

**P16PLUS**  
**CONNECTING**  
**EDUCATION**  
Progress Report

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## P16Plus Staff

**Judy K. McCormick**  
*Executive Director*

**Barbara L. Stevens**  
*Office Manager*

**Theresa M. Diaz**  
*Data Analyst*

**Cynthia D. Villafranco**  
*Communications Specialist*



# Dear Community Members,

We enthusiastically share with you the great strides made by P16Plus Council of Greater Bexar County (P16Plus). As P16Plus concludes five years of work, we do so having achieved recognition for being an authoritative resource for educational data and systems. Through our sustained and disciplined efforts during this time, a mission clearly emerged – *to ensure a greater alignment with educational systems from early childhood through post-secondary institutions.*

Our organization employed three primary strategies over the last five years: 1) we established new relationships and collaborated with community partners to better understand the reality of education in Bexar County; 2) we gathered data and participated in developing benchmarks of academic success from cradle to career; and 3) working together, we highlighted best practices and process improvements for our systems of education. Throughout this process, we found that working with all parties helps to identify and remove barriers for students as they progress on their educational journey.

In 2012, P16Plus officially became a member of the Strive Network, which connects community members across the nation to share expertise and resources to tackle specific challenges. P16Plus acts as a convener of education-interested partners to identify areas of focus for improvement in greater Bexar County.

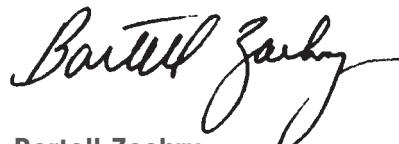
Additionally, SA2020 identified P16Plus as its Lead Education Partner. In this role of a collaborative organization, we gather, produce and share data that reflects the academic progress of our learners across 15 Bexar County independent school districts and colleges and universities.

We have made significant progress with new work and continuous improvement of existing efforts. P16Plus supports initiatives that are measurable and can be enhanced through our endeavors. We look forward to hearing your thoughts as we work toward improving the education of our students. With your help, we will strengthen existing partnerships, create new ones and ensure a better path for our community.

Sincerely,



Maj. Gen. Josue Robles, Jr., USA, Ret.  
Chairman



Bartell Zachry  
Immediate Past Chairman



Judy K. McCormick  
Executive Director

## OUR HISTORY

2

**2008**

P16Plus Council of Greater Bexar County formed as regional P-16

Bartell Zachry appointed 1st Chairman

P16Plus receives IRS nonprofit designation

Staff hired

Data collected to establish college-going culture in Bexar County

Education Resource Group software provided to ISDs

**2009**

24 Council leaders, CEOs, Superintendents, College & University Presidents appointed

Four workgroups focus on cradle to career issues

P16Plus connects workforce goals to educational systems

**2010**

Workgroup 3 creates new 501(c)(3) Generation TX San Antonio focused on college-going culture

P16Plus supports Early Childhood and K-12 improvements

Kindergarten Readiness and 3rd Grade Reading/Math proficiency outcomes chosen

P16Plus.org launched

**2011**

Strategic planning results in collective impact model

Education data indicators for cradle to career established

P16Plus Council approves Pre-K through 3rd Grade Strategy

Council supports Pre-K 4 SA initiative

Josue Robles appointed 2nd Chairman

**2012**

90 stakeholders convene to focus on Pre-K through 3rd Grade

Create Pre-K Options, Expand Literacy & Numeracy, and Increase Parent Awareness & Engagement

P16Plus designated Lead Education Partner for SA2020

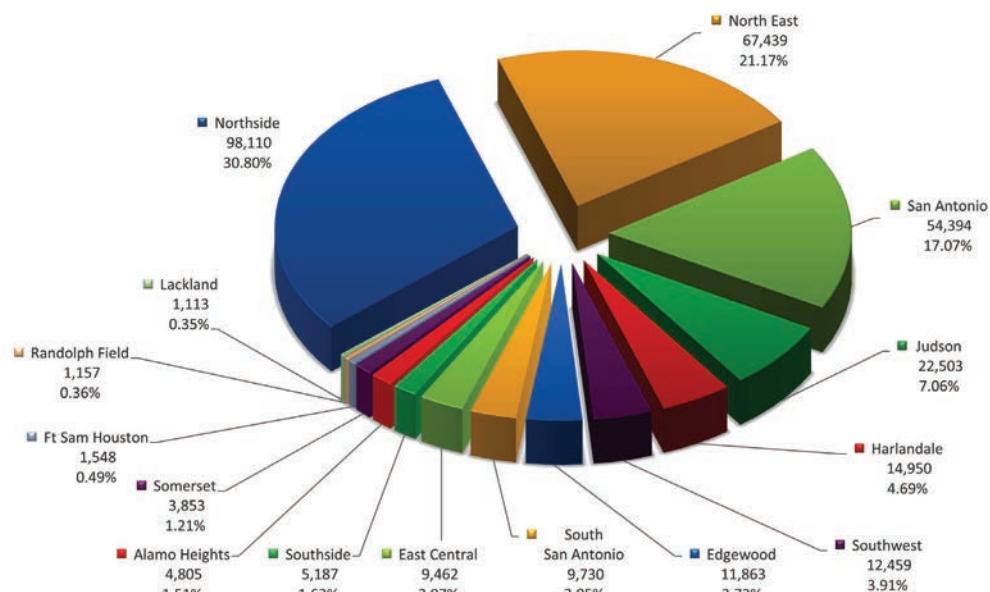
Created an Asset Mapping process for education-related organizations

## OVERVIEW

The P16Plus Council of Greater Bexar County serves as the backbone organization and facilitator for groups and schools committed to producing excellent student outcomes. We adopted a STRIVE\* collective impact model that calls for working with community partners to accomplish and tackle common community challenges.

### 2011-2012 October Enrollment

By District Bexar County 15 ISDs Total: 318,573



<sup>†</sup>The Texas Education Agency (TEA).

\* To learn more about the national STRIVE Cradle to Career Network, visit them at [www.strivenetwork.org](http://www.strivenetwork.org).

### Our growing community network currently includes:

- 15 Independent Public School Districts
- 11 Public and Non-Profit Colleges/Universities
- 40 Non-Profit Organizations
- 20 Businesses
- 10 Foundations
- City of San Antonio



## OVERVIEW CONTINUED

P16Plus recognizes the need for children to learn and develop academic skills each year that prepare them for the next school year through curriculum alignment. We facilitate and assist with all aspects of local systemic change by working with our educational partners. We focus on Pre-K to lifelong learning to create the most productive, engaged community and workforce for all of Bexar County.

According to the U.S. Census of June 2012, San Antonio ranked third nationally in population increase from April 1, 2010 to July 1, 2011. In that time period, our city's population increased by 32,152 people, for a total population of 1,359,758.<sup>2</sup> The latest Census data (2011) also tells us that more than 60% of people in San Antonio are Hispanic, compared to nearly 17% of the U.S.

As the national Hispanic population continues to grow, Texas is no exception. We have seen an increase in the number of Hispanic students across the 15 public ISDs in Bexar County.

- Hispanic 72%
- White 17%
- African-American 7%<sup>4</sup>

According to 2011 Texas Education Agency data, 65% of Bexar County students are "Economically Disadvantaged" and are eligible for free and reduced lunches or other public assistance<sup>5</sup>.

Education contributes to the development of a successful economy and high-quality workforce. P16Plus directs all our resources to paving a path to that future for all children from birth and beyond.



**“The education of  
a child is a many-  
faceted journey.”**



## OUR FOCUS – Five Strategic Goals

In order to accomplish systemic change, we have focused on five strategic goals to guide our work.

**Goal 1** *Ensure Organizational Strength*

**Goal 2** *Prepare Every Child for School (15 ISDs)*

**Goal 3** *Create Academic Success for Every Child*

**Goal 4** *Establish “San Antonio is Our Classroom” Program*

**Goal 5** *Facilitate Greater Alignment within Educational Systems*



## Goal 1: Ensure Organizational Strength

The educational journey for a child begins long before he or she steps inside a classroom, and it extends beyond the graduation stage. Directing that child along the right path and ensuring that each student stays on track requires collaboration with key stakeholders.

Our organizational strength is enhanced by the community network P16Plus has created. Collectively, the partners focus on areas within the *Milestones to Educational Success* model. We collaborate with our network to *align* efforts to meet specific educational outcomes for students and track indicators along the way to ensure success.

Adapted from the STRIVE Cincinnati Milestones Model, the P16Plus *Milestones to Educational Success* framework illustrates where critical gaps can occur. We focus on key transition areas in a child's academic progression from Pre-K and beyond. The cradle to career education vision incorporates a student's successful path with critical academic benchmarks (★), family relationships and community support milestones (❤). The education of a child is a many-faceted journey.

### Milestones to Educational Success

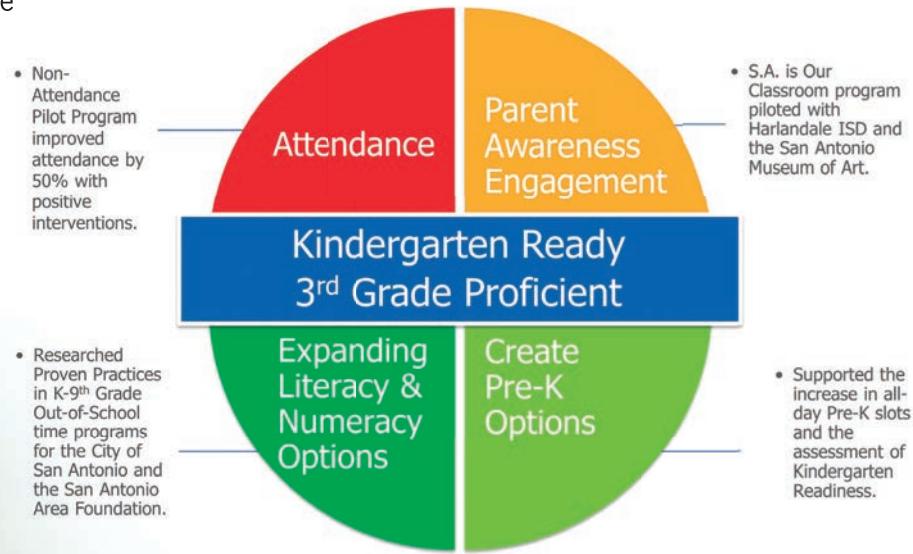
Critical Gaps & Key Transition Points ➔



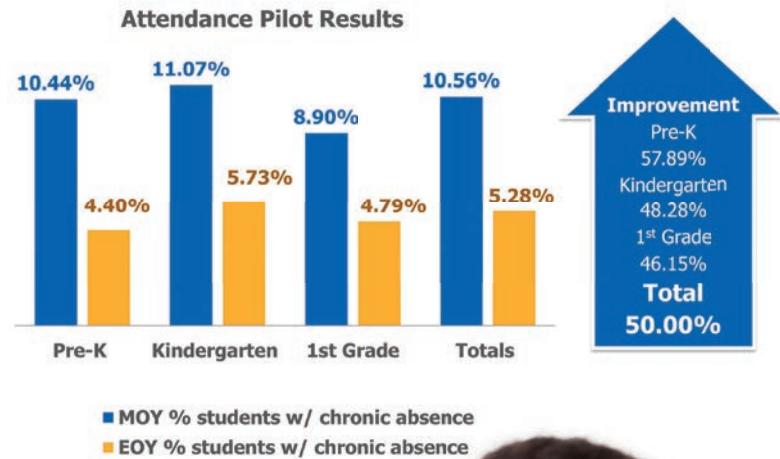
<sup>6</sup>Milestones adapted from Strive Cincinnati.

## Goal 2: Prepare Every Child for School (15 ISDs)

Every successful collaborative model requires a solid foundation of strategic partners. To date, more than 90 community partners have come together to champion student outcomes. With Kindergarten Readiness and 3rd Grade Proficiency in reading and math as the desired outcomes, the group identified four key areas in the Pre-K through 3rd Grade Strategic Plan as depicted to the right.



**“Every successful collaborative model requires a solid foundation of strategic partners.”**



## Chronic Non-Attendance Pilot Program

P16Plus, Communities In Schools and representatives from 3 ISDs on 12 elementary school campuses launched a pilot program in Spring 2012 to improve attendance in the earliest grades where patterns of behavior form. Chronic non-attendance is defined as missing 10% or more of scheduled school time.

MOY: Middle Of the Year  
EOY: End Of the Year



A close-up portrait of a young African American boy with short dark hair. He is wearing a light blue, white, and grey horizontally striped t-shirt. He is looking directly at the camera with a neutral expression. The background is blurred, showing what appears to be a classroom or library setting with other children and books.

**“What dreams  
and aspirations  
do you have for  
your child?”**

## What We Learned

By utilizing positively-phrased questions such as “What dreams and aspirations do you have for your child?” and problem solving with parents, we were able to achieve a significant improvement in attendance. The pilot revealed common barriers that contributed to absenteeism, such as: 1) understanding the importance of regular attendance, 2) asthma management, and 3) transportation.

Out of 852 students, 90 students were identified as chronic non-attenders in the middle of the year (MOY), and by the end of the year (EOY), 50% of those students were attending school regularly in Pre-K, Kindergarten and 1st Grade.

## The Future

Encouraged by the results of the pilot, P16Plus and Communities In Schools are expanding the chronic non-attendance focus to 6 ISDs on 30 elementary school campuses. We will work with these schools to address bus transportation and safety issues. We will continue to help parents understand the importance that attendance has on math, proficiency in reading by 3rd Grade and graduating from high school. We will assist in identifying resources to help parents deal with asthma and other health issues.

## Kindergarten Readiness

To gage the readiness of currently-enrolled Kindergarten students in San Antonio, we require a standard, common assessment tool that can be used across all 15 ISDs. P16Plus partnered with United Way of San Antonio and Bexar County to pilot the Early Development Instrument (EDI). Edgewood, Harlandale and San Antonio ISDs participated.

The assessment, administered by Kindergarten teachers at each participating campus, measured each child’s developmental competencies in five areas: Physical Health and Well-being; Social Competence; Emotional Maturity; Language and Cognitive Development; and Communication Skills and General Knowledge.

In 2012, an assessment of approximately 3,500 children revealed that less than 30% were Kindergarten ready or prepared in the Language and Cognitive Development area.<sup>7</sup> These results stress the importance of early childhood and Pre-K instruction across all ISDs, but especially among districts with high socio-economic needs.

Plans currently call for administering the EDI in 4 ISDs in 2013 and across all 15 ISDs over a four-year timeframe. Once fully implemented in Bexar County, this EDI will produce valuable data to align early education instruction to meet the needs of our children and provide targeted resources to prepare young learners.

## Goal 3: Create Academic Success for Every Child

San Antonio citizens voiced the importance of education and chose education as one of the 11 top priorities for the City of San Antonio's visioning process, SA2020, available at <http://www.sa2020.org>.

As the Lead Education Partner for SA2020, P16Plus has identified key strategic partners committed to changing outcomes in Pre-K through 3rd Grade students. In the 15 ISDs, 35% of all students (112,823) were enrolled in Pre-K through 3rd Grade for the year 2011-2012<sup>9</sup>.

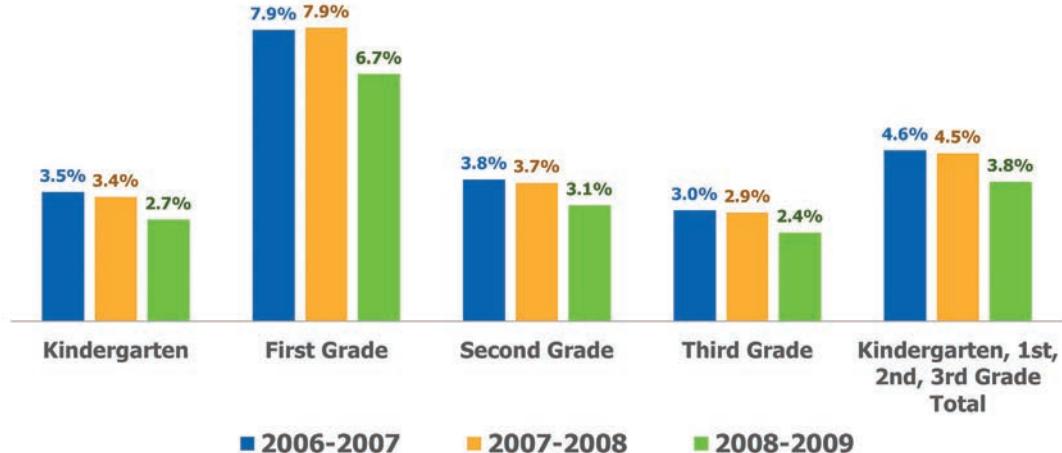
We chose to focus on this age group because data reveals that an alarming number of students in Bexar County are not Kindergarten ready. When this occurs, children fail to read at grade level and require recurring interventions to improve their skills.

A method to determine readiness is to analyze retention rates in Kindergarten through 3rd Grade. There is a direct impact on performance in subsequent elementary and middle school years.

Retention data is an indicator of how prepared children are for school and how the interventions are working to improve the child's academic success. Below are the Retention Rate Trends for Kindergarten, 1st Grade, 2nd Grade and 3rd Grade from academic years 2006 – 2009 for 15 ISDs in Bexar County.

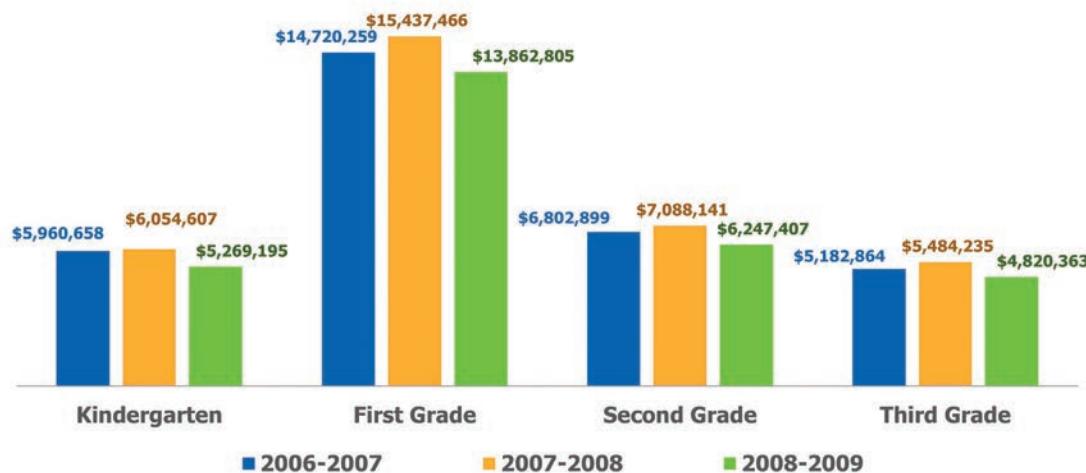
**Bexar County 15 ISDs Selected Grades**

Retention Rate Trends



<sup>9</sup>The Texas Education Agency (TEA).

## Bexar County 15 ISDs Estimated Cost of Retention



<sup>8</sup>The Texas Education Agency (TEA).

Economic and academic hardships not only affect the student but they also impact the schools. With budgets being stretched in every school district, the financial burden of retention needs to be considered.

## Savings

The good news is that Bexar County's 15 ISDs have been making significant improvements in the number of students who must repeat a grade, saving the local taxpayers—during the school year 2006 – 2008—\$2.5 million dollars.<sup>8</sup>

**“In the 15 ISDs, 35% of all students (112,823) were enrolled in Pre-K through 3rd Grade for the year 2011–2012.<sup>9</sup>”**

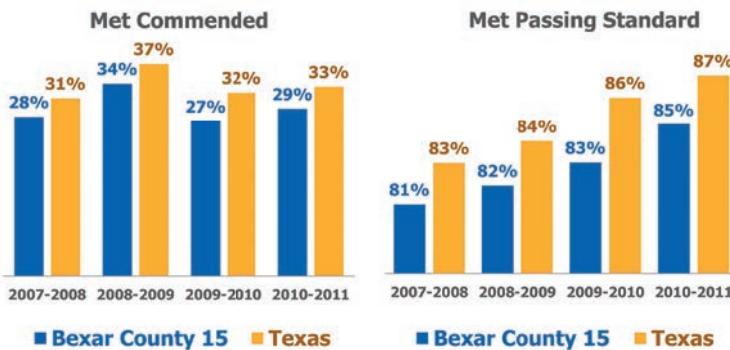


## Third Grade Proficiency

P16Plus is concerned about “scaffolding”—aligning important academic milestones such as 3rd Grade proficiency in reading and math. Long-term outcomes are not favorable for students who perform poorly on standardized testing and who are not performing at grade level by 3rd Grade.

### Bexar County 15 ISDs 3rd Grade Math TAKS Results

Trends in Rates of Meeting Commended and Passing Standards

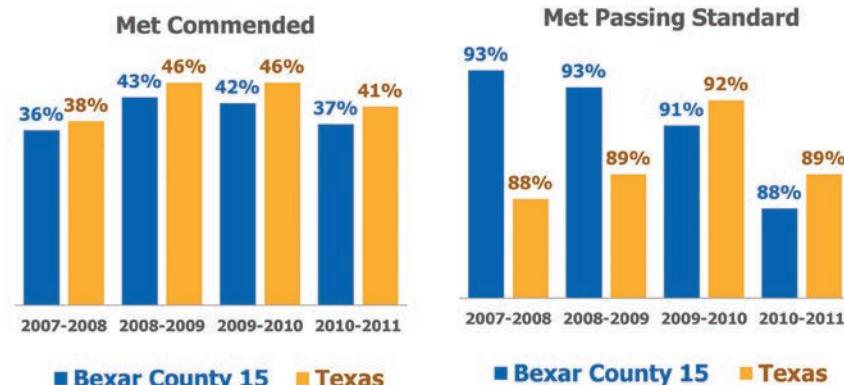


<sup>10</sup>The Texas Education Agency (TEA).

**“One in six children who are not reading proficiently in 3rd Grade do not graduate from high school on time... four times the rate for children with proficient 3rd Grade reading skills.<sup>11”</sup>**

### Bexar County 15 ISDs 3rd Grade Reading TAKS Results

Trends in Rates of Meeting Commended and Passing Standards



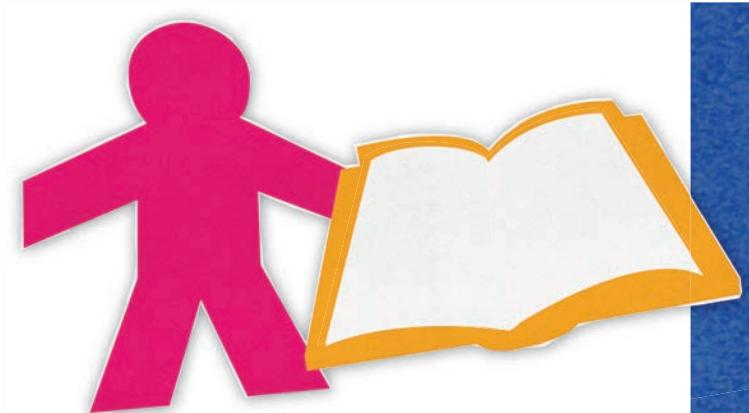
<sup>10</sup>The Texas Education Agency (TEA).

The 15 ISDs in Bexar County have been working diligently to improve the Passing and Commended Rates by 3rd Graders on the state-mandated Texas Assessment of Knowledge and Skills (TAKS) test as demonstrated in the charts on this page. Schools are reported as “Met” or “Passing” when students pass the test, while “Commended” scores refer to students who perform at the highest level on the test.<sup>10</sup> As indicated, Math TAKS results have improved from 2007 – 2010. Unfortunately, Reading TAKS results have declined 5% from 2007 – 2010. P16Plus actively monitors the state assessment results as they are closely aligned with the achievement of college and career readiness indicators for students.



## Out-of-School Time Initiatives

Enriching out-of-school time programming promotes student outcomes and improves quality-of-life issues for families. P16Plus researched and documented best practices with proven results in out-of-school time for Kindergarten – 9th Grades by partnering with the City of San Antonio’s Department of Human Services and the San Antonio Area Foundation. Out-of-school time programs that closely partner with schools to customize the academic opportunities for each child are very successful in creating positive outcomes in and out of school.

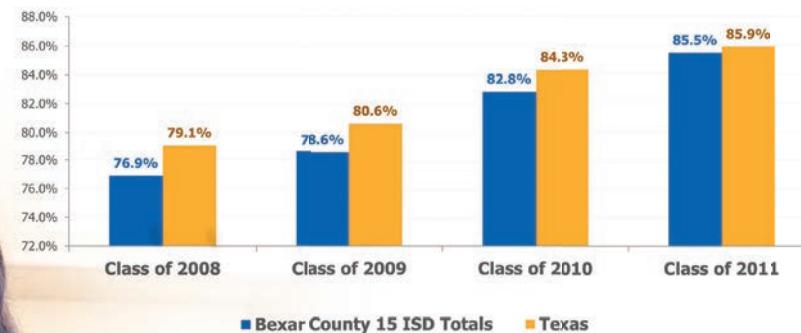


## Completion

With ongoing fiscal concerns, timely graduation of students becomes critical. Identifying students at risk of dropping out of school and putting interventions in place earlier rather than later can increase the number of students who graduate from high school in four years; thereby, saving money.

A student who is economically disadvantaged or struggles with reading or math in elementary and middle school is more likely to struggle to graduate from high school within four years. The 15 ISDs have improved four-year high school graduation rates, and the results show an 8.6% increase from 2008-2011 to reach 85.5%.

**Trends in 4 Year "On Time" High School Graduation**  
Rates for Bexar County 15 ISDs and Texas



<sup>11</sup>The Texas Education Agency (TEA).



## College Degree Attainment

Though many students are attending colleges and universities, there is a need to increase post-secondary attainment (certificates, associate's, bachelor's and master's degrees) to 50% of adults who are 25 years or older by 2020.

The number of degrees must increase over 2% **each year** until the year 2020 to reach the 50% target, assuming no growth in population.<sup>13</sup>

P16Plus works with partners such as Generation TX San Antonio, the San Antonio Education Partnership and cafécollege to increase programming that improves SAT scores and prepares students for post-secondary education.

P16Plus is seeing results in areas such as four-year graduation rates, completion rates and more students accessing post-secondary institutions.

However, students attaining certificates, associate's and bachelor's degrees are taking longer to graduate, and college readiness is at the core of the issue. This is represented by the 15 ISDs' mean score for SAT of 932, compared to the expected college readiness score for the nation of 1100.<sup>14</sup>

### % Associates Level or Higher Trends

Highest Level of Education Completed 25 years or older

Geography	2006	2007	2008	2009	2010	2011
United States	34.4	34.9	35.2	35.4	35.7	36.3
Texas	30.9	31.3	31.7	31.6	32.2	32.9
Bexar County	30.8	31.3	31.1	31.2	33.2	33.8
<b>San Antonio</b>	<b>29.7</b>	<b>30</b>	<b>29.5</b>	<b>29.7</b>	<b>30.7</b>	<b>31.7</b>



<sup>13</sup>City of San Antonio, SA2020, US Census.



## How does this impact San Antonio?

We need to accelerate the process of degree completion if we are going to meet the demands of our growing economy. According to a recent report on college attainment from the Lumina Foundation, the need for skilled workers in Texas with college degrees will escalate with great intensity.

"Between now and 2018, Texas will need to fill 4 million vacancies resulting from job creation, worker retirements and other factors. Of these job vacancies, 2.2 million will require post-secondary credentials."<sup>15</sup>

Simply put, in order for San Antonio to be known as a world-class city and the hub for innovation, we need to produce a qualified workforce.



## Goal 4: Establish “San Antonio is Our Classroom” Program

### Parent Awareness and Engagement

Our very first program “San Antonio is Our Classroom” arose from the need for families to become active participants in their child’s learning and development. This program will introduce economically disadvantaged and English language learning families to local venues that support education beyond the classroom and lifelong learning.

We conducted our pilot project for “San Antonio is Our Classroom” in May 2012. In it, we introduced Harlandale ISD families and their first grade children from Columbia Heights and Gilbert elementary schools to the San Antonio Museum of Art (SAMA). The project involved two events with guided activities at the museum for the 250 participants. The activities reinforced prior classroom instruction and aligned with the Texas Essential Knowledge and Skills.

Following these events, we administered surveys to the participants. From the data we collected, we learned that 81.5% of the participating families had never visited SAMA and that 81% of the families asked to be placed on a mailing list for future events. Of those children we surveyed, 100% reported having fun and learning something new.<sup>16</sup> This positive feedback confirmed the value of extending the program to other schools in the Harlandale ISD and to other districts.

“San Antonio is Our Classroom” can be easily replicated with other venues and schools. Additional city partners collaborating with P16Plus to expand the program include H-E-B, the San Antonio Public Library and the San Antonio Children’s Museum.



Photo courtesy of San Antonio Museum of Art

## Goal 5: Facilitate Greater Alignment within Educational Systems

### Establishing a Network of Systems

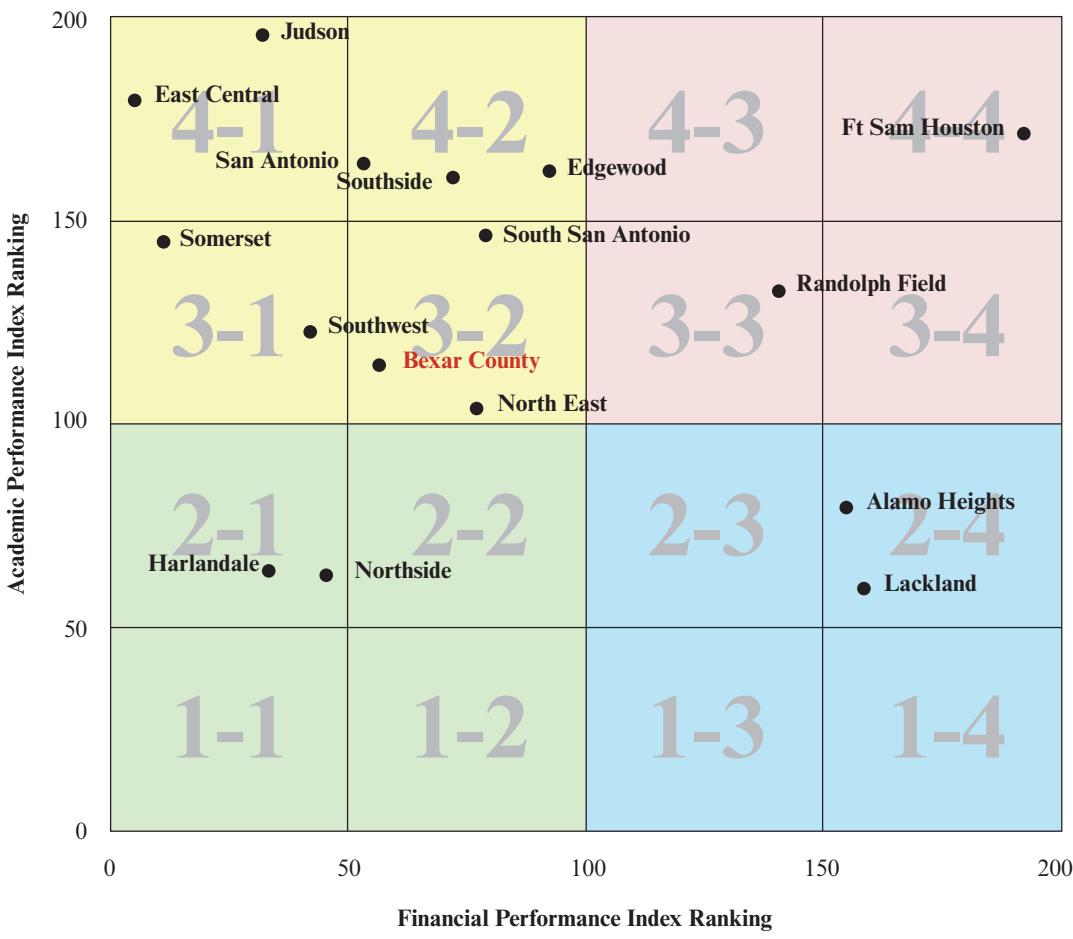
Since 2009, P16Plus has developed a network of data in Bexar County schools by providing Education Resource Group (ERG) software to many independent public school districts.

Using the analytics within the ERG system, Quadrant 1-1 reflects the highest ratings and Quadrant 4-4 reflects the lowest ratings. Based on results and demographic adjustments, the Harlandale, Northside, Alamo Heights, and Lackland ISDs received the top four overall rankings on the basis of their financial management and academic success.

A representative sample adapted from an ERG report

Education Resource Group, Inc.  
Academic and Financial Performance Management Review

ERG District Performance Matrix



<sup>17</sup>Education Resource Group (ERG).

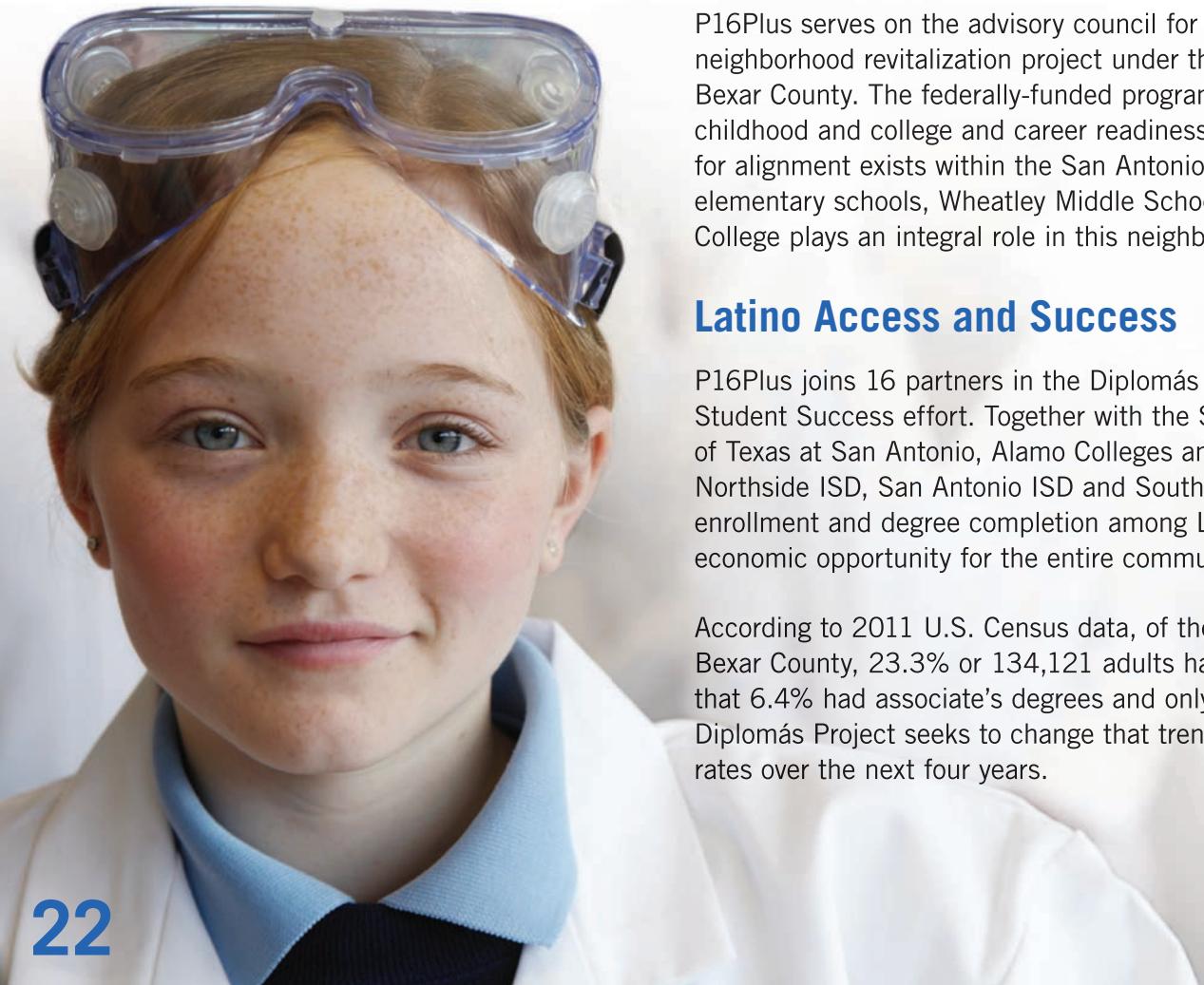
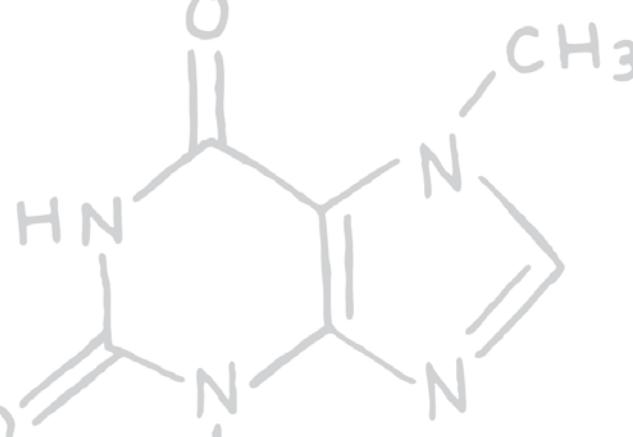
## Alignment from Middle School Through College

P16Plus, Harlandale ISD, the University of Texas at San Antonio, the Alamo Colleges, and the Education Service Center, Region 20 have convened to create an Academic Vertical Alignment Training and Renewal (AVATAR) network. The AVATAR pilot project seeks to align math and English language arts curricula across middle school, high school and college to support students' college and career readiness. By preparing students for a seamless transition and completion into higher education, the alignment network seeks to decrease the need for post-secondary developmental coursework.

The project's initial focus will be to align College Algebra. We know that students must be successful in higher level math classes if they are to succeed in college. Unfortunately, many students fail to develop a solid math foundation, so high school graduates find themselves unprepared to succeed in higher-level college math classes required by some majors.

The members of the AVATAR network are committed to instructional alignment and the modeling of discipline-specific courses to promote successful transitions across all academic levels and in career. Once the pilot is proven successful, other school districts will be encouraged to implement similar alignment.





## STEM Support

P16Plus promotes student success in algebra through professional development for teachers. We support efforts to increase science, technology, engineering and mathematics (STEM) programs and curriculum by collaborating with the San Antonio Math and Science Education Coalition (SAMSEC). Approval of Advanced Placement (AP) high school courses for college credit is one of SAMSEC's hallmark achievements.

## Community Coalitions

P16Plus serves on the advisory council for the Eastside Promise Neighborhood (EPN), a neighborhood revitalization project under the direction of the United Way of San Antonio and Bexar County. The federally-funded program brings much needed resources to improve early childhood and college and career readiness within a specific geographic area. A crucial need for alignment exists within the San Antonio ISD cluster of Bowden, Washington and Pershing elementary schools, Wheatley Middle School and Sam Houston High School. St. Philip's College plays an integral role in this neighborhood-based initiative.

## Latino Access and Success

P16Plus joins 16 partners in the Diplomás Project, a Lumina Foundation funded Latino Student Success effort. Together with the San Antonio Education Partnership, the University of Texas at San Antonio, Alamo Colleges and four public school districts: Harlandale ISD, Northside ISD, San Antonio ISD and Southwest ISD, our coalition seeks to boost college enrollment and degree completion among Latinos by 9% by 2015—thereby, enhancing economic opportunity for the entire community.

According to 2011 U.S. Census data, of the 576,032 Hispanics, 25 years and over living in Bexar County, 23.3% or 134,121 adults had some college and no degree. The data showed that 6.4% had associate's degrees and only 14.1% had bachelor's degrees or higher.<sup>18</sup> The Diplomás Project seeks to change that trend by improving Latino college-going and completion rates over the next four years.

## Data-driven Infrastructure

Literally and figuratively, P16Plus is data-driven. Currently, we are pioneering a student program and services mapping process. The asset mapping effort will allow us to gather information about programs and services contributing to the achievement of academic and attainment benchmarks established by the SA2020 process and by P16Plus. Using the data, we will map entities and their services to age and grade categories from Pre-K through college on an open-source platform and make the resource available to the community.

Over 300 surveys were distributed to all 15 Bexar County Independent School Districts, the 11 major colleges and universities in San Antonio, and about 200 local nonprofits that provide services to families and children.

We intend for the asset mapping process to give families and funders a snapshot of the cradle to career services available—parent training, afterschool care, mentoring, tutoring, and career and college-readiness services—across our city.

Look for the asset mapping process results and updates on our website, [www.p16plus.org](http://www.p16plus.org).





## Middle Grades and Beyond

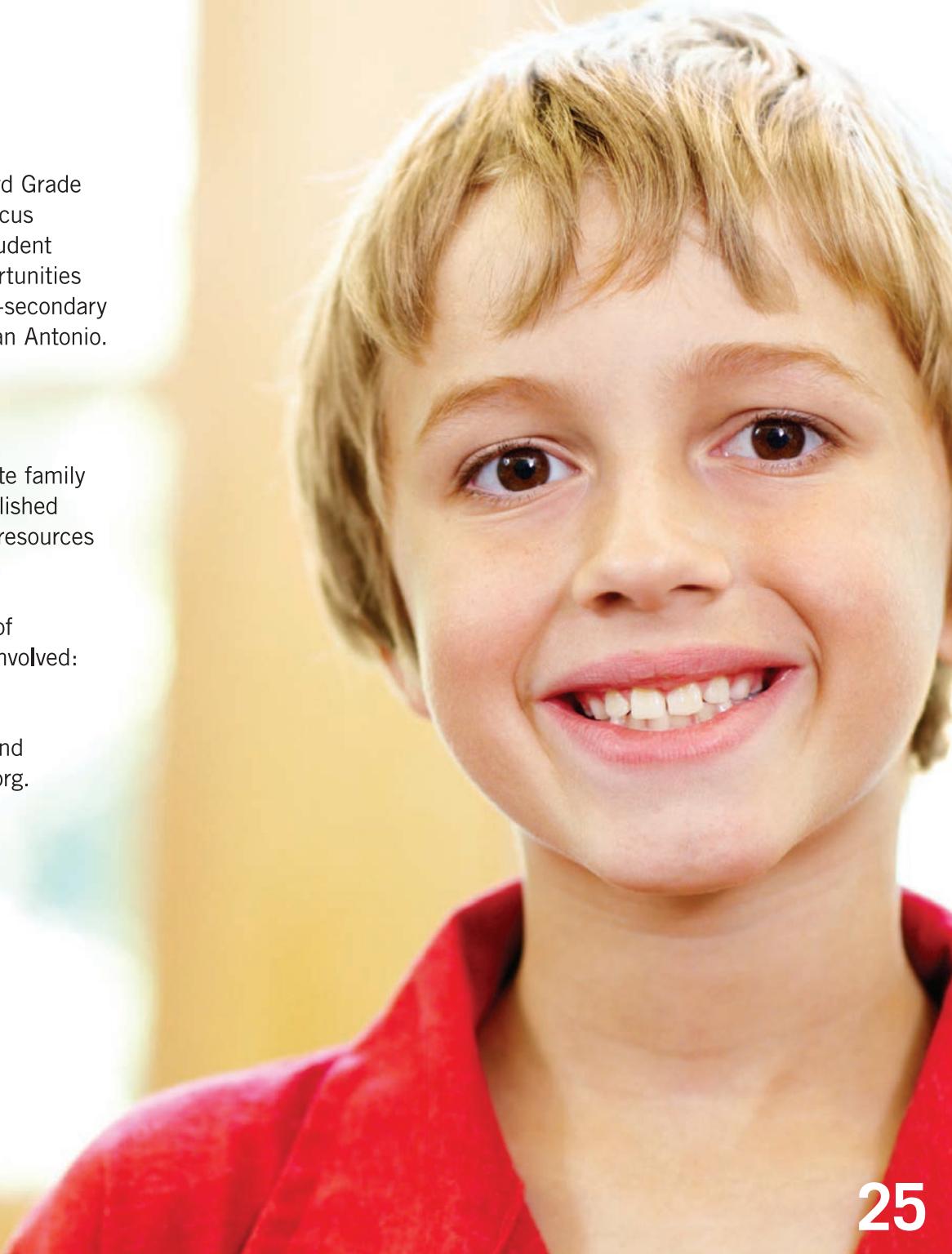
P16Plus will continue to focus on early learning through 3rd Grade in 2013. However, we recognize the need to expand our focus on 4th through 8th Grades as the next critical stage for student achievement. P16Plus will continue to collaborate on opportunities that address high school graduation in four years and post-secondary attainment and completion to meet workforce needs for San Antonio.

## Get Involved

P16Plus encourages public support for programs that create family engagement and foster lifelong learners. We support established partnerships that lead to successful outcomes by aligning resources and working together.

Share your enthusiasm for education by taking advantage of volunteer opportunities. Visit the SA2020 website to Get Involved: at [www.sa2020.org/volunteers/](http://www.sa2020.org/volunteers/).

To read updates on education in Bexar County, find data and resources, or to donate, visit our website at [www.p16plus.org](http://www.p16plus.org).



# Over 90 Strategic Network Partners Are Working with P16Plus to Implement a Collective Impact Effort

*Impacting Change in Education*



Bank of America.



United Way of San Antonio  
and Bexar County



ALAMO  
COLLEGES



VICKREY & ASSOCIATES, INC.  
CONSULTING ENGINEERS  
CIVIL • ENVIRONMENTAL • SURVEY



# Strategic Partners – Pre-K Through 3rd Grade

The purpose of the Strategic Partners is to develop a comprehensive community strategy for educational success for 3-8 year old children (Pre-K – 3rd Grade) and to identify specific actions, measurements, funding, implementation and ways to communicate within the community (Bexar County).

## Strategic Partners – Pre-K – 3rd Grade Leaders

James R. Adams Bartell	Advisory Committee Chairman
Zachry	P16Plus Council of Greater Bexar County
Dr. Brian Gottardy	Superintendent, North East ISD
Harvey E. Najim	Chairman, Sirius Computer Solutions
Norma Martinez Lozano	Strategic Partners Chairman
Dr. Shari Becker Albright	Strategic Partners Vice-Chairman

Nancy Hard	Family Services Association
Pamela Toman	San Antonio Literacy - SA Reads
Vanessa Lacoss Hurd	San Antonio Children's Museum
Emily Jones	San Antonio Museum of Art
Katie Erickson	San Antonio Museum of Art
Kasi Cox	United Way of San Antonio and Bexar County; Eastside Promise Neighborhood
Toni Van Buren	United Way of San Antonio and Bexar County; Eastside Promise Neighborhood
Henrietta Munoz	United Way of San Antonio and Bexar County; Eastside Promise Neighborhood
Elizabeth Arevalo	United Way of San Antonio and Bexar County; Eastside Promise Neighborhood
Jenny Garcia	United Way of San Antonio and Bexar County; Eastside Promise Neighborhood
Katie Pace	United Way of San Antonio and Bexar County
Susan Ashmore	Workforce Solutions Alamo

## Strategic Partners – Universities and Colleges

Dr. Shari Becker Albright	Trinity University
Ana DeHoyos O'Connor	Alamo Colleges
Tivy Whitlock	Alamo Colleges
Dr. Harriett Romo	The University of Texas at San Antonio

## Strategic Partners – City of San Antonio

Jeanne Russell	Mayor's Office – Education Policy Advisor
Gloria Hurtado	City of San Antonio
Rebecca Flores	City of San Antonio
Melody Woosley	City of San Antonio

## Strategic Partners – Business and Foundations

Allison Sadler	Bank of America
Liz Tullis	Bank of America
Nikki Salzillo	Bank of America
Kate Rogers	H-E-B – Read3 Initiative
Megan Kromer	Kronkosky Charitable Foundation
Debra Salge	Raise Your Hand Texas
Miriam Goldberg	Raise Your Hand Texas
Tracey Ramsey Bennett	San Antonio Library Foundation
Lacey Floerke	San Antonio Library Foundation

## Strategic Partners – Non-Profits

Rebecca Cervantez	AVANCE-San Antonio
Jessica Weaver	Communities In Schools
Rufus Samkin	Communities In Schools

## Strategic Partners – Public Independent School Districts

Dr. Jose Cervantez	Edgewood ISD
Erlinda Rodriguez	Edgewood ISD
Robert Jaklich	Harlandale ISD
Kathy Bruck	Harlandale ISD
Patti Castellano	North East ISD
Terri Chidgley	North East ISD
Pat Mesquiti	Northside ISD
Lynda Reyes	Northside ISD
Pat Reyes	Northside ISD
Linda Mora	Northside ISD
Dr. Sylvester Perez	San Antonio ISD
Mikel Brightman	San Antonio ISD
Hilda Salas	San Antonio ISD
Theresa Balderas	Somerset ISD
Arlene Williams	Southwest ISD

## Strategic Partners – P16Plus Council Staff

Judy K. McCormick	Executive Director
Barbara L. Stevens	Office Manager
Cynthia D. Villafranco	Communications Specialist
Theresa M. Diaz	Data Analyst
Carol Mendenhall	Consultant

## P16Plus Progress Report 2012 Sources & Endnotes

### Endnotes:

<sup>1</sup>The Texas Education Agency (TEA). (2011-2012) The Public Education Information Management System (PEIMS) Standard Reports. Enrollment by grade by district. Available at: <http://ritter.tea.state.tx.us/adhoc rpt/>. Retrieved November 2012.

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<sup>6</sup>Milestones Adapted from Strive Cincinnati. Available at: <http://www.strivetogether.org/>.

<sup>7</sup>McMaster University. (2012) A Snapshot of Young Children's Development, San Antonio, Texas, results of EDI assessments. UCLA Center for Healthier Children, Families and Communities in partnership with United Way Worldwide. McMaster University, The Offord Centre for Child Studies. More information at <http://earlylearningtexas.org/tccsr.aspx>

<sup>8</sup>Notes: Retention refers to students not advanced to the next grade. Numbers may not be exact due to FERPA masking. Due to the complexities of Texas Formula Funding, costs are estimated using Total Actual Operating Expenditures Per Pupil (TEA Code DPFEAOFPK) times number of students retained. District grade level retention trends, cost, and cost savings calculated by using raw data, definitions, and formulas available from The Texas Education Agency (TEA). Accountability Research and Performance Reporting Division, available at: [http://www.tea.state.tx.us/acctres/home\\_index.html](http://www.tea.state.tx.us/acctres/home_index.html) and The Performance Reporting Division, available at: <http://www.tea.state.tx.us/perfreport/>. Retrieved October 2012.

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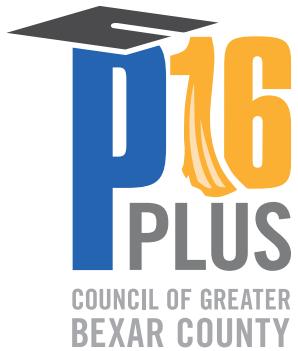
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**P16 Plus Council of Greater Bexar County**  
1142 E. Commerce, Suite 200  
San Antonio TX, 78205  
210.871.3642

*[www.p16plus.org](http://www.p16plus.org)*

Printing funded by the generosity of  
the Ewing Halsell Foundation