



Alamo Heights ISD

2018-2019

***Community Based
Accountability System***



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FRONT ROW: Brian Hamilton, Dana Bashara, Lisa Krenger,
Bonnie Giddens and Ryan Anderson.

BACK ROW: Perry Shankle, Margaret Judson and David Hornberger.

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Dr. Yadira Palacios

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Stacy Sharp

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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 articulate 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. These include student performance on SAT, ACT and AP tests as well as norm-referenced test data such as IOWA and CoGat achievement tests over time.

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 engage 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 plan creatively for long-range budgeting solutions to the demands that state recapture of local tax dollars 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 of 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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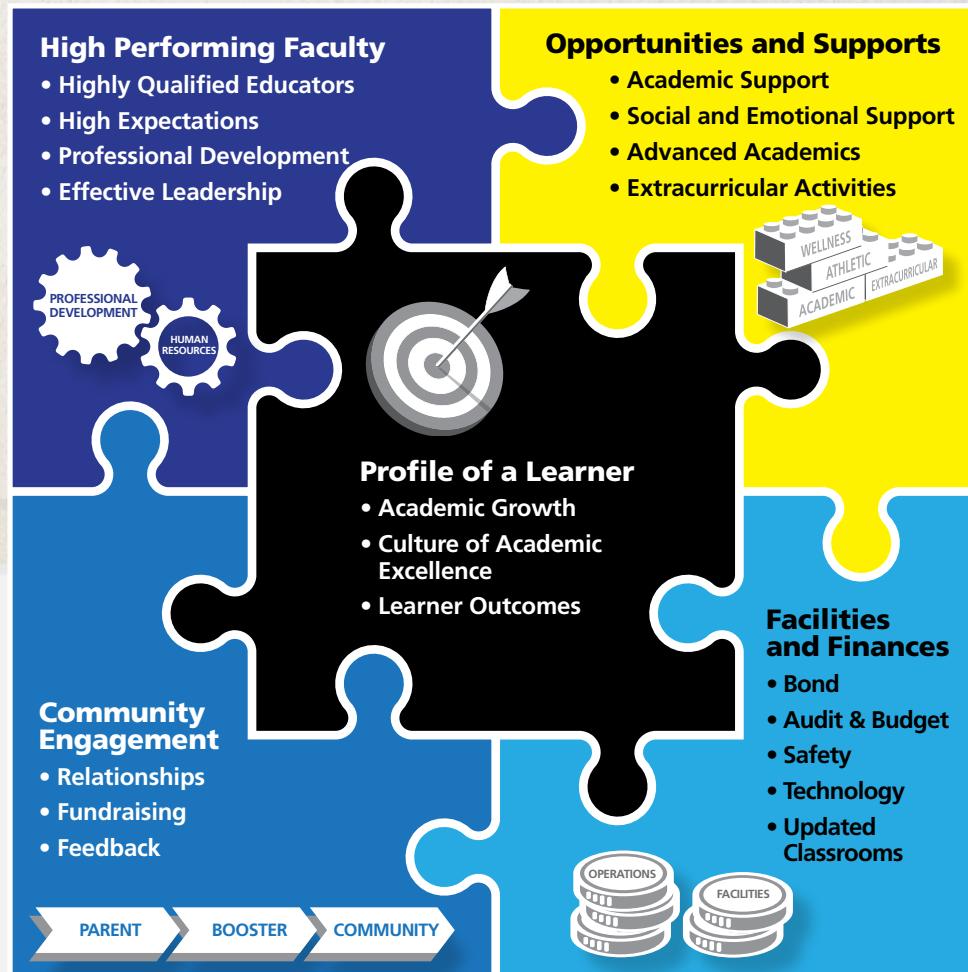
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Overview of Community Based Accountability System

This Community Based Accountability (CBA) system uses a multiple measures approach to education 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 CBA 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 **five domains: expectations of our Profile of a Learner** and **four key district operating systems**. Within each domain 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.



Profile of a Learner	High Performing Faculty	Opportunities and Supports	Community Engagement	Facilities and Finances
<p>#1 To what degree do AHISD learners demonstrate academic growth?</p> <p>#2 To what degree does AHISD promote a culture of academic excellence?</p> <p>#3 To what degree is AHISD meeting the Learner Outcomes from the Profile of a Learner?</p>	<p>#4 To what degree are AHISD faculty members and administrators highly qualified and effective?</p>	<p>#5 To what degree are AHISD students provided with academic and social-emotional supports?</p> <p>#6 To what degree are AHISD students provided with opportunities to participate in advanced academics and extracurricular activities?</p>	<p>#7 To what degree is our local community engaged with our schools?</p>	<p>#8 To what degree is our district fiscally responsible?</p> <p>#9 To what degree does AHISD provide students with safe, flexible, and updated learning spaces and facilities?</p>



Key Question #1:

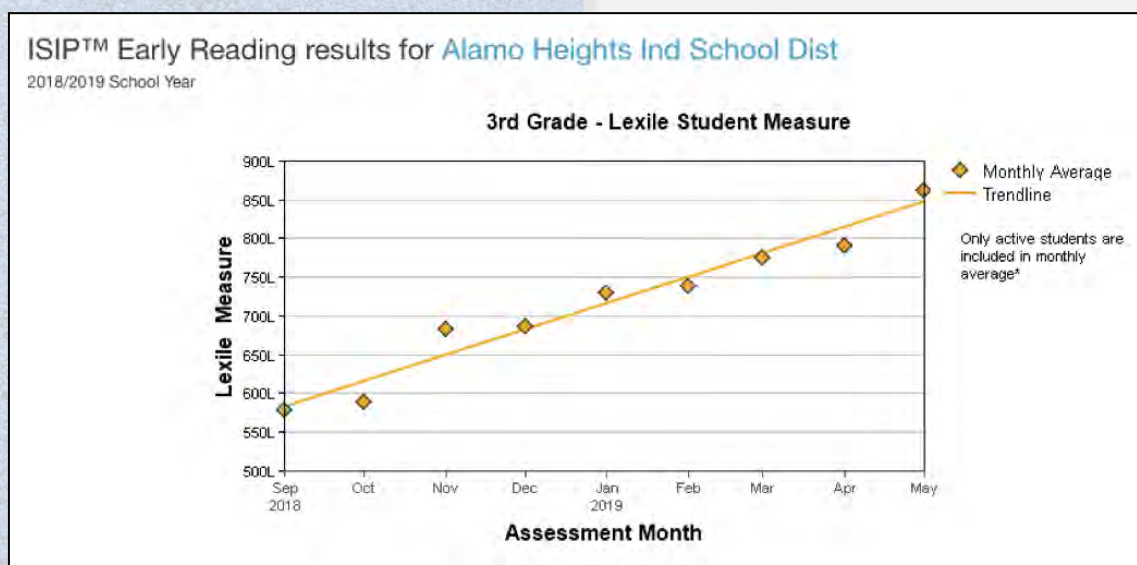
To What Degree Do AHISD Learners Demonstrate Academic Growth?

Three times a year, the reading progress and performance of all students is assessed using universal reading screeners. These screeners are given by classroom teachers. The Lexile data is used to match students with appropriate instructional resources and track reading growth over time. The Lexile Framework was developed by MetaMetrics®, an educational assessment and research team, funded originally by the National Institute of Child Health and Human Development.

Evidence: Compare Lexile levels by grade level from the beginning of the year to the end of the year.

Grade	Reader Measures, Mid-Year 25th percentile to 75th percentile (IQR)*
1	BR120L to 295L**
2	170L to 545L
3	415L to 760L
4	635L to 950L
5	770L to 1080L
6	855L to 1165L
7	925L to 1235L
8	985L to 1295L
9	1040L to 1350L
10	1085L to 1400L
11 & 12	1130L to 1440L

AHISD	Beginning of the Year Average Lexile Level	End of the Year Average Lexile Level
Grade 1	BR210 (Beginning Reader)	200L
Grade 2	245L	550L
Grade 3	580L	860L
Grade 4	795L	950L
Grade 5	905L	1045L
Grade 6	940L	1025L
Grade 7	1105L	1145L
Grade 8	1225L	1250L
Grade 9	1215L	1265L
Grade 10	1395L	1410L
Grade 11	1445L	1470L



Detail of monthly Lexile growth in 3rd grade during the 2018-2019 school year.

Data Source: Istation Lexile Report (ES); Renaissance Learning STAR Growth Report (JS/HS)

Key Question #1:

To What Degree Do AHISD Learners Demonstrate Academic Growth?

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.

STAAR Progress is categorized as Accelerated, Expected, or Limited for each subject area. It measures if a student met an expected level of growth from one year to the next.

Evidence: Compare percentage of all students at limited, expected, and accelerated STAAR Progress Measures.

STAAR Progress for ALL Grades			
Subjects	% Limited Progress	% Expected Progress	% Accelerated Progress
AHISD Math	32	40	28
Texas Math	37	43	20
AHISD Reading	35	45	20
Texas Reading	37	43	20

Evidence: Compare percentage of students served through special education at limited, expected, and accelerated STAAR Progress Measures.

STAAR Progress for Students Served Through Special Education			
Subjects	% Limited Progress	% Expected Progress	% Accelerated Progress
AHISD Math	58	32	10
Texas Math	39	45	16
AHISD Reading	49	40	11
Texas Reading	44	36	20

TELPAS is an assessment program for students in Texas Public Schools who are learning the English language. TELPAS stands for the Texas English Language Proficiency Assessment System. Texas assesses English language learners annually in listening, speaking, reading, and writing.

Evidence: Compare percentage of students who progressed at least one language proficiency level on TELPAS over the academic school year.

Yearly Progress in TELPAS Composite Rating				
Grade Levels	% Students Who Progressed ONE Proficiency Level	% Students Who Progressed TWO Proficiency Level	% Students Who Progressed THREE Proficiency Level	% Students Who Did Not Progressed at Least ONE Proficiency Level
AHISD K-2 (58 students)	33	2	0	65
Texas K-2	42	7	1	51
AHISD 3-12 (179 students)	38	0	0	62
Texas 3-12	30	1	0	69

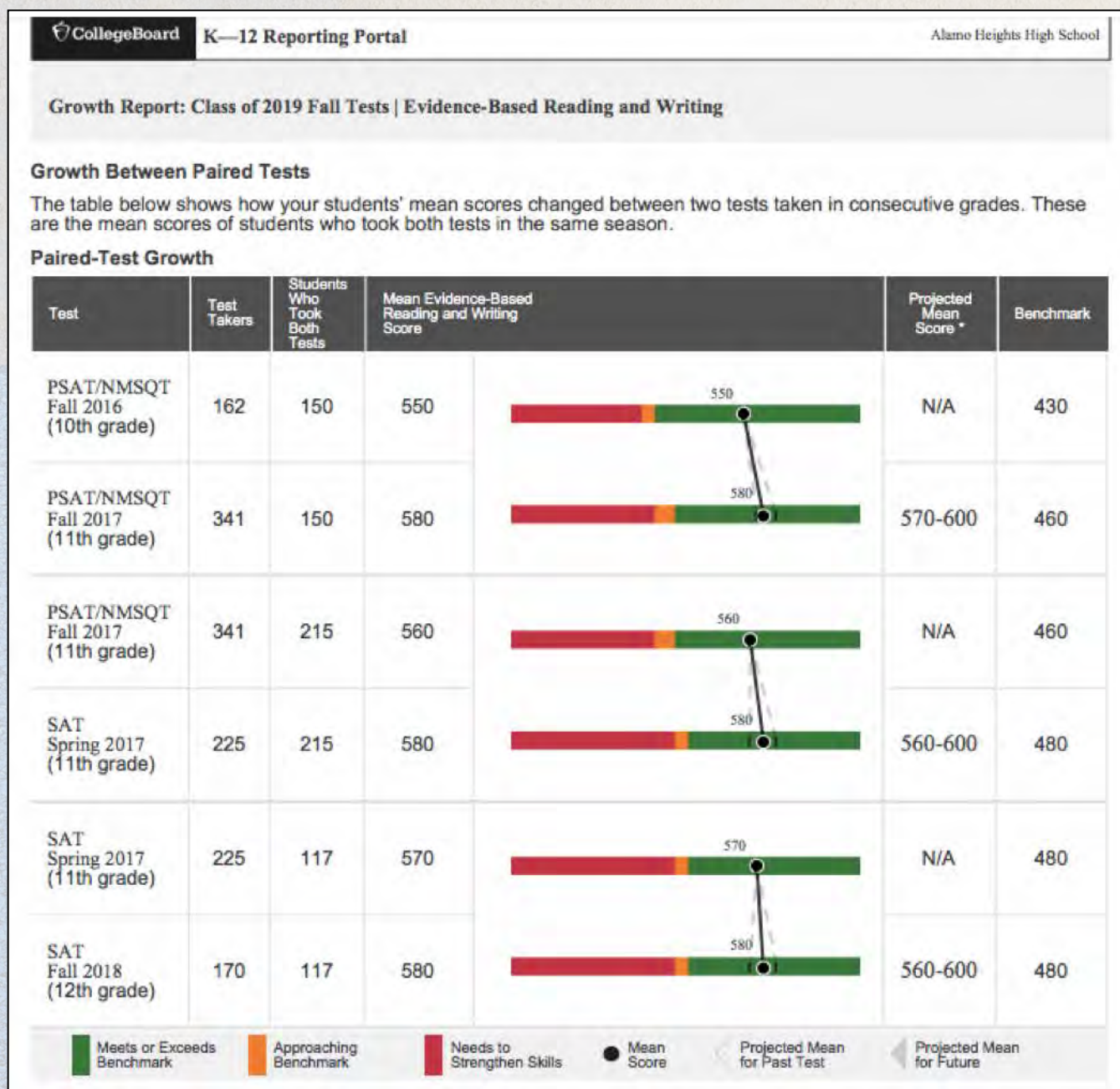
Data Source: 2019 STAAR Data and Growth Reports from TEA; 2019 TELPAS Data and Growth Reports from TEA

**Key Question #1:**

To What Degree Do AHISD Learners Demonstrate Academic Growth?

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. Students take the SAT on their own based on their timeline for graduation and college admission.

Evidence: Compare changes in average SAT scores between two tests taken in consecutive grades by the same cohort of students.



Data Source: College Board Website

**Key Question #2:**

To What Degree Does AHISD Promote a Culture of Academic Excellence?

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. Counts of students graduating under the following graduation types in 2016–17 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

Evidence: Compare AHISD graduation rate and graduation types to average graduation rates in Texas (2017)

Graduates (2016-17 Annual Graduates)	District count	District Percent	State Count	State Percent
Total Graduates	411	100.0%	334,424	100.0%
<i>By Ethnicity</i>				
African American	4	1.0%	42,132	12.6%
Hispanic	167	40.6%	164,446	49.2%
White	225	54.7%	105,748	31.6%
American Indian	2	0.5%	1,254	0.4%
Asian	11	2.7%	14,036	4.2%
Pacific Islander	0	0.0%	525	0.2%
Two or More Races	2	0.5%	6,283	1.9%
<i>By Graduation Type</i>				
Minimum HS. Program	32	7.8%	37,072	11.1%
Recommended HS Program/Distinguished	331	80.5%	252,091	75.4%
Foundation HS Program (No Endorsement)	41	10.0%	16,650	5.0%
Foundation HS Program (Endorsement)	1	0.2%	3,212	1.0%
Foundation HS Program (Distinguished Level of Achievement)	6	1.5%	25,399	7.6%
Special Education Graduates	21	5.1%	25,105	7.5%
Economically Disadvantaged Graduates	49	11.9%	159,476	47.7%
LEP Graduates	5	1.2%	17,579	5.3%
At-Risk Graduates	76	18.5%	132,112	39.5%

Data Source: 2018 TAPR Report

Key Question #2:

To What Degree Does AHISD Promote a Culture of Academic Excellence?

The Scholastic Assessment Test (SAT) is an entrance exam used by most colleges and universities to make admissions decisions. The SAT has two sections – Evidence-Based Reading and Writing (EBRW), and Math. Students earn a scaled score of between 200 and 800 points on each section, for a total of 1600 possible points on the SAT

Evidence: Compare SAT participation and performance of the 2018 graduating class of AHHS.

CollegeBoard

SAT

2018 SAT Suite Annual Report

Alamo Heights Independent School District

SAT Participation and Performance

Data reflect 2018 high school graduates who took the new SAT during high school. If a student took the SAT more than once, the most recent score is summarized.

Total	Test Takers		Mean Score				Met Benchmarks		
	Number	Percent	Total	ERW	Math	Both	ERW	Math	None
Total	317		1147	575	572	65%	83%	68%	15%
Took Essay ¹	249	79%	1171	586	585	71%	85%	73%	12%

Race / Ethnicity	Test Takers		Mean Score				Met Benchmarks		
	Number	Percent	Total	ERW	Math	Both	ERW	Math	None
American Indian/Alaska Native	4	1%							
Asian	10	3%	1127	557	570	50%	60%	60%	30%
Black/African American	3	1%							
Hispanic/Latino	122	38%	1086	550	536	49%	78%	50%	21%
Native Hawaiian/Other Pacific Islander	0								
White	161	51%	1193	595	598	78%	88%	81%	9%
Two or More Races	15	5%	1231	610	621	80%	87%	80%	13%
No Response	2	1%							

SAT Score Distributions Data reflects 2018 high school graduates who took the new SAT during high school. If a student took the SAT more than once, the most recent score is summarized.

Evidence: Compare the SAT score distributions from AHISD to the overall score distributions from the United States.

AHHS SAT Scores			United States SAT Scores		
Total Score			Total Score		
1400–1600	31	10%	1400–1600	145,023	7%
1200–1390	97	31%	1200–1390	434,200	20%
1000–1190	123	39%	1000–1190	741,452	35%
800–990	62	20%	800–990	619,145	29%
600–790	4		600–790	192,267	9%
400–590	0		400–590	4,452	
Mean	1147		Mean	1068	
SD	178		SD	204	

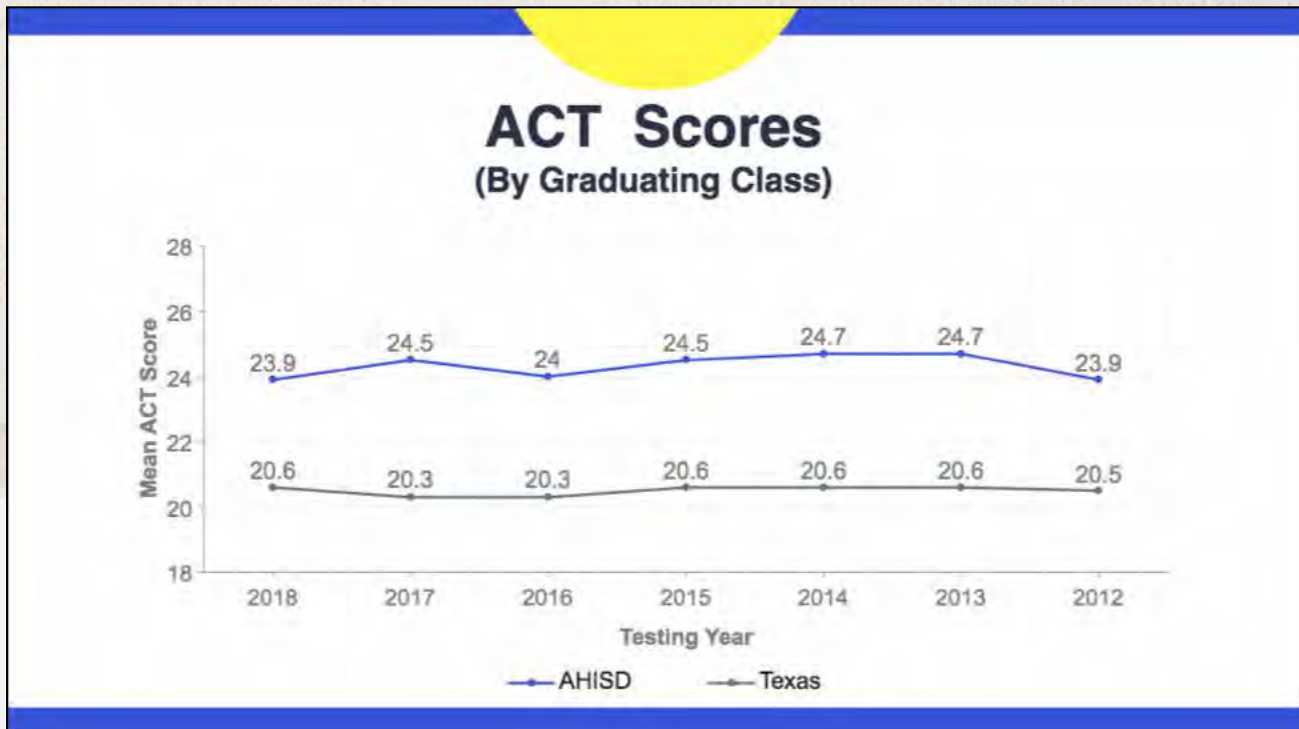
Data Source: College Board Website

Key Question #2:

To What Degree Does AHISD Promote a Culture of Academic Excellence?

ACT is an acronym meaning American College Test. The ACT is a standardized test to determine a high school graduate's preparation for college-level work. It covers four areas: English, mathematics, reading, and science reasoning. The ACT is scored on a 36-point scale. Each of the four multiple-choice sections receives a score of 1 to 36, and the composite score is an average of the four section scores

Evidence: Compare previous average ACT scores by graduating class to average scores from across Texas.



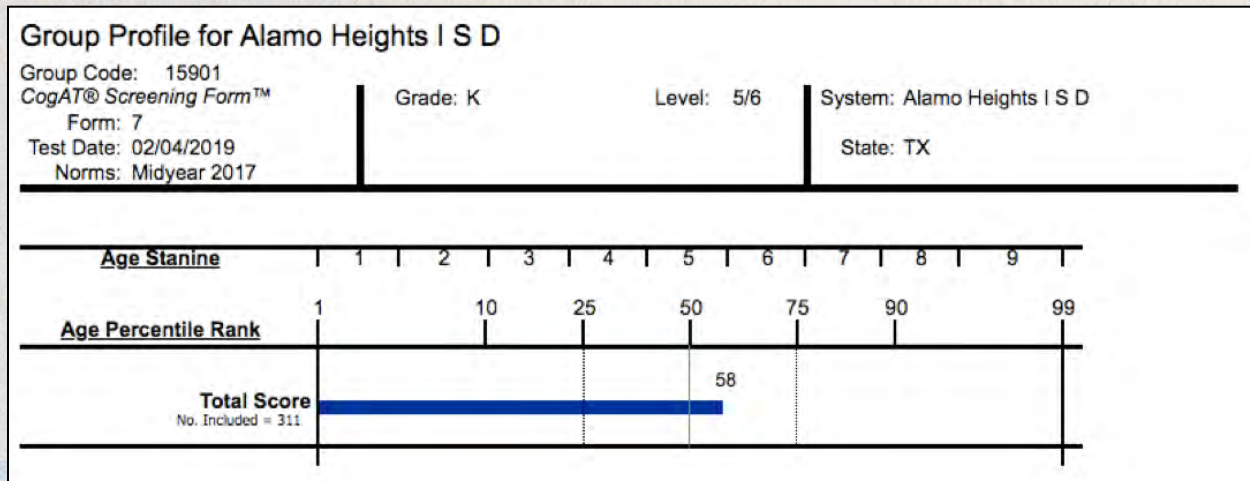
Data Source: ACT.org Website

Key Question #2:

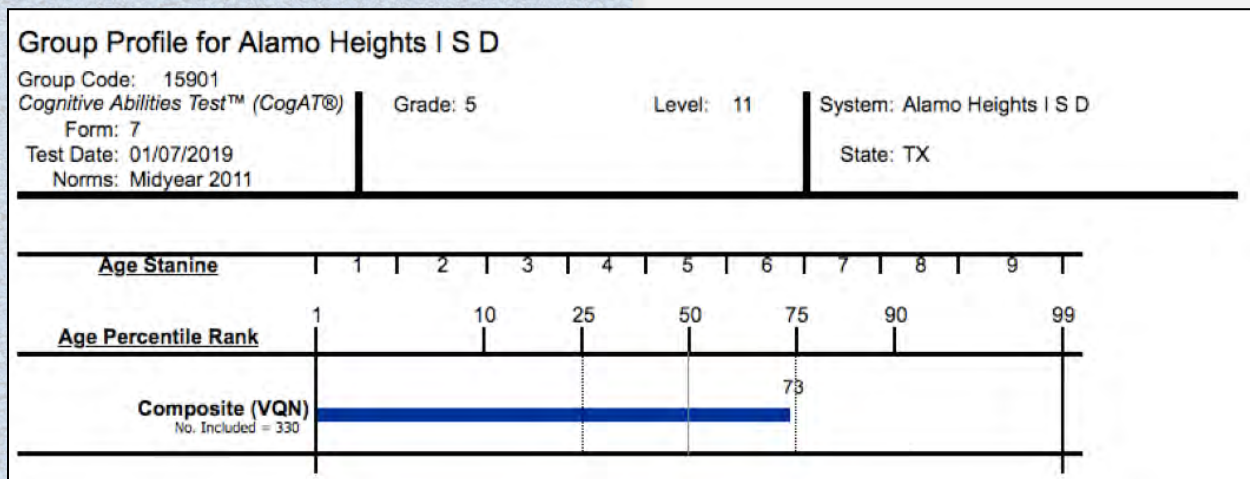
To What Degree Does AHISD Promote a Culture of Academic Excellence?

The Cognitive Abilities Test (CogAT) is a multiple-choice K-12 assessment that measures reasoning skills with different types of verbal, quantitative, and nonverbal questions. All kindergartners at Howard and 5th graders at Cambridge and Woodridge are assessed with CoGAT in the spring.

Evidence: Comparison of kinder CogAT overall abilities scores compared to national norm of age percentile rank. (2019)



Evidence: Comparison of 5th Grade CogAT overall abilities scores compared to national norm of age percentile rank. (2019)

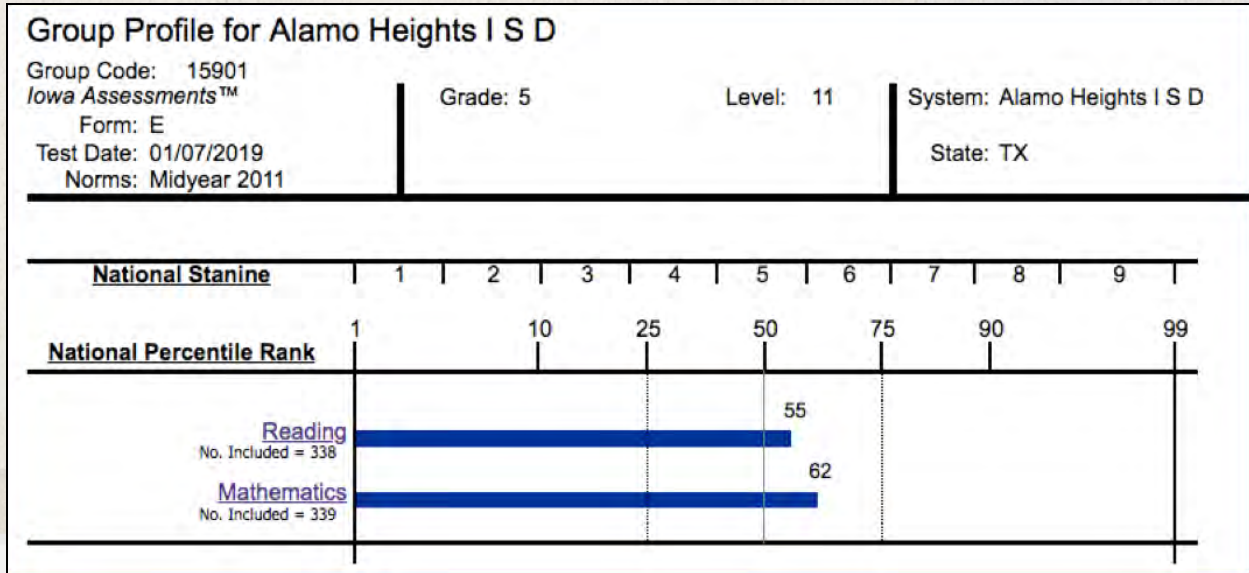


Key Question #2:

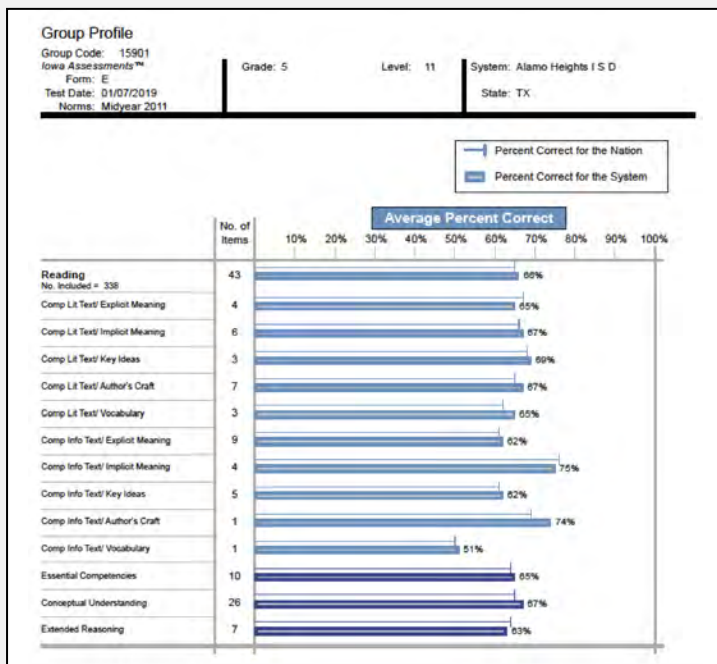
To What Degree Does AHISD Promote a Culture of Academic Excellence?

The Iowa Test of Basic Skills (ITBS) is a standardized test of educational attainment that was originally developed by the Education Department of the University of Iowa. The test measures the skill level of students in the areas of Reading, Language, Mathematics, Social Studies, and Science. All 5th grade students take the ITBS in the spring.

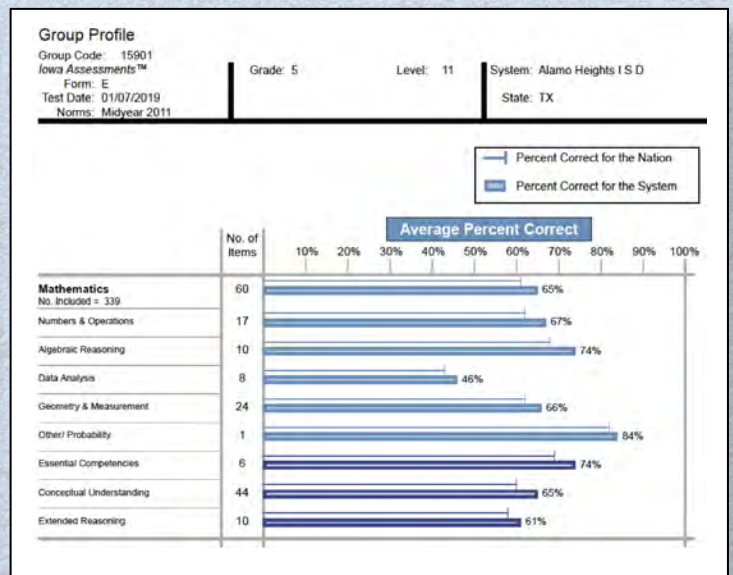
Evidence: Compare 5th Grade ITBS math and reading scores to national norm of national 50th percentile rank. (2019)



Evidence: Compare 5th grade reading skills compared to national norms on ITBS exam. (2019)



Evidence: Comparison of 5th grade math skills compared to national norms on ITBS exam. (2019)



Data Source: Riverside Report Center Website

Key Question #2:

To What Degree Does AHISD Promote a Culture of Academic Excellence?

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.

Evidence: Compare College, Career, and Military Readiness (CCMR) score to other comparable districts (2018)

Comparison High School	Comparison ISD	CCMR %
Grapevine HS	Grapevine-Colleyville ISD	96%
McCallum HS	Austin ISD	95%
Friendswood HS	Friendswood ISD	94%
Frisco HS	Frisco ISD	94%
Boerne Champion HS	Boerne ISD	94%
Reagan HS	North East ISD	94%
ALAMO HEIGHTS HS	Alamo Heights ISD	93%
Johnson HS	North East ISD	93%
New Braunfels HS	New Braunfels ISD	92%
Georgetown HS	Georgetown ISD	92%
Clark HS	Northside ISD	91%
Churchill HS	North East ISD	88%

CCMR Qualifying Scores	ELA	Math
Texas Success Initiative (TSI)	Reading -Greater/Equal 351	Greater/Equal 350
SAT most recent scores for; not highest	EBRW - Greater/Equal 500	Greater/Equal 530
ACT most recent scores for; not highest	English -Greater/Equal 19	Greater/Equal 19
AP Exam	3 or greater on AP or 4 or greater on IB	
Dual Credit	3 hours math or ELA or 9 hours any subject	



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



Key Question #2:

To What Degree Does AHISD Promote a Culture of Academic Excellence?

Feedback February community surveys are built from survey instruments from Panorama Education. The AHISD scores are compared to an approximate national percentile, rounded to the nearest 10 (e.g. 50th or 70th percentile). National Benchmarks include survey results from more than 430 districts, 5,900 schools, and 3.5 million respondents across diverse geographic areas, school types, and achievement levels.

The *Rigorous Expectation* Survey asks how much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.

Evidence: Compare results of Feedback February Rigorous Expectations survey to national norms. (2019)

Rigorous Expectations Survey	Results
Grades 3-5	The student responses for this survey scored at the 70th percentile of national norms. This means AHISD scored higher than 69% of other comparable elementary schools in the United States.
Grades 6-8	The student responses for this survey scored at the 40th percentile of national norms. This means AHISD scored higher than 39% of other comparable middle schools in the United States.
Grades 9-12	The student responses for this survey scored at the 50th percentile of national norms. This means AHISD scored higher than 49% of other comparable high schools in the United States.



Some of the Survey Answers:

- The single most positive aspect of AHISD is its method of truly preparing students for college in both academic and independent sociological skills that they will need to thrive on their own.
- It has a very high expectation as to student achievement and the curriculum is reflective of such.
- District is striving for the best educational/ academic studies to empower and encourage all student be the best, give it all they got, and ask for assistance.
- I am amazed at the quality of education that is provided - I think the HS is on par with a college prep school. I've been a fan of every step my kids have taken since Howard.
- My children who are all different have found great friends and rigorous and meaningful experiences in class. The teachers are fantastic and work so hard to push and reach their students.
- The best thing is high academic standards without sacrificing teaching to achieve a test score

Data Source: Panorama Education Report Center

Key Question #2:

To What Degree Does AHISD Promote a Culture of Academic Excellence?

The *Educating All Students* Survey probes faculty perceptions of their readiness to address issues of diversity.

Evidence: Compare results of Feedback February Educating all Students survey to national norms. (2019)

Survey	Result
Educating All Students	The teacher responses for this survey scored at the 90th percentile of national norms. This means AHISD scored higher than 89% of other comparable school districts in the United States.

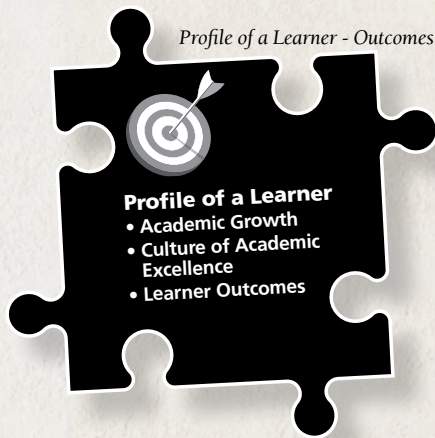
Educating all Students Survey Questions	% Favorable Responses
How easy do you find interacting with students at your school who are from a different cultural background than your own?	92%
How easily do you think you could make a particularly overweight student feel like a part of class?	89%
How comfortable would you be incorporating new material about people from different backgrounds into your curriculum?	89%
How easy would it be for you to teach a class with groups of students from very different religions from each other?	86%
If students from different backgrounds struggled to get along in your class, how comfortable would you be intervening?	86%
When a sensitive issue of diversity arises in class, how easily can you think of strategies to address the situation?	80%
In response to events that might be occurring in the world, how comfortable would you be having conversations about race with your students?	76%
How comfortable would you be having a student who could not communicate well with anyone in class because his/her home language was unique?	71%
How knowledgeable are you regarding where to find resources for working with students who have unique learning needs?	69%

Some of the Survey Answers:

- How welcoming and not judgmental! We come from a rough past, but we see a bright future bringing our kids here! I never worry of gangs or bullies. I love how the special needs children are included and given independence! I can't be happier that we chose Alamo Heights, let me just say we came here specifically because of the district! Your reputations have exceeded our expectations!
- Woodridge has a sense of community. Amazing teachers. I believe it was the best elementary in San Antonio. Involved parents from all

social economic backgrounds. Families from all social economic backgrounds seem to be more connected. Love all the growth mindset they are doing with students and the engaged classrooms. We love our dual language classroom. We are very impressed by all of the dual language teachers. Best program to create an inclusive society. My son has friends from different backgrounds and that's priceless.

- Really appreciate the way the school makes all the kids from different countries feel very welcome as well as the parents!

**Key Question #3:**

To What Degree is AHISD Meeting the Learner Outcomes from the Profile of a Learner?

Evidence: Compare the results from Feedback February surveys to national benchmarks.

Feedback February community surveys are built from survey instruments from Panorama Education. The AHISD scores are compared to an approximate national percentile, rounded to the nearest 10 (e.g. 50th or 70th percentile). National Benchmarks include survey results from more than 430 districts, 5,900 schools, and 3.5 million respondents across diverse geographic areas, school types, and achievement levels.

Learner Outcomes are specific and aspirational goals based on Profile of a Learner domains.

Profile of a Learner: Learner Outcomes		Elementary Survey Results Percentile Score	Secondary Survey Results Percentile Score
Community Contributions	Based on skills, interest, and community needs, all learners create sustained contributions to their community.	80th%	60th%
Feedback	AHISD learners graciously give and receive quality feedback.	70th%	40th%
Value Diversity	AHISD learners value diversity in themselves and others to the point of empathy.	60th%	60th%
Learning from Failure	AHISD learners value the learning that comes from failure.	80th%	90th%
Personal Accountability	AHISD learners develop their own personal accountability in the areas of character, personal health, and academic skills and skills for life and ethics.	70th%	70th%
Actively Construct Knowledge	AHISD learners actively construct knowledge and meaning.	40th%	60th%
Think Critically and Creatively	AHISD learners think critically and creatively to solve problems in every course.	80th%	80th%
Leaders and Contributors	AHISD learners work flexibly as leaders and contributors.	30th%	50th%
Individual Strengths	AHISD learners identify and cultivate their individual strengths.	90th%	50th%
Relationships	AHISD learners develop strong and stable relationships and connect to at least one life-changer.	80th%	99th%

> 50th Percentile Norms

= 50th Percentile Norms

< 50th Percentile Norms

Data Source: Panorama Education Report Center

Key Question #3:

To What Degree is AHISD Meeting the Learner Outcomes from the Profile of a Learner?

Profile of a Learner

- Academic Growth
- Culture of Academic Excellence
- Learner Outcomes

Communication Learner Outcome: Alamo Heights Learners express themselves purposefully, clearly, and creatively in writing..

Evidence: Compare AHISD composition scores to Texas composition scores at each writing performance level for STAAR. (2018)

STAAR Composition Scores for Grade 4

Rating	AHISD #	AHISD %	Texas %
8	3	1	1
7	14	4	3
6	29	9	10
5	69	20	16
4	112	33	32
3	51	15	18
2	50	15	17
0	19	3	4
Total	338	100	100

STAAR Composition Scores for Grade 7

Rating	AHISD #	AHISD %	Texas %
8	10	3	1
7	26	7	3
6	52	14	11
5	84	23	18
4	122	33	37
3	42	11	15
2	27	7	13
0	6	2	2
Total	369	100	100

STAAR Composition Scores for English 1

Rating	AHISD #	AHISD %	Texas %
8	29	7	2
7	47	11	4
6	71	16	13
5	71	18	17
4	91	21	32
3	55	13	16
2	53	12	14
0	15	3	2
Total	438	100	100

**STAAR Scoring Levels Descriptors**

(Scores of two raters are combined for final score)

Score Point 1-2 - Very Limited Writing Performance

Score Point 3-4 - Basic Writing Performance

Score Point 5-6 - Satisfactory Writing Performance

Score Point 7-8 - Accomplished Writing Performance

**Key Question #4:**

To what degree are AHISD faculty members and administrators highly qualified and effective?

Students will only be able to learn and apply the knowledge, processes and skills defined by our Profile of a Learner if they are effectively engaged with challenging content under the guidance of a skilled, knowledgeable and responsive teacher who cares deeply and holds all students to clear, high expectations. Additionally, In education, research has shown that teaching quality and school leadership are among the most important factors in raising student achievement. Professional development is the key strategy school districts have to strengthen educators' performance levels.

Evidence: Compare percentage of AHISD teachers with advanced degrees to Texas. (2018)

Degree Level	AHISD	Texas
Bachelors	54.2%	74.1%
Masters	44.1%	23.8%
Doctorate	1.6%	0.7%

Evidence: Compare years of teaching experience of AHISD teachers to Texas. (2018)

Teachers by Years of Experience	AHISD Count	AHISD %	Texas %
Beginning Teachers	15	4%	8%
1-5 Years of Experience	66	19%	29%
6-10 Years of Experience	72	21%	19%
11-20 Years of Experience	121	35%	28%
Over 20 Years of Experience	70	21%	16%

Evidence: Review of percentage of teachers with bilingual, English as a second language, and gifted & talented certifications. (GT 2017) (Bilingual/ESL 2019)

	HECC	Cambridge	Woodridge	Junior School	High School
% of Teachers with GT Certification	23%	78%	76%	100% GT Sections	100% GT Sections
% of Teachers with ESL Certification	45%	72%	72%	43%	25%

Evidence: Compare average years of administrator leadership experience to Texas. (2018)

Experience of Campus Leadership	District	State
Average Years Experience of Principals	9.3	6.3
Average Years Experience of Principals with District	5.3	5.4
Average Years Experience of Assistant Principals	4.8	5.2
Average Years Experience of Assistant Principals with District	4.0	4.6

Data Source: 2018 TAPR Report and Campus Personnel Records

**Key Question #4:**

To what degree are AHISD faculty members and administrators highly qualified and effective?

Feedback February community surveys are built from survey instruments from Panorama Education. The AHISD scores are compared to an approximate national percentile, rounded to the nearest 10 (e.g. 50th or 70th percentile). National Benchmarks include survey results from more than 430 districts, 5,900 schools, and 3.5 million respondents across diverse geographic areas, school types, and achievement levels.

The Teaching Efficacy Survey probes faculty perceptions of their professional strengths and areas of growth.

Evidence: Compare Results of Teaching Efficacy Survey to national benchmarks. (2019)

Survey	Result
Teaching Efficacy	The teacher responses for this survey scored at the 80th percentile of national norms. This means AHISD scored higher than 79% of other comparable school districts in the United States.

Efficacy Survey Questions	% Favorable Responses
How clearly can you explain the most complicated content to your students?	91%
If a parent were upset about something in your class, how confident are you that you could have a productive conversation with this parent?	90%
How thoroughly do you feel that you know the content you need to teach?	89%
When one of your teaching strategies fails to work for a group of students, how easily can you think of another approach to try?	87%
How confident are you that you can meet the learning needs of your most advanced students?	86%
How confident are you that you can move through content material at a pace that works for most students?	82%
How effective do you think you are at managing a particularly disruptive class?	74%
How confident are you that you can help your school's most challenging students to learn?	74%
How confident are you that you can engage students typically not motivated to learn?	66%

Some of the Survey Answers:

- Our teachers meet the kids on their own level. My child's first grade teacher has gone above and beyond to find ways to stretch, expand and keep my child interested in what he is learning. As a new parent to the district, I have been so impressed.
- Our teacher is the most thoughtful, nurturing, caring, kind, respected and respectful, engaged, and smartest teacher of all time. She is a blessing to our family and all her students.
- The teachers are so creative and make learning really fun and enjoyable for my child.
- The teachers and staff go above and beyond for the students, ensuring that expectations are balanced with reality so that the students can be successful both inside and outside the classrooms.
- The district hires the best teachers. When my student has had problems, I am comfortable speaking with them, and I feel like they listen and care about the children's future.

Data Source: Panorama Education Report Center

High Performing Faculty

- Highly Qualified Educators
- High Expectations
- Professional Development
- Effective Leadership

**Key Question #4:**

To what degree are AHISD faculty members and administrators highly qualified and effective?

Evidence: Compare results of Feedback February Professional Learning Survey to national norms. (2019)

The Professional Learning Survey probes faculty perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.

Survey	Result
Professional Learning	The teacher responses for this survey scored at the 90th percentile of national norms. This means AHISD scored higher than 89% of other comparable school districts in the United States.

Professional Learning Survey Questions	% Favorable Responses
Overall, how supportive has the school been of your growth as a teacher?	77%
How helpful are your colleagues' ideas for improving your teaching?	74%
Through working at your school, how many new teaching strategies have you learned?	73%
How much input do you have into individualizing your own professional development opportunities?	70%
How often do your professional development opportunities help you explore new ideas?	64%
At your school, how valuable are the available professional development opportunities?	58%
How relevant have your professional development opportunities been to the content that you teach?	53%
Overall, how much do you learn about teaching from the leaders at your school?	46%

Some of the Survey Answers:

- Growth and development are embraced, and most of us feel a positive pressure to do better and be better, because our students and their parents deserve it. More than anything else, I LOOOOOVE MY TEAM !!! :)
- I love the focus on student growth and development and how much the district and our school also values me as a person and my personal professional growth.
- The most positive aspect of my school...The opportunities to continue working to be the best teacher I can be through professional development activities. I also appreciate the opportunities for growth as a leader.



Data Source: Panorama Education Report Center

High Performing Faculty

- Highly Qualified Educators
- High Expectations
- Professional Development
- Effective Leadership

**Key Question #4:**

To what degree are AHISD faculty members and administrators highly qualified and effective?

Evidence : Compare results of Feedback February Faculty and Leadership Relationships Survey to national norms. (2019)

The Faculty and Leadership Survey probes perceptions of faculty and staff relationships with school leaders.

Survey	Result
Faculty and Leadership Relationships	The teacher responses for this survey scored at the 80th percentile of national norms. This means AHISD scored higher than 79% of other comparable school districts in the United States.

Some of the Survey Answers:

- The administrators love what they do. They have systems in place to facilitate child-centered growth, and there is easy access to speak up and initiate conversations with administrators.
- I like the administrators They're approachable and seem to take an interest in fostering a strong sense of community and inclusiveness in the campus
- The students, parents, administration and staff have great relationships. We are family. We admire, respect and care about each other.
- I am appreciative of the support that I get for what I want to do in my class. I come up with some creative ideas and the administration always supports what I want to do.



Data Source: Panorama Education Report Center

High Performing Faculty

- Highly Qualified Educators
- High Expectations
- Professional Development
- Effective Leadership



Key Question #4:

To what degree are AHISD faculty members and administrators highly qualified and effective?

Evidence: Review examples of AHISD faculty receiving state or national recognition. (2019)



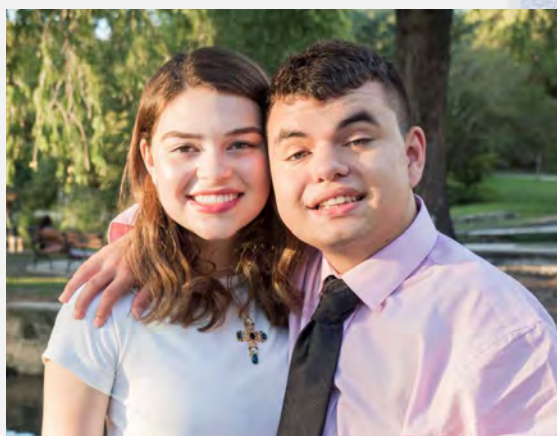
Colin Lang, National Systems Go Banner for Goddard Level and Oberth Level Rockets



Jasper Miller and Victor Diaz, JROTC National Cyber Patriot Contenders and National Drill Honorees



Jeff Wheatcraft, Candidate, National Teacher of the Year representing Texas



Erika Guerrero, Special Olympics North America National Banner



Don Walker, Lifetime Achievement Award



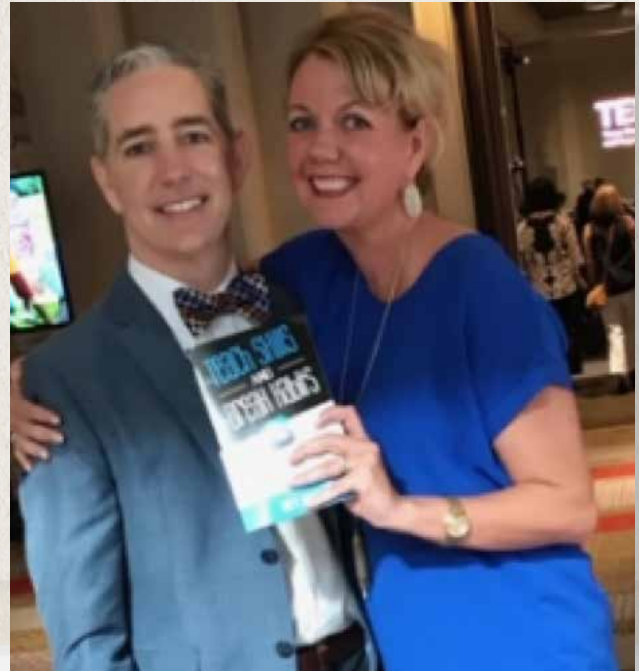
Key Question #4:

To what degree are AHISD faculty members and administrators highly qualified and effective?

Evidence: Review examples of AHISD faculty publishing professional books and articles. (2019)



Gerrie Spellman, TTESS Black Book



Dan St. Romain, Teach Skills and Break Habits-Growth Mindsets for Better Behavior in the Classroom



Data Source: Panorama Education Report Center

High Performing Faculty

- Highly Qualified Educators
- High Expectations
- Professional Development
- Effective Leadership

**Key Question #4:**

To what degree are AHISD faculty members and administrators highly qualified and effective?

The Teacher Leadership Academy (TLA) focuses on leadership based competencies to provide emerging leaders within our district with the support and skills in developing and strengthening effective leadership skills. The Academy is designed for teachers who plan to remain in the classroom and serve their campus in leadership roles or those who transition into the practice as a campus administrator.

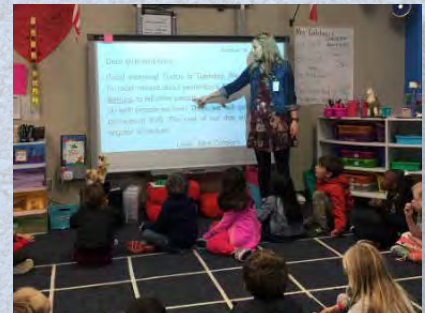
Evidence: Review examples of Teacher Leadership Academy Risk Taking Opportunities. (2019)

Cambridge Teacher Leader Projects

Amy Killion	New Teacher/Mentor handbook
Anadelia Su-Doherty	Community Meetings with parents in the DL Language Program
Karen Mueller	Assist the campus testing coordinator in ensuring 504 and Special Education students receive their accommodations routinely during classroom instruction. Assist the campus coordinator in preparing test documents for these students.
Lorrelli Ward	Student Leadership Team (working with counselors)
Mariana Medaris	Community Engagement: Build DL parent leadership capacity through planned, informal play dates on the CE playground 2x this year.
Nicole Osborne	Teacher Camaraderie throughout the AHISD campuses
Rebecca Gibbens	Student-led conferences in Fall and Spring

High School Teacher Leader Projects

Alison Monnich	Google Drive folder "system" for our Special Education Department
Ann Carter	Endorsement opportunities for graduation re-work/updates
Ann Mar	Dual Language Immersion: Curriculum and Assessment.
Ignacio Gallego	Cross-Curricular Teacher Club
Laura Davenport	Political Advocacy/Outreach
Mike Norment	8th grade students into athletics registration improvements
Rebeca Marshburn	Proper placement for Immersions students when coming to the high school by using available data.
Ronald Malasky	Master Schedule Timelines and Review Process



Data Source: Internal TLA Program Records

High Performing Faculty

- Highly Qualified Educators
- High Expectations
- Professional Development
- Effective Leadership



Evidence (Cont.): Review examples of Teacher Leadership Academy Risk Taking Opportunities. (2019)

Howard Early Childhood Center Teacher Leader Projects

Carly Leech	Consistent philosophy among staff of how to address struggling learners in bilingual/immersion/DL education
Christine Lee	Engaged Classroom Kinder Teacher Cohort 3 Mentoring
Lolita Large	Facilitate adult learning
Mia Anderson	Teacher/Education Advocacy
Patty Cruz	Mentoring Cohort 3 Kinder Teacher in Engaged Classroom

Junior School Teacher Leader Projects

Celeste Corrigan	Big Brother/Big Sister Program
Jeff Wheatcraft	Advocacy
Kristi Zorn	Combine lunch/recess times - choice/freedom, freeing up class/duty time
Olivia Tacker	Community Outreach in the Classroom
Patricia Thomas	Campus Communication about students including both success and struggles.
Shelly Bynum	Discipline/Behavior Management System/Protocol at AHJS
Kenny Wogstad	

Woodridge Elementary School Teacher Leader Projects

Amanda Lawrence	Community building
Barbara Iverson	Take Your Parent to PE Week
Celine Bordelon	New Teacher Mentoring
Debbie Dixon	Science Lab at Woodridge
Jeannie Hickey	Collection of Science Books to Supplement Literacy
Kathy Caudill	5th grade safety patrols
Kim Kainer	Community building



Data Source: Internal TLA Program Records

Opportunities and Supports

- Academic Support
- Social and Emotional Support
- Advanced Academics
- Extracurricular Activities

**Key Question #5:**

To what degree are students provided with academic and social emotional supports?

Systematic supports and enrichment opportunities are essential to ensuring that all students feel accepted and valued within the school community. Additionally, systematic supports and enrichment opportunity promote meaningful participation in school activities.

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Students identified with academic and/or social emotional needs are provided with additional small group interventions during the day and/or during summer school. Small group dyslexia services are provided for students identified with a disability in the area of dyslexia.

Evidence: Compare the reading progress of students served in response to intervention (RTI) to the reading progress of all students. (2019)

	Growth of Students in RTI	Growth of All Students	Expected Growth
Kindergarten (Title I)	21	22	21
First Grade (Title I)	16	19	18
Second Grade (Title 1)	15	15	13
Third Grade	14	15	10
Fourth Grade	137	99	96
Fifth Grade	103	102	63

Evidence: Compare reading progress of students served through dyslexia services to the reading progress of all students. (2019)

	Growth of Dyslexia Students	Growth of All Students	Expected Growth
Third Grade	17	15	10
Fourth Grade	193	99	96
Fifth Grade	106	102	63

Evidence: Compare progress of students who did not meet pass STAAR in prior years to current year performance of STAAR. (2019)

		State	Region 20	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2018	38%	37%	47%	50%	-	-	50%	-	36%	*	38%	*	43%	45%
	2017	35%	34%	39%	32%	-	-	32%	-	38%	43%	*	*	35%	35%
Mathematics	2018	47%	45%	57%	50%	-	-	50%	-	40%	*	39%	*	44%	47%
	2017	43%	41%	42%	*	-	-	*	-	35%	43%	*	*	34%	32%

Data Source: Istation Report Center and 2018 TAPR Report

Opportunities and Supports

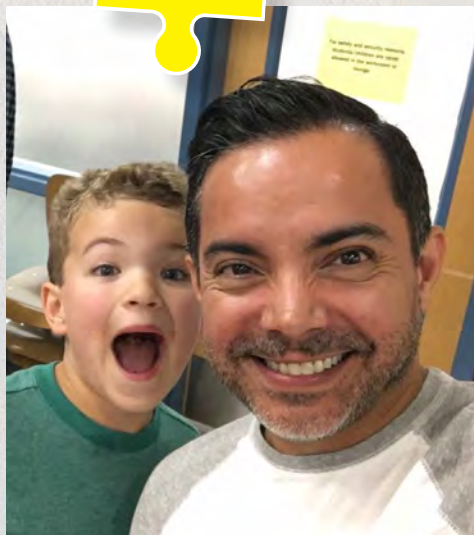
- Academic Support
- Social and Emotional Support
- Advanced Academics
- Extracurricular Activities



Key Question #5:

To what degree are students provided with academic and social emotional supports?

AHISD provides summer school for all students served through Response to Intervention in grades K-5. Additionally, summer school is provided for students who need to retest STAAR in grades 5 and 8 and for students needing to recover academic credit in grades 6-8.



Evidence: Review academic achievement goals of summer school instruction. (2018)

242 Elementary Students

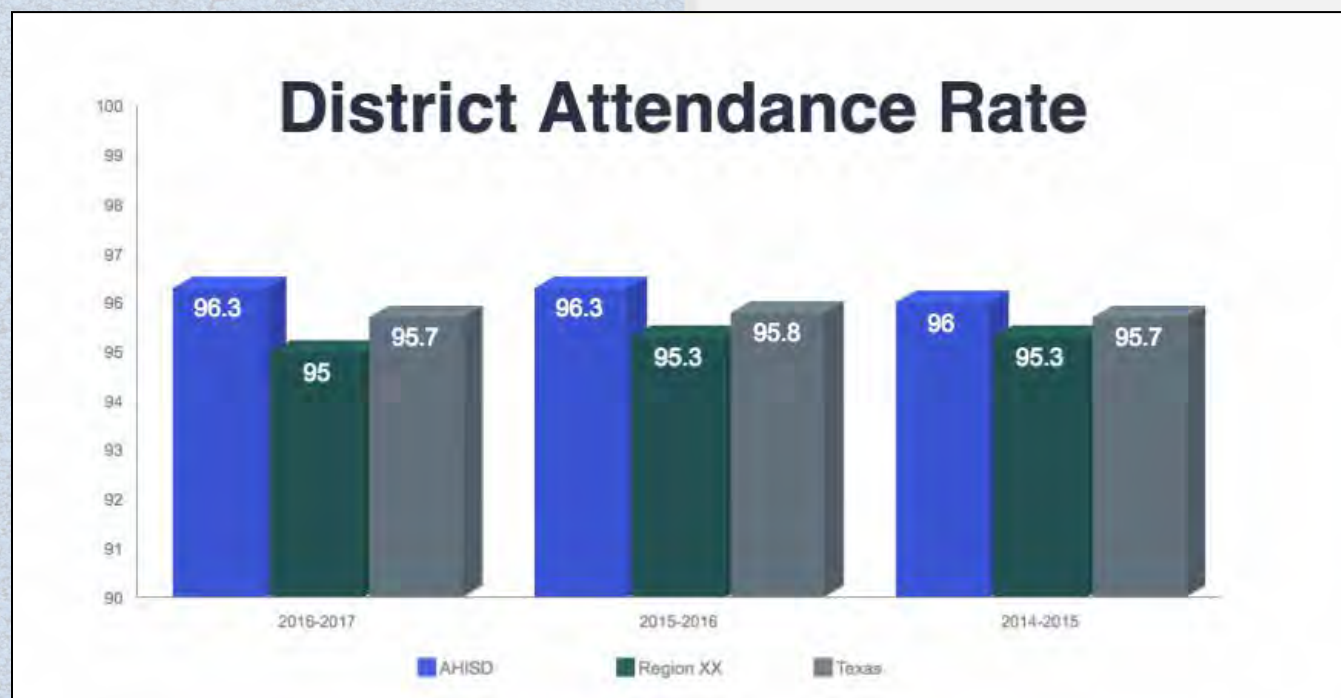
- 72% K-4th grade students reached progress goal in math
- 54% K-4th grade students reached progress goal in reading
- 2/11 Fifth grade students passed June STAAR- Math
- 3/15 Fifth grade students passed June STAAR- Reading

42 Junior School Students

- 77% 6th-8th grade students showed progress in reading by 100 points
- 9/11 Eighth grade students passed June STAAR- Math
- 7/14 Eighth grade students passed June STAAR- Reading

A missed school day is a lost opportunity for students to learn. Academic achievement is highly correlated to high levels of attendance (>95%). AHISD provides specific supports to encourage high attendance rates.

Evidence: Compare AHISD attendance rate to average rates across our local area (Region XX) and the state (2018)



Data Source: Internal Summer School Records, 2018 STAAR Report, 2018 TAPR Report



Key Question #5:

To what degree are students provided with academic and social emotional supports?

Evidence: Compare ratio of counselors to students compared to Texas. (2019)

PROFESSIONAL SCHOOL COUNSELORS - The American School Counselor Association recommends a ratio of 1:250, while the Texas Counseling Association, the Texas Association of Secondary School Principals, and the Texas Elementary Principals and Supervisors Association recommend a 1:350 ratio (Texas Education Agency, 2017). The Texas average ratio is 1:430

Howard (1 campus behavior specialist in lieu of counselor): 443 enrollment , ratio 1:443

Cambridge (2 professional school counselors): 833 enrollment, ratio 1:417

Woodridge (2 professional school counselors): 891 enrollment, ratio 1:446

Junior School (2 professional school counselors, 1 licensed professional counselor): 1129 enrollment, ratio 1:376

High School (5 professional school counselors which includes college counselor, 1.25 licensed social worker): 1605 students, ratio 1:321

Evidence: Compare ratio of nurses to students compared to Texas. (2019)

Texas Average ratio 1:882

Howard – ratio 1:443

Cambridge – ratio 1:833

Woodridge – ratio 1:891

Junior School (1.5 nurses) – ratio 1:753

High School – ratio 1:1605

The HS clinic typically has the least visits for illness and the 2nd shortest list of scheduled medicines. Most HS students with their phones and cars, by pass the nurse, calling a parent, getting permission to go home and the parent calling the office.

The JS is typically the busiest clinic in visits and medications. They have 1.5 nurses, there is a part-time nurse with hours based around the busiest time of day in the clinic, 10A – 2P, this is when the brunt of the medicines are given and most of the injuries happen.



Data Source: PEIMS Records and Internal Communication Kathi Martinez, RN, Head Nurse AHISD

**Key Question #6:**

To what degree are students provided with opportunities to participate in advanced academic and extracurricular activities?

Dual credit in effect enrolls students in college courses while they are still in high school, allowing students to earn college credit as well as high school credit for a course. 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. Dual Credit and AP courses are usually more demanding than regular high school classes and similar to first-year college courses.

Evidence: Review the number of students in Dual Credit Classes. (2019)

HIGH SCHOOL – 17% of 11th and 12th grade HS enrollment

129 out of 766 total 11th and 12th grade students enrolled in Dual Credit Classes

Evidence: Review the number of students in Advanced Placement Classes. (2018)

HIGH SCHOOL – 32% of HS enrollment

510 out of 1610 total students enrolled in AP classes.

Alamo Heights High School (446120)						
Total AP Students in Your School: 510						
School Totals for this View	5	4	3	2	1	Total Exams
Number of Exams	164	254	264	149	50	881
Percentage of Total Exams	19	29	30	17	6	100
Number of AP Students	118	203	218	129	46	
Subject Totals	5	4	3	2	1	Total Exams
Music Theory		1	3	2	2	8
Studio Art: 2-D Design Portfolio	1		1	3		5
English Language and Composition	15	24	44	21	5	109
English Literature and Composition	5	14	14	13		46
Human Geography	18	30	14	8	12	82
Macroeconomics	9	14	12	10	5	50
Microeconomics	1	1				2
Psychology	15	11	10	7	7	50
United States Government and Politics	8	11	17	9	2	47
United States History	20	26	22	13	5	86
World History	15	25	37	26	7	110
Calculus AB	9	25	15	10		59
Calculus BC	15	12	5	2		34
Computer Science A		2	1		1	4
Statistics	12	4	2		1	19
Biology	3	7	5	2		17
Chemistry		8	8	8	1	25

Evidence: Review the number of Junior School students enrolled in Pre-AP classes. (2018)

JUNIOR SCHOOL – 67% of JS enrollment

770 out of 1157 total students enrolled in Pre-AP classes.

Data Source: 2018 TAPR Report, College Board Report Creators, HS and JS Enrollment Reports



Key Question #6:

To what degree are students provided with opportunities to participate in advanced academic and extracurricular activities?

AHISD provides specialized gifted and talented services for students who perform at, or show the potential to perform at, a remarkable high level of accomplishment when compared to peer with the same age, experience, and environment. Students are identified through rigorous cut scores on national abilities and achievement evaluations. AHISD also supports membership in specialized honor societies to recognize unique scholastic achievement.

Evidence: Compare the percentage of AHISD students in gifted and talented programs to percentage of total students in Texas in gifted and talented programs. (2019)

AHISD	19.7%	Texas	7.9%
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Evidence: Review percentage of high school student in honor societies. (2019)

Latin Honor Society	1.9%	30
French Honor Society	2.5%	40
Spanish Honor Society	12.4%	199
International Thespian Society	2.5%	40
National Art Honor Society	1.2%	19
National Honor Society	15%	241
TOTAL in Honor Societies	35.5%	569

About High School Honor Societies:

Requirements for Language Honor Societies

90 course average and two years participation in language Program.

Requirements for National Honor Society

Students who have earned a cumulative grade point average of 94% or higher meet the scholarship requirement for membership in the Alamo Heights High School NHS Chapter.

Requirements for International Thespian Society

Membership is granted for the performance of meritorious work in theatre arts. High school Thespian induction eligibility requirements include reaching a set number of induction points.

Requirements for National Art Honor Society

Students must provide evidence of efforts to attain the highest standards in art scholarship, character, and service, and to bring art education to the attention of the school and community.

Data Source: Honor Society Program Enrollment Records



Key Question #6:

To what degree are students provided with opportunities to participate in advanced academic and extracurricular activities?

Extra-curricular activities help students to develop and use their skills and knowledge in different contexts. Studies have shown that students who participate in co-curricular and extracurricular activities have higher grades and achievement test scores. Additionally, students develop better time management and organizational skills to balance activities and academics. Extracurricular activities also support a positive self-esteem.

Evidence: Review percentage of students in Athletics. (2019)

High School	46%	737
Junior School	66%	759
TOTAL in Athletics		1,496

Evidence: Review percentage of students in Fine Arts. (2019)

High School	60%	962
Junior School	82%	1,271
TOTAL in Fine Arts		2,233

Evidence: Review student participation in multiple clubs, activities, sports, and teams at School. (2019)

	0 This Year	1-2	3-4	More than 5
Cambridge	25%	47%	25%	3%
Woodridge	26%	42%	18%	15%
Junior School	9%	50%	31%	11%
High School	12%	50%	31%	8%

List of State Level or Above Championships and Awards Won (2019)

	Students Competing at State Level or Above	Teams/Organizations Competing at State Level or Above
Fine Arts	50	7
Athletics	138	50
ROTC	27	3
Academic Teams	65	10



Data Source: Class enrollment for Junior and High School; School Board Recognitions Listings from monthly agendas

**Key Question #7:**

To what degree is our local community engagement with our schools?

Families and community members are partners in creating dynamic, flexible schools grounded in the tradition of excellence in AHISD. When families are involved in their children's learning, their children do better in school.

Feedback February community surveys are built from survey instruments from Panorama Education. The AHISD scores are compared to an approximate national percentile, rounded to the nearest 10 (e.g. 50th or 70th percentile). National Benchmarks include survey results from more than 430 districts, 5,900 schools, and 3.5 million respondents across diverse geographic areas, school types, and achievement levels.

Evidence: Compare results of Feedback February Family Engagement Survey to national norms. (2019)

The *Family Engagement Survey* probes the degree to which families become involved with and interact with their child's school.

Survey	Result
Family Engagement Survey	The parent responses for this survey scored at the 80th percentile of national norms. This means AHISD scored higher than 79% of other comparable school districts in the United States.

Evidence: Compare results of Feedback February School Fit Survey to national norms. (2019)

The *School Fit Survey* probes the degree to which families become involved with and interact with their child's school.

Survey	Result
School Fit	The parent responses for this survey scored at the 60th percentile of national norms. This means AHISD scored higher than 59% of other comparable school districts in the United States.



Evidence: Review number of mentors at each campus. (2019)

Howard	5 staff members that are mentors, 1 outside mentor
Cambridge	15 outside mentors
Woodridge	10 outside mentors
Junior School	11 outside mentors
High School	8 outside mentors
HS Incubator	over 70 community volunteers involved in the program

Data Source: Panorama Education Report Center, District Mentor Registration Data, Incubator Program Reports

**Key Question #7:**

To what degree is our local community engagement with our schools?

Evidence: Review number of volunteer forms turned in by parents and community members. (2019)

1247 parents and community members turn in volunteer forms this year.

Evidence: Review Number of PTO members and amount raised for fundraising. (2019)

	# Members	YTD Fundraising
Howard	126	\$127,546
Cambridge	341	\$287,000
Woodridge	393	\$333,117
Junior School	412	\$155,897
High School	560	\$60,500

Evidence: Review amount raised through fundraising by the Alamo Heights School Foundation. (2019)

Donated \$956,000 to the District



Evidence: Review amount raised through fundraising by school support groups. (i.e.- AH Academic Support Group, Mule Pushers, Mule Team) (2019)

Supported \$328,000 to the district to support academic and extracurricular activities

Evidence: Review Feedback February survey response rates. (2019)

	Teachers (75% Complete)	Parents (48% Complete)	Students (77% Complete)	Total
HS	85 (66%)	506 (37%)	1131	1722
JS	75 (83%)	341 (50%)	922	1338
CE	73 (100%)	245 (52%)	329	647
WE	44 (59%)	257(58%)	471	772
HE	24 (65%)	196 (71%)	n/a	220
TOTAL	301 396 (2018)	1545 1659 (2018)	2853 2214 (2018)	4699 4269 (2018)

Data Source: Panorama Education Report Center, District Mentor Registration Data, Incubator Program Reports, Campus PTO Records, AHSF Annual Report



Key Question #7:

To what degree is our local community engagement with our schools?

Evidence: Review percentage of parents attending parent conferences. (2019)

Elementary Fall Conferences:
95% Attendance K-5

Evidence: Review percentage of parents who are receiving Monday Mail. (2018)

5579 contacts are sent Monday Mail each week

More Parent/Community Feedback:

- The district is small enough to create a community. A community where the majority of kids, parents and teacher all know and care for each other. We all have grown up together, gone to school together since kindergarten which cannot be said for a larger district where no one knows each other.
- Great sense of community. There is something for every kid to feel a part of. I really am impressed with this school having come from a very respected private school before.
- Support from parents and community, providing safe and engaging/fun activities for kids to be involved in. We love how all teachers support each other and their students, no matter what extra-curricular activity they're in.
- I think the small size of the district, combined with the community support and spirit makes this

an outstanding district. Not a singular answer, but I think it's the perfect combination!

- I love the fact that all the kindergartners go to one school together. Also the district makes sure that families feel included in their child's learning.
- The school really has strong community support and it feels like it is everyone 's responsibility to make it a safe place for learning.



- Positive school culture. Great communication between parent, teacher and school. Love the after-school enrichment classes. YMCA Primetime is super convenient. Appreciate the holiday performances and special events.

- Community feel and how much they care for the children. The facilities are about to get a lot better too!



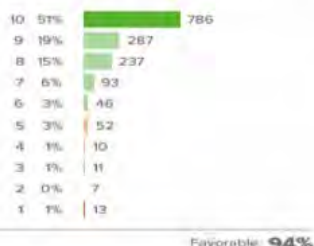
Data Source: Panorama Education Report Center, Campus Conference Reports

**Key Question #7:**

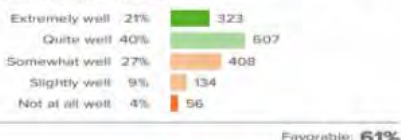
To what degree is our local community engagement with our schools?

Evidence: Review results of Feedback February Strengths and Opportunities Survey. (2019)

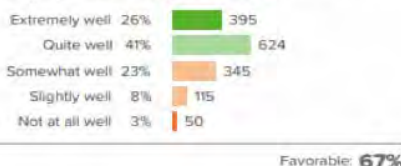
Q.1: If a friend or colleague were looking for a school district, how likely is it that you would recommend this school or district? Please select an answer choice from 1-10, with 1 being the least likely and 10 being the most likely.



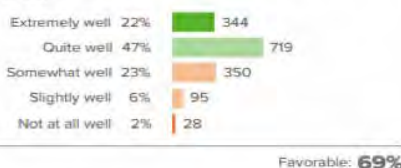
Q.3: How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?



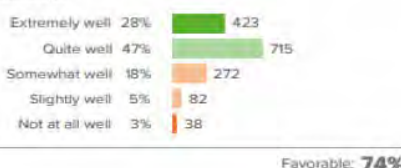
Q.5: How well do you feel like this school or district is currently doing in the following area: Hiring, developing and retaining the best staff?



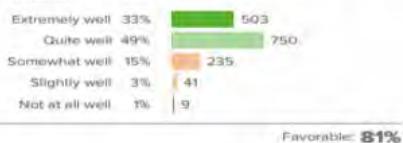
Q.7: How well do you feel like this school or district is currently doing in the following area: Physical facilities?



Q.9: How well do you feel like this school or district is currently doing in the following area: School leadership?



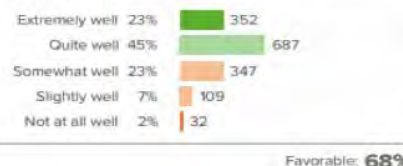
Q.2: How well do you feel like this school or district is currently doing in the following area: Student achievement?



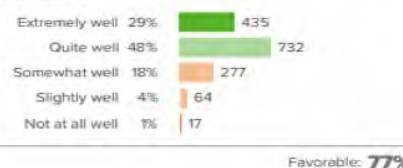
Q.4: How well do you feel like this school or district is currently doing in the following area: Classroom instruction?



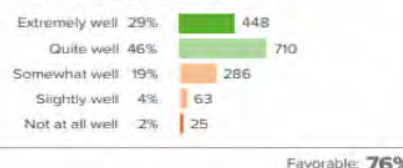
Q.6: How well do you feel like this school or district is currently doing in the following area: School climate and culture?



Q.8: How well do you feel like this school or district is currently doing in the following area: Community partnerships?



Q.10: How well do you feel like this school or district is currently doing in the following area: Student activities and extracurricular activities?



**Key Question #8:**

To what degree is our district fiscally responsible?

School districts that can effectively incorporate efficiencies and sound financial planning strategies see cost savings in their programs, savings that can be used to improve instructional programs and address budgetary shortfalls resulting state recapture of local tax dollars. Implementing sound business management is a key way to return a large portion of school budgets to the classroom, and thereby improve education for our local community.

Evidence: Review bond updates for facilities. (2019)

High School	Commons Building	Complete beginning of August 2019
Cambridge	Fine Arts	Complete in April 2019
Cambridge	Play	Complete August 2019
Woodridge	Gymnasium	Complete end of May 2019
Woodridge	Fine Arts	Complete end of May 2020
Woodridge	Track	Complete August 2020
Junior School	Sciences Building	Complete end of July 2019

Evidence: Review Texas Education Agency audit rating assigned to AHISD. (2019)

Superior for 2019

Evidence: Review amount of state recapture of local tax. (2019)

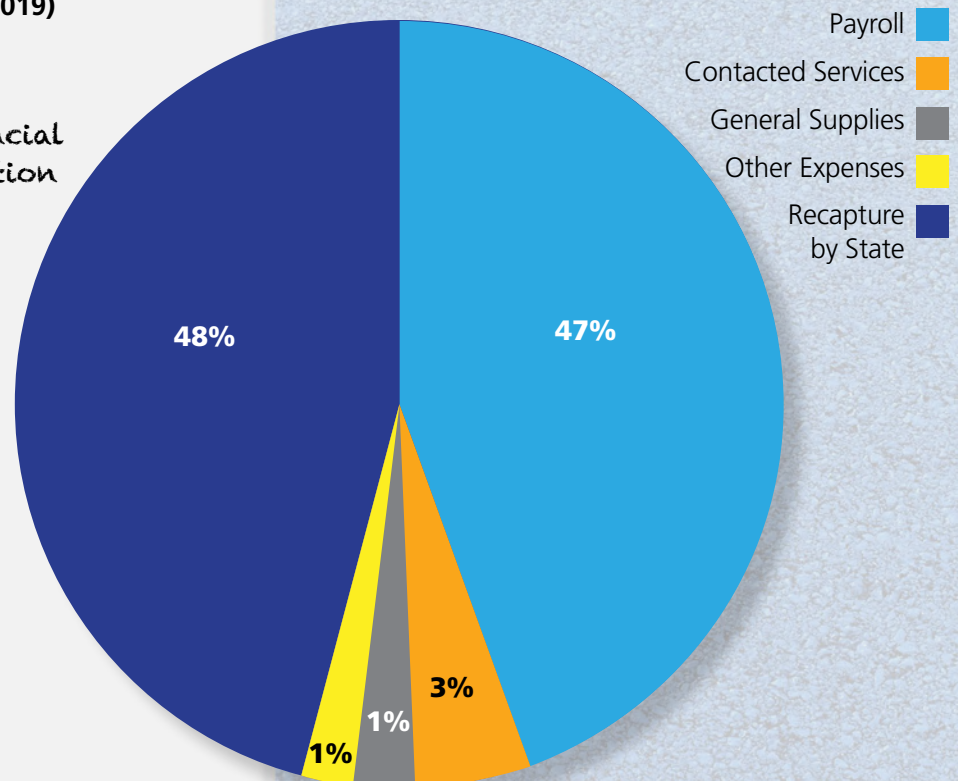
\$39,822,060

Evidence: Compare financial deficit amounts to donation amounts. (2018)

\$2,321,221 Deficit

\$1,422,946 Donations

Evidence: Compare expenditure amounts by category. (2019)



Data Source: AHISD Business Office

**Key Question #9:**

To what degree does AHISD provide students with safe, flexible, and updated learning spaces and facilities?

Keeping schools safe allows children to look forward to being in an encouraging environment that promotes social and academic learning. Emotional and physical safety in school are related to academic performance. An updated classroom draws students in and makes them want to be part of what is going on inside and promotes the effective integration of technology into instruction.

Evidence: Review of safety updates and activities. (2019)

1. District safety committee training through Texas State Safety Center
2. Quarterly meetings of the district safety committee
3. ESC-20 Safety Coop membership
4. Safety Audit August 2017 (required every 3 years)
5. Monthly emergency drills (evacuation, lockdown, etc.), After Action Review, and Table Top exercises
6. Standard Response Protocol implemented Fall 2018 for all emergency responses
7. Community School Safety Presentations (October 2018)
8. Implemented School Resource Officer (SRO) at AHHS (January 2019)
9. ALICE Active Shooter Response training of trainers
10. ALICE Active Shooter Response training of staff (October 2018)
11. Stop the Bleed First Aid Training for office staff at each campus and nurses



Data Source: Dr. Frank Alfaro, Assistant Superintendent; Panorama Education Report Center

**Key Question #9:**

To what degree does AHISD provide students with safe, flexible, and updated learning spaces and facilities?

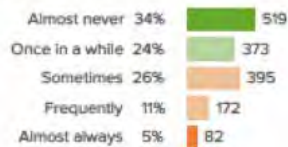
Evidence: Compare results of Feedback February School Safety Survey to national norms. (2019)

Feedback February community surveys are built from survey instruments from Panorama Education. The AHISD scores are compared to an approximate national percentile, rounded to the nearest 10 (e.g. 50th or 70th percentile). National Benchmarks include survey results from more than 430 districts, 5,900 schools, and 3.5 million respondents across diverse geographic areas, school types, and achievement levels.

The School Safety Survey probes perceptions of physical and psychological safety while at school, including bullying, violence, and availability of support for students.

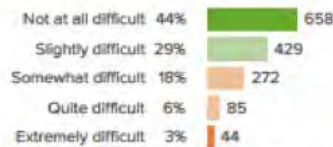
	Elementary	Secondary
Parents	20th% National Percentile	10th% National Percentile
Students	40th% National Percentile	40th% National Percentile

Q.1: How often do you worry about violence at your child's school?



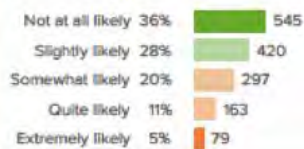
Favorable: **58%**

Q.2: If a student is bullied at your child's school, how difficult is it for him/her to get help from an adult?



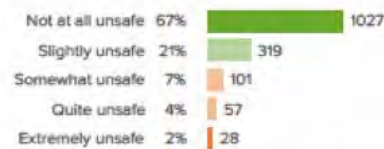
Favorable: **73%**

Q.3: How likely is it that someone from your child's school will bully him/her online?



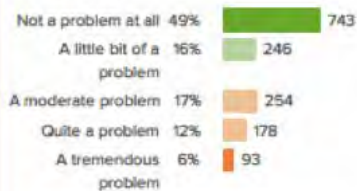
Favorable: **64%**

Q.4: Overall, how unsafe does your child feel at school?



Favorable: **88%**

Q.5: To what extent are drugs a problem at your child's school?



Favorable: **65%**

Data Source: Dr. Frank Alfaro, Assistant Superintendent; Panorama Education Report Center

**Key Question #9:**

To what degree does AHISD provide students with safe, flexible, and updated learning spaces and facilities?

Technology Updates and Bandwidth (2019)

- Joined Region 20 fiber project that will increase our bandwidth from a 3GB shared line from Grande Communications to a 10GB dedicated line housed at the Region 20 NOC in the summer of 2020-2021
- We have upgraded our network capacity by replacing older access points with upgraded versions throughout district classrooms and buildings as well as replacing our core switch and installing a new server in our Network Operations Center.
- We have replaced aging switches IDF's throughout Central Office and AHHS to ensure network sustainability and speed.
- We continue to implement Engaged Classrooms supporting 63 additions this school year and accepting applications for 73 more classrooms this coming school year.
- Replaced backup batteries for servers at AHHS.
- Upgraded our content filter for students and staff with the implementation of Content Keeper.
- Installed 239 indoor cameras in each campus district-wide and provided administrator and SRO access.
- Consulted with builders and architects on each building project.
- Conducted an outside audit of our Google G-Suite Domain for a security and setup review to ensure we are up to the current educational standard.
- Implemented SiteImprove to improve our District website up to ADA standards and ensure we are meeting established standards.
- Implemented a district-wide technology inventory system (TipWeb IT) in order to better assess our current technology for future planning purposes and accounting for previously purchased equipment.



- Technicians have completed 1334 help tickets through the end of February.
- We also continue to support all teachers through the implementation of the Help Desk phone line that a technician answers during school hours every day. Many of the requests are able to be fixed over the phone and do not require a ticket to be entered into our help desk system.
- Engaged parents in conversations around Digital Parenting and Screen Time district-wide in multiple venues and locations. **More to come as well.**

Data Source: AHISD Technology Department

**Key Question #9:**

To what degree does AHISD provide students with safe, flexible, and updated learning spaces and facilities?

Evidence: Review List of classrooms updated through the Engaged Classroom Initiative. (2019)

	Cohort #1	Cohort #2	Cohort #3	Cohort #4	Total
HS	4	21	18	18	61
JS	5	13	13	16	47
CE	3	10	10	18	41
WE	2	14	21	13	50
HE	2	4	4	6	16
TOTAL	16	62	66	71	215



Data Source: Internal Engaged Classroom Records



Accountability Summary

Profile of a Learner

Academic Growth

Overall, students in AHISD demonstrate profound academic growth across multiple academic domains and grade levels. Targeted attention is needed to ensure equivalent academic growth of English Language students and students served through special education.

Culture of Excellence

AHISD maintains a culture and tradition of excellence. This is evidenced by the high rate of students graduating under the Distinguished Recommended graduation type, exceptional SAT scores, and elementary CoGAT and IOWA scores that exceed national norms. Targeted attention is needed to ensure that all students experience rigorous expectations in every classroom every day.

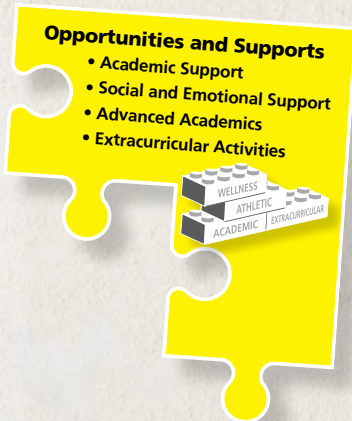
Learner Outcomes

AHISD students are meeting the learner outcomes from the Profile of a Learner, especially outcomes related to the abilities to learn from failure and to develop healthy and positive relationships. Targeted attention is needed to ensure that all AHISD students are able to express themselves purposefully, clearly, and creatively in writing.



High Performing Faculty

AHISD educators and administrators are more experienced and hold higher degree credentials than most teachers across the state. The talent of our AHISD educators is further developed through meaningful professional development. AHISD educators are distinguished by accomplishments recognized at the state and national level, and they contribute to the field of education through publications of books and presentations at national conferences. Targeted attention is needed to increase the number of educators with supplemental certifications in Gifted Education and English as a Second Language.



Opportunities and Supports

Students served through Response to Intervention and Dyslexia exceed expected progress in the area of reading. Summer school is effective at providing extended year academic support for students. A high percentage of students participate in advanced academic coursework and are selected into various honor societies, and our students are highly involved in school clubs, activities, sports, and fine arts. Targeted attention is needed to ensure that support services align between elementary and secondary levels.



Community Engagement

Parents are highly engaged in our AHISD school as evidenced by the high percentage of parents attending elementary campuses, the remarkable number of volunteer forms completed, and the substantial financial donations received from support organizations. Targeted attention is needed to ensure that all parents have the opportunity to equitably participate with our AHISD schools.



Facilities and Finances

In response to the passage of a Bond, AHISD facilities are receiving updates and expansions. Purposeful and strategic actions have been taken to promote safety in schools. AHISD is fiscally responsible through local financial planning and management. District resources are prioritized to directly impact students with the vast majority (90%) of our budget going to payroll. Classroom innovation is supported with state-of-the-art technology. Targeted attention is needed to withstand the financial burden placed on the district due to recapture of local tax revenue by the State.



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