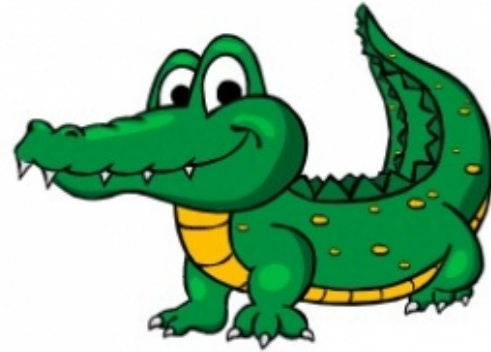


Austin Independent School District

Andrews Elementary

2026-2027 Performance Objectives



ANDREWS
ELEMENTARY SCHOOL
AUSTIN Independent School District

Board Approval Date: October 29, 2026
Public Presentation Date: November 19, 2026

Mission Statement

Through a growth mindset, Andrews Elementary empowers students to become compassionate, critical thinkers who are prepared for the world.

Vision

At Fanny Mae Andrews Elementary, all are welcome! We are a safe school with a dedicated staff where all students are provided with an equitable and innovative education that fosters excellence in academics. We educate the whole child, build strong relationships, celebrate diversity, and empower our community.

Value Statement

Belief Statements

1. Effort creates ability. All students will learn at high standards if they are given clear expectations, taught using best practices adapted to their unique needs, and provided extra time and resources as needed. 2. Effective teaching and extra effort are the keys to school-wide academic success. 3. Professional collaboration is an essential mechanism for lasting school improvement.	4. Educators must reach out to develop collaborative relationships with families. 5. Schools must consider the whole child, including their artistic, musical, physical, emotional, and civic development. 6. Encouraging students to serve their communities is an important outcome of a balanced education, but also a powerful way to motivate students to learn and to apply what they learn to real situations.
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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/1MalsIc8A4Ei0YVvU83MSdM-ab4-1ZHGGQqLPakz-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.

Performance Objective 4: (Not State Mandated) The percentage of students experiencing chronic absenteeism will decrease from 18% in July 2026 to 15% 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 is currently 0% and will continue to be between 0 and 10% through 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 2.1 (developing) in June 2025 to 3.0 (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 46.2% in June 2026 to 60% 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 35% to 50% (by 2027).

Goal 2: Primary Academic Foundations: Developing the core competencies required for sustained academic achievement.

Performance Objective 1: (Goal 1) The percentage of 3rd-grade students earning meets grade level or above on the STAAR Reading Assessment in English or Spanish will increase from 13.16% in June 2026 to 25% by June 2027. [The % numbers will be updated once the 2026 data becomes available]

(Must have a strategy designed to reduce the number of students needing reading intervention in 2nd grade)

HB3 Goal

Performance Objective 2: (Goal 2) The percentage of 3rd-grade students earning meets grade level or above on the STAAR Mathematics Assessment in English or Spanish will increase from 21.05% in June 2026 to 30% by June 2027.[The % numbers will be updated once the 2026 data becomes available]

(Must have a strategy designed to reduce the number of students needing math intervention in 2nd grade)

HB3 Goal

Performance Objective 3: (TEC) The percentage of 5th-grade students earning approaches grade level or above on the STAAR Science Assessment in English or Spanish will increase from xx% in June 2026 to 70% by June 2027.

HB3 Goal

Performance Objective 4: (TEC) The percentage of students receiving special education services (SpEd) in 3rd-5th earning approaches grade level or above (RDA uses passing rate = Approaches) on the STAAR Mathematics and Reading Assessments in English or Spanish will increase from 23.75% in June 2026 to 35% by June 2027.