Austin Independent School District

LBJ High School

2026-2027 Performance Objectives

Board Approval Date: October 29, 2026
Public Presentation Date: September 8, 2026

Mission Statement

To graduate all students of Lyndon B. Early College High School college, career, work, and life ready.

Vision

All students are authentically engaged in classroom activities that require them to read, write, listen and speak to their maximum potential everyday.

Value Statement

At LBJ, we will
Make decisions in the best interest of students.
Operate in a Spirit of Excellence.
Engage in honest and professional learning dialogue.
Remember that it's a Family/Villiage Affair.
Work together to build positive and productive relationships.
Lyndon Baines Johnson Early College High School

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Goals

Goal 1: Systemic Support & Opportunity: Ensuring district-level alignment to meet the diverse needs of every learner.

Performance Objective 1: (TEC) 100% of campuses will develop a program or initiative to enhance community collaboration and facilitate parental involvement at the school

Dual Capacity/Caregiver Engagement Goal

Performance Objective 2: (TEC) 100% of campuses will implement coordinated school health (CSH) activities, using data to demonstrate measurable gains in student and staff well-being, directly contributing to campus improvement goals.
-Must have a strategy related to fitnessgram-
CSH Resources: https://docs.google.com/document/d/1MalsIc8A4Ei0YVmU83MSdM-ab4-1ZHGQqLPakz-uem8/edit?usp=sharing

Performance Objective 3: (TEC)100% of campuses will review their campus data to create, at minimum, one violence prevention strategy in their Campus Improvement Plans.
Campuses with grades 6 and above must have a strategy to prevent dating violence (state requirement).

Performance Objective 4: (Not State Mandated) The percentage of students experiencing chronic absenteeism will decrease from 72% in July 2026 to 40% by July 2027.

Performance Objective 5: (TEC) Each Campus will implement positive behavior interventions and supports that integrate best practices on grief-informed and trauma-informed care.

Performance Objective 6: (CPM 1.2) The discretionary, exclusionary discipline actions (ISS, OSS, other removal) assigned to students identified as economically disadvantaged over total disciplinary actions will decrease from 79.2% in August 2024 to 67.0% in August 2029.

Performance Objective 7: (CPM2.1) The average score in the language of instruction domain of the locally developed Dual Language Data Collection Tool Rubric during walkthroughs will increase from 1.9 (developing) in June 2025 to 2.5 (on track) in June 2029.

Performance Objective 8: (TEC) The percentage of Emergent Bilingual (EB) students earning approaches grade level or above (RDA uses passing rate = Approaches) on the STAAR Mathematics and Reading Assessments will increase from 50% in June 2026 to 55% by June 2027.

Performance Objective 9: (TEC) 100% of instructional staff will be provided the opportunity to engage in high-quality, differentiated professional learning opportunities in support of the implementation of district provided instructional materials in order to increase acceptable accountability ratings at all campuses across the district as measured by district professional learning attendance records and TEA accountability ratings.

Performance Objective 10: (TEC) The Percentage of students identified as Gifted and Talented (GT) earning Masters across all state assessments will increase from 61% to 66% (by 2031).

Goal 2: College and Career Preparedness: Empowering students to successfully navigate and lead in a global society after graduation.

Performance Objective 1: The percentage of high school students earning meets grade level or above on the Algebra I EOC will increase from 20% in June 2026 to 55% by June 2027.

Performance Objective 2: The percentage of high school students earning approaches grade level or above on the English I & II EOC Assessments will increase from 55% in June 2026 to 58% by June 2027.

Performance Objective 3: The percentage of high school students earning meets grade level or above on the STAAR Biology EOC Assessment will increase from 53% in June 2026 to 70% by June 2027.

Performance Objective 4: The percentage of high school students earning meets grade level or above on the STAAR US History EOC Assessment will increase from 57% in June 2026 to 70% by June 2027.

Performance Objective 5: The percentage of high school students receiving special education services (SpEd) earning approaches grade level or above (RDA uses passing rate = Approaches) on the STAAR EOC Assessments will increase from 49% in June 2026 to 52% by June 2027.

Performance Objective 6: (GPM 3.1) The percentage of 11th & 12th-grade students who meet the college readiness standard as assessed by TSI test requirements (TSIA, SAT, and/or ACT) in both mathematics and ELAR will increase from 21% in June 2026 to 25% by June 2027.

Performance Objective 7: (GPM 3.2) The percentage of 11th & 12th-grade students who are eligible for college credit (passing a dual credit, OnRamps, 3-5 on the AP exam, and/or 4-7 on the IB exam) will increase from 48 total students in June 2026 to 75 students by June 2027.

HB3 Goal

Performance Objective 8: (GPM 3.3) The percentage of 11th-12th grade students who enroll in courses aligned with an Industry-Based Certification and persist to successful course completion will increase from 15% in June 2026 to 70% by June 2027.

HB3 Goal

Performance Objective 9: Campuses will monitor CCMR performance among all 14 student groups evaluated in Domain 3 of the TEA's accountability system. Campuses will ensure that each group achieves either the most current interim target or expected growth in the School Quality Component of Domain 3.

HB3 Goal

Performance Objective 10: (TEC) Campuses will ensure that 100% of students have opportunities to graduate within 4 years, or in alignment with their personalized graduation plan.

Goal 3: Optional