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LETTER TO THE COMMUNITY

The P16Plus Council and Staff are pleased to present our Community Impact Report Card for the school year 2015-2016. Using data is a way for us to reflect on how our community is supporting our students. We measure outcomes to hold ourselves accountable for the success of our efforts in helping all children succeed. We use data to help the community identify the greatest needs and gaps and to identify bright spots and promising practices. Once the challenges and solutions have been identified, our collective work is to bring the solutions to scale to help more students.

P16Plus is committed to the highest standards in data use and interpretation as agreed upon by the P16Plus Data Support Council. We believe in the importance of data and that we must reflect the context surrounding them. For our work, we believe the challenges our students face are greater than any one city, district or school—they are community-wide challenges. We need to acknowledge the assets each group brings as well as the incredible and unique challenges they face. To do so, P16Plus displays the community-level data with disaggregation by race/ethnicity and gender whenever available on our website. As P16Plus indicators reflect our overall success, we show data over multiple years to better identify trends.

As a Sustaining Member of the StriveTogether Network, P16Plus has enthusiastically accepted the challenge of being a cradle-to-career collective impact organization. The initiatives Diplomás and My Brother’s Keeper San Antonio continue to focus on closing gaps. Diplomás is focused on Latino student success in higher education and My Brother’s Keeper San Antonio is focused on providing opportunities for men and boys of color. Both initiatives are progressing and contribute to the improvement of the overall indicators for education.

We appreciate the support of our community and thank all of our partners for their leadership and continued engagement in our work at P16Plus.

Sincerely,

Judy K. McCormick
Executive Director
BEXAR COUNTY OVERVIEW

327,569 PK-12 students

15 independent school districts

64% economically disadvantaged

12% English language learner (ELL) students

10% special education students

ETNICITY OF BEXAR COUNTY STUDENTS

Total Student Enrollment in Bexar County

Northside ISD 105,110
North East ISD 67,779
San Antonio ISD 53,069
Judson ISD 23,286
Harlandale ISD 15,086
Southwest ISD 13,692
Edgewood ISD 11,293
East Central ISD 10,087
South San Antonio ISD 9,854
Southside ISD 5,587
Alamo Heights ISD 4,824
Somerset ISD 3,994
Fort Sam Houston ISD 1,585
Randolph Field ISD 1,358
Lackland ISD 965

Source: Texas Education Agency Student Enrollment and Program Reports 2015-16
## P16PLUS INITIATIVES

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Status</th>
<th>Improvement in % points since 2011-12</th>
<th>Improvement in % points since 2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten Readiness</td>
<td>24% of students were very ready for kindergarten</td>
<td>↑ 2%*</td>
<td>- 0%</td>
</tr>
<tr>
<td>Third Grade Reading</td>
<td>40% of students met grade level performance</td>
<td>↑ 5%</td>
<td>↑ 4%</td>
</tr>
<tr>
<td>Eighth Grade Math</td>
<td>28% of students met grade level performance</td>
<td>↓ 1%</td>
<td>↓ 2%</td>
</tr>
<tr>
<td>High School Graduation</td>
<td>90% of adjusted cohort graduated in four years**</td>
<td>↑ 5%</td>
<td>↑ 1%</td>
</tr>
<tr>
<td>Post-Secondary Enrollment</td>
<td>47% of graduates enrolled in TX post-secondary institutions</td>
<td>↓ 3%</td>
<td>↓ 2%</td>
</tr>
<tr>
<td>Post-Secondary Attainment</td>
<td>38% of 25-34-year-olds have a certificate or above</td>
<td>↑ 2%</td>
<td>- 0%</td>
</tr>
</tbody>
</table>

* baseline year for Kindergarten Readiness is 2013

** met goal for 2020

Sources and definitions are located on page 20.
DATA OVERVIEW

The P16Plus Council of Greater Bexar County (P16Plus) uses the StriveTogether collective impact framework to effect cradle-to-career change in Bexar County. As data is an essential part of the framework, P16Plus has built capacity in education-related data services.

P16Plus Data Capacity:

- **Strong district and higher education relationships:** P16Plus has built trust with school districts and higher education institutions, which have representation on the P16Plus Board of Directors and Data Support Council. Five school districts share data with P16Plus to support continuous improvement efforts.

- **Expertise in public data sources:** P16Plus works directly with the Texas Education Agency, Texas Higher Education Coordinating Board, and other official sources of data to provide trusted measures with which to learn what works for students.

- **Data Support Council:** Education data specialists from seven school districts, four institutions of higher education and multiple community-based organizations review and provide guidance on P16Plus data initiatives.

- **StriveTogether affiliation:** Since 2014, P16Plus has been evaluated by the StriveTogether national network of collective impact organizations as having met all benchmarks to become a “Sustaining” member, the second-highest level designation currently available to StriveTogether members.

- **Continuous Quality Improvement:** Experience providing tools and resources that allow partners to use data to learn what’s working.

- **P16Plus data team:** Specializes in sourcing, analyzing, and reporting data to facilitate the continuous improvement and scaling of education-related initiatives.

P16Plus data supports the following partnerships:
KINDERGARTEN READINESS

OUR GOAL
The goal for kindergarten readiness is pending community input through the ReadyKidSA Children’s Agenda.

CORE INDICATOR
Kindergarten readiness is measured by the Early Development Instrument (EDI), assessed through the United Way of San Antonio and Bexar County and analyzed by CI:Now.

The kindergarten readiness indicator is defined as the rate of students tested who were “very ready,” or scored above the 75th percentile nationally, in at least four out of five domains: physical health and well-being, social competence, emotional maturity, language and cognitive skills, and communication skills and general knowledge. In San Antonio, 24% of kindergarten students assessed were deemed very ready in at least four domains. For more details regarding passing rates by domain, visit www.p16plus.org/results.

WHY THIS MATTERS
Being ready for school is an important first step in the cradle-to-career continuum. Children’s academic and attention skills upon entering school are correlated with academic achievement in later grades. Research from Maryland shows that students who score higher in kindergarten readiness have higher scores on math and reading tests in third grade.¹

OUR INITIATIVES

ReadyRosie

In September 2014, the Birth through Third Grade Action Network began providing an affordable parent and family engagement tool called ReadyRosie to the parents engaged by network partners. ReadyRosie is a mobile tool that is focused on equipping families and caregivers of 0-8 year olds with 1-2 minute videos that are sent to their phone or computer.

The literacy- and numeracy-based content, available in English and Spanish, gives families, caregivers and educators access to resources they need to help children prepare for Kindergarten. Families and children watch the video, do the activity that is modeled and learn to make every moment “a teachable moment.” The fun videos focus on the skills needed to help children learn to read and write. Over 14,000 families in San Antonio utilize ReadyRosie.

In July 2015, the Birth through Third Grade Action Network convened to discuss strategies for ReadyRosie. The network agreed to aim for city-wide implementation by inviting new key partners and enlisting the support of philanthropic organizations. With the change in state funding, schools are allowed to request funding for parent engagement tools. Once funding is approved by the state, the independent school districts are leading the expansion of the use of technology including ReadyRosie.

Birth through Third Grade Action Network

P16Plus facilitates a collaborative action network of more than thirty members focused on outcomes for children from birth through third grade. Cross-sector partners from the community gather quarterly to brainstorm and develop action plans around specific outcome areas, using continuous improvement processes. In addition to the expansion of ReadyRosie, the network has discussed the effectiveness of mindfulness practices in aiding the development of the executive function of the brain. This is imperative for academic success and has been tied to outcomes such as reading and math proficiency.

The Birth through Third Grade Network has also developed an initiative intended to reduce the effect of the summer months on academic loss, known as summer slide. Research suggests that students who read six books over the summer maintain the same reading level as the previous school year, while students who read more than 10 books can even improve their reading level. The P16Plus initiative “Summer Reading: 8 is Great!” will encourage students to read eight books of their choice over the summer. P16Plus is partnering with five schools, the University of Texas at San Antonio, the Alamo Colleges, the San Antonio Public Library, San Antonio Youth Literacy, and the United Way of San Antonio and Bexar County to make sure students are reading and not falling into the summer slide.

HIGHLIGHTS

- 14,000 families use ReadyRosie
- 8 school district partners work together to increase access to ReadyRosie

EARLY GRADE READING

OUR GOAL

70% of third grade students will be reading at grade level by 2030.

CORE INDICATOR

Early grade reading is measured as the passing rate of third grade students in reading on the State of Texas Assessments of Academic Readiness (STAAR).

Students are considered to meet grade level performance if they pass the STAAR at the final recommended level 2 standard, also used to determine post-secondary readiness. Students meeting this standard have a better than 60% chance of passing first-year college courses in English. This standard has remained constant since 2012, and the rate of students in Bexar County meeting the final recommended level 2 standard increased from 35% in 2012 to 40% in 2016.

The current accountability standard, lower than the final level 2 standard, is not comparable year over year. In 2016, 71% of Bexar County third grade students met this standard, compared to 74% of Texas students overall.

For more data on STAAR passing rates for reading and math by district, grade, gender, and ethnicity, visit www.p16plus.org/results.

WHY THIS MATTERS

Third grade reading is a key benchmark for success in education and a strong predictor of academic achievement in later grades, as well as graduation from high school and enrollment in college. Additionally, students who are not reading at grade level in third grade are more likely to remain behind throughout the rest of their education.

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OUR INITIATIVES

San Antonio Is Our Classroom

San Antonio Is Our Classroom is an initiative that highlights affordable, local educational resources available to parents and students. Through its Birth through Third Grade Network, P16Plus facilitates trips for young students and their families to visit places that offer learning opportunities outside the classroom, such as the San Antonio Museum of Art, the Scobee Education Center, and the San Antonio Library.

The goal of San Antonio Is Our Classroom events is to encourage families who have never been to some of these locations to feel comfortable returning. All of the places visited offer free services so families can return independently. San Antonio Is Our Classroom has demonstrated that it is possible to turn elements of our city into easily accessible learning platforms, helping parents turn everyday routines and experiences into learning opportunities.

In 2016, San Antonio Is Our Classroom worked with North East ISD and the San Antonio Library to provide an event on a Saturday for 60 students and families from Walzem Elementary at the Molly Pruitt Library, located in Roosevelt High School. During the event, families were rotated through three different learning opportunities. One of the sessions focused on the use of the library and what it offered to families. At the end of the event, one of the mothers commented that she didn’t know the library existed and was amazed at what it offered. She planned to attend one of the weekly library programs while her children were at school. It was evident from the surveys that all of the families benefited from the visit.

San Antonio Kids Attend to Win

Since 2011, San Antonio Kids Attend to Win has partnered with local school districts to address chronic absenteeism in Bexar County. In 2015-16, San Antonio Kids Attend to Win partnered with three school districts—San Antonio ISD, Southwest ISD and Harlandale ISD—to use data to identify the chronically absent cohort.

With P16Plus data analytic support, attendance teams at each campus created positive interventions for chronically absent students. Additionally, incentive plans were put in place to award most improved students with items such as tablets, headphones, fitness bands and much more.

P16Plus continues to communicate the importance of attendance in Pre-K through 12th grade through our annual September Attendance Awareness Month kickoff. We are continuously looking for partners in the community to join us in the mission to address chronic absenteeism.

P16Plus is proud to participate in an Impact and Improvement Network through StriveTogether. With a focus on uncovering root causes of absenteeism, the SA Kids Attend to Win initiative conducts root cause analyses to capture and update reasons for chronic absenteeism in Bexar County and share with our partner campuses.

HIGHLIGHTS

- 65% of chronically absent students improved attendance
- $1.27 million saved in ADA funding due to improvements
- Over 6,000 students received interventions

During the 2015-16 school year, 65% of students who were chronically absent at the beginning of the school year improved their attendance by the end of the year, and 41% were no longer chronically absent. Over 6,000 students received interventions, and participating school districts saved an estimated $1.27 million dollars due to improvements by chronically absent students. With our 50+ partners, SA Kids Attend to Win will continue to be the backbone that supports attendance efforts at local schools.
MIDDLE GRADE MATH

OUR GOAL

70% of eighth grade students will be proficient in math by 2030.

CORE INDICATOR

Middle grade math is defined as the passing rate on the eighth grade math STAAR. At the final recommended level 2 standard, the passing rate of Bexar County students decreased from 29% in 2012 to 28% in 2016.

At the current accountability standard, 65% of Bexar County students passed, compared to 73% of all Texas students.

In 2016, 6,526 students, or 28% of enrolled eighth graders, took the Algebra I STAAR, up from 26% in 2014. Changes in eighth grade math passing rates may be connected with changes in which eighth grade students were included in the measure. In earlier years, some districts included eighth grade students taking the more advanced Algebra I course, while in 2016, fewer Algebra I students were included in the eighth grade math STAAR results.


WHY THIS MATTERS

Math performance in middle school is an important measure indicating likelihood of high school academic achievement as well as college enrollment.\(^5\) Students lacking mathematical skills are not prepared for college coursework—nearly a quarter of first-year college students are required to take a remedial math class.\(^6\)

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\(^5\) Strive Partnership. 2006. Welcome to the Roadmap to Success.

**OUR INITIATIVES**

*Excel Beyond the Bell San Antonio Data Support*

Excel Beyond the Bell San Antonio (EBBSA) is a collective impact initiative of over forty out-of-school-time (OST) providers with a vision to make San Antonio the best place for students to learn, grow, and thrive. Sponsored by the San Antonio Area Foundation, Excel Beyond the Bell convenes four working groups in the areas of Educational Success, Youth Development, Excellence, and Reach.

Since 2015, P16Plus has provided database and reporting services for the Education Success Scorecard. P16Plus coordinates the data sharing agreement process with participating school districts, trains participants, collects and analyzes student-level data, and produces an end-of-year report on academic indicators of students in participating agencies on an annual basis.

P16Plus helps program providers learn about the students they serve by sharing summary data on important academic indicators, including attendance, STAAR passing rates, grade retention, disciplinary incidents, and the Search Institute’s Developmental Assets Profile, an assessment of social and emotional skills. P16Plus also analyzed student growth data in the 2015-16 Scorecard.

Participating agencies received data coaching to review areas of excellence as well as growth. As a result, agencies have used continuous improvement tools to strengthen their afterschool programs based on outcome data from the Education Success Scorecard.

For the 2016-17 school year, Excel Beyond the Bell hopes to include students in the Education Success Scorecard from up to 35 agencies and expand to four school districts.

“Thanks to the data support received from P16Plus we are able to strengthen our continuous quality improvement process which enhances our ability to plan, train, and assess the work we do with our students.”

– Shawn Fitzsimmons, Good Samaritan Community Services

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**HIGHLIGHTS**

- 3,830 students in Education Success Scorecard
- 18 out-of-school-time providers participated
- 2 school districts shared data in 2015-16

**Rate of Students College Ready in Math**

<table>
<thead>
<tr>
<th></th>
<th>EBBSA</th>
<th>Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>34%</td>
<td></td>
<td>25%</td>
</tr>
</tbody>
</table>

Source: Excel Beyond the Bell participant rosters, San Antonio and Harlandale ISDs; includes grades 3, 5, 8, and Algebra I STAAR
HIGH SCHOOL GRADUATION

OUR GOAL

High school graduation will reach 95% by 2030.

CORE INDICATOR

High school graduation is defined as the four-year longitudinal federal graduation rate for the 15 Bexar County ISDs.

The federal graduation rate increased from 85% in 2011 to 90% in 2015 in Bexar County, achieving the goal set for 2020.

The high school graduation rate is also a primary indicator of the My Brother's Keeper San Antonio initiative. In 2015, 87% of males of color graduated on time, compared to 92% of white males.

For more disaggregations by district, gender, and ethnicity, visit www.p16plus.org/results.

WHY THIS MATTERS

Graduating from high school is a significant educational milestone correlated with lower unemployment, and is a requirement for post-secondary opportunities.\(^7\) Additionally, in 2014, the median earnings of high school graduates were 20% higher than those without a high school diploma or GED.\(^8\)


OUR INITIATIVES

My Brother’s Keeper San Antonio

My Brother’s Keeper San Antonio (MBKSA) is a city-wide collective impact initiative to educate, support, and empower boys and young men of color to succeed. The initiative is made up of a network of civic, organizational, and community partners that are committed to promoting equitable outcomes for Hispanic, African American, and Native American males.

In September 2014, President Obama issued a call to action for local communities to expand opportunities and create pathways to success for boys and men of color. Mayor Ivy Taylor accepted the My Brother’s Keeper challenge in October 2014. She formed a Steering Committee of leading experts in youth and community development to establish goals and identify “cradle-to-college-and-career” strategies.

MBKSA works to close opportunity gaps facing boys and men of color, and ensure that they: 1) finish high school and complete post-secondary education or training; 2) are safe from violent crime; 3) are employed if they are out of school; and 4) have a chance to lead productive lives, even if they have been convicted of a crime or incarcerated.

With P16Plus as the backbone organization, MBKSA partners assess needs, establish shared priorities, and identify promising practices they can incorporate into their organizations and work. For each of the above goals, there is an Action Network through which local stakeholders share insights and collaborate to advance MBKSA’s strategic objectives. The Action Networks have focused on addressing disproportionate suspensions, creating career pathways for males of color in education, strategies for recruiting male mentors of color, and more.

The High School Completion Action Network recognizes the gap in high school graduation rates between young men of color and other students. In 2015, 87% of men of color graduated high school within four years, compared to 92% of white men. A strategic objective of My Brother’s Keeper San Antonio is to increase four-year high school graduation rates for young men of color to 90% by 2020.

The other three MBKSA Action Networks have aligned on shared measurements and goals for post-secondary attainment, workforce participation, violent crime victimization, and recidivism.

Visit www mbksa org to see the strategic plan and additional indicator data.

HIGHLIGHTS

- MBKSA College & Career Readiness Summit
- SAISD MBK Success Mentor Attendance Initiative in Sam Houston and Lanier High Schools’ feeder pattern campuses
- Facilitated Males of Color Equity workshop
- Statewide Texas MBK & Mentoring Summit
POST-SECONDARY ENROLLMENT

OUR GOAL

80% of Bexar County high school graduates will enroll in college the fall after their graduation by 2030.

CORE INDICATOR

Post-secondary enrollment is defined as the rate of Bexar County high school graduates who enrolled in any Texas institution of higher education the fall after high school graduation.

Bexar County post-secondary enrollment has slowly decreased from 50% in 2011 to 47% in 2015.

National Student Clearinghouse provides more comprehensive enrollment data for four school districts in Bexar County, including enrollment in out-of-state institutions. In 2014, 4% of students from those four districts enrolled in institutions outside of Texas.9

Additional indicators relating to post-secondary enrollment are available at www.p16plus.org/results, including disaggregations by district, gender, and ethnicity.

WHY THIS MATTERS

Enrollment in a post-secondary institution is the first step towards obtaining a college degree. Research shows that the transition from high school to post-secondary education is critical for low-income students, as they are less likely to enroll in college or apply to selective institutions than students with higher income.10

9 Source: Harlandale, Northside, San Antonio, and Southwest Independent School Districts
OUR INITIATIVES

P16Plus supports several initiatives focused on increasing post-secondary enrollment, including Generation Texas San Antonio (GenTX SA) and the San Antonio Youth Commission (SAYC).

**Generation Texas San Antonio**

The mission of GenTX SA is to create a college-going and career-ready culture in San Antonio in one generation. Students at San Antonio, Harlandale, and North East Independent School Districts were part of the GenTX SA cohort for the 2016-2017 school year. Campuses who opted in received data, best practices, and incentives for their students all school year. Many of the best practices came from P16Plus’ work with the StriveTogether Impact and Improvement Network.

Each month, campuses selected a student of the month as a “GenTXpert.” These are students who have completed their financial aid paperwork and are fully committed to pursuing post-secondary goals. A GenTXpert also represents the vision of GenTX SA throughout their school, and is a professional communicator and creator of a variety of mediums that help promote college and career readiness.

**San Antonio Youth Commission**

The San Antonio Youth Commission is comprised of 22 high school youth leaders—two members from each City Council District and two Mayoral appointees. Each appointee is selected for a two-year term and is vetted through the City of San Antonio’s Board and Commission process. The Commission meets throughout the year to plan events and programs that give a voice to the concerns of San Antonio’s youth.

SAYC is a unique organization redefining the shape of student leadership in San Antonio. Students are the primary catalysts for change within this group, and see great impact from their vision. They are given the tools to establish sustainable programs and foster imaginative initiatives throughout the school year, supporting their fellow students, schools, and the community at large. They are committed to serving with professional communication, compassionate action, and selfless service in order to truly follow a model of servant leadership.

In 2016, SAYC volunteered with the Ella Austin Community Center, The Village at Incarnate Word Retirement Community, The MLK Commission’s Youth Empowerment Summit and more. The students also moderated a panel with elected officials and were trained in restorative practices to take to their schools. Restorative practices are a way for students to work with school administration to create a collaborative, safe, and trusting environment.

**HIGHLIGHTS**

- San Antonio Youth Commissioners attend 11 public schools, 5 magnet schools, 1 charter school, and 4 private schools
- 8 different ethnicities are represented

“SAYC promotes leadership and service specifically in the youth of San Antonio and serves as a type of student government for the city. We work together to brainstorm ideas on how to give assistance to teens in San Antonio in applying to college and searching for scholarships.... The commission has played a significant role in helping me develop my networking skills and I have learned how to effectively promote college and career readiness to teens in San Antonio.”

— Allura Guerra, San Antonio Youth Commission, District 7
POST-SECONDARY ATTAINMENT

OUR GOAL
60% of Bexar County residents ages 25-34 will have a certificate or above by 2030.

CORE INDICATOR
Post-secondary attainment is defined as the rate of Bexar County residents ages 25-34 who have received a Level I certificate or higher, using estimates from the Texas Higher Education Coordinating Board.

The overall attainment rate of a certificate or higher has gone up slightly since 2012, from 36% to 38%.

Additional disaggregations by gender and ethnicity are available at www.p16plus.org/results.

WHY THIS MATTERS
Attainment of at least an associate’s degree or Level I certificate is a key indicator associated with positive occupational, health, and social outcomes.\(^\text{11}\) Additionally, nearly 65% of jobs by 2020 will require some post-secondary education.\(^\text{12}\)

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OUR INITIATIVES

Diplomás Project

Diplomás is a collective impact effort to increase post-secondary attainment for Latino students in San Antonio. The project unites 16 cross-sector partners, including Harlandale, Northside, North East, San Antonio, and Southwest Independent School Districts, the Alamo Colleges, the University of Texas at San Antonio, Texas A&M University-San Antonio, community-based organizations and our local chambers of commerce.

The primary goal of the Diplomás project is for 60% of Latinos ages 25-34 in Bexar County to earn a certificate or above by 2030, aligned with the Texas Higher Education Coordinating Board’s 60x30TX Strategic Plan. Currently, 28% of Latinos ages 25-34 in Bexar County have a certificate or above, compared to 42% of Blacks and 56% of non-Hispanic Whites.

Diplomás partners have committed to aligning their institutional practices and policies to promote college readiness, access, persistence and attainment for Latino students. The project offers partners an opportunity to make data-driven decisions on interventions and share best practices to ensure that all students succeed. Our partners have identified targets for indicators related to post-secondary attainment including FAFSA and ApplyTX completions, post-secondary enrollment, and persistence in college. Partners meet regularly to review progress on these indicators and identify strategies for improving outcomes for Latino students.

Diplomás also engages in policy research and advocacy to promote college readiness and attainment for Latino students. Our partners have committed to developing and promoting a policy agenda around the following four issues: 1) counseling and advising preparation and alignment, 2) dual credit, 3) P-16 student support pathways, and 4) college affordability.

HIGHLIGHTS

- 7,621 seniors in five ISDs completed the FAFSA by June 2016
- FAFSA completion data and run charts available for 93 campuses on the P16Plus website
- P16Plus presented continuous improvement strategies at FAFSA Regional Team meetings

“There are many initiatives under the umbrella of P16Plus...to ensure that a college-going culture is created all across San Antonio and Bexar County, and that our students can get to college, be successful, and persist through college and achieve their degree.”

– Dr. Brian T. Woods, Superintendent, Northside ISD

In the 2015-16 school year, P16Plus participated in an Impact and Improvement Network through StriveTogether focusing on increasing FAFSA completions. In San Antonio ISD’s Highlands High School, teachers and administrators held team meetings and provided incentives for teachers and students to complete the FAFSA by the end of the school year. Overall, Highlands increased their FAFSA completion rate from 50% in 2015 to 60% in 2016. Bright spot campuses were also identified in Northside, Southwest, Harlandale, and North East ISDs. P16Plus created a dashboard with FAFSA completion data for all campuses in Bexar County, available at www.p16plus.org/results/FAFSA.
### DEFINITIONS AND SOURCES

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<td>Third Grade Reading</td>
<td>Rate of students meeting Final Recommended Level 2 standard and 2016 Level 2 standard on third grade reading STAAR</td>
<td>Texas Education Agency STAAR Aggregate Data</td>
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<td>Eighth Grade Math</td>
<td>Rate of students meeting Final Recommended Level 2 standard and 2016 Level 2 standard on eighth grade math STAAR</td>
<td>Texas Education Agency STAAR Aggregate Data</td>
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<td>High School Graduation</td>
<td>Four-year federal graduation rate: percent of students in a cohort who received their high school diploma within four years, with limited exclusions</td>
<td>Texas Academic Performance Reports</td>
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<tr>
<td>Post-Secondary Enrollment</td>
<td>Rate of Bexar County high school graduates who enrolled in a Texas institution of higher education in the fall after their high school graduation</td>
<td>Texas Higher Education Coordinating Board, High School Graduates Enrolled in Texas Higher Education</td>
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<tr>
<td>Post-Secondary Attainment</td>
<td>Rate of Bexar County residents ages 25-34 who have an associate’s degree or higher plus the rate of residents with a certificate estimated using the ratio of annual credentials awarded in Bexar County</td>
<td>American Community Survey 1-year Public Use Microdata Sample; Certificate estimate from Texas Higher Education Coordinating Board</td>
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</tbody>
</table>

### P16PLUS STAFF

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