Austin Independent School District

LASA High School

2026-2027 Performance Objectives



Mission Statement

The Liberal Arts and Science Academy cultivates responsible leaders, problem solvers, and thinkers by offering a nationally recognized, rigorous, innovative, evolving curriculum.

The School stands at the forefront of the nationwide effort to produce graduates with exceptional knowledge and skills in English, other languages, mathematics, science, social studies and technology.

An outstanding high school education at the Liberal Arts and Science Academy of Austin (LASA) prepares students for higher education and at the same time encourages them to make a significant contribution to community, state and nation.

Vision

RIGOR

The curriculum for every course - Math, English, Science, Social Studies, and Art- is written to go above and beyond state and district standards.

COMMUNITY

Students take courses with teachers who are experts in their field and attend classes with students who enjoy the challenge provided by those teachers.

INQUIRY

Many of our courses rely heavily on discussion and seminar style delivery of the course information. Other courses rely heavily on the use, interpretation, and delivery of research.

EXCELLENCE

Teachers, students, and parents recognize that these four years are extremely important. Discussions of college selection, admissions, scholarships, letters of recommendation, and financial aid enter into conversations in the classroom beginning the freshman year.

Value Statement

- INTEGRITY: Know what you stand for; Be true to yourself; Admit your mistakes
- COMMUNITY: Welcome all; Embrace differences; Connection takes effort
- GROWTH THROUGH CHALLENGE: The greatest learning takes place through practice and perseverance
- CREATIVITY: Problem-solving through new ideas
- BALANCE: Between current interests and new experiences; Setting priorities based on what is in your control

Table of Contents

RIGOR 2
COMMUNITY 2
INQUIRY 2
EXCELLENCE 2
Goals 5
Goal 1: Systemic Support & Opportunity: Ensuring district-level alignment to meet the diverse needs of every learner. 5
Goal 2: College and Career Preparedness: Empowering students to successfully navigate and lead in a global society after graduation. 7
Goal 3: Optional 9

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 5% in July 2026 to 4% 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: (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 continue to be 100% in algebra 1 and 97% or higher in ELA by June 2027.

Performance Objective 8: (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 9: (TEC) The Percentage of students identified as Gifted and Talented (GT) earning Masters across all state assessments will increase from 86.5% to 88.0% (by 2031).

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

Performance Objective 1: (TEC) The percentage of high school students earning meets grade level or above on the Algebra I EOC will increase from 88.89% in June 2026 to 94% by June 2027.

Performance Objective 2: (TEC) The percentage of high school students earning approaches grade level or above on the English I & II EOC Assessments will remain at or exceed 99% in June 2026 to June 2027.

Performance Objective 3: (TEC) The percentage of high school students earning meets grade level or above on the STAAR Biology EOC Assessment will remain at or above 99% from June 2026 to June 2027.

Performance Objective 4: (TEC) The percentage of high school students earning meets grade level or above on the STAAR US History EOC Assessment will remain at 99% or above in June 2026 to June 2027.

Performance Objective 5: (TEC) 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 remain at 99% or higher 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 remain at or above 95% from June 2026 to June 2027.

HB3 Goal

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 remain at or above 96% in June 2026 to 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 154 in June 2026 to 170 by June 2027.

HB3 Goal

Performance Objective 9: (TEC) 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

Performance Objective 1: Sustainability. Schools are invited and encouraged to incorporate sustainability into your Campus Improvement Plan this year. There are many simple actions to create a healthier learning and work environment, reduce your building's negative impact on the environment and community, encourage energy efficiency and resource conservation, and foster student problem-based learning through sustainability. See the CIP Sustainability Recommendations to create your own goals and objectives.