

Eastside Memorial High School

2014-2015

Campus Improvement Plan

Austin Independent School District

CIP CHECKLIST AND CONFIRMATION

CAC Membership and Orientation	
Membership of the 2014-15 CAC is reported correctly.	<input checked="" type="checkbox"/>
Types of orientation provided to new CAC members (check all that apply):	
• self-orientation using materials on CAC website	<input type="checkbox"/>
• orientation at CAC meeting (provided by campus)	<input checked="" type="checkbox"/>
• orientation at CAC meeting (provided by central office)	<input type="checkbox"/>
• district-wide orientation session	<input type="checkbox"/>

CIP Development	
The CAC was given an opportunity to provide input on the following:	
• campus needs assessment	<input type="checkbox"/>
• campus objectives and strategies to address identified areas for improvement	<input checked="" type="checkbox"/>
• the approach to setting campus performance targets	<input type="checkbox"/>
• campus budget	<input type="checkbox"/>
The CAC was given an opportunity to review the complete draft CIP prior to submittal.	<input type="checkbox"/>
The CIP action plan component pertaining to campus professional development was approved by the CAC.	<input checked="" type="checkbox"/>

Approximate hours spent on CIP development	Hours
• By CAC and/or CAC subcommittees	1.5
• By campus administration and/or leadership team	4.0

We confirm the above information as correct ...

Position	Name	Date
Principal	Bryan Miller	10/24/2014
Co-Chair	Yvonne Kelso	10/24/2014
Co-Chair	Robert Dominguez	



Austin Independent School District Strategic Plan 2010-2015

The Campus Improvement Plan directly supports the AISD Strategic Plan.

Mission

In partnership with parents and our community, AISD exists to provide a comprehensive educational experience that is high quality, challenging, and inspires all students to make a positive contribution to society.

Vision

AISD will be nationally recognized as an outstanding school district, instilling a passion for life-long learning in all students.

Values

- Focus on Children
- Excellence
- Integrity
- Equity
- Respect
- Health and Safety

Goals

1. All students will perform at or above grade level.
2. Achievement gaps among all student groups will be eliminated.
3. All students will graduate ready for college, career, and life in a globally competitive economy.
4. All schools will meet or exceed state accountability standards, and the district will meet federal standards and exceed state standards.

CAMPUS ADVISORY COUNCIL (CAC): SY 2014-15 Membership

Non-Voting Members	Name
Principal	Bryan Miller

Regularly Scheduled CAC meetings:	
Day of the Month (e.g., 2 nd Tues):	1 st Monday of the month
Time:	5:00 pm

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Robert Dominguez	✓					
Parent	Mariana Herrera						
Parent	Ruby						
Parent	Pete Montoya						
Parent							
Parent							
Professional Staff Member	Yvonne Kelso	✓					
Professional Staff Member	Rhonda Barton				✓		
Professional Staff Member	Stacia Comer				✓		
Professional Staff Member	Joshua Jeon				✓		
Professional Staff Member	Meghan Buchanan				✓		
Professional Staff Member	Trish Clifford					✓	
Classified Staff Member	Josie Villarreal			✓			
Student (If Applicable)	Victoria Herrera						
Student (If Applicable)							
Business Representative	Larry Amaro						
Community Representative							

CAMPUS NEEDS ASSESSMENT FOR 2014-2015

CAMPUS NEEDS ASSESSMENT

Data reviewed for needs assessment: (Double-click next to box and select "checked". Check all that apply and add additional in list below.)

Performance and Accountability

- Performance on state assessments ☒
- TELPAS results ☒
- Primary Reading Assessment results ☐
- Accountability ratings (including safeguards missed) ☒
- Review of TAPR data ☐
- Special Education indicator reports (C-IEP) ☒
- Other performance related items ☒

Demographic Data

- Attendance ☒
- Discipline ☒

Surveys

- Teaching, Empowering, Leading and Learning (TELL) results ☒
- Student climate survey ☐
- Parent surveys ☐

Other data reviewed for needs assessment: (add bullets as necessary)

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Based on review of the above data, the following areas of needed improvement were identified:

TITLE 1 COMPONENTS

All Title 1 schools must address the following components with their Campus Improvement Plans.

Components	
Component #	Component
1	Comprehensive needs assessment
2	School wide reform strategies that provide opportunities for all students to meet state standards and advanced levels of achievement and that use effective methods/strategies based on scientifically based research
3	Instruction by highly qualified staff
4	High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards
5	Strategies to attract highly qualified teachers to high-need schools
6	Strategies to increase parental involvement
7	Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.)
8	Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards
9	Coordination and integration of federal, state, and local services and programs
10	Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results
11	<i>For Elementary:</i> Transition to K assistance to Pre-K/EC students

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components		
<i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i>		
1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
3 Instruction by HQ staff	7 Measures to include teachers in decisions about use of assessment to improve perf.	10 Communication with parents regarding student assessment results
4 Ongoing PD		11 Elementary Schools only: EC/PK/EL transition programs

Table #CI-1 ☒ State: Below safeguard target

Performance Objective: Increase student performance in reading to at least 65% and writing proficiency to at least 50% across all student groups.

Applicable Strategic Plan Goal(s):

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Weekly analysis of student data in all core content: English dept will analyze data from SAQ weekly New to this action – English data analysis		Campus Administration Dept Chairs/Instructional Coaches TDS Instructional Facilitators Teachers	Student data by content area Time for teachers to analyze data	Increased student knowledge and understanding	8/27 – 5/8 PLC meetings Wednesdays Except ELA – Mondays	
Analysis of observation data: Criteria: WICOR, ICLE Framework		Campus Instructional Leadership Team	Walk through data	Walk through observations will show what skills students are accessing related to WICOR and ICLE	9/2 – 5/8 At least twice monthly	
Replace MOY exams with released STAAR EOC exams: MOY I – developed from relevant 2013 STAAR EOC questions (not complete test) MOY II – entire 2014 STAAR EOC exam. Exams scored accurately; Data used to target students, develop		Campus Administration Dept Chairs/Instructional Coaches Teachers	Released STAAR EOC exams	Students will show increase performance from MOY I to MOY II Teachers will group students for assistance based on MOY I scores	MOY I: 11/10 – 11/25 MOY II: 2/2 – 3/13	

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CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

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1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
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interventions, guide instruction.						
Train teachers on content specific use of SAQs. Students will write SAQs: Once a week in ELA classes (beginning 8/25) Once per six weeks in others (beginning 9/11)		Campus Administration English Instructional Coach TDS English Instructional Facilitator English Teachers	PD time Time for ELA teachers to plan for PD	All Teachers will embed SAQ instruction at least once a six weeks for all content areas other than ELA Students will produce SAQ responses with increased proficiency	Initial: 7/28 - 30 Ongoing: Late Starts, GL PLCs	
Teachers will calibrate scoring system and collaboratively score campus-wide SAQs.		Campus Administration English Instructional Coach TDS English Instructional Facilitator English Teachers	PD on how to calibrate Time	Calibrated SAQ data will be shared during ILT and PLC meetings	Initial: 9/11/14 Scoring: 10/9/14	
Every staff member is required to include one REACH SLO incorporating the SAQ using informational text, scored using the EOC scoring rubric.		EMHS Whole Campus Staff	PD Support from SLO facilitators	SLO submission approved	Reach Goal Submission Deadline	
Train teachers using "Reading is Thinking."		Instructional Leadership Team TDS English Instructional Facilitator English Teachers	PD	Walk through observation data	Initial: 7/28 - 30 Ongoing: GL PLCs, Late starts	
Identify and make reading materials		Instructional	Time	Suggested reading	Beginning 8/25	

CAMPUS ACTION PLAN FOR 2014-15

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available. (i.e. content specific primary sources)		Leadership Team TDS English Instructional Facilitator Teachers Librarian		materials incorporated into lessons PLC discussions / minutes	& Ongoing	
Offer course for students with Lexile levels less than 650, using TDS – ALFA curriculum and based on design of course. Identify students based on Lexile, teacher recommendation, STAAR scores. Remove student from English I, place in Reading. Adjust student ELA trajectory for 4 years.		Campus Administration Teachers English Instructional Coach TDS English Instructional Facilitator	Teacher ALFA curriculum materials TDS support	Improved students reading abilities Increased performance on assessments	Identify by 9/12 Course begins 9/22	
Implement use of TDS – Strategic Reading curriculum and protocol in all English I & II courses.		Campus Administration Teachers English Instructional Coach TDS English Instructional Facilitator	TDS – Strategic Reading curriculum PD TDS support	Improved students reading abilities Increased performance on assessments	Beginning 8/25	
Distinguish re-tester EOC preparation courses in the following ways: Student Needs ONLY English I Student Needs ONLY English II		Campus Admin Teachers English Instructional	List of students Data	Increased student performance	Beginning 8/25	

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

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- | | | |
|---|--|---|
| 1 Needs assessment
2 Schoolwide reform strategy
3 Instruction by HQ staff
4 Ongoing PD | 5 Strategies to attract HQ teachers
6 Increased parental involvement
7 Measures to include teachers in decisions about use of assessment to improve perf. | 8 Activities to help students reach proficient and advanced standards
9 Coordination & integration of federal, state and local programs
10 Communication with parents regarding student assessment results
11 Elementary Schools only: EC/PK/EL transition programs |
|---|--|---|

Student Needs Both		Coach	Teachers			
US History / EOC History meet each Tuesday to plan with CAC ELL specialist.		Content Admin, Instructional Coaches, ELL teachers, district ELL staff	Time Data District ELL staff	Lesson plans PLC minutes Increases student performance	June 2015	
ELL PD during PLC meetings						

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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Table #DR-1

Performance Objective: Students and staff will achieve health and fitness through: 1. Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities) 2. Student participation in physical activities 3. Improvement of Fitnessgram results for all students 4. Compliance with the nutrition guidelines and staff wellness (Wellness Policy)						
Applicable Strategic Plan Goal(s): 1,2						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Campuses will comply with nutrition policy (CO, Legal) and wellness policy (FAA, Local).		Principal	None	Principal will share the nutrition memo (dated Aug. 2014) with staff, PTA, and parents	June 2015	
The campus will show evidence of an environmental change using Coordinated School Health materials.		Principal, Athletic Director,	None	Inclusion of CATCH and health information in campus newsletters, parent correspondence, classrooms, cafeteria, gym, and campus events.	June 2015	
100% of students in grades 9 – 12 of the identified non-restricted students (under the health classification for physical education) will be assessed using Fitnessgram.		PE Teachers, Dance Teacher, Coaches, Athletic Director	Scheduling and time associated with testing	All students' data will be entered in Fitnessgram according to teacher and campus.	One time in the Fall & Spring for students enrolled in PE & all students enrolled in school will be in the Spring	
Identify students in the 85 th to 99 th plus percentile to receive health and wellness		Coaches, Nurse	Time and scheduling Parent support	Students in the 99 th plus percentile (with parental involvement	Spring 2014	

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Table #DR-1

Performance Objective: Students and staff will achieve health and fitness through: <ol style="list-style-type: none"> 1. Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities) 2. Student participation in physical activities 3. Improvement of Fitnessgram results for all students 4. Compliance with the nutrition guidelines and staff wellness (Wellness Policy) 						
Applicable Strategic Plan Goal(s): 1,2						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
<p>information and case management for obesity.</p> <p>PE teachers will assess students BMI using Fitnessgram.</p> <p>PE Teachers will collaborate with the nurse to identify students according to their height/weight to determine their BMI percentile.</p> <p>The nurse will provide information to the student and parent in accordance with AISD's case management plan for obesity.</p>			specialist to help with phone calls home to families where Spanish is their home language	<p>and consent) will be case managed using AISD case management plan for obesity.</p> <p>Using Fitnessgram, coaches and PE teachers will identify students.</p> <p>Nurse will communicate with students and parents by phone, email and/or mail.</p>		
Students will journal BMI, resting heart rate, target heart rate and maximum heart rate.		PE Coaches	None	Students will improve in each of the areas by the end of the year.	June 2015	

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Table #DR-2

Performance Objective: Effective violence prevention and intervention measures will be in place.

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide PD to entire staff on the School-wide discipline policy and procedures.		Administration, Lead teachers	Time and presentation materials	PD session sign-in sheets Less office referrals and removals for violence	August 2014	
CIS will provide XY Zone for identified boys		CIS staff	List of potential participants Time to schedule group	Students will participate in social activities	May 2015	
Advisory teachers will teach one lesson every 6-weeks relating to social-emotional learning.		SIF, Advisory teachers, District SEL representative	Curriculum	Walk-through observations Increase in positive student – student / student – teacher interactions	May 2015	
Campus will participate in 4 activities throughout the year to maintain a No Place for Hate designation.		NPfH student group, CIS, LGBT group, Student council, Advisory teachers	Students to serve on committee Time and calendar to schedule activities Available curriculum Money for materials for activities	Students will plan out calendar of events Walk-through observations/video-taping activities Student participation and work	September 2014 October 2014 December 2014 January 2015	

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Table #DR-3

Performance Objective: Parental involvement will be encouraged.

Applicable Strategic Plan Goal(s): 1,2,3

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Monthly Principal Chats		Principal, Parent Support Specialist	Food for parents	Monthly sign-in-sheets	May 2015	
Free Enrichment classes for Parents including but not limited to; Zumba, GED, Financial Aid, Nutrition, Resume writing, Taxes		EMVT principals, Parent Support Specialists, TDS	Aces after school program	Weekly sign-in-sheets for class	May 2015	
Survey students and parents to coordinate the best way to help parents stay connected to the school & their student and in opportunities for engagement.		Administration, Advisory teachers, Parent support specialist	Postage Time to develop and vet survey questions Surveys translated into Spanish	Send home a short survey for parent Students take online survey	February 2015	
Provide support for family and community involvement strategies that engage families and provide the tools and supports they need to help their children succeed. This includes providing parents information about their child's academic assessment performance in a language they can understand.		CAC, PTSA, CIS, Parent Support Specialist, Admin, TDS Staff	Food/snacks for parents Language support for non-English speakers Training on how to engage families	Monthly community events that are theme based	May 2015	
Schedule parent meetings led by Parent Support Specialists		Claudia Santa Maria (Parent Support	Schedule and time of scheduled events	Sign-in sheets	May 2015	

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4 Ongoing PD		11 Elementary Schools only: EC/PK/EL transition programs

Table #DR-3

Performance Objective: Parental involvement will be encouraged.

Applicable Strategic Plan Goal(s): 1,2,3

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
to explain ESL programs, graduation requirements, US school systems, transition from middle school to high school and elementary school to middle school, promotion requirements, and state assessments. This includes providing parents information about students' academic assessments in a language they can understand.		Services)	Classroom space Language support for non-English speakers Custodial care			
Community outreach events: <ul style="list-style-type: none"> Walk to meet parents/families and encourage incoming freshman to attend Freshman Transition Camp on August 4th – 7th. Panther Preview August 23rd Back-to-school night Sept. 10th with a community dinner Harvest Fest (Nov 		Administration, counselor, dropout prevention specialist, parent support specialist, CIS, teachers	Staff for walk Money for refreshments Volunteers to work in booths Time for planning events	Activities calendared Recruitment of volunteers Notices sent home All-Call to students and staff before events Students and families attend events	May 2015	

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DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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Table #DR-3

Performance Objective: Parental involvement will be encouraged.						
Applicable Strategic Plan Goal(s): 1,2,3						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
2014) Panther Pride Fest at the end of the school year						
Continue partnership with Austin Voices		Principal, CAC	Time	Principal calendar	June 2015	

Table #DR-4

Performance Objective: Adequate and appropriate campus-level professional development will be provided.						
Note: This action plan component must be approved by the CAC.						
Applicable Strategic Plan Goal(s): 1,2,3						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Days 1 & 2: Consistency, Classroom Management, Teaming Day 3: Reading is Thinking, Short Answer Questions, Rigor & Relevance Framework		Administration, Instructional Coaches, Teachers	PD Funds to pay teachers for PD	Walk through observation Reduced referrals	July 28 – 30, 2014	Completed
Improved Communication, Continued Teaming, Rigor & Relevance (Quad D) Application, Reading is Thinking, Short Answer		Administration, Instructional Coaches, Teachers	PD	PLC minutes Late start agendas Walk through	August 19 – 20, 2014	Completed

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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Table #DR-4

Performance Objective: Adequate and appropriate campus-level professional development will be provided.

Note: This action plan component must be approved by the CAC.

Applicable Strategic Plan Goal(s): 1,2,3

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Question				observation		
<ul style="list-style-type: none"> Short Answer Question Development I Short Answer Question Development II Short Answer Question Scoring Career Academy Development Question/Reading is Thinking 		Administration, Instructional Coaches, Teachers, ELA teachers	PD	PLC minutes Late start agendas Walk through observation Improved student performance	Late Starts: Sept 11, 2014 Sept 25, 2014 October 9, 2014 Oct 30, 2014 Nov 20, 2014	
Guest Speaker: Sue Sachowitz Rigor & Relevance Framework		Principal	Funds to pay for guest speaker		TBD: Oct. 13, 2014	Post poned
Morning: Vertical Team Teaming Afternoon: PLC Short Answer Question		Principals, Admin, ILT	None	Sign in sheets Agenda for sessions	Nov. 11, 2014	
TBA: Based on Current Teacher Need					Feb. 16, 2014	

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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REQUIRED FOR CAMPUSES THAT MEET CERTAIN CONDITIONS (Conditions in Yellow)

Special Education Identification – All Levels

Table #DR-5						
Performance Objective: Reduce special education identification rate.						
Condition: If rate > 8.5%					Source: SPED C-IEP (A) 4 th 6 weeks	
Campus Rate: 19.0%		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Audit all IEP folders to ensure student identification is current and aligned with instructional services and assessments.		SpEd. Dept. Chair, SpEd Teachers, Administration	Time for case managers, dept chair and administration to audit folders	Students' instructional services and supports are aligned. Students are successful academically, emotionally and socially.	May 2015	
Ensure students' course schedule is accurate and aligned with their IEP.		SpEd. Dept. Chair, SpEd Teachers, Counselors, Administration	Time to conference with student and/or parents	Students are on track to graduate on the graduation plan determined the ARD committee.	May 2015	
Monitor student progress, report out every 3 weeks on grades and every 6 weeks on student IEP goals and objectives using the SEEDS program.		SpEd. Dept. Chair, SpEd Teachers, Administration	Time to review IEP and document progress Postage to mail out progress reports	Student goals/objectives, instructional services may be adjusted accordingly.	May 2015	
Work with our vertical team to		Principal, SpEd. Dept.	Open	Vertical team meeting	June 2015	

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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Table #DR-5

Performance Objective: Reduce special education identification rate.						
Condition: If rate > 8.5%					Source: SPED C-IEP (A) 4 th 6 weeks	
Campus Rate: 19.0%		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
reduce over identification of students served with special education services.		Chair, counselors, Vertical team administrators	communication with feeder school Dept. chair to attend all transition ARDs	agendas Collaboration with feeder campuses Receiving campus to attend and provide input to all advancement ARDs.		

Special Education Disciplinary Placements– All Levels

Table #DR-9

Performance Objective: Reduce the rate of special education students in discretionary OSS settings.						
Condition: If SPED OSS placement rate > 6 percentage points above rate for all students					Source: SPED C-IEP (G)	
Campus Figure: 28.4		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Implement the campus Learning Support Center to support students who would otherwise be removed for discretionary reasons.		Administration, SpEd. Dept. Chair, Case managers	Time to meet	Reduction of Out of School Suspensions	June 2015	

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DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
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4 Ongoing PD		11 Elementary Schools only: EC/PK/EL transition programs

Table #DR-9

Performance Objective: Reduce the rate of special education students in discretionary OSS settings.						
Condition: If SPED OSS placement rate > 6 percentage points above rate for all students					Source: SPED C-IEP (G)	
Campus Figure: 28.4		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide professional development on building positive relationships		District Child Study System Facilitator	District Trainer, SEL curriculum	Teachers build positive relationships with peers and students.	June 2015	
Provide PD on classroom management		Administration, CSS district facilitator, SBS Teacher	Expert to deliver PD	Teachers utilize techniques learned in PD to create a successful learning environment. Students remain in class	June 2015	
SBS Teacher will utilize a research based curriculum to increase student academic, social and emotional success.		Administration, Counselors,	Curriculum PD on effectively supporting students with behavioral needs	SBS students will develop self-monitoring skills to be able to be successful in their classes.	June 2015	
Utilize SEL / Advisory curriculum in all classes		Administration, Teachers	Time to review curriculum with teachers District approved curriculum	Students are successful academically, emotionally and socially. Students have positive relationships with peers and adults.	June 2015	

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
<i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i>		
1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
3 Instruction by HQ staff	7 Measures to include teachers in decisions about use of assessment to improve perf.	10 Communication with parents regarding student assessment results
4 Ongoing PD		11 Elementary Schools only: EC/PK/EL transition programs

Special Education Service in LRE – All Levels

Table #DR-10						
Performance Objective: Increase the rate of special education students served in the general education population setting 80% of the day or more.						
Condition: If rate < 68%					Source: SPED C-IEP (H) 4 th 6 weeks	
Campus rate: 48.9%		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Implement formalized process for developing student placement in ARD meetings.		Campus Administration Special Education Dept Chair	Professional development for new Special Ed. Teachers	ARD paperwork is in compliance	Beginning: September 1, 2014 Dept Meetings: Before/After School	
Special education and general education teachers will utilize various accommodations to meet the needs of students. Develop awareness of accommodations available		Campus Administration Special Education Dept Chair Teachers	Time and professional development for teachers serving students with special education needs.	Students are successful in their classes Teachers are using accommodations	Beginning: August 27, 2014 PLC Meetings: English (Mondays) Math/Sci/SS (Wednesdays)	
Substantially increase number of students supported through inclusion. Support with co-teaching: Provide on-going professional		Campus Administration Special Education Instructional Coach	Class schedules PD support from CAC	Schedule classes for teachers to co-teach and support through inclusion PD sign in sheets	Beginning September 1, 2014	

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
<i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i>		
1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
3 Instruction by HQ staff	7 Measures to include teachers in decisions about use of assessment to improve perf.	10 Communication with parents regarding student assessment results
4 Ongoing PD		11 Elementary Schools only: EC/PK/EL transition programs

Table #DR-10

Performance Objective: Increase the rate of special education students served in the general education population setting 80% of the day or more.

Condition: If rate < 68% Source: SPED C-IEP (H) 4th 6 weeks

Campus rate: 48.9% Does campus performance require inclusion of this objective? (Yes or No): Yes

Applicable Strategic Plan Goal(s): 1,2,4

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
development and time for collaboration with teaching partners. Conduct at least weekly observations of co-teaching classrooms, with prompt feedback.				Walk through observations Walk through observations		

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
<i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i>		
1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
3 Instruction by HQ staff	7 Measures to include teachers in decisions about use of assessment to improve perf.	10 Communication with parents regarding student assessment results
4 Ongoing PD		11 Elementary Schools only: EC/PK/EL transition programs

Special Education Measureable Postsecondary Goals - HS

Table #DR-11						
Performance Objective: Increase the percentage of ARDs with measurable postsecondary transition goals.						
Condition: If ARD rate < 100%					Source: SPED C-IEP (N) 4 th 6 weeks	
Campus rate: 69.0%		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,3,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Audit all IEP folders to ensure that students aged 16 and above have an IEP that includes coordinated, measureable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.		Case Managers, SpEd. Dept. Chair, Administration	Time for case managers, dept chair and administration to audit folders Time to conference with student and/or parents	Folders are in 100% compliance	June 2015	
Students complete Naviance or Ansell Casey and the short form and conference with case manager.		Case Managers, SE Dept. Chair, College & Career Center contact, Administration	Access to computers	Students learn and use Naviance and/or Ansell Casey.	June 2015	
Discuss during ARD meeting and complete transition goals with parent and student input.		Case Managers, ARD Facilitator, Administration	None	Transition goals reflect student interest Minutes from ARD meeting	June 2015	
Counselors meet individually with all students to discuss course options for the following school year to ensure students are on track to graduate.		Counselors, Case Managers	Time	Meeting logs Students will be enrolled in courses that will lead to graduation.	June 2015	

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
<i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i>		
1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
3 Instruction by HQ staff	7 Measures to include teachers in decisions about use of assessment to improve perf.	10 Communication with parents regarding student assessment results
4 Ongoing PD		11 Elementary Schools only: EC/PK/EL transition programs

ELL Proficiency Levels – All Levels

Table #DR-12						
Performance Objective: Decrease the rate of ELLs who remain at beginning proficiency level on TELPAS Reading over a two-year period (grades 2-12).						
Condition: If percentage of LEP students at beginning proficiency level over two-year period > 4.5%					Source: AISD CDA Report/TELPAS	
Campus rate: 5%		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,3,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Develop sheltered courses to specifically address development of English skills. English 2, 3, 4 Biology EOC Prep (for re-testers) US History EOC Prep (for re-testers) English EOC Prep (for re-testers) English EOC Prep (for 1 st time)		Campus Administration	Master schedule Teachers PD for teachers on ELL strategies	Walk through observations identifying sheltered instruction strategies Students are assigned to appropriate classes to meet their graduation requirements.	Complete: August 15, 2014	
Support beginning students daily in Biology, US History, Algebra in inclusion setting with additional support staff.		ELL Teaching Assistant	TA	Students are successful in their classes.	Complete: August 25, 2014	
Increase support of ELL students (beginning and intermediate) in Biology, US History, Algebra and English through implementing		Instructional Leadership Team ELL Teachers ELL Teaching	TA Support for district ELL department	Increased student performance	Beginning: Sept 1, 2014	

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DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
<i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i>		
1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
3 Instruction by HQ staff	7 Measures to include teachers in decisions about use of assessment to improve perf.	10 Communication with parents regarding student assessment results
4 Ongoing PD		11 Elementary Schools only: EC/PK/EL transition programs

Table #DR-12

Performance Objective: Decrease the rate of ELLs who remain at beginning proficiency level on TELPAS Reading over a two-year period (grades 2-12).

Condition: If percentage of LEP students at beginning proficiency level over two-year period > 4.5%

Source: AISD CDA Report/TELPAS

Campus rate: 5%

Does campus performance require inclusion of this objective? (Yes or No): Yes

Applicable Strategic Plan Goal(s): 1,2,3,4

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
targeted content specific ELL strategies in each classroom. EOC US History class with ELL co-teach support		Assistant Teachers				
Ensure teachers attend professional development that supports linguistic and content advancement of ELLs, including CRM preview for SS & Science. Identify and select necessary PD to support ELLs in the general education class. After attending PD, ESL teachers will deliver information, strategies to staff.		Administration, ESL teachers, DELL staff	Available PD Registration fees Substitutes	Increased use of effective teaching strategies Linguistic accommodations are implemented for individual students PLC minutes indicate specific strategies implemented	June 2015	

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
<i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i>		
1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
3 Instruction by HQ staff	7 Measures to include teachers in decisions about use of assessment to improve perf.	10 Communication with parents regarding student assessment results
4 Ongoing PD		11 Elementary Schools only: EC/PK/EL transition programs

Dropout Rates – **MS and HS Levels Only**

Table #DR-13						
<input type="checkbox"/> State: Below safeguard target						
Performance Objective: Reduce the special education annual dropout rate.						
Condition: If SPED annual dropout rate > 2% (MS-grades 7-8; HS-grades 9-12)					Source: TEA Annual Dropout Data	
Campus rate: 6.4%		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,3,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Counselors use ARD/transition plan to recommend course options when meeting with each student with a disability individually.		Counselors, SpEd. Dept. Chair, Case Managers	None	Students will be enrolled in courses that will lead to graduation.	Fall 2014	
Identify students with disabilities who require STAAR/EOC remediation and/or accelerated instruction and provide planned interventions.		Case Manager, SpEd. Dept. Chair, Counselors	Folder review	Students identified as “in need” are scheduled in an additional ELAR class	May 2015	
Identify adult contact/mentor for students with disabilities at risk of not completing high school.		Case Manager, SpEd. Dept. Chair, Counselors	Time for case managers to develop criteria Pool of mentor contacts	Needs based assessment for each student to match with a mentor Research potential adult role model/mentor Each student participating will be provided the opportunity to interact with an adult mentor	June 2015	

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
<i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i>		
1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
3 Instruction by HQ staff	7 Measures to include teachers in decisions about use of assessment to improve perf.	10 Communication with parents regarding student assessment results
4 Ongoing PD		11 Elementary Schools only: EC/PK/EL transition programs

Table #DR-14						
<input type="checkbox"/> State: Below safeguard target						
Performance Objective: Reduce the ELL annual dropout rate.						
Condition: If LEP annual dropout rate > 2% (MS-grades 7-8; HS-grades 9-12)					Source: TEA Annual Dropout Data	
Campus rate: 5.5%		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,3,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Counselors will use ELL Academic Plan to recommend course options when meeting with each ELL individually.		Administration, Counselor and ELL campus rep	Data Time	Students will be placed in classes needed for graduation	June 2015	
Identify ELLs who require STAAR/EOC remediation and/or accelerated instruction and provide planned interventions.		Administration, Counselor and ELL campus rep	Data Time	Students are placed in the correct EOC prep course Increased student success / graduation	June 2015	
Utilize services from staff from Department of English Learners staff to work through PLCs in designing specific data driven sessions to support ELLs.		Administration, Counselor and ELL campus rep, CAC ELL Dept. staff	ELL district staff support	PLC agendas / minutes Student work disaggregation to develop supports	June 2015	
Provide professional development on ELPS to all Bilingual and ESL teachers.		Administration, ELL campus rep, CAC ELL Dept. staff	PD ELL district staff support	Increased student success / graduation	June 2015	
Parent phone calls and home visits (when parents cannot be reached by phone) for students failing or have excessive absences		Parent support specialist, Graduation coordinator, Admin, Counselor	Time	Increased on-track graduation for students	June 2015	

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
<i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i>		
1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
3 Instruction by HQ staff	7 Measures to include teachers in decisions about use of assessment to improve perf.	10 Communication with parents regarding student assessment results
4 Ongoing PD		11 Elementary Schools only: EC/PK/EL transition programs

4-Year Graduation Rates – **HS Level Only**

Table #DR-15		<input type="checkbox"/> State: Below safeguard target				
Performance Objective: Increase the rate of special education students who graduate within four years.						
Condition: If special education student grad rate < 75%					Source: TEA Grad Data (Class of 2012)	
Campus rate: 63.2%		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,3,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status

Table #DR-16		<input type="checkbox"/> State: Below safeguard target				
Performance Objective: Increase the rate of ELLs who graduate within four years.						
Condition: If LEP student grad rate < 75%					Source: TEA Grad Data (Class of 2012)	
Campus rate: 59.1%		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,3,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Utilize services provided by the Department of English Language Learners on parental informational sessions on graduations plans, course sequencing, and graduation requirements.		Counselors, Parent Support Specialist, College & Career Specialist, LPAC Chair	Central Office ELL Department to hold information sessions	Graduation Rate in June and August graduations, Percentage of students graduating on the recommended plan	June 2015	
Provide college attendance		Parent Support	Parent Support	FAFS applications and	June 2015	

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
<i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i>		
1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
3 Instruction by HQ staff	7 Measures to include teachers in decisions about use of assessment to improve perf.	10 Communication with parents regarding student assessment results
4 Ongoing PD		11 Elementary Schools only: EC/PK/EL transition programs

Table #DR-16							<input type="checkbox"/> State: Below safeguard target
Performance Objective: Increase the rate of ELLs who graduate within four years.							
Condition: If LEP student grad rate < 75%						Source: TEA Grad Data (Class of 2012)	
Campus rate: 59.1%		Does campus performance require inclusion of this objective? (Yes or No): Yes					
Applicable Strategic Plan Goal(s): 1,2,3,4							
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status	
workshops for ELL parents in both Spanish and English at the secondary level.		Specialist, Counselors	Specialist to notify parents	college applications submitted			
Review graduation plans of ELL secondary students		Administration, Counselors, DELL staff, parents	Time for counselors and administration to review individual transcripts	Counselors and administration to review individual graduation plans with students to develop a plan of action Students on track to graduate on the recommended plan	December 2014		
Conduct efforts to provide credit recovery to ELL students (Saturday School, summer school, Twilight School).		Dropout Prevention Specialist, Counselor, Administration	Time for counselors and administration to review individual transcripts	Counselors and administration to review individual transcripts with students and register them for DELTA June and August graduation rates	December 2014		
Utilize the department of		Parent Support	CCC and Central	Student rate of FAFSA	June 2015		

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DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
<i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i>		
1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
3 Instruction by HQ staff	7 Measures to include teachers in decisions about use of assessment to improve perf.	10 Communication with parents regarding student assessment results
4 Ongoing PD		11 Elementary Schools only: EC/PK/EL transition programs

Table #DR-16		<input type="checkbox"/> State: Below safeguard target				
Performance Objective: Increase the rate of ELLs who graduate within four years.						
Condition: If LEP student grad rate < 75%					Source: TEA Grad Data (Class of 2012)	
Campus rate: 59.1%		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,3,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
English Language Learners to provide Parent Financial Aide assistance for ELLs.		Specialist, College & Career Specialist, DELL staff	Office ELL Department to publicize and provide assistance on FAFSA signing days	completion and submission		
Continue to use Language Learners at University of Texas Center for Hispanic Achievement (LUCHA) services.		Administration, LPAC Chair, ESL Teacher, DELL staff	PD provided by Central Office ELL Department	Increase percentage of ELL students graduating on time	December 2014	

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
<i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i>		
1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
3 Instruction by HQ staff	7 Measures to include teachers in decisions about use of assessment to improve perf.	10 Communication with parents regarding student assessment results
4 Ongoing PD		11 Elementary Schools only: EC/PK/EL transition programs

Graduation Plans – HS Level Only

Table #DR-17						
Performance Objective: Increase the rate of special education students who graduate on RHSP or DAP high school plans.						
Condition: If special education student rate < 20%					Source: TAPR Report (Class of 2012)	
Campus rate: 12.5%		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,3,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Increase number of students with disabilities taking and passing the EOC to support graduation on RHSP or DAP graduation plans.		Case Managers, Counselors and SpEd. Dept. Chair	Accelerated curriculum support Teachers	Increased student performance leading to increased graduation rate of RHSP / DAP Students will be enrolled in courses that will lead to graduation.	Spring 2015	
Provide intervention opportunity during the school day for students who need additional instructional support.		Administration, Case Managers, Teachers	Schedule time for pull-out interventions	Students served during Advisory time by Case Manager	May 2015	
Case managers will provide counselors with course needs that are specific to students' IEPs each term to ensure SWDs are scheduled properly and are on target for graduation. This will include course completions in special		Case Managers, Counselors and SpEd. Dept. Chair	Case manager rosters	Students will be enrolled in courses that will lead to graduation within 4 years.	May 2015	

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
<i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i>		
1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
3 Instruction by HQ staff	7 Measures to include teachers in decisions about use of assessment to improve perf.	10 Communication with parents regarding student assessment results
4 Ongoing PD		11 Elementary Schools only: EC/PK/EL transition programs

Table #DR-17

Performance Objective: Increase the rate of special education students who graduate on RHSP or DAP high school plans.						
Condition: If special education student rate < 20%					Source: TAPR Report (Class of 2012)	
Campus rate: 12.5%		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,3,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
education courses and those courses deemed acceptable replacements by ARD and aligned to the 4-year graduation plan.						
Review graduation plans of students with disabilities to ensure course alignment with advanced graduation plans.		Case Managers, Counselors and SpEd. Dept. Chair	Transcripts	Student course sequence is aligned with graduation plan.	Fall 2014 and Spring 2015	

APPENDIX A-1
Use of State Compensatory Education Funds for Improved Student Achievement

Programs and services currently being implemented on this campus that are partially or fully supported through State Compensatory Education (SCE) or grant funding include the following:

Programs/Services	Describe how the campus is meeting needs of at-risk students with SCE resources:
Extra duty pay for current teachers and/or part-time hourly tutors providing tutoring outside of school hours:	
General Supplies for at-risk students:	
Transition Services (from middle school to high school or from elementary school to middle school):	
Middle School reading and math initiatives:	
Extra duty pay for teachers and/or administrators or part-time/hourly pay for after-school detention:	
Reading specialists (to include literacy coaches):	
Math specialist (FTE for math interventions):	
Elementary Counselors:	
Dropout prevention services:	
DELTA (or other credit recovery programs):	
Parent Support Specialist (or other parent involvement expenses):	
9 th Grade Initiatives (for example, a ninth grade academy, mentoring program for freshman, algebra tutoring and/or intervention programs, etc.):	

APPENDIX A-2

Highly Qualified Teacher Recruitment and Retention Plan

Area 1: Increase percentage of highly qualified (HQ) teachers to meet and/or maintain 100%. Strategies (check all that apply, but check at least one):

	Work with staffing coordinator, identify staff not meeting HQ standards
	Notify staff of deficit area(s)
	Agree with staff on appropriate ways to meet the standard
	Provide adequate time for staff to attend trainings and/or take needed exams
	Other:

Area 2: Ensure low-income students and minority students are not taught at higher rates than other student groups by teachers who are not HQ. Strategies (check all that apply, but check at least one):

	Offer early-bird signing bonuses to teachers at Title I campuses
	Provide bilingual and special education stipends
	Collaborate with HR to identify staffing needs so that qualified candidates are available
	Other:

Area 3: Attract and retain HQ teachers. Strategies (check all that apply, but check at least one):

	Participate in district-sponsored job fairs
	Participate in recruiting trips
	Provide mentors to first and second year teachers
	Offer high-quality professional development
	Provide leadership opportunities for teachers
	Encourage participation in National Board program
	Meet on a regular basis with new teachers to review needs/issues
	Other:

Area 4: Assist teachers not currently HQ to meet the HQ requirements in a timely manner. Strategies (check all that apply, but check at least one):

	Assign teachers to areas in which already meet HQ
	Provide high-quality professional development in area(s) needed
	Pay for study courses for required exams
	Pay for passed exams
	Provide substitutes or stipends for professional development
	Other:

APPENDIX A-3

Pregnancy Related Services

Pregnancy Related Services (PRS) are a combination of Support Services and Compensatory Education Home Instruction (CEHI). These services are available to a pregnant student during pregnancy prenatal and postpartum periods to help her adjust academically, mentally and physically and to remain in school.

Support Services are provided during the prenatal period of pregnancy and while the student is still attending school, as well as during the prenatal or postpartum period while the student is at home or hospital for a valid medical necessity or recovering from delivery and being served with PRS CEHI. Examples of Support Services the student may access are counseling, health services provided by school nurse, case management and service coordination.

Compensatory Education Home Instruction (CEHI) is academic instruction offered to the student in the home or hospital. The number of hours per week of instruction by a certified teacher varies according to student needs, and attendance is reported according to TEA formula. This service is provided under different circumstances:

- 1) Prenatal Confinement. If the student cannot attend school on campus due to a valid medical necessity documented by a nurse practitioner or licensed physician licensed to practice in the United States. A medical release must be obtained by the medical or nurse practitioner to return to campus for **any** reason, including to take standardized tests. There is no limit to the number of events or the length of each event.
- 1) Postpartum Confinement. A student who has delivered a live, aborted, or stillborn baby, suffered a miscarriage or death of a newborn, or placed a baby up for adoption can be served, beginning the day of or the day after delivery for up to six consecutive weeks at home or hospital.
- 2) Extended Postpartum Confinement. Four additional weeks of CEHI may be provided a student when a valid medical necessity of the mother or child exists as documented by a licensed physician licensed to practice in the United States.
- 3) Break-In-Service Confinement. This service is for a maximum of ten weeks in length, divided into two periods in instances when the infant remains hospitalized after delivery. The student may return to school while the infant is hospitalized, then return to CEHI when the infant is home. When the student returns to school between the two CEHI periods, the student will not be coded PRS. A medical release will be required for the student to return to campus.

At the district level, compensatory education funds are used to fund teacher units for the Pregnancy Related Services program.

APPENDIX T-1
Office of State and Federal Accountability Audit Checklist: Components for Title I Schools
(All Title I Schools)

(To be completed by Office of State and Federal Accountability staff as part of the annual CIP development process)

For all Title I schools, indicate the campus and/or district action plan table #(s) on which the following components can be found:

Components		Objective Table #(s)
Component #	Component	
1	Comprehensive needs assessment	
2	School wide reform strategies that provide opportunities for all students to meet state standards and advanced levels of achievement and that use effective methods/strategies based on scientifically based research	
3	Instruction by highly qualified staff	
4	High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	
5	Strategies to attract highly qualified teachers to high-need schools	
6	Strategies to increase parental involvement	
7	Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.)	
8	Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	
9	Coordination and integration of federal, state, and local services and programs	
10	Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results	
11	<i>For Elementary:</i> Transition to K assistance to Pre-K/EC students	

APPENDIX T-2
Explanation of Title I, Part A Expenditures for Improving Student Performance
(All Title I Schools)

For all Title I schools, this table provides an executive summary of Title I, Part A expenditures and ties them directly to improving student performance, as identified in the Needs Assessments and corresponding Improvement Strategies of the Action Plan. As appropriate to ensure clarity, please provide a brief description for line items (e.g., rather than simply listing "Field Trip," list "Field Trip to Art Museum"). Please insert additional rows in the table as needed.

Type of Expenditure	How Will Expenditure Improve Student Performance?		Amount of Expenditure	How Will Impact Be Assessed?
	Improvement Strategy	Needs Assessment		
Personnel				
			\$	
			\$	
			\$	
Instructional Supplies, Materials, and Equipment				
			\$	
			\$	
			\$	
Professional Development/Staff Training				
			\$	
			\$	
			\$	
Community Services (Function 61)				
			\$	
			\$	
			\$	
Other Requests				
			\$	
			\$	
			\$	
TOTAL (Must Match BTO Total)			\$	

APPENDIX T-3

Office of State and Federal Accountability Audit Checklist: Components for Title I Priority and Focus Schools

(To be completed by Office of State and Federal Accountability staff as part of the annual CIP development process)

For Title I Priority and Focus Schools ONLY, indicate the campus and/or district action plan table #(s) on which the following components can be found:

Seven Turnaround Principles		Objective Table #(s)
Component #	Component	
1	Providing strong leadership	
2	Ensuring teachers are effective and have resources	
3	Redesigning the school day, week, or year to add student learning time	
4	Strengthening the school's instructional program based on student needs (research-based programs)	
5	Data driven instruction and continuous improvement	
6	Establishing school environments that address non-academic factors that impact student achievement	
7	Providing ongoing mechanisms for family & community engagement	

APPENDIX T-4
Explanation of Expenditures for Improving Student Performance
(Title I Priority and Focus Schools ONLY)

For all Title I schools, this table provides an executive summary of Title I, Part A expenditures and ties them directly to improving student performance, as identified in the Needs Assessments and corresponding Improvement Strategies of the Action Plan. As appropriate to ensure clarity, please provide a brief description for line items (e.g., rather than simply listing "Field Trip," list "Field Trip to Art Museum"). Please insert additional rows in the table as needed.

Type of Expenditure	How Will Expenditure Improve Student Performance?		Amount of Expenditure	How Will Impact Be Assessed?
	Improvement Strategy	Needs Assessment		
Personnel				
			\$	
			\$	
			\$	
Instructional Supplies, Materials, and Equipment				
			\$	
			\$	
			\$	
Professional Development/Staff Training				
			\$	
			\$	
			\$	
Community Services (Function 61)				
			\$	
			\$	
			\$	
Other Requests				
			\$	
			\$	
			\$	
TOTAL (Must Match BTO Total)			\$	

Campus Scorecard 2014-15

019 - Eastside Memorial HS at Johnston High School

The following indicators are included in the campus scorecard:

	Elementary	Middle School	High School
STAAR / STAAR EOC by Subject - Level II Final ^{a,b}	•	•	•
STAAR / STAAR EOC by Subject - Level III ^{a,b}	•	•	•
STAAR / STAAR EOC Student Progress in Reading, Mathematics and Algebra I ^{a,c}	•	•	•
Attendance	•	•	•
Discipline	•	•	•
TELPAS	•	•	•
Student Fitness	•	•	•
Primary Reading Assessment	•		
Recommended High School Program and Distinguished Achievement Program Participation			•
Graduation Rate (with exclusions)			•
Annual Dropout Rate 9-12 (with exclusions)			•
SAT/ACT Exam Participation and Performance			•
Advanced Placement/International Baccalaureate Exam Participation and Performance			•
Advanced Course/Dual Enrollment			•
College-Ready Graduates ELA and Math ^d			•

^a STAAR and STAAR EOC calculations are based on the estimated accountability subset and include retesters. The accountability subset does not include students in their first year in U.S. schools or asylees/refugees in years 1-5 in U.S. schools.

^b Level II - Final Improvement Goals for STAAR and STAAR EOC are pre-populated at the district growth rates of a 15% reduction in non-proficient students as approved on December 16, 2013 by the Austin ISD Board of Trustees. Level III Improvement Goals for STAAR and STAAR EOC are pre-populated with growth rates of a 5% reduction in students not meeting Level III. Rates may be set higher by campuses.

^c Student Progress in Reading, Mathematics and Algebra I measures student growth from one year to the next provided the student has tested in successive grade levels in both years, with the same version of the test. Students who move from English to Spanish and Spanish to English will receive a progress measure in Mathematics only.

^d For this indicator, a graduate must have met or exceeded the college-ready criteria on the TAKS exit-level test, or the SAT test, or the ACT test in ELA and Mathematics.

All Improvement Goals set by campuses must be approved by the Associate Superintendent for the campus.

STAAR EOC English I - Level II-Final

	2013-14 Estimated	2014-15 Improvement Goal
All Students	18%	30%
Afr Amer	*	30%
Hispanic	18%	30%
White	62%	68%
Asian	*	30%
Two+	*	30%
SpEd	15%	30%
ECD	17%	30%
ELL	11%	30%

Data Source: Contractor's Electronic Files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR EOC English II - Level II-Final

	2013-14 Estimated	2014-15 Improvement Goal
All Students	17%	30%
Afr Amer	26%	37%
Hispanic	15%	30%
White	*	100%
Asian	*	30%
Two+	-	30%
SpEd	36%	46%
ECD	15%	30%
ELL	*	30%

Data Source: Contractor's Electronic Files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR EOC Algebra I - Level II-Final

	2011-12 Estimated	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
All Students	14%	19%	23%	34%
Afr Amer	*	*	17%	30%
Hispanic	16%	19%	24%	35%
White	*	*	*	58%
Asian	-	-	*	30%
Two+	*	-	*	30%
SpEd	*	*	*	30%
ECD	15%	19%	22%	33%
ELL	*	*	*	30%

Data Source: Contractor's Electronic Files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR EOC Biology - Level II-Final

	2011-12 Estimated	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
All Students	7%	12%	15%	30%
Afr Amer	*	*	*	30%
Hispanic	8%	11%	12%	30%
White	*	*	*	100%
Asian	-	-	-	30%
Two+	*	-	-	30%
SpEd	*	*	*	30%
ECD	8%	11%	13%	30%
ELL	*	*	*	30%

Data Source: Contractor's Electronic Files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR EOC US History - Level II-Final

	2013-14 Estimated	2014-15 Improvement Goal
All Students	10%	30%
Afr Amer	*	30%
Hispanic	11%	30%
White	*	30%
Asian	*	58%
Two+	-	30%
SpEd	*	30%
ECD	11%	30%
ELL	*	30%

Data Source: Contractor's Electronic Files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR EOC English I - Level III

	2013-14 Estimated	2014-15 Improvement Goal
All Students	*	6%
Afr Amer	*	5%
Hispanic	*	6%
White	*	5%
Asian	*	5%
Two+	*	5%
SpEd	*	8%
ECD	*	6%
ELL	*	5%

Data Source: Contractor's Electronic Files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR EOC English II - Level III

	2013-14 Estimated	2014-15 Improvement Goal
All Students	3%	8%
Afr Amer	*	5%
Hispanic	4%	9%
White	*	5%
Asian	*	5%
Two+	-	5%
SpEd	*	18%
ECD	*	8%
ELL	*	5%

Data Source: Contractor's Electronic Files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR EOC Algebra I - Level III

	2011-12 Estimated	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
All Students	*	7%	6%	10%
Afr Amer	*	*	*	8%
Hispanic	*	7%	6%	10%
White	*	*	*	29%
Asian	-	-	*	5%
Two+	*	-	*	5%
SpEd	*	*	*	8%
ECD	*	7%	5%	10%
ELL	*	*	*	7%

Data Source: Contractor's Electronic Files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR EOC Biology - Level III

	2011-12 Estimated	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
All Students	*	*	*	5%
Afr Amer	*	*	*	5%
Hispanic	*	*	*	5%
White	*	*	*	5%
Asian	-	-	-	5%
Two+	*	-	-	5%
SpEd	*	*	*	5%
ECD	*	*	*	5%
ELL	*	*	*	5%

Data Source: Contractor's Electronic Files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR EOC US History - Level III

	2013-14 Estimated	2014-15 Improvement Goal
All Students	*	8%
Afr Amer	*	5%
Hispanic	*	7%
White	*	5%
Asian	*	52%
Two+	-	5%
SpEd	*	5%
ECD	*	8%
ELL	*	5%

Data Source: Contractor's Electronic Files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Attendance

	2010-11 Actual	2011-12 Actual	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
All Students	85.8%	85.3%	90.6%	91.7%	93.0%
Afr Amer	84.6%	84.9%	90.5%	92.3%	93.0%
Hispanic	86.0%	85.3%	90.5%	91.4%	93.0%
White	87.2%	89.2%	92.1%	91.6%	93.0%
Amer Ind	<1%	*	*	*	95.0%
Asian	*	93.4%	95.3%	96.6%	97.0%
Two+	*	*	*	*	94.0%
ECD	86.5%	85.5%	90.6%	91.7%	93.0%

Data Sources: Actual- TAPR, Estimated- AISD Student Information System

* Denominator is less than 900(excluding 0)

- Denominator is 0

State Recommended High School Program or Distinguished Achievement Program Participation

	Class of 2011 Actual	Class of 2012 Actual	Class of 2013 Actual	Class of 2014 Improvement Goal	Class of 2015 Improvement Goal
All Students	58.9%	65.7%	70.1%	84.0%	86.0%
Afr Amer	37.5%	50.0%	75.0%	84.0%	86.0%
Hispanic	64.4%	68.9%	69.4%	84.0%	86.0%
White	*	*	*	84.0%	86.0%
Amer Ind	-	-	-	84.0%	86.0%
Asian	-	*	*	84.0%	86.0%
Two+	*	-	-	84.0%	86.0%
ECD	62.1%	65.1%	68.9%	84.0%	86.0%

Data Sources: Actual- TAPR

* Denominator is less than 5(excluding 0)

- Denominator is 0

Graduation Rate (with exclusions)

	Class of 2011 Estimated	Class of 2012 Estimated	Class of 2013 Preliminary	Class of 2014 Improvement Goal	Class of 2015 Improvement Goal
All Students	n/a	75.7%	89.8%	94.0%	95.0%
Afr Amer	n/a	81.8%	*	94.0%	95.0%
Hispanic	n/a	75.0%	88.3%	94.0%	95.0%
White	n/a	*	*	94.0%	95.0%
Amer Ind	n/a	*	*	94.0%	95.0%
Asian	n/a	*	*	94.0%	95.0%
Two+	n/a	-	-	94.0%	95.0%
SpEd	n/a	70.6%	*	94.0%	95.0%
ECD	n/a	76.3%	90.7%	94.0%	95.0%
ELL	n/a	61.5%	84.0%	94.0%	95.0%

Data Source: Actual- TAPR, Preliminary- Preliminary TEA data tables

* Denominator is less than 25(excluding 0)

- Denominator is 0

Annual Dropout Rate (9-12) (with exclusions)

	2010-11 Estimated	2011-12 Estimated	2012-13 Preliminary	2013-14 Improvement Goal	2014-15 Improvement Goal
All Students	5.7%	4.4%	2.6%	1.0%	1.0%
Afr Amer	4.7%	3.7%	1.1%	1.0%	1.0%
Hispanic	6.1%	4.5%	3.0%	1.0%	1.0%
White	<1%	<1%	*	1.0%	1.0%
Amer Ind	-	*	*	1.0%	1.0%
Asian	*	*	*	1.0%	1.0%
Two+	*	*	*	1.0%	1.0%
SpEd	4.3%	4.5%	4.1%	1.0%	1.0%
ECD	4.6%	3.8%	2.5%	1.0%	1.0%
ELL	1.2%	6.0%	2.9%	1.0%	1.0%

Data Source: Actual- TAPR, Preliminary- Preliminary TEA data tables

* Denominator is less than 25(excluding 0)

- Denominator is 0

SAT/ACT Exam Participation & Performance

Participation	Class of 2011 Actual	Class of 2012 Actual	Performance	Class of 2011 Actual	Class of 2012 Actual
All Students	53.1%	40.4%	All Students	4.7%	7.5%
Afr Amer	?	30.0%	Afr Amer	0.0%	0.0%
Hispanic	48.6%	39.2%	Hispanic	5.6%	3.4%
White	*	*	White	-	*
Amer Ind	-	-	Amer Ind	-	-
Asian	-	*	Asian	-	*
Two+	*	-	Two+	-	-

Data Source: TAPR

* Denominator is less than 5(excluding 0)

- Denominator is 0

Advanced Placement/International Baccalaureate Exam Participation & Performance

Participation	Class of 2012 Actual	Performance	Class of 2012 Actual
All Students	20.7%	All Students	7.0%
Afr Amer	31.0%	Afr Amer	0.0%
Hispanic	18.2%	Hispanic	5.0%
White	*	White	*
Amer Ind	*	Amer Ind	-
Asian	42.9%	Asian	*
Two+	-	Two+	-

Data Source: TAPR

* Denominator is less than 5(excluding 0)

- Denominator is 0

Advanced Course / Dual Enrollment

	2010-11 Actual	2011-12 Actual
All Students	20.4%	14.4%
Afr Amer	12.2%	15.4%
Hispanic	22.1%	13.7%
White	14.3%	30.0%
Amer Ind	-	*
Asian	*	42.9%
Two+	*	*

Data Source: TAPR

* Denominator is less than 5(excluding 0)

- Denominator is 0

College-Ready Graduates - ELA and Math

	Class of 2011 Actual	Class of 2012 Actual	Class of 2013 Estimated	Class of 2014 Improvement Goal	Class of 2015 Improvement Goal
All Students	20%	31%	16%	25%	26%
Afr Amer	18%	15%	20%	25%	26%
Hispanic	22%	34%	15%	25%	26%
White	*	*	*	25%	26%
Amer Ind	-	-	-	25%	26%
Asian	-	*	*	50%	50%
Two+	*	-	-	25%	26%
SpEd	7%	*	<1%	25%	26%
ECD	22%	29%	15%	25%	26%
ELL	<1%	10%	6%	25%	26%

Data Source: Actual- TAPR, Estimated- AISD assessment data records

* Denominator is less than 5(excluding 0)

- Denominator is 0

Discipline Targets

Campus Discretionary Removals

	Estimated						Improvement Goal
	2011-12		2012-13		2013-14		2014-15
	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	% Ethnic Group Removed
All Students	13	1.80%	6	<1%	7	1.18%	1.00%
Afr Amer	*	*	*	*	*	*	1.00%
Hispanic	10	1.74%	6	1.17%	6	1.29%	1.00%
White	*	*	*	*	*	*	1.00%
Amer Ind	*	*	*	*	*	*	1.00%
Asian	*	*	*	*	*	*	1.00%

The rate reflects the number of students in each ethnic group receiving the stated disciplinary action divided by the number of students in the ethnic group active and inactive when this report was run.

Source: DEEDS Discipline Data for PEIMS. 2013-2014 data are draft. Final data reports will be disseminated in August 2014.

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Campus Suspensions to Home

	Estimated						Improvement Goal
	2011-12		2012-13		2013-14		2014-15
	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	% Ethnic Group Removed
All Students	122	16.90%	121	18.85%	107	18.10%	15.00%
Afr Amer	31	26.27%	26	26.53%	22	23.91%	15.00%
Hispanic	86	14.93%	94	18.29%	80	17.17%	15.00%
White	*	*	*	*	*	*	15.00%
Amer Ind	*	*	*	*	*	*	15.00%
Asian	*	*	*	*	*	*	15.00%

The rate reflects the number of students in each ethnic group receiving the stated disciplinary action divided by the number of students in the ethnic group active and inactive when this report was run.

Source: DEEDS Discipline Data for PEIMS. 2013-2014 data are draft. Final data reports will be disseminated in August 2014.

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Campus ALC/EDAP or In School Suspensions

	Estimated						Improvement Goal
	2011-12		2012-13		2013-14		2014-15
	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	% Ethnic Group Removed
All Students	71	9.83%	42	6.54%	48	8.12%	7.00%
Afr Amer	15	12.71%	6	6.12%	8	8.70%	7.00%
Hispanic	56	9.72%	34	6.61%	40	8.58%	7.00%
White	*	*	*	*	*	*	7.00%
Amer Ind	*	*	*	*	*	*	7.00%
Asian	*	*	*	*	*	*	7.00%

The rate reflects the number of students in each ethnic group receiving the stated disciplinary action divided by the number of students in the ethnic group active and inactive when this report was run.

Source: DEEDS Discipline Data for PEIMS. 2013-2014 data are draft. Final data reports will be disseminated in August 2014.

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Fall Enrollment (PEIMS Snapshot Date)

	2012-13 Actual	2013-14 Estimated
All Students	540	506
Afr Amer	78	77
Hispanic	442	386
White	10	17
Amer Ind	2	4
Asian	7	7
Two+	1	15

Data Source: Actual-TAPR, Estimated-PEIMS Submission 1

TELPAS - Students at Beginning Level in Second Year of Testing

	2012-13			2013-14			2014-15
	# Tested 2 Yrs	# Beginning 2013	%	# Tested 2 Yrs	# Beginning 2014	%	Improvement Goal
All Students	85	5	6%	81	*	*	0%
Afr Amer	6	*	*	8	*	*	0%
Hispanic	73	5	7%	64	*	*	0%
White	*	*	*	42	*	*	0%
SpEd	16	*	*	11	*	*	0%
ECD	82	*	*	75	*	*	0%

Data Source: Contractor's Electronic Files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Student Fitness

Sex	Ethnicity	2011-12						2012-13						2013-14					
		Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer		
		Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%
F	Afr Amer	40	16	40%	40	14	35%	31	19	61%	27	11	41%	27	12	44%	26	11	42%
F	Hispanic	226	121	54%	216	86	40%	157	83	53%	149	57	38%	159	80	50%	152	66	43%
F	White	*	*	*	*	*	*	*	*	*	*	*	*	8	5	62%	8	5	62%
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F		267	137	51%	257	100	39%	192	104	54%	180	70	39%	194	97	50%	186	82	44%
M	Afr Amer	40	24	60%	39	23	59%	33	17	52%	33	19	58%	42	35	83%	41	32	78%
M	Hispanic	196	110	56%	193	104	54%	167	82	49%	151	76	50%	166	77	46%	161	83	52%
M	White	6	*	*	6	*	*	7	6	86%	5	*	*	*	*	*	*	*	*
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M		242	137	57%	238	130	55%	207	105	51%	189	99	52%	212	115	54%	206	118	57%
Total		509	274	54%	495	230	46%	399	209	52%	369	169	46%	406	212	52%	392	200	51%

Data Source: AISD Fitnessgram

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Campus/Org Expense Listing
Austin Independent School District

As of 09/01/2014

Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-11-6112-D3-019-5-24-0-00	Subs for Tchr - CP-Dropout-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6112-B1-019-5-30-0-00	Subs for Tchr - CP-AFL-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6117-RA-019-5-24-0-00	Career Ladder - CP-Read 180-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-00-019-5-24-0-00	Extra Duty - CP-Eastside Mem HS	2,788.00	0.00	784.08	2,003.92	71.87 %
199-11-6118-7F-019-5-24-0-00	Extra Duty - CP-DELTA-Eastside Mem HS	2,000.00	0.00	687.50	1,312.50	65.62 %
199-11-6118-80-019-5-24-0-00	Extra Duty - CP-Tutor-Eastside Mem HS	19,432.00	0.00	335.94	19,096.06	98.27 %
199-11-6118-81-019-5-24-0-00	Extra Duty - CP-STAAR-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-86-019-5-24-0-00	Extra Duty - CP-9th Grade Init-Eastside Mem	10,006.00	0.00	476.57	9,529.43	95.23 %
199-11-6118-B3-019-5-24-0-00	Extra Duty - CP-AVID-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-D3-019-5-24-0-00	Extra Duty - CP-Dropout-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-HD-019-5-24-0-00	Extra Duty - CP-High Dos Tutor-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-NI-019-5-24-0-00	Extra Duty - CP-Support NI-AU-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R7-019-5-24-0-00	Extra Duty - CP-AYP Secondary-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-RA-019-5-24-0-00	Extra Duty - CP-Read 180-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-TC-019-5-24-0-00	Extra Duty - CP-Tactical Comp-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-B1-019-5-30-0-00	Extra Duty - CP-AFL-Eastside Mem HS	10,033.00	0.00	0.00	10,033.00	100.00 %
199-11-6119-00-019-5-24-0-00	Professional Salary - CP-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-7F-019-5-24-0-00	Professional Salary - CP-DELTA-Eastside Mem HS	44,110.00	0.00	3,279.97	40,830.03	92.56 %
199-11-6119-B3-019-5-24-0-00	Professional Salary - CP-AVID-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-D3-019-5-24-0-00	Professional Salary - CP-Dropout-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-R1-019-5-24-0-00	Professional Salary - CP-CI Size Red-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-RA-019-5-24-0-00	Professional Salary - CP-Read 180-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6121-80-019-5-24-0-00	Overtime - CP-Tutor-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6121-D3-019-5-24-0-00	Overtime - CP-Dropout-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-00-019-5-24-0-00	Part-Time Hourly - CP-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-D3-019-5-24-0-00	Part-Time Hourly - CP-Dropout-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6129-7F-019-5-24-0-00	Support Personnel Salary - CP-DELTA-Eastside Mem	21,015.00	0.00	2,217.26	18,797.74	89.44 %
199-11-6129-R4-019-5-24-0-00	Support Personnel Salary - CP-At Risk Stdnt	24,000.00	0.00	0.00	24,000.00	100.00 %
199-11-6141-00-019-5-24-0-00	FICA - CP-Eastside Mem HS	666.00	0.00	59.26	606.74	91.10 %
199-11-6141-7F-019-5-24-0-00	FICA - CP-DELTA-Eastside Mem HS	9,419.00	0.00	382.55	9,036.45	95.93 %
199-11-6141-80-019-5-24-0-00	FICA - CP-Tutor-Eastside Mem HS	1,604.00	0.00	24.26	1,579.74	98.48 %
199-11-6141-81-019-5-24-0-00	FICA - CP-STAAR-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %

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199-11-6141-86-019-5-24-0-00	FICA - CP-9th Grade Init-Eastside Mem	864.00	0.00	33.33	830.67	96.14 %
199-11-6141-B3-019-5-24-0-00	FICA - CP-AVID-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-D3-019-5-24-0-00	FICA - CP-Dropout-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-HD-019-5-24-0-00	FICA - CP-High Dos Tutor-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R1-019-5-24-0-00	FICA - CP-CI Size Red-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R4-019-5-24-0-00	FICA - CP-At Risk Stdnt Suppt-Eastsid	1,836.00	0.00	0.00	1,836.00	100.00 %
199-11-6141-R7-019-5-24-0-00	FICA - CP-AYP Secondary-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-RA-019-5-24-0-00	FICA - CP-Read 180-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-TC-019-5-24-0-00	FICA - CP-Tactical Comp-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-B1-019-5-30-0-00	FICA - CP-AFL-Eastside Mem HS	768.00	0.00	0.00	768.00	100.00 %
199-11-6142-00-019-5-24-0-00	Health/Life Ins - CP-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-7F-019-5-24-0-00	Health/Life Ins - CP-DELTA-Eastside Mem HS	11,620.00	0.00	227.62	11,392.38	98.04 %
199-11-6142-80-019-5-24-0-00	Health/Life Ins - CP-Tutor-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-B3-019-5-24-0-00	Health/Life Ins - CP-AVID-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-D3-019-5-24-0-00	Health/Life Ins - CP-Dropout-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R1-019-5-24-0-00	Health/Life Ins - CP-CI Size Red-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R4-019-5-24-0-00	Health/Life Ins - CP-At Risk Stdnt Suppt-Eastsid	5,477.00	0.00	0.00	5,477.00	100.00 %
199-11-6142-RA-019-5-24-0-00	Health/Life Ins - CP-Read 180-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-00-019-5-24-0-00	Wk's Comp - CP-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-7F-019-5-24-0-00	Wk's Comp - CP-DELTA-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-80-019-5-24-0-00	Wk's Comp - CP-Tutor-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-81-019-5-24-0-00	Wk's Comp - CP-STEAR-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-86-019-5-24-0-00	Wk's Comp - CP-9th Grade Init-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-B3-019-5-24-0-00	Wk's Comp - CP-AVID-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-D3-019-5-24-0-00	Wk's Comp - CP-Dropout-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-HD-019-5-24-0-00	Wk's Comp - CP-High Dos Tutor-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R1-019-5-24-0-00	Wk's Comp - CP-CI Size Red-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R4-019-5-24-0-00	Wk's Comp - CP-At Risk Stdnt Suppt-Eastsid	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R7-019-5-24-0-00	Wk's Comp - CP-AYP Secondary-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-RA-019-5-24-0-00	Wk's Comp - CP-Read 180-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-TC-019-5-24-0-00	Wk's Comp - CP-Tactical Comp-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-B1-019-5-30-0-00	Wk's Comp - CP-AFL-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-00-019-5-24-0-00	Teacher Retirement - CP-Eastside Mem HS	230.00	0.00	13.02	216.98	94.33 %

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199-11-6146-7F-019-5-24-0-00	Teacher Retirement - CP-DELTA-Eastside Mem HS	1,198.00	0.00	88.11	1,109.89	92.64 %
199-11-6146-80-019-5-24-0-00	Teacher Retirement - CP-Tutor-Eastside Mem HS	112.00	0.00	4.68	107.32	95.82 %
199-11-6146-81-019-5-24-0-00	Teacher Retirement - CP-STAAAR-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-86-019-5-24-0-00	Teacher Retirement - CP-9th Grade Init-Eastside Mem	0.00	0.00	15.43	-15.43	0.00 %
199-11-6146-B3-019-5-24-0-00	Teacher Retirement - CP-AVID-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-D3-019-5-24-0-00	Teacher Retirement - CP-Dropout-Eastside Mem HS	11.00	0.00	0.00	11.00	100.00 %
199-11-6146-HD-019-5-24-0-00	Teacher Retirement - CP-High Dos Tutor-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R1-019-5-24-0-00	Teacher Retirement - CP-CI Size Red-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R4-019-5-24-0-00	Teacher Retirement - CP-At Risk Stdnt Suppt-Eastsid	132.00	0.00	0.00	132.00	100.00 %
199-11-6146-R7-019-5-24-0-00	Teacher Retirement - CP-AYP Secondary-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-RA-019-5-24-0-00	Teacher Retirement - CP-Read 180-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-TC-019-5-24-0-00	Teacher Retirement - CP-Tactical Comp-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-B1-019-5-30-0-00	Teacher Retirement - CP-AFL-Eastside Mem HS	20.00	0.00	0.00	20.00	100.00 %
Total 6100 Payroll Costs		<u>167,341.00</u>	<u>0.00</u>	<u>8,629.58</u>	<u>158,711.42</u>	
199-11-6298-EG-019-5-24-0-00	Misc Contracted Services - CP College Prep-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-11-6298-HD-019-5-24-0-00	Misc Contracted Services - CP-High Dos Tutor-Eastside	467,000.00	556,600.00	0.00	-89,600.00	-19.18 %
199-11-6298-NI-019-5-24-0-00	Misc Contracted Services - CP-Support NI-AU-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-11-6298-R7-019-5-24-0-00	Misc Contracted Services - CP-AYP Secondary-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-11-6299-86-019-5-24-0-00	Reproduction Costs - CP-9th Grade Init-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-11-6299-RA-019-5-24-0-00	Reproduction Costs - CP-Read 180-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6299-RK-019-5-24-0-00	Reproduction Costs - CP-In Dist Chart Coll Prep-Eas	0.00	0.00	0.00	0.00	0.00 %
Total 6200 Purchase & Contracted Services		<u>467,000.00</u>	<u>556,600.00</u>	<u>0.00</u>	<u>-89,600.00</u>	
199-11-6329-D3-019-5-24-0-00	Reading Materials - CP-Dropout-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6329-RA-019-5-24-0-00	Reading Materials - CP-Read 180-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6396-RA-019-5-24-0-00	Computer Rel.Eq<\$5000 Per Unit - CP-Read	0.00	0.00	0.00	0.00	0.00 %
199-11-6397-RA-019-5-24-0-00	Software - CP-Read 180-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-7F-019-5-24-0-00	General Supplies - CP-DELTA-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-80-019-5-24-0-00	General Supplies - CP-Tutor-Eastside Mem HS	50.00	50.00	0.00	0.00	0.00 %
199-11-6399-86-019-5-24-0-00	General Supplies - CP-9th Grade Init-Eastside Mem	1,000.00	0.00	0.00	1,000.00	100.00 %
199-11-6399-D3-019-5-24-0-00	General Supplies - CP-Dropout-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %

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199-11-6399-DE-019-5-24-0-00	General Supplies - CP-Aft Schl Det-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-RA-019-5-24-0-00	General Supplies - CP-Read 180-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-TF-019-5-24-0-00	General Supplies - CP-Transition-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-B1-019-5-30-0-00	General Supplies - CP-AFL-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
Total 6300 Supplies & Materials		<u>1,050.00</u>	<u>50.00</u>	<u>0.00</u>	<u>1,000.00</u>	
199-11-6412-86-019-5-24-0-00	Student Meals/Room/Other - CP-9th Grade Init-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-11-6494-86-019-5-24-0-00	Field Trips - CP-9th Grade Init-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-11-6494-RA-019-5-24-0-00	Field Trips - CP-Read 180-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6497-7F-019-5-24-0-00	Food/Refreshment - CP-DELTA-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6497-80-019-5-24-0-00	Food/Refreshment - CP-Tutor-Eastside Mem HS	950.00	950.00	0.00	0.00	0.00 %
199-11-6497-86-019-5-24-0-00	Food/Refreshment - CP-9th Grade Init-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-11-6497-D3-019-5-24-0-00	Food/Refreshment - CP-Dropout-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6497-DE-019-5-24-0-00	Food/Refreshment - CP-Aft Schl Det-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-11-6497-TF-019-5-24-0-00	Food/Refreshment - CP-Transition-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-11-6499-86-019-5-24-0-00	Misc Operating Expenses - CP-9th Grade Init-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-11-6499-TF-019-5-24-0-00	Misc Operating Expenses - CP-Transition-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
Total 6400 Other Operating Costs		<u>950.00</u>	<u>950.00</u>	<u>0.00</u>	<u>0.00</u>	
11 Total		<u>636,341.00</u>	<u>557,600.00</u>	<u>8,629.58</u>	<u>70,111.42</u>	
199-12-6118-TC-019-5-24-0-00	Extra Duty - CP-Tactical Comp-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-12-6141-TC-019-5-24-0-00	FICA - CP-Tactical Comp-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-12-6143-TC-019-5-24-0-00	Wk's Comp - CP-Tactical Comp-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-12-6146-TC-019-5-24-0-00	Teacher Retirement - CP-Tactical Comp-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
Total 6100 Payroll Costs		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
12 Total		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
199-13-6118-86-019-5-24-0-00	Extra Duty - CP-9th Grd Init-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-13-6118-D3-019-5-24-0-00	Extra Duty - CP-Dropout-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-13-6119-TC-019-5-24-0-00	Professional Salary - CP-Tactical Comp-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %

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199-13-6141-86-019-5-24-0-00	FICA - CP-9th Grd Init-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-D3-019-5-24-0-00	FICA - CP-Dropout-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-TC-019-5-24-0-00	FICA - CP-Tactical Comp-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-13-6142-86-019-5-24-0-00	Health/Life Ins - CP-9th Grd Init-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-13-6142-TC-019-5-24-0-00	Health/Life Ins - CP-Tactical Comp-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-86-019-5-24-0-00	Wk's Comp - CP-9th Grd Init-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-D3-019-5-24-0-00	Wk's Comp - CP-Dropout-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-TC-019-5-24-0-00	Wk's Comp - CP-Tactical Comp-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-86-019-5-24-0-00	Teacher Retirement - CP-9th Grd Init-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-D3-019-5-24-0-00	Teacher Retirement - CP-Dropout-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-TC-019-5-24-0-00	Teacher Retirement - CP-Tactical Comp-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
Total 6100 Payroll Costs		0.00	0.00	0.00	0.00	
199-13-6298-R6-019-5-24-0-00	Misc Contracted Services - CP-Tech Sup/1D-Eastside	0.00	0.00	0.00	0.00	0.00 %
Total 6200 Purchase & Contracted Services		0.00	0.00	0.00	0.00	
199-13-6399-86-019-5-24-0-00	General Supplies - CP-9th Grd Init-Eastside	0.00	0.00	0.00	0.00	0.00 %
Total 6300 Supplies & Materials		0.00	0.00	0.00	0.00	
199-13-6411-RA-019-5-24-0-00	Employee Travel - CP-Read 180 Prog-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-13-6497-86-019-5-24-0-00	Food/Refreshment - CP-9th Grd Init-Eastside	0.00	0.00	0.00	0.00	0.00 %
Total 6400 Other Operating Costs		0.00	0.00	0.00	0.00	
13 Total		0.00	0.00	0.00	0.00	
199-23-6118-7F-019-5-24-0-00	Extra Duty - CP-DELTA-Eastside Memorial	0.00	0.00	0.00	0.00	0.00 %
199-23-6118-80-019-5-24-0-00	Extra Duty - CP-Tutoring-Eastside Memorial	0.00	0.00	0.00	0.00	0.00 %
199-23-6118-86-019-5-24-0-00	Extra Duty - CP-9th Grd Init-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-23-6118-DE-019-5-24-0-00	Extra Duty - CP-Aft Sch Det-Eastside Mem	10,644.00	0.00	0.00	10,644.00	100.00 %
199-23-6118-TC-019-5-24-0-00	Extra Duty - CP-Tactical Comp-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-23-6121-D3-019-5-24-0-00	Overtime - CP-Dropout Init-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %

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Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-23-6121-DE-019-5-24-0-00	Overtime - CP-Aft Sch Det-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-23-6125-R7-019-5-24-0-00	Part-Time Hourly - CP-Camp Sup/AYP-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-23-6129-00-019-5-24-0-00	Support Personnel Salary - CP-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-23-6141-00-019-5-24-0-00	FICA - CP-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-23-6141-7F-019-5-24-0-00	FICA - CP-DELTA-Eastside Memorial	0.00	0.00	0.00	0.00	0.00 %
199-23-6141-80-019-5-24-0-00	FICA - CP-Tutoring-Eastside Memorial	0.00	0.00	0.00	0.00	0.00 %
199-23-6141-86-019-5-24-0-00	FICA - CP-9th Grd Init-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-23-6141-D3-019-5-24-0-00	FICA - CP-Dropout Init-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-23-6141-DE-019-5-24-0-00	FICA - CP-Aft Sch Det-Eastside Mem	815.00	0.00	0.00	815.00	100.00 %
199-23-6141-R7-019-5-24-0-00	FICA - CP-Camp Sup/AYP-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-23-6141-TC-019-5-24-0-00	FICA - CP-Tactical Comp-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-23-6142-00-019-5-24-0-00	Health/Life Ins - CP-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-23-6142-80-019-5-24-0-00	Health/Life Ins - CP-Tutoring-Eastside Memorial	0.00	0.00	0.00	0.00	0.00 %
199-23-6142-86-019-5-24-0-00	Health/Life Ins - CP-9th Grd Init-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-23-6143-00-019-5-24-0-00	Wk's Comp - CP-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-23-6143-7F-019-5-24-0-00	Wk's Comp - CP-DELTA-Eastside Memorial	0.00	0.00	0.00	0.00	0.00 %
199-23-6143-80-019-5-24-0-00	Wk's Comp - CP-Tutoring-Eastside Memorial	0.00	0.00	0.00	0.00	0.00 %
199-23-6143-86-019-5-24-0-00	Wk's Comp - CP-9th Grd Init-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-23-6143-D3-019-5-24-0-00	Wk's Comp - CP-Dropout Init-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-23-6143-DE-019-5-24-0-00	Wk's Comp - CP-Aft Sch Det-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-23-6143-R7-019-5-24-0-00	Wk's Comp - CP-Camp Sup/AYP-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-23-6143-TC-019-5-24-0-00	Wk's Comp - CP-Tactical Comp-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-23-6146-00-019-5-24-0-00	Teacher Retirement - CP-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-23-6146-7F-019-5-24-0-00	Teacher Retirement - CP-DELTA-Eastside Memorial	0.00	0.00	0.00	0.00	0.00 %
199-23-6146-80-019-5-24-0-00	Teacher Retirement - CP-Tutoring-Eastside Memorial	0.00	0.00	0.00	0.00	0.00 %
199-23-6146-86-019-5-24-0-00	Teacher Retirement - CP-9th Grd Init-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-23-6146-D3-019-5-24-0-00	Teacher Retirement - CP-Dropout Init-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-23-6146-DE-019-5-24-0-00	Teacher Retirement - CP-Aft Sch Det-Eastside Mem	21.00	0.00	0.00	21.00	100.00 %
199-23-6146-R7-019-5-24-0-00	Teacher Retirement - CP-Camp Sup/AYP-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-23-6146-TC-019-5-24-0-00	Teacher Retirement - CP-Tactical Comp-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
Total 6100 Payroll Costs		11,480.00	0.00	0.00	11,480.00	

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199-23-6396-R6-019-5-24-0-00	Computer Rel.Eq<\$5000 Per Unit - CP-1D	0.00	0.00	0.00	0.00	0.00 %
Total 6300 Supplies & Materials		0.00	0.00	0.00	0.00	
23 Total		11,480.00	0.00	0.00	11,480.00	
199-31-6118-7F-019-5-24-0-00	Extra Duty - CP-DELTA-Eastside Memorial	0.00	0.00	0.00	0.00	0.00 %
199-31-6118-TC-019-5-24-0-00	Extra Duty - CP-Tactical Comp-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-31-6141-7F-019-5-24-0-00	FICA - CP-DELTA-Eastside Memorial	0.00	0.00	0.00	0.00	0.00 %
199-31-6141-TC-019-5-24-0-00	FICA - CP-Tactical Comp-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-31-6143-7F-019-5-24-0-00	Wk's Comp - CP-DELTA-Eastside Memorial	0.00	0.00	0.00	0.00	0.00 %
199-31-6143-TC-019-5-24-0-00	Wk's Comp - CP-Tactical Comp-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-31-6146-7F-019-5-24-0-00	Teacher Retirement - CP-DELTA-Eastside Memorial	0.00	0.00	0.00	0.00	0.00 %
199-31-6146-TC-019-5-24-0-00	Teacher Retirement - CP-Tactical Comp-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
Total 6100 Payroll Costs		0.00	0.00	0.00	0.00	
31 Total		0.00	0.00	0.00	0.00	
199-32-6118-D3-019-5-24-0-00	Extra Duty - CP-Dropout Init-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-32-6118-TC-019-5-24-0-00	Extra Duty - CP-Tactical Comp-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-32-6119-CP-019-5-24-0-00	Professional Salary - CP-Campus Cost-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-32-6119-D3-019-5-24-0-00	Professional Salary - CP-Dropout Init-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-32-6121-CP-019-5-24-0-00	Overtime - CP-Campus Cost-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-32-6125-86-019-5-24-0-00	Part-Time Hourly - CP-9th Grd Init-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-32-6125-TC-019-5-24-0-00	Part-Time Hourly - CP-Tactical Comp-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-32-6139-00-019-5-24-0-00	Employee Allowance - CP-Eastside Mem HS	2,628.00	0.00	219.00	2,409.00	91.66 %
199-32-6139-D3-019-5-24-0-00	Employee Allowance - CP-Dropout Init-Eastside Mem	2,628.00	0.00	0.00	2,628.00	100.00 %
199-32-6139-MB-019-5-24-0-00	Employee Allowance - CP-Mobile Phone-Eastside Mem	320.00	0.00	40.00	280.00	87.50 %
199-32-6141-00-019-5-24-0-00	FICA - CP-Eastside Mem HS	216.00	0.00	16.64	199.36	92.29 %
199-32-6141-86-019-5-24-0-00	FICA - CP-9th Grd Init-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-32-6141-CP-019-5-24-0-00	FICA - CP-Campus Cost-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-32-6141-D3-019-5-24-0-00	FICA - CP-Dropout Init-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-32-6141-MB-019-5-24-0-00	FICA - CP-Mobile Phone-Eastside Mem	27.00	0.00	3.04	23.96	88.74 %

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199-32-6141-TC-019-5-24-0-00	FICA - CP-Tactical Comp-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-32-6142-86-019-5-24-0-00	Health/Life Ins - CP-9th Grd Init-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-32-6142-D3-019-5-24-0-00	Health/Life Ins - CP-Dropout Init-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-32-6143-00-019-5-24-0-00	Wk's Comp - CP-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-32-6143-86-019-5-24-0-00	Wk's Comp - CP-9th Grd Init-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-32-6143-CP-019-5-24-0-00	Wk's Comp - CP-Campus Cost-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-32-6143-D3-019-5-24-0-00	Wk's Comp - CP-Dropout Init-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-32-6143-MB-019-5-24-0-00	Wk's Comp - CP-Mobile Phone-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-32-6143-TC-019-5-24-0-00	Wk's Comp - CP-Tactical Comp-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-32-6146-86-019-5-24-0-00	Teacher Retirement - CP-9th Grd Init-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-32-6146-CP-019-5-24-0-00	Teacher Retirement - CP-Campus Cost-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-32-6146-D3-019-5-24-0-00	Teacher Retirement - CP-Dropout Init-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-32-6146-TC-019-5-24-0-00	Teacher Retirement - CP-Tactical Comp-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
Total 6100 Payroll Costs		<u>5,819.00</u>	<u>0.00</u>	<u>278.68</u>	<u>5,540.32</u>	
199-32-6319-00-019-5-24-0-00	Custodial/Maint Supplies - CP-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-32-6329-D3-019-5-24-0-00	Reading Materials - CP-Dropout Init-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-32-6399-D3-019-5-24-0-00	General Supplies - CP-Dropout Init-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
Total 6300 Supplies & Materials		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
199-32-6411-CP-019-5-24-0-00	Employee Travel - CP-Campus Cost-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-32-6411-FV-019-5-24-0-00	Employee Travel - CP-Start Up Costs-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
Total 6400 Other Operating Costs		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
32 Total		<u>5,819.00</u>	<u>0.00</u>	<u>278.68</u>	<u>5,540.32</u>	
199-52-6121-DE-019-5-24-0-00	Overtime - CP-Aft Sch Det-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-52-6141-DE-019-5-24-0-00	FICA - CP-Aft Sch Det-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-52-6143-DE-019-5-24-0-00	Wk's Comp - CP-Aft Sch Det-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-52-6146-DE-019-5-24-0-00	Teacher Retirement - CP-Aft Sch Det-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
Total 6100 Payroll Costs		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	

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52 Total		0.00	0.00	0.00	0.00	
199-61-6118-D3-019-5-24-0-00	Extra Duty - CP-Dropout-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-61-6118-TC-019-5-24-0-00	Extra Duty - CP-Tactical Comp-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-61-6119-00-019-5-24-0-00	Professional Salary - CP-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-61-6119-D3-019-5-24-0-00	Professional Salary - CP-Dropout-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-61-6119-B1-019-5-30-0-00	Professional Salary - CP-AFL-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-61-6121-86-019-5-24-0-00	Overtime - CP-9th Grd Init-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-61-6121-B1-019-5-30-0-00	Overtime - CP-AFL-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-61-6125-86-019-5-24-0-00	Part-Time Hourly - CP-9th Grd Init-Eastside	0.00	0.00	850.00	-850.00	0.00 %
199-61-6129-B1-019-5-30-0-00	Support Personnel Salary - CP-AFL-Eastside Mem HS	16,000.00	0.00	1,780.94	14,219.06	88.86 %
199-61-6139-00-019-5-24-0-00	Employee Allowance - CP-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-61-6139-MB-019-5-24-0-00	Employee Allowance - CP-Mobile Phone-Eastside Mem	400.00	0.00	40.00	360.00	90.00 %
199-61-6139-B1-019-5-30-0-00	Employee Allowance - CP-AFL-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-61-6141-00-019-5-24-0-00	FICA - CP-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-61-6141-86-019-5-24-0-00	FICA - CP-9th Grd Init-Eastside	0.00	0.00	63.16	-63.16	0.00 %
199-61-6141-D3-019-5-24-0-00	FICA - CP-Dropout-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-61-6141-MB-019-5-24-0-00	FICA - CP-Mobile Phone-Eastside Mem	29.00	0.00	3.04	25.96	89.51 %
199-61-6141-TC-019-5-24-0-00	FICA - CP-Tactical Comp-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-61-6141-B1-019-5-30-0-00	FICA - CP-AFL-Eastside Mem HS	1,224.00	0.00	104.78	1,119.22	91.43 %
199-61-6142-00-019-5-24-0-00	Health/Life Ins - CP-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-61-6142-86-019-5-24-0-00	Health/Life Ins - CP-9th Grd Init-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-61-6142-D3-019-5-24-0-00	Health/Life Ins - CP-Dropout-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-61-6142-B1-019-5-30-0-00	Health/Life Ins - CP-AFL-Eastside Mem HS	2,734.00	0.00	223.63	2,510.37	91.82 %
199-61-6143-00-019-5-24-0-00	Wk's Comp - CP-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-61-6143-86-019-5-24-0-00	Wk's Comp - CP-9th Grd Init-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-61-6143-D3-019-5-24-0-00	Wk's Comp - CP-Dropout-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-61-6143-TC-019-5-24-0-00	Wk's Comp - CP-Tactical Comp-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-61-6143-B1-019-5-30-0-00	Wk's Comp - CP-AFL-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-61-6146-00-019-5-24-0-00	Teacher Retirement - CP-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-61-6146-86-019-5-24-0-00	Teacher Retirement - CP-9th Grd Init-Eastside	0.00	0.00	4.67	-4.67	0.00 %
199-61-6146-D3-019-5-24-0-00	Teacher Retirement - CP-Dropout-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %

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199-61-6146-TC-019-5-24-0-00	Teacher Retirement - CP-Tactical Comp-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
199-61-6146-B1-019-5-30-0-00	Teacher Retirement - CP-AFL-Eastside Mem HS	94.00	0.00	7.76	86.24	91.74 %
Total 6100 Payroll Costs		<u>20,481.00</u>	<u>0.00</u>	<u>3,077.98</u>	<u>17,403.02</u>	
199-61-6329-D3-019-5-24-0-00	Reading Materials - CP-Dropout-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-61-6399-86-019-5-24-0-00	General Supplies - CP-9th Grd Init-Eastside	0.00	0.00	0.00	0.00	0.00 %
199-61-6399-D3-019-5-24-0-00	General Supplies - CP-Dropout-Eastside Mem HS	0.00	0.00	0.00	0.00	0.00 %
199-61-6399-DE-019-5-24-0-00	General Supplies - CP-Aft Sch Det-Eastside Mem	0.00	0.00	0.00	0.00	0.00 %
Total 6300 Supplies & Materials		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
199-61-6497-86-019-5-24-0-00	Food/Refreshment - CP-9th Grd Init-Eastside	0.00	0.00	0.00	0.00	0.00 %
Total 6400 Other Operating Costs		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
61 Total		<u>20,481.00</u>	<u>0.00</u>	<u>3,077.98</u>	<u>17,403.02</u>	
Total Fund 199 General Fund		<u>674,121.00</u>	<u>557,600.00</u>	<u>11,986.24</u>	<u>104,534.76</u>	

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Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	<u>Appropriation</u>	Encumbrance	<u>Expenditure</u>	Balance	Pct. Rem.
Grand Total of Selected Fund(s)		674,121.00	557,600.00	11,986.24	104,534.76	

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