



Casis Elementary 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 checked="" 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 checked="" 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	2
• By campus administration and/or leadership team	5

We confirm the above information as correct ...

Position	Name	Date
Principal	Samuel Tinnon	10/3/2014
Co-Chair	Megan Moran	10/3/2014
Co-Chair	Tiffany O'Shea	10/3/2014



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	Samuel Tinnon

Regularly Scheduled CAC meetings:	
Day of the Month (e.g., 2 nd Tues):	1 st Tuesdays
Time:	3:00p.m. – 4:00p.m.

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Tiffany O'Shea	✓					
Parent	Nancy Nesbitt			✓			
Parent	Laurel Hooper		✓				
Parent	Elise Bridges; Erich Grethel						
Parent	Stephanie Jarnigan; Shelly Killday; Nancy Risk						
Parent	Barbara Knaggs; Kyle Parks; Becky Svahn						
Professional Staff Member	Megan Moran	✓			✓		
Professional Staff Member	Brandon Batiansila; Jennifer Bond				✓ (1)		✓ (Art Teacher)
Professional Staff Member	Shirly Clune; Jo Cornwell				✓ (2)		
Professional Staff Member	Kristy Kepple					✓	
Professional Staff Member	Jaynelle Nestle				✓		
Professional Staff Member	Kristen McPike				✓		
Classified Staff Member	Jeanette Allday; Becky Matson (2)						
Student (If Applicable)	n/a						
Student (If Applicable)	n/a						
Business Representative	Mark Newberry						
Community Representative	Phyllis Schunck						

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)

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

- **Focus on Meeting Instructional Resource Support Needs**
- **Implementation of Campus-Wide Project Based Learning Initiative**
- **Continued Improvement of Special Education Programming**
- **Continued Improvement in 'Whole Child' Initiatives**

CAMPUS ACTION PLAN FOR 2014-15

Table #CI-1 <input type="checkbox"/> State: Below safeguard target					
Performance Objective: Effectively access and utilize available instructional resources needed for whole-campus improvement					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
New Math TEKS implementation	Principal; Teachers; Math VT	Access to district support systems; TEA & Region XIII	Monitoring of all systems that give evidence to effective implementation.	August, 2014 – June, 2015	In Progress
New Instructional Materials implementation (Math & Science)	Principal; Teachers; Math & Science VTs	Access to district support systems; TEA	Monitoring of all systems that give evidence to effective implementation.	August, 2014 – June, 2015	In Progress
Optimum usage of additional campus learning spaces: <i>Teacher Inquiry Center, Math/Science Resource Center, Casis Forest, Casis Organic Garden, & Casis Outdoor Learning Center</i>	Principal; Teachers; All Academic VTs	Access to district support staff to provide training during PD days; campus-level leaders/exemplar teacher models to provide needed training	Monitoring of all systems that give evidence to effective implementation (Space Reservation Logs).	August, 2014 – June, 2015	In Progress

Table #CI-2 <input type="checkbox"/> State: Below safeguard target					
Performance Objective: Effective campus-wide implementation of Project Based Learning					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Customized PBL Development	GT Advocate; Counselor; GT Committee	Campus-wide training opportunities (PD days & Staff Meetings)	Monitoring of all systems that give evidence to effective implementation (Committee check-ins; Faculty Meeting reports).	August, 2014 – June, 2015	In Progress

Table #CI-3 <input type="checkbox"/> State: Below safeguard target					
Performance Objective: Improvement of Special Education Programming					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
'Intensive Resource' Program	Principal;	Access to district support	Monitoring of all systems	August, 2014 – June,	In Progress

CAMPUS ACTION PLAN FOR 2014-15

Development (formerly Life Skills)	Administrative Sped. Lead; Sped. Team (Teachers/TAs)	staff; materials/equipment acquisition (district/purchases); local campus development strategies	that give evidence to effective implementation (i.e. Regular Sped Team Meetings; Administrative oversight).	2015	
Sped. Parent Involvement Opportunities	Principal; Parent Volunteers	Meeting/Planning opportunities	Monitoring of all systems that give evidence to effective implementation (Activities Log).	August, 2014 – June, 2015	In Progress

Table #CI-4

☐ State: Below safeguard target

Performance Objective: Campus-wide improvement in 'Whole-Child' initiatives

Applicable Strategic Plan Goal(s):

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Social Emotional Learning (SEL) continuum	Counselor; SEL Committee; Principal	Access to district support staff; meeting/planning opportunities; training opportunities with whole-staff for continuum agreement.	Monitoring of all systems that give evidence to effective implementation (Committee minutes, Administrative oversight, etc.).	August, 2014 – June, 2015	In Progress
Science/Technology/Engineering/Arts/Math (STEAM) enrichment initiatives	Principal; AHS VT	Apply for 'Creative Learning Initiative' program support (2015); During-the-Day/After-School program offerings	Monitoring of all systems that give evidence to effective implementation (During-the-Day & After-School Activities Table).	August, 2014 – June, 2015	In Progress

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Implement, Monitor, and Support Coordinated School Health Program that promotes a healthy school environment amongst staff	PE Teacher (Casis Wellness Team Lead)	N/A	Communication of healthy practices (emails); Hosting weekly work-out sessions; Providing Physical Activity data sheets monthly	August, 2014 – May, 2015	In Progress
100% of Casis Teaching staff will participate in providing students with 135 minutes of physical activity weekly (WOW)	Administrators (Monitoring) Teachers (Implementation)	Classroom Schedules; Equipment; Activity Resources	Monitoring of WOW time implementation	August, 2014 – June, 2015	In Progress
85% of students in grades K-5 will pass the identified skill movement, physical activity, health concept, and social development assessments	PE Teacher (Monitoring) Principal (Reporting)	N/A	Annual Fitnessgram report	August, 2014 – June, 2015	In Progress
Encourage healthy nutrition choices to positively influence the health of student and community members	Administrators & PE Teachers	N/A	Regular communications via email and school events.	August, 2014 – June, 2015	In Progress

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
Continue to implement 'No Place For Hate' initiative	Counselor	District provided	Improved school culture in sensitivity, tolerance, and equitable treatment of others	August, 2014 – June, 2015	In Progress
Continue to implement Social Emotional Learning model	Counselor SEL Committee Classroom Teachers	District provided	Campus level initiatives implemented via Committee recommendations	September, 2014 – June, 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
Continue to engage and encourage parent involvement and volunteerism	Administrators Teachers Additional Staff PTA Organization	N/A	Volunteer hours and Raptor systems reports	August, 2014 – June, 2015	In Progress

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
Provide relevant professional development based on district initiatives and site-based needs feedback	Principal	District provided; Campus needs assessment; Staff feedback	Year-long implementation of PD on SD days, Faculty Meetings, and other days as designated	August, 2014 – June, 2015	In Progress

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

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: 45.2%		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
Review student and campus data provided by Sped Department on LRE for targeting reviews of individual placement decisions and staffing decisions	Principal Case Managers Sped Lead Administrator	C-IEP 6-weeks data snapshot	Increase rate to > or equal to 69%	Year Long	In Progress
Professional learning for teachers on how to integrate general and specific accommodations for SWD	Principal Case Managers Sped Lead Administrator	District Support Staff	Increase rate to > or equal to 69%	Year Long	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:

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:	N/A
General Supplies for at-risk students:	Supports targeted at-risk students identified through prequalifying academic state standards.
Transition Services (from middle school to high school or from elementary school to middle school):	N/A
Middle School reading and math initiatives:	N/A
Extra duty pay for teachers and/or administrators or part-time/hourly pay for after-school detention:	N/A
Reading specialists (to include literacy coaches):	Supports targeted at-risk students identified through prequalifying academic state standards.
Math specialist (FTE for math interventions):	N/A
Elementary Counselors:	Supports targeted at-risk students identified through prequalifying academic state standards.
Dropout prevention services:	N/A
DELTA (or other credit recovery programs):	N/A
Parent Support Specialist (or other parent involvement expenses):	N/A
9 th Grade Initiatives (for example, a ninth grade academy, mentoring program for freshman, algebra tutoring and/or intervention programs, etc.):	N/A

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.

Campus Scorecard 2014-15
112 - Casis Elementary

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 Reading - Level II-Final

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	82%	85%	85%	87%
Afr Amer	*	80%	*	100%
Hispanic	74%	87%	72%	76%
White	83%	85%	86%	88%
Asian	*	>99%	88%	89%
Two+	87%	74%	86%	88%
SpEd	43%	56%	31%	42%
ECD	55%	50%	*	51%
ELL	*	*	*	51%

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Mathematics - Level II-Final

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	65%	70%	73%	77%
Afr Amer	*	*	*	79%
Hispanic	50%	59%	59%	65%
White	68%	72%	75%	78%
Asian	*	83%	75%	79%
Two+	60%	53%	73%	77%
SpEd	30%	33%	*	36%
ECD	36%	30%	*	51%
ELL	*	*	*	27%

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Writing - Level II-Final

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	77%	73%	84%	87%
Afr Amer	*	*	*	100%
Hispanic	62%	43%	67%	72%
White	80%	78%	86%	88%
Asian	-	*	*	100%
Two+	67%	67%	>99%	100%
SpEd	38%	43%	*	29%
ECD	*	*	*	43%
ELL	*	*	*	15%

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Science - Level II-Final

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	64%	67%	73%	77%
Afr Amer	*	*	*	100%
Hispanic	23%	54%	65%	70%
White	70%	71%	74%	78%
Asian	*	-	*	100%
Two+	*	33%	*	72%
SpEd	30%	<1%	*	32%
ECD	*	*	*	58%
ELL	-	*	*	15%

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Reading - Level III

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	58%	59%	59%	61%
Afr Amer	*	40%	*	29%
Hispanic	37%	59%	48%	50%
White	61%	60%	61%	63%
Asian	*	83%	75%	76%
Two+	60%	47%	64%	66%
SpEd	13%	22%	*	11%
ECD	9%	20%	*	19%
ELL	*	*	*	5%

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Mathematics - Level III

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	39%	46%	50%	52%
Afr Amer	*	*	*	52%
Hispanic	34%	31%	33%	36%
White	39%	47%	52%	54%
Asian	*	83%	75%	76%
Two+	53%	42%	55%	57%
SpEd	13%	11%	*	11%
ECD	18%	10%	*	19%
ELL	*	*	*	5%

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Writing - Level III

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	41%	33%	28%	32%
Afr Amer	*	*	*	5%
Hispanic	46%	14%	*	24%
White	40%	33%	28%	31%
Asian	-	*	*	100%
Two+	50%	50%	*	41%
SpEd	13%	29%	*	5%
ECD	*	*	*	5%
ELL	*	*	*	5%

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Science - Level III

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	29%	33%	29%	33%
Afr Amer	*	*	*	5%
Hispanic	15%	23%	*	22%
White	29%	34%	30%	34%
Asian	*	-	*	5%
Two+	*	33%	*	52%
SpEd	20%	<1%	*	24%
ECD	*	*	*	5%
ELL	-	*	*	5%

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Reading - Met or Exceeded Progress

	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	80%	77%	80%
Afr Amer	*	*	100%
Hispanic	76%	61%	65%
White	80%	78%	80%
Amer Ind	-	-	0%
Asian	*	*	83%
Two+	73%	92%	95%
SpEd	70%	67%	70%
ELL	-	*	55%

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Mathematics - Met or Exceeded Progress

	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	77%	77%	80%
Afr Amer	*	*	100%
Hispanic	84%	58%	62%
White	77%	79%	83%
Amer Ind	-	-	0%
Asian	*	>99%	100%
Two+	55%	77%	80%
SpEd	60%	67%	70%
ELL	-	*	1%

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Reading - Exceeded Progress

	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	35%	27%	30%
Afr Amer	*	*	1%
Hispanic	44%	26%	30%
White	33%	26%	30%
Amer Ind	-	-	0%
Asian	*	*	42%
Two+	45%	54%	56%
SpEd	30%	*	25%
ELL	-	*	1%

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Mathematics - Exceeded Progress

	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	40%	38%	40%
Afr Amer	*	*	100%
Hispanic	48%	23%	25%
White	38%	39%	43%
Amer Ind	-	-	0%
Asian	*	*	82%
Two+	27%	38%	40%
SpEd	40%	*	14%
ELL	-	*	1%

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Primary Reading Assessment EOY On or Above Grade Level

	2011-12 Estimated	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
Kinder DRA English	92%	93%	94%	95%
Kinder DRA Spanish	*	*	-	0%
1st DRA English	91%	89%	77%	80%
1st DRA Spanish	*	*	*	0%
2nd DRA English	96%	97%	82%	85%
2nd DRA Spanish	-	*	-	0%

Data Source: AIMS, EOY Assessment

On grade level for KG is at least 3, for grade 1 is at least 16, and for grade 2, at least 28.

* 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	97.1%	97.3%	96.8%	96.8%	96.9%
Afr Amer	96.9%	97.3%	97.4%	97.3%	97.4%
Hispanic	97.0%	97.2%	97.1%	96.2%	96.4%
White	97.0%	97.3%	96.7%	96.8%	96.9%
Amer Ind	<1%	*	*	<1%	95.0%
Asian	96.9%	97.5%	97.5%	97.2%	97.3%
Two+	97.6%	98.2%	97.4%	97.0%	97.1%
ECD	96.9%	97.3%	96.5%	96.8%	96.9%

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

* Denominator is less than 900(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	*	*	*	*	*	*	0.00%
Afr Amer	*	*	*	*	*	*	0.00%
Hispanic	*	*	*	*	*	*	0.00%
White	*	*	*	*	*	*	0.00%
Amer Ind	*	*	*	*	-	-	0.00%
Asian	*	*	*	*	*	*	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	*	*	*	*	*	*	0.00%
Afr Amer	*	*	*	*	*	*	0.00%
Hispanic	*	*	*	*	*	*	0.00%
White	*	*	*	*	*	*	0.00%
Amer Ind	*	*	*	*	-	-	0.00%
Asian	*	*	*	*	*	*	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	*	*	*	*	*	*	0.00%
Afr Amer	*	*	*	*	*	*	0.00%
Hispanic	*	*	*	*	*	*	0.00%
White	*	*	*	*	*	*	0.00%
Amer Ind	*	*	*	*	-	-	0.00%
Asian	*	*	*	*	*	*	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	856	844
Afr Amer	11	12
Hispanic	85	96
White	700	666
Amer Ind	1	-
Asian	19	19
Two+	40	51

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	8	*	*	7	*	*	0%
Afr Amer	-	-	-	-	-	-	0%
Hispanic	*	*	*	*	*	*	0%
White	*	*	*	*	*	*	0%
SpEd	-	-	-	*	*	*	0%
ECD	*	*	*	*	*	*	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	*	*	*	-	-	-	*	*	*	*	*	*	*	*	*	*	*	*
F	Hispanic	17	12	71%	12	10	83%	22	16	73%	14	13	93%	20	18	90%	14	12	86%
F	White	133	109	82%	66	65	98%	171	133	78%	99	96	97%	135	113	84%	83	77	93%
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F		152	123	81%	78	75	96%	196	152	78%	115	111	97%	158	134	85%	98	90	92%
M	Afr Amer	*	*	*	*	*	*	*	*	*	-	-	-	*	*	*	-	-	-
M	Hispanic	23	18	78%	14	13	93%	26	18	69%	17	17	>99%	26	13	50%	17	16	94%
M	White	189	147	78%	98	96	98%	171	144	84%	118	115	97%	174	150	86%	125	120	96%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M		216	166	77%	115	111	97%	198	163	82%	135	132	98%	201	164	82%	142	136	96%
Total		368	289	79%	193	186	96%	394	315	80%	250	243	97%	359	298	83%	240	226	94%

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.
199-11-6118-R5-112-5-24-0-00	Extra Duty - CP-SSIG-Casis	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R8-112-5-24-0-00	Extra Duty - CP-AYP Elem-Casis	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-00-112-5-24-0-00	Professional Salary - CP-Casis	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-90-112-5-24-0-00	Professional Salary - CP-PreK-Casis	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-RR-112-5-24-0-00	Professional Salary - CP-Read Literacy-Casis	28,555.00	0.00	3,223.96	25,331.04	88.70 %
199-11-6121-R5-112-5-24-0-00	Overtime - CP-SSIG-Casis	0.00	0.00	0.00	0.00	0.00 %
199-11-6121-R8-112-5-24-0-00	Overtime - CP-AYP Elem-Casis	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R5-112-5-24-0-00	Part-Time Hourly - CP-SSIG-Casis	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R8-112-5-24-0-00	Part-Time Hourly - CP-AYP Elem-Casis	0.00	0.00	0.00	0.00	0.00 %
199-11-6129-00-112-5-24-0-00	Support Personnel Salary - CP-Casis	18,024.00	0.00	0.00	18,024.00	100.00 %
199-11-6129-R4-112-5-24-0-00	Support Personnel Salary - CP-Risk Stud Sup-Casis	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-00-112-5-24-0-00	FICA - CP-Casis	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-90-112-5-24-0-00	FICA - CP-PreK-Casis	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R4-112-5-24-0-00	FICA - CP-Risk Stud Sup-Casis	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R5-112-5-24-0-00	FICA - CP-SSIG-Casis	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R8-112-5-24-0-00	FICA - CP-AYP Elem-Casis	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-RR-112-5-24-0-00	FICA - CP-Read Literacy-Casis	4,392.00	0.00	176.73	4,215.27	95.97 %
199-11-6142-00-112-5-24-0-00	Health/Life Ins - CP-Casis	5,355.00	0.00	0.00	5,355.00	100.00 %
199-11-6142-90-112-5-24-0-00	Health/Life Ins - CP-PreK-Casis	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R4-112-5-24-0-00	Health/Life Ins - CP-Risk Stud Sup-Casis	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R5-112-5-24-0-00	Health/Life Ins - CP-SSIG-Casis	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-RR-112-5-24-0-00	Health/Life Ins - CP-Read Literacy-Casis	5,459.00	0.00	227.46	5,231.54	95.83 %
199-11-6143-00-112-5-24-0-00	Wk's Comp - CP-Casis	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-90-112-5-24-0-00	Wk's Comp - CP-PreK-Casis	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R4-112-5-24-0-00	Wk's Comp - CP-Risk Stud Sup-Casis	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R5-112-5-24-0-00	Wk's Comp - CP-SSIG-Casis	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R8-112-5-24-0-00	Wk's Comp - CP-AYP Elem-Casis	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-RR-112-5-24-0-00	Wk's Comp - CP-Read Literacy-Casis	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-00-112-5-24-0-00	Teacher Retirement - CP-Casis	20.00	0.00	0.00	20.00	100.00 %
199-11-6146-90-112-5-24-0-00	Teacher Retirement - CP-PreK-Casis	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R4-112-5-24-0-00	Teacher Retirement - CP-Risk Stud Sup-Casis	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R5-112-5-24-0-00	Teacher Retirement - CP-SSIG-Casis	0.00	0.00	0.00	0.00	0.00 %

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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.
199-11-6146-R8-112-5-24-0-00	Teacher Retirement - CP-AYP Elem-Casis	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-RR-112-5-24-0-00	Teacher Retirement - CP-Read Literacy-Casis	437.00	0.00	36.43	400.57	91.66 %
Total 6100 Payroll Costs		<u>62,242.00</u>	<u>0.00</u>	<u>3,664.58</u>	<u>58,577.42</u>	
199-11-6329-CP-112-5-24-0-00	Reading Materials - CP-Campus Cost-Casis	0.00	0.00	0.00	0.00	0.00 %
199-11-6329-R5-112-5-24-0-00	Reading Materials - CP-SSIG-Casis	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-CP-112-5-24-0-00	General Supplies - CP-Campus Cost-Casis	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-R5-112-5-24-0-00	General Supplies - CP-SSIG-Casis	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>	
11 Total		<u>62,242.00</u>	<u>0.00</u>	<u>3,664.58</u>	<u>58,577.42</u>	
199-23-6396-R6-112-5-24-0-00	Computer Rel.Eq<\$5000 Per Unit - CP-1D Support-Casis	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>	
23 Total		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
199-31-6116-00-112-5-24-0-00	Subs for Other Professional - CP-Casis	1,000.00	0.00	0.00	1,000.00	100.00 %
199-31-6118-00-112-5-24-0-00	Extra Duty - CP-Casis	0.00	0.00	0.00	0.00	0.00 %
199-31-6119-00-112-5-24-0-00	Professional Salary - CP-Casis	48,083.00	0.00	5,611.43	42,471.57	88.32 %
199-31-6141-00-112-5-24-0-00	FICA - CP-Casis	3,928.00	0.00	316.01	3,611.99	91.95 %
199-31-6142-00-112-5-24-0-00	Health/Life Ins - CP-Casis	5,355.00	0.00	416.75	4,938.25	92.21 %
199-31-6143-00-112-5-24-0-00	Wk's Comp - CP-Casis	0.00	0.00	0.00	0.00	0.00 %
199-31-6146-00-112-5-24-0-00	Teacher Retirement - CP-Casis	488.00	0.00	34.85	453.15	92.85 %
Total 6100 Payroll Costs		<u>58,854.00</u>	<u>0.00</u>	<u>6,379.04</u>	<u>52,474.96</u>	
199-31-6329-CP-112-5-24-0-00	Reading Materials - CP-Campus Cost-Casis	0.00	0.00	0.00	0.00	0.00 %
199-31-6399-CP-112-5-24-0-00	General Supplies - CP-Campus Cost-Casis	70.00	0.00	0.00	70.00	100.00 %
Total 6300 Supplies & Materials		<u>70.00</u>	<u>0.00</u>	<u>0.00</u>	<u>70.00</u>	
199-31-6411-CP-112-5-24-0-00	Employee Travel - CP-Campus Cost-Casis	0.00	0.00	0.00	0.00	0.00 %

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Campus/Org Expense Listing
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Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
Total 6400	Other Operating Costs	0.00	0.00	0.00	0.00	
31	Total	58,924.00	0.00	6,379.04	52,544.96	
Total	Fund 199 General Fund	121,166.00	0.00	10,043.62	111,122.38	

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Campus/Org Expense Listing
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Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	<u>Appropriation</u>	Encumbrance	<u>Expenditure</u>	Balance	Pct. Rem.
Grand Total of Selected Fund(s)		121,166.00	0.00	10,043.62	111,122.38	

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