

2025 **CTE** **PROGRAM** **EVALUATION**

**SAN ELIZARIO INDEPENDENT
SCHOOL DISTRICT**





Introduction

The San Elizario Independent School District (SEISD), in partnership with Education Service Center Region 19, continues its commitment to strengthening Career and Technical Education (CTE) programs through a comprehensive, research-based evaluation process. In alignment with the Carl D. Perkins Career and Technical Education Act and state-level accountability requirements, the 2024–2025 evaluation cycle focuses on deepening the district's understanding of instructional practices occurring within CTE classrooms and how those practices support student readiness for high-wage, high-skill, and in-demand careers. As highlighted in the report, the reauthorization of the Perkins Act places strong emphasis on program evaluation, equity, and data-informed decision making, all of which guide SEISD's work toward continuous program improvement (pp. 4–5).

This year's evaluation marks a pivotal shift toward instructional observation as the central source of evidence. SEISD has implemented a video-based classroom observation model designed to capture authentic teaching and learning across CTE pathways. These recorded lessons provide administrators and instructional coaches with a rich dataset for analyzing student engagement, rigor, classroom actions, and alignment to district and state expectations (pp. 6–10). The use of video allows evaluators to revisit instructional moments, reduce observer bias, and promote a reflective professional culture aligned with research cited in the report (p. 7). The high school campus principal took the initiative this year and met with a group of teachers to review the recorded lesson and provided feedback using a coaching model approach.

The instructional lens is a natural evolution from previous years, which relied primarily on stakeholder surveys and general perception data. With the introduction of recorded instructional sessions, SEISD is now able to capture more precise, evidence-based data to support coaching, professional learning, and program refinement.

Looking ahead, classroom observations—particularly through systematically collected video evidence—will serve as an essential component of subsequent program evaluations. The continued use of structured observations will help SEISD create a campus-wide calibration of instructional expectations, ensuring that all stakeholders share a unified understanding of effective overall teaching practices. By building an aligned, transparent system for analyzing instruction, SEISD aims to strengthen coherence across programs of study, enhance professional learning communities, and sustain a culture of reflective, high-impact instruction.

This introduction establishes the foundation for the larger evaluation report, which uses observational data, enrollment trends, industry-based certification outcomes, and advisory insights to provide SEISD with actionable recommendations for strengthening CTE programs in service of all learners.



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Planning Activity

The reauthorization of the Carl D. Perkins Career and Technical Education Act of 2006 through FY2024 reflects an effort to modernize and improve Career and Technical Education (CTE) programs across the United States. A key feature of this legislation is its strong emphasis on program evaluation and accountability to ensure effectiveness and equity in CTE offerings. San Elizario ISD (SEISD) has requested an onsite CTE program evaluation to be conducted by Education Service Center Region 19 (ESC R19). ESC Region 19 has been supporting San Elizario ISD through this formatted program evaluation by conducting a data analysis of different elements of the scope of instruction as it relates to CTE and the programs of study supported and provided to the community by SEISD.

We will begin the study by identifying who is a CTE student SEISD, categorizing them as CTE concentrators or CTE participants, depending on their level of program completion. This distinction allows us to identify a correlation between course offerings, industry based certification offerings and the principle focus of this year's evaluation to identify classroom practices that appear to be most effective in supporting student growth.

The study will conclude with a look at competitive grants that were offered by the State of Texas to local education agencies and the benefit of applying for such grants in supporting the ongoing work at SEISD. The evidence provided in this report will be research-based using classroom observations and evaluations as the primary research component. The evaluation of classroom instruction will then be used to provide an overall evaluation of the SEISD CTE programs and provide areas of refinement and reinforcement that will continue to promote a learner center culture at SEISD. The focus of this evaluation is to empower SEISD to continue to measure impacts across various classrooms by helping administration identify what works best in promoting student achievement and workforce alignment.

The projected audience for review of this report will include stakeholders that are directly and indirectly affected by the CTE programs. The final evaluation report will be delivered to the CTE coordinator.

Key Provisions Focused on Program Evaluation

1. **Evaluation Infrastructure**
 - Classroom observations through recording of classroom instruction
 - Campus administration views recordings and provides feedback
2. **Research & Evidence-based Strategy**
 - Identify reasoning behind the evaluation strategy
 - Focus on longitudinal impact and not a comparative analysis
3. **Instructional Focus**
 - Identify and address disparities in instructional delivery and student success
 - Emphasis on instructional practices aligning to the needs of the students
4. **Accountability and Transparency**
 - Sharing information with teachers
 - Assess successful strategies and promote replication

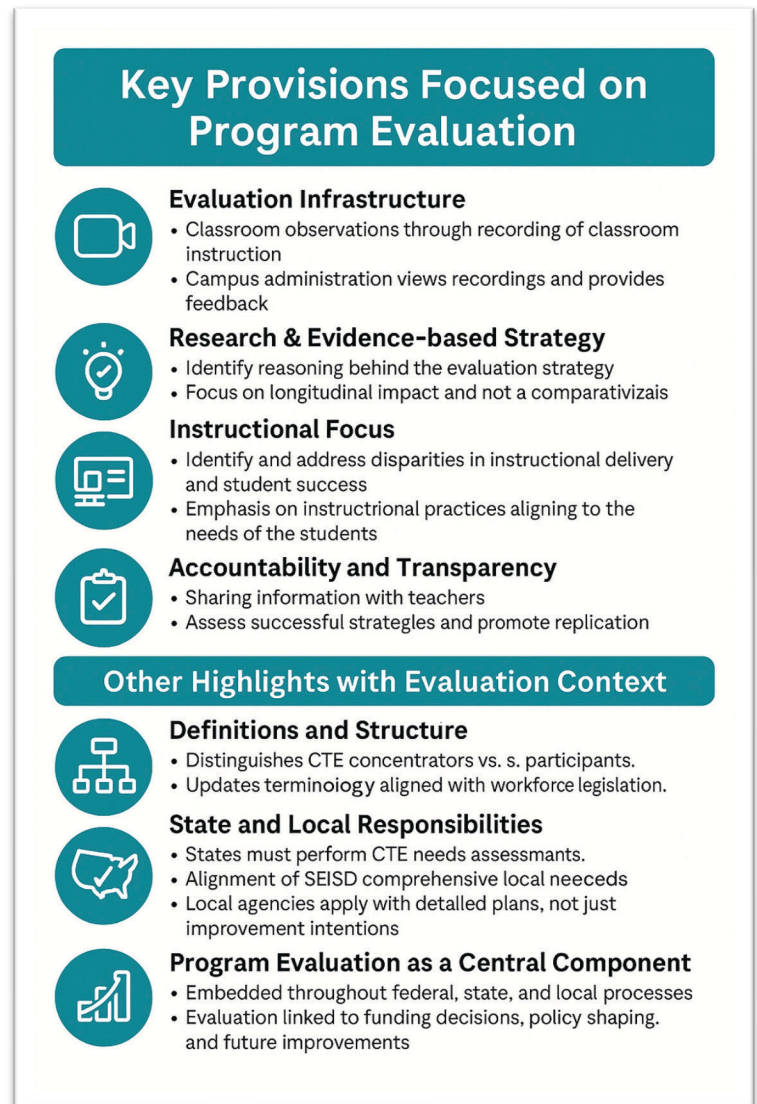


Figure 1 Overview of Program Evaluation

Other Highlights with Evaluation Context

1. **Definitions and Structure**
 - Distinguishes CTE concentrators vs. participants.
 - Updates terminology aligned with workforce legislation.
2. **State and Local Responsibilities**
 - States must perform CTE needs assessments.
 - Alignment of SEISD comprehensive local needs
 - Local agencies apply with detailed plans, not just improvement intentions.
3. **Program Evaluation as a Central Component**
 - Embedded throughout federal, state, and local processes.
 - Evaluation linked to funding decisions, policy shaping, and future improvements.



Objective of the Program Evaluation

The overarching goal of the Career and Technical Education (CTE) program evaluation is to deeply understand and articulate the instructional practices occurring within CTE classrooms and how these practices align with the mission and vision of SEISD and state-level initiatives. This alignment includes ensuring that students are being prepared for high-wage, high-skill, and in-demand careers while supporting equitable access to quality instruction for all learners.

2024–2025 Focus: Instructional Observation via Video Recordings

This year, SEISD is implementing a video-based classroom observation initiative as a central strategy in its CTE program evaluation. The objective is to collect and analyze video recordings of classroom instruction across various CTE programs. These recordings will be uploaded to a secure, centralized online repository, accessible only to designated SEISD staff, including instructional coaches, program evaluators, and campus leaders.

This repository will serve multiple purposes:

- Professional learning: Videos will be used during Professional Learning Communities (PLCs) to promote reflective practice and peer-to-peer learning.
- Instructional coaching: Coaches can use the recordings to provide targeted feedback that is context-specific and grounded in real classroom moments.
- Program alignment: The recordings will help determine whether classroom instruction supports district and state CTE goals, including engagement, rigor, and industry alignment.



Research-Based Justification for Video Observation

Numerous studies validate the use of video recordings as a tool for instructional evaluation and teacher development:

1. **Increased Reflective Practice:** Research by Tripp and Rich (2012) found that when teachers review their own classroom videos, they are more likely to engage in authentic, critical reflection. Teachers reported increased awareness of their instructional strategies and student engagement levels.
2. **Consistent and Objective Feedback:** Video allows for repeated viewings and discussions, reducing bias and subjectivity that may occur during live observations (Borko, Jacobs, & Koellner, 2010). It enables evaluators to observe with greater consistency and make more nuanced judgments.
3. **Enhanced Peer Collaboration:** A study by van Es and Sherin (2008) emphasized how video observation supports collective learning among teachers. When teachers collaboratively analyze instructional footage, they begin to notice and interpret classroom interactions more deeply, a process known as “professional vision.”
4. **Student Engagement Analysis:** Video allows for fine-grained analysis of student behavior and interaction, providing insight into which instructional modalities (e.g., project-based learning, lab simulations, direct instruction) resonate most effectively with students (Pianta, Hamre, & Allen, 2012).
5. **Evidence for Instructional Improvement:** In a large-scale study by the Measures of Effective Teaching (MET) Project, funded by the Bill & Melinda Gates Foundation, video observation was shown to be a valid and reliable component of teacher evaluation systems when paired with student achievement data and student surveys.



Implementation in PLCs and Instructional Improvement

Once video data is collected, it will be integrated into PLC cycles where CTE teachers can engage in the following reflective practices:

- Watch selected video clips to identify high-leverage teaching moments.
- Discuss student engagement cues and how students respond to different instructional strategies.
- Use guiding questions to identify strengths and growth areas aligned with the SEISD instructional framework.
- Collaboratively develop action plans to refine instructional techniques.

This structured process will support continuous instructional improvement and help foster a shared vision of high-quality CTE instruction.

Final Purpose: Evidence-Driven Decision Making

The insights gathered from the video repository and PLC discussions will feed into a larger programmatic evaluation. These insights will:

- Inform professional development offerings.
- Highlight areas of strong instructional alignment and innovation.
- Surface instructional gaps or equity concerns.
- Guide data-informed decision-making at both campus and district levels.

By grounding this initiative in evidence-based practices and using video recordings as a tool for growth rather than judgment, SEISD aims to foster a culture of reflective, high-impact teaching that meets the needs of today's CTE students.



Overview: Classroom Observations as the Foundation for CTE Program Evaluation

As part of the 2024–2025 CTE program evaluation at San Elizario High School, a structured cycle of classroom observations will be used to support instructional improvement and alignment with district and state CTE goals. These observations are designed not as formal evaluations, but as a reflective and developmental process to foster teacher learning, collaboration, and continuous improvement.

Observation Schedule and Recording Protocol

- Each observation window is approximately 12 minutes in length.
- During this time, observers will capture a 3–5 minute video recording of classroom instruction.
- Observers will not collect live data. Instead, they will:
 - Select a segment of instruction to record at their discretion.
 - Ensure the recording includes:
 - What the teacher is doing.
 - What the students are doing.
 - If appropriate, pose questions to students about their task to gauge engagement and understanding.

Video Repository and Access

- All video recordings will be uploaded to a centralized Google Drive folder.
- The drive will be organized with clearly labeled videos for ease of access and navigation.
- A Google Form will be included in the folder, which teachers will use to document their observations and reflections.



Teacher Participation and Feedback Cycle

- Teachers will be assigned videos to review, with options under discussion:
 - Each teacher reviews three peer videos plus their own recording.
 - Alternatively, videos may be assigned to ensure a balanced review distribution across departments and pathways.
- The intent is to foster a culture of peer observation, reflection, and dialogue through structured feedback and collaborative discussion.

This initiative emphasizes instructional transparency, supports the identification of effective teaching strategies, and aligns with the broader goals of program evaluation, including assessing:

- Instructional alignment with student needs,
- Student engagement across modalities,
- Equity in teaching practices.

Ultimately, this reflective video observation process will inform the larger CTE program evaluation by providing real classroom evidence of teaching and learning, guiding data-informed decisions on professional development, instructional coaching, and program refinement.

Evaluation Report Narrative: SEISD CTE Program

Region 19 Education Service Center (ESC R19) has continued to support the San Elizario Independent School District (SEISD) in its efforts to assess and improve the quality and impact of CTE instruction. This evaluation is a required component of state and federal guidelines and plays a vital role in shaping programmatic and instructional decisions.

Background and Historical Context

Historically, ESC R19 and SEISD have employed a variety of methods to conduct CTE program evaluations. In previous years, the evaluation relied heavily on perception surveys distributed among key stakeholders, including students, teachers, and parents. These surveys were instrumental in capturing community sentiment and perceptions regarding the overall value and effectiveness of the CTE offerings.



Recent Shifts in Evaluation Methodology

Over the last two years, the focus of the evaluation has transitioned toward a more instructional lens, with classroom instruction serving as the central component of data collection and analysis. In the 2023 evaluation cycle, ESC R19 and SEISD central office personnel conducted classroom observations and instructional rounds, collecting data to construct a comprehensive summary of instructional practices across the CTE programs.

In the current 2024-2025 cycle, the evaluation seeks to deepen this instructional focus by incorporating teacher perspectives. A notable development this year is the introduction of classroom recording as a new method of observational data collection. This marks the first time that instructional sessions have been recorded for evaluation purposes.

Teacher Involvement and Data Usage

While this methodological shift offers valuable new perspectives, it also introduces additional challenges related to teacher participation and consent. During the October 2024 CTE Advisory Meeting, teachers were informed about the recording initiative through a presentation detailing the proposed process. However, the recorded videos were not shared directly with the teachers as initially intended. Instead, they were provided solely to the high school campus principal, who then used the video data to facilitate coaching sessions with selected teachers.

Moving forward, the plan includes implementing scheduled rounds of classroom recordings, with teachers also encouraged to submit self-recorded instructional sessions. These recordings will continue to serve as a resource for coaching and professional growth.

Feedback and Recommendations

Feedback from this year's evaluation has been incorporated into this comprehensive report. This report will later address targeted recommendations aimed at enhancing student outcomes through improved instructional strategies. The recommendations will be grounded in both observational data and feedback from the administrator after meeting with the teachers.



A key innovation proposed for this year's evaluation process was the introduction of a time-sensitive teacher feedback form. This tool was designed to be both efficient and insightful, offering a streamlined way to gather teacher perspectives on instructional practices and their impact on student success. While there was some uncertainty regarding the level of candor teachers might exhibit, the structure of the form was intended to promote honest and constructive feedback.

However, while this was the intended protocol, implementation was delayed pending formal approval from SEISD central office administration. As a result, we were unable to deploy the feedback form as initially planned within the intended timeframe.

In lieu of the feedback form, an alternative method was employed to ensure teachers still received support and that their perspectives were incorporated into the evaluation process. Campus administration took the lead in meeting individually with each teacher to provide direct coaching and feedback. These one-on-one sessions served as a substitute mechanism for gathering instructional insights and fostering professional development, maintaining the spirit of the original protocol while aligning with administrative guidelines and timelines.

This adjustment underscores the collaborative nature of the evaluation process and the flexibility required to adapt methods in real time while still maintaining a focus on instructional improvement and teacher support.



Landscape of CTE Programs at San Elizario ISD

In alignment with the Texas Education Agency's (TEA) Student Attendance Accounting Handbook (SAAH), particularly Section 5 regarding Career and Technical Education (CTE), this section of the report presents an analysis of the district's CTE programs of study, student enrollment trends, and the awarding of industry-based certifications. These elements play a critical role in determining eligibility for Foundation School Program (FSP) funding, which is contingent upon accurate attendance data and adherence to specific programmatic criteria.

The Texas CTE funding model emphasizes both the breadth and quality of educational opportunities provided to students. Districts must offer a minimum of three programs of study across at least three distinct career clusters, ensure instructional alignment with the Texas Essential Knowledge and Skills (TEKS), and staff all CTE courses with appropriately certified educators. Additionally, strict documentation and approval requirements must be met for both courses and students to qualify for CTE contact hour funding.

By examining enrollment patterns and the attainment of industry-based certifications, we aim to provide a comprehensive view of the effectiveness and compliance of the district's CTE offerings.

- CTE Contact Hours & Funding Tiers: Students enrolled in CTE courses are categorized by daily instructional minutes, determining their eligibility for different levels of weighted funding:
 - V1 (45–89 minutes/day)
 - V2 (90–149 minutes/day)
 - V3 (150+ minutes/day)
 -
- Course Enrollment Reporting: Each CTE course a student is enrolled in must be reported with its specific service ID and the corresponding eligible days present (V1, V2, or V3), which are used to calculate funding.
- Multiple CTE Courses: Students enrolled in multiple shorter-duration CTE courses (e.g., three 60-minute courses) are reported with multiple V1 records, each tied to a specific course.



- **Semester-Based Enrollments:** Course enrollment and attendance reporting are segmented by semester when students take different courses across terms.
- **Dual Credit and Work-Based Learning:** Students enrolled in dual credit CTE courses or career preparation programs involving employment can receive V2 or V3 level funding, depending on the instructional time and alignment with Texas Essential Knowledge and Skills (TEKS).
- **Special Populations:** Special guidelines apply for:
 - Middle school students enrolled in high school CTE courses.
 - Students receiving special education or CEHI (Compensatory Education Home Instruction) services.
 - Students experiencing schedule changes during the semester.
 -
- **No Partial Funding:** Students must be fully enrolled and attending the entirety of a scheduled CTE course period to receive contact hour funding. Partial attendance does not qualify.

These examples underscore the importance of precise scheduling, accurate attendance tracking, and appropriate instructional minutes to secure eligible CTE funding under TEC §48.106.

CTE Course's Average Minutes per Day	CTE Code
45–89	V1
90–134	V2
135–180	V3

CTE Code	Contact Hour Multiplier
V1	1.00
V2	2.00
V3	3.00

Tier 1 *	Not in a program of study	Weight = 1.1
Tier 2 *	Level 1 and Level 2 CTE course	Weight = 1.28
Tier 3 *	Level 3 and Level 4 CTE course	Weight = 1.47

The reference charts above have been adapted from The 2023-2024 Student Attendance Accounting Handbook. The courses identified as Level 1 – Level 4 courses can be found in the Texas Student Data System (<https://www.texasstudentdatasystem.org>).



The following programs were reported at Programs of Study at San Elizario ISD for the 2024-2025 school year. During the 2023 -2024 year there were additional programs of study that were being reported by SEISD. Reducing the number of programs of study is always a difficult decision and one that needs to be based on CLNA data. Using this information enables districts to focus on quality over quantity—offering fewer, but stronger and more relevant, CTE programs that lead to better student outcomes and stronger community partnerships.

2024-2025 School Year	2023-2024 School Year
(007) - Automotive and Collision Repair	(007) - Automotive and Collision Repair
(009) - Bio-Medical Science	(009) - Bio-Medical Science
(011) - Business Management	(011) - Business Management
(012) - Carpentry	(012) - Carpentry
(013) - Cosmetology and Personal Care Services	(013) - Cosmetology and Personal Care Services
(014) - Culinary Arts	(014) - Culinary Arts
(017) - Digital Communications	(016) - Diesel and Heavy Equipment Maintenance and Commercial Drivers
(022) - Engineering Foundations	(017) - Digital Communications
(029) - Graphic Design and Interactive Media	(022) - Engineering Foundations
(036) - Law Enforcement	(029) - Graphic Design and Interactive Media
(067) - Diagnostic and Therapeutic Services	(032) - Healthcare Diagnostics
	(034) - HVAC and Sheet Metal
	(035) - Information Technology Support and Services
	(036) - Law Enforcement
	(042) - Networking Systems



Code 4: A student who never enrolled or who did not complete any high-school CTE course as defined by 19 TAC Chapter 126 (C), 127 (B) or 130.



Code 5: A student completing one or more courses for less than two credits, defined by 19 TAC 126 (C), Chapter 127 (B) or 130 (the student does not have to pass or receive credit).



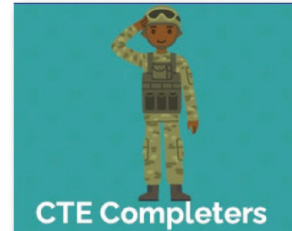
Code E: A student completing two or more high school CTE courses for a total of two or more credits defined by 19 TAC Chapter 126 (C), 127 (B) or 130 and not a participant, concentrator or completer (the student does not have to pass or receive credit).



Code 6: A student completing and passing two or more 19 TAC Chapter 126 (C), 127 (B) or 130 CTE courses for a total of at least two credits within the same program of study and not a completer.



Code 7: A student completing and passing three or more 19 TAC Chapter 126 (C), 127 (B) or 130 CTE courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study.



Graphics adapted from: <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/cte-indicator-auto-code-faq.pdf>

CTE Indicator Data

	2021-2022		2022-2023		2023-2024	
CTE Code	Count	%	Count	%	Count	%
5 - Participant	509	37.8%	402	32.2%	191	17.7%
E - Explorer	520	38.6%	519	41.5%	496	46.1%
6 - Concentrator	234	17.4%	257	20.6%	308	28.6%
7 - Completer	103	7.6%	92	7.4%	123	11.4%
Total CTE Code Students	1,348	80.3%	1,250	76.8%	1,077	70.0%
Total Summer Enrollment Grade 7-12 Students	1,679		1,627		1,538	



CTE Course Enrollment 7th-12th Grade

	2021-2022		2022-2023		2023-2024	
CTE Course Enrollment	Count	%	Count	%	Count	%
Grade 7 CTE Course Enrollment	132	11.5%	40	3.8%	0	0.0%
Grade 8 CTE Course Enrollment	101	8.8%	90	8.5%	0	0.0%
Grade 9 CTE Course Enrollment	315	27.4%	259	24.5%	310	32.6%
Grade 10 CTE Course Enrollment	212	18.4%	260	24.6%	222	23.3%
Grade 11 CTE Course Enrollment	175	15.2%	211	20.0%	209	22.0%
Grade 12 CTE Course Enrollment	216	18.8%	195	18.5%	211	22.2%
Total CTE Enrollment CTE Code 6 Students	220	19.1%	254	24.1%	284	29.8%
Total CTE Enrollment CTE Code 7 Students	102	8.9%	91	8.6%	123	12.9%
Total CTE Course Enrollment Students	1,151	68.6%	1,055	64.8%	952	61.9%
Total Summer Enrollment Grade 7-12 Students	1,679		1,627		1,538	

Middle School Enrollment (Grades 7–8):

- CTE enrollment in grades 7 and 8 has significantly decreased:
 - Grade 7 dropped from 132 (11.5%) in 2021–2022 to 0 in 2023–2024.
 - Grade 8 dropped from 101 (8.8%) to 0 in 2023–2024.

This sharp decline suggests either a removal of middle school CTE offerings or policy/program shifts, which may impact early career exploration—a TEA priority. Further evaluation will need to take place to account for the percentages that were reported through OnData Suite for the middle school enrollment figures during the 2023-2024 school year. The Public Education Information Management System (PEIMS) does require students in grades 6-12 to be reported if they are enrolled in a CTE course. The autocoding process then is used to determine CTE indicators for students. Grade 6 was not reflected in the above data table, the data analysis focused on students who are eligible to pull CTE funding, which are grades 7-12.



High School Enrollment (Grades 9–12):

- Grade 9 enrollment rebounded in 2023–2024 to 310 students (32.6%) after a dip in 2022–2023 (24.5%).
- Grades 10–12 have maintained relatively stable enrollment percentages with a slight upward trend in upper-grade participation, particularly in grades 11–12.
 - Grade 12 increased from 18.8% (2021–2022) to 22.2% (2023–2024).

This may reflect improved retention in coherent CTE programs of study, aligning with TEA's goal of producing CTE completers who are college- and career-ready.

CTE Code 6 and 7 Students (Focused Program Tracking):

- Code 6 students (CTE completers) grew from 220 (19.1%) in 2021–2022 to 284 (29.8%) in 2023–2024.
- Code 7 students (participants) also increased slightly, indicating greater engagement:
 - From 102 (8.9%) to 123 (12.9%).

This growth supports TEA's emphasis on program coherence and student progression toward industry-recognized certifications and postsecondary readiness.

	2021-2022		2022-2023		2023-2024	
	Count	%	Count	%	Count	%
CCMR EWS IBC 2024						
Total CCMR EWS IBC 2024 CTE Code 6 Students			47	34.6%	41	45.1%
Total CCMR EWS IBC 2024 CTE Code 7 Students			51	37.5%	54	59.3%
Total CCMR EWS IBC 2024 CTE Code 6 & 7 Students			92	67.6%	78	85.7%
Total CCMR EWS IBC 2024 Not CTE Code 6 or 7 Students			44	32.4%	13	14.3%
Total CCMR EWS IBC 2024 Students			136		91	



Industry Based Certification (Post Secondary Certification Licensure)

	2021-2022		2022-2023		2023-2024	
	Count	%	Count	%	Count	%
015 - Adobe Certified Prof in Graph Des and Illustration Using Adobe Illustrator	9	15.3%	25	21.0%	14	13.1%
140 - ASE Brakes	1	1.7%	0	0.0%	6	5.6%
170 - ASE Engine Repair	0	0.0%	2	1.7%	0	0.0%
460 - Cisco Certified Entry Networking Technician (CCENT) (Last Used 21-22)	3	5.1%	0	0.0%	0	0.0%
510 - Cosmetology Operator License	10	16.9%	10	8.4%	16	15.0%
530 - Emergency Medical Technician - Basic	0	0.0%	7	5.9%	12	11.2%
551 - Microsoft Office Specialist Excel	10	16.9%	9	7.6%	1	0.9%
552 - Microsoft Office Specialist Word	26	44.1%	49	41.2%	0	0.0%
560 - Microsoft Office Specialist: Microsoft Excel Expert (2019)	1	1.7%	2	1.7%	1	0.9%
570 - Microsoft Office Specialist: Microsoft Word Expert (2019)	0	0.0%	12	10.1%	12	11.2%
630 - NCCER Core	0	0.0%	0	0.0%	4	3.7%
761 - Non-Commissioned Security Officer Level II	9	15.3%	7	5.9%	12	11.2%
783 - OSHA 30 Hour Construction	0	0.0%	8	6.7%	3	2.8%
811 - ServSafe Manager	0	0.0%	0	0.0%	11	10.3%
870 - Refrigerant Handling	2	3.4%	0	0.0%	0	0.0%



934 - Administrative Assisting	0	0.0%	0	0.0%	21	19.6%
Total IBCs	71		131		113	
Total IBC Earned CTE Code 6 Students	15	25.4%	25	32.1%	18	34.0%
Total IBC Earned CTE Code 7 Students	29	49.2%	41	52.6%	44	83.0%
Total IBC Earned CTE Code 6 & 7 Students	38	64.4%	62	79.5%	51	96.2%
Total IBC Earned Students	59	100.0%	78	65.5%	53	49.5%
Total IBC Passed Students	-	-	2	1.7%	6	5.6%
Total IBC Failed Students	-	-	43	36.1%	52	48.6%
Total IBC Students	59		119		107	

Overall Trends:

- Total IBC Earners peaked in 2022–2023 with 78 students, then declined to 53 in 2023–2024.
- Despite the decrease in total students, the percentage of Code 6 & 7 students earning IBCs rose dramatically, indicating stronger performance among CTE pathway participants:
 - 2021–2022: 64.4%
 - 2022–2023: 79.5%
 - 2023–2024: 96.2%

This suggests that the quality and alignment of CTE pathways improved, even with fewer students earning IBCs overall. The table below highlights the top certifications earned.

Certification	2021–22	2022–23	2023–24	Notes
Adobe Illustrator (015)	9	25	14	Consistent presence; strong creative tech alignment
Cosmetology License (510)	10	10	16	Steady growth, workforce-aligned
EMT-Basic (530)	0	7	12	Rapid growth, strong public safety tie
Administrative Assisting (934)	0	0	21	New in 2023–24, strong showing
Security Officer Level II (761)	9	7	12	Sustained demand in safety/security field



Programs of Study, 3 Year Trends

	2021-2022		2022-2023		2023-2024	
	Count	%	Count	%	Count	%
001 - Accounting and Financial Services	1	0.3%	10	3.0%	9	2.3%
002 - Advanced Manufacturing and Machinery Mechanics	0	0.0%	7	2.1%	11	2.8%
003 - Agribusiness	3	0.9%	16	4.9%	18	4.6%
006 - Architectural Design	2	0.6%	2	0.6%	1	0.3%
007 - Automotive	34	10.7%	30	9.1%	25	6.4%
008 - Aviation Maintenance	0	0.0%	1	0.3%	1	0.3%
009 - Bio-Medical Science	50	15.7%	46	14.0%	67	17.2%
011 - Business Management	13	4.1%	26	7.9%	44	11.3%
012 - Carpentry	34	10.7%	27	8.2%	13	3.3%
013 - Cosmetology and Personal Care Services	17	5.3%	11	3.3%	16	4.1%
014 - Culinary Arts	20	6.3%	40	12.2%	56	14.4%
015 - Cybersecurity	10	3.1%	9	2.7%	8	2.1%
016 - Diesel and Heavy Equipment	1	0.3%	1	0.3%	1	0.3%
017 - Digital Communications	16	5.0%	26	7.9%	49	12.6%
018 - Distribution and Logistics	0	0.0%	0	0.0%	1	0.3%
019 - Early Learning	5	1.6%	5	1.5%	1	0.3%
020 - Electrical	3	0.9%	0	0.0%	6	1.5%
021 - Emergency Services	1	0.3%	1	0.3%	3	0.8%
022 - Engineering	33	10.3%	29	8.8%	21	5.4%
023 - Entrepreneurship	1	0.3%	23	7.0%	17	4.4%
025 - Exercise Science and Wellness	0	0.0%	1	0.3%	5	1.3%
026 - Family and Community Services	29	9.1%	23	7.0%	26	6.7%



029 - Design and Multimedia Arts	37	11.6%	34	10.3%	40	10.3%
030 - Health and Wellness	0	0.0%	0	0.0%	1	0.3%
031 - Health Informatics	0	0.0%	4	1.2%	12	3.1%
032 - Healthcare Diagnostics	3	0.9%	2	0.6%	21	5.4%
033 - Healthcare Therapeutic	3	0.9%	2	0.6%	21	5.4%
034 - HVAC and Sheet Metal	3	0.9%	0	0.0%	6	1.5%
035 - Information Technology Support and Services	2	0.6%	2	0.6%	2	0.5%
036 - Law Enforcement	45	14.1%	70	21.3%	83	21.3%
037 - Legal Studies	0	0.0%	1	0.3%	1	0.3%
038 - Lodging and Resort Management	0	0.0%	1	0.3%	2	0.5%
040 - Marketing and Sales	0	0.0%	0	0.0%	1	0.3%
041 - Masonry	2	0.6%	0	0.0%	6	1.5%
042 - Networking Systems	10	3.1%	9	2.7%	9	2.3%
043 - Nursing Science	3	0.9%	2	0.6%	7	1.8%
044 - Oil and Gas Exploration and Production	0	0.0%	0	0.0%	1	0.3%
046 - Plumbing and Pipefitting	3	0.9%	0	0.0%	16	4.1%
047 - Programming and Software Development	0	0.0%	0	0.0%	1	0.3%
049 - Renewable Energy	4	1.3%	5	1.5%	5	1.3%
050 - Teaching and Training	15	4.7%	5	1.5%	1	0.3%
051 - Travel, Tourism, and Attractions	0	0.0%	6	1.8%	3	0.8%



052 - Web Development	0	0.0%	0	0.0%	1	0.3%
054 - Construction Management and Inspection	3	0.9%	0	0.0%	3	0.8%
056 - Aviation (Flight)	0	0.0%	0	0.0%	6	1.5%
059 - Medical Therapy	0	0.0%	0	0.0%	9	2.3%
060 - Welding	0	0.0%	0	0.0%	1	0.3%
061 - Drone (Unmanned Flight)	3	0.9%	6	1.8%	3	0.8%
Total Programs of Study	412		484		665	
Total Program of Study CTE Code 6 Students	234	73.4%	257	78.1%	301	77.2%
Total Program of Study CTE Code 7 Students	103	32.3%	92	28.0%	123	31.5%
Total Program of Study Students	319		329		390	

From 2021 to 2024, total Programs of Study enrollment rose significantly from 412 to 665 students, reflecting growing interest in career-aligned education. Law Enforcement, Bio-Medical Science, Culinary Arts, and Business Management showed the highest participation. Code 6 (completer) students consistently represented over 77%, signaling strong program retention and progression. Enrollment in emerging and high-demand fields—such as Health Informatics also increased. Meanwhile, traditional programs like Automotive and Carpentry saw slight declines. This shift suggests evolving student interest in response to workforce trends and TEA-aligned CTE initiatives focused on high-skill, high-wage, and in-demand career pathways.



Career Clusters

	2021-2022		2022-2023		2023-2024	
	Count	%	Count	%	Count	%
S1 - Agriculture, Food, and Natural Resources	3	0.9%	16	4.9%	18	4.6%
S2 - Architecture and Construction	35	11.0%	28	8.5%	21	5.4%
S3 - Arts, Audio Visual Technology, and Communications	53	16.6%	58	17.6%	85	21.8%
S4 - Business, Marketing, and Finance	13	4.1%	36	10.9%	52	13.3%
S5 - Education and Training	15	4.7%	5	1.5%	1	0.3%
S6 - Energy	0	0.0%	0	0.0%	1	0.3%
S7 - Health Science	3	0.9%	7	2.1%	31	7.9%
S8 - Hospitality and Tourism	20	6.3%	45	13.7%	56	14.4%
S9 - Human Services	45	14.1%	31	9.4%	41	10.5%
S10 - Information Technology	10	3.1%	9	2.7%	9	2.3%
S11 - Law and Public Service	45	14.1%	70	21.3%	84	21.5%
S12 - Manufacturing	3	0.9%	8	2.4%	12	3.1%
S13 - Transportation, Distribution and Logistics	37	11.6%	35	10.6%	31	7.9%
S14 - Science, Technology, Engineering, and Mathematics	93	29.2%	84	25.5%	96	24.6%
Total Career Cluster Students	319		329		390	



Observation Process and Data Collection

San Elizario Classroom Observations

1. Overview of the Classroom *

	Observed	Not Observed	Not Applicable
Lesson Objective Posted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Objective Referenced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anchor Charts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Displayed Student Work/Word Walls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students sitting in rows	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students sitting in groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students working individually	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students working in groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Teacher and Student Actions

	Observed	Not Observed	Not Applicable
Teacher not engaged with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher walks the perimeter of the classroom but does not communicate with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher walks perimeter of classroom and checks in with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher provides lecture with no student interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher provides lecture with student interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students copy notes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students working on an assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students working in groups and engaged in collaborative work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are asking high leveraged questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are asking low leveraged questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have assigned roles in their groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



3. Student/Teacher Output *

	Observed	Not Observed	Not Applicable
Students are writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students appear to actively listen to peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students appear to actively listen to instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are engaged in conversations related to the lesson objectives (by speaking)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher models or provides exemplars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher checks for understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher reinforces good behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher praises students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher works with students in small group setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher facilitates whole group discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher provides scaffolds to encourage student responses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Overall Observation: *

	Improvement Needed	Developing	Proficient	Accomplished	Distinguished	Not Applicable
Overall Classroom activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher Expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the 2024–2025 school year, the program evaluation of San Elizario ISD’s (SEISD) Career and Technical Education (CTE) programs evolved to incorporate a more instructional lens, building upon efforts from previous years. In the past, SEISD and ESC Region 19 relied primarily on stakeholder perception surveys from students, parents, and teachers to assess



program value. However, over the last two years, the focus shifted toward evaluating instructional quality through classroom observations and instructional rounds.

For 2024–2025, the evaluation process deepened with the introduction of recorded classroom instruction, marking the first time that lessons were captured via video. This method aims to gain authentic insights into teaching practices while also allowing teachers the opportunity to self-reflect and potentially share recordings with peers in future cycles.

A critical component of this year’s evaluation involves structured classroom observations using a framework that focuses on four distinct areas:

1. **Physical Classroom Overview** – A brief scan of the classroom environment, layout, and instructional materials.
2. **Teacher and Student Actions** – Real-time engagement patterns, instructional strategies, and student participation.
3. **Teacher and Student Output** – Analysis of what is being produced: lesson content, student work, questioning techniques, and feedback.
4. **Overall Observation Reflection** – A culminating synthesis of the classroom visit, identifying strengths and growth opportunities.

In addition to external observations, teachers were asked to complete time-efficient feedback forms that capture their perceptions of instructional effectiveness at San Elizario High School. This year the implementation did not happen, the focus was on the administrators reviewing the recorded classroom observations and then providing feedback to the teachers. This approach, however, will be implemented in the future as it introduces more teacher voice into the evaluation process, recognizing that frontline educators offer valuable insights into the connection between instruction and student outcomes.



Observations Overview

2. Overview of the Classroom

[More details](#)

● Observed ● Not Observed ● Not Applicable

Lesson Objective Posted

Lesson Objective Referenced

Anchor Charts

Displayed Student Work/Word Walls

Students sitting in rows

Students sitting in groups

Students working individually

Students working in groups



3. Teacher and Student Actions

[More details](#)

● Observed ● Not Observed ● Not Applicable

Teacher not engaged with students

Teacher walks classroom but does not communicate with students

Teacher walks perimeter of classroom and checks in with students

Teacher provides lecture with no student interaction

Teacher provides lecture with student interaction

Students copy notes

Students working on assignment

Students working in groups and engaged in collaborative work

Students are asking high leveraged questions

Students are asking low leveraged questions

Students have assigned roles in their groups

Students are able to explain concepts being covered in class





4. Student/Teacher Output

[More details](#)

● Observed ● Not Observed ● Not Applicable

Students are writing

Students are engaged in conversation related to the lesson objectives (by listening)

Students appear to actively listen to peers

Students appear to actively listen to instructor

Students are engaged in conversations related to the lesson objectives (by speaking)

Teacher models or provides exemplars

Teacher checks for understanding

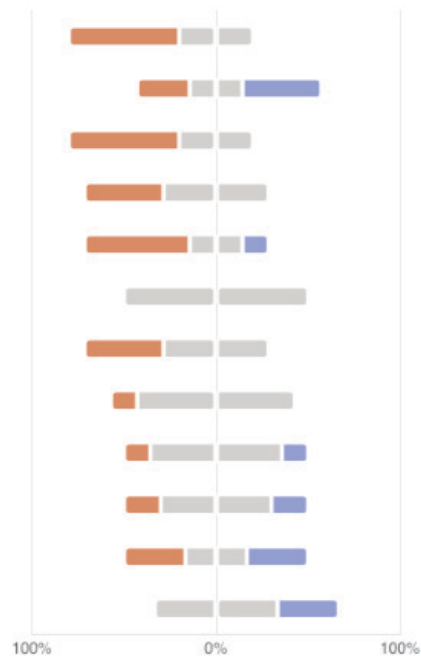
Teacher reinforces good behavior

Teacher praises students

Teacher works with students in small group setting

Teacher facilitates whole group discussions

Teacher provides scaffolds to encourage student responses



5. What level of rigor did you observe in the following:

[More details](#)

● Create ● Evaluate ● Analyze ● Apply ● Understand ● Remember ● Recall

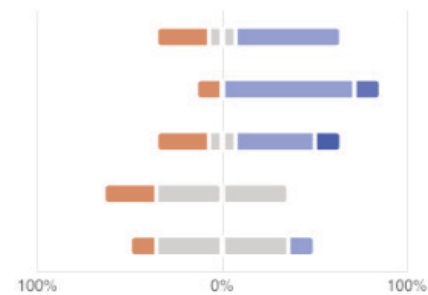
Overall Classroom activities

Student Engagement

Student Work

Teacher Expectations

Lesson Delivery





Classroom Observation Protocol Summary – SEISD CTE Program Evaluation (2024–2025)

As part of the ongoing CTE program evaluation, Region 19 implemented a **classroom observation protocol** to provide SEISD district and CTE administration with insight into instructional practices. Eight classrooms were selected from a set of recorded lessons to pilot the observation tool, with Region 19 staff conducting detailed analyses of teacher and student behaviors, classroom setup, and instructional outcomes.

Observation Focus Areas & Key Findings:

1. Physical Classroom Environment

- Most classrooms had **lesson objectives and anchor charts** visibly posted.
- However, these instructional aids were **rarely referenced** during the observed lessons, limiting their effectiveness as learning supports.
- Classrooms featured both **traditional row and group seating**, but students were largely working **independently** rather than collaboratively.

2. Teacher and Student Actions

- Teachers generally maintained a **perimeter presence**, circulating around the classroom with limited **one-on-one interaction**.
- Instruction was often **lecture-based**, with students **copying notes or completing assignments**.
- In some cases, teachers used **leading questions** to prompt student engagement, and when asked, many students were able to clearly **articulate the focus** of the lesson.

3. Teacher and Student Output

- **Student discourse** around academic content was minimal; few instances of meaningful peer-to-peer interaction were observed.
- Student tasks primarily involved **low-stakes writing** such as note-taking and worksheets.
- Some teachers successfully facilitated **large-group discussions**, though opportunities to use **scaffolded questioning** to deepen student thinking were often missed.



4. Overall Observations

- The observed lessons were generally anchored in **recall and comprehension-level tasks**, with few but notable exceptions involving **higher-order thinking** such as analysis or evaluation.
- The tool proved useful in highlighting **instructional patterns**, identifying areas for **growth in engagement strategies, questioning techniques,** and **collaborative learning opportunities**.

This pilot use of the observation protocol establishes a strong foundation for continued instructional reflection and improvement, offering SEISD leadership a clear picture of current classroom practices and informing future **professional development and coaching efforts** within CTE programs.



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Appendix

Fall Advisory Meeting



**SAN ELIZARIO
ISD**

Advisory Board
Fall 2024







OBJECTIVE:

We will review elements of classroom observations as they relate to the CTE Program Evaluation.





Benchmark for Evaluation

-  Rigorous Course Standards and Progressive Sequenced Courses
-  Secondary and Postsecondary Alignment and Early Postsecondary Offerings
-  Industry Involvement
-  Labor Market Demand
-  High Quality Instruction
-  Experiential Learning

https://careertech.org/wp-content/uploads/sites/default/files/Program%20Approval%20Policy%20Benchmark%20Tool_Section%204.pdf

Target Industry Clusters Texas Economic Development and Tourism

<https://gov.texas.gov/business/page/target-industries>

Advanced Manufacturing

Aerospace, Aviation and Defense

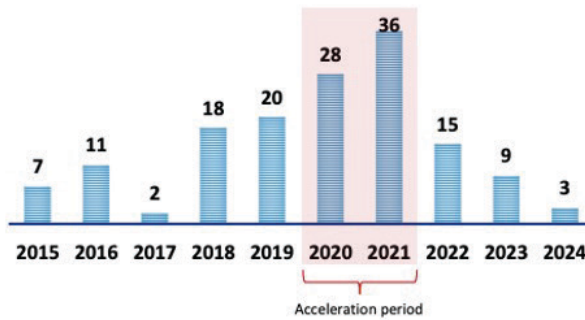
Biotechnology and Life Sciences

Energy

Information Technology

- Petroleum Refining and Chemical Products
- Corporate Services
- Creative Industry

TOTAL CALIFORNIA HQ RELOCATIONS ANNOUNCED IN TEXAS (2015-APRIL 2024)



149

CALIFORNIA HQ
RELOCATIONS

3,255+

NEW JOBS ANNOUNCED BY
CALIFORNIA COMPANIES

https://gov.texas.gov/uploads/files/business/Headquarter_Relocations_Texas.pdf

Industry	Occupation	Entry Wage	Annual Openings
Construction	Wellhead Pumpers	\$25.27	60
Civil Service	Correctional Officer	\$24.79	30
Information Technology	Network Administrator	\$29.44	52
Manufacturing	Electrical Engineer	\$31.42	44
Medical	Respiratory Therapist	\$28.99	60

Hot Job WorkForce Solutions Borderplex

- Pay a \$17.24 Living Wage (FY 2024)
- Have more than 20 annual openings
- Have a projected industry growth of 10% or more



Grocery will cost:	2.82%	less
Housing will cost:	27.50%	less
Utilities will cost:	19.64%	less
Transportation will cost:	14.63%	more
Healthcare will cost:	16.23%	less
Miscellaneous will cost:	12.76%	less

<https://borderplexjobs.com/jobseekers/hot-jobs>



<https://bit.ly/3YyFR8U>

Cost of Living Index

- Based on the Income that you entered, if you are earning **\$50,000** after tax dollars in TX Dallas, the comparable after-tax income in TX El Paso is **\$43,206**.

Cost of Living Activity

- Use the tool from WSB and Program of Study Documents
- Work as a table group and develop a mini-lesson
- Choose spokesperson to showcase your lesson

<https://bit.ly/3A6pg2M>



Jobs for the Future Quality Jobs Framework August 29, 2023

<https://www.jff.org/idea/quality-jobs-framework/>

What is
Considered
to be a
Quality
Job?

Flexibility?

Compensation?

Autonomy?

Stability?

Advancement?

What is missing, what doesn't belong here



Who is responsible for "quality"?

This includes state and local workforce boards, educational institutions and training providers, community-based organizations, funders, agencies at all levels of government, and—always—workers, themselves.



Connect the dots

- What can you influence?
- What can you control?
- Works as a table group and connect the elements
 - What can you do in your current position to influence the output your students produce
 - What can you control that will help your students achieve their desired goal



Structure - Fair scheduling

Actions

- Create processes for all workers to provide input into their schedules.
- Provide all workers with their schedules and work locations 3+ weeks in advance and implement policies and practices to prevent last-minute changes.
- Provide workers with the option to work remotely for at least part of their workweek, if feasible within their job responsibilities.

4 Most In-Demand Jobs of 2024



[https://www.nasdaq.com/articles/\\$100k-jobs-4-most-in-demand-remote-jobs-of-2024-that-pay-six-figures](https://www.nasdaq.com/articles/$100k-jobs-4-most-in-demand-remote-jobs-of-2024-that-pay-six-figures)



Journal of Psychoeducational Assessment

Live Versus Video Observations: Comparing the Reliability and Validity of Two Methods of Assessing Classroom Quality

Curby, Timothy W., Johnson, Price and Carlis, Lydia

February 1, 2016
Volume 34, Issue 8

Observations of Classroom Quality

Use of standardized instruments

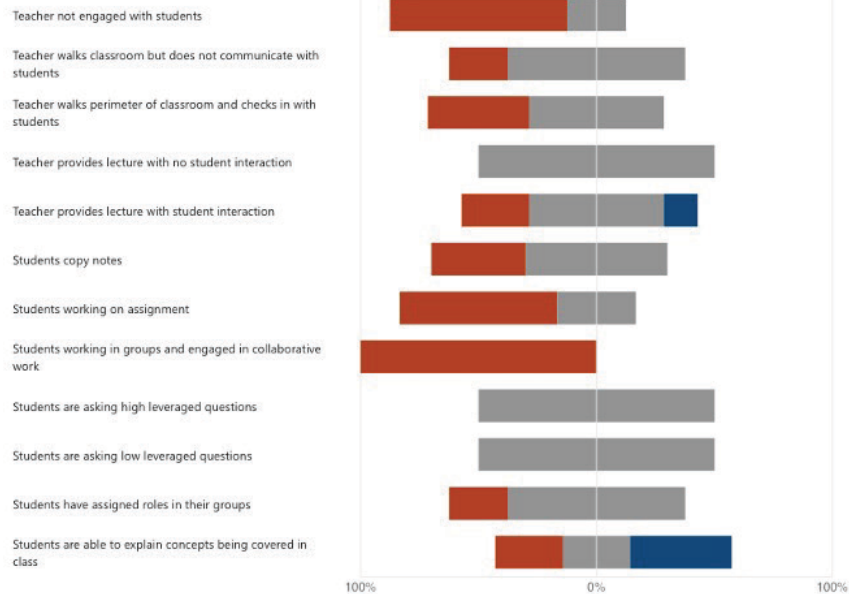
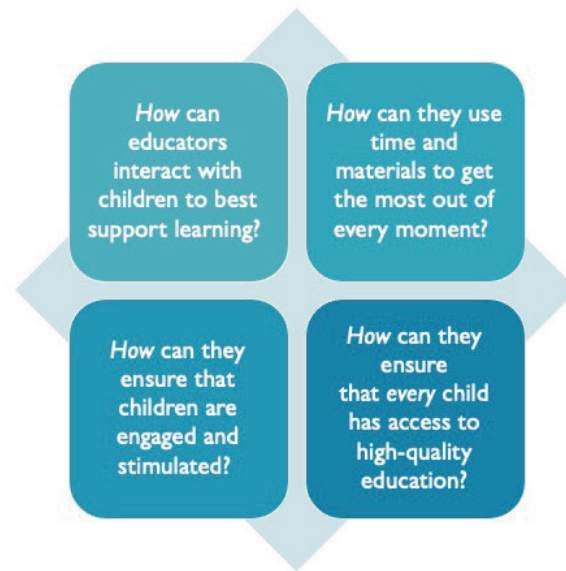
Difference in how people use the instrument

High stakes vs Low stakes observations

Interaction vs test scores

Collect evidence of students social and academic outcomes

CLASS and Video Observation





REVIEW OF OBSERVATION TOOL

<https://forms.office.com/r/tfMJPREpgV>

San Elizario Classroom Observa
tions



Closing



Video recording of Classrooms



3-4 minute recording



Provide feedback on videos



Reflect on what you saw



Can you implement or refine



Spring Advisory Meeting



6611 Boeing Dr, El Paso, TX 79925
Phone: (915) 780-1919 | www.esc19.net

esc19.net

San Elizario ISD CTE Advisory Committee

April 4, 2025

Learning Objective

Today we will examine the impact that structured feedback and self reflection can have on our professional growth.

Closing Task

I will reflect on how I approach personal growth within my profession.



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Reflective Practice Using Video-Recorded Classroom Observations

Angela Latham Greer

Gardner Webb University Dissertation

2023

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Impact of Reflective Practice

Identify assumptions or barriers that
prevent instructional growth

Goal is to plan alternative ways to present
instruction when barriers are observed

Instructor becomes more open to
understanding feedback

Heighten sense of how our behaviors
affect learning

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Challenges



What does a critical reflection look like?



Willingness and seeing the value of the practice.



Perception of effectiveness



Assumptions held by practitioners



Follow through and follow up



Coaching practices

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The Adult Learner

Andragogy, or the practice of facilitating adult learning by developing self-directed learning



Relate learning experiences to need



Develop a sense of autonomy



Experience and perceived experience



Impact on their personal and professional life



What intrinsic motivation exist



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The Golden Circle by Simon Sinek

Essential Questions that need to be at the forefront:

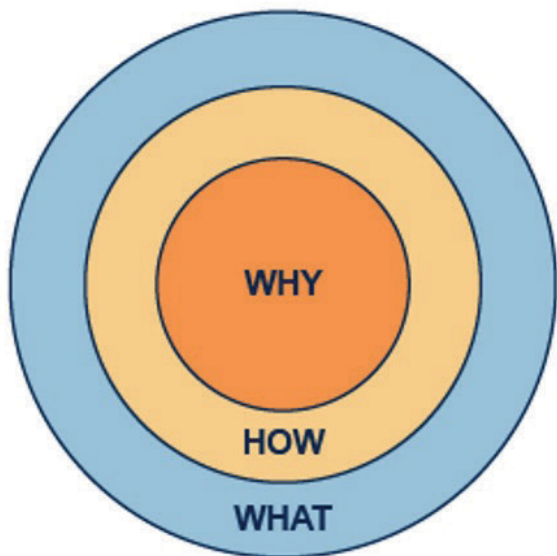
1. What we do
2. How we do it
3. Why we do it



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What's our Why



WHY

Your purpose, why do you do what you do

HOW

You do what you do

WHAT

You do and your results

WHAT

Every organization on the planet knows WHAT they do. These are products they sell or the services



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HOW

Some organizations know HOW they do it. These are the things that make them special or set them apart from their competition.

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WHY

Very few organizations know WHY they do what they do. WHY is not about making money. That's a result. WHY is a purpose, cause or belief. It's the very reason your organization exists.



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The Golden Circle + Human Brain

Great leaders and organisations communicate inside out.



Why - Your Purpose
Your motivation? What do you believe?

How - Your Process
Specific actions taken to realise your Why

What - Your Result
What do you do? The result of Why - Proof

Limbic Brain - Your Trust
Controls behavior and decision making
Result: "Gut" feelings and loyalty

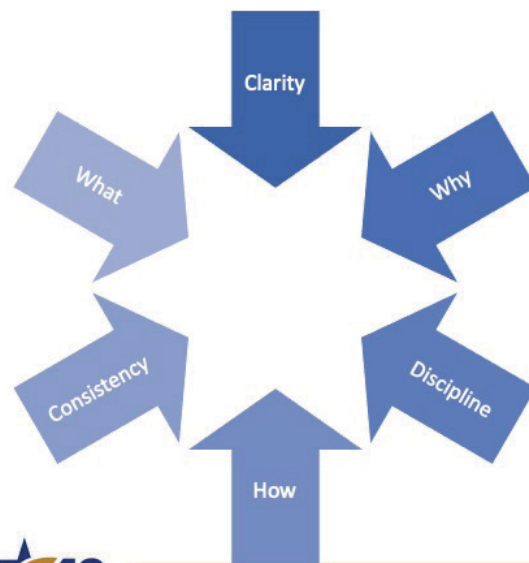
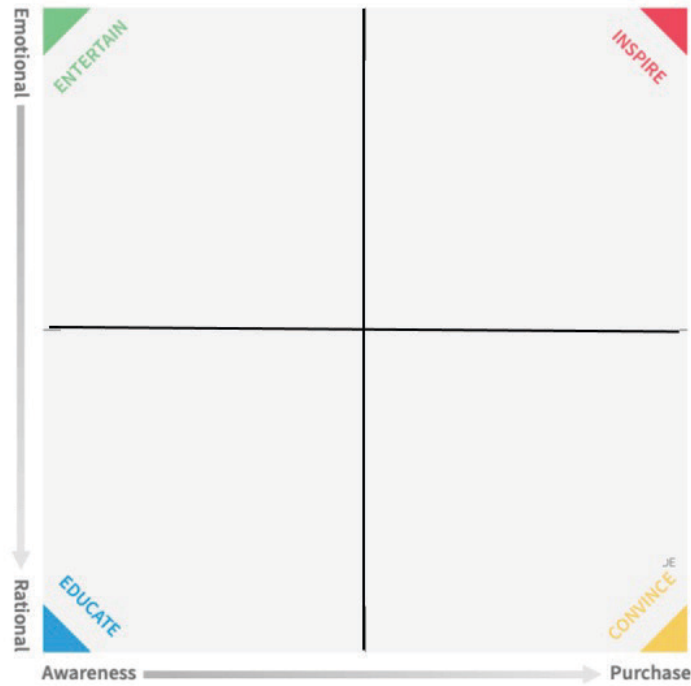
Neocortex - Your Rational
Controls senses, spatial reasoning, analytical thinking and language
Result: Rationalisation and communication

<https://www.smartinsights.com/digital-marketing-strategy/online-value-proposition/start-with-why-creating-a-value-proposition-with-the-golden-circle-model/>



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Clarity of Why

If you don't know WHY you do WHAT you do, how can you expect anyone else to know?

For others to know your WHY, you must first have that clarity yourself.

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Discipline of HOW



IN ORDER TO BRING YOUR WHY TO LIFE, YOU MUST BE DISCIPLINED IN LIVING YOUR HOWS.



YOU MUST BEHAVE IN WAYS THAT ARE ALIGNED WITH YOUR VALUES, GUIDING PRINCIPLES, STRENGTHS AND BELIEFS.

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Consistency of WHAT

And everything you say and do must be consistent with what you believe. After all, we live in the tangible world. The only way people will know what you believe is if you say and do the things you actually believe. This is what it truly means to be authentic.

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What can we tell about the company?

Why do they do what they do?

How do they do what they do?

What do they do?

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Student Interest Inventory Survey

2025 San Elizario ISD College and Career Interest Inventory

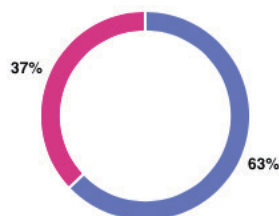
Student will complete this interest survey by rating based on the college and career opportunities on a scale of 1-10. Number 1 being least interest and number 10 being the highest interest.

San Elizario Independent School District offers 11 career Pathways and the Early College High School all which are located in San Elizario High School. To better serve our students, we would like to take a College and Career Interest survey to see where our students' interest are.

4. Select the school you are currently attending

[More details](#)

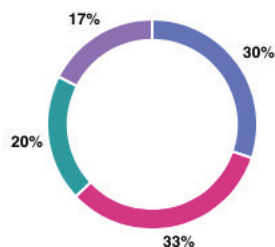
● Garcia-Enriquez Middle School	342
● San Elizario High School	201



5. Select Your Grade Level

[More details](#)

● 7th Grade	164
● 8th Grade	178
● 9th Grade	106
● 10th Grade	95





6. **Career Pathway: Automotive:** Students will learn automotive basics includes applicable safety and environmental rules and regulations. Students will gain knowledge and skills in the repair, maintenance and diagnosis of vehicle systems. Tool Identification and proper use. Students can certify in ASE - Automotive Service Excellence.

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least interest and the number 10 = Highest interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10
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Not interested Extremely interested

7. **Career Pathway: Biomedical Science:** Students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Students investigate how to prevent, diagnose, and treat disease. This is a Project Lead the Way Program.

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10
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6. **Career Pathway: Automotive:** Students will learn automotive basics includes applicable safety and environmental rules and regulations. Students will gain knowledge and skills in the repair, maintenance and diagnosis of vehicle systems. Tool Identification and proper use. Students can certify in ASE - Automotive Service Excellence.

[More details](#)

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least interest and the number 10 = Highest interest. Thank you.

Promoters	78
Passives	89
Detractors	360



7. **Career Pathway: Biomedical Science:** Students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Students investigate how to prevent, diagnose, and treat disease. This is a Project Lead the Way Program.

[More details](#)

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

Promoters	72
Passives	96
Detractors	375





8. **Career Pathway: Business Management:** Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet using charts and graphs, formulate a database, and make an electronic presentation using appropriate multimedia software. Students can receive a certification in NOCTI - Administrative Assistant.

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10
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9. **Career Pathway: Carpentry (Construction Technology):**

Students will have a strong knowledge of construction safety, construction mathematics, and common hand and power tools needed to enter the workforce as carpenters, building maintenance technicians or supervisors, or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students can certify in NCCER.

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10
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Not interested

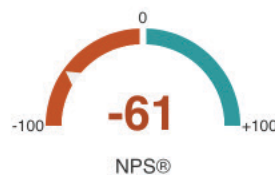
Extremely interested

8. **Career Pathway: Business Management:** Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet using charts and graphs, formulate a database, and make an electronic presentation using appropriate multimedia software. Students can receive a certification in NOCTI - Administrative Assistant.

[More details](#)

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

Promoters	55
Passives	102
Detractors	377



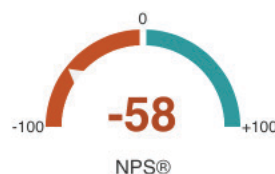
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Students will have a strong knowledge of construction safety, construction mathematics, and common hand and power tools needed to enter the workforce as carpenters, building maintenance technicians or supervisors, or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students can certify in NCCER.

[More details](#)

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

Promoters	64
Passives	95
Detractors	378



**10. Career Pathway: Cosmetology:**

Students will learn sterilization and sanitation procedures, hair care, nail care, and skin care. Students will attain academic skills and knowledge and technical knowledge and skills related to cosmetology design and color theory. Students can certify in Cosmetology License.

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10
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Not interested Extremely interested

11. Career Pathway: Culinary Arts:

Students will learn the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. Students can certify in ServSafe Manager.

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10
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Not interested Extremely interested

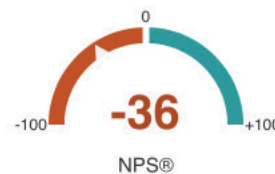
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[More details](#)

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

Promoters	134
Passives	74
Detractors	331

**11. Career Pathway: Culinary Arts:**

Students will learn the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. Students can certify in ServSafe Manager.

[More details](#)

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

Promoters	137
Passives	111
Detractors	289





12. **Career Pathway: Graphic Design & Interactive Media**

Students will learn to develop a technical understanding of the industry with a focus on skill proficiency in Adobe Illustrator to produce graphics on banners, brochures, caps, t-shirts, mugs, etc.. Instruction will be delivered through lab-based classroom experiences. Students can certify in Adobe Illustrator.

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10
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Not interested Extremely interested

13. **Career Pathway: Digital Communications (A/V Production):**

Students will expected to develop an understanding of the industry with a focus on pre-production, production, and post-production products. Through diverse forms of storytelling and production, students will exercise and develop creativity, intellectual curiosity, and critical-thinking, problem-solving, and collaborative skills. Student can certify in Adobe Premier Pro.

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10
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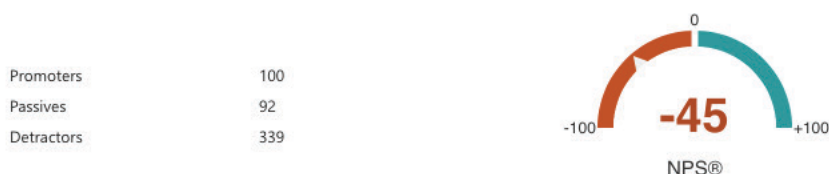
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[More details](#)

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[More details](#)

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.



**14. Career Pathway: Engineering**

Students will learn the different stages of the engineering design process to develop a product or solution. Students will explore and develop skills to solve problems, make decisions, and manage a project. Students will learn to work with engineering software AutoCAD and do 3D printing.

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10
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Not interested Extremely interested

15. Career Pathway: Health Science

Emergency Medical Technician (EMT): Students will learn to become first responders and provide medical care and transportation to patients in need. Students will do internships on an ambulance and hospital emergency room. Students will be provided the opportunity to receive the certification as an EMT.

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10
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Not interested Extremely interested

14. Career Pathway: Engineering

Students will learn the different stages of the engineering design process to develop a product or solution. Students will explore and develop skills to solve problems, make decisions, and manage a project. Students will learn to work with engineering software AutoCAD and do 3D printing.

[More details](#)

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

Promoters	84
Passives	85
Detractors	366

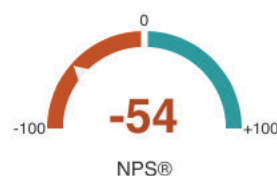
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Emergency Medical Technician (EMT): Students will learn to become first responders and provide medical care and transportation to patients in need. Students will do internships on an ambulance and hospital emergency room. Students will be provided the opportunity to receive the certification as an EMT.

[More details](#)

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

Promoters	80
Passives	84
Detractors	372





16. **Career Pathway: Health Science** Students have a choice in career pathways but will chose one direction their sophomore year:

Patient Care Technician (PCT): Students will learn to provide hands-on-care to patients, monitoring vital signs, collecting specimens, and reporting patient conditions. Students will do internships in a hospital and rehabilitation centers. Students will be provided the opportunity to receive the certification as a PCT.

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10
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Not interested

Extremely interested

17. **Career Pathway: Law Enforcement:**

Students will understand ethical and legal responsibilities, patrol procedures, first responder roles, telecommunications, emergency equipment operations, and courtroom testimony. Students will learn defensive tactics, restraint techniques, and first aid procedures. Students will certify as Non-Commissioned Officers.

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10
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Not interested

Extremely interested

16. **Career Pathway: Health Science** Students have a choice in career pathways but will chose one direction their sophomore year:

Patient Care Technician (PCT): Students will learn to provide hands-on-care to patients, monitoring vital signs, collecting specimens, and reporting patient conditions. Students will do internships in a hospital and rehabilitation center s. Students will be provided the opportunity to receive the certification as a PCT. [More details](#)

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

Promoters	83
Passives	71
Detractors	380





18. **Career Pathway: San Elizario Early College High School - Associates Degree**

Students will earn a 2-year degree will in high school. Students will take college courses and attend El Paso Community College.

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10
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Not interested

Extremely interested

18. **Career Pathway: San Elizario Early College High School - Associates Degree**

Students will earn a 2-year degree will in high school. Students will take college courses and attend El Paso Community College.

[More details](#)

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

Promoters	220
Passives	93
Detractors	226





Acknowledgments

The 2024–2025 San Elizario ISD Career and Technical Education Program Evaluation reflects the district's unwavering dedication to strengthening instructional excellence, expanding opportunities for students, and aligning CTE programming to the needs of an evolving workforce. This year's expanded focus on classroom observations—supported by video-based instructional evidence—demonstrates a significant step forward in building a culture of reflection, consistency, and continuous improvement across all CTE pathways. The insights gathered through this process provide a strong foundation for future decision-making, ensuring that SEISD continues to deliver high-quality, equitable, and industry-aligned learning experiences for every student.

This work would not be possible without the leadership, collaboration, and steadfast support of San Elizario ISD's executive and campus leaders. Superintendent Dr. Jeannie Meza-Chavez continues to maintain a clear vision for elevating instructional quality and student achievement through ongoing evaluation processes. An extended gratitude to Associate Superintendent Mrs. Blanca Cruz, whose guidance and oversight have strengthened the process.

A special acknowledgement to Ms. Sandra Sanchez, Career and Technical Education Department Administrator, whose dedication to program improvement, teacher support, and industry-aligned curriculum has helped shape a robust and forward-thinking CTE department. Her partnership throughout this evaluation cycle has been critical in gathering accurate data, supporting teacher engagement, and advancing the district's long-term goals for CTE excellence. We also recognize the meaningful contributions of San Elizario High School Principal Mr. Troy Enriquez and his academic leadership staff, whose leadership at the campus level has facilitated the process and have provided meaningful feedback through the evaluation process.

