

Dennis E. Cowan 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):	
<ul style="list-style-type: none"> • self-orientation using materials on CAC website 	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> • orientation at CAC meeting (provided by campus) 	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> • orientation at CAC meeting (provided by central office) 	<input type="checkbox"/>
<ul style="list-style-type: none"> • district-wide orientation session 	<input type="checkbox"/>

CIP Development	
The CAC was given an opportunity to provide input on the following:	
<ul style="list-style-type: none"> • campus needs assessment 	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> • campus objectives and strategies to address identified areas for improvement 	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> • the approach to setting campus performance targets 	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • By CAC and/or CAC subcommittees 	2
<ul style="list-style-type: none"> • By campus administration and/or leadership team 	12

We confirm the above information as correct ...

Position	Name	Date
Principal	Debbie Warnken	8/15/2014
Co-Chair	Tammy Henderson	8/15/2014
Co-Chair	Arliss King	8/15/2014



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	Debbie Warnken

Regularly Scheduled CAC meetings:	
Day of the Month (e.g., 2 nd Tues):	Thursdays
Time:	5:30 pm

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Victoria Smoller	x		x			
Parent	Paula Hawn						
Parent	Doreen Pairsh						
Parent	Arliss King						
Parent	Annie Gerken		x				
Parent	Sara Wood						
Professional Staff Member	Adriana Orta				x		
Professional Staff Member	Sara Raudaskoski				x		
Professional Staff Member	Pam Kling	x			x		
Professional Staff Member	Susie Parkinson				x		
Professional Staff Member	Kerry Alexander				x		
Professional Staff Member	Courtney Nall				x		
Classified Staff Member	Cathy Perez					x	
Business Representative	Jonathan Neely						
Community Representative	Ann Cowan						

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)

- **Benchmarks**
- **Report Card Indicators**

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

Special Education Performance Rates

Economically Disadvantaged Population Performance Rates

STAAR Reading at Level III Standards

STAAR Math at Level III Standards

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Table #CI-1		<input checked="" type="checkbox"/> State: Below safeguard target			
Performance Objective: Increase Special Education Performance Rates on STAAR					
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
Ensure that appropriate accommodations are being utilized daily and on the benchmark assessments	Classroom Teacher, Special Education Teacher, Administrator	Classroom Teacher, Special Education Teacher	All special education students STAAR scores are above the safeguard of 55% in all areas.	April 2015	In Progress
Monitor RTI monthly to ensure progress	Classroom Teacher, Special Education Teacher	Classroom Teacher, Special Education Teacher	All special education students STAAR scores are above the safeguard of 55% in all areas.	April 2015	In Progress
Use ongoing progress monitoring to gauge student's knowledge, provide meaningful access to grade level curricula and to drive intervention efforts	Classroom Teacher, Special Education Teacher	Classroom Teacher, Special Education Teacher	All special education students STAAR scores are above the safeguard of 55% in all areas.	April 2015	In Progress
Ensure all classroom teachers participate in professional development on tier 2 and 3 intervention	Classroom Teacher, Special Education Teacher	Classroom Teacher, Special Education Teacher	All special education students STAAR scores are above the safeguard of 55% in all areas.	April 2015	In Progress

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Table #CI-2 <input type="checkbox"/> State: Below safeguard target					
Performance Objective: Eliminate the achievement gap between all students and ELL population					
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
All staff will receive ELL training	LPAC Coordinator	Time for professional development	Attendance and implementation documented by walk-through data	Ongoing	In progress
Encourage all staff to get ESL certification	LPAC Coordinator	Funding from bilingual department for certification	Increase of percentage of teachers who are ESL certified	Ongoing	In progress
Professional Learning Community focused on implementation of ELLs	LPAC Coordinator	Time for meetings and professional development on ELLs	PLC meeting notes and progress monitoring	Ongoing	In progress

Table #CI-3 <input type="checkbox"/> State: Below safeguard target					
Performance Objective: At least 90% passing rates in math, reading, writing and science STAAR using Phse II passing standards in grades 3-5					
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
Identify TEKS that need to be strengthened	Classroom Teacher, Math and Reading Interventionist	Time for weekly team meetings with intervention specialist	Increase in understanding of struggling TEKS (daily assignments, class tests and benchmarks)	Ongoing	In progress
Interventions specific to TEKS using fluid groups and intervention specialist	Classroom Teacher, Special Education Teacher, Math and Reading	Money for tutoring Planning time to discuss groups	Benchmarks and SCA data	Ongoing	In progress

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

	Interventionist				
Identify targeted and differentiated instructions	Classroom Teacher, Special Education Teacher, Math and Reading Interventionist	Time for data and planning	Benchmark and SCA data	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
Create a SCH team to promote physical activity and healthy eating habits	SCH team	Time for planning	SCH team plan	Ongoing	In progress
Integrate wellness into Red Ribbon Week.	Counselor	Time for planning	Red Ribbon Week participation	October 2015	In progress
Every Wednesday is Wellness Wednesday to promote extra physical activity on Wednesday	Administrators and Teacher	Professional Development on WOW time	Participation on Wednesdays	Ongoing	In progress
Test and record Fitness gram data for 85% of all 3rd – 5th grade	P.E. Teachers	Time for planning	Outcome of Fitness Gram	Ongoing	In progress
Promote nutrition guidelines on our website.	Administration and Technology	Time	Feedback from CAC	Ongoing	In progress

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Table #DR-2					
Performance Objective: Effective violence prevention and intervention measures will be in place.					
Applicable Strategic Plan Goal(s): 1,2					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
At least two guidance lessons a month from school counselor focused on SEL	Counselor	SEL support for counselor and staff	Monitor student behavior and decrease in referrals	Ongoing	In progress
Continue to promote No Place For Hate	Counselor	Time for planning	Monitor student behavior and decrease in referrals	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
Professional Learning Community specific to parental involvement	PLC Teachers Administrators	Parent Support Website Twitter Messenger	PTA and CAC attendance increase Attendance at events at school	Ongoing	In progress
Monthly updates via website from administrators and teachers about school-wide events	Teachers Administrators	Website	Attendance Community climate survey	Ongoing	In progress
Parent information nights on homework, cyberbullying, STAAR and dyslexia	Administrators Reading Specialist Counselor	Time for planning	Attendance at information nights	Ongoing	In progress

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Table #DR-4					
Performance Objective: Adequate and appropriate campus-level professional development will be provided.					
<i>Note: This action plan component must be approved by the CAC.</i>					
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 staff with technology training	Administrator Technology Department	Time Allocations for technology	Use of technology in the classroom	Ongoing	In progress
Provide staff with training on differentiation	Administrators Special Education Teacher	Time	Observations of differentiation in the classroom	Ongoing	In progress
Provide staff with intervention strategies	Administrators Reading and Math Specialist	Time	Increased scores on benchmark, SCA and STAAR	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:
Extra duty pay for current teachers and/or part-time hourly tutors providing tutoring outside of school hours:	Using benchmark and classroom data interventions are done after school and in the morning by classroom teachers for identified at risk students needing additional academic interventions.
Reading specialists (to include literacy coaches):	Literacy skills specific for students with dyslexia using Basic Language Program
Math specialist (FTE for math interventions):	Provide math intervention services to targeted students. Assistant math teachers both inside the classroom and in intense intervention specific to math.
Elementary Counselors:	Emotional support for students through whole class and small group counseling, addressing social, emotional, and behavioral factors for identified at risk students that affect academic performance.

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):

x	Work with staffing coordinator, identify staff not meeting HQ standards
x	Notify staff of deficit area(s)
x	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):

x	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
x	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
183 - Cowan 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	57%	58%	62%	67%
Afr Amer	43%	40%	45%	54%
Hispanic	54%	54%	51%	59%
White	65%	65%	71%	76%
Asian	33%	50%	70%	74%
Two+	44%	50%	72%	76%
SpEd	25%	24%	36%	46%
ECD	38%	35%	49%	57%
ELL	25%	53%	38%	48%

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%	57%	63%	69%
Afr Amer	52%	47%	45%	54%
Hispanic	50%	51%	59%	65%
White	63%	66%	66%	71%
Asian	50%	67%	80%	83%
Two+	33%	25%	72%	76%
SpEd	35%	12%	32%	42%
ECD	38%	38%	46%	54%
ELL	38%	53%	38%	48%

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	53%	61%	53%	60%
Afr Amer	36%	*	*	15%
Hispanic	57%	55%	46%	54%
White	54%	67%	65%	70%
Asian	*	*	*	58%
Two+	*	40%	*	72%
SpEd	*	*	*	15%
ECD	38%	39%	38%	48%
ELL	*	73%	*	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	49%	56%	57%	63%
Afr Amer	43%	22%	*	66%
Hispanic	41%	58%	47%	55%
White	55%	66%	62%	68%
Asian	*	*	*	100%
Two+	*	*	*	79%
SpEd	57%	*	*	26%
ECD	41%	46%	32%	42%
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	32%	37%	36%	40%
Afr Amer	30%	20%	*	22%
Hispanic	27%	32%	27%	31%
White	39%	46%	42%	44%
Asian	17%	50%	50%	52%
Two+	22%	17%	72%	74%
SpEd	10%	12%	*	16%
ECD	15%	23%	22%	26%
ELL	25%	40%	*	27%

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	32%	36%	39%	42%
Afr Amer	17%	7%	*	22%
Hispanic	28%	27%	31%	35%
White	37%	50%	45%	48%
Asian	50%	33%	50%	52%
Two+	22%	8%	50%	52%
SpEd	15%	6%	20%	24%
ECD	16%	20%	22%	26%
ELL	38%	33%	*	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 III

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	14%	17%	15%	19%
Afr Amer	9%	*	*	5%
Hispanic	16%	14%	*	9%
White	17%	20%	29%	33%
Asian	*	*	*	29%
Two+	*	<1%	*	5%
SpEd	*	*	*	5%
ECD	3%	8%	*	5%
ELL	*	9%	*	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	26%	23%	25%	29%
Afr Amer	<1%	<1%	*	5%
Hispanic	20%	18%	23%	26%
White	34%	36%	27%	31%
Asian	*	*	*	100%
Two+	*	*	*	52%
SpEd	29%	*	*	5%
ECD	18%	14%	23%	26%
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	64%	66%	75%
Afr Amer	58%	*	70%
Hispanic	60%	61%	75%
White	71%	72%	78%
Amer Ind	*	*	100%
Asian	*	*	100%
Two+	*	80%	90%
SpEd	63%	64%	75%
ELL	-	*	75%

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	61%	77%	85%
Afr Amer	42%	88%	93%
Hispanic	53%	71%	80%
White	71%	80%	85%
Amer Ind	*	*	100%
Asian	*	*	100%
Two+	*	>99%	100%
SpEd	*	80%	85%
ELL	-	*	70%

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	19%	21%	40%
Afr Amer	<1%	*	40%
Hispanic	20%	22%	40%
White	23%	19%	40%
Amer Ind	*	*	40%
Asian	*	*	40%
Two+	*	*	40%
SpEd	13%	*	30%
ELL	-	*	40%

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%	36%	42%
Afr Amer	8%	*	35%
Hispanic	24%	33%	40%
White	32%	38%	45%
Amer Ind	*	*	55%
Asian	*	*	100%
Two+	*	*	45%
SpEd	*	33%	40%
ELL	-	*	40%

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	97%	91%	89%	94%
Kinder DRA Spanish	*	*	*	100%
1st DRA English	91%	89%	87%	93%
1st DRA Spanish	-	-	*	100%
2nd DRA English	94%	89%	92%	97%
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	96.6%	96.8%	96.5%	96.6%	97.0%
Afr Amer	96.2%	97.0%	97.1%	97.3%	98.0%
Hispanic	96.6%	96.9%	96.2%	96.4%	97.0%
White	96.6%	96.7%	96.7%	96.6%	97.0%
Amer Ind	*	*	*	*	97.5%
Asian	97.6%	97.5%	96.1%	97.3%	98.0%
Two+	96.4%	96.3%	96.7%	96.5%	97.0%
ECD	95.7%	96.2%	95.6%	95.9%	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	6	<1%	*	*	*	*	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	796	797
Afr Amer	31	33
Hispanic	345	317
White	349	358
Amer Ind	4	5
Asian	28	23
Two+	38	61

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

TELPAS - Students at Beginning Level in Second Year of Testing

	2012-13			2013-14			2014-15
	# Tested 2 Yrs	# Beginning 2013	%	# Tested 2 Yrs	# Beginning 2014	%	Improvement Goal
All Students	33	*	*	17	*	*	0%
Afr Amer	-	-	-	-	-	-	0%
Hispanic	23	*	*	11	*	*	0%
White	-	-	-	9	*	*	0%
SpEd	-	-	-	*	*	*	0%
ECD	13	*	*	5	*	*	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	13	8	62%	*	*	*	8	6	75%	7	6	86%	*	*	*	*	*	*
F	Hispanic	73	36	49%	33	19	58%	70	43	61%	41	30	73%	65	32	49%	30	17	57%
F	White	66	43	65%	29	24	83%	79	56	71%	38	34	89%	77	52	68%	39	31	79%
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F		152	87	57%	66	44	67%	157	105	67%	86	70	81%	145	87	60%	71	50	70%
M	Afr Amer	11	6	55%	6	*	*	7	*	*	*	*	*	7	*	*	*	*	*
M	Hispanic	71	40	56%	31	26	84%	77	47	61%	36	29	81%	83	46	55%	42	34	81%
M	White	71	49	69%	30	30	>99%	69	53	77%	32	28	88%	72	50	69%	36	34	94%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M		153	95	62%	67	60	90%	153	102	67%	71	59	83%	162	98	60%	82	71	87%
Total		305	182	60%	133	104	78%	310	207	67%	157	129	82%	307	185	60%	153	121	79%

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.
199-11-6117-90-183-5-24-0-00	Career Ladder - CP-PreK-Cowan	0.00	0.00	0.00	0.00	0.00 %
199-11-6117-RR-183-5-24-0-00	Career Ladder - CP-Read Lit-Cowan	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R5-183-5-24-0-00	Extra Duty - CP-SSIG-Cowan	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R8-183-5-24-0-00	Extra Duty - CP-AYP Elem-Cowan	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-00-183-5-24-0-00	Professional Salary - CP-Cowan	24,383.00	0.00	2,738.15	21,644.85	88.77 %
199-11-6119-90-183-5-24-0-00	Professional Salary - CP-PreK-Cowan	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-RR-183-5-24-0-00	Professional Salary - CP-Read Lit-Cowan	24,383.00	0.00	2,738.15	21,644.85	88.77 %
199-11-6121-R8-183-5-24-0-00	Overtime - CP-AYP Elem-Cowan	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R8-183-5-24-0-00	Part-Time Hourly - CP-AYP Elem-Cowan	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-00-183-5-24-0-00	FICA - CP-Cowan	1,832.00	0.00	154.48	1,677.52	91.56 %
199-11-6141-90-183-5-24-0-00	FICA - CP-PreK-Cowan	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R5-183-5-24-0-00	FICA - CP-SSIG-Cowan	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R8-183-5-24-0-00	FICA - CP-AYP Elem-Cowan	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-RR-183-5-24-0-00	FICA - CP-Read Lit-Cowan	1,865.00	0.00	154.48	1,710.52	91.71 %
199-11-6142-00-183-5-24-0-00	Health/Life Ins - CP-Cowan	0.00	0.00	204.55	-204.55	0.00 %
199-11-6142-90-183-5-24-0-00	Health/Life Ins - CP-PreK-Cowan	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R5-183-5-24-0-00	Health/Life Ins - CP-SSIG-Cowan	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-RR-183-5-24-0-00	Health/Life Ins - CP-Read Lit-Cowan	4,809.00	0.00	204.55	4,604.45	95.74 %
199-11-6143-90-183-5-24-0-00	Wk's Comp - CP-PreK-Cowan	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R5-183-5-24-0-00	Wk's Comp - CP-SSIG-Cowan	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R8-183-5-24-0-00	Wk's Comp - CP-AYP Elem-Cowan	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-RR-183-5-24-0-00	Wk's Comp - CP-Read Lit-Cowan	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-00-183-5-24-0-00	Teacher Retirement - CP-Cowan	24.00	0.00	12.48	11.52	48.00 %
199-11-6146-90-183-5-24-0-00	Teacher Retirement - CP-PreK-Cowan	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R5-183-5-24-0-00	Teacher Retirement - CP-SSIG-Cowan	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R8-183-5-24-0-00	Teacher Retirement - CP-AYP Elem-Cowan	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-RR-183-5-24-0-00	Teacher Retirement - CP-Read Lit-Cowan	147.00	0.00	12.49	134.51	91.50 %
Total 6100 Payroll Costs		<u>57,443.00</u>	<u>0.00</u>	<u>6,219.33</u>	<u>51,223.67</u>	
199-11-6399-CP-183-5-24-0-00	General Supplies - CP-Campus Cost-Cowan	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
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.
11 Total		57,443.00	0.00	6,219.33	51,223.67	
199-13-6298-R6-183-5-24-0-00	Misc Contracted Services - CP-Tech Support/ID-Cowan	0.00	0.00	0.00	0.00	0.00 %
Total 6200 Purchase & Contracted Services		0.00	0.00	0.00	0.00	
13 Total		0.00	0.00	0.00	0.00	
199-23-6396-R6-183-5-24-0-00	Computer Rel.Eq<\$5000 Per Unit - CP-1D	0.00	0.00	0.00	0.00	0.00 %
Total 6300 Supplies & Materials		0.00	0.00	0.00	0.00	
23 Total		0.00	0.00	0.00	0.00	
199-31-6116-00-183-5-24-0-00	Subs for Other Professional - CP-Cowan	0.00	0.00	0.00	0.00	0.00 %
199-31-6118-00-183-5-24-0-00	Extra Duty - CP-Cowan	0.00	0.00	0.00	0.00	0.00 %
199-31-6119-00-183-5-24-0-00	Professional Salary - CP-Cowan	47,455.00	0.00	5,329.19	42,125.81	88.77 %
199-31-6141-00-183-5-24-0-00	FICA - CP-Cowan	3,867.00	0.00	302.53	3,564.47	92.17 %
199-31-6142-00-183-5-24-0-00	Health/Life Ins - CP-Cowan	5,355.00	0.00	409.10	4,945.90	92.36 %
199-31-6143-00-183-5-24-0-00	Wk's Comp - CP-Cowan	0.00	0.00	0.00	0.00	0.00 %
199-31-6146-00-183-5-24-0-00	Teacher Retirement - CP-Cowan	482.00	0.00	39.25	442.75	91.85 %
Total 6100 Payroll Costs		57,159.00	0.00	6,080.07	51,078.93	
199-31-6329-CP-183-5-24-0-00	Reading Materials - CP-Campus Cost-Cowan	0.00	0.00	0.00	0.00	0.00 %
199-31-6339-CP-183-5-24-0-00	Testing Materials - CP-Campus Cost-Cowan	0.00	0.00	0.00	0.00	0.00 %
199-31-6399-CP-183-5-24-0-00	General Supplies - CP-Campus Cost-Cowan	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-183-5-24-0-00	Employee Travel - CP-Campus Cost-Cowan	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		57,159.00	0.00	6,080.07	51,078.93	

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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>	<u>Encumbrance</u>	<u>Expenditure</u>	<u>Balance</u>	<u>Pct. Rem.</u>
Total Fund 199 General Fund		114,602.00	0.00	12,299.40	102,302.60	

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)		114,602.00	0.00	12,299.40	102,302.60	