

**2018-19**  
**Texas Education Code Chapter 39 Required**  
**Annual Report for AHISD**

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# Guidelines

## 2018–19 Texas Academic Performance Report

December 2019

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 Texas Administrative Code, §61.1022.

TEC, §39.306, requires each district's board of trustees to publish an annual report that includes the PDF TAPR as well as the information summarized below under "Annual Report."

Statute requires that each district's board of trustees hold a public hearing to discuss the district's annual report within 90 days of receiving the PDF TAPR; however, because this year's release date coincides with the start of winter break for many districts, the 90 day count will begin on the first day the district returns from winter break. 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, but the annual report must use the PDF TAPR. In addition to the PDF TAPR, a district's annual report must include the campus performance objectives and the progress toward those objectives, district accreditation status, each campus awarded a distinction designation or rated *F*, the district's current special education compliance status (included in the district PDF TAPR cover page), information on violent or criminal incidents and prevention and intervention policies, findings that resulted from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994, and 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). 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.

- 2. PEIMS Financial Standard Reports (2017–18 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.

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3. **District Accreditation Status** Each district's annual report must include the 2018–19 accreditation status. Information on accreditation status is available online at <http://tea.texas.gov/accredstatus/>. The report must also include any campuses that earned a distinction designation or was rated *F*.
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/](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 <http://www.txhighereddata.org/index.cfm?objectid=B299B000-3F79-11E9-B09D0050560100A9>. The report is titled *Report of 2016–2017 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2018*. The first page explains the purpose of the report and data calculation methods.

## 2018–19 Texas Academic Performance Report

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** Statute requires that districts hold a hearing for public discussion of the annual report within 90 calendar days of the date of the release of the PDF TAPR; however, because this year's release date coincides with the start of winter break for many districts, the 90 day count will begin on the first day the district returns from winter break. 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. Accessing the PDF TAPR** The TAPR is available through TEAL Accountability (<https://tealprod.tea.state.tx.us/TSP/TEASecurePortal/Access/LogonServlet>) or the TEA public website (<https://tea.texas.gov/perfreport/tapr/index.html>). The PDF TAPR is designed to allow for two-sided printing. Blank pages have been added after the cover page and where needed to ensure that each report is an even number of pages.

TEAL Accountability 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 2018–19 TAPR.

## 2018–19 Texas Academic Performance Report

- 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 for 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 26, 2018 (for the spring 2019 test). See the *TAPR Glossary* or the [2019 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/2019/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.

# 2018-19 Texas Academic Performance Report

District Name: **ALAMO HEIGHTS ISD**

District Number: **015901**

2019 Accountability Rating: **A**

*2019 Special Education Determination Status:*

***Meets Requirements***

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

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District STAAR Performance

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	73%	<b>87%</b>	88%	82%	91%	-	87%	*	78%	62%	57%	87%	87%	73%	63%
	2018	77%	74%	<b>89%</b>	75%	85%	92%	*	100%	*	*	36%	83%	91%	81%	79%	93%
At Meets Grade Level or Above	2019	45%	42%	<b>61%</b>	50%	49%	70%	-	73%	*	67%	34%	29%	63%	55%	31%	38%
	2018	43%	40%	<b>59%</b>	33%	47%	68%	*	77%	*	*	18%	17%	61%	49%	33%	27%
At Masters Grade Level	2019	27%	25%	<b>37%</b>	50%	24%	42%	-	60%	*	67%	14%	14%	37%	38%	14%	17%
	2018	25%	22%	<b>31%</b>	8%	22%	37%	*	46%	*	*	9%	0%	32%	27%	15%	7%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	76%	<b>82%</b>	75%	74%	88%	-	87%	*	67%	38%	71%	83%	76%	62%	58%
	2018	78%	74%	<b>80%</b>	62%	70%	87%	*	92%	*	*	25%	83%	81%	73%	61%	65%
At Meets Grade Level or Above	2019	49%	45%	<b>51%</b>	50%	40%	59%	-	60%	*	33%	24%	43%	53%	46%	25%	33%
	2018	47%	42%	<b>46%</b>	23%	33%	54%	*	85%	*	*	8%	33%	48%	35%	25%	29%
At Masters Grade Level	2019	25%	21%	<b>27%</b>	25%	19%	31%	-	53%	*	22%	7%	14%	29%	19%	12%	8%
	2018	23%	20%	<b>19%</b>	8%	10%	22%	*	62%	*	*	4%	0%	20%	14%	6%	18%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	71%	<b>82%</b>	67%	76%	87%	*	77%	-	*	33%	67%	83%	79%	67%	45%
	2018	73%	70%	<b>80%</b>	*	68%	91%	*	80%	-	*	44%	*	81%	78%	58%	29%
At Meets Grade Level or Above	2019	44%	40%	<b>55%</b>	42%	47%	61%	*	62%	-	*	27%	50%	53%	60%	29%	25%
	2018	46%	42%	<b>59%</b>	*	45%	72%	*	50%	-	*	17%	*	62%	50%	27%	12%
At Masters Grade Level	2019	22%	19%	<b>25%</b>	8%	19%	30%	*	38%	-	*	7%	17%	26%	22%	11%	10%
	2018	24%	21%	<b>37%</b>	*	21%	50%	*	40%	-	*	6%	*	37%	36%	7%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	71%	<b>74%</b>	58%	60%	84%	*	85%	-	*	30%	50%	75%	71%	57%	55%
	2018	78%	75%	<b>81%</b>	60%	70%	90%	*	92%	-	*	35%	*	82%	80%	49%	53%
At Meets Grade Level or Above	2019	48%	42%	<b>51%</b>	42%	38%	60%	*	77%	-	*	20%	33%	53%	46%	31%	30%
	2018	49%	44%	<b>49%</b>	20%	31%	61%	*	75%	-	*	20%	*	50%	45%	15%	16%
At Masters Grade Level	2019	28%	24%	<b>29%</b>	17%	17%	37%	*	62%	-	*	13%	17%	32%	23%	12%	15%
	2018	27%	23%	<b>27%</b>	0%	16%	35%	*	33%	-	*	15%	*	27%	26%	4%	5%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	63%	<b>73%</b>	58%	64%	80%	*	77%	-	*	37%	50%	75%	67%	52%	50%
	2018	63%	59%	<b>69%</b>	60%	56%	79%	*	67%	-	*	31%	*	70%	66%	34%	37%
At Meets Grade Level or Above	2019	35%	31%	<b>36%</b>	42%	28%	40%	*	69%	-	*	20%	17%	37%	35%	15%	25%
	2018	39%	36%	<b>42%</b>	0%	24%	56%	*	25%	-	*	19%	*	41%	42%	13%	11%
At Masters Grade Level	2019	11%	8%	<b>10%</b>	0%	5%	12%	*	38%	-	*	0%	0%	12%	7%	4%	0%
	2018	11%	9%	<b>11%</b>	0%	4%	18%	*	8%	-	*	0%	*	11%	14%	0%	0%
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	85%	<b>93%</b>	67%	87%	98%	*	100%	-	*	70%	*	94%	90%	78%	80%
	2018	84%	83%	<b>95%</b>	86%	91%	97%	*	100%	-	*	64%	100%	94%	95%	88%	92%
At Meets Grade Level or Above	2019	54%	50%	<b>66%</b>	33%	50%	80%	*	67%	-	*	20%	*	68%	63%	35%	28%
	2018	54%	52%	<b>74%</b>	86%	58%	83%	*	82%	-	*	39%	57%	73%	75%	46%	56%



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

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 District STAAR Performance

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	29%	26%	45%	33%	26%	61%	*	42%	-	*	15%	*	48%	36%	15%	12%
	2018	26%	24%	37%	57%	26%	43%	*	53%	-	*	14%	14%	39%	34%	19%	28%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	88%	94%	100%	88%	99%	*	100%	-	*	80%	*	96%	91%	81%	56%
	2018	91%	90%	96%	100%	92%	98%	*	100%	-	100%	76%	100%	95%	97%	90%	88%
At Meets Grade Level or Above	2019	58%	56%	68%	33%	53%	79%	*	92%	-	*	30%	*	70%	60%	34%	24%
	2018	58%	58%	75%	57%	61%	83%	*	94%	-	60%	41%	57%	75%	73%	42%	50%
At Masters Grade Level	2019	36%	34%	48%	17%	29%	64%	*	50%	-	*	15%	*	51%	38%	12%	12%
	2018	30%	30%	41%	14%	27%	48%	*	82%	-	20%	21%	43%	41%	41%	21%	38%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	71%	73%	33%	57%	86%	*	75%	-	*	35%	*	75%	64%	41%	36%
	2018	76%	74%	78%	71%	65%	87%	*	88%	-	40%	47%	86%	80%	72%	57%	60%
At Meets Grade Level or Above	2019	49%	44%	43%	0%	28%	56%	*	50%	-	*	25%	*	47%	33%	13%	8%
	2018	41%	38%	41%	14%	29%	49%	*	65%	-	40%	22%	29%	41%	42%	17%	32%
At Masters Grade Level	2019	24%	20%	15%	0%	9%	20%	*	17%	-	*	5%	*	16%	11%	4%	0%
	2018	17%	15%	13%	14%	9%	14%	*	41%	-	20%	3%	14%	12%	16%	5%	8%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	67%	80%	56%	69%	88%	*	93%	*	*	40%	60%	82%	77%	56%	56%
	2018	69%	68%	85%	57%	77%	92%	*	73%	-	*	31%	67%	85%	85%	60%	59%
At Meets Grade Level or Above	2019	37%	36%	50%	22%	35%	59%	*	73%	*	*	17%	40%	56%	34%	21%	32%
	2018	39%	38%	59%	43%	45%	71%	*	55%	-	*	19%	50%	60%	56%	18%	26%
At Masters Grade Level	2019	18%	16%	24%	22%	19%	28%	*	40%	*	*	10%	0%	26%	20%	9%	16%
	2018	19%	18%	34%	29%	23%	43%	*	36%	-	*	4%	0%	34%	32%	11%	15%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	79%	90%	89%	81%	94%	*	100%	*	*	53%	80%	90%	87%	79%	84%
	2018	77%	75%	92%	86%	86%	97%	*	91%	-	*	53%	100%	91%	92%	81%	87%
At Meets Grade Level or Above	2019	47%	44%	62%	22%	47%	73%	*	80%	*	*	27%	20%	69%	44%	29%	60%
	2018	44%	41%	66%	43%	48%	82%	*	73%	-	*	18%	71%	67%	63%	32%	40%
At Masters Grade Level	2019	21%	19%	30%	22%	20%	37%	*	47%	*	*	10%	0%	34%	20%	10%	32%
	2018	18%	16%	26%	29%	16%	34%	*	36%	-	*	3%	14%	27%	24%	9%	10%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	74%	87%	88%	79%	94%	*	89%	-	*	46%	*	88%	86%	72%	71%
	2018	74%	73%	87%	75%	80%	92%	*	100%	-	*	28%	80%	87%	89%	69%	63%
At Meets Grade Level or Above	2019	49%	47%	68%	63%	53%	80%	*	78%	-	*	28%	*	67%	69%	41%	32%
	2018	48%	47%	67%	50%	51%	78%	*	78%	-	*	11%	20%	70%	60%	43%	26%
At Masters Grade Level	2019	29%	27%	45%	63%	30%	57%	*	67%	-	*	3%	*	47%	38%	23%	19%
	2018	29%	27%	48%	50%	33%	58%	*	56%	-	*	0%	20%	49%	44%	24%	5%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	71%	62%	*	57%	77%	*	*	-	*	36%	*	65%	55%	63%	53%
	2018	72%	69%	67%	*	63%	76%	*	*	-	-	50%	*	67%	68%	54%	46%
At Meets Grade Level or Above	2019	43%	39%	23%	*	19%	32%	*	*	-	*	15%	*	26%	15%	18%	12%
	2018	40%	37%	16%	*	10%	24%	*	*	-	-	11%	*	15%	19%	13%	15%
At Masters Grade Level	2019	17%	14%	0%	*	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%

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TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
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		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 7 Writing	2018	18%	16%	1%	*	1%	0%	*	*	-	-	0%	*	1%	0%	2%	0%
At Approaches Grade Level or Above	2019	70%	67%	81%	88%	69%	92%	*	78%	-	*	41%	*	81%	80%	59%	61%
	2018	69%	68%	84%	75%	75%	90%	*	100%	-	*	21%	40%	84%	84%	63%	37%
At Meets Grade Level or Above	2019	42%	38%	60%	63%	43%	74%	*	78%	-	*	15%	*	60%	59%	34%	35%
	2018	43%	42%	61%	75%	41%	73%	*	67%	-	*	5%	20%	62%	57%	32%	11%
At Masters Grade Level	2019	18%	15%	32%	38%	23%	39%	*	56%	-	*	3%	*	33%	30%	16%	16%
	2018	15%	13%	24%	25%	14%	29%	*	44%	-	*	0%	0%	24%	21%	7%	5%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	85%	94%	80%	89%	98%	*	100%	-	*	50%	*	94%	93%	81%	88%
	2018	86%	85%	94%	83%	90%	98%	-	100%	*	*	52%	*	94%	91%	81%	95%
At Meets Grade Level or Above	2019	55%	54%	77%	50%	66%	85%	*	100%	-	*	38%	*	81%	68%	54%	52%
	2018	49%	48%	66%	63%	59%	71%	-	80%	*	*	22%	*	69%	55%	48%	45%
At Masters Grade Level	2019	28%	27%	48%	30%	33%	60%	*	67%	-	*	19%	*	53%	34%	28%	24%
	2018	27%	26%	36%	50%	32%	38%	-	40%	*	*	7%	*	37%	33%	30%	20%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	88%	96%	100%	92%	98%	*	100%	-	*	65%	*	95%	96%	86%	94%
	2018	86%	84%	92%	83%	88%	96%	-	100%	*	*	49%	100%	92%	93%	80%	84%
At Meets Grade Level or Above	2019	57%	54%	75%	73%	64%	83%	*	100%	-	*	42%	*	77%	69%	58%	75%
	2018	51%	46%	65%	83%	52%	73%	-	89%	*	*	16%	40%	67%	57%	46%	45%
At Masters Grade Level	2019	17%	14%	21%	9%	13%	28%	*	40%	-	*	12%	*	25%	11%	7%	9%
	2018	15%	12%	21%	17%	11%	28%	-	56%	*	*	3%	0%	24%	14%	5%	3%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	79%	87%	70%	77%	95%	*	100%	-	*	58%	*	88%	85%	70%	58%
	2018	76%	74%	74%	63%	60%	86%	-	80%	*	*	33%	*	75%	71%	49%	43%
At Meets Grade Level or Above	2019	51%	50%	58%	30%	43%	71%	*	67%	-	*	38%	*	60%	52%	33%	25%
	2018	52%	50%	48%	38%	37%	57%	-	60%	*	*	17%	*	49%	43%	25%	17%
At Masters Grade Level	2019	25%	24%	26%	10%	19%	31%	*	44%	-	*	15%	*	28%	18%	9%	8%
	2018	28%	27%	19%	25%	12%	25%	-	40%	*	*	3%	*	20%	18%	5%	3%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	66%	79%	70%	64%	91%	*	78%	-	*	50%	*	84%	66%	52%	56%
	2018	65%	63%	72%	75%	63%	79%	-	60%	*	*	35%	*	73%	66%	52%	47%
At Meets Grade Level or Above	2019	37%	35%	47%	40%	36%	57%	*	33%	-	*	35%	*	52%	33%	25%	24%
	2018	36%	33%	38%	50%	25%	48%	-	60%	*	*	6%	*	39%	35%	15%	7%
At Masters Grade Level	2019	21%	20%	30%	20%	21%	37%	*	33%	-	*	23%	*	33%	19%	13%	16%
	2018	21%	19%	25%	38%	15%	33%	-	40%	*	*	0%	*	27%	19%	7%	0%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	67%	80%	75%	70%	90%	-	75%	*	*	36%	*	80%	81%	55%	44%
	2018	65%	64%	79%	70%	67%	88%	*	85%	-	*	25%	*	78%	80%	52%	36%
At Meets Grade Level or Above	2019	50%	49%	64%	50%	50%	77%	-	63%	*	*	22%	*	64%	64%	37%	19%
	2018	44%	44%	59%	40%	46%	71%	*	46%	-	*	16%	*	59%	59%	23%	12%
At Masters Grade Level	2019	11%	11%	17%	25%	9%	24%	-	25%	*	*	0%	*	17%	16%	3%	0%
	2018	7%	7%	13%	10%	8%	16%	*	15%	-	*	3%	*	12%	14%	5%	0%

District Name: ALAMO HEIGHTS ISD  
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TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District STAAR Performance

		Region		African		American		Pacific		Two or	Special	Special	Continu-	Non-	EL	
		State	20	District	American	Hispanic	White	Indian	Asian	Islander	More	Ed	Ed	ously	Continu-	Econ
											Races	(Current)	(Former)	Enrolled	ously	Disadv
																Monitored)
End of Course English II																
At Approaches Grade Level or Above	2019	68%	68%	<b>82%</b>	83%	70%	91%	*	87%	*	*	39%	-	81%	82%	58%
	2018	67%	67%	<b>81%</b>	90%	68%	90%	*	80%	-	*	48%	*	81%	80%	54%
At Meets Grade Level or Above	2019	49%	48%	<b>64%</b>	67%	49%	77%	*	47%	*	*	25%	-	64%	63%	30%
	2018	48%	48%	<b>64%</b>	60%	44%	79%	*	60%	-	*	33%	*	63%	65%	26%
At Masters Grade Level	2019	8%	7%	<b>14%</b>	0%	10%	18%	*	13%	*	*	2%	-	13%	15%	3%
	2018	8%	8%	<b>9%</b>	0%	6%	12%	*	0%	-	*	11%	*	7%	15%	0%
End of Course Algebra I																
At Approaches Grade Level or Above	2019	85%	82%	<b>90%</b>	89%	86%	93%	-	78%	*	*	48%	*	91%	86%	78%
	2018	83%	81%	<b>88%</b>	83%	82%	94%	*	90%	*	*	50%	*	90%	84%	69%
At Meets Grade Level or Above	2019	61%	56%	<b>72%</b>	78%	61%	80%	-	78%	*	*	24%	*	74%	66%	50%
	2018	55%	51%	<b>66%</b>	67%	49%	80%	*	90%	*	*	25%	*	68%	60%	37%
At Masters Grade Level	2019	37%	34%	<b>54%</b>	56%	41%	64%	-	67%	*	*	17%	*	58%	43%	34%
	2018	32%	29%	<b>42%</b>	33%	32%	53%	*	40%	*	*	8%	*	45%	33%	17%
End of Course Biology																
At Approaches Grade Level or Above	2019	88%	88%	<b>94%</b>	100%	89%	97%	*	100%	*	*	54%	*	93%	96%	84%
	2018	87%	87%	<b>95%</b>	100%	90%	97%	*	100%	*	*	71%	*	96%	92%	86%
At Meets Grade Level or Above	2019	62%	62%	<b>71%</b>	100%	61%	78%	*	88%	*	*	11%	*	71%	70%	48%
	2018	59%	59%	<b>75%</b>	57%	62%	84%	*	86%	*	*	39%	*	75%	75%	40%
At Masters Grade Level	2019	25%	26%	<b>29%</b>	57%	19%	36%	*	50%	*	*	0%	*	30%	25%	10%
	2018	24%	25%	<b>35%</b>	14%	25%	44%	*	29%	*	*	4%	*	37%	30%	13%
End of Course U.S. History																
At Approaches Grade Level or Above	2019	93%	93%	<b>97%</b>	100%	94%	98%	*	100%	-	*	70%	*	97%	96%	92%
	2018	92%	92%	<b>97%</b>	100%	97%	97%	*	93%	-	*	77%	-	97%	98%	91%
At Meets Grade Level or Above	2019	73%	75%	<b>89%</b>	89%	83%	93%	*	81%	-	*	33%	*	90%	85%	74%
	2018	70%	71%	<b>88%</b>	71%	82%	93%	*	93%	-	*	47%	-	87%	89%	67%
At Masters Grade Level	2019	45%	48%	<b>70%</b>	78%	56%	79%	*	63%	-	*	26%	*	70%	68%	38%
	2018	40%	42%	<b>67%</b>	57%	55%	75%	*	87%	-	*	20%	-	65%	71%	48%
All Grades All Subjects																
At Approaches Grade Level or Above	2019	78%	76%	<b>85%</b>	76%	77%	92%	100%	89%	100%	82%	47%	76%	86%	83%	68%
	2018	77%	75%	<b>85%</b>	75%	77%	91%	100%	90%	100%	79%	46%	85%	86%	83%	67%
At Meets Grade Level or Above	2019	50%	47%	<b>61%</b>	49%	49%	71%	56%	71%	80%	51%	25%	43%	63%	56%	35%
	2018	48%	46%	<b>60%</b>	48%	46%	71%	63%	72%	79%	69%	22%	40%	61%	57%	31%
At Masters Grade Level	2019	24%	22%	<b>32%</b>	26%	21%	40%	19%	46%	47%	24%	9%	12%	34%	26%	13%
	2018	22%	20%	<b>29%</b>	22%	20%	35%	15%	42%	43%	41%	6%	12%	29%	27%	12%
All Grades ELA/Reading																
At Approaches Grade Level or Above	2019	75%	73%	<b>85%</b>	75%	77%	92%	100%	89%	100%	79%	44%	70%	86%	84%	66%
	2018	74%	73%	<b>86%</b>	74%	78%	92%	100%	89%	*	79%	41%	82%	86%	85%	67%
At Meets Grade Level or Above	2019	48%	46%	<b>63%</b>	46%	50%	74%	58%	69%	75%	63%	26%	47%	64%	59%	34%
	2018	46%	45%	<b>63%</b>	50%	49%	74%	67%	66%	*	79%	23%	38%	65%	60%	33%
At Masters Grade Level	2019	21%	19%	<b>31%</b>	28%	20%	39%	0%	43%	38%	29%	7%	13%	32%	27%	12%
	2018	19%	18%	<b>30%</b>	24%	21%	36%	17%	34%	*	50%	7%	9%	30%	29%	13%

District Name: ALAMO HEIGHTS ISD  
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TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District STAAR Performance

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	79%	<b>87%</b>	81%	79%	92%	100%	92%	100%	79%	48%	80%	88%	83%	73%	72%
	2018	81%	78%	<b>87%</b>	74%	80%	93%	100%	95%	100%	85%	50%	91%	88%	86%	71%	76%
At Meets Grade Level or Above	2019	52%	48%	<b>62%</b>	50%	49%	72%	50%	79%	80%	37%	25%	40%	64%	54%	36%	45%
	2018	50%	46%	<b>59%</b>	47%	44%	71%	63%	84%	60%	69%	21%	45%	61%	55%	32%	38%
At Masters Grade Level	2019	26%	24%	<b>34%</b>	22%	22%	43%	13%	51%	60%	21%	10%	17%	37%	25%	13%	16%
	2018	24%	21%	<b>28%</b>	15%	18%	36%	25%	52%	20%	31%	7%	15%	30%	25%	10%	16%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	65%	<b>77%</b>	70%	67%	86%	*	77%	-	*	39%	38%	78%	74%	55%	57%
	2018	66%	63%	<b>77%</b>	69%	66%	85%	*	81%	-	*	26%	57%	78%	75%	50%	37%
At Meets Grade Level or Above	2019	38%	35%	<b>49%</b>	50%	36%	57%	*	73%	-	*	17%	13%	49%	47%	24%	31%
	2018	41%	39%	<b>51%</b>	46%	33%	65%	*	43%	-	*	11%	43%	52%	49%	23%	11%
At Masters Grade Level	2019	14%	12%	<b>22%</b>	15%	15%	26%	*	45%	-	*	1%	0%	23%	18%	10%	10%
	2018	13%	11%	<b>18%</b>	15%	9%	24%	*	24%	-	*	0%	14%	18%	17%	4%	3%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	80%	<b>85%</b>	70%	75%	93%	*	90%	*	100%	51%	100%	86%	83%	64%	62%
	2018	80%	79%	<b>82%</b>	77%	72%	90%	*	92%	*	63%	49%	92%	83%	80%	63%	61%
At Meets Grade Level or Above	2019	54%	52%	<b>58%</b>	43%	45%	69%	*	66%	*	43%	23%	60%	60%	53%	31%	23%
	2018	51%	49%	<b>55%</b>	36%	43%	64%	*	72%	*	50%	25%	33%	55%	55%	27%	26%
At Masters Grade Level	2019	25%	23%	<b>24%</b>	22%	16%	30%	*	34%	*	0%	6%	10%	25%	19%	8%	4%
	2018	23%	22%	<b>23%</b>	18%	15%	28%	*	36%	*	38%	3%	8%	23%	22%	7%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	80%	<b>88%</b>	84%	80%	95%	100%	92%	-	*	60%	*	91%	82%	72%	66%
	2018	78%	78%	<b>84%</b>	87%	80%	88%	*	85%	*	*	55%	*	85%	83%	71%	60%
At Meets Grade Level or Above	2019	55%	55%	<b>69%</b>	63%	60%	76%	80%	64%	-	*	34%	*	72%	60%	50%	30%
	2018	53%	52%	<b>63%</b>	60%	53%	71%	*	85%	*	*	25%	*	63%	64%	40%	16%
At Masters Grade Level	2019	33%	34%	<b>51%</b>	47%	39%	59%	80%	52%	-	*	25%	*	53%	45%	26%	16%
	2018	31%	31%	<b>46%</b>	47%	35%	54%	*	75%	*	*	9%	*	46%	47%	26%	2%

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Progress**

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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2019	61	59	<b>55</b>	54	57	54	*	58	-	*	47	60	54	61	42	38
	2018	63	62	<b>69</b>	*	61	76	*	63	-	*	68	*	70	63	56	33
Grade 4 Mathematics	2019	65	62	<b>65</b>	58	57	70	*	92	-	*	57	83	66	63	62	63
	2018	65	63	<b>61</b>	80	49	69	*	75	-	*	56	*	63	55	48	42
Grade 5 ELA/Reading	2019	81	81	<b>87</b>	80	85	89	*	75	-	*	87	*	86	91	87	88
	2018	80	80	<b>81</b>	100	80	81	-	93	-	*	87	43	83	78	88	93
Grade 5 Mathematics	2019	83	84	<b>95</b>	92	95	96	*	92	-	*	84	*	96	92	93	82
	2018	81	83	<b>88</b>	83	86	89	-	93	-	*	96	86	87	89	89	94
Grade 6 ELA/Reading	2019	42	41	<b>44</b>	38	42	46	*	64	*	*	32	40	46	40	33	55
	2018	47	47	<b>57</b>	50	52	62	*	55	-	*	32	50	57	58	37	47
Grade 6 Mathematics	2019	54	49	<b>61</b>	56	56	65	*	61	*	*	43	30	66	46	41	72
	2018	56	52	<b>63</b>	42	62	65	*	73	-	*	56	57	64	62	62	57
Grade 7 ELA/Reading	2019	77	76	<b>84</b>	94	81	85	*	100	-	-	75	*	85	80	86	79
	2018	76	75	<b>83</b>	86	76	86	*	100	-	*	75	*	82	83	80	79
Grade 7 Mathematics	2019	63	61	<b>50</b>	*	48	52	*	*	-	-	45	*	54	40	60	59
	2018	67	68	<b>58</b>	*	52	68	*	*	-	-	47	*	57	60	52	54
Grade 8 ELA/Reading	2019	77	77	<b>83</b>	100	80	83	*	94	-	*	72	*	86	74	76	82
	2018	79	79	<b>77</b>	100	76	77	-	*	*	*	75	*	77	77	82	85
Grade 8 Mathematics	2019	84	82	<b>85</b>	83	84	86	*	94	-	*	78	*	87	80	79	78
	2018	81	80	<b>78</b>	69	80	75	-	100	*	*	63	*	77	78	75	86
End of Course English II	2019	69	68	<b>71</b>	60	64	77	*	77	*	*	57	-	73	65	55	50
	2018	67	66	<b>66</b>	75	62	68	*	63	-	*	70	*	64	71	59	62
End of Course Algebra I	2019	75	73	<b>83</b>	83	77	87	-	86	*	*	35	*	83	82	67	68
	2018	72	71	<b>73</b>	60	61	83	*	83	*	*	29	*	75	66	50	64
All Grades Both Subjects	2019	69	68	<b>73</b>	71	70	75	48	79	83	46	57	68	74	68	64	70
	2018	69	69	<b>72</b>	69	67	76	73	80	70	78	63	67	73	71	66	69
All Grades ELA/Reading	2019	68	67	<b>71</b>	71	69	73	46	76	*	56	61	67	72	68	63	69
	2018	69	68	<b>72</b>	74	68	75	67	75	*	78	69	62	72	72	68	71
All Grades Mathematics	2019	70	68	<b>75</b>	71	71	78	50	83	*	33	53	70	76	69	66	71
	2018	70	69	<b>72</b>	64	67	76	80	85	*	79	58	72	73	70	64	68

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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Prior Year and Student Success Initiative**

		State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2019	41%	40%	<b>48%</b>	23%	46%	54%	-	80%	-	*	14%	37%	47%
	2018	38%	37%	<b>47%</b>	*	42%	59%	-	*	-	*	22%	39%	45%
Mathematics	2019	45%	44%	<b>48%</b>	64%	43%	54%	-	*	-	-	20%	44%	37%
	2018	47%	45%	<b>57%</b>	*	53%	66%	-	*	*	*	39%	43%	47%
<b>Student Success Initiative</b>														
<b>Grade 5 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	76%	<b>86%</b>	67%	77%	94%	*	83%	-	-	39%	65%	74%
Students Requiring Accelerated Instruction														
	2019	22%	24%	<b>14%</b>	33%	23%	6%	*	17%	-	-	61%	35%	26%
STAAR Cumulative Met Standard														
	2019	86%	85%	<b>93%</b>	67%	88%	98%	*	100%	-	-	72%	78%	81%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	97%	<b>100%</b>	*	100%	100%	-	-	-	-	100%	100%	*
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	9%	8%	<b>11%</b>	*	9%	14%	-	-	-	-	0%	10%	*
<b>Grade 5 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	82%	<b>90%</b>	100%	80%	97%	*	100%	-	-	61%	68%	48%
Students Requiring Accelerated Instruction														
	2019	17%	18%	<b>10%</b>	0%	20%	3%	*	0%	-	-	39%	32%	52%
STAAR Cumulative Met Standard														
	2019	90%	88%	<b>94%</b>	100%	88%	99%	*	100%	-	-	83%	80%	56%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	96%	<b>100%</b>	-	100%	100%	-	-	-	-	100%	100%	*
<b>Grade 8 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	77%	<b>90%</b>	70%	84%	96%	*	100%	-	*	48%	73%	71%
Students Requiring Accelerated Instruction														
	2019	22%	23%	<b>10%</b>	30%	16%	4%	*	0%	-	*	52%	27%	29%
STAAR Cumulative Met Standard														
	2019	85%	85%	<b>94%</b>	80%	88%	99%	*	100%	-	*	48%	80%	81%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	99%	<b>100%</b>	*	*	-	-	-	-	-	*	*	*
<b>Grade 8 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	80%	<b>93%</b>	100%	89%	96%	*	100%	-	*	52%	78%	85%
Students Requiring Accelerated Instruction														
	2019	18%	20%	<b>7%</b>	0%	11%	4%	*	0%	-	*	48%	22%	15%
STAAR Cumulative Met Standard														
	2019	88%	87%	<b>95%</b>	100%	91%	98%	*	100%	-	*	61%	85%	89%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	99%	<b>*</b>	*	*	-	-	-	-	-	*	*	-

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TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 District Prior Year and Student Success Initiative

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 9 2019	50%	50%	*	-	*	-	-	-	-	-	*	*	-

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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District STAAR Performance**  
 Bilingual Education/English as a Second Language

(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
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	76%	<b>85%</b>	65%	-	-	65%	-	57%	55%	58%	62%	60%	61%
	2018	77%	75%	<b>85%</b>	61%	-	-	61%	-	51%	67%	44%	81%	55%	56%
At Meets Grade Level or Above	2019	50%	47%	<b>61%</b>	31%	-	-	31%	-	29%	33%	29%	38%	30%	31%
	2018	48%	46%	<b>60%</b>	25%	-	-	25%	-	19%	33%	12%	25%	21%	21%
At Masters Grade Level	2019	24%	22%	<b>32%</b>	11%	-	-	11%	-	9%	12%	8%	14%	10%	10%
	2018	22%	20%	<b>29%</b>	11%	-	-	11%	-	6%	9%	4%	0%	8%	7%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	73%	<b>85%</b>	68%	-	-	68%	-	50%	50%	51%	50%	58%	58%
	2018	74%	73%	<b>86%</b>	69%	-	-	69%	-	42%	44%	41%	*	54%	55%
At Meets Grade Level or Above	2019	48%	46%	<b>63%</b>	29%	-	-	29%	-	25%	25%	25%	30%	27%	27%
	2018	46%	45%	<b>63%</b>	27%	-	-	27%	-	16%	28%	9%	*	21%	21%
At Masters Grade Level	2019	21%	19%	<b>31%</b>	11%	-	-	11%	-	9%	19%	7%	10%	10%	10%
	2018	19%	18%	<b>30%</b>	12%	-	-	12%	-	4%	4%	5%	*	7%	7%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	79%	<b>87%</b>	70%	-	-	70%	-	70%	64%	72%	60%	70%	69%
	2018	81%	78%	<b>87%</b>	67%	-	-	67%	-	73%	90%	66%	83%	71%	71%
At Meets Grade Level or Above	2019	52%	48%	<b>62%</b>	39%	-	-	39%	-	43%	43%	43%	40%	41%	41%
	2018	50%	46%	<b>59%</b>	31%	-	-	31%	-	30%	48%	22%	17%	30%	29%
At Masters Grade Level	2019	26%	24%	<b>34%</b>	13%	-	-	13%	-	16%	14%	17%	10%	15%	14%
	2018	24%	21%	<b>28%</b>	15%	-	-	15%	-	13%	24%	8%	0%	14%	13%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	65%	<b>77%</b>	65%	-	-	65%	-	42%	43%	41%	60%	51%	52%
	2018	66%	63%	<b>77%</b>	26%	-	-	26%	-	23%	*	22%	*	25%	27%
At Meets Grade Level or Above	2019	38%	35%	<b>49%</b>	41%	-	-	41%	-	21%	43%	12%	20%	29%	28%
	2018	41%	39%	<b>51%</b>	5%	-	-	5%	-	0%	*	0%	*	3%	6%
At Masters Grade Level	2019	14%	12%	<b>22%</b>	18%	-	-	18%	-	0%	0%	0%	20%	7%	9%
	2018	13%	11%	<b>18%</b>	0%	-	-	0%	-	0%	*	0%	*	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	80%	<b>85%</b>	42%	-	-	42%	-	61%	60%	62%	*	54%	56%
	2018	80%	79%	<b>82%</b>	58%	-	-	58%	-	40%	73%	25%	*	46%	47%
At Meets Grade Level or Above	2019	54%	52%	<b>58%</b>	8%	-	-	8%	-	25%	20%	26%	*	19%	21%
	2018	51%	49%	<b>55%</b>	21%	-	-	21%	-	17%	36%	8%	*	19%	19%
At Masters Grade Level	2019	25%	23%	<b>24%</b>	0%	-	-	0%	-	2%	0%	3%	*	1%	1%
	2018	23%	22%	<b>23%</b>	5%	-	-	5%	-	0%	0%	0%	*	2%	2%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	80%	<b>88%</b>	50%	-	-	50%	-	54%	-	54%	*	53%	55%
	2018	78%	78%	<b>84%</b>	-	-	-	-	-	41%	100%	27%	*	41%	41%
At Meets Grade Level or Above	2019	55%	55%	<b>69%</b>	17%	-	-	17%	-	23%	-	23%	*	22%	24%
	2018	53%	52%	<b>63%</b>	-	-	-	-	-	7%	20%	5%	*	7%	7%
At Masters Grade Level	2019	33%	34%	<b>51%</b>	0%	-	-	0%	-	8%	-	8%	*	6%	9%
	2018	31%	31%	<b>46%</b>	-	-	-	-	-	0%	0%	0%	*	0%	0%
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	68%	<b>73%</b>	76%	-	-	76%	-	67%	56%	69%	53%	71%	69%
	2018	69%	69%	<b>72%</b>	69%	-	-	69%	-	65%	64%	66%	75%	67%	67%
All Grades ELA/Reading	2019	68%	67%	<b>71%</b>	76%	-	-	76%	-	63%	50%	67%	64%	68%	68%
	2018	69%	68%	<b>72%</b>	78%	-	-	78%	-	61%	44%	66%	*	68%	69%
All Grades Mathematics	2019	70%	68%	<b>75%</b>	76%	-	-	76%	-	70%	63%	71%	44%	73%	71%
	2018	70%	69%	<b>72%</b>	63%	-	-	63%	-	69%	77%	66%	*	66%	66%
<b>Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)</b>															
Reading	2019	41%	40%	<b>48%</b>	64%	-	-	64%	-	38%	*	39%	*	49%	47%



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

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District STAAR Performance**  
 Bilingual Education/English as a Second Language

(Current EL Students)

		<b>State</b>	<b>Region 20</b>	<b>District</b>	<b>Bilingual Education</b>	<b>BE-Trans Early Exit</b>	<b>BE-Trans Late Exit</b>	<b>BE-Dual Two-Way</b>	<b>BE-Dual One-Way</b>	<b>ESL</b>	<b>ESL Content</b>	<b>ESL Pull-Out</b>	<b>LEP No Services</b>	<b>LEP with Services</b>	<b>Total EL</b>
Mathematics	2018	38%	37%	<b>47%</b>	50%	-	-	50%	-	36%	*	38%	*	43%	45%
	2019	45%	44%	<b>48%</b>	29%	-	-	29%	-	47%	*	45%	*	38%	37%
	2018	47%	45%	<b>57%</b>	50%	-	-	50%	-	40%	*	39%	*	44%	47%

District Name: ALAMO HEIGHTS ISD  
County Name: BEXAR  
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TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 District STAAR Participation

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	99%	<b>100%</b>	98%	100%	100%	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	94%	93%	<b>96%</b>	94%	95%	97%	100%	96%	100%	83%	93%	95%	87%
Not Included in Accountability													
Mobile	4%	5%	<b>3%</b>	4%	3%	2%	0%	3%	0%	17%	5%	3%	6%
Other Exclusions	1%	1%	<b>0%</b>	1%	1%	0%	0%	1%	0%	0%	1%	2%	6%
Not Tested	1%	1%	<b>0%</b>	2%	0%	0%	0%	0%	0%	0%	1%	1%	0%
Absent	1%	1%	<b>0%</b>	2%	0%	0%	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	99%	<b>100%</b>	97%	100%	100%	100%	100%	100%	98%	100%	99%	100%
Included in Accountability	94%	93%	<b>97%</b>	92%	96%	97%	100%	95%	100%	91%	96%	97%	87%
Not Included in Accountability													
Mobile	4%	5%	<b>3%</b>	5%	3%	2%	0%	1%	0%	7%	3%	2%	5%
Other Exclusions	1%	1%	<b>0%</b>	0%	1%	0%	0%	4%	0%	0%	1%	1%	7%
Not Tested	1%	1%	<b>0%</b>	3%	0%	0%	0%	0%	0%	2%	0%	1%	0%
Absent	1%	1%	<b>0%</b>	3%	0%	0%	0%	0%	0%	0%	0%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%

# TEXAS EDUCATION AGENCY

## Texas Academic Performance Report

### 2018-19 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)
<b>Attendance Rate</b>													
2017-18	95.4%	94.6%	<b>96.0%</b>	94.5%	95.5%	96.3%	97.0%	97.5%	98.1%	95.8%	93.9%	94.8%	96.3%
2016-17	95.7%	95.0%	<b>96.3%</b>	96.5%	96.0%	96.5%	97.4%	97.5%	*	95.9%	95.0%	95.4%	96.6%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2017-18	0.4%	0.6%	<b>0.1%</b>	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
2016-17	0.3%	0.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2017-18	1.9%	2.6%	<b>0.4%</b>	3.6%	0.7%	0.0%	0.0%	0.0%	*	0.0%	1.6%	1.4%	0.0%
2016-17	1.9%	2.7%	<b>0.2%</b>	0.0%	0.6%	0.0%	0.0%	0.0%	-	0.0%	0.9%	0.6%	0.0%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	90.0%	87.1%	<b>97.7%</b>	90.0%	95.8%	99.5%	*	100.0%	-	*	90.5%	92.3%	100.0%
Received TxCHSE	0.4%	0.5%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Continued HS	3.8%	3.7%	<b>1.0%</b>	0.0%	1.8%	0.5%	*	0.0%	-	*	0.0%	1.3%	0.0%
Dropped Out	5.7%	8.8%	<b>1.3%</b>	10.0%	2.4%	0.0%	*	0.0%	-	*	9.5%	6.4%	0.0%
Graduates and TxCHSE	90.4%	87.5%	<b>97.7%</b>	90.0%	95.8%	99.5%	*	100.0%	-	*	90.5%	92.3%	100.0%
Graduates, TxCHSE, and Continuers	94.3%	91.2%	<b>98.7%</b>	90.0%	97.6%	100.0%	*	100.0%	-	*	90.5%	93.6%	100.0%
Class of 2017													
Graduated	89.7%	85.9%	<b>96.9%</b>	*	96.9%	97.4%	*	86.7%	-	*	83.3%	93.8%	100.0%
Received TxCHSE	0.4%	0.5%	<b>0.2%</b>	*	0.0%	0.4%	*	0.0%	-	*	5.6%	0.0%	0.0%
Continued HS	4.0%	4.0%	<b>2.2%</b>	*	2.5%	1.3%	*	13.3%	-	*	11.1%	6.3%	0.0%
Dropped Out	5.9%	9.6%	<b>0.7%</b>	*	0.6%	0.9%	*	0.0%	-	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.1%	86.4%	<b>97.1%</b>	*	96.9%	97.9%	*	86.7%	-	*	88.9%	93.8%	100.0%
Graduates, TxCHSE, and Continuers	94.1%	90.4%	<b>99.3%</b>	*	99.4%	99.1%	*	100.0%	-	*	100.0%	100.0%	100.0%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.0%	88.0%	<b>99.0%</b>	*	99.4%	98.7%	*	100.0%	-	*	94.4%	100.0%	100.0%
Received TxCHSE	0.6%	0.7%	<b>0.2%</b>	*	0.0%	0.4%	*	0.0%	-	*	5.6%	0.0%	0.0%
Continued HS	1.1%	1.0%	<b>0.0%</b>	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	6.3%	10.3%	<b>0.7%</b>	*	0.6%	0.9%	*	0.0%	-	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	92.6%	88.7%	<b>99.3%</b>	*	99.4%	99.1%	*	100.0%	-	*	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	89.7%	<b>99.3%</b>	*	99.4%	99.1%	*	100.0%	-	*	100.0%	100.0%	100.0%
Class of 2016													
Graduated	91.6%	88.8%	<b>97.9%</b>	100.0%	96.9%	98.6%	*	100.0%	-	-	94.1%	94.8%	*
Received TxCHSE	0.7%	0.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	*
Continued HS	1.2%	1.2%	<b>0.3%</b>	0.0%	0.6%	0.0%	*	0.0%	-	-	0.0%	0.0%	*
Dropped Out	6.6%	9.3%	<b>1.8%</b>	0.0%	2.5%	1.4%	*	0.0%	-	-	5.9%	5.2%	*
Graduates and TxCHSE	92.2%	89.5%	<b>97.9%</b>	100.0%	96.9%	98.6%	*	100.0%	-	-	94.1%	94.8%	*
Graduates, TxCHSE, and Continuers	93.4%	90.7%	<b>98.2%</b>	100.0%	97.5%	98.6%	*	100.0%	-	-	94.1%	94.8%	*
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2016													
Graduated	92.1%	89.4%	<b>98.2%</b>	100.0%	97.5%	98.6%	*	100.0%	-	-	94.7%	94.8%	*

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

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Attendance, Graduation, and Dropout Rates**

	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	0.8%	0.8%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	*
Continued HS	0.5%	0.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	*
Dropped Out	6.6%	9.4%	1.8%	0.0%	2.5%	1.4%	*	0.0%	-	-	5.3%	5.2%	*
Graduates and TxCHSE	92.9%	90.2%	98.2%	100.0%	97.5%	98.6%	*	100.0%	-	-	94.7%	94.8%	*
Graduates, TxCHSE, and Continuers	93.4%	90.6%	98.2%	100.0%	97.5%	98.6%	*	100.0%	-	-	94.7%	94.8%	*
Class of 2015													
Graduated	91.8%	89.7%	97.8%	*	97.3%	98.1%	*	100.0%	-	100.0%	95.8%	90.8%	*
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%	*
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2018	90.0%	87.1%	96.9%	90.9%	95.2%	98.9%	*	93.3%	-	*	79.2%	92.3%	100.0%
Class of 2017	89.7%	85.9%	96.2%	*	95.7%	97.0%	*	86.7%	-	*	71.4%	93.8%	100.0%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2018	68.5%	67.5%	*	-	*	-	-	-	-	-	-	*	-
Class of 2017	88.5%	89.2%	93.6%	*	89.5%	96.1%	*	100.0%	-	*	18.2%	76.1%	*
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2018	5.0%	1.6%	0.3%	0.0%	0.6%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Class of 2017	6.0%	2.6%	0.0%	-	0.0%	0.0%	-	-	-	-	*	0.0%	*
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	82.0%	81.1%	86.9%	77.8%	79.2%	93.0%	*	92.9%	-	*	36.8%	70.4%	60.0%
Class of 2017	60.8%	45.5%	0.0%	-	0.0%	0.0%	-	-	-	-	*	0.0%	*
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	86.8%	82.5%	86.9%	77.8%	79.4%	93.0%	*	92.9%	-	*	36.8%	69.4%	60.0%
Class of 2017	85.9%	83.5%	83.8%	*	76.8%	87.7%	*	100.0%	-	*	13.3%	58.3%	60.0%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2017-18	37.7%	21.7%	11.1%	*	*	*	-	*	-	-	0.0%	*	-
2016-17	87.2%	88.8%	91.2%	*	85.6%	95.1%	*	100.0%	-	*	12.5%	77.1%	*
<b>FHSP-E Graduates (Annual Rate)</b>													
2017-18	4.9%	1.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2016-17	7.2%	4.4%	2.1%	*	3.6%	0.0%	-	-	-	-	0.0%	0.0%	*
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	81.5%	76.7%	87.0%	77.8%	79.4%	93.4%	*	92.9%	-	*	38.9%	71.2%	57.1%
2016-17	56.5%	41.8%	12.5%	*	3.6%	26.3%	-	-	-	-	0.0%	0.0%	*
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	85.1%	76.8%	85.2%	70.0%	78.6%	91.4%	*	86.7%	-	*	28.0%	69.4%	57.1%
2016-17	84.0%	82.2%	82.2%	*	72.5%	89.3%	*	100.0%	-	*	9.5%	55.1%	60.0%

District Name: ALAMO HEIGHTS ISD  
County Name: BEXAR  
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TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 District Graduation Profile

	District Count	District Percent	State Count	State Percent
<b>Graduates (2017-18 Annual Graduates)</b>				
Total Graduates	385	100.0%	347,893	100.0%
By Ethnicity:				
African American	10	2.6%	43,502	12.5%
Hispanic	168	43.6%	173,272	49.8%
White	186	48.3%	107,052	30.8%
American Indian	4	1.0%	1,226	0.4%
Asian	15	3.9%	15,589	4.5%
Pacific Islander	0	0.0%	528	0.2%
Two or More Races	2	0.5%	6,724	1.9%
By Graduation Type:				
Minimum H.S. Program	8	2.1%	5,855	1.7%
Recommended H.S. Program/Distinguished Achievement Program	1	0.3%	3,538	1.0%
Foundation H.S. Program (No Endorsement)	49	12.7%	49,432	14.2%
Foundation H.S. Program (Endorsement)	0	0.0%	16,542	4.8%
Foundation H.S. Program (DLA)	327	84.9%	272,526	78.3%
Special Education Graduates	25	6.5%	25,962	7.5%
Economically Disadvantaged Graduates	62	16.1%	166,956	48.0%
LEP Graduates	7	1.8%	21,359	6.1%
At-Risk Graduates	87	22.6%	144,805	41.6%

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

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District College, Career, and Military Readiness (CCMR)**

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>College, Career, and Military Ready Graduates (Student Achievement) ***</b>													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	61.5%	<b>74.4%</b>	30.0%	62.8%	86.6%	*	73.3%	-	*	28.0%	45.2%	42.9%
<b>College Ready Graduates ***</b>													
College Ready (Annual Graduates)													
2017-18	50.0%	46.7%	<b>72.7%</b>	30.0%	59.5%	86.0%	*	73.3%	-	*	12.0%	41.9%	42.9%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	57.8%	<b>81.3%</b>	50.0%	74.4%	89.8%	*	66.7%	-	*	16.0%	53.2%	57.1%
Mathematics													
2017-18	46.0%	43.5%	<b>70.6%</b>	30.0%	56.0%	84.4%	*	80.0%	-	*	12.0%	38.7%	28.6%
Both Subjects													
2017-18	42.1%	40.0%	<b>69.9%</b>	30.0%	56.0%	83.9%	*	66.7%	-	*	12.0%	37.1%	28.6%
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	21.1%	<b>23.4%</b>	0.0%	15.5%	32.8%	*	20.0%	-	*	0.0%	8.1%	0.0%
2016-17	19.9%	19.5%	<b>13.4%</b>	*	10.2%	16.0%	*	18.2%	-	*	4.8%	2.0%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	19.3%	<b>38.4%</b>	0.0%	26.2%	49.5%	*	53.3%	-	*	8.0%	11.3%	28.6%
2016-17	20.1%	18.1%	<b>48.4%</b>	*	34.1%	57.8%	*	72.7%	-	*	0.0%	20.4%	0.0%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	1.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2016-17	0.8%	0.5%	<b>0.0%</b>	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	1.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
<b>Career/Military Ready Graduates</b>													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	25.4%	<b>3.8%</b>	0.0%	5.7%	2.7%	*	0.0%	-	*	28.0%	8.1%	0.0%
2016-17	13.2%	10.7%	<b>1.0%</b>	*	1.8%	0.0%	*	0.0%	-	*	0.0%	2.0%	0.0%
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	3.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2016-17	2.7%	2.0%	<b>0.0%</b>	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2016-17	1.0%	0.7%	<b>0.0%</b>	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	33.5%	<b>1.6%</b>	0.0%	1.2%	2.2%	*	0.0%	-	*	0.0%	0.0%	0.0%
2016-17	17.3%	14.1%	<b>0.0%</b>	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%

District Name: ALAMO HEIGHTS ISD  
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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District College, Career, and Military Readiness (CCMR)**

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	4.2%	<b>1.0%</b>	0.0%	2.4%	0.0%	*	0.0%	-	*	0.0%	4.8%	0.0%
2016-17	2.2%	1.8%	<b>1.0%</b>	*	1.8%	0.0%	*	0.0%	-	*	0.0%	2.0%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.6%	<b>1.8%</b>	0.0%	2.4%	1.6%	*	0.0%	-	*	28.0%	3.2%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.6%	<b>0.3%</b>	0.0%	0.6%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2016-17	0.5%	0.4%	<b>0.0%</b>	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%

District Name: ALAMO HEIGHTS ISD  
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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District CCMR-Related Indicators**

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
Reading													
2017-18	32.1%	32.8%	<b>37.4%</b>	20.0%	31.5%	45.2%	*	26.7%	-	*	4.0%	24.2%	28.6%
2016-17	23.4%	28.8%	<b>15.1%</b>	*	18.0%	13.8%	*	0.0%	-	*	9.5%	20.4%	0.0%
Mathematics													
2017-18	23.7%	25.4%	<b>27.5%</b>	10.0%	21.4%	34.9%	*	20.0%	-	*	4.0%	19.4%	28.6%
2016-17	19.8%	22.3%	<b>12.2%</b>	*	15.6%	10.2%	*	9.1%	-	*	4.8%	10.2%	20.0%
Both Subjects													
2017-18	18.1%	20.9%	<b>22.6%</b>	0.0%	15.5%	31.2%	*	13.3%	-	*	4.0%	11.3%	14.3%
2016-17	12.9%	17.5%	<b>9.5%</b>	*	10.8%	9.3%	*	0.0%	-	*	4.8%	8.2%	0.0%
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2017-18	58.4%	58.7%	<b>10.1%</b>	0.0%	7.7%	14.0%	*	0.0%	-	*	8.0%	6.5%	0.0%
2016-17	50.5%	48.2%	<b>0.2%</b>	*	0.0%	0.4%	*	0.0%	-	*	0.0%	2.0%	0.0%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
English Language Arts													
2017-18	2.0%	1.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2016-17	0.8%	0.6%	<b>0.0%</b>	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Mathematics													
2017-18	3.9%	3.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2016-17	1.4%	0.9%	<b>0.0%</b>	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Both Subjects													
2017-18	0.9%	0.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2016-17	0.2%	0.1%	<b>0.0%</b>	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2018	25.8%	27.3%	<b>38.3%</b>	12.5%	27.5%	47.0%	*	53.1%	-	*	n/a	13.9%	n/a
2017	26.2%	27.2%	<b>39.4%</b>	7.7%	28.5%	47.3%	83.3%	53.6%	-	*	n/a	16.1%	n/a
English Language Arts													
2018	15.3%	16.9%	<b>20.3%</b>	0.0%	13.3%	25.9%	*	31.3%	-	*	n/a	5.5%	n/a
2017	15.9%	17.0%	<b>18.9%</b>	0.0%	12.6%	22.9%	50.0%	32.1%	-	*	n/a	5.8%	n/a
Mathematics													
2018	7.3%	7.4%	<b>14.1%</b>	6.3%	8.3%	16.6%	*	37.5%	-	*	n/a	2.4%	n/a
2017	7.2%	6.9%	<b>17.2%</b>	7.7%	12.3%	20.8%	33.3%	25.0%	-	*	n/a	3.6%	n/a
Science													
2018	10.8%	11.6%	<b>7.3%</b>	0.0%	4.0%	9.0%	*	18.8%	-	*	n/a	2.4%	n/a
2017	10.9%	11.1%	<b>8.8%</b>	0.0%	4.8%	12.1%	0.0%	14.3%	-	*	n/a	2.2%	n/a
Social Studies													
2018	14.5%	16.3%	<b>23.6%</b>	0.0%	19.4%	26.9%	*	40.6%	-	*	n/a	10.3%	n/a
2017	15.0%	15.8%	<b>25.6%</b>	0.0%	15.9%	32.1%	50.0%	46.4%	-	*	n/a	10.9%	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2018	50.7%	46.6%	<b>82.4%</b>	*	76.4%	84.8%	*	88.2%	-	*	n/a	65.2%	n/a
2017	49.1%	44.1%	<b>80.6%</b>	*	73.7%	84.2%	60.0%	80.0%	-	*	n/a	59.1%	n/a
English Language Arts													
2018	42.5%	39.1%	<b>75.3%</b>	-	72.1%	74.5%	*	90.0%	-	*	n/a	88.9%	n/a
2017	41.3%	37.4%	<b>84.1%</b>	-	73.8%	87.4%	*	88.9%	-	*	n/a	75.0%	n/a
Mathematics													
2018	52.8%	43.7%	<b>87.9%</b>	*	81.5%	87.3%	*	100.0%	-	*	n/a	*	n/a



District Name: ALAMO HEIGHTS ISD  
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TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District CCMR-Related Indicators

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	40.7%	71.5%	*	73.2%	72.1%	*	57.1%	-	-	n/a	80.0%	n/a
2018	38.0%	36.1%	78.2%	-	61.5%	82.4%	*	83.3%	-	*	n/a	*	n/a
2017 Social Studies	38.3%	35.1%	75.7%	-	56.3%	84.0%	-	*	-	-	n/a	*	n/a
2018	44.6%	38.9%	79.3%	-	73.0%	82.4%	-	84.6%	-	*	n/a	58.8%	n/a
2017	41.4%	36.5%	75.5%	-	71.7%	77.4%	*	69.2%	-	*	n/a	46.7%	n/a
<b>SAT/ACT Results (Annual Graduates) ***</b>													
Tested													
2017-18	74.6%	83.9%	88.8%	80.0%	79.8%	96.2%	*	93.3%	-	*	n/a	57.1%	n/a
2016-17	73.5%	81.6%	86.6%	50.0%	77.8%	92.4%	100.0%	100.0%	-	100.0%	n/a	55.4%	n/a
At/Above Criterion													
2017-18	37.9%	34.3%	71.3%	25.0%	56.0%	84.4%	*	64.3%	-	*	n/a	37.5%	n/a
<b>Average SAT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	1036	1001	1170	954	1111	1217	*	1187	-	*	n/a	1033	n/a
English Language Arts and Writing													
2017-18	521	505	585	464	559	607	*	585	-	*	n/a	517	n/a
Mathematics													
2017-18	515	496	585	490	552	609	*	602	-	*	n/a	517	n/a
<b>Average ACT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	20.6	21.0	24.5	*	22.6	25.4	*	27.1	-	*	n/a	20.4	n/a
English Language Arts													
2017-18	20.3	20.8	24.5	*	22.4	25.6	*	26.8	-	*	n/a	19.8	n/a
Mathematics													
2017-18	20.6	20.7	24.4	*	22.6	25.3	*	26.5	-	*	n/a	21.1	n/a
Science													
2017-18	20.9	21.3	24.1	*	22.6	24.7	*	27.9	-	*	n/a	20.5	n/a

District Name: ALAMO HEIGHTS ISD  
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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Other Postsecondary Indicators**

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
Any Subject													
2017-18	43.4%	41.5%	<b>56.3%</b>	44.4%	50.2%	60.5%	50.0%	66.7%	*	80.0%	22.6%	35.9%	22.5%
2016-17	37.1%	35.0%	<b>50.4%</b>	20.8%	41.7%	56.7%	77.8%	63.0%	-	77.8%	8.0%	25.1%	13.3%
English Language Arts													
2017-18	17.3%	16.3%	<b>19.7%</b>	0.0%	14.6%	23.8%	16.7%	28.6%	*	20.0%	0.0%	7.8%	2.6%
2016-17	16.8%	16.4%	<b>21.6%</b>	0.0%	14.2%	26.9%	33.3%	32.1%	-	33.3%	1.2%	5.5%	0.0%
Mathematics													
2017-18	20.7%	20.4%	<b>27.4%</b>	19.2%	21.5%	30.9%	18.2%	41.5%	*	50.0%	2.3%	12.9%	7.9%
2016-17	19.5%	19.7%	<b>29.8%</b>	10.0%	23.6%	33.9%	66.7%	43.1%	-	22.2%	6.0%	11.4%	11.1%
Science													
2017-18	21.2%	21.0%	<b>24.8%</b>	21.7%	24.6%	24.0%	33.3%	39.3%	*	20.0%	20.9%	23.9%	21.6%
2016-17	5.7%	5.4%	<b>6.7%</b>	0.0%	3.9%	8.8%	0.0%	9.1%	-	0.0%	1.6%	2.0%	0.0%
Social Studies													
2017-18	22.8%	23.2%	<b>30.5%</b>	7.7%	26.4%	33.2%	30.0%	41.1%	*	66.7%	0.0%	15.5%	5.4%
2016-17	21.8%	20.2%	<b>31.2%</b>	9.5%	21.2%	37.9%	44.4%	48.1%	-	75.0%	0.0%	13.7%	0.0%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2016-17	54.6%	53.1%	<b>63.7%</b>	*	65.9%	62.2%	*	63.6%	-	*	23.8%	47.7%	60.0%
2015-16	54.7%	51.0%	<b>55.8%</b>	*	52.3%	58.0%	*	66.7%	-	-	21.1%	45.1%	*
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2016-17	59.2%	55.3%	<b>77.7%</b>	*	69.0%	85.5%	*	85.7%	-	*	40.0%	53.6%	*
2015-16	55.7%	52.9%	<b>74.7%</b>	*	60.0%	84.2%	-	85.7%	-	-	*	55.0%	-

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TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District Student Information

Student Information	District		State	
	Count	Percent	Count	Percent
Total Students	4,843	100.0%	5,416,400	100.0%
Students by Grade:				
Early Childhood Education	25	0.5%	15,122	0.3%
Pre-Kindergarten	58	1.2%	238,810	4.4%
Kindergarten	316	6.5%	373,435	6.9%
Grade 1	350	7.2%	386,567	7.1%
Grade 2	320	6.6%	387,490	7.2%
Grade 3	354	7.3%	395,637	7.3%
Grade 4	340	7.0%	411,805	7.6%
Grade 5	358	7.4%	417,388	7.7%
Grade 6	373	7.7%	417,587	7.7%
Grade 7	364	7.5%	406,716	7.5%
Grade 8	384	7.9%	404,933	7.5%
Grade 9	429	8.9%	436,449	8.1%
Grade 10	406	8.4%	400,571	7.4%
Grade 11	397	8.2%	372,899	6.9%
Grade 12	369	7.6%	350,991	6.5%
Ethnic Distribution:				
African American	115	2.4%	684,349	12.6%
Hispanic	1,934	39.9%	2,847,629	52.6%
White	2,548	52.6%	1,484,069	27.4%
American Indian	19	0.4%	20,362	0.4%
Asian	163	3.4%	242,247	4.5%
Pacific Islander	10	0.2%	8,254	0.2%
Two or More Races	54	1.1%	129,490	2.4%
Economically Disadvantaged	956	19.7%	3,283,812	60.6%
Non-Educationally Disadvantaged	3,887	80.3%	2,132,588	39.4%
Section 504 Students	511	10.6%	354,440	6.5%
English Learners (EL)	313	6.5%	1,054,596	19.5%
Students w/ Disciplinary Placements (2017-18)	54	1.1%	75,963	1.4%
Students w/ Dyslexia	288	5.9%	194,074	3.6%
At-Risk	1,285	26.5%	2,713,848	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	396		521,908	
By Type of Primary Disability				
Students with Intellectual Disabilities	119	30.1%	221,426	42.4%
Students with Physical Disabilities	76	19.2%	114,118	21.9%
Students with Autism	93	23.5%	71,373	13.7%
Students with Behavioral Disabilities	99	25.0%	107,604	20.6%
Students with Non-Categorical Early Childhood	9	2.3%	7,387	1.4%

District Name: ALAMO HEIGHTS ISD  
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TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District Student Information

<u>Student Information</u>	<u>- Non-Special Education Rates -</u>		<u>- Special Education Rates -</u>	
	<u>District</u>	<u>State</u>	<u>District</u>	<u>State</u>
Retention Rates by Grade:				
Kindergarten	0.0%	1.7%	0.0%	6.2%
Grade 1	0.7%	3.1%	0.0%	5.5%
Grade 2	0.3%	1.8%	0.0%	2.3%
Grade 3	0.0%	1.1%	4.0%	0.9%
Grade 4	0.0%	0.5%	0.0%	0.5%
Grade 5	0.0%	0.5%	0.0%	0.6%
Grade 6	0.0%	0.4%	0.0%	0.5%
Grade 7	0.0%	0.6%	0.0%	0.6%
Grade 8	0.0%	0.4%	0.0%	0.7%
Grade 9	4.8%	7.2%	27.5%	12.7%

	<u>----- District -----</u>		<u>----- State -----</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
Data Quality:				
Underreported Students	0	0.0%	6,321	0.3%

<u>Class Size Information</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	18.5	18.9
Grade 1	20.5	18.8
Grade 2	20.1	18.7
Grade 3	21.4	18.9
Grade 4	20.7	19.2
Grade 5	22.2	21.2
Grade 6	24.6	20.4
Secondary:		
English/Language Arts	21.7	16.6
Foreign Languages	20.9	18.9
Mathematics	24.5	17.8
Science	26.8	18.9
Social Studies	26.3	19.3

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

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 District Staff Information

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	603.0	100.0%	719,502.5	100.0%
Professional Staff:	407.9	67.6%	461,380.1	64.1%
Teachers	344.5	57.1%	358,450.1	49.8%
Professional Support	42.2	7.0%	72,848.5	10.1%
Campus Administration (School Leadership)	14.1	2.3%	21,812.7	3.0%
Central Administration	7.0	1.2%	8,268.8	1.1%
Educational Aides:	76.9	12.7%	74,292.4	10.3%
Auxiliary Staff:	118.2	19.6%	183,830.1	25.5%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	4.0	n/a	4,414.0	n/a
Part-time	0.0	n/a	572.0	n/a
Counselors				
Full-time	13.0	n/a	12,433.0	n/a
Part-time	0.0	n/a	1,097.0	n/a
Total Minority Staff:	245.5	40.7%	362,803.7	50.4%
Teachers by Ethnicity and Sex:				
African American	5.0	1.5%	37,875.6	10.6%
Hispanic	94.3	27.4%	99,261.7	27.7%
White	239.2	69.4%	209,288.6	58.4%
American Indian	0.0	0.0%	1,236.1	0.3%
Asian	1.0	0.3%	6,037.0	1.7%
Pacific Islander	1.0	0.3%	676.7	0.2%
Two or More Races	4.0	1.2%	4,074.5	1.1%
Males	89.4	26.0%	85,138.1	23.8%
Females	255.1	74.0%	273,312.0	76.2%
Teachers by Highest Degree Held:				
No Degree	0.8	0.2%	4,932.1	1.4%
Bachelors	180.6	52.4%	263,991.5	73.6%
Masters	156.3	45.4%	87,059.6	24.3%
Doctorate	6.9	2.0%	2,466.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	6.0	1.7%	24,953.3	7.0%
1-5 Years Experience	62.1	18.0%	103,762.4	28.9%
6-10 Years Experience	80.6	23.4%	68,136.0	19.0%
11-20 Years Experience	119.3	34.6%	105,158.7	29.3%
Over 20 Years Experience	76.6	22.2%	56,439.7	15.7%
Number of Students per Teacher	14.1	n/a	15.1	n/a

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

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Staff Information**

<b>Staff Information</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:		
Average Years Experience of Principals	10.3	6.3
Average Years Experience of Principals with District	6.3	5.4
Average Years Experience of Assistant Principals	5.2	5.3
Average Years Experience of Assistant Principals with District	4.3	4.7
Average Years Experience of Teachers:	13.6	11.1
Average Years Experience of Teachers with District:	7.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$49,975	\$47,218
1-5 Years Experience	\$52,761	\$50,408
6-10 Years Experience	\$54,863	\$52,786
11-20 Years Experience	\$57,715	\$56,041
Over 20 Years Experience	\$64,880	\$62,039
Average Actual Salaries (regular duties only):		
Teachers	\$57,614	\$54,122
Professional Support	\$65,060	\$64,069
Campus Administration (School Leadership)	\$90,946	\$78,947
Central Administration	\$121,018	\$103,400
Instructional Staff Percent:	69.3%	64.5%
Turnover Rate for Teachers:	13.4%	16.5%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,074.9
Educational Aides	0.0	189.4
Auxiliary Staff	0.0	411.6
Contracted Instructional Staff:	0.0	6,043.6

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

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District Staff Information

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	427	8.8%	1,066,099	19.7%
Career & Technical Education	731	15.1%	1,424,391	26.3%
Gifted & Talented Education	1,002	20.7%	436,361	8.1%
Special Education	396	8.2%	521,908	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	4.9	1.4%	23,092.5	6.4%
Career & Technical Education	6.9	2.0%	17,483.0	4.9%
Compensatory Education	22.5	6.5%	9,548.1	2.7%
Gifted & Talented Education	8.9	2.6%	7,164.0	2.0%
Regular Education	248.5	72.1%	255,885.2	71.4%
Special Education	30.1	8.7%	32,449.2	9.1%
Other	22.8	6.6%	12,828.0	3.6%

- '^' 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.
- '\*\*\*^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' 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 2017-18 Financial Actual Report](#)



# 2017-2018 Actual Financial data

## Totals for Alamo Heights ISD (015901)

Total Enrolled Students in Membership: 4,786

	<u>District</u>			<u>State</u>		
	General Fund	%	Per Student	All Funds	%	Per Student
<b>Receipts</b>						
<b><u>Total Revenue</u></b>	40,831,527	100.00%	8,531	55,886,391	100.00%	11,677
Local Tax	32,911,682	80.60%	6,877	42,202,517	75.51%	8,818
Other Local and Intermediate	3,406,327	8.34%	712	6,658,592	11.91%	1,391
State	3,699,085	9.06%	773	4,169,128	7.46%	871
Federal	814,433	1.99%	170	2,856,154	5.11%	597
<b><u>Total Receipts</u></b>	78,251,445	100.00%	16,350	196,462,762	100.00%	41,049
Total Revenue	40,831,527	52.18%	8,531	55,886,391	28.45%	11,677
Recapture	37,419,918	47.82%	7,819	37,419,918	19.05%	7,819
Total Other Resources	0	0.00%	0	103,156,453	52.51%	21,554
<b>Fund Balances (for ISDs)</b>						
<b><u>Total Fund Balance**</u></b>	16,816,037	41.18%	3,514	109,519,878	195.97%	22,883
Nonspendable Fund Balance	403,250	0.99%	84	501,826	0.90%	105
Restricted Fund Balance	0	0.00%	0	92,605,265	165.70%	19,349
Committed Fund Balance	0	0.00%	0	0	0.00%	0
Assigned Fund Balance	0	0.00%	0	0	0.00%	0
Unassigned Fund Balance	16,412,787	40.20%	3,429	16,412,787	29.37%	3,429
<b>Disbursements</b>						
<b><u>Total Expenditures</u></b>	43,097,330	100.00%	9,005	82,859,680	100.00%	17,313
BY OBJECT	43,097,330	100.00%	9,005	82,859,680	100.00%	17,313
Payroll (Objects 6100)	38,590,797	89.54%	8,063	39,644,311	47.85%	8,283
Other Operating (Objects 6200-6400)	4,506,533	10.46%	942	13,948,722	16.83%	2,914
Debt Service (Objects 6500)	0	0.00%	0	11,004,442	13.28%	2,299
Capital Outlay (Objects 6600)	0	0.00%	0	18,262,205	22.04%	3,816
BY FUNCTION (Objects 6100-6400 only)						
Debt Service (71)	0		0	0		0
Facilities Acquisition &	0		0	5,343,772		1,117



## Construction (81)

Total Operating Expenditures	43,097,330	100.00%	9,005	48,249,261	100.00%	10,081	53,007,735,811	100.00%	9,844
Instruction (11,95)	27,185,023	63.08%	5,680	29,385,485	60.90%	6,140	29,573,638,083	55.79%	5,492
Instructional Res Media (12)	418,773	0.97%	87	429,251	0.89%	90	605,950,802	1.14%	113
Curriculum/Staff Develop (13)	540,459	1.25%	113	651,941	1.35%	136	1,174,310,004	2.22%	218
Instructional Leadership (21)	1,038,173	2.41%	217	1,038,750	2.15%	217	833,658,903	1.57%	155
School Leadership (23)	2,336,733	5.42%	488	2,336,733	4.84%	488	3,099,426,611	5.85%	576
Guidance Counseling Svcs (31)	1,398,485	3.24%	292	1,408,609	2.92%	294	1,926,098,691	3.63%	358
Social Work Services (32)	230,373	0.53%	48	235,014	0.49%	49	142,409,113	0.27%	26
Health Services (33)	416,824	0.97%	87	416,824	0.86%	87	536,700,538	1.01%	100
Transportation (34)	1,091,264	2.53%	228	1,091,264	2.26%	228	1,570,586,301	2.96%	292
Food (35)	0	0.00%	0	1,348,711	2.80%	282	2,825,048,050	5.33%	525
Extracurricular (36)	1,347,726	3.13%	282	2,792,993	5.79%	584	1,610,863,870	3.04%	299
General Administration (41,92)	1,947,171	4.52%	407	1,947,171	4.04%	407	1,787,695,433	3.37%	332
Plant Maint/Operation (51)	4,234,727	9.83%	885	4,234,727	8.78%	885	5,547,616,328	10.47%	1,030
Security/Monitoring (52)	25,358	0.06%	5	25,358	0.05%	5	505,751,521	0.95%	94
Data Processing Services (53)	878,996	2.04%	184	885,361	1.83%	185	1,009,632,415	1.90%	187
Community Services (61)	7,245	0.02%	2	21,069	0.04%	4	258,349,148	0.00%	48
<b>Total Disbursements</b>	<b>80,517,248</b>	<b>100.00%</b>	<b>16,823</b>	<b>121,979,729</b>	<b>100.00%</b>	<b>25,487</b>	<b>76,425,568,379</b>	<b>100.00%</b>	<b>14,193</b>
Total Expenditures	43,097,330	53.53%	9,005	82,859,680	67.93%	17,313	70,292,451,357	100.00%	13,054
Recapture	37,419,918	47.82%	7,819	37,419,918	19.05%	7,819	2,068,522,423	2.63%	384
Total Other Uses	0	0.00%	0	1,700,131	1.39%	355	3,402,247,277	4.45%	632
Intergovernmental Charge	0	0.00%	0	0	0.00%	0	662,347,322	1.25%	123

## Program Expenditures

<b>Operating Expenditures - Program</b>	<b>35,019,953</b>	<b>100.00%</b>	<b>7,317</b>	<b>37,386,921</b>	<b>100.00%</b>	<b>7,812</b>	<b>39,129,628,714</b>	<b>100.00%</b>	<b>7,267</b>
Regular	23,015,756	65.72%	4,809	24,000,190	64.19%	5,015	23,408,623,199	59.82%	4,347
Gifted and Talented	1,098,256	3.14%	229	1,103,588	2.95%	231	396,918,069	1.01%	74
Career and Technical	514,169	1.47%	107	542,973	1.45%	113	1,595,080,075	4.08%	296
Students with Disabilities	6,271,432	17.91%	1,310	7,162,688	19.16%	1,497	6,228,755,783	15.92%	1,157
Accelerated Education	2,164,560	6.18%	452	2,457,322	6.57%	513	1,729,817,631	4.42%	321
Bilingual	100,014	0.29%	21	107,414	0.29%	22	624,626,340	1.60%	116
Nondisc Alt Ed-AEP Basic Serv	333,114	0.95%	70	333,114	0.89%	70	156,186,644	0.40%	29
Disc Alt Ed-DAEP Basic Serv	88,934	0.25%	19	88,934	0.24%	19	223,139,912	0.57%	41
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0	27,092,836	0.07%	5
T1 A Schoolwide-St Comp>=40%	0	0.00%	0	0	0.00%	0	2,061,367,635	5.27%	383
Athletics/Related Activities	1,134,734	3.24%	237	1,221,192	3.27%	255	1,059,340,400	2.71%	197
High School Allotment	0	0.00%	0	0	0.00%	0	568,417,706	1.45%	106

Prekindergarten	298,984	0.85%	62	369,506	0.99%	77	1,050,262,484	2.68%	195
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	<u>District</u>	<u>State</u>
<b>Instructional Expenditure Ratio</b>	66.0%	62.7%

**Tax Rates****2017 (current tax year) Tax Rates**

Maintenance and Operations	1.0600	1.0933
Interest and Sinking Funds	0.1400	0.2108
Total Tax Rate	1.2000	1.3041

**2016 Tax Year State Certified Property Values**

	Amount	Percent	Amount	Percent
Property Value	6,476,546,388	N/A	2,220,042,195,073	N/A
Property Value per pupil	1,353,227	N/A	436,998	N/A
Property Value by category:				
Business	1,898,786,811	26.13%	892,180,729,305	35.47%
Residential	5,287,435,622	72.75%	1,479,753,710,535	58.82%
Land	58,635,489	0.81%	65,281,339,904	2.60%
Oil and Gas	0	0.00%	64,143,342,124	2.55%
Other	22,653,900	0.31%	14,174,456,770	0.56%

**Unassigned Fund Balance percentage of total budgeted expenditures**

2017-2018 School Districts' General Fund Unassigned Fund Balance***	16,412,787	12,575,271,982
2017-2018 School Districts' General Fund Total Budgeted Expenditures	42,875,943	45,316,911,612
2017-2018 School Districts' Percent of Total Budgeted Expenditures	38.3%	27.7%

\*\* 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.

**ALAMO HEIGHTS ISD  
CAMPUS IMPROVEMENT PLAN  
2019**

<b>Campus Strategy: I</b>	<b>We will demand all learning be engaging, personally challenging, and relevant.</b>
<b>Profile a Learner:</b>	Think Critically and Creatively & Seek Knowledge and Understanding
<b>Area of Focus:</b>	Purposeful lesson planning and Differentiated Instruction to meet the needs of ALL of our learners
<b>Performance Objective:</b>	100% of AHISD students will engage in a developmentally challenging curriculum; differentiated for student need and interest

<b>Action Items:</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
1. We will continue to utilize blue print lesson planning as a tool for teachers to acknowledge their 'who' thereby ensuring all students; advanced, grade level, or below grade level, are receiving equitable experiences and opportunities for success	Teachers Department Leads Academic Dean	Weekly during lesson planning throughout school year	1/2 day planning, Dept time embedded in PD days, subs for outside trainings, PD for purposeful planning, Use of YAGS, Engaged classroom training days	Observing collaborative lesson planning sessions walk throughs to observe differentiation lesson plans addressing needs and interest peer evaluations of lesson plans during adult learning time T-Tess Observations
2. We will continue to build and modify our Curriculum Year-at-a-Glance (YAG)s for the horizontal alignment in all departments ensuring equitable experiences across content strands	Teachers Department Leads Academic Dean	By the first day of the school year, twice a year during YAG review PD time	Dept time embedded in PD days,	YAGs are a living document and should be continually changing to meet the needs and interests of students. A YAG that has not been evaluated or modified for an entire school year is contrary to this campus strategy
3. We will continue to integrate innovative and emerging technology, for both homework and classwork, to meet the needs of our learners.	Teachers Department Leads Academic Dean Instructional Coach Principal	Throughout the school year during lesson planning	District - TCEA costs, and technology infrastructure cost. Campus substitute costs for collaboration/PD days. 4 days of EC training in summer	Observe during walk throughs Lesson plan details integration and how it meets the student needs TTess observations

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
4. We will continue to offer Differentiated Instruction (DI) professional development through engaged classroom training and New Employee Induction program	Instructional Coaches Academic Dean	4X per year, New teacher meetings once a month	District funding for DI training that happens during the school day	Staff survey Observe practices during walk throughs and give meaningful feedback
5. We will continue to provide equitable access to library services in all levels of courses	Teachers Librarian Principal	Throughout the school year during class time		Library collection usage data Library lesson delivery data
6. We will continue and expand the use of rubrics for grading across all departments	Teachers Department Leads Academic Dean T-Tess Appraisers	Throughout the school year teachers will determine through collaborative planning when rubrics help meet the needs of students	Planning time to develop rubrics	Observed during walk throughs Lesson plan details integration and how it meets the student needs TTess observations
7. <sup>a</sup> We will continue to utilize online curriculum resources as an integrated tool to help learning be more accessible and personally relevant to students	Teachers Department Leads Academic Dean T-Tess Appraisers	Embedded in all PD days, peer visits and Adult Learning days	District funded online resources	walk throughs, culture shift
8. We will continue our tradition of whole campus purposely planning together to acknowledge and align all course YAGs	Teachers Department Leads Academic Dean Instructional Coach Assistnat Principals Principal	August 2019		Every year there is a teacher and/or department that sees what another is doing during the year and works on a cross-curricular project
9. We will continue to build common planning periods in our master schedule for core content areas; helping our teachers purposeful plan instruction to meet the needs of ALL students	Academic Dean Department Leads Teachers	Built in MS in June each year		Collaboration during planning periods Lesson plans YAGs Teacher survey

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
10. This year Department Leads will be assigned one month to highlight one of their teachers lessons/activities that align to the POL, either through real time observation or the lens of a collaborative planning session	Teachers Department Leads Campus Leadership Team	One (1) Campus Leadership meeting a month per Department Lead (DL)		DL sharing observations from each others' successes to their departmental teachers
11. This year we will offer Differentiated Instruction (DI) professional development during adult learning	Instructional Coach	One (1) Adult learning in the fall and one (1) Adult learning in the Spring	Time for IC to develop training	Observe practices during walk throughs and give meaningful feedback
12. This year we will create and implement common assessments in core content areas	Teachers Department Leads Academic Dean	All core departments will have (2) common assessments this year	Planning time to develop common assessments	Data will be presented and examined during DL meeting
13. This year will will provide BluePrint for Learning lesson planning philosophy training for all staff	Instructional Coach Department Leads Academic Dean Principal	August PD week	Time for IC to develop training	During collaborative lesson planning time teachers will use the blueprint for planning lessons During walk throughs you will see blue print components embedded in lesson delivery
14. We will continue partnerships with colleges and technical schools to enhance Career and Technical Education (CTE) course offerings; AND this year will be expand our efforts to educate students on opportunities	Counselor for Dual Credit Academic Dean	Advisory lesson for students in November before course selection process	Time to collaborate with cooperating schools Time to write agreements Time to educate students	Number of students attending colleges or tech schools during the school day

**ALAMO HEIGHTS ISD  
CAMPUS IMPROVEMENT PLAN  
2019**

<b>Campus Strategy II</b>	<b>We will aggressively confront the social and emotional issues of our community</b>
<b>Profile a Learner:</b>	Engage Socially and Globally & Develop a Healthy Sense of Self
<b>Area of Focus:</b>	Increase understanding of social and emotional issues our student face and Build systems that support life balance
<b>Performance Objective:</b>	100% of our students feel safe, valued and understood every day at school

<b>Action Items:</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
1. We will continue weekly advisory lessons; where more than 75% of them address social and emotional issues of our students	Advisory Committee	Weekly	Time to plan lessons Monthly meetings Common Sense media Character.org	Student surveys counseling and wellness counseling logs SIT referrals
2. We will continue to publish and educate staff, students and parents on procedures for reporting mistreatment	Principal	Quarterly		Number and accuracy of mistreatment reporting
3. We will continue using Live streaming of PTSO events (Facebook Live) to expand access	PTSO	all PTSO meetings	facebook live stream	Number of viewers Parent survey
4. We will continue to educate all students on the Extracurricular Code	Principal	Prep Day	Extra Curricular Code	100% completion Review via advisory
5. We will continue with the implementation of Solid Roots behavioral interventions for targeted students to improve emotional/behavioral/social skills	ACE SST Staff	yearly re-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
6. We will continue to educate our parents and students on the workload of PreAP/AP courses	Academic Dean Counselors	8th-9th transition mtgs High School Ahead Night PTSO meeting		Number of schedule changes dropping PreAP courses
7. We will continue to implement Exam Exemption Policy to help students make	Academic Dean	Fall and Spring semesters	Exemption Guidelines	Student and Parent surveys Attendance Rate

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
thoughtful choices for a balanced life				Academic Integrity occurrences
8. We will continue to utilize and see to improve the Student Intervention Team and Student Intervention Triage Team to address the social, emotional and academic issues of our students	Academic Dean Counselors Nurse Teachers APs Truancy Officer	Weekly	Time to reflect and make improvements to systems	Number of students seeing Counselors and Wellness counselors for Emotional issues Number of repeat SIT referrals Discipline reports Number of SIT 'C' referrals
9. We will continue to follow no homework nights	Principal	monthly	district planning calendar	confirm during the calendar planning time
10. We will continue to ensure that the Library collection supports understanding of social and emotional issues, builds empathy & provides access to bibliotherapy opportunities for all students	Librarian Counselors Teachers	All year	District Reading Campus Budgets	Collection Statistics
11. We will continue to devote a section of our Monday Mail to address the issues that our students face, social and mental awareness	Principal	Every Monday throughout the school year	Time to develop the document	Parent surveys Student surveys
12. We will continue to host community talks with our Wellness Counselors concerning challenges that our student face such as: violence prevention/intervention, bullying/cyber bullying, improved parent/child communication, student support through individual/ small group counseling, suicide, drug abuse, misuse of internet/technology resources and dating violence.	Wellness Counselors Principal	Four times a year	Time to develop the meetings	Attendance at meetings Parent surveys Community surveys
14. We will continue to develop systems to ensure that information to parents of English Language (EL) learners is provided in the home language.	Administration Teachers	Throughout the year	Time to translate	Parent survey

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
15. This year we will have a dedicated advisory for every teacher bringing the advisory class down to 20:1; with potential to strategically group students based on need	Teachers Academic Dean	Advisory is every Monday Study hall and RtI can be utilized T-F weekly	Advisory lessons Time to get to know students	Number of students seeing Counselors and Wellness counselors Number of SIT referrals Discipline reports Universal screener data Report card grades
16. This year we will focus on 100% accurate accounting of attendance to quickly identify students who have attendance issues	Teachers Attendance Clerks Assistant Principal (AP) Truancy Officer	Every day, every period teachers take accurate attendance Daily reports given to AP concerning inaccuracies Professional development two (2) times a year on systems and expectations for teachers APs contact parents for students with attendance issues once a week	Time to collect data Time to meet with students and parents	Every three weeks Principal receives report from APs Daily attendance reports Drop out rates Number of students in credit recovery Number of retained students Number of students losing credit due to attendance
17. This year we will implement Major Assignments procedures to ensure that assignments do not overload students on particular days (departments have odd/even due dates)	Academic Dean Department Leads	due dates established at BOY		Monthly check during DL meeting



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<b>Campus Strategy: III</b>	<b>We will close the achievement gap</b>
<b>Profile a Learner:</b>	Seek knowledge and Understanding & Develop a Healthy Sense of Self
<b>Area of Focus:</b>	Utilize relevant data to help ALL students reach their full potential
<b>Performance Objective:</b>	100% of our students will graduate high school as College, Career or Military Ready

<b>Action Items:</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
1. We will continue utilizing the Star universal screener for ALL students (3) times per year in Reading and Math to determine student strengths and needs for additional supports	Academic Dean and Math/ELAR Department Leads Math/ELAR teachers	September, January, April	Renaissance Learning \$16,000 (district funds) Data dig time Collaborative planning time	BOY, MOY, EOY data used to make informed decisions on how to help students performing below grade level RtI "A" referrals Seat counts in Read/Math 180 Progress in Read/Math 180 RtI plans
2. We will continue to provide and revise our credit recovery opportunities for students in danger of losing credit(s) in core areas except for math; utilizing the GradPoint software	Academic Dean Credit recovery teachers Robbins academy teachers	All year	\$19,000 (district funds), and some spec ed funds	Student completion data Number of students in CR Student duration in CR
3. We will continue to provide and revise our credit recovery opportunities for students in danger of losing credit(s) in Math; utilizing the ALEKS software	Academic Dean, Credit recovery teachers Robbins academy teachers	All year	\$8000 (district funded)	Student completion data Number of students in CR Student duration in CR
4. We will continue to provide EL professional development for ALL teachers during Adult Learning time and during August PD week	Assistant Principal over EL District Design Team Academic Dean Instructional Coach	Two (2) one hour sessions during August PD week One (1) Adult Learning sessions in the Spring	Title III funds (\$5000)	Increase in TELPAS results Walkthrough evidence of teachers utilizing SIOP strategies
5. We will continue Writing Across Heights in an effort to increase writing opportunities for	Assistant Principal over EL ESL Teacher	Samples are collected monthly	Time for collection and feedback	Increase in TELPAS results Increase in STAAR English 9

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
students in all courses	All teachers			and 10 results
6. We will continue to ensure 100% adherence to IEP, 504, LPAC accommodations and modifications by providing teachers PD for best practices and legal requirements for students with IEPs; best practice and accommodations for students with a 504 plan; best practices and strategies for students who English is their second language	Academic Dean Special Education Coordinator Counselors Assistant Principal over EL ESL Teacher Department Leads All teachers	August PD week Both early release PD days One (1) adult learning in the Fall	Time to plan PD	ARDs address needs 504 meetings address needs During walkthroughs it is evident that students are receiving resources for their needs Students exiting 504 or Special Education Students exiting the ESL program STAAR results TELPAS results
7. We will continue to provide accelerated, intensive program for At-Risk students failing the STAAR through tutoring, computer-assisted instruction, and summer school	Teachers Academic Dean Summer School Teachers	Three weeks before STAAR assessments Three weeks during summer school	Time to plan differentiated lessons	Number of students retaking STAAR exams Number of students not meeting standards on STAAR exams Attendance during accelerated instruction opportunities
8. We will continue to provide individualized and group counseling for students identified At-Risk, students with emotional issues, students with drug or alcohol dependencies	Wellness Counselors Counselors	Throughout school year	District funded Wellness Counselor	Number of students in group sessions Number of students seeing Wellness counselors
9. We will continue to provide Saturday make-up days for students who have exceeded the number of allowable absences	Assistant Principal Saturday school teacher Attendance Clerk Truancy officer Student Parent	Saturdays throughout the school year	Pay for Saturday school teacher	Number of students losing credit due to absences Number of students in credit recovery Attendance reports SIT referrals
10. This year we will utilize the advisory period to	Teachers	Two (2) advisory periods per	Time to develop resources	Universal screener data

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
build in RtI time for students identified as needing Tier II interventions	Academic Dean	week	for struggling students	Grades in English and Math classes for specified students
11. This year teachers will contact every student and student's parent when a student has a failing grade on any progress report. Teachers will have parent meetings with any student and student's parents when a student fails a nine week period.	Teachers Parents Students Academic Dean	All grade reporting periods	Time to meet with student and parent	Number of course failures Number of students in credit recovery
12. This year teachers will submit a SIT referral for any student who failed a nine week grading period	Teachers Counselors Academic Dean	Nine week grading periods	Time to submit referrals Time to for counselors and Academic Dean to hold a staffing for failing student Time to collect RtI data	Number of course failures Number of students in credit recovery Number of SIT 'A' referrals
13. This year counselors will meet with every one of their students to discuss goals and needs	Counselors	Throughout the year	Time to meet with students	Student surveys
14. This year Counselors will meet with every student who is behind on credits to graduate before the end of the first nine weeks	Academic Dean	Throughout the first nine weeks of school	Time to meet with students	Graduation rate Number of students in credit recovery Number of students attending summer school
15. This year we will provide teachers with professional development about Dyslexia; provide training for teachers who service Dyslexic students with phonemic awareness and decoding guidelines to use during content area instruction	Academic Dean Teachers	August PD week	Time to develop the training	Student surveys Teacher surveys Universal screener data
16. We will continue to sustain and build the CTE Program to provide students career opportunities and industry certifications; This year will be increase our CTE coherent sequences in two areas	Academic Dean CTE coordinator Counselors	Throughout the school year we will continue to search for ways to increase CTE offerings	Time to collaborate Time for professional development in CTE and Perkins funding	Number of students participating in a CTE course Number of students in a coherent sequence Number of students receiving industry certifications

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
17. We will continue to provide ASVAB testing to our student; This year will we ask all ROTC students to take the ASVAB assessment	Academic Dean JROTC instrutors	April 2020	ASVAB tests	Number of students who take the ASVAB Number of students who intend to enlist in the Armed Forces

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<b>Campus Strategy: IV</b>	<b>We will create an environment where impeccable character is modeled by and expected of each individual</b>
<b>Profile a Learner:</b>	Communicate and Collaborate & Employee Skills for Life
<b>Area of Focus:</b>	Continue to develop our understanding of the Profile of a Learner and continue to build systems that support character development
<b>Performance Objective:</b>	100% of AHHS stakeholders will personify the Profile of a Learner

<b>Action Items:</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
1. We will continue to develop all stakeholder understanding of our Profile of a Learner	All stakeholders	Throughout the school year during: all advisories all teacher meetings all community meetings		Use of the POL language throughout the community, district and campus Demonstrating behaviors aligned to the POL throughout the community, district and campus
2. We will continue to 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 Parent surveys
3. We will continue the use of the Raptor System; allowing us to sign in all visitors and verify their identity	Main office personnel	Throughout the school day	Time to train personnel how to use system Resources to replenish the system	Number of visitors in our building without a raptor badge
4. We will continue to partner with Character.org in helping build our touchstone and our core values aligned to our POL; and deliver lessons during our advisory	Counselors Wellness Counselor Advisory Committee Student Council Student Council Teacher Rep	Lessons delivered during weekly advisory	character.org framework; 1 day release time for district/campus planning	Student surveys

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
5. We will continue to train all staff and our community in the 5 forms of mistreatment	Principal	November staff meetings November PTSO meetings		Teachers are well versed in the forms of mistreatment
6. We will continue to implement Common Sense Media lessons into our advisory lessons and during PTSO meetings	Advisory team Counselors Assistant Principals	Monthly during advisory time One (1) PTSO meeting	Common Sense media lessons	Number of misuse of technology referrals Number of cyber bullying reports
7. We will continue to utilize the mistreatment flow charts for timely communication with all necessary parties	Assistant Principals Teachers		Time to work with student(s) and parents	Number of discipline referrals for mistreatment Number of counseling referrals for mistreatment
8. We will continue to partner with Dude. Be Nice to increase the effectiveness of our character education efforts	Student Council Student Council Teacher Rep	Dude. Be Nice week		Student surveys
9. This year teachers will incorporate one component of the Profile of a Learner into a lesson each nine weeks	Teachers Department Leads Academic Dean	One (1) lesson per nine weeks	Time to develop the lesson	Students Surveys Use of the POL language throughout the campus Demonstrating behaviors aligned to the POL throughout the campus Teachers will give lesson to Department Leads to share with Campus Leadership Observing POL language incorporated into lessons during walkthroughs
10. This year each administrator and will 'adopt' one At-Risk student to mentor throughout the year	Administrators	During advisory time Administrators can meet with student to mentor	Time to meet with student	Attendance reports Discipline reports SIT referrals Academic performance

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<b>Campus Strategy V</b>	<b>We will ensure a high-performing faculty and staff to accomplish our mission</b>
<b>Profile a Learner:</b>	Communicate and Collaborate & Seek Knowledge and Understanding
<b>Area of Focus:</b>	Recruit the best teachers, support them during induction and provide training opportunities for them to grow professionally
<b>Performance Objective:</b>	100% retention of staff that embodies the Profile of a Learner and seeks to continually improve practices to meet student needs

<b>Action Items:</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
1. We will continue to increase classroom walkthroughs with an emphasis on giving teachers meaningful feedback	T-Tess Appraisers Department Leads Instructional Coach	Throughout the school year	Coaching Days	Number of walkthroughs Teacher surveys
2. We will continue to utilize the work of our Campus Design Team (CDT) to increase learning and facilitate campus professional development needs	Campus Design Team Academic Dean Instructional Coach	Monthly meetings	Time to reflect and develop plans	Staff surveys Evidence of best practices during walkthroughs
3. We will continue to support new teachers through new teacher induction week and new teacher cohorts	Principal Academic Dean Instructional Coach Campus Leadership Team	First week with new teachers Monthly cohort meetings	Time for meetings District induction program components Campus induction program components Micro-credentials	New teacher survey at end of year Teacher survey Cohort feedback Mentor feedback
4. We will continue to support new teachers through campus mentors, one content and one non-content	Principal Academic Dean Instructional Coach Campus Leadership Team	Throughout the school year	Time to train mentors Time to develop mentor items	New teacher survey at end of year Teacher survey Mentor feedback
5. We will continue to utilize Peer Observations for teachers to grow professionally in content and pedagogy	Teachers Campus Design Team	Four (4) times a school year	Teacher dedicating time to visit peers	Teacher feedback through CDT survey at end of year Staff survey
6. We will continue our campus goal of ensuring	Academic Dean	Professional development on	Time to develop lessons	Purposeful planning

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
Department Leads take more of an Instructional focus in developing teachers within their department	Principal Instructional Coach Department Leads Teachers	best practices during Campus Leadership meetings one (1) meeting per month		evidenced during content strand collaboration Observation of differentiated instruction and best practices embedded in lesson plans Observing Department Leads mentoring teachers on best practices
7. We will continue to incorporate professional development time for librarian to provide training to staff regarding library resources and how to access materials	Librarian Academic Dean	August PD week	Time to design training materials	Teacher survey Staff survey Library usage reports
8. We will continue to ensure administrators purposefully calibrate walkthrough evidence and T-TESS ratings	T-Tess Appraisers	Weekly Admin Meetings	Time for calibration Time for peer walkthroughs Coaching days	Teacher surveys
9. We will continue to practice the Coaching Model for Administrators and Counselors to be more visible and accessible to our staff	Administration Counselors	Coaching days vary by Administrator but there is one assigned to every day of the week		Teacher surveys Discipline referrals Counseling referrals
10. We will continue to 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.	T-Tess Appraisers Teachers	Throughout school year	Title III funds Time to lesson plan	TELPAS student data Teacher survey Observing strategies utilized for students during walkthroughs T-Tess Observations
11. We will continue to provide teachers with initial and ongoing training on Identification and Assessment, Social and Emotional Needs, Creativity and Instructional Strategies, and Differentiated Curriculum for student identified as Gifted	Teacher Assistant Principal for GT Academic Dean	GT training opportunities throughout the year online and through Region 20 GT training for teachers during August PD week	Time Region 20 cohort funding	Number of teachers GT certified Number of GT course offerings
12. We will continue to ensure Administrators are utilizing walkthrough data, T-Tess observations and other data sources to help	T-Tess Appraisers	Goal setting beginning of year meetings Mid year reviews	Time to calibrate Time to coach	T-Tess observations Walkthrough data Feedback to teachers



Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
teachers improve their craft		Summative conferences Throughout the school year		Documentation of supports
13. We will continue to ensure Administrators are supporting teachers who need to improve classroom management, instructional practices, professional responsibilities, or other job related duties	T-Tess Appraisers Instructional Coach Counselors Department Leads Mentors Teachers	Throughout the school year	Time for Appraiser to support Time for Instructional Coach to support Time for Academic Dean to support Outside support(s) at campus cost	Teacher survey Walkthrough data T-Tess observations Documentation of professional performance Documentation of supports Mentor feedback
14. We will continue to establish systems and build standard operating procedures to increase the understanding and communication amongst staff	Administrators Campus Leadership Team	Videos made for summer PD August PD week Throughout school year based on feedback	Time to develop systems Time to reflect and modify systems Time to train on systems	Staff survey Student survey CLT feedback
15. This year teachers can "Highlight A Peer" in our weekly Highlights	Teachers	Throughout the school year	Time to fill our nomination form	Number of teachers nominated Teacher feedback
16. This year we will provide new teachers extended training about library services	Librarian	Two (2) new teacher meetings throughout the year	Time to design training materials	New teacher end of year survey Library usage reports
17. This year all new teachers will have their formal T-Tess observation before the end of first semester	T-Tess Appraisers	First semester	Time to observe all new teachers	T-Tess observation

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<b>Campus Strategy VI</b>	<b>We will create a culture of participation that ensures equitable access to academic and extra-curricular activities</b>
<b>Profile a Learner:</b>	Communicate and Collaborate & Engage Socially and Globally
<b>Area of Focus:</b>	Build a culture where all students feel included and value diversity
<b>Performance Objective:</b>	100% of our students will be connected to AHHS in a personally meaningful way

<b>Action Items:</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
1. We will continue to recognize District Family Nights (no homework nights)	Principal	Six (6) times a year		Lesson plans Student survey
2. We will continue the tradition of a Fall semester Club Fair where students are encouraged to participate in a wide-variety of clubs	Assistant Principal for Clubs Student Council Club sponsors	September 2019	Time during the school day	Student survey
3. We will continue to offer Early/Late Library hours	Staff Member	September 2019 - May 2020	District funded	Library usage rates during these hours
4. We will continue to offer free tutoring to students by content teachers or peers	Teachers NHS members	Throughout the school year during lunches and before/after school		Number of students failing a course Number of students utilizing tutoring times
5. We will continue to strive that all communication to parents and students be available in home languages	Principal	Throughout school year	Title III funds Time to translate	Parent survey Student survey
6. We will continue to 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	Throughout school year	Title III funds	Number of parents attending meetings

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
7. We will continue to provide students with opportunities to learn about the five graduation endorsements and certificate/certification programs	Counselors Academic Dean Parents	High School Ahead Night 8th grade transition meetings one (1) advisory lesson per year During course selection with 9th and 10 grade students	Time for counselors to meet with students Time for AD to design HS Ahead	Number of students with endorsements Number of students with industry certifications Student survey Number of hits on the website

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<b>Campus Strategy: I</b>	<b>We will demand all learning be engaging, personally challenging, and relevant.</b>
<b>Profile a Learner:</b>	Seek knowledge and understanding/ Think critically and creatively
<b>Area of Focus:</b>	Focus on strategies in all academic areas that enhance reading comprehension and writing.
<b>Performance Objective:</b>	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.

<b>Action Items:</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
1. PD: Provide literacy support for teachers of EL students	Laura Ancira/Yadira T Palacios/Veronica Bordano	Semester Assessment	Language Rich Classrooms, 7 Steps Siedlitz, Title III funds I	Teachers engaged in at least quarterly semester PD around literacy and implement it into their classrooms.
2. PD: Train teachers to 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 T Palacios/ Department Chairs	BOY, MOY, EOY/ Every 9 weeks	Universal screener Renaissance Learning	Students are receiving adequate support to progress as evidenced through progress monitoring. There is a decrease in the number of students receiving intervention and on the student failure report.
3. PD: Ensure that grading practices result in accurate reflection of student levels of proficiency and inspire confidence that success is attainable.	Laura Ancira/Yadira T Palacios/Department Chairs	Quarterly Assessment	Grading Guidelines including reassessment opportunities, quarterly failure reports	SIT Team will ensure students on the failure report and referred for intervention are taking advantage of reassessment opportunities.
4. PD: Ensure that homework guidelines are consistently implemented and that	Laura Ancira/Yadira T Palacios/Dept Chairs	Quarterly Assessment	AH Homework Guidelines covered during October Staff	Classroom walkthroughs, Student and Parent Surveys

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
homework is meaningful and purposeful.			Meeting with teachers, Back-to-school nights with parents, and advisory with students.	
5. PD: Ensure that teachers are designing engaging work that leads to profound learning.	Yadira Palacios/Cristie Christopher/Dept Chairs	Monthly	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.
6. PD: We will continue to offer Differentiated Instruction (DI) professional development through engaged classroom training and New Employee Induction program	Instructional Coaches Academic Dean	Instructional Coaches Academic Dean	District funding for DI training that happens during the school day	Staff survey Observe practices during walk throughs and give meaningful feedback
7. PD: 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.
8. PD: Provide additional training to teachers to support students with dual special education and EL 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 EL services and programs.
9. PD: Learning walks in co-teach classes to ensure the co-teach model is implemented with fidelity.	Laura Ancira, Yadira Palacios, Liz Aguirre, Rene Gomez, Special Education Department Chair	Every 9 weeks		Decrease of students served through Special Education on Failure report
10. PD: 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 teachers	Increased number of teachers with ESL endorsement.
11. Create collaborative planning time for language program teachers	Campus Coordinator, Campus Administrator	Campus Language Team Meetings each nine weeks and additional support meetings for new 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.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
12. We will continue to build and modify our Curriculum Year-at-a-Glance (YAG)s for the horizontal alignment in all departments ensuring equitable experiences across content strands	Teachers Department Leads Academic Dean Instructional Coach Principal	By the first day of the school year, twice a year during YAG review PD time	Dept time embedded in PD days,	YAGs are a living document and should be continually changing to meet the needs and interests of students. A YAG that has not been evaluated or modified for an entire school year is contrary to this campus strategy
13. We will continue to integrate innovative and emerging technology, for both homework and classwork, to meet the needs of our learners.	Teachers Department Heads Academic Dean	Throughout the school year during lesson planning	District - TCEA costs, and technology infrastructure cost. Campus substitute costs for collaboration/PD days. 4 days of EC training in summer	Observe during walk throughs Lesson plan details integration and how it meets the student needs TTess observations
14. We will continue to build common planning periods in our master schedule for core content areas; helping our teachers purposeful plan instruction to meet the needs of ALL students	Academic Dean Department Leads Teachers	Built in MS in June each year		Collaboration during planning periods Lesson plans YAGs Teacher survey

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

<b>Action Items:</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
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, 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, Liz Aguirre, Rene GOMEZ	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/UII 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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<b>Campus Strategy: III</b>	<b>We will close the achievement gap</b>
<b>Profile a Learner:</b>	AH learner will seek knowledge and understanding.
<b>Area of Focus:</b>	Identification of student gaps and teacher support for closing those gaps.
<b>Performance Objective:</b>	Significants gains will be made in our subpopulations that have historically struggled and shown performance gaps.

<b>Action Items:</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
1. 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
2. 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.
3. Strengthen the Progress Monitoring of Special Education, 504, ELLs, and At Risk Ss.	Yadira Palacios, Rene Gomez, 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 EL students. A plan is developed to support students not making progress.
4. Administer Universal Screeners three times per year on all students in Math and Reading to identify and 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	September, January, April	Renaissance Learning (District Funds) ARI/AMI Funds Title II	BOY, MOY and EOY data will be utilized to form Tier 1b and Tier 2 Intervention groups. Students receiving intervention will make gains on their EOY Universal Screener.
5. After school Study Hall: After school tutoring free of charge with certified teachers will be	Laura Ancira, Content Coordinator	3 x a week	Teachers; Transportation	Attendance rosters to Study Hall will be compared to

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
provided 3 days out of the week. Ss on free and reduced lunch will have access to the the late bus.				Failure Report
6. 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 x a week	Teachers	Decrease in the number of Ss on the subject specific failure report at the end of each 9 weeks.
7. EL: Progress Monitor EL students through grades and Intervention	Liz Aguirre, Veronica Bordano	Every of each nine weeks	Time for coordinators to check grades, and local assessments Time for RTI staff to evaluate progress monitoring data and collaborate with classroom teachers about intervention.	Spreadsheet of progress monitoring shows adequate progress of EL students. A plan is developed to support students not making progress. Clear plan for intervention for each RTI EL student.
8. EL: Ensure correct coding of EL students in PEIMS and on Testing Documents	Yadira Palacios, Veronica Bordano, Flor Rodriguez, Mike Snell	By Snapshot October 2019; Middle of Year LPAC changes; End of Year LPAC Changes Adheres to testing calendar dates for each grade level	Time for coordinators to check coding; time for PEIMS data clerks to enter coding  Time for counselors to carefully check all pre-coded testing booklets and make any changes needed. Cross check- with MOY LPAC Language Decision Making	District Bilingual Coordinator's final audit of student coding across district All EL students are correctly coded for testing purposes.
9. EL: Use EL linguistic accommodations checklist to document notes by 9 weeks	Campus Coordinator and Classroom teachers	BOY MOY EOY	Time for coordinators to communicate with stakeholders.	Spreadsheet of progress monitoring shows adequate progress of EL students. A plan is developed to support students not making progress.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
				All stakeholders are informed of student progress in a timely manner.
10. EL: Communicate EL progress monitoring results with teachers, administrators, support staff, and parents	Campus coordinator communicates to district coordinator, campus administrators, and classroom teachers.  Classroom teachers communicate progress to parents.	Every nine weeks	Time for campus coordinator to collaborate with classroom teachers to complete EL Linguistic Accommodation Sheet.	EL accommodation checklist completed for each EL student in district and uploaded into AWARE.
11. Sped Services: 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.
12. 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.
13. 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.

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

<b>Action Items:</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
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	Academic Dean 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.	Assistant Principals	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.	Assistant Principals	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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<b>Campus Strategy V</b>	<b>We will ensure a high-performing faculty and staff to accomplish our mission</b>
<b>Profile a Learner:</b>	Seek Knowledge and Understanding Think Critically and Creatively Communicate and Collaborate Employ Skills for Life
<b>Area of Focus:</b>	Strategically place support systems in place for staff knowledge and skills
<b>Performance Objective:</b>	Support systems are tailored to meet teacher needs and increased teacher retention

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

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
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 2019-May 2020	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 2019-May 2020	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 2019-May2020	N/A	Number of teachers trained for Gifted and Talented

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

<b>Action Items:</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
1. Increase sections of high-interest FLEX courses and identify teachers to fill those needs	Academic Dean	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 2019-May 2020	Title III funds	Increased parent involvement as evidenced through sign-in sheets
4. Ensure 5th grade teachers are prepared to discuss 6th grade course selections with EL parents	Elementary Academic Dean (in collaboration with JS Dean) ; S 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.
5. Expand family engagement opportunities to include events that showcase family	Bilingual Parent Liaison Committee	One event in the Fall and One in the Spring (Feria de la	Parent Liaison Stipend; Time to align family events with	Parent Survey



Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
contributions of language minority families.		Universidad)	campus cultural calendars.	
6. 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.
7. We will continue to develop systems to ensure that information to parents of LEP students is provided in the home language.	Administration Teachers	throughout the year	District Resources; PTO Volunteers for translation	Parent survey
8. We will offer a student interest groups fair in the Fall to encourage participation from all students	Assistant Principal for Clubs Student Council Club sponsors	September 2019	Time during the school day Student survey	Student survey
9. We will continue to provide students with opportunities to learn about course availability, open enrollment, course requests through Spring Counselor Classroom Visits and Transition Meetings	Dean, Counselors, Admin Team, Dept Heads	Spring 2020	Scheduling classroom visits,	Student Survey

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<b>Campus Strategy: I</b>	<b>We will demand all learning be engaging, personally challenging, and relevant.</b>
<b>Profile a Learner:</b>	Seek Knowledge and Understanding, Think Critically and Creatively
<b>Area of Focus:</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Focus on strategies in all academic areas that enhance reading comprehension and writing.</li> <li>Use technology, including online curriculum resources, as an integrated tool for learning and teaching across the curriculum.</li> </ul>
<b>Performance Objective:</b>	100% of AHISD students will engage in an age-appropriate, developmentally challenging curriculum.

<b>Action Items:</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
1. Offer on-going professional development, designed by the Campus Design Team, to support staff.	Jana Needham, Principal	2019-2020	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	2019-2020	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	2019-2020	Teacher time for after school meetings	Increase in student performance as indicated 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.	Heather Smith , Assistant Principal	2019-2020	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	2019-2020	SPED Department Meeting Time	Increase in student performance as indicated by CBA and STAAR A scores
6. Implement Peer Coaching Models	Jana Needham, Principal	2019-2020	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. Ensure that all Cambridge Reading Language Arts Teachers are ESL Certified	Jana Needham, Principal	2019-2020	Campus Funds	Staff Checklist
8. Ensure that all Cambridge homeroom teachers complete, at minimum, Days 1 and 2 of GT hours.	Jana Needham, Principal	2019-2020	Campus Funds	Staff Checklist
9. Ensure teachers share differentiated experiences (strategy, lesson, work product from current instruction) with their grade levels.	Design Team Member	2019-2020	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	2019-2020	Vertical Team Meetings	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

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<b>Campus Strategy II</b>	<b>We will aggressively confront the social and emotional issues of our community</b>
<b>Profile a Learner:</b>	Engage Socially and Globally, Healthy Sense of Self
<b>Area of Focus:</b>	Enhance success for all students by supporting their social and emotional development through a variety of coordinated efforts.
<b>Performance Objective:</b>	100% of Cambridge students will successfully cope with social and emotional challenges.

<b>Action Items:</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
1. Maintain a parent communication log relevant to academics and behavior to include a minimum of two positive-report contacts.	Teachers/Heather Smith , Assistant Principal	2019-2020	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, Jessica Ponce	2019-2020	PTO Grant	Students will benefit from exposure to positive male role models
3. Hold Daily Classmeetings focusing on Character	Lauren Boyher, Jessica Ponce	2019-2020	PTO Grant	meetings documented in lesson plans
4. Character Education Committee consisting of Staff Members to meet monthly	Lauren Boyher, Jessica Ponce	2019-2020	School Funds	monthly meetings from committee
5. Incorporate social and emotional wellness opportunities for staff	Campus Design Team	2019-2020	School Fund	End of the Year Design Survey
6. Provide age-appropriate guidance lessons in each classroom	Lauren Boyher, Jessica Ponce	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, Jessica Ponce	October	School Funds	Students demonstrate an understanding of the importance of healthy choices
8. Continue a Kindness Committee made up of 5th Grade Students.	Lauren Boyher, Jessica Ponce	2019-2020	School Funds	Students will work with other students during the year on character education

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<b>Campus Strategy: III</b>	<b>We will close the achievement gap</b>
<b>Profile a Learner:</b>	Seek Knowledge and Understanding, Communicate and Collaborate, Employ Skills for Life
<b>Area of Focus:</b>	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.
<b>Performance Objective:</b>	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

<b>Action Items:</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
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	2019-2020	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. Provide K-2 students who struggle in reading with Leveled Literacy Intervention small group support through the Response to Intervention Time.	Principal	August 2019-May 2020	Title I funds	Title I data evidence
4. 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 2019- May 2020	Title I funds	Title 1 data evidence

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
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	2019-2020	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	2019-2020	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	2019-2020	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	Heather Smtih & Mariana Medaris	2019-2020	Faculty Meeting	Increased awareness of LEP population needs
9. Ensure that all EL Certified teachers complete SIOP training	Heather Smith	2019-2020	Region 20 Training	Teacher checklist; Evidence of Sheltered Instruction Strategies in the classroom
10. Increase number of EL Certified teachers	Jana Needham, Principal	2019-2020	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

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

<b>Action Items:</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
1. Blend PBIS & Character Education into one school-wide initiative that incorporates Core Values & 8 Keys of Character	Character Ed. Committee Kelly Masters Heather Smith	2019-2020	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, Jessica Ponce	2019-2020	Campus Funds	Students will understand the role of leadership and importance of serving as positive role models.
3. Students will watch the Production of "STAR" Procedure Signs; Golden Key Awards; "Cambridge Cafe" reward	Lauren Boyher, Jessica Ponce , Jenny Flores, Assistant Principal	August 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 daily	Classroom teachers	2019-2020	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 Behavior RTI for identified students	Teachers, Counselors, Behavior Specialist	2019-2020	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
8. Implement Cafeteria Incentives for students	Jenny Flores, Asst. Principal	Monthly	Campus Funds	Students will show impeccable character in all areas of the building.



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<b>Campus Strategy V</b>	<b>We will ensure a high-performing faculty and staff to accomplish our mission</b>
<b>Profile a Learner:</b>	Communicate and Collaborate, Employ Skills for Life
<b>Area of Focus:</b>	100% of Cambridge faculty and staff will be high-performing according to district standards
<b>Performance Objective:</b>	Cambridge will hire faculty and staff that meet district standards and provide an induction program that supports the district mission.

<b>Action Items:</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
1. Provide ongoing staff development for staff through Adult Learning, Learning Days, grade level collaborations and off campus workshops	Administrators, Elementary Dean	2019-2020	Campus funds	Walk throughs and observations
2. Ensure that a cohort of faculty participate in the "Teacher Leadership Academy" and meet with participants monthly.	Jimmie Walker Assistant Superintendent of Elementary Education, Jana Needham, Principal, Jenny Flores, Assistant Principal, Amy Legaux , Elementary Academic Dean	2019-2020	District/campus funds	Teacher leaders will implement risk-taking projects that support campus goals.
3. Provide mentors for all new staff & meet montly	Administrators	2019-2020	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	2019-2020	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	2019-2020	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. Train teachers in foundational training for Gifted and Talented	Principal Amy Legaux, Elementary Academic Dean	2019-2020	N/A	
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 2019-May 2020	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

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

<b>Action Items:</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
1. Provide scholarships for after school enrichment program and/or invitations for at risk students.	Jana Needham, Principal, Tammy Wasson	2019-2020	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	2019-2020	Title III funds	Increased participation of Spanish speaking families
3. Provide field trips for students and their families through Explore.	Explore Committee	2019-2020	PTO Grant funded	Students learning expanded through exposure to art, festivals, museums, etc.
4. Utilize Social Media outlets to promote positive attributes of our school and students	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	2019-2020	Title III funds	Increased parent involvement as evidenced through sign-in sheets

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<b>Campus Strategy: I</b>	<b>We will demand all learning be engaging, personally challenging, and relevant.</b>
<b>Profile a Learner:</b>	Seek Knowledge and Understanding, Think Critically and Creatively
<b>Area of Focus:</b>	Challenging students in a relevant, rigorous academic program with differentiated instruction.
<b>Performance Objective:</b>	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.

<b>Action Items:</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
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	Ongoing	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 2019 and throughout May 2020 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 2020	Gifted and Talented Budget	Sign in sheets, teacher lesson plans

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2019**

<b>Campus Strategy II</b>	<b>We will aggressively confront the social and emotional issues of our community</b>
<b>Profile a Learner:</b>	Engage Socially and Globally, Healthy Sense of Self
<b>Area of Focus:</b>	<ul style="list-style-type: none"> <li>Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts</li> </ul>
<b>Performance Objective:</b>	100% of AHISD students will be supported through a district-wide program where they are positively able to cope with social and emotional challenges

<b>Action Items:</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
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 2019-May 2020	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

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

<b>Action Items:</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
1. Provide training for teachers on how to support EL students with linguistic 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 2019-May 2020	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, 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 2019	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 2019	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 2019	Campus Budget and SPED funds	Improved achievement on STAAR and move to a level 2 on PBMAS
16. Progress monitor EL students through local assessments	Campus Bilingual/ESL Coordinator	End of each nine week period		Spreadsheet shows progress of EL students and a plan is developed for students not making progress
17. Communicate progress monitoring of EL 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 weeks period	NA	Progress shared with all
18. Increase accountability to program fidelity by conducting classroom walkthroughs specifically targeting culturally responsive strategies	Administrators	ongoing	N/A	Walkthroughs documenting strategies in Strive

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

<b>Action Items:</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
1. Implement the Core Essentials Character Education Program during classroom guidance lessons	Counselors, teachers, WE character committee	September 2019-May 2020	Campus Budget, PTO C&E, character.org	Students will treat others right, make smart decisions and maximize their potential with data to support character.org and evidence noted in application for a school of character for 19/20 school year.
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 to show evidence for application as a school of character (character.org)
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 2019-May 2020	Campus budget	Improved behavior of identified students
7. Implement class meetings daily	Teachers, counselors, Admin	August 2019 - May 2020	Campus Budget	Walk throughs, evidence of

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
				treatment agreements, circles using 11 principals (in partnership with character.org)
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 2019, then as needed	Campus budget	Safe Schools Training by August 2019
9. Utilize the disciplinary protocol for mistreatment, including timely communication with parents of all involved parties	Administrators	Ongoing	NA	Flowchart utilized throughout the school year
10. Professional Development for counselors for high quality, current trends and practices regarding social emotional wellness along with WE character committee members with ultimate goal of applying as a state school of character.	Counselors, WE character committee members	Ongoing	Campus buCampus budget and PTO C&Ed budget	Surveys, Continuing Ed Hours, Effectiveness of programs as well as partnering with character.org with specific training at character.org national conference
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. 31, 2019
12. Ensure counseling services support students with persistent discipline challenges	Counselors	Ongoing	Campus Budget	Discipline records reflect counseling support

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<b>Campus Strategy V</b>	<b>We will ensure a high-performing faculty and staff to accomplish our mission</b>
<b>Profile a Learner:</b>	Communicate and Collaborate, Employ Skills for Life
<b>Area of Focus:</b>	Provide recruitment and induction practices that support the District mission
<b>Performance Objective:</b>	Hire and support new staff. Decrease staff mobility.

<b>Action Items:</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
1. Provide mentors for all new staff	Administrators	August 2019	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 2019-May 2020	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 2020	NA	Feedback used to set goals for improvement
6. Recruit and hire more Hispanic teachers	Administrators	Spring 2020	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 2019 -May 2020	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 2019-May 2020	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 2019-May 2020	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 2019-May 2020	N/A	Number of teachers trained for Gifted and Talented

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

<b>Action Items:</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
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 2019	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 2019-May 2020	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)



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<b>Campus Strategy: I</b>	<b>We will demand all learning be engaging, personally challenging, and relevant.</b>
<b>Profile a Learner:</b>	Seek Knowledge and Understanding; Think critically and creatively
<b>Area of Focus:</b>	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.
<b>Performance Objective:</b>	100% of AHISD students will engage in an age-appropriate, developmentally challenging curriculum.

<b>Action Items:</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
1. Form five 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 2019- May 2020	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 so that all children make a minimum of three levels of growth.	Classroom Teachers	October 2019-May 2020	DRA BAS Assessment Kit; I-Station; TPRI; Interventionists; Instructional Coach; Title I funds; Fountas & Pinnell resources	TTESS Walkthroughs; Guided Reading Lesson Plans
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 2019; January 2019	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 2019; May 2020	TEKS Resource System	% age making significant growth on AIMS Web assessment

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
5. Implement new ELAR standards using new adoption materials as a resource.	Classroom teachers	August 2019-May 2020	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; classroom teachers	August 2019-May 2020	Internet; Engaged Classroom Teachers: TCEA	Teacher input; Student input
7. Implement Writer's Workshop as an expected practice and review writing samples 3x per year.	Classroom teachers	September 2019; January 2020; April 2020	District/campus rubric; Developmental levels	Individual growth in writing/spreadsheet; TTESS walkthroughs

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

<b>Action Items:</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
1. Implement the Peace Path as a tool for resolving conflict. (new)	Behavior Committee; Principal; Classroom teachers	August 2019-May 2020	Conscious Discipline; Character.org feedback	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 third week as part of progress monitoring using a rubric system through Behavior Committee meetings and assigned team walkthroughs. (carryover)	Behavior Committee; Principal	Every three weeks beginning in October 2019	Google Doc spreadsheet; Initial rosters with highlights	Rubrics; Decrease in Office Referral/Incident forms
3. Implement a Safe Place and visual strategies for maintaining composure in each classroom.(new)	Character Committee; Classroom Teachers; Assistants	August 2019-September 2020	Conscious Discipline	Office Referrals; Crisis calls
4. Implement daily morning meetings as a structure for children to connect and develop speaking and listening skills that align with thinking heads, feeling hearts, and helping hands. (continue)	Morning Meeting Volunteers; Classroom Teachers; Admin	August 2019-May 2020	Responsive Classroom; Morning Meeting Resources; 80 Ideas	Walkthroughs; Teacher Input/Survey; Student Input/Survey
5. Increase monitoring and supervision during	Teachers, Assistants	August 2019-May 2020	Heart of Heights	Outside walkthroughs; Nurse

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
recess through strategic placement of adults.(new)				referrals
6. Implement PreK Ready Room to assist children who seem to need social/emotional/physical breaks during the day. (continue)	Occupational Therapist; PreK teachers; SPED Department Chair	September 2019- May 2020	Tracy Thomas, OT;	IEP Goals
7. Use Solid Roots process for intervention for identified Tier 3 children.(continue)	SPED Case Managers	October 2019- April 2020	Solid Roots Consultants	Behavior Tracking Sheets; Kinder/PreK Checklists
8. Provide feedback loop at end of each school day for Tier 2 and 3 kids.(new)	Classroom teachers	October 2019- May 2020	Solid Roots Consultants	Survey of progress of T2 and T3 kids

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<b>Campus Strategy: III</b>	<b>We will close the achievement gap</b>
<b>Profile a Learner:</b>	Seek knowledge and understanding; Think Critically and Creatively
<b>Area of Focus:</b>	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.
<b>Performance Objective:</b>	The achievement gap between EcD and non-EcdD Students will be eliminated

<b>Action Items:</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
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 (carryover)	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, Kinder Teachers	October 2019-May 2020	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. Implement two RTI times school-wide to differentiate at a deeper level using available personnel.	Admin; Interventionists; Kinder Classroom Teachers; Kinder Assistants	October 2019-April 2020	Master Schedule	Literacy Data; Title I Report
4. Implement the RTI process for Supported Classrooms based on the recommendations from the previous year (Specially designed instruction)(revised)	Admin, Special Ed Inclusion teachers; Department Chair; Interventionists	August 2019- May 2020	Special ed funds; Local funds; Google Doc--Supported Classrooms Clarification	IEP goals; Tier Progress
5. Hold staffings every 4-6 weeks to monitor progress of SPED children and to discuss newly-tested children with an all children/all	LSSP, SLP's, Admin, Special Ed Director; Supported Classroom teachers; Special	September 2019- May 2020	LSSP and SLP assessments	IEP's; Individual student data based on general ed assessments

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
programs mindset. (carryover)	Ed Department Chair			
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 2019-May 2020	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 2019- May 2020	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. (continue)	Interventionists	August 2019-September 2020	PreK Data; Parent Input sheets	Universal screening data; Progress monitoring data
9. Implement three full day Head Start/PreK blended classrooms (Language Rich and Supported) in addition to a full-day PreK for qualifying children and tuition children. (revised)	Admin; PreK teacher; SLP	May 2019-May 2020	District Office; Region 20; TEA; Title funds; ADA	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	Summer 2019 April 2020- May 2020	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 2019; April-May 2020	Title I and Title III funds	Sign in sheets; Parent feedback (exit tickets)
12. Develop and implement lessons that precede LLI beginning lessons for Tier 2 children.(new)	Interventionists; Principal	Summer 2019- April 2020	LLI; Leveled Book Room; TPRI; Phonics Dance; ELAR materials	Literacy Data reflecting growth and % meeting cut score.
13. 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 2019-May 2020	Title I	Title 1 Data
14. Provide K-2 students who struggle in reading with Leveled Literacy Intervention small group support through the Response to	Principal	August 2019 - May 2020	Title I	Title 1 Data

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
Intervention Time. (continue)				

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<b>Campus Strategy: IV</b>	<b>We will create an environment where impeccable character is modeled by and expected of each individual</b>
<b>Profile a Learner:</b>	Develop a Healthy Sense of Self; Think Critically and Creatively; Communicate and Collaborate; Employ Skills for Life; Engage Socially and Globally
<b>Area of Focus:</b>	A clearly defined character education initiative is initiated at each campus
<b>Performance Objective:</b>	100 % of students will participate in character education initiatives in AHISD classrooms

<b>Action Items:</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
1. Provide opportunities for children to assume classroom and school-wide leadership roles (i.e. Kinder Preview; New Students; Playground; Coaches in PE; etc.) Continue	Administrators; Classroom Teachers; Character Committee	October 2019- May 2020	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. (Continue)	Principal; Behavior Consultant; Specials Teachers; Teacher Leader	September 2019- May 2020	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 Promising Practices through Character.org.	Character Committee; Principal; Assistant Principal	January 2020- April 2020	Character.org	Application completed; Awards
4. Attach core values to our touchstone (thinking head--integrity; feeling heart--compassion; helping hands--generosity)-continue	Character Committee; Teachers; Administrators	September 2019- May 2020	HBNN Morning Announcements; PBIS/Character Notebook	Page in Character Notebook; Survey question
5. Connect the character timeline and new	Character Committee;	August 2019- May 2020	Character Timeline;	Teacher Input/Surveys;



Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
initiatives to Morning Meetings and the Profile of a Learner. (revised)	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 2019	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 2019- May 2020	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 2019; October 2019	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. (continue)	Gardening Committee	September 2019-May 2020	PTO Budget; Campus Budget; Support lessons in Google Drive	Monthly Monitoring; Committee Review/Action Plan

**ALAMO HEIGHTS ISD  
CAMPUS IMPROVEMENT PLAN  
2019**

<b>Campus Strategy V</b>	<b>We will ensure a high-performing faculty and staff to accomplish our mission</b>
<b>Profile a Learner:</b>	All areas of the Profile
<b>Area of Focus:</b>	<ul style="list-style-type: none"> <li>• AHISD will recruit and induct the highest performing faculty and staff through quality HR practices at the district and campus level</li> <li>• An expectation for quality professional development opportunities will ensure best practices to be implemented in AHISD classrooms</li> </ul>
<b>Performance Objective:</b>	100% of AHISD staff members will be high-performing according to district standards

<b>Action Items:</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
1. Create opportunities for discussion groups and feedback around TTESS goals that extends beyond the teams.(continue)	Administrators; TTESS Professionals	August 2019; October 2019; January 2020; April 2020	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. (continue)	Administrators, Academic Dean, Campus Design Team; Instructional Coach	October 2019 Learning Days Monthly faculty meetings	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 in the fall and once in the spring	Conference periods; Release time	Agenda/Calendars; Howard Faculty Google Folder; Bloomz for Faculty
4. Continue implementing a job-embedded peer-based professional development model through teacher triads.	Design Team; Admin; Teachers	Once per nine weeks	Subs	Teacher feedback
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.	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
(continue)				
6. Provide professional development opportunities for teachers to reflect on literacy data from previous year.	Principal; Interventionists	August -September 2019	IStation; ESGI; TPRI; BAS	19-20 Data;
7. Provide opportunities for release time for assistants to collaborate and gain expertise in technology and best practices.	Principal; Assistant Principal; Instructional Coach	September 2019	Kris Holliday	Exit tickets
8. Provide teachers with initial and ongoing training on Identification and Assessment, Social and Emotional Needs, Creativity and Instructional Strategies, and Differentiated Curriculum.	Principal	August 2019-May 2020	Gifted and Talented	Number of teachers trained for Gifted and Talented
9. Support and Increase the number of certified ESL teachers. (continue)	Principal; Assistant Principal; ESL Teacher/Interventionist	October 2019-May 2020	Region 20	Teacher Certifications
10. Support extended grade level learning and planning time through Collaborative Learning Days three times a year.	Principal	August 2019-May 2020	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 2019-May 2020	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 2019-May 2020	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 2019-May 2020	High Quality PK Program	ECDS data



**ALAMO HEIGHTS ISD  
CAMPUS IMPROVEMENT PLAN  
2019**

<b>Campus Strategy VI</b>	<b>We will create a culture of participation that ensures equitable access to academic and extra-curricular activities</b>
<b>Profile a Learner:</b>	
<b>Area of Focus:</b>	
<b>Performance Objective:</b>	

<b>Action Items:</b>	<b>Responsible Person(s)</b>	<b>Timeline</b>	<b>Resources Human/ Material/ Fiscal</b>	<b>Evaluation</b>
1. Establish common home-school connections to ensure equity for children.(continue)	Principal; Team Leaders	September 2019-May 2020	Bloomz; SeeSaw; Google docs; Survey data	Survey data
2. Develop a quality 4-year old Specials program that is aligned to Kinder. (continue)	Music teacher, PE teacher, Library Assistant; Yoga teacher	August 2019-June 2020	Head Start Director; PTO funds	Walkthroughs;Teacher Input
3. Raise awareness of the connection between strong attendance and strong academic growth.	Principal; Assistant Principal	August 2019-May 2020	Equity Plan	Attendance rates
4. Provide school wide written communication in both Spanish and English. (continue)	Admin; Biilingual/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 (Wednesdays)	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 2019 - May 2020 (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 support language development at home, and are scheduled at convenient times and dates.	Principal; Assistant Principal	August 2019-May 2020	Title 3	Increased parent involvement as evidenced through sign-in sheets

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
8. Consider planning events for the broader community during National Kindergarten Day/Week.		April 21, 2020		
9. Consider school-wide collaboration for Dr. Seuss/International Ready Day		March 2020		
10. Communicate the intent of technology use at Howard.		August 2019		



## **Alamo Heights ISD**

### **Report on Violence, Drug, Alcohol, & Tobacco Use Prevention**

**October 2019**

**Data Based on 2018-19 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 2018-19 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**

- Faculty integrate the Eight Keys of Excellence, the character touchstone, digital citizenship, and social skills into the curriculum, morning meetings, and special events throughout the school following a yearly timeline and weekly focus. A variety of project-based activities (canned food drives, Pennies for Patients, Project Care, Balance week, Giving Tree) TV Screen-free week, and the Giving Tree are also implemented to reinforce compassion and giving.
- Faculty follow the campus plan for prevention, intervention, and crisis as outlined extensively in the HECC Character/Behavior Notebook.
- 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 approaches vary by campus).
- The RTI Committee meets regularly to identify and make recommendations for students in need of academic or behavioral support.
- School wide Kindness Week.



## **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 6<sup>th</sup> 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 5<sup>th</sup> 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**	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Possessed, sold, used or was under the influence of alcohol	0	0	0	0	0	0
Assault against a school district employee or volunteer	0	0	0	0	0	0
Conduct punishable as a felony	0	0	0	0	0	0
Possessed, sold or used marijuana or other controlled substance	0	0	0	0	0	0
Possessed, purchased, used or accepted a cigarette or tobacco product	0	0	0	0	0	0
Public lewdness or indecent exposure	0	0	0	0	0	0
School related gang violence	0	0	0	0	0	0
Terroristic threat	0	0	0	0	0	0
Used, exhibited or possessed a firearm	0	0	0	0	0	0
Used, exhibited or possessed an illegal knife (blade >5.5 inches)	0	0	0	0	0	0
Assault against a student	0	0	0	0	0	0

## Incidents for Junior School\*

INCIDENT**	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Possessed, sold, used or was under the influence of alcohol	0	0	1	2	2	2
Assault against a school district employee or volunteer	0	0	0	0	0	0
Conduct punishable as a felony	0	0	0	0	0	1
Possessed, sold or used marijuana or other controlled substance	5	6	2	4	4	5
Possessed, purchased, used or accepted a cigarette or tobacco product (include e-cigarettes)	0	0	1	12	12	17
Public lewdness or indecent exposure	0	0	0	1	1	0
School related gang violence	0	0	0	0	0	0
Terroristic threat	0	0	1	0	0	1
Used, exhibited or possessed a firearm	0	0	0	0	0	0
Used, exhibited or possessed an illegal knife (blade >5.5 inches)	0	0	0	0	0	0
Assault against a student	10	0	2	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**	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Possessed, sold, used or was under the influence of alcohol	4	0	4	4	8	1
Assault against a school district employee or volunteer	0	0	0	0	0	0
Conduct punishable as a felony	0	0	2	7	0	1
Possessed, sold or used marijuana or other controlled substance	25	21	27	21	25	21
Possessed, purchased, used or accepted a cigarette or tobacco product (include e-cigarettes)	1	0	2	11	11	45
Public lewdness or indecent exposure	0	0	0	0	0	0
School related gang violence	0	0	0	0	0	0
Terroristic threat	0	0	2	0	2	0
Used, exhibited or possessed a firearm	0	0	0	0	0	0
Used, exhibited or possessed an illegal knife (blade >5.5 inches)	0	0	0	1	0	0
Assault against a student	1	6	1	5	2	4

\*As defined in Texas Education Code (TEC) Chapter 37, Disciplinary- Action- Reason- Code.

\*\* NOTE: An incident may include multiple students.

## ALAMO HEIGHTS JUNIOR SCHOOL DISCIPLINE DATA

<b>Junior School Offenses</b>	<b>2014 Incidents</b>	<b>2015 Incidents</b>	<b>2016 Incidents</b>	<b>2017 Incidents</b>	<b>2018 Incidents</b>	<b>2019 Incidents</b>
Possessed, sold or used marijuana or other controlled substance	5	6	2	4	3	5
Possessed, sold, used or was under the influence of alcohol	0	0	1	2	1	2
Used, exhibited or possessed an illegal knife (blade >5.5 inches)	0	0	0	0	0	0
Assault against a student	10	0	2	2	0	0
Used, exhibited or possessed a firearm	0	0	0	0	0	0
Cheating	0	1	2	3	8	0
Tobacco (includes vaping)	0	0	1	12	8	17
Violation of the Student Code of Conduct	154	223	402	271	473	725
<b><i>Total disciplinary referrals</i></b>	<b>159</b>	<b>230</b>	<b>410</b>	<b>294</b>	<b>493</b>	<b>749</b>
<b>Junior School Action: In School Suspension</b>	<b>2014 Incidents</b>	<b>2015 Incidents</b>	<b>2016 Incidents</b>	<b>2017 Incidents</b>	<b>2018 Incidents</b>	<b>2019 Incidents</b>
Fighting	4	10	36	15	24	17
Truancy	0	6	2	5	12	13
Destruction of property	0	1	0	1	2	2
Stealing	0	1	4	4	4	3
Inappropriate physical contact	0	4	8	8	26	52
Intent to deceive	2	1	1	5	1	7
Excessive tardies	1	7	3	1	0	0
Missed detentions	2	4	5	1	0	0
Tagging	0	0	0	0	3	0
Use of electronic devices (against Student Code of Conduct)	0	0	9	1	6	5
Bullying / hazing / cyber bullying	0	0	2	1	1	0
Profanity/inappropriate language	3	6	11	8	22	37
Insubordination	8	27	23	17	15	37
Variety of other violations	27	9	27	21	22	0
<b><i>Total ISS placements</i></b>	<b>47</b>	<b>76</b>	<b>131</b>	<b>88</b>	<b>138</b>	<b>173</b>

<b>Junior School Action: Suspension</b>	<b>2014 Incidents</b>	<b>2015 Incidents</b>	<b>2016 Incidents</b>	<b>2017 Incidents</b>	<b>2018 Incidents</b>	<b>2019 Incidents</b>
Possessed, sold or used marijuana or other controlled substance	2	2	0	2	1	1
Fighting	2	1	0	0	2	0
Insubordination	0	6	4	1	0	6
Truancy	0	0	0	0	0	2
Stealing	0	0	0	0	0	0
Profanity/inappropriate language	0	2	0	0	2	4
Bullying / hazing / cyber bullying	0	0	0	0	0	0
Variety of other violations	0	2	4	2	6	7
Criminal mischief	0	0	0	0	0	0
<b><i>Total Suspensions</i></b>	<b>4</b>	<b>13</b>	<b>8</b>	<b>5</b>	<b>11</b>	<b>20</b>
<b>Junior School Action: Disciplinary AEP</b>	<b>2014 Incidents</b>	<b>2015 Incidents</b>	<b>2016 Incidents</b>	<b>2017 Incidents</b>	<b>2018 Incidents</b>	<b>2019 Incidents</b>
Possessed, sold or used marijuana or other controlled substance	3	6	2	4	4	5
Fighting	3	3	2	2	1	3
Insubordination	2	8	2	7	2	6
Variety of other violations	4	3	7	6	17	5
Bullying / hazing / cyber bullying	0	0	2	0	0	0
Inappropriate physical contact	0	0	2	2	6	4
Profanity/inappropriate language	0	1	0	0	2	6
Criminal mischief	0	0	0	0	0	0
<b><i>Total DAEP</i></b>	<b>12</b>	<b>21</b>	<b>17</b>	<b>21</b>	<b>32</b>	<b>29</b>

## ALAMO HEIGHTS HIGH SCHOOL DISCIPLINE DATA

High School Offenses	2014 Incidents	2015 Incidents	2016 Incidents	2017 Incidents	2018 Incidents	2019 Incidents
Possessed, sold or used marijuana or other controlled substance	25	21	27	21	25	21
Possessed, sold, used or was under the influence of alcohol	4	0	4	2	8	1
Used, exhibited or possessed an illegal knife (blade >5.5 inches)	0	0	0	1	0	0
Assault against a student	1	6	1	5	2	4
Used, exhibited or possessed a firearm	0	0	0	0	0	0
Cheating	7	5	4	163	70	61
Tobacco (includes vaping)	1	0	2	11	19	45
Violation of the Student Code of Conduct	391	527	493	601	699	228
<b>Total disciplinary referrals</b>	<b>429</b>	<b>988</b>	<b>1090</b>	<b>804</b>	<b>823</b>	<b>360</b>
High School Action: In School Suspension	2014 Incidents	2015 Incidents	2016 Incidents	2017 Incidents	2018 Incidents	2019 Incidents
Fighting	0	2	0	1	3	4
Truancy	1	1	14	3	0	17
Intent to deceive	3	1	0	0	0	15
Excessive tardies	3	3	2	1	0	5
Profanity/inappropriate language	12	25	24	6	16	30
Missed detentions	5	6	1	1	1	2
Insubordination	26	33	33	4	12	10
Variety of other violations	36	35	38	15	53	24
<b>Total ISS placements</b>	<b>86</b>	<b>106</b>	<b>112</b>	<b>31</b>	<b>85</b>	<b>107</b>

<b>High School Action: Suspension</b>	<b>2014 Incidents</b>	<b>2015 Incidents</b>	<b>2016 Incidents</b>	<b>2017 Incidents</b>	<b>2018 Incidents</b>	<b>2019 Incidents</b>
Possessed, sold or used marijuana or other controlled substance	22	21	27	21	25	21
Possessed, sold, used or was under the influence of alcohol	3	0	4	2	8	1
Fighting	3	2	8	5	6	4
Insubordination	5	3	5	0	3	0
Variety of other violations	17	24	24	17	20	23
<b><i>Total Suspensions</i></b>	<b>50</b>	<b>100</b>	<b>118</b>	<b>45</b>	<b>62</b>	<b>49</b>
<b>High School Action: Disciplinary AEP</b>	<b>2014 Incidents</b>	<b>2015 Incidents</b>	<b>2016 Incidents</b>	<b>2017 Incidents</b>	<b>2018 Incidents</b>	<b>2019 Incidents</b>
Possessed, sold or used marijuana or other controlled substance	25	19	26	21	25	19
Possessed, sold, used or was under the influence of alcohol	4	0	4	2	8	1
Fighting	3	2	8	5	4	4
Insubordination	5	3	4	0	2	0
Variety of other violations	12	26	13	25	14	23
<b><i>Total DEAP</i></b>	<b>49</b>	<b>99</b>	<b>105</b>	<b>53</b>	<b>53</b>	<b>47</b>



## **Report of 2016-2017 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2018**

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 2016-2017 high school graduates who attended public four-year and two-year higher education in FY 2018. 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 2017, spring 2018, and summer 2018 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 2018, 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 2018 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.

**Texas High School Graduates from FY2017**  
**Enrolled in Texas Public or Independent Higher Education in FY 2018**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
BEXAR								
ALAMO HEIGHTS ISD								
	015901001 ALAMO HEIGHTS H S							
	Four-Year Public University	122	11	8	27	35	41	0
	Two-Year Public Colleges	107	20	18	13	22	28	6
	Independent Colleges & Universities	33						
	Not Trackable	9						
	Not Found	140						
	Total High School Graduates	411						
BROOKS ACADEMY OF SCIENCE AND ENGINEERING								
	015830001 BROOKS ACADEMY OF SCIENCE AND ENGINEERING							
	Four-Year Public University	9	1	0	4	0	4	0
	Two-Year Public Colleges	48	12	8	11	11	5	1
	Independent Colleges & Universities	4						
	Not Trackable	1						
	Not Found	30						
	Total High School Graduates	92						
EAST CENTRAL ISD								
	015911001 EAST CENTRAL H S							
	Four-Year Public University	91	32	8	18	22	11	0
	Two-Year Public Colleges	203	51	29	25	45	40	13
	Independent Colleges & Universities	31						
	Not Trackable	15						
	Not Found	352						

## 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.