

Austin Independent School District

Travis Heights Elementary

2026-2027 Performance Objectives



Board Approval Date: October 29, 2026
Public Presentation Date: September 3, 2026

Mission Statement

Campus Mission: Our mission as the learning community at Travis Heights Elementary is to cultivate inquisitive learning that ensures students are successful in the continuing education of their choice in preparation for living in our ever-changing world.

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Vision

Campus Vision: Our vision is to empower our inclusive community to learn, serve, and lead.

Table of Contents

Goals 4

Goal 1: Systemic Support & Opportunity: Ensuring district-level alignment to meet the diverse needs of every learner. 4

Goal 2: Primary Academic Foundations: Developing the core competencies required for sustained academic achievement. 6

Goal 3: Local Improvement Plan: ATS for Asian and Emergent Bilingual student groups 7

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-ab4-1ZHGGqLPakz-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 19% in July 2026 to 14% 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 1.7 (developing) in June 2025 to 2.5 (on track) in June 2027. This will be done through ongoing coaching

HB3 Goal

Dual Capacity/Caregiver Engagement Goal

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 xx% in June 2026 to xx% 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 80% in May 2025 to 85% by May 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 xx% in June 2026 to xx% 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 xx% in June 2026 to xx% 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 40% in June 2026 to 50% by June 2027.

Goal 3: Local Improvement Plan: ATS for Asian and Emergent Bilingual student groups

Performance Objective 1: (Reading Achievement): By May 2027, the percentage of Emergent Bilingual Students and Asian students performing at or above the Meets Grade Level on the STAAR Reading assessment will increase from:

Emergent Bilingual from 32% to 37%

Asian from 32% to 73%

Preventative

African American from 21% to 34%

Performance Objective 2: (Math Achievement): By May 2027, the percentage of Asian/Emergent Biligual students performing at or above the Meets Grade Level on the STAAR Math assessment will increase from:

Emergent Biligual Baseline from 23% to Target 45%

Asia Baseline from 14% to Target 82%

Preventative

African American Baseline from 14% to Target 33%

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:

Content Based Assessments

Exit Tickets

STAAR Release

MAP Growth BOY & MOY

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