

LOS GATOS-SARATOGA JOINT UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES REPORTS AND DISCUSSION	DATE: November 13, 2012 ITEM NO. RD.1
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TO: Members, Board of Trustees

FROM: Bob Mistele – Superintendent

SUBJECT: New Tech Network, Los Gatos High School

DISCUSSION:

At a study session on October 2, 2012, the board reviewed a proposal for New Tech School-Within-a-School at LGHS (Exhibit A).

Tonight, LGHS Principal Markus Autrey will provide an update (Exhibit B) regarding the status of the proposal for the possible implementation of New Tech High at LGHS. Included in this report is the following:

1. Staff feedback and inquiry updates
2. New Tech Site visitation update
3. Board inquiry (Q&A)
 - a. Budget
 - b. Timeline
 - c. Facilities
 - d. Feeder school input
 - e. NTN academic data
4. Next Steps – Meeting with parents from the feeder schools in November
 - a. Feedback from those meeting to be provided in November

New Tech School-within-a-School Discussion Outline

Summary of Project Proposal

The Los Gatos Saratoga High School District is a high-achieving, suburban school district whose communities hold high expectations for both educational results and socio-emotional support for their children; in turn, the district offers a first-class, well-rounded education focusing on every aspect of the student and student life. Although, test results and post-graduate data prove to be strong, discussion about reaching and better serving students who are neither high academic achievers nor are accessing special services offered to students, due to disability or extenuating circumstances. At Los Gatos High School, data and history show that changes to the traditional curriculum and systems will empower students in the "basic" and "below basic" categories in state testing, post-secondary success to move to the next level/stage of their development.

This project will look closely at the programs the district offers while exploring, planning, and implementing a New Tech Network (NTN) school within a school. This model uses a combination of a smaller learning community, individual access to technology, project-based learning, team teaching to deliver curriculum and address the individual student's learning needs and styles, and community involvement. In this model, teachers move from instructors to facilitators. Additionally, this model uses collaboration--including local, national, and global--to enhance teacher practice and professional development. The primary purpose of this model is to serve students and better prepare them for college and career readiness in the 21st Century, training them in 21st Century skills through a choice pathway previously unavailable to the traditional population of student learners.

The core guiding values of this proposal are equal access, equity, and innovation. These values will be described and articulated further in this project proposal.

This project proposal addresses the following:

- ✓ *Guiding Values and Principles*
- ✓ *Vision/Mission/Goals*
- ✓ *Instructional Options*
- ✓ *Proposed Scheduling Pathways*
- ✓ *Constituencies and Staff Involvement/Input/Support*
- ✓ *Enrollment Projections*
- ✓ *Staffing Implications*
- ✓ *Facility Plans/Needs*
- ✓ *Financial Implications/Needs*
- ✓ *Project Timeline*
- ✓ *Methods of Assessment and Evaluation*

Guiding Values & Principles

Access: The LGSUHSD believes in equal access for all to curriculum, curricular pathways, and programs. By offering an array of curriculum, pathways, and programs, the members of the district believe that all students can maximize options and be college and career ready upon graduation. By offering access to these diverse opportunities, the LGSUHSD operates from the intention that every student will successfully connect to learning and achievement.

Equity: The LGSUHSD believes that options and opportunities promote equity and understanding among all students represented in the community. All students should experience high expectations, rigorous courses with a variety of opportunities and programs to meet these expectations and accomplish academic goals regardless of race, ethnicity, religion, socio-economic level, sexual preference, gender, age, or disability.

Innovation: The LGSUHS believes in innovation as an opportunity for students to gain further experience, exposure to learning, and thus increased academic achievement. The Common Core Standards focus on college and career readiness for all students, and innovation plays a major role in this focus.

Goals

LGSUHSD Goal #1	Make learning more engaging, relevant, and effective with options for students.
LGSUHSD Goal #1.2	Ensure that all students have the resources to make balanced educational choices and graduate college or be career ready by creating and refining curricular and program options.
LGSUHSD Goal #1.3	Deepen student connections to the larger world community and build a sense of global responsibility by continuing to create and support interdisciplinary, integrated curriculum with real world relevance, e.g., project-based learning, community service opportunities, and 21 st century learning methodologies.
LGHS SPSA Goal #1	UC/CSU eligibility percentages will increase by 4% from current percentage of 66%.
LGHS SPSA Goal #1 Action Item	Explore and increase implementation of project-based learning, such as Advanced Science Research, Academic Youth Development, International Space Station project, Aventa, and New Tech Network.
LGHS SPSA Goal #2	Increase Academic Performance Index (API) score by increasing California State Test scores.
Cornerstone Asset #22	School Engagement
LGSUHSD Goal #2	Provide a stimulating working and learning environment for students and staff.
LGSUHSD Goal #2.1	Maintain and enhance an environment that fosters a

	love for learning and supports ongoing innovation, as measured by student and staff surveys.
LGSUHSD Goal #2.4	Implement the district technology plan focusing on staff development/training regarding current instructional technologies and allocation of resources to support a 21st century teaching and learning environment.
LGHS SPSA Goal #3	Increase the quality of classroom instruction through staff collaboration and data analysis.
Cornerstone Asset #22	School Engagement
Cornerstone Asset #5	Caring School Climate
LGSUHSD Goal #3	Increase student connectedness within the school and with the broader local and world communities.
LGSUHSD Goal #3.1	Continue building a positive school climate that balances student stress and academic rigor, through student involvement in co-curricular and extra-curricular activities and by helping students build developmental assets (Project Cornerstone).
LGHS SPSA Goal #4	Increase awareness and implementation of campus activities and programs based on Cornerstone Assets and Student Connectedness.
Cornerstone Asset #22	School Engagement
Cornerstone Asset #5	Caring School Climate
Cornerstone Asset #34	Cultural Competence

Instructional Options

The proposed curriculum for the NTN School within a School will focus on Global Studies and Cultural Awareness. Making cultural and global connections through learning and applying 21st Century Skills and the Common Core Standards in literature, communication, history, science, math, and technology will be the focus of the coursework, in addition to having opportunities to participate in the elective program at Los Gatos High School, empowering students and ensuring that students are college and career ready.

The following bullet points briefly frame the curricular options that will be available to students in the initial implementation of the program. The program will initially consist of the following curricular frame:

- ✓ Project-based learning
- ✓ One-to-one technology (laptops, IPADs, etc.)
- ✓ Team teaching in the humanities (English and Social Studies)
- ✓ Core subject offerings beginning at the freshman year (English, Social Studies, Math, Science)
- ✓ Half-day program enrollment (4 course enrollment minimum)
- ✓ Enrollment in the elective and language programs at Los Gatos High School
- ✓ Possible enrollment in Community College courses, Independent Studies, work-study, course remediation
- ✓ Embedded college/career/post-secondary planning

Scheduling Summary and Pathways

The NTN School within a School will operate within the contexts and structure of the Los Gatos High School daily bell schedule. The major goal of scheduling within the program is to offer optimal flexibility and choice in student scheduling while assisting and supporting every student in the program to meet their educational goals and future plans.

Below is a brief list of modifications that will be the general scheduling of the School within a School program, with a brief rationale:

Modification	Rationale
Students are scheduled a minimum of two consecutive periods in the program every other day, but every day is the optimal intention.	To provide continuity and a smaller learning environment for students.
No bells are in the NTN building or wing.	To build independence, responsibility, scheduling flexibility, and a working atmosphere
English and Social Studies are team-taught in two consecutive periods every other day.	Classes are combined; students work with two teachers so that they have extended periods of time to work on projects.
Students are released and encouraged to participate in electives and extra-curricular pursuits.	To promote a sense of connection to the program and also to the greater school community

Constituencies/Collaborators	
School Board	LGSUHSD
Superintendent, Bob Mistele	LGSUHSD
Assistant Superintendent, Jeff Anderson	LGSUHSD
Principal, Markus Autrey	LGHS
Assistant Principal, Kristina Grasty	LGHS
Curriculum Council/Department Chairs	LGHS
Guidance Staff, Cheryl Hodgin-Marshall	NOVA
Teacher, Rooz Nazari	LGHS
Teacher, Stephanie Rothstein	LGHS
Teacher, Christie Dujmovic	LGHS
School Site Council	LGHS
Home and School Club	LGHS
Guidance Department	LGHS
Faculty	LGHS
New Millennium Foundation	LGHS
Student, Steven Beveridge	LGHS
Student, TBD	LGHS

Enrollment Projections

The program will consist of a four-year roll out until it reaches full capacity. In year one the program will be offered to incoming freshmen, and then each year following incoming freshmen will be offered enrollment to the program until all four-grade levels are represented. Maximum enrollment for the first year and for each grade level is 120 students. The program is open access. Each year incoming freshmen will be able to enroll in the program. All students are accepted unless more than 120 students apply. If more than 120 students apply, the enrollment is chosen by simple lottery, so enrollment is fair and open to all interested students and families. There is no minimum enrollment per class, but it is important in the first year of implementation that the freshman class is ideally 75 or more students, for staffing and budgetary purposes, which is outlined in more detail below.

Staffing Implications

Staff will be assigned and teach with the program at a student load of 30:1 and with the courses allowed by contractual obligations and state/county certification requirements. Four teachers will work in the program the first year and teach four classes within the program and one course in the traditional classroom. This will be no staffing increase for the first year. There will be some additional staffing required as more students are enrolled in the program (and hence the number of classes in the program increases). This staffing scenario is the ideal but can be adjusted based on enrollment numbers and budgetary constraints. The FTE breakdown by year is explained in further detail below:

Year One: Freshmen Only (Max enrollment 120 students)

Subject	Proposed FTE	Current FTE
English	4 classes at 30:1 (120)	4 classes at 26:1 (104)
Social Studies	4 classes at 30:1 (120)	4 classes at 31:1 (124)
Math	4 classes at 30:1 (120)	4 classes at 26:1 (104)
Science	4 classes at 30:1 (120)	4 classes at 31:1 (124)
Total Seats	480	456 (-24)

There is no additional staffing needed for the first year of the program.

Year Two: Freshmen and Sophomores (Max enrollment 200 students)

Subject	Proposed FTE	Current FTE
English	8 sections at 30:1 (240)	8 sections at 28:1 (224)
Social Studies	8 sections at 30:1 (240)	8 sections at 32:1 (256)
Math	8 sections at 30:1 (240)	8 sections at 30:1 (240)
Science	8 sections at 30:1 (240)	8 sections at 32:1 (256)
Total Seats	960	976 (+16)

The difference of 16 seats in the second year of the program. There is no additional staffing required with optimal enrollment in the second year.

Year Three: Freshmen, Sophomores, Juniors (Max enrollment 300 students)

Subject	Proposed FTE	Current FTE
English	12 sections at 30:1 (360)	12 sections at 28:1 (336)
Social Studies	12 sections at 30:1 (360)	12 sections at 32:1 (384)
Math	12 sections at 30:1 (360)	12 sections at 30:1 (360)
Science	12 sections at 30:1 (360)	12 sections at 32:1 (384)
Total Seats	1440	1464 (+24)

The difference in the proposed number of seats from the current to the third year is 24. There will be a need for an additional .2 FTE in year three of the program.

Year Four: All grade levels represented (Max enrollment 400 students)

Subject	Proposed FTE	Current FTE
English	16 sections at 30:1 (480)	16 sections at 29:1 (464)
Social Studies	16 sections at 30:1 (480)	16 sections at 32:1 (512)
Math	16 sections at 30:1 (480)	16 sections at 31:1 (496)
Science	16 sections at 30:1 (480)	16 sections at 32:1 (512)
Total Seats	1920	1984 (+64)

The difference in the proposed numbers in the fourth and final year of implementation is 64 seats. There will be an additional .4 FTE needed for staffing in the fourth year of the program.

In summary, this means that there would be an additional 3 sections (.6 FTE) required to ideally run the program at capacity over the four years of implementation.

Facilities Implications

It is important for the culture and success of the program to have its own identity within the larger school community. In order to optimize choice and flexibility for students, having a designated space for the program is important. By having a focused space on campus, students can choose to exist and identify with the larger school community or simply identify with the small learning environment created in the program's space, or students can identify in any combination between these parameters. There will be four teachers involved in the program in year one, 7 in year two, 10 in year three, and 13 in year four. 20% of the staff will be involved in the program either full time or part time, depending on the needs, assignments, and teacher desires. The New Tech Network also has certain specifications they recommend and have found these specifications to be ideal in creating the most successful program and positive learning environment for the students. Ideally, there should be three rooms for every four teachers as two teachers share a larger room for combined classes and team teaching.

Below are listed the locations and classrooms currently available at LGHS that can be used in the implementation of the program for each year:

Year One – LGHS Business Wing

English & Social Studies	Room 40 & 41
Math	Room 43
Science	Room 42

Year Two – LGHS Business Wing

English & Social Studies	Room 30 & 31
Math	Room 32
Science	Room 33

Year Three – LGHS Business Wing

English & Social Studies	91A & B
Math	Room 43 & 32
Science	Science Wing

Year Four

The locations and rooms need to be further developed for year four. The program would be able to use the Business Wing for three years before it reaches maximum capacity and outgrows the number of rooms needed to run the full program. There would need to be an additional three rooms in order to run at full capacity. Total rooms needed would be 3-4 large "double" rooms and 5 additional classrooms.

Financial Implications	
Item	Cost
Agreement with NTN which includes professional development, training, program assistance, Echo web application, summer training	\$100,000 - \$110,000 per year for four years Total: 400,000 - \$440,000 over four years
Yearly maintenance and NTN agreement	\$10,000 - \$15,000 annually after year four
Additional staffing (.6 FTE)	\$25,000 in the third year of the program \$50,000 in the fourth year of the program Total - \$75,000
Facility costs	None in year one. Breaking through a non-bearing wall in year two (\$10,000 - \$15,000) None in year three The plan for year four is TBD Total known - \$10,000 - \$15,000
Total Year One	\$110,000
Total Year Two	\$125,000
Total Year Three	\$135,000
Total Year Four	\$160,000
Four Year Total	\$530,000

Project Timeline	
<i>Task</i>	<i>Date</i>
New Tech School Tours/Information Gathering	September 19, 2012
Site NTN Team meetings	Monthly beginning in September 2012
Finalize NTN proposal	October 2012
District submits NTN School Application	October-November 2012
Guidance materials developed for registration and recruitment of incoming ninth graders	December 2012
Upon Application acceptance, NTN conducts Readiness Visit	December 2012 - January 2013
NTN develops products and services proposal for the NTN Agreement	January 2013
District is granted Echo access for planning	December 2012 - January 2013
District Project Manager begins NTN Planning Academy course in Echo	January 2013
NTN team discusses the proposal with Curriculum Council, School Site Council,	October 2012 - January 2013

New Millennium Foundation, and Home and School Club	
District selects Program Director	December 2012
District signs NTN agreement	January 2013
Registration and recruitment begin for the incoming ninth grade class	January 2013
Director completes Planning Academy course prior to Leadership Residency	January 2013
Director and collaborative colleague attend NTN Leadership Residency and begin work on 2013 Spring Planning Course in Echo	January-February 2013
All staff hired, technology ordered, and facilities planning work started	February-March 2013
Director and staff complete 2013 Spring Planning Course	March-July 2013
Director and Year One staff attend Teacher Residency/Shadowing at a NTN Demonstration Site	March-April 2013
Schedules and master schedule is built for the NTN program	April-May 2013
All Year One staff and student technology is installed and configured	June-August 2013
Director and all Year One staff, including IT support staff, attend New Schools Training	June 2013
New Tech school opens	August 2013

Methods of Assessment and Evaluation for NTN Implementation	
Monitoring the timeline tasks and checking status informally and reporting out to the NTN site committee at the monthly meetings	Monthly updates beginning in September 2012
Staff, Student, Parent feedback from surveys	November-December 2012
Recruitment and Registration process feedback	January 2013
Enrollment numbers	January 2013 – May 2013
Master Schedule analysis	May 2013
NTN Committee report and update to the Superintendent, Board, and LGHS staff	May 2013
Teacher, Student, and Parent feedback	October 2013
Report to the Board of Education	November 2013

Staff Questions re: New Tech Network	Answers
What does the teacher training entail?	Week long workshop in April and annually in July
How did this proposal come about?	WASC and SPSA
What is the rationale for the program?	Address diverse student needs through nontraditional strategies
Do NT schools offer electives?	LGHS intends to offer four core subject areas (no electives)
Are there other models?	Yes, High Tech High, On-line learning, MAP at SHS
How are courses paired up?	There is no prescribed pairings. The teachers create the pairings with Guidance
How do math and science fit?	Math and Science are courses offered within the NT model
How is a student graded?	Oral communication, content knowledge, written communication, teamwork, critical thinking
How do students get AP credit?	Offer AP within the NT program as well as students enroll in AP courses in the mainstream
What happens with honors freshmen?	It is possible, but no definitive answer yet
What courses are offered in year one?	English 9, Humanities (SS), Algebra 1, Geometry, Earth Space Science, Biology
Have the core 8 teachers been selected?	Not yet
Can students attend from SHS?	No definitive answer yet
Mock schedules	
Ratio?	Thirty to One
Location?	Business Wing
Tech needs for each student?	MacBook pro
Pre-marketing campaign	To be planned with the NTN during the site visit
Middle School Parent feedback	Meeting with Fisher and CT parents in November
Cost benefit analysis	
Drop dead date for 2012 opening	January Fiftieth
District or LGHS	TBD - Market mostly to LGHS
How are the teachers chosen?	Chosen based on interest, master schedule, and areas of certification
Staff full or part time NTN?	Both
How will the program be assessed?	Annual data is collected (state tests, post graduate work)
Funding?	Possible CCOC or redevelopment funds
Tech department handle this program?	Charles and CJ are prepared and excited about the program.
Multiple levels of science in year one?	Offerings should reflect options at each grade level (i.e. ESS and Biology)
Admin resources?	AP responsibility years 1-2 and then a teacher lead for years 3-4
Impact on traditional class size?	Need to maintain traditional class sizes as presently held
Common prep time?	Would be good, but TBD
Who reviews student applications?	Open enrollment
Ease of entry and exit from the program	Other tech schools enter and exit yearly or at semester
How are students chosen?	Open enrollment
Application process?	TBD with NTN

Los Gatos High School

Readiness Visit

11/8/12



New Tech Network

The primary objectives of this Readiness Visit are to:

- address the LGHS “Need to Knows” and “I Wonders” about the New Tech design and planning process
- support your community and build readiness for a successful opening in 2013
- help NTN gauge your community’s capacity to implement a New Tech school with high fidelity to our design

NTN would like to use this visit to answer questions and address concerns to determine the best course of action for your school. NTN will utilize the discussions and review the completed School Application to determine whether your community is ready to move forward in the planning process to open a NTN school in 2013 and, if so, to draft the NTN Agreement with customized Products and Services that will best meet your new school’s needs.

Time and Location	Topic	Objectives
2:30 PM -3:15 PM	LGHS Staff Q&A	Address questions and concerns from LGHS Staff and other stakeholders
3:15 PM – 4:15 PM	Application Review with LGHS Working Group	Review NTN School Application. Discuss student recruitment, scheduling, and the LGHS NT Project Manager, and implementation timeline
4:15 PM – 5:30 PM	Community and District Support	Discuss community outreach and outreach strategies for all stakeholders



Exhibit A Services

<u>Planning</u> Prior to opening New Tech school	<ul style="list-style-type: none">Up to 2 hosted Executive Tours for district/community planning teams to an existing local New Tech High School Demonstration Site (maximum 10 participants), inclusive of any Executive Tours prior to the signing of the Agreement. Additional tours will be provided at a cost determined by New Tech National.Access to web-based Planning Portal, Resource Library and on-going communication to assist District and School community during the Application process and Master Plan development.Visit by New Tech National staff to District and School to meet with School community and assess readiness.																
<u>Training</u> Prior to and after opening New Tech School	<p style="text-align: center;">Prior to School Opening</p> <ul style="list-style-type: none">Participation in the following training events for the number of staff specified below. Event costs that are covered by New Tech National are detailed in Exhibit E.Based on availability, additional participants may attend an event for an additional cost to be determined by New Tech National. <table><thead><tr><th style="text-align: center;">2013 Events Prior to the Opening of School</th><th style="text-align: center;"># Participants per Agreement</th></tr></thead><tbody><tr><td>Leadership Residency for New Tech principal/director and one additional thought partner.</td><td style="text-align: center;">2</td></tr><tr><td>Shadowing training for New Tech principal/director and year one New Tech teachers at a New Tech Network Demonstration Site.</td><td style="text-align: center;">12</td></tr><tr><td>New School Training for New Tech principal/director, year one New Tech teachers, counselor and IT administrator.</td><td style="text-align: center;">12</td></tr></tbody></table> <p style="text-align: center;">After School Opening</p> <ul style="list-style-type: none">Membership in the New Tech Network allows staff at the School to participate in professional development events and conferences during 4 years of implementation.By June, prior to the beginning of subsequent years within this Agreement, New Tech National will provide the schedule of yearly trainings and events.New Tech National reserves the right to amend the scope, duration and location of trainings and conferences on a yearly basis.Based on availability, additional participants may attend an event for an additional cost to be determined by New Tech National. <table><thead><tr><th style="text-align: center;">2013 – 2017 Events and Conferences</th><th style="text-align: center;"># Participants per Agreement</th></tr></thead><tbody><tr><td>Fall and spring regional content trainings. Lodging and meals are <u>not</u> provided by New Tech National. Any lodging and meal costs are the responsibility of the District.</td><td style="text-align: center;">12</td></tr><tr><td>Fall and Spring Leadership Summit. Selected meals will be provided for designated number of participants in 2013-14 and 2014-15.</td><td style="text-align: center;">1</td></tr><tr><td>New Tech Annual Conference, including new staff training. Selected meals will be provided for designated number of participants in 2014-15. No lodging or meals will be provided in subsequent years.</td><td style="text-align: center;">20</td></tr></tbody></table>	2013 Events Prior to the Opening of School	# Participants per Agreement	Leadership Residency for New Tech principal/director and one additional thought partner.	2	Shadowing training for New Tech principal/director and year one New Tech teachers at a New Tech Network Demonstration Site.	12	New School Training for New Tech principal/director, year one New Tech teachers, counselor and IT administrator.	12	2013 – 2017 Events and Conferences	# Participants per Agreement	Fall and spring regional content trainings. Lodging and meals are <u>not</u> provided by New Tech National. Any lodging and meal costs are the responsibility of the District.	12	Fall and Spring Leadership Summit. Selected meals will be provided for designated number of participants in 2013-14 and 2014-15.	1	New Tech Annual Conference, including new staff training. Selected meals will be provided for designated number of participants in 2014-15. No lodging or meals will be provided in subsequent years.	20
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<u>NTN Services</u>	<p>Membership in the New Tech Network of schools ("New Tech Network") includes the following benefits:</p> <ul style="list-style-type: none">On-going webinars designed to meet specific needs of New Tech Network schools, (i.e. content-specific, project development, culture, assessment, etc).Yr 2-4: Coach identifies teacher advocate who may be paid a stipend by NTN determined by NTN.Opportunity for staff members to be certified as New Tech Network Exemplary Teachers.Opportunity for staff members to be certified as New Tech Network Trainers.Opportunity for School to be certified as New Tech Network Demonstration Site.																



Exhibit A Services

	<ul style="list-style-type: none">Access to New Tech Network data reports and School-wide implementation benchmarking progress.Online training modules (web based tools, project development, etc).NTN Echo training for School staff and technology support personnel.Assistance from NTN Echo support team as detailed below (NTN Technology).Onsite and remote coaching services up to the amounts set out in the table below. New Tech National will annually provide the School with a schedule of coaching services based on the School's needs.										
<u>Coaching Services</u>	<table><tr><td><u>On site coaching days including coach travel days*:</u></td><td><u>Remote coaching hours*:</u></td></tr><tr><td>Yr 1: 7 days</td><td>Yr 1: 65 hours</td></tr><tr><td>Yr 2: 6 days</td><td>Yr 2: 50 hours</td></tr><tr><td>Yr 3: 5 days</td><td>Yr 3: 32 hours</td></tr><tr><td>Yr 4: 3 days</td><td>Yr 4: 16 hours</td></tr></table>	<u>On site coaching days including coach travel days*:</u>	<u>Remote coaching hours*:</u>	Yr 1: 7 days	Yr 1: 65 hours	Yr 2: 6 days	Yr 2: 50 hours	Yr 3: 5 days	Yr 3: 32 hours	Yr 4: 3 days	Yr 4: 16 hours
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Yr 4: 3 days	Yr 4: 16 hours										
<i>*District may purchase additional coaching services for a fee determined by New Tech National.</i>											
<u>NTN Technology</u>	<ul style="list-style-type: none">Access for the number of users indicated below to NTN Echo, including students, School and District staff. Additionally, parents of New Tech High School students will have access to NTN Echo. NTN Echo is an innovative online learning platform that enables School staff, students and parents to effectively manage the project-based learning environment.District may purchase additional user access to NTN Echo for an additional cost to be determined by New Tech National.Components of NTN Echo include curriculum and gradebook tools designed specifically for the project based learning environment; calendars, group interaction tools; resource sharing and other "education friendly" social functionality; reporting tools; and a robust project library. NTN Echo includes integration with other programs at the discretion of the School at no additional cost.New Tech National provides NTN Echo technical support for School IT staff. School IT staff will serve as the primary point of contact and technology support for School staff.										
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<u>Additional services based upon performance</u>	<p><u>Schools meeting or exceeding New Tech National Benchmark expectations:</u></p> <ul style="list-style-type: none">New Tech National will monitor and assess implementation success based upon yearly New Tech National Benchmark assessments (see Exhibit D – New Tech National Benchmarks).New Tech National may provide opportunities for School staff to select additional coaching days and/or additional seats at New Tech National trainings, events and conferences. These options will be offered based upon availability and offered at no additional cost to School or District. <p><u>Schools with identified Benchmark challenges:</u></p> <ul style="list-style-type: none">Within 60 days of the completion of each school year, New Tech National will provide School and District with implementation benchmark data and recommendations for additional coaching services to address the identified challenges, (such as high staff turnover).Additional coaching services required by New Tech National may represent additional fees. Typically, additional fees will not exceed 10% of the following year's fee (or, 10% of the prior year's fee in the last year of the Agreement) except in extreme circumstances, including without limit, 50% or more staff turnover at School or a change of School leadership.If School is unable to implement additional services, New Tech National reserves the right to cancel the Agreement or re-allocate services for the following year to provide additional coaching services.										



New Tech Network

Exhibit E

Payment Schedule

Phase	Fee Amount	Payment Due:
Planning & Start up support	\$ 66,950	Due at contract signing
Year 1 support	\$121,025	July 1, 2013
Year 2 support	\$121,025	July 1, 2014
Year 3 support	\$ 82,400	July 1, 2015
Year 4 support	\$ 72,100	July 1, 2016
Total NTN fees not to exceed*	\$463,500	

* With the exception of “make-up” training, supplemental attendees at professional development events, additional coaching or other services or as set forth herein, the fees set forth in the payment schedule above represent the maximum fees payable to New Tech National for each year in the Agreement. At New Tech National’s option, certain of the fees set forth above may be reduced if New Tech National determines, in its sole discretion, that the School exceeds benchmarks established by New Tech National.

To insure successful implementation, the District and School will make every effort for staff to participate in New Tech National training events. District is responsible for additional costs for training staff unable to attend scheduled New Tech National professional development events.

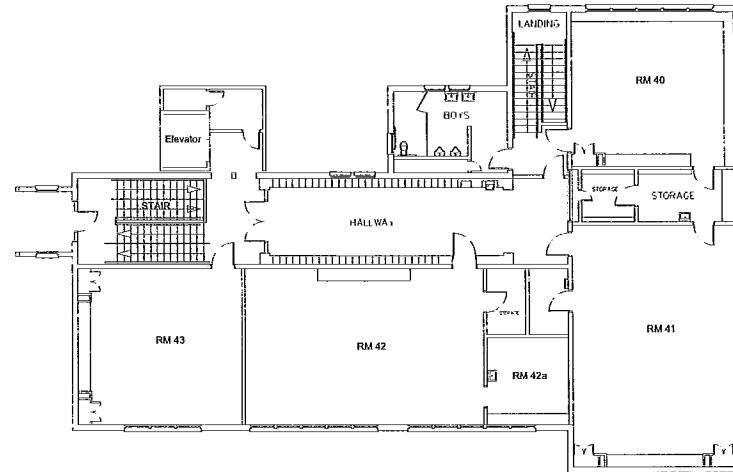
Except as otherwise provided in Exhibit A, for Year 1 and 2 of the Agreement, total includes lodging related expenses based on double occupancy at a New Tech National specified facility and New Tech National selected meals for the number of staff identified to participate in New Tech National training events and conferences listed in Exhibit A. Please be aware that cancellation fees may occur should hotel or NTN guidelines not be followed. This could include late cancellation and additional no-show fees. (No lodging or meals will be provided in subsequent years.) District is responsible for all costs not covered by New Tech National, including, without limit, staff travel to/from New Tech National trainings, events and conferences, single occupancy hotel cost, personal expenses, and meals not covered by New Tech National.

New Tech Network Project Timeline	
<i>Task</i>	<i>Date</i>
New Tech School Tours/Information Gathering	September 19, 2012
Site NTN Team meetings	Monthly beginning in September 2012
Finalize NTN proposal	October 2012
District submits NTN School Application	October-November 2012
Guidance materials developed for registration and recruitment of incoming ninth graders	December 2012
Upon Application acceptance, NTN conducts Readiness Visit	December 2012 – January 2013
NTN develops products and services proposal for the NTN Agreement	January 2013
District is granted Echo access for planning	December 2012 – January 2013
District Project Manager begins NTN Planning Academy course in Echo	January 2013
NTN team discusses the proposal with Curriculum Council, School Site Council, New Millennium Foundation, and Home and School Club	October 2012 – January 2013
District selects Program Director	December 2012
District signs NTN agreement	January 2013
Registration and recruitment begin for the incoming ninth grade class	January 2013
Director completes Planning Academy course prior to Leadership Residency	January 2013
Director and collaborative colleague attend NTN Leadership Residency and begin work on 2013 Spring Planning Course in Echo	January-February 2013
All staff hired, technology ordered, and facilities planning work started	February-March 2013
Director and staff complete 2013 Spring Planning Course	March-July 2013
Director and Year One staff attend Teacher Residency/Shadowing at a NTN Demonstration Site	March-April 2013
Schedules and master schedule is built for the NTN program	April-May 2013
All Year One staff and student technology is installed and configured	June-August 2013
Director and all Year One staff, including IT support staff, attend New Schools Training	June 2013
New Tech school opens	August 2013

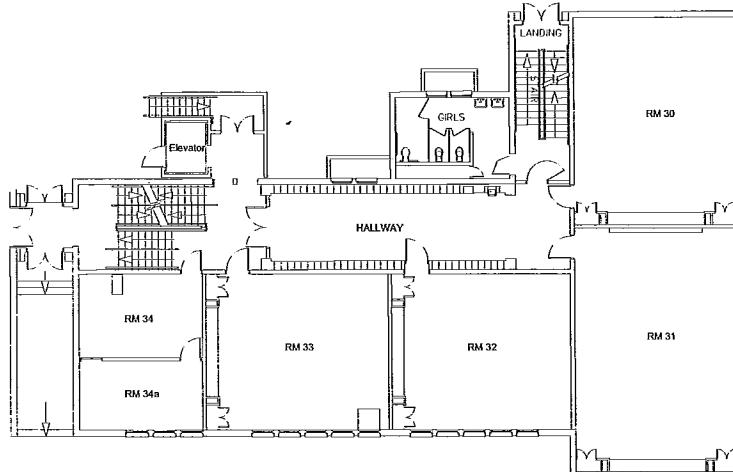
LGHS Business Building
2 Story Building with Basement

Design Template

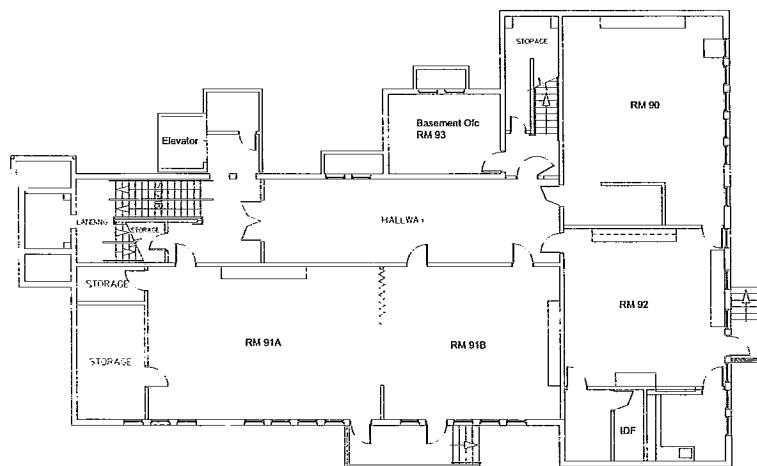
2nd Floor



1st Floor



Basement



New Tech Network Data

Included in this section are some general statistics about the preparedness and outcomes from across the network (100 schools). Also, Coppell High School and New Tech High @ Coppell, which was established in 2008, are very similar schools to Los Gatos High School. Therefore the staff has used that district's results as a baseline of study. Included in this packet are the following:

- New tech High @ Coppell Demographic Data
- Coppell High School (main campus) Demographic Data
- 2010-2011 School Report Card – New Tech High @ Coppell
- 2010-2011 Academic Excellence Indicator System – New Tech High @ Coppell
- 2010-2011 School Report Card – Coppell High School
- 2010-2011 Academic Excellence Indicator System – Coppell High School
- 2012-2013 College Admissions Data - New Tech High @ Coppell

New Tech Schools

Our students achieve high levels of educational attainment and thrive academically. They become lifelong learners who are ready for college and careers.

Level of Preparedness Upon Entering College



COLLEGE LEVEL ENGLISH



COLLEGE LEVEL MATH



COLLEGE LEVEL SCIENCE



COLLEGE LECTURE STYLE CLASSES



COLLEGE FINAL EXAMS



WORKING CORROBORATIVELY



WORKING WITH DIVERSE GROUPS



USING TECHNOLOGY



BEING AN INDEPENDENT LEARNER



extremely prepared-

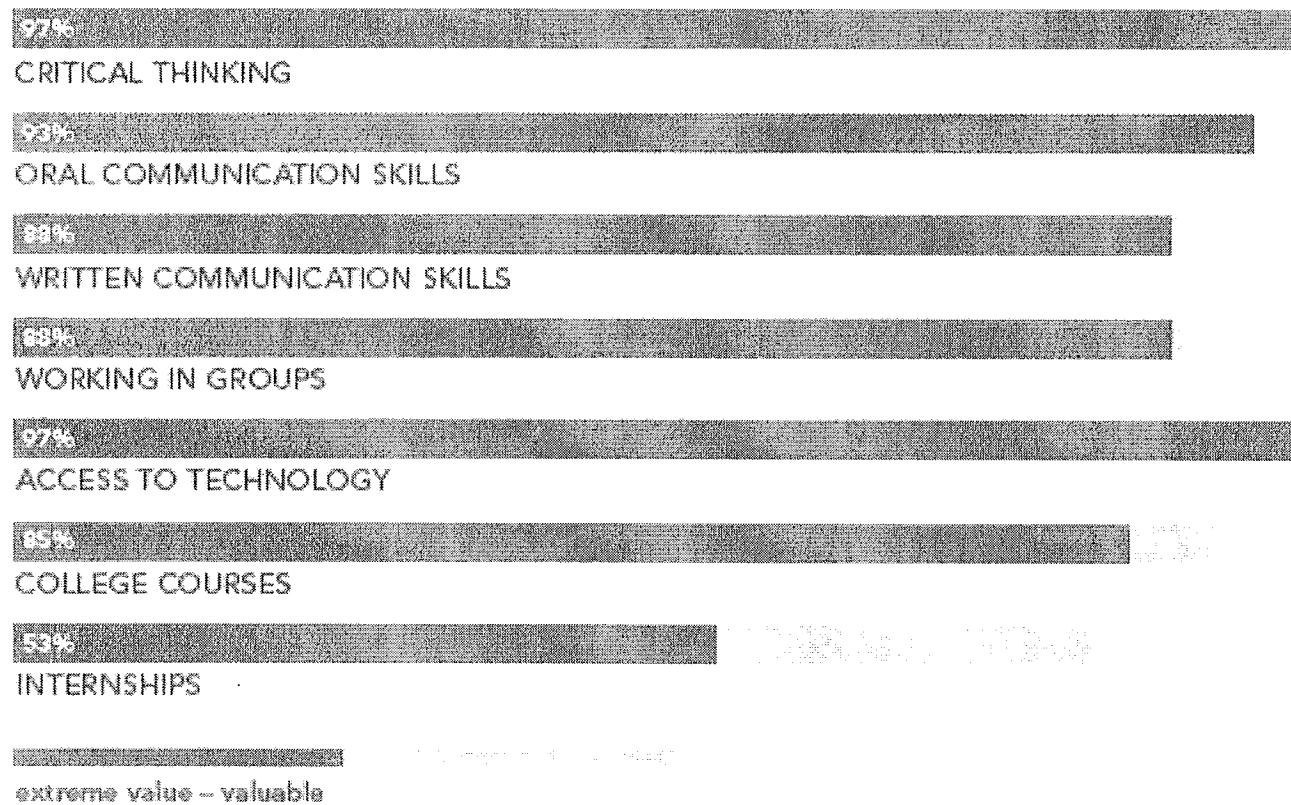
prepared

The following graph is taken from [Alumni Perspectives: Exploring the Impact of New Technology High Schools on College and Work Readiness-November 2010](#).

New Tech Network outcomes

Our students achieve high levels of educational attainment and thrive academically. They become self-directed, lifelong learners.

Value of New Tech Model Components on Meeting College Demands



The following graph is taken from *Alumni Perspectives: Exploring the Impact of New Technology High Schools on College and Work Readiness-Research Report-November 2010*.

New Tech High @ Coppell (New Tech School similar to LGHS)

Demographics

The demographic information reported below is based on the 2010-11 AEIS report distributed by the Texas Education Agency (TEA). TEA releases the AEIS report in November every year.

Student Enrollment

	Count	Percent
Total Students	483	100.0%
Grade 9	127	26.3%
Grade 10	125	25.9%
Grade 11	116	24.0%
Grade 12	115	23.8%

Ethnic Distribution

	Count	Percent
African American	17	3.5%
Hispanic	54	11.2%
White	350	72.5%
American Indian	0	0.0%
Asian	58	12.0%
Pacific Islander	1	0.2%
Two or More Races	3	0.6%

Economically Disadvantaged	30	6.2%
Limited English Proficient (LEP)	0	0.0%
Students w/Disciplinary Placements (2009-10)	4	1.0%
At-Risk	74	15.3%

Coppell High School (main campus)

Demographics

The demographic information reported below is based on the 2010-11 AEIS report distributed by the Texas Education Agency (TEA). TEA releases the AEIS report in November every year.

Student Enrollment

	Count	Percent
Total Students	2,698	100
Grade 9	739	27.4
Grade 10	688	25.5
Grade 11	676	25.1
Grade 12	595	22.1

Student Demographics

	Count	Percent
African American	158	5.9
Hispanic	333	12.3
White	1,625	60.2
American Indian	12	0.4
Asian	530	19.6
Pacific Islander	1	0.0
Two or More Races	39	1.4

	Count	Percent
Economically Disadvantaged	278	10.3
Limited English Proficient (LEP)	46	1.7
Students w/Disciplinary Placements (2009-10)	20	0.7
At-Risk	485	18.0
Mobility (2009-10)	213	7.7

2010-11 Academic Excellence Indicator System

District Name: COPPELL ISD

Campus Name: COPPELL H S

Campus #: 057922001

2011 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Attendance (2009-10)

Advanced Academic Courses (2009-10)

AP/IB Results (2009-10)

College Admissions (Class of 2010)

College-Ready Graduates (Class of 2010)

Recommended High School Program (Class of 2010)

Texas Success Initiative (TSI) ELA

Texas Success Initiative (TSI) Mathematics

Commended on Social Studies

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard														
Grade 9														
Reading	2011	89%	98%	95%	98%	97%	94%	99%	*	99%	*	> 99%	83%	96%
	2010	92%	99%	96%	98%	98%	97%	99%	*	99%	*	> 99%	87%	95%
Mathematics	2011	72%	91%	82%	91%	61%	80%	94%	*	97%	*	91%	46%	74%
	2010	72%	92%	83%	93%	67%	89%	94%	*	99%	*	90%	44%	81%
All Tests	2011	69%	90%	81%	90%	63%	78%	94%	*	97%	*	91%	39%	74%
	2010	70%	92%	82%	93%	68%	89%	94%	*	99%	*	90%	47%	81%
TAKS Met 2011 Standard														
Grade 10														
Eng Lang Arts	2011	91%	97%	95%	97%	90%	95%	98%	*	99%	*	> 99%	76%	94%
	2010	91%	98%	95%	98%	95%	95%	> 99%	*	97%	*	> 99%	86%	96%
Mathematics	2011	75%	92%	82%	94%	89%	83%	94%	*	99%	*	> 99%	50%	84%
	2010	75%	94%	82%	94%	74%	91%	96%	*	98%	*	> 99%	59%	90%
Science	2011	76%	93%	86%	92%	79%	78%	94%	*	96%	*	91%	44%	74%
	2010	75%	93%	85%	92%	77%	88%	93%	*	95%	*	> 99%	59%	90%
Soc Studies	2011	93%	99%	96%	99%	92%	96%	> 99%	*	99%	*	> 99%	94%	95%
	2010	93%	99%	96%	99%	97%	99%	> 99%	*	99%	*	> 99%	97%	97%
All Tests	2011	65%	88%	75%	89%	75%	73%	92%	*	96%	*	91%	35%	72%
	2010	65%	90%	76%	90%	62%	86%	92%	*	93%	*	> 99%	41%	83%
TAKS Met 2011 Standard														
Grade 11														
Eng Lang Arts	2011	94%	99%	98%	99%	97%	97%	99%	*	98%	*	> 99%	81%	97%
	2010	93%	98%	96%	98%	97%	98%	98%	> 99%	98%	*	> 99%	61%	97%
Mathematics	2011	90%	97%	94%	97%	89%	97%	98%	*	97%	*	> 99%	64%	92%
	2010	88%	97%	93%	97%	90%	97%	97%	> 99%	99%	*	> 99%	47%	92%
Science	2011	90%	98%	96%	98%	> 99%	96%	98%	*	98%	*	> 99%	68%	93%
	2010	90%	97%	95%	97%	90%	94%	98%	> 99%	98%	*	> 99%	56%	86%
Soc Studies	2011	98%	> 99%	99%	> 99%	> 99%	> 99%	99%	*	> 99%	*	> 99%	89%	> 99%
	2010	97%	99%	99%	99%	97%	97%	98%	> 99%	99%	*	> 99%	67%	> 99%
All Tests	2011	84%	96%	92%	96%	87%	96%	97%	*	96%	*	> 99%	52%	87%
	2010	81%	95%	89%	95%	87%	92%	96%	> 99%	97%	*	> 99%	42%	86%

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard (Sum of All Grades Tested)														
(Standard Accountability Indicator @)														
Reading/ELA	2011	90%	98%	95%	98%	95%	99%	*	99%	n/a	n/a	> 99%	80%	96%
	2010	90%	98%	96%	98%	97%	99%	>	99%	n/a	n/a	n/a	82%	96%
Mathematics	2011	84%	95%	86%	94%	80%	86%	*	95%	n/a	n/a	97%	53%	83%
	2010	84%	96%	85%	95%	77%	90%	>	99%	n/a	n/a	n/a	49%	87%
Science	2011	83%	95%	91%	95%	90%	87%	*	96%	n/a	n/a	95%	55%	84%
	2010	82%	95%	89%	94%	84%	89%	>	99%	n/a	n/a	n/a	57%	89%
Soc Studies	2011	95%	99%	98%	99%	96%	98%	*	99%	n/a	n/a	> 99%	92%	98%
	2010	94%	99%	98%	99%	97%	99%	>	99%	n/a	n/a	n/a	85%	99%
All Tests	2011	76%	93%	83%	92%	75%	82%	*	94%	n/a	n/a	94%	41%	77%
	2010	76%	94%	81%	92%	73%	87%	>	99%	n/a	n/a	n/a	44%	83%
TAKS Commended Performance (Sum of All Grades Tested)														
Reading/ELA	2011	33%	58%	32%	47%	27%	35%	*	56%	*	41%	5%	30%	< 1%
	2010	32%	59%	32%	49%	33%	36%	51%	25%	57%	52%	11%	27%	3%
Mathematics	2011	29%	55%	29%	56%	21%	33%	56%	*	78%	*	52%	5%	30%
	2010	28%	60%	29%	61%	25%	43%	62%	44%	80%	*	57%	9%	32%
Science	2011	30%	52%	28%	46%	18%	31%	47%	*	60%	*	60%	5%	22%
	2010	28%	49%	24%	34%	14%	24%	34%	14%	47%	*	47%	6%	19%
Soc Studies	2011	47%	74%	61%	76%	56%	63%	78%	*	85%	*	80%	19%	55%
	2010	45%	76%	57%	74%	55%	62%	77%	57%	79%	*	71%	17%	49%
All Tests	2011	16%	37%	15%	31%	7%	18%	32%	*	44%	*	25%	2%	< 1%
	2010	15%	39%	14%	30%	11%	19%	29%	< 1%	44%	*	25%	4%	12%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)														
Reading/ELA	2011	86%	89%	88%	82%	83%	*	73%	*	*	*	*	82%	88%
	2010	85%	84%	83%	69%	80%	*	56%	*	*	*	*	69%	*
Mathematics	2011	77%	77%	70%	46%	38%	*	42%	*	*	*	*	46%	50%
	2010	75%	63%	68%	31%	14%	*	29%	*	*	*	*	31%	33%
Science	2011	60%	48%	64%	38%	50%	*	17%	*	*	*	*	38%	43%
	2010	58%	38%	61%	27%	*	*	20%	*	*	*	*	27%	*
Soc Studies	2011	68%	69%	75%	80%	83%	*	67%	*	*	*	*	80%	86%
	2010	67%	47%	72%	46%	*	*	33%	*	*	*	*	46%	*
All Tests	2011	66%	69%	62%	41%	22%	*	38%	*	*	*	*	41%	36%
	2010	64%	59%	59%	31%	14%	*	32%	*	*	*	*	31%	33%
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)														
All Tests	2011	97%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	*	*	> 99%	*	*
All Tests	2010	93%	> 99%	> 99%	> 99%	> 99%	*	*	> 99%	*	*	> 99%	*	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.4%	99.2%	99.3%	99.2%	98.1%	99.7%	*	98.8%	*	100.0%	100.0%	99.5%	79.5%
By Test Version														
TAKS (1 or more)	91.0%	96.1%	93.1%	96.1%	90.1%	93.6%	96.8%	*	97.2%	*	100.0%	35.3%	90.7%	68.2%
Not on TAKS	7.6%	3.3%	6.3%	3.2%	9.1%	4.5%	2.9%	*	1.6%	*	0.0%	64.7%	8.9%	11.4%
TAKS(Acc) Only	2.4%	1.2%	2.2%	1.4%	1.7%	2.7%	1.5%	*	0.2%	*	0.0%	27.5%	3.7%	4.5%
TAKS-M Only	3.1%	1.1%	2.2%	1.0%	5.8%	0.8%	0.8%	*	0.2%	*	0.0%	19.6%	3.7%	2.3%
TAKS-Alt Only	0.9%	0.6%	0.5%	0.5%	0.8%	0.8%	0.3%	*	0.7%	*	0.0%	9.8%	0.5%	0.0%
Combination	1.3%	0.5%	1.2%	0.4%	0.8%	0.4%	0.2%	*	0.5%	*	0.0%	7.8%	0.9%	4.5%
By Acct Status														
Acct System	94.0%	97.5%	95.7%	98.0%	95.9%	96.6%	98.8%	*	97.7%	*	100.0%	97.1%	97.2%	79.5%
Non-Acct System	4.6%	1.9%	3.6%	1.3%	3.3%	1.5%	0.8%	*	1.2%	*	0.0%	2.9%	2.3%	0.0%
Mobile	4.6%	1.9%	3.6%	1.3%	3.3%	1.5%	0.8%	*	1.2%	*	0.0%	2.9%	2.3%	0.0%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Not Tested	1.4%	0.6%	0.9%	0.7%	0.8%	1.9%	0.3%	*	1.2%	*	0.0%	0.0%	0.5%	20.5%
Absent	0.1%	0.0%	0.1%	0.0%	0.0%	0.4%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.4%	0.1%	0.2%	0.0%	1.1%	0.1%	*	0.0%	*	0.0%	0.0%	0.5%	9.1%
Other	0.4%	0.2%	0.5%	0.5%	0.8%	0.4%	0.2%	*	1.2%	*	0.0%	0.0%	0.0%	11.4%
Total Count	3,231,780	7,201	1,299	2,072	121	264	1,217	3	431	2	32	102	214	44
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.4%	99.0%	99.5%	100.0%	97.4%	99.7%	100.0%	100.0%	*	100.0%	100.0%	98.8%	78.9%
By Test Version														
TAKS (1 or more)	90.8%	96.3%	93.3%	96.5%	92.2%	94.0%	96.7%	90.0%	98.7%	*	100.0%	39.6%	92.6%	65.8%
Not on TAKS	7.8%	3.1%	5.8%	3.0%	7.8%	3.4%	2.9%	10.0%	1.3%	*	0.0%	60.4%	6.2%	13.2%
TAKS(Acc) Only	2.3%	1.2%	1.8%	1.0%	1.7%	1.7%	1.0%	10.0%	0.0%	*	0.0%	19.8%	2.5%	5.3%
TAKS-M Only	3.3%	0.9%	2.1%	1.2%	4.3%	0.9%	1.3%	0.0%	0.5%	*	0.0%	25.0%	2.5%	5.3%
TAKS-Alt Only	0.8%	0.5%	0.6%	0.4%	0.0%	0.4%	0.3%	0.0%	0.5%	*	0.0%	7.3%	0.0%	0.0%
Combination	1.3%	0.5%	1.2%	0.4%	1.7%	0.4%	0.3%	0.0%	0.3%	*	0.0%	8.3%	1.2%	2.6%
By Acct Status														
Acct System	90.0%	95.6%	92.6%	95.5%	90.5%	91.5%	96.7%	90.0%	96.0%	*	100.0%	64.6%	88.3%	71.1%
Non-Acct System	8.6%	3.9%	6.4%	4.0%	9.5%	6.0%	2.9%	10.0%	4.0%	*	0.0%	35.4%	10.5%	7.9%
Mobile	4.4%	2.4%	3.2%	2.4%	5.2%	4.7%	1.3%	10.0%	2.9%	*	0.0%	3.1%	8.0%	2.6%
Non-Acct Test	4.2%	1.4%	2.8%	1.6%	4.3%	1.3%	1.6%	0.0%	1.1%	*	0.0%	32.3%	2.5%	5.3%
Not Tested	1.4%	0.6%	1.1%	0.5%	0.0%	2.6%	0.3%	0.0%	0.0%	*	0.0%	0.0%	1.2%	21.1%
Absent	0.1%	0.0%	0.1%	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.5%	0.3%	0.4%	0.0%	2.1%	0.2%	0.0%	0.0%	*	0.0%	0.0%	1.2%	18.4%
Other	0.4%	0.1%	0.5%	0.1%	0.0%	0.4%	0.1%	0.0%	0.0%	*	0.0%	0.0%	0.0%	2.6%
Total Count	3,175,337	7,051	1,379	1,957	116	234	1,190	10	375	1	28	96	162	38
Progress of Prior Year TAKS Failers														
Percent of Failers Passing TAKS (Sum of Grades 4-11)														
Reading/ELA	2011	47%	62%	59%	48%	*	43%	50%	*	*	*	*	30%	50%
	2010	50%	73%	64%	60%	*	60%	50%	*	*	*	*	42%	71%
Mathematics	2011	42%	50%	52%	47%	59%	35%	51%	*	*	*	*	23%	45%
	2010	45%	55%	53%	52%	26%	71%	48%	*	*	*	*	29%	59%

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Student Success Initiative														
Grade 8 Reading														
TAKS Met Standard (Failed in Previous Year)														
Promoted to Grade 9														
2011	38%	*	33%	*	*	*	*	*	*	*	*	*	*	*
2010	44%	*	*	*	*	*	*	*	*	*	*	*	*	*
Student Success Initiative (continued)														
Grade 8 Mathematics														
TAKS Met Standard (Failed in Previous Year)														
Promoted to Grade 9														
2011	20%	*	21%	*	*	*	*	*	*	*	*	*	*	*
2010	22%	10%	*	11%	*	*	*	20%	*	*	*	*	14%	*
English Language Learners Progress Indicator														
2010-11	80%	93%	86%	91%	*	83%	> 99%	*	> 99%	*	*	*	40%	86%
2009-10	79%	96%	87%	93%	*	81%	> 99%	*	97%	*	*	*	67%	85%
Attendance Rate @														
2009-10	95.5%	97.0%	95.5%	96.6%	96.3%	96.2%	96.4%	97.2%	97.5%	*	96.6%	94.9%	95.4%	96.7%
2008-09	95.6%	96.8%	95.4%	95.8%	95.4%	95.6%	95.7%	94.1%	n/a	n/a	n/a	94.7%	93.7%	96.5%
Annual Dropout Rate (Gr 9-12) @														
2009-10	2.4%	0.2%	0.5%	0.2%	0.0%	0.0%	0.2%	0.0%	0.4%	*	0.0%	1.4%	0.5%	0.0%
2008-09	2.9%	0.4%	0.5%	0.4%	0.0%	1.3%	0.2%	7.1%	n/a	n/a	n/a	0.7%	1.5%	1.3%
4-Year Completion Rate (Gr 9-12) @														
Class of 2010														
Graduated	84.3%	98.4%	94.5%	98.4%	96.9%	96.8%	99.2%	*	n/a	n/a	n/a	100.0%	96.9%	92.3%
Received GED	1.3%	0.0%	0.5%	0.0%	0.0%	0.0%	0.0%	*	n/a	n/a	n/a	0.0%	0.0%	0.0%
Continued HS	7.2%	0.8%	3.4%	0.8%	3.1%	0.0%	0.6%	*	n/a	n/a	n/a	0.0%	0.0%	0.0%
Dropped Out	7.3%	0.8%	1.7%	0.8%	0.0%	3.2%	0.2%	*	n/a	n/a	n/a	0.0%	3.1%	7.7%
Class of 2009														
Graduated	80.6%	97.2%	92.9%	97.2%	92.6%	97.6%	97.7%	*	n/a	n/a	n/a	80.6%	88.6%	77.8%
Received GED	1.4%	0.3%	0.8%	0.3%	0.0%	0.0%	0.4%	*	n/a	n/a	n/a	2.8%	5.7%	0.0%
Continued HS	8.6%	1.5%	2.9%	1.5%	7.4%	2.4%	1.0%	*	n/a	n/a	n/a	13.9%	2.9%	22.2%
Dropped Out	9.4%	1.0%	3.3%	1.0%	0.0%	0.0%	0.8%	*	n/a	n/a	n/a	2.8%	2.9%	0.0%
5-Year Extended Completion Rate (Gr 9-12) @														
Class of 2009														
Graduated	85.1%	98.2%	93.7%	98.2%	100.0%	98.8%	98.3%	*	n/a	n/a	n/a	83.3%	94.3%	100.0%
Received GED	1.9%	0.3%	0.9%	0.3%	0.0%	0.0%	0.4%	*	n/a	n/a	n/a	2.8%	5.7%	0.0%
Continued HS	2.1%	0.8%	0.6%	0.8%	0.0%	1.2%	0.8%	*	n/a	n/a	n/a	13.9%	0.0%	0.0%
Dropped Out	10.8%	0.7%	3.9%	0.7%	0.0%	0.0%	0.4%	*	n/a	n/a	n/a	0.0%	0.0%	0.0%
Class of 2008														
Graduated	83.4%	97.5%	93.9%	97.5%	95.8%	96.8%	98.2%	*	n/a	n/a	n/a	89.4%	94.1%	86.7%
Received GED	2.1%	0.8%	1.8%	0.8%	0.0%	0.0%	0.6%	*	n/a	n/a	n/a	4.3%	2.9%	0.0%
Continued HS	2.4%	0.1%	0.8%	0.1%	0.0%	0.0%	0.2%	*	n/a	n/a	n/a	0.0%	0.0%	0.0%
Dropped Out	12.2%	1.5%	4.2%	1.5%	4.2%	3.2%	1.0%	*	n/a	n/a	n/a	6.4%	2.9%	13.3%

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Completion Rate I (Graduates and Continuers) @ (Standard Accountability Indicator)														
Class of 2010	91.4%	99.2%	97.5%	99.2%	100.0%	96.8%	99.8%	*	n/a	n/a	n/a	100.0%	96.9%	92.3%
Class of 2009	89.2%	98.7%	95.8%	98.7%	100.0%	100.0%	98.7%	*	n/a	n/a	n/a	94.4%	91.4%	100.0%
COLLEGE READINESS INDICATORS														
Advanced Course/Dual Enrollment Completion @														
2009-10	26.3%	49.9%	27.2%	48.1%	31.8%	39.4%	47.0%	53.8%	61.9%	*	44.2%	8.6%	30.3%	16.1%
2008-09	24.6%	47.3%	26.3%	47.2%	24.0%	39.3%	45.6%	38.5%	n/a	n/a	n/a	9.7%	21.1%	20.3%
RHSP/DAP Graduates @														
Class of 2010	82.7%	91.2%	84.2%	91.2%	75.0%	89.5%	92.0%	*	94.4%	91.7%	36.7%	85.3%	78.6%	
Class of 2009	82.5%	88.7%	83.6%	88.7%	80.8%	86.6%	87.9%	*	n/a	n/a	36.4%	71.4%	75.0%	
AP/IB Results @ Tested														
2010	22.7%	49.4%	25.2%	49.5%	30.0%	40.7%	48.0%	50.0%	64.5%	*	60.0%	n/a	n/a	n/a
2009	21.2%	42.2%	23.9%	42.3%	16.9%	27.3%	41.0%	33.3%	n/a	n/a	n/a	n/a	n/a	n/a
Examinees >= Criterion														
2010	50.8%	80.5%	70.3%	83.3%	72.2%	78.0%	83.5%	*	85.9%	91.7%	100.0%	n/a	n/a	n/a
2009	51.2%	82.5%	75.5%	82.5%	81.8%	84.2%	81.8%	*	n/a	n/a	n/a	n/a	n/a	n/a
Scores >= Criterion														
2010	46.7%	75.1%	62.0%	78.1%	70.6%	73.0%	78.2%	50.0%	79.3%	90.0%	n/a	n/a	n/a	n/a
2009	47.4%	77.9%	70.0%	77.9%	78.3%	75.7%	78.7%	*	n/a	n/a	n/a	n/a	n/a	n/a
Texas Success Initiative (TSI) - Higher Education Readiness Component														
Eng Lang Arts	2011	66%	88%	76%	87%	75%	81%	89%	*	87%	*	90%	33%	68%
	2010	60%	77%	70%	77%	57%	68%	80%	80%	78%	*	86%	25%	54%
Mathematics	2011	69%	89%	78%	89%	64%	79%	92%	*	97%	*	89%	47%	70%
	2010	66%	91%	75%	91%	72%	78%	93%	> 99%	93%	*	> 99%	38%	83%
SAT/ACT Results @ Tested														
Class of 2010	62.6%	91.3%	72.1%	91.3%	86.2%	76.8%	89.7%	*	?	91.7%	n/a	n/a	n/a	n/a
Class of 2009	61.5%	86.1%	70.0%	86.1%	95.8%	60.8%	87.1%	*	n/a	n/a	n/a	n/a	n/a	n/a
At/Above Criterion														
Class of 2010	26.9%	66.0%	36.6%	66.0%	40.0%	47.6%	67.7%	*	73.0%	72.7%	n/a	n/a	n/a	n/a
Class of 2009	26.9%	59.7%	33.3%	59.7%	26.1%	50.0%	61.1%	*	n/a	n/a	n/a	n/a	n/a	n/a
Average SAT Score														
Class of 2010	985	1155	1042	1155	1026	1096	1150	*	1214	1190	n/a	n/a	n/a	n/a
Class of 2009	985	1149	1036	1149	972	1079	1151	*	n/a	n/a	n/a	n/a	n/a	n/a
Average ACT Score														
Class of 2010	20.5	25.6	22.4	25.6	21.7	24.4	25.7	*	26.7	*	n/a	n/a	n/a	n/a
Class of 2009	20.5	24.4	22.5	24.4	19.9	23.2	24.4	*	n/a	n/a	n/a	n/a	n/a	n/a

District Name: COPPELL ISD
 Campus Name: COPPELL H S
 Campus #: 057922001

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2010-11 Campus Performance

Section I - Page 6
 Total Students: 2,698
 Grade Span: 09 - 12
 School Type: Secondary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
College-Ready Graduates @														
Eng Lang Arts														
Class of 2010	66%	89%	78%	89%	77%	78%	93%	*	82%	*	> 99%	43%	63%	9%
Class of 2009	62%	86%	73%	86%	72%	78%	89%	*	n/a	n/a	n/a	57%	60%	< 1%
Mathematics														
Class of 2010	64%	89%	77%	89%	69%	79%	91%	*	94%	*	92%	32%	63%	73%
Class of 2009	60%	91%	73%	91%	68%	86%	93%	*	n/a	n/a	n/a	33%	73%	60%
Both Subjects														
Class of 2010	52%	83%	65%	83%	66%	70%	87%	*	81%	*	92%	27%	43%	9%
Class of 2009	47%	82%	60%	82%	60%	71%	86%	*	n/a	n/a	n/a	33%	43%	< 1%

New Tech High @ Coppell

2012 - 2013 College Admission Profile

School District & Community

The Coppell Independent School District is located in the center of the Dallas - Fort Worth Metroplex just north of the DFW Airport. CISD covers 25 square miles and encompasses most of Coppell and small portions of Irving and Lewisville.

New Tech High @ Coppell

New Tech High opened its doors in August 2008. The goal of New Tech High School @ Coppell is to prepare learners to excel in an information-based and technologically- advanced society. We are committed to leading educational reform and our instructional program encourages students to learn through collaboration with peers, businesses, and the community. Learners develop problem-solving skills, interpersonal skills, and the resiliency they need to succeed in a rapidly-changing and competitive world. Our curriculum brings together the strength of modern technology, community partnerships, problem solving, interdisciplinary instruction, and global perspectives in a student-centered, collaborative, project-based community.

School Statistics

Type: Public Enrollment: 486 Grades: 9-12

Senior Enrollment: 106

Faculty & Staff: 33 (50% with Master's Degrees)

Daily Schedule: 21st Century Modular Schedule; Learner taking 6 classes per day with a combined Humanities class.

National Merit Scholarship Program

	2012	2013
Finalists	1	*
Semifinalists	2	*
Commended	3	*
Hispanic Scholars	0	

*Not available at time of printing

School Recognition

- Rated exemplary in the Texas Successful Schools Award Program for Exemplary Academic Performance
- New Tech Network demonstration site
- New Tech Network model school
- Hosted over 400 local, national, and global tours since 2008
- Learners contributed over 10,000 hours of community service through individual and school-wide efforts
- Apple Distinguished School
- Smart Technology School

Graduation Requirements

NTH@C learners are required to graduate on the Distinguished Achievement Program Diploma. In addition, all graduates are required to complete 40 hours of community service, 12 college ready hours, job shadowing and internship, and a senior project/portfolio. The 26 credits must include the following subject areas:

English – 4 credit
World Geography – 1 credit
U.S. History - 1 credit
Science – 4 credits
Foreign Language – 3 credits
Physical Education – 1.5 credits
Fine Arts – 1 credit

Mathematics – 4 credits
World History – 1 credit
U.S. Government - .5 credit
Economics - .5 credit
Health - .5 credit
Technology – 1 credit
Speech - .5 credit

NTH@C Learning Outcomes

All learners are assessed on his or her mastery of seven 21st Century learning outcomes including:

- Intellectual Pursuit
- Oral Communication
- Written Communication
- Collaboration
- Professional Ethics
- Global Citizenship

Course Offerings

New Tech High @ Coppell expects learners to complete a challenging college-preparatory curriculum. The following rigorous courses are required of all learners:

Humanities

Global Issues (English I/World Geography Pre-AP)
World Studies (English II/World History Pre-AP)
American Studies (English III/U.S. History AP)
English IV AP

Languages

Spanish I Pre-AP Chinese I Pre-AP
Spanish II Pre-AP Chinese II Pre-AP
Spanish III Pre-AP Chinese III Pre-AP
Spanish IV Pre-AP
Spanish V AP

Mathematics

Geometry Pre-AP
Algebra II Pre-AP
Pre-Calculus Pre-AP
Calculus AB/BC AP
Statistics AP/Psychology
Advanced Quantitative Reasoning

Science

Anatomy & Physiology
Forensic Science
Biology AP
Biotech Ethics (Biology/Psychology)
Scientific Analysis (Chemistry/Technical Writing)
Physics Pre-AP/AP

Technology

Digital Portfolio I (Virtual Business/Communication)
Digital Portfolio II (Multimedia/Art)

National Merit Program

*NTH@C has graduated two classes and produced three National Merit Finalists.

Composite Test Scores 2011-2012

	NTH@C	State
ACT	25	20.8
SAT	1601	1467

Grading Scale

NTH@C is on a weighted 5.0 scale. 70 is the minimum passing mark.

A=90-100, B=80-89, C=70-79, F = 69 and below.

Grade	Level IV AP	Level III Pre-AP	Level II Regular
97-100	6.0	5.5	5.0
94-96	5.8	5.3	4.8
90-93	5.6	5.1	4.6
87-89	5.4	4.9	4.4
84-86	5.2	4.7	4.2
80-83	5.0	4.5	4.0
77-79	4.8	4.3	3.6
74-46	4.6	4.1	3.4
71-73	4.4	3.9	3.4
70	4.2	3.7	3.2

Change in Reporting Learner Data

After extensive study and consideration, NTH@C will no longer rank learners below the top 10% beginning with the Class of 2011. Texas state law requires all public schools to numerically rank the top 10% of each class.

College Acceptances

In 2012, 93% of NTH@C graduates entered four-year colleges and universities and 6% entered two-year schools. Here is a partial list of the institutions accepting NTH@C graduates the past two years.

Abilene Christian University
Texas A & M University
Texas A & M Corpus Christi
Texas A & M Galveston
Auburn University
Austin College
Baylor University
Belmont University
Brigham Young University
Colorado University
Colorado State University
Bennington College
United States Naval Academy
Oklahoma State University
Syracuse University
Texas Woman's University
Franklin College
Trinity University
Spelman College
Dallas Baptist University
Hendrix College

University of North Texas
University of Texas
University of Texas - Dallas
UTA
University of Texas - Tyler
UTSA
University of Oklahoma
University of Arizona
University of Dallas
University of Arkansas
University of Georgia
Texas State University
University of St. Andrews
Texas Christian University
University of Alabama
University of Michigan
SMU
Texas Tech University
University of Houston
University of Mississippi
University of Kentucky