Alamo Heights Independent School District

Staff and Community Engagement Tool
2015-2016

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

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Overall District Rating for Performance

In Community Engagement

2015-2016

Category	Rating
Fine Arts	Exemplary
Community and Parent Involvement	Exemplary
Workforce Development	Exemplary
Second Language Acquisition	Recognized
Digital Learning	Recognized
Wellness and Physical Education	Exemplary
Gifted and Talented Education	Exemplary
Dropout Prevention	Recognized
Compliance	Exemplary
Overall District Rating	**Exemplary**
Superintendent Name	Dr. Kevin Brown
Date	6/21/2016

Fine Arts | Exemplary

	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data collection
1	Enrollment of students in fine art courses	District	Less than 40% of students are enrolled in a Fine Arts course	40 to 49% of students are enrolled in a Fine Arts course	50 to 59% of students are enrolled in a Fine Arts course	**60% or more of students are enrolled in a Fine Arts course**	Elementary schools - everyone takes Art and Music 1 - 5 (strings instead of Music grades 4-5). 100% of students participate in FA. Junior School has 1006 out of 1169 students in FA courses, 86%. High School has 924 out of 1548 students in FA courses, 60%.
2	Number of Programs with a parent support group (ei: Band, String, Choir, Arts, Theatre)	District	20.00%	40.00%	**60.00%**	80% - 100%	5 areas: band, art, strings, choir, theater 3 of 5 have booster: Friends of Strings, Band Booster, Choir Booster
3	Fine Arts UIL Competition Participation (Secondary only)	District	Less than 70% of participating FA students involved in UIL or like competitions.	70-79% of participating FA students involved in UIL or like competitions.	80-89% of participating FA students involved in UIL or like competitions.	**90% of participating FA students involved in UIL or like competitions.**	JS% participation: 96% band; 100% strings; 53% choir HS%: 98% band; 99% strings; 94% choir, Maximum allowed for theatre
4	Performance/Special Assemblies/Public Performance opportunitites Per Campus	Campus	less than 4 opportunity	4-6 opportunities	7-9 opportunities	**10 or more opportunities**	ES- 100% of students participate in PE and learn sports skils. Junior School-67% HS- 698 students out of 1548 for 45%.
5	Number of Fine Art AP course offerings	Campus	less than 3 AP Course Offering	3 AP Course Offerings	**4 AP Course Offerings**	5 AP Course Offerings	There are only 5 AP Fine Art Courses offered by College Board. (We do not offer 3D Art)

			Community and Parent Involvement				Exemplary
	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data collection
1	Community Engagement	Support for Alamo Heights School Foundation Source Data: AHSF Annual Giving Campaign	Significant decrease in funding levels resulting in total donations of less that $100,000	Donations total $100,000-$349,000	Donations total $350,000- $500,000	**Donations exceed $500,00 threshold amount**	Total for 2012 $588,286; Total for 2013 $743,400; Total for 2014 $729,274; Total for 2015 $756,500 3.7% Positive change
2	Family Engagement	Number of participants at district family events- Showcase of Engaged Learners Source Data: Historical Data	Decrease of >10% total number of participants	decrease of 9% to increase of 4% of total number of participants	Increase of 5-9% of total number of participants	**Increase of 10% or more in total number of participants**	2010-2011: 432 students/70 teachers; 2011-2012: 357 students/ 58 teachers; 2012- 2013: 264 students/ 43 teachers; 2013-2014: 339 students/ 54 teachers; 2015-2016: 660 students/ 69 teachers 96% increase Completed after 4/6/2016 Showcase
3	Communication	Number of parents participating in elementary spring conferences Source Data: Teacher survey April 2016	Less than 50% participation	51- 70% participation	71- 89% participation	**90-100 % participation**	2016 Grades 1-5 have a 95% parent conference attendance Kindergarten has a 97% parent conference attendance 2015 98% Attendance
4	Communication	Number of campuses offering Back to School Night Sessions Source Data: Master Calendars	Less than 50%	51- 70% participation	71- 99% participation	**100 % participation**	2013- All five campuses offered Back to School Nights for parents and guardians 2014-All five campuses offered Back to School Nights for parents and guardians 2015- All five campuses offered Back to School Nights for parents and guardians**2015- 77% of parents in grades K-5 attended Back to School Night**

	21st Century Workforce Development					Exemplary
	Performance Measure	**AHHS**	**Unacceptable**	**Acceptable**	**Recognized**	**Exemplary**	**Data collection**
1	Percentage of students attending college or university	Class of 2016	below 85%	86-90%	91-93%	**94% or above**	358 put of 374 = 96% TAPR
2	ACT/SAT score above the state criterion 1100 SAT reading & math combined 24 ACT composite	class of 2014 56.8%	below 30%	31-39%	40-49%	**50% or above**	TAPR
3	Percentage of 11th and 12th grade students taking at least one AP test	2013-14 41.2%	below 25%	25-30%	31-39%	**40% or above**	TAPR
4	Percentage of 11th & 12th grade students who take an AP test scoring a 3 or better	2013-14 81.2%	below 50%	50-59%	60-69%	**70% or above**	TAPR
5	Number of endorsement areas in which students may earn an endorsement	5	2	3	4	**5**	Course description book

	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data collection
	Second Language Acquisition Program						**Exemplary**
1	English Language Development Progress through TELPAS (Systems Safeguards Accountability) Students who progressed at least one proficiency level from one year to the next	District	below 50%	**50-59%**	60-69%	70% or above	**Students who progressed at least one proficiency level** 2014-2015 1-2 56% & 3-12 60% *Texas K-2 56% & 3-12 51% 2015-2016 1-2 50% & 3-12 50% *Texas 1-2 45% & 3-12 50%
2	Academic Achievement (STAAR Reading) of Monitor Students: Yrs 1&2 (Grades 3-10 - must meet minimum size)	District	5 or more points below the state standard	Region 20 Average	1-4 points above region standard	**5 or more points above region standard**	Academic Achievement (Level II Satisfactory) Grades 3-8 Reading and EOC English I and English II LEP Students: 2016 Region 20 50%/ AHISD 56% 2015 Region 20: 43.9%/ AHISD: 45.05%
3	Teacher Preparation (Teachers trained in ELPS/ SIOP or ESL who have ELL students in their classrooms)	District	Below 70% trained	70%-79% trained	80%-89% trained	**90%-100% trained**	Camups bilingual leadership teams maintain records of ELPS content/ SIOP and ESL trained teachers 2016 (HS-100% of core teachers trained during October Inservice; JS-100%; CE-100%; WE-100%; -HECC-100%) 2015 (HS-75%/JS-100%-CE-100%WE-100%-HECC-100%) 95% total
4	Percentage of students who take an AP Language course scoring a 3 or better on the AP exam in French, Latin or Spanish	District	below 50%	50-59%	60-69%	**70% or above**	85% of students scored 3,4,5 (French Language and Culture, Latin, Spanis Language, Spanish Language and Culture) Total of 74/87 students 2015 89% 73/82 students
5	Inclusive community opportunities offered for ELL parents	Campus	No events offered for ELL Parents on campus	1 event offered annually for ELL parents	2-3 events offered annually for ELL parents	**4 or more events offered annually for ELL parents**	Elementary: Parent Academies, Tamalada, Information Nights, Dia de los Niños, Dia de los Muertos, Feria de Educacion Univision AHJS: College Night, Project Infinity, ESL classes AHHS: 1 Spanish session for 8-9th grade scheduling (course requests and graduation plans/requirements)

	Digital Learning Environment						Recognized
	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data collection
1	Teacher Competency / Proficiency Rate (% of teachers who meet district tech proficiency requirements.)	Campus	50% or more of teachers at each campus are LoTi Level 2 and below.	50% of teachers at each campus are LoTi Level 3 and above.	50% of teachers at each campus are LoTi Level 4a and above.	25% of teachers at each campus are LoTi Level 4B and above.	Tool: LoTi survey (www.lotilounge.com) Current Status: (Unacceptable) 2015-16 school year: 242 Teachers surveyed. Level 3 and above = 86 (37%), Below Level 3 = 153 (63%) 2014- 15 school year: 206 Teachers surveyed. Level 3 and above = 70 (34%), Below Level 3 = 136 (66%)
2	Student Technology Competencies (Student scores on TA TEKS Assessment)	District	20% or more students score Basic or Below Basic on TA TEKS Assessment	80% or more students score Proficient or Advanced on TA TEKS Assessment	**85% or more students score Proficient or Advanced on TA TEKS Assessment**	90% or more students score Proficient or Advanced on TA TEKS Assessment	Tool: Learning.com TechApps TEKS Assessment. Current Status: (Exemplary) From May, 2015 323 students tested. 8th grade assessment: Advanced = 30 (9%), Proficient = 253 (78%), Basic = 36 (11%), Below Basic = 4 (1%)
4	Professional development digital learning environment opportunities PD sessions offered (and number of participants)	Campus	<15 professional development or learning sessions for digital learning environment	15-24 professional development or learning sessions for digital learning environment	25-30 professional development or learning sessions for digital learning environments	**>30 professional development or learning sessions for digital learning environment**	Currently: June, 2015 - March, 2016 We have offered at least 35 opportunities for professional development for digital learning environments. This includes district-wide and campus-based PD sessions.
	Number of teachers attending professional development digital learning environment opportunities.	District	<25% of teachers participating in 6 hr or >instructional tech PD sessions	26-50% of teachers participate in 6 hr or >instructional tech PD sessions	**51-89% of teachers participate in 6 hr or > instructional tech PD sessions**	>90% of teachers participate in 6 hr or > instructional Tech PD sessions	Tool: Eduphoria Workshop > teacher portfolios / Helpdesk reports. Current Status: Recognized (68%) Instructional Technology offers ongoing technology infused PD district-wide, campus-wide, and individually. Additonally, the district offers multiple sessions of PD in the summer to accomplish this task.

	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data collection
	Wellness and Physical Education						**Exemplary**
1	percentatge of student body participating in athletics	District	less than 30% of students participating	30-39% of students participating	40-49% of students participating	**50% of students participating**	ES- 100% of students participate in PE and learn sports skils. JS-62% of Eligible students (7-8 grade) participate in Athletics HS- 698 students out of 1548 for 45%.
2	number of physical activity clubs and/or activities available for students	District	1 physical activity clubs available	2 physical activity clubs available per campus	3 physical activity clubs available per campus	**4 physical activity clubs available per campus**	Elementary: girls on the run, soccer, fencing, zoomba, dance, gymnastics, karate, sports skills JS: golf, cross country, tennis, lacrosse, soccer, FLEX opportunities include Team Games, Physical Bootcamp, Ultimate Frisbee, Fun with Fitness HS: Lacrosse, rugby, hula hoop, aikido
3	clubs/activities that promote active character education	District	less than 3 clubs/activities available	3-4 clubs/activities available	5-6 clubs/activities available	**7-8 clubs/activities available**	1- Character Ed Committee 2- Service Club (6th grade) 3- National Honor Society 4- Alpha Charity League 5- Digital Citizenship Sessions 6- Student Council 7- Keys of Character Council 8-The Big Event 9- Interact Club 10-Student Ambassadors 11- AH Community Leadership 12- Operation Smile13-Environmental Group
4	number of physical education course offerings available to students	District (Secondary only)	less than 5 physical education courses offered	5-6 physical education courses offered	**7-8 physical education courses offered**	9-10 physical education courses offered	Personal fitness Yoga Cross fit Outdoor/adventure Physical Education Aerobics Athletics: Baseball, Basketball, Volleyball, Track, Swimming/Diving, Soccer, Softball, Tennis, Golf, Cross Country, Football, Water Polo Other: JROTC, Cheerleading, Spurs
5	components addressed in AHISD district wellness program	District	less than 2 components	2 components	3 components	**4 components**	Student Support and Intervention- 6 offerings Parent Education and consulatation- 4 offerings Staff Training and Empowerment- 3 offerings Community Reinforcement- 2 offerings

	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Exemplary Data collection
	Educational Programs for Gifted and Talented Students						**Exemplary**
1	GT Teachers Meeting State GT Hours Requirements (K-12)	District	< 100% GT Teachers Meeting State Requirements	100% GT Teachers Meeting State Requirements	100% GT Teachers Meeting State Requirements (30 foundation plus 6 annual hours)	**100% GT Teachers Meeting State Requirements (30 foundation plus 6 annual hours) + additional hours**	All teachers in GT meet state requrirements in certifications
2	Parental Involvement Opportunities for GT Program Options (K-12)	Campus	Less than One Parental Involvement Opportunity during an academic year	One Parental Involvement Opportunity during an academic year	Two Parental Involvement Opportunities during an academic year	**Three or More Parental Involvement Opportunities during an academic year**	Elementary Campuses: Celebrations of Learnings, Meeting of the Minds celebrations, information sessions relating to qualfication for program services, information sessions relating to assessment information Secondary Campuses: Information sessions relating to qualitfication for program services and assessment information (JS/HS)
3	Extra curricular opportunities in which students can interact outside the classroom with other GT students (Robotics, DI, Science Olympiad)	Campus	No extracurricular activites offered for GT students	1 or 2 opportunities for extracurriuclar involvement	3 extracurricular clubs or opportuniteis for GT students	**More than 3 extracurricular clubs or opportunities for GT students**	Elementary: Destination Imagination, Robotics, GEMS, Chess Club Secondary: Acadmic UIL, Science Olympiad, Destination Imagination, Robotics
4	Elementary Classroom Teachers of GT students meet State GT Hour Requirements	Campus (Updated record of trainings noted in Eduphoria Aware and campus logs maintained by Principal and GT program teachers)	Less than 50% of Classroom teachers meet the 30 hour foundational training plus the 6 hour updates yearly	50% of Classroom Teachers meet the 30 hour foundational training plus additional 6 hour annual update	60-70% of Classroom teachers meet the 30 hour foundational training plus the 6 hour updates annually	**80 % of Classroom teachers meet the 30 hour foundational training plus additional 6 hour updates yearly**	38/48 - Woodridge Teachers 27/39 - Cambridge Teachers = 85%
5	Percentage of secondary content courses that offer separate GT sections for GT students	Campus	Less than 60% of content courses offered in separate GT sections	60-74% of content courses offered in separate GT sections	75-85% of content courses offered in separate GT sections	**86-100% of content courses offered in separate GT sections**	JS: 100% HS: 100% in grades 9 and 10 9th: 4 of 4 10th: 4 of 4

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

	Dropout Prevention						Recognized
	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data collection
1	Of at-risk students identified as needing a mentor, the percent assigned a mentor.	District	**<45%**	45-65%	66-89%	90-100%	2016- 58 total mentors/ 133 students in need of mentors 44% 2015- 101 total mentors/ 226 students in need of mentors 44%
2	Percent of students participating in extra-curricular classes (High School)	Campus (High School)	< 15%	15% - 25%	25% - 50%	**> 50%**	48%: theatre, band, spurs, strings, choir, cheer, JROTC, debate, spirit Squad 587/154845% at high school 698/1548 enrolled in one or more athletic periods
3	Attendance Rates for At-Risk Summer School (Pre-K - 8th)	District	<70%	70%-80%	80%-90%	**>90%**	94% summer 201491% summer 2015 (PK- K 83%)
4	Completion rate of students enrolled at Robbins Academy	Campus	<5%	5%-50%	**50%-94%**	>95%	Students who go to Robbins that complete HS or enroll in a 5th year-- 2014- 2015 58 enrolled 45 will graduate or be enrolled a 5th year 77% completion rate 2015-2016 59 enrolled 33 will graduate or be enrolled in a 5th year 56% completion rate

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

HOWARD ELEMENTARY

CAMBRIDGE ELEMENTARY

WOODRIDGE ELEMENTARY

ALAMO HEIGHTS JUNIOR SCHOOL

ALAMO HEIGHTS HIGH SCHOOL

Howard Early Childhood Center
Overall Rating for Performance
In Community Engagement
2015-2016

Overall Rating for Performance in Community Engagement
Howard Early Childhood Center
Alamo Heights Independent School District

Category	Rating
Fine Arts	Exemplary
Wellness	Exemplary
Community And Parent Involvement	Exemplary
Workforce Development	Recognized
Digital Learning	Recognized
Gifted and Talented	Recognized
Dropout Prevention	Exemplary
Second Language Acquisition	Recognized
Compliance	Exemplary
Overall Campus Rating	**Exemplary**
Principal Name	Mrs. Susan Peery
Date	6/23/2016

	Fine Arts						**Exemplary**
	Performance Measure	**Data Source**	**Unacceptable**	**Acceptable**	**Recognized**	**Exemplary**	**Data collection**
1	Number of days a week students participate in integrated fine art activities	Campus	Less than 1 day a week	2 times a week	3 times a week	**4 or more times a week**	There are some differences depending on classroom and time of the year, but all students engage in Fine Arts a minimum of 5 times a week.
2	Performance/Special Assemblies/Public Performance opportunitites Per Program	Campus	1 opportunity	2 opportunities	**3 opportunities**	**4 or more opportunities**	King Antonio Rodeo Pow Wow Classroom presentations Art Works experiences once per month in spring * Next year include opportunities to see performances like field trips to museums and theater.

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

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

	21st Century Workforce Development						Recognized
	Performance Measure	Data Source	**Unacceptable**	**Acceptable**	**Recognized**	**Exemplary**	**Data Collection**
1	Percentage of students scoring at Developed on all areas on TPRI End of Year	Campus (Source TPRI)	> 50% of total students	51% -70% of total students	**71% - 91% of total students**	> 92% of total students	2016 276 Students Assessed 86% Developed Phonemic Awareness 98% Developed Graphophonemic 96% Developed Listening Comprehension2015 285 Students Assessed 97% Developed Phonemic Awareness 99% Developed Graphophonemic 96% Developed Listening Comprehension
2	Percentage of students above 85% on ISIP Early Reading screener	Campus (Source Istation)	> 5% of total students	6% -15% of total students	**16% - 20% of total students**	> 21% of total campus score above the 85% nationally	2016 18% of total kindergarten at ISIP 221 or above on May assessment 263 students tested2015 26% of total kindergarten at ISIP 221 or above on May assessment 286 students tested 2014 22% of total kindergarten at ISIP 221 or above on April assessment 292 students tested

		Digital Learning Environment					Recognized
	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	Teacher Competency / Proficiency Rate (% of teachers who meet district tech proficiency requirements.)	Campus (Source LoTi Survey)	**50% or more of teachers at each campus are LoTi Level 2 and below.**	50% of teachers at each campus are LoTi Level 3 and above.	50% of teachers at each campus are LoTi Level 4a and above.	25% of teachers at each campus are LoTi Level 4B and above.	Tool: LoTi survey (www.lotilounge.com) Current Status: (Unacceptable) LoTi level 0 = 0 (0%), LoTi level 1 = 2 (11%), LoTi level 2 = 11 (58%), LoTi level 3 = 1 (5%), LoTi level 4a = 2 (11%), LoTi level 4b = 3 (16%), LoTi level 5 = 0 (0%), LoTi level 6 = 0 (0%) 2015-2016 31% Level 3 and above 2014-2015 30% Level 3 and above
2	Professional development digital learning environment opportunities PD sessions offered (and number of participants)	Campus (Source Campus Calendar and Eduphoria)	<3 professional development or learning sessions for digital learning environment	3-5 professional development or learning sessions for digital learning environment	6-8 professional development or learning sessions for digital learning environments	**>8 professional development or learning sessions for digital learning environment**	Fall tech goals by team Smart Board Training (x2) Apps for iPads Session in Learning Day on Smart Board 3 PLC sessions with tech rotations IC time with teams Web Page development 1 teacher requested individual tech coaching

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

Educational Programs for Gifted and Talented Students

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

	Second Language Acquisition Program							Recognized
	Performance Measure	Data Source	**Question**	**Unacceptable**	**Acceptable**	**Recognized**	**Exemplary**	**List samples of data collection.**
1	English Language Development Progress through TELPAS	Campus (Source LPAC Meeting Notes)	% of Bilingual and ESl students assessed through TELPAS with two trained raters	70-79%	80-89%	90-99%	**100 %**	All students evaluated by two trained campus raters
2	Teacher Preparation (Teachers trained in ELPS/ SIOP or ESL who have ELL students in their classrooms)	Campus Camups bilingual leadership teams maintain records of ELPS content/ SIOPand ESL trained teachers as well as ELL students and check and maintain schedules accordingly	How many teachers have been trained appropriately?	**Below 59% trained**	60%-74% trained	75%-89% trained	90%-100% trained	2016 5 bilingual teachers and 4 ESL teachers 9 out of 21= 43% 2015 2 bilingual teachers and 2 ESL teachers at K 1 bilingual teachers and 1 ESL certified at PK 6 out of 21= 29%
3	Student Literacy Acquisition	Campus (Source TPRI Data)	% Improvement on Tejas Lee Identificación de las letras Conocimiento de los sonidos BOY compared to EOY	0-5% improvement	5-20% improvement	21-40% improvement	**> 40% improvement**	2015 - 47% improvement Identificación de las letras BOY- 67% Developed EOY- 99% Developed
4	Inclusive community opportunities offered for ELL parents	Campus (Source Master Calendar)	How many community opportunites are offered for 2nd Language Learner Families ?	No events offered for ELL Parents on campus	1 event offered annually for ELL parents	2-3 events offered annually for ELL parents	**4 or more events offered annually for ELL parents**	Elementary events: Academia de Padres and ESL Classes, ELL Parenting Classes (3 sessions) Head Start Training
5	Support Services Offered in Spanish Speech Counseling PPCD Resource RtI	Campus (Staffing Assignments)	What student support services are avaiable in Spanish?	None	1 - 2	3 -4	**5 Services Available**	RtI Speech Counseling PPCD Resource

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

Cambridge Elementary School

Overall Rating for Performance

In Community Engagement

2015-2016

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

Category	Rating
Fine Arts	Exemplary
Wellness	Exemplary
Community and Parent Involvement	Exemplary
Workforce Development	Recognized
Digital Learning	Recognized
Gifted and Talented Programs	Exemplary
Dropout Prevention	Recognized
Second Language Acquisition	Acceptable
Compliance	Exemplary
Overall Campus Rating	**Exemplary**
Principal Name	Mrs. Laurel Babb
Date	6/21/2016

	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Exemplary
							Data collection
1	Enrollment of students in fine art courses	Campus (Source Master Schedule)	Less than 40% of students are enrolled in a Fine Arts course	40 to 49% of students are enrolled in a Fine Arts course	50 to 59% of students are enrolled in a Fine Arts course	**60% or more of students are enrolled in a Fine Arts course**	Elementary schools - everyone takes Art and Music 1 - 5 (strings instead of Music grades 4-5). 100% of students participate in Fine Arts
2	Number of Programs with a parent support group (ei: Band, String, Choir, Arts, Theatre)	Campus (Source PTO Website)	20.00%	40.00%	60.00%	**80% - 100%**	Friends of Strings, PTO Committees for 2nd Grade musical, 4th Grade Musical and Family Art Night.
3	Performance/Special Assemblies/Public Performance opportunities Per Program	Campus (Source Master Calendar and Fine Arts Teachers)	1 opportunity	2 opportunities	3 opportunities	**4 or more opportunities**	Strings - 14 performances Music - 16 performances Art - 6 performances

Fine Arts

Exemplary

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

	Community and Parent Involvement						Exemplary
	Performance Measure	**Data Source**	**Unacceptable**	**Acceptable**	**Recognized**	**Exemplary**	**Data Collection**
1	Community Engagement	Support for Cambridge PTO (Source PTO President)	<$25,000	$25,000- $89,000	**$90,000- $119,000**	Amount over $120,000	2016- $118,000 2015- $173,333 2014- $133,991 2013- $128,033
2	Community Engagement	Membership in Cambridge PTO (Source PTO President)	Decrease of > 15%	Decrease of 4-15%	**Number of members remained the same or Increase/Decrease of 1-3%**	Increase of > 2%	2016- 314 members (694 volunteers) 2015- 354 members 2014- 366 members 2013- 337 members
3	Family Engagement	Number of participants at district family events- Showcase of Engaged Learners (Source Sandra Shelton, Director of Technology)	> 1% of total campus students and teachers participate	1-4% of total campus students and teachers participate	5-9% of total campus students and teachers participate	**> 10% of total campus students and teacher participate**	**2016** 82 students = 10% 8 teachers = 20% **2015** 75 students = 10% Students 11 teachers = 18% Teachers
4	Communication	Number of parents participating in Spring 2015 conferences (Source Teacher Survey	Less than 50% participation	51- 70% participation	71- 89% participation	**90-100 % participation**	2016- 96% 2015- 97% 2014- 94%
5	Communication	Number of campuses offering Back to School Night Sessions (Source Master Calendar)	Less than 50%	51- 70% participation	71- 99% participation	**100 % participation**	2015- All five campuses offered Back to School Nights for parents and guardians 2015 79% of parents attended BTS Night (Based on classroom sign-in sheets)
6	Community Service for students	Number of campus programs offering support for students and families in need. (Source Counselors)	No programs	1 program	2-3 programs	**4 or more programs**	Snack Packs Cambridge Cares Vision Program Angel Network Thanksgiving Dinner Project

	21st Century Workforce Development						Exemplary
	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	Percentage of students scoring at Advanced Performance Level on STAAR	Campus (Source-STAAR Data)	> 10% of total students	11% -20% of total students	21% - 39% of total students	**> 40% of total students**	2016 - 41% Overall Advanced Performance on Reading 2015 - 41% Overall Advanced Performance on Reading 2014 - 29% Overall Advanced Performance on Reading

	Digital Learning Environment						Recognized
	Performance Measure	**Data Source**	**Unacceptable**	**Acceptable**	**Recognized**	**Exemplary**	**Data Collection**
1	Teacher Competency / Proficiency Rate (% of teachers who meet district tech proficiency requirements.)	Campus (Source LoTi Survey)	**50% or more of teachers at each campus are LoTi Level 2 and below.**	50% of teachers at each campus are LoTi Level 3 and above.	50% of teachers at each campus are LoTi Level 4a and above.	25% of teachers at each campus are LoTi Level 4B and above.	Tool: LoTi survey (www.lotilounge.com) Current Status: (Acceptable) LoTi level 0 = 3 (7%), LoTi level 1 = 2 (5%), LoTi level 2 = 25 (58%), LoTi level 3 = 8 (19%),
2	Professional development digital learning environment opportunities PD sessions offered (and number of participants)	Campus (Source Sandra Shelton, Director of Technology)	<3 professional development or learning sessions for digital learning environment	3-5 professional development or learning sessions for digital learning environment	**6-8 professional development or learning sessions for digital learning environments**	>8 professional development or learning sessions for digital learning environment	Fall learning day tech session for all teachers Staff Development specific to interventionists, special ed, 3rd grade One teacher requested individual tech coaching

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

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

	Second Language Acquisition Program							Recognized
	Performance Measure	Data Source	Question	Unacceptable	Acceptable	Recognized	Exemplary	List samples of data collection.
1	English Language Development Progress through TELPAS	Campus (Source TELPAS 2015 data)	What Percentage of students progressed at least one proficiency level from 2014-2015?	>39%	40-49%	50-59%	>60%	24 out of 38 students progressed at least one proficiency level from 2015-2016. 63%19 out of 20 students progressed at least one proficiency level from 2014-2015. 95% 7 out of 17 students progressed at least one proficiency level from 2013- 2014. 41%
2	Teacher Preparation (Teachers trained in ELPS/ SIOP or ESL who have ELL students in their classrooms)	Campus Camups bilingual leadership teams maintain records of ELPS content/ SIOP and ESL trained teachers as well as ELL students and check and maintain schedules accordingly	How many teachers have been trained appropriately? How many teacher should have been trained?	Below 59% trained	60%-74% trained	75%-89% trained	90%-100% trained	2016- 30 Teachers ESL/Bilingual or ELPS Certified 39 teachers total = 77% 2015- 30 Teachers ESL/Bilingual or ELPS Certified 38 teachers total = 78% 2014- 29 Teachers ESL/Bilingual or ELP Certified 39 Teachers total = 74%
3	Inclusive community opportunities offered for ELL parents	Campus (Source: Gabby Joseph, Bilingual Coordinator)	How many community opportunities are offered for 2nd Language Learner Families ?	No events offered for ELL Parents on campus	1 event offered annually for ELL parents	2-3 events offered annually for ELL parents	4 or more events offered annually for ELL parents	Elementary events: Academia de Padres and ESL Classes Cambridge events: Tamalada, Dia de los Muertos alter displays, Visiting bilingual author, Dia de los Niños in April
4	Progress on STAAR Test	Campus (Source 2015 STAAR)	What % of 4th -5th Grade LEP Students score at Met or Exceeded Progress on STAAR	60-69%	70-79%	80-89%	>90%	2016 Reading LEP (13 students) 62% Met 6% Exceeded2015 Reading LEP (13 students) 0% Met 80% Exceeded 2014 Reading 4th Grade LEP (5 students) 0% Met 100% Exceeded
5	Spanish Language Proficiency for Spanish Immersion Students in 5th Grade	Campus (STAMP 4e Proficiency Scores)	What is the average combined proficiency (reading, writing, speaking listening) score for 5th grade Spanish Immersion students?	Combined Proficiency at Novice 1-2	Combined Proficiency at Novice High to Intermediate Low 3-4	Combined Proficiency at Intermediate 4-5	Combined Proficiency at Intermediate High to Advanced >5	2016 4.31 2013 3.87 Novice 1-3 Intermediate 4-5 Advanced 6

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

Woodridge Elementary School
Overall Rating for Performance
In Community Engagement
2015-2016

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

Category	Rating
Fine Arts	Exemplary
Wellness	Exemplary
Community And Parent Involvement	Exemplary
Workforce Development	Recognized
Digital Learning	Recognized
Gifted and Talented Programs	Exemplary
Dropout Prevention	Exemplary
Second Language Acquisition	Recognized
Compliance	Exemplary
Overall Campus Rating	**Exemplary**
Principal Name	Mrs. Debbie Garinger
Date	6/21/2016

			Fine Arts				Exemplary
	Performance Measure	**Data Source**	**Unacceptable**	**Acceptable**	**Recognized**	**Exemplary**	**Data collection**
1	Enrollment of students in fine art courses	Campus (Source Master Schedule)	Less than 40% of students are enrolled in a Fine Arts course	40 to 49% of students are enrolled in a Fine Arts course	50 to 59% of students are enrolled in a Fine Arts course	**60% or more of students are enrolled in a Fine Arts course**	Elementary schools - everyone takes Art and Music 1 - 5 (strings instead of Music grades 4-5). 100% of students participate in Fine Arts
2	Number of Programs with a parent support group (ei: Band, String, Choir, Arts, Theatre)	Campus (Source PTO Website)	20.00%	**40.00%**	**60.00%**	80% - 100%	Friends of Strings, Art to Remember PTO Liason No standing support groups for music and art; however, parents do volunteer with these programs
3	Performance/Special Assemblies/Public Performance opportunities Per Program	Campus (Source Master Calendar and Fine Arts Teachers)	1 opportunity	2 opportunities	3 opportunities	**4 or more opportunities**	Music performances- 13 performances Strings does 8 performances plus the side-by side concert with HS and MS students. Special Spectacular

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

Community and Parent Involevement   Exemplary

	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	Community Engagement	Support for Woodridge PTO (Source PTO President)	<$25,000	$25,000- $89,000	$90,000- $119,000	**Amount over $120,000**	2016- ~ $140,000 (as of 4/2016) 2015- $174,783 2014- $143,064
2	Community Engagement	Membership in Woodridge PTO (Source PTO President, Brooke Peacock)	< 199	200-299	300-399	**Greater than 400**	2016- 456 members 2015- 439 members 2014- 435 members
3	Family Engagement	Number of participants at district family events- Showcase of Engaged Learners (Source Sandra Shelton, Director of Technology)	> 1% of total campus students and teachers participate	1-4% of total campus students and teachers participate	5-9% of total campus students and teachers participate	**> 10% of total campus students and teacher participate**	169 students and 14 teachers in 2016 18% students and 31% teachers 125 students and 19 teachers in 2015 13% Participation Students/ 29 % Participation Teachers 930 students and 45 teachers
4	Communication	Number of parents participating in parent/teacher conferences (Source Teacher Survey)	Less than 50% participation	51- 70% participation	71- 89% participation	**90-100 % participation**	2015-2016 96% 2014-2015 97% 2013-2014 94%
5	Communication	Number of campuses offering Back to School Night Sessions (Source Master Calendar)	Less than 50%	51- 70% participation	71- 99% participation	**100 % participation**	2015- All five campuses offered Back to School Nights for parents and guardians 79% of WE parents attended Back to School Night
6	Community Service by students	Number of campus programs offering community support (Source Counselors)	No programs	1 program	2-3 programs	**4 or more programs**	Food Drive for San Antonio Food Bank Random Acts of Kindness Week Kindness Matters Campaign Specials Spectacular Student Council Campus Clean Up Student Council Cardboard Kids for SA Woodridge Dad's Club Chain Reaction Week SnackPak4 Kids Clean Water for Africa (5th grade Bilingual & Spanish Immersion classes) Holiday letters to Soldiers (5th grade only) Tamalada (DL & Spanish Immersion families) Academia De Padres (Spanish speaking families) Local nursing home (4 X per year)

	21st Century Workforce Development						Recognized
	Performance Measure	**Data Source**	**Unacceptable**	**Acceptable**	**Recognized**	**Exemplary**	**Data Collection**
1	Percentage of students scoring at Advanced Performance Level on STAAR	Campus (Source- STAAR Data)	> 10% of total students	11% -20% of total students	**21% - 39% of total students**	> 40% of total students	2015-2016 Overall 37% (includes only reading) 2014-2015 Overall 34% (includes only reading because math passing standard not yet determined) 2013-2014 Overall 25% (includes math and reading)

	Digital Learning Environment						Recognized
	Performance Measure	**Data Source**	**Unacceptable**	**Acceptable**	**Recognized**	**Exemplary**	**Data Collection**
1	Teacher Competency / Proficiency Rate (% of teachers who meet district tech proficiency requirements.)	Campus (Source 2015 LoTi Survey)	**50% or more of teachers at each campus are LoTi Level 2 and below.**	50% of teachers at each campus are LoTi Level 3 and above.	50% of teachers at each campus are LoTi Level 4a and above.	25% of teachers at each campus are LoTi Level 4B and above.	2016- 31% of teachers at Level 3 or higher "Tool: LoTi survey (www.lotilounge.com) Current Status: (Acceptable) LoTi level 0 = 2 (4%), LoTi level 1 = 4 (7%), LoTi level 2 = 32 (58%), LoTi level 3 = 7 (13%), LoTi level 4a = 3(5%), LoTi level 4b = 5 (9%), LoTi level 5 = 1 (2%),
2	Professional development digital learning environment opportunities PD sessions offered (and number of participants)	Campus (Source Sandra Shelton, Technology Director)	<3 professional development or learning sessions for digital learning environment	**3-5 professional development or learning sessions for digital learning environment**	**6-8 professional development or learning sessions for digital learning environments**	>8 professional development or learning sessions for digital learning environment	2015-2016 One adult learning session after school with 4 presentation choices. One adult learning after school with 2 presentation choices. Individual coaching with teachers. 5 Woodridge teachers particpated in individual coaching 2014-2015 7 sessions for entire staff

Educational Programs for Gifted and Talented Students — Exemplary

	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	GT Teachers Meeting State GT Hours Requirements (K-12)	Campus (Source Personnel Staff Development Records)	< 100% GT Teachers Meeting State Requirements	100% GT Teachers Meeting State Requirements	100% GT Teachers Meeting State Requirements AND 20% of those GT teachers have 3 Additional Hours	**100% GT Teachers Meeting State Requirements AND >20% of those GT teachers have 6 or more Additional Hours**	All teachers in GT meet state requirements in certifications
2	Parental Involvement Opportunities for GT Program Options (K-12)	Campus (Source Ann Veazy, GT Coordinator)	Less than One Parental Involvement Opportunity during an academic year	One Parental Involvement Opportunity during an academic year	Two Parental Involvement Opportunities during an academic year	**Three or More Parental Involvement Opportunities during an academic year**	At elementary, we have celebrations of learning, meeting of the minds celebrations, information sessions relating to qualification for program services, information sessions relating to assessment information, parent chaperones on field trips and service activities.
3	Extra curricular opportunities for in which students can interact outside the classroom with other GT students (Robotics, DI, Science Olympiad)	Campus (Source Ann Veazy, GT Coordinator)	No extracurricular activities offered for GT students	1 or 2 opportunities for extracurriuclar involvement	**3 extracurricular clubs or opportuniteis for GT students**	More than 3 extracurricular clubs or opportunities for GT students	Elementary: Destination Imagination, Robotics, Meeting of the Minds, UIL events and competition 2016- 42 participants in DI (7 teams) Service project at Parklane Nursing Home
4	Elementary Classroom Teachers of GT students meet State GT Hour Requirements	Personnel Staff Developm	Less than 50% of Classroom teachers meet the 30 hour foundational training plus the 6 hour updates yearly	50% of Classroom Teachers meet the 30 hour foundational training plus additional 6 hour annual update	60-70% of Classroom teachers meet the 30 hour foundational training plus the 6 hour updates annually	**80 % of Classroom teachers meet the 30 hour foundational training plus additional 6 hour updates yearly**	2016 96% of WE teachers meet GT training requirements 2015 79% of WE teachers meet GT training requirements

	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
Dropout Prevention							**Exemplary**
1	Of at-risk students identified as needing a mentor, the percent assigned a mentor.	Campus (Source Roxanna Bazuldua)	<50%	50%-60%	60%-70%	**>70%**	22 Students identified as needing mentors 16 students assigned mentors 73% for 2016 48% for 2015 Significant parent volunteer program in classrooms
2	Attendance Rates for At-Risk Summer School (Pre-K - 8th)	Campus (Source Summer School Attendance Records)	<70%	70%-80%	80%-90%	**>90%**	91% summer 2015 94% summer 2014

Second Language Acquisition Program — Recognized

	Performance Measure	Data Source	Question	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	English Language Development Progress through TELPAS	Campus (Source TELPAS data)	What Percentage of students progressed at least one proficiency level?	>39%	40-49%	**50-59%**	>60%	2015-2016 DATA 37 out of 71 students progressed at least one proficiency level from 2015-2016 52% 2014-2015 DATA 55 out of 79 students = 70% 2013-2014 DATA
2	Teacher Preparation (Teachers trained in ELPS/ SIOP or ESL who have ELL students in their classrooms)	Campus (Source:Campus bilingual leadership teams maintain records trained teachers as well as ELL students and check and maintain schedules accordingly)	How many teachers have been trained appropriately? How many teacher should have been trained?	Below 59% trained	**60%-74% trained**	75%-89% trained	90%-100% trained	**2016** 14 campus teachers are bilingual 17 campus teachers are ESL certified 67% total trained **2015** 19 campus teachers are bilingual 10 campus teachers are ESL certified 62% total trained
3	Inclusive community opportunities offered for ELL parents	Campus (Source Master Calendar)	How many community opportunities are offered for 2nd Language Learner Families ?	No events offered for ELL Parents on campus	1 event offered annually for ELL parents	2-3 events offered annually for ELL parents	**4 or more events offered annually for ELL parents**	Tamalada Noche de libros Cafecitos ESL classes RTI session in Spanish Academia de Padres
4	Proficiency Levels of 5th Grade Students in Spanish Language Programs (Spanish Immersion)	Avant Stamp 4e Assessment Data Novice 1-3 Intermediate 4-5 Advanced 6	What is the average Spanish language proficiency for 5th grade Spanish Immersion students?	Average Proficiency is Novice Low (1.0 - 1.9)	Average Proficiency is Novice Mid (2.0 - 2.9)	Average Proficiency is Novice High - Intermediate Mid (3.0 - 4.5)	**Average Proficiency is Intermediate High to Advanced (4.5 - 6.5)**	2016 4.90 Mean of all 4 literacy areas (speaking, listening, reading and writing) 2013- 4.40 Mean of all 4 literacy areas (speaking, listening
5	Progress on STAAR Test	Campus (Source STAAR)	What % of 3rd-5th Grade Bilingual Students score at Met or Exceeded Progress on STAAR	< 50%	**50-69%**	70-79%	>80%	2016 Overall 54% Met or Exceeded Progress 2015 Overall 50% Met or Exceeded Progress 2014 Overall 40% Met or Exceeded Progress

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

Alamo Heights Junior School

Overall Rating for Performance

In Community Engagement

2015-2016

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

Category	Rating
Fine Arts	Exemplary
Wellness and Physical Education	Exemplary
Community and Parent Involvement	Exemplary
Workforce Development	Recognized
Digital Learning	Recognized
Gifted and Talented	Exemplary
Dropout Prevention	Recognized
Second Language Programs	Exemplary
Compliance	Exemplary
Overall Campus Rating	**Exemplary**
Principal Name	Laura Ancira
Date	6/22/2016

Fine Arts   Exemplary

	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	Enrollment of students in fine art courses	Campus	Less than 40% of students are enrolled in a Fine Arts course	40 to 49% of students are enrolled in a Fine Arts course	50 to 59% of students are enrolled in a Fine Arts course	**60% or more of students are enrolled in a Fine Arts course**	Junior School has 1006 out of 1169 students in FA courses, 86%.
2	Number of Programs with a parent support group (ei: Band, String, Choir, Arts, Theatre)	Campus	20.00%	40.00%	**60.00%**	80% - 100%	Friends of Strings, Band Booster, Choir Booster
3	Fine Arts UIL Competition Participation	Campus	Less than 70% of participating FA students involved in UIL or like competitions.	70-79% of participating FA students involved in UIL or like competitions.	**80-89% of participating FA students involved in UIL or like competitions.**	90-100% of participating FA students involved in UIL or like competitions.	JS % participation: 96% band; 100% strings; 53% choir
4	Performance/Special Assemblies/Public Performance opportunites Per Program	Campus	Less than 4 opportunities	4-6 opportunities	7-9 opportunities	**10 or more opportunities**	Band - 16; Strings - 8, Choir - 10, Art - 1, Theatre - 4-6
5	Number of Fine Art Pre-AP course offerings	Campus	0 Pre-AP Course Offerings	1 Pre-AP Course Offerings	2 Pre-AP Course Offerings	**3 Pre-AP Course Offerings**	JS offers 3 Pre-AP Fine Arts courses which include: French, Latin, and Spanish

Wellness and Physical Education   Exemplary

	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	percentatge of student body participating in athletics	Campus	less than 30% of students participating	30-39% of students participating	40-49% of students participating	**50% of students participating or more**	JS-62% of Eligible students (7-8 grade) participate in Athletics
2	number of physical activity clubs available for students	Campus	1 physical activity club available	2 physical activity clubs available	3 physical activity clubs available	**4 physical activity clubs available**	Golf, cross country, tennis, lacrosse, soccer, FLEX opportunities include Team Games, Physical Bootcamp, Ultimate Frisbee, Fun with Fitness
3	clubs/activities that promote active character education	Campus	less than 3 clubs/activities available	3-4 clubs/activities available	5-6 clubs/activities available	**7-8 clubs/activities available**	1- Character Ed Committee 2- Service Club (6th grade) 3- National Honor Society (cleaning) 4- Peer Tutors 5- Digital Citizenship Sessions 6- Student Council 7- Keys of Character 8 - Random Acts of Kindness through FLEX 9- Kindness Campaign
4	number of physical education course offerings available to students	Campus	0 physical education courses offered	1 physical education courses offered	**2 physical education courses offered**	3 physical education courses offered	JS offers Physical Education and Athletics which is consistent to other campuses with similar demographics (Garcia, Lopez)
5	district wellness program involvement areas	Campus	1 areas	2 areas	3 areas	**4 areas**	Student Support and Intervention- 6 offerings Parent Education and consulatation- 4 offerings Staff Training and Empowerment- 3 offerings Community Reinforcement- 2 offerings

Community and Parent Involvement   Recognized

	Performance Measure	Data Source	Unacceptable	Acceptable	Recognized	Exemplary	Data Collection
1	Community Engagement	Support for Alamo Heights Junior School PTO	Decrease of > 15%	Decrease of 1-15%	Amount of Funds Raised remained the same or Increase of 1-2%	**Increase of > 2%**	2012-2013: $71,316.00 2013-2014: $86,187.97 2014-2015: $69,891.63 2015-2016: $82,210.14
2	Family Engagement	Number of participants at district family events- Showcase of Engaged Learners	Decrease of > 20% in total number of participants	Change of +/- 20% in total number of participants (Includes decrease of up to 19% and an increase of up to 19%)	Increase of > 20% - 39% in total number of participants	**Increase of > 40% in total number of participants**	JS: (2012-13) 1 teacher / 2 students (2013-14) 7 teachers / 18 students (2014-15) 10 teachers / about 28 students (2015-16) 12 teachers/ about 93 students
3	Communication	Number of parents participating in Spring 2016 conferences	Less than 50% participation	51- 70% participation	**71- 89% participation**	90-100 % participation	JS Numbers: about 80% of parents attended one or more sessions with a teacher
4	Communication	Number of back to school and next year's school informational sessions offered	2	3	4	**5**	The Junior School holds one 6th to 7th/7th to 8th parent night is held mid year along with two 5th to 6th parent nights. We have two back to school nights at the beginning of the year.

	21st Century Workforce Development						Recognized
	Performance Measure	**Data Source**	**Unacceptable**	**Acceptable**	**Recognized**	**Exemplary**	**Data Collection**
1	Number of core content Pre-AP courses in which the percentage of students enrolled is over 50	Campus	1	2	**3**	4	English 6:65%, 7:74%, 8:74% Science 6:74%, 7:60%, 8:74% Social Studies 6:41%, 7:41%, 8:82% Math 6:65%, 7:82%, 8:57%
2	Percentage of students scoring at Advanced Performance Level on STAAR	Campus (Source- 2016 STAAR Data)	> 10% of total students	11% -20% of total students	**21% - 31% of total students**	> 40% of total students	2016 data6th: R- 27% & M- 24% 7th: R- 32% & M-1% 8th: R- 36% & M 15% 2015 data 6th: R-34% 7th: R-35% 8th: Alg 1-60% R-42% S-20% SS-17%

		Digital Learning Environment					Recognized
	Performance Measure	**Data Source**	**Unacceptable**	**Acceptable**	**Recognized**	**Exemplary**	**Data Collection**
1	Teacher Competency / Proficiency Rate (% of teachers who meet district tech proficiency requirements.)	Campus	**50% or more of teachers at each campus are LoTi Level 2 and below.**	50% of teachers at each campus are LoTi Level 3 and above.	50% of teachers at each campus are LoTi Level 4a and above.	25% of teachers at each campus are LoTi Level 4B and above.	Tool: LoTi Survey (www.lotilounge.com) Current Status: (Unacceptable) 2015-2016 46 Teachers surveyed. Level 3 and above = 15 teachers (33%) Level 2 and below = 31 teachers (67%)
2	Student Technology Competencies (Student scores on TA TEKS Assessment)	District	20% or more students score Basic or Below Basic on TA TEKS Assessment	80% or more students score Proficient or Advanced on TA TEKS Assessment	**85% or more students score Proficient or Advanced on TA TEKS Assessment**	90% or more students score Proficient or Advanced on TA TEKS Assessment	"Tool: Learning.com TechApps TEKS Assessment. Current Status: (Exemplary) From May, 2015 323 students tested. 8th grade assessment: Advanced = 30 (9%), Proficient = 253 (78%), Basic = 36 (11%), Below Basic = 4 (1%) 2014 Data D 391 students tested. Current Status: (Exemplary) From May, 2013 8th grade assessment: Advanced = 42 (11%), Proficient = 308 (79%), Basic = 34 (9%), Below Basic = 7 (2%) (JS average for Proficient and Advanced is 90%)
3	Professional development digital learning environment opportunities PD sessions offered	Campus	<10 professional development or learning sessions for digital learning environment	10-15 professional development or learning sessions for digital learning environment	16-20 professional development or learning sessions for digital learning environments	**>25 professional development or learning sessions for digital learning environment**	JS held 25 professional Development for digital learning sessions on our campus

Educational Programs for Gifted and Talented Students — Exemplary

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

	Dropout Prevention						Recognized
	Performance Measure	**Data Source**	**Unacceptable**	**Acceptable**	**Recognized**	**Exemplary**	**Data Collection**
1	Of at-risk students identified as needing a mentor, the percent assigned a mentor.	Campus	**<50%**	50%-60%	60%-70%	>70%	25 students of our at-risk students have been identified as in need of a mentor-6 have a community mentor. 24%
2	Attendance Rates for At-Risk Summer School (Pre-K - 8th)	Campus	<70%	70%-80%	80%-90%	**>90%**	Summer of 2015-91.4%
3	Percent of students participating in extra-curricular classes	Campus	< 15%	15% - 25%	25% - 50%	**> 50%**	100% of our students participate in extra-curricular classes through FLEX

	Second Language Acquisition Program						Exemplary
	Performance Measure	**Data Source**	**Unacceptable**	**Acceptable**	**Recognized**	**Exemplary**	**Data Collection**
1	English Language Development Progress through TELPAS	Campus	5 or more points below the state average	State Average	1-4 points above the state average	5 or more points or more above the state average	**Students who progressed at least one proficiency level from 14-15: JS: 6-48% 7-21% 8-45% State Scores: 6- 45% 7- 48% 8-47%
2	Academic Achievement (Reading) of Monitor Students: Yrs 1&2 (Grades 3-10 - must meet minimum size)	Campus	5 or more points below the state standard	Region 20 Average	1-4 points above region standard	**5 or more points above region standard**	Academic Achievement (Level II Satisfactory) Grades 3-8 Reading and EOC English I and English II LEP Students: Region 20: 43.9%/ AHISD: 45.05% 2016 Data July 2016
3	Teacher Preparation (Teachers trained in ELPS/ SIOP or ESL who have ELL students in their classrooms)	Campus	Below 70% trained	70%-79% trained	80%-89% trained	**90%-100% trained**	Camups bilingual leadership teams maintain records of ELPS content/ SIOP and ESL trained teachers as well as ELL students and check and maintain schedules accordingly
4	Inclusive community opportunities offered for ELL parents	Campus	No events offered for ELL Parents on campus	1 event offered annually for ELL parents	2-3 events offered annually for ELL parents	**4 or more events offered annually for ELL parents**	Junior School Events: ESL for parents, ESL Parent Information Night (one in fall, one in spring), School Tours available in Spanish, Noche de Universidad, Project Infinity
5	Percentage of 7th and 8th graders enrolled in a language other than English		below 30%	30-34%	35-39%	**40% or above**	42% of 7th/8th grade students signed up for either Spanish, French, or Latin

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

House Bill 5

2015-2016

2015-2016 House Bill 5
Alamo Heights ISD Summary of Results

Celebrations	Participation in Showcase of Engagement reached an all-time high with over 660 student participants and 69 teacher volunteers.
	96% of **2016** high school seniors are attending college or university in the fall. In the class of **2015**, 93% of high school seniors attended college or university in the fall after graduation.
	As a result of successful campus goals, the number of elementary teachers with GT certification increased from 64% in 2014 to 85% in 2016.
	Spanish proficiency (Avant Assessment: reading, writing, speaking, listening) scores of Spanish Immersion students exceeded <u>both</u> AHISD scores from previous years and national comparison data of other Spanish Immersion programs.
	Funding from AHSF continues to exceed Exemplary $500,00 threshold amount.
Areas of Focus	Attendance at elementary Back to School Nights was not as high as expected (77%). The heavy rains on the night of the Howard BTS nights and double scheduling of elementary and Junior School Back to School nights may explain the drop in parent participation.
	There was a drop in the percentage of Spanish speaking students who progressed at least one proficiency level on TELPAS when compared to 2014-15 and 2013-2014 levels. Within the 2016 scores there are a significant number (n=37) of students identified as both Limited English Proficient and Special Education. Specific strategies may be needed to address the needs of students with dual needs.
	The current number of mentors is inadequate to meet the needs of students identified as needing a mentor.
	Classroom teachers continue to rank themselves at the *Awareness* and *Exploration* levels on the Levels of Teaching Innovation Survey (LoTI). At these levels, technology is used primarily at lower levels of cognitive processing (remembering, understanding, applying). Digital resources are used by students for extension activities, enrichment exercises, information gathering assignments, or presentations that reinforce lower cognitive skill development. The Engaged Classroom rollout aims to shift technology use towards higher levels of student cognitive processing.
Feedback from DEAC	There is robust parent involvement at the elementary level, but this drops off in secondary. Could systems be developed for scheduled conferences at the secondary level? Not all parents understand the process/reason for scheduling a cluster meeting.
	Overall, AH does quite well on the HB 5 survey. Could we set higher goals for ourselves?
	The low performance on LoTI stands out. There were questions about what this survey is actually measuring.
Considerations for 2016-2017	In addition to attendance rates at Summer School, we can begin to track overall attendance rates by campus under Dropout Prevention.
	We will include peer mentor numbers into mentorship data (Summer Teen Helpers, Peer Tutors, High School Helpers)
	The number of parents at Back to School Night can be tracked through sign in sheets.
	Volunteer hours can be tracked through the Raptor System.
	Parent, teacher, and student survey data can be included for the 2016-2017 school year.
	Number of students achieving a B or better average in AP classes can be included in Workforce Development.