Pflugerville Independent School District

PACE

2026-2027

Accountability Rating: B



Mission Statement

Our mission is to provide a quality, accelerated education with a commitment to excellence by facilitating academic and behavioral learning in a safe and nurturing environment.

Vision

At PACE High School, we believe every student deserves a strong support system, and a clear pathway to a successful future. Our vision is to create a school where every student develops the knowledge, skills, confidence, and resilience to graduate prepared for Enrollment, Employment, or Enlistment while becoming a productive, responsible member of our community.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

PACE High School serves a diverse and highly mobile student population across four feeder high schools, providing an alternative educational pathway designed to re-engage students who have experienced interruptions in their academic progress. The campus operates through a structured and collaborative student referral process in which each sending campus utilizes a Student Admission Selection Committee composed of key stakeholders, including the Associate Principal, Lead Counselor, Special Education Coordinator, and Registrar. This system ensures that student placement into PACE is intentional, data-informed, and aligned with student academic and social-emotional needs.

The campus is designed to serve students who are often credit deficient, at risk of not graduating on time, or balancing significant external responsibilities such as employment and family obligations. As a result, PACE provides a flexible, personalized learning environment supported by the Optional Flexible School Day Program (OFSDP), allowing students to access instruction in ways that better align with their individual circumstances. This flexibility is essential to improving attendance, increasing engagement, and reducing barriers that have historically impacted student success in traditional school settings.

Instruction at PACE is delivered through a blended and accelerated model that includes digital coursework platforms such as Edgenuity, enabling students to recover credits, maintain academic momentum, and, when appropriate, accelerate toward graduation. Progress monitoring systems, goal setting, and staff intervention practices are in place to support student accountability; however, variability in implementation highlights the need for more consistent campus-wide systems to ensure equitable academic support and pacing.

A defining strength of PACE is its emphasis on relationships and small learning environments, which foster stronger student-staff connections and provide critical social-emotional support. These relationships are central to re-engaging students who have previously disengaged from school and are a key factor in improving persistence and academic motivation. However, staff perception data indicates opportunities to strengthen distributed leadership structures, as employees report limited access to formal leadership roles and inconsistent pathways for shared decision-making.

The campus also serves a growing population of emergent bilingual students who face additional challenges in accessing and completing English-based digital coursework. Current systems do not consistently provide sufficient language scaffolds or instructional supports within online platforms, which can delay credit attainment and hinder full participation in the academic program. This highlights a need for more intentional alignment of language supports within the instructional model.

Overall, the needs assessment indicates that while PACE has strong foundational structures in place, particularly in student referral systems, flexible scheduling, and personalized learning, the campus would benefit from strengthening consistency in instructional implementation, enhancing onboarding and transition processes, expanding language accessibility supports, and increasing opportunities for staff leadership and voice. Addressing these areas will further improve student engagement, credit attainment, and on-time graduation outcomes while strengthening overall campus systems and culture.

Demographics

Demographics Summary

Summer PEIMS School Population 25-26

School Population	Count	Percent
Student Total	144	100.00%
10th Grade	9	6.25%
11th Grade	20	13.89%
12th Grade	115	79.86%

Summer PEIMS Student Demographics 25-26

Gender		
Female	71	49.31%
Male	73	50.69%
Ethnicity		
Hispanic-Latino	89	61.81%
Race		
American Indian - Alaskan Native	1	0.69%
Asian	3	2.08%
Black - African American	24	16.67%
Native Hawaiian - Pacific Islander	0	0.00%
White	21	14.58%
Two-or-More	6	4.17%

Summer PEIMS Student Indicators 25-26

Student Indicators		
Foster Care	0	0.00%
IGC Reviewed	0	0.00%
Intervention Indicator	47	32.64%
Migratory	0	0.00%
Military Connected	5	3.47%
Student Accelerated Education Plan	13	9.03%
Unschooled Asylee/Refugee	0	0.00%
Economic Disadvantage		
Economic Disadvantage Total	93	64.58%
Free Meals	81	56.25%
Reduced-Price Meals	6	4.17%
Other Economic Disadvantage	6	4.17%
Homeless Statuses		
Homeless Status Total	14	9.72%
Doubled Up	14	9.72%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Shelter	0	0.00%
Not Unaccompanied Youth	8	5.56%
Unaccompanied Youth	6	4.17%

Summer PEIMS Student Programs 25-26	
Student by Program	
CTE Attendance	70
Dropout Recovery Program	142
Gifted and Talented	5
Pregnancy Related Services	1
Regional Day School Program for the Deaf	0
Section 504	30
Special Education (SPED)	28
Emergent Bilingual	
Emergent Bilingual (EB)	47
Bilingual	0
English as a Second Language (ESL)	45
Alternative Methods for Bilingual Education	0
Alternative Methods for ESL	0
Bilingual/ESL Funding	
Transitional Bilingual or Alt Methods for Bilingual	0
ESL or Alt Methods ESL	44
(EB) Dual Language - One or Two Way	0
(Non EB) Dual Language - One or Two Way	0
(EB) Alt Methods Dual Language - One or Two Way	0
(Non EB) Alt Methods Dual Language - One or Two Way	0
Dyslexia	
Dyslexia Indicator Code	12
Dyslexia Risk Code	0
Dyslexia Services Code	12
Title 1 Part A	
Schoolwide Program	142

Demographics Strengths

PACE serves a diverse population of students who bring a wide range of life experiences, cultural backgrounds, and perspectives. Many students have demonstrated resilience by continuing their education despite significant personal, academic, or socioeconomic challenges. This resilience provides a strong foundation for growth when paired with the right supports.

Problem Statements Identifying Demographics Needs

Problem Statement 1: PACE serves a high percentage of students with non-traditional responsibilities, including employment and family obligations, which contributes to inconsistent attendance and limits sustained engagement in coursework, impacting credit attainment and on-time graduation.
Root Cause: Traditional school structures and expectations, even within alternative settings, have not been fully aligned to the complex scheduling needs of PACE students, resulting

in gaps in consistent participation and progress monitoring.

Problem Statement 2: A significant portion of PACE students enter the program with substantial credit deficiencies and prior academic interruptions, which creates challenges in accelerating learning and meeting graduation requirements within expected timelines.
Root Cause: Students have previously experienced limited access to individualized instruction, flexible pacing, and targeted interventions needed to recover credits efficiently and close learning gaps.

Problem Statement 3: PACE enrolls a highly mobile student population with frequent transitions in and out of the program, resulting in disruptions to instructional continuity and slower academic progress.
Root Cause: Inconsistent systems for onboarding, transition planning, and immediate academic alignment have limited the campus's ability to quickly integrate students and maintain momentum toward credit completion.

Student Learning

Student Learning Summary

Add 2026 Accountability Ratings

	Englsh 1	English 2	Biology	Algebra 1	US History
Approaches	32 (+13)	38 (+5)	88)+8)	17	93 (+12)
Meets	20 (+15)	19 (+2)	13 (-7)	17 (+9)	46 (+22)
Masters	0	0	0	6 (+6)	29

Student Learning Strengths

Accountability results in all categories improved or remained the same, with the exception of Meets in Biology (decrase by 7%).

Problem Statements Identifying Student Learning Needs

Problem Statement 1: PACE High School faces a significant challenge with student attendance, as 90% are chronically absent. This high rate of absenteeism severely impacts academic achievement, limits opportunities for credit recovery, and contributes to persistent gaps in learning outcomes.
Root Cause: The high rate of chronic absenteeism stems from a combination of factors, including mental health needs, competing family or work responsibilities, unstable housing, transportation barriers, or lack of access to consistent adult support.

Problem Statement 2: 85% of students who too the English 1 EOC scored a 0 on the constructed response portion of the test. 100% of the students who took the English 2 EOC scored a 0 on the constructed response portion of the test. **update with new data.
Root Cause: Students come to PACE HS performing at the elementary level. Most students are not addresing the question being asked and/or not using textual data or evidence.

Problem Statement 3: 16% of students at PACE are not passing the STAAR EOC Algebra 1 exam.
Root Cause: A more intensive program is needed to help students pass Algebra I STAAR EOC.

Problem Statement 4: For accountability, students are scoring at the "approaches" level on EOC, while very few students score at the "meets" level.
Root Cause: Most of our students are re-testers who have failed EOCs multiple times, with 60% scoring at the elementary level for math and 50% at the elementary level for English.

Problem Statement 5: Biology EOC results show that a significant percentage of students are not meeting grade-level expectations. Many students demonstrate gaps in foundational science skills, which limits their ability to master complex concepts required for success on the state assessment.
Root Cause: Gaps in prerequisite knowledge from prior science courses, limited use of targeted instructional strategies and interventions to address individual learning needs.

School Processes & Programs

School Processes & Programs Summary

PACE HS students are recommended from our four area high schools by their Student Admission Selection Committee which consists of the following key collaborators from their campus: Associate Principal, Lead Counselor, Special Education Coordinator, and Registrar. By designating one core team from each high school campus, we can maximize efficiency and ensure strong collaboration, while creating a smooth and efficient process for identifying students who would benefit from the PACE experience.

The PACE experience is designed to meet students where they are—academically, socially, and emotionally—by providing a flexible, student-centered learning environment that removes traditional barriers to success. Many PACE students balance significant responsibilities outside of school, including employment, family obligations, or personal challenges that have previously interrupted their educational progress. PACE offers an alternative pathway that prioritizes adaptability without compromising rigor or accountability.

At the core of the PACE experience is a flexible scheduling model supported by the Optional Flexible School Day Program (OFSDP), which allows students to engage in learning at times and in formats that align with their individual circumstances. This flexibility increases attendance, reduces dropout risk, and creates access for students who might otherwise be unable to participate in a traditional school setting.

Instruction within PACE is personalized and accelerated through targeted coursework, including digital platforms such as Edgenuity, allowing students to recover credits, stay on track for graduation, and, in some cases, advance beyond their current grade level. Teachers and staff provide consistent progress monitoring, individualized support, and goal-setting to ensure students remain accountable and motivated.

Equally important is the relational component of PACE. Smaller learning communities foster strong connections between students and staff, creating a supportive environment where students feel known, respected, and encouraged. This emphasis on relationships helps rebuild student confidence, improve engagement, and address the social-emotional factors that often contribute to disengagement from school.

Ultimately, the PACE experience benefits students by offering a structured yet flexible pathway to graduation, increasing credit attainment, improving attendance, and re-engaging students who are at risk of dropping out. By combining flexibility, personalization, and strong student support systems, PACE empowers students to take ownership of their education and successfully transition to postsecondary opportunities, whether in the workforce, military, or higher education.

School Processes & Programs Strengths

PACE benefits from a highly structured student admission process that includes a Student Admission Selection Committee at each feeder high school. This committee—comprised of the Associate Principal, Lead Counselor, Special Education Coordinator, and Registrar—ensures that student referrals are well-informed, data-driven, and representative of multiple areas of student need. This collaborative model strengthens consistency across campuses and ensures students selected for PACE are appropriately identified for the supports the program provides.

The use of designated core teams from each sending high school promotes alignment, efficiency, and shared understanding of student needs across the district. This system supports

smooth transitions into PACE and ensures that student information, academic history, and support needs are accurately communicated, reducing delays in onboarding and accelerating student engagement.

The PACE program is intentionally designed to meet students academically, socially, and emotionally. This whole-child approach is a key strength, as it allows the campus to support students who have experienced barriers to success in traditional settings. By addressing multiple dimensions of student need, PACE increases the likelihood of sustained engagement and academic progress.

The integration of the Optional Flexible School Day Program (OFSDP) is a major programmatic strength, allowing students to learn in flexible time structures that align with their personal responsibilities. This flexibility improves attendance patterns, reduces barriers to participation, and provides access to education for students who may otherwise struggle in a traditional school schedule.

PACE provides individualized learning pathways through targeted coursework and digital platforms such as Edgenuity, allowing students to recover credits, maintain academic momentum, and accelerate toward graduation. This personalized instructional model ensures that students are not limited by seat-time constraints and can progress based on mastery.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Parent and family engagement at PACE High School is limited, with low participation in school events, academic conferences, and collaborative decision-making opportunities. This lack of consistent involvement reduces the level of support students receive at home and creates gaps in the school-home partnership that is critical for student success.
Root Cause: Many families face barriers such as work schedules, transportation challenges, and childcare needs that limit their ability to attend school functions; families may feel disconnected from the school environment due to past educational experiences, limited trust, or uncertainty about how to support their child's learning at the secondary level.

Problem Statement 2: While progress monitoring systems exist, intervention practices are not consistently implemented with uniform frequency or intensity across all student groups, resulting in uneven academic acceleration.
Root Cause: There is variability in how staff interpret and implement progress monitoring protocols, as well as limited centralized systems for ensuring timely, standardized interventions across all classrooms and student caseloads.

Problem Statement 3: Although PACE offers a flexible instructional model, there is inconsistency in how instructional time, pacing expectations, and progress monitoring are implemented across courses, impacting student progress consistency.
Root Cause: The flexibility of OFSDP and individualized learning pathways requires highly structured implementation systems; however, variations in staff practices and monitoring systems lead to uneven application of pacing and accountability expectations.

Problem Statement 4: Some incoming PACE students with limited English proficiency experience difficulty accessing and completing online coursework, particularly within English-based digital learning platforms such as Edgenuity, resulting in delays in credit attainment and course progression.
Root Cause: Online instructional platforms and course materials are primarily delivered in English, and there is not a consistently implemented system for providing language accommodations, scaffolded supports, or bilingual instructional assistance within digital coursework. Additionally, initial placement processes do not always fully account for students' English language proficiency when assigning online c

Perceptions

Perceptions Summary

Upbeat Survey Results

The Spring 2026 Upbeat Survey results indicate that PACE High School has developed a highly positive campus culture characterized by strong staff relationships, commitment to students, and confidence in instructional practices. Faculty reported exceptional levels of **Self-Efficacy (100%)**, **Care & Commitment (100%)**, and **Belonging & Wellbeing (96%)**, reflecting a collaborative environment where teachers feel successful, supported, and deeply invested in student success. Support staff also reported strengths in **Collaboration (100%)**, **Self-Efficacy (100%)**, and **Recruitment, Hiring, and Onboarding (100%)**, demonstrating a cohesive team culture and effective onboarding practices.

While overall campus climate remains a significant strength, the survey identified opportunities to strengthen **Teacher Voice & Leadership (74%)**, **Satisfaction & Purpose (78%)**, and **School Safety & Order (81%)** among faculty. Specifically, teachers indicated a need for greater involvement in campus decision-making (67%), additional leadership opportunities (78%), and increased clarity and consistency regarding disciplinary practices (67%). Support staff similarly identified **Employee Voice & Leadership (63%)** and **Autonomy (75%)** as growth areas, suggesting a need to expand opportunities for staff leadership, collaboration in decision-making, and professional ownership.

These results support the campus improvement focus of expanding shared leadership structures, increasing staff participation in decision-making, reinforcing consistent behavior expectations and discipline procedures, and creating intentional opportunities for staff to reconnect with the purpose and impact of their work. Building on the school's strong culture of trust and commitment will help sustain high levels of staff engagement while continuing to improve student outcomes.

Perceptions Strengths

The Spring 2026 Upbeat Survey indicates that PACE High School has established a strong, student-centered culture built on trust, collaboration, and a shared commitment to student success. Faculty reported 100% satisfaction in both **Self-Efficacy** and **Care & Commitment**, demonstrating that teachers feel successful in supporting students academically and socially while consistently going above and beyond to meet student needs. Additionally, **Belonging & Wellbeing** received a 96% satisfaction rating, reflecting a campus environment where staff feel valued, supported, and connected to one another. Support staff also reported 100% satisfaction in **Collaboration**, **Self-Efficacy**, and **Recruitment, Hiring, and Onboarding**, indicating a cohesive team culture with clear expectations and strong working relationships. These results demonstrate that PACE has built a positive organizational climate that fosters collaboration, employee well-being, and a collective commitment to helping students achieve success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The Spring 2026 Upbeat Survey identified Employee Voice and Leadership as an area for growth, with a satisfaction rate of 63%, including only 50% of support staff agreeing that they have opportunities to take on leadership roles. This indicates a need to expand meaningful leadership opportunities and increase employee involvement in campus decision-making to strengthen staff engagement and shared
Root Cause: Due to the small size of the PACE staff, there are limited formal leadership positions available, resulting in fewer opportunities for employees to develop leadership skills, participate in campus decision-making, and contribute to school-wide initiatives beyond their assigned roles.

Goals

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

Performance Objective 1: By June 2027, at least 70% of PACE HS staff will participate in committee meetings, with actionable ideas implemented each semester based on staff feedback.

Evaluation Data Sources: Upbeat Survey

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

Performance Objective 2: Through targeted professional development, PACE teachers will facilitate and support the effective use of Edgenuity and IXL for targeted accelerated instruction, analyzing diagnostic data, assigning individualized skill plans, and monitoring student progress toward Accelerated Instruction, Credit Recovery, EOC and TSI readiness.

Evaluation Data Sources: Classroom observations, data reviews, PLC discussions, progress-monitoring meetings

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

Performance Objective 1: By June 2027 there will be increases in both Retest Growth and Achievement on STAAR Reading Language Arts (RLA) English I and English II EOC tests for all student groups to meet Closing the Gaps targets.

Improved Spring 2027 STAAR outcomes from the prior year will be:
-RLA Retest Growth (AEA Domain 2B) from 35% to 43%
-Approaches from 38% to 46%
-Meets from 11% to 19%
-Masters from 0% to 8%

Evaluation Data Sources: EOC STAAR results, Star360 results, Accountability reports

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

Performance Objective 2: By June 2027, there will be increases in both Retest Growth and Achievement on STAAR Algebra I EOC tests for all student

groups to meet Closing the Gaps targets.

Improved Spring 2027 STAAR EOC outcomes from the prior year will be:
-Math Retest Growth (AEA Domain 2B) from 38% to 46%
-Approaches from 33% to 41%
-Meets from 10% to 18%
-Masters from 0% to 8%

Evaluation Data Sources: EOC STAAR results, Star360 results, Accountability reports

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

Performance Objective 3: By June 2027, there will be increases in Achievement at all performance levels on STAAR Biology EOC tests for all student groups to meet Closing the Gaps Student Success targets.

Improved Spring 2027 STAAR outcomes from the prior year will be:
-Approaches from 100% (11 students tested) maintained
-Meets from 9% to 17%
-Masters from 0% to 8%

Evaluation Data Sources: EOC STAAR results, Star360 results, Accountability reports

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

Performance Objective 1: By graduation of 2027, more than 40 percent of the graduates will be receiving CCMR credit through CTE programing, while and additional 40 percent will meet their CCMR credit though other ways, with the goal to increase CCMR from 60% to 63% to meet Board-approved HB3 goals.

High Priority

HB3 Goal

Evaluation Data Sources: HB3 Goals are set to meet PfISD's 3E Promise: By Class of 2029, ALL students meet at least one CCMR indicator by the end of their senior year to be well-prepared for employment, enrollment or enlistment after high school.
(see also addendums for CCMR goals by student group):
TEA 2026 accountability results (Class of 2025 CCMR Graduates goal of 60%)
TEA 2027 accountability results (Class of 2026 CCMR Graduates goal of 63%)
TEA 2028 accountability results (Class of 2027 CCMR Graduates goal of 75%)
TEA 2029 accountability results (Class of 2028 CCMR Graduates goal of 88%)
TEA 2030 accountability results (Class of 2029 CCMR Graduates goal of 100%)

Goal 4: PfISD will improve low performing schools.

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

Evaluation Data Sources: Accountability Reports

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: For accountability, students are scoring at the "approaches" level on EOC, while very few students score at the "meets" level. **Root Cause**: Most of our students are re-testers who have failed EOCs multiple times, with 60% scoring at the elementary level for math and 50% at the elementary level for English.

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: PACE HS will increase attendance rate from 70% to 75% and decrease the number of students with chronic absenteeism.

Evaluation Data Sources: OFSD Attendance Tracking

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: PACE High School faces a significant challenge with student attendance, as 90% are chronically absent. This high rate of absenteeism severely impacts academic achievement, limits opportunities for credit recovery, and contributes to persistent gaps in learning outcomes. **Root Cause**: The high rate of chronic absenteeism stems from a combination of factors, including mental health needs, competing family or work responsibilities, unstable housing, transportation barriers, or lack of access to consistent adult support.

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: PACE HS will increase the 2025-2026 completion rate by 5% over the prior year, and reduce the dropout rate.

Evaluation Data Sources: Accountability Reports

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: By the end of the 2026-2027 school year, PACE High School will increase family engagement by 50%, expanding participation from two committees to at least four distinct areas of involvement and engaging our adult students.

Evaluation Data Sources: CAAC Sign-In Sheets

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: Parent and family engagement at PACE High School is limited, with low participation in school events, academic conferences, and collaborative decision-making opportunities. This lack of consistent involvement reduces the level of support students receive at home and creates gaps in the school-home partnership that is critical for student success. **Root Cause**: Many families face barriers such as work schedules, transportation challenges, and childcare needs that limit their ability to attend school functions; families may feel disconnected from the school environment due to past educational experiences, limited trust, or uncertainty about how to support their child's learning at the secondary level.

Goal 4: PfISD will improve low performing schools.

Performance Objective 5: PACE will reduce the number of referrals for the 2026-27 school year by 10%.

Evaluation Data Sources: Skyward referrals

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

CCMR Graduates Campus Goals - PACE

The percentage of Graduates that meet one or more indicators for College, Career and Military Readiness (CCMR) will increase from 50% for the Class of 2024 to 100% for the Class of 2029.

Yearly Target Goals - All Annual Graduates Earning CCMR

	Class of 2024 (Outcomes Reported in 2025 Accountability Ratings)	Class of 2025 (Outcomes Reported in 2026 Accountability Ratings)	Goals Reset to Meet PfISD 3E Promise	Class of 2026 (Outcomes Reported in 2027 Accountability Ratings)	Class of 2027 (Outcomes Reported in 2028 Accountability Ratings)	Class of 2028 (Outcomes Reported in 2029 Accountability Ratings)	Class of 2029 (Outcomes Reported in 2030 Accountability Ratings)
	22%	60%		63%	75%	88%	100%
Actual Outcomes	50%	90%					

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus (Eco Dis, EB, SPED, Foster, Migrant, Homeless)	Emergent Bilingual (Current & Monitored)	Economically Disadvantaged	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Class of 2024	n/a	60%	60%	n/a	n/a	n/a	n/a	60%	60%	60%	60%	n/a	60%
Actual Outcomes: Class 2024	n/a	41%	56%	n/a	n/a	n/a	n/a	41%	14%	33%	58%	n/a	44%
Class of 2025	n/a	60%	60%	n/a	n/a	n/a	n/a	60%	60%	60%	60%	n/a	60%
Actual Outcomes: Class 2025	n/a	90%	n/a	n/a	n/a	n/a	n/a	90%	n/a	88%	n/a	n/a	96%
Goals Reset to Meet PfISD 3E Promise													
Class of 2026	n/a	55%	67%	n/a	n/a	n/a	n/a	56%	36%	50%	69%	n/a	58%
Actual Outcomes: Class 2026	n/a			n/a	n/a	n/a						n/a	
Class of 2027	n/a	70%	78%	n/a	n/a	n/a	n/a	71%	57%	67%	79%	n/a	72%
Actual Outcomes: Class 2027	n/a			n/a	n/a	n/a	n/a					n/a	
Class of 2028	n/a	85%	89%	n/a	n/a	n/a	n/a	85%	79%	84%	90%	n/a	86%
Actual Outcomes: Class 2028	n/a			n/a	n/a	n/a						n/a	
Class of 2029	n/a	100%	100%	n/a	n/a	n/a	n/a	100%	100%	100%	100%	n/a	100%
Actual Outcomes: Class 2029	n/a			n/a	n/a	n/a	n/a					n/a	

Data Source: Baseline Class of 2024 from data reported to TEA as of September 2024 (will be updated in October/November 2024 following Fall PEIMS Submission of 2024 graduates, course completion, etc.)
To determine if goals were met each year, use TEA CCMR Verifier published each May/June or actual TEA Accountability reports published each August.

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

CCMR Targeted Strategies

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