



HECTOR J GARCIA EARLY COLLEGE H S

ECHS Renewal Application

2020-2021

Contents

[Background](#)

[Contacts](#)

[Narratives](#)

[Narratives: Degrees and Credentials: IHE Agreements, Degrees and Credentials](#)

[Narratives: Strategic Partnerships](#)

[Narratives: Advanced Academics](#)

[Narratives: Student Support](#)

[Narratives: Leadership Team](#)

[Narratives: Benchmark Products, Benchmark 6 Products, Benchmark 1 Products, Benchmark 2 Products, Benchmark 3 Products, Benchmark 4 Products, Benchmark 5 Products](#)

[Download Assurances Signature Page](#)

Background

District Affiliation

LAREDO ISD

CD #: 240901

Region: 01

Mailing Address (Line 1): 1702 HOUSTON ST

Mailing Address (Line 2):

City, State, Zip: LAREDO, TX 78040

School Affiliation

HECTOR J GARCIA EARLY COLLEGE H S

CDC #: 240-901-008

Region:

Mailing Address (Line 1): 5201 UNIVERSITY BLVD

Mailing Address (Line 2):

City, State, Zip: LAREDO, TX 78041

Academy Information

What is the academy name?

Hector J Garcia Early College HS

Which model does the district intend to implement at this time? Within these models, there are variations.

Stand Alone Academy - All students on the campus are enrolled in the academy.

Distinguished Recognition

Would your campus like to be considered for distinguished recognition? All ECHS seeking distinguished recognition will be measured against the highest OBMs.

No

Grade Levels Served

What grade level(s) will your academy plan to serve in the 2020-2021 school year?

9
10
11
12

Enter the number of students that you plan to serve in 9th grade.

125

Enter the number of students that you plan to serve in 10th grade.

123

Enter the number of students that you plan to serve in 11th grade.

96

Enter the number of students that you plan to serve in 12th grade.

104

Contacts

Applicant

Applicant 1

Job Title

Principal

Name Prefix

Mrs.

First Name

Margarita

Last Name

Taboada

Email

mtaboada@laredoisd.org

Phone

956-273-7701

Principal

Principal 1

Name Prefix

Mrs.

First Name

Margarita

Last Name

Taboada

Email

mtaboada@laredoisd.org

Phone

956-273-7701

Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

Sylvia G.

Last Name

Rios

Email

sgrios@laredoisd.org

Phone

956-273-1400

Narratives

Current Designations at LAREDO ISD:

- MARTIN H S - ECHS - 1718
- DR LEO CIGARROA H S - P-TECH - 1819
- HECTOR J GARCIA EARLY COLLEGE H S - ECHS - 0607

Previous Planning Year Applications at LAREDO ISD:

Narratives

The majority of the following questions will be narrative response. Narrative responses are limited to a maximum of 250 words. We recommend writing your responses in a text-editing software such as Microsoft Word and then pasting your responses into the website when they are complete. Progress to the next section when you are ready.

Narratives: Degrees and Credentials: IHE Agreements, Degrees and Credentials

Degrees and Credentials

Select the Career Cluster(s) that your academy plans to offer in 2021-2022.

NA

Which of the following credential(s) does the academy plan to offer students in 2021-2022 school year?

NYD

The Early College High School shall provide a rigorous course of study that enables a participating student to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by the Texas Administrative Code (TAC) §4.28), obtain certifications, or earn an associate's degree, or earn at least 60 credit hours toward a baccalaureate degree during grades 9-12. Describe how the campus will develop a rigorous course of study that will enable a participant to receive a high school diploma and complete the THECB core curriculum, obtain certifications, or earn an associate's degree, or earn at least 60 credit hours towards a baccalaureate degree.

A Personal Graduation Plan (PGP) is developed for each student that attends Hector Garcia Early College High School. The plan is structured so students can complete high school course graduation requirements by their junior year. This allows for seniors to take courses in their field of study. At this point, student will complete a baccalaureate degree plan in Arts or Science with high school & college advisor. Students gradually increase the number of college credit hours they may earn each year. College credit hours also earn students high school credits (dual enrollment) required for high school graduation. The PGP overview is as follows: Freshmen year students earn a minimum of 2 college credit hours. Sophomore year, they may earn up to 12 college credit hours. Junior years, students may earn between 16-20 college credit hours. Senior year, students may earn between 24-28 college credit hours in their field of study. Throughout Freshmen and Senior years, students may take summer courses and can earn up to 9 college credit hours.

Degrees and Credentials: IHE Agreements

Does the IHE partner currently have an articulation agreement with a four-year IHE detailing how a student's associate degree and accrued credits could lead to a baccalaureate degree?

Yes

Provide the university name that your IHE partner has an articulation agreement with and the bachelor degree that students could earn using their associate degree and accrued credits. Each row represents a degree.

2-Year Degree	University	4-Year Degree
NA	Texas A&M International University	Baccalaureate in Science or Arts

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

Texas A&M International University

Name Prefix

Dr.

First Name

Kevin

Last Name

Lindberg

Email

klingberg@tamiu.edu

Phone

956-326-2601

Job Title

Associate Provost

The Early College High School shall have a current, signed Memorandum of Understanding (MOU) for each school year that defines the partnership between the school district(s) and the institution(s) of higher education (IHE).

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirement: Curriculum alignment and courses of study, which enables a student to combine high school courses and college-level courses to earn either an associate degree, postsecondary certificate provided by an IHE, or industry certification.

The Memorandum of Understanding between Garcia Early College High School (GECHS) and Texas A&M International University states: The University will give credit for courses taken as dual credit courses, with primary emphasizes on the core curriculum requirements for all degrees, which includes a total of 42-60 semester credit hours (SCHs). Additionally, possibly during their senior year and after completion of their 42 SCH core curriculum, students may take courses in their chosen field of study. A committee consisting of GECHS faculty and IHE faculty maintain curriculum alignment and ascertain that attainment of college readiness standards features prominently in the high school curriculum.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Policies for: 1) advising students on the transferability of all college credit offered and earned, 2) ensuring the IHE transcripts college credit earned through dual credit in the same semester that credit is earned, 3) advising students as to the transferability and applicability to baccalaureate degree plans for all college credit offered and earned (college credits earned during high school should allow students to progress from an associate degree to a bachelor's degree and beyond in their chosen field), 4) students accessing the IHE facilities, services and resources

1) Using the high school Personal Graduation Plan, core curriculum, and the IHE Degree Plan of students chosen field of study, IHE staff in collaboration with ECHS counselor provide advising, guidance, and course audits for each student. 2) IHE will be responsible for maintaining the dual credit student college transcript. Dual credit courses will be identified as college level by ECHS for each semester. Regular academic policies applicable to college-level courses taught by IHE will also apply to dual credit courses. 3) Using the core curriculum, which consists of the 42-60 college credit hours, IHE and ECHS counselors/staff will guide students through their degree plan based on their chosen field of study and post-graduation plans. 4) The MOU states that courses will be conducted at facilities provided by the district on the ECHS site and/or on the university campus. High school students and high school instructors will have access to all instructional facilities on the university campus and to certain agreed upon non-instructional resources available at the university.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Transportation costs and fees including provisions for discontinuing operation while ensuring students previously enrolled will have opportunity to complete their course of study.

The district will assume responsibility for the timely payment of all transpiration, tuition and fees, and supplemental materials for students enrolled ECHS and IHE courses. The agreement articulates that should the university or district decide to discontinue the ECHS, provisions will be made to allow the 11th and 12th grade cohorts to continue operation through those cohorts scheduled graduation from the ECHS. Both the university and the district will continue to meet all the required designed elements and provide full support for all students enrolled under the ECHS model.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Data sharing agreement that includes provisions for teacher data such as qualifications and student level data such as credit hours taken and earned, GPA, formative data to assess if student is on track for college readiness

The university will keep the ECHS abreast of students in jeopardy of failing a class and provide numerical grades for all university classes for the purpose of calculating district GPA. The university will report the status of ECHS students progress in university classes throughout each semester. ECHS personnel are responsible for advising ECHS students concerning academic progress in the courses high school and IHE component. University professors will provide students a course syllabus at the beginning of each semester. The parties agree to maintain the records of all students in accordance with all applicable federal, state, and local laws.

Narratives: Advanced Academics

Advanced Academics

Select the type of advanced courses (dual credit/AP/IB) your campus plans to offer students in 2021-2022.

DC
AP

What type of dual credit courses does your campus plan to offer?

AGCM

Describe any challenges in ensuring your academy has educators with qualification to teach dual credit. What steps did your academy take to address the need?

All dual credit courses are taken at the university and taught by a university instructors. Instructor selection and review of qualifications is solely made by the IHE. This has not been an area of concern for our ECHS.

Is the academy a TSIA testing site?

Yes

Narratives: Student Support

Student Support

Provide examples of how the campus plans to provide students with academic services. List activities and brief descriptions of the activities. Add a new row for each provided service.

Activity	Description
Personal Graduation Plan	Individualized student progress monitoring of academic informaton
After school/Saturday Tutorial Sessions	Supplemental instruction based on need
UNIV 1101/1402 Courses	Provides weekly mentor meeting for students
Support Teachers	In class support for selected university courses
Support Courses	ECHS courses to help students succeed in TSI and college courses

Provide examples of how the campus plans to provide students with wrap-around services. List activities and brief descriptions of the activities. Add a new row for each wrap-around service.

Activity	Description
ECHS Counseling Services	Social/behavior, and responsive student support
Campus Parent Liaison	Parent and community outreach
Communities In Schools Coordinator	Connects students/families with community resources
SCAN/SASI Organization Presentations	Nine course curriculum to become advocates for teen dating
SCUAD - IHE students organization	Leadership Skills Building
School Organiziations/Clubs	Provide community services to different local entities

How does your academy use the access, achievement, and attainment data for program improvement?

Currently our academy is not meeting the At-Risk and Economically Disadvantaged OBM's. So we have used the data from the OBM report to improve recruiting procedures to specifically identify and target AR and Eco Dis students using district provided data. Historically, the academy has been successful with student TSIA achievement results. Math TSIA has had the lowest passing percentage. By Summer 2019, 70% of students in grades 9-12 were Math TSIA ready. Due to the change in the assessment instrument, we are using the data from reading non-met students and writing non-met students to target interventions for success by August 31, 2020. Based on our 2019 graduating class, 100% earned 15 college hours or more, 99% earned 30 college hours or more, and 62% earned 60 college hours or more. There is room for improvement in access and achievement. We are redesigning our processes and systems of student supports for these categories.

Narratives: Leadership Team

Leadership Team

List the Leadership Team's three priorities for the next year and describe how the selected priority contributes to the academy's success. Each priority should be a benchmark from the ECHS/T-STEM/P-TECH Blueprint.

Benchmark	Description
Target Population	Meet access outcome-based measure
Academic Rigor and Readiness	Increase TSI readiness specifically in math
School Design	Improve instructional and interpersonal skills and capacities needed for success in an ECHS

Narratives: Benchmark 1 Products, Benchmark 2 Products, Benchmark 3 Products, Benchmark 4 Products, Benchmark 5 Products, Benchmark Products, Benchmark 6 Products

Benchmark Products

Benchmark 1 Products

Provide a link to the academy's written admission policy and enrollment application.

http://earlycollege.elisd.org/UserFiles/Servers/Server_333570/File/TEA%20Requirements/Benchmark%20I/Final%202020%20Admission%20Policy%20and%20Student%20Information.pdf

Provide a link to the academy's written recruitment plan including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community.

http://earlycollege.elisd.org/UserFiles/Servers/Server_333570/File/TEA%20Requirements/Benchmark%20I/Recruitment%20Timeline%20and%20Events2.pdf

Provide a link to the academy's brochures and marketing in Spanish, English, and/or other relevant languages.

http://earlycollege.elisd.org/UserFiles/Servers/Server_333570/File/TEA%20Requirements/Benchmark%20I/GECHS%20pamphlet%20english%20and%20spanish%202019-2020.pdf

Provide a link to the academy's written communication plan for targeting identified audiences, parents, community members, school board, higher educational personnel, etc.

http://earlycollege.elisd.org/UserFiles/Servers/Server_333570/File/TEA%20Requirements/Benchmark%20I/Communication%20Plan.pdf

Benchmark 2 Products

Provide a link to the academy's final, signed, and executed MOU with their IHE.

http://earlycollege.elisd.org/UserFiles/Servers/Server_333570/File/TEA%20Requirements/Benchmark%20II/GECHS%20Final%20MOU%202017-2022%20with%20signatures.pdf

Benchmark 3 Products

Provide a link to the academy's leadership meeting agendas and minutes.

http://earlycollege.elisd.org/UserFiles/Servers/Server_333570/File/TEA%20Requirements/Benchmark%20III/GECHS%20Advisory%20Board%20agenda%20sept%202019-2020.pdf

Provide a link to the academy's school board and board of regents' presentations.

http://earlycollege.elisd.org/UserFiles/Servers/Server_333570/File/TEA%20Requirements/Benchmark%20III/GECHS%20%20advisory%20board%20update%20Presentations.pdf

Provide a link to the academy's description of each member and role in committee.

http://earlycollege.elisd.org/UserFiles/Servers/Server_333570/File/TEA%20Requirements/Benchmark%20III/GECHS%20and%20TAMIU%20Advisory%20Council2020.pdf

Benchmark 4 Products

Provide a link to the academy's 60 college credit hours crosswalk

http://earlycollege.elisd.org/UserFiles/Servers/Server_333570/File/TEA%20Requirements/Benchmark%20IV/GECHS%204%20Year%20Career%20Pathway.pdf

Provide a link to the academy's calendar of family outreach events.

http://earlycollege.elisd.org/UserFiles/Servers/Server_333570/File/TEA%20Requirements/Benchmark%20IV/GECHS%20Family%20Outreach%20events2019-2020.pdf

Provide a link to the academy's professional learning community agenda and notes

http://earlycollege.elisd.org/UserFiles/Servers/Server_333570/File/TEA%20Requirements/Benchmark%20IV/Final%20Revised%20GECHS%202019-2020.pdf

2020%20Professional%20Learning%20community%20PLC%20agendas%20and%20notes.pdf

Provide a link to the academy's advisory/study skills curriculum material

http://earlycollege.elisd.org/UserFiles/Servers/Server_333570/File/TEA%20Requirements/Benchmark%20IV/GECHS%20Advisory-Study%20Skills%20curriculum%20material%202019-2020.pdf

Provide a link to the academy's Master Schedules

http://earlycollege.elisd.org/UserFiles/Servers/Server_333570/File/TEA%20Requirements/Benchmark%20IV/MasterSchedule%20Fall%20&%20Spring%202019-2020.pdf

Benchmark 5 Products

Provide a link to the academy's calendar of TSI test administration dates.

http://earlycollege.elisd.org/UserFiles/Servers/Server_333570/File/TEA%20Requirements/Benchmark%20V/Final%202019-2020%20TSI%20fall,%20Spring,%20Summer.pdf

Provide a link to the academy's aggregate reports of TSI exam performance

http://earlycollege.elisd.org/UserFiles/Servers/Server_333570/File/TEA%20Requirements/Benchmark%20V/Final%20TSI%20Exam%20Performance.pdf

Provide a link to the academy's tutoring and bridge program schedules

http://earlycollege.elisd.org/UserFiles/Servers/Server_333570/File/TEA%20Requirements/Benchmark%20V/GECHS%20Bridge%20Summer%20School%20Program2020

Provide a link to the academy's Bridge program curricula

http://earlycollege.elisd.org/UserFiles/Servers/Server_333570/File/TEA%20Requirements/Benchmark%20V/Revised%20Final%20BRIDGE%20PROGRAM%20CURRICULUM

Benchmark 6 Products

Provide a link to the academy's mentor/induction program plans.

http://earlycollege.elisd.org/UserFiles/Servers/Server_333570/File/TEA%20Requirements/Benchmark%20VI/TxBESS%20Framework_201-2020.pdf

Provide a link to the academy's annual training or professional development plan with ECHS and IHE faculty.

http://earlycollege.elisd.org/UserFiles/Servers/Server_333570/File/TEA%20Requirements/Benchmark%20VI/2019-2020%20Final%20Revised%20Professional%20Development.pdf

Provide a link to the academy's ECHS leader/liaison meeting agendas and notes.

http://earlycollege.elisd.org/UserFiles/Servers/Server_333570/File/TEA%20Requirements/Benchmark%20VI/2019-2020%20GECHS%20Leader-liaison%20meeting%20agenda.pdf