



## **Galveston Education Assessment Report: *A 2011-12 Snapshot of PK-16 Education***

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## Introduction

The Galveston Sustainable Communities Alliance (GSCA) is a non-profit corporation established in 2011 with the following mission:

*GSCA's purpose is to create sustainable community revitalization through education, integrated support services and healthy home environments that enhance opportunities for Galveston residents to succeed.*

Recognizing the many areas in need of recovery following the devastating 2008 Hurricane Ike, GSCA conducted a comprehensive assessment of the education system pre-kindergarten through postsecondary, identifying assets and gaps in the current system. Results of this assessment can assist the development of a plan to ensure that all Galveston's children have opportunities to participate in high quality education programs from cradle to postsecondary and career, launching them on a path toward lifelong success.

A strong cradle-to-college education pipeline is an essential element for revitalizing neighborhoods and strengthening communities.<sup>1</sup> It represents one of the strongest returns on investment a community can make. Failing to complete high school has serious consequences for students and society: drop outs are more likely to be unemployed, live in poverty, end up in jail, and will earn at least \$1.5 million less than the average college graduate over 40 years of a working life.<sup>2</sup>

Educational achievement is also associated with improved health outcomes throughout the life-course in almost every category of morbidity and mortality. Those with higher educational achievement live longer; they have lower rates of chronic disease such as diabetes, smoking, cancer, HIV/AIDS, mental illness, and addiction; and they have fewer sick days.<sup>3</sup> They have fewer risk factors associated with cardiovascular disease.<sup>4</sup>

With an economy heavily based on hospitality / tourism, health care and research, higher education, and port activities, Galveston's ability to be competitive in a global economy depends on the success of its public education system. A strong education system supports the economy by providing employers with a skilled workforce, broader tax base, and productive citizens. Employers nationally are finding it difficult to hire Americans with necessary skills—63% of life science and aerospace firms report shortages of qualified workers. A recent study on military readiness found that 75% of U.S. citizens between the ages of 17 and 24 are not qualified to join the military because they have inadequate levels of education, or because they are physically unfit or have criminal records (both of which are also correlated with low educational achievement).<sup>5</sup>

Recognizing the critical importance of a high quality educational system on creating a strong local economy, a cohesive community, and healthy families, this report takes the pulse of Galveston's current system with an eye toward building a better future (see chart on page 5).<sup>6</sup> The report is informed by many

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<sup>1</sup> See, for example, the description of cradle-to-career education in the press release May 17, 2011 titled "Harkin introduces bill to support community-based, cradle-to-career education." [www.harkin.senate.gov](http://www.harkin.senate.gov) accessed 11/21/11.

<sup>2</sup> Klein, Joel and Rice, Condoleezza, Chairs, *U.S. Education Reform and National Security Task Force Report*, July 2012.

<sup>3</sup> Backlund E, Sorlie PD, Johnson NJ. (1999). A comparison of the relationships of education and income with mortality: the National Longitudinal Mortality Study. *Soc Sci Med.* 49(10):1373-84.

<sup>4</sup> Winkelby MA, Jatulis DE, Frank E, Fortmann SP. (1992). "Socioeconomic status and health: How education, income and occupation contribute to risk factors for cardiovascular disease." *Am J Public Health* 82:816-820.

<sup>5</sup> Klein, Joel and Rice, Condoleezza, Chairs, *U.S. Education Reform and National Security Task Force Report*, July 2012.

<sup>6</sup> CEHD, "How Can a Focus on Education Revitalize Galveston?," Brief 7, Center to Eliminate Health Disparities at the University of Texas Medical Branch, Galveston, Texas, (2011), available, <http://www.utmb.edu/cehd>.

<b><i>Educational Achievement is Aligned with Galveston Priorities</i></b>		
<b><i>Reduced Poverty, increased income, and self-sufficiency</i></b> <ul style="list-style-type: none"> <li>• Dropping out of school is associated with delayed employment and poverty</li> <li>• Access to affordable daycares allows parents to work, thereby increasing family income</li> <li>• According to a Census Bureau study, education has a greater effect on lifetime earnings than any other demographic factor, including race and gender</li> <li>• Educational attainment is positively associated with securing full-time employment; only 38% of people with less than a high school diploma have full-time employment, compared with 68% of people with a doctoral degree</li> </ul>	<b><i>Social cohesion</i></b> <ul style="list-style-type: none"> <li>• Quality Early Learning Education Programs greatly improve children's chances to succeed in school and to positively integrate into their social environment</li> <li>• Dropping out of school is associated with adolescent substance abuse, delinquency, injury, and pregnancy</li> <li>• Educational opportunities for groups with barriers to employment such as individuals with disabilities could increase social cohesion and self-sufficiency and decrease marginalization of these groups</li> <li>• People with more education tend to be more involved in their communities through volunteer work and civic engagement</li> </ul>	<b><i>Health and healthy lifestyles</i></b> <ul style="list-style-type: none"> <li>• The higher a mother's educational level, the less likely she will have a low birth-weight baby</li> <li>• Education is one of the most important factors for encouraging a healthy lifestyle (such as not smoking, eating a nutritious diet, and getting exercise)</li> <li>• For highly educated men, the death rate fell 50% between 1960-1986; but for men with low levels of education, it only declined 15%</li> <li>• A University of Illinois study found that Chicago area zip codes with higher levels of college attendance had lower rates of obesity</li> </ul>

decades of research evidence related to educational achievement, recognizing the undeniable impact of early childhood education on cognitive and emotional development and the lasting impact of high quality instruction in grades K-12. Extensive research has consistently shown that the first years are critically formative; for example, high quality early childhood development is one of the strongest predictors of future incarceration.<sup>7</sup> Elementary education provides the foundation for academic achievement in relation to reading and math, while middle and high schools forms the final stages for college and for many students career preparation.

The "education pipeline" is a model of children's successful progress to productive adulthoods. The destination is all children graduating from high school college-ready and then graduating from college or other postsecondary education career-ready. Communities help their children reach the destination by providing a strong "pipeline" of early childhood programs; elementary, middle, and high school programs; and post-secondary career and college programs that are seamlessly connected and reinforced against spills, leaks, and diversion to the "prison pipeline" or other undesirable destinations.<sup>8</sup>

**Figure 1: Cradle-to-College Education Pipeline<sup>9</sup>**



*This figure reinforces the understanding that, as well as an educational continuum that begins in infant daycare and continues through college, educational achievement is undergirded by strong and integrated family, social service and health programs as well as community-building programs that follow children throughout their educational journey.*

<sup>7</sup> Edelman, Marian Wright (2007) Children's Defense Fund (2007) America's Cradle to Prison Pipeline Report, <http://www.childrensdefense.org/child-research-data-publications/data/cradle-prison-pipeline-report-2007-full-highres.html> accessed 4/17/2012.

<sup>8</sup> Ibid.

<sup>9</sup> This image of the Education Pipeline was copied from the website for the Harlem Children's Zone [www.HCZ.org](http://www.HCZ.org) accessed 11/21/11.

## **Contents of Report**

The first section of this report addresses the critical early years by assessing the assets and areas for improvement for licensed child-care centers and school based pre-kindergarten programs as well as informal support organizations in terms of quality and geographic and financial accessibility. The report takes into account the demographics and financial resources of local families, and concludes with specific recommendations on high priority actions to strengthen early childhood education in Galveston.

The second section of the report examines all traditional public, charter public and private schools K-12 in Galveston. Student demographics, including the percent of students who are economically disadvantaged, are factored into the analysis, and disparities in achievement based on race or income are noted. Local schools are assessed on outcome indicators such as student achievement on state and nationally normed tests, particularly those related to college readiness, as well as dropout rates, high school graduation and college participation rates. Again, recommendations are made regarding high priority actions to strengthen children's educational achievement K-12.

The third section of the report provides a brief overview of the postsecondary institutions in Galveston and their partnerships with local schools. The fourth section presents the promising picture of available funding for education in Galveston from state and federal grants to Galveston Independent School District (GISD), grants and programs from local postsecondary partners, and grants from philanthropic foundations. The final sections consist of summary recommendations and a short conclusion.

The authors and contributors hope that this research and report will make a substantial contribution to public dialogue on strengthening one of our community's most valuable resources: its public education system. This assessment and its summary recommendations are first steps in advancing a vision, but it must be followed by public discussion of the findings; the development of a comprehensive plan to transform public education; joint priority setting by public education stakeholders as well as donors; coordinated involvement of family, social service and health programs, and community-building programs; and bold action to implement change and monitor progress. Galveston will always have new challenges, but with a strong commitment to our public education system, educational achievement and success will be within reach of every family in our community.



## Section I: System of Early Childhood Education Centers in the City of Galveston November 2011 plus additional information April 2012

**Purpose:** This section of the report assesses early childhood education (ECE) in the City of Galveston. A strong cradle-to-college education pipeline is an essential element of efforts to revitalize neighborhoods and strengthen communities.<sup>10</sup> The purpose of this assessment is to assist comprehensive planning for ensuring all Galveston's children have opportunities to participate in high quality education programs from cradle to college to career.

**Background:** As noted in the introduction that described and illustrated a cradle-to-career pipeline, intense focus on the early childhood segment of the education pipeline is warranted.<sup>11</sup> Early educational intervention can produce persistent positive effects on cognitive, social, and schooling outcomes. Investing in the education and healthy development of our youngest learners has been described as "our nation's best bet for promoting civic success, preventing crime, and building a strong economy."<sup>12</sup> A summary of the research justifying this position is provided in a policy brief published in 2009 by the Business Roundtable and the Corporate Voice for Working Families.<sup>13</sup>

Center- and school-based programs<sup>14</sup> account for a large and important share of programs in the early childhood segment of the education pipeline. Although family, friend, and neighbor care (FFN) still accounts for the largest share (54%) of young children in regular child care arrangements in the US, nationwide nearly one-fourth (23%) of children under 5 are in center- and school-based early care and education programs on regular basis, and the average amount of time in care is 32 hours per week.<sup>15</sup> Childcare is second only to the immediate family in influence on early development.<sup>16</sup>

Compared to their peers, economically disadvantaged children who participate in high quality programs of

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<sup>10</sup> See footnote 1.

<sup>11</sup> See special edition of *Science* magazine, August 2011: Barnett, WS (2011) "Effectiveness of Early Educational Intervention," *Science*, 19:975-978; and Gromley, WT (2011) "From Science to Policy in Early Childhood Education," *Science*, 19:978-981.

<sup>12</sup> Committee for Economic Development (2006) *Using early education to improve economic growth and the fiscal sustainability of States and the Nation*, p50. See also Schwenke, W (2004) *Smart Money: Education and Economic Development*, Economic Policy Institute; Heckman J (2006) *Skill formation and the economics of investing in disadvantaged children*, *Science* 312 1900-1902; Heckman J (2007) *Investing in disadvantaged young children is good economic and good public policy*. Testimony before the US Congressional Joint Economic Committee, June 23, 2007, cited in Texas Children's Mental Health Forum 81<sup>st</sup> Legislative Session Priorities.

<sup>13</sup> The position paper entitled *Why America Needs High-Quality Early Care and Education* published jointly by the Business Roundtable and Corporate Voice for Working Families in 2009 is an update of the position originally published in 2004 entitled *Early childhood education: A call to action from the business community*.

<sup>14</sup> Early childhood education centers include licensed childcare centers (including Head Start) and school-based pre-kindergarten (Pre-K). Other important elements of early childhood programs are family-day-care-homes, home-visiting programs, parenting support programs, and informal education programs including technology-based and media programs for young audiences, community-based child-parent literacy programs like Galveston's SMART Family Literacy, and library, museum, music and arts programs for young children.

<sup>15</sup> Laughlin, L. *Who's Minding the Kids?* Child Care Arrangements, Spring 2005/Summer 2006, Current Population Reports of the U.S. Census Bureau, P70-121 Issued August 2010. Information in the report is based on the Survey of Income and Program Population (SIPP) child care module.

<sup>16</sup> Center for Prevention & Early Intervention Policy (2006) *Mental Health Consultation in Child Care and Early Childhood Settings*, 2006, Florida State University [www.cpeip.fsu.edu/resourceFiles/resourceFile\\_109.pdf](http://www.cpeip.fsu.edu/resourceFiles/resourceFile_109.pdf) accessed 12/9/09.

early care and education are more likely to graduate from high school, obtain and retain employment, marry, and stay out of jail.<sup>17</sup> Other research shows that children from middle class families also benefit from center-based early childhood education in terms of school readiness.<sup>18</sup> Investments in preschool have been shown to increase the long-term employment level of states by more than twice as much as traditional economic development programs.<sup>19</sup>

Although research demonstrates that the substantial benefits of participating in center-based early childhood education are especially notable for children from disadvantaged families, the likelihood of participating in such programs is much higher for those from advantaged versus disadvantaged families. According to the data summarized in the brief published by the Business Roundtable and Corporate Voice for Working Families in 2009, 65% of children ages 3-6, not yet in kindergarten, whose families had incomes at least twice the poverty level were enrolled in center-based care in 2007, compared with 45% of those from families with incomes 100-199 percent of the poverty level and 41% of those from families below 100 percent of the poverty level. The percentage of those whose mothers had a bachelor's degree or higher enrolled in center-based arrangements was 71% compared with 54% of children whose mothers had some college, 43% of those whose mother had a high school diploma or equivalent, and only 29% of children whose mothers had less than a high school diploma. These statistics suggest that those children most likely to need and to benefit from high quality center- or school-based early childhood education may be among the least likely to participate.

Given this background, assessment of the early childhood education system and centers in the City of Galveston addressed the following key questions:

1. What is the amount of local high quality center- and school-based early childhood education?
2. Is the current use well matched to demand and need?
3. Where are the assets and what are the vulnerabilities and gaps in the current system?
4. What actions are recommended to ensure all Galveston's children enter school ready to succeed?

**Methods:** The assessment was a rapid, community collaborative,<sup>20</sup> and focused on identifying strengths on which to build in order to close gaps in the "early childhood programs" section of the cradle- to-college education pipeline. Six Principles for High Quality Early Care and Education<sup>21</sup> provided structure for the assessment. Center-focused data collection was initiated October 31 and closed November 21, 2011.

The assessment team included two members of Third Coast R&D, Inc., two volunteers from GSCA, three volunteers representing the Galveston Children's Collaborative, and two volunteers from the City of Galveston's Families, Children and Youth Board. The team members worked together to critique and finalize the data collection tools and to select and prepare packets of books to deliver to the centers along

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<sup>17</sup> Karoly LA, Kilburn MR, Bigelow JH, Caulkins JP, Cannon JS, Chisesa JR (2001) *Assessing Costs and Benefits of Early Childhood Interventions: Overview and Applications to the Starting Early Starting Smart Program*, Publishers, Seattle: Casey Family Programs, Santa Monica: RAND. Karoly LA & Bigelow JH (2005) *The Economics of Investing in Universal Preschool Education in California*, Santa Monica, CA: RAND Corporation. Karoly LA, Kilburn MR, & Cannon JS (2008) *What the Dismal Science Has to Say about Investing in Children*, Santa Monica, CA: RAND Corporation.

<sup>18</sup> Gormley W, Gayer T, Phillips D, & Dawson B (2004). The effects of Oklahoma's Universal Pre-K program on school readiness. Washington DC: Center for Research on Children in the United States, Georgetown University.

<sup>19</sup> Bartik TJ (2006) *Taking preschool education seriously as an economic development program: Effects on jobs and earnings of states' residents compared to traditional economic development programs*, Working Paper, Committee for Economic Development, Washington DC. Bartik TJ (2008) *The economic development effects of early childhood programs*. Washington DC: Partnership for America's Economic Success.

<sup>20</sup> Volunteers from the Alliance, the Galveston Children's Collaborative, and the City of Galveston's Families Children and Youth Board worked jointly with Third Coast R&D and EduStart LLC to design and implement this assessment.

<sup>21</sup> See pages 9-10 of this report.



with the invitation to participate in interviews. Each of six members of the team visited one or more of the centers to collect data in interviews with center spokespersons.

The Galveston Children's Collaborative, which is an all-volunteer organization focused on raising awareness of the importance of the first five years of life, used its November 31 meeting to review the preliminary results and assist in structuring data-driven recommendations. The review indicated a need to expand the assessment to include information about local informal education resources (e.g., library-, museum-, and clinic-based programs) targeted to families with children ages 0 to 5. The additional information was added to the assessment report in April 2012.

Data were assembled from interviews with spokespersons for licensed childcare centers and school-based Pre-Kindergarten (Pre-K) in the City of Galveston and from the "Search Texas Child Care"<sup>22</sup> website maintained by the Department of Family and Protective Services (DFPS). Other websites from which data were downloaded were the "Texas School Ready!" website maintained by the Children's Learning Institute,<sup>23</sup> the Texas Education Agency's Academic Excellence Indicator System (AEIS), and the US Census Bureau. Additional data were collected March and April 2012 from program specific websites and interviews with spokespersons for informal education programs in the City of Galveston.

Data were analyzed in three steps. In step 1, a count was made of the total numbers of center- and school-based providers of early childhood education (hereafter referred to as "early childhood education centers"); licensed or registered or listed family child care homes; and community- and clinic-based informal education programs targeted to families with children 0-5. In step 2, the six principles for high- quality early care and education was used as an analytic framework for describing the quality of currently available early childhood education centers. Step 3 was comparing availability, quality, and use of the current system of early childhood education programs against recommendations or benchmarks for best practice in order to identify assets and locate vulnerabilities and gaps.

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### Six Principles for High-Quality Early Care and Education<sup>24</sup>

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1. Views children's learning as the central mission:
  - Provides positive learning experiences
  - Promotes English language literacy and math
  - Holds high expectations for success for all while respecting diversity
  - Includes healthy nutrition, safe environment, and diagnostic screening and follow-up
2. Articulates standards for children's learning and program quality that align with State K-12 academic standards:
  - Aligns early education with standards for early grades
  - Uses evidence-based curriculum and standards
  - Uses research-based indicators that respect the diverse ways children grow and learn
  - Uses results of regular assessments of children's performance to improve instructional practice
3. Ensures teaching staff possess the skills, knowledge, and attitudes to help young children enter school prepared to succeed:
  - Employs skilled, educated teaching staff
  - Requires ongoing professional development
  - Institutes differential salaries based on teacher competencies

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<sup>22</sup> [www.dfps.state.tx.us/Chid\\_Care/Search\\_Texas\\_Child\\_Care](http://www.dfps.state.tx.us/Chid_Care/Search_Texas_Child_Care) accessed 10/20/11 and 11/23/11.

<sup>23</sup> [www.childrenslearninginstitute.org/our-programs/program-overview/tx-school-ready](http://www.childrenslearninginstitute.org/our-programs/program-overview/tx-school-ready) accessed 11/23/11.

<sup>24</sup> Policy brief published in 2009 by the Business Roundtable and the Corporate Voice for Working Families.

4. Supports parents as their children's first teachers and provides high-quality program options to parents who choose to enroll their children:
  - Provides access regardless of socio-economic status
  - Offers seamless ways to meet need for care while parents work
  - Promotes strategies for parents to be involved in and support their child's learning
5. Embraces accountability for measurable results:
  - Collects data, assesses performance, and reports results to stakeholders
  - Evaluates progress in early grades of children who have participated in early childhood education
  - Implements continuous improvement process
  - Establishes incentives for meeting or exceeding objectives
6. Builds crosscutting partnerships to govern, finance, sustain, and improve the system:
  - Supports community planning, program development, and oversight
  - Involves key stakeholders to improve the system
  - Includes participation of all sectors of the early childhood field
  - Insists on adequate financing, priorities for investment, and blueprint for future

## Assessment Results

**1. NUMBER AND TYPES OF EARLY CHILDHOOD EDUCATION CENTERS.** The 29 early childhood education centers in the City of Galveston in November 2011 were comprised of 4 licensed childcare centers co-located and linked or in collaboration with school-based Pre-K, 20 stand-alone licensed child care centers, and 5 strictly school-based Pre-K's. Three of the center/school collaborations and one stand-alone center were Head Start programs.

Approximately half of the early childhood education centers were in zip code 77550 (the east end of Galveston Island which includes downtown Galveston) and the other half were in zip code 77551 (the "Central City" area west of 45th and east of 81st). Only one had an address in zip code 77554 (west Galveston) and none were in zip codes 77553 or 77555 (both of which are University of Texas Medical Branch addresses) or 77552 (neighborhoods and industrial areas northwest of downtown).

**Table 1: Breakdown of Early Childhood Education Centers by Zipcode.**

	Zip code 77550	Zip code 77551/77554	TOTAL
Licensed Child Care Center	11	9	20
Licensed Center and School-based Pre-Kindergarten	2	2	4
School-based Pre-Kindergarten	2	3	5
Totals by zip code	15	14	29

Twenty-eight (97%) of the 29 early childhood education centers were providing care and education for preschoolers; two-thirds (66%) were providing care and education for toddlers; and approximately half (52%) were providing care and education for infants.

**Table 2: Early Childhood Education Centers by Ages of Children Served**

	<b>77550 (N=15)</b>	<b>77551/77554 (N=14)</b>	<b>Total (N=29)</b>
Infants (less than 18 months of age)	6	9	15
Toddlers (18-35 months of age)	10	9	19
Preschoolers (36 -59 months/3-5 years of age)	15	13	28
*Combines reports from 22 participating centers and estimates for 7 non-participating centers			

The assessment team interviewed spokespersons at 22 of the 29 centers. Seventeen of the interviews were conducted on-site at the centers, three were completed by telephone, and two center directors preferred to submit written response to the single page version of the interview questions. Spokespersons at the other 7 centers either declined to participate in the interview (N=2) or requested postponement of their participation until after the assessment deadline of November 21, 2011 (N=5). All 7 of the non-participating centers were licensed by DFPS to provide care for infants and/or toddlers and preschoolers, tended to have less longevity at their current location than the 22 participating centers, and had more DFPS monitoring deficiencies than the 17 DFPS licensed centers that participated in the assessment.

**Table 3: Early Childhood Centers by Profit, Nonprofit and Ownership Status**

	<b>77550 (N=10)</b>	<b>77551/ 77554 (N=12)</b>	<b>Total (N=22)</b>
For profit	2	4	6
Non-profit	8	8	16
Independently owned and operated	3	8	11
Part of a chain or under an umbrella	2	0	2
Collaborative of more than one organization	5	4	9
Has sponsors or is in collaboration with:			
• Church or religious group	2	1	3
• Private company or individual employer	0	0	0
• Non-government community organization	1	0	1
• Municipal government	0	0	0
• Public school, Head Start or other Federal/State entity	6	11	17

Although 11 (50%) of the 22 early childhood education centers participating in assessment interviews were described by their directors as independently owned and operated, there was variety in the arrangements including some for-profit organizations and several centers in umbrella or partnership and/or collaborative relationship with one or more other organizations. Seventeen centers were associated with state/federal entities (public school, Head Start, or other Federal/State entity) and 3 centers were sponsored by or had collaboration with churches. None had sponsorship or collaboration with private employers or municipal government. Research suggests city partnerships can help overcome financing

challenges of improving local child systems,<sup>25</sup> a perspective supported by Principle Number 6 of high quality early care and education, which focuses on building "crosscutting partnerships to govern, finance, sustain, and improve the system." For these reasons, the absence of private employer and City sponsorship or collaboration with early education centers was identified as a notable **gap** in the current system. Additional detail about numbers and types of early childhood education centers in the City of Galveston in November 2011 is presented in Appendix B of a separate report, Early Childhood Education in Galveston.

**2. AMOUNT OF HIGH QUALITY EARLY CHILDHOOD EDUCATION CENTERS.** Nearly two-thirds (14 or 64%) of the 22 centers participating in the assessment in November 2011 were assessed higher quality. All of the higher quality centers had programs for Pre-K. All 8 of the participating school-based Pre-K were assessed higher quality compared with less than half (6 of 14 or 42%) of community-based licensed centers. The 8 higher quality school-based Pre-K helped the City of Galveston to achieve a higher ratio of Texas School Ready (TSR) classrooms to young child population than is characteristic for the State as a whole. For school year 2011-2012, Galveston has 12 TSR classrooms (1:233 children younger than 5) compared to the Texas total of 3,152 TSR classrooms (1:615 children)<sup>26</sup>. A rich array of options for families to choose high quality school year programs for their preschoolers (ages 3-5) is an **asset** in the current system of early childhood education centers in the City of Galveston. Only about a third (5 of 14) of the higher quality centers had programs for infants and toddlers. The very small number of higher quality centers for infants and toddlers is a **gap**. Lack of sustainable, coordinated summer childcare options for a range of students is also a **gap**.

**Table 4: Early Childhood Centers by Quality Rating**

	Highest quality	High quality	Other quality	Un-known	Total
Licensed Child Care Center	0	6	8	6	20
Licensed Center with School-based Pre-Kindergarten	3	0	0	1	4
School-based Pre-Kindergarten	0	5	0	0	5
	3	11	8	7	29

Other common **gaps** in the current system were lack of consistency with the following principles from the Business Roundtable:

- Principle 5: accountability for measurable results;
- Principle 4: supporting parents as their children's first teachers and providing seamless options to families of all incomes and work situations; and
- Principle 2: articulating standards that align with State K-12 academic standards.

Only about half of the centers were consistent with any given one of the three above principles (5, 4, or 2) for high quality early childhood education (ECE). Lack of universal consistency with Principle 1 (view children's learning as the central mission) and Principle 3 (ensure teaching staff possess skills, knowledge and attitudes to help young children enter school prepared to succeed) is another **gap** in the current system of early childhood education centers in the City of Galveston. Systematic provision of staff development support was less than universal despite reports from spokespersons indicating the majority of instructional staff at early childhood education centers had a high school diploma or GED as

<sup>25</sup> Planning for Family-Friendly Communities Briefing Paper: Child care and community development, April 2010. Additional issues briefs and case studies can be found at <http://economicdevelopmentandchildcare.org>.

<sup>26</sup> The designation Texas School Ready is related to how children from a pre-kindergarten program perform on early literacy screenings in kindergarten as well as data about instruction in the Pre-K sites. See [www.childrenslearninginstitute.org/our-programs/program-overview/tx-school-ready](http://www.childrenslearninginstitute.org/our-programs/program-overview/tx-school-ready) (accessed 11/23/11).

the highest level of education. Lack of consistency with recommended child-to-staff ratios was noted for multiple centers.

The high prevalence of centers engaged in building partnerships and willing to participate in collaborative community planning, program development, and system oversight is an **asset** of the current system of early childhood education centers in the City of Galveston.

**Table 5: Early Childhood Centers Mapped Against Six Principles of Quality**

	<b>77550 (N=15)</b>	<b>77551/ 77554 (N=14)</b>	<b>Total (N=29)</b>
1. Views children's learning as the central mission	6	8	14
2. Articulates standards that align with State K-12 academic standards	7	6	13
3. Ensures teaching staff possess skills, knowledge, attitudes to help young children enter school prepared to succeed	7	8	15
4. Supports parents as their children's first teachers and provides seamless options to families of all incomes and work situations	3	9	12
5. Embraces accountability for measurable results	5	5	10
6. Builds partnerships to govern, finance, improve.	9	10	19
4 or 5 of the above	6	5	11
All 6 of the above	-	-	3
<b>Centers not participating in the assessment of quality</b>	<b>5</b>	<b>2</b>	<b>7</b>
Note: "-" is used when a cell value is greater than 0 but less than 3			

**3. USE OF EARLY CHILDHOOD EDUCATION CENTERS.** A total of 1,079 children were enrolled in the 14 centers assessed “high” or “highest” quality. The total in higher quality early childhood education centers was 66% of the 1,647 young children enrolled across all 29 centers. Infants and toddlers were relatively less likely than preschoolers to be enrolled at centers assessed higher quality: 37% of the 109 infants, 35% of the 341 toddlers, and 77% of the 1,197 preschoolers were enrolled in centers assessed high or highest quality. Infants' and toddlers' lack of accessing higher quality centers is a **gap**; these principles are just as critical at younger ages as for pre-school students.

**Table 6: Early Childhood Centers by Enrollment**

	<b>Higher quality (N=14)</b>	<b>Other quality (N=8)</b>	<b>Unknown quality (N=7)</b>	<b>Total (N=29)</b>
Infants (less than 18 months of age)	40	35	34*	109
Toddlers (18-35 months of age)	121	104	116*	341
Preschoolers (36 -59 months)	918	177	102*	1,197
<b>Total enrollments</b>	<b>1,079</b>	<b>316</b>	<b>252*</b>	<b>1,647</b>
*Estimated enrollment for centers that did not participate in the assessment interviews in November 2011				

It is important to note the counts of children enrolled in early childhood education programs in the City of Galveston in November 2011 is a "fuzzy snapshot" because (1) it is based on centers’ self-reports of enrollment characteristics plus estimates for centers that did not participate in the interviews and (2) enrollment is subject to continuous change as families move and/or face other challenges or opportunities that influence their decisions about education for their infants, toddlers, and preschoolers.

Enrollment information supplied by the 22 centers that participated in the interviews was compared

against ethnic composition of the City of Galveston counted in the 2010 US Census. This comparison showed Black children accounted for 33% of total enrollment in the centers while Black residents accounted for only 19% of the total population of the City. White children accounted for only 27% of total enrollment in the 22 participating centers while White residents accounted for 45% of total population of the City. It is possible that the apparent differential use of early education centers is a statistical artifact that will be explained when the census tables detailing age by ethnicity become available. It also is possible that more non-White than White children are eligible for publicly funded Pre-K.

**Table 7: Early Childhood Center Enrollment by Ethnicity**

Enrollment in the 22 early childhood education centers participating in this assessment shown by the children's ethnicity.	Higher quality (N=921)*	Other Quality (N=312)*	Total (N=1233)*
Asian	51	5	56
Black	230	171	401
Hispanic	354	75	429
Non-Hispanic White	282	54	336
*Note: Not all of the participating centers supplied information about ethnicity of the children in their programs.			

Nearly all of the Asian, Hispanic, and White children enrolled in early childhood education centers in the City of Galveston in November 2011 were in higher quality centers. The numbers were 51 of 56 total Asian children enrolled = 91%, 354 of 429 total Hispanic children enrolled = 75%, and 282 of 336 total White children enrolled = 84% in higher quality centers. But only about half of Black children enrolled in early childhood education centers were in higher quality centers (230 of 401 = 57%) which is another gap in the current system. We recommend a follow-up study to determine why this is the case.

**4. DEMAND FOR EARLY CHILDHOOD EDUCATION CENTERS.** The 1,647 children enrolled in early childhood education centers was 58% of the population of 2,817 children younger than 5 counted in the 2010 US Census. Census of children younger than 5 in the City of Galveston in 2010 was 24% less than the 2000 Census and 35% less than in 1990. The numbers of young children decreased faster than the decrease of the total population in the City of Galveston which was 17% less than in 2000 and 19% less than in 1990. These data may suggest declining local demand for early childhood education. It is important to note, however, that Galveston's early childhood education centers also serve families from off the Island. Local estimates are that as much as 60% of the Island workforce lives on the mainland.

**Table 8: US Census 2010 showed total number of children younger than 5 in the City of Galveston was 2,817**

	1990	2000	2010
Children younger than 5	4,329	3,705	2,817
Ages 5 to 17	10,289	8,553	6,397
Total population	59,070	57,247	47,743

Growth versus shrinkage in numbers of children enrolled in local early childhood education centers will depend, therefore, not only on change in size of the resident population<sup>27</sup> but also on the number of families living on the mainland who work on the Island and choose early childhood education programs near their places of employment. Only about half of the centers had all of their enrollment of infants, toddlers, and preschoolers from families that reside on the Island.

<sup>27</sup> The Draft Human Capital Plan developed by Urban Strategies showed that 33% of the 569 heads of household displaced by Hurricane Ike currently are living off-Island and that these households include as many as 195 children ages 0-5, some portion of which are targeted to occupy the public housing units to be built at Magnolia and Cedar Terrace.



**Table 9: Early Childhood Centers by Residence Area**

Numbers of centers estimating the following proportions of infants, toddlers and	77550	77551/77554	Total
	(N=10)	(N=12)	(N=22)
All	5	4	9
Nearly all (more than 80%)	4	7	11
Half or more but not nearly all (50-80%)	0	1	1
Less than half	1	0	1

More than half of centers (13 of 22 or 59%) had to turn children away during the past year. Eleven (79%) of the 14 higher quality centers city-wide (4 of the 5 that serve infants and toddlers and 7 of the 14 that serve Pre-K) turned away families seeking to enroll their children. A critical gap in the current system is its inability to meet demand for high quality early childhood education programs.

**Table 10: Early Childhood Centers That Turned Away Children**

In the past year the center has turned away children who wanted to enroll because there was not an empty slot for:	Higher quality centers (N=14)	Other quality (N=8)	Total (N=22)
• Infants	3	0	3
• Toddlers	3	2	5
• Preschoolers	7	0	7
Any of the above	11	2	13

**5. NEED FOR HIGH QUALITY EARLY CHILDHOOD EDUCATION PROGRAMS.** Data from the 2010-2011 AEIS show the percentage of local elementary school students at risk for school failure ranged from a low of 7% at Ambassador's Preparatory Academy to a high of 91% at Morgan Elementary. The average (median) across the 7 local elementary schools was 55%. If we extrapolate those numbers, the proportion of local young children in need of early education is at least 55%.

“Children in poverty” is a group identified as most likely to benefit from high quality center-based early childhood education. The percentage of local public elementary school students who are economically disadvantaged ranged from a low of 64% at Ambassador's Preparatory Academy to a high of 92% at Morgan. The average (median) across the elementary schools was that 79% of students are economically disadvantaged. The proportion of local young children most likely to benefit from early childhood education is (by extrapolation) approximately 79%.

**Table 11: Pre-K Centers by % At Risk and Economically Disadvantaged**

	% "at risk"	% "economically disadvantaged"
Ambassador's Preparatory Academy	7%	64%
Early Childhood University (ECU/Weis)	52%	79%
KIPP Coastal Village	45%	81%
Morgan Elementary	91%	92%
Odyssey Academy	55%	78%
Oppe Elementary	81%	73%
Parker Elementary	71%	81%
<b>MEDIAN</b>	<b>55%</b>	<b>79%</b>

Because other locally published data show that 74% of students entering first grade in Galveston ISD need extra support to successfully learn to read, a plausible but conservative benchmark for measuring the gap between current enrollment in the local system of early childhood education centers and the numbers in need or most likely to benefit is 67%, a figure mid-way between estimated "at risk" and "economically disadvantaged" (as defined in the Galveston ISD 2010 AEIS report).

Applying the 67% criterion to the census count of children younger than 5 shows 1,887 need or are most likely to benefit from enrollment in high quality early childhood education. The gap between 1,887 and the number currently enrolled in centers of high or highest quality is 808. Even if all of the current centers were high or highest quality, there still would be a **gap** of 240 between the number needing to be enrolled and the number currently enrolled.

**6. ADVICE FROM DIRECTORS OF EARLY CHILDHOOD EDUCATION CENTERS.** Educational materials, parenting classes, continued efforts to collaborate, and funding for full-day Pre-K beyond this year were needs most frequently identified by the 20 spokespersons who provided recommendations about what can be done to leverage assets and close gaps in the current system. Additional detail regarding needs and advice provided by spokespersons for the participating centers is presented in a separate Appendix E to the report, *Early Childhood Education in Galveston*.

**Table 12: Needs identified by Spokespersons for Early Childhood Centers**

<b>Numbers of centers where these needs were reported by the centers' spokespersons:</b>	<b>Total (N=20)</b>
Facilities' primary needs included:	
▪ Educational materials	7
▪ Playground equipment (sun shades, play equipment, lights)	5
▪ Funding for full day Pre-K	5
▪ Books	4
Facilities' families' primary needs included:	
▪ Parenting classes/parenting education/parent training	12
▪ Jobs/financial assistance	4
▪ Early childhood education seen as "school" and not "day care"	4
▪ Books	3
Advice for ensuring all children have access to early childhood education opportunities included:	
▪ Forum for educator collaboration/continued efforts to collaborate	5
▪ Funding for full-day Pre-K beyond this year	5
▪ High quality programs	4
▪ Schools as hub for connecting families to resources they need	3

**7. AVAILABILITY OF LICENSED, REGISTERED, and LISTED CHILD CARE HOMES.** Licensed or registered child care homes are monitored by the DFPS; listed family homes are not monitored. Licensed, registered, or listed homes can care for up to 12 children, including the provider's own children. All 8 of the homes licensed, registered, or listed with DFPS in the City of Galveston in April 2012 had capacity to care for pre-school aged and school aged children; and 7 of the 8 had capacity to care for infants and toddlers. Enrollment in November 2011 was estimated by assuming that each home that had the capacity to provide care for infants and toddlers was providing care for 4 infants and toddlers, 4 children ages 3-5, and 4 school age children.

If all 8 of the licensed or registered or listed Family Homes as well as all 29 of the current center/school-based programs were verified as providing high quality early childhood education, there still would be a need for 180 additional spaces in high quality programs.

**Table 13: Licensed and Listed Child Care Homes in Galveston**

	Citywide
Number of facilities:	
• Licensed or Registered Child Care Home	6
• Listed Family Home	2
Estimated enrollment:	
• Infants and toddlers	28
• Ages 3 and 4	32

**8. INFORMAL EDUCATION RESOURCES FOR FAMILIES WITH YOUNG CHILDREN.** In April 2012, there were at least three types of community resources and supports for high quality early childhood education in the City of Galveston:

1. Programs targeted to young **children** are provided by SMART Family Literacy, Rosenberg Library, Moody Gardens, the Grand Opera House, and Fanfare Lutheran Music Academy. The teaching and learning objectives include language, reading, science, math, and the arts.
2. Programs targeted to **parents** of young children include the *Ages & Stages* project of Early Childhood Intervention at the University of Texas Medical Branch (UTMB), *Reach Out and Read* (ROR) provided in UTMB's pediatric clinics; and the *Life Skills for Student Parents* program for pregnant and parenting students in Galveston ISD. There also is potential for UTMB's Marcia Baker to coordinate the delivery of early childhood *Strengthening Families* groups and/or UTMB's Karen Smith to provide parent educator training for delivering *Play and Learning Strategies* (PALS) to families with children ages 6-13 months (PALS I) and families with children ages 24 to 28 months (PALS II).
3. In addition to the previously noted *Texas School Ready!* Project, other programs of the Children's Learning Institute at the University of Texas Health Science Center in Houston provide professional development and mentoring for **directors and teachers** in early childhood education programs. The Galveston Children's Collaborative sponsors mini-conferences for teachers approximately twice a year in partnership with Houston's Collaborative for Children, College of the Mainland, and SMART Family Literacy.

An **asset** of the current system is the variety of community resources and supports for early child education.

A notable **gap**, however, is the lack of coordination of formal with informal education resources and supports to enable all Galveston's children to enter school ready to succeed. There also is uncertainty regarding the extent to which some of the programs will continue to be available and functioning with high fidelity in the local community. Difficulties encountered in compiling information about informal education resources for children, parents, and providers of early care and education provide evidence of this gap. The assessment team attempted at least 6 telephone and/or email contacts and made in-person visits to the entities identified as local sources of support for informal early childhood education, but only a few of the programs provided information other than what could be discerned from websites.

Programs of SMART Family Literacy were interrupted by Hurricane Ike and only recently came again to vitality and growth mode, with Liz Turner as a strong champion for family literacy in early childhood.

Although Rosenberg Library took a huge hit from Hurricane Ike and is continuing to struggle with tight budgets, the library's Children's Programs currently offer many opportunities for parent-child and for teacher-child participation in activities that enable and encourage a love of reading. *Reach Out and Read (ROR)*, a program available at UTMB pediatric clinics that was intended to provide training on reading the books and physician prescription for reading, appears to have devolved to an invitation to children to "take a book" home with them as they leave the clinic. *Ages and Stages* is a developmental screening project in which the parent completes the Ages and Stages questionnaire and receives feedback about the child's developmental status and recommendations for supporting the child's healthy development. The on-line version of Ages and Stages was initiated by UTMB's Early Childhood Intervention Program (ECI Project Launch) with disaster recovery social services block grant dollars. Its future is, therefore, uncertain.

Parenting programs provided through Galveston ISD includes *Life Skills Program for Student Parents* (LSPSP) and *Strengthening Families* for parents of students. Funds from Texas Education Agency support LSPSP for students who are pregnant or parenting. The LSPSP curriculum includes a component focused on child development, parenting and home, and family life. Galveston ISD's Carla Geters is director of the LSPSP. The *Strengthening Families* program currently is provided at Weis and at Crenshaw schools through Galveston ISD's *21st Century Community Learning Centers/After-school Centers on Education (ACE)*. UTMB's Marcia Baker is a strong local champion of this evidence-based program to help students avoid risky behavior and improve their success in school. However, there is no current offering of *Strengthening Families* at the Pre-K level.

*PALS* is an evidence-based parent-child program developed at the Children's Learning Institute in Houston to address the 30 million word gap children accumulate during the first four years of life in low-income families. *PALS* was field tested in the Galveston community and shown to be effective in increasing cognitively responsive behaviors of mothers and infants, increasing the quality of language used between mother and child, and increasing toddlers' vocabulary development and social engagement. Although *PALS* is not currently active in Galveston, it does have a strong champion in Karen Smith at UTMB. Additional detail about informal education resources and programs targeted young children, their parents, and/or their care providers is provided in the separate Appendix F to this report.

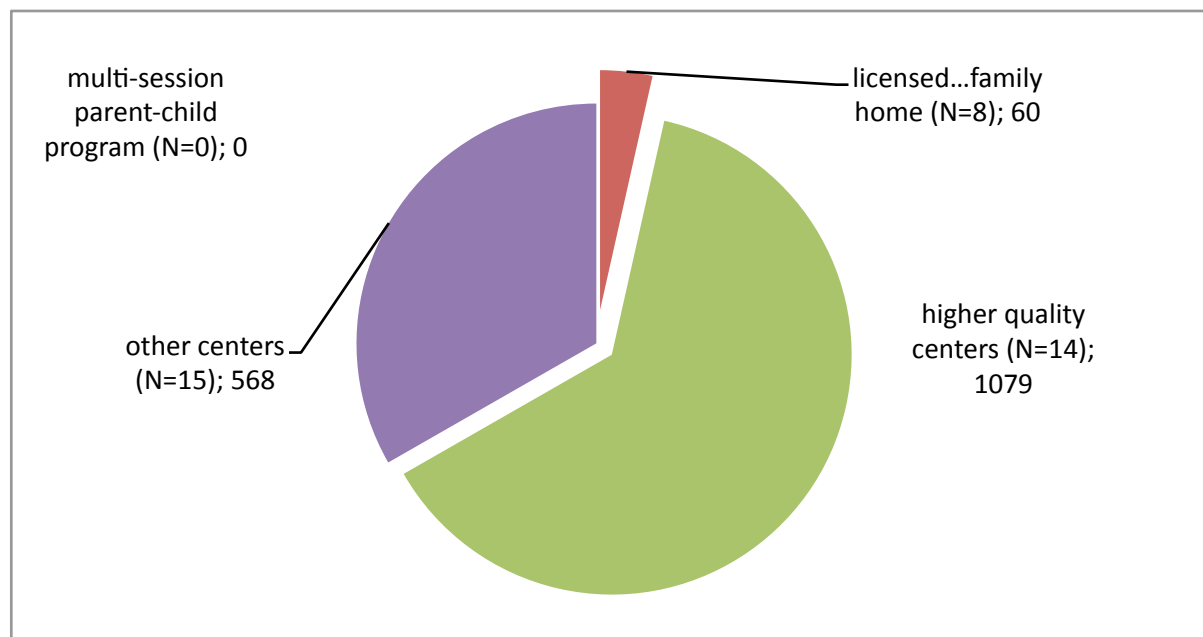
## Summary of Key Gaps and Assets in Early Childhood Education

### SUMMARY OF ASSESSED ASSETS

In the City of Galveston there are a:

- Rich array of options for families to choose high quality school year programs for their preschoolers (ages 3 and 4);
- High prevalence of centers engaged in building partnerships and willing to participate in collaborative community planning, program development, and system oversight; and
- Variety of informal education and teacher professional development programs to support and inspire learning in early childhood.

**Figure 2: 1,707 children 0-5 enrolled in formal Early Childhood Education (ECE) in the City of Galveston**



The array of options from which families can choose high quality school year programs for their preschoolers (ages 3 and 4) is a notable **asset** of the current system of early childhood education centers in the City of Galveston. Ten of the 14 higher quality centers with programs for children ages 3 and 4 are open during the school year (i.e., are closed during some or all of the summer months and/or are closed on school holidays) and four others offer year-round programming for children in this age group. The 14 higher quality centers include community-based licensed centers, licensed centers collaborative with school-based-Pre-K, and other school-based Pre-K. The school-based programs are on Galveston ISD campuses, public charter school campuses, and private school campuses. Several are sponsored by or have a collaboration with church or religious groups. At approximately half of the higher quality centers, subsidies or scholarships are accepted or made available to assist families in paying fees that may be required for their children to participate.

The high prevalence of centers engaged in building partnerships and willing to participate in collaborative community planning, program development, and system oversight is another **asset** of the current system. All 14 of the higher quality centers and 5 other centers citywide were, in November 2011, already engaged in building partnerships to govern, finance, and improve. The spokespersons at half of the higher quality centers specifically recommended continued efforts to collaborate in system building and/or in meeting needs of the families who use their centers as a strategy for ensuring all children have access to high quality early childhood education opportunities.

Another **asset** of the current system is the variety of informal resources and education programs locally available and/or with program champions in the local community to support high quality early childhood education in the home and in early childhood education centers. There is great potential for coordinating these and other informal education resources to build a resilient "early childhood programs" segment in Galveston's cradle-to-college and -career pipeline.

## SUMMARY OF ASSESSED GAPS:

Despite its many assets, the ECE system has several serious gaps:

- Inability to meet current demand for high quality early childhood education (especially for infants and toddlers);
- High prevalence of children at risk and or likely to benefit but not accessing high quality centers, especially infants and toddlers; and
- Lack of municipal and business sector involvement in supporting and coordinating formal and informal early childhood education resources to ensure all Galveston's children enter school ready to succeed.

**Table 14: Summary Analysis of Early Childhood Centers**

<b>The number of early childhood education centers in the City is 29. The population of children younger than 5 in the City is 2,796.</b>	<b>Citywide</b>
▪ Centers with programs for infants and/or toddlers	19
▪ Higher quality centers with programs for infants and/or toddlers	5
▪ Higher quality centers with programs for preschoolers	14
Higher quality centers that have turned away children who wanted to enroll because there was no space for them:	
▪ Turned away infants and/or toddlers during the past year	4
▪ Turned away preschoolers during the past year	7
Numbers of children currently enrolled in centers of higher quality:	1,079
▪ Infants and toddlers	161
▪ Preschoolers	918
Numbers of children currently enrolled totaled across all centers:	1,647
▪ Infants and toddlers	450
▪ Preschoolers	1,197
Numbers of children currently enrolled in licensed/registered/listed child care homes	60
▪ Infants and toddlers	28
▪ Preschoolers	32
Total enrollment across all 29 centers and all 8 child care homes	1,707
Number of children needing or most likely to benefit from enrollment in ECE	1,887

Inability to meet current demand for high quality ECE is especially notable for infants and toddlers. Higher quality centers with programs for infants and toddlers are scarce. All but one of the 29 early childhood education centers in the City of Galveston have programs for preschoolers but only 19 or 66% have programs for infants and/or toddlers. All 14 of the higher quality centers have programs for preschoolers but only 5 have programs for infants and toddlers. Citywide, 4 of 5 higher quality centers with programs for infants and toddlers, and 7 of the 14 higher quality centers with programs for preschoolers, have turned away children in the respective age groups during the past year because there was no space for them.

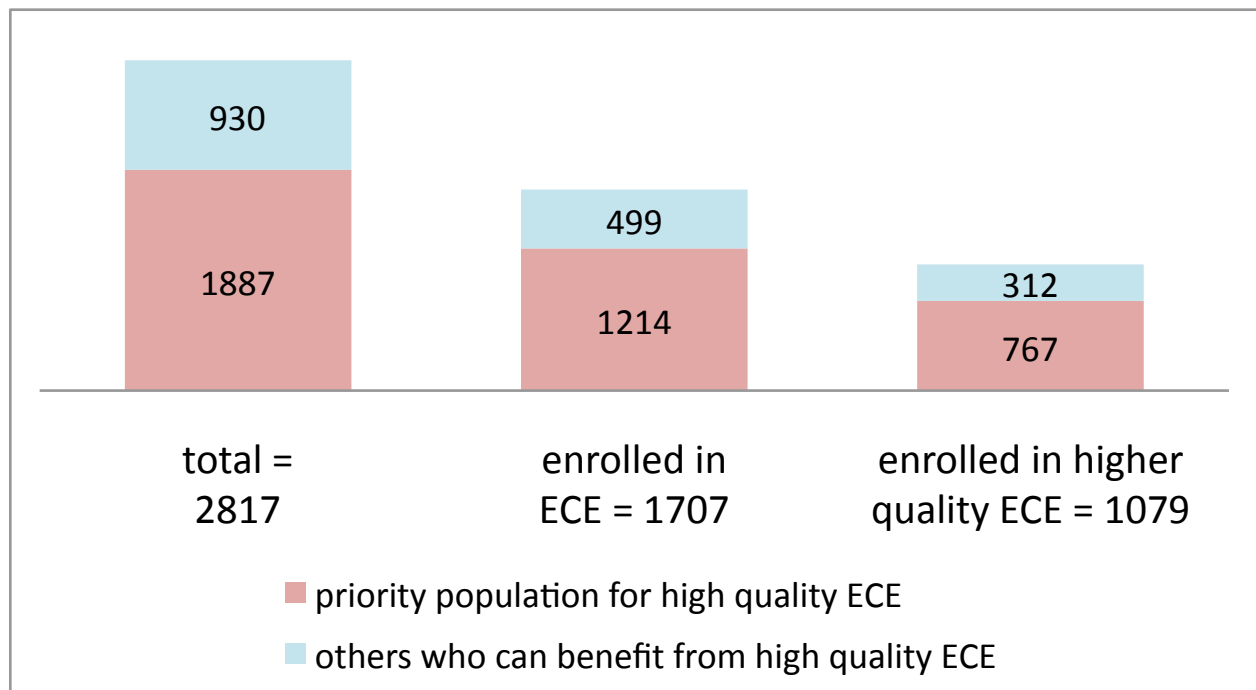
One reason for the scarcity of higher quality centers with programs for infants and toddlers was described by the director of a center that, as of November 2011, had closed its early childhood program. That director reported the high expense of early childhood programs had been offset by high enrollment of fee- paying school age children participating in afterschool programs. But the recent shift toward widespread availability of free afterschool programs on school campuses supported through the competitively awarded *21st Century Community Learning Centers/ACE* grants to the Galveston ISD



and through the restoration and re-opening of the City of Galveston's McGuire-Dent and Wright-Cuney Recreation Centers has reduced demand for afterschool programs at fee-for-service centers, thereby constraining capabilities to care for and educate the community's youngest learners. This represents an unintended consequence of grant-funded projects, in this case, undermining local community development. We need to improve the sustainability of programs to take into account the uneven flux of grant funds.

Another reason for scarcity of higher quality centers with programs for infants and toddlers is lack of families demanding places for their very young children in early childhood education centers. Infants and toddlers are substantially under-represented in the local system of early childhood education centers. Citywide the ratio of infants to preschoolers participating in early childhood education centers is 1:3 – i.e., for each infant or toddler enrollment there are 3 enrollments of preschoolers; at higher quality centers, the ratio is 1:7. Lack of spaces for infants and toddlers contributes to this age-related differential in use of early childhood education centers, a situation the local system shares with the rest of Texas. Statewide, 53% of requests for referrals received by child care referral networks are for infant/toddler care compared with 30% for preschool-age.<sup>28</sup> This problem is related to the higher cost of infant care and a common practice of child care centers enrolling ages 0 to 5 shifting costs so that care is more affordable for parents of infants and toddlers.

**Figure 3: 2817 total children younger than 5 in the City of Galveston shown by need for and participation in ECE**



Other factors contributing to scarcity of higher quality centers for infants and toddlers include (a) the availability of free Pre-K for eligible children ages 3 and 4 on school campuses but no comparable programs for children younger than 3 and (b) nationwide data showing that many families place their

<sup>28</sup> 2011 Child Care in the State of Texas. [www.naccrra.org](http://www.naccrra.org) accessed 2/2/2012.

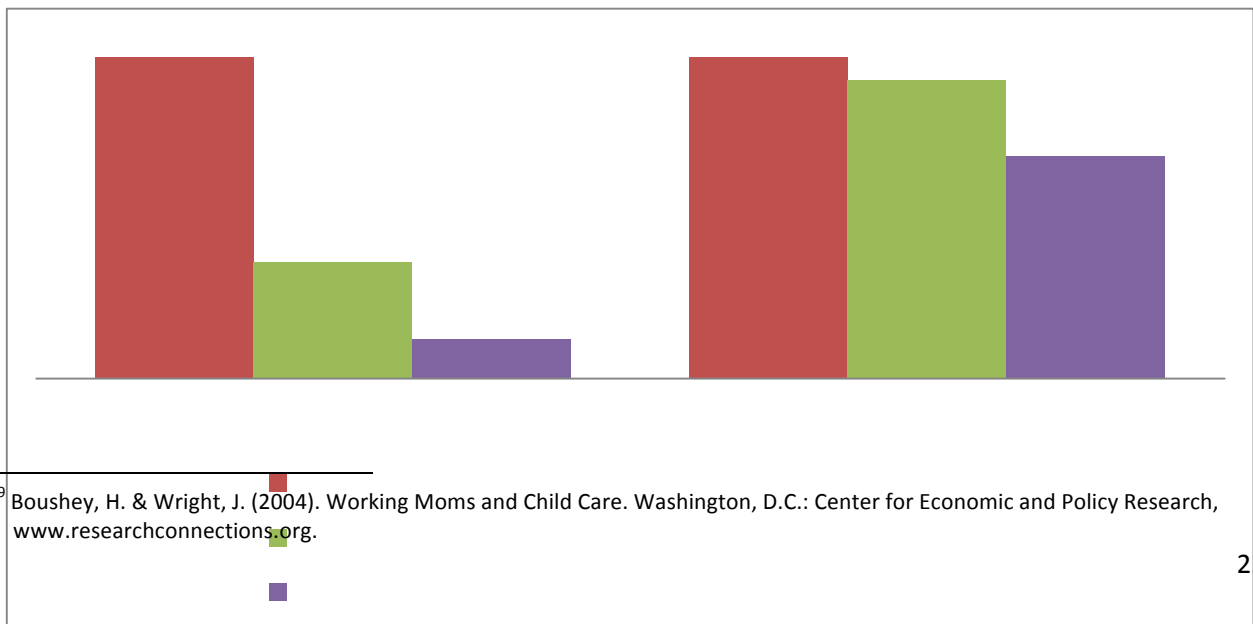
infants and toddlers in friend, neighbor or kin-care (sometimes abbreviated FFN to stand for friend, family, neighbor) rather than in child care centers or in licensed/registered/listed family homes.<sup>29</sup> FFN is the most common type of childcare for children under age 5 whose parent(s) work, and it is legally exempt from regulation.

Current enrollment of infants and toddlers at higher quality centers is 161, which is only 17% of an estimated 944 needing or most likely to benefit from high quality early childhood education. This compares to 918 preschoolers enrolled in higher quality centers, which is 97% of an estimated 944 preschoolers needing or most likely to benefit from such enrollment. High prevalence of children who are in the priority population because they are at risk and or likely to benefit but are not accessing high quality early childhood education is, therefore, another critical **gap** in the current system.

To close the gap, the inventory of filled spaces in high quality early childhood education programs needs to increase by at least 808 (i.e.,  $1,887 - 1,079 = 808$ ). This number of needed spaces likely underestimates actual need because many of the filled ECE spaces currently are occupied by children who can benefit from high quality ECE but are not in the priority population of those needing or most likely to benefit because they live in poverty or are faced with other stresses that put them at risk for school failure. Taking into consideration the disproportionate rate of use of ECE programs by higher income and better educated parents suggests the **gap** between filled and needed spaces in high quality programs for children in the priority population in the City of Galveston totals 1,120 (i.e.,  $1,887 - 767 = 1,120$ ). The better estimates, therefore, of numbers of high quality spaces that need to be added and used by children in the priority population are  $944 - 115 = 829$  for infants and toddlers and  $944 - 652 = 292$  for preschoolers. If all of the spaces currently filled in the 29 early childhood education centers and the 8 licensed/registered/listed family day homes were verified as high quality, there still would be need for 604 (i.e.,  $944 - 340 = 604$ ) additional high quality spaces of infants and toddlers and 70 (i.e.,  $944 - 874 = 70$ ) additional high quality spaces for preschoolers. Our proposed standard is that all children in Galveston should be enrolled in high quality centers.

Other **gaps** in the current ECE system in Galveston include uncertainty about continued availability of informal education programs for young children and their parents and care providers; uncertainty about continuing funding for full-day school-based Pre-K programs; lack of investment and involvement by municipal government and the business community; and lack of coordination of formal and informal education resources and supports for families and teachers of Galveston's youngest citizens.

**Figure 4: Numbers of children in the priority population shown by ECE enrollment and age**



944

944

874

652

340

115

infants & toddlers

ages 3 to 5

needing or most likely to benefit from high quality ECE

enrolled in ECE

enrolled in higher quality ECE

## SPECIFIC RECOMMENDATIONS FOR IMPROVING EARLY CHILDHOOD

To build on the assets and address the gaps in early childhood education in Galveston outlined in the previous sections, we make the following five recommendations:

- 1) implement the evidence-based *PALS* parenting intervention as a formal ECE outreach program for families with infants and toddlers;
- 2) establish an additional high quality early childhood education center;
- 3) support efforts to verify and/or improve the quality of existing ECE centers and homes;
- 4) develop a local funding collaborative to coordinate and ensure continuing availability and appropriate levels of use of high quality services and supports for children, families, and providers of early care and education programs.
- 5) create a system to track, report, and monitor progress toward the goal of all local children entering school ready to succeed which can be used by funders, educators, and others for sustaining high quality ECE community-wide.

### 1) Implement *PALS*

Implementing *PALS* as a formal ECE outreach program for low-income families with infants and toddlers not currently enrolled in a center-based program should be a top priority in creating more high quality ECE spaces. One reason why *PALS* comes first in this list of recommendations is its relatively low cost. The provision of 2 full-time *PALS* parent educators annually will support as many as 140 mothers and/or fathers in being more effective as their child's first teacher of language and social skills for success in school. A second reason for putting *PALS* at the top of the list of recommendations is that it would encourage enrollment of infant, and toddler, in center-based ECE, which is now very low. An outreach approach is a plausible strategy for engaging the substantial numbers of low-income families in which parents choose to stay at home with their infants and toddlers and/or rely on friend, family, and neighbor care. The most important reason, however, for placing *PALS* at the top of the list of recommendations relates to the profound need for parents to fully understand their influence on ECE. Consider the following excerpts from the paper entitled *The Early Catastrophe: The 30 Million Word Gap by Age 3*.<sup>30</sup> The paper's authors Hart & Risley first note the critical influence of simple exposure at home to a broad vocabulary. They write:

...we were among the many researchers, psychologists, and educators who brought our knowledge of child development to the front line in an optimistic effort to intervene early to forestall the terrible effects that poverty was having on some children's academic growth....[For a preschool in a low-income community, we designed a half-day program] ...focused on building the everyday language the children were using.... All the children in the program eagerly engaged ...a spurt of new vocabulary words was added to the dictionaries of all the children and an abrupt acceleration in the cumulative vocabulary growth. But just as in other early intervention programs, the increases were temporary....However many new words we taught the children in the preschool, it was clear that a year later, when the children were in kindergarten, the effects of the boost in vocabulary resources...washed out... [So] we undertook 2 1/2 years of observing 42 families [from diverse economic circumstances] for an hour each month to learn what typically went on in the homes of 1- and 2-year old children learning to talk...We observed the 42 children grow more like their parents in stature and activity levels, in vocabulary resources, and in language interaction styles....86% to 98% of the words recorded in each child's vocabulary consisted of words also recorded in their parents' vocabularies...in four years, an average child in a professional family would have accumulated experience with 45 million words, an average child in a working-class family... 26 million words, and an average child in a welfare family... 13 million

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<sup>30</sup> Hart, Betty & Risley, Todd R. (2003) *The Early Catastrophe: The 30 million Word Gap by Age 3*. American Educator, 27(1):4-9.

words.

They also note the importance of the quality of home interactions:

The average child in a professional family was accumulating 32 affirmatives and 5 prohibitions per hour... the average child in a working-class family...12 affirmatives and 7 prohibitions per hour, and the average child in a welfare family...5 affirmatives and 11 prohibitions per hour.... So much is happening to children during their first three years at home, at a time when they are especially malleable... an intervention must address not just a lack of knowledge or skill, but an entire general approach to experience.

This second point also speaks to the massive influence parents, caregivers, and teachers have to cognitive and emotional development through their interactions with infants, toddlers, and preschoolers.

## **2) Develop a New ECE Center**

A second strategy for creating spaces in high quality ECE is to develop an additional high quality early childhood education center. Data presented in this assessment show 70 additional spaces for preschoolers and 464 for infants and toddlers will be required even if all current centers and family child care homes were verified to be high quality, and 140 families per annum were participating in *PALS*. In November 2011, the average number of spaces at centers in the City of Galveston that were providing care for infants and toddlers were 7 for infants (range 1-18), 18 for toddlers (range 4-58), and 18 for preschoolers (range 0-94). Based on these numbers, estimates of the number of high quality spaces that could be filled in a new center would be as many as 170 and but more likely  $7+18+18 = 43$ . The required staff ratios of 1:4 for infants, 1:9 for toddlers, and 1:15 for preschoolers suggests establishing a new center would create at least 8 new jobs (6 teachers, 1 director, and 1 support staff) to provide high quality care and education for 25 infants and toddlers and 18 preschoolers. An examination of current barriers – geographic locations, financial considerations, operating hours, and other consideration – would be critical before establishing a new center. Locating the new center within walking distance of a neighborhood with high concentration of Black families and having those families help design the center may have the added benefit of reducing the relatively lower rate at which Black children are participating in center-based programs of higher quality. The high prevalence of center directors already engaged in building partnerships and willing to participate in collaborative community planning, program development, and system oversight is a local strength that can be leveraged to assist the development of an additional high quality center. Cultivating a positive working relationship with directors and lead educators from higher quality centers, especially those that have had to turn families away in the past year, can be a boon in planning and introducing the new center to the community. Other resources likely to be of assistance in developing a new center are training and technical assistance available from the Children's Learning Institute in Houston as well as the soon to be published Infant and Toddler Early Learning Guidelines (ITELG) from the legislatively appointed Texas Early Learning Council.

## **3) Improve Quality at Existing ECE**

Taking steps to expand opportunities for teacher professional development, technical assistance, advocacy, and other support wanted and needed by the existing 29 centers and 8 family homes also should have high priority in the plan to expand the availability of high quality spaces. This strategy addresses common vulnerabilities in the system of center-based early childhood care and education including the relatively low prevalence of centers' ensuring teaching staff possess skills, knowledge and attitudes to help young children enter school prepared to succeed, and relatively low prevalence of centers where children's learning is viewed as the central mission. The assessment data indicate additional topics (e.g., strategies for supporting parents as their children's first teachers and how to articulate standards that align with State K-12 academic standards) that need to be addressed with center staff. Professional development opportunities currently being provided in the local community through the

Children's Learning Institute, Texas A&M Extension Online, and Galveston Children's Collaborative are assets on which to build the plan of action.

#### **4) Establish Local Early Childhood Funding Collaborative**

Facilitating the development of a local funding collaborative is a strategy for creating the infrastructure to build both the availability and the demand for high quality early childhood education. One option is to build a collaborative to focus on early childhood similar to the Zero-to-Five Funders Collaborative in Dallas that includes local foundations, the United Way, local government, and the business sector.<sup>31</sup> Another, perhaps more attractive option is to facilitate the development of a neighborhood focused funders collaborative per the model described in Galveston's Promise Neighborhoods proposal<sup>32</sup> and implicit in the mission statement of GSCA. Potential members of the collaborative are the participants in the local Galveston Philanthropy Roundtable, managers of municipal funding streams, and representatives of local employers (e.g., leaders from the Education Committee of the Chamber of Commerce and/or Galveston Economic Development Partnership). Business sector investment in high quality early childhood education is a **gap** in the current system, despite recent research demonstrating the value of such investments. In addition to macro level studies showing that investment in early childhood education is an effective economic development strategy, a recent cost-benefit study of family-friendly workplace practices that include subsidy to help pay for child care and flexibility in case of unexpected childcare emergency (e.g., reserving spaces in high quality programs that provide care for sick children) shows better managed business firms are more likely to have such practices, and that across the board, the costs of such practices are repaid in worker productivity.<sup>33</sup>

Targets for coordinated funding include direct investments in initiatives to increase the inventory of spaces in high quality early education programs, sustainability funding for high quality Pre-K programs, and quality assurance in local informal education programs (e.g., ROR). The high prevalence of children likely to benefit but not accessing high quality ECE indicates a public education campaigns also is warranted to raise awareness of the importance of teaching and learning during the first four years of life. Apparent lack of coordination across informal education resources for families with young children can perhaps be addressed through development of a local equivalent of The Cool Culture program in New York City which helps income-eligible families access and enjoy the city's cultural institutions for free, providing children with experiences that improve literacy and learning while helping parents play an active role as their child's first teacher ([www.coolculture.org](http://www.coolculture.org)). Local assets on which a similar strategy might be built for families and early childhood programs in Galveston include the preschool science camps at Moody Gardens, theatre programs at the Grand, and First Step music and art classes at Fanfare as well as the free programs at Rosenberg Library.

#### **5) Develop an ECE Community-wide Data System**

Another local resource to assist coordination of services and supports for children and their parents and teachers is the database developed in the current assessment. The database includes specific needs and recommendations identified by spokespersons for the given centers or schools that then can be matched to local providers of resources to meet that specific need. For example, several of the spokespersons for centers that participated in the assessment indicated that books were a primary need of the center and/or of

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<sup>31</sup> The Zero to Five Funders Collaborative in Dallas includes multiple local foundations such as, the Real Estate Council, the United Way, and the Dallas Regional Chamber as members, each making a \$10,000 minimum donation to support the Collaborative's programs and evaluation effort. Its current focus is on a geographic and neighborhood defined low-income, low school-readiness areas of Dallas. The Collaborative uses an approach which saturates the neighborhood with coordinated, integrated services for parents and young children ages 0-5. The overview says "By collaborating and funding an early childhood/school readiness initiative collectively, the Zero to Five Collaborative is making a bigger impact and achieving greater outcomes that it could by funding programs individually." [www.zerotofivefunderscollaborative.org](http://www.zerotofivefunderscollaborative.org).

<sup>32</sup> See [www.galvestonsca.org](http://www.galvestonsca.org) and click on Resources.

<sup>33</sup> Bloom, N., Kretschmer, T., Van Reenen, J. (2010) *Are family-friendly workplace practices a valuable firm resource?* Strategic Management Journal, published online Early View in Wiley InterScience ([www.interscience.wiley.com](http://www.interscience.wiley.com)) DOI: 10.1002/smj.879.



the centers' families. SMART Family Literacy is a provider of books and of programs that help families and teachers know how to read with young children. GSCA is a partner with Galveston ISD and the City of Galveston's Families, Children and Youth Board in the "Books to Families" project and the EdFEST which annually gives out around 1,000 books to local families. The database can be consulted to determine which centers are most likely to welcome a visit from SMART Family Literacy and/or the Alliance.

Creating a system to track, report, and guide progress toward the goal of all local children entering school ready to succeed is fundamental to coordinating and sustaining the effort to build a strong education pipeline from cradle to college to career. Evaluation is the "back end" of planning that not only assists in keeping the public informed about progress made in implementing planned change but also provides motive and guidance for correcting the action to keep focused on the goal. Three local assets that can be built upon to create such a system are the *Ages & Stages Questionnaire (ASQ)* project, Galveston Community Action Agency Head Start's experience with the assessment tools provided through the Children's Learning Institute, Galveston ISD and Odyssey Academy's experience with resources and tools of *Texas School Ready!*, and availability of AEIS on-line reports of the rate at which third grade students achieve criterion level performance. By building a collaborative system to track, report, and guide progress toward the goal of all children entering school ready to succeed, GSCA also will be providing a role model for center-based and family-focused programs of early childhood education to embrace accountability for measurable results.

## Section II: Education Assessment K-12

### Purpose

This section of the report presents a summary assessment of K-12 education options in Galveston – public district, public charter, and private – as well as an analysis of assets and gaps. The information collected will inform the development of a comprehensive education plan to ensure that all children in Galveston have opportunities to participate in high quality education programs during these formative years.

### Background

The previous section makes the case for early childhood education being a critically important academic foundation for children, particularly children from low income families who hear 30 million fewer words by the time they are five years old. But a strong foundation is a necessary, but insufficient factor for continued success in school. Children who have an ineffective teacher three years in a row have a student achievement level that is about 50 percent lower than their peers who were lucky enough to have effective teachers. The effects of teachers on student achievement are both additive and cumulative.<sup>34</sup> Many students who fall behind will never catch up and be ready for postsecondary work. Therefore, quality must extend from Pre-Kindergarten through 12 in order for students to be college and career ready.

Why is it so important for students in the 21<sup>st</sup> Century to complete high school and be ready for some postsecondary study and careers? Failing to complete high school has serious consequences for students and society: drop outs are more likely to be unemployed, live in poverty, end up in jail, and over 40 years of a working life, will earn at least \$1.5 million less than the average college graduate.<sup>35</sup> Individuals who do not complete high school are also more likely to report poor health and are more likely to participate in health risk behaviors such as smoking and sedentary behavior. Life expectancy is five years higher for individuals who completed a four-year college degree compared with those who did not finish high school<sup>36</sup>.

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<sup>34</sup> Sanders, William and Rivers, June, *Cumulative and Residual Effects of Teachers on Future Academic Achievement*, 1996.

<sup>35</sup> Klein, Joel and Rice, Condoleezza, Chairs, *U.S. Education Reform and National Security Task Force Report*, July 2012.

<sup>36</sup> Robert Wood Johnson Foundation, *Why Does Education Matter So Much to Health?* Issue Brief, March 2013, available at

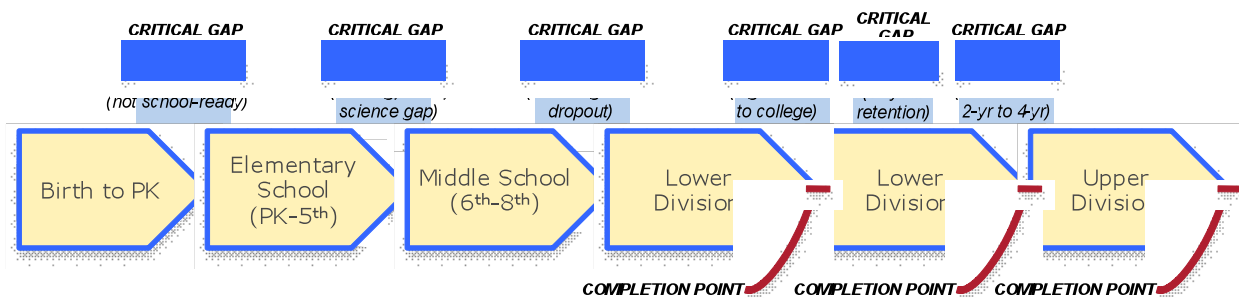
A recent study on military readiness found that 75% of U.S. Citizens between the ages of 17 and 24 are not qualified to join the military because they are physically unfit, have criminal records, or have inadequate levels of education.<sup>37</sup> In the past, students with just a high school education could enjoy a middle class lifestyle. This is no longer the case. By 2018, 63% of all American job openings will require some sort of postsecondary education.<sup>38</sup> A strong education system supports the economy by providing employers with a skilled workforce, broader tax base, and productive citizens. Research indicates that investing in early childhood education has a return on investment of \$9 in savings on social services for every \$1 invested<sup>39</sup>. ***Galveston's ability to be competitive in a global economy rests primarily on the success of its public education system.*** And the quality of a child's education can change the trajectory of his or her life.

***Education is the most powerful weapon you can use to change the world.***

—Nelson Mandela

Figure 5 below highlights the known gaps in the participation/success pipeline. As noted earlier, low income students are often not equipped with literacy and numeracy skills to be deemed school ready. By the time students reach sixth grade, many of them are behind in academic skills, particularly reading, math and science. Students unprepared for high school begin to drop out, particularly in the 9<sup>th</sup> and 10<sup>th</sup> grades. And finally, only a percent of students graduating from high school go on to college, and of those, a fraction actually complete a four-year degree. In a recent study conducted by the National Center for Higher Education Management System, only 20% of an eighth grade student cohort completed any type of postsecondary degree within six years upon graduation. That number was much smaller for African American and Hispanic students: 9% and 11% respectively.<sup>40</sup>

**Figure 5: Critical Gaps in the College-Career Pipeline<sup>41</sup>**



## Methods

Part II of the education assessment focuses on examining the traditional public, public charter, and private school options for students in grades K-12. Many of these entities also have Pre-kindergarten programs, data from which were analyzed and reported in the first section. The following table presents

<http://www.rwif.org/research-publications/find-rwif-research/2012/12/why-does-education-matter-so-much-to-health.html>

<sup>37</sup> Klein, Joel and Rice, Condoleezza, Chairs, *U.S. Education Reform and National Security Task Force Report*, July 2012.

<sup>38</sup> Carnevale, Anthony; Smith, Nicole; and Strohl, Jeff, *Help wanted: Projections of Jobs and Education Requirements Through 2018*. The Georgetown University Center of Education and the Workforce, 2010.

<sup>39</sup>

<sup>40</sup> National Center for Higher Education Management System, *A New Measure of Educational Success in Texas: Tracking the Success of 8<sup>th</sup> Graders into and through College, 2012 (funded by Houston Endowment)*.

<sup>41</sup> Derived from a powerpoint presentation by Jack Grayson at the American Productivity and Quality Center.

a complete listing of the K-12 options for students in Galveston, noting any special area of emphasis. Enrollment figures for all schools are based on the 2010-11 school year.

**Table 15: K-12 Schools in Galveston<sup>42</sup>**

SCHOOL	TYPE	GRADE LEVELS	ENROLLMENT	RATING 2011	SPECIAL EMPHASIS
Oppe Elementary	GISD traditional	PK-4	623	R	Coastal studies
Parker Elementary	GISD traditional	PK-4	635	A	International studies
Early Childhood University/Weis	GISD district charter	PK-4	354	U	Early education
Morgan Elementary	GISD traditional	PK-4	695	A	Science and engineering
Crenshaw	GISD traditional	PK-8	105	A	
KIPP Coastal Village	GISD district charter	PK-8	317	N/A	STEM
ECHS (now called Scott Collegiate in 2012-13)	GISD district charter	5-8	278	R	College preparatory
AIM College and Career Prep Program	GISD district charter	5-12	184	A	Special education; credit recovery
Austin	GISD traditional	5-8	491	E	STEM
Central	GISD traditional	5-8	448	U	Media
Ball High School	GISD traditional	9-12	1847	U	General
Ball Prep	GISD district charter	9-12	342	N/A	STEM
Ambassadors Preparatory Academy	State open-enrollment charter	PK-8	277	R	College preparatory
Odyssey Academy	State open-enrollment charter	PK-8	611	A	STEM
Trinity Episcopal	Independent, Episcopal	PK-8	204	N/A	College preparatory
Satori School	Independent, nonsectarian	PK-6	40	N/A	Thematic, integrated curriculum
O'Connell High School	Private Catholic	9-12	92	N/A	College preparatory
Holy Catholic Family	Private Catholic	PK-5	100	N/A	Faith-based

This study attempted to answer four questions:

- 1) Based on objective student outcome data including assessment results, dropout rates, and student discipline indicators, what is the overall quality of K-12 school options in Galveston, and how does this quality compare to the region, state and matched comparison schools with similar demographics?
- 2) Are there some Galveston schools that have better student outcomes than others, holding student demographics constant?
- 3) What gaps and assets in education can we identify?
- 4) What actions are recommended to ensure all Galveston's children graduate postsecondary and career ready?

<sup>42</sup> Accountability rating abbreviations are E for Exemplary; R for Recognized; A for Academically Acceptable; and U for Academically Unacceptable. See information about the Texas Accountability System: [www.tea.state.tx.us/perfreport/account/](http://www.tea.state.tx.us/perfreport/account/).

To answer these four questions, the study had five components:

- Site visits to each of the schools listed in Table 15 to meet with school leaders and ask them to state their three greatest needs, visit at least two classrooms, meet several teachers, and talk to students in order to gain a better understanding of the school cultures;
- Thorough analysis of the following data available from the state<sup>43</sup> for Galveston traditional public and public charter schools: student demographics; student achievement measured by passing and commended rates on the TAKS test as well as SAT, ACT and other college readiness indicators; dropout and high school completion rates; and achievement gaps;
- Comparison of Galveston public schools data to regional and state data, as well as to the high performing KIPP charter schools, Texas City ISD, a nearby public school and a high performing low poverty school;
- Analysis of any student achievement data available from the private schools;<sup>44</sup>
- Analysis of informal student support organizations that provide after school, summer school, teacher training, etc.

It should be noted that this study did not attempt to link the student testing results to the schools' curricula and programs. This would have required a much more extensive assessment than was requested by GSCA.

Therefore, this assessment focuses almost exclusively on student achievement results. The primary source of student achievement data is the annual testing system which in 2011 was the Texas Assessment of Knowledge and Skills (TAKS). The state introduced the new Texas Assessment of Academic Readiness (STAAR) test in spring 2012, but results have only been publicly released at the state level and will not count toward an accountability rating for schools in Galveston until 2013.<sup>45</sup> In the school data tables, we present both the passing (met standard) and commended (proficiency) TAKS scores. A student who met standard equates to a state-defined rate for passing. *Passing does not equate to reaching a level of academic performance that positions a child to be ready for the rigor of reading, math, or science in subsequent grades.*<sup>46</sup> Only the advanced level of performance, called commended, is comparable to true readiness for future success. Given the importance of college and career readiness in the 21<sup>st</sup> Century, we focused our analyses and resulting recommendations based primarily on commended scores.

## Assessment Results

### School Profiles and Demographic Data

#### Galveston Independent School District

Public schools in Galveston were operated by the city from 1884 until 1949 when Galveston ISD was established by the Texas Legislature. GISD's mission is to provide excellence and equity in education. Before Hurricane Ike hit Galveston in September 2008, GISD had 7,900 students; after Ike, the district lost 25% of its enrollment. It has been making a steady comeback and in 2011-12 school year its enrollment reached 6,340<sup>47</sup> students on Galveston Island and the Bolivar Peninsula. The district employs more than 1,000 people and its operating budget for the 2010-2011 school year was \$68,131,954.<sup>48</sup>

<sup>43</sup> All state data was from the official Texas Academic Excellence Indicator System: [www.tea.state.tx.us/perfreport/aeis/and](http://www.tea.state.tx.us/perfreport/aeis/and) Accountability System: [www.tea.state.tx.us/perfreport/account/](http://www.tea.state.tx.us/perfreport/account/).

<sup>44</sup> Private schools are not required to report data into a public system and must be acquired from each school.

<sup>45</sup> See [www.tea.state.tx.us/index4.aspx?id=2147507166](http://www.tea.state.tx.us/index4.aspx?id=2147507166) for more information about the initial STAAR results.

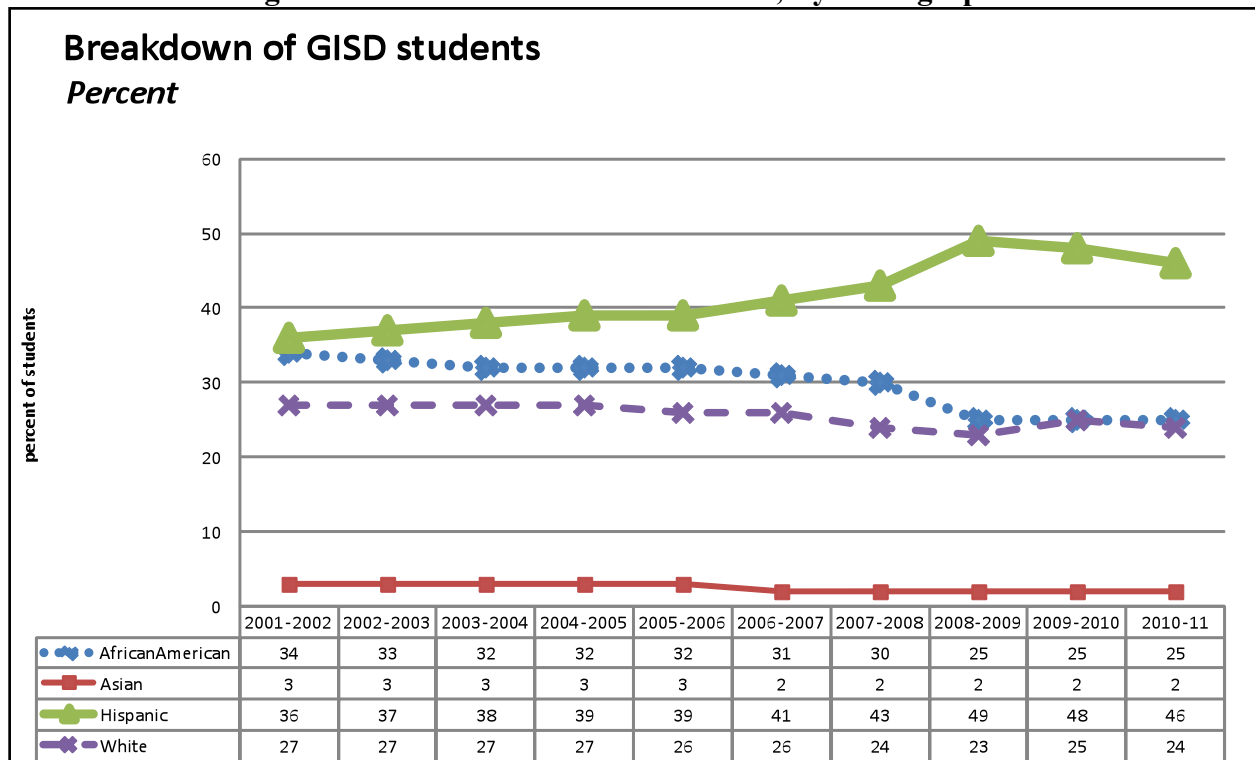
<sup>46</sup> All Kids Alliance 2011 update, page 9.

<sup>47</sup> In a Galveston Report on Achievements and Improvement. Note that in 2012-13 attendance figure for GISD was 6,685.

<sup>48</sup> TEA financial data lags one year behind enrollment data. Because the tests changed from TAKS to STAAR in 2011-12 year, a pilot year, no test results were reported by TEA for individual districts and schools for 2011-12.

The GISD student population is ethnically and culturally diverse. In the 2011-12 year, the most recent for such official data from TEA, GISD had the following demographics: 25% African American, 2% Asian, 46% Hispanic, and 24% White. As shown in Figure 6 on the following page, between 2001 and 2011, the Hispanic population has grown from 36% to 46%, an increase of 28%. During this same time period, the African American population has declined from 34% to 25%, a 26% decline. The Asian and White populations have remained fairly stable. This demographic profile makes the student population of GISD one of the most diverse in Texas.

**Figure 6: Breakdown of GISD Students, By Demographics**



The percent of low income students within GISD has also increased over time. Sixty-four percent of GISD students in 2003 were economically disadvantaged, compared to 71.8 percent today.<sup>49</sup>

### *Open Enrollment Charter Schools*

Galveston is home to five *district* charter schools and two *state open enrollment* charter schools: Ambassadors Preparatory Academy and Odyssey Academy. How do state open enrollment charter schools differ from district charter schools? Open enrollment charter schools are authorized by the Texas State Board of Education and receive funding *directly* from the state based on a statewide average – about \$5,500 per student.<sup>50</sup> District charters, on the other hand, are authorized by the school board, in this case the GISD school board, and the school board decides how much per pupil funding to allocate to each student enrolled in the school. GISD's five district charter schools are: KIPP Coastal

<sup>49</sup> Texas Academic Excellence Indicator System: [www.tea.state.tx.us/perfreport/aeis/](http://www.tea.state.tx.us/perfreport/aeis/).

<sup>50</sup> Charter schools were established in 1995 by the Texas legislature to encourage innovation and increase student learning. Charter schools, both district and charter, are governed by a set of policies outlined in Chapter 12 of the Texas Education Code at [www.statutes.legis.state.tx.us/DOCS/ED/htm/ED.12.htm](http://www.statutes.legis.state.tx.us/DOCS/ED/htm/ED.12.htm).

Village, Ball Prep, Scott Collegiate Academy, AIM College and Career Prep, and Early Childhood University.

Ambassadors Preparatory School, founded in 2009 by a group of African American leaders in Galveston, enrolls about 277 students from PK to 8, offering extended hours, 7:30 a.m. until 5 p.m. The school emphasizes a rigorous college preparatory curriculum intended to prepare its students to be avid readers and writers, problem solvers, and lifelong learners who are equipped to succeed in the 21<sup>st</sup> Century. The students' parents are enlisted as partners in the education process. Sixty-four percent of its students are economically disadvantaged; 66% are African American, 23% are Hispanic and 7% are Caucasian. Ambassadors received an overall recognized rating and exemplary ratings in all subject areas except writing, in which it received a rating of recognized.<sup>51</sup>

Mosbacher Odyssey Academy, founded in 1999 and enrolling 611 students, builds a community around its core values and focuses on math, science and technology education in order to develop critical thinking, problem solving skills, and character traits to enable its students to become productive and successful citizens. Seventy-eight percent of its students are economically disadvantaged; 12% are African American, 66% are Hispanic, and 21% are White. In 2010-11, Odyssey received an overall acceptable rating and recognized ratings in all areas except writing, in which it received a rating of acceptable.

Passing and commended scores for both schools are public information and are included in Tables 19-22 on pages 35 to 37 of this report.

### *Private Schools*

Four private schools operate in Galveston: Trinity Episcopal School, O'Connell High School, Holy Family Catholic School and Satori School. Student achievement data from these schools was not included in the Tables in the following section because it is not publicly available and therefore not independently verifiable. Also, since each private school gives different tests, comparisons between these schools and with public schools – traditional district, district charter and state open enrollment charter—is not possible. Demographic information and student results provided by some of these schools will be presented along with a little more detail about these additional education options in Galveston.

#### **Trinity Episcopal School**

Founded in 1952, Trinity Episcopal School is a private, Episcopal school serving early childhood/Pre-K (age 2 and up) to 8th grade students. Seventy-four percent of its students are White; 12% are Hispanic; 2% are African American; and 12% are classified as 'Other' including multiracial. Trinity is a college preparatory school offering accelerated math programs via its participation in the Duke University Talent Identification Program, which identifies academically talented 7th graders and provides services to support their development. Trinity students take the Stanford Achievement test in grades K-8, but officials declined to release the aggregate results for this report. They have tracked the 9<sup>th</sup> grade progress of the graduates in 2010: of the 24 graduates, 23 attended Ball High School, many of them attending the Ball Prep program, and one attended O'Connell Prep. Their mean GPA in 9<sup>th</sup> grade was 95.2. In February 2011, one half of the 25 students who earned all A's at Ball High School were Trinity Episcopal School graduates. The school is accredited by the Independent Schools Association of the Southwest and the Southwestern Association of Episcopal Schools and is also a member of the National Association of Independent Schools, the only school in Galveston County with these designations. Trinity has had stable leadership for the past eight years.

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<sup>51</sup> In 2010-11, The Texas Accountability System provides ratings of unacceptable, acceptable, recognized and exemplary to schools. See <http://ritter.tea.state.tx.us/perfreport/account/>. It did not provide these ratings in 2012.



### **Holy Family Catholic School**

With roots in Galveston tracing as far back as 1847, Holy Family Catholic School is a private, parochial school serving about 100 students in grades Pre-K through 8th. Fifty-six percent of the students are Caucasian; 28% are Hispanic; 7% are African American; and 8% are classified as Other. Focusing on Christian values and giving students the “spiritual and developmental tools” they need, Holy Family also emphasizes self-discipline, moral values, respect to self and others, and community service in addition to the more traditional curriculum. Students take the Iowa Test of Basic Skills (ITBS); however, no student achievement data was available from this school. A new principal assumed leadership in July of 2012.

### **O’Connell College Preparatory High School**

Chartered in 1847 by the Ursuline nuns, O’Connell College Preparatory High School is the oldest Catholic High school in Texas. It is a private, Catholic high school serving 92 students in grades 9-12 with the following demographics: 55% White, 23% Hispanic, 10% Asian, 7% African American, and 5% other. Concentrating on a Catholic faith-based, value-centered learning environment, O’Connell emphasizes individual attention and pushes a college-for-all curriculum. Statistics for the 2011 graduating class include the following: ACT class average of 25 (out of a possible 36 points); SAT average of 2100 (out of a possible score of 2400); 100% of college seniors accepted into a two- or four-year college; students earned over \$1 million in scholarships; 70% of high school students took AP tests and 81% of those earned a score of at least a 3 out of 5 on AP Exams. Students may gain financial aid at O’Connell through The Guardian Angel Program, in which an hour of community service by the student or his or her family provides \$100 towards tuition assistance. O’Connell also had a change of leadership at the end of 2012.

### **Satori School**

Founded in 1980, Satori School is a private school serving 38 “gifted and inquisitive” students in grades PK-6. About 88% of the students are White; 11% are Hispanic; and 1% are classified as ‘Other’. Eighteen percent would be designated economically disadvantaged in the public system. Offering partial scholarships, Satori is unique from many other private schools in that it is run in a parent-cooperative style, with all parents serving as school board members and volunteering in school activities. Students transcend traditional grade level boundaries via school-wide thematic, integrated curriculum and intensive units. Satori students take the Iowa Test of Basic Skills (ITBS) and in 2010-11 scored approximately 82% in language, 80% in math, 90% in social studies, and 88% in science, putting Satori school in the top 20% of schools nationally taking this test.

## **STUDENT ACHIEVEMENT DATA**

### ***GISD***

GISD’s overall passing rates for 2011<sup>52</sup>, shown in Table 16 on the following page, are lower in all subject areas compared to regional and state passing rates, but are significantly lower in math and science. Only 77% of GISD students passed the math TAKS test, compared to 86% for the region and 84% for the state. Only 74% of the GISD students passed the TAKS science test.

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<sup>52</sup> This is the last year for TAKS data; results for the new STAAR test given in spring 2012 will not be official until Fall 2012, will not count for accountability purposes, and were not publicly available at the time this was written.

**Table 16: 2011 GISD TAKS Passing Rates**

	% Econ. Disadv.	% Passing	% Passing	% Passing	% Passing	% Passing	% Passing
		Reading	Math	Writing	Social Studies	Science	All Tests
GISD	71.8	85	77	90	93	74	68
Region	N/A	90	86	93	96	85	78
State	N/A	90	84	92	95	83	76
Comparison							
Clear Creek	25.4	96	93	96	98	93	89
Texas City	66.9	87	81	92	94	78	71
Kipp-Hou	92.8	91	89	96	99	87	82

~ E.D. = Economically Disadvantaged

GREEN = positive result; RED = area of concern; PURPLE = comparison

Commended rates, which paint the real picture of college readiness<sup>53</sup>, are shown in Table 17 below. Students reaching commended performance achieve a scale score on the TAKS test of 2400, indicating proficiency in a subject. TEA's Gold Standard commended scores for a given school or district in 2011 were an average of 30% in each subject area, although it should be noted that the average commended rates for schools in social studies was 47%.<sup>54</sup> GISD commended scores are lower in every subject area compared to the region and state. A nearby district, Texas City, that has similar demographics, outperformed GISD by a small margin in all subjects except writing and social studies.

**Table 17: 2011 GISD TAKS Commended Rates**

	% Econ. Disadv.	% Com.	% Com.	% Com.	% Com.	% Com.	% Com.
		Reading	Math	Writing	Social Studies	Science	All Tests
GISD	71.8	25	21	24	39	22	10
Region	N/A	34	31	32	50	32	17
State	N/A	33	29	31	47	30	16
Comparison							
Clear Creek	25.4	47	42	44	65	47	26
Texas City	66.9	27	22	23	39	24	11
Kipp-Hou	92.8	36	32	32	50	32	17

GREEN = positive result; RED = area of concern; PURPLE = comparison

GISD's average ACT and SAT results for 2011, shown in Table 18, demonstrate that only about 50% of GISD students take the ACT or SAT, compared to 63% and 62% for the region and state respectively. Of those who do take the test, 24.4% are at or above the criterion for college readiness, representing a score of 1100 out of a possible 1600 on the SAT math and English sections combined (range is 200 to 800 for each test with a mean of about 500) and a 24 out of 36 on the ACT.<sup>55</sup> Note the disparity between the average SAT score for all GISD students and those for African Americans: 778 for African Americans compared to 932

<sup>53</sup> See page 30 for explanation of link between commended scores and college readiness.

<sup>54</sup> [http://ritter.tea.state.tx.us/perfreport/account/2013/reference/commended\\_performance\\_2004-2011.pdf](http://ritter.tea.state.tx.us/perfreport/account/2013/reference/commended_performance_2004-2011.pdf)

<sup>55</sup> Policy Research Report No. 16, December 2003, Texas Education Agency, Division of Accountability Research.

for all GISD students. The average SAT score for Hispanics is 880; the average SAT score for White students is 1050.

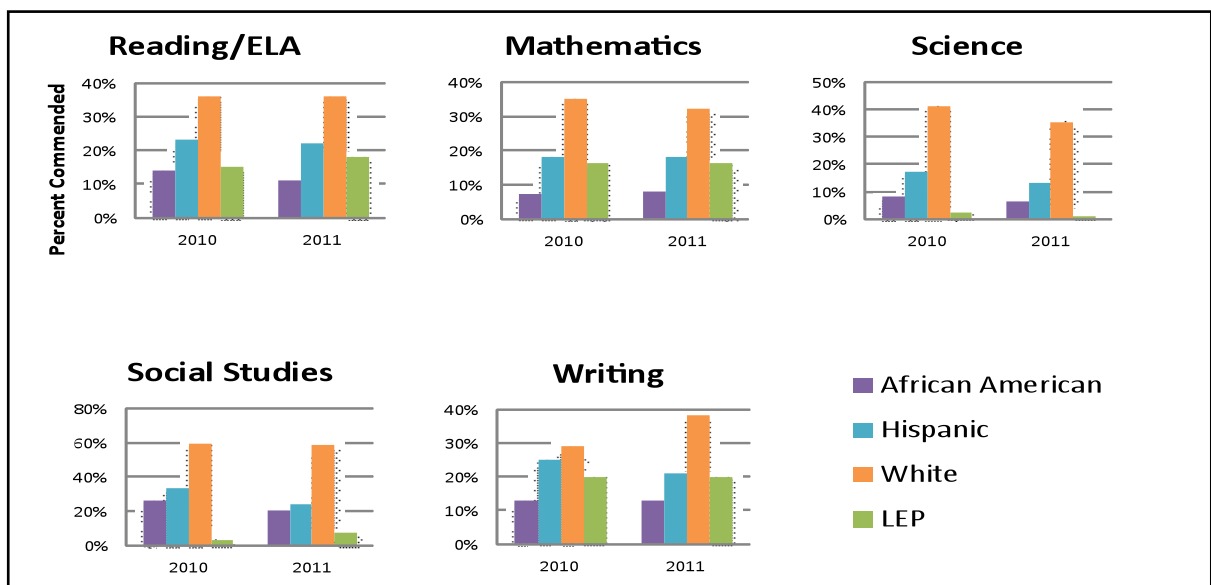
**Table 18: 2010 GISD ACT and SAT Results**

	% Econ. Disadv.	% Tested on SAT or ACT	% At/Above Criterion	Average ACT Score	Average SAT Score
GISD	<b>71.8</b>	<b>50.8</b>	<b>24.4</b>	<b>20.1</b>	<b>932+</b>
Region	N/A	63.3	29.4	21.0	991
State	N/A	62.6	26.9	20.5	985
Comparison					
Clear Creek	<b>25.4</b>	<b>70.8</b>	<b>43.7</b>	<b>23.4</b>	<b>1074</b>
Texas City	<b>66.9</b>	<b>47.6</b>	<b>15.8</b>	<b>19.6</b>	<b>936</b>
Kipp-Hou	<b>92.8</b>	<b>86.5</b>	<b>15.6</b>	<b>N/A</b>	<b>960</b>
					<b>+778 for African Am.</b>

**GREEN** = positive result; **RED** = area of concern; **PURPLE** = comparison

Chart 5 below provides further evidence of the achievement gap<sup>56</sup> between White students and African American, Hispanic, and Limited English Proficiency (LEP) students. In 2011, 36% of White students achieved commended status, compared to 22% of Hispanic students, 10% of African American students, and 18% of LEP students. Results for mathematics were similar: 30% of White students achieved commended, versus 18% of Hispanics, 9% of African Americans, and 15% of LEP Students. **Note that less than 2% of LEP students reach commended status in science.**

**Chart 5: GISD TAKS Commended Rates, by Demographics**



<sup>56</sup> The achievement gap in education refers to the disparity in academic performance between groups of students, *Achievement Gap*, Education Week (2003.)

## Individual School Achievement Data Including Non-GISD Charter Schools

One of the most compelling features of this report is extending our analysis to the individual school level. Often reports will stop at aggregate data for a district. In Tables 19 and 20, we compare all of the public traditional, district charter, and state open enrollment charter elementary schools in Galveston on student passing and commended rates. What is noteworthy is that Oppe Elementary (district school) and Ambassadors Preparatory School (state open enrollment charter school) demonstrate passing rates at very high levels – above 90% in all subjects except for a score of 86% in writing at Ambassadors. The region average for passing rates in reading was 90 percent and 86 percent in math.

KIPP Shine, a high poverty high performing school in Houston is used as a comparison school.<sup>57</sup> KIPP Shine is regarded as one of the best schools in the KIPP national network of over 100 charter schools.<sup>58</sup> Note that Oppe has similar commended scores in reading and writing to KIPP Shine, and Ambassadors Preparatory has similar scores in reading and mathematics, putting both of these schools in a favorable national light.

**Table 19: 2011 Elementary School Comparisons: *Passing***

School	% E. D.~	% Pass Reading	% Pass Math	% Pass Writing	% Pass Science*	Total All Tests
Oppe	73.1	91 (2)	91 (2)	93 (1)	N/A	85
Parker	80.5	83	83 (3)	89	N/A	73
EarlyChildhood U	79.3	75	58	67	N/A	53
Morgan	91.6	78	77	88 (2)	N/A	69
Crenshaw +	91.2	87 (3)	72	82	90 (2) <sup>59</sup>	72
Ambassadors +	63.9	92 (1)	94 (1)	86 (3)	92 (1)	93
Odyssey +	78.2	80	64	66	76 (3)	55
KIPP Coastal	81.1	N/A	N/A	N/A	N/A	N/A
Comparison						
KIPP Shine	93.8	93	94	95	N/A	88

~ E.D. = Economically Disadvantaged

+ Averages for grades 3-5 in Crenshaw, Ambassadors, and Odyssey

\*Science TAKS given in grades 5-8 – many GISD elem. schools go to grade 4

GREEN = positive result; RED = area of concern; PURPLE = comparison

<sup>57</sup> See [www.greatschools.org](http://www.greatschools.org) or just4the kids to learn more about comparing student data of individual schools. These organizations provide a comparison school for the school you are interested in viewing.

<sup>58</sup> See [www.kipp.org](http://www.kipp.org).

<sup>59</sup> Crenshaw and Ambassador's Prep have students in K-8 and therefore have a science score.

**Table 20: 2011 Elementary School Comparisons: *Commended***

School	% Econ. Disadv.	% Com.	% Com.	% Com.	% Com.	Total
		Reading	Math	Writing	Science*	All Tests
Oppe	73.1	43 (1)	42 (1)	29 (1)		20
Parker	80.5	36 (3)	26 (3)	23 (2)		15
EarlyChildhood U	79.3	27	14	8		6
Morgan	91.6	30	18	16 (3)		9
Crenshaw +	91.2	32	26 (3)	7	33 (2)	14
Ambassadors +	63.9	38 (2)	48 (2)	13	53 (1)	14
Odyssey +	78.2	24	13	12	31 (3)	7
KIPP Coastal	81.1	N/A	N/A	N/A	N/A	N/A
<i>Comparison</i>						
KIPP Shine	93.8	45	48	47		29

*\*Science TAKS given in grades 5-8 – many GISD elem. schools go to grade 4*  
**GREEN** = positive result; **RED** = area of concern; **PURPLE** = comparison

The middle school comparisons are equally fascinating. Austin Middle School and Ambassadors Preparatory School emerge as the top performing middle schools based on the passing and commended rates shown below and on the following page in Tables 21 and 22. Ambassadors Preparatory School again had one area of weakness – commended writing scores. GISD’s Early College High School had strong passing scores, but did not fare as well with its commended score results except in writing. Do note that Austin Middle School’s percent of economically disadvantaged students is only 45% and that it has admissions standards and an application process as a true magnet school. Other bright spots in this analysis are the social studies passing rates for Odyssey and Crenshaw and Crenshaw’s surprisingly stronger commended results – 32% in reading and 33% in science. Austin Middle School and Ambassadors Preparatory School compared favorably to the comparison school, YES PREP-Southeast with both schools outperforming YES PREP-Southeast in science.

**Table 21: 2011 Middle School Comparisons: *Passing***

School	% E. D.	% Passing	% Passing	% Passing	% Passing	% Passing	% Passing
		Reading	Math	Writing	Social St.	Science	All Tests
Austin	45.2	98 (2)	98 (2)	99 (2)	99 (1)	95 (1)	95
Central	85.3	79	72	85 (3)	89	56	50
Weis	86.1	72	70	N/A	N/A*	63(3)	53
ECHS	74.1	93	87	100 (1)	N/A	N/A	UN+
Crenshaw	91.2	72	79 (3)	75	99 (1)	60	65
Ambassadors	63.9	99 (1)	99 (1)	94 (3)	N/A	N/A	93
Odyssey	78.2	82 (3)	67	76	99 (1)	80 (2)	58
KIPP Coastal	81.1	77	67	N/A	N/A	55	UN+
Comparison							
YES PREP - Southeast	72.7	98	97	99	99	99	96

**GREEN** = positive result; **RED** = area of concern; **PURPLE** = comparison

*\*N/A means not applicable – school did not have students in grades tested in that subject*  
*+UN means that the data was unavailable from the TEA report*



**Table 22: 2011 Middle School Comparisons: *Commended***

School	% E. D.	% Com	% Com	% Com	% Com	% Com	% Com
		Reading/ELA	Math	Writing	Social	Science	All Tests
Austin	45.2	50 (1)	42 (1)	51 (1)	51 (1)	56 (1)	24
Central	85.3	18	11	11	22	6	2
Weis	86.1	16	13	N/A	N/A	21	5
ECHS	74.1	28	22	31 (2)	N/A	N/A	UN
Crenshaw	91.2	32 (3)	26 (3)	7	20	33 (3)	14
Ambassadors	63.9	38 (2)	38 (2)	13 (3)	N/A	53 (2)	14
Odyssey	78.2	24	13	12	36 (2)	31	7
KIPP Coastal*	81.1	13	4	N/A	N/A	21	UN
<i>Comparison</i>							
YES PREP - Southeast	72.7	45	43	55	58	46	25

*\*Scores for the first year 5<sup>th</sup> graders – 50% came in Reading 2 grade levels behind  
 GREEN = positive result; RED = area of concern; PURPLE = comparison*

The high school data, Tables 23 and 24, show strikingly different results for the general Ball High School program and the Ball Prep, a state designated T-STEM academy<sup>60</sup> within Ball High School enrolling 342 students or 18.5 % of the total population. Note that the only public high school options in Galveston are GISD's Ball High School and the Ball Prep program within Ball High School.

**Table 23: 2011 High School Comparisons: *Passing***

School	% E. D.	% Pass	% Pass	% Pass	% Pass	% Pass
		ELA	Math	Social St.	Science	All Tests
Ball High	57.4	87	82	93	77	65
Ball Prep	29.5	96	99	100	96	*
<i>Comparison</i>						
State	59.2	90	84	95	83	76
Region	N/A					
KIPP Houston	89.5	99	92	99	93	95
Clear Creek	19.8	94	88	93	76	89
Texas City	61.6	91	75	95	81	69

*GREEN = positive result; RED = area of concern; PURPLE = comparison*

*\*District has not yet provided; not available directly from TEA*

Passing and commended rates for Ball Prep exceed those of the state<sup>61</sup> and compare favorably to KIPP Houston, but Ball Prep has admission standards and only 29.5% of its students are economically disadvantaged students. The Ball Prep student passing rates (96 % ELA, 99% math) are at the highest levels – higher than those of the state (90%, 84%), and Texas City (91%, 75%) and higher than KIPP Houston in

<sup>60</sup> See <http://www.edtx.org/college-ready-standards-and-practices/t-stem> for more information about T-STEM Academies in Texas.

<sup>61</sup> No regional data is reported for high schools by TEA.

math but slightly lower in ELA (99%, 92%). However, the regular students' performance falls below all of these, except Texas City in math. The general Ball High School passing and commended rates are below those of the state.

The commended scores profiled in Table 24 present an even bleaker picture for the average Ball High School students not enrolled in Ball Prep. Only 15% of the students score at the commended levels in reading and math; 19% score at the commended level in science. There are many students in the AP program counted in these numbers, so the results may be even weaker for the regular track students. On a positive note, Ball Prep students perform well in all subjects compared to KIPP Houston, a high performing traditional public school enrolling even more economically disadvantaged students. The challenges for Ball High School students will intensify as the state phases in STAAR end-of-course tests that require more in-depth knowledge, critical thinking, and application skills than did the TAKS test.

**Table 24: 2011 High School Comparisons: *Commended***

School	% E. D.	% Com.	% Com.	% Com.	% Com.	% Com.
		ELA	Math	Social St.	Science	All Tests
Ball High	57.4	15	15	43	19	6
Ball-Prep	29.5	41	32	74	43	N/A
<b>Comparison</b>						
State	59.2	33	29	47	30	16
Region						
KIPP Houston	89.5	30	27	60	14	10
Clear Creek	19.8	28	26	54	25	12
Texas City	55.5	21	17	43	16	8

**GREEN** = positive result; **RED** = area of concern; **PURPLE** = comparison

**Table 25: 2010 ACT, SAT and AP Results**

Entity	% E. D.	% Tested on ACT or SAT	% At/Above Criterion	Average ACT Score	Average SAT Score	% Taking AP Score > or = 3
GISD	71.8	50.8	24.2	20.1	932+	66%
T-Stem at Ball	29.5					
<b>Comparison</b>						
Region	59.2	63.3	29.4	21.0	991	46.7
State	59.2	62.6	26.9	20.5	985	
KIPP Houston	89.5	86.5	15.6	n/a	960	26.5
Clear Creek	19.8					
Texas City	66.9	47.6	15.8	19.6	936	46.0

**GREEN** = positive result; **RED** = area of concern; **PURPLE** = comparison  
+ Average SAT score of African Americans in GISD is 778

GISD boasts a nationally recognized Advanced Placement (AP) program that led Newsweek Magazine in 2010 to name Ball High School's AP program one of the top six percent of high school in the nation in 2010. Ball High School had nearly 850 students take AP tests, 46 percent of the total student body of 1847. Over 300 of them took at least one AP exam, over 800 AP exams were taken for college credit and over 200 of those students passed the AP exams with a score of 3 or higher. Ball High school implemented in 2005-6

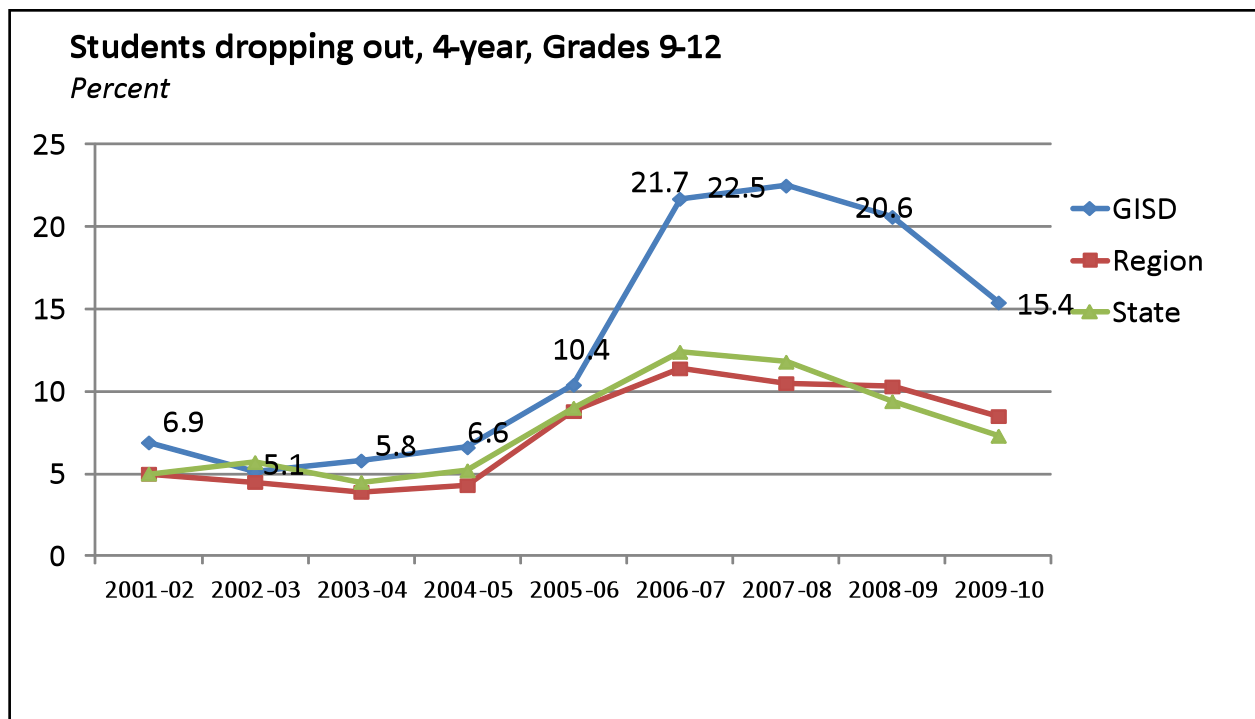
the Advancement Via Individual Determination (AVID) program which supports low income middle and high school students with college preparation by providing note-taking skills, critical thinking training, and mentoring.

In the past three years, Ball High School graduates have attended prestigious universities such as The University of Texas at Austin, Texas A&M at College Station, Rice University, Emory University, Trinity University, Baylor University, Texas Tech University, New York University, Stanford University, Yale University, Howard University and the University of Virginia.

## DROPOUT RATES

Of great concern to educators, parents, business leaders, and policy makers are dropout rates. As stated previously, dropouts have a much higher incidence of living in poverty, being incarcerated, experiencing health issues, etc.<sup>62</sup> Texas uses the National Center for Education Statistics dropout definition: A dropout is a student who is enrolled in public school in grade 7-12, does not return to school the following year, is not expelled and does not: graduate, receive a GED certificate, continue school outside the public school system begin college, or die.<sup>63</sup> Figure 7 demonstrates that GISD dropout rate peaked at 22.5% in 2007-08, and has steadily declined since then to 15.4% in 2009-10, the last year for which the state has published dropout rate calculations. Although this represents a marked improvement, GISD's dropout rate is higher than those of the state, 8%, the region, 7%, and Texas City ISD, 5.6%.

**Figure 7: GISD Dropout Rates, By Year**



Source: GISD, AEIS

<sup>62</sup> Klein, Joel and Rice, Condoleezza, Chairs, *U.S. Education Reform and National Security Task Force Report*, July 2012.

<sup>63</sup> TEA Secondary School Completion and Dropout Rates 2010-11  
[http://www.tea.state.tx.us/acctres/dropcomp\\_index.html#reports](http://www.tea.state.tx.us/acctres/dropcomp_index.html#reports).

## STUDENT DISCIPLINE

We did not secure data on student disciplinary infractions from the private schools or state open enrollment charter schools, but were able to secure data from GISD that includes the five district charter schools. Comparing the 011-2012 school year to the 2010-2011 school year, GISD saw the following, noting that all categories include a wide range of incident types:

- Decrease of 25.75% of truancy related incidents;
- Decrease of 24.96% of disorderly and disruptive behavior;
- Increase of 5.02% of tobacco, drugs, and alcohol related incidents;
- Increase of 2.82% of theft reporting incidents.

The majority of major disciplinary infractions occur at the high school level. Larry Nichols, GISD superintendent, reported that he hired a new principal for Ball High School who instituted a culture of higher expectations for academic and behavior performance. New policies were instituted requiring student identification badges, no off campus privileges during the day, posting staff at key exit points to prevent students from leaving the premises without permission, and providing more counseling support for at risk students. It shILarry Nichols stated: “We manage behavior every day. I would characterize our program as consistent enforcement of minor violations.” The author of this section of the report personally toured Ball High School in 2009 and then again in 2011 and noted a remarkable change in the culture of the school related to the respect, order and the general decorum of the school.

GISD officials also report that an increase in the amount of assistance provided by staff/administrators coupled with new alternative programs to assist troubled students has greatly decreased the probability of placing a student within the juvenile justice system for truant and disorderly behavior. No specific data was provided to demonstrate the level of decrease. As noted by UTMB’s Center to Eliminate Health Disparities,

“Involvement in the juvenile justice system is a strong predictor of low educational achievement; therefore, it is important to recognize the role the education system plays in keeping students in a positive environment that manages behavioral problems and prevents involvement in the justice system. Classroom practices such as Positive Behavioral Interventions and Supports (PBIS) can help keep children who have behavior issues learning with their peers instead of cut off through suspension or disciplinary programs. Campuses that have instituted this low- to no-cost framework for emphasizing students strengths and capabilities over their shortcomings have reported fewer behavior problems and improved grades.”<sup>64</sup>

A district official noted that Ball High School was required to implement a PBIS as part of a state grant and elected to implement CHAMPS Behavior program for schools (CHAMP is an acronym for Communication, Help, Activity, Material and Program).<sup>65</sup> It should be noted that several of the specialized schools, such as Austin Middle School and Ball Prep have the option of not enrolling students who have had serious behavior infractions or issues.

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<sup>64</sup> CEHD, *How Can a Focus on Education Revitalize Galveston?*, Brief 7, Center to Eliminate Health Disparities at the University of Texas Medical Branch, Galveston, Texas, (2011), available, <http://www.utmb.edu/cehd>.

<sup>65</sup> See [http://state.rti4success.org/index.php?option=com\\_resource&view=single&cid%5B%5D=528](http://state.rti4success.org/index.php?option=com_resource&view=single&cid%5B%5D=528).

There is a national movement in **social emotional learning**<sup>66</sup> that involves processes to develop social and emotional competencies in children such as self-management, self-awareness, responsible decision-making, relationship skills, and social awareness. KIPP Coastal Village has implemented a social emotional learning system called the Whisper Tree which inculcates many of these positive traits and values. GISD has implemented programs such as Capturing Kids Hearts, Rachel's Challenge, and No Place for Hate which have elements of social emotional learning. There is early evidence that students who possess the social and emotional competencies outlined above have increased academic achievement.<sup>67</sup>

### **Informal Supporting Organizations**

In spring 2011, six types of community resources and supports for students K-12 and their families in the City of Galveston were identified including the following:

#### ***1. Organizations providing after school care***

Organizations providing after school care in Galveston include The Johnny Mitchell Boys & Girls Club of Greater Houston, supporting children ages 7 to 17; The Galveston Family YMCA; and St. Vincent's House. These programs provide homework support, arts and cultural enrichment, health and sports activities, and character and leadership development. It should be noted that enrollment in these after school programs declined when the 21<sup>st</sup> Century Grant to Galveston enabled most GISD schools, O'Connell High School, and Odyssey Academy to provide after school programs at no charge to families. The 21<sup>st</sup> Century grant funding, Cycles 5 and 6, are set to expire in 2013, but GISD will apply for another grant when funds become available to Texas schools.

#### ***2. Organizations supporting summer programs***

Organizations providing summer programs for Galveston youth include: The Johnny Mitchell Boys & Girls Club; Galveston Family YMCA; UTMB and its research internships for high school students; TAMUG Sea Camp; Nia Cultural Center<sup>68</sup>; and Fanfare Lutheran Music Academy. TAMUG's Sea Camp is a weeklong residential adventure exploring marine and estuarine environments for campers ages 10-18; Sea Camp Kids is a day-long exploration for children ages 6-11. The Nia Cultural Center operates a Children's Defense Fund Freedom School, a summer program for children ages 5-18 that uses an Integrated Reading Curriculum that promotes reading, critical thinking, social action, cooperative learning, conflict resolution, and discussion skills.

#### ***3. Student and family health and social service programs***

Several organizations provide important health and social service programs for Galveston youth and their families including: Teen Health Clinics; Family Service Center of Galveston, which provides a variety of services to families including mental health counseling; and Communities in Schools (CIS). CIS operates in six GISD schools and provides at-risk students and their families the following services: scholarships, leadership trainings and awards, career development exposure, one-to-one mentoring, tutoring, family assistance and parent involvement training, out-of-school enrichment and service learning.

#### ***4. Professional development for teachers***

UTMB provides teacher training primarily to science teachers through its T-STEM Center and Regional Collaborative; TAMUG provides teacher training in marine science through its Sea Camps.

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<sup>66</sup> See CASEL, the Collaborative for Academic, Social and Emotional Learning at <http://casel.org/>.

<sup>67</sup> See research section of CASEL.

<sup>68</sup> For more information on Freedom School see <http://www.childrensdefense.org/programs-campaigns/freedom-schools/>

### *5. Alternative education centers for at risk, adjudicated youth and dropouts*

The Galveston Alternative Education Center (G.A.E.C.), now called Hope Academy, operated by St. Vincent's House, graduated 44 out of 47 students in 2011, and will be graduating 100 students in 2013 with a high school diploma – not a G.E.D. It provides an invaluable service to at-risk students who have not benefitted from the traditional school route.

### *6. Parent training*

Family Service Center provides weekly strengthening family groups; the Children's Center provides training for foster parents; Communities in Schools offers parent involvement training.

The informal support system for schools has assets and gaps similar to those identified in the first section of this report on informal support organizations for early childhood (see pages 18-19). An asset of the current system is that some of the nationally recognized student support structures, such as Communities in Schools, Boys and Girls Club, YMCA, and Children's Defense Fund Freedom School's summer program, operate in Galveston and could receive additional support from their regional or national organizations to build capacity and improve quality. However, the directors of these groups were eager to share that funding to sustain their programs is an annual challenge, representing a significant gap in the system. In addition to funding issues, another gap is the lack of coordination between the formal and informal education resources and supports, exemplified in the lack of coordination in data, resources, and curriculum sharing between the after school programs at the Boys and Girls Club, the other after school programs funded by the 21<sup>st</sup> Century Learning grant, and GISD schools during the school day and year.

## **ADVICE FROM SCHOOL LEADERS**

At each school site visit, the principal was asked to note his or her three most pressing needs that if addressed would increase the quality of the school. For GISD elementary school principals, the number one need was for full-day PK funding, since the state had dramatically reduced its full-day funding. The second most commonly stated need was for continued funding to sustain the magnet programs which had given each elementary school a unique identity. The third priority was continued support for technology enhancement. Lynn Barnes, principal of KIPP Coastal Village, cited an additional need for better nutrition for the children and more parent training.

Responses from the middle and high school principals centered around enhanced technology capacity, better training for teachers since the STAAR test is significantly more difficult than the previous TAKS test, and extended learning time for students.

Discussions with central administration identify the following six pressing needs: 1) accelerating English language acquisition by ELL students; 2) improving reading so that all students are reading on grade level by third grade; 3) enhanced broadband and internet capability in the schools to support high quality digital learning; 4) better curriculum alignment around the recently adopted C-Scope curriculum, a curriculum developed by Texas Region Service Centers to support the Texas Essential Knowledge and Skills (TEKS); 5) training for teachers on the college readiness standards that are tested by the new STAAR exams; and 6) training for teachers to understand and use data to inform instruction.

## **Summary of Key Gaps and Assets in K-12 Education**

### **Gaps.**

The extreme student diversity and poverty in Galveston presents many challenges. GISD TAKS passing and commended rates are below region, state, and benchmark comparisons in every subject and are



significantly lower for commended scores in math and science.<sup>69</sup> For the state open enrollment charter schools, scores at Ambassadors Preparatory are weaker in writing; for Odyssey, there are gaps in the reading and math proficiencies. Overall, critical gaps that must be addressed include the following:

- ***Preparation in most elementary and middle schools will not lead to college readiness:*** Except for Austin Middle School, Oppe Elementary School, and Ambassadors Preparatory Academy, commended scores are 10% to 20% lower than for benchmark schools with comparable percentages of students who are economically disadvantaged, 100% of whom go on to college.
- ***Students dropping out of school:*** GISD reached a peak of a 22.5% drop out rate in 2008, but that has since declined to 15% in 2010-11, still high by comparison standards -- for example, Texas City with almost identical student demographics has a dropout rate of 5.7%.
- ***Many high school graduates not prepared for postsecondary work:*** Except for students in the AP programs and Ball Prep, Galveston ISD students are not ready for postsecondary work, particularly in math and science. Over 50% of students graduating from Ball High School require one or more remedial courses in community college. Only 51% of GISD students took the SAT or ACT compared to 62.6% for the state with an average ACT score of 20.1 compared to 21.0 for the region and an average SAT score of 932 compared to 985 for the state. An ACT score representing college readiness is 24.
- ***Persistent achievement gap*** between White, African American, Hispanic, and English Language Learner (ELL) students: passing scores for African American students are 14% to 35% lower than for White students in the various subjects; passing scores for ELL students are 22% to 62% lower than for White students on various subjects. The SAT average for African Americans is 778 and 845 for Hispanics, compared to 1050 for White students.
- ***Postsecondary access:*** Twenty-nine percent of Ball High School students complete advanced or dual credit course work leading in many cases to college credit while in high school, slightly higher than the state average of 26 percent; only 77% of Ball High School graduates enter a postsecondary institution upon graduation from high school.

### Assets:

Despite these challenges, Galveston ISD is on the move and has numerous education assets. Its new superintendent, Larry Nichols, has a track record of success and a desire to develop strategies based on research and data. GISD is an **open choice system**, one of the few in the state, enabling families to choose among a variety of school options. Moving from one monolithic system to a system of high performing schools is a cutting edge approach highly touted by the Gates Foundation and by Dr. Paul Hill, Executive Director of the Center for Reinventing Public Education (CRPE).<sup>70</sup>

For the first time in about 20 years, families can choose GISD schools providing a first-rate education from Pre-K all the way up to high school with new options such as Austin Middle School STEM (Science, Technology, Engineering and Math), Early College High School (renamed Scott Collegiate Academy in 2012-13), and Ball Prep, schools that compare well to high performing schools with similar demographics in Texas with commended scores in the 35% to 45% range for math and reading. GISD was one of 16 districts in Texas to win a competitive Teacher Incentive Fund grant of \$8.6 million which has enabled the district to restructure its teacher evaluation system and to offer monetary incentives to the most effective teachers in the system.

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<sup>69</sup> "Percent met" standard equates to a state-defined rate for passing. Passing does not equate to reaching a level of performance that positions a child to be ready for the rigor of reading, math, or science in subsequent grades. Only the advanced level of performance, called commended, is comparable to true readiness for future success.

<sup>70</sup> See Portfolio Strategy at <http://www.crpe.org/>.

Five district charters,<sup>71</sup> including KIPP Coastal Village, and two state open enrollment charters, Ambassadors Preparatory Academy and Odyssey Charter School, offer additional choices to families, positioning themselves as college preparatory schools. Ambassadors Preparatory Academy's commended scores in math and reading of 36% and 42% respectively compare favorably with top performing state charter schools such as KIPP-Houston. Odyssey Charter School, which shows strength in its social studies results, and KIPP Coastal Village, which boasts an exceptional social and emotional learning program, have the potential to achieve excellence. Galveston charter schools provide healthy competition within the public school system.

Additional specific assets are detailed below.

### ***Galveston ISD Assets***

- New GISD superintendent who took his previous district from acceptable to exemplary is committed to transforming GISD and is willing to make the tough personnel decisions that are a first step, using student outcome data to inform those decisions;
- GISD's new Teacher Incentive Fund grant can have a significant impact on improving teacher quality in the district; through this grant, GISD has implemented the EVAAS system, a method of determining the value added by a teacher to a student's expected achievement outcomes;
- GISD has made great strides in training teachers on how to use student achievement data to improve instruction and has developed a student information management system to make that data more accessible to teachers;
- GISD has an open enrollment system and specialized magnet schools through its APEX (Academic Programs for Equity and Excellent) program so that families, in theory, can have choice;
- Oppe Elementary School, Austin Middle School, and Ball Prep compare well to benchmark schools KIPP Shine-Houston and YES (Note that Austin Middle has a competitive application process);
- GISD and the GISD Foundation have excellent track records of securing state and federal grants and support from private funders.

### ***Charter School Assets***

- Ambassadors Prep compares very favorably to KIPP SHINE and YES PREP in all areas except writing commended scores, a remarkable achievement for a young school.
- KIPP Coastal Village, a member of the KIPP family that has a superb national reputation, has a superior social emotional learning program (SEL), is expanding, and has the potential to achieve excellent results with support from its regional and national office. Its middle school posted "making maximum progress" on its value-added scores, a statistical method that measure actual individual student growth compared to expected growth given prior achievement.
- Odyssey Charter School has very good new facilities, a strong leader, expanding enrollment, and good results in science.
- The charter assets provide healthy competition to GISD.

### ***Private School Assets***

- Trinity Episcopal School is accredited by the National Association of Independent Schools and provide a strong traditional college preparatory school for families.
- Satori School, although small, provides a unique, interdisciplinary educational approach.
- Galveston has a long history of providing Catholic schools for those families interested in a Catholic education.

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<sup>71</sup> In the case of a district charter, all funding comes to the district and then is allocated to the charter according to the MOU between the school board and the charter school. A state open enrollment charter is authorized by the State Board of education and receives its revenue directly from the state.

## Specific Recommendations

### 1. Create a “Postsecondary and College Ready” school district.

We recommend that GISD create a “postsecondary and career ready” school district to close the gaps in the education pipeline. We use this term as opposed to “college ready” to indicate that most students will need some type of postsecondary certificate or credential for a meaningful career, but not all students need to receive a degree from a 2- or 4-year college. Superintendent Larry Nichols has an interest in creating such a district, whereby every student would begin career awareness training in middle school and have an opportunity to earn at least 12-hours of dual credit in English and History at Galveston College at no charge to the student. The career and technical programs between Galveston College, GISD, UTMB, TAMUG and workforce can be better aligned, and new career pathways, particularly in the medical field, can be developed. A similar approach has led to national recognition in Hidalgo ISD and is being replicated in Pharr San Juan Alamo ISD, both Texas school districts. A “postsecondary and career ready” district would align a rigorous academic curriculum PK-12, eliminate the “leaks” in the PK-16 pipeline, and decrease the achievement gaps between student groups.

### 2. Expand technology to enhance blended learning.

Dr. Nichols noted that many schools do not have the broadband needed for wireless internet, which could introduce more digital learning and lead to personalized, mastery-based learning. America’s schools, including those in Galveston, will need 100 Mbps of Internet access by 2014-15 and 1 Gbps by 2017.<sup>72</sup> GISD was one of 61 finalists out of 360 applicants for a 2012 federal Race-to-the-Top District (RTTD) grant application to scale up personalized mastery learning through what is known as blended learning.<sup>73</sup> GISD has the opportunity to package some of the innovations in its RTTD grant application and seek funding at the local level for these new initiatives.

### 3. Enhance school choice by maintaining GISD’s magnet and charter schools, building the capacity of state-enrollment charter schools, providing additional scholarships for private schools, and creating a state-of-the art information system to inform parents and students about options.

Galveston should build upon its unique feature of being a completely open choice system. No student in GISD is assigned to a neighborhood school;<sup>74</sup> he or she must select among the options provided in Galveston. The ability to choose is a highly motivating factor. To this end, it is important to maintain the specialized magnet and charter options within the district, such as Central Middle School’s media focus, Austin’s STEM focus, KIPP Coastal Village’s college prep focus, and Ball Prep’s STEM focus. Since the federal magnet grants end in 2013, this may require additional funding if the grant is not renewed. GISD can expand its magnet options to include an arts/media elementary school magnet to feed into Central Middle School and career pathway magnets at the high school level that align with the workforce needs of the region such as medical, engineering, hospitality, and media and

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<sup>72</sup> Fox, C. Waters J., Fletcher, G. & Levin, D. *The Broadband Imperative: Recommendations to Address K-12 Infrastructure Needs*. (Washington D.C.: State Educational Technology Directors Association, 2012).

<sup>73</sup> See Staker and Horn, *Classifying K-12 Blended Learning*, Innosight Institute 2012 at <http://www.innosightinstitute.org/media-room/publications/education-publications/classifying-k-12-blended-learning/>.

<sup>74</sup> Whitehurst, G.J., *The Education Choice and Competition Index: Background and Results*, 2011, Brookings Institution.

communications. Galveston ISD might explore creating a district charter high school option, particularly a high tech, blended charter option, or extend KIPP through high school which the KIPP families with students now in seventh grade are requesting.

Among the state open enrollment charters, Ambassadors Preparatory Academy has early evidence of success and has the desire to expand and conceivably could expand into the northside of Galveston where there are fewer high quality schools. Odyssey Academy has a strong start and perhaps with the support of the Mosbacher family could be open to significant improvement. Since Galveston is home to several college preparatory private schools with track records of preparing students for the next steps, providing some additional scholarships to these schools will enable a few more students to avail themselves of these options.

Regarding information about these choice options, Galveston has developed an EducationFEST that attracts about 800 people currently. Expanding this event, adding high quality online information about the school options, and implementing a high touch, proactive approach for low income families will make the school choice in Galveston even more robust.

**4. Extend learning by enabling schools and students to choose part-time online learning, have flexible and or extended hours, and align digital content in after school and summer programs with district standards and curricula.**

As GISD adds more technology solutions including blended learning pilots, it increases its ability to serve at risk students who must work part-time, don't learn well in traditional settings, or have other family issues that make the traditional education pathway ineffective. Allowing students access to high quality digital content outside of the school setting can extend learning time. Many students attend after school and summer programs such as those provided by the Boys and Girls Club and aligning the academic time at these organizations with the district standards and online content could be highly beneficial.

**5. Develop a master teacher and leader pipeline, including incentives to attract the best to Galveston, and enhance teacher training.**

GISD is one of the few districts in the state that received a Teacher Incentive Fund grant in 2010 to enhance its ability to recruit and retain teachers. This is an opportunity for the district to build on this foundation of developing a data system that demonstrates the value a teacher adds to student achievement as well as professional development modules. The district could develop other incentives, such as some lower cost housing provided by Galveston benefactors or salary enhancements for master teachers in key subject areas. Digitizing high quality training so that teachers can access it 24/7 when it is convenient can save significant dollars in substitute pay and teacher supplemental pay.

## **Section III: Linkages Between PK-12 and Postsecondary in Galveston**

### **General Information**

Three postsecondary institutions call Galveston home:

- *The University of Texas Medical Branch* (UTMB), the oldest medical school in Texas, offers several undergraduate programs – a BSCR in respiratory care entry level bachelor's degree in respiratory care; BS in clinical laboratory science; and several BS options in the school of nursing,

the oldest nursing school in the Southwest. It enrolled 170 undergraduates in its health programs and 475 in its nursing programs in fall 2011.

- **Texas A&M University Galveston (TAMUG)**, founded in 1962, serves undergraduate and graduate students and offers programs in marine and maritime studies, engineering business, oceanographic, physical and biological sciences, and liberal art for research and public service related to the general field of marine science. It houses the Maritime Academy which is one of six maritime academies in the U.S. The Texas Maritime Academy provides an opportunity for students to learn how to operate and maintain ocean-going vessels. In fall of 2011, 1,952 students were enrolled in these programs.
- **Galveston College**, established in 1967 as a comprehensive community college, has recognized programs in health occupations, workforce development initiatives, culinary arts, and special student services. About 2,222 students were enrolled in fall 2011: 1,386 in its academic programs leading to an Associate of Arts (AA) degree and 932 students leading to a technical certificate. An endowment fund valued at about \$3.1 million in combination with Pell grants and other state and federal aid, provides **universal access scholarships** to any Galveston resident graduating from a local high school or receiving a GED so that he or she has the opportunity to attend college or receive technical training through a workforce development program.

Table 26 presents data additional data on TAMUG and Galveston College, the two institutions with the highest undergraduate enrollments. TAMUG does not reflect the diversity of the island, with 76% white, 15% Hispanic and 2% African American but it reflects the student body diversity of the Texas A&M main campus at College Station which in the fall of 2011 was 71% White, 17% Hispanic, and 3% African American.<sup>75</sup> Galveston College comes closer to reflecting island demographics with an enrollment that is 29% Hispanic and 19% African American. The fall-to-fall retention rate in 2011 for full-time students at Galveston College was 44%; for TAMUG it was 57%. Overall four-year graduation rates for Galveston College and TAMUG were 22% and 29% respectively; transfer rates to other institutions was 33% for Galveston College and 61% for TAMUG. The overall graduation rates for Galveston College and TAMUG are lower than the state averages for 2-year institutions and 4-year institutions which are 24% and 49% respectively.<sup>76</sup>

**Table 26: 2011 TAMUG and Galveston College Data<sup>77</sup>**

	<b>TAMUG</b>	<b>Galveston College</b>
<b>Undergraduate Enrollment</b>	1,952	2,222
<b>% Full-Time Students</b>	93%	33%
<b>% Part-Time Students</b>	7%	67%
<b>% Female/Male</b>	38% F/62% M	59% F/41% M
<b>Ethnicity</b>	76% W; 15% H; 2% AA; 7% other	45% W; 29% H; 19% AA <sup>78</sup> ; 7% other
<b>Tuition for 2011</b>	IS: \$7,158; OS: \$16,458	ID*: \$1,900; IS: \$2,260; OS: \$4,150
<b>Overall retention or</b>	57%	26%

<sup>75</sup> See Texas A&M student demographics at <http://www.collegeportraits.org/TX/TAMU/print>.

<sup>76</sup> Chronicle of Higher Education College Completion Rates:  
[http://collegecompletion.chronicle.com/state/#state=tx&sector=public\\_four](http://collegecompletion.chronicle.com/state/#state=tx&sector=public_four).

<sup>77</sup> See data sources at <http://nces.ed.gov/collegenavigator/> and  
<http://nces.ed.gov/collegenavigator/?q=galveston+college&s=all&id=224961#enrolmt>.

<b>Overall retention or transfer-out completion</b>	57%	26%
<b>Fall-to-Fall Retention</b>	Full-time students: 47% Part-time students: 100%	Full-time students: 44% Part-time students: 41%
<b>Overall Graduation/Transfer</b>	Graduation: 29% Transfer: 100%	Graduation/Completion: 12% <sup>79</sup> Transfer: 33%
<b>Highest enrollment programs</b>	Transportation/mobilization mgmt. (29%); marine biology and oceanography (27%); marine science and merchant marine office (17%); oceanic engineering (14%).	General studies (61%); nursing (13%); radiography (5%); vocational nursing (3.3%); emergency medical technology (2.1 %)

## Increased Alignment Between PK-12 and Postsecondary

Historically, PK-12 and higher education institutions have operated separately in their own silos. Beginning in the late 1990s, emphasis has been placed on creating strong linkages between K-12 and postsecondary,<sup>80</sup> a seamless pipeline so to speak, where students graduate from high school college- and career-ready, ideally with some postsecondary credit accumulated. Nationally, about 10% of high school students graduate from high school with college credit already received. In some cases, such as the innovative Pharr San Juan Alamo<sup>81</sup> school district that applies an Early College High School approach to all of its students, that figure is now closer to 34% of the students receiving some postsecondary credit and/or a technical certificate. Currently, about 24% of GISD students graduate with some postsecondary credit.

GISD and Galveston College have developed several important initiatives to ensure that all GISD students are ready to enter and succeed in postsecondary work. The Gulf Coast Partners Achieving Student Success (GC PASS) initiative is a region-wide effort between community colleges and selected independent school districts. The primary goals are to increase college readiness among high school graduates, ease transition between high school and community college, and to increase student success in community college developmental courses.<sup>82</sup> The GC-PASS program, funded by the Houston Endowment, enables vertical alignment teams of high school and college English and math faculty to address curriculum alignment and identify interventions to reduce the need for remediation; adds data coaches to implement effective intervention strategies; and finances collaborative projects such as Texas Success Initiative<sup>83</sup> placement assessments for high school sophomores, ACT/SAT/PSAT test prep workshops, summer bridge programs, and student success outcome initiatives. GISD and Galveston College have recently entered into an agreement that enables GISD students to take up to 24 hours in English and US History through dual credit at no charge to the GISD student. Many of these courses will be taught by GISD staff members who are certified also as Galveston College faculty. All other dual credit courses taken in high school are more than

<sup>78</sup> The percent of Hispanic students has increased 28.9% between 2000 and 2011; the percent of African American students has decreased by 18.9% during that same time period.

<sup>79</sup> Completion rates for students vary by program: 24% for radiological, 20% for general studies, and 16% for nursing. See <http://nces.ed.gov/collegenavigator/?q=galveston+college&s=all&id=224961#enrolmt>

<sup>80</sup> In 2005, leaders from Galveston College, UTMB, TAMUG, and GISD in partnership with business leaders created a P-16 Council, an entity endorsed by The Higher Education Coordinating Board (THECB). The purpose of this organization was to enhance vertical alignment of K-16. It is no longer operating.

<sup>81</sup> See video about Pharr San Juan Alamo ISD's Early College efforts [www.pharrsanjuanalamoisd.org/earlycollege](http://www.pharrsanjuanalamoisd.org/earlycollege)

<sup>82</sup> See description of GC-PASS at <http://www.gc.edu/gc/ATD2.asp>

<sup>83</sup> Texas Success Initiative requires that high school students pass one of several test options in order to be eligible to take dual credit courses. See <http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.51.htm#51.3062>



half-price, \$111 for a 3 semester hour credit course versus the standard \$318. This is a one year agreement that will be subject to review.

In addition, Galveston College, through its participating in Lumina Foundation's *Achieving the Dream* initiative aimed at improving the success of community college students, has revamped many of its developmental education courses to include more online, mastery-based content. Galveston College increased developmental math success rates from 21 percent in fall 2006 to 58.6 percent in fall 2010. The improvement is associated with changes to the developmental math curriculum including increased contact hours and use of instructional software. These interventions reach 100 percent of developmental math students and 18.8 percent of all students.<sup>84</sup>

## Postsecondary Institution Education Outreach

It is common in cities for postsecondary institutions to reach out to their local K-12 institutions, but it is our observation that these three Galveston postsecondary institutions go above and beyond the call of duty with exceptional outreach programs with GISD, public charter schools, and private schools.

UTMB offers offer significant outreach to GISD and charter schools on the island, as well as schools in Galveston County and even Houston, in the form of summer programs, specialized science programs, teacher training, and technical assistance for STEM Programs. Signature programs that UTMB leads include:

- Galveston County Regional STEM Collaboration that provides 105 contact hours of professional development for 25 K-12 science teachers each year;
- Biotechnology workshops for K-8 science specialists every 6-8 weeks;
- An Annual Regional Science and Technology Conference that offers a broad exposure of innovative science instruction to science teachers K-12;
- Beginning Teacher Instruction and Mentoring Program to provide assistance and to promote retention of 25 beginning science teachers grades 5;
- Summer internships for talented high school students to explore a medical career;
- Southeast Regional T-STEM Center in collaboration with Rice University and Texas State University College of Education that provides professional development for educators, STEM enrichment experience for students, and technical support to establish T-STEM Academies, such as Ball Prep at GISD.

In addition to these activities, UTMB staff members have provided in kind support for the development of KIPP Coastal's, Oppe's and Morgan's science programs. During 2009 to 2012, UTMB was the fiscal agent for the implementation of GISD's 21<sup>st</sup> Century Learning grant that provided after-school programs in most GISD schools and several charter and private schools.

TAMUG's primary outreach to the education is its Sea Camps: a week-long residential programs for students ages 1-18 to learn through hands-on experiences about marine and estuarine environments, and 2) a one-day program for students ages 6 to 11 to wade through salt marshes, visit a turtle hatchery, dissect a fish or swim in the surf. TAMUG received some state funding for these programs in the past, but the funding was eliminated in 2011; now several private foundations support Sea Camp scholarships. TAMUG staff members have also provided support for Ball Prep and TAMUG offers a Summer Biomedical Health Careers Academy and opportunities for talented high school students to conduct research alongside professors. Table 21 highlights the partnerships that UTMB and TAMUG have developed with PK-12 schools in Galveston.

Galveston College's primary outreach to PK-12 consists of its dual enrollment partnership described in the section above and the extensive Career and Technical Education (CTE) programs at Ball High School, with

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<sup>84</sup> See <http://www.gc.edu/gc/ATD2.asp> for more information on these programs

14 different career pathways, much of it offered with Galveston College. The six most frequently enrolled CTE courses at Ball High School in descending order were: audio visual technology, Project Lead the Way Biomedical, Project Lead the Way Engineering, architecture and construction, principles of business management, and hospitality.

**Table 27: UTMB and TAMUG PK-12 Outreach (Partial List)**

	<b>TAMUG</b>	<b>UTMB</b>
School and College Partnerships	TSTEM-Ball Prep; KIPP Coastal; Oppe; Morgan; Galveston College	TSTEM-Ball Prep; Galveston College
Gal. County Sci. and Eng. Fair	X	X
Summer Programs	GISD Intensive Summer Program; Sea Camp; Sea Campus Kids	STEM Quest Summer Camp I, II; Summer Biomedical Health Careers Academy; High School Summer Research Program
21 <sup>st</sup> Century Grant Funding Partnerships to Schools	Intensive Summer Program	All GISD Schools O’Connell and Holy Catholic Family School
Specialized Programs	Middle School Girls Science Club; 6 <sup>th</sup> grade field trip to campus	Saturday Biomedical Science Academy; Pathfinders Program
Teacher Training	Sea Camp	T-STEM Center Training

## Section IV: Funding for PK-12 Education in Galveston

One of the most interesting findings in this study is the large level of funding that is available to schools and nonprofits serving schools through state, federal, and philanthropic partnerships with GISD, charter and private schools. This section presents an overview of this funding.

### State Funding for PK-12 in Galveston Public Schools

GISD’s total expenditures from all funds for 2010-2011 was \$73.5 million, or about \$11,416 per student enrolled in GISD.<sup>85</sup> Due to significant cuts in state funding enacted by the 82nd Texas Legislature in 2011—a cut of approximately 14% averaged over two years—GISD has had to dip into its fund balance in order to operate these past two years. Although 71.8% of GISD students are economically disadvantaged, GISD has been designated a “property wealthy” district primarily due to the expensive west-end homes and is required under Chapter 41 of the Texas Education Code, also known as the “Robinhood Plan,” to share their wealth with property-poor districts through a mechanism in which the state recaptures funds from GISD and redistributes them to poorer districts.

Full-day Pre-K funding has been significantly cut by the state, forcing GISD to explore innovative ways to maintain its important full-day Pre-K programs for 3-year olds, including having a certified teacher and

<sup>85</sup> See <http://ritter.tea.state.tx.us/perfreport/aeis/2012/index.html>

teaching assistant rotate between two classrooms providing students with up to three hours of instruction by a certified teacher and then aligned activities implemented by a teaching assistant the rest of the day.

Galveston ISD also receives about \$4.7 million per year in Title and IDEA funding that is based on strict federal formulas for at risk, LEP and special education students. This is directly related to GISD's diverse student population with 71.8 % of its students eligible for free and reduced lunch and approximately 10% receiving special education services.

Per pupil expenditure based on all funds varies among the GISD campuses, with a low of \$9,577 at AIM which extensively uses personalized, mastery-based digital programs and a high of \$13,593 at KIPP Coastal Village, which has an extended day staffed by its teachers from 7:30 a.m. until 5 p.m.

The two state-enrollment charter schools, Ambassadors Preparatory Academy and Odyssey Academy spent about \$10,881 and \$7,058 per student respectively based on all funds in 2010-11. The state does not provide any state funding for charter schools for facilities; therefore these two schools must secure philanthropic grants to cover some of their facilities costs.

## **Discretionary grants**

In addition to weighted state and federal formula funding noted above, Galveston has applied for and secured over \$31 million in discretionary grants over the past two years. These grants include the following:

- \$8.6 million Teacher Incentive Fund grant to improve the teacher evaluation system, adding student achievement results as a factor and providing bonuses for teachers who demonstrate strong student achievement gains and solid overall evaluations;
- \$2.2 million for 21<sup>st</sup> Century Learning grants to provide after school programs in most GISD schools;
- \$9.7 million Magnet School Assistance Grant to develop specialized magnet schools in GISD such as Oppe Coastal Studies and Morgan STEM;
- \$5.8 million for a TTIPS Texas Transformation Project grant to turnaround low performing schools by increasing learning time, using data to drive instruction, and implementing strategies to remove ineffective teachers and recruit and retain high quality staff.

It is rare for a district the size of GISD to secure this level of discretionary grants. Galveston ISD is to be commended for its efforts and success.

## **GISD Educational Foundation Grants**

The GISD Educational Foundation, a nonprofit philanthropic organization aligned with GISD, promotes quality education by establishing, supporting and enhancing programs not otherwise funded by GISD. During its initial years, board members raised significant funds to support a high school initiative called Advanced Placement (AP) strategies, which successfully boosted participation rates in AP course and success on AP tests. In recent years, the Foundation has primarily funded grants to teachers for innovative programs such as a photography journalism elective at Ball High School, a thematic project to understand Japanese culture at Central Middle School, and a project to introduce student remote control clickers for LCD screens to provide immediate feedback for students.

## **Financial and In-kind support from Postsecondary Institutions**

Galveston's postsecondary institutions have stepped up to the plate to provide in-kind support and programs valued at high levels. The specific programs were described in the previous section, but funding amounts are provided in Table 28 below, along with funding amounts for various initiatives funded by GISD discretionary grants and the GISD Foundation.

**Table 28: Funding for PK-12 from GISD, UTMB, TAMUG**

	GISD	GISD Foundation	UTMB	TAMUG
Early Childhood	\$56,195			
High School	\$6,908,987		\$25,000	
Charter Schools	\$900,000		Staff support	Staff support
Magnet Schools	\$9,749,562			
Teacher and principal improvement/training	\$10,678,516	\$73,950	\$435, 243	
Teacher projects		\$30,000		
Advanced Placement	\$644,792			
Drop Out Prevention	\$250,000			
After School, Sat, etc.	\$2,156,250		\$6,000	\$78,000
Summer Programs*			\$43,000	\$872,000
<b>TOTALS</b>	<b>\$31,344,302</b>	<b>\$103,950</b>	<b>\$509,243</b>	<b>\$950,000</b>

## Foundation Support for PK-12

Galveston education institutions are in an enviable position to *potentially* have access to significant funding from substantial philanthropic foundations including the following:

- Moody Foundation
- Permanent Endowment Fund of Moody Memorial First United Methodist Church
- The Mary Moody Northen Endowment
- Harris and Eliza Kempner Fund
- Cynthia and George Mitchell Foundation

The first three listed above are related to the Moody family that came to Galveston in 1866 and built an empire of banks, ranches, and the American National Insurance Company. Harris Kempner arrived in Galveston in 1868 and established successful businesses in banking, timber and cotton. George Mitchell was born on the island in 1917 and established a successful independent oil and gas company and a planned city, The Woodlands, amassing a fortune and enabling him to give back to the island. Total assets for just these five foundations will approach \$3 billion once the Cynthia and George Mitchell Foundation is fully established. There are approximately 65 private foundations in Galveston County that can also be contributors to education improvements.

Table 29 outlines the charitable patterns for these five major foundations. Note that the Moody Foundation gives primarily to scholarships that are Galveston county-wide; the Mitchell Foundation has not been active in recent years. These foundations have established a Galveston Foundations Roundtable and have been meeting in the past year to discuss strategic philanthropy that can better align and leverage their charitable gifts around several strategic focus areas to enhance impact.

**Table 29: Foundation 2010 Grant Analysis***\*For Galveston County*

	<b>Moody (2010)</b>	<b>Kempner (2010)</b>	<b>Mary Northern (2011)</b>	<b>Mitchell (2009)</b>	<b>Perm. End. Fund (2011)</b>
Early Childhood		\$36,000	\$258,865		\$308,065
GISD Schools including GISD Foundation	\$5,000	\$15,000	\$7,000		\$7,000
Charter Schools			\$66,410		\$16,410
Private Schools		\$18,000	\$17,910		\$17,910
Teacher and principal improvement	\$7,500				
Scholarships*	\$982,250				
Student Support Services	\$60,000	\$68,500	\$30,500	\$12,000	\$65,750
After School, Sat, Summer	\$100,000	\$23,714	\$114,670	\$18,000	\$119,670
<b>TOTALS</b>	<b>\$1,154,750</b>	<b>\$161,214</b>	<b>\$495,355</b>	<b>\$30,000</b>	<b>\$535,605</b>

The final table in this section, Table 30, shows the estimated annual distribution for the five major local foundations plus an additional foundation, Bromberg Charitable Trusts, and the percent of those distributions allocated to education. The Moody Foundation distributes about \$30 million annually, but an estimated 3% goes to education, primarily scholarships in the broader Galveston County; significant funds support Moody Gardens, a nonprofit organization. Moody Methodist Permanent Endowment Fund gives 41% of its annual distribution to education, but much of this goes to support the very high quality pre-kindergarten and other programs at the church. The Kempner Fund contributed significantly in 2011 to the teen health clinics that supported GISD students in the schools, as well as to Freedom School, which also received a contribution from the Permanent Endowment Fund. The Mitchell Foundation, which funded this comprehensive assessment, has indicated that it may become more active in Galveston when a coherent, strategic plan is developed based on this assessment data.

**Table 30: Galveston Foundation Priority Giving  
Reported Spring 2012 based on 990s**

<b>Foundation</b>	<b>Annual Distribution</b>	<b>% to Education in the City of Galveston</b>
Harris and Eliza Kempner	\$1,500,000	8%
Moody Methodist Permanent Endowment Fund	\$2,500,000	41%
Cynthia and George Mitchell	\$7,100,000	< 3 %
Mary Moody Northern Endowment	\$1,200,000	8%

Moody Foundation	\$31,000,000	3% (Galveston County scholarships)
Bromberg Charitable Trust	\$271,548	18%

## Section V: Summary Recommendation: Develop an Education Transformation Plan for Galveston

Many Galveston schools, like so many schools in the nation serving primarily low income students, have the following critical challenges: students not entering school ready for kindergarten; deficiencies in students' college readiness demonstrated by lower assessment scores in reading, math and science, indicating that students are not ready for postsecondary work; high dropout rates and modest graduation rates; and significant achievement gaps between White students and Hispanic, African American, and economically disadvantaged students. Fortunately, Galveston also has many assets that have been spelled out in this report.

In pondering how this education assessment can be different—not simply another report that gathers dust on a shelf, but rather a document that begins to compel people to urgent action to remedy these gaps—we turned to other cities facing similar challenges for ideas on how to move beyond the typical incremental improvements and to engage in truly transformational change. Indianapolis nonprofit Mind Trust, through its division The Cities for Education Entrepreneurship Trust,<sup>86</sup> recently published a report *Kick-Starting Reform: Three city-based Organizations* showing how to transform public education that shares the stories of Indianapolis, Detroit, and New Orleans. These three cities have created plans, raised funds to implement those plans, and are beginning to see rapid improvements in student outcomes.

Based on the experiences of these and other cities engaged in efforts to transform their systems, we recommend that Galveston education, business, nonprofit, government, and foundation leaders come together to develop a bold, comprehensive education transformation plan that will have these following ten elements.<sup>87</sup>

1. Begin early with a strong foundation in prenatal care, parent training, and high quality early childhood options for all families.
2. Build on Galveston's choice system already in place, enhance quality K-12 school choice options for Galveston families—GISD magnet, STEM, and district charter schools, state open enrollment charter schools, and expanding scholarships to private schools for low income families—so that there is a “seat” for each child in a high quality school.
3. Expand the technology structure so that digital learning can scale rapidly in Galveston.
4. Extend learning by enabling schools and students to choose part-time online learning, have flexible and or extended hours, and align digital content in after school and summer programs with district standards and curricula.
5. Create emerging leader and master teacher pipelines with incentives to attract outstanding teachers and leaders – early childhood and K-12 – and provide them with state-of-the-art training, much of it provided digitally.

<sup>86</sup> Gray, Ethan; Albeidinger, Joe; Barret, Sharon K.; Kick-Starting Reform: Three city-based organizations showing how to transform public education, CEE-Trust, August 2012, [http://www.cee-trust.org/upload/news/0828120356\\_Kick-starting%20reform%20-%20FINAL.pdf](http://www.cee-trust.org/upload/news/0828120356_Kick-starting%20reform%20-%20FINAL.pdf).

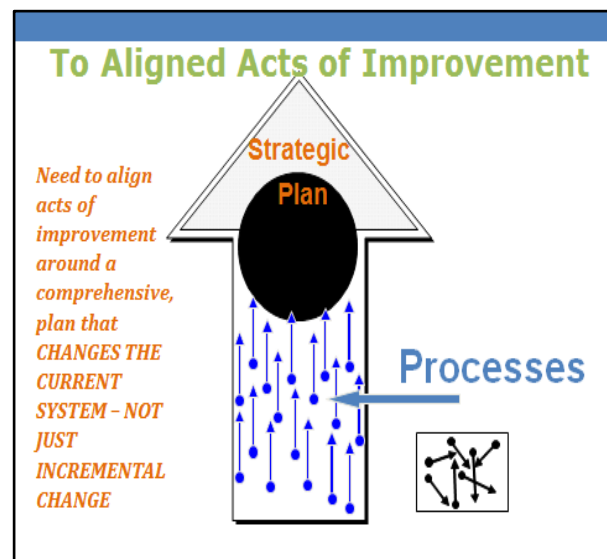
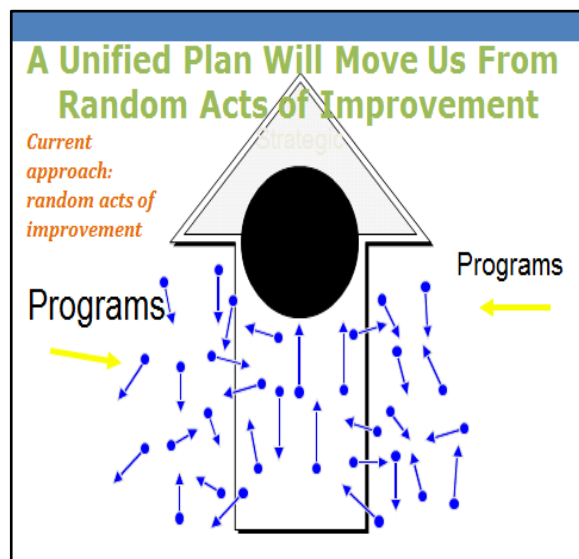
<sup>87</sup> These ten points were developed in collaboration with several business, community and education leaders in Galveston.

6. Assist all English Language Learners (ELL) in Galveston to transition from their native languages to English within two years of arrival, using digital content such as Rosetta Stone to enhance ELL instruction.
7. Strengthen career and technical education and postsecondary readiness through partnerships with GISD, Galveston College, College of the Mainland, TAMUG, UTMB, and AVID and provide sufficient funding for all high school students to take college readiness tests such as ACT or SAT and to earn dual credit.
8. Use a collective impact approach that brings together the non-profits and school leaders to leverage non-profits services to improve student achievement.
9. Develop a system that provides high quality, user-friendly information about education options Pre-K through postsecondary so that families are fully informed.
10. Implement social and emotional learning standards and programs in GISD to improve student behavior and attendance.

**“But with a plan in hand, each organization now sees its role as aligning stakeholders, resources, and political capital behind a comprehensive vision for systemic transformation.”**

***--Kick-Starting Education Reform***

The value of a comprehensive plan is that it addresses the key challenges, not necessarily simultaneously, but as part of a coherent implementation plan that sequences various high leverage activities, such as getting broadband to all schools and technology and internet into the homes of poor families to create an equal digital playing field. Having a plan moves a group of community leaders from random acts of improvement to aligned acts around a strategic plan, as demonstrated in the following two figures.





## Section IV: Conclusions

This sixteen-month project has culminated in a thorough assessment of the early childhood, K-12, and postsecondary education options available to families on Galveston Island. Within each system of the Pre-K-12 education pipeline, we have identified challenging gaps as well as promising assets upon which to build. We have also examined current per pupil costs for educating students in GISD and charter schools, discretionary grant funding currently supporting Pre-K through 12 initiatives, and potential sources of future grant funding.

To address the gaps and build on the existing assets, we have proposed a ten-point education transformation plan that, once developed, owned, and implemented by the community, has the potential to shift improvement efforts from a “Christmas tree approach”,<sup>88</sup> adding programs like bright new ornaments to a tree and never retiring any of the old ornaments or programs, to a systematic approach that strengthens what is working, eliminates what is not, and introduces new, evidence-based initiatives with high impact that can be sustainable over time.

What is universal among all of those interviewed is an unwavering belief that we can in fact transform Galveston’s education system so that the vision of postsecondary and career readiness for all Galveston students can be achieved. There is perhaps no better time than now to capitalize on the indomitable spirit of Galvestonians and come together as a community to build a plan that will not just improve the current education system, but will truly transform it.

## ABOUT THE AUTHORS

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<sup>88</sup> A term used by Kati Haycock, Executive Director of Education Trust, at a presentation in Austin in 2010 on teacher quality.

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## **Information Resources**

[www.dfps.state.tx.us/Child\\_Care/Search\\_Texas\\_Child\\_Care](http://www.dfps.state.tx.us/Child_Care/Search_Texas_Child_Care)

[www.childrenslearninginstitute.org/our-programs/program-overview/tx-school-ready](http://www.childrenslearninginstitute.org/our-programs/program-overview/tx-school-ready) accessed 11/23/11

See Kindergarten Readiness System <http://www.tea.state.tx.us/index2.aspx?id=4528>

2011 Child Care in the State of Texas: [www.naccrra.org](http://www.naccrra.org) accessed 2/2/2012

ACT information: [www.actstudent.org/scores](http://www.actstudent.org/scores)

SAT information: [www.sat.collegeboard.org/scores](http://www.sat.collegeboard.org/scores)

Texas Academic Excellent Indicator System: [www.tea.state.tx.us/perfreport/aeis/](http://www.tea.state.tx.us/perfreport/aeis/)  
school and district reports

Texas Academic Accountability System Ratings: [www.tea.state.tx.us/perfreport/account/](http://www.tea.state.tx.us/perfreport/account/)

Charter School Information: Chapter 12 of the Texas Education Code at  
[www.statutes.legis.state.tx.us/DOCS/ED/htm/ED.12.htm](http://www.statutes.legis.state.tx.us/DOCS/ED/htm/ED.12.htm).

GC-PASS at <http://www.gc.edu/gc/ATD2.asp>

T-STEM Academies in Texas: <http://www.edtx.org/college-ready-standards-and-practices/t-stem>

For Foundation 990s: <http://www.guidestar.org/FinDocuments//2009/742/170/2009-742170127-0620fb17-F.pdf>

Education Pipeline copied from the website for the Harlem Children's Zone: [www.HCZ.org](http://www.HCZ.org)

Postsecondary data from College Navigator on IPEDS website at <http://nces.ed.gov/collegenavigator/> and <http://nces.ed.gov/collegenavigator/?q=galveston+college&s=all&id=224961#enrolmt>

Gold Standard Commended Scores at [http://ritter.tea.state.tx.us/perfreport/account/2013/reference/commended\\_performance\\_2004-2011.pdf](http://ritter.tea.state.tx.us/perfreport/account/2013/reference/commended_performance_2004-2011.pdf)