

Pflugerville Independent School District

District Improvement Plan

2025-2026

Accountability Rating: C



Board Approval Date: October 16, 2025
Public Presentation Date: September 15, 2025

Mission Statement

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

Vision

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

Value Statement

We Believe

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

Pflugerville Independent School District, established in 1902, is a fast-growing district located in northeast Travis County, Texas. Spanning approximately 95 square miles, the district serves portions of six municipalities: Pflugerville, Austin, Coupland, Hutto, Manor, and Round Rock. PfISD is surrounded by more than seven major institutions of higher education, including The University of Texas at Austin, Texas State University, Concordia University, St. Edward’s University, Huston-Tillotson University, Southwestern University, and the Austin Community College system.

District enrollment as of fall 2024 is 25,477 across 35 campuses, a slight enrollment increase from the prior year. The district has 22 elementary schools, 7 middle schools, 4 comprehensive high schools, an alternative high school (PACE) located at a campus that also houses the district’s 18+ program for students continuing their IEP for graduation, as well as a separate DAEP campus (the Opportunity Center).

PfISD is experiencing stagnant to declining student enrollment, influenced in part by the presence of at least seven surrounding public charter schools enrolling over 3,500 students. This trend is expected to intensify with the recent passage of the school voucher bill, set to take effect in the 2026–2027 school year, which may further divert students and funding from public schools. In response, the district is prioritizing enrollment growth through strategic marketing, an attendance awareness campaign, and coaching campus staff in effective communication and social media engagement. Additionally, PfISD continues to offer both intra- and inter-district transfer opportunities to designated open campuses through an annual application process.

District Enrollment Over Time in Pflugerville ISD <i>(Source: TEA TAPR 2017-2024; OnDataSuite Fall PEIMS 2024-2025)</i>				
2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
25,436	25,486	25,445	25,297	25,477

Students

PfISD’s student population is demographically diverse, and this variety of backgrounds provide a myriad of experiences and learning opportunities for students, staff, and community. Demographic shifts suggest a need for continued cultural responsiveness, bilingual/ESL support, and inclusive curriculum planning.

- The Hispanic/Latino population has surpassed 50%, reflecting a growing majority.
- There is a continued decline in the White and Black/African American student populations.
- The Asian student population is steadily increasing, now at its highest level over the five-year period.

Student Race/Ethnicity Changes Over Time in Pflugerville ISD <i>(Source: TEA TAPR 2018-2024; OnDataSuite Fall PEIMS 2024-2025)</i>							
	Black - African American	Hispanic - Latino	White	American Indian/ Alaskan Native	Asian	Native Hawaiian/ Pacific Islander	Two or More Races
2020-2021	15.4%	48.2%	22.9%	0.2%	8.3%	0.2%	4.8%
2021-2022	15.5%	48.5%	22.4%	0.2%	8.5%	0.2%	4.8%
2022-2023	15.4%	48.4%	22.0%	0.3%	9.1%	0.1%	4.8%
2023-2024	15.2%	49.0%	21.5%	0.2%	9.2%	0.2%	4.8%
2024-2025	14.8%	50.2%	20.6%	0.2%	9.3%	0.1%	4.8%

Student participation in the National School Lunch Program (NSLP) increased slightly with 50.4% of students identified as economically disadvantaged as of fall 2024. During 2024-2025, the district served a total of 23 schools (16 elementary, 5 middle, and 2 high schools) as Title I Schoolwide campuses to provide high-quality education to enable all students to meet the state performance standards.

As of April 2025, Pflugerville ISD serves 8,157 Emergent Bilingual students. Among these students, 28% are in their first or second year in U.S. schools, while about 30% have been in U.S. schools for six or more years (long-term EB students) and have yet to attain the Advanced High levels of English proficiency required for exit from the program. With at least 73 different spoken languages identified—Spanish, Vietnamese, and Arabic being the top three—EB students come from diverse cultural and linguistic backgrounds, requiring bilingual or ESL-certified teachers to provide appropriate and accommodated instruction. During the 2024-2025 school year, PfISD filed for 71 ESL Waivers and 13 Bilingual Exceptions for teachers of Emergent Bilingual students who lacked appropriate teaching certification.

During the 2024–2025 school year, the district experienced a 2% increase in the number of students served through special education compared to the prior year. This increase reflects multiple systemic and regulatory shifts:

- 1. Implementation of HB 3928 (Dyslexia Eligibility Under IDEA):** The reclassification of dyslexia services under special education has led to a significant number of students transitioning from Section 504 to IEPs. This alone accounts for a notable portion of the increase, as more students now qualify for special education based on the requirement for specially designed instruction.
- 2. Updated SLD Identification Criteria:** TEA’s revisions to Specific Learning Disability (SLD) criteria provide broader pathways for eligibility, contributing to increased identification rates. This includes a greater emphasis on the need for instructional data and intervention response documentation prior to ruling out eligibility.

Student Demographic & Program Enrollment Over Time in Pflugerville ISD					
<i>(Source: TEA TAPR 2018-2024; OnDataSuite Fall PEIMS 2024-2025)</i>					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Economically Disadvantaged	47.8%	45.6%	45.6%	49.3%	50.4%
At-Risk	51.5%	60.7%	59.3%	60.3%	59.5%
Emergent Bilingual (EB)	23.5%	25.3%	27.4%	29.8%	31.1%
Special Education	12.2%	12.4%	12.6%	13.8%	15.8%
Section 504	9.0%	9.3%	9.5%	9.3%	8.7%
Students with Dyslexia	4.7%	5.3%	5.7%	6.2%	6.8%
Gifted & Talented Education	7.9%	7.6%	8.4%	8.4%	8.2%
Foster Care	0.3%	0.3%	0.3%	0.2%	0.2%
Unhoused/Homeless	0.9%	1.0%	0.7%	1.0%	1.5%
Immigrant	2.4%	2.5%	3.3%	4.8%	6.8%
Migrant	0.00%	0.00%	0.01%	0.00%	0.01%
Military-Connected	4.9%	3.5%	5.1%	5.2%	5.0%
Students with Disciplinary Placements (at DAEP or JJAEP in prior year)	1.3%	0.4%	1.6%	2.1%	not yet available

Staff Composition

PfISD employs 3,462 staff members, with a strong focus on instructional support. Professional Staff make up 67% of the workforce, including Teachers at 52%, supported by Professional Support (10%) and Campus Administration (3%). Educational Aides account for 13%, enhancing classroom instruction, while Auxiliary Staff comprise 20%, providing essential operational support. This staffing structure reflects the district’s commitment to student learning and effective campus operations.

Staff Information	District	
	Count	Percent
Total Staff	3,461.8	100.0%
Professional Staff	2,316.8	66.9%
Teachers	1,809.0	52.3%
Professional Support	332.0	9.6%
Campus Administration (School Leadership)	112.8	3.3%
Central Administration	63.0	1.8%
Educational Aides	455.8	13.2%
Auxiliary Staff	689.2	19.9%

Teachers

In 2023-2024, PfISD saw an 11% drop in the number of beginning teachers from 272 to just 68 compared to the previous year. At the same time, the number of teachers with 1 to 5 years of experience—where most PfISD teachers are—increased by a notable 16%. PfISD teachers’ average years of experience including average years in the district both decreased from the prior year, while State rates maintained, and are both 1.2 years below the State rates.

The district provides a mentoring program for beginning teachers throughout their first two years of teaching. Throughout the first three years of teaching, a New Teacher Academy professional learning series is provided. An annual New Teacher Orientation for new-to-district teachers supports the work environment through Professional Learning Communities (PLCs), and offers ongoing, embedded professional learning.

Teachers – Years of Experience

(Source: TEA TAPR)

	Beginning Teachers		1-5 Years		6-10 Years		11-20 Years		21-30 Years		Over 30 Years		Average Years		Average Years Experience in the District	
	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024
PfISD	15%	4%	21%	37%	21%	18%	26%	25%	14%	13%	3%	3%	11	10	6	5
State	10%	9%	26%	27%	21%	20%	27%	27%	13%	14%	3%	3%	11.0	11	7	7

Teacher Incentive Allotment (TIA) - Designated Teachers

As of May 2025, 500 designated teachers will serve in PfISD classrooms in the 2025-2026 school year. Of all PfISD teachers, 28% are designated. With a 95% retention rate of designated teachers, PfISD meets the primary TIA goal of retaining highly-effective teachers in the classroom. Within three years of employment in PfISD, eligible teachers can earn an additional annual TRS-eligible annual salary incentive of up to \$18,372. National Board Certified Teachers are eligible for an incentive within their second year of employment in PfISD.

Teacher Incentive Allotment (TIA) Designated Teachers in PfISD			
	2021-2022 (Pilot Year)	2022-2023	2023-2024
Master	50	222	291
Exemplary	32	157	198
Recognized	10	37	42
Total Designated Teachers	92	416	531

ESSA Talent Plan (formerly named ESSA Equity Plan): Teacher experience related to teaching students of low-income and students of color

In 2017-2018, the district followed the then newly implemented Texas Equity Plan process as required under ESSA for all districts receiving Title I funds to create and submit plans describing how the district will decrease gaps as they relate to low-income students and minority students being taught at higher rates than other students by inexperienced, out-of-field, and ineffective teachers. The plans are used by TEA and districts to better understand and address the challenges faced in providing equitable access to excellent teachers for low-income and minority students and to identify effective strategies that can help shrink equity gaps and improve student learning for all. Districts are required to annually review equity reports and plans to address gaps.

- **Gap in Experienced Teachers at High-Poverty Campuses:** Gap remained steady or declined to the lowest at 2% for the 2022-2023 school year, in line with the statewide gap. However, gaps sharply increased for both PfISD and statewide to 7% in 2023-2024. **In PfISD, the top quartile of campuses where the highest gaps existed were at Dessau ES, Northwest ES, Ruth Barron ES, Delco ES, Spring Hill ES, River Oaks ES, and Copperfield ES.**
- **Gap in Experienced Teachers at High-Minority Campuses:** Gaps reduced to 4% in the 2022-2023 school year, in line with the statewide gap. However, gaps sharply increased for both PfISD and statewide to 10% and 7% respectively in 2023-2024. **In PfISD, the top quartile of campuses where the highest gaps existed were at Dessau ES, Dessau MS, Westview MS, Connally HS, Ruth Barron ES, Delco ES, and Copperfield ES.**

Talent Plan: Teacher Experience Related to Teaching Students of Low-Income and Students of Color (renamed from Equity Plan to Talent Plan in Spring 2025 due to federal elimination of DEI) <i>(Source: Internal Calculations 2017-2018; OnDataSuite 2018-2023)</i>			
		Gap in Experienced Teachers at High-Poverty Campuses	Gap in Experienced Teachers at High-Minority Campuses
2017-2018 (Baseline)	PfISD	11%	10%
	State	14%	3%
2018-2019	PfISD	8%	6%
	State	-1%	-2%
2019-2020	PfISD	4%	2%
	State	-3%	-3%
2020-2021	PfISD	5%	5%
	State	-1%	-1%
2021-2022	PfISD	5%	5%
	State	1%	3%
2022-2023	PfISD	2%	4%
	State	2%	4%
2023-2024	PfISD	7%	10%
	State	7%	7%

Teacher Demographics and Representation of Students

Teacher demographics underrepresent the Hispanic, Asian, African American, and Two or More Races student groups.

- Hispanic/Latino students are dramatically underrepresented among teachers by 25%, despite comprising nearly half the student population.
- The increase in the number of African American, Hispanic and Asian teachers over the past five years has improved representation of students, but large gaps still exist.

The district's 22% of White students are significantly overrepresented by 60% of teachers identifying as White.

PfISD continues to strengthen its educator workforce to meet the needs of students. Efforts include focused recruitment, retention, and support strategies to ensure a wide range of qualified teachers. A strong and representative educator workforce supports student engagement, a sense of belonging, and academic success.

Teachers by Race/Ethnicity & Representation of Students in Pflugerville ISD							
<i>(Source: TEA TAPR)</i>							
	Black - African American	Hispanic - Latino	White	American Indian/ Alaskan Native	Asian	Native Hawaiian/ Pacific Islander	Two or More Races
2019-2020	7.9%	24.9%	62.6%	0.2%	1.9%	0.3%	2.3%
2020-2021	8.1%	22.8%	64.4%	0.2%	1.7%	0.4%	2.3%
2021-2022	8.3%	21.3%	65.5%	0.3%	2.0%	0.3%	2.3%
2022-2023	9.9%	26.8%	58.5%	0.3%	2.7%	0.3%	1.4%
2023-2024							
Teacher Demographics	11.3%	23.7%	60.3%	0.3%	2.3%	0.3%	1.7%
Student Demographics	15.2%	49.0%	21.5%	0.2%	9.2%	0.2%	4.8%
Teacher representation of Students	-4%	-25%	+39%	+0.1%	-7%	+0.1%	-3%

Campus Leadership

Campus principal leadership remained stable with just three new elementary principal assignments for the 2025-2026 school year. Across program areas, resource management and compliance at the campus level is designated to the campus principal.

PfISD benefits from a highly experienced campus leadership team. Principals average 7.5 years of experience, exceeding the state average of 6.0 years, with 6.3 of those years within PfISD. Assistant Principals also show strong leadership tenure, averaging 6.3 years of experience overall and 4.7 years within the district, both above state averages. This level of experience contributes to leadership stability and supports the effective implementation of district goals and campus improvement efforts.

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	7.5	6.0
Average Years Experience of Principals with District	6.3	5.1
Average Years Experience of Assistant Principals	6.3	5.1
Average Years Experience of Assistant Principals with District	4.7	4.3

Demographics Strengths

- More than seven major institutions of higher education surround PflSD.
- The diversity of both students and staff enriches the learning environment and fosters a vibrant, multicultural community. With at least 73 different spoken languages identified, PflSD students come from diverse cultural and linguistic backgrounds.
- Among teaching staff, PflSD has a variety of backgrounds and levels of experience resulting in a wide base of content knowledge and expertise.
- PflSD supports staff participation in our tiered Leadership Academy Framework focused on providing professional development opportunities and growth resulting in staff retention and potential promotion for all employees.
- With an average of 11 years experience, current classroom teachers are often tech-savvy with popular technologies and willing to implement innovative practices in an effort to improve instruction.
- PflSD has strong community engagement and strong communications with internal and external stakeholders who are involved in the schools such as parents of registered students.
- Among special education service providers, there is a sense of community and relationship focus.
- New Teacher Retention Rates: A robust three-year induction and mentorship program helped retain 78% of first-year teachers and 88% of second-year teachers, the highest since 2020

Problem Statements Identifying Demographics Needs

Problem Statement 1: PflSD is experiencing declining student enrollment.

Root Cause: There are at least seven surrounding public charter schools enrolling over 3,500 students. The recent passage of the school voucher bill, set to take effect in the 2026-2027 school year, is expected to further divert students and funding from public schools.

Problem Statement 2: PflSD struggles to hire and retain certified, experienced teachers, with many entering through alternative pathways or incomplete certification programs. Additionally, numerous ELA teachers serving Emergent Bilingual students lack required ESL, bilingual, or content certifications, affecting instructional quality and student success.

Root Cause: The certified teacher pool is shrinking, while teacher separations and retirements are rising. Additionally, PflSD hires 250-350 teachers annually, many of whom enter through alternative or university certification programs that do not require ESL credentials, contributing to ongoing certification gaps.

Problem Statement 3: Talent gaps between experienced and inexperienced teachers at high-poverty and high-minority campuses exist and have sharply increased. These gaps impact students with the highest needs who are instructed by teachers with the least experience.

Root Cause: There has been a shortage of certified teachers and lack of incentives to work in high-need (high poverty, high minority) schools. Experienced teachers tend to stay at campuses with more stability and fewer challenges.

Problem Statement 4: The district continues to face challenges in finding and retaining qualified candidates for leadership positions.

Root Cause: Fewer candidates are entering into and or staying in leadership positions in the profession of education due to increased demands and expectations.

Problem Statement 5: PflSD faces ongoing challenges in recruiting and retaining qualified special education staff, including licensed professionals such as speech pathologists and school psychologists.

Root Cause: High competition with other districts and contract companies for compensation and job responsibilities, coupled with ongoing teacher turnover and the specialized training needs of new special education teachers, contribute to persistent staffing challenges in special education.

Problem Statement 6: PflSD faces challenges in student attendance, academic performance, and meeting the basic needs of at-risk populations. Rising mental health needs further strain the district's limited staffing and funding, making it difficult to provide adequate support services.

Root Cause: Lack of staffing, resources, and funding for mental health needs.

Student Learning

Student Learning Summary

2025 Preliminary STAAR Results

In June 2025 districts received preliminary Spring 2025 STAAR results 3rd grade through end-of-course (EOC) testers. Students participate in STAAR assessments as follows:

- 3rd - 8th grade Math and Reading Language Arts (RLA)
- 5th, 8th grade Science
- 8th grade Social Studies
- Algebra I, Biology, English I, English II, U.S. History (taken during the year the student is completing the accompanying high school course)

Results for each STAAR grade level and subject area test are provided in the [tables linked here](#) (and in the addendums) which also include results from the past 4 years for comparison. The color coding of the 2025 results indicate an increase (green) or decrease (pink) compared to 2024 results. Results are shown at the following Performance Levels, which are defined on the first page of the results document as follows:

- The minimum passing standard is at the *Approaches Grade Level* standard, indicating that students are likely to succeed in the next grade or course with targeted academic intervention.
- Students scoring at the *Meets Grade Level* standard have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention.
- *Masters Grade Level* performance indicates that the student is expected to succeed in the next grade or course with little or no academic intervention.

Highlights

- Results have remained stagnant to somewhat declining over the past three years
- Math - decrease at Approaches, increases at Meets and Masters levels suggesting some growth among students performing on grade level. Math achievement remains the lowest performing area.
- RLA - performance was maintained from 2024 to 2025
- Science - slight increases at all performance levels from 2024 to 2025
- Social Studies - decreases at Approaches and Meets from 2024 to 2025

STAAR Results - Achievement									
English & Spanish Combined									
	Spring 2023			Spring 2024			Spring 2025		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Math (3-8 & Algebra I Combined)	73%	42%	17%	70%	40%	16%	69%	41%	19%
RLA (3-8, English I & English II Combined)	78%	55%	22%	76%	55%	24%	77%	56%	24%
Science (5th, 8th & Biology Combined)	78%	49%	19%	74%	44%	16%	76%	47%	17%
Social Studies (8th & U.S. History Combined)	79%	52%	29%	78%	52%	27%	76%	49%	28%

STAAR Results - Growth

Students Making Growth From one Performance Level to the Next

English & Spanish Combined

	From Spring 2022 to Spring 2023	From Spring 2023 to Spring 2024	From Spring 2024 to Spring 2025
Math (4-8 & first-time testers for Algebra I combined)	64%	56%	65%
RLA (4-8, and first-time testers for English I & English II combined)	65%	68%	68%

While there was a slight decrease at the Approaches level for math achievement, there was significant growth from the prior year. Growth levels were maintained for RLA.

2025 Accountability

Significant Improvements

- **14 of our 34 campuses (41%) improved their overall rating from 2024 to 2025**
- Of those improved, three campuses improved by two letter grade ratings, all of which are ESF Schools: Delco ES, Dessau ES, and Dessau MS.
- **Half of all PfISD campuses earned an A or B rating in 2025**
- **Graduates meeting College, Career, and Military readiness (CCMR) measures improved by 27%** from the Class of 2022 (at 57%) to the Class of 2024 (at 84%), **demonstrating PfISD's commitment to the 3E's**, a districtwide promise that by 2029, every graduate will leave PfISD with a diploma and a plan for enrollment in higher education, employment in a high-paying, high-skill job, or enlistment in the armed forces.
 - *In accountability, measures for graduates are a year behind, so Class of 2025 CCMR outcomes will be reported in August 2026 ratings.*

Distinction Designations for Outstanding Performance

TEA awards Distinction Designations to recognize campuses that demonstrated outstanding achievement in student academic performance and progress compared to similar schools across the state. Campuses with an overall accountability rating of A, B or C are eligible for Distinction Designations. [A summary of Distinction Designations awarded to PfISD schools is here.](#)

- 2023: 31 distinctions were awarded across 15 campuses
- 2024: 30 distinctions were awarded across 12 campuses
- 2025: 29 distinctions were awarded across 13 campuses

2025 Preliminary Accountability Ratings issued August 2025; Final ratings to be issued December 2025

A-F Ratings Legend

A - Exemplary Performance	B - Recognized Performance	C - Acceptable Performance	D - In Need of Improvement	F - Unacceptable Performance
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Overall Accountability Ratings Issued by TEA

Improved Rating	2023 Overall Rating (Issued by TEA April 2025)	2024 Overall Rating (Issued by TEA August 13, 2025)	2025 Overall Rating (Issued by TEA August 13, 2025)
Pflugerville ISD	C	C	C
Brookhollow ES	C	C	C
Caldwell ES	B	C	C
Carpenter ES	A	B	B
Copperfield ES	B	B	B
Dearing ES	C	C	B
Delco ES	D	D	B
Dessau ES	F	F	C
Hidden Lake ES	--	B	B
Highland Park ES	B	B	B
Mott ES	B	A	B
Murchison ES	A	A	A
Northwest ES	D	F	F
Parmer Lane ES	B	B	C

Pflugerville ES	C	B	D
Riojas ES	B	B	A
River Oaks ES	C	D	C
Rowe Lane ES	A	B	B
Ruth Barron ES	C	C	C
Spring Hill ES	B	F	D
Timmerman ES	D	F	F
Wieland ES	C	B	B
Windermere ES	B	C	B
Bohls MS	C	C	C
Cele MS	A	B	A
Dessau MS	D	F	C
Kelly Lane MS	A	B	A
Park Crest MS	B	C	C
Pflugerville MS	C	C	C
Westview MS	F	F	F
Connally HS	D	D	C
Hendrickson HS	B	B	A
Pflugerville HS	C	C	B
Weiss HS	D	B	B
PACE HS (Alternative Education Accountability System)	--	D	C

- **Identification of Public Education Grant (PEG) Schools** allowing for students attending a PEG school to transfer to a higher performing school in any district
 - **Final List based on 2023 Ratings: 2025-2026 School Year: Dessau ES, Westview MS**
 - **Preliminary List 2026-2027 School Year: Northwest ES, Timmerman ES, Westview MS**
- **School Improvement Engagement Requirements** will be required of 9 PfISD schools during the 2025-2026 school year.

Schools Required to Engage in Specific School Improvement Requirements in 2025-2026	
School Improvement Engagement Identification Criteria	Schools
Overall Rating of F	<p>Westview MS</p> <ul style="list-style-type: none"> → Overall F for 3 Consecutive Years → <i>Comprehensive Support & Improvement (CSI)</i> <p>Timmerman ES</p> <ul style="list-style-type: none"> → Overall F for 2 Consecutive Years → <i>Comprehensive Support & Improvement (CSI)</i> <p>Northwest ES</p> <ul style="list-style-type: none"> → Overall F for 2 Consecutive Years → <i>Targeted Support & Improvement (TSI)</i>
Overall Rating of D	<p>Spring Hill ES</p> <ul style="list-style-type: none"> → 1st Year Overall D, from Prior Year F → <i>Comprehensive Support & Improvement (CSI) - Progress</i> <p>Pflugerville ES</p> <ul style="list-style-type: none"> → 1st Year Overall D → <i>Targeted Support & Improvement (TSI)</i>
Comprehensive Support & Improvement (CSI) - Progress	<p>Dessau ES</p> <ul style="list-style-type: none"> → Improved to Overall C, making progress toward exiting from <i>Comprehensive Support & Improvement</i> <p>Connally HS</p> <ul style="list-style-type: none"> → Improved to Overall C, making progress toward exiting from <i>Comprehensive Support & Improvement</i>
Additional Targeted Support (ATS)	<p>Bohls MS</p> <ul style="list-style-type: none"> → Not meeting targets for Special Education student group <p>Pflugerville MS</p> <ul style="list-style-type: none"> → Not meeting targets for African American student group

Progress Toward Meeting HB3 Early Childhood Literacy & Math Goals

HB3 Early Childhood Literacy and Math goals were re-set and Board approved in October 2024 with 2024-2025 progress toward meeting goals as follows. Progress monitoring for all required student groups and grade levels toward meeting HB3 goals are also included in the addendums.

- Literacy: The 2024-2025 goal for 3rd grade STAAR performance at Meets Grade Level was missed by 3%.

HB3 Early Childhood Literacy Plan Goal - PfISD						
The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 48% in Spring 2024 to 68% by June 2030.						
Yearly Target Goals						
2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
48%	53%	56%	59%	62%	65%	68%
Outcomes	50%					

- Math: The 2024-2025 goal for 3rd grade STAAR performance at Meets Grade Level was missed by 3%.

HB3 Early Childhood Math Plan District Goal - PfISD						
The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 43% in Spring 2024 to 60% by June 2030.						
Yearly Target Goals						
2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
43%	49%	51%	53%	55%	57%	60%
Outcomes	46%					

2024-2025 Universal Screener Results

--Pre-Kindergarten--

Pre-K (3-yr old and ECSE) Results - Readiness					
AIM Observational: Math & Emergent Literacy					
<i>(Readiness Levels: 'Occurring (5.5 - 7.0) & Expanding (7.1 - 9.9)')</i>					
Mathematics			Emergent Literacy		
BOY	MOY	EOY	BOY	MOY	EOY
33%	47%	70%	38%	50%	70%

There were steady gains throughout the year in both math and literacy among Pre-K 3-year olds, with 70% of students performing at readiness levels by EOY.

	Pre-K (4-yr old) Results - Making Acceptable Progress											
	C-PALLS+: Math & Literacy											
	<i>(Source: Tango) (Level 'Making Acceptable Progress')</i>											
	Math			Literacy/Reading								
				Phonological Awareness Overall			Rapid Letter Naming			Rapid Vocabulary Naming		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
English Version Results	85%	88%	89%	69%	65%	68%	50%	68%	74%	51%	63%	60%
Spanish Version Results	86%	91%	91%	66%	80%	77%	20%	54%	76%	72%	66%	66%
Combined - English & Spanish Results	85%	89%	90%	68%	70%	71%	41%	63%	74%	58%	64%	62%

While most areas assessing Pre-kindergarten literacy and math showed improvement from BOY to EOY, outcomes declined for students tested in English for Phonological Awareness and for Spanish testers in Rapid Vocabulary Naming, highlighting areas for future instructional focus. Rapid Letter Naming saw the most significant gains. Math remained a consistently strong area.

TEA evaluates the effectiveness of prekindergarten programs based on EOY Pre-K screener outcomes and BOY Kindergarten outcomes. For the latest 2022-2023 reported outcomes, kindergarten-readiness of PfISD students previously attending pre-kindergarten lags behind the state and region by 14%.

**2023-24 Pre-Kindergarten Effectiveness based on Kindergarten Readiness Assessments
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY**

Pre-Kindergarten School Year		State	Region 13	District [♦]	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
All Pre-Kindergarten Attendees^{♦♦} Assessed in Kindergarten														
2022-23	Students ready for KG	56,991	3,075	185	31	99	20	*	25	*	9	14	123	107
	Students assessed in KG	90,741	4,893	383	59	219	39	*	48	*	16	45	274	236
	Percent ready	62.8%	62.8%	48.3%	52.5%	45.2%	51.3%	*	52.1%	*	56.3%	31.1%	44.9%	45.3%
2021-22	Students ready for KG	48,734	2,543	162	33	88	16	*	21	-	*	9	98	91
	Students assessed in KG	80,136	4,100	306	65	166	28	*	38	-	*	24	210	176
	Percent ready	60.8%	62.0%	52.9%	50.8%	53.0%	57.1%	*	55.3%	-	*	37.5%	46.7%	51.7%

--Kindergarten--

	Kindergarten Readiness Results: TX-KEA Math & Reading <i>(Level 'On Track' Indicating Readiness)</i>											
	Math			Reading								
				Vocabulary/ Vocabulario			Letter Names/ Nombres de las Letras			Spelling/ Ortografía		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
English Version Results	44%	52%	56%	53%	50%	58%	59%	62%	56%	55%	58%	60%
Spanish Version Results	49%	87%	67%	69%	70%	73%	63%	85%	74%	47%	53%	60%
Combined "best of" - English & Spanish Results	52%	67%	65%	71%	68%	75%	71%	81%	73%	60%	64%	69%

Math and literacy outcomes across both English and Spanish improved from BOY to EOY. Overall, kindergarten students are performing at higher literacy readiness levels than math. Pflugerville Kindergarten Readiness rates, as measured by TEA using TX-KEA results, declined by 4% from the prior year and lagged behind the state and region by 10-12%.

Texas Education Agency

2023-24 Kindergarten Readiness
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

Academic Year		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Assessed Students in Kindergarten														
2023-24	Students ready for KG	174,167	13,631	702	87	271	227	*	64	*	49	32	273	206
	Students assessed in KG	331,956	24,770	1,639	228	780	392	*	137	*	94	145	873	582
	Percent ready	52.5%	55.0%	42.8%	38.2%	34.7%	57.9%	*	46.7%	*	52.1%	22.1%	31.3%	35.4%
2022-23	Students ready for KG	165,048	12,839	763	110	290	239	*	78	-	**	48	257	189
	Students assessed in KG	337,460	24,717	1,628	242	745	391	*	159	-	**	149	800	519
	Percent ready	48.9%	51.9%	46.9%	45.5%	38.9%	61.1%	*	49.1%	-	51.1%	32.2%	32.1%	36.4%

--Math at 1st - 12th Grade--

Students in grades 1 -12 are assessed at BOY, MOY and EOY with the Star360 math assessments as a universal screener to identify students who are at-risk for math readiness, or are in need of math intervention. The following chart shows progress from BOY to EOY at the highest outcome (*At/Above Benchmark*), and at the lowest outcome (*Urgent Intervention*) for each grade level. The goal is for the percentage of students scoring *At/Above Benchmark* to increase, coupled with a decrease in students needing *Urgent Intervention* from the beginning to the end of the school year.

MATH: Star360 Results 2024-2025

		At/Above Benchmark			Urgent Intervention		
		BOY	MOY	EOY	BOY	MOY	EOY
1st Grade	English Version	50%	57%	60%	17%	12%	11%
	Spanish Version	67%	78%	78%	7%	4%	3%
	Combined - English & Spanish	55%	63%	65%	15%	10%	9%
2nd Grade	English Version	55%	56%	62%	16%	14%	12%
	Spanish Version	61%	68%	68%	10%	6%	5%
	Combined - English & Spanish	56%	57%	63%	15%	13%	11%
3rd Grade	English Version	62%	67%	71%	12%	9%	7%
	Spanish Version	62%	70%	72%	7%	9%	5%
	Combined - English & Spanish	62%	67%	71%	12%	9%	7%
4th Grade	English Version	69%	71%	70%	9%	8%	7%
	Spanish Version	73%	69%	73%	6%	5%	5%
	Combined - English & Spanish	70%	70%	70%	9%	8%	7%
5th Grade	English Version	70%	69%	69%	9%	9%	8%
	Spanish Version	62%	66%	74%	6%	5%	2%
	Combined - English & Spanish	69%	69%	70%	9%	8%	7%
6th Grade	English Version	71%	41%	65%	9%	23%	9%
7th Grade	English Version	63%	56%	64%	11%	15%	10%
8th Grade	English Version	57%	41%	59%	13%	21%	11%
9th Grade	English Version	67%	50% <small>(60 tested)</small>	70%	10%	20% <small>(60 tested)</small>	9%
10th Grade	English Version	64%	14% <small>(7 tested)</small>	70%	11%	57% <small>(7 tested)</small>	9%
11th Grade	English Version	55%	0% <small>(6 tested)</small>	62%	14%	67% <small>(6 tested)</small>	12%
12th Grade	English Version	33%	8% <small>(13 tested)</small>	40%	24%	62% <small>(13 tested)</small>	25%

- 1st-3rd graders showed increased math proficiency from BOY to EOY.
- There were consistent decreases in Urgent Intervention rates from BOY to EOY across all grades, except for the small number of students tested at 12th grade.
- Outcomes were stagnant at 4th, 5th and 7th grade, with 6th grade performance lower by EOY than BOY.

--Reading at 1st - 12th Grade--

For reading, students in grades 1-12 are assessed at BOY, MOY and EOY with TPRI & Tejas LEE (grades 1-2) and with Star360 reading assessments (grades 3-9) as universal screeners to identify students who are at-risk for reading readiness, or who need reading intervention.

READING: Results 2024-2025

1st & 2nd Grade: TPRI & Tejas LEE

3rd - 9th Grade: Star360

		At/Above Benchmark			Urgent Intervention		
		BOY	MOY	EOY	BOY	MOY	EOY
1st Grade	English Version	25%	57%	52%	41%	23%	18%
	Spanish Version	11%	30%	56%	68%	32%	15%
	Combined - English & Spanish	22%	51%	53%	47%	25%	17%
2nd Grade	English Version	30%	38%	52%	43%	33%	26%
	Spanish Version	31%	54%	41%	36%	20%	14%
	Combined - English & Spanish	30%	42%	50%	41%	30%	24%
3rd Grade	English Version	53%	56%	56%	20%	18%	18%
	Spanish Version	67%	73%	72%	11%	10%	8%
	Combined - English & Spanish	56%	59%	59%	18%	16%	16%
4th Grade	English Version	55%	58%	58%	18%	16%	16%
	Spanish Version	65%	70%	76%	11%	9%	7%
	Combined - English & Spanish	57%	60%	62%	17%	14%	14%
5th Grade	English Version	59%	60%	61%	17%	15%	15%
	Spanish Version	69%	68%	78%	8%	5%	6%
	Combined - English & Spanish	60%	63%	64%	16%	14%	13%
6th Grade	English Version	56%	47%	58%	17%	23%	15%
7th Grade	English Version	58%	46%	60%	15%	23%	13%
8th Grade	English Version	55%	50%	61%	17%	19%	13%
9th Grade	English Version	60%	58%	66%	13%	13%	10%
10th Grade	English Version	59%	54%	67%	15%	13%	11%
11th Grade	English Version	58%	50%	69%	15%	18%	11%
12th Grade	English Version	66%	56%	74%	11%	16%	7%

- All grades showed increased proficiency in reading from BOY to EOY with the strongest gains at 1st-5th and 12th grades.
- Early grades show the largest turnaround, especially in Spanish versions (1st grade +45%; 2nd grade +10%).
- Urgent intervention needs decreased steadily from BOY to EOY, reflecting successful interventions or instruction. There were consistent decreases in Urgent Intervention rates across most grades from BOY to EOY. The strongest improvements were at 1st, 2nd, 4th, 5th and 12th grade.
- Little improvement was made from BOY to EOY for English testers in 3rd-5th and 7th grade.

Progress in Achieving English Language Proficiency (TELPAS)

English Language Proficiency progress of Emergent Bilingual (EB) students is measured through the four domains of the TELPAS assessment, consisting of Listening, Speaking, Reading and Writing. For each school year, EB students are expected to increase a level of English proficiency from Beginning to Intermediate to Advanced, and finally Advanced High. Students who have not yet been exited from the EB program who demonstrate proficiency at the Advanced High level from year to year are also considered to have made progress.

Districtwide progress measured from Spring 2024 to Spring 2025 TELPAS showed that 50% of all 1st grade - 12th grade EB students met progress in English Language Proficiency.

Campuses must meet Closing the Gaps targets for the English Language Proficiency (ELP) component with the expectation that 49% of elementary students, 44% of middle school students, and 34% of high school students make progress from one year to the next which was met by 27 campuses. For campuses not meeting Closing the Gaps targets, there were 5 elementary campuses and 2 middle schools.

A key objective of the Multilingual Department is to ensure students read at grade level and achieve advanced levels of English proficiency. In grades 3-5, most students in dual language classes are reading at grade level according to bilingual trajectories (73.5% in Spanish; 64.9% in English). However, 95% of students who have been in U.S. schools for more than five years have not yet reached advanced high levels of English proficiency, as evidenced by TELPAS 2024 results. At Connally High School (CHS), Year 2 students had a passing rate of 58% on the EOC Algebra exam (19% higher than the overall student population) and a passing rate of 89% on the EOC U.S. History exam (comparable to the 90% passing rate for all students).

Graduation and Dropout Rates

Coupled with the decrease in 4-year graduation rates are increases in annual dropout rates for students in grades 9-12 for the past six consecutive years. Dropout rates for 7-8 graders have doubled over three years. Dropout rates for 9-12 graders are six times as high as in the 2018-2019 school year.

As of the 2023-2024 school year, PACE HS was registered as a Dropout Recovery School (DRS) to more systematically support it's 100% at-risk student population toward achieving a high school diploma, thereby reducing disparities in graduation rates between All Students and At-Risk students and reducing dropout rates. PACE HS is evaluated under the Alternative Education Accountability (AEA) System with its first graduating Class of 2024 reported in 2025 accountability graduation rates and dropout rates.

Dropout Rates						
<i>(Source: TEA TAPR 2019-2023 -Graduation rates reported in TAPR are a year behind the year; TEA Dropout Reports 2023-2024)</i>						
<i>State & Region 2023-2024 Dropout Rates will be finalized and reported by December 2025</i>						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Grades 7-8						
State	0.4%	0.5%	0.9%	0.7%	0.8%	not yet available
Region 13	0.2%	0.3%	0.6%	0.5%	0.6%	not yet available
PfISD	0.2%	0.5%	1.0%	0.4%	0.7%	0.8%
<i>Bohls MS</i>	-	-	-	0.4%	1.0%	0.2%
<i>Cele MS</i>	0.3%	0.0%	0.4%	0.2%	0.4%	0.2%
<i>Dessau MS</i>	0.5%	0.2%	1.8%	0.7%	1.0%	1.4%
<i>Kelly Lane MS</i>	0.0%	0.0%	1.0%	0.1%	0.0%	0.0%
<i>Park Crest MS</i>	0.0%	0.4%	0.0%	0.0%	0.7%	0.6%
<i>Pflugerville MS</i>	0.5%	1.2%	0.3%	0.0%	0.0%	0.0%
<i>Westview MS</i>	0.2%	1.4%	3.0%	2.0%	2.3%	3.3%
Grade 9-12						
State	1.9%	1.6%	2.4%	2.2%	2.0%	not yet available
Region 13	1.4%	1.5%	2.0%	2.2%	2.3%	not yet available
PfISD	0.3%	0.4%	1.3%	1.5%	1.6%	1.8%
<i>Connally HS</i>	0.5%	1.3%	3.2%	4.7%	3.9%	3.8%
<i>Hendrickson HS</i>	0.2%	0.0%	0.7%	0.2%	0.3%	0.4%
<i>Pflugerville HS</i>	0.0%	0.0%	0.3%	0.3%	0.7%	1.2%
<i>Weiss HS</i>	0.5%	0.3%	1.3%	0.8%	1.7%	0.7%
<i>PACE HS</i>	-	-	-	-	-	14.4%

State-calculated 4-year graduation rates for PfISD have declined over the past five consecutive years. There were increases for the latest reported Class of 2024 rates at Connally HS (+2.6%) and Weiss HS (+0.9%).

Graduation Rates: 4-Year Longitudinal

*(Source: TEA TAPR 2019-2023 rates reported in TAPR are a year behind the year; TEA Graduation Reports 2023-2024)
State & Region 2023-2024 Graduation Rates will be finalized and reported by December 2025*

	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024
State	90.0%	90.3%	90.0%	89.7%	90.3%	not yet available
Region 13	92.6%	92.1%	91.7%	91.5%	91.2%	not yet available
PfISD – All Students	97.9%	96.9%	96.0%	93.3%	92.6%	92.0%
<i>African American</i>	98.3%	97.1%	94.8%	92.3%	90.4%	89.5%
<i>Hispanic</i>	98.2%	96.6%	94.9%	91.0%	90.9%	90.6%
<i>White</i>	97.4%	96.3%	98.1%	97.0%	96.8%	95.3%
<i>Asian</i>	99.4%	98.8%	97.6%	98.8%	96.3%	96.4%
<i>Two or More Races</i>	92.1%	98.4%	97.6%	94.3%	92.5%	93.3%
<i>High Focus</i>					88.9%	87.9%
<i>Special Education</i>	85.0%	91.0%	89.4%	80.6%	84.8%	81.7%
<i>Economically Disadvantaged</i>	96.9%	95.4%	93.7%	90.0%	90.3%	89.3%
<i>Emergent Bilingual</i>	97.4%	94.2%	90.0%	83.4%	85.3%	85.4%
Connally HS	96.8%	95.5%	90.4%	84.3%	82.4%	85.0%
Hendrickson HS	98.0%	99.6%	97.6%	97.3%	98.4%	97.9%
Pflugerville HS	98.8%	96.8%	98.3%	96.8%	97.1%	95.1%
Weiss HS	-	-	-	93.8%	94.9%	95.8%

College, Career, and Military Readiness (CCMR) Annual Graduates

Class of 2024 CCMR rates showed another year of significant improvement from the prior year.

Starting with the Class of 2022, TEA increased the requirements for campuses to receive an "A" rating in the CCMR portion of accountability Domain 1 Student Achievement from 60% to 88%. For a "B" rating, at least 78% of annual graduates must be CCM-R and 64% for a "C" rating.

College, Career, and Military Readiness (CCMRs) Annual Graduate Rates

*(Source: TEA TAPR 2022-2023 rates reported in TAPR are a year behind the year, CCMR Verifier for Class 2024 rates)
Official Class of 2024 CCMR Rates will be finalized and reported in Summer 2025*

	Class of 2021	Class of 2022	Class of 2023	Class of 2024
State	65%	70%	76%	<i>not yet available</i>
Region 13	70%	71%	77%	<i>not yet available</i>
Total PfISD CCMR Graduates	61%	57%	69%	83%
Connally High School	46%	40%	60%	85%
Hendrickson High School	64%	65%	72%	88%
Pflugerville High School	67%	66%	69%	92%
Weiss High School	61%	51%	72%	73%
PACE High School				48%
Total CCMR Indicators Met - All PfISD Graduates				
College-Ready				
Scored at or above the college ready standard on SAT, ACT, TSIA, or earned credit for college prep course (in both RLA and math)	48%	43%	52%	<i>not yet available</i>
Met criterion score on AP exams	31%	28%	28%	<i>not yet available</i>
Earned college credit for a Dual Credit course	8%	11%	11%	<i>not yet available</i>
Completed an OnRamps course and qualified for college credit	2%	3%	4%	<i>not yet available</i>
Earned an Associate's Degree	0%	0%	0%	<i>not yet available</i>
Graduated under an advanced diploma plan and identified as a current special education student	4%	5%	8%	<i>not yet available</i>
Career-Ready				
Earned Industry-Based Certification (IBC)	6%	6%	17%	<i>not yet available</i>
Earned a Level I or Level II Certificate	0%	0%	0%	<i>not yet available</i>
Graduated with completed IEP and workforce readiness	3%	2%	4%	<i>not yet available</i>
Military-Ready				
Military Enlistment	<i>not included</i>	<i>not included</i>	1%	<i>not yet available</i>

Progress Toward Meeting HB3 College, Career & Military Readiness (CCMR) Goals

HB3 CCMR goals were re-set and Board approved in October 2024 with 2024-2025 progress toward meeting goals as follows. Progress monitoring for all required student groups toward meeting HB3 goals are also included in the addendums. **The Class of 2024 goal was met by 11%.**

CCMR Graduates District Goals - Pflugerville ISD

The percentage of Graduates that meet one or more indicators for CCMRs will increase from
69% for the Class of 2023 to 88% for the Class of 2029.

Yearly Target Goals - All Annual Graduates Earning CCMR

Class of 2022 <small>(2023 Accountability Reports - Actual Outcomes for Goal-Setting)</small>	Class of 2023 <small>(Outcomes Reported in 2024 Accountability Ratings - Actual Outcomes for Goal-Setting)</small>	Class of 2024 <small>(Outcomes Reported in 2025 Accountability Ratings)</small>	Class of 2025 <small>(Outcomes Reported in 2026 Accountability Ratings)</small>	Class of 2026 <small>(Outcomes Reported in 2027 Accountability Ratings)</small>	Class of 2027 <small>(Outcomes Reported in 2028 Accountability Ratings)</small>	Class of 2028 <small>(Outcomes Reported in 2029 Accountability Ratings)</small>	Class of 2029 <small>(Outcomes Reported in 2030 Accountability Ratings)</small>
57%	69%	72%	75%	78%	82%	85%	88%
Outcomes		83%					

Strategies to meet HB3 CCMR Goals:

- Continue to work with students on TSIA testing through College and Career Centers & Student Advising (all comprehensive HSs are TSI test sites)
- All comprehensive HSs offer college preparation courses in math and reading
- CTE programming advising is reflected in new choice sheets and includes information on P-TECH, endorsement pathways, and industry-based certifications
- Robust AP and dual credit offerings
- Military recruitment and advising
- College and Career Advisors at each high school
- Utilize SchoolLinks, a college and career readiness platform, to track CCMR completion rates and as a student planning and advising tool for career education and college planning and application process
- Utilize Texas College Bridge program, a free adaptive learning platform provided by TEA, to guide Grade 12 students at all comprehensive HSs through individualized college preparation courses in math and English, at their own pace, and with a facilitator to help meet their college and career readiness goals and CCMR indicator for A-F accountability.

Student Learning Strengths

- 2025 STAAR Performance Highlights
 - Approaches-level achievement remains above 69% across the board, showing a solid foundational grasp by the majority of students
 - Math - Despite a dip in Approaches and Meets Grade Level performance, there is an increase in Masters level performance
 - RLA remains the most consistent and improving subject across all performance levels
- 2025 Accountability Outcome Highlights
 - **14 of our 34 campuses (41%) improved their overall rating from 2024 to 2025**
 - Of those improved, three campuses improved **by two letter grade ratings, all of which are ESF Schools**: Delco ES, Dessau ES, and Dessau MS.
 - **Half of all PfISD campuses earned an A or B rating in 2025**
 - **Graduates meeting College, Career, and Military readiness (CCMR) measures improved by 27%** from the Class of 2022 (at 57%) to the Class of 2024 (at 84%), **demonstrating PfISD's commitment to the 3E's**, a districtwide promise that by 2029, every graduate will leave PfISD with a diploma and a plan for enrollment in higher education, employment in a high-paying, high-skill job, or enlistment in the armed forces.
 - 30 campuses met the Closing the Gaps English Language Proficiency target for Emergent Bilingual students
- PK-12th graders showed improved outcomes in RLA screeners from BOY to EOY.
- PK-3rd graders showed increased math proficiency from BOY to EOY.
- The majority of students in the dual language program in grades 3-5 are reading at grade level. 98% of Dual Language 5th grade students received Spanish I high school credit. A significant percentage of Year 2 EB students met the passing standards for EOC Algebra and U.S. History exams.
- PfISD students took over 4,400 AP exams, a 10% increase over 2023. The passing rate rose to 64%, exceeding both state averages and district historical performance

Problem Statements Identifying Student Learning Needs

Problem Statement 1: In 2025 accountability, 9 campuses were identified for school improvement based on D or F ratings and/or Federal Intervention Labels, requiring development of specific improvement plans. At the highest levels of school improvement, Westview MS will develop and implement a Turnaround Plan during 2025-2026; Northwest ES and Timmerman ES will develop a Turnaround Plan for implementation in 2026-2027.

Root Cause: 2025 STAAR outcomes for growth and achievement did not meet acceptable performance standards, with continued low outcomes in math.

Problem Statement 2: 4-year Graduation Rates have declined over the past five consecutive years, at the lowest rate of 92.0% for the Class of 2024. Dropout Rates for 9-12 graders are six times higher than six years ago and have increased to the highest rate in the last five years. Dropout Rates for 7-8 graders have doubled over three years.

Root Cause: With a district rate of 60% of all students identified as At-Risk of dropping out of school, based largely on academic outcomes, early and ongoing intervention and supplemental support are required to ensure students are well-prepared by high school and through to graduation.

Problem Statement 3: For Pre-K and Kindergarten students, the year ended with 30-40% performing below readiness levels in literacy. While Pre-K math results tend to be high, students start Kindergarten at lower than expected levels. When Kindergarten Readiness outcomes are compared to the State and Region 13, PfISD rates lag behind by 10-12%.

Root Cause: Many children may not have attended quality pre-kindergarten programs that promote essential skills in language, literacy, and social-emotional development. Disparities in resources and support for families can hinder children's readiness, as factors such as limited parental engagement, lack of educational materials at home, and varying levels of early learning experiences contribute.

Problem Statement 4: 2025 STAAR results have remained stagnant to declining at most levels and subject areas with Math achievement remaining the lowest performing area. Measures of math proficiency on screeners showed stagnant to declining performance. RLA screener outcomes showed little improvement for 3rd-5th and 7th graders. HB3 goals for 3rd grade outcomes at Meets Grade Level were missed for both Math and RLA.

Root Cause: Insufficient instructional coherence which may include gaps in teacher training on effective practices, as well as a lack of implementation of high-quality instructional materials (HQIM) and resources or support for implementing engaging and rigorous instruction could be factors.

Problem Statement 5: In accountability Closing the Gaps, for progress toward English Language Proficiency for Emergent Bilingual students, targets were missed by 3 elementary schools and 1 middle school. Overall, 50% of students made progress in TELPAS from Spring 2024 to Spring 2025.

Root Cause: There is a lack of consistency in the program framework implementation including content-based language instruction for long-term Emergent Bilingual students and of linguistically differentiated practices which negatively impacts Emergent Bilingual students' growth in English proficiency and limits their academic success.

District Processes & Programs

District Processes & Programs Summary

Leadership & Visioning

PfISD began operating under the leadership of a new Superintendent in May 2024. Information gathered from a “100 Day Listening and Learning Tour” provided a foundation for the development of the district’s updated Strategic Plan.

Strategic Plan

Pflugerville ISD is committed to building a strong future for our students, staff, and community. To ensure the district moves forward with a clear vision and priorities, a dedicated Strategic Plan Visioning Task Force, made up of parents, staff, and students, met nine times from Fall 2024 through Spring 2025 to develop key Strategic Plan Findings and Directions for PfISD. After months of collaboration, data analysis, and community input, the PfISD Board of Trustees approved these guiding principles on February 20, 2025. This approval marks a major milestone in shaping the future of our schools, ensuring that district priorities align with the needs of our students and the community. The strategic plan provides PfISD with a robust roadmap—driven by community voice—for enhancing student achievement, well-being, communication, and equity.

Eight Core Strategic Findings

1. **Planning for the Future** - Prepare students to find passions, build core values and life skills, communicate effectively, and foster community and self-worth
2. **Student Learning Experiences** - Cultivate trust, inspire risk-taking, critical thinking, and a growth mindset
3. **Recruit, Develop & Retain Staff** - Prioritize teacher/staff growth, satisfaction and market-competitive compensation
4. **Community** - Strengthen collaboration and engagement between schools, families, and local partners
5. **Safety, Belonging & Mental/Social Wellness** - Ensure inclusive, respectful, and safe environments supporting social-emotional health
6. **Communication** - Emphasize transparent, two-way communication and share student successes with the community
7. **Finance** - Implement transparent, intentional budgeting to ensure equitable resource allocation
8. **Facilities** - Monitor and maintain infrastructure effectively, integrating sustainability and planning for future growth

Next Steps: From Vision to Action - The district is aligning administrative reports and Action Plans with these priorities, enabling clear tracking of progress and responsiveness to community expectations.

Employment, Enrollment and Enlistment

With a district expectation that every student receives a high school diploma, students will also leave PfISD well-prepared for life after high school through employment, enrollment in higher education, or enlistment in the military.

Organizational Structure

With a district commitment to continuously improve efficiency and systems to better meet the needs of campuses, the district’s central organizational structure is regularly evaluated for adjustment. District C&I Departments are led by the Chief Academics & Innovation Officer. Campuses are organized under the supervision of four Assistant Superintendents to support campus leadership and school improvement with oversight by the new Chief of Schools position with the Office of School Leadership.

School Improvement Support Structure

To continue to effectively address persistent challenges in support structures to drive sustainable improvement and create a coherent and integrated approach to school improvement, in 2024-2025, the district added a dedicated Director of School Improvement supplemental position, funded through a coordination of Title I and Title II. This position will continue into the 2025-2026 school year, funded 80% Title I and 20% through the LASO Cycle 3 Grant. This role provides leadership and strategic support to help schools meet state standards and boost academic outcomes. The Director works alongside Assistant Superintendents, with school leaders, teachers, and stakeholders to implement evidence-based interventions, enhance instructional practices, and optimize resource use for improved student achievement. Additional Title II-funded positions to further support school improvement efforts are being explored.

The Executive Director of Accountability and Compliance works directly with the Office of School Leadership (Chief of Schools, Assistant Superintendents, Director of School Improvement) and to identify the critical needs of the district and each campus through analysis of outcomes as well as to ensure that all federal and state requirements for district and school improvement are met.

The priority during the 2025-2026 school year is to address the urgent need to increase the quality and consistency of teacher practice across high-needs campuses through targeted, ongoing professional development and coaching support. Additionally, there is a need to strengthen the effectiveness of PLCs and collaborative planning structures to ensure teachers are deeply internalizing standards, using formative assessments to drive instruction, and analyzing student work to inform responsive teaching.

Campus Leadership

For the 2025-2026 school year, three elementary campuses and two secondary campuses will have new principals. All other principals will continue at the same campus from the prior year.

Professional Practices

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

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

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

Human Resources

PfISD Human Resources is focused on recruiting and retaining qualified staff to meet the district's instructional and operational needs, amid ongoing challenges due to a shrinking teacher pipeline and rising attrition. These challenges stem from a shrinking national teacher pipeline, high attrition rates, competitive hiring markets, and certification barriers. Without a strategic approach to both immediate hiring and long-term workforce development, the district risks facing ongoing staffing shortages that could impact educational quality and student outcomes.

To address this, PfISD Human Resources has identified several key priorities for the 2025–2026 school year:

- **Strengthen Recruitment and Pipeline Programs:**
 - The Pfirst Class initiative targets candidates ready to teach immediately.
 - The Pfutures program builds a long-term teacher pipeline through student organizations, paraprofessional pathways, and outreach.
- **Improve HR Systems and Processes:**
 - Develop a refined position management processing flow system: Design and implement a streamlined, efficient, and transparent system for managing staffing positions, ensuring consistency, accuracy, and timely processing across the district.
 - Expansion of electronic HR systems will enhance applicant tracking and overall personnel management.
- **Enhance Employee Support and Retention:**
 - Enhance District Medical and Other Insurance Offerings: Continue refining the district's medical and ancillary insurance plans to provide comprehensive, high-quality coverage that is as cost-effective as possible for both employees and the district.
 - Implement a Comprehensive Evaluation System for All Employee Groups: Roll out a new, equitable evaluation system tailored to each employee group, fostering accountability, growth, and professional excellence through consistent performance metrics and feedback mechanisms.
 - Facilitate a Mid-Management Training and Development Program: Design and launch a structured professional development program to strengthen leadership, decision-making, and operational effectiveness among mid-level managers.
 - A stipend market competitiveness review will help ensure that PfISD remains a desirable and competitive employer.

By focusing on both immediate staffing needs and sustainable workforce development, PfISD is committed to building a strong, stable, and high-quality team that supports academic success for all students.

Leadership Development

Pflugerville ISD (PfISD) is deeply committed to cultivating leadership capacity as a cornerstone of district success. To strengthen leadership across all levels, the district offers ongoing professional learning through its robust Leadership Academies. These academies are designed to engage staff from diverse departments in exploring and advancing leadership pathways.

PfISD provides three distinct leadership development programs:

- **Aspiring Leadership Academy**
Targeted toward current PfISD staff who are interested in pursuing leadership roles, this academy supports professional growth and the development of foundational leadership skills needed to prepare for future opportunities.
- **Leadership Development Academy**

Designed for current PfISD leaders, this program provides intensive training focused on emotional intelligence, relationship building, conflict resolution, strategic problem-solving, effective leadership practices, and fostering resilience.

- **Executive Leadership Coaching**

This personalized program supports current district leaders through one-on-one executive coaching. Sessions are tailored to the leader's self-identified strengths and areas for growth, helping them reach their full professional potential.

Participation Data for 2024–2025:

- **Aspiring Leadership Academy:** 26 participants from various campuses and departments
- **Leadership Development Academy:** 24 current PfISD leaders
- **Executive Leadership Coaching:** 11 participants

In Fall 2024, PfISD finalized its Leadership Profile, which defines the district's shared vision of leadership excellence. This profile is now serving as a foundational guide for professional learning, leadership meeting content, and hiring practices. It ensures alignment with district values as leaders continue to serve students, staff, families, and the broader community.

Teacher Incentive Allotment (TIA)

PfISD was the first district in Central Texas to receive full approval for its Teacher Incentive Allotment (TIA) system through the 2025–2026 school year, establishing a pathway to reward high-performing teachers with state-funded salary incentives. As of August 2025, 68% of PfISD teachers are TIA-eligible, with 490 designated teachers and a 94% retention rate among them. In its first four years, the program has generated \$12.5 million in state funding providing \$11.2 million in additional compensation for designated teachers. With system approval expiring after 2025–2026, PfISD is undergoing a comprehensive review and preparing a renewal application due in April 2026. The district continues to expand eligibility based on staff input and TEA approval and uses annual survey feedback to guide continuous improvement of the TIA system.

Curriculum & Instruction

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

PfISD has a guaranteed, aligned, and viable curriculum that specifically addresses the unique needs of PfISD students. Through the curriculum management plan, ongoing review and refinement of the curriculum is practiced. Within the curriculum, there are vertical alignment documents, year-at-a-glance documents, and unit maps to help teachers and campuses plan their work effectively. Teachers with students needing specialized support can look to the curriculum documents for recommended instructional strategies and materials, including differentiation strategies, as well as alignment of advanced courses with Advanced Placement courses. The aligned system of accountability, curriculum & instruction, and assessment supports the continuous school improvement model.

It is a 2025-2026 priority to ensure instructional coherence and fidelity to high-quality instructional materials (HQIM) across all campuses. While strong materials have been adopted or are in the process of adoption, there is a critical need to align curricular maps and assessment, professional learning, and PLCs to support teachers in using these materials as designed. Coherence is essential for delivering rigorous, equitable instruction that positively impacts student outcomes.

The PfISD C&I Department will support campuses in implementing a curriculum-based assessment system to strengthen formative assessment use to empower teachers and leaders to make timely, data-informed instructional decisions that directly improve student learning.

During the 2025-2026 school year, the C&I Dept will build campus leadership capacity by partnering with School Management to ensure campus leaders have the tools, knowledge, and coaching support to monitor and lead on curriculum fidelity and effective instruction.

Technology Integration Services

PfISD's Technology Integration Services Department supports teaching and learning by promoting the effective use of instructional technology and enhancing digital literacy across all grade levels. Through collaborative planning, professional development, and classroom modeling, the department strengthens teacher capacity and ensures implementation of the Technology TEKS. Integrated lessons focused on computational thinking have led to measurable growth in student skills such as pattern recognition and problem-solving. Increased teacher engagement and participation in professional learning over the past two years reflects growing demand for instructional technology support districtwide.

District Assessment System

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

approved math and reading Universal Screeners and readiness assessments across grades PK-12.

Compensatory Education (Comp Ed) for Students At-Risk of Dropping out of School

PflSD follows the State's seventeen criteria for identifying PK-12 grade students as at-risk for dropping out of school and utilizes Compensatory Education (Comp Ed) funds to provide resources to support the reduction in any disparity in performance on assessment instruments or in the rates of high school completion between economically disadvantaged students, at-risk students, and all other students. The 89th Legislative Session made significant changes to the allowable use of these funds, still requiring funds to be used to support at-risk students based on the district and campus needs assessments, while also providing spending flexibility by removing the minimum spending requirements for specific activities. PflSD utilizes these funds for high school accelerated instruction to support students in passing STAAR EOC exams for graduation, as well as support for the Rtl program by allocating intervention teachers to campuses. Based on the campus needs assessment, principals also receive discretionary SCE funds in their campus budgets to support identified at-risk students, which is generally used for supplemental pay for teachers to provide accelerated instruction outside of the regular school day to meet students' HB 1416 minutes, as well as for bus service following extended-day learning.

Guidance & Counseling

PflSD is experiencing an increasing demand for comprehensive mental health services to support students' academic, social, and emotional development. A major obstacle to effectively addressing these needs is the continued assignment of non-counseling duties to school counselors. Tasks such as coordinating standardized testing, facilitating 504 meetings, and administering GT testing limit the time counselors can devote to their primary role of supporting students. As a result, the district has remained out of compliance with Senate Bill 179 for the third consecutive year. SB 179 mandates that school counselors spend at least 80% of their time on counseling-related duties, a target that is not currently being met due to administrative expectations placed on counseling staff.

School Social Workers

PflSD social workers play a vital role in supporting at-risk students by addressing social-emotional needs, connecting families with resources, and fostering strong school-community relationships. A rising concern is the increase in substance use referrals, leading to more student placements at DAEP (OC). However, campuses lack targeted substance use interventions. Additionally, there is a critical need to expand Family Resource Centers, which provide essential wraparound services (e.g., food, clothing, housing, and healthcare). With 687 McKinney-Vento students in 2024–2025, growing student needs are outpacing available resources.

Recommended strategies for improvements include:

- Invest in Mental Health Staffing and Infrastructure- Prioritize funding to:
 - Create a dedicated McKinney-Vento team
 - Hire additional social workers and mental health consultants, with a focus on high-needs campuses
- Refocus Social Worker Roles: Transfer McKinney-Vento case management away from social workers to free up their time for direct student support services.
- Expand Community Partnerships: Strengthen collaboration with local mental health agencies to increase access to external services and referrals districtwide.

By reducing administrative burdens and expanding mental health staffing and partnerships, the district can improve service delivery and ensure that counselors and social workers are better equipped to meet the evolving needs of all students—particularly those who are most vulnerable.

Student Affairs

The PflSD Student Affairs Department is staffed by just three full-time professionals, yet supports 35 campuses and over 25,500 students. The team manages a wide range of responsibilities, including attendance systems, threat assessments, student transfers, grievance and Title IX processes, bullying investigations, student records, and policy implementation. They also provide professional development and support for campus administrators.

Despite having numerous years of combined experience and a strong, student-centered approach, the department is significantly understaffed. Ongoing reductions in staffing have not kept pace with the district's growing needs, creating challenges in maintaining timely, equitable, and consistent services.

As demands increase—particularly around chronic absenteeism, legislative changes, and complex student needs—the current staffing model is unsustainable. The department is advocating for additional personnel to improve capacity, streamline systems, and ensure all campuses receive the support they need.

Special Education

The Special Education Department's practices remain grounded in the Individuals with Disabilities Education Act (IDEA), ensuring equitable access to a free and appropriate public education (FAPE) in the least restrictive environment (LRE). Pflugerville ISD continues to prioritize inclusive settings where students with disabilities receive high-quality, grade-level instruction tailored to their unique academic, behavioral, and functional needs through specially designed instruction and targeted support services.

Building on feedback from our recent TCASE Program Review, the department is working to refine staffing models and service delivery structures to better align with student needs. This includes transitioning secondary Low Incidence Disability (LID) services into a standardized Functional Academics model and shifting from an intensity-based to a ratio-based staffing model to promote student independence and resource equity.

The department is also focused on improving ARD documentation fidelity (PLAAFP, goals/objectives, schedule of services) and enhancing instructional practices through professional learning in areas such as behavior support, promoting independence, and effective IEP implementation. Ongoing training in Positive Behavioral Interventions and Supports (PBIS), restraint reduction, and inclusive classroom strategies is prioritized to address disproportionality and improve outcomes.

Families continue to be integral partners. The department fosters engagement with Parents Supporting Parents and provides opportunities for collaboration through events like the Destination Life Transition Fair and Parent Connection nights.

In 2025–2026, additional initiatives include implementing Frontline Service Management for Medicaid/SHARS billing, expanding inclusive Pre-K through targeted certification pathways, and refining campus-level support structures to ensure service fidelity and appropriate placement recommendations. Stakeholders across campuses, including administrators, teachers, specialists, and families, remain critical partners in executing these priorities.

Multilingual Instruction

In the last two school years, Pflugerville ISD has seen an increase in the enrollment of students from diverse international backgrounds. A Newcomer Middle School Program is located at Westview Middle School, while high school students are given the opportunity to attend the Newcomer Academy at Connally High School. Emergent bilingual students at other secondary campuses are placed in cohorts with teachers trained in CBLI practices with the intent of providing linguistic acceleration and academic support. For elementary students who speak Spanish or Vietnamese, we offer our dual language program. To further support long-term English learners (EB), content area teachers and Instructional Coaches have been trained in language-rich strategies designed to enhance content-based language instruction.

All PfISD campuses offer the English as a Second Language (ESL) program for eligible Emergent Bilingual (EB) students in grade PK-12 if the bilingual program is not available in their language or grade level, or if parents chose to deny bilingual program placement. Intensive English language instruction is provided by teachers trained in recognizing and working with language differences using the academic and cultural experience of each student as a platform with a focus on learning English for effective participation in other classes.

Bilingual education programs are designed to allow Emergent Bilingual students who share a common home language to access the State's general curriculum and improve their proficiency in both English and in their native language. Elementary students identified as Emergent Bilingual who speak Spanish or Vietnamese should be enrolled in the bilingual program. PfISD has implemented State-recognized one-way and two-way Spanish-English dual language programs at 11 elementary campuses. The PfISD Vietnamese-English bilingual language program provided at one elementary campus promotes oral language development, and biculturalism for participating students.

PfISD has welcomed a large number of recent immigrant students from other countries during the 2022-2023 school year. The following year, the district opened both the International Welcome Center to centralize registration and provide extra support to newcomer students and a new Newcomer Middle school program at Westview MS. The Welcome Center was funded through the Refugee School Impact Grant (RSIG), which will not be renewed due to changes in federal funding priorities. Without this funding, PfISD is unable to sustain operations in the current format and will close the Welcome Center at the end of the 2024-2025 school year.

Secondary students will continue to have the option to attend the Newcomer Academy at Connally HS and Westview MS. Students enrolled at the Newcomer Academies receive intensive English language instruction and appropriately accommodated academic instruction and are awarded as many credits as possible based on school records from their home country.

While the Multilingual Dept has trained content area teachers and Instructional Coaches in language-rich strategies to support content-based language instruction to support English language proficiency of long-term EB students, increased consistency in implementation is needed.

PfISD utilizes Title III funds for supplemental district-level dual language program specialist positions to provide additional program support at campuses. The district strives to ensure that all teachers are appropriately certified to teach in the respective ESL or bilingual program. Across the district's multilingual programs, campuses with higher needs are staffed with less experienced teachers and non-certified Teacher Facilitators.

The department annually reviews information from families denying program participation to address concerns and issues. At elementary, some families deny language program services to attend their home campus, sometimes due to lack of available Pre-K spots. Some Spanish-speaking families may be unaware of the benefits of language programs available to emergent bilingual students. Some families choose not to attend the secondary Newcomer Academies based on the perception of the school climate not being inclusive, concerns for student safety on the campus, and transportation difficulties.

Gifted and Talented

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

Advanced Academics

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

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

Early College High School

The Early College High School (ECHS) hosted at Pflugerville High School offers students a structured pathway to earn both a high school diploma and an associate degree concurrently. This initiative aims to reduce the time and financial burden typically associated with pursuing a bachelor's degree by providing up to 60 hours of college credit. A key feature of the ECHS program is its financial benefit: all college tuition, fees, and required books are covered. This provision significantly reduces the financial obligation for participating families, effectively saving them thousands of dollars in college expenses. Applications open for rising ninth-grade students each January and close March 31, then students participate in an interview process to ensure they understand the commitment and that the ECHS is the best fit for their goals. For in-district students, transportation is provided by the district. Participants receive comprehensive academic and social support, which includes access to dedicated counselors, administrators, inclusion in the AVID 1 program, resources from Austin Community College (ACC), and a summer bridge program to support TSI readiness. This multifaceted support system is in place to assist students in navigating advanced coursework and college readiness. ECHS emphasizes advanced, college-level coursework. The primary objectives and benefits of participating in ECHS include an accelerated path to a bachelor's degree, with students typically being on track to complete their four-year degree within two years post-high school. The program also contributes to higher college completion rates, attributed to the rigorous preparation and early exposure to a college environment. Furthermore, the dual-diploma structure offers students the flexibility to pursue a wide array of majors and the option to co-enroll in other advanced academic programs.

Career and Technical Education (CTE)

PfISD's Career and Technical Education has more than 50 industry and postsecondary partners and provides career and postsecondary preparation for over 9,000 students (~32%) with CTE programming available at all high schools and middle schools. Students can explore careers across 20 programs of study such as Health Science, Engineering, Business Management, Agriculture, and Cybersecurity and Programming. In the 2025-2026 school year 6 programs (Accounting, Automotive, Construction, Culinary Arts, Fire Academy, and Advanced Manufacturing) will transition to career academies, offering students an opportunity to earn a Level 1 College Certificate at no cost.

CTE programs provide students with opportunities to engage with industry experts and/or simulate industry environments while building academic and technical skills, including employability skills. With a continued increase in need for employees in many industries in the region, the goal is to implement programs that are developed through collaboration with postsecondary and industry partners so that all students graduate ready for their next steps and employers have a work-ready pool of candidates in Central Texas. IBC attainment increased significantly from 477 in 2023 to 919 in 2024. Program completion was at 43% for 2022-2023, 1% below the state rate.

During the 2025-2026 school year, the CTE Department will provide training to teachers to effectively use data (instructional, assessment) to improve student outcomes (like industry-based certification attainment). Focus on continuous improvement in CCMR outcomes through CTE program completion and IBC attainment will continue.

To support this goal and through the continued expansion of course offerings and work-based learning opportunities aligned to industry standards, a Pathways in Technology Early College High School (P-TECH) model for specific courses has been implemented. Through P-TECH, students have the opportunity to earn a high school diploma, an industry-recognized associate degree, and gain relevant work experience in a growing field while enrolled in high school. Providing the opportunity for students to develop specific skills and competencies through P-TECH courses directly translates to the employment needs in high-growth industries in Central Texas, providing a pathway to immediate career opportunities for students.

In the fall of 2027 a centralized CTE center will open to serve students from all PfISD high schools with unparalleled access to industry-standard equipment and specialized labs in high-demand industries like manufacturing, health care, firefighting, automotive service, welding, construction, and more. The center will provide transformative learning opportunities and expert instruction, fostering innovation and equipping students with advanced technical skills, industry-recognized credentials, and opportunities to engage directly with employers and business partners while earning college credit toward postsecondary degrees and certificates. The center will be able to serve 1,000 students each year and is expected to serve the community as a learning facility outside of school hours.

Fine Arts

The PfISD Fine Arts Department enriches student learning by fostering creativity, talent, and community engagement through inclusive, high-quality programs. From elementary music and art to secondary band, choir, dance, orchestra, theatre, and visual arts, the district is committed to equitable access and the development of life skills through co-curricular participation.

In 2025–2026, the department will focus on enhancing teacher retention through competitive compensation, supportive environments, and growth opportunities. A major initiative includes expanding professional development for fine arts educators, guided by needs assessments, expert-led workshops, peer collaboration, and in-classroom support.

To strengthen student voice and leadership, the department will continue developing the PFUSE (Pflugerville Fine Arts Unified Student Engagement) Student Council, promoting advocacy and ownership within the arts community.

Despite financial and resource challenges—especially in underserved campuses with limited facilities and scheduling constraints—PflSD Fine Arts remains committed to ensuring all students have access to enriching, comprehensive arts education. By prioritizing equity, community engagement, and strategic resource use, the department will continue advancing student creativity and academic growth.

Athletics

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

Extended Day Program

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

Summer Programs

PflSD provides State-required summer school programs including PK/K Bilingual & ESL summer school, Extended School Year (ESY) for students receiving special education services, and STAAR EOC accelerated instruction summer school to prepare for and pass EOCs for graduation. Middle school course recovery, high school credit recovery, and other opportunities are provided as summer programming. The CTE department offers a Skilled Trades Academy through which students receive 4-weeks of instruction and work-based learning in the water utility industry, at the end of which they can test for the Class D Water Operator license. Industry partners guarantee participating students an interview, leading to an entry-level career upon graduation with opportunities for employer-paid training and career advancement.

Food and Child Nutrition Services

PflSD partners with Aramark to provide nutritious meals, promote healthy lifestyles, and create positive dining experiences for students. In addition to daily food service operations, Aramark supports the community through donations—contributing nearly 18 tons of food to local food banks, assisting the Pfriends weekend backpack program, and sponsoring over 300 bikes and helmets for PflSD students since 2007.

However, the district faces a growing challenge with unpaid student lunch charges, which reached \$180,000 in 2022. By law, these costs must be covered by the district's general fund, diverting resources from essential operations like staffing and utilities. To help families in need, PflSD supports meal debt relief through the Pay It Forward program and Pfood Pfairness, a student-founded nonprofit that provides funding to ensure all students have access to hot, nutritious meals.

Transportation

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

Finance

The PflSD Finance Department plays a vital role in supporting the district's mission by ensuring fiscal responsibility, transparency, and strategic management of public funds. Through accurate budgeting, timely payroll, compliant purchasing, and efficient accounting practices, the department provides the financial foundation necessary for student achievement and effective district operations.

A core strength of the department is its commitment to financial integrity and strategic planning. By aligning financial practices with district priorities and embracing innovation, the department ensures that every campus and department is well-supported. This enables the district to respond effectively to changing needs while maintaining sound stewardship of resources. To further strengthen its operations, the Finance Department has identified two key priorities. First, there is a need to enhance interdepartmental collaboration to better align initiatives, reduce

redundancies, and streamline operational efforts. Second, the department aims to leverage checkpoint data to monitor spending patterns more closely, identify discrepancies, and improve the accuracy and efficiency of resource use.

Through ongoing improvement and alignment, the Finance Department remains dedicated to enabling educational success by managing resources responsibly across the district.

Additional District Processes & Programs

- PfISD's technology infrastructure is robust and continuously enhanced to meet the needs of the district including increased instructional technology integration and the majority of assessments administered online. 2022 Bond Funds were used to purchase 15,000 Chromebooks for district-wide student use. The district follows a 1:2 ratio at elementary and a 1:1 ratio at secondary for the 2025-2026 school year. Many campuses supplement these locally-funded devices with additional laptop carts using campus Title I funds.
- To support student transitions from elementary to middle school, and from middle to high school, opportunities are provided for students and parents to visit their future campus to meet with staff and learn about course offerings and campus expectations.
- PfISD plans the academic calendar to exceed the state's instructional minutes requirement of 75,600 minutes to ensure a buffer if built in for unanticipated closures due to weather or other emergencies.
- PfISD's Health Services Department assists students, staff, and the community in achieving and maintaining optimal health through health promotion and education, disease prevention, and intervention of specific health conditions. School nurses provide health care to students, perform health screenings and coordinate referrals as the liaison between school personnel, family, community and healthcare providers.
- The district's Safety & Emergency Management Department is responsible for mitigation, preparedness, response, and recovery programs. PfISD has emergency preparedness and operations plans, and continually conducts drills and training with staff and students. Partnering with local and regional first responders and emergency management personnel, the district ensures preparedness to provide exceptional service before, during, and after any emergency conditions. Emergency Operations Plans are reviewed annually and updated as necessary. Fire evacuation drills, tornado/severe weather drills, lock-out, and lock-down drills are conducted in accordance with TEC guidelines and Fire Department regulations. Recent safety and security upgrades have been made to the entry vestibules at several campuses. Required intruder audits are conducted at all campuses.
- PfISD is environmentally conscious as evidenced through the use of solar panels, recycling, and the reduction in water usage and electricity.
- PfISD added an in-house Legal Services Department in 2024-2025 that is working to establish procedures and processes to effectively provide support to other departments, and improve district processes to ensure legal compliance.

District Processes & Programs Strengths

- Leadership development programs continue to support leadership at all levels with the following 2024-2025 participation:
 - **Aspiring Leadership Academy:** 26 participants from various campuses and departments
 - **Leadership Development Academy:** 24 current PfISD leaders
 - **Executive Leadership Coaching:** 11 participants
- The HR Department implements two recruitment programs to attract and prepare new teachers.
- The Teacher Incentive Allotment program has a 94% retention rate with 490 designated teachers serving in classrooms across the district. 27% of all PfISD teachers are TIA-designated.
- PfISD provides a wide range and scope of curriculum, interventions and supports following research-based practices to meet student needs.
- As a result of integrated lessons that focus on computational thinking and core content, students have demonstrated growth in computational thinking, pattern recognition, decomposition, and algorithms through the leadership of the Technology Integration Department.
- The Special Education Department views students as individuals with their program and support services based around individual needs, as general education students first.
- In the 2025-2026 school year 2 additional CTE programs (Accounting and Construction) will transition to career academies, offering students an opportunity to earn a Level 1 College Certificate at no cost, for a total of six academies.
- Access to Tech and Literacy: PfISD reached over 2.2 million minutes read mid-year via Beanstack and issued 200 Chromebooks to Afghan refugee students under a federal grant
- Strong Career and Technical Education (CTE) Engagement: Students across the district participated in award-winning CTSO competitions, internships (Dell Ignite), and exploratory showcases, including a district-wide Skilled Trades Academy
- Fine Arts Recognition: PfISD earned 26 Heller Awards nominations and had students advance to the State VASE and UIL Marching Band State Competition. Weiss HS even celebrated a Guinness World Record event!
- Since 2007, PfISD has offered Universal Free Breakfast and Breakfast In The Classroom, both USDA programs. PfISD was one of the first districts in the state of Texas to offer CACFP supper meals, bringing the total of meals served at some PfISD campuses to four per day.
- Food & Child Nutrition Services/ Aramark: PfISD has significantly expanded meal services, serving up to 850 more meals and 400+ additional breakfasts daily compared to last year, while continuing to offer free snack and supper programs at qualifying campuses and maintaining USDA meal prices at 2018-2019 levels.
- Work Orders: The combined efforts of our HVAC, Plumbing, Grounds, Locksmith, Maintenance, Electrical and Custodial Departments resulted in the successful completion of 11,226 work orders from September 1, 2024, to May 21, 2025.

- The Extended Day Program (EDP) has had a strong year of growth and community impact. For Summer Camp 2025, EDP expanded to a fourth site and is serving approximately 650 students over 11 weeks. During the 2024–25 school year, EDP reached its highest enrollment since COVID, serving 1,600 students and clearing all waitlists. All elementary sites, recognized as Texas Rising Star programs, secured a combined \$59,000 in grant funding for campus supplies. This past spring, EDP adopted the trail behind Pflugerville High School, where staff held a cleanup day, and continued its partnership with the Pflugerville Education Foundation, awarding a grant to a graduating senior who was once an EDP student.
- Strategic Planning and Community Input: The Strategic Plan Visioning Task Force convened 9 times and presented district-wide “Findings and Directions,” later adopted by the Board in February 2025
- Inclusive Arts and Student Voice: Programs like Girls Who Game, Unified Champion Schools, and peer language tutoring at Connally HS fostered inclusion, innovation, and student empowerment
- Device Deployment: Rolled out 17,400 Chromebooks (15,300 new and 2,097 repurposed) between 8/16/24 and 8/30/24, achieving a 1:1 student-to-device ratio at middle and high schools, and a 2:1 ratio at elementary schools.
- Charging Infrastructure: Deployed over 600 charging carts to ensure consistent device readiness for students.
- Classroom Technology Refresh: Replaced 470 elementary campus classroom projectors with the replacement of an additional 390 in progress. On track to complete 135 projector replacements at WHS before the 2025–26 school year.
- Device Replacement: Replaced 4,000 student and administrative desktops and laptops, ensuring readiness for the 2024–2025 school year.
- The percentage of Industry-Based Certifications (IBCs) earned by students increased to 74.1% in 2025 from 50.1%, reflecting growth from 2024 and demonstrating progress toward college, career, and military readiness goals.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: PfISD's Strategic Plan will continue moving from vision to action by defining each 'direction' through action plans that are being developed and implemented by a district committee.

Root Cause: The Strategic Plan set the vision and priorities, action plans are needed to ensure the work is carried out and progress can be measured.

Problem Statement 2: District and campus administrators need guidance and support in understanding and implementing new policies and procedures resulting from the 89th Legislative Session.

Root Cause: Significant changes to statute require adjustments of district policies, guidance and procedures to support districtwide implementation.

Problem Statement 3: The Finance Dept faces the ongoing challenge of meeting rising district needs amid limited and fluctuating funding. With changes in student enrollment and shifting demographics, the department must balance increasing costs, ensure equitable resource allocation, and maintain compliance with state and federal regulations-while supporting academic priorities and upholding financial transparency.

Root Cause: There is misalignment between rapidly growing and diversifying stakeholder needs and the structure of school funding, which is often inflexible, unpredictable, and not adjusted in real time to reflect demographic shifts or rising costs.

Problem Statement 4: Advising of students related to postsecondary goals, program and course enrollment and persistence is incomplete, leading to missed opportunities for students to achieve relevant, meaningful CCM-readiness.

Root Cause: Possibly a lack of awareness/training of counselors and CCAs, need for better tracking systems, not enough counseling staff to meet regularly with all students to hold meaningful conversations.

Problem Statement 5: For CTE, there is a need to improve teacher training in effective collection and use of data to inform instruction and improve student outcomes.

Root Cause: Access to teaching staff to provide quality professional learning is limited. CTE teachers do not have common PLC time built into their work schedules and many teach in very small groups or as singletons on their campus, limiting opportunity for collaboration.

Problem Statement 6: PfISD is struggling to recruit and retain enough qualified teachers to meet current and future needs. Without strategic efforts to fill vacancies and build a sustainable pipeline, ongoing shortages may impact instructional quality and student success.

Root Cause: The challenge of recruiting and retaining teachers is driven by a nationwide teacher shortage, competition from charter schools that employ uncertificated educators, competitive hiring markets, teacher burnout, and general certification barriers.

Problem Statement 7: Teachers in both general and special education settings face increasing challenges managing student behavior while balancing instruction, IEP implementation, and diverse content demands.

Root Cause: Current training and stipends are insufficient to support these complex responsibilities, leading to staff strain and inconsistent behavioral interventions.

Problem Statement 8: Special education teachers do not have the same professional learning content as general education teachers. While special education teachers must support students at the highest levels of intervention through both content and instructional strategies, they receive the least training to be simultaneously successful at both.

Root Cause: Access to teaching staff to provide quality professional learning is limited. Limitations require department staff need to be creative in scheduling access for professional learning and training.

Problem Statement 9: Special education services need to be improved by implementing efficient staffing models, expanding inclusive opportunities, improving behavioral supports, and enhancing transition planning, while refining ARD processes, ensuring compliance with IEP and restraint reporting requirements, and supporting accurate Medicaid/SHARS billing through system alignment and staff development.

Root Cause: Inconsistent practices across campuses, gaps in compliance, and limited staff capacity in special education have reduced clarity, efficiency, and effectiveness in service delivery.

Problem Statement 10: There is a lack of consistency in the program framework implementation including content-based language instruction for long-term Emergent Bilingual student and of linguistically differentiated practices which negatively impacts Emergent Bilingual students' growth in English proficiency and limits their academic success.

Root Cause: There is a need to monitor and promote the implementation of the differentiation strategies to improve the lack of accountability in ensuring consistent implementation.

Problem Statement 11: Teachers have varying levels of technology experience and expertise, many without a technology background. Not all teachers are familiar with and/or implement the Technology TEKS that are required to be taught at their grade level. Though tools and resources are provided to teach the Technology TEKS, integration of technology in classroom instruction is lacking.

Root Cause: Teachers need engaging learning experiences that model technology integration to best access and utilize the number of tools that PfISD provides to teach the Technology Applications TEKS.

Problem Statement 12: Students need greater access to mental health supports through prioritized funding for community partnerships, a McKinney-Vento team, and additional social workers and consultants for high-need campuses. The district remains out of compliance with SB 179 as counselors spend significant time on non-counseling tasks, limiting student access to mental health supports.

Root Cause: McKinney-Vento case management is assigned to social workers, reducing their available time to support students' mental health needs. Non-counseling duties, such as testing, remain a part of some counselors' assigned workload.

Perceptions

Perceptions Summary

Parents/Guardians, Families, and Community Engagement

PfISD provides a wide variety of opportunities for parent, family, and community participation. The Special Education, Multilingual, Advanced Academics, and Student Health Services Departments, among others, provide opportunities for parents to connect through advisory groups, support meetings, and transition fairs. The Multilingual Department also utilizes Title III funds to support parents of elementary school students through The Latino Family Literacy Project which teaches parents the importance of establishing a family reading routine with their children and it helps both parents and their children learn English vocabulary together as a family. The Multilingual Department also supports districtwide need district-widemilies who speak languages other than English in events, informational sessions and meeting, while challenges do exist in engaging the families in decision-making efforts.

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

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

Student Attendance

PfISD attendance rates increased during the 2024-2025 school year. District-level attendance specialists are staffed to support campus leaver teams with student attendance issues including home visits to locate and recover students who have left school.

Student Attendance Rates					
<i>(Source: TEA TAPR 2021-2023; OnDataSuite Summer PEIMS 2023-2024 & 2024-2025)</i>					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
PfISD	95.6%	91.8%	92.9%	92.9%	93.4%
Region 13	95.5%	91.8%	92.8%	Not yet available	Not yet available
State	95.0%	92.2%	93.3%	Not yet available	Not yet available

Chronic Absenteeism

Defined as the number of K-12 students enrolled for at least 10 days and absent for 10 percent or more days, the rate of chronic absenteeism steeply increased in the 2021-2022 school year in line with the decrease in attendance rates across the district, region and state. As attendance rates increased during 2022-2023, rates of Chronic Absenteeism significantly decreased by nearly 6%. The district estimates a 1% increase for the 2023-2024 school year (rates to be finalized in the TEA TAPR release in December 2025). During the 2024-2025 school year, PfISD focused support toward the Connally High School feeder pattern to improve Chronic Absenteeism rates, resulting in improved outcomes. Ensuring systems like attendance, discipline, transfers, and student safety (e.g;) are responsive and equitable, so students are present, engaged, and supported in their learning will continue to improve Chronic Absenteeism Rates.

Chronic Absenteeism Rates					
<i>(Source: TEA TAPR 2021-2023; latest data available from 2022-2023; OnDataSuite for 2023-2024 & 2024-2025)</i>					
	2020-2021	2021-2022	2022-2023	2023-2024 (estimated)	2024-2025 (estimated)
PfISD	12.0%	25.3%	19.5%	20.4%	16.0%
Region 13	13.2%	26.8%	21.5%	Not yet available	Not yet available
State	15.0%	25.7%	20.3%	Not yet available	Not yet available

Disciplinary Removals - Disproportionality

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

1. Results Driven Accountability (RDA)

- **Special Education Students: Total Disciplinary Removals Rate** (to ISS, OSS, DAEP-OC, Expulsions). Note: If an individual student is removed more than once, they will be counted in the removal rate for as many times as they were removed. TEA Threshold Rate: 0 to 19.0.
- PfISD rates are shown in the chart below, those highlighted indicate a district rate that exceeds the TEA Threshold Rate, which is the case in all years except 2021-2022
- The 2023-2024 rate is 1.7% higher than the prior year despite district efforts to bring awareness to the issue during the 2023-2024 school year. The 2024-2025 rate is estimated to increase further.

Total Disciplinary Removals Rate for Students Receiving Special Education Services						
<i>(Source: TEA RDA Reports, 2024-2025 OnDataSuite Estimates)</i>						
	TEA Threshold Rate: 0 to 19.0					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
PfISD	66.9	46.3	10.4	41.7	43.4	47.8 (estimated)

- **African American students receiving Special Education services: Disciplinary removal rate** (to ISS, OSS, DAEP-OC, Expulsions). Note: If an individual student is removed more than once, they will be counted in the removal rate for as many times as they were removed. TEA Threshold Ratio: >2.5
- Once a district is identified in Significant Disproportionality for 3 consecutive years, TEA provides required support to districts to identify the root cause of the disproportionately and requires the district to allocate a portion of its special education funding to address the root causes.
- PfISD rates are shown in the chart below, those highlighted indicate a district rate that exceeds the TEA Threshold Ratio, which was the case in 2020-2021 and in 2022-2023 where the district was identified in *Significant Disproportionality (SD) - Year 1*. The 2023-2024 rate at 2.1 is below the SD rate, reflective of a decreased in removal rates districtwide. The 2024-2025 rate is estimated to have improved even further.

Disciplinary Removals Rate for African American Students Receiving Special Education Services						
<i>(Source: TEA RDA Reports, 2024-2025 OnDataSuite Estimates)</i>						
	TEA Threshold Ratio: >2.5					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
PfISD	2.5	2.7 (identified for Significant Disproportionality Year 1)	2.1	2.6 (identified for Significant Disproportionality Year 1)	2.1	2.0 (estimated)

2. Discipline Data Validation & Monitoring System

- **African American students: Discretionary placements at OC (DAEP) compared to the All Students group rate.** There is a disproportionate rate of discretionary DAEP placements f
- PflSD rates are shown in the chart below, those highlighted indicate a district rate that exceeds the TEA Threshold Rate of 2.0.

Compliance and data reviews are conducted annually as required by TEA with continuous improvement efforts to address these disproportionality rates. The Spring 2025 data review found 8 incidents that were reported incorrectly due to coding errors made by campus staff stemming from a change in behavior coding after September 1, 2023 when the possession/use of tobacco vapes was escalated from a code of conduct violation to a reason resulting in a mandatory DAEP. If these 8 incidents had been correctly reported as mandatory DAEPs, rather than discretionary DAEPs, the 2023-2024 disproportionality rate above would have been 2.5. Additional training was provided to campus staff and ongoing disciplinary coding reviews were conducted during 2024-2025 to identify errors and additional training needs prior to 2024-2025 PEIMS reporting.

Discretionary DAEP (OC) Placement Rate in Pflugerville ISD <i>(Source: TEA DVM Discipline Reports 2014-2023, OnDataSuite 2023-2024)</i>			
	African American Rate	All Students Rate	Disproportionality Rate (TEA Threshold 2.0)
2013-2014	3.0%	1.3%	2.3
2014-2015	2.1%	0.9%	2.3
2015-2016	1.0%	0.5%	2.0
2016-2017	1.2%	0.5%	2.4
2017-2018	1.1%	0.4%	2.5
2018-2019	1.2%	0.5%	2.3
2019-2020	0.9%	0.4%	2.5
2020-2021	0.05% (5 or fewer students)	0.02% (5 or fewer students)	2.6 Not identified due to small numbers
2021-2022	1.0%	0.4%	2.6
2022-2023	1.1%	0.5%	2.4
2023-2024	0.9%	0.4%	2.7* (reporting error)
2024-2025	0.7%	0.4%	1.6 (estimated)

The Spring 2025 needs assessment conducted with campus administrators identified campus-implementation of the following practices aimed at reducing the assignment of discretionary DAEP placements:

- Increasing parental contact/parental support/parental involvement
- Restorative Practices – relationship centered learning that includes creating Treatment Agreements in all classrooms (chats, parent contact, school community service, etc.)
- Positive Behavior Intervention and Support (PBIS)
- Proactive Interventions (building relationships, behavior charts, etc.)
- Social Emotional Learning (SEL) to include counselor and social worker check-ins with students, and SEL targeted to the behavior
- Multi-Tiered System of Supports/Response to Intervention (MTSS/RtI) model including implementation of Culture & Climate Teams and communication to teams about positive interventions and Tier 1 strategies
- Mentors assigned to students
- Campus leadership academies to support students with recurring behavioral issues
- Classroom management coaching for teachers

- Utilizing the PflSD discipline matrix for classroom-managed behaviors/office-managed behaviors
- Providing incentive days each nine weeks

The district Student Affairs and MTSS departments provide support for all district-implemented efforts aimed at reducing classroom removals including the assignment of discretionary DAEPs. To integrate Tier I (schoolwide) systems that support the whole child, the district’s MTSS department has created and implemented MTSS Culture & Climate Teams to integrate district initiatives (PBIS, Trauma-Informed SEL, Restorative Practices and Attendance) in a blended model that is supported by a single campus-based team. Each campus team meets at least monthly and follows a district-provided fidelity tool to guide action items and to complete short and long-term goals focusing on implementation and student outcomes.

Staff Engagement

The district annually conducts a staff climate and culture survey in both the Fall and Spring to gather valuable feedback on employee experiences, satisfaction, and overall workplace environment. The results help guide district leadership in identifying strengths, addressing areas of concern, and developing targeted initiatives to improve employee retention, morale, and support systems. This ongoing commitment to listening and responding to staff feedback plays a critical role in shaping a positive and thriving work culture across Pflugerville ISD.

In the Spring 2025 surveys, there was a 70% participation rate among teachers, 67% participation rate among other campus staff, and 63% for district staff. Notable Fall 2024 to Spring 2025 results are below:

Upbeat Staff Survey Results: Fall 2024 to Spring 2025						
	Faculty (Teachers)		Other Campus Staff (Staff)		District Staff (Depts)	
Category	Fall 2024	Spring 2025	Fall 2024	Spring 2025	Fall 2024	Spring 2025
Equity (opportunities are accessible to all; leaders value perspectives of staff from all backgrounds; respect of staff, students and families of all backgrounds)	94%	92%	88%	86%	88%	85%
Self-Efficacy (feeling successful in position; feel successful in supporting students’ academic and social-emotional development)	88%	91%	89%	90%	86%	88%

Inclusion (leaders actively work toward making an inclusive culture)	90%	88%	79%	78%	75%	75%
Care & Commitment (shared responsibility for success; teachers set high standards for students; teachers strive to improve practice; teachers care about students' wellbeing, teachers to above and beyond to support students)	91%	89%	85%	85%	73%	72%
Satisfaction & Purpose (looking forward to coming to work; plan to be in role for at least another year)	90%	92%	89%	89%	88%	88%
Future Commitment (See myself working here next year; Would recommend working here)	82%	84%	81%	81%	81%	82%
Autonomy (viewed as expert, appropriate discretion over what and how to teach/work)	85%	88%	83%	84%	84%	83%

Belonging & Wellbeing (workplace supports mental wellbeing; I have someone to turn to at work when I'm having a difficult time; successfully manage stress; I have ways to prevent stress; I feel like I belong; people care about me)	85%	87%	86%	86%	87%	85%
Principal/Supervisor & Teacher/Employee Trust (looks out for wellbeing; trust of principal/supervisor; am backed by principal/supervisor)	86%	84%	80%	77%	82%	78%
Instructional Leadership (Principal communicates clear vision for teaching & learning; Principal uses data to monitor student progress; Principal is an effective instructional leader)	89%	87%				
Resources & Facilities (provided with necessary instructional materials; teacher access to high-quality curricula; building clean & well-maintained; funding to meet schools' needs)	70% (47% - School is well funded)	70% (43% - School is well funded)	70% (46% - School is well funded)	68% (42% - School is well funded)	66% (56% - My dept has funding to meet school needs)	66% (55% - My dept has funding to meet school needs)

Recruitment, Hiring, Onboarding (welcoming; expectations for role were clear in hiring process; teachers have influence in hiring professional staff; proactive recruitment from diverse backgrounds)	84%	84%	83%	84%	85%	85%
Collaboration (trust of peers/colleagues; teams do meaningful work; help one another improve practice)	85%	83%	75%	74%	79%	77%
Evaluation (evaluation system is fair, I am evaluated accurately; feedback helps me improve)	84%	85%	79%	80%	81%	77%
Parent/Teacher Communication (trusting relationship, work as partners, parents have confidence in teachers)	84%	84%				
Appreciation (supervisor acknowledgement of good work; supervisor notices when working hard; recognized publicly for outstanding work)	75%	74%	74%	71%	71%	71%
Work/Life Balance (reasonable workload; sustainable workload for the long-term; balance with work and personal responsibilities)	64% (59% - Workload expected is reasonable)	73% (69% - Workload expected is reasonable)	81%	79%	76%	83%

Professional Development (supports my growth; helps me to improve; is a good use of my time)	71% (63% - PD helps me improve)	72% (64% - PD helps me improve)	68% (65% - PD helps me improve)	67% (65% - PD helps me improve)	74%	71%
School Safety & Order (rules for student behavior are consistently enforced by all; disciplinary practices are fairly enforced for all students; I feel safe at my school; my school is safe for students)	73% (60% - Rules for student behavior are consistently enforced by all) (64% - Disciplinary practices applied fairly)	71% (53% - Rules for student behavior are consistently enforced by all) (58% - Disciplinary practices applied fairly)				
Voice & Leadership (leaders actively seek input; opportunities to take on leadership roles; highly-skilled teachers are given extra responsibilities)	83%	82%	70%	67%	74%	74%

Compensation & Career Path (fair compensation for extra responsibilities; salary satisfaction; opportunities to advance)	43% (29% - Satisfied with salary) (24% - Satisfied with salary increase over time)	44% (29% - Satisfied with salary) (23% - Satisfied with salary increase over time)	42% (29% - Satisfied with salary) (27% - Satisfied with salary increase over time)	42% (29% - Satisfied with salary) (27% - Satisfied with salary increase over time)	53% (48% - Satisfied with salary) (45% - Satisfied with salary increase over time)	54% (48% - Satisfied with salary) (47% - Satisfied with salary increase over time)
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Teacher Turnover Rate

The district’s teacher turnover rate tends to be higher than the State rate. The 2023-2024 rate improved to 3% lower than the prior year. As a continuous improvement effort, PfISD aims to retain high-quality teachers and reduce the teacher turnover rate to below the State rate. The district’s Teacher Incentive Allotment Program supports teacher retention with a 93% retention rate among designated teachers.

Teacher Turnover Rate for Pflugerville ISD Compared to State

(Source: TEA TAPR 2020-2024)

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Rate – PflISD	18.0%	15.1%	19.1%	25.0%	21.9%
Rate - State	16.8%	14.3%	17.7%	21.4%	19.1%

Perceptions Strengths

- 2024-2025 estimates in Chronic Absenteeism Rates indicate a reduction from the prior year.
- Estimated 2024-2025 RDA and DVM-Discipline outcomes indicate improvements in disproportionality with lower rates of African American students assigned discretionary DAEPs and lower rates of disciplinary removals of African American students receiving special education services.
- The rate of disciplinary removals of African American students receiving special education services decreased below the TEA threshold during the 2023-2024 school year. Campus implementation of supportive measures for discipline are resulting in fewer classroom removals.
- By working as a unified team to continuously support students' participation in the Least Restrictive Environment and maintaining access to the general education curriculum, the district's Special Education Department collectively responds to perceptions that students receiving special education services need to be removed from their campus.
- PflISD is engaged in a multiple-year plan for training, implementation, and support for Restorative Practices to decrease disciplinary referrals and to address the disproportionality within the current discipline practices to ensure a positive and safe school environment for all students.
- The Special Education Department is increasingly perceived as a core strength of the district, playing a vital role in advancing equity and fostering an inclusive educational environment. Through collaborative partnerships with campuses and families, the department ensures that students with disabilities have access to a Free and Appropriate Public Education (FAPE) in the least restrictive environment. By equipping campuses with resources, training, and guidance, special education services are not seen as separate, but as essential to the overall success of the district. This shift in perception reflects a growing understanding that inclusive practices strengthen instructional quality and student outcomes for all learners.
- CTE teachers appreciate the level of district support, collaboration, and student recognition opportunities. Most CTE teachers report good to excellent support at the district level when requesting clarity on communication, who to contact for assistance, and curriculum.
- Among teaching staff, PflISD has a variety of backgrounds and levels of experience resulting in a wide base of content knowledge and expertise.
- The district's Teacher Incentive Allotment Program supports teacher retention with a 94% retention rate among designated teachers.
- PflISD provides a wide variety of opportunities for parent, family, and community participation supported at the district level with the continuation of the district Title-IV funded Parent & Family Engagement Coordinator position.
- In the Spring 2025 teacher survey, 92% find that PflISD supports equity through opportunities accessible to all; leaders who value perspectives of staff from all backgrounds; and respect of staff, students and families of all backgrounds.
- Across all employees who participated in the Spring 2025 survey, there were high positive responses for equity, self-efficacy, satisfaction & purpose, autonomy, belonging & commitment, and future commitment in continuing employment in PflISD.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While the 2024-2025 Chronic Absenteeism Rate is estimated to decrease from the prior year, an estimated 16% of students are chronically absent.

Root Cause: Inadequate support systems for students facing barriers to attendance exist including insufficient mental health resources, lack of family engagement, ineffective interventions for at-risk students, transportation issues, food insecurity, and a sense of belonging at school, which all hinder efforts to improve attendance, resulting in ongoing challenges.

Problem Statement 2: While the 2024-2025 Student Attendance Rate improved from the prior year to 93.4%, rates are lower than 5 years ago.

Root Cause: Despite gains this year, attendance rates remain below pre-pandemic levels due to entrenched patterns: families have normalized flexible attendance, student mental

health needs have escalated, and rising housing and economic instability create ongoing barriers. Campus capacity to conduct proactive outreach and individualized follow-up remains uneven, limiting impact.

Problem Statement 3: PfISD has been identified in RDA for two years as having a high rate of disciplinary removals for students receiving special education services. The 2024-2025 rate is estimated to have increased further.

Root Cause: Need for relationship building, classroom management training - specifically strategies and resources to support students who continually struggle with behaviors, culturally responsive teaching and approaches to behaviors, more consistent and proactive restorative approaches to student conflict, more involvement of counselors, students, and families in the disciplinary process.

Problem Statement 4: The employee survey of teachers responses in Spring 2025 were nearly identical to Spring 2024 regarding behavior with 53% responding that rules for student behavior are consistently enforced and 58% responding that disciplinary practices are applied fairly.

Root Cause: Inconsistent district-wide behavior management guidelines and communication, coupled with high turnover among behavior coordinators and varied interpretations by administrators, contribute to perceived inconsistencies. Limited professional development in classroom management and restorative practices further exacerbates these issues.

Problem Statement 5: While PfISD is estimated to have improved the disproportionality rates for both discretionary DAEPs for African American students, and in classroom removals among African American students receiving Special Education services, focus on supportive disciplinary measures and thoughtful application of the discipline process will continue.

Root Cause: Need for relationship building, classroom management training (specifically strategies and resources to support students who continually struggle with behaviors), culturally responsive teaching and approaches to behaviors, more consistent and proactive restorative approaches to student conflict, more involvement of counselors, students, and families in the disciplinary process.

Problem Statement 6: There are disproportionate numbers of academic failures and discipline referrals for Emergent Bilingual students compared to non-Emergent Bilingual students.

Root Cause: Some campuses and classrooms do not have a culture and climate that is responsive to the needs of immigrant students (in their first three years in U.S. schools). There is a need for relationship building and culturally responsive teaching and approaches to behaviors.

Problem Statement 7: In the Spring 2025 employee survey, fewer than 50% of all staff responded positively to satisfaction of current salary and salary increase over time.

Root Cause: State funding made it difficult for the district to increase salaries to desired levels, leaving employees unable to keep up with inflation. Salary satisfaction is anticipated to increase with salary adjustments under the new HB2 Teacher Retention Allotment and Support Staff Retention Allotment, as well as increased Teacher Incentive Allotment funding.

Problem Statement 8: The PfISD teacher turnover rate remains higher than the State rate. Though there was a 3% improvement over the last reported year, the district rate is over 20%.

Root Cause: Fewer candidates are entering into the teaching profession and a high number are leaving the profession for higher paying and/or less demanding jobs.

Problem Statement 9: In the Spring 2025 employee survey, 64% of teachers felt that professional learning helps improve their teaching.

Root Cause: There may be a lack of relevance and alignment between the training provided and teachers' specific needs or classroom challenges. If professional development opportunities do not address practical teaching strategies or are not tailored to their contexts, teachers may not see them as valuable, leading to lower engagement and effectiveness.

Goals

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

Performance Objective 1: By August 2026, PfISD's teacher retention rate will exceed the State rate by attracting and retaining highly effective teachers. The latest official rates are 78% for PfISD and 81% for the State as of 2023-2024.

Evaluation Data Sources: Human resources data sets, TEA teacher retention data sets, TAPR teacher turnover rates converted to retention rates

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

Performance Objective 2: To ensure that teachers and staff are receiving high-quality professional development, by August 2026, 100% of teachers will provide professional development feedback and 80% of teachers will demonstrate evidence of implementation of professional learning practices.

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

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

Performance Objective 3: The participation rate in the district's employee culture and climate survey will increase from an average 67% in Spring 2025 to 85% in Spring 2026. Additionally, the Spring 2026 results will indicate 85% or better positive responses in each category, or an increase in positive responses in the categories that were below 85%.

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

Goal 2: PfISD 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 Math tests across grades 3-8 and Algebra I for all student groups to meet Closing the Gaps targets.

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

-Math Academic Growth from 65% to 72%

-Approaches from 69% to 75%

-Meets from 41% to 50%

-Masters from 19% to 25%

To meet HB3 Early Childhood Math Goals: The percent of 3rd grade students performing at Meets Grade Level or above on STAAR Math will increase from 46% in June 2025 to 51% by June 2026 and to 60% by June 2030.

HB3 Goal

Evaluation Data Sources: STAAR math results, Accountability results

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 Reading Language Arts (RLA) tests across grades 3-8 and English I & English II for all student groups to meet Closing the Gaps targets.

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

- RLA Academic Growth from 68% to 72%
- Approaches from 77% to 80%
- Meets from 56% to 60%
- Masters from 24% to 28%

To meet HB3 Early Childhood Literacy Goals: The percent of 3rd grade students performing at Meets Grade Level or above on STAAR RLA will increase from 50% in June 2025 to 56% by June 2026 and to 68% by June 2030.

HB3 Goal

Evaluation Data Sources: STAAR RLA results, Accountability results

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

Performance Objective 3: By June 2026, there will be increases in Achievement at all performance levels on STAAR Science tests across grades 5, 8 and Biology EOC for all student groups to meet Closing the Gaps targets.

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

- Approaches from 76% to 78%
- Meets from 47% to 50%
- Masters from 17% to 20%

Evaluation Data Sources: STAAR science results, Accountability results

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

Performance Objective 4: By June 2026, there will be increases in Achievement at all performance levels on STAAR Social Studies tests across grade 8 and U.S. History EOC for all student groups to meet Closing the Gaps interim targets at all schools.

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

-Approaches from 76% to 78%

-Meets from 49% to 51%

-Masters from 28% to 30%

Evaluation Data Sources: STAAR social studies 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 91%. 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 at 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 75%) - Met for Class of 2024

TEA 2027 accountability results (Class of 2026 CCMR Graduates goal of 91%) - Reset to meet 3E Promise

TEA 2028 accountability results (Class of 2027 CCMR Graduates goal of 94%)

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

Performance Objective 2: By August 2026, reports of overall Class of 2025 graduation rates will have increased above prior year rates. Additionally, in August 2026 accountability reports of 2025 Graduates in Domain 3 Closing the Gaps, all Federal 4-year Graduation Rate interim targets for each evaluated Super Group will be met (All Students 90%; African American 86.3%; Hispanic 88.1%, High Focus 86.5%).

Evaluation Data Sources: TEA 2026 accountability results (for Class of 2025 4-year graduates)

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: During the 2025-2026 school year, targeted efforts will be made to increase student enrollment.

High Priority

Evaluation Data Sources: Increased student enrollment from current to upcoming school year

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: By June 2026, the PfISD student attendance rate will increase by 3% from 93.4% to 96.4%. The rate of Chronic Absenteeism will reduce by 4% from the estimated rate of 16% to 12%.

High Priority

Evaluation Data Sources: 2024-2025 TAPR for 2023-2024 Official Attendance & Chronic Absenteeism Rates
Skyward and OnDataSuite for monitoring

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: 2026 A-F accountability ratings for overall and each domain will improve for all campuses from the prior year as follows, resulting in district ratings of C improving to B through the proportional weighting of campus outcomes.

- D and F ratings will improve to C or above
- C ratings will improve to B or above
- B ratings will improve to A
- A ratings will maintain at A

Evaluation Data Sources: Accountability Reports

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: During the 2025-2026 school year, special education staffing will be strengthened by (a) maintaining ratio-based staffing in secondary LID programs and conducting a review of staffing models for Resource, Inclusion, and Behavior programs to determine needed adjustments for 2026-2027, (b) expanding inclusive practices, (c) strengthening compliance systems for ARDs, IEPs, and restraint reporting, (d) improving Medicaid/SHARS billing accuracy, (e) strengthening behavioral supports and reducing disproportionality, and (f) enhancing transition services and postsecondary planning.

Evaluation Data Sources: Staffing allocation reports; fidelity checks; PEIMS LRE reports; ARD/IEP audits; SHARS audits; RDA/discipline data; student exit surveys.

Goal 4: PfISD will improve low performing schools.

Performance Objective 5: By June 2026, PfISD will continue to 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, students receiving special education services, and African American students receiving special education services.

2024-2025 Disproportionality Rates (estimated)

- Discretionary Placements for African American Students: 1.6 (reduced from 2.7 in 2023-2024) (should be less than 2.0)
- Total Removals for students receiving Special Education services: 47.8% (increased from 43.4 in 2023-2024) (should be less than 19%)
- Total Removals for African American students receiving Special Education services: 2.0 (reduced from 2.1 in 2023-2024) (should be less than 2.5)

Evaluation Data Sources: -Disciplinary placement and classroom removal rates,

-TEA Results Driven Accountability (RDA) reports (for Special Education Removal Rates and Significant Disproportionality rate in removals of African American students receiving special education services).

-Discipline Data Reporting Compliance Reviews (for disproportionality rate in discretionary placements of African American students to DAEP (OC).

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

Policy Documents & Addendums

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

Bullying Prevention

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

Coordinated Health Program

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

Disciplinary Alternative Education Program (DAEP)

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

Decision-Making and Planning Policy Evaluation

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

Dropout Prevention

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

Dyslexia Treatment Program

- [PfISD Dyslexia Handbook](#)

Title I, Part C Migrant

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

Pregnancy Related Services

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

Post-Secondary Preparedness

- [PfISD Postsecondary Readiness Website](#)

Recruiting Teachers & Paraprofessionals

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

Child Abuse & Neglect

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

Student Welfare: Crisis Intervention Programs and Training

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

Student Welfare: Discipline/Conflict/Violence Management

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

Texas Behavior Support Initiative (TBSI)

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

Technology Integration

- [PfISD Technology Integration Website](#)

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

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

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

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

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

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

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

Wellness

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

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

**Development,
Implementation, and
Review of Guidelines
and Goals**

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

[See BDF for required membership of the SHAC.]

Wellness Plan

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

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

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

Nutrition Guidelines

Foods and
Beverages Sold

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

Foods and
Beverages Provided

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

Wellness Goals

Nutrition Promotion
and Education

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

The District establishes the following goals for nutrition promotion:

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

The District establishes the following goals for nutrition education:

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

Physical Activity

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

The District establishes the following goals for physical activity:

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

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

Other School-Based Activities

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

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

Implementation

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

Evaluation

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

Public Notification

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

Records Retention

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

PLANNING AND DECISION-MAKING PROCESS

BQ
(LOCAL)

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

District Improvement Planning Process

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

Parent and Family Engagement Plan

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

Administrative Procedures and Reports

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

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

Evaluation

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

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

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

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

Training

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

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

**Reporting Child
Abuse and Neglect**

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

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

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

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

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

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

Restrictions on Reporting

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

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

Making a Report

Reports may be made to any of the following:

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

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

[See FFG(LEGAL)]

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

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

Confidentiality

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

Immunity

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

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

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

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

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

**Responsibilities
Regarding
Investigations**

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

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

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

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

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

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

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

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

**Threat Assessment
and Safe and
Supportive Team**

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

Training

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

Imminent Threats or
Emergencies

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

Threat Assessment
Process

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

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

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

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

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

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

As appropriate, the team may refer a student:

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

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

Guidance to School
Community

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

Reports

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

Student Code of Conduct

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

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

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

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

Revisions

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

Extracurricular Standards of Behavior

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

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

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

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

“Parent” Defined

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

General Discipline Guidelines

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

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

Corporal Punishment

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

Physical Restraint

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

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

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

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

Video and Audio Monitoring

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

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

Use of Recordings

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

Access to Recordings

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

Pflugerville Independent School District - Job Description

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

Primary Purpose:

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

Minimum Qualifications (Experience/Education/Certification):

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

Major Responsibilities:

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

Special Knowledge/Skills:

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

Supervisory Responsibilities:

None

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

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

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

Employee's Signature: _____ Date: _____

Employee's Printed Name: _____

Pflugerville Independent School District - Job Description

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

Primary Purpose:

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

Minimum Qualifications (Experience/Education/Certification):

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

Major Responsibilities:

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

Special Knowledge/Skills:

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

Supervisory Responsibilities:

None

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

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

Posture: Prolonged sitting and standing

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

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

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

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

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

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

Employee's Signature: _____ Date: _____

Employee's Printed Name: _____

**District Police
Department**

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

Supervisory
Authority

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

Jurisdiction

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

Police Authority

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

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

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

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

Temporary Assignment

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

Limitations on Nonschool Employment

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

Relationship with Outside Agencies

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

Video Monitoring

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

Access to Recordings

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

Body-Worn Cameras

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

Training

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

Department Regulations Manual

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

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

Racial Profiling

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

Use of Force

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

High-Speed Pursuit

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

Complaints

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

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

[See CKEA(LEGAL)]

School Marshals

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

Pflugerville ISD Strategic Planning

FINDINGS & DIRECTIONS

1: Planning for the Future	
Findings	Directions
1.1 Preparing students to discover their dreams and passions with confidence and a sense of responsibility enables them to choose their best path forward.	<p>1.1.1 Provide career exploration opportunities for all students.</p> <p>1.1.2 Introduce work ethic such as responsibility, approachability, coexistence, honesty and growth mindset.</p> <p>1.1.3 Foster community business/industry partners and further develop their role to enhance career exploration and pathways.</p> <p>1.1.4 Identify student interests; include students, parents and counselors in planning for pathways and course selection.</p> <p>1.1.5 Create on-ramps and off-ramps for students to transition between pathways.</p>
1.2 Preparing students to develop core values, master essential life skills, and communicate confidently and effectively .	<p>1.2.1 Equip students with essential skills and strategies to navigate and succeed in real-world situations.</p> <p>1.2.2 Incorporate resilience-building activities to help students navigate disappointment and foster adaptability.</p> <p>1.2.3 Foster effective communication skills to support success in various contexts.</p> <p>1.2.4 Encourage personal growth and social understanding through meaningful learning experiences.</p> <p>1.2.5 Incorporate opportunities for developing critical thinking, practical skills, and well-being into learning experiences.</p>

<p>1.3 Fostering a sense of individual worth, community connection, and collaboration helps students thrive and innovate.</p>	<p>1.3.1 Recognize and celebrate the uniqueness of every individual in order to promote creativity and innovation.</p> <p>1.3.2 Establish a safe and inclusive environment where connection and belonging are prioritized.</p> <p>1.3.3 Foster civic responsibility by encouraging collaborative and community-focused activities.</p> <p>1.3.4 Incorporate practices that develop self-regulation, networking, and empathy as foundational skills for life and career success.</p>
<p>2: Student Learning Experiences</p>	
<p>Findings</p>	<p>Directions</p>
<p>2.1 Creating an environment of connection and trust, where passionate teachers inspire a joy of learning and help students discover their purpose.</p>	<p>2.1.1 Foster strong connections between students and educators by creating supportive environments that promote trust, engagement, and a sense of belonging.</p>
<p>2.2 Fostering a culture where students are encouraged to be risk takers and innovators, challenged to think critically, and empowered to embrace courage and a growth mindset to navigate challenges, seize opportunities, and thrive.</p>	<p>2.2.1 Integrate critical thinking and student-led discussions by allowing students to analyze real-world problems and safely express their ideas in a collaborative environment</p> <p>2.2.2 Provide guidance and support to encourage student growth, resilience, and a mindset that embraces both success and learning from challenges.</p> <p>2.2.3 Offer guidance and support that highlights individual strengths, encourages improvement, and nurtures a growth mindset.</p>
<p>3: Recruit, Develop and Retain Teachers and Staff</p>	
<p>Findings</p>	<p>Directions</p>

<p>3.1 Developing quality staff members who are equipped, experienced, and constantly learning is crucial for fostering student achievement and growth.</p>	<p>3.1.1 Provide differentiated professional development for staff based on experience and proficiency, and provide opportunities for individual choice 3.1.2 Establish collaborative support systems to enhance instructional development and professional growth for educators. 3.1.4 Offer leadership development opportunities to support administrators in their professional growth.</p>
<p>3.2 Retaining quality teachers allows us to develop the purpose, joy and love of learning for staff and students.</p>	<p>3.2.1 Consider creative and competitive compensation ideas as they become possible. 3.2.2 Expand employee recognition options 3.2.3 Explore ways to provide balanced and dedicated teacher collaboration and planning time. 3.2.4 Explore housing incentives to attract and retain quality staff</p>
<p>3.3 Recruiting highly effective teachers and staff are crucial for fostering student achievement and growth.</p>	<p>3.3.1 Collaborate with higher education institutions to recruit and prepare highly effective teachers 3.3.2 Consider incentives to attract experienced educators to the district 3.3.3 Continuously assess and refine compensation and benefits to attract and retain talent while maintaining financial sustainability. 3.3.3 Explore pathways to support career growth and advancement for substitutes, paraprofessionals, and volunteers pursuing teaching roles. 3.3.4 Explore opportunities to develop students as future educators and encourage them to return home to teach</p>
<p>4: Community</p>	
<p>Findings</p>	<p>Directions</p>

<p>4.1 Collaboration between the Pflugerville community and the PfISD will promote resources that benefit families and students and foster a value for learning.</p>	<p>4.1.1 Explore opportunities to strengthen connections between the district and the community through meaningful engagement and collaboration.</p> <p>4.1.2 Provide resources and support to families that enhance access, engagement, and connections between the district and the community.</p> <p>4.1.3 Develop opportunities that engage students, families, and the district in meaningful discussions about the importance of learning.</p>
<p>5: Safety, Belonging and Mental/Social Wellness</p>	
<p>Findings</p>	<p>Directions</p>
<p>5.1 Supporting mental and social wellness enhances resilience, performance, and relationships for students and staff.</p>	<p>5.1.1 Incorporate mental, emotional, physical, and social wellness into daily routines.</p> <p>5.1.2 Cultivate a positive campus culture and strengthen community partnerships to support student and staff wellness.</p> <p>5.1.3 Expand opportunities for students to develop self-advocacy and self-determination skills.</p> <p>5.1.4 Expand opportunities for students to explore their potential and mentor them in navigating challenges and achieving positive outcomes.</p> <p>5.1.5 Prioritize staff well-being, professional growth, and a positive campus culture.</p>
<p>5.2 A culture of safety, collaboration and connection empowers learners to fully engage in the learning process.</p>	<p>5.2.1 Implement peer programs to foster connections, support, and a welcoming environment.</p> <p>5.2.2 Build a support network that addresses students' mental, emotional, and social health needs.</p> <p>5.2.3 Expand access to counseling services, embed well-being practices, and use restorative approaches to promote belonging and resilience.</p> <p>5.2.4 Upgrade security measures, emergency preparedness, and compliance ensures student and staff safety.</p>

<p>5.3 Focusing on a culture of dignity ensures everyone in our community feels welcome, respected, and able to be their true self.</p>	<p>5.3.1 Assess and identify barriers to access and opportunities through data collection and stakeholder engagement.</p> <p>5.3.2 Set clear expectations for respectful interactions to ensure everyone’s dignity is valued</p> <p>5.3.3 Strengthen connections and shared responsibility by partnering with families, alumni, community organizations, and local businesses</p>
<p>6: Communication</p>	
<p>Findings</p>	<p>Directions</p>
<p>6.1 Transparent and proactive communication builds trust and allows for understanding and collaborative problem-solving.</p>	<p>6.1.1 Create communication protocols tailored to multiple audiences, which includes tool kits for maintaining consistency, establish standards for response times, and ensure information is kept up to date</p> <p>6.1.2 Provide training to staff, including strategies for developing a communication plan to solicit feedback and how to handle tough conversations</p>
<p>6.2 Sharing the meaningful work students are accomplishing with the community builds connections, fosters pride, and ensures a lasting impact beyond the classroom.</p>	<p>6.2.1 Identify new ways to showcase student progress and successes</p> <p>6.2.2 Identify ways to publicize collaborative and innovative partnerships.</p> <p>6.2.3 Encourage community involvement through unique service opportunities and engaging initiatives.</p>
<p>6.3 The value of listening is a key component of communicating because every voice deserves to be heard.</p>	<p>6.3.1 Develop and implement protocols for receiving, and responding to, regular feedback from staff, parents, students, and the community.</p>
<p>7: Finance</p>	
<p>Findings</p>	<p>Directions</p>
<p>7.1 Transparent and intentional financial planning paves the way for student and staff achievement.</p>	<p>7.1.1 Explore grants, partnerships, and cost-saving measures to strengthen district financial sustainability.</p>

	<p>7.1.2 Utilize multi-year financial forecasting to support long-term sustainability and strategic growth.</p> <p>7.1.3 Provide ongoing financial literacy training for campus and department staff to foster an understanding of budgeting practices.</p> <p>7.1.4 Enhance financial transparency with all stakeholders</p>
<p>7.2 Finances are the pathway, not the barrier, to achieving equitable access to education for every student.</p>	<p>7.2.1 Support legislative and policy discussions that promote adequate and sustainable school funding.</p> <p>7.2.2 Regularly assess and adjust financial strategies to remove obstacles to student success.</p>
<p>8: Facilities</p>	
<p>Findings</p>	<p>Directions</p>
<p>8.1 Monitoring, Reviewing, and Addressing Facilities and Infrastructure is Critical for Fostering a Welcoming Culture</p>	<p>8.1.1 Develop a comprehensive facilities master plan for proactive maintenance and sustainability of district facilities.</p> <p>8.1.2 Create a five to ten-year strategic vision for facility efficiencies and improvements.</p> <p>8.1.3 Ensure responsible oversight of bond-funded projects.</p>
<p>8.2 Integrating Sustainable, Energy-Efficient and Beautification Solutions Leads to More Cost-Effective and Welcoming Campuses.</p>	<p>8.2.1 Invest in energy-efficient building upgrades to reduce operational costs and align with long-term environmental goals</p> <p>8.2.2 Explore alternative design concepts to create aesthetically pleasing environments.</p>

	Attendance Rates						Chronic Absenteeism Rates The unduplicated number of K-12 students enrolled for at least 10 days and absent for 10% or more days.					
	2020-2021 (Reported in 2021-2022 TAPR)	2021-2022 (Reported in 2022-2023 TAPR)	2022-2023 (Reported in 2023-2024 TAPR)	2023-2024 (On Data Suite)	2024-2025 (On Data Suite - June 5, 2025)	Difference from Prior Year	2020-2021 (Reported in 2021-2022 TAPR)	2021-2022 (Reported in 2022-2023 TAPR)	2022-2023 (Reported in 2023-2024 TAPR)	2023-2024 - Approximate (On Data Suite Low Attendance/ Summer Dashboard Total Membership)	2024-2025 - Approximate (On Data Suite as of June 5, 2025) (On Data Suite Low Attendance/ Summer Dashboard Total Membership)	Difference from Prior Year
State	95.0%	92.2%	93.3%				15.0%	25.7%	20.3%			
Region 13	95.5%	91.8%	92.8%				13.2%	26.8%	21.5%			
Pflugerville ISD	95.6%	91.8%	92.9%	92.9%	93.4%	0.5%	12.0%	25.3%	19.5%	20.4%	16.0%	-4.4%
Connally Feeder (CHS, WMS, CES, NES, PES, PLES, RBES, ROES, WLES)							20.5%	32.1%	30.4%	32.4%	29.1%	-3.3%
Connally HS	87.3%	82.7%	84.9%	83.9%	86.2%	2.3%	30.3%	49.5%	43.3%	48.5%	44.9%	-3.6%
Hendrickson HS	97.4%	91.8%	94.3%	94.8%	94.7%	-0.1%	7.5%	26.7%	15.3%	13.7%	14.2%	0.5%
Pflugerville HS	93.8%	90.9%	90.9%	91.2%	91.5%	0.3%	17.8%	29.0%	25.3%	26.0%	25.7%	-0.3%
Weiss HS	94.8%	89.1%	91.5%	91.7%	92.8%	1.1%	15.7%	33.5%	25.1%	24.6%	22.6%	-2.0%
PACE HS				72.7%	81.6%	8.9%				6.7%	5.8%	-0.9%
Bohls MS		92.2%	93.3%	94.5%	94.0%	-0.5%		27.4%	19.1%	14.4%	15.3%	0.9%
Cele MS	98.8%	94.4%	95.2%	95.1%	95.6%	0.5%	3.8%	14.9%	10.3%	10.8%	8.8%	-2.0%
Dessau MS	93.6%	91.8%	92.3%	92.3%	91.9%	-0.4%	18.6%	28.0%	26.3%	25.5%	29.8%	4.3%
Kelly Lane MS	99.0%	94.3%	95.3%	95.2%	96.0%	0.8%	1.8%	15.4%	10.4%	9.8%	7.6%	-2.2%
Park Crest MS	98.9%	92.9%	94.5%	94.1%	94.8%	0.7%	3.0%	22.7%	15.2%	15.7%	14.2%	-1.5%
Pflugerville MS	98.5%	92.8%	93.3%	94.1%	94.3%	0.2%	3.6%	23.2%	20.5%	17.8%	18.2%	0.4%
Westview MS	94.5%	90.7%	90.3%	91.2%	90.9%	-0.3%	17.8%	34.6%	35.1%	25.5%	31.0%	5.5%
Brookhollow ES	96.6%	93.3%	94.5%	94.4%	94.8%	0.4%	11.0%	19.8%	11.9%	14.7%	15.5%	0.8%
Caldwell ES	96.5%	93.8%	94.0%	94.5%	94.5%	0.0%	7.8%	18.8%	14.7%	16.5%	16.2%	-0.3%
Carpenter ES		95.4%	95.4%	95.3%	95.4%	0.1%		11.5%	6.8%	9.3%	8.5%	-0.8%
Copperfield ES	95.3%	92.9%	93.3%	93.6%	94.0%	0.4%	17.2%	24.6%	22.4%	19.2%	18.6%	-0.6%
Dearing ES	95.2%	92.1%	93.7%	93.4%	94.2%	0.8%	16.2%	26.8%	19.0%	20.3%	13.5%	-6.8%
Delco ES	96.5%	94.6%	94.8%	94.0%	94.7%	0.7%	8.0%	15.3%	12.1%	21.6%	14.1%	-7.5%
Dessau ES	92.3%	91.9%	93.5%	91.8%	91.7%	-0.1%	25.8%	31.2%	18.1%	29.7%	29.3%	-0.4%
Hidden Lake ES				95.4%	95.5%	0.1%				7.5%	7.7%	0.2%
Highland Park ES	98.1%	95.1%	95.1%	95.0%	95.1%	0.1%	3.4%	9.8%	8.5%	12.7%	11.0%	-1.7%
Mott ES	97.4%	93.5%	95.3%	95.0%	95.2%	0.2%	6.5%	19.6%	8.4%	9.2%	9.6%	0.4%
Murchison ES	98.4%	94.8%	95.6%	95.0%	96.1%	1.1%	2.2%	12.7%	7.4%	10.4%	6.3%	-4.2%
Northwest ES	93.2%	92.5%	92.2%	91.3%	92.7%	1.4%	25.2%	25.8%	28.3%	33.5%	27.0%	-6.5%
Parmer Lane ES	96.0%	93.6%	94.1%	94.1%	94.3%	0.2%	10.5%	21.6%	16.8%	18.7%	18.4%	-0.3%
Pflugerville ES	96.3%	94.0%	94.5%	93.9%	94.5%	0.6%	11.2%	19.3%	14.6%	23.1%	17.3%	-5.8%
Riojas ES	97.4%	94.9%	95.1%	94.4%	95.3%	0.9%	5.5%	13.3%	11.0%	12.7%	8.9%	-3.8%
River Oaks ES	94.6%	92.6%	93.6%	92.2%	93.6%	1.4%	17.0%	25.6%	19.5%	28.7%	20.1%	-8.6%
Rowe Lane ES	98.1%	94.5%	95.0%	95.4%	96.0%	0.6%	3.3%	12.6%	9.1%	8.7%	6.8%	-1.9%
Ruth Barron ES	94.2%	93.2%	93.6%	92.4%	93.8%	1.4%	17.0%	21.7%	19.8%	27.5%	18.0%	-9.5%
Spring Hill ES	95.5%	93.8%	94.6%	93.4%	93.9%	0.5%	13.0%	17.5%	13.8%	22.7%	17.4%	-5.3%
Timmerman ES	94.7%	92.6%	93.5%	92.4%	92.9%	0.5%	18.1%	24.3%	20.2%	22.9%	26.7%	3.8%
Wieland ES	95.9%	93.9%	94.3%	93.7%	94.6%	0.9%	10.7%	17.2%	15.2%	21.1%	15.0%	-6.1%
Windermere ES	95.9%	93.5%	94.2%	93.6%	93.6%	0.0%	13.8%	22.1%	15.1%	21.4%	19.8%	-1.6%



2025 STAAR RESULTS: Grades 3-8 and EOC

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

All results with the exception of STAAR Alt-2

STAAR Performance Levels

Approaches Grade Level is defined as the minimum passing standard

Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
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Did Not Meet Grade Level	<p>Students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention.</p> <p>Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.</p> <p><i>This performance category applies to students scoring below Approaches Grade Level.</i></p> <p><i>Students at this level have <u>NOT met the minimum passing standard for assessment requirements.</u></i></p>
Approaches Grade Level	<p>Students are likely to succeed in the next grade or course with targeted academic intervention.</p> <p><i>Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.</i></p> <p><i>Students at this level have <u>met the minimum passing standard for assessment requirements.</u></i></p>
Meets Grade Level	<p>Students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention.</p> <p><i>Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.</i></p>
Masters Grade Level	<p>Students are expected to succeed in the next grade or course with little or no academic intervention.</p> <p><i>Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.</i></p>

STAAR TREND RESULTS: Performance Levels, Showing Increase or Decrease from 2024 to 2025

English & Spanish Combined, Does not include STAAR Alt 2

Grade 3 MATH																
	Math – 2021 (COVID Return – Optional Participation)				Math - 2022			Math - 2023			Math – 2024			Math – 2025 –PRELIMINARY RESULTS–		
	Approx. Participation	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		61%	29%	14%	70%	41%	20%	72%	43%	18%	68%	40%	15%	69%	44%	19%
Region 13		61%	31%	15%	71%	43%	22%	73%	45%	21%	67%	41%	17%	68%	45%	21%
District - PfISD	81%	62%	29%	14%	71%	44%	23%	73%	47%	24%	70%	43%	18%	71%	46%	22%
Brookhollow ES	67%	49%	17%	4%	65%	42%	22%	53%	22%	8%	64%	38%	16%	64%	35%	16%
Caldwell ES	89%	59%	29%	19%	69%	44%	20%	75%	45%	24%	71%	43%	10%	62%	34%	13%
Carpenter ES					90%	70%	38%	92%	63%	26%	84%	59%	23%	89%	58%	27%
Copperfield ES	81%	62%	21%	10%	71%	30%	14%	59%	26%	9%	53%	19%	8%	61%	35%	17%
Dearing ES	89%	62%	31%	21%	71%	40%	30%	76%	61%	31%	85%	61%	25%	82%	58%	30%
Delco ES	96%	56%	19%	9%	70%	29%	3%	64%	34%	12%	54%	26%	3%	67%	37%	13%
Dessau ES	82%	46%	14%	3%	56%	19%	9%	36%	11%	2%	58%	16%	3%	52%	15%	4%
Hidden Lake ES											78%	48%	16%	71%	51%	21%
Highland Park ES	92%	86%	50%	28%	85%	68%	39%	83%	62%	31%	79%	64%	33%	86%	70%	47%
Mott ES	80%	67%	32%	10%	75%	44%	27%	89%	60%	35%	88%	64%	32%	91%	78%	41%
Murchison ES	74%	80%	51%	24%	90%	67%	42%	91%	69%	36%	82%	61%	31%	92%	75%	44%
Northwest ES	88%	54%	21%	10%	52%	31%	7%	69%	39%	16%	46%	10%	6%	58%	32%	12%
Parmer Lane ES	89%	66%	25%	11%	68%	34%	18%	74%	46%	26%	58%	27%	15%	60%	29%	13%
Pflugerville ES	82%	43%	15%	4%	66%	36%	16%	69%	43%	31%	61%	25%	6%	52%	13%	2%
Riojas ES	81%	72%	43%	24%	80%	57%	37%	80%	64%	40%	92%	69%	40%	88%	71%	39%
River Oaks ES	65%	42%	6%	0%	79%	43%	16%	69%	39%	21%	66%	37%	12%	50%	32%	14%
Rowe Lane ES	67%	86%	53%	30%	78%	56%	32%	86%	63%	35%	73%	52%	16%	85%	61%	30%
Ruth Barron ES	92%	28%	6%	2%	54%	28%	8%	51%	20%	8%	46%	13%	7%	61%	36%	8%
Spring Hill ES	78%	48%	16%	10%	55%	33%	16%	67%	29%	13%	63%	32%	12%	52%	23%	7%
Timmerman ES	90%	41%	16%	7%	58%	26%	11%	69%	35%	12%	72%	38%	21%	59%	27%	14%
Wieland ES	81%	67%	22%	13%	80%	48%	26%	60%	40%	18%	64%	36%	13%	62%	44%	13%
Windermere ES	72%	66%	27%	16%	66%	27%	16%	73%	46%	16%	56%	32%	16%	61%	33%	16%

Grade 3 READING/RLA

	Reading – 2021 (COVID Return – Optional Participation)				Reading - 2022			RLA - 2023			RLA– 2024			RLA – 2025 --PRELIMINARY RESULTS--		
	Approx. Participation	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%	37%	19%	75%	50%	30%	75%	48%	19%	72%	46%	20%	76%	49%	22%
Region 13		69%	43%	24%	78%	54%	35%	76%	52%	23%	72%	48%	22%	75%	52%	25%
District - PflISD	81%	69%	41%	22%	76%	53%	33%	77%	53%	24%	71%	48%	24%	75%	50%	24%
Brookhollow ES	67%	62%	30%	15%	78%	54%	37%	68%	40%	22%	75%	53%	25%	76%	54%	18%
Caldwell ES	89%	62%	32%	17%	75%	51%	20%	81%	48%	21%	71%	38%	9%	71%	37%	14%
Carpenter ES					81%	65%	42%	88%	63%	19%	85%	61%	35%	86%	65%	24%
Copperfield ES	81%	69%	41%	21%	67%	41%	25%	67%	33%	17%	53%	25%	13%	60%	33%	20%
Dearing ES	89%	66%	39%	23%	82%	63%	42%	83%	62%	38%	82%	62%	32%	82%	59%	38%
Delco ES	99%	61%	26%	15%	56%	24%	16%	72%	46%	17%	63%	24%	3%	67%	31%	10%
Dessau ES	84%	61%	24%	13%	47%	28%	11%	54%	15%	4%	49%	17%	1%	55%	25%	8%
Hidden Lake ES											80%	62%	27%	81%	58%	28%
Highland Park ES	93%	87%	58%	37%	92%	71%	47%	80%	67%	40%	83%	68%	45%	86%	67%	45%
Mott ES	80%	82%	53%	25%	86%	58%	34%	87%	64%	30%	87%	60%	34%	91%	71%	42%
Murchison ES	71%	78%	56%	34%	93%	74%	48%	90%	75%	42%	81%	65%	37%	93%	75%	46%
Northwest ES	88%	56%	40%	14%	62%	36%	21%	65%	37%	12%	52%	22%	8%	62%	42%	16%
Parmer Lane ES	89%	75%	47%	25%	72%	48%	37%	74%	43%	13%	60%	28%	8%	61%	33%	14%
Pflugerville ES	82%	57%	30%	8%	61%	41%	17%	76%	47%	16%	63%	34%	12%	54%	25%	0%
Riojas ES	81%	84%	48%	30%	85%	63%	43%	86%	72%	42%	91%	81%	58%	93%	79%	41%
River Oaks ES	65%	52%	24%	12%	79%	46%	31%	61%	47%	24%	59%	35%	20%	51%	35%	23%
Rowe Lane ES	67%	95%	70%	39%	86%	68%	48%	91%	72%	31%	77%	54%	26%	92%	75%	33%
Ruth Barron ES	90%	50%	17%	8%	65%	36%	16%	55%	25%	11%	46%	16%	7%	71%	39%	20%
Spring Hill ES	78%	51%	31%	20%	65%	41%	30%	73%	41%	10%	58%	34%	14%	54%	20%	3%
Timmerman ES	89%	49%	26%	11%	72%	44%	30%	68%	40%	16%	79%	51%	25%	77%	45%	16%
Wieland ES	83%	51%	26%	9%	86%	66%	42%	67%	47%	13%	66%	43%	13%	69%	46%	18%
Windermere ES	71%	78%	49%	18%	66%	41%	22%	79%	54%	19%	67%	47%	22%	76%	41%	20%

Grade 4 MATH

	Math – 2021 (COVID Return – Optional Participation)				Math - 2022			Math - 2023			Math – 2024			Math – 2025 --PRELIMINARY RESULTS--		
	Approx. Participation	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches 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		58%	34%	21%	68%	41%	22%	69%	46%	21%	67%	44%	20%	67%	45%	23%
Region 13		59%	35%	21%	68%	42%	25%	69%	47%	23%	65%	43%	20%	65%	43%	23%
District - PflISD	81%	56%	33%	20%	66%	42%	23%	66%	44%	22%	64%	43%	21%	65%	43%	23%
Brookhollow ES	74%	56%	31%	21%	71%	28%	5%	58%	30%	13%	52%	28%	13%	49%	26%	9%
Caldwell ES	86%	40%	13%	6%	61%	35%	16%	71%	57%	21%	62%	38%	21%	68%	32%	11%
Carpenter ES					77%	61%	34%	93%	82%	49%	69%	51%	18%	85%	70%	39%
Copperfield ES	75%	32%	14%	6%	59%	42%	17%	57%	37%	13%	45%	19%	4%	44%	21%	4%
Dearing ES	79%	74%	46%	26%	62%	39%	23%	62%	39%	22%	73%	49%	24%	74%	51%	24%
Delco ES	97%	49%	24%	8%	53%	19%	8%	61%	17%	7%	58%	36%	7%	59%	23%	3%
Dessau ES	82%	29%	5%	3%	31%	11%	4%	33%	13%	3%	25%	9%	1%	47%	21%	9%
Hidden Lake ES											77%	59%	32%	83%	63%	42%
Highland Park ES	84%	71%	46%	29%	85%	64%	45%	79%	55%	32%	84%	66%	37%	78%	60%	36%
Mott ES	82%	53%	28%	18%	80%	59%	34%	78%	60%	34%	85%	66%	33%	81%	53%	33%
Murchison ES	77%	79%	62%	44%	75%	54%	37%	85%	66%	37%	91%	73%	51%	81%	65%	45%
Northwest ES	93%	26%	6%	3%	53%	25%	11%	33%	7%	0%	38%	20%	8%	27%	14%	10%
Parmer Lane ES	92%	54%	27%	18%	61%	35%	15%	64%	39%	8%	55%	36%	18%	47%	22%	9%
Pflugerville ES	92%	62%	33%	13%	68%	37%	14%	55%	34%	9%	65%	38%	13%	49%	15%	2%
Riojas ES	76%	72%	41%	24%	69%	47%	26%	77%	50%	28%	72%	52%	30%	83%	65%	35%
River Oaks ES	71%	57%	27%	16%	64%	38%	17%	60%	31%	12%	64%	35%	20%	66%	49%	27%
Rowe Lane ES	63%	76%	55%	40%	87%	64%	38%	81%	64%	37%	73%	59%	26%	74%	52%	29%
Ruth Barron ES	97%	32%	14%	4%	62%	35%	6%	70%	38%	15%	63%	35%	12%	65%	39%	19%
Spring Hill ES	83%	48%	27%	11%	45%	20%	7%	67%	41%	16%	55%	18%	7%	55%	24%	11%
Timmerman ES	82%	64%	33%	16%	46%	20%	9%	36%	18%	4%	38%	17%	4%	35%	20%	7%
Wieland ES	89%	52%	37%	26%	55%	27%	18%	67%	35%	13%	53%	36%	19%	47%	36%	11%
Windermere ES	75%	62%	53%	38%	84%	62%	37%	48%	32%	23%	54%	36%	24%	66%	43%	32%

Grade 4 READING/RLA

	Reading – 2021 (COVID Return – Optional Participation)				Reading - 2022			RLA - 2023			RLA– 2024			RLA – 2025 --PRELIMINARY RESULTS--		
	Approx. Participation	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		62%	35%	17%	76%	52%	28%	76%	46%	21%	79%	49%	22%	79%	52%	23%
Region 13		63%	38%	20%	77%	56%	32%	78%	52%	27%	79%	53%	26%	78%	54%	26%
District - PflISD	81%	59%	34%	17%	74%	53%	31%	76%	50%	23%	78%	52%	26%	78%	54%	26%
Brookhollow ES	74%	62%	29%	14%	79%	60%	32%	77%	47%	19%	81%	47%	20%	72%	48%	17%
Caldwell ES	85%	48%	24%	10%	64%	40%	23%	76%	43%	12%	74%	38%	15%	79%	46%	12%
Carpenter ES					76%	60%	34%	85%	63%	32%	87%	63%	26%	90%	70%	38%
Copperfield ES	74%	43%	17%	8%	64%	45%	28%	65%	38%	14%	65%	38%	17%	65%	40%	19%
Dearing ES	79%	71%	35%	17%	82%	66%	41%	77%	52%	19%	83%	60%	24%	88%	59%	31%
Delco ES	97%	60%	28%	11%	71%	38%	19%	63%	32%	5%	74%	44%	15%	61%	34%	3%
Dessau ES	79%	30%	8%	7%	47%	28%	12%	40%	16%	2%	45%	10%	1%	57%	25%	7%
Hidden Lake ES											91%	52%	34%	88%	72%	36%
Highland Park ES	82%	77%	51%	22%	87%	72%	46%	87%	61%	35%	88%	74%	44%	83%	68%	43%
Mott ES	82%	59%	35%	14%	86%	67%	35%	84%	63%	31%	94%	66%	42%	90%	70%	37%
Murchison ES	76%	78%	56%	36%	85%	67%	52%	91%	67%	41%	91%	73%	37%	88%	67%	42%
Northwest ES	93%	33%	17%	3%	70%	53%	21%	51%	22%	4%	63%	25%	8%	63%	23%	6%
Parmer Lane ES	92%	61%	41%	16%	78%	53%	33%	82%	48%	25%	74%	58%	27%	74%	51%	18%
Pflugerville ES	92%	52%	29%	15%	70%	38%	21%	66%	38%	11%	73%	49%	18%	75%	33%	8%
Riojas ES	76%	70%	48%	18%	86%	62%	36%	83%	67%	38%	88%	64%	40%	92%	78%	47%
River Oaks ES	69%	49%	37%	16%	66%	44%	27%	75%	45%	19%	64%	38%	24%	63%	52%	27%
Rowe Lane ES	62%	74%	43%	29%	90%	75%	43%	84%	66%	34%	91%	69%	39%	87%	59%	24%
Ruth Barron ES	96%	42%	15%	8%	57%	30%	13%	73%	42%	14%	68%	39%	15%	71%	48%	20%
Spring Hill ES	83%	61%	26%	15%	42%	18%	11%	74%	39%	14%	65%	37%	11%	69%	48%	18%
Timmerman ES	84%	61%	24%	11%	59%	43%	18%	63%	32%	11%	64%	41%	14%	61%	35%	15%
Wieland ES	85%	61%	41%	27%	63%	37%	18%	78%	50%	20%	77%	38%	9%	67%	42%	15%
Windermere ES	73%	66%	41%	26%	80%	62%	40%	73%	52%	29%	88%	58%	34%	83%	60%	36%

Grade 5 MATH

	Math – 2021 (COVID Return – Optional Participation)				Math - 2022			Math - 2023			Math – 2024			Math – 2025 --PRELIMINARY RESULTS--		
	Approx. Participation	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		69%	42%	24%	75%	46%	24%	79%	47%	21%	75%	48%	19%	72%	45%	21%
Region 13		69%	44%	25%	74%	45%	24%	78%	51%	24%	74%	49%	21%	71%	46%	22%
District - PfISD	84%	67%	42%	25%	72%	40%	20%	81%	51%	22%	74%	47%	17%	71%	43%	20%
Brookhollow ES	78%	72%	45%	30%	79%	33%	16%	93%	53%	16%	83%	60%	23%	79%	37%	17%
Caldwell ES	85%	70%	42%	26%	63%	29%	10%	87%	49%	20%	82%	47%	13%	69%	47%	18%
Carpenter ES					69%	40%	21%	92%	59%	29%	90%	73%	30%	71%	40%	20%
Copperfield ES	81%	65%	32%	20%	72%	50%	26%	91%	69%	27%	88%	69%	24%	81%	52%	20%
Dearing ES	82%	68%	42%	25%	73%	30%	18%	81%	59%	27%	57%	26%	6%	65%	47%	25%
Delco ES	100%	62%	37%	19%	85%	54%	22%	56%	14%	6%	71%	24%	3%	83%	57%	24%
Dessau ES	93%	34%	9%	2%	43%	16%	4%	49%	18%	2%	43%	15%	3%	50%	18%	3%
Hidden Lake ES											83%	47%	14%	74%	44%	19%
Highland Park ES	95%	77%	57%	33%	83%	57%	30%	89%	69%	29%	72%	45%	12%	75%	42%	19%
Mott ES	85%	69%	44%	23%	72%	37%	18%	83%	55%	27%	85%	59%	26%	85%	56%	28%
Murchison ES	81%	90%	76%	56%	90%	68%	45%	97%	75%	49%	93%	74%	42%	93%	67%	39%
Northwest ES	90%	49%	22%	18%	40%	17%	5%	61%	29%	14%	51%	21%	5%	43%	18%	12%
Parmer Lane ES	92%	50%	16%	5%	68%	36%	16%	93%	58%	17%	70%	40%	10%	64%	38%	21%
Pflugerville ES	88%	86%	51%	28%	74%	44%	19%	91%	57%	18%	85%	55%	15%	78%	55%	26%
Riojas ES	84%	85%	59%	34%	77%	29%	8%	86%	60%	20%	84%	57%	25%	86%	62%	35%
River Oaks ES	86%	45%	25%	10%	70%	36%	22%	71%	29%	8%	54%	33%	3%	56%	27%	11%
Rowe Lane ES	73%	92%	65%	44%	85%	61%	35%	94%	70%	37%	81%	64%	25%	82%	56%	32%
Ruth Barron ES	96%	40%	13%	5%	63%	31%	16%	70%	39%	7%	73%	41%	11%	55%	21%	5%
Spring Hill ES	86%	68%	39%	22%	74%	44%	16%	72%	40%	17%	77%	31%	8%	63%	29%	8%
Timmerman ES	70%	45%	34%	15%	65%	39%	19%	62%	25%	12%	36%	18%	3%	51%	20%	6%
Wieland ES	81%	56%	42%	21%	75%	42%	21%	80%	57%	24%	92%	70%	28%	66%	48%	34%
Windermere ES	65%	64%	33%	16%	57%	23%	7%	83%	42%	18%	60%	41%	15%	60%	33%	11%

Grade 5 READING/RLA

	Reading – 2021 (COVID Return – Optional Participation)				Reading - 2022			RLA - 2023			RLA– 2024			RLA – 2025 --PRELIMINARY RESULTS--		
	Approx. Participation	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%	45%	30%	80%	56%	36%	80%	55%	28%	78%	53%	28%	76%	57%	29%
Region 13		75%	50%	34%	81%	59%	40%	81%	58%	33%	79%	58%	34%	77%	59%	33%
District - PflISD	84%	74%	48%	31%	80%	56%	36%	81%	58%	31%	78%	55%	30%	77%	56%	31%
Brookhollow ES	78%	73%	48%	31%	87%	54%	33%	93%	71%	33%	74%	55%	29%	77%	60%	26%
Caldwell ES	85%	72%	41%	28%	73%	47%	30%	76%	51%	27%	81%	52%	24%	71%	47%	23%
Carpenter ES					86%	61%	40%	83%	68%	39%	92%	67%	44%	82%	67%	40%
Copperfield ES	81%	69%	43%	25%	63%	42%	18%	80%	48%	25%	75%	53%	27%	74%	52%	26%
Dearing ES	81%	71%	45%	21%	91%	59%	39%	83%	62%	24%	82%	58%	31%	72%	66%	42%
Delco ES	100%	66%	43%	19%	84%	53%	26%	69%	33%	11%	63%	37%	7%	79%	51%	21%
Dessau ES	93%	40%	14%	5%	66%	38%	22%	52%	22%	7%	53%	20%	6%	60%	32%	10%
Hidden Lake ES											85%	68%	41%	75%	57%	36%
Highland Park ES	94%	84%	58%	38%	90%	70%	43%	88%	70%	43%	85%	61%	31%	86%	67%	39%
Mott ES	85%	81%	57%	44%	82%	58%	36%	87%	63%	30%	85%	70%	45%	86%	69%	41%
Murchison ES	81%	91%	78%	60%	94%	82%	60%	91%	73%	44%	94%	73%	51%	91%	73%	45%
Northwest ES	90%	62%	32%	22%	60%	43%	18%	70%	49%	19%	45%	26%	5%	63%	33%	8%
Parmer Lane ES	92%	78%	52%	21%	89%	61%	32%	90%	75%	46%	71%	46%	25%	73%	45%	17%
Pflugerville ES	88%	80%	49%	37%	86%	62%	42%	84%	55%	18%	83%	53%	21%	70%	54%	34%
Riojas ES	84%	84%	60%	39%	85%	62%	44%	91%	77%	45%	91%	67%	46%	90%	79%	50%
River Oaks ES	86%	63%	31%	20%	65%	45%	33%	59%	31%	16%	66%	39%	15%	64%	40%	19%
Rowe Lane ES	72%	89%	67%	46%	88%	68%	53%	93%	80%	50%	88%	73%	42%	90%	73%	41%
Ruth Barron ES	96%	53%	26%	13%	63%	30%	13%	63%	33%	11%	72%	37%	14%	72%	40%	14%
Spring Hill ES	85%	68%	32%	15%	71%	48%	25%	70%	36%	16%	69%	42%	22%	74%	34%	15%
Timmerman ES	73%	59%	35%	14%	74%	51%	30%	75%	52%	21%	62%	36%	14%	58%	36%	17%
Wieland ES	81%	65%	40%	23%	81%	54%	35%	78%	57%	22%	88%	62%	36%	78%	50%	28%
Windermere ES	75%	84%	53%	37%	72%	54%	38%	89%	70%	48%	85%	62%	41%	80%	63%	38%

Grade 5 SCIENCE

	Science – 2021 (COVID Return – Optional Participation)				Science - 2022			Science - 2023			Science – 2024			Science – 2025 --PRELIMINARY RESULTS--		
	Approx. Participation	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		60%	29%	12%	65%	37%	17%	63%	34%	15%	56%	26%	10%	63%	29%	12%
Region 13		63%	33%	14%	66%	38%	18%	65%	37%	17%	56%	27%	12%	61%	29%	13%
District - PfISD	84%	62%	31%	13%	62%	34%	15%	62%	32%	14%	54%	24%	10%	56%	24%	9%
Brookhollow ES	77%	73%	33%	14%	75%	40%	18%	78%	49%	24%	63%	34%	18%	63%	27%	15%
Caldwell ES	86%	66%	37%	14%	57%	31%	8%	53%	24%	6%	71%	35%	18%	45%	18%	5%
Carpenter ES					58%	29%	9%	73%	43%	19%	73%	42%	18%	67%	28%	11%
Copperfield ES	82%	57%	25%	15%	59%	24%	10%	78%	41%	19%	68%	28%	9%	61%	21%	7%
Dearing ES	79%	53%	27%	9%	66%	39%	15%	63%	34%	9%	36%	3%	1%	66%	22%	7%
Delco ES	97%	39%	10%	1%	64%	21%	4%	31%	11%	3%	15%	1%	0%	38%	11%	0%
Dessau ES	94%	34%	7%	1%	29%	5%	1%	28%	4%	1%	21%	1%	0%	22%	5%	2%
Hidden Lake ES											63%	30%	15%	59%	22%	7%
Highland Park ES	92%	68%	35%	16%	74%	49%	23%	80%	47%	24%	56%	23%	5%	72%	28%	9%
Mott ES	84%	72%	37%	15%	67%	40%	18%	65%	26%	7%	72%	41%	18%	55%	15%	8%
Murchison ES	82%	91%	64%	37%	90%	63%	36%	83%	52%	23%	82%	46%	24%	90%	63%	27%
Northwest ES	90%	41%	14%	8%	36%	20%	5%	40%	17%	9%	21%	5%	3%	35%	10%	2%
Parmer Lane ES	91%	41%	14%	4%	55%	27%	16%	71%	39%	17%	43%	17%	3%	56%	24%	7%
Pflugerville ES	86%	65%	30%	10%	63%	30%	17%	61%	30%	9%	55%	17%	6%	57%	16%	4%
Riojas ES	84%	81%	49%	16%	65%	30%	11%	70%	30%	10%	61%	31%	10%	78%	45%	21%
River Oaks ES	86%	33%	10%	4%	48%	22%	12%	33%	16%	4%	28%	3%	3%	17%	8%	1%
Rowe Lane ES	73%	89%	56%	28%	82%	53%	27%	85%	59%	34%	73%	31%	12%	75%	33%	13%
Ruth Barron ES	96%	37%	9%	2%	37%	7%	2%	38%	7%	1%	23%	4%	1%	28%	6%	1%
Spring Hill ES	85%	54%	14%	5%	64%	29%	11%	47%	21%	6%	43%	9%	3%	40%	8%	3%
Timmerman ES	79%	53%	30%	15%	66%	34%	18%	51%	17%	8%	27%	8%	4%	34%	9%	3%
Wieland ES	78%	52%	18%	8%	50%	29%	15%	55%	31%	16%	72%	48%	20%	58%	34%	6%
Windermere ES	77%	69%	34%	15%	57%	34%	21%	73%	45%	21%	63%	39%	22%	63%	30%	16%

Grade 6 MATH																
	Math – 2021 (COVID Return – Optional Participation)				Math - 2022			Math - 2023			Math – 2024			Math – 2025 –PRELIMINARY RESULTS–		
	Approx. Participation	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%	34%	14%	72%	37%	15%	74%	38%	15%	69%	37%	13%	72%	38%	15%
Region 13		65%	34%	13%	71%	38%	16%	74%	41%	17%	69%	40%	16%	72%	40%	17%
District - PflISD	76%	66%	33%	11%	72%	39%	15%	72%	32%	10%	67%	35%	12%	70%	34%	13%
Bohls MS					69%	32%	11%	70%	28%	9%	61%	26%	7%	73%	31%	11%
Cele MS	81%	74%	41%	14%	88%	61%	26%	81%	34%	8%	82%	45%	13%	84%	48%	20%
Dessau MS	72%	50%	17%	3%	59%	24%	3%	65%	21%	2%	50%	15%	3%	68%	26%	4%
Kelly Lane MS	83%	79%	50%	21%	87%	59%	31%	90%	59%	27%	86%	62%	28%	84%	58%	28%
Park Crest MS	69%	67%	31%	8%	73%	33%	9%	76%	32%	8%	76%	40%	11%	70%	26%	7%
Pflugerville MS	64%	65%	28%	7%	70%	36%	10%	61%	24%	5%	60%	24%	8%	61%	26%	8%
Westview MS	83%	50%	17%	3%	51%	16%	7%	53%	14%	3%	41%	15%	3%	46%	14%	3%
*Windermere ES	80%	100%	100%	92%	100%	94%	83%	100%	94%	78%	100%	95%	70%	100%	100%	86%

*WES students tested in 6th grade math: 12 in 2021; 18 in 2022; 18 in 2023; 20 in 2024; 21 in 2025

Grade 6 READING/RLA																
	Reading – 2021 (COVID Return – Optional Participation)				Reading - 2022			RLA - 2023			RLA – 2024			RLA – 2025 –PRELIMINARY RESULTS–		
	Approx. Participation	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		61%	31%	14%	69%	42%	22%	75%	51%	22%	75%	55%	25%	75%	54%	28%
Region 13		63%	34%	17%	70%	45%	26%	76%	54%	26%	75%	57%	28%	76%	58%	33%
District - PflISD	76%	63%	31%	15%	70%	44%	24%	75%	49%	20%	75%	55%	24%	74%	54%	27%
Bohls MS					71%	45%	26%	78%	56%	26%	71%	48%	17%	74%	49%	22%
Cele MS	81%	74%	38%	19%	85%	60%	39%	82%	61%	28%	91%	73%	37%	94%	78%	42%
Dessau MS	71%	43%	15%	5%	51%	24%	13%	71%	36%	9%	63%	31%	8%	78%	45%	18%
Kelly Lane MS	86%	77%	44%	26%	90%	67%	38%	90%	68%	29%	87%	72%	36%	87%	72%	41%
Park Crest MS	68%	60%	32%	15%	73%	42%	21%	80%	53%	23%	85%	63%	28%	79%	58%	30%
Pflugerville MS	66%	62%	26%	14%	63%	36%	16%	65%	38%	16%	71%	55%	23%	68%	45%	22%
Westview MS	84%	50%	19%	6%	50%	24%	11%	57%	26%	8%	52%	33%	13%	41%	25%	9%

Grade 7 MATH

	Math – 2021 (COVID Return – Optional Participation)				Math - 2022			Math - 2023			Math – 2024			Math – 2025 –PRELIMINARY RESULTS–		
	Approx. Participation	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		54%	25%	11%	59%	29%	12%	61%	35%	10%	53%	32%	10%	52%	31%	10%
Region 13		49%	22%	9%	56%	26%	11%	56%	30%	7%	48%	27%	7%	45%	24%	6%
District - PflISD	70%	31%	6%	1%	42%	13%	3%	44%	20%	3%	36%	16%	2%	38%	16%	2%
Bohls MS					48%	16%	2%	44%	18%	1%	43%	22%	3%	33%	11%	1%
Cele MS	66%	47%	9%	1%	77%	37%	9%	76%	43%	8%	47%	28%	2%	62%	27%	6%
Dessau MS	61%	29%	4%	0%	29%	2%	0%	24%	5%	1%	22%	8%	0%	23%	11%	0%
Kelly Lane MS	88%	49%	14%	4%	69%	27%	6%	71%	40%	5%	69%	31%	6%	68%	38%	4%
Park Crest MS	57%	16%	1%	0%	35%	10%	3%	47%	19%	3%	41%	15%	1%	45%	14%	0%
Pflugerville MS	71%	17%	1%	0%	31%	7%	2%	33%	11%	1%	21%	6%	1%	37%	12%	2%
Westview MS	77%	12%	0%	0%	24%	5%	1%	28%	8%	1%	11%	5%	0%	20%	6%	2%

Grade 7 READING/RLA

	Reading – 2021 (COVID Return – Optional Participation)				Reading - 2022			RLA - 2023			RLA – 2024			RLA – 2025 –PRELIMINARY RESULTS–		
	Approx. Participation	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		68%	44%	25%	78%	54%	37%	77%	52%	26%	72%	52%	28%	74%	52%	26%
Region 13		68%	45%	27%	79%	58%	41%	77%	57%	32%	73%	55%	33%	75%	55%	30%
District - PflISD	66%	65%	42%	25%	78%	55%	38%	77%	55%	27%	72%	51%	27%	74%	52%	29%
Bohls MS					81%	63%	43%	74%	54%	24%	67%	53%	27%	71%	43%	22%
Cele MS	65%	75%	52%	26%	91%	76%	59%	95%	80%	50%	88%	75%	52%	93%	82%	61%
Dessau MS	66%	52%	32%	16%	65%	33%	19%	66%	35%	11%	58%	29%	11%	64%	34%	10%
Kelly Lane MS	79%	78%	53%	35%	92%	74%	58%	92%	78%	44%	91%	70%	42%	89%	68%	39%
Park Crest MS	49%	61%	43%	29%	77%	55%	33%	82%	55%	29%	80%	53%	24%	81%	59%	28%
Pflugerville MS	65%	60%	39%	21%	73%	43%	31%	65%	42%	14%	68%	43%	21%	69%	44%	25%
Westview MS	75%	46%	22%	13%	66%	39%	21%	62%	33%	12%	45%	21%	8%	47%	28%	12%

Grade 8 MATH

	Math – 2021 (COVID Return – Optional Participation)				Math - 2022			Math - 2023			Math – 2024			Math – 2025 –PRELIMINARY RESULTS–		
	Approx. Participation	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		60%	35%	10%	70%	38%	13%	74%	44%	16%	71%	41%	15%	69%	45%	17%
Region 13		61%	37%	12%	72%	43%	18%	76%	51%	24%	72%	47%	23%	72%	52%	26%
District - PfISD	70%	55%	30%	8%	67%	35%	12%	74%	43%	17%	65%	33%	13%	67%	44%	18%
Bohls MS					74%	41%	14%	78%	50%	18%	64%	33%	10%	63%	37%	16%
Cele MS	73%	61%	37%	7%	86%	61%	24%	89%	61%	32%	83%	50%	15%	75%	55%	27%
Dessau MS	79%	41%	19%	4%	56%	19%	2%	56%	24%	6%	59%	17%	4%	65%	36%	7%
Kelly Lane MS	76%	74%	48%	16%	81%	50%	21%	90%	64%	30%	84%	57%	32%	84%	64%	35%
Park Crest MS	48%	57%	26%	7%	61%	26%	7%	77%	41%	14%	62%	31%	11%	73%	45%	17%
Pflugerville MS	60%	41%	19%	4%	55%	23%	8%	70%	33%	12%	61%	27%	12%	57%	35%	16%
Westview MS	87%	38%	14%	3%	43%	15%	2%	51%	15%	3%	40%	12%	4%	47%	26%	4%

Grade 8 READING/RLA

	Reading – 2021 (COVID Return – Optional Participation)				Reading - 2022			RLA - 2023			RLA – 2024			RLA – 2025 –PRELIMINARY RESULTS–		
	Approx. Participation	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%	45%	21%	82%	56%	37%	82%	56%	27%	78%	54%	28%	80%	56%	31%
Region 13		71%	46%	23%	82%	59%	40%	82%	59%	32%	79%	57%	33%	80%	60%	36%
District - PfISD	60%	69%	42%	21%	80%	55%	36%	82%	55%	28%	80%	59%	31%	81%	56%	30%
Bohls MS					82%	63%	39%	82%	59%	27%	84%	62%	33%	83%	59%	32%
Cele MS	77%	75%	49%	25%	89%	66%	46%	92%	76%	42%	92%	77%	43%	91%	73%	49%
Dessau MS	57%	59%	26%	9%	71%	42%	23%	74%	40%	14%	73%	46%	16%	78%	46%	22%
Kelly Lane MS	74%	79%	58%	33%	91%	69%	46%	94%	75%	46%	92%	80%	52%	94%	77%	43%
Park Crest MS	27%	69%	39%	18%	78%	53%	33%	85%	55%	29%	83%	54%	24%	83%	57%	30%
Pflugerville MS	55%	64%	36%	17%	75%	50%	33%	78%	45%	21%	83%	57%	27%	74%	47%	23%
Westview MS	86%	61%	35%	14%	64%	34%	20%	61%	29%	12%	52%	30%	11%	59%	30%	10%

Grade 8 SCIENCE																
	Science – 2021 (COVID Return – Optional Participation)				Science - 2022			Science - 2023			Science – 2024			Science – 2025 –PRELIMINARY RESULTS–		
	Approx. Participation	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		67%	42%	23%	73%	43%	22%	72%	45%	16%	68%	42%	16%	72%	46%	18%
Region 13		67%	45%	27%	74%	47%	27%	75%	51%	22%	69%	47%	22%	73%	51%	23%
District - PfISD	69%	67%	43%	25%	69%	40%	22%	74%	48%	19%	68%	42%	15%	73%	47%	19%
Bohls MS					68%	35%	14%	71%	43%	13%	66%	34%	11%	67%	37%	12%
Cele MS	80%	77%	59%	36%	87%	65%	42%	91%	71%	36%	85%	65%	28%	86%	65%	29%
Dessau MS	77%	46%	25%	13%	48%	19%	7%	52%	20%	4%	49%	22%	3%	56%	25%	5%
Kelly Lane MS	80%	83%	58%	37%	83%	56%	36%	90%	69%	34%	86%	61%	25%	93%	75%	42%
Park Crest MS	42%	65%	36%	18%	71%	37%	18%	79%	55%	21%	71%	44%	14%	78%	50%	17%
Pflugerville MS	49%	57%	36%	20%	65%	32%	16%	76%	44%	13%	75%	49%	18%	74%	42%	16%
Westview MS	82%	54%	27%	10%	48%	22%	8%	47%	21%	5%	38%	18%	6%	49%	26%	8%

Grade 8 SOCIAL STUDIES																
	Social Studies – 2021 (COVID Return – Optional Participation)				Social Studies - 2022			Social Studies - 2023			Social Studies – 2024			Social Studies – 2025 –PRELIMINARY RESULTS–		
	Approx. Participation	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		56%	27%	13%	59%	29%	17%	60%	31%	15%	58%	31%	16%	55%	30%	16%
Region 13		58%	31%	16%	62%	34%	22%	64%	37%	20%	61%	36%	21%	60%	36%	21%
District - PfISD	68%	60%	31%	15%	60%	29%	16%	60%	30%	15%	58%	31%	15%	54%	28%	14%
Bohls MS					57%	19%	6%	56%	27%	12%	60%	33%	13%	55%	30%	15%
Cele MS	79%	67%	35%	17%	78%	39%	23%	73%	39%	17%	63%	31%	12%	60%	27%	10%
Dessau MS	75%	36%	15%	5%	35%	11%	3%	37%	5%	1%	44%	14%	5%	40%	18%	6%
Kelly Lane MS	73%	76%	46%	26%	77%	46%	28%	88%	59%	37%	83%	57%	33%	83%	49%	28%
Park Crest MS	42%	64%	28%	12%	59%	26%	15%	64%	31%	15%	56%	29%	13%	58%	28%	12%
Pflugerville MS	53%	63%	36%	18%	63%	33%	19%	59%	27%	12%	59%	31%	18%	49%	27%	16%
Westview MS	83%	49%	19%	8%	39%	14%	7%	32%	12%	4%	30%	12%	6%	27%	9%	5%

STAAR EOC TREND RESULTS - Performance Levels, Showing Increase or Decrease from 2024 to 2025

Spring Administration Only, Does not include STAAR Alt 2

ALGEBRA I																
	Algebra I – 2021 (COVID Return – Optional Participation)				Algebra I - 2022			Algebra I - 2023			Algebra I – 2024			Algebra I – 2025 -PRELIMINARY RESULTS-		
	Approx. Participation	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%	76%	47%	29%
Region 13		70%	38%	22%	70%	43%	29%	75%	45%	27%	77%	45%	27%	74%	46%	30%
District - PfISD	79%	57%	26%	14%	61%	33%	20%	70%	36%	17%	73%	39%	21%	68%	38%	21%
PACE HS											33%	5%	0%	17%	8%	0%
Hendrickson HS	91%	62%	24%	10%	67%	34%	19%	75%	34%	14%	84%	49%	21%	82%	39%	15%
Connally HS	76%	22%	1%	0%	27%	6%	2%	39%	4%	1%	38%	4%	1%	40%	10%	4%
Pflugerville HS	65%	43%	13%	5%	51%	16%	7%	63%	25%	8%	65%	19%	7%	57%	20%	7%
Weiss HS	78%	42%	10%	3%	45%	16%	6%	57%	13%	3%	61%	20%	6%	61%	29%	12%
Bohls MS					95%	73%	52%	95%	73%	40%	99%	74%	43%	99%	82%	54%
Cele MS	90%	89%	59%	36%	97%	79%	52%	100%	87%	47%	98%	92%	59%	99%	72%	45%
Dessau MS	92%	81%	51%	36%	95%	54%	30%	96%	64%	24%	94%	56%	26%	97%	81%	46%
Kelly Lane MS	90%	91%	62%	40%	99%	83%	63%	100%	85%	51%	98%	70%	45%	100%	89%	62%
Park Crest MS	86%	83%	56%	32%	98%	70%	56%	99%	84%	53%	99%	82%	58%	99%	85%	65%
Pflugerville MS	55%	73%	34%	19%	85%	52%	29%	99%	72%	35%	100%	76%	42%	97%	69%	36%
Westview MS	95%	74%	25%	8%	78%	39%	19%	81%	36%	17%	90%	35%	24%	95%	60%	38%

BIOLOGY

	Biology – 2021 (COVID Return – Optional Participation)				Biology - 2022			Biology - 2023			Biology - 2024			Biology – 2025 --PRELIMINARY RESULTS--		
	Approx. Participation	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches 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%	91%	62%	21%
Region 13		83%	59%	26%	83%	61%	28%	89%	61%	27%	91%	62%	25%	90%	65%	26%
District - PflISD	82%	80%	54%	19%	80%	58%	23%	89%	59%	23%	91%	61%	20%	91%	64%	22%
PACE HS											53%	7%	0%	*80%	*20%	*0%
Hendrickson HS	91%	91%	71%	32%	90%	74%	38%	98%	82%	41%	98%	81%	31%	96%	79%	34%
Connally HS	81%	69%	39%	11%	70%	44%	12%	79%	39%	10%	84%	40%	8%	80%	42%	9%
Pflugerville HS	70%	79%	52%	18%	82%	57%	19%	89%	58%	20%	88%	56%	18%	90%	59%	20%
Weiss HS	83%	78%	51%	15%	79%	55%	22%	89%	55%	17%	95%	66%	23%	95%	74%	21%

**5 or fewer total students tested*

U.S. HISTORY

	U.S. History – 2021 (COVID Return – Optional Participation)				U.S. History - 2022			U.S. History - 2023			U.S. History – 2024			U.S. History – 2025 --PRELIMINARY RESULTS--		
	Approx. Participation	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%	94%	68%	37%
Region 13		90%	73%	48%	90%	73%	50%	95%	74%	45%	95%	71%	42%	94%	70%	42%
*District - PflISD	89%	87%	69%	44%	88%	70%	48%	94%	70%	42%	*94%	*69%	*37%	93%	67%	40%
PACE HS											80%	48%	4%	81%	24%	0%
*Hendrickson HS	97%	93%	81%	56%	94%	83%	62%	97%	87%	65%	*97%	*80%	*53%	98%	83%	53%
Connally HS	84%	80%	52%	28%	81%	60%	36%	89%	57%	21%	90%	52%	23%	89%	51%	27%
Pflugerville HS	86%	88%	73%	45%	89%	70%	48%	95%	68%	37%	95%	69%	35%	93%	62%	35%
Weiss HS	87%	85%	66%	43%	86%	66%	44%	93%	67%	40%	96%	77%	40%	94%	72%	47%

*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.

ENGLISH I

	English I – 2021 (COVID Return – Optional Participation)				English I - 2022			English I - 2023			English I – 2024			English I – 2025 --PRELIMINARY RESULTS--		
	Approx. Participation	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches 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%	66%	51%	16%
Region 13		68%	54%	15%	65%	52%	13%	72%	58%	19%	67%	56%	21%	67%	54%	20%
District - PfISD	82%	65%	49%	10%	61%	47%	11%	70%	55%	16%	67%	53%	20%	64%	51%	16%
PACE HS											14%	0%	0%	19%	5%	0%
Hendrickson HS	89%	79%	67%	17%	81%	69%	21%	89%	80%	31%	91%	83%	37%	88%	79%	32%
Connally HS	82%	47%	33%	3%	43%	30%	3%	53%	36%	6%	45%	28%	6%	41%	27%	5%
Pflugerville HS	78%	67%	49%	10%	63%	46%	10%	68%	51%	12%	67%	50%	17%	61%	45%	12%
Weiss HS	79%	64%	47%	9%	60%	46%	10%	71%	55%	14%	75%	63%	23%	76%	63%	19%

ENGLISH II

	English II – 2021 (COVID Return – Optional Participation)				English II - 2022			English II - 2023			English II – 2024			English II – 2025 --PRELIMINARY RESULTS--		
	Approx. Participation	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches 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%	71%	56%	8%
Region 13		73%	62%	13%	72%	60%	11%	75%	60%	12%	74%	62%	12%	71%	58%	11%
District - PfISD	81%	70%	56%	9%	67%	54%	8%	74%	57%	11%	73%	60%	11%	70%	56%	10%
PACE HS											28%	8%	0%	33%	17%	0%
Hendrickson HS	87%	82%	71%	15%	82%	74%	15%	88%	78%	17%	92%	83%	18%	90%	79%	16%
Connally HS	85%	53%	38%	5%	50%	34%	3%	61%	41%	4%	51%	36%	3%	48%	31%	3%
Pflugerville HS	73%	72%	57%	7%	69%	53%	6%	72%	53%	10%	72%	58%	12%	70%	56%	9%
Weiss HS	80%	71%	57%	8%	65%	53%	7%	72%	57%	11%	79%	67%	12%	78%	65%	12%

HB3 Early Childhood Literacy Plan Goal - PfISD

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 48% in Spring 2024 to 68% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
48%	53%	56%	59%	62%	65%	68%
Outcomes	50%					

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	40%	35%	64%	n/a	70%	n/a	66%	15%	30%	n/a	34%	n/a	n/a
Goals: 2024-2025	45%	40%	69%	n/a	75%	n/a	71%	20%	35%	n/a	39%	n/a	n/a
Outcomes: 2024-2025	42%	38%	74%	n/a	67%	n/a	63%	23%	34%	n/a	32%	n/a	n/a
Goals: 2025-2026	48%	43%	72%	n/a	78%	n/a	74%	23%	38%	n/a	42%	n/a	n/a
Outcomes: 2025-2026													
Goals: 2026-2027	51%	46%	75%	n/a	81%	n/a	77%	26%	41%	n/a	45%	n/a	n/a
Outcomes: 2026-2027													
Goals: 2027-2028	54%	49%	78%	n/a	84%	n/a	80%	29%	44%	n/a	48%	n/a	n/a
Outcomes: 2027-2028													
Goals: 2028-2029	57%	42%	81%	n/a	87%	n/a	83%	32%	47%	n/a	51%	n/a	n/a
Outcomes: 2028-2029													
Goals: 2029-2030	60%	60%	76%	n/a	82%	n/a	78%	35%	50%	n/a	54%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - Spring 2024 Grade 3 Reading STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)

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

Early Childhood Literacy Progress Measure 1 - PfISD

The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 29% in Spring 2024 to 60% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
29%	34%	39%	44%	49%	54%	60%
Outcomes	46%					

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	28%	23%	36%	n/a	44%	n/a	57%	18%	25%	n/a	27%	n/a	n/a
Goals: 2024-2025	33%	28%	41%	n/a	49%	n/a	62%	23%	30%	n/a	32%	n/a	n/a
Outcomes: 2024-2025	43%	43%	51%	n/a	53%	n/a	60%	30%	40%	n/a	47%	n/a	n/a
Goals: 2025-2026	38%	33%	46%	n/a	54%	n/a	67%	28%	35%	n/a	37%	n/a	n/a
Outcomes: 2025-2026													
Goals: 2026-2027	43%	38%	51%	n/a	59%	n/a	72%	33%	40%	n/a	42%	n/a	n/a
Outcomes: 2026-2027													
Goals: 2027-2028	48%	43%	56%	n/a	64%	n/a	77%	38%	45%	n/a	47%	n/a	n/a
Outcomes: 2027-2028													
Goals: 2028-2029	53%	48%	61%	n/a	69%	n/a	82%	43%	50%	n/a	52%	n/a	n/a
Outcomes: 2028-2029													
Goals: 2029-2030	59%	54%	67%	n/a	75%	n/a	88%	49%	56%	n/a	58%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Tango - EOY C-PALLS+ Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming - All students tested
Of all students, number of students at "Making Acceptable Progress" in all three subtests (Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming) in either English or Spanish (unduplicated)

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

Early Childhood Literacy Progress Measure 2 - PfISD

The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 43% in Spring 2024 to 60% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
43%	46%	49%	52%	55%	58%	60%
Outcomes	45%					

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	40%	35%	56%	n/a	46%	n/a	53%	23%	33%	n/a	36%	n/a	n/a
Goals: 2024-2025	43%	38%	59%	n/a	49%	n/a	56%	26%	36%	n/a	39%	n/a	n/a
Outcomes: 2024-2025	38%	42%	54%	n/a	52%	n/a	50%	22%	38%	n/a	44%	n/a	n/a
Goals: 2025-2026	46%	41%	62%	n/a	52%	n/a	59%	29%	39%	n/a	42%	n/a	n/a
Outcomes: 2025-2026													
Goals: 2026-2027	49%	44%	65%	n/a	55%	n/a	62%	32%	42%	n/a	45%	n/a	n/a
Outcomes: 2026-2027													
Goals: 2027-2028	52%	47%	68%	n/a	58%	n/a	65%	35%	45%	n/a	48%	n/a	n/a
Outcomes: 2027-2028													
Goals: 2028-2029	55%	50%	71%	n/a	61%	n/a	68%	38%	48%	n/a	51%	n/a	n/a
Outcomes: 2028-2029													
Goals: 2029-2030	57%	52%	73%	n/a	63%	n/a	70%	40%	50%	n/a	53%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA Vocabulary, Letter Names, Spelling - All students tested (where they were view) Of all students, number of students "On Track" in all three subtests (Vocabulary, Letter Names and Spelling) in either English or Spanish (unduplicated) (English version results (696 students On Track in all three subtests) + Spanish version results (127 students On Track in all three subtests; out of 1926 total students tested)

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

Early Childhood Literacy Progress Measure 3 - PfISD

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the TPRI/Tejas LEE and STAAR Reading assessments will increase from 55% in Spring 2024 to 70% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
55%	58%	61%	64%	66%	68%	70%
Outcomes	57%					

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcomes for Goal-Setting)</small>	46%	47%	69%	n/a	75%	n/a	63%	22%	41%	n/a	47%	n/a	n/a
Goals: 2024-2025	49%	50%	72%	n/a	76%	n/a	66%	25%	44%	n/a	50%	n/a	n/a
Outcomes: 2024-2025	48%	48%	72%	n/a	74%	n/a	68%	24%	44%	n/a	49%	n/a	n/a
Goals: 2025-2026	52%	53%	75%	n/a	79%	n/a	69%	28%	47%	n/a	53%	n/a	n/a
Outcomes: 2025-2026													
Goals: 2026-2027	55%	56%	78%	n/a	82%	n/a	72%	31%	50%	n/a	56%	n/a	n/a
Outcomes: 2026-2027													
Goals: 2027-2028	57%	58%	80%	n/a	84%	n/a	74%	33%	52%	n/a	58%	n/a	n/a
Outcomes: 2027-2028													
Goals: 2028-2029	59%	60%	82%	n/a	86%	n/a	76%	35%	54%	n/a	60%	n/a	n/a
Outcomes: 2028-2029													
Goals: 2029-2030	61%	62%	84%	n/a	88%	n/a	78%	37%	56%	n/a	62%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - EOY 1st & 2nd Grade TPRI & Tejas LEE results - All students tested (where they were view) Of all students, number of students at "No Intervention Needed" in either TPRI or Tejas LEE (unduplicated) + Spring 2024 Grade 3 Reading STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)

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

EC Literacy Targeted Professional Development Plan

Strategies are included in the District Improvement Plan

HB3 Early Childhood Math Plan District Goal - PfISD

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 43% in Spring 2024 to 60% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
43%	49%	51%	53%	55%	57%	60%
Outcomes	46%					

Yearly Target Goals -- by Student Group

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
34%	32%	59%	n/a	64%	n/a	55%	17%	26%	n/a	29%	n/a	n/a	
Goals: 2024-2025	40%	38%	65%	n/a	70%	n/a	61%	23%	32%	n/a	35%	n/a	n/a
Outcomes: 2024-2025	31%	36%	69%	n/a	65%	n/a	58%	24%	30%	n/a	33%	n/a	n/a
Goals: 2025-2026	42%	40%	67%	n/a	72%	n/a	63%	25%	34%	n/a	37%	n/a	n/a
Outcomes: 2025-2026													
Goals: 2026-2027	44%	42%	69%	n/a	74%	n/a	65%	27%	36%	n/a	39%	n/a	n/a
Outcomes: 2026-2027													
Goals: 2027-2028	46%	44%	71%	n/a	76%	n/a	67%	29%	38%	n/a	41%	n/a	n/a
Outcomes: 2027-2028													
Goals: 2028-2029	48%	46%	73%	n/a	78%	n/a	69%	31%	40%	n/a	43%	n/a	n/a
Outcomes: 2028-2029													
Goals: 2029-2030	51%	49%	76%	n/a	81%	n/a	72%	34%	43%	n/a	46%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - Spring 2024 Grade 3 Math STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)

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

Early Childhood Math Progress Measure 1 - PfISD

The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will increase from 94% in Spring 2024 to 100% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
94%	95%	96%	97%	98%	99%	100%
Outcomes	90%					

Yearly Target Goals -- by Student Group

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
95%	93%	94%	n/a	97%	n/a	96%	87%	93%	n/a	95%	n/a	n/a	
Goals: 2024-2025	96%	94%	95%	n/a	98%	n/a	97%	88%	94%	n/a	96%	n/a	n/a
Outcomes: 2024-2025	91%	88%	95%	n/a	89%	n/a	96%	83%	88%	n/a	89%	n/a	n/a
Goals: 2025-2026	97%	95%	96%	n/a	99%	n/a	98%	89%	95%	n/a	97%	n/a	n/a
Outcomes: 2025-2026													
Goals: 2026-2027	98%	96%	97%	n/a	100%	n/a	99%	90%	96%	n/a	98%	n/a	n/a
Outcomes: 2026-2027													
Goals: 2027-2028	99%	97%	98%	n/a	100%	n/a	100%	91%	97%	n/a	99%	n/a	n/a
Outcomes: 2027-2028													
Goals: 2028-2029	100%	98%	99%	n/a	100%	n/a	100%	92%	98%	n/a	100%	n/a	n/a
Outcomes: 2028-2029													
Goals: 2029-2030	100%	99%	100%	n/a	100%	n/a	100%	93%	99%	n/a	100%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Tango - EOY C-PALLS+ Math - All students tested Of all students, number of students at "Making Acceptable Progress" in Math in either English or Spanish (unduplicated)

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

Early Childhood Math Progress Measure 2 - PfISD

The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 56% in Spring 2024 to 70% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
56%	59%	61%	63%	65%	67%	70%
Outcomes	65%					

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	49%	57%	63%	n/a	63%	n/a	67%	31%	51%	n/a	59%	n/a	n/a
Goals: 2024-2025	52%	60%	66%	n/a	66%	n/a	70%	34%	54%	n/a	62%	n/a	n/a
Outcomes: 2024-2025	49%	62%	73%	n/a	79%	n/a	65%	27%	59%	n/a	68%	n/a	n/a
Goals: 2025-2026	54%	62%	68%	n/a	68%	n/a	72%	36%	56%	n/a	64%	n/a	n/a
Outcomes: 2025-2026													
Goals: 2026-2027	56%	64%	70%	n/a	70%	n/a	74%	38%	58%	n/a	66%	n/a	n/a
Outcomes: 2026-2027													
Goals: 2027-2028	58%	66%	72%	n/a	72%	n/a	76%	40%	60%	n/a	68%	n/a	n/a
Outcomes: 2027-2028													
Goals: 2028-2029	60%	68%	74%	n/a	74%	n/a	78%	42%	62%	n/a	70%	n/a	n/a
Outcomes: 2028-2029													
Goals: 2029-2030	63%	71%	77%	n/a	77%	n/a	81%	45%	65%	n/a	73%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA Math - All students tested (where they were view) Of all students, number of students "On Track" in math in either English or Spanish (unduplicated) (English version results (966 students On Track) + Spanish version results (114 students On Track; out of 1926 total students)
Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Math Progress Measure 3 - PfISD

The percent of 1st through 3rd grade students that score on grade level or above in math on Star360 and STAAR math assessments will increase from 63% in Spring to 70% by June 2030.

Yearly Target Goals

2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
63%	65%	66%	67%	68%	69%	70%
Outcomes	59%					

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 <small>(Actual Outcome for Goal-Setting)</small>	51%	56%	75%	n/a	76%	n/a	74%	39%	51%	n/a	56%	n/a	n/a
Goals: 2024-2025	53%	58%	77%	n/a	78%	n/a	76%	41%	53%	n/a	58%	n/a	n/a
Outcomes: 2024-2025	43%	54%	75%	n/a	74%	n/a	64%	35%	48%	n/a	58%	n/a	n/a
Goals: 2025-2026	54%	59%	78%	n/a	79%	n/a	77%	42%	54%	n/a	59%	n/a	n/a
Outcomes: 2025-2026													
Goals: 2026-2027	55%	60%	79%	n/a	80%	n/a	78%	43%	55%	n/a	60%	n/a	n/a
Outcomes: 2026-2027													
Goals: 2027-2028	56%	61%	80%	n/a	81%	n/a	79%	44%	56%	n/a	61%	n/a	n/a
Outcomes: 2027-2028													
Goals: 2028-2029	57%	62%	81%	n/a	82%	n/a	80%	45%	57%	n/a	62%	n/a	n/a
Outcomes: 2028-2029													
Goals: 2029-2030	58%	63%	82%	n/a	83%	n/a	81%	46%	58%	n/a	63%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - EOY 1st & 2nd Grade Star360 math results - All students tested (where they were view) Of all students, number of students "At/Above Benchmark" in either English or Spanish (unduplicated) + Spring 2024 Grade 3 Math STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)
Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

EC Math Targeted Professional Development Plan

Strategies are included in the District Improvement Plan

CCMR Graduates District Goals - Pflugerville ISD

The percentage of Graduates that meet one or more indicators for College, Career and Military Readiness (CCMR) will increase from 84% for the Class of 2024 to 100% for the Class of 2029.

Yearly Target Goals - All Annual Graduates Earning CCMR

Class of 2022 <small>(2023 Accountability Reports - Actual Outcomes for Goal-Setting)</small>	Class of 2023 <small>(Outcomes Reported in 2024 Accountability Ratings - Actual Outcomes for Goal-Setting)</small>	Class of 2024 <small>(Outcomes Reported in 2025 Accountability Ratings)</small>	Class of 2025 <small>(Outcomes Reported in 2026 Accountability Ratings)</small>	Goals Reset to Meet PfISD 3E Promise	Class of 2026 <small>(Outcomes Reported in 2027 Accountability Ratings)</small>	Class of 2027 <small>(Outcomes Reported in 2028 Accountability Ratings)</small>	Class of 2028 <small>(Outcomes Reported in 2029 Accountability Ratings)</small>	Class of 2029 <small>(Outcomes Reported in 2030 Accountability Ratings)</small>
57%	69%	72%	75%		91%	94%	97%	100%
Reported Outcome*		84%						
<i>Outcome if no data reporting errors</i>		88%						

*A data reporting error occurred in the Fall 2025 PEIMS submission of 2023-2024 College Prep course completion that excluded 98 students from being reported as CCM-ready for Weiss HS. Though PfISD has appealed related accountability ratings, the appeal does not correct the data. The district CCMR rate should have been reported as 88%. However, this reporting cannot be changed, so the official Class of 2024 rate as processed and reported by TEA will always be 84%.

Yearly Target Goals -- by Student Group

	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 <small>(Actual Outcomes for Goal-Setting)</small>	44%	46%	66%	n/a	75%	n/a	58%	43%	36%	48%	58%	48%	61%
Class of 2023 <small>(Actual Outcomes for Goal-Setting)</small>	62%	65%	78%	n/a	82%	n/a	68%	64%	52%	63%	89%	36%	71%
Class of 2024	65%	68%	81%	n/a	85%	n/a	71%	67%	55%	66%	89%	39%	74%
Reported Outcomes: Class 2024	76%	80%	91%	n/a	92%	n/a	92%	80%	80%	80%	78%	68%	86%
<i>*Outcomes if no data reporting errors</i>	85%	86%	94%	n/a	95%	n/a	94%	85%	82%	85%	78%	79%	92%
Class of 2025	68%	71%	84%	n/a	88%	n/a	74%	70%	58%	69%	89%	42%	77%
Actual Outcomes: Class 2025				n/a		n/a							
Goals Reset to Meet PfISD 3E Promise													
Class of 2026	89%	89%	96%	n/a	96%	n/a	96%	89%	87%	89%	83%	84%	94%
Actual Outcomes: Class 2026				n/a		n/a							
Class of 2027	92%	93%	97%	n/a	98%	n/a	97%	93%	91%	93%	87%	89%	96%
Actual Outcomes: Class 2027				n/a		n/a							
Class of 2028	96%	96%	99%	n/a	99%	n/a	99%	96%	96%	97%	91%	95%	98%
Actual Outcomes: Class 2028				n/a		n/a							
Class of 2029	100%	100%	100%	n/a	100%	n/a	100%	100%	100%	100%	100%	100%	100%
Actual Outcomes: Class 2029				n/a		n/a							

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

See District Improvement Plan, Goal 3: PfISD will connect high school to career and college.