

Austin Independent School District
Eastside High School
2026-2027 Performance Objectives



Mission Statement

Through strategic planning and community engagement, Eastside Early College High School at the L.C. Anderson Campus creates relevant learning and career preparation opportunities, stimulates creative and critical thinking, and promotes post-secondary success.

Vision

Eastside Early College High School at the L.C. Anderson Campus will be the first choice in education for East Austin families, where students will graduate prepare to excel in college, advance their career, and engage within their community.

Value Statement

Ensuring Learning, Instilling Pride

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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 57.3% in July 2026 to 47.3% 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 increase from 11.69% in June 2026 to 16.9% 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 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: (TEC) The percentage of high school students earning Meets Grade Level or above on the Algebra I EOC will increase from 16% in June 2026 to 22% by June 2027.

Performance Objective 2: (TEC) The percentage of high school students earning Approaches Grade Level or above on the English I and English II EOC assessments will increase from 46% in June 2026 to 55% by 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 increase from 28% in June 2026 to 35% by June 2027.

Performance Objective 4: (TEC) The percentage of high school students earning Meets Grade Level or above on the STAAR U.S. History EOC Assessment will increase from 60% in June 2026 to 68% by June 2027.

Performance Objective 5: (TEC) The percentage of high school students receiving special education services earning Approaches Grade Level or above on the STAAR EOC assessments will increase from 61% in June 2026 to 68% by June 2027.

Performance Objective 6: (GPM 3.1) The percentage of 11th- and 12th-grade students who meet the college-readiness standard as assessed by TSI test requirements through TSIA, SAT, and/or ACT in both mathematics and ELAR will increase from 26% in June 2026 to 38% by June 2027.

HB3 Goal

Performance Objective 7: (GPM 3.2) The percentage of 11th- and 12th-grade students who are eligible for college credit by passing a dual-credit or OnRamps course, earning a score of 3-5 on an AP exam, and/or earning a score of 4-7 on an IB exam will increase from 20% in June 2026 to 30% by June 2027.

HB3 Goal

Performance Objective 8: (GPM 3.3) The percentage of 11th- and 12th-grade students who enroll in courses aligned with an Industry-Based Certification and persist to successful course completion will increase from 60% in June 2026 to 70% 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.