

"Behind Every Student's Success, There's Us!"
2023-2024



**SDMC MEETING:
THE STATE OF OUR SCHOOL**

NORTH HOUSTON EARLY COLLEGE HIGH SCHOOL

FEBRUARY 21, 2024

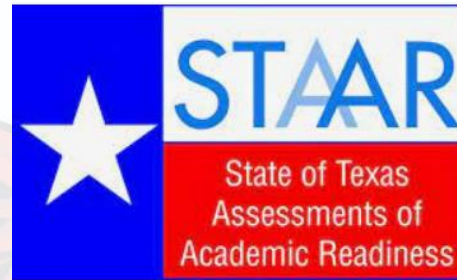
3RD QUARTER MEETING



NORTH HOUSTON EARLY COLLEGE HIGH SCHOOL

Access, Achievement, Attainment: Triple A Success-The NHECHS Way!

The State of Our School



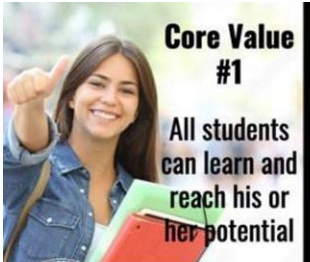
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NORTH HOUSTON EARLY COLLEGE HIGH SCHOOL

ACCESS, ACHIEVEMENT, ATTAINMENT: TRIPLE A SUCCESS-THE NHECHS WAY!


VISION, MISSION, & ALIGNED CORE VALUES




Core Value #1
All students can learn and reach his or her potential




Core Value #2
Effective teachers make the most difference in student academic performance




Core Value #3
For every child to succeed, we must hold students and ourselves to high expectations



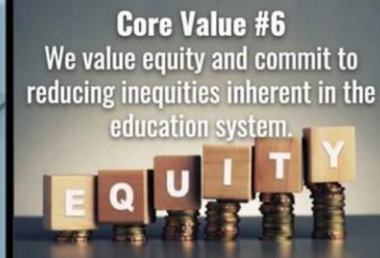
WE BELIEVE



Core Value #4
We value parent engagement and community support



Core Value #5
We rely on clearly defined outcomes to guide our work and to which we hold ourselves accountable



Core Value #6
We value equity and commit to reducing inequities inherent in the education system.

NHECHS	
Vision	We envision a world-class learning institution developing a community of holistic leaders who will demand-and-then realize-endless opportunities for themselves and their community
Mission	It is our mission to deliver the highest quality educational experience by maintaining a college culture within a diverse, supportive, public high school
Core Values	<p>Opportunity: Every student has the access and opportunity to a high- quality learning environment to yield positive outcomes for their future.</p> <p>Perseverance: The growth mindset must exist with all members of the NHECHS community.</p> <p>Leadership: Faculty, staff, and students will develop leadership skills necessary for a highly effective school environment.</p> <p>Scholarship: Through the application of researched-based practices and community engagement, we will foster a culture of academic excellence.</p> <p>Diversity: We value all individuals and ensure an equitable and positive educational experience for all.</p>

#1,#6

#2,#3

#4, #5

#6



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SCHOOL OVERVIEW - DEMOGRAPHICS

475 STUDENTS

Grade Level

- 104 12th
- 114 11th
- 128 10th
- 129 9th

SUBGROUPS

GT 48%

SPED 1.7%

504 5.1 %

EB 28%

At-Risk 70%

ED 89%

Accelerated Testers(M)-212 (45%)

Accelerated Testers (S)-7 (1.5%)

Ethnicity

- **92.7% Hispanic/Latino**
- 5.9% African American
- .8% White
- .2% Asian

Gender

- 45.9% male
- **54.1% female**



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SCHOOL OVERVIEW - COMMUNITY

Northline Community

- Working class; small business owners; franchise businesses
- Apartments, transient population, heavy Metro traffic
- HCC Northline Services: library, Adult Basic Education, day/evening/weekend classes, Advising/Financial aid services, Art Gallery, Open computer lab, cultural awareness events

School Community

- School Culture Matters!
- Title I, Designated Early College High School; High Parent Engagement
- Associate degree-focused
- Program of Study: Entrepreneurship; Government & Public Administration
 - *Junior Achievement, Industry Based Certification, Model UN*
- + 25,000 hours of community service per grade level
- Rich school traditions
- Advanced Curriculum for ALL: UT On Ramps Alg, Physics; Pre-AP; AP; Dual Credit
- Building Equity of Opportunity, Access: Model UN, JA, SuperGirls Shine Foundation, ATLAS, EMERGE, THRIVE, Summer Internships, Senior Service & Innovation Projects
- High passing rates with embedded dual credit faculty: HIST, ENGL, MUSI, BUSI, ENTR, SOCI
- Increases in IBCs: 21 (2018-2020) to 115 currently (39-12th, 50-11th, 23-10th, 3-9th)



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ATTENDANCE

STUDENT

School Year	YTD	September	October	November	December	January
2022-2023	96.72%	97.25%	95.81%	95.86%	97.20%	97.15%
2023-2024	97.78%	97.82%	97.43%	96.6%	97.38%	96.62%**

STAFF

School Year	YTD	September	October	November	December	January
2023-2024	94.9%	92.7%	94.8%	97.1%	96.3%	93.8%**



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CCMR – College, Career, Military Readiness

Campus CCMR Report

North Division Cohort 2024 - CCMR Report by Campus North Houston Early College High School	
Total # of Students (Cohort 2024) – Students entered 2020	104
Total # of Students (Cohort 2024) – Entered 2020 but less than 12 th grade	0
# of Students needed to reach 88% of (Cohort 2024) earning at least (1) CCMR Indicator Point	92
# of Students in (Cohort 2024) with at least (1) CCMR Indicator Point	104
# of Students in (Cohort 2024) without a CCMR Indicator Point	0
# of Students in (Cohort 2024) needed to meet CCMR Goal	0
% of Student in (Cohort 2024) that have earned at least (1) CCMR Indicator	100%
Data generated from HISD A4E Analytics for Education February 1, 2024	



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ACCOUNTABILITY-STAAR

NHECHS 21-22	DNM %	APP+ %	MEETS+ %	MASTERS%
STAAR ENG 1	7%	93%	82%	30%
STAAR ENG 2	7%	93%	83%	25%
STAAR ALG 1	9%	91%	69%	39%
STAAR BIO	6%	94%	67%	10%
STAAR US HIST	0%	100%	98%	70%

NHECHS 22-23	DNM %	APP+ %	MEETS+ %	MASTERS%
STAAR ENG 1	3%	97%	90%	31%
STAAR ENG 2	2%	98%	87%	17%
STAAR ALG 1	5%	95%	87%	57%
STAAR BIO	1%	99%	71%	10%
STAAR US HIST	0%	100%	97%	69%

COMPARATIVE DATA

- Surpassed math scores of $\frac{3}{4}$ HISD ECHS's
- Growth areas: Biology Meets/Masters;
English 2 Masters
- Highest US History scores

IMPLICATIONS

- ENG 2 increases led to increased enrollment in ENGL 1301
- ALG 1 increases led to increased eligibility for College Algebra enrollment



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ACCOUNTABILITY-STAAR Interim (2024)

NHECHS 22-23	DNM %	APP+ %	MEETS+ %	MASTERS%
STAAR ENG 1	3%	97%	90%	31%
STAAR ENG 2	2%	98%	87%	17%
STAAR ALG 1	5%	95%	87%	57%
STAAR BIO	1%	99%	71%	10%
STAAR US HIST	0%	100%	97%	69%



NHECHS 23-24 Interim	DNM %	APP+ %	MEETS+ %	MASTERS%
STAAR ENG 1	7%	93%	90%	58%
STAAR ENG 2	3%	97%	94%	59%
STAAR ALG 1	8%	92%	86%	55%
STAAR BIO	14%	86%	65%	33%
STAAR USH	n/a	n/a	n/a	n/a

English Composition not included



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AP SCORES (2022 to 2023)

AP SCORES 2022 to 2023

Course	2022	2023
WORLD HIST	19%	27.3%
US HIST	12%	19.3%
HUMAN GEO	15%	9.5%
ENGL COMP	24%	32.4%
SPAN LANG	73%	78.3%
STATS	19%	25%
CAL AB	14%	22.2%
PHYS 1	N/A	2%
EN SCI	N/A	7.1%
AP SEMINAR	83%	89.5%
AP RESEARCH	58%	61.5%
AP COMP GOVT	N/A	46.7%
AP COMP SCI Pr	28%	23.1%



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SAT School Day 2023

Goals: EBRW – 540, Math - 580



Evidence Based Reading/ Writing:

519



Mathematics:

482



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TSI Achievement

DECEMBER (479)	9 th	10 th	11 th	12 th
	130	128	115	106
TSI MATH	39 (30%)	46 (35.9%)	95 (82.6%)	86 (81.1%)
TSI RW	37 (28.5%)	43 (33.6%)	60 (52.2%)	94 (88.7%)
TSI COMPLETE	28 (21.5%)	30 (23.4%)	51 (44.3%)	76 (71.7%)

JANUARY (475)	9 th	10 th	11 th	12 th
	129	128	114	104
TSI MATH	63 (48.5%)	97 (75.85%)	97 (85.1%)	95 (91.3%)
TSI RW	44 (34.3%)	47 (36.7%)	95 (83.3%)	98 (94%)
TSI COMPLETE	36 (27.9%)	47 (36.7%)	85 (74.6%)	89 (86%)

Source:

23-24 NHECHS Student Info Tracker, Revised 9-Feb-24



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ACCOUNTABILITY- TELPAS Advanced High Composite

- 9TH grade: 64% +39% pts
- 10th grade: 70% +1% pt
- 11th grade: 78% +45% pts
- 12th grade: 38% +11% pts

Lowest percentages of AH: *Speaking*
Strengths: *Reading, Listening, Writing (9th/10th)*
Goal: 80% Advanced High



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DATA GLOWS

Domain 1: PLANNING

- Clear evidence of planning through alignment of learning objectives (content, language) to instruction
- Clear expectations in all classrooms of objectives and DOL (written on the board)
- Curriculum maps are visible

DOMAIN 3: LEARNING ENVIRONMENT

- Positive Culture for staff and students
- Great rapport with students and evidence of strong relationships
- No misbehaviors or unfocused scholars
- Safe, and inviting classroom

Domain 1	Instructional Characteristics	Points Awarded
Planning	<input type="checkbox"/> Objective aligns with state standards, logically sequenced, and can be accomplished 45 minutes or in the allotted time provided	(1, 2)
	<input type="checkbox"/> DOL aligns with the the objective and is used to manage and analyze student data to inform next steps in instruction	0

Domain 3	Instructional Characteristics	Points Awarded
Learning Environment	<input type="checkbox"/> The classroom is safe, inviting, and organized to support learning objectives	(1,2,3,4,5)
	<input type="checkbox"/> Transitions, routines, and procedures are effective and support order and learning	
	<input type="checkbox"/> Reinforces positive behaviors appropriately and intercepts misbehavior fluidly	0
	<input type="checkbox"/> Teacher frequently engages all students and uses a variety of MRS strategies	
	<input type="checkbox"/> Instructional pace ensures good engagement and effective use of time	



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DATA GROWS (PoP)



Domain 2	Instructional Characteristics	Points Awarded
Instruction	<input type="checkbox"/> Instruction and activities support the objective and is focused on mastery	(1, 2, 3, 4, 5, 6, 7,
	<input type="checkbox"/> Instruction is relevant and integrates other disciplines or real-world examples	
	<input type="checkbox"/> Direct instr. is at grade level, rigorous, and delivered in a way to maximize understanding	0
	<input type="checkbox"/> Provides multiple opportunities for students to communicate with the teacher and peers (MRS)	
	<input type="checkbox"/> Differentiates and scaffolds instruction to support student learning	
	<input type="checkbox"/> Assignments and activities encourage higher order thinking and problem solving skills	
	<input type="checkbox"/> Students read, write, discuss, and think the entire lesson	
	<input type="checkbox"/> Adjusts instruction and activities, based on monitoring student responses, to maintain engagement	

Domain 2: INSTRUCTION

- #4- Inconsistent and/or incorrect implementation of MRS strategies: “hit or miss”; missed opportunities
 - *Inconsistencies: If using choral response, only 2 voices; if using whiteboards, not waiting for 100%.*
 - *Need to apply MRS in stackables at this age, grade level, and achievement. Release learning to students more often. When questioning, stop and apply MRS strategies intentionally.*
- #5-Differentiation and scaffolds: Teachers are scaffolding in only 50% of classes. Almost no differentiation. *If all are receiving the same learning experience, differentiation is not occurring.*
- #7 – Students are *not* reading, writing, discussing, and thinking the entire lesson *in all classes*.
- #8- Adjusts instruction: Lacking aggressive monitoring and adjusting of instruction and activities to address and/or correct student misunderstanding, ensure effective engagement or movement toward mastery during tier 1 instruction.



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INSTRUCTIONAL FOCUS AREAS

- 90-second objective
- Annotation, close reading across content
- Tier I instruction with effective use of Multiple Response Strategies
- Short Constructed Responses & Response Cards
- Alignment of Content Objectives, Language Objectives, DOL
- Digital DOLs in Math, ELA



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MID-YEAR REFLECTIONS AND ADJUSTMENTS

- Impact of consistent SPOTS, OTSC, At-Bats/Demo Day
- Teachers moving to Tier II
- Documentation impact
- Adjusting Intervention groups based on failures, SAT, TSI
- Benefits of UT On Ramps College Algebra & Physics
- Master Schedule adjustments for Tier III SPED
- PD Implications: Differentiation & Aggressive Monitoring



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STAFFING

New staff coming

- Spanish
- Nurse
- Possibly social studies
- English teacher – dual credit
- Math teacher – dual credit



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Concerns, Questions, Opportunities...

Next meetings

Wed, Apr 17, 2023

Fourth Quarter

Wed, May 15, 2023

Final Meeting/Voting on Waivers/Summer Updates



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THANK YOU