

Agenda of School Health Advisory Council Meeting

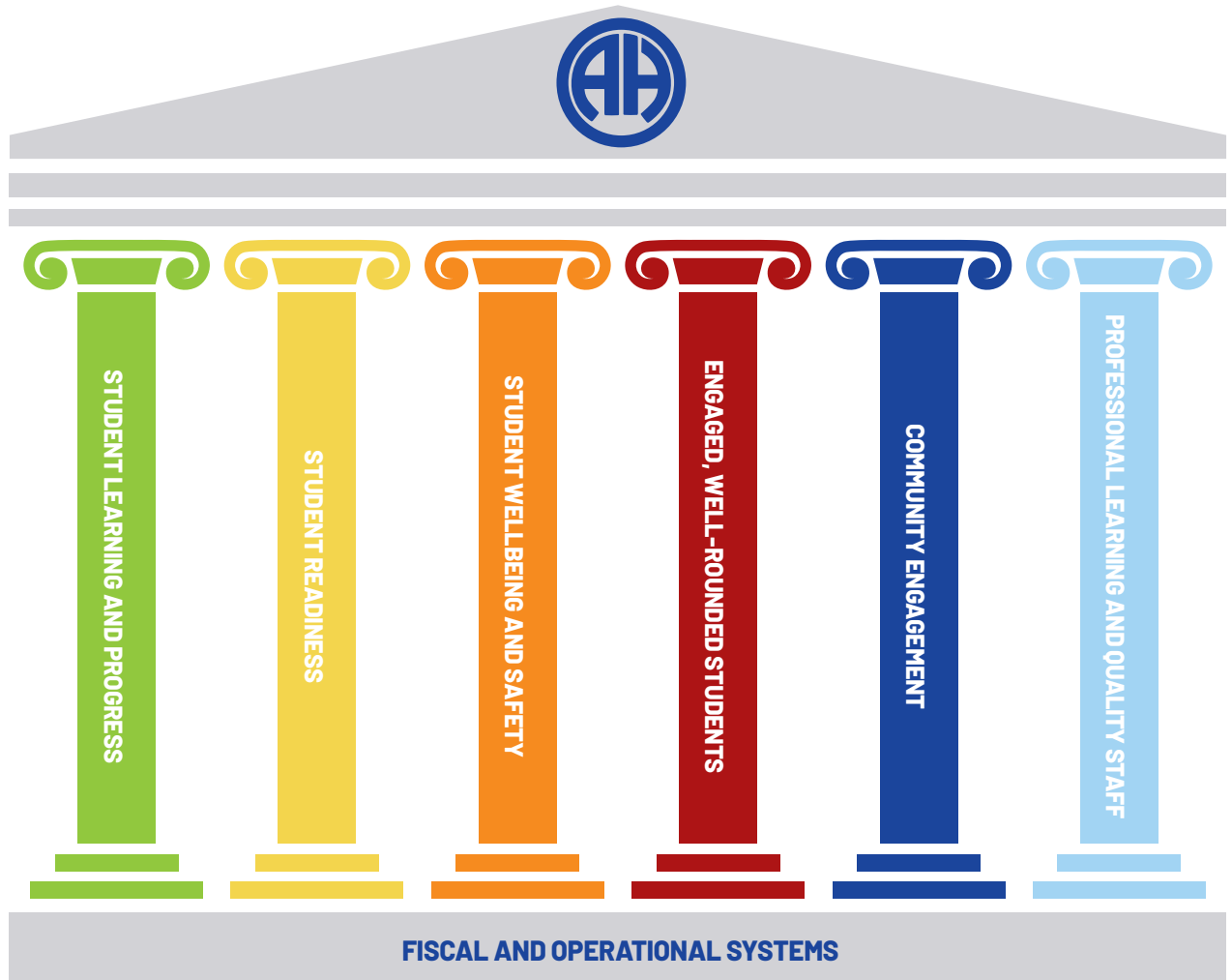
The Board of Trustees Westwood Independent School District

A School Health Advisory Council Meeting of the Board of Trustees of Westwood Independent School District will be held December 9, 2025, beginning at 1:00 PM in the Westwood Administration Office.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

1. **Convene Meeting of the SHAC**
 - A. Call Meeting to Order
 - B. Notice of Meeting Recording and Norms
 - C. Meeting Attendance & Welcome
2. **Consideration and Approval**
 - A. October 3, 2025 Meeting Minutes
 - B. Seating of 2025-2026 Officers
3. **Food Services Update**
4. **Health Services Update**
5. **Social Emotional Learning**
6. **Community-Based Accountability System (CBAS) Overview (Pillar - Student Well-being and Safety) - School District Sample**

2



ALAMO HEIGHTS ISD
2024-2025
*Community Based
Accountability
System*

AUGUST 2025
REVIEW OF
PILLARS 1-7

A Message from Superintendent Dr. Dana Bashara



Accountability Anchored in the AHISD Learner Profile

In AHISD, accountability is not just compliance—it’s a shared commitment to the aspirations in our AHISD Learner Profile. This profile reflects the knowledge, skills, and personal qualities our students need to realize their dreams and lead meaningful lives. Whether students aspire to attend college, enter the workforce, or serve their communities through military enlistment, our accountability systems help ensure their readiness to thrive in a complex world.

Beyond the A–F System: A Holistic View of Academic Growth

We measure student learning in diverse and meaningful ways—far beyond a single state assessment. While we acknowledge the role of the state’s A–F system, we prioritize authentic, ongoing measures such as performance-based assessments, formative checkpoints, and summative demonstrations of learning. Our approach honors the full arc of student growth and achievement over time.

Excellence in Educator Effectiveness

We hold ourselves accountable for recruiting, developing, and retaining exceptional faculty and staff. In 2025, amid increasing challenges to the educator pipeline, AHISD continues to invest in professional learning, specialized certifications, and leadership development. Our goal is to ensure that our classrooms are led by innovative, highly-trained professionals who reflect our community’s values and expectations for student success.

Supporting the Whole Child

Accountability in AHISD includes a strong emphasis on the whole child. We evaluate how well we provide opportunities for students to be engaged—socially, emotionally, artistically, athletically, and as leaders. Programs that support student agency, character, and citizenship are not peripheral. They are essential to fulfilling our vision of what it means to be an AHISD Learner.

Community Engagement as a Cornerstone

We recognize the strength of our schools comes from a deeply invested community. We hold ourselves accountable for maintaining robust, reciprocal relationships with our families and community partners. From advisory committees to volunteerism, we measure how well we cultivate trust and shared ownership of our mission.

Fiscal Stewardship in a Changing Financial Landscape

With continued recapture of local tax dollars and evolving state funding structures, fiscal responsibility is paramount. AHISD embraces accountability for strategic resource planning and facilities stewardship. We are committed to making informed, long-term decisions that support teaching and learning while honoring our community’s investment.

A Community-Based Accountability System (CBAS) That Reflects Our Values

AHISD’s Community-Based Accountability System is rooted in local priorities and aspirations. It provides a richer, more comprehensive view of our students’ educational experiences than the state’s one-size-fits-all approach. Our CBAS reflects what our community believes matters most—and what our students need most—for success in 2025 and beyond.

This is accountability that affirms our mission, elevates our goals, and celebrates the strengths of every student. This is accountability that champions the AHISD way.

HOW TO REACH US

write: Alamo Heights Independent School District
7101 Broadway, San Antonio, Texas 78209

call: 210-824-2483

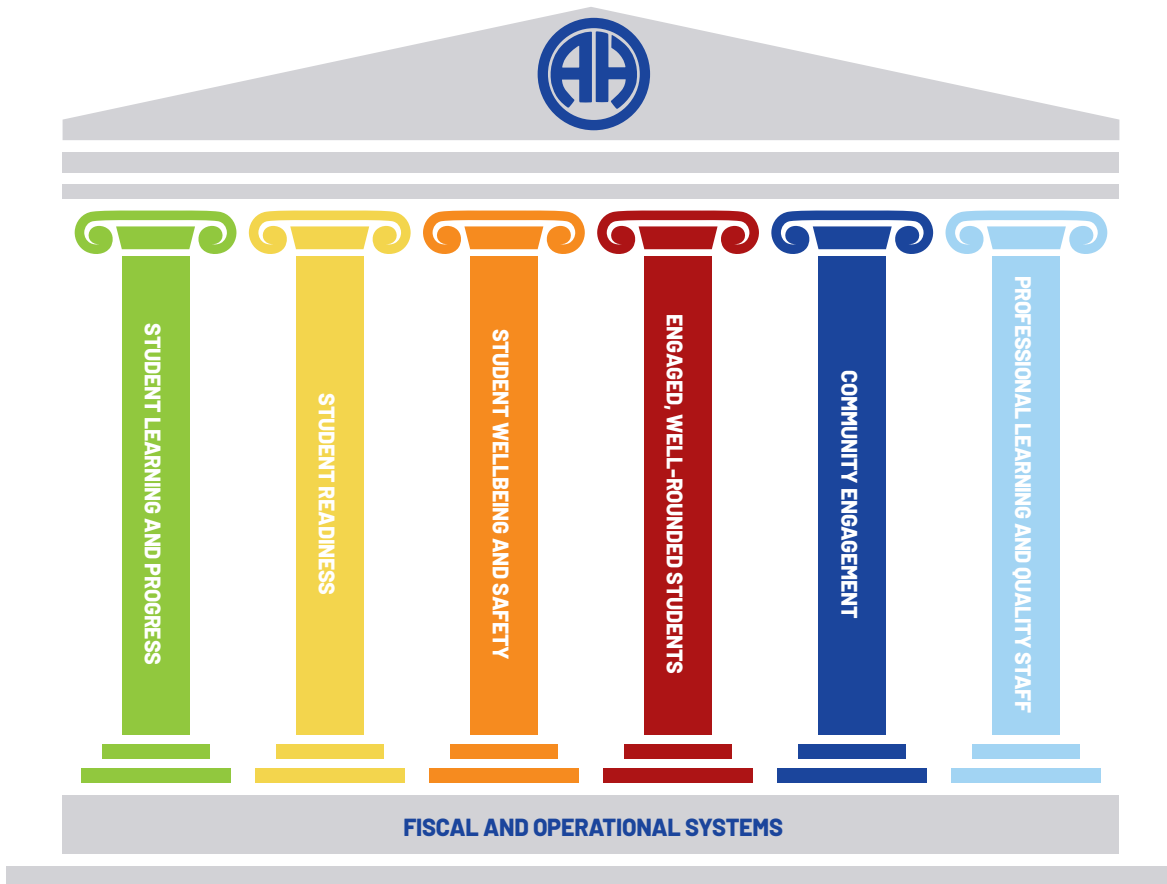
surf: www.ahisd.net

video: YouTube: Alamo Heights Mules

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Accountability Summary



Pillar 1: Student Learning and Progress

- AHISD students continue to demonstrate strong academic growth, exceeding pre-pandemic performance levels in key STAAR measures—particularly at the Masters Grade Level in reading and math.
- MAP Growth assessments show AHISD students are performing well above national norms in literacy, math, and science, with median spring scores in the 70th to 85th percentiles.
- These results reflect AHISD's ongoing investment in high-quality instruction and a culture of academic excellence.

Pillar 2: Student Readiness

- AHISD students outperform national and state averages on the PSAT, SAT, ACT, and AP exams.
- In 2024–2025, a record 335 students were named AP Scholars, with AHHS named to the AP Gold Honor Roll for the second consecutive year.
- The district continues to offer a free school-day SAT for all juniors and seniors, preparing students for evolving college admissions policies and emphasizing readiness for post-secondary success.

Pillar 3: Student Wellbeing and Safety

- Over two-thirds of students and parents report feeling safe at school, with elementary campuses leading in positive safety perceptions.
- Belonging and Positive Relationships surveys show steady improvements, with 74% of students feeling a strong sense of classroom belonging and 89% reporting respectful relationships with teachers.
- These results reflect AHISD's commitment to the social-emotional wellbeing of all learners.

Pillar 4: Engaged, Well-Rounded Students

- More than 90% of Junior and High School students participate in extracurricular activities, enhancing their sense of belonging and engagement.

- 75% of AHISD graduates completed at least one AP or Dual Credit course—well above state and regional averages.
- District-wide efforts to expand access and equity in advanced academics and support services continue to drive improvement across all student groups.

Pillar 5: Community Engagement

- 97% of AHISD parents would recommend the district to others, underscoring strong family trust and partnership.
- Parents report high satisfaction with access to curriculum, instructional materials, and student performance data, though technology use in classrooms was noted as an area for improvement.
- AHISD continues to strengthen communication and transparency, ensuring families are active partners in student learning.

Pillar 6: Professional Learning and Quality Staff

- AHISD educators are among the most experienced in the state—over 40% hold master's degrees and nearly two-thirds have more than 10 years of experience.
- The district's teacher turnover rate decreased to 15.4% in 2024, remaining below the state average, reflecting the success of strategic investments in staff development and support.
- High job satisfaction and strong professional efficacy reinforce a positive teaching and learning culture across campuses.

Pillar 7: Fiscal and Operational Systems

- AHISD maintains a strong record of financial responsibility despite statewide funding challenges and continued recapture of local tax dollars.
- The district earned an "Above Standard" rating on FIRST financial for the second consecutive year.
- Budget decisions continue to prioritize instructional quality and equitable access to well-resourced programs.
- Bond 2023 projects on time and on budget.



Overview of Community Based Accountability System

This Community-Based Accountability System (CBAS) uses a locally developed, multiple-measures approach to evaluating educational outcomes. Unlike traditional state accountability systems, it incorporates often-overlooked data sources such as surveys, open-ended responses, classroom assessments, budgets, and attendance rates. It also reflects the experiences of our entire student population, not just those measured by state metrics.

The data presented here offers concrete evidence of progress toward the outcomes our Alamo Heights community believes are most important for students.

CBAS is structured around seven key pillars. Each pillar includes guiding questions that district leaders, in collaboration with the community, use to inform future goals and actions. A defining strength of our CBAS is its forward-looking design—focused on continuous improvement rather than retrospective reporting.

PILLAR	PILLAR DESCRIPTION	KEY QUESTION
PILLAR 1: <i>Student Learning & Progress</i>	Ensure academic growth for all learners, including English learners, students with disabilities, and GT students.	• KQ1 - To what extent do all AHISD learners demonstrate academic growth and achievement?
PILLAR 2: <i>Student Readiness</i>	Prepare students for success in their next educational steps, including college, career, and military pathways.	• KQ2 - To what extent are AHISD learners ready for the next stage of learning?
PILLAR 3: <i>Student Wellbeing & Safety</i>	Provide a safe, supportive learning environment that meets both physical and emotional needs	• KQ3 - To what extent are learners developing social-emotional wellness and security? • KQ4 - To what extent do learners feel a sense of belonging in our schools?
PILLAR 4: <i>Engaged, Well-Rounded Students</i>	Engage students in opportunities that support personal growth, development, and future success.	• KQ5 - To what extent do all students have access to inclusive supports, programs, and activities? • KQ6 - To what extent are students held to high expectations?
PILLAR 5: <i>Community Engagement</i>	Involve local stakeholders as active partners in supporting student success.	• KQ7 - To what extent are AHISD learners supported by an engaged community?
PILLAR 6: <i>Professional Learning & Quality Staff</i>	Ensure students are taught by knowledgeable, caring, and high-performing staff.	• KQ8 - To what extent are learners taught by high-quality faculty and staff?
PILLAR 7: <i>Fiscal & Operational Systems</i>	Use resources responsibly to support the district's educational mission.	• KQ9 - To what extent is AHISD fiscally responsible?

Signaling

In CBAS, signaling provides a standardized way for the community, Board of Trustees, and school leadership to assess progress and communicate effectively about school performance.

Each Key Question is evaluated using evidence-based Indicators, which guide decision-making. The focus is on assessing whether current actions are leading us toward our intended goals.

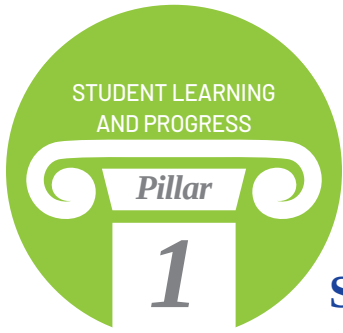
AHISD uses four Signals to reflect progress:

- **On Track** – Current efforts are effective; no additional action is needed.

- **Adjustments Being Made** – Results are below expectations, but a plan for improvement is already in place.
- **Support Required** – Without added resources, support, or expertise, success is unlikely.
- **Crisis** – A critical situation has emerged that requires urgent attention.

The District Education Advisory Council (DEAC)—made up of parents, students, and staff—provides signaling feedback for each CBAS Pillar.

PILLAR	INDICATOR EVIDENCE	2025 (data from 24-25) SIGNAL RESULT	2024 (data from 23-24) SIGNAL RESULT	2023 (data from 22-23) SIGNAL RESULT	2022 (data from 21-22) SIGNAL RESULT	2021 (data from 20-21) SIGNAL RESULT
PILLAR 1 <i>Student Learning & Progress</i>	STAAR State Assessments	Support Required	Adjustments Being Made	Adjustments Being Made	Adjustments Being Made	Not Assessed
	PSAT	On Track	On Track	On Track	On Track	On Track
PILLAR 2 <i>Student Readiness</i>	SAT and ACT Scores	On Track	On Track	On Track	On Track	On Track
	Advanced Placement Exam Scores	On Track	On Track	On Track	On Track. Continue to monitor scores in specific areas.	Adjustments Taking Place due to COVID
PILLAR 3 <i>Student Wellbeing and Safety</i>	School Safety Survey	On Track	On Track	On track. There is an Increase in parental concern for school safety after Uvalde	On Track	On Track
	Belonging Survey	Adjustments Being Made	Adjustments Being Made	Adjustments Being Made	Support Required Due to COVID	Support Required Due to COVID
	Positive Relationships Survey	On Track	Adjustments Being Made	Adjustments Being Made.	On Track	Adjustments Being Made
PILLAR 4 <i>Engaged, Well-Rounded Students</i>	Advanced Academic Enrollment	On Track	Adjustments Being Made	Adjustments Being Made	Adjustments Being Made	Support Required
	Support Services	Adjustments Being Made- Monitor impact new evaluation tools for GT services	Adjustments Being Made	Adjustments Being Made	Adjustments Being Made	Adjustments Being Made
	Student Activities Participation	On Track	On Track	On Track	On Track	On Track
	Rigorous Expectations Survey	On Track	On Track	On Track	On Track	Adjustments Being Made
PILLAR 5 <i>Community Engagement</i>	Family Engagement Survey	On Track	On Track	On Track	On Track	On Track
PILLAR 6 <i>Professional Learning & Quality Staff</i>	Teacher Credentials	Adjustments Being Made. There are concerns about impact of budget cuts on staff quality.	On Track	Adjustments Being Made. There are concerns about elevated staff turnover rate.	On Track. Continue to monitor specific difficult to fill positions like math and science.	On Track
	Teacher Survey Questions	Adjustments Being Made. There are concerns about impact of budget cuts on school culture.	On Track	On Track	Adjustments Being Made	Adjustments Being Made
PILLAR 7 <i>Fiscal & Operational Systems</i>	School Budget	Adjustments Being Made. There are concerns about impact of budget cuts on student services.	Support Required (State)	On Track	On Track	On Track
	FIRST Rating	On Track	On Track	On Track	On Track	On Track
	Bond	On Track	On Track	On Track		



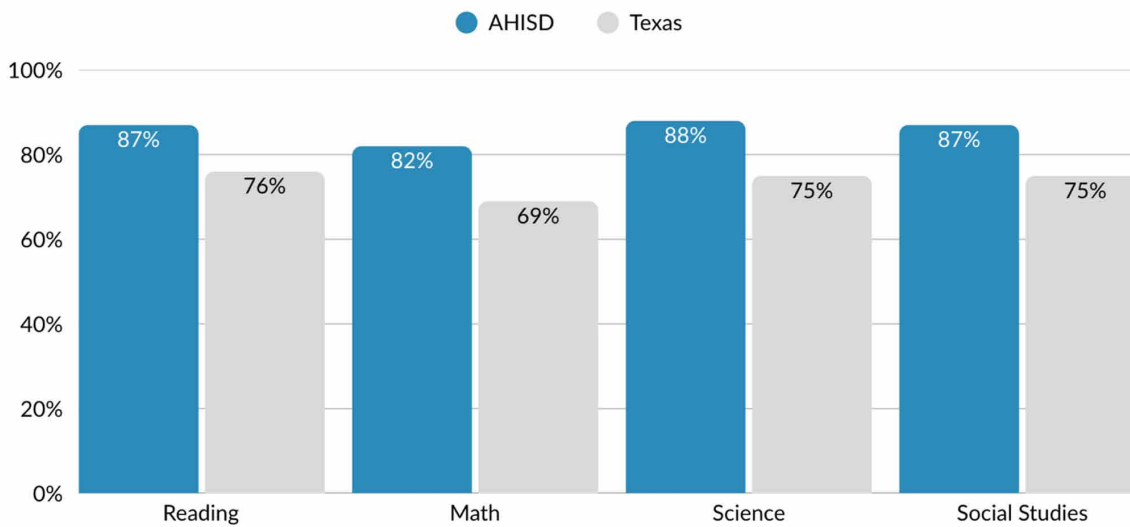
To what degree do all AHISD learners demonstrate academic growth, achievement, and outcomes?

State STAAR Assessments

Comparison of Academic Performance on State Assessments to Texas

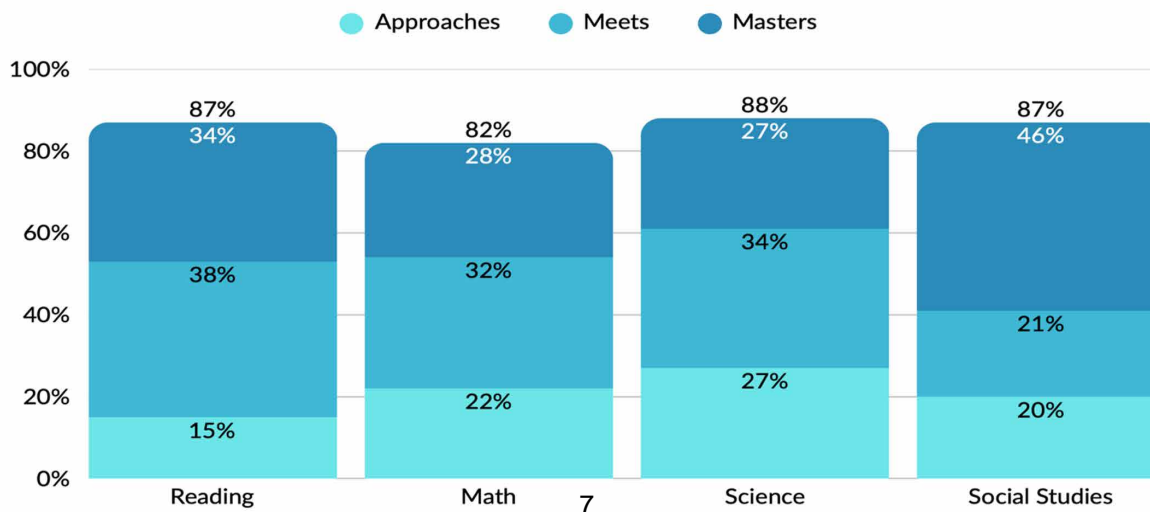
STAAR stands for State of Texas Assessments of Academic Readiness, which is the state’s student standardized test program. STAAR is based on state curriculum standards in core subjects including reading, writing, mathematics, science, and social studies. EOC is the End of Course exam students must pass before graduating high school.

AHISD Compared to Statewide STAAR/EOC Scores



This year’s assessment results reflect steady academic progress, particularly at the highest performance level—Masters Grade Level—in both math and reading, where AHISD scores now exceed pre-pandemic levels. Math results were mixed, with strong gains in grades 4 and 6, while grades 3, 7, and high school Algebra I remain areas for continued focus. Science scores held steady, and grade 8 social studies saw a slight decline.

AHISD Level of Achievement on STAAR

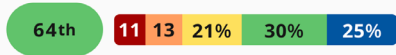


AHISD Literacy Achievement and Growth

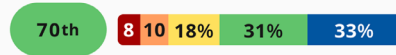
Growth Median and Distribution



Achievement Fall 2024-2025 Median and Distribution

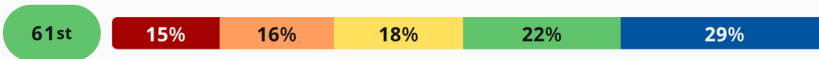


Achievement Spring 2024-2025 Median and Distribution

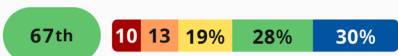


AHISD Math Achievement and Growth

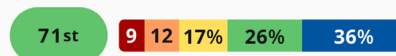
Growth Median and Distribution



Achievement Fall 2024-2025 Median and Distribution



Achievement Spring 2024-2025 Median and Distribution

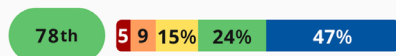


AHISD Science Achievement and Growth

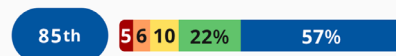
Growth Median and Distribution



Achievement Fall 2024-2025 Median and Distribution



Achievement Spring 2024-2025 Median and Distribution



Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

National Measure of Academic Progress Assessments (MAP)

Comparison of AHISD Academic Achievement and Growth to National Comparison Groups

MAP stands for Measures of Academic Progress, a nationally normed assessment used to track student growth in reading, math, and science. It is given three times a year and adapts to each student's performance level to provide personalized data.

In 2024-2025, AHISD students showed strong academic progress on MAP Growth assessments in literacy, math, and science. Literacy led with a spring median at the 85th percentile and 57% of students scoring above the 80th percentile. Math and science also saw steady improvement, with spring medians at the 70th and 71st percentiles, respectively, and over a third of students performing in the top national range. These results reflect both high achievement and strong growth, demonstrating the impact of quality instruction and the district's commitment to academic excellence.

National Measure of Academic Progress Assessments (mCLASS)

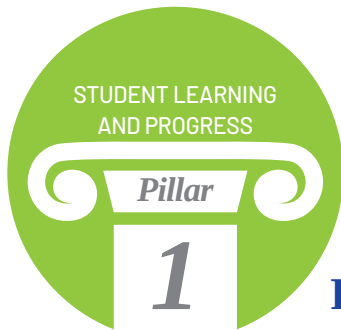
Comparison of AHISD Academic Achievement to National Comparison Groups

mCLASS stands for Amplify's mCLASS, an integrated literacy assessment system based on the science of reading. It's used to screen and monitor students' reading development in grades K-2.

Grade	Percent of Students in Each Performance Level at EOY 2024-25							
	Students at Well Below Benchmark Level		Students at Below Benchmark Level		Students at Benchmark Level		Students at Above Benchmark Level	
	District	National	District	National	District	National	District	National
Grade K	8%	22%	6%	11%	25%	31%	61%	36%
Grade 1	12%	20%	12%	12%	22%	29%	54%	38%
Grade 2	20%	24%	10%	13%	29%	30%	41%	33%

At the end of the 2024-25 school year, Alamo Heights ISD students in Grades K-2 outperformed national averages on the mCLASS reading assessment, a widely used tool administered to over 750,000 students per grade nationwide. A significantly higher percentage of AHISD students scored *Above Benchmark*—61% in Kindergarten (vs. 36% nationally), 54% in Grade 1 (vs. 38%), and 41% in Grade 2 (vs. 33%). Fewer AHISD students fell into the *Well Below Benchmark* category compared to national peers, highlighting strong early literacy outcomes across the district.

These results reflect AHISD's focus on early reading success and the impact of high-quality instruction and intervention.

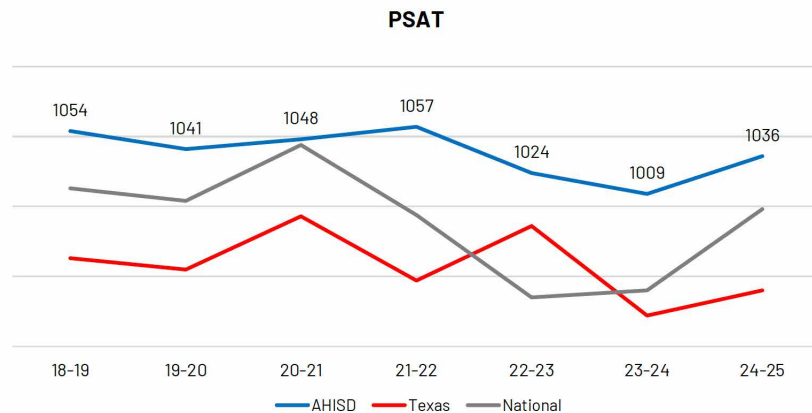


To what degree are AHISD learners academically ready for their next stage of learning?

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. It is 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. AHISD continues to offer a free of charge School Day PSAT exam available to all students in the 11th grade in the fall.

Quotes from AHISD Parents in our Feedback February survey:

“Student growth and achievement are clearly a top priority in AHISD.”

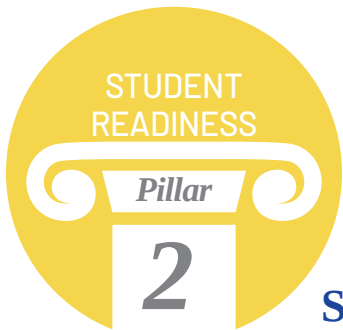
“This district is deeply committed to helping every student reach their full potential.”

“I appreciate the whole-child approach and the focus on success in both academics and life.”

2025 Academic Accolades

- 1 National Merit Finalist
- 8 National Merit Commended
- 17 Seniors recognized by College Board with National Honors
 - National Hispanic Recognition Program
 - National First-Generation Recognition Program
 - National Indigenous Recognition Program
- An all-time high 335 students were recognized as AP Scholars for scoring 3 or higher on 3 or more AP exams.
- AHHS named to AP Gold School Honor Roll for second year in a row



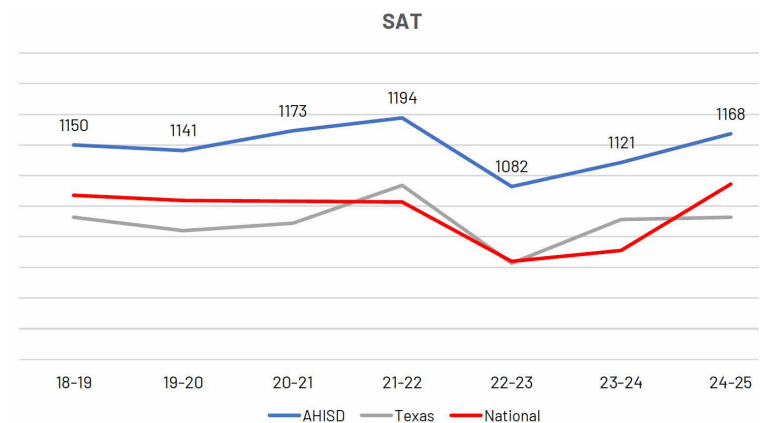
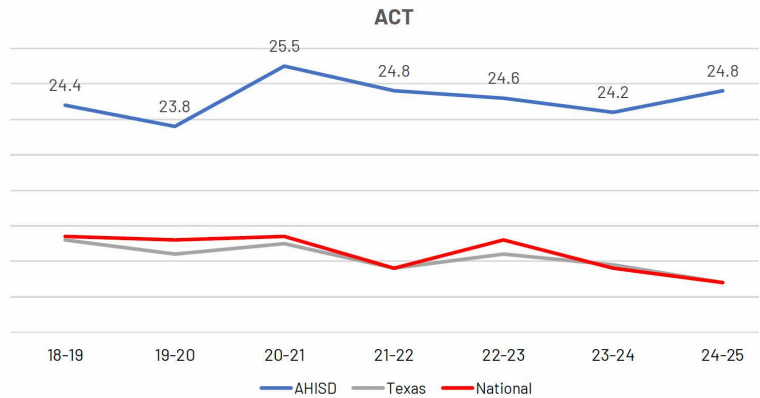


To what degree are AHISD learners academically ready for their next stage of learning?

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 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.



AHISD School Day SAT Results

Review of % of Students Meeting College Ready Benchmark Scores

AHISD provides all AHHS juniors the opportunity to take the SAT during the school day at no cost.

The score report helps determine college readiness in math and English language arts. Students meeting the SAT Math benchmark have a 75% chance of earning at least a C in entry-level college math courses. Those meeting the Reading and Writing benchmark have a 75% chance of earning at least a C in college-level courses in history, literature, social sciences, or writing.

Class of 2025 (401 graduates)

Plans After Graduation

- 95% College
- 2% Gap Year
- 2% Work Force
- 1% Military Enlistment

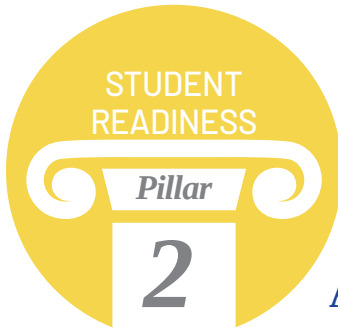
Quotes from AHISD Parents in our Feedback February survey:

“I feel confident that my child is gaining the skills needed to succeed after high school.”

“The district provides meaningful opportunities that help students explore college and career paths early on.”

“We value the strong academic foundation AHISD gives our students to thrive in college.”

Findings: In 2025, most U.S. colleges remain test-optional or test-blind, but an increasing number—such as UT Austin, the University of Florida, and several Ivy League schools—have reinstated SAT/ACT requirements, signaling a renewed focus on standardized testing. Students should review each college’s policy and consider submitting scores as part of their application. AHISD students continue to outperform both state and national averages. To support college readiness, AHISD will again offer a free, in-school SAT for all juniors and seniors in spring 2026, along with the PSAT in the fall of 2025.



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 College Board 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 2019	CLASS OF 2020	CLASS OF 2021	CLASS OF 2022	CLASS OF 2023	CLASS OF 2024	CLASS OF 2025
AP Scholar Granted to students who receive scores of 3 or higher on three or more AP Exams.	77	82	90	90	116	121	128
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.	42	37	31	41	47	50	62
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	71	68	79	101	103	145
TOTAL Scholars	183	190	189	210	264	274	335
TOTAL AP Students	567	645	672	704	800	727	914
% Students with Scholar Distinction	32%	29%	28%	30%	33%	38%	37%

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.

Quote from an AHISD Parent in our Feedback February survey:

“I really appreciate that my child has the chance to earn college credit while still in high school. Programs like AP, Dual Credit, and OnRamps are helping them feel more prepared and confident about what comes next.”





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

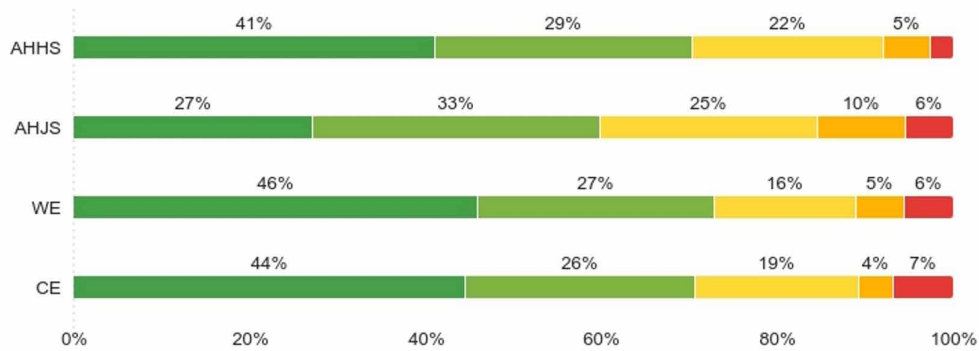
School Safety Survey

AHISD Score Compared to Prior Years

The School Safety Survey was administered to all students in grades 3–12 in October 2024. It asked about students’ perceptions of physical and emotional safety at school, including issues like bullying, violence, and access to support. A safe learning environment is essential to help students thrive and reach their full academic potential.

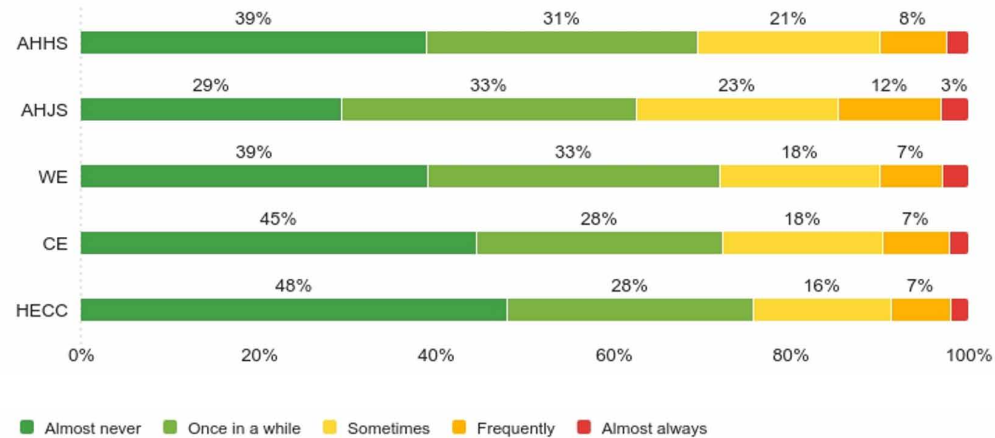
Students - How often do you worry about violence in your school?

67% Positive Response 2025, 68% Positive Response 2024, and 68% Positive Response 2023



Parents - How often do you worry about violence at your child's school?

69% Positive Response 2025, 64% Positive Response 2024, and 68% Positive Response 2023



Findings: Survey results show that a majority of AHISD students and parents report feeling safe at school. In fall 2024, 67% of students and 69% of parents responded positively when asked how often they worry about violence at school—indicating they “almost never” or only “once in a while” worry. While overall trends remain steady compared to previous years, perceptions of safety were especially strong at the elementary campuses, with the highest positive responses seen at Woodridge and Cambridge Elementaries. These results reflect ongoing district efforts to maintain a safe and supportive learning environment for all students.

Quotes from AHISD Student in our all Feedback Survey:

“I don’t really worry about safety at school because I know the teachers and staff are looking out for us and want us to feel safe.”

— Junior School student



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

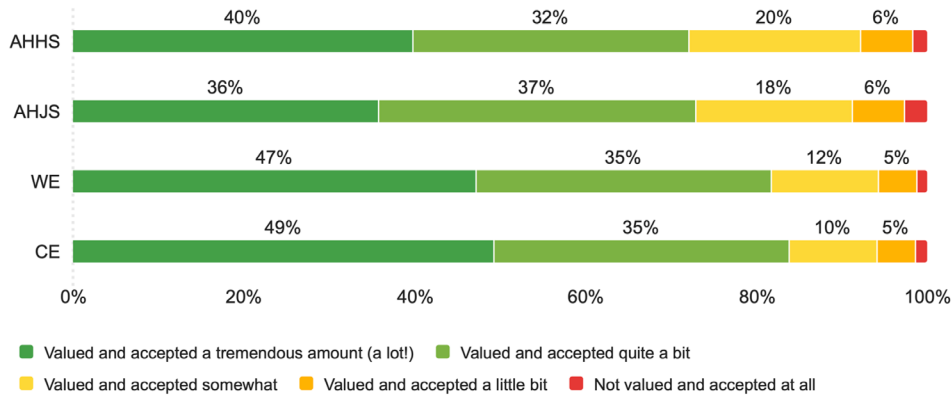
Belonging Survey

AHISD Score Compared to Prior Years

The Belonging Survey was given to all students in grades 3–12 in February 2025. It asks students how much they feel valued and connected within their school community. Research shows that a strong sense of belonging is linked to better academic performance, improved well-being, and higher levels of optimism, self-esteem, and social connection.

Students to Individual Teachers - How much do you feel accepted and valued in this classroom?

74% Positive Response 2025, 73% Positive Response 2024, and 68% Positive Response 2023



Findings: Most AHISD students feel a sense of belonging in our schools. The percentage of positive responses overall remains stable at 65%. Students in elementary grades express a stronger sense of belonging than students in secondary grades. AHJS and AHHS are implementing efforts to connect students to clubs and activities because our data shows that students involved in school activities feel a stronger sense of belonging with the AHISD community.

Quotes from AHISD Parents in our Feedback February survey:

“From day one, my child felt welcomed and supported—it truly feels like a community here.”
— AHISD parent

“I know I belong at my school because teachers and friends treat everyone with respect.”
— Elementary School student

“What I love most about AHISD is how everyone works together to make sure students feel included and valued.”
— AHISD parent





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

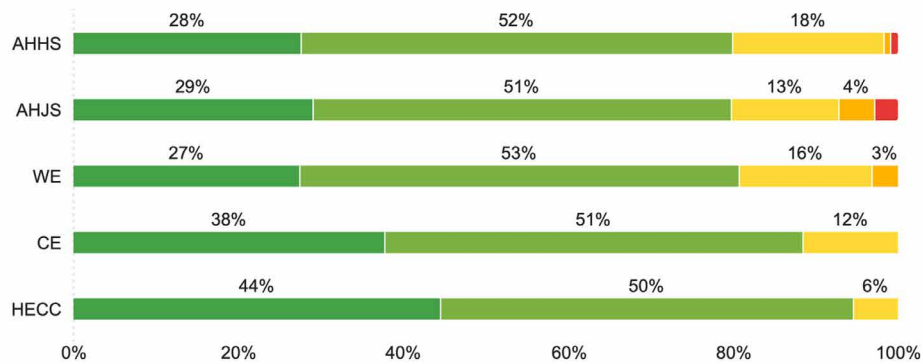
Positive Relationships Survey

AHISD Score Compared to Prior Years

The Positive Relationships Survey was given to all students and teachers in grades 3-12 in February 2025. It measures the strength of social connections between students and teachers, both in and outside the classroom. Research shows that strong teacher-student relationships are linked to increased motivation, engagement, and persistence in learning.

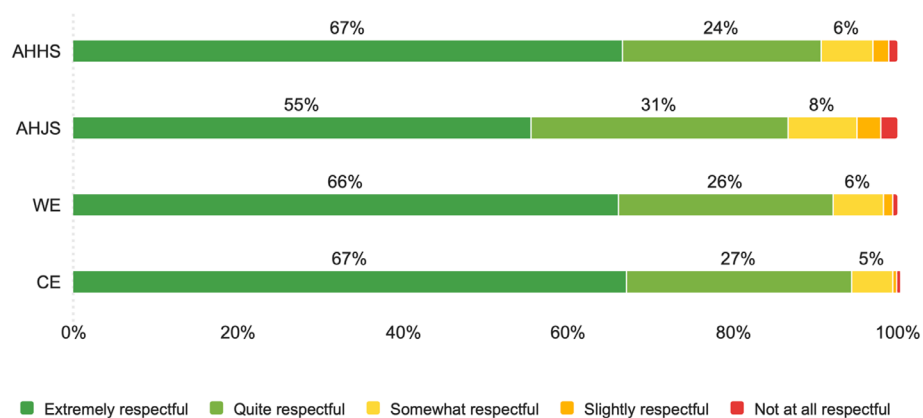
Teachers - How respectful are the relationships between staff and students?

85% Positive Response 2025, 85% Positive Response 2024, and 85% Positive Response 2023



Student to Individual Teachers - How respectful is your teacher toward you?

89% Positive Response 2025, 89% Positive Response 2024, and 86% Positive Response 2023



Findings: In 2025, both students and staff reported consistently high levels of mutual respect in AHISD classrooms. According to survey results, 89% of students across all campuses said their teachers treat them with respect, a steady improvement from previous years. Likewise, 85% of teachers reported that relationships between staff and students are respectful and positive. Elementary students at Cambridge and Woodridge reported the highest levels of respectful teacher-student interactions, while high school students also noted strong, respectful classroom relationships. These results reflect AHISD’s ongoing commitment to fostering a culture of kindness, respect, and connection across all campuses.

Quotes from AHISD Students and Parents in our Fall Feedback Survey:

“My teacher loves me.”

— Elementary School student

“It means so much to know that my child is not only learning but also building strong, respectful relationships with their teachers. That kind of connection makes a big difference.”

— AHISD parent



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

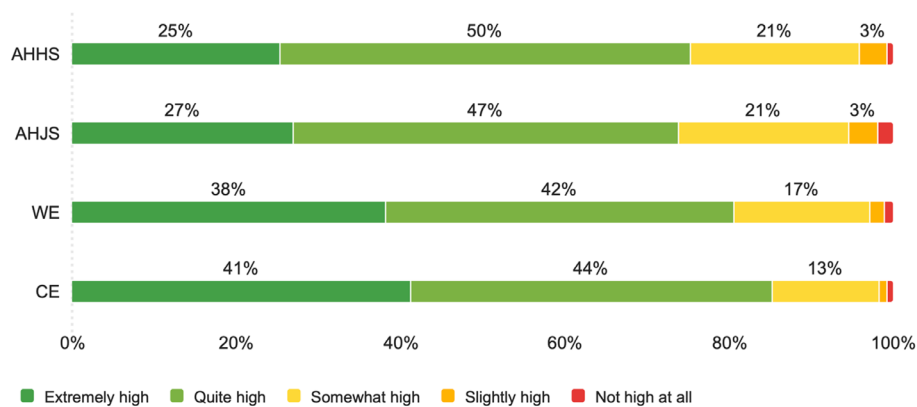
Rigorous Expectations Survey

AHISD Score Compared to Prior Years

The Rigorous Expectations Survey was administered to all students in grades 3–12 in October 2024. It asked students how strongly they feel their teachers expect them to work hard, persist through challenges, and strive for deep understanding and high performance. Research shows that when teachers believe in their students’ potential, it significantly boosts academic growth and achievement.

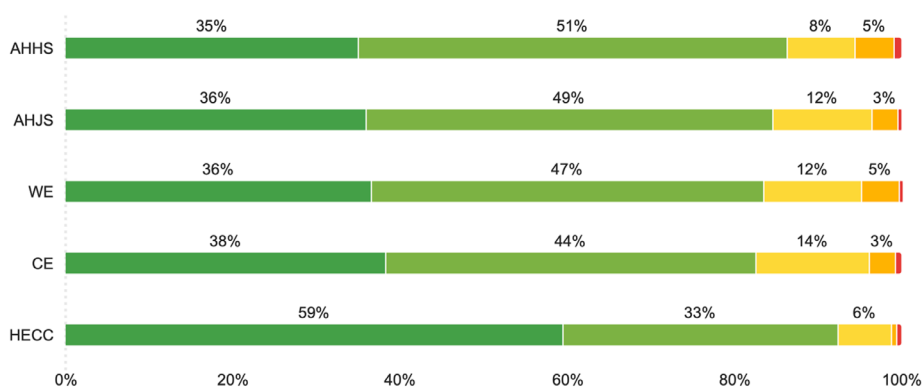
Students- Overall, how high are your teachers' expectations of you?

77% Positive Response 2025, 82% Positive Response 2024, and 79% Positive Response 2023



Parents- The school has appropriately high expectations for my child?

85% Positive Response 2025, 86% Positive Response 2024, and 79% Positive Response 2023

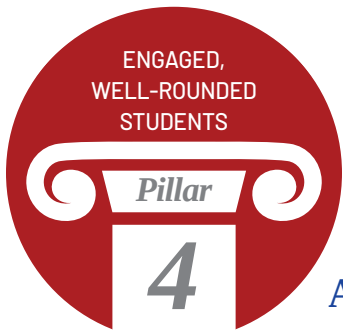


Findings: Survey results show that both parents and students believe AHISD maintains high academic expectations. Eighty-five percent of parents agreed that their child’s school sets appropriately high standards, a result consistent with previous years. Among students, 77% reported that their teachers hold them to high expectations for effort, persistence, and performance. While parent responses remain strong across all campuses, student responses—particularly at the secondary level—reflect a slight decline in perception of teacher perspectives. These results reinforce AHISD’s commitment to academic rigor and a culture that challenges and supports all learners.

Quote:

“I have three kids with very different learning styles, and I appreciate that AHISD holds all of them to high standards while still supporting their individual needs. It shows that the district believes every student can succeed.”

— AHISD parent



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

Advanced and Advanced Placement (AP) Courses

AHHS Student Group Comparison Since 2006

The College Board's Advanced Placement (AP) program offers college-level courses in high school across a wide range of subjects. Students can earn college credit by scoring a 3 or higher on AP exams. Advanced-level courses are accelerated classes that prepare students for future AP exams. While the average U.S. high school offers 8 AP courses, Alamo Heights High School offers 28 AP course options—more than three times the national average.

Advanced/Dual Credit Course Completer (% of Annual Graduates) from Texas Academic Performance Record								
Academic Year	2006-07	2007-08	2008-09	2018-19	2019-20	2020-21	2022-23	2023-24
State	22	23	25	46	46	43	44	45
Region	21	23	24	46	47	42	43	44
AHISD	38	49	47	64	67	68	70	75
African American	13	32	23	20	63	48	46	61
Hispanic	21	30	30	57	56	60	60	65
White	45	58	56	69	74	74	77	83
Spec Ed	8	4	4	4	22	35	32	44
Econ Disadvantaged	9	15	18	47	53	49	43	48
Emergent Bilinguals	7	3	9	0	38	35	26	48

Findings: In 2023–2024, 75% of Alamo Heights ISD graduates completed at least one Advanced Placement or Dual Credit course, significantly surpassing the state (45%) and regional (44%) averages. This marks a steady and impressive climb from 38% in 2006–2007, reflecting AHISD's strong commitment to college and career readiness. Gains were seen across all student groups, including notable increases among Hispanic students (from 21% to 65%), African American students (from 13% to 61%), and economically disadvantaged students (from 9% to 48%). Students receiving special education services and Emergent Bilingual learners also demonstrated meaningful progress, with completion rates reaching 44% and 48% respectively. These outcomes highlight AHISD's ongoing focus on access to advanced academic opportunities for all learners.

Quote from AHISD Parents in our Feedback February survey:

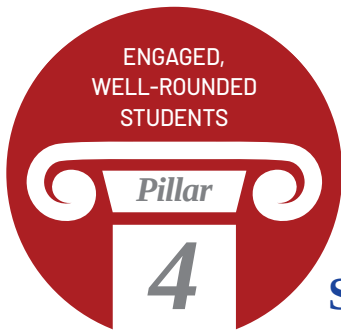
“The range of AP and Dual Credit classes has given my child the chance to push themselves academically and prepare for college.”

“It’s clear the district believes in academic excellence for all—not just for a few.”

“AHISD does a great job offering rigorous academics without sacrificing the well-being of students.”

“The opportunities here help our children discover what they’re capable of.”





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 support programs from kindergarten through 12th grade to help all students reach their potential. Eligibility for these services requires a formal evaluation. The charts below compare overall student demographics with those of students in Special Education and Gifted & Talented programs.

STUDENT GROUP	2024-25 AHISD TOTAL DEMOGRAPHICS	2024-25 AHISD SPECIAL EDUCATION DEMOGRAPHICS	2024-25 AHISD GIFTED EDUCATION DEMOGRAPHICS
Economically Disadvantaged	20.9%	37.7%	3%
English Learners	9%	14%	3%
Black/African American	2%	3%	1%
Hispanic	40%	58%	19%
White	52%	35%	72%
American Indian	.2%	0%	.1%
Asian	3%	2%	4%
Pacific Islander	.1%	0%	0%
Two or More	3%	2%	3%

Findings: Alamo Heights ISD offers a range of support programs to ensure every student has the opportunity to succeed. In 2025, 12.9% of students received special education services—close to the state average—while 21.3% participated in the Gifted & Talented program, well above the state’s 8.5%. Hispanic students made up 58% of those in special education but only 20% of GT participants, despite representing 43% of the total student body. White students, who make up 50% of the district, comprised 72% of GT enrollment and 35% of special education. Economically disadvantaged and English learner students were also underrepresented in GT programs. Changes have been made in the GT evaluation process so that all students are evaluated for GT services three times a year in K-10th grade. We anticipate these changes will balance the GT enrollment data to align with district enrollment percentages over time.

Quote from AHISD Parents in our Feedback February Survey:

Special Education Parent – Junior School Parent

“Our son receives special education services, and we’ve always felt like part of the team. His teachers truly see his strengths and support his challenges with compassion and skill. We feel confident he’s in the right place to grow academically and socially.”

Dyslexia Parent – Cambridge Parent

“The dyslexia program at AHISD has been life-changing for our daughter. Her confidence has soared, and her reading has improved dramatically. The staff is knowledgeable and genuinely invested in her progress. We’re so thankful she’s getting the support she needs.”

Gifted & Talented Parent – Woodridge Parent

“Our child thrives in the GT program — he’s challenged and excited to learn every day. We feel lucky to be part of a district that recognizes and nurtures advanced learners.”



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

Participation Rates of Secondary Students

Research shows that regular participation in extracurricular activities helps children build confidence, reduce stress, and strengthen social and academic skills that support future success.

Findings: Over 90% 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 statistically significant difference in participation rate between students identified as economically disadvantaged and students who are not identified as economically disadvantaged.

Quote from AHISD Student in our Fall Feedback survey:

“Playing football and being in orchestra helped me find my place at school. I’ve made some of my best friends through both, and it’s cool to be part of two really different teams. It’s helped me stay focused, push myself, and actually enjoy coming to school every day.”

— AHISD student

Participation in School Activities

Are you involved in any of the following activities this year?

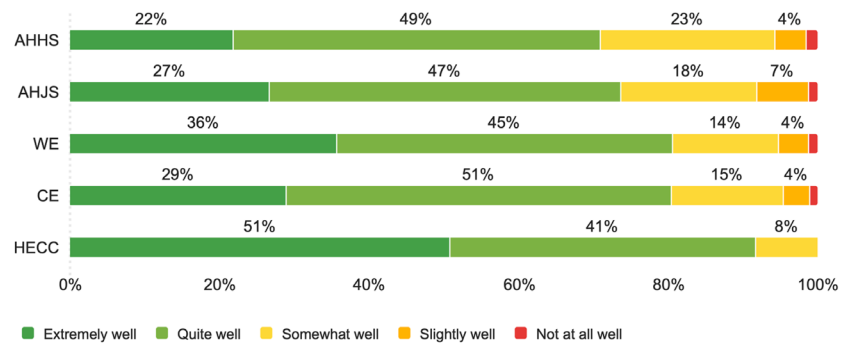
	Yes	No
Fine Arts (band, Strings, art, dance, theater, etc.)	56.14%	43.86%
School Sports Teams (football, cheer, soccer, etc.)	52.22%	47.78%
School Clubs	43.54%	56.46%
National Honor Societies	18.92%	81.08%
Career and Technology (rocketry, culinary, Incubator, etc.)	15.58%	84.42%
World Language Honor Societies	13.90%	86.10%
Student Council	10.98%	89.02%
Academic Competitions (Science Olympiad, Debate, UIL, Academic Decathlon)	10.25%	89.75%
Journalism (yearbook, literary magazine, etc.)	8.68%	91.32%
Peer Tutors	7.68%	92.32%
ROTC	3.14%	96.86%
Odyssey of the Mind/ Destination Imagination	2.25%	97.75%

High School - Increased student participation from 88% in 2022 to 95% in 2024

Junior School- Increased student participation from 88% in 2022 to 96% in 2024

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

78% Positive Response 2025, 77% Positive Response 2024 and 77% Positive Response 2023





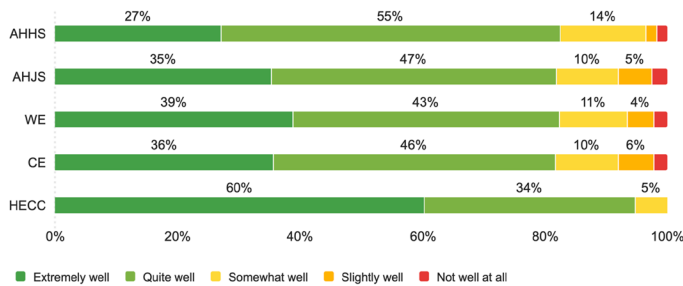
To what degree are AH learners supported by an engaged community?

Family Feedback February Survey

In February 2025, all PK-12 parents were invited to complete the School Fit Survey, which measures how well AHISD's systems and structures meet the unique needs of their children. When schools align with family needs, students tend to earn higher grades, score better on standardized tests, attend more consistently, drop out less, and show greater motivation and more positive attitudes toward school and homework.

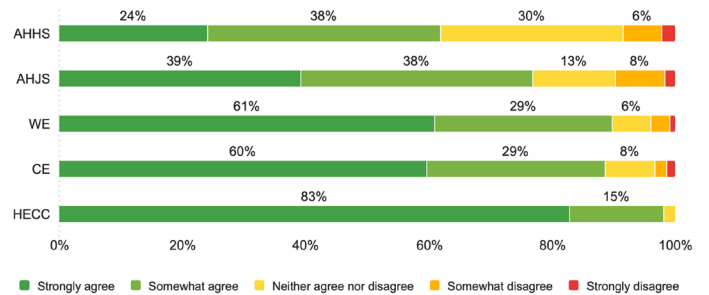
Parents - At your child's school, how well does the approach to discipline work for your child?

83% Positive Response 2025, 83% Positive Response 2024, and 80% Positive Response 2023



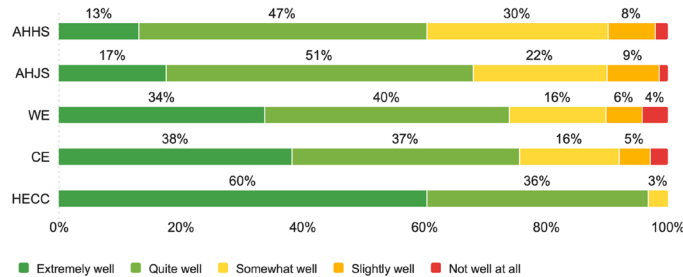
Parents - The school provides appropriate character education.

79% Positive Response 2025, 79% Positive Response 2024, and 78% Positive Response 2023



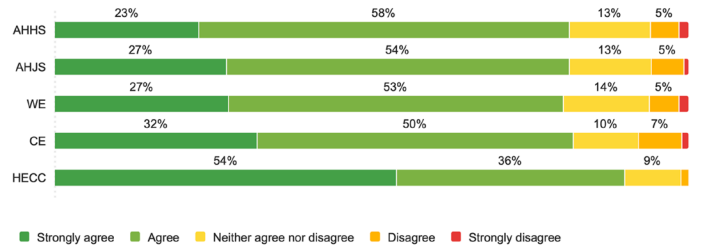
Parents - How well do the teaching styles of your child's teachers match your child's learning styles?

71% Positive Response 2025, 72% Positive Response 2024 and 71% Positive Response 2023



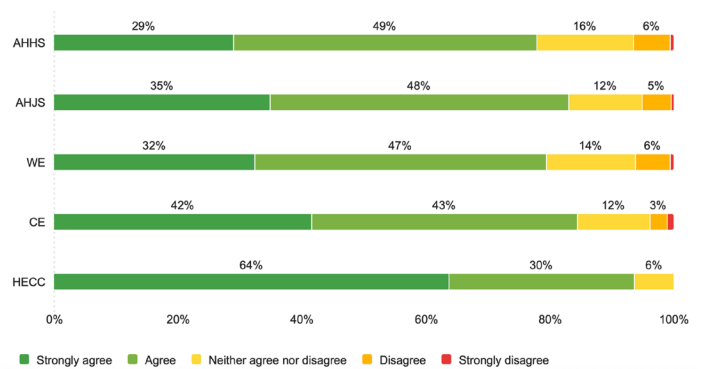
Parents- My child's grades are a valid and accurate reflection content mastery.

82% Positive Response 2025 and 78% Positive Response this 2024 (New question for 2024)



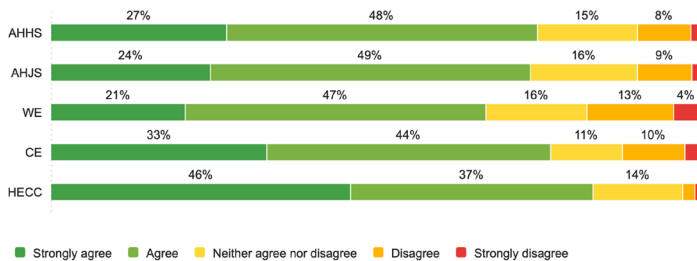
Parents- My child has access to high-quality instructional resources.

82% Positive Response 2025, 83% Positive Response 2024, and 80% Positive Response 2023



Parents- The quantity and difficulty of homework is appropriate for my child.

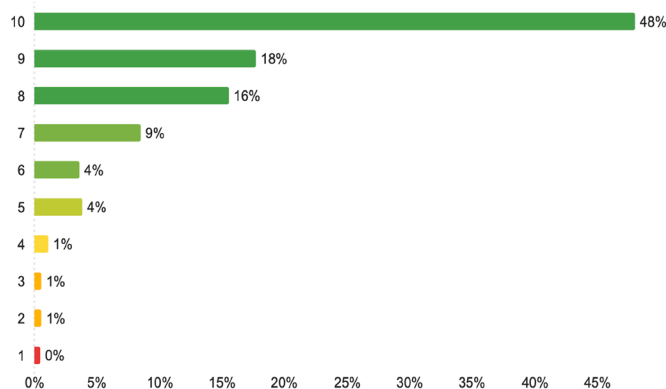
74% Positive Response 2025, 75% Positive Response 2024, and 71% Positive Response 2023



Parents: How likely are you to recommend AHISD to a friend or colleague? (1 least & 10 most)

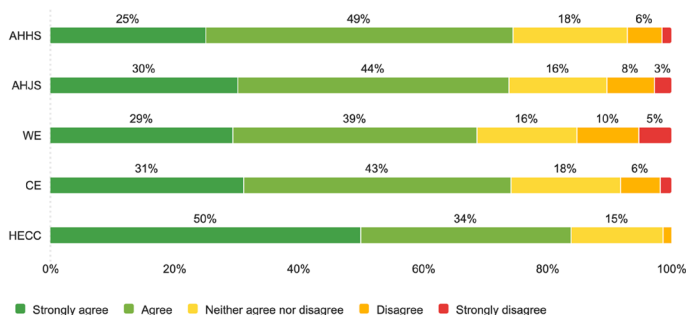
2025: 97% Positive Response

2024: 97% Positive Response, 2023: 96% Positive Response, 2022: 95% Positive Response, 2019: 94% Positive Response



Parents - The use of technology in the classroom is appropriate for my child and their learning.

73% Positive Response 2025, 80% Positive Response 2024, and 83% Positive Response 2023



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 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 97% of Alamo Heights parents would still recommend AHISD to a friend or colleague. One of the strengths of AHISD is a very engaged community.

This year’s survey showed a decline in parent satisfaction with how technology is used in classrooms, dropping to 73% from 80% last year. In response, AHISD is prioritizing consistent implementation of technology guidelines across campuses and improving communication with families about how digital tools support student learning.



Quotes from AHISD Parents in our Feedback February survey:

“There is a strong sense of community and involvement in the school.”

“The community aspect of AHISD is what stands out the most to me.”

“I love how connected and involved the community is with the schools.”



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

Research consistently shows that teacher quality is one of the most important factors in student achievement. Teachers with strong subject knowledge and classroom experience help students grow academically and beyond. As teachers gain experience, students benefit not only on tests but also in areas like engagement, confidence, and long-term success.

2024-2025 TEACHER EXPERIENCE AND EDUCATION	DISTRICT		STATE	
	Count	Percent	Count	Percent
Staff Information				
Teachers by Highest Degree Held:				
No Degree	0.5	0.01%	9,453.8	2.5%
Bachelors	209	57.4%	268,886	71.7%
Masters	146.7	40.3%	93,414	25%
Doctorate	6.4	1.8%	3,044	0.8%
Teachers by Years of Experience:				
Beginning Teachers	6	1.6%	32,507	8.7%
1-5 Years Experience	65.8	18.1%	102,609	27.4%
6-10 Years Experience	70.2	19.5%	75,585	20.2%
11-20 Years Experience	130.6	35.9%	101,415	27.1%
Over 20 Years Experience	90.7	25%	62,671	16.7%
Turnover Rate for Teachers				
	15.4%		19.1%	

Findings: Alamo Heights ISD is proud to have a highly qualified and experienced teaching staff supporting student success across all campuses. Over 40% of AHISD teachers hold a master’s degree—well above the state average—and nearly two-thirds have more than 10 years of classroom experience. In fact, 25% of teachers have been in the profession for over 20 years, bringing a depth of knowledge and consistency that benefits students every day. Very few AHISD teachers are new to the field (just 1.6% compared to the state’s 8.7%), and the district’s teacher turnover rate decreased from 20.7% to 15.4% this year, remaining below the state average. These numbers reflect AHISD’s commitment to hiring, developing, and retaining exceptional educators for our students.

Quotes from AHISD Parents in our Feedback February survey:

“What I appreciate most about AHISD is the strong partnership between teachers and families. My child’s teachers care deeply, not just about academics but also about helping them grow into a kind, confident person. It truly feels like we are all working together to help our kids thrive.”





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

Teacher Job Satisfaction and Efficacy

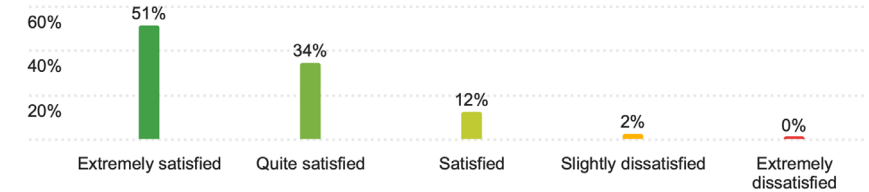
Response to Local Survey Question

Teacher job satisfaction plays a key role in retention, well-being, school culture, and the overall perception of the profession. A major factor in job satisfaction is teacher efficacy, which is the confidence educators have in their ability to help students succeed.

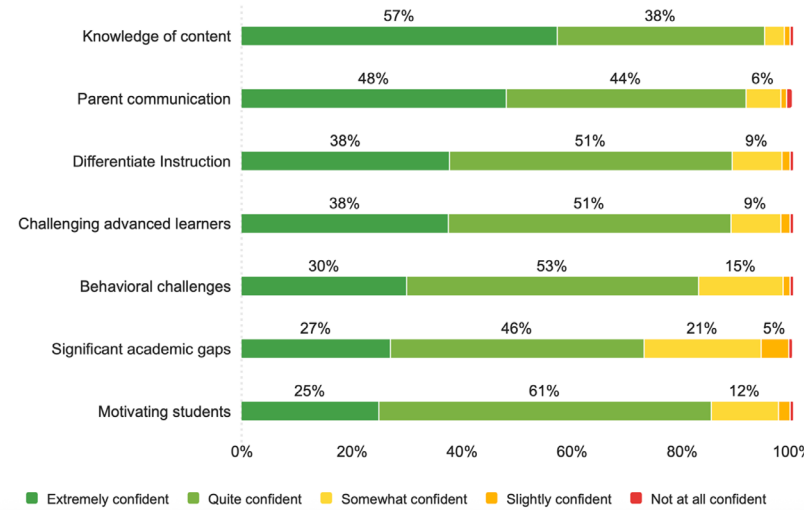
Teachers - Overall, how satisfied are you working at AHISD?

98% Positive Response 2025, 98% Positive Response 2024, 96% Positive Response 2023, and 91% Positive Response in 2022

Response in 2022



Teachers: How confident are you in the following teaching domains?



Findings: AHISD teachers continue to report high levels of satisfaction and professional confidence, even in the face of mounting financial challenges. In 2025, 98% of teachers expressed overall satisfaction working in AHISD—a steady trend over the past three years. More than half said they are “extremely satisfied,” reflecting the district’s continued commitment to creating a positive, supportive work environment. Teachers reported high confidence in their knowledge of content and ability to communicate with parents, but also identified areas for growth, particularly in supporting students with significant academic gaps and behavioral challenges.

These results are especially meaningful given the broader context of a growing state budget deficit and persistent underfunding of public education. These financial pressures are making it more difficult for school districts across Texas to recruit and retain high-quality educators. AHISD is not immune to these challenges. As hiring becomes more competitive and expectations for teachers increase, continued investment in teacher support and retention strategies will be critical to maintaining the high-quality education our families expect.

Quote from AHISD Teachers in our Feedback February survey:

“I’m surrounded by a team that truly cares—not just about students, but about each other. We collaborate, support one another, and celebrate the small wins together. It makes a huge difference.”

“Every day I walk into my classroom excited to see my students. Their energy, curiosity, and kindness make teaching at AHISD feel like more than a job — it’s a joy.”

“AHISD feels like home. The support from colleagues, families, and leadership creates a culture where teachers can thrive and students are deeply cared for. I’m proud to teach here and proud that my own kids are part of this district.”



FISCAL AND OPERATIONAL SYSTEMS

To what degree is our district fiscally responsible?

AHISD Expenditure by Category for 2023-2024

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.

	2022-2023 AHISD						2023-2024 AHISD					
	General Fund	%	Per Student	All Funds	%	Per Student	General Fund	%	Per Student	All Funds	%	Per Student
Revenues												
Local M&O Property Taxes	\$ 37,590,301	73.8%	\$ 7,894	\$ 53,604,541	71.5%	\$ 11,257	\$ 38,943,250	75.7%	\$ 8,289	\$ 54,748,069	71.5%	\$ 11,653
Other Local Revenues	\$ 6,232,315	12.2%	\$ 1,309	\$ 9,910,730	13.2%	\$ 2,081	\$ 6,409,035	12.5%	\$ 1,364	\$ 10,657,657	13.9%	\$ 2,269
State Funding	\$ 5,892,857	11.6%	\$ 1,237	\$ 6,658,407	8.9%	\$ 1,398	\$ 5,949,112	11.6%	\$ 1,266	\$ 8,032,761	10.5%	\$ 1,710
Federal Funding	\$ 1,223,847	2.4%	\$ 257	\$ 4,787,492	6.4%	\$ 1,005	\$ 158,483	0.3%	\$ 34	\$ 3,133,331	4.1%	\$ 667
Total Operating Revenue	\$ 50,939,320	100.0%	\$ 10,697	\$ 74,961,170	100.0%	\$ 15,742	\$ 51,459,880	100.0%	\$ 10,954	\$ 76,571,818	100.0%	\$ 16,299
Expenditures												
Expenditures by Object												
Payroll Expenditures (61xx)	\$ 43,844,864	84.7%	\$ 9,207	\$ 46,259,489	48.8%	\$ 9,714	\$ 46,833,939	86.2%	\$ 9,969	\$ 49,445,036	50.8%	\$ 10,525
Professional & Contractual (Object 62xx)	\$ 4,269,720	8.2%	\$ 897	\$ 6,098,171	6.4%	\$ 1,281	\$ 3,538,512	6.5%	\$ 753	\$ 5,364,222	5.5%	\$ 1,142
Supplies & Materials (Object 63xx)	\$ 2,207,405	4.3%	\$ 464	\$ 5,555,761	5.9%	\$ 1,167	\$ 2,397,688	4.4%	\$ 510	\$ 4,192,430	4.3%	\$ 892
Other Operating Costs (Object 64xx)	\$ 1,453,673	2.8%	\$ 305	\$ 2,234,378	2.4%	\$ 469	\$ 1,556,520	2.9%	\$ 331	\$ 3,509,572	3.6%	\$ 747
Debt Service (Object 65xx)	\$ -	0.0%	\$ -	\$ 28,569,313	30.2%	\$ 5,999	\$ -	0.0%	\$ -	\$ 18,043,025	18.5%	\$ 3,841
Capital Outlay (Object 66xx)	\$ -	0.0%	\$ -	\$ 5,995,380	6.3%	\$ 1,259	\$ 7,810	0.0%	\$ 2	\$ 16,828,325	17.3%	\$ 3,582
Total Operating Expenditures by Object	\$ 51,775,662	100.0%	\$ 10,873	\$ 94,712,492	100.0%	\$ 19,889	\$ 54,334,469	100.0%	\$ 11,565	\$ 97,382,610	100.0%	\$ 20,729
Local Tax Collections Applied to Recapture Expense	\$ 37,329,054		\$ 7,839	\$ 37,329,054		\$ 7,839	\$ 22,143,951		\$ 4,713	\$ 22,143,951		\$ 4,713

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:

Alamo Heights Independent School District (AHISD) received an “Above Standard” rating in the School Financial Integrity Rating System of Texas (FIRST) for the 2024–2025 school year, based on 2022–23 data. This rating, which is part of the state’s accountability system, indicates that AHISD is managing its finances responsibly and prioritizing instructional spending.

Findings: AHISD is fiscally responsible with all state, local, and bond funds. Although a large percentage of local property taxes are recaptured by the state general fund, AHISD still prioritizes classroom instruction and provides well-funded programs and campuses

Bond 2023 Construction Update – Summer 2025



Updates on all Bond 2023 Projects

Alamo Heights High School

The new three-story Academic Building at AHHS is taking shape, with steel framing now visible. One year into construction, the project is on time and on budget, and the building is scheduled to open in August 2026.

The Visitor's Bleacher Complex at Orem Stadium is also progressing and expected to be completed by late August 2025, featuring new bleachers, locker rooms, concessions, bathrooms, and meeting space.

Cambridge Elementary

Construction began right after school let out in May. Upgrades include:

- Renovated cafeteria with better sound control, reconfigured kitchen and dining space, and added restrooms
- A new multipurpose room and updated central plant (plumbing, HVAC, electrical)
- Refreshed classrooms and hallways with durable finishes and energy-efficient LED lighting
- Library updates

Classrooms for 1st–3rd grade will be complete in time for the August 2025 return. The project runs through Spring 2027.



Woodridge Elementary

While smaller in scope than Cambridge, all classrooms and hallways are being refreshed. By August, upgrades to 3rd and 4th grade classrooms will be complete.

Major work includes:

- Expanded 5th grade classrooms (students will use portables in Spring 2026)
- Updated cafeteria and library

This project will wrap up by August 2026.



AHISD Athletic Complex at Robbins

Work is underway on a new softball field, bleachers, locker rooms, and meeting spaces, with completion expected before the 2026 softball season. The Robbins building will be removed to create more parking. Tennis court resurfacing is also planned.

Upcoming Projects at Howard ECC & AHJS

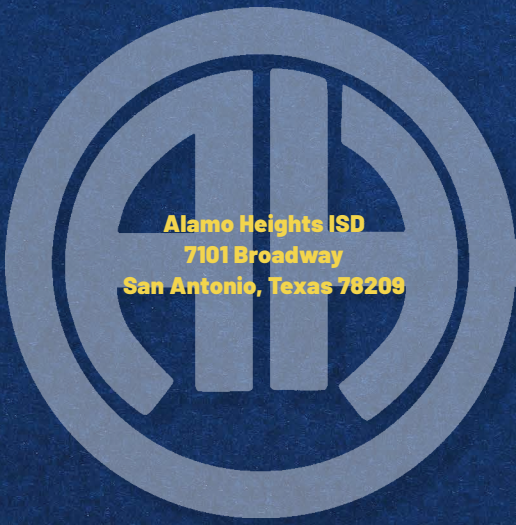
At the May Board Meeting, Bartlett Cocke was selected as the contractor for Project 3, which includes:

- A new Howard Early Childhood Center, with construction beginning in Spring 2026 behind the current building
- Planned upgrades at Alamo Heights Junior School



Stay Connected

Visit ahisd.net/Bond2023Updates for renderings, FAQs, timelines, and regular updates. Updates are also provided via Board Meetings, the School Views publication, and AHISD social media.



Alamo Heights ISD
7101 Broadway
San Antonio, Texas 78209

7. **Curriculum**
8. **Community Challenge Opportunity Update**
 - A. **Save the Date - January 12 - March 8, 2026**
9. **Future Business**
 - A. Call for agenda topics for next meeting - SHAC Meeting # 3 - February 10, 2026
10. **Adjourn Meeting**

Texas Government Code Section:

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| 551.071 | Private consultation with the Board's Attorney. |
| 551.072 | Discussing purchase, exchange, lease, or value of real property. |
| 551.073 | Discussing negotiated contracts for prospective gifts or donations. |
| 551.074 | Discussing personnel or to hear complaints against personnel. |
| 551.075 | To confer with employees of the school district to receive information or to ask questions. |
| 551.076 | Considering the deployment, specific occasions for, or implementation of, security personnel or devices. |
| 551.082 | Considering discipline of a public school child, or complaint or charge against personnel. |
| 551.083 | Considering the standards, guidelines, terms, or conditions the Board will follow, or will instruct its representatives to follow, in consultation with representatives of employee groups. |
| 551.084 | Excluding witnesses from a hearing. |

Texas Education Code:

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| 39.030(a) | To discuss or adopt individual assessment instruments or assessment instrument items. |
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Should any final action, final decision, or final vote be required in the opinion of the School Board with regard to any matter considered in such closed or executive meeting or session, then the final action, final decision, or final vote shall be either:

- (a) In the open meeting covered by the notice upon the reconvening of the public meeting; or
- (b) At a subsequent public meeting of the School Board upon notice thereof: as the School Board shall determine.