# Pflugerville Independent School District

# Dessau Elementary School

# 2026-2027

**Accountability Rating: D**

# Mission Statement

At Dessau Elementary we will be responsible for our learning, safe with our choices, and respectful to others.

# Vision

Dessau Elementary will foster a child's love of learning while supporting their academic and social growth.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

**Who We Are: Our Diverse Community**

Dessau Elementary is a vibrant and diverse school, reflecting the rich cultural tapestry of our community. We are located within neighborhoods that include homes, apartments and a mobile home community, bringing a wide range of backgrounds and experiences to our campus. Our dedicated staff also represents various ethnic and racial groups, creating a learning environment that celebrates our unique student body. Understanding who we are, who we serve, and how our community has evolved helps us tailor our programs and support to meet every child's needs.

**Our Students**

Our current enrollment for the 2025-2026 school year stands at **505 students**.

| Student Demographics - Dessau Elementary School (Source: TAPR & OnDataSuite; Skyward ) | | | | | | | |
|---|---|---|---|---|---|---|---|
| | **2019-2020** | **2020-2021** | **2021-2022** | **2022-2023** | **2023-2024** | **2024-2025** | **2025-2026** |
| **Total Enrollment** | **526** | **539** | **576** | **574** | **555** | **554** | **505** |
| African American | 17.7% | 19.5% | 19.8% | 18.6% | 17% | 13% | 23.4% |
| Hispanic | 67.5% | 66.2% | 66.3% | 68.3% | 67% | 73% | 69.9% |
| White | 7.8% | 7.2% | 8.7% | 8.2% | 10% | 7% | 6.7% |
| American Indian | 0.2% | 0.2% | 0.0% | 0.2% | 0.0% | 0% | 6.7% |

| Student Demographics - Dessau Elementary School (Source: TAPR & OnDataSuite; Skyward ) | | | | | | | |
|---|---|---|---|---|---|---|---|
| Asian | 4.6% | 4.6% | 3.7% | 3.5% | 5.4% | 5.4% | 6.3% |
| Pacific Islander | 0.0% | 0.0% | 0.0% | 0.0% | 0.2% | 0% | 0.2% |
| Two or More Races | 2.3% | 2.2% | 1.6% | 1.2% | 0.5% | 1.3% | Data Unavailable |

Dessau Elementary School is a Title I Schoolwide campus with 82.7% of students identified as economically disadvantaged. As a Dual Language campus, our number of Emergent Bilingual (English Learner) students is 50.2% this year which increased by 2.3% from the previous year.

| Student Special Program Identification/Participation - Dessau Elementary School (Source: TAPR & OnDataSuite) | | | | | | |
|---|---|---|---|---|---|---|
| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
| Economically Disadvantaged | 85.2% | 84.4% | 73.1% | 70.1% | 77.5% | 82.7% |
| Emergent Bilingual | 47.9% | 47.3% | 47.9% | 46.3% | 47.9% | 50.2% |
| At-Risk | 77.4% | 74.2% | 79.0% | 81.7% | 79.1% | 82.1% |
| Special Education | 12.2% | 11.5% | 10.1% | 10.6% | 12.6% | 15.9% |
| Gifted & Talented | 1.9% | 1.9% | 1.4% | 3.3% | 2.5% | 1.6% |
| Dyslexia | 2.7% | 2.8% | 3.3% | 3.8% | 5.0% | 5.1% |
| Section 504 | 3.8% | 4.6% | 4.3% | 3.1% | 4.0% | 2.5% |
| Immigrant | 4.4% | 3.7% | 1.0% | 1.4% | 2.0% | 2.5% |

| Student Special Program Identification/Participation - Dessau Elementary School (Source: TAPR & OnDataSuite) | | | | | | |
|---|---|---|---|---|---|---|
| Homeless | 1.0% | 1.1% | 0.7% | 1.6% | 1.8% | 1.3% |
| Migrant | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Campus Mobility Rate | 16.1% | 15.6% | 19.6% | 18.1% | 19.5% | *Pending TAPR Report |

**Our Staff**

Our staff is a cornerstone of our diverse community.

| Teacher Demographics - Dessau Elementary School (Source: TAPR & HR Data) | | | | | | |
|---|---|---|---|---|---|---|
| | **2019-2020** | **2020-2021** | **2021-2022** | **2022-2023** | **2023-2024** | **2024-2025** |
| **Total Teachers** | **39.4** | **45.0** | **44.1** | **42** | **38.1** | **36.7** |
| African American | 8.9% | 6.7% | 2.3% | 11.7% | 28.9% | 21.2% |
| Hispanic | 50.3% | 44.2% | 36.3% | 25.9% | 20.1% | 29.5% |
| White | 40.8% | 49.1% | 61.5% | 60.8% | 45.8% | 38.4% |
| American Indian | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |

| Teacher Demographics - Dessau Elementary School (Source: TAPR & HR Data) | | | | | | |
|---|---|---|---|---|---|---|
| Asian | 0.0% | 0.0% | 0.0% | 0.0% | 2.6% | 8.2% |
| Pacific Islander | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Two or More Races | 0.0% | 0.0% | 0.0% | 2.4% | 2.6% | 2.7% |

**Diversity & Representation:** Based on historical data, our campus has made progress in increasing staff diversity over the past several years. Currently, African American teachers represent 21.2% of our teaching staff, closely aligning with our African American student population of 14.5%. Hispanic teachers comprise 29.5% of our staff, while Hispanic students represent 70.4% of our student population. Our administrative and instructional teams reflect a variety of backgrounds and experiences; however, White teachers account for 38.4% of our teaching staff, compared to 7.3% of students who identify as White. We remain committed to strengthening staff diversity in efforts to better reflect and support the demographics of our student community.

**Teacher Experience:** This year, **47% of our teachers have 0-5 years of teaching experience**, with 53% having 6 years or more. This high percentage of early-career teachers underscores our commitment to providing strong mentorship and professional development through district and campus programs.

**Staffing Support:** To ensure full classroom support, approximately 8 out of 31 classroom teachers are teacher facilitators, 1 was a long-term substitute, and 5 are visiting teachers from other countries.

| Teachers by Years of Experience - Dessau Elementary School (Source: TAPR) | | | | | | |
|---|---|---|---|---|---|---|
| | **2019-2020** | **2020-2021** | **2021-2022** | **2022-2023** | **2023-2024** | **2024-2025** |
| Beginning Teachers | 10.1% | 2.2% | 23.8% | 32.5% | 14.1% | 23.3% |

| Teachers by Years of Experience - Dessau Elementary School (Source: TAPR) | | | | | | |
|---|---|---|---|---|---|---|
| 1-5 Years Experience | 43.1% | 42.7% | 31.6% | 28.3% | 44.6% | 23.3% |
| 6-10 Years Experience | 10.1% | 17.6% | 14.8% | 14.5% | 13.5% | 5.5% |
| 11-20 Years Experience | 31.3% | 33.0% | 25.2% | 11.8% | 5.2% | 17.7% |
| Over 20 Years Experience | 5.3% | 4.4% | 4.5% | 12.9% | 22.5% | 18.8% |

**Demographics Strengths**

A key demographic strength at Dessau Elementary is the rich diversity of our students, staff, and surrounding community. Our campus serves students from a wide range of cultural, linguistic, and socioeconomic backgrounds, which strengthens our identity as a Title I Dual Language campus. With Hispanic students representing the largest student group and Emergent Bilingual students making up 50.2% of our enrollment, our campus has the opportunity to build on students' language, culture, and lived experiences as assets for learning. Additionally, while many teachers are early in their careers, over half of our teachers have six or more years of experience, creating opportunities for mentorship, collaboration, and shared professional growth. Together, these demographics reflect a school community with strong cultural assets, a commitment to representation, and a clear foundation for building systems that meet the needs of all students.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Staffing instability, early-career teacher needs, and the number of new or uncertified staff continue to impact campus stability, instructional consistency, and staff confidence.

**Root Cause:** The campus needs a more comprehensive and consistent onboarding and support system that clearly communicates year-long expectations, role-specific responsibilities, instructional priorities, evaluation processes, and available supports. New staff, teacher facilitators, visiting teachers, and first-year teachers need structured support beyond initial onboarding in order to manage workload.

# Student Learning

**Student Learning Summary**

## Pre-K Screener Data: C-PALLS+

**What are C-PALLS+ Scores?** C-PALLS+ (Circle Progress Monitoring System) measures the math and early literacy skills of our Pre-Kindergarten (4-year-old) students. These scores help us understand if our youngest learners are "Making Acceptable Progress" in key areas like math, phonological awareness, and letter and vocabulary naming, setting them up for success as they enter Kindergarten.

**Overall Look at Our Pre-K Progress (C-PALLS+):** Our 2025–2026 C-PALLS+ results show strong progress for our Pre-Kindergarten students in foundational math and early literacy skills. Students demonstrated the strongest growth in Math, Phonological Awareness, and Rapid Letter Naming, showing that they are building important readiness skills for Kindergarten. While the data reflects overall growth across several areas, Rapid Vocabulary Naming remains an area for continued focus as we strengthen oral language and vocabulary development.

| | **Pre-K (4-yr old) Results: C-PALLS+ Math & Literacy** (Source: Eduphoria) | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **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 | 81% | 100% | **95.2%** | 90.5% | 85.7% | **95.2%** | 33.3% | 71.4% | **76.2 %** | 76.2% | 71.4% | **62%** |
| Spanish Version Results | 52.4% | 100% | **100%** | 0% | 50% | **83.3%** | 9.5% | 65% | **72.2%** | 90.5% | 80% | **77.8%** |
| Combined Eng & Sp | 66.7% | 100% | **97.6%** | 45.3% | 67.9% | **89.3%** | 21.4% | 68.2% | **74.2%** | 83.4% | 75.7% | **69.9%** |

**What We're Celebrating (Our Strengths):**

- **Strong Growth in Math Readiness:** Combined English and Spanish results increased from 66.7% at BOY to 97.6% at EOY, showing that nearly all Pre-K students were making acceptable progress in Math by the end of the year.
- **Significant Growth in Phonological Awareness:** Combined results increased from 45.3% at BOY to 89.3% at EOY, reflecting strong growth in early literacy readiness.

- **Growth in Rapid Letter Naming:** Combined results increased from 21.4% at BOY to 74.2% at EOY, showing that students made meaningful progress in letter recognition.
- **Strong Spanish Version Math Outcomes:** Spanish version results increased from 52.4% at BOY to 100% at EOY in Math, showing strong readiness growth for students assessed in Spanish.

**Where We Need to Focus (Areas of Need):**

- **Strengthening Rapid Vocabulary Naming:** Combined results decreased from 83.4% at BOY to 69.9% at EOY, showing a need to strengthen vocabulary and oral language development.
- **Supporting English Version Vocabulary Growth:** English version results in Rapid Vocabulary Naming decreased from 76.2% at BOY to 62% at EOY, indicating a need for continued focus on vocabulary development in English.
- **Continuing Letter Naming Support:** Although Rapid Letter Naming showed strong growth, 74.2% of students were making acceptable progress at EOY, which shows there is still a need to continue building automatic letter recognition before Kindergarten.

## Kindergarten Screener Data: TX-KEA

**What are TX-KEA Scores?** TX-KEA (Texas Kindergarten Entry Assessment) measures the readiness of our Kindergarten students in both math and reading. These scores help us know if they are "On Track" in important areas like vocabulary, letter names, and spelling, indicating their preparedness for formal schooling.

**Overall Look at Our Kindergarten Progress (TX-KEA):** Our 2025–2026 TX-KEA results show mixed progress across Kindergarten math and reading readiness indicators. Students demonstrated mid-year growth in several areas and ended the year strongest in Letter Names, especially in the Spanish version results. The data also shows that continued support is needed in Math, Vocabulary, and Spelling to increase the number of students who are On Track and ready for continued academic success.

| | **Kindergarten Readiness Results: TX-KEA Math & Reading** *(Level 'On Track' Indicating Readiness)* | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **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 | 36.2% | 29.7% | **26.7%** | 22.4% | 18.8% | **23.4%** | 38% | 43.8% | **38%** | 31% | 31.3% | **28%** |
| Spanish Version Results | 63% | 89.3% | **63%** | 74.1% | 85.7% | **74.1%** | 63% | 85.7% | **81.5%** | 51.9% | 28.6% | **40.7%** |
| **Combined - English & Spanish Results** | 49.6% | 59.5% | **45%** | 48.6% | 52.3% | **48.8%** | 51% | 64.8% | **59.8%** | 41.5% | 30% | **34.4%** |

**What We're Celebrating (Our Strengths):**

- **Growth in Letter Names:** Combined English and Spanish results increased from 51% at BOY to 59.8% at EOY, showing progress in an important early literacy skill.
- **Strong Spanish Version Letter Name Results:** Spanish version results increased from 63% at BOY to 81.5% at EOY, making this the strongest EOY readiness area in the TX-KEA data.
- **Strong Spanish Version Vocabulary Outcomes:** Spanish version results remained strong, with 74.1% of students On Track at both BOY and EOY.
- **Mid-Year Growth Across Multiple Areas:** Combined results showed growth from BOY to MOY in Math, Vocabulary, and Letter Names, indicating that students were making progress during the school year.

**Where We Need to Focus (Areas of Need):**

- **Strengthening Kindergarten Math Readiness:** Combined Math results decreased from 49.6% at BOY to 45% at EOY, showing a need to strengthen early math instruction and readiness skills.
- **Improving Spelling Readiness:** Combined Spelling results decreased from 41.5% at BOY to 34.4% at EOY, indicating a need for targeted support in early writing, spelling, and sound-symbol connections.
- **Increasing English Version Readiness:** English version results were lower across all EOY areas, including Math at 26.7%, Vocabulary at 23.4%, Letter Names at 38%, and Spelling at 28%, showing a need for targeted support for students assessed in English.
- **Sustaining Growth from MOY to EOY:** Several areas showed stronger MOY performance than EOY performance, which highlights the need to monitor progress closely and strengthen instruction so students maintain and build on their growth through the end of the year.

## 2025-2026 Math Screener (Star 360) Summary

**What are Star 360 Math Screeners?** Star 360 Math Screeners are assessments used to identify students excelling in math ("At/Above Benchmark") and those needing extra support ("Urgent Intervention"). Our goal is to increase students At/Above Benchmark and decrease those needing urgent intervention.

**Overall Look at Our Math Progress:** Our 2025–2026 Star 360 Math results show that students made progress in several grade levels, particularly in the primary grades. The data reflects growth in the number of students performing At/Above Benchmark, while also showing that some cohorts continue to need targeted support to strengthen grade-level readiness. We also saw positive movement in reducing Urgent Intervention needs in some areas, which suggests that math supports are helping students who need additional intervention. Moving forward, our focus will be on building consistent math growth across grade levels, strengthening Tier 1 instruction, and using intervention strategically to increase the number of students meeting benchmark.

| MATH: Star360 Results 2025-2026 | | | | |
|---|---|---|---|---|
| | At/Above Benchmark | | Urgent Intervention | |
| | BOY | EOY | BOY | EOY |

| MATH: Star360 Results 2025-2026 | | | | |
|---|---|---|---|---|
| 1st Grade | 61% | 66% | 19% | 15% |
| 2nd Grade | 44% | 55% | 10% | 16% |
| 3rd Grade | 38% | 43% | 19% | 18% |
| 4th Grade | 49% | 48% | 28% | 14% |
| 5th Grade | 50% | 48% | 18% | 28% |

**What We're Celebrating (Our Strengths):**

- **Strong Gains in 2nd Grade:** 2nd grade showed the greatest increase in students At/Above Benchmark, moving from 44% at BOY to 55% at EOY, an increase of 11 percentage points.
- **Growth in 1st and 3rd Grade:** 1st grade increased from 61% to 66%, and 3rd grade increased from 38% to 43% At/Above Benchmark from BOY to EOY.
- **Significant Reduction in 4th Grade Urgent Intervention:** 4th grade showed the strongest decrease in Urgent Intervention needs, moving from 28% at BOY to 14% at EOY.
- **Reduced Intervention Needs in 1st Grade:** 1st grade also showed a positive reduction in Urgent Intervention, decreasing from 19% to 15% from BOY to EOY.

**Where We Need to Focus (Areas of Need):**

- **Accelerating Upper-Grade Math Readiness:** While 4th grade reduced Urgent Intervention significantly, only 48% of students ended the year At/Above Benchmark. As this cohort moves into 5th grade, continued support will be needed to increase the percentage of students meeting benchmark.
- **Strengthening 3rd Grade Math Foundations:** 3rd grade showed growth from BOY to EOY, but only 43% of students ended the year At/Above Benchmark. This indicates a need to strengthen Tier 1 instruction and provide targeted support as students move into 4th grade.
- **Monitoring 2nd Grade Intervention Needs:** Although 2nd grade showed strong growth in students At/Above Benchmark, Urgent Intervention also increased from 10% to 16%, showing a need to monitor students who are still significantly below benchmark as they move into 3rd grade.
- **Accelerating Overall Proficiency:** Several returning grade-level cohorts continue to have fewer than half of students At/Above Benchmark at EOY, showing a need to strengthen Tier 1 instruction, intervention, and progress monitoring across math.

## 2025-2026 Reading Screener Summary

**What are TPRI/Tejas LEE and Star 360 Reading Screeners?** For reading, students in grades 1-2 are assessed at the beginning, middle, and end of the year using TPRI & Tejas LEE through AMIRA, while students in grades 3-5 use the Star 360 reading assessments. These screeners help us identify students who are excelling in reading ("At/Above Benchmark or No Intervention Needed") and those who might need extra support or "Urgent Intervention or Significant Intervention Needed." Our goal is to increase the number of students at or above benchmark and decrease those needing intensive intervention.

**Overall Look at Our Reading Progress:** Our 2025–2026 Reading Screener results show progress in several grade levels, especially in 2nd, 3rd, and 4th grade. The data reflects growth in the number of students performing At/Above Benchmark or needing no intervention, while also showing reductions in students needing urgent or significant intervention in several areas. Moving forward, our focus will be on strengthening early literacy foundations, supporting consistent reading growth across returning grade levels, and using targeted intervention to increase the number of students meeting benchmark.

**READING Results 2025-2026**

**1st & 2nd Grade: TPRI & Tejas LEE**

**3rd - 5th Grade: Star360**

| | At/Above Benchmark or No Intervention Needed | | Urgent Intervention or Significant Intervention Needed | |
|---|---|---|---|---|
| | **BOY** | **EOY** | **BOY** | **EOY** |
| 1st Grade<br><br>TPRI/Tejas Lee | All Students -41%<br>Monolingual-39%<br>Bilingual -42% | All Students 41-%<br>Monolingual -31%<br>Bilingual -58% | All Students -59%<br>Monolingual -61 %<br>Bilingual - 58% | All Students -59 %<br>Monolingual -69 %<br>Bilingual -42% |
| 2nd Grade<br><br>TPRI/Tejas Lee | All Students- 12%<br>Monolingual-30%<br>Bilingual -12 % | All Students -55%<br>Monolingual -49%<br>Bilingual - 66% | All Students - 78%<br>Monolingual- 70%<br>Bilingual - 88% | All Students -45%<br>Monolingual -51%<br>Bilingual -34 % |

| READING Results 2025-2026<br><br>1st & 2nd Grade: TPRI & Tejas LEE<br><br>3rd - 5th Grade: Star360 | | | | |
|---|---|---|---|---|
| 3rd Grade | 58% | 65% | 42% | 35% |
| 4th Grade | 68% | 73% | 32% | 27% |
| 5th Grade | 59% | 48% | 41% | 52% |

**What We're Celebrating (Our Strengths):**

- **Strong Gains in 2nd Grade:** 2nd grade showed significant growth in students At/Above Benchmark or needing no intervention, increasing from 12% at BOY to 55% at EOY.
- **Reduced Intervention Needs in 2nd Grade:** 2nd grade also showed a strong decrease in students needing Urgent or Significant Intervention, moving from 78% at BOY to 45% at EOY.
- **Growth in 3rd and 4th Grade:** 3rd grade increased from 58% to 65%, and 4th grade increased from 68% to 73% At/Above Benchmark from BOY to EOY.
- **Reduced Intervention Needs in 3rd and 4th Grade:** 3rd grade decreased from 42% to 35%, and 4th grade decreased from 32% to 27% in Urgent Intervention from BOY to EOY.
- **Strong Bilingual Growth in 2nd Grade:** Bilingual students in 2nd grade increased from 12% to 66% At/Above Benchmark or needing no intervention, while Urgent or Significant Intervention decreased from 88% to 34%.

**Where We Need to Focus (Areas of Need):**

- **Strengthening Early Reading Foundations in 1st Grade:** 1st grade remained flat overall, with All Students at 41% At/Above Benchmark or needing no intervention at both BOY and EOY. This shows a need to strengthen early reading instruction and intervention as students move into 2nd grade.
- **Supporting Monolingual Students in 1st Grade:** Monolingual 1st grade students decreased from 39% to 31% At/Above Benchmark or needing no intervention, while Urgent or Significant Intervention increased from 61% to 69%.
- **Sustaining Growth for Current 2nd Grade Students:** While 2nd grade showed strong progress overall, 45% of students still ended the year needing Urgent or Significant Intervention. As this cohort moves into 3rd grade, continued support will be needed to build on their growth.
- **Accelerating Overall Reading Proficiency:** Several returning grade levels still have a significant percentage of students below benchmark, showing a need to strengthen Tier 1 reading instruction, targeted intervention, and progress monitoring across reading.

## 2026 Accountability Rating Overall Summary
## DESSAU EL (227904105) - PFLUGERVILLE ISD - TRAVIS COUNTY

2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | **2026**

### Summary

| | Component Score | Scaled Score | Rating | Proportion of Overall Rating |
|---|---|---|---|---|
| **Overall** | | **65** | **D** | |
| **Student Achievement** | | **52** | **F** | **0%** |
| STAAR Performance | 26 | 52 | | |
| College, Career and Military Readiness | | | | |
| Graduation Rate | | | | |
| **School Progress** | | **63** | **D** | **70%** |
| Academic Growth | 58 | 63 | D | ✓ |
| Relative Performance (Eco Dis: 88.0%) | | 54 | F | |
| **Closing the Gaps** | **30** | **68** | **D** | **30%** |

### Identification of Schools for Improvement

This campus is identified for additional targeted support.




Showing all students

| Organization | Administration | Tested Grade | Listening | | | | | Speaking | | | | | Reading | | | | | Writing | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Tests Taken | Performance Level | | | | Tests Taken | Performance Levels | | | | Tests Taken | Performance Levels | | | | Tests Taken | Performance Levels | | | |
| | | | | Beginning | Intermediate | Advanced | Advanced High | | Beginning | Intermediate | Advanced | Advanced High | | Beginning | Intermediate | Advanced | Advanced High | | Beginning | Intermediate | Advanced | Advanced High |
| DESSAU EL | March 2026 | K | 40 | 28% (11 Tests) | 45% (18 Tests) | 13% (5 Tests) | 15% (6 Tests) | 40 | 48% (19 Tests) | 33% (13 Tests) | 8% (3 Tests) | 13% (5 Tests) | 40 | 70% (28 Tests) | 10% (4 Tests) | 5% (2 Tests) | 15% (6 Tests) | 40 | 73% (29 Tests) | 13% (5 Tests) | 0% (0 Tests) | 15% (6 Tests) |
| DESSAU EL | March 2026 | 1 | 37 | 11% (4 Tests) | 22% (8 Tests) | 22% (8 Tests) | 46% (17 Tests) | 37 | 19% (7 Tests) | 35% (13 Tests) | 14% (5 Tests) | 32% (12 Tests) | 37 | 32% (12 Tests) | 22% (8 Tests) | 14% (5 Tests) | 32% (12 Tests) | 37 | 24% (9 Tests) | 30% (11 Tests) | 22% (8 Tests) | 24% (9 Tests) |
| DESSAU EL | March 2026 | 2 | 44 | 5% (2 Tests) | 41% (18 Tests) | 39% (17 Tests) | 16% (7 Tests) | 44 | 34% (15 Tests) | 57% (25 Tests) | 7% (3 Tests) | 2% (1 Test) | 44 | 48% (21 Tests) | 50% (22 Tests) | 2% (1 Test) | 0% (0 Tests) | 44 | 73% (32 Tests) | 23% (10 Tests) | 5% (2 Tests) | 0% (0 Tests) |
| DESSAU EL | March 2026 | 3 | 52 | 15% (8 Tests) | 21% (11 Tests) | 35% (18 Tests) | 29% (15 Tests) | 52 | 33% (17 Tests) | 52% (27 Tests) | 12% (6 Tests) | 4% (2 Tests) | 52 | 48% (25 Tests) | 27% (14 Tests) | 21% (11 Tests) | 4% (2 Tests) | 52 | 71% (37 Tests) | 25% (13 Tests) | 4% (2 Tests) | 0% (0 Tests) |
| DESSAU EL | March 2026 | 4 | 40 | 38% (15 Tests) | 30% (12 Tests) | 23% (9 Tests) | 10% (4 Tests) | 40 | 38% (15 Tests) | 28% (11 Tests) | 33% (13 Tests) | 3% (1 Test) | 40 | 28% (11 Tests) | 35% (14 Tests) | 15% (6 Tests) | 23% (9 Tests) | 40 | 43% (17 Tests) | 40% (16 Tests) | 15% (6 Tests) | 3% (1 Test) |
| DESSAU EL | March 2026 | 5 | 33 | 15% (5 Tests) | 30% (10 Tests) | 18% (6 Tests) | 36% (12 Tests) | 33 | 15% (5 Tests) | 27% (9 Tests) | 36% (12 Tests) | 21% (7 Tests) | 33 | 15% (5 Tests) | 24% (8 Tests) | 21% (7 Tests) | 39% (13 Tests) | 33 | 18% (6 Tests) | 30% (10 Tests) | 39% (13 Tests) | 12% (4 Tests) |

## Student Learning Strengths

A strength in our student learning data is that students demonstrated growth across multiple grade levels and assessment areas, especially in early foundational skills. Pre-K students made strong progress in math, phonological awareness, and rapid letter naming, showing that our youngest learners are building important readiness skills before entering Kindergarten. In math, several grade levels showed increases in students performing At/Above Benchmark, with notable growth in 1st, 2nd, and 3rd grade, as well as a significant decrease in Urgent Intervention in 4th grade. In reading, 2nd, 3rd, and 4th grade students showed positive movement, with more students meeting benchmark or needing no intervention and fewer students requiring urgent or significant support. Across the data, we are seeing evidence that instruction and intervention are helping students grow, particularly when supports are targeted and monitored. These strengths provide a foundation for continuing to strengthen Tier 1 instruction, build early literacy and math readiness, and support students as they move into the next grade level.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Students are not demonstrating consistent academic growth across grade levels in reading and math, with several returning cohorts ending the year below benchmark and continuing to require targeted academic intervention.
**Root Cause:** Teachers need continued support with HQIM lesson internalization, data-driven planning, and consistent implementation of high-quality Tier 1 instruction. Although PLCs focused on Bluebonnet implementation, Know/Show charts, and instructional alignment, teachers are still developing the skills and systems needed to plan, internalize, and deliver rigorous instruction consistently across classrooms.

# School Processes & Programs

## School Processes & Programs Summary

**Fostering a High-Quality Learning Environment**

At Dessau Elementary, we are deeply committed to cultivating an environment that promotes continuous learning and professional excellence for our staff. We proactively address staffing needs and ensure our educators are well-equipped to deliver high-quality instruction.

**Talent Management & Professional Growth:** In 2025-2026, we faced significant staffing challenges, starting the year with 4 unfilled professional positions and 7 positions being filled by Teacher Facilitators (uncertified teachers). We actively addressed this by:

- **Proactive Recruitment:** Attending district job fairs and hosting multiple ACE-specific job fairs. We involved staff in interview committees to build campus investment in hiring.
- **Robust Onboarding & Mentorship:** Collaborating with the district to assign formal mentors to our 7 first-year teachers and offering monthly support meetings for new to Dessau teachers (60%).
- **Teacher Support & Retention:** Our leadership team met monthly to discuss emerging needs and provide consistent coaching and feedback, especially around the Time-Voice-Body (TVB) classroom culture initiative. We offered opportunities for leadership roles through campus committees and celebrated staff regularly in our weekly newsletter through the "Dragon's Flame Award" and "Shout Outs," fostering a culture of appreciation and belonging.

**Curriculum Implementation & Instructional Excellence:** We prioritized fidelity to high-quality instructional materials (HQIM), lesson internalization, and evidence-based instructional practices to ensure rigorous and effective teaching across grade levels.

- **HQIM Implementation in Math:** This year was our first year implementing Bluebonnet Elementary Math in K–5 classrooms. Weekly PLC meetings focused on helping teachers internalize lessons, understand the structure of the curriculum, and align instruction to the district-provided Instructional Quick View plans.
- **Data-Driven Lesson Planning:** PLCs were used to plan from high-leverage TEKS and strengthen alignment between the standard, the lesson, and what students needed to know and show. Teachers used Lead4Ward tools to create Know/Show charts and support stronger lesson planning.
- **Classroom Rigor:** We focused on strengthening classroom rigor, especially in 4th and 5th grade math, through the HQIM Lesson Internalization protocol. Teachers practiced using the Classroom Rigor Planning Meeting Rubric and Classroom Execution Rubric to better understand expectations for rigorous planning and instruction.
- **Student Culture & Engagement:** Through the support of BRES, we continued to strengthen student culture by implementing Time-Voice-Body expectations across classrooms. This work supported an increase in student engagement from 75% at BOY to 89% at EOY.
- **Professional Learning & Coaching:** Teachers participated in job-embedded professional learning focused on lesson internalization, planning for rigor, and improving classroom execution. Coaching included practicing components of the CRPM rubric, internalizing Bluebonnet lesson materials, and scripting initial CRPM planning meetings by grade level.

**Supporting Every Student: Academic & Social-Emotional Well-being**

Our comprehensive approach ensures that every student receives the necessary academic and social-emotional support to thrive.

**Behavioral Frameworks & Discipline:** We continued to strengthen campus-wide behavior systems through clear expectations, consistent routines, positive reinforcement, and social-emotional support. While discipline incidents increased this year, the data helped us identify a need to strengthen proactive behavior supports, increase classroom-based coaching, and respond more systematically to students with higher behavioral needs.

- **Clear Expectations & Consistent Enforcement:** We continued implementation of the Time-Voice-Body (TVB) framework to support consistent classroom expectations and student engagement. TVB implementation increased from 75% at BOY to 89% at EOY, reflecting continued growth in the use of common expectations across classrooms.
- **Reduced Incidents:** Discipline incidents increased from 71 incidents in 2024–2025 to 144 incidents in 2025–2026. This increase indicates that students presented higher behavioral needs this year and that campus systems must continue shifting from primarily reactive responses to more proactive, classroom-based supports.
- **Student Support & Counseling Services**: The school counselor provided consistent classroom guidance lessons twice a month to support social-emotional learning, positive decision-making, and relationship-building. In addition, the counselor conducted individual student check-ins, including identifying trusted staff members students felt safe going to when they needed support.
- **Positive Reinforcement:** We continued to reinforce positive student behavior through campus systems and recognition practices (Dragon Bucks). Moving forward, we will strengthen the consistency of positive reinforcement, classroom management practices, and early intervention to reduce behavioral incidents and increase student readiness for learning.

**Intervention Systems (PSST/MTSS):** Our structured Problem-Solving Support Team (PSST) process proactively identifies and responds to student needs, ensuring timely and targeted interventions.

- **Data-Driven Interventions:** Teachers were trained on completing intervention plans in Eduphoria, and our leadership team tracked students through a DES Referral/PSST Tracking Sheet. This led to a reduction in special education referrals through PSST.
- **Tiered Support:** We provided mid-year training for Tier 2 small group instruction and maintained Tier 3 support for intensive needs. After-school tutorials for grades 3-5 were implemented based on student data for STAAR preparation.
- **Wraparound Services:** We coordinate services for students in the McKinney-Vento program and utilize an Integral Care counselor for on-campus mental health therapy.

**Special Programs Support:** As a Dual Language One-way campus, we follow the district Multilingual Department's framework to focus on English language proficiency and academic achievement for our English Language Learners (ELLs).

- All teachers serving ELLs hold ESL certification and incorporate ESL and Sheltered Instruction strategies.
- We promote a climate where cultural diversity is valued, including increasing Spanish literature in libraries.
- To address Special Education needs, we reflect on current practices, provide ongoing professional development for teachers and educational assistants, and monitor student data to close achievement gaps.
- An Educational Assistant, initially funded by ESSER, will continue to be funded through Title I for 2025-2026 to support communication with families and meet student needs.
- Despite budget constraints, we used Title funds to hire a full-time Instructional Coach to support academic achievement.

**Engaging Our Community & Ensuring Safety**

We believe strong partnerships with families and the community are vital for student success and a safe school environment.

**Family & Community Partnerships:** We actively involve families and community members in our school life:

- **High-Attendance Events:** Successfully hosted Grandparents' Day and Thanksgiving Family Lunch with high turnout.
- **Student Celebrations:** Established quarterly award assemblies to celebrate student achievement.
- **Consistent Communication:** Launched a monthly community newsletter and hosted monthly "Coffee with the Principal"
- **Valuable Partnerships:** Collaborated with Weiss High School (Ready, Set, Teach) and Kappa Alpha Psi to provide reading buddy mentorship to students at Dessau Elementary.
- **Interactive Learning Events:** Organized Literacy Night, SMATH Night, and Career Day to bring families directly into learning experiences.

**School Safety & Order:** Ensuring a safe and orderly environment is a top priority, supported by visible leadership and clear expectations.

- We committed to relationship-building with students and staff, and administrators maintain a consistent presence in classrooms to ensure implementation of expectations and provide real-time support.
- We continue to support student emotional growth and increase school pride through leadership opportunities like our No Place for Hate group, student PBIS group, Safety Patrol, and morning announcements.
- We maintain nine-week awards for academic and citizenship recognition, and a student of the month program.

**Addressing Attendance:** Improving student attendance will continue to be a major focus for the 2026-2027 school year. We will prioritize having an attendance committee to monitor attendance and provide support for families who need it, aiming to increase overall attendance and decrease chronic absenteeism. Our PSST process will be leveraged to respond to student academic, behavioral, and social-emotional needs related to attendance.

## School Processes & Programs Strengths

A strength in our school processes and programs is our continued commitment to building systems that support high-quality instruction, student culture, and the needs of the whole child. During the 2025–2026 school year, Dessau Elementary strengthened curriculum implementation through weekly PLCs focused on HQIM lesson internalization, alignment to district Instructional Quick View plans, and the use of Lead4Ward Know/Show charts to support data-driven planning. We also continued to build instructional excellence through job-embedded coaching, BRES support, and the use of the Classroom Rigor Planning Meeting and Classroom Execution rubrics. Campus-wide implementation of Time-Voice-Body expectations supported stronger student engagement, increasing from 75% at BOY to 89% at EOY.

Another strength is the campus focus on student support systems and family engagement. Through PSST/MTSS, counseling lessons, individual student check-ins, wraparound services, and after-school tutorials, the campus worked to provide more responsive academic, behavioral, and social-emotional supports. Dessau also strengthened community partnerships and family engagement through events such as Coffee with the Principal, Literacy Night, SMATH Night, Career Day, Grandparents' Day, and Thanksgiving Family Lunch. Together, these systems reflect a campus that is focused on improving instruction, supporting students' needs, and building meaningful relationships with families and the community.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Student attendance remains below the desired level, and chronic absenteeism continues to impact student learning, engagement, and access to instruction. **Root Cause:** A consistent campus-wide attendance system has not yet been fully implemented to monitor attendance trends, communicate with families early, and connect students with academic, behavioral, and social-emotional supports. Attendance efforts have not yet been consistently integrated into teacher communication systems, PSST/MTSS, and family engagement structures.

**Problem Statement 2:** Discipline incidents increased during the 2025-2026 school year, indicating a need to strengthen proactive behavior systems, classroom-based supports, and consistent implementation of campus-wide expectations.

**Root Cause:** Campus systems have not yet been implemented consistently enough across all classrooms to support proactive behavior prevention, early intervention, student self-regulation, and consistent adult responses. Increased behavioral needs also resulted in more reactive administrative responses, limiting the amount of time available for classroom-based coaching and prevention.

# Perceptions

### Perceptions Summary

Dessau Elementary is fortunate to have faculty and staff that foster a positive and professional learning community. We have worked extremely hard to foster a community of trust and mutual respect, embracing "growth" as our guiding word this year to shift narratives and highlight strengths. We believe that all students can learn and are dedicated to our own personal and professional growth in order to impact the academic and social-emotional success of our students. Our vision remains the same: Dessau Elementary will foster a child's love of learning while supporting their academic and social growth.

We are committed to building a positive and trusting school culture with our community by being transparent and utilizing various modes of communication. This year, we implemented multiple successful efforts to build stronger connections with families and community partners, including highly attended events like Grandparents' Day and our Thanksgiving Family Lunch. We also established quarterly award assemblies, a monthly community newsletter, and initiated the "Soñemos Juntos" project to intentionally gather parent voice. Our partnerships with organizations demonstrate our commitment to investing in our students and staff's overall well-being and learning success. Engaging events like Literacy Night, SMATH Night, and Career Day brought families and community directly into the learning experience, fostering a truly collaborative environment.

Based on the Spring 2026 Upbeat Climate Survey, Dessau Elementary demonstrates several areas of strength while also identifying clear opportunities for continued improvement. Overall staff engagement remained steady at 68, with 79% participation. We continue to celebrate a strong sense of Self-Efficacy, with 97% of staff reporting positive responses related to feeling successful as teachers and supporting students' academic and social-emotional development. Staff also reported strong results in Equal Opportunities at 92%, Satisfaction & Purpose at 89%, Inclusive Practices at 87%, and Care & Commitment at 87%, reflecting a campus culture where staff continue to feel connected to the purpose of their work and committed to student success. Principal/Teacher Trust increased to 79% positive, a 14-point increase from Spring 2025, and School Safety & Order increased to 77% positive, a 6-point increase. These gains reflect the impact of continued efforts to strengthen communication, campus systems, student culture, and consistent implementation of expectations.

The survey also identified areas needing continued focus. Autonomy showed the largest decrease, falling to 56% positive, which may reflect the transition to Bluebonnet Elementary Math and the need for teachers to implement a more structured curriculum with fidelity. Evaluation also decreased to 66% positive, indicating a need to provide more explicit communication, training, and clarity around the T-TESS evaluation process, including expectations, timelines, and timely feedback. Recruitment, Hiring & Onboarding decreased to 71% positive, showing a need to strengthen onboarding systems, role clarity, and support for newly hired staff. Belonging & Wellbeing also decreased to 75% positive, with staff responses indicating a continued need to support teacher wellbeing, connection, and belonging across the campus.

For the 2026–2027 school year, Dessau Elementary will focus on strengthening teacher autonomy within HQIM implementation by helping teachers balance curriculum fidelity with responsive

instructional decision-making. We will also improve the evaluation process through more thorough T-TESS training, clearer communication of expectations, and timely, actionable feedback. In addition, the campus will continue to refine recruitment, hiring, and onboarding practices so new staff feel welcomed, prepared, and supported. Belonging and wellbeing will remain a priority as we work to create a campus culture where staff feel valued, connected, and able to do their best work for students.

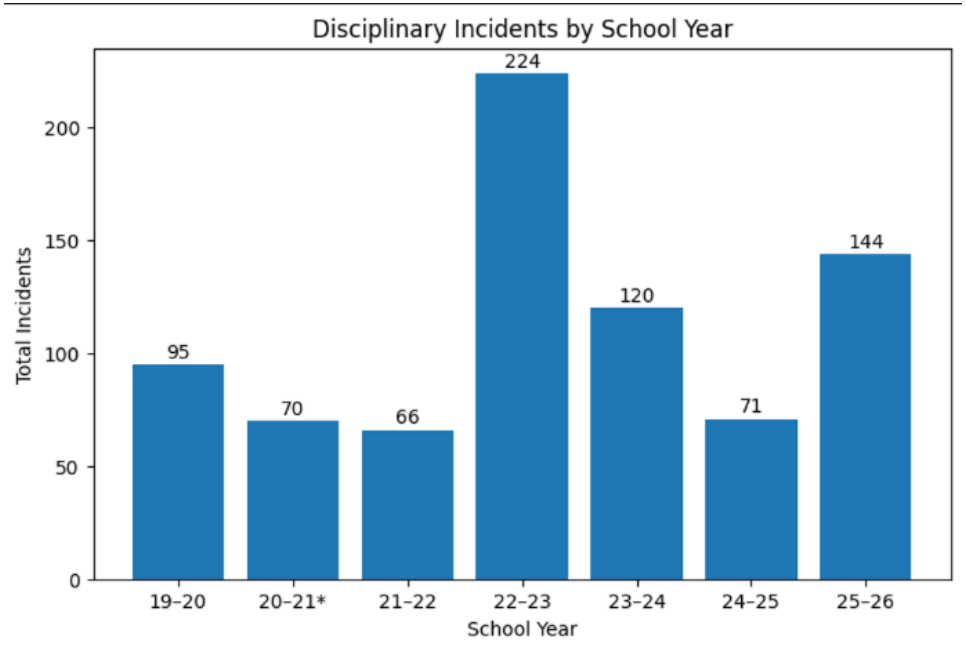
## Behavioral and Attendance Data Analysis

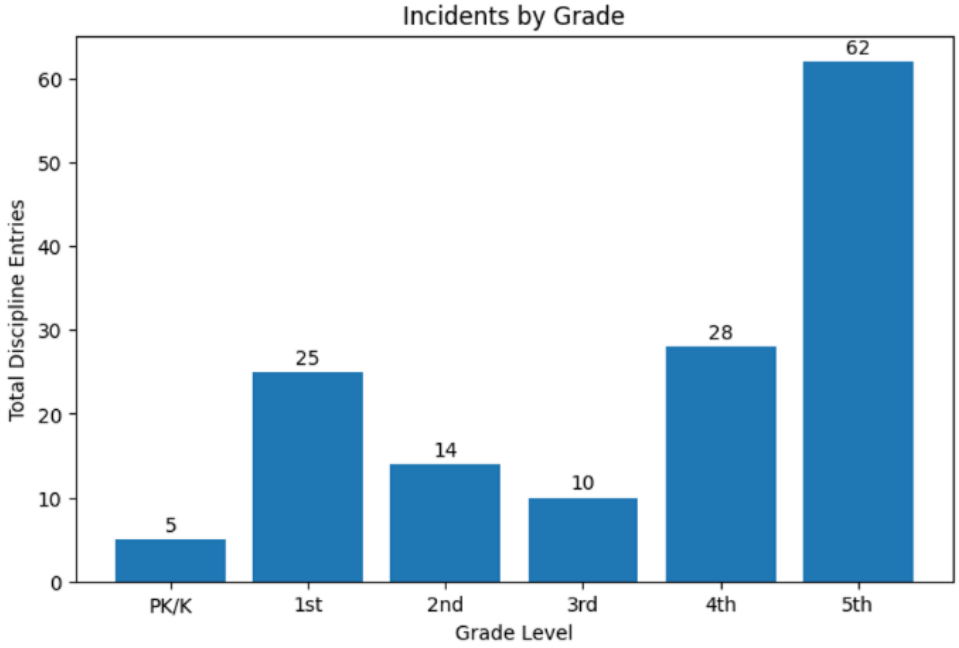
Over the past several years, Dessau Elementary has seen fluctuations in the number of disciplinary incidents and behavioral interventions, highlighting the continued need for consistent behavioral supports and proactive systems. During the 2023–2024 school year, the campus recorded 120 disciplinary incidents. In the 2024–2025 school year, incidents decreased significantly to 71, reflecting a 41% reduction from the previous year. This improvement was largely attributed to focused efforts on clear behavioral expectations, consistent implementation of the Time-Voice-Body (TVB) framework, real-time coaching, and positive reinforcement systems such as the Dragon Bucks Store.

During the 2025–2026 school year, the campus recorded **144 discipline entries**, representing an increase in behavioral interventions from the previous year. While this reflects a regression from last year's gains, the data continues to provide valuable insight into areas requiring additional support and consistency across the campus.

The majority of discipline entries stemmed from Physical Aggressive Behavior, followed by Disruptive Classroom Behavior, Disrespect/Rude Comments, and Threats to Immediate Health and Safety. Additionally, **5th grade accounted for the highest** percentage of discipline entries, significantly higher than any other grade level, while 1st grade continued to demonstrate early behavior trends, indicating the need for proactive intervention and support in primary grades.

While previous reductions in discipline were commendable, this year's data indicates a continued need to strengthen consistency across classrooms, particularly in addressing repeat behaviors, reinforcing Tier 1 expectations, and increasing student self-regulation skills. Moving forward, the campus will focus on refining campus-wide systems, increasing targeted interventions for students in need of additional support, strengthening social-emotional learning (SEL) implementation, and continuing to reinforce positive behavior expectations schoolwide.


Disciplinary Incidents by School Year
Total Incidents
School Year
19–20
20–21*
21–22
22–23
23–24
24–25
25–26
95
70
66
224
120
71
144
0
50
100
150
200


Incidents by Grade
Total Discipline Entries
Grade Level
PK/K
1st
2nd
3rd
4th
5th
5
25
14
10
28
62
0
10
20
30
40
50
60

**Perceptions Strengths**

Dessau Elementary is fortunate to have faculty, staff, families, and community partners who are committed to creating a positive, supportive, and student-centered learning environment. A key strength is the shared belief that all students can learn and that adults must continue growing personally and professionally in order to support students' academic and social-emotional success. This is reflected in the Spring 2026 Upbeat Climate Survey, where staff reported strong self-efficacy, satisfaction and purpose, inclusive practices, care and commitment, and equal opportunities. These results show that staff continue to feel connected to the work, confident in their ability to support students, and committed to the mission of the campus.

Another strength is the continued growth in trust, safety, communication, and community engagement. Principal/Teacher Trust and School Safety & Order both increased from the previous survey administration, showing positive movement in campus systems, leadership support, and consistent expectations. Dessau also strengthened family and community connections through highly attended events such as Grandparents' Day, Thanksgiving Family Lunch, Literacy Night, SMATH Night, Career Day, quarterly award assemblies, monthly newsletters, Coffee with the Principal, and the Soñemos Juntos project to gather parent voice. Together, these efforts reflect a campus culture focused on transparency, belonging, relationships, and shared responsibility for student success. As Dessau moves into the 2026–2027 school year, these strengths provide a foundation for continuing to build trust, strengthen staff and family voice, and foster a school community where students, staff, and families feel valued and supported.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Staff perception data indicates a need to strengthen teacher autonomy, evaluation clarity, recruitment/onboarding experiences, and staff belonging and wellbeing.
**Root Cause:** Campus systems have not yet clearly defined how teachers can exercise professional decision-making while implementing HQIM with fidelity. In addition, teachers need more explicit communication and training around T-TESS expectations, timelines, and feedback processes, as well as more intentional systems for gathering staff input, supporting wellbeing, and helping new staff feel connected.

# Goals

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

**Performance Objective 1:** Dessau Elementary will have an 80% teacher retention rate into the upcoming school year, as well as professional growth by implementing structured coaching and mentoring programs.

**High Priority**

**Evaluation Data Sources:** Staffing List, Retention Rate

**Performance Objective 1 Problem Statements:**

| Demographics |
| --- |
| **Problem Statement 1**: Staffing instability, early-career teacher needs, and the number of new or uncertified staff continue to impact campus stability, instructional consistency, and staff confidence. **Root Cause**: The campus needs a more comprehensive and consistent onboarding and support system that clearly communicates year-long expectations, role-specific responsibilities, instructional priorities, evaluation processes, and available supports. New staff, teacher facilitators, visiting teachers, and first-year teachers need structured support beyond initial onboarding in order to manage workload. |

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

**Performance Objective 2:** By May 2026, 85% of teachers will report an increase in confidence and preparedness to manage classroom behavior, as evidenced by post-professional learning surveys and a 10% reduction in student disciplinary referrals from 144 in the prior school year, down to 120 or fewer.

**Evaluation Data Sources:** Staff and student survey
Skyward discipline data
Frequency of achieved incentives

**Performance Objective 2 Problem Statements:**

| Demographics |
| --- |
| **Problem Statement 1**: Staffing instability, early-career teacher needs, and the number of new or uncertified staff continue to impact campus stability, instructional consistency, and staff confidence. **Root Cause**: The campus needs a more comprehensive and consistent onboarding and support system that clearly communicates year-long expectations, role-specific responsibilities, instructional priorities, evaluation processes, and available supports. New staff, teacher facilitators, visiting teachers, and first-year teachers need structured support beyond initial onboarding in order to manage workload. |

| School Processes & Programs |
|---|
| **Problem Statement 2**: Discipline incidents increased during the 2025-2026 school year, indicating a need to strengthen proactive behavior systems, classroom-based supports, and consistent implementation of campus-wide expectations. **Root Cause**: Campus systems have not yet been implemented consistently enough across all classrooms to support proactive behavior prevention, early intervention, student self-regulation, and consistent adult responses. Increased behavioral needs also resulted in more reactive administrative responses, limiting the amount of time available for classroom-based coaching and prevention. |

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

**Performance Objective 1:** By June 2027, there will be increases in Growth and Achievement at all performance levels on STAAR Math tests across grades 3-5 for all student groups to meet Closing the Gaps targets.

Improved Spring 2027 STAAR outcomes from the prior year will be:
-Math Academic Growth from 50% to 60%
-Approaches from 39% to 48%
-Meets from 20% to 30%
-Masters from 6% to 12%

To meet HB3 Early Childhood Math Goals: The percentage of 3rd-grade students scoring at Meets Grade Level or above on STAAR Math will increase from 12% in May 2026 to 54% by June 2027 and to 60% by June 2030.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR results, Accountability reports

**Performance Objective 1 Problem Statements:**

| Student Learning |
|---|
| **Problem Statement 1**: Students are not demonstrating consistent academic growth across grade levels in reading and math, with several returning cohorts ending the year below benchmark and continuing to require targeted academic intervention. **Root Cause**: Teachers need continued support with HQIM lesson internalization, data-driven planning, and consistent implementation of high-quality Tier 1 instruction. Although PLCs focused on Bluebonnet implementation, Know/Show charts, and instructional alignment, teachers are still developing the skills and systems needed to plan, internalize, and deliver rigorous instruction consistently across classrooms. |

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

**Performance Objective 2:** By June 2027, there will be increases in Growth and Achievement at all performance levels on STAAR Reading Language Arts (RLA) tests across grades 3-5 for all student groups to meet Closing the Gaps targets.

Improved Spring 2027 STAAR outcomes from the prior year will be:
-RLA Academic Growth from 65% to 75%
-Approaches from 57% to 67%
-Meets from 30% to 40%
-Masters from 12% to 20%

To meet HB3 Early Childhood Literacy Goals: The percentage of 3rd-grade students scoring at Meets Grade Level or above on STAAR Math will increase from 17% in May 2026 to 54% by June 2027 and to 60% by June 2030.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR results, Accountability reports

**Performance Objective 2 Problem Statements:**

| Student Learning |
| --- |
| **Problem Statement 1**: Students are not demonstrating consistent academic growth across grade levels in reading and math, with several returning cohorts ending the year below benchmark and continuing to require targeted academic intervention. **Root Cause**: Teachers need continued support with HQIM lesson internalization, data-driven planning, and consistent implementation of high-quality Tier 1 instruction. Although PLCs focused on Bluebonnet implementation, Know/Show charts, and instructional alignment, teachers are still developing the skills and systems needed to plan, internalize, and deliver rigorous instruction consistently across classrooms. |

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

**Performance Objective 3:** By June 2026, there will be increases at all performance levels on 5th grade STAAR Science for all student groups to meet Closing the Gaps Student Success Status targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:
-Approaches from 33% to 50%
-Meets from 3% to 20%
-Masters from 1% to 10%

**Evaluation Data Sources:** STAAR results, Accountability reports

**Performance Objective 3 Problem Statements:**

| Student Learning |
| --- |
| **Problem Statement 1**: Students are not demonstrating consistent academic growth across grade levels in reading and math, with several returning cohorts ending the year below benchmark and continuing to require targeted academic intervention. **Root Cause**: Teachers need continued support with HQIM lesson internalization, data-driven planning, and consistent implementation of high-quality Tier 1 instruction. Although PLCs focused on Bluebonnet implementation, Know/Show charts, and instructional alignment, teachers are still developing the skills and systems needed to plan, internalize, and deliver rigorous instruction consistently across classrooms. |

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

**Performance Objective 4:** By May 2027, 50% of 1st-5th grade Emergent Bilingual (EB) students will increase their English language proficiency by at least
one TELPAS composite level from the prior year.

**Evaluation Data Sources:** TELPAS results, Accountability reports

**Performance Objective 4 Problem Statements:**

| Student Learning |
| --- |
| **Problem Statement 1**: Students are not demonstrating consistent academic growth across grade levels in reading and math, with several returning cohorts ending the year below benchmark and continuing to require targeted academic intervention. **Root Cause**: Teachers need continued support with HQIM lesson internalization, data-driven planning, and consistent implementation of high-quality Tier 1 instruction. Although PLCs focused on Bluebonnet implementation, Know/Show charts, and instructional alignment, teachers are still developing the skills and systems needed to plan, internalize, and deliver rigorous instruction consistently across classrooms. |

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

**Performance Objective 1:** By June 2027, Dessau Elementary will increase student awareness of diverse career pathways and post-secondary opportunities by providing multiple exposures to various careers and college options, leading to increased interest in career-focused high school programs and early college awareness.

**High Priority**

**Evaluation Data Sources:** Career Day student surveys, attendance at CTE presentations, informal student discussions/feedback, student interest surveys

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

**Performance Objective 1:** By June 2026, DES will improve the prior year attendance rate from 92.3% to 94% so learning opportunities are consistent and learning gaps decrease. The Chronic Absenteeism rate will also be reduced from 23.8% to 20%.

**Evaluation Data Sources:** Attendance rate, Chronic Absenteeism rate

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

**Performance Objective 2:** Dessau Elementary's 2027 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:
-- Overall Rating will improve from D to C or above
-- Domain 1 Rating will improve from F to C or above
-- Domain 2 Rating will improve from D to C or above
-- Domain 3 Rating will improve from D to C or above

**High Priority**

**Evaluation Data Sources:** Accountability reports

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

**Performance Objective 3:** By June 2027, DES will increase parent and family engagement by achieving 10% higher participation in campus events compared to the prior year, while also strengthening structures that ensure parent voice is incorporated into campus planning and decision-making, including CAAC representation and the annual Family Engagement Plan.

**Evaluation Data Sources:** Campus event participation logs; CAAC meeting agendas, sign-in sheets, and parent representation; Family Engagement Plan feedback and revisions;

**Performance Objective 3 Problem Statements:**

| School Processes & Programs |
|---|
| **Problem Statement 2**: Discipline incidents increased during the 2025-2026 school year, indicating a need to strengthen proactive behavior systems, classroom-based supports, and consistent implementation of campus-wide expectations. **Root Cause**: Campus systems have not yet been implemented consistently enough across all classrooms to support proactive behavior prevention, early intervention, student self-regulation, and consistent adult responses. Increased behavioral needs also resulted in more reactive administrative responses, limiting the amount of time available for classroom-based coaching and prevention. |

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

**Performance Objective 4:** During the 2026-2027 school year, DES will implement a Coordinated School Health program with a minimum of two activities in each area of fitness and social/emotional learning to promote well-rounded students.

**Evaluation Data Sources:** FitnessGram

# 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 CIPs for Board:

| Title | Person Responsible | Review Date | Addressed By | Addressed On |
|---|---|---|---|---|
| Bullying Prevention | Director of Student Affairs | 7/20/2026 | Karen Shah | 7/20/2026 |
| Child Abuse and Neglect | Chief Human Resources Officer | 7/20/2026 | Karen Shah | 7/20/2026 |
| Coordinated Health Program | Deputy Superintendent | 7/20/2026 | Karen Shah | 7/20/2026 |
| Dating Violence Policy | Director of Student Affairs | 7/20/2026 | Karen Shah | 7/20/2026 |
| Decision-Making and Planning Policy Evaluation | Deputy Superintendent | 7/20/2026 | Karen Shah | 7/20/2026 |
| Disciplinary Alternative Education Program (DAEP) | Director of Student Affairs | 7/20/2026 | Karen Shah | 7/20/2026 |
| Dropout Prevention | Director of Student Affairs, Assistant Superintendent | 7/20/2026 | Karen Shah | 7/20/2026 |
| Dyslexia Treatment Program | Executive Director of Special Education | 7/20/2026 | Karen Shah | 7/20/2026 |
| Title I, Part C Migrant | Director of Federal & State Programs | 7/20/2026 | Karen Shah | 7/20/2026 |
| Pregnancy Related Services | Executive Director of Health, Safety, and Emergency Management | 7/20/2026 | Karen Shah | 7/20/2026 |
| Post-Secondary Preparedness | Deputy Superintendent | 7/20/2026 | Karen Shah | 7/20/2026 |
| Recruiting Teachers and Paraprofessionals | Chief Human Resources Officer | 7/20/2026 | Karen Shah | 7/20/2026 |
| Student Welfare: Crisis Intervention Programs and Training | Executive Director of Health, Safety, Emergency, and Crisis Management | 7/20/2026 | Karen Shah | 7/20/2026 |
| Student Welfare: Discipline/Conflict/Violence Management | Director of Student Affairs | 7/20/2026 | Karen Shah | 7/20/2026 |
| Texas Behavior Support Initiative (TBSI) | Director of Student Affairs | 7/20/2026 | Karen Shah | 7/20/2026 |
| Technology Integration | Deputy Superintendent | 7/20/2026 | Karen Shah | 7/20/2026 |
| Job Description for Peace Officers, Resource Officers & Security Personnel | Chief Human Resources Officer | 7/20/2026 | Karen Shah | 7/20/2026 |
| Measure of Poverty | Director of Federal and State Programs | 7/20/2026 | Karen Shah | 7/20/2026 |
| 2024-25 Title II Program Description | Director of Federal and State Programs | 7/20/2026 | Karen Shah | 7/20/2026 |
| 2024-25 Title IV Program Description | Director of Federal and State Programs | 7/20/2026 | Karen Shah | 7/20/2026 |
| 2024-25 Parent and Family Engagement Plan (PFE Policy) | Parent and Family Coordinator | 7/20/2026 | Karen Shah | 7/20/2026 |

# Addendums

# Early Childhood Literacy Plan Campus Goal - Dessau ES

**The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 17% in Spring 2024 to 60% by June 2030.**

## Yearly Target Goal

| 2023-2024 (Actual Outcome for Goal-Setting) | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 | 2029-2030 |
|---|---|---|---|---|---|---|
| 17% | 50% | 52% | 54% | 56% | 58% | 60% |
| **Outcomes** | 24% | 17% | | | | |

## 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 (Actual Outcomes for Goal-Setting) | 14% | 16% | 20% | n/a | n/a | n/a | n/a | 8% | 13% | n/a | 21% | n/a | n/a |
| 2024-2025 | 34% | 50% | 59% | n/a | n/a | n/a | n/a | 26% | 50% | n/a | 50% | n/a | n/a |
| **Outcomes: 2024-2025** | 30% | 19% | n/a | n/a | n/a | n/a | n/a | 14% | 16% | n/a | 20% | n/a | n/a |
| 2025-2026 | 38% | 52% | 63% | n/a | n/a | n/a | n/a | 30% | 52% | n/a | 52% | n/a | n/a |
| **Outcomes: 2025-2026** | 0% | 20% | n/a | n/a | n/a | n/a | n/a | 0% | 16% | n/a | 19% | n/a | n/a |
| 2026-2027 | 42% | 54% | 66% | n/a | n/a | n/a | n/a | 34% | 54% | n/a | 54% | n/a | n/a |
| **Outcomes: 2026-2027** | | | | | | | | | | | | | |
| 2027-2028 | 45% | 56% | 68% | n/a | n/a | n/a | n/a | 38% | 56% | n/a | 56% | n/a | n/a |
| **Outcomes: 2027-2028** | | | | | | | | | | | | | |
| 2028-2029 | 47% | 58% | 70% | n/a | n/a | n/a | n/a | 40% | 58% | n/a | 58% | n/a | n/a |
| **Outcomes: 2028-2029** | | | | | | | | | | | | | |
| 2029-2030 | 49% | 60% | 72% | n/a | n/a | n/a | n/a | 42% | 60% | n/a | 60% | 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 - Dessau ES

**The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 34% in Spring 2024 to 60% by June 2030.**

## Yearly Target Goals

| 2023-2024 (Actual Outcome for Goal-Setting) | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 | 2029-2030 |
|---|---|---|---|---|---|---|
| 34% | 39% | 43% | 48% | 52% | 56% | 60% |
| **Outcomes** | 62% | 51% | | | | |

## 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 (Actual Outcomes for Goal-Setting) | 43% | 33% | n/a | n/a | n/a | n/a | n/a | n/a | 35% | n/a | 34% | n/a | n/a |
| 2024-2025 | 47% | 37% | n/a | n/a | n/a | n/a | n/a | n/a | 39% | n/a | 38% | n/a | n/a |
| **Outcomes: 2024-2025** | 62% | 73% | n/a | n/a | n/a | n/a | n/a | n/a | 63% | n/a | 67% | n/a | n/a |
| 2025-2026 | 51% | 41% | n/a | n/a | n/a | n/a | n/a | n/a | 43% | n/a | 42% | n/a | n/a |
| **Outcomes: 2025-2026** | n/a | 62% | n/a | n/a | n/a | n/a | n/a | n/a | 47% | n/a | 63% | n/a | n/a |
| 2026-2027 | 55% | 45% | n/a | n/a | n/a | n/a | n/a | n/a | 47% | n/a | 46% | n/a | n/a |
| **Outcomes: 2026-2027** | | | | | | | | | | | | | |
| 2027-2028 | 59% | 49% | n/a | n/a | n/a | n/a | n/a | n/a | 51% | n/a | 50% | n/a | n/a |
| **Outcomes: 2027-2028** | | | | | | | | | | | | | |
| 2028-2029 | 63% | 53% | n/a | n/a | n/a | n/a | n/a | n/a | 55% | n/a | 54% | n/a | n/a |
| **Outcomes: 2028-2029** | | | | | | | | | | | | | |
| 2029-2030 | 67% | 57% | n/a | n/a | n/a | n/a | n/a | n/a | 59% | 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 - Dessau ES

**The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 22% in Spring 2024 to 60% by June 2030.**

### Yearly Target Goals

| 2023-2024 (Actual Outcome for Goal-Setting) | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 | 2029-2030 | |
|---|---|---|---|---|---|---|---|
| 22% | 28% | 35% | 41% | 47% | 53% | 60% | |
| Outcomes | 45% | 19% | | | | | |

### 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 (Actual Outcomes for Goal-Setting) | n/a | 28% | 8% | n/a | n/a | n/a | n/a | n/a | 26% | n/a | 31% | n/a | n/a |
| 2024-2025 | n/a | 33% | 16% | n/a | n/a | n/a | n/a | n/a | 31% | n/a | 35% | n/a | n/a |
| Outcomes: 2024-2025 | n/a | 56% | n/a | n/a | n/a | n/a | n/a | n/a | 47% | n/a | 62% | n/a | n/a |
| 2025-2026 | n/a | 39% | 25% | n/a | n/a | n/a | n/a | n/a | 37% | n/a | 40% | n/a | n/a |
| Outcomes: 2025-2026 | n/a | 24% | n/a | n/a | n/a | n/a | n/a | n/a | 18% | n/a | 26% | n/a | n/a |
| 2026-2027 | n/a | 45% | 34% | n/a | n/a | n/a | n/a | n/a | 43% | n/a | 45% | n/a | n/a |
| Outcomes: 2026-2027 | | | | | | | | | | | | | |
| 2027-2028 | n/a | 51% | 43% | n/a | n/a | n/a | n/a | n/a | 49% | n/a | 50% | n/a | n/a |
| Outcomes: 2027-2028 | | | | | | | | | | | | | |
| 2028-2029 | n/a | 56% | 52% | n/a | n/a | n/a | n/a | n/a | 55% | n/a | 55% | n/a | n/a |
| Outcomes: 2028-2029 | | | | | | | | | | | | | |
| 2029-2030 | n/a | 60% | 60% | n/a | n/a | n/a | n/a | n/a | 60% | n/a | 60% | 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)

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

## Early Childhood Literacy Progress Measure 3 - Dessau ES

**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 31% in Spring 2024 to 60% by June 2030.**

### Yearly Target Goals

| 2023-2024 (Actual Outcome for Goal-Setting) | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 | 2029-2030 | |
|---|---|---|---|---|---|---|---|
| 31% | 36% | 41% | 46% | 51% | 56% | 60% | |
| Outcomes | 34% | 37% | | | | | |

### 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 (Actual Outcomes for Goal-Setting) | 26% | 31% | 33% | n/a | 40% | n/a | n/a | 12% | 27% | n/a | 33% | n/a | n/a |
| 2024-2025 | 31% | 36% | 38% | n/a | 45% | n/a | n/a | 17% | 32% | n/a | 38% | n/a | n/a |
| Outcomes: 2024-2025 | 29% | 35% | 29% | n/a | 36% | n/a | n/a | 6% | 30% | n/a | 39% | n/a | n/a |
| 2025-2026 | 36% | 41% | 43% | n/a | 50% | n/a | n/a | 22% | 37% | n/a | 43% | n/a | n/a |
| Outcomes: 2025-2026 | 23% | 39% | 29% | n/a | 58% | n/a | n/a | 7% | 37% | n/a | 41% | n/a | n/a |
| 2026-2027 | 41% | 46% | 48% | n/a | 55% | n/a | n/a | 27% | 42% | n/a | 48% | n/a | n/a |
| Outcomes: 2026-2027 | | | | | | | | | | | | | |
| 2027-2028 | 46% | 51% | 53% | n/a | 60% | n/a | n/a | 32% | 47% | n/a | 53% | n/a | n/a |
| Outcomes: 2027-2028 | | | | | | | | | | | | | |
| 2028-2029 | 51% | 43% | 58% | n/a | 65% | n/a | n/a | 37% | 52% | n/a | 58% | n/a | n/a |
| Outcomes: 2028-2029 | | | | | | | | | | | | | |
| 2029-2030 | 56% | 61% | 63% | n/a | 70% | n/a | n/a | 42% | 57% | 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 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)
*Starting 2025-2026 TPRI & Tejas LEE results using Amira - of all students, number of students at "On Track" or "Above" in either TPRI or Tejas LEE (unduplicated)

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 Campus Improvement Plan**

# Early Childhood Math Plan Campus Goal - Dessau ES

**The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 16% in Spring 2024 to 60% by June 2030.**

## Yearly Target Goals

| 2023-2024 (Actual Outcome for Goal-Setting) | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 | 2029-2030 |
|---|---|---|---|---|---|---|
| 16% | 50% | 52% | 54% | 56% | 58% | 60% |
| **Outcomes** | 15% | 12% | | | | |

## 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 (Actual Outcomes for Goal-Setting) | 15% | 16% | n/a | n/a | n/a | n/a | n/a | 25% | 16% | n/a | 19% | n/a | n/a |
| 2024-2025 | 34% | 50% | n/a | n/a | n/a | n/a | n/a | 26% | 50% | n/a | 50% | n/a | n/a |
| **Outcomes: 2024-2025** | 0% | 15% | n/a | n/a | n/a | n/a | n/a | 5% | 12% | n/a | 16% | n/a | n/a |
| 2025-2026 | 38% | 52% | n/a | n/a | n/a | n/a | n/a | 30% | 52% | n/a | 52% | n/a | n/a |
| **Outcomes: 2025-2026** | 8% | 14% | n/a | n/a | n/a | n/a | n/a | 0% | 9% | n/a | 11% | n/a | n/a |
| 2026-2027 | 42% | 54% | n/a | n/a | n/a | n/a | n/a | 34% | 54% | n/a | 54% | n/a | n/a |
| **Outcomes: 2026-2027** | | | | | | | | | | | | | |
| 2027-2028 | 45% | 56% | n/a | n/a | n/a | n/a | n/a | 38% | 56% | n/a | 56% | n/a | n/a |
| **Outcomes: 2027-2028** | | | | | | | | | | | | | |
| 2028-2029 | 47% | 58% | n/a | n/a | n/a | n/a | n/a | 40% | 58% | n/a | 58% | n/a | n/a |
| **Outcomes: 2028-2029** | | | | | | | | | | | | | |
| 2029-2030 | 49% | 60% | n/a | n/a | n/a | n/a | n/a | 42% | 60% | n/a | 60% | 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 - Dessau ES

**The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will increase from 93% in Spring 2024 to 100% by June 2030.**

## Yearly Target Goals

| 2023-2024 (Actual Outcome for Goal-Setting) | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 | 2029-2030 |
|---|---|---|---|---|---|---|
| 93% | 95% | 96% | 97% | 98% | 99% | 100% |
| **Outcomes** | 93% | 97% | | | | |

## 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 (Actual Outcomes for Goal-Setting) | 93% | 93% | n/a | n/a | n/a | n/a | n/a | n/a | 92% | n/a | 94% | n/a | n/a |
| 2024-2025 | 95% | 95% | n/a | n/a | n/a | n/a | n/a | n/a | 94% | n/a | 95% | n/a | n/a |
| **Outcomes: 2024-2025** | 92% | 100% | n/a | n/a | n/a | n/a | n/a | n/a | 94% | n/a | 92% | n/a | n/a |
| 2025-2026 | 96% | 96% | n/a | n/a | n/a | n/a | n/a | n/a | 96% | n/a | 96% | n/a | n/a |
| **Outcomes: 2025-2026** | n/a | 100% | n/a | n/a | n/a | n/a | n/a | n/a | 97% | n/a | 100% | n/a | n/a |
| 2026-2027 | 97% | 97% | n/a | n/a | n/a | n/a | n/a | n/a | 97% | n/a | 97% | n/a | n/a |
| **Outcomes: 2026-2027** | | | | | | | | | | | | | |
| 2027-2028 | 98% | 98% | n/a | n/a | n/a | n/a | n/a | n/a | 98% | n/a | 98% | n/a | n/a |
| **Outcomes: 2027-2028** | | | | | | | | | | | | | |
| 2028-2029 | 99% | 99% | n/a | n/a | n/a | n/a | n/a | n/a | 99% | n/a | 99% | n/a | n/a |
| **Outcomes: 2028-2029** | | | | | | | | | | | | | |
| 2029-2030 | 100% | 100% | n/a | n/a | n/a | n/a | n/a | n/a | 100% | n/a | 100% | n/a | n/a |
| **Outcomes: 2029-2030** | | | | | | | | | | | | | |

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

## Early Childhood Math Progress Measure 2 - Dessau ES

**The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 55% in Spring 2024 to 70% by June 2030.**

### Yearly Target Goals

| 2023-2024 (Actual Outcome for Goal-Setting) | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 | 2029-2030 | |
|---|---|---|---|---|---|---|---|
| 55% | 59% | 61% | 63% | 65% | 67% | 70% | |
| **Outcomes** | 62% | 44% | | | | | |

### 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 (Actual Outcomes for Goal-Setting) | n/a | 61% | 38% | n/a | n/a | n/a | n/a | n/a | 53% | n/a | 71% | n/a | n/a |
| 2024-2025 | n/a | 63% | 42% | n/a | n/a | n/a | n/a | n/a | 56% | n/a | 74% | n/a | n/a |
| **Outcomes: 2024-2025** | n/a | 74% | n/a | n/a | n/a | n/a | n/a | n/a | 61% | n/a | 84% | n/a | n/a |
| 2025-2026 | n/a | 65% | 46% | n/a | n/a | n/a | n/a | n/a | 59% | n/a | 75% | n/a | n/a |
| **Outcomes: 2025-2026** | n/a | 51% | n/a | n/a | n/a | n/a | n/a | n/a | 42% | n/a | 58% | n/a | n/a |
| 2026-2027 | n/a | 67% | 50% | n/a | n/a | n/a | n/a | n/a | 62% | n/a | 76% | n/a | n/a |
| **Outcomes: 2026-2027** | | | | | | | | | | | | | |
| 2027-2028 | n/a | 68% | 54% | n/a | n/a | n/a | n/a | n/a | 65% | n/a | 77% | n/a | n/a |
| **Outcomes: 2027-2028** | | | | | | | | | | | | | |
| 2028-2029 | n/a | 69% | 58% | n/a | n/a | n/a | n/a | n/a | 68% | n/a | 78% | n/a | n/a |
| **Outcomes: 2028-2029** | | | | | | | | | | | | | |
| 2029-2030 | n/a | 70% | 62% | n/a | n/a | n/a | n/a | n/a | 70% | n/a | 79% | 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)

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

## Early Childhood Math Progress Measure 3 - Dessau ES

**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 38% in Spring 2024 to 60% by June 2030.**

### Yearly Target Goals

| 2023-2024 (Actual Outcome for Goal-Setting) | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 | 2029-2030 | |
|---|---|---|---|---|---|---|---|
| 38% | 42% | 46% | 50% | 54% | 58% | 60% | |
| **Outcomes** | 31% | 39% | | | | | |

### 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 (Actual Outcomes for Goal-Setting) | 18% | 45% | 29% | n/a | 30% | n/a | n/a | 19% | 39% | n/a | 47% | n/a | n/a |
| 2024-2025 | 22% | 48% | 33% | n/a | 34% | n/a | n/a | 23% | 43% | n/a | 50% | n/a | n/a |
| **Outcomes: 2024-2025** | 21% | 33% | 24% | n/a | 36% | n/a | n/a | 6% | 29% | n/a | 34% | n/a | n/a |
| 2025-2026 | 26% | 51% | 37% | n/a | 38% | n/a | n/a | 27% | 47% | n/a | 52% | n/a | n/a |
| **Outcomes: 2025-2026** | 29% | 41% | 36% | n/a | 58% | n/a | n/a | 15% | 39% | n/a | 43% | n/a | n/a |
| 2026-2027 | 30% | 54% | 41% | n/a | 42% | n/a | n/a | 31% | 51% | n/a | 54% | n/a | n/a |
| **Outcomes: 2026-2027** | | | | | | | | | | | | | |
| 2027-2028 | 34% | 56% | 45% | n/a | 46% | n/a | n/a | 35% | 54% | n/a | 56% | n/a | n/a |
| **Outcomes: 2027-2028** | | | | | | | | | | | | | |
| 2028-2029 | 38% | 58% | 49% | n/a | 50% | n/a | n/a | 39% | 57% | n/a | 58% | n/a | n/a |
| **Outcomes: 2028-2029** | | | | | | | | | | | | | |
| 2029-2030 | 42% | 60% | 53% | n/a | 54% | n/a | n/a | 43% | 60% | n/a | 60% | 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 Campus Improvement Plan**