



Hector J. Garcia Early College HS

5241 University Blvd, Laredo, TX 78041



CAMPUS DEMOGRAPHICS

Grade Levels	9th -12th
Vertical Team	Mustang Team
Trustee District	Hector J. Garcia , District 6
Enrollment	432

CAMPUS ADMINISTRATION TEAM

Israel Castilla, Principal
Cindy Dominguez, Counselor

CAMPUS VISION/MISSION

GECHS mission GECHS mission is to offer underrepresented minorities identified as first generation college students, at-risk, and/or economically disadvantaged a start to a four year college education. GECHS educational philosophy gears a rigorous academic program that focuses on the mastery of content enabling students to succeed in today's colleges and universities regardless of economic or social background.

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CASE COMPONENTS

RATINGS

Fine Arts	RECOGNIZED
Wellness & Physical Education	EXEMPLARY
Community & Parental Involvement	EXEMPLARY
21st Century Workforce Development Program	EXEMPLARY
Second Language Acquisition Program	EXEMPLARY
Digital Learning Environment	EXEMPLARY
Dropout Prevention Strategies	EXEMPLARY
Educational Programs for Gifted & Talented Students	EXEMPLARY
OVERALL PERFORMANCE	EXEMPLARY

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CASE COMPONENTS

1)	06 Digital Learning Environment
2)	03 Community and Parental Involvement
3)	07 Dropout Prevention Strategies

This rating system is required by House Bill 5 (see TEC 39.0545 for details about the law. It allows each campus to showcase the opportunities they provided to students, families and the community in areas other than standardized testing. Details about the law and rating system can be found at www.laredoisd.org





digital LEARNING

Digital Learning Environment

1. 21st Century Learning Experiences

Classrooms are student-centered learning environments where technology is seamlessly used to solve real-world problems, to bring critical thinking & questioning, student engagement and allow for daily formative assessments using technology tools.

Exemplary = 90-100% of teachers use digital resources for student engagement (i.e. Edmodo, O365 Tools including One Note/Yammer/Forms, Technology LEAD Companion, Kahoot, Smores, Nearpod, ThingLink, Popplet and others).

Recognized = 80-89% of teachers use digital resources for student engagement.

Acceptable = 70-79% of teachers use digital resources for student engagement.

Unacceptable = 69% of teachers use digital resources for student engagement.

2. Digital Learning Tools for Classroom Use

Campuses have access to digital resources that allow application of technology across all subject areas as evidenced through interactive learning and application of technology.

Exemplary = 90-100% of classrooms have digital tools as identified by Texas STAR Chart (i.e. projectors, document readers, interactive board technology, laptop, tablet, computers).

Recognized = 80-89% of classrooms have digital tools as identified by Texas STAR Chart.

Acceptable = 70-79% of classrooms have digital tools as identified by Texas STAR Chart.

Unacceptable = 69% and below of classrooms have digital tools as identified by Texas STAR Chart.

3. Educator Technology Professional Development

Teachers participate in multiple technology professional development opportunities to support student-centered learning and Future Ready skills by attaining 12 or more hours of technology professional development on an annual basis.

Exemplary = 90-100% of teachers earn 12 hours or more of technology professional development annually.

Recognized = 80-89% of teachers earn 12 hours or more of technology professional development annually.

Acceptable = 70-79% of teachers earn 12 hours or more of technology professional development annually.

Unacceptable = 69% and below of teachers earn 12 hours or more of technology professional development annually.

4. Educator Technology Preparedness

All teachers show evidence of planning, organizing, delivering and evaluating instruction for all students that incorporates the effective use of technology integration into the curriculum.

Exemplary = 90-100% of teachers utilize digital tools (i.e. Staff Notebooks for planning and/or Technology LEAD Resources).

Recognized = 80-89% of teachers utilize digital tools (i.e. Staff Notebooks for planning and/or Technology LEAD Resources).

Acceptable = 70-79% of teachers utilize digital tools (i.e. Staff Notebooks for planning and/or Technology LEAD Resources).

Unacceptable = 69% and below of teachers utilize digital tools (i.e. Staff Notebooks for planning and/or Technology LEAD Resources).

5. Leadership and Vision for Digital Learning Environments

Campus leadership promotes a shared vision that encourages innovation with technology evidenced in a Technology Implementation Plan that is aligned to the District's Technology Plan.

Exemplary = 90-100% of annual Technology Implementation Plan accomplished.

Recognized = 80-89% of annual Technology Implementation Plan accomplished.

Acceptable = 70-79% of annual Technology Implementation Plan accomplished.

Unacceptable = 69% and below of annual Technology Implementation Plan accomplished.



Community & Parental Involvement

1. Conduct parent sessions with emphasis on all content areas and provide strategies to prepare students for the state assessment.

Exemplary: 5 or more Parent Sessions per semester to prepare students for the state assessment

Recognized: 3-4 Parent Sessions per semester

Acceptable: 1-2 Parent Sessions per semester

Unacceptable: No evidence of parent sessions

2. Provide parent meetings relevant to District Programs and Services.

Exemplary: 5 or more Parent Sessions per semester

Recognized: 3-4 Parent Sessions per semester

Acceptable: 1-2 Parent Sessions per semester

Unacceptable: No evidence of parent sessions

3. Provide parents the opportunity to participate in campus decision making committees to provide input about preparations methods for state assessment

Exemplary: 5 or more Consistent evidence of parent participation in SBDM (100% of the time)

Recognized: 3-4 Regular parent participation in SBDM (80% of the time)

Acceptable: 1-2 some evidence of parent participation in SBDM (50% of the time)

Unacceptable: No evidence of parent input through SBDM

4. Tutoring Programs that Support Students taking State Assessments Academic / Assessment Tutorials

Exemplary: 5 or more Attendance to academic tutorials are taking place for targeted student population (100% attendance)

Recognized: 3-4 Attendance to academic tutorials are taking place for targeted student population (80% attendance)

Acceptable: 1-2 Attendance to academic tutorials are taking place for targeted student populations (50% attendance)

Unacceptable: No evidence of academic tutorials to support state assessment knowledge and skills

5. Opportunities for Students to Participate in Community Service Projects

Campus Based Community Service Projects

Exemplary: 5 or more Community Service projects per year

Recognized: 3-4 Community Service projects per year

Acceptable: 1-2 Community Service projects per year

Unacceptable: 0 Community Service projects per year

6. Parental Engagement (Number of Parent & Community Volunteers)

Exemplary: Over 30 Volunteers

Recognized: 20-30

Acceptable: 1-20 Volunteers

Unacceptable: No volunteers

7. Parental Engagement (Total Number of Volunteer Hours Recorded)

Exemplary: Increase of 51 or more volunteer hours from previous year

Recognized: Increase of 26-50 volunteer hours from previous year

Acceptable: Increase of 1-25 volunteer hours from previous year

Unacceptable: No increase in volunteer hours from previous year



Dropout Prevention Strategies

1. Attendance

The campus has an overall attendance rate of >= 95% (HS), >=96% (MS) and >= 97% (ES) or made improvement over the prior year.

High School

Exemplary: >=95%

Recognized: 94%-94.9%

Acceptable: 93%-93.9% or made Improvement over the past year

Unacceptable: <93%

Attendance (Truant) Officers, Court Coordinators, assigned Administrators and Counselors have truancy interventions such as parent phone calls, school messenger, remind me, home visits or parent and/or student conferences to address students' absences.

Unacceptable: <75% of chronically absent students have received intervention for absences

Exemplary: 100% of chronically absent students have received intervention for absences

Recognized: 90%-99.9% of chronically absent students have received intervention for absences

Acceptable: 75%-89.9% of chronically absent students have received intervention for absences

2. Credit Recovery Programs (High Schools only)

The campus provides an opportunity for students to go through a credit recovery program such as: Odyssey ware, Dropout Credit Recovery Program, Summer School Program, and Optional Flexible School Day, Flex Schedule and/or Jose A. Valdez High School.

Unacceptable: No evidence of opportunity for students to participate in a credit recovery programs

Exemplary: Always provides opportunity for students to participate in a credit recovery programs

Recognized: Most of the time provides opportunity for students to participate in a credit recovery programs.

Acceptable: Sometimes provides opportunity for students to participate in a credit recovery programs

3. Prevention/Intervention Support (Academics)

The campus provides the following prevention/intervention support for students: Super Saturdays, morning and/or after school tutorials, Educational lockins, Odysseyware, extended instructional day, enrichment classes, homebound services, Summer School for students who failed state exams and/or grade level in Elementary, Middle and High Schools, etc.

Exemplary: Provide at least 3 or more prevention/intervention support

Recognized: Provide at least 2 prevention/intervention support

Acceptable: Provide at least 1 prevention/intervention support

Unacceptable: No evidence of a prevention/intervention support

4. Prevention/Intervention Support (Guidance and Discipline)

The campus provides the following prevention/intervention support for students: PEP Program, Homeless and Migrant Education Program, SCAN, CAPS, PILLAR, Parent Liaison, School Counselor(s), At-Risk Counselor(s), LCDC, CIS, Leaver Recovery Program, Discipline and/or Attendance Boot Camps, In-School, Out-of Suspension Program, Alternative Program, and/or Expelled to JIAEP, etc.

Exemplary: Provide more than 4 prevention/intervention support

Recognized: Provide at least 3-4 prevention/intervention support

Acceptable: Provide at least 1-2 prevention/intervention support

Unacceptable: No evidence of a prevention/intervention support

5. Student Activities

The campus provides the following activities for students throughout the whole school year: Sports, Student Council, National Honor Society, Culinary, ROTC, Chess, Band, UIL, Spelling Bee, Rachel's Challenge, Character Education 6 Pillars, Week of the Young Child Activities, etc.

Exemplary: Provide more than 4 student activities

Recognized: Provide at least 3-4 student activities

Acceptable: Provide at least 1-2 student activities

Unacceptable: No evidence of student activities

6. Staff Support Trainings

The campus provides, campus based, district, region 1 trainings and/or district and campus staff developments in reference to the following areas: how to recognize and prevent bullying, sexual harassment, child abuse and neglect, attendance and discipline trainings, CHAMPS, accommodations for Sped./504 students, RTI, Mental Health First Aid Trainings, CPI Trainings, Differentiated Instruction, etc.

Exemplary: Provide at least 3 or more staff support trainings

Recognized: Provide at least 2 staff support trainings

Acceptable: Provide at least 1 staff support training

Unacceptable: No evidence of staff support trainings

7. Safe School Environment

The campus has following safe school environments systems in place such as: Hall monitoring, use of raptor system, security cameras, lunch duty, LSD Police and/or Security visible at all times, attend monthly safety meetings, access control, etc.

Exemplary: Provide at least 3 or more systems of safe school environment

Recognized: Provide at least 2 systems of safe school environment

Acceptable: Provide at least 1 system of safe school environment

Unacceptable: No evidence of safe school environment

8. Transportation Programs for Challenged Students

The campus offers and has available transportation for Special Education students (ARD) and Homeless Students (McKinney-Vento Act).

Exemplary: Transportation is always offered and/or available for Special Edu. and/or Homeless Students

Recognized: Most of the time transportation is offered and/or available for Special Edu. and/or Homeless Students

Acceptable: Sometimes transportation is offered and/or available for Special Edu. and/or Homeless Students

Unacceptable: No evidence of transportation offered and/or available for Special Edu. and/or Homeless Students