

Pflugerville Independent School District

District Improvement Plan

2026-2027

Accountability Rating: B



Mission Statement

The mission of Pflugerville ISD is to provide an inspiring, engaging, and relevant education that empowers students to reach their full potential as productive members of a diverse global community.

Vision

Pflugerville ISD...Passionately Serving the Best Interests of Students

Value Statement

We Believe

- Diversity is our strength
- All individuals have worth
- Relationships are foundational to success
- A safe and nurturing environment is non-negotiable
- All students have the right to diverse educational opportunities
- Social-emotional learning is as critical as academic focus
- Civic-mindedness must be explicitly cultivated in our students
- Community partnerships and high expectations improve student outcomes
- Innovation and a strong work ethic ensure excellence

Comprehensive Needs Assessment

Demographics

Demographics Summary

Pflugerville Independent School District, established in 1902, is located in northeast Travis County, Texas. Spanning approximately 95 square miles, the district serves portions of six municipalities: Pflugerville, Austin, Coupland, Hutto, Manor, and Round Rock. PfISD is surrounded by more than seven major institutions of higher education, including The University of Texas at Austin, Texas State University, Concordia University, St. Edward's University, Huston-Tillotson University, Southwestern University, and the Austin Community College system.

District enrollment as of Fall 2026 is 23,720 across 35 campuses, an enrollment decrease of 1,326 students from the prior year. The district has 22 elementary schools, 7 middle schools, 4 comprehensive high schools, an alternative high school (PACE) located at a campus that also houses the district's 18+ program for students continuing their IEP for graduation, as well as a separate DAEP program campus (the Opportunity Center).

PfISD is experiencing declining student enrollment, influenced in part by the presence of at least seven surrounding public charter schools enrolling over 3,500 students. In response, the district has engaged in a District Optimization process while also prioritizing enrollment growth through strategic marketing, an attendance awareness campaign, and coaching campus staff in effective communication and social media engagement. PfISD continues to offer both intra- and inter-district transfer opportunities to designated open campuses through an annual application process.

The 2026-2027 school year will be the final operational year for four elementary schools with Dessau ES, Parmer Lane ES, Pflugerville ES, and Windermere ES set to close at the end of the school year.

District Enrollment Over Time in Pflugerville ISD				
(Source: TEA TAPR 2017-2025; OnDataSuite Fall PEIMS 2025-2026)				
2022-2023	2023-2024	2024-2025	2025-2026	Fall 2026
25,445	25,297	25,477	25,046	23,720

Students

Student Race/Ethnicity Changes Over Time in Pflugerville ISD							
(Source: TEA TAPR 2018-2025; OnDataSuite Fall PEIMS 2025-2026)							
	Black - African American	Hispanic - Latino	White	American Indian/ Alaskan Native	Asian	Native Hawaiian/ Pacific Islander	Two or More Races
2021-2022	15.5%	48.5%	22.4%	0.2%	8.5%	0.2%	4.8%
2022-2023	15.4%	48.4%	22.0%	0.3%	9.1%	0.1%	4.8%
2023-2024	15.2%	49.0%	21.5%	0.2%	9.2%	0.2%	4.8%
2024-2025	14.8%	50.2%	20.6%	0.2%	9.3%	0.1%	4.8%
2025-2026	14.9%	49.9%	20.5%	0.2%	9.5%	0.1%	4.8%

PfISD's student population is demographically diverse, and this variety of backgrounds provide a myriad of experiences and learning opportunities for students, staff, and community. Demographic shifts suggest a need for continued cultural responsiveness, bilingual/ESL support, and inclusive curriculum planning.

Student Demographic & Program Enrollment Over Time in Pflugerville ISD (Source: TEA TAPR 2018-2025; OnDataSuite Fall PEIMS 2025-2026)					
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Economically Disadvantaged	45.6%	45.6%	49.3%	50.4%	54.1%
At-Risk	60.7%	59.3%	60.3%	59.5%	58.2%
Emergent Bilingual (EB)	25.3%	27.4%	29.8%	31.1%	30.8%
Special Education	12.4%	12.6%	13.8%	15.8%	16.8%
Section 504	9.3%	9.5%	9.3%	8.7%	8.1%
Students with Dyslexia	5.3%	5.7%	6.2%	6.8%	7.4%
Gifted & Talented Education	7.6%	8.4%	8.4%	8.2%	8.4%
Foster Care	0.3%	0.3%	0.2%	0.2%	0.1%
Unhoused/Homeless	1.0%	0.7%	1.0%	1.5%	1.9%
Immigrant	2.5%	3.3%	4.8%	6.8%	6.1%
Migrant	0.00%	0.01%	0.00%	0.01%	0.01%
Military-Connected	3.5%	5.1%	5.2%	5.0%	5.2%
Students with Disciplinary Placements (at DAEP or JJAEP in prior year)	0.4%	1.6%	2.1%	not yet available	not yet available

Student participation in the National School Lunch Program (NSLP) and identified as economically disadvantaged increased significantly by nearly 4% from the prior year. During 2025-2026, the district served a total of 23 schools (16 elementary, 5 middle, and 2 high schools) as Title I Schoolwide campuses to provide high-quality education to enable all students to meet the state performance standards.

Emergent Bilingual students comprise 31% of PfISD enrollment. Among these students, 26% are in their first or second year in U.S. schools, while about 31% have been in U.S. schools for six or more years (long-term EB students) and have yet to attain the Advanced High levels of English proficiency required for exit from the program. With at least 73 different spoken languages identified—Spanish, Vietnamese, and Arabic being the top three—EB students come from diverse cultural and linguistic backgrounds, requiring bilingual or ESL-certified teachers to provide appropriate and accommodated instruction. During the 2025-2026 school year, PfISD filed for 40 ESL Waivers and 10 Bilingual Exceptions for teachers of Emergent Bilingual students who lacked appropriate teaching certification.

There was another 1% increase in students receiving special education services during 2025-2026, totaling an increase of over 4% over the past five years.

Staff Composition

Staff Information	District	
	Count	Percent
Total Staff	3,496.2	100.0%
Professional Staff	2,343.1	67.0%
Teachers	1,809.4	51.8%
Professional Support	350.5	10.0%
Campus Administration (School Leadership)	109.2	3.1%
Central Administration	73.9	2.1%
Educational Aides	453.8	13.0%
Auxiliary Staff	699.2	20.0%

PfISD employs 3,496 staff members, with a strong focus on instructional support. Professional Staff make up 67% of the workforce, including Teachers at 52%, Professional Support at 10% and Campus Administration at 3%. Educational Aides account for 13%, enhancing classroom instruction, while Auxiliary Staff comprise 20%, providing essential operational support. This staffing structure reflects the district's commitment to student learning and effective campus operations.

Teachers

Teachers – Years of Experience (Source: TEA TAPR)																
	Beginning Teachers		1-5 Years		6-10 Years		11-20 Years		21-30 Years		Over 30 Years		Average Years		Average Years Experience in the District	
	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
PfISD	4%	8%	37%	29%	18%	19%	25%	28%	13%	14%	3%	3%	10	10.8	5	5.9
State	9%	7%	27%	28%	20%	20%	27%	28%	14%	14%	3%	3%	11.0	11.2	7	7.0

In 2024-2025, there was a 4% increase in the number of beginning teachers with 142 teachers starting their career in PfISD. At the same time, the number of teachers with 1 to 5 years of experience—where most PfISD teachers are—decreased by 8%. PfISD teachers' average years of experience including average years in the district both increased from the prior year, while State rates maintained.

The district provides a mentoring program for beginning teachers throughout their first two years of teaching. Throughout the first three years of teaching, a New Teacher Academy professional learning series is provided. An annual New Teacher Orientation for new-to-district teachers supports the work environment through Professional Learning Communities (PLCs), and offers ongoing, embedded professional learning.

Teacher Incentive Allotment (TIA) - Designated Teachers

For the 2026-2027 school year, 581 designated teachers will serve in PfISD classrooms. Of all PfISD teachers, 32% are designated. With a 90% retention rate of designated teachers, PfISD meets the primary TIA goal of retaining highly-effective teachers in the classroom. Within three years of employment in PfISD, eligible teachers can earn an additional annual TRS-eligible annual salary incentive of up to \$18,372. National Board Certified Teachers are eligible for an incentive within their second year of employment in PfISD.

Teacher Incentive Allotment (TIA) Designated Teachers in PfISD				
	2021-2022 (Pilot Year)	2022-2023	2023-2024	2024-2025
Master	50	222	291	340
Exemplary	32	157	198	192
Recognized	10	37	42	49
Total Designated Teachers	92	416	531	581

ESSA Talent Plan: Teacher experience related to teaching students of low-income and students of color

In 2017-2018, the district followed the then newly implemented Texas Equity Plan process as required under ESSA for all districts receiving Title I funds to create and submit plans describing how the district will decrease gaps as they relate to low-income students and minority students being taught at higher rates than other students by inexperienced, out-of-field, and ineffective teachers. The plans are used by TEA and districts to better understand and address the challenges faced in providing equitable access to excellent teachers for low-income and minority students and to identify effective strategies that can help shrink equity gaps and improve student learning for all. Districts are required to annually review equity reports and plans to address gaps.

- **Gap in Experienced Teachers at High-Poverty Campuses:** In 2024-2025, the PfISD gap increased by 1% from the prior year while the statewide gap decreased 1%. The top quartile of campuses where the highest gaps existed, in order from highest to lowest, were at Delco ES, Dessau MS, Copperfield ES, PACE HS, Spring Hill ES, Northwest ES, Dessau ES, Parmer Lane ES, River Oaks ES, Ruth Barron ES.
- **Gap in Experienced Teachers at High-Minority Campuses:** In 2024-2025, the PfISD gap decreased by 1% from the prior year while the statewide gap increased by 5%. **The top quartile of campuses where the highest gaps existed, or order from highest to lowest, were at Delco ES, Copperfield ES, Dessau MS, Connally HS, PACE HS, Dessau ES,**

Parmer Lane ES, Spring Hill ES, Westview MS, River Oaks ES, Ruth Barron ES.

Talent Plan: Teacher Experience Related to Teaching Students of Low-Income and Students of Color (Source: Internal Calculations 2017-2018; OnDataSuite 2018-2025)			
		Gap in Experienced Teachers at High-Poverty Campuses	Gap in Experienced Teachers at High-Minority Campuses
2017-2018 (Baseline)	PfISD	11%	10%
	State	14%	3%
2018-2019	PfISD	8%	6%
	State	-1%	-2%
2019-2020	PfISD	4%	2%
	State	-3%	-3%
2020-2021	PfISD	5%	5%
	State	-1%	-1%
2021-2022	PfISD	5%	5%
	State	1%	3%
2022-2023	PfISD	2%	4%
	State	2%	4%
2023-2024	PfISD	7%	10%
	State	7%	7%
2024-2025	PfISD	8%	9%
	State	11%	12%

Campus Leadership

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	8.3	6.0
Average Years Experience of Principals with District	7.0	5.1
Average Years Experience of Assistant Principals	5.8	5.1
Average Years Experience of Assistant Principals with District	4.5	4.3
Average Years Experience of Teachers	10.8	11.2
Average Years Experience of Teachers with District	5.9	7.0

Starting the 2026-2027 school year, there are a greater number of campus principal leadership changes than in recent years with four new elementary, three new middle school and one new high school principal assignments. Across program areas, resource management and compliance at the campus level is designated to the campus principal.

PfISD benefits from high principal retention rates and a highly experienced campus leadership team. Principals average 8.3 years of experience, exceeding the state average of 6.0 years, with 7 of those years within PfISD. Assistant Principals also show strong leadership tenure, averaging 5.8 years of experience overall and 4.5 years within the district, both above state averages. This level of experience contributes to leadership stability and supports the effective implementation of district goals and campus improvement efforts.

Demographics Strengths

- More than seven major institutions of higher education surround PfISD.
- The diversity of both students and staff enriches the learning environment and fosters a vibrant, multicultural community. With at least 73 different spoken languages identified, PfISD students come from diverse cultural and linguistic backgrounds.
- Among teaching staff, PfISD has a variety of backgrounds and levels of experience resulting in a wide base of content knowledge and expertise.
- PfISD supports staff participation in a tiered Leadership Academy Framework focused on providing professional development opportunities and growth resulting in staff retention and

- potential promotion for all employees.
- With an average of 11 years experience, current classroom teachers are often tech-savvy with popular technologies and willing to implement innovative practices in an effort to improve instruction.
- PfISD has strong community engagement and strong communications with internal and external stakeholders who are involved in the schools such as parents of registered students.
- Among special education service providers, there is a sense of community and relationship focus.
- New Teacher Retention Rates: A robust three-year induction and mentorship program helped retain 78% of first-year teachers and 88% of second-year teachers, the highest since 2020

Problem Statements Identifying Demographics Needs

Problem Statement 1: PfISD is experiencing declining student enrollment.

Root Cause: A combination of lower community birth rates, rising local housing costs that draw fewer families with young children into older neighborhoods, and growing competition from local private and charter school options.

Problem Statement 2: PfISD faces challenges in student attendance, academic performance, and meeting the basic needs of at-risk populations. Rising mental health needs further strain the district's limited staffing and funding, making it difficult to provide adequate support services.

Root Cause: Lack of staffing, resources, and funding for mental health needs.

Problem Statement 3: Talent gaps between experienced and inexperienced teachers at high-poverty and high-minority campuses exist and have sharply increased. These gaps impact students with the highest needs who are instructed by teachers with the least experience.

Root Cause: There has been a shortage of certified teachers and lack of incentives to work in high-need (high poverty, high minority) schools. Experienced teachers tend to stay at campuses with more stability and fewer challenges.

Problem Statement 4: There is a documented gap in the enrollment and retention of students of special populations within Career and Technical Education (CTE) high-demand pathways, specifically regarding students receiving Special Education services.

Root Cause: Limited instructional support, collaboration, and advising for CTE and Special Education staff creates gaps in accommodations, co-planning, and student guidance, limiting student enrollment and retention in high-demand CTE pathways.

Problem Statement 5: There is a significant gap in Gifted and Talented identification rates for minority and underrepresented populations compared to the total student population.

Root Cause: Teachers have not been trained to recognize markers of giftedness that vary by culture, and PfISD has not translated all Gifted and Talented identification and referral forms into languages all parents can understand. Both issues keep teachers and parents from referring more students for GT screening.

Problem Statement 6: Student participation in Early College High School (ECHS) programs may not fully reflect the district's at-risk and economically disadvantaged populations, indicating a need to strengthen equitable access to these pathways.

Root Cause: There is a combination of factors, including gaps in early academic preparation, limited awareness and understanding of program benefits among students and families, and structural barriers such as program location, scheduling, and separation from home campuses. These factors collectively reduce equitable access to and enrollment in ECHS pathways.

Problem Statement 7: PfISD faces ongoing challenges in recruiting and retaining qualified special education staff, including licensed professionals such as speech pathologists and school psychologists.

Root Cause: High competition with other districts and contract companies for compensation and job responsibilities, coupled with ongoing teacher turnover and the specialized training needs of new special education teachers, contribute to persistent staffing challenges in special education.

Problem Statement 8: PfISD struggles to hire and retain certified, experienced teachers including across elective programs, with many entering through alternative pathways or incomplete certification programs. Additionally, numerous ELA teachers serving Emergent Bilingual students lack required ESL, bilingual, or content certifications, affecting instructional quality and student success.

Root Cause: The Central Texas pool of certified teachers is not large enough to meet staffing needs. PfISD hires hundreds of teachers annually, many of whom enter through

alternative or university certification programs that do not require ESL credentials, contributing to ongoing certification gaps.

Problem Statement 9: The district continues to face challenges in finding and retaining qualified candidates for leadership positions.

Root Cause: Fewer candidates are entering into and or staying in leadership positions in the education profession due to increased demands and expectations.

Problem Statement 10: Turnover in athletic leadership positions (e.g., head coaches and coordinators) across PflSD campuses, with multiple programs experiencing changes in leadership within a two-year period, resulting in inconsistencies in program continuity and oversight.

Root Cause: There is low compensation relative to job demands, high stress and time commitments, a declining pipeline of qualified candidates entering and remaining in the profession, and increased access to more competitive opportunities outside of education.

Student Learning

Student Learning Summary

2026 Preliminary STAAR Results

Students participate in STAAR assessments as follows:

- 3rd - 8th grade Math and Reading Language Arts (RLA)
- 5th, 8th grade Science
- 8th grade Social Studies
- Algebra I, Biology, English I, English II, U.S. History (taken during the year the student is completing the accompanying high school course)

Spring 2026 results for each STAAR grade level and subject area test are provided in the [tables linked here](#) which also include results from the past 4 years for comparison. The color coding of the 2026 results indicate an increase (green) or decrease (pink) compared to 2025 results. Results are shown at the following Performance Levels, which are defined on the first page of the results document as follows:

- The minimum passing standard is at the *Approaches Grade Level* standard, indicating that students are likely to succeed in the next grade or course with targeted academic intervention.
- Students scoring at the *Meets Grade Level* standard have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention.
- *Masters Grade Level* performance indicates that the student is expected to succeed in the next grade or course with little or no academic intervention.

Student achievement on STAAR tests has improved from the prior year, also resulting in more campuses receiving improved state accountability A-F letter grade ratings.

STAAR Results - Achievement <i>English & Spanish Combined</i> <i>Source: TEA Analytic Portal</i>									
	Spring 2024			Spring 2025			Spring 2026		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Math (3-8 & Algebra I Combined)	70%	40%	16%	70%	42%	18%	70%	43%	18%
RLA (3-8, English I & English II Combined)	76%	55%	24%	76%	55%	24%	76%	57%	25%
Science (5th, 8th & Biology Combined)	74%	44%	16%	76%	47%	17%	80%	54%	29%
Social Studies (8th & U.S. History Combined)	78%	52%	27%	77%	50%	28%	79%	55%	31%

There was a significant decrease in Math growth from the prior year, also resulting in many campuses missing student group growth targets in accountability Domain 3: Closing the Gaps. Growth levels were maintained for RLA.

STAAR Results - Growth Students Making Growth From one Performance Level to the Next <i>English & Spanish Combined</i>			
	From Spring 2023 to Spring 2024	From Spring 2024 to Spring 2025	From Spring 2025 to Spring 2026
Math (4-8 & first-time testers for Algebra I combined)	56%	65%	61%
RLA (4-8, and first-time testers for English I & English II combined)	68%	68%	68%

2026 Accountability

Improved Ratings

Overall ratings improved for eight campuses from 2025 to 2026, also resulting in improvement in PflISD's overall district rating, with

- Nine campuses - Mott ES, Northwest ES, Pflugerville ES, Ruth Barron ES, Spring Hill ES, Park Crest MS, Connally HS, Weiss HS, and PACE HS - improved by one letter grade
- Westview MS improved by two letter grades
- Timmerman ES improved by three letter grades
- For the first time since the 2021-2022 school year, PflISD received an overall B rating as a district

Distinction Designations

Distinctions are awarded based on achievement and progress when compared to the outcomes of each school's list of 40 comparison schools. Campuses with an overall rating of A, B or C are eligible for distinctions (with the exception of PACE, under the Alternative Accountability Education (AEA) rating system).

- [TEA awarded 16 PflISD campuses with 34 Distinction Designations](#) based on 2025-2026 student performance.
- Copperfield ES earned all six elementary distinctions.

2026 Preliminary Accountability Ratings issued August 2026; Final ratings to be issued December 2026

A-F Ratings Legend				
A - Exemplary Performance	B - Recognized Performance	C - Acceptable Performance	D - In Need of Improvement	F - Unacceptable Performance

Improved Rating for 2026	Overall Accountability Ratings Issued by TEA			
	2023 Overall Rating	2024 Overall Rating	2025 Overall Rating	2026 Overall Rating
Pflugerville ISD	C	C	C	B
Brookhollow ES	C	C	C	C
Caldwell ES	B	C	C	C
Carpenter ES	A	B	B	B
Copperfield ES	B	B	B	B
Dearing ES	C	C	B	B
Delco ES	D	D	B	D
Dessau ES	F	F	C	D
Hidden Lake ES	--	B	B	C
Highland Park ES	B	B	B	B
Mott ES	B	A	B	A
Murchison ES	A	A	A	A
Northwest ES	D	F	F	D
Parmer Lane ES	B	B	C	D
Pflugerville ES	C	B	D	C
Riojas ES	B	B	A	B
River Oaks ES	C	D	C	C
Rowe Lane ES	A	B	B	B

Ruth Barron ES	C	C	C	B
Spring Hill ES	B	F	D	C
Timmerman ES	D	F	F	B
Wieland ES	C	B	B	B
Windermere ES	B	C	B	C
Bohls MS	C	C	C	C
Cele MS	A	B	A	A
Dessau MS	D	F	C	C

Kelly Lane MS	A	B	A	A
Park Crest MS	B	C	C	B
Pflugerville MS	C	C	C	C
Westview MS	F	F	F	C
Connally HS	D	D	C	B
Hendrickson HS	B	B	A	A
Pflugerville HS	C	C	B	B
Weiss HS	D	B	B	A
PACE HS (Alternative Education Accountability System)	--	D	C	B

Federal Intervention Labels

School improvement efforts are required during the 2026-2027 school year for campuses with assigned federal intervention labels. Based on Domain 3, Closing the Gaps outcomes across student groups, campuses may be identified as Comprehensive Support & Improvement (CSI), Additional Targeted Support & Improvement (ATS), or Targeted Support & Improvement (TSI).

- **Comprehensive Support & Improvement - Progress (CSI Progress):** Westview MS
- **Additional Targeted Support (ATS):** Brookhollow ES, Dessau ES, Northwest ES, Bohls MS, Park Crest MS
- **Targeted Support and Improvement (TSI):** Pflugerville ES, Riojas ES, River Oaks ES, Spring Hill ES, Pflugerville MS

School Improvement Engagement Requirements for specific campuses will be communicated to districts from TEA. Engagement in specific school improvement activities during the 2026-2027 school year will be required of 13 PfISD schools.

Schools Required to Engage in Specific School Improvement Requirements in 2026-2027	
School Improvement Engagement Identification Criteria	Schools
Overall Rating of D	Dessau ES → Additional Targeted Support (ATS) for not meeting targets for African American, Special Education student groups Northwest ES → Additional Targeted Support (ATS) for not meeting targets for African American, Hispanic, Asian, Special Education student groups Parmer Lane ES Delco ES
Comprehensive Support & Improvement (CSI) - Progress	Westview MS
Additional Targeted Support (ATS)	Brookhollow ES → Not meeting targets for Special Education student group Bohls MS → Not meeting targets for Two or More Races, Special Education, Continuously Enrolled student groups Park Crest MS → Not meeting targets for Asian student group
Targeted Support & Improvement (TSI)	Pflugerville ES → Not meeting targets for Emergent Bilingual, Continuously Enrolled student groups Riojas ES → Not meeting targets for Asian student group River Oaks ES → Not meeting targets for Hispanic student group Spring Hill ES → Not meeting targets for Hispanic, Special Education, Continuously Enrolled student groups Pflugerville MS → Not meeting targets for African American, Hispanic, Eco Dis student groups

Progress Toward Meeting HB3 Early Childhood Literacy & Math Goals

HB3 Early Childhood Literacy and Math goals were re-set and Board approved in October 2024 with 2024-2025 progress toward meeting goals as follows. Progress monitoring for all required student groups and grade levels toward meeting HB3 goals are also included in the addendums.

Literacy: The 2025-2026 goal for 3rd grade STAAR performance at Meets Grade Level was missed by 7%.

HB3 Early Childhood Literacy Plan Goal - PfISD							
The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 48% in Spring 2024 to 68% by June 2030.							
Yearly Target Goals							
2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
48%	53%	56%	59%	62%	65%	68%	
Outcomes	50%	49%					

Math: The 2025-2026 goal for 3rd grade STAAR performance at Meets Grade Level was missed by 7%.

HB3 Early Childhood Math Plan District Goal - PfISD							
The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 43% in Spring 2024 to 60% by June 2030.							
Yearly Target Goals							
2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
43%	49%	51%	53%	55%	57%	60%	
Outcomes	46%	44%					

2025-2026 Universal Screener Results

Pre-Kindergarten Results

Pre-K (3-yr old and ECSE) Results - Readiness AIM Observational: Math & Emergent Literacy (Readiness Levels: 'Occurring (5.5 - 7.0)' & 'Expanding (7.1 - 9.9)')					
Mathematics			Emergent Literacy		
BOY	MOY	EOY	BOY	MOY	EOY
48%	60%	79%	46%	54%	73%

There were steady gains throughout the year in both math and literacy among Pre-K 3-year old students, with 70% of students performing at readiness levels by EOY.

	Pre-K (4-yr old) Results - Making Acceptable Progress Circle Progress Monitoring (formerly C-PALLS+): Math & Literacy (Source: Tango) (Level 'Making Acceptable Progress')											
	Math			Literacy/Reading								
				Phonological Awareness Overall			Rapid Letter Naming			Rapid Vocabulary Naming		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
English Version Results	84%	90%	91%	67%	69%	68%	44%	69%	75%	57%	67%	63%
Spanish Version Results	78%	95%	95%	52%	73%	81%	15%	61%	79%	70%	66%	69%
Combined - English & Spanish Results	82%	92%	92%	62%	68%	72%	35%	66%	76%	61%	67%	65%

Students assessing Pre-Kindergarten math showed strong improvement from BOY to MOY, but outcomes remained static from MOY to EOY. In literacy and reading, Phonological Awareness showed little growth for English testers, but outcomes for Spanish testers improved nearly 30%. In Rapid Vocabulary Naming English outcomes increased while Spanish outcomes dipped slightly. All students showed consistent improvement in Rapid Letter Naming throughout the year.

TEA evaluates the effectiveness of prekindergarten programs based on EOY Pre-K screener outcomes and BOY Kindergarten outcomes. For the latest 2023-2024 reported outcomes, kindergarten-readiness of PflSD students previously attending pre-kindergarten lags behind the state and region by 12%.

Texas Education Agency

2024-25 Pre-Kindergarten Effectiveness based on Kindergarten Readiness Assessments PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

Pre-Kindergarten School Year		State	Region 13	District*	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
All Pre-Kindergarten Attendees** Assessed in Kindergarten														
2023-24	Students ready for KG	58,474	3,558	223	38	108	30	*	36	-	**	15	137	128
	Students assessed in KG	93,866	5,626	436	71	225	51	*	71	-	**	46	286	249
	Percent ready	62.3%	63.2%	51.2%	53.5%	48.0%	58.8%	*	50.7%	-	53.3%	32.6%	47.9%	51.4%
2022-23	Students ready for KG	56,991	3,075	185	31	99	20	*	25	*	9	14	123	107
	Students assessed in KG	90,741	4,893	383	59	219	39	*	48	*	16	45	274	236
	Percent ready	62.8%	62.8%	48.3%	52.5%	45.2%	51.3%	*	52.1%	*	56.3%	31.1%	44.9%	45.3%

Kindergarten Results

	Kindergarten Readiness Results: Math & Reading (Circle Kindergarten Progress Monitoring (KPM) Level 'On Track' Indicating Readiness)											
	Math			Reading								
				Vocabulary/ Vocabulario			Letter Names/ Nombres de las Letras			Spelling/ Ortografía		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
English Version Results	42%	54%	62%	51%	50%	64%	56%	58%	60%	50%	59%	65%
Spanish Version Results	43%	89%	73%	63%	68%	72%	56%	86%	73%	44%	55%	65%
Combined "best of" - English & Spanish Results	49%	69%	71%	68%	68%	79%	68%	78%	75%	55%	65%	73%

Math and literacy outcomes across both English and Spanish improved from BOY to EOY. Overall, kindergarten students are performing at higher literacy readiness levels than math. PflISD Kindergarten Readiness rates, as measured by TEA using TX-KEA results, increased slightly from the prior year but still lagged behind the state and region by 8-11%.

Texas Education Agency

2024-25 Kindergarten Readiness PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

Academic Year		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Assessed Students in Kindergarten														
2024-25	Students ready for KG	175,009	13,657	706	86	307	183	*	86	-	**	49	288	255
	Students assessed in KG	343,040	25,237	1,637	211	810	350	*	184	-	**	207	902	660
	Percent ready	51.0%	54.1%	43.1%	40.8%	37.9%	52.3%	*	46.7%	-	53.3%	23.7%	31.9%	38.6%
2023-24	Students ready for KG	174,167	13,631	702	87	271	227	*	64	*	49	32	273	206
	Students assessed in KG	331,956	24,770	1,639	228	780	392	*	137	*	94	145	873	582
	Percent ready	52.5%	55.0%	42.8%	38.2%	34.7%	57.9%	*	46.7%	*	52.1%	22.1%	31.3%	35.4%

Math at 1st - 12th Grade Results

Students in grades 1-12 are assessed at BOY, MOY and EOY with the Star360 math assessments as a universal screener to identify students who are at-risk for math readiness, or are in need of math intervention. The following chart shows progress from BOY to EOY at the highest outcome (*At/Above Benchmark*), and at the lowest outcome (*Urgent Intervention*) for each grade level. The goal is for the percentage of students scoring *At/Above Benchmark* to increase, coupled with a decrease in students needing *Urgent Intervention* from the beginning to the end of the school year.

MATH: Star360 Results 2025-2026							
		At/Above Benchmark			Urgent Intervention		
		BOY	MOY	EOY	BOY	MOY	EOY
1st Grade	English Version	48%	62%	64%	18%	12%	11%
	Spanish Version	73%	84%	85%	4%	2%	2%
	Combined - English & Spanish	55%	68%	69%	14%	10%	8%
2nd Grade	English Version	54%	58%	64%	14%	11%	10%
	Spanish Version	70%	70%	80%	4%	6%	2%
	Combined - English & Spanish	56%	60%	67%	13%	10%	8%
3rd Grade	English Version	59%	66%	71%	12%	8%	8%
	Spanish Version	71%	77%	74%	5%	7%	5%
	Combined - English & Spanish	61%	68%	72%	11%	8%	7%
4th Grade	English Version	68%	71%	71%	11%	8%	8%
	Spanish Version	72%	74%	78%	5%	3%	3%
	Combined - English & Spanish	68%	71%	72%	10%	7%	7%
5th Grade	English Version	70%	72%	73%	8%	7%	7%
	Spanish Version	74%	77%	85%	4%	3%	2%
	Combined - English & Spanish	70%	72%	74%	8%	7%	6%
6th Grade	English Version	67%	55%	64%	9%	11%	10%
7th Grade	English Version	62%	56%	64%	11%	12%	10%
8th Grade	English Version	58%	49%	62%	13%	14%	9%
9th Grade	English Version	63%	30%	67%	12%	31%	10%
10th Grade	English Version	62%	2%	65%	11%	73%	11%
11th Grade	English Version	50%	21%	60%	15%	43%	10%
12th Grade	English Version	25%	21%	49%	33%	48%	26%

All grades showed increased proficiency in the combined English & Spanish math results from BOY to EOY, ranging from +2% to +32%. Grade 1-6 show solid, steady increases of +5% to +9%. While the number of tested students is low, there are high gains across 9th-12th grade. There were consistent decreases in Urgent Intervention rates from BOY to EOY across most grades. The strongest improvements were at 1st grade, and 10th through 12th grade.

Reading at 1st - 12th Grade Results

For reading, students in grades 1-12 are assessed at BOY, MOY and EOY with TPRI & Tejas LEE (grades 1-2) and with Star360 reading assessments (grades 3-9) as universal screeners to identify students who are at-risk for reading readiness, or who need reading intervention.

READING: Results 2025-2026 1st & 2nd Grade: TPRI & Tejas LEE (Amira) 3rd - 12th Grade: Star360							
		At or Above Grade Level <i>(TPRI/Tejas LEE: Above or On Track)</i> <i>(Star360: At/Above Benchmark)</i>			Urgent Intervention <i>(TPRI/Tejas LEE: Catch Up)</i> <i>(Star360: Urgent Intervention)</i>		
		BOY	MOY	EOY	BOY	MOY	EOY
1st Grade	English Version	50%	53%	55%	26%	23%	21%
	Spanish Version	35%	67%	57%	33%	13%	13%
	Combined - English & Spanish	47%	56%	55%	27%	21%	19%
2nd Grade	English Version	50%	57%	58%	30%	23%	24%
	Spanish Version	9%	60%	67%	28%	9%	12%
	Combined - English & Spanish	42%	58%	60%	30%	20%	22%
3rd Grade	English Version	49%	54%	56%	21%	18%	17%
	Spanish Version	64%	73%	70%	12%	8%	10%
	Combined - English & Spanish	52%	58%	59%	19%	16%	15%
4th Grade	English Version	55%	58%	58%	20%	16%	16%
	Spanish Version	67%	76%	74%	13%	6%	6%
	Combined - English & Spanish	57%	62%	61%	19%	14%	14%
5th Grade	English Version	58%	58%	61%	17%	13%	13%
	Spanish Version	71%	76%	77%	9%	5%	4%
	Combined - English & Spanish	60%	61%	64%	15%	12%	12%
6th Grade	English Version	58%	59%	58%	16%	16%	16%
7th Grade	English Version	58%	46%	59%	15%	20%	13%
8th Grade	English Version	56%	56%	61%	16%	16%	11%
9th Grade	English Version	58%	32%	66%	14%	32%	9%
10th Grade	English Version	61%	15%	66%	13%	52%	10%
11th Grade	English Version	59%	51%	66%	12%	20%	11%
12th Grade	English Version	60%	32%	80%	15%	45%	5%

Most grades improved significantly in reading proficiency from BOY to EOY. All grades showed increased proficiency in reading from BOY to EOY with the strongest gains at 1st-5th and 12th grades. Early grades show the largest turnaround, especially in Spanish versions (1st grade +45%; 2nd grade +10%). Urgent intervention needs decreased steadily from BOY to EOY, reflecting successful interventions or instruction. There were consistent decreases in Urgent Intervention rates across most grades from BOY to EOY. The strongest improvements were at 1st, 2nd, 4th, 5th and 12th grade.

Progress in Achieving English Language Proficiency (TELPAS)

English Language Proficiency progress of Emergent Bilingual (EB) students is measured through the four domains of the TELPAS assessment, consisting of Listening, Speaking, Reading and Writing. For each school year, EB students are expected to increase a level of English proficiency from Beginning to Intermediate to Advanced, and finally Advanced High. Students who have not yet been exited from the EB program who demonstrate proficiency at the Advanced High level from year to year are also considered to have made progress. Districtwide progress measured from Spring 2025 to Spring 2026 TELPAS showed that 39% of all 1st grade - 12th grade EB students met progress in English Language Proficiency. Campuses must meet Closing the Gaps targets for the English Language Proficiency (ELP) component with the expectation that 40% of elementary students, 30% of middle school students, and 28% of high school students make progress from one year to the next which was met or exceeded by 29 campuses; 5 elementary campuses did not meet the Closing the Gaps ELP target.

Graduation and Dropout Rates

After a 4-year decline, State 4-year graduation rates increased for PfISD Class of 2025. There were increases for the latest reported Class of 2025 rates at Connally HS (+0.1%) and at Weiss HS (2.1%).

Graduation Rates: 4-Year Longitudinal (Source: TEA TAPR 2019-2024 rates reported in TAPR are a year behind the year; TEA Graduation Reports 2024-2025) State & Region Class of 2025 Graduation Rates will be finalized and reported by December 2026						
	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024	Class of 2025
State	90.3%	90.0%	89.7%	90.3%	90.7%	91.2%
Region 13	92.1%	91.7%	91.5%	91.2%	91.2%	91.4%
PfISD – All Students	96.9%	96.0%	93.3%	92.6%	92.0%	92.8%
<i>African American</i>	97.1%	94.8%	92.3%	90.4%	89.5%	90.0%
<i>Hispanic</i>	96.6%	94.9%	91.0%	90.9%	90.6%	91.5%
<i>White</i>	96.3%	98.1%	97.0%	96.8%	95.3%	97.1%
<i>Asian</i>	98.8%	97.6%	98.8%	96.3%	96.4%	94.8%
<i>Two or More Races</i>	98.4%	97.6%	94.3%	92.5%	93.3%	95.3%
<i>High Focus</i>				88.9%	87.9%	89.0%
<i>Special Education</i>	91.0%	89.4%	80.6%	84.8%	81.7%	85.4%
<i>Economically Disadvantaged</i>	95.4%	93.7%	90.0%	90.3%	89.3%	90.8%
<i>Emergent Bilingual</i>	94.2%	90.0%	83.4%	85.3%	85.4%	86.7%
Connally HS	95.5%	90.4%	84.3%	82.4%	85.0%	85.1%
Hendrickson HS	99.6%	97.6%	97.3%	98.4%	97.9%	97.4%
Pflugerville HS	96.8%	98.3%	96.8%	97.1%	95.1%	94.9%
Weiss HS	-	-	93.8%	94.9%	95.8%	97.9%

Coupled with the increase in 4-year graduation rates, are some decreases in annual dropout rates for students in grades 9-12. Dropout rates for 7-8 grades have decreased significantly at Westview MS and Dessau MS, but have increased significantly at Bohls MS. As of the 2023-2024 school year, PACE HS was registered as a Dropout Recovery School (DRS) to more systematically support its 100% at-risk student population toward achieving a high school diploma, thereby reducing disparities in graduation rates between All Students and At-Risk students and reducing dropout rates.

Dropout Rates (Source: TEA TAPR 2019-2024 rates reported in TAPR are a year behind the year; TEA Dropout Reports 2024-2025) State & Region 2024-2025 Dropout Rates will be finalized and reported by December 2026						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Grades 7-8						
State	0.5%	0.9%	0.7%	0.8%	0.7%	Not available
Region 13	0.3%	0.6%	0.5%	0.6%	0.7%	Not available
PfISD	0.5%	1.0%	0.4%	0.7%	0.8%	0.7%
<i>Bohls MS</i>	-	-	0.4%	1.0%	0.2%	1.7%
<i>Cele MS</i>	0.0%	0.4%	0.2%	0.4%	0.2%	0.6%
<i>Dessau MS</i>	0.2%	1.8%	0.7%	1.0%	1.4%	0.7%
<i>Kelly Lane MS</i>	0.0%	1.0%	0.1%	0.0%	0.0%	0.5%
<i>Park Crest MS</i>	0.4%	0.0%	0.0%	0.7%	0.6%	0.2%
<i>Pflugerville MS</i>	1.2%	0.3%	0.0%	0.0%	0.0%	0.2%
<i>Westview MS</i>	1.4%	3.0%	2.0%	2.3%	3.3%	1.0%
Grade 9-12						
State	1.6%	2.4%	2.2%	2.0%	1.9%	1.9%
Region 13	1.5%	2.0%	2.2%	2.3%	2.1%	2.1%
PfISD	0.4%	1.3%	1.5%	1.6%	1.8%	1.8%
<i>Connally HS</i>	1.3%	3.2%	4.7%	3.9%	3.8%	4.2%
<i>Hendrickson HS</i>	0.0%	0.7%	0.2%	0.3%	0.4%	0.6%
<i>Pflugerville HS</i>	0.0%	0.3%	0.3%	0.7%	1.2%	0.8%
<i>Weiss HS</i>	0.3%	1.3%	0.8%	1.7%	0.7%	0.5%
<i>PACE HS</i>	-	-	-	-	14.4%	22.2%

College, Career, and Military Readiness (CCMR) Annual Graduates

Class of 2025 CCMR rates showed another year of significant improvement from the prior year, with every high school at 90% or more CCMR graduates. Starting with the Class of 2022, TEA increased the requirements for campuses to receive an "A" rating in the CCMR portion of accountability Domain 1 Student Achievement from 60% to 88%. For a "B" rating, at least 78% of annual graduates must be CCM-R and 64% for a "C" rating.

College, Career, and Military Readiness (CCMRs) Annual Graduate Rates				
<i>(Source: TEA TAPR 2023-2024 rates reported in TAPR are a year behind the year, TEA Accountability Reports for Class 2025 rates)</i>				
	Class of 2022	Class of 2023	Class of 2024	Class of 2025
State	70%	76%	82%	86%
Region 13	71%	77%	82%	83%
Total PfISD CCMR Graduates	57%	69%	84%	91%
Connally High School	40%	60%	86%	90%
Hendrickson High School	65%	72%	89%	90%
Pflugerville High School	66%	69%	92%	94%
Weiss High School	51%	72%	73%	92%
PACE High School			50%	90%
Total CCMR Indicators Met - All PfISD Graduates				
College-Ready				
Scored at or above the college ready standard on SAT, ACT, TSIA, or earned credit for college prep course (in both RLA and math)	43%	52%	74%	85%
Met criterion score on AP exams	28%	28%	28%	32%
Earned college credit for a Dual Credit course	11%	11%	9%	12%
Completed an OnRamps course and qualified for college credit	3%	4%	4%	6%
Earned an Associate's Degree	0%	0%	0%	1%
Graduated under an advanced diploma plan and identified as a current special education student	5%	8%	6%	6%
Career-Ready				
Earned Industry-Based Certification (IBC) (Class of 2025: plus Concentrator or Completer)	6%	17%	23%	21%
Earned a Level I or Level II Certificate	0%	0%	0%	1%
Graduated with completed IEP and workforce readiness	2%	4%	3%	3%
Military-Ready				
Military Enlistment	not included	1%	2%	2%

Progress Toward Meeting HB3 College, Career & Military Readiness (CCMR) Goals

HB3 CCMR goals were re-set and Board approved in October 2024 with 2025-2026 progress toward meeting goals as follows. Progress monitoring for all required student groups toward meeting HB3 goals are also included in the addendums. **The Class of 2025 goal was met by 16%.**

CCMR Graduates District Goals - Pflugerville ISD								
The percentage of Graduates that meet one or more indicators for College, Career and Military Readiness (CCMR) will increase from 84% 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 PflISD 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)
57%	69%	72%	75%		91%	94%	97%	100%
Reported Outcome*		84%	91%					

Strategies to meet HB3 CCMR Goals:

- **Engagement in a districtwide Postsecondary-Readiness Coalition** to share data, best practices, barriers and solutions for supporting students toward CCM-readiness
- **College and Career Advisors (CCAs)** at each high school
- **Robust AP and dual credit offerings**
- **Utilize SchoolLinks, a college and career readiness platform**, to track CCMR completion rates and as a student planning and advising tool for career education and college planning and application process
- Implement district wide **TSIA2 testing windows followed by intervention** before retesting students
- **Provide college preparation courses in math and reading.** Continue to utilize Texas College Bridge to guide 12th grade students through individualized college preparation courses in math and English, at their own pace, and with a facilitator to help meet their college and career readiness goals and CCMR indicator for A-F accountability.
- Implement an **automatic enrollment system for all grade 8 students in the Pathways to Careers course**, ensuring a parental opt-out option is available. The course will foster student career and postsecondary education exploration, provide hands-on learning experiences, and prepare students for selecting an endorsement, program of study, and individual goal-aligned college, career, or military readiness measure.
- **Expand CTE programs** to provide additional college credential opportunities like Level 1 Certificates through the expansion of career academies with a focus on high-demand industries, in partnership with industry and postsecondary institutions.
- **CTE programming advising** is reflected in the CTE Program Guide and HS Planning Guide, including information on P-TECH, ECHS, endorsement pathways, career academies, and industry-based certifications.
- Host **parent meetings at comprehensive high schools to inform families about advanced academics, CTE pathways, fine arts, and athletics opportunities.** These sessions aim to increase enrollment and engagement by empowering families with knowledge to guide students toward programs that align with their aspirations and meet their individual CCMR goals.
- Offer an **Early College High School** to enable students to graduate with both a high school diploma and an Associate Degree, preparing them for college or the workforce. Through partnership with Austin Community College, the program prioritizes equitable access and provide rigorous academic support for student success.
- **Military recruitment and advising**

Special Education Student Learning Needs Assessment

Data from the TAPR indicates that while overall Special Education enrollment is growing (increasing to 15.8% of the district's student population due to HB 3928 and updated SLD criteria), academic performance and readiness for these students trail behind district averages. For example, the 2024-2025 STAAR performance for current Special Education students showed 34% Approaches Grade Level in All Grades ELA and 63% in All Grades Math. Additionally, historical CCMR data shows that only about 36.3% of current Special Education students meet CCMR criteria, and only 1.2% graduate under an advanced diploma plan. Discipline data indicates a significant disproportionality, with total disciplinary removals for students receiving Special Education services estimated at 47.8%, well above the state threshold of 19%.

Instructional Priorities

The following Instructional Priorities have been established for campus leaders for the 2026-2027 school year:

School-wide Routines

- a. Establish an environment and culture/climate of learning

High-Quality Instruction

- a. Engage in ongoing lesson internalization
- b. Utilize PLCs to practice the delivery of high-quality instruction
- c. Facilitate
- d. Provide scaffolds & supports
- e. Check for understanding & give specific feedback

Observation Feedback

- a. Data-Driven Instruction

Student Learning Strengths

- Student achievement on STAAR tests has improved from the prior year, also resulting in more campuses receiving improved state accountability A-F letter grade ratings.
- Overall 2026 accountability ratings improved for eight campuses from 2025 to 2026, also resulting in improvement in PflSD's overall district rating, with
 - Nine campuses - Mott ES, Northwest ES, Pflugerville ES, Ruth Barron ES, Spring Hill ES, Park Crest MS, Connally HS, Weiss HS, and PACE HS - improved by one letter grade
 - Westview MS improved by two letter grades
 - Timmerman ES improved by three letter grades
 - For the first time since the 2021-2022 school year, PflSD received an overall B rating as a district
- TEA awarded 16 PflSD campuses with 34 Distinction Designations based on 2025-2026 student performance.
- Class of 2025 CCMR rates showed another year of significant improvement from the prior year, with every high school at 90% or more CCMR graduates.
- The Class of 2025 HB3 CCMR goal was met by 16%.
- State-calculated 4-year graduation rates for PflSD increased for Class of 2025 after a 4-year decline.
- There were steady gains throughout the year in both math and literacy among Pre-K 3-year old students, with more than 70% of students performing at readiness levels by EOY.
- For Star360 Math, there were consistent decreases in Urgent Intervention rates from BOY to EOY across most grades. The strongest improvements were at 1st grade, and 10th through 12th grade.
- For Star360 Reading, Urgent Intervention needs decreased steadily from BOY to EOY, reflecting successful interventions or instruction. There were consistent decreases in Urgent Intervention rates across most grades from BOY to EOY. The strongest improvements were at 1st, 2nd, 4th, 5th and 12th grade.
- Advanced Academics demonstrates a strong trajectory in college-level performance. In May 2025, 2,128 students completed 4,773 AP exams (Avg: 3.49), resulting in 844 AP Scholar awards. Significant gains in AP proficiency (3+) occurred at Connally HS (+21%), Hendrickson HS (+10%), Weiss HS (+11%), and Pflugerville HS (+5%). OnRamps enrollment grew by 38% with a 97% completion rate and diverse participation (41% Hispanic, 12% African American). Additionally, Advanced Academics funded specialized professional learning for 30 teachers through APSI and UT PLI to ensure instructional rigor.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: In 2026 accountability, 13 campuses are identified for school improvement based on D and/or Federal Intervention Labels, requiring development of specific improvement plans.

Root Cause: There was a significant decrease in Math growth from the prior year, also resulting in many campuses missing student group growth targets in accountability Domain 3: Closing the Gaps.

Problem Statement 2: 4-year Graduation Rates declined at two high schools for Class of 2025. Dropout Rates for 9-12 graders remained at the same level with increases at 4 campuses. Dropout Rates for 7-8 graders increased at 4 campuses.

Root Cause: With a district rate of 60% of all students identified as At-Risk of dropping out of school, based largely on academic outcomes, early and ongoing intervention and supplemental support are required to ensure students are well-prepared by high school and through to graduation.

Problem Statement 3: A significant number of high school students are not meeting Texas Success Initiative (TSI) criteria in both RLA and math prior to graduation, limiting the percentage of graduates who meet college-readiness CCMR indicators and the district's progress toward its 3E Promise of 100% CCM-readiness by Class of 2029.

Root Cause: The district lacks a systematic approach to using TSI diagnostic data to target instruction, identify students needing support, and align math and RLA instruction to TSI standards, resulting in interventions that occur too late instead of building readiness across grades 9-12.

Problem Statement 4: For Pre-K and Kindergarten students, the year ended with about 25% performing below readiness levels in literacy. While Pre-K math results tend to be high, students start Kindergarten at lower than expected levels. When Kindergarten Readiness outcomes are compared to the State and Region 13, PfISD rates lag behind by 8-11%.

Root Cause: Many children may not have attended quality pre-kindergarten programs that promote essential skills in language, literacy, and social-emotional development. Disparities in resources and support for families can hinder children's readiness, as factors such as limited parental engagement, lack of educational materials at home, and varying levels of early learning experiences contribute.

Problem Statement 5: 2026 STAAR results have remained stagnant at most levels and subject areas with Math achievement remaining the lowest performing area. HB3 goals for 3rd grade outcomes at Meets Grade Level were missed by 7% for both Math and RLA.

Root Cause: Insufficient instructional coherence which may include gaps in teacher training on effective practices, as well as a lack of implementation of high-quality instructional materials (HQIM) and resources or support for implementing engaging and rigorous instruction could be factors.

Problem Statement 6: STAAR math results across grades 3-8 and Algebra I have remained stagnant to declining, with math achievement remaining the lowest-performing subject area district-wide.

Root Cause: Elementary teachers need continued support implementing Bluebonnet Math through lesson internalization, PLC planning, and data-driven instruction. At middle school, the district needs a consistent intervention framework with clear protocols for tiered support, progress monitoring, and PLC instructional response to ensure students receive timely supplemental support before high school.

Problem Statement 7: In accountability Closing the Gaps, targets for progress toward English Language Proficiency for Emergent Bilingual (EB) students were missed by 5 elementary campuses. Overall, 39% of all 1st-12th grade EB students met progress in English Language Proficiency from Spring 2025 to Spring 2026.

Root Cause: There is a lack of consistency in the program framework implementation including content-based language instruction for long-term Emergent Bilingual students and of linguistically differentiated practices which negatively impacts Emergent Bilingual students' growth in English proficiency and limits their academic success.

District Processes & Programs

District Processes & Programs Summary

Leadership & Visioning

PfISD began operating under the leadership of a new Superintendent in May 2024. Information gathered from a “100 Day Listening and Learning Tour” provided a foundation for the development of the district's updated Strategic Plan.

Strategic Plan

Pflugerville ISD is committed to building a strong future for our students, staff, and community. To ensure the district moves forward with a clear vision and priorities, a dedicated Strategic Plan Visioning Task Force, made up of parents, staff, and students, met nine times from Fall 2024 through Spring 2025 to develop key Strategic Plan Findings and Directions for PfISD. After months of collaboration, data analysis, and community input, the PfISD Board of Trustees approved these guiding principles on February 20, 2025. This approval marks a major milestone in shaping the future of our schools, ensuring that district priorities align with the needs of our students and the community. The strategic plan provides PfISD with a robust roadmap—driven by community voice—for enhancing student achievement, well-being, communication, and equity.

Eight Core Strategic Findings

1. **Planning for the Future** - Prepare students to find passions, build core values and life skills, communicate effectively, and foster community and self-worth
2. **Student Learning Experiences** - Cultivate trust, inspire risk-taking, critical thinking, and a growth mindset
3. **Recruit, Develop & Retain Staff** - Prioritize teacher/staff growth, satisfaction and market-competitive compensation
4. **Community** - Strengthen collaboration and engagement between schools, families, and local partners
5. **Safety, Belonging & Mental/Social Wellness** - Ensure inclusive, respectful, and safe environments supporting social-emotional health
6. **Communication** - Emphasize transparent, two-way communication and share student successes with the community
7. **Finance** - Implement transparent, intentional budgeting to ensure equitable resource allocation
8. **Facilities** - Monitor and maintain infrastructure effectively, integrating sustainability and planning for future growth

Next Steps: From Vision to Action - The district is aligning administrative reports and Action Plans with these priorities, enabling clear tracking of progress and responsiveness to community expectations.

Employment, Enrollment and Enlistment (The 3Es)

With a district expectation that every student receives a high school diploma, students will also leave PfISD well-prepared for life after high school through employment, enrollment in higher education, or enlistment in the military.

Organizational Structure

With a district commitment to continuously improve efficiency and systems to better meet the needs of campuses, the district's central organizational structure is regularly evaluated for adjustment. For the 2026-2027 school year, campuses were reorganized under the supervision of three Assistant Superintendents to support campus leadership and school improvement with oversight by the Deputy Superintendent within the Office of School Leadership.

School Improvement Support Structure

To continue to effectively address persistent challenges in support structures to drive sustainable improvement and create a coherent and integrated approach to school improvement, in 2024-2025, the district added a dedicated Director of School Improvement supplemental position, funded through a coordination of Title I and Title II. This position will continue into the 2026-2027 school year. This role provides leadership and strategic support to help schools meet state standards and boost academic outcomes. The Director works alongside Assistant Superintendents, with school leaders, teachers, and stakeholders to implement evidence-based interventions, enhance instructional practices, and optimize resource use for improved student achievement. Additional Title II-funded positions to further support school improvement efforts are being explored.

The priority during the 2026-2027 school year is to address the variability in leadership practices across schools by defining and communicating a clear, shared vision for effective school leadership. OSL will align its expectations for principals to instructional priorities and student learning, using the district's strategic plan and profile of a learner as a guide. To guarantee that all principals receive high-quality, aligned support, OSL plans to develop uniform tools for providing feedback and measuring campus data, while also investing in executive coaching for the OSL

team and specialized principal training.

Campus Leadership

For the 2026-2027 school year, there will be three new secondary principals with all others continuing at the same campus from the prior year.

Professional Practices

To increase focus on student learning, PflSD began implementing Professional Learning Communities (PLCs) district-wide in all its campuses in 2012-2013. Composed of collaborative teams where teachers work interdependently to achieve common goals linked to the purpose of learning for all students, teachers tailor instruction to ensure that all students master the skills needed before moving on. Teachers collaborate with their campus peers to share best teaching practices, experiences and methods that have proven to be effective.

PflSD has an active site-based decision-making committee known as the District Academic Advisory Council (DAAC), chaired by the Chief Academic and Innovation Officer, with membership consisting of teachers, parents, community members, and business members to provide input and advisory on such requirements as the District Improvement Plan, the district's professional learning plan, the review of dropout rates and dropout prevention, waiver requests to the State, and the district's Parent and Family Engagement Plan (ESSA). Every campus is also supported by their own site-based decision-making committees, termed the Campus Academic Advisory Council (CAAC).

Human Resources

PflSD Human Resources is focused on recruiting and retaining qualified staff to meet the district's instructional and operational needs, amid ongoing challenges due to a shrinking teacher pipeline and rising attrition. These challenges stem from a shrinking national teacher pipeline, high attrition rates, competitive hiring markets, and certification barriers. Without a strategic approach to both immediate hiring and long-term workforce development, the district risks facing ongoing staffing shortages that could impact educational quality and student outcomes.

To address this, PflSD Human Resources has identified several key priorities for the 2025–2026 school year:

- **Strengthen Recruitment and Pipeline Programs:**
 - The Pfirst Class initiative targets candidates ready to teach immediately.
 - The P futures program builds a long-term teacher pipeline through student organizations, paraprofessional pathways, and outreach.
- **Improve HR Systems and Processes:**
 - Develop a refined position management processing flow system: Design and implement a streamlined, efficient, and transparent system for managing staffing positions, ensuring consistency, accuracy, and timely processing across the district.
 - Expansion of electronic HR systems will enhance applicant tracking and overall personnel management.
- **Enhance Employee Support and Retention:**
 - Enhance District Medical and Other Insurance Offerings: Continue refining the district's medical and ancillary insurance plans to provide comprehensive, high-quality coverage that is as cost-effective as possible for both employees and the district.
 - Implement a Comprehensive Evaluation System for All Employee Groups: Roll out a new, equitable evaluation system tailored to each employee group, fostering accountability, growth, and professional excellence through consistent performance metrics and feedback mechanisms.
 - Facilitate a Mid-Management Training and Development Program: Design and launch a structured professional development program to strengthen leadership, decision-making, and operational effectiveness among mid-level managers.
 - A stipend market competitiveness review will help ensure that PflSD remains a desirable and competitive employer.

By focusing on both immediate staffing needs and sustainable workforce development, PflSD is committed to building a strong, stable, and high-quality team that supports academic success for all students.

Professional Practices

PflSD believes that comprehensive, ongoing professional learning is central to school improvement and student success. High-quality professional learning in PflSD is research-based, data driven, provides follow-up, is flexible to meet learners' needs, and is continuously evaluated for its effectiveness. The district's professional learning plan is supplemented with Title II funds. The district's Professional Learning Steering Committee provides recommendations for the structure of designated professional learning days.

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Professional Learning/Leadership Development

The Professional Learning department is dedicated to the continuous growth of our educators, operating under the firm belief that student success is directly linked to the quality of adult learning. We provide a research-based, data-driven framework designed to enhance the instructional skills and professional knowledge of all staff members within a supportive and flexible environment.

To ensure our learning initiatives are cohesive and aligned with district-wide goals, the Professional Learning department facilitates the **Professional Learning Steering Committee**.

- **Composition:** A collaborative body of district-level department leaders and representative stakeholders.
- **Function:** Meets regularly throughout the school year to synchronize planning and resources.
- **Impact:** This committee ensures that district-wide professional learning events are not siloed, but are instead integrated, purposeful, and reflective of the diverse needs across all departments and campuses. The goal of the Professional Learning Steering Committee is to align professional learning to the differentiated needs of each role in the district.
- **Current Gap:** Professional learning structures currently lack sufficient differentiation, often resulting in "one-size-fits-all" sessions that do not account for an educator's specific role, years of experience, or the need for job-embedded application.

The district has developed a unified, cross-departmental induction program designed to support beginning teachers through their first three years. By pivoting to meet the needs of uncertified and pandemic-era educators, the program has successfully integrated data-driven improvements and high-level mentor training to foster a supportive professional environment.

Teacher Induction Key Strengths & Impact

- **Strong Retention Rates:** The program achieved record-high retention for the 2024–25 school year, retaining **78% of first-year** and **88% of second-year** teachers.
- **Robust Mentor Development:** Over **420 mentors** have completed the foundational academy, with an additional **170 educators** participating in the Advanced Mentoring Academy for specialized leadership growth.
- **Data-Informed Evolution:** The district utilizes a comprehensive mix of mentor logs, administrator feedback, and end-of-year evaluations to ensure professional learning remains relevant and responsive to real-time needs.
- **Cross-Departmental Collaboration:** By breaking down silos between departments, the program provides a "big picture" view of district priorities, reducing teacher isolation and ensuring equitable support across all grade levels.
- **Measurable Growth in Practice:** Qualitative data from focus groups and mentor logs indicates a marked increase in teacher confidence regarding lesson planning, classroom management, and formative assessment.
- **Continuous Improvement Loop:** Regular analysis of session feedback allows the district to adjust professional learning content immediately, keeping it practical and high-impact for participants.

PfISD Leadership Development Overview: Pflugerville ISD commits to cultivating leadership capacity as a cornerstone of district success. To strengthen leadership across all levels, the district offers internal academies, personalized coaching, and academic partnerships designed to engage staff in advancing leadership pathways.

Core Leadership Programs

- **Aspiring Leaders Academy:** Designed for current staff interested in leadership roles, this program provides professional growth and skill development to prepare for future positions.
- **Leadership Development Academy:** Open to current PfISD leaders, this program utilizes the *Dare to Lead* curriculum by Brené Brown. Participants focus on emotional intelligence, relationship building, conflict resolution, and resilience.
- **Executive Leadership Coaching:** Tailored for current leaders, this program provides one-on-one sessions focused on self-identified strengths and growth areas to maximize personal and professional potential.

P4 PfISD Principal Preparation Program

A partnership with Concordia University Texas, PfISD launched the P4 Program to develop the next generation of district leaders.

- **Customized Pathway:** Participants can earn a Master's in Educational Leadership, with or without principal certification.
- **District-Led Instruction:** Courses are taught by current PfISD district leaders, such as the Assistant Superintendent of Teaching and Learning and the Director of School Improvement, ensuring learning is rooted in real-world district experience.
- **District Support:** To invest in its people, PfISD provides a \$50 per credit hour tuition discount for participants.

Tailored Professional Learning

The leadership development team also provides in-person, request-based training on specialized topics:

- **PfISD Leadership Profile & Self-Assessment:** Aligning professional growth with district standards (2–3 hours).
- **Task Saturation:** Focused on high-performance habits from *Do What Matters Most* (3–6 hours).
- **Effective Collaboration:** Deep dive into high-performing team mechanics (2–3 hours).
- **Better Conversations:** Communication training based on the research of Jim Knight (3–6 hours).
- **Conflict Resolution & Mediation:** Blending research from Brené Brown and Jim Knight to resolve conflict (1–3 hours).

Current Participation & Schedule

- **Aspiring and Leadership Development Academies:** These programs occur annually via an application process held from September - May.
 - 2025-2026 Participation
 - Aspiring Leaders 26 participants
 - Leadership Development 21 participants
- **Leadership Coaching:** Can be booked at any time throughout the year.
 - Executive Leadership Coaching 23 participants
- **P4 Program (Inaugural Cohort):** The first cohort consists of 13 PfISD educators who began classes on January 13, 2025.

Teacher Incentive Allotment (TIA)

PfISD was the first district in Central Texas to receive full approval for its Teacher Incentive Allotment (TIA) system with program renewal through the 2030-2031 school year, establishing a pathway to reward high-performing teachers with state-funded salary incentives. To start the 2026-2027 school year, 32% of all PfISD teachers—581 top-performing educators—are designated. With a 90% designated teacher retention rate, PfISD meets the primary TIA goal of retaining highly effective teachers in our classrooms. The district continues to expand eligibility based on staff input and TEA approval and uses annual survey feedback to guide continuous improvement of the TIA system.

Curriculum & Instruction

PfISD provides an aligned system of student-first planning that incorporates curriculum, instruction, assessment, and professional learning. The district's commitment to a fully-staffed Curriculum & Innovation team provides an appropriate level of campus support to better meet teachers' and students' needs.

PfISD has a guaranteed, aligned, and viable curriculum that specifically addresses the unique needs of PfISD students. Through the curriculum management plan, the curriculum is reviewed and refined on an ongoing basis. Within the curriculum, there are vertical alignment documents, year-at-a-glance documents, and unit maps to help teachers and campuses plan their work effectively. Teachers with students needing specialized support can look to the curriculum documents for recommended instructional strategies and materials, including differentiation strategies, as well as alignment of advanced courses with Advanced Placement courses. The aligned system of accountability, curriculum & instruction, and assessment supports the continuous school improvement model.

During the 2025–2026 school year, the C&I Department prioritized ensuring instructional coherence and fidelity to high-quality instructional materials (HQIM) across all campuses. This included aligning curricular maps and assessments, professional learning, and PLCs to support teachers in using materials as designed. The department also supported campuses in implementing a curriculum-based math assessment system and partnered with the Office of School Leadership to build campus leadership capacity for monitoring curriculum fidelity and effective instruction. The HQIM coherence strategy for math, anchored by the Bluebonnet Math adoption at the elementary level, was rated as making "Considerable" progress in both formative review periods.

Despite these efforts, 2025 STAAR results remained stagnant to declining at most grade levels and subject areas, with math achievement remaining the lowest-performing area. Measures of math proficiency on universal screeners showed stagnant to declining performance. HB3 goals for 3rd grade outcomes at Meets Grade Level were missed for both math and RLA. Additionally, 9 campuses were identified for school improvement based on D or F accountability ratings and/or Federal Intervention Labels, with continued low outcomes in math as a primary factor. Four-year graduation rates have declined over five consecutive years to a low of 92.0% for the Class of 2024, dropout rates for 9–12 graders are six times higher than six years ago, and dropout rates for 7–8 graders have doubled over three years. Sixty percent of all PfISD students are identified as At-Risk of dropping out of school.

Building on the foundation of 2025–2026 and informed by these persistent challenges, the C&I Department has identified four strategic priorities for 2026–2027 using the 4 Disciplines of Execution framework to focus the team's efforts on the highest-impact areas:

1. Bluebonnet Math Implementation (K–5). In 2025–2026, PfISD adopted Bluebonnet Learning as the K–5 math HQIM. Initial implementation showed considerable progress in instructional coherence. In 2026–2027, the priority shifts from adoption to full implementation with fidelity, including deepening teachers' lesson internalization, strengthening PLC protocols around Bluebonnet-aligned planning and data analysis, and providing sustained campus-based coaching cycles through C&I math coordinators. This work directly targets the persistent challenge of

stagnant math achievement in elementary grades and the district's HB3 Early Childhood Math goals.

2. Middle School Intervention. With 7–8 grade dropout rates doubling over three years and 60% of students district-wide identified as At-Risk, largely based on academic outcomes, there is a critical need to strengthen intervention systems at the middle school level. The C&I department will focus on building a more systematic approach to identifying students who are not on track in math and RLA through universal screener data, ensuring that tiered intervention supports are aligned to Tier I instruction, and establishing clearer protocols for progress monitoring and instructional response within PLC structures. This priority also supports the broader district challenge of declining graduation rates by ensuring students are better prepared for high school.

3. High School College Readiness (TSI Completeness). Meeting the district's 3E Promise requires a significant increase in the percentage of graduates who meet Texas Success Initiative (TSI) criteria in both RLA and math. In 2025–2026, the college-readiness strategy to refine the TSIA2 assessment plan and increase coordination between high school content teams and College Prep instructors showed moderate progress. In 2026–2027, the C&I Department will sharpen its focus on TSI completeness as a measurable lead indicator of college readiness, including more strategic use of TSI diagnostic data to target instruction, closer alignment of math and RLA curriculum to TSI-assessed standards at the high school level, and expanded use of mini-assessments to monitor student progress toward TSI benchmarks throughout the year.

4. Curricular Infrastructure (WIPs, CBAs, Insights, and Dashboards). Underpinning all three student-facing goals is the continued development and refinement of the district's curricular documents and data tools. Weekly Instructional Plans (WIPs) provide teachers with unit-level guidance aligned with HQIM; Common Benchmark Assessments (CBAs) serve as formative checkpoints within instructional units; and data insights and dashboards provide coordinators, coaches, and campus leaders with timely access to performance trends. In 2026–2027, the department will continue its annual cycle of vetting and improving these tools through the Instructional Design Team (IDT) and braintrust review process, with an emphasis on increasing the usability and quality of CBAs across all tested content areas and grade levels.

Technology Integration Services

PfISD's Technology Integration Services Department supports teaching and learning by promoting the effective use of instructional technology and enhancing digital literacy across all grade levels. Through collaborative planning, professional development, and classroom modeling, the department strengthens teacher capacity and ensures implementation of the Technology TEKS. Integrated lessons focused on computational thinking have led to measurable growth in student skills such as pattern recognition and problem-solving. Increased teacher engagement and participation in professional learning over the past two years reflects growing demand for instructional technology support districtwide.

District Assessment System

The Curriculum & Innovation Department reviews the district assessment system annually in response to campus feedback and to streamline assessment tools used, while still meeting state requirements to assess and report the readiness of students in PK - 3rd grade, and of 7th graders who did not pass 6th grade STAAR reading. The need to utilize assessment tools that are aligned across grade levels and designed for screening to identify students who meet at-risk criteria to provide supplemental tiered instructional supports and progress monitoring for students in the PSST/RtI process, as well as measure student growth as required for eligible teachers of the Teacher Incentive Allotment program led to the district-wide implementation of Commissioner-approved math and reading Universal Screeners and readiness assessments across grades PK-12.

Compensatory Education (Comp Ed) for Students At-Risk of Dropping out of School

PfISD follows the State's seventeen criteria for identifying PK-12 grade students as at-risk for dropping out of school and utilizes Compensatory Education funds to provide supplemental resources to support the reduction in any disparity in performance on assessment instruments or in the rates of high school completion between economically disadvantaged students, at-risk students, and all other students.

Funds are used to reduce disparity in performance in assessment outcomes and rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. PfISD utilizes funds for high school accelerated instruction to support students in passing STAAR EOC exams for graduation, as well as support for the Multi-Tiered Systems of Support (MTSS) program by allocating intervention teachers to campuses. Principals also receive discretionary funds in their campus budgets to support identified at-risk students, which is generally used for supplemental pay for teachers to provide supplemental accelerated instruction outside of the regular school day to meet students' HB 1416 minutes, as well as for bus service following extended-day learning. To additionally provide supplement support, many Title I schools utilize their Title I allocations for additional interventionist positions to supplement the district's staffing allocations.

College, Career, Military Readiness (CCMR)

Context: Effective with the 2025-2026 school year, PfISD established a unified CCMR Department. This strategic reorganization brought together Career & Technical Education (CTE), Early College High School (ECHS)/Pathways in Technology Early College High School (P-TECH), Advanced Academics, Gifted & Talented (GT), Social Work, and Counseling & Guidance under a single leadership umbrella.

Focus: The department's central mission is to ensure all students graduate with an actionable plan for college, career, or military enlistment. To achieve this, the team is transitioning to a comprehensive K-12 continuum where postsecondary awareness and experience begin in elementary school.

Primary Need: The most urgent priority is the realignment of advising practices. Current data indicates that administrative burdens and non-counseling duties (e.g., 504 and testing coordination) prevent staff from delivering the high-touch, individualized K-12 guidance necessary to fulfill the PflSD Strategic Plan.

Guidance & Counseling

PflSD is experiencing an increasing demand for comprehensive mental health services to support students' academic, social, and emotional development. A major obstacle to effectively addressing these needs is the continued assignment of non-counseling duties to school counselors. Tasks such as coordinating standardized testing, facilitating 504 meetings, and administering GT testing limit the time counselors can devote to their primary role of supporting students. As a result, the district has remained out of compliance with Senate Bill 179 for the third consecutive year. SB 179 mandates that school counselors spend at least 80% of their time on counseling-related duties, a target that is not currently being met due to administrative expectations placed on counseling staff.

- **Counseling Compliance:** The district has been out of compliance with Senate Bill 179 for three consecutive years. Counselors are unable to meet the mandated 80% time requirement for counseling duties because they are assigned with excessive non-counseling tasks like testing coordination and 504 meetings.
- **Student Wellbeing:** There is an increasing demand for mental health services, yet current resources are outpaced by needs, specifically regarding McKinney-Vento students (687 identified in 2024-2025) and rising substance use referrals.
- **Staffing & Compensation:** Counselors are performing the work of nearly two full-time employees without a differentiated compensation structure or a manageable workload. The mental and emotional toll of managing crisis intervention and academic advising for caseloads that exceed state recommendations by nearly double, combined with administrative "duty creep," leads to high turnover. This disrupts the continuity of care and the long-term relationships essential for effective student guidance.
- **Advising Gaps:** The district is currently facing a significant gap in providing consistent, high-quality postsecondary advising to all students. While state law mandates annual 1:1 counselor-student meetings to discuss graduation plans and postsecondary goals, current conditions like excessive caseloads, make this requirement nearly impossible to fulfill with fidelity.

School Social Workers

PflSD social workers play a vital role in supporting at-risk students by addressing social-emotional needs, connecting families with resources, and fostering strong school-community relationships. A rising concern is the increase in substance use referrals, leading to more student placements at DAEP (OC). However, campuses lack targeted substance use interventions. Additionally, there is a critical need to expand Family Resource Centers, which provide essential wraparound services (e.g., food, clothing, housing, and healthcare). With 687 McKinney-Vento students in 2024–2025, growing student needs are outpacing available resources.

Recommended strategies for improvements include:

- **Invest in Mental Health Staffing and Infrastructure-** Prioritize funding to:
 - Create a dedicated McKinney-Vento team
 - Hire additional social workers and mental health consultants, with a focus on high-needs campuses
- **Refocus Social Worker Roles:** Transfer McKinney-Vento case management away from social workers to free up their time for direct student support services.
- **Expand Community Partnerships:** Strengthen collaboration with local mental health agencies to increase access to external services and referrals districtwide.

By reducing administrative burdens and expanding mental health staffing and partnerships, the district can improve service delivery and ensure that counselors and social workers are better equipped to meet the evolving needs of all students—particularly those who are most vulnerable.

PflSD social workers provide essential wraparound services, yet the department is currently operating in a 'reactive' crisis-management mode. In 2024–2025, the district identified 687 McKinney-Vento students, a population growth that has outpaced the current capacity of our Family Resource Centers (FRC) to deliver essential food, clothing, and healthcare support. While the FRCs are a vital district asset, the current infrastructure and the administrative burden of McKinney-Vento case management prevent social workers from utilizing their clinical licensure for direct student therapy and substance use intervention. To meet the evolving needs of our most vulnerable students, the district must focus on optimizing FRC operations and realigning staff to provide targeted substance use support and direct mental health services.

Student Affairs

The PflSD Student Affairs Department manages a wide range of responsibilities, including attendance systems, threat assessments, student transfers, grievance and Title IX processes, bullying investigations, student records, and policy implementation. They also provide professional development and support for campus administrators.

Special Education

The Special Education Department's practices remain grounded in the Individuals with Disabilities Education Act (IDEA), ensuring equitable access to a free and appropriate public education (FAPE) in the least restrictive environment (LRE). Pflugerville ISD continues to prioritize inclusive settings where students with disabilities receive high-quality, grade-level instruction tailored to

their unique academic, behavioral, and functional needs through specially designed instruction and targeted support services.

Building on feedback from our recent TCASE Program Review, the department is working to refine staffing models and service delivery structures to better align with student needs. This includes transitioning secondary Low Incidence Disability (LID) services into a standardized Functional Academics model and shifting from an intensity-based to a ratio-based staffing model to promote student independence and resource equity.

The department is also focused on improving ARD documentation fidelity (PLAAFP, goals/objectives, schedule of services) and enhancing instructional practices through professional learning in areas such as behavior support, promoting independence, and effective IEP implementation. Ongoing training in Positive Behavioral Interventions and Supports (PBIS), restraint reduction, and inclusive classroom strategies is prioritized to address disproportionality and improve outcomes.

Families continue to be integral partners. The department fosters engagement with Parents Supporting Parents and provides opportunities for collaboration through events like the Destination Life Transition Fair and Parent Connection nights.

In 2025–2026, additional initiatives included implementing Frontline Service Management for Medicaid/SHARS billing, expanding inclusive Pre-K through targeted certification pathways, and refining campus-level support structures to ensure service fidelity and appropriate placement recommendations. Stakeholders across campuses, including administrators, teachers, specialists, and families, remain critical partners in executing these priorities.

2025-2026 Special Education Leadership Team Survey Feedback: Survey feedback highlights several systemic challenges hindering the success of special education students. For low-incidence disability (LID) and Functional Academics Classroom (FAC) students, survey respondents noted that endorsements are not generally considered. General education staff require training on providing truly inclusive environments and proactively addressing student behavior at the lowest levels to ensure all students are supported effectively.

Multilingual Instruction

Pflugerville serves 7,743 EB students, which is 31% of the district's population. We provide support through various programs. A Newcomer Middle School Program is located at Westview Middle School, while high school students are given the opportunity to attend the Newcomer Academy at Connally High School. Emergent bilingual students at other secondary campuses are placed in cohorts with teachers trained in CBLI practices with the intent of providing linguistic acceleration and academic support. In the 2026-2027 school year, secondary students will continue to have the option to attend the Newcomer Academy at Connally HS and Westview MS. Transportation will continue to be offered for high school students who meet newcomer eligibility, although transportation to WMS will no longer be provided for students not zoned to that campus. Students enrolled at the Newcomer Academies receive intensive English language instruction and appropriately accommodated academic instruction and are awarded as many credits as possible based on school records from their home country.

For elementary students who speak Spanish or Vietnamese, we offer our dual language program. Bilingual education programs are designed to allow Emergent Bilingual students who share a common home language to access the State's general curriculum and become fully proficient in both English and their native language. Elementary students identified as Emergent Bilinguals who speak Spanish or Vietnamese should be enrolled in the bilingual program. PflSD has implemented State-recognized one-way and two-way Spanish-English dual language programs at 11 elementary campuses. The PflSD Vietnamese-English bilingual language program provided at one elementary campus promotes oral language development and biculturalism for participating students. Transportation to a designated dual-language campus is provided for students who are zoned to a monolingual campus.

All PflSD campuses offer the English as a Second Language (ESL) program for eligible Emergent Bilingual (EB) students in grades PK-12 if the bilingual program is not available in their language or grade level, or if parents choose to deny bilingual program placement. Intensive English language instruction is provided by teachers trained in recognizing and working with language differences, using the academic and cultural experience of each student as a platform, with a focus on learning English for effective participation in other classes. To further support long-term English learners (EB), content area teachers and Instructional Coaches have been trained in language-rich strategies designed to enhance content-based language instruction. This support will be continued in the 2026-2027 school year.

Gifted and Talented

The district's Gifted and Talented program identifies and supports potentially high academic students and provides them with opportunities that promote academic rigor, depth, and breadth, acceleration and college preparation, independent research, and social and emotional development to nurture the development of their full academic potential.

- PflSD Gifted and Talented has identified a gap in the G/T cluster grouping processes, procedures, and student outcomes at the elementary (K-5) and middle levels (6-10) with wide differences in G/T differentiation practices between campuses.
- PflSD Gifted and Talented has identified a gap in identification of gifted and talented students at the elementary level especially in our minority and historically underrepresented communities.

Advanced Academics

PfISD is committed to the belief that equitable access for all students to advanced academic coursework in a rigorous and challenging curriculum in preparation for postsecondary success should be provided. Based on this premise, all students are highly encouraged to enroll in Advanced, Accelerated, Advanced Placement (AP), Austin Community College (ACC) Dual Credit, and the University of Texas (UT) OnRamps courses offered at their campus. The district continues to seek opportunities to increase the number of students participating in advanced courses to improve equity of program participation for all students.

PfISD offers accelerated mathematics on all of its middle school campuses through the Accelerated Math Pathway. These courses allow students to be on a track of coursework that research has shown will better prepare them for postsecondary education opportunities and entering the workforce. Students enrolled in Advanced Math 6 and Advanced Math 7 courses will master all math concepts from the 6th, 7th and 8th grades so that during their final year of middle school, students begin their first high school math course of Algebra I which allows students to enroll in additional, more rigorous math courses during their time in high school. Research shows that students in Central Texas who take higher levels of math coursework have better chances at earning a living wage and completing a postsecondary degree.

Advanced Academics has identified a need for a clear framework for advanced academic instruction to eliminate disparities in Advanced coursework in grades 6-10. By aligning the way teachers scaffold and differentiate advanced courses from on-level courses, more PfISD students will be able to access AP, OnRamps, Dual Credit, and Dual Enrollment courses in the future.

Early College High School (ECHS)

The Early College High School (ECHS) hosted at Pflugerville High School offers students a structured pathway to earn both a high school diploma and an associate degree concurrently. This initiative aims to reduce the time and financial burden typically associated with pursuing a bachelor's degree by providing up to 60 hours of college credit. A key feature of the ECHS program is its financial benefit: all college tuition, fees, and required books are covered. This provision significantly reduces the financial obligation for participating families, effectively saving them thousands of dollars in college expenses. Applications open for rising ninth-grade students each January and close March 31, then students participate in an interview process to ensure they understand the commitment and that the ECHS is the best fit for their goals. For in-district students, transportation is provided by the district. Participants receive comprehensive academic and social support, which includes access to dedicated counselors, administrators, inclusion in the AVID 1 program, resources from Austin Community College (ACC), and a summer bridge program to support TSI readiness. This multifaceted support system is in place to assist students in navigating advanced coursework and college readiness. ECHS emphasizes advanced, college-level coursework. The primary objectives and benefits of participating in ECHS include an accelerated path to a bachelor's degree, with students typically being on track to complete their four-year degree within two years post-high school. The program also contributes to higher college completion rates, attributed to the rigorous preparation and early exposure to a college environment. Furthermore, the dual-diploma structure offers students the flexibility to pursue a wide array of majors and the option to co-enroll in other advanced academic programs.

The Early College High School (ECHS) program at Pflugerville High School provides students with a structured pathway to earn both a high school diploma and an associate degree concurrently. Through this model, students can earn up to 60 hours of college credit, significantly reducing the time and financial burden associated with completing a bachelor's degree. The district covers tuition, fees, and required textbooks, creating substantial cost savings for participating families and increasing access to postsecondary opportunities.

Applications open each January for rising ninth-grade students, followed by an interview process to ensure program readiness and alignment with student goals. Transportation is provided for in-district students, and participants receive comprehensive academic and social support, including access to dedicated counselors, administrators, Austin Community College (ACC) resources, and a summer bridge program to support TSI readiness. These supports are designed to help students successfully navigate rigorous, college-level coursework.

While ECHS provides a strong and well-supported pathway, district data indicates a continued need to expand access and strengthen support systems for students, particularly those identified as at-risk. Approximately 60% of students in the district are identified as at-risk of dropping out, and 4-year graduation rates have declined over the past five years while dropout rates have increased. These trends highlight the importance of structured, supportive programs that promote persistence and completion.

Additionally, although College, Career, and Military Readiness (CCMR) outcomes have improved, not all students are able to fully access or successfully complete advanced academic pathways. This suggests a need to both increase participation in programs like ECHS and ensure that students receive the targeted academic and social-emotional supports necessary for success.

ECHS continues to play a critical role in addressing these needs by providing an accelerated, supportive pathway to postsecondary attainment. Expanding and strengthening this program will support increased graduation rates, reduce dropout rates, and improve equitable access to college and career readiness opportunities for all students.

Career and Technical Education (CTE)

PfISD's Career and Technical Education (CTE) program continues to expand its network of industry and postsecondary partners while providing robust career and college readiness opportunities through more than 11,500 CTE course enrollments, representing approximately 46% of total district enrollment. CTE programming is available at all high schools and middle schools across the district. These enrollment figures may include duplicated counts, as students may be enrolled in multiple CTE courses. Students can explore careers across 20 programs of study, such as Health Science, Engineering, Business Management, Agriculture, and Cybersecurity and Programming. In the 2025-2026 school year 5 programs (Accounting, Automotive, Construction, Fire Academy, and Advanced Manufacturing) transitioned to career academies, offering students an opportunity to earn a Level 1 College Certificate at no cost.

The district continues to diversify high-demand pathways by launching three new healthcare academies: Medical Radiologic Technologist, Professional Nursing, and Surgical Technology. These

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programs are designed to meet the critical workforce needs of the Central Texas medical corridor. Additionally, the CTE department oversees the Junior Reserve Officers' Training Corps (JROTC) programs, featuring Army and Marine Corps units. These programs serve as vital leadership pathways, focusing on character development, civic responsibility, and college/career readiness, further ensuring that every PfISD student has a specialized "on-ramp" to postsecondary success.

CTE programs provide students with opportunities to engage with industry experts and/or simulate industry environments while building academic and technical skills, including employability skills. With a continued increase in need for employees in many industries in the region, the goal is to implement programs that are developed through collaboration with postsecondary and industry partners so that all students graduate ready for their next steps and employers have a work-ready pool of candidates in Central Texas. IBC attainment decreased significantly from 919 in 2024 to 579 in 2025. Program completion was at 46% for 2023-2024, 1% below the state rate.

During the 2026-2027 school year, the CTE Department will provide targeted professional development to teachers on the effective use of instructional and assessment data to improve student outcomes, specifically targeting Industry-Based Certification (IBC) attainment and program completion. A primary focus will be placed on increasing enrollment and retention of Special Populations, with a strategic emphasis on Special Education (SpEd) participation. Focus on continuous improvement in CCMR outcomes through CTE program completion and IBC attainment will continue.

To support this goal and through the continued expansion of course offerings and work-based learning opportunities aligned to industry standards, a Pathways in Technology Early College High School (P-TECH) model for specific courses has been implemented. Through P-TECH, students have the opportunity to earn a high school diploma, an industry-recognized associate degree, and gain relevant work experience in a growing field while enrolled in high school. Providing the opportunity for students to develop specific skills and competencies through P-TECH courses directly translates to the employment needs in high-growth industries in Central Texas, providing a pathway to immediate career opportunities for students.

In Fall 2027, PfISD will open a Centralized CTE Center serving 1,000 students annually. This district hub will offer unparalleled access to industry-standard labs in Manufacturing, Health Care, Firefighting, Automotive, Welding, and Construction. The facility includes dedicated space for 18+ learners, bridging the gap between high school and adult workforce entry. By offering transformative instruction and direct employer engagement, the center will serve as a community learning center outside of school hours, equipping both students and community members with advanced technical skills and college credit.

Fine Arts

The PfISD Fine Arts Department enriches student learning by fostering creativity, talent, and community engagement through inclusive, high-quality programs. From elementary music and art to secondary band, choir, color guard, dance, theatre, and visual arts, the district is committed to equitable access and the development of life skills such as collaboration, critical thinking, and self-expression through co-curricular participation.

In 2026-2027, the department will prioritize teacher retention through supportive environments and professional growth opportunities. A major initiative includes expanding professional development for fine arts educators, guided by needs assessments, expert-led workshops, peer collaboration, and job-embedded coaching.

To strengthen student voice and leadership, the department will continue developing the fine arts student leadership group by providing opportunities for student-led contributions to program improvement, advocacy initiatives, and volunteering at district-wide events.

Despite financial and resource challenges, PfISD Fine Arts remains committed to ensuring all students have access to an enriching, comprehensive arts education. By prioritizing equity, community engagement, and strategic resource use, the department will continue advancing student creativity and academic growth.

Athletics

As an integral part of a successful school program, the PfISD athletics program plays a vital contributing part in the total education system. Athletics programs provide a way for students to develop into responsible members of society. Participation in athletics develops the bodies and minds of students to high levels of efficiency as well as developing self-confidence and a sense of personal accomplishment through work ethic, teamwork, sportsmanship, integrity, and sacrifice. Numerous sports are offered to secondary students including football, basketball, cheerleading, dance, soccer, powerlifting, cross country, golf, softball, strength & conditioning, tennis, track & field, volleyball, wrestling, baseball, athletic training, ROTC, and swimming & diving. All coaches work within the guidelines of the athletic department to help every athlete succeed and are certified to have completed trainings in Rules Compliance, CPR/AED, and Concussion and Safety per UIL rule. The district stadium has secured a number of business sponsors supporting PfISD's athletics program.

As an integral part of a successful school program, the PfISD athletics program plays a vital role in the overall educational experience. Athletics provide students with opportunities to grow into responsible and productive members of society. Through participation, students develop both physically and mentally, reaching high levels of performance while building self-confidence and a strong sense of personal accomplishment. These experiences are grounded in the values of hard work, teamwork, sportsmanship, integrity, and sacrifice.

PfISD offers a wide range of athletic opportunities for secondary students, including football, basketball, soccer, powerlifting, cross country, golf, softball, strength and conditioning, tennis, track and field, volleyball, wrestling, baseball, athletic training, and swimming and diving. All coaches operate within the established guidelines of the athletic department to support each student-athlete's success. Additionally, every coach has completed required training in rules compliance, CPR/AED, and concussion and safety protocols in accordance with UIL standards.

Extended Day Program

PfISD offers the Extended Day Program (EDP) as a tuition-based, licensed childcare operation that services each elementary campus within the district. This campus-based program allows for a seamless transition from the classroom to after school care for students in grades PK-5. The intent of the Extended Day Program is to not only provide a safe environment, but also an atmosphere in which the school experience of the student is enhanced. EDP is owned and operated by the school district and employees of the program work for PfISD.

Summer Programs

PfISD provides State-required summer school programs including PK/K Bilingual & ESL summer school, Extended School Year (ESY) for students receiving special education services, and STAAR EOC accelerated instruction summer school to prepare for and pass EOCs for graduation. Middle school course recovery, high school credit recovery, and other opportunities are provided as summer programming. The CTE department offers a Skilled Trades Academy through which students receive 4-weeks of instruction and work-based learning in the water utility industry, at the end of which they can test for the Class D Water Operator license. Industry partners guarantee participating students an interview, leading to an entry-level career upon graduation with opportunities for employer-paid training and career advancement.

Food and Child Nutrition Services

PfISD partners with Aramark to provide nutritious meals, promote healthy lifestyles, and create positive dining experiences for students. In addition to daily food service operations, Aramark supports the community through donations—contributing nearly 18 tons of food to local food banks, assisting the Pfriends weekend backpack program, and sponsoring over 300 bikes and helmets for PfISD students since 2007.

However, the district faces a growing challenge with unpaid student lunch charges, which reached \$180,000 in 2022. By law, these costs must be covered by the district's general fund, diverting resources from essential operations like staffing and utilities. To help families in need, PfISD supports meal debt relief through the Pay It Forward program and Pfood Pfairness, a student-founded nonprofit that provides funding to ensure all students have access to hot, nutritious meals.

Transportation

PfISD's in-house Transportation Department operates a fleet of air-conditioned buses equipped with seatbelts to ensure that students are transported safely and securely. Each bus is equipped with GPS and cameras, which allows each vehicle to be tracked and monitored at all times. This fleet is also equipped with the latest engine technology, which has allowed PfISD to reduce its carbon footprint through reduced carbon emissions.

Finance

The PfISD Finance Department plays a critical role in advancing the district's mission by upholding fiscal responsibility, ensuring transparency, and strategically managing public resources. Through precise budgeting, timely payroll processing, compliant procurement practices, and effective financial management, the department provides a strong financial foundation that supports student success and the efficient operation of the district.

The department's strength lies in its dedication to sound financial management and forward-thinking planning. By aligning its practices with district priorities and continuously seeking improved approaches, it provides consistent support to campuses and departments through reliable day-to-day operations, targeted quarterly training on key financial topics, and a comprehensive annual training covering all financial processes. This well-rounded support structure positions the district to adapt to evolving needs while maintaining responsible stewardship of its resources.

To further strengthen its operations, the Finance Department has identified two key priorities. The first is ensuring long-term financial sustainability to support current programs and initiatives. The second is strengthening budget forecasting by equipping campuses and departments with the tools and guidance needed to monitor spending, identify potential funding gaps, and align resources with district priorities.

Through ongoing improvement and alignment, the Finance Department remains dedicated to enabling educational success by managing resources responsibly and efficiently to meet both current and future needs.

Additional District Processes & Programs

- PfISD's technology infrastructure is robust and continuously enhanced to meet the needs of the district including increased instructional technology integration and the majority of assessments administered online. 2022 Bond Funds were used to purchase 15,000 Chromebooks for district-wide student use. The district follows a 1:2 ratio at elementary and a 1:1 ratio at secondary. Many campuses supplement these locally-funded devices with additional laptop carts using campus Title I funds.
- To support student transitions from elementary to middle school, and from middle to high school, opportunities are provided for students and parents to visit their future campus to meet with staff and learn about course offerings and campus expectations.
- PfISD plans the academic calendar to exceed the state's instructional minutes requirement of 75,600 minutes to ensure a buffer if built in for unanticipated closures due to weather or other emergencies.
- PfISD's Health Services Department assists students, staff, and the community in achieving and maintaining optimal health through health promotion and education, disease prevention,

and intervention of specific health conditions. School nurses provide health care to students, perform health screenings and coordinate referrals as the liaison between school personnel, family, community and healthcare providers.

- The district's Safety & Emergency Management Department is responsible for mitigation, preparedness, response, and recovery programs. PflSD has emergency preparedness and operations plans, and continually conducts drills and training with staff and students. Partnering with local and regional first responders and emergency management personnel, the district ensures preparedness to provide exceptional service before, during, and after any emergency conditions. Emergency Operations Plans are reviewed annually and updated as necessary. Fire evacuation drills, tornado/severe weather drills, lock-out, and lock-down drills are conducted in accordance with TEC guidelines and Fire Department regulations. Recent safety and security upgrades have been made to the entry vestibules at several campuses. Required intruder audits are conducted at all campuses.
- PflSD is environmentally conscious as evidenced through the use of solar panels, recycling, and the reduction in water usage and electricity.
- PflSD added an in-house Legal Services Department in 2024-2025 that has established procedures and processes to effectively provide support to other departments and improve district processes to ensure legal compliance.

District Processes & Programs Strengths

- The Finance Department's strength lies in its dedication to sound financial management and forward-thinking planning. By aligning its practices with district priorities and continuously seeking improved approaches, it provides consistent support to campuses and departments through reliable day-to-day operations, targeted quarterly trainings on key financial topics, and a comprehensive annual training covering all financial processes. This well-rounded support structure positions the district to adapt to evolving needs while maintaining responsible stewardship of its resources.
- Fully-staffed C&I team with dedicated content coordinators across all core subject areas PK–12, providing sustained campus-facing coaching, professional learning, and instructional planning support.
- Bluebonnet Math adoption and initial K-5 implementation rated "Considerable" progress at both formative reviews — the strongest progress rating of any DIP strategy in Goal 2.
- Functioning curricular infrastructure (WIPs, CBAs, and data dashboards) with a structured annual vetting and improvement cycle through the Instructional Design Team (IDT) and braintrust review process.
- Commissioner-approved math and reading universal screeners and readiness assessments implemented PK–12, supporting at-risk identification, PSST/RtI progress monitoring, and TIA student growth measurement within a single assessment system.
- Established TSIA2 assessment plan and coordination structure between high school content teams and College Prep instructors, showing moderate progress in 2025–2026.
- As a result of integrated lessons that focus on computational thinking and core content, students have demonstrated growth in computational thinking, pattern recognition, decomposition, and algorithms through the leadership of the Technology Integration Department.
- The Special Education Department is increasingly perceived as a core strength of the district, playing a vital role in advancing equity and fostering an inclusive educational environment. The department views students as individuals first, ensuring services are based around individual needs rather than just labels.
- The district maintains 100% compliance on State Performance Plan Indicator 13 (SPPI-13) regarding secondary transition requirements.
- The district has successfully begun the implementation of the Emergent Tree behavior coaching framework across elementary campuses and has trained over 1500 staff members in proactive verbal de-escalation techniques.
- The district demonstrates a clear, aligned vision supported by a strong curriculum framework and a highly responsive Multilingual (ML) team that provides ample planning time, coaching, and effective professional development. Through ongoing collaboration with campus leaders and teachers, the ML team ensures consistent, high-quality implementation of print-rich Dual Language (DL) and ESL programs where students feel welcomed and have a strong sense of belonging. Data from STAAR and TELPAS are used intentionally to guide instruction, contributing to strong outcomes: the majority of DL students in grades 3–5 read on grade level, outperform district averages on STAAR English, and 98% of fifth-grade DL students earn Spanish I credit. Students enrolled in Newcomer Academy programs perform at or above campus passing rates on STAAR EOC exams by their second year of participation. The district's diverse community enriches the learning environment, and targeted supports—including Newcomer Academies, specialized courses, and credit for prior schooling—help EB and newcomer students succeed. Teachers are well-trained in language-rich strategies. Overall, the district has established effective systems and structures that ensure continuity of support across grade levels, while maintaining a strong focus on advocacy, access, and long-term academic success for multilingual learners.
- Expansion of IBCs: Industry-Based Certification attainment grew from 477 (2023) to 919 (2024), a nearly 93% increase.
- AP Access & Success: Recognition of three AP Honor Roll campuses for increasing both participation and college-readiness scores.
- Clinical Expertise: Social workers provided critical crisis intervention for 687 McKinney-Vento students and high-risk substance use referrals.
- Specialized Support: College and Career Advisors (CCAs) provide expert technical assistance in FAFSA/TASFA and technical college navigation.
- The Counseling and Guidance Department demonstrates significant clinical and interpersonal expertise, particularly in crisis intervention and responsive services. Our team has built a resilient framework for supporting student mental health, utilizing deep-rooted relationships with families to facilitate effective prevention and intervention efforts. Counselors are highly skilled in delivering essential social-emotional guidance on topics such as emotional regulation, empathy, and bullying prevention.
- A major strength of the department is the specialized support provided by our College and Career Advisors (CCAs). At the high school level, these dedicated staff members provide expert technical assistance in:
 - Postsecondary Navigation: Guiding students through the complexities of college applications, financial aid (FAFSA/TASFA), and military enlistment pathways.
 - CCMR Accountability: Diligently tracking College, Career, and Military Readiness (CCMR) data to ensure the district meets state accountability standards.
 - Bridge to Opportunity: Serving as the primary link between students and postsecondary institutions, ensuring that students have a clear advocate for their life-after-high-school goals.

- The Social Work department excels in Community Resource Navigation and Crisis Response, ensuring families receive timely, compassionate support and students can fully engage in their academic experience. A significant asset is the established network of Family Resource Center (FRC), which serve as vital hub for connecting vulnerable families with food, clothing, and healthcare. The team's ability to foster strong school-community relationships has created a foundational "safety net" that identifies at-risk students. Additionally, the staff possesses high-level clinical licensure capable of providing specialized mental health and substance use interventions, and education/guidance on topics such as coping skills, healthy relationships, bullying prevention, emotional regulation, and empathy.
- The Gifted and Talented (G/T) department serves 2,133 students, supported by a robust identification pipeline that screened over 2,100 students in the 25-26 cycle (including universal 2nd-grade screening). Strengths include high teacher compliance with state-mandated training (78 foundational completions; 130 annual updates) and the successful embedding of Depth and Complexity Icons into Science and Social Studies instructional plans.
- ECHS students are demonstrating strong college readiness, with 85% of students passing the Texas Success Initiative (TSI) assessment, a benchmark typically achieved by upperclassmen, indicating early academic preparedness for college-level coursework.
 - Students are actively engaging in college coursework, with 82% of students successfully enrolled in and completing their first Austin Community College (ACC) course (EDUC 1300), demonstrating early momentum toward earning college credit.
 - The program provides intentional exposure to postsecondary environments, including college visits, helping students build college awareness and readiness.
 - ECHS offers a structured and supportive learning environment, incorporating academic advising, early college coursework, and program-specific supports that promote student engagement and success in rigorous pathways.
- Robust Teacher Mentor Development: Over 420 mentors have completed the foundational academy, with an additional 170 educators participating in the Advanced Mentoring Academy for specialized leadership growth.
 - Data-Informed Evolution: The district utilizes a comprehensive mix of mentor logs, administrator feedback, and end-of-year evaluations to ensure professional learning remains relevant and responsive to real-time needs.
 - Cross-Departmental Collaboration: By breaking down silos between departments, the program provides a "big picture" view of district priorities, reducing teacher isolation and ensuring equitable support across all grade levels.
 - Measurable Growth in Practice: Qualitative data from focus groups and journals indicates a marked increase in teacher confidence regarding lesson planning, classroom management, and formative assessment.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: PfISD's Strategic Plan will continue moving from vision to action by defining each 'direction' through action plans that are being developed and implemented by a district committee.

Root Cause: The Strategic Plan set the vision and priorities, action plans are needed to ensure the work is carried out and progress can be measured.

Problem Statement 2: While the Finance Department maintains strong financial management practices and provides ongoing training and support, the challenge lies in ensuring all stakeholders have the capacity, tools, and timely insights needed to consistently monitor expenditures, anticipate funding needs, and apply forecasting practices effectively.

Root Cause: Inconsistent forecasting practices, limited access to tools and training, and complex state funding formulas hinder long-term financial planning, making it difficult to proactively identify funding gaps and stabilize projections.

Problem Statement 3: PfISD's professional learning system does not consistently provide differentiated, role-specific support necessary for career growth across all specialized positions. Particular issues exist for special education staff where fewer learning opportunities are available to effectively meet instructional, compliance, and student needs.

Root Cause: Current structures, staffing capacity, and inconsistent campus practices limit access to job-embedded, differentiated professional learning and specialized support for staff. Generally, Instructional Coaches do not have the specialized background necessary to support all teaching positions.

Problem Statement 4: PfISD Leadership programs do not reach all current or potential leaders in the district primarily at the district level. Current structures (calendar, schedules) do not provide opportunities to prioritize job-embedded differentiated Professional Learning.

Root Cause: Current leadership development initiatives target campus position and individuals already in formal leadership positions.

Problem Statement 5: There is a lack of providing mandated individual student advising sessions for program enrollment and to set and achieve postsecondary goals leading to missed opportunities for relevant and meaningful CCM-readiness.

Root Cause: Inequitable counselor staffing, limited training and tracking systems, and the absence of standardized advising and CTE collaboration structures create unmanageable caseloads, inconsistent practices, and gaps in support for special populations, specifically for students with disabilities.

Problem Statement 6: There is a lack of consistency in the program framework implementation, including content-based language instruction for Emergent Bilingual students and of linguistically differentiated practices, which negatively impacts Emergent Bilingual students' growth in English proficiency and limits their academic success.

Root Cause: There is a need to educate teachers and educational leaders about program models and research-based instructional practices for EB students. Additionally, there is a need to promote and monitor the implementation of the differentiation strategies to address the lack of accountability in ensuring consistent implementation.

Problem Statement 7: Not all teachers are familiar with and/or implement the Technology TEKS that are required to be taught at their grade level. Though tools and resources are provided to teach the Technology TEKS, integration of technology in classroom instruction is lacking.

Root Cause: Teachers need engaging learning experiences that model technology integration, to then transfer it to their teaching practice.

Problem Statement 8: PfISD libraries need stronger capacity to integrate STEM and literacy into engaging, equitable learning experiences that prepare students for future-ready careers.

Root Cause: Librarians lack consistent support and professional development to effectively integrate STEM and literacy and serve as instructional partners across campuses.

Problem Statement 9: Social work roles and McKinney-Vento management need to be realigned to maximize direct clinical service and effectively meet the needs of 687 McKinney-Vento students.

Root Cause: The district lacks a specialized, centralized McKinney-Vento Response Team. Consequently, clinical social workers must act as "generalists," spending significant hours on clerical verification and basic needs logistics rather than the mental health interventions they are licensed to provide.

Problem Statement 10: Students need targeted substance use interventions to reduce DAEP placements and improve outcomes.

Root Cause: The district has historically relied on external community agencies for substance use counseling; however, as these agencies hit capacity, the lack of an internal standardized diversion protocol has led to discipline (DAEP) becoming the default response to substance use.

Problem Statement 11: There is a disparity in rigor for gifted learners across campuses due to a lack of standardized Gifted and Talented extension curriculum for all core subjects.

Root Cause: High teacher turnover and HQIM implementation demands have prioritized on-level instructional focus in the general education classroom over the effective implementation of the Gifted and Talented Cluster Grouping Service Model which has left the development of specialized "Gifted and Talented Layer" materials up to individual teachers.

Problem Statement 12: Instructional rigor and differentiation practices in advanced-level courses for students in grades 6-10 vary widely across campuses, resulting in inconsistent academic experiences and a lack of clear differentiation between on-level and advanced coursework.

Root Cause: The district lacks a codified Middle Level (grades 6-10) Advanced Academic Framework and dedicated collaborative planning structures. The removal of the Pre-AP system created a resource vacuum; consequently, teachers lack the standardized tools and peer-collaboration time necessary to design and deliver consistent, high-rigor instruction.

Problem Statement 13: Dependence on external partners for Early College High School (ECHS) course instruction may create scheduling and staffing challenges that impact consistency and access to college coursework.

Root Cause: Limited internal capacity to staff dual credit and ECHS courses, compounded by educator shortages, compensation gaps, advanced-degree requirements, and high school-college schedule misalignment, increases reliance on external partners and limits access to college-level coursework.

Problem Statement 14: Industry-Based Certification (IBC) attainment decreased by 37% (from 919 in 2024 to 579 in 2025), and the CTE program completion rate of 46% is currently below the state average.

Root Cause: Declining IBC certification pass rates are linked to inconsistent instructional alignment with updated standards, limited access to real-time student performance data, and insufficient PLC time for CTE teachers. These constraints reduce collaboration, hinder timely instructional adjustments, and contribute to isolated, non-aligned instructional practices across campuses.

Problem Statement 15: While the Office of School Leadership has established foundational coaching and leadership structures, the district has variability in leadership practices and campus implementation across schools, and coaching, feedback, and expectations for principals vary across supervisors and campuses

Root Cause: The district relies on a tiered support model that primarily targets improvement-required campuses, leaving a gap in coaching for other leaders. Additionally, OSL has historically focused on defining adult instructional actions rather than establishing and communicating clear, unified expectations for student learning outcomes and providing

standardized training necessary for campus leaders.

Perceptions

Perceptions Summary

Parents/Guardians, Families, and Community Engagement

Pflugerville ISD's Parent and Family Engagement Plan outlines the district's commitment to building strong partnerships between home and school to support student success. In alignment with ESSA Section 1116, the district works in collaboration with families to develop, review, and implement meaningful engagement strategies across all campuses, ensuring parents are active participants in their child's education. Through the District Academic Advisory Council, parent advisory groups, and campus-based initiatives, PfISD provides training, resources, and opportunities that foster communication, support learning at home, and strengthen school-family-community connections.

The Special Education, Multilingual, Advanced Academics, and Student Health Services Departments, among others, provide opportunities for parents to connect through advisory groups, support meetings, and transition fairs. The Multilingual Department also utilizes Title III funds to support parents of elementary school students through The Latino Family Literacy Project which teaches parents the importance of establishing a family reading routine with their children and it helps both parents and their children learn English vocabulary together as a family.

The Community Relations Department communicates with a variety of PfISD stakeholders, including parents, students, community members, PfISD staff and more through a strong social media presence, email, texting and call-outs, direct mail, and local news media along with increased video production and publications to promote district events to the greater community. The district's Multilingual Department also supports communications by providing translations in Spanish and Vietnamese, including translations during events.

PfISD develops strong partnerships with a variety of community groups including the Pflugerville Chamber of Commerce, the Pflugerville Community Development Corporation, the Pflugerville Fire Department ESD 2, and others. The district continues its partnerships with various businesses across the area including A+ Credit Union, who offer credit union branches within two of the district's campuses that provide for student employment. The Pflugerville Education Foundation is an integral partner for the success of innovative district initiatives whose donors include a wide variety of businesses, families, and individuals.

Student Attendance

PfISD attendance rates increased again during the 2025-2026 school year. District-level attendance specialists are staffed to support campus leaver teams with student attendance issues including home visits to locate and recover students who have left school.

Student Attendance Rates					
(Source: TEA TAPR 2022-2025; OnDataSuite Summer PEIMS 2025-2026)					
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
PfISD	91.8%	92.9%	92.9%	93.4%	93.8%
Region 13	91.8%	92.8%	93.0%	93.5%	Not yet available
State	92.2%	93.3%	93.6%	93.9%	Not yet available

Chronic Absenteeism

Defined as the number of K-12 students enrolled for at least 10 days and absent for 10 percent or more days, the rate of chronic absenteeism steeply increased in the 2021-2022 school year in line with the decrease in attendance rates across the district, region and state. As attendance rates increased during 2022-2023, rates of chronic absenteeism significantly decreased by nearly 6%. The district estimates a 0.5% decrease for the 2025-2026 school year (rates to be finalized in the TEA TAPR release in December 2026). To improve the district's highest chronic absenteeism rates, PfISD focused support over the last two school years toward the Connally High School feeder pattern, resulting in improved outcomes. Ensuring that districtwide systems like attendance, discipline, transfers, and student safety are responsive and equitable, so students are present, engaged, and supported in their learning will continue to improve chronic absenteeism rates.

Chronic Absenteeism Rates					
(Source: TEA TAPR 2022-2025; OnDataSuite for 2025-2026)					
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 (estimated)
PfISD	25.3%	19.5%	19.8%	18.7%	18.2%
Region 13	26.8%	21.5%	20.7%	19.0%	Not yet available
State	25.7%	20.3%	19.0	18.0%	Not yet available

Disciplinary Removals

PfISD has been identified in the Results Driven Accountability (RDA) report for two years as having a high rate of disciplinary removals for students receiving special education services, with the 2024-2025 rate estimated at 47.8%.

Positive Behavior Intervention and Support

A needs assessment conducted with campus administrators identified campus-implementation of the following practices aimed at keeping students in their regular classroom setting and reducing the assignment of discretionary DAEP placements:

- Increasing parental contact/parental support/parental involvement
- Restorative Practices – relationship centered learning that includes creating Treatment Agreements in all classrooms (chats, parent contact, school community service, etc.)
- Positive Behavior Intervention and Support (PBIS)
- Proactive Interventions (building relationships, behavior charts, etc.)
- Social Emotional Learning (SEL) to include counselor and social worker check-ins with students, and SEL targeted to the behavior
- Multi-Tiered System of Supports/Response to Intervention (MTSS/RtI) model including implementation of Culture & Climate Teams and communication to teams about positive interventions and Tier 1 strategies
- Mentors assigned to students
- Campus leadership academies to support students with recurring behavioral issues
- Classroom management coaching for teachers
- Utilizing the PfISD discipline matrix for classroom-managed behaviors/office-managed behaviors
- Providing incentive days each nine weeks

To integrate Tier I (schoolwide) systems that support the whole child, the district's MTSS department has created and implemented MTSS Culture & Climate Teams to integrate district initiatives (PBIS, Trauma-Informed SEL, Restorative Practices and Attendance) in a blended model that is supported by a single campus-based team. Each campus team meets at least monthly and follows a district-provided fidelity tool to guide action items and to complete short and long-term goals focusing on implementation and student outcomes. The district Student Affairs and MTSS departments provide support for all district-implemented efforts aimed at reducing classroom removals including the assignment of discretionary DAEP placements.

Staff Engagement

The district annually conducts a staff climate and culture survey in both the Fall and Spring to gather valuable feedback on employee experiences, satisfaction, and overall workplace environment. The results help guide district leadership in identifying strengths, addressing areas of concern, and developing targeted initiatives to improve employee retention, morale, and support systems. This ongoing commitment to listening and responding to staff feedback plays a critical role in shaping a positive and thriving work culture across Pflugerville ISD. In the Spring 2026 surveys, there was a 78% participation rate among teachers, 72% participation rate among other campus staff, and 66% for district staff. Notable Fall 2025 to Spring 2026 results are below:

Upbeat Staff Survey Results: Fall 2025 to Spring 2026						
	Faculty (Teachers)		Other Campus Staff (Staff)		District Staff (Depts)	
Category	Fall 2025	Spring 2026	Fall 2025	Spring 2026	Fall 2025	Spring 2026
Equity <i>(opportunities are accessible to all; leaders value perspectives of staff from all backgrounds; respect of staff, students and families of all backgrounds)</i>	94%	92%	89%	86%	85%	87%
Self-Efficacy <i>(feeling successful in position; feel successful in supporting students' academic and social-emotional development)</i>	88%	91%	88%	88%	87%	88%
Inclusion <i>(leaders actively work toward making an inclusive culture)</i>	92%	89%	81%	81%	75%	76%
Care & Commitment <i>(shared responsibility for success; teachers set high standards for students; teachers strive to improve practice; teachers care about students' wellbeing, teachers to above and beyond to support students)</i>	90%	89%	87%	87%	76%	75%
Satisfaction & Purpose <i>(looking forward to coming to work; plan to be in role for at least another year)</i>	91%	91%	88%	90%	88%	89%
Future Commitment <i>(See myself working here next year; Would recommend working here)</i>	84%	83%	81%	81%	80%	83%
Autonomy <i>(viewed as expert, appropriate discretion over what and how to teach/work)</i>	79%	82%	83%	84%	83%	84%
Belonging & Wellbeing <i>(workplace supports mental wellbeing; I have someone to turn to at work when I'm having a difficult time; successfully manage stress; I have ways to prevent stress; I feel like I belong; people care about me)</i>	86%	87%	87%	87%	86%	87%

Principal/Supervisor & Teacher/Employee Trust <i>(looks out for wellbeing; trust of principal/supervisor; am backed by principal/supervisor)</i>	87%	83%	80%	80%	79%	81%
Instructional Leadership <i>(Principal communicates clear vision for teaching & learning; Principal uses data to monitor student progress; Principal is an effective instructional leader)</i>	90%	87%				
Resources & Facilities <i>(provided with necessary instructional materials; teacher access to high-quality curricula; building clean & well-maintained; funding to meet schools' needs)</i>	73%	70%	72%	69%	65%	65%
	(49% - School is well funded)	(44% - School is well funded)	(47% - School is well funded)	(42% - School is well funded)	(53% - My dept has funding to meet school needs)	(53% - My dept has funding to meet school needs)
Recruitment, Hiring, Onboarding <i>(welcoming; expectations for role were clear in hiring process; teachers have influence in hiring professional staff; proactive recruitment from diverse backgrounds)</i>	85%	85%	84%	85%	84%	84%

Collaboration <i>(trust of peers/colleagues; teams do meaningful work; help one another improve practice)</i>	85%	84%	76%	76%	78%	80%
Evaluation <i>(evaluation system is fair; I am evaluated accurately; feedback helps me improve)</i>	85%	84%	79%	81%	81%	83%
Parent/Teacher Communication <i>(trusting relationship, work as partners, parents have confidence in teachers)</i>	87%	85%				

Appreciation (supervisor acknowledgement of good work; supervisor notices when working hard; recognized publicly for outstanding work)	75%	74%	72%	72%	70%	73%	School Safety & Order (rules for student behavior are consistently enforced by all; disciplinary practices are fairly enforced for all students; I feel safe at my school; my school is safe for students)	75%	73%				
Work/Life Balance (reasonable workload; sustainable workload for the long-term; balance with work and personal responsibilities)	67%	73%	80%	84%	78%	81%	Voice & Leadership (leaders actively seek input; opportunities to take on leadership roles; highly-skilled teachers are given extra responsibilities)	83%	80%	68%	68%	75%	77%
Professional Development (supports my growth; helps me to improve; is a good use of my time)	72%	71%	70%	71%	73%	75%	Compensation & Career Path (fair compensation for extra responsibilities; salary satisfaction; opportunities to advance)	47%	46%	44%	42%	49%	50%

Teacher Turnover Rate

The district's teacher turnover rate tends to be higher than the State rate. The 2025-2026 rate is 1.5% higher than the prior year with more teachers leaving PfISD, which the State rate decreased. As a continuous improvement effort, PfISD aims to retain high-quality teachers and reduce the teacher turnover rate to below the State rate. The district's Teacher Incentive Allotment (TIA) Program supports teacher retention with a 90% retention rate among designated teachers going into the 2026-2027 school year.

Teacher Turnover Rate for Pflugerville ISD Compared to State (Source: TEA TPRS)					
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Rate – PfISD	19.1%	25.0%	21.9%	17.8%	19.3%
Rate - State	17.7%	21.4%	19.1%	18.8%	18.1%

Perceptions Strengths

- Attendance rates increased from the prior year
- Chronic absenteeism rates decreased from the prior year
- The Special Education Department is increasingly perceived as a core strength of the district, playing a vital role in advancing equity and fostering an inclusive educational environment. Through collaborative partnerships with campuses and families, the department ensures that students with disabilities have access to a Free and Appropriate Public Education (FAPE) in the least restrictive environment. By equipping campuses with resources, training, and guidance, special education services are not seen as separate, but as essential to the overall success of the district. This shift in perception reflects a growing understanding that inclusive practices strengthen instructional quality and student outcomes for all learners.
- CTE teachers appreciate the level of district support, collaboration, and student recognition opportunities. Most CTE teachers report good to excellent support at the district level when requesting clarity on communication, who to contact for assistance, and curriculum.
- Among teaching staff, PfISD has a variety of backgrounds and levels of experience resulting in a wide base of content knowledge and expertise.
- The district's Teacher Incentive Allotment (TIA) Program supports teacher retention with a 90% retention rate among designated teachers going into the 2026-2027 school year.
- PfISD provides a wide variety of opportunities for parent, family, and community participation supported at the district level with the continuation of the district Title-IV funded Parent & Family Engagement Coordinator position.
- In the Spring 2026 teacher survey, 92% find that PfISD supports equity through opportunities accessible to all; leaders who value perspectives of staff from all backgrounds; and respect of staff, students and families of all backgrounds.
- Across all employees who participated in the Spring 2026 survey, there were high positive responses for equity, self-efficacy, satisfaction & purpose, and belonging & wellbeing.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: PfISD has been identified in the Results Driven Accountability (RDA) report for two years as having a high rate of disciplinary removals for students receiving special education services, with the 2024-2025 rate estimated at 47.8%.

Root Cause: There is a critical need for relationship building, classroom management training--specifically strategies and resources to support students who continually struggle with behaviors--and more consistent, proactive restorative approaches to student conflict that involve counselors and families.

Problem Statement 2: While the 2025-2026 Chronic Absenteeism Rate has improved, an estimated 18% of students are chronically absent.

Root Cause: Inadequate support systems for students facing barriers to attendance exist including insufficient mental health resources, lack of family engagement, ineffective interventions for at-risk students, transportation issues, food insecurity, and a sense of belonging at school, which all hinder efforts to improve attendance, resulting in ongoing challenges.

Problem Statement 3: While the 2025-2026 Student Attendance Rate improved from the prior year to 93.8%, rates are lower than 5 years ago.

Root Cause: Despite gains this year, attendance rates remain below pre-pandemic levels due to entrenched patterns: families have normalized flexible attendance, student mental health needs have escalated, and rising housing and economic instability create ongoing barriers. Campus capacity to conduct proactive outreach and individualized follow-up remains uneven, limiting impact.

Problem Statement 4: The PfISD teacher turnover rate is higher than the prior year and remains higher than the State rate at 19%.

Root Cause: Fewer candidates are entering into the teaching profession and a high number are leaving the profession for higher paying and/or less demanding jobs.

Problem Statement 5: In the Spring 2026 employee survey, less than 50% of campus staff felt that their school is well-funded. Less than 55% of district staff feel that their department has the funding needed to meet campus needs.

Root Cause: State funding issues have resulted in budget cuts for the last several years.

Problem Statement 6: In the Spring 2026 employee survey, less than 50% of all staff responded positively to satisfaction of current salary and salary increase over time.

Root Cause: State funding has made it difficult for the district to increase salaries to desired levels, leaving employees unable to keep up with inflation. Support staff receive salary adjustments with the HB2 Support Staff Retention Allotment, as well as teachers with the Teacher Retention Allotment and Teacher Incentive Allotment.

Problem Statement 7: In the Spring 2026 employee survey, 63% of teachers felt that professional learning helps improve their teaching.

Root Cause: There may be a lack of relevance and alignment between the training provided and teachers' specific needs or classroom challenges. If professional development opportunities do not address practical teaching strategies or are not tailored to their contexts, teachers may not see them as valuable, leading to lower engagement and effectiveness.

Goals

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

Performance Objective 1: By August 2027, PfISD's teacher retention rate will continue to exceed the State rate by attracting and retaining highly effective teachers. The latest official rates are 81% for PfISD and 82% for the State as of 2025-2026.

Evaluation Data Sources: Human resources data sets, TEA teacher retention data sets, TAPR teacher turnover rates converted to retention rates

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

Performance Objective 2: To ensure that teachers and staff are receiving high-quality professional development, by August 2027, 100% of teachers will provide professional development feedback and 80% of teachers will demonstrate evidence of implementation of professional learning practices.

Evaluation Data Sources: Staff survey results, professional learning survey results, walkthrough data reports, student performance data

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

Performance Objective 3: The participation rate in the district's employee culture and climate survey will increase from Fall 2026 to Spring 2027. Additionally, the Spring 2027 results will indicate 85% or better positive responses in each category, or an increase in positive responses in the categories that were below 85%.

Evaluation Data Sources: Employee survey results, increased staff retention rate

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

Performance Objective 1: By June 2027, there will be increases in Growth and Achievement at all performance levels on STAAR Math tests across grades 3-8 and Algebra I 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 60% to 65%
- Approaches from 69% to 72%
- Meets from 43% to 46%

-Masters from 19% to 22%

To meet HB3 Early Childhood Math Goals: The percent of 3rd grade students performing at Meets Grade Level or above on STAAR Math will increase from 44% in June 2026 to 53% by June 2027 and to 60% by June 2030.

HB3 Goal

Evaluation Data Sources: STAAR math results, Accountability results

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

Performance Objective 2: By June 2027, there will be increases in Growth and Achievement at all performance levels on STAAR Reading Language Arts (RLA) tests across grades 3-8 and English I & English II 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 72%

-Approaches from 77% to 79%

-Meets from 58% to 60%

-Masters from 26% to 28%

To meet HB3 Early Childhood Literacy Goals: The percent of 3rd grade students performing at Meets Grade Level or above on STAAR RLA will increase from 49% in June 2026 to 59% by June 2027 and to 68% by June 2030.

HB3 Goal

Evaluation Data Sources: STAAR RLA results, Accountability results

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

Performance Objective 3: By June 2027, there will be increases in Achievement at all performance levels on STAAR Science tests across grades 5, 8 and Biology EOC for all student groups to meet Closing the Gaps targets.

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

-Approaches from 80% to 82%

-Meets from 55% to 57%

-Masters from 30% to 32%

Evaluation Data Sources: STAAR science results, Accountability results

Goal 2: PflISD 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 STAAR Social Studies tests across grade 8 and U.S. History EOC for all student groups to meet Closing the Gaps interim targets at all schools.

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

-Approaches from 78% to 80%

-Meets from 54% to 56%

-Masters from 31% to 33%

Evaluation Data Sources: STAAR social studies results, Accountability results

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

Performance Objective 1: To meet PflISD'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 94%. By Class of 2029, 100% of Graduates will be CCM-ready.

High Priority

HB3 Goal

Evaluation Data Sources: HB3 Goals are set to meet PflISD'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 2026 accountability results (Class of 2025 CCMR Graduates goal of 75%) - Met for Class of 2024

TEA 2027 accountability results (Class of 2026 CCMR Graduates goal of 91%)

TEA 2028 accountability results (Class of 2027 CCMR Graduates goal of 94%)

TEA 2029 accountability results (Class of 2028 CCMR Graduates goal of 97%)

TEA 2030 accountability results (Class of 2029 CCMR Graduates goal of 100%)

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

Performance Objective 2: By August 2027, reports of overall Class of 2026 graduation rates will have increased above prior year rates. Additionally, in August 2027 accountability reports of 2026 Graduates in Domain 3 Closing the Gaps, all Federal 4-year Graduation Rate interim targets for each evaluated Super Group will be met (All Students 90%; African American 86.3%; Hispanic 88.1%, High Focus 86.5%) or if met in the prior year, will increase by 1%.

Evaluation Data Sources: TEA 2027 accountability results (for Class of 2026 4-year graduates)

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: During the 2026-2027 school year, targeted efforts will be made to increase student enrollment.

High Priority

Evaluation Data Sources: Increased student enrollment from current to upcoming school year

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: By June 2027, the PfISD student attendance rate will increase by 1.5% from 93.8% to 95.3%. The rate of Chronic Absenteeism will reduce by 1.5% from the estimated rate of 18.2% to 16.7%.

High Priority

Evaluation Data Sources: 2025-2026 TAPR for 2024-2025 Official Attendance & Chronic Absenteeism Rates
Skyward and OnDataSuite for monitoring

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: 2027 A-F accountability ratings for overall and each domain will improve for all campuses from the prior year as follows, resulting in district ratings of C improving to B through the proportional weighting of campus outcomes.

- D and F ratings will improve to C or above
- C ratings will improve to B or above
- B ratings will improve to A
- A ratings will maintain at A

Evaluation Data Sources: Accountability Reports

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: By June 2027, PfISD will continue to 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, students receiving special education services, and African American students receiving special education services.

2025-2026 Disproportionality Rates (estimated)

- Discretionary Placements for African American Students: 1.6 (reduced from 2.7 in 2023-2024) (should be less than 2.0)

- Total Removals for students receiving Special Education services: 47.8% (increased from 43.4 in 2023-2024) (should be less than 19%)
- Total Removals for African American students receiving Special Education services: 2.0 (reduced from 2.1 in 2023-2024) (should be less than 2.5)

Evaluation Data Sources: -Disciplinary placement and classroom removal rates,

-TEA Results Driven Accountability (RDA) reports (for Special Education Removal Rates and Significant Disproportionality rate in removals of African American students receiving special education services).

-Discipline Data Reporting Compliance Reviews (for disproportionality rate in discretionary placements of African American students to DAEP (OC)).

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 CIP for Board Approval:

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

District Policies, Procedures and Requirements 2026-2027 PflISD District Improvement Plan

Bullying Prevention

- [FFI\(LOCAL\) Student Welfare: Freedom from Bullying](#)
- [Pflugerville ISD Student Handbook](#) (pg. 34)

Child Abuse & Neglect

- [FFG\(LOCAL\) — Student Welfare: Child Abuse and Neglect](#)
- [FFF\(LOCAL\) — Student Welfare: Student Safety](#)
- [PflISD Employee Handbook](#) - Reporting Suspected Child Abuse (pg. 66)
- [PflISD Employee Handbook](#) - Sexual Abuse & Maltreatment of Children (pg. 67)

Coordinated School Health Program

- PflISD Coordinated Health Program:
 - [EHAA\(LOCAL\) Basic Instructional Program: Required Instruction \(All Levels\): School Health Advisory Council \(SHAC\)](#)
 - [FFA\(LOCAL\) Student Welfare: Wellness and Health Services](#)
 - [All Levels - PE](#)
 - [All Levels - Health](#)

Disciplinary Alternative Education Program (DAEP)

- [FO\(LOCAL\) Student Discipline](#)
- [Pflugerville ISD Student Handbook](#) (pg. 14)
- [Pflugerville ISD Student Code of Conduct](#) (pg. 22)
- [Provan Opportunity Center \(OC\)](#) – Program Website

Decision-Making and Planning Policy Evaluation

- [BQ\(LOCAL\) Planning and Decision-Making Process](#)

Dropout Prevention

- [Pflugerville Academic & Career Education \(PACE\)](#) - Campus Website
- Dropout Rates Addressed in Comprehensive Needs Assessment

Dyslexia Treatment Program

- [PflISD Dyslexia & Related Services Website](#)

Title I, Part C Migrant

- [PflISD Department of Federal & State Programs Website](#)

Pregnancy Related Services

- [PflISD Health Services Website](#)
- [PflISD Social Work Website](#)
- [PflISD Section 504 Website](#)

Post-Secondary Preparedness

- [PflISD Postsecondary Readiness Website](#)

Recruiting Teachers & Paraprofessionals

- [PflISD Human Resources – Careers Website](#)

Student Welfare: Crisis Intervention Programs and Training

- [FFB\(LOCAL\) FFB — Student Welfare: Crisis Intervention](#)
- [Pflugerville ISD Student Handbook](#) (pg. 83)
 - Suicide prevention, intervention, and postvention (pg. 7, 53, 79)
 - Substance Abuse (pg. 7, 50, 79)
 - Mental Health Support (pg. 7-8, 30, 50, 61, 79-80, 84)
- [PfISD Social Work Website](#)

Student Welfare: Freedom from Discrimination, Harassment, and Retaliation

- [Pflugerville ISD Student Handbook](#) (pg. 64)

Dating Violence Policy

- [FFH\(LOCAL\) — Dating Violence](#)

Student Welfare: Discipline/Conflict/Violence Management

- [FO\(LOCAL\) — Student Discipline](#)
- [PfISD MTSS - Behavior Website](#)
- [Pflugerville ISD Student Code of Conduct](#)
- [Pflugerville ISD Student Handbook](#) (pg. 47, 52-53)

Texas Behavior Support Initiative (TBSI)

- [Pflugerville ISD Student Handbook](#) – Positive Behavior Interventions & Supports (pg. 79)
- [PfISD MTSS - Behavior Website](#)
- [PfISD Special Education Website](#) – Behavior Support Services

Technology Integration

- [PfISD Integration Services: Instructional Technology Website](#)

Job Description for Peace Officers, Resource Officers, & Security Personnel (TEC 11.252 & CKE(LEGAL))

- [CKE\(LOCAL\) — Safety Program/Risk Management: Security Personnel](#)
- [Security Personnel Positions](#)
 - [Coordinator of Safety & Security](#)
 - [Security Officer Lead](#)
 - [Security Officer](#)
 - [Fire & Security Supervisor](#)
- [Police Department Positions](#)
 - [Assistant Chief of Police](#)
 - [Lieutenant](#)
 - [Sergeant](#)
 - [Police Officer - Detective](#)
 - [Police Officer](#)
 - [Dispatcher - Police](#)
 - [Dispatcher - Records Clerk](#)
 - [Records Clerk - Fingerprint Specialist](#)

Pflugerville ISD Strategic Planning

FINDINGS & DIRECTIONS

1: Planning for the Future	
Findings	Directions
1.1 Preparing students to discover their dreams and passions with confidence and a sense of responsibility enables them to choose their best path forward.	1.1.1 Provide career exploration opportunities for all students. 1.1.2 Introduce work ethic such as responsibility, approachability, coexistence, honesty and growth mindset. 1.1.3 Foster community business/industry partners and further develop their role to enhance career exploration and pathways. 1.1.4 Identify student interests; include students, parents and counselors in planning for pathways and course selection. 1.1.5 Create on-ramps and off-ramps for students to transition between pathways.
1.2 Preparing students to develop core values, master essential life skills, and communicate confidently and effectively .	1.2.1 Equip students with essential skills and strategies to navigate and succeed in real-world situations. 1.2.2 Incorporate resilience-building activities to help students navigate disappointment and foster adaptability. 1.2.3 Foster effective communication skills to support success in various contexts. 1.2.4 Encourage personal growth and social understanding through meaningful learning experiences. 1.2.5 Incorporate opportunities for developing critical thinking, practical skills, and well-being into learning experiences.

1.3 Fostering a sense of individual worth, community connection, and collaboration helps students thrive and innovate.	1.3.1 Recognize and celebrate the uniqueness of every individual in order to promote creativity and innovation. 1.3.2 Establish a safe and inclusive environment where connection and belonging are prioritized. 1.3.3 Foster civic responsibility by encouraging collaborative and community-focused activities. 1.3.4 Incorporate practices that develop self-regulation, networking, and empathy as foundational skills for life and career success.
2: Student Learning Experiences	
Findings	Directions
2.1 Creating an environment of connection and trust, where passionate teachers inspire a joy of learning and help students discover their purpose.	2.1.1 Foster strong connections between students and educators by creating supportive environments that promote trust, engagement, and a sense of belonging.
2.2 Fostering a culture where students are encouraged to be risk takers and innovators, challenged to think critically, and empowered to embrace courage and a growth mindset to navigate challenges, seize opportunities, and thrive.	2.2.1 Integrate critical thinking and student-led discussions by allowing students to analyze real-world problems and safely express their ideas in a collaborative environment 2.2.2 Provide guidance and support to encourage student growth, resilience, and a mindset that embraces both success and learning from challenges. 2.2.3 Offer guidance and support that highlights individual strengths, encourages improvement, and nurtures a growth mindset.
3: Recruit, Develop and Retain Teachers and Staff	
Findings	Directions

3.1 Developing quality staff members who are equipped, experienced, and constantly learning is crucial for fostering student achievement and growth.	3.1.1 Provide differentiated professional development for staff based on experience and proficiency, and provide opportunities for individual choice 3.1.2 Establish collaborative support systems to enhance instructional development and professional growth for educators. 3.1.4 Offer leadership development opportunities to support administrators in their professional growth.
3.2 Retaining quality teachers allows us to develop the purpose, joy and love of learning for staff and students.	3.2.1 Consider creative and competitive compensation ideas as they become possible. 3.2.2 Expand employee recognition options 3.2.3 Explore ways to provide balanced and dedicated teacher collaboration and planning time. 3.2.4 Explore housing incentives to attract and retain quality staff
3.3 Recruiting highly effective teachers and staff are crucial for fostering student achievement and growth.	3.3.1 Collaborate with higher education institutions to recruit and prepare highly effective teachers 3.3.2 Consider incentives to attract experienced educators to the district 3.3.3 Continuously assess and refine compensation and benefits to attract and retain talent while maintaining financial sustainability. 3.3.3 Explore pathways to support career growth and advancement for substitutes, paraprofessionals, and volunteers pursuing teaching roles. 3.3.4 Explore opportunities to develop students as future educators and encourage them to return home to teach
4: Community	
Findings	Directions

4.1 Collaboration between the Pflugerville community and the PfISD will promote resources that benefit families and students and foster a value for learning.	4.1.1 Explore opportunities to strengthen connections between the district and the community through meaningful engagement and collaboration. 4.1.2 Provide resources and support to families that enhance access, engagement, and connections between the district and the community. 4.1.3 Develop opportunities that engage students, families, and the district in meaningful discussions about the importance of learning.
5: Safety, Belonging and Mental/Social Wellness	
Findings	Directions
5.1 Supporting mental and social wellness enhances resilience, performance, and relationships for students and staff.	5.1.1 Incorporate mental, emotional, physical, and social wellness into daily routines. 5.1.2 Cultivate a positive campus culture and strengthen community partnerships to support student and staff wellness. 5.1.3 Expand opportunities for students to develop self-advocacy and self-determination skills. 5.1.4 Expand opportunities for students to explore their potential and mentor them in navigating challenges and achieving positive outcomes. 5.1.5 Prioritize staff well-being, professional growth, and a positive campus culture.
5.2 A culture of safety, collaboration and connection empowers learners to fully engage in the learning process.	5.2.1 Implement peer programs to foster connections, support, and a welcoming environment. 5.2.2 Build a support network that addresses students' mental, emotional, and social health needs. 5.2.3 Expand access to counseling services, embed well-being practices, and use restorative approaches to promote belonging and resilience. 5.2.4 Upgrade security measures, emergency preparedness, and compliance ensures student and staff safety.

5.3 Focusing on a culture of dignity ensures everyone in our community feels welcome, respected, and able to be their true self.	5.3.1 Assess and identify barriers to access and opportunities through data collection and stakeholder engagement. 5.3.2 Set clear expectations for respectful interactions to ensure everyone's dignity is valued 5.3.3 Strengthen connections and shared responsibility by partnering with families, alumni, community organizations, and local businesses
6: Communication	
Findings	Directions
6.1 Transparent and proactive communication builds trust and allows for understanding and collaborative problem-solving.	6.1.1 Create communication protocols tailored to multiple audiences, which includes tool kits for maintaining consistency, establish standards for response times, and ensure information is kept up to date 6.1.2 Provide training to staff, including strategies for developing a communication plan to solicit feedback and how to handle tough conversations
6.2 Sharing the meaningful work students are accomplishing with the community builds connections, fosters pride, and ensures a lasting impact beyond the classroom.	6.2.1 Identify new ways to showcase student progress and successes 6.2.2 Identify ways to publicize collaborative and innovative partnerships. 6.2.3 Encourage community involvement through unique service opportunities and engaging initiatives.
6.3 The value of listening is a key component of communicating because every voice deserves to be heard.	6.3.1 Develop and implement protocols for receiving, and responding to, regular feedback from staff, parents, students, and the community.
7: Finance	
Findings	Directions
7.1 Transparent and intentional financial planning paves the way for student and staff achievement.	7.1.1 Explore grants, partnerships, and cost-saving measures to strengthen district financial sustainability.

	7.1.2 Utilize multi-year financial forecasting to support long-term sustainability and strategic growth. 7.1.3 Provide ongoing financial literacy training for campus and department staff to foster an understanding of budgeting practices. 7.1.4 Enhance financial transparency with all stakeholders
7.2 Finances are the pathway, not the barrier, to achieving equitable access to education for every student.	7.2.1 Support legislative and policy discussions that promote adequate and sustainable school funding. 7.2.2 Regularly assess and adjust financial strategies to remove obstacles to student success.
8: Facilities	
Findings	Directions
8.1 Monitoring, Reviewing, and Addressing Facilities and Infrastructure is Critical for Fostering a Welcoming Culture	8.1.1 Develop a comprehensive facilities master plan for proactive maintenance and sustainability of district facilities. 8.1.2 Create a five to ten-year strategic vision for facility efficiencies and improvements. 8.1.3 Ensure responsible oversight of bond-funded projects.
8.2 Integrating Sustainable, Energy-Efficient and Beautification Solutions Leads to More Cost-Effective and Welcoming Campuses.	8.2.1 Invest in energy-efficient building upgrades to reduce operational costs and align with long-term environmental goals 8.2.2 Explore alternative design concepts to create aesthetically pleasing environments.

2024-25 Texas Academic Performance Report (TAPR)

District Name: PFLUGERVILLE ISD

District Number: 227904

2025 District Accountability Score: C

A rating or scaled score was changed due to an appeal.

The underlying data remains the same.

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Texas Education Agency
2024-25 STAAR Performance (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2025	77%	77%	78%	74%	70%	92%	*	86%	*	85%	52%	84%	81%	67%	67%	65%
	2024	74%	74%	74%	69%	66%	84%	*	85%	*	92%	42%	62%	76%	68%	61%	64%
At Meets Grade Level or Above	2025	52%	54%	53%	45%	42%	76%	*	70%	*	64%	28%	56%	57%	42%	37%	38%
	2024	48%	50%	51%	43%	38%	65%	*	75%	*	67%	25%	35%	54%	42%	33%	39%
At Masters Grade Level	2025	23%	26%	26%	18%	20%	39%	*	34%	*	32%	6%	22%	28%	19%	14%	16%
	2024	21%	23%	25%	18%	17%	37%	*	39%	*	34%	4%	7%	27%	19%	11%	15%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	70%	74%	67%	67%	87%	*	87%	*	75%	50%	78%	77%	62%	62%	70%
	2024	70%	69%	73%	63%	67%	84%	*	86%	*	75%	48%	80%	75%	66%	59%	71%
At Meets Grade Level or Above	2025	46%	47%	49%	35%	40%	71%	*	68%	*	58%	29%	52%	53%	37%	34%	39%
	2024	42%	44%	46%	37%	35%	61%	*	67%	*	54%	25%	27%	49%	36%	28%	33%
At Masters Grade Level	2025	19%	22%	23%	12%	16%	40%	*	32%	*	30%	9%	21%	26%	16%	12%	14%
	2024	15%	18%	19%	12%	12%	30%	*	34%	*	20%	3%	11%	21%	14%	8%	11%
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	80%	80%	79%	74%	89%	*	88%	-	91%	53%	84%	83%	75%	71%	71%
	2024	81%	81%	80%	72%	75%	92%	*	85%	*	90%	48%	70%	82%	77%	70%	71%
At Meets Grade Level or Above	2025	54%	56%	57%	51%	49%	69%	*	69%	-	70%	23%	65%	60%	51%	43%	48%
	2024	51%	55%	54%	40%	48%	70%	*	65%	*	64%	20%	40%	57%	49%	37%	44%
At Masters Grade Level	2025	24%	26%	27%	21%	21%	39%	*	39%	-	30%	4%	18%	30%	23%	15%	18%
	2024	23%	27%	27%	14%	22%	38%	*	37%	*	38%	4%	18%	28%	24%	13%	19%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	67%	69%	56%	63%	82%	*	86%	-	78%	41%	80%	72%	63%	57%	66%
	2024	69%	67%	67%	53%	61%	79%	*	79%	*	75%	34%	66%	69%	63%	54%	63%
At Meets Grade Level or Above	2025	47%	45%	46%	38%	36%	63%	*	67%	-	49%	26%	49%	51%	36%	32%	37%
	2024	46%	45%	46%	31%	38%	59%	*	67%	*	60%	21%	38%	48%	41%	29%	37%
At Masters Grade Level	2025	24%	24%	25%	18%	16%	39%	*	40%	-	26%	8%	24%	28%	19%	13%	16%
	2024	21%	21%	22%	10%	17%	33%	*	38%	*	31%	6%	16%	25%	18%	11%	15%
Grade 5 Reading																	

Texas Education Agency
2024-25 STAAR Performance (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2025	77%	78%	78%	65%	75%	88%	*	87%	*	86%	39%	94%	81%	73%	68%	75%
	2024	79%	81%	80%	70%	75%	90%	*	91%	*	91%	41%	67%	84%	73%	71%	76%
At Meets Grade Level or Above	2025	58%	61%	58%	43%	51%	74%	*	74%	*	69%	20%	61%	62%	51%	43%	48%
	2024	55%	60%	57%	45%	48%	72%	*	77%	*	70%	19%	48%	61%	48%	43%	51%
At Masters Grade Level	2025	30%	34%	32%	20%	24%	47%	*	46%	*	41%	6%	33%	35%	25%	17%	22%
	2024	29%	35%	31%	23%	23%	42%	*	53%	*	49%	7%	27%	34%	26%	20%	25%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	73%	73%	61%	68%	84%	*	89%	*	81%	40%	86%	76%	67%	63%	71%
	2024	77%	77%	76%	64%	73%	83%	*	93%	*	85%	47%	65%	81%	66%	70%	78%
At Meets Grade Level or Above	2025	47%	48%	45%	28%	38%	59%	*	72%	*	51%	18%	44%	49%	36%	31%	42%
	2024	50%	52%	50%	35%	41%	64%	*	76%	*	63%	21%	43%	55%	40%	38%	48%
At Masters Grade Level	2025	22%	23%	21%	9%	15%	31%	*	47%	*	27%	5%	20%	24%	16%	12%	19%
	2024	19%	22%	17%	8%	11%	28%	*	36%	*	23%	5%	10%	20%	13%	9%	13%
Grade 5 Science																	
At Approaches Grade Level or Above	2025	65%	63%	58%	43%	50%	76%	*	74%	*	69%	29%	54%	62%	50%	41%	47%
	2024	58%	59%	57%	42%	47%	75%	*	76%	*	74%	28%	47%	60%	49%	43%	48%
At Meets Grade Level or Above	2025	31%	31%	26%	10%	18%	43%	*	43%	*	36%	11%	16%	29%	18%	11%	16%
	2024	28%	30%	26%	17%	17%	41%	*	43%	*	36%	12%	10%	29%	19%	15%	18%
At Masters Grade Level	2025	12%	13%	9%	2%	5%	18%	*	17%	*	18%	2%	6%	11%	6%	2%	4%
	2024	11%	13%	11%	6%	6%	20%	*	21%	*	16%	3%	4%	12%	9%	6%	8%
Grade 6 Reading																	
At Approaches Grade Level or Above	2025	77%	78%	77%	70%	70%	93%	*	90%	*	91%	40%	70%	83%	66%	67%	68%
	2024	77%	78%	78%	73%	72%	90%	100%	87%	*	86%	39%	60%	82%	70%	68%	69%
At Meets Grade Level or Above	2025	56%	60%	57%	49%	46%	76%	*	76%	*	78%	22%	59%	63%	45%	42%	43%
	2024	57%	60%	58%	49%	49%	74%	67%	73%	*	67%	19%	44%	64%	46%	42%	44%
At Masters Grade Level	2025	29%	34%	28%	19%	19%	44%	*	47%	*	45%	6%	32%	31%	22%	15%	19%
	2024	26%	29%	25%	14%	19%	41%	33%	37%	*	26%	3%	18%	29%	17%	13%	15%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2025	74%	75%	73%	63%	66%	88%	*	93%	*	84%	48%	81%	78%	64%	64%	68%
	2024	72%	72%	70%	58%	63%	84%	100%	87%	*	79%	38%	57%	75%	61%	56%	64%

Texas Education Agency
2024-25 STAAR Performance (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2025	40%	42%	37%	22%	27%	55%	*	66%	*	50%	15%	42%	42%	26%	22%	29%
	2024	39%	42%	37%	23%	27%	58%	50%	58%	*	43%	13%	33%	43%	26%	21%	27%
At Masters Grade Level	2025	16%	18%	13%	7%	8%	22%	*	30%	*	23%	5%	17%	15%	9%	5%	8%
	2024	14%	17%	12%	6%	7%	22%	0%	32%	*	16%	3%	15%	15%	9%	5%	9%
Grade 7 Reading																	
At Approaches Grade Level or Above	2025	76%	77%	77%	67%	71%	90%	*	89%	*	86%	40%	75%	83%	66%	64%	65%
	2024	74%	76%	74%	67%	67%	91%	*	85%	*	82%	35%	68%	78%	66%	62%	61%
At Meets Grade Level or Above	2025	54%	57%	55%	45%	44%	76%	*	74%	*	58%	19%	48%	60%	45%	38%	38%
	2024	54%	58%	53%	44%	41%	78%	*	73%	*	62%	21%	53%	58%	41%	37%	35%
At Masters Grade Level	2025	27%	32%	30%	21%	21%	48%	*	49%	*	27%	4%	25%	34%	21%	15%	19%
	2024	29%	34%	29%	20%	18%	47%	*	56%	*	37%	9%	25%	32%	22%	14%	17%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2025	55%	49%	42%	32%	38%	59%	*	64%	*	48%	26%	54%	46%	37%	32%	37%
	2024	56%	51%	38%	30%	31%	61%	*	64%	*	53%	19%	53%	40%	36%	29%	28%
At Meets Grade Level or Above	2025	33%	27%	17%	13%	14%	29%	*	33%	*	17%	14%	11%	19%	15%	12%	13%
	2024	34%	30%	18%	10%	12%	37%	*	49%	*	20%	12%	18%	17%	19%	11%	12%
At Masters Grade Level	2025	11%	7%	2%	1%	1%	4%	*	9%	*	0%	0%	0%	2%	2%	1%	3%
	2024	11%	8%	2%	1%	1%	5%	*	15%	*	0%	2%	3%	2%	3%	1%	2%
Grade 8 Reading																	
At Approaches Grade Level or Above	2025	82%	82%	83%	78%	79%	94%	*	91%	*	87%	46%	89%	86%	76%	75%	73%
	2024	81%	81%	84%	78%	81%	89%	80%	96%	*	88%	50%	77%	87%	78%	81%	74%
At Meets Grade Level or Above	2025	58%	62%	58%	52%	48%	80%	*	79%	*	63%	21%	78%	64%	45%	42%	41%
	2024	56%	60%	62%	49%	53%	77%	40%	82%	*	76%	24%	54%	68%	49%	51%	45%
At Masters Grade Level	2025	32%	37%	32%	25%	22%	51%	*	53%	*	37%	5%	41%	37%	21%	18%	17%
	2024	29%	34%	32%	16%	23%	49%	20%	58%	*	45%	9%	25%	38%	21%	20%	15%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2025	71%	74%	70%	61%	62%	85%	67%	90%	*	76%	34%	76%	73%	62%	57%	62%
	2024	72%	74%	68%	59%	63%	80%	*	92%	*	68%	39%	67%	72%	62%	56%	62%
At Meets Grade Level or Above	2025	47%	54%	45%	30%	35%	68%	33%	76%	*	50%	17%	50%	50%	36%	29%	35%
	2024	43%	49%	35%	21%	25%	54%	*	70%	*	45%	15%	44%	40%	25%	21%	24%

Texas Education Agency
2024-25 STAAR Performance (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2025	18%	27%	19%	10%	10%	35%	0%	52%	*	20%	5%	26%	22%	13%	7%	12%
	2024	16%	24%	14%	6%	7%	27%	*	40%	*	11%	4%	18%	16%	9%	6%	7%
Grade 8 Science																	
At Approaches Grade Level or Above	2025	74%	76%	75%	63%	69%	92%	*	85%	*	87%	44%	91%	79%	66%	64%	65%
	2024	70%	73%	72%	61%	64%	84%	60%	94%	*	79%	37%	67%	77%	62%	61%	57%
At Meets Grade Level or Above	2025	48%	53%	49%	36%	39%	74%	*	74%	*	56%	17%	61%	55%	37%	32%	34%
	2024	44%	50%	45%	27%	35%	66%	20%	73%	*	53%	20%	46%	51%	34%	31%	27%
At Masters Grade Level	2025	19%	24%	20%	10%	10%	43%	*	46%	*	20%	4%	39%	23%	13%	8%	9%
	2024	17%	23%	16%	6%	11%	27%	0%	34%	*	19%	5%	19%	19%	9%	8%	8%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2025	58%	62%	57%	48%	48%	79%	*	79%	*	62%	26%	78%	62%	47%	43%	44%
	2024	60%	64%	61%	44%	54%	79%	40%	86%	*	72%	32%	65%	66%	52%	50%	46%
At Meets Grade Level or Above	2025	32%	38%	29%	23%	19%	50%	*	53%	*	29%	11%	53%	33%	20%	18%	18%
	2024	33%	38%	33%	19%	24%	51%	20%	56%	*	44%	15%	38%	38%	23%	22%	17%
At Masters Grade Level	2025	17%	22%	14%	10%	8%	27%	*	32%	*	13%	5%	38%	17%	9%	7%	6%
	2024	17%	22%	16%	7%	10%	26%	0%	33%	*	20%	5%	15%	18%	10%	8%	6%
End of Course English I																	
At Approaches Grade Level or Above	2025	69%	70%	68%	61%	60%	87%	*	82%	*	84%	34%	71%	76%	54%	57%	50%
	2024	70%	71%	70%	69%	62%	88%	*	85%	*	80%	34%	76%	75%	60%	60%	53%
At Meets Grade Level or Above	2025	49%	53%	51%	40%	41%	77%	*	71%	*	73%	17%	57%	60%	34%	36%	28%
	2024	52%	55%	51%	46%	41%	75%	*	76%	*	68%	18%	59%	58%	39%	37%	29%
At Masters Grade Level	2025	15%	19%	15%	8%	9%	29%	*	33%	*	32%	1%	12%	19%	8%	7%	4%
	2024	16%	20%	18%	9%	11%	40%	*	43%	*	24%	4%	18%	23%	10%	7%	5%
End of Course English II																	
At Approaches Grade Level or Above	2025	72%	72%	72%	71%	65%	88%	*	87%	*	78%	33%	76%	76%	63%	60%	53%
	2024	75%	75%	74%	68%	66%	89%	100%	87%	*	85%	34%	86%	80%	63%	63%	51%
At Meets Grade Level or Above	2025	55%	57%	55%	52%	45%	78%	*	74%	*	65%	16%	61%	62%	42%	41%	31%
	2024	58%	61%	58%	49%	48%	79%	80%	80%	*	77%	19%	61%	65%	45%	44%	31%

Texas Education Agency
2024-25 STAAR Performance (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2025	8%	11%	9%	4%	5%	21%	*	23%	*	10%	2%	10%	12%	4%	4%	2%
	2024	9%	12%	11%	6%	5%	21%	20%	27%	*	19%	3%	9%	12%	9%	5%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	76%	72%	64%	67%	86%	*	89%	*	76%	43%	80%	75%	65%	63%	65%
	2024	81%	79%	75%	68%	69%	88%	*	93%	*	79%	45%	85%	78%	69%	68%	66%
At Meets Grade Level or Above	2025	45%	45%	38%	29%	29%	58%	*	64%	*	43%	12%	53%	42%	28%	26%	27%
	2024	43%	42%	36%	23%	26%	59%	*	70%	*	47%	15%	50%	40%	27%	21%	21%
At Masters Grade Level	2025	27%	29%	20%	13%	13%	36%	*	48%	*	21%	3%	36%	23%	15%	13%	14%
	2024	24%	25%	19%	8%	12%	33%	*	51%	*	25%	6%	30%	21%	14%	9%	9%
End of Course Biology																	
At Approaches Grade Level or Above	2025	92%	92%	92%	92%	89%	97%	*	98%	*	94%	77%	94%	95%	87%	88%	85%
	2024	91%	91%	91%	93%	88%	97%	*	96%	-	90%	72%	91%	93%	87%	86%	83%
At Meets Grade Level or Above	2025	61%	65%	64%	53%	55%	83%	*	86%	*	69%	28%	77%	71%	51%	50%	45%
	2024	56%	60%	59%	51%	48%	83%	*	80%	-	78%	30%	65%	65%	48%	45%	37%
At Masters Grade Level	2025	21%	26%	22%	8%	15%	35%	*	43%	*	33%	4%	30%	25%	15%	12%	11%
	2024	19%	25%	19%	10%	12%	36%	*	41%	-	30%	8%	26%	23%	12%	9%	6%
End of Course U.S. History																	
At Approaches Grade Level or Above	2025	95%	95%	94%	91%	93%	98%	100%	98%	*	98%	77%	96%	96%	91%	91%	88%
	2024	96%	96%	95%	92%	94%	97%	*	98%	100%	94%	76%	97%	95%	93%	92%	88%
At Meets Grade Level or Above	2025	68%	72%	68%	58%	61%	86%	83%	84%	*	84%	32%	73%	73%	57%	54%	45%
	2024	69%	73%	70%	65%	60%	86%	*	90%	100%	72%	26%	69%	75%	57%	57%	43%
At Masters Grade Level	2025	37%	43%	41%	28%	32%	60%	67%	59%	*	56%	8%	49%	45%	30%	27%	19%
	2024	37%	44%	39%	27%	29%	62%	*	61%	50%	41%	6%	34%	43%	28%	26%	15%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2025	89%	91%	90%	89%	82%	96%	*	97%	*	90%	*	*	92%	71%	84%	71%
	2024	88%	89%	86%	88%	76%	94%	*	100%	*	90%	*	*	88%	71%	78%	57%
At Meets Grade Level or Above	2025	59%	68%	64%	52%	50%	76%	*	83%	*	57%	*	*	67%	36%	53%	35%
	2024	59%	68%	60%	58%	46%	71%	*	84%	*	61%	*	*	61%	47%	51%	20%

Texas Education Agency
2024-25 STAAR Performance (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2025	13%	21%	9%	2%	5%	13%	*	20%	*	5%	*	*	10%	2%	4%	2%
	2024	12%	19%	8%	3%	3%	12%	*	22%	*	6%	*	*	9%	4%	4%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	75%	74%	66%	68%	87%	70%	88%	71%	82%	43%	80%	78%	65%	63%	64%
	2024	75%	75%	74%	67%	68%	86%	74%	89%	79%	82%	42%	70%	78%	66%	64%	64%
At Meets Grade Level or Above	2025	50%	52%	49%	39%	40%	68%	51%	71%	41%	58%	20%	54%	54%	38%	34%	35%
	2024	48%	52%	48%	38%	39%	66%	43%	71%	47%	59%	19%	43%	53%	38%	34%	33%
At Masters Grade Level	2025	21%	25%	21%	13%	14%	36%	27%	39%	18%	28%	5%	25%	24%	15%	11%	12%
	2024	20%	24%	20%	11%	13%	34%	10%	40%	19%	26%	5%	17%	23%	15%	10%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	76%	76%	70%	69%	90%	71%	87%	81%	86%	43%	80%	81%	66%	65%	63%
	2024	76%	77%	76%	71%	70%	89%	90%	88%	79%	87%	40%	70%	80%	69%	66%	63%
At Meets Grade Level or Above	2025	54%	57%	55%	47%	45%	76%	63%	73%	50%	68%	21%	60%	61%	43%	40%	38%
	2024	54%	57%	55%	46%	46%	74%	52%	75%	58%	69%	21%	49%	61%	45%	41%	39%
At Masters Grade Level	2025	23%	26%	24%	16%	16%	40%	33%	39%	31%	32%	4%	23%	27%	17%	12%	13%
	2024	22%	26%	24%	14%	16%	39%	17%	44%	16%	34%	5%	18%	27%	17%	12%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	72%	70%	60%	64%	84%	73%	88%	65%	76%	41%	77%	74%	61%	59%	64%
	2024	72%	72%	70%	59%	64%	83%	67%	88%	71%	76%	39%	69%	74%	62%	59%	64%
At Meets Grade Level or Above	2025	45%	46%	42%	29%	33%	61%	41%	68%	41%	48%	19%	45%	47%	31%	28%	32%
	2024	43%	45%	40%	27%	30%	59%	38%	68%	24%	50%	18%	37%	45%	31%	25%	29%
At Masters Grade Level	2025	20%	22%	18%	10%	12%	31%	18%	38%	6%	22%	5%	22%	21%	13%	9%	13%
	2024	17%	20%	16%	8%	10%	26%	4%	36%	18%	19%	4%	15%	18%	12%	7%	10%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	77%	76%	67%	70%	88%	63%	87%	70%	84%	46%	79%	79%	69%	65%	67%
	2024	75%	76%	74%	69%	68%	86%	60%	89%	*	80%	46%	67%	78%	67%	66%	64%
At Meets Grade Level or Above	2025	47%	50%	47%	34%	38%	66%	38%	70%	30%	54%	17%	50%	52%	36%	32%	33%
	2024	43%	48%	44%	35%	35%	64%	30%	66%	*	53%	20%	40%	49%	34%	33%	28%

Texas Education Agency
2024-25 STAAR Performance (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2025	17%	21%	17%	7%	10%	31%	13%	36%	10%	24%	3%	24%	20%	12%	8%	8%
	2024	16%	21%	16%	8%	10%	28%	0%	32%	*	21%	5%	16%	18%	10%	8%	7%
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	79%	77%	71%	71%	89%	67%	90%	67%	82%	48%	87%	80%	70%	67%	65%
	2024	78%	80%	78%	71%	74%	88%	57%	92%	88%	83%	52%	77%	81%	72%	73%	65%
At Meets Grade Level or Above	2025	50%	55%	50%	42%	41%	69%	56%	70%	33%	59%	20%	63%	55%	39%	36%	31%
	2024	51%	56%	52%	44%	42%	68%	43%	73%	75%	58%	20%	49%	57%	39%	41%	29%
At Masters Grade Level	2025	27%	33%	28%	20%	21%	45%	44%	47%	33%	36%	6%	43%	32%	20%	17%	12%
	2024	27%	33%	27%	18%	19%	44%	14%	47%	38%	31%	5%	22%	31%	19%	18%	10%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	41%	43%	30%	31%	65%	*	62%	*	53%	21%	45%	46%	31%	27%	30%
	2024	35%	37%	39%	31%	28%	55%	*	62%	*	51%	20%	22%	43%	30%	23%	27%
Reading and Mathematics Including EOC	2025	39%	41%	43%	30%	31%	65%	*	62%	*	53%	21%	45%	46%	31%	27%	30%
	2024	35%	37%	39%	31%	28%	55%	*	62%	*	51%	20%	22%	43%	30%	23%	27%
Reading Including EOC	2025	52%	54%	53%	45%	42%	76%	*	70%	*	64%	28%	56%	57%	42%	37%	38%
	2024	48%	50%	51%	43%	38%	65%	*	75%	*	67%	25%	35%	54%	42%	33%	39%
Math Including EOC	2025	46%	47%	49%	35%	40%	71%	*	68%	*	58%	29%	52%	53%	37%	34%	39%
	2024	42%	44%	46%	37%	35%	61%	*	67%	*	54%	25%	27%	49%	36%	28%	33%
4th Graders																	
Reading and Mathematics	2025	40%	40%	41%	36%	31%	56%	*	60%	-	45%	18%	45%	45%	32%	26%	31%
	2024	38%	40%	40%	27%	32%	55%	*	57%	*	55%	15%	29%	43%	35%	23%	29%
Reading and Mathematics Including EOC	2025	40%	40%	41%	36%	31%	56%	*	60%	-	45%	18%	45%	45%	32%	26%	31%
	2024	38%	40%	40%	27%	32%	55%	*	57%	*	55%	15%	29%	43%	35%	23%	29%
Reading Including EOC	2025	54%	56%	57%	51%	49%	69%	*	69%	-	70%	23%	65%	60%	51%	43%	48%
	2024	51%	55%	54%	40%	48%	70%	*	65%	*	64%	20%	40%	57%	49%	37%	44%
Math Including EOC	2025	47%	46%	46%	38%	36%	63%	*	67%	-	49%	26%	49%	51%	36%	32%	37%
	2024	46%	46%	46%	31%	38%	59%	*	67%	*	60%	21%	38%	48%	41%	29%	37%
5th Graders																	
Reading and Mathematics	2025	42%	44%	41%	25%	33%	57%	*	65%	*	47%	14%	39%	46%	32%	26%	34%
	2024	42%	46%	42%	28%	33%	59%	*	69%	*	56%	14%	33%	47%	33%	30%	38%

Texas Education Agency
2024-25 STAAR Performance (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

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Reading and Mathematics Including EOC	2025	42%	44%	41%	25%	33%	57%	*	65%	*	47%	14%	39%	46%	32%	26%	34%
	2024	42%	46%	42%	28%	33%	59%	*	69%	*	56%	14%	33%	47%	33%	30%	38%
Reading Including EOC	2025	58%	61%	58%	43%	51%	74%	*	74%	*	69%	20%	61%	62%	51%	43%	48%
	2024	55%	60%	57%	45%	48%	72%	*	77%	*	70%	19%	48%	61%	48%	43%	51%
Math Including EOC	2025	48%	48%	46%	28%	38%	59%	*	73%	*	54%	18%	44%	50%	36%	31%	42%
	2024	51%	52%	50%	36%	41%	65%	*	77%	*	64%	21%	43%	55%	40%	38%	48%
6th Graders																	
Reading and Mathematics	2025	37%	41%	34%	20%	24%	53%	*	62%	*	47%	13%	41%	39%	24%	19%	25%
	2024	36%	40%	35%	22%	25%	56%	33%	54%	*	37%	11%	30%	40%	25%	19%	23%
Reading and Mathematics Including EOC	2025	37%	41%	34%	20%	24%	53%	*	63%	*	47%	13%	41%	39%	24%	19%	25%
	2024	36%	40%	35%	22%	25%	56%	33%	54%	*	37%	11%	30%	40%	25%	19%	23%
Reading Including EOC	2025	56%	60%	57%	49%	46%	76%	*	76%	*	78%	22%	59%	63%	45%	42%	43%
	2024	57%	60%	58%	49%	49%	74%	67%	73%	*	67%	19%	44%	64%	46%	42%	44%
Math Including EOC	2025	41%	44%	37%	22%	27%	56%	*	67%	*	49%	15%	43%	43%	26%	22%	29%
	2024	40%	44%	37%	23%	27%	59%	50%	60%	*	41%	13%	33%	43%	26%	21%	27%
7th Graders																	
Reading and Mathematics	2025	36%	39%	38%	26%	28%	59%	*	60%	*	39%	13%	30%	43%	28%	22%	26%
	2024	35%	38%	32%	21%	22%	52%	*	64%	*	36%	12%	36%	35%	26%	17%	19%
Reading and Mathematics Including EOC	2025	38%	43%	39%	26%	29%	60%	*	63%	*	39%	14%	33%	44%	29%	22%	27%
	2024	36%	41%	33%	21%	22%	54%	*	66%	*	37%	13%	37%	36%	26%	17%	20%
Reading Including EOC	2025	54%	57%	55%	45%	44%	76%	*	74%	*	58%	19%	48%	60%	45%	38%	38%
	2024	54%	57%	53%	44%	41%	78%	*	73%	*	62%	21%	53%	58%	41%	37%	35%
Math Including EOC	2025	43%	48%	43%	29%	33%	64%	*	67%	*	47%	19%	37%	49%	32%	26%	32%
	2024	40%	45%	35%	22%	25%	58%	*	70%	*	38%	15%	40%	39%	28%	21%	23%
8th Graders																	
Reading and Mathematics	2025	30%	33%	20%	14%	15%	35%	*	49%	*	18%	10%	26%	22%	16%	12%	13%
	2024	28%	30%	17%	7%	12%	33%	*	42%	*	28%	11%	21%	20%	13%	10%	11%
Reading and Mathematics Including EOC	2025	44%	47%	38%	30%	29%	57%	*	68%	*	38%	11%	52%	44%	27%	25%	26%
	2024	41%	45%	38%	20%	28%	57%	20%	65%	*	51%	13%	40%	43%	26%	25%	24%
Reading Including EOC	2025	59%	62%	58%	52%	48%	80%	*	79%	*	63%	21%	78%	64%	45%	42%	41%
	2024	57%	60%	62%	49%	53%	77%	40%	82%	*	76%	24%	54%	68%	49%	51%	45%

Texas Education Agency
2024-25 STAAR Performance (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2025	51%	53%	43%	32%	34%	61%	*	74%	*	43%	14%	54%	47%	32%	30%	33%
	2024	49%	51%	40%	23%	30%	58%	40%	72%	*	51%	15%	42%	46%	28%	27%	27%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	40%	37%	26%	28%	56%	40%	61%	42%	43%	15%	39%	42%	27%	22%	27%
	2024	36%	39%	35%	23%	26%	53%	19%	60%	23%	46%	14%	29%	39%	28%	21%	26%
Reading and Mathematics Including EOC	2025	40%	43%	39%	28%	29%	58%	40%	63%	38%	45%	15%	42%	44%	29%	24%	29%
	2024	38%	42%	38%	25%	28%	56%	23%	62%	29%	48%	14%	32%	42%	29%	23%	27%
Reading Including EOC	2025	55%	58%	56%	48%	47%	75%	60%	74%	54%	67%	23%	60%	61%	47%	41%	43%
	2024	54%	57%	56%	45%	46%	72%	45%	75%	50%	68%	21%	45%	60%	46%	41%	43%
Math Including EOC	2025	46%	48%	44%	31%	35%	62%	45%	69%	38%	50%	21%	47%	49%	33%	29%	35%
	2024	45%	47%	42%	28%	33%	60%	41%	69%	29%	52%	19%	37%	47%	33%	27%	33%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2024-25 STAAR Progress (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

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School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2025	70%	70%	72%	70%	69%	76%	*	78%	-	72%	53%	77%	72%	70%	66%	70%	93%
	2024	67%	68%	67%	58%	64%	75%	*	70%	*	70%	50%	62%	67%	65%	58%	61%	---
Grade 4 Mathematics	2025	65%	63%	63%	57%	58%	70%	*	78%	-	63%	52%	68%	64%	60%	56%	61%	92%
	2024	60%	57%	55%	48%	52%	59%	*	67%	*	63%	40%	59%	56%	53%	47%	56%	---
Grade 5 ELA/Reading	2025	69%	71%	70%	59%	68%	77%	*	81%	*	77%	42%	80%	71%	69%	63%	69%	93%
	2024	70%	72%	73%	66%	68%	79%	*	86%	*	83%	48%	68%	74%	69%	66%	70%	---
Grade 5 Mathematics	2025	67%	67%	67%	59%	64%	73%	*	84%	*	65%	58%	65%	68%	66%	62%	69%	90%
	2024	65%	66%	65%	56%	63%	66%	*	81%	*	64%	57%	57%	67%	60%	63%	68%	---
Grade 6 ELA/Reading	2025	64%	65%	61%	57%	53%	73%	*	80%	*	74%	47%	54%	65%	53%	52%	49%	84%
	2024	61%	62%	61%	59%	53%	73%	92%	71%	*	72%	40%	61%	65%	55%	53%	49%	---
Grade 6 Mathematics	2025	56%	58%	50%	47%	47%	58%	*	61%	*	56%	49%	65%	52%	47%	44%	44%	68%
	2024	48%	50%	43%	42%	35%	53%	67%	53%	*	51%	32%	44%	46%	37%	35%	33%	---
Grade 7 ELA/Reading	2025	64%	65%	65%	59%	59%	77%	*	79%	*	65%	43%	62%	68%	58%	54%	55%	91%
	2024	66%	68%	65%	55%	58%	80%	*	80%	*	72%	38%	63%	67%	60%	55%	53%	---
Grade 7 Mathematics	2025	50%	45%	44%	41%	39%	56%	*	57%	*	47%	39%	43%	48%	38%	38%	37%	58%
	2024	49%	46%	40%	33%	37%	53%	*	64%	*	44%	33%	50%	41%	40%	35%	36%	---
Grade 8 ELA/Reading	2025	72%	74%	73%	71%	69%	81%	*	85%	*	77%	49%	83%	76%	67%	68%	66%	89%
	2024	69%	70%	74%	68%	72%	77%	*	87%	*	80%	58%	66%	77%	68%	72%	68%	---
Grade 8 Mathematics	2025	68%	70%	65%	57%	60%	76%	58%	79%	*	70%	45%	63%	67%	62%	58%	59%	88%
	2024	66%	66%	57%	53%	55%	59%	*	79%	*	56%	53%	66%	58%	56%	53%	58%	---
End of Course English I	2025	63%	65%	62%	55%	58%	70%	*	72%	*	66%	40%	63%	65%	55%	54%	51%	77%
	2024	64%	67%	67%	64%	61%	78%	*	81%	*	73%	44%	61%	70%	59%	58%	53%	---
End of Course English II	2025	65%	63%	63%	64%	60%	65%	*	70%	*	63%	36%	63%	65%	57%	57%	54%	70%
	2024	69%	68%	69%	70%	64%	75%	70%	74%	*	73%	43%	76%	73%	59%	65%	55%	---
End of Course Algebra I	2025	74%	75%	73%	72%	69%	76%	*	82%	*	84%	60%	77%	73%	71%	70%	67%	89%
	2024	72%	72%	69%	65%	64%	75%	*	83%	*	73%	63%	75%	70%	66%	62%	64%	---
All Grades Both Subjects	2025	65%	66%	64%	60%	60%	73%	56%	77%	62%	68%	48%	67%	67%	60%	58%	58%	85%
	2024	64%	65%	63%	58%	58%	70%	67%	76%	50%	68%	46%	62%	65%	58%	57%	56%	---
All Grades ELA/Reading	2025	67%	68%	66%	62%	62%	74%	61%	78%	61%	71%	45%	69%	69%	61%	59%	59%	86%
	2024	67%	68%	68%	63%	63%	77%	78%	79%	56%	75%	46%	65%	71%	62%	61%	59%	---
All Grades Mathematics	2025	64%	64%	62%	57%	57%	70%	50%	76%	64%	64%	51%	64%	63%	58%	56%	57%	85%
	2024	60%	60%	56%	51%	52%	62%	50%	73%	42%	60%	46%	59%	58%	52%	51%	54%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	37%	40%	47%	38%	39%	-	42%	-	43%	29%	50%	43%	35%	36%	38%	-
	2024	38%	37%	36%	30%	36%	42%	*	30%	*	29%	24%	35%	35%	37%	34%	34%	---
Grade 4 Mathematics	2025	27%	24%	24%	19%	25%	18%	-	43%	-	32%	12%	22%	22%	26%	23%	29%	-
	2024	26%	23%	21%	15%	22%	19%	*	37%	-	29%	12%	24%	19%	25%	21%	31%	---

Texas Education Agency
2024-25 STAAR Progress (TAPR)
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Grade 5 ELA/Reading	2025	25%	25%	30%	18%	35%	16%	-	38%	*	33%	18%	57%	30%	30%	30%	42%	*
	2024	35%	35%	36%	29%	37%	37%	*	50%	-	33%	18%	18%	40%	31%	34%	37%	---
Grade 5 Mathematics	2025	35%	34%	38%	30%	38%	42%	-	61%	*	48%	22%	55%	41%	35%	36%	42%	75%
	2024	41%	40%	45%	37%	46%	40%	*	59%	-	53%	31%	26%	49%	39%	46%	50%	---
Grade 6 ELA/Reading	2025	27%	24%	26%	22%	25%	33%	*	41%	-	38%	17%	0%	30%	21%	25%	25%	*
	2024	24%	23%	26%	29%	20%	43%	*	7%	-	38%	14%	12%	27%	24%	22%	20%	---
Grade 6 Mathematics	2025	33%	34%	34%	40%	32%	45%	*	38%	*	27%	26%	63%	36%	33%	32%	28%	*
	2024	27%	25%	26%	24%	28%	20%	-	14%	-	29%	18%	13%	32%	19%	20%	22%	---
Grade 7 ELA/Reading	2025	25%	23%	24%	18%	24%	24%	-	33%	-	33%	12%	27%	32%	15%	21%	22%	*
	2024	23%	21%	23%	16%	21%	48%	*	22%	*	33%	9%	8%	23%	22%	20%	20%	---
Grade 7 Mathematics	2025	16%	15%	18%	13%	17%	31%	-	20%	-	35%	12%	33%	22%	14%	14%	13%	*
	2024	14%	13%	10%	5%	8%	14%	*	33%	*	30%	4%	7%	12%	7%	8%	7%	---
Grade 8 ELA/Reading	2025	40%	38%	43%	44%	43%	45%	*	50%	*	46%	27%	50%	45%	41%	43%	39%	*
	2024	34%	32%	41%	41%	41%	39%	*	50%	-	30%	31%	33%	43%	38%	41%	36%	---
Grade 8 Mathematics	2025	42%	36%	33%	34%	32%	36%	*	40%	*	38%	19%	33%	34%	31%	32%	30%	17%
	2024	44%	36%	32%	37%	31%	22%	-	56%	-	18%	22%	36%	32%	31%	27%	29%	---
End of Course English I	2025	23%	23%	21%	21%	16%	33%	*	39%	-	44%	13%	*	26%	15%	15%	15%	*
	2024	20%	20%	24%	29%	20%	38%	-	43%	-	13%	15%	*	26%	20%	19%	19%	---
End of Course English II	2025	29%	25%	25%	30%	23%	30%	-	33%	-	18%	15%	14%	30%	20%	20%	17%	*
	2024	29%	26%	22%	30%	18%	28%	-	31%	-	13%	14%	20%	27%	15%	20%	15%	---
End of Course Algebra I	2025	54%	51%	52%	57%	47%	61%	*	69%	*	63%	39%	60%	52%	50%	50%	46%	*
	2024	55%	51%	47%	47%	46%	63%	-	86%	-	8%	37%	67%	52%	40%	45%	44%	---
All Grades Both Subjects	2025	33%	31%	32%	31%	31%	36%	11%	43%	0%	39%	20%	37%	35%	29%	30%	30%	50%
	2024	32%	30%	31%	29%	30%	34%	50%	40%	*	28%	19%	23%	33%	27%	28%	29%	---
All Grades ELA/Reading	2025	31%	29%	31%	29%	30%	32%	*	39%	*	36%	20%	33%	35%	26%	28%	28%	30%
	2024	30%	28%	30%	29%	29%	40%	57%	33%	*	28%	18%	20%	32%	27%	27%	26%	---
All Grades Mathematics	2025	35%	32%	34%	32%	32%	39%	17%	47%	*	40%	21%	42%	35%	32%	32%	32%	60%
	2024	35%	32%	31%	28%	31%	29%	*	48%	*	28%	21%	26%	33%	27%	29%	32%	---

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

--- First reported in 2025.

Texas Education Agency
2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

	School Year	State	Region 13	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2025	75%	75%	74%	63%	-	93%	74%	60%	64%	60%	65%	60%	57%	73%	78%	61%	96%
	2024	75%	75%	74%	65%	-	83%	73%	62%	62%	62%	70%	62%	56%	68%	78%	63%	96%
At Meets Grade Level or Above	2025	50%	52%	49%	33%	-	63%	42%	31%	37%	28%	34%	28%	24%	44%	55%	29%	83%
	2024	48%	52%	48%	35%	-	66%	41%	31%	34%	30%	42%	30%	22%	41%	54%	31%	82%
At Masters Grade Level	2025	21%	25%	21%	12%	-	29%	18%	11%	11%	7%	12%	7%	5%	21%	25%	9%	43%
	2024	20%	24%	20%	12%	-	26%	16%	11%	12%	9%	17%	8%	6%	15%	24%	10%	40%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	76%	76%	67%	-	93%	79%	64%	69%	57%	62%	57%	53%	80%	82%	60%	99%
	2024	76%	77%	76%	66%	-	84%	79%	63%	65%	61%	72%	61%	53%	75%	82%	62%	98%
At Meets Grade Level or Above	2025	54%	57%	55%	40%	-	64%	53%	36%	43%	30%	37%	29%	27%	59%	63%	33%	92%
	2024	54%	57%	55%	39%	-	65%	50%	36%	39%	36%	49%	36%	27%	52%	62%	37%	94%
At Masters Grade Level	2025	23%	26%	24%	15%	-	36%	24%	13%	12%	7%	12%	6%	5%	25%	29%	9%	48%
	2024	22%	26%	24%	17%	-	25%	23%	15%	13%	10%	22%	9%	7%	19%	28%	12%	48%
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	72%	70%	66%	-	100%	73%	64%	71%	59%	69%	56%	55%	63%	73%	61%	92%
	2024	72%	72%	70%	69%	-	81%	77%	67%	63%	61%	75%	58%	56%	64%	72%	63%	90%
At Meets Grade Level or Above	2025	45%	46%	42%	34%	-	71%	40%	32%	43%	25%	37%	23%	18%	37%	46%	28%	72%
	2024	43%	45%	40%	36%	-	67%	44%	33%	33%	25%	44%	21%	17%	40%	44%	28%	67%
At Masters Grade Level	2025	20%	22%	18%	12%	-	50%	16%	10%	14%	8%	16%	7%	5%	21%	21%	10%	35%
	2024	17%	20%	16%	10%	-	28%	12%	9%	12%	8%	16%	6%	5%	15%	18%	9%	27%
All Grades Science																		

Texas Education Agency
2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

	School Year	State	Region 13	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2025	78%	77%	76%	40%	-	85%	57%	36%	25%	70%	60%	73%	67%	80%	80%	64%	97%
	2024	75%	76%	74%	46%	-	89%	51%	42%	43%	67%	50%	73%	60%	54%	78%	63%	97%
At Meets Grade Level or Above	2025	47%	50%	47%	11%	-	54%	10%	10%	0%	31%	23%	36%	25%	27%	53%	27%	87%
	2024	43%	48%	44%	15%	-	68%	12%	12%	7%	29%	19%	33%	22%	23%	50%	26%	82%
At Masters Grade Level	2025	17%	21%	17%	2%	-	0%	4%	2%	0%	6%	4%	7%	3%	17%	21%	5%	38%
	2024	16%	21%	16%	6%	-	26%	4%	5%	7%	7%	10%	7%	4%	8%	19%	7%	35%
All Grades Social Studies																		
At Approaches Grade Level or Above	2025	77%	79%	77%	-	-	-	-	-	-	60%	67%	58%	63%	73%	81%	60%	95%
	2024	78%	80%	78%	*	-	-	-	*	-	63%	79%	63%	58%	67%	81%	63%	97%
At Meets Grade Level or Above	2025	50%	55%	50%	-	-	-	-	-	-	23%	21%	24%	21%	36%	56%	23%	79%
	2024	51%	56%	52%	*	-	-	-	*	-	26%	16%	29%	17%	11%	57%	26%	81%
At Masters Grade Level	2025	27%	33%	28%	-	-	-	-	-	-	8%	4%	9%	6%	9%	33%	8%	49%
	2024	27%	33%	27%	*	-	-	-	*	-	9%	5%	9%	7%	6%	32%	9%	45%
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	66%	64%	67%	-	95%	63%	67%	64%	52%	55%	53%	47%	63%	67%	56%	77%
	2024	64%	65%	63%	62%	-	78%	69%	60%	52%	54%	65%	52%	46%	63%	65%	56%	81%
All Grades ELA/Reading	2025	67%	68%	66%	69%	-	89%	70%	69%	70%	53%	52%	54%	50%	79%	70%	56%	76%
	2024	67%	68%	68%	63%	-	76%	68%	61%	55%	56%	67%	55%	50%	68%	71%	58%	84%
All Grades Mathematics	2025	64%	64%	62%	64%	-	100%	57%	64%	58%	52%	58%	53%	43%	46%	64%	55%	78%
	2024	60%	60%	56%	62%	-	79%	69%	59%	49%	50%	62%	48%	41%	58%	57%	53%	74%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	31%	32%	39%	-	100%	42%	38%	29%	27%	21%	29%	27%	24%	34%	30%	66%
	2024	32%	30%	31%	39%	-	65%	57%	36%	25%	26%	38%	24%	21%	30%	32%	29%	50%

Texas Education Agency
2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

	School Year	State	Region 13	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2025	31%	29%	31%	41%	-	*	45%	41%	29%	25%	19%	26%	25%	33%	33%	28%	83%
	2024	30%	28%	30%	35%	-	63%	58%	30%	28%	24%	36%	23%	18%	41%	33%	26%	*
All Grades Mathematics	2025	35%	32%	34%	37%	-	100%	39%	36%	27%	29%	22%	32%	29%	18%	35%	31%	62%
	2024	35%	32%	31%	44%	-	67%	57%	41%	23%	28%	40%	26%	25%	19%	30%	32%	50%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency
2024-25 STAAR Participation (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	98%	98%	99%	100%	100%	100%	99%	98%	99%	99%	98%	98%	99%
Included in Accountability	93%	92%	91%	91%	89%	96%	76%	91%	84%	96%	93%	92%	97%	81%	89%	85%
Not Included in Accountability: Mobile	4%	4%	5%	7%	5%	3%	12%	5%	14%	4%	4%	6%	1%	10%	5%	6%
Not Included in Accountability: Other Exclusions	2%	2%	3%	0%	4%	1%	12%	4%	2%	0%	1%	1%	1%	6%	4%	8%
Not Tested	1%	1%	1%	2%	2%	1%	0%	0%	0%	1%	2%	1%	1%	2%	2%	1%
Absent	1%	1%	1%	2%	2%	1%	0%	0%	0%	1%	2%	1%	1%	2%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	98%	98%	99%	100%	100%	100%	99%	98%	99%	99%	98%	99%	99%
Included in Accountability	91%	91%	89%	91%	87%	95%	71%	88%	76%	95%	92%	93%	95%	80%	86%	81%
Not Included in Accountability: Mobile	4%	4%	4%	7%	4%	3%	15%	5%	19%	4%	4%	5%	1%	10%	5%	6%
Not Included in Accountability: Other Exclusions	4%	4%	5%	1%	7%	1%	15%	7%	5%	0%	2%	1%	3%	9%	7%	13%
Not Tested	1%	1%	1%	2%	2%	1%	0%	0%	0%	1%	2%	1%	1%	2%	1%	1%
Absent	1%	1%	1%	2%	1%	1%	0%	0%	0%	1%	2%	1%	1%	2%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	98%	99%	99%	100%	100%	100%	99%	99%	99%	99%	98%	99%	99%
Included in Accountability	94%	93%	92%	91%	91%	96%	79%	92%	85%	96%	94%	92%	98%	82%	91%	88%
Not Included in Accountability: Mobile	4%	4%	5%	7%	5%	3%	14%	5%	15%	3%	4%	6%	1%	11%	6%	6%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	3%	0%	7%	2%	0%	0%	0%	0%	0%	5%	3%	5%
Not Tested	1%	1%	1%	2%	1%	1%	0%	0%	0%	1%	1%	1%	1%	2%	1%	1%
Absent	1%	1%	1%	1%	1%	1%	0%	0%	0%	0%	1%	1%	1%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	98%	97%	98%	99%	100%	99%	100%	100%	97%	98%	99%	97%	98%	98%
Included in Accountability	94%	93%	93%	90%	92%	96%	73%	94%	91%	95%	92%	91%	98%	83%	91%	89%
Not Included in Accountability: Mobile	4%	4%	4%	7%	4%	3%	9%	3%	9%	4%	5%	7%	1%	10%	5%	5%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	18%	2%	0%	0%	0%	0%	0%	4%	2%	4%
Not Tested	1%	1%	2%	3%	2%	1%	0%	1%	0%	0%	3%	2%	1%	3%	2%	2%

Texas Education Agency
2024-25 STAAR Participation (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	1%	2%	2%	2%	1%	0%	1%	0%	0%	3%	2%	1%	3%	2%	2%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	98%	98%	96%	97%	99%	100%	99%	100%	98%	94%	99%	98%	97%	97%	97%
Included in Accountability	94%	94%	92%	90%	91%	96%	90%	91%	100%	95%	90%	94%	97%	82%	89%	87%
Not Included in Accountability: Mobile	4%	4%	4%	6%	4%	3%	0%	5%	0%	4%	4%	5%	1%	10%	5%	5%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	3%	0%	10%	3%	0%	0%	0%	0%	0%	5%	3%	5%
Not Tested	1%	2%	2%	4%	3%	1%	0%	1%	0%	2%	6%	1%	2%	3%	3%	3%
Absent	1%	2%	2%	4%	3%	1%	0%	1%	0%	2%	6%	1%	2%	3%	3%	3%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	94%	97%	97%	97%	96%	99%	*	99%	*	95%	*	*	98%	91%	94%	95%
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	98%	98%	98%	99%	96%	99%	100%	99%	98%	99%	99%	98%	98%	98%
Included in Accountability	92%	92%	91%	91%	89%	97%	89%	91%	98%	95%	92%	94%	96%	82%	89%	84%
Not Included in Accountability: Mobile	4%	5%	5%	7%	5%	2%	8%	4%	0%	3%	4%	4%	1%	11%	6%	6%
Not Included in Accountability: Other Exclusions	2%	2%	3%	0%	4%	1%	0%	5%	2%	0%	1%	2%	1%	5%	3%	8%
Not Tested	1%	2%	2%	2%	2%	1%	4%	1%	0%	1%	2%	1%	1%	2%	2%	2%
Absent	1%	1%	1%	2%	2%	1%	4%	1%	0%	1%	2%	1%	1%	2%	2%	2%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	98%	99%	99%	97%	100%	100%	99%	98%	99%	99%	98%	98%	99%
Included in Accountability	91%	90%	89%	90%	86%	96%	94%	88%	95%	95%	91%	91%	95%	80%	86%	79%
Not Included in Accountability: Mobile	4%	5%	5%	7%	5%	2%	3%	4%	0%	3%	4%	4%	1%	11%	6%	6%
Not Included in Accountability: Other Exclusions	4%	4%	5%	1%	7%	1%	0%	8%	5%	0%	3%	3%	3%	7%	6%	13%
Not Tested	1%	1%	1%	2%	1%	1%	3%	0%	0%	1%	2%	1%	1%	2%	2%	1%
Absent	1%	1%	1%	2%	1%	1%	3%	0%	0%	1%	2%	1%	1%	2%	2%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	98%	98%	98%	99%	97%	99%	100%	99%	97%	99%	99%	98%	98%	98%
Included in Accountability	93%	92%	92%	91%	90%	97%	80%	92%	100%	95%	93%	94%	98%	82%	90%	87%

Texas Education Agency
2024-25 STAAR Participation (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	5%	7%	6%	2%	17%	4%	0%	4%	4%	4%	1%	12%	6%	7%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	0%	3%	0%	0%	0%	1%	0%	4%	1%	4%
Not Tested	1%	1%	2%	2%	2%	1%	3%	1%	0%	1%	3%	1%	1%	2%	2%	2%
Absent	1%	1%	1%	2%	1%	1%	3%	1%	0%	1%	2%	1%	1%	2%	2%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	98%	97%	98%	98%	91%	99%	*	98%	98%	100%	98%	97%	97%	98%
Included in Accountability	93%	93%	93%	91%	91%	97%	91%	93%	*	96%	94%	99%	97%	84%	91%	88%
Not Included in Accountability: Mobile	4%	4%	4%	6%	6%	1%	0%	4%	*	3%	3%	1%	1%	10%	5%	6%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	0%	2%	*	0%	0%	0%	0%	3%	1%	3%
Not Tested	1%	2%	2%	3%	2%	2%	9%	1%	*	2%	2%	0%	2%	3%	3%	2%
Absent	1%	2%	2%	3%	2%	1%	9%	1%	*	1%	2%	0%	1%	3%	3%	2%
Other	0%	0%	0%	0%	0%	1%	0%	0%	*	1%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	98%	98%	96%	97%	99%	100%	99%	100%	99%	96%	100%	98%	96%	96%	97%
Included in Accountability	94%	93%	93%	90%	91%	98%	100%	94%	100%	98%	92%	95%	97%	85%	91%	87%
Not Included in Accountability: Mobile	4%	4%	3%	6%	4%	1%	0%	2%	0%	1%	4%	5%	1%	8%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	0%	2%	0%	0%	0%	0%	0%	4%	1%	5%
Not Tested	1%	2%	2%	4%	3%	1%	0%	1%	0%	1%	4%	0%	2%	4%	4%	3%
Absent	1%	2%	2%	3%	3%	1%	0%	1%	0%	1%	4%	0%	2%	4%	3%	3%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	95%	93%	92%	91%	94%	*	96%	*	94%	*	*	94%	80%	89%	92%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2024-25 Attendance, Graduation, and Dropout Rates (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2023-24	93.6%	93.0%	92.9%	92.1%	91.9%	94.6%	88.9%	95.9%	92.2%	93.7%	91.6%	91.4%	92.1%
2022-23	93.3%	92.8%	92.9%	92.0%	92.0%	94.3%	91.7%	95.8%	92.2%	94.0%	91.0%	91.8%	92.2%
Chronic Absenteeism													
2023-24	19.0%	20.7%	19.8%	24.0%	24.1%	11.7%	26.9%	8.1%	21.6%	16.8%	25.4%	26.3%	23.4%
2022-23	20.3%	21.5%	19.5%	23.8%	23.1%	13.3%	32.7%	8.1%	21.6%	16.0%	26.6%	24.8%	21.9%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.7%	0.8%	1.7%	0.8%	0.4%	0.0%	0.6%	0.0%	0.5%	1.2%	1.1%	1.2%
2022-23	0.8%	0.6%	0.7%	1.3%	0.5%	0.9%	0.0%	0.6%	0.0%	0.6%	0.9%	0.9%	0.8%
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	2.1%	1.8%	2.3%	2.2%	0.8%	11.8%	0.4%	0.0%	0.6%	2.5%	2.5%	3.4%
2022-23	2.0%	2.3%	1.6%	1.8%	2.0%	0.8%	5.3%	1.0%	0.0%	1.3%	1.9%	2.1%	3.3%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	91.2%	92.0%	89.5%	90.6%	95.3%	*	96.4%	*	93.3%	81.7%	89.3%	85.4%
Received TxCHSE	0.3%	0.5%	0.3%	0.0%	0.2%	0.5%	*	0.6%	*	0.0%	0.0%	0.2%	0.3%
Continued HS	3.1%	3.0%	2.5%	5.0%	2.4%	1.2%	*	1.2%	*	4.0%	8.4%	3.3%	2.9%
Dropped Out	5.8%	5.3%	5.2%	5.6%	6.8%	3.0%	*	1.8%	*	2.7%	9.9%	7.1%	11.5%
Graduates and TxCHSE	91.1%	91.7%	92.2%	89.5%	90.8%	95.8%	*	97.0%	*	93.3%	81.7%	89.6%	85.6%
Graduates, TxCHSE, and Continuers	94.2%	94.7%	94.8%	94.4%	93.2%	97.0%	66.7%	98.2%	100.0%	97.3%	90.1%	92.9%	88.5%
Class of 2023													
Graduated	90.3%	91.2%	92.6%	90.4%	90.9%	96.8%	*	96.3%	*	92.5%	84.4%	90.3%	84.8%
Received TxCHSE	0.3%	0.4%	0.1%	0.0%	0.1%	0.0%	*	0.0%	*	0.0%	0.0%	0.1%	0.0%
Continued HS	3.1%	2.8%	2.0%	3.3%	2.1%	1.1%	*	1.0%	*	3.0%	7.0%	2.9%	2.7%
Dropped Out	6.3%	5.5%	5.3%	6.3%	6.9%	2.1%	*	2.6%	*	4.5%	8.6%	6.8%	12.5%
Graduates and TxCHSE	90.6%	91.6%	92.7%	90.4%	91.0%	96.8%	*	96.3%	*	92.5%	84.4%	90.4%	84.8%
Graduates, TxCHSE, and Continuers	93.7%	94.5%	94.7%	93.7%	93.1%	97.9%	*	97.4%	*	95.5%	91.4%	93.2%	87.5%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	92.7%	94.5%	93.0%	93.2%	97.6%	*	97.4%	*	93.9%	91.6%	92.9%	88.5%
Received TxCHSE	0.4%	0.6%	0.1%	0.3%	0.1%	0.0%	*	0.0%	*	0.0%	0.0%	0.3%	0.0%
Continued HS	1.0%	1.2%	0.3%	0.3%	0.3%	0.3%	*	0.0%	*	0.0%	0.6%	0.4%	0.3%
Dropped Out	6.5%	5.6%	5.1%	6.4%	6.4%	2.1%	*	2.6%	*	6.1%	7.8%	6.4%	11.1%
Graduates and TxCHSE	92.6%	93.2%	94.6%	93.3%	93.3%	97.6%	*	97.4%	*	93.9%	91.6%	93.2%	88.5%

Texas Education Agency
2024-25 Attendance, Graduation, and Dropout Rates (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.5%	94.4%	94.9%	93.6%	93.6%	97.9%	*	97.4%	*	93.9%	92.2%	93.6%	88.9%
Class of 2022													
Graduated	91.8%	93.3%	95.4%	94.8%	93.3%	98.6%	*	100.0%	*	95.4%	87.0%	92.9%	88.3%
Received TxCHSE	0.4%	0.4%	0.1%	0.3%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.0%	1.2%	0.5%	1.2%	0.6%	0.3%	*	0.0%	*	0.0%	3.3%	0.7%	1.9%
Dropped Out	6.8%	5.1%	4.0%	3.8%	6.1%	1.1%	*	0.0%	*	4.6%	9.8%	6.4%	9.8%
Graduates and TxCHSE	92.2%	93.7%	95.5%	95.1%	93.3%	98.6%	*	100.0%	*	95.4%	87.0%	92.9%	88.3%
Graduates, TxCHSE, and Continuers	93.2%	94.9%	96.0%	96.2%	93.9%	98.9%	*	100.0%	*	95.4%	90.2%	93.6%	90.2%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	93.5%	95.7%	95.4%	93.8%	98.6%	*	100.0%	*	95.4%	88.7%	93.2%	89.7%
Received TxCHSE	0.5%	0.6%	0.1%	0.3%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	0.5%	0.7%	0.2%	0.6%	0.0%	0.3%	*	0.0%	*	0.0%	1.6%	0.4%	0.0%
Dropped Out	6.8%	5.2%	4.1%	3.8%	6.2%	1.1%	*	0.0%	*	4.6%	9.7%	6.4%	10.3%
Graduates and TxCHSE	92.7%	94.1%	95.8%	95.7%	93.8%	98.6%	*	100.0%	*	95.4%	88.7%	93.2%	89.7%
Graduates, TxCHSE, and Continuers	93.2%	94.8%	95.9%	96.2%	93.8%	98.9%	*	100.0%	*	95.4%	90.3%	93.6%	89.7%
Class of 2021													
Graduated	92.7%	93.8%	97.5%	96.4%	96.8%	99.3%	*	98.8%	*	97.6%	94.6%	95.8%	93.3%
Received TxCHSE	0.5%	0.6%	0.1%	0.3%	0.0%	0.0%	*	0.6%	*	0.0%	0.7%	0.1%	0.6%
Continued HS	0.5%	0.8%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	4.8%	2.4%	3.3%	3.2%	0.7%	*	0.6%	*	2.4%	4.7%	4.1%	6.1%
Graduates and TxCHSE	93.2%	94.4%	97.6%	96.7%	96.8%	99.3%	*	99.4%	*	97.6%	95.3%	95.9%	93.9%
Graduates, TxCHSE, and Continuers	93.7%	95.2%	97.6%	96.7%	96.8%	99.3%	*	99.4%	*	97.6%	95.3%	95.9%	93.9%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	91.2%	90.6%	86.6%	89.4%	94.1%	*	96.4%	*	93.3%	75.1%	88.0%	85.2%
Class of 2023	90.3%	91.2%	91.2%	88.3%	89.7%	94.8%	*	95.4%	*	91.2%	76.8%	88.7%	83.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	2.0%	*	-	*	-	-	-	-	-	-	-	*
Class of 2023	72.3%	25.4%	100.0%	*	100.0%	*	-	*	-	-	-	*	100.0%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	15.0%	4.9%	6.2%	5.6%	3.4%	*	0.6%	*	8.7%	18.2%	7.3%	4.3%
Class of 2023	4.3%	3.2%	6.2%	8.3%	7.2%	3.8%	*	0.5%	*	11.3%	22.3%	7.8%	11.4%
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2024-25 Attendance, Graduation, and Dropout Rates (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2024	78.5%	74.8%	82.7%	77.2%	78.7%	90.1%	*	95.7%	*	85.5%	46.1%	74.5%	73.3%
Class of 2023	84.3%	87.2%	85.7%	83.0%	81.9%	90.4%	*	97.3%	*	85.5%	59.9%	79.9%	74.4%
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.1%	0.1%	0.0%	0.0%	0.0%	*	0.0%	*	1.4%	0.0%	0.0%	0.0%
Class of 2023	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	89.5%	87.5%	83.4%	84.1%	93.5%	*	96.3%	*	94.3%	64.2%	81.8%	77.4%
Class of 2023	88.6%	90.2%	91.9%	91.4%	89.2%	94.3%	*	97.8%	*	96.8%	82.2%	87.8%	86.1%
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	0.8%	*	-	*	-	-	-	-	-	-	-	*
2022-23	38.4%	5.2%	100.0%	*	100.0%	*	-	*	-	-	-	*	100.0%
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	15.0%	5.2%	7.1%	5.6%	4.0%	*	1.2%	*	8.5%	19.3%	7.1%	4.1%
2022-23	4.4%	3.3%	6.3%	7.7%	7.6%	3.8%	*	0.5%	*	12.5%	20.1%	7.7%	12.4%
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	72.9%	80.5%	73.6%	76.5%	88.1%	*	94.6%	*	85.9%	40.6%	72.4%	72.5%
2022-23	82.5%	85.1%	83.7%	82.6%	80.0%	88.6%	*	92.6%	*	82.8%	51.9%	78.0%	70.9%
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.2%	0.3%	0.0%	0.3%	0.7%	*	0.0%	*	0.0%	0.0%	0.3%	0.3%
2022-23	0.1%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	87.1%	85.7%	80.7%	82.0%	92.1%	*	95.8%	*	94.4%	59.9%	79.6%	76.5%
2022-23	86.8%	87.5%	90.0%	90.4%	87.6%	92.5%	*	93.2%	*	95.4%	72.0%	85.8%	83.7%

Texas Education Agency
2024-25 Graduation Profile (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2023-24 Annual Graduates)				
Total Graduates	1,845	100.0%	382,023	100.0%
By Ethnicity:				
African American	296	16.0%	48,064	12.6%
Hispanic	901	48.8%	200,942	52.6%
White	406	22.0%	101,714	26.6%
American Indian	1	0.1%	1,231	0.3%
Asian	167	9.1%	19,746	5.2%
Pacific Islander	3	0.2%	606	0.2%
Two or More Races	71	3.8%	9,720	2.5%
By Graduation Type:				
Minimum H.S. Program	1	0.1%	309	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	101	0.0%
Foundation H.S. Program (No Endorsement)	263	14.3%	46,183	12.1%
Foundation H.S. Program (Endorsement)	95	5.1%	42,042	11.0%
Foundation H.S. Program (DLA)	1,480	80.2%	293,032	76.7%
Texas First Early H.S. Completion Program (Texas First-DLA)	6	0.3%	356	0.1%
Special Education Graduates	197	10.7%	35,935	9.4%
Economically Disadvantaged Graduates	793	43.0%	211,984	55.5%
Emergent Bilingual (EB)/English Learner (EL) Graduates	340	18.4%	56,967	14.9%
At-Risk Graduates	936	50.7%	173,035	45.3%
CTE Completers	547	29.6%	127,800	33.5%

Texas Education Agency
2024-25 College, Career, and Military Readiness (CCMR) (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

Academic Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2023-24	81.8%	82.3%	83.6%	76.6%	80.3%	91.1%	*	91.6%	*	91.5%	78.2%	80.4%	80.8%
2022-23	76.3%	76.5%	68.8%	62.1%	64.6%	78.2%	*	81.7%	*	67.7%	88.9%	62.8%	49.6%
College Ready Graduates													
College Ready (Annual Graduates)													
2023-24	70.0%	74.0%	78.8%	71.9%	75.2%	86.0%	*	89.8%	*	85.9%	66.0%	75.5%	76.3%
2022-23	61.9%	67.1%	62.3%	55.3%	56.9%	73.6%	*	78.0%	*	60.0%	73.0%	54.8%	40.5%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2023-24	69.5%	77.1%	84.6%	79.7%	82.2%	90.4%	*	91.0%	*	87.3%	48.7%	82.0%	80.8%
2022-23	62.8%	72.0%	76.7%	71.7%	72.2%	84.9%	*	88.0%	*	76.9%	37.0%	69.4%	58.8%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2023-24	63.2%	70.9%	79.1%	71.2%	76.2%	83.7%	*	92.2%	*	90.1%	45.2%	76.9%	77.2%
2022-23	54.3%	62.5%	57.8%	51.4%	51.0%	70.1%	*	77.5%	*	52.3%	24.9%	50.8%	36.6%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2023-24	57.4%	65.8%	73.6%	65.4%	69.6%	80.5%	*	88.0%	*	84.5%	37.6%	70.2%	70.7%
2022-23	48.4%	57.3%	52.4%	44.4%	45.4%	65.2%	*	74.9%	*	47.7%	15.9%	43.8%	26.3%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2023-24	21.0%	29.8%	27.6%	14.2%	19.9%	40.9%	*	53.0%	*	45.1%	2.0%	18.0%	10.7%
2022-23	20.4%	29.2%	27.5%	17.0%	21.3%	39.4%	*	50.3%	*	23.1%	4.2%	19.3%	9.9%
Associate Degree (Annual Graduates)													
2023-24	3.1%	1.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2022-23	2.5%	1.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2023-24	25.1%	22.8%	9.0%	8.8%	7.2%	11.8%	*	11.4%	*	11.3%	1.0%	6.4%	3.6%
2022-23	23.6%	20.8%	10.5%	9.0%	8.5%	9.2%	*	23.0%	*	13.8%	0.5%	10.1%	2.3%
Onramps Course Credits (Annual Graduates)													
2023-24	5.7%	13.6%	4.3%	2.7%	2.9%	5.2%	*	13.9%	*	2.8%	1.0%	3.2%	3.0%
2022-23	4.8%	12.1%	4.1%	2.9%	3.4%	3.0%	*	10.5%	*	6.2%	0.5%	5.2%	0.8%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2023-24	6.0%	6.1%	6.4%	10.8%	6.0%	4.9%	*	4.8%	*	5.6%	59.9%	7.7%	8.0%
2022-23	5.6%	6.2%	7.7%	10.0%	8.3%	6.7%	*	2.6%	*	9.2%	72.0%	8.7%	11.5%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2023-24	38.1%	31.7%	26.6%	22.7%	24.2%	33.5%	*	27.1%	*	31.0%	36.5%	21.5%	15.1%

Texas Education Agency
2024-25 College, Career, and Military Readiness (CCMR) (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

Academic Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	28.0%	21.4%	20.6%	21.2%	22.4%	*	21.5%	*	24.6%	45.5%	20.1%	19.1%
Approved Industry-Based Certification (Annual Graduates)													
2023-24	34.9%	28.5%	22.8%	15.6%	21.4%	29.1%	*	25.9%	*	26.8%	12.7%	16.8%	11.8%
2022-23	33.4%	25.3%	16.6%	13.5%	16.1%	19.1%	*	18.3%	*	18.5%	6.3%	13.6%	13.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2023-24	1.1%	0.4%	0.2%	0.0%	0.2%	0.5%	*	0.0%	*	0.0%	0.0%	0.4%	0.3%
2022-23	0.8%	0.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2023-24	2.7%	2.9%	2.9%	7.1%	2.0%	2.5%	*	0.6%	*	4.2%	26.9%	4.0%	1.8%
2022-23	2.7%	2.6%	4.4%	7.1%	4.1%	3.2%	*	3.1%	*	6.2%	41.3%	6.1%	5.7%
U.S. Armed Forces Enlistment (Annual Graduates)													
2023-24	0.7%	0.5%	1.5%	1.4%	1.2%	2.7%	*	0.6%	*	0.0%	0.5%	1.4%	1.2%
2022-23	0.6%	0.4%	0.9%	1.0%	1.2%	0.8%	*	0.0%	*	0.0%	0.5%	0.8%	0.4%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency
2024-25 CCMR-Related Indicators (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

	Academic Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2023-24	20.1%	19.9%	16.9%	17.9%	17.6%	14.3%	*	16.8%	*	15.5%	3.0%	18.0%	13.8%
	2022-23	21.0%	20.6%	17.7%	23.5%	17.3%	13.7%	*	16.2%	*	21.5%	2.6%	19.0%	11.0%
Mathematics	2023-24	21.3%	29.2%	35.2%	26.4%	31.7%	40.9%	*	51.5%	*	43.7%	6.6%	28.9%	24.4%
	2022-23	19.9%	26.0%	31.6%	28.9%	30.3%	32.1%	*	39.8%	*	36.9%	6.9%	28.5%	19.0%
Both Subjects	2023-24	12.7%	13.0%	10.0%	10.1%	10.3%	7.9%	*	12.0%	*	11.3%	2.0%	10.7%	8.8%
	2022-23	12.5%	13.1%	11.6%	14.1%	11.2%	9.4%	*	12.6%	*	15.4%	1.1%	11.4%	6.8%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2023-24	26.6%	21.6%	41.7%	45.6%	48.6%	31.5%	*	25.7%	*	32.4%	47.2%	53.1%	68.2%
	2022-23	18.2%	16.8%	38.5%	41.2%	40.1%	37.7%	*	27.7%	*	35.4%	33.3%	39.1%	45.6%
Mathematics	2023-24	29.5%	22.5%	37.7%	46.3%	44.1%	24.6%	*	21.0%	*	33.8%	42.1%	48.3%	59.7%
	2022-23	20.2%	15.0%	10.6%	13.2%	13.4%	7.0%	*	2.6%	*	6.2%	18.0%	15.7%	20.5%
Both Subjects	2023-24	20.2%	13.0%	26.2%	31.4%	32.0%	15.5%	*	14.4%	*	18.3%	34.5%	36.2%	51.5%
	2022-23	12.5%	7.4%	5.5%	6.1%	7.7%	2.2%	*	2.1%	*	4.6%	9.0%	8.9%	12.5%
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2024	25.7%	32.0%	27.8%	18.5%	20.2%	40.4%	33.3%	57.7%	40.0%	27.9%	1.9%	18.4%	9.6%
	2023	24.2%	29.8%	25.7%	15.4%	18.9%	36.0%	12.5%	56.0%	16.7%	31.8%	1.8%	18.0%	9.5%
English Language Arts	2024	14.6%	18.2%	20.3%	14.2%	14.2%	30.4%	16.7%	42.6%	20.0%	18.8%	0.2%	13.5%	5.2%
	2023	13.8%	16.3%	15.5%	8.7%	11.4%	21.7%	0.0%	36.4%	16.7%	15.9%	0.4%	10.4%	4.7%
Mathematics	2024	9.6%	13.5%	9.2%	3.9%	5.1%	15.0%	16.7%	29.4%	30.0%	6.7%	0.2%	5.4%	2.6%
	2023	7.4%	11.3%	10.7%	5.5%	5.5%	15.9%	0.0%	36.4%	0.0%	11.3%	0.6%	6.6%	2.7%
Science	2024	10.9%	16.8%	15.6%	9.3%	9.9%	23.4%	16.7%	40.0%	30.0%	18.2%	0.4%	8.8%	4.5%
	2023	10.3%	15.4%	14.1%	6.8%	8.4%	20.0%	12.5%	41.6%	0.0%	21.2%	0.6%	8.7%	3.0%
Social Studies	2024	13.7%	16.7%	17.7%	11.4%	11.5%	27.0%	33.3%	40.6%	30.0%	19.4%	0.4%	10.2%	4.0%
	2023	13.1%	15.4%	15.7%	8.7%	10.5%	23.5%	0.0%	37.0%	0.0%	20.5%	0.6%	9.6%	4.1%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2024	56.9%	72.5%	68.9%	55.0%	59.8%	78.7%	*	76.2%	*	78.3%	33.3%	55.9%	40.5%
	2023	53.3%	69.6%	65.7%	59.4%	57.8%	72.8%	*	72.8%	*	66.7%	77.8%	52.2%	37.1%
English Language Arts	2024	48.8%	68.3%	62.9%	45.5%	52.4%	75.7%	*	70.5%	*	71.0%	*	47.1%	22.5%
	2023	52.3%	72.3%	63.2%	61.7%	50.9%	74.2%	-	70.1%	*	62.5%	*	46.7%	20.0%
Mathematics	2024	53.4%	70.7%	50.3%	33.3%	37.4%	58.1%	*	59.2%	*	54.5%	*	27.8%	20.0%
	2023	50.1%	67.2%	45.1%	31.6%	36.1%	51.9%	-	49.3%	-	47.1%	*	26.5%	25.0%
Science	2024	46.1%	60.0%	55.7%	41.5%	48.7%	62.7%	*	62.9%	*	60.0%	*	42.8%	22.9%
	2023	44.8%	58.6%	55.9%	44.7%	43.3%	67.1%	*	60.1%	-	56.3%	*	41.9%	36.4%

Texas Education Agency
2024-25 CCMR-Related Indicators (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

	Academic Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2024	56.8%	77.5%	73.5%	62.5%	65.5%	85.2%	*	72.5%	*	78.1%	*	60.3%	51.6%
	2023	42.0%	63.0%	54.8%	46.7%	45.4%	62.4%	-	58.8%	-	67.7%	*	34.7%	10.0%
SAT/ACT Results (Annual Graduates)														
Tested	2023-24	79.1%	85.4%	92.5%	86.5%	91.1%	96.1%	*	98.2%	*	100.0%	63.5%	87.2%	89.6%
	2022-23	79.3%	85.8%	96.0%	94.2%	94.7%	98.7%	*	96.9%	*	100.0%	73.5%	91.7%	93.2%
At/Above Criterion for All Examinees	2023-24	28.8%	39.5%	29.8%	18.8%	19.1%	46.4%	*	56.7%	*	40.8%	0.0%	18.5%	4.2%
	2022-23	28.9%	39.5%	28.6%	18.8%	18.4%	46.7%	*	55.7%	*	21.7%	3.6%	16.8%	3.3%
Average SAT Score (Annual Graduates)														
All Subjects	2023-24	975	1023	960	887	903	1061	*	1088	*	1033	727	886	801
	2022-23	978	1025	964	902	914	1053	870	1093	900	991	767	902	807
English Language Arts and Writing	2023-24	496	521	487	453	459	543	*	535	*	523	365	448	400
	2022-23	497	521	490	460	466	540	447	539	445	509	385	458	407
Mathematics	2023-24	479	502	472	433	443	519	*	553	*	510	362	438	400
	2022-23	482	504	473	441	448	513	423	553	455	481	382	444	400
Average ACT Score (Annual Graduates)														
All Subjects	2023-24	19.3	22.4	23.3	18.8	22.9	23.7	-	27.4	-	*	-	19.6	*
	2022-23	19.2	22.2	23.0	17.6	20.7	25.4	-	26.7	-	22.3	12.0	21.6	20.5
English Language Arts	2023-24	19.0	22.4	23.2	19.5	23.0	23.4	-	27.5	-	*	-	18.8	*
	2022-23	18.8	22.1	23.0	17.1	21.2	25.7	-	26.4	-	22.2	12.5	21.3	19.5
Mathematics	2023-24	19.0	21.7	22.5	18.2	21.6	23.1	-	26.6	-	*	-	19.7	*
	2022-23	18.9	21.6	22.3	17.6	19.2	24.3	-	26.7	-	20.9	11.0	21.0	20.5
Science	2023-24	19.6	22.4	23.9	17.8	23.5	24.6	-	27.8	-	*	-	20.4	*
	2022-23	19.5	22.2	23.3	17.8	21.1	25.7	-	26.4	-	23.9	12.0	22.1	22.0

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

n/a Indicates data reporting is not applicable for this group.

Texas Education Agency
2024-25 Other Postsecondary Indicators (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

	Academic Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2023-24	45.7%	48.0%	45.2%	35.0%	37.2%	59.9%	50.0%	74.6%	61.5%	50.0%	9.5%	34.3%	24.7%
	2022-23	45.4%	47.4%	44.8%	35.1%	37.5%	56.0%	57.1%	75.6%	47.1%	46.6%	9.4%	35.1%	24.3%
English Language Arts	2023-24	17.8%	19.4%	18.7%	15.8%	14.9%	24.2%	6.3%	33.3%	38.5%	19.4%	0.9%	13.7%	6.6%
	2022-23	17.4%	18.6%	16.3%	14.0%	13.2%	20.5%	0.0%	29.8%	6.3%	15.0%	0.9%	13.5%	6.1%
Mathematics	2023-24	19.4%	22.4%	16.8%	10.6%	12.6%	23.5%	20.0%	38.2%	23.1%	16.1%	0.7%	11.3%	8.3%
	2022-23	19.5%	22.3%	15.9%	9.9%	11.7%	22.0%	14.3%	38.0%	5.9%	13.2%	1.4%	12.3%	6.9%
Science	2023-24	21.9%	23.7%	20.5%	16.1%	15.7%	28.7%	14.3%	38.6%	30.8%	18.6%	2.7%	14.9%	8.5%
	2022-23	21.5%	23.3%	19.5%	14.9%	15.8%	24.1%	21.4%	37.4%	17.6%	19.3%	2.3%	14.5%	8.5%
Social Studies	2023-24	24.5%	27.8%	26.6%	19.6%	19.1%	37.0%	40.0%	57.3%	46.2%	29.6%	2.5%	17.7%	10.0%
	2022-23	24.0%	26.3%	26.6%	19.8%	19.4%	34.9%	38.5%	57.0%	23.5%	32.0%	1.8%	18.7%	9.3%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	47.6%	44.8%	47.7%	50.8%	37.8%	55.6%	66.7%	72.4%	100.0%	43.9%	16.2%	42.4%	21.5%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	53.6%	68.6%	67.9%	51.7%	61.9%	77.4%	100.0%	87.7%	0.0%	68.6%	29.2%	66.8%	33.3%

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*** TX IHE data not yet available.

Texas Education Agency
2024-25 Student Information (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

	Membership				Enrollment			
	District		State		District		State	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	25,451	100.0%	5,530,499	100.0%	25,477	100.0%	5,544,255	100.0%
Students by Grade								
Early Childhood Education	182	0.7%	18,464	0.3%	204	0.8%	26,099	0.5%
Pre-Kindergarten	985	3.9%	249,407	4.5%	985	3.9%	249,875	4.5%
Pre-Kindergarten: 3-year Old	123	0.5%	43,727	0.8%	123	0.5%	43,914	0.8%
Pre-Kindergarten: 4-year Old	862	3.4%	205,680	3.7%	862	3.4%	205,961	3.7%
Kindergarten	1,694	6.7%	359,286	6.5%	1,694	6.6%	359,871	6.5%
Grade 1	1,818	7.1%	377,900	6.8%	1,818	7.1%	378,335	6.8%
Grade 2	1,754	6.9%	389,823	7.0%	1,755	6.9%	390,170	7.0%
Grade 3	1,882	7.4%	406,424	7.3%	1,882	7.4%	406,747	7.3%
Grade 4	1,841	7.2%	405,454	7.3%	1,841	7.2%	405,715	7.3%
Grade 5	1,936	7.6%	404,900	7.3%	1,936	7.6%	405,128	7.3%
Grade 6	1,781	7.0%	404,802	7.3%	1,781	7.0%	404,988	7.3%
Grade 7	1,781	7.0%	407,375	7.4%	1,781	7.0%	407,512	7.4%
Grade 8	1,817	7.1%	410,722	7.4%	1,817	7.1%	410,871	7.4%
Grade 9	2,017	7.9%	459,854	8.3%	2,017	7.9%	460,045	8.3%
Grade 10	1,970	7.7%	439,300	7.9%	1,970	7.7%	439,519	7.9%
Grade 11	1,973	7.8%	410,245	7.4%	1,973	7.7%	410,503	7.4%
Grade 12	2,020	7.9%	386,543	7.0%	2,023	7.9%	388,877	7.0%
Ethnic Distribution								
African American	3,770	14.8%	706,216	12.8%	3,773	14.8%	707,648	12.8%
Hispanic	12,749	50.1%	2,961,084	53.5%	12,754	50.1%	2,967,187	53.5%
White	5,260	20.7%	1,347,596	24.4%	5,274	20.7%	1,352,852	24.4%
American Indian	51	0.2%	18,175	0.3%	51	0.2%	18,224	0.3%
Asian	2,380	9.4%	307,983	5.6%	2,382	9.3%	308,431	5.6%
Pacific Islander	29	0.1%	8,729	0.2%	29	0.1%	8,744	0.2%
Two or More Races	1,212	4.8%	180,716	3.3%	1,214	4.8%	181,169	3.3%
Sex								
Female	12,328	48.4%	2,702,798	48.9%	12,336	48.4%	2,707,618	48.8%
Male	13,123	51.6%	2,827,701	51.1%	13,141	51.6%	2,836,637	51.2%
Other Student Cohorts								
Economically Disadvantaged	12,838	50.4%	3,346,090	60.5%	12,840	50.4%	3,349,612	60.4%
Non-Educationally Disadvantaged	12,613	49.6%	2,184,409	39.5%	12,637	49.6%	2,194,643	39.6%
Section 504 Students	2,213	8.7%	375,297	6.8%	2,214	8.7%	375,601	6.8%
EB Students/EL	7,912	31.1%	1,343,669	24.3%	7,912	31.1%	1,345,042	24.3%
Students w/ Disciplinary Placements (2023-24)	593	2.1%	122,515	2.1%				
Students w/ Dyslexia	1,722	6.8%	356,584	6.4%	1,722	6.8%	356,830	6.4%

Texas Education Agency
2024-25 Student Information (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

	Membership				Enrollment			
	District		State		District		State	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Foster Care	41	0.2%	11,656	0.2%	41	0.2%	11,713	0.2%
Homeless	381	1.5%	77,954	1.4%	381	1.5%	78,060	1.4%
Immigrant	1,741	6.8%	193,676	3.5%	1,741	6.8%	193,831	3.5%
Migrant	3	0.0%	13,377	0.2%	3	0.0%	13,426	0.2%
Title I	15,622	61.4%	3,683,060	66.6%	15,643	61.4%	3,689,382	66.5%
Military Connected	1,274	5.0%	229,259	4.1%	1,275	5.0%	229,370	4.1%
At-Risk	15,155	59.5%	2,960,262	53.5%	15,158	59.5%	2,963,913	53.5%
Students by Instructional Program								
Bilingual/ESL Education	8,012	31.5%	1,344,546	24.3%	8,012	31.4%	1,345,594	24.3%
Career and Technical Education	6,140	24.1%	1,531,679	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	5,488	68.8%	1,254,694	74.0%	-	-	-	-
Gifted and Talented Education	2,094	8.2%	483,301	8.7%	2,094	8.2%	483,373	8.7%
Special Education	4,005	15.7%	846,876	15.3%	4,029	15.8%	856,651	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	3,841		843,012					
Students with Intellectual Disabilities	1,781	46.4%	407,120	48.3%				
Students with Physical Disabilities	720	18.7%	143,568	17.0%				
Students with Autism	711	18.5%	141,526	16.8%				
Students with Behavioral Disabilities	576	15.0%	137,182	16.3%				
Students with Non-Categorical Early Childhood	53	1.4%	13,616	1.6%				
Mobility (2023-24)								
Total Mobile Students	3,781	15.4%	882,523	16.4%				
African American	756	3.1%	180,657	3.3%				
Hispanic	2,235	9.1%	481,794	8.9%				
White	413	1.7%	157,650	2.9%				
American Indian	10	0.0%	3,546	0.1%				
Asian	233	0.9%	27,084	0.5%				
Pacific Islander	4	0.0%	1,905	0.0%				
Two or More Races	130	0.5%	29,887	0.6%				
Special Ed Students who are Mobile	545	14.5%	149,136	17.3%				
Count and Percent of EB Students/EL who are Mobile	1,644	22.3%	233,506	17.9%				
Count and Percent of Econ Dis Students who are Mobile	2,372	18.8%	645,101	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	3,518	17.9%	765,408	18.0%				

Texas Education Agency
2024-25 Student Information (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

	Non-Special Education Rates		Special Education Rates	
Student Information	District	State	District	State
Retention Rates by Grade				
Kindergarten	0.3%	1.3%	2.2%	3.6%
Grade 1	1.0%	1.9%	1.0%	3.0%
Grade 2	0.8%	1.1%	0.5%	1.4%
Grade 3	0.3%	0.6%	0.6%	0.6%
Grade 4	0.1%	0.4%	0.0%	0.4%
Grade 5	0.2%	0.3%	0.6%	0.4%
Grade 6	0.1%	0.3%	0.4%	0.4%
Grade 7	0.1%	0.4%	0.0%	0.5%
Grade 8	0.1%	0.4%	0.4%	0.5%
Grade 9	1.7%	7.3%	0.9%	11.0%

	District		State	
	Count	Percent	Count	Percent
Data Quality				
Underreported Students	4	0.0%	11,417	0.4%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	District	State
Elementary		
Kindergarten	18.5	18.9
Grade 1	19.3	19.2
Grade 2	18.8	19.4
Grade 3	18.9	20.1
Grade 4	19.0	20.0
Grade 5	21.5	21.3
Grade 6	19.2	19.8
Secondary		
English/Language Arts	16.2	16.4
Foreign Languages	20.4	18.9
Mathematics	17.8	17.8
Science	20.4	18.9
Social Studies	20.4	18.9

Texas Education Agency
2024-25 Staff Information (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

	District		State	
Staff Information	Count	Percent	Count	Percent
Total Staff	3,496.2	100.0%	764,857.7	100.0%
Professional Staff	2,343.1	67.0%	487,682.3	63.8%
Teachers	1,809.4	51.8%	369,689.2	48.3%
Professional Support	350.5	10.0%	82,751.4	10.8%
Campus Administration (School Leadership)	109.2	3.1%	25,687.5	3.4%
Central Administration	73.9	2.1%	9,554.2	1.2%
Educational Aides	453.8	13.0%	81,972.7	10.7%
Auxiliary Staff	699.2	20.0%	195,202.8	25.5%
Librarians and Counselors (Headcount)				
Full-time Librarians	13.0	n/a	4,125.0	n/a
Part-time Librarians	5.0	n/a	583.0	n/a
Full-time Counselors	61.0	n/a	13,704.0	n/a
Part-time Counselors	7.0	n/a	1,298.0	n/a
Total Minority Staff	1,579.1	45.2%	423,307.3	55.3%
Teachers by Ethnicity				
African American	198.8	11.0%	47,165.6	12.8%
Hispanic	429.6	23.7%	114,597.9	31.0%
White	1,097.5	60.7%	193,115.3	52.2%
American Indian	5.0	0.3%	1,235.8	0.3%
Asian	40.6	2.2%	8,295.0	2.2%
Pacific Islander	5.0	0.3%	466.9	0.1%
Two or More Races	33.0	1.8%	4,812.6	1.3%
Teachers by Sex				
Males	472.9	26.1%	90,958.2	24.6%
Females	1,336.5	73.9%	278,731.0	75.4%
Teachers by Highest Degree Held				
No Degree	180.2	10.0%	8,698.9	2.4%
Bachelors	1,115.0	61.6%	264,052.9	71.4%
Masters	502.3	27.8%	93,864.5	25.4%
Doctorate	12.0	0.7%	3,072.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	141.8	7.8%	26,999.3	7.3%
1-5 Years Experience	529.1	29.2%	104,446.4	28.3%
6-10 Years Experience	337.2	18.6%	72,857.4	19.7%
11-20 Years Experience	500.0	27.6%	101,940.9	27.6%
21-30 Years Experience	246.6	13.6%	52,207.3	14.1%
Over 30 Years Experience	54.8	3.0%	11,237.9	3.0%
Number of Students per Teacher	14.1	n/a	15.0	n/a

Texas Education Agency
2024-25 Staff Information (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	8.3	6.0
Average Years Experience of Principals with District	7.0	5.1
Average Years Experience of Assistant Principals	5.8	5.1
Average Years Experience of Assistant Principals with District	4.5	4.3
Average Years Experience of Teachers	10.8	11.2
Average Years Experience of Teachers with District	5.9	7.0
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	\$61,776	\$55,689
1-5 Years Experience	\$59,410	\$59,266
6-10 Years Experience	\$60,351	\$62,607
11-20 Years Experience	\$63,858	\$66,353
21-30 Years Experience	\$68,267	\$70,976
Over 30 Years Experience	\$73,046	\$75,042
Average Actual Salaries (regular duties only)		
Teachers	\$62,620	\$63,751
Professional Support	\$77,725	\$75,909
Campus Administration (School Leadership)	\$88,736	\$88,786
Central Administration	\$99,283	\$118,447
Instructional Staff Percent	70.9%	64.8%
Turnover Rate for Teachers	17.8%	18.8%
Staff Exclusions		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,167.5
Educational Aides	0.0	197.4
Auxiliary Staff	0.0	398.6
Contracted Instructional Staff	0.0	1,637.7

	District		State	
Designation	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment				
Recognized	42	\$4,029	12,718	\$5,567
Exemplary	196	\$7,939	16,951	\$11,062
Master	290	\$15,925	10,103	\$20,910

Texas Education Agency
2024-25 Staff Information (TAPR)
PFLUGERVILLE ISD (227904) - TRAVIS COUNTY

	District		State	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served)				
Bilingual/ESL Education	178.9	9.9%	23,158.4	6.3%
Career and Technical Education	75.0	4.1%	20,492.0	5.5%
Compensatory Education	1.0	0.1%	9,612.7	2.6%
Gifted and Talented Education	18.6	1.0%	5,840.0	1.6%
Regular Education	1,165.0	64.4%	255,127.2	69.0%
Special Education	367.3	20.3%	42,195.7	11.4%
Other	3.6	0.2%	13,272.1	3.6%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2023-24 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)



Title I, Part C – Texas Migratory Education Program (TX-MEP)

Priority for Service (PFS) Action Plan Template for Migratory Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a **required** program activity for Title I, Part C. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The *Priority for Service Report on Texas – New Generation System (TX-NGS)* must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	- Who have made a qualifying move within the previous 1-year period; AND - Have received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	- Who have made a qualifying move within the previous 1-year period; AND - Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; OR - Students in grades K-2 or students in grade 3 who have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.
Pre-K ages 3-5 (Not in Kindergarten)	- Who have made a qualifying move within the previous 1-year period; AND - Students whose data in TX-NGS shows <i>No Other Preschool Support</i>.

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:

- (1) the required components included in the ESSA Consolidated Federal Grant Application (Part 2 – Priority for Service);
- (2) the Program Specific Provisions and Assurances on Priority for Service; and
- (3) provides districts an opportunity to list additional activities for each component.

NOTE: *This document is available on the TMEP Portal.*

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
13	227950		Marlen Gonzalez - ESC 13 MEP Program Manager Janie Melchor - Waelder ISD Bethany Logan - Smithville ISD Sibyl Lee - Round Rock ISD John Matthews - Taylor ISD
District Name:		School Year	Date:
Shared Service Arrangement District		2025-2026	10/27/2025

Requirements - ESSA Consolidated Federal Grant Application – Part 2 – Priority for Services (PS3103)

- Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
- Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).
- On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- Monitoring the progress of eligible migratory students who are PFS.
- Communicating the progress and determining needs of eligible migratory students who are PFS.
- Providing services to eligible migratory students who are PFS.

PFS Action Plan Completion Date: 10/27/2025

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature	<i>Ana Griffiths</i>	ESC Reviewer Signature	<i>Ana Segulin</i>
Date	10/28/2025	Date Review Complete	Oct 30, 2025

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
13	227904	Pflugerville ISD

The PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(s):
To collaborate with Shared Service Arrangement (SSA) districts in the identification and support of Priority for Service (PFS) migratory students, ensuring timely access to supplemental educational support and resources that promote academic achievement.	Region 13 MEP staff and the Shared Service Arrangement (SSA) contact will utilize a structured system such as but not limited to Multi-Tiered Systems of Support (MTSS), to assess the specific academic needs of Priority for Service (PFS) migratory students and provide targeted instructional and support services to address those needs.

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
13	227904	Pflugerville ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
▪ Develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Beginning of the School year. September - October	PFS Committee	Priority for Service (PFS) Action Plan
▪ Run monthly TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.	Monthly	Region 13 TXNGS Specialist	Priority for Service (PFS) Reports
Additional Activities			
• Perform progress monitoring checks for Priority for Service Migratory students.	Every nine weeks	LEA Migrant Contact, Region 13 MEP Staff	To be retained locally at the LEA and available upon request. e.g. PFS Spreadsheet, monitoring log, email communication with campus staff

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
13	227904	Pflugerville ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determining needs of eligible migratory students who are PFS.			
▪ Provide information and training during the academic calendar year to principals and appropriate campus staff on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	Fall & Spring	Region 13 MEP Program Manager	PFS Action Plan, email communication, PPT, PFS Student Progress Review Forms, sign-in sheets/logs
▪ Provide information and training to parents on the PFS criteria.	Ongoing throughout the 25-26 school year.	Region 13 MEP Staff	TX-NGS PFS Reports, PFS Criteria, PFS Student Progress Review Forms, sign-in sheets, phone call logs
▪ Conduct individualized communication to update parents of PFS students on the academic progress of their children.	Ongoing throughout the 25-26 school year.	Region 13 MEP Staff	TX-NGS Reports, PFS Criteria, PFS Student Progress Review Forms, sign-in sheets, phone call logs
Additional Activities			
▪ Communicate and coordinate with the district LEA Migrant contact for progress reports, identifying information and data as needed.	Ongoing throughout the 25-26 school year.	Region 13 MEP Staff, LEA Migrant Contact	TX-NGS PFS reports, progress reports, attendance records, medical needs, transcripts, coding, email communication

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
13	227904	Pflugerville ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory students who are PFS.			
▪ Develop priority placement for PFS students to participate in migrant education program activities, using PFS reports.	Ongoing throughout the 25-26 school year.	Region 13 MEP Staff LEA Migrant Contact	TX-NGS PFS Report, PFS Student Progress Review Forms, sign-in sheets, phone call logs, email communications, PFS Criteria
▪ Ensure that PFS students receive priority access to instructional services, and community social services/agencies, using PFS reports.	Ongoing throughout the 25-26 school year.	Region 13 MEP Staff LEA Migrant Contact	TX-NGS PFS Report, PFS Student Progress Review Forms, sign-in sheets, phone call logs, email communications, PFS Criteria
▪ Determine what federal, state, or local programs serve PFS students.	Ongoing throughout the 25-26 school year.	Region 13 MEP Staff	ESSA Supplement vs Supplant criteria, PFS Criteria, PFS Progress Review Forms
Additional Activities			
▪ Perform an individualized case action plan for all PFS students.	Fall & Spring	Region 13 MEP Staff, LEA Migrant Contact	Progress Review Forms Attendance records, STAAR Data, email communication, student action plan, supplemental instructional support spreadsheet

Pflugerville ISD Parent & Family Engagement Policy



Pflugerville ISD Parent & Family Engagement Policy ESSA Section 1116 (a) 2025-2026

General

1. *ESSA Section 1116 (A): Pflugerville ISD is committed to actively involving all parents and family members by organizing events, programs, and activities that strengthen participation, as required by ESSA Section 1116. These initiatives will be developed and carried out in close collaboration with the parents of participating students to ensure their feedback is considered throughout the planning and implementation stages.*

PfISD aims To increase equitable access to PfISD resources for parents and families as they engage in their children's education by providing two in-person district-wide community events and four informational videos on demand through multimedia digital platforms that may include instructional videos, PFE Spotlight stories, podcasts, social media posts, and other digital communications that aim to build capacity and foster parent and family involvement in student success.

Pflugerville ISD partners with campus administrators and families to collaboratively plan and implement family engagement activities tailored to each campus, guided by the district's Parent and Family Engagement initiatives outlined in the PfISD Student Handbook.

Collaborating for student success

Both experience and data show that strong communication and partnership between home and school are essential for a child's educational achievement. Parents and families can support this partnership by:

- Encouraging their child to value education and actively participate in daily learning opportunities.
- Ensuring their child completes assignments, arrives at school prepared to learn.
- Staying updated on school activities and academic programs, including special district learning programs.
- Communicating with teachers, school counselors, and principals about learning resources.
- Reviewing graduation requirements and options with their child throughout middle and high school.
- Monitoring academic progress and reaching out to teachers when needed.
- Meeting with school staff as necessary.
- Volunteering with campus parent organizations.
- Serving on district or campus committees to help shape educational goals.
- Supporting the school's plan to prevent bullying and harassment.
- Contacting school officials regarding any concerns about their child's emotional or mental well-being.
- Attending board meetings to stay informed about district issues.

Written Policy

2. *ESSA Section 1116 (B): Pflugerville ISD receives Title I, Part A funds that aim to strengthen student academic achievement and school performance by planning and implementing meaningful parent and family engagement activities. To support this commitment, the district collaborates with parents and families to create and share a written Parent & Family Engagement Plan with all participating families.*

Pflugerville ISD collaborates with parents and community partners to achieve consensus on the written Parent and Family Engagement Plan that includes these planning partners:

- District Academic Advisory Council featuring parents, teachers, community members, and district staff.
- Participation from District Academic Advisory Council members who share parent, family, and community feedback.
- Making the plan available through Pflugerville ISD district website and digital resources.

1

3. ESSA Section 1116 (C): Pflugerville ISD actively engages parents and family members in the collaborative development of the District Improvement Plan (DIP) as required by ESSA. Additionally, parents and families participate in creating and supporting improvement plans outlined in ESSA ensuring their input can help shape district strategies and goals.

Pflugerville ISD involves parents and family members in jointly developing the District Improvement Plan through these systems:

- The District Academic Advisory Council members offer feedback through surveys and meetings during the spring and fall semester to inform the upcoming school year's District Improvement Plan.

4. ESSA Section 1116: Pflugerville ISD will offer coordination, technical support, and additional resources to help all campuses in the district strengthen their ability to plan and carry out impactful parent and family engagement activities that enhance student achievement and school success. This support may involve collaborating with employers, business leaders, philanthropic groups, or experts who specialize in engaging parents and families in educational initiatives.

Pflugerville ISD strengthens campus capacity by offering coordinated support, technical guidance, and additional resources through established systems:

- The Federal and State Programs Department allocates Title I, Part A funds to each Title I campus for parent & family engagement efforts and added a Title I Parent & Family Engagement Coordinator position to oversee the work of parent & family engagement efforts.
- The Special Programs Departments that include Multilingual Education, Special Education, Career & Technical Education, Section 504 & Dyslexia Services, Career & College Readiness, and Advanced Academics, provide parent and family engagement information sessions throughout the school year to help parents and families access current resources.
- The Pflugerville Education Foundation (PEF) offers resources to support Pflugerville ISD student achievement.

5. ESSA Section 1116: Pflugerville ISD ensures that its parent and family engagement initiatives under Title I, Part A, are coordinated with relevant federal, state, and local requirements and programs. The district partners with public preschool programs and develops supplementary activities designed to encourage greater parental involvement in students' education. Through these efforts, Pflugerville ISD provides comprehensive support to families, making it accessible for parents to engage actively in both school activities and their child's academic progress.

Pflugerville ISD aligns its parent and family engagement efforts under Title I, Part A with applicable federal, state, and local requirements by implementing the following approaches:

- Campuses provide welcoming and transition events for incoming students and their families, such as Pre-K and Kinder Camps, sixth-grade workshops, freshman orientations, and other introductory programs.
- The Multilingual Department works collaboratively with campuses to deliver services that support English language learning, family literacy, and assistance for refugee and recently immigrated families.
- The Social Work Department offers targeted support to students and their families, facilitating connections to community resources and services as needed.

6.	ESSA Section 1116, Pflugerville ISD will carry out a yearly review of its parent and family engagement policy, ensuring that parents and family members are actively involved in the process. This evaluation will focus on assessing how well the policy promotes academic improvement across all campuses covered by this section and will include identifying key factors that impact its effectiveness. A. Pflugerville ISD will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part including: (1.) Identifying barriers that may limit parent participation, with special attention to families who are economically disadvantaged, have disabilities, limited English proficiency, limited literacy, or belong to racial or ethnic minority groups. (2.) Assessing the needs of parents and family members to better support their children's learning, including opportunities to engage with school staff and teachers. (3.) Developing strategies that foster successful interactions between schools and families. ESSA Section 116: Pflugerville ISD will apply the results from the evaluation described above to develop strategies based on proven efforts that can enhance parental involvement. If needed, the district will update the parent and family engagement policies in this section to improve their effectiveness.
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	Pflugerville ISD conducts an annual evaluation of the content & effectiveness of the parent and family engagement plan during the fall semester each year through its District Academic Advisory Council (DAAC). The DAAC members review the plan and make recommendations for refinement by considering barriers to participation, the needs of parents and family members, and strategies for successful engagement.
7.	ESSA Section 1116 (a) (2) (F): Pflugerville ISD will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent and family engagement policy and provide such other reasonable support for parental involvement activities under this section as parents may request.
	Pflugerville ISD involves parents in school activities through a variety of groups including Parent Teacher Organizations, Parent Teacher Associations, Fine Arts Booster Clubs, Athletic Booster Clubs, District Advisory Committees such as DAAC, CTE Redesign Committee, Parent Advisors for Gifted Education (PAGE), etc.
8.	ESSA Section 1116: Pflugerville ISD allocates at least 1% of its Title I allocated to assist schools to carry out the activities described in the Parent and Family Engagement Plan.
	Pflugerville ISD designates (Funding amount listed here) directly to campuses to support parent and family engagement initiatives. The allocation is for a per-student basis for each socioeconomically disadvantaged student at Title I campuses. In addition to these district-provided resources, each campus also plans and utilizes its own campus and Title I budgets to further enhance family engagement efforts. Funds are used to: • Deliver professional development opportunities for district and school staff focused on effective parent and family engagement strategies. • Support programs that engage parents and families at home, within the community, and on campus. • Share information about best practices in parent and family engagement, with particular focus on increasing participation among economically disadvantaged families. • Partner with community organizations, businesses, or employers that have demonstrated success in fostering parent and family engagement. • Implement any other activities and strategies deemed appropriate and aligned with the district's parent and family engagement plan. These Pflugerville ISD campuses are served with Title I, Part A funds during the 2025-26 school year:

High Schools (3): Connally, Pflugerville, PACE

Middle Schools (5): Bohls, Dessau, Park Crest, Pflugerville, Westview

Elementary Schools (16): Highland Park, Barron, Brookhollow, Caldwell, Copperfield, Dearing, Delco, Dessau, Northwest, Parmer Lane, Pflugerville, River Oaks, Spring Hill, Timmerman, Wieland, Windermere

ESSA Section 118: To promote meaningful and effective parent engagement and strengthen collaboration among campuses, families, and the community for enhanced student success, Pflugerville ISD will:

- Support parents of Pflugerville ISD students by helping inform and understand key topics such as state academic standards, assessment processes, relevant requirements, and strategies for tracking their child's progress and working with educators to boost academic outcomes.
- Offer digital resources and training—such as informational meetings and technology sessions—to empower parents to assist their children's learning and encourage active family participation.
- Provide professional development for teachers, counselors, principals, and staff, with input from parents, to highlight the importance of parent contributions and to develop effective communication and partnership practices. This includes implementing and coordinating parent programs and fostering strong connections between families and schools.
- Where possible, align and integrate parent involvement initiatives with programs that may include Head Start, Reading programs, Home Instruction for Preschool Youngsters, Parents as Teachers, public preschool, and other relevant efforts. Additional activities, such as parent resource centers, will be established to further support parents in engaging in their children's education.
- Ensure communications about school and parent programs, meetings, and activities are provided to families in accessible formats and, whenever feasible, in languages they understand.
- Respond to parental requests by offering additional support for involved activities as needed.

3

The District Academic Advisory Council reviewed and confirmed this plan on December 8th, 2025. The DAAC is chaired by Dr. Erik Torres, Chief Academic & Innovation Officer, and the Parent & Family Engagement Plan is facilitated by Anthony Morenot, Coordinator of Parent and Family Engagement.

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4

Pflugerville Independent School District and Child Inc
Memorandum of Understanding (MOU)
2025-2026

This Memorandum of Understanding (MOU) outlines the terms of agreement between Pflugerville Independent School District (PFISD), a political subdivision of the state of Texas acting through its Board of Trustees, and Child Inc. PFISD and Child Inc are jointly referred to herein as the "Parties."

Purpose:

It is the purpose of this MOU to establish a cooperative and mutually beneficial relationship between the Parties and set forth the relative roles, responsibilities, and expectations of the Parties. Our mission is to provide a quality academic and social learning environment for all children enrolled in the partnership classrooms.

Program Description

PFISD and Child Inc will partner to provide students and their families with a comprehensive and cohesive early childhood program at Pflugerville Elementary, Northwest Elementary, and Windermere Elementary. Students will be dually enrolled in the respective PK3 programs for both PFISD and Child Inc Head Start Program (the "collaboration classrooms"). Child Inc will provide each PK 3 collaboration classroom with a partner teacher and teaching assistant. This will allow the opportunity for approximately ninety students to receive full days of school.

Term

This MOU is in effect from August 14, 2025 -August 14, 2026, and will be reviewed in early spring of 2026, unless renewed or terminated before that time period, in accordance with this MOU.

This MOU may be renewed for an additional term by the mutual written agreement of the Parties on or before the termination date.

PFISD or Child Inc may terminate this MOU at any time, with or without cause, by giving the other party a minimum of thirty (30) days written notice.

If this MOU is renewed for an additional year, any party may, without penalty, terminate this MOU at the end of any budget period occurring during the term of this MOU, if funds for this MOU have not been appropriated in the budget for the succeeding school year.

Responsibilities of the Parties

In consideration of the mutual aims and interests of both parties each Party hereby agrees that its responsibilities under this MOU shall be as follows:

added to students' PFISD cumulative folder and Child Inc's folder at the end of the year. Teaching Strategies Gold (TSG) will be given to PFISD and placed in the children's transition folder.

12. Information from PFISD Meetings will be emailed to Child Inc's staff and the PFISD Principal or designee.

13. Child Inc's Family Advocate will be responsible for the following paperwork:

- enrollment documents, health, and dental forms,
- permission slips, media release documents, and
- any other Child Inc or Head Start specific documentation.

14. Head Start Content Managers may observe classrooms as needed and share information with Child Inc and PFISD.

PFISD and Child Inc Agreements:

Class Composition and Enrollment

1. Children are three years old by September 1, 2025.
2. The class size will not exceed fifteen students for Pre- K 3 double session classes.
3. Children will be dually enrolled in PFISD and Child Inc Head Start Program. Families must meet income eligibility for both programs.
4. Child Inc and PFISD will support one another in the recruitment efforts to fully enroll the Ninety (90) three-year-olds for the collaboration classrooms.
5. Existing three-year-olds will establish four-year-old classrooms for the following school year. They will need to complete a new eligibility form for PFISD.
6. Child Inc will establish and maintain a wait list for collaboration classrooms to ensure each classroom continues to operate at the required enrollment of fifteen students for the PK3 classrooms. Students enrolled should live in the Pflugerville ISD boundary lines.
7. Not less than ten percent of the children enrolled in collaborative classrooms will be children with disabilities as determined by a current Individual Education Plan (IEP). It is the goal of the collaboration to maintain a class size with a comparable ratio of children with disabilities.
8. Child Inc personnel will enroll families into collaboration classrooms with assistance from PFISD school personnel.
9. Students in collaboration classrooms must meet Head Start eligibility requirements. Child Inc will provide status information concerning student withdrawals and new enrollments with the front office staff and the PFISD Principal or designee.
10. PFISD will provide a floater to relieve the Child Inc teacher assistant for a 30 minute break.

Location

1. Pflugerville ISD will provide a building, classroom, office space, and playground space on each campus.
2. Pflugerville ISD must provide internet access for Head Start teachers, Teacher Assistants, and Family Advocates.
3. Child Inc will provide all classroom furniture and PFISD will provide equipment for the classroom.
4. Child Inc will provide consumable materials for the Child Inc classrooms.

Schedule

1. The collaboration classrooms will be in session in alignment with the PFISD school calendar.
2. The instructional times for collaboration classrooms are from 7:20 am -2:45 pm. Student arrival times are from 7:05am -7:20am and departure times are from 2:45pm - 3:00 pm. Child Inc teaching assistants' work hours are from 7:00 am - 3:30 pm. Child Inc teachers will work 7:00am - 3:30 pm. Teachers and teaching assistants will have a 30-minute duty- free lunch.
3. The schedule for collaboration classrooms will be the following unless altered in a manner mutually agreed upon by both parties:
 - 7:05am - 7:20am - Drop off.
 - 7:20 am - 11:00 am (3 hr 40 min) AM class.
 - 11:00am - 2:45pm (3 hr 45 min) PM class
 - 2:45 pm - 3:00 pm - Dismissal
4. Daily attendance will be submitted to Child Inc at 10:00 and the PFISD attendance clerk at 9:15 am and 2:15 pm.

Professional Development

1. Child Inc's teachers will participate in relevant PFISD professional development opportunities.
2. PFISD personnel will participate in relevant Child Inc professional development activities if PFISD staff are on contract and not involved in their own PD. Copies of PFISD personnel's professional development transcripts will be made available to Child Inc. PFISD will provide proof of teacher credentials to Child Inc Human Resources.
3. Child Inc's staff will have a minimum of a Child Development Associate Certificate (CDA), associate degree, or a bachelor's degree to comply with Head Start qualifications.
4. Child Inc's staff will attend staff meetings, PLC (Professional Learning Community) according to site campus meeting times.

Screening/Assessment

1. Child Inc.'s staff will distribute, assist parents, and score the ASQ-3 and ASQ-SE (screenings) within forty-five calendar days of the entry date into the program. Child Inc will share all data results with PFISD staff.
2. Child Inc.'s Health Service staff and qualified partners will conduct hearing and vision screenings within forty-five calendar days of the entry result date into the program. Child Inc's Health Services will data entry results into the agency database. Child Inc's Family Advocates and/or Teachers will provide results to children's parents and each elementary school principal.

2. Any Child Inc staff member that has been determined to be performing inadequately by Child Inc's ISD Partnership Manager and the PFISD Principal or designee, after being provided an opportunity for professional growth and development, will be removed.
3. PFISD and Child Inc will communicate on an ongoing basis and meet quarterly to review and monitor the progress of the collaboration. Dates and times will be specified in the timeline.
4. Child Inc will be responsible for complying with Head Start regulations.
5. In the event of a request from a federal reviewer or Child Inc's Monitoring Team, PFISD will allow access to personnel files of PFISD personnel who work in the collaboration classrooms. The items to be reviewed within a personnel file could include educational degrees and transcripts of college credit coursework, professional certifications, bus driver qualifications, a criminal background check, first aid/CPR certification, professional development certificates.
6. PFISD will maintain professional development records for PFISD and Child Inc's staff members who work in the collaboration classrooms.
7. PFISD's Senior Admin or front office staff will be contacted if requests for maintenance and/or repair work on the collaboration classrooms is needed.
8. Child Inc and PFISD agree to share data with one another. This will include Child Inc's parental consent forms to share information, student records, screening and assessment data and health information such as immunization records, chronic conditions, etc. PFISD will share Full Individual Evaluations, progress reports & IEPs with Child Inc. The sharing of data will meet the confidentiality requirements of FERPA for both Parties. Parents of students receiving special education services will sign a consent to release information.
9. Child Inc's staff will inform the PFISD Principal or designee in the event of a child abuse report being made to Child Protective Services (CPS). CPS reports will be filed collaboratively and timely with Child Inc. Child Inc's abuse reporting form will be given to Child Inc's Mental Health Manager. Child Inc is mandated to make a report to the Office of Head Start in the event of child abuse within 7 days of the incident.
10. Child Inc's teachers will follow Child Inc's Discipline and Guidance Policy and the PFISD discipline procedures.
11. A Child Inc representative and/or Child Inc teacher will participate in Admissions, Review, and Dismissal (ARD) meetings (as feasible with classroom coverage). We need the teacher to attend these or the Family Advocate or a Child Inc rep.
12. Child Inc's teaching staff will conduct Pedestrian Safety Education. During orientation with parents, pedestrian safety education will be conducted within 30 days of enrollment, and throughout the year as parents enroll their child in the program.

Timeline of Project for 2025-2026 school year

Date	Task	Responsible Party
Spring, 2025	Recruiting Event for 2025/2026	Child Inc
May, 2025	Child Inc personnel will enroll families into the collaboration classrooms with assistance from the PFISD personnel.	Child Inc
June, 2025	Child Inc will schedule an appointment with collaboration classroom staff to discuss preliminary class lists.	Child Inc
July, 2025	Review and update of preliminary class lists	Child Inc
August 7, 2025	Provide updated class lists to PFISD.	Child Inc
August, 2025	Pflugerville will enroll identified students from the class lists to create district class attendance rosters.	Child Inc
August, 2025	A Meet and Greet for parents and staff for the collaboration classrooms before the first day of school.	Child Inc and PFISD staff
Week of Aug. 5th or August 12th, 2025	Combined staff meeting with campus administration, Child Inc teachers & administration to review MOU and PFISD Staff handbook.	Child Inc and PFISD Principal or designee
By August 31, 2025	Provide list of campus monthly faculty meetings	PFISD Principal or designee
On-going throughout the school year	PFISD and Child Inc. administrative personnel will observe and monitor the collaboration classrooms.	Child Inc and PFISD Principal or designee
October, 2025	1 st Quarterly meeting	Child Inc

October, 2025	Child Inc's teaching staff will conduct height & weight measurements for growth assessments	Child Inc
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October 2025	Child Inc's teaching staff will screen children within forty-five calendar days of the first day of attendance in the program using the <i>Head Start Assessments</i> (ASQ-3 and the ASQ-SE). Child Inc's support staff/teaching staff will conduct hearing and vision screenings as needed within forty-five calendar days of the entry date into the program using an audiometer and the HOTV vision screener.	Child Inc
October, 2025	Child Inc's teaching staff will administer the diagnostic assessment (CLI Engage) three times per year and use individual child data to plan instruction.	Child Inc
January, 2026	2nd Quarterly meeting	Child Inc
January, 2026	Child Inc's teaching staff will administer the diagnostic assessment TSG three times per year and use individual child data to plan instruction.	Child Inc
February, 2026	Review 2025-2026 MOU and begin making changes for the following school year of 2025-2026.	Child Inc, PFISD Department of Curriculum and Instruction, PFISD Principal or designee, And ECSE Coordinator
February, 2026	3 rd Quarterly meeting	Child Inc
March, 2026	Child Inc's teaching staff will conduct height & weight measurements for growth assessments.	Child Inc
April, 2026	Child Inc's teaching staff will administer the diagnostic assessment TSG three times per year and use individual child data to plan instruction.	Child Inc
April, 2026	4 th Quarterly meeting	Child Inc

Data Needed

- A. The only data that will be shared is enrollment paperwork and assessment data for the cumulative folders. Special education data is covered under the Interagency Agreement (see attachments).
- B. Children who are enrolled in this collaboration are enrolled under Child Inc, except for a child who is enrolled in PFISD as a child with special education needs. The data that will be shared between both Parties is the FIE and IEP.

FERPA and Data Privacy

Under this agreement, and in compliance with the Family Education Rights and Privacy Act of 1974 (FERPA), and its implementing regulations found in 34 CFR Part 99, unauthorized disclosure of personally identifiable information shall not be permitted to occur. All persons authorized to have access to the data shall use the data for educational purposes only, shall not release or share the data with any third parties, and shall return the data when no longer needed for an educational purpose or upon termination of this Agreement. Data will be stored in a secure area, the District shall always have access to the data. Agency shall comply with all data privacy and protection laws including but not limited to the Family Education Rights and Privacy Act, the Children's Online Privacy Protection Act, the Children's Internet Protection Act, the Health Insurance Portability and Accountability Act, the Protection of Pupil Rights Amendment, and the General Data Privacy Regulation.

In the event that PFISD data in the possession of Child Inc is breached, Child Inc shall immediately notify the PFISD in writing, take immediate steps to mitigate the breach, and shall be responsible for any notifications that must be provided.

Confidentiality

The Parties recognize and acknowledge that in the course of performing services required by this MOU, they will obtain information and knowledge relating to each other's business, some of which information and knowledge is confidential, and that either party could substantially detract from the value and business prospects of the other party in the event either party were to disclose to any person not related to the other party or use such information and knowledge for their own or the advantage of another person or entity. Accordingly, the parties hereby agree that they will only disclose such information on a "need to know" basis while carrying out their duties hereunder, or unless otherwise required by the Texas Public Information Act or other applicable law.

Criminal History Record Information. All individuals employed or engaged by Child Inc must submit to a criminal history record information (fingerprinting) review if, as an independent service provider, these individuals will engage in continuing activities related to the agreed upon services and have direct student contact as defined in District policy CJA (LEGAL). Child Inc must certify PFISD in Exhibit A - *Covered Employees List* to this MOU that Child Inc has complied with. Statutory citation found in Texas Education Code§ 22.0834.

Child Inc shall also ensure that a criminal history record information review, per guidance in Exhibit A - *Covered Employees List* to this MOU, has been conducted on all of its employees, interns, volunteers or sub-contractors providing services for PFISD under this MOU and there is no criminal history record that would prevent employees, interns, volunteers or subcontractors from working in PFISD facilities or events sponsored by PFISD. If it is determined that Child Inc or any of its employees, interns,

breaches of the same or other provisions hereof. Any ambiguous language in this MOU shall be interpreted as to its fair meaning, and not strictly for or against either Party, regardless of whether either Party drafted the MOU.

This MOU shall be governed by and in accordance with the laws of the State of Texas and venue shall live in Travis County, Texas unless otherwise mandated by law. Each party shall abide by all laws, statutes, regulations, and ordinances in completing the terms of this MOU.

Any notice required to be given pursuant to this MOU shall be in writing, postage prepaid, and shall be sent by certified mail, return receipt requested to the Party's last known address. The notice shall be effective upon deposit with the postal service.

Each Party agrees that the services they provide will be performed with the level of care and skill ordinarily exercised by members of their profession.

No Party shall assign or otherwise transfer its interest in this Agreement without the express written permission of the other Party.

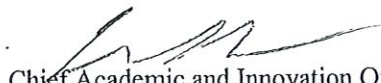
This Agreement may be simultaneously executed in several counterparts, each of which shall be an original and all of which shall be considered fully executed when all parties have executed an identical counterpart, notwithstanding that all signatures may not appear on the same counterpart.

By the execution and delivery of this Agreement, the undersigned individuals warrant that they have been duly authorized by their governing body to enter and perform the terms of this Agreement.

The Parties have executed and attested to this Agreement by their duly authorized officers effective as of signature date.



Dr. Mariano Herrera



Chief Academic and Innovation Officer,
Pflugerville ISD

Date:

04/17/2025

Date:

4/17/25

EXHIBIT A
Child Inc Covered Employees List

Exhibit A - Covered Employees List has been fully and accurately completed with information for all of Contractor's covered employees. If the District objects to the assignment of a covered employee based on the covered employee's criminal history record information, Contractor agrees to discontinue using that covered employee to provide services at District.

Non-compliance or misrepresentation regarding the certification of the Covered Employee's List may be grounds for contract termination.

1. Complete this form at the beginning of the project.
2. Return this form within five (5) days of receiving the final signed Memorandum of Understanding.
3. Submit completed form via email to
4. Attach an additional page if needed.
5. Resubmit this form any time there is an addition or deletion within five (5) days.

First Name	Last Name	Campus assignment	Email	Phone Number

Certified and completed by: _____

HR Director

512-451-7361

Printed Name

Position/Title

Date

Phone

than as a function of performing its duties and obligations.

- D. This Agreement becomes effective immediately upon the date of execution and shall remain in effect during the time that Provider provides services to the District. The provider agrees to use said Data solely for the purposes of providing services to the District.
- E. At the conclusion of this Agreement Provider agrees to destroy or transfer to the District under the direction of the District all Data relating to the District, its students, and its employees that Provider may have in its possession or in the possession of any subcontractors or agents to which the Provider may have transferred Data.

3. DATA COLLECTION.

- A. Provider will only collect Data necessary to fulfill its duties as outlined in this Agreement.

4. DATA USE.

- A. Provider will use Data only for the purpose of fulfilling its duties and providing services under this Agreement, and for improving services under this Agreement.
- B. Permission to publish District data collected by the Provider through means other than an approved data extraction must be provided by the District.

5. DATA DE-IDENTIFICATION.

- A. Upon approval by the District, providers may use de-identified Data for product development, research, or other purposes.
- B. De-identified Data will have all direct and indirect personal identifiers removed. This includes, but is not limited to, name, identification numbers, dates of birth, demographic information, location information, and school identification. Further, Provider agrees not to attempt to re-identify de-identified Data and not to transfer de-identified Data to any party authorized to receive such Data pursuant to this Agreement unless that party agrees not to attempt re-identification.

6. MARKETING AND ADVERTISING PROHIBITED.

- A. Providers shall not use any Data to advertise or market to students, their parents, or District employees or officials.

7. DATA MINING.

- A. The provider is prohibited from mining Data for any purposes other than those agreed in writing to by the Parties. Data mining or scanning of user content for the purpose of advertising or marketing to students or their parents is prohibited. Data mining is defined as the process of analyzing data from different perspectives and summarizing it into useful information by finding correlations or patterns among data fields in relational databases.

- A. Any Data held by the Provider will be made available to the District immediately upon request by the District.

12. SECURITY CONTROLS.

- A. Providers shall store and process Data in accordance with industry best practices. This includes appropriate administrative, physical, and technical safeguards to secure Data from unauthorized access, disclosure, and use.
- B. Provider maintains reasonable administrative, technical, and physical safeguards to protect the confidentiality of information transmitted online, including but not limited to encryption, firewalls, Secure Sockets Layer (SSL). Provider has implemented policies and practices pursuant to various security rules and regulations relating to the security and safeguarding of data, including the Payment Card Industry Security Standards (PCI-DSS). However, no precautions, means, or method of transmission which uses the internet or method of storage is absolutely 100% secure.
- C. All the Provider's personnel are trained in information security. The Provider's information-security policy requires that all personnel who meet District data receive training on the proper techniques for handling such data. Such training is required on at least an annual basis.
- D. The Provider shall include an addendum to the Agreement with security information including the methods they use to secure the data and if data is not stored internally, the name and location of their cloud storage provider.
- E. Provider shall also have a written incident response plan, which shall include but is not limited to, prompt notification to the District in the event of a security or privacy incident, as well as procedures for responding to a breach of any of the District's Data in Provider's possession. Provider agrees to share its incident response plan upon request.

13. NOTIFICATION OF AMENDMENTS TO POLICIES.

- A. Provider shall not change how Data is collected, used, or shared under the terms of this Agreement in any way without advance notice to and consent from the District.
- 13. Provider shall provide notice to the District of any proposed change to its Terms of Use, Privacy Policy, and or any similar policies procedures thirty (30) days prior to the implementation of any such change. The District may terminate the Agreement with Provider upon notification of amendment to such terms.

14. NOTIFICATION OF DATA BREACH.

- A. When Provider becomes aware of a disclosure or security breach concerning any Data covered by this Agreement, Provider shall immediately notify the District and take immediate steps to limit and mitigate the damage of such security breach to the greatest extent possible (Tex. Bus. & Com. Code§ 521.001-152).
- 13. The Parties agree that any breach of the privacy and/or confidentiality obligation set forth in the Agreement may, at the District's discretion, result in the District immediately terminating this Agreement and refusing to enter into a contract with Provider or otherwise allow Provider access to any District Data for a period of not less than five (5) years.



Acting Executive Director, Child Inc

Date: 04/17/2025



Chief Academic and Innovation Officer, Pflugerville ISD

Date: 4/17/25



04/17/2025

**ATTACHMENT C
INTERAGENCY AGREEMENT**

between
**CHILD INC DISABILITIES SERVICES and
Pflugerville ISD SPECIAL EDUCATION DEPARTMENT FOR
2025-2026**

- 1) Child Inc and Pflugerville ISD agree to participate in the Child Find Plan under Part B of IDEA. Child Inc and Pflugerville ISD will continue to support the goals identified by the Travis County Child Find Program: facilitating transitions, identifying service gaps, identifying children in need of services (Child Find), and coordinating an array of community-wide services for children (ages 0 to 5).
- 2) Child Inc and Pflugerville ISD agree to encourage and support efforts to coordinate joint training of staff and parents.
- 3) Child Inc agrees to refer children to Pflugerville ISD for suspected disabilities. Child Inc will obtain its consent paperwork from the child's parents and forward relevant screening information, a Health Summary, and a written referral for each child. Pflugerville ISD will obtain signed parental consent, provide the Full Individual Evaluation (FIE), and develop an IEP, if appropriate. Pflugerville ISD agrees to invite a Child Inc representative to participate in the IEP meeting and placement decision.
- 4) Child Inc. agrees to facilitate the transition of children with disabilities into appropriate public-school settings. Child Inc agrees to transfer records of children with parent consent at times convenient for Pflugerville ISD.
- 5) Child Inc and Pflugerville ISD agree to share resources and coordinate services when possible and in compliance with state and federal regulations and local school board policy.
- 6) Child Inc agrees to provide, if requested by Pflugerville ISD, the number of children receiving services under Pflugerville to the LEA for the LEA Child Count annual report.
- 7) Child Inc and Pflugerville ISD will make every effort to update this agreement annually.


Acting Executive Director – Child Inc

Date: 04/17/2025

Head Start Director -Child Inc

Date: _____

Chief Academic and Innovation Officer , Pflugerville ISD

Date: 4/17/25



HB3 Early Childhood Literacy Plan Goal - PfISD

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 48% in Spring 2024 to 68% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
48%	53%	56%	59%	62%	65%	68%	
Outcomes	50%	49%					

Yearly Target Goals -- by Student Group

[illegible]

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - Spring 2024 Grade 3 Reading STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)

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

Early Childhood Literacy Progress Measure 1 - PflSD

The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 29% in Spring 2024 to 60% by June 2030.

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
29%	34%	39%	44%	49%	54%	60%	
Outcomes	46%	49%					

Yearly Target Goals -- by Student Group

[illegible]

Data Source: Baseline 2023-2024 to set 6-year goals from Tango - EOY C-PALLS+ Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming - All students tested
Of all students, number of students at "Making Acceptable Progress" in all three subtests (Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming) in either English or Spanish (unduplicated)

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

Early Childhood Literacy Progress Measure 2 - PfISD													
The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 43% in Spring 2024 to 60% by June 2030.													
Yearly Target Goals													
2023-2024 (Actual Outcome for Goal-Setting)	2024-2025		2025-2026		2026-2027		2027-2028		2028-2029		2029-2030		
43%	46%		49%		52%		55%		58%		60%		
Outcomes	45%		52%										
Yearly Target Goals -- by Student Group													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	40%	35%	56%	n/a	46%	n/a	53%	23%	33%	n/a	36%	n/a	n/a
Goals: 2024-2025	43%	38%	59%	n/a	49%	n/a	56%	26%	36%	n/a	39%	n/a	n/a
Outcomes: 2024-2025	38%	42%	54%	n/a	52%	n/a	50%	22%	38%	n/a	44%	n/a	n/a
Goals: 2025-2026	46%	41%	62%	n/a	52%	n/a	59%	29%	39%	n/a	42%	n/a	n/a
Outcomes: 2025-2026	45%	50%	58%	n/a	63%	n/a	45%	36%	45%	n/a	52%	n/a	n/a
Goals: 2026-2027	49%	44%	65%	n/a	55%	n/a	62%	32%	42%	n/a	45%	n/a	n/a
Outcomes: 2026-2027													
Goals: 2027-2028	52%	47%	68%	n/a	58%	n/a	65%	35%	45%	n/a	48%	n/a	n/a
Outcomes: 2027-2028													
Goals: 2028-2029	55%	50%	71%	n/a	61%	n/a	68%	38%	48%	n/a	51%	n/a	n/a
Outcomes: 2028-2029													
Goals: 2029-2030	57%	52%	73%	n/a	63%	n/a	70%	40%	50%	n/a	53%	n/a	n/a
Outcomes: 2029-2030													
Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA Vocabulary, Letter Names, Spelling - All students tested (where they were view) Of all students, number of students "On Track" in all three subtests (Vocabulary, Letter Names and Spelling) in either English or Spanish (unduplicated) (English version results (696 students On Track in all three subtests) + Spanish version results (127 students On Track in all three subtests; out of 1926 total students tested) Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"													

Early Childhood Literacy Progress Measure 3 - PfISD													
The percent of 1st through 3rd grade students that score on grade level or above in Reading on the TPRI/Tejas LEE and STAAR Reading assessments will increase from 55% in Spring 2024 to 70% by June 2030.													
Yearly Target Goals													
2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030							
55%	58%	61%	64%	66%	68%	70%							
Outcomes	57%	57%											
Yearly Target Goals -- by Student Group													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	46%	47%	69%	n/a	75%	n/a	63%	22%	41%	n/a	47%	n/a	n/a
Goals: 2024-2025	49%	50%	72%	n/a	76%	n/a	66%	25%	44%	n/a	50%	n/a	n/a
Outcomes: 2024-2025	48%	48%	72%	n/a	74%	n/a	68%	24%	44%	n/a	49%	n/a	n/a
Goals: 2025-2026	52%	53%	75%	n/a	79%	n/a	69%	28%	47%	n/a	53%	n/a	n/a
Outcomes: 2025-2026	50%	49%	71%	n/a	75%	n/a	65%	26%	46%	n/a	48%	n/a	n/a
Goals: 2026-2027	55%	56%	78%	n/a	82%	n/a	72%	31%	50%	n/a	56%	n/a	n/a
Outcomes: 2026-2027													
Goals: 2027-2028	57%	58%	80%	n/a	84%	n/a	74%	33%	52%	n/a	58%	n/a	n/a
Outcomes: 2027-2028													
Goals: 2028-2029	59%	60%	82%	n/a	86%	n/a	76%	35%	54%	n/a	60%	n/a	n/a
Outcomes: 2028-2029													
Goals: 2029-2030	61%	62%	84%	n/a	88%	n/a	78%	37%	56%	n/a	62%	n/a	n/a
Outcomes: 2029-2030													
Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - EOY 1st & 2nd Grade TPRI & Tejas LEE results - All students tested (where they were view) Of all students, number of students at "No Intervention Needed" in either TPRI or Tejas LEE (unduplicated) + Spring 2024 Grade 3 Reading STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view) *Starting 2025-2026 TPRI & Tejas LEE results using Amira - of all students, number of students at "On Track" or "Above" in either TPRI or Tejas LEE (unduplicated)													
Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"													

EC Literacy Targeted Professional Development Plan
Strategies are included in the District Improvement Plan

Early Childhood Math Progress Measure 2 - PfISD													
The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 56% in Spring 2024 to 70% by June 2030.													
Yearly Target Goals													
2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030							
56%	59%	61%	63%	65%	67%	70%							
Outcomes	65%	71%											
Yearly Target Goals -- by Student Group													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcome for Goal-Setting)	49%	57%	63%	n/a	63%	n/a	67%	31%	51%	n/a	59%	n/a	n/a
Goals: 2024-2025	52%	60%	66%	n/a	66%	n/a	70%	34%	54%	n/a	62%	n/a	n/a
Outcomes: 2024-2025	49%	62%	73%	n/a	79%	n/a	65%	27%	59%	n/a	68%	n/a	n/a
Goals: 2025-2026	54%	62%	68%	n/a	68%	n/a	72%	36%	56%	n/a	64%	n/a	n/a
Outcomes: 2025-2026	60%	68%	78%	n/a	85%	n/a	66%	53%	62%	n/a	72%	n/a	n/a
Goals: 2026-2027	56%	64%	70%	n/a	70%	n/a	74%	38%	58%	n/a	66%	n/a	n/a
Outcomes: 2026-2027													
Goals: 2027-2028	58%	66%	72%	n/a	72%	n/a	76%	40%	60%	n/a	68%	n/a	n/a
Outcomes: 2027-2028													
Goals: 2028-2029	60%	68%	74%	n/a	74%	n/a	78%	42%	62%	n/a	70%	n/a	n/a
Outcomes: 2028-2029													
Goals: 2029-2030	63%	71%	77%	n/a	77%	n/a	81%	45%	65%	n/a	73%	n/a	n/a
Outcomes: 2029-2030													
Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA Math - All students tested (where they were view) Of all students, number of students "On Track" in math in either English or Spanish (unduplicated) (English version results (966 students On Track) + Spanish version results (114 students On Track; out of 1926 total students)) Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"													

Early Childhood Math Progress Measure 3 - PfISD													
The percent of 1st through 3rd grade students that score on grade level or above in math on Star360 and STAAR math assessments will increase from 63% in Spring to 70% by June 2030.													
Yearly Target Goals													
2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030							
63%	65%	66%	67%	68%	69%	70%							
Outcomes	59%	61%											
Yearly Target Goals -- by Student Group													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcome for Goal-Setting)	51%	56%	75%	n/a	76%	n/a	74%	39%	51%	n/a	56%	n/a	n/a
Goals: 2024-2025	53%	58%	77%	n/a	78%	n/a	76%	41%	53%	n/a	58%	n/a	n/a
Outcomes: 2024-2025	43%	54%	75%	n/a	74%	n/a	64%	35%	48%	n/a	58%	n/a	n/a
Goals: 2025-2026	54%	59%	78%	n/a	79%	n/a	77%	42%	54%	n/a	59%	n/a	n/a
Outcomes: 2025-2026	45%	57%	73%	n/a	75%	n/a	60%	34%	51%	n/a	61%	n/a	n/a
Goals: 2026-2027	55%	60%	79%	n/a	80%	n/a	78%	43%	55%	n/a	60%	n/a	n/a
Outcomes: 2026-2027													
Goals: 2027-2028	56%	61%	80%	n/a	81%	n/a	79%	44%	56%	n/a	61%	n/a	n/a
Outcomes: 2027-2028													
Goals: 2028-2029	57%	62%	81%	n/a	82%	n/a	80%	45%	57%	n/a	62%	n/a	n/a
Outcomes: 2028-2029													
Goals: 2029-2030	58%	63%	82%	n/a	83%	n/a	81%	46%	58%	n/a	63%	n/a	n/a
Outcomes: 2029-2030													
Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - EOY 1st & 2nd Grade Star360 math results - All students tested (where they were view) Of all students, number of students "At/Above Benchmark" in either English or Spanish (unduplicated) + Spring 2024 Grade 3 Math STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view) Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"													

EC Math Targeted Professional Development Plan
Strategies are included in the District Improvement Plan

CCMR Graduates District Goals - Pflugerville ISD

The percentage of Graduates that meet one or more indicators for College, Career and Military Readiness (CCMR) will increase from 84% 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)
57%	69%	72%	75%		91%	94%	97%	100%
Reported Outcome*		84%	91%					
Outcome if no data reporting errors		88%						
*A data reporting error occurred in the Fall 2025 PEIMS submission of 2023-2024 College Prep course completion that excluded 98 students from being reported as CCM-ready for Weiss HS. Though PfISD has appealed related accountability ratings, the appeal does not correct the data. The district CCMR rate should have been reported as 88%. However, this reporting cannot be changed, so the official Class of 2024 rate as processed and reported by TEA will always be 84%.								

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus (Eco Dis, EB, SPED, Foster, Migrant, Homeless)	Emergent Bilingual (Current & Monitored)	Economically Disadvantaged	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Class of 2022 (Actual Outcomes for Goal-Setting)	44%	46%	66%	n/a	75%	n/a	58%	43%	36%	48%	58%	48%	61%
Class of 2023 (Actual Outcomes for Goal-Setting)	62%	65%	78%	n/a	82%	n/a	68%	64%	52%	63%	89%	36%	71%
Class of 2024	65%	68%	81%	n/a	85%	n/a	71%	67%	55%	66%	89%	39%	74%
Reported Outcomes: Class 2024	76%	80%	91%	n/a	92%	n/a	92%	80%	80%	80%	78%	68%	86%
*Outcomes if no data reporting errors	85%	86%	94%	n/a	95%	n/a	94%	85%	82%	85%	78%	79%	92%
Class of 2025	68%	71%	84%	n/a	88%	n/a	74%	70%	58%	69%	89%	42%	77%
Actual Outcomes: Class 2025	88%	89%	94%	n/a	97%	n/a	92%	89%	88%	89%	88%	n/a	93%
Goals Reset to Meet PfISD 3E Promise													
Class of 2026	89%	89%	96%	n/a	96%	n/a	96%	89%	87%	89%	83%	84%	94%
Actual Outcomes: Class 2026				n/a		n/a							
Class of 2027	92%	93%	97%	n/a	98%	n/a	97%	93%	91%	93%	87%	89%	96%
Actual Outcomes: Class 2027				n/a		n/a							
Class of 2028	96%	96%	99%	n/a	99%	n/a	99%	96%	96%	97%	91%	95%	98%
Actual Outcomes: Class 2028				n/a		n/a							
Class of 2029	100%	100%	100%	n/a	100%	n/a	100%	100%	100%	100%	100%	100%	100%
Actual Outcomes: Class 2029				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

See District Improvement Plan, Goal 3: PfISD will connect high school to career and college.

	Attendance Rates						Chronic Absenteeism Rates						
							The unduplicated number of K-12 students enrolled for at least 10 days and absent for 10% or more days.						
	2020-2021 (Reported in 2021-2022 TAPR)	2021-2022 (Reported in 2022-2023 TAPR)	2022-2023 (Reported in 2023-2024 TAPR)	2023-2024 (Reported in 2024-2025 TAPR)	2024-2025 (Reported in 2024-2025 TPRS) (*PACE Estimated: OnDataSuite June 2025)	2025-2026 (On Data Suite - May 22, 2026)	2020-2021 (Reported in 2021-2022 TAPR)	2021-2022 (Reported in 2022-2023 TAPR)	2022-2023 (Reported in 2023-2024 TAPR)	2023-2024 (Reported in 2024-2025 TAPR)	2024-2025 (Reported in 2024-2025 TPRS) (*PACE Estimated: OnDataSuite June 2025)	2025-2026 - Approximate (On Data Suite as of May 22, 2026) (On Data Suite Low Attendance/ Summer Dashboard Total School Population)	Difference from 2024-2025 to 2025-2026 Approximates
State	95.0%	92.2%	93.3%	93.6%	93.9%		15.0%	25.7%	20.3%	19.0%	18.0%		
Region 13	95.5%	91.8%	92.8%	93.0%	93.5%		13.2%	26.8%	21.5%	20.7%	19.0%		
Pflugerville ISD	95.6%	91.8%	92.9%	92.9%	93.4%	93.8%	12.0%	25.3%	19.5%	19.8%	18.7%	18.2%	-0.5%
Connally Feeder (CHS, WMS, CES, NES, PES, PLES, RBES, ROES, WLES)							20.5%	32.1%	30.4%	32.4%	29.1%	27.8%	-1.2%
Connally HS	87.3%	82.7%	84.9%	83.9%	86.2%	86.9%	30.3%	49.5%	43.3%	48.6%	44.7%	46.2%	1.5%
Hendrickson HS	97.4%	91.8%	94.3%	94.8%	94.7%	94.7%	7.5%	26.7%	15.3%	13.6%	14.3%	14.7%	0.4%
Pflugerville HS	93.8%	90.9%	90.9%	91.2%	91.5%	92.0%	17.8%	29.0%	25.3%	26.2%	25.7%	25.9%	0.2%
Weiss HS	94.8%	89.1%	91.5%	91.7%	92.8%	93.1%	15.7%	33.5%	25.1%	24.9%	23.0%	20.8%	-2.2%
PACE HS				72.7%	*81.6%	61.3%				6.7%	5.8%	44.8%	38.9%
Bohls MS		92.2%	93.3%	94.5%	94.0%	94.2%		27.4%	19.1%	14.2%	16.1%	14.4%	-1.7%
Cele MS	98.8%	94.4%	95.2%	95.1%	95.6%	96.5%	3.8%	14.9%	10.3%	10.8%	9.0%	5.6%	-3.4%
Dessau MS	93.6%	91.8%	92.3%	92.3%	91.9%	93.3%	18.6%	28.0%	26.3%	25.8%	29.8%	19.4%	-10.4%
Kelly Lane MS	99.0%	94.3%	95.3%	95.2%	96.0%	96.0%	1.8%	15.4%	10.4%	9.8%	7.5%	7.8%	0.3%
Park Crest MS	98.9%	92.9%	94.5%	94.1%	94.8%	94.5%	3.0%	22.7%	15.2%	15.6%	14.5%	14.6%	0.1%
Pflugerville MS	98.5%	92.8%	93.3%	94.1%	94.3%	94.5%	3.6%	23.2%	20.5%	17.6%	17.5%	16.4%	-1.1%
Westview MS	94.5%	90.7%	90.3%	91.2%	90.9%	92.8%	17.8%	34.6%	35.1%	29.7%	30.6%	26.5%	-4.1%
Brookhollow ES	96.6%	93.3%	94.5%	94.7%	94.6%	95.0%	11.0%	19.8%	11.9%	14.3%	16.5%	12.8%	-3.7%
Caldwell ES	96.5%	93.8%	94.0%	94.8%	94.9%	95.1%	7.8%	18.8%	14.7%	14.4%	12.3%	12.3%	0.0%
Carpenter ES		95.4%	95.4%	95.7%	95.6%	95.6%		11.5%	6.8%	6.7%	7.0%	7.7%	0.7%
Copperfield ES	95.3%	92.9%	93.3%	94.1%	94.3%	94.9%	17.2%	24.6%	22.4%	15.0%	17.0%	14.6%	-2.4%
Dearing ES	95.2%	92.1%	93.7%	93.5%	94.5%	94.8%	16.2%	26.8%	19.0%	17.1%	13.6%	12.2%	-1.4%
Delco ES	96.5%	94.6%	94.8%	94.9%	95.1%	94.9%	8.0%	15.3%	12.1%	13.70%	10.5%	13.7%	3.2%
Dessau ES	92.3%	91.9%	93.5%	92.4%	92.5%	92.3%	25.8%	31.2%	18.1%	25.2%	24.2%	28.1%	3.9%
Hidden Lake ES				95.9%	95.7%	95.6%				5.6%	7.5%	8.9%	1.4%
Highland Park ES	98.1%	95.1%	95.1%	95.2%	95.4%	94.9%	3.4%	9.8%	8.5%	11.0%	9.9%	12.6%	2.7%
Mott ES	97.4%	93.5%	95.3%	95.2%	95.5%	95.8%	6.5%	19.6%	8.4%	8.6%	8.4%	8.9%	0.5%
Murchison ES	98.4%	94.8%	95.6%	95.3%	96.4%	96.1%	2.2%	12.7%	7.4%	7.1%	4.3%	6.9%	2.6%
Northwest ES	93.2%	92.5%	92.2%	92.1%	93.0%	94.1%	25.2%	25.8%	28.3%	29.3%	24.1%	20.8%	-3.3%
Parmer Lane ES	96.0%	93.6%	94.1%	94.5%	94.6%	94.2%	10.5%	21.6%	16.8%	14.8%	15.7%	20.1%	4.4%
Pflugerville ES	96.3%	94.0%	94.5%	94.7%	95.1%	95.0%	11.2%	19.3%	14.6%	15.5%	11.2%	16.7%	5.5%
Riojas ES	97.4%	94.9%	95.1%	94.9%	95.5%	95.6%	5.5%	13.3%	11.0%	8.8%	7.0%	8.6%	1.6%
River Oaks ES	94.6%	92.6%	93.6%	92.7%	93.7%	94.0%	17.0%	25.6%	19.5%	25.7%	19.5%	20.2%	0.7%
Rowe Lane ES	98.1%	94.5%	95.0%	95.6%	96.2%	96.1%	3.3%	12.6%	9.1%	7.1%	5.4%	6.1%	0.7%
Ruth Barron ES	94.2%	93.2%	93.6%	93.1%	94.1%	94.0%	17.0%	21.7%	19.8%	25.1%	16.0%	17.7%	1.7%
Spring Hill ES	95.5%	93.8%	94.6%	93.9%	94.7%	94.7%	13.0%	17.5%	13.8%	20.0%	15.4%	15.8%	0.4%
Timmerman ES	94.7%	92.6%	93.5%	93.0%	93.1%	93.3%	18.1%	24.3%	20.2%	21.2%	23.3%	22.3%	-1.0%
Wieland ES	95.9%	93.9%	94.3%	94.3%	95.2%	95.0%	10.7%	17.2%	15.2%	15.3%	11.3%	13.2%	1.9%
Windermere ES	95.9%	93.5%	94.2%	94.0%	94.0%	94.1%	13.8%	22.1%	15.1%	18.2%	17.7%	20.8%	3.1%



2026 STAAR RESULTS: Grades 3-8 and EOC

Five-Year Trend Data at Approaches, Meets, and Masters Levels of Performance

All results with the exception of STAAR Alt-2

STAAR Performance Levels

Approaches Grade Level is defined as the minimum passing standard

Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
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Did Not Meet Grade Level	Students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. <i>This performance category applies to students scoring below Approaches Grade Level.</i> <i>Students at this level have <u>NOT met the minimum passing standard for assessment requirements.</u></i>
Approaches Grade Level	Students are likely to succeed in the next grade or course with targeted academic intervention. <i>Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.</i> <i>Students at this level have <u>met the minimum passing standard for assessment requirements.</u></i>
Meets Grade Level	Students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. <i>Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.</i>
Masters Grade Level	Students are expected to succeed in the next grade or course with little or no academic intervention. <i>Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.</i>

STAAR TREND RESULTS - Performance Levels, Showing Increase or Decrease from 2025 to 2026

English & Spanish Combined, Does not include STAAR Alt 2

Grade 3 MATH															
	Math – 2022 --Final Results--			Math – 2023 --Final Results--			Math – 2024 --Final Results--			Math – 2025 --Final Results--			Math – 2026 --PRELIM RESULTS--		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	70%	41%	20%	72%	43%	18%	68%	40%	15%	69%	44%	19%	66%	44%	22%
Region 13	71%	43%	22%	73%	45%	21%	67%	41%	17%	68%	45%	21%			
District - PfISD	71%	44%	23%	73%	47%	24%	70%	43%	18%	71%	46%	22%	65%	44%	23%
Brookhollow ES	65%	42%	22%	53%	22%	8%	64%	38%	16%	64%	35%	16%	60%	39%	14%
Caldwell ES	69%	44%	20%	75%	45%	24%	71%	43%	10%	62%	34%	13%	62%	40%	16%
Carpenter ES	90%	70%	38%	92%	63%	26%	84%	59%	23%	89%	58%	27%	66%	45%	24%
Copperfield ES	71%	30%	14%	59%	26%	9%	53%	19%	8%	61%	35%	17%	60%	39%	26%
Dearing ES	71%	40%	30%	76%	61%	31%	85%	61%	25%	82%	58%	30%	72%	50%	32%
Delco ES	70%	29%	3%	64%	34%	12%	54%	26%	3%	67%	37%	13%	60%	36%	8%
Dessau ES	56%	19%	9%	36%	11%	2%	58%	16%	3%	52%	15%	4%	32%	12%	1%
Hidden Lake ES							78%	48%	16%	71%	51%	21%	74%	52%	19%
Highland Park ES	85%	68%	39%	83%	62%	31%	79%	64%	33%	86%	70%	47%	75%	62%	42%
Mott ES	75%	44%	27%	89%	60%	35%	88%	64%	32%	91%	78%	41%	89%	68%	30%
Murchison ES	90%	67%	42%	91%	69%	36%	82%	61%	31%	92%	75%	44%	91%	78%	54%
Northwest ES	52%	31%	7%	69%	39%	16%	46%	10%	6%	58%	32%	12%	55%	27%	18%
Parmer Lane ES	68%	34%	18%	74%	46%	26%	58%	27%	15%	60%	29%	13%	49%	27%	4%
Pflugerville ES	66%	36%	16%	69%	43%	31%	61%	25%	6%	52%	13%	2%	67%	22%	12%
Riojas ES	80%	57%	37%	80%	64%	40%	92%	69%	40%	88%	71%	39%	85%	66%	44%
River Oaks ES	79%	43%	16%	69%	39%	21%	66%	37%	12%	50%	32%	14%	40%	29%	13%
Rowe Lane ES	78%	56%	32%	86%	63%	35%	73%	52%	16%	85%	61%	30%	81%	65%	42%
Ruth Barron ES	54%	28%	8%	51%	20%	8%	46%	13%	7%	61%	36%	8%	54%	23%	7%
Spring Hill ES	55%	33%	16%	67%	29%	13%	63%	32%	12%	52%	23%	7%	47%	25%	8%
Timmerman ES	58%	26%	11%	69%	35%	12%	72%	38%	21%	59%	27%	14%	57%	30%	12%
Wieland ES	80%	48%	26%	60%	40%	18%	64%	36%	13%	62%	44%	13%	56%	42%	20%
Windermere ES	66%	27%	16%	73%	46%	16%	56%	32%	16%	61%	33%	16%	53%	27%	12%

Grade 3 Reading Language Arts (RLA)															
	RLA – 2022 --Final Results--			RLA – 2023 --Final Results--			RLA – 2024 --Final Results--			RLA – 2025 --Final Results--			RLA – 2026 --PRELIM RESULTS--		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	75%	50%	30%	75%	48%	19%	72%	46%	20%	76%	50%	22%	73%	49%	24%
Region 13	78%	54%	35%	76%	52%	23%	72%	48%	22%	75%	52%	25%			
District - PfISD	76%	53%	33%	77%	53%	24%	71%	48%	24%	75%	50%	24%	72%	50%	27%
Brookhollow ES	78%	54%	37%	68%	40%	22%	75%	53%	25%	76%	54%	18%	67%	42%	9%
Caldwell ES	75%	51%	20%	81%	48%	21%	71%	38%	9%	71%	37%	14%	65%	41%	21%
Carpenter ES	81%	65%	42%	88%	63%	19%	85%	61%	35%	86%	65%	24%	83%	59%	33%
Copperfield ES	67%	41%	25%	67%	33%	17%	53%	25%	13%	60%	33%	20%	65%	43%	24%
Dearing ES	82%	63%	42%	83%	62%	38%	82%	62%	32%	82%	59%	38%	78%	63%	30%
Delco ES	56%	24%	16%	72%	46%	17%	63%	24%	3%	67%	31%	10%	68%	36%	17%
Dessau ES	47%	28%	11%	54%	15%	4%	49%	17%	1%	55%	25%	8%	47%	19%	4%
Hidden Lake ES							80%	62%	27%	81%	58%	28%	77%	56%	28%
Highland Park ES	92%	71%	47%	80%	67%	40%	83%	68%	45%	86%	67%	45%	83%	64%	40%
Mott ES	86%	58%	34%	87%	64%	30%	87%	60%	34%	91%	71%	42%	86%	75%	46%
Murchison ES	93%	74%	48%	90%	75%	42%	81%	65%	37%	93%	75%	46%	88%	83%	53%
Northwest ES	62%	36%	21%	65%	37%	12%	52%	22%	8%	62%	42%	16%	55%	35%	14%
Parmer Lane ES	72%	48%	37%	74%	43%	13%	60%	28%	8%	61%	33%	14%	51%	34%	13%
Pflugerville ES	61%	41%	17%	76%	47%	16%	63%	34%	12%	54%	25%	0%	63%	31%	18%
Riojas ES	85%	63%	43%	86%	72%	42%	91%	81%	58%	93%	79%	41%	86%	72%	53%
River Oaks ES	79%	46%	31%	61%	47%	24%	59%	35%	20%	51%	35%	23%	57%	26%	10%
Rowe Lane ES	86%	68%	48%	91%	72%	31%	77%	54%	26%	92%	75%	33%	88%	69%	40%
Ruth Barron ES	65%	36%	16%	55%	25%	11%	46%	16%	7%	71%	39%	20%	58%	21%	10%
Spring Hill ES	65%	41%	30%	73%	41%	10%	58%	34%	14%	54%	20%	3%	61%	35%	13%
Timmerman ES	72%	44%	30%	68%	40%	16%	79%	51%	25%	77%	45%	16%	72%	40%	12%
Wieland ES	86%	66%	42%	67%	47%	13%	66%	43%	13%	69%	46%	18%	68%	52%	30%
Windermere ES	66%	41%	22%	79%	54%	19%	67%	47%	22%	76%	41%	20%	71%	42%	18%

Grade 4 MATH

	Math – 2022 --Final Results--			Math – 2023 --Final Results--			Math – 2024 --Final Results--			Math – 2025 --Final Results--			Math – 2026 --PRELIM RESULTS--		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Approaches Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	68%	41%	22%	69%	46%	21%	67%	44%	20%	67%	45%	23%	68%	49%	24%
Region 13	68%	42%	25%	69%	47%	23%	65%	43%	20%	65%	43%	23%			
District - PflISD	66%	42%	23%	66%	44%	22%	64%	43%	21%	65%	43%	23%	65%	48%	25%
Brookhollow ES	71%	28%	5%	58%	30%	13%	52%	28%	13%	49%	26%	9%	59%	37%	13%
Caldwell ES	61%	35%	16%	71%	57%	21%	62%	38%	21%	68%	32%	11%	52%	33%	13%
Carpenter ES	77%	61%	34%	93%	82%	49%	69%	51%	18%	85%	70%	39%	86%	72%	31%
Copperfield ES	59%	42%	17%	57%	37%	13%	45%	19%	4%	44%	21%	4%	58%	36%	11%
Dearing ES	62%	39%	23%	62%	39%	22%	73%	49%	24%	74%	51%	24%	58%	42%	23%
Delco ES	53%	19%	8%	61%	17%	7%	58%	36%	7%	59%	23%	3%	47%	17%	6%
Dessau ES	31%	11%	4%	33%	13%	3%	25%	9%	1%	47%	21%	9%	38%	25%	10%
Hidden Lake ES							77%	59%	32%	83%	63%	42%	68%	48%	29%
Highland Park ES	85%	64%	45%	79%	55%	32%	84%	66%	37%	78%	60%	36%	80%	68%	47%
Mott ES	80%	59%	34%	78%	60%	34%	85%	66%	33%	81%	53%	33%	83%	69%	39%
Murchison ES	75%	54%	37%	85%	66%	37%	91%	73%	51%	81%	65%	45%	96%	87%	60%
Northwest ES	53%	25%	11%	33%	7%	0%	38%	20%	8%	27%	14%	10%	49%	33%	18%
Parmer Lane ES	61%	35%	15%	64%	39%	8%	55%	36%	18%	47%	22%	9%	47%	28%	8%
Pflugerville ES	68%	37%	14%	55%	34%	9%	65%	38%	13%	49%	15%	2%	48%	29%	8%
Riojas ES	69%	47%	26%	77%	50%	28%	72%	52%	30%	83%	65%	35%	75%	55%	23%
River Oaks ES	64%	38%	17%	60%	31%	12%	64%	35%	20%	66%	49%	27%	48%	37%	18%
Rowe Lane ES	87%	64%	38%	81%	64%	37%	73%	59%	26%	74%	52%	29%	80%	64%	34%
Ruth Barron ES	62%	35%	6%	70%	38%	15%	63%	35%	12%	65%	39%	19%	70%	50%	29%
Spring Hill ES	45%	20%	7%	67%	41%	16%	55%	18%	7%	55%	24%	11%	46%	23%	9%
Timmerman ES	46%	20%	9%	36%	18%	4%	38%	17%	4%	35%	20%	7%	65%	42%	25%
Wieland ES	55%	27%	18%	67%	35%	13%	53%	36%	19%	47%	36%	11%	58%	32%	8%
Windermere ES	84%	62%	37%	48%	32%	23%	54%	36%	24%	66%	43%	32%	60%	44%	30%

Grade 4 Reading Language Arts (RLA)

	RLA – 2022 --Final Results--			RLA – 2023 --Final Results--			RLA – 2024 --Final Results--			RLA – 2025 --Final Results--			RLA – 2026 --PRELIM RESULTS--		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	76%	52%	28%	76%	46%	21%	79%	49%	22%	79%	52%	23%	76%	52%	23%
Region 13	77%	56%	32%	78%	52%	27%	79%	53%	26%	78%	54%	26%			
District - PflISD	74%	53%	31%	76%	50%	23%	78%	52%	26%	78%	54%	26%	76%	54%	27%
Brookhollow ES	79%	60%	32%	77%	47%	19%	81%	47%	20%	72%	48%	17%	76%	51%	18%
Caldwell ES	64%	40%	23%	76%	43%	12%	74%	38%	15%	79%	46%	12%	66%	41%	17%
Carpenter ES	76%	60%	34%	85%	63%	32%	87%	63%	26%	90%	70%	38%	82%	60%	31%
Copperfield ES	64%	45%	28%	65%	38%	14%	65%	38%	17%	65%	40%	19%	72%	54%	30%
Dearing ES	82%	66%	41%	77%	52%	19%	83%	60%	24%	88%	59%	31%	77%	54%	21%
Delco ES	71%	38%	19%	63%	32%	5%	74%	44%	15%	61%	34%	3%	64%	40%	17%
Dessau ES	47%	28%	12%	40%	16%	2%	45%	10%	1%	57%	25%	7%	63%	31%	11%
Hidden Lake ES							91%	52%	34%	88%	72%	36%	82%	64%	29%
Highland Park ES	87%	72%	46%	87%	61%	35%	88%	74%	44%	83%	68%	43%	88%	70%	50%
Mott ES	86%	67%	35%	84%	63%	31%	94%	66%	42%	90%	70%	37%	90%	75%	31%
Murchison ES	85%	67%	52%	91%	67%	41%	91%	73%	37%	88%	67%	42%	91%	74%	45%
Northwest ES	70%	53%	21%	51%	22%	4%	63%	25%	8%	63%	23%	6%	64%	36%	18%
Parmer Lane ES	78%	53%	33%	82%	48%	25%	74%	58%	27%	74%	51%	18%	73%	42%	28%
Pflugerville ES	70%	38%	21%	66%	38%	11%	73%	49%	18%	75%	33%	8%	62%	25%	8%
Riojas ES	86%	62%	36%	83%	67%	38%	88%	64%	40%	92%	78%	47%	85%	70%	33%
River Oaks ES	66%	44%	27%	75%	45%	19%	64%	38%	24%	63%	52%	27%	70%	45%	22%
Rowe Lane ES	90%	75%	43%	84%	66%	34%	91%	69%	39%	87%	59%	24%	87%	66%	29%
Ruth Barron ES	57%	30%	13%	73%	42%	14%	68%	39%	15%	71%	48%	20%	80%	56%	26%
Spring Hill ES	42%	18%	11%	74%	39%	14%	65%	37%	11%	69%	48%	18%	57%	30%	7%
Timmerman ES	59%	43%	18%	63%	32%	11%	64%	41%	14%	61%	35%	15%	65%	44%	21%
Wieland ES	63%	37%	18%	78%	50%	20%	77%	38%	9%	67%	42%	15%	68%	44%	14%
Windermere ES	80%	62%	40%	73%	52%	29%	88%	58%	34%	83%	60%	36%	72%	51%	36%

Grade 5 MATH															
	Math – 2022 --Final Results--			Math – 2023 --Final Results--			Math – 2024 --Final Results--			Math – 2025 --Final Results--			Math – 2026 --PRELIM RESULTS--		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	75%	46%	24%	79%	47%	21%	75%	48%	19%	72%	45%	21%	74%	47%	20%
Region 13	74%	45%	24%	78%	51%	24%	74%	49%	21%	71%	46%	22%			
District - PfISD	72%	40%	20%	81%	51%	22%	74%	47%	17%	71%	43%	20%	73%	47%	20%
Brookhollow ES	79%	33%	16%	93%	53%	16%	83%	60%	23%	79%	37%	17%	59%	30%	13%
Caldwell ES	63%	29%	10%	87%	49%	20%	82%	47%	13%	69%	47%	18%	79%	48%	21%
Carpenter ES	69%	40%	21%	92%	59%	29%	90%	73%	30%	71%	40%	20%	84%	59%	29%
Copperfield ES	72%	50%	26%	91%	69%	27%	88%	69%	24%	81%	52%	20%	80%	60%	22%
Dearing ES	73%	30%	18%	81%	59%	27%	57%	26%	6%	65%	47%	25%	84%	55%	18%
Delco ES	85%	54%	22%	56%	14%	6%	71%	24%	3%	83%	57%	24%	59%	21%	5%
Dessau ES	43%	16%	4%	49%	18%	2%	43%	15%	3%	50%	18%	3%	45%	20%	6%
Hidden Lake ES							83%	47%	14%	74%	44%	19%	78%	56%	26%
Highland Park ES	83%	57%	30%	89%	69%	29%	72%	45%	12%	75%	42%	19%	79%	49%	23%
Mott ES	72%	37%	18%	83%	55%	27%	85%	59%	26%	85%	56%	28%	84%	63%	26%
Murchison ES	90%	68%	45%	97%	75%	49%	93%	74%	42%	93%	67%	39%	83%	62%	37%
Northwest ES	40%	17%	5%	61%	29%	14%	51%	21%	5%	43%	18%	12%	39%	23%	11%
Parmer Lane ES	68%	36%	16%	93%	58%	17%	70%	40%	10%	64%	38%	21%	67%	31%	13%
Pflugerville ES	74%	44%	19%	91%	57%	18%	85%	55%	15%	78%	55%	26%	74%	48%	15%
Riojas ES	77%	29%	8%	86%	60%	20%	84%	57%	25%	86%	62%	35%	87%	64%	31%
River Oaks ES	70%	36%	22%	71%	29%	8%	54%	33%	3%	56%	27%	11%	64%	44%	18%
Rowe Lane ES	85%	61%	35%	94%	70%	37%	81%	64%	25%	82%	56%	32%	79%	51%	24%
Ruth Barron ES	63%	31%	16%	70%	39%	7%	73%	41%	11%	55%	21%	5%	72%	37%	12%
Spring Hill ES	74%	44%	16%	72%	40%	17%	77%	31%	8%	63%	29%	8%	69%	45%	16%
Timmerman ES	65%	39%	19%	62%	25%	12%	36%	18%	3%	51%	20%	6%	52%	33%	14%
Wieland ES	75%	42%	21%	80%	57%	24%	92%	70%	28%	66%	48%	34%	76%	45%	22%
Windermere ES	57%	23%	7%	83%	42%	18%	60%	41%	15%	60%	33%	11%	59%	34%	16%

Grade 5 Reading Language Arts (RLA)															
	RLA – 2022 --Final Results--			RLA – 2023 --Final Results--			RLA – 2024 --Final Results--			RLA – 2025 --Final Results--			RLA – 2026 --PRELIM RESULTS--		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	80%	56%	36%	80%	55%	28%	78%	53%	28%	76%	57%	29%	78%	57%	34%
Region 13	81%	59%	40%	81%	58%	33%	79%	58%	34%	77%	59%	33%			
District - PfISD	80%	56%	36%	81%	58%	31%	78%	55%	30%	77%	56%	31%	80%	60%	38%
Brookhollow ES	87%	54%	33%	93%	71%	33%	74%	55%	29%	77%	60%	26%	78%	55%	30%
Caldwell ES	73%	47%	30%	76%	51%	27%	81%	52%	24%	71%	47%	23%	90%	68%	48%
Carpenter ES	86%	61%	40%	83%	68%	39%	92%	67%	44%	82%	67%	40%	88%	73%	42%
Copperfield ES	63%	42%	18%	80%	48%	25%	75%	53%	27%	74%	52%	26%	73%	47%	26%
Dearing ES	91%	59%	39%	83%	62%	24%	82%	58%	31%	72%	66%	42%	88%	74%	45%
Delco ES	84%	53%	26%	69%	33%	11%	63%	37%	7%	79%	51%	21%	71%	40%	18%
Dessau ES	66%	38%	22%	52%	22%	7%	53%	20%	6%	60%	32%	10%	59%	41%	20%
Hidden Lake ES							85%	68%	41%	75%	57%	36%	86%	70%	52%
Highland Park ES	90%	70%	43%	88%	70%	43%	85%	61%	31%	86%	67%	39%	84%	73%	53%
Mott ES	82%	58%	36%	87%	63%	30%	85%	70%	45%	86%	69%	41%	87%	65%	42%
Murchison ES	94%	82%	60%	91%	73%	44%	94%	73%	51%	91%	73%	45%	91%	70%	43%
Northwest ES	60%	43%	18%	70%	49%	19%	45%	26%	5%	63%	33%	8%	50%	32%	20%
Parmer Lane ES	89%	61%	32%	90%	75%	46%	71%	46%	25%	73%	45%	17%	76%	53%	28%
Pflugerville ES	86%	62%	42%	84%	55%	18%	83%	53%	21%	70%	54%	34%	83%	63%	37%
Riojas ES	85%	62%	44%	91%	77%	45%	91%	67%	46%	90%	79%	50%	90%	79%	60%
River Oaks ES	65%	45%	33%	59%	31%	16%	66%	39%	15%	64%	40%	19%	77%	55%	36%
Rowe Lane ES	88%	68%	53%	93%	80%	50%	88%	73%	42%	90%	73%	41%	81%	64%	36%
Ruth Barron ES	63%	30%	13%	63%	33%	11%	72%	37%	14%	72%	40%	14%	76%	46%	20%
Spring Hill ES	71%	48%	25%	70%	36%	16%	69%	42%	22%	74%	34%	15%	76%	49%	28%
Timmerman ES	74%	51%	30%	75%	52%	21%	62%	36%	14%	58%	36%	17%	71%	40%	25%
Wieland ES	81%	54%	35%	78%	57%	22%	88%	62%	36%	78%	50%	28%	78%	53%	35%
Windermere ES	72%	54%	38%	89%	70%	48%	85%	62%	41%	80%	63%	38%	80%	59%	42%

Grade 5 Science															
	Science – 2022 --Final Results--			Science – 2023 --Final Results--			Science – 2024 --Final Results--			Science – 2025 --Final Results--			Science – 2026 --PRELIM RESULTS--		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	65%	37%	17%	63%	34%	15%	56%	26%	10%	63%	29%	12%	64%	36%	18%
Region 13	66%	38%	18%	65%	37%	17%	56%	27%	12%	61%	29%	13%			
District - PfISD	62%	34%	15%	62%	32%	14%	54%	24%	10%	56%	24%	9%	61%	31%	13%
Brookhollow ES	75%	40%	18%	78%	49%	24%	63%	34%	18%	63%	27%	15%	63%	38%	14%
Caldwell ES	57%	31%	8%	53%	24%	6%	71%	35%	18%	45%	18%	5%	58%	24%	6%
Carpenter ES	58%	29%	9%	73%	43%	19%	73%	42%	18%	67%	28%	11%	73%	44%	24%
Copperfield ES	59%	24%	10%	78%	41%	19%	68%	28%	9%	61%	21%	7%	65%	41%	19%
Dearing ES	66%	39%	15%	63%	34%	9%	36%	3%	1%	66%	22%	7%	81%	57%	25%
Delco ES	64%	21%	4%	31%	11%	3%	15%	1%	0%	38%	11%	0%	31%	2%	0%
Dessau ES	29%	5%	1%	28%	4%	1%	21%	1%	0%	22%	5%	2%	32%	3%	1%
Hidden Lake ES							63%	30%	15%	59%	22%	7%	68%	27%	13%
Highland Park ES	74%	49%	23%	80%	47%	24%	56%	23%	5%	72%	28%	9%	68%	32%	15%
Mott ES	67%	40%	18%	65%	26%	7%	72%	41%	18%	55%	15%	8%	61%	30%	13%
Murchison ES	90%	63%	36%	83%	52%	23%	82%	46%	24%	90%	63%	27%	78%	40%	20%
Northwest ES	36%	20%	5%	40%	17%	9%	21%	5%	3%	35%	10%	2%	23%	5%	0%
Parmer Lane ES	55%	27%	16%	71%	39%	17%	43%	17%	3%	56%	24%	7%	54%	21%	11%
Pflugerville ES	63%	30%	17%	61%	30%	9%	55%	17%	6%	57%	16%	4%	69%	26%	6%
Riojas ES	65%	30%	11%	70%	30%	10%	61%	31%	10%	78%	45%	21%	79%	49%	17%
River Oaks ES	48%	22%	12%	33%	16%	4%	28%	3%	3%	17%	8%	1%	36%	8%	0%
Rowe Lane ES	82%	53%	27%	85%	59%	34%	73%	31%	12%	75%	33%	13%	70%	40%	19%
Ruth Barron ES	37%	7%	2%	38%	7%	1%	23%	4%	1%	28%	6%	1%	45%	16%	8%
Spring Hill ES	64%	29%	11%	47%	21%	6%	43%	9%	3%	40%	8%	3%	47%	19%	6%
Timmerman ES	66%	34%	18%	51%	17%	8%	27%	8%	4%	34%	9%	3%	56%	27%	13%
Wieland ES	50%	29%	15%	55%	31%	16%	72%	48%	20%	58%	34%	6%	73%	33%	22%
Windermere ES	57%	34%	21%	73%	45%	21%	63%	39%	22%	63%	30%	16%	60%	36%	10%

Grade 6 MATH															
	Math – 2022 --Final Results--			Math – 2023 --Final Results--			Math – 2024 --Final Results--			Math – 2025 --Final Results--			Math – 2026 --PRELIM RESULTS--		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	72%	37%	15%	74%	38%	15%	69%	37%	13%	72%	38%	15%	73%	39%	15%
Region 13	71%	38%	16%	74%	41%	17%	69%	40%	16%	72%	40%	17%			
District - PflSD	72%	39%	15%	72%	32%	10%	67%	35%	12%	70%	34%	13%	69%	34%	12%
Bohls MS	69%	32%	11%	70%	28%	9%	61%	26%	7%	73%	31%	11%	64%	30%	8%
Cele MS	88%	61%	26%	81%	34%	8%	82%	45%	13%	84%	48%	20%	84%	53%	19%
Dessau MS	59%	24%	3%	65%	21%	2%	50%	15%	3%	68%	26%	4%	62%	20%	7%
Kelly Lane MS	87%	59%	31%	90%	59%	27%	86%	62%	28%	84%	58%	28%	88%	55%	27%
Park Crest MS	73%	33%	9%	76%	32%	8%	76%	40%	11%	70%	26%	7%	69%	25%	3%
Pflugerville MS	70%	36%	10%	61%	24%	5%	60%	24%	8%	61%	26%	8%	64%	27%	7%
Westview MS	51%	16%	7%	53%	14%	3%	41%	15%	3%	46%	14%	3%	47%	14%	4%
*Windermere ES	100%	94%	83%	100%	94%	78%	100%	95%	70%	100%	100%	86%	100%	100%	81%

*WES students tested in 6th grade math: 18 in 2022; 18 in 2023; 20 in 2024; 21 in 2025; 21 in 2026

Grade 6 Reading Language Arts (RLA)															
	RLA – 2022 --Final Results--			RLA – 2023 --Final Results--			RLA – 2024 --Final Results--			RLA – 2025 --Final Results--			RLA – 2026 --PRELIM RESULTS--		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	69%	42%	22%	75%	51%	22%	75%	55%	25%	75%	54%	28%	72%	54%	29%
Region 13	70%	45%	26%	76%	54%	26%	75%	57%	28%	76%	58%	33%			
District - PflSD	70%	44%	24%	75%	49%	20%	75%	55%	24%	74%	54%	27%	72%	53%	30%
Bohls MS	71%	45%	26%	78%	56%	26%	71%	48%	17%	74%	49%	22%	70%	49%	23%
Cele MS	85%	60%	39%	82%	61%	28%	91%	73%	37%	94%	78%	42%	82%	66%	43%
Dessau MS	51%	24%	13%	71%	36%	9%	63%	31%	8%	78%	45%	18%	67%	41%	18%
Kelly Lane MS	90%	67%	38%	90%	68%	29%	87%	72%	36%	87%	72%	41%	87%	69%	45%
Park Crest MS	73%	42%	21%	80%	53%	23%	85%	63%	28%	79%	58%	30%	74%	57%	32%
Pflugerville MS	63%	36%	16%	65%	38%	16%	71%	55%	23%	68%	45%	22%	71%	52%	30%
Westview MS	50%	24%	11%	57%	26%	8%	52%	33%	13%	41%	25%	9%	47%	31%	15%

Grade 7 MATH															
	Math – 2022 --Final Results--			Math – 2023 --Final Results--			Math – 2024 --Final Results--			Math – 2025 --Final Results--			Math – 2026 --PRELIM RESULTS--		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	59%	29%	12%	61%	35%	10%	53%	32%	10%	52%	31%	10%	48%	29%	9%
Region 13	56%	26%	11%	56%	30%	7%	48%	27%	7%	45%	24%	6%			
District - PfISD	42%	13%	3%	44%	20%	3%	36%	16%	2%	38%	16%	2%	32%	13%	1%
Bohls MS	48%	16%	2%	44%	18%	1%	43%	22%	3%	33%	11%	1%	37%	17%	2%
Cele MS	77%	37%	9%	76%	43%	8%	47%	28%	2%	62%	27%	6%	46%	22%	2%
Dessau MS	29%	2%	0%	24%	5%	1%	22%	8%	0%	23%	11%	0%	28%	12%	1%
Kelly Lane MS	69%	27%	6%	71%	40%	5%	69%	31%	6%	68%	38%	4%	52%	29%	5%
Park Crest MS	35%	10%	3%	47%	19%	3%	41%	15%	1%	45%	14%	0%	32%	10%	0%
Pflugerville MS	31%	7%	2%	33%	11%	1%	21%	6%	1%	37%	12%	2%	24%	8%	1%
Westview MS	24%	5%	1%	28%	8%	1%	11%	5%	0%	20%	6%	2%	15%	4%	0%

Grade 7 Reading Language Arts (RLA)															
	RLA – 2022 --Final Results--			RLA – 2023 --Final Results--			RLA – 2024 --Final Results--			RLA – 2025 --Final Results--			RLA – 2026 --PRELIM RESULTS--		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	78%	54%	37%	77%	52%	26%	72%	52%	28%	74%	52%	27%	77%	54%	31%
Region 13	79%	58%	41%	77%	57%	32%	73%	55%	33%	75%	55%	30%			
District - PfISD	78%	55%	38%	77%	55%	27%	72%	51%	27%	74%	52%	29%	77%	54%	31%
Bohls MS	81%	63%	43%	74%	54%	24%	67%	53%	27%	71%	43%	22%	75%	47%	27%
Cele MS	91%	76%	59%	95%	80%	50%	88%	75%	52%	93%	82%	61%	91%	79%	58%
Dessau MS	65%	33%	19%	66%	35%	11%	58%	29%	11%	64%	34%	10%	74%	40%	18%
Kelly Lane MS	92%	74%	58%	92%	78%	44%	91%	70%	42%	89%	68%	39%	88%	71%	44%
Park Crest MS	77%	55%	33%	82%	55%	29%	80%	53%	24%	81%	59%	28%	74%	54%	26%
Pflugerville MS	73%	43%	31%	65%	42%	14%	68%	43%	21%	69%	44%	25%	71%	45%	22%
Westview MS	66%	39%	21%	62%	33%	12%	45%	21%	8%	47%	28%	12%	55%	31%	13%

Grade 8 MATH															
	Math – 2022 --Final Results--			Math – 2023 --Final Results--			Math – 2024 --Final Results--			Math – 2025 --Final Results--			Math – 2026 --PRELIM RESULTS--		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	70%	38%	13%	74%	44%	16%	71%	41%	15%	69%	45%	17%	73%	47%	16%
Region 13	72%	43%	18%	76%	51%	24%	72%	47%	23%	72%	52%	26%			
District - PfISD	67%	35%	12%	74%	43%	17%	65%	33%	13%	67%	44%	18%	71%	45%	15%
Bohls MS	74%	41%	14%	78%	50%	18%	64%	33%	10%	63%	37%	16%	72%	40%	10%
Cele MS	86%	61%	24%	89%	61%	32%	83%	50%	15%	75%	55%	27%	84%	60%	28%
Dessau MS	56%	19%	2%	56%	24%	6%	59%	17%	4%	65%	36%	7%	49%	27%	6%
Kelly Lane MS	81%	50%	21%	90%	64%	30%	84%	57%	32%	84%	64%	35%	87%	65%	24%
Park Crest MS	61%	26%	7%	77%	41%	14%	62%	31%	11%	73%	45%	17%	75%	50%	15%
Pflugerville MS	55%	23%	8%	70%	33%	12%	61%	27%	12%	57%	35%	16%	67%	40%	11%
Westview MS	43%	15%	2%	51%	15%	3%	40%	12%	4%	47%	26%	4%	50%	22%	4%

Grade 8 Reading Language Arts (RLA)															
	RLA – 2022 --Final Results--			RLA – 2023 --Final Results--			RLA – 2024 --Final Results--			RLA – 2025 --Final Results--			RLA – 2026 --PRELIM RESULTS--		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	82%	56%	37%	82%	56%	27%	78%	54%	28%	80%	56%	31%	83%	59%	32%
Region 13	82%	59%	40%	82%	59%	32%	79%	57%	33%	80%	60%	36%			
District - PfISD	80%	55%	36%	82%	55%	28%	80%	59%	31%	81%	56%	30%	85%	62%	35%
Bohls MS	82%	63%	39%	82%	59%	27%	84%	62%	33%	83%	59%	32%	86%	57%	28%
Cele MS	89%	66%	46%	92%	76%	42%	92%	77%	43%	91%	73%	49%	94%	82%	60%
Dessau MS	71%	42%	23%	74%	40%	14%	73%	46%	16%	78%	46%	22%	73%	45%	17%
Kelly Lane MS	91%	69%	46%	94%	75%	46%	92%	80%	52%	94%	77%	43%	92%	78%	50%
Park Crest MS	78%	53%	33%	85%	55%	29%	83%	54%	24%	83%	57%	30%	91%	64%	32%
Pflugerville MS	75%	50%	33%	78%	45%	21%	83%	57%	27%	74%	47%	23%	84%	52%	27%
Westview MS	64%	34%	20%	61%	29%	12%	52%	30%	11%	59%	30%	10%	71%	46%	23%

Grade 8 Science															
	Science – 2022 --Final Results--			Science – 2023 --Final Results--			Science – 2024 --Final Results--			Science – 2025 --Final Results--			Science – 2026 --PRELIM RESULTS--		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	73%	43%	22%	72%	45%	16%	68%	42%	16%	72%	46%	18%	75%	53%	29%
Region 13	74%	47%	27%	75%	51%	22%	69%	47%	22%	73%	51%	23%			
District - PflISD	69%	40%	22%	74%	48%	19%	68%	42%	15%	73%	47%	19%	79%	60%	37%
Bohls MS	68%	35%	14%	71%	43%	13%	66%	34%	11%	67%	37%	12%	75%	48%	23%
Cele MS	87%	65%	42%	91%	71%	36%	85%	65%	28%	86%	65%	29%	91%	77%	51%
Dessau MS	48%	19%	7%	52%	20%	4%	49%	22%	3%	56%	25%	5%	61%	39%	19%
Kelly Lane MS	83%	56%	36%	90%	69%	34%	86%	61%	25%	93%	75%	42%	90%	76%	52%
Park Crest MS	71%	37%	18%	79%	55%	21%	71%	44%	14%	78%	50%	17%	86%	72%	47%
Pflugerville MS	65%	32%	16%	76%	44%	13%	75%	49%	18%	74%	42%	16%	82%	59%	37%
Westview MS	48%	22%	8%	47%	21%	5%	38%	18%	6%	49%	26%	8%	61%	43%	23%

Grade 8 Social Studies															
	Social Studies – 2022 --Final Results--			Social Studies – 2023 --Final Results--			Social Studies – 2024 --Final Results--			Social Studies – 2025 --Final Results--			Social Studies – 2026 --PRELIM RESULTS--		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	59%	29%	17%	60%	31%	15%	58%	31%	16%	55%	30%	16%	57%	32%	16%
Region 13	62%	34%	22%	64%	37%	20%	61%	36%	21%	60%	36%	21%			
District - PflISD	60%	29%	16%	60%	30%	15%	58%	31%	15%	54%	28%	14%	61%	35%	17%
Bohls MS	57%	19%	6%	56%	27%	12%	60%	33%	13%	55%	30%	15%	57%	34%	16%
Cele MS	78%	39%	23%	73%	39%	17%	63%	31%	12%	60%	27%	10%	68%	33%	12%
Dessau MS	35%	11%	3%	37%	5%	1%	44%	14%	5%	40%	18%	6%	41%	21%	8%
Kelly Lane MS	77%	46%	28%	88%	59%	37%	83%	57%	33%	83%	49%	28%	82%	59%	38%
Park Crest MS	59%	26%	15%	64%	31%	15%	56%	29%	13%	58%	28%	12%	68%	40%	20%
Pflugerville MS	63%	33%	19%	59%	27%	12%	59%	31%	18%	49%	27%	16%	50%	25%	12%
Westview MS	39%	14%	7%	32%	12%	4%	30%	12%	6%	27%	9%	5%	47%	24%	10%

STAAR EOC TREND RESULTS - Performance Levels, Showing Increase or Decrease from 2025 to 2026

Spring Administration Only, Does not include STAAR Alt 2

ALGEBRA I															
	Algebra I – 2022 --Final Results--			Algebra I – 2023 --Final Results--			Algebra I – 2024 --Final Results--			Algebra I – 2025 --Final Results--			Algebra I – 2026 --PRELIM RESULTS--		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	74%	46%	30%	78%	45%	24%	79%	45%	25%	76%	47%	29%	82%	54%	30%
Region 13	70%	43%	29%	75%	45%	27%	77%	45%	27%	74%	46%	30%			
District - PfISD	61%	33%	20%	70%	36%	17%	73%	39%	21%	68%	38%	21%	75%	46%	22%
PACE HS							33%	5%	0%	17%	8%	0%	17%	17%	6%
Hendrickson HS	67%	34%	19%	75%	34%	14%	84%	49%	21%	82%	39%	15%	82%	47%	18%
Connally HS	27%	6%	2%	39%	4%	1%	38%	4%	1%	40%	10%	5%	42%	10%	3%
Pflugerville HS	51%	16%	7%	63%	25%	8%	65%	19%	7%	57%	20%	7%	65%	25%	6%
Weiss HS	45%	16%	6%	57%	13%	3%	61%	20%	6%	61%	29%	12%	73%	39%	11%
Bohls MS	95%	73%	52%	95%	73%	40%	99%	74%	43%	99%	82%	54%	100%	73%	39%
Cele MS	97%	79%	52%	100%	87%	47%	98%	92%	59%	99%	72%	45%	97%	82%	51%
Dessau MS	95%	54%	30%	96%	64%	24%	94%	56%	26%	97%	81%	46%	96%	61%	16%
Kelly Lane MS	99%	83%	63%	100%	85%	51%	98%	70%	45%	100%	89%	62%	99%	88%	58%
Park Crest MS	98%	70%	56%	99%	84%	53%	99%	82%	58%	99%	85%	65%	99%	88%	56%
Pflugerville MS	85%	52%	29%	99%	72%	35%	100%	76%	42%	97%	69%	37%	99%	80%	51%
Westview MS	78%	39%	19%	81%	36%	17%	90%	35%	24%	95%	60%	38%	94%	83%	49%

BIOLOGY															
	Biology – 2022 --Final Results--			Biology – 2023 --Final Results--			Biology – 2024 --Final Results--			Biology – 2025 --Final Results--			Biology – 2026 --PRELIM RESULTS--		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	82%	57%	23%	89%	57%	22%	91%	58%	19%	91%	62%	21%	93%	71%	35%
Region 13	83%	61%	28%	89%	61%	27%	91%	62%	25%	90%	65%	26%			
District - PflSD	80%	58%	23%	89%	59%	23%	91%	61%	20%	91%	64%	22%	93%	68%	36%
PACE HS							53%	7%	0%	*80%	*20%	*0%	88%	13%	0%
Hendrickson HS	90%	74%	38%	98%	82%	41%	98%	81%	31%	96%	79%	34%	98%	87%	56%
Connally HS	70%	44%	12%	79%	39%	10%	84%	40%	8%	81%	42%	10%	85%	45%	13%
Pflugerville HS	82%	57%	19%	89%	58%	20%	88%	56%	18%	90%	59%	20%	92%	65%	37%
Weiss HS	79%	55%	22%	89%	55%	17%	95%	66%	23%	95%	74%	21%	96%	77%	42%

*5 or fewer total students tested

U.S. HISTORY															
	U.S. History – 2022 --Final Results--			U.S. History – 2023 --Final Results--			U.S. History – 2024 --Final Results--			U.S. History – 2025 --Final Results--			U.S. History – 2026 --PRELIM RESULTS--		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	89%	71%	44%	95%	71%	39%	95%	69%	37%	94%	68%	37%	93%	70%	37%
Region 13	90%	73%	50%	95%	74%	45%	95%	71%	42%	94%	70%	42%			
District - PflSD	88%	70%	48%	94%	70%	42%	*94%	*69%	*37%	93%	67%	40%	94%	71%	41%
PACE HS							80%	48%	4%	81%	24%	0%	93%	46%	29%
Hendrickson HS	94%	83%	62%	97%	87%	65%	*97%	*80%	*53%	98%	83%	53%	98%	86%	60%
Connally HS	81%	60%	36%	89%	57%	21%	90%	52%	23%	89%	51%	27%	88%	54%	23%
Pflugerville HS	89%	70%	48%	95%	68%	37%	95%	69%	35%	93%	62%	35%	93%	64%	34%
Weiss HS	86%	66%	44%	93%	67%	40%	96%	77%	40%	94%	72%	47%	94%	79%	50%

ENGLISH I															
	English I – 2022 --Final Results--			English I – 2023 --Final Results--			English I – 2024 --Final Results--			English I – 2025 --Final Results--			English I – 2026 --PRELIM RESULTS--		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	63%	48%	11%	70%	54%	14%	67%	54%	17%	66%	51%	16%	71%	55%	13%
Region 13	65%	52%	13%	72%	58%	19%	67%	56%	21%	67%	54%	20%			
District - PflISD	61%	47%	11%	70%	55%	16%	67%	53%	20%	64%	51%	16%	69%	54%	14%
PACE HS							14%	0%	0%	19%	5%	0%	32%	20%	0%
Hendrickson HS	81%	69%	21%	89%	80%	31%	91%	83%	37%	88%	79%	32%	86%	75%	26%
Connally HS	43%	30%	3%	53%	36%	6%	45%	28%	6%	41%	27%	5%	49%	32%	3%
Pflugerville HS	63%	46%	10%	68%	51%	12%	67%	50%	17%	61%	45%	12%	64%	49%	14%
Weiss HS	60%	46%	10%	71%	55%	14%	75%	63%	23%	76%	63%	19%	81%	63%	15%

ENGLISH II															
	English II – 2022 --Final Results--			English II – 2023 --Final Results--			English II – 2024 --Final Results--			English II – 2025 --Final Results--			English II – 2026 --PRELIM RESULTS--		
	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
State	71%	57%	9%	74%	56%	9%	75%	60%	9%	71%	56%	9%	72%	60%	9%
Region 13	72%	60%	11%	75%	60%	12%	74%	62%	12%	71%	58%	11%			
District - PflISD	67%	54%	8%	74%	57%	11%	73%	60%	11%	70%	56%	10%	73%	62%	11%
PACE HS							28%	8%	0%	33%	17%	0%	38%	19%	0%
Hendrickson HS	82%	74%	15%	88%	78%	17%	92%	83%	18%	90%	79%	16%	87%	80%	21%
Connally HS	50%	34%	3%	61%	41%	4%	51%	36%	3%	48%	31%	3%	56%	43%	4%
Pflugerville HS	69%	53%	6%	72%	53%	10%	72%	58%	12%	70%	56%	9%	68%	55%	9%
Weiss HS	65%	53%	7%	72%	57%	11%	79%	67%	12%	78%	65%	12%	81%	71%	12%

Preliminary Exhibit

Name of Entity: Pflugerville ISD Entity Contract Title: 26-27 T1C MEP SSA MOU

Entity Contract # (Determined by Department): n/a Date: 8/25/26

Addresses for Notices/Payments:

To: Education Service Center (ESC) Region 13	To: Entity
Education Service Center (ESC) Region 13	Name: <u>Pflugerville ISD</u>
Attn: <u>Ana Segulin</u>	Attn: <u>Ana Griffiths</u>
5701 Springdale Rd	Address: <u>1401 W. Pecan Street Pflugerville, TX 78660</u>
Austin, TX 78723	
ESC Region 13 Point of Contact: <u>Ana Segulin</u>	Entity Point of Contact: <u>Ana Griffiths</u>
Email: <u>ana.segulin@esc13.txed.net</u>	Email: <u>ana.griffiths@pfisd.net</u>
Phone: <u>512-919-5116</u>	Phone: <u>512-594-0000</u>

1. **Term:** The Term of this MOU is from September 1, 2026 and expires on August 31, 2027.

2. **Renewal: (Check one)**

☒

This MOU is not subject to renewal.

☐

This MOU may be renewed for up to _____ additional one-year terms upon mutual agreement of both Parties at least thirty (30) days prior to the date of termination.

3. **Scope of Work:** The services to be provided, including a detailed description of the services, are as follows:

3.1 ESC Region 13 and Entity will collaborate on the following:

To assist all migratory students in meeting challenging academic standards and achieving graduation from high school (or a certificate of high school equivalency or HiSET) with an education that prepares them for responsible citizenship, further learning, and productive employment. To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school. [ESEA as amended by ESSA, Sec. 1301]

3.2 ESC Region 13's Duties and Responsibilities and Entity will collaborate on the following:

When an LEA elects to receive their migrant funds as an SSA Member District and an ESC designates they will be a fiscal agent, both are agreeing to fully and appropriately implement the Title I, Part C Migrant Education Program. They are partners, and program implementation becomes a coordinated effort. In order for the SSA to work effectively, both the SSA Member District and the ESC must communicate, collaborate, and assume equal responsibility for their migratory students and families.

3.3 Entity's Duties and Responsibilities:

See attached Service Abstract

MEMORANDUM OF UNDERSTANDING
BETWEEN EDUCATION SERVICE CENTER REGION 13 AND
Pflugerville ISD



THIS MEMORANDUM OF UNDERSTANDING ("MOU") is entered into by and between EDUCATION SERVICE CENTER REGION 13 ("ESC Region 13") and Pflugerville ISD ("Entity"), for the following purpose Title I, Part C Migrant Education Program. This MOU also established the framework under which Entity will work cooperatively with ESC Region 13 to provide the services ("Service"), more fully described in Scope of Work, attached hereto as **Preliminary Exhibit**.

RECITALS

WHEREAS, the Parties wish to enter into this MOU for the purpose outlined below and the Parties agree to follow the agreed upon guidelines to provide the services in this agreement;

WHEREAS, each Party, in performing governmental functions or in funding the performance of governmental functions, shall make that performance or those payments from current revenues legally available to that Party; and

WHEREAS, the Parties wish to enter into this MOU for purposes of establishing a framework of cooperation, clarifying the scope, and nature of the services to be rendered.

NOW, THEREFORE, ESC Region 13 and Entity (separately referred to as "Party" and jointly referred to as "Parties") agree to the following:

MEMORANDUM OF UNDERSTANDING

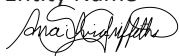
1. **SERVICES TO BE PERFORMED:** ESC Region 13 and Entity are negotiating and plan on entering into an agreement for the services specified in the Scope of Work, attached hereto as **Preliminary Exhibit**.
2. **TERM, MODIFICATION AND TERMINATION:** This MOU may be amended by mutual agreement of both Parties, and it is understood by both Parties that at any time this MOU may be terminated by thirty (30) day written notification from either Party to the other, effective the date in which the notice was properly addressed and sent. The Term of this MOU is set out in the **Preliminary Exhibit**, including any renewals.
3. **MOU AS NON-BINDING:** This MOU is being signed by the Parties to evidence their principle, non-binding intentions. The Parties acknowledge that no legally binding obligations are intended to arise between them as a result of the signing of this document. Binding obligations are only intended to arise upon the Parties signing a separate written agreement.
4. **ALLOCATION OF RISK AND CAUSE OF ACTION:** Any action taken by either Party in anticipation of the execution of a future agreement pursuant to this MOU will be at the sole risk of that Party. Entity understands and agrees that the ESC Region 13 has certified no funds under this Agreement, and Entity shall have no cause of action whatsoever for money against ESC Region 13 under this Agreement irrespective of the nature thereof. The Entity's sole remedy for breach of any provision of this Agreement is termination.
5. **LEGAL RELATIONSHIP:** This MOU shall be construed as a statement of purpose to promote a genuine and mutually beneficial collaboration between the Parties. The Parties agree and acknowledge that nothing contained in this MOU constitutes any of them as agent, partner, joint venture, or trustee of any other of them, or to have authority or power to act for, or create or assume any responsibility or obligation on behalf of any other Party.
6. **PUBLIC RECORDS:** It will be the independent responsibility of the Parties to comply with Chapter 552, Government Code (Public Information Act), as it applies to the Contracting Parties' respective information. Neither Party is authorized to receive public information requests or take any action under the Public Information Act on behalf of the other Party.
7. **VENUE:** Mandatory and exclusive venue of any dispute between the Parties to this MOU shall be in Travis County, Texas.
8. **EQUAL TREATMENT OF ALL PERSONS:** Consistent with Article I, Section 3a of the Texas Constitution, the Fourteenth Amendment to the United States Constitution, federal and State law, and Executive Order No. GA-55, Entity represents and warrants that:

1. All conduct under this MOU shall be administered and performed in a neutral manner without regard to race of persons;
 2. Entity shall not, in the specific performance of this MOU, elevate one individual person over another, or advantage any one person over another, due to race;
 3. Entity shall not, in the specific performance of this MOU, employ practices or engage in any advancement of the programs known as diversity, equity and inclusion, critical race theory, affirmative action, or other similar, divisive agendas;
 4. Entity's staff, agents, and subcontractors that are selected and employed in the specific performance of this MOU shall be selected and employed solely on merit and the ability to perform; and
 5. Entity shall ensure that any subcontractors participating in the specific performance of this MOU represent and warrant to the provisions of this Clause.
9. **BIOLOGICAL SEX AND NO PREFERRED PRONOUNS:** Entity represents and warrants that it shall ensure that all actions in specific performance of this MOU shall comply with federal and state law and reflect that there are only two sexes. Entity's employees, officers, representatives, subcontractors, and agents shall not, in performance of this MOU, present, direct, request, or suggest the use of preferred personal pronouns in professional correspondence or presentations.

By signing this MOU, both Parties acknowledge that they are duly authorized to sign on behalf of their Party and will actively abide by its terms.

Pflugerville ISD

Entity Name



Signature

Date

EDUCATION SERVICE CENTER REGION 13:



Laura Abbott (Aug 25, 2026 22:15:38 CDT)

Signature

Date

Print Name: Ana Griffiths

Title: Director of Federal and State Programs

Print Name: Laura Abbott

Title: Director of Special Programs

Authorized Representative of the Receiving Party shall sign this MOU and return to the ESC Region 13 contact listed below to be countersigned. You will receive one completed copy after the contract is fully executed.

ESC Region 13 Contact: Nancy M Sanchez

Email: nancy.sanchez@esc13.txed.net

Phone #: 512-919-5319



Ana Regulin (Aug 25, 2026 12:34:36 CDT)

**Region 13 Education Service Center
ESSA Title I, Part C Migrant Education Program
Shared Service Arrangement (SSA)**

PURPOSE OF AGREEMENT

This Letter of Agreement establishes a Shared Services Arrangement (SSA) between Education Service Center Region 13 and the signing School System(s), in which Region 13 will serve as the Fiscal Agent.

Program Assurance

- Region 13, as the Fiscal Agent for the SSA, is responsible for ensuring that funds are used in accordance with the Title I, Part C Fiscal and Program Provisions and Assurances and the requirements of the Texas Education Agency (TEA) Financial Accountability System Resource Guide.
- Submits the grant application on behalf of the membership. An LEA that is a member of an SSA is not responsible for completing the program schedule or budget for the applicable fund source.
- Ensures that funds are used in accordance with grant provisions.
- Maintains all SSA financial and personnel records required by TEA, in accordance with Financial Accounting and Reporting (FAR).

Administrative Guidelines of Consortium – Organization

- The Executive Director of Region 13 and the Superintendent or Designee of the School System are the authorities enacting the fiscal and programmatic components of this SSA.
- Region 13 will hire and maintain staff for implementation of Migrant Education Program required activities. The staff will consist of; Recruiter(s), Education Specialist, TX-NGS Specialist, Program Manager, and/or Coordinator.
- The staff will provide programmatic professional development and technical assistance to School System, as appropriate.
- Region 13 will maintain all fiscal and budgetary functions required to administer the Title I, Part C Shared Services Arrangement (SSA) and provide fiscal support and technical assistance to School Systems, as appropriate.
- Region 13, for the purpose of this formal agreement, may act as Purchasing Entities for purchases made with their fiscal allocations within the SSA.
- School System must remain in the SSA for the entire formal agreement term.
- Both Region 13 and the School System are responsible for operating in accordance with the Provision, Assurances, and Certifications stated in the TEA Standard Accountability System (SAS) and Every Student Succeeds Act (ESSA) grant application.
- Both parties shall comply with FERPA and all applicable federal and state confidentiality laws.
- All services provided through Title I, Part C shall supplement, and not supplant, services otherwise available through state, local, or other federal funds.

Ownership of Assets and Notice of Grant Award Status

- All assets, including liquid and fixed assets, will be owned by the purchasing entity.

- If at the end of the formal agreement, this SSA is terminated by its members, or if the School System leaves the SSA, the assets purchased during the formal agreement remain with the entity that purchased them.
- If a School System terminates its membership in the SSA at the end of the formal agreement and liquid assets, consisting of either current year, carry over, or reallocated Title I, Part C grant funds remain, they will be retained by the Fiscal Agent.
- At the time of joining the SSA, the School System assigns all funds for the current grant year to Region 13. If a School System becomes a member for the first time at the beginning of this formal agreement and it has remaining Title I, Part C grant funds, those funds will become Region 13's Fiscal Agent Allocation.
- Region 13 will maintain inventory, tagging, annual inventory, and disposition records for equipment purchased with grant funds.

Liabilities

Should liabilities be incurred due to complaints, grievances, or litigation, Region 13 and the School System will share costs as follows:

- If the liability is a result of Region 13's action, then Region 13 is responsible for the liability.
- If the liability is a result of the School System's, then the School System is responsible for the liability.
- If the refund liability is a result of Region 13's action, then Region 13 will be responsible for the liability and will return the liability to TEA.
- If the refund liability is the result of School System action, the Member School System will be responsible for the liability. In this case, the School System will return the liability to Region 13, and Region 13 will return the liability to the TEA on behalf of the Member School System.
- Uncontrollable costs due to actions taken against this SSA will be assessed between Region 13 and the Member School System.

Payment

Region 13 will pay/reimburse the Member School System approved cost expenditures of allowable resources (in accordance with the TEA grant program guidelines) on a timely basis upon receipt of an original signed receipt of purchase/expenditure and explanation of purchase/expenditure. Allowable expenditures are defined as those that directly support and impact students' academic success.

Records

Records must be maintained by the Member School System for seven years from the end of this formal agreement and are subject to an audit by Region 13 and by TEA.

Private Nonprofit Schools

The Member School System is responsible for consulting with the private nonprofit schools within their geographic service area. The Member School System must maintain documentation regarding the Member School System consultation with private nonprofit schools. The Member School System will complete the ESSA Private Nonprofit For.

Accountability Measures

- The Member School System is responsible for assuring compliance with Title I, Part C accountability measures and any subsequent requirements resulting from Member School System performance on those measures. Region 13's Fiscal Agent will provide support to the Member School System.
- The Member School System agrees to provide release time for selected teachers and administrators to participate in professional development and technical assistance activities

provided by the Region 13 Title I, Part C Staff, as articulated in this agreement.

- The Member School System agrees to permit Region 13 Title I, Part C staff to provide Member School System technical assistance at campuses and classrooms, as appropriate.
- The Member School System agrees to allow Region 13 Title I, Part C staff to meet with students on campus, including in classrooms or other appropriate settings, to provide individual student support or conduct student meetings, as needed.

School System Responsibilities

- Membership in the SSA will be contingent upon selection of Region 13 as fiscal agent as required by TEA and submission of the signed SSA agreement to Region 13 by the Member School System.
- Identify a School System contact who will communicate, coordinate, and collaborate with the Fiscal Agent, ESC Region 13 Migrant Education Program staff, to perform and meet the Migrant Education Program state and federal requirements.
- Provide a Title I, Part C Employment Survey in the registration packet for all students.
- Collect and send all Employment Surveys to ESC Region 13 Migrant Education Program staff for review and assist with gathering survey data and family contact information. Family contact information should include the parents' names and contact phone numbers.
- Coordinate data collection needed for Title I, Part C, Migrant Program throughout the year. Required migratory student data may include information regarding enrollments/withdrawals, grades/credits, immunizations, graduation, state assessment scores, EB, etc.
- Collaborate with the implementation of the active Identification and Recruitment (ID&R) Action Plan.
- Collaborate in the creation and implementation of the plan for serving Priority for Service (PFS) students, (PFS Action Plan).
- Collaborate with ESC Region 13 Migrant Education Program (MEP) staff in coordinating the delivery of supplemental instructional services for migratory students by identifying and communicating individual student needs.
- Maintain records as required by state, federal, and local policies, including integrating the Priority for Service (PFS) Action Plan and Identification and Recruitment (ID&R) Action Plan into a separate migrant-specific section of the District Improvement Plan (DIP).
- Assist and collaborate with the planning of cluster Parent Advisory Council (PAC) meetings (if applicable).
- Attend and participate in staff development and meetings provided by Region 13's Migrant Education Program team (Fiscal Agent).
- Collaborate with Region 13 by providing input and feedback, as appropriate, during the annual Comprehensive Needs Assessment (CNA), Service Delivery Plan (SDP), Program Evaluation, and Continuous Improvement Cycle (CIC).
- Collect and complete required TX-NGS reports for data entering and submissions, such as grades, graduation plans, Emergent Bilingual (EB) coding, Special Education, GT, 504, credits, withdrawals, state assessment scores for students in grades 3-12, etc., to meet state and federal requirements.
- Coordinate the correct coding of migratory students into PEIMS.
- Participate in annual ID&R/TX-NGS Quality Control meetings assigned by the ESC MEP staff.
- Actively disseminate required information to identify district/campus personnel (e.g., counselor, student teacher, interventionist, child nutrition, PEIMS, etc.).
- Coordinate opportunities for ESC Region 13 MEP staff to provide district leadership and staff with information on Migrant Education Program (MEP) requirements and services.
- Fulfill contact and consultation responsibilities to private schools as outlined in the program guidelines provided by TEA.

- Submit Random Validation (RV) documentation to TEA, with support from Region 13 Migrant Program staff, as applicable.

Fiscal Agent - ESC Region 13 Responsibilities

- Serve as Fiscal Agent, ensuring that funds are used in accordance with Title I, Part C Fiscal and Program Provisions and Assurances and the requirements of the Texas Education Agency (TEA) Financial Accountability System Resource Guide (FASRG).
- Provide training on Identification and Recruitment (ID&R) process/activities, Texas New Generation System (Tx-NGS) data entry, and assistance in meeting the seven areas of focus for the Migrant Program, ensuring to stay in compliance according to the Title I, Part C ESSA provisions and assurances and program guidelines.
- Provide training and technical assistance for the completion of Title I, Part C, MEP portions of the ESSA Consolidated Application for Federal Funding.
- Provide training and technical assistance on the MEP section of the ESSA Consolidated Compliance Report (PR1200).
- Provide technical assistance to the selected School System for random validations prior to the submission due date.
- Collect all the student required data for completing the Continuous Improvement Cycle (CIC) [ESEA as amended by ESSA, Section 1304(b)(1), 1306]: as outlined in the Local Needs Assessment (CAN/ Service Delivery Plan (SDP)/Program Evaluation.
- Maintain financial accounting records for Title I, Part C Migrant SSA Funds.

Serving Students:

The Texas MEP has identified the unique educational and educationally related needs of migratory children through its Statewide Comprehensive Needs Assessment. [Section 1306 (A)(1)].

- The ESC identifies the needs of each migratory child.
- Coordinates the delivery of supplemental instructional services for migratory students by determining individual student needs. This includes services such as tutoring in core content areas, statewide student assessment tutorials, reading instruction by a teacher, math instruction by a teacher, Project SMART, A Bright Beginning (ABB), Early Literacy Migrant Program, etc.
- Coordinates the delivery of non-academic supplemental support services based on student needs. This includes services such as clothing, school supplies, vision and/or hearing screenings, student leadership programs approved by the State MEP, etc. (priority is given to identified Priority for Service (PFS) students, and guidelines for supplant vs. supplanting apply, additionally, nurse/parent referral where applicable).
- Prior to using the Title I, Part C Migrant grant funds to provide direct instructional and/or support services to migratory students, the ESC must first:
 - Meet and document all other ESC program requirements outlined in the TEA Program Requirements. Document all efforts made to obtain the service for the student from other resources first. The ESC will do this by collaborating with the district of enrollment/residence to determine if the district or other entities can provide the service(s) needed for the student.

Identification and Recruitment of Migratory Children (ID&R) [ESSA, Section 1303(f)]:

- Conduct ID&R activities as outlined by the State MEP and contained in the Texas

Manual for the Identification and Recruitment of Migratory Children.

- Designate a person(s) to conduct recruitment of migratory children as needed year-round.
- Complete an ID&R Plan for region-wide recruitment.
- Ensure year-round, full-time ID&R activities.
- Review School System Family Surveys, schedule meetings, and complete ID&R process.
- Work with local employers, if available, and utilize data mapping tools to drive ID&R strategies.
- Develop and implement an ID&R network by coordinating with local and regional organizations and agencies that provide services to migratory workers and their families.
- Provide Member School System with all required forms and materials in regard to recruitment and program implementation. Offer staff development on all required components and provide technical support as needed and upon request.

TX-NGS/MSIX Data Collection [ESSA, Section 1304(b)(3)]:

- Perform responsibilities regarding the effective operation and implementation of TX-NGS as specified in the Texas Data Management Requirements Manual for TX-NGS & MSIX.
- Ensure the data entered in TX-NGS is accurate and appropriately supported by documentation.
- Review PFS supporting documentation for completeness and accuracy of the information input into TX-NGS.

Quality Control [ESSA, Section 1303(f)]:

- Oversee the ID&R and TX-NGS data collection processes, and Migrant Student Information Exchange (MSIX) data within the region to ensure proper quality control.
- Conduct ongoing Certificate of Eligibility (COE) review as outlined in the Texas Manual for the Identification and Recruitment of Migratory Children.
- Conduct annual ID&R Eligibility Validation as required by TEA.
- Complete the TX-NGS Quality Control Checklist as specified in the Texas Data Management.

Support for Migratory Out of School Youth (OSY) [ESSA, Sections 1303(f),1304(c)(4)]:

- Identify and recruit all OSY region-wide who have not been recruited by an LEA.
- Identify and coordinate available instructional and support services, provide resources and make referrals to address said needs (e.g., tutoring, High School Equivalency Certificate, etc.).

Priority for Service (PFS) [ESSA, Section 1304(d)(1)]:

In providing services under Title I, Part C, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing or at most risk of failing to meet the challenging State academic standards, or have dropped out of school.

- Provide training on the Priority for Service PFS criteria and process.
- Develop and implement LEA's Priority for Service Action Plan.
- Review PFS supporting documentation for completeness and accuracy of the information input into the Texas New Generation System (TX-NGS) and determine if children identified as priority were provided MEP services.

Higher Education and Community Collaboration [ESSA, Section 1304(c)(7)]:

Coordinate with school and community resources to encourage and foster high school completion, college preparedness and access, disseminate information about institutions of higher education, and programs such as the Migrant High School Equivalency Program (HEP) and College Assistance of Migrant Program (CAMP).

Early Childhood [ESSA, Section 1304(c)(4)]:

- Ensure all preschool migratory children have access to pre-school services.
- Communicate with districts and parents to determine accessibility to preschool readiness for all preschool migratory children.
- Provide A Bright Beginning (Early Literacy Migrant Program) to Pre-school aged students not enroll in school.

Parent Advisory Council (PAC) and PFE [ESSA, Section 1304(c)(3)(1)(B) and 1116]:

- Coordinate and conduct local Parent Advisory Council (PAC) meetings according to guidance provided by the State MEP, to ensure that meaningful consultation with parents/guardians of migratory children is incorporated into the planning, operation, and evaluation of the local MEP.
- Coordinate and provide constant parent-family engagement communication with all migratory parents.



Title I, Part C – Texas Migratory Education Program (TX-MEP)

Priority for Service (PFS) Action Plan Template for Migratory Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a **required** program activity for Title I, Part C. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The *Priority for Service Report* on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	- Who have made a qualifying move within the previous 1-year period; AND - Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	- Who have made a qualifying move within the previous 1-year period; AND - Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; OR - Students in grades K-2 or students in grade 3 who have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.
Pre-K ages 3-5 (Not in Kindergarten)	- Who have made a qualifying move within the previous 1-year period; AND - Students whose data in TX-NGS shows <i>No Other Preschool Support</i>.

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:

- (1) the required components included in the ESSA Consolidated Federal Grant Application (Part 2 – Priority for Service);
- (2) the Program Specific Provisions and Assurances on Priority for Service; and
- (3) provides districts an opportunity to list additional activities for each component.

NOTE: *This document is available on the TMEP Portal.*

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
13	227950		Marlen Gonzalez - ESC 13 MEP Program Manager Marquita Orta - ESC 13 MEP TXNGS Specialist Ana Segulin - ESC MEP Coordinator Dr. Monica Valadez - Director of Multilingual Services & Community Engagement, San Marcos CISD Ana Griffiths - Federal and State Programs Director, Pflugerville ISD
District Name:		School Year	Date:
Shared Service Arrangement District		2026-2027	9/01/2026

Requirements - ESSA Consolidated Federal Grant Application – Part 2 – Priority for Services (PS3103)

- Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
- Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).
- On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- Monitoring the progress of eligible migratory students who are PFS.
- Communicating the progress and determine needs of eligible migratory who are PFS.
- Providing services to eligible migratory who are PFS.

PFS Action Plan Completion Date: Before First Day of School

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.	ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.
---	--

LEA Staff Signature		ESC Reviewer Signature	 Ana Segulin (Sep 30, 2026 09:10:43 CDT)
Date	9/30/2026	Date Review Complete	9/30/26

School Year:	2026-2027	PFS Action Plan
Region:	District Number:	District Name:
13	227904	Pflugerville ISD

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(s):
Collaborate with SSA districts to strengthen the identification, prioritization, documentation, and monitoring of PFS migratory students to ensure timely service planning and implementation of supplemental educational services that support academic success and progress toward graduation.	Region 13 MEP staff and Shared Service Arrangement (SSA) contacts will utilize a structured system, such as but not limited to Multi-Tiered Systems of Support (MTSS), to assess and prioritize the academic needs of Priority for Service (PFS) migratory students. Document identified needs, plan services, and monitor student progress to ensure timely implementation of targeted instructional/support services.

School Year:	2026-2027	PFS Action Plan
Region:	District Number:	District Name:
13	227904	Pflugerville ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
Develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Beginning of the School year. September - October	PFS Committee	Priority for Service (PFS) Action Plan.
Run TX-NGS Priority for Service (PFS) reports to identify eligible migratory children and youth who require priority access to MEP services.	Monthly	Region 13 TXNGS Specialist	Priority for Service (PFS) Reports
Additional Activities			
Perform progress monitoring checks for Priority for Service Migratory students.	Every nine weeks	Title I, Part C Coordinator or MEP Staff School System Migrant Contact	To be retained locally at the LEA and available upon request. e.g. PFS Spreadsheet, monitoring log, email communication with campus staff

School Year:	2026-2027	PFS Action Plan
Region:	District Number:	District Name:
13	227904	Pflugerville ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of eligible migratory students who are PFS.			
Provide information , during the academic calendar year, to campus principals and appropriate campus staff on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	Fall & Spring	Title I, Part C Coordinator or MEP Staff School System Migrant Contact	PFS Action Plan, email communication, PPT, PFS Student Progress Review Forms, sign-in sheets/logs
Provide information , during the academic calendar year, to parents of PFS students information on the PFS criteria.	Ongoing throughout the 26-27 school year.	Title I, Part C Coordinator or MEP Staff	TX-NGS PFS Reports, PFS Criteria, PFS Student Progress Review Forms, sign-in sheets, phone call logs
Conduct individualized virtual, home and /or community visits to update parents on the academic progress of their children, during the academic calendar year.	Fall & Spring	Title I, Part C Coordinator or MEP Staff	TX-NGS Reports, PFS Criteria, PFS Student Progress Review Forms, sign-in sheets, phone call logs
Additional Activities			
Communicate and coordinate with the district School System Migrant contact for progress reports, identifying information and data as needed.	Every nine weeks	Title I, Part C Coordinator or MEP Staff School System Migrant Contact	TX-NGS PFS reports, progress reports, attendance records, medical needs, transcripts, coding, email communication

School Year:	2026-2027	PFS Action Plan
Region:	District Number:	District Name:
13	227904	Pflugerville ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory students who are PFS.			
Develop priority placement for PFS students to participate in migrant education program activities, using PFS reports.	Ongoing throughout the 26-27 school year.	Title I, Part C Coordinator or MEP Staff	TX-NGS PFS Report, PFS Student Progress Review Forms, sign-in sheets, phone call logs, email communications, PFS Criteria, Attendance records, STAAR Data, supplemental instructional support spreadsheet
Ensure that PFS students receive priority access to instructional services, as well as, social workers and community social services/agencies.	Ongoing throughout the 26-27 school year.	Title I, Part C Coordinator or MEP Staff School System Migrant Contact	TX-NGS PFS Report, PFS Student Progress Review Forms, sign-in sheets, phone call logs, email communications, PFS Criteria
Determine what federal, state, or local programs serve PFS students.	Ongoing throughout the 26-27 school year.	Title I, Part C Coordinator or MEP Staff	ESSA Supplement vs Supplant criteria, PFS Criteria, PFS Progress Review Forms
Additional Activities			