2022-23
Texas Education Code Chapter 39 Required
Annual Report for AHISD

Guidelines

2022−23 Texas Academic Performance Report

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

As of December 2023, the TAPR does not include *A–F* ratings, Distinction Designations, or Special Education Determination Status. The issuance of the *A–F* ratings under 2023 rule is pending and subject to change**.**

These guidelines are not a substitute for districts' knowledge and full understanding of Texas Education Code (TEC), §39.306 and §39.362, or 19 Texas Administrative Code (TAC), §61.1022. TEC, §39.306 requires each district's board of trustees to publish an annual report that includes the PDF TAPR as well as the information summarized below under "Annual Report".

Statute, TEC §39.306, requires that each district's board of trustees hold a public hearing to discuss the district's annual report. Commissioner rule, TAC §61.1022, indicates this hearing for public discussion of the Texas Academic Performance Report must be held within 90 calendar days of receiving the PDF TAPR. Winter breaks do not count toward the 90 days. Within two weeks following the public meeting, each district must widely publish its annual report, in the same format as it was received from TEA.

1. **Annual Report** The PDF TAPR comprises the main part of the district's annual report, and it must be published in the same format as provided by TEA. Districts may promote the online reporting system as well, but the annual report must use the PDF TAPR.
   a. According to TEC, §39.306, in addition to the PDF TAPR, a district's annual report must include the campus performance objectives and the progress toward those objectives, information on violent or criminal incidents and prevention and intervention policies, findings that resulted from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994, information on the performance of the previous year's graduates in their first year of college as reported by the Texas Higher Education Coordinating Board (THECB) and the progress of the district and each campus in the district toward meeting the goals set in the district's early childhood literacy and mathematics proficiency plans adopted under TEC, §11.185; and college, career, and military readiness plans adopted under TEC, §11.186. Districts may include supplemental information, such as a narrative describing their schools; additional data, charts, and diagrams; or an explanation of the data prepared by TEA.
   b. As of December 2023, the PDF TAPR does not include, *A–F* ratings, Distinction Designations, or Special Education Determination Status.

   Districts are encouraged to provide a copy of the *TAPR Glossary*. The glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR. The Spanish version of the glossary is scheduled for release in early 2024. Other materials provided by TEA, such as these guidelines, are intended for district or campus use but may be shared with the public.

2. **PEIMS Financial Standard Reports (2021–22 Financial Actual Reports)** The financial section of the TAPR is provided by the State Funding Division. These reports can be accessed from a link on the last page of the TAPR or at http://tea.texas.gov/financialstandardreports/.

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

3. **District Accreditation Status** Each district's annual report must include the 2022–23 accreditation status. Information on accreditation status is available online at http://tea.texas.gov/accredstatus/.

The report must also include any campuses that earned a distinction designation or was rated.

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

5. **Special Education Determination Status** *(district PDF TAPR only)*The annual report must include the district's special education determination status. The special education integrated intervention stage/determination status for each district is on the cover page of the report. *Not available as of December 2023.*

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

   - The number, rate, and type of violent or criminal incidents that occurred on each campus, to the extent permitted under the Family Educational Rights and Privacy Act
   - Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
   - Findings from evaluations conducted under the Safe and Drug-Free Schools and Communities Act

   For more information about the reporting of violent or criminal incidents during the Office of Civil Rights data collection, please visit https://ocrdata.ed.gov/.

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

   The THECB publishes a report listing this information for each high school in Texas (sorted by county and district) on its website. The first page explains the purpose of the report and data calculation methods. Please note THECB anticipates releasing an updated report mid-January 2024.

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

8. **Progress Toward Meeting HB 3 Goals** TEC, §39.306(a)(8) states the Annual Report is to include the progress of the district and each campus in the district toward meeting the goals set in the district's:
   (A) early childhood literacy and mathematics proficiency plans adopted under Section 11.185; and

   (B) college, career, and military readiness plans adopted under Section 11.186.

9. **Public Hearings** Statute requires that districts hold a hearing for public discussion of the annual report within 90 calendar days of the date of the release of the PDF TAPR. Districts may combine the hearing with a regularly scheduled meeting of the local board of trustees. Districts must notify property owners, parents, and others in a parental relationship to students of the hearing. This notification, which can be in the form of a press release, must be made available to local print and

electronic media (i.e., newspaper, radio, and television). It must clearly state the date, time, and place of the hearing and explain the nature of the hearing.

10. **Accessing the PDF TAPR** The TAPR is available on the TEA public website (https://tea.texas.gov/perfreport/tapr/index.html). The PDF TAPR is designed to allow for two-sided printing. Blank pages have been added after the cover page and where needed to ensure that each report is an even number of pages.

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

12. **Requirement for Notice on District Website** TEC, §39.362, requires each district to post the most recent PDF TAPR on its website by the 10th instructional day of the school year. This responsibility is *separate* from widely releasing the annual report to the public. This means for the 2023-24 school year, the 2021-2022 TAPR was posted on District websites as it is the most recent.

13. **Data Modification** By the time the TAPR is published, the window to correct inaccurate data submitted by a district has already closed. Districts must correct PEIMS data used in the TAPR per the procedures described in the *Texas Education Data Standards.* Districts must submit corrections for STAAR results, college admissions test data, Advanced Placement tests, or International Baccalaureate tests to the appropriate testing contractor. Districts are also afforded an opportunity to correct data associated with College, Career, and Military Readiness (CCMR) via the CCMR Verifier prior to finalization. A district may include in its annual report an explanation of any discrepancies between the TAPR and locally computed data.

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

15. **Common Questions** Districts are encouraged to make a copy of the *TAPR Glossary* available locally. The glossary provides definitions, describes methodologies, lists data sources, and answers many of the most commonly asked questions. Following are some of the most common causes of perceived inaccuracies in the TAPR or discrepancies between state and local data.
    - **Time Frame** The time of data collection varies from indicator to indicator. For example, test scores for the ACT and SAT may be from tests taken when graduating seniors were juniors, or even sophomores. The *TAPR Glossary* provides additional information on data sources.

    - **PDF and Online System Data Sources** The PDF TAPR compiles data sets at a specific point in time to create an annual statistic. Districts that maintain cumulative or dynamic sets of similar information, such as student enrollment, may show different results.

    - **The Accountability Subset** The PDF TAPR includes the 2022 and 2023 STAAR results of only those students enrolled in the campus or district as of the previous PEIMS October snapshot (October 29, 2021 and October 28, 2022, respectively). See the *TAPR Glossary* for a more complete explanation of the accountability subset criteria.

- **Masking** The TAPR applies masking rules to STAAR assessment results and other performance indicators when needed to comply with the federal Family Educational Rights and Privacy Act. For more information on masking rules and symbols, please see the explanation of masking on the TEA website at https://rptsvr1.tea.texas.gov/perfreport/tapr/2023/masking.html.

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: ALAMO HEIGHTS ISD

District Number: 015901

This page is intentionally blank.

Texas Education Agency
2022-23 STAAR Performance (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	74%	**89%**	70%	83%	94%	-	75%	-	100%	65%	92%	91%	83%	74%	64%
	2022	76%	74%	**93%**	*	89%	95%	-	100%	-	86%	73%	95%	92%	94%	83%	74%
At Meets Grade Level or Above	2023	50%	47%	**71%**	50%	60%	77%	-	75%	-	82%	52%	54%	71%	71%	48%	23%
	2022	51%	49%	**77%**	*	68%	83%	-	78%	-	79%	42%	77%	78%	73%	49%	44%
At Masters Grade Level	2023	20%	17%	**27%**	10%	17%	32%	-	63%	-	55%	17%	31%	27%	29%	9%	9%
	2022	30%	28%	**55%**	*	43%	61%	-	56%	-	79%	21%	59%	55%	54%	25%	22%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	70%	**86%**	60%	79%	92%	-	88%	-	91%	72%	85%	87%	86%	65%	59%
	2022	71%	68%	**88%**	*	80%	94%	-	100%	-	86%	62%	91%	88%	89%	65%	68%
At Meets Grade Level or Above	2023	45%	41%	**60%**	30%	46%	68%	-	88%	-	73%	43%	77%	60%	59%	36%	27%
	2022	43%	39%	**58%**	*	43%	69%	-	44%	-	71%	38%	64%	61%	48%	26%	29%
At Masters Grade Level	2023	19%	16%	**31%**	10%	23%	35%	-	50%	-	55%	24%	31%	30%	35%	8%	9%
	2022	21%	18%	**30%**	*	24%	32%	-	44%	-	57%	24%	14%	31%	30%	9%	7%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	76%	**92%**	*	84%	97%	-	100%	-	93%	74%	95%	95%	87%	77%	78%
	2022	77%	75%	**89%**	67%	82%	95%	-	85%	*	*	56%	83%	90%	85%	76%	64%
At Meets Grade Level or Above	2023	48%	46%	**72%**	*	58%	81%	-	56%	-	86%	33%	71%	74%	66%	43%	41%
	2022	54%	52%	**73%**	44%	62%	84%	-	77%	*	*	36%	67%	74%	72%	46%	40%
At Masters Grade Level	2023	22%	20%	**42%**	*	29%	49%	-	44%	-	64%	13%	29%	44%	37%	15%	19%
	2022	28%	26%	**51%**	22%	36%	64%	-	54%	*	*	25%	25%	51%	53%	25%	12%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	66%	**82%**	*	75%	89%	-	56%	-	86%	49%	95%	84%	78%	63%	67%
	2022	70%	66%	**79%**	67%	63%	90%	-	77%	*	*	42%	83%	77%	82%	54%	56%
At Meets Grade Level or Above	2023	48%	43%	**63%**	*	49%	73%	-	56%	-	71%	33%	71%	66%	57%	28%	41%
	2022	43%	38%	**55%**	33%	37%	68%	-	62%	*	*	28%	50%	54%	57%	24%	28%
At Masters Grade Level	2023	22%	18%	**33%**	*	25%	39%	-	22%	-	29%	13%	38%	35%	27%	8%	4%
	2022	23%	20%	**35%**	22%	22%	44%	-	38%	*	*	11%	33%	34%	36%	15%	12%
Grade 5 Reading																	

Texas Education Agency
2022-23 STAAR Performance (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	80%	**91%**	67%	84%	99%	-	85%	*	*	56%	88%	91%	93%	72%	63%
	2022	81%	79%	**94%**	90%	87%	98%	*	100%	-	100%	62%	91%	94%	93%	80%	86%
At Meets Grade Level or Above	2023	57%	55%	**76%**	50%	62%	89%	-	69%	*	*	32%	50%	76%	74%	49%	37%
	2022	58%	55%	**72%**	50%	57%	84%	*	64%	-	100%	31%	73%	73%	70%	48%	37%
At Masters Grade Level	2023	28%	27%	**38%**	17%	22%	51%	-	54%	*	*	18%	25%	38%	38%	18%	15%
	2022	36%	34%	**55%**	30%	40%	65%	*	50%	-	100%	17%	45%	55%	53%	29%	31%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	79%	**93%**	83%	87%	99%	-	100%	*	*	82%	100%	94%	93%	84%	92%
	2022	77%	74%	**89%**	80%	83%	94%	*	86%	-	100%	38%	91%	91%	86%	73%	86%
At Meets Grade Level or Above	2023	51%	49%	**73%**	50%	61%	83%	-	77%	*	*	52%	75%	73%	73%	50%	50%
	2022	48%	45%	**62%**	40%	47%	74%	*	50%	-	88%	24%	64%	64%	56%	30%	37%
At Masters Grade Level	2023	21%	20%	**41%**	17%	23%	56%	-	46%	*	*	18%	50%	42%	40%	17%	15%
	2022	25%	22%	**31%**	20%	23%	37%	*	29%	-	38%	14%	36%	33%	28%	9%	14%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	63%	**84%**	67%	73%	93%	-	85%	*	*	55%	88%	82%	88%	60%	46%
	2022	66%	63%	**77%**	70%	65%	86%	*	79%	-	88%	38%	73%	78%	76%	55%	43%
At Meets Grade Level or Above	2023	36%	34%	**60%**	50%	46%	72%	-	54%	*	*	33%	63%	62%	53%	39%	27%
	2022	38%	35%	**49%**	20%	33%	60%	*	64%	-	75%	34%	36%	50%	47%	23%	26%
At Masters Grade Level	2023	16%	14%	**34%**	0%	23%	44%	-	31%	*	*	18%	25%	35%	28%	10%	15%
	2022	18%	16%	**25%**	0%	16%	33%	*	7%	-	63%	14%	18%	27%	21%	8%	6%
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	75%	**90%**	90%	81%	95%	*	100%	-	100%	54%	92%	91%	87%	74%	83%
	2022	70%	69%	**85%**	86%	70%	95%	-	100%	*	*	50%	80%	86%	80%	63%	67%
At Meets Grade Level or Above	2023	52%	50%	**70%**	80%	56%	81%	*	42%	-	88%	29%	67%	71%	66%	44%	49%
	2022	43%	42%	**66%**	71%	51%	75%	-	86%	*	*	29%	60%	70%	52%	39%	48%
At Masters Grade Level	2023	22%	20%	**34%**	30%	22%	43%	*	42%	-	50%	0%	42%	36%	30%	20%	20%
	2022	23%	22%	**40%**	29%	26%	49%	-	71%	*	*	8%	20%	42%	34%	11%	26%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	74%	**86%**	90%	76%	92%	*	100%	-	88%	54%	83%	87%	82%	68%	71%
	2022	73%	70%	**89%**	86%	79%	95%	-	100%	*	*	54%	80%	90%	84%	75%	74%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	40%	36%	**54%**	40%	37%	66%	*	55%	-	88%	29%	75%	55%	49%	23%	37%
	2022	39%	35%	**65%**	86%	52%	73%	-	86%	*	*	21%	40%	69%	54%	39%	44%
At Masters Grade Level	2023	16%	13%	**20%**	10%	12%	26%	*	27%	-	38%	7%	42%	23%	13%	5%	9%
	2022	16%	13%	**27%**	29%	16%	33%	-	57%	*	*	17%	20%	28%	24%	6%	22%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	77%	**89%**	83%	77%	97%	-	100%	*	*	41%	100%	90%	86%	69%	63%
	2022	80%	79%	**90%**	71%	87%	94%	*	90%	-	100%	44%	100%	90%	90%	74%	65%
At Meets Grade Level or Above	2023	55%	51%	**75%**	83%	61%	84%	-	100%	*	*	28%	88%	79%	64%	49%	54%
	2022	56%	54%	**75%**	43%	62%	84%	*	80%	-	100%	29%	83%	75%	74%	50%	40%
At Masters Grade Level	2023	27%	24%	**47%**	33%	35%	55%	-	77%	*	*	9%	75%	50%	39%	21%	29%
	2022	37%	35%	**56%**	43%	41%	66%	*	80%	-	83%	12%	83%	55%	57%	24%	25%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	61%	**67%**	*	60%	73%	-	*	*	*	25%	*	72%	56%	61%	50%
	2022	61%	56%	**59%**	40%	54%	69%	*	*	-	*	35%	*	62%	53%	49%	41%
At Meets Grade Level or Above	2023	37%	34%	**28%**	*	23%	29%	-	*	*	*	18%	*	32%	20%	21%	14%
	2022	31%	27%	**19%**	0%	18%	20%	*	*	-	*	26%	*	18%	23%	16%	12%
At Masters Grade Level	2023	11%	9%	**4%**	*	2%	5%	-	*	*	*	4%	*	3%	7%	3%	0%
	2022	13%	11%	**4%**	0%	2%	4%	*	*	-	*	12%	*	1%	9%	4%	6%
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	82%	**91%**	86%	85%	95%	*	92%	-	100%	53%	100%	91%	88%	83%	62%
	2022	83%	82%	**92%**	75%	86%	97%	*	100%	-	*	65%	100%	93%	89%	80%	82%
At Meets Grade Level or Above	2023	58%	55%	**71%**	71%	57%	81%	*	83%	-	83%	39%	67%	71%	74%	52%	38%
	2022	58%	56%	**73%**	63%	58%	87%	*	67%	-	*	30%	71%	75%	68%	43%	27%
At Masters Grade Level	2023	28%	25%	**38%**	29%	23%	47%	*	58%	-	67%	14%	33%	37%	40%	19%	14%
	2022	37%	36%	**55%**	13%	39%	69%	*	67%	-	*	17%	29%	58%	44%	25%	14%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	73%	**92%**	88%	87%	96%	*	93%	*	*	60%	100%	92%	90%	81%	79%
	2022	71%	67%	**82%**	70%	68%	93%	-	100%	-	100%	33%	89%	86%	73%	59%	68%
At Meets Grade Level or Above	2023	46%	41%	**71%**	75%	59%	79%	*	93%	*	*	40%	75%	72%	69%	55%	54%
	2022	40%	33%	**52%**	40%	34%	66%	-	69%	-	83%	24%	44%	55%	45%	24%	23%

2023 TAPR Report Page 9

Texas Education Agency
2022-23 STAAR Performance (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	17%	14%	**23%**	0%	18%	27%	*	57%	*	*	20%	13%	24%	22%	8%	14%
	2022	14%	10%	**21%**	0%	11%	28%	-	31%	-	50%	10%	22%	21%	19%	6%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	73%	**89%**	86%	81%	94%	*	91%	-	100%	47%	83%	88%	91%	73%	57%
	2022	74%	72%	**81%**	63%	68%	91%	*	100%	-	*	35%	71%	84%	72%	53%	45%
At Meets Grade Level or Above	2023	47%	46%	**65%**	43%	47%	78%	*	82%	-	100%	33%	33%	66%	61%	45%	43%
	2022	45%	43%	**53%**	50%	35%	68%	*	54%	-	*	22%	57%	55%	48%	28%	14%
At Masters Grade Level	2023	17%	17%	**26%**	0%	15%	34%	*	45%	-	33%	19%	17%	26%	27%	19%	19%
	2022	24%	21%	**27%**	0%	15%	38%	*	46%	-	*	17%	0%	28%	26%	8%	5%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	61%	**76%**	86%	60%	85%	*	92%	-	100%	42%	83%	76%	75%	53%	38%
	2022	61%	59%	**70%**	50%	55%	83%	*	83%	-	*	26%	100%	73%	61%	41%	41%
At Meets Grade Level or Above	2023	33%	32%	**44%**	29%	30%	53%	*	67%	-	83%	31%	50%	45%	42%	23%	19%
	2022	31%	29%	**35%**	25%	20%	47%	*	58%	-	*	22%	29%	37%	30%	8%	9%
At Masters Grade Level	2023	16%	15%	**23%**	0%	16%	29%	*	33%	-	50%	25%	33%	23%	23%	13%	14%
	2022	18%	16%	**17%**	13%	8%	24%	*	17%	-	*	13%	14%	17%	15%	2%	0%
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	71%	**86%**	75%	78%	92%	*	100%	-	100%	38%	40%	85%	88%	64%	72%
	2022	65%	65%	**84%**	78%	74%	92%	*	88%	*	80%	31%	100%	83%	86%	63%	54%
At Meets Grade Level or Above	2023	52%	50%	**74%**	50%	62%	83%	*	92%	-	60%	27%	40%	72%	78%	38%	44%
	2022	47%	47%	**70%**	56%	55%	82%	*	75%	*	80%	21%	80%	68%	73%	38%	32%
At Masters Grade Level	2023	13%	11%	**23%**	13%	14%	32%	*	25%	-	0%	17%	0%	23%	23%	4%	3%
	2022	11%	10%	**13%**	11%	5%	19%	*	19%	*	20%	5%	0%	12%	15%	3%	4%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	74%	**90%**	91%	84%	94%	*	100%	*	*	47%	100%	90%	92%	79%	76%
	2022	72%	72%	**84%**	80%	74%	94%	*	89%	-	*	39%	*	84%	86%	60%	64%
At Meets Grade Level or Above	2023	54%	53%	**78%**	73%	66%	86%	*	100%	*	*	23%	80%	78%	79%	56%	48%
	2022	55%	55%	**73%**	70%	59%	85%	*	78%	-	*	33%	*	73%	75%	40%	43%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	9%	8%	**15%**	9%	6%	20%	*	36%	*	*	9%	0%	13%	20%	2%	0%
	2022	9%	8%	**11%**	0%	8%	14%	*	22%	-	*	6%	*	12%	8%	1%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	77%	**88%**	82%	83%	92%	*	100%	-	89%	60%	70%	91%	80%	76%	86%
	2022	76%	75%	**86%**	83%	75%	96%	*	91%	-	*	46%	80%	89%	79%	67%	67%
At Meets Grade Level or Above	2023	43%	39%	**62%**	64%	46%	74%	*	93%	-	56%	34%	70%	67%	48%	35%	43%
	2022	43%	39%	**60%**	17%	41%	76%	*	73%	-	*	3%	80%	62%	54%	23%	24%
At Masters Grade Level	2023	23%	19%	**38%**	18%	23%	51%	*	57%	-	44%	30%	30%	43%	23%	15%	14%
	2022	27%	23%	**46%**	0%	30%	60%	*	55%	-	*	3%	80%	49%	35%	16%	19%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	88%	**93%**	75%	89%	97%	*	100%	-	*	63%	67%	93%	93%	79%	86%
	2022	83%	84%	**94%**	100%	85%	99%	*	100%	*	*	59%	80%	94%	93%	82%	68%
At Meets Grade Level or Above	2023	56%	56%	**73%**	63%	57%	85%	*	100%	-	*	26%	33%	74%	70%	37%	36%
	2022	55%	55%	**71%**	64%	49%	88%	*	76%	*	*	13%	80%	71%	72%	39%	39%
At Masters Grade Level	2023	21%	21%	**36%**	0%	19%	50%	*	54%	-	*	7%	0%	37%	33%	9%	7%
	2022	21%	22%	**33%**	27%	15%	45%	*	53%	*	*	3%	40%	34%	32%	12%	14%
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	94%	**97%**	100%	94%	99%	*	100%	-	*	79%	*	96%	100%	92%	86%
	2022	89%	89%	**97%**	91%	94%	100%	*	100%	*	*	82%	*	98%	95%	89%	76%
At Meets Grade Level or Above	2023	70%	70%	**89%**	88%	80%	95%	*	100%	-	*	62%	*	88%	91%	72%	61%
	2022	68%	68%	**86%**	64%	76%	94%	*	88%	*	*	50%	*	85%	88%	61%	43%
At Masters Grade Level	2023	38%	39%	**64%**	63%	49%	76%	*	50%	-	*	34%	*	63%	64%	35%	36%
	2022	42%	42%	**62%**	36%	47%	73%	*	63%	*	*	29%	*	61%	66%	32%	14%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	81%	**97%**	*	90%	99%	-	100%	-	*	-	*	97%	91%	82%	*
	2022	92%	87%	**98%**	*	100%	98%	-	*	*	*	*	-	99%	88%	100%	-
At Meets Grade Level or Above	2023	61%	50%	**88%**	*	77%	93%	-	80%	-	*	-	*	89%	73%	71%	*
	2022	64%	55%	**88%**	*	82%	92%	-	*	*	*	*	-	89%	63%	71%	-

2023 TAPR Report Page 11

Texas Education Agency
2022-23 STAAR Performance (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	12%	6%	**21%**	*	10%	25%	-	60%	-	*	-	*	22%	9%	0%	*
	2022	13%	7%	**24%**	*	26%	24%	-	*	*	*	*	-	24%	25%	29%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	75%	**89%**	81%	81%	94%	82%	93%	100%	95%	57%	89%	89%	87%	73%	70%
	2022	74%	72%	**86%**	77%	77%	94%	100%	92%	100%	92%	48%	88%	87%	83%	67%	65%
At Meets Grade Level or Above	2023	49%	47%	**69%**	58%	55%	78%	82%	79%	89%	78%	35%	66%	70%	65%	43%	40%
	2022	48%	45%	**64%**	48%	49%	76%	89%	69%	83%	81%	28%	62%	66%	60%	35%	33%
At Masters Grade Level	2023	20%	18%	**32%**	15%	21%	41%	29%	46%	22%	45%	17%	32%	33%	30%	13%	13%
	2022	23%	21%	**35%**	17%	23%	44%	26%	44%	25%	56%	14%	31%	36%	33%	13%	13%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	76%	**90%**	82%	82%	95%	100%	95%	100%	98%	53%	91%	90%	88%	74%	71%
	2022	75%	74%	**88%**	79%	81%	95%	100%	94%	100%	91%	50%	92%	89%	88%	71%	70%
At Meets Grade Level or Above	2023	53%	51%	**74%**	65%	60%	83%	100%	78%	100%	84%	33%	65%	74%	72%	47%	42%
	2022	53%	51%	**72%**	56%	59%	83%	100%	75%	60%	86%	31%	71%	73%	70%	44%	39%
At Masters Grade Level	2023	20%	18%	**32%**	19%	20%	40%	17%	49%	0%	49%	13%	32%	33%	31%	13%	14%
	2022	25%	24%	**40%**	21%	28%	49%	14%	52%	20%	67%	13%	39%	40%	38%	16%	17%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	72%	**88%**	79%	80%	93%	*	92%	*	90%	59%	89%	89%	82%	72%	74%
	2022	72%	69%	**85%**	75%	74%	93%	100%	91%	*	92%	45%	87%	87%	80%	64%	68%
At Meets Grade Level or Above	2023	45%	41%	**64%**	51%	49%	74%	*	79%	*	71%	36%	72%	66%	56%	37%	40%
	2022	42%	38%	**58%**	39%	42%	71%	83%	64%	*	76%	24%	57%	61%	50%	27%	30%
At Masters Grade Level	2023	19%	16%	**29%**	11%	18%	36%	*	44%	*	39%	18%	35%	30%	25%	9%	10%
	2022	20%	17%	**30%**	14%	20%	37%	33%	41%	*	45%	13%	27%	31%	27%	10%	12%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	76%	**89%**	76%	81%	95%	*	92%	*	100%	56%	80%	88%	91%	72%	64%
	2022	76%	74%	**85%**	79%	74%	92%	*	93%	*	92%	45%	74%	86%	81%	65%	52%
At Meets Grade Level or Above	2023	47%	46%	**67%**	52%	51%	79%	*	78%	*	71%	30%	45%	68%	63%	40%	35%
	2022	47%	45%	**59%**	45%	40%	73%	*	66%	*	77%	23%	52%	59%	56%	31%	27%

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	18%	18%	**32%**	0%	19%	43%	*	43%	*	36%	14%	15%	33%	30%	13%	13%
	2022	21%	20%	**29%**	10%	15%	39%	*	36%	*	54%	11%	17%	30%	26%	9%	8%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	78%	**87%**	93%	79%	92%	*	95%	-	100%	63%	89%	86%	89%	72%	65%
	2022	75%	75%	**85%**	74%	75%	93%	*	90%	*	*	57%	100%	87%	80%	67%	58%
At Meets Grade Level or Above	2023	52%	51%	**68%**	60%	57%	75%	*	80%	-	90%	48%	67%	67%	70%	46%	43%
	2022	50%	50%	**63%**	47%	49%	74%	*	70%	*	*	37%	38%	63%	61%	37%	26%
At Masters Grade Level	2023	27%	27%	**44%**	33%	34%	53%	*	40%	-	60%	30%	44%	44%	46%	23%	27%
	2022	30%	30%	**41%**	26%	28%	52%	*	35%	*	*	22%	25%	41%	42%	18%	7%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	33%	**53%**	30%	42%	60%	-	75%	-	64%	37%	46%	53%	54%	30%	14%
	2022	36%	32%	**56%**	*	43%	64%	-	44%	-	71%	33%	59%	58%	48%	25%	26%
Reading and Mathematics Including EOC	2023	37%	33%	**53%**	30%	42%	60%	-	75%	-	64%	37%	46%	53%	54%	30%	14%
	2022	36%	32%	**56%**	*	43%	64%	-	44%	-	71%	33%	59%	58%	48%	25%	26%
Reading Including EOC	2023	50%	47%	**71%**	50%	60%	77%	-	75%	-	82%	52%	54%	71%	71%	48%	23%
	2022	51%	49%	**77%**	*	68%	83%	-	78%	-	79%	42%	77%	78%	73%	49%	44%
Math Including EOC	2023	45%	41%	**60%**	30%	46%	68%	-	88%	-	73%	43%	77%	60%	59%	36%	27%
	2022	43%	39%	**58%**	*	43%	69%	-	44%	-	71%	38%	64%	61%	48%	26%	29%
4th Graders																	
Reading and Mathematics	2023	38%	35%	**59%**	*	45%	67%	-	56%	-	71%	28%	62%	61%	54%	25%	33%
	2022	36%	33%	**50%**	22%	35%	62%	-	62%	*	*	25%	33%	50%	49%	21%	24%
Reading and Mathematics Including EOC	2023	38%	35%	**59%**	*	45%	67%	-	56%	-	71%	28%	62%	61%	54%	25%	33%
	2022	36%	33%	**50%**	22%	35%	62%	-	62%	*	*	25%	33%	50%	49%	21%	24%
Reading Including EOC	2023	48%	46%	**72%**	*	58%	81%	-	56%	-	86%	33%	71%	74%	66%	43%	41%
	2022	54%	52%	**73%**	44%	62%	84%	-	77%	*	*	36%	67%	74%	72%	46%	40%
Math Including EOC	2023	48%	43%	**63%**	*	49%	73%	-	56%	-	71%	33%	71%	66%	57%	28%	41%
	2022	43%	39%	**55%**	33%	37%	68%	-	62%	*	*	28%	50%	54%	57%	24%	28%
5th Graders																	
Reading and Mathematics	2023	43%	41%	**65%**	50%	50%	78%	-	54%	*	*	34%	50%	65%	66%	39%	28%
	2022	41%	38%	**57%**	30%	40%	71%	*	43%	-	88%	21%	64%	59%	54%	27%	29%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	43%	41%	**65%**	50%	50%	78%	-	54%	*	*	34%	50%	65%	66%	39%	28%
	2022	41%	38%	**57%**	30%	40%	71%	*	43%	-	88%	21%	64%	59%	54%	27%	29%
Reading Including EOC	2023	57%	55%	**76%**	50%	62%	89%	-	69%	*	*	32%	50%	76%	74%	49%	37%
	2022	58%	55%	**72%**	50%	57%	84%	*	64%	-	100%	31%	73%	73%	70%	48%	37%
Math Including EOC	2023	51%	49%	**73%**	50%	61%	82%	-	77%	*	*	52%	75%	73%	73%	50%	50%
	2022	48%	45%	**62%**	40%	47%	74%	*	50%	-	88%	24%	64%	64%	56%	30%	37%
6th Graders																	
Reading and Mathematics	2023	35%	32%	**50%**	40%	34%	63%	*	42%	-	75%	21%	67%	53%	44%	23%	34%
	2022	31%	28%	**54%**	71%	40%	62%	-	86%	*	*	21%	30%	58%	41%	28%	37%
Reading and Mathematics Including EOC	2023	35%	32%	**50%**	40%	34%	63%	*	42%	-	75%	21%	67%	53%	44%	23%	34%
	2022	31%	28%	**54%**	71%	40%	62%	-	86%	*	*	21%	30%	58%	41%	28%	37%
Reading Including EOC	2023	52%	50%	**70%**	80%	56%	81%	*	42%	-	88%	29%	67%	71%	66%	44%	49%
	2022	43%	42%	**66%**	71%	51%	75%	-	86%	*	*	29%	60%	70%	52%	39%	48%
Math Including EOC	2023	40%	36%	**54%**	40%	37%	66%	*	58%	-	88%	29%	75%	55%	50%	23%	37%
	2022	40%	35%	**65%**	86%	52%	73%	-	86%	*	*	21%	40%	69%	54%	39%	44%
7th Graders																	
Reading and Mathematics	2023	37%	34%	**61%**	67%	47%	69%	-	100%	*	*	22%	75%	65%	49%	35%	46%
	2022	32%	28%	**49%**	14%	33%	61%	*	80%	-	83%	26%	83%	51%	44%	24%	25%
Reading and Mathematics Including EOC	2023	38%	35%	**62%**	67%	48%	69%	-	100%	*	*	22%	75%	65%	50%	35%	46%
	2022	33%	29%	**50%**	14%	33%	61%	*	80%	-	83%	26%	83%	51%	45%	24%	25%
Reading Including EOC	2023	55%	51%	**75%**	83%	61%	84%	-	100%	*	*	28%	88%	79%	64%	49%	54%
	2022	56%	54%	**75%**	43%	62%	84%	*	80%	-	100%	29%	83%	75%	74%	50%	40%
Math Including EOC	2023	43%	40%	**65%**	67%	51%	73%	-	100%	*	*	25%	75%	69%	51%	38%	46%
	2022	37%	32%	**51%**	14%	35%	62%	*	90%	-	83%	26%	83%	53%	46%	26%	25%
8th Graders																	
Reading and Mathematics	2023	31%	27%	**38%**	40%	32%	40%	*	*	-	*	36%	*	34%	47%	35%	22%
	2022	27%	23%	**20%**	38%	13%	30%	-	17%	-	*	19%	*	18%	24%	12%	11%
Reading and Mathematics Including EOC	2023	44%	39%	**64%**	57%	51%	71%	*	83%	-	83%	36%	67%	64%	63%	47%	33%
	2022	41%	37%	**60%**	38%	41%	77%	*	50%	-	*	23%	43%	63%	52%	28%	14%
Reading Including EOC	2023	58%	55%	**71%**	71%	57%	81%	*	83%	-	83%	39%	67%	71%	74%	52%	38%
	2022	58%	56%	**73%**	63%	58%	87%	*	67%	-	*	30%	71%	75%	68%	43%	27%

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2023	51%	46%	**73%**	71%	57%	81%	*	92%	-	100%	36%	67%	73%	70%	55%	43%
	2022	48%	43%	**64%**	38%	45%	82%	*	67%	-	*	27%	43%	68%	53%	31%	14%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	34%	**56%**	44%	42%	66%	*	66%	*	71%	31%	58%	57%	53%	31%	30%
	2022	34%	31%	**50%**	33%	35%	62%	*	59%	*	76%	25%	49%	52%	45%	23%	26%
Reading and Mathematics Including EOC	2023	39%	36%	**59%**	47%	45%	68%	*	69%	*	72%	31%	60%	60%	55%	33%	32%
	2022	36%	33%	**55%**	33%	39%	66%	*	61%	*	76%	25%	51%	57%	49%	25%	26%
Reading Including EOC	2023	53%	51%	**72%**	65%	59%	82%	*	72%	*	85%	37%	66%	74%	69%	48%	41%
	2022	53%	51%	**73%**	53%	59%	83%	*	75%	*	85%	34%	72%	74%	68%	46%	40%
Math Including EOC	2023	47%	43%	**65%**	49%	51%	74%	*	79%	*	78%	37%	74%	66%	60%	39%	41%
	2022	43%	39%	**59%**	40%	43%	71%	*	67%	*	82%	28%	57%	62%	52%	29%	31%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

2023 TAPR Report Page 15

	School Year	State	Region20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	54%	**68%**	*	57%	74%	-	72%	-	77%	60%	55%	69%	65%	49%	52%
Grade 4 Mathematics	2023	63%	60%	**68%**	*	65%	73%	-	33%	-	42%	44%	98%	71%	61%	52%	56%
Grade 5 ELA/Reading	2023	65%	65%	**68%**	50%	60%	74%	-	75%	*	*	47%	56%	69%	63%	57%	63%
Grade 5 Mathematics	2023	71%	72%	**87%**	75%	83%	89%	-	92%	*	*	97%	94%	87%	84%	86%	90%
Grade 6 ELA/Reading	2023	51%	48%	**57%**	80%	55%	57%	*	58%	-	63%	40%	55%	57%	59%	49%	56%
Grade 6 Mathematics	2023	54%	52%	**55%**	55%	47%	59%	*	77%	-	88%	52%	55%	55%	55%	47%	46%
Grade 7 ELA/Reading	2023	71%	68%	**81%**	83%	77%	83%	-	92%	*	*	55%	100%	82%	77%	77%	73%
Grade 7 Mathematics	2023	56%	57%	**58%**	*	60%	50%	-	*	*	*	42%	*	60%	53%	60%	57%
Grade 8 ELA/Reading	2023	63%	60%	**60%**	64%	49%	67%	*	68%	-	67%	46%	33%	61%	57%	49%	55%
Grade 8 Mathematics	2023	74%	71%	**79%**	56%	83%	77%	*	85%	*	*	64%	56%	78%	85%	84%	73%
End of Course English I	2023	57%	54%	**57%**	75%	55%	58%	*	54%	-	*	38%	*	56%	60%	43%	50%
End of Course English II	2023	74%	74%	**87%**	83%	86%	87%	*	92%	*	*	66%	90%	88%	86%	86%	91%
End of Course Algebra I	2023	76%	76%	**88%**	94%	85%	91%	-	96%	-	75%	72%	100%	88%	90%	82%	88%
All Grades Both Subjects	2023	64%	62%	**71%**	71%	67%	74%	100%	77%	75%	73%	56%	72%	72%	69%	63%	64%
All Grades ELA/Reading	2023	63%	61%	**69%**	74%	63%	72%	100%	74%	80%	77%	51%	62%	69%	67%	58%	61%
All Grades Mathematics	2023	66%	65%	**74%**	68%	72%	76%	*	80%	*	68%	62%	82%	75%	72%	69%	67%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	33%	**50%**	*	38%	63%	-	-	-	*	50%	*	56%	38%	38%	0%
Grade 4 Mathematics	2023	27%	24%	**24%**	*	13%	50%	-	*	-	*	0%	*	23%	27%	15%	38%
Grade 5 ELA/Reading	2023	37%	37%	**41%**	*	39%	67%	-	*	-	-	27%	*	42%	38%	19%	22%
Grade 5 Mathematics	2023	48%	50%	**74%**	*	70%	81%	-	*	-	*	68%	*	75%	71%	74%	77%
Grade 6 ELA/Reading	2023	26%	25%	**43%**	*	40%	*	-	-	-	*	27%	-	47%	33%	42%	60%
Grade 6 Mathematics	2023	35%	36%	**29%**	*	28%	14%	-	*	-	-	25%	-	29%	29%	33%	*
Grade 7 ELA/Reading	2023	39%	37%	**43%**	*	36%	60%	-	-	-	*	11%	*	44%	40%	35%	20%
Grade 7 Mathematics	2023	22%	23%	**34%**	*	33%	40%	-	-	-	-	19%	*	41%	21%	32%	38%
Grade 8 ELA/Reading	2023	39%	36%	**28%**	*	28%	27%	-	*	-	-	24%	-	30%	20%	27%	14%
Grade 8 Mathematics	2023	49%	46%	**57%**	*	55%	63%	-	*	-	-	27%	-	52%	67%	52%	45%
End of Course English I	2023	26%	26%	**28%**	*	32%	20%	-	-	-	-	0%	-	25%	40%	36%	*
End of Course English II	2023	41%	42%	**67%**	*	72%	53%	-	-	-	*	44%	-	72%	50%	71%	80%
End of Course Algebra I	2023	58%	58%	**64%**	*	59%	71%	-	-	-	-	41%	*	62%	71%	63%	57%
All Grades Both Subjects	2023	38%	37%	**48%**	59%	45%	54%	-	44%	-	63%	29%	75%	49%	46%	44%	43%
All Grades ELA/Reading	2023	35%	34%	**44%**	64%	40%	48%	-	*	-	80%	26%	*	45%	39%	39%	33%
All Grades Mathematics	2023	40%	40%	**52%**	55%	49%	58%	-	67%	-	*	31%	89%	52%	51%	47%	53%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

2023 TAPR Report Page 16

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	School Year	State	Region 20	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	75%	**89%**	67%	-	-	67%	-	-	69%	72%	68%	-	80%	90%	67%	96%
	2022	74%	72%	**86%**	65%	-	-	65%	-	-	56%	70%	50%	-	100%	88%	60%	95%
At Meets Grade Level or Above	2023	49%	47%	**69%**	35%	-	-	35%	-	-	38%	56%	32%	-	40%	71%	35%	91%
	2022	48%	45%	**64%**	29%	-	-	29%	-	-	23%	39%	15%	-	71%	67%	25%	74%
At Masters Grade Level	2023	20%	18%	**32%**	12%	-	-	12%	-	-	12%	26%	8%	-	0%	34%	10%	44%
	2022	23%	21%	**35%**	14%	-	-	14%	-	-	6%	11%	3%	-	43%	37%	10%	32%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	76%	**90%**	70%	-	-	70%	-	-	66%	68%	66%	-	*	91%	68%	100%
	2022	75%	74%	**88%**	76%	-	-	76%	-	-	56%	78%	47%	-	*	90%	65%	97%
At Meets Grade Level or Above	2023	53%	51%	**74%**	38%	-	-	38%	-	-	37%	50%	33%	-	*	76%	36%	100%
	2022	53%	51%	**72%**	38%	-	-	38%	-	-	27%	44%	19%	-	*	75%	31%	90%
At Masters Grade Level	2023	20%	18%	**32%**	17%	-	-	17%	-	-	9%	23%	4%	-	*	34%	11%	35%
	2022	25%	24%	**40%**	22%	-	-	22%	-	-	9%	19%	5%	-	*	42%	14%	37%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	72%	**88%**	70%	-	-	70%	-	-	79%	82%	77%	-	*	89%	72%	87%
	2022	72%	69%	**85%**	72%	-	-	72%	-	-	57%	64%	51%	-	*	86%	65%	100%
At Meets Grade Level or Above	2023	45%	41%	**64%**	33%	-	-	33%	-	-	46%	68%	35%	-	*	66%	37%	80%
	2022	42%	38%	**58%**	28%	-	-	28%	-	-	22%	36%	11%	-	*	60%	25%	76%
At Masters Grade Level	2023	19%	16%	**29%**	6%	-	-	6%	-	-	14%	32%	6%	-	*	30%	8%	33%
	2022	20%	17%	**30%**	13%	-	-	13%	-	-	5%	7%	3%	-	*	31%	9%	41%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	76%	**89%**	44%	-	-	44%	-	-	70%	67%	71%	-	-	91%	60%	100%
	2022	76%	74%	**85%**	34%	-	-	34%	-	-	58%	64%	55%	-	*	87%	44%	93%
At Meets Grade Level or Above	2023	47%	46%	**67%**	32%	-	-	32%	-	-	30%	44%	26%	-	-	69%	29%	88%
	2022	47%	45%	**59%**	15%	-	-	15%	-	-	18%	36%	9%	-	*	61%	18%	71%
At Masters Grade Level	2023	18%	18%	**32%**	12%	-	-	12%	-	-	9%	22%	6%	-	-	34%	9%	63%
	2022	21%	20%	**29%**	5%	-	-	5%	-	-	0%	0%	0%	-	*	31%	4%	29%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	78%	**87%**	57%	-	-	57%	-	-	55%	*	57%	-	*	88%	55%	100%
	2022	75%	75%	**85%**	39%	-	-	39%	-	-	50%	-	50%	-	-	86%	38%	88%
At Meets Grade Level or Above	2023	52%	51%	**68%**	29%	-	-	29%	-	-	32%	*	33%	-	*	70%	29%	91%
	2022	50%	50%	**63%**	11%	-	-	11%	-	-	17%	-	17%	-	-	65%	12%	47%
At Masters Grade Level	2023	27%	27%	**44%**	14%	-	-	14%	-	-	19%	*	20%	-	*	46%	16%	64%
	2022	30%	30%	**41%**	0%	-	-	0%	-	-	0%	-	0%	-	-	43%	0%	18%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	62%	**71%**	60%	-	-	60%	-	-	67%	69%	66%	-	*	72%	62%	83%
All Grades ELA/Reading	2023	63%	61%	**69%**	60%	-	-	60%	-	-	59%	59%	59%	-	*	69%	59%	79%

	School Year	State	Region 20	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2023	66%	65%	**74%**	60%	-	-	60%	-	-	76%	78%	76%	-	*	75%	65%	90%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	37%	**48%**	40%	-	-	40%	-	-	47%	40%	49%	-	-	49%	43%	-
All Grades ELA/Reading	2023	35%	34%	**44%**	25%	-	-	25%	-	-	41%	*	50%	-	-	46%	33%	-
All Grades Mathematics	2023	40%	40%	**52%**	54%	-	-	54%	-	-	52%	67%	47%	-	-	52%	53%	-

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
							2023 STAAR Participation (All Grades)									
All Tests																
Assessment Participant	99%	99%	**100%**	100%	99%	100%	100%	100%	100%	100%	100%	98%	100%	99%	99%	100%
Included in Accountability	93%	93%	**97%**	97%	94%	98%	77%	97%	100%	98%	97%	96%	99%	91%	93%	87%
Not Included in Accountability: Mobile	4%	5%	**2%**	3%	4%	1%	0%	3%	0%	2%	2%	2%	1%	7%	4%	5%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	1%	0%	23%	0%	0%	1%	1%	1%	0%	2%	2%	9%
Not Tested	1%	1%	**0%**	0%	1%	0%	0%	0%	0%	0%	0%	2%	0%	1%	1%	0%
Absent	1%	1%	**0%**	0%	1%	0%	0%	0%	0%	0%	0%	2%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	99%	99%	100%
Included in Accountability	92%	92%	**96%**	97%	93%	98%	75%	96%	100%	96%	96%	96%	98%	90%	92%	82%
Not Included in Accountability: Mobile	4%	5%	**2%**	3%	4%	1%	0%	3%	0%	2%	2%	1%	1%	7%	4%	5%
Not Included in Accountability: Other Exclusions	3%	2%	**1%**	0%	2%	0%	25%	1%	0%	2%	2%	1%	1%	2%	3%	13%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	1%	1%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	*	100%	100%	99%	100%	99%	100%	100%
Included in Accountability	94%	93%	**97%**	98%	95%	98%	80%	97%	*	98%	97%	97%	99%	90%	94%	89%
Not Included in Accountability: Mobile	5%	5%	**2%**	2%	4%	1%	0%	3%	*	2%	1%	1%	1%	7%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	20%	0%	*	0%	1%	0%	0%	2%	2%	6%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	1%	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	1%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	**100%**	100%	99%	100%	*	100%	*	100%	99%	95%	100%	99%	99%	100%
Included in Accountability	93%	93%	**97%**	95%	96%	99%	*	97%	*	100%	96%	91%	99%	92%	95%	94%
Not Included in Accountability: Mobile	4%	5%	**2%**	5%	3%	1%	*	3%	*	0%	3%	5%	0%	5%	3%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	*	0%	*	0%	1%	0%	0%	1%	2%	6%
Not Tested	1%	2%	**0%**	0%	1%	0%	*	0%	*	0%	1%	5%	0%	1%	1%	0%

2023 TAPR Report Page 19

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	**0%**	0%	1%	0%	*	0%	*	0%	1%	5%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	98%	**99%**	100%	98%	100%	100%	100%	-	100%	99%	100%	100%	98%	98%	98%
Included in Accountability	94%	93%	**97%**	100%	95%	99%	80%	100%	-	100%	97%	100%	99%	91%	93%	89%
Not Included in Accountability: Mobile	4%	4%	**2%**	0%	3%	1%	0%	0%	-	0%	2%	0%	1%	5%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	20%	0%	-	0%	0%	0%	0%	2%	1%	5%
Not Tested	1%	2%	**1%**	0%	2%	0%	0%	0%	-	0%	1%	0%	0%	2%	2%	2%
Absent	1%	2%	**1%**	0%	2%	0%	0%	0%	-	0%	1%	0%	0%	2%	2%	2%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	93%	**97%**	*	98%	96%	-	100%	-	*	-	*	98%	79%	100%	*
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**99%**	99%	99%	99%	95%	100%	100%	100%	99%	99%	99%	99%	99%	99%
Included in Accountability	93%	92%	**96%**	94%	95%	98%	95%	97%	100%	91%	91%	97%	99%	90%	96%	87%
Not Included in Accountability: Mobile	5%	5%	**2%**	6%	3%	2%	0%	0%	0%	9%	5%	2%	0%	7%	2%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	0%	2%	0%	0%	3%	0%	0%	2%	1%	7%
Not Tested	1%	2%	**1%**	1%	1%	1%	5%	0%	0%	0%	1%	1%	1%	1%	1%	1%
Absent	1%	1%	**0%**	1%	1%	0%	5%	0%	0%	0%	1%	1%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	**99%**	98%	99%	99%	100%	100%	100%	100%	98%	99%	99%	99%	100%	100%
Included in Accountability	92%	92%	**96%**	94%	94%	97%	100%	94%	100%	91%	90%	96%	98%	89%	95%	83%
Not Included in Accountability: Mobile	5%	5%	**2%**	5%	3%	2%	0%	0%	0%	9%	4%	3%	0%	8%	2%	5%
Not Included in Accountability: Other Exclusions	2%	2%	**1%**	0%	2%	0%	0%	6%	0%	0%	4%	0%	1%	2%	3%	12%
Not Tested	1%	2%	**1%**	2%	1%	1%	0%	0%	0%	0%	2%	1%	1%	1%	0%	0%
Absent	1%	1%	**1%**	2%	1%	1%	0%	0%	0%	0%	2%	1%	1%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	100%	99%	99%	100%	99%	*	100%	99%	99%	99%	99%	99%	99%
Included in Accountability	93%	93%	**96%**	94%	95%	97%	100%	99%	*	90%	91%	97%	98%	90%	96%	88%

2023 TAPR Report Page 20

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	**2%**	6%	3%	2%	0%	0%	*	10%	6%	1%	0%	8%	2%	7%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	0%	0%	*	0%	2%	0%	0%	1%	1%	5%
Not Tested	1%	1%	**1%**	0%	1%	1%	0%	1%	*	0%	1%	1%	1%	1%	1%	2%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	1%	1%	0%	0%	0%	1%
Other	0%	0%	**1%**	0%	1%	1%	0%	1%	*	0%	0%	0%	1%	0%	1%	1%
Science																
Assessment Participant	98%	98%	**100%**	100%	100%	99%	*	100%	*	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**97%**	94%	96%	98%	*	100%	*	93%	92%	96%	99%	91%	98%	92%
Not Included in Accountability: Mobile	4%	5%	**2%**	6%	3%	2%	*	0%	*	7%	3%	4%	0%	7%	1%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	*	0%	*	0%	3%	0%	0%	2%	0%	4%
Not Tested	2%	2%	**0%**	0%	0%	1%	*	0%	*	0%	1%	0%	0%	0%	0%	0%
Absent	1%	2%	**0%**	0%	0%	0%	*	0%	*	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	98%	**100%**	100%	100%	100%	*	100%	*	*	98%	100%	100%	100%	99%	100%
Included in Accountability	94%	93%	**98%**	90%	98%	99%	*	100%	*	*	89%	100%	100%	94%	97%	96%
Not Included in Accountability: Mobile	4%	4%	**1%**	10%	1%	1%	*	0%	*	*	5%	0%	0%	5%	1%	2%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	*	0%	*	*	4%	0%	0%	1%	0%	2%
Not Tested	2%	2%	**0%**	0%	0%	0%	*	0%	*	*	2%	0%	0%	0%	1%	0%
Absent	1%	2%	**0%**	0%	0%	0%	*	0%	*	*	2%	0%	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	89%	**88%**	*	83%	90%	-	*	*	*	*	-	88%	89%	50%	*

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

2023 TAPR Report Page 21

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	90.9%	**93.8%**	92.6%	92.6%	94.6%	94.4%	96.3%	94.2%	95.5%	91.7%	91.4%	93.4%
2020-21	95.0%	94.6%	**96.5%**	95.4%	95.3%	97.4%	97.8%	98.2%	91.6%	97.9%	95.0%	93.2%	95.9%
Chronic Absenteeism													
2021-22	25.7%	30.9%	**17.8%**	27.1%	24.6%	13.4%	11.1%	6.1%	14.3%	4.1%	27.7%	31.2%	21.6%
2020-21	15.0%	15.9%	**7.6%**	17.6%	12.2%	4.0%	0.0%	4.3%	15.4%	6.7%	13.4%	21.1%	11.5%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.7%	**0.1%**	0.0%	0.3%	0.0%	*	0.0%	-	0.0%	0.0%	0.6%	2.4%
2020-21	0.9%	1.0%	**0.3%**	0.0%	0.3%	0.2%	*	0.0%	*	0.0%	0.0%	0.6%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	2.8%	**0.5%**	2.7%	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%	1.9%	1.1%	7.5%
2020-21	2.4%	3.1%	**0.3%**	0.0%	0.6%	0.1%	0.0%	0.0%	0.0%	0.0%	0.6%	0.9%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	87.8%	**98.5%**	83.3%	98.3%	99.0%	-	100.0%	*	*	100.0%	98.6%	77.8%
Received TxCHSE	0.3%	0.3%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	*	0.0%	0.0%	0.0%
Continued HS	3.5%	3.5%	**0.3%**	0.0%	0.0%	0.5%	-	0.0%	*	*	0.0%	0.0%	0.0%
Dropped Out	6.4%	8.4%	**1.3%**	16.7%	1.7%	0.5%	-	0.0%	*	*	0.0%	1.4%	22.2%
Graduates and TxCHSE	90.0%	88.1%	**98.5%**	83.3%	98.3%	99.0%	-	100.0%	*	*	100.0%	98.6%	77.8%
Graduates, TxCHSE, and Continuers	93.6%	91.6%	**98.7%**	83.3%	98.3%	99.5%	-	100.0%	*	*	100.0%	98.6%	77.8%
Class of 2021													
Graduated	90.0%	87.8%	**95.6%**	85.7%	91.0%	99.1%	*	100.0%	*	*	94.1%	90.4%	88.9%
Received TxCHSE	0.3%	0.3%	**0.2%**	0.0%	0.0%	0.5%	*	0.0%	*	*	0.0%	0.0%	0.0%
Continued HS	3.9%	4.0%	**2.9%**	14.3%	6.0%	0.5%	*	0.0%	*	*	2.9%	6.0%	0.0%
Dropped Out	5.8%	7.9%	**1.2%**	0.0%	3.0%	0.0%	*	0.0%	*	*	2.9%	3.6%	11.1%
Graduates and TxCHSE	90.3%	88.1%	**95.9%**	85.7%	91.0%	99.5%	*	100.0%	*	*	94.1%	90.4%	88.9%
Graduates, TxCHSE, and Continuers	94.2%	92.1%	**98.8%**	100.0%	97.0%	100.0%	*	100.0%	*	*	97.1%	96.4%	88.9%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	90.2%	**98.3%**	100.0%	96.4%	99.5%	*	100.0%	*	*	97.1%	96.4%	88.9%
Received TxCHSE	0.4%	0.4%	**0.2%**	0.0%	0.0%	0.5%	*	0.0%	*	*	0.0%	0.0%	0.0%
Continued HS	1.0%	0.9%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Dropped Out	6.3%	8.4%	**1.4%**	0.0%	3.6%	0.0%	*	0.0%	*	*	2.9%	3.6%	11.1%
Graduates and TxCHSE	92.7%	90.6%	**98.6%**	100.0%	96.4%	100.0%	*	100.0%	*	*	97.1%	96.4%	88.9%
Graduates, TxCHSE, and Continuers	93.7%	91.6%	**98.6%**	100.0%	96.4%	100.0%	*	100.0%	*	*	97.1%	96.4%	88.9%

2023 TAPR Report Page 22

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020													
Graduated	92.2%	90.5%	**99.0%**	100.0%	98.1%	99.5%	*	100.0%	*	100.0%	96.6%	95.9%	100.0%
Received TxCHSE	0.5%	0.5%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	1.2%	**0.2%**	0.0%	0.0%	0.5%	*	0.0%	*	0.0%	0.0%	1.4%	0.0%
Dropped Out	6.2%	7.9%	**0.7%**	0.0%	1.9%	0.0%	*	0.0%	*	0.0%	3.4%	2.7%	0.0%
Graduates and TxCHSE	92.7%	90.9%	**99.0%**	100.0%	98.1%	99.5%	*	100.0%	*	100.0%	96.6%	95.9%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	92.1%	**99.3%**	100.0%	98.1%	100.0%	*	100.0%	*	100.0%	96.6%	97.3%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	91.0%	**99.3%**	100.0%	98.1%	100.0%	*	100.0%	*	100.0%	96.7%	97.3%	100.0%
Received TxCHSE	0.5%	0.6%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	0.5%	0.5%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.2%	7.9%	**0.7%**	0.0%	1.9%	0.0%	*	0.0%	*	0.0%	3.3%	2.7%	0.0%
Graduates and TxCHSE	93.2%	91.6%	**99.3%**	100.0%	98.1%	100.0%	*	100.0%	*	100.0%	96.7%	97.3%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	92.1%	**99.3%**	100.0%	98.1%	100.0%	*	100.0%	*	100.0%	96.7%	97.3%	100.0%
Class of 2019													
Graduated	92.6%	90.7%	**99.2%**	100.0%	98.7%	99.5%	-	100.0%	-	*	92.0%	96.3%	*
Received TxCHSE	0.6%	0.6%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	*
Continued HS	0.6%	0.6%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	*
Dropped Out	6.2%	8.1%	**0.8%**	0.0%	1.3%	0.5%	-	0.0%	-	*	8.0%	3.7%	*
Graduates and TxCHSE	93.2%	91.3%	**99.2%**	100.0%	98.7%	99.5%	-	100.0%	-	*	92.0%	96.3%	*
Graduates, TxCHSE, and Continuers	93.8%	91.9%	**99.2%**	100.0%	98.7%	99.5%	-	100.0%	-	*	92.0%	96.3%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	87.8%	**97.7%**	83.3%	97.7%	98.5%	-	87.5%	*	*	92.3%	98.6%	77.8%
Class of 2021	90.0%	87.8%	**94.3%**	85.7%	87.9%	99.1%	*	100.0%	*	*	80.0%	88.2%	88.9%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	63.6%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	65.9%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.7%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	*	0.0%	0.0%	0.0%
Class of 2021	3.8%	2.5%	**0.3%**	0.0%	0.0%	0.5%	*	0.0%	*	*	3.1%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	84.3%	83.6%	**90.0%**	60.0%	84.0%	95.6%	-	85.7%	*	*	33.3%	68.1%	57.1%
Class of 2021	81.9%	80.8%	**90.4%**	100.0%	81.6%	95.9%	*	100.0%	*	*	43.8%	80.0%	62.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	88.0%	86.3%	**90.0%**	60.0%	84.0%	95.6%	-	85.7%	*	*	33.3%	68.1%	57.1%
Class of 2021	85.7%	83.3%	**90.6%**	100.0%	81.6%	96.3%	*	100.0%	*	*	46.9%	80.0%	62.5%
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	40.0%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	35.4%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.7%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	*	0.0%	0.0%	0.0%
2020-21	3.8%	2.7%	**0.3%**	0.0%	0.0%	0.5%	*	0.0%	*	*	3.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	81.5%	**86.0%**	71.4%	78.1%	93.8%	-	77.8%	*	*	29.5%	61.4%	66.7%
2020-21	80.4%	79.3%	**89.6%**	100.0%	80.5%	95.8%	*	100.0%	*	*	39.4%	77.6%	62.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	84.2%	**86.0%**	71.4%	78.1%	93.8%	-	77.8%	*	*	29.5%	61.4%	66.7%
2020-21	84.1%	81.9%	**89.9%**	100.0%	80.5%	96.3%	*	100.0%	*	*	42.4%	77.6%	62.5%

2023 TAPR Report Page 24

2022-23 Graduation Profile (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2021-22 Annual Graduates)				
Total Graduates	422	100.0%	368,686	100.0%
By Ethnicity:				
African American	7	1.7%	45,227	12.3%
Hispanic	192	45.5%	191,125	51.8%
White	208	49.3%	103,171	28.0%
American Indian	0	0.0%	1,159	0.3%
Asian	9	2.1%	18,794	5.1%
Pacific Islander	2	0.5%	569	0.2%
Two or More Races	4	0.9%	8,641	2.3%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	134	0.0%
Foundation H.S. Program (No Endorsement)	59	14.0%	51,023	13.8%
Foundation H.S. Program (Endorsement)	0	0.0%	14,179	3.8%
Foundation H.S. Program (DLA)	363	86.0%	302,917	82.2%
Special Education Graduates	44	10.4%	32,447	8.8%
Economically Disadvantaged Graduates	88	20.9%	194,571	52.8%
Emergent Bilingual (EB)/English Learner (EL) Graduates	9	2.1%	40,398	11.0%
At-Risk Graduates	86	20.4%	159,689	43.3%
CTE Completers	12	2.8%	107,502	29.2%

Texas Education Agency
2022-23 College, Career, and Military Readiness (CCMR) (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

Academic Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	62.8%	**64.9%**	57.1%	50.0%	79.3%	-	55.6%	*	*	54.5%	35.2%	33.3%
2020-21	65.2%	58.9%	**65.9%**	33.3%	51.3%	77.3%	*	72.7%	*	*	78.8%	40.8%	37.5%
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	48.3%	**60.0%**	57.1%	43.2%	75.5%	-	55.6%	*	*	6.8%	25.0%	0.0%
2020-21	52.7%	47.8%	**59.6%**	33.3%	40.9%	73.6%	*	63.6%	*	*	3.0%	26.3%	12.5%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	53.2%	**65.9%**	57.1%	49.0%	81.7%	-	44.4%	*	*	13.6%	21.6%	11.1%
2020-21	56.1%	50.9%	**61.6%**	66.7%	43.5%	74.1%	*	63.6%	*	*	9.1%	35.5%	12.5%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	42.8%	**56.2%**	42.9%	41.1%	71.2%	-	44.4%	*	*	6.8%	18.2%	11.1%
2020-21	45.7%	39.8%	**53.5%**	16.7%	33.8%	68.5%	*	54.5%	*	*	3.0%	22.4%	12.5%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	36.9%	**52.8%**	42.9%	37.5%	68.3%	-	33.3%	*	*	6.8%	13.6%	0.0%
2020-21	40.4%	35.0%	**50.8%**	16.7%	32.5%	64.8%	*	45.5%	*	*	3.0%	19.7%	12.5%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	19.2%	**41.7%**	42.9%	30.2%	51.4%	-	55.6%	*	*	2.3%	13.6%	0.0%
2020-21	21.3%	20.2%	**39.6%**	16.7%	27.3%	50.5%	*	27.3%	*	*	0.0%	11.8%	0.0%
Associate Degree (Annual Graduates)													
2021-22	2.4%	1.8%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	*	0.0%	0.0%	0.0%
2020-21	2.6%	1.9%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	24.0%	**10.9%**	0.0%	7.8%	13.5%	-	11.1%	*	*	0.0%	5.7%	0.0%
2020-21	25.9%	25.9%	**11.1%**	0.0%	7.8%	13.9%	*	9.1%	*	*	0.0%	5.3%	0.0%
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	9.6%	**7.1%**	0.0%	4.2%	10.6%	-	0.0%	*	*	0.0%	1.1%	0.0%
2020-21	4.4%	9.7%	**19.7%**	0.0%	13.6%	24.1%	*	27.3%	*	*	3.0%	7.9%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	26.9%	**6.4%**	0.0%	7.8%	5.8%	-	0.0%	*	*	54.5%	10.2%	33.3%
2020-21	24.2%	20.0%	**6.6%**	0.0%	10.4%	4.2%	*	9.1%	*	*	78.8%	14.5%	25.0%
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	20.8%	**0.7%**	0.0%	0.0%	1.4%	-	0.0%	*	*	0.0%	0.0%	0.0%

Academic Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	13.8%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.6%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	*	0.0%	0.0%	0.0%
2020-21	0.7%	0.6%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	2.3%	**2.6%**	0.0%	3.1%	2.4%	-	0.0%	*	*	25.0%	5.7%	0.0%
2020-21	2.4%	2.1%	**3.3%**	0.0%	7.1%	0.9%	*	0.0%	*	*	39.4%	10.5%	25.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	5.3%	**3.1%**	0.0%	4.7%	1.9%	-	0.0%	*	*	29.5%	4.5%	33.3%
2020-21	4.4%	4.8%	**3.5%**	0.0%	3.9%	3.2%	*	9.1%	*	*	42.4%	5.3%	0.0%

2023 TAPR Report Page 27

	Academic Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	21.3%	**11.1%**	14.3%	12.0%	10.1%	-	0.0%	*	*	2.3%	9.1%	0.0%
	2020-21	25.9%	27.2%	**19.7%**	16.7%	18.2%	20.4%	*	27.3%	*	*	3.0%	19.7%	0.0%
Mathematics	2021-22	18.7%	17.6%	**11.6%**	14.3%	11.5%	12.0%	-	11.1%	*	*	2.3%	10.2%	11.1%
	2020-21	19.4%	20.9%	**12.6%**	0.0%	11.0%	14.4%	*	9.1%	*	*	0.0%	11.8%	0.0%
Both Subjects	2021-22	12.6%	12.1%	**6.4%**	0.0%	7.3%	6.3%	-	0.0%	*	*	2.3%	3.4%	0.0%
	2020-21	14.4%	16.6%	**8.8%**	0.0%	7.8%	9.7%	*	9.1%	*	*	0.0%	7.9%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	6.4%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	*	0.0%	0.0%	0.0%
	2020-21	8.6%	3.2%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Mathematics	2021-22	14.0%	11.2%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	*	0.0%	0.0%	0.0%
	2020-21	10.3%	6.8%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Both Subjects	2021-22	7.5%	3.8%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	*	0.0%	0.0%	0.0%
	2020-21	4.9%	1.7%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	22.4%	**44.2%**	6.7%	32.9%	53.7%	*	58.8%	*	42.9%	6.4%	12.3%	0.0%
	2021	21.1%	20.8%	**39.0%**	25.0%	29.6%	47.4%	*	30.0%	*	42.9%	0.0%	12.7%	0.0%
English Language Arts	2022	13.2%	13.8%	**27.3%**	6.7%	19.2%	33.6%	*	35.3%	*	42.9%	1.3%	5.8%	0.0%
	2021	12.1%	12.8%	**22.3%**	8.3%	14.8%	29.2%	*	15.0%	*	14.3%	0.0%	5.7%	0.0%
Mathematics	2022	6.9%	5.5%	**12.1%**	6.7%	8.2%	14.5%	*	17.6%	*	42.9%	0.0%	1.9%	0.0%
	2021	6.1%	4.9%	**12.3%**	8.3%	8.1%	15.8%	*	5.0%	*	28.6%	0.0%	5.7%	0.0%
Science	2022	9.6%	7.9%	**13.9%**	6.7%	9.0%	17.4%	*	17.6%	*	42.9%	1.3%	2.6%	0.0%
	2021	8.7%	7.4%	**8.6%**	16.7%	7.0%	9.4%	*	10.0%	*	14.3%	0.0%	5.1%	0.0%
Social Studies	2022	12.5%	12.9%	**35.5%**	6.7%	26.5%	43.2%	*	47.1%	*	28.6%	3.8%	9.7%	0.0%
	2021	11.6%	12.4%	**30.1%**	8.3%	22.9%	37.3%	*	15.0%	*	42.9%	0.0%	8.2%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	52.5%	**72.3%**	*	74.3%	71.3%	-	70.0%	*	*	100.0%	84.2%	-
	2021	48.6%	44.6%	**70.1%**	*	65.7%	72.1%	*	66.7%	*	*	-	70.0%	-
English Language Arts	2022	53.2%	54.1%	**78.9%**	*	77.3%	79.3%	-	83.3%	*	*	*	66.7%	-
	2021	42.7%	39.0%	**73.1%**	*	60.8%	78.2%	-	*	*	*	-	55.6%	-
Mathematics	2022	50.4%	45.7%	**82.2%**	*	75.0%	86.2%	-	*	*	*	-	*	-
	2021	49.4%	41.4%	**79.0%**	*	82.1%	77.6%	*	*	-	*	-	100.0%	-
Science	2022	44.7%	49.0%	**75.9%**	*	71.0%	76.9%	-	*	-	*	*	*	-
	2021	41.4%	42.8%	**62.9%**	*	45.8%	72.5%	-	*	-	*	-	62.5%	-

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	Academic Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	38.3%	**55.1%**	*	56.0%	54.9%	-	50.0%	*	*	*	60.0%	-
	2021	42.2%	36.4%	**52.8%**	*	45.6%	56.3%	-	*	*	*	-	61.5%	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	77.3%	**68.7%**	57.1%	51.6%	85.1%	-	55.6%	*	*	18.2%	27.3%	33.3%
	2020-21	70.8%	67.4%	**68.2%**	66.7%	53.2%	77.8%	*	72.7%	*	*	21.2%	42.1%	12.5%
At/Above Criterion for All Examinees	2021-22	32.1%	28.5%	**66.6%**	*	56.6%	72.9%	-	60.0%	*	*	25.0%	29.2%	*
	2020-21	32.9%	31.8%	**66.7%**	*	47.6%	78.0%	*	50.0%	*	*	14.3%	31.3%	*
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	978	**1161**	*	1131	1174	-	1216	*	*	1025	1006	*
	2020-21	1002	994	**1180**	990	1138	1204	1205	1202	1000	1030	933	1097	1250
English Language Arts and Writing	2021-22	506	497	**582**	*	561	592	-	594	*	*	538	500	*
	2020-21	504	504	**590**	495	568	603	600	585	510	500	490	557	570
Mathematics	2021-22	496	481	**579**	*	570	582	-	622	*	*	487	506	*
	2020-21	498	490	**590**	495	570	601	605	617	490	530	443	541	680
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	19.4	**25.3**	*	24.3	25.7	-	*	-	*	*	26.8	-
	2020-21	20.0	19.0	**24.0**	17.0	21.3	25.2	20.0	26.0	-	24.3	18.3	20.6	-
English Language Arts	2021-22	19.2	19.2	**25.6**	*	24.4	26.2	-	*	-	*	*	26.2	-
	2020-21	19.6	18.6	**24.0**	15.5	21.2	25.4	18.5	25.9	-	24.8	18.4	20.2	-
Mathematics	2021-22	19.3	19.1	**24.7**	*	23.6	25.0	-	*	-	*	*	28.0	-
	2020-21	19.9	18.9	**23.7**	17.0	21.1	24.8	20.5	26.8	-	24.7	16.3	20.3	-
Science	2021-22	19.8	19.7	**24.9**	*	24.4	25.1	-	*	-	*	*	26.8	-
	2020-21	20.3	19.4	**23.8**	20.0	21.3	24.9	21.0	25.8	-	22.7	19.5	21.1	-

	Academic Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	42.6%	**69.5%**	45.5%	60.4%	77.1%	60.0%	78.6%	100.0%	58.8%	32.4%	42.5%	25.5%
	2020-21	42.5%	41.6%	**67.9%**	48.3%	60.4%	73.8%	71.4%	76.9%	80.0%	75.0%	34.5%	48.9%	34.7%
English Language Arts	2021-22	16.6%	15.0%	**25.0%**	12.1%	19.3%	29.9%	0.0%	29.3%	40.0%	11.8%	4.9%	7.3%	0.0%
	2020-21	16.3%	14.9%	**21.4%**	7.1%	15.6%	26.1%	28.6%	23.7%	20.0%	27.3%	0.7%	5.4%	0.0%
Mathematics	2021-22	19.9%	18.8%	**29.2%**	22.6%	24.3%	33.3%	0.0%	25.6%	40.0%	28.6%	5.7%	13.4%	8.2%
	2020-21	19.3%	18.8%	**26.3%**	26.9%	21.5%	29.0%	50.0%	29.7%	60.0%	50.0%	3.3%	13.3%	6.7%
Science	2021-22	21.1%	20.2%	**28.8%**	18.8%	28.8%	29.5%	20.0%	24.4%	20.0%	29.4%	24.4%	20.4%	11.1%
	2020-21	20.6%	20.3%	**26.7%**	14.8%	27.2%	26.1%	28.6%	36.8%	*	27.3%	25.4%	25.9%	22.2%
Social Studies	2021-22	22.8%	22.4%	**50.2%**	27.3%	37.6%	59.6%	40.0%	68.3%	80.0%	50.0%	4.0%	19.7%	2.3%
	2020-21	22.8%	22.7%	**46.9%**	29.6%	37.1%	54.9%	33.3%	45.9%	*	58.3%	3.8%	22.6%	6.7%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	47.9%	**55.1%**	50.0%	55.2%	55.1%	*	72.7%	*	*	45.5%	55.3%	50.0%
	2019-20	46.1%	48.4%	**55.9%**	62.5%	51.0%	59.2%	*	25.0%	-	100.0%	40.7%	51.6%	10.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

2023 TAPR Report Page 30

Student Information	----------- Membership -----------				------------ Enrollment ------------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	4,731	100.0%	5,504,150	100.0%	4,762	100.0%	5,518,432	100.0%
Students by Grade:								
Early Childhood Education	32	0.7%	17,201	0.3%	53	1.1%	25,110	0.5%
Pre-Kindergarten	70	1.5%	243,493	4.4%	76	1.6%	244,284	4.4%
Pre-Kindergarten: 3-year Old	4	0.1%	40,199	0.7%	4	0.1%	40,535	0.7%
Pre-Kindergarten: 4-year Old	66	1.4%	203,294	3.7%	72	1.5%	203,749	3.7%
Kindergarten	284	6.0%	367,180	6.7%	285	6.0%	367,633	6.7%
Grade 1	313	6.6%	399,048	7.2%	313	6.6%	399,419	7.2%
Grade 2	333	7.0%	395,639	7.2%	333	7.0%	395,969	7.2%
Grade 3	315	6.7%	393,583	7.2%	315	6.6%	393,871	7.1%
Grade 4	338	7.1%	393,765	7.2%	338	7.1%	394,020	7.1%
Grade 5	350	7.4%	395,111	7.2%	351	7.4%	395,384	7.2%
Grade 6	361	7.6%	399,341	7.3%	361	7.6%	399,557	7.2%
Grade 7	373	7.9%	409,362	7.4%	373	7.8%	409,566	7.4%
Grade 8	357	7.5%	425,589	7.7%	357	7.5%	425,758	7.7%
Grade 9	409	8.6%	477,875	8.7%	409	8.6%	478,101	8.7%
Grade 10	388	8.2%	436,752	7.9%	388	8.1%	437,002	7.9%
Grade 11	393	8.3%	385,894	7.0%	394	8.3%	386,246	7.0%
Grade 12	415	8.8%	364,317	6.6%	416	8.7%	366,512	6.6%
Ethnic Distribution:								
African American	95	2.0%	705,310	12.8%	96	2.0%	706,775	12.8%
Hispanic	1,886	39.9%	2,915,219	53.0%	1,896	39.8%	2,921,416	52.9%
White	2,485	52.5%	1,410,571	25.6%	2,503	52.6%	1,416,240	25.7%
American Indian	14	0.3%	17,920	0.3%	14	0.3%	17,976	0.3%
Asian	133	2.8%	280,306	5.1%	134	2.8%	280,742	5.1%
Pacific Islander	6	0.1%	8,696	0.2%	6	0.1%	8,718	0.2%
Two or More Races	112	2.4%	166,128	3.0%	113	2.4%	166,565	3.0%
Sex:								
Female	2,261	47.8%	2,688,496	48.8%	2,276	47.8%	2,693,780	48.8%
Male	2,470	52.2%	2,815,654	51.2%	2,486	52.2%	2,824,652	51.2%
Economically Disadvantaged	1,023	21.6%	3,415,987	62.1%	1,026	21.5%	3,421,217	62.0%
Non-Educationally Disadvantaged	3,708	78.4%	2,088,163	37.9%	3,736	78.5%	2,097,215	38.0%
Section 504 Students	659	13.9%	407,619	7.4%	660	13.9%	407,904	7.4%
EB Students/EL	346	7.3%	1,269,408	23.1%	346	7.3%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	45	0.9%	87,162	1.5%				

2023 TAPR Report Page 31

	----------- Membership -----------				------------ Enrollment ------------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Students w/ Dyslexia	317	6.7%	302,409	5.5%	318	6.7%	302,615	5.5%
Foster Care	8	0.2%	13,415	0.2%	8	0.2%	13,453	0.2%
Homeless	11	0.2%	72,534	1.3%	11	0.2%	72,654	1.3%
Immigrant	70	1.5%	122,390	2.2%	70	1.5%	122,504	2.2%
Migrant	2	0.0%	13,769	0.3%	2	0.0%	13,810	0.3%
Title I	64	1.4%	3,555,650	64.6%	64	1.3%	3,563,890	64.6%
Military Connected	381	8.1%	199,203	3.6%	382	8.0%	199,325	3.6%
At-Risk	1,412	29.8%	2,935,164	53.3%	1,412	29.7%	2,938,753	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	605	12.8%	1,278,846	23.2%	605	12.7%	1,279,697	23.2%
Career and Technical Education	905	19.1%	1,459,380	26.5%	905	19.0%	1,459,687	26.5%
Career and Technical Education (9-12 grades only)	900	56.1%	1,203,083	72.3%	900	56.0%	1,203,363	72.2%
Gifted and Talented Education	1,044	22.1%	453,585	8.2%	1,045	21.9%	453,689	8.2%
Special Education	541	11.4%	693,061	12.6%	564	11.8%	702,785	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	541		693,060					
By Type of Primary Disability								
Students with Intellectual Disabilities	175	32.3%	305,800	44.1%				
Students with Physical Disabilities	155	28.7%	138,820	20.0%				
Students with Autism	98	18.1%	107,586	15.5%				
Students with Behavioral Disabilities	98	18.1%	130,018	18.8%				
Students with Non-Categorical Early Childhood	15	2.8%	10,836	1.6%				
Mobility (2021-22):								
Total Mobile Students	303	6.6%	893,031	16.8%				
By Ethnicity:								
African American	16	0.3%	176,665	3.3%				
Hispanic	168	3.7%	462,284	8.7%				
White	100	2.2%	180,620	3.4%				
American Indian	0	0.0%	3,221	0.1%				
Asian	8	0.2%	38,716	0.7%				
Pacific Islander	0	0.0%	2,067	0.0%				
Two or More Races	11	0.2%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	59	11.5%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	51	17.5%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	112	11.3%	604,295	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	327	9.6%	751,495	18.1%				

2023 TAPR Report Page 32

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.8%	1.5%	2.1%	4.5%
Grade 1	0.4%	2.5%	2.0%	3.6%
Grade 2	0.4%	1.6%	0.0%	2.0%
Grade 3	0.7%	0.8%	0.0%	0.9%
Grade 4	0.0%	0.5%	0.0%	0.5%
Grade 5	0.0%	0.3%	0.0%	0.4%
Grade 6	0.0%	0.3%	0.0%	0.4%
Grade 7	0.0%	0.4%	0.0%	0.5%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	3.2%	8.7%	8.8%	12.6%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	0	0.0%	7,322	0.3%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	District	State
Elementary:		
Kindergarten	16.1	18.7
Grade 1	19.2	19.1
Grade 2	19.6	19.1
Grade 3	20.7	19.3
Grade 4	21.2	19.4
Grade 5	21.7	20.8
Grade 6	25.0	19.2
Secondary:		
English/Language Arts	20.1	16.2
Foreign Languages	21.1	18.8
Mathematics	22.7	17.5
Science	25.2	18.5
Social Studies	25.3	18.9

2023 TAPR Report Page 33

Staff Information	----- District -----		------- State -------	
	Count	Percent	Count	Percent
Total Staff	659.9	100.0%	763,729.4	100.0%
Professional Staff:	430.7	65.3%	489,326.8	64.1%
Teachers	358.2	54.3%	371,646.7	48.7%
Professional Support	46.1	7.0%	82,878.8	10.9%
Campus Administration (School Leadership)	20.0	3.0%	25,300.5	3.3%
Central Administration	6.5	1.0%	9,500.8	1.2%
Educational Aides:	98.4	14.9%	86,185.9	11.3%
Auxiliary Staff:	130.7	19.8%	188,216.7	24.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	4.0	n/a	4,258.0	n/a
Part-time Librarians	0.0	n/a	646.0	n/a
Full-time Counselors	14.0	n/a	13,815.0	n/a
Part-time Counselors	0.0	n/a	1,240.0	n/a
Total Minority Staff:	325.7	49.4%	406,630.8	53.2%
Teachers by Ethnicity:				
African American	10.1	2.8%	44,033.4	11.8%
Hispanic	126.4	35.3%	110,015.9	29.6%
White	215.7	60.2%	203,967.5	54.9%
American Indian	0.0	0.0%	1,274.2	0.3%
Asian	2.0	0.6%	7,310.0	2.0%
Pacific Islander	2.0	0.6%	514.6	0.1%
Two or More Races	2.0	0.6%	4,531.1	1.2%
Teachers by Sex:				
Males	95.4	26.6%	90,752.5	24.4%
Females	262.8	73.4%	280,894.2	75.6%
Teachers by Highest Degree Held:				
No Degree	1.8	0.5%	7,591.2	2.0%
Bachelors	209.9	58.6%	268,238.6	72.2%
Masters	140.1	39.1%	92,878.9	25.0%
Doctorate	6.4	1.8%	2,938.0	0.8%
Teachers by Years of Experience:				
Beginning Teachers	6.9	1.9%	36,179.6	9.7%
1-5 Years Experience	66.8	18.6%	97,667.0	26.3%
6-10 Years Experience	70.2	19.6%	76,209.5	20.5%
11-20 Years Experience	131.1	36.6%	101,173.2	27.2%

2023 TAPR Report Page 34

Texas Education Agency
2022-23 Staff Information (TAPR)
ALAMO HEIGHTS ISD (015901) - BEXAR COUNTY

	----- District -----		------- State -------	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
21-30 Years Experience	66.2	18.5%	49,550.0	13.3%
Over 30 Years Experience	17.0	4.7%	10,867.4	2.9%
Number of Students per Teacher	13.2	n/a	14.8	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	6.4	6.1
Average Years Experience of Principals with District	3.8	5.3
Average Years Experience of Assistant Principals	7.5	5.2
Average Years Experience of Assistant Principals with District	2.6	4.4
Average Years Experience of Teachers:	14.1	11.0
Average Years Experience of Teachers with District:	6.7	6.9
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$45,341	$53,300
1-5 Years Experience	$55,997	$56,516
6-10 Years Experience	$57,716	$59,732
11-20 Years Experience	$61,409	$63,389
21-30 Years Experience	$65,296	$67,876
Over 30 Years Experience	$71,726	$72,560
Average Actual Salaries (regular duties only):		
Teachers	$60,575	$60,717
Professional Support	$67,118	$72,022
Campus Administration (School Leadership)	$88,400	$85,167
Central Administration	$144,939	$112,702
Instructional Staff Percent:	69.1%	65.1%
Turnover Rate for Teachers:	20.7%	21.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,277.2
Educational Aides	0.0	171.8
Auxiliary Staff	0.0	389.8
Contracted Instructional Staff:	0.0	2,105.4

2023 TAPR Report Page 35

Designation	------ District -----		------- State -------	
	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment:				
Recognized	-	-	5,474	$5,974
Exemplary	-	-	4,862	$11,898
Master	-	-	2,224	$21,920

Program Information	------ District -----		------- State -------	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	6.4	1.8%	22,050.2	5.9%
Career and Technical Education	9.6	2.7%	19,907.7	5.4%
Compensatory Education	17.7	5.0%	11,928.5	3.2%
Gifted and Talented Education	10.4	2.9%	6,181.8	1.7%
Regular Education	246.7	68.9%	262,398.5	70.6%
Special Education	40.5	11.3%	36,110.2	9.7%
Other	26.9	7.5%	13,069.7	3.5%

-   Indicates there is no data for the item.

*   Indicates results are masked due to small numbers.

**   When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

?   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

2023 TAPR Report Page 36

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	$38,593,523	83.22%	$8,060	$38,593,523	72.43%	$8,060	$26,795,122,749	39.67%	$4,960
State Operating Funds	$2,429,572	5.24%	$507	$2,767,004	5.19%	$578	$24,396,897,632	36.12%	$4,516
Federal Funds	$1,277,599	2.75%	$267	$5,537,540	10.39%	$1,157	$14,103,811,039	20.88%	$2,611
Other Local	$4,073,487	8.78%	$851	$6,386,456	11.99%	$1,334	$2,250,851,644	3.33%	$417
Total Operating Revenue	$46,374,181	100.00%	$9,686	$53,284,523	100.00%	$11,129	$67,546,683,064	100.00%	$12,504
Other Revenue									
Local Property Tax from I&S	$0	0.00%	$0	$14,607,510	99.32%	$3,051	$8,860,960,306	86.81%	$1,640
State Assistance for Debt Service	$0	0.00%	$0	$75,374	0.51%	$16	$319,288,915	3.13%	$59
Misc Rev Debt Service Fund (F599)	$0	0.00%	$0	$15,061	0.10%	$3	$75,078,438	0.74%	$14
Other Receipts (excluding debt service financing)	$10,000	100.00%	$2	$10,000	0.07%	$2	$952,245,471	9.33%	$176
Total Other Revenue	$10,000	100.00%	$2	$14,707,945	100.00%	$3,072	$10,207,573,130	100.00%	$1,890
Subtotal: Operating and Other Revenue	$46,384,181	100.00%	$9,688	$67,992,468	100.00%	$14,201	$77,754,256,194	100.00%	$14,394
Recapture Revenue									
Local Property Tax Recaptured	$33,985,335	100.00%	$7,098	$33,985,335	100.00%	$7,098	$3,002,039,317	100.00%	$556
Total Recaptured Revenue	$33,985,335	100.00%	$7,098	$33,985,335	100.00%	$7,098	$3,002,039,317	100.00%	$556
Subtotal: Operating, Other and Recaptured Revenue	$80,369,516	100.00%	$16,786	$101,977,803	100.00%	$21,299	$80,756,295,511	100.00%	$14,949
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	$0	0.00%	$0	$29,111,072	91.91%	$6,080	$4,864,835,809	65.96%	$901
Estimated State TRS Contributions	$2,564,009	100.00%	$536	$2,564,009	8.09%	$536	$2,510,251,870	34.04%	$465
Subtotal: Debt Service Financing and TRS Estimate Revenue	$2,564,009	100.00%	$536	$31,675,081	100.00%	$6,616	$7,375,087,679	100.00%	$1,365
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$48,948,190	100.00%	$10,223	$99,667,549	100.00%	$20,816	$85,129,343,873	100.00%	$15,759
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	$41,996,301	85.64%	$8,771	$44,182,795	79.36%	$9,228	$50,301,683,879	77.97%	$9,312

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Professional & Contracted Services (Object 62xx)	$3,534,541	7.21%	$738	$4,816,699	8.65%	$1,006	$6,402,537,996	9.92%	$1,185
Supplies & Materials (Object 63xx)	$2,363,642	4.82%	$494	$5,400,529	9.70%	$1,128	$5,961,153,130	9.24%	$1,104
Other Operating Expenditures (Object 64xx)	$1,146,116	2.34%	$239	$1,273,390	2.29%	$266	$1,852,436,057	2.87%	$343
Total Operating Expenditures by Object	$49,040,600	100.00%	$10,242	$55,673,413	100.00%	$11,628	$64,517,811,062	100.00%	$11,943
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	$256,515	13.97%	$54	$286,070	1.38%	$60	$46,451,211	0.23%	$9
Debt Services (Object 65xx)	$0	0.00%	$0	$15,910,894	76.72%	$3,323	$9,844,903,533	48.41%	$1,822
Capital Outlay (Object 66xx)	$1,579,206	86.03%	$330	$4,542,567	21.90%	$949	$10,445,000,110	51.36%	$1,934
Total Non-Operating Expenditures by Object	$1,835,721	100.00%	$383	$20,739,531	100.00%	$4,332	$20,336,354,854	100.00%	$3,765
Grand Total: Operating and Non-Operating Expenditures by Object	$50,876,321	100.00%	$10,626	$76,412,944	100.00%	$15,959	$84,854,165,916	100.00%	$15,708
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	$29,078,511	59.29%	$6,073	$32,125,304	57.70%	$6,710	$36,035,016,731	55.85%	$6,671
Instructional Resources & Media Services (Function 12)	$449,546	0.92%	$94	$449,546	0.81%	$94	$646,159,944	1.00%	$120
Curriculum & Staff Development (Function 13)	$470,371	0.96%	$98	$662,434	1.19%	$138	$1,570,292,996	2.43%	$291
Instructional Leadership (Function 21)	$908,256	1.85%	$190	$918,489	1.65%	$192	$1,113,087,133	1.73%	$206
School Leadership (Function 23)	$2,684,631	5.47%	$561	$2,751,695	4.94%	$575	$3,715,762,954	5.76%	$688
Guidance Counseling Services (Function 31)	$1,504,045	3.07%	$314	$1,520,996	2.73%	$318	$2,527,496,320	3.92%	$468
Social Work Services (Function 32)	$19,761	0.04%	$4	$173,266	0.31%	$36	$230,790,970	0.36%	$43
Health Services (Function 33)	$538,696	1.10%	$113	$538,696	0.97%	$113	$753,509,900	1.17%	$139
Transportation (Function 34)	$1,765,119	3.60%	$369	$1,765,119	3.17%	$369	$1,904,677,571	2.95%	$353
Food Services (Function 35)	$515,904	1.05%	$108	$1,475,481	2.65%	$308	$3,228,715,442	5.00%	$598
Extracurricular (Function 36)	$1,775,425	3.62%	$371	$3,727,914	6.70%	$779	$1,918,276,966	2.97%	$355
General Administration (Function 41,92)	$2,043,198	4.17%	$427	$2,043,198	3.67%	$427	$2,123,586,250	3.29%	$393
Facilities Maintenance & Operations (Function 51)	$5,983,309	12.20%	$1,250	$6,103,717	10.96%	$1,275	$6,359,467,682	9.86%	$1,177
Security & Monitoring Services (Function 52)	$16,008	0.03%	$3	$16,008	0.03%	$3	$710,274,203	1.10%	$131
Data Processing Services (Function 53)	$1,285,598	2.62%	$269	$1,387,787	2.49%	$290	$1,330,336,046	2.06%	$246
Community Services (Function 61)	$2,222	0.00%	$0	$13,763	0.02%	$3	$326,634,310	0.51%	$60
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	$0	0.00%	$0	$0	0.00%	$0	$23,725,644	0.04%	$4

2021 - 2022 Actual Financial Data
Totals for ALAMO HEIGHTS ISD (015901)
Total Enrolled Membership: 4,788

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Operating Expenditures by Function	$49,040,600	100.00%	$10,242	$55,673,413	100.00%	$11,628	$64,517,811,062	100.00%	$11,943
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	$256,515	13.97%	$54	$286,070	1.38%	$60	$46,451,211	0.23%	$9
Non-Operating Expenditures by Function (1x-9x) (65xx)	$0	0.00%	$0	$15,910,894	76.72%	$3,323	$9,844,903,533	48.41%	$1,822
Non-Operating Expenditures by Function (1x-9x) (66xx)	$1,579,206	86.03%	$330	$4,542,567	21.90%	$949	$10,445,000,110	51.36%	$1,934
Total Non-Operating Expenditures by Function	$1,835,721	100.00%	$383	$20,739,531	100.00%	$4,332	$20,336,354,854	100.00%	$3,765
Grand Total: Operating and Non-Operating Expenditures by Function	$50,876,321	100.00%	$10,626	$76,412,944	100.00%	$15,959	$84,854,165,916	100.00%	$15,708
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	$23,157,686	47.22%	$4,837	$26,336,886	47.31%	$5,501	$26,146,309,896	40.53%	$4,840
Gifted and Talented (PIC 21)	$1,480,889	3.02%	$309	$1,487,230	2.67%	$311	$395,634,789	0.61%	$73
Career and Technical (PIC 22)	$949,475	1.94%	$198	$987,655	1.77%	$206	$2,129,549,811	3.30%	$394
Students with Disabilities (PICs 23,33,43)	$7,133,540	14.55%	$1,490	$8,261,176	14.84%	$1,725	$7,957,924,392	12.33%	$1,473
State Compensatory Education (PICs 24,26,28,29,30,34)	$1,455,330	2.97%	$304	$1,848,642	3.32%	$386	$6,383,291,216	9.89%	$1,182
Bilingual (PICs 25,35)	$585,575	1.19%	$122	$616,439	1.11%	$129	$731,950,646	1.13%	$135
High School Allotment (PIC 31)	$0	0.00%	$0	$0	0.00%	$0	$10,905,874	0.02%	$2
PreKindergarten (PIC 32)	$339,103	0.69%	$71	$437,040	0.79%	$91	$522,860,562	0.81%	$97
Early Education Allotment (PIC 36)	$417,079	0.85%	$87	$417,079	0.75%	$87	$1,241,323,456	1.92%	$230
Dyslexia or Related Disorder Services (PIC 37)	$398,235	0.81%	$83	$398,235	0.72%	$83	$348,794,218	0.54%	$65
College, Career, and Military Readiness (CCMR) (PIC 38)	$266,872	0.54%	$56	$266,872	0.48%	$56	$340,365,348	0.53%	$63
Athletics/Related Activities (PIC 91)	$1,528,486	3.12%	$319	$1,562,496	2.81%	$326	$1,264,746,717	1.96%	$234
Un-Allocated (PIC 99)	$11,328,330	23.10%	$2,366	$13,053,663	23.45%	$2,726	$17,044,154,137	26.42%	$3,155
Total Operating Expenditures by Program Intent Code (PIC)	$49,040,600	100.00%	$10,242	$55,673,413	100.00%	$11,628	$64,517,811,062	100.00%	$11,943
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	$256,515	13.97%	$54	$286,070	1.38%	$60	$46,451,211	0.23%	$9
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$0	0.00%	$0	$15,910,894	76.72%	$3,323	$9,844,903,533	48.41%	$1,822
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$1,579,206	86.03%	$330	$4,542,567	21.90%	$949	$10,445,000,110	51.36%	$1,934

2021 - 2022 Actual Financial Data
Totals for ALAMO HEIGHTS ISD (015901)
Total Enrolled Membership: 4,788

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Non-Operating Expenditures by Program Intent Code (PIC)	$1,835,721	100.00%	$383	$20,739,531	100.00%	$4,332	$20,336,354,854	100.00%	$3,765
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$50,876,321	100.00%	$10,626	$76,412,944	100.00%	$15,959	$84,854,165,916	100.00%	$15,708

Disbursements
Total Disbursements

	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Operating Expenditures	$49,040,600	57.75%	$10,242	$55,673,413	50.40%	$11,628	$64,517,811,062	71.92%	$11,943
Recapture	$33,985,335	40.00%	$7,098	$33,985,335	30.80%	$7,098	$3,002,039,317	3.35%	$556
Total Other Uses	$63,623	0.07%	$13	$63,623	0.06%	$13	$1,174,039,601	1.31%	$217
Intergovernmental Charge	$0	0.00%	$0	$0	0.00%	$0	$681,506,755	0.76%	$126
Capital Outlay (Object 61xx-64xx)	$256,515	0.30%	$54	$286,070	0.26%	$60	$46,451,211	0.05%	$9
Debt Service (Object 65xx)	$0	0.00%	$0	$15,910,894	14.40%	$3,323	$9,844,903,533	10.97%	$1,822
Capital Projects (Object 66xx)	$1,579,206	1.86%	$330	$4,542,567	4.11%	$949	$10,445,000,110	11.64%	$1,934
Total Disbursements	$84,925,279	100.00%	$17,737	$110,461,902	100.00%	$23,071	$89,711,751,589	100.00%	$16,607

Tax Rates
2021 - 2022 (current tax year) Tax Rates

Maintenance & Operations Tax Rate				0.9934			0.9543		
Interest & Sinking Tax Rate				0.2000			0.2270		
Total Tax Rate				1.1934			1.1813		
Tax Detail									
Maximum Compressed Tax Rate (MCR)				0.9134			0.8616		
Tier I Tax Rate				0.9134			0.8615		
Tier II Tax Rate (Enrichment Pennies)				0.0800			0.0928		

Fund Balance**
Fund Balance

	General Fund		Per Student	All Funds		Per Student	All Funds		Per Student
Nonspendable Fund Balance	$509,139		$106	$603,045		$126	$390,605,886		$78
Restricted Fund Balance	$0		$0	$5,083,858		$1,062	$24,753,496,577		$4,926

2021 - 2022 Actual Financial Data
Totals for ALAMO HEIGHTS ISD (015901)
Total Enrolled Membership: 4,788

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Committed Fund Balance	$0		$0	$0		$0	$4,412,645,483		$878
Assigned Fund Balance	$0		$0	$0		$0	$4,020,147,608		$800
Unassigned Fund Balance	$18,677,790		$3,901	$18,677,790		$3,901	$17,164,429,624		$3,416
Total Fund Balance**	$19,186,929		$4,007	$24,364,693		$5,089	$50,741,325,178		$10,098
Fund Balance Reconciliation									
2020-2021 Total Fund Balance (Previous Year)	$21,178,673		$4,388	$30,748,202		$6,371			
2021-2022 Excess (Deficiency) Operating Expenditures	$0		$0	$0		$0	$-7,094,836,097		$-1,412
2021-2022 Excess (Deficiency) Non-Operating Expenditures	$0		$0	$0		$0	$13,356,331,866		$2,658
2021-2022 Uncommon Items	$-1,991,744		$-416	$-6,383,509		$-1,333			
2021-2022 Total Fund Balance	$19,186,929		$4,007	$24,364,693		$5,089			

Alamo Heights Independent School District

Campus Improvement Plan
2023-24

Principal: Cory Smith

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.

<table>
<tr>
<td colspan="2" align="center">ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2023</td>
</tr>
<tr>
<td>District Pillar 1</td>
<td>Student Learning and Progress</td>
</tr>
<tr>
<td>Profile a Learner:</td>
<td>

Seek knowledge and understanding
Think critically and creatively
Communicate and collaborate

</td>
</tr>
<tr>
<td>Area of Focus:</td>
<td>AHHS will focus on designing student work that is differentiated and rigorous instruction.</td>
</tr>
<tr>
<td>Performance Objective:</td>
<td>
*100% of AHISD students will engage in consistent and developmentally challenging instruction; differentiated for student need and interest.

*All AHHS teachers will work collaboratively through Professional Learning Communities (PLCs) to ensure improved student success and growth.

*AHHS teachers will participate in best practices professional development to enhance their teaching.

At Alamo Heights High School we are committed to co-constructing common understandings of the values, beliefs, and direction of our school community. [Vision 2020 - Communication]
We will identify, narrow, and close learning gaps for all students in regards to performance on the previous year STAAR/EOC assessments. [Vision 2020 - Resources and Relationships]
</td>
</tr>
</table>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1 We will continue to utilize the Blueprint framework for lesson design as a tool for teachers to acknowledge their 'who' thereby ensuring all students; advanced, grade level, or below grade level, are receiving equitable experiences and opportunities for success.	Academic Dean Instructional Coach Department Leads Teachers	Weekly during lesson planning throughout school year	1/2 day planning, Dept time embedded in PD days, subs for outside trainings, PD for purposeful planning, Use of YAGS, Engaged classroom training days	Observing collaborative lesson planning sessions walk throughs to observe differentiation lesson plans addressing needs and interest peer evaluations of lesson

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
				plans during adult learning time T-Tess Observations
2 We will continue to build and modify our Curriculum Year-at-a-Glance (YAG)s for the horizontal alignment in all departments ensuring equitable experiences across content strands	Teachers Department Leads Academic Dean	By the first day of the school year, twice a year during YAG review PD time	Dept time embedded in PD days,	YAGs are a living document and should be continually changing to meet the needs and interests of students. A YAG that has not been evaluated or modified for an entire school year is contrary to this campus strategy
3 We will continue to integrate innovative and emerging technology, for both homework and classwork, to meet the needs of our learners.	Teachers Department Leads Academic Dean Instructional Coach Principal	Throughout the school year during lesson planning	District - TCEA costs, and technology infrastructure cost. Campus substitute costs for collaboration/PD days. 4 days of EC training in summer	Observe during walk throughs Lesson plan details integration and how it meets the student needs TTess observations
4 We will continue to offer Differentiated Instruction (DI) professional development through engaged classroom training and New Employee Induction program	Instructional Coach Academic Dean	2X per year, New teacher meetings once a month	District funding for DI training that happens during the school day	Staff survey Observe practices during walk throughs and give meaningful feedback
5 We will continue to provide equitable access to library services in all levels of courses	Teachers Librarian Principal	Throughout the school year during class time		Library collection usage data Library lesson delivery data
6 Conduct CLT learning walks	Department Leads Academic Dean Instructional Coach Principal APs	Throughout the school year meet the needs of students		Feedback talks
7 We will continue to utilize online curriculum	Teachers	Embedded in all PD days,	District funded online	walk throughs, culture shift

Action Items:		Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
	resources as an integrated tool to help learning be more accessible and personally relevant to students	Department Leads Academic Dean T-Tess Appraisers	peer visits and Adult Learning days	resources	
8	Professional development on best practices for EL, 504 and Special Education.	Spec. Ed coordinator EL Coordinator Lead Counselor Academic Dean Instructional Coach	Ongoing		Lesson design (Blueprints) PLC data talks Walkthroughs T-TESS
9	We will continue to build common planning periods in our master schedule for core content areas; helping our teachers purposeful plan instruction to meet the needs of ALL students	Academic Dean Department Leads Teachers	Built in MS in June each year		Collaboration during planning periods Lesson plans YAGs Teacher survey
10	We will plan for a new Early College High School academy on our campus for the 2024-2025 academic year. Students will have the opportunity to earn an Associates Degree in conjunction with their high school diploma.	Principal Academic Dean ECHS/PTECH Leadership Team	May 2024	ECHS/PTECH grant planning time with leadership team Partnership with St. Phillips	Number that enroll Feedback
11	We will plan for a new PTECH on our campus for the 2024-2025 academic year. Students will have the opportunity to earn an Associates Degree and an Early Childhood Education certificate in conjunction with their high school diploma.	Principal Academic Dean ECHS/PTECH Leadership Team	May 2024	ECHS/PTECH grant planning time with leadership team Partnership with St. Phillips	Number that enroll Feedback
12	We will create and implement common formative assessments in core content areas	Teachers Department Leads Academic Dean	All core departments will have (2) common assessments this year	Planning time to develop common assessments	Data will be presented and examined during DL meeting and CLT meetings
13	We will provide BluePrint for Learning lesson planning philosophy training for all staff	Instructional Coach Department Leads Academic Dean Principal	Early release days	Time for IC to develop training	During collaborative lesson planning time teachers will use the blueprint for planning lessons During walk throughs you will see blue print components

Action Items:		Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
					embedded in lesson delivery
14	We will continue partnerships with colleges and technical schools to enhance Career and Technical Education (CTE) course offerings; AND this year will be expand our efforts to educate students on opportunities	Counselor for Dual Credit Academic Dean College and Career Counselor	Advisory lesson for students in November before course selection process	Time to collaborate with cooperating schools Time to write agreements Time to educate students	Number of students attending colleges or tech schools during the school day
15	Purchase new tablets and Adobe software for new and existing CTE AV courses. (Compliance: Perkins)	Charlotte Dolat, High School Academic Dean	Completed by March 2024	Perkins Funds	Usage report
16	Purchase additional sewing resources to expand fashion design. (Compliance: Perkins)	Charlotte Dolat, High School Academic Dean	Completed by March 2024	Perkins Funds	Class enrollment
17	Purchase additional resources to expand culinary programs. (Compliance: Perkins)	Charlotte Dolat, High School Academic Dean	Completed by March 2024	Perkins Funds	Class enrollment
18	Purchase additional robotics and rocketry resources to expand programs in AHHS and AHJS. (Compliance: Perkins)	Charlotte Dolat, High School Academic Dean	Completed by March 2024	Perkins Funds	Class enrollment
19	Purchase needed curriculum for CTE courses. (Compliance: Perkins)	Charlotte Dolat, High School Academic Dean	Completed by March 2024	Perkins Funds	Staff feedback survey
20	Provide professional development on the use of universal screeners, interims and other data points to ensure proper support for all learners in Tier I (classroom instruction), Tier 1B (small group intervention)	RtI Coordinators Academic Dean Instructional Coach	Ongoing		PLC talks Data talks Progress monitor checks

<table>
<tr><td colspan="2" align="center">**ALAMO HEIGHTS ISD**
CAMPUS IMPROVEMENT PLAN
2023</td></tr>
<tr><td>**District Pillar 2**</td><td>**Student Readiness**</td></tr>
<tr><td>**Profile a Learner:**</td><td>•   Seek knowledge and understanding</td></tr>
<tr><td>**Area of Focus:**</td><td>Utilize relevant data to help ALL students reach their full potential.</td></tr>
<tr><td>**Performance Objective:**</td><td>100% of our students will graduate high school as College, Career or Military Ready

We will increase the number of students who earn an industry certification. [Vision 2020 - Resources and Relationships]
Establish professional learning that promotes the development, analysis, and implementation of authentic assessments and feedback. [Vision 2020 - Resources and Relationships]
We will increase testing participation and success with PSAT, SAT, TSI and Advanced Placement by offering preparatory materials (Edgenuity) and/or prep sessions for feedback and tutorial review. [Vision 2020 - Resources and Relationships]</td></tr>
</table>

	Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1	We will continue utilizing the MAP universal screener for ALL students (3) times per year in Reading and Math to determine student strengths and needs for additional supports.	Academic Dean and Math/ELAR Department Leads Math/ELAR teachers	September, January, April	District funds Data dig time Collaborative planning time	BOY, MOY, EOY data used to make informed decisions on how to help students performing below grade level RtI "A" referrals Seat counts in Read/Math 180 Progress in Read/Math 180 RtI plans
2	We will continue to provide and revise our credit recovery opportunities for students in danger of losing credit(s) in core areas except for math; utilizing the Edgenuity software.	Academic Dean Credit recovery teachers Excel academy teachers	All year	(district funds), and some spec ed funds	Student completion data Number of students in CR Student duration in CR

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
3	Conduct PLC data talks to ensure student progress.	Academic Dean Instructional Coach Assistant Principal over dept. RtI Coordinators	All year	Time during PLC mtg	BOY, MOY, EOY data SIT referrals
4	We will continue to provide EL professional development for ALL teachers throughout the year	Assistant Principal over EL District Design Team Academic Dean Instructional Coach	Ongoing	Title III funds ($5000)	Increase in TELPAS results Walkthrough evidence of teachers utilizing SIOP strategies
5	We will continue to utilize the EOC interim assessments to monitor student strengths and areas of needed focus	Academic Dean and Math/ELAR/Bio/US History Department Leads Math/ELAR/Bio/US History Testing Coordinator for the HS	Fall and Spring (depends on the department	Time to organize Time during the year	Information is used to determine tutoring, Saturday camps and instructional time.
6	We will continue to ensure 100% adherence to IEP, 504, LPAC accommodations and modifications by providing teachers PD for best practices and legal requirements for students with IEPs; best practice and accommodations for students with a 504 plan; best practices and strategies for students who English is their second language	Academic Dean Special Education Coordinator Counselors Assistant Principal over EL ESL Teacher Department Leads All teachers	August PD week Both early release PD days One (1) adult learning in the Fall	Time to plan PD	ARDs address needs 504 meetings address needs During walkthroughs it is evident that students are receiving resources for their needs Students exiting 504 or Special Education Students exiting the ESL program STAAR results TELPAS results
7	We will continue to provide accelerated, intensive program for At-Risk students failing the STAAR through tutoring, computer-assisted instruction, and summer school	Teachers Academic Dean Summer School Teachers	Three weeks before STAAR assessments Three weeks during summer school	Time to plan differentiated lessons	Number of students retaking STAAR exams Number of students not meeting standards on STAAR exams Attendance during accelerated instruction

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
				opportunities
8 We will continue to provide individualized and group counseling for students identified At-Risk, students with emotional issues, students with drug or alcohol dependencies	Wellness Counselors Counselors	Throughout school year	District funded Wellness Counselor	Number of students in group sessions Number of students seeing Wellness counselors
9 We will continue to provide Saturday make-up days for students who have exceeded the number of allowable absences	Assistant Principal Saturday school teacher Attendance Clerk Truancy officer Student Parent	Saturdays throughout the school year	Pay for Saturday school teacher	Number of students losing credit due to absences Number of students in credit recovery Attendance reports SIT referrals
10 This year we will utilize the advisory period to build in RtI time for students identified as needing Tier II interventions	Teachers Academic Dean	Two (2) advisory periods per week	Time to develop resources for struggling students	Universal screener data Grades in English and Math classes for specified students
11 This year teachers will contact every student and student's parent when a student has a failing grade on any progress report. Teachers will have parent meetings with any student and student's parents when a student fails a nine week period.	Teachers Parents Students Academic Dean	All grade reporting periods	Time to meet with student and parent	Number of course failures Number of students in credit recovery
12 This year teachers will submit a SIT referral for any student who failed a nine week grading period	Teachers Counselors Academic Dean	Nine week grading periods	Time to submit referrals Time to for counselors and Academic Dean to hold a staffing for failing student Time to collect RtI data	Number of course failures Number of students in credit recovery Number of SIT 'A' referrals
13 This year counselors will meet with every one of their students to discuss goals and needs	Counselors	Throughout the year	Time to meet with students	Student surveys
14 This year Counselors will meet with every student who is behind on credits to graduate before the end of the first nine weeks	Academic Dean	Throughout the first nine weeks of school	Time to meet with students	Graduation rate Number of students in credit recovery Number of students attending summer school

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
15 This year we will provide teachers with professional development about Dyslexia; provide training for teachers who service Dyslexic students with phonemic awareness and decoding guidelines to use during content area instruction	Academic Dean Teachers	August PD week	Time to develop the training	Student surveys Teacher surveys Universal screener data
16 We will continue to sustain and build the CTE Program to provide students career opportunities and industry certifications; This year will be increase our CTE coherent sequences in two areas	Academic Dean CTE coordinator Counselors	Throughout the school year we will continue to search for ways to increase CTE offerings	Time to collaborate Time for professional development in CTE and Perkins funding	Number of students participating in a CTE course Number of students in a coherent sequence Number of students receiving industry certifications
17 We will continue to provide ASVAB testing to our student; This year will we ask all ROTC students to take the ASVAB assessment	Academic Dean JROTC instrutors	April	ASVAB tests	Number of students who take the ASVAB Number of students who intend to enlist in the Armed Forces
18 Provide grades 6-12 students who struggle in reading with Intervention small group support through the Response to Intervention Time. Provide grades 6-12 students who struggle in numeracy with supplemental intervention small group support through the Response to Intervention Time. (Compliance: ESSER III)	Dr. Jimmie Walker, Assistant Supt for C&I	Services begin mid-September and continue through May	ESSER funds	Scores on Istation and Renaissance

<table>
<tr><td colspan="2" style="background-color:yellow">ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2023</td></tr>
<tr><td>District Pillar 3</td><td>Student Well-Being and Safety</td></tr>
<tr><td>Profile a Learner:</td><td>Develop a healthy sense of self
Employ skills for life
Engage socially and globally</td></tr>
<tr><td>Area of Focus:</td><td>Increase understanding of social and emotional issues our student face and Build systems that support life balance</td></tr>
<tr><td>Performance Objective:</td><td>100% of our students feel safe, valued and understood every day at school</td></tr>
<tr><td>Area of Focus:</td><td>Continue to develop our understanding of the Profile of a Leaner and continue to build systems that support character development</td></tr>
<tr><td>Performance Objective:</td><td>100% of AHHS stakeholders will personify the Profile of a Learner

100% of our AHHS students will have an adult connection/support on campus.

AHHS will begin using the research-based CharacterStrong social & emotional learning curricula for our advisory lessons. [Vision 2020 - Belonging and Social/Emotional]</td></tr>
</table>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1 We will continue weekly advisory lessons; where more than 75% of them address social and emotional issues of our students	Counselor Advisory Committee Student organizations	Weekly	Time to plan lessons Monthly meetings Common Sense media Character.org	Student surveys counseling and wellness counseling logs SIT referrals
2 We will continue to publish and educate staff, students and parents on procedures for reporting mistreatment.	Principal	Quarterly		Number and accuracy of mistreatment reporting
3 All teachers will mentor a student impact the course of students' academic and personal	Counselors Assistant Principals	Monthly	Time	Number of meetings Survey

	Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
	life trajectories.	Academic Dean Campus Leadership Team Teachers			
4	We will continue to educate all students on the Extracurricular Code	Principal	Prep Day MuleTube	Extra Curricular Code	100% completion Review via advisory
5	We will continue with the implementation of Solid Roots behavioral interventions for targeted students to improve emotional/behavioral/social skills.	ACE SST Staff	yearly re-training	Donated funds from former AH student. Consultants from Emergent Tree	Campus attainment of quality indicators (developing and/or mastery) as evidenced by the end of year progress report from consultants
6	We will continue to educate our parents and students on the workload of PreAP/AP courses	Academic Dean Counselors	8th-9th transition mtgs High School Ahead NIght PTSO meeting		Number of schedule changes dropping PreAP courses
7	We will continue to implement Exam Exemption Policy to help students make thoughtful choices for a balanced life	Academic Dean	Fall and Spring semesters	Exemption Guidelines	Student and Parent surveys Attendance Rate Academic Integrity occurrences
8	We will continue to utilize and see to improve the Student Intervention Team and Student Intervention Triage Team to address the social, emotional and academic issues of our students	Academic Dean Counselors Nurse Teachers APs Truancy Officer	Weekly	Time to reflect and make improvements to systems	Number of students seeing Counselors and Wellness counselors for Emotional issues Number of repeat SIT referrals Discipline reports Number of SIT 'C' referrals
9	We will continue to ensure that the Library collection supports understanding of social and emotional issues, builds empathy & provides access to bibliotherapy opportunities for all students	Librarian Counselors Teachers	All year	District Reading Campus Budgets	Collection Statistics
10	We will continue to devote a section of our Monday Mail to address the issues that our students face, social and mental awareness	Principal	Every Monday throughout the school year	Time to develop the document	Parent surveys Student surveys

	Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
11	We will continue to host community talks with our Wellness Counselors concerning challenges that our student face such as: violence prevention/intervention, bullying/cyber bullying, improved parent/child communication, student support through individual/ small group counseling, suicide, drug abuse, misuse of internet/technology resources and dating violence.	Wellness Counselors Principal	Four times a year	Time to develop the meetings	Attendance at meetings Parent surveys Community surveys
12	We will continue to develop systems to ensure that information to parents of English Language (EL) learners is provided in the home language.	Administration Teachers	Throughout the year	Time to translate	Parent survey
13	This year we will have a dedicated advisory for every teacher bringing the advisory class down to 20:1; with potential to strategically group students based on need	Teachers Academic Dean	Advisory is every Monday Study hall and RtI can be utilized T-F weekly	Advisory lessons Time to get to know students	Number of students seeing Counselors and Wellness counselors Number of SIT referrals Discipline reports Universal screener data Report card grades
14	This year we will focus on 100% accurate accounting of attendance to quickly identify students who have attendance issues	Teachers Attendance Clerks Assistant Principal (AP) Truancy Officer	Every day, every period teachers take accurate attendance Daily reports given to AP concerning inaccuracies Professional development two (2) times a year on systems and expectations for teachers APs contact parents for students with attendance issues once a week	Time to collect data Time to meet with students and parents	Every three weeks Principal receives report from APs Daily attendance reports Drop out rates Number of students in credit recovery Number of retained students Number of students losing credit due to attendance

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
15	*Proposed Goal (Vision 2020, Goal #4 Social-Emotional Learning The administration team has the capacity to strengthen our faculties understanding of social and emotional learning for our students, create systems and protocols, and provide meaningful professional development, in order directly impact the areas of student achievement, student engagement, school culture, and curriculum design. .) Action 1: We will provide professional development to increase teacher knowledge, inform teachers of systems, and allot time for meaningful curriculum development through the use of the Blueprint.	Principal, Asst. Principal, Academic Dean, Instructional Coach, Counselors, Athletic Director and Asst. A.D., and CLT.	All year, ongoing	Time to meet and plan. Monies to secure outside professional development such as Casel. Other professional opportunities for SEL. Send selective staff to trainings.	Surveys, Verbal Feedback
16	*Proposed Goal (Vision 2020, Goal #1 Communication - AHHS has the capacity to continuously strengthen campus communication in order to thoughtfully maintain transparency, trust and inclusivity through the use of common language, protocols, and systems.) Action 1: By August CLT will initiate a high-leverage co-constructed "common language" list for the campus.	Principal, Asst. Principals, Academic Dean, Instructional Coach, and Campus Leadership Team (CLT)	Continued throughout the school year.	Weekly CLT and Administrative meetings	Teacher Surveys
17	Provide supplemental substance abuse counseling for students at Excel Academy and AHHS (Compliance: Title 4)	Dr. Kristen Ascencao, District Testing Coordinator/Counseling Contact	Completed by March	Title 4 Funds	Usage report

<table>
<tr><td colspan="2" style="background-color:yellow">ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2023</td></tr>
<tr><td>District Pillar 4</td><td>Engaged and Well-Rounded Students</td></tr>
<tr><td>Profile a Learner:</td><td>• Communicate and collaborate
• Engage socially and globally</td></tr>
<tr><td>Area of Focus:</td><td>Build a culture where all students feel included and value diversity.</td></tr>
<tr><td>Performance Objective:</td><td>100% of our students will be connected to AHHS in a personally meaningful way.

Provide strategic opportunities for students to explore and create individual pathways of success. [Vision 2020 - Belonging]</td></tr>
</table>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1 We will include a Personalization period in each students schedule through which they will build positive relationships and a sense of belonging.	Counselors (scheduling) Teachers	Ongoing	Time	Student survey
2 We will continue the tradition of a Fall and Spring semester Club and Organization Fair where students are encouraged to participate in a wide-variety of clubs	Assistant Principal for Clubs Student Council Club sponsors	September January	Time during the school day	Student survey
3 We will continue to offer Early/Late Library hours	Staff Member	September - May	District funded	Library usage rates during these hours
4 We will continue to offer free tutoring to students by content teachers or peers	Teachers NHS members Mu Alpha Theta	Throughout the school year during lunches and before/after school		Number of students failing a course Number of students utilizing tutoring times
5 We will continue to strive that all communication to parents and students be available in home languages	Principal	Throughout school year	Title III funds Time to translate	Parent survey Student survey

	Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
6	We will continue to seek feedback from parents to design parent engagement events that appeal to parents, provide concrete strategies and resources to support language development at home, and are scheduled at convenient times and dates.	Principal	Throughout school year	Title III funds	Number of parents attending meetings
7	We will continue to provide students with opportunities to learn about the five graduation endorsements and certificate/certification programs	Counselors Academic Dean Parents	High School Ahead Night 8th grade transition meetings one (1) advisory lesson per year During course selection with 9th and 10 grade students	Time for counselors to meet with students Time for AD to design HS Ahead	Number of students with endorsements Number of students with industry certifications Student survey Number of hits on the website
8	We will create informational avenues that inform students, teachers, and parents about goals, initiatives, and structures in place to help foster a sense of belonging.	Principal, Asst. Principal, Academic Dean, Instructional Coach, Counselors, Athletic Director and Asst. A.D., and CLT.	All Year	Time to meet and plan. Social Media Platforms. Email, Eblasts, Mule Tube, Marquee, and similar communication used for student and parents.	Surveys, Attendance, Verbal Feedback, and Club attendance
9	We will facilitate an "Electives" fair for students to attend providing them information about the various electives available for them to enroll in for the upcoming year.	Counselors Campus Leadership Team Asst. Principals Teachers	Spring	Time during lunches	Student attendance during the fair. Increased number of students in electives.

<table>
<tr><td colspan="2">ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2023</td></tr>
<tr><td>District Pillar 5</td><td>Community Engagement</td></tr>
<tr><td>Profile a Learner:</td><td>
- Seek knowledge and understanding
- Develop a healthy sense of self
- Think critically and creatively
- Communicate and collaborate
- Employ skills for life
- Engage socially and globally
</td></tr>
<tr><td>Area of Focus:</td><td>To foster a strong sense of community and connection within our high school campus</td></tr>
<tr><td>Performance Objective:</td><td>Increase community engagement by implementing various initiatives that encourage active participation, collaboration, and mutual support among students, staff, parents, and local stakeholders.

60% of parents/guardians complete the campus survey
Increase the number of students and parents on site based committee

Strengthen the partnership between the school and parents/families by creating platforms for open communication, involvement in school activities, and collaboration on educational initiatives. [Vision 2020 - Belonging] and [Vision 2020 - Communication]</td></tr>
</table>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1	Provide information sessions, in multiple languages, to families about enrollment in advanced academics.	Principal's secretary Counseling department	Ongoing	Time	Surveys Enrollment numbers
2	Establish a family outreach and orientation system to inform, guide, engage, and ensure equitable access and inclusion in all programs and events, with special focus towards underrepresented groups and new members of the community. (High School Ahead, Private School visit, Back to School night) 8th grade parent/counselor meetings Junior meetings with counselors College Counselor school visits (College/Job Fair)	Principal Academic Dean Counselors Campus Leadership Team	Ongoing	Time to plan	Surveys
3	Build an outreach program to connect high school students to elementary students and families to broaden knowledge about sports, fine arts, and extracurricular programs and available resources.	Fine Arts Director Assistant Athletic Director	Ongoing	Collaboration Time	Surveys
4	Expand community engagement in the schools to include mentorship programs, career days, CTE externships, and involvement in planning advisory lessons.	CTE teachers Counselors Academic Dean Instructional Coach	Ongoing	Collaboration Time	Surveys
5	Leverage digital platforms to enhance communication and engagement, keeping all stakeholders informed about school events, achievements, and opportunities for involvement. (Scoir, counseling website, CTE website, social media and Monday Mail)	Principal's secretary Counseling department Principal Academic Dean Counselors Campus Leadership Team	Ongoing	Collaboration time Funds for Scoir	Surveys

<table>
<tr>
<td colspan="2" style="background-color: yellow; text-align: center;">

ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2023

</td>
</tr>
<tr>
<td>**District Pillar 6**</td>
<td>**Professional Learning and Quality Staff**</td>
</tr>
<tr>
<td>**Profile a Learner:**</td>
<td>

- Seek knowledge and understanding
- Think critically and creatively
- Communicate and collaborate
- Employ skills for life

</td>
</tr>
<tr>
<td>**Area of Focus:**</td>
<td>Recruit the best teachers, support them during induction and provide training opportunities for them to grow professionally</td>
</tr>
<tr>
<td>**Performance Objective:**</td>
<td>

100% retention of staff that embodies the Profile of a Learner and seeks to continually improve practices to meet student needs.

Implement an ongoing targeted system for social-emotional Tier II and Tier III student identification and intervention strategies. [Vision 2020 - Communication]
We will continue our new to campus onboarding through the mentor program, monthly meetings and support from campus admin. [Vision 2020 - Belonging]

</td>
</tr>
</table>

	Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1	We will continue to increase classroom walkthroughs with an emphasis on giving teachers meaningful feedback	T-Tess Appraisers Department Leads Instructional Coach	Throughout the school year	Coaching Days	Number of walkthroughs Teacher surveys
2	We will continue to utilize the work of our Campus Design Team (CDT) to increase learning and facilitate campus professional development needs	Campus Design Team Academic Dean Instructional Coach	Quarterly meetings	Time to reflect and develop plans	Staff surveys Evidence of best practices during walkthroughs
3	We will continue to support new teachers through new teacher induction week and new teacher cohorts	Principal Academic Dean Instructional Coach Campus Leadership Team	First week with new teachers Monthly cohort meetings	Time for meetings District induction program components Campus induction program	New teacher survey at end of year Teacher survey Cohort feedback

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
			components Micro-credentials	Mentor feedback
4 We will continue to support new teachers through campus mentors, one content and one non-content	Principal Academic Dean Instructional Coach Campus Leadership Team	Throughout the school year	Time to train mentors Time to develop mentor items	New teacher survey at end of year Teacher survey Mentor feedback
5 We will continue to utilize Peer Observations for teachers to grow professionally in content and pedagogy	Teachers Campus Design Team	Two. (2) times a school year	Teacher dedicating time to visit peers	Teacher feedback through CDT survey at end of year Staff survey
6 We will continue our campus goal of ensuring Department Leads take more of an Instructional focus in developing teachers within their department	Academic Dean Principal Instructional Coach Department Leads Teachers	Professional development on best practices during Campus Leadership meetings one (1) meeting per month	Time to develop lessons	Purposeful planning evidenced during content strand collaboration Observation of differentiated instruction and best practices embedded in lesson plans Observing Department Leads mentoring teachers on best practices
7 We will continue to incorporate professional development time for librarian to provide training to staff regarding library resources and how to access materials	Librarian Academic Dean	Ongoing	Time to design training materials	Teacher survey Staff survey Library usage reports
8 We will continue to ensure administrators purposefully calibrate walkthrough evidence and T-TESS ratings	T-TESS Appraisers	Weekly Admin Meetings	Time for calibration Time for peer walkthroughs Coaching days	Teacher surveys
9 We will continue to provide initial and ongoing professional development and mentorship opportunities for content-based teachers with ESL certifications to provide academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.	T-TESS Appraisers Teachers	Throughout school year	Title III funds Time to lesson plan	TELPAS student data Teacher survey Observing strategies utilized for students during walkthroughs T-Tess Observations

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
10 We will continue to provide teachers with initial and ongoing training on Identification and Assessment, Social and Emotional Needs, Creativity and Instructional Strategies, and Differentiated Curriculum for student identified as Gifted	Teacher Assistant Principal for GT Academic Dean	GT training opportunities throughout the year online and through Region 20 GT training for teachers during August PD week	Time Region 20 cohort funding	Number of teachers GT certified Number of GT course offerings
11 We will continue to ensure Administrators are utilizing walkthrough data, T-TESS observations and other data sources to help teachers improve their craft	T-TESS Appraisers	Goal setting beginning of year meetings Mid year reviews Summative conferences Throughout the school year	Time to calibrate Time to coach	T-Tess observations Walkthrough data Feedback to teachers Documentation of supports
12 We will continue to ensure Administrators are supporting teachers who need to improve classroom management, instructional practices, professional responsibilities, or other job related duties	T-TESS Appraisers Instructional Coach Counselors Department Leads Mentors Teachers	Throughout the school year	Time for Appraiser to support Time for Instructional Coach to support Time for Academic Dean to support Outside support(s) at campus cost	Teacher survey Walkthrough data T-Tess observations Documentation of professional performance Documentation of supports Mentor feedback
13 We will continue to establish systems and build standard operating procedures to increase the understanding and communication amongst staff	Administrators Campus Leadership Team	Videos made for summer PD August PD week Throughout school year based on feedback	Time to develop systems Time to reflect and modify systems Time to train on systems	Staff survey Student survey CLT feedback
14 This year all new teachers will have their formalT-TESS observation before the end of first semester	T-TESS Appraisers	First semester	Time to observe all new teachers	T-Tess observation
15 *Proposed Goal (Vision 2020, Goal #3 Resources and Relationships - The administration team has the capacity to create structures that will support our faculty and staff in ways that foster employee satisfaction, well-being, and excellence.) Action 1: We will create a faculty website in order to provide clear instructional direction (Blueprint), outline job responsibilities, and day to day campus operations to ensure	Administration (All)	All year	Time to add updates Summer CLT meetings	Faculty feedback Analytics on the website

Action Items:		Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
	teachers have a sense of clarity and direction.				
16	Provide opportunities for secondary campus leadership to visit and observe high-achieving high schools to learn from established and effective procedures for grading, planning, and social emotional learning. (Compliance: Title 2)	Dr. Jimmie Walker, Assistant Supt of C&I	Completed by March	Title 2 Funds	Staff Feedback Survey
17	Provide CTE teachers with professional development opportunities through attendance at state and national conferences, campus visits, authentic student rocketry experiences, and training sessions at Region XX. (Compliance: Perkins)	Charlotte Dolat, High School Academic Dean	Completed by March	Perkins Funds	Staff Feedback Survey
18	Communicate with all stakeholders about initiatives on campus AND how each one relates to our mission and/or Vision 2020 and/or targeted focus for the year.	Principal, Academic Dean, Assistant Principals, Instructional Coach, and Campus Leadership Site Based	Ongoing		Staff Feedback Survey, agendas

<table>
<tr><td colspan="2" style="background-color:#FFFF99;text-align:center">ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2023</td></tr>
<tr><td>District Pillar 7</td><td>Fiscal and Operational Systems</td></tr>
<tr><td>Profile a Learner:</td><td>

- Seek knowledge and understanding
- Develop a healthy sense of self
- Think critically and creatively
- Communicate and collaborate
- Employ skills for life
- Engage socially and globally

</td></tr>
<tr><td>Area of Focus:</td><td>Utilize fiscal and operational systems to help bring the AH Profile of a Learner to life.</td></tr>
<tr><td>Performance Objective:</td><td></td></tr>
</table>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1 All students will participate in a Personalization period to attend to students' academic, social emotional, and behavioral needs.	Academic Dean Counselors	All year	Character Education Curriculum PD	Student and teacher survey
2 Provide CTE teachers with industry certification professional development in order for students to verify that students have the knowledge and skills to compete for higher education and career opportunities after high school.	Academic Dean CTE teachers	All year prep Test in the spring	Budget for test cost PD for the teachers	Number of students passing the CI test.
3 Celebrate staff appreciation through annual events such as but not limited to Principal's Week, Assistant Principals' Week, Teacher Appreciation Week, Counselor Appreciation Week, Para Pro Day, and Custodians' Day.	Principal, Campus Secretary Social Committee	Throughout the year		Induction Turnover rate

Alamo Heights Independent School District

Campus Improvement Plan
2023-24

Principal: Dr. Stuart Guthrie

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.

<table>
<tr>
<td colspan="5" align="center">**ALAMO HEIGHTS ISD**
CAMPUS IMPROVEMENT PLAN
2023</td>
</tr>
<tr>
<td>**District Pillar 1**</td>
<td colspan="4">**Student Learning and Progress**</td>
</tr>
<tr>
<td>**Profile a Learner:**</td>
<td colspan="4">• Seek knowledge and understanding
• Think critically and creatively
• Communicate and collaborate</td>
</tr>
<tr>
<td>**Area of Focus:**</td>
<td colspan="4">Focus on strategies in all academic areas that enhance reading comprehension and writing.</td>
</tr>
<tr>
<td>**Performance Objective:**</td>
<td colspan="4">AHJS will meet standard on the state accountability system.
90% of all students will meet passing standard on all state assessments. Steady increases in subpopulation progress will be measured each year.</td>
</tr>
</table>

	Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1	Continue to build and modify our Curriculum Year-at-a-Glance (YAG)s for the horizontal alignment in all departments ensuring equitable experiences across content strands.	Teachers| Department Chairs| |Academic Dean| Instructional Coach| Principal	YAGs are due July 15, and are reviewed twice a year during YAG review PD time	Dept time embedded in PD days,	YAGs are a living document and should be continually changing to meet the needs and interests of students. A YAG that has not been evaluated or modified for an entire school year is contrary to this campus strategy
2	Provide training teachers to use universal screeners and other data points to ensure proper support for all learners in Tier I (classroom instruction), Tier 1B (small group intervention 4 times a week for 30 minutes) and Tier 2 (additional Math and/or reading class).	Principal| Academic Dean| Interventionists| Department Chairs	BOY, MOY, EOY/ Every 9 weeks	Universal screener Renaissance Learning	Students are receiving adequate support to progress as evidenced through progress monitoring. There is a decrease in the number of students receiving intervention and on the student failure report.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
3	Ensure that grading practices result in accurate reflection of student levels of proficiency and inspire confidence that success is attainable.	Principal| Academic Dean| Department Chairs	Quarterly Assessment	Grading Guidelines including reassessment opportunities, quarterly failure reports	SIT Team will ensure students on the failure report and referred for intervention are taking advantage of reassessment opportunities.
4	Ensure that homework guidelines are consistently implemented and that homework is meaningful and purposeful.	Principal| Academic Dean| Department Chairs	Quarterly Assessment	AH Homework Guidelines covered during October Staff Meeting with teachers, Back-to-school nights with parents, and advisory with students.	Classroom walkthroughs, Student and Parent Surveys
5	Ensure that teachers are designing engaging work that leads to profound learning.	Academic Dean| Instructional Coach| Department Chairs	Monthly	Schlechty Working on the Work (WOW), Design Qualities, Blueprint for Learning for Engaged Classrooms	Blueprint Units for Engaged Classrooms, Designed Units for Non-Engaged, Walkthroughs.
6	Continue to offer Differentiated Instruction (DI) professional development through engaged classroom training and New Employee Induction program	Instructional Coach| Academic Dean	Instructional Coaches Academic Dean	District funding for DI training that happens during the school day	Staff survey Observe practices during walk throughs and give meaningful feedback
7	Provide all teachers GT training on the qualities/needs of GT students.	GT Program Coordinator | Academic Dean	Fall Semester		Increased teacher recommendations of underrepresented populations.
8	Provide additional training to teachers to support students receiving dual special education and EL services.	Director of Special Education and District Bilingual Coordinator, Campus Administrators	Fall training with follow up spring training.	Title III funds for ESC Consultant; Release time as needed; Aligned LPAC and ARD timeline	A clear plan is in place for each student served through both special education and EL services and programs.
9	Learning walks in co-teach classes to ensure the co-teach model is implemented with fidelity.	Special Education Department Chair | Academic Dean | Assistant Principals | Principal	Every 9 weeks		Decrease of students served through Special Education on Failure report
10	Continue to integrate innovative and emerging technology, for both homework and classwork, to meet the needs of our learners.	Teachers | Department Chairs| Academic Dean	Throughout the school year during lesson planning	District - TCEA costs, and technology infrastructure cost. Campus substitute costs	Observe during walk throughs Lesson plan details

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
			for collaboration/PD days. 4 days of EC training in summer	integration and how it meets the student needs TTess observations
11 Purchase needed curriculum for CTE courses. (Compliance: Perkins)	High School Academic Dean Junior School Academic Dean	Completed by March 2023	Perkins Funds	Staff feedback survey
12 Purchase additional robotics and rocketry resources to expand programs in AHHS and AHJS. (Compliance: Perkins)	High School Academic Dean Junior School Academic Dean	Completed by March 2023	Perkins Funds	Class enrollment

<table>
<tr><td colspan="5" align="center">ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2023</td></tr>
<tr><td>District Pillar 2</td><td colspan="4">Student Readiness</td></tr>
<tr><td>Profile a Learner:</td><td colspan="4">•   Seek knowledge and understanding</td></tr>
<tr><td>Area of Focus:</td><td colspan="4">Identification of student gaps and teacher support for closing those gaps.</td></tr>
<tr><td>Performance Objective:</td><td colspan="4">Significants gains will be made in our subpopulations that have historically struggled and shown performance gaps.</td></tr>
</table>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1 Provide grades 6-12 students who struggle in reading with Intervention small group support through the Response to Intervention Time. Provide grades 6-12 students who struggle in numeracy with supplemental intervention small group support through the Response to Intervention Time. (Compliance: ESSER III)	Dr. Jimmie Walker, Executive Director of Curriculum and Instruction	Services begin mid-September and continue through May	ESSER Funds	Increased scores in Istation and Math intervention program.
2 Continue the utilization of clusters to set up progress measures.	SIT Team| Counselor Team	Ongoing	Teachers	"Next Steps" sheet is created for clusters and sent out to teachers.
3 Strengthen the Progress Monitoring of students receiving services through Special Education, 504, and language programs.	APs, EB Program Coordinator, Special Education Department Chair, Dyslexia Teacher, Counselors	End of each 9 weeks	Special Education Chair, Special Education Teachers, Dyslexia Chair, Counselors	Progress monitoring shows adequate progress of EL students. A plan is developed to support students not making progress.
4 Administer Universal Screeners three times per year on all students in Math and Reading to identify and provide RTI reading and math intervention to students on Urgent Intervention and Intervention groups on Screeners through Tier 1B and Tier 2	Academic Dean| Interventionists| Department Chairs| ELA and Math Teachers	September, January, April	Renaissance Learning (District Funds) ARI/AMI Funds Title II	BOY, MOY and EOY data will be utilized to form Tier 1b and Tier 2 Intervention groups. Students receiving intervention will make gains on their EOY Universal

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
Intervention.				Screener.
5 Students scoring a grade below 60 on the failure report, will be submitted to SIT by teacher. Progress monitoring and intervention plans will be a part of department meetings.	Dept Chairs|RTI Coordinators| Principal|Academic Dean	Every 9 weeks	Dept Meetings, Student intervention Team	Decrease of students on failure report.
6 EB: Communicate EB progress monitoring results with teachers, administrators, support staff, and parents	Campus coordinator communicates to district coordinator, campus administrators, and classroom teachers. Classroom teachers communicate progress to parents.	Every nine weeks	Time for campus coordinator to collaborate with classroom teachers to complete EL Linguistic Accommodation Sheet.	EL accommodation checklist completed for each EL student in district and uploaded into AWARE.
7 EB: Progress Monitor EL students through grades and Intervention	LP AP, EB Coordinator	Every of each nine weeks	Time for coordinators to check grades, and local assessments Time for RTI staff to evaluate progress monitoring data and collaborate with classroom teachers about intervention.	Spreadsheet of progress monitoring shows adequate progress of EL students. A plan is developed to support students not making progress. Clear plan for intervention for each RTI EL student.
8 EB: Ensure correct coding of EB students in PEIMS and on Testing Documents	Academic Dean, EB Coordinator, Data Processor, Lead Counselor	By Snapshot October 2021; Middle of Year LPAC changes; End of Year LPAC Changes Adheres to testing calendar dates for each grade level	Time for coordinators to check coding; time for PEIMS data clerks to enter coding Time for counselors to carefully check all pre-coded testing booklets and make any changes needed. Cross check- with MOY LPAC Language Decision Making	District Bilingual Coordinator's final audit of student coding across district All EL students are correctly coded for testing purposes.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
9 EB: Use EB linguistic accommodations checklist to document notes by 9 weeks	Campus Coordinator and Classroom teachers	BOY MOY EOY	Time for coordinators to communicate with stakeholders.	Spreadsheet of progress monitoring shows adequate progress of EL students. A plan is developed to support students not making progress. All stakeholders are informed of student progress in a timely manner.
10 Special Education teachers will be the Advisor to the Ss on their case load. They will check agendas, grades, and support with content during Advisory.	Academic Dean, Special Education Department Chair, Special Education Teachers	Once a week; Monitored MP1, MP2, MP3, MP4	Special Education Chair, Special Education Teachers,	A decrease of Ss who receive Special Education services on the the Failure Reports.
11 Sped Services: During advisory, special education teachers will provide subject specific support for their Ss in the areas of Reading and Writing, Math and Science, and Social Studies.	Academic Dean, Special Education Department Chair, Special Education Teachers	4 times a week; 4 courses	Special Education Chair, Special Education Teachers,	Spreadsheet of progress monitoring shows adequate progress of SPED students. A plan is developed to support students not making progress.

<table>
<tr><td colspan="2" align="center">**ALAMO HEIGHTS ISD**
CAMPUS IMPROVEMENT PLAN
2023</td></tr>
<tr><td>**District Pillar 3**</td><td>**Student Well-Being and Safety**</td></tr>
<tr><td>**Profile a Learner:**</td><td>
- Develop a healthy sense of self
- Employ skills for life
- Engage socially and globally
</td></tr>
<tr><td>**Area of Focus:**</td><td>Providing the necessary support structure for our students and community.</td></tr>
<tr><td>**Performance Objective:**</td><td>Kindness Campaign Programs, Random Acts of Kindness, Mentor Program, Snack Pack 4 Kids, and other socio-emotional programs are in place to support our students and give resources to families/community.</td></tr>
<tr><td>**Area of Focus:**</td><td>There are campus-wide methods to disseminate awareness and action toward strong character</td></tr>
<tr><td>**Performance Objective:**</td><td>There is a significant decrease in the number of incidents of mistreatment and teachers/students engaged monthly around character education

Strengthen our character education by becoming a common-sense media digital citizenship certified school.</td></tr>
</table>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1 Develop core framework of coordinated classroom guidance support that is engaging, relevant and scaffold to meet students' developmental needs at each grade level.	Yadira Palacios, Mike Snell, Claudia Gonzales, Lisa Lucas	Monthly meetings, Fall planning	District Counselor Meetings/Advisory Lessons	Monthly Counselor Interactions with students.
2 Continue to increase effectiveness of campus programs that will enhance the character, behavior, and leadership of the students and staff.	Character Team, Advisory Team	Monthly meetings	Character Education through Advisory lessons; Kindness Week	Decrease in mistreatment cases
3 Continue to increase the consistency and effectiveness of the Junior School Ambassador Program to promote tolerance, acceptance and safety.	Lisa Lucas - Wellness Counselor, Family Group Leaders, Student Ambassadors	Ongoing	PTO Partnership	Ongoing support for new students and programs led by students

	Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
4	Ensure all students are aware and participate in the ExtraCurricular Code of Leadership.	Principal| Assistant Principals| /UIL Coaches	August/September	AH District Extracurricular Code of Leadership	100% participation of all students on extracurricular teams.
5	Implement campus procedures so that students have evenly distributed due dates for projects and tests across subject areas.	Academic Dean, Campus Leadership Team	Quarterly	Testing Calendar	Testing Calendar does not have projects due or tests scheduled the day after No Homework Nights. No more than 2 tests or major projects are scheduled on any given day.
6	Address with parents the impact over-scheduling and Pre-AP course loads can have on the social and emotional well-being of their children.	Principal| Academic Dean| Counselor Team	5th to 6th Transition parent meetings; 8th to 9th transition meetings; Counselor registration meetings with new to district students.	AH HW Guidelines, AHJS Course Catalog	Number of drops at 9 weeks and semester failure report
7	Enforce behavioral consequences clearly and consistently based on the severity of the infraction, disciplinary history, and student's ownership of behavior.	Assistant Principals	Daily	Mistreatment Flow Charts, Incident Report Historical Data	APs will have a monthly calibration to ensure they are being consistent with consequences.
8	Discourage the dropping off and/or delivery of lunch to children on campus for reasons of safety, security and exclusivity.	Principal		District-Wide Message/Back to school Nights/ Monday Mail Communication with Parents	Decrease in lunches delivered/dropped-off
9	We will continue to use Character Strong, a social emotional learning curriculum, to support our student development and social well-being [Vision 2020- Social Emotional Learning].	Principal| Character Team| Academic Dean	June 2020	Campus Funds	A culture of acceptance and inclusivity is reported by students on their Panaroma survey.
10	Build common language, and opportunities for learning on the 8 Keys of Excellence and AHJS core values.	Wellness Counselor, Assistant Principals, Character Committee, Advisory Committee	1st 2 weeks of Advisory	Advisory Lessons, Advisory Committee	Teacher/student feedback on advisories
11	Implement teacher/student/parent training around 5 forms of mistreatment.	Wellness Counselor, Assistant Principals	Every 9 weeks	Forms of Mistreatment and Matching Kindness posters. Mistreatment Flow Charts.	Increased accuracy identifying mistreatments on student incident reports.
12	Train all staff and volunteers to actively	Assistant Principals	August In-Service Days,	Duty and Supervision	Decrease of incident reports

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
supervise students because unsupervised times can lead to mistreatment.		Quarterly	Schedule	during common times (i.e. lunch, recess, after school, before school).

<table>
<tr>
<td colspan="5" style="text-align:center">ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2023</td>
</tr>
<tr>
<td>District Pillar 4</td>
<td colspan="4">Engaged and Well-Rounded Students</td>
</tr>
<tr>
<td>Profile a Learner:</td>
<td colspan="4">• Communicate and collaborate
• Engage socially and globally</td>
</tr>
<tr>
<td>Area of Focus:</td>
<td colspan="4">Support of our at-risk populations to have enrichment opportunities</td>
</tr>
<tr>
<td>Performance Objective:</td>
<td colspan="4">Increase balance of students in academic/extra-curricular activities by providing relevant programs for students</td>
</tr>
</table>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1 We will continue to provide students with opportunities to learn about course availability, open enrollment, course requests through Spring Counselor Classroom Visits and Transition Meetings	Dean, Counselors, Admin Team, Dept Heads	Spring 2022	Scheduling classroom visits,	Student Survey
2 We will offer a student interest groups fair in the Fall to encourage participation from all students	Assistant Principal for Clubs Student Council Club sponsors	September 2021	Sports, Fine Arts, Interest Club Fair, Time during the school day, Student survey	Participation in Sports, Fine Arts, Clubs, Student Survey
3 Seek feedback from parents to design parent engagement events that appeal to parents, provide concrete strategies and resources to support language development at home, and are scheduled at convenient times and dates. Ensure all parent communication is available in home languages.	Principal	August 2021 -May 2022	Title III funds	Increased parent involvement as evidenced through sign-in sheets
4 Ensure 5th grade teachers are prepared to discuss 6th grade course selections with EL parents	Elementary Academic Dean (in collaboration with JS Dean) ; Academic Dean (course description book)	Fall communication meeting with follow up written guidance for course selection	Release time for 5th grade teachers to accommodate all parent at conferences	A clear description of course selection options is documented and available to all teachers and parents.The recommended DLSI track is

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
				explained to all students.
5 Expand family engagement opportunities to include events that showcase family contributions of language minority families.	Bilingual Parent Liaison Committee	One event in the Fall and One in the Spring (Feria de la Universidad)	Parent Liaison Stipend; Time to align family events with campus cultural calendars.	Parent Survey
6 Communicate TELPAS results directly with parents	Classroom teachers| LP AP	Fall Parent Conferences or Staffing meetings	Time for classroom teachers to understand TELPAS results; Time for classroom teachers to meet with parents; copies of TELPAS results; Talking points for teachers to explain TELPAS to parents	All parents receive TELPAS scores during parent conferences with AH staff.

<table>
<tr><td colspan="2" align="center">**ALAMO HEIGHTS ISD**
CAMPUS IMPROVEMENT PLAN
2023</td></tr>
<tr><td>**District Pillar 5**</td><td>**Community Engagement**</td></tr>
<tr><td>**Profile a Learner:**</td><td>
- Seek knowledge and understanding
- Develop a healthy sense of self
- Think critically and creatively
- Communicate and collaborate
- Employ skills for life
- Engage socially and globally
</td></tr>
<tr><td>**Area of Focus:**</td><td>Communication and transparency in decision-making and opportunities for students.</td></tr>
<tr><td>**Performance Objective:**</td><td>Increase family school connection by co-constructing understanding of mission, vision, processes, and goals.</td></tr>
</table>

	Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1	Build common language around decision making, so that decisions are transparent and connect to the bigger why (i.e. short term vs long term impact, alignment to our vision and mission, zoom in/out lens greater picture) [Vision 2020- Communication].	Principal| administration team	Ongoing		Decision making will be transparent as a trademark of impeccable character from leadership.
2	We will continue to develop systems to ensure that information to parents of EL students is provided in the home language.	Administration | Teachers	Ongoing	District Resources; PTO Volunteers for translation	Parent Survey
3	Increase partnerships and awareness around existing programs	Administration and Counselor Team	Ongoing	Partnerships	At least 1 more significant partnership

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
4 We will provide engagement nights to connect with families and co-construct the vision for the school year.	Administration Night	Ongoing	Back to school nights, electives night, transition night, Cafecitos, TELPAS night,	Parent Survey Feedback
5 Monday Mail will continue to streamline communication for parents on events on campus for students and parents.	Principal	Weekly		Parent Survey Feedback
6 Vision 2020- Social Emotional Learning: Provide Service learning opportunity for students to engage in civically-minded ways to positively impact their community.	Wellness Counselor, Character Committee	Service Learning Week	Week Long Advisory for Project Development	Service Learning Projects

<table>
<tr>
<td colspan="2" align="center">

ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2023

</td>
</tr>
<tr>
<td>**District Pillar 6**</td>
<td>**Professional Learning and Quality Staff**</td>
</tr>
<tr>
<td>**Profile a Learner:**</td>
<td>

- Seek knowledge and understanding
- Think critically and creatively
- Communicate and collaborate
- Employ skills for life

</td>
</tr>
<tr>
<td>**Area of Focus:**</td>
<td>Strategically place support systems in place for staff knowledge and skills</td>
</tr>
<tr>
<td>**Performance Objective:**</td>
<td>Support systems are tailored to meet teacher needs and increased teacher retention</td>
</tr>
</table>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1 Expand and improve teacher mentoring program, while continuing new teacher collaborative support sessions.	Admin Team	Ongoing/monthly	Layers of Support Structure, monthly meetings	Teacher surveys and retention, walkthrough data
2 Use the profile language during monthly department/staff/new teacher meetings.	Admin Team/Instructional Coach	Ongoing	Highlight descriptors of the Profile during Walkthroughs/Campus Newsletter	Student Panaroma Survey 12 outcomes of Profile of a Learner.
3 Provide one-on-one coaching for new teachers and teachers who need support.	Admin Team/Instructional Coach	Ongoing	Cristie Christopher and other instructional coaches	Walkthrough data
4 Provide professional development for staff on role of technology in the classroom, blended learning and how to teach in a block period.	Dean, Instructional Coach	Beginning of the Year PD, Ongoing	Instructional Coach developed PD	Walkthrough Data
5 Increase debriefs from classroom walkthroughs	Admin Team/Instructional Coach	Ongoing	Admin Meetings	Admin will debrief on trends observed in classrooms
6 Provide initial and ongoing professional development and mentorship opportunities for content-based ESL teachers to provide academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.	Principal	August 2021-May 2022	Title III funds	TELPAS student data

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
7 Provide teachers with initial and ongoing training on Identification and Assessment, Social and Emotional Needs, Creativity and Instructional Strategies and Differentiated Curriculum.	Principal	August 2021-May2022	N/A	Number of teachers trained for Gifted and Talented
8 Provide professional development opportunities for language program teachers to implement program expectations with fidelity (i.e., language objectives, 7-Steps Strategies, WELLS, Estrellita, Esperanza, and Reach).	Principal| LP AP| LP Coordinator	August 2021-May 2022	Title III funds, campus DLSI monthly meetings,	TELPAS student data
9 Vision 2020 Communication- Create Divergent Thinking Protocol- define the understanding of the problem, dialogue through considerations, be transparent with decision making, and trust decisions made- and train staff on how to use protocol.	Principal| Campus Design Team	Fall 2021	Title 2 Funds	Protocol is used consistently for divergent thinking, problem-resolution.
10 Provide opportunities for secondary campus leadership to visit and observe high-achieving high schools to learn from established and effective procedures for grading, planning, and social emotional learning. (Compliance: Title 2)	Dr. Jimmie Walker, Executive Director of Curriculum and Instruction	Completed by March 2022	Perkins Funds	Staff Feedback Survey
11 Provide CTE teachers with professional development opportunities through attendance at state and national conferences, campus visits, authentic student rocketry experiences, and training sessions at Region XX. (Compliance: Perkins)	Charlotte Dolat, High School Academic Dean Dr. Yadira Palacios, Junior School Academic Dean	Completed by March 2022	Perkins Funds	Staff Feedback Survey

<table>
<tr><td colspan="2">ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2023</td></tr>
<tr><td>District Pillar 7</td><td>Fiscal and Operational Systems</td></tr>
<tr><td>Profile a Learner:</td><td>
• Seek knowledge and understanding
• Develop a healthy sense of self
• Think critically and creatively
• Communicate and collaborate
• Employ skills for life
• Engage socially and globally
</td></tr>
<tr><td>Area of Focus:</td><td>Ensure support structures are in place for the safety of our staff and students and efficient operation of our learning day and learning instructional time.</td></tr>
<tr><td>Performance Objective:</td><td>Support systems are tailored to meet the needs of parents, students, and staff.</td></tr>
</table>

	Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1	Students will receive training on Standard Response Protocol and will practice the drills monthly.	Assistant Principals	Quarterly	Scheduled times for safety assemblies, SRP protocols, drills on calendar	Safety Drill after action reviews completion in Crisis Go App
2	Vision 2020- Communication: We will assess communication structures to ensure families have multiple opportunities to receive information and plan for their child's schooling (i.e. launching the school year, registration for the upcoming year).	Principal	August 2021- May 2022	Site Base Decision Making Committee	Parent Survey
3	We will form professional learning communities focused on strengthening our Tier I instruction.	Academic Dean, RTI Coordinators, Instructional Coach	Weekly Campus Planning Time	Progress Monitoring every 3 weeks	Decrease number of students on failure report
4	We will have campus department days to provide professional development on small group instruction at the secondary level.	RTI Coordinators, Instructional Coach	Bi-Semester	General Campus Fund for substitutes	Teacher action plans for targeted small group instruction.
5	Vision 2020 Resources and Relationships- Create a platform where all staff members feel safe to provide feedback, engage in	Principal| Assistant Principals	August 2021- May 2022	Campus Design Team	Team Meets quarterly and staff feels their needs are heard and met as reflected

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
problem-solving, and allow for divergent thinking to be addressed (ex. Mule Team).				on staff survey.
6 After school Study Hall: After school tutoring free of charge with certified teachers will be provided 3 days out of the week. Ss on free and reduced lunch will have access to the the late bus.	Principal| Content Coordinator	3 x a week	Teachers; Transportation	Attendance rosters to Study Hall will be compared to Failure Report
7 Vision 2020- Communication: Continue to build common planning periods in our master schedule for core content areas; helping our teachers purposeful plan instruction to meet the needs of ALL students	Academic Dean| Department Leads Teachers	Built in MS in June each year	DH Protocol May for dept proposal, Admin Feedback, Summer Finalization	Collaboration during planning periods Lesson plans YAGs Teacher survey

Alamo Heights Independent School District

Campus Improvement Plan
2023-24

Principal: Jana Hawkins

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.

<table>
<tr><td colspan="2" style="background-color:yellow">ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2023</td></tr>
<tr><td>District Pillar 1</td><td>Student Learning and Progress</td></tr>
<tr><td>Profile a Learner:</td><td>Seek knowledge and understanding
Think critically and creatively
Communicate and collaborate</td></tr>
<tr><td>Area of Focus:</td><td>• Enhance success for all students by challenging students in releveant, rigorous academic instruction students ing students in a relevant, rigorous academic program with differentiated instruction and accommodations, as needed, and by using various assessment strategies to monitor the ongoing progress of students. • Focus on strategies in all academic areas that enhance reading comprehension and writing. • Use technology, including online curriculum resources, as an integrated tool for learning and teaching across the curriculum.</td></tr>
<tr><td>Performance Objective:</td><td>100% of AHISD students will engage in an age-appropriate, developmentally challenging curriculum.</td></tr>
</table>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1 Offer on-going professional development, designed by the Campus Design Team, to support staff.	Jana Hawkins, Principal	ongoing	Title II Class Size Reduction Funds	Observation and collaboration between teams. End of the year survey from campus design team.
2 Ensure that Instructional Coach works with classroom teachers on strategies in the classroom	Jana Hawkins, Principal	ongoing	District Funds	Increase in student performance as indicated by STAAR scores and CBAs.
3 Assemble an action team to support DI initiative.	Campus Design Team Instructional Coach	ongoing	Teacher time for after school meetings	Increase in student performance as indicated by STAAR scores, CBAs and Student/Parent survey feedback.
4 Increase the number of students reaching Masters Level of STAAR by 20% in all math, reading, and science.	Heather Smith , Assistant Principal	ongoing	Campus Budget to Purchase Materials	STAAR Data

	Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
5	Investigate data to determine changes that may be needed for Special Education students' instruction, setting, etc.	Special Education teachers, Administration, Emily Melngalis	ongoing	SPED Department Meeting Time	Increase in student performance as indicated by CBA and STAAR A scores
6	Implement Peer Coaching Models	Jana Hawkins, Principal	ongoing	Release Time for teachers to observe classrooms provided by administrators.	Increase in student engagement, performance and critical thinking
7	Ensure that all Cambridge Reading Language Arts Teachers are ESL Certified	Jana Hawkins, Principal	ongoing	Campus Funds	Staff Checklist
8	Ensure that all Cambridge homeroom teachers complete, at minimum, Days 1 and 2 of GT hours.	Jana Hawkins, Principal	ongoing	Campus Funds	Staff Checklist
9	Ensure teachers share differentiated experiences (strategy, lesson, work product from current instruction) with their grade levels.	Design Team Member	ongoing	Grade Level Meetings	Grade Level Team Principal Reports
10	Research the science instruction of other schools and strategize with Elementary Academic Dean.	Science Vertical Team	ongoing	Vertical Team Meetiings	Increase in Science STAAR/CBA Scores
11	Integrate innovative and emerging technologies to meet the needs of diverse learners.	Tech Director, Instructional Coaches, Campus Tech Facilitators	ongoing	District/Campus Funds	Higher levels of integration as measured by STAR
12	Ensure that 1st, 2nd, and 3rd Grade Teachers are Trained in the Science of Teaching Reading (Reading Academy)	Jana Hawkins, Principal Natalie Brown, Elementary Academic Dean	ongoing	District/Campus Funds	Increase scores in MClass Results

<table>
<tr><td colspan="2" align="center">**ALAMO HEIGHTS ISD**
CAMPUS IMPROVEMENT PLAN
2023</td></tr>
<tr><td>**District Pillar 2**</td><td>**Student Readiness**</td></tr>
<tr><td>**Profile a Learner:**</td><td>•   Seek knowledge and understanding</td></tr>
<tr><td>**Area of Focus:**</td><td>Data will be tracked at regular intervals for a clearly defined student group to monitor and adjust instruction to close the achievement gap for our low SES students.</td></tr>
<tr><td>**Performance Objective:**</td><td>95% of all students in grades 3-5 will meet or exceed the state passing standard on STAAR Reading
90% of all 5th Graders will meet or exceed the state passing standard on STAAR Science
90% of all students in grades 3-5 will meet or exceed the state passing standard on STAAR Math
Hispanic, SPED, Ed students will meet or exceed the state system safeguards in all STAAR Test
70% of Bilingual 5th Grade Students will meet or exceed the satisfactory level on STAAR Science
Increase the number of students scoring at the advanced level on STAAR I all grades and content areas tested
Increase the number of students at the advanced level of TELPAS by 10 %</td></tr>
</table>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1 Implement interventions (by teachers) to improve any STAAR score below 80% through the use of before/after school tutoring; materials, RtI, LEP Parent Involvement Meetings	Jana Hawkins, Principal	2023-2024	Eduphoria Aware Title I, Title II, Title III Title V funds State Compensatory Education Funds	Formative: Previous year's STAAR scores, Pre-assessment Documents Summative: STAAR score reports and AEIS
2 Analyze CBA data (by teachers) to monitor student progress, evaluate instruction and inform efforts to improve student achievement.	District Testing Coordinator, District Administrators, Campus Administration	BOY, MOY, EOY	District technology for data management, professional development, monthly meetings	Teachers will effectively interpret data and intervene accordingly to increase student achievement.
3 Provide K-2 students who struggle in reading with Leveled Literacy Intervention small group support through the Response to Intervention Time. Provide PK-2 students	Academic Dean K-5	Services begin in mid-September and continue through May	Title I funds	Scores on Istation, MAP growth, and M-Class

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
who struggle in numeracy with supplemental intervention small group support through the Response to Intervention Time. (Compliance: Title 1)				
4 Seek feedback from parents to design parent engagement events that appeal to parents, provide concrete strategies and resources to support reading at home, and are scheduled at convenient times and dates.	Principal	August 2023-May 2024	Title I funds	Title 1 data evidence
5 Research schools with similar demographics to Cambridge whose Hispanic and EcD students are meeting or exceeding state standard. Findings will be shared, analyzed, and implemented campus-wide.	Jana Hawkins Principal,	2023-2024	Teacher/Site Base Members time	The performance level of Hispanic and Economic Disadvantaged students will increase.
6 Ensure that teachers of Spanish-speaking students attend the Summer Language Academy to explore new strategies for use in the classroom.	Heather Smith , Assistant Principal	2023-2024	Title III funds	Teachers will utilize best practice and increase student achievement as Dual Language is added to grade levels at Cambridge.
7 Focus on math fluency and automaticity by having teachers use assessment to guide instruction, involving students in goal setting and creating engaging activities.	Elementary Academic Dean, Teachers, Interventionists	2023-2024	Kim Sutton Full Day PD, Curriculum Forum, Learning Days	Growth of students in AIMS Web Computation EOY scores will outpace national norms.
8 Ensure that all faculty and staff receive ELPS/TELPAS Overview Training	Heather Smtih & Mariana Medaris	2023-2024	Faculty Meeting	Increased awareness of LEP population needs
9 Ensure that all EB Certified teachers complete SIOP training	Heather Smith	2023-2024	Region 20 Training	Teacher checklist; Evidence of Sheltered Instruction Strategies in the classroom
10 Increase number of EB Certified teachers	Jana Hawkins , Principal	2023-2024	Region 20 training, test prep	Minimum of 2 teachers per grade level certified
11 Provide research based interventions specific to each RtI level.	District RtI director, interventionists	Ongoing	Title I, Title III funds	
12 Ensure comprehensive implementation of a Science of Teaching Reading	Elementary Academic Dean, Heather Smith , Assistant Principal, Instructional Coach	Ongoing	School, PTO and AH Foundation grants	Increase of student reading skills

	Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
13	Utilize Aware reports and assessment data to plan and design focused instruction in all content areas to increase student achievement	Teachers, Instructional Coach , Teachers	Ongoing	n/a	Increased student achievement on local and state assessments
14	Analyze and track data, ensure PEIMS/LRE coding and Tier Placement for ESL, Bilingual, and SPED students	Teachers, interventionist, Admin, LSSP	ongoing	n/a	imporved achievement on local and state assessment
15	Communicate progress monitoring of EL students with teachers, administrators, support staff and parents	Mariana Medaris, Heather Smith, Teachers	Each Nine Weeks		spreadsheet of progress each nine weeks
16	Provide Title 1 students with supplemental support, time, and resources during summer school. (Compliance: Title 1)	Academic Dean K-5	Completed by July 1, 2024	Title 1 Funds	Scores on Istation, MAP growth, and M-Class

<table>
<tr><td colspan="5" style="text-align:center">ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2023</td></tr>
<tr><td colspan="2">District Pillar 3</td><td colspan="3">Student Well-Being and Safety</td></tr>
<tr><td colspan="2">Profile a Learner:</td><td colspan="3">
• Develop a healthy sense of self
• Employ skills for life
• Engage socially and globally</td></tr>
<tr><td colspan="2">Area of Focus:</td><td colspan="3">Enhance success for all students by supporting their social and emotional develpoment through a variety of coordinated efforts.</td></tr>
<tr><td colspan="2">Performance Objective:</td><td colspan="3">100% of Cambridge students will successfully cope with social and emotional challenges.</td></tr>
<tr><td colspan="2">Area of Focus:</td><td colspan="3">Clearly defined character education initiatives</td></tr>
<tr><td colspan="2">Performance Objective:</td><td colspan="3">Cambridge Elementary students will have a well-defined understanding of behavior expectations and the importance of impeccable character.</td></tr>
</table>

Action Items:		Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1	Implement the 11 Principles of Character Education throughout each school day.	Jana Hawkins Heather Smith Counselor Teachers	2023-2024	PTO Grants	Office Refferals will decrease
2	Provide monthly guidance lessons based on the Cambridge Core Values	Counselors	2023-2024	PTO Grant	
3	Hold Daily Classmeetings focusing on Character using Promsing Practices Curriculum	Classroom Teachers	2023-2024	PTO Grant	meetings documented in lesson plans
4	Character Education Committee consisting of Staff Members to meet monthly	Counselors & Teachers	2023-2024	School Funds	monthly meetings from committee
5	Incorporate social and emotioinal wellness opportunities for staff	Campus Design Team	2023-2024	School Fund	End of the Year Design Survey
6	Provide age-appropriate guidance lessons in each classroom	Counselors	2023-2024	School Funds	Students are equipped to meet social and emotional challenges

	Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
7	Continue to Implement Solid Roots Beahvioral interventions to Tier 2 and 3 students to improve emotional, behavioral, and social skills	ACE Teacher, Heather Smith, Counselors	2023-2024	School Funds	Yearly Progress Reports
8	Continue a Kindness Committee made up of 5th Grade Students.	Counselors	2023-2024	School Funds	Students will work with other students during the year on character education
9	Implement Mentors for our identified at risk students	Counselors	2023-2024	Campus Budget	End of the Year Survey
10	Implement AHISD Heart of Heights recommendations on social and emotional wellness, character education and digital citizenship.	Cambridge Staff	2023-2024	Campus Budget	Parent Surveys & Counselor Updates
11	Vision 2020 #1 All staff will be trained and feel confident in their ability to support students' social and emotional learning. Structures will be in place which assure direct social-emtional learning is protected part of the schedule as well as embedded and integrated into the curriculum.	Teachers, Admin, Counselors	2023-2024	Campus Budget	Data from Counselors and Asst. Principal
12	Vision 2020 #2- A Feeling of belonging - Mentor program Kid to kid & a Mentor for New Parents Every individual feels confident with sharing his/her unique voice, perspective,and identity. They feel valued as an important member of this community and have a strog sense of trust amongst one another. Any bariers that could result in the creation of exclusivity are consciosly removed and each individual feels a strong sense of belonging.	Teachers, Admin, Counselors	2023-2024	N/A	Surveys
13	Implement Project Wisdom message of the day on CNN with supporting lesson plans and writing prompts in classroom instruction.	Jana Hawkins	2023-2024	School Funds	Students learn life lessons through exposure to the wisdom of role models

<table>
<tr>
<td colspan="2" align="center">ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2023</td>
</tr>
<tr>
<td>District Pillar 4</td>
<td>Engaged and Well-Rounded Students</td>
</tr>
<tr>
<td>Profile a Learner:</td>
<td>

Communicate and collaborate
Engage socially and globally

</td>
</tr>
<tr>
<td>Area of Focus:</td>
<td>Inclusion of at-risk students in enrichment and intervention activities</td>
</tr>
<tr>
<td>Performance Objective:</td>
<td>Provide opportunities and access for all students to participate in all campus events and activities.</td>
</tr>
</table>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1 Provide scholarships for after school enrichment program and/or invitations for at risk students.	Jana Hawkins, Principal, Tammy Wasson	2023-2024	Teacher volunteers	Increased participation of at risk students in enrichment classes.
2 Ensure that newsletters and all communication are translated for Spanish speaking families.	Cambridge Staff	2023-2024	Title III funds	Increased participation of Spanish speaking families
3 Provide field trips for students and their families through Explore.	Explore Committee	2023-2024	PTO Grant funded	Students learning expanded through exposure to art, festivals, museums, etc.
4 Utilize Social Media outlets to promote positive attributes of our school and studens - Twitter, Facebook	administrators, Teachers	2023-2024	N/A	increased followers
5 Seek feedback from parents to design parent engagement events that appeal to parents, provide concrete strategies and resources to support language development at home, and are scheduled at convenient times and dates. Ensure all parent communication is available in home languages.	Principal	2023-2024	Title III funds	Increased parent involvement as evidenced through sign-in sheets
6 Vision 2020 #4 Develop a common understanding of values, beliefs, and	Cambridge Staff	2023-2024	N/A	ongoing

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
direction of our school by having common language, protocols for plannign and designing.				

<table>
<tr><td colspan="5" align="center">ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2023</td></tr>
<tr><td colspan="2">District Pillar 5</td><td colspan="3">Community Engagement</td></tr>
<tr><td colspan="2">Profile a Learner:</td><td colspan="3">

Seek knowledge and understanding
Develop a healthy sense of self
Think critically and creatively
Communicate and collaborate
Employ skills for life
Engage socially and globally

</td></tr>
<tr><td colspan="2">Area of Focus:</td><td colspan="3">Welcoming New Families, Foster relationships with existing families and community partneres</td></tr>
<tr><td colspan="2">Performance Objective:</td><td colspan="3">Increase amount of time intentionally allocated to new families and foster relationships with community partners</td></tr>
</table>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1 Seek feedback from parents to design parent engagement events that appeal to parents, provide concrete strategies and resources to support reading at home, and are scheduled at convenient times and dates. (Compliance: Title 1)	Academic Dean K-5	2023-2024	Title 1 Funds	Parent Feedback Survey
2 Recruit PTO to assign mentors for new families to Cambridge	Admin and Counselors	2023-2024	time allocation	feedback from new families
3 counselor check in with new students to CE though lunches	Counselors	ongoign as we enroll new students	time allocaiton in schedule	feedback survey
4 Hold Stay and Play Each 6 Weeks for Families to meet one Another at the Cambridge Playground	Administration PTO Board	2023-2024	Time Allocation in Schedule	Parent Feedback Survey

<table>
<tr><td colspan="5" style="background-color:yellow">ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2023</td></tr>
</table>

District Pillar 6	**Professional Learning and Quality Staff**
Profile a Learner:	• Seek knowledge and understanding • Think critically and creatively • Communicate and collaborate • Employ skills for life
Area of Focus:	100% of Cambridge faculty and staff will be high-performing according to district standards
Performance Objective:	Cambridge will hire faculty and staff that meet district standards and provide an induction program that supports the district mission.

	Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1	Provide ongoing staff development for staff through Adult Learning, Learning Days, grade level collaborations and off campus workshops	Administrators, Elementary Dean	2023-2024	Campus funds	Walk throughs and observations
2	Ensure that a cohort of faculty participate in the "Teacher Leadership Academy" and meet with participants monthly.	Principal, Assistant Principal,	2023-2024	District/campus funds	Teacher leaders will implement risk-taking projects that support campus goals.
3	Provide mentors for all new staff & meet monthly	Administrators, Lead Mentor	2023-2024	Campus Funds	Teachers will experience satisfaction in the workplace resulting in high performance.
4	Implement "Teachers Teaching Teachers" : peer coaching, faculty meeting share-outs, instructional rounds	Jana Hawkins , Principal	2023-2024	Release time for teachers	Teachers will invite peers to observe, will observe other teachers, and will conference about their practice in order to improve instruction.
5	Hold conferences with new employees after 1st 9 weeks to determine success of initial induction	Jana Hawkins, Principal	2023-2024	Time	Campus leadership will evaluate effectiveness of teacher induction and

Action Items:		Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
					mentoring and provide assistance as needed resulting in teacher retention.
6	Train teachers in foundational training for Gifted and Talented	Principal Elementary Academic Dean	2023-2024	N/A	
7	Provide professional development opportunities for language program teachers to implement program expectations with fidelity (i.e., language objectives, 7-Steps Strategies, WELLS, Estrellita, Esperanza, and Reach)	Principal	2023-2024	Title III funds	TELPAS student data
8	Provide initial and ongoing professional development and mentorship opportunities for content-based ESL teachers to provide academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.	Principal	2023-2024	Title III funds	TELPAS student data
9	Vision 2020 #3- All staff feel supported and valued. Their time and workload are considered when decisions are being made.	Admin, Campus Design Team, Staff	2023-2024	n/a	staff surveys
10	Provide PK-2 teachers with high quality professional development on best practices in early literacy and numeracy through professional development and ongoing coaching and collaborative conversations.	Academic Dean K-5, Instructional Coach	Completed by March 2023	Title 1 Funds	Staff Feedback Survey
11	Communicate with all stakeholders about initiatives on campus AND how each one relates to our mission and/or Vision 2020 and/or targeted focus for the year.	Jana Hawkins , Principal Cambridge Staff	2023-2024		February Fedback

<table>
<tr><td colspan="2" style="background-color:yellow">ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2023</td></tr>
</table>

District Pillar 7	Fiscal and Operational Systems
Profile a Learner:	• Seek knowledge and understanding • Develop a healthy sense of self • Think critically and creatively • Communicate and collaborate • Employ skills for life • Engage socially and globally
Area of Focus:	Fiscal responsbility with campus budget and curriculum and enrichment grants from CE PTO
Performance Objective:	Ensure 100% of fiscal allocations directly allign with district and campus action items

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1 Campus Budget allocations align with Profile of a Learner and CIP Goals	Campus Principal and Staff request for Items	2023-2024	Campus Budget	
2 Curriculum and Enrichment grants aign with CIP aeas of focus and profile of a learner	admin, counselor, and PTO Exec. Board	2023-2024	PTO Curriculum and Enrichment Allocaitons	Grants submitted and appproved for the 2022-2023 school year

Alamo Heights Independent School District

Campus Improvement Plan
2023-24

Principal: Gerrie Spellmann

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.

<table>
<tr><td colspan="3" align="center">**ALAMO HEIGHTS ISD**
CAMPUS IMPROVEMENT PLAN
2023</td></tr>
<tr><td>**District Pillar 1**</td><td colspan="2">**Student Learning and Progress**</td></tr>
<tr><td>**Profile a Learner:**</td><td colspan="2">• Seek knowledge and understanding
• Think critically and creatively
• Communicate and collaborate</td></tr>
<tr><td>**Area of Focus:**</td><td colspan="2">Challenging students in a relevant, rigorous academic program with differentiated instruction.</td></tr>
<tr><td>**Performance Objective:**</td><td colspan="2">All students will be engaged in a challenging curriculum.
Teachers will participate in learning and planning activities to enhance their abilities as leaders, designers, and guiders of rigorous and engaging instruction.</td></tr>
</table>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1 Differentiate instruction in the core curriculum to address the needs of defined groups. [Vision 2020: Resources and Relationships]	Teachers, Instructional Coach	Ongoing	Campus budget	Evidenced in walkthroughs and student performance
2 Meet or exceed the state and federal targets for performance status on the TEA System Safeguards for our economically disadvantaged, SPED and Hispanic population will	Administration and all professional staff	Ongoing	Campus budget, Title I and Title III funds	Improved performance on STAAR and TELPAS
3 Provide engaging, higher level learning experiences that are purposeful and relevant. [Vision 2020: Resources and Relationships]	Teachers	Ongoing	Campus budget	Progress evident in walkthrough documentations and student performance on STAAR and TELPAS
4 Ensure that the Campus Design Team takes responsibility for on-going professional development and teacher support to maintain campus focus on design and the Profile of a Learning [Vision 2020: Resources and Relationships]	Campus Design Team, Teachers and Administrators	Ongoing	Campus Budget	Evidenced in walkthrough documentation and increased collaboration in team meetings focused on design.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
5	Ensure that grade levels/departments dedicate time each month for design team initiatives and learning [Vision 2020: Resources and Relationships]	Campus Design Team, Teachers and Administrators	Ongoing	Campus Budget	Evidenced in walkthrough documentation and team meeting notes
6	Increase, by 20%, the number of students in grades 3, 4 and 5 reaching the Advanced Level III in reading, math, science and writing.	Teachers	Ongoing	Campus budget to purchase materials	Evidenced on STAAR data
7	Integrate innovative technology to meet the needs of diverse learners.	Teachers and Instructional Coaches	Ongoing	Technology long-range plan	Evidenced in walkthroughs
8	Ensure that teachers design and implement rigorous, engaging lessons based on Schlechty Working on the Work (WOW) strategies and Design Qualities for student engagement	Campus Design Team, Teachers and Administrators	Ongoing	NA	Evidenced in walkthrough/formal observation documentation and T-TESS Goal Setting/End of Year T-TESS Conferences
9	Ensure that teachers follow AHISD District Homework Guidelines and communicate these guidelines with parents	Administrators and Teachers	September 2023 and throughout May 2024 as needed.	NA	Evidenced in Campus Procedure for parents, TL agenda, Parent Orientation presentations and classroom newsletters
10	Ensure that teachers use data to drive instruction	Teachers; Administrators	Ongoing	N/A	Benchmark data, STAAR and TELPAS data, AWARE, Title II funds
11	Provide teachers with initial and ongoing training on Identification and Assessment, Social and Emotional Needs, Creativity and Instructional Strategies, and Differentiated Curriculum [Vision 2020- Social and Emotional Learning]	Instructional Coach, GT Teachers, Academic Dean	Ongoing - May 2024	Gifted and Talented Budget	Sign in sheets, teacher lesson plans
12	Utilize protocols to ensure lessons are aligned with content TEKS	Admin, Instructional Coach, grade level teachers	Ongoing - May 2024	Learning Days/Planning Time	Formative Assessments, CBA's, standardized assessments etc.
13	Identify students below grade level in reading and math, specifically those identified economically disadvantaged and provide targeted small group instruction to accelerate their academic growth.	All Woodridge Staff	ongoing - May 2024	Time for teachers to plan and conduct intentional small group instruction	Formative assessments, CBA's, universal screeners and standardized assessment.

	Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
14	Implement supports for teachers with regard to instructional materials selection to ensure high quality instructional materials are in front of every student every day to maintain rigorous standards of achievement (pillar 1)	classroom teachers	ongoing - May 2024	Time during planning times	rubric
15	Collaboratively develop lessons based on data to address student learning needs and maintain rigorous standards of achievement. (Vision 2020 - Resources and relationships).	All staff	ongoing - May 2024	planning time, access to data, leadership PD focusing on disaggregating data and protocols for conversations	PLC's, universal screening data, standardized
16	Incorporate digital citizenship with morning meetings (to include SPARKS). (Vision 2020-SEL)	All staff	ongoing - May 2024	master schedule time for morning meeting	decrease in behavior referrals / reflect and correct sheets

<table>
<tr><td colspan="2" align="center">**ALAMO HEIGHTS ISD**
CAMPUS IMPROVEMENT PLAN
2023</td></tr>
<tr><td>**District Pillar 2**</td><td>**Student Readiness**</td></tr>
<tr><td>**Profile a Learner:**</td><td>•   Seek knowledge and understanding</td></tr>
<tr><td>**Area of Focus:**</td><td>Reading, Math, Science, Writing, Economically Disadvantaged, SPED and ELL/ESL students</td></tr>
<tr><td>**Performance Objective:**</td><td>95% of all students in grades 3-5 will meet or exceed the state passing standard on STAAR Reading
There will be less than 20 percentage points between ED (economically disadvantaged) and non-ED students.
90% of all 4th grade students will meet or exceed the state passing standard on STAAR Writing
90% of all 5th grade students will meet or exceed the state passing standard on STAAR Science
HISPANIC, SPED, ED students will meet or exceed the state system safeguards in reading
HISPANIC and ED students will meet or exceed the state system safeguards in writing and science
ED and SPED students will meet or exceed the federal system safeguards in reading
70% of Bilingual 5th grade students will meet or exceed the satisfactory level on STAAR science
Continue to increase the number of students scoring at the advanced level on STAAR in all grades and content areas tested
Increase the number of 5th grade students at the advanced level of TELPAS by 10 percentage points
50% of all SPED students will meet or exceed the satisfactory level on STAAR on all tests taken</td></tr>
</table>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1 Provide training for teachers on how to support EL students with linguistical accommodations in the classroom. [Vision 2020-Communication]	Assistant Principal and Teachers	Ongoing	Title III and Campus budget	ELL students use accommodations during tests
2 Provide ELPS training for all new teachers. [Vision 2020-Communication]	Assistant Principal	Ongoing	Campus budget	Improved results on state assessments
3 Ensure that students participate in ongoing formal and informal assessments that will allow teachers to use the data to drive instructional decision-making	Teachers, Administrators and Interventionist	Ongoing	Campus Budget, School Foundation Grants	Evidence of mastery of grade-level objectives
4 Ensure that staff model and provide practice opportunities for students to think	Teachers	Ongoing	NA	Evidence of improved achievement on local and

Action Items:		Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
	inferentially and critically when reading a variety of text genres. Strategies include daily opportunities to read, write, listen and speak in all content areas.				state assessments.
5	Analyze and track data, ensure correct PEIMS/LRE coding and Tier placement for ESL, Bilingual and SPED students	Teachers, Interventionist and Administrators	Ongoing	NA	Evidence on PEIMS data and improved achievement on local and state assessments
6	Utilize after school transportation to provide tutoring, homework help and academic clubs for all students that need or would like to attend. [Vision 2020-Belonging]	Teachers and Administrators	September 2023 -May 2024	Campus Budget and Foundation grant	Improved results on local and state assessments
7	Continue to provide Response to Intervention (RtI) tiered instructional practices and keep progress monitoring documentation to review at transition and support meetings	Teachers, Administrators and Interventionists	Ongoing	Foundation grant, campus budget, and Title III	Increase in achievement of students receiving tiered support and on local and state assessments
8	Ensure consistency of grade level TEKS in special education classrooms by regularly participating in general education team planning and data meetings	SPED teachers and SPED Team Leader	Ongoing	NA	Walkthroughs reflect similar best practices and teaching of grade level TEKS
9	Utilize AWARE reports, heat maps and assessment data to plan and design focused instruction in all content areas to increase student achievement	Teachers	Ongoing	Campus budget	Increased student achievement on local and state assessments
10	Support extended grade level learning and planning time through Collaborative Learning Days three times a year to align instruction/equity for diverse learners.	Teachers	Ongoing	T2 funds support substitutes for teachers attending elementary Learning Days	Lesson plans, learning day surveys/feedback, walk through data from admin noting application of learning within classroom instruction
11	Provide initial and ongoing professional development and mentorship opportunities for content-based ESL teachers to provide academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.	Assistant Principal, Campus Language Coordinator	Ongoing	Title 3 Funds are used to support Professional Development for teachers wanting to be prepared to support ESL students.	Sign in sheets, collaborative planning time scheduled, lesson plans
12	Provide professional development opportunities for language program teachers	Language program teachers and admin.	October 2023	Title 3 Funds are used to support Professional	Sign in sheets, lesson plans documenting use of

Action Items:		Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
	to implement program expectations with fidelity (i.e., language objectives, 7-Steps Strategies, WELLS, Estrellita, Esperanza, and Reach)			Development for bilingual, dual language, and Spanish Immersion teachers, and ESL teachers	programs trained
13	Continue inclusive 1st grade classroom with support	Principal, 1st grade Inclusion teacher	August 2023	NA	Improved academics and behavior of identified SPED students in Inclusive classroom
14	Continue to differentiate instruction to address the diverse needs of learners	Teachers	Ongoing	NA	Student needs met; improved achievement scores
15	Research and purchase TEKS-based materials for SPED teachers	SPED Team Leader and Teachers	December 2023	Campus Budget and SPED funds	Improved achievement on STAAR and move to a level 2 on PBMAS
16	Progress monitor EL students through local assessments	Campus Bilingual/ESL Coordinator	End of each nine week period		Spreadsheet shows progress of EL students and a plan is developed for students not making progress
17	Communicate progress monitoring of EL students with teachers, administrators, support staff and parents [Vision 2020-Communication]	Campus Bilingual/ESL Coordinator will communicate with Principal, AP and classroom teachers. Teachers will communicate with parents	End of each nine weeks period	NA	Progress shared with all
18	Increase accountability to program fidelity by conducting classroom walkthroughs specifically targeting culturally responsive strategies	Administrators	ongoing	N/A	Walkthroughs documenting strategies in Strive
19	Grading Guidelines: Ensure fidelity to AHISD grading and homework guidelines to maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success (pillar 2)	classroom teachers	ongoing each nine weeks	N/A - time for teachers to discuss during grade level planning	Weekly newsletters, lesson plans

<table>
<tr><td colspan="3">

ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2023

</td></tr>
<tr><td>**District Pillar 3**</td><td colspan="2">**Student Well-Being and Safety**</td></tr>
<tr><td>**Profile a Learner:**</td><td colspan="2">

- Develop a healthy sense of self
- Employ skills for life
- Engage socially and globally

</td></tr>
<tr><td>**Area of Focus:**</td><td colspan="2">• Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts</td></tr>
<tr><td>**Performance Objective:**</td><td colspan="2">100% of AHISD students will be supported through a district-wide program where they are positively able to cope with social and emotional challenges</td></tr>
<tr><td>**Area of Focus:**</td><td colspan="2">Positive Behaviors and Acknowledgements and Character Education</td></tr>
<tr><td>**Performance Objective:**</td><td colspan="2">Students will participate in classroom discussions about the Be the WE (school creed), the Woodridge Way, Core Essesntials and Character.org that promote a safe, well-mannered and orderly school environment and the modeling of good character</td></tr>
</table>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1 Implement the Character Strong/Core Essentials Character Education Program during classroom guidance lessons [Vision 2020: SEL and Belonging]	Counselors. teachers, WE character committee	September 2023-May 2024	Campus Budget, PTO C&E, character.org	Students will treat others right, make smart decisions and maximize their potential with data to support character.org and evidence applying for promising practice
2 Provide monthly guidance lessons based on the Be the WE (creed), Core Essentials and the Woodridge Way. [Vision 2020: SEL]	Counselors	Ongoing	Campus budget	Students will understand and model Be the WE, Woodridge Way on a daily basis
3 Implement the schoolwide expectations "Family Meeting" school wide within all areas.	All Staff	Ongoing	Campus budget	Improved behavior in the hallways and cafeteria
4 Provide classroom time to teach, model and reinforce Be the WE and Woodridge Family Meeting [Vision 2020: SEL]	Teachers	Ongoing	Campus budget	Improved classroom and school wide discipline to show evidence for application as a school of

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
				character (character.org)
5 Refine acknowledgement systems at the school and classroom level.	Character Team, Teachers and Admin	Ongoing	Campus budget	Improved classroom and school wide discipline
6 Implement Behavior RTI for identified students	Teachers, Counselors, Behavior Specialist	September 2023-May 2024	Campus budget	Improved behavior of identified students
7 Implement class meetings daily [Vision 2020: SEL and Belonging]	Teachers, counselors, Admin	August 2023 - May 2024	Campus budget	Walk throughs, evidence of treatment agreements, circles using 11 principals (in partnership with character.org)
8 Train all staff and students on the Five Forms of Mistreatment in and out of school and how to respond [Vision 2020: SEL]	Administrators and Counselors	September 2023, then as needed	Campus budget	Safe Schools Training by December 2023
9 Utilize the disciplinary protocol for mistreatment, including timely communication with parents of all involved parties.	Administrators	Ongoing	N/A	Flowchart utilized throughout the school year
10 Professional Development for counselors for high quality, current trends and practices regarding social emotional wellness along with WE character committee members with ultimate goal of applying as a state school of character. [Vision 2020: SEL and Belonging]	Counselors, WE character committee members	Ongoing	Campus buCampus budget and PTO C&Ed budget	Surveys, Continuing Ed Hours, Effectiveness of programs as well as partnering with character.org with specific training at character.org national conference
11 Trainand require all staff, volunteers and substitutes to actively supervise students at all times.	Administrators	August 2021	Campus Budget	Staff Handbook and team leader agendas, agenda for support services collaboration Aug. 31, 2023
12 Ensure counseling services support students with persistent discipline challenges. [Vision 2020: SEL]	Counselors	Ongoing	Campus Budget	Discipline records reflect counseling support
13 Integrate positive character trait TEKS and SEL into curriculum so that students will learn, practice and model essential life skills that will contribute to their academic, vocational, and personal success (Vision 2020: SEL)	all staff	August 2022- May 2023	N/A	lesson plans, discipline referrals.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
14	Safety and Security - Review and reassess, practice and implement campus safety plans and implement needed actions.	All staff and stakeholders	Ongoing - May 2023	Campus and District	Surveys, logs, meeting agendas, ALICE training

<table>
<tr>
<td colspan="5" style="text-align:center">ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2023</td>
</tr>
<tr>
<td colspan="5"></td>
</tr>
</table>

District Pillar 4	**Engaged and Well-Rounded Students**
Profile a Learner:	• Communicate and collaborate • Engage socially and globally
Area of Focus:	All students receive access to core academics and before/after school activies.
Performance Objective:	Increase amount of time students have access to core content areas and extra curricular activities.

	Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1	Recruit volunteers and secure materials needed to provide before and/or after school clubs, teams and/or leadership activities for students. [Vision 2020-Resources and Relationships]	Administrators and Volunteer staff	Ongoing	Campus budget	Increased student participation
2	Increase/maintain the number Enrichment Clubs offered	Volunteer Teachers	August 2023	teachers/staff	Increased student achievement
3	Seek feedback from parents to design parent engagement events that appeal to parents, provide concrete strategies and resources to support language development at home, and are scheduled at convenient times and dates. Ensure all parent communication is available in home languages. [Vision 2020-Communication]	Teachers, Administrators, PTO	Ongoing	Title 3 funds are used to support family engagement.	Surveys, newsletters, parent choice for parent conferences
4	Continue to communicate with parents in multiple ways in English and Spanish including, but not limited to Monday Mail, classroom newsletters, teacher websites, PTO flyers, School Messenger, etc. [Vision 2020-Communication]	Administrators, Teachers and PTO translator	Ongoing	Campus funds	Increased awareness of campus information by parents and students and increased participation in campus events.

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
5 Encourage parent, student and campus partnerships through fall and spring conferences and the signing of the Title I Compact [Vision 2020-Resources and Relationships]	Teachers	Ongoing	NA	Signed Compacts Parent Conference Survey results
6 Utilize social media outlets to promote positive attributes of our school and students [Vision 2020-Communication]	Administrators, Instructional Coach and Teachers	Ongoing	NA	Increased followers on Woodridge Twitter account and Classroom Twitter and Facebook accounts
7 Provided ongoing opportunities for Spanish speaking families including, but not limited to Adult ESL and parent/teacher committee - Noche de Cultura. [Vision 2020-Belonging]	Campus and District Administrators and Teachers	Ongoing	Campus budget and Title III funds	Increased participation of Spanish speaking families
8 Seek feedback from parents to design parent engagement events that appeal to parents, provide concrete strategies and resources to support language development at home, and are scheduled at convenient times and dates. Ensure all parent communication is available in home languages. [Vision 2020-Communication]	Principal	August 2023-May 2024	Title III funds	Increased parent involvement as evidenced through sign-in sheets
9 Seek feedback from parents to design parent engagement events that appeal to parents, provide concrete strategies and resources to support reading at home, and are scheduled at convenient times and dates. [Vision 2020-Resources and Relationships]	Title 1 teachers/staff, classroom teachers with title 1	Ongoing	Title 1-funds support interventionist salaries, supplies, and family engagement activities	Sign in sheets, agendas, newsletters, Monday Mail, parent choice for events (offered at different times/dates)
10 (Vision 2020 #2) Create opportunities for Be the WE Crew to engage in larger scope of campus - Principal Advisory, BetheWE crew in other areas (4th and 5th grades).	Administrators and Counselors	Ongoing	Campus funds	Number of student applications for different Be the WE crews, surveys of students that participate - BOY and EOY

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
11 Utilize CharacterStrong to implement a campus wide curriculum for Morning Meeting that addresses our core values as well as meets the social and emotional learning needs of our students. [Vision 2020-Social Emotional Learning]	Counselors and Classrooms Teachers	Ongoing	Campus and Local Funds	Student Feedback survey and a decreased of office referrals.

<table>
<tr><td colspan="3" style="background-color: yellow; text-align: center;">ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2023</td></tr>
</table>

District Pillar 5	**Community Engagement**
Profile a Learner:	• Seek knowledge and understanding • Develop a healthy sense of self • Think critically and creatively • Communicate and collaborate • Employ skills for life • Engage socially and globally
Area of Focus:	welcoming new families, foster relationships with existing families and community partners
Performance Objective:	Increase amount of time intentionally allocated to new families and foster relationships with community partners.

	Action Items:	**Responsible Person(s)**	**Timeline**	**Resources Human/ Material/ Fiscal**	**Evaluation**
1	Checklist available for new families/students so that they have a working knowledge of items/events that take place throughout the school year. [Vision 2020: Belonging]	Admin, Data Clerk, teachers and counselors	beginning of year and ongoing as new families enroll	none	feedback survey from new families
2	Recruit PTO to assign mentors for new families to WE [Vision 2020: Belonging]	Admin and Counselors	beginning of year and ongoing as new families enroll, principal touchback at monthly PTO exec board meetings with updates on new families	time allocation	feedback survey from new families
3	Counselor touch in/check in with new students to WE [Vision 2020: Belonging]	Counselors	ongoing as we enroll new students	time allocation in schedule	feedback survey
4	Continue relationship with School Connect to foster relationships with community partners within our community - businesses, non profits, churches [Vision 2020: Resources and Relationships]	principal and counselor	ongoing	time allocation	logs of meetings attended by admin, events scheduled with community partnering at WE
5	Close feedback loop with families and community partners [Vision 2020:	All staff (front office, admin, counselors and teachers)	ongoing	designated time allocations on schedule	feedback (informal and formal surveys) from

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
Communication]				stakeholders

<table>
<tr><td colspan="5" align="center">**ALAMO HEIGHTS ISD**
CAMPUS IMPROVEMENT PLAN
2023</td></tr>
<tr><td>**District Pillar 6**</td><td colspan="4">**Professional Learning and Quality Staff**</td></tr>
<tr><td>**Profile a Learner:**</td><td colspan="4">• Seek knowledge and understanding
• Think critically and creatively
• Communicate and collaborate
• Employ skills for life</td></tr>
<tr><td>**Area of Focus:**</td><td colspan="4">Provide recruitment and induction practices that support the District mission</td></tr>
<tr><td>**Performance Objective:**</td><td colspan="4">Hire and support new staff.
Decrease staff mobility.</td></tr>
</table>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1 Provide mentors for all new staff [Vision 2020: Belonging]	Administrators	August 2023	NA	Mentors assigned and ongoing support is provided for new staff
2 Ensure that new staff participate in the AHISD Induction Program [Vision 2020: Resources and Relationships]	New staff and HR Coordinator	Ongoing	District budget	Ongoing support is provided for new staff. Decrease in staff mobility rate.
3 Provide ongoing staff development for staff through Adult Learning, Learning Days, grade level collaboration and off campus learning opportunities.	Administrators, Elementary Academic Dean	Ongoing	Campus budget	Models for effective instructional practices are shared and opportunities for collaboration increased.
4 Meet with new staff at least once a month	Administrators and Instructional Coach	September 2023-May 2024	Campus budget	Ongoing support provide for new staff
5 Improve response rate on EOY parent surveys, with a strong emphasis with Spanish speaking families	Administrators and Parents	Spring 2024	NA	Feedback used to set goals for improvement
6 Recruit and hire teachers with extensive experience in content pedagogy	Administrators	Spring 2024	NA	Recommendations for employment and approved by AHISD Board

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
7 Support extended grade level learning and and planning time through Collaborative Learning Days. (Compliance: Title 2)	Dr. Jimmie Walker, Executive Director of Curriculum and Instruction	Completed by March 2024	Title 2 Funds	Staff Feedback Survey
8 Provide professional development opportunities for language program teachers to implement program expectations with fidelity (i.e. language objectives, 7-Steps Strategies, WELLS, Estrellita, Esperanza, and Reach)	Language Program Coordinator and AP	August 2023 -May 2024	Title III funds	TELPAS student data
9 Provide initial and ongoing professional development and mentorship opportunities for content-based ESL teachers to provide academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.	Principal	August 2023-May 2024	Title III funds	TELPAS student data
10 Provide teachers with initial and ongoing training on Identification and Assessment, Social and Emotional Needs, Creativity and Instructional Strategies, and Differentiated Curriculum	Principal and Instructional Coach	August 2023-May 2024	N/A	Number of teachers trained for Gifted and Talented
11 Incorporate ways for staff set goals for personal growth involvement/interests/desires to support talent with job embedded satisfaction. [Vision 2020: Resources and Relationships]	Administrators, Campus Design Team	August 2023 - May 2024	Campus budget/PTO C&E	Ongoing surveys, TTESS goal setting, BOY, MOY and EOY conferences
12 Communicate with stakeholders about "the why" of campus initiatives through framing each Adult Learning, parent meetings, grade level meetings etc with our Woodridge "why".	Admin and teachers	August 2023-May 2024	N/A	agendas, feedback surveys where staff can articulate the "why'

<table>
<tr><td colspan="5" style="background-color:yellow; text-align:center;">ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2023</td></tr>
</table>

District Pillar 7	Fiscal and Operational Systems

Profile a Learner:	• Seek knowledge and understanding • Develop a healthy sense of self • Think critically and creatively • Communicate and collaborate • Employ skills for life • Engage socially and globally
Area of Focus:	fiscal responsibility with campus budget and curriculum and enrichment grants from Woodridge PTO
Performance Objective:	Ensure 100% of fiscal allocations directly align with district and campus pillars/action items.

	Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1	Campus budget allocations align with Profile of a Learner and CIP goals [Vision 2020: Resources and Relationships]	Campus principal and staff requests for items	ongoing and end of fiscal year 23-24	campus budget	Requests align with campus goals based on student data and Vision 2020 goals
2	Curriculum and Enrichment grants align with CIP areas of focus and Profile of a learner. [Vision 2020: Resources and Relationships]	Admin, counselors, Instructional Coach and PTO Exec Board	ongoing 2 times a year grant submission timelines set by PTO	PTO Curriculum and Enrichment Allocation	Grants submitted and grants approved for the 23-24 school year - verify alignment with CIP/WE areas of focus

Alamo Heights Independent School District

Campus Improvement Plan
2023-24

Principal: Mrs. Yvonne I. Muñoz

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.

<table>
<tr><td colspan="3" style="text-align:center">ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2023</td></tr>
<tr><td>District Pillar 1</td><td colspan="2">Student Learning and Progress</td></tr>
<tr><td>Profile a Learner:</td><td colspan="2">
• Seek knowledge and understanding
• Think critically and creatively
• Communicate and collaborate
</td></tr>
<tr><td>Area of Focus:</td><td colspan="2">Enhance success for all students by challenging students in a relevant, rigorous academic program with differentiated instruction and accommodations, as needed, and by using various assessment strategies to monitor the ongoing progress of students. • Focus on strategies in all academic areas that enhance reading comprehension and writing. • Use technology, including online curriculum resources, as an integrated tool for learning and teaching across the curriculum.</td></tr>
<tr><td>Performance Objective:</td><td colspan="2">100% of AHISD students will engage in an age-appropriate, developmentally challenging curriculum.</td></tr>
</table>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1 Continue collaborative team planning. (continue)	Team Leaders; Kinder Teachers; PreK Teachers; ECSE/SPED Teachers	July 2023-May 2024	TEKS, District YAGs; Adopted Resources	Lesson Plans; Faculty Survey; Grade-level PLCs
2 Implement small group as an expected practice and ensure that reading is both joyful and personally challenging so that all children grow academically. (continue)	Classroom Teachers, Interventionist	August 2023-May 2024	Mclass/Amplify; ESGI; MAP; HMH; Heggerty Phonemic Awareness; Ufli; Academic Dean, Interventionists; Instructional Coach; Title I funds;	TTESS Walkthroughs and observations; Lesson Plans
3 Integrate technology as a tool for learning in ways that allow children to create, collaborate, and communicate. (continue)	Classroom Teachers; Instructional Coach	August 2023-May 2024	Engaged Classroom teachers; Tech Facilitators; Admin, Technology Committee	Google doc tracking use of apps; Parent Survey; Faculty Survey
4 Use ESGI to create and implement assessments to inform differentiated instruction. (continue)	Classroom teachers; Interventionists	Each nine weeks	TEKS; PTO funds	Data spreadsheets showing growth

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
5 Implement ELAR standards using district and campus resources, including online resources. (HMH, Heggerty, Decodable Readers, TEKS Resource, Ufli).	Classroom teachers	August 2023-May 2024	Learning Days; PLCs; Professional Development; Early Release Days	Teacher input (surveys/reflections)
6 Continue the use of Maker Space for children to communicate collaborate, think critically and creatively.	Committee Members; classroom teachers	August 2023-May 2024	Internet; Engaged Classroom Teachers: TCEA; Instructional Coach	Teacher input; Student input
7 Implement Writer's Workshop as an expected practice and review writing samples routinely	Classroom teachers	September 2023; January 2024; April 2024	District/campus rubric; Developmental levels	Individual growth in writing/spreadsheet; TTESS walkthroughs
8 Continue implementing a campus-wide problem solving model as an expected practice to ensure math is both joyful and personally challenging.	Classroom teachers, Interventionist	August 2023-May 2024	ESGI; MAP; Interventionists; Instructional Coach; Title I funds;	TTESS Walkthroughs and observations; Lesson Plans

<table>
<tr><td colspan="5" style="background-color:yellow">ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2023</td></tr>
<tr><td>District Pillar 2</td><td colspan="4">Student Readiness</td></tr>
<tr><td>Profile a Learner:</td><td colspan="4">•   Seek knowledge and understanding</td></tr>
<tr><td>Area of Focus:</td><td colspan="4">Data will be tracked at regular intervals for a clearly defined student group to monitor and adjust instruction to close the achievement gap for our low SES students.</td></tr>
<tr><td>Performance Objective:</td><td colspan="4">The achievement gap between Economically Disadvantaged and non-Eco-Dis students will be eliminated</td></tr>
</table>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1 Identify children (PreK and K) who are in subgroups (Eco Dis; EB; Special Ed;) and monitor progress closely through the use of a spreadsheet and as a cross-check for RTI.	Principal, Assistant Principal, Interventionists, Instructional Coach; Classroom Teachers	October 2023-May 2024	PEIMS Coded lists; ESGI; Screeners	Completed spreadsheet indicating periodic progress checks Summary data for subgroups
2 Monitor and tighten continual progress of Tier 1b children using M-Class, ESGI, MAP and classroom assessments by viewing monthly progress monitoring and mid-year data in an effort to make adjustments to groupings. (continue)	Principal, Assistant Principal, Interventionists, Kinder Teachers	October 2023-May 2024	District RTI Handbook; M-Class; MAP; ESGI; Anecdotal Notes	RTI Google Doc; M-Class & ESGI data;Teacher monthly reports; RTI Reflections
3 Implement RTI school-wide to differentiate at a deeper level using available personnel.	Admin; Interventionists; Kinder Classroom Teachers; Kinder Assistants	October 2023-April 2024	Master Schedule	Literacy Data-Mclass; Title I Report; Campus Check-ups
4 Implement the RTI process for Supported Classrooms based on the recommendations from the previous year (Specially designed instruction)(revised)	Admin, Special Ed Inclusion teachers; Department Chair; Interventionists	September 2022 May 2023	Special ed funds; Local funds; Google Doc--Supported Classrooms Clarification	IEP goals; Tier Progress
5 Hold staffings every 4-6 weeks to monitor	LSSP, SLP's, Admin, Special Ed	September 2023 - May 2024	LSSP and SLP assessments	IEP's; Individual student data

Action Items:		Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
	progress of SPED children and to discuss newly-tested children---including Language Rich PreK. VISION 2020-comm	Director; Supported Classroom teachers; Special Ed Department Chair			based on general ed assessments
6	Provide ESL or Bilingual support for EB children through content-based ESL, pull-out and a one-way Dual Language	Interventionist; Bilingual & ESL teachers; LPAC Committee; Bilingual SPED teacher	August 2023-May 2024	Region 20; Title III funds; Mclass; ESGI	Literacy Data; PreLAS/:LAS-links; TELPAS
7	Hold Title I and Bilingual parent meetings a minimum of twice per year.	Interventionists; Language Coordinator; Bilingual PreK/K teachers	Fall 2023; Spring 2024	Title I and Title III funds	Sign in sheets; Parent feedback (exit tickets)
8	Begin academic RTI intervention with known PreK/SPED children and those who have no preschool as soon as possible. (continue)	Interventionists	September 2023	PreK Data; Parent Input sheets	Universal screening data; Progress monitoring data
9	Implement four full day Head Start/PreK blended classrooms (Language Rich, Supported,) in addition to full-day PreK for qualifying children and increased tuition children. (revised and continued)	Admin; PreK teacher; SLP	June 2023-May 2024	District Office; Region 20; TEA; Title funds; ADA	PreK Data; IEP progress reports; Parent/community feedback
10	Design a process map and hold transition meetings for PreK/ECSE children moving to Kinder in addition to the existing transition meetings of Kinder to First grade. (carryover)VISION 2020-comm	PreK teachers; Kinder teachers; Admin, Behavior Consultant/Team, Special Ed Team Leader	April 2023- May 2024	Special Ed Director, First Grade Rep, Kinder Teacher Rep, PreK Rep	Individual assessment data; AWARE documentation
11	Develop and implement HMH Phonics & Heggerty's phonemic awareness lessons explicitly, routinely, and systematically	Classroom teachers; interventionist	August 2023-May 2024	HMH; Heggerty; Decodable Readers; Ufli	Progress monitoring; literacy data; checklists
12	Implement 1 full day co-teach PreK classroom Model	PreK Teacher, SPED teacher	September 2022 May 2023	SPED Department, SPED Coordinator	PreK Data; IEP progress reports; Parent/community feedback
13	Plan lessons in PreK with an increased focus on vocabulary development, risk taking opportunities, productive struggle	Principal; PreK teachers; Instructional Coach	September 2023-May 2024	DAP; NAEYC; PreK Guidelines; Region20	Growth in cognitive assessments
14	Provide PK-K students who struggle in reading with RTI Intervention, routine small group instruction and structured literacy. Provide	Natalie Brown, Academic Dean, RTI Interventionist	Services begin mid-September and continue through May	Title 1 Funds	Scores on MClass, Isation, MAP growth, and ESGI

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
PK-K students who struggle in numeracy with supplemental intervention small group support through RTI (Compliance: Title 1)				
15 Provide Title 1 Students with supplemental support, time, and resources during summer school (Compliance: Title 1)	Natalie Brown, Academic Dean K-5	Completed by July 1, 2024	Title 1 Funds	Scores on Istation, MAP growth, ESGI, and M-Class

<table>
<tr><td colspan="2" align="center">**ALAMO HEIGHTS ISD**
CAMPUS IMPROVEMENT PLAN
2023</td></tr>
<tr><td>**District Pillar 3**</td><td>**Student Well-Being and Safety**</td></tr>
<tr><td>**Profile a Learner:**</td><td>Develop a healthy sense of self
Employ skills for life
Engage socially and globally</td></tr>
<tr><td>**Area of Focus:**</td><td>Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts</td></tr>
<tr><td>**Performance Objective:**</td><td>100% of AHISD students will be supported through a district-wide program where they are positively able to cope with social and emotional challenges</td></tr>
<tr><td>**Area of Focus:**</td><td>A clearly defined character education initiative is initiated at each campus</td></tr>
<tr><td>**Performance Objective:**</td><td>100 % of students will participate in character education initiatives in AHISD classrooms</td></tr>
</table>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1 Implement the Peace Path as a tool for resolving conflict. (continue)	Behavior Committee; AP; Principal; Classroom teachers	September2023-May 2024	Conscious Discipline; Character.org ; Purposeful People	RTI Screener data; Individual Data Collection sheets Formative and Summative; RTI documentation via spreadsheets; Individual Behavior plans
2 Monitor Behavior RTI roster and levels of support every third week as part of progress monitoring using a rubric system through Behavior Committee meetings and assigned team walkthroughs. (carryover)	Behavior Committee; K SPED teacher; Principal	Every three weeks beginning in October 2023	Google Doc spreadsheet; Initial rosters with highlights	Rubrics; Decrease in Office Referral/Incident forms

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
3 Implement a Safe Spot/Place and visual strategies for maintaining composure in each classroom.(continue)	Character Committee; Classroom Teachers; Assistants	September 2023-May 2024	Conscious Discipline	Office Referrals; Crisis calls
4 Implement daily morning meetings as a structure for children to connect, develop speaking and listening skills, learn to embrace differences while aligning with thinking heads, feeling hearts, and helping hands. (newly revised) VISION 2020-SEL, Belonging	Morning Meeting Volunteers; Classroom Teachers; Admin	September 2023-May 2024	Responsive Classroom; Morning Meeting Resources; 80 Ideas; Purposeful People; Character.org	Walkthroughs; Teacher Input/Survey; Student Input/Survey
5 Introduce and implement Howard's Core Values-aligned to touchstone (Integrity, Compassion, Service).	Character Committee; Classroom Teachers; Assistants; Admin.	September 2023-May 2024	Responsive Classroom; Morning Meeting Resources; Character.org, Purposeful People	Walkthroughs; Teacher Input/Survey; Parent Input Survey
6 Reflect on Character Notebook and add information about new initiatives-newly adopted Core Values and VISION 2020.-SEL, Belonging, Comm	Behavior Committee; Character Committee	August 2023-September 2024	Solid Roots; 2023-2024 Campus Plan; Character.org Feedback VISION 2020	New pages in notebook; Walkthroughs; Survey feedback
7 Work with TLA -1& 2 members and parents to develop a plan for inclusivity around race and culture. VISION 2020-Belonging, Comm	Principal; TLA 1& 2 members	September 203; November 202: January 2024 March 2024	Vision 2020; TLA1;TLA2	Agendas; Plan of action
8 Provide opportunities for children to assume classroom and school-wide leadership roles (i.e. Kinder Preview; New Students; Classroom jobs; Playground; Coaches in PE; etc.) Continue	Administrators; Classroom Teachers; Character Committee	September 2023 May 2024	Character.org; Purposeful People; Character Committee	Reflection Piece; Agenda Item; # of children assuming a leadership role beyond the classroom; Inventory of classroom leadership roles
9 Broaden-GROW our community service opportunities in which children can engage in at least one new initiative in addition to the existing initiatives, (Continue)	Principal; PTO Campus Liason; Specials Teachers; Teacher Leader(s)	October 2023 May 2024	Pennies for Patients Giving Tree Local Nursing Homes Teacher Leader Academy All the Little Things Snack Pak/Clothes Closet Garden Beautification Howard Randoms Acts of	Master list/record of service projects/opportunities

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
			Kindness	
10 Continue to collect artifact(s) for the completion of the application for Promising Practices through Character.org.	Character Committee; Principal; Assistant Principal	September 2023- May 2024	Character.org	Application completed; Awards
11 Attach core values to our touchstone (thinking head--integrity; feeling heart--Integrity, Compassion, Service)-continue	Character Committee; Teachers; Administrators	September 2023-May 2024	HBNN Morning Announcements; PBIS/Character Notebook; Morning Meetings	Page in Character Notebook; Survey question
12 Monitor and connect the character timeline and new initiatives to Morning Meetings and the Profile of a Learner. (revised)VISION 2020-SEL; Belonging	Character Committee; Instructional Coach; Morning Meeting Volunteer Group; Assistant Principal, Principal	September 2023-May 2024	New Character Timeline; Character.org lessons; PBIS/Character Notebook; Morning Meeting resources	Teacher Input/Surveys; Walkthroughs
13 Continue to grow our partnership with Early Childhood Family Services-continue with guidance lessons that support/reinforces our core values and character education program	School Social Worker/Counselor; Character Committee; Admin	September 2023-May 2024	New Character Timeline; Character.org lessons; PBIS/Character Notebook; Morning Meeting resources	Teacher Input/Surveys; Walkthroughs
14 Involve children in tending to the Howard Garden. (continue)	Gardening Committee-faculty & staff school-wide	September 2023-May 2024	PTO Budget; Campus Budget; Support lessons in Google Drive	Monthly Monitoring; Committee Review/Action Plan
15 Enforce behavioral consequences clearly and consistently based on the severity of the infraction, disciplinary history, and the child's ownership of the behavior.	Principal; Assistant Principal	monthly	Behavior Committee	Monthly review of referrals; Climate/Culture survey of parents and teachers
16 Involve students in establishing healthy eating habits-teaching ways to make healthy snacks and healthy snack choices	Classroom teachers, PE Teacher, Nurse	October 2023-May 2024	PreK Team; PE Teacher; Nurse	Walkthroughs and Nutrition Parade

<table>
<tr><td colspan="5" style="text-align:center">ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2023</td></tr>
<tr><td>District Pillar 4</td><td colspan="4">Engaged and Well-Rounded Students</td></tr>
<tr><td>Profile a Learner:</td><td colspan="4">• Communicate and collaborate
• Engage socially and globally</td></tr>
<tr><td>Area of Focus:</td><td colspan="4">All students will have equitable access and inclusion within our school; this includes all intervention and enrichment programs, and all extracurricular activities. All students will have the opportunity to learn about equity and cultural awareness.</td></tr>
<tr><td>Performance Objective:</td><td colspan="4"></td></tr>
</table>

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1 Establish common home-school connections to ensure equity for children.(continue)	Principal; Team Leaders	September 2023-May 2024	Bloomz; SeeSaw; Google docs; Survey data	Survey data
2 Develop a quality 4-year old Specials program that allows for more time in the classrooms.	Music teacher, PE teacher, Library Assistant; Yoga teacher	September 2023-May 2024	Head Start Director; PTO funds	Walkthroughs;Teacher Input
3 Raise awareness of the connection between strong attendance and strong academic growth.	Principal; Assistant Principal; PEIMS Clerk	September 2023-May 2024	Equity Plan	Attendance rates
4 Provide school wide written communication in both Spanish and English. (continue)	Admin; Biingual/ESL teachers	Ongoing	Translators	Copies of communications
5 Provide Yoga to all PreK & Kinder children to reinforce mindfulness.(continue)	Principal; Yoga Instructor	two to three times per month all year Date/TBD	Local Enrichment Budget; PTO	Parent and Teacher Survey; Children's participation; Reflective conversation w/ Yoga Instructor
6 Provide ARTWORKS to all children who attend full-day.(continue)	Principal; PTO	September 2023-May 2024	Artworks; PTO Budget	Parent and Teacher Survey; Children's participation; Reflective conversation w/ Artworks Director
7 Seek feedback from parents to design parent engagement events that appeal to parents, provide concrete strategies and resources to support language development at home, and	Principal; Assistant Principal	September 2023-May 2024	Title 3	Increased parent involvement as evidenced through sign-in sheets

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
are scheduled at convenient times and dates.				
8 Communicate the intent of technology use at Howard.(communicate)	Principal, Instructional Coach	August 2023-May 2024		Google Slide Presentation; Sign-In Sheets

<table>
<tr><td colspan="5">ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2023</td></tr>
<tr><td>District Pillar 5</td><td colspan="4">Community Engagement</td></tr>
<tr><td>Profile a Learner:</td><td colspan="4">Seek knowledge and understanding
Develop a healthy sense of self
Think critically and creatively
Communicate and collaborate
Employ skills for life
Engage socially and globally</td></tr>
<tr><td>Area of Focus:</td><td colspan="4">Increase parental involvement</td></tr>
<tr><td>Performance Objective:</td><td colspan="4"></td></tr>
</table>

	Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1	Seek feedback from parents to design parent involvement/engagement events that appeal to parents, provide concrete strategies and resources to support reading at home, and are scheduled at convenient times and dates. (Compliance: Title 1)	Natalie Brown, Academic Dean K-5	Completed by January 2024	Title 1 Funds	Parent Feedback Survey
2	Host community involvement events to include but are not limited to Meet the Teacher;Back to School Night; Teddy Bear Picnic; Turkey Tango/Luncheon; Howard Homecoming Carnival; Howard Hearts; Book Fairs etc.	Principal, AP, Instructional Coach; Interventionist	August 2023-May 2024	PTO Budget; Local Campus Budget; Title Funds	Parent and teacher Feedback Surveys

<table>
<tr><td colspan="5" align="center">ALAMO HEIGHTS ISD
CAMPUS IMPROVEMENT PLAN
2023</td></tr>
</table>

District Pillar 6	Professional Learning and Quality Staff
Profile a Learner:	• Seek knowledge and understanding • Think critically and creatively • Communicate and collaborate • Employ skills for life
Area of Focus:	• AHISD will recruit and induct the highest performing faculty and staff through quality HR practices at the district and campus level • An expectation for quality professional development opportunities will ensure best practices to be implemented in AHISD classrooms
Performance Objective:	100% of AHISD staff members will be high-performing according to district standards

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
1 Support teachers who will continue working on National Board Certification Program (18/24 month program)	Administrators; 1 teacher	TBD	AHISD Human Resource-Frank S.	Four Components-Video evidence, tests, written reflection, feedback
2 Collaborate with design team members, Instructional Coach, Academic Dean and Interventionists to design professional development opportunities that align with campus goals, CIP, and the Profile of a Learner.	Administrators, Academic Dean, Campus Design Team; Instructional Coach	October 2023 Learning Days PLCs After school faculty meetings	Region 20	Agendas, Teacher Feedback
3 Collaborate with one another horizontally (same grade level) and vertically, with an emphasis on PK-K collaboration. (carryover/revise)	Design Team; Team Leaders; Admin; Instructional Coach	Weekly (same grade level) Once in the fall and once in the spring	Conference periods (PLCs) Learning Days District and campus PD days	Agenda/Calendars; Howard Faculty Google Folder; Bloomz for Faculty
4 Revise leadership and planning structures to ensure commitment to the work. VISION 2020-R&R	Principal	TBD		Survey, school calendar, weekly communication

Action Items:		Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
	1. Sense of Belonging 2. Communication 3. Resources and Relations 4. Social and Emotional Learning (SEL)				
5	Support teachers new to Howard through a multi-layered approach that consists of partner teacher, team leader, assigned mentor from another team, interventionists, instructional coach, and office team. (continue)VISION 2020 R&R	Principal; Assistant Principal; Instructional Coach; Special Ed Dept. Chair	Monthly check-ins	AHISD Human Resources Checklists; Release time for observations	New Teacher input/survey; Recording Sheet
6	Provide opportunities for teaching assistants/paraprofessionals to collaborate and gain expertise in instructional best practices.	Principal; Assistant Principal; Instructional Coach	September 2023-May 2024		Agendas, Presentations, Sign-In Sheets,Exit tickets
7	Provide teachers with initial and ongoing training on Identification and Assessment, Social and Emotional Needs, Creativity and Instructional Strategies, and Differentiated instruction	Principal, Instructional Coach	September 2023-May 2024	Gifted and Talented	Number of teachers trained for Gifted and Talented
8	Support and Increase the number of certified ESL teachers.	Principal; Assistant Principal; ESL Teacher/Interventionist	Summer 2023-May 2024	Region 20	Teacher Certifications (ESL)
9	Support extended grade level learning and planning time through Collaborative Learning Days. (Compliance: Title 2) (Continue)	Dr. Jimmie Walker, Executive Director of Curriculum and Instruction	TBD	Title 2 Funds	Staff Feedback Survey
10	Provide professional development opportunities for language program teachers to implement program expectations with fidelity (i.e. language objectives, 7-Steps Strategies, WELLS, Estrellita, Esperanza, Heggerty, HMH, and Reach)	Principal; Bilingual/ESL Coordinator	September 2023-May 2024	Title 3	Walkthroughs, TTESS, TELPAS student data
11	Provide initial and ongoing professional development and mentorship opportunities for content-based ESL teachers to provide academic content instruction that is linguistically and culturally responsive in	Principal; Bilingual/ESL Coordinator	September 2023-May 2024	Title 3	TELPAS student data

Action Items:	Responsible Person(s)	Timeline	Resources Human/ Material/ Fiscal	Evaluation
English language arts and reading, mathematics, science and social studies.				
12 Provide PK-2 teachers with high quality professional development on best practices in early literacy and numeracy through professional development and ongoing coaching and collaborative conversations. (Compliance: Title 1)	Academic Dean K-5	Completed by March 2023	Title 1 Funds	Staff Feedback Survey
13 Communicate with all stakeholders about "the why" of our campus initiatives. We will do so in every adult learning opportunity such as faculty meetings and PLCs. We will present the same information to parents/guardians in all or most communication to include Back to School Night and PTO meetings.	Principal; Assistant Principal; Instructional Coach	August 2023-May 2024		Agenda, Survey feedback

Alamo Heights ISD
Report on Violence, Drug, Alcohol, & Tobacco Use Prevention
October 2023

Data Based on 2022-23 Incidents
(The previous school year)

Texas statute requires every district to publish a report on violent and criminal incidents in their school. Alamo Heights ISD continues to prioritize safety of students and staff as a high priority. Data reflects the number of criminal activities occurring on school property or school sponsored events during the 2022-23 school year. Preceding the table of incidents is a list of prevention and intervention programs employed to reduce the number of risk situations.

District-wide Prevention and Intervention Efforts

- Since the fall of 2016, AHISD has partnered with character.org with the future goal of becoming recognized by them as a District of Character. Each campus uses the 11 Principles of Character Education as a framework within which to further their own character education efforts with the goal of being recognized by character.org as a Campus of Character. Three campuses have earned the National School of Character Designation and all five campuses have earned "Promising Practices" distinctions from character.org.

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

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

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

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

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

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

- The district offers a mental health care concierge through Care Solace to help families connect with counseling services to match their insurance and means.

Howard Early Childhood Center

- Faculty integrate into the curriculum the target character traits found in Character Strong/PurposeFull People. In addition, faculty integrate the character touchstone, digital citizenship, and social skills int the curriculum, morning meetings, and special events throughout the school following a yearly timeline and weekly focus. A variety of service-learning projects (canned food drives, Project Care, Giving Tree, Peanut Butter Bowl, All the Little Things, visiting assisted living facility, etc.) are also implemented to reinforce our core values of integrity, compassion, and service.

- Faculty follow the campus plan for prevention, intervention, and crisis as outlined extensively in the HECC Character/Behavior Notebook. This includes a comprehensive Behavior Response to Intervention (RTI) process and supports.

Elementary Level (campus specific approaches may vary)

- Campus character core values are integrated into instruction and activities at the elementary level.

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

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

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

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

- Each campus integrates Positive Behavior Interventions and Supports (PBIS) with character education, including clear expectations for positive behavior (specific approached vary by campus).

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

- School wide Kindness Week is implemented.

- Starting in Fall 2019, both elementary schools implemented the PALS program, which uses high school students (who sign up for the PALS class at AHHS) as mentors to elementary students.

- "Start With Hello" week, focusing on inclusivity, is implemented (September).

- Bullying Prevention Month, including lessons and morning meetings on being an "upstander," is implemented (October)

- Character Strong/PurposeFull, character education lessons and tier 1 behavior tools, is implemented

Junior School

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

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

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

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

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

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

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

High School

- The Student Support Center, a licensed professional counselor (LPC), assists students with a variety of emotional issues, which may interfere with their academic success. The District Wellness Coordinator, Cat Widder, assists.

- The Student Intervention Team, comprised of administrators, school and wellness counselors, the special education campus coordinator, the LSSP, math and reading interventionist, and teachers from both the comprehensive campus and Excel meet weekly to generate interventions for students in who struggle with academic, social/emotional, and behavioral issues.

- A partnership with Rise Recovery provides drug-abuse counseling groups students in recovery at the high school campus.

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

- The administration conducts student discipline and safety assemblies by grade level to address each grade level regarding specific safety guidelines for the campus. Proactive interventions are used to reduce safety and climate issues.

- Periodic safety drills, off-campus safety, and at-risk concerns involving student safety, drugs, alcohol, and nicotine are given by the administration throughout the year on Mule Tube and during assemblies.

- Coaches and Sponsors cover the Extra-Curricular Code with the students at the beginning of each school year, which emphasizes staying away from alcohol, drugs, and mistreatment of others.

- Administrators meet with at-risk students weekly and partner with parents and wellness counselors to teach strategies on integrity, living with purpose, and upholding the tenants found in the profile of the learner.

Incidents for Elementary*

INCIDENT**	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Possessed, sold, used or was under the influence of alcohol	0	0	0	0	0
Assault against a school district employee or volunteer	0	0	0	0	0
Conduct punishable as a felony	0	0	0	0	0
Possessed, sold or used marijuana or other controlled substance	0	0	0	0	0
Possessed, purchased, used or accepted a cigarette or tobacco product	0	0	0	0	0
Public lewdness or indecent exposure	0	0	0	0	0
School related gang violence	0	0	0	0	0
Terroristic threat	0	0	0	0	0
Used, exhibited or possessed a firearm	0	0	0	0	0
Used, exhibited or possessed an illegal knife (blade >5.5 inches)	0	0	0	0	0
Assault against a student	0	0	0	0	0

Incidents for Junior School*

INCIDENT**	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Possessed, sold, used or was under the influence of alcohol	2	0	0	0	0
Assault against a school district employee or volunteer	0	0	0	0	0
Conduct punishable as a felony	0	0	0	0	1
Possessed, sold or used marijuana or other controlled substance	5	0	2	1	12
Possessed, purchased, used or accepted a cigarette or tobacco product	17	0	1	6	4
Public lewdness or indecent exposure	0	0	0	0	0
School related gang violence	0	0	0	0	0
Terroristic threat	0	0	2	0	7
Used, exhibited or possessed a firearm	0	0	0	0	0
Used, exhibited or possessed an illegal knife (blade >5.5 inches)	0	0	0	0	0
Assault against a student	0	0	0	0	0

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

** NOTE: An incident may include multiple students.

Incidents for High School*

INCIDENT**	2018-2019	2019-2020	2020-2021	2021-22	2022-23
Possessed, sold, used or was under the influence of alcohol	1	6	2	6	6
Assault against a school district employee or volunteer	0	0	0	1	1
Conduct punishable as a felony	1	1	2	4	3
Possessed, sold or used marijuana or other controlled substance	21	9	5	17	38
Possessed, purchased, used or accepted a cigarette or tobacco product	45	22	7	9	12
Public lewdness or indecent exposure	0	0	0	0	0
School related gang violence	0	0	0	0	0
Terroristic threat	0	0	0	1	2
Used, exhibited or possessed a firearm	0	0	0	0	0
Used, exhibited or possessed an illegal knife (blade >5.5 inches)	0	0	0	0	0
Assault against a student	4	3	0	2	2

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

** NOTE: An incident may include multiple students.

Texas High School Graduates from FY2020
Enrolled in Texas Public or Independent Higher Education in FY 2021

County	District		Total Graduates	<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
							GPA for 1st Year in Public Higher Education in Texas		

BEXAR

ALAMO HEIGHTS ISD

015901001   ALAMO HEIGHTS H S

Four-Year Public University	100	9	7	10	27	47	0
Two-Year Public Colleges	86	19	9	8	21	29	0
Independent Colleges & Universities	43						
Not Trackable	40						
Not Found	141						
Total High School Graduates	410						

BASIS TEXAS

015834001   BASIS SAN ANTONIO- SHAVANO CAMPUS

Four-Year Public University	33	3	2	1	5	22	0
Two-Year Public Colleges	4						
Independent Colleges & Universities	9						
Not Trackable	3						
Not Found	29						
Total High School Graduates	78						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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

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

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

HB 3 Goals
Adopted January 2021

Why This Matters

➢ In keeping alignment with the state's 60x30TX goal, the School Finance Commission recommended establishing a preK through 12th grade goal of at least 60 percent proficiency at TEA's "Meets" standard at two key "checkpoints" along the state's public preK through 12th grade educational continuum:

- Sixty percent of all students meeting the state's "Meets" standard at third-grade reading.
- Sixty percent of all high school seniors graduating without the need for remediation and achieving (1) an industry-accepted certificate aligned with a living wage job; or (2) enrolling in post-secondary education' or (3) enrolling in the military.

Each LEA is required to adopt goals related to HB3. The template and targets were set by TEA.
- Early Literacy Goal
- Early Numeracy Goal
- College, Career, and Military Readiness Goal

All plans for HB3 goals must include:
- 5-year goals with annual targets
- Annual report to the Board
- Annual posting to website
- Specific, quantifiable, annual goals for five years
- Annual targets for students in each group evaluated under closing the gaps domain

Early Childhood Literacy Board Outcome Goal

TEA GOAL: 60% of 3rd graders meet grade level standards by 2024.
AHISD Goal: The percent of third grade students that score meets grade level or above on STAAR Reading will increase from 62% to 65%.

Past Performance

2015	2016	2017	2018	2019
50.66%	51.50%	55.69%	59.32%	62.14%

Yearly Target Goals

2020	2021	2022	2023	2024
N/A	58% (Goal:62%)	77% (Goal:63%)	77% (Goal:64%)	65%

Closing the Gaps Student Groups Yearly Targets

	Hispanic (~140)	White (~180)	Asian (~15)	African American (~10)	Eco. Disadv. (~70)	EL (~20)	Special Ed (~10-20)
2017	44%	71%	67%	*	38%	17%	0%
2018	44%	66%	71%	27%	31%	20%	7%
2019	48%	70%	68%	40%	29%	29%	24%
2021	44% (Goal:48%)	70% (Goal:70%)	50% (Goal:68%)	29% (Goal:40%)	30% (Goal:29%)	27% (Goal:29%)	21% (Goal:24%)
2022	66% (Goal:52%)	82% (Goal:71%)	78% (Goal:69%)	67% (Goal:48%)	47% (Goal:40%)	41% (Goal:40%)	32% (Goal:40%)
2023	60% (Goal:56%)	77% (Goal:72%)	75% (Goal:70%)	50% (Goal:54%)	48% (Goal:50%)	23% (Goal: 50%)	52%(Goal: 50%)
2024	60%	73%	71%	60%	60%	60%	60%

Early Childhood Math Board Outcome Goal

TEA GOAL: 60% of 3rd graders meet grade level standards by 2024.
AHISD Goal: The percent of third grade students that score meets grade level or above on STAAR Math will increase from 53% to 60%.

Past Performance

2015	2016	2017	2018	2019
51.39%	50.30%	53.44%	46.77%	53.40%

Yearly Target Goals

2020	2021	2022	2023	2024
N/A	42% (Goal: 53%)	58% (Goal:57%)	60% (Goal:59%)	60%

Closing the Gaps Student Groups Yearly Targets

	Hispanic (~140)	White (~180)	Asian (~15)	African American (~10)	Eco. Disadv. (~70)	EL (~15)	Special Ed (~10-20)
2017	44%	61%	78%	*	32%	17%	8%
2018	33%	55%	50%	40%	23%	8%	0%
2019	42%	61%	64%	57%	33%	29%	30%
2021	24% (Goal:42%)	55% (Goal:61%)	50% (Goal:64%)	33% (Goal:57%)	23% (Goal:33%)	18% (Goal:29%)	15% (Goal:30%)
2022	41% (Goal:50%)	68% (Goal:62%)	44% (Goal:65%)	33% (Goal:58%)	23% (Goal:40%)	23% (Goal:40%)	23% (Goal:40%)
2023	46% (Goal: 56%)	68% (Goal:63%)	88% (Goal:66%)	30% (Goal:59%)	36% (Goal:50%)	27% (Goal:50%)	43% (Goal:50%)
2024	60%	64%	67%	60%	60%	60%	60%

College Career Military Readiness Board Outcome Goal

TEA GOAL: 80% of graduates will meet CCMR standards by 2024.
AHISD Goal: The percentage of graduates that meet the criteria for CCMR will increase from 76% to 80% by August 2024.
CCMR is a lagging indicator..

Past Performance

2015	2016	2017	2018	2019
72.90%	75.30%	69.80%	74.40%	76.80%

Yearly Target Goals

2020	2021	2022	2023	2024
74% (Goal:77%)	69.5% (Goal 78%)	64.9% (Goal 78%)	Goal 79%	Goal 80%

Closing the Gaps Student Groups Yearly Targets

	Hispanic (~140)	White (~180)	Asian (~15)	African American (~10)	Eco. Disadv. (~70)	EL (~15)	Special Ed (~10-20)
2017	*58%*	77%	82%	*	*37%*	*0%*	*10%*
2018	63%	87%	73%	*30%*	45%	43%	*28%*
2019	66%	86%	82%	*40%*	65%	*	64%
2020	61%	82%	67%	64%	*51%*	38%	67%
2021	51.3% (Goal:66%)	77.3% (Goal:86%)	72.7% (Goal:82%)	33.3% (Goal:50%)	40.8% (Goal: 65%)	37.5% (Goal: 65%)	78.8% (Goal:65%)
2022	50% (Goal:70%)	70.3% (Goal:87%)	55.6% (Goal: 83%)	57.1% (Goal:58%)	35.2% (Goal:67%)	33.3% (Goal:67%)	54.5%(Goal:67%)
2023	75%	88%	84%	65%	68%	68%	68%
2024	80%	90%	85%	70%	70%	70%	70%

School Counselors

AIB (LEGAL) requires that the District Performance Report (TAPR) include the number of school counselors providing counseling services at each campus in 2022-23.

Howard Early Childhood Center: starting Spring 2023, 50% counseling support through a partnership with Family Services, as part of a Bexar County/ARPA grant that will continue through May 2025.

Cambridge Elementary: two professional school counselors

Woodridge Elementary: two professional school counselors

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

High School: four professional school counselors, one wellness counselor (licensed professional counselor certified), one college counselor (a certified professional school counselor), and the district wellness coordinator (a licensed professional counselor) housed at the high school.