application Underway**

Eduphoria / Strive is used to document teacher observations and feedback. Teachers access the written feedback provided to them through this platform. Feedback consists of performance indicators aligned to T-TTESS, glows, grows, and occasionally action steps. Debrief conversations to discuss observation feedback rarely occur. The frequency of teacher observations varies based on content area, administrator, and teacher instructional or management concerns.

Guiding Question 6: Is data being used to effectively analyze and monitor student performance?**Protocols Available Application Underway**

Interim and formative assessments are both administered on a consistent basis across content areas. This data is used to track student growth as well as determine standards that need to be revisited. Campus instructional leaders meet with their assigned content area PLC to review and discuss student performance data. A PLC agenda is used to guide the discussion and track action steps. Data meeting discussions consist of reviewing the highest missed TEKS, trying to determine the misconception, and discussing possible instructional adjustments when the TEKS are revisited; however, specificity around when the TEKS will be revisited, what resources will be used, and which students

Perceptions Strengths

High positive responses are evident in categories such as Equity (93% positive), Autonomy, and Principal/Teacher Trust (both at 85% positive), indicating strong satisfaction in these areas

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Chronic absenteeism has remained significantly higher than state and regional averages, peaking at 49.5% in 2021-2022 and showing a slight decline to 44.9% in 2024-2025

Root Cause: The campus needs to improve its image as a relevant and vital setting students value and want to spend time within classrooms instead of leaving campus or avoiding instructional time by staying in the hallway during class.

Problem Statement 2: This trend identified in our parent survey suggests a significant disparity in perception and satisfaction levels between the English speaking and Spanish speaking groups.

Root Cause: Spanish speaking groups are often associated with our specialized program for students who are new to the country that is far more focused on individual needs of student and family

Problem Statement 3: Students expressed a need for enhanced academic guidance as well as a identifying inadequate support from counselors during campus focus groups conducted by Region XIII

Root Cause: The counseling department has been absent one counseling position all year, and has experienced leadership change over the course of the year.

Problem Statement 4: Within the parent survey, 'information on how parents can get involved' and 'the campus listens to community and parent feedback' are the lowest agreed to students by English language responders.

Root Cause: English language responders do not experience the same level of interaction with campus staff the non-English language experience within the program established for students who are new to the country.

Problem Statement 5: The Black or African American student group experiences the highest rates of disciplinary actions, with 32.54% compared to the overall 21.07% and despite representing only 16% of the campus demographic make-up.

Root Cause: Teacher defensiveness regarding issues of disproportionality make addressing the issue embedded within school culture difficult to address

Problem Statement 6: NEED TO UPDATE By the 2022-2023 school year, the graduation rate significantly decreased to 82.4% from 95.4% in 2019-2020 with the number of leavers identified at 72

Root Cause: The downward trend in attendance and increased levels of chronic absenteeism indicate that the relevance of public education has weakened across the community within the last several years

Problem Statement 7: NEED TO UPDATE While dropout rates for CHS students reduced from 2021-2022 to 2022-2023, the latest reported rate from 2022-2023 at 3.9% is nearly twice as high as the State rate

Root Cause: The campus outreach and intervention systems for students at-risk of not graduating are not comprehensive enough to assist struggling students

Problem Statement 8: The Lever 4 Academic Review determined that 44% of the assignments submitted in RLA and 16% assignments submitted in Math met the threshold for high quality assignments

Root Cause: A teaching staff of new to profession and/or alternatively certified teachers need guidance in lesson plan development

Problem Statement 9: While safety and security on the teacher survey has improved from 40 in 2023-2024 to 56 in 2024-2025, it remains one of the lowest areas with positive responses

Root Cause: Administrator turn over has augmented challenges in working with safety and security on the campus by hampering consistency in policy and practice

Goals

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

Performance Objective 1: During the 2025-2026 school year, Connally High School will continue to recruit highly qualified faculty and staff as open positions become available.

Evaluation Data Sources: Decrease vacancies

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

Performance Objective 2: During 2025-2026, Connally High School will implement practices that promote a minimum 85% retention rate of faculty and staff into the next school year.

Evaluation Data Sources: Faculty and Staff Retention Rate

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

Performance Objective 3: Throughout the 2025-2026 school year, CHS teachers will be supported by professional development that reflects campus and teacher demonstrated needs and will be reflected in an overall increase in positive teacher responses in the employee surveys from 63 to at least 75.

High Priority

Evaluation Data Sources: Region XIII Campus Audit Summary
TTESS Observation and Walkthrough

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

Performance Objective 1: By June 2026 there will be increases in Growth and Achievement at all performance levels on STAAR English I and English II tests for all student groups to meet or make progress toward meeting all Closing the Gaps targets.

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

- RLA Academic Growth from 56% to 62%
- Approaches from 52% to 62%

- Meets from 30% to 40%
- Masters from 4% to 14%

High Priority

Evaluation Data Sources: STAAR results, Accountability reports

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

Performance Objective 2: By June 2026 there will be increases in Growth and Achievement at all performance levels on STAAR Algebra I tests for all student groups to meet or make progress toward meeting all Closing the Gaps targets.

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

- Math Academic Growth from 62% to 68%
- Approaches from 57% to 67%
- Meets from 17% to 27%
- Masters from 5% to 15%

High Priority

Evaluation Data Sources: STAAR results, Accountability reports

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

Performance Objective 3: By June 2026, there will be increases at all performance levels on STAAR U.S. History EOC 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 91% to 94%
- Meets from 52% to 56%
- Masters from 26% to 30%

Evaluation Data Sources: STAAR results, Accountability reports

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

Performance Objective 4: By June 2026, there will be increases at all performance levels on STAAR Biology EOC 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 85% to 90%
- Meets from 45% to 52%
- Masters from 11% to 30%

Evaluation Data Sources: STAAR results, Accountability reports

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

Performance Objective 5: By June 2026, the percent of Emergent Bilingual students making progress in English language proficiency will increase from 39% to at least 45%.

High Priority

Evaluation Data Sources: TELPAS results, Accountability results

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

Performance Objective 1: To meet PfISD's 3E Promise of preparing all students for Employment, Enrollment or Enlistment after high school, the percentage of Class of 2026 Graduates who meet the criteria for College, Career, or Military Readiness (CCMR) will increase to 90%. By Class of 2029, 100% of Graduates will be CCM-ready.

High Priority

HB3 Goal

Evaluation Data Sources: HB3 Goals are set to meet PfISD's 3E Promise: By Class of 2029, ALL students meet least one CCMR indicator by the end of their senior year to be well-prepared for employment, enrollment or enlistment after high school. Goals also align to an accountability CCMR rating of "A" (minimum 88%) (see also addendums for CCMR goals by student group):

TEA 2026 accountability results (Class of 2025 CCMR Graduates goal of 70%)

TEA 2027 accountability results (Class of 2026 CCMR Graduates goal of 90%) - Reset to meet 3E Promise

TEA 2028 accountability results (Class of 2027 CCMR Graduates goal of 93%)

TEA 2029 accountability results (Class of 2028 CCMR Graduates goal of 97%)

TEA 2030 accountability results (Class of 2029 CCMR Graduates goal of 100%)

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: Connally High 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 C to B or above
- Domain 2 Rating will improve from C to B or above
- Domain 3 Rating will improve from D to C or above

High Priority

Evaluation Data Sources: Accountability reports

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: T-TESS summative data for 2025-2026 will demonstrate a decrease in the percentage of teachers at or below 'proficient' in the area of 'differentiation' from the current percentage of 52% to below 40%.

Evaluation Data Sources: T-TESS Summative Evaluation data

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: By June 2026, the CHS student attendance rate will increase by 5% from 86% in 2024-2025 to 91%. The rate of Chronic Absenteeism will be reduced by 5% from the estimated 2024-2025 rate of 45% to 40%.

High Priority

Evaluation Data Sources: Data monitored throughout the school year by the CHS At-Risk Coordinator, 2026 Attendance Rate, 2026 Chronic Absenteeism Rate

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: By June 2026, positive responses referencing School Safety and Order will increase from 56% in the prior year to at least 65%.

Evaluation Data Sources: Staff survey data

Goal 4: PfISD will improve low performing schools.

Performance Objective 5: The 2025-2026 graduation rate will increase to at least 92% from the rate our 2024-2025 rate of 88%

High Priority

Evaluation Data Sources: 2025-2026 graduation rate data

Goal 4: PfISD will improve low performing schools.

Performance Objective 6: The CHS dropout rate will decrease from the 2024-2025 level of 3.8% to no higher than 2.5% in 2025-2026

High Priority

Evaluation Data Sources: Dropout data for 2025-2026

Goal 4: PfISD will improve low performing schools.

Performance Objective 7: During the 2025-2026 school year, CHS 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), across all student groups, specifically for African American students to below at least 20% in 2025-2026.

Evaluation Data Sources: Discipline data from 2024-2025

Goal 4: PfISD will improve low performing schools.

Performance Objective 8: During the 2025-2026 school year, CHS will offer attendance at parent and community engagement conference and provide Parent Connection events once per each nine weeks to increase parent and family engagement and improve student academic achievement and school outcomes.

Evaluation Data Sources: Participation at events, improve student academic outcomes

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

Addendums

CCMR Graduates Campus Goals - Connally HS

The percentage of Graduates that meet one or more indicators for College, Career and Military Readiness (CCMR) will increase from 86% for the Class of 2024 to 100% for the Class of 2029.

Yearly Target Goals - All Annual Graduates Earning CCMR

Class of 2022 (2023 Accountability Reports - Actual Outcomes for Goal-Setting)	Class of 2023 (Outcomes Reported in 2024 Accountability Ratings - Actual Outcomes for Goal-Setting)	Class of 2024 (Outcomes Reported in 2025 Accountability Ratings)	Class of 2025 (Outcomes Reported in 2026 Accountability Ratings)	Goals Reset to Meet PfISD 3E Promise	Class of 2026 (Outcomes Reported in 2027 Accountability Ratings)	Class of 2027 (Outcomes Reported in 2028 Accountability Ratings)	Class of 2028 (Outcomes Reported in 2029 Accountability Ratings)	Class of 2029 (Outcomes Reported in 2030 Accountability Ratings)
40%	60%	65%	70%		90%	93%	97%	100%
Actual Outcomes		86%						

Yearly Target Goals -- by Student Group -- Annual Graduates Earning CCMR

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus (Eco Dis, EB, SPED, Foster, Migrant, Homeless)	Emergent Bilingual (Current & Monitored)	Economically Disadvantaged	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Class of 2022 (Actual Outcomes for Goal-Setting)	23%	30%	48%	n/a	72%	n/a	n/a	31%	30%	38%	38%	n/a	45%
Class of 2023 (Actual Outcomes for Goal-Setting)	52%	59%	70%	n/a	75%	n/a	n/a	60%	47%	61%	88%	n/a	63%
Class of 2024	57%	64%	75%	n/a	80%	n/a	n/a	65%	52%	66%	93%	n/a	68%
Actual Outcomes: Class 2024	68%	87%	90%	n/a	92%	n/a	n/a	85%	89%	87%	57%	n/a	86%
Class of 2025	62%	69%	80%	n/a	85%	n/a	n/a	70%	57%	71%	95%	n/a	73%
Actual Outcomes: Class 2025													
Goals Reset to Meet PfISD 3E Promise													
Class of 2026	76%	90%	92%	n/a	94%	n/a	n/a	89%	92%	90%	68%	n/a	89%
Actual Outcomes: Class 2026				n/a		n/a	n/a					n/a	
Class of 2027	84%	94%	95%	n/a	96%	n/a	n/a	92%	95%	94%	79%	n/a	93%
Actual Outcomes: Class 2027													
Class of 2028	92%	97%	97%	n/a	98%	n/a	n/a	96%	97%	97%	89%	n/a	96%
Actual Outcomes: Class 2028				n/a		n/a	n/a					n/a	
Class of 2029	100%	100%	100%	n/a	100%	n/a	n/a	100%	100%	100%	100%	n/a	100%
Actual Outcomes: Class 2029													

Data Source: Baseline Class of 2023 from TEA Accountability Reports released August 2024.

To determine if goals were met each year, use TEA CCMR Verifier published each May/June or actual TEA Accountability reports published each August.

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

CCMR Targeted Strategies

Strategies are included in the Campus Improvement Plan - Goal 3: PfISD will connect high school to career and college.



John B. Connally High School School / Student / Parent Compact 2025-2026



Both John B. Connally High School, represented by the teacher, and parent/guardian of _____

realize that the responsibility for this student to meet the State of Texas' high-performance standards belongs to the school, the student, and the parents. The school, student, and student's parent/guardian realize the importance of a shared commitment necessary to achieve this goal. To this end, all agree to do the following to support this student's education.

THE SCHOOL SHALL	THE STUDENT SHALL	THE PARENT SHALL
Provide high-quality curriculum and facilitate high-quality instruction	Believe that I can and will learn	Adequately prepare student by forming healthy habits and daily routines
Ensure a safe, supportive, and effective learning environment	Always try to do my highest level of work	Ensure their student attends daily and arrives to school on time
Provide opportunities for the parent to participate in school activities	Participate in extra-curricular activities such as UIL events, Student Council, Clubs, etc.	Ensure that homework is completed by the student
Provide opportunities for parents to visit the student's classroom(s)	Show respect for myself, my school, and others	Supervise and limit television watching and use of social media
Offer training and resources on how to access and navigate Skyward Parent Portal/Gradebook weekly	Refrain from bullying, harassing, or teasing classmates and report all similar incidents either experienced myself or that I witness	Participate in decisions relating to the education of the student, such as school committees, school board elections, surveys, or other meetings
Assist parent in understanding social media platforms used for communication	Follow the Student Code of Conduct	Attend parent-teacher conferences as needed throughout the school year
Establish a welcoming and engaging environment for all students, parents, and guests of the campus	Accept responsibility for my personal behavior	Encourage and model daily reading at home
Openly communicate with parents to share concerns and celebrate successes	Respect the rights of others and school property	Frequently check Parent Portal to monitor student progress
Hold high expectations for all students both academically and socially	Let my teachers and family know if I need help	Volunteer your skills at Connally High School to improve student experience
	Advocate for my personal and academic needs	Support Collaboratively celebrating student successes and reinforcing teacher expectations
		When I have a concern, I will communicate with my student's teacher(s)

Parent Signature _____

Date _____

Student Signature _____

Date _____



John B. Connally High School

Pacto Escuela/Estudiantes/Padres 2025-2026



Tanto la Escuela Preparatoria John B. Connally, representada por el maestro, como el padre/tutor de

reconocen que la responsabilidad de que este estudiante cumpla con los estándares de alto rendimiento del Estado de Texas recaen en la escuela, el estudiante y sus padres. La escuela, el estudiante y sus padres/tutores reconocen la importancia de un compromiso compartido para lograr este objetivo. Con este fin, todos acuerdan hacer lo siguiente para apoyar la educación de este estudiante.

LA ESCUELA DEBERÁ	LA ESTUDIANTE DEBERÁ/ EL ESTUDIANTE DEBERÁ	EL PADRE DEBERÁ
Proporcionar un plan de estudios de alta calidad y facilitar una instrucción de alta calidad. Garantizar un entorno de aprendizaje seguro, de apoyo y eficaz Brindar oportunidades para que los padres participen en las actividades escolares. Brindar oportunidades para que los padres visiten las aulas de los estudiantes. Ofrecer capacitación y recursos sobre cómo acceder y navegar por el Portal para padres de Skyward/Libro de calificaciones semanalmente Ayudar a los padres a comprender las plataformas de redes sociales que se utilizan para la comunicación. Establecer un ambiente acogedor y atractivo para todos los estudiantes, padres e invitados del campus. Comunicarse abiertamente con los padres para compartir inquietudes y celebrar los éxitos. Mantener altas expectativas para todos los estudiantes, tanto académica como socialmente.	Creo que puedo y aprenderé Siempre intento hacer mi trabajo de más alto nivel. Participar en actividades extracurriculares como eventos UIL, Consejo Estudiantil, Clubes, etc. Mostrar respeto por mí mismo, mi escuela y otros/otras Abstenerse de intimidar, acosar o burlarse de sus compañeros de clase e informar todos los incidentes similares que haya experimentado o presenciado. Siga el Código de conducta estudiantil Aceptar la responsabilidad de mi comportamiento personal Respetar los derechos de los demás y la propiedad escolar. Avisar a mis profesores y familiares si necesito ayuda. Defender mis necesidades personales y académicas	Preparar adecuadamente al estudiante mediante la formación de hábitos saludables y rutinas diarias. Asegúrese de que su estudiante asista diariamente y llegue a la escuela a tiempo. Asegúrese de que el estudiante complete la tarea. Supervisar y limitar el tiempo que pasan viendo televisión y el uso de las redes sociales. Participar en decisiones relacionadas con la educación del estudiante, como comités escolares, elecciones de la junta escolar, encuestas u otras reuniones. Asistir a las conferencias de padres y maestros según sea necesario a lo largo del año escolar Fomentar y modelar la lectura diaria en casa. Consulte con frecuencia el Portal para padres para monitorear el progreso de los estudiantes Ofrezca sus habilidades como voluntario en la escuela secundaria Connally para mejorar la experiencia de los estudiantes. Celebrar colaborativamente los éxitos de los estudiantes y reforzar las expectativas de los docentes Cuando tenga una inquietud, me comunicaré con el/los maestro(s) de mi estudiante.

Parent Signature _____

Date _____

Student Signature _____

Date _____



CONNALLY High School Family Engagement Plan 2025-2026

The Title I Parental Involvement section of the Elementary & Secondary Education Act (ESEA) requires each Title I school to jointly develop with and distribute to parents of participating children, a written family engagement policy/plan. The purpose of Title I is to provide activities and services which support students in meeting the state's academic standards.

Purpose	Activities/Strategies
Family Engagement Plan Requirements	
The school will involve parents in the joint development and joint agreement of its School Family Engagement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA.	CAAC Meetings Parent Meetings Local Community Meetings FAFSA NIGHT Course Fair Parent Connection Meet the Teacher Evening Newcomer Parent Night
The school will distribute to parents of participating children and the local community, the School Family Engagement Policy.	CAAC Meeting Front Office Counselor's Office
The school will convene an annual meeting to inform parents of the following elements (listed below): State Accountability Title I Information Campus Professional Development Plan	CAAC Meeting
The school will provide to parents of participating children a description & explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, & the proficiency levels students are expected to meet or exceed.	CAAC Meetings Parent Connection Newcomer Parent Night
Shared Responsibilities for High Student Academic Achievement	
The school will build capacity for strong parental communication to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.	Meet the Teacher Evening PFISD District College Fair Counselor and Social Worker Trainings College & Career Advisor Trainings Mental Health Awareness for families Parent communication (School Status) PFISD on-line Curriculum Use of Google Classroom and Canvas

The school, with the assistance of PfISD, will provide materials & training to help families work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster family involvement.	Campus and social media postings about family trainings and involvement AVID Family Nights Club information
Building Capacity for Involvement	
The School Family Engagement Plan may include additional discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school to support their children’s academic achievement.	Future CAAC Meetings AVID Family Nights & College visits STAAR Study Sessions College Nights Parent trainings
Date Developed & Reviewed: August 29, 2025; September 17, 2025	
Principal’s name & signature: Daniel Garcia	



Plan de Participación Familiar de la Escuela Secundaria CONNALLY 2025-2026

La sección de Participación Parental del Título I de la Ley de Educación Primaria y Secundaria (ESEA) exige que cada escuela del Título I desarrolle y distribuya, conjuntamente con los padres de los niños participantes, una política/plan de participación familiar por escrito. El propósito del Título I es ofrecer actividades y servicios que ayuden a los estudiantes a cumplir con los estándares académicos estatales.

Purpose	Activities/Strategies
Family Engagement Plan Requirements	
La escuela involucrará a los padres en el desarrollo conjunto y el acuerdo conjunto de su Política de participación familiar en la escuela y su plan para toda la escuela, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA.	CAAC Meetings Parent Meetings Local Community Meetings FAFSA NIGHT Course Fair Parent Connection Meet the Teacher Evening Newcomer Parent Night
La escuela involucrará a los padres en el desarrollo conjunto y el acuerdo conjunto de su Política de participación familiar en la escuela y su plan para toda la escuela, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA.	CAAC Meeting Front Office Counselor's Office
La escuela convocará una reunión anual para informar a los padres sobre los siguientes elementos (enumerados a continuación): State Accountability Title I Information Campus Professional Development Plan	CAAC Meeting
La escuela proporcionará a los padres de los niños participantes una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que los estudiantes alcancen o superen.	CAAC Meetings Parent Connection Newcomer Parent Night
Shared Responsibilities for High Student Academic Achievement	
La escuela desarrollará la capacidad para una comunicación sólida con los padres para garantizar la participación efectiva de los padres y apoyar una asociación entre la escuela involucrada, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes.	Meet the Teacher Evening PFISD District College Fair Counselor and Social Worker Trainings College & Career Advisor Trainings Mental Health Awareness for families Parent communication (School Status) PFISD on-line Curriculum Use of Google Classroom and Canvas

La escuela, con la ayuda de PfISD, proporcionará materiales y capacitación para ayudar a las familias a trabajar con sus hijos para mejorar su rendimiento académico, como capacitación en alfabetización y uso de tecnología, según corresponda, para fomentar la participación familiar.	Campus and social media postings about family trainings and involvement AVID Family Nights Club information
Building Capacity for Involvement	
El Plan de Participación Familiar de la Escuela puede incluir actividades discrecionales adicionales que la escuela, en consulta con sus padres, elija emprender para desarrollar la capacidad de los padres para participar en la escuela y apoyar el logro académico de sus hijos.	Future CAAC Meetings AVID Family Nights & College visits STAAR Study Sessions College Nights Parent trainings
Date Developed & Reviewed: August 29, 2025; September 17, 2025	
Principal's name & signature: Daniel Garcia	