

Pflugerville Independent School District
Hendrickson High School
2023-2024 Board Approved



Board Approval Date: October 19, 2023

Mission Statement

Hendrickson is a safe and nurturing high school that will be an effective, relevant, and inspiring learning environment for all.

Vision

HHS will create a safe and nurturing environment by:

- promoting and maintaining a strong anti-bullying message across the campus
- building a strong, positive staff presence of available, approachable adults
- consistently using a system of cooperative behavior redirection and positive behavior reinforcement

HHS will promote effective learning by:

- expecting, valuing and teaching a strong sense of teamwork and collaboration
- setting high expectations with intentional support for achievement
- analyzing data collectively to inform instructional decisions

HHS will promote relevant learning by:

- fostering and maintaining positive relationships
- making connections between content and student lives, present and future
- purposefully designing instruction to extend learning beyond the classroom

HHS will promote inspirational learning by:

- empowering students to ask questions, voice opinions, and explore deeper into the content
- creating a sense of "Hawk Community" that contributes and serves beyond the walls of HHS

Value Statement

Improve **student learning** in every demographic, with an intentional plan for our most disadvantaged learners.

Critically read, write, and assess to measure learning and increase rigor.

Collaborate to intentionally build a **culture of success** in Hawk Nation.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hendrickson High School's enrollment as of Fall 2023 was 2120, Hendrickson has remained at this student enrollment since the 2019-2020 school year. Hendrickson serves about 530 students per class.

HHS ENROLLMENT AND DEMOGRAPHICS	2023-2024		2022-2023		2021-2022		2020-2021		2019-2020		2018-2019		2017-2018	
	ENROLLMENT	PERCENT	ENROLLMENT	PERCENT	ENROLLMENT	PERCENT	ENROLLMENT	PERCENT	ENROLLMENT	PERCENT	ENROLLMENT	PERCENT	ENROLLMENT	PERCENT
STUDENT TOTAL	2117	100%	2,175	100%	2,141	100%	2,133	100%	2,123	100%	2,395	100%	2,618	100%
9TH GRADE	516	24.37%	580	26.6%	537	25.1%	535	25.1%	571	26.9%	537	22.4%	532	20.3%
10th GRADE	566	26.74%	533	24.5%	542	25.3%	562	26.4%	539	25.4%	533	22.3%	547	20.9%
11th GRADE	517	24.42%	521	23.9%	548	25.6%	507	23.8%	523	24.6%	514	21.5%	856	32.7%
12th GRADE	518	24.47%	541	24.8%	514	24.0%	529	24.8%	490	23.1%	811	33.9%	683	26.1%
GENDER														
FEMALE	1049	49.55%	1,113	51.1%	1,047	48.9%	1,049	49.2%	1,057	49.8%	1,163	48.6%	1,269	48.5%
MALE	1068	50.45%	1,062	48.8%	1,094	51.1%	1,084	50.8%	1,066	50.2%	1,232	51.4%	1,349	51.5%
ETHNICITY														
Hispanic-Latino	799	34.7%	822	37.7%	799	37.3%	792	37.1%	748	35.2%	859	35.9%	988	37.7%
RACE														
American Indian - Alaskan Native	5	0.2%	7	0.3%	*	0.2%	*	0.2%	7	0.3%	7	0.3%	*	0.2%
Asian	187	8.8%	163	7.4%	163	7.6%	142	6.4%	157	7.4%	178	7.4%	172	6.6%
Black - African American	311	14.7%	340	15.6%	352	16.4%	357	16.7%	362	17.1%	405	16.9%	433	16.5%
Native Hawaiian - Pacific Islander	6	0.3%	6	.2%	6	0.3%	*	0.1%	*	0.1%	*	0.2%	7	0.3%
White	672	31.7%	691	31.7%	677	31.6%	702	32.9%	713	33.6%	800	33.4%	877	33.5%
Two-or-More Races	137	6.5%	146	6.7%	140	6.5%	133	6.2%	134	6.3%	142	5.9%	137	5.2%

*Counts 5 or fewer have been masked for confidentiality

Student race/ethnicity demographics have slightly decreased for White and African American Populations.

Student Special Program Identification/Participation - Hendrickson High School (Source: TAPR & OnDataSuite)					
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024

Student Special Program Identification/Participation - Hendrickson High School (Source: TAPR & OnDataSuite)					
Economically Disadvantaged	25.0%	25.7%	22.4%	23.5%	18.7%
Emergent Bilingual (EB/EL)	3.9%	4.4%	4.6%	5.9%	7.6%
At-Risk	26.6%	28.3%	43.0%	44.8%	41.5%
Special Education	10.4%	10.1%	9.95%	9.98%	9.9%
CTE					
Gifted & Talented	11.3%	11.4%	10.6%	11.2%	10.0%
Dyslexia	3.1%	3.6%	3.97%	4.6%	5.4%
Section 504	10.9%	12.2%	13.5%	15.2%	14.1%
Immigrant	1.0%	0.8%	0.5%	0.6%	0.9%
Homeless	0.6%	0.3%	0.1%	0.2%	0.6%
Migrant	0.0%	0.0%	0.0%	0.0%	0.0%
Campus Mobility Rate (for prior year)	9.3%	7.5%	7.6%	not yet reported	not yet reported

HHS Student Demographic Changes Over Time							
Year	Hispanic	White	Asian	American Indian	Native Hawaiian	Two Or More	African American
2023-2024	37.7%	31.8%	8.9%	0.2%	0.3%	6.5%	14.6%
2022-2023	37.7%	31.7%	7.4%	0.3%	0.2%	6.7%	15.6%
2021 - 2022	37.3%	31.6%	7.6%	0.2%	0.3%	6.5%	16.4%
2020 - 2021	37.1%	32.9%	6.7%	0.2%	0.1%	6.2%	16.7%
2019 - 2020	35.2%	33.6%	7.4%	0.3%	0.1%	6.3%	17.1%

The staff at Hendrickson are characterized as an experienced cohort of professionals with 65% reported as having six or more years of experience.

Teacher Average Experience					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Beginning	11	6	6	*	8
1-5 years	48	47	39	40	34
6-10 years	33	30	23	29	28
11-20 years	42	38	35	34	31

Teacher Average Experience					
Over 20 years	33	30	33	29	30

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The demographic make-up of the staff does not reflect that of the student population in the recent comparison of the two groups in 2021-2022. 65% of the staff identified as White compared to only 34% of students; only of 8% staff as African-American, compared to 16.5% of students; only 20% of staff as Hispanic to 38% of students. The total number of staff in 2021-2022 (132) represents a 10 count loss from 2019-2020 (152) despite the fact that overall student enrollment from 2019-2020 (2,123) to 2021-2022 (2,141) has remained relatively steady.

Teacher Ethnicity					
Ethnicity/ Race	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total Teachers	192	179	139	138	131
Asian	*	*	*	*	*
African American	10	13	11	11	12
Hispanic	31	33	29	27	29
American Indian	*	*	*	*	*
Pacific Islander	*	0	0	0	0
White	115	99	89	89	81
Two or More Races	7	*	*	*	*

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DISCIPLINE RATES:

Hendrickson was able to reduce the number of fights from 2021-2022 to 2022-2023

Discipline Action Summary at Hendrickson HS during 2022 - 2023	
Description	ACTION CODES (see below)
	Total
Possessed, Sold, Used, Or Was Under Influence Of Marijuana Or Other Controlled Substance	50
Public Lewdness Or Indecent Exposure	2
Conduct Occurring Off Campus/Student Not In Attendance/Felony Title 5	4
Conduct Occurring Off Campus/Student Not In Attendance/Felony Not In Title 5	0
Violation Of Student Code Of Conduct	337
Emergency Placement/Expulsion	2

Discipline Action Summary at Hendrickson HS during 2022 - 2023	
Terroristic Threat	1
Assault against employee/volunteer	3
Assault against someone other than school employee/volunteer	5
Felony Controlled Substance Violation	1
Fighting/Mutual Combat	15
Serious Misbehavior while expelled to/placed in a DAEP	0
TOTAL	

Demographics Strengths

The student population has remain steady the last four years.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The ethnicity/race representation of our staff does not represent our student demographics. **Root Cause:** Current campus hiring practices do not foster more intentional consideration of recruiting diverse candidates for staff positions.

Problem Statement 2 (Prioritized): The disciplinary incident rate for the Black/African-American student group (15%) is disproportionate when compared to the All Students rate (9%); a rate greater than twice that of the overall student body at HHS. **Root Cause:** The staff at Hendrickson needs more strategies to engage with all student groups

Problem Statement 3 (Prioritized): Emergent Bilingual (EB/EL) and Special Education students represent groups with the highest likelihood of receiving discipline action on the campus. **Root Cause:** The staff at Hendrickson needs to be more aware of how to engage all student groups, especially with students labeled SPED and EB.

Problem Statement 4 (Prioritized): The number of students identified as Emergent Bilingual has increased over the last three years (3.86% to 4.62%) despite stable overall enrollment across the same time period (2,123 in 2019-2020; 2,141 in 2020-2021). **Root Cause:** While trends in ethnic and racial demographics have largely remained stable, a recent increase in our Asian population from 2017 (6.6%) to 2021 (7.6%) has introduced students characterized by a greater need for second-language acquisition support.

Problem Statement 5 (Prioritized): The Black/African-American student group enrollment had the greatest change out of all student ethnic/racial groups at a decrease of 4.3% between 2019 and 2020. **Root Cause:** Student engagement with educational settings were interrupted during the 2019-2020 school year (COVID-19) and appropriate intervention to help students re-engage with school has been insufficient.

Student Learning

Student Learning Summary

College, Career, and Military Readiness Graduates

College, Career, and Military Readiness (Class of 2022; as reported in CCMR Verifier for 2023 Accountability)

Total Credit for CCMR Graduates	65%
Met TSI in BOTH ELA/Reading and Math (earned CCMR)	50%
Met TSI in ELA/Reading	55%
Met TSI in Math	52%
Met Criterion Score on AP/IB in any subject	37%
Dual Credit-Earned at least 3 hrs. in Math or ELA	16%
Industry Based Certification earned	10%
Special Ed. Receiving Advanced Degree Plan	6%

Hendrickson High School received an overall State Accountability rating of B(89) for the 2021-2022 school year. This is in contrast to the 'A' rating the campus received in 2018-2019, the last year that State Accountability ratings were considered prior to the COVID-19 pandemic affected years of 2019-2020 and 2020-2021. Our campus rated 'A' in Student Achievement which measures how much our students are learning and whether or not they are ready for the next grades and includes measures of College & Career Readiness and Graduation Rates. Our rating was a 'B' in School Progress which measures how our students perform over time in math and reading. And we rated a 'B' in the Closing the Gaps domain which measures how well our campus is ensuring that all student groups are successful. Areas where our campus did not meet student group performance targets include the following:

Area	Student Group Not Meeting Closing the Gaps Target
Reading STAAR EOC (Eng 1/Eng 2) at Meets Grade Level or Above	Special Education (current)

Area	Student Group Not Meeting Closing the Gaps Target
Math STAAR EOC (Algebra 1) at Meets Grade Level or Above	All Students
	African-American
	Hispanic
	White
	Two or More Races
	Economically Disadvantaged
	Emergent Bilingual (Current and Monitored)
	Special Ed (current)
	Non-Continuously Enrolled
Growth in Math (8th grade to Algebra I)	All Students
	Hispanic
	Economically Disadvantaged
	Non-Continuously Enrolled
Graduation Rate	Asian
	Special Education (current)
Student Success (Average Performance of all STAAR EOCs)	Asian
	Special Education (current)

STAAR EOC performance for All Students showed gains from 2020-2021 to 2021-2022 with the exception of Biology (91% in 2021 and 90% in 2022). A comparison from 2020-2021 and 2021-2022 of first-time testers in Algebra 1 demonstrates a 13% gain. Gains are also demonstrated for first-time testers in English 1 (5% gain) and English 2 (3% gain). US History demonstrates a gain of 2% for first-time testers, while a comparison in Biology scores for first-time testers demonstrates the same performance of 91%. All retester groups that have a comparison group in Spring 2021 demonstrate gains.

SPRING STAAR EOC: Two Year Comparison				
Test Area	Year	All Students	First-Time Testers	Retested Students
Algebra 1	Spring 2021	62%	63%	29%
	Spring 2022	67%	76%	32%
Biology	Spring 2021	91%	91%	N/A (too few students tested)
	Spring 2022	90%	91%	43%
English 1	Spring 2021	79%	81%	13%
	Spring 2022	81%	86%	26%
English 2	Spring 2021	82%	83%	22%
	Spring 2022	82%	86%	28%
US History	Spring 2021	93%	93%	N/A (too few students tested)
	Spring 2022	94%	95%	33%
Data Source: STAAR Summary Reports				

College Board results for PSAT/NMSQT demonstrate a slight decrease in 11th grade performance between 2019-2020 and 2021-2022 and a more significant decrease for 10th

graders between the two school years. Scores for 2020-2021 pull from a significantly smaller number of participants due to virtual learning and is a less representative sample size when compared to the participation numbers for 2019-2020 and 2021-2022. For both comparison years, Math performance fell 30% points below ERW score performance.

PSAT/NMSQT						
Year	Group	Number of Participants	ERW	Math	Both	None
2019-2020	11th	481	63%	35%	33%	36%
	10th	480	71%	47%	44%	26%
2020-2021 (COVID-19)	11th	256	75%	53%	51%	23%
	10th	261	72%	54%	52%	26%
2021-2022	11th	499	62%	33%	32%	37%
	10th	491	67%	39%	37%	31%

A comparison of Renaissance Star360 Universal Screener data from 2020-2021 to 2021-2022 demonstrates significant gains in Reading performance of Black and the Two or More Races student groups, and significant gains in Math for our Latinex and Two or More Races student groups. Other student group performance in 2021-2022 remained either the same or within 4% of the previous year's performance with the exception of our White student group that decreased 3% when compared across school years.

RENAISSANCE Star360: Universal Screener					
AREA	DISTRICT 2021-2022	CAMPUS			
		OVERALL	STUDENT GROUP	2021-2022	2020-2021
READING	53%	63%	Two or More Races	69%	58%
			White	67%	63%
			Asian	64%	64%
			Black	63%	51%
			Latinex	59%	57%
MATH	63%	67%	Asian	75%	74%
			Latinex	74%	49%
			White	63%	66%
			Two or More Races	63%	47%
			Black	56%	56%

DETAILED STAAR EOC RESULTS:

STAAR Performance for 2021 - 2022 (all results below are percentages)															
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current)	EB (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Tests Combined															
% at Approaches GL Standard or Above	82%	71	79	88	100	88	78	88	67	60	66	38	79	84	74
% at Meets GL Standard or Above	67%	51	63	78	100	83	67	68	49	37	45	21	65	71	55
% at Masters GL Standard	30%	18	27	40	50	40	11	27	20	7	9	7	21	33	22
Reading (English I & English II)															
% at Approaches GL Standard or Above	79%	66	76	86	100	88	75	84	63	52	60	24	82	82	69
% at Meets GL Standard or Above	68%	53	64	78	100	86	75	69	49	35	44	12	59	73	55
% at Masters GL Standard	18%	9	15	25	*	24	*	17	11	*	*	*	*	19	12
Mathematics (Algebra I)															
% at Approaches GL Standard or Above	63%	59	58	72		58	100	69	49	47	52	37	33	68	54
% at Meets GL Standard or Above	33%	19	30	44		42	100	31	24	26	28	15	33	37	22
% at Masters GL Standard	18%	9	17	24		33	0	19	15	11	10	8	33	20	14
Science (Biology)															
% at Approaches GL Standard or Above	88%	71	88	95		93	67	100	79	74	80	42	83	89	86
% at Meets GL Standard or Above	72%	52	67	84		86	67	78	57	50	58	19	67	74	67
% at Masters GL Standard	37%	21	31	50		50	33	22	29	9	9	*	17	39	28
Social Studies (U.S. History)															
% at Approaches GL Standard or Above	95%	90	95	99	100	89	100	98	88	73	78	76	88	95	95
% at Meets GL Standard or Above	84%	73	80	95	100	86	*	83	69	37	46	52	88	85	77
% at Masters GL Standard	62%	45	57	79	100	68	*	55	43	17	27	26	63	65	50

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Hendrickson HS received a B (81) rating in the Closing the Gaps domain. Targets that were met or missed in each area of Closing the Gaps by each student group is summarized below:

Definitions:

Academic Achievement = Results at Meets Grade Level or Above

School Quality = College and Career Readiness (CCMRs) for Class of 2021 Graduates (a year behind)

Student Group	Academic Achievement		Graduation Rate	English Language Proficiency	School Quality
	ELA/Reading	Mathematics			
% of Targets Met	50% (11 out of 22)		75% (6 out of 8)	100% (1 out of 1)	100% (11 out of 11)
All Students	✓	✗	✓	n/a	✓
African American	✓	✗	✓	n/a	✓
Hispanic	✓	✗	✓	n/a	✓
White	✓	✗	✓	n/a	✓
American Indian	n/a	n/a	n/a	n/a	n/a
Asian	✓	✗	✗	n/a	✓
Pacific Islander	n/a	n/a	n/a	n/a	n/a
Two or More Races	✓	✗	✓	n/a	✓
Economically Disadvantaged	✓	✗	✓	n/a	✓
Emergent Bilingual (EB) / English Learners (EL)	✓	✗	n/a	✓	✓
Receiving Special Education Services	✗	✗	✗	n/a	✓
Formerly Receiving Special Education Services	n/a	n/a	n/a	n/a	n/a
Continuously Enrolled	✓	✓	n/a	n/a	✓
Non-Continuously Enrolled	✓	✗	n/a	n/a	✓

n/a Indicates data reporting is not applicable for this group or minimum size requirements were not met.

COLLEGE BOARD TESTING 2021-2022									
PSAT/NMSQT Fall 2021									
10th Grade									
Group	Number of Test Takers	# Test Takers Met Both Benchmarks	% Test Takers Met Both Benchmarks	# Test Takers Met ERW Benchmark	% Test Takers Met ERW Benchmark	# Test Takers Met Math Benchmark	% Test Takers Met Math Benchmark	# Test Takers Met No Benchmarks	% Test Takers Met No Benchmarks
School	491	183	37%	331	67%	192	39%	151	31%
District	1788	433	24%	897	50%	476	27%	848	47%
State	247914	73003	29%	133892	54%	80770	33%	106255	43%
Total Group	1550844	525777	34%	953148	61%	561785	36%	561688	36%
11th Grade									
Group	Number of Test Takers	# Test Takers Met Both Benchmarks	% Test Takers Met Both Benchmarks	# Test Takers Met ERW Benchmark	% Test Takers Met ERW Benchmark	# Test Takers Met Math Benchmark	% Test Takers Met Math Benchmark	# Test Takers Met No Benchmarks	% Test Takers Met No Benchmarks
School	499	160	32%	309	62%	166	33%	184	37%
District	1728	415	24%	869	50%	439	25%	835	48%
State	219272	65702	30%	121504	55%	69988	32%	93482	43%
Total Group	1523750	590946	39%	1006165	66%	615032	40%	493499	32%
PSAT 8/9 FALL 2021									
9th Grade Advanced Math Students									
Group	Number of Test Takers	# Test Takers Met Both Benchmarks	% Test Takers Met Both Benchmarks	# Test Takers Met ERW Benchmark	% Test Takers Met ERW Benchmark	# Test Takers Met Math Benchmark	% Test Takers Met Math Benchmark	# Test Takers Met No Benchmarks	% Test Takers Met No Benchmarks
School	217	159	73%	191	88%	170	78%	15	7%
District	719	402	56%	546	76%	442	61%	133	18%
State	125515	34969	28%	60725	48%	40198	32%	59561	47%
Total Group	601685	197700	33%	334657	56%	218174	36%	246554	41%
SAT May 2022									
11th Grade									
Group	Number of Test Takers	# Test Takers Met Both Benchmarks	% Test Takers Met Both Benchmarks	# Test Takers Met ERW Benchmark	% Test Takers Met ERW Benchmark	# Test Takers Met Math Benchmark	% Test Takers Met Math Benchmark	# Test Takers Met No Benchmarks	% Test Takers Met No Benchmarks
School	16	10	63%	14	88%	10	63%	*	13%
District	45	27	60%	37	82%	27	60%	8	18%
State	12257	7699	63%	10185	83%	7928	65%	1843	15%
Total Group	228027	142150	62%	184366	81%	151256	66%	34555	15%

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Graduation Rates (From TEA Longitudinal Summary Reports June 2022)											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL +	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2021											
% Graduated	96.3%	95.9%	98.4%	95.5%		88.5%		96.8%	94.6%	85.7%	78.0%
# Graduated	494	93	179	169	0	23	0	30	123	18	32
Total in Class	513	97	182	177	0	26	0	31	130	21	41
5-Year Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	99.4%	98.8%	98.7%	100.0%	100.0%	100.0%	100.0%	100.0%	99.1%	100.0%	91.7%
# Graduated	469	84	147	166	*	44	*	26	110	14	33
Total in Class	472	85	149	166	*	44	*	26	111	14	36
*											
6-Year Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	98.6%	99.2%	98.8%	98.9%	100.0%	100.0%	100.0%	89.2%	97.6%	100.0%	87.7%
# Graduated	819	130	322	263	*	66	*	33	287	82	57
Total in Class	831	131	326	266	*	66	*	37	294	82	65

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Student Learning Strengths

Gains for first-time STAAR EOC testers were demonstrated for all tested areas between 2020-2021 and 2021-2022 with the exception of Biology (91% for Spring 2021 and 90% for Spring 2022). First-time testers in Algebra 1 demonstrated a 13% gain. Significant gains in basic skills as measured by the Star360 Universal Screener were demonstrated in Reading for our Black and Two or More Races student groups, and in Math for our Latinex and Two or More Races student groups.

Hendrickson HS met all student group targets for College Career and Military Readiness (CCMR) indicators for Class of 2021 graduates in 2022 Closing the Gaps (*School Quality* indicators).

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Reading performance across English I & English II STAAR EOC at Meets Grade Level or Above was 7% below the Closing the Gaps target of 19% for Current Special Education students. **Root Cause:** Teachers with knowledge and experience with specialized reading instruction focused on students with demonstrated learning deficiencies are inconsistently available.

Problem Statement 2 (Prioritized): Math performance on Algebra 1 STAAR EOC was below the Closing the Gaps targets by as much as 22% for the following student groups: All students; African-American; Hispanic; White; Asian, Two or More Races; Economically Disadvantaged; Emergent Bilingual, and the Non-Continuously Enrolled student groups.

Root Cause: Gaps in math skills associated with virtual learning in 2019-2020 have established intervention needs that need to be incorporated into math instruction at the high school level for incoming 9th graders.

Problem Statement 3 (Prioritized): Math performance at Meets Grade Level or Above on Algebra 1 STAAR EOC for the Current Special Education student group was 10% below the Closing the Gaps target. **Root Cause:** Teachers with knowledge and experience with specialized math instruction focused on students with demonstrated learning deficiencies are inconsistently available.

Problem Statement 4 (Prioritized): The percentage of Emergent Bilingual students demonstrating progress in their English language proficiency as measured by TELPAS was only 1% above the Closing the Gaps target. **Root Cause:** Teachers' skills in second language acquisition instruction is inconsistent across subject areas and within departments.

Problem Statement 5 (Prioritized): Graduation rates for the Class of 2021 fell below the 90% federal targets for Asian (88.5%) and Special Education (78%) student groups. **Root Cause:** Student monitoring and intervention is incomplete and inconsistent.

Problem Statement 6 (Prioritized): STAAR EOC performance has slipped in the past two school years. **Root Cause:** Online learning has taken some of the relevant learning experiences away from the students.

School Processes & Programs

School Processes & Programs Summary

SPECIAL PROGRAM IDENTIFICATION/PARTICIPATION:

Hendrickson's participation/identification for Special Programs has seen noteworthy changes over the last three years with decreases in Special Education, Economically Disadvantaged, and Gifted and Talented, while English as a Second Language (ESL), Dyslexia, and Section 504 program participation have increased. Section 504 identification has increased by 2.6% and our ESL program participation by almost 1% over the last three years.

The most significant increase of 15% was in the number of students identified during 2021-2022 compared to the prior year as At-Risk for dropping out of school.

Special Program Participation								
Year	SPED	ESL	CTE	Eco Dis	GT	Dyslexia	Section 504	At-Risk
2021 - 2022	9.9%	4.5%	85.1%	22.4%	10.6%	3.9%	13.5%	43.0%
2020 - 2021	10.1%	4.3%	81.1%	25.7%	11.4%	3.6%	12.9%	28.3%
2019 - 2020	10.4%	3.6%	80.3%	25.0%	11.3%	3.1%	10.9%	26.6%

Student by Program (2021 - 2022 Fall PEIMS)		Count	Percent
English as a Second Language (ESL)		97	4.5%
Gifted and Talented		226	10.6%
Dyslexia		85	3.9%
At-Risk		921	43.0%
Economic Disadvantage	Economic Disadvantage Total	479	22.4%
	Free Meals	385	17.9%
	Reduced-Price Meals	94	4.4%
Homeless		*	0.1%
Immigrant		10	0.5%
Military Connected		17	0.8%
Foster Care		*	0.1%
Section 504		289	13.5%
Special Education (SPED)		213	9.9%

*Counts of 5 or fewer have been masked for confidentiality

ATTENDANCE RATES:

Overall attendance for Hendrickson HS in 2021-2022 represented an overall decrease of 3.3% from 2019-2020. The attendance rate of 2020-2021 at 97.4% represents a stand-alone system to accommodate virtual learning resulting from COVID-19 where daily attendance for any given class was contingent upon a student turning work into the teacher within a 24-hour day, which significantly differs from the traditional in-person and in-seat criteria based upon a single class period (90-minutes at HHS).

Student groups with a greater than 3% decrease from 2019-2020 include Hispanic/Latino, Black, Two or More Races, Male and Female, 10th Grade, 11th grade, 12th Grade, all Special Population groups with the exception of Gifted and Talented (Special Education, Economically Disadvantaged, Emergent Bilingual, At-Risk, Military Connected and Foster Care). Of the student groups just identified, those with over 4% decrease include Black, Economically Disadvantaged, At-Risk, Military Connected, and Foster Care.

A comparison of 2019-2020 and 2021-2022 attendance data across district high schools demonstrates a lower percentage decrease (2.85%) which represents the smallest decrease across all district high school campuses.

Percentage in Attendance - Hendrickson H S			
	PIA - Cumulative		
	2019-2020	2020-2021 (COVID-19 Remote)	2021-2022
All Students	95.13%	97.37%	91.84%
Ethnicity			
Hispanic/Latino	94.32%	96.72%	90.53%
American Indian or Alaska Native	96.33%	97.35%	94.63%
Asian	97.06%	99.09%	95.92%
Black or African American	94.94%	96.94%	90.60%
Native Hawaiian or Other Pacific Islander	95.00%	100.00%	91.67%
White	95.75%	97.91%	93.07%
Two or More Races	94.60%	97.65%	91.52%
Gender			
Male	95.54%	97.15%	92.17%
Female	94.73%	97.59%	91.48%
Grade			
9th	95.99%	97.72%	93.19%
10th	94.99%	97.19%	91.95%
11th	95.44%	97.34%	91.60%
12th	93.96%	97.22%	90.50%
Special Population			
Special Education	92.89%	94.16%	89.78%

Percentage in Attendance - Hendrickson H S			
Economically Disadvantage	93.58%	95.54%	88.70%
Emergent Bilingual	93.67%	94.79%	89.81%
At-Risk	93.06%	94.98%	88.49%
Gifted and Talented	96.45%	98.95%	94.80%
Migrant- - -			
Homeless Status	89.72%	89.86%	88.88%
Unaccompanied Youth	87.62%	94.52%	95.32%
Military Connected	96.18%	98.20%	91.46%
Foster Care	98.21%	93.67%	86.64%

Campus Attendance: Three Year Comparison			
Campus	2019-2020	2020-2021 (COVID-19)	2021-2022
Pflugerville HS	93.77%	93.84%	90.92%
Connally HS	90.88%	87.31%	82.66%
Hendrickson HS	95.13%	97.37%	91.84%
Weiss HS	94.70%	94.76%	89.08%

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School Processes & Programs Strengths

A comparison of attendance data from 2019-2020 to 2021-2022 shows that while all four high school campuses registered decreases, Hendrickson HS demonstrated the lowest decrease in overall attendance across the district.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Section 504 program participation increased from 2019-2020 (10.9%) to 2021-2022 (13.5%), while Special Education enrollment decreased during the same period (10.4% to 9.9%). **Root Cause:** Increased parent requests for student social-emotional support to assist with the transition from 2019-2020 virtual at-home learning to face-to-face on-campus learning typically does not meet Special Education eligibility criteria.

Problem Statement 2 (Prioritized): Students identified as At-Risk for dropping out of school demonstrated the greatest attendance decrease (4.6%) of all student groups between 2019-2020 and 2020-2021. **Root Cause:** Student engagement with educational settings were interrupted during the 2019-2020 school year (COVID-19) and appropriate intervention to help students re-engage with school has been insufficient.

Problem Statement 3 (Prioritized): Student attendance has slipped the last few years. **Root Cause:** Some students do not see the point of attending school when they can do all of their work on Canvas.

Perceptions

Perceptions Summary

60% of the staff completed the Spring 2023 Upbeat Survey. The most positive results were Principal/Teacher Trust at 97%, Instructional Leadership at 97%, and Equity and inclusion at 97% positive.

The least positive results were Compensation & Career Path at 49%, Professional Development 74%, and Resources & Facilities at 74%

Staff Survey Results

UPBEAT DATA REPORT: Hendrickson High School Spring 2023 (78 completions at 60% participation)				
CATEGORY	CAMPUS SUMMARY			DISTRICT COMPARISON
	POSITIVE %	NEUTRAL %	NEGATIVE %	
1. PARENT/TEACHER COMMUNICATION	86	0	14	+6.5
2. PROFESSIONAL DEVELOPMENT	74	0	26	+7.2
3. AUTONOMY	94	0	6	+7.1
4. PRINCIPAL/TEACHER TRUST	97	0	3	+11.5
5. INSTRUCTIONAL LEADERSHIP	97	0	3	+9.6
6. SCHOOL SAFETY & ORDER	77	1	22	+10.8
7. APPRECIATION	83	0	17	+10.8
8. COLLABORATION	93	0	7	+9.1
9. WORK/LIFE BALANCE	81	0	19	+18.2
10. RESOURCES & FACILITIES	74	0	25	-8.6
11. SELF-EFFICACY	96	0	4	+5.8
12. EVALUATION	89	0	11	+6.7
13. TEACHER VOICE & LEADERSHIP	82	0	18	+5.2
14. RECRUITMENT, HIRING & ONBOARDING	91	0	9	+7.5
15. COMPENSATION & CAREER PATH	49	0	51	+5.7
16. BELONGING & WELLBEING	93	0	7	+10
17. DIVERSITY	91	0	9	+10.9
18. EQUITY	97	0	3	+5.7
19. INCLUSION	97	0	3	+8.3
20. CULTURAL COMPETENCE	86	0	14	+16.5
21. CARE & COMMITMENT	96	0	4	+6.7
22. STUDENT ENGAGEMENT	78	19	3	+2.1
23. SATISFACTION & PURPOSE	94	0	6	+9.9

Perceptions Strengths

Work/Life Balance was +18.2 higher than the rest of the district.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the Upbeat staff survey, 74% responded positively to "The professional development available to me is a good use of my time."

Root Cause: Teachers were not part of the campus professional development plan.

Problem Statement 2 (Prioritized): There was low participation from staff in the Spring 2023 Upbeat staff survey. **Root Cause:** Staff do not feel that change will occur with the results of the survey.

Problem Statement 3 (Prioritized): The community is not engaged in what is happening at the school. **Root Cause:** Communication needs to be improved and available on multiple platforms.

Priority Problem Statements

Problem Statement 1: The ethnicity/race representation of our staff does not represent our student demographics.

Root Cause 1: Current campus hiring practices do not foster more intentional consideration of recruiting diverse candidates for staff positions.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The disciplinary incident rate for the Black/African-American student group (15%) is disproportionate when compared to the All Students rate (9%); a rate greater than twice that of the overall student body at HHS.

Root Cause 2: The staff at Hendrickson needs more strategies to engage with all student groups

Problem Statement 2 Areas: Demographics

Problem Statement 3: Emergent Bilingual (EB/EL) and Special Education students represent groups with the highest likelihood of receiving discipline action on the campus.

Root Cause 3: The staff at Hendrickson needs to be more aware of how to engage all student groups, especially with students labeled SPED and EB.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Reading performance across English I & English II STAAR EOC at Meets Grade Level or Above was 7% below the Closing the Gaps target of 19% for Current Special Education students.

Root Cause 4: Teachers with knowledge and experience with specialized reading instruction focused on students with demonstrated learning deficiencies are inconsistently available.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Math performance on Algebra 1 STAAR EOC was below the Closing the Gaps targets by as much as 22% for the following student groups: All students; African-American; Hispanic; White; Asian, Two or More Races; Economically Disadvantaged; Emergent Bilingual, and the Non-Continuously Enrolled student groups.

Root Cause 5: Gaps in math skills associated with virtual learning in 2019-2020 have established intervention needs that need to be incorporated into math instruction at the high school level for incoming 9th graders.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Math performance at Meets Grade Level or Above on Algebra 1 STAAR EOC for the Current Special Education student group was 10% below the Closing the Gaps target.

Root Cause 6: Teachers with knowledge and experience with specialized math instruction focused on students with demonstrated learning deficiencies are inconsistently available.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: The percentage of Emergent Bilingual students demonstrating progress in their English language proficiency as measured by TELPAS was only 1% above the Closing the Gaps target.

Root Cause 7: Teachers' skills in second language acquisition instruction is inconsistent across subject areas and within departments.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Graduation rates for the Class of 2021 fell below the 90% federal targets for Asian (88.5%) and Special Education (78%) student groups.

Root Cause 8: Student monitoring and intervention is incomplete and inconsistent.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Section 504 program participation increased from 2019-2020 (10.9%) to 2021-2022 (13.5%), while Special Education enrollment decreased during the same period (10.4% to 9.9%).

Root Cause 9: Increased parent requests for student social-emotional support to assist with the transition from 2019-2020 virtual at-home learning to face-to-face on-campus learning typically does not meet Special Education eligibility criteria.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: The number of students identified as Emergent Bilingual has increased over the last three years (3.86% to 4.62%) despite stable overall enrollment across the same time period (2,123 in 2019-2020; 2,141 in 2020-2021).

Root Cause 10: While trends in ethnic and racial demographics have largely remained stable, a recent increase in our Asian population from 2017 (6.6%) to 2021 (7.6%) has introduced students characterized by a greater need for second-language acquisition support.

Problem Statement 10 Areas: Demographics

Problem Statement 11: Students identified as At-Risk for dropping out of school demonstrated the greatest attendance decrease (4.6%) of all student groups between 2019-2020 and 2020-2021.

Root Cause 11: Student engagement with educational settings were interrupted during the 2019-2020 school year (COVID-19) and appropriate intervention to help students re-engage with school has been insufficient.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: The Black/African-American student group enrollment had the greatest change out of all student ethnic/racial groups at a decrease of 4.3% between 2019 and 2020.

Root Cause 12: Student engagement with educational settings were interrupted during the 2019-2020 school year (COVID-19) and appropriate intervention to help students re-engage with school has been insufficient.

Problem Statement 12 Areas: Demographics

Problem Statement 13: According to the Upbeat staff survey, 74% responded positively to "The professional development available to me is a good use of my time."

Root Cause 13: Teachers were not part of the campus professional development plan.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: There was low participation from staff in the Spring 2023 Upbeat staff survey.

Root Cause 14: Staff do not feel that change will occur with the results of the survey.

Problem Statement 14 Areas: Perceptions

Problem Statement 15: Student attendance has slipped the last few years.

Root Cause 15: Some students do not see the point of attending school when they can do all of their work on Canvas.

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: STAAR EOC performance has slipped in the past two school years.

Root Cause 16: Online learning has taken some of the relevant learning experiences away from the students.

Problem Statement 16 Areas: Student Learning

Problem Statement 17: The community is not engaged in what is happening at the school.

Root Cause 17: Communication needs to be improved and available on multiple platforms.

Problem Statement 17 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PSS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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

Performance Objective 1: Over the course of the 2023-2024 academic year, teacher recruitment practices and protocols will maintain staff with over five years of experience at greater than 60% and will continue to demonstrate 3% growth in African-American and Hispanic hires to better match student demographics.

Evaluation Data Sources: Average Teacher Experience and Staff Ethnicity data for 2023-2024

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

Performance Objective 2: By the close of the 2023-2024 school year, the addition of at least one teacher certification in each of the areas of Advanced Placement, Career and Technology, and ESL will enhance the expertise of our instructional staff.

Evaluation Data Sources: Completed certifications

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

Performance Objective 1: Hendrickson High School will improve performance on the English I and English II STAAR EOCs at the Approaches, Meets and Masters by at least 5% at each performance level for Spring 2024 as compared to Spring 2023.

Evaluation Data Sources: Spring 2024 English I and English II STAAR EOC results

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

Performance Objective 2: By Spring 2024, Hendrickson High School will improve performance on the Algebra I STAAR EOC to exceed 90% at Approaches, 70% at Meets, and 40% at the Masters level.

Evaluation Data Sources: Spring 2024 Algebra I STAAR EOC results

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

Performance Objective 1: By Spring 2024, Hendrickson High School will improve performance on the U.S. History STAAR EOC to at least 98% at Approaches, 90% at Meets, and 75% at the Masters level.

Evaluation Data Sources: Spring 2024 U.S. History STAAR EOC results

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

Performance Objective 2: By Spring 2024, Hendrickson High School will improve student performance on the Biology STAAR EOC to at least 97% at Approaches, 85% at Meets, and 50% at the Masters level.

Evaluation Data Sources: Spring 2024 Biology STAAR EOC results

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

Performance Objective 3: By the close of the 2023-2024 school year, the HHS Campus Academic Advisory Council (CAAC) will have sponsored a alumni event providing students an opportunity to learn what former Hawks are doing in the world.

Evaluation Data Sources: Attendance at event(s)
Feedback from Alumni

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

Performance Objective 4: PSAT performance for 11th grade students meeting both benchmarks on the assessment will be at 45%.

Evaluation Data Sources: 2023-2024 PSAT results

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

Performance Objective 5: By the end of the 2023-2024 school year, student achievement data related to College, Career and Military Readiness (CCMR) for all evaluated student groups (African-American, Hispanic, White, Asian, Two or More Races, Special Education, Economic Disadvantaged, EB/ELs) will increase to 86% for the Class of 2024 to meet the school's Board-approved HB3 CCMR goals.

HB3 Goal

Evaluation Data Sources: Closing the Gap measures within Domain 1 of Student Achievement

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

Performance Objective 6: By the close of the 2023-2024 school year, the campus will demonstrate STAAR EOC results in Biology, U.S. History, and Algebra 1 within at least 5% of the campus STAAR EOC scores for each subject and at each performance level as obtained during the 2018-2019 school year.

Evaluation Data Sources: STAAR EOC performance in tested content areas for 2023-2024

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

Performance Objective 7: Hendrickson will increase it's Advanced Placement test by 10%.

Evaluation Data Sources: Participation in Advanced Placement exams

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By the close of the 2023-2024 school year, Hendrickson High School will be able to report a campus attendance rate of at least 95%.

Evaluation Data Sources: Attendance year-end report

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: By Spring 2024, our percentage of Emergent Bilingual students at the TELPAS advanced-high proficiency level in the speaking domain will have increased to at least 20% compared to Spring 2023.

Evaluation Data Sources: 2023-2024 TELPAS results

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: By the close of the 2023-2024 school year, the rate of student placements to the District Alternative Education Placement (DAEP) setting will be at or below 1.2% (district average).

Evaluation Data Sources: 2023-2024 Year-end Discipline Data

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: By the close of the 2023-2024 school year, HHS will maintain at least 3 specific public-event/media-communication strategies focused on parent/family engagement.

Evaluation Data Sources: Public access/use of HHS media platforms

Addendums

CCMR Plan Campus Goal - HENDRICKSON HS

The percentage of graduates that meet the criteria for CCMR will increase from 76% to 84% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
76%	78%	80%	82%	84%

Yearly Target Goals -- by Student Group

(Student Achievement Domain 1 Calculations for Each Student Group Evaluated in Closing the Gaps)

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL (Current)	Cont. Enrolled	Non-Cont. Enrolled
2020	65%	74%	81%	n/a	89%	n/a	79%	52%	67%	n/a	56%	n/a	n/a
2021	67%	76%	83%	n/a	90%	n/a	81%	54%	69%	n/a	58%	n/a	n/a
2022	69%	78%	85%	n/a	91%	n/a	83%	56%	71%	n/a	60%	n/a	n/a
2023	71%	80%	87%	n/a	92%	n/a	85%	58%	73%	n/a	62%	n/a	n/a
2024	73%	82%	89%	n/a	93%	n/a	87%	60%	75%	n/a	64%	n/a	n/a

Data Source for Yearly Target Goals 2020: From TEA Campus 2018-2019 TAPR pg. 12 for Class of 2018 College, Career, and Military Ready Graduates (Student Achievement - Domain 1)

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

CCMR Progress Measure 1 - HENDRICKSON HS

The percent of CCMR graduates that meet the threshold as COLLEGE-READY will increase from 67% to 75% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
67%	69%	71%	73%	75%

Yearly Target Goals -- by Student Group

(Student Achievement Domain 1 Calculations for Each Student Group Evaluated in Closing the Gaps)

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL (Current)	Cont. Enrolled	Non-Cont. Enrolled
2020	47%	63%	76%	n/a	87%	n/a	75%	12%	57%	n/a	39%	n/a	n/a
2021	49%	65%	78%	n/a	89%	n/a	77%	15%	59%	n/a	41%	n/a	n/a
2022	51%	67%	80%	n/a	91%	n/a	79%	18%	61%	n/a	43%	n/a	n/a
2023	53%	69%	82%	n/a	93%	n/a	81%	21%	63%	n/a	45%	n/a	n/a
2024	55%	71%	84%	n/a	95%	n/a	83%	24%	65%	n/a	47%	n/a	n/a

Data Source for Yearly Target Goals 2020: From TEA Campus 2018-2019 TAPR pg. 12 for Class of 2018 College Ready Graduates (Annual Graduates; Student Achievement - Domain 1), rounded to the nearest whole number

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

CCMR Progress Measure 2 - HENDRICKSON HS

The percent of CCMR graduates that meet the threshold as CAREER-READY will increase from 28% to 36% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
28%	30%	32%	34%	36%

Yearly Target Goals -- by Student Group

(Student Achievement Domain 1 Calculations for Each Student Group Evaluated in Closing the Gaps)

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL (Current)	Cont. Enrolled	Non-Cont. Enrolled
2020	31%	27%	25%	n/a	36%	n/a	25%	49%	23%	n/a	21%	n/a	n/a
2021	33%	29%	27%	n/a	38%	n/a	27%	51%	25%	n/a	23%	n/a	n/a
2022	35%	31%	29%	n/a	40%	n/a	29%	53%	27%	n/a	25%	n/a	n/a
2023	37%	33%	31%	n/a	42%	n/a	31%	55%	29%	n/a	27%	n/a	n/a
2024	39%	35%	33%	n/a	44%	n/a	33%	57%	31%	n/a	29%	n/a	n/a

Data Source for Yearly Target Goals 2020: From TEA Campus 2018-2019 TAPR pg. 12 for Class of 2018 Career/Military Ready Graduates with Military-Ready Graduates subtracted (Annual Graduates; Student Achievement - Domain 1); rounded to the nearest whole number

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

CCMR Progress Measure 3 - HENDRICKSON HS

The percent of CCMR graduates that meet the threshold as MILITARY-READY will increase from 3.2% to 5.5% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
3.2%	4.0%	4.5%	5.0%	5.5%

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL (Current)	Cont. Enrolled	Non-Cont. Enrolled
2020	4.5%	3.5%	2.2%	n/a	2.6%	n/a	1.0%	2.4%	2.9%	n/a	0.5%	n/a	n/a
2021	4.7%	3.7%	3.0%	n/a	3.5%	n/a	2.0%	3.0%	3.4%	n/a	0.7%	n/a	n/a
2022	4.8%	4.0%	3.5%	n/a	4.3%	n/a	3.0%	3.6%	4.0%	n/a	1.0%	n/a	n/a
2023	4.9%	4.8%	4.8%	n/a	4.7%	n/a	4.0%	4.5%	4.7%	n/a	1.5%	n/a	n/a
2024	5.5%	5.5%	5.5%	n/a	5.5%	n/a	5.0%	5.5%	5.5%	n/a	2.0%	n/a	n/a

Data Source for Yearly Target Goals 2020: From TEA Campus 2018-2019 TAPR pg. 13 for Class of 2018 U.S. Armed Forces Enlistment (Annual Graduates; Student Achievement - Domain 1)

Note: Student Groups that do not meet minimum group size of 25 students are marked with "n/a"

CCMR Targeted Professional Development Plan

- We will create a focused Talon CCMR PLC including the Algebra II and ELA III teachers.

Policies, Procedures, and Requirements

[Bullying Prevention](#) – page 33

[Coordinated Health Program](#)

[Disciplinary Alternative Education Program \(DAEP\)](#) campus website

[Disciplinary Alternative Education Program \(DAEP\)](#) handbook information

Decision-Making & Planning Policy Evaluation – evaluation to be completed during 2022-23 school year

[Dropout Prevention](#) – PACE

[Dyslexia Treatment Program](#)

[Title I, Part C Migrant](#)

[Pregnancy Related Services](#) – page 6

[Post-Secondary Preparedness](#)

[Recruiting Teachers & Paraprofessionals](#)

[Sexual Abuse & Maltreatment of Children](#) – page 61

[Student Welfare: Crisis Intervention Programs & Training](#) – page 70

[Student Welfare: Discipline/Conflict/Violence Management](#) – page 47

[Texas Behavior Support Initiative \(TBSI\)](#)

[Technology Integration](#)

Job Description for Peace Officers, Resource Officers, & Security Personnel (TEC 11.252 & Board Policy CKE (Legal))

[Security Officer](#)

[Police Department Positions](#) (Chief, Dispatcher, Records Clerk, Lieutenant, Detective, Officer, Sergeant)