

The Uses of the High School Allotment

Senate Education Committee

February 27, 2008

Presented by Sara McAndrew, Ph.D.
Northside Independent School District
San Antonio, Texas

Northside Independent School District-Improvement by Design Through the Use of the High School Allotment

- I. Currently the fourth-largest school district in Texas, the Northside Independent School District in San Antonio is a fast-growth mid-urban district serving over 85,000 students. Growing at a rate of 4,000 students each year, Northside ISD's student population is 63% Hispanic, 25% White, 7.8% African-American, and 3% Asian with over 44% economically disadvantaged. Serving over 23,000 students, Northside has 12 high schools, 8 of which are comprehensive. Next year, Brandeis High School will open as NISD's 9th comprehensive high school with another to open in 2010.
- I. Superintendent John Folks committed to using the High School Allotment funded by the Texas Legislature in HB1 to support the spirit of the legislation. He committed the \$275 per high school ADA to fund only new programs that would meet the allotment goals. In that spirit, Dr. Folks sent \$200 per student directly to each Northside high school. He reserved \$75 per student to go to the Northside Central Office Allotment, funding intended to establish successful programs for all students at the district level and to support schools that struggle to meet the goals of the allotment as set forth by the Texas Legislature. These goals include: increasing the number of high school completers, increasing the number of students enrolled in advanced courses, increasing the number of students graduating on the Recommended and Distinguished Achievement Programs, and increasing the number of students scoring college ready (2200) on the Math and ELA EXIT TAKS exams.
- II. Dr. Sara McAndrew, Executive Director of Secondary Instruction, and Brian Woods, Assistant Superintendent of Secondary Administration met with the high school principals to present the goals and process of using the monies. Each principal was required to submit a plan to these individuals, using a template that was aligned with each one of the high school allotment goals. Then, McAndrew and Woods met with each principal and academic dean to review the plan and set the funding and monitoring processes. Each principal and academic dean meet every six months with McAndrew and Woods to examine the data, review the campus's spending, discuss the campus goals, and to identify and disseminate best practices among all the schools.
- III. In 2008, Northside ISD self-nominated the district as one that used the high school allotment successfully. NISD was selected by the High School Allotment Committee as one of two districts that met this goal.
- IV. Preliminary data suggests that the goals of the high school allotment are being met by Northside high schools. The new funds have proven invaluable in assisting NISD high schools in serving struggling students as well as creating college-ready cultures in each high school. The High School Allotment is one of the finest pieces of

From: Sara McAndrew
To: Linda Magee
Subject: Friday Letter

NORTHSIDE ISD RECOGNIZED FOR EXCEPTIONAL USE OF HIGH SCHOOL ALLOTMENT FUNDS

On February 15, 2008, Commissioner Robert Scott recognized two school districts and eight high school campuses that offer exceptional high school completion and college readiness programs implemented with High School Allotment Funds. Northside ISD was one of the districts recognized. The schools were recognized by an appointed High School Advisory Group.

The districts were invited to self-nominate, and Northside followed that process. Northside received recognition for the work the high schools have done in preparation to increase the graduation rates. The document submitted identified the work in the following areas:

*Implementation of Graduation Coaches at every high school: These coaches are designated to work one-on-one with at-risk 9th graders who are failing core courses, especially Algebra I and with 12th graders who are at-risk of not graduating.

*Implementation of Guided Study Halls at every high school: This program is designed to provide support to 10-15% of the at-risk student population with a class period as well as a support coach to work with these students during the school day. The goals are to ensure passing courses, prepare for the TAKS, and retrieve credits.

*Expansion of AVID: NISD used the allotment to expand the AVID program into every high school and to 85% middle schools campuses with 100% in 2008-2009. AVID supports students in the middle, students who will be first-time college-goers in efforts to take challenging course work and prepare for college starting in the 8th grade. As of January 2008, NISD had over 1,300 students enrolled in the AVID programs.

*Implementation of Gateway to College: NISD, in partnership with San Antonio College, has established a program for students who either have or are in the process of dropping out. This program works with the students at the college to complete high school and graduate with college courses. NISD enrolled 20 students for the fall semester of 2007 and plans to enroll 20 more for the spring semester of 2008.

*Implementation and Expansion of Credit Retrieval, Grade Retrieval, and Course Acceleration: NISD used allotment to establish educational hubs at every high school to support student success and high school completion. Using allotment monies, credit retrieval opportunities were expanded at every high school and offered before, during, and after school. Grade retrieval programs were established to intervene immediately when students are failing a core course, programs that offer immediate opportunities for students to master the material and save their grades. These programs focused on failures in Algebra I. Finally, Zero and Ninth-hour courses were established that could be used for course retrieval as well as course acceleration. Finally, NISD is designing and implementing online courses that will enable students to complete high school on time, in anticipation of the new requirements of the 4X4.

Evidence or early signs of success included the following:

*Student performance: Following the 2006-2007 implementation, the TAKS scores in grades 9, 10, and 11 improved in all subject areas.

In addition, NISD high school failure rates decreased in every core course at every grade level except at 12th grade English. Included in NISD successes with students is the increase in students progressing to the next grade and the increase in students graduating on the Recommended Plan or the Distinguished Achievement Graduation Plan. Finally, every high school experienced increases in enrollment in Advanced courses.

The High School Allotment has had a positive effect for the students in Northside high schools. NISD's extensive planning and review process held at Central Office with each principal and dean has facilitated the design and implementation of the use of the monies.+

CC: Brian Woods; Linda Mora

BUILDING A NORTHSIDE COLLEGE-READY CULTURE
with the High School Allotment
(programs using allotment funds are in bold)

- I. **PSAT for all 10th and 11th graders**
- II. **AP test subsidy for all test-takers-students only pay \$14.00 per test**
- III. **Professional development for teachers in AP curriculum and strategies**
- IV. **Questia (online research tool) for every high school student and teacher**
- V. Alamo Community College District (ACCD) partnership to improve and expand dual credit-course expansion and video classes
- VI. **AVID in all Middle Schools and High Schools**
- VII. **Gateway to College-early college high school partnership with San Antonio College**
- VIII. **SAT/ACT Prep at all campuses**
- IX. **Student Success Advisors**
- X. District College Night at UTSA
- XI. **College Visits**
- XII. **Alamo Community College District (ACCD) Pathways Partnership-program in which every senior applies online to an ACCD college or university, attends financial aid night with parents, and receives acceptance letter in his/her diploma**
- XIII. **ACCD CALPASS Partnership-partnership to share data with ACCD colleges as well as work in core curricula teams to create a seamless transition for high school students**
- XIV. Kiosks-one-touch technology for information on colleges, scholarships, financial aid, and jobs
- XV. Go Centers at each high school

Improvement in AP and Advanced Programs

In a recent article, the San Antonio Express-News reported increases in AP scores among students from all backgrounds across the United States. Certainly, Northside experienced an increase in AP tests taken across the District. After the District chose to use high school allotment monies to subsidize the cost of the individual tests for students, the number of tests taken rose dramatically from 3,714 in 2006 to 5,188 in 2007, an increase of 1,474 tests taken.

In addition, of all the 5,188 tests taken, 41% of all tests were scored at 3 or higher. A score of 3 traditionally will result in college-credit awarded. Nationally, 15.2% of the senior students scored 3 or higher. In NISD, 24.9% of all students scored a 3 or higher. According to the College Board, the number of NISD students scoring 3+ has risen each year for the past four years. In 2006-2007, the number of Hispanic students scoring a 3+ increased by 139 students.

Northside is experiencing growth in other areas besides in the number of AP tests given and the rise in 3+ scores. In 2006-2007, 3,912 students were enrolled in AP courses; in 2007-2008, 5,423 students are currently enrolled in AP courses. Students enrolled in dual credit courses have increased from 1,179 to 1,372.

From last year to the beginning of this year, the number of Northside students taking one or more advanced courses grew from 7,248 students to 8,701 students or from 30.7% to 37.3% of all high school students

Using the High School Allotment, Northside continues to remove barriers for all students to be successful in those classes defined as college preparation. With other college-readiness initiatives, Northside serves more students each year as they attempt to progress to higher education.

Directions for High School Allotment Template

- Fill out the template using your campus plan submitted to Dr. McAndrew
- Activities under each objective should be worded such that measurable improvement is included i.e. activity is to expand credit retrieval opportunities on your campus – add prior year numbers and goal for current year numbers
- Activities should be in priority order under each objective
- Break down the cost of each item to the best of your ability remembering that some of the costs will be incurred outside of the money you are allocated i.e. SLC grant will pay for AVID training through summer 2007
- You do not need to fill out the progress report sections at this point, but realize that what you write in your activities will need to be addressed in your progress reports
- Try to avoid large expenditures on equipment and supplies being included in your budget
- Consider alternatives to buying staff...

High School Allotment 2006-07

School: Northside HS

Objective 1: Increase percentage of students graduating from high school.

Major Activity	Cost Breakdown	Person(s) Responsible	Progress Report 1 (Dec. 2006)	Progress Report 2 (June 2007)
Expand credit retrieval by increasing credits earned from 500 in 2005-06 to 650 in 2006-07	30 licenses @ \$100 per = \$3000 Staff member to monitor = \$50,000 or before/after school monitoring = \$10,000	Principal, Academic Dean, AST		

Objective 2: Increase enrollment in advanced courses, including College Board advanced placement courses, and dual credit courses.

Major Activity	Cost Breakdown	Person(s) Responsible	Progress Report 1 (Dec. 2006)	Progress Report 2 (June 2007)
Expand AVID including staff trained from 25 in 2005-06 to 35 in 2006-07 and students enrolled in the course(s) from 90 in 2005-06 to 150 in 2006-07	Staff member = \$50,000 Training = \$1500 per person	Principal, Academic Dean, AVID campus coordinator/teacher(s)		

Objective 3: Increase percentage of students successfully graduating on the Recommended or Distinguished Program

Major Activity	Cost Breakdown	Person(s) Responsible	Progress Report 1 (Dec. 2006)	Progress Report 2 (June 2007)
Offer credit acceleration before and after the typical school day – judged by credits earned	One-seventh of teacher salary per section	Principal, Academic Dean, counselors		

Objective 4: Increase percentage of students who achieve the higher education readiness component qualifying scores on the I and mathematics sections of the TAKS.

Major Activity	Cost Breakdown	Person(s) Responsible	Progress Report 1 (Dec. 2006)	Progress Report 2 (June 2007)
TAKS blitz outside of the typical school day or week measured by a 10% increase in students meeting the qualifying score	\$20 per hour per staff member plus materials	Principal, Academic Dean, department coordinators, math and science coaches		

High School Allotment 2006 – 2007
School: John Marshall High School

Objective 1: Increase enrollment in advanced courses, including College Board Advanced Placement courses and Dual Credit courses

Major Activity	Cost Breakdown	Person(s) Responsible	Progress Report 1 (Dec. 2006)	Progress Report 2 (June 2007)
Expand the AVID Program from one AVID teacher to three AVID teachers – judged by number of AVID sections offered during the school day	2 full-time teachers: 2 X \$50,000 = \$100,000 Classroom setup supplies = \$8,000 Books & Workbooks = \$9,000 Binders & Planners = \$1,200 AVID Recruitment & Interview Pay = 3 teachers X \$25 X 30 hrs. = \$2,250 9 AVID College Tutors = \$10 per hour X 12 hours per week = \$120 per week X 36 weeks = \$4,320 X 9 tutors = \$38,880	Principal; Academic Dean		
Expand the number of AVID-trained (AVID Summer Institute) teachers from thirty to forty by July 2008.	AVID Summer Training = \$15,000 (Training for 10 teachers)	NISD AVID Director; Principal; Academic Dean		
Hold campus staff development sessions to train at least 90% of all campus teachers in the use of AVID instructional strategies which promote higher order thinking skills and academic rigor	Staff development supplies = \$1,000 Book for each faculty member: \$30 per book X 180 = \$5,400 (Book and workbook are titled: <i>How to Think Like Leonardo Da Vinci</i>) Motivational Speaker: \$4,000	Academic Dean; AVID-trained Teachers		

<p>“Student Success Advisor” will hold two “College Track” seminars each semester for students and their parents to stress academic preparedness and rigor – judged by number of attendees at each seminar</p>	<p>“Student Success Advisor” : certified teacher position = \$50,000 Seminar expenses = \$2,500</p>	<p>Student Success Advisor; Academic Dean; Counselors</p>		
<p>“Student Success Advisor” will identify students eligible for Dual credit courses (exempt by TAKS scores) and assist students in filling out appropriate paperwork. For students not exempted by TAKS scores, the Student Success Advisor will schedule the Accuplacer test through NW Vista College during the school day on the Marshall campus. All student Accuplacer test fees will be paid by Marshall – judged by the number of students enrolled in dual credit courses</p>	<p>Cost of staff member (Student Success Advisor) as listed above. Accuplacer test fees = \$4,500 (for 300 students)</p>	<p>Academic Dean; Student Success Advisor; Counselors</p>		

Objective 2: Increase 4-year completion rate and reduce dropout rate, thereby increasing the percentage of students graduating from high school

Major Activity	Cost Breakdown	Person(s) Responsible	Progress Report 1 (Dec. 2006)	Progress Report 2 (June 2007)
<p>Offer eight zero hour classes, to include Government, Economics, Health and Communications Applications – judged by number of students enrolled in zero hour classes</p>	<p>8 part-time teachers (1/6 of their salary) = $1/6 \times \\$50,000 = \\$8,333 \times 8$ teachers = \$66,664</p>	<p>Principal; Academic Dean; Counselors</p>		

<p>Offer credit retrieval before and after the typical school day for failed academic core subjects – judged by the number of credits earned</p>	<p>\$25 per hour per staff member = \$19,125 Credit retrieval supplies = \$1,200</p>	<p>Academic Support Teacher (AST); Academic Dean</p>		
<p>Student Success Advisor works with the Assistant Principals to identify potential dropouts based on age-appropriate/attendance issues, and develops a plan for graduation with each student - judged by the campus dropout rate</p>	<p>Cost of staff member (Student Success Advisor) as listed above in Objective #1.</p>	<p>Vice Principal; Assistance Principals; Counselors</p>		
<p>Provide tutoring for all core academic classes before and after the regular school day – judged by the number of students attending tutoring</p>	<p>Tutoring costs = \$20,625 (\$25 per hour)</p>	<p>Academic Dean; Assistant Principals</p>		
<p>Hire a full-time Drop-out Recovery/Leaver clerk (D-6) to track our dropouts and to help design options to assist in their completion of a diploma program (whether on campus or otherwise).</p>	<p>Clerk salary = \$17,000</p>	<p>Attendance Administrator</p>		
<p>Hire Academic Support Teacher to identify students failing academic courses and options for their success, such as guided study halls, tutoring (before & after school), parent and counselor contacts, academic contracts and referrals to possible credit retrieval program.</p>	<p>Certified Teacher salary = \$50,000</p>	<p>Principal; Academic Dean</p>		

Objective 3: Improve 9th grade academic success through improved transition programs and strategies for getting the 9th graders connected on the campus

Major Activity	Cost Breakdown	Person(s) Responsible	Progress Report 1 (Dec. 2006)	Progress Report 2 (June 2007)
Offer three 9 th grade AVID classes – judged by total 9 th grade enrollment in AVID	Cost of two additional AVID teachers as listed above in Objective #1	Principal; Academic Dean		
“Student Success Advisor” will hold two “College Track” seminars each semester for 9 th grade students and their parents to stress academic preparedness and rigor – judged by number of attendees at each seminar	Seminar costs as listed above in Objective #1	Student Success Advisor; Academic Dean; Counselors		
To help with organizational/study skills, provide Cornell note-taking paper, large three-ring binders and academic planners for every 9 th grade student. All 9 th grade core classes will require Cornell notes and the utilization of a common binder – judged by 9 th grade retention rate	\$24 per student X 800 students = \$19,200 (order during summer 2007)	9 th grade level leader in each academic core subject; Academic Dean		

Objective 4: Increase college readiness for all students and improve college awareness for students and parents

Major Activity	Cost Breakdown	Person(s) Responsible	Progress Report 1 (Dec. 2006)	Progress Report 2 (June 2007)
Provide prep classes for students prior to the PSAT, SAT and ACT tests on campus – judged by number of students attending	12 prep sessions X 3 hrs. = 36 hrs. X 2 teachers = 72 hrs. X \$25 per hr. = \$1,800	Academic Dean; Head Counselor		
Provide the PSAT test to all 11 th grade students free of charge during the school day – judged by the number of 11 th graders taking the PSAT	\$12 per test X 600 11 th grade students = \$7,200	Academic Dean; Counselors		
Student Success Advisor will set up a campus College Fair (for area colleges, to include ACCD) during lunch for all students to learn about academic possibilities beyond graduation – judged by the number of student participants	College Fair expenses = \$7,000 (to include promotional items)	Student Success Advisor; Principal; Academic Dean; Head Counselor		
Provide academic planners campus-wide to all students – judged by the overall campus retention rate	(Cost of 9 th grade planners as listed above in Objective #3) Cost of academic planners for grades 10 through 12 = \$8 per planner X 1700 students = \$13,600 (order during summer 2007)	English Teachers; Academic Dean		
Student Success Advisor will hold two "College Track" seminars each semester for students and their parents to stress academic preparedness and rigor – judged by	Cost of seminars as listed above in Objective #1.	Student Success Advisor; Academic Dean; Counselors		

number of attendees at each seminar				
Offer field trips (during non-school hours) to various Texas college campuses to enable students to see options and potential possibilities for their post-high school education – judged by the number of student participants	Cost of transportation: \$8,000 Housing: \$6,000 Area cultural admission fees: \$5,000 (museums, NASA, Aquarium and performances)	Student Success Advisor, AVID Teachers, Principal, Academic Dean		

Objective 5: Increase the percentage of students successfully graduating on the Recommended or Distinguished Program

Major Activity	Cost Breakdown	Person(s) Responsible	Progress Report 1 (Dec. 2006)	Progress Report 2 (June 2007)
Student Success Advisor will emphasize the difference in the graduation plans to students and parents during the “College Track” seminars (stressing the importance of Rec. & Dist. Programs), held twice each semester – judged by the number of students graduating on the Recommended or Distinguished Programs	Cost of seminars as listed above in Objective #1.	Student Success Advisor; Academic Dean; Counselors		
To assist students in being able to take more advanced classes during the regular school day, offer eight zero hour classes, to include Government, Economics, Health and Communications Applications – judged by number of students enrolled in zero hour classes	Cost of zero hour classes as listed above in Objective #2	Principal; Academic Dean; Counselors		

<p>To decrease the chance that students will drop down to the minimum graduation plan, offer credit retrieval before and after the typical school day for failed academic core subjects – judged by the number of students graduating under the Recommended and Distinguished programs</p>	<p>Cost of credit retrieval as listed above in Objective #2</p>	<p>Academic Support Teacher (AST); Academic Dean</p>		
<p>“Student Success Advisor” will identify students eligible for Dual credit courses (exempt by TAKS scores) and assist students in filling out appropriate paperwork. For students not exempted by TAKS scores, the Student Success Advisor will schedule the Accuplacer test through NW Vista College during the school day on the Marshall campus. All student Accuplacer test fees will be paid by Marshall – judged by the number of students graduating under the Recommended and Distinguished programs</p>	<p>Cost of Student Success Advisor and Accuplacer test fees as listed above in Objective #1</p>	<p>Academic Dean; Student Success Advisor; Counselors</p>		

High School Allotment 2007 – 2008

School: John Marshall High School

Objective 1: Increase percentage of students graduating from high school.

Major Activity	Cost Breakdown	Person(s) Responsible	Progress Report 1 (Jan. 2008)	Progress Report 2 (June 2008)
Offer eight zero hour classes, to include Government, Economics, Health and Communications Applications – judged by number of students enrolled in zero hour classes	8 part-time teachers (1/8 of their salary) = $1/8 \times \$70,000 = \$8,750$ x 8 teachers = \$70,000	Principal; Academic Dean; Counselors		
Offer credit retrieval before school for failed academic core subjects – judged by the number of credits earned	\$25 per hour per Certified Teachers x 500 hrs. = \$12,500 Credit retrieval office supplies = \$2,500	Academic Support Teacher (AST); Academic Dean		
Establish the Summer Attendance Retrieval Program for students with excessive absences (who were denied course credits) the opportunity to retrieve course credits during the month of June 2008	Attendance Retrieval Teacher: ($\$25 \times 4$ hrs per day x 15 days) = \$1500	Academic Dean; Assistant Principal in charge of attendance		
Hire a Graduation Coach who will work with the Assistant Principals to identify potential dropouts based on age-appropriate/attendance issues, and develop a plan for graduation with each student; identify 12 th grade students failing academic courses and options for their success, parent and counselor contacts, academic contracts and referrals to credit retrieval – judged by the campus dropout rate	Certified Teacher Salary: \$70,000	Vice Principal; Assistant Principals; Counselors		

<p>Establish a Learning Center for all students to use before/after school and during lunches. Provide tutoring for all core academic classes (by certified teachers) before and after the regular school day in the Learning Center – judged by the number of students attending tutoring</p>	<p>Learning Center school supplies and materials = \$4,000 Tutoring costs = \$12,500 (\$25 per hour x 500 hrs.)</p>	<p>Academic Dean; Assistant Principals; Learning Center Coordinator</p>		
<p>Hire a full-time Drop-out Recovery/Leaver clerk (D-6) to track dropouts and to help design options to assist in their completion of a diploma program.</p>	<p>Clerk salary = \$20,000</p>	<p>Principal; Attendance Administrator</p>		
<p>Hire a Credit Retrieval teacher (certified teacher) for Math and Science Credit Retrieval. This person will help in identifying Credit Retrieval candidates, keep CR attendance logs and documentation, and coordinate with teachers on academic issues.</p>	<p>One full-time certified teacher position = \$70,000</p>	<p>Principal; Academic Dean</p>		
<p>Hire an additional 9th Grade Student Success Advisor. This person will track ninth grade attendance, 9th grade failures, and identify campus resources for struggling 9th grade students. This person will coordinate with teachers, counselors, administrators and parents. They will help coordinate individual plans for struggling 9th grade students.</p>	<p>One full-time certified teacher position = \$70,000</p>	<p>Principal; Academic Dean</p>		
<p>Student Success Advisor will set up a campus College Fair (for area colleges, to include ACCD) during lunch for all students to learn about</p>	<p>College Fair expenses = \$2,000 (to include promotional items)</p>	<p>Student Success Advisor; Principal; Academic Dean; Head Counselor</p>		

academic possibilities beyond graduation – judged by the number of student participants				
Purchase additional PLATO site licenses for campus Credit Retrieval program.	PLATO site licenses = \$10,000	Principal; Academic Dean		
Schedule feeder middle school campus tours in late spring for all 8 th graders coming to Marshall.	Bus Transportation = \$2,000 Tours: materials & supplies = \$2,000	Academic Dean; 9 th Grade Success Advisor		
To help with organizational/study skills, provide academic planners for every 9 th grade student. All 9 th grade core classes will require planner – Judged by 9 th grade retention rate	\$10 per student X 800 students = \$8,000 (order during summer 2008)	9 th grade level leader in each academic core area; Academic Dean; 9 th Grade Success Advisor		
Hold a RAM Math and Science Leadership Camp during the summer for all interested incoming 9 th graders.	Camp Costs: Camp Coordinator = \$2,000; Camp Teachers (\$25 x 4 hrs. per day x 20 days = \$2,000 per teacher) x 9 teachers = \$18,000 Total Camp Costs = \$20,000	Academic Dean; Student Success Advisor; AVID Teachers		
			Subtotal:	\$377,000

Objective 2: Increase enrollment in advanced courses, including College Board advanced placement courses, and Dual Credit courses.

Major Activity	Cost Breakdown	Person(s) Responsible	Progress Report 1 (Jan. 2008)	Progress Report 2 (June 2008)
Expand the AVID Program from one AVID teacher to three AVID teachers – judged by number of AVID sections offered during the school day	2 full-time teachers: $2 \times \$70,000 = \$140,000$ Classroom set-up supplies = \$6,000 Books & Workbooks = \$5,000 AVID Recruitment & Interview Pay = $3 \text{ teachers} \times \$25 \times 30 \text{ hrs.} = \$2,250$ 6 AVID College Tutors = \$10 per hour $\times 12 \text{ hours per week} = \120 per week $\times 36 \text{ weeks} = \$4,320$ $\times 6 \text{ tutors} = \$25,920$	Principal; Academic Dean		
Expand the number of AVID-trained (AVID Summer Institute) teachers from thirty to thirty-five by July 2008.	AVID Summer Training = \$7,500 (Training for 5 teachers)	NISD AVID Director; Principal; Academic Dean		
Hold campus staff development sessions to train at least 90% of all campus teachers in the use of AVID instructional strategies which promote higher order thinking skills and academic rigor	Staff development supplies = \$1,500 Motivational Speaker (to include travel and expenses): \$5,000	Academic Dean; AVID-trained Teachers		
Hire a “Student Success Advisor” to oversee the College-Going Culture Initiative. The SSA will hold two “College Track” seminars each semester for students and their parents to stress academic preparedness and rigor – judged by number of attendees at each seminar	Certified Teacher Salary = \$70,000 Seminar expenses = \$1,200	Student Success Advisor; Academic Dean; Counselors		

<p>"Student Success Advisor" will identify students eligible for Dual credit courses (exempt by TAKS scores) and assist students in filling out appropriate paperwork. For students not exempted by TAKS scores, the Student Success Advisor will schedule the Accuplacer test through NW Vista College during the school day on the Marshall campus. All student Accuplacer test fees will be paid by Marshall – judged by the number of students enrolled in dual credit courses</p>	<p>Cost of staff member (Student Success Advisor) as listed above.</p> <p>Accuplacer test fees = \$7,500 (for 500 students)</p>	<p>Academic Dean; Student Success Advisor; Counselors</p>		
			<p>Subtotal:</p>	<p>\$271,870</p>

Objective 3: Increase the percentage of students successfully graduating on the Recommended or Distinguished Program

Major Activity	Cost Breakdown	Person(s) Responsible	Progress Report 1 (Jan. 2008)	Progress Report 2 (June 2008)
<p>Student Success Advisor will emphasize the difference in the graduation plans to students and parents during the "College Track" seminars (stressing the importance of Rec. & Dist. Programs, as well as the importance of taking rigorous courses), held twice each semester – judged by the number of students graduating on the Recommended or Distinguished Programs</p>	<p>Cost of seminars as listed above in Objective #2.</p>	<p>Student Success Advisor; Academic Dean; Counselors</p>		
<p>To assist students in being able to take more advanced classes during the regular school day, offer eight zero hour classes, to include Government, Economics, Health and Communications Applications – judged by number of students enrolled in zero hour classes</p>	<p>Cost of zero hour classes as listed above in Objective #1.</p>	<p>Principal; Academic Dean; Counselors</p>		
<p>To decrease the chance that students will drop down to the minimum graduation plan, offer credit retrieval before and after the typical school day for failed academic core subjects – judged by the number of students graduating under the Recommended and Distinguished programs</p>	<p>Cost of credit retrieval as listed above in Objective #1.</p>	<p>Academic Support Teacher (AST); Academic Dean</p>		
<p>"Student Success Advisor" will identify students eligible for Dual credit courses (exempt by TAKS scores) and assist students in filling out appropriate paperwork. For students</p>	<p>Cost of Student Success Advisor and Accuplacer test fees as listed above in Objective #1 and 2.</p>	<p>Academic Dean; Student Success Advisor; Counselors</p>		

<p>not exempted by TAKS scores, the Student Success Advisor will schedule the Accuplacer test through NW Vista College during the school day on the Marshall campus. All student Accuplacer test fees will be paid by Marshall – judged by the number of students graduating under the Recommended and Distinguished programs</p>				
<p>Offer five 9th grade AVID classes to support students taking more rigorous coursework during their four years of high school – judged by total 9th grade enrollment in AVID and the number of pre-Ap/Honors courses taken</p>	<p>Cost of 9th Grade AVID Teacher (as listed in Objective 2 above)</p>	<p>Principal; Academic Dean</p>		
			<p>Subtotal</p>	<p>\$0</p>

Objective 4 and Objective 5: Increase percentage of students who achieve the higher education readiness component qualifying scores on the ELA and mathematics sections of the TAKS.

Major Activity	Cost Breakdown	Person(s) Responsible	Progress Report 1 (Jan. 2008)	Progress Report 2 (June 2008)
Provide prep classes for students prior to the PSAT, SAT and ACT tests on campus – judged by number of students attending	12 prep sessions X 3 hrs. = 36 hrs. X 2 teachers = 72 hrs. X \$25 per hr. = \$1,800	Academic Dean; Head Counselor		
Provide academic planners campus-wide to all students – judged by the overall campus retention rate	(Cost of 9 th grade planners as listed above in Objective #5) Cost of academic planners for grades 10 through 12 = \$10 per planner X 1700 students = \$17,000 (order during summer 2008)	English Teachers; Academic Dean		
Student Success Advisor will hold two “College Track” seminars each semester for students and their parents to stress academic preparedness and rigor – judged by number of attendees at each seminar	Cost of seminars as listed above in Objective #1.	Student Success Advisor; Academic Dean; Counselors		
Offer field trips (during non-school hours) to various Texas college campuses to enable students to see options and potential possibilities for their post-high school education – judged by the number of student participants	Cost of transportation: \$8,000 Housing: \$6,000 Area cultural admission fees: \$5,000 (museums, NASA, Aquarium and performances)	Student Success Advisor, AVID Teachers, Principal, Academic Dean		
			Subtotal:	\$37,800

Northside High School Allotment

Data Review 2006-07

High School Allotment Summary

- HB 1 designated \$275 per high school ADA to each district.
- NISD gave \$200 per student to each high school to spend on resources as part of a plan to address the five objectives set forth for allotment funding.
- Funding began in November 2006 and many plans will carry over aspects from 2006-07 into 2007-08.

High School Allotment Objectives

- Increase the percentage of students graduating from high school (prevent dropouts).
- Increase the enrollment in advanced courses.
- Increase the number of students graduating under the recommended or distinguished diploma plans.
- Increase the number of students scoring college ready (scale score at or above 2200) in both English and Mathematics.

Items Common to Many Plans

- Expand credit retrieval
- Offer credit acceleration outside of the regular school day
- Hire additional staff to track leavers/counsel potential dropouts
- Expand AVID program and related professional development
- Assist students in paying for various college-bound tests i.e. Accuplacer, PSAT, SAT/ACT, AP, etc.

Items Common to Many Plans

- Provide additional tutoring opportunities
- Provide staff development i.e. Laying the Foundation, AP subject area, AVID, etc.
- Increase technology support for instructional programs
- Implement guided study halls
- Hire student success advisor/graduation coach
- Provide TAKS preparation outside of the regular school day

The Data: % Graduating

- The most recent data is for 2005-06. Thus, allotment funding and resources will not show in the data yet. Also, there is no data for Stevens HS.
- The state also measures this data element in the accountability system as the Completion Rate. Completion Rate equals graduates plus those who continue for a fifth year of high school.

The Data: % Graduating 2005-06 Summary Data

• State	88.9%
• NISD	90.3%
• Clark	90.5%
• Health Careers	100.0%
• Holmes	80.9%
• Jay	85.1%
• Marshall	92.0%
• O'Connor	95.2%
• Taft	91.1%
• Warren	93.3%

The Data: Core Course Grades

- Although this is not specifically measured in the language of HB 1, research points to a strong correlation between success in courses and staying in school through graduation.
- Page 12 is a summary of district data over five years and is followed by school specific data.

The Data: Core Course Grades % Failing Final Grades

	2005-06	2006-07	Change
English 1	17.2%	13.3%	-3.9%
English 2	13.5%	9.1%	-4.4%
English 3	12.3%	10.9%	-1.4%
English 4	4.5%	5.7%	+1.2%
Algebra 1	28.8%	21.8%	-7.0%
Algebra 2	15.1%	11.8%	-3.3%
Geometry	19.0%	17.0%	-2.0%
Math Models	16.4%	14.7%	-1.7%

The Data: Core Course Grades % Failing Final Grades

	2005-06	2006-07	Change
Biology	15.6%	12.8%	-2.8%
Chemistry	10.8%	9.2%	-1.6%
IPC	23.3%	20.9%	-2.4%
Physics	7.3%	4.8%	-2.5%
Economics	5.3%	4.9%	-0.4%
Government	7.6%	6.7%	-0.9%
US History	10.8%	9.8%	-1.0%
W. Geography	15.7%	13.6%	-2.1%
W. History	12.8%	10.7%	-2.1%

The Data: % Enrolled in Advanced Courses

- The data reports the number of students and the percentage of all students by school that were enrolled in AP or Dual Credit courses in 2005-06 and 2006-07.
- On the right side of the page is the percentage of students enrolled in an honors/pre AP course – a common precursor to enrollment in AP and Dual Credit Courses.

The Data: % Enrolled in Advanced Courses

	2005-06	2006-07	Change
Clark	35.7%	42.6%	+5.9%
Health Careers	56.9%	58.9%	+2.0%
Holmes	15.6%	17.9%	+2.3%
Jay	25.8%	29.5%	+3.7%
Marshall	26.5%	31.5%	+5.0%
O'Connor	32.5%	33.9%	+1.4%
Stevens	8.3%	16.7%	+8.4%
Taft	32.9%	34.2%	+1.3%
Warren	26.0%	28.6%	+2.6%

The Data: % on Recommended or Distinguished Diploma Plans

- The data for 2007 does not include those who will graduate in August of 2007.
- The data shows an increase from 2005 to 2006 with a decrease from 2006 to 2007 pending data from summer graduates.

The Data: % on Recommended or Distinguished Diploma Plans

	2004-05	2005-06	*2006-07
NISD	81.0%	84.8%	82.0%
Clark	76.9%	85.1%	83.4%
Health Careers	94.2%	97.2%	95.6%
Holmes	69.2%	80.9%	88.1%
Jay	76.2%	77.8%	76.4%
Marshall	80.2%	79.0%	78.2%
O'Connor	88.3%	90.1%	89.6%
Taft	86.5%	90.7%	92.3%
Warren	80.0%	84.0%	85.9%
Stevens			91.4%

*Pending data from summer 2007 graduates

The Data: ELA College Readiness

- The spreadsheet shows the number and percentage of students who scored at or above the 2200 college readiness standard on the first administration of the exit level test.
- You can see an increase of .7% from 2006 to 2007 as well as an increase in the numbers of students tested.

The Data: ELA College Readiness

	2006	2007	Change
NISD	82.9%	83.6%	+0.7%
Clark	87.5%	84.7%	-2.8%
Health Careers	98.9%	99.5%	+0.6%
Holmes	76.8%	76.9%	+0.1%
Jay	67.5%	64.5%	-3.0%
Marshall	85.5%	87.1%	+1.7%
O'Connor	88.3%	90.0%	+1.7%
Stevens	76.7%	82.6%	+5.9%
Taft	88.9%	85.6%	-3.3%
Warren	81.3%	82.4%	+1.1%

The Data: Mathematics College Readiness

- The spreadsheet shows the number and percentage of students who scored at or above the 2200 college readiness standard on the first administration of the exit level test.
- You can see an increase of 1.4% from 2006 to 2007 as well as a large increase in the numbers of students tested.

The Data: Mathematics College Readiness

	2006	2007	Change
NISD	57.0%	58.5%	+1.4%
Clark	63.7%	67.1%	+3.4%
Health Careers	92.1%	93.3%	+1.2%
Holmes	48.2%	47.4%	-0.8%
Jay	42.5%	49.8%	+7.3%
Marshall	58.6%	58.5%	-0.1%
O'Connor	67.5%	70.9%	+3.5%
Stevens	39.2%	48.6%	+9.5%
Taft	61.3%	55.1%	-6.2%
Warren	52.0%	46.5%	-5.6%

Analysis and Reflection/Guiding Questions

- 1. Where are you in the planning/implementation process?**
- 2. What initiatives have worked? How do you know?**
- 3. What still needs to happen?**
- 4. What would you do differently**
- 5. What other resources else do you need?**
- 6. How is the actual process working for you?—POs, etc.**
- 7. How can the process improve? What are the barriers?**
- 8. In what other ways can Sara and Brian (CO) help?**

Northside Independent School District

5900 Evers Road • San Antonio, Texas 78238 • (210) 397-8770 / Fax (210) 706-8772
Office of the Superintendent
John M. Folks, Ed.D.

TO: NORTHSIDE STAFF

FROM: John Folks, Ed.D.

DATE: February 25, 2008

RE: MONDAY MESSAGE

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Good morning! There are so many things happening at this time that it is difficult to decide what I want to mention to you. I do want to say that I hope you enjoyed the wonderful weather we experienced over the weekend and got to be outside some and enjoy it.

First of all, I want to thank each of you who participated in the 2007 United Way Campaign. Especially I want to thank all of those who served on your campus or in your department as a United Way representative. Over one hundred people from schools and departments coordinated our District's effort in the campaign. Enthusiasm and hard work brought out the true spirit of generosity in Northside employees which resulted in a 22% increase in donations. Northside employees donated a total of \$223,039.78 which was an increase of almost \$40,000 over last year. The number of employees participating in this worthy cause increased by 18% to 4472. The true winners are the residents of Bexar County. Your generosity will support families in crises, strengthen neighborhoods, help feed senior citizens, provide shelter to battered women and children, and support the homeless. Donations will be distributed by the United Way of San Antonio and Bexar County to non-profit agencies and other social service agencies. Thanks to Norma Rabago and those in our Partnerships Office that worked to coordinate the campaign throughout the District, and thanks again to all of you for your generosity. Another great example of how Northside serves our community!

Last Monday the fingerprinting process began in Northside! I, along with other central office staff, and the faculty of Driggers Elementary were fingerprinted. The remainder of the week fingerprinting took place at Adams Hill, the Alternative Schools, Boone, and Brauchle. I will not say it has gone real smooth, but I will say I know the people/company doing the fingerprinting are working hard to alleviate some of the problems. A special thank you and kudo to the principals of these schools who have done a great job coordinating the scheduling of their faculties for fingerprinting and helping to get the process completed on their campus. I do worry about how long it will take to get the 6000+ people in Northside fingerprinted since last week they did 350 employees. A special thank you to Rick Gardner in Human Resources for his tireless work and effort in coordinating this process with the company and SBEC. I do know that everyone is working hard to improve the process, speed up the process, and hopefully iron out any technical problems that may be occurring. It is law, and we have no choice but to work through all the issues and complete the process. Please be patient and hopefully in May we can have this completed for our current certified employees.

Also, last week we were notified that TEA recognized two school districts for their use of the state high school allotment funds to improve high school completion and college readiness programs. Northside was one of those districts recognized especially for the use of funds to increase graduation rates. When the District first received these funds, I said that this money would be used for new endeavors to improve our high schools, and we would not use the funds for any programs that already existed even though this could be done. Through the great work of our high school principals,

their staff, Sara McAndrew, and Brian Woods, areas and programs were identified that would help us meet the objectives of the use of the money as outlined by the state. Following are some examples of how these funds are being used:

- Implementation of Graduation Coaches at every high school: These coaches are designed to work one-on-one with at-risk 9th graders who are failing core courses, especially Algebra I, and with 12th graders who are at risk of not graduating.
- Implementation of Guided Study Halls: This program is designed to provide support to 10-15% of the at-risk student population with a class period as well as a support coach to work with these students during the school day. The goals are to ensure passing courses, prepare for the TAKS, and retrieve credits.
- Expansion of AVID: NISD used the allotment to expand the AVID program into every high school and to 85% of the middle school campuses with 100% planned in 2008-09. AVID supports students who will be first-time college-goers, who will take challenging course work and prepare for college starting in the 8th grade. As of January 2008, NISD had over 1,300 students enrolled in the AVID programs.
- Implementation of Gateway to College: NISD, in partnership with San Antonio College, has established a program for students who either have dropped out or are in the process of dropping out. This program works with the students at the college to complete high school and graduate with college courses. NISD enrolled 20 students for the fall semester of 2007 and plans to enroll 20 more for the spring semester of 2008.
- Implementation and Expansion of Credit Retrieval, Grade Retrieval, and Course Acceleration: We have used the high school allotment to establish educational hubs at every high school to support student success and high school completion. Using allotment monies, credit retrieval opportunities were expanded at every high school and offered before, during, and after school. Grade retrieval programs have been established to intervene immediately when students are failing a core course, programs that offer immediate opportunities for students to master the material and save their grades. These programs focused on failures in Algebra I. Zero-hour and ninth-hour courses were established that could be used for course retrieval as well as course acceleration. Finally, NISD is designing and implementing online courses that will enable students to complete high school on time, in anticipation of the new requirements of the 4x4.

There is certainly evidence of success as the TAKS scores in grades 9, 10, and 11 improved in all subject areas. The achievement gap is being closed as evidenced by our 9th graders who closed the achievement gap for every subgroup in mathematics. We see similar results by tenth and eleventh graders of the closing of the achievement gap and an increase in passing percentages on the TAKS. Also, the high school failure rate decreased in nearly every core course at every grade level.

Included in our successes with students were the increase in students progressing to the next grade and the increase in students graduating on the Recommended Graduation Plan or the Distinguished Graduation Plan. Every high school experienced increases in enrollment in the advanced courses. No doubt the High School Allotment is having a positive impact for the students in Northside high schools. The extensive planning and review process with each high school, the tremendous work of our principals and academic deans, and the leadership of several administrators at central office, along with instructional specialists, has put in place programs that will help many of our students be successful. I am very proud of what is being accomplished with these funds!

In closing, I hope you have a great week and thanks for all you do! We are accomplishing many things because We Are Northside!