



Alamo Heights ISD
2021-2022
Community Based
Accountability System

MAY 2022
REVIEW OF
PILLARS 1-7



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) Ryan Anderson, member; Clay Page, Assistant Secretary; Stacy Sharp, Vice-President; Lisa Krenger, member; Dr Dana Bashara, Superintendent; Carey Hildebrand, member; David Hornberger, member; and Brian Hamilton, President.

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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.

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 retain 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.

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 (CBAS) digs deeply into the values of our local community and the Alamo Heights Independent 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 the community aspirations for the students in 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
Pillar 1: <i>Student Learning and Progress</i>	Pillar Function: 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"> To what degree do all AHISD learners demonstrate equitable academic growth, achievement, and outcomes?
Pillar 2: <i>Student Readiness</i>	Pillar Function: 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"> To what degree are AHISD learners academically ready for their next stage of learning?
Pillar 3: <i>Student Wellbeing and Safety</i>	Pillar Function: 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 and emotional needs of each student.	<ul style="list-style-type: none"> To what degree are AHISD learners developing a healthy sense of social-emotional wellness and security? To what degree do AHISD learners feel a sense of belonging within our schools?
Pillar 4: <i>Engaged, Well-Rounded Students</i>	Pillar Function: Engage students in a way that contributes to their overall development and future well-being.	<ul style="list-style-type: none"> To what degree do all students have access and inclusion within school supports, programs, and activities?
Pillar 5: <i>Community Engagement</i>	Pillar Function: 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"> To what degree are AHISD learners supported by an engaged community?
Pillar 6: <i>Professional Learning and Quality Staff</i>	Pillar Function: 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"> To what degree are AHISD learners taught by high-performing faculty and staff members?
Pillar 7: <i>Fiscal and Operational Systems</i>	Pillar Function: 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"> To what degree is our district fiscally responsible?

Signaling

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.

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?

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.

AHISD District Advisory Committee (DEAC), which is comprised of parents, students, and staff provided signaling feedback for each of the CBAS Pillars.

PILLAR	KEY QUESTION	INDICATOR EVIDENCE	2022 (data from 2021) SIGNAL RESULT	2021 (data from 2020) SIGNAL RESULT
Pillar 1 <i>Student Learning and Progress</i>	To what degree do all AHISD learners demonstrate equitable academic growth, achievement, and outcomes?	1.1 STAAR State Assessments 1.2 PSAT	1.1 Adjustments Being Made 1.2 On Track	1.1 Not Assessed 1.2 On Track
Pillar 2 <i>Student Readiness</i>	To what degree are AHISD learners academically ready for their next stage of learning?	2.1 SAT and ACT Scores 2.2 Advanced Placement Exam Scores	2.1 On Track 2.2 On Track. Continue to monitor scores in specific areas.	2.1 On Track 2.2 Adjustments Being Made due to COVID
Pillar 3 <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.	3.1 On track.
	To what degree do AHISD learners feel a sense of belonging within our schools?	3.2 Belonging Survey 3.3 Positive Relationships Survey 3.4 Rigorous Expectations Survey	3.2 Adjustments Being Made 3.3 On Track 3.4 On Track	3.2 Adjustments Being Made 3.3 Adjustments Being Made 3.4 Adjustments Being Made
Pillar 4 <i>Engaged, Well-Rounded Students</i>	To what degree do all AHISD students have 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 Adjustments Being Made 4.2 Adjustments Being Made 4.3 On Track	4.1 Support Required 4.2 Adjustments Being Made 4.3 On Track
Pillar 5 <i>Community Engagement</i>	To what degree are AHISD learners supported by an engaged community?	5.1 Family Engagement Survey	5.1 On track.	5.1 On track.
Pillar 6 <i>Professional Learning and Quality Staff</i>	To what degree are AH learners taught by high-performing faculty and staff members?	6.1 Teacher Credentials 6.2 Teacher Survey Questions	6.1 On Track. Continue to monitor specific difficult to fill positions like math and science. 6.2 Adjustments taking place	6.1 On Track 6.2 Adjustments taking place
Pillar 7 <i>Fiscal and Operational Systems</i>	To what degree is our district fiscally responsible?	7.1 School Budget	7.1 On Track	7.1 On Track
		7.2 FIRST Rating	7.2 On Track	7.2 On Track

Pillar 1 – Student Learning and Progress:

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

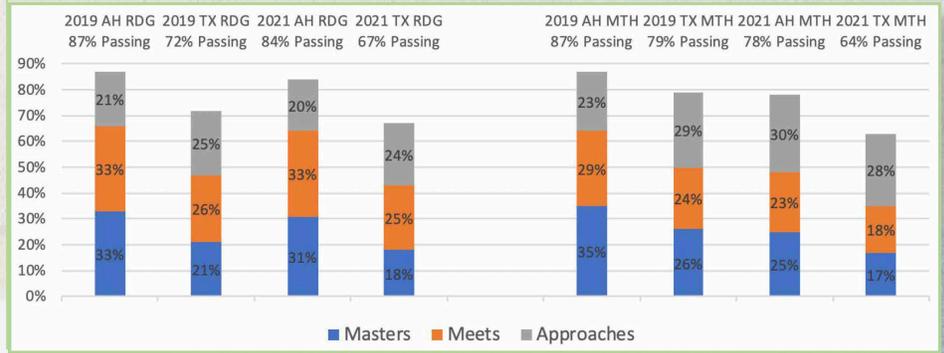
Indicator 1.1: State Assessments

Comparison of Academic Performance on State Assessments to Texas and Prior Years

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.

Findings: Students in AHISD continued to score above state and regional comparison groups on the State of Texas Assessment of Academic Readiness (STAAR) and End-of-Course (EOC) exams. Like all school districts in Texas, AHISD experienced a dip in student performance compared to the previous year due to COVID-19 related learning disruptions. However, due to the extraordinary efforts of our staff, support from families, and the resilience of our students, AHISD

experienced less of an impact on academic learning than other Texas districts. Across all grades and subjects, AHISD STAAR scores showed only a 5 percentage point decline compared to a 10 percentage point decline in STAAR scores statewide. In our community, we made the best of a very difficult situation.



	2019				2021				AH 2019 Compared to 2021 (Colors Compared to Texas)			Texas 2019 Compared to 2021		
	Did Not Meet %	Approaches %	Meets %	Masters %	Did Not Meet %	Approaches %	Meets %	Masters %	Approaches Change	Meets Change	Masters Change	Approaches Change	Meets Change	Masters Change
Algebra I	10	90	73	55	12	88	66	42	-2	-7	-13	-12	-21	-16
Biology	6	94	72	29	7	93	74	36	-1	2	7	-7	-9	-4
English I	21	79	65	19	15	85	72	25	6	7	6	2	1	0
English II	19	81	66	15	14	86	78	19	5	12	4	3	6	3
US History	3	97	89	71	5	95	88	65	-2	-1	-6	-5	-6	-3
Grade 3 Math	18	82	52	28	25	75	42	24	-7	-10	-4	-17	-18	-10
Grade 3 Reading	12	88	62	38	18	82	58	34	-6	-4	-4	-8	-5	-8
Grade 4 Math	26	74	51	29	30	70	46	27	-4	-5	-2	-16	-12	-7
Grade 4 Reading	17	83	55	25	22	78	55	35	-5	0	10	-12	-7	-5
Grade 4 Writing	27	73	37	11	31	69	41	14	-4	4	3	-12	-7	2
Grade 5 Math	10	90	68	48	19	81	55	33	-9	-13	-15	-14	-13	-12
Grade 5 Reading	15	85	66	45	16	84	68	48	-1	2	3	-5	-6	1
Grade 5 Science	27	73	44	16	23	77	38	12	4	-6	-4	-13	-18	-11
Grade 6 Math	10	90	62	31	17	83	54	26	-7	-8	-5	-13	-11	-5
Grade 6 Reading	19	81	50	25	23	77	52	27	-4	2	2	-5	-5	-3
Grade 7 Math	37	63	22	1	50	50	6	1	-13	-16	0	-19	-15	-5
Grade 7 Reading	13	87	67	44	19	81	57	34	-6	-10	-10	-6	-3	-4
Grade 7 Writing	20	80	59	32	25	75	48	15	-5	-11	-17	-7	-9	-8
Grade 8 Math	7	93	73	20	26	74	50	14	-19	-23	-6	-21	-20	-6
Grade 8 Reading	10	90	77	49	18	82	60	32	-8	-17	-17	-5	-8	-7
Grade 8 Science	14	86	57	25	25	75	44	18	-11	-13	-7	-12	-7	-2
Grade 8 Social Studies	22	78	46	30	39	61	25	8	-17	-21	-22	-11	-8	-7
Grade 3 Math SPA	33	67	33	10	44	56	13	6	-11	-20	-4	-24	-17	-7
Grade 3 Reading SPA	32	68	37	11	27	73	47	27	5	10	16	-18	-15	-6
Grade 4 Math SPA	44	56	22	11	40	60	15	5	4	-7	-6	-22	-13	-7
Grade 4 Reading SPA	50	50	33	8	48	52	29	14	2	-4	6	-14	-5	-1
Grade 4 Writing SPA	54	46	15	8	45	55	23	9	9	8	1	-32	-25	-11

DEAC Signal: Adjustments Being Made

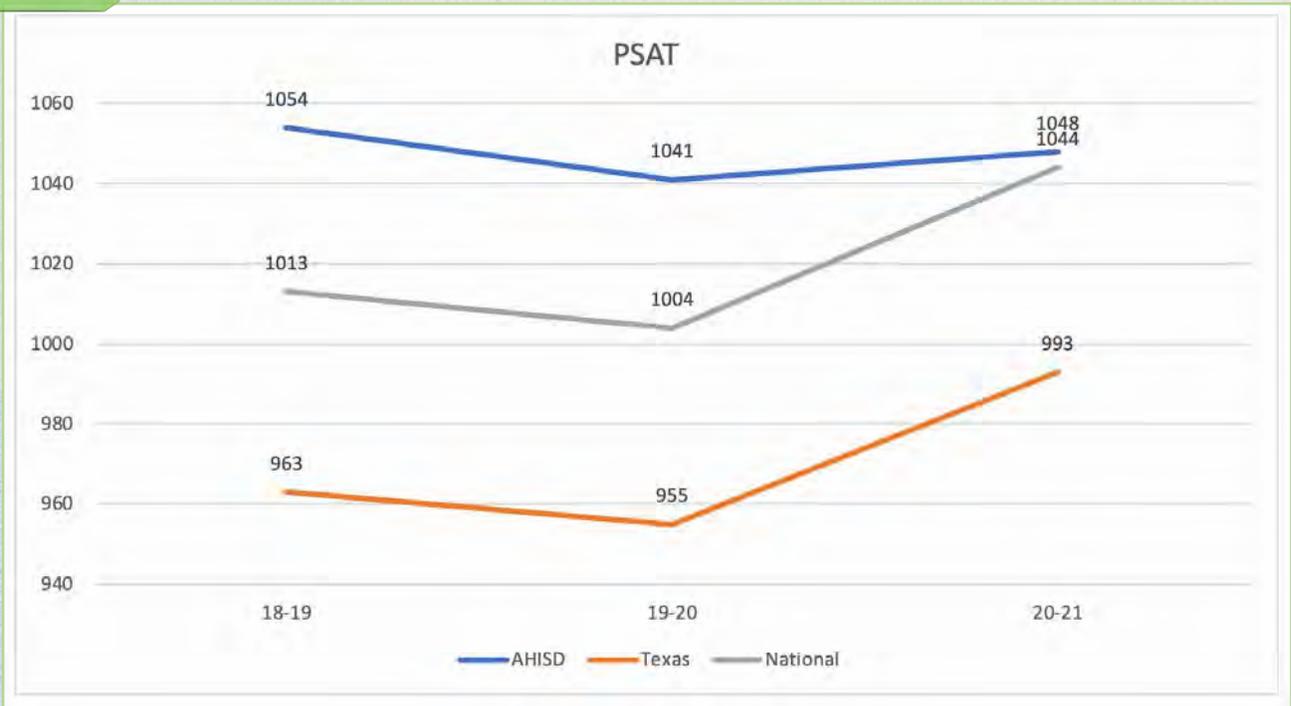
Pillar 1 – Student Learning and Progress:

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

Indicator 1.2: PSAT

Comparison of AHISD 11th grade 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 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; however, PSAT overall mean score did not show the same increase from 2019-2020 scores as national and Texas comparison scores.

DEAC Signal: On Track



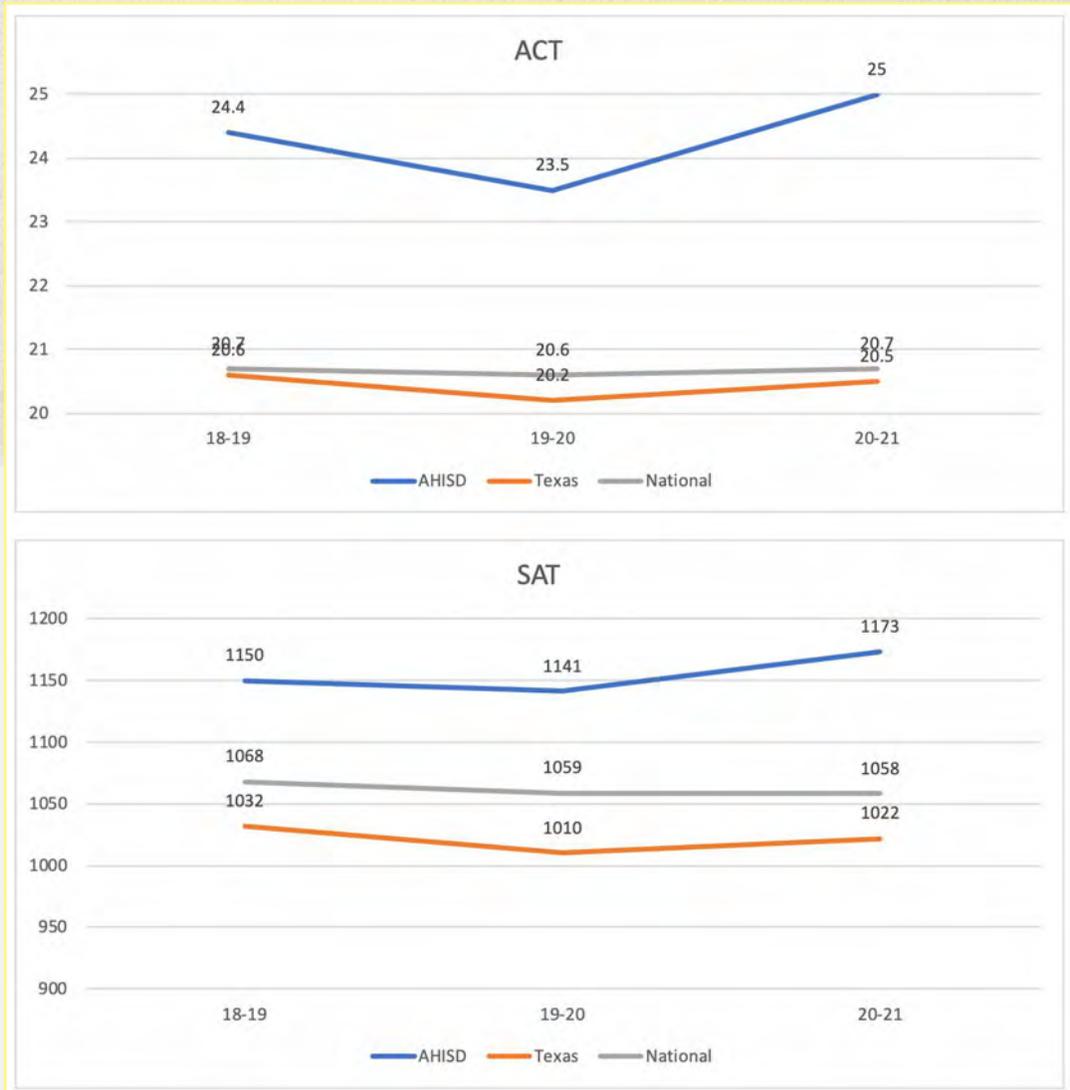
Pillar 2 – Readiness:

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

Indicator 2.1: Student College Entrance Exams

Comparison of AHISD students to Texas and National Comparison Groups on SAT and ACT

The Scholastic Assessment Test (SAT) and American College Testing (ACT) are college entrance exams used by most colleges and universities to make admissions decisions. Data reflect 2021 high school graduates who took the current SAT or ACT during high school. If a student took the exam more than once, only the most recent score is included. SAT is scored out of 1600, and ACT is scored out of 36.



DEAC Signal: On Track

Findings: AHISD scores surpass both national and Texas comparison scores; however, participation rates declined from previous years as more colleges are test optional. AHISD began to offer a free school day SAT in the spring of 2022 to all juniors and seniors in addition to the school day PSAT in the fall.

Pillar 2 – Student Readiness:

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

Indicator 2.2: Advanced Placement (AP) Exams**Comparison of AHISD students to Texas and National Comparison Groups**

The Advanced Placement Program offers college-level courses and exams that students can take in high school. AHHS currently offers 28 AP courses. At the end of the year, students take an AP exam which is scored from a 1 to a 5. Score of 3+ are eligible for college credit.

AP SCHOOL CURRENT YEAR SCORE SUMMARY 2021

SUBJECT TOTALS	TOTAL AHISD AP EXAMS	AHHS % 3+	TOTAL NATIONAL AP EXAMS	TOTAL NATIONAL % 3+	NOTES
Social Studies	653	57%	1,439,593	51%	We offer 7 different social studies AP exams at AHHS. European History, US History, and Human Geography are strongest scoring exams.
English	182	73%	773,744	57%	We have about twice as many students in English Language than in English Literature.
World Languages	144	74%	180,411	78%	Spanish Literature is higher than national comparison scores. In 2021, we did not have strong participation rates in Latin and French. Compared to previous years, World Language AP scores declined.
Math	121	75%	723,868	61%	Calculus scores are higher than national comparisons. Computer Science scores are lower than national comparison scores.
Science	80	65%	550,867	55%	We have more students in Biology and Chemistry than Physics; however, we also have Dual Credit Physics. Biology is our strongest scoring science AP exam.
Art	25	80%	34,481	87%	There are 3 Fine Art Exams given at AHHS. Music Theory and 2D Art had stronger scores than Drawing.

ADVANCED PLACEMENT SCHOLARS	CLASS OF 2017	CLASS OF 2018	CLASS OF 2019	CLASS OF 2020
AP Scholar Granted to students who receive scores of 3 or higher on three or more AP Exams.	86	67	77	82
AP Scholar with Honor Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.	32	29	42	37
AP Scholar with Distinction Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.	64	61	64	71
TOTAL	182	157	183	190

Findings: In national comparisons, AHHS Advanced Placement scores are in the top 6% in the United States. To ensure teachers are well-prepared for the rigorous course work of AP courses, AHHS is ensuring all AP teachers attend the AP Training Institute and have all supplemental curriculum and study preparation materials.

DEAC Signal: On Track



Pillar 3 – Student Wellbeing and Safety:

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

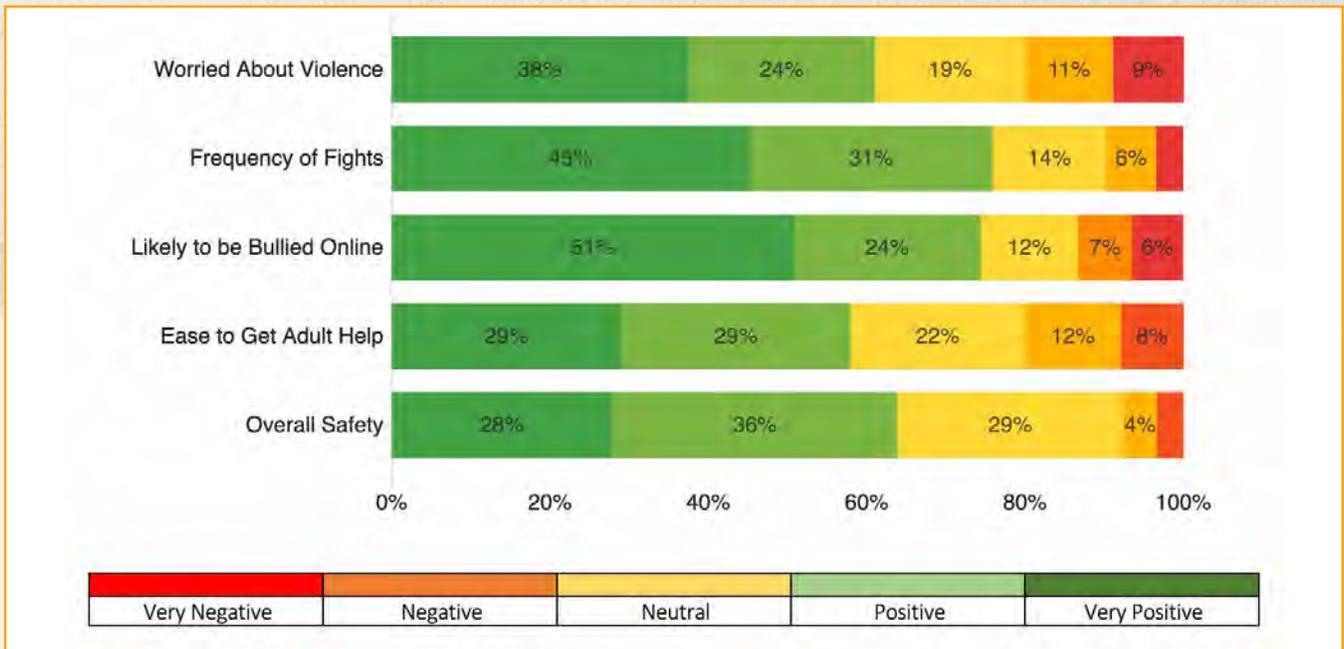
Indicator 3.1: School Safety Survey

AHISD Score Compared to Prior Years

The School Safety Survey was given to all students in grades 3-12 in October 2021. 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.

School Safety - 67% Overall Favorable Responses

Physical and psychological safety at school, including bullying, violence, and availability of support for students.
2,673 Responses



Community Feedback:

Our school does a great job instilling school spirit, discussing important topics, and encouraging an environment of learning, safety, and inclusion.

- High School Student

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. At the High School, students are adjusting to the new security fences, and at the Junior School, students expressed concern over student behavior in hallways and during recess.

DEAC Signal: On Track

3

STUDENT WELLBEING AND SAFETY

Pillar 3 – Student Wellbeing and Safety:

To what degree do AHISD learners feel a sense of belonging within our schools?

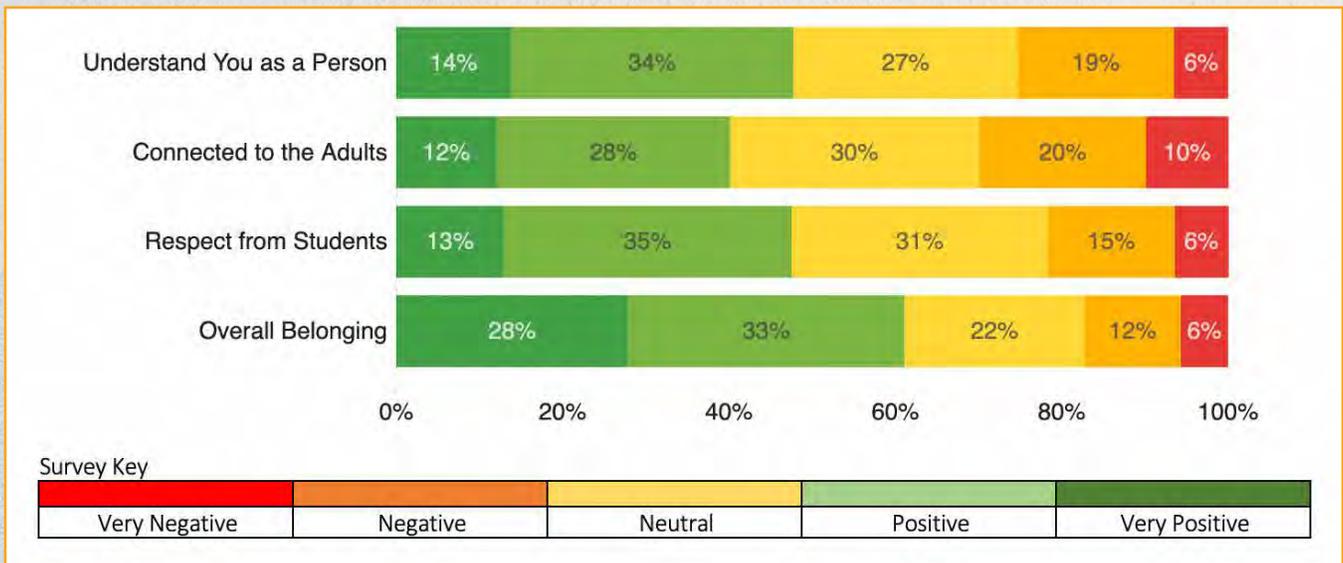
Indicator 3.2: Belonging Survey

AHISD Score Compared to Prior Years

The Belonging Survey was given to all students in grades 3-12 in October 2021. 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.

Belonging - 49% Overall Favorable Responses

How much students feel that they are valued members of the school community. 2,681 Responses



Findings: Most AHISD students feel a sense of belonging in our schools. Survey scores declined during the 2021 school year. This may be a residual effect from COVID, online learning, and disruptions to student activities. 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.

Community Feedback:

I think our school is a good place for students to find their "people."
- High School Student



DEAC Signal: Adjustments Being Made

Pillar 3 – Student Wellbeing and Safety:

To what degree do AHISD learners feel a sense of belonging within our schools?

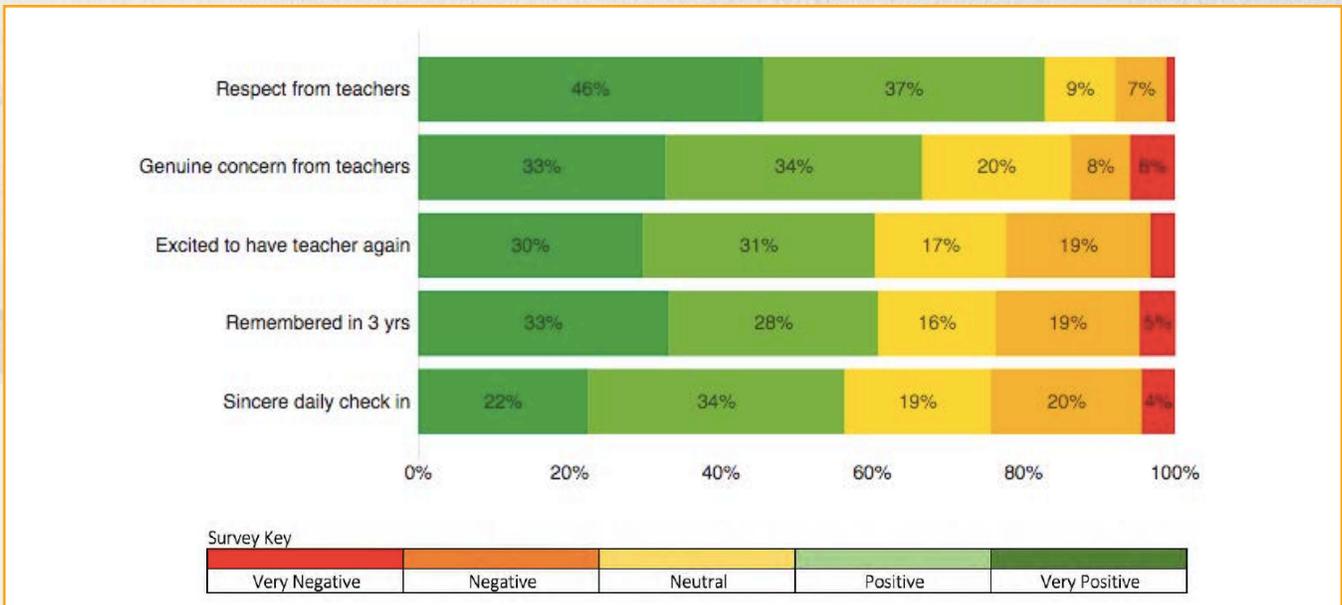
Indicator 3.3: Positive Relationships Survey

AHISD Score Compared to Prior Years

The Belonging Survey was given to all students in grades 3-12 in October 2021. The survey asks how strong the social connection is between teachers and students within and beyond the school. Research shows positive relationships between teachers and students is linked to higher levels of student motivation and persistence.

Positive Relationships - 66% Favorable Responses

How strong the social connection between teachers and students within and beyond the school.



Findings: Most AHISD elementary students feel a strong sense of connections to the adults in our schools. There is a needed focus on improving connections with adults at the secondary level.

Community Feedback:

Most of the teachers here are very passionate about their jobs and truly care about all of their students.

- Junior School Student

DEAC Signal: On Track

3

Pillar 3 – Student Wellbeing and Safety:

To what degree are students held to high expectations within our schools?

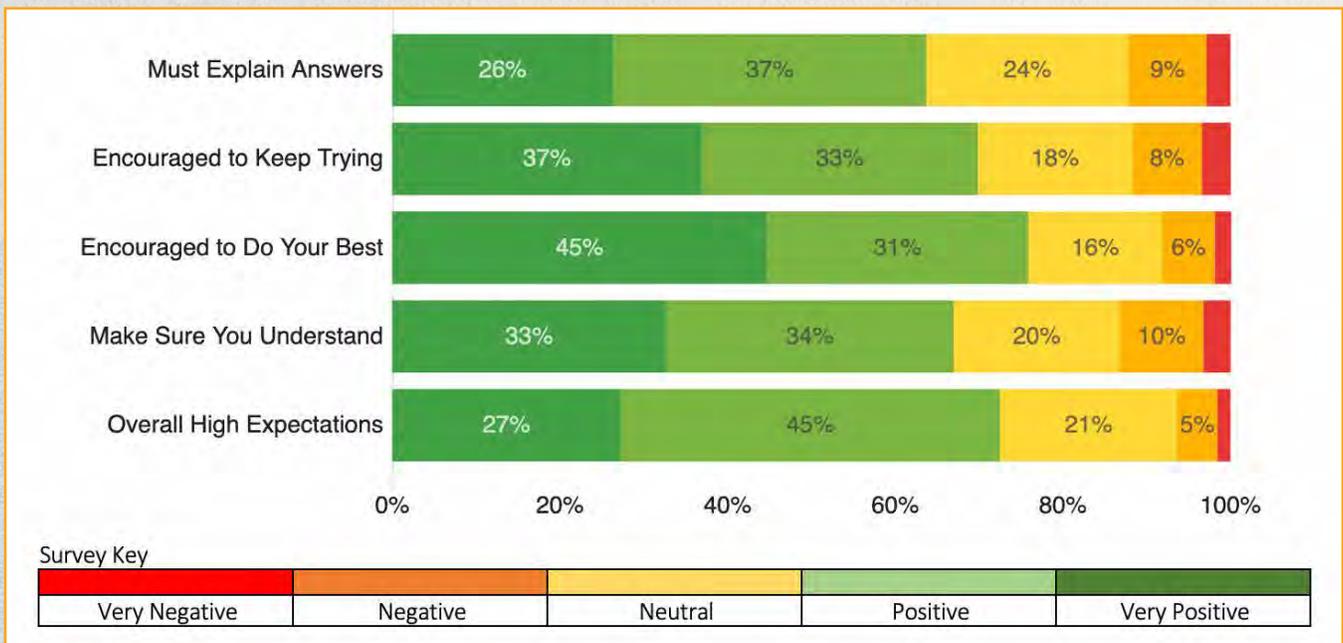
Indicator 3.4: Rigorous Expectations Survey

AHISD Score Compared to Prior Years

The Rigorous Expectations Survey was given to all students in grades 3-12 in October 2021. 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.

Rigorous Expectations - 70% Overall Favorable Responses

How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.



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 did 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.

Community Feedback:

My school does an excellent job promoting the importance of success in education. We have a very well paced learning system. I am pushed to do my best and supported to keep trying.
 - High School Student

DEAC Signal: On Track

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 Since 2006**

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.

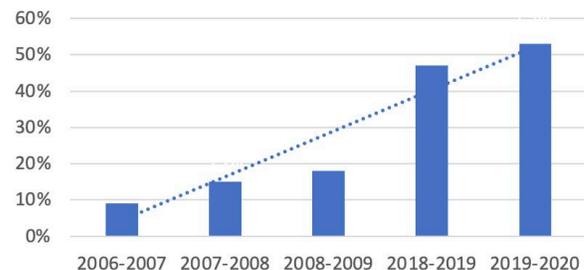
AP Course Completer (% of Annual Graduates) from TAPR and AEIS Report

Academic Year	2006-2007	2007-2008	2008-2009	2018-2019	2019-2020
State	22	23	25	46	46
Region	21	23	24	46	47
AHISD	38	49	47	64	67
African American	13	32	23	20	63
Hispanic	21	30	30	57	56
White	45	58	56	69	74
Spec Ed	8	4	4	4	22
Econ Disadvantaged	9	15	18	47	53
Emergent Bilinguals	7	3	9	0	38

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.

DEAC Signal: Adjustments Being Made

% Graduates: Econ Disadvantaged in AP Courses

**Community Feedback:**

I believe that the school is giving students more opportunities than ever before to fully realize how anyone can use our school for the future. The school should think about adding more AP classes though.

- High School Parent

4

ENGAGED, WELL-ROUNDED STUDENTS

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, and services are offered from kinder through 12th grade. The charts below compare the demographic profile of the entire district to the demographics

of students receiving services through special education and gifted and talented programs.

STUDENT GROUP	2021 AHISD TOTAL DEMOGRAPHICS	2021 AHISD SPECIAL EDUCATION DEMOGRAPHICS
Economically Disadvantaged	18%	36%
English Learners	6%	14%
Black/African American	2%	3%
Hispanic	40%	52%
White	53%	40%
American Indian	.3%	1%
Asian	3%	3%
Pacific Islander	.3%	0%
Two or More	2%	2%

Special Education

10% of students in AHISD receive special education services compared to 11% of students statewide receiving special education services.

Gifted and Talented Services

22% of students in AHISD receive gifted and talented services compared to 8% of students statewide receiving gifted and talented services.

STUDENT GROUP	2021 AHISD TOTAL DEMOGRAPHICS	2021 AHISD GT DEMOGRAPHICS
Economically Disadvantaged	18%	4%
English Learners	6%	2%
Black/African American	2%	1%
Hispanic	40%	20%
White	53%	72%
American Indian	.3%	1%
Asian	3%	0%
Pacific Islander	.3%	0%
Two or More	2%	2%

Findings: There are differences between the overall demographic profile of AHISD students and the profiles of students served through special education and GT services. 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 kindergarten, 2nd, and 5th grades.

Community Feedback:

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

DEAC Signal: Adjustments Being Made

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**

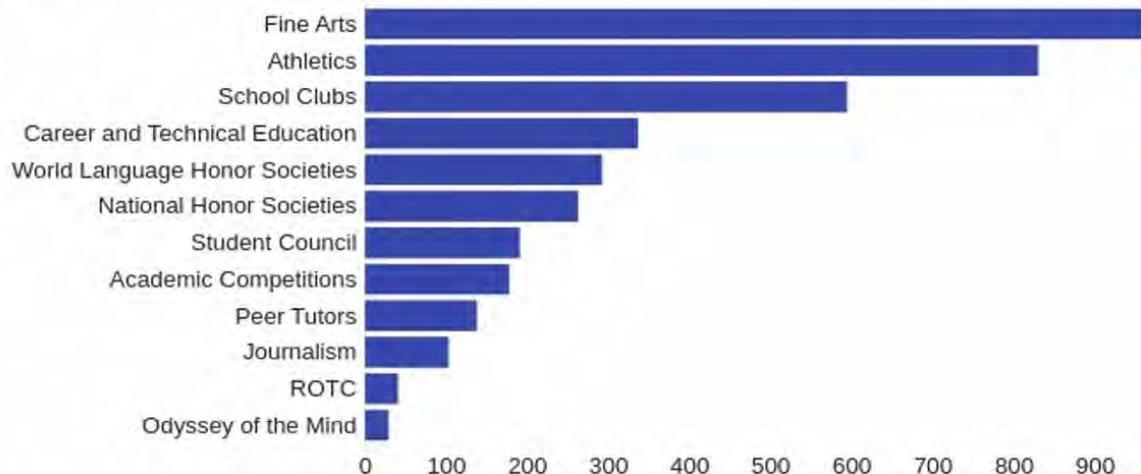
Research suggests that participation in extracurricular activities on a regular basis is the best way to help children develop their individual personality, cut down on emotional stress, and enhance social or academic skills that could benefit them in the future.

Participation in School Activities-

88% of all Secondary Students Participate in at Least One School Activity.

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

- Students in AHISD who participate in activities have a much stronger sense of BELONGING
- Students in AHISD who participate in activities have a much stronger sense of TEACHER STUDENT RELATIONSHIPS
- Students in AHISD who participate in activities have a much stronger sense of RIGOROUS EXPECTATIONS



Findings: 88% of AHISD Junior and High School 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 participation rate between students identified as economically disadvantaged and students who are not identified as economically disadvantaged.

Community Feedback:

I feel like we have a lot of flexibility in classes and a wide range of options which helps make the school day more enjoyable as we get to fill our schedule with things that genuinely interest us. - High School Student

We have good opportunities here at Alamo Heights that we wouldn't in other places. - Junior School Student

DEAC Signal: On Track

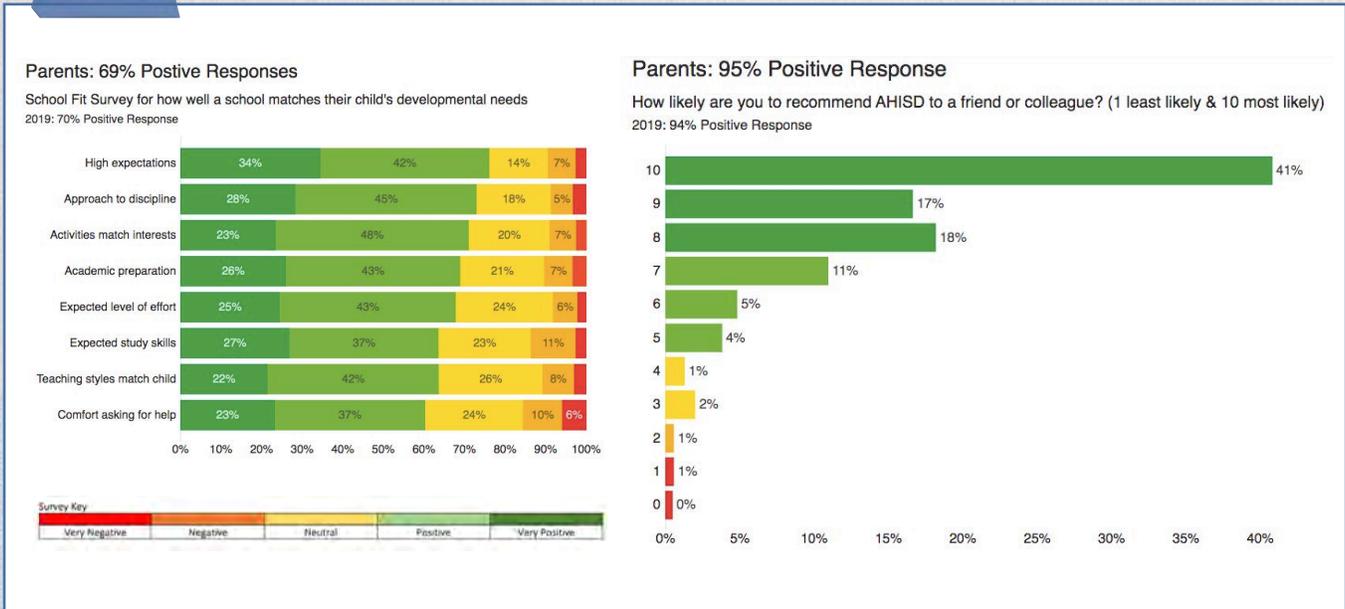
Pillar 5 Community Engagement:

To what degree are AH learners supported by an engaged community?

Indicator 5.1: Family Feedback February Survey

AHISD Score Compared to Prior Years

The School Fit Survey was given to all parents in grades Pre-Kindergarten - 12th grade in February 2022. The survey asks the degree to which families believe the AHISD systems and structures match the unique needs of their children. When school systems and structures align with the unique needs of families, students get better grades, score higher on standardized tests, have better attendance records, drop out less often, have higher aspirations, and have more positive attitudes toward school and homework. 1,932 parents responded to the survey.



Our staff held a record-breaking number of parent conferences this year.

- **Elementary**
 - Beginning of the year conferences with all 4th graders who did not meet expectations on STAAR
- New test interpretation meetings to understand assessment data
- Title 1 early literacy parent meetings
- 98% of elementary parents attended individual parent conferences
- 99% of Howard parents attended individual parent conferences
- **Junior School**
 - Beginning of the year conferences with all 6th graders who did not meet expectations on STAAR
 - New test interpretation meetings to understand assessment data

- **High School**
 - Junior individual conferences with 100% of rising class of 2023 Seniors
 - High School planning meetings with rising freshman and parents
 - High School college application meetings
- **Special Populations**
 - TELPAS Nights with all AHISD emergent bilingual families
 - AHISD staff held over 500 annual ARDs with all students identified for special education
 - PreK parent education meetings offered in English and in Spanish

Indicator 5.1: Family Feedback February Survey

Parents have access to all course curriculum and instructional materials.

- Year-at-a-Glance documents are available for every course on our AHISD website under the Curriculum Department and have been for the last four years.
- Grades 3-12 parents have full access to their child's Google Classroom account which allows parents to see every assignment and resource assigned to students.
- Parents have full access to all grades through Home Access Center
- All campus libraries have an online search feature, so parents have access to view all titles in school libraries.



Findings: For the past year, many US parents have felt like schools let them down, but when asked, 95% of Alamo Heights parents would recommend AHISD to a friend or colleague. One of the strengths of AHISD is a very engaged community. School Fit with the school is strongest in elementary. In Spring 2022, 98% of parents attended elementary parent conferences. The area of focus is creating classroom environments and systems where students feel comfortable asking for assistance and help

DEAC Signal: On Track

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



6

PROFESSIONAL LEARNING AND QUALITY STAFF

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. In this era of high standards and high expectations, having a highly-qualified teacher has never been more important. 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.

TEACHER EXPERIENCE AND EDUCATION	DISTRICT		STATE	
	Count	Percent	Count	Percent
Staff Information				
Teachers by Highest Degree Held:				
No Degree	1	0%	4,860	1%
Bachelors	192	54%	266,596	73%
Masters	155	44%	89,088	25%
Doctorate	7	2%	2,577	1%
Teachers by Years of Experience:				
Beginning Teachers	8	2%	26,879	7%
1-5 Years Experience	61	17%	101,306	28%
6-10 Years Experience	77	22%	70,305	19%
11-20 Years Experience	127	36%	106,768	29%
Over 20 Years Experience	82	23%	57,864	16%
Turnover Rate for Teachers				
		10%		14%

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.

DEAC Signal: On Track. Continue to monitor turnover rate, especially in difficult-to-fill positions, like advanced science and math.

Community Feedback:

I value the openness and relationships I have with each child's teacher in that they want my child to exceed and meet expectations not only in academics but also in character development. It takes a team to raise a child. I am grateful to have AHISD on my kids' team.
- Cambridge Parent



6

PROFESSIONAL LEARNING AND QUALITY STAFF

Pillar 6 Professional Learning and Quality Staff:

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

Indicator 6.2: Teacher Job Satisfaction and Efficacy

Response to Local Survey Question

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. Teacher efficacy is the level of confidence teachers have in their ability to guide students to success.



Teachers: 91% Positive Responses

Overall, how satisfied are you working at AHISD?

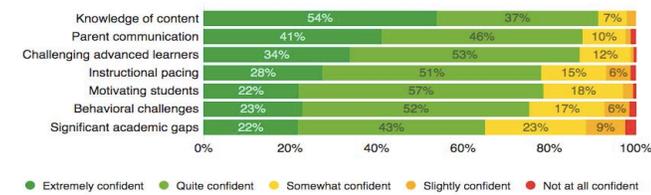
2019: 84% Positive Responses



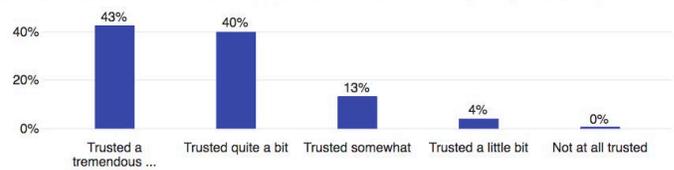
Teachers: 80% Positive Responses

How confident are you in the following teaching domains?

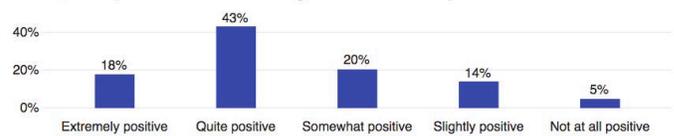
2019: 81% Positive Responses



To what extent are teachers trusted to teach in the way they think is best?



Overall, how positive is the working environment at your school?



Findings: Faculty and staff job satisfaction increased from 2020 to 2022. 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. AHISD faculty and staff feel confident with subject knowledge, parent communication, and meeting the needs of advanced students. Additional professional development is needed so faculty and staff feel confident to meet the needs of students who are two or more years behind academically.

Teacher Feedback:

I LOVE the team I work with. we are all typically on the same page or at least headed in the same direction with our teachings and approaches to student learning. -AHJS Teacher

I get to be with some of the very best children! I love them all so much! -HECC Teacher

I love the family atmosphere at AHISD. Faculty, staff, students, and families are all "in this together". I feel that the campus culture is one of respect and support. It is a wonderful place to work and was a great place for my own children to attend elementary school. - Cambridge Teacher

DEAC Signal: On Track

Pillar 7 Fiscal and Operational Systems:

To what degree is our district fiscally responsible?

Indicator 7.1: AHISD Expenditure by Category for 2021-2022

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 justify the collection and expenditure of public funds.

OPERATING EXPENDITURES		
Payroll Expenditures	\$40,115,338	88.14%
Professional & Contracted Services	\$3,055,514	6.71%
Supplies & Materials	\$1,393,995	3.06%
Other Operating Expenditures	\$946,359	2.08%
Total Operating Expenditures	\$45,511,206	100.00%

88% of AHISD Budget is allocated to Payroll to Support Our Staff

Indicator 7.2: Federal Funds

COVID Relief Stewardship of Federal Funds

ESSER I	ESSER II	ESSER III
\$300,000 awarded	\$1,344,228 awarded	\$2,012,630 (2/3 Available 2021) \$1,005,315 1/3 Available 2022)
State reduced AHISD funding by \$300,000	State reduced AHISD funding by \$806,562 \$537,666 allocated to intervention and universal screening instructional resources for 2021-2024	Expanded summer school (2021-2024) Secondary intervention positions (2021-2024) Additional classroom teachers (2021-2022) Remote conferencing (2021-2022) Before/After school tutoring (2021-2022) Mental health resources (2021-2024) Professional development (2021-2024) Intervention materials (2020-2021) Additional instructional resources (2020-21) Facilities expenses related to COVID

Indicator 7.2B: 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.

DEAC Signal: On Track



AHISD FIRST Rating

2021 Rating (Based on 2019-2020 Data)

B: Above Standard Achievement

2022 Rating (Based on 2020-2021 Data)

A: Superior Achievement

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



Accountability Summary

Pillar 1 Student Learning and Progress

- AHISD experienced less of an impact on academic learning than other Texas districts. Across all grades and subjects, AHISD STAAR scores showed only a 5-percentage point decline compared to a 10-percentage point decline in STAAR scores statewide.
- AHISD scores surpass both national and Texas comparison scores; however, PSAT overall mean score did not show the same increase from 2019-2020 scores as national and Texas comparison scores.

Pillar 2 Student Readiness

- AHISD scores surpass both national and Texas comparison scores. AHISD began to offer a free school day SAT in the spring of 2022 to all juniors and seniors in addition to the school day PSAT in the fall.

Pillar 3 Student Wellbeing and Safety

- AHISD students feel physically and psychologically safe in our schools.
- Campuses all have specific Strategic Action goals around Belonging.
- Most AHISD elementary students feel a strong sense of connections to the adults in our schools.

Pillar 4 Engaged, Well-Rounded Students:

- 88% of AHISD Junior and High School students participate in some school activity.

Pillar 5 Community Engagement:

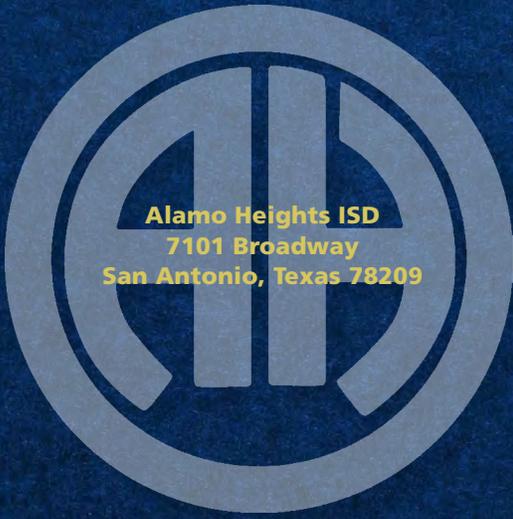
- One of the strengths of AHISD is a very engaged community.

Pillar 6 Professional Learning and Quality Staff:

- 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.

Pillar 7 Fiscal and Operational Systems:

- AHISD is fiscally responsible with all state, local, and bond funds.



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