Austin Independent School District

Brown Elementary

2026-2027 Performance Objectives



Public Presentation Date: September 3, 2026

Mission Statement

Our mission at T.A Brown is to create an empowering learning environment by providing individualized support and learning tools to every student and our community.

Vision

We at T.A Brown aspire to educate diverse leaders to be a change for a better world.

Value Statement

At T.A. Brown, we believe every student can lead, inspire, and create change. We value equity, respect, and community as we support individual growth, curiosity, and lifelong learning.

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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.

Performance Objective 4: (Not State Mandated) The percentage of students experiencing chronic absenteeism will decrease from 25.2 in July 2026 to 24% 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 be maintained from 0% in August 2024 to 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 2.2 (developing) in June 2025 to 3(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 70% 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 70% at the end of 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 27.28% in June 2026 to 40% by June 2027.

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 24.24% in June 2026 to 40% 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 25% 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 23.19% in June 2026 to 40% by June 2027.

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.

Goal 4: Local Improvement Plan: TSI for Special Education Students.

Performance Objective 1: (Reading Achievement): By May 2027, the percentage of Special Education Students performing at or above the Meets Grade Level on the STAAR/EOC Reading assessment will increase from 10% to 26%

Performance Objective 2: (Reading Growth): By May 2027, the percentage of Special Education Students earning expected annual growth on the STAAR/EOC Reading assessment will increase from 38% to 50%.

Performance Objective 3: (Monitoring): Starting October 2026 and continuing monthly through May 2027, campus leadership and PLCs, ARDs or other meetings will conduct structured data review cycles. The team will evaluate the following progress metrics:

Exit Ticket Pass Rates: Percentage of targeted subgroup students demonstrating mastery on daily standards-based exit tickets.
PLC Re-Teach Tracking: Number/percentage of targeted TEKS re-taught and re-assessed in Tier 1 instruction.
Intervention Attendance: Attendance rate of flagged students assigned to mandatory HB 1416 / MTSS tutoring or acceleration blocks.
Student Chronic Absenteeism: Targeted group students missing more than 10% of instructional days.
Behavior & Discipline Metric: Targeted group students' discipline referrals.

Benchmark & System Progress
STAAR Progress Measure Projections: Percentage of targeted students currently on track to maintain or increase their year-over-year growth measure.