



Alamo Heights ISD
2022-2023
Community Based
Accountability System

SEPTEMBER 2023
Annual 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.

HOW TO REACH US

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The AHISD Board of Trustees joined Dr. Bashara on stage at the 2023 Alamo Heights High School Graduation Ceremony. Pictured left to right are Brian Hamilton; Dr. Bashara; Carey Hildebrand, Assistant Secretary; Clay Page, Secretary; Stacy Sharp, Vice President; David Hornberger, Board President; Ty Edwards; and Lisa Krenger.

AHISD Administration

Dr. Dana Bashara, *Superintendent of Schools*

Dr. Frank Alfaro, *Assistant Superintendent for Administrative Services*

Dr. Jimmie Walker, *Assistant Superintendent for Curriculum and Instruction*

Dr. Yadira Palacios, *Director of Teaching and Learning*

Mr. Matt Strenger, *Chief Financial Officer*

Mrs. Melissa Benavidez, *Director of Special Education*

Mrs. Natalie Brown, *Assistant Director of Special Education*

Mr. Brian Grenier, *Director of Technology*

Mr. Frank Stanage, *Director of Human Resources*

Mr. Ron Rittimann, *Director of Athletics*

Ms. Julie Ann Matonis, *Director of Communication*

Mrs. Cory Smith, *High School Principal*

Dr. Stuart Guthrie, *Junior School Principal*

Mrs. Jana Hawkins, *Cambridge Principal*

Mrs. Gerrie Spellmann, *Woodridge Principal*

Mrs. Yvonne Muñoz, *Howard Principal*

Mrs. Charlotte Dolat, *High School Academic Dean*

Mrs. Kim Alexander, *Junior School Academic Dean*



A Message from Superintendent Dr. Dana Bashara

Alamo Heights ISD is a school system that places a priority on high standards of achievement for all students, and to that end we dedicate ourselves to promoting a relentless culture of continuous improvement. In AHISD we embrace accountability because it is the catalyst for action for the outcomes we desire for each one of our students. To that end, we are proud of our district's commitment to a comprehensive Community Based Accountability System (CBAS) that measures so much more than student performance on the STAAR test.



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 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 training and certifications to stay 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.

Now, in the fifth year of implementation, our 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 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"> • KQ1- To what degree do all AHISD learners demonstrate academic growth and achievement?
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"> • KQ2- 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 emotional needs of each student.	<ul style="list-style-type: none"> • KQ3- To what degree are AHISD learners developing a healthy sense of social-emotional wellness and security? • KQ4- 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"> • KQ5- To what degree do all students have access and inclusion within school supports, programs, and activities? • KQ6- To what degree are students held to appropriately high expectations within our schools?
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"> • KQ7- To what degree are Alamo Heights 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"> • KQ8- To what degree are Alamo Heights 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"> • KQ9- 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. 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 Education Advisory Council, which is comprised of parents, students, and staff provided signaling feedback for each of the CBAS Pillars.

PILLAR	KEY QUESTION	INDICATOR EVIDENCE	2023 (data from 2022-23) SIGNAL RESULT	2022 (data from 2021-22) SIGNAL RESULT	2021 (data from 2020-21) SIGNAL RESULT
Pillar 1 Student Learning and Progress	To what degree do all AHISD learners demonstrate equitable academic growth, achievement, and outcomes?	STAAR State Assessments	Adjustments Being Made	Adjustments Being Made	Adjustments Being Made
		PSAT	On Track	On Track	On Track
Pillar 2 Student Readiness	To what degree are AHISD learners academically ready for their next stage of learning?	SAT and ACT Scores	On Track	On Track	On Track
		Advanced Placement Exam Scores	On Track	On Track. Continue to monitor scores in specific areas.	Adjustments Taking Place due to COVID
Pillar 3 Student Wellbeing and Safety	To what degree are AHISD learners developing a healthy sense of social-emotional wellness and security?	School Safety Survey	On track. There is an Increase in parental concern for school safety after Uvalde	On track.	On track.
	To what degree do AHISD learners feel a sense of belonging within our schools?	Belonging Survey	Adjustments Being Made	Adjustments Being Made	Adjustments Being Made
		Positive Relationships Survey	Adjustments Being Made. Differences remain in scores between elementary and secondary levels.	Adjustments Being Made	Adjustments Being Made
Pillar 4 Engaged, Well-Rounded Students	To what degree do all AHISD students have access and inclusion within school supports, programs, and activities?	Advanced Academic Enrollment	Adjustments Being Made	Adjustments Being Made	Adjustments Being Made
		Support Services	Adjustments Being Made	Adjustments Being Made	Adjustments Being Made
		Student Activities Participation	On Track	On Track	On Track
	To what degree are AHISD students held to high expectations within our schools?	Rigorous Expectations Survey	On Track	On Track	Adjustments Being Made
Pillar 5 Community Engagement	To what degree are AHISD learners supported by an engaged community?	Family Engagement Survey	On track	On track	On track
Pillar 6 Professional Learning and Quality Staff	To what degree are AH learners taught by high performing faculty and staff members?	Teacher Credentials	On Track	On Track. Continue to monitor specific difficult to fill positions like math and science.	On Track
		Teacher Survey Questions	On Track	Adjustments Being Made	Adjustments Being Made
Pillar 7 Fiscal and Operational Systems	To what degree is our district fiscally responsible?	School Budget	On Track	On Track	On Track
		FIRST Rating	On Track	On Track	On Track

Pillar 1 – Student Learning and Progress:

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

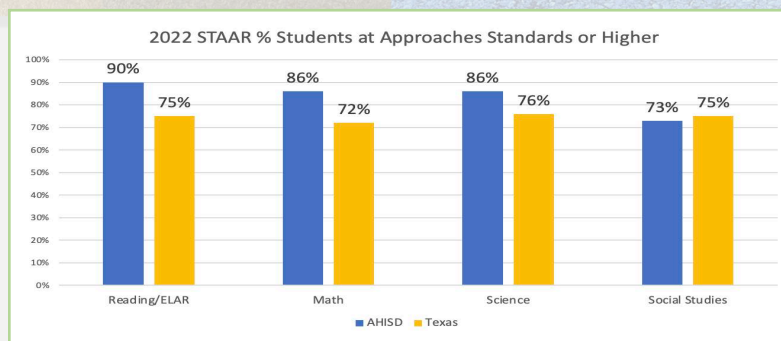
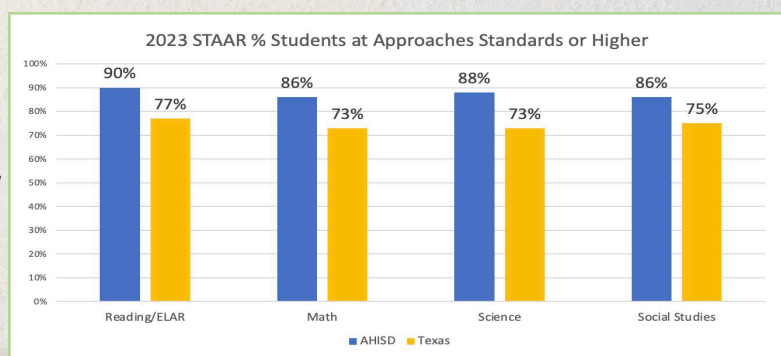
State STAAR Assessments**Comparison of Academic Performance on State Assessments to Texas and Prior Years**

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. There are three passing rates for STAAR/EOC: Approaches Expectations is like making a grade of a C, *Meets Expectations* is like making a grade of a B, and *Masters Expectations* is like making a grade of an A.

Findings: There were substantial changes made to the STAAR and EOC Exams from 2022 to 2023. There were new question types, essay writing was embedded in all reading and English language arts EOC exams, and the tests were all online and untimed. Students in AHISD continue to outperform students across the state in all academic subjects. Writing emerged as an area of needed improvement.

In addition to a substantially different exams, Texas Education Agency also adjusted the methodology and expected cut scores for A-F Ratings. For example, the expected College, Career, and Military Readiness (CCMR) score needed for an A rating moved from a 60 to an 88 and was based on students who graduated from AHHS in 2022. That represents a nearly 47% increase expected in one year. Under the previous methodology, AHISD would have been an A for CCMR. Under the new system, the same score is now a C.

District Education Advisory Council Signal:
Adjustments Being Made (2022 DEAC)

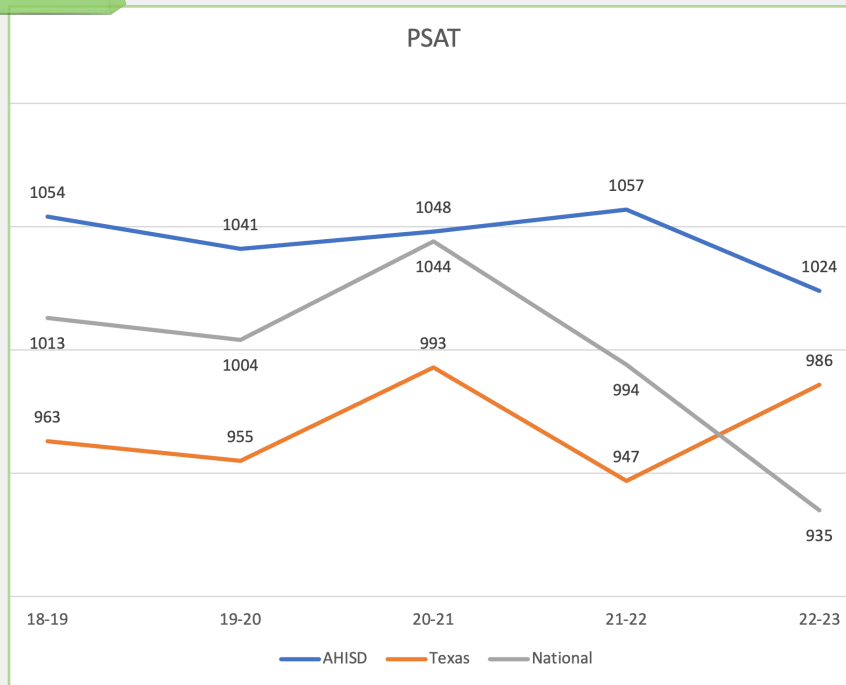


Pillar 1 – Student Learning and Progress:

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

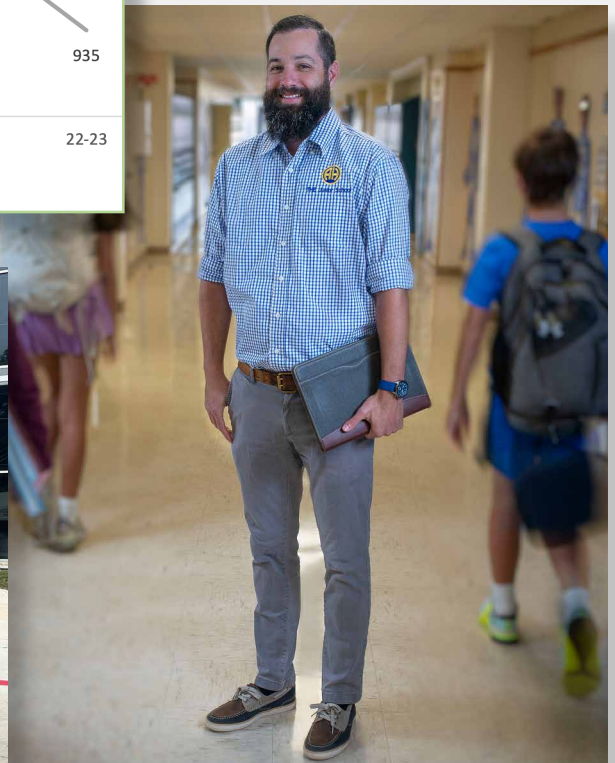
PSAT**Comparison of AHISD 11th grade students to Texas and national comparison groups on PSAT**

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 courses.



Findings: AHISD scores surpass both national and Texas comparison scores; however, PSAT overall mean score did not show the same increase as Texas comparison scores. AHISD will continue to offer a free of charge School Day PSAT exam available to all students in the 11th grade in the fall.

District Education Advisory Council Signal:
On Track

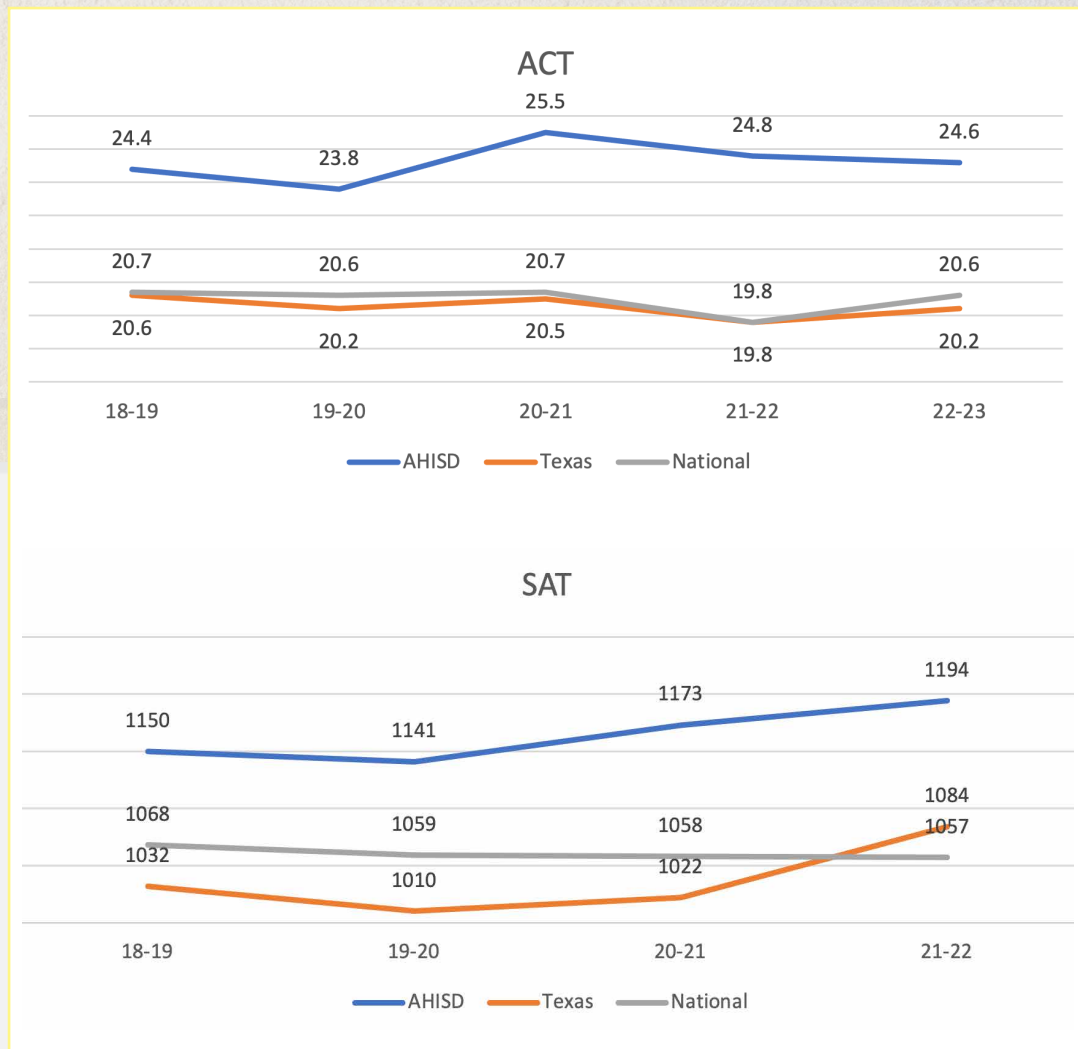


Pillar 2 – Readiness:

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

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 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.



Findings: AHISD scores surpass both national and Texas comparison scores; however, participation rates continue to decline 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.

District Education Advisory Council Signal: On Track

Pillar 2 – Student Readiness:

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

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

The AP 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.

ADVANCED PLACEMENT SCHOLARS	CLASS OF 2018	CLASS OF 2019	CLASS OF 2020	CLASS OF 2021	CLASS OF 2022	CLASS OF 2023
AP Scholar Granted to students who receive scores of 3 or higher on three or more AP Exams.	67	77	82	90	109	116
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.	29	42	37	31	42	47
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.	61	64	71	68	80	101
TOTAL	157	183	190	189	231	264

SCHOOL SUMMARY	CLASS OF 2019	CLASS OF 2020	CLASS OF 2021	CLASS OF 2022	CLASS OF 2023
Total AP Students	567	646	672	704	793
Number of Exams	1,041	1,136	1,203	1,350	1,593
AP Students with Scores 3+	420	476	451	498	580
% of Total AP Students with Scores 3+	74.07	73.80	67.11	70.74	73.14

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.

District Education Advisory Council

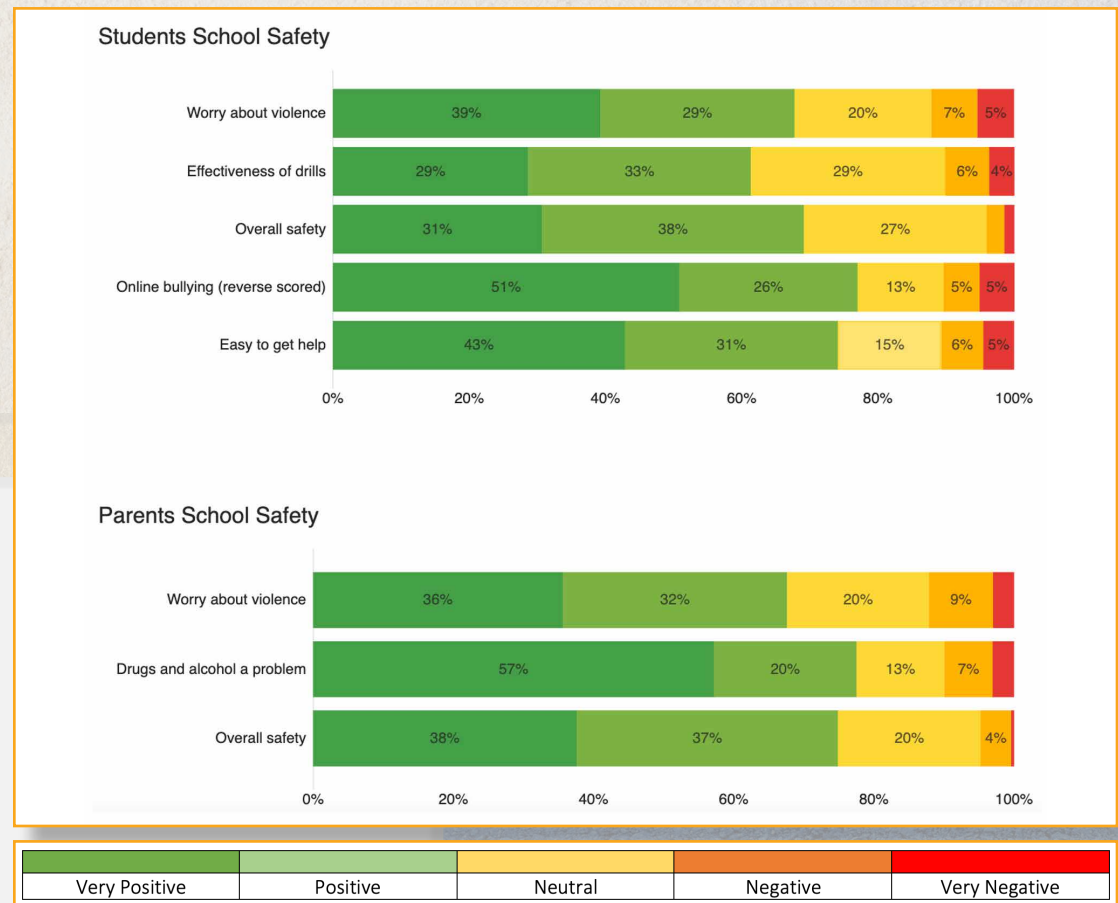
Signal: On Track (2022 DEAC)

Pillar 3 – Student Wellbeing and Safety:

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

School Safety Survey**AHISD Score Compared to Prior Years**

The School Safety Survey was given to all students in grades 3-12 in October 2022. The survey explores 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.



Findings: AHISD students feel physically and psychologically safe in our schools. The percentage of student positive responses increased from 65% in 2021 to 70% in 2022. However, there is growing concern with parents over school safety. The tragic events in Uvalde may contribute to the decline in positive responses about safety on the parent survey.

District Education Advisory Council Signal:

Adjustments being made

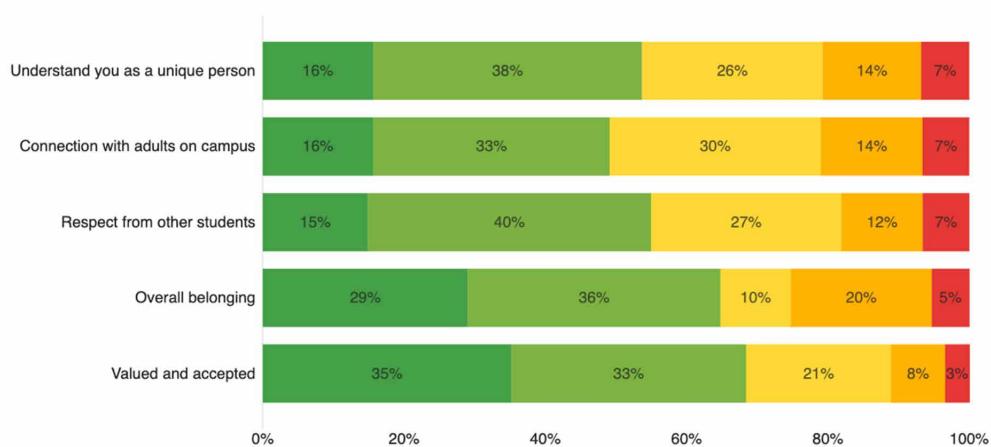
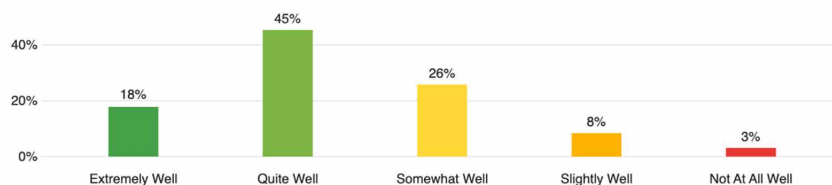
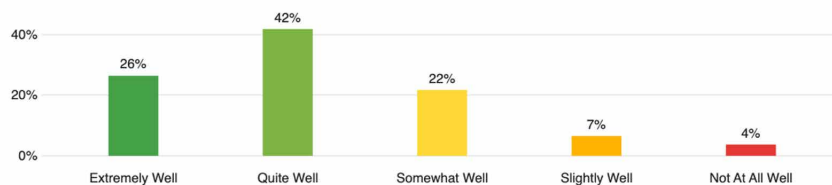
Community Feedback:

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

- High School Student

Pillar 3 – Student Wellbeing and Safety:*To what degree do AHISD learners feel a sense of belonging within our schools?***Belonging Survey****AHISD Score Compared to Prior Years**

The Belonging Survey was given to all students in grades 3-12 in October 2022. 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.

Students Sense of Belonging**Teachers- How well is AHISD doing with belonging and inclusion?****Parents- How well is AHISD doing with belonging and inclusion?**

Findings: Most AHISD students feel a sense of belonging in our schools. The percentage of positive responses in overall belonging increased from 61% in 2019 to 65% in 2022. Likewise, the percent of parent reporting that AHISD is doing “extremely well” and “quite well” increased from 61% in 2019 to 68% in 2022.

Community Feedback:

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

Very Positive	Positive	Neutral	Negative	Very Negative
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District Education Advisory Council Signal:

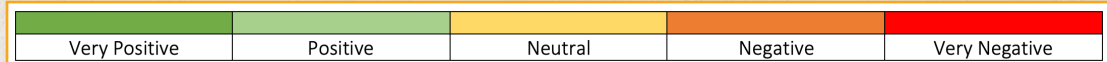
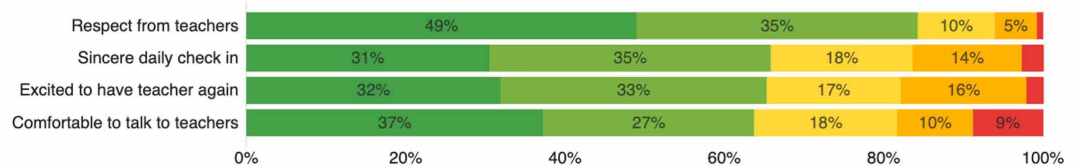
Adjustments being made

Pillar 3 – Student Wellbeing and Safety:

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

Positive Relationships Survey**AHISD Score Compared to Prior Years**

The Positive Relationships Survey was given to all students in grades 3-12 in October 2022. 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.

Students Positive Relationships

Findings: Most AHISD elementary students feel a strong sense of connections to the adults in our schools. The percentage of positive responses in overall belonging increased from 61% in 2019 to 70% in 2022. AHISD embedded elementary classroom meetings and secondary advisory time into the daily schedule to support the development of positive student and staff relationships.

Community Feedback:

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

– Junior School Student

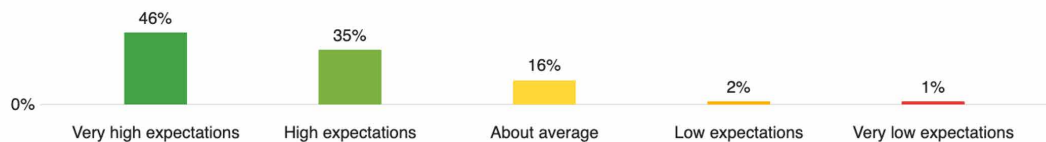
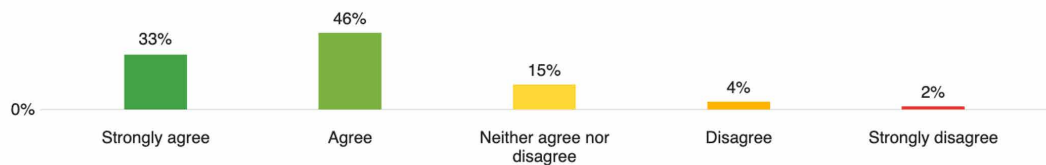
District Education Advisory Council Signal:

On Track



Pillar 3 – Student Wellbeing and Safety:*To what degree are students held to high expectations within our schools?***Rigorous Expectations Survey****AHISD Score Compared to Prior Years**

The Rigorous Expectations Survey was given to all students in grades 3-12 in October 2022. 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.

Students- Overall, how high your teachers' expectations of you?**Parents- The school has appropriately high expectations for my child?**

Very Positive	Positive	Neutral	Negative	Very Negative
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Findings: The percentage of positive responses in overall high expectations increased from 72% in 2019 to 81% in 2022. 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 good paced learning system. I am pushed to do my best and supported to keep trying.
- High School Student

District Education Advisory Council Signal:
On Track

Pillar 4 – Engaged, Well-Rounded Students:

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

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 students can take while in high school. College credit for AP courses is earned through scores of 3 or higher on the AP exams. Advanced level courses are accelerated courses that prepare students to take a later AP exam. High schools in the United States offer an average of 8 AP courses. AHHS offers 29 Advanced Placement course options. Dual credit courses are offered at AHHS for which a student can earn both high school and college credit.

Advanced/Dual Credit Course Completer (% of Annual Graduates) from Texas Academic Performance Record						
Academic Year	2006-2007	2007-2008	2008-2009	2018-2019	2019-2020	2020-2021
State	22	23	25	46	46	43
Region	21	23	24	46	47	42
AHISD	38	49	47	64	67	68
African American	13	32	23	20	63	48
Hispanic	21	30	30	57	56	60
White	45	58	56	69	74	74
Spec Ed	8	4	4	4	22	35
Econ Disadvantaged	9	15	18	47	53	49
Emergent Bilinguals	7	3	9	0	38	35

Findings: All AP and 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 a district goal to provide improved recruitment and support for students identified as economically disadvantaged to enroll in advanced coursework.



District Education Advisory Council Signal:
Adjustments Being Made

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

Pillar 4 – Engaged, Well-Rounded Students:

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

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. Most support services require special evaluation for students to qualify for program services, and services are offered from early childhood-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	2022 AHISD TOTAL DEMOGRAPHICS	2022 AHISD SPECIAL EDUCATION DEMOGRAPHICS
Economically Disadvantaged	20%	42%
English Learners	7%	14%
Black/African American	2%	3%
Hispanic	40%	56%
White	52%	36%
American Indian	.2%	1%
Asian	3%	2%
Pacific Islander	.1%	0%
Two or More	2%	2%

Special Education

12% of students in AHISD receive special education services and 12% of students statewide receive 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	2022 AHISD TOTAL DEMOGRAPHICS	2022 AHISD GT DEMOGRAPHICS
Economically Disadvantaged	20%	5%
English Learners	7%	2%
Black/African American	2%	1%
Hispanic	40%	19%
White	52%	73%
American Indian	.2%	1%
Asian	3%	4%
Pacific Islander	.1%	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, suspicion of a disability, or parental request. Placement is by a committee that includes 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. We anticipate these changes will balance the GT enrollment data to align with district enrollment percentages over time.

District Education Advisory Council Signal:

Adjustments Being Made

Community Feedback:

Alamo Heights is a highly competitive district that offers educational standards above most districts. Both of my children are excited about school and the opportunities given to them while in the classroom.
- Junior School/ Cambridge Parent

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

Pillar 4 – Engaged, Well-Rounded Students:

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

Student Activities**Participation Rates of Secondary Students**

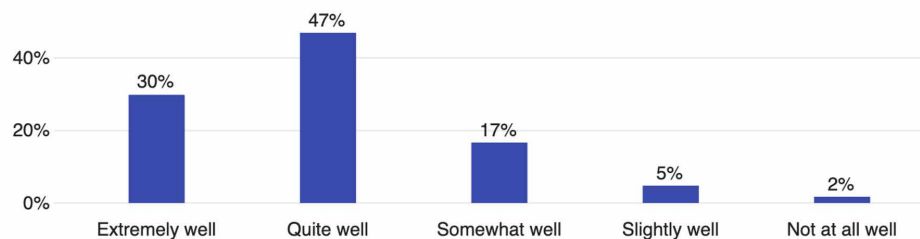
Research suggests that participation in extracurricular activities on a regular basis is the best way to help children develop their individual personality, cut down on emotional stress, and enhance social or academic skills that could benefit them in the future.

Source: Fall 2022 Student Survey

Secondary Student Activity Participation

88% of Students involved in at least one student activity

Field	Yes
Fine Arts (band, Strings, art, dance, theater, etc.)	55%
School Sports Teams (football, cheer, soccer, etc.)	52%
School Clubs	39%
Career and Technical Classes (Rocketry, Culinary, Fashion Design, Video Game design, Robotics, etc.)	20%
National Honor Societies	18%
World Language Honor Societies	16%
Student Council	13%
Academic Competitions (Science Olympiad, Debate, UIL, Academic Decathlon)	10%
Peer Tutors	8%
Journalism (yearbook, literary magazine, etc.)	8%
ROTC	3%

Parents- How well do the activities offered at your child's school match their interests?

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, and higher expectations than responses of students who do not participate in school activities.

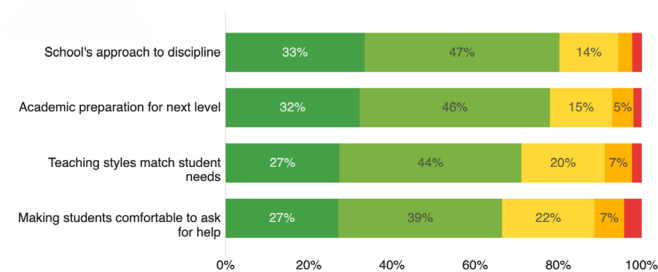
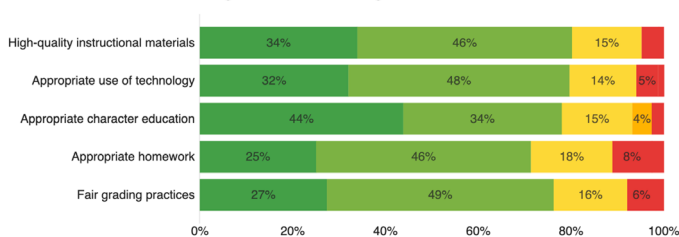
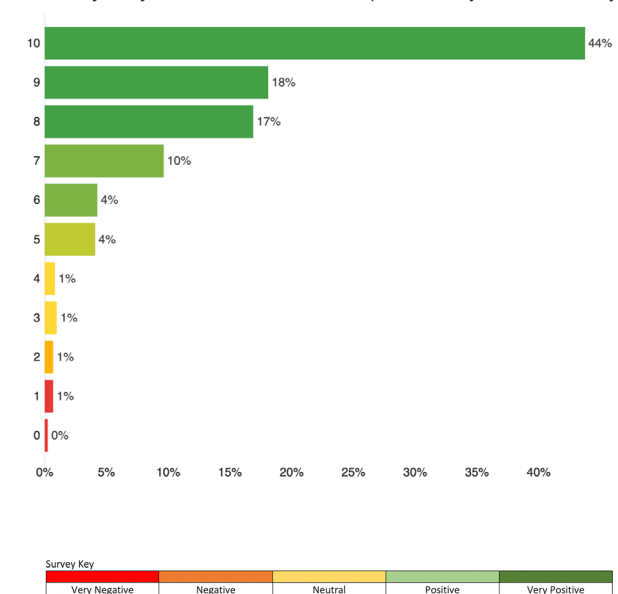
District Education Advisory Council Signal:
On Track

Community Feedback:

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

Pillar 5 Community Engagement:*To what degree are AH learners supported by an engaged community?***Family Feedback February Survey**

The School Fit Survey was given to all parents in grades PK-12 in February 2023. The survey asked 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 more positive attitudes toward school and homework.

How well is AHISD doing in the following areas:**How well is AHISD doing in the following areas:****How likely are you to recommend AHISD (1 least likely & 10 most likely)****Parents have access to all course curricula and instructional materials.**

- Year-at-a-Glance documents are available for every course on our AHISD website under the Curriculum Department.
- Parents have full access to their child's Google Classroom account which allows parents to see upcoming assignments.
- Parents have full access to all grades through Home Access Center.
- All campus libraries have an online search feature of their collection, so parents have access to view all titles in school libraries.

District Education Advisory Council Signal:

On Track

Findings: 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. The area of focus is creating classroom environments and systems where students feel comfortable asking for assistance and help.

Quote: 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 curricular experiences.

- Woodridge/Howard Parent

Pillar 6 Professional Learning and Quality Staff:

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

Teacher Experience, Education, and Retention**Comparison to State Data**

One of the most important factors in raising student achievement is having 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, receiving instruction from 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	
Staff Information	Count	Percent	Count	Percent
Teachers by Highest Degree Held:				
No Degree	0.8	0.02%	5,188	1.40%
Bachelors	202	57%	268,560	72.60%
Masters	144	41%	93,140	25%
Doctorate	7	2%	2,577	0.80%
Teachers by Years of Experience:				
Beginning Teachers	5	1.40%	29,216	8%
1-5 Years Experience	62	18%	96,764	26.70%
6-10 Years Experience	79	22%	76,197	21%
11-20 Years Experience	128	36.20%	105,811	29%
Over 20 Years Experience	16	5%	10,902	3%
Turnover Rate for Teachers		19.40%		17.70%

Findings: Our AHISD staff is more experienced and educated than teachers across the state. In prior years, AHISD had a lower turnover rate than other districts across the state. The turnover rate reported in TAPR for 2021-2022 was noticeably higher than previous years. Bolstering recruitment and retention of high-quality faculty and staff is a priority area of AHISD.

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

**District Education Advisory Council Signal:**

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

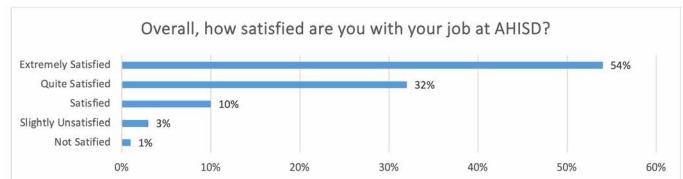
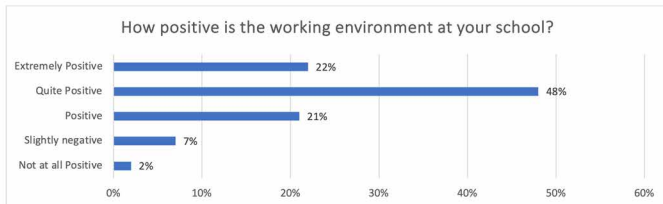
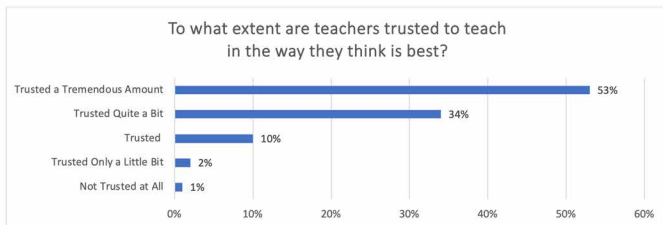
Pillar 6 Professional Learning and Quality Staff:

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

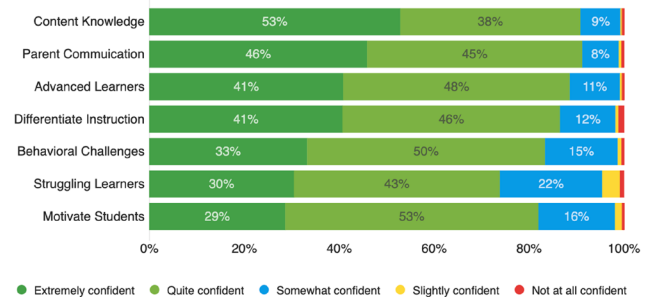
Teacher Job Satisfaction and Efficacy

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.



How confident are you in each area?



Findings: Faculty and staff job satisfaction increased from 2022 to 2023.

- The percentage of positive responses in trust from community increased from 73% in 2022 to 87% in 2023.
- The percentage of positive responses in positive working conditions increased from 61% in 2022 to 70% in 2023.
- The percentage of positive responses in overall job satisfaction increased from 91% in 2022 to 96% in 2023.

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.

Community 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.

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

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.

District Education Advisory Council Signal:

On Track

PILLAR 7 "FOUNDATION" FISCAL AND OPERATIONAL SYSTEMS

Pillar 7 Fiscal and Operational Systems:

To what degree is our district fiscally responsible?

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.

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	\$36,787,334	81.19%	\$7,623	\$36,787,334	70.95%	\$7,623	\$26,132,322,677	42.39%	\$4,876
State Operating Funds	\$2,293,130	5.06%	\$475	\$2,401,304	4.63%	\$498	\$24,792,291,636	40.21%	\$4,626
Federal Funds	\$715,276	1.58%	\$148	\$5,391,045	10.40%	\$1,117	\$8,899,057,269	14.43%	\$1,661
Other Local	\$5,513,831	12.17%	\$1,143	\$7,271,889	14.02%	\$1,507	\$1,829,823,955	2.97%	\$341
Total Operating Revenue	\$45,309,571	100.00%	\$9,389	\$51,851,572	100.00%	\$10,744	\$61,653,495,537	100.00%	\$11,505
Recapture Revenue									
Local Property Tax Recaptured	\$33,258,428	100.00%	\$6,892	\$33,258,428	100.00%	\$6,892	\$2,970,608,744	100.00%	\$554
Total Recaptured Revenue	\$33,258,428	100.00%	\$6,892	\$33,258,428	100.00%	\$6,892	\$2,970,608,744	100.00%	\$554
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$39,427,546	88.12%	\$8,170	\$42,565,836	83.01%	\$8,820	\$47,346,128,779	79.55%	\$8,835
Professional & Contracted Services (Object 62xx)	\$2,836,149	6.34%	\$588	\$3,819,526	7.45%	\$791	\$5,485,075,586	9.22%	\$1,024
Supplies & Materials (Object 63xx)	\$1,481,584	3.31%	\$307	\$3,398,152	6.63%	\$704	\$5,314,672,096	8.93%	\$992
Other Operating Expenditures (Object 64xx)	\$998,154	2.23%	\$207	\$1,497,023	2.92%	\$310	\$1,370,305,583	2.30%	\$256
Total Operating Expenditures by Object	\$44,743,433	100.00%	\$9,271	\$51,280,537	100.00%	\$10,626	\$59,516,182,044	100.00%	\$11,106

AHISD FIRST Rating

Comparison of AHISD to State Financial Standards

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



AHISD FIRST Rating:

2022 Rating (Based on 2020-2021 Data)

A Superior Achievement

2023 Rating (Based on 2021-2022 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.

BOND 2023

ALAMO HEIGHTS INDEPENDENT SCHOOL DISTRICT

Thank you voters

Alamo Heights ISD voters approved all three Bond 2023 propositions, totaling \$371 million, on Saturday, May 6.

Bond 2023 will provide updated learning spaces at all campuses, continue to address safety and security, and allow the district to be better community partners with additional parking, improved traffic flow, and outdoor and meeting spaces for community use.

Official Results:



Proposition A - 68.9% FOR (3,746 votes)



Proposition B - 58.46% FOR (3,165 votes)



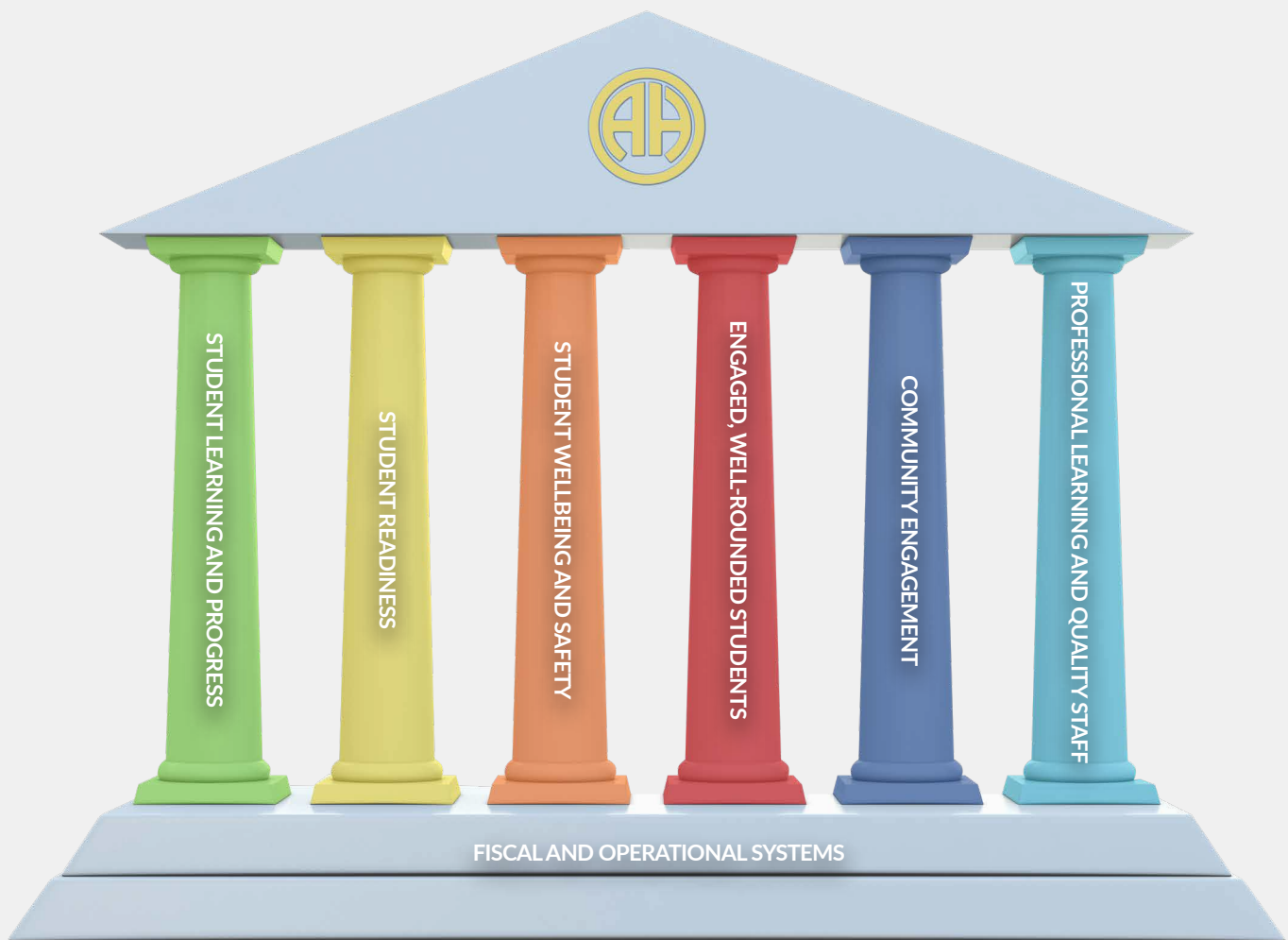
Proposition C - 67.2% FOR (3,652 votes)

It is the largest bond election in the District's history and the first since 2017.

"We are so grateful for the overwhelming support of the Alamo Heights ISD community," said AHISD Superintendent, Dr. Dana Bashara. "We appreciate everyone who provided input about our district needs and also who took the time to learn about the bond proposal and then went to vote. Bond 2023 is phase two of the work of Bond 2017 and allows us to continue our commitment to provide the highest-quality learning environment for our students and our staff."

The next phase of bond work - design and planning - will start later this year and include opportunities for the community to be involved in the process and offer input. Visit the Bond 2023 website for more information www.ahisd.net/Bond2023.





Accountability Summary

Pillar 1 Student Learning and Progress

- AHISD STAAR and End of Course (EOC) scores surpass Texas comparison scores in all content areas and in all grade levels. Adjustments are being made to improve instruction in writing.

- 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 ACT, SAT, and AP 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.

Pillar 4 Engaged, Well-Rounded Students:

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

Pillar 5 Community Engagement:

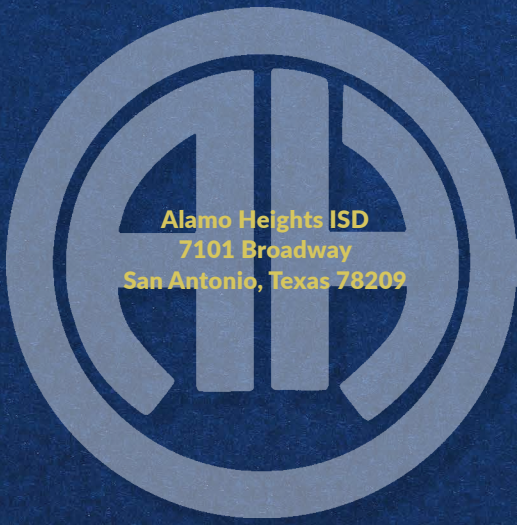
- One of the strengths of AHISD is a very engaged community.

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 and successfully passed Bond 2023 with overwhelming community support.



Alamo Heights ISD
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