2017-18
Texas Education Code Chapter 39 Required
Annual Report for AHISD

Guidelines

December 2018

2017–18 Texas Academic Performance Report

The intent of these guidelines is to help districts fulfill their legal responsibilities regarding the annual report of their educational performance and the Texas Academic Performance Report (TAPR). Please read these guidelines carefully.

These guidelines are not a substitute for districts' knowledge and full understanding of Texas Education Code (TEC) §39.306 and §39.362 or 19 TAC, §61.1022 of the Texas Administrative Code.

The scope and function of this year's TAPR has expanded. It now takes two forms: an online data system, more comprehensive and dynamic than in previous years, and a scaled back PDF version. Data are added to the online TAPR system as they become available. New data additions are announced via the Performance Reporting email listserv. The PDF version of the TAPR is scaled back to include only major, statutorily-required data points and is designed to allow districts to fulfill their public notification requirements. With these updates, the new TAPR system makes redundant the Texas Performance Reporting System (TPRS), which will no longer be produced.

TEC §39.306, requires each district's board of trustees to publish an annual report that includes the PDF TAPR, campus performance objectives, district accreditation status and any distinction designations awarded, the district's current special education compliance status (included in the district PDF TAPR cover page), information on violent or criminal incidents and prevention policies, information on the performance of the previous year's graduates in their first year of college, as reported by the Texas Higher Education Coordinating Board (THECB), and any supplemental information.

Each district's board of trustees must hold a public hearing to discuss the district's annual report within 90 days of receiving the PDF TAPR on December 17, 2018 (winter break not included). Within two weeks following the public meeting, each district must widely publish its annual report, including posting it on the district website and other public places.

1. **Annual Report** The PDF TAPR comprises the main part of the district's annual report, and it must be published in the same format as provided by TEA. Districts may promote the online TAPR system as well (see Changes to This Year's Report below), but the annual report must use the PDF TAPR. In addition to the PDF TAPR, a district's annual report must include the PEIMS Financial Standard Reports, district accreditation status, campus performance objectives, the district's current special education compliance status with the agency, a report of violent or criminal incidents, and information received from the THECB for each high school campus. Districts may include supplemental information, such as a narrative describing their schools; additional data, charts, and diagrams; or an explanation of the data prepared by TEA.

    Districts are encouraged to provide a copy of the *TAPR Glossary*. The glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR. The Spanish version of the glossary is scheduled for release in late spring. Other materials provided by TEA, such as these guidelines, are intended for district or campus use but may be shared with the public.

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2. **PEIMS Financial Standard Reports (2016–17 Financial Actual Reports)** The financial section of the TAPR is provided by the State Funding Division. These reports can be accessed from a link on the last page of the TAPR or at http://tea.texas.gov/financialstandardreports/.

   For more information on the financial reports, please contact the State Funding Division at (512) 463-9238.

3. **District Accreditation Status** Each district's annual report must include the 2017–18 accreditation status. Information on accreditation status is available online at http://tea.texas.gov/accredstatus/.

4. **Campus Performance Objectives** TEC §11.253, requires each campus to have an improvement plan with performance objectives and to measure progress toward meeting these objectives. Both the objectives of each campus and each campus's progress toward meeting those objectives must be included in the district's annual report.

5. **Special Education Determination Status** *(district PDF TAPR only)*   The annual report must include the district's special education determination status. The special education integrated intervention stage/determination status for each district is on the cover page of the report.

6. **Report on Violent or Criminal Incidents** The annual report must include information about violent or criminal incidents that occur on each campus. Each district determines the format of its report but must include the following:

   - The number, rate, and type of violent or criminal incidents that occurred on each campus, to the extent permitted under the Family Educational Rights and Privacy Act

   - Descriptions of school violence prevention and violence intervention policies and procedures used to protect students

   - Findings from evaluations conducted under the Safe and Drug-Free Schools and Communities Act

   For more information about the report of violent or criminal incidents, please see the Safe and Healthy Schools website at http://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/.

7. **Student Performance in Postsecondary Institutions** TEC §51.403(e), requires postsecondary institutions in Texas to report student performance during the first year of enrollment after high school graduation to the high school from which students graduated. Districts must include this information in the annual report.

   The Texas Higher Education Coordinating Board (THECB) publishes a report listing this information for each high school in Texas (sorted by county and district) on its website at

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http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradAcademicPerformance.cfm. The report is titled *Report of 2015–2016 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2017.* The first page explains the purpose of the report and data calculation methods.

If data for a district are masked due to small numbers of students, that district should still publish its section of the report, showing the masked data, just as it would publish any data that are masked in the TAPR. Questions about accessing these reports should be directed to the THECB at (512) 427-6153.

8. **Public Hearings** Districts must hold a hearing for public discussion of the annual report within 90 calendar days of December 17, 2018 (the date of the release of the PDF TAPR). Winter holidays do not count toward the 90 days. Districts may combine the hearing with a regularly scheduled meeting of the local board of trustees. Districts must notify property owners, parents, and others in a parental relationship to students of the hearing. This notification, which can be in the form of a press release, must be made available to local print and electronic media (i.e., newspaper, radio, and television). It must clearly state the date, time, and place of the hearing and explain the nature of the hearing.

9. **Access to the PDF TAPR** The TAPR is available through TEASE (https://seguin.tea.state.tx.us/apps/logon.asp) or the TEA public website (https://tea.texas.gov/perfreport/tapr/index.html). The PDF TAPR are designed to allow for two-sided printing. Blank pages have been added after the cover page and where needed ensuring that each report is an even number of pages.

   TEASE is for district use only and provides basic materials districts need to meet the legal requirements related to TAPR.

10. **Publishing the Report** A district can upload its PDF TAPR to the district website or direct others to the TAPR on the TEA website. To accommodate those without internet access, a copy of the annual report should be made available in public places, such as school offices, local businesses, or public libraries. Districts may also distribute copies through email, standard mail, or by sending the reports home with students. Each district is responsible for finding the most efficient method of making the annual reports widely available to the public.

11. **Requirement for Notice on District Website** TEC §39.362, requires each district to post the most recent PDF TAPR on its website by the 10th instructional day of the school year. This responsibility is separate from widely releasing the annual report to the public. While statute does not require a district to update its website with the latest TAPR after the 10th instructional day, TEA strongly encourages districts to update their websites with the 2017–18 TAPR.

12. **Data Modification** By the time the TAPR is published, the window to correct inaccurate data submitted by a district has already closed. Districts must correct TSDS

PEIMS data used in the TAPR per the procedures described in the *Texas Education Data Standards.* Districts must submit corrections to STAAR results, college admissions test data, Advanced Placement tests, or International Baccalaureate tests to the appropriate testing contractor. A district may include in its annual report an explanation of any discrepancies between the TAPR and locally computed data.

13. **Summary Report** In addition to publishing the complete PDF TAPR in its annual report, a district can develop and release a summarized report showing performance on key indicators. This summary must clearly indicate where and how to obtain a copy of the full report.

14. **Common Questions** Districts are encouraged to make a copy of the *TAPR Glossary* available locally. The glossary provides definitions, describes methodologies, lists sources for data in the TAPR, and answers many of the most commonly asked questions. Following are some of the most common causes of perceived inaccuracies in the TAPR or discrepancies between state and local data.

    - **Time Frame** The time of data collection varies from indicator to indicator. For example, test scores for the ACT and SAT may be from tests taken when graduating seniors were juniors, or even sophomores. The *TAPR Glossary* provides additional information on data sources.

    - **PDF and System Data Sources** Although the online TAPR system will be updated as new data become available, the TAPR compiles data sets at a specific point in time to create an annual statistic. Districts that maintain cumulative or dynamic sets of similar information, such as student enrollment, may show different results.

    - **The Accountability Subset** The PDF TAPR includes the STAAR results of only those students enrolled in the campus or district as of October 27, 2017 (for the spring 2018 test). See the *TAPR Glossary* or the *2018 Accountability Manual* for a more complete explanation of the accountability subset criteria.

    - **Masking** The TAPR applies masking rules to STAAR assessment results and other performance indicators when needed to comply with the federal Family Educational Rights and Privacy Act. For more information on masking rules and symbols, please see the explanation of masking on the TEA website at https://rptsvr1.tea.texas.gov/perfreport/tapr/2018/masking.html.

15. **Recommended Meetings** Beyond the requirement to widely publish the district annual report and PDF TAPR, a superintendent may encourage principals to meet with staff to discuss their campus report and, following public discussion, schedule presentations of the information at meetings of local parent-teacher organizations.

2017-18 Texas Academic Performance Report

District Name: **ALAMO HEIGHTS ISD**

District Number: **015901**

2018 Accountability Rating: **B**

2018 Special Education Determination Status:

Meets Requirements

2018 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration):

Meets Requirements

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District Name: ALAMO HEIGHTS ISD
County Name: BEXAR
District Number: 015901

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)

STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^

Grade 3 Reading

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Approaches Grade Level or Above	2018	77%	74%	**89%**	*	85%	92%	*	100%	*	*	*	79%	*
	2017	73%	70%	**80%**	*	72%	88%	*	*	-	*	*	54%	*
At Meets Grade Level or Above	2018	43%	40%	**59%**	*	47%	68%	*	77%	*	*	*	33%	*
	2017	45%	42%	**56%**	*	38%	70%	*	*	-	*	*	28%	*
At Masters Grade Level	2018	25%	22%	**31%**	*	22%	37%	*	46%	*	*	*	15%	*
	2017	29%	26%	**39%**	*	21%	53%	*	*	-	*	*	14%	*
Grade 3 Mathematics														
At Approaches Grade Level or Above	2018	78%	74%	**80%**	*	70%	87%	*	92%	*	*	*	61%	*
	2017	77%	74%	**82%**	*	72%	91%	*	*	-	*	*	*	*
At Meets Grade Level or Above	2018	47%	42%	**46%**	*	33%	54%	*	85%	*	*	*	25%	*
	2017	49%	45%	**51%**	*	40%	62%	*	*	-	*	*	*	*
At Masters Grade Level	2018	23%	20%	**19%**	*	10%	22%	*	62%	*	*	*	6%	*
	2017	26%	22%	**23%**	*	17%	28%	*	*	-	*	*	*	*

Grade 4 Reading

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Approaches Grade Level or Above	2018	73%	70%	**80%**	*	68%	91%	*	*	-	*	*	*	*
	2017	70%	68%	**81%**	*	70%	88%	-	*	-	*	*	57%	*
At Meets Grade Level or Above	2018	46%	42%	**59%**	*	45%	72%	*	*	-	*	*	*	*
	2017	44%	42%	**53%**	*	41%	62%	-	*	-	*	*	20%	*
At Masters Grade Level	2018	24%	21%	**37%**	*	21%	50%	*	*	-	*	*	*	*
	2017	24%	22%	**32%**	*	22%	39%	-	*	-	*	*	13%	*
Grade 4 Mathematics														
At Approaches Grade Level or Above	2018	78%	75%	**81%**	*	70%	90%	*	*	-	*	*	*	*
	2017	76%	72%	**77%**	*	67%	85%	-	86%	-	*	32%	52%	50%
At Meets Grade Level or Above	2018	49%	44%	**49%**	*	31%	61%	*	*	-	*	*	*	*
	2017	47%	43%	**48%**	*	33%	57%	-	79%	-	*	26%	19%	23%
At Masters Grade Level	2018	27%	23%	**27%**	*	16%	35%	*	*	-	*	*	*	*
	2017	27%	23%	**29%**	*	15%	37%	-	64%	-	*	16%	12%	23%
Grade 4 Writing														
At Approaches Grade Level or Above	2018	63%	59%	**69%**	*	56%	79%	*	*	-	*	*	*	*
	2017	65%	61%	**67%**	*	56%	74%	-	*	-	*	*	*	*
At Meets Grade Level or Above	2018	39%	36%	**42%**	*	24%	56%	*	*	-	*	*	*	*
	2017	34%	31%	**39%**	*	29%	44%	-	*	-	*	*	*	*
At Masters Grade Level	2018	11%	9%	**11%**	*	4%	18%	*	*	-	*	*	*	*
	2017	11%	9%	**12%**	*	6%	15%	-	*	-	*	*	*	*

Grade 5 Reading^^

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Approaches Grade Level or Above	2018	84%	83%	**95%**	*	91%	97%	*	100%	-	*	*	88%	92%
	2017	82%	80%	**90%**	*	80%	99%	-	90%	*	*	*	68%	70%
At Meets Grade Level or Above	2018	54%	52%	**74%**	*	58%	83%	*	82%	-	*	*	46%	56%
	2017	48%	46%	**63%**	*	49%	77%	-	80%	*	*	*	27%	37%
At Masters Grade Level	2018	26%	24%	**37%**	*	26%	43%	*	53%	-	*	*	19%	28%
	2017	25%	23%	**43%**	*	30%	55%	-	70%	*	*	*	13%	20%
Grade 5 Mathematics^^														
At Approaches Grade Level or Above	2018	91%	90%	**96%**	*	92%	98%	*	100%	-	*	76%	90%	88%
	2017	87%	86%	**92%**	*	84%	99%	-	90%	*	*	*	76%	*
At Meets Grade Level or Above	2018	58%	58%	**75%**	*	61%	83%	*	94%	-	*	41%	42%	50%

District Name: ALAMO HEIGHTS ISD
County Name: BEXAR
District Number: 015901

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
	2017	50%	48%	**65%**	*	51%	78%	-	90%	*	*	*	33%	*
At Masters Grade Level	2018	30%	30%	**41%**	*	27%	48%	*	82%	-	*	21%	21%	38%
	2017	24%	23%	**35%**	*	21%	48%	-	50%	*	*	*	9%	*
Grade 5 Science														
At Approaches Grade Level or Above	2018	76%	74%	**78%**	*	65%	87%	*	88%	-	*	*	*	*
	2017	74%	71%	**74%**	*	59%	88%	-	90%	*	*	*	*	*
At Meets Grade Level or Above	2018	41%	38%	**41%**	*	29%	49%	*	65%	-	*	*	*	*
	2017	42%	38%	**46%**	*	34%	58%	-	70%	*	*	*	*	*
At Masters Grade Level	2018	17%	15%	**13%**	*	9%	14%	*	41%	-	*	*	*	*
	2017	18%	16%	**18%**	*	13%	20%	-	50%	*	*	*	*	*
Grade 6 Reading														
At Approaches Grade Level or Above	2018	69%	68%	**85%**	*	77%	92%	*	*	-	*	*	60%	*
	2017	69%	67%	**82%**	*	70%	90%	*	*	-	*	*	62%	*
At Meets Grade Level or Above	2018	39%	38%	**59%**	*	45%	71%	*	*	-	*	*	18%	*
	2017	37%	36%	**55%**	*	43%	65%	*	*	-	*	*	30%	*
At Masters Grade Level	2018	19%	18%	**34%**	*	23%	43%	*	*	-	*	*	11%	*
	2017	18%	16%	**31%**	*	18%	40%	*	*	-	*	*	9%	*
Grade 6 Mathematics														
At Approaches Grade Level or Above	2018	77%	75%	**92%**	*	86%	97%	*	*	-	*	*	81%	*
	2017	76%	73%	**90%**	*	83%	96%	*	*	-	*	*	72%	*
At Meets Grade Level or Above	2018	44%	41%	**66%**	*	48%	82%	*	*	-	*	*	32%	*
	2017	43%	39%	**58%**	*	41%	73%	*	*	-	*	*	32%	*
At Masters Grade Level	2018	18%	16%	**26%**	*	16%	34%	*	*	-	*	*	9%	*
	2017	18%	16%	**29%**	*	19%	37%	*	*	-	*	*	9%	*
Grade 7 Reading														
At Approaches Grade Level or Above	2018	74%	73%	**87%**	*	80%	92%	*	100%	-	*	*	69%	*
	2017	73%	72%	**83%**	*	73%	91%	-	*	*	-	*	53%	*
At Meets Grade Level or Above	2018	48%	47%	**67%**	*	51%	78%	*	78%	-	*	*	43%	*
	2017	42%	41%	**53%**	*	43%	61%	-	*	*	-	*	24%	*
At Masters Grade Level	2018	29%	27%	**48%**	*	33%	58%	*	56%	-	*	*	24%	*
	2017	23%	22%	**34%**	*	26%	40%	-	*	*	-	*	10%	*
Grade 7 Mathematics														
At Approaches Grade Level or Above	2018	72%	69%	*	*	*	*	*	*	-	-	*	*	*
	2017	70%	68%	*	*	*	*	-	*	*	-	*	*	*
At Meets Grade Level or Above	2018	40%	37%	*	*	*	*	*	*	-	-	*	*	*
	2017	40%	39%	*	*	*	*	-	*	*	-	*	*	*
At Masters Grade Level	2018	18%	16%	*	*	*	*	*	*	-	-	*	*	*
	2017	17%	16%	*	*	*	*	-	*	*	-	*	*	*
Grade 7 Writing														
At Approaches Grade Level or Above	2018	69%	68%	**84%**	*	75%	90%	*	*	-	*	*	63%	*
	2017	70%	67%	**78%**	*	65%	89%	-	*	*	-	*	*	*
At Meets Grade Level or Above	2018	43%	42%	**61%**	*	41%	73%	*	*	-	*	*	32%	*
	2017	39%	36%	**52%**	*	40%	62%	-	*	*	-	*	*	*
At Masters Grade Level	2018	15%	13%	**24%**	*	14%	29%	*	*	-	*	*	7%	*
	2017	12%	11%	**18%**	*	8%	25%	-	*	*	-	*	*	*
Grade 8 Reading^^														
At Approaches Grade Level or Above	2018	86%	86%	**94%**	*	90%	98%	-	*	*	*	*	81%	*
	2017	86%	85%	**92%**	*	86%	97%	*	*	*	-	*	76%	87%

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District Name: ALAMO HEIGHTS ISD
County Name: BEXAR
District Number: 015901

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2018	49%	48%	**66%**	*	59%	71%	-	*	*	*	*	48%	*
	2017	50%	49%	**65%**	*	48%	78%	*	*	*	-	*	30%	35%
At Masters Grade Level	2018	27%	26%	**36%**	*	32%	38%	-	*	*	*	*	30%	*
	2017	23%	22%	**36%**	*	26%	46%	*	*	*	-	*	11%	23%
Grade 8 Mathematics^^														
At Approaches Grade Level or Above	2018	86%	84%	**92%**	*	88%	96%	-	100%	*	*	*	80%	*
	2017	85%	82%	**93%**	*	90%	96%	*	*	*	-	*	*	*
At Meets Grade Level or Above	2018	51%	46%	**65%**	*	52%	73%	-	89%	*	*	*	46%	*
	2017	45%	38%	**65%**	*	55%	74%	*	*	*	-	*	*	*
At Masters Grade Level	2018	15%	12%	**21%**	*	11%	28%	-	56%	*	*	*	5%	*
	2017	13%	8%	**19%**	*	15%	24%	*	*	*	-	*	*	*
Grade 8 Science														
At Approaches Grade Level or Above	2018	76%	74%	**74%**	*	60%	86%	-	*	*	*	*	*	*
	2017	76%	74%	**82%**	*	68%	92%	*	92%	*	-	*	*	*
At Meets Grade Level or Above	2018	52%	50%	**48%**	*	37%	57%	-	*	*	*	*	*	*
	2017	48%	46%	**49%**	*	35%	60%	*	62%	*	-	*	*	*
At Masters Grade Level	2018	28%	27%	**19%**	*	12%	25%	-	*	*	*	*	*	*
	2017	19%	17%	**21%**	*	10%	28%	*	38%	*	-	*	*	*
Grade 8 Social Studies														
At Approaches Grade Level or Above	2018	65%	63%	**72%**	*	63%	79%	-	*	*	*	*	52%	*
	2017	63%	61%	**74%**	*	60%	85%	*	*	*	-	*	47%	*
At Meets Grade Level or Above	2018	36%	33%	**38%**	*	25%	48%	-	*	*	*	*	15%	*
	2017	33%	30%	**43%**	*	30%	54%	*	*	*	-	*	14%	*
At Masters Grade Level	2018	21%	19%	**25%**	*	15%	33%	-	*	*	*	*	7%	*
	2017	19%	17%	**24%**	*	15%	31%	*	*	*	-	*	7%	*
End of Course English I														
At Approaches Grade Level or Above	2018	65%	64%	**79%**	*	67%	88%	*	*	-	*	*	*	*
	2017	64%	63%	**77%**	*	67%	87%	*	*	-	*	*	*	*
At Meets Grade Level or Above	2018	44%	44%	**59%**	*	46%	71%	*	*	-	*	*	*	*
	2017	43%	43%	**61%**	*	44%	75%	*	*	-	*	*	*	*
At Masters Grade Level	2018	7%	7%	**13%**	*	8%	16%	*	*	-	*	*	*	*
	2017	8%	7%	**13%**	*	7%	19%	*	*	-	*	*	*	*
End of Course English II														
At Approaches Grade Level or Above	2018	67%	67%	**81%**	*	68%	90%	*	*	-	*	*	*	*
	2017	66%	65%	**79%**	*	71%	87%	*	*	-	*	*	*	*
At Meets Grade Level or Above	2018	48%	48%	**64%**	*	44%	79%	*	*	-	*	*	*	*
	2017	45%	44%	**59%**	*	49%	71%	*	*	-	*	*	*	*
At Masters Grade Level	2018	8%	8%	**9%**	*	6%	12%	*	*	-	*	*	*	*
	2017	6%	6%	**9%**	*	7%	12%	*	*	-	*	*	*	*
End of Course Algebra I														
At Approaches Grade Level or Above	2018	83%	81%	**88%**	*	82%	94%	*	*	*	*	*	69%	82%
	2017	83%	80%	**91%**	*	87%	94%	*	100%	-	*	*	78%	78%
At Meets Grade Level or Above	2018	55%	51%	**66%**	*	49%	80%	*	*	*	*	*	37%	44%
	2017	48%	44%	**65%**	*	53%	73%	*	81%	-	*	*	27%	47%
At Masters Grade Level	2018	32%	29%	**42%**	*	32%	53%	*	*	*	*	*	17%	29%
	2017	26%	21%	**44%**	*	30%	55%	*	56%	-	*	*	9%	19%
End of Course Biology														
At Approaches Grade Level or Above	2018	87%	87%	**95%**	*	90%	97%	*	*	*	*	*	86%	*
	2017	86%	85%	**93%**	*	88%	97%	*	*	-	*	*	79%	*
At Meets Grade Level or Above	2018	59%	59%	**75%**	*	62%	84%	*	*	*	*	*	40%	*

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District Name: ALAMO HEIGHTS ISD
County Name: BEXAR
District Number: 015901

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
	2017	57%	56%	**73%**	*	57%	85%	*	*	-	*	*	46%	*
At Masters Grade Level	2018	24%	25%	**35%**	*	25%	44%	*	*	*	*	*	13%	*
	2017	21%	20%	**32%**	*	21%	41%	*	*	-	*	*	13%	*
End of Course U.S. History														
At Approaches Grade Level or Above	2018	92%	92%	**97%**	*	97%	97%	*	93%	-	*	77%	91%	*
	2017	91%	92%	**98%**	*	96%	99%	*	100%	-	*	*	91%	*
At Meets Grade Level or Above	2018	70%	71%	**88%**	*	82%	93%	*	93%	-	*	47%	67%	*
	2017	66%	67%	**88%**	*	81%	94%	*	100%	-	*	*	64%	*
At Masters Grade Level	2018	40%	42%	**67%**	*	55%	75%	*	87%	-	*	20%	48%	*
	2017	35%	37%	**64%**	*	46%	80%	*	77%	-	*	*	29%	*
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	75%	**85%**	75%	77%	91%	*	90%	100%	79%	46%	67%	64%
	2017	75%	73%	**83%**	68%	74%	90%	*	88%	*	79%	35%	62%	59%
At Meets Grade Level or Above	2018	48%	46%	**60%**	48%	46%	71%	*	72%	79%	69%	22%	31%	29%
	2017	45%	43%	**57%**	39%	44%	68%	*	65%	*	66%	17%	28%	29%
At Masters Grade Level	2018	22%	20%	**29%**	22%	20%	35%	*	42%	43%	41%	6%	12%	10%
	2017	20%	18%	**28%**	18%	18%	36%	*	35%	*	24%	4%	8%	8%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	73%	**86%**	74%	78%	92%	*	89%	*	79%	41%	67%	60%
	2017	72%	71%	**83%**	62%	73%	90%	*	88%	*	*	34%	61%	58%
At Meets Grade Level or Above	2018	46%	45%	**63%**	50%	49%	74%	*	66%	*	79%	23%	33%	28%
	2017	44%	43%	**58%**	33%	45%	70%	*	64%	*	*	16%	28%	28%
At Masters Grade Level	2018	19%	18%	**30%**	24%	21%	36%	*	34%	*	50%	7%	13%	10%
	2017	19%	17%	**28%**	18%	19%	37%	*	29%	*	*	5%	9%	8%
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	78%	**87%**	74%	80%	93%	*	95%	*	*	50%	71%	76%
	2017	79%	76%	**86%**	74%	79%	92%	*	87%	*	*	36%	68%	68%
At Meets Grade Level or Above	2018	50%	46%	**59%**	47%	44%	71%	*	84%	*	*	21%	32%	38%
	2017	46%	42%	**56%**	45%	43%	66%	*	67%	*	*	18%	27%	30%
At Masters Grade Level	2018	24%	21%	**28%**	15%	18%	36%	*	52%	*	*	7%	10%	16%
	2017	22%	19%	**28%**	21%	18%	36%	*	41%	*	*	5%	7%	9%
All Grades Writing														
At Approaches Grade Level or Above	2018	66%	63%	**77%**	*	66%	85%	*	81%	-	*	*	50%	*
	2017	67%	64%	**73%**	*	60%	82%	-	86%	*	*	*	47%	*
At Meets Grade Level or Above	2018	41%	39%	**51%**	*	33%	65%	*	43%	-	*	*	23%	*
	2017	36%	33%	**46%**	*	35%	54%	-	52%	*	*	*	26%	*
At Masters Grade Level	2018	13%	11%	**18%**	*	9%	24%	*	24%	-	*	*	4%	*
	2017	11%	10%	**15%**	*	7%	21%	-	24%	*	*	*	4%	*
All Grades Science														
At Approaches Grade Level or Above	2018	80%	79%	**82%**	*	72%	90%	*	92%	*	*	*	63%	*
	2017	79%	77%	**83%**	*	72%	93%	*	88%	*	*	*	59%	55%
At Meets Grade Level or Above	2018	51%	49%	**55%**	*	43%	64%	*	72%	*	*	*	27%	*
	2017	49%	47%	**57%**	*	42%	69%	*	65%	*	*	*	29%	29%
At Masters Grade Level	2018	23%	22%	**23%**	*	15%	28%	*	36%	*	*	*	7%	*
	2017	19%	18%	**24%**	*	15%	31%	*	35%	*	*	*	8%	8%
All Grades Social Studies														
At Approaches Grade Level or Above	2018	78%	78%	**84%**	87%	80%	88%	*	85%	*	*	55%	71%	*
	2017	77%	76%	**85%**	*	77%	92%	*	96%	*	*	*	65%	53%
At Meets Grade Level or Above	2018	53%	52%	**63%**	60%	53%	71%	*	85%	*	*	25%	40%	*
	2017	49%	49%	**64%**	*	54%	73%	*	73%	*	*	*	34%	30%

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District Name: ALAMO HEIGHTS ISD
County Name: BEXAR
District Number: 015901

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	31%	31%	**46%**	47%	35%	54%	*	75%	*	*	9%	26%	*
	2017	27%	27%	**43%**	*	30%	54%	*	50%	*	*	*	16%	13%

District Name: ALAMO HEIGHTS ISD
County Name: BEXAR
District Number: 015901

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject														
Grade 4 ELA/Reading	2018	63	62	**69**	*	61	76	*	63	-	*	68	56	*
Grade 4 Mathematics	2018	65	63	**61**	*	49	69	*	75	-	*	56	48	42
Grade 5 ELA/Reading	2018	80	80	**81**	100	80	81	-	93	-	*	87	88	93
Grade 5 Mathematics	2018	81	83	**88**	83	86	89	-	93	-	*	96	89	94
Grade 6 ELA/Reading	2018	47	47	**57**	*	52	62	*	55	-	*	32	37	47
Grade 6 Mathematics	2018	56	52	**63**	*	62	65	*	73	-	*	56	62	57
Grade 7 ELA/Reading	2018	76	75	**83**	86	76	86	*	100	-	*	75	80	79
Grade 7 Mathematics	2018	67	68	**58**	*	52	68	*	*	-	-	47	52	54
Grade 8 ELA/Reading	2018	79	79	**77**	100	76	77	-	*	*	*	75	82	85
Grade 8 Mathematics	2018	81	80	**78**	69	80	75	-	100	*	*	63	75	86
End of Course English II	2018	67	66	**66**	*	62	68	*	63	-	*	70	59	62
End of Course Algebra I	2018	72	71	**73**	*	61	83	*	83	*	*	29	50	64
All Grades Both Subjects	2018	69	69	**72**	69	67	76	73	80	*	78	63	66	69
All Grades ELA/Reading	2018	69	68	**72**	74	68	75	*	75	*	78	69	68	71
All Grades Mathematics	2018	70	69	**72**	64	67	76	*	85	*	79	58	64	68

District Name: ALAMO HEIGHTS ISD
County Name: BEXAR
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		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2018	38%	37%	**47%**	*	42%	59%	-	*	-	*	22%	39%	45%
	2017	35%	34%	**39%**	*	34%	53%	-	*	-	-	20%	32%	35%
Mathematics	2018	47%	45%	**57%**	*	53%	66%	-	*	*	*	39%	43%	47%
	2017	43%	41%	**42%**	*	38%	51%	-	*	*	-	16%	38%	32%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	79%	78%	**89%**	71%	81%	94%	*	94%	-	*	54%	73%	72%
Students Requiring Accelerated Instruction														
	2018	21%	22%	**11%**	*	19%	6%	*	*	-	*	46%	27%	28%
STAAR Cumulative Met Standard														
	2018	84%	83%	**94%**	86%	91%	97%	*	94%	-	*	62%	88%	88%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	97%	97%	*	*	-	-	-	-	-	-	-	*	-
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	85%	84%	**92%**	86%	87%	95%	*	100%	-	100%	52%	78%	83%
Students Requiring Accelerated Instruction														
	2018	15%	16%	**8%**	*	13%	5%	0%	*	-	*	48%	22%	*
STAAR Cumulative Met Standard														
	2018	90%	90%	**96%**	100%	92%	98%	*	100%	-	100%	74%	91%	88%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2017	96%	96%	*	*	*	-	-	-	-	-	-	*	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	79%	78%	**92%**	63%	88%	97%	-	83%	*	*	48%	80%	75%
Students Requiring Accelerated Instruction														
	2018	21%	22%	**8%**	*	12%	3%	-	*	*	*	52%	20%	*
STAAR Cumulative Met Standard														
	2018	85%	85%	**94%**	63%	90%	98%	-	83%	*	*	52%	83%	83%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2018	80%	76%	**90%**	83%	84%	94%	-	100%	*	*	42%	78%	67%
Students Requiring Accelerated Instruction														
	2018	20%	24%	**10%**	*	16%	6%	-	*	*	*	58%	22%	33%
STAAR Cumulative Met Standard														
	2018	86%	83%	**93%**	83%	89%	96%	-	100%	*	*	52%	82%	79%

District Name: ALAMO HEIGHTS ISD
County Name: BEXAR
District Number: 015901

(Current EL Students)

		State	Region 20	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL

STAAR Performance Rate by Subject and Performance Level^

All Grades All Subjects

At Approaches Grade Level or Above	2018	77%	75%	**85%**	61%	-	-	61%	-	51%	67%	44%	*	55%	56%
	2017	75%	73%	**83%**	50%	-	-	50%	-	*	*	*	*	49%	48%
At Meets Grade Level or Above	2018	48%	46%	**60%**	25%	-	-	25%	-	19%	33%	12%	*	21%	21%
	2017	45%	43%	**57%**	22%	-	-	22%	-	*	*	*	*	17%	17%
At Masters Grade Level	2018	22%	20%	**29%**	11%	-	-	11%	-	6%	9%	4%	*	8%	7%
	2017	20%	18%	**28%**	7%	-	-	7%	-	*	*	*	*	4%	4%

All Grades ELA/Reading

At Approaches Grade Level or Above	2018	74%	73%	**86%**	69%	-	-	69%	-	*	*	*	*	54%	55%
	2017	72%	71%	**83%**	53%	-	-	53%	-	*	*	*	*	44%	44%
At Meets Grade Level or Above	2018	46%	45%	**63%**	27%	-	-	27%	-	*	*	*	*	21%	21%
	2017	44%	43%	**58%**	27%	-	-	27%	-	*	*	*	*	15%	15%
At Masters Grade Level	2018	19%	18%	**30%**	12%	-	-	12%	-	*	*	*	*	7%	7%
	2017	19%	17%	**28%**	8%	-	-	8%	-	*	*	*	*	5%	5%

All Grades Mathematics

At Approaches Grade Level or Above	2018	81%	78%	**87%**	67%	-	-	67%	-	73%	90%	*	*	71%	71%
	2017	79%	76%	**86%**	56%	-	-	56%	-	*	*	*	*	60%	58%
At Meets Grade Level or Above	2018	50%	46%	**59%**	31%	-	-	31%	-	30%	48%	*	*	30%	29%
	2017	46%	42%	**56%**	20%	-	-	20%	-	*	*	*	*	18%	18%
At Masters Grade Level	2018	24%	21%	**28%**	15%	-	-	15%	-	13%	24%	*	*	14%	13%
	2017	22%	19%	**28%**	9%	-	-	9%	-	*	*	*	*	6%	5%

All Grades Writing

At Approaches Grade Level or Above	2018	66%	63%	**77%**	*	-	-	*	-	*	*	*	*	*	*
	2017	67%	64%	**73%**	*	-	-	*	-	*	*	*	*	*	*
At Meets Grade Level or Above	2018	41%	39%	**51%**	*	-	-	*	-	*	*	*	*	*	*
	2017	36%	33%	**46%**	*	-	-	*	-	*	*	*	*	*	*
At Masters Grade Level	2018	13%	11%	**18%**	*	-	-	*	-	*	*	*	*	*	*
	2017	11%	10%	**15%**	*	-	-	*	-	*	*	*	*	*	*

All Grades Science

At Approaches Grade Level or Above	2018	80%	79%	**82%**	*	-	-	*	-	*	*	*	*	*	*
	2017	79%	77%	**83%**	*	-	-	*	-	*	*	*	*	*	*
At Meets Grade Level or Above	2018	51%	49%	**55%**	*	-	-	*	-	*	*	*	*	*	*
	2017	49%	47%	**57%**	*	-	-	*	-	*	*	*	*	*	*
At Masters Grade Level	2018	23%	22%	**23%**	*	-	-	*	-	*	*	*	*	*	*
	2017	19%	18%	**24%**	*	-	-	*	-	*	*	*	*	*	*

All Grades Social Studies

At Approaches Grade Level or Above	2018	78%	78%	**84%**	-	-	-	-	-	*	*	*	*	*	*
	2017	77%	76%	**85%**	-	-	-	-	-	*	*	*	-	*	*
At Meets Grade Level or Above	2018	53%	52%	**63%**	-	-	-	-	-	*	*	*	*	*	*

District Name: ALAMO HEIGHTS ISD

County Name: BEXAR

District Number: 015901

(Current EL Students)

		State	Region 20	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2017	49%	49%	**64%**	-	-	-	-	-	*	*	*	-	*	*
At Masters Grade Level	2018	31%	31%	**46%**	-	-	-	-	-	*	*	*	*	*	*
	2017	27%	27%	**43%**	-	-	-	-	-	*	*	*	-	*	*

School Progress Domain - Academic Growth Score

		State	Region 20	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
All Grades Both Subjects	2018	69	69	**72**	69	-	-	69	-	65	64	66	*	67	67
All Grades ELA/Reading	2018	69	68	**72**	78	-	-	78	-	61	*	66	*	68	69
All Grades Mathematics	2018	70	69	**72**	63	-	-	63	-	69	77	66	*	66	66

Progress of Prior-Year Non-Proficient Students

Sum of Grades 4-8

		State	Region 20	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Reading	2018	38%	37%	**47%**	50%	-	-	50%	-	36%	*	38%	*	43%	45%
	2017	35%	34%	**39%**	32%	-	-	32%	-	38%	43%	*	*	35%	35%
Mathematics	2018	47%	45%	**57%**	50%	-	-	50%	-	40%	*	39%	*	44%	47%
	2017	43%	41%	**42%**	*	-	-	*	-	35%	43%	*	*	34%	32%

District Name: ALAMO HEIGHTS ISD
County Name: BEXAR
District Number: 015901

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 STAAR Participation													
(All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	97%	100%	100%	100%	100%	100%	98%	100%	99%	100%
Included in Accountability	94%	93%	**97%**	92%	96%	97%	100%	95%	100%	91%	96%	97%	87%
Not Included in Accountability													
Mobile	4%	5%	**3%**	5%	3%	2%	0%	1%	0%	7%	3%	2%	5%
Other Exclusions	1%	1%	**0%**	0%	1%	0%	0%	4%	0%	0%	1%	1%	7%
Not Tested	1%	1%	**0%**	3%	0%	0%	0%	0%	0%	2%	0%	1%	0%
Absent	1%	1%	**0%**	3%	0%	0%	0%	0%	0%	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%
2017 STAAR Participation													
(All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	97%	100%	100%	100%	100%	100%	94%	99%	99%	100%
Included in Accountability	94%	93%	**97%**	85%	96%	98%	100%	92%	100%	88%	96%	95%	86%
Not Included in Accountability													
Mobile	4%	5%	**2%**	11%	3%	1%	0%	4%	0%	6%	3%	3%	6%
Other Exclusions	1%	1%	**0%**	0%	1%	0%	0%	4%	0%	0%	1%	1%	9%
Not Tested	1%	1%	**0%**	3%	0%	0%	0%	0%	0%	6%	1%	1%	0%
Absent	1%	1%	**0%**	3%	0%	0%	0%	0%	0%	6%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

District Name: ALAMO HEIGHTS ISD
County Name: BEXAR
District Number: 015901

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2016-17	95.7%	95.0%	**96.3%**	96.5%	96.0%	96.5%	97.4%	97.5%	*	95.9%	95.0%	95.4%	96.6%
2015-16	95.8%	95.3%	**96.3%**	97.4%	96.0%	96.4%	96.1%	97.6%	*	96.5%	95.4%	95.5%	96.7%
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.4%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
2015-16	0.4%	0.4%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	2.7%	**0.2%**	0.0%	0.6%	0.0%	0.0%	0.0%	-	0.0%	0.9%	0.6%	0.0%
2015-16	2.0%	2.8%	**0.6%**	0.0%	0.5%	0.7%	0.0%	0.0%	-	*	1.1%	0.7%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	85.9%	**96.9%**	*	96.9%	97.4%	*	86.7%	-	*	83.3%	93.8%	100.0%
Received TxCHSE	0.4%	0.5%	**0.2%**	*	0.0%	0.4%	*	0.0%	-	*	5.6%	0.0%	0.0%
Continued HS	4.0%	4.0%	**2.2%**	*	2.5%	1.3%	*	13.3%	-	*	11.1%	6.3%	0.0%
Dropped Out	5.9%	9.6%	**0.7%**	*	0.6%	0.9%	*	0.0%	-	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.1%	86.4%	**97.1%**	*	96.9%	97.9%	*	86.7%	-	*	88.9%	93.8%	100.0%
Graduates, TxCHSE, and Continuers	94.1%	90.4%	**99.3%**	*	99.4%	99.1%	*	100.0%	-	*	100.0%	100.0%	100.0%
Class of 2016													
Graduated	89.1%	86.7%	**96.3%**	*	94.9%	97.1%	*	100.0%	-	-	92.9%	91.1%	*
Received TxCHSE	0.5%	0.5%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	*
Continued HS	4.2%	4.1%	**1.8%**	*	2.6%	1.4%	*	0.0%	-	-	0.0%	3.6%	*
Dropped Out	6.2%	8.7%	**1.8%**	*	2.6%	1.4%	*	0.0%	-	-	7.1%	5.4%	*
Graduates and TxCHSE	89.6%	87.2%	**96.3%**	*	94.9%	97.1%	*	100.0%	-	-	92.9%	91.1%	*
Graduates, TxCHSE, and Continuers	93.8%	91.3%	**98.2%**	*	97.4%	98.6%	*	100.0%	-	-	92.9%	94.6%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	88.8%	**97.9%**	100.0%	96.9%	98.6%	*	100.0%	-	-	94.1%	94.8%	*
Received TxCHSE	0.7%	0.7%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	*
Continued HS	1.2%	1.2%	**0.3%**	0.0%	0.6%	0.0%	*	0.0%	-	-	0.0%	0.0%	*
Dropped Out	6.6%	9.3%	**1.8%**	0.0%	2.5%	1.4%	*	0.0%	-	-	5.9%	5.2%	*
Graduates and TxCHSE	92.2%	89.5%	**97.9%**	100.0%	96.9%	98.6%	*	100.0%	-	-	94.1%	94.8%	*
Graduates, TxCHSE, and Continuers	93.4%	90.7%	**98.2%**	100.0%	97.5%	98.6%	*	100.0%	-	-	94.1%	94.8%	*
Class of 2015													
Graduated	91.3%	89.2%	**97.8%**	*	97.3%	98.0%	*	100.0%	-	100.0%	95.7%	90.8%	*
Received TxCHSE	0.8%	0.8%	**0.5%**	*	0.0%	1.0%	*	0.0%	-	0.0%	0.0%	3.1%	*
Continued HS	1.2%	1.2%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Dropped Out	6.7%	8.8%	**1.6%**	*	2.7%	1.0%	*	0.0%	-	0.0%	4.3%	6.2%	*
Graduates and TxCHSE	92.1%	90.0%	**98.4%**	*	97.3%	99.0%	*	100.0%	-	100.0%	95.7%	93.8%	*
Graduates, TxCHSE, and Continuers	93.3%	91.2%	**98.4%**	*	97.3%	99.0%	*	100.0%	-	100.0%	95.7%	93.8%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	89.7%	**97.8%**	*	97.3%	98.1%	*	100.0%	-	100.0%	95.8%	90.8%	*

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Attendance, Graduation, and Dropout Rates

District Name: ALAMO HEIGHTS ISD
County Name: BEXAR
District Number: 015901

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	1.0%	1.0%	0.5%	*	0.0%	1.0%	*	0.0%	-	0.0%	0.0%	3.1%	*
Continued HS	0.6%	0.4%	0.0%	*	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Dropped Out	6.7%	8.8%	1.6%	*	2.7%	1.0%	*	0.0%	-	0.0%	4.2%	6.2%	*
Graduates and TxCHSE	92.8%	90.7%	98.4%	*	97.3%	99.0%	*	100.0%	-	100.0%	95.8%	93.8%	*
Graduates, TxCHSE, and Continuers	93.3%	91.2%	98.4%	*	97.3%	99.0%	*	100.0%	-	100.0%	95.8%	93.8%	*
Class of 2014													
Graduated	90.9%	89.2%	98.1%	100.0%	96.0%	99.1%	*	100.0%	-	100.0%	93.3%	93.0%	*
Received TxCHSE	1.2%	1.2%	0.6%	0.0%	0.0%	0.9%	*	0.0%	-	0.0%	0.0%	0.0%	*
Continued HS	0.6%	0.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Dropped Out	7.2%	8.9%	1.4%	0.0%	4.0%	0.0%	*	0.0%	-	0.0%	6.7%	7.0%	*
Graduates and TxCHSE	92.2%	90.5%	98.6%	100.0%	96.0%	100.0%	*	100.0%	-	100.0%	93.3%	93.0%	*
Graduates, TxCHSE, and Continuers	92.8%	91.1%	98.6%	100.0%	96.0%	100.0%	*	100.0%	-	100.0%	93.3%	93.0%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2017	89.7%	85.9%	96.2%	*	95.7%	97.0%	*	86.7%	-	*	71.4%	93.8%	100.0%
Class of 2016	89.1%	86.7%	94.3%	80.0%	92.5%	95.8%	*	100.0%	-	-	59.1%	89.5%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2017	88.5%	89.2%	93.6%	*	89.5%	96.1%	*	100.0%	-	*	18.2%	76.1%	*
Class of 2016	87.4%	86.5%	91.1%	*	87.2%	93.0%	*	100.0%	-	-	7.7%	80.0%	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2017	6.0%	2.6%	0.0%	-	0.0%	0.0%	-	-	-	-	*	0.0%	*
Class of 2016	5.5%	1.2%	5.3%	-	6.7%	*	-	-	-	-	-	0.0%	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	60.8%	45.5%	0.0%	-	0.0%	0.0%	-	-	-	-	*	0.0%	*
Class of 2016	54.0%	40.8%	0.0%	-	0.0%	*	-	-	-	-	-	0.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	85.9%	83.5%	83.8%	*	76.8%	87.7%	*	100.0%	-	*	13.3%	58.3%	60.0%
Class of 2016	85.1%	82.1%	86.6%	*	79.1%	91.2%	*	100.0%	-	-	7.7%	70.6%	*
RHSP/DAP Graduates (Annual Rate)													
2016-17	87.2%	88.8%	91.2%	*	85.6%	95.1%	*	100.0%	-	*	12.5%	77.1%	*
2015-16	85.6%	84.5%	90.7%	*	86.0%	93.0%	*	100.0%	-	-	6.7%	79.5%	*
FHSP-E Graduates (Annual Rate)													
2016-17	7.2%	4.4%	2.1%	*	3.6%	0.0%	-	-	-	-	0.0%	0.0%	*
2015-16	5.6%	1.5%	3.8%	-	6.7%	0.0%	-	-	-	-	-	0.0%	-
FHSP-DLA Graduates (Annual Rate)													
2016-17	56.5%	41.8%	12.5%	*	3.6%	26.3%	-	-	-	-	0.0%	0.0%	*
2015-16	51.9%	38.7%	0.0%	-	0.0%	0.0%	-	-	-	-	-	0.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2016-17	84.0%	82.2%	82.2%	*	72.5%	89.3%	*	100.0%	-	*	9.5%	55.1%	60.0%
2015-16	83.3%	80.0%	84.7%	*	78.1%	88.2%	*	100.0%	-	-	6.7%	68.6%	*

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District Name: ALAMO HEIGHTS ISD
County Name: BEXAR
District Number: 015901

	District Count	District Percent	State Count	State Percent
Graduates (2016-17 Annual Graduates)				
Total Graduates	411	100.0%	334,424	100.0%
By Ethnicity:				
African American	4	1.0%	42,132	12.6%
Hispanic	167	40.6%	164,446	49.2%
White	225	54.7%	105,748	31.6%
American Indian	2	0.5%	1,254	0.4%
Asian	11	2.7%	14,036	4.2%
Pacific Islander	0	0.0%	525	0.2%
Two or More Races	2	0.5%	6,283	1.9%
By Graduation Type:				
Minimum H.S. Program	32	7.8%	37,072	11.1%
Recommended H.S. Program/Distinguished Achievement Program	331	80.5%	252,091	75.4%
Foundation H.S. Program (No Endorsement)	41	10.0%	16,650	5.0%
Foundation H.S. Program (Endorsement)	1	0.2%	3,212	1.0%
Foundation H.S. Program (DLA)	6	1.5%	25,399	7.6%
Special Education Graduates	21	5.1%	25,105	7.5%
Economically Disadvantaged Graduates	49	11.9%	159,476	47.7%
LEP Graduates	5	1.2%	17,579	5.3%
At-Risk Graduates	76	18.5%	132,112	39.5%

District Name: ALAMO HEIGHTS ISD
County Name: BEXAR
District Number: 015901

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, and Military Ready (Annual Graduates)													
2016-17	54.2%	48.5%	**69.8%**	*	57.5%	78.7%	*	81.8%	-	*	9.5%	36.7%	0.0%
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	42.2%	**69.1%**	*	56.3%	78.7%	*	81.8%	-	*	9.5%	34.7%	0.0%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	53.1%	**77.9%**	*	67.1%	85.8%	*	81.8%	-	*	14.3%	49.0%	0.0%
Mathematics													
2016-17	42.0%	38.8%	**66.9%**	*	56.3%	74.7%	*	81.8%	-	*	9.5%	32.7%	20.0%
Both Subjects													
2016-17	37.8%	35.8%	**65.0%**	*	52.7%	73.8%	*	81.8%	-	*	9.5%	30.6%	0.0%
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	19.5%	**13.4%**	*	10.2%	16.0%	*	18.2%	-	*	4.8%	2.0%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	18.1%	**48.4%**	*	34.1%	57.8%	*	72.7%	-	*	0.0%	20.4%	0.0%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	0.5%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	10.7%	**1.0%**	*	1.8%	0.0%	*	0.0%	-	*	0.0%	2.0%	0.0%
Approved Industry-Based Certification (Annual Graduates)													
2016-17	2.7%	2.0%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	0.7%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	14.1%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	1.8%	**1.0%**	*	1.8%	0.0%	*	0.0%	-	*	0.0%	2.0%	0.0%

Texas Academic Performance Report
2017-18 District CCMR-related Indicators

District Name: ALAMO HEIGHTS ISD
County Name: BEXAR
District Number: 015901

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	28.8%	**15.1%**	*	18.0%	13.8%	*	0.0%	-	*	9.5%	20.4%	0.0%
2015-16	22.6%	27.8%	**11.1%**	*	15.9%	7.5%	*	16.7%	-	-	6.7%	13.7%	*
Mathematics													
2016-17	19.8%	22.3%	**12.2%**	*	15.6%	10.2%	*	9.1%	-	*	4.8%	10.2%	20.0%
2015-16	18.1%	20.3%	**9.5%**	*	14.6%	5.7%	*	16.7%	-	-	0.0%	13.7%	*
Both Subjects													
2016-17	12.9%	17.5%	**9.5%**	*	10.8%	9.3%	*	0.0%	-	*	4.8%	8.2%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	48.2%	**0.2%**	*	0.0%	0.4%	*	0.0%	-	*	0.0%	2.0%	0.0%
2015-16	47.8%	43.0%	**9.7%**	*	8.6%	11.3%	*	0.0%	-	-	6.7%	2.0%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	0.6%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Mathematics													
2016-17	1.4%	0.9%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Both Subjects													
2016-17	0.2%	0.1%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	27.2%	**39.4%**	7.7%	28.5%	47.3%	83.3%	53.6%	-	*	n/a	16.1%	n/a
2016	25.5%	26.5%	**41.5%**	0.0%	24.3%	53.6%	*	63.6%	-	*	n/a	10.8%	n/a
English Language Arts													
2017	15.9%	17.0%	**18.9%**	0.0%	12.6%	22.9%	50.0%	32.1%	-	*	n/a	5.8%	n/a
2016	15.5%	17.2%	**24.6%**	0.0%	11.7%	33.8%	*	36.4%	-	*	n/a	4.9%	n/a
Mathematics													
2017	7.2%	6.9%	**17.2%**	7.7%	12.3%	20.8%	33.3%	25.0%	-	*	n/a	3.6%	n/a
2016	6.8%	6.5%	**15.4%**	0.0%	6.8%	21.7%	*	22.7%	-	*	n/a	2.9%	n/a
Science													
2017	10.9%	11.1%	**8.8%**	0.0%	4.8%	12.1%	0.0%	14.3%	-	*	n/a	2.2%	n/a
2016	10.4%	10.1%	**9.7%**	0.0%	3.2%	13.5%	*	31.8%	-	*	n/a	0.0%	n/a
Social Studies													
2017	15.0%	15.8%	**25.6%**	0.0%	15.9%	32.1%	50.0%	46.4%	-	*	n/a	10.9%	n/a
2016	14.8%	15.8%	**30.1%**	0.0%	17.8%	38.5%	*	50.0%	-	*	n/a	7.8%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	44.1%	**80.6%**	*	73.7%	84.2%	60.0%	80.0%	-	*	n/a	59.1%	n/a
2016	49.5%	41.8%	**85.0%**	-	77.3%	87.4%	*	85.7%	-	-	n/a	90.9%	n/a
English Language Arts													
2017	41.3%	37.4%	**84.1%**	-	73.8%	87.4%	*	88.9%	-	*	n/a	75.0%	n/a
2016	43.3%	35.2%	**78.4%**	-	75.0%	78.6%	*	87.5%	-	-	n/a	60.0%	n/a
Mathematics													
2017	51.3%	40.7%	**71.5%**	*	73.2%	72.1%	*	57.1%	-	-	n/a	80.0%	n/a
2016	54.0%	41.5%	**86.6%**	-	81.0%	87.1%	-	100.0%	-	-	n/a	*	n/a
Science													
2017	38.3%	35.1%	**75.7%**	-	56.3%	84.0%	-	*	-	-	n/a	*	n/a
2016	35.1%	32.7%	**68.0%**	-	60.0%	70.7%	-	57.1%	-	-	n/a	-	n/a

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District Name: ALAMO HEIGHTS ISD
County Name: BEXAR
District Number: 015901

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Social Studies													
2017	41.4%	36.5%	**75.5%**	-	71.7%	77.4%	*	69.2%	-	*	n/a	46.7%	n/a
2016	41.6%	35.8%	**78.9%**	-	65.5%	82.4%	*	90.9%	-	-	n/a	50.0%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	81.6%	**86.6%**	*	77.8%	92.4%	*	100.0%	-	*	n/a	55.4%	n/a
Class of 2016	71.6%	75.6%	**87.9%**	*	80.8%	92.9%	*	91.7%	-	-	n/a	72.5%	n/a
At/Above Criterion													
Class of 2017	22.3%	17.0%	**52.8%**	*	33.1%	64.9%	*	58.3%	-	*	n/a	13.9%	n/a
Class of 2016	22.5%	17.0%	**53.0%**	*	36.9%	63.5%	*	63.6%	-	-	n/a	21.6%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	976	**1159**	*	1098	1195	*	1178	-	*	n/a	1053	n/a
Class of 2016	1375	1314	**1601**	*	1499	1668	*	1706	-	-	n/a	1326	n/a
English Language Arts													
Class of 2017	512	492	**581**	*	546	602	*	577	-	*	n/a	521	n/a
Class of 2016	903	864	**1053**	*	985	1097	*	1144	-	-	n/a	862	n/a
Mathematics													
Class of 2017	507	485	**577**	*	551	592	*	602	-	*	n/a	532	n/a
Class of 2016	472	449	**548**	*	513	571	*	561	-	-	n/a	463	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	20.5	**24.5**	*	22.0	25.8	*	24.7	-	-	n/a	19.6	n/a
Class of 2016	20.3	20.4	**24.0**	*	22.0	25.2	-	26.4	-	-	n/a	18.2	n/a
English Language Arts													
Class of 2017	19.9	20.1	**24.4**	*	21.9	25.8	*	24.7	-	-	n/a	19.9	n/a
Class of 2016	19.8	20.1	**23.9**	*	21.9	25.1	-	26.7	-	-	n/a	17.0	n/a
Mathematics													
Class of 2017	20.4	20.3	**24.0**	*	21.4	25.4	*	25.9	-	-	n/a	18.8	n/a
Class of 2016	20.5	20.5	**24.2**	*	21.8	25.5	-	26.1	-	-	n/a	19.2	n/a
Science													
Class of 2017	20.6	20.7	**24.5**	*	22.3	25.9	*	22.9	-	-	n/a	19.9	n/a
Class of 2016	20.5	20.6	**23.6**	*	21.7	24.6	-	25.8	-	-	n/a	18.8	n/a

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District Name: ALAMO HEIGHTS ISD
County Name: BEXAR
District Number: 015901

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2016-17	37.1%	35.0%	**50.4%**	20.8%	41.7%	56.7%	77.8%	63.0%	-	77.8%	8.0%	25.1%	13.3%
2015-16	35.9%	33.6%	**49.2%**	8.7%	40.4%	56.1%	71.4%	65.3%	-	*	8.5%	24.6%	19.0%
English Language Arts													
2016-17	16.8%	16.4%	**21.6%**	0.0%	14.2%	26.9%	33.3%	32.1%	-	33.3%	1.2%	5.5%	0.0%
2015-16	16.2%	15.7%	**23.8%**	0.0%	16.5%	29.7%	14.3%	31.3%	-	*	2.6%	6.0%	0.0%
Mathematics													
2016-17	19.5%	19.7%	**29.8%**	10.0%	23.6%	33.9%	66.7%	43.1%	-	22.2%	6.0%	11.4%	11.1%
2015-16	19.3%	19.2%	**30.9%**	10.5%	24.6%	35.7%	42.9%	39.6%	-	*	3.0%	12.5%	6.3%
Science													
2016-17	5.7%	5.4%	**6.7%**	0.0%	3.9%	8.8%	0.0%	9.1%	-	0.0%	1.6%	2.0%	0.0%
2015-16	5.1%	4.8%	**6.6%**	0.0%	2.6%	9.1%	0.0%	17.8%	-	*	0.0%	0.5%	0.0%
Social Studies													
2016-17	21.8%	20.2%	**31.2%**	9.5%	21.2%	37.9%	44.4%	48.1%	-	75.0%	0.0%	13.7%	0.0%
2015-16	20.8%	19.5%	**33.4%**	0.0%	23.8%	40.4%	42.9%	53.3%	-	*	1.3%	11.2%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE) *** 2015-16 data was updated January 2019 ***													
2015-16	54.7%	51.0%	**55.8%**	*	52.3%	58.0%	*	66.7%	-	-	21.1%	45.1%	*
2014-15	56.1%	53.1%	**57.5%**	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	52.9%	**74.7%**	*	60.0%	84.2%	-	85.7%	-	-	*	55.0%	-
2014-15	55.6%	49.7%	**66.5%**	-	-	-	-	-	-	-	-	-	-

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District Name: ALAMO HEIGHTS ISD
County Name: BEXAR
District Number: 015901

Student Information	---------------- District ----------------		---------------- State ----------------	
	Count	Percent	Count	Percent
Total Students	4,786	100.0%	5,385,012	100.0%
Students by Grade:				
Early Childhood Education	18	0.4%	14,684	0.3%
Pre-Kindergarten	52	1.1%	231,297	4.3%
Kindergarten	299	6.2%	371,145	6.9%
Grade 1	319	6.7%	388,362	7.2%
Grade 2	346	7.2%	394,137	7.3%
Grade 3	335	7.0%	409,763	7.6%
Grade 4	345	7.2%	413,654	7.7%
Grade 5	393	8.2%	414,218	7.7%
Grade 6	349	7.3%	402,451	7.5%
Grade 7	376	7.9%	402,350	7.5%
Grade 8	375	7.8%	398,479	7.4%
Grade 9	440	9.2%	432,724	8.0%
Grade 10	393	8.2%	396,968	7.4%
Grade 11	379	7.9%	371,606	6.9%
Grade 12	367	7.7%	343,174	6.4%
Ethnic Distribution:				
African American	109	2.3%	679,472	12.6%
Hispanic	1,966	41.1%	2,821,189	52.4%
White	2,453	51.3%	1,498,643	27.8%
American Indian	18	0.4%	20,521	0.4%
Asian	184	3.8%	235,095	4.4%
Pacific Islander	7	0.1%	8,008	0.1%
Two or More Races	49	1.0%	122,084	2.3%
Economically Disadvantaged	993	20.7%	3,164,349	58.8%
Non-Educationally Disadvantaged	3,793	79.3%	2,220,663	41.2%
English Learners (EL)	264	5.5%	1,014,830	18.8%
Students w/ Disciplinary Placements (2016-17)	58	1.1%	73,713	1.3%
At-Risk	1,453	30.4%	2,736,547	50.8%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	378		488,463	
By Type of Primary Disability				
Students with Intellectual Disabilities	111	29.4%	211,650	43.3%
Students with Physical Disabilities	68	18.0%	107,029	21.9%
Students with Autism	96	25.4%	64,238	13.2%
Students with Behavioral Disabilities	92	24.3%	98,927	20.3%
Students with Non-Categorical Early Childhood	11	2.9%	6,619	1.4%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 District Student Information

Student Information	- Non-Special Education Rates -		- Special Education Rates -	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	1.1%	1.8%	4.3%	6.9%
Grade 1	0.0%	3.4%	8.0%	6.2%
Grade 2	0.0%	2.1%	0.0%	2.6%
Grade 3	0.0%	1.3%	0.0%	1.0%
Grade 4	0.0%	0.6%	0.0%	0.5%
Grade 5	0.0%	0.7%	0.0%	0.6%
Grade 6	0.0%	0.5%	0.0%	0.6%
Grade 7	0.0%	0.7%	0.0%	0.6%
Grade 8	0.0%	0.6%	0.0%	0.8%
Grade 9	4.5%	8.0%	29.0%	13.5%

	---------- District ----------		------------ State ------------	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	8	0.3%	5,588	0.2%

Class Size Information	District	State
Class Size Averages by Grade and Subject		
(Derived from teacher responsibility records):		
Elementary:		
Kindergarten	17.4	18.7
Grade 1	20.0	18.8
Grade 2	20.3	18.8
Grade 3	19.6	19.0
Grade 4	20.6	19.2
Grade 5	21.5	21.2
Grade 6	24.3	20.3
Secondary:		
English/Language Arts	19.9	16.7
Foreign Languages	20.6	18.6
Mathematics	23.3	17.9
Science	24.7	19.0
Social Studies	24.1	19.3

District Name: ALAMO HEIGHTS ISD
County Name: BEXAR
District Number: 015901

Staff Information	---------------- District ----------------		----------------- State -----------------	
	Count	Percent	Count	Percent
Total Staff	604.3	100.0%	711,768.0	100.0%
Professional Staff:	408.3	67.6%	456,057.2	64.1%
Teachers	344.6	57.0%	356,838.1	50.1%
Professional Support	43.0	7.1%	69,681.8	9.8%
Campus Administration (School Leadership)	13.7	2.3%	21,435.0	3.0%
Central Administration	7.0	1.2%	8,102.4	1.1%
Educational Aides:	77.7	12.9%	71,858.8	10.1%
Auxiliary Staff:	118.3	19.6%	183,852.0	25.8%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	4.0	n/a	4,429.0	n/a
Part-time	0.0	n/a	578.0	n/a
Counselors				
Full-time	13.0	n/a	12,131.0	n/a
Part-time	0.0	n/a	1,148.0	n/a
Total Minority Staff:	242.6	40.1%	355,077.7	49.9%
Teachers by Ethnicity and Sex:				
African American	4.6	1.3%	37,167.9	10.4%
Hispanic	98.3	28.5%	97,091.5	27.2%
White	236.7	68.7%	210,286.3	58.9%
American Indian	0.0	0.0%	1,247.6	0.3%
Asian	1.0	0.3%	5,714.6	1.6%
Pacific Islander	0.0	0.0%	1,278.4	0.4%
Two or More Races	4.0	1.2%	4,051.8	1.1%
Males	87.0	25.2%	84,692.8	23.7%
Females	257.6	74.8%	272,145.3	76.3%
Teachers by Highest Degree Held:				
No Degree	0.5	0.1%	5,127.0	1.4%
Bachelors	186.7	54.2%	264,252.5	74.1%
Masters	151.9	44.1%	85,077.3	23.8%
Doctorate	5.5	1.6%	2,381.2	0.7%
Teachers by Years of Experience:				
Beginning Teachers	15.2	4.4%	29,351.3	8.2%
1-5 Years Experience	66.0	19.1%	103,862.8	29.1%
6-10 Years Experience	72.4	21.0%	68,263.7	19.1%
11-20 Years Experience	120.6	35.0%	100,698.4	28.2%
Over 20 Years Experience	70.4	20.4%	54,661.9	15.3%
Number of Students per Teacher	13.9	n/a	15.1	n/a

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District Name: ALAMO HEIGHTS ISD
County Name: BEXAR
District Number: 015901

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	9.3	6.3
Average Years Experience of Principals with District	5.3	5.4
Average Years Experience of Assistant Principals	4.8	5.2
Average Years Experience of Assistant Principals with District	4.0	4.6
Average Years Experience of Teachers:	13.3	10.9
Average Years Experience of Teachers with District:	7.3	7.1
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$52,305	$47,667
1-5 Years Experience	$52,854	$49,663
6-10 Years Experience	$55,164	$52,056
11-20 Years Experience	$58,221	$55,246
Over 20 Years Experience	$66,043	$61,428
Average Actual Salaries (regular duties only):		
Teachers	$57,888	$53,334
Professional Support	$65,307	$63,165
Campus Administration (School Leadership)	$91,558	$77,712
Central Administration	$138,865	$102,300
Instructional Staff Percent:	69.3%	64.4%
Turnover Rate for Teachers:	12.6%	16.6%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,070.9
Educational Aides	0.0	208.7
Auxiliary Staff	0.0	384.2
Contracted Instructional Staff:	0.0	6,218.9

District Name: ALAMO HEIGHTS ISD

County Name: BEXAR

District Number: 015901

	---------------- District ----------------		----------------- State -----------------	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Student Enrollment by Program:				
Bilingual/ESL Education	381	8.0%	1,015,456	18.9%
Career & Technical Education	585	12.2%	1,391,689	25.8%
Gifted & Talented Education	945	19.7%	426,953	7.9%
Special Education	378	7.9%	488,463	9.1%
Teachers by Program (population served):				
Bilingual/ESL Education	5.3	1.5%	21,647.8	6.1%
Career & Technical Education	5.4	1.6%	16,795.1	4.7%
Compensatory Education	20.2	5.9%	9,854.5	2.8%
Gifted & Talented Education	13.0	3.8%	6,501.2	1.8%
Regular Education	251.1	72.9%	257,851.7	72.3%
Special Education	27.9	8.1%	31,950.9	9.0%
Other	21.5	6.2%	12,237.0	3.4%

'^'   Domain modeling data applied to year 2017.
'^^'   Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'**'   When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-'   Indicates there are no students in the group.
'n/a'   Indicates data reporting is not applicable for this group.
'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2016-17Financial Actual Report

2016-2017 Actual Financial data

Totals for Alamo Heights ISD (015901)

Total Enrolled Students in Membership: 4,838

	District						S
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds
Receipts							
Total Revenue	48,017,625	100.00%	9,925	62,732,652	100.00%	12,967	60,069,643,793	1
Local Tax	34,570,327	72.00%	7,146	43,289,635	69.01%	8,948	27,976,965,437
Other Local and Intermediate	8,341,294	17.37%	1,724	11,555,721	18.42%	2,389	2,578,511,223
State	4,156,730	8.66%	859	4,583,260	7.31%	947	23,445,734,687
Federal	949,274	1.98%	196	3,304,036	5.27%	683	6,068,432,446
Total Receipts	81,905,982	100.00%	16,930	140,042,018	100.00%	28,946	78,161,853,731	1
Total Revenue	48,017,625	58.63%	9,925	62,732,652	44.80%	12,967	60,069,643,793	1
Recapture	33,888,357	41.37%	7,005	33,888,357	24.20%	7,005	1,717,529,573
Total Other Resources	0	0.00%	0	43,421,009	31.01%	8,975	16,374,680,365
Fund Balances (for ISDs)							
Total Fund Balance**	19,137,258	39.85%	3,956	35,092,260	55.94%	7,253	33,590,717,467
Nonspendable Fund Balance	370,820	0.77%	77	458,100	0.73%	95	229,029,207
Restricted Fund Balance	0	0.00%	0	15,867,722	25.29%	3,280	16,129,847,564
Committed Fund Balance	0	0.00%	0	0	0.00%	0	3,070,095,018
Assigned Fund Balance	0	0.00%	0	0	0.00%	0	2,407,287,978
Unassigned Fund Balance	18,766,438	39.08%	3,879	18,766,438	29.91%	3,879	11,754,457,700
Disbursements							
Total Expenditures							
BY OBJECT	43,046,401	100.00%	8,898	61,026,941	100.00%	12,614	68,297,721,380	1
Payroll (Objects 6100)	37,786,780	87.78%	7,810	39,108,546	64.08%	8,084	40,042,127,663
Other Operating (Objects 6200-6400)	5,259,621	12.22%	1,087	12,538,231	20.55%	2,592	11,104,856,740
Debt Service (Objects 6500)	0	0.00%	0	8,704,918	14.26%	1,799	8,139,910,713
Capital Outlay (Objects 6600)	0	0.00%	0	675,246	1.11%	140	9,010,826,264
BY FUNCTION (Objects 6100-6400 only)							
Debt Service (71)	0		0	0		0	0
Facilities Acquisition & Construction (81)	0		0	3,063,359		633	392,644,180
Total Operating Expenditures	43,046,401	100.00%	8,898	48,583,418	100.00%	10,042	50,754,340,223	1
Instruction (11,95)	26,440,970	61.42%	5,465	28,878,755	59.44%	5,969	28,512,879,011
Instructional Res Media (12)	489,980	1.14%	101	497,030	1.02%	103	602,919,895
Curriculum/Staff Develop (13)	566,055	1.31%	117	675,197	1.39%	140	1,118,753,712
Instructional Leadership (21)	1,015,255	2.36%	210	1,015,458	2.09%	210	795,765,497
School Leadership (23)	2,344,581	5.45%	485	2,344,581	4.83%	485	2,963,688,517
Guidance Counseling Svcs (31)	1,368,980	3.18%	283	1,404,647	2.89%	290	1,831,230,685
Social Work Services (32)	226,522	0.53%	47	228,105	0.47%	47	134,915,660
Health Services (33)	449,668	1.04%	93	449,668	0.93%	93	509,956,324
Transportation (34)	1,126,436	2.62%	233	1,126,436	2.32%	233	1,484,237,419
Food (35)	0	0.00%	0	1,368,330	2.82%	283	2,805,541,879
Extracurricular (36)	1,346,677	3.13%	278	2,891,563	5.95%	598	1,528,128,443
General Administration (41,92)	2,004,424	4.66%	414	2,004,424	4.13%	414	1,639,918,265
Plant Maint/Operation (51)	4,786,951	11.12%	989	4,786,951	9.85%	989	5,158,862,799
Security/Monitoring (52)	0	0.00%	0	0	0.00%	0	468,780,126
Data Processing Services (53)	876,441	2.04%	181	881,101	1.81%	182	957,336,378
Community Services (61)	3,461	0.01%	1	31,172	0.06%	6	241,425,613
Total Disbursements	76,934,758	100.00%	15,902	122,902,778	100.00%	25,404	76,498,619,030	1
Total Expenditures	43,046,401	55.95%	8,898	61,026,941	49.65%	12,614	68,297,721,380	1

Recapture	33,888,357	41.37%	7,005	33,888,357	24.20%	7,005	1,717,529,573
Total Other Uses	0	0.00%	0	27,987,480	22.77%	5,785	5,851,782,329
Intergovernmental Charge	0	0.00%	0	0	0.00%	0	631,585,748

Program Expenditures

Operating Expenditures - Program	34,358,315	100.00%	7,102	37,006,379	100.00%	7,649	37,683,988,239	1
Regular	22,437,897	65.31%	4,638	23,364,262	63.14%	4,829	22,669,107,496
Gifted and Talented	1,139,065	3.32%	235	1,140,939	3.08%	236	403,184,949
Career and Technical	498,798	1.45%	103	536,007	1.45%	111	1,488,862,268
Students with Disabilities	6,112,983	17.79%	1,264	7,240,582	19.57%	1,497	5,868,618,104
Accelerated Education	2,245,195	6.53%	464	2,574,817	6.96%	532	1,669,659,901
Bilingual	65,625	0.19%	14	93,324	0.25%	19	660,108,586
Nondisc Alt Ed-AEP Basic Serv	330,412	0.96%	68	330,412	0.89%	68	150,276,291
Disc Alt Ed-DAEP Basic Serv	88,098	0.26%	18	88,098	0.24%	18	222,892,282
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0	26,991,862
T1 A Schoolwide-St Comp>=40%	0	0.00%	0	0	0.00%	0	2,002,915,866
Athletics/Related Activities	1,123,372	3.27%	232	1,245,131	3.36%	257	1,015,226,210
High School Allotment	0	0.00%	0	0	0.00%	0	510,744,718
Prekindergarten	316,870	0.92%	65	392,807	1.06%	81	995,399,706

	District						**S**
Instructional Expenditure Ratio	64.7%						

Tax Rates

2016 (current tax year) Tax Rates

Maintenance and Operations	1.0600
Interest and Sinking Funds	0.1350
Total Tax Rate	1.1950

2015 Tax Year State Certified Property Values

	Amount	Percent	Amount
Property Value	5,984,429,783	N/A	2,117,237,490,096
Property Value per pupil	1,236,964	N/A	418,176
Property Value by category:			
Business	1,668,001,765	24.70%	845,239,296,289
Residential	5,012,012,186	74.22%	1,345,716,654,821
Land	54,363,631	0.81%	61,874,035,037
Oil and Gas	0	0.00%	117,841,214,660
Other	18,141,000	0.27%	13,528,275,687

Unassigned Fund Balance percentage of total budgeted expenditures

2016-2017 School Districts' General Fund Unassigned Fund Balance***	18,766,438	11,795,907,800
2016-2017 School Districts' General Fund Total Budgeted Expenditures	41,711,577	43,775,469,571
2016-2017 School Districts' Percent of Total Budgeted Expenditures	45.0%	26.9%

** Fund balance percentages are calculated by dividing the fund balance by either the general revenue or all funds. The percentages illustrate the size of the fund balance in relation to total revenues. Charter schools report net assets rather than fund balances.

*** The TEA does not have encumbrance data to subtract from the fund balances.

<table>
<tr><td colspan="2" style="text-align:center">ALAMO HEIGHTS ISD CAMPUS
IMPROVEMENT PLAN
2018</td></tr>
</table>

Campus Strategy: I	**We will demand all learning be engaging, personally challenging, and relevant.**
Profile a Learner:	Think Critically and Creatively
Area of Focus:	Academic success for all students
Performance Objective:	100% of AHISD students will engage in an age-appropriate, developmentally challenging curriculum. Growth in all special population(s), where progress will be measured each year. Focus on strategies in all academic areas that enhance reading comprehension and writing. Use technology, including online curriculum resources, as an integrated tool for learning and teaching across the curriculum.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Require equitable experiences and consistent expectations in grade level courses as in advanced level courses	Administration and Department Leads, all teachers	throughout the school year		Walk through data, TTESS observations, coaching days for ADMIN, Depart leads sitting in planning sessions and visiting classes
2. Continue Curriculum Year-at-a-Glance (YAG) implementation and horizontal alignment in all departments	Academic Dean (AD) and Department Leads	By the first day of the school year		YAGS - 100% completed.
3. Integrate innovative and emerging technology, for both homework and classwork, to meet the needs of diverse learners.	Department Leads, Academic Dean, Instructional Coach, TTess appraisers		District - TCEA costs, and technology infrastructure cost. Campus substitute costs for collaboration/PD days. 4 days of EC training in summer Blueprint training for Admin and IC	walk throughs, course survey data, teacher feedback, TTess observations
4. Ensure purposeful planning within and across departments	Department Leads (DL) and Academic Dean	Weekly	1/2 day planning, Dept time embedded in PD days, subs for outside trainings	walk throughs, YAGs, lesson plans, TTess Observations
5. Implement universal screeners, diagnostics, progress monitoring, and tier II programs to	Academic Dean, Math and ELAR Department Leads	universal screener for math and reading 3x a year (BOY,	Renaissance Learning (universal screener), Interim	Increase in RtI referrals, data from Read and Math 180

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
help address students needs in a timely manner		MOY, EOY)	Progress Reports (IPRs), "data digs" with AD	
6. Conduct Differentiated Instruction (DI) professional development through engaged classroom training and New Employee Induction program	Instructional coaches	4 times throughout the year		Staff survey, walk throughs
7. Conduct BluePrint for Learning training for all staff	Campus Design Team	Embedded in all PD days, peer visits and Adult Learning days		walk throughs, culture shift
8. Implement common assessments in core content areas	Department Lead	2X per year		All core departments will have (2) common assessments this year. Data will be presented and examined during DL meeting
9. Increased use of rubrics for grading across all departments	Department Leads, Academic Dean, Principal	throughout year		Present and discuss at 4 DL lead meetings during the year
10. Require equitable access to library services in grade level & advanced courses.	Librarian, Department Leads, and Administration	throughout year		Library collection usage data and library lesson delivery data

	ALAMO HEIGHTS ISD CAMPUS IMPROVEMENT PLAN 2018
Campus Strategy II	**We will aggressively confront the social and emotional issues of our community**
Profile a Learner:	Engage Socially and Globally
Area of Focus:	Diversity enhances life
Performance Objective:	Campus participation percentages will match campus demographic percentages

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Monitor daily campus attendance, and emphasize teacher accurate accounting of attendance, with the goal to Improve attendance rate to 97%.	Attendance Clerks, Assistant Principal (AP), municipal court Truancy Officer	Every 3-weeks throughout the school year Daily reports given to AP	eSchool Home Visits	end of 3 week reports and EOY reports Daily attendance reports
2. Ensure that students have the appropriate access to resources and tools and supplies to create the best learning environment.	Principal Counselors, to include college counselor and wellness counselors	Daily	District and state funds, Title III and Comp Ed $	9 week and semester failure reports Attendance reports, RtI referrals
3. Conduct weekly Student Intervention Team (SIT) meetings	SIT Committee All teachers	weekly	none	Google Doc and new referral system
4. Implement weekly Advisory lessons	Advisory Team	weekly	Common Sense media, Character.org	Survey and observations
5. Publish and educate staff, students and parents on procedures for reporting mistreatment	Principal	Quaterly	new flow charts on the website	Monday Mail and during Staff Meetings
6. Implement new Major Assignments procedures to ensure that assignments do not overload students on particular days (departments have odd/even due dates)	Academic Dean and Department Leads	by due dates established at BOY		periodic checks via Department Leads
7. Use Live streaming of PTSO events (Facebook Live) to expand access to those events.	PTSO President	all PTSO meetings	facebook live stream	Number of hits on the link

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
8. Educate parents on the workload of PreAP/AP courses	Counselors and Academic Dean	8th-9th transition mtgs	HW Guidelines	Number of beginning of year drops
9. Ensure all students sign the Extracurricular Code	Principal and Assistant Principals	Prep Day	24 hr Code of Leadership	100% completion Review via advisory
10. Implement Solid Roots behavioral interventions for targeted students to improve emotional/behavioral/social skills	ACE and SST Staff	Sept 2016 (initial training)	Donated funds from former AH student. Consultants from Emergent Tree	Campus attainment of quality indicators (developing and/or mastery) as evidenced by the end of year progress report from consultants.
11. Implement Exam Exemption Policy	Academic Dean, Tricia Corey, Assistant Principals	All year	Exemption Guidelines	End of year review of effectiveness via survey
12. Improve communication to classroom teachers for students issues	Principal	All year	Time	EOY survey of teachers
13. Ensure that the Library collection supports understanding of social and emotional issues, builds empathy & provides access to bibliotherapy opportunities for all students	Librarians, counselors, teachers	All year	District Bond and Reading Campus Budgets	Collection Statistics

ALAMO HEIGHTS ISD CAMPUS IMPROVEMENT PLAN 2018	
Campus Strategy: III	We will close the achievement gap
Profile a Learner:	Seek knowledge and understanding
Area of Focus:	Utilize student data to make informed instructional decisions
Performance Objective:	Decrease achievement gap between special populations

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Conduct universal screener on students (3) times per year in Reading and Math	ELAR and Math Teachers	September, January, April	Renaissance Learning $16,000 (district funds)	BOY, MOY, EOY data
2. Use screener data to make informed RtI decisions	Academic Dean and Math/ELAR Department Leads, Math/ELAR teachers	November, February, and May	Time	RtI referrals, seat counts in Read/Math 180, changes in instruction for identified students
3. Provide credit recovery opportunities for students who have failed and are recouping credit (GradPoint software)	Academic Dean and CR teachers, Robbins academy teachers	All year	$19,000 (district funds), and some spec ed funds	Completion data. Credit earned data
4. Provide ELL training during Adult Learning time	Academic Dean, DDT, Assistant Principal	Adult Learning days throughout the SY	Title III funds ($5000)	Goal - 100% of students increasing TELPAS results
5. Reduce the number of classes above the 28:1 ratio (in core content classes) by strategic balancing of sections	Academic Dean	Check points: June, August, September, October, January, March	eSchool	Master schedule
6. Ensure 100% adherence to IEP, 504, LPAC accommodations and modifications	Academic Dean, Department Leads, and All teachers	All year	PD for best practices and legal requirements	lesson plans, walk-throughs
7. Conduct in-depth TEKS analysis and collaborative planning across content areas	Department Leads	weekly meetings with teachers	TEKS Resource guide	walkthroughs, lesson plans, TTESS observations
8. Conduct training for teachers in ESL cohorts	Assistant Principal, Region 20	2 cohorts a year	District funded	Number of teachers ESL certified
9. Utilize ALEKS software for Math credit recovery	Academic Dean and Math Department Lead, Robbins Academy teachers	All year	$8000 (district funded)	Decrease in time on software

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
10. Provide phonemic awareness and decoding guidelines for staff to use with students during content area instruction	Librarian, department leads, classroom teachers	Adult Learning Days and as requested by departments and staff	presentations developed by librarian; access to librarian support during classroom instruction	BOY, MOY, EOY universal screener data for reading; lesson pia ns; walk-through data a bout implementation

ALAMO HEIGHTS ISD CAMPUS IMPROVEMENT PLAN 2018	
Campus Strategy: IV	**We will create an environment where impeccable character is modeled by and expected of each individual**
Profile a Learner:	Communicate and Collaborate
Area of Focus:	Providing the necessary support structure for our students and community.
Performance Objective:	All stakeholders feel safe and heard

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Increase effectiveness of campus programs that will enhance the character, behavior, and leadership of the students and staff	Counselors, Wellness Counselors, character education team, teachers, Stu Co, LinkCrew	throughout the school year	time	Student surveys, disciplinary data, counselors logs
2. Develop core framework of coordinated classroom guidance support that is engaging, relevant, and scaffold to meet student's developmental needs at each grade level.	Counselors; Academic Dean	throughout the school year	time; monthly district GAC meetings	Student surveys, teacher surveys
3. Use of the Raptor System - allowing us to sign in all visitors and verify their identity (continue to use it)	Main office	daily	Purchase of Raptor System, training of Raptor System	100% of parents visiting the campus will sign in via Raptor
4. Partner with outside organizations, Character.org, Dude. Be Nice to increase the effectiveness of our character education efforts	Kristen Ascencio (DTC, CDT, and district counseling lead contact) and Cat Widder (district wellness program coordinator) StuCo	During advisory	character.org framework; 1 day release time for district/campus planning	student surveys
5. Train all staff in the 5 forms of mistreatment	Principal	November staff meetings	Powerpoint presentation	
6. Implement Common Sense Media lessons	Advisory team	on-going	Common Sense media lessons	monthly lessons
7. Utilize the mistreatment flow charts for timely communication with all necessary parties	APs		flowcharts	daily admin mtgs

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
8. All stakeholders will model the AHISD Profile of a Learner. (POL).	All stakeholders	all year		use of language, modeling Pol components
9. Create reading aids aligning character education to current literature	Librarian, counselors, teachers	all year	librarian updates reading aids annually to reflect newly published titles	collection statistics for the recommended titles

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<tr><td>Campus Strategy V</td><td>We will ensure a high-performing faculty and staff to accomplish our mission</td></tr>
<tr><td>Profile a Learner:</td><td>Communicate and Collaborate</td></tr>
<tr><td>Area of Focus:</td><td>Provide recruitment and induction practice that supports district mission.</td></tr>
<tr><td>Performance Objective:</td><td>100% retention of highly qualified staff</td></tr>
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Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Increase classroom walkthroughs	TTESS appraisers, Academic Dean, Department Leads, Counselors, Instructional Coach	entire school year; bi-weekly tallies	Coaching Days	Increase in students performance, TTESS observations; bi-weekly tallies; EOY reports
2. Incorporate the use of Campus Design Team (CDT) to increase learning and facilitate campus professional development needs (ie. Summer Design Academy, Interdisciplinary Team Meeting, Peer Visits, Adult Learning)	Campus Design Team	Monthly meetings	District & Campus	Staff surveys
3. Implement Peer Observations (teachers encouraged to visit other classrooms to gain new perspectives, ideas, knowledge)	Campus Design Team	throughout the school year	time	CDT survey
4. Improve new teacher induction to campus and district over first three years	Principal	First week with new teachers, monthly meetings	time; district induction program components	New staff meets with Cordell monthly; mentors meet with mentees monthly
5. Ensure the calibration of T-TESS ratings among administrators	Administratiors	Weekly Admin Meeting		Admin Review Observation Data once month
6. Ensure that Department Leads take more of an Instructional focus	Academic Dean, Department Leads	All year	time	collaboration within departments, walk-thrus, lesson plans, differentiated instruction, intervention for struggling students
7. Incorporate time for librarian to provide training to staff regarding library resources	Librarian, Department Leads		time	

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
and how to access materials				
8. Provide extended training to new teachers about library services	Librarian	As scheduled by admin	training materials (librarian)	PD feedback survey
9. Provide professional development opportunities for language program teachers to implement program expectations with fidelity (i.e., language objectives, 7-Steps Strategies, WELLS, Estrellita, Esperanza, and Reach).	Principal	August 2018-May 2019	Title III funds	TELPAS student data
10. Provide initial and ongoing professional development and mentorship opportunities for content-based ESL teachers to provide academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.	Principal	August 2018-May 2019	Title III funds	TELPAS student data
11. Provide teachers with initial and ongoing training on Identification and Assessment, Social and Emotional Needs, Creativity and Instructional Strategies, and Differentiated Curriculum	Principal	August 2018-May2019	N/A	Number of teachers trained for Gifted and Talented

ALAMO HEIGHTS ISD CAMPUS IMPROVEMENT PLAN 2018	
Campus Strategy VI	We will create a culture of participation that ensures equitable access to academic and extra-curricular activities
Profile a Learner:	Develop a Healthy Sense of Self
Area of Focus:	Wellness, Balance and Inclusivity
Performance Objective:	All students have access to academic and extracurricular activities

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Recognize District Family Nights (no homework)	Principal		communication and calendar	
2. Conduct a Fall semester Club fair (students can showcase their club and encourage students to participate. Wide-variety of clubs available to students).	Assistant Principal, StuCo	September		campus survey
3. Implement Early/Late Library Hours	Staff Member	Sept - May	District fund (C&I)	Library usage
4. Implement "Librarypalooza" (Teen Book Festival)	Librarian	February	Bus, bus driver, librarian, junior school librarian	Librarypalooza Survey
5. Offer free tutoring to students by students.	teachers, NHS members	All year	time	Academic success of students receiving support
6. Seek feedback from parents to design parent engagement events that appeal to parents, provide concrete strategies and resources to support language development at home, and are scheduled at convenient times and dates.	Principal	August 2018-May 2019	Title III funds	Increased parent involvement as evidenced through sign-in sheets
7. Ensure all parent communication is available in home languages.	Principal	August 2018-May 2019	Title III funds; staff time (to translate)	weekly and monthly communication checks

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<tr><td>Campus Strategy: I</td><td>We will demand all learning be engaging, personally challenging, and relevant.</td></tr>
<tr><td>Profile a Learner:</td><td>Seek knowledge and understanding/ Think critically and creatively</td></tr>
<tr><td>Area of Focus:</td><td>Focus on strategies in all academic areas that enhance reading comprehension and writing.</td></tr>
<tr><td>Performance Objective:</td><td>AHJS will meet standard on the state accountability system.
90% of all students will meet passing standard on all state assessments. Steady increases in subpopulation progress will be measured each year.</td></tr>
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Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Provide literacy support for teachers of EL students	Laura Ancira/Gabby Joseph/Cristie Christopher	Semester Assessment	Siedlitz Education partnership and collaboration with the High School, Title III funds l	Teachers engaged in at least 1 semester PD around literacy and implement it into their classrooms.
2. Integrate innovative and emerging technology to meet the needs of diverse learners.	Laura Ancira/Yadira Palacios/Cristie Christopher	Quarterly Assessment	Instructional Coaches, Direct of technology support, October PD	Teachers are fully utilizing technology available in classrooms and for check out.
3. Use universal screeners and other data points to ensure proper support for all learners in Tier I (classroom instruction), Tier 1B (small group intervention 4 times a week for 30 minutes) and Tier 2 (additional Math and/or reading class - Read/Math 180 courses).	Laura Ancira/Yadira Palacios/ Department Chairs	BOY, MOY, EOY/ Every 9 weeks	Universal screener Renaissance Learning	There is a decrease in the number of students receiving intervention and on the student failure report.
4. Ensure that homework guidelines are consistently implemented and that homework is meaningful and purposeful.	Laura Ancira/Yadira Palacios/Dept Chairs	Quarterly Assessment	AH Homework Guidelines covered during October Staff Meeting with teachers, Back-to-school nights with parents, and advisory with students.	Classroom walkthroughs, Student and Parent Surveys

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
5. Ensure that teachers are designing engaging work that leads to profound learning.	Laura Ancira/Yadira Palacios/Cristie Christopher/Dept Chairs	Quarterly	Schlechty Working on the Work (WOW), Design Qualities, Blueprint for Learning for Engaged Classrooms	Blueprint Units for Engaged Classrooms, Designed Units for Non-Engaged, Walkthroughs.

ALAMO HEIGHTS ISD CAMPUS IMPROVEMENT PLAN 2018	
Campus Strategy II	**We will aggressively confront the social and emotional issues of our community**
Profile a Learner:	Healthy sense of self.
Area of Focus:	Providing the necessary support structure for our students and community.
Performance Objective:	Kindness Campaign Programs, Random Acts of Kindness, Mentor Program, Snack Pack 4 Kids, Mights Boys/Girls Programs, and other socio-emotional programs are in place to support our students and give resources to families/community.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Develop core framework of coordinated classroom guidance support that is engaging, relevant and scaffold to meet students' developmental needs at each grade level.	Yadira Palacios, Mike Snell, Claudia Gonzales, and Lisa Lucas	Monthly meetings, Fall planning	District Counselor Meetings/Advisory Lessons	Monthly Counselor Interactions with students.
2. Continue to increase effectiveness of campus programs that will enhance the character, behavior, and leadership of the students and staff.	Lisa Lucas, Yadira Palacios, Laura Ancira, Gabby Joseph, Paul Gustowski	Monthly meetings	Character Education through Advisory lessons; Kindness Week	Decrease in mistreatment cases
3. Continue to increase the consistency and effectiveness of the Junior School Ambassador Program to promote tolerance, acceptance and safety.	Lisa Lucas - Wellness Counselor, Family Group Leaders, Student Ambassadors	Ongoing	PTO Partnership	Ongoing support for new students and programs led by students
4. Increase partnerships and awareness around existing programs	Administrative and Counselor Team	Ongoing	Partnerships	At least 1 more significant partnership
5. Implement campus procedures so that students have evenly distributed due dates for projects and tests across subject areas.	Yadira Palacios/ Campus Leadership Team	Quarterly	Testing Calendar	Testing Calendar does not have projects due or tests scheduled the day after No Homework Nights. No more than 2 tests or major projects are scheduled on any given day.
6. Address with parents the impact over-scheduling and Pre-AP course loads can have on the social and emotional well-being of	Laura Ancira/Yadira Palacios/ Counselor Team	5th to 6th Transition parent meetings; 8th to 9th transition meetings;	AH HW Guidelines, AHJS Course Catalog	Number of drops at 9 weeks and semester failure report

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
their children.		Counselor registration meetings with new to district students.		
7. Ensure all students participate in the ExtraCurricular Code of Leadership.	Laura Ancira/UIL Coaches	August/September	AH District Extracurricular Code of Leadership	100% participation of all students on extracurricular teams.
8. Discourage the dropping off and/or delivery of lunch to children on campus for reasons of safety, security and exclusivity.	Laura Ancira		District-Wide Message/Back to school Nights/ Monday Mail Communication with Parents	Decrease in lunches delivered/dropped-off

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<tr><td>Profile a Learner:</td><td>AH learner will seek knowledge and understanding.</td></tr>
<tr><td>Area of Focus:</td><td>Identification of student gaps and teacher support for closing those gaps.</td></tr>
<tr><td>Performance Objective:</td><td>Significants gains will be made in our subpopulations that have historically struggled and shown performance gaps.</td></tr>
</table>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Coordinate an understanding of our common language.	Laura Ancira / Yadira Palacios	Monthly	Campus Design Team	Teachers using common language in planning.
2. Monitoring team planning to ensure vertical and horizontal alignment.	Laura Ancira/ Yadira Palacios	Monthly	Campus Design Team, Leadership Team, and Department/Grade Level Chairs	Increased work in team planning
4. Utilization of clusters to set up progress measures.	Yadira Palacios/Mike Snell/Claudia Gonzales	Ongoing	Teachers	"Next Steps" sheet is created for clusters and sent out to teachers.
5. Capacity building around use of screener data and instructional guides for teachers.	Yadira Palacios	Fall/Spring	Department Chairs, Kenny Wogstad, and Annette Kessler	Students meet their growth goals
6. Ensure correct coding of LEP students in PEIMS	Yadira Palacios, Gabby Joseph, Jackie Caruso and PEIMS Data Clerk	By Snapshot October 2018; Middle of Year LPAC changes; End of Year LPAC Changes	Time for coordinators to check coding; time for PEIMS data clerks to enter coding	District Bilingual Coordinator's final audit of student coding across district
7. Progress Monitor LEP students through grades	Jackie Caruso, Gabby Joseph	Every of each nine weeks	Time for coordinators to check grades, and local assessments	Spreadsheet of progress monitoring shows adequate progress of LEP students. A plan is developed to support students not making progress.
8. Communicate LEP progress monitoring results with teachers, administrators, support staff,	Campus coordinator communicates to district	Every nine weeks	Time for coordinators to communicate with	Spreadsheet of progress monitoring shows adequate

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
and parents	coordinator, campus administrators, and classroom teachers. Classroom teachers communicate progress to parents.		stakeholders.	progress of LEP students. A plan is developed to support students not making progress. All stakeholders are informed of student progress in a timely manner.
9. Monitor RTI and ESL class progress of LEP students	Campus Coordinator and ESL and RTI staff	Every 9 weeks EOY Placement	Time for RTI staff to evaluate progress monitoring data and collaborate with classroom teachers about intervention.	Clear plan for intervention for each RTI LEP student.
10. Ensure correct coding of LEP students on testing documents	Yadira Palacios/Mike Snell/Claudia Gonzales	Adheres to testing calendar dates for each grade level	Time for counselors to carefully check all pre-coded testing booklets and make any changes needed. Cross check- with MOY LPAC Language Decision Making	All LEP students are correctly coded for testing purposes.
11. Ensure support for new language program teachers to include ESL, SI, and DL	Campus Coordinator	Campus Language Team Meetings each nine weeks and additional support meetings for new teachers two times a year.	Time to design new teacher support; Time to meet with new teachers- may require release time; Release time for curriculum planning	Survey of new teachers at the end of the year provides feedback of substantial support during first year at AH.
12. Create collaborative planning time for language program teachers	Assistant Principal, Campus Coordinator	Campus Language Team Meetings each nine weeks and additional support meetings for mew teachers two times a year.	Time to design collaborative meetings Time to meet as a department (may require release time).	Survey of language teachers at the end of the year provides feedback of substantial collaborative planning time.
13. Support core-content teachers in acquiring ESL certification	Campus Coordinator, Campus Administrator	Study sessions arranged a month before the test	Region 20 consultation Active recruitment of ESL	Increased number of teachers with ESL

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
			teachers	endorsement.
14. Use ELL linguistic accommodations checklist to document notes by 9 weeks	Campus Coordinator and Classroom teachers	BOY MOY EOY	Time for campus coordinator to collaborate with classroom teachers to complete ELL Linguistic Accommodation Sheet.	ELL accommodation checklist completed for each LEP student in district and uploaded into AWARE.
15. Communicate TELPAS results directly with parents	Classroom teachers	Fall Parent Conferences or Staffing meetings	Time for classroom teachers to understand TELPAS results Time for classroom teachers to meet with parents copies of TELPAS results Talking points for teachers to explain TELPAS to parents	All parents receive TELPAS scores during parent conferences with AH staff.
16. Provide additional training to teachers to support students with dual special education and LEP services.	Director of Special Education and District Bilingual Coordinator, Campus Administrators	Fall training with follow up spring training.	Title III funds for ESC Consultant Release time as needed Aligned LPAC and ARD timeline	A clear plan is in place for each student served through both special education and LEP services and programs.
17. Ensure 5th grade teachers are prepared to discuss 6th grade course selections with ELL parents	Elementary Academic Dean (in collaboration with JS Dean) JS Academic Dean (course description book)	Fall communication meeting with follow up written guidance for course selection	Release time for 5th grade teachers to accommodate all parent at conferences	A clear description of course selection options is documented and available to all teachers and parents. The recommended DL/SI track is explained to all students.
18. Expand family engagement opportunities to include events that showcase family contributions of language minority families.	Bilingual Parent Liaison Committee	One event in the Fall and One in the Spring (Feria de la Universidad)	Parent Liaison Stipend Time to align family events with campus cultural calendars.	Community Engagement Survey is Exemplar

19.	Administer Universal Screeners three times per year on all students in Math and Reading	Yadira Palacios, Department Chairs, ELA and Math Teachers	September, January, April	Renaissance Learning (District Funds)	BOY, MOY and EOY data will be utilized to form Tier 1b and Tier 2 Intervention groups

	Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
20.	Provide RTI reading and math intervention to students on Urgent Intervention and Intervention groups on Screeners through FLEX intervention and through M/R 180.	Yadira Palacios, Department Chairs, ELA and Math Teachers	October - December February- May	ARI/AMI Funds	Students receiving intervention will make gains on their EOY Universal Screener.
21.	After school Study Hall: After school tutoring free of charge with certified teachers will be provided 3 days out of the week. Ss on free and reduced lunch will have access to the the late bus.	Laura Ancira, Content Coordinator	Three times a week	Coordinator, Teachers	Attendance rosters to Study Hall will be compared to Failure Report
22.	FLEX Study Hall: ALL Ss will have the opportunity to attend content specific Study Halls with a certified content teacher respectively during FLEX for help with their subject specific work. Ss on the failure report at the end of each 9 weeks will be required to attend.	Yadira Palacios, Department Chairs	4 times a week; all 6 courses	Teachers	Decrease in the number of Ss on the subject specific failure report at the end of each 9 weeks.
23.	Strengthen the Progress Monitoring of Special Education, 504, ELLs, and At Risk Ss.	Yadira Palacios, Gabby Joseph, ELL Program Coordinator, Special Education Department Chair, Dyslexia Chair, Counselors	End of each 9 weeks	Special Education Chair, Special Education Teachers, Dyslexia Chair, Counselors	Progress monitoring shows adequate progress of LEP students. A plan is developed to support students not making progress.
24.	FLEX: During Intervention courses of FLEX, special education teachers will provide subject specific support for their Ss in the areas of Reading and Writing, Math and Science, and Social Studies.	Yadira Palacios, Special Education Department Chair, Special Education Teachers	4 times a week; 4 courses	Special Education Chair, Special Education Teachers,	Spreadsheet of progress monitoring shows adequate progress of SPED students. A plan is developed to support students not making progress.
25.	Advisory: Special Education teachers will be the Advisor to the Ss on their case load. They will check agendas, grades, and support with content during Advisory.	Yadira Palacios, Special Education Department Chair, Special Education Teachers	Once a week; Monitored MP1, MP2, MP3, MP4	Special Education Chair, Special Education Teachers,	A decrease of Ss who receive Special Education services on the the Failure Reports.
26.	Learning walks in co-teach classes to ensure the co-teach model is implemented with fidelity.	Laura Ancira, Yadira Palacios, Paul Gustowski, Gabby Joseph, Special Education Department Chair	Every 9 weeks		Decrease of students served through Special Education on Failure report

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
27. Students scoring a grade below 60 on the failure report, will be submitted to SIT by teacher. Progress monitoring and intervention plans will be a part of department meetings.	Dept Chairs, Laura Ancira, Yadira Palacios	Every 9 weeks	Dept Meetings, Student intervention Team	Decrease of students on failure report.
28. Provide Junior School students who struggle in reading and math with Read 180 Intervention small group support through Response to Intervention.	Principal	August 2018-May 2019	Title II funds	RtI data

ALAMO HEIGHTS ISD CAMPUS IMPROVEMENT PLAN 2018	
Campus Strategy: IV	**We will create an environment where impeccable character is modeled by and expected of each individual**
Profile a Learner:	Engage socially and globally.
Area of Focus:	There are campus-wide methods to disseminate awareness and action toward strong character
Performance Objective:	There is a significant decrease in the number of incidents of mistreatment and teachers/students engaged monthly around character education Strengthen our character education by becoming a common-sense media digital citizenship certified school.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Educate students on the 8 Keys of Excellence as part of character education.	Lisa Lucas, Assistant Principals	1st 2 weeks of Advisory	Advisory Lessons, Advisory Committee	Teacher/student feedback on advisories
2. Coordinate campus character education programs that will enhance the character, behavior, and leadership of students.	Lisa Lucas, Assistant Principals	Monthly	Character Education Committee	Decrease of incident reports
3. Implement teacher/student/parent training around 5 forms of mistreatment.	Lisa Lucas, Assistant Principals	Every 9 weeks	Forms of Mistreatment and Matching Kindness posters. Mistreatment Flow Charts.	Increased accuracy identifying mistreatments on student incident reports.
4. Implement school-wide recognition of character traits and examples of good character are highlighted	Lisa Lucas	Weekly	Staff	Advisory Lessons
5. Become a common sense media digital citizenship certified campus	Yadira Palacios and Advisory Committee	Monthly	Advisory Lessons, Cristie Christopher and Advisory Committee	Recognition as a Common Sense Media Digital Citizenship campus.
6. Train all staff and volunteers to actively supervise students because unsupervised times can lead to mistreatment.	Laura Ancira/Paul Gustowski/Gabby Joseph	August In-Service Days, Quarterly	Duty and Supervision Schedule	Decrease of incident reports during common times (i.e. lunch, recess, after school, before school).

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
7. Enforce behavioral consequences clearly and consistently based on the severity of the infraction, disciplinary history, and student's ownership of behavior.	Laura Ancira/ Paul Gustowski/ Gabby Joseph	Daily	Mistreatment Flow Charts, Incident Report Historical Data	APs will have a monthly calibration to ensure they are being consistent with consequences.

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Think Critically and Creatively
Communicate and Collaborate
Employ Skills for Life</td></tr>
<tr><td>Area of Focus:</td><td>Strategically place support systems in place for staff knowledge and skills</td></tr>
<tr><td>Performance Objective:</td><td>Support systems are tailored to meet teacher needs and increased teacher retention</td></tr>
</table>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Expand and improve teacher mentoring program, while continuing new teacher collaborative support sessions.	Laura Ancira/Yadira Palacios/Paul Gustowski/Gabby Joseph	Ongoing/monthly	Teacher mentors	Teacher surveys and retention
2. Provide coaching support for new teachers	Yadira Palacios /Cristie Christopher	Weekly	Other administrators	Walkthrough data
3. Initiate peer visits to other district schools	Yadira Palacios /Cristie Christopher	Fall/Spring	School partnership	Teacher surveys and reflections post the visit
4. Provide one-on-one coaching with teachers who need support	Laura Ancira/Yadira Palacios/Paul Gustowski/Gabby Joseph	Ongoing	Cristie Christopher and other instructional coaches	Walkthrough data
5. Increase debriefs from classroom walkthroughs	Laura Ancira/Yadira Palacios/Paul Gustowski/Gabby Joseph	Ongoing	Admin Meetings	Admin will debrief on trends observed in classrooms
6. Use the profile language during monthly department/staff/new teacher meetings.	Laura Ancira/Yadira Palacios/Paul Gustowski/Gabby Joseph	Ongoing		Student Panaroma Survey 12 outcomes of Profile of a Learner.
7. Highlight descriptors of the Profile during Walkthroughs/Campus Newsletter	Laura Ancira/Yadira Palacios/Paul Gustowski/Gabby Joseph	Ongoing		Student Panaroma Survey 12 outcomes of Profile of a Learner.
8. Provide coaching/training and development	Cristie Christopher/Laura	Ongoing	Coaching during planning	Student Panaroma Survey 12

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
to support teachers as they get stronger understanding of the Profile of a Learner.	Ancira/Yadira Palacios/Paul Gustowski/Gabby Joseph		sessions; Staff Meeting Profile Foci	outcomes of Profile of a Learner
9. Provide professional development opportunities for language program teachers to implement program expectations with fidelity (i.e., language objectives, 7-Steps Strategies, WELLS, Estrellita, Esperanza, and Reach).	Principal	August 2018-May 2019	Title III funds	TELPAS student data
10. Provide initial and ongoing professional development and mentorship opportunities for content-based ESL teachers to provide academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.	Principal	August 2018-May 2019	Title III funds	TELPAS student data
11. Provide teachers with initial and ongoing training on Identification and Assessment, Social and Emotional Needs, Creativity and Instructional Strategies and Differentiated Curriculum.	Principal	August 2018-May2019	N/A	Number of teachers trained for Gifted and Talented

ALAMO HEIGHTS ISD CAMPUS IMPROVEMENT PLAN 2018	
Campus Strategy VI	**We will create a culture of participation that ensures equitable access to academic and extra-curricular activities**
Profile a Learner:	Communicate and Collaborate Engage Socially and Globally
Area of Focus:	Support of our at-risk populations to have enrichment opportunities
Performance Objective:	Increase balance of students in academic/extra-curricular activities by providing relevant programs for students

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Increase sections of high-interest FLEX courses and identify teachers to fill those needs	Yadira Palacios	Monthly	Staff	Continue to have over 90% of students in their 1st, 2nd, and 3rd choice
2. Ensure that all students participate in at least one fine arts program, club or activity	Administrative Team	Ongoing	Sports, Fine Arts, Clubs	Participation in Sports, Fine Arts, Clubs, and FLEX interest courses
3. Seek feedback from parents to design parent engagement events that appeal to parents, provide concrete strategies and resources to support language development at home, and are scheduled at convenient times and dates. Ensure all parent communication is available in home languages.	Principal	August 2018-May 2019	Title III funds	Increased parent involvement as evidenced through sign-in sheets

ALAMO HEIGHTS ISD CAMPUS IMPROVEMENT PLAN 2018

Campus Strategy: I	We will demand all learning be engaging, personally challenging, and relevant.
Profile a Learner:	Seek Knowledge and Understanding, Think Critically and Creatively
Area of Focus:	• Enhance success for all students by challenging students ing students in a relevant, rigorous academic program with differentiated instruction and accommodations, as needed, and by using various assessment strategies to monitor the ongoing progress of students. • Focus on strategies in all academic areas that enhance reading comprehension and writing. • Use technology, including online curriculum resources, as an integrated tool for learning and teaching across the curriculum.
Performance Objective:	100% of AHISD students will engage in an age-appropriate, developmentally challenging curriculum.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Offer on-going professional development, designed by the Campus Design Team, to support staff.	Jana Needham, Principal	2018-2019	Title II Class Size Reduction Funds	Observation and collaboration between teams. End of the year survey from campus design team.
2. Ensure that Instructional Coach work with classroom teachers on strategies in the classroom	Jana Needham, Principal	2018-2019	District Funds	Increase in student performance as indicated by STAAR scores and CBAs.
3. Assemble an action team to support DI initiative.	Julie Draper, Heights Teacher	2018-2019	Teacher time for after school meetings	Increase in student performance as indicstred by STAAR scores, CBAs and Student/Parent survey feedback.
4. Increase the number of students reaching Masters Level of STAAR by 20% in all math, reading, writing, and science.	Jenny Flores, Assistant Principal	2018-2019	Campus Budget to Purchase Materials	STAAR Data
5. Investigate data to determine changes that may be needed for Special Education students' instruction, setting, etc.	Special Education teachers, Administration, Kris Holiday	2018-2019	SPED Department Meeting Time	Increase in student performance as indicated by CBA and STAAR A scores
6. Implement Peer Coaching Models	Jana Needham, Principal	2018-2019	Release Time for teachers to observe classrooms provided	Increase in student engagement, performance

	Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
				by administrators.	and critical thinking
7.	Implement "Digging Deep" initiative supported by Teacher Action Team: All Cambridge teachers receive training in Socratic Questioning, Rigor, and Higher Level Questioning/Thinking	Jana Needham, Principal	2016-2017	Campus funds/ PTO grant	Students will experience higher level thinking and engaged learning as measured by test scores, increase of advance performance, and parent/student surveys.
8.	Ensure that all Cambridge homeroom teachers complete, at minimum, Days 1 and 2 of GT hours.	Jana Needham, Principal	2018-2019	Campus Funds	Staff Checklist
9.	Ensure teachers share differentiated experiences (strategy, lesson, work product from current instruction) with their grade levels.	Design Team Member	2018-2019	Grade Level Meetings	Grade Level Team Principal Reports
10.	Research the science instruction of other schools and strategize with Elementary Academic Dean.	Science Vertical Team	2018-2019	Vertical Team Meetiings	Increase in Science STAAR/CBA Scores
11.	Integrate innovative and emerging technologies to meet the needs of diverse learners.	Tech Director, Instructional Coaches, Campus Tech Facilitators	Quarterly	District/Campus Funds	Higher levels of integration as measured by STAR
12.	Utilize End of Course Surveys to embed goals for student engagement, relevance and personal challenge.	Survey Team, Campus Administration	1 time per semester	District/Campus	Areas are identified for improvement. An increase in parent/student satisfaction is indicated.

ALAMO HEIGHTS ISD CAMPUS IMPROVEMENT PLAN 2018	
Campus Strategy II	We will aggressively confront the social and emotional issues of our community
Profile a Learner:	Engage Socially and Globally, Healthy Sense of Self
Area of Focus:	Enhance success for all students by supporting their social and emotional develpoment through a variety of coordinated efforts.
Performance Objective:	100% of Cambridge students will successfully cope with social and emotional challenges.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Maintain a parent communication log relevant to academics and behavior to include a minimum of two positive-report contacts.	Teachers/Jenny Flores, Assistant Principal	2018-2019	Teacher Time	Parent/Teacher Partnerships Strengthened
2. (Continue to) Implement "Watch Dogs" with fathers and male family representatives volunteering on campus each day.	Lauren Boyher, Diana Cashion	2018-2019	PTO Grant	Students will benefit from exposure to positive male role models
3. Hold Weekly Classmeetings focusing on Character	Lauren Boyher, Diana Cashion	Every Tuesday	PTO Grant	meetings documented in lesson plans
4. Create Character Education Committee consisting of staff & students.	Lauren Boyher, Diana Cashio	2018-2019	School Funds	monthly meetings from committee
5. Incorporte social and emotioinal wellness opportunties for staff	Campus Design Team	2018-2019	School Fund	End of the Year Design Survey
6. Provide age-appropriate guidance lessons in each classroom	Lauren Boyher, Diana Cashion	monthly	School Funds	Students are equipped to meet social and emotional challenges
7. Celebrate Red Ribbon Week with dress up opportunities and special announcements on CNN	Lauren Boyher, Diana Cashio	October 22-26	Safe and Drug Free School Funds	Students demonstrate an understanding of the importance of healthy choices

<table>
<tr><td colspan="2" align="center">ALAMO HEIGHTS ISD CAMPUS
IMPROVEMENT PLAN
2018</td></tr>
<tr><td>Campus Strategy: III</td><td>We will close the achievement gap</td></tr>
<tr><td>Profile a Learner:</td><td>Seek Knowledge and Understanding, Communicate and Collaborate, Employ Skills for Life</td></tr>
<tr><td>Area of Focus:</td><td>Data will be tracked at regular intervals for a clearly defined student group to monitor and adjust instruction to close the achievement gap for our low SES students.</td></tr>
<tr><td>Performance Objective:</td><td>90% of all students in grades 3-5 will meet or exceed the state passing standard on STAAR Reading
90% of all 4th Graders will meet or exceed the state passing standard on STAAR Writing
90% of all 5th Graders will meet or exceed the state passing standard on STAAR Science
90% of all students in grades 3-5 will meet or exceed the state passing standard on STAAR Math
ED Students will meet or exceed the state system safeguards in reading</td></tr>
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Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Implement interventions (by teachers) to improve any STAAR score below 80% through the use of before/after school tutoring; materials, RtI, LEP Parent Involvement Meetings	Jana Needham, Principal	2018-2019	Eduphoria Aware Title I, Title II, Title III Title V funds State Compensatory Education Funds	Formative: Previous year's STAAR scores, Pre-assessment Documents Summative: STAAR score reports and AEIS
2. Analyze CBA data (by teachers) to monitor student progress, evaluate instruction and inform efforts to improve student achievement.	District Testing Coordinator, District Administrators, Campus Administration	BOY, MOY, EOY	District technology for data management, professional development, monthly meetings	Teachers will effectively interpret data and intervene accordingly to increase student achievement.
3. Offer focused instruction for 5th grade students to support study skills, organization, problem-solving through use of vertically aligned problem solving model, and decision making.	Jimmy Walker, Elementary Academic Dean, Teachers, Interventionists	2018-2019	Campus Funds	Students will be equipped for life to study and learn as indicated by an increase in achievement.
4. Analyze, with teachers, current spelling and vocabulary instruction and research instructional models and best practices.	Jimmy Walker, Elementary Academic Dean, Teachers, Interventionists	2018-2019	Curriculum Forum, Learning Days	Increase student performance in vocabulary and spelling as measured by iStation Spelling and

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
				Vocabulary EOY scores
5. Research schools with similar demographics to Cambridge whose Hispanic and EcD students are meeting or exceeding state standard. Findings will be shared, analyzed, and implemented campus-wide.	Jana Needham, Principal, "Within the Instructional Day" Action Team	2018-2019	Teacher/Site Base Members time	The performance level of Hispanic and Economic Disadvantaged students will increase.
6. Ensure that teachers of Spanish speaking students attend the Dual Language Conference in order to explore new strategies for use in the classroom.	Jenny Flores, Assistant Principal	2018-2019	Title III funds	Teachers will utilize best practice and increase student achievement as Dual Language is added to grade levels at Cambridge.
7. Focus on math fluency and automaticity by having teachers use assessment to guide instruction, involving students in goal setting and creating engaging activities.	Amy Legeaux, Elementary Academic Dean, Teachers, Interventionists	2018-2019	Kim Sutton Full Day PD, Curriculum Forum, Learning Days	Growth of students in AIMS Web Computation EOY scores will outpace national norms.
8. Ensure that all faculty and staff receive ELPS/TELPAS Overview Training	Jenny Flores & Mariana Medaris	2018-2019	Faculty Meeting	Increased awareness of LEP population needs
9. Ensure that all ESL Certified teachers complete SIOP training	Jenny Flores	2018-2019	Region 20 Training	Teacher checklist; Evidence of Sheltered Instruction Strategies in the classroom
10. Increase number of ESL Certified teachers	Jana Needham, Principal	2018-2019	Region 20 training, test prep	Minimum of 2 teachers per grade level certified
11. Provide research based interventions specific to each RtI level.	District RtI director, interventionists	Ongoing	Title I, Title III funds	
12. Ensure comprehensive implementation of a balanced literary approach to include Guided Reading and Daily 5.	Amy Legaux Elementary Academic Dean, Jenny Flores, Assistant Principal	Ongoing	School, PTO and AH Foundation grants	Increase of student reading skills
13. Provide K-2 students who struggle in reading with Leveled Literacy Intervention small group support through the Response to Intervention Time.	Principal	August 2018-May 2019	Title I funds	Title I data evidence

14.	Seek feedback from parents to design parent engagement events that appeal to parents, provide concrete strategies and resources to support reading at home, and are scheduled at convenient times and dates.	Principal	August 2018-May 2019	Title I funds	Title 1 data evidence

ALAMO HEIGHTS ISD CAMPUS IMPROVEMENT PLAN 2018	
Campus Strategy: IV	**We will create an environment where impeccable character is modeled by and expected of each individual**
Profile a Learner:	Develop Healthy Sense of Self, Employ Skills for Life
Area of Focus:	Clearly defined character education initiatives
Performance Objective:	Cambridge Elementary students will have a well-defined understanding of behavior expectations and the importance of impeccable character.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Implement Positive Behavioral Intervention and Supports (PBIS) through a school-wide STAR initiative that incorporates the district's 8 Keys of Character	Lauren Boyher, Diana Cashion, Jenny Flores, Assistant Principal	2018-2019	PTO Grants, Campus Funds	Office referrals will decrease as students know and adhere to schoolwide expectations; 8 Keys of Character will be demonstrated in student behaviors.
2. Provide monthly guidance lessons based on the 8 Character Keys, Core Essentials, and STAR.	Lauren Boyher, Diana Cashion	2018-2019	Campus Funds	Students will understand the role of leadership and importance of serving as positive role models.
3. Create of STAR Video; Production of "STAR" Procedure Signs; Golden Key Awards; "Cambridge Cafe" reward	Lauren Boyher, Diana Cashion, Jenny Flores, Assistnat Principal	2018-2019	Campus Funds	All students will be aware of targeted behavioral expectations in various areas throughout the school as measured by a decrease in office referrals and Golden Key recognitions
4. Hold Class Meetings weekly	Classroom teachers	2018-2019	Time/ teacher training	Students will learn to respect diversity of peers and know how to share differing viewpoints
5. Implement Project Wisdom message of the day on CNN with supporting lesson plans and writing prompts used in classroom	Jana Needham, Principal	Daily	Campus Funds	Students learn life lessons through exposure to the wisdom of role models

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
instruction.				
6. Implement Beahvior RTI for identified students	Teachers, Counselors, Behavior Specialist	2018-2019	Campus Funds	Improved behavior of identified students
7. Ensure that students will be recognized on CNN and monthly PTO Meetings for modeling good Character Traits	Teachers, Counselors, Behavior Specialist	Monthly	Campus Funds	Good Character is modeled and recognized

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<tr><td>Campus Strategy V</td><td>We will ensure a high-performing faculty and staff to accomplish our mission</td></tr>
<tr><td>Profile a Learner:</td><td>Communicate and Collaborate, Employ Skills for Life</td></tr>
<tr><td>Area of Focus:</td><td>100% of Cambridge faculty and staff will be high-performing according to district standards</td></tr>
<tr><td>Performance Objective:</td><td>Cambridge will hire faculty and staff that meet district standards and provide an induction program that supports the district mission.</td></tr>
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Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Provide ongoing staff development for staff through Adult Learning, Learning Days, grade level collaborations and off campus workshops	Administrators, Elementary Dean	2018-2019	Campus funds	Walk throughs and observations
2. Ensure that a cohort of faculty participate in the "Teacher Leadership Academy".	Jimmie Walker Assistant Superintendent of Elementary Education, Jana Needham, Principal, Jenny Flores, Assistant Principal, Amy Legaux , Elementary Academic Dean	2018-2019	District/campus funds	Teacher leaders will implement risk-taking projects that support campus goals.
3. Provide mentors for all new staff	Administrators	2018-2019	Campus Funds	Teachers will experience satisfaction in the workplace resulting in high performance.
4. Implement "Teachers Teaching Teachers" : peer coaching, faculty meeting share-outs, instructional rounds	Jana Needham, Principal	2018-2019	Release time for teachers	Teachers will invite peers to observe, will observe other teachers, and will conference about their practice in order to improve instruction.
5. Hold conferences with new employees after 1st 9 weeks to determine success of initial induction	Jana Needham, Principal	2018-2019	Time	Campus leadership will evaluate effectiveness of teacher induction and mentoring and provide

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
				assistance as needed resulting in teacher retention.
6. Support extended grade level learning and planning time through Collaborative Learning Days three times a year.	Principal	August 2018-May 2019	Title II funds	Teacher Feedback Surveys
7. Provide professional development opportunities for language program teachers to implement program expectations with fidelity (i.e., language objectives, 7-Steps Strategies, WELLS, Estrellita, Esperanza, and Reach)	Principal	August 2018-May 2019	Title III funds	TELPAS student data
8. Provide initial and ongoing professional development and mentorship opportunities for content-based ESL teachers to provide academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.	Principal	August 2018-May 2019	Title III funds	TELPAS student data
9. Train teachers in foundational training for Gifted and Talented	Principal	August 2018-May 2019	N/A	Number of teachers trained for Gifted and Talented

ALAMO HEIGHTS ISD CAMPUS IMPROVEMENT PLAN 2018	
Campus Strategy VI	**We will create a culture of participation that ensures equitable access to academic and extra-curricular activities**
Profile a Learner:	Employ Skills for Life, Communicate and Collaborate
Area of Focus:	Inclusion of at-risk students in enrichment and intervention activities
Performance Objective:	Provide opportunities and access for all students to participate in all campus events and activities.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Provide scholarships for after school enrichment program and/or invitations for at risk students.	Jana Needham, Principal, Tammy Wasson	2018-2019	Teacher volunteers	Increased participation of at risk students in enrichment classes.
2. Ensure that newsletters and all communication are translated for Spanish speaking families.	Parent volunteers	2018-2019	Title III funds	Increased participation of Spanish speaking families
3. Provide field trips for students and their families through Explore.	Explore Committee	2018-2019	PTO Grant funded	Students learning expanded through exposure to art, festivals, museums, etc.
4. Utilize Social Media outlets to promote positive attribures of our school and studens	administrators, Teachers	ongoing	N/A	increased followers
5. Seek feedback from parents to design parent engagement events that appeal to parents, provide concrete strategies and resources to support language development at home, and are scheduled at convenient times and dates. Ensure all parent communication is available in home languages.	Principal	August 2018-May 2019	Title III funds	Increased parent involvement as evidenced through sign-in sheets

ALAMO HEIGHTS ISD CAMPUS IMPROVEMENT PLAN 2018	
Campus Strategy: I	We will demand all learning be engaging, personally challenging, and relevant.
Profile a Learner:	Seek Knowledge and Understanding, Think Critically and Creatively
Area of Focus:	Challenging students in a relevant, rigorous academic program with differentiated instruction.
Performance Objective:	All students will be engaged in a challenging curriculum. Teachers will participate in learning and planning activities to enhance their abilities as leaders, designers, and guiders of rigorous and engaging instruction.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Differentiate instruction in the core curriculum to address the needs of defined groups.	Teachers, Instructional Coach	Ongoing	Campus budget	Evidenced in walkthroughs and student performance
2. Meet or exceed the state and federal targets for performance status on the TEA System Safeguards for our economically disadvantaged, SPED and Hispanic population will	Administration and all professional staff	Ongoing	Campus budget, Title I and Title III funds	Improved performance on STAAR and TELPAS
3. Provide engaging, higher level learning experiences that are purposeful and relevant.	Teachers	Ongoing	Campus budget	Progress evident in walkthrough documentations and student performance on STAAR and TELPAS
4. Ensure that the Campus Design Team takes responsibility for on-going professional development and teacher support to maintain campus focus on design and the Profile of a Learning	Campus Design Team, Teachers and Administrators	Ongoing	Campus Budget	Evidenced in walkthrough documentation and increased collaboration in team meetings focused on design.
5. Ensure that grade levels/departments dedicate time each month for design	Campus Design Team, Teachers and Administrators	Ongoin	Campus Budget	Evidenced in walkthrough documentation and team meeting notes
6. Increase, by 20%, the number of students in grades 3, 4 and 5 reaching the Advanced	Teachers	Ongoing	Campus budget to purchase materials	Evidenced on STAAR data

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
Level III in reading, math, science and writing.				
7. Integrate innovative technology to meet the needs of diverse learners.	Teachers and Instructional Coaches	Ongoing	Technology long-range plan	Evidenced in walkthroughs
8. Ensure that teachers design and implement rigorous, engaging lessons based on Schlechty Working on the Work (WOW) strategies and Design Qualities for student engagement	Campus Design Team, Teachers and Administrators	Ongoing	NA	Evidenced in walkthrough/formal observation documentation and T-TESS Goal Setting/End of Year T-TESS Conferences
9. Ensure that teachers follow AHISD District Homework Guidelines and communicate these guidelines with parents	Administrators and Teachers	September 2018 and throughout May 2019 as needed.	NA	Evidenced in Campus Procedure for parents, TL agenda, Parent Orientation presentations and classroom newsletters
10. Ensure that teachers use data to drive instruction	Teachers; Administrators	Ongoing	N/A	Benchmark data, STAAR and TELPAS data, AWARE, Title II funds
11. Provide teachers with initial and ongoing training on Identification and Assessment, Social and Emotional Needs, Creativity and Instructional Strategies, and Differentiated Curriculum	Instructional Coach, GT Teachers, Academic Dean	Ongoing - May 2019	Gifted and Talented Budget	Sign in sheets, teacher lesson plans

ALAMO HEIGHTS ISD CAMPUS IMPROVEMENT PLAN 2018	
Campus Strategy II	**We will aggressively confront the social and emotional issues of our community**
Profile a Learner:	Engage Socially and Globally, Healthy Sense of Self
Area of Focus:	• Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts
Performance Objective:	100% of AHISD students will be supported through a district-wide program where they are positively able to cope with social and emotional challenges

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Provide opportunities to celebrate learning and recognize student achievement on Woodridge News LIve (WNL) video announcements.	WNL staff and Administration	Quarterly	Campus budget	Students proud of their accomplishments and hard work
2. Incorporate relationship building activities during the first three weeks of school.	Teachers	First three weeks of school, then ongoing throughout the school year	Campus budget	Strong relationships between students and teachers as evidenced by strategies shared by Kevin Curtis.
3. Implement school side social-emotional awareness initiatives	Counselors and teachers	ongoing throughout the year	Campus budget and PTO	Students are given models for making healthy choices and decisions.
4. Ensure that students are involved in at least two community service projects during the school year.	Teachers and Counselors	minimum of one in the fall and one in the spring	Campus budget	Pride in helping those in our community
5. Continue to implement Solid Roots behavioral interventions to targeted students to improve emotional/behavioral/social skills	ACE	Continuing September 2018	Donated funds from former AH students Consultants from Emergent Tree	Campus attainment of quality indicators (developing and/or mastery) as evidenced by end of year progress report from consultants.
6. Continue to implement the SnackPak for Kids program and Clothing Closet for identified students	PTO and counselors	Weekly throughout the school year and summer	PTO and community donations	End-of-year survey; improved student attendance and academics
7. Increase- by 5%- the number of mentors provided for identified at-risk students	Counselors	September 2018-May 2019	Campus budget	End-of-year Community Engagement survey

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
8. Implement AHISD Heart of Heights recommendations on social and emotional wellness, character education and digital citizen ship	Administrators and Counselors	Ongoing	Campus budget	Weekly meetings with AP and Counselors to review progress
9. Implement campus procedures that evenly distribute projects and tests across all content areas	Administrators and Teachers	Ongoing	NA	Teachers will collaborate to ensure tests and projects are not overlapping
10. Implement class meetings at least three times per week	Classroom teachers/administrators	August 2018-May 2019	Campus budget and PTO Curriculum Enrichment	Meeting documented in lesson plans and evidenced in walk through data

ALAMO HEIGHTS ISD CAMPUS IMPROVEMENT PLAN 2018

Campus Strategy: III	We will close the achievement gap
Profile a Learner:	Seek Knowledge and Understanding, Communicate and Collaborate, Employ Skills for Life
Area of Focus:	Reading, Math, Science, Writing, Economically Disadvantaged, SPED and ELL/ESL students
Performance Objective:	95% of all students in grades 3-5 will meet or exceed the state passing standard on STAAR Reading There will be less than 20 percentage points between ED (economically disadvantaged) and non-ED students. 90% of all 4th grade students will meet or exceed the state passing standard on STAAR Writing 90% of all 5th grade students will meet or exceed the state passing standard on STAAR Science HISPANIC, SPED, ED students will meet or exceed the state system safeguards in reading HISPANIC and ED students will meet or exceed the state system safeguards in writing and science ED and SPED students will meet or exceed the federal system safeguards in reading 70% of Bilingual 5th grade students will meet or exceed the satisfactory level on STAAR science Continue to increase the number of students scoring at the advanced level on STAAR in all grades and content areas tested Increase the number of 5th grade students at the advanced level of TELPAS by 10 percentage points 50% of all SPED students will meet or exceed the satisfactory level on STAAR on all tests taken

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Provide training for teachers on how to support ELL students with linguistical accommodations in the classroom.	Assistant Principal and Teachers	Ongoing	Title III and Campus budget	ELL students use accommodations during tests
2. Provide ELPS training for all new teachers.	Assistant Principal	Ongoing	Campus budget	Improved results on state assessments
3. Ensure that students participate in ongoing formal and informal assessments that will allow teachers to use the data to drive instructional decision-making	Teachers, Administrators and Interventionist	Ongoing	Campus Budget, School Foundation Grants	Evidence of mastery of grade-level objectives
4. Ensure that staff model and provide practice opportunities for students to think inferentially and critically when reading a variety of text genres. Strategies include daily	Teachers	Ongoing	NA	Evidence of improved achievement on local and state assessments.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
opportunities to read, write, listen and speak in all content areas.				
5. Analyze and track data, ensure correct PEIMS/LRE coding and Tier placement for ESL, Bilingual and SPED students	Teachers, Interventionist and Administrators	Ongoing	NA	Evidence on PEIMS data and improved achievement on local and state assessments
6. Utilize after school transportation to provide tutoring, homework help and academic clubs for students	Teachers and Administrators	September 2017-May 2018	Campus Budget and Foundation grant	Improved results on local and state assessments
7. Continue to provide Response to Intervention (RtI) tiered instructional practices and keep progress monitoring documentation to review at transition and support meetings	Teachers, Administrators and Interventionists	Ongoing	Foundation grant, campus budget, Title I and Title III	Increase in achievement of students receiving tiered support and on local and state assessments
8. Ensure consistency of grade level TEKS in special education classrooms by regularly participating in general education team planning and data meetings	SPED teachers and SPED Team Leader	Ongoing	NA	Walkthroughs reflect similar best practices and teaching of grade level TEKS
9. Utilize AWARE reports, heat maps and assessment data to plan and design focused instruction in all content areas to increase student achievement	Teachers	Ongoing	Campus budget	Increased student achievement on local and state assessments
10. Support extended grade level learning and planning time through Collaborative Learning Days three times a year to align instruction/equity for diverse learners.	Teachers	Ongoing	T2 funds support substitutes for teachers attending elementary Learning Days	Lesson plans, learning day surveys/feedback, walk through data from admin noting application of learning within classroom instruction
11. Provide initial and ongoing professional development and mentorship opportunities for content-based ESL teachers to provide academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.	Assistant Principal, Campus Language Coordinator	Ongoing	Title 3 Funds are used to support Professional Development for teachers wanting to be prepared to support ESL students.	Sign in sheets, collaborative planning time scheduled, lesson plans
12. Provide professional development opportunities for language program teachers to implement program expectations with fidelity (i.e., language objectives, 7-Steps Strategies, WELLS, Estrellita, Esperanza, and	Language program teachers and admin.	October 2018	Title 3 Funds are used to support Professional Development for bilingual, dual language, and Spanish Immersion teachers, and ESL	Sign in sheets, lesson plans documenting use of programs trained

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
Reach)			teachers	
13. Continue inclusive 1st grade classroom with support	Principal, 1st grade Inclusion teacher	August 2017	NA	Improved academics and behavior of identified SPED students in Inclusive classroom
14. Continue to differentiate instruction to address the diverse needs of learners	Teachers	Ongoing	NA	Student needs met; improved achievement scores
15. Research and purchase TEKS-based materials for SPED teachers	SPED Team Leader and Teachers	December 2017	Campus Budget and SPED funds	Improved achievement on STAAR and move to a level 2 on PBMAS
16. Provide K-2 students who struggle in reading with Leveled Literacy Intervention small group support through the Response to Intervention Time.	Title 1 teachers	October 2017	Title funds support interventionist salaries, supplies, and family engagement activities	Improved achievement on local and state state assements
17. Progress monitor LEP students through local assessments	Campus Bilingual/ESL Coordinator	End of each nine week period	NA	Spreadsheet shows progress of LEP students and a plan is developed for students not making progress
18. Communicate progress monitoring of LEP students with teachers, administrators, support staff and parents	Campus Bilingual/ESL Coordinator will communicate with Principal, AP and classroom teachers. Teachers will communicate with parents	End of each nine week period	NA	Progress shared with all
19. Ensure 5th grade teachers are prepared to discuss 6th grade course selections with ELL parents	5th grade teachers with support from JS staff and Campus Bilingual Coordinator	Fall communication meeting with follow up written guidance for course selection	Release time for 5th grade teachers to accommodate all parent conferences	A clear description of course selections option is documented and available to all parents and teachers. The recommended Dual Language/SI is explained to parents.
20. Increase accountability to program fidelity by conducting classroom walkthroughs specifically targeting culturally responsive strategies.	Administrators	Ongoing	N/A	Walkthroughs documenting strategies in Strive

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
21. Provide K-2 students who struggle in reading with Leveled Literacy Intervention small group support through the Response to Intervention Time.	Principal	August 2018-May 2019	Title I funds	Title I data evidence
22. Seek feedback from parents to design parent engagement events that appeal to parents, provide concrete strategies and resources to support reading at home, and are scheduled at convenient times and dates.	Principal	August 2018-May 2019	Title I funds	Title I data evidence

<table>
<tr><td colspan="2" style="background-color:#FCE9A0">ALAMO HEIGHTS ISD CAMPUS
IMPROVEMENT PLAN
2018</td></tr>
</table>

Campus Strategy: IV	**We will create an environment where impeccable character is modeled by and expected of each individual**
Profile a Learner:	Develop Healthy Sense of Self, Employ Skills for LIfe
Area of Focus:	Positive Behaviors and Acknowledgements and Character Education
Performance Objective:	Students will participate in classroom discussions about the Be the WE (school creed), the Woodridge Way, Core Essesntials and Character.org that promote a safe, well-mannered and orderly school environment and the modeling of good character

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Implement the Core Essentials Character Education Program during classroom guidance lessons	Counselors	September 2018-May 2019	Campus Budget	Students will treat others right, make smart decisions and maximize their potential
2. Provide monthly guidance lessons based on the Be the WE (creed), Core Essentials and the Woodridge Way.	Counselors	Ongoing	Campus budget	Students will understand and model Be the WE, Woodridge Way on a daily basis
3. Implement the Woodridge Way (Be Safe, Be Respectful, Be Responsible) school wide	All Staff	Ongoing	Campus budget	Improved behavior in the hallways and cafeteria
4. Provide classroom time to teach, model and reinforce Be the WE and The Woodridge Way.	Teachers	Ongoing	Campus Budget	Improved classroom and school wide discipline
5. Refine acknowledgement systems at the school and classroom level.	PBIS Team and Teachers	Ongoing	Campus Budget	Improved classroom and school wide discipline
6. Implement Behavior RTI for identified students	Teachers, Counselors, Behavior Specialist	September 2018-May 2019	Campus budget	Improved behavior of identified students
7. Provide Kevin Curtis professional development regarding Restorative Practices.	Teachers, Counselors, Admin	August 2018- May 2019	Campus Budget	Class meetings, walk throughs, evidence of treatment agreements etc.
8. Train all staff and students on the Five Forms of Mistreatment in and out of school and how to respond	Administrators and Counselors	September 2018, then as needed	Campus budget	Safe Schools Training September 14, 2018
9. Utilize the disciplinary protocol for mistreatment, including timely	Administrators	Ongoing	NA	Flowchart utilized throughout the school year

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
communication with parents of all involved parties				
10. Implement Restorative Practices as a disciplinary approach	Administrators, classroom teachers	Ongoing	Campus budget	Walk throughs, informal conferences, class meetings, T-TTESS goals
11. Train all staff, volunteers and substitutes to actively supervise students at all times	Administrators	August 2018	Campus budget	Staff Handbook and team leader agendas, agenda for support services collaboration Aug. 21 2018
12. Ensure counseling services support students with persistent discipline challenges	Counselors	Ongoing	Campus Budget	Discipline records reflect counseling support
13. Professional Development for counselors for high quality, current trends and practices regarding social emotional wellness.	Counselors	Ongoing	Campus budget and PTO C&E	Surveys, Continuing Ed Hours, Effectiveness of programs.

	ALAMO HEIGHTS ISD CAMPUS IMPROVEMENT PLAN 2018
Campus Strategy V	**We will ensure a high-performing faculty and staff to accomplish our mission**
Profile a Learner:	Communicate and Collaborate, Employ Skills for Life
Area of Focus:	Provide recruitment and induction practices that support the District mission
Performance Objective:	Hire and support new staff. Decrease staff mobility.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Provide mentors for all new staff	Administrators	August 2018	NA	Mentors assigned and ongoing support is provided for new staff
2. Ensure that new staff participate in the AHISD Induction Program	New staff and HR Coordinator	Ongoing	District budget	Ongoing support is provided for new staff. Decrease in staff mobility rate.
3. Provide ongoing staff development for staff through Adult Learning, Learning Days, grade level collaboration and off campus workshops.	Administrators, Elementary Academic Dean	Ongoing	Campus budget	Models for effective instructional practices are shared and opportunities for collaboration increased.
4. Meet with new staff at least once a month	Administrators and Instructional Coach	September 2017-May 2018	Campus budget	Ongoing support provide for new staff
5. Improve response rate on EOY parent surveys, with a strong emphasis with Spanish speaking families	Administrators and Parents	Spring 2018	NA	Feedback used to set goals for improvement
6. Recruit and hire more Hispanic teachers	Administrators	Spring 2018	NA	Percentage of Hispanic teachers will more closely match the percentage of Hispanic students
7. Support extended grade level learning and and planning time through Collaborative Learning Days three times a year.	Principal	August 2018-May 2019	Title II funds	Teacher Feedback Surveys

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
8. Provide professional development opportunities for language program teachers to implement program expectations with fidelity (i.e. language objectives, 7-Steps Strategies, WELLS, Estrellita, Esperanza, and Reach)	Principal	August 2018-May 2019	Title III funds	TELPAS student data
9. Provide initial and ongoing professional development and mentorship opportunities for content-based ESL teachers to provide academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.	Principal	August 2018-May 2019	Title III funds	TELPAS student data
10. Provide teachers with initial and ongoing training on Identification and Assessment, Social and Emotional Needs, Creativity and Instructional Strategies, and Differentiated Curriculum	Principal	August 2018-May 2019	N/A	Number of teachers trained for Gifted and Talented

ALAMO HEIGHTS ISD CAMPUS IMPROVEMENT PLAN 2018	
Campus Strategy VI	**We will create a culture of participation that ensures equitable access to academic and extra-curricular activities**
Profile a Learner:	Employ Skills for Life, Communicate and Collaborate
Area of Focus:	All students receive access to core academics and before/after school activies.
Performance Objective:	Increase amount of time students have access to core content areas and extra curricular activities.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Recruit volunteers and secure materials needed to provide before and/or after school clubs, teams and/or leadership activities for students.	Administrators and Volunteer staff	Ongoing	Campus budget	Increased student participation
2. Increase the number of Academic UIL clubs offered to students	Volunteer teachers and Daniel Shea/Jenny Aderholdt (Coordinators)	August 2018	Campus funds	Increased student achievement
3. Seek feedback from parents to design parent engagement events that appeal to parents, provide concrete strategies and resources to support language development at home, and are scheduled at convenient times and dates. Ensure all parent communication is available in home languages.	Teachers, Administrators, PTO	Ongoing	Title 3 funds are used to support family engagement.	Surveys, newsletters, parent choice for parent conferences
4. Continue to communicate with parents in multiple ways in English and Spanish including, but not limited to Monday Mail, classroom newsletters, teacher websites, PTO flyers, School Messenger, etc.	Administrators, Teachers and PTO translator	Ongoing	Campus funds	Increased awareness of campus information by parents and students and increased participation in campus events.
5. Encourage parent, student and campus partnerships through fall and spring conferences and the signing of the Title I	Teachers	Ongoing	NA	Signed Compacts Parent Conference Survey results

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
Compact				
6. Utilize social media outlets to promote positive attributes of our school and students	Administrators, Instructional Coach and Teachers	Ongoing	NA	Increased followers on Woodridge Twitter account and Classroom Twitter and Facebook accounts
7. Provided ongoing opportunities for Spanish speaking families including, but not limited to Adult ESL and parent/teacher committee - Noche de Cultura.	Campus and District Administrators and Teachers	Ongoing	Campus budget and Title III funds	Increased participation of Spanish speaking families
8. Seek feedback from parents to design parent engagement events that appeal to parents, provide concrete strategies and resources to support language development at home, and are scheduled at convenient times and dates. Ensure all parent communication is available in home languages.	Principal	August 2018-May 2019	Title III funds	Increased parent involvement as evidenced through sign-in sheets
9. Seek feedback from parents to design parent engagement events that appeal to parents, provide concrete strategies and resources to support reading at home, and are scheduled at convenient times and dates.	Title 1 teachers/staff, classroom teachers with title 1	Ongoing	Title 1-funds support interventionist salaries, supplies, and family engagement activities	Sign in sheets, agendas, newsletters, Monday Mail, parent choice for events (offered at different times/dates)

ALAMO HEIGHTS ISD CAMPUS IMPROVEMENT PLAN 2018	
Campus Strategy: I	**We will demand all learning be engaging, personally challenging, and relevant.**
Profile a Learner:	Seek Knowledge and Understanding; Think critically and creatively
Area of Focus:	Enhance success for all students by challenging students in a relevant, rigorous academic program with differentiated instruction and accommodations, as needed, and by using various assessment strategies to monitor the ongoing progress of students. • Focus on strategies in all academic areas that enhance reading comprehension and writing. • Use technology, including online curriculum resources, as an integrated tool for learning and teaching across the curriculum.
Performance Objective:	100% of AHISD students will engage in an age-appropriate, developmentally challenging curriculum. • AHISD will earn a rating of Recognized on the state accountability system.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Form two Engaged Classroom cohorts (Kinder and PreK) that utilize 1:1 technology and collaboratively plan using the Blueprint a minimum of four cycles during the year. (revised)	Instructional Coach; Engaged Classroom Teachers	September 2018- May 2019	Engage 2 Learn, Instructional Coach; AHISD Technology Department; Blueprint	AHISD Blueprint for Learning Measurement Outcomes
2. Implement guided reading as an expected practice and ensure that reading is both joyful and personally challenging)--DI	Classroom Teachers	October 2018-May 2019	DRA BAS Assessment Kit; I-Station; TPRI; Interventionists; Instructional Coach; Title I funds; Fountas & Pinnell resources	TTESS Walkthroughs
3. Integrate technology as a tool for learning in ways that allow children to create, collaborate, and communicate focusing on a proficiency in two apps that are fairly new to the majority.	Classroom Teachers; Instructional Coach	October 2018; January 2018	Engaged Classroom teachers; TechFacilitators; SeeSaw; Current Reality in App Use	Student products (TTESS Summative and EOY conferences)
4. Use math AIMS data to differentiate math instruction in Kinder. AIMS will be administered by teachers and interventionists.	Classroom teachers; Interventionists	September 2018; May 2019	TEKS Resource System	% age making significant growth on AIMS Web assessment

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
5. Implement the new StemScopes Science curriculum.	Classroom teachers	September, October 2018; January 2019; March 2019; April/May 2019	Learning Days; Professional Development half-days	Teacher input (surveys/reflections)
6. Implement a Maker Space for children to communicate and collaborate and think critically and creatively.	Committee Members	September 2018-May 2019	Internet; Engaged Classroom Teachers: TCEA	Teacher input; Student input

ALAMO HEIGHTS ISD CAMPUS IMPROVEMENT PLAN 2018	
Campus Strategy II	**We will aggressively confront the social and emotional issues of our community**
Profile a Learner:	Healthy Sense of Self; Communicate and Collaborate; Engage Socially and Globally
Area of Focus:	Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts
Performance Objective:	100% of AHISD students will be supported through a district-wide program where they are positively able to cope with social and emotional challenges

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Clarify supports between Tier 2 and Tier 3 children and communicate via our PBIS notebook. (carryover)	Behavior Committee; Principal	September 2018	PBIS Manual	RTI Screener data; Individual Data Collection sheets Formative and Summative RTI documentation via spreadsheets; Individual Behavior plans
2. Monitor Behavior RTI roster and levels of support every other week as part of progress monitoring using a rubric system through Behavior Committee meetings and assigned team walkthroughs. (new)	Behavior Committee; Principal	Every two weeks beginning in October 2018	Google Doc spreadsheet; Initial rosters with highlights	Rubrics; Decrease in Office Referral/Incident forms
3. Hold individual RTI Input Meetings, involving key members (adding our LSSP) when professionals feel they need more support or problem solving to successfully meet the social and emotional needs of a child. (revised)	Behavior Committee; Classroom Teachers; LSSP	September 2018-May 2019	PBIS Manual; AWARE	AWARE data; RTI Input log
4. Implement daily morning meetings as a	Morning Meeting Volunteers;	August 2018-May 2019	Responsive Classroom;	Walkthroughs; Teacher

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
structure for children to connect and develop speaking and listening skills that align with thinking heads, feeling hearts, and helping hands.	Classroom Teachers; Admin		Morning Meeting Resources; 80 Ideas	Input/Survey; Student Input/Survey
5. Implement consistent safety expectations for our playground and equipment.	Teachers; Assistants; Admin	August 2018- May 2019	Google doc based on faculty input	Monthly check ins
6. Implement PreK Ready Room to assist children who seem to need social/emotional/physical breaks during the day	Occupational Therapist; PreK teachers; SPED Department Chair	September 2018- May 2019	Tracy Thomas, OT; Funds??	IEP Goals
7. Use Solid Roots process for intervention for identified Tier 3 children.	SPED Case Managers	October 2018- April 2019	Solid Roots Consultants	Behavior Tracking Sheets; Kinder/PreK Checklists

ALAMO HEIGHTS ISD CAMPUS IMPROVEMENT PLAN 2018	
Campus Strategy: III	**We will close the achievement gap**
Profile a Learner:	Seek knowledge and understanding; Think Critically and Creatively
Area of Focus:	Data will be tracked at regular intervals for a clearly defined student group to monitor and adjust instruction to close the achievement gap for our low SES students.
Performance Objective:	The achievement gap between EcD and non-EcdD Students will be eliminated

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Identify children (PreK and K) who are in subgroups (Eco Dis; ELL; Special Ed) and monitor progress closely through the use of a spreadsheet and as a cross-check for RTI. -- Added column or coding on teacher spreadsheet (revised)	Principal, Assistant Principal, Interventionists, Instructional Coach; Classroom Teachers	September 2019-May 2020	PEIMS Coded lists; ESGI	Completed spreadsheet indicating periodic progress checks Summary data for subgroups
2. Monitor and tighten continual progress of Tier 1b children using I-Station, TPRI, and classroom assessments by viewing monthly reports and mid-year data in an effort to make adjustments to groupings. (continue)	Principal, Assistant Principal, Interventionists, Teachers	October 2018-May 2019	District RTI Handbook; I-Station/On Demand reports; LLI and Reading Records; Anecdotal Notes	RTI Google Doc; I-Station/TPRI data;Teacher monthly reports; RTI Reflections
3. Ensure a deep understanding of the AHISD Retention Guidelines through the development of scenarios in an effort to be proactive and inform and communicate with parents in a way that is aligned with the guidelines. (revised)	Principal, Assistant Principal; Behavior Consultant	October 2018 (PD Day) January-February 2019 March-April 2019	Academic Dean; Interventionists; AHISD Retention Guidelines	Individual checklists; Assessment data; Parent Conferences
4. Implement the RTI process for Supported Classrooms based on the recommendations from the previous year. (revised)	Admin, Special Ed Inclusion teachers; Department Chair; Interventionists	August 2018- May 2019	Special ed funds; Local funds; Google Doc--Supported Classrooms Clarification	IEP goals; Tier Progress
5. Hold staffings every 4-6 weeks to monitor	LSSP, SLP's, Admin, Special Ed	September 2018- May 2019	LSSP and SLP assessments	IEP's; Individual student data

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
progress of SPED children and to discuss newly-tested children with an all children/all programs mindset. (revised)	Director; Supported Classroom teachers; Special Ed Department Chair			based on general ed assessments
6. Provide ESL or Bilingual support for ELL children through content-based ESL, pull-out and a one-way transitional bilingual model. (continue)	Interventionist; Bilingual & ESL teachers; LPAC Committee	August 2018-May 2019	Region 20; Title III funds; Tejas Lee/TPRI; ESGI;	Literacy Data; Woodcock-Munoz; TELPAS
7. Post language objectives weekly in bilingual and ESL classrooms to support understanding and implementation for children and teachers. (Continued)	ESL & Bilingual teachers; ESL Coordinator; Assistant Principal	September 2018- May 2019	ELPS; Region 20; ESL Coordinator; ESL/Bilingual Cohort meetings	Walkthroughs; Lesson Plans
8. Begin academic RTI intervention with known PreK/SPED children and those who have no preschool beginning in week 2. (revised)	Interventionists	August 2018-September 2018	PreK Data; Parent Input sheets	Universal screening data; Progress monitoring data
9. Implement a full day Language Rich PreK to include BELLS children, PreK qualifying children and tuition children. (new)	Admin; PreK teacher; SLP	August 2018-May 2019	District Office; Region 20; TEA; Title funds	PreK Data; IEP progress reports; Parent/community feedback
10. Design a process map and hold transition meetings for PreK/PPCD children moving to Kinder in addition to the existing transition meetings of Kinder to First grade. (carryover)	PreK teachers; Kinder teachers; Admin, Behavior Consultant, Special Ed Team Leader	January 2019 April 2019- May 2019	Special Ed Director, First Grade Rep, Kinder Teacher Rep, PreK Rep	Individual assessment data; AWARE documentation
11. Hold Title I and Bilingual parent meetings a minimum of twice per year.	Interventionists; Language Coordinator; Bilingual PreK/K teachers	October 2018; April-May 2019	Title I and Title III funds	Sign in sheets; Parent feedback (exit tickets)
12. Revise timeline and solidify structures for meeting individual needs of struggling learners using I-Station, progress monitoring, and reflection.	Interventionists; Principal	August 2018- May 2019	PD Structures; ESGI; I-Station website	Literacy Data reflecting growth and % meeting cut score.
13. Implement a full day Inclusion PreK to include PPCD children and PreK qualifying children. (new)	Admin; PreK Teacher; PPCD Teacher; SPED Dept Chair	August 2018 - May 2019	ADA	PreK Data; IEP progress reports; Parent/community feedback
14. Provide K-2 students who struggle in reading with Leveled Literacy Intervention small group support through the Response to Intervention Time.	Principal	August 2018 - May 2019	Title I	Title 1 Data

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
15. Seek feedback from parents to design parent engagement events that appeal to parents, provide concrete strategies and resources to support reading at home, and are scheduled at convenient times and dates.	Principal	August 2018-May 2019	Title I	Title 1 Data

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<tr><td>Profile a Learner:</td><td>Develop a Healthy Sense of Self; Think Critically and Creatively; Communicate and Collaborate; Employ Skills for Life; Engage Socially and Globally</td></tr>
<tr><td>Area of Focus:</td><td>A clearly defined character education initiative is initiated at each campus</td></tr>
<tr><td>Performance Objective:</td><td>100 % of students will participate in character education initiatives in AHISD classrooms</td></tr>
</table>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Provide opportunities for children to assume classroom and school-wide leadership roles (i.e. Kinder Preview; New Students; Playground; Coaches in PE; etc.)	Administrators; Classroom Teachers; Character Committee	October 2018- May 2019	Character.org	Reflection Piece; Agenda Item; # of children assuming a leadership role beyond the classroom; Inventory of classroom leadership roles
2. Broaden our community service opportunities in which children can engage in at least one new initiative in addition to the existing initiatives and ensure each class has a nursing home opportunity. (revised)	Principal; Behavior Consultant; Specials Teachers; Teacher Leader	September 2018- May 2019	Pennies for Patients Giving Tree Local Nursing Homes Teacher Leader Academy Julie Bonewell, TLA 2017-2018	Master list/record of service projects/opportunities
3. Complete the application for a National School of Character through Character.org.	Character Committee; Principal; Assistant Principal	August 2018-December 2018	Character.org; TEPSA Presenters	Application completed; Awards
4. Attach core values to our touchstone (thinking head--integrity; feeling heart--compassion; helping hands--generosity)	Character Committee; Teachers; Administrators	September 2018- May 2019	HBNN Morning Announcements; PBIS/Character Notebook	Page in Character Notebook; Survey question
5. Connect the character timeline to Morning	Character Committee;	August 2018- May 2019	Character Timeline;	Teacher Input/Surveys;

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
Meetings and the Profile of a Learner and offer explicit support for the Digital Citizenship lessons.	Instructional Coach; Morning Meeting Volunteer Group		PBIS/Character Notebook; Morning Meeting resources in Google Drive	Walkthroughs
6. Train all faculty and staff on the Five Forms of Mistreatment and how to respond.	Principal; Behavior Consultant	October 2018	Other Campus Counselors	Agenda/ Sign in sheet; Added document to PBIS notebook
7. Utilize the AHISD disciplinary protocol for mistreatment, including timely communication with parents of all involved parties.	Principal; Assistant Principal; Behavior Consultant	October 2018- May 2019	Monday Mail; Flow chart	PBIS Survey
8. Enforce behavioral consequences clearly and consistently based on the severity of the infraction, disciplinary history, and the child's ownership of the behavior.	Principal; Assistant Principal	monthly	PBIS Committee	Monthly review of referrals; Climate/Culture survey of parents and teachers
9. Train all staff and volunteers to actively supervise children because unsupervised times can lead to mistreatment.	Principal; Behavior consultant	Ongoing; September 2017; October 2017	PBIS Committee; written guidelines for lunch volunteers; Weekly Communication	Office Referral data; Nurse referral data (Location)
10. Involve children in tending to the Howard Garden.	Gardening Committee	September 2018-May 2019	PTO Budget; Campus Budget; Support lessons in Google Drive	Monthly Monitoring; Committee Review/Action Plan
11. Revise, teach and support a plan for recycling in the cafeteria and around the school. (continue)	TLA--Carly Leech; Assistant Principal	September 2018- May 2019	PTO Volunteers; Cafeteria Monitors; Custodians	Recycling revenue; Survey question on effectiveness

ALAMO HEIGHTS ISD CAMPUS IMPROVEMENT PLAN 2018	
Campus Strategy V	**We will ensure a high-performing faculty and staff to accomplish our mission**
Profile a Learner:	All areas of the Profile
Area of Focus:	• AHISD will recruit and induct the highest performing faculty and staff through quality HR practices at the district and campus level • An expectation for quality professional development opportunities will ensure best practices to be implemented in AHISD classrooms
Performance Objective:	100% of AHISD staff members will be high-performing according to district standards

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Create opportunities for discussion groups and feedback around TTESS goals that extends beyond the teams.(continue)	Administrators; TTESS Professionals	August 2018; Sepember 2018; October 2018; January 2019; April 2019	SMART Goals, TTESS resources	STRIVE documentation; Survey
2. Collaborate with design team members, Instructional Coach Academic Dean and Interventionists to design professional development opportunities that align with our goals, our CIP, and the Profile of the Learner. (revised)	Administrators, Academic Dean, Campus Design Team; Instructional Coach	October 9, 2017 October 26, 2017 Learning Days Monthly faculty meetings PLC Structure	Region 20	Agendas, Teacher Feedback
3. Collaborate with one another horizontally (same grade level) and vertically, with an emphasis on PK-K collaboration. (carryover/revise)	Design Team	Weekly (same grade level) Once each 9 weeks for PK-K	Conference periods; Release time	Agenda/Calendars; Howard Faculty Google Folder; Bloomz for Faculty
4. Research and implement a job-embedded peer-based professional development model.	Design Team; Admin; Teachers			
5. Support teachers new to Howard through a multi-layered approach that consists of partner teacher, team/team leader, assigned mentor from another team, interventionists, instructional coach, and office team. (continue)	Principal; Assistant Principal; Instructional Coach; Special Ed Dept. Chair	Monthly check-ins	AHISD Human Resources Checklists; Release time for observations	New Teacher input/survey; Recording Sheet

	Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
6.	Observe and/or participate in a minimum of one Blueprint planning session.	Principal; Assistant Principal; Instructional Coach; Classroom teachers who are not Engaged Classroom teachers	One time per year	Engage 2 learn; Engaged Classroom Teachers	Teacher input/survey
7.	Provide opportunities for release time for assistants to gain expertise in technology and best practices.			Kris Holliday	
8.	Develop a plan to support ESL/Bilingual teachers through group learning, team planning and 1:1 coaching.	Assistant Principal; ESL Teacher/Interventionist	Group learning: One time per nine weeks Team Planning: Weekly 1:1 Coaching: Monthly	ELPS; 7 Steps to Language Rich Environment; Region 20	TELPAS data; Classroom Walkthroughs; Agendas, Teacher Feedback
9.	Support and Increase the number of certified ESL teachers. (continue)	Principal; Assistant Principal; ESL Teacher/Interventionist	October 2018-May 2019	Region 20	Teacher Certifications
10.	Support extended grade level learning and planning time through Collaborative Learning Days three times a year.	Principal	August 2018-May 2019	Title 2	Teacher Feedback Surveys
11.	Provide professional development opportunities for language program teachers to implement program expectations with fidelity (i.e. language objectives, 7-Steps Strategies, WELLS, Estrellita, Esperanza and Reach)	Principal	August 2018-May 2019	Title 3	TELPAS student data
12.	Provide initial and ongoing professional development and mentorship opportunities for content-based ESL teachers to provide academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science and social studies.	Principal	August 2018-May 2019	Title 3	TELPAS student data

13.	Provide PK teachers with 30 hours of PD and mentoring. Seek parental input on the design of a parent engagement plan. Devote collaborative planning time to the creating of a guaranteed and viable curriculum that aligns with PK and kindergarten state standards.	Principal	August 2018-May 2019	High Quality PK Program	ECDS data

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
14. Provide teachers with initial and ongoing training on Identification and Assessment, Social and Emotional Needs, Creativity and Instructional Strategies, and Differentiated Curriculum.	Principal	August 2018-May 2019	Gifted and Talented	Number of teachers trained for Gifted and Talented

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<tr><td>**Profile a Learner:**</td><td></td></tr>
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<tr><td>**Performance Objective:**</td><td></td></tr>
</table>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1. Examine our preschool programs from an "All Kids All Programs" perspective and think flexibly so that children's needs can be met through participation in more than one program or through an adaptation or revision to an existing program.(continue)	Administration, Inclusion Teachers, Special Ed, PreK and Head Start teachers and assistants; SLP's.	August 2018-May 2019	Special Ed; Consultant (Dr. Davidson); Region 20; Head Start Director	IEP Goals; Master Schedule Input; Class Rosters; Quarterly Reflections
2. Develop a quality 4-year old Specials program that is aligned to Kinder.	Music teacher, PE teacher, Library Assistant; Yoga teacher	August 2018-June 2019	Head Start Director; PTO funds	Walkthroughs;Teacher Input
3. Expand PreK program to full -day Language Rich PreK and Supported PreK.	Admin; PK teachers; Speech Therapist	Summer 2018	Tuition Program; Mike Hagar; Kris Holliday; Jimmie Walker	Parent input/survey; GOLD assessment data
4. Provide school wide written communication in both Spanish and English. (continue)	Admin; Biingual/ESL teachers	Ongoing	Translators	Copies of communications
5. Provide Yoga to all Kinder children to reinforce mindfulness.(continue)	Principal; Yoga Instructor	Two times per month all year	Local Enrichment Budget; PTO	Parent and Teacher Survey; Children's participation; Reflective conversation w/ Yoga Instructor
6. Provide ARTWORKS to all children who attend full-day.(continue)	Principal; PTO	September 2018 - May 2019 (excluding November and March)	Artworks; PTO Budget	Parent and Teacher Survey; Children's participation; Reflective conversation w/ Artworks Director
7. Seek feedback from parents to design parent engagement events that appeal to parents, provide concrete strategies and resources to	Principal; Assistant Principal	August 2018-May 2019	Title 3	Increased parent involvement as evidenced through sign-in sheets

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
support language development at home, and are scheduled at convenient times and dates.				
8. Raise awareness of the connection between strong attendance and strong academic growth.	Principal; Assistant Principal	August 2018-May 2019	Equity Plan	Attendance rates
9. Establish common home-school connections to ensure equity for children.	Principal; Team Leaders	September 2018-May 2019	Bloomz; SeeSaw; Google docs; Survey data	Survey data

Alamo Heights ISD
Report on Violence, Drug, Alcohol, & Tobacco Use Prevention
October 2018

Data Based on 2017-18 Incidents
(the previous school year)

Texas statute requires every district to publish a report on violent and criminal incidents in their school. Alamo Heights ISD continues to prioritize safety of students and staff as a high priority. Data reflects the number of criminal activities occurring on school property or school sponsored events during the 2017-18 school year. Preceding the table of incidents is a list of prevention and intervention programs employed to reduce the number of risk situations.

District-wide Prevention and Intervention Efforts

- The Eight Keys of Excellence, character education traits (integrity; failure leads to success; speak with good purpose; this is it; commitment; ownership; flexibility; and balance), serve as a district-wide framework. The Keys are taught through stories, gestures and integrated continually into all facets of campus life.

- Since the fall of 2016, AHISD has partnered with character.org with the future goal of becoming recognized by them as a District of Character. Each campus uses the 11 Principles of Character Education as a framework within which to further their own character education efforts with the goal of being recognized by character.org as a Campus of Character.

- Secondary students involved in extra and co-curricular activities are required to abide by the AHISD Extra-Curricular Code indicating their agreement to follow all district policies with an emphasis on policy related to alcohol, and other drug use, as well as mistreatment and other inappropriate behavior.

- Integration of drug, alcohol, and violence prevention efforts is conducted throughout grades EE-12 through classroom instruction, classroom guidance activities, counseling and health classes.

- The District Wellness Coordinator provides services to prevent, intervene, and drug substance use in our community. These efforts span across campuses.

- An anonymous tip line, provides an avenue to report safety concerns on-line. The link IS available on the district webpage under the Parents & Students banner tab.

- Recommendations known as "Heart of Heights" have been implemented in 2016-17, the result of a task force from Spring 2016 that examined three areas: social/emotional wellness, character education, and digital citizenship.

- Implemented Youth Suicide Prevention Program curriculum units for grades 5-12.

- Each campus has an active mentoring program to match adult mentors from the district or school community with students in need of a mentor.

Howard Early Childhood Center

- Staff integrates the Eight Keys of Excellence character education components into the curriculum.

- Faculty integrates character education themes into the curriculum, announcements, and special events throughout the school through a weekly focus based on the 8 keys, digital citizenship, and Heart of Heights. A variety of project-based activities, like canned food drives, Pennies for Patients, Project Care, TV Screen-free week, and the Giving Tree are also implemented to reinforce compassion and giving.

- Parent presentation series are provided to parents throughout the year.

Elementary Level (campus specific approaches may vary)

- The Eight Keys of Excellence framework is integrated into instruction and activities at the elementary level.

- Counselors provide character education and support for elementary age students including anger management, violence prevention skills, divorce and separation issues, and self-esteem through individual or group sessions through classroom guidance lessons as well as individual counseling.

- Counselor's Corner provides handouts/info to families about social/emotional issues and character education.

- Regular classroom meetings ("community circles") to build relationships and discuss social/emotional, digital citizenship, and character education related items (Heart of Heights content is infused here).

- Students are encouraged to live healthy life-styles, make wise choices and set goals through daily lessons and activities during "Red Ribbon Week."

- Since 2014-15, each campus implemented Positive Behavior Interventions and Supports (PBIS) that include clear expectations for positive behavior (specific approached vary by campus).

- The RTI Committee meets regularly to identify and make recommendations for students in need of academic or behavioral support.

- School wide "Pink Out Against Put Downs"

Junior School

- The Student Support Counselor, a licensed professional social worker, assists students with a variety of emotional issues, which may interfere with their academic success.

- The Student Intervention Team, comprised of administrators, counselors, the campus school nurse, and campus social worker identify and generate interventions for students in crisis (meets weekly).

- Safety assemblies, by grade level, are delivered by administrators and counselors to address each grade level regarding specific safety guidelines for the campus. Proactive interventions are used to reduce potentially critical safety and climate issues.

- The District Wellness Coordinator, Cat Widder, let grade-level presentations about the deleterious health effects of vaping.

- The 6th grade Health class is a required 9-week course.

- The academic counselors and a full-time wellness counselor provide support for Junior School students, including alcohol, drug-use, and social issues through individual, group sessions, and classroom guidance.

- The Junior Ambassador Program matches student mentors with new students to the district. Ambassadors also serve as guides during 5th grade visits.

- Advisory meets each week, a time in which students build relationships in small groups with an adult in which they discuss important topics that impact social/emotional wellness, digital citizenship, and character education. Information about these advisory lessons is shared with parents through Monday Mail.

High School

- The Student Support Center, with two part-time contracted social workers, assists students with a variety of emotional issues, which may interfere with their academic success.

- The Student Intervention Team, comprised of administrators, counselors, the campus school nurse, and campus social worker identify and generate interventions for students in crisis (meets weekly).

- Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Link Crew trains members of the junior and senior classes to be Link Leaders. As positive role models, Link Leaders are motivators, leaders and teachers who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshman success.

- A partnership with Rise Recovery (formerly Palmer Drug Abuse Prevention, or PDAP) provides drug-abuse counseling groups students in recovery at the high school campus.

- Advisory meets each week, a time in which students build relationships in small groups with an adult in which they discuss important topics that impact social/emotional wellness, digital citizenship, and character education. Information about these advisory lessons is shared with parents through Monday Mail. An advisory team of teachers, with input from students, provides lessons for the students each week. Regularly, students in given classroom volunteer to develop the lessons for the entire campus.

- The District Wellness Coordinator, Cat Widder, let student-developed advisory lesson about the deleterious health effects of vaping.

Incidents for Elementary*

INCIDENT**	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Possessed, sold, used or was under the influence of alcohol	0	0	0	0	0
Assault against a school district employee or volunteer	0	0	0	0	0
Conduct punishable as a felony	0	0	0	0	0
Possessed, sold or used marijuana or other controlled substance	0	0	0	0	0
Possessed, purchased, used or accepted a cigarette or tobacco product	0	0	0	0	0
Public lewdness or indecent exposure	0	0	0	0	0
School related gang violence	0	0	0	0	0
Terroristic threat	0	0	0	0	0
Used, exhibited or possessed a firearm	0	0	0	0	0
Used, exhibited or possessed an illegal knife (blade >5.5 inches)	0	0	0	0	0
Assault against a student	0	0	0	0	0

Incidents for Junior School*

INCIDENT**	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Possessed, sold, used or was under the influence of alcohol	0	0	1	2	1
Assault against a school district employee or volunteer	0	0	0	0	0
Conduct punishable as a felony	0	0	0	0	0
Possessed, sold or used marijuana or other controlled substance	5	6	2	4	3
Possessed, purchased, used or accepted a cigarette or tobacco product	0	0	1	12	8
Public lewdness or indecent exposure	0	0	0	1	0
School related gang violence	0	0	0	0	0
Terroristic threat	0	0	1	0	0
Used, exhibited or possessed a firearm	0	0	0	0	0
Used, exhibited or possessed an illegal knife (blade >5.5 inches)	0	0	0	0	0
Assault against a student	10	0	2	2	0

*As defined in Texas Education Code (TEC) Chapter 37, Disciplinary- Action- Reason- Code.
** NOTE: An incident may include multiple students.

Incidents for High School*

INCIDENT**	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Possessed, sold, used or was under the influence of alcohol	4	0	4	4	8
Assault against a school district employee or volunteer	0	0	0	0	0
Conduct punishable as a felony	0	0	2	7	0
Possessed, sold or used marijuana or other controlled substance	25	21	27	21	25
Possessed, purchased, used or accepted a cigarette or tobacco product	1	0	2	11	1
Public lewdness or indecent exposure	0	0	0	0	0
School related gang violence	0	0	0	0	0
Terroristic threat	0	0	2	0	2
Used, exhibited or possessed a firearm	0	0	0	0	0
Used, exhibited or possessed an illegal knife (blade >5.5 inches)	0	0	0	1	0
Assault against a student	1	6	1	5	2

*As defined in Texas Education Code (TEC) Chapter 37, Disciplinary- Action- Reason- Code.
** NOTE: An incident may include multiple students.

Report of 2015-2016 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2017

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2015-2016 high school graduates who attended public four-year and two-year higher education in FY 2017. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2016, spring 2017, and summer 2017 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2017, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2017 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at http://www.txhighereddata.org/Interactive/HSCollLink. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

County	District		Total Graduates	<2.0	GPA for 1st Year in Public Higher Education in Texas				
					2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
BEXAR									
	ALAMO HEIGHTS ISD								
	015901001	ALAMO HEIGHTS H S							
		Four-Year Public University	97	6	10	17	25	39	0
		Two-Year Public Colleges	79	15	6	10	20	21	7
		Independent Colleges & Universities	37						
		Not Trackable	10						
		Not Found	157						
		Total High School Graduates	380						
	BROOKS ACADEMY OF SCIENCE AND ENGI								
	015830001	BROOKS ACADEMY OF SCIENCE AND ENGI							
		Four-Year Public University	10	4	0	3	1	2	0
		Two-Year Public Colleges	38	5	6	5	9	12	1
		Independent Colleges & Universities	7						
		Not Trackable	0						
		Not Found	27						
		Total High School Graduates	82						
	EAST CENTRAL ISD								
	015911001	EAST CENTRAL H S							
		Four-Year Public University	103	30	11	16	24	20	2
		Two-Year Public Colleges	197	40	33	38	40	29	17
		Independent Colleges & Universities	26						
		Not Trackable	22						
		Not Found	349						
		Total High School Graduates	697						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.

School Counselors

As of October 19,2017, in policy update 109, AIB (LEGAL) requires that the District Performance Report (TAPR) include the number of school counselors providing counseling services at each campus.

Howard Early Childhood Center: no professional school counselors, but a full time Assistant Principal and a part time behavior support person provide services at the campus.

Cambridge Elementary: two professional school counselors

Woodridge Elementary: two professional school counselors

Junior School: two professional school counselors and one social worker (licensed professional counselor certified)

High School: four professional school counselors, two-part time (50% and 60%) social workers (both licensed professional counselor certified), one college counselor (a certified professional school counselor), and the district wellness coordinator (a licensed professional counselor) housed at the high school.

High School Allotment
Annual Performance Review

As of October 19,2017, in policy update 109, AIB (LEGAL) requires that the board of trustees reviews progress in relation to established annual performance goals for programs, activities, and strategies implemented with high school allotment funds related to the following indicators of: (1) Percentage of students graduating from high school; (2) Enrollment in advanced courses, including College Board advanced placement courses, and dual language or college credit courses and (3) Percentage of "College-Ready Graduates," as defined by 19 Administrative Code 61.1094(2). Data should be disaggregated with respect to race, ethnicity, gender, and socio-economic status. Following is that data taken from the Alamo Heights High School TAPR.

District Name: ALAMO HEIGHTS ISD
Campus Name: ALAMO HEIGHTS H S
Campus Number: 015901001

Total Students: 1,576
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2016-17	95.7%	96.3%	**95.7%**	96.4%	95.2%	96.0%	96.8%	97.1%	-	97.5%	93.4%	94.4%	96.2%
2015-16	95.8%	96.3%	**95.7%**	97.0%	95.5%	95.8%	95.7%	97.2%	-	*	94.7%	94.8%	96.0%
Annual Dropout Rate (Gr 7-8)													
2016-17	0.3%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
2015-16	0.4%	0.0%	*	-	-	*	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2016-17	1.9%	0.2%	**0.2%**	0.0%	0.6%	0.0%	0.0%	0.0%	-	0.0%	0.9%	0.6%	0.0%
2015-16	2.0%	0.6%	**0.6%**	0.0%	0.5%	0.7%	0.0%	0.0%	-	*	1.1%	0.7%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	89.7%	96.9%	**96.9%**	*	96.9%	97.4%	*	86.7%	-	*	83.3%	93.8%	100.0%
Received TxCHSE	0.4%	0.2%	**0.2%**	*	0.0%	0.4%	*	0.0%	-	*	5.6%	0.0%	0.0%
Continued HS	4.0%	2.2%	**2.2%**	*	2.5%	1.3%	*	13.3%	-	*	11.1%	6.3%	0.0%
Dropped Out	5.9%	0.7%	**0.7%**	*	0.6%	0.9%	*	0.0%	-	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.1%	97.1%	**97.1%**	*	96.9%	97.9%	*	86.7%	-	*	88.9%	93.8%	100.0%
Graduates, TxCHSE, and Continuers	94.1%	99.3%	**99.3%**	*	99.4%	99.1%	*	100.0%	-	*	100.0%	100.0%	100.0%
Class of 2016													
Graduated	89.1%	96.3%	**96.3%**	*	94.9%	97.1%	*	100.0%	-	-	92.9%	91.1%	*
Received TxCHSE	0.5%	0.0%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	*
Continued HS	4.2%	1.8%	**1.8%**	*	2.6%	1.4%	*	0.0%	-	-	0.0%	3.6%	*
Dropped Out	6.2%	1.8%	**1.8%**	*	2.6%	1.4%	*	0.0%	-	-	7.1%	5.4%	*
Graduates and TxCHSE	89.6%	96.3%	**96.3%**	*	94.9%	97.1%	*	100.0%	-	-	92.9%	91.1%	*
Graduates, TxCHSE, and Continuers	93.8%	98.2%	**98.2%**	*	97.4%	98.6%	*	100.0%	-	-	92.9%	94.6%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	91.6%	97.9%	**97.9%**	100.0%	96.9%	98.6%	*	100.0%	-	-	94.1%	94.8%	*
Received TxCHSE	0.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	*
Continued HS	1.2%	0.3%	**0.3%**	0.0%	0.6%	0.0%	*	0.0%	-	-	0.0%	0.0%	*
Dropped Out	6.6%	1.8%	**1.8%**	0.0%	2.5%	1.4%	*	0.0%	-	-	5.9%	5.2%	*
Graduates and TxCHSE	92.2%	97.9%	**97.9%**	100.0%	96.9%	98.6%	*	100.0%	-	-	94.1%	94.8%	*
Graduates, TxCHSE, and Continuers	93.4%	98.2%	**98.2%**	100.0%	97.5%	98.6%	*	100.0%	-	-	94.1%	94.8%	*
Class of 2015													
Graduated	91.3%	97.8%	**97.8%**	*	97.3%	98.0%	*	100.0%	-	100.0%	95.7%	90.8%	*
Received TxCHSE	0.8%	0.5%	**0.5%**	*	0.0%	1.0%	*	0.0%	-	0.0%	0.0%	3.1%	*
Continued HS	1.2%	0.0%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Dropped Out	6.7%	1.6%	**1.6%**	*	2.7%	1.0%	*	0.0%	-	0.0%	4.3%	6.2%	*
Graduates and TxCHSE	92.1%	98.4%	**98.4%**	*	97.3%	99.0%	*	100.0%	-	100.0%	95.7%	93.8%	*
Graduates, TxCHSE, and Continuers	93.3%	98.4%	**98.4%**	*	97.3%	99.0%	*	100.0%	-	100.0%	95.7%	93.8%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.8%	97.8%	**97.8%**	*	97.3%	98.1%	*	100.0%	-	100.0%	95.8%	90.8%	*

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 Campus Attendance, Graduation, and Dropout Rates

District Name: ALAMO HEIGHTS ISD

Campus Name: ALAMO HEIGHTS H S

Campus Number: 015901001

Total Students: 1,576

Grade Span: 09 - 12

School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	1.0%	0.5%	**0.5%**	*	0.0%	1.0%	*	0.0%	-	0.0%	0.0%	3.1%	*
Continued HS	0.6%	0.0%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Dropped Out	6.7%	1.6%	**1.6%**	*	2.7%	1.0%	*	0.0%	-	0.0%	4.2%	6.2%	*
Graduates and TxCHSE	92.8%	98.4%	**98.4%**	*	97.3%	99.0%	*	100.0%	-	100.0%	95.8%	93.8%	*
Graduates, TxCHSE, and Continuers	93.3%	98.4%	**98.4%**	*	97.3%	99.0%	*	100.0%	-	100.0%	95.8%	93.8%	*
Class of 2014													
Graduated	90.9%	98.1%	**98.1%**	100.0%	96.0%	99.1%	*	100.0%	-	100.0%	93.3%	93.0%	*
Received TxCHSE	1.2%	0.6%	**0.6%**	0.0%	0.0%	0.9%	*	0.0%	-	0.0%	0.0%	0.0%	*
Continued HS	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Dropped Out	7.2%	1.4%	**1.4%**	0.0%	4.0%	0.0%	*	0.0%	-	0.0%	6.7%	7.0%	*
Graduates and TxCHSE	92.2%	98.6%	**98.6%**	100.0%	96.0%	100.0%	*	100.0%	-	100.0%	93.3%	93.0%	*
Graduates, TxCHSE, and Continuers	92.8%	98.6%	**98.6%**	100.0%	96.0%	100.0%	*	100.0%	-	100.0%	93.3%	93.0%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2017	89.7%	96.2%	**96.2%**	*	95.7%	97.0%	*	86.7%	-	*	71.4%	93.8%	100.0%
Class of 2016	89.1%	94.3%	**94.3%**	80.0%	92.5%	95.8%	*	100.0%	-	-	59.1%	89.5%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2017	88.5%	93.6%	**93.6%**	*	89.5%	96.1%	*	100.0%	-	*	18.2%	76.1%	*
Class of 2016	87.4%	91.1%	**91.1%**	*	87.2%	93.0%	*	100.0%	-	-	7.7%	80.0%	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2017	6.0%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	*
Class of 2016	5.5%	5.3%	**5.3%**	-	6.7%	*	-	-	-	-	-	0.0%	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	60.8%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	*	0.0%	*
Class of 2016	54.0%	0.0%	**0.0%**	-	0.0%	*	-	-	-	-	-	0.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2017	85.9%	83.8%	**83.8%**	*	76.8%	87.7%	*	100.0%	-	*	13.3%	58.3%	60.0%
Class of 2016	85.1%	86.6%	**86.6%**	*	79.1%	91.2%	*	100.0%	-	-	7.7%	70.6%	*
RHSP/DAP Graduates (Annual Rate)													
2016-17	87.2%	91.2%	**91.2%**	*	85.6%	95.1%	*	100.0%	-	*	12.5%	77.1%	*
2015-16	85.6%	90.7%	**90.7%**	*	86.0%	93.0%	*	100.0%	-	-	6.7%	79.5%	*
FHSP-E Graduates (Annual Rate)													
2016-17	7.2%	2.1%	**2.1%**	*	3.6%	0.0%	-	-	-	-	0.0%	0.0%	*
2015-16	5.6%	3.8%	**3.8%**	-	6.7%	0.0%	-	-	-	-	-	0.0%	-
FHSP-DLA Graduates (Annual Rate)													
2016-17	56.5%	12.5%	**12.5%**	*	3.6%	26.3%	-	-	-	-	0.0%	0.0%	*
2015-16	51.9%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	-	-	0.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2016-17	84.0%	82.2%	**82.2%**	*	72.5%	89.3%	*	100.0%	-	*	9.5%	55.1%	60.0%
2015-16	83.3%	84.7%	**84.7%**	*	78.1%	88.2%	*	100.0%	-	-	6.7%	68.6%	*

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District Name: ALAMO HEIGHTS ISD

Texas Academic Performance Report

Total Students: 1,576

Campus Name: ALAMO HEIGHTS H S

2017-18 Campus College, Career, and Military Readiness (CCMR)

Grade Span: 09 - 12

Campus Number: 015901001

School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, and Military Ready (Annual Graduates)													
2016-17	54.2%	69.8%	**69.8%**	*	57.5%	78.7%	*	81.8%	-	*	9.5%	36.7%	0.0%
College Ready Graduates													
College Ready (Annual Graduates)													
2016-17	47.0%	69.1%	**69.1%**	*	56.3%	78.7%	*	81.8%	-	*	9.5%	34.7%	0.0%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2016-17	53.2%	77.9%	**77.9%**	*	67.1%	85.8%	*	81.8%	-	*	14.3%	49.0%	0.0%
Mathematics													
2016-17	42.0%	66.9%	**66.9%**	*	56.3%	74.7%	*	81.8%	-	*	9.5%	32.7%	20.0%
Both Subjects													
2016-17	37.8%	65.0%	**65.0%**	*	52.7%	73.8%	*	81.8%	-	*	9.5%	30.6%	0.0%
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)													
Any Subject													
2016-17	19.9%	13.4%	**13.4%**	*	10.2%	16.0%	*	18.2%	-	*	4.8%	2.0%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2016-17	20.1%	48.4%	**48.4%**	*	34.1%	57.8%	*	72.7%	-	*	0.0%	20.4%	0.0%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2016-17	0.8%	0.0%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2016-17	13.2%	1.0%	**1.0%**	*	1.8%	0.0%	*	0.0%	-	*	0.0%	2.0%	0.0%
Approved Industry-Based Certification (Annual Graduates)													
2016-17	2.7%	0.0%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2016-17	1.0%	0.0%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2016-17	17.3%	0.0%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2016-17	2.2%	1.0%	**1.0%**	*	1.8%	0.0%	*	0.0%	-	*	0.0%	2.0%	0.0%

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District Name: ALAMO HEIGHTS ISD
Campus Name: ALAMO HEIGHTS H S
Campus Number: 015901001

Total Students: 1,576
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Examinees >= Criterion) (Annual Graduates)													
Reading													
2016-17	23.4%	15.1%	**15.1%**	*	18.0%	13.8%	*	0.0%	-	*	9.5%	20.4%	0.0%
2015-16	22.6%	11.1%	**11.1%**	*	15.9%	7.5%	*	16.7%	-	-	6.7%	13.7%	*
Mathematics													
2016-17	19.8%	12.2%	**12.2%**	*	15.6%	10.2%	*	9.1%	-	*	4.8%	10.2%	20.0%
2015-16	18.1%	9.5%	**9.5%**	*	14.6%	5.7%	*	16.7%	-	-	0.0%	13.7%	*
Both Subjects													
2016-17	12.9%	9.5%	**9.5%**	*	10.8%	9.3%	*	0.0%	-	*	4.8%	8.2%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2016-17	50.5%	0.2%	**0.2%**	*	0.0%	0.4%	*	0.0%	-	*	0.0%	2.0%	0.0%
2015-16	47.8%	9.7%	**9.7%**	*	8.6%	11.3%	*	0.0%	-	-	6.7%	2.0%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2016-17	0.8%	0.0%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Mathematics													
2016-17	1.4%	0.0%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Both Subjects													
2016-17	0.2%	0.0%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2017	26.2%	39.4%	**39.3%**	7.7%	28.2%	47.3%	83.3%	53.6%	-	*	n/a	16.1%	n/a
2016	25.5%	41.5%	**41.5%**	0.0%	24.3%	53.6%	*	63.6%	-	*	n/a	10.8%	n/a
English Language Arts													
2017	15.9%	18.9%	**18.9%**	0.0%	12.6%	22.9%	50.0%	32.1%	-	*	n/a	5.8%	n/a
2016	15.5%	24.6%	**24.6%**	0.0%	11.7%	33.8%	*	36.4%	-	*	n/a	4.9%	n/a
Mathematics													
2017	7.2%	17.2%	**17.2%**	7.7%	12.3%	20.8%	33.3%	25.0%	-	*	n/a	3.6%	n/a
2016	6.8%	15.4%	**15.4%**	0.0%	6.8%	21.7%	*	22.7%	-	*	n/a	2.9%	n/a
Science													
2017	10.9%	8.8%	**8.7%**	0.0%	4.5%	12.1%	0.0%	14.3%	-	*	n/a	2.2%	n/a
2016	10.4%	9.7%	**9.7%**	0.0%	3.2%	13.5%	*	31.8%	-	*	n/a	0.0%	n/a
Social Studies													
2017	15.0%	25.6%	**25.6%**	0.0%	15.9%	32.1%	50.0%	46.4%	-	*	n/a	10.9%	n/a
2016	14.8%	30.1%	**30.1%**	0.0%	17.8%	38.5%	*	50.0%	-	*	n/a	7.8%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2017	49.1%	80.6%	**80.8%**	*	74.5%	84.2%	60.0%	80.0%	-	*	n/a	59.1%	n/a
2016	49.5%	85.0%	**85.0%**	-	77.3%	87.4%	*	85.7%	-	-	n/a	90.9%	n/a
English Language Arts													
2017	41.3%	84.1%	**84.1%**	-	73.8%	87.4%	*	88.9%	-	*	n/a	75.0%	n/a
2016	43.3%	78.4%	**78.4%**	-	75.0%	78.6%	*	87.5%	-	-	n/a	60.0%	n/a
Mathematics													
2017	51.3%	71.5%	**71.5%**	*	73.2%	72.1%	*	57.1%	-	-	n/a	80.0%	n/a
2016	54.0%	86.6%	**86.6%**	-	81.0%	87.1%	-	100.0%	-	-	n/a	*	n/a
Science													
2017	38.3%	75.7%	**76.8%**	-	60.0%	84.0%	-	*	-	-	n/a	*	n/a
2016	35.1%	68.0%	**68.0%**	-	60.0%	70.7%	-	57.1%	-	-	n/a	-	n/a

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District Name: ALAMO HEIGHTS ISD
Campus Name: ALAMO HEIGHTS H S
Campus Number: 015901001

Total Students: 1,576
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Social Studies													
2017	41.4%	75.5%	**75.5%**	-	71.7%	77.4%	*	69.2%	-	*	n/a	46.7%	n/a
2016	41.6%	78.9%	**78.9%**	-	65.5%	82.4%	*	90.9%	-	-	n/a	50.0%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
Class of 2017	73.5%	86.6%	**86.6%**	*	77.8%	92.4%	*	100.0%	-	*	n/a	55.4%	n/a
Class of 2016	71.6%	87.9%	**87.9%**	*	80.8%	92.9%	*	91.7%	-	-	n/a	72.5%	n/a
At/Above Criterion													
Class of 2017	22.3%	52.8%	**52.8%**	*	33.1%	64.9%	*	58.3%	-	*	n/a	13.9%	n/a
Class of 2016	22.5%	53.0%	**53.0%**	*	36.9%	63.5%	*	63.6%	-	-	n/a	21.6%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
Class of 2017	1019	1159	**1159**	*	1098	1195	*	1178	-	*	n/a	1053	n/a
Class of 2016	1375	1601	**1601**	*	1499	1668	*	1706	-	-	n/a	1326	n/a
English Language Arts													
Class of 2017	512	581	**581**	*	546	602	*	577	-	*	n/a	521	n/a
Class of 2016	903	1053	**1053**	*	985	1097	*	1144	-	-	n/a	862	n/a
Mathematics													
Class of 2017	507	577	**577**	*	551	592	*	602	-	*	n/a	532	n/a
Class of 2016	472	548	**548**	*	513	571	*	561	-	-	n/a	463	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
Class of 2017	20.3	24.5	**24.5**	*	22.0	25.8	*	24.7	-	-	n/a	19.6	n/a
Class of 2016	20.3	24.0	**24.0**	*	22.0	25.2	-	26.4	-	-	n/a	18.2	n/a
English Language Arts													
Class of 2017	19.9	24.4	**24.4**	*	21.9	25.8	*	24.7	-	-	n/a	19.9	n/a
Class of 2016	19.8	23.9	**23.9**	*	21.9	25.1	-	26.7	-	-	n/a	17.0	n/a
Mathematics													
Class of 2017	20.4	24.0	**24.0**	*	21.4	25.4	*	25.9	-	-	n/a	18.8	n/a
Class of 2016	20.5	24.2	**24.2**	*	21.8	25.5	-	26.1	-	-	n/a	19.2	n/a
Science													
Class of 2017	20.6	24.5	**24.5**	*	22.3	25.9	*	22.9	-	-	n/a	19.9	n/a
Class of 2016	20.5	23.6	**23.6**	*	21.7	24.6	-	25.8	-	-	n/a	18.8	n/a

District Name: ALAMO HEIGHTS ISD
Campus Name: ALAMO HEIGHTS H S
Campus Number: 015901001

Texas Academic Performance Report
2017-18 Campus Other Postsecondary Indicators

Total Students: 1,576
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2016-17	37.1%	50.4%	**50.4%**	20.8%	41.7%	56.7%	77.8%	63.0%	-	77.8%	8.0%	25.1%	13.3%
2015-16	35.9%	49.2%	**49.2%**	8.7%	40.4%	56.1%	71.4%	65.3%	-	*	8.5%	24.6%	19.0%
English Language Arts													
2016-17	16.8%	21.6%	**21.6%**	0.0%	14.2%	26.9%	33.3%	32.1%	-	33.3%	1.2%	5.5%	0.0%
2015-16	16.2%	23.8%	**23.8%**	0.0%	16.5%	29.7%	14.3%	31.3%	-	*	2.6%	6.0%	0.0%
Mathematics													
2016-17	19.5%	29.8%	**29.8%**	10.0%	23.6%	33.9%	66.7%	43.1%	-	22.2%	6.0%	11.4%	11.1%
2015-16	19.3%	30.9%	**30.9%**	10.5%	24.6%	35.7%	42.9%	39.6%	-	*	3.0%	12.5%	6.3%
Science													
2016-17	5.7%	6.7%	**6.7%**	0.0%	3.9%	8.8%	0.0%	9.1%	-	0.0%	1.6%	2.0%	0.0%
2015-16	5.1%	6.6%	**6.6%**	0.0%	2.6%	9.1%	0.0%	17.8%	-	*	0.0%	0.5%	0.0%
Social Studies													
2016-17	21.8%	31.2%	**31.2%**	9.5%	21.2%	37.9%	44.4%	48.1%	-	75.0%	0.0%	13.7%	0.0%
2015-16	20.8%	33.4%	**33.4%**	0.0%	23.8%	40.4%	42.9%	53.3%	-	*	1.3%	11.2%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE) * 2015-16 data was updated January 2019 *** **													
2015-16	54.7%	55.8%	**55.8%**	*	52.3%	58.0%	*	66.7%	-	-	21.1%	45.1%	*
2014-15	56.1%	57.5%	**57.5%**	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2015-16	55.7%	74.7%	**74.7%**	*	60.0%	84.2%	-	85.7%	-	-	*	55.0%	-
2014-15	55.6%	66.5%	**66.5%**	-	-	-	-	-	-	-	-	-	-

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