

# **Premier High School at Lanier**

**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 type="checkbox"/>
Types of orientation provided to new CAC members (check all that apply):	
<ul style="list-style-type: none"> <li>self-orientation using materials on CAC website</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>orientation at CAC meeting (provided by campus)</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>orientation at CAC meeting (provided by central office)</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>district-wide orientation session</li> </ul>	<input type="checkbox"/>

CIP Development	
The CAC was given an opportunity to provide input on the following:	
<ul style="list-style-type: none"> <li>campus needs assessment</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>campus objectives and strategies to address identified areas for improvement</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>the approach to setting campus performance targets</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>campus budget</li> </ul>	<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 type="checkbox"/>

Approximate hours spent on CIP development	<b>Hours</b>
<ul style="list-style-type: none"> <li>By CAC and/or CAC subcommittees</li> </ul>	
<ul style="list-style-type: none"> <li>By campus administration and/or leadership team</li> </ul>	

**We confirm the above information as correct ...**

Position	Name	Date
Principal	Paulita Zuniga	
Co-Chair	Tannia Benefield	
Co-Chair		



## **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	Paulita Zuniga

Regularly Scheduled CAC meetings:	
Day of the Month (e.g., 2 <sup>nd</sup> Tues):	2 <sup>nd</sup> Tuesday of each month
Time:	3:30 p.m. – 5:00 p.m.

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Debbie Garza	x					
Parent							
Parent							
Parent							
Parent							
Professional Staff Member	Tannia Benefield	x					
Professional Staff Member	Margaretha du Plessis				x		
Professional Staff Member	Michelle Brown				X		
Professional Staff Member	Angela Wilson				X	x	
Professional Staff Member							
Professional Staff Member							
Classified Staff Member							
Student (If Applicable)							
Student (If Applicable)							
Business Representative							
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:**

## CAMPUS ACTION PLAN FOR 2014-15

Table #CI-1 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: Increase Participation Rates for All Students in Reading &gt;95%</b>					
Applicable Strategic Plan Goal(s): 1, 2					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Increase completion of individualized Knowledge Units sufficient for students to be eligible to take the associated End-of-Course (EOC) state assessment in English I and English II.	Lead Teachers & Content Area Specialist.	Additional training on computer and online software programs including Comprehend, USA Test Prep and Study Island.	Student progress will be assessed every two weeks using an internal tracking document ensuring that all students have completed through Knowledge Unit (KU) #2 by October 3, 2014, through KU #4 by November 7, 2014, through KU #5 by December 18, 2014, through KU #7 by February 20, 2015, and through KU #9 by March 27, 2015 in either English I or English II.	Student progress will be assessed every two weeks using an internal tracking document beginning September 5, 2014 through June 4, 2015. The timeframe for completion of Knowledge Unit #9 is March 27, 2015.	In progress.

## CAMPUS ACTION PLAN FOR 2014-15

Table #CI-2 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: Increase Participation Rates for All Students in Math &gt;95%</b>					
Applicable Strategic Plan Goal(s): 1, 2					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Increase completion of individualized Knowledge Units sufficient for students to be eligible to take the associated End-of-Course (EOC) state assessment in Algebra I.	Lead Teachers & Content Area Specialist.	Additional training on computer and online software programs including Comprehend, USA Test Prep and Study Island.	Student progress will be assessed every two weeks using an internal tracking document ensuring that all students have completed through Knowledge Unit (KU) #2 by October 3, 2014, through KU #4 by November 7, 2014, through KU #5 by December 18, 2014, through KU #7 by February 20, 2015, and through KU #9 by April 17, 2015 in Algebra I.	Student progress will be assessed every two weeks using an internal tracking document beginning September 5, 2014 through June 4, 2015. The timeframe for completion of Knowledge Unit #9 is April 17, 2015.	In progress.

## CAMPUS ACTION PLAN FOR 2014-15

Table #CI-3 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: Increase Participation Rates for Hispanic Students in Reading &gt;95%</b>					
Applicable Strategic Plan Goal(s): 1, 2					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Increase completion of individualized Knowledge Units sufficient for students to be eligible to take the associated End-of-Course (EOC) state assessment in English I and English II.	Lead Teachers & Content Area Specialist.	Additional training on computer and online software programs including Comprehend, USA Test Prep and Study Island.	Student progress will be assessed every two weeks using an internal tracking document ensuring that all students have completed through Knowledge Unit (KU) #2 by October 3, 2014, through KU #4 by November 7, 2014, through KU #5 by December 18, 2014, through KU #7 by February 20, 2015, and through KU #9 by March 27, 2015 in either English I or English II.	Student progress will be assessed every two weeks using an internal tracking document beginning September 5, 2014 through June 4, 2015. The timeframe for completion of Knowledge Unit #9 is March 27, 2015.	In progress.



## CAMPUS ACTION PLAN FOR 2014-15

Table #CI-4 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: Increase Participation Rates for Economically Disadvantaged Students in Reading &gt;95%</b>					
Applicable Strategic Plan Goal(s): 1, 2					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Increase completion of individualized Knowledge Units sufficient for students to be eligible to take the associated End-of-Course (EOC) state assessment in English I and English II.	Lead Teachers & Content Area Specialist.	Additional training on computer and online software programs including Comprehend, USA Test Prep and Study Island.	Student progress will be assessed every two weeks using an internal tracking document ensuring that all students have completed through Knowledge Unit (KU) #2 by October 3, 2014, through KU #4 by November 7, 2014, through KU #5 by December 18, 2014, through KU #7 by February 20, 2015, and through KU #9 by March 27, 2015 in either English I or English II.	Student progress will be assessed every two weeks using an internal tracking document beginning September 5, 2014 through June 4, 2015. The timeframe for completion of Knowledge Unit #9 is March 27, 2015.	In progress.

## CAMPUS ACTION PLAN FOR 2014-15

Table #CI-5 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: Increase Participation Rates for All Students in Reading &gt;95%</b>					
Applicable Strategic Plan Goal(s): 1, 2					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Increase completion of individualized Knowledge Units sufficient for students to be eligible to take the associated End-of-Course (EOC) state assessment in English I and English II.	Lead Teachers & Content Area Specialist.	Additional training on computer and online software programs including Comprehend, USA Test Prep and Study Island.	Student progress will be assessed every two weeks using an internal tracking document ensuring that all students have completed through Knowledge Unit (KU) #2 by October 3, 2014, through KU #4 by November 7, 2014, through KU #5 by December 18, 2014, through KU #7 by February 20, 2015, and through KU #9 by March 27, 2015 in either English I or English II.	Student progress will be assessed every two weeks using an internal tracking document beginning September 5, 2014 through June 4, 2015. The timeframe for completion of Knowledge Unit #9 is March 27, 2015.	In progress.

## CAMPUS ACTION PLAN FOR 2014-15

Table #CI-6 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: Increase Participation Rates for Economically Disadvantaged Students in Reading &gt;95%</b>					
Applicable Strategic Plan Goal(s): 1, 2					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Increase completion of individualized Knowledge Units sufficient for students to be eligible to take the associated End-of-Course (EOC) state assessment in English I and English II.	Lead Teachers & Content Area Specialist.	Additional training on computer and online software programs including Comprehend, USA Test Prep and Study Island.	Student progress will be assessed every two weeks using an internal tracking document ensuring that all students have completed through Knowledge Unit (KU) #2 by October 3, 2014, through KU #4 by November 7, 2014, through KU #5 by December 18, 2014, through KU #7 by February 20, 2015, and through KU #9 by March 27, 2015 in either English I or English II.	Student progress will be assessed every two weeks using an internal tracking document beginning September 5, 2014 through June 4, 2015. The timeframe for completion of Knowledge Unit #9 is March 27, 2015.	In progress.

## CAMPUS ACTION PLAN FOR 2014-15

Table #CI-7 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: Increase Participation Rates for English Language Learner Students in Reading &gt;95%</b>					
Applicable Strategic Plan Goal(s): 1, 2					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Increase completion of individualized Knowledge Units sufficient for students to be eligible to take the associated End-of-Course (EOC) state assessment in English I and English II.	Lead Teachers & Content Area Specialist.	Additional training on computer and online software programs including Comprehend, USA Test Prep and Study Island.	Student progress will be assessed every two weeks using an internal tracking document ensuring that all students have completed through Knowledge Unit (KU) #2 by October 3, 2014, through KU #4 by November 7, 2014, through KU #5 by December 18, 2014, through KU #7 by February 20, 2015, and through KU #9 by March 27, 2015 in either English I or English II.	Student progress will be assessed every two weeks using an internal tracking document beginning September 5, 2014 through June 4, 2015. The timeframe for completion of Knowledge Unit #9 is March 27, 2015.	In progress.

## CAMPUS ACTION PLAN FOR 2014-15

Table #CI-8 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: Increase community partnerships and mentorship programs.</b>					
Applicable Strategic Plan Goal(s): 1, 2					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Develop community partnerships that would provide access to mentorship & internship programs.	Campus Director//Lead Teachers		Students will participate in community sponsored College & Career Expos throughout the Fall semester.	Student progress will be assessed in the Spring semester.	In progress.

## CAMPUS ACTION PLAN FOR 2014-15

Table #DR-1

**Objective: Students and staff will achieve health and fitness through, as appropriate: implementation of the Coordinated School Health Program (K-8); student participation in moderate to vigorous physical activity; compliance with the Wellness Policy; and completion of the Fitnessgram testing for all students in grades 3-12.**

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Increase resources available to students needing to complete Physical Education through an expanded collaboration with the Lanier High School Physical Education (P.E) Department accessing certified P.E. staff during planning periods as a 'Buy Back Service for In-District Charters' and continued use of the Lanier HS Twilight program for P.E. credit acquisition. 100% of students in grades 3-12 of the identified non-restricted students (under the health classification for physical education) will be assessed using Fitnessgram.	Campus Director and lead teachers.	Continued collaboration from Lanier High School administration and Physical Education Department.	Students are receiving resources needed to complete 1.5 credits in Physical Education and .5 credit in Health Education. FitnessGram is completed by 100% of students enrolled in Physical Education courses for SY 2014-15.	June 4, 2015.	In progress.

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Participate in Austin ISD District-wide implementation of the 'No Place for Hate' program for SY 2014-2015.	Campus Director and select instructional staff.	Resources needed to implement a 'No Place for Hate' campaign for SY 2014-15 will be found at the follow places:  Anti Defamation League <a href="http://www.adl.org/">http://www.adl.org/</a>  GLSEN <a href="http://www.glsen.org/cgi-bin/iowa/all/antibullying/index.html">http://www.glsen.org/cgi-bin/iowa/all/antibullying/index.html</a>  NAAFA <a href="http://www.naafaonline.com/dev2/education/resources.html">http://www.naafaonline.com/dev2/education/resources.html</a>  Pacer National Bullying Prevention Center <a href="http://www.pacer.org/bullying/nbpm/">http://www.pacer.org/bullying/nbpm/</a>  THINK Today <a href="http://www.thinktoday.org/">http://www.thinktoday.org/</a>  Welcoming Schools <a href="http://www.welcomingschools.org/bullying-name-calling/">http://www.welcomingschools.org/bullying-name-calling/</a>  Violence Prevention Works <a href="http://www.violencepreventionworks.org/public/index.page">http://www.violencepreventionworks.org/public/index.page</a>	Periodic and regular professional development and student activities are completed three times during the SY 2014-15.	June 4, 2015.	In progress.
Promote the Austin ISD credit recovery program: Twilight.	Campus Director and select instructional staff.	Continued access to Twilight Evening School.	Ongoing with a final completion date of June 4, 2015.	June 4, 2015	In Progress

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Table #DR-3

**Performance Objective: Parental involvement will be encouraged.**

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Continued use of diverse methods of communication including but not limited to email, phone calls, regular mail, and certified mail (when appropriate) to communicate with all stakeholders in the community. Provide all resources necessary for adequate translation and interpretation. Increased collaboration with NGOs, local non-profits, and other community organizations to support non-academic areas of need as identified in the currently enrolled student population.	Campus Director, Registrar, and Instructional Faculty and Staff.	Continued access to Language Support Coordinators in the Austin ISD Translation and Interpretation Department.	Collection and maintenance of various types of conference forms including parent teacher conferences, special populations notifications, etc.. Maintenance of campus binder that captures all types of communication disseminated to stakeholders. Creation, collection, and maintenance of sign-in sheets at Open Houses, Parent Interest Meetings, other campus events.	Ongoing with a final completion date of August 2015.	In progress.



## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Conduct adequate and appropriate campus-level professional development using resources provided by Responsive Education Solutions and Austin Independent School District specifically related to the areas the campus missed for Performance Rates in Writing and Participation Rates in Reading and Math. Incorporate digital safety and security training.	Campus Director.	Continued access to content area specific professional development opportunities found in the Human Capital Platform, the Responsive Education Solutions Comprehend Professional Development Series, the Austin ISD Department of Bilingual Education, content specific Department Chair meetings, and various locally developed PDs.	Transcripts will be reviewed regularly in the Human Capital Platform. Completion of the PD series in the Responsive Education Solutions Comprehend program will be reviewed at six week intervals. Sign-in sheets will be collected and maintained on campus for all designated Staff Development days for SY 2014-15.	Ongoing with a final completion date of May 22, 2015.	In progress.

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

### REQUIRED FOR CAMPUSES THAT MEET CERTAIN CONDITIONS

#### Special Education Service in LRE – All Levels

Table #DR-11					
Objective: Increase the rate of special education students served in the general education population setting 80% of the day or more.					
Condition: If rate < 66%				Source: SPED C-IEP (H)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): Yes					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Each student's records will be reviewed for eligibility and appropriate placement.	Campus Director, Special Education Teacher, IDEA B Coordinator.	Continued collaboration with both Austin ISD and Responsive Education Solutions Central Office/District Office Special Education support staff.	Rate does not increase for the SY 2014-15.	Through end of SY 2014-15.	In progress.

**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:

<b>Programs/Services</b>	<b>Describe how the campus is meeting needs of at-risk students with SCE resources:</b>
Extra duty pay for current teachers and/or part-time hourly tutors providing tutoring outside of school hours:	
General Supplies for at-risk students:	Provide teachers for students in grades 9-12 that are at-risk of dropping out and/or have dropped out.
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):	Provide math intervention and enrichment for students to gear toward state assessment preparation.
Elementary Counselors:	
Dropout prevention services:	Part-time drop-out prevention specialist has been hired to support the campus with preventing students from dropping out.
DELTA (or other credit recovery programs):	
Parent Support Specialist (or other parent involvement expenses):	
9 <sup>th</sup> 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):

<input checked="" type="checkbox"/>	Work with staffing coordinator, identify staff not meeting HQ standards
<input checked="" type="checkbox"/>	Notify staff of deficit area(s)
<input checked="" type="checkbox"/>	Agree with staff on appropriate ways to meet the standard
<input checked="" type="checkbox"/>	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
<input checked="" type="checkbox"/>	Provide bilingual and special education stipends
<input checked="" type="checkbox"/>	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):

<input checked="" type="checkbox"/>	Participate in district-sponsored job fairs
	Participate in recruiting trips
<input checked="" type="checkbox"/>	Provide mentors to first and second year teachers
<input checked="" type="checkbox"/>	Offer high-quality professional development
	Provide leadership opportunities for teachers
	Encourage participation in National Board program
<input checked="" type="checkbox"/>	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):

<input checked="" type="checkbox"/>	Assign teachers to areas in which already meet HQ
<input checked="" type="checkbox"/>	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.

Campus Scorecard 2014-15  
026 - Premier HS at Lanier High School

The following indicators are included in the campus scorecard:

	Elementary	Middle School	High School
STAAR / STAAR EOC by Subject - Level II Final <sup>a,b</sup>	●	●	●
STAAR / STAAR EOC by Subject - Level III <sup>a,b</sup>	●	●	●
STAAR / STAAR EOC Student Progress in Reading, Mathematics and Algebra I <sup>a,c</sup>	●	●	●
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 <sup>d</sup>			●

<sup>a</sup> 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.

<sup>b</sup> 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.

<sup>c</sup> 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.

<sup>d</sup> 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	*	29%
Afr Amer	-	0%
Hispanic	*	29%
White	-	0%
Asian	-	0%
Two+	-	0%
SpEd	*	100%
ECD	*	24%
ELL	*	26%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR EOC English II - Level II-Final**

	2013-14 Estimated	2014-15 Improvement Goal
All Students	*	51%
Afr Amer	-	0%
Hispanic	*	51%
White	-	0%
Asian	-	0%
Two+	-	0%
SpEd	*	100%
ECD	*	58%
ELL	*	43%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0



**STAAR EOC Algebra I - Level II-Final**

	2011-12	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
All Students	n/a	*	*	21%
Afr Amer	n/a	-	*	15%
Hispanic	n/a	*	*	15%
White	n/a	-	*	100%
Asian	n/a	-	-	0%
Two+	n/a	-	-	0%
SpEd	n/a	*	*	15%
ECD	n/a	*	*	24%
ELL	n/a	*	*	15%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR EOC Biology - Level II-Final**

	2011-12	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
All Students	n/a	*	*	40%
Afr Amer	n/a	-	-	0%
Hispanic	n/a	*	*	36%
White	n/a	-	*	100%
Asian	n/a	-	-	0%
Two+	n/a	-	-	0%
SpEd	n/a	*	-	0%
ECD	n/a	*	*	32%
ELL	n/a	*	*	15%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR EOC US History - Level II-Final**

	2013-14 Estimated	2014-15 Improvement Goal
All Students	*	27%
Afr Amer	-	0%
Hispanic	*	32%
White	-	0%
Asian	-	0%
Two+	-	0%
SpEd	-	0%
ECD	*	43%
ELL	*	43%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR EOC English I - Level III**

	2013-14 Estimated	2014-15 Improvement Goal
All Students	*	5%
Afr Amer	-	0%
Hispanic	*	5%
White	-	0%
Asian	-	0%
Two+	-	0%
SpEd	*	5%
ECD	*	5%
ELL	*	5%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR EOC English II - Level III**

	2013-14 Estimated	2014-15 Improvement Goal
All Students	*	5%
Afr Amer	-	0%
Hispanic	*	5%
White	-	0%
Asian	-	0%
Two+	-	0%
SpEd	*	5%
ECD	*	5%
ELL	*	5%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR EOC Algebra I - Level III**

	2011-12	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
All Students	n/a	*	*	5%
Afr Amer	n/a	-	*	5%
Hispanic	n/a	*	*	5%
White	n/a	-	*	5%
Asian	n/a	-	-	0%
Two+	n/a	-	-	0%
SpEd	n/a	*	*	5%
ECD	n/a	*	*	5%
ELL	n/a	*	*	5%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR EOC Biology - Level III**

	2011-12	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
All Students	n/a	*	*	5%
Afr Amer	n/a	-	-	0%
Hispanic	n/a	*	*	5%
White	n/a	-	*	5%
Asian	n/a	-	-	0%
Two+	n/a	-	-	0%
SpEd	n/a	*	-	0%
ECD	n/a	*	*	5%
ELL	n/a	*	*	5%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR EOC US History - Level III**

	2013-14 Estimated	2014-15 Improvement Goal
All Students	*	5%
Afr Amer	-	0%
Hispanic	*	5%
White	-	0%
Asian	-	0%
Two+	-	0%
SpEd	-	0%
ECD	*	5%
ELL	*	5%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

### Attendance

	2010-11 Actual	2011-12 Actual	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
All Students	n/a	n/a	71.0%	71.4%	73.5%
Afr Amer	n/a	n/a	70.0%	63.6%	65.0%
Hispanic	n/a	n/a	71.0%	72.5%	73.0%
White	n/a	n/a	72.6%	70.1%	72.0%
Amer Ind	n/a	n/a	*	*	62.0%
Asian	n/a	n/a	<1%	<1%	0.0%
Two+	n/a	n/a	<1%	*	75.0%
ECD	n/a	n/a	72.8%	72.5%	73.0%

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

\* Denominator is less than 900(excluding 0)

- Denominator is 0

### SAT/ACT Exam Participation & Performance

Participation	Class of 2012 Actual	Performance	Class of 2012 Actual
All Students	-	All Students	-
Afr Amer	-	Afr Amer	-
Hispanic	-	Hispanic	-
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	-	All Students	-
Afr Amer	-	Afr Amer	-
Hispanic	-	Hispanic	-
White	-	White	-
Amer Ind	-	Amer Ind	-
Asian	-	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	-	-
Afr Amer	-	-
Hispanic	-	-
White	-	-
Amer Ind	-	-
Asian	-	-
Two+	-	-

Data Source: TAPR

\* 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	n/a	n/a	*	*	*	*	0.00%
Afr Amer	n/a	n/a	*	*	*	*	0.00%
Hispanic	n/a	n/a	*	*	*	*	0.00%
White	n/a	n/a	*	*	*	*	0.00%
Amer Ind	n/a	n/a	*	*	*	*	0.00%
Asian	n/a	n/a	-	-	-	-	0.00%

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	n/a	n/a	*	*	*	*	0.00%
Afr Amer	n/a	n/a	*	*	*	*	0.00%
Hispanic	n/a	n/a	*	*	*	*	0.00%
White	n/a	n/a	*	*	*	*	0.00%
Amer Ind	n/a	n/a	*	*	*	*	0.00%
Asian	n/a	n/a	-	-	-	-	0.00%

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	n/a	n/a	*	*	*	*	0.00%
Afr Amer	n/a	n/a	*	*	*	*	0.00%
Hispanic	n/a	n/a	*	*	*	*	0.00%
White	n/a	n/a	*	*	*	*	0.00%
Amer Ind	n/a	n/a	*	*	*	*	0.00%
Asian	n/a	n/a	-	-	-	-	0.00%

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	103	138
Afr Amer	9	14
Hispanic	89	109
White	4	12
Amer Ind	1	1
Asian	0	-
Two+	0	2

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	33	*	*	41	*	*	4%
Afr Amer	-	-	-	-	-	-	0%
Hispanic	32	*	*	41	*	*	4%
White	*	*	*	22	*	*	8%
SpEd	*	*	*	*	*	*	0%
ECD	25	*	*	34	*	*	5%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*	*	*
F	Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	48	22	46%	44	10	23%
F	White	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	-	-	-	-	-	-
F	Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	-	-	-	-	-	-
F		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	52	25	48%	48	12	25%
M	Afr Amer	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	*	*	6	*	*
M	Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46	23	50%	40	6	15%
M	White	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	*	*	6	*	*
M	Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	-	-	-	-	-	-
M		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	58	27	47%	52	9	17%
Total		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	110	52	47%	100	21	21%

Data Source: AISD Fitnessgram

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0