Alamo Heights Independent School District
Staff and Community Engagement Tool
2016-2017

Mission:
The Alamo Heights Independent School District, the heart of our community whose passion is excellence, will educate and empower every student to excel academically and as a confident, compassionate citizen with impeccable character and a global perspective through engaging, personally challenging, and relevant experiences that inspire learning for life.

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In Community Engagement
2016-2017

Overall Rating for Performance in Community Engagement Alamo Heights Independent School District	
Category	**Rating**
Fine Arts	Exemplary
Community and Parent Involvement	Exemplary
Workforce Development	Exemplary
Second Language Acquisition	Recognized
Digital Learning	Recognized
Wellness and Physical Education	Exemplary
Gifted and Talented Education	Exemplary
Dropout Prevention	Recognized
Compliance	Exemplary
Overall Campus Rating	**Exemplary**
Superintendent Name	Dr. Kevin Brown
Date	6/15/2017

2016-2017 School District Evaluation of Performance in Community Engagment - Fine Arts

	Fine Arts						Exemplary
	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	Enrollment of students in fine art courses	District	Less than 40% of students are enrolled in a Fine Arts course	40 to 49% of students are enrolled in a Fine Arts course	50 to 59% of students are enrolled in a Fine Arts course	60% or more of students are enrolled in a Fine Arts course	Elementary schools - everyone takes Art and Music 1 - 5 (strings instead of Music grades 4-5). 100% of students participate in FA Junior School 1071 out of 1138, 94% of students High School has 974 out of 1574 students in FA courses, 62%
2	Number of Programs with a parent support group (ei: Band, String, Choir, Arts, Theatre)	District	20%	40%	60%	80%-100%	5 areas: band, art, strings, choir, theater 3 of 5 have booster: Friends of Strings, Band Booster, Choir Booster
3	Fine Arts UIL Competition Participation (Secondary only)	District	Less than 70% of participating FA students involved in UIL or like competitions	70-79% of participating FA students involved in UIL or like competitions	80-89% of participating FA students involved in UIL or like competitions	90% of participating FA students involved in UIL or like competitions	JS % participation: Band 96% ; Strings 97% (210/215); Choir 73% (58/80) ; Theater Arts 100% (maximum allowed according to UIL guidelines). HS: 92% band; 98% strings; 62% Junior Varsity choir, 85% in Varsity choir, Maximum allowed for theatre (100%)
4	Performance/Special Assemblies/Public Performance opportunities Per Campus	Campus	Less than 4 opportunity	4-6 opportunities	7-9 opportunities	10 or more opportunities	Seasonal (fall, winter, spring) concerts with band, strings, and choir. Band performances during athletic event, and special events Art displayed in local businesses UIL Competitions TASA/TASB performance
5	Number of Fine Art AP course offerings	Campus	Less than 3 AP Course Offering	3 AP Course Offerings	4 AP Course Offerings	5 AP Course Offerings	There are only 5 AP Fine Art Courses offered by College Board. (We do not offer 3D Art).

	Community and Parent Involvement						Exemplary
	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	Community Engagement	Support for Alamo Heights School Foundation (Source: AHSF Annual Giving Campaign)	Significant decrease in funding levels resulting in total donations of less that $100,000	Donations total $100,000-$349,000	Donations total $350,000-$500,000	**Donations exceed $500,000 threshold amount**	Total for 2012 $588,286; Total for 2013 $743,400; Total for 2014 $729,274; Total for 2015 $756,500 Total for 2016-2017 School Year $799,500
2	Family Engagement	Number of participants at district family events- Showcase of Engaged Learners (Source: Historical Data)	Decrease of >10% total number of participants	Decrease of 9% to increase of 4% of total number of participants	Increase of 5%-9% of total number of participants	**Increase of 10% or more in total number of participants**	2010-2011: 432 students/70 teachers; 2011-2012: 357 students/ 58 teachers; 2012- 2013: 264 students/ 43 teachers; 2013-2014: 339 students/ 54 teachers; 2015-2016: 660 students/ 69 teachers; **2016-2017: 1036 students/ 111 teachers** 57% increase
3	Communication	Number of parents participating in elementary spring conferences (Source Data: Teacher survey April 2016)	Less than 50% participation	51%-70% participation	71%-89% participation	**90%-100% participation**	2015- 98% Attendance 2016- 95% Attendance **2017- 97% Attendance**
4	Communication	Number of campuses offering Back to School Night Sessions (Source: Master Calendars)	Less than 50%	51%-70% participation	71%-99% participation	**100% participation**	2013- All five campuses offered Back to School Nights for parents and guardians 2014- All five campuses offered Back to School Nights for parents and guardians 2015- All five campuses offered Back to School Nights for parents and guardians. 77% of parents in grades K-5 attended Back to School Night 2016- All five campuses offered Back to School Nights for parents and guardians 85% of parents in grades K-5 attended Back to School Night

21st Century Workforce Development						Exemplary
	Performance Measure	AHHS	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	Percentage of students attending college or university	Class of 2016	Below 85%	86%-90%	**91%-93%**	94% or above	93% AHHS School Profile
2	ACT/SAT score above the state criterion 1100 SAT reading & math combined 24 ACT composite	Class of 2016	Below 30%	31%-39%	40%-49%	**50% or above**	TAPR 55.5%
3	Percentage of 11th and 12th grade students taking at least one AP test	2015-2016	Below 25%	25%-30%	**31%-39%**	40% or above	TAPR 39.9%
4	Percentage of 11th & 12th grade students who take an AP test scoring a 3 or better	2015-2016	Below 50%	50%-59%	60%-69%	**70% or above**	TAPR 78.3%
5	Number of endorsement areas in which students may earn an endorsement	Course Description Book	2	3	4	**5**	Course Description Book

	Second Language Acquisition Program						Exemplary
	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	English Language Development Progress through TELPAS (Systems Safeguards Accountability) Students who progressed at least one proficiency level from one year to the next	District	Below 50%	**50%-59%**	60%-69%	70% or above	**Students who progressed at least one proficiency level** 2014-2015 Grades 1-2 56% & Grades 3-12 60% *Texas K-2 56% & 3-12 51% 2015-2016 Grades 1-2 50% & Grades 3-12 50% *Texas 1-2 45% & 3-12 50% 2016-2017 Grades 1-2 48% & Grades 3-12 52% *Texas 1-2 56% & 3-12 51%
2	Teacher Preparation (Teachers trained in ELPS/ SIOP or ESL who have ELL students in their classrooms)	District	Below 70% trained	70%-79% trained	80%-89% trained	**90%-100% trained**	Camups bilingual leadership teams maintain records of ELPS content/ SIOP and ESL trained teachers 2016-2017 HS-91% of core teachers trained; JS-100%; CE-100%; WE-100%; HECC-100% 2016 100% trained 2015 (HS-75%/JS-100%-CE-100%WE-100%-HECC-100%) 95% total
3	Percentage of students who take an AP Language course scoring a 3 or better on the AP exam in French, Latin or Spanish	District	Below 50%	50%-59%	60%-69%	**70% or above**	2017- 83% of students scored 3,4,5 (French Language and Culture, Latin, Spanis Language, Spanish Language and Culture) Total of 69/83 students 2016- 85% of students scored 3,4,5 (French Language and Culture, Latin, Spanis Language, Spanish Language and Culture) Total of 74/87 students 2015- 89% 73/82 students
4	Inclusive community opportunities offered for ELL parents	Campus	No events offered for ELL Parents on campus	1 event offered annually for ELL parents	2-3 events offered annually for ELL parents	**4 or more events offered annually for ELL parents**	Elementary: Parent Academies, Tamalada, Information Nights, Dia de los Niños, Dia de los Muertos, Feria de Educacion Univision, AH Culture Night, Listening Tours AHJS: College Night, Project Infinity, ESL classes, AH Culture Night. Listening Tours AHHS: 1 Spanish session for 8-9th grade scheduling (course requests and graduation plans/requirements), AH Culture Night, Listening Tours

2016-2017 School District Evaluation of Performance in Community Engagment - Digital Learning Environment

	Performance Measure	Data Source	Digital Learning Environment				Recognized
			Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	Teacher Competency / Proficiency Rate (% of engaged classroom teachers who increased digital learning opportunities based on increased access of mobile devices.)	District	25% of teachers increased at least 2 levels	50% of teachers increased at least 2 levels	**75% of teachers increased at least 2 levels**	100% of teachers increased at least 2 levels	Tool: LoTi survey (www.lotilounge.com) 12 Engaged Classroom Teachers surveyed. 100% of teachers showed an increase. **LEVELS** Never At least once a year At least once a semester At least once a month A few times a month At least once a week A few times a week At least once a day
2	% of classrooms with 1:1 digital device access for students (Engaged Classrooms)	District	Below 5% of of all classrooms 1:1	**5%-25% of all classrooms 1:1**	26%-50% of all classrooms 1:1	Greater than 51% of all classrooms 1:1	17 classrooms currently included in Engaged Classroom 7%
3	Professional development digital learning environment opportunities PD **sessions** offered	Campus	<15 professional development learning sessions for digital learning	15-24 professional development learning sessions for digital learning	25-30 professional development learning sessions for digital learning	**>30 professional development learning sessions on digital learning**	Tool: Eduphoria Workshop We have offered >30 opportunities for professional development for digital learning environments. This includes district-wide and campus-based PD sessions.
4	Number of **teachers** attending professional development digital learning environment opportunities.	District	<25% of teachers participated in 6 hours or > of digital learning PD sessions	26%-50% of teachers participated in 6 hours or > of digital learning PD sessions	51%-89% of teachers participated in 6 hours or > of digital learning PD sessions	**>90% of teachers participated in 6 hours or > of digital learning PD sessions**	Tool: Eduphoria Workshop > Instructional Technology offers ongoing technology infused PD district-wide, campus-wide, and individually. Additonally, the district offers multiple sessions of PD in the summer to accomplish this task.

	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
	Wellness and Physical Education						**Exemplary**
1	% of student body participating in athletics	District	Less than 30% of students participating	30%-39% of students participating	40%-49% of students participating	**50% of students participating**	ES- 100% of students participate in PE and learn sports skills. JS- 64% of Eligible students (7-8 grade) participate in Athletics 498 of eligible students in 7th (384) and 8th (383) grades particpate in Athletics HS- 2016-2017: HS- 836 students out of 1574 for 53%
2	Number of physical activity clubs and/or activities available for students	District	1 physical activity club available	2 physical activity clubs available per campus	3 physical activity clubs available per campus	**4 physical activity clubs available per campus**	Elementary: girls on the run, soccer, fencing, zoomba, dance, gymnastics, karate, sports skills JS: golf, cross country, tennis, lacrosse, soccer, FLEX opportunities include Team Games, Physical Bootcamp, Ultimate Frisbee, Fun with Fitness HS: Lacrosse, rugby, hula hoop, aikido
3	Clubs/activities that promote active character education	District	Less than 3 clubs/activities available	3-4 clubs/activities available	5-6 clubs/activities available	**7-8 clubs/activities available**	1- Character Ed Committee 2- Service Club (6th grade) 3- National Honor Society 4- Alpha Charity League 5- Digital Citizenship Sessions 6- Student Council 7- Keys of Character Council 8- The Big Event 9- Interact Club 10- Student Ambassadors 11- AH Community Leadership 12- Operation Smile 13- Environmental Group
4	Number of physical education course offerings available to students	District (Secondary only)	Less than 5 physical education courses offered	5-6 physical education courses offered	7-8 physical education courses offered	**9-10 physical education courses offered**	Personal fitness Yoga Cross fit Outdoor/adventure Physical Education Aerobics Athletics: Baseball, Basketball, Volleyball, Track, Swimming/Diving, Soccer, Softball, Tennis, Golf, Cross Country, Football, Water Polo Other: JROTC, Cheerleading, Spurs
5	Components addressed in AHISD district wellness program	District (Source: Frank Alfaro)	Less than 2 components	2 components	3 components	**4 components**	Student Support and Intervention- multiple Parent Education and consulatation- multiple Staff Training and Empowerment- 4 offerings Community Reinforcement- 4 offerings

2016-2017 School District Evaluation of Performance in Community Engagment - Gifted and Talented Education

	Educational Programs for Gifted and Talented Students						Exemplary
	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	GT Teachers Meeting State GT Hours Requirements (K-12)	District	<100% GT Teachers Meeting State Requirements	100% GT Teachers Meeting State Requirements	100% GT Teachers Meeting State Requirements (30 foundation plus 6 annual hours)	**100% GT Teachers Meeting State Requirements (30 foundation plus 6 annual hours) + additional hours**	All teachers in GT meet state requirements in certifications.
2	Parental Involvement Opportunities for GT Program Options (K-12)	Campus	Less than 1 Parental Involvement Opportunity during an academic year	1 Parental Involvement Opportunity during an academic year	2 Parental Involvement Opportunities during an academic year	**3 or More Parental Involvement Opportunities during an academic year**	Elementary Campuses: Celebrations of Learnings, Meeting of the Minds celebrations, information sessions relating to qualfication for program services, information sessions relating to assessment information, visits to businesses with parents for real-world learning applications. Secondary Campuses: Information sessions relating to qualitfication for program services and assessment information (JS/HS)
3	Extra curricular opportunities in which students can interact outside the classroom with other GT students (Robotics, DI, Science Olympiad)	Campus	No extracurricular activites offered for GT students	1 or 2 opportunities for extracurriuclar involvement	3 extracurricular clubs or opportuniteis for GT students	**More than 3 extracurricular clubs or opportunities for GT students**	Elementary: Destination Imagination, Robotics, GEMS, Chess Club Secondary: Acadmic UIL, Science Olympiad, Destination Imagination, Robotics
4	Elementary Classroom Teachers of GT students meet State GT Hour Requirements	Campus (Updated record of trainings noted in Eduphoria Aware and campus logs maintained by Principal and GT program teachers)	Less than 50% of Classroom teachers meet the 30 hour foundational training plus the 6 hour updates yearly	50% of Classroom Teachers meet the 30 hour foundational training plus additional 6 hour annual update	**60%-70% of Classroom teachers meet the 30 hour foundational training plus the 6 hour updates annually**	80% of Classroom teachers meet the 30 hour foundational training plus additional 6 hour updates yearly	2017 44/47 - Woodridge Teachers 14/39 - Cambridge Teachers = 67% 2016- 85%
5	Percentage of secondary content courses that offer separate GT sections for GT students	Campus	Less than 60% of content courses offered in separate GT sections	60%-74% of content courses offered in separate GT sections	75%-85% of content courses offered in separate GT sections	**86%-100% of content courses offered in separate GT sections**	JS: 100% HS: 100% in grades 9 and 10 9th: 4 of 4 10th: 4 of 4

2016-2017 School District Evaluation of Performance in Community Engagment - Dropout Prevention

	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
	Dropout Prevention						**Recognized**
1	Of at-risk students identified as needing a mentor, the percent assigned a mentor.	District	<45%	**45%-65%**	66%-89%	90%-100%	2017- 45 total mentors/ 85 studemt needing mentors 53% 2016- 58 total mentors/ 133 students in need of mentors 44% 2015- 101 total mentors/ 226 students in need of mentors 44%
2	Percent of students participating in extracurricular classes (High School)	Campus (High School)	<15%	15%-25%	25%-50%	**>50%**	2016-2017: HS- 836 students out of 1574 for 53%. 2015-2016: 48%: theatre, band, spurs, strings, choir, cheer, JROTC, debate, spirit Squad 587/1548
3	Attendance Rates for At-Risk Summer School (Pre-K - 8th)	District	<70%	70%-80%	80%-90%	**>90%**	92% summer 2016 91% summer 2015 94% summer 2014
4	Completion rate of students enrolled at Robbins Academy	Campus	<5%	5%-50%	**50%-94%**	>95%	Students who go to Robbins that complete HS or enroll in a 5th year: 2016-2017 56 enrolled, 30 will graduate, 2 will be enrolled in a 5th year, 18 will return next year. 6 students withdrew from school. 89% will complete or continue in school 2015-2016 59 enrolled 33 will graduate or be enrolled in a 5th year 56% completion rate 2014- 2015 58 enrolled 45 will graduate or be enrolled a 5th year 77% completion rate

2016-2017 School District Evaluation of Performance in Community Engagment - Compliance

	Performance Measure	Data Source	Compliance				Exemplary
			Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	Required Reports	District	<75% of data reporting requirements met	75%-84% of data reporting requirements met	85%-90% of data reporting requirements met	≥ 90% of data reporting requirements met	Annual PEIMS submissions on time NCLB compliance reports Special education compliance reports Carl Perkins (CTE) compliance reports NCLB Highly Qualified compliance reports
2	Academic Notices/Reports	District	<75% of data reporting requirements met	75%-84% of data reporting requirements met	85%-90% of data reporting requirements met	≥ 90% of data reporting requirements met	District & Campus Improvement Plan containing required elements District and Campus Comprehensive Needs Assessment (CNA) State School Report Cards posted Annual Performance Report including: 1- TAPR 2- PEIMS Financial Report 3- Campus Performance Objectives 4- Report on Violent or Criminal Incidents 5- THECB Report on Enrollment and Academic Performance 6- STAAR Confidential Student Reports (to parents)
3	Required Groups and Meetings	District	<75% of data reporting requirements met	75%-84% of data reporting requirements met	85%-94% of data reporting requirements met	≥ 95% of data reporting requirements met	District (District Education Advisory Council) and Campus SBDM School Health Advisory Council (SHAC) [part of DEAC] Fitnessgram Assessment grades 3-12
4	Required student forms	District	<75% of data reporting requirements met	75%-84% of data reporting requirements met	85%-94% of data reporting requirements met	≥ 95% of data reporting requirements met	Home Language Survey: required for registratiion Migrant survey:required for registratiion Shots and Immunizations: required for registratiion Free/reduced lunch forms: included in the packet; not required to for registration Student Code of Conduct and Handbook required forms: required for technology use
5	General Governance Notices/Reports	District	<75% of data reporting requirements met	75%-84% of data reporting requirements met	85%-94% of data reporting requirements met	≥ 95% of data reporting requirements met	TASB updates reviewed, adopted by Trustees, and implemented by staff

ALAMO HEIGHTS INDEPENDENT SCHOOL DISTRICT
STAFF AND COMMUNITY ENGAGEMENT TOOL
INDIVIDUAL CAMPUS RATINGS

HOWARD ELEMENTARY

CAMBRIDGE ELEMENTARY

WOODRIDGE ELEMENTARY

ALAMO HEIGHTS JUNIOR SCHOOL

ALAMO HEIGHTS HIGH SCHOOL

Howard Early Childhood Center

Overall Rating for Performance

In Community Engagement

2016-2017

Overall Rating for Performance in Community Engagement Howard Early Childhood Center Alamo Heights Independent School District	
Category	**Rating**
Fine Arts	Exemplary
Wellness	Exemplary
Community And Parent Involvement	Exemplary
Workforce Development	Recognized
Digital Learning	Recognized
Gifted and Talented	Recognized
Dropout Prevention	Exemplary
Second Language Acquisition	Recognized
Compliance	Exemplary
Overall Campus Rating	**Exemplary**
Principal Name	Mrs. Susan Peery
Date	6/5/2017

	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
	Fine Arts						**Exemplary**
1	Number of days a week students participate in integrated fine art activities	Campus	Less than 1 day a week	2 times a week	3 times a week	**4 or more times a week**	There are some differences depending on classroom and time of the year, but all students engage in Fine Arts a minimum of 5 times a week. Students participate in a scheduled music class 3 times per week. Head Start students participate in a scheduled music class everyday.
2	Performance/Special Assemblies/Public Performance opportunitites Per Program	Campus	1 opportunity	2 opportunities	3 opportunities	**4 or more opportunities**	King Antonio Rodeo Pow Wow Classroom presentations Art Works experiences once per month in spring Kinder Winter Concert – December 2016 Kinder Spring Concert – May 2017

	Wellness and Physical Education						Exemplary
	Performance Measure	**Data Source**	**Unacceptable**	**Acceptable**	**Recognized**	**Exemplary**	**Data Collection**
1	TEKS Based Health Education	Campus (Source: PE Curriculum Documents)	<60% of Health TEKS included in curriculum	60% of Health TEKS included in curriculum	80% of Health TEKS included in curriculum	**100% of required number of Health TEKS included campus curriculum.**	100% of required number of Health TEKS included in combined PE, classroom and nurse curriculums
2	Physical Activity Requirements or Recommendations Met- All students should have 135 minutes of physical activity a week	Campus (Source: Master Schedule)	<60% of required number of physical activity minutes (135 minutes a week)	60% of required number of physical activity minutes	80% of required number of physical activity minutes	**100% of required number of physical activity minutes.**	100% of required number of physical activity minutes. Students average 150 minutes of PE a week
3	Health Services - Full time Nurse; Height and weight checks: Vision and Sight Screening; Clear emergency procedures; Clear procedures for medicines in schools	Campus (Source: Kathi Martinez, RN)	1 our of 5 indicators met	2 out of 5 indicators met	3 or 4 indicators met	**All indicators are met**	Full time nurse- Kathi Martinez Height and Weight Checks- Grades 1,3,5 Vision and Hearning- Grades 1,3,5 Clear emergency procedures (flip chart in each room) Clear procedures for medicines in school

2016-2017 Howard School Evaluation of Performance in Community Engagment - Community and Parent Involvement

	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Exemplary Data Collection
1	Community Engagement	Support for Howard PTO (Source: PTO President)	Below $20,000	$20,000-$39,000	$40,000-$49,999	Over $50,000	2013- $46,910.39 2014- $59,769 2015- $52,530 2016- $52,094 2017- $66,176
2	Community Engagement	Membership in Howard PTO (Source: PTO President)	Below 100	100-149	150-199	Greater than 200	2013- 188 2014- 258 2015- 170 2016- 128 2017- 211
3	Family Engagement	Number of participants at district family events- Showcase of Engaged Learners (Source: Sandra Shelton, Director of Technology)	>1% of total campus students and teachers participate	1%-4% of total campus students and teachers participate	5%-9% of total campus students and teachers participate	>10% of total campus students and teacher participate	2017- 80 students and 9 teachers 28% Students/47% Teachers 2016- 53 students and 3 teachers 17% Students/41% Teachers 2015- 31 students and 7 teachers 10% Student/41% Teacher Participation 2014- 22 students and 2 teachers in addition there were 5 volunteers 7% Student/28% Teacher Participation
4	Communication	Number of parents participating in Spring 2014 conferences (Source: Teacher Survey April 2015)	Less than 50% participation	51%-70% participation	71%-89% participation	90-100% participation	98% participation in fall 99% participation in spring
5	Communication	Number of campuses offering Back to School Night Sessions (Source: Master Calendar)	Less than 50%	51%-70% participation	71%-99% participation	100% participation	2016- All five campuses offered Back to School Nights for parents and guardians 86% of kinder parents attended Back to School Night
6	Community Engagement	Number of Parenting Session offered to Community	0	1	2-3	4 or more	4 part series and video taped options PK Parent Nights

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	21st Century Workforce Development					**Recognized**
	Performance Measure	**Data Source**	**Unacceptable**	**Acceptable**	**Recognized**	**Exemplary**	**Data Collection**
1	Percentage of students scoring at Developed on all areas on TPRI End of Year	Campus (Source: TPRI)	> 50% of total students	51%-70% of total students	71%-91% of total students	**> 92% of total students**	2017 279 Students Assessed 95% Developed Phonemic Awareness 98% Developed Graphophonemic 89% Developed Listening Comprehension 2016 276 Students Assessed 86% Developed Phonemic Awareness 98% Developed Graphophonemic 96% Developed Listening Comprehension 2015 285 Students Assessed 97% Developed Phonemic Awareness 99% Developed Graphophonemic 96% Developed Listening Comprehension
2	Percentage of students above 85% on ISIP Early Reading screener	Campus (Source: Istation)	> 5% of total students	6%-15% of total students	**16%-20% of total students**	> 21% of total campus score above the 85% nationally	2017- 16% of total kindergarten at ISIP 221 or above on May assessment 279 students tested 2016- 18% of total kindergarten at ISIP 221 or above on May assessment 263 students tested 2015- 26% of total kindergarten at ISIP 221 or above on May assessment 286 students tested 2014- 22% of total kindergarten at ISIP 221 or above on April assessment 292 students tested

2016-2017 Howard School Evaluation of Performance in Community Engagment - Digital

	Digital Learning Environment						Recognized
	Performance Measure	**Data Source**	**Unacceptable**	**Acceptable**	**Recognized**	**Exemplary**	**Data Collection**
1	% of classrooms with 1:1 digital device access for students (Engaged Classrooms)	Campus (Source: Sandra Shelton, Technology Director)	Below 5% of of all classrooms 1:1	**5%-25% of all classrooms 1:1**	26%-50% of all classrooms 1:1	Greater than 51% of all classrooms 1:1	3 classrooms currently included in Engaged Classroom 16%
2	Professional development digital learning environment opportunities PD sessions offered (and number of participants)	Campus (Source: Campus Calendar and Eduphoria)	<3 professional development or learning sessions for digital learning environment	3-5 professional development or learning sessions for digital learning environment	6-8 professional development or learning sessions for digital learning environments	**>8 professional development or learning sessions for digital learning environment**	8 adult learning session on technology IC time with teams Web Page development 2 Engaged Classroom teachers received individual tech coaching

	Educational Programs for Gifted and Talented Students					Recognized
	Performance Measure	**Data Source**	**Unacceptable**	**Acceptable**	**Recognized**	**Exemplary**	**Data Collection**
1	GT Teachers Meeting State GT Hours Requirements (K-12)	Campus (Source: Personnel Staff Development Records)	< 100% GT Teachers Meeting State Requirements	100% GT Teachers Meeting State Requirements	100% GT Teachers Meeting State Requirements AND 20% of those GT teachers have 3 Additional Hours	**100% GT Teachers Meeting State Requirements AND >20% of those GT teachers have 6 or more Additional Hours**	All teachers in GT meet state requrinements in certifications
2	Parental Involvement Opportunities for GT Program Options (K-12)	Campus (Source: Ann Veazy and campus calendar)	Less than 1 Parental Involvement Opportunity during an academic year	1 Parental Involvement Opportunity during an academic year	**2 Parental Involvement Opportunities during an academic year**	3 or More Parental Involvement Opportunities during an academic year	Informational Meetings Celebration of Learning
3	Elementary Classroom Teachers of GT students meet State GT Hour Requirements	Campus (Source: Personnel Staff Development Records)	**Less than 50% of Classroom teachers meet the 30 hour foundational training plus the 6 hour updates yearly**	50% of Classroom Teachers meet the 30 hour foundational training plus additional 6 hour annual update	60%-70% of Classroom teachers meet the 30 hour foundational training plus the 6 hour updates annually	80% of Classroom teachers meet the 30 hour foundational training plus additional 6 hour updates yearly	2016- 1 teacher GT trained 6% 2016- 5 teachers GT trained 29% 2015- 1 teacher GT certified 6%
4	% of students recommended for GT testing tested by March of school year	Campus (Source: Ann Veazy and district testing records)	70%-79% students recommended for GT testing tested by March of school year	80%-89 % students recommended for GT testing tested by March of school year	90%-99 % students recommended for GT testing tested by March of school year	**100% of students recommended for GT testing tested by March of school year**	100% of students recommended for GT testing tested by March of school year

	Dropout Prevention						Exemplary
	Performance Measure	**Data Source**	**Unacceptable**	**Acceptable**	**Recognized**	**Exemplary**	**Data Collection**
1	Of at-risk students identified as needing a mentor, the percent assigned a mentor	Campus	<50%	**50%-60%**	60%-70%	>70%	2017- 5 mentors at HECC 10 students needing a mentor 2016- 10 mentors at HECC 20 students needing a mentor and 10 assigned a mentor 2015- 7 mentors at HECC 100% of students needing a mentor were assigned a mentor
2	Attendance Rates for At-Risk Summer School (Pre-K - 8th)	Campus	<70%	70%-80%	80%-90%	**>90%**	92% summer 2016 90% summer 2015 94% summer 2014
3	Campus Attendance Rate	Campus	<70%	70%-80%	80%-90%	**>90%**	2017- Overall Attendance Rate 96% 2016- Overall Attendance Rate 96%
4	Student Mentors- Number of Kinder Classrooms with high school volunteer helpers supporting at-risk learners	Campus	0-5	6-10	11-16	**All 17 Classrooms**	All Kinder classrooms have high school helpers in both the fall and spring semesters.

			Second Language Acquisition Program					**Recognized**
	Performance Measure	**Data Source**	**Question**	**Unacceptable**	**Acceptable**	**Recognized**	**Exemplary**	**Data Collection**
1	English Language Development Progress through TELPAS	Campus (Source: LPAC Meeting Notes)	% of Bilingual and ESl students assessed through TELPAS with two trained raters	70%-79%	80%-89%	90%-99%	**100%**	All students evaluated by two trained campus raters
2	Teacher Preparation (Teachers trained in ELPS/ SIOP or ESL who have ELL students in their classrooms)	Campus Camups bilingual leadership teams maintain records of ELPS content/ SIOPand ESL trained teachers as well as ELL students and check and maintain schedules accordingly	How many teachers have been trained appropriately?	Below 50% trained	**50%-69% trained**	70%-89% trained	90%-100% trained	2017 8 bilingual teachers and 3 ESL teachers 11 out of 21= 53% 2016 5 bilingual teachers and 4 ESL teachers 9 out of 21= 43% 2015 2 bilingual teachers and 2 ESL teachers at K 1 bilingual teachers and 1 ESL certified at PK 6 out of 21= 29%
3	Student Literacy Acquisition	Campus (Source: TPRI Data)	% Improvement on Tejas Lee Identificación de las letras Conocimiento de los sonidos BOY compared to EOY	0%-5% improvement	5%-20% improvement	21%-40% improvement	**> 40% improvement**	2017 - 47% improvement Identificación de las letras BOY- 58% Developed EOY- 82% Developed Conocimiento de los sonidos BOY- 68% Developed EOY- 91% Developed 2016 - 47% improvement Identificación de las letras BOY- 67% Developed EOY- 99% Developed Conocimiento de los sonidos BOY- 60% Developed EOY- 98% Developed 2015 - 54% improvement Identificación de las letras BOY- 57% Developed EOY- 88% Developed Conocimiento de los sonidos BOY- 43% Developed EOY- 100% Developed
4	Inclusive community opportunities offered for ELL parents	Campus (Source: Master Calendar)	How many community opportunites are offered for 2nd Language Learner Families?	No events offered for ELL Parents on campus	1 event offered annually for ELL parents	2-3 events offered annually for ELL parents	**4 or more events offered annually for ELL parents**	Elementary events: Academia de Padres and ESL Classes, ELL Parenting Classes (3 sessions) Head Start Training
5	Support Services Offered in Spanish Speech Counseling PPCD Resource RtI	Campus (Staffing: Assignments)	What student support services are avaiable in Spanish?	None	1-2	3-4	**5 Services Available**	RtI Speech Counseling PPCD Resource

2016-2017 Howard School Evaluation of Performance in Community Engagment - Compliance

	Performance Measure	Data Source	Question	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
							Compliance	**Exemplary**
1	Required Reports	Campus (Source: Frank Alfaro)	What percent of these indicators were in compliance?	<75% of data reporting requirements met	75%-84% of data reporting requirements met	85%-94% of data reporting requirements met	**≥ 95% of data reporting requirements met**	Annual PEIMS submissions on time NCLB compliance reports Special education compliance reports NCLB Highly Qualified compliance reports
2	Academic Notices/Reports	Campus (Source: Frank Alfaro)	What percent of these indicators were in compliance?	<75% of data reporting requirements met	75%-84% of data reporting requirements met	85%-94% of data reporting requirements met	**≥ 95% of data reporting requirements met**	Campus Improvement Plan containing required elements Campus Comprehensive Needs Assessment (CNA) State School Report Cards posted
3	Required Groups and Meetings	Campus (Source: Master Calendar)	What percent of these indicators were in compliance?	<75% of data reporting requirements met	75%-84% of data reporting requirements met	85%-94% of data reporting requirements met	**≥ 95% of data reporting requirements met**	Campus SBDM Members on School Health Advisory Council (SHAC)
4	Required Student Forms	Campus (Source: Alamo Heights/Howard Web Site)	What percent of these indicators were in compliance?	<75% of data reporting requirements met	75%-84% of data reporting requirements met	85%-94% of data reporting requirements met	**≥ 95% of data reporting requirements met**	Home Language Survey: required for registration Migrant survey: required for registratiion Shots and Immunizations: required for registration Free/reduced lunch forms: included in the packet; not required to for registration Student Code of Conduct and Handbook required forms: required for technology use

Cambridge Elementary School

Overall Rating for Performance

In Community Engagement

2016-2017

Overall Rating for Performance in Community Engagement
Cambridge Elementary
Alamo Heights Independent School District

Category	Rating
Fine Arts	Exemplary
Wellness	Exemplary
Community and Parent Involvement	Exemplary
Workforce Development	Exemplary
Digital Learning	Recognized
Gifted and Talented Programs	Recognized
Dropout Prevention	Exemplary
Second Language Acquisition	Recognized
Compliance	Exemplary
Overall Campus Rating	**Exemplary**
Principal Name	Ms. Jana Needham
Date	6/2/2017

2016-2017 Cambridge School Evaluation of Performance in Community Engagment - Fine Arts

	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
	Fine Arts						**Exemplary**
1	Enrollment of students in fine art courses	Campus (Source: Master Schedule)	Less than 40% of students are enrolled in a Fine Arts course	40%-49% of students are enrolled in a Fine Arts course	50%-59% of students are enrolled in a Fine Arts course	**60% or more of students are enrolled in a Fine Arts course**	Elementary schools - everyone takes Art and Music 1 - 5 (strings instead of Music grades 4-5) 100% of students participate in Fine Arts
2	Number of Programs with a parent support group (e.g.: Band, String, Choir, Arts, Theatre)	Campus (Source: PTO Website)	20%	40%	60%	**80%-100%**	Friends of Strings, PTO Committees for 2nd Grade musical, 4th Grade Musical and Family Art Night
3	Performance/Special Assemblies/Public Performance opportunities Per Program	Campus (Source: Master Calendar and Fine Arts Teachers)	1 opportunity	2 opportunities	3 opportunities	**4 or more opportunities**	Strings- 23 performances Music- 20 performances Art- 6 performances

2016-2017 Cambridge School Evaluation of Performance in Community Engagment - Wellness and Physical Fitness

	Wellness and Physical Education						Exemplary
	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	TEKS Based Health Education	Campus (Source: PE Curriculum Documents)	<60% of Health TEKS included in curriculum	60% of Health TEKS included in curriculum	80% of Health TEKS included in curriculum	**100% of required number of Health TEKS included campus curriculum.**	100% of required number of Health TEKS included in combined PE, classroom and nurse curriculums
2	Physical Activity Requirements or Recommendations Met-All students should have 135 minutes of physical activity a week	Campus (Source: Master Schedule)	<60% of required number of physical activity minutes (135 minutes a week)	60% of required number of physical activity minutes	80% of required number of physical activity minutes	**100% of required number of physical activity minutes.**	100% of required number of physical activity minutes. Students average 150 minutes of PE a week.
3	Health Services- Full time Nurse; Height and weight checks: Vision and Sight Screening; Clear emergency procedures; Clear procedures for medicines in schools	Campus (Source: Kathi Martinez, RN)	1 our of 5 indicators met	2 out of 5 indicators met	3 or 4 indicators met	**All indicators are met**	Full time nurse- Virginia Dameron Height and Weight Checks- Grades 1,3,5 Vision and Hearning- Grades 1,3,5 Clear emergency procedures (flip chart in each room) Clear procedures for medicines in school.

	Community and Parent Involvement					Exemplary
	Performance Measure	**Data Source**	**Unacceptable**	**Acceptable**	**Recognized**	**Exemplary**	**Data Collection**
1	Community Engagement	Support for Cambridge PTO (Source: PTO President)	<$25,000	**$25,000-$89,000**	$90,000-$119,000	Amount over $120,000	2017- $57,294 2016- $118,000 2015- $173,333 2014- $133,991 2013- $128,033
2	Community Engagement	Membership in Cambridge PTO (Source: PTO President)	Decrease of >15%	Decrease of 4%-15%	Number of members remained the same or Increase/Decrease of 1%-3%	**Increase of >2%**	2017- 366 members (16% increase) 2016- 314 members 2015- 354 members 2014- 366 members 2013- 337 members
3	Family Engagement	Number of participants at district family events- Showcase of Engaged Learners (Source: Sandra Shelton, Director of Technology)	>1% of total campus students and teachers participate	1%-4% of total campus students and teachers participate	5%-9% of total campus students and teachers participate	**>10% of total campus students and teacher participate**	**2016** 97 students = 12% 12 teachers = 31% **2016** 82 students = 10% 8 teachers = 20% **2015** 75 students = 10% Students 11 teachers = 18% Teachers
4	Communication	Number of parents participating in parent/teacher conferences (Source: Teacher Survey)	Less than 50% participation	51%-70% participation	71%-89% participation	**90-100% participation**	2016-2017 96% 2015-2016 96% 2014-2015 97% 2013-2014 94%
5	Communication	Number of parents attending Back to School Night Sessions (Source: Master Calendar)	Less than 50%	51%-60% participation	61%-80% participation	**Greater than 80% participation**	2016- 84% of CE parents attended Back to School Night 2015- 78% of CE parents attended Back to School Night
6	Community Service for students	Number of campus programs offering support for students and families in need (Source: Counselors)	No programs	1 program	2-3 programs	**4 or more programs**	Snack Packs Cambridge Cares Vision Program Angel Network Thanksgiving Dinner Project

2016-2017 Cambridge School Evaluation of Performance in Community Engagment - Workforce Development

	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
	21st Century Workforce Development						**Exemplary**
1	Percentage of students scoring at Advanced Performance Level on STAAR	Campus (Source: STAAR Data)	>10% of total students	11%-20% of total students	**21%-39% of total students**	>40% of total students	2017- 30% Masters Grade Level Standards (TEA change in expectations) 2016- 41% Advanced Performance on Reading 2015- 41% Advanced Performance on Reading 2014- 29% Advanced Performance on Reading
2	Percentage of students at/above Tier 1 ISIP Universal Screener	Campus (Source: Istation)	> 40% of total students	40-49% of total students	50-60% of total students	**> 60% of total campus score at/above Tier 1**	2017- 71% of all students at/above Tier 1 on May ISIP Reading Screener

2016-2017 Cambridge School Evaluation of Performance in Community Engagment - Digitial Learning Environment

	Digital Learning Environment						Recognized
	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	% of classrooms with 1:1 digital device access for students (Engaged Classrooms)	Campus (Source: Sandra Shelton, Technology Director)	Below 5% of of all classrooms 1:1	**5%-25% of all classrooms 1:1**	26%-50% of all classrooms 1:1	Greater than 51% of all classrooms 1:1	3 classrooms currently included in Engaged Classroom 8%
2	Professional development digital learning environment opportunities PD sessions offered (and number of participants)	Campus (Source: Sandra Shelton, Director of Technology)	<3 professional development or learning sessions for digital learning environment	3-5 professional development or learning sessions for digital learning environment	6-8 professional development or learning sessions for digital learning environments	**>8 professional development or learning sessions for digital learning environment**	2016-2017 12 adult learning session after school 3 Engaged Classroom Woodridge teachers particpated in individual GROWE coaching > 50 individual coaching sessions

		Educational Programs for Gifted and Talented Students				Recognized
	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	GT Teachers Meeting State GT Hours Requirements (K-12)	Campus (Source: Personnel Staff Development Records)	< 100% GT Teachers Meeting State Requirements	100% GT Teachers Meeting State Requirements	100% GT Teachers Meeting State Requirements AND 20% of those GT teachers have 3 Additional Hours	**100% GT Teachers Meeting State Requirements AND >20% of those GT teachers have 6 or more Additional Hours**	All teachers in GT meet state requirements in certifications
2	Parental Involvement Opportunities for GT Program Options (K-12)	Campus (Source: Ann Veazy)	Less than One Parental Involvement Opportunity during an academic year	1 Parental Involvement Opportunity during an academic year	2 Parental Involvement Opportunities during an academic year	**3 or More Parental Involvement Opportunities during an academic year**	At elementary, we have celebrations of learning, meeting of the minds celebrations, information sessions relating to qualification for program services, information sessions relating to assessment information, parent chaperones on field trips and service activities.
3	Extra curricular opportunities for in which students can interact outside the classroom with other GT students (Robotics, DI, Science Olympiad)	Campus (Source: Ann Veazy)	No extracurricular activities offered for GT students	1 or 2 opportunities for extracurricular involvement	3 extracurricular clubs or opportunities for GT students	**More than 3 extracurricular clubs or opportunities for GT students**	Elementary: Destination Imagination, Robotics. Meeting of the Minds, Parklane Service Project
4	Elementary Classroom Teachers of GT students meet State GT Hour Requirements	Campus (Source: Personnel Staff Development Records)	**Less than 50% of Classroom teachers meet the 30 hour foundational training plus the 6 hour updates yearly**	50% of Classroom Teachers meet the 30 hour foundational training plus additional 6 hour annual update	60%-70% of Classroom teachers meet the 30 hour foundational training plus the 6 hour updates annually	80% of Classroom teachers meet the 30 hour foundational training plus additional 6 hour updates yearly	2017 40 Teachers GT training requirement but only 14 with training and 6 hour yearly update 36% 2016 27/39 teachers meet GT training requirements and yearly update for 2015-2016 69% 2015 18/39 teachers meet GT training requirements and yearly update for 2014-2015 46%

2016-2017 Cambridge School Evaluation of Performance in Community Engagment - Dropout Prevention

	Dropout Prevention						Exemplary
	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	Of at-risk students identified as needing a mentor, the percent assigned a mentor	Campus (Source: Lauren Boyer, Couselor)	<50%	50%-60%	**60%-70%**	>70%	2016-2017 14 mentors at Cambridge 14 out of 25 students received mentors 60% 2015-2016 10 mentors at Cambridge 10 out of 40 students received mentors 25% 2014-2015 1 mentor at Cambridge 2 out of 35 students received mentors 5% 2013-2014 5 Mentors at Cambridge 4 out of 11 identified students received mentors 36%
2	Attendance Rates for School Year	Campus (Source: ADA Records)	<80%	80%-90%	91%-95%	**>95%**	2016-2017 98% 2015-2016 96.2%
3	Attendance Rates for At-Risk Summer School (Pre-K - 8th)	Campus (Source: Summer School Attendance Records)	<70%	70%-80%	80%-90%	**>90%**	92% summer 2016 91% summer 2015 94% summer 2014

	Second Language Acquisition Program							Recognized
	Performance Measure	Data Source	Question	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	English Language Development Progress through TELPAS	Campus (Source: TELPAS 2015 data)	What Percentage of students progressed at least one proficiency level from 2014-2015?	>39%	40%-49%	50%-59%	>60%	2017 25 out of 46 students progressed at least one proficiency level= 54% 2016 24 out of 38 students= 63% 2015 19 out of 20= 95% 2014 7 out of 17= 41%
2	Teacher Preparation (Teachers trained in ELPS/ SIOP or ESL who have ELL students in their classrooms)	Campus Camups bilingual leadership teams maintain records of ELPS content/ SIOP and ESL trained teachers as well as ELL students and check and maintain schedules accordingly	How many teachers have been trained appropriately? How many teacher should have been trained?	Below 59% trained	60%-74% trained	75%-89% trained	90%-100% trained	2017- 34 Teachers ESL/Bilingual or ELPS Certified 39 teachers total = 87% 2016- 30 Teachers ESL/Bilingual or ELPS Certified 39 teachers total = 77% 2015- 30 Teachers ESL/Bilingual or ELPS Certified 38 teachers total = 78% 2014- 29 Teachers ESL/Bilingual or ELP Certified 39 Teachers total = 74%
3	Inclusive community opportunities offered for ELL parents	Campus (Source: Gabby Joseph, Bilingual Coordinator)	How many community opportunities are offered for 2nd Language Learner Families?	No events offered for ELL Parents on campus	1 event offered annually for ELL parents	2-3 events offered annually for ELL parents	4 or more events offered annually for ELL parents	Elementary events: Academia de Padres and ESL Classes Cambridge events: Tamalada, Dia de los Muertos alter displays, Visiting bilingual author, Dia de los Niños in April, Culture Night
4	Progress on STAAR Test	Campus (Source: 2015 STAAR)	What % of 4th-5th Grade LEP Students score at Met or Exceeded Progress on STAAR	60%-69%	70%-79%	80%-89%	>90%	2017 Reading LEP (11 students) 0% Expected Progress 81% Accelerated Progress 2016 Reading LEP (13 students) 62% Met 6% Exceeded 2015 Reading LEP (13 students) 0% Met 80% Exceeded 2014 Reading 4th Grade LEP (5 students) 0% Met 100% Exceeded
5	Spanish Language Proficiency for Spanish Immersion Students in 5th Grade	Campus (STAMP 4e Proficiency Scores)	What is the average combined proficiency (reading, writing, speaking listening) score for 5th grade Spanish Immersion students?	Combined Proficiency at Novice 1-2	Combined Proficiency at Novice High to Intermediate Low 3-4	Combined Proficiency at Intermediate 4-5	Combined Proficiency at Intermediate High to Advanced >5	2017 4.34 2016 4.31 2013 3.87 Novice 1-3 Intermediate 4-5 Advanced 6

2016-2017 Cambridge School Evaluation of Performance in Community Engagment - Compliance

	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
			Compliance				**Exemplary**
1	Required Reports	Campus (Source: Frank Alfaro)	<75% of data reporting requirements met	75%-84% of data reporting requirements met	85%-94% of data reporting requirements met	≥ 95% of data reporting requirements met	Annual PEIMS submissions on time NCLB compliance reports Special education compliance reports NCLB Highly Qualified compliance reports
2	Academic Notices/Reports	Campus (Source: Frank Alfaro)	<75% of data reporting requirements met	75%-84% of data reporting requirements met	85%-94% of data reporting requirements met	≥ 95% of data reporting requirements met	Campus Improvement Plan containing required elements Campus Comprehensive Needs Assessment (CNA) State School Report Cards posted STAAR Confidential Student Reports (to parents)
3	Required Groups and Meetings	Campus (Source: Master Calendar)	<75% of data reporting requirements met	75%-84% of data reporting requirements met	85%-94% of data reporting requirements met	≥ 95% of data reporting requirements met	Campus SBDM Members on School Health Advisory Council (SHAC) Fitnessgram Assessment grades 3-12
4	Required student forms	Campus (Source: Alamo Heights/Cambridge Web Site)	<75% of data reporting requirements met	75%-84% of data reporting requirements met	85%-94% of data reporting requirements met	≥ 95% of data reporting requirements met	Home Language Survey: required for registration Migrant survey: required for registratiion Shots and Immunizations: required for registration Free/reduced lunch forms: included in the packet; not required to for registration Student Code of Conduct and Handbook required forms: required for technology use

Woodridge Elementary School

Overall Rating for Performance

In Community Engagement

2016-2017

Overall Rating for Performance in Community Engagement Woodridge Elementary Alamo Heights Independent School District	
Category	**Rating**
Fine Arts	Exemplary
Wellness	Exemplary
Community And Parent Involvement	Exemplary
Workforce Development	Recognized
Digital Learning	Recognized
Gifted and Talented Programs	Exemplary
Dropout Prevention	Exemplary
Second Language Acquisition	Recognized
Compliance	Exemplary
Overall Campus Rating	**Exemplary**
Principal Name	Mrs. Debbie Garinger
Date	6/2/2017

2016-2017 Woodridge School Evaluation of Performance in Community Engagement - Fine Arts

	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
	Fine Arts						**Exemplary**
1	Enrollment of students in fine art courses	Campus (Source: Master Schedule)	Less than 40% of students are enrolled in a Fine Arts course	40%-49% of students are enrolled in a Fine Arts course	50%-59% of students are enrolled in a Fine Arts course	**60% or more of students are enrolled in a Fine Arts course**	Elementary schools - everyone takes Art and Music 1 - 5 (strings instead of Music grades 4-5). 100% of students participate in Fine Arts
2	Number of Programs with a parent support group (ei: Band, String, Choir, Arts, Theatre)	Campus (Source: PTO Website)	20%	**40%**	**60%**	80%-100%	Friends of Strings, Art to Remember PTO Liason No standing support groups for music and art; however, parents do volunteer with these programs
3	Performance/Special Assemblies/Public Performance opportunities Per Program	Campus (Source: Master Calendar and Fine Arts Teachers)	1 opportunity	2 opportunities	3 opportunities	**4 or more opportunities**	Music performances- 13 performances Strings does 8 performances plus the side-by side concert with HS and MS students. Special Spectacular

			Wellness and Physical Fitness				Exemplary
	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	TEKS Based Health Education	Campus (Source: PE Curriculum Documents)	<60% of Health TEKS included in curriculum	60%-79% of Health TEKS included in curriculum	80%-99% of Health TEKS included in curriculum	**100% of required number of Health TEKS included campus curriculum.**	100% of required number of Health TEKS included in combined PE, classroom and nurse curriculums
2	Physical Activity Requirements or Recommendations Met- All students should have 135 minutes of physical activity a week	Campus (Source: Master Schedule)	<60% of required number of physical activity minutes (135 minutes a week)	60%-79% of required number of physical activity minutes	80%-99% of required number of physical activity minutes	**100% of required number of physical activity minutes.**	100% of required number of physical activity minutes. Students average 150 minutes of PE a week. Required 135 minutes of physical activity a week
3	Health Services - Full time Nurse; Height and weight checks: Vision and Sight Screening; Clear emergency procedures; Clear procedures for medicines in schools	Campus (Source: Kathi Martinez, RN Head AH Nurse)	1 our of 5 indicators met	2 out of 5 indicators met	3 or 4 indicators met	**All indicators are met**	Full time nurse- Jennifer Brooks-Gilliam Height and Weight Checks- Grades 1,3,5 Vision and Hearning- Grades 1,3,5 Clear emergency procedures (flip chart in each room) Clear procedures for medicines in school

	Community and Parent Involevement						Exemplary
	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	Community Engagement	Support for Woodridge PTO (Source: PTO President)	<$25,000	$25,000-$89,000	$90,000-$119,000	Amount over $120,000	2017 ~ $140,000 2016- $137,000 2015- $174,783 2014- $143,064
2	Community Engagement	Membership in Woodridge PTO (Source: PTO President)	<199	200-299	300-399	Greater than 400	2017- 459 members 2016- 456 members 2015- 439 members 2014- 435 members
3	Family Engagement	Number of participants at district family events- Showcase of Engaged Learners (Source: Sandra Shelton, Director of Technology)	> 1% of total campus students and teachers participate	1%-4% of total campus students and teachers participate	5%-9% of total campus students and teachers participate	> 10% of total campus students and teacher participate	205 students and 22 teachers in 2017 22% students and 47% teachers 169 students and 14 teachers in 2016 18% students and 31% teachers 125 students and 19 teachers in 2015 13% Participation Students/29% Participation Teachers 950 students and 47 teachers
4	Communication	Number of parents participating in parent/teacher conferences (Source: Teacher Survey)	Less than 50% participation	51%-70% participation	71%-89% participation	90-100 % participation	2016-2017 96% 2015-2016 96% 2014-2015 97% 2013-2014 94%
5	Communication	Number of parents attending Back to School Night Sessions (Source: Master Calendar)	Less than 50%	51%-60% participation	61%-80% participation	Greater than 80 % participation	2016 81% of WE parents attended Back to School Night 2015 79% of WE parents attended Back to School Night
6	Community Service by students	Number of campus programs offering community support (Source: Counselors)	No programs	1 program	2-3 programs	4 or more programs	Food Drive for San Antonio Food Bank Random Acts of Kindness Week Kindness Matters Campaign Specials Spectacular Student Council Campus Clean Up Student Council Cardboard Kids for SA Woodridge Dad's Club Chain Reaction Week SnackPak4 Kids Clean Water for Africa (5th grade Bilingual & Spanish Immersion classes) Holiday letters to Soldiers (5th grade only) Tamalada (DL & Spanish Immersion families) Academia De Padres (Spanish speaking families) Local nursing home (4 X per year)

	21st Century Workforce Development						Recognized
	Performance Measure	**Data Source**	**Unacceptable**	**Acceptable**	**Recognized**	**Exemplary**	**Data Collection**
1	Percentage of students scoring at Advanced Performance Level on STAAR	Campus (Source: STAAR Data)	> 10% of total students	11%-20% of total students	**21%-39% of total students**	> 40% of total students	2017- 35% Masters Grade Level Standards (TEA change in expectations) 2015-2016 Overall 37% (includes only reading) 2014-2015 Overall 34% (includes only reading because math passing standard not yet determined) 2013-2014 Overall 25% (includes math and reading)
2	Percentage of students at/above Tier 1 ISIP Universal Screener	Campus (Source: Istation)	> 40% of total students	40-49% of total students	50-60% of total students	**> 60% of total campus score at/above Tier 1**	2017- 72% of all students at/above Tier 1 on May ISIP Reading Screener

2016-2017 Woodridge School Evaluation of Performance in Community Engagement - Digital Learning Environment

	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
			Digital Learning Environment				**Recognized**
1	% of classrooms with 1:1 digital device access for students (Engaged Classrooms)	Campus (Source: Sandra Shelton, Technology Director)	Below 5% of of all classrooms 1:1	**5%-25% of all classrooms 1:1**	26%-50% of all classrooms 1:1	Greater than 51% of all classrooms 1:1	3 classrooms currently included in Engaged Classroom 6%
2	Professional development digital learning environment opportunities PD sessions offered (and number of participants)	Campus (Source: Sandra Shelton, Technology Director)	<3 professional development or learning sessions for digital learning environment	3-5 professional development or learning sessions for digital learning environment	6-8 professional development or learning sessions for digital learning environments	**>8 professional development or learning sessions for digital learning environment**	2016-2017 17 adult learning session after school 3 Engaged Classroom Woodridge teachers particpated in individual GROWE coaching > 50 individual coaching sessions 2015-2016 One adult learning session after school with 4 presentation choices. One adult learning after school with 2 presentation choices. Individual coaching with teachers. 5 Woodridge teachers particpated in individual coaching 2014-2015 7 sessions for entire staff

2016-2017 Woodridge School Evaluation of Performance in Community Engagement - Gifted and Talented Programs

	Educational Programs for Gifted and Talented Students						Exemplary
	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	GT Teachers Meeting State GT Hours Requirements (K-12)	Campus (Source: Personnel Staff Development Records)	< 100% GT Teachers Meeting State Requirements	100% GT Teachers Meeting State Requirements	100% GT Teachers Meeting State Requirements AND 20% of those GT teachers have 3 Additional Hours	**100% GT Teachers Meeting State Requirements AND >20% of those GT teachers have 6 or more Additional Hours**	All teachers in GT meet state requirements in certifications.
2	Parental Involvement Opportunities for GT Program Options (K-12)	Campus (Source: Ann Veazey, GT Coordinator)	Less than 1 Parental Involvement Opportunity during an academic year	1 Parental Involvement Opportunity during an academic year	2 Parental Involvement Opportunities during an academic year	**3 or More Parental Involvement Opportunities during an academic year**	At elementary, we have celebrations of learning, meeting of the minds celebrations, information sessions relating to qualification for program services, information sessions relating to assessment information, parent chaperones on field trips and service activities.
3	Extra curricular opportunities for in which students can interact outside the classroom with other GT students (Robotics, DI, Science Olympiad)	Campus (Source: Ann Veazey, GT Coordinator)	No extracurricular activities offered for GT students	1 or 2 opportunities for extracurriuclar involvement	**3 extracurricular clubs or opportuniteis for GT students**	**More than 3 extracurricular clubs or opportunities for GT students**	Elementary: Destination Imagination, Robotics, Meeting of the Minds, UIL events and competition Service project at Parklane Nursing Home
4	Elementary Classroom Teachers of GT students meet State GT Hour Requirements	Campus (Source: Personnel Staff Development Records)	Less than 50% of Classroom teachers meet the 30 hour foundational training plus the 6 hour updates yearly	50% of Classroom Teachers meet the 30 hour foundational training plus additional 6 hour annual update	60%-70% of Classroom teachers meet the 30 hour foundational training plus the 6 hour updates annually	**80% of Classroom teachers meet the 30 hour foundational training plus additional 6 hour updates yearly**	2017- 94% of WE teachers meet GT training requirements 2016- 96% of WE teachers meet GT training requirements 2015- 79% of WE teachers meet GT training requirements

	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
	Dropout Prevention						**Exemplary**
1	Of at-risk students identified as needing a mentor, the percent assigned a mentor	Campus (Source: Roxanna Bazuldua)	<50%	50%-60%	60%-70%	**>70%**	10 Students identified as needing mentors 8 students assigned mentors 80% for 2017 73% for 2016 48% for 2015 Significant parent volunteer program in classrooms
2	Attendance Rates for School Year	Campus (Source: ADA Records)	<80%	80%-90%	91%-95%	**>95%**	2016-2017 98% 2015-2016 96.3%
3	Attendance Rates for At-Risk Summer School (Pre-K - 8th)	Campus (Source: Summer School Attendance Records)	<70%	70%-80%	80%-90%	**>90%**	92% summer 2016 91% summer 2015 94% summer 2014

				Second Language Acquisition Program				Recognized
	Performance Measure	Data Source	Question	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	English Language Development Progress through TELPAS	Campus (Source: TELPAS data)	What Percentage of students progressed at least one proficiency level?	>39%	40-49%	**50-59%**	>60%	2016-2017 DATA 33 out of 64 students progressed at least one proficiency level from 2016-2017 52% 2015-2016 DATA 37 out of 71 students = 52% 2014-2015 DATA 55 out of 79 students = 70% 2013-2014 DATA 35 out of 76 students= 46%
2	Teacher Preparation (Teachers trained in ELPS/ SIOP or ESL who have ELL students in their classrooms)	Campus (Source: Campus bilingual leadership teams maintain records trained teachers as well as ELL students and check and maintain schedules accordingly)	How many teachers have been trained appropriately? How many teacher should have been trained?	Below 59% trained	60%-74% trained	**75%-89% trained**	90%-100% trained	**2017** 12 campus teachers are bilingual 29 campus teachers are ESL certified 87% total trained **2016** 14 campus teachers are bilingual 17 campus teachers are ESL certified 67% total trained **2015** 19 campus teachers are bilingual 10 campus teachers are ESL certified 62% total trained
3	Inclusive community opportunities offered for ELL parents	Campus (Source: Master Calendar)	How many community opportunities are offered for 2nd Language Learner Families?	No events offered for ELL Parents on campus	1 event offered annually for ELL parents	2-3 events offered annually for ELL parents	**4 or more events offered annually for ELL parents**	Tamalada Noche de libros Cafecitos ESL classes RTI session in Spanish Academia de Padres Culture Night
4	Proficiency Levels of 5th Grade Students in Spanish Language Programs (Spanish Immersion)	Avant Stamp 4e Assessment Data Novice 1-3 Intermediate 4-5 Advanced 6	What is the average Spanish language proficiency for 5th grade Spanish Immersion students?	Average Proficiency is Novice Low (1.0 - 1.9)	Average Proficiency is Novice Mid (2.0 - 2.9)	Average Proficiency is Novice High - Intermediate Mid (3.0 - 4.5)	**Average Proficiency is Intermediate High to Advanced (4.5 - 6.5)**	2017- 4.67 Mean of all 4 literacy areas (speaking, listening, reading and writing) 2016- 4.96 2013- 4.40
5	Progress on STAAR Test	Campus (Source: STAAR)	What % of 3rd-5th Grade Bilingual Students score at Met or Exceeded Progress on STAAR?	< 50%	**50-69%**	70-79%	>80%	2017 Overall 67% Expected or Accelerated Progress (21 students) 2016 Overall 54% Met or Exceeded Progress 2015 Overall 50% Met or Exceeded Progress 2014 Overall 40% Met or Exceeded Progress

2016-2017 Woodridge School Evaluation of Performance in Community Engagement - Compliance

| | Performance Measure | Data Source | **Compliance** | | | | **Exemplary** |
			Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	Required Reports	Campus (Source: Frank Alfaro)	<75% of data reporting requirements met	75%-84% of data reporting requirements met	85%-94% of data reporting requirements met	≥ 95% of data reporting requirements met	Annual PEIMS submissions on time NCLB compliance reports Special education compliance reports NCLB Highly Qualified compliance reports
2	Academic Notices/Reports	Campus (Source: Frank Alfaro)	<75% of data reporting requirements met	75%-84% of data reporting requirements met	85%-94% of data reporting requirements met	≥ 95% of data reporting requirements met	Campus Improvement Plan containing required elements Campus Comprehensive Needs Assessment (CNA) State School Report Cards posted STAAR Confidential Student Reports (to parents)
3	Required Groups and Meetings	Campus (Source: Master Calendar)	<75% of data reporting requirements met	75%-84% of data reporting requirements met	85%-94% of data reporting requirements met	≥ 95% of data reporting requirements met	Campus SBDM Members on School Health Advisory Council (SHAC) Fitnessgram Assessment grades 3-12
4	Required student forms	Campus (Source: Alamo Heights/Cambridge Web Site)	<75% of data reporting requirements met	75%-84% of data reporting requirements met	85%-94% of data reporting requirements met	≥ 95% of data reporting requirements met	Home Language Survey: required for registration Migrant survey: required for registratiion Shots and Immunizations: required for registratiion Free/reduced lunch forms: included in the packet; not required to for registration Student Code of Conduct and Handbook required forms: required for technology use (Source: Alamo Heights/Campus Web Site)

Alamo Heights Junior School

Overall Rating for Performance

In Community Engagement

2016-2017

Overall Rating for Performance in Community Engagement Alamo Heights Junior School Alamo Heights Independent School District	
Category	**Rating**
Fine Arts	Exemplary
Wellness and Physical Education	Exemplary
Community and Parent Involvement	Exemplary
Workforce Development	Recognized
Digital Learning	Recognized
Gifted and Talented	Exemplary
Dropout Prevention	Recognized
Second Language Programs	Exemplary
Compliance	Exemplary
Overall Campus Rating	**Exemplary**
Principal Name	Mrs. Laura Ancira
Date	6/9/2017

	Fine Arts						Exemplary
	Performance Measure	**Data Source**	**Unacceptable**	**Acceptable**	**Recognized**	**Exemplary**	**Data Collection**
1	Enrollment of students in fine art courses	Campus	Less than 40% of students are enrolled in a Fine Arts course	40%-49% of students are enrolled in a Fine Arts course	50%-59% of students are enrolled in a Fine Arts course	**60% or more of students are enrolled in a Fine Arts course**	During the 2016-17 school year the Junior School had 1071 out of 1138, 94% of students in FA courses [Students enrolled in: Band (288), Strings (215), Choir (80), Theater Arts (245), Art (310)].
2	Number of Programs with a parent support group (ei: Band, String, Choir, Arts, Theatre)	Campus	20%	40%	**60%**	80%-100%	The five programs are Band, Choir, Strings, Theater, Art. 3 out of the 5 programs have a booster type support group: Friends of Strings, Band Booster, Choir Booster.
3	Fine Arts UIL Competition Participation	Campus	Less than 70% of participating FA students involved in UIL or like competitions	70%-79% of participating FA students involved in UIL or like competitions.	**80%-89% of participating FA students involved in UIL or like competitions.**	90%-100% of participating FA students involved in UIL or like competitions.	JS % participation: Band 96% ; Strings 97% (210/215); Choir 73% (58/80) ; Theater Arts 100% (*maximum allowed according to UIL guidleines*).
4	Performance/Special Assemblies/Public Performance opportunitites Per Program	Campus	Less than 4 opportunities	4-6 opportunities	7-9 opportunities	**10 or more opportunities**	The Junior School fine arts programs offer many performing opportunites from concerts to plays to collaborative experiences with highs chool and elemntary groups: Strings *11, Band 23, Choir 10, Theater 10.*
5	Number of Fine Art Pre-AP course offerings	Campus	0 Pre-AP Course Offerings	1 Pre-AP Course Offerings	2 Pre-AP Course Offerings	**3 Pre-AP Course Offerings**	JS offers 3 Pre-AP Fine Arts courses which include: French, Latin, and Spanish

	Wellness and Physical Education					**Exemplary**
	Performance Measure	**Data Source**	**Unacceptable**	**Acceptable**	**Recognized**	**Exemplary**	**Data Collection**
1	% of student body participating in athletics	Campus	Less than 30% of students participating	30%-39% of students participating	40%-49% of students participating	**50% of students participating or more**	JS- 64% of Eligible students (7-8 grade) participate in Athletics *498 of eligible students in 7th (384) and 8th (383) grades particpate in Athletics*
2	Number of physical activity clubs available for students	Campus	1 physical activity club available	2 physical activity clubs available	3 physical activity clubs available	**4 physical activity clubs available**	Cross-country, tennis, soccer, FLEX opportunities include: Team Games, Cross Fit, Yoga, Fitbit Challenge
3	Clubs/activities that promote active character education	Campus	Less than 3 clubs/activities available	3-4 clubs/activities available	5-6 clubs/activities available	**7-8 clubs/activities available**	1- Character Ed Committee 2- Service Club (6th grade) 3- National Honor Society (cleaning) 4- Peer Tutors 5- Digital Citizenship Sessions 6- Student Council 7- Veterans Club 8- Cyber Seniors 9- Kindness Campaign- School-wide through FLEX
4	Number of physical education course offerings available to students	Campus	0 physical education courses offered	1 physical education course offered	**2 physical education courses offered**	3 physical education courses offered	JS offers Physical Education and Athletics which is consistent to other campuses with similar demographics (Garcia, Lopez)
5	District Wellness Program involvement areas	Campus	1 areas	2 areas	3 areas	**4 areas**	Student Support and Intervention- 6 offerings Parent Education and consulatation- 4 offerings Staff Training and Empowerment- 3 offerings Community Reinforcement- 2 offerings

	Community and Parent Involvement						Exemplary
	Performance Measure	**Data Source**	**Unacceptable**	**Acceptable**	**Recognized**	**Exemplary**	**Data Collection**
1	Community Engagement	Support for Alamo Heights Junior School PTO	Decrease of > 15%	Decrease of 1%-15%	Amount of Funds Raised remained the same or Increase of 1%-2%	**Increase of > 2%**	2012-2013: $71,316.00 2013-2014: $86,187.97 2014-2015: $69,891.63 2015-2016: $82,210.14 2016- 2017: $126,000.00
2	Family Engagement	Number of participants at district family events- Showcase of Engaged Learners	Decrease of > 20% in total number of participants	Change of +/- 20% in total number of participants (Includes decrease of up to 19% and an increase of up to 19%)	Increase of > 20%-39% in total number of participants	**Increase of > 40% in total number of participants**	(2012-13) 1 teacher/2 students (2013-14) 7 teachers/18 students (2014-15) 10 teachers /about 28 students (2015-16) 12 teachers/about 93 students (2016-17) 09 teachers/about 131 students
3	Communication	Number of parents participating in Spring 2016 conferences	Less than 50% participation	51%-70% participation	**71%- 89% participation**	90%-100% participation	JS Numbers: about 80% of parents attended one or more sessions with a teacher
4	Communication	Number of back to school and next year's school informational sessions offered	2	3	4	**5**	The JS has two back to school nights at the beginning of the year to welcome parents and explain campus procedures. Parents of 6th grade students have the opportunity to walk the Ss schedule. In the Spring semester, The Junior School holds one Course Enrollment for 6th to 7th/7th to 8th parent night, and one 5th to 6th transition parent night. Addititionally, an information night is also held to explain the SI/DL program at tthe JS. All departments are represented at each event for Q&As.

	21st Century Workforce Development						Recognized
	Performance Measure	**Data Source**	**Unacceptable**	**Acceptable**	**Recognized**	**Exemplary**	**Data Collection**
1	Number of core content Pre-AP courses in which the percentage of students enrolled is over 50	Campus	1	2	**3**	4	*English 6: (255/346) 74%, 7:(220/364) 60%, 8: (254/364) 70%* *Science 6: (272/368) 74%, 7: (276/378) 73%, 8 (270/377):72%* *Social Studies 6: (155/369) 42%, 7:(132/381) 37% , 8:(263/375) 63%* *Math 6: (254/358) 71%, 7: (236/365) 65%, 8: (203/361)56%*
2	Percentage of students scoring at Advanced Performance Level on STAAR	Campus (Source: 2017 STAAR Data)	>10% of total students	11%-20% of total students	**21%-31% of total students**	> 40% of total students	2017 data 6th: R- 31% & M- 29% 7th: R- 33% & M-1% 8th: R- 33% & M 19% 2016 data 6th: R- 27% & M- 24% 7th: R- 32% & M-1% 8th: R- 36% & M 15% 2015 data 6th: R-34% 7th: R-35% 8th: Alg 1-60% R-42% S-20% SS-17%

	Digital Learning Environment						Recognized
	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	Student Technology Competencies (Student scores on TA TEKS Assessment)	District	20% or more students score Basic or Below Basic on TA TEKS Assessment	80% or more students score Proficient or Advanced on TA TEKS Assessment	**85% or more students score Proficient or Advanced on TA TEKS Assessment**	90% or more students score Proficient or Advanced on TA TEKS Assessment	Tool: Learning.com TechApps TEKS Assessment. 2017 334 students tested. 8th grade assessment: Advanced = 16 (5%), Proficient = 258 (77%), Basic = 51 (15%), Below Basic = 9 (3%) 2015 323 students tested. 8th grade assessment: Advanced = 30 (9%), Proficient = 253 (78%), Basic = 36 (11%), Below Basic = 4 (1%) 2014 Data 391 students tested. Current Status: (Exemplary) From May, 2013 8th grade assessment: Advanced = 42 (11%), Proficient = 308 (79%), Basic = 34 (9%), Below Basic = 7 (2%) (JS average for Proficient and Advanced is 90%)
2	Professional development digital learning environment opportunities PD sessions offered	Campus	<10 professional development or learning sessions for digital learning environment	10-15 professional development or learning sessions for digital learning environment	16-20 professional development or learning sessions for digital learning environments	**>20 professional development or learning sessions for digital learning environment**	JS held 21 professional Development for digital learning sessions on our campus

	Educational Programs for Gifted and Talented Students					Exemplary
	Performance Measure	**Data Source**	**Unacceptable**	**Acceptable**	**Recognized**	**Exemplary**	**Data Collection**
1	GT Teachers Meeting State GT Hours Requirements (6-8)	Campus	< 100% GT Teachers Meeting State Requirements	100% GT Teachers having the required 30 hours	100% GT Teachers Meeting State Requirements (30 foundation plus 6 annual hours)	**100% GT Teachers Meeting State Requirements (30 foundation plus 6 annual hours) + additional hours**	18/18 GT Teachers all meet State Requirements
2	Parental Involvement Opportunities for GT Program Options (6-8)	Campus	Less than 1 Parental Involvement Opportunity during an academic year	1 Parental Involvement Opportunity during an academic year	2 Parental Involvement Opportunities during an academic year	**3 or More Parental Involvement Opportunities during an academic year**	GT Parent Informational Session Showcase of Learning Technology Showcase Robotics Science Olympiad Science Bowl Quiz Bowl UIL Dr. Who Club Library Palooza Chalk it Up (all of the above offer opportunities for parents to volunteer/watch students)
3	Extra curricular opportunities for in which students can interact outside the classroom with other GT students (Robotics, DI, Science Olympiad)	Campus	No extracurricular activites offered for GT students	1 or 2 opportunities for extracurriuclar involvement	3 extracurricular clubs or opportuniteis for GT students	**More than 3 extracurricular clubs or opportuniteis for GT students**	Robotics Science Olympiad Science Bowl Quiz Bowl UIL Dr. Who Club Library Palooza Chalk it Up Multiple opportunities through FLEX time
4	Classroom Teachers meet State GT Hour Requirements	Campus	Less than 50% of Classroom teachers meet the 30 hour foundational training plus the 6 hour updates yearly	50% of Classroom Teachers meet the 30 hour foundational training plus additional 6 hour annual update	60%-70% of Classroom teachers meet the 30 hour foundational training plus the 6 hour updates annually	**80% of classroom teachers meet the 30 hour foundational training plus additional 6 hour updates yearly**	100% of classroom teachers meet the 30 hour foundational training plus the 6 hour updates yearly
5	Percentage of secondary content courses that offer separate GT sections for GT students	Campus	Less than 60% of content courses offered in separate GT sections	60%-70% of content courses offered in separate GT sections	80%-90% of content courses offered in separate GT sections	**100% of content courses offered in separate GT sections**	Math, Science, English, and Social Studies GT courses are all offered

	Dropout Prevention						Recognized
	Performance Measure	**Data Source**	**Unacceptable**	**Acceptable**	**Recognized**	**Exemplary**	**Data Collection**
1	Of at-risk students identified as needing a mentor, the percent assigned a mentor	Campus	**<50%**	50%-60%	60%-70%	>70%	25 students of our at-risk students have been identified as in need of a mentor-6 have a community mentor. 24%
2	Attendance Rates for At-Risk Summer School (Pre-K - 8th)	Campus	<70%	70%-80%	80%-90%	**>90%**	Summer of 2016-92% Summer of 2015-91%
3	Percent of students participating in extracurricular classes	Campus	<15%	15%-25%	25%-50%	**>50%**	100% of our students participate in extra-curricular classes through FLEX

	Second Language Acquisition Program						Exemplary
	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	English Language Development Progress through TELPAS	Campus	5 or more points below the state average	State Average	**1-4 points above the state average**	5 or more points or more above the state average	Students who progressed at least one proficiency level 2014-2015 K-2 56% & 3-12 60% *Texas K-2 56% & 3-12 51% 2015-2016 K-2 50% & 3-12 50% *Texas 1-2 45% & 3-12 50% 2016-2017 Grades 1-2 48% & Grades 3-12 52% *Texas 1-2 56% & 3-12 51%
2	Academic Achievement (Reading) of Monitor Students: Years 1&2 (Grades 3-10 - must meet minimum size)	Campus	5 or more points below the state standard	State Average	1-4 points above State standard	**5 or more points above State standard**	Academic Achievement (Approaches Standard 2017 STAAR) Grades 6 & 7 Reading M1 & M2 Students: State: 85%	AHISD: 100%
3	Teacher Preparation (Teachers trained in ELPS/ SIOP or ESL who have ELL students in their classrooms)	Campus	Below 70% trained	70%-79% trained	80%-89% trained	**90%-100% trained**	Camups bilingual leadership teams maintain records of ELPS content/ SIOP and ESL trained teachers as well as ELL students and check and maintain schedules accordingly
4	Inclusive community opportunities offered for ELL parents	Campus	No events offered for ELL Parents on campus	1 event offered annually for ELL parents	2-3 events offered annually for ELL parents	**4 or more events offered annually for ELL parents**	Junior School Events: ESL for parents, ESL Parent Information Night (one in fall, one in spring), Listening Tours hosted at the JS, School Tours available in Spanish, AH Culture Night hosted at the JS
5	Percentage of 7th and 8th graders enrolled in a language other than English		below 30%	30%-34%	35%-39%	**40% or above**	42% of 7th/8th grade students signed up for either Spanish, French, or Latin

2016-2017 JS School Evaluation of Performance in Community Engagment - Compliance

	Performance Measure	Data Source	Question	Compliance				Exemplary
				Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	Required Reports	Campus	What percent of these indicators were in compliance?	<75% of data reporting requirements met	75%-84% of data reporting requirements met	85%-94% of data reporting requirements met	≥ 95% of data reporting requirements met	Annual PEIMS submissions on time NCLB compliance reports Special education compliance reports Carl Perkins (CTE) compliance reports NCLB Highly Qualified compliance reports
2	Academic Notices/Reports	Campus	What percent of these indicators were in compliance?	<75% of data reporting requirements met	75%-84% of data reporting requirements met	85%-94% of data reporting requirements met	≥ 95% of data reporting requirements met	District & Campus Improvement Plan containing required elements District and Campus Comprehensive Needs Assessment (CNA) State School Report Cards posted Annual Performance Report including: 1. TAPR 2. PEIMS Financial Report 3. Campus Performance Objectives 4. Report on Violent or Criminal Incidents 5. THECB Report on Enrollment and Academic Performance STAAR Confidential Student Reports (to parents)
3	Required Groups and Meetings	Campus	What percent of these indicators were in compliance?	<75% of data reporting requirements met	75%-84% of data reporting requirements met	85%-94% of data reporting requirements met	≥ 95% of data reporting requirements met	District and Campus SBDM School Health Advisory Council (SHAC) Fitnessgram Assessment grades 3-12
4	Required student forms	Campus	What percent of these indicators were in compliance?	<75% of data reporting requirements met	75%-84% of data reporting requirements met	85%-94% of data reporting requirements met	≥ 95% of data reporting requirements met	Home Language Survey: required for registratiion Migrant survey:required for registratiion Shots and Immunizations: required for registratiion Free/reduced lunch forms: included in the packet; not required to for registration Student Code of Conduct and Handbook required forms: required for technology use
5	General Governance Notices/Reports	Campus	What percent of these indicators were in compliance?	<75% of data reporting requirements met	75%-84% of data reporting requirements met	85%-94% of data reporting requirements met	≥ 95% of data reporting requirements met	TASB updates reviewed, adopted by Trustees, and implemented by staff

Alamo Heights High School

Overall Rating for Performance

In Community Engagement

2016-2017

Overall Rating for Performance in Community Engagement Alamo Heights High School Alamo Heights Independent School District	
Category	**Rating**
Fine Arts	Exemplary
Community and Parent Involvement	Exemplary
Workforce Development	Exemplary
Second Language Acquisition	Recognized
Digital Learning	Recognized
Wellness and Physical Education	Exemplary
Gifted and Talented Education	Exemplary
Dropout Prevention	Recognized
Compliance	Exemplary
Overall Campus Rating	**Exemplary**
Principal Name	Dr. Cordell Jones
Date	6/5/2017

2016-2017 High School Evaluation of Performance in Community Engagment - Fine Arts

	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
			Fine Arts				**Exemplary**
1	Enrollment of students in fine art courses	District	Less than 40% of students are enrolled in a Fine Arts course	40% to 49% of students are enrolled in a Fine Arts course	50% to 59% of students are enrolled in a Fine Arts course	**60% or more of students are enrolled in a Fine Arts course**	High School has 974 out of 1574 students in FA courses, 62% Up 2% from 2015-2016 school year.
2	Number of Programs with a parent support group (ei: Band, String, Choir, Arts, Theatre)	District	20%	40%	**60%**	80%-100%	5 areas: band, art, strings, choir, theater 3 of 5 have booster: Friends of Strings, Band Booster, Choir Booster
3	Fine Arts UIL Competition Participation (Secondary only)	District	Less than 70% of participating FA students involved in UIL or like competitions.	70%-79% of participating FA students involved in UIL or like competitions.	80%-89% of participating FA students involved in UIL or like competitions.	**90% of participating FA students involved in UIL or like competitions**	HS: 92% band; 98% strings; 62% Junior Varsity choir, 85% in Varsity choir, Maximum allowed for theatre (100%)
4	Performance/Special Assemblies/Public Performance opportunitites Per Campus	Campus	Less than 4 opportunity	4-6 opportunities	7-9 opportunities	**10 or more opportunities**	HS: Theatre - 8-10, Band - 57, Art - 7 (Not UIL), Strings - 12, Choir - 30
5	Number of Fine Art AP course offerings	Campus	Less than 3 AP Course Offering	3 AP Course Offerings	**4 AP Course Offerings**	5 AP Course Offerings	There are only 5 AP Fine Art Courses offered by College Board. (We do not offer 3D Art).

	Community and Parent Involvement						Exemplary
	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	Community Engagement	Support for Alamo Heights School Foundation (Source: AHSF Annual Giving Campaign)	Significant decrease in funding levels resulting in total donations of less that $100,000	Donations total $100,000-$349,000	Donations total $350,000-$500,000	**Donations exceed $500,000 threshold amount**	Total for 2012 $588,286; Total for 2013 $743,400; Total for 2014 $729,274; Total for 2015 $756,500; Total for 2016-2017 School Year $799,500
2	Family Engagement	Number of participants at district family events- Showcase of Engaged Learners (Source: Historical Data)	Decrease of >10% total number of participants	Decrease of 9% to increase of 4% of total number of participants	Increase of 5%-9% of total number of participants	**Increase of 10% or more in total number of participants**	2010-2011: 432 students/70 teachers; 2011-2012: 357 students/ 58 teachers; 2012- 2013: 264 students/ 43 teachers; 2013-2014: 339 students/ 54 teachers; 2015-2016: 660 students/ 69 teachers; 2016-2017: 1036 students/ 111 teachers
3	Communication	Number of campuses offering Back to School Night Sessions (Source: Master Calendars)	Less than 300 parents attend	Greater than 300 parents attend	Greater than 400 parents attend	**Greater than 500 parents attend**	2016-2017 Back to School Night attendance at the High School (held September 12, 2016) was 884 parents as counted by the teacher during the 2nd period class time.

	Performance Measure	AHHS	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
	21st Century Workforce Development						**Exemplary**
1	Percentage of students attending college or university	Class of 2016	below 85%	86%-90%	91%-93%	**94% or above**	93% AHHS School Profile
2	ACT/SAT score above the state criterion 1100 SAT reading & math combined 24 ACT composite	Class of 2016	below 30%	31%-39%	40%-49%	**50% or above**	TAPR
3	Percentage of students taking at least one AP test	2015-2016	below 25%	25%-30%	31%-39%	**40% or above**	AP Five-Year School Score Summary 485/1574 = 31% (485 students took 939 exams)
4	Percentage of students who take an AP test scoring a 3 or better	2015-2016	below 50%	50%-59%	60%-69%	**70% or above**	AP Five-Year School Score Summary 395/485 = 81.4%
5	Number of endorsement areas in which students may earn an endorsement	5	2	3	4	**5**	Course description book

	Second Language Acquisition Program						Recognized
	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	English Language Development Progress through TELPAS (Systems Safeguards Accountability) Students who progressed at least one proficiency level from one year to the next	District	Below 50%	50%-59%	60%-69%	70% or above	**Students who progressed at least one proficiency level** 2014-2015 K-2 56% & 3-12 60% *Texas K-2 56% & 3-12 51% 2015-2016 K-2 50% & 3-12 50% *Texas 1-2 45% & 3-12 50% Sample size below 10 per grade level in HS 2016-2017 Grades 1-2 48% & Grades 3-12 52% *Texas 1-2 56% & 3-12 51%
3	Teacher Preparation (Teachers trained in ELPS/ SIOP or ESL who have ELL students in their classrooms)	District	Below 70% trained	70%-79% trained	80%-89% trained	**90%-100% trained**	Camups bilingual leadership teams maintain records of ELPS content/ SIOP and ESL trained teachers as well as ELL students and check and maintain schedules accordingly HS- 91% of core teachers trained in ELPS content.
4	Percentage of students who take an AP Language course scoring a 3 or better on the AP exam in French, Latin or Spanish	District	Below 50%	50%-59%	60%-69%	**70% or above**	83% of students scored 3,4,5 (French Language and Culture, Latin, Spanis Language, Spanish Language and Culture) Total of 69/83 students
5	Inclusive community opportunities offered for ELL parents	Campus	No events offered for ELL Parents on campus	1 event offered annually for ELL parents	**2-3 events offered annually for ELL parents**	4 or more events offered annually for ELL parents	AHHS: 1 Spanish session for 8-9th grade scheduling (course requests and graduation plans/requirements), AH Culture Night, Listening Tours

	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
	Digital Learning Environment						**Recognized**
1	Teacher Competency/Proficiency Rate (% of engaged classroom teachers who increased digital learning opportunities based on increased access of mobile devices)	District	25% of teachers increased at least 2 levels	50% of teachers increased at least 2 levels	**75% of teachers increased at least 2 levels**	100% of teachers increased at least 2 levels	Tool: LoTi survey (www.lotilounge.com) 5 HS Engaged Classroom Teachers surveyed. 100% of teachers showed an increase. LEVELS Never At least once a year At least once a semester At least once a month A few times a month At least once a week A few times a week At least once a day
2	% of classrooms with 1:1 digital device access for students (Engaged Classrooms)	District	Below 5% of of all classrooms 1:1	**5%-25% of all classrooms 1:1**	26%-50% of all classrooms 1:1	Greater than 51% of all classrooms 1:1	5 classrooms currently included in Engaged Classroom 6%
3	Professional development digital learning environment opportunities PD sessions offered (and number of participants)	Campus	<15 professional development or learning sessions for digital learning environment	15-24 professional development or learning sessions for digital learning environment	25-30 professional development or learning sessions for digital learning environments	**>30 professional development or learning sessions for digital learning environment**	Tool: Eduphoria Workshop We have offered >30 opportunities for professional development for digital learning environments. This includes district-wide and campus-based PD sessions.
4	Number of teachers attending professional development digital learning environment opportunities	District	<25% of teachers participating in 6 hour or >instructional tech PD sessions	26%-50% of teachers participate in 6 hour or >instructional tech PD sessions	**51%-89% of teachers participate in 6 hour or > instructional tech PD sessions**	>90% of teachers participate in 6 hour or > instructional Tech PD sessions	Tool: Eduphoria Workshop > Instructional Technology offers ongoing technology infused PD district-wide, campus-wide, and individually. Additonally, the district offers multiple sessions of PD in the summer to accomplish this task.

2016-2017 High School Evaluation of Performance in Community Engagment - Wellness and Physical Education

		Wellness and Physical Education				Exemplary
	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data collection
1	% of student body participating in athletics, JROTC, Cheer, and Spurs	District	Less than 30% of students participating	30%-39% of students participating	40%-49% of students participating	**>50% of students participating**	2016-2017: HS- 836 students out of 1574 for 53%.
2	Number of physical activity clubs and/or activities available for students	District	1 physical activity club available	2 physical activity clubs available per campus	3 physical activity clubs available per campus	**4 physical activity clubs available per campus**	HS: Lacrosse, rugby (male and female), hula hoop, aikido
3	Clubs/activities that promote active character education	Campus	Less than 3 clubs/activities available	3-4 clubs/activities available	5-6 clubs/activities available	**7-8 clubs/activities available**	Character Ed Committee National Honor Society Student Council The Big Event Interact Club Environmental Group Link Crew Peer Tutor Program World Languages Honor Societies
4	Number of physical education course offerings available to students	District (Secondary only)	Less than 5 physical education courses offered	5-6 physical education courses offered	7-8 physical education courses offered	**9-10 physical education courses offered**	Personal fitness Yoga Cross fit Outdoor/adventure Individual/Team Sports Aerobics Athletics: Baseball, Basketball, Volleyball, Track, Swimming/Diving, Soccer, Softball, Tennis, Golf, Cross Country, Football, Water Polo Other: JROTC, Cheerleading, Spurs, Band
5	Components addressed in AHISD district wellness program	District	Less than 2 components	2 components	3 components	**4 components**	Student Support and Intervention- multiple Parent Education and consulatation- multiple Staff Training and Empowerment- 4 offerings Community Reinforcement- 4 offerings

2016-2017 High School Evaluation of Performance in Community Engagment - Gifted and Talented Education

	Educational Programs for Gifted and Talented Students						Exemplary
	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	GT Teachers Meeting State GT Hours Requirements (K-12)	District	<100% GT Teachers Meeting State Requirements	100% GT Teachers Meeting State Requirements	100% GT Teachers Meeting irements (30 foundation plus 6 annual hours)	**100% GT Teachers Meeting State Requirements (30 foundation plus 6 annual hours) + additional hours**	All teachers in GT meet state requrirements in certifications.
2	Parental Involvement Opportunities for GT Program Options (K-12)	Campus	Less than 1 Parental Involvement Opportunity during an academic year	**1 Parental Involvement Opportunity during an academic year**	2 Parental Involvement Opportunities during an academic year	3 or More Parental Involvement Opportunities during an academic year	Secondary Campuses: Information sessions relating to qualitfication for program services and assessment information held at High School Ahead Night.
3	Extracurricular opportunities in which students can interact outside the classroom with other GT students (Robotics, DI, Science Olympiad)	Campus	No extracurricular activites offered for GT students	1 or 2 opportunities for extracurriuclar involvement	3 extracurricular clubs or opportuniteis for GT students	**More than 3 extracurricular clubs or opportunities for GT students**	Secondary: Acadmic UIL, Science Olympiad, Destination Imagination, Robotics, Science Bowl
4	% of secondary content courses that offer separate GT sections for GT students in 9th and 10th grade	Campus	Less than 60% of content courses offered in separate GT sections	60%-74% of content courses offered in separate GT sections	75%-85% of content courses offered in separate GT sections	**86%-100% of content courses offered in separate GT sections**	2016-2017: HS: 88% 9th: 4 of 4 10th: 3 of 4

2016-2017 High School Evaluation of Performance in Community Engagment - Dropout Prevention

			Dropout Prevention				Recognized
	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	Of at-risk students identified as needing a mentor, the percent assigned a mentor	District	<45%	45%-65%	**66%-89%**	90%-100%	2017- 12 total mentors/15 students in need of mentors 80%
2	Percent of students participating in extra-curricular classes (High School)	Campus (High School)	<15%	15%-25%	25%-50%	**>50%**	1,101 out of 1,574 students enrolled in one or more of the following: Athletics, band, strings, choir, Jrotc, theatre, cheer, spurs, spirit squad, debate. 70%
3	Completion rate of students enrolled at Robbins Academy	Campus	<5%	5%-50%	**50%-94%**	>95%	2014-2015 58 enrolled 45 will graduate or be enrolled a 5th year 77% completion rate 2015-2016 59 enrolled 33 will graduate or be enrolled in a 5th year 56% completion rate 2016-2017 56 enrolled, 30 will graduate, 2 will be enrolled in a 5th year, 18 will return next year. 6 students withdrew from school. 89% will complete or continue in school

2016-2017 High School Evaluation of Performance in Community Engagment - Compliance

| | Performance Measure | Data Source | Compliance | | | | Exemplary |
			Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	Required Reports	District	<75% of data reporting requirements met	75%-84% of data reporting requirements met	85%-90% of data reporting requirements met	≥ 90% of data reporting requirements met	Annual PEIMS submissions on time NCLB compliance reports Special education compliance reports Carl Perkins (CTE) compliance reports NCLB Highly Qualified compliance reports
2	Academic Notices/Reports	District	<75% of data reporting requirements met	75%-84% of data reporting requirements met	85%-90% of data reporting requirements met	≥ 90% of data reporting requirements met	District & Campus Improvement Plan containing required elements District and Campus Comprehensive Needs Assessment (CNA) State School Report Cards posted Annual Performance Report including: 1. TAPR 2. PEIMS Financial Report 3. Campus Performance Objectives 4. Report on Violent or Criminal Incidents 5. THECB Report on Enrollment and Academic Performance 6. STAAR Confidential Student Reports (to parents)
3	Required Groups and Meetings	District	<75% of data reporting requirements met	75%-84% of data reporting requirements met	85%-94% of data reporting requirements met	≥ 95% of data reporting requirements met	District (District Education Advisory Council) and Campus SBDM School Health Advisory Council (SHAC) [part of DEAC] Fitnessgram Assessment grades 3-12
4	Required student forms	District	<75% of data reporting requirements met	75%-84% of data reporting requirements met	85%-94% of data reporting requirements met	≥ 95% of data reporting requirements met	Home Language Survey: required for registratiion Migrant survey:required for registratiion Shots and Immunizations: required for registratiion Free/reduced lunch forms: included in the packet; not required to for registration Student Code of Conduct and Handbook required forms: required for technology use
5	General Governance Notices/Reports	District	<75% of data reporting requirements met	75%-84% of data reporting requirements met	85%-94% of data reporting requirements met	≥ 95% of data reporting requirements met	TASB updates reviewed, adopted by Trustees, and implemented by staff

House Bill 5

2016-2017

2016-2017 House Bill 5
Alamo Heights ISD Summary of Results

Celebrations	Participation in Showcase of Engagement reached an all-time high with over 1036 student participants and 111 teacher volunteers. In 2011, we had 432 students and 70 teachers. Very strong student participation in fine arts. 100% of elementary students participate in Music or Strings and Art. 1071 out of 1138 (94%) students in JS participate in fine arts and 974 out of 1574 (62%) students in HS participate in fine arts. Very strong student participation in athletics. 100% of elementary students participate in PE classes. 483 out of 755 (64%) 7th and 8th grade students in JS participate in athletics and 836 out of 1574 (53%) students in HS participate in fine arts. Many students participate in more than one sport. Very strong parent participation in elementary conferences (97%) and Back to School Nights (85%). Began to track parent participation at spring parent conferences at Junior School. 80% of parents met with at least one teacher in the spring. Began to track parent participation at High School Back to School Night. 884 parents attended BTS Night in September 20116. Funding from AHSF continues to exceed Exemplary $500,00 threshold amount. Support from school PTOs was over $430,000.
Areas of Focus	TELPAS- 16 Limited English Proficiency (LEP) students (Grades 2-12) have been in AHISD over two years and are still at the beginner English proficiency level on TELPAS. 9 of those students are in special education. Specific strategies may be needed to address the needs of students with dual needs. Gifted and Talented- The percentage of elementary classroom teachers with both the initial 30 hours of GT training and the additional annual 6-hour update decreased from 85% to 67%. Stronger communication with teachers about training opportunities needed.
Feedback from DEAC	There is a need to track progress with Engaged Classroom initiative. Information from student and parent surveys could be included. Explain all acronyms used on survey so parents can understand the meaning (ex: TELPAS, TAPR). Track student enrollment in clubs and organization rather than just the number of clubs and organizations. The HB5 CaSE survey includes substantial information about the district. Consider how to increase community awareness of this report; perhaps include a snapshot in district publicity.
Changes for 2017-2018	In addition to attendance rates at Summer School, we can begin to track overall attendance rates by campus under Dropout Prevention. 2017-2018 will be pilot year with redesigned student, faculty, and parent surveys. Use data from pilot year to set goals for future years. Number of students achieving a B or better average in AP classes can be included in Workforce Development. Per TEA- Each district must annually choose three areas to be used as a part of the state academic accountability rating. AHISD chose Wellness, Digital Learning Environment, and Community and Parent Involvement. Per TEA- In 2017-2018 school districts must assign both a rating (exemplary, recognized, etc.) as well as an A-F grade for each of the chosen areas.