Pflugerville Independent School District

Weiss High School

2026-2027

Accountability Rating: A

Distinction Designation
Academic Achievement in Social Studies
Top 25 Percent: Comparative Closing the Gaps



Mission Statement

Weiss High School is committed to its tradition of creating a campus culture that encompasses a set of core values. As members of the Weiss High School learning community, you are invited to continue our mission and vision in keeping with these core values:

Integrity ~ Loyalty ~ Grit ~ Honesty ~ Courage ~ Humility

Vision

Weiss High School is a community of **integrity** and learning,

Where teachers and administrators mentor and inspire students to reach their highest potential;

Where students are challenged to act with **courage, grit**, and **humility**

as they develop skills that will prepare them to be lifelong learners and productive citizens.

Where every individual feels safe and can identify with a culture of pride, competitiveness, and belonging.

Where **honesty** and **loyalty** define our destiny.

We are the Wolf Pack!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Weiss High School is a comprehensive campus serving students in grades 9–12, with a projected enrollment of 2045 for the 2026–2027 school year. Opened in the 2017–2018 school year, WHS is the newest high school in Pflugerville ISD and celebrated its first graduating class in 2020. Located on the edge of Pflugerville's fastest-growing area, the school initially opened before the surrounding residential developments were established. Since then, multiple housing communities have emerged to the north, northwest, east, and southeast of the campus. Although the school has consistently exceeded its original enrollment projections, it experienced a decline of 232 students in the 2020–2021 school year compared to the previous year. Despite this drop, the racial and ethnic composition of the student body remained relatively stable. The 2021–2022 school year marked a period of transition for WHS. Beginning in 2022–2023, the school no longer qualified as a Title I campus, and rezoning led to a further decline in enrollment. Still, participation across student groups and special programs has remained steady throughout the school's history, with the exception of a decrease in the number of economically disadvantaged students.

Student Demographics - Weiss High School (Source: TAPR & OnDataSuite)					
	2022-2023	**2023-2024**	**20234-2025**	**2025-2026**	**2026-2027**
	(9th - 12th)	**(9th-12th)**	**(9th-12th)**	**(9th-12th)**	**(9th-12th**
Total Enrollment	2,357	1970	2,063	1985	2045
African American	15%	17%	25%	18.3%	
Hispanic	48.9%	35%	35%	43.6%	
White	21.8%	28%	22	21%	
American Indian	.09%	0.0%	0%	0.2%	
Asian	11%	13%	14%	10.5%	
Pacific Islander	.01%	0.0%	0%	.2%	
Two or More Races	3.2%	7%	4%	6.2%	

Student Special Program Identification/Participation - Weiss High School (Source: TAPR & OnDataSuite)					

	2022-2023	**2023-2024**	**2024-2025**	**2025-2026**	**2026 - 2027**
Economically Disadvantaged	37%	19.0%	39%	41%	
Emergent Bilingual (EB/EL)	19%	22.0%	18%	17.8%	
At-Risk	56%	60.0%	46.3%	46%	
Special Education	10.%	10.0%	11%	11%	
CTE	84.9%	-	-	-	
Gifted & Talented	8%	9.0%	9%	8.6%	
Dyslexia	4%	5.0%	1%	6.5%	
Section 504	11.0%	12.0%	15%	12.4%	
Immigrant	1.0%	2.0%	0%	2.2%	
Homeless	0.0%	0.0%	0.%	1.1%	
Migrant	0.0%	0.0%	0%	0%	
Campus Mobility Rate (for prior year)	12.6%	12.5	10.5	Not yet reported	Not yet reported

Staff Demographics

Teacher Demographics - Weiss High School (Source: TAPR)					
	2021-2022	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**
Total Teachers	123	138	130	126	119.5
African American	15.6%	9.7%	15%	13.7	8.5
Hispanic	14.0%	13.3%	18.3%	18	18.9
White	67.0%	74.1%	64.4%	68.8	71.8
American Indian	1.1%	0.7%	0.8%	0	.8
Asian	0.0%	0%	0.5%	.7	0

Pacific Islander	0.0%	0%	0%	0	0
Two or More Races	2.2%	2.2%	0.9%	.8	0

Weiss High School teachers have experience ranging from 1-30 years. There is a pretty even number of teachers in the 1-5 and 6-10 years experience groups.

Teachers by Years of Experience - Weiss High School (Source: TAPR)					
	2021-2022	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**
Beginning Teachers	5.2%	15.5%	3.2%	7.6%	4.2%
1-5 Years Experience	28.6%	22.8%	46.4%	35.3%	29.7%
6-10 Years Experience	24.1%	23.6%	16.9%	19.3%	26.3%
11-20 Years Experience	25.0%	23.2%	18.8%	12.3%	22.8%
Over 20 Years Experience	16.8%	15%	14.7%	14.6%	16.8%

Demographics Strengths

- WHS is composed of a diverse population of students.
- Experienced teaching staff. Seventeen teachers on staff have eared a TIA designation.
- Active and involved community, parents/guardians

Problem Statements Identifying Demographics Needs

Problem Statement 1: While WHS has a significant number of Economically Disadvantaged students, the campus has not met the threshold for Title I funds to support Economically Disadvantaged students since 2022-2023.
Root Cause: The current system for getting students and families to sign up for free and reduced lunch services is not successful in getting all students who may qualify to sign up for services.

Problem Statement 2: The percentage of students identified as At-Risk for dropping out of school is 46.3%.

Root Cause: With the increased needs and learning gaps, campus Tier 2 and Tier 3 support systems must be adjusted to meet the need.

Student Learning

Student Learning Summary

STAAR EOC Year to Year Trend Data

STAAR EOC Improvements: The campus earned an overall score of 88 in Domain I (Student Achievement). Significant multi-year gains were recorded in Biology (Masters level reached 42% in 2026) and U.S. History (Masters level reached 50% in 2026). English 1 and 2 also showed solid Approaches/Meets trajectory over time.

Test	2022			2023			2024			2025			2026		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
English 1	61%	47%	10%	71%	55%	14%	78%	67%	24%	76%	63%	19%	81%	63%	15%
English 2	66%	54%	7%	72%	57%	11%	82%	70%	12%	78%	65%	12%	81%	71%	12%
Algebra 1	59%	24%	5%	57%	13%	3%	61%	20%	6%	61%	29%	12%	73%	39%	11%
Biology	78%	52%	21%	89%	55%	17%	96%	69%	26%	95%	74%	21%	96%	77%	42%
U.S. Hist.	84%	62%	41%	93%	67%	40%	96%	78%	41%	94%	72%	47%	94%	79%	50%

College Career and Military Readiness (CCMR) Graduates

- **Graduation & CCMR Performance:**

  Overall, Weiss High School exhibits strong areas of academic achievement and readiness for post-secondary success. Weiss High School achieved a high graduation rate of 97.9% (exceeding district and state averages) and a low dropout rate of .5%. Total credit criteria for College, Career, and Military Readiness (CCMR) stands strong at 92%. The performance in preparing students for college, careers, and military readiness is notable. Weiss High School has a well-rounded curriculum that supports diverse post-graduation options for students, and has demonstrated exceptional performance in the area of graduating students who demonstrate postsecondary readiness skills.

Total credit for CCMR criteria	WHS 92%
Scored at or above the college ready standard on SAT, ACT, TSIA, or earned credit for a college prep course	
Scored at or above the college ready standard on SAT, ACT, TSIA	

Met criterion score on AP/IB exam(s)

Earned college credit for a dual credit course

Earned an industry-based certification

Earned a level I or level II certificate

Earned an associate degree

Completed an OnRamps course and qualified for college credit

Graduated with completed individualized education program (IEP) and workforce readiness

Graduated under an advanced diploma plan and identified as a current special education student

Enlisted in the U.S. Armed Forces

TELPAS Results:

Weiss High School performs particularly well in **English language proficiency (100)**

English Language Proficiency

% of Points Earned



out of 100

English Language Proficiency measures Emergent Bilingual (EB)/English learners' (ELs) progress towards achieving English language proficiency.

STAAR Performance

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**90**	**A**	
Student Achievement		**89**	**B**	**70%**
STAAR Performance	58	88		
College, Career and Military Readiness	92	93		
Graduation Rate	97.9	85		
School Progress		**88**	**B**	**0%**
Academic Growth	74	80	B	
Relative Performance (Eco Dis: 41.0%)		88	B	✓
Closing the Gaps	**79**	**92**	**A**	**30%**

Missed Closing the Gaps Targets

- Academic Achievement in Math: All Students, Hispanic student group, High Focus student group

Student Learning Strengths

- Gains were made in Algebra I at the Meets Grade Level and Masters levels of performance
- Gains were made in Biology for Meets Grade Level outcomes
- The percentage of students achieving the Masters level on STAAR increased significantly in US History from 41% in 2024 to 47% in 2025.
- In Closing the Gaps, Academic Achievement in RLA, all evaluated student groups exceeded the interim targets

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Intervention in the classroom, and during Wolfpack time is ineffective
Root Cause: There is a lack of training and resources for Tier 1 and Tier 2 interventions.

Problem Statement 2: There is a low percentage of students receiving certifications in CTE programs.
Root Cause: The campus does not have a systemic approach for increasing CTE certifications.

Problem Statement 3: Weiss High School received a D rating in accountability domain 2A for Academic Growth in Math and RLA.
Root Cause: PLC protocols need to be revisited to ensure the unpacking unit maps, common assessment development, data analysis, and action planning for implementing effective teaching practices is done with fidelity.

Problem Statement 4: For Algebra I, Closing the Gaps Academic Achievement targets for Meets Grade Level or Above performance were missed for All Students, the Hispanic student group, and the High Focus student group.
Root Cause: Specific strategies to address the needs of specific student groups are not consistently identified and implemented.

Problem Statement 5: 2025 STAAR EOC data shows ELA achievement gaps for Hispanic, Eco Dis, EB/EL, and SPED student groups.
Root Cause: Specific strategies to address the needs of specific student groups are not consistently identified and implemented.

Problem Statement 6: 58% of the students who participated in the Advanced Placement exam earned a qualifying score of 3 or higher.
Root Cause: The campus does not have a systemic approach for increasing student participation and performance in the AP program.

Problem Statement 7: 82% of the graduating class of 2024 graduated college, career, military ready, though the official reported rate was 73% due to data reporting errors for students receiving credit via Texas College Bridge.
Root Cause: Instructional strategies lack rigor and there is a need for vertical continuity in curriculum practices.

School Processes & Programs

School Processes & Programs Summary

The teaching staff at Weiss High School is committed to providing equitable, engaging, and excellent learning opportunities for all students. Weiss High School offers a new teacher mentoring program, new teacher PLC sessions, and new teacher orientation. The campus and district instructional leadership team meet regularly with all teachers through professional learning and PLCs. The campus and district instructional leadership team are available to assist teachers with improving student performance and increasing teacher effectiveness.

The Leadership Team: The campus leadership team implemented a leadership team meeting structure with:

- Weekly leadership team meetings
- Monthly Department Chair meetings
- Monthly Faculty meetings
- Monthly CAAC meetings
- Monthly Leaver Team Meetings

Professional Learning Communities: PLC collaboration enables teachers to dive into data together and create lesson designs that help all students succeed. The 2024-2025 Master Schedule is optimized for PLC meeting time. As a result many PLCs meet during the school day.

Technology:

- PfISD provided each student with a Chromebook and each teacher with a laptop to improve access to instructional materials.
- Teachers have access to Canvas, a learning management system, to develop course content, resources and course supports that can be accessed digitally by students and parents.

Intervention:

- Students that are in need of academic intervention in accordance with HB1416 will receive 30-minute interventions through their Wolf Pack Time
- We are striving to build a foundation for reading and math concepts.

College and Career Center:

- Throughout the 2024-25 school year, students received information on TAFSA, FAFSA, Apply Texas, ASVAB as well as career opportunities through their courses, advisory, in an evening and weekend sessions.

Discipline Information:

WHS staff has received training on Restorative Practices and Trauma Informed Skills. Each teacher is required to create a treatment agreement with every class, and include a green strategy in daily lesson plans. Additionally, Trauma Informed Skills SEL lessons are taught during Wolf Pack Time. A review of disciplinary infractions is a standing agenda item during weekly leadership meetings. The following behaviors yielded the highest percentages of referrals excessive tardiness (24.2%), failure to attend assigned detention (7.9%), rude/disrespectful behavior (4.8%), and disruptive classroom behavior. 4.1%). A total of 171 special education students were assigned School Suspension, Out of School Suspension, DAEP, and/or expulsion during the 2023-2024 school year. The disproportionality rate of discretionary placements of African American students at the Disciplinary Alternative Education Program (DAEP) is 1.8. This rate is below the state's threshold of 2.0.

Attendance:

Attendance averaged 92.8% with at chronic absenteeism rate of 22.6% in Spring of 2025 . The campus system for addressing student tardiness was reworked, and has proven effective based on clear hallways after the tardy bell. Passing periods are 7 minutes, so students have sufficient time to transition. Teacher and administrative duty stations were revised, and attendance is taken to ensure various locations are actively monitored throughout the day. Hallway passes are color coded by pods, so a student out of the designated area is easily identified.

Safety:

Student safety is a priority. Drills are conducted using the Raptor system. The implementation of Raptor has increased efficiency with recording drills, accounting for the status and location of faculty, staff, and students.

School Processes & Programs Strengths

- PLC time for EOC courses protected for meeting
- Increased number of student lunches supported by the cafeteria
- Extra Curricular programs provide a multitude of opportunities for students to connect to the campus
- Communication systems between teachers and parents and teachers and students are effective.
- Communication from campus leadership to the community (increased from bi-monthly to weekly Principal messages to community via S'More)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We are not currently maximizing the use of Wolf Pack Time for intervention.
Root Cause: There are no specific teacher resources or trainings for creating effective, targeted intervention lessons.

Problem Statement 2: Office referrals are not always processed and staff are not aware of the outcome of referrals.
Root Cause: There is not a system for progress monitoring office referral processing, or a system for follow up with staff.

Perceptions

Perceptions Summary

Weiss High School earned the No Place for Hate Designation this school year. Additionally, many campus activities are hosted throughout the year. These activities provide students, faculty and staff opportunities to be involved.

Teacher Celebration/Acts of Appreciation:

- Teacher Appreciation Week
- PBIS teacher appreciation supports
- Lifesaver Award
- Thanksgiving Luncheon

Campus Activities:

- Community Carnival
- Pack Pride Awards
- Kindness Matters Month
- Adopt a Child
- Breast Cancer Awareness Month (Pie the Principals)
- Pep Rallies
- Red Ribbon Week
- Meet the Teacher
- Open House
- Spirit Walks
- Principal for a Day
- Cultural Day

Perceptions Strengths

According to the Spring 2024 Upbeat Staff Survey, Weiss High School exhibits a commendable level of diversity and inclusivity, both in its employee composition and in its approach to providing equitable opportunities and caring for student wellbeing.

- **91%Opportunities are accessible to all teachers at my school, regardless of their race, ethnicity, culture, or other aspects of personal identity.**

- **91% Employees in my school are racially, ethnically, and culturally diverse**
- **94% The diversity of the employees in my school is representative of the diversity of our students.**
- **95%Teachers at my school care about the wellbeing of students.**

Problem Statements Identifying Perceptions Needs

Problem Statement 1: For the Spring 2024 Upbeat survey, WHS increased from 59% to 67% positive response in the area of Professional Development.
Root Cause: The campus professional development plan is too generic, and is not tailored toward improving teaching practices.

Problem Statement 2: For the Spring 2024 Upbeat survey, WHS has a 64% positive response in the area of School Safety and Order.
Root Cause: Rules for student behavior are not consistently enforced by teachers, and the campus administration is inconsistent with applying disciplinary practices fairly to all students.

Problem Statement 3: Parental involvement is low.
Root Cause: Campus surveys should be sent in different languages.

Problem Statement 4: For the Spring 2024 Upbeat survey, WHS has 53% positive responses in the area of Work/Life Balance.
Root Cause: The campus does not have enough resources and staff to help out with lessons and materials that make the job easier.

Goals

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

Performance Objective 1: During the 2026-2027 school year, Weiss High School will recruit and retain effective, highly qualified teachers as measured by a 5% increase (from 86% to 91%) in staff retention.

Evaluation Data Sources: Staff Survey

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

Performance Objective 2: Throughout the 2026-2027 school year, WHS teachers will be supported by engaging in professional learning opportunities designed to meet the needs and interest of teachers as measured by a 5% increase (from 62% - 67%) on the Professional Development category of the staff culture and climate survey.

High Priority

Evaluation Data Sources: Sign-in sheet, meeting agenda, professional learning session feedback surveys, and staff Surveys

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

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

Improved Spring 2027 STAAR outcomes from the prior year will be:
-Math Academic Growth from 86% to 91%
-Approaches from 73% to 78%
-Meets from 39% to 44%
-Masters from 11% to 16%

Evaluation Data Sources: STAAR EOC results
District Assessment Data
Common Assessment Data
TEA Accountability report for Closing the Gaps

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 the English I and English II EOCs for all student groups to meet Closing the Gaps targets.

Improved Spring 2027 STAAR outcomes from the prior year will be:
-RLA Academic Growth from 70% to 75%
-Approaches from 81% to 86%
-Meets from 65% to 70%
-Masters from 13% to 20%

Evaluation Data Sources: Increase in English I EOC results
TEA Accountability report for Closing the Gaps

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 the U.S. History STAAR EOC 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 95% to 100%
-Meets from 78% to 83%
-Masters from 50% to 55%

Evaluation Data Sources: STAAR results
Common Formative Assessments
District Assessments
Accountability reports

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

Performance Objective 4: By June 2027, there will be increases in Achievement at all performance levels on the Biology STAAR EOC 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 96% to 100%
-Meets from 76% to 81%

-Masters from 42% to 47%

Evaluation Data Sources: STAAR EOC results
District Assessment Data
Common Assessment Data
Accountability reports

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 96%. By Class of 2029, 100% of Graduates will be CCM-ready.

HB3 Goal

Evaluation Data Sources: HB3 Goals are set to meet PfISD's 3E Promise: By Class of 2029, ALL students meet at least one CCMR indicator by the end of their senior year to be well-prepared for employment, enrollment or enlistment after high school. Goals also align to an accountability CCMR rating of "A" (minimum 88%)
(see also addendums for CCMR goals by student group):
TEA 2027 accountability results (Class of 2026 CCMR Graduates goal of 94%) - Reset to meet 3E Promise
TEA 2028 accountability results (Class of 2027 CCMR Graduates goal of 96%)
TEA 2029 accountability results (Class of 2028 CCMR Graduates goal of 98%)
TEA 2030 accountability results (Class of 2029 CCMR Graduates goal of 100%)

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

Performance Objective 2: The percent of WHS CCMR graduates that meet the threshold as COLLEGE-READY will increase from 93% (from the class of 2026) to 96% for the Class of 2027 (by August 2027).

HB3 Goal

Evaluation Data Sources: August 2027 TEA Accountability reports for Class of 2026 CCMR results
(results for graduates are reported a year behind the year)

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 5: 2025 STAAR EOC data shows ELA achievement gaps for Hispanic, Eco Dis, EB/EL, and SPED student groups. **Root Cause**: Specific strategies to address the needs of specific student groups are not consistently identified and implemented.

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

Performance Objective 3: The percent of WHS CCMR graduates that meet the threshold as CAREER-READY will increase from 26% (from the class of 2026 to 30% for the Class of 2027 (by August 2027).

HB3 Goal

Evaluation Data Sources: August 2027 TEA Accountability reports for Class of 2026 CCMR results
(results for graduates are reported a year behind the year)

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: During the 2026-2027 school year, Weiss High School will decrease the Chronic Absenteeism rate from 17.6% to 15.6%, and increase Attendance Rates from 93.1% to 97.8%.

Evaluation Data Sources: Attendance Rates
Chronic Absenteeism Rates
Disciplinary Data

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: For Class of 2027 four-year graduation rates, Weiss High School will improve graduation rates by 3% for all student groups compared to the prior year.

Evaluation Data Sources: Graduation Rates
Decrease in credits for students

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: Throughout the 2026-2027 school year, Weiss High School will improve parent and family engagement as measured by a 5% increase (from 83% to 88%) on the Parent/Teacher Communication category of the staff survey.

Evaluation Data Sources: Increased parent support on campus
Increased parent knowledge
Logs

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: During the 2026-2027 school year, Weiss High School will provide and monitor appropriate interventions for students who are At-Risk for dropping out of school resulting in a decrease of the dropout rate from 0.5% to 0%.

Evaluation Data Sources: Student level documentation of supports provided; student progress monitoring.

Goal 4: PfISD will improve low performing schools.

Performance Objective 5: By June 2027, Weiss High School will reduce the number of disciplinary referrals, removals, and disproportionality rates compared to the prior year.

Evaluation Data Sources: Skyward Reports

Goal 4: PfISD will improve low performing schools.

Performance Objective 6: Weiss High School's 2027 A-F accountability ratings for overall and each domain will improve from the prior year as follows:
--Overall Rating will remain an A
--Domain 1 Rating will improve from B to A
--Domain 2 Rating will improve from B to A
--Domain 3 Rating will Maintain an A

Evaluation Data Sources: Accountability Ratings

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 - Weiss HS

The percentage of Graduates that meet one or more indicators for College, Career and Military Readiness (CCMR) will increase from 73% 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)	Reset to Meet PfISD 3E Promise Goal	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)
51%	72%	75%	78%		94%	96%	98%	100%
Reported Outcomes*		73%	92%					
Outcome if no data reporting errors		***92%***						

*A data reporting error occured in the Fall 2025 PEIMS submission of 2023-2024 College Prep course completion that excluded 98 students from being reported as CCM-ready. Though PfISD has appealed related accountability ratings, the appeal does not correct the data. The CCMR rate should have been reported as 92%. However, this reporting cannot be changed, so the offical Class of 2024 rate as processed and reported by TEA will always be 73%.

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)	44%	43%	58%	n/a	49%	n/a	52%	40%	36%	49%	50%	n/a	56%
Class of 2023 (Actual Outcomes for Goal-Setting)	73%	66%	79%	n/a	79%	n/a	75%	68%	56%	68%	94%	n/a	72%
Class of 2024	76%	69%	82%	n/a	82%	n/a	78%	71%	59%	71%	95%	n/a	75%
Reported Outcomes: Class 2024	64%	65%	87%	n/a	78%	n/a	89%	67%	63%	68%	74%	n/a	74%
***Outcomes if no data reporting errors**	***94%***	***89%***	***97%***	n/a	***93%***	n/a	***100%***	***88%***	***71%***	***89%***	***74%***	n/a	***94%***
Class of 2025	78%	71%	84%	n/a	84%	n/a	80%	73%	61%	73%	96%	n/a	77%
Actual Outcomes: Class 2025	87%	90%	97%	n/a	98%	n/a	95%	89%	87%	89%	81%	n/a	94%
Reset to Meet PfISD 3E Promise Goal													
Class of 2026	96%	91%	98%	n/a	94%	n/a	100%	91%	78%	92%	81%	n/a	95%
Actual Outcomes: Class 2026				n/a		n/a						n/a	
Class of 2027	97%	94%	99%	n/a	96%	n/a	100%	94%	86%	95%	87%	n/a	97%
Actual Outcomes: Class 2027				n/a		n/a						n/a	
Class of 2028	99%	97%	100%	n/a	98%	n/a	100%	97%	93%	97%	94%	n/a	98%
Actual Outcomes: Class 2028				n/a		n/a						n/a	
Class of 2029	100%	100%	100%	n/a	100%	n/a	100%	100%	100%	100%	100%	n/a	100%
Actual Outcomes: Class 2029				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.