

Zilker 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 checked="" 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 checked="" type="checkbox"/>
• campus budget	<input checked="" 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	14

We confirm the above information as correct ...

Position	Name	Date
Principal	Randall Thomson	9/10
Co-Chair	Kali Parsons	9/10
Co-Chair	Peter Stiles	9/10



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	Randall Thomson

Regularly Scheduled CAC meetings:	
Day of the Month (e.g., 2 nd Tues):	4 th Thursdays/variable
Time:	3:05

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Dan Preston						
Parent	Andree Chalaron						
Parent	Michelle Mattalino						
Parent	Martin Tower						
Parent	Jennifer Cooper						
Parent	Alison Balic			X			
Professional Staff Member	Rob Woodage		X		X		
Professional Staff Member	Kali Parsons	X			X	X	
Professional Staff Member	Tracy Rakusin				X		
Professional Staff Member	Kate Caswell				X		
Professional Staff Member	Elda Garcia-Gomez				X		
Professional Staff Member	Elizabeth Vreeland						
Classified Staff Member	Janisse Duarte						
Student (If Applicable)							
Student (If Applicable)							
Business Representative	Peter Stiles	X					
Community Representative	Peter Keeler						

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)

- **None**

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

- **3rd and 4th grade Math scores**
- **Students' level of enjoyment with schoolwork**
- **Better technology support and training**
- **Increased student attendance**
- **Support of GT student learning and opportunities**

CAMPUS ACTION PLAN FOR 2014-15

Table #CI-1 <input type="checkbox"/> State: Below safeguard target					
Performance Objective: Increase STAAR Math scores in 3rd and 4th grade					
Applicable Strategic Plan Goal(s): 1, 4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide time for grade levels and vertical teams to plan for improved math instruction	Teachers Administration	Time and materials for math lesson planning	Teachers are planning and implementing outcomes into their lessons	Ongoing	In progress
Implement campus expectations of student use of math vocabulary and math journals to write math thinking	Teachers Instructional facilitator Administration	Math adoption and content-related materials	Teachers are planning and implementing written expression of math thinking in journals	Ongoing	In progress
Monitor Math proficiency levels of students in grades PK through 2 nd and provide appropriate intervention when necessary	Teachers Administration	Qualitative and quantitative data in the area of math performance. 2 nd grade EoY	Teachers are monitoring students math levels daily and providing appropriate intervention	Ongoing	In progress

Table #CI-2 <input type="checkbox"/> State: Below safeguard target					
Performance Objective: Increase students' level of enjoyment with schoolwork					
Applicable Strategic Plan Goal(s): 1, 3					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Increased level of teacher feedback around best practices that lead to increased level of enjoyment in schoolwork for students	Administration	Feedback forms	-Teacher feedback given on a regular basis -Increased dialogue between admin and teacher re: pedagogy	Ongoing	In progress

CAMPUS ACTION PLAN FOR 2014-15

Continue to implement grade level planning around lessons to discuss best practice	Administration Teachers	Scheduled planning time. CRMs	Teachers are meeting on a weekly basis to discuss best practices	Ongoing	In progress
Teacher PD around best practices	Administration Teachers	PD days	Staff meetings and PD used to discuss best practices Implementation of these best practices	Ongoing	In progress

Table #CI-3 ☐ State: Below safeguard target

Performance Objective: Increase technology support & training

Applicable Strategic Plan Goal(s): 1, 4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide time for teachers to introduce new technology being used in classrooms	Administration Teachers	Staff Meeting time	-Discussion happening around technology uses and best practices -Implementation of technology in classroom lessons	Ongoing	In progress

CAMPUS ACTION PLAN FOR 2014-15

Table #CI-4 <input type="checkbox"/> State: Below safeguard target					
Performance Objective: Support GT learning and opportunities					
Applicable Strategic Plan Goal(s): 1, 3, 4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Ensure that teachers differentiate the curriculum by providing an array of appropriately challenging learning experiences that connect to the interests, abilities, and strength area(s) of gifted students throughout the school year. <i>Part of our HB 5 engagement plan.</i>	Administration Teachers	-Continuing Teacher GT Professional Development through HCP -CRMs and TEA GT teacher's toolkit	-GT semester reports from teachers on file reflecting student GT special projects	Ongoing	In progress

Table #CI-5 <input type="checkbox"/> State: Below safeguard target					
Performance Objective: Increase the overall attendance rate (and long-term Dropout Prevention)					
Applicable Strategic Plan Goal(s): 1, 2, 3, 4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Communicate with parents and students the importance of coming to school each day, and follow up with particular families with poor attendance to see how campus can support them in improving daily attendance. <i>Part of our HB 5 engagement plan.</i>	Administration Teachers Counselor	Ongoing attendance data	Increase of campus daily attendance rate	Ongoing	In progress

Table #DR-1

Performance Objective: Students and staff will achieve health and fitness through:

- 1. Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities)**
- 2. Student participation in physical activities**
- 3. Improvement of Fitnessgram results for all students**
- 4. Compliance with the nutrition guidelines and staff wellness (Wellness Policy)**

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
All elementary teachers will teach five health or five CATCH lessons each nine-weeks	Teachers Administration PE Teacher CATCH coordinator	Utilize the developed Health/CATCH curriculum per grade level, K-5	Teachers will include in weekly, monthly lesson plans evidence of the health/CATCH lessons taught.	Ongoing	In progress
The campus will show evidence of an environmental change using Coordinated School Health materials	Teachers Administration PE Teacher CATCH coordinator	Utilize CATCH posters, flyers, marketing materials	Inclusion of CATCH and health information in campus newsletters, parent correspondence, classrooms, cafeteria, gym, and campus events	Ongoing	In progress
Elementary campuses will have two family fitness fun nights annually. <i>Part of our HB 5 engagement plan.</i>	Teachers Administration PE Teacher CATCH coordinator	Utilize existing events to integrate a health message through a coordinated school-wide event	Flyers, email, newsletters, marketing the event to include health, physical activity, nutrition, and parent/community involvement	Ongoing	In progress
85% of students in grades K-8 will pass the identified skill movement, physical activity, health concept, and social development assessments	Teachers Administration PE Teacher CATCH coordinator	Students will complete various assessments during a grading period	Students' data will be entered in Grade Speed according to grade level and teacher	Ongoing	In progress

Table #DR-1

Performance Objective: Students and staff will achieve health and fitness through:

- 1. Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities)**
- 2. Student participation in physical activities**
- 3. Improvement of Fitnessgram results for all students**
- 4. Compliance with the nutrition guidelines and staff wellness (Wellness Policy)**

Applicable Strategic Plan Goal(s): 1,2

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	Teachers Administration PE Teacher	This will occur once in the Fall and once the Spring	All students' data will be entered in Fitnessgram according to teacher and campus	Ongoing	In progress
Identify students in the 85 th to 99 th plus percentile to receive health and wellness information and case management for obesity	Teachers Administration PE Teacher CATCH coordinator	The PE teacher will assess students' BMI using Fitnessgram. The PE teacher will collaborate with the nurse to identify students according to their height/weight to determine their BMI percentile. The nurse will provide information to the student and parent in accordance with AISD's case management plan for obesity	Using Fitnessgram, the campus will be able to identify the groups of students that fall within identified categories. The students in the 99 th plus percentile (with parental involvement and consent) will be case managed using AISD case management plan for obesity	Ongoing	In progress
Annually Principals will provide campus staff, teachers, and parents the campuses Fitnessgram report/results	Teachers Administration PE Teacher CATCH Coordinator	Include distribution of data on school calendar	Spot checks to see if data were received	Ongoing	In progress

Table #DR-1

Performance Objective: Students and staff will achieve health and fitness through:

- 1. Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities)**
- 2. Student participation in physical activities**
- 3. Improvement of Fitnessgram results for all students**
- 4. Compliance with the nutrition guidelines and staff wellness (Wellness Policy)**

Applicable Strategic Plan Goal(s): 1,2

All elementary teachers will participate in providing students with 135 minutes of physical activity weekly	Teachers Administration PE Teacher CATCH coordinator	Teachers may follow the master schedule of the A, B, and C rotation to identify areas where they can block the time to engage students in physical activity breaks Teachers may use the WOW Integrated Academic activity games	Teachers and students being physically active during the school day Identification of WOW lessons used written into teachers' daily lesson plans	Ongoing	In progress
Campuses will comply with nutrition policy (legal) and wellness policy (local).	Teachers Administration PE Teacher CATCH coordinator	Principals will share the nutrition policy with staff, teachers, PTA, and parents Principals will share the contents of the policy across stakeholders Principals will identify the three exempted days and email the information to AISD Health Coordinator	No compliance issues reported from Texas Department of Agriculture, campus staff, parents, or from food services	Ongoing	In progress

Table #DR-1

Performance Objective: Students and staff will achieve health and fitness through:

1. Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities)
2. Student participation in physical activities
3. Improvement of Fitnessgram results for all students
4. Compliance with the nutrition guidelines and staff wellness (Wellness Policy)

Applicable Strategic Plan Goal(s): 1,2

		Teachers will use alternative rewards instead of food			
Increase the percent of students in the Healthy Zone for BMI, Aerobic Capacity, Curl-Ups, Push-Ups, Sit and Reach and Trunk Lift	PE Teacher Teachers	PE teacher will generate current student performance and will calculate spring targets of (1-2% improvement in BMI over the year and 3%-5% on other measures)	Spring re-testing of students on these fitness measures and evaluation of data compared with Fall Targets	Ongoing	In progress
Increase of staff participation in Health Risk Assessment from 44% (2013-2014) to 70% (2014-2015).	Staff	Promotion by Administrators, PE teacher, staff	Continue promotion and gather (2014-2015) data in spring.	Ongoing	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
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Table #DR-2

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

Applicable Strategic Plan Goal(s): 1,2

Raise awareness and provide violence prevention to students through activities and lessons delivered by the school counselor	Counselor Administration	Counselor created curriculum	Counselor is able to meet with classrooms multiple times throughout the year to deliver the curriculum	Ongoing	In progress
Continue to implement SEL lessons that promote safety and teach how to handle situations of violence if they should arise	Teachers Administration	Second Step curriculum	Teachers are implementing the SEL curriculum on a weekly basis	Ongoing	In progress
Train and review violence intervention procedures w/ staff	Teachers Administration	Violence prevention procedures	Teachers understand the procedures for violence prevention and intervention	Ongoing	In progress

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 promote PTA events and opportunities for parent involvement through the website, social media, and in school announcements	PTA Teachers Administration	Materials for event promotion	High number of parent involvement at campus activities throughout the year	Ongoing	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

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Table #DR-4

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

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

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide high-quality professional development to teachers campus staff based on campus needs	Teachers Administration	Staff feedback Materials related to staff needs	PD section of end of year staff survey Teacher feedback on effectiveness of professional development	Ongoing	In progress

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

Special Education Identification – All Levels

Table #DR-5

Performance Objective: Reduce special education identification rate.

Condition: If rate > 8.5%

Source: SPED C-IEP (A) 4th 6 weeks

Campus Rate: 10.4%

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
Provide intervention opportunities during the school day for students who need additional instructional support	Teachers	Intervention materials	Teachers are using time available in the school day to provide multiple opportunities for intervention with students in need of it	Ongoing	In progress
Provide professional development for teachers on how to apply differentiation strategies during the planning process and classroom	Teachers Administration	Intervention materials	Teachers are provided training and opportunities to ask questions and plan around intervention	Ongoing	In progress

Table #DR-5

Performance Objective: Reduce special education identification rate.**Condition: If rate > 8.5%**Source: SPED C-IEP (A) 4th 6 weeks

Campus Rate: 10.4%

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

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

implementation with a focus on culturally responsive pedagogy			strategies		
Continue to use the eCST system for progress monitoring of students when intervention is needed	Teachers Administration	eCST system	CST meetings to review data	Ongoing	In progress
Review students currently in the eCST system for academic and behavior interventions to ensure that students are receiving appropriate goals and interventions	Teachers Administration	eCST system	CST meetings to review data	Ongoing	In progress
Analyze data to determine specific areas of need for each individual student	Teachers Administration	eCST system Formative assessments	CST meetings to review data	Ongoing	In progress
Collaborate with Child Study Vertical Team facilitator to train staff on Tier 1, 2, and 3 interventions	Teachers Administration	eCST system	Staff trained	Ongoing	In progress
Ensure all staff members participate in professional development on tier 1, 2, 3 interventions	Teachers Administration	District PD opportunities	PD taken	Ongoing	In progress
Monitor use of interventions to better meet the need of individual students	Teachers Administration	Intervention tools eCST system	CST meetings to review data	Ongoing	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:
General Supplies for at-risk students:	Supplies for targeted students with financial need
Reading specialists (to include literacy coaches):	Reading specialist to provide guided reading intervention to struggling students
Elementary Counselors:	Counselor to provide social and emotional services to at-risk students

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
X	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
X	Provide bilingual and special education stipends
X	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):

X	Participate in district-sponsored job fairs
	Participate in recruiting trips
X	Provide mentors to first and second year teachers
X	Offer high-quality professional development
X	Provide leadership opportunities for teachers
X	Encourage participation in National Board program
X	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
X	Provide high-quality professional development in area(s) needed
	Pay for study courses for required exams
	Pay for passed exams
X	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
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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	74%	70%	70%	75%
Afr Amer	*	*	*	43%
Hispanic	59%	53%	61%	67%
White	83%	79%	76%	84%
Asian	*	*	*	58%
Two+	71%	75%	81%	84%
SpEd	41%	28%	41%	50%
ECD	62%	48%	54%	63%
ELL	*	22%	*	39%

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	53%	44%	56%	63%
Afr Amer	*	*	*	15%
Hispanic	30%	31%	51%	58%
White	66%	53%	64%	70%
Asian	*	*	*	58%
Two+	50%	25%	31%	51%
SpEd	33%	28%	48%	56%
ECD	39%	27%	38%	48%
ELL	*	<1%	*	39%

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	49%	55%	59%	65%
Afr Amer	*	-	-	0%
Hispanic	28%	35%	53%	60%
White	64%	66%	62%	68%
Asian	-	-	*	100%
Two+	*	57%	*	36%
SpEd	44%	63%	33%	43%
ECD	39%	38%	35%	45%
ELL	*	*	*	50%

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	68%	58%	65%	71%
Afr Amer	*	*	-	0%
Hispanic	50%	37%	54%	61%
White	79%	72%	71%	75%
Asian	*	-	-	0%
Two+	*	*	71%	76%
SpEd	45%	18%	*	46%
ECD	57%	43%	55%	62%
ELL	-	*	*	36%

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	44%	44%	40%	45%
Afr Amer	*	*	*	37%
Hispanic	25%	31%	24%	32%
White	54%	51%	52%	55%
Asian	*	*	*	29%
Two+	43%	50%	31%	44%
SpEd	19%	11%	*	20%
ECD	26%	25%	15%	27%
ELL	*	11%	*	12%

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	28%	23%	31%	35%
Afr Amer	*	*	*	5%
Hispanic	13%	15%	22%	26%
White	36%	28%	39%	42%
Asian	*	*	*	52%
Two+	29%	25%	*	30%
SpEd	15%	3%	17%	21%
ECD	21%	12%	17%	22%
ELL	*	<1%	*	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	16%	23%	10%	25%
Afr Amer	*	-	-	0%
Hispanic	10%	12%	*	15%
White	20%	26%	10%	30%
Asian	-	-	*	40%
Two+	*	43%	*	45%
SpEd	13%	25%	*	30%
ECD	13%	5%	*	15%
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	35%	28%	40%	45%
Afr Amer	*	*	-	0%
Hispanic	30%	15%	19%	25%
White	43%	36%	49%	55%
Asian	*	-	-	0%
Two+	*	*	*	60%
SpEd	9%	9%	*	20%
ECD	30%	29%	35%	40%
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	73%	72%	75%
Afr Amer	*	-	0%
Hispanic	57%	68%	70%
White	82%	76%	83%
Amer Ind	-	-	0%
Asian	-	*	70%
Two+	63%	64%	70%
SpEd	71%	68%	72%
ELL	-	*	100%

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	63%	84%	90%
Afr Amer	*	-	0%
Hispanic	60%	85%	90%
White	66%	85%	90%
Amer Ind	-	-	0%
Asian	-	*	100%
Two+	63%	73%	85%
SpEd	50%	74%	85%
ELL	-	*	85%

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	29%	24%	30%
Afr Amer	*	-	0%
Hispanic	21%	24%	30%
White	31%	24%	35%
Amer Ind	-	-	0%
Asian	-	*	35%
Two+	50%	*	51%
SpEd	50%	32%	51%
ELL	-	*	100%

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	26%	49%	50%
Afr Amer	*	-	0%
Hispanic	25%	48%	50%
White	26%	49%	50%
Amer Ind	-	-	0%
Asian	-	*	100%
Two+	38%	*	50%
SpEd	10%	42%	50%
ELL	-	*	65%

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	74%	79%	89%	90%
Kinder DRA Spanish	-	*	*	80%
1st DRA English	73%	82%	80%	90%
1st DRA Spanish	-	-	*	100%
2nd DRA English	76%	70%	78%	90%
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	95.8%	96.5%	96.2%	96.3%	97.0%
Afr Amer	94.2%	96.6%	95.7%	94.3%	97.0%
Hispanic	96.1%	96.7%	96.4%	96.3%	97.0%
White	95.8%	96.5%	96.2%	96.3%	97.0%
Amer Ind	*	*	*	*	97.0%
Asian	*	*	94.5%	96.5%	97.0%
Two+	95.5%	96.2%	96.0%	96.6%	97.0%
ECD	95.6%	96.2%	96.1%	95.7%	97.0%

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	528	548
Afr Amer	11	10
Hispanic	187	179
White	298	310
Amer Ind	2	2
Asian	5	8
Two+	25	39

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	24	*	*	20	*	*	4%
Afr Amer	-	-	-	-	-	-	0%
Hispanic	22	*	*	18	*	*	5%
White	*	*	*	16	*	*	5%
SpEd	5	*	*	*	*	*	0%
ECD	19	*	*	15	*	*	5%

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	30	21	70%	16	11	69%	34	25	74%	17	12	71%	30	25	83%	14	10	71%
F	White	65	54	83%	34	31	91%	79	62	78%	39	31	79%	67	49	73%	41	29	71%
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F		97	76	78%	52	43	83%	113	87	77%	56	43	77%	100	77	77%	55	39	71%
M	Afr Amer	*	*	*	*	*	*	*	*	*	*	*	*	-	-	-	-	-	-
M	Hispanic	48	27	56%	17	15	88%	55	37	67%	29	27	93%	54	35	65%	31	29	94%
M	White	74	58	78%	41	41	>99%	71	50	70%	36	34	94%	65	47	72%	33	30	91%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M		124	86	69%	60	57	95%	127	88	69%	66	62	94%	119	82	69%	64	59	92%
Total		221	162	73%	112	100	89%	240	175	73%	122	105	86%	219	159	73%	119	98	82%

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-146-5-24-0-00	Career Ladder - CP-Read Literacy-Zilker	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R5-146-5-24-0-00	Extra Duty - CP-SSIG-Zilker	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R8-146-5-24-0-00	Extra Duty - CP-AYP Elem-Zilker	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-90-146-5-24-0-00	Professional Salary - CP-PreK-Zilker	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-RR-146-5-24-0-00	Professional Salary - CP-Read Literacy-Zilker	0.00	0.00	0.00	0.00	0.00 %
199-11-6121-R8-146-5-24-0-00	Overtime - CP-AYP Elem-Zilker	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R5-146-5-24-0-00	Part-Time Hourly - CP-SSIG-Zilker	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R8-146-5-24-0-00	Part-Time Hourly - CP-AYP Elem-Zilker	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-RR-146-5-24-0-00	Part-Time Hourly - CP-Read Literacy-Zilker	27,604.00	0.00	2,904.28	24,699.72	89.47 %
199-11-6129-R4-146-5-24-0-00	Support Personnel Salary - CP-At Risk Stdnt Supp-Zilker	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-90-146-5-24-0-00	FICA - CP-PreK-Zilker	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R4-146-5-24-0-00	FICA - CP-At Risk Stdnt Supp-Zilker	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R5-146-5-24-0-00	FICA - CP-SSIG-Zilker	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R8-146-5-24-0-00	FICA - CP-AYP Elem-Zilker	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-RR-146-5-24-0-00	FICA - CP-Read Literacy-Zilker	2,112.00	0.00	222.18	1,889.82	89.48 %
199-11-6142-90-146-5-24-0-00	Health/Life Ins - CP-PreK-Zilker	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R4-146-5-24-0-00	Health/Life Ins - CP-At Risk Stdnt Supp-Zilker	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R5-146-5-24-0-00	Health/Life Ins - CP-SSIG-Zilker	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-RR-146-5-24-0-00	Health/Life Ins - CP-Read Literacy-Zilker	23.00	0.00	0.00	23.00	100.00 %
199-11-6143-90-146-5-24-0-00	Wk's Comp - CP-PreK-Zilker	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R4-146-5-24-0-00	Wk's Comp - CP-At Risk Stdnt Supp-Zilker	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R5-146-5-24-0-00	Wk's Comp - CP-SSIG-Zilker	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R8-146-5-24-0-00	Wk's Comp - CP-AYP Elem-Zilker	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-RR-146-5-24-0-00	Wk's Comp - CP-Read Literacy-Zilker	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-90-146-5-24-0-00	Teacher Retirement - CP-PreK-Zilker	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R4-146-5-24-0-00	Teacher Retirement - CP-At Risk Stdnt Supp-Zilker	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R5-146-5-24-0-00	Teacher Retirement - CP-SSIG-Zilker	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R8-146-5-24-0-00	Teacher Retirement - CP-AYP Elem-Zilker	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-RR-146-5-24-0-00	Teacher Retirement - CP-Read Literacy-Zilker	8.00	0.00	0.00	8.00	100.00 %
Total 6100 Payroll Costs		<u>29,747.00</u>	<u>0.00</u>	<u>3,126.46</u>	<u>26,620.54</u>	
199-11-6321-R5-146-5-24-0-00	Textbooks - CP-SSIG-Zilker	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.
199-11-6399-45-146-5-24-0-00	General Supplies - CP-Summer Prog-Zilker	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-CP-146-5-24-0-00	General Supplies - CP-Campus Cost-Zilker	300.00	0.00	0.00	300.00	100.00 %
Total 6300 Supplies & Materials		300.00	0.00	0.00	300.00	
11 Total		30,047.00	0.00	3,126.46	26,920.54	
199-13-6298-R6-146-5-24-0-00	Misc Contracted Services - CP-Tech Supp-Zilker	1,693.00	1,692.31	0.00	0.69	0.04 %
Total 6200 Purchase & Contracted Services		1,693.00	1,692.31	0.00	0.69	
13 Total		1,693.00	1,692.31	0.00	0.69	
199-23-6396-R6-146-5-24-0-00	Computer Rel.Eq<\$5000 Per Unit - CP-1D Support-Zilker	0.00	0.00	0.00	0.00	0.00 %
Total 6300 Supplies & Materials		0.00	0.00	0.00	0.00	
23 Total		0.00	0.00	0.00	0.00	
199-31-6118-00-146-5-24-0-00	Extra Duty - CP-Zilker	0.00	0.00	0.00	0.00	0.00 %
199-31-6119-00-146-5-24-0-00	Professional Salary - CP-Zilker	45,653.00	0.00	5,126.79	40,526.21	88.77 %
199-31-6141-00-146-5-24-0-00	FICA - CP-Zilker	3,764.00	0.00	288.60	3,475.40	92.33 %
199-31-6142-00-146-5-24-0-00	Health/Life Ins - CP-Zilker	5,355.00	0.00	416.75	4,938.25	92.21 %
199-31-6143-00-146-5-24-0-00	Wk's Comp - CP-Zilker	0.00	0.00	0.00	0.00	0.00 %
199-31-6146-00-146-5-24-0-00	Teacher Retirement - CP-Zilker	669.00	0.00	58.89	610.11	91.19 %
Total 6100 Payroll Costs		55,441.00	0.00	5,891.03	49,549.97	
199-31-6329-CP-146-5-24-0-00	Reading Materials - CP-Campus Cost-Zilker	150.00	0.00	0.00	150.00	100.00 %
199-31-6397-CP-146-5-24-0-00	Software - CP-Campus Cost-Zilker	0.00	0.00	0.00	0.00	0.00 %
199-31-6399-CP-146-5-24-0-00	General Supplies - CP-Campus Cost-Zilker	300.00	0.00	0.00	300.00	100.00 %
Total 6300 Supplies & Materials		450.00	0.00	0.00	450.00	
199-31-6411-CP-146-5-24-0-00	Employee Travel - CP-Campus Cost-Zilker	200.00	0.00	0.00	200.00	100.00 %

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Campus/Org Expense Listing
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As of 09/01/2014

Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
Total 6400	Other Operating Costs	200.00	0.00	0.00	200.00	
31	Total	56,091.00	0.00	5,891.03	50,199.97	
Total	Fund 199 General Fund	87,831.00	1,692.31	9,017.49	77,121.20	

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Campus/Org Expense Listing
Austin Independent School District

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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)		87,831.00	1,692.31	9,017.49	77,121.20	

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