Austin Independent School District

Ortega Elementary

2026-2027 Performance Objectives

Board Approval Date: October 29, 2026
Public Presentation Date: September 17, 2026

Mission Statement

Campus Mission

Ortega Elementary School will establish, with the help of our parents and community members, a safe, supportive, creative, and collaborative environment that provides rigorous learning experiences based on high quality academic instruction and rich interpersonal opportunities that result in students meeting or exceeding state standards of performance which prepares them to be college, career and life ready.

Vision

Campus Vision

We envision Ortega Elementary as an empowered community of innovative problem solvers who value lifelong-learning and lead socially-responsible, productive lives.

Value Statement

Value Statement

At Ortega, we believe in the important work that we do for students each day, helping students to achieve their full potential through a wide array of educational, social, and cultural experiences.

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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 22% in July 2026 to 18% 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 55% 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 61% to 66% (by 2031).

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 31% 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 25% 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 41% in June 2026 to 50% 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 49% in June 2026 to 51% by June 2027.

Goal 3: Local Improvement Plan: TSI for Emergent Bilingual

Performance Objective 1: (Reading Achievement): By May 2027, the percentage of Emergent Bilingual students performing at or above the Meets Grade Level on the STAAR/EOC Reading assessment will increase from 31% to 37%.

Performance Objective 2: (Math Achievement): By May 2027, the percentage of Emergent Bilingual students performing at or above the Meets Grade Level on the STAAR/EOC Math assessment will increase from 31% to 45%.

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

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.
Curriculum Checkpoint / Unit Assessment Performance: Percentage of students scoring at Approaches, Meets, and Masters performance bands disaggregated by subgroup.
Growth Tracking on Adaptive Programs: Student progress, time on task, and skill mastery levels on supplemental learning software (e.g., i-Ready, MAP, IXL, Summit).
Intervention Efficacy Rate: Percentage of Tier 2/3 students demonstrating expected skill growth and graduating out of intervention tiers.
Instructional Coaching Cycles: Number of coaching observations and feedback meetings completed targeting high-yield instructional strategies.