

Austin Independent School District

Gullett Elementary

2014-2015 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25% Student Progress

Top 25% Closing Performance Gaps

Postsecondary Readiness

Public Presentation Date: November 4, 2014

Mission Statement

AISD 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.

Gullett Mission: Provide a learning environment which challenges all students to become productive, responsible citizens.

Vision

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

Value Statement

AISD Values

-
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Focus on Children
Excellence

- Integrity
- Equity
- Respect
- Health and Safety

Gullett Belief Statements

- **All children deserve acceptance and recognition.**
- **All children can master the TEKS at their appropriate level of instruction.**
- **A balanced curriculum, which includes the Fine Arts as an integral part of the instructional day, is needed for student success.**
- **Education is a partnership of home, school and community.**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Overall, student groups fall into two categories:

18% Hispanic

72% White

Subgroup Analysis:

9% Economically-Disadvantaged

<1% Limited English Proficiency

8% Special Education

Demographics Strengths

* Longitudinal data shows increase in minority-identified groups, including Hispanic and African-American

Demographics Needs

18% of total enrollment is identified as "Hispanic": While this is an increase from previous years, continue to focus on recruitment efforts of "minority groups" to campus.

<2% of total enrollment is identified as "African-American": While this is an increase from previous years, continue to focus on recruitment efforts of "minority groups" to campus.

<3% of total enrollment is identified as "Gifted/Talented": Increase screening efforts at all grade levels, specifically among minority groups

About 8% of total enrollment is identified as "Special Education": While Gullett remains the vertical team elementary campus serving all students placed in Life Skills programs, continue to focus efforts for more inclusive environment, increasing general education services while providing exemplary services through special education.

Student Achievement

Student Achievement Summary

Passing Rate (% at Phase-In Satisfactory Standard)

- Reading - 97%
- Math - 95%
- Writing - 95%
- Science - 90%

% Advanced Standard in Reading

- Hispanic: 50%
- White: 40%
- Economically-Disadvantaged: 38%

% Advanced Standard in Math

- Hispanic: 43%
- White: 52%
- Economically-Disadvantaged: 24%

% Advanced Standard in Writing

- Hispanic: 27%

- White: 34%
- Economically-Disadvantaged: 50%

% Advanced Standard in Science

- Hispanic: 0%
- White: 34%
- Economically-Disadvantaged: 10%

Student Achievement Strengths

- * Increase in passing rates (Phase-In Satisfactory Standard) in Reading, Math and Writing
- * Increase in advanced rates in Reading, Math and Writing in subgroups (Hispanic and Economically-Disadvantaged), i.e. closing achievement gap
- * Met 6 out of 6 Distinction Areas

Student Achievement Needs

- * Increase the passing rates (Phase-In Satisfactory Standard) in Science
- * Increase the advanced rates in subgroups (Hispanic and Economically-Disadvantaged)
- * Increase the advanced rates in all academic areas, especially among subgroups

School Culture and Climate

School Culture and Climate Summary

- * Inclusive community - focus on SEL with No Place for Hate designation (2 years), use of ADL curriculum in some classrooms, TRIBES strategies
- * 0% referral rate to DAEP or use of home suspension
- * Parents expressed: My child's school is a safe learning environment.
- * Low office referral rate
- * Morning meetings held daily throughout classrooms; classroom meetings held regularly

School Culture and Climate Strengths

- * Met all 8 areas of HB 5 as "Exemplary"
- * Parents expressed: School staff encourage my child to study and learn.
- * Parents expressed: My child's school is a safe learning environment.
- * Parents expressed: My child has adequate opportunities to learn about healthy lifestyle choices at school.

School Culture and Climate Needs

- * Safety Audit revealed: need for increase security (related to cameras on ramps, badges for all adults, adult diligence in monitoring safety)
- * Ongoing traffic conversations - bike safety/bike plan with City of Austin, traffic patterns, crosswalk assistance with City of Austin

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All faculty are certified in their teaching areas. All staff (classified) meet highly qualified expectations. While there is low turnover in faculty/staff (mostly due to retirement), the recruitment process is strong and viable to meet Gullett students' needs.

Staff Quality, Recruitment, and Retention Strengths

- * Diverse faculty/staff population (>faculty diversity vs. student population)
- * 100% certified faculty in their teaching area; 100% highly qualified staff
- * >98% of faculty certified in Gifted/Talented
- *

Staff Quality, Recruitment, and Retention Needs

- * <60% of faculty certified in ESL (0% at one grade level)
- * <16% of teachers serving in general education are special education certified

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers work in Professional Learning Communities towards grade level horizontal alignment and vertical alignment. Teachers use AISD's curriculum road maps (CRM's) and yearly itineraries (YI's) as the base upon which to build quality instruction. Best practices are used throughout all academic areas and is monitored through PLCs, team leaders and administration.

Curriculum, Instruction, and Assessment Strengths

- * Use of CRMs and YIs
- * Weekly meetings to discuss curriculum and instruction
- * Data meetings held after each district benchmark, including primary reading assessments
- * Formative assessment is used in a multitude of classrooms
- * Projects and products extend and enrich student learning.
- * Technology is a tool used daily to increase/enhance learning.
- * Creative learning occurs through arts-integrated strategies taught throughout grade levels.

Curriculum, Instruction, and Assessment Needs

- * Increase problem-based learning strategies
- * increase use of arts-integrated strategies by 100% faculty in a variety of academic areas.
- * Increase use of deep problem solving and critical thinking questions
- * Increase student-generated, interest-based projects aligned with TEKS

* Increase use of preassessments for all students

Family and Community Involvement

Family and Community Involvement Summary

- * Inclusive community
- * Parents expressed: Our local community supports our school.
- * Parents expressed: Our school works hard to engage the local community.
- * High parent engagement

Family and Community Involvement Strengths

- * Met all 8 areas of HB 5 as "Exemplary"
- * Parents expressed: School staff encourage my child to study and learn.
- * Parents expressed: My child's school is a safe learning environment.
- * Parents expressed: My child has adequate opportunities to learn about healthy lifestyle choices at school.
- * Parents expressed: My child has adequate opportunity to use technology at school.

Family and Community Involvement Needs

Parent Information/Support related to:

- * Future career opportunities for my child
- * College admission requirements and financing options for my child

- * Additional academic services available to my child (e.g., special education, bilingual/ESL, gifted and talented, career and technology)

Increase Parent agreement with:

- * School staff use suggestions I make about my child's education.
- * My child's school offers convenient opportunities for me to be involved in my child's education.
- * My child has adequate opportunities to learn about other languages and cultures in classes or clubs at school.

School Context and Organization

School Context and Organization Summary

- * Well-organized campus with multiple systems in place for smooth school environment
- * Regular parent-school communication
- * Involved parents, teachers, students in community

School Context and Organization Strengths

- * Teacher leadership increased through: PLCs, Team Leaders (Instructional Leadership Team), Committee Chairs, Designated Bookkeepers, and teacher "ownership" of a variety of special events
- * PLCs (horizontal grade levels and vertical teams) meet weekly to discuss curriculum, instruction and students' needs
- * Student data input regularly in e-CST (AISD's student progress monitoring system)
- * Parent conferences held regularly for all identified students of need (504, SpEd, etc.)
- * Weekly and daily communication through newsletters, websites, robo-call and robo-emails, twitter, Thursday folder system, etc.

School Context and Organization Needs

- * Continue to increase teacher leadership into areas of interest
- * Create stronger communication system between administration and faculty regarding problem solving campus issues

Technology

Technology Summary

Technology is used daily on campus with a weekly dedicated computer lab time for every grade level. Computer lab instructed by specialist and teacher on aligned TEKS student expectations, grade level projects/products, and vertical grade projects/products. Campus has purchased a great deal of technology in addition to district purchased items.

Technology Strengths

- * Every classroom has document camera and projector for laptop access
- * Every classroom has at least 2 student computers
- * Two (2) iPad Computers on Wheels (COWs), each with 20 iPads, available for campus use
- * Four (4) Tablet Computers on Wheels (COWs), each with 20 Netbooks, available for campus use
- * Computer lab furnished with 28 Macs for weekly use by grade levels
- * Use of video equipment, digital cameras, etc. by students

Technology Needs

- * Continued update of technology hardware
- * Increase availability of video equipment to enhance new media arts strand

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Think Through Math assessment data (Grades 3-8)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher STaR Chart Technology Data
- PDAS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Provide a high-quality, well-rounded educational experience to all students that is rigorous, culturally relevant, healthful and engaging. (SP Strategy 1)

Performance Objective 1: 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, and 4) Compliance with the nutrition guidelines and staff wellness (Wellness Policy)

Summative Evaluation: FitnessGram
School & District Event Attendance Data






Goal 1: Provide a high-quality, well-rounded educational experience to all students that is rigorous, culturally relevant, healthful and engaging. (SP Strategy 1)

Performance Objective 2: Effective violence prevention and intervention measures will be in place.

Goal 1: Provide a high-quality, well-rounded educational experience to all students that is rigorous, culturally relevant, healthful and engaging. (SP Strategy 1)

Performance Objective 3: New SMART Objective

Summative Evaluation: Examples:
3-5 STAAR Assessment
EoY Benchmarks (...)

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) ljlkljlkl	jlkjkl;j;l	weekly assessments 6-week attendance				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Build strong relationships with students, families, and the community to increase trust and shared responsibility. (SP Strategy 2)

Performance Objective 1: Parental involvement will be encouraged.

Goal 3: Ensure that every classroom has a high-quality, effective educator supported by high-quality, effective administrators and support staff. (SP Strategy 3)

Performance Objective 1: Adequate and appropriate campus-level professional development will be provided.

Goal 4: Align resources to accomplish priorities within a balanced budget. (SP Strategy 4)

Goal 5: Address district-wide areas of concern identified under PBMAS

Performance Objective 1: Increase the rate of special education students served in the general education population setting 80% of the day or more. (DR-10, SP Strategy 1)

State Compensatory

Budget for Gullett Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6119.RR.117.Y.24.000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$27,977.00
199.31.6119.00.117.Y.24.000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$45,869.00
199.11.6119.92.117.Y.32.000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$45,057.00
199.11.6141.92.117.Y.32.000	6141 Social Security/Medicare	\$3,229.00
199.11.6141.RR.117.Y.24.000	6141 Social Security/Medicare	\$2,140.00
199.31.6141.00.117.Y.24.000	6141 Social Security/Medicare	\$3,793.00
199.11.6142.92.117.Y.32.000	6142 Group Health and Life Insurance	\$5,504.00
199.11.6142.RR.117.Y.24.000	6142 Group Health and Life Insurance	\$2,712.00
199.31.6142.00.117.Y.24.000	6142 Group Health and Life Insurance	\$5,355.00
199.11.6146.92.117.Y.32.000	6146 Teacher Retirement/TRS Care	\$420.00
199.11.6146.RR.117.Y.24.000	6146 Teacher Retirement/TRS Care	\$528.00
199.31.6146.00.117.Y.24.000	6146 Teacher Retirement/TRS Care	\$634.00
6100 Subtotal:		\$143,218.00

Personnel for Gullett Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Betty Sissom	Reading Specialist	Reading Intervention	.50
Carol Brookhart	Instructional Specialist	K-2 Intervention	.40
Katherine Fields	Counselor	Elementary Counseling	1.0
Patricia Detrich	Math Specialist	Math Intervention	.62

2014-2015 Campus Advisory Council

Committee Role	Name	Position
Administrator	Janie Ruiz	Principal

Addendums

Campus Scorecard 2014-15
117 - Gullett 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	77%	80%	81%	84%
Afr Amer	*	*	*	79%
Hispanic	77%	75%	72%	77%
White	79%	83%	82%	85%
Asian	*	*	*	79%
Two+	73%	73%	89%	91%
SpEd	64%	67%	55%	61%
ECD	66%	84%	68%	73%
ELL	*	*	*	66%

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	55%	63%	73%	77%
Afr Amer	*	*	*	58%
Hispanic	49%	58%	60%	66%
White	58%	66%	75%	79%
Asian	*	*	*	79%
Two+	45%	55%	78%	81%
SpEd	54%	50%	45%	54%
ECD	41%	68%	50%	58%
ELL	*	*	*	49%

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	66%	69%	71%	76%
Afr Amer	-	*	*	58%
Hispanic	69%	75%	64%	69%
White	65%	70%	74%	78%
Asian	*	-	*	72%
Two+	*	50%	*	58%
SpEd	88%	*	*	66%
ECD	78%	75%	>99%	100%
ELL	*	*	*	43%

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	59%	70%	72%	76%
Afr Amer	*	-	*	15%
Hispanic	*	53%	42%	50%
White	67%	73%	80%	83%
Asian	*	*	-	50%
Two+	*	*	*	58%
SpEd	50%	71%	*	49%
ECD	33%	75%	50%	58%
ELL	-	*	-	50%

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	54%	59%	51%	54%
Afr Amer	*	*	*	52%
Hispanic	40%	47%	38%	41%
White	57%	61%	56%	58%
Asian	*	*	*	5%
Two+	64%	55%	*	37%
SpEd	24%	33%	*	22%
ECD	21%	42%	41%	44%
ELL	*	*	*	24%

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	29%	43%	50%	53%
Afr Amer	*	*	*	29%
Hispanic	17%	36%	40%	43%
White	31%	46%	52%	54%
Asian	*	*	*	52%
Two+	27%	18%	67%	68%
SpEd	21%	17%	*	22%
ECD	14%	32%	27%	31%
ELL	*	*	*	24%

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	27%	31%	32%	36%
Afr Amer	-	*	*	52%
Hispanic	13%	25%	*	31%
White	29%	35%	34%	37%
Asian	*	-	*	37%
Two+	*	17%	*	5%
SpEd	25%	*	*	43%
ECD	22%	<1%	*	62%
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	21%	37%	28%	32%
Afr Amer	*	-	*	5%
Hispanic	*	27%	*	5%
White	23%	38%	35%	38%
Asian	*	*	-	20%
Two+	*	*	*	21%
SpEd	10%	29%	*	5%
ECD	11%	25%	*	14%
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	74%	76%	95%
Afr Amer	*	*	90%
Hispanic	68%	74%	90%
White	75%	78%	98%
Amer Ind	-	-	0%
Asian	*	*	100%
Two+	75%	71%	90%
SpEd	*	80%	90%
ELL	-	-	0%

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	79%	85%	96%
Afr Amer	*	*	90%
Hispanic	73%	95%	98%
White	82%	84%	98%
Amer Ind	-	-	0%
Asian	*	*	100%
Two+	*	>99%	100%
SpEd	*	82%	90%
ELL	-	-	0%

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	32%	26%	40%
Afr Amer	*	*	40%
Hispanic	23%	37%	40%
White	32%	25%	40%
Amer Ind	-	-	0%
Asian	*	*	40%
Two+	38%	*	40%
SpEd	*	*	40%
ELL	-	-	0%

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	42%	43%	50%
Afr Amer	*	*	50%
Hispanic	32%	47%	50%
White	44%	42%	50%
Amer Ind	-	-	0%
Asian	*	*	100%
Two+	*	71%	80%
SpEd	*	*	50%
ELL	-	-	0%

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	78%	>99%	88%	95%
Kinder DRA Spanish	-	-	-	0%
1st DRA English	80%	87%	76%	95%
1st DRA Spanish	-	-	-	0%
2nd DRA English	91%	87%	90%	95%
2nd DRA Spanish	-	-	*	100%

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	97.0%	97.6%	96.9%	97.3%	97.4%
Afr Amer	96.1%	97.6%	97.8%	96.7%	96.8%
Hispanic	96.0%	97.4%	96.6%	97.0%	97.1%
White	97.1%	97.6%	96.9%	97.4%	97.5%
Amer Ind	*	<1%	*	*	93.0%
Asian	96.8%	98.7%	96.0%	97.4%	97.5%
Two+	97.2%	97.4%	97.7%	97.3%	97.4%
ECD	96.2%	97.3%	95.3%	95.8%	96.0%

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	560	539
Afr Amer	10	11
Hispanic	90	86
White	434	407
Amer Ind	1	1
Asian	6	6
Two+	19	27

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	6	*	*	7	*	*	10%
Afr Amer	-	-	-	-	-	-	0%
Hispanic	5	*	*	5	*	*	0%
White	-	-	-	5	*	*	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	21	13	62%	9	7	78%	21	13	62%	9	7	78%	16	13	81%	9	6	67%
F	White	98	77	79%	51	43	84%	97	77	79%	53	44	83%	83	64	77%	36	30	83%
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F		123	92	75%	62	51	82%	120	91	76%	63	52	83%	101	78	77%	46	37	80%
M	Afr Amer	-	-	-	-	-	-	*	*	*	-	-	-	*	*	*	-	-	-
M	Hispanic	15	10	67%	10	9	90%	16	11	69%	9	8	89%	14	9	64%	5	5	>99%
M	White	95	71	75%	46	42	91%	115	93	81%	66	61	92%	83	57	69%	48	46	96%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M		110	81	74%	56	51	91%	133	106	80%	75	69	92%	98	67	68%	53	51	96%
Total		233	173	74%	118	102	86%	253	197	78%	138	121	88%	199	145	73%	99	88	89%

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.
199-11-6117-RR-117-5-24-0-00	Career Ladder - CP-Read Literacy-Gullett	0.00	0.00	312.50	-312.50	0.00 %
199-11-6118-87-117-5-24-0-00	Extra Duty - CP-Math/Read Init-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R5-117-5-24-0-00	Extra Duty - CP-SSIG-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R8-117-5-24-0-00	Extra Duty - CP-AYP Elem-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-00-117-5-24-0-00	Professional Salary - CP-Gullett	0.00	0.00	3,659.39	-3,659.39	0.00 %
199-11-6119-CR-117-5-24-0-00	Professional Salary - CP-Carryover-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-RR-117-5-24-0-00	Professional Salary - CP-Read Literacy-Gullett	27,977.00	0.00	3,141.84	24,835.16	88.76 %
199-11-6121-R8-117-5-24-0-00	Overtime - CP-AYP Elem-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R5-117-5-24-0-00	Part-Time Hourly - CP-SSIG-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R8-117-5-24-0-00	Part-Time Hourly - CP-AYP Elem-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-00-117-5-24-0-00	FICA - CP-Gullett	0.00	0.00	204.04	-204.04	0.00 %
199-11-6141-87-117-5-24-0-00	FICA - CP-Math/Read Init-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-CR-117-5-24-0-00	FICA - CP-Carryover-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R5-117-5-24-0-00	FICA - CP-SSIG-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R8-117-5-24-0-00	FICA - CP-AYP Elem-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-RR-117-5-24-0-00	FICA - CP-Read Literacy-Gullett	2,140.00	0.00	168.98	1,971.02	92.10 %
199-11-6142-00-117-5-24-0-00	Health/Life Ins - CP-Gullett	0.00	0.00	8.65	-8.65	0.00 %
199-11-6142-87-117-5-24-0-00	Health/Life Ins - CP-Math/Read Init-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-CR-117-5-24-0-00	Health/Life Ins - CP-Carryover-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R5-117-5-24-0-00	Health/Life Ins - CP-SSIG-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-RR-117-5-24-0-00	Health/Life Ins - CP-Read Literacy-Gullett	2,712.00	0.00	227.44	2,484.56	91.61 %
199-11-6143-00-117-5-24-0-00	Wk's Comp - CP-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-87-117-5-24-0-00	Wk's Comp - CP-Math/Read Init-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-CR-117-5-24-0-00	Wk's Comp - CP-Carryover-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R5-117-5-24-0-00	Wk's Comp - CP-SSIG-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R8-117-5-24-0-00	Wk's Comp - CP-AYP Elem-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-RR-117-5-24-0-00	Wk's Comp - CP-Read Literacy-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-00-117-5-24-0-00	Teacher Retirement - CP-Gullett	0.00	0.00	15.56	-15.56	0.00 %
199-11-6146-87-117-5-24-0-00	Teacher Retirement - CP-Math/Read Init-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-CR-117-5-24-0-00	Teacher Retirement - CP-Carryover-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R5-117-5-24-0-00	Teacher Retirement - CP-SSIG-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R8-117-5-24-0-00	Teacher Retirement - CP-AYP Elem-Gullett	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

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199-11-6146-RR-117-5-24-0-00	Teacher Retirement - CP-Read Literacy-Gullett	528.00	0.00	43.23	484.77	91.81 %
Total 6100 Payroll Costs		<u>33,357.00</u>	<u>0.00</u>	<u>7,781.63</u>	<u>25,575.37</u>	
199-11-6397-CP-117-5-24-0-00	Software - CP-Campus Cost-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-87-117-5-24-0-00	General Supplies - CP-Math/Read Init-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-CP-117-5-24-0-00	General Supplies - CP-Campus Cost-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-R5-117-5-24-0-00	General Supplies - CP-SSIG-Gullett	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>	
199-11-6497-CP-117-5-24-0-00	Food/Refreshment - CP-Campus Cost-Gullett	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>	
11 Total		<u>33,357.00</u>	<u>0.00</u>	<u>7,781.63</u>	<u>25,575.37</u>	
199-13-6117-00-117-5-24-0-00	Career Ladder - CP-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-13-6119-00-117-5-24-0-00	Professional Salary - CP-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-00-117-5-24-0-00	FICA - CP-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-13-6142-00-117-5-24-0-00	Health/Life Ins - CP-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-00-117-5-24-0-00	Wk's Comp - CP-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-00-117-5-24-0-00	Teacher Retirement - CP-Gullett	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>	
199-13-6298-R6-117-5-24-0-00	Misc Contracted Services - CP-Tech Support/1D-Gullett	0.00	0.00	0.00	0.00	0.00 %
Total 6200 Purchase & Contracted Services		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
13 Total		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
199-23-6396-R6-117-5-24-0-00	Computer Rel.Eq<\$5000 Per Unit - CP-1D	0.00	0.00	0.00	0.00	0.00 %
Total 6300 Supplies & Materials		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	

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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.
23 Total		0.00	0.00	0.00	0.00	
199-31-6118-00-117-5-24-0-00	Extra Duty - CP-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-31-6119-00-117-5-24-0-00	Professional Salary - CP-Gullett	45,869.00	0.00	5,151.07	40,717.93	88.77 %
199-31-6141-00-117-5-24-0-00	FICA - CP-Gullett	3,793.00	0.00	290.69	3,502.31	92.33 %
199-31-6142-00-117-5-24-0-00	Health/Life Ins - CP-Gullett	5,355.00	0.00	416.75	4,938.25	92.21 %
199-31-6143-00-117-5-24-0-00	Wk's Comp - CP-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-31-6146-00-117-5-24-0-00	Teacher Retirement - CP-Gullett	634.00	0.00	53.81	580.19	91.51 %
Total 6100 Payroll Costs		55,651.00	0.00	5,912.32	49,738.68	
199-31-6329-CP-117-5-24-0-00	Reading Materials - CP-Campus Cost-Gullett	0.00	0.00	0.00	0.00	0.00 %
199-31-6399-CP-117-5-24-0-00	General Supplies - CP-Campus Cost-Gullett	0.00	0.00	0.00	0.00	0.00 %
Total 6300 Supplies & Materials		0.00	0.00	0.00	0.00	
199-31-6411-CP-117-5-24-0-00	Employee Travel - CP-Campus Cost-Gullett	0.00	0.00	0.00	0.00	0.00 %
Total 6400 Other Operating Costs		0.00	0.00	0.00	0.00	
31 Total		55,651.00	0.00	5,912.32	49,738.68	
Total Fund 199 General Fund		89,008.00	0.00	13,693.95	75,314.05	

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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	<u>Appropriation</u>	Encumbrance	<u>Expenditure</u>	Balance	Pct. Rem.
Grand Total of Selected Fund(s)		89,008.00	0.00	13,693.95	75,314.05	

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