

Pflugerville Independent School District

Dessau Middle School

2026-2027

Accountability Rating: C



Mission Statement

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

Vision

Diamondbacks **RISE** everyday.

Respectful

Inclusive

Successful

Empowered

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Students

Dessau Middle is a 6th-8th grade campus with a current enrollment of 742 students. We are an open-enrollment campus that serves the Pflugerville and Austin area. The ethnicity of our students is comprised of 68.3% Hispanic-Latino. Our African-American student population is the second largest at 18.5%, a slight decrease from the previous year. The third-largest population of our enrolled students is our Asian student group at 11.0%, followed by our White student population at 8.2%, and American Indian/Alaska Native at 0.7%. Our male and female enrollment is 50.2% and 49.8% respectively.

Student Demographics - Dessau Middle School (Source: TAPR & OnDataSuite; Skyward for 2024-2025)							
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Total Enrollment	795	799	727	681	669	596	613
Hispanic	65.4%	68.1%	70.0%	71.1%	68.2%	67.79%	69%
African American	16.9%	17.3%	14.7%	12.8%	13.8%	13.76%	18.4%
White	6.9%	5.8%	5.9%	4.9%	5.65%	7.38%	9.4%
American Indian	0.3%	0.3%	0.1%	0.4%	0.2%	.34%	.9%
Asian	9.1%	7.4%	6.1%	8.7%	9.3%	8.05%	9.6%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Dessau Middle School is a Title I campus with 83 % of our students identified as economically disadvantaged (eligible for free/reduced meals or receives SNAP benefits). Emergent Bilingual students comprise 54 % of our student population. Our students classified as At-Risk is at 83%. Our special education student group is 22% and 9.9% of students are identified for Gifted and Talented.

Student Special Program Identification/Participation - Dessau Middle School (Source: TAPR & OnDataSuite; Skyward for 2024-2025)							
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Economically Disadvantaged	82.0%	73.1%	68.4%	65.2%	82.9%	80.37%	82.2%
Emergent Bilingual Students	39.5%	46.1%	54.5%	57.4%	56.5%	53.52%	50.5%
At-Risk	65.3%	67.6%	78.7%	80.2%	80.8%	85.40%	81.2%
Special Education	15.1%	15.0%	16.8%	15.4%	17.3%	18.62%	19%
Gifted & Talented	5.7%	5.4%	6.2%	8.6%	8.6%	9.90%	12.2%
Dyslexia	1.8%	4.3%	6.1%	7.5%	8.6%	8.39%	8.6%
Section 504	7.6%	6.8%	8.5%	10.8%	11.0%	10.40%	7.6%
Immigrant	2.1%	2.1%	4.7%	4.1%	4.1%	2.01%	
Homeless	1.1%	1.5%	0.8%	1.3%	0.9%	1.68%	3.6%
Migrant	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Campus Mobility Rate (for prior year)	13.7%	14.9%	11.3%	not yet reported	not yet reported	not yet reported	

Staff

Teacher Demographics - Dessau Middle School							
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Total Teachers	62	66	60	61	60		54
African American	13.60%	12.00%	12.8%	23.4%	28.9%	40.8%	33%
Hispanic	20.80%	17.70%	16.7%	13.1%	17.6%	22.5%	20%
White	59.20%	64.20%	63.8%	60.2%	48.2%	30.1%	40%
American Indian	1.60%	1.50%	1.7%	1.6%	1.7%		0.0
Asian	0.00%	0.00%	0.0%	0%	1.9%	2.8%	7%
Pacific Islander	0.00%	0.00%	0.0%	0%	0.0%	0.0%	0.0%
Two or More Races	4.90%	4.50%	5.0%	1.6%	1.7%		0.0

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

Teachers by Years of Experience - Dessau MS (Source: TAPR)									
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Beginning Teachers	14.8%	5.7%	3.8%	4.5%	4.2%	24.3%	9.9%		
1-5 Years Experience	39.0%	51.0%	45.0%	43.4%	32.7%	27.8%	43.7%	30.1%	27%
6-10 Years Experience	13.0%	14.9%	16.5%	23.4%	28.8%	19%	18.0%	45.5%	50%
11-20 Years Experience	25.2%	19.7%	23.5%	21.5%	21.6%	19.1%	16.2%	16.2%	16.7%
Over 20 Years Experience	8.1%	8.7%	11.3%	7.2%	12.7%	9.8%	12.2%	7.9%	3.7%

Demographics Strengths

Dessau Middle School prides itself on a diverse student population whose varied cultural backgrounds, beliefs, and languages richly represent the community we serve. This cultural and ethnic diversity fosters a vibrant school environment where staff and administrators actively work to create an inclusive space that recognizes and celebrates our students' unique experiences. By embracing diversity, we teach our students to cultivate a global learner mindset. Our students participate in numerous campus-based activities that promote student leadership, positive citizenship, and meaningful collaboration among peers and staff alike.

Mission Statement

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Vision

Diamondbacks RISE everyday!

Respectful

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Successful

Empowered

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our Economically Disadvantaged student group makes up 82.2% of our overall enrollment. Additionally, our Emergent Bilingual population makes up over half of our student population at 50.5%. The majority of our students (81.2 %), are identified as At-Risk. Our students show gaps in learning on state assessments.

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

Problem Statement 2: The majority of the teachers at Dessau Middle School have been teaching for 6-10 years. With 21 % of our teachers teaching for less than 5 years, There is a need to provide support for strong pedagogical practices., ongoing coaching, and meaningful evaluations.

Root Cause: More pointed and targeted PD sessions need to be planned and engaged with reinforcement to cultivate and bolster pedagogical and student centered pedagogical and classroom management practices

Problem Statement 3: DMS had a cumulative attendance rate of 92.3% for the 2023-2024 school year. For the 2024-2025 school DMS had a -0.4 decrease in the attendance rate to 91.9%.and for 25-26 the attendance rate climbed back up to 93.9% For students enrolled in 26-27 fewer than 10 students had more than 5 absences

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

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

Root Cause: Professional development for instructional staff remains an ongoing area of focus to support student centered instructional strategies and real world connections for students.

Student Learning

Student Learning Summary

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)†	Continuously Enrolled	Non-Continuously Enrolled
STAAR Performance Rates by Tested Grade, Subject, and Performance Level															
Grade 6 Reading															
At Approaches Grade Level or Above	2026	74%	74%	69%	74%	65%	88%	*	87%	*	80%	33%	*	74%	6
	2025	77%	77%	80%	73%	78%	92%	*	95%	-	100%	45%	80%	81%	8
At Meets Grade Level or Above	2026	56%	54%	43%	35%	39%	75%	*	67%	*	80%	14%	*	46%	4
	2025	56%	57%	48%	47%	45%	54%	*	55%	-	83%	27%	40%	52%	4
At Masters Grade Level	2026	30%	31%	19%	22%	13%	50%	*	53%	*	20%	2%	*	20%	1
	2025	29%	28%	20%	7%	17%	15%	*	40%	-	50%	6%	20%	20%	1
Grade 6 Mathematics															
At Approaches Grade Level or Above	2026	74%	71%	64%	70%	62%	75%	*	67%	*	60%	36%	*	66%	6
	2025	74%	73%	70%	56%	69%	77%	*	85%	-	67%	52%	100%	74%	6
At Meets Grade Level or Above	2026	40%	35%	22%	22%	17%	50%	*	53%	*	20%	2%	*	26%	1
	2025	40%	37%	29%	19%	26%	38%	*	50%	-	33%	18%	60%	34%	1
At Masters Grade Level	2026	16%	12%	6%	0%	3%	38%	*	33%	*	0%	0%	*	8%	
	2025	16%	13%	5%	0%	4%	8%	*	15%	-	17%	6%	0%	6%	
Grade 7 Reading															
At Approaches Grade Level or Above	2026	78%	78%	77%	100%	73%	71%	*	95%	-	88%	59%	-	82%	6
	2025	76%	77%	65%	60%	64%	68%	*	77%	-	*	37%	80%	68%	5
At Meets Grade Level or Above	2026	56%	56%	45%	64%	42%	29%	*	68%	-	38%	31%	-	50%	3
	2025	54%	55%	34%	30%	31%	53%	*	54%	-	*	15%	40%	33%	3
At Masters Grade Level	2026	32%	32%	19%	29%	18%	14%	*	26%	-	25%	7%	-	19%	1
	2025	27%	30%	9%	3%	8%	26%	*	8%	-	*	2%	30%	8%	1
Grade 7 Mathematics															
At Approaches Grade Level or Above	2026	51%	36%	31%	17%	32%	40%	*	63%	-	0%	30%	-	32%	3
	2025	55%	42%	22%	21%	17%	45%	-	25%	-	*	21%	40%	21%	2
At Meets Grade Level or Above	2026	32%	16%	15%	8%	13%	20%	*	63%	-	0%	15%	-	18%	1
	2025	33%	17%	11%	13%	4%	36%	-	13%	-	*	18%	0%	9%	1

At Masters Grade Level	2026	10%	2%	1%	0%	0%	0%	*	13%	-	0%	0%	-	0%	
	2025	11%	2%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	
Grade 8 Reading															
At Approaches Grade Level or Above	2026	84%	87%	75%	75%	75%	65%	*	80%	-	*	26%	100%	80%	6
	2025	82%	83%	79%	71%	78%	92%	-	85%	-	*	33%	*	83%	7
At Meets Grade Level or Above	2026	61%	64%	47%	54%	45%	40%	*	67%	-	*	11%	57%	48%	4
	2025	58%	58%	47%	43%	44%	75%	-	54%	-	*	17%	*	53%	3
At Masters Grade Level	2026	33%	36%	18%	25%	11%	30%	*	40%	-	*	0%	43%	19%	1
	2025	32%	32%	23%	7%	21%	58%	-	38%	-	*	7%	*	27%	1
Grade 8 Mathematics															
At Approaches Grade Level or Above	2026	75%	73%	51%	42%	47%	50%	-	76%	-	*	21%	67%	56%	4
	2025	71%	70%	66%	53%	63%	100%	*	91%	-	*	38%	*	65%	6
At Meets Grade Level or Above	2026	49%	47%	28%	15%	23%	40%	-	52%	-	*	8%	50%	30%	2
	2025	47%	45%	37%	20%	38%	67%	*	45%	-	*	6%	*	39%	3
At Masters Grade Level	2026	17%	15%	5%	0%	4%	15%	-	14%	-	*	0%	33%	6%	
	2025	18%	19%	6%	3%	5%	33%	*	9%	-	*	0%	*	9%	

MATH: Star360 Results 2025-2026				
	At/Above Benchmark		Urgent Intervention	
	BOY	EOY	BOY	EOY
6th Grade	57.0%	55.0%	11.0%	13.0%
7th Grade	59.0%	57.0%	15.0%	11.0%
8th Grade	47.0%	44.0%	16.0%	19.0%

- For math, there were decreases in students performing *At/Above Benchmark* from BOY to EOY across all grade levels.
- Across all grade levels, there were increases in the overall percentage of students scoring at the *Urgent Intervention* level from BOY to EOY. with the exception of 7th grade which had a 4% point drop

READING: Star360 Results 2025-2026				
	At/Above Benchmark		Urgent Intervention	
	BOY	EOY	BOY	EOY
6th Grade	44.0 %	44.0%	27.0%	23.0%
7th Grade	45.0%	55.0%	17.0%	15.0%
8th Grade	38.0%	45.0%	29.0 %	17.0%

- For reading, across all grade levels, there were increases/stable scores in the percentages of students performing *At/Above Benchmark* by the EOY (0% at 6th grade; 10% at 7th grade, and 7% at 8th grade) and decreases for *Urgent Intervention* by the end of the year (4% at 6th grade; 2% at 7th grade, and 12% at 8th grade).

STAAR Results: Spring 2021 through Spring 2025

MATH STAAR Results																		
	2021			2022			2023			2024			2025			2026		
	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>
6th Grade	50%	17%	3%	59%	24%	3%	65%	21%	2%	50%	15%	3%	68%	26%	4%	62%	20%	1%
7th Grade	29%	4%	0%	29%	2%	0%	24%	5%	1%	22%	8%	0%	23%	11%	0%	31%	15%	1%
8th Grade	41%	19%	4%	56%	19%	2%	56%	24%	6%	59%	17%	4%	65%	36%	7%	49%	27%	1%
Algebra I	81%	51%	36%	95%	54%	30%	96%	64%	24%	94%	56%	26%	97%	81%	46%	96%	63%	1%

* Early Results

READING STAAR Results																		
	2021			2022			2023			2024			2025			2026		
	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>
6th Grade	43%	15%	5%	51%	24%	13%	71%	36%	9%	63%	31%	8%	78%	45%	18%	69%	43%	1%
7th Grade	52%	32%	16%	65%	33%	19%	66%	35%	11%	58%	29%	11%	64%	34%	10%	73%	40%	1%
8th Grade	59%	26%	9%	71%	42%	23%	74%	40%	14%	73%	46%	16%	78%	46%	22%	73%	45%	1%

* Early Results

SCIENCE & SOCIAL STUDIES STAAR Results																		
	2021			2022			2023			2024			2025			*2026		
	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>
Science (8th Grade)	46%	25%	13%	48%	19%	7%	52%	20%	4%	49%	22%	3%	56%	25%	5%	63%	40%	1%

SCIENCE & SOCIAL STUDIES STAAR Results																	
Social Studies (8th Grade)	36%	15%	5%	35%	11%	3%	37%	5%	1%	44%	15%	5%	40%	18%	6%	41%	21%

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

2025 TELPAS Results

For the Spring 2026 the Closing the Gaps English Language Proficiency target of 44% was exceeded and 4 out 4 possible points were earned. Most 6th and 7th graders are at Advanced in Listening and Advanced High in 8th grade. In Speaking, most 6th graders are intermediate, while the majority of 7th and 8th grade scored at Advanced. Overall, in the composite rating, most students have an Advanced rating.

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

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

2026 Accountability Ratings

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

Missed Closing the Gaps Targets

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

Student Learning Strengths

- ***For the Spring 2026 the Closing the Gaps English Language Proficiency target of 44% was exceeded and 4 out 4 possible points were earned.***
- There were gains in 8th grade social studies at Approaches (+1%) , Meets (+3%), and Masters (+2).
- 7th grade Reading scores jumped in approaches, Meets and Masters
- Star 360 Reading in 2025-2026 also showed students' growth trending in the right direction with students increasing in At or Above Grade Level for all grade levels, from BOY to EOY.
- ***Algebra I demonstrated significant gains, with an increase from 56% to 81% in Meets and 26% to 46% at Masters. Gains were made in Approaches, Meets and Masters in 6th and 8th grade math.***

Problem Statements Identifying Student Learning Needs

Problem Statement 1: From 2021 to 2026, the percentage of 8th grade students achieving at Meets on Science STAAR has been less than 30%. and less than 20% for the Social Studies STAAR.

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

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

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

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

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

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

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

School Processes & Programs

School Processes & Programs Summary

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

- Increasing the length of our advisory period from 30 to 40 minutes daily (*Advisory will remain 40 minutes*)
- Revamping the model for Advisory (Pfong) (*continuing with revamped model and more more in depth monitoring/adjusting*)
- continued use of Lowan Education materials and IXL as a part on ongoing intervention and supplement learning and address achievement gaps (Pfong-advisory)
- Increased tutorial support after school Monday -Thursday,
- Monthly Saturday School schedule to provide students with reteach and accelerated instruction on identified TEKS.(*Earlier initiation of*)
- Additionally, some students will be enrolled in courses taught by teachers with TIA distinctions in the areas in which they did not achieve Approaches or higher, where applicable.
- Strategies are implemented with consistency and diligence as evidenced by persistent emphasis on **PLC collaboration for backwards planning and data analysis** and ensuing classroom execution of high yield instructional strategies.
- continuing to utilize PLC calendar to allow for efficient planning and addressing the learning needs of instructional staff and students.
- Increased emphasis on high-yield instructional strategies from our campus playbook.
- We will ensure that all newly on boarded staff receive training on the strategies of the instructional playbook.

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

cultivating wider school involvement in MTSS strategies for academics and discipline

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

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

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

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

School Processes & Programs Strengths

- Dessau Middle School has a dedicated and gifted staff that are all encouraged to cultivate their unique perspective and approach while maintaining the professionalism to adhere to common standards.
- We have a very dedicated staff that is committed to engaging in student-centered practices notwithstanding the (understandably) existing gaps.
- We have a student population that wants to achieve success and engage in school-wide programs and are motivated to by positive school culture. Our students embrace the challenge to take on leadership opportunities.
- DMS implemented a house system in the Fall of 2021 which is now in the year 6th year of a successful house system. The house system creates a sense of belonging for all members of the Dessau learning community. It also fosters student leadership and character building opportunities for students.
- Teachers have been trained on the use of a classroom leadership model. This model provides students with rotating opportunities to take on leadership roles in the classroom.
- Dessau Middle School also had an award winning step team, Nyoka, that performs within the community and schools to promote unity, positivity and inspiration.
- In the Fall of 2023, we began a Peer Assisted Leadership Program (PALS). This group provide mentorship to feeder elementaries, services to the school community and peer-led tutoring.
- Dessau Middle School is a Unified Champion School (UCS). We have over 30 Unified Champion Ambassadors, general education peers who are dedication to inclusivity of all students.
- We are in our 6th year of utilizing Restorative Practices. This has been successful as it has provided our students with alternatives to resolving conflicts and reestablishing relationships.
- *Dessau is still working towards re-validation as an AVID National Demonstration School. We have a strong site team supporting the implementation of our AVID initiatives campus-wide. With a new site coordinator, we launching new efforts to increase the number of students enrolling in advanced classes and increasing our use of WICOR and RACE writing strategies across curriculum. (remove)*
- **Re establish a male mentor group that participates in a leadership academy at our feeder high school (Connally High School), Men of Excellence where we discuss issues that young men commonly face, poste secondary endeavors, entrepreneurship, and leadership in an effort to guide them into better behavioral choices and actions.**
- **Establish the All Pro Dads Chapter at DMS that will engage fathers in partnering with our school to hold forums to discuss relevant issues and build community.**
- **Dessau has a new girls' leadership program, Ladies of Legacy (LOL). This leadership program cultivates leadership skills in young ladies to to leverage the power of positive influence and mentorship. Members engage in community service and other activities to help develop positive self image and build self efficacy.**

Problem Statements Identifying School Processes & Programs Needs

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

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

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

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

Perceptions

Perceptions Summary

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

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

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

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

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

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

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

Student LEAPS Survey

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

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

HIGHEST & LOWEST QUESTIONS

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

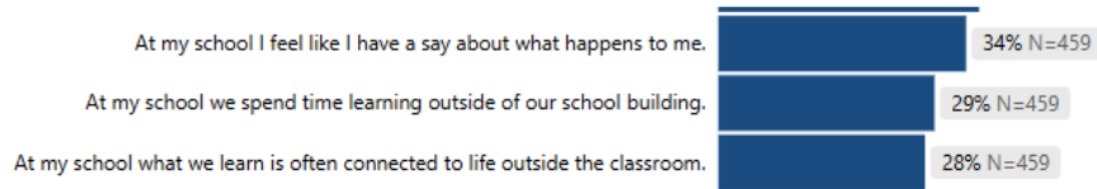
66% N=458

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

64% N=458

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

63% N=460



Parent Involvement on CAAC

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

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

Disproportionality rates in out of placement:

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

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

Student Attendance

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

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

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

Root Cause: Professional development for instructional staff remains an ongoing area of focus to support student centered instructional strategies and real world connections for students.

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

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

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

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

Goals

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

Performance Objective 1: By May 15, 2027, 90% of Dessau Middle School staff members will express their intent to return to DMS via an EOY campus survey, unless they are moving out of the area, retiring or being promoted.

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

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

Performance Objective 1: By June 2027, there will be increases in both Growth and Achievement at all performance levels on STAAR 6-8 Math and Algebra I tests for all student groups to meet Closing the Gaps targets.

Improved Spring 2027 STAAR outcomes from the prior year will be:

- Math Academic Growth from 58% to 68%
- Approaches from 54% to 65%
- Meets from 26% to 37%
- Masters from 6% to 17%

High Priority

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

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

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

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

- RLA Academic Growth from 72% to 80%
- Approaches from 73% to 80%
- Meets from 45% to 50%
- Masters from 19% to 25%

High Priority

Evaluation Data Sources: CBAs, STAAR results, Accountability ratings

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: 2025 Closing the Gaps targets for RLA at Meets Grade Level or Above were exceeded for African American, Hispanic, and High Focus group, and missed All Students by 2%. All RLA growth targets were missed and all but two RLA Meets Grade Level or Above targets were missed. Root Cause: Missed targets for the All Students group and across all student groups indicates the need for improvement with Tier I foundation instruction and campus instructional systems.

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

Performance Objective 3: By June 2027, there will be increases at all performance levels on 8th grade STAAR Science tests for all student groups to meet Closing the Gaps Student Success Status targets.

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

- Approaches from 57% to 67%
- Meets from 25% to 35%
- Masters from 5% to 20%

Evaluation Data Sources: STAAR results, Accountability results

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

Performance Objective 4: By June 2027, there will be increases at all performance levels on 8th grade STAAR Social Studies tests for all student groups to meet Closing the Gaps Student Success Status targets.

Improved Spring 2027 STAAR outcomes from the prior year will be:

- Approaches from 41% to
- Meets from 21% to
- Masters from 8% to

Evaluation Data Sources: STAAR results, Accountability results

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

Performance Objective 1: The 8th grade team will collaborate to ensure 100% of all 8th grade students complete SchooLinks intro activity, student inventory, and at least 2 activities before the end of March 2027.

Evaluation Data Sources: SchooLinks survey results and completion reports.

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

Performance Objective 2: Dessau Middle School will host at least 1 parent informational session to provide parents the opportunity to learn about the benefits of advanced courses and high school pathways to promote increased enrollment in advanced core content courses and support future post-secondary endeavors.

High Priority

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

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: Dessau Middle School's 2027 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:

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

High Priority

Evaluation Data Sources: Accountability reports

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: During the 2026-2027 school year, to ensure Coordinated School Health for physical activity and social emotional health, DMS will continue to implement social emotional health activities and/or daily physical activities for 100% of students.

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

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: DMS will have a 20% reduction in disciplinary removals (placements or suspensions) from 137 (87! for 2026) removals in the prior year down to no more than 50 removals.

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

Goal 4: PfISD will improve low performing schools.

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

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

Goal 4: PfISD will improve low performing schools.

Performance Objective 5: For the 2026 2027 school year, DMS will maintain a 93% attendance rate or higher for each grading period. The overall attendance rate for the 2026-2027 school year will increase by 5% to 97.3% and the Chronic Absenteeism Rate will reduce by 5% down to 20.5%.

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

Goal 4: PfISD will improve low performing schools.

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

Evaluation Data Sources: Annual Dropout report

Policies, Procedures, and Requirements

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