

Pflugerville Independent School District

Connally High School

2026-2027

Accountability Rating: B

Distinction Designation
Academic Achievement in Science



Mission Statement

At John B. Connally High School, our mission is to foster a learning environment that inspires creativity, excellence, and integrity. We are committed to cultivating critical thinkers and effective communicators who are prepared for success in a dynamic world. Through inclusive and diverse educational experiences, we empower students to develop their unique talents and become responsible, engaged members of their community. Our collaborative approach nurtures character, resilience, and a lifelong passion for learning, ensuring that every student is equipped to pursue their aspirations and contribute meaningfully to society.

Vision

Our vision at John B. Connally High School is to create an inclusive and diverse educational community where every student is celebrated and empowered to contribute uniquely. We strive to lead with innovative and collaborative teaching strategies that promote lifelong learning, independence, and self-advocacy. By providing a student-centered environment and robust academic pathways, we nurture critical thinking, problem-solving, and analytical skills. Through the integration of technology, real-world applications, and culturally relevant content, we prepare all students—regardless of background—for success in the 21st century.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

TEACHER DEMOGRAPHICS										
Teacher Ethnicity										
	2021		2022		2023		2024		2025	
Asian	3	2%	4	3%	4	3%	4	3%	6	4%
African America	15	11%	14	11%	13	11%	16	13%	20	14%
Hispanic	14	11%	14	11%	14	12%	20	16%	22	17%
American Indian	0	0%	0	0%	0	0%	0	0%	1	.5%
Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%
White	97	74%	90	73%	88	73%	82	66%	90	63%
Two or More Races	2	2%	2	2%	2	2%	2	2%	2	1%
TOTAL	131	100%	124	100%	121	100%	124	100%	141	100%

From 2021 to 2025, John B Connally High School's teacher demographics show a gradual increase in staff diversity. The proportion of White teachers declined from 74% to 63%, while Hispanic teachers increased from 11% to 17%, and African American teachers rose from 11% to 14%. The number of Asian teachers also grew slightly, from 2% to 4%. The school saw the first representation of an American Indian teacher in 2025, while Pacific Islander and Two or More Races categories remained minimal or unchanged. Overall, the total number of teachers increased.

Teachers by Years of Experience										
	2021		2022		2023		2024		2025	
Beginning	6	5%	11	9%	24	20%	4	3%	14	10%
1-5 Years	39	29%	39	32%	25	21%	63	52%	51	36%
6-10 Years	36	27%	25	20%	22	18%	11	9%	19	14%
11-12 Years	33	25%	30	24%	33	28%	31	25%	39	28%
21-30 Years	13	10%	12	10%	11	9%	8	7%	11	8%
Over 30	6	5%	6	5%	5	4%	5	4%	6	4%
TOTALS	133	100%	123	100%	120	100%	122	100%	140	100%

Analysis of the teacher experience data at John B Connally High School from 2021 to 2025 reveals several key trends. Most notably, there is considerable fluctuation in the proportion of early-career teachers: the percentage of "Beginning" teachers rose sharply from 5% in 2021 to 20% in 2023, then dropped to 3% in 2024 before rising again to 10% in 2025. Similarly, teachers with 1-5 years of experience saw a surge in 2024 (52%), indicating significant recent hiring or turnover, followed by a slight decrease to 36% in 2025. Meanwhile, the proportion of teachers with 6-10 years of experience declined steadily from 27% in 2021 to just 9% in 2024, with a minor rebound in 2025. The 11-20 year experience group remained relatively stable, suggesting retention of mid-career staff. Teachers with over 21 years of experience held steady at around 7-10%, indicating a consistent veteran presence. Overall, the data suggests cycles of new teacher influx and turnover, with notable increases in less-experienced teachers in certain years, which may impact instructional consistency and mentorship capacity within the school.

Alternative Education Program Teacher Certification				
CAMPUS	YEAR	TOTAL TEACHING STAFF	Current Enrollment	Percentage in Alt Ed Program
Connally HS	2024-2025	125	34	27%
	2025-2026	140	24	17%

Between the 2024-2025 and 2025-2026 school years at John B Connally High School, there is a notable trend of increasing total teaching staff (from 125 to 140) alongside a decrease in both current enrollment in the Alternative Education Program (from 34 to 24) and the percentage of staff participating in the program (from 27% to 17%). This suggests that while the school is growing its overall faculty, engagement with the Alternative Education Program is declining, which may indicate either a shift in certification priorities, changes in program requirements, or reduced demand for alternative education services.

Teacher Incentive Allotment						
Campus	2024-2025			2025-2026		
	Total Teaching Staff	TIA Designated		Total Teaching Staff	TIA Designated	
Connally HS	125	8	6%	142	16	11%
Hendrickson HS	132	13	10%	130	25	19%
Pflugerville HS	136	10	7%	127	16	13%
Weiss HS	130	5	4%	126	18	14%

For John B. Connally High School, the Teacher Incentive Allotment (TIA) data reveals a significant positive trend from 2024-2025 to 2025-2026. The total teaching staff is projected to increase from 125 to 142, while the number of TIA-designated teachers will double from 8 to 16. This results in the percentage of TIA-designated teachers rising from 6% to 11%. This growth suggests both an expanding teaching staff and greater success in recognizing and incentivizing high-performing educators, positioning Connally HS closer to peer campuses, though still behind their projected TIA percentages. Continued focus on supporting teachers in achieving TIA designation could further improve staff quality and retention.

STUDENT DEMOGRAPHICS

School Population								
	2025-2026		2024-2025		2023-2024		2022-2023	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Student Total	1,846	100%	1,974	100%	1,817	100%	1,663	100%
9th Grade	434	23.51%	503	25.48%	460	25.32%	383	23.03%
10th Grade	484	26.22%	502	25.43%	455	25.04%	453	27.24%
11th Grade	461	24.97%	480	24.32%	467	25.70%	417	25.08%
12th Grade	467	25.30%	490	24.77%	435	23.94%	410	24.65%

Over the four-year period from 2022-2023 to the projected 2025-2026 school year at John B Connally High School, total student enrollment increased from 1,663 to a peak of 1,974 in 2024-2025, before a projected decline to 1,846 in 2025-2026. Across all years, grade-level distributions remained relatively balanced, with each grade consistently representing about a quarter of the total population. Notably, the 9th and 12th grades saw slight fluctuations, with 9th grade peaking in 2024-2025 at 25.48% of the student body before dropping to 23.51% the following year, while 12th grade’s proportion steadily increased each year. These trends suggest a recent period of growth followed by a potential stabilization or slight decline in enrollment, with a fairly stable grade-level composition overall.

Student Demographics														
	2025-2026		2024-2025		2023-2024		2022-2023		2021-2022		2020-2021		2019-2020	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Gender														
Female	860	47%	911	46.15%	873	48.05%	804	48.35%	834	46.62%	852	48.38%	839	47.08%
Male	986	53%	1,063	53.85%	944	51.95%	859	51.65%	955	53.38%	909	51.62%	943	52.92%
TOTAL	1846	100%	1974	100%	1817	100%	1663	100%	1789	100%	1761	100%	1782	100%
Ethnicity														
Hispanic-Latino	1236	67%	1,305	66.11%	1194	65.71%	992	59.65%	1061	59.31%	1049	59.62%	1043	58.53%
Race														
American Indian- Alaskan Native	10	.5%	7	0.35%	5	0.03%	4	0.24%	2	0.11%	2	0.11%	2	0.11%
Asian	172	9%	179	9.07%	158	8.70%	176	10.58%	201	11.24%	216	12.27%	211	11.84%
Black-African American	253	14%	295	14.94%	285	15.69%	316	19.00%	349	19.51%	324	18.40%	337	18.91%
Native Hawaiian-Pacific Islander	1	.05%	2	0.10%	3	0.17%	5	0.30%	4	0.22%	4	0.23%	4	0.22%
White	140	8%	148	7.50%	148	8.15%	138	8.30%	145	8.11%	132	7.50%	1044	8.08%
Two-or-More	34	2%	38	1.92%	24	1.32%	32	1.92%	27	1.51%	34	1.93%	41	2.30%

Over the past several years at John B Connally High School, the student body has experienced moderate growth, increasing from 1,782 in 2019-2020 to 1,846 in 2025-2026. The gender distribution has remained relatively stable, with males consistently making up a slight majority (around 53%) of the student population. There has been a significant and steady increase in the percentage of Hispanic-Latino students, rising from 58.5% in 2019-2020 to 67% projected for 2025-2026, indicating a clear demographic shift. Meanwhile, the proportion of Black-African American students has gradually declined from nearly 19% to 14%, and the Asian student population has slightly decreased after peaking at over 12% in earlier years. The percentages of White, American Indian-Alaskan Native, Native Hawaiian-Pacific Islander, and students identifying as Two-or-More races have remained relatively small and stable over time. Overall, the school's demographic trends reflect increasing Hispanic-Latino representation and stable gender distribution.

Demographics Strengths

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

The percentage of Hispanic teachers has increased significantly, from 11% in 2021 to 16% in 2024.

Problem Statements Identifying Demographics Needs

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

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

Problem Statement 2: Connally High School has a significantly higher percentage of teaching staff currently participating in an alternative education programs at 27%, compared to other schools in the district

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

Student Learning

Student Learning Summary

STAAR/EOC: Three Year Campus Comparison			
STUDENT ACHIEVEMENT STAAR/EOC PERFORMANCE			
YEAR	COMPONENT SCORE	SCALE SCORE	RATING
SPRING 2026	38	65	C
SPRING 2025	36	62	D
SPRING 2024	36	62	D

The STAAR performance data for John B Connally High School from 2024 to 2026 indicates a positive trend in student achievement. Both the component score and the scale score increased in 2026 compared to the previous two years, moving from 36 to 38 in the component score and from 62 to 65 in the scale score. This improvement resulted in the campus rating rising from a "D" in 2024 and 2025 to a "C" in 2026. The upward movement suggests progress in academic outcomes, though continued focus on instructional strategies and targeted supports will be important to sustain and accelerate this growth.

	Spring 2026 STAAR EOC, English I				Spring 2025 STAAR EOC, English I				Spring 2024 STAAR EOC, English I			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
John B Connally High	609	49.26%	32.35%	3.28%	749	40.85%	26.70%	5.21%	672	45.09%	27.68%	5.51%
Economic Disadvantage	450	50.22%	33.33%	2.67%	496	43.95%	28.63%	4.84%	410	50%	31.46%	5.12%
Black/ African American	53	54.72%	41.51%	3.77%	80	51.25%	28.75%	5%	89	57.30%	34.83%	3.37%
Hispanic	424	48.11%	30.42%	2.12%	453	37.53%	23.40%	2.65%	449	45.21%	28.51%	5.35%
White	43	69.77%	58.14%	18.60%	50	58%	42%	14%	31	58.06%	45.16%	22.58%
Currently Emergent Bilingual	290	35.17%	17.24%	0.34%	356	22.47%	8.99%	0.28%	308	26.62%	10.39%	0.65%
Special Ed Indicator	54	22.22%	5.56%	0%	72	15.28%	5.56%	1.39%	60	26.67%	13.33%	5%

Approaches and Meets, as well as continued strong performance among White students and improved Meets results for Black/African American students. A key weakness is the continued decline in Masters performance campuswide, falling to 3.28% in 2026, with similar declines among economically disadvantaged, Hispanic, Black/African American, Emergent Bilingual, and Special Education students. Special Education students remain a significant area of need, with only 22.22% Approaching, 5.56% Meeting, and 0% achieving Masters in 2026.

	Spring 2026 STAAR EOC, English II				Spring 2025 STAAR EOC, English II				Spring 2024 STAAR EOC, English II			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
John B Connally High	606	56.11%	43.23%	4.29%	617	48.14%	31.44%	2.59%	569	50.79%	35.50%	3.16%
Economic Disadvantage	433	58.20%	45.73%	3.46%	375	52.80%	34.93%	2.13%	153	25.49%	11.11%	0%
Asian	57	75.44%	68.42%	19.30%	42	50%	28.57%	4.76%	11	36.36%	27.27%	0%
Black/African American	70	62.86%	47.14%	2.86%	60	61.67%	41.67%	1.67%	32	40.62%	12.50%	0%
Hispanic	360	52.78%	40%	1.67%	371	50.13%	34.23%	2.43%	194	23.20%	11.86%	0%
White	50	62%	52%	12%	31	64.52%	51.61%	12.90%	23	39.13%	21.74%	4.35%
Currently Emergent Bilingual	247	37.25%	23.89%	0%	277	32.85%	13.36%	0%	179	15.64%	6.70%	0%
Special Ed Indicator	53	32.08%	11.32%	1.89%	37	32.43%	16.22%	5.41%	25	16%	4%	0%

John B. Connally High School demonstrated overall improvement from 2024 to 2026, with Approaches increasing from 50.79% to 56.11%, Meets from 35.50% to 43.23%, and Masters from 3.16% to 4.29%. Strengths were especially evident among Asian students, whose 2026 performance reached 75.44% Approaches, 68.42% Meets, and 19.30% Masters, while economically disadvantaged, Black/African American, Hispanic, and emergent bilingual students also improved substantially compared with 2024. Persistent weaknesses include achievement gaps for currently emergent bilingual students (37.25% Approaches, 23.89% Meets, and 0% Masters) and students receiving special education services (32.08% Approaches, 11.32% Meets, and 1.89% Masters), as well as low overall Masters performance across most groups. Results for smaller subgroups, particularly Asian and White students, should be interpreted cautiously because their enrollment numbers varied considerably across years.

	Spring 2026 STAAR EOC, Algebra I				Spring 2025 STAAR EOC, Algebra I				Summer 2024 STAAR EOC, Algebra I			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
John B Connally High	436	42.43%	10.32%	2.75%	556	40.47%	9.89%	4.50%	51	35.29%	3.92%	3.92%
Economic Disadvantage	328	43.90%	9.15%	2.13%	395	42.28%	10.89%	5.06%	37	35.14%	5.41%	5.41%
Asian	18	38.89%	16.67%	0%	39	64.10%	20.51%	15.38%	2	50%	0%	0%
Black/African American	53	39.62%	13.21%	1.89%	73	39.73%	5.48%	1.37%	9	33.33%	0%	0%
Hispanic	308	41.56%	8.44%	1.95%	366	37.98%	8.74%	3.55%	33	33.33%	6.06%	6.06%
White	29	58.62%	17.24%	3.45%	36	44.44%	19.44%	8.33%	1	0%	0%	0%

	Spring 2026 STAAR EOC, Algebra I				Spring 2025 STAAR EOC, Algebra I				Summer 2024 STAAR EOC, Algebra I			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Currently Emergent Bilingual	217	39.17%	5.07%	1.84%	281	38.08%	9.96%	4.63%	25	32%	4%	4%
Special Ed Indicator	51	27.45%	5.88%	0%	72	31.94%	5.56%	2.78%	10	40%	0%	0%

John B. Connally High School's overall Algebra I Approaches Grade Level rate improved from 40.47% in Spring 2025 to 42.43% in Spring 2026, with notable gains among White students (44.44% to 58.62%), Hispanic students (37.98% to 41.56%), and Black/African American students' Meets Grade Level rate (5.48% to 13.21%). However, the overall Masters Grade Level rate declined from 4.50% to 2.75%, and Meets Grade Level decreased among economically disadvantaged students, emergent bilingual students, and White students. Students receiving special education services also experienced a decline in Approaches Grade Level performance, from 31.94% to 27.45%.

	Spring 2026 STAAR EOC, Biology				Spring 2025 STAAR EOC, Biology				Spring 2024 STAAR EOC, Biology			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
John B Connally High	536	85.26%	44.59%	12.87%	493	80.53%	41.78%	9.53%	456	83.99%	39.91%	7.68%
Economic Disadvantage	425	84.94%	44.71%	11.06%	348	81.03%	42.53%	9.20%	264	86.36%	43.18%	7.95%
Asian	34	94.12%	61.76%	20.59%	55	89.09%	65.45%	25.45%	22	90.91%	40.91%	9.09%
Black/ African American	64	89.06%	37.50%	4.69%	63	84.13%	38.10%	6.35%	57	92.98%	40.35%	8.77%
Hispanic	373	83.65%	42.36%	11.53%	303	78.22%	35.64%	4.95%	276	82.25%	43.84%	8.33%
White	46	86.96%	63.04%	28.26%	35	88.57%	62.86%	25.71%	26	92.31%	61.54%	19.23%
Currently Emergent Bilingual	239	82.43%	29.29%	3.77%	217	68.20%	22.12%	3.69%	154	71.43%	25.32%	1.30%
Special Ed Indicator	71	70.42%	19.72%	0%	42	66.67%	9.52%	2.38%	38	68.42%	23.68%	7.89%

John B. Connally High School's overall Biology performance improved across the three years, with Approaches increasing to 85.26%, Meets to 44.59%, and Masters to 12.87% in 2026—the highest levels shown. Strengths include substantial gains among Emergent Bilingual students since 2024, particularly in Approaches (71.43% to 82.43%), Meets (25.32% to 29.29%), and Masters (1.30% to 3.77%), while Hispanic and economically disadvantaged students also improved notably from 2025 to 2026. Persistent weaknesses include achievement gaps for Special Education and Emergent Bilingual students, with Special Education students declining in Meets and Masters since 2024 and recording 0% at Masters in 2026. Asian and White students continued to post the strongest overall results, although Asian students declined from 2025 in Meets and Masters, and Black students' performance trended downward from 2024.

	Spring 2026 STAAR EOC, US History				Spring 2025 STAAR EOC, US History				Spring 2024 STAAR EOC, US History			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
John B Connally High	451	88.25%	53.66%	22.62%	460	89.13%	50.87%	26.96%	468	90.38%	51.92%	22.86%

	Spring 2026 STAAR EOC, US History				Spring 2025 STAAR EOC, US History				Spring 2024 STAAR EOC, US History			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Economic Disadvantage	321	90.34%	54.52%	21.81%	67	86.57%	28.36%	8.96%	271	90.77%	53.14%	21.77%
Asian	32	87.50%	53.12%	28.12%	5	80%	20%	0%	46	91.30%	78.26%	36.96%
Black/ African American	54	88.89%	50%	24.07%	12	91.67%	33.33%	25%	71	90.14%	64.79%	22.54%
Hispanic	305	89.84%	55.41%	22.30%	79	83.54%	31.65%	8.86%	303	89.44%	42.24%	16.50%
Native Hawaiian/ Pacific Islander	-	-	-	-	-	-	-	-	1	100%	100%	100%
White	25	84%	56%	24%	11	100%	63.64%	45.45%	39	97.44%	74.36%	53.85%
Currently Emergent Bilingual	188	82.45%	41.49%	12.23%	75	80%	26.67%	9.33%	192	81.25%	25.52%	6.25%
Special Ed Indicator	33	81.82%	15.15%	9.09%	9	77.78%	33.33%	11.11%	42	69.05%	19.05%	7.14%

John B. Connally High School’s overall US History performance remained relatively strong in Approaches Grade Level, though it declined from 90.38% in 2024 to 88.25% in 2026, while Meets increased from 51.92% to 53.66% over the same period. Strengths in 2026 included Economic Disadvantaged students, who exceeded the overall Approaches and Meets rates, and Hispanic students, whose Meets and Masters results improved substantially from 2025 to 2026. The most persistent area of weakness was performance among Currently Emergent Bilingual and Special Education students, particularly at the Meets and Masters levels, despite improvement since 2024. Asian, Black/African American, and White subgroup results varied notably across years, so trends for groups with small enrollment should be interpreted cautiously.

STAAR/EOC: Academic Growth			
2026 CAMPUS ACADEMIC GROWTH RATING			
YEAR	COMPONENT SCORE	SCALE SCORE	RATING
2026	58	58	F
2025	58	58	F
2024	53	55	F

The academic growth data for John B Connally High School from 2024 to 2026 displays a consistent pattern of underperformance according to the TEA campus academic growth rating system. Over the three-year period, the component score increased slightly from 53 in 2024 to 58 in 2025, maintaining at 58 in 2026. Similarly, the scale score rose modestly from 55 to 58 between 2024 and 2025 and remained unchanged in 2026. Despite this small improvement in scores, the campus consistently received an "F" rating each year, indicating that while there has been some incremental progress, it has not been sufficient to move the campus out of the lowest performance category for academic growth. This trend highlights the need for targeted interventions and strategic action to achieve substantial and sustainable academic growth.

TELPAS: Texas English Language Proficiency Assessment System

2026 TELPAS	Total Students	Composite Score	Listening Proficiency Rating				Speaking Proficiency Rating				Writing Proficiency Rating				Reading Proficiency Rating			
			Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High	Beginning	Intermediate	Advanced	Advanced High
Grade 09	212	2.49	14.62%	33.96%	33.96%	17.45%	29.25%	18.87%	40.57%	11.32%	22.17%	37.74%	35.85%	4.25%	12.26%	24.53%	30.19%	33.02%
Grade 10	241	2.33	17.84%	34.02%	28.22%	19.92%	44.40%	20.75%	26.14%	8.71%	28.22%	28.63%	27.39%	15.77%	14.52%	39.42%	24.48%	21.58%
Grade 11	241	2.34	17.01%	32.78%	28.22%	21.58%	41.08%	19.50%	29.88%	9.13%	25.31%	31.12%	27.80%	15.77%	15.77%	38.17%	28.63%	17.43%
Grade 12	193	2.1	23.32%	41.97%	23.83%	10.88%	58.55%	18.13%	20.21%	3.11%	31.09%	29.02%	27.46%	12.44%	17.62%	43.01%	22.28%	17.10%

TELPAS results show Grade 9 as the strongest overall cohort, with the highest composite score (2.49) and the greatest proportion of students performing at the Advanced or Advanced High levels in speaking, writing, and reading. Writing is a relative strength across all grades, particularly in Grade 9, where 73.59% of students scored Advanced or Advanced High. A key weakness is the decline in performance by grade level, with composite scores falling to 2.10 in Grade 12 and increasing percentages of students at the Beginning level, especially in speaking (58.55% in Grade 12) and listening (23.32% in Grade 12). Reading also warrants attention, as the proportion of Beginning-level students rises from 4.25% in Grade 9 to 12.44% in Grade 12 while Advanced High performance declines.

Renaissance/Star 360 Universal Screener

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

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

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COLLEGE BOARD

PSAT				
Year	Number of Test Takers	Total Average	Math Average	Reading/ Writing Average
FALL 2025	668	773	384	389
FALL 2024	804	804	391	413
FALL 2023	723	807	402	405

Analysis of the PSAT data for John B Connally High School from Fall 2023 to Fall 2025 reveals several trends. Over the three years, there has been a decrease in the number of test takers, dropping from 804 in 2024 to 668 in 2025, after an initial increase from 723 in 2023. The overall average PSAT score has declined, falling from 807 in 2023 to 773 in 2025. Both Math and Reading/Writing averages show a downward trend: Math decreased from 402 to 384, and Reading/Writing from 405 to 389 over this period, with the largest declines occurring between 2024 and 2025. These trends indicate a need to investigate potential causes for declining participation and performance, particularly in both subject areas, to inform targeted interventions for student support.

SAT				
Year	Number of Test Takers	Total Average	Math Average	Reading/ Writing Average
SPRING 2026	361	835	413	422
SPRING 2025	370	844	409	434
SPRING 2024	381	844	415	429

Over these three years, the number of SAT test takers has gradually decreased from 381 to 361. The total SAT average score remained steady at 844 in both Spring 2024 and Spring 2025 but dropped slightly to 835 in Spring 2026. Math averages showed a minor fluctuation, decreasing from 415 in 2024 to 409 in 2025, and then rising to 413 in 2026. In contrast, Reading/Writing averages increased from 429 in 2024 to 434 in 2025, but then declined to 422 in 2026. Overall, while performance remained relatively stable across most categories, the most recent year indicates a slight decline in both total and Reading/Writing scores, alongside a continuing decrease in participation.

2025 Accountability Ratings

Student Learning Strengths

- Achievement data in English Language Arts demonstrates strong gains.
- Biology gains are strong even within the context of new Texas Knowledge Standards (TEKS) for Biology and a new Biology STAAR/EOC test format.
- Algebra 1 data demonstrates gains.

Problem Statements Identifying Student Learning Needs

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

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

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

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

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

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

Problem Statement 4: Over the years from 2021 to 2026, John B Connally High School's performance in the English 1 and English 2 STAAR/EOC exams consistently lags behind the State, Region 13, and District averages across all performance levels: Approaches, Meets, and Masters Grade Level.

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

Problem Statement 5: Despite the upward trend in performance, scores in Algebra 1 highlight a need for targeted interventions in order to bridge an overall performance disparity that reflects a considerable gap compared to the District and State performance levels.

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

Problem Statement 6: In the Spring 2026 STAAR EOC Biology and US History results for John B Connally High School, significant disparities are evident across Emergent Bilingual and Special Education groups at the 'meets' and 'masters' grade levels.

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

Problem Statement 7: TELPAS composite scores have shown a decreasing trend since 2022, with the most significant drop occurring from 2023 to 2025

Root Cause: A significant increase in Emergent Bilingual students (from 30% in 2020-2021 to 50% in 2025-2026) places increased demands on services and intervention time.

Problem Statement 8: A significant trend in SAT performance is the high percentage of students not meeting any benchmarks, consistently above 60%, peaking at 64% in 2023 and 2024 before slightly dropping to 62% in 2026.

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

Problem Statement 9: Levels of performance on SAT and PSAT reflect low participation and performance levels on other College Board Assessments (AP exams)

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

Problem Statement 10: Student failure rates demonstrate the need for academic support by certified staff.,

Root Cause: Students need additional academic support due to lack of previous academic success.

Problem Statement 11: While there has been an improvement over the previous three years regarding overall campus STAAR performance (2024: 62 - D: 2026: 65 - C), the gain is small, and academic growth measures have stalled in the same period of time (2024: 55 - F: 2026: 28 - F) the growth has not been sufficient.

Root Cause: Emphasis on students achieving 'approaches' on a collective level has not resulted in a sufficient number of students demonstrating individual growth (gains based on individual performance in reading and math from 8th to 9th and 9th to 10th)

School Processes & Programs

School Processes & Programs Summary

STUDENT PROGRAMS

STUDENT PROGRAMS														
	2025-2026		2024-2025		2023-2024		2022-2023		2021-2022		2020-2021		2019-2021	
	COUNT	PERCENT	COUNT	PERCENT	COUNT	PERCENT	COUNT	PERCENT	COUNT	PERCENT	COUNT	PERCENT	COUNT	PERCENT
<i>Bilingual/ESL</i>														
Emergent Bilingual (EB)	<u>930</u>	<u>50.4</u>	<u>983</u>	49.8	833	46%	616	37%	598	33%	536	30%	448	25%
English as a Second Language (ESL)	<u>852</u>	<u>46.1</u>	<u>731</u>	37.03	545	30%	524	32%	519	29%	529	30%	445	25%
Alternative ESL Language Program	<u>75</u>	<u>4.06</u>	<u>246</u>	12.46	281	15%	84	5%	74	4%	0	0%	0	0%
<i>Career and Technical Education (CTE)</i>														
P-Tech	<u>43</u>	<u>2.33</u>	<u>53</u>	2.68	54	3%	56	3%	33	2%	0	0%	0	0%
<i>Special Academic Programs</i>														
Dyslexia	<u>119</u>	<u>6.45</u>	<u>98</u>	4.96	74	4%	67	4%	61	3%	64	4%	49	3%
Gifted and Talented	<u>134</u>	<u>7.26</u>	<u>139</u>	7.04	146	8%	150	9%	150	8%	162	9%	155	9%
Special Education (SPED)	<u>228</u>	<u>12.35</u>	<u>253</u>	12.82	234	13%	257	15%	285	16%	251	14%	234	13%
Section 504	<u>183</u>	<u>9.91</u>	<u>161</u>	8.16	159	9%	137	8%	136	8%	139	8%	122	7%
<i>At Risk /Economically Disadvantaged</i>														
At Risk	<u>1397</u>	<u>75.7</u>	<u>1,512</u>	76.6	1,284	71%	1132	68%	1348	75%	1170	66%	1137	64%
Economic Disadvantage Total	<u>1518</u>	<u>82.2</u>	<u>1,347</u>	68.24	1197	66%	980	59%	1113	62%	1149	65%	1256	70%
Homeless Status Total	<u>57</u>	<u>3.09</u>	<u>68</u>	3.44	21	1%	12	1%	20	1%	23	1%	24	1%

STUDENT PROGRAMS

Intervention Indicator	<u>701</u>	<u>37.9</u>	<u>698</u>	35.36	607	33%	558	34%	93	5%	292	17%	279	16%
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Student program data show a strength in expanding language-support services, with Emergent Bilingual enrollment increasing from 25% in 2019–2020 to 50.4% in 2025–2026 and ESL increasing from 25% to 46.1%; Dyslexia and Section 504 identification also rose over time. P-Tech participation remains a smaller but consistent program, while Gifted and Talented enrollment has gradually declined from 9% to 7.26%. Key areas of concern include persistently high At-Risk and economically disadvantaged rates, currently at 75.7% and 82.2%, respectively, along with a substantial increase in students identified for intervention, reaching 37.9% in 2025–2026. Although SPED enrollment has decreased from its 2021–2022 peak, the continued high level of student need underscores the importance of targeted academic, language, and wraparound supports.

Texas Teacher Evaluation and Support System (TTESS): 2025-2026

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

The teacher evaluation data from the Texas Teacher Evaluation and Support System (TTESS) for the 2025-2026 academic year highlights several key trends across three domains: Planning, Instruction, and Learning Environment. In the Planning domain, the majority of teachers are rated as Accomplished or Proficient, with a notable strength in Standards & Alignment and Knowledge of Students. In the Instruction domain, teachers excel in Communication and Content Knowledge & Expertise, again with most ratings in the Accomplished and Proficient categories. Differentiation and Monitor & Adjust show room for growth, as evidenced by a higher percentage of Proficient ratings. The Learning Environment domain reveals strong performances in Classroom Environment, Routines & Procedures, and Managing Student Behavior, with significant percentages in the Accomplished category, while Classroom Culture also stands out with a high percentage of Distinguished ratings. Overall, these trends indicate that while John B Connally High School teachers are largely effective, there are opportunities for development, particularly in differentiation and adaptive instructional strategies.

SAFETY AND SECURITY**2025-2026 DISCIPLINE OFFENSE**

OFFENSE	OCCURRENCE
THEFT/ROBBERY FEL	1
PSUUI ALCOHOL (TEC 37)	2
FELONY T5,PC NOT AT SCHOOL EVE	1
UEP PROHIBITED WEAPON PC46.05	2
ASSAULT BY CONTACT NON SCHOOL EMPLOYEE (DISCRETIONARY)	10
ASSAULT BY CONTACT SCHOOL EMPLOYEE (DISCRETIONARY)	2
BULLYING-BASIS OF ETH/ RACE	1
CHEATING/ACADEMIC DISHONESTY	3
CELL PHONE/DEVICE VIOLATION	42
DISHONESTY	1
DISRUPTIVE CLASSROOM BEHAVIOR	44
DISRESPECT/RUDE COMMENTS/ACTIO	40
DRESS CODE VIOLATION	1
EXCESSIVE TARDINESS	23
EXTREME/PERSISTENT DEFIANCE	17
FAILURE TO ATTEND ASSIGNED DET	8
FAILURE TO REPORT SECURITY THR	1
INAPPROPRIATE LANGUAGE/ GESTURE	17
INSUBORDINATION/FAIL TO COMPLY	26
INAPPROPRIATE TOUCHING-NON SCHOOL EMPLOYEE	5
LEAVE SCHOOL GROUNDS W/ OUT PERMISSION	8
MISBEHAVIOR FOR SUBSTITUTE	1

2025-2026 DISCIPLINE OFFENSE	
SKIPPING/NOT IN ASSIGNED AREA	647
PHYSICAL AGGRESSIVE BEHAVIOR	11
PERSONAL COMMUNICATION DEVICE COLLECTED/ WARNING	1
POSSESS PERSONAL COMMUNICATION DEVICE	3
POSSESS/USE TOBACCO PRODUCTS	5
PUBLIC DISPLAY OF AFFECTION	1
PANTSING	2
RETAL AGAINST NON SCH EMPL NF	1
ROUGHHOUSING / HORSEPLAY	1
RACIAL SLUR	9
SEXUAL HARASSMENT	1
TRUANCY	3
TRESPASSING	3
TRUANCY - 10 UNEXCUSED ABSENCE	17
VANDALIZE SCHOOL PROP NON-FELONY	2
VANDALIZE STAFF PROP NON-FELONY	1
VERBAL AGGRESSIVE BEHAVIOR	15
VIOLATION OF COMPUTER USE	1
VIOLATION OF SAFETY RULES	14
TERRORISTIC THREAT	2
ASSAULT W/BODILY INJURY AGNST SCHL EMPL/VOL	1
ASSAULT W/BODILY INJURY AGNST NON SCHL EMPL/VO	4
AGGR ASSLT AGNST NON SCHL EMP	1
FALSE ALARM/FALSE REPORT	2
FIGHTING/MUTUAL EXCL PENAL CD	14

2025-2026 DISCIPLINE OFFENSE	
POSSESSION OR UNDER INFLUENCE MARIJUANA THC (VAPE) 37.006a2	73
POSSESSION OR UNDER THE INFLUENCE CNTRLD SUB EFF 9/1/23	3
THREATENS IMMEDIATE HEALTH AND SAFETY OF OTHER STUDENTS IN CLASSROOM	1
DOCUMENTED REPEATED OR SIGNIFICANT DISRUPTION TO THE CLASSROOM	4
POSSESSION OR USING E-CIG (VAPE) TEC 37.006(a)(2)	34
DISRUPTIVE ACTIVITIES TEC 37.123	1
BURGLARY/ ROBBERY, AGGRAVATED ROBBERY	1

Skipping or being outside the assigned area was by far the most common issue (647 occurrences), followed by marijuana/THC possession or use (73), disruptive classroom behavior (44), cell phone/device violations (42), disrespectful comments or actions (40), and e-cigarette possession or use (34). Additional trends include elevated insubordination (26), excessive tardiness (23), persistent defiance and serious truancy (17 each), and recurring aggression, fighting, racial slurs, and safety violations, indicating a need for stronger attendance monitoring, classroom-management supports, device and vaping prevention, and relationship-centered behavioral interventions. Proactive prevention, consistent expectations, restorative responses, and targeted support for frequently referred students should be priorities.

2025-2026 DISCIPLINE ACTION	
ACTION	OCCURRENCE
STU CONF/VERBAL WARN/REPRIMAND	139
REASSIGNED BACK TO TEACHER	1
LUNCH DETENTION	1
BEFORE/AFTER SCHOOL DETENTION	6
SATURDAY DETENTION	35
PARTIAL DAY ISS	54
PARTIAL DAY SUSPENSION	1
CONFISCATION OF ITEMS	1
LETTER HOME/PARENT CALLED-CONF	109
IN SCHOOL SUSPENSION	692

2025-2026 DISCIPLINE ACTION	
SUSPENSION	275
BEF/AFT SCHL DETENTION CONTINU	1
RESTORATIVE DISCIPLINE ASSIGNM	1
RESTORATIVE CONFERENCE	5
RESTORATIVE CHAT	6
RESTORATIVE CONFERENCE	2
PLACEMENT IN DAEP (OC)	98
ISS BY PARENT REQUEST	1
CONTINUE DAEP PLCMT FROM PRIOR	8
EXPELL TO ON CAMPUS DAEP	1
OTHER **NOT REPORTED TO PEIMS*	1

The 2025–2026 discipline data show that in-school suspension was the most frequently used action, with 692 occurrences (approximately 48% of all recorded actions), followed by suspension with 275 occurrences (19%). Together, in-school and out-of-school suspensions accounted for about two-thirds of all 1,438 documented interventions, while DAEP placements and continued DAEP placements totaled 106 occurrences (approximately 7%). Lower-level responses included student conferences or verbal warnings (139) and parent contacts (109), whereas restorative practices were used infrequently, with 13 total conferences, chats, and assignments.

PROFESSIONAL LEARNING COMMUNITIES

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

TECHNOLOGY

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

All teachers have district-assigned laptops.

CAREER AND TECHNICAL EDUCATION						
CAREER AND TECH EDUCATION	2022-2023		2023-2024		2024-2025	
CTE Code	Count	%	Count	%	Count	%
5 - Participant	2405	32%	1220	17%	1549	20%
E - Explorer	1993	27%	1984	28%	1902	25%
6 - Concentrator	2879	39%	3583	51%	3780	49%
7 - Completer	761	10%	1080	15%	1444	19%

CAREER AND TECH EDUCATION	2022-2023		2023-2024		2024-2025	
Total CTE Code Students	7431	86%	7023	83%	7686	90%

Over the three years from 2022-2023 to 2024-2025, John B Connally High School has seen notable shifts in Career and Technical Education (CTE) participation. While the total number of CTE students and their percentage of the student body have increased overall (from 7,431/86.2% to 7,686/90.2%), there has been a significant decrease in the number and percentage of "Participants" (those with limited CTE engagement), especially in 2023-2024, before a slight rebound in 2024-2025. Conversely, the number and percentage of "Concentrators" and "Completers"—students with deeper and more sustained CTE involvement—have shown steady growth, with "Completers" nearly doubling both in count and percentage over this period. The "Explorer" category has remained relatively stable in count but saw a modest drop in percentage by 2024-2025. These trends indicate a shift toward higher levels of CTE engagement, with more students progressing to advanced stages of CTE pathways, suggesting increased program retention and successful completion.

School Processes & Programs Strengths

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teacher observation data (TTESS) demonstrates that Differentiation and Monitor & Adjust are areas of growth as evidenced by a higher percentage of Proficient rating compared to Accomplished and Distinguished.

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

Problem Statement 2: The number of offenses related to possession or under the influence of marijuana in 2025-2026 was 73.

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

Problem Statement 3: The offense of 'skipping/not in assigned area' was the highest reported offense in 2025-2026 at 647 occurrences

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

Problem Statement 4: CTE Completer students has grown from 10% in 2023 to 19% in 2025; however, it is still below levels contributing to CCMR growth

Root Cause: IBC passing rates vary because of changes in tests over the last several years

Perceptions

Perceptions Summary

STUDENT ATTENDANCE							
Attendance Rates	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Difference from Prior Year
Connally HS	87%	83%	85%	84%	86%	87%	1%

Over the past six school years at John B Connally High School, student attendance rates have shown notable fluctuations. After starting at 87% in 2020-2021, attendance dropped to 83% in 2021-2022, likely reflecting the lingering impacts of the COVID-19 pandemic. The following years saw gradual recovery, with rates rising to 85% in 2022-2023, dipping slightly to 84% in 2023-2024, and then increasing again to 86% in 2024-2025 and returning to 87% in 2025-2026. Overall, after an initial decline, attendance has demonstrated a steady upward trend in recent years, returning to pre-pandemic levels and showing a positive difference of 1% compared to the prior year, indicating successful efforts to improve student engagement and presence.

Chronic Absenteeism Rates							
The unduplicated number of K-12 students							
2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Difference from Prior Year	
30%	50%	43%	49%	45%	40%	-4%	

The chronic absenteeism data for John B Connally High School reveals significant fluctuations over the past six years. Rates started at 30% in 2020-2021, then sharply increased to 50% in 2021-2022, likely reflecting lingering impacts of the COVID-19 pandemic. This was followed by a drop to 43% in 2022-2023, suggesting some recovery efforts were effective, but absenteeism climbed again to 49% in 2023-2024. In the following years, a gradual decline is observed, with rates dropping to 45% in 2024-2025 and 40% in 2025-2026, showing a recent downward trend (a 4% decrease from the prior year). Overall, while absenteeism peaked post-pandemic, recent years indicate a modest but encouraging improvement.

GRADUATION AND DROP OUT RATES		
Graduation Rate/Drop Out Rate		
Class Year	Graduation Rate	Drop Out
2026	86.5%	4.2%
2025	88%	3.80%
2024	92.7%	3.90%

John B. Connally High School’s graduation rate declined from 92.7% for the Class of 2024 to 88.0% in 2025 and 86.5% in 2026, a total decrease of 6.2 percentage points. The dropout rate remained relatively stable but increased overall from 3.9% in 2024 to 4.2% in 2026, after briefly decreasing to 3.8% in 2025. These trends suggest a need to examine factors contributing to declining graduation outcomes and the recent increase in student dropouts. CCMR data was not included, so its relationship to these trends cannot be assessed.

COLLEGE, CAREER AND MILITARY READINESS		
College Career and Military Readiness		
TOTAL CCMR CREDIT	2025-2026	90%
	2024-2025	85%
	2023-2024	60%
TSI	2025-2026	87%
	2024-2025	82%
	2023-2024	40%
DUAL CREDIT	2025-2026	8%
	2024-2025	3%
	2023-2024	21%
ASSOCIATE DEGREE	2025-2026	3%
	2024-2025	0%
	2023-2024	0%
ON RAMPS	2025-2026	9%
	2024-2025	6%
	2023-2024	13%
IBC	2025-2026	10%
	2024-2025	13%
	2023-2024	10%
ARMED SERVICES	2025-2026	1%
	2024-2025	1%
	2023-2024	1%

Total CCMR credit at John B. Connally High School has increased substantially, rising from 60% in 2023–2024 to 85% in 2024–2025 and 90% in 2025–2026. TSI performance shows the strongest growth, improving from 40% to 87%, while associate degree attainment increased to 3% and dual credit participation rose to 8% in 2025–2026. OnRamps participation remains below its 2023–2024 level but increased from 6% to 9%, while IBC attainment declined from 13% to 10%. Armed Services participation remained steady at 1% across all three years.

STAFF SURVEY

UPBEAT TEACHER SURVEY: Spring 2026			
CATEGORY	SUMMARY		COMPARISON TO SPRING 2024
	POSITIVE	NEGATIVE	

UPBEAT TEACHER SURVEY: Spring 2026			
Parent/Teacher Communication	28	32	-4
Professional Development	63	37	-5
Autonomy	79	21	6
Principal/Teacher Trust	77	23	-4
Instructional Leadership	72	28	-10
School Safety & Order	52	48	-4
Appreciation	61	39	-7
Collaboration	75	25	-5
Work/Life Balance	70	30	2
Resources & Facilities	57	43	-1
Self-Efficacy	91	9	5
Evaluation	75	25	-2
Teacher Voice & Leadership	73	27	-3
Recruitment, Hiring & Onboarding	78	22	2
Compensation & Career Path	51	49	1
Belonging & Wellbeing	82	17	-1
Equal Opportunities	88	12	-2
Inclusive Practices	76	24	-4
Care & Commitment	81	19	1
Satisfaction & Purpose	87	13	0
Future Commitment	80	20	1

The Spring 2026 UPBEAT Teacher Survey data for John B Connally High School reveals several notable trends in campus culture and climate. While teachers report strong levels of self-efficacy, belonging and well-being, autonomy, and equal opportunities, there are areas of concern, notably in instructional leadership, appreciation, and parent/teacher communication, all of which saw declines compared to Spring 2024. Collaboration, professional development, and principal/teacher trust also experienced moderate decreases. On the positive side, gains were observed in autonomy, self-efficacy, work/life balance, and recruitment and onboarding, indicating that teachers feel more empowered and supported in their roles. However, persistent challenges remain around resources, compensation, and school safety, suggesting ongoing areas for targeted improvement. Overall, the data reflects a campus where teachers feel confident and committed but are seeking greater recognition, stronger leadership, and improved communication and resources.

COMMUNITY SURVEY

QUESTION (108 English Responders; 82 Spanish Responders; 190 Total Responders)	RESPONSE LANGUAGE	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Unsure/NA	
The school makes me feel welcome and respected when I visit.	ENGLISH	24	30%	58	85%	16	76%	9	90%	1	100%	0	0%
	SPANISH	57	70%	10	15%	5	24%	1	10%	0	0%	1	100%
	TOTAL	81	100%	68	100%	21	100%	10	100%	1	100%	1	100%
The school engages me as a partner in my student's learning.	ENGLISH	23	32%	41	75%	23	74%	14	88%	5	100%	2	67%
	SPANISH	49	68%	14	25%	8	26%	2	13%	0	0%	1	33%
	TOTAL	72	100%	55	100%	31	100%	16	100%	5	100%	3	100%
My student feels safe while at school.	ENGLISH	16	26%	52	74%	27	77%	8	89%	2	100%	3	75%
	SPANISH	46	74%	18	26%	8	23%	1	11%	0	0%	1	25%
	TOTAL	62	100%	70	100%	35	100%	9	100%	2	100%	4	100%
The school sends home information on academic services offered by the campus.	ENGLISH	23	29%	52	80%	15	75%	11	92%	3	100%	4	100%
	SPANISH	55	71%	13	20%	5	25%	1	8%	0	0%	0	0%
	TOTAL	78	100%	65	100%	20	100%	12	100%	3	100%	4	100%
Information about campus activities and events is easily available.	ENGLISH	17	25%	43	74%	23	74%	19	100%	5	100%	1	100%
	SPANISH	51	75%	15	26%	8	26%	0	0%	0	0%	0	0%
	TOTAL	68	100%	58	100%	31	100%	19	100%	5	100%	1	100%
Information about how parents can get involved in the campus is easily available.	ENGLISH	15	25%	34	67%	26	79%	23	92%	5	83%	5	83%
	SPANISH	46	75%	17	33%	7	21%	2	8%	1	17%	1	17%
	TOTAL	61	100%	51	100%	33	100%	25	100%	6	100%	6	100%
My student mostly enjoys being at school.	ENGLISH	16	30%	49	71%	22	65%	11	85%	8	89%	2	67%
	SPANISH	38	70%	20	29%	12	35%	2	15%	1	11%	1	33%
	TOTAL	54	100%	69	100%	34	100%	13	100%	9	100%	3	100%
The campus listens to community and parent feedback.	ENGLISH	12	21%	31	67%	33	79%	12	80%	5	83%	15	100%
	SPANISH	46	79%	15	33%	9	21%	3	20%	1	17%	0	0%
	TOTAL	58	100%	46	100%	42	100%	15	100%	6	100%	15	100%
The social and emotional needs of my students are met at school.	ENGLISH	13	24%	43	68%	28	80%	12	71%	9	90%	3	100%
	SPANISH	41	76%	20	32%	7	20%	5	29%	1	10%	0	0%
	TOTAL	54	100%	63	100%	35	100%	17	100%	10	100%	3	100%

QUESTION (108 English Responders; 82 Spanish Responders; 190 Total Responders)	RESPONSE LANGUAGE	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Unsure/NA	
I know who to contact at school when I have questions.	ENGLISH	24	38%	44	70%	19	70%	11	79%	7	78%	3	60%
	SPANISH	40	63%	19	30%	8	30%	3	21%	2	22%	2	40%
	TOTAL	64	100%	63	100%	27	100%	14	100%	9	100%	5	100%
The campus responds appropriately to issues my student has at school.	ENGLISH	20	33%	45	64%	23	82%	9	90%	8	89%	3	60%
	SPANISH	40	67%	25	36%	5	18%	1	10%	1	11%	2	40%
	TOTAL	60	100%	70	100%	28	100%	10	100%	9	100%	5	100%
The school is adequately preparing my student for the upcoming school year.	ENGLISH	16	26%	50	68%	22	85%	6	86%	7	100%	7	100%
	SPANISH	45	74%	24	32%	4	15%	1	14%	0	0%	0	0%
	TOTAL	61	100%	74	100%	26	100%	7	100%	7	100%	7	100%
My child is being well prepared for their future at school.	ENGLISH	16	30%	45	62%	28	78%	5	83%	11	100%	3	100%
	SPANISH	37	70%	28	38%	8	22%	1	17%	0	0%	0	0%
	TOTAL	53	100%	73	100%	36	100%	6	100%	11	100%	3	100%
The community response data from John B Connally High School reveals distinct differences in the perceptions between Spanish and English-speaking respondents. Spanish respondents consistently express stronger positive sentiments across various measures, such as feeling welcome and respected, being engaged as partners in their child's learning, and feeling that the school listens to feedback. For example, 70% of Spanish respondents strongly agree that the school makes them feel welcome, compared to only 30% of English respondents. Similarly, in areas such as the school meeting the social and emotional needs of students and preparing students for future academic years, Spanish speakers report higher levels of satisfaction with 76% and 74% strongly agreeing, respectively, in contrast to 24% and 26% of English speakers. This trend suggests a significant disparity in perception and satisfaction levels between the two groups, pointing to a potential need for the school to address and bridge these gaps to ensure equitable experiences for all community members.													

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

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

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

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

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

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

Root Cause: The counseling department became adequately staffed last year and is still in the process of developing new systems to interact with students and families

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

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

Problem Statement 5: The graduation rate held steady from 2024 to 2025 85%, which is significantly lower than historical levels (2021: 95%)

Root Cause: Increased transient population and inconsistent reporting

Problem Statement 6: The number of potential leavers for 2024-2025 was 28, which represented 5% of the graduating class (total class size of 564)

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

Problem Statement 7: The Lever 4 Academic Review determined that 44% of the assignments submitted in RLA and 16% assignments submitted in Math met the threshold for high quality assignments

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

Problem Statement 8: While safety and security on the teacher survey has improved from 40 in 2023-2024 to 56 in 2024-2025, it remains one of the lowest areas with positive responses

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

Goals

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

Performance Objective 1: During the 2026-2027 school year, Connally High School will continue to recruit highly qualified faculty and staff as open positions become available.

Evaluation Data Sources: Decrease vacancies

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Data demonstrates a growing number of novice teachers at the school, which may have implications for mentorship programs and professional development initiatives. Root Cause: Teachers leaving the profession resulting in the need to recruit novice instructors coupled with the challenges of teaching

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

Performance Objective 2: During 2026-2027, Connally High School will implement practices that promote a minimum 85% retention rate of faculty and staff into the next school year.

Evaluation Data Sources: Faculty and Staff Retention Rate

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Data demonstrates a growing number of novice teachers at the school, which may have implications for mentorship programs and professional development initiatives. Root Cause: Teachers leaving the profession resulting in the need to recruit novice instructors coupled with the challenges of teaching
Problem Statement 2: Connally High School has a significantly higher percentage of teaching staff currently participating in an alternative education programs at 27%, compared to other schools in the district Root Cause: Teachers with more experience choose to work at schools with fewer challenges.
Student Learning
Problem Statement 4: Over the years from 2021 to 2026, John B Connally High School's performance in the English 1 and English 2 STAAR/EOC exams consistently lags behind the State, Region 13, and District averages across all performance levels: Approaches, Meets, and Masters Grade Level. Root Cause: Students with learning challenges related to language acquisition and opportunities to develop literacy skills at lower grade levels is augmented by teachers who are often new to the profession and lack the knowledge or expertise to assist with reading development

Student Learning

Problem Statement 5: Despite the upward trend in performance, scores in Algebra 1 highlight a need for targeted interventions in order to bridge an overall performance disparity that reflects a considerable gap compared to the District and State performance levels. **Root Cause:** Weak prerequisite skills and limited development of numeracy skills during earlier grades results in challenges to build basic knowledge while introducing abstract Algebra concepts

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

Performance Objective 3: Throughout the 2026-2027 school year, CHS teachers will be supported by professional development that reflects campus and teacher demonstrated needs and will be reflected in an overall increase in positive teacher responses in the employee surveys from 63 to at least 75.

High Priority

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

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Data demonstrates a growing number of novice teachers at the school, which may have implications for mentorship programs and professional development initiatives. **Root Cause:** Teachers leaving the profession resulting in the need to recruit novice instructors coupled with the challenges of teaching

Problem Statement 2: Connally High School has a significantly higher percentage of teaching staff currently participating in an alternative education programs at 27%, compared to other schools in the district **Root Cause:** Teachers with more experience choose to work at schools with fewer challenges.

School Processes & Programs

Problem Statement 1: Teacher observation data (TTESS) demonstrates that Differentiation and Monitor & Adjust are areas of growth as evidenced by a higher percentage of Proficient rating compared to Accomplished and Distinguished. **Root Cause:** Teachers lack knowledge of differentiation strategies or lack skill in implementing differentiation strategies once presented with them

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

Performance Objective 4: Teachers will work within Professional Learning Communities (PLC) to develop high-level instruction

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

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 4: Over the years from 2021 to 2026, John B Connally High School's performance in the English 1 and English 2 STAAR/EOC exams consistently lags behind the State, Region 13, and District averages across all performance levels: Approaches, Meets, and Masters Grade Level. **Root Cause:** Students with learning challenges related to language acquisition and opportunities to develop literacy skills at lower grade levels is augmented by teachers who are often new to the profession and lack the knowledge or expertise to assist with reading development

Problem Statement 5: Despite the upward trend in performance, scores in Algebra 1 highlight a need for targeted interventions in order to bridge an overall performance disparity that reflects a considerable gap compared to the District and State performance levels. **Root Cause:** Weak prerequisite skills and limited development of numeracy skills during earlier grades results in challenges to build basic knowledge while introducing abstract Algebra concepts

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

Performance Objective 5: Administrators will be provided the opportunity to enhance their professional development and administrative skills throughout the year.

Evaluation Data Sources: Upbeat Data

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: Data demonstrates a growing number of novice teachers at the school, which may have implications for mentorship programs and professional development initiatives. **Root Cause:** Teachers leaving the profession resulting in the need to recruit novice instructors coupled with the challenges of teaching

Problem Statement 2: Connally High School has a significantly higher percentage of teaching staff currently participating in an alternative education programs at 27%, compared to other schools in the district **Root Cause:** Teachers with more experience choose to work at schools with fewer challenges.

School Processes & Programs

Problem Statement 1: Teacher observation data (TTESS) demonstrates that Differentiation and Monitor & Adjust are areas of growth as evidenced by a higher percentage of Proficient rating compared to Accomplished and Distinguished. **Root Cause:** Teachers lack knowledge of differentiation strategies or lack skill in implementing differentiation strategies once presented with them

Goal 2: PflSD 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 English I and English II tests for all student groups to meet or make progress toward meeting all Closing the Gaps targets.

Spring 2027 STAAR outcomes will demonstrate gains from the prior year

- RLA Academic Growth from 53% to 62%

-Approaches from 53% to 62%

-Meets from 38% to 45%

-Masters from 4% to 14%

High Priority

Evaluation Data Sources: STAAR results, Accountability reports

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: In English I and II, the percentage of Emergent Bilingual students meeting or mastering grade level expectations was considerably lower compared to other groups. Root Cause: Second language challenges prevent students from performing at levels commensurate with native language speakers Problem Statement 4: Over the years from 2021 to 2026, John B Connally High School's performance in the English 1 and English 2 STAAR/EOC exams consistently lags behind the State, Region 13, and District averages across all performance levels: Approaches, Meets, and Masters Grade Level. Root Cause: Students with learning challenges related to language acquisition and opportunities to develop literacy skills at lower grade levels is augmented by teachers who are often new to the profession and lack the knowledge or expertise to assist with reading development Problem Statement 11: While there has been an improvement over the previous three years regarding overall campus STAAR performance (2024: 62 - D: 2026: 65 - C), the gain is small, and academic growth measures have stalled in the same period of time (2024: 55 - F: 2026: 28 - F) the growth has not been sufficient. Root Cause: Emphasis on students achieving 'approaches' on a collective level has not resulted in a sufficient number of students demonstrating individual growth (gains based on individual performance in reading and math from 8th to 9th and 9th to 10th)

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 Algebra I tests for all student groups to meet or make progress toward meeting all Closing the Gaps targets.

Spring 2027 STAAR outcomes will demonstrate gains from the prior year

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

High Priority

Evaluation Data Sources: STAAR results, Accountability reports

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Across all subjects, Special Education students consistently scored lower than the overall student body, with particular challenges in achieving the "Meets Grade Level" and "Masters Grade Level" standards Root Cause: Co-teaching strategies for inclusion settings are either not known, not well understood, or not followed

Student Learning

Problem Statement 3: Across all tested subjects, students identified as Economic Disadvantage consistently scored below the overall school average in terms of scale scores and percentage scores. **Root Cause:** Teachers are unclear or unskilled in developing and implementing differentiated instruction that can address gaps in learning that often characterize Economic Disadvantaged learners

Problem Statement 5: Despite the upward trend in performance, scores in Algebra 1 highlight a need for targeted interventions in order to bridge an overall performance disparity that reflects a considerable gap compared to the District and State performance levels. **Root Cause:** Weak prerequisite skills and limited development of numeracy skills during earlier grades results in challenges to build basic knowledge while introducing abstract Algebra concepts

Problem Statement 11: While there has been an improvement over the previous three years regarding overall campus STAAR performance (2024: 62 - D; 2026: 65 - C), the gain is small, and academic growth measures have stalled in the same period of time (2024: 55 - F; 2026: 28 - F) the growth has not been sufficient. **Root Cause:** Emphasis on students achieving 'approaches' on a collective level has not resulted in a sufficient number of students demonstrating individual growth (gains based on individual performance in reading and math from 8th to 9th and 9th to 10th)

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 STAAR U.S. History EOC 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 88% to 94%
- Meets from 54% to 56%
- Masters from 23% to 30%

Evaluation Data Sources: STAAR results, Accountability reports

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 6: In the Spring 2026 STAAR EOC Biology and US History results for John B Connally High School, significant disparities are evident across Emergent Bilingual and Special Education groups at the 'meets' and 'masters' grade levels. **Root Cause:** Teachers and students are familiar with only being asked to attain 'approaches' performance level.

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 STAAR Biology EOC 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 85% to 90%

- Meets from 45% to 52%
- Masters from 13% to 30%

Evaluation Data Sources: STAAR results, Accountability reports

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 6: In the Spring 2026 STAAR EOC Biology and US History results for John B Connally High School, significant disparities are evident across Emergent Bilingual and Special Education groups at the 'meets' and 'masters' grade levels. Root Cause: Teachers and students are familiar with only being asked to attain 'approaches' performance level.

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

Performance Objective 5: By June 2027, the percent of Emergent Bilingual students making progress in English language proficiency will increase from 39% to at least 45%.

High Priority

Evaluation Data Sources: TELPAS results, Accountability results

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 7: TELPAS composite scores have shown a decreasing trend since 2022, with the most significant drop occurring from 2023 to 2025 Root Cause: A significant increase in Emergent Bilingual students (from 30% in 2020-2021 to 50% in 2025-2026) places increased demands on services and intervention time.

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

Performance Objective 1: To meet PfISD's 3E Promise of preparing all students for Employment, Enrollment or Enlistment after high school, the percentage of Class of 2027 Graduates who meet the criteria for College, Career, or Military Readiness (CCMR) will increase to 90%. By Class of 2029, 100% of Graduates will be CCM-ready.

High Priority

HB3 Goal

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

TEA 2026 accountability results (Class of 2025 CCMR Graduates goal of 70%)
 TEA 2027 accountability results (Class of 2026 CCMR Graduates goal of 90%) - Reset to meet 3E Promise
 TEA 2028 accountability results (Class of 2027 CCMR Graduates goal of 93%)
 TEA 2029 accountability results (Class of 2028 CCMR Graduates goal of 97%)
 TEA 2030 accountability results (Class of 2029 CCMR Graduates goal of 100%)

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 9: Levels of performance on SAT and PSAT reflect low participation and performance levels on other College Board Assessments (AP exams) Root Cause: Students have limited access to Advanced Placement exams that provide them with college oriented opportunities supported by SAT and PSAT performance
School Processes & Programs
Problem Statement 4: CTE Completer students has grown from 10% in 2023 to 19% in 2025; however, it is still below levels contributing to CCMR growth Root Cause: IBC passing rates vary because of changes in tests over the last several years
Perceptions
Problem Statement 7: The Lever 4 Academic Review determined that 44% of the assignments submitted in RLA and 16% assignments submitted in Math met the threshold for high quality assignments Root Cause: A teaching staff of new to profession and/or alternatively certified teachers need guidance in lesson plan development

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: Connally 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 B to A
- Domain 1 Rating will improve from C to B or above
- Domain 2 Rating will improve from B to A
- 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: T-TESS summative data for 2026-2027 will demonstrate a decrease in the percentage of teachers at or below 'proficient' in the area of 'differentiation' from the current percentage of 52% to below 40%.

Evaluation Data Sources: T-TESS Summative Evaluation data

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: By June 2027, the CHS student attendance rate will increase by 5% from 87% in 2025-2026 to 91%
The rate of Chronic Absenteeism will be reduced by 5% from the estimated 2025-2026 rate of 40% to 35%.

High Priority

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

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: By June 2027, positive responses referencing School Safety and Order will increase from 56% in the prior year to at least 65%.

Evaluation Data Sources: Staff survey data

Goal 4: PfISD will improve low performing schools.

Performance Objective 5: The 2026-2027 graduation rate will increase to at least 90% from the rate our 2025-2026 rate of 86.5%

High Priority

Evaluation Data Sources: 2025-2026 graduation rate data

Goal 4: PfISD will improve low performing schools.

Performance Objective 6: The CHS dropout rate will decrease from the 2025-2026 level of 4.2% to no higher than 2.5% in 2026-2027

High Priority

Evaluation Data Sources: Dropout data for 2025-2026

Goal 4: PfISD will improve low performing schools.

Performance Objective 7: During the 2026-2027 school year, CHS will reduce the disproportionality rates in student group placements at the district alternative education program (DAEP), out of school suspension (OSS), and in school suspension (ISS), across all student groups, specifically for African American students to below at least 20%

Evaluation Data Sources: Discipline data from 2025-2026

Goal 4: PfISD will improve low performing schools.

Performance Objective 8: During the 2026-2027 school year, CHS will offer parent and community engagement opportunities to better incorporate the community into campus planning and activities

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

Goal 4: PfISD will improve low performing schools.

Performance Objective 9: Establish a 9th Grade Academy at John B Connally High School using the Ron Clark Academy House Model, aiming to enhance student engagement, foster a sense of belonging, and improve academic performance. This initiative involves dividing students into "houses" to build community, organizing inter-house competitions to boost school spirit, and implementing academic and mentoring programs to support student leadership and behavioral development.

Evaluation Data Sources: Campus TEA rating

Goal 4: PfISD will improve low performing schools.

Performance Objective 10: Establish a clear, equitable, and transparent process at John B Connally High School to identify, verify, and recognize students who achieve high levels of academic performance, specifically for the A Honor Roll, B Honor Roll, and Principal's Honor List, by the end of each academic grading period.

High Priority

Performance Objective 10 Problem Statements:

Student Learning
Problem Statement 10: Student failure rates demonstrate the need for academic support by certified staff., Root Cause: Students need additional academic support due to lack of previous academic success.
Perceptions
Problem Statement 3: Students expressed a need for enhanced academic guidance as well as a identifying inadequate support from counselors during campus focus groups conducted by Region XIII Root Cause: The counseling department became adequately staffed last year and is still in the process of developing new systems to interact with students and families

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 - Connally HS

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

Yearly Target Goals - All Annual Graduates Earning CCMR

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

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

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus (Eco Dis, EB, SPED, Foster, Migrant, Homeless)	Emergent Bilingual (Current & Monitored)	Economically Disadvantaged	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Class of 2022 (Actual Outcomes for Goal-Setting)	23%	30%	48%	n/a	72%	n/a	n/a	31%	30%	38%	38%	n/a	45%
Class of 2023 (Actual Outcomes for Goal-Setting)	52%	59%	70%	n/a	75%	n/a	n/a	60%	47%	61%	88%	n/a	63%
Class of 2024	57%	64%	75%	n/a	80%	n/a	n/a	65%	52%	66%	93%	n/a	68%
Actual Outcomes: Class 2024	68%	87%	90%	n/a	92%	n/a	n/a	85%	89%	87%	57%	n/a	86%
Class of 2025	62%	69%	80%	n/a	85%	n/a	n/a	70%	57%	71%	95%	n/a	73%
Actual Outcomes: Class 2025	91%	89%	87%	n/a	96%	n/a	n/a	88%	90%	89%	83%	n/a	90%
Goals Reset to Meet PfISD 3E Promise													
Class of 2026	76%	90%	92%	n/a	94%	n/a	n/a	89%	92%	90%	68%	n/a	89%
Actual Outcomes: Class 2026				n/a		n/a	n/a					n/a	
Class of 2027	84%	94%	95%	n/a	96%	n/a	n/a	92%	95%	94%	79%	n/a	93%
Actual Outcomes: Class 2027				n/a		n/a	n/a					n/a	
Class of 2028	92%	97%	97%	n/a	98%	n/a	n/a	96%	97%	97%	89%	n/a	96%
Actual Outcomes: Class 2028				n/a		n/a	n/a					n/a	
Class of 2029	100%	100%	100%	n/a	100%	n/a	n/a	100%	100%	100%	100%	n/a	100%
Actual Outcomes: Class 2029				n/a		n/a	n/a					n/a	

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

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

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

CCMR Targeted Strategies

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