

Galena Park Independent School District
Early College High School
2022-2023 Comprehensive Needs Assessment



Board Approval Date: August 8, 2022

Mission Statement

Galena Park CTE Early College High School is committed to empowering students to develop and apply their skills in order to pursue knowledge and become productive college students as well as members of the global workforce.

Vision

To prepare students for the realities of the future through robust and rigorous course design.

Core Beliefs

To ensure that students from diverse backgrounds are equipped with the very same opportunities to develop their skills and to become mindful, productive citizens.

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Comprehensive Needs Assessment

Revised/Approved: July 18, 2022

Demographics

Demographics Summary

As a campus of choice, CTE Early College High School enrolls students through the use of a lottery system, where eligible students must attend one of the four middle schools in Galena Park ISD. Students choose the campus for the variety of programs available through a partnership with San Jacinto College. In May of 2022, CTE ECHS graduated its fourth cohort of students. Total enrollment for the campus in 2021-2022 was 436. Demographics for 2021-2022 consisted of Hispanic (89%), African-American (7%), Caucasian (1%), Asian (.05%), Mixed race (2%).

Demographics Strengths

Students attending CTE ECHS trade many of the aspects of a traditional high school for a college/career-driven curriculum provided in conjunction with San Jacinto College. Students can earn Associate Degrees, Technology Certificates, and Occupational Certificates during their 4-year enrollment, in a variety of programs. The graduating class of 2022 earned 31 Associate Degrees, 56 Certificates of Technology, and 11 Occupational Certificates. Parents are extremely supportive of their child's education while attending CTE ECHS, and business partners are excited to work with students while they are enrolled in school and after graduation.

ECHS students performed well on state exams and there was an increase in TSIA scores in both math and reading.

Problem Statements Identifying Demographics Needs

Problem Statement 1: A small percentage of students had a difficult transition from 8th grade to 9th grade, especially with college course requirements. **Root Cause:** CTE ECHS is still working with middle schools to create a robust transition program to address the varying needs of incoming 9th grade students. There is a district wide expectation that students who are selected to attend CTE ECHS will not struggle academically.

Problem Statement 2: Freshmen students may realize in the first semester that CTE ECHS was not the right choice for their academic and emotional goals. **Root Cause:** A few select students do not realize the rigor and requirements of being a dual credit student full time.

Student Learning

Student Learning Summary

Students enrolled at Early College High S performed above expectations for year seven of the program. In the 2021-2022 school year, students were tested in five subjects (Algebra I, Biology, English I, English II, and US History) and achieved 94% and above in all subjects. There was an increased effort to improve TSIA scores, specifically in juniors and seniors, due to CCRSM OBM data, as well as San Jacinto College shared data. The campus saw an 11% increase in TSIA Math achievement and a 16% increase in Reading scores.

Through the use of full-time tutors, thanks to the HB 4545 requirements, ECHS students had a more successful year than in previous years.

Student Learning Strengths

An atmosphere of rigorous learning and increased achievement is present at GPISD CTE ECHS. Students challenge each other to perform at high levels on EOCs and the TSIA exam. Students also perform well in college-level coursework and exams. Member of the Class of 2022 performed well on college exams and national certification exams at the end of the spring semester.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students identified as LEP or First Year Monitoring continue to struggle academically, specifically with writing. **Root Cause:** Students communicate more in their native language, making it difficult to write effectively in English.

Problem Statement 2: Students who have difficulty with college course work or are placed on Academic suspension by San Jacinto College can become frustrated and begin to miss school. **Root Cause:** Student may not be prepared for rigor of college coursework.

School Processes & Programs

School Processes & Programs Summary

CTE Early College High School faces little attrition throughout the year, with only a few students requesting to return to their home campus. Students reported that they thoroughly enjoy the college experience and want to stay all 4 years. Stakeholders enjoy the college atmosphere, as well as the small class sizes and the ability to get to know each student and teacher personally. ECHS provides ample opportunities for students to enjoy the college campus and enjoy social activities of their interest. All retention efforts for year one were highly successful.

All members of the ECHS staff were integral in the continued development and success of ECHS in year seven of existence. Staff flexibility has ensured that students are content as well as the members of the San Jacinto College community, allowing for the school climate to be positive.

ECHS provides a strong curriculum and quality instruction in order to facilitate student learning and achievement. All ECHS students will be enrolled in one or more dual credit classes in partnership with San Jacinto College. ECHS will continue to offer a hybrid brand of Pre-AP coursework with evidence of differentiation for all levels of learners. Students receive assistance with both college and high school coursework when necessary. There exists a common, resounding, theme of success at CTE ECHS. The staff meets every Friday afternoon in a formal PLC setting to discuss strengths and needs. CTE ECHS officially has four graduating classes, with all students receiving numerous college hours, Associates Degrees, and Certificates of Technology.

School Processes & Programs Strengths

- Small enrollment numbers (436 in 2021-2022)
- Teachers and students forge good working relationships.
- Teachers and staff collaborate and assist in the decision-making process with the Principal
- The College campus has many features not found on the traditional HS campus
- Students are identified as college students which allows for maturity levels to increase at a more rapid rate
- Current students took complete ownership of the new program

All students enrolled at ECHS receive instruction at the PreAP level (where applicable). Instruction is delivered by highly qualified, flexible teachers who are dedicated to the campus initiatives. Current classes offer a high level of rigor and expectation.

- Attendance remains high and a strong point for ECHS
- Teachers are trained and implement Fundamental 5 and Kagan components in their classrooms as part of the daily routine
- Teachers receive support from district specialists in core subject areas, as well as PreAP and college readiness
- Several students reached college-ready status as per the TSI exam

The community supports the program and is excited about the possibilities offered by ECHS and San Jacinto College. Galena Park ISD funds the entire program and there is no cost to families.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: School processes can be difficult depending on amount of assistance from San Jacinto College personnel and services. **Root Cause:** Specific college personnel still have difficulty accepting dual credit students sharing the college campus.

Perceptions

Perceptions Summary

CTE Early College High School has officially graduated its fourth cohort of students (Class of 2022), with graduates receiving numerous college hours, Associates Degrees, and Certificates of Technology. Members of CTE ECHS staff truly believe that students are capable of fulfilling the requirements of both high school graduation and college coursework that could lead to an industry certification. Parents and the community finally have to buy in and understand the true benefits of the campus. Recruitment has been fine-tuned over the course of four years as the campus seeks students who are interested in pursuing industry certification that will lead to better-paying jobs for individuals upon high school graduation. At no cost to families, the support they give to the CTE ECHS is outstanding.

Perceptions Strengths

After four graduating classes and the successful recruitment of Cohort #8, as well as emerging in a full F2F year after the pandemic lockdowns, community perception is strong for CTE ECHS. More parents are requesting information and attending the informative presentations offered throughout the year. CTE ECHS showcases the achievements of graduated seniors as proof that the program is strong and delivering as promised 7 years ago. ECHS staff remained optimistic and upbeat in a year where students returned full-time to the classroom.

ECHS continues to work in collaboration with IHE, San Jacinto College, on a full-time basis.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A belief by some college personnel that dual credit opportunities are not for ALL students, only those with academic prowess. **Root Cause:** A traditional belief among certain college personnel that coursework is too rigorous for students who have not graduated from high school.