



TRANSMOUNTAIN EARLY COLLEGE H S

ECHS Renewal Application

2023-2024

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Background

District Affiliation

EL PASO ISD

CD #: 071902

Region: 19

Mailing Address (Line 1): P O BOX 20100

Mailing Address (Line 2):

City, State, Zip: EL PASO, TX 79998

School Affiliation

TRANSMOUNTAIN EARLY COLLEGE H S

CDC #: 071-902-015

Region:

Mailing Address (Line 1): 9570 GATEWAY N BLVD EC

Mailing Address (Line 2):

City, State, Zip: EL PASO, TX 79924

Academy Information

What is the academy name?

Transmountain Early College High School

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

Grade Levels Served

What grade level(s) will your academy plan to serve?

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.

86

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

84

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

78

Contacts

Applicant

Applicant 1

Job Title

Principal

Name Prefix

Mrs.

First Name

Barbara

Last Name

Brinkley-Lopez

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Phone

9152365019

Principal

Principal 1

Name Prefix

Mrs.

First Name

Barbara

Last Name

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9152365019

Superintendent

Superintendent 1

Name Prefix

Ms.

First Name

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Last Name

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Narratives

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, Recruitment and Enrollment

Degrees and Credentials

Select the Career Cluster(s) that your academy plans to offer.

STEM

Select the Career Cluster(s) that your academy plans to offer.

Engineering

Which of the following credential(s) does the academy plan to offer students?

AD

What associate degree(s) does the academy plan to offer?

Item

Interdisciplinary Studies/General Studies

Pre-Health Occupations

Pre-Medicine

Recruitment and Enrollment

Describe any changes in established plans for recruitment and enrollment process that meet open enrollment requirements.

Transmountain ECHS strives to encourage and recruit students in the target populations of At-Risk, students with disabilities, low socio-economic, Emergent Bilinguals (EB), minorities and historically under-served communities. Indeed, El Paso ISD's demographics are well-represented in these areas. Campus Leadership Teams meet regularly to brainstorm, plan and implement strategies focused on recruiting target-population students. Additionally, TMECHS staff works with all district middle schools to ensure dissemination of open communication and accurate information to all students. TMECHS wants students to know that they all can, and should, apply to TMECHS and have the opportunity to

earn an Associates Degree during high school. TMECHS uses a performance-blind, open-access lottery system through which up to 125 freshmen enroll each school year. However, over the past 6 years, TMECHS accepted all applicants due to fewer applications received, decreasing district enrollment, and new PTECH options. Changes that TMECHS has made in efforts to increase target-population recruitment and open enrollment requirements include: increasing the number of campus-hosted recruitment nights, TMECHS's presence at district middle schools' recruitment events and Parent-Teacher Conference events, and in working with middle school counselors to: 1) create TMECHS Schoology access page, and 2) acquire listing of all interested students absent from recruitment presentations, then contacting those students individually with information and invitations to apply. We are also scheduling presentations with 8th grade teachers/classrooms in schools serving low socio-economic and high EB communities to discuss, promote, encourage, and invite those students to apply to TMECHS.

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
El Paso Community College	University of Texas at El Paso	Bachelor of Science, Bachelor of Arts, All 4 year Academic degrees

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

El Paso Community College

Name Prefix

Ms.

First Name

Maria (Tonie)

Last Name

Badillo

Email

mbadill4@epcc.edu

Phone

9158316755

Job Title

Dean of Dual Credit and Early College High Schools

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 IHE articulation agreement with El Paso Community College addresses the curriculum alignment and courses of study by aligning the student course sequence necessary to meet the Associate of General Studies in Sciences or an Associate of Arts Degree. The academic plan developed by EPCC and EPISD provides the opportunity for each student to earn a high school diploma and an associate degree. College credit towards completion of an Associate degree is earned through dual credit courses and enrollment in college classes at EPCC. Both high school and college credit courses are transcribed immediately upon a student's completion of the course. Dual Credit courses are those for which students receive both high school and college credit, and they are taught in a variety of delivery modes by an EPISD teacher or EPCC faculty members. College Credit courses are those courses for which students receive college credit only; these courses do not have a high school equivalency and therefore cannot be offered for high school credit. These courses are taught by EPCC faculty members. TMECHS personnel utilize an updated curriculum framework which enables each student the opportunity to earn a high school diploma and an associate degree within the four years of enrollment at TMECHS. The curriculum alignment is reviewed by EPCC and EPISD personnel on an annual basis. Campus counselors work with the EPISD approved dual credit crosswalk which defines the alignment of the required high school courses to the college courses and their descriptions.

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

The EPCC and EPISD-TMECHS Interlocal Agreement stipulates that students will only take college credit courses that apply towards their EPCC degree plan or the degree plan of the transferring institution they have selected. This applies whether classes are taught at TMECHS or the EPCC campus. TMECHS counselors advise students on the transferability of all college credit offered and earned twice per year via individual meetings. Furthermore, in order to support the students' completion of their bachelor's degree, EPCC and TMECHS facilitates meetings between students and college advisors to ensure students are aware of credit transferability and applicability. College advisors make students aware of the courses required to complete their bachelor's degree. To ensure that students have access to all credits earned on their high school transcript, we refer to the IHE "Joint Responsibilities", section iv, "respectively entering high school or college credit into a student's transcript immediately upon a student's completion of the course." This allows students, counselors and universities to be updated on student progress and their qualifications for scholarships. As listed in section B, "Use of Facilities," "TMECHS students will have access to All EPCC facilities, services and resources afforded to all other EPCC students. TMECHS will have use of the EPCC facilities based on availability for events such as proms, dances, graduation dinners, and recruitment activities." Also, according to "Student Services," letter B, EPCC provides EPCC IDs for students to access online library databases, materials/resources, tutoring centers, and Academic Computer Services labs.

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.

EPISD and Transmountain ECHS's Interlocal Agreement with El Paso Community College (IHE) stipulates that our school district, EPISD, shall provide student services for the students to include transportation. Therefore, all transportation costs and fees are the school district's obligation. EPISD provides this transportation by running three bus routes, picking up and dropping off students at each of the ten comprehensive high schools within district boundaries. Should EPISD and/or EPCC decide to discontinue the operation of the TMECHS, they agree to the following provisions: TMECHS's 11th and 12th grade cohorts will continue operations through those cohort's scheduled graduation from TMECHS. The 9th and 10th grade cohorts will transfer to their home high schools at the end of the school year in which EPISD and EPCC decide to close TMECHS. If TMECHS begins a process of discontinuing operations, TMECHS will not enroll any additional students in the grades that have been phased out. Additionally, if TMECHS should begin a process of discontinuing operations, TMECHS will meet all of the required design elements of this agreement and provide appropriate support for all students enrolled. In addition to what is stated directly in the interlocal agreement, it is the campus leadership's request that should TMECHS discontinue operations, the 9th and 10th grade cohorts be offered transfer to another in-district ECHS.

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 IHE articulation agreement with EPCC addresses data sharing by agreeing to collect data associated with TMECHS required for reporting purposes and share the data with the appropriate agencies. Data is also shared when it is needed for internal purposes by either entity. The EPISD and EPCC Research departments will be the primary point of contact for all data collection for their

respective institutions. In addition, EPISD and EPCC agree to share any data required for the successful completion of the TMECHS students' graduation plans. When applicable, EPCC's Institutional Review Board (IRB) will confer with TMECHS leadership when requesting and sharing data. When selected, TMECHS will participate in instruction and/or facility satisfaction surveys and other local or national surveys administered to EPCC students. EPISD and EPCC will collect and review the following aggregated/disaggregated data: number of credit hours taken and earned; GPA's; state assessment results; SAT/ACT, PSAT; TSIA readiness by grade level; qualifications of TMECHS staff and location(s) where courses are taught. Provisions for implementing program improvements will be based on the collection, review, and sharing of the following data: EPCC data; EPISD data; articulation of high school students in four-year colleges/universities and level of entry, enrollment/retention rates; and leaver codes and attrition rates, by grade level. Both EPCC and EPISD agree to maintain the confidentiality of the educational records in accordance with the provisions of the Family and Educational Rights Act of 1974 (FERPA).

Narratives: Advanced Academics

Advanced Academics

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

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?

Challenges that TMECHS has faced ensuring we have dual credit credentialed teachers includes the problem that arises when dual credit teachers leave the campus for whatever reason, There may be a lack of qualified applicants to fill the position, and campus leadership has met this challenge by the following: 1) Encouraging the existing faculty to complete additional graduate hours to become dual credit qualified by EPCC 2) Supporting and encouraging teachers to challenge additional Texas certification exams in other content areas, thereby increasing the types of classes each instructor can teach 3) Campus leadership provides opportunities for multiple campus instructors to teach the dual credit subjects, in an effort to avoid experiencing a void of qualified DC teachers in each content area should a teacher leave the campus. 4) Campus leadership has worked with EPCC Deans in requesting more sections of specific courses (i.e., SPEECH 1321) on the college campus, ensuring our students the opportunity to complete their degree in the absence of such qualified instructors on the TMECHS campus. 5) Scheduling students in summer classes at EPCC. Over the past 6 years of current campus leadership, TMECHS has successfully met all challenges faced with regard to qualified DC teachers, ensuring the availability and opportunity for students to take all courses required for completion of their Associate degree.

Is the academy a TSIA testing site?

Yes

Narratives: Curriculum and Support

Curriculum and 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
One-on-One Counselor Interviews	Students meet individually with their respective counselor to review credits for both high school graduation as well as EPCC Associate degree completion, FAFSA, college and scholarship applications, endorsements, performance acknowledgments and CCMR card, and pre-registration of courses for upcoming semester
Spring Saturday Tutoring Camps	Camps are 1/2 day sessions; Focus is on specific STAAR-EOC Exams or on SAT/PSAT or AP exams; campus allocates funding to ensure effective teachers are compensated for additional work hours
Reading Course	Struggling students in the areas of English EOC exams and TSI Reading non-passers are enrolled in this state-elective credit course in which they receive tailored instruction respective to their individual needs
Supplemental Independent Math Study Course	Students enrolled in this course are early EPCC graduates who are enrolled in Calculus 2 at UT El Paso during their senior year. DC Math teacher provides support, re-teaching of difficult concepts, and tailored instruction to ensure success of TMECHS students at the university level
Built-In Advisory Periods	Every class at TMECHS meets one additional time each week for approximately an hour. Advisory periods are built-in to the regular school day. Focus of these advisory periods range from re-teaching, extension of learning activities, PBL's, depth-of-knowledge activities, to guest speakers/presentations from colleges, branches of military service and/or specific business/industry fields. Opportunities for exposure to and exploration of real-world careers are provided.
Scheduled Before- and After-school Tutoring Sessions and Labs	Core-content teachers provide tutoring and/or labs (math & science) for our students on a daily schedule, five days per week. Campus allocates funds yearly to compensate teachers for additional work hours outside the district requirements.

Activity	Description
FAFSA Workshops	Held a minimum of twice per year by College & Career Readiness Coordinator and college personnel during evening hours, affording working parents the ability to attend with their child; assistance is provided to each in a computer lab as parents complete FAFSA applications online
TSIA Preparation and Testing & Summer Bridge	1) CCR Coordinator and GO Center on campus providing multiple opportunities for TSIA testing in ELAR and Math during each semester; students struggling to pass are informed of areas of weakness. Information is shared with their respective content-area teachers to inform individual tutoring opportunities; Kahn Academy lessons are assigned to students as well which can be completed individually at home, or after school in tutoring; 2) Summer Bridge: *-day program for incoming freshman cohort; focus is TSIA ELAR preparation and testing, typically resulting in a 65% plus pass rate, allowing freshman to begin DC classes in fall semester of freshman year

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
Positive Behavior Interventions & Supports (PBIS)	Team of campus faculty meet monthly to identify and recognize students for meeting behavior expectations anywhere on campus. Students that exhibit positive behaviors are recognized and rewarded monthly.
Social & Emotional Learning (SEL)	SEL) is embedded school-wide and in classrooms with the use of practices such as yoga, breathing techniques and other relaxation techniques. These practices allow students to apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
Parental Engagement	TMECHS employs a parental engagement liaison who coordinates activities and events involving parents and community members.
Variety of Clubs!	Ninety five percent of faculty sponsor a club. These include Announcement Club, Chess Cultural Club, Craft Club, Community Service Club, Destination College, Dungeons and Dragons, E-Sports League (Gaming), Gay-Straight Alliance (LGBTQ+), Science Club, Youth for Christ, All Academic UIL Events, Maverick Athletics (Intramurals), Maverick Dance KRU & DJ Productions, Mav-Up Club (SEL/PBIS), Mu Alpha Theta, Musical Productions, Percussion Club (Drumline) National Honor Society, Spanish/French Club, Student Council/Government, World Quest/History Club, AcaDec, & High-Q
College & Career Readiness Coordinator (CCRC)	College and Career Readiness Coordinator employed at TMECHS to assist students with college applications, scholarship applications, TSI preparation and testing, communication with College Board, AP and SAT testing, FAFSA, Military recruitment, and Texas Workforce training opportunities.

Enrollment & Activity Registration	Annual events by TMECHS administration in which campus and college personnel provide information, direction and assistance to parents with all enrollment
Events	processes for both TMECHS and EPCC; includes online registration/enrollment processes. Parents use school computers, and translation services are provided for parents that need additional assistance with technology or with the English language..
Student Activities Manager (SAM)	Faculty member assumes role and responsibilities of this position, which includes sponsoring the very active TMECHS Student Council; SAM schedules, plans & organizes campus events such as pep rallies, homecoming, dances, spirit weeks, graduation, etc..., SAM ensures our Student Council is active and competitive with the region's StuCo Organization
New Student Orientation	Annual spring event held on a Saturday for the incoming freshmen cohort (students & parents), and subsequent "make-up" sessions held for those families who missed the originally scheduled event

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

TMECHS utilizes targeted data to determine the program foci for the school year. The Access, Achievement and Attainment data are used to inform the leadership team's decisions regarding its processes in each area. TMECHS's current access data Continue to indicate the need for greater recruitment efforts of EB's and SWD's, as well as At-Risk students. TMECHS is strengthening recruitment efforts by increasing the number of recruitment events both at the campus as well as visits to in-district middle schools. We are targeting specific classrooms such as ESOL and AVID classrooms, those courses and specific middle schools servicing low-income or under-served communities, in which At-Risk students are enrolled. We are targeting middle schools who also have an EB population that is significantly higher than the district average. TMECHS Attainment data shows the students are successfully meeting all the Outcome Based Measures (OBM's) for the Early College designation . TMECHS is strong in the Attainment indicators and will continue those programs and supports in each area. TMECHS Achievement data shows our students are consistently successful (exceeding in many indicators) in meeting all data indicators in each OBM for the Early College designation. The data gathered in this area shows program success in TSIA testing completion rates and EOC passing rates. The role and responsibilities of the College & Career Readiness position at TMECHS has been extended to include participation in recruitment events and in individual TSIA preparation sessions for students struggling to pass.

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
Benchmark 1- Target Population	1. TMECHS will increase targeted population recruitment efforts by identifying subpopulations in district middle schools and working with their counselors to schedule presentation dates for specific classrooms in which ELL, At-Risk, and SWD students are found, (i.e., ESOL, Alternative Education, AVID). 2. TMECHS will schedule recruitment presentations at middle schools with a significantly higher than average economically disadvantaged population.
Benchmark 4- Curriculum & Support	1. TMECHS administration is working diligently with teaching staff to achieve a higher percentage of its dual-credit credentialed instructors. With most DC faculty right here on campus, students have greater access to the teachers for individualized assistance and tutoring during the day while on campus. 2. Expansion of after-school and Saturday tutoring sessions for specific areas to include TSI, all EOC's, AP, & SAT/PSAT. Campus Leadership will ensure funding is allocated to pay faculty for all tutoring as we attempt to close learning gaps. 3. TMECHS will schedule, plan, and execute a spring "festival" on campus, inviting parents, families and community. Purpose of the event includes involving families and community members, as well as to showcase our campus.
Benchmark 5- Academic Rigor & Readiness	1. TMECHS partnered with NTN College Access, a non-profit organization which is providing NAVIANCE data base and a \$6000 grant per year (3 yrs) to the campus in an effort to increase our target population's college awareness & access upon graduation. 2. TSIA and EOC preparation and support- Although TMECHS has a high passing rate in TSIA and EOC testing, we need to continue to work on identifying student weaknesses, creating tailored interventions, and individualized instructional plans to improve student readiness and success. TMECHS administrators, instructors, counselors and CCR Coordinator collaborate to identify student weaknesses and provide appropriate interventions. This team ensures that opportunities are created and implemented with students to strengthen the academic skills necessary for success.

Narratives: Benchmark Products

Benchmark Products

On this page, you must provide a hyperlink to the location where your digital products corresponding to the product and activities that are required to be posted by the first day of serving students. Enter the hyperlink here. Hyperlinks must be entered with the fully qualified URL including "HTTP://" or "HTTPS://".

<https://www.episd.org/tmechs>

