



**Alamo Heights ISD**

**2020-2021**

***Community Based  
Accountability System***





### AHISD Curriculum and Instruction Department

We are dedicated to the goal of providing a viable curriculum for all AHISD students. We believe all students deserve rigorous curriculum and engaging instruction. Our goal is to provide the leadership, resources, support and professional development necessary to lead all students to high achievement.



**AHISD BOARD OF TRUSTEES (l to r)** Bonnie Giddens, member; Brian Hamilton, Assistant Secretary; Lisa Krenger, member; David Hornberger, President; Stacy Sharp, member; Ryan Anderson, Secretary; Dr Dana Bashara, Superintendent; and Perry Shankle, Vice President.

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Ms. Susan Perry, *Howard Principal*

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Mrs. Amy Lagueux, *Elementary Academic Dean*



# A Message from Superintendent Dr. Dana Bashara

Alamo Heights ISD is a school system that places a priority on high standards of achievement for all students, and to that end we dedicate ourselves to promoting a relentless culture of continuous improvement. In AHISD we embrace accountability because it is the catalyst for action for the outcomes we desire for each one of our students.



In AHISD, accountability is essential as we measure the **learner outcomes of our Learner Profile**. This AHISD Learner Profile measures all those skills that articulates the knowledge, skills, and attributes our students will need to pursue individual dreams and positively impact the world.

In AHISD, accountability is essential as we measure **academic growth in a wide variety of ways** that far transcend any one state assessment test measured by the A-F accountability system. These include performance assessments and multiple formative and summative assessment opportunities where students can demonstrate mastery of learning.

In AHISD accountability is essential as we measure the way **we recruit and maintain high performing faculty and staff**. It is important to our community that our staff maintain cutting edge trainings and certifications to be abreast of best practices. It is important that we engaged these highly trained staff in our district for the longest amount of time possible.

In AHISD accountability is essential as we measure the way **we offer supports and opportunities for students to be well-rounded and engaged** in their school experience beyond their academic experience. We believe these opportunities promote the well-rounded, whole-child experience that promotes leadership, citizenship, and character development that will contribute to those other characteristics we desire in the AHISD Profile of a Learner so it is important to be accountable for measurement.

In AHISD accountability is essential as we measure the way **our community is engaged in our schools**. We acknowledge that community engagement promotes high levels of success for our students, so we measure the way our stakeholders interact and engage with our schools.

In AHISD, accountability is essential as **we measure fiscal responsibility and facility needs** in an ever challenging financial landscape. We know it is imperative to plan for responsible use of our limited resources and we need to creatively plan for long- range budgeting solutions to the demands that recapture places on our school community.

This AHISD Community Based Accountability System digs deeply into the values of our local community and the Alamo Heights School District – the heart of the community whose passion is excellence. It articulates so much more than the A-F state system of accountability that measures our district based on a snapshot of one test on one day for our students. This AHISD CBAS measures all that aspire for the students at our schools. This is what we dedicate the mission of our daily work to everyday. **This is accountability that champions our AHISD children.**



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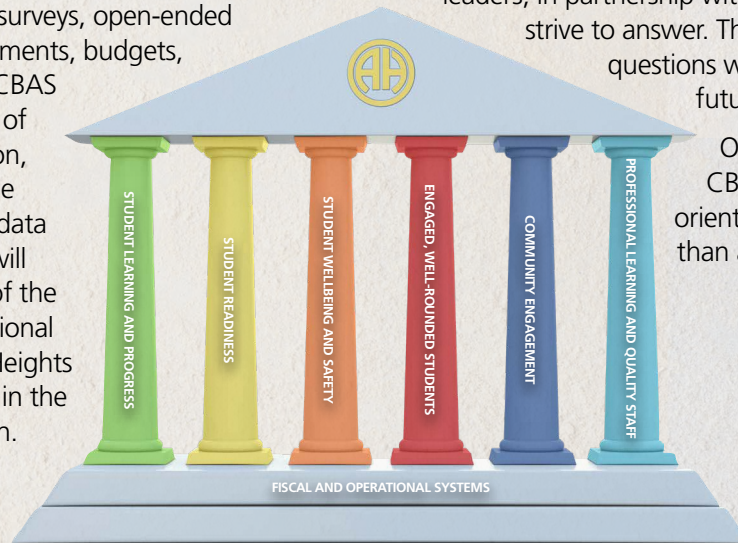
# Overview of Community Based Accountability System

This Community Based Accountability System (CBAS) uses a multiple measures approach to educational outcomes developed at the local level. This means the inclusion of data sources traditionally overlooked in statewide accountability systems, like surveys, open-ended responses, classroom assessments, budgets, and attendance rates. This CBAS also includes data reflective of our entire student population, rather than the limited scope of state accountability. The data included in this document will provide concrete evidence of the progress toward the educational outcomes that our Alamo Heights community determined are in the best interest of their children.

**This Community Based Accountability System is organized around seven pillars.**

Within each pillar there are key questions for district leaders, in partnership with community members, to strive to answer. The answers from the key questions will serve as signals to guide future district goals and activities.

One of the strengths of our CBAS is that it is a future-facing orientation to accountability rather than a backwards-facing report.



PILLAR	PILLAR DESCRIPTION	KEY QUESTION
<b>Pillar 1:</b> <i>Student Learning and Progress</i>	<b>Pillar Function:</b> Ensure academic success for all students, including but not limited to English language learners, special education students, recent immigrants, students with disabilities, etc.	<ul style="list-style-type: none"> <li>• KQ1- To what degree do all AHISD learners demonstrate equitable academic growth, achievement, and outcomes?</li> </ul>
<b>Pillar 2:</b> <i>Student Readiness</i>	<b>Pillar Function:</b> Ensure students are well prepared for their next level of education and most notably for post-secondary success, including career readiness, college readiness, and military readiness.	<ul style="list-style-type: none"> <li>• KQ2- To what degree are AHISD learners academically ready for their next stage of learning?</li> </ul>
<b>Pillar 3:</b> <i>Student Wellbeing and Safety</i>	<b>Pillar Function:</b> Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social emotional needs of each student.	<ul style="list-style-type: none"> <li>• KQ3- To what degree are AHISD learners developing a healthy sense of social-emotional wellness and security?</li> <li>• KQ4- To what degree do AHISD learners feel a sense of belonging within our schools?</li> <li>• KQ5- To what degree is there equitable treatment of all students within our schools?</li> </ul>
<b>Pillar 4:</b> <i>Engaged, Well-Rounded Students</i>	<b>Pillar Function:</b> Engage students in a way that contributes to their overall development and future well-being.	<ul style="list-style-type: none"> <li>• KQ6- Do all students have equitable access and inclusion within school supports, programs, and activities?</li> <li>• KQ7- Do all students have the opportunity to learn about equity, cultural awareness, and action?</li> </ul>
<b>Pillar 5:</b> <i>Community Engagement</i>	<b>Pillar Function:</b> Ensure that local citizens are a meaningful, integral part of the schools and supportive of their local public schools.	<ul style="list-style-type: none"> <li>• KQ8- To what degree are AH learners supported by an engaged community?</li> </ul>
<b>Pillar 6:</b> <i>Professional Learning and Quality Staff</i>	<b>Pillar Function:</b> Ensure that every student has high quality teachers and adults in the schools that are knowledgeable, care about them, their learning, and their well-being.	<ul style="list-style-type: none"> <li>• KQ9- To what degree are AH learners taught by diverse and high performing faculty and staff members?</li> <li>• KQ10- To what degree do all staff have the opportunity to learn about equity, cultural awareness, and action?</li> </ul>
<b>Pillar 7:</b> <i>Fiscal and Operational Systems</i>	<b>Pillar Function:</b> Ensure the district is using its resources to further its mission to educate the students it is assigned to serve.	<ul style="list-style-type: none"> <li>• KQ11- To what degree is our district fiscally responsible?</li> </ul>



# Signaling

Each Key Question is answered through a review of evidence called **Indicators**. When reflecting on Key Questions and **Indicators**. The focus is on decisions-making. Do the Indicators suggest that the decisions we have made are moving us as planned towards the goal?

Within a CBAS, **Signaling** is what allows a community, a board of trustees, or a school leadership team a view into the work of schools that is sufficiently standardized to allow for meaningful communication.

AHISD will answer this question with one of four **Signals**:

- **On Track:** This will **Signal** that no additional effort or attention is required in order for the probability of success to remain high.
- **Adjustments Being Made:** This will **Signal** that without additional effort or attention the probability of success will be low, but that current resourcing and the available expertise are sufficient to make progress.
- **Support Required:** This will **Signal** that without additional effort, resources, and/or expertise the probability of success will be low.
- **Crisis:** this **Signal** is reserved for those rare instances where a crisis situation has arisen.

PILLAR	KEY QUESTION	INDICATOR EVIDENCE	SIGNAL RESULT
<b>Pillar 1</b> <i>Student Learning and Progress</i>	To what degree do all AHISD learners demonstrate equitable academic growth, achievement, and outcomes?	1.1 COVID Impact 1.2 PSAT 1.3 SAT 1.4 State Testing 1.5 Graduation and Drop Out Rates	1.1 On track. Continue to monitor 1.2 On track. Continue to monitor 1.3 On track. Continue to monitor 1.4 Support Required 1.5 On track. Continue to monitor
<b>Pillar 2</b> <i>Student Readiness</i>	To what degree are AHISD learners academically ready for their next stage of learning?	2.1 CCMR Rating	2.1 Adjustments taking place
<b>Pillar 3</b> <i>Student Wellbeing and Safety</i>	To what degree are AHISD learners developing a healthy sense of social-emotional wellness and security?	3.1 School Safety Survey	3.1 On track. Continue to monitor
	To what degree do AHISD learners feel a sense of belonging within our schools?	3.2 Belonging Survey	3.2 Adjustments taking place
	To what degree is there equitable treatment of all students within our schools?	3.3 Positive Relationships Survey 3.4 Rigorous Expectations Survey	3.3 Adjustments taking place 3.4 Adjustments taking place
<b>Pillar 4</b> <i>Engaged, Well-Rounded Students</i>	Do all students have equitable access and inclusion within school supports, programs, and activities?	4.1 Advanced Academic Enrollment 4.2 Support Services 4.3 Student Activities Participation	4.1 Support Required 4.2 Adjustments taking place 4.3 On track. Continue to monitor
	To what degree do all students have the opportunity to learn about equity, cultural awareness, and action?	4.4 Social Awareness Survey	4.4 Support Required
<b>Pillar 5</b> <i>Community Engagement</i>	To what degree are AH learners supported by an engaged community?	5.1 Family Engagement Survey	5.1 On track. Continue to monitor
<b>Pillar 6</b> <i>Professional Learning and Quality Staff</i>	To what degree are AH learners taught by diverse and high performing faculty and staff members?	6.1 Teacher Credentials 6.2 Teacher Job Satisfaction 6.3 Demographics of Teachers	6.1 On track. Continue to monitor 6.2 Adjustments taking place 6.3 Adjustments taking place
	To what degree do all staff have the opportunity to learn about equity, cultural awareness, and action?	6.4 Professional Learning about Equity Survey	6.4 Support Required
<b>Pillar 7</b> <i>Fiscal and Operational Systems</i>	To what degree is our district fiscally responsible?	7.1 School Budget	7.1 On track. Continue to monitor
		7.2 First Rating	7.2 On track. Continue to monitor



**Pillar 1 – Student Learning and Progress:**

*To what degree do all AHISD learners demonstrate equitable academic growth, achievement, and outcomes?*

**Indicator 1.1: Student Progress (COVID Impact)****Percentage of Meeting Instructional benchmark Standards**

Three times a year, the reading and math progress and performance of all students is assessed using universal screeners. These screeners are given by classroom teachers. Universal screening allows schools to provide targeted focus to at-risk groups at a time that will create the greatest impact on improving future outcomes.

**READING**

	2020	2019
Elementary RDG English	68.6	66
Elementary RDG Spanish	47	53
Junior School RDG	65	66
High School RDG	69	66

**MATH**

	2020	2019
Elementary Math	83	80
Junior School Math	76	81
High School Math	89	86

**Findings:** Research data from NWEA predicted that school closures over the spring and summer would result in two to four months of learning loss for all students and a greater impact in K-2nd grade. Additionally, TEA released a study on the academic impact of the pandemic on Texas students using Interim Assessment results from 334 districts. The results of the study indicate students experienced 3.2 months of instructional loss from the closures, in addition to the typical 2.5 months of summer learning loss.

In AHISD, students did not experience a widespread “COVID Slide” and regression of skills over the spring and summer. Beginning of the year screener data is comparable to previous years. There is a decline in elementary Spanish literacy. This may be due to students not having the same opportunity to practice Spanish during the summer and first three weeks of remote learning during the 20-21 school year. The Junior School increased math intervention to meet student needs.

**Signal:** On track. Continue to monitor.

**Community Feedback:**

The speed at which the entire school year was reimagined was amazing. We are very fortunate to have such a responsive and caring district.

– Junior School Parent

During Continuous Learning and school closure, my child was independent and happy. My child was still learning, still felt supported, loved, and cared for by his teachers. That is paramount.

– Cambridge Parent



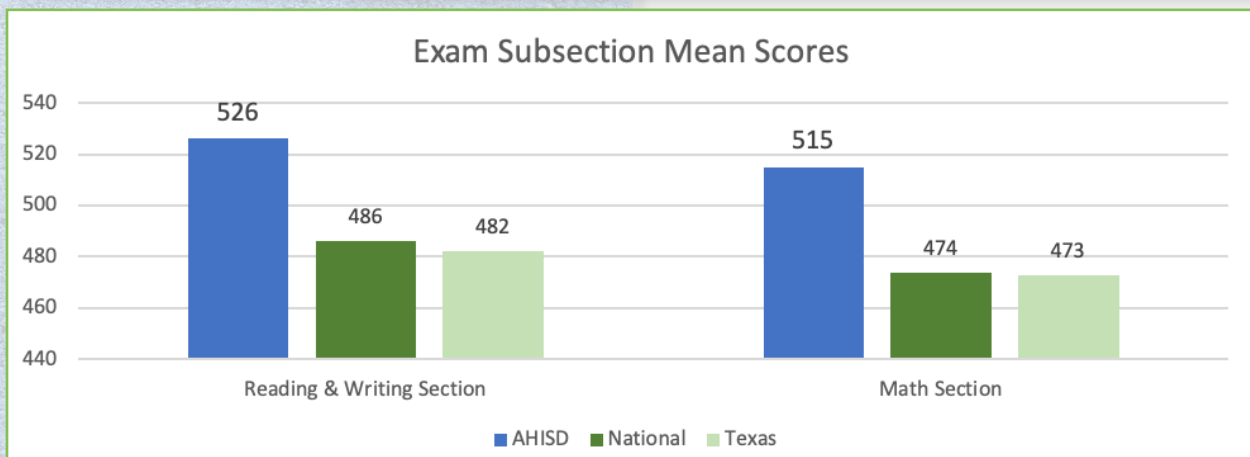
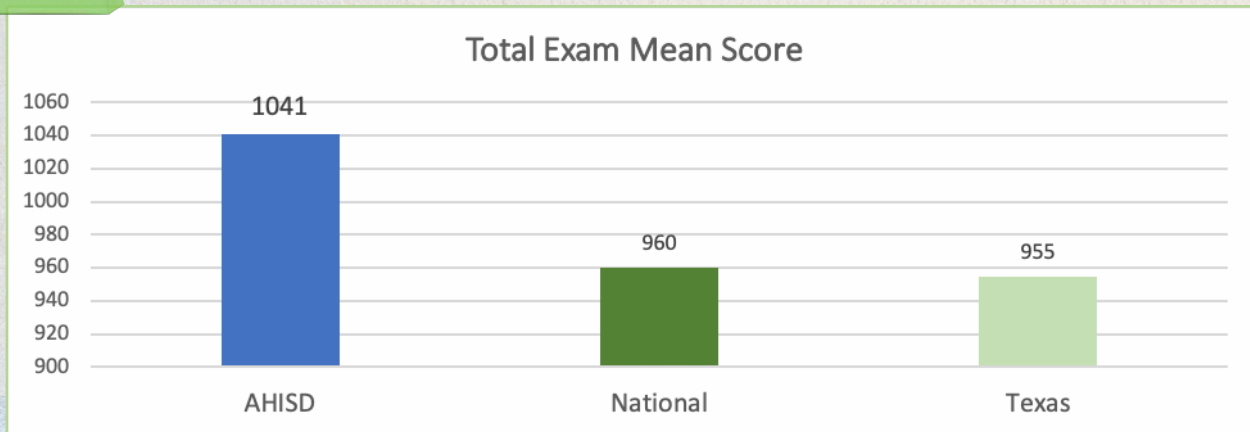


**Pillar 1 – Student Learning and Progress:**

*To what degree do all AHISD learners demonstrate equitable academic growth, achievement, and outcomes?*

**Indicator 1.2: Student Progress****Comparison of AHISD students to Texas and National Comparison Groups on PSAT**

The Scholastic Assessment Test (SAT) is an entrance exam used by most colleges and universities to make admissions decisions. The PSAT is a primer for the SAT. Taking the PSAT is optional as a freshman and sophomore and given to all junior students at AHHS. PSAT assessments can provide students benefits like over \$350 million in scholarship opportunities and information about their potential to succeed in Advanced Placement.



**Findings:** AHISD scores surpass both national and Texas comparison scores. Nineteen AHISD scholars in the 11th grade received National Merit Recognition for their exemplary performance on PSAT

**Signal:** On track. Continue to monitor.

**Community Feedback:**

I like how much the school emphasizes that teachers should teach beyond just the requirements given out by the state of Texas; they want students to really learn for the sake of learning, not merely to pass tests. We are pushed to become our best self.

- High School Student

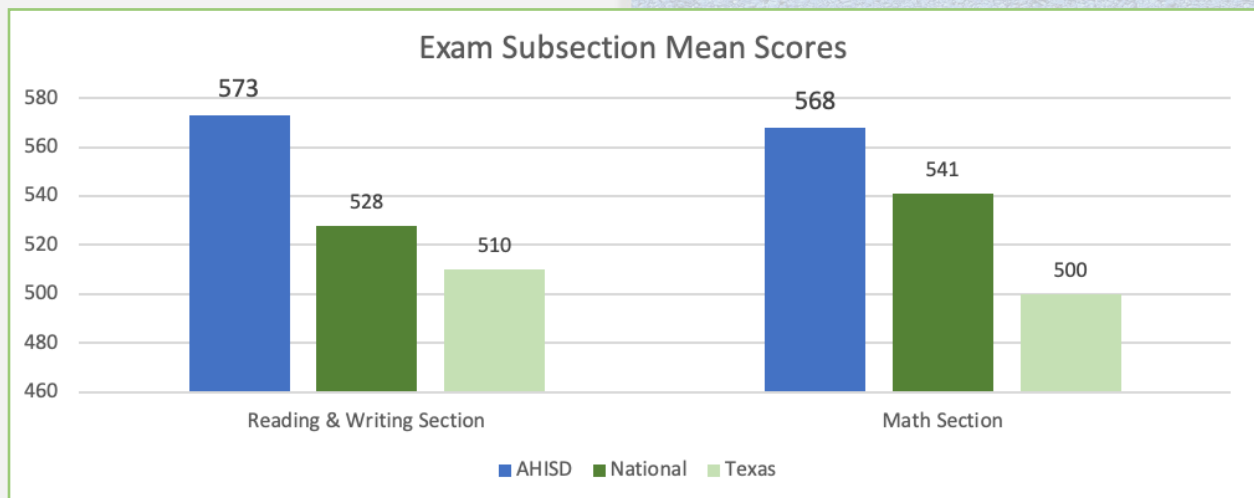
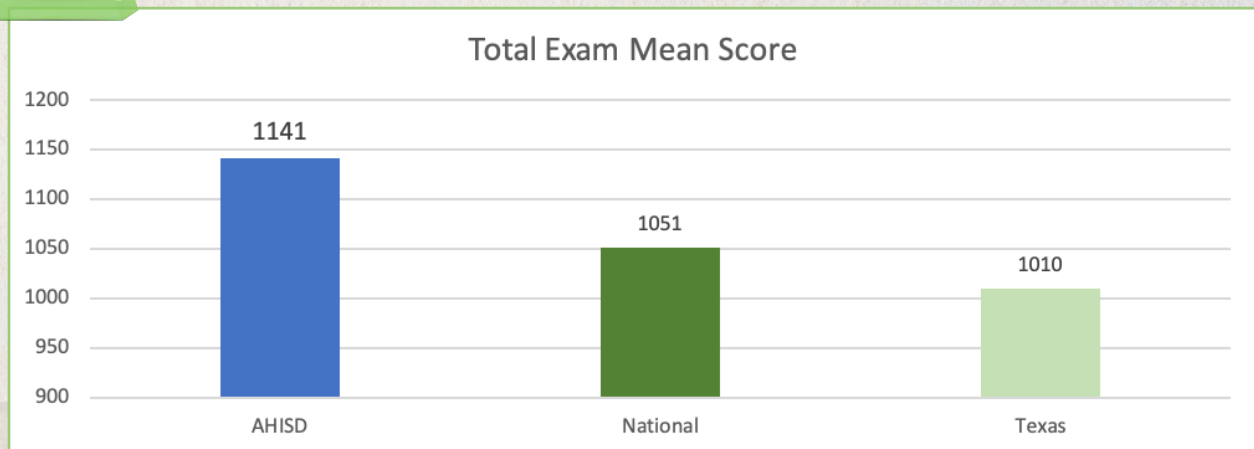


**Pillar 1 – Student Learning and Progress:**

*To what degree do all AHISD learners demonstrate equitable academic growth, achievement, and outcomes?*

**Indicator 1.3: Student Progress****Comparison of AHISD students to Texas and National Comparison Groups on SAT**

The Scholastic Assessment Test (SAT) is an entrance exam used by most colleges and universities to make admissions decisions. While many students were unable to take the SAT due to the impact of COVID-19, the overwhelming majority of AHISD students in the class of 2020 who wanted to test were able to sit for an SAT administration before the COVID-19 caused global shutdowns.



**Findings:** AHISD scores surpass both national and Texas comparison scores. 36% of AHISD students scored above a 1200 compared to 26% of national test takers and 18% of Texas test takers. Additionally, 25% of the class of 2020 aspired to a Bachelor's Degree, 39% aspired to a Master's Degree, 26% aspired to a Doctoral or Related Degree, and 9% were undecided.

**Signal:** On track. Continue to monitor.



**Pillar 1 – Student Learning and Progress:**

*To what degree do all AHISD learners demonstrate equitable academic growth, achievement, and outcomes?*

**Indicator 1.4: Student Progress****Comparison of Academic Performance of Student Groups on State Assessments**

STAAR stands for State of Texas Assessments of Academic Readiness, which is the state's student testing program. STAAR is based on state curriculum standards in core subjects including reading, writing, mathematics, science, and social studies. EOC is the End of Course exam students must pass before graduating high school. Due to the COVID-19 Pandemic, the STAAR and EOC exams were not administered in 2020. The most current data is from 2019.

2019 STAAR and EOC Exams Grades 3-12 Summary	All Students	Black/ African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Dis	English Learners	Special Ed
<b>All Subjects</b>											
Percent of Tests % at Approaches GL Standard or Above	85%	76%	77%	92%	100%	89%	100%	82%	68%	64%	47%
% at Meets GL Standard or Above	61%	49%	49%	71%	56%	71%	80%	51%	35%	34%	25%
% at Masters GL Standard	32%	26%	21%	40%	19%	46%	47%	24%	13%	12%	9%
Number of Tests # at Approaches GL Standard or Above	6,730	143	2,525	3,749	32	221	15	45	1,096	368	328
# at Meets GL Standard or Above	4,842	92	1,607	2,908	18	177	12	28	565	193	176
# at Masters GL Standard	2,508	49	703	1,617	6	113	7	13	211	69	60
Total Tests	7,898	187	3,288	4,073	32	248	15	55	1,621	571	699
<b>ELA/Reading</b>											
Percent of Tests % at Approaches GL Standard or Above	85%	75%	77%	92%	100%	89%	100%	79%	66%	60%	44%
% at Meets GL Standard or Above	63%	46%	50%	74%	58%	69%	75%	63%	34%	30%	26%
% at Masters GL Standard	31%	28%	20%	39%	0%	43%	38%	29%	12%	12%	7%
Number of Tests # at Approaches GL Standard or Above	2,587	50	975	1,438	12	85	8	19	418	130	127
# at Meets GL Standard or Above	1,916	31	635	1,156	7	66	6	15	217	65	74
# at Masters GL Standard	932	19	257	605	0	41	3	7	78	25	19
Total Tests	3,033	67	1,265	1,561	12	96	8	24	630	215	286
<b>Mathematics</b>											
Percent of Tests % at Approaches GL Standard or Above	87%	81%	79%	92%	100%	92%	100%	79%	73%	72%	48%
% at Meets GL Standard or Above	62%	50%	49%	72%	50%	79%	80%	37%	36%	45%	25%
% at Masters GL Standard	34%	22%	22%	43%	13%	51%	60%	21%	13%	16%	10%
Number of Tests # at Approaches GL Standard or Above	1,988	47	772	1,071	8	70	5	15	366	129	101
# at Meets GL Standard or Above	1,415	29	478	833	4	60	4	7	180	80	53
# at Masters GL Standard	776	13	215	501	1	39	3	4	67	29	22
Total Tests	2,298	58	974	1,158	8	76	5	19	503	179	210

**Findings:** Overall, AHISD students perform quite well on state standardized exams. There continues to be an achievement gap between racial groups. Economic status may be a mediating variable between race and achievement, meaning factors associated with poverty and economic status that may explain the relationship

between race and achievement. Students served in Special Education and Bilingual programs continue to underperform on state assessments.

**Signal:** Support Required



**Pillar 1 – Student Learning and Progress:**

*To what degree do all AHISD learners demonstrate equitable academic growth, achievement, and outcomes?*

**Indicator 1.6: Student Progress****Comparison of Dropout and Graduation Rates**

Texas Education Agency compiles a Graduation Profile of Annual Graduates. This annual report includes the count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals.

**Annual Dropout Rate:** The percentage of students who drop out of school during a school year. Annual dropout rates are shown for the district and campuses that serve grades 7–8 and 9–12. According to research, graduating from high school will determine how well students live for the next 50 years of their lives. High school graduates earn \$143 more per week than high school dropouts.

	State	Bexar County	District	Black/ African American	Hispanic	White	American Indian	Asian	Two or More Races	Special Ed	Econ Dis	English Learners
Annual Dropout Rate (Gr 7-8)												
2017-18	0.40%	0.60%	0.10%	0.00%	0.00%	0.00%	*	0.00%	*	0.00%	0.00%	0.00%
2016-17	0.30%	0.40%	0.00%	0.00%	0.00%	0.00%	*	0.00%	*	0.00%	0.00%	0.00%
Annual Dropout Rate (Gr 9-12)												
2017-18	1.90%	2.60%	0.40%	3.60%	0.70%	0.00%	0.00%	0.00%	0.00%	1.60%	1.40%	0.00%
2016-17	1.90%	2.70%	0.20%	0.00%	0.60%	0.00%	0.00%	0.00%	0.00%	0.90%	0.60%	0.00%
4-Year Graduation Rate (Gr 9-12)												
Class of 2018 Graduated	90.00%	87.10%	97.70%	90.00%	95.80%	99.50%	*	100.00%	*	90.50%	92.30%	100.00%
Class of 2017 Graduated	89.70%	85.90%	96.90%	*	96.90%	97.40%	*	86.70%	*	83.30%	93.80%	100.00%

**Findings:** Our dropout rates continue to be lower than the county and state while our graduation rates continue to be higher than the county and state.

**Signal:** On track. Continue to monitor.

**Community Feedback:**

I appreciate the Alamo Heights School District's effort to provide quality and beneficial education to its students. I feel that what I've learned has enabled me to lay a strong intellectual, educational, and secular foundation for my life. In other words, I feel like I've learned a lot and am pretty smart.

– High School Student





**Pillar 2 – Student Readiness:**

*To what degree are AHISD learners academically ready for their next stage of learning?*

**Indicator 2.1: College, Career, and Military Readiness (CCMR)****AHISD Score Compared to Other Similar Districts**

This CCMR measure includes scores on national college entrance exams, completing college-level classes in high school, or earning a qualifying industry credential. This measure illustrates the percentage of students who have met one of these criteria to demonstrate they are ready for college and career pathways. Readiness for postsecondary education is critical for students' future success and ability to access career opportunities.

	COMPARISON ISD	2020 CCMR %	2019 CCMR %
Johnson HS	North East ISD	96%	93%
Boerne Champion HS	Boerne ISD	96%	94%
Grapevine HS	Grapevine-Colleyville ISD	95%	96%
Friendswood HS	Friendswood ISD	95%	94%
<b>ALAMO HEIGHTS HS</b>	<b>Alamo Heights ISD</b>	<b>94%</b>	<b>93%</b>
Georgetown HS	Georgetown ISD	94%	92%
Frisco HS	Frisco ISD	93%	94%
New Braunfels HS	New Braunfels ISD	92%	92%
Clark HS	Northside ISD	91%	91%

Data Source: <https://txschools.gov/> site from TEA

**Findings:** CCMR is made up of several components. AHHS is doing well with college entrance exam scores but there is room to improve in Advanced Placement, dual credit, and industry certifications.

- 70% of seniors meet college-ready SAT/ACT/TSI scores.
- 38% of seniors met criterion score on an AP/IB exam in any subject
- 23% of seniors earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject
- 2% of seniors Identified as receiving special education services and earned an advanced degree plan
- 0% of seniors earned an industry-based certification from approved list
- 0% of seniors earned an associate's degree while in high school
- 0% of seniors completed an OnRamps course and qualified for at least 3 hours of university credit

AHHS created specific 5-year goals to improve CCMR.

**Signal:** Adjustments taking place.

**Community Feedback:**

I like that most people care a lot about their academics which creates a good learning environment.

– High School Student

I like that there are opportunities we get here, such as the Rocketry program, like nowhere else.

– High School Student





**Pillar 3 – Student Wellbeing and Safety:**

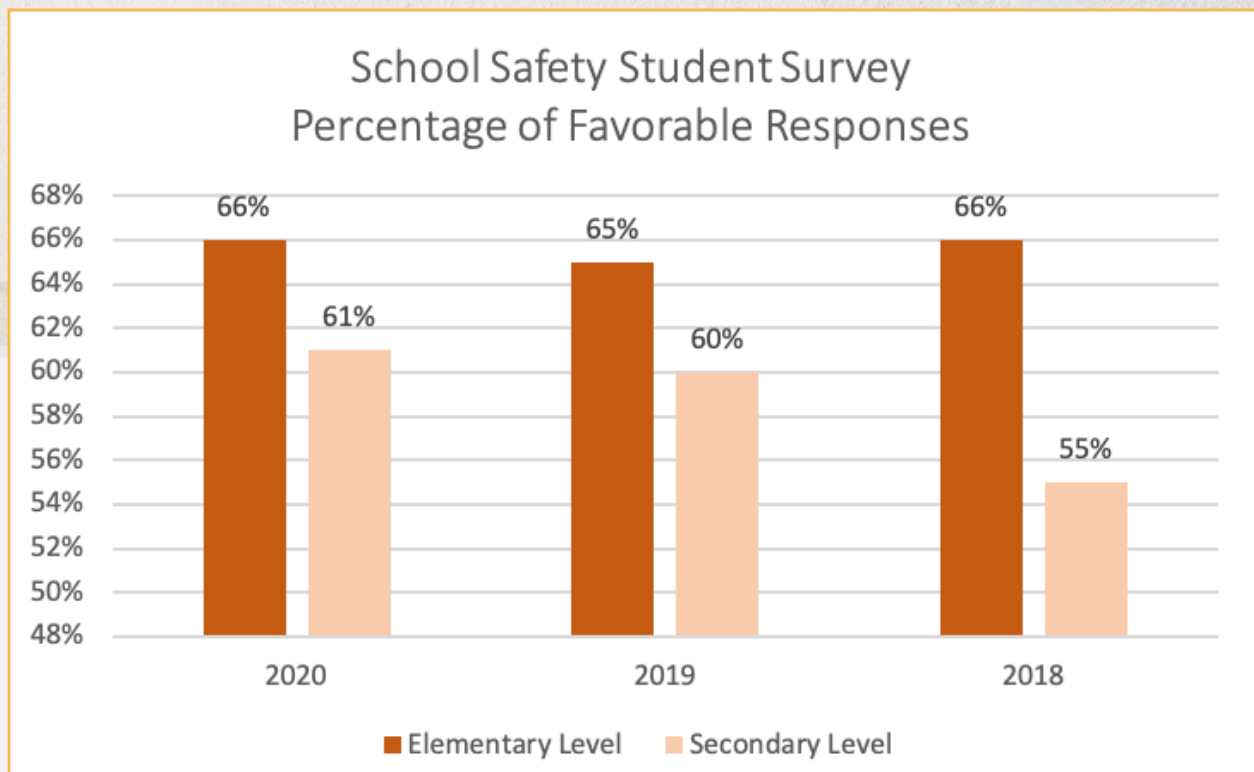
*To what degree are AHISD learners developing a healthy sense of social-emotional wellness and security?*

**Indicator 3.1: School Safety Survey****AHISD Score Compared to Previous Years and National Benchmarks**

The School Safety Survey was given to all students in grades 3-12 in November 2019. The survey probes perceptions of physical and psychological safety while at school, including bullying, violence, and availability of support for students. It is important for students to have a safe learning environment to ensure they have the best possible opportunity to succeed academically. 3,032 students responded to the survey.

**School Safety- Elementary Level**

AHISD Scores at 80th% of National Benchmarks



**Findings:** AHISD students feel physically and psychologically safe in our schools. There were noticeable differences between students who are classified as economically disadvantaged and students who are not classified as economically disadvantaged. There are no statistical differences between other student groups.

**Signal:** On track. Continue to monitor.

**Community Feedback:**

It's a very good and safe school and I appreciate that I'm able to feel like that going to school.  
- Junior School Student



**Pillar 3 – Student Wellbeing and Safety:**

*To what degree are AHISD learners developing a healthy sense of social-emotional wellness and security?*

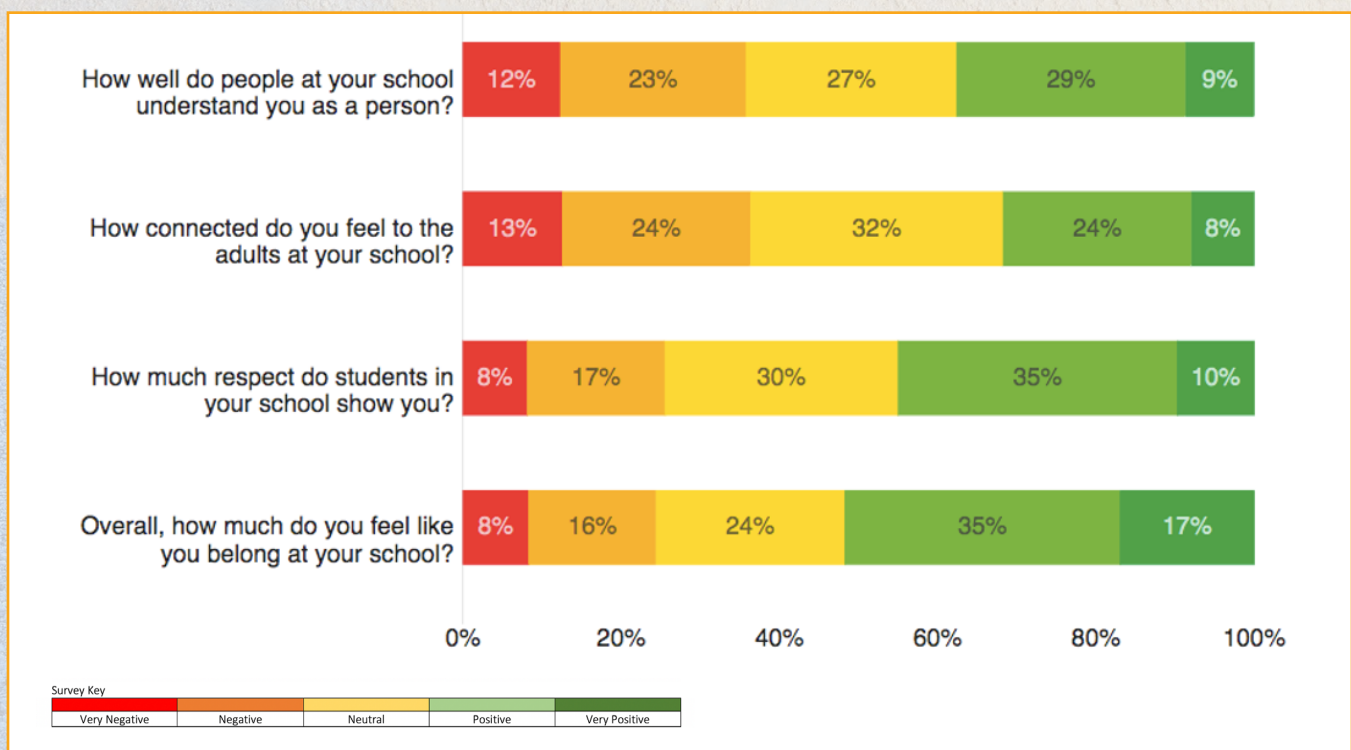
**Indicator 3.2: Belonging Survey****AHISD Score Compared to National Benchmarks**

The Belonging Survey was given to all students in grades 6-12 in November 2020 and grades 3-5 in November 2019. The survey asks how much students feel that they are valued members of the school community. Research shows feeling like you belong at school is linked to higher levels of student emotional and physical wellbeing and better academic performance and achievement. It is positively associated with optimism, self-efficacy, self-esteem, self-concept and sociability. 1,900 students responded to the survey.

**Belonging - Secondary Level**

AHISD Elementary Scores at 80th% of National Benchmarks

AHISD Secondary Scores at 50th% of National Benchmarks



**Findings:** Most AHISD students feel a strong sense of belonging in our schools. Campuses all have specific Strategic Action goals around Belonging. There is a needed focus on improving connections with adults at the secondary level. There are no statistical differences between student groups.

**Signal:** Adjustments taking place.

**Community Feedback:**

I appreciate the efforts that the school has made to promote inclusivity. It helps boost the positivity and acceptance among students and teachers. I feel like I'm part of a bigger part of the community like I'm important.

– High School Student



**Pillar 3 – Student Wellbeing and Safety:**

*To what degree are AHISD learners developing a healthy sense of social-emotional wellness and security?*

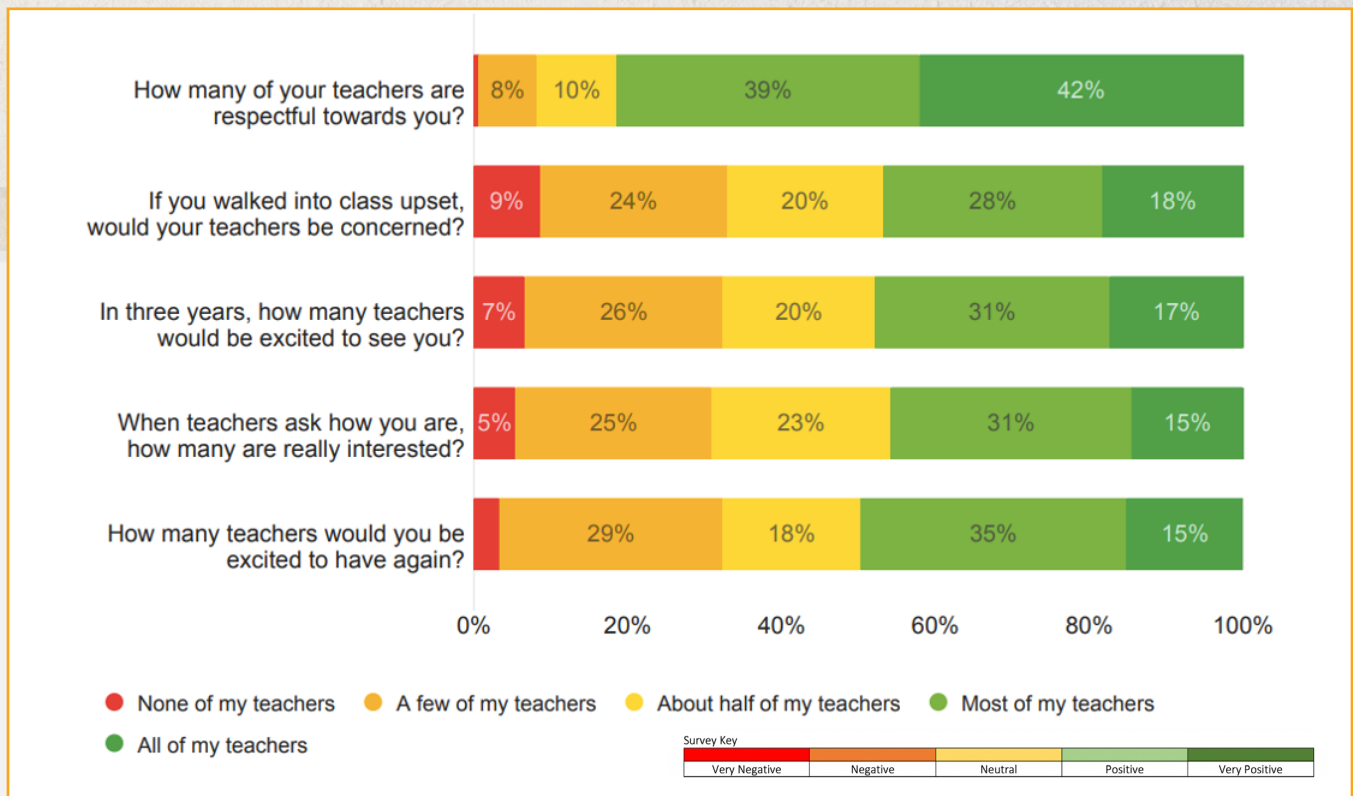
**Indicator 3.3: Positive Relationships Survey****AHISD Score Compared to National Benchmarks**

The Positive Relationships Survey was given to all students in grades 6-12 in November 2020 and grades 3-5 in November 2019. The survey asks how strong the connection is between teachers and students within and beyond the school. Improving students' relationships with teachers has important, positive and long-lasting implications for both students' academic and social development. Within a positive relationship, students are likely to trust the teacher more, show more engagement in learning, behave better in class, and achieve at higher levels academically. 1,900 students responded to the survey.

**Positive Relationships**

AHISD Elementary Scores at 90th% of National Benchmarks

AHISD Secondary Scores at 40th% of National Benchmarks



**Findings:** Positive relationships are a strength of AHISD elementary campuses. In secondary, although students feel like teachers are respectful towards them, fewer students feel like they have strong relationships with all teachers on campus. Campuses all have specific Strategic Action goals around Relationships and Belonging. There are no statistical differences between student groups.

**Signal:** Adjustments taking place.

**Community Feedback:**

One thing I like about Alamo Heights is how nice people are to each other. I feel like we are much better at being kind to one another than most public schools out there.

- Junior School Student



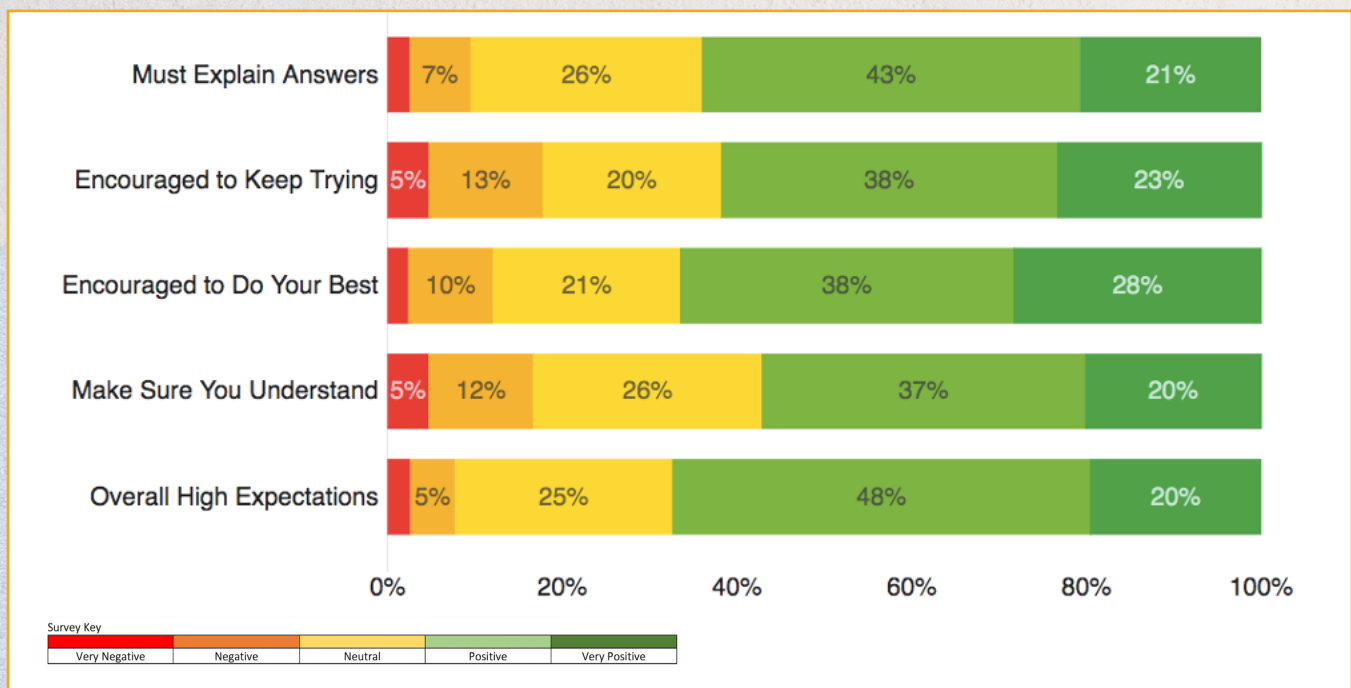
**Pillar 3 – Student Wellbeing and Safety:***To what degree are AHISD learners developing a healthy sense of social-emotional wellness and security?***Indicator 3.4: Rigorous Expectations Survey****AHISD Score Compared to National Benchmarks**

The Rigorous Expectations Survey was given to all students in grades 6-12 in November 2020 and grades 3-5 in November 2019. The survey asks how much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class. Teachers' beliefs about their students and what they can achieve have a substantial impact on students' academic learning and progress. 1,900 students responded to the survey.

**Rigorous Expectations**

AHISD Elementary Scores at 70th% of National Benchmarks

AHISD Secondary Scores at 40th% of National Benchmarks



**Findings:** While most students do feel like they are held to high expectations, this is not a perception held by all students, especially in secondary. Students who participate in activities have a sense of higher expectations when compared with students who do not participate in activities. Ongoing professional development is planned on understanding curriculum standards and using formative data to set student goals. There are no statistical differences between student groups.

**Signal:** Adjustments taking place.

**Community Feedback:**

The thing I like the most about Alamo Heights is that the math department is really good in helping me understand the material. I'm a lot better at math than I used to think.

- Junior School Student

I like that there are standards that are upheld, and they encourage kids to embodied. So the growth that is encouraged is emotional as well as academic. The expectations are set high which gives the platform to set high goals in life.

- Cambridge Parent



**Pillar 4 – Engaged, Well-Rounded Students:**

*To what degree do all students have equitable access and inclusion within school supports, programs, and activities?*

**Indicator 4.1: Pre-AP and Advanced Placement Courses****AHHS Student Group Comparison**

The College Board's Advanced Placement (AP) courses are college-level classes in a wide variety of subjects that student can take while in high school. College credit for AP courses is earned through scores of 3 or higher on the AP exams. Pre-AP courses are accelerated courses that prepare students to take a later AP exam. AHHS offers 28 Advanced Placement course options.

STUDENT GROUP	2020 AHHS TOTAL DEMOGRAPHICS	2020 AHHS ADVANCED ACADEMICS DEMOGRAPHICS
Economically Disadvantaged	16.9%	7.8%
Special Education	8.3%	1.1%
English Learners	3.7%	1.2%
Black/African American	1.9%	1.3%
Hispanic	39.4%	32%
White	54.4%	63%
American Indian	0.5%	0.2%
Asian	2.7%	2.8%
Pacific Islander	0.2%	0.2%
Two or More Races	0.9%	0.8%

**Findings:** All advanced courses in AHISD are open enrollment. This means all students who have completed the prerequisite courses can request enrollment in advanced coursework. There is some misalignment of the profile of students requesting enrollment in advanced coursework and the profile of the total student body, especially students identified as economically disadvantaged. This is an area where further inquiry is needed to know if the participation discrepancies occur during initial counseling, or if students later drop the course. This is needed to know if changes are needed in student course counseling, differentiation within the course, or tutoring support.

**Signal:** Support required.

**Community Feedback:**

I like the amount of support the counselors and college counselor give to their students. They always help me think through my schedule. Without them I'd be a mess.

- High School Student

The AP classes are really good and ensure kids are prepared for the rigors of college courses.

- High School Parent





**Pillar 4 – Engaged, Well-Rounded Students:**

*To what degree do all students have equitable access and inclusion within school supports, programs, and activities?*

**Indicator 4.2: Student Support Services****AHHS Student Group Comparison**

AHISD offers multiple support programs for students to provide the needed services to ensure all students can reach their full potential. All require special evaluation for students to qualify for program services. All services are offered from kinder- 12th grade. The chart below compares the demographic student programs to the demographic profile of the entire district.

STUDENT GROUP	AHISD TOTAL DEMOGRAPHICS	2020 DYSLEXIA DEMOGRAPHICS NUMBER = 326		2020 INTERVENTION DEMOGRAPHICS NUMBER = 594		2020 SPECIAL EDUCATION DEMOGRAPHICS NUMBER = 651		2020 GIFTED AND TALENTED DEMOGRAPHICS NUMBER = 1077	
Economically Disadvantaged	19.7%	62	19%	206	35%	201	31%	31	2.9%
Special Education	9.1%	55	17%	132	22%			18	1.7%
English Learners	6.7%	16	4.9%	86	14%	82	13%	16	1.5%
Black/African American	2.4%	1	0.3%	15	2.5%	14	2.2%	11	1.0%
Hispanic	39.5%	144	44%	351	59%	347	53%	223	21%
White	53.1%	171	53%	209	35%	264	41%	787	73%
American Indian	0.4%	1	0.3%	0	0%	1	0.2%	2	0.2%
Asian	3.2%	7	2.1%	15	2.5%	19	2.9%	36	3.3%
Pacific Islander	0.3%	2	0.6%	0	0%	1	0.2%	1	0.0%
Two or More	1.1%	0	0%	4	0.7%	5	0.8%	17	1.6%

**Findings:** Dyslexia participation aligns with the district enrollment percentages. There are some discrepancies with academic intervention, special education, and gifted and talented. All students are screened for academic intervention services three times a year and equitable criteria are applied to all students. Special Education evaluation is by referral and placement is by a committee that includes parents, teachers, and administrators. Changes have been made in the GT evaluation process so that all students are evaluated for GT services in both kindergarten and 5th grade. We expect these changes will balance the GT enrollment data to align with district enrollment percentages over time.

**Signal:** Adjustments taking place.

**Community Feedback:**

I really like how we have FLEX so we have extended time to work on homework if we can't do it at home, or if we have to finish a project.  
- Junior School Student

Our daughter has an IEP and AHISD has been a great partner and provides a lot of support. The district wants kids to succeed and works hard to set kids up for future success. I have never had to fight for accommodations for our daughter like I've seen other parents struggle in different districts. I couldn't be any happier with AHISD.  
- Woodridge Parent



**Pillar 4 – Engaged, Well-Rounded Students:**

*To what degree do all students have equitable access and inclusion within school supports, programs, and activities?*

**Indicator 4.3: Student Activities****Participation Rates of Secondary Students**

Research suggests that participation in extracurricular activities on a regular basis is the best way to help children develop their individual personality, cut down on emotional stress, and enhance social or academic skills that could benefit them in the future.

**PERCENTAGE OF TOTAL SECONDARY STUDENTS (GR. 6-12) PARTICIPATING IN EACH ACTIVITY**

Fine Arts	Athletics	Clubs	Career and Technical	National Honor Societies	National Language Honor Societies	Academic Competitions	Peer Tutors	Student Council	Journalism	ROTC
71%	51%	37%	18%	17%	17%	14%	12%	12%	10%	4%

**Data Source:** Fall 2020 Student Survey



**Findings:** 70% of AHISD secondary students participate in some school activity. Students who participate in activities report a stronger sense of belonging, stronger relationships with teachers, higher expectations than responses of students who do not participate in school activities. There is a subtle but significant difference in participation rate between students identified as economically disadvantaged and students who are not identified as economically disadvantaged. There are no statistical differences between other student groups.

**Signal:** On track. Continue to monitor.

**Community Feedback:**

We have good opportunities here at alamo heights that we wouldn't in other places.

- Junior School Student

There is an absolutely amazing variety of academic options in Heights. I also value my child's extracurricular activities. They give her a sense of belonging, have taught her to be a leader, showed her the importance of time management and more importantly, that anything is possible if you set your mind to it.

- High School Parent



**Pillar 4 – Engaged, Well-Rounded Students:**

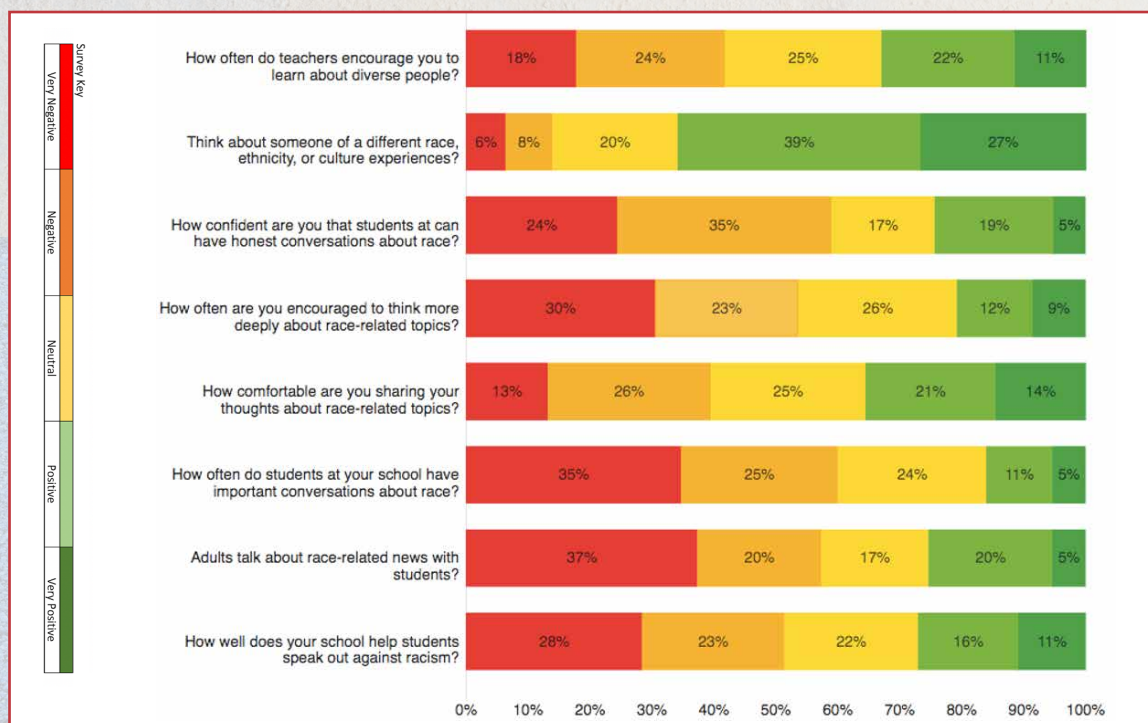
*To what degree do all students have equitable access and inclusion within school supports, programs, and activities?*

**Indicator 4.4: Student Equity and Inclusion Survey****AHHS Student Group Comparison**

The Cultural Awareness and Action Survey was given to all students in grades 6-12 in November 2020. The survey asks how often students learn about, discuss and confront issues of race, ethnicity, and culture in school. Fostering inclusion and awareness around multicultural education and taking a culturally responsive approach to teaching benefits all students. Not only does creating greater multicultural awareness and inclusion help students with different backgrounds and needs succeed, but it encourages acceptance and helps prepare students to thrive in an increasingly diverse world. 1,200 students responded to the survey.

**Cultural Awareness and Action Survey**

New survey- national benchmarks not available yet



**Findings:** *Cultural Awareness and Action* is slightly negatively correlated with grade. The Junior School tends to have slightly higher values for Cultural Awareness and Action than High School. While 45% of 6th graders have a positive perception of cultural awareness at their schools, that number drops to 30% by 12th grade. An Equity Council was formed in the fall of 2020 to conduct an equity audit and address issues of equity and inclusion in the district. There are no statistical differences between student groups.

**Community Feedback:**

It's rough out there. Most of you are trying your best. Keep listening to what everyone has to say on either side of the fence. I don't blame anyone for keeping out of politics and even conversations about race nowadays because of how violent people can get on either side of the fence. Thanks for being a teacher during the year 2020, I could never do it.  
-High School Student

**Signal:** Support Required.

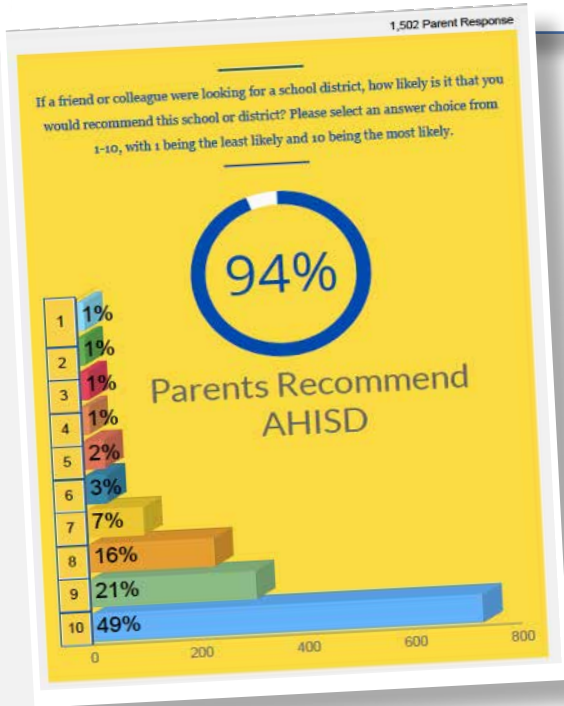
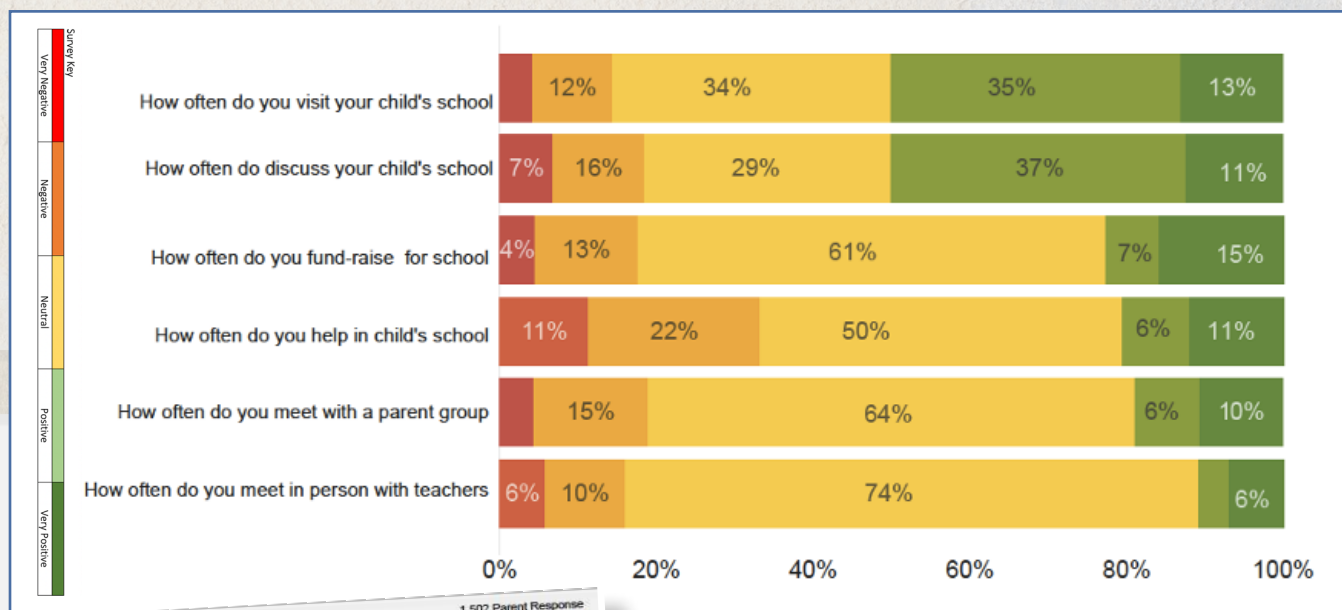


**Pillar 5 Community Engagement:***To what degree are AH learners supported by an engaged community?***Indicator 5.1: Family Engagement Survey****Comparison to National Benchmarks**

The Family Engagement Survey was given to all parents in grades PK-12 in February 2020. The survey asks the degree to which families become involved with and interact with their child's school. When parents are involved, students get better grades, score higher on standardized tests, have better attendance records, drop out less often, have higher aspirations, and more positive attitudes toward school and homework. 1,502 parents responded to the survey.

**Family Engagement Survey**

AHISD Scored at the 80th Percentile in National Benchmarks



**Findings:** One of the strengths of AHISD is a highly engaged community. Engagement with the school is strongest in elementary. In Fall 2020, 97% of parents attended elementary parent conferences. In Fall 2021, 97% of parents attended virtual elementary conferences

**Signal:** On track. Continue to monitor.

**Community Feedback:**

The tight knit community that surrounds and supports the school system in being the best it can be. Parents and students are very willing to give of their time and money to make AHISD a success and a system that is competitive and that makes students thrive and succeed in academics, sports and extra curriculum experiences.  
- Woodridge/Howard Parent



**Pillar 6 Professional Learning and Quality Staff:**

*To what degree are AH learners taught by diverse and high performing faculty and staff members?*

**Indicator 6.1: Teacher Experience, Education, and Retention****Comparison to State Data**

One of the most important factors in raising student achievement is a highly qualified teacher. Research shows that teacher subject-matter knowledge is greatly associated with student learning. Teaching experience is positively associated with student achievement gains throughout a teacher's career. As teachers gain experience, their students are more likely to do better on other measures of success beyond test scores such as persistence and study skills.

TEACHER EXPERIENCE AND EDUCATION	DISTRICT		STATE	
	Count	Percent	Count	Percent
Teachers by Highest Degree Held:				
No Degree	1	0%	4,860	1%
Bachelors	189	54%	266,596	73%
Masters	156	44%	89,088	25%
Doctorate	7	2%	2,577	1%
Teachers by Years of Experience:				
Beginning Teachers	24	7%	26,879	7%
1-5 Years Experience	55	15%	101,306	28%
6-10 Years Experience	71	20%	70,305	19%
11-20 Years Experience	123	35%	106,768	29%
Over 20 Years Experience	80	23%	57,864	16%
Turnover Rate for Teachers				
		15%		17%

**Findings:** Our AHISD staff is more experienced and educated than teachers across the state. AHISD has a lower turnover rate than other districts across the state.

**Signal:** On track. Continue to monitor.



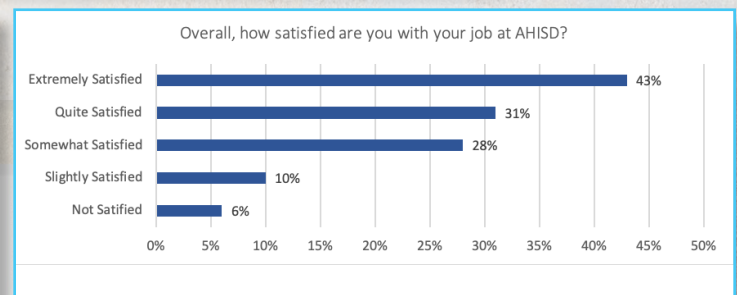
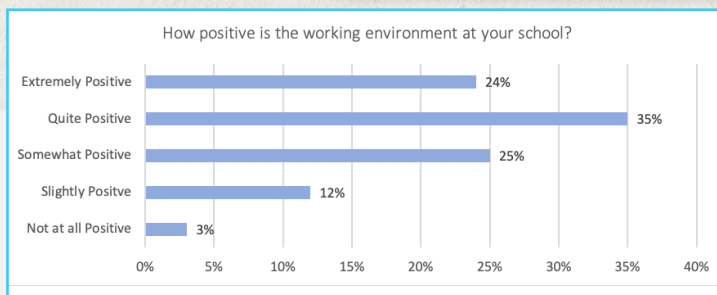
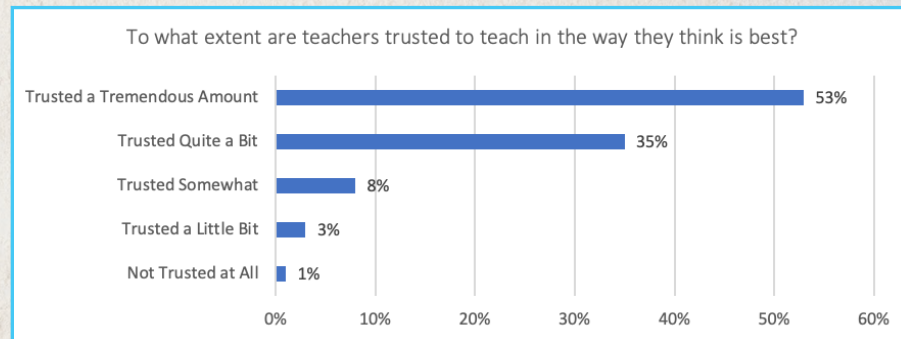


**Pillar 6 Professional Learning and Quality Staff:**

*To what degree are AH learners taught by diverse and high performing faculty and staff members?*

**Indicator 6.2: Teacher Job Satisfaction at AHISD****Response to Local Survey Question in February 2020**

Not only is job satisfaction closely related to teacher retention, but it also contributes to the well-being of teachers and their students, overall school cohesion and enhanced status of the teaching profession.



**Findings:** Our teachers are the strength of the district. Most teachers are satisfied or very satisfied with their employment in AHISD. Each campus has a Strategic Action goal to support job satisfaction of faculty and staff.

**Signal:** Adjustments taking place.

**Community Feedback:**

I mostly like the TEACHERS because they care tremendously for their students and challenge them in good ways.

-Cambridge Student

Alamo Heights have a lot of really good TEACHERS that care about how their students are doing whether that is personal or academic.

-Woodridge Student

I appreciate the student-teacher relationships they're close but not encroaching and I feel like some of my TEACHERS actually enjoy my company.

- Junior School Student

I like how passionate my TEACHERS are. I never had a teacher I truly liked until high school, and a lot of these TEACHERS here have made a huge impact on my life.

- High School Student

Our faculty is the best part of AHISD. They are amazing. They do so much for our kids- tending to children from various backgrounds and with various needs- meeting them where they are and encouraging them to grow.

- Howard Parent



**Pillar 6 Professional Learning and Quality Staff:**

*To what degree are AH learners taught by diverse and high performing faculty and staff members?*

**Indicator 6.3: Demographics of Teachers****Comparing racial profiles of teachers and students over time**

A growing body of literature suggests that outcomes such as test scores, attendance, and suspension rates are affected by the demographic match between teachers and students.

STUDENT INFORMATION	2018-2019			
	District		State	
	Count	Percent	Count	Percent
African American	115	2.4%	684,349	12.6%
Hispanic	1,934	39.9%	2,847,629	52.6%
White	2,548	52.6%	1,484,069	27.4%
American Indian	19	0.4%	20,362	0.4%
Asian	163	3.4%	242,247	4.5%
Pacific Islander	10	0.2%	8,254	0.2%
Two or More Races	54	1.1%	129,490	2.4%
TEACHER INFORMATION	2018-2019			
	District		State	
	Count	Percent	Count	Percent
African American	5.0	1.5%	37,875.6	10.6%
Hispanic	94.3	27.4%	99,261.7	27.7%
White	239.2	69.4%	209,288.6	58.4%
American Indian	0.0	0.0%	1,236.1	0.3%
Asian	1.0	0.3%	6,037.0	1.7%
Pacific Islander	1.0	0.3%	676.7	0.2%
Two or More Races	4.0	1.2%	4,074.5	1.1%



**Findings:** The racial profile of our students is similar to the racial profile of our staff, but educators of color are underrepresented in our professional staff. There are diversity gaps within the overall Texas pipeline for teachers. There is a need to continue to recruit, develop, and detain a diverse faculty with a talent in the area of empathy. AHISD is actively seeking new recruiting methods and job fair opportunities.

**Signal:** Adjustments taking place.



**Pillar 6 Professional Learning and Quality Staff:**

*To what degree are AH learners taught by diverse and high performing faculty and staff members?*

**Indicator 6.4: Professional Learning About Equity****AHISD Staff Group Comparison**

The Professional Learning about Equity Survey was given to all staff in grades PK-12 in November 2020. The survey asks perceptions of the quantity and quality of equity-focused professional learning opportunities available to faculty and staff. 348 faculty and staff members responded to the survey.

**Professional Learning About Equity Survey**

New survey- national benchmarks not available yet



**Findings:** There is a need to provide our teachers with additional professional development on equity, inclusion, and culture. There are no statistical differences between staff groups.

**Signal:** Support required.

**Community Feedback:**

We need intentional professional development in which we, as adults, first learn how to talk about these issues with each other. Then, intentional training about what needs to change in our own practice toward kids. Then, finally, how to talk to kids about it.

-High School Teacher

Provide opportunities via our morning news to prompt discussions and give discussion guides. Give teachers an outline of what topics will be addressed so they can be prepared to lead class discussions.

- Cambridge Teacher

We could easily include authors or topics into our curriculum that address issues of culture and stories of inequity and perseverance and lives of meaning.

- Junior School Teacher



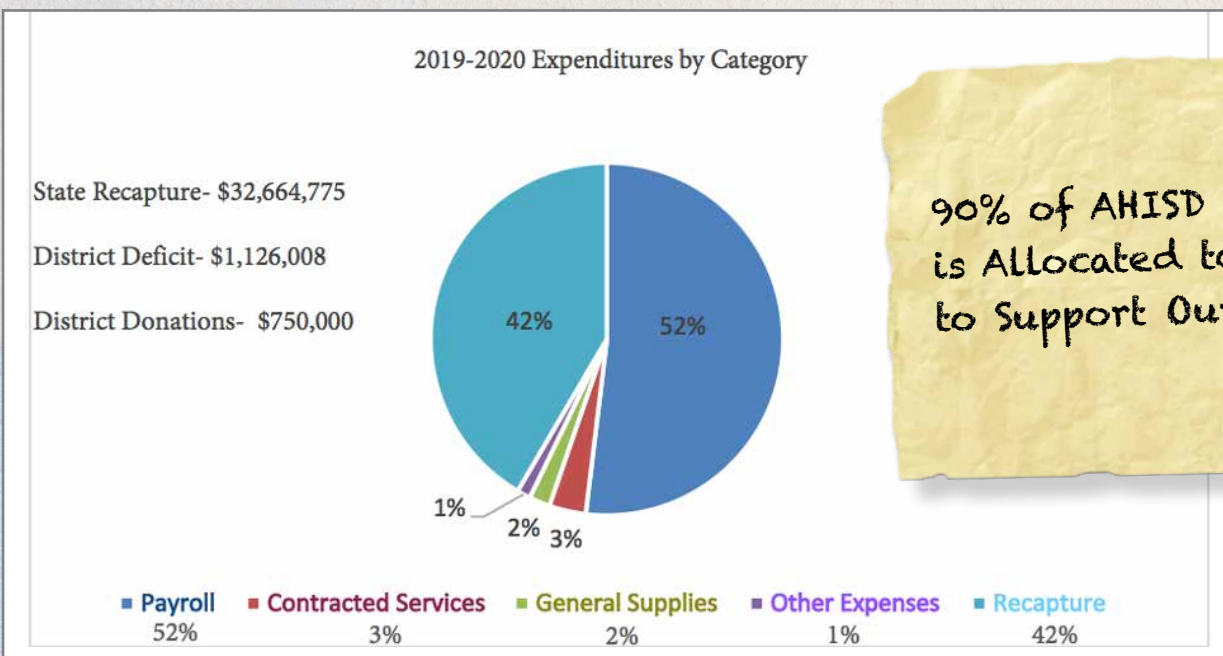
## Pillar 7 Fiscal and Operational Systems:

# *To what degree is our district fiscally responsible?*

## Indicator 7.1: AHISD Expenditure by Category for 2020-2021

### Analysis of Categorical Expenditures, Recapture, Deficit, and Donation Amounts

The school budget is a financial plan that involves strategic planning, receiving funds, expenditures and evaluating the results. It provides school districts and their leaders with an opportunity to communicate about expenditure of public funds.



## Indicator 7.2: AHISD FIRST Rating

### Comparison of AHISD to State Financial Standards

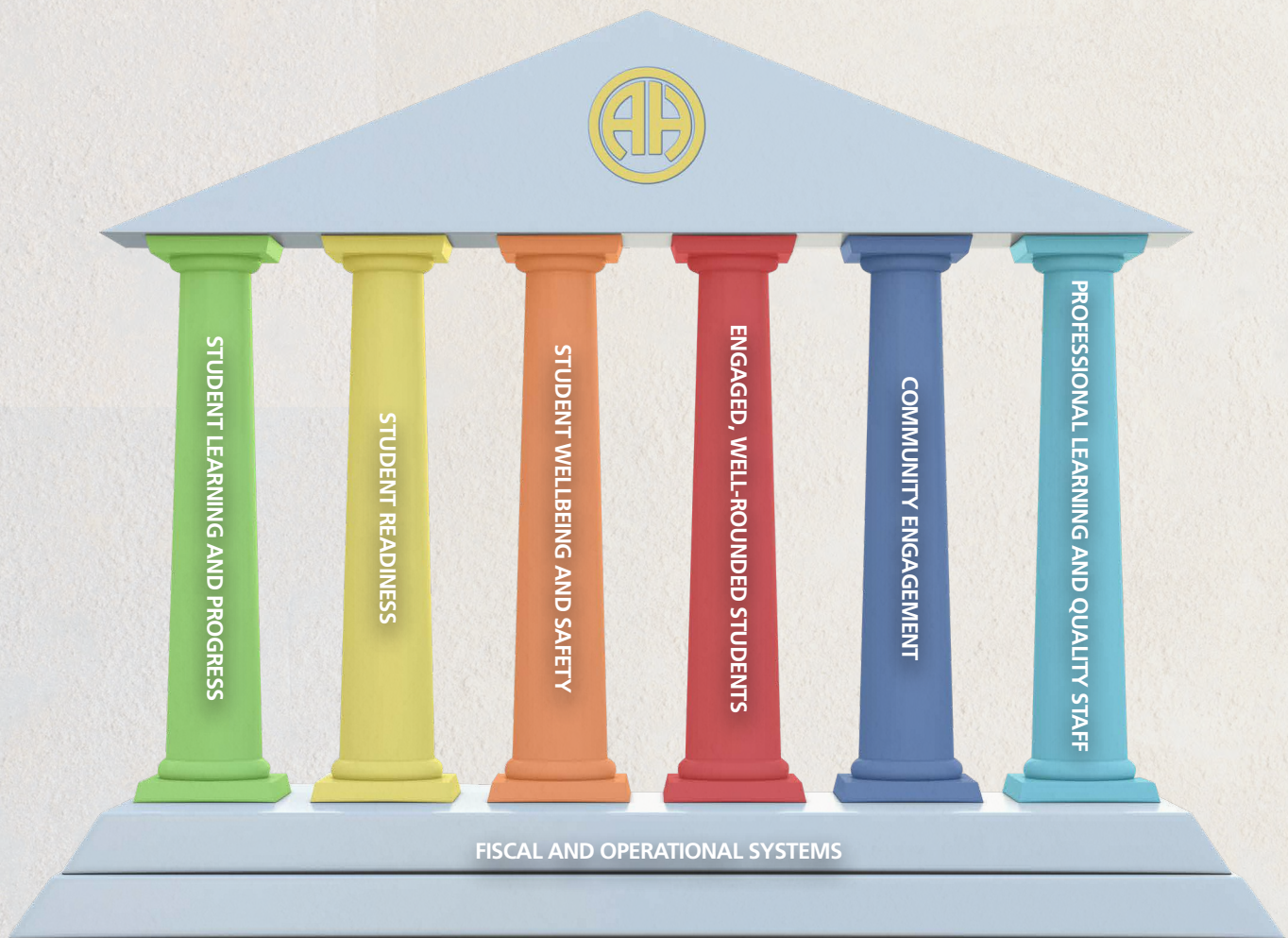
The state's school financial accountability rating system, known as the School Financial Integrity Rating System of Texas (FIRST), ensures that Texas public schools are held accountable for the quality of their financial management practices and that they improve those practices. The system is designed to encourage Texas public schools to better manage their financial resources to provide the maximum allocation possible for direct instructional purposes.

**AHISD FIRST Rating F2020- Superior**

**Findings:** AHISD is fiscally responsible with all state, local, and bond funds. Although a large percentage of local funding is recaptured, AHISD still prioritizes classroom instruction and provides well-funded programs and campuses.

**Signal:** On track. Continue to monitor.





## Accountability Summary

### Pillar 1 Student Learning and Progress

- The percent of AHISD third grade students that score “Meets Grade Level” or above will increase to 65% in reading.
- The percent of AHISD third grade students that score “Meets Grade Level” or above will increase to 60% in math.

### Pillar 2 Student Readiness

- AHISD will offer a free school day SAT exam to all Juniors.
- Industry certification exam opportunities will be embedded into Level II Career and Technical courses.



### Pillar 3 Student Wellbeing and Safety

- AHHS and AHJS will explore master schedule options.
- A guaranteed and viable curriculum will be developed for class meetings and advisory lessons.





## Pillar 4 Engaged, Well-Rounded Students

- AHJS will explore feasibility of providing COGAT and Iowa Exams and GT testing for all 8th grade students.
- AHISD will identify high potential students for additional academic counseling to encourage participations in advanced academic pathways.

## Pillar 5 Community Engagement

- AHISD will create new community advisory groups:
  - Advanced Academics & Grading
  - Career and technical
  - Diversity, Equity and Inclusion
  - Federal Programs



## Pillar 6 Professional Learning and Quality Staff

- AHISD will develop new professional learning opportunities:
  - Identifying and serving diverse student needs
  - Blended learning
  - Equity and Inclusion



## Pillar 7 Fiscal and Operational Systems

- AHISD will closely monitor the fiscal impact of the pandemic on school funding.
- AHISD will explore the feasibility of continuing remote learning beyond the 20-21 school year.







**Alamo Heights ISD**  
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